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### **Training of Future Physical Education and Sports Teachers in Higher Education Institutions: Modern Trends**

#### **Підготовка майбутніх вчителів фізичної культури і спорту у ЗВО: сучасні тенденції**

*The article outlines the characteristics of professional training for future physical education and sports teachers in higher education institutions, emphasizing the social significance of such training and the standards for its quality. It highlights changes in the primary objectives of teacher training, which are driven by a consistent shift toward student-centered education and a contemporary focus on the personal development of specialists. From this perspective, the professional competence of a teacher is defined as a category that reflects the attained level of professional education, the pedagogical experience gained during training, and the individual professional abilities developed throughout the process. An analysis of the works of scientists and legislative documents related to the studied issues has been conducted. This analysis highlights the shortcomings and new requirements for the training of pedagogical personnel. Additionally, it reveals the multifaceted process of professional development for specialists in physical education and sports during their studies at higher education institutions. It is important to note that the systematic education of specialists in physical education and sports encompasses three key components that enhance pedagogical effectiveness: a sports-oriented worldview, emotional well-being, and competence in physical education and health improvement. Modern trends in the development of professional training systems for future teachers of physical education and sports are shaped by innovative approaches within higher education pedagogy and a creative strategy for planning the educational process. These trends emphasize personalized and individualized methods aimed at fostering comprehensive student development. They also incorporate integrated and health-promoting technologies in education, promote the internationalization of education, and support inclusive education. Current trends in professional training highlight project-based learning, psychological and pedagogical support, the cultivation of leadership qualities, and the modernization of educational program content. It is concluded that the professional training of future teachers is focused on developing well-rounded and competent specialists in higher education institutions, who are capable of fostering a healthy society and promoting physical education and sports among citizens.*

**Keywords:** *training of specialists, future teachers of physical education and sports, professional competencies, higher education institutions.*

*У статті описано особливості професійної підготовки майбутніх учителів фізичної культури і спорту у закладах вищої освіти відповідно до соціальної значимості такої підготовки та вимог до її якості. Зазначено зміни ключових цілей у підготовці педагогів, що обумовлено послідовним переходом до особистісно-орієнтованої освіти та сучасною переорієнтацією освіти на особистісний розвиток фахівця. Із зазначених позицій схарактеризовано професійну компетентність педагога як категорію, що розкриває здобутий рівень професійної освіти, набутий в процесі навчання педагогічний досвід та індивідуальні фахові здібності. Здійснено аналіз праць науковців і законодавчих документів з досліджуваної проблематики. Звернено увагу на недоліки і нові вимоги до підготовки педагогічних кадрів та розкрито різноаспектний процес професійного становлення фахівців фізичної культури і спорту за час навчання у закладі вищої освіти. Зауважено, що системна освіта фахівців фізичної культури і спорту об'єднує три оптимізуючі педагогічну діяльність складові: спортивний світогляд, емоційний комфорт та фізкультурно-оздоровчу компетентність. Сучасні тенденції розвитку системи професійної підготовки майбутніх учителів фізичної культури і спорту визначаються новаційними*

напрямами функціонування педагогіки вищої школи та творчим підходом до планування освітнього процесу, які спрямовують освітній процес на впровадження особистісно-орієнтованого та індивідуалізованого підходів у реалізацію всебічного розвитку студентів; залучення до навчання студентів інтегрованих і здоров'язберезувальних технологій, інтернаціоналізації освіти; інклюзивної освіти. Розкрито спрямування сучасних тенденцій професійної підготовки у напрямку проєктно-орієнтоване навчання, психолого-педагогічної підтримки, розвитку лідерських якостей та модернізації змістового наповнення навчальних програм. Зроблено висновок, що професійна підготовка майбутніх педагогів спрямована на розвиток у закладі вищої освіти гармонійно-розвиненого та компетентнісного фахівця, здатного формувати здорове суспільство та популяризувати серед його громадян фізичну культуру і спорт.

**Ключові слова:** підготовка фахівців, майбутні вчителі фізичної культури і спорту, фахові компетентності, заклади вищої освіти.

**Introduction / Вступ.** Currently, the role of physical education and sports is significantly increasing in civil society, serving as a crucial factor in the development of both individuals and society as a whole. The social importance of physical education and sports is growing due to the promotion of a healthy lifestyle aimed at fostering a physically fit society. Additionally, these activities contribute to the unification of the national identity, as physical education and sports effectively strengthen the state. They also promote social integration, as sports foster unity among citizens, regardless of their social or cultural backgrounds. Consequently, the expectations of society and its members regarding the quality of training for specialists in the field of physical education and sports are rising. This includes demands for a higher level of professional competence, which encompasses the degree of professional education, practical experience, individual abilities, and the values associated with pedagogical practice.

The transition to personality-oriented education has led to a significant shift in the primary objectives for training specialist teachers. Previously, under the traditional approach, the main goal of training physical education and sports teachers was their technological development. Today, however, this focus has shifted toward the personal development of the specialist. This change is a result of self-organization, the synthesis of personal and professional experiences, a reorientation of pedagogical values, and the humanization of society, among other factors. In light of these developments, we define professional competence as a category characterized by the acquired level of professional education, pedagogical experience, and individual abilities of the teacher. This professional competence, in addition to technological and pedagogical readiness to address professional tasks, encompasses the teacher's humane and pedagogical role in treating students as equal participants in the educational process. It also includes a value-based approach to pedagogical activity, emphasizing a commitment to the long-term effects of personal and continuous learning, as well as a high level of general, national, and professional culture. Given these considerations, it is essential to implement changes in the system for training physical education and sports teachers, incorporating new approaches into the educational processes of higher education institutions.

The analysis of pedagogical theory and practice indicates that throughout the development of professional education, researchers have consistently sought new approaches to training future teachers in higher education institutions. Today, scholars are proposing new requirements for teacher training and their professional roles. For instance, I. Zyazyun emphasizes that a teacher is not only a professional but also a citizen, a mentor, and a guide for students as they navigate their futures (Zyazyun I., 2013, pp. 3–10). V. Pidriachy introduces fundamentally new expectations for teachers, viewing the profession as a dynamic component of society (Pidriachy V., 2021, pp. 29–31). M. Sosnova highlights the shortcomings in the training of pedagogical personnel, particularly the lack of a flexible educational system that can adapt quickly to changing needs (Sosnova M., 2023, pp. 121–123). Additionally, L. Rebukha addresses the psychological and pedagogical challenges faced in training future specialists in socio-humanitarian fields (Rebukha L., 2019, pp. 35–36), and others.

The professional development of physical education and sports specialists has been examined by several researchers, including L. Sushchenko, who focused on the professional training of future physical education and sports specialists in foreign countries (Sushchenko L., 2002); I. Grinchenko, who analyzed the experience of professional training in European countries (Grinchenko I., 2014, pp. 39–45); S. Lazorenko, who explored the theory and practice of developing information and digital culture in blended learning environments (Lazorenko S., 2021, pp. 38–40); and T. Gulko and L. Rybalko, who investigated professional training under martial law in Ukraine (Gulko T., & Rybalko L., 2023, pp. 20–25).

Currently, the training of pedagogical professionals in the field of physical education and sports has

entered a new and advanced stage of development. Analysis of the source database reveals that contemporary scholars view the training of these specialists from various perspectives, highlighting the wealth of positive experiences accumulated in this field. Our research led us to conclude that enhancing the effectiveness of training future physical education and sports educators in higher education institutions can be achieved by incorporating modern educational trends.

**Aim and Tasks / Мета та завдання.** The purpose of the article is to reveal modern trends in the training of future teachers of physical education and sports in higher education institutions, which contribute to increasing its effectiveness.

**Methods / Методи.** In order to reveal the subject of the study, general scientific methods were used: analysis, synthesis, induction and deduction, systematization and generalization, as well as an analysis of literary sources and a generalization of pedagogical experience.

**Results / Результати.** The modern education system is undergoing significant changes due to the dynamic evolution of society and the increasing importance of physical education and sports. This necessitates the modernization of approaches to training future specialists in this field. The systematic education of specialists in physical education and sports is characterized by the integration of three interrelated components designed to optimize pedagogical activities: a sports-oriented worldview focused on achievement and emotional well-being during physical activities, comprehensive physical, mental, and functional development and physical education and health-improving competence.

In the context of updating educational content, the primary areas of training for future teachers of physical education and sports include mastering a comprehensive system of theoretical knowledge and practical skills in professional disciplines (Kryshtanovich S., 2018, pp. 80–82), fostering motivation to enhance physical qualities and motor abilities (Pyatnytska D., 2017), achieving a high level of physical fitness and endurance (Melnikov A., Shynkaruk V., & Yakymlyuk D., 2024), and uncovering physical potential while addressing physical needs and desires (Momot O., 2023). The revised content of academic disciplines emphasizes a systematic and logical approach to mastering the subject matter, methodological, and practical training of future educators. It reflects contemporary trends in educational development and encompasses various types of activities, both in educational and extracurricular settings, as well as in the professional practices of specialists in physical education and sports.

In the context of ongoing social changes, the requirements for training future physical education and sports teachers are becoming increasingly demanding. Scholar O. Bolotina asserts that «a new generation of physical education and sports specialists must be able to: plan, organize, and conduct classes using innovative technologies; apply modern means and methods of physical education that align with the content of these technologies; assess the effectiveness of the employed technologies and monitor the quality of the educational process; analyze and adjust their professional activities; and organize and conduct scientific research in their field of expertise» (Bolotina O., 2010, p. 9). Currently, secondary education institutions require a well-rounded and professionally competent teacher who can easily adapt to changes in the professional landscape, effectively utilize their acquired knowledge and skills, impart them to students, and continuously enhance their own experience through professional self-improvement, self-development, self-education, and creative self-realization.

Key trends that characterize the development of the training system for future teachers of physical education and sports (including physical education teachers, coaches, instructors, and sports section leaders) are shaped by contemporary advancements in higher education pedagogy and a creative approach to planning the educational process. We view the professional training of future physical education and sports educators as a specially organized process that encompasses a system of effective organizational and educational strategies, along with well-designed pedagogical conditions aimed at fostering their professional competencies.

In accordance with the Laws of Ukraine, including «On Education» (2017) and «On Higher Education» (2014), as well as the Concept of the «New Ukrainian School» (2016) and other legislative and regulatory documents, the development of competencies for physical education and sports teachers is crucial. This role is essential in shaping the younger generation, as it focuses on enhancing the quality of education and training specialists in this field to meet the demands of contemporary life (Concept of State Policy Implementation, 2016; Shekhavtsov M., 2022).

Modern trends in the training system for future teachers of physical education and sports direct the educational process towards:

1. Introduction of personalized and individualized approaches to the comprehensive development of students. This development is facilitated by shifting the focus from mere knowledge transfer to fostering students' personal growth, the formation of intellectual and transformative knowledge, and the cultivation of self-regulation, self-organization, and creative thinking skills. Additionally, it emphasizes the importance of instilling a value-based attitude toward their profession and promoting a

healthy lifestyle. The training of future physical education and sports teachers through personalized and individualized approaches – integrating knowledge, skills, and individual characteristics – contributes to the development of well-rounded and creatively active professionals who engage with their training outcomes consciously and responsibly. This approach ensures a meaningful acquisition of high levels of pedagogical, communicative, organizational, technological, and other competencies.

2. The role of modern integrated technologies in teacher education. The integration of modern technologies into the educational process for teachers is essential. The use of digital tools in teaching relies heavily on interactive platforms, mobile applications, simulation training, and more. Data analysis technologies (commonly referred to as Data Science) play a crucial role in this context. These technologies enable the transformation of raw data into meaningful information, which can then be further converted into knowledge. This is particularly important for monitoring the physical condition of students and developing individualized training programs for future physical education and sports teachers. In the context of the ongoing war in Ukraine, higher education institutions must effectively implement a blended learning approach that combines traditional and online methods to adapt to the current challenges.

3. The introduction of modern health-saving technologies into the educational process provides students with the opportunity to learn contemporary methods for preserving and enhancing their health. This initiative aims to increase physical activity and foster a cognitive interest in health preservation in daily life. Additionally, it involves the development of physical activity programs tailored to the needs of various population groups, emphasizing a healthy lifestyle as a fundamental component of professional practice.

4. Inclusion of educational internationalization in students' education allows future teachers to actively participate in international exchange programs, training internships, and sports education projects. The internationalization of education encourages higher education institutions to offer certain disciplines in a foreign language, thereby fostering global professional competence among future teachers. Additionally, it exposes students to the experiences of training specialists in the field of physical education and sports abroad.

5. Project-oriented learning involves organizing the educational process to facilitate the implementation of practical projects. This approach encourages students to independently develop personalized training plans and create programs aimed at enhancing physical education within schools and communities. Additionally, it emphasizes the effective assessment of project outcomes through their practical execution.

6. Psychological and pedagogical training enables students to explore the psychological characteristics associated with the development of individuals at various ages, as well as the educational processes that foster a psychological mindset aimed at preserving, enhancing, and strengthening both their own health and that of others. This training cultivates skills for motivating students and overcoming resistance to physical activity, enhances the emotional intelligence of future educators, and instructs them on how to create a supportive psychological environment during lessons. Additionally, it equips them to provide systematic psychological and pedagogical support when needed, helps them understand their psychological attitudes towards themselves and others, and builds resilience against stress. The implementation of inclusive education enables students to master techniques for working with children who have special educational needs. This includes studying adaptive physical education and learning how to create conditions that ensure equal access to sports for all categories of students.

8. Development of leadership qualities. This competence is cultivated through training in the fundamentals of managing sports teams and effectively organizing sports events. It involves the formation of teamwork skills and group or club management abilities within higher education institutions, as well as during preparation for careers in both schools and sports clubs or organizations.

9. The modernization of educational program content includes the incorporation of contemporary sports disciplines and effective implementation methods. It emphasizes analytical aspects of sports, such as sports medicine, biomechanics, and nutrition, while also integrating courses on ethics, social responsibility, and environmental awareness.

Today, a modern physical education and sports teacher serves not only as a source of knowledge but also as a mentor who inspires, supports, and motivates students to adopt a healthy lifestyle. Such a teacher is equipped to effectively implement health-promoting technologies within the educational process, aiming to strengthen and preserve the health of their students.

**Conclusions / Висновки.** Currently, the training of future physical education and sports teachers aims to develop well-rounded specialists who can effectively address professional challenges while considering global trends, innovative technologies, and contemporary educational approaches. Additionally, these educators are expected to inspire students to adopt a healthy lifestyle. Modern

trends in the training system for future teachers, which emphasize competencies, technology, and personal development, ensure that education aligns with current demands. This focus contributes to enhancing the quality of education, fostering a healthy society, and promoting physical education. However, the existing research does not fully address the identified issue. A promising avenue for future research in this field will be to explore the content of communicative competence within the professional training of future physical education and sports teachers.

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