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CONTEMPORARY APPROACHES TO THE FORMATION OF MANAGERIAL COMPETENCE IN FUTURE PHYSICAL EDUCATION SPECIALISTS

Abstract. This article substantiates the relevance of contemporary approaches to formulating managerial competence in future specialists in physical education. The text emphasizes that conventional training methods, which primarily focus on acquiring professional knowledge and skills, are inadequate for developing systemic managerial abilities, strategic thinking, and adaptability to dynamic professional environments. According to the findings of the present study, which are supported by an analysis of relevant scientific literature and pedagogical practices, the term "managerial competence" is defined as an integral personal quality that ensures the ability to organize, plan, and effectively implement managerial activities in the field of physical education and sports. The study underscores the significance of a competence-based approach that integrates theoretical knowledge, practical skills, and value orientations, thereby fostering professional autonomy and responsibility. Empirical evidence has demonstrated that the efficacy of managerial training is augmented when a multifaceted approach is employed, integrating competence-based, personality-oriented, integrative, interdisciplinary, situational, project-based, problem-oriented,



reflective, practice-oriented, and digital methodologies. The role of innovative educational technologies, including digital platforms, online simulations, VR/AR tools, and team strategies, is of particular interest. These technologies have been shown to promote the development of critical thinking, leadership skills, and readiness for professional self-improvement. The findings of the research indicate that the implementation of contemporary approaches in a comprehensive and systematic manner is instrumental in fostering the development of managerial competence in future physical education specialists. The integration of contemporary pedagogical strategies into professional training has been demonstrated to enhance the competitiveness of graduates in the labour market and their effectiveness in practical activities. Prospects for further research include the development and experimental testing of methodological models and educational programs that combine traditional and contemporary approaches to managerial training.

Keywords: approach, managerial competence, future teachers, physical education, higher education institution

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СУЧАСНІ ПІДХОДИ ДО ФОРМУВАННЯ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ФІЗИЧНОЇ КУЛЬТУРИ

Анотація. У статті розглядаються сучасні підходи до формування управлінської компетентності майбутніх фахівців фізичної культури. Встановлено, що традиційні методи підготовки, спрямовані переважно на оволодіння професійними знаннями та навичками, недостатні для розвитку



системних управлінських умінь, стратегічного мислення та адаптивності до динаміки професійної діяльності. Проаналізовано наукові джерела та педагогічні практики, що дозволило визначити сутність управлінської компетентності як інтегральної якості фахівця, здатного ефективно організувати, планувати та здійснювати управлінську діяльність у сфері фізичної культури і спорту.

Показано значення компетентнісного підходу, який інтегрує теоретичні знання, практичні навички й ціннісні орієнтації, формуючи професійну автономність та відповідальність.

Доведено, що результативність управлінської підготовки зростає за умови поєднання компетентнісного, особистісно орієнтованого, інтегративного, міждисциплінарного, ситуаційного, проєктного, проблемно-орієнтованого, рефлексивного, практично-компетентнісного та цифрового підходів. Особлива увага приділяється інноваційним освітнім технологіям, зокрема цифровим платформам, онлайн-симуляціям, VR/AR-засобам та командним стратегіям, що сприяють розвитку критичного мислення, лідерських якостей і готовності до професійного самовдосконалення. Дослідження підтверджує, що лише комплексне й системне застосування сучасних підходів створює умови для якісного формування управлінської компетентності майбутніх фахівців фізичної культури. Інтеграція новітніх педагогічних стратегій у професійну підготовку забезпечує конкурентоспроможність випускників на ринку праці та їхню ефективність у практичній діяльності. Перспективи подальших досліджень пов'язані з розробкою й експериментальною перевіркою методичних моделей та навчальних програм, які поєднують традиційні та сучасні підходи до управлінської підготовки.

Ключові слова: підхід, управлінська компетентність, майбутні вчителі, фізична культура, заклад вищої освіти.

Problem Statement. In the current conditions of the development of the education system and professional training, special attention is paid to the formation of managerial competence (MC) of future specialists in physical education (PE), as it determines the ability to effectively organize, plan, and implement managerial functions in various social and professional contexts. It is imperative to acknowledge that conventional training methodologies for specialists in this domain predominantly emphasize the cultivation of distinct knowledge and practical competencies. However, these methodologies often neglect to adequately address the necessity for cultivating systemic managerial aptitudes, the capacity for strategic decision-making, and adaptability to the evolving dynamics of the professional milieu.



Concurrent with contemporary educational trends, including innovative pedagogical technologies, the digitalization of learning, and the implementation of integrated educational programs, are the prerequisites for the development of comprehensive MC. From this perspective, the pressing issue is the identification of effective contemporary approaches that ensure the formation of key MCs in future specialists in PE, particularly leadership qualities, the ability to engage in team interaction, and the capacity to manage professional processes.

Moreover, it is imperative to acknowledge that the development of MC necessitates not only the integration of theoretical knowledge and practical skills but also the cultivation of metacognitive abilities, critical thinking, and self-regulation. The aforementioned factors necessitate the implementation of systematic research endeavors focused on contemporary pedagogical models and teaching methodologies. Consequently, the scientific problem resides in the quest for optimal contemporary strategies that facilitate the holistic and systematic development of MC in future specialists in PE, ensuring their professional competitiveness and effectiveness in subsequent practical activities.

The Article Aims at the analysis of contemporary approaches to the process of forming MC in future specialists in PE.

The Theoretical Basis of this Study. Research on the influence of contemporary technologies in PE and adaptive PE has been conducted by Yu. Vykhliayev [1], Yu. Luts [2, P. 63–66], V. Kravchuk [3, P. 7–10]; the formation of MC of future specialists in PE and pedagogical aspects have been studied by S. Gaponenko [4], Yu. Dubrevskiy [4, P. 79–87], A. Konokh, N. Makovetska, O. Konokh [5, P. 25–31], S. Krishtanovych [6, P.120–122], H. Gryban [7, P.105–110]; management and organization in PE and sports have been addressed by O. Zhdanova, L. Chekhovska [9], O. Svertnev [10, P.19–22], A. Tsipoviaz, V. Bondarenko [11], and others.

A comprehensive review of the extant literature reveals that the development of MC in future specialists in physical culture and sports is a multifaceted issue that necessitates the integration of theoretical knowledge, practical skills, and contemporary technologies. Yagupov and Shostak propose a pedagogical model that includes goal-methodological, content, subject, methodological, and diagnostic-resultative components, which allows for the systematic development of MC in future specialists. This approach underscores the significance of structured and comprehensive training that integrates learning, practice, and performance evaluation [12].

The study by Jastrow, Greve, Thumel, Diekhoff, and Süßenbach demonstrates that the integration of digital technologies within physical education settings has been shown to significantly enhance learning effectiveness, promote student motivation, and facilitate the development of motor skills. Concurrently,



the authors acknowledge the existence of implementation barriers, including limited resources, inadequate teacher training, and constrained access to equipment. These findings indicate that contemporary educational technologies play a significant role in the development of competencies. However, the efficacy of these technologies is contingent upon a systematic approach and the allocation of sufficient resources [13].

In their scoping review, scientists Killian, Marttinen, Howley, Sargent, and Jones emphasize that digital technologies in physical education teacher training contribute to the development of pedagogical competence and the effective use of innovative teaching tools. Additionally, they identify lacunae in extant research regarding the actual impact of digital technologies on the formation of managerial skills, underscoring the necessity for further investigation [14].

Systematic reviews conducted by Zhong and Wang demonstrate that the implementation of digital-intelligent technologies and blended learning significantly improves the quality of training for future specialists. Digital platforms, online simulations, and VR/AR tools have been shown to facilitate the development of critical thinking, leadership skills, and self-regulation, which are critical components of MC [15].

Scientist Tkachov's research is centered on the pedagogical aspects of cultivating professional competence among students in physical culture and sports. He underscores the significance of integrating theoretical knowledge and practical skills to foster systemic thinking, independence, and responsibility.

The competence-based approach has been the subject of study by Konokh et al. [5, P.25-31], who emphasize the importance of developing key professional skills and abilities. The personality-oriented approach was explored by Hryban and Pylypchuk [8], highlighting the consideration of students' individual needs and characteristics.

A thorough review of the extant scientific literature suggests that the development of MC in future PE specialists (PES) is regarded as a multifaceted educational endeavour aimed at cultivating leadership, organizational, and communication skills. Conventional educational programs, which prioritize the acquisition of specialized knowledge and practical skills, frequently fail to adequately cultivate systemic MCs [5, P. 25–31]. In this context, the competency-based approach assumes particular significance, as it integrates knowledge, skills, and value orientations, thereby forming the ability for independent and effective professional activity [8].

The competency-based approach is implemented through student-centered learning, which takes into account the individual needs of the student, their motivational characteristics, and level of preparation, thereby stimulating the development of self-awareness and responsibility for the results of their activities



[1]. The integrative approach ensures the combination of theoretical knowledge with practical skills and MCs, promoting the development of systemic thinking and the ability to make complex managerial decisions [3, P. 7–10]. The interdisciplinary nature of this field entails the integration of knowledge from related disciplines such as psychology, pedagogy, management, and physical education (PE). This integration fosters more flexible and adaptable professional competencies [2, P. 63–66].

Furthermore, contemporary studies underscore a range of supplementary methodologies that augment the efficacy of establishing MC. The situational approach involves the modeling of real managerial situations to develop practical decision-making skills [5, P. 25–31]. The project-based approach, also known as Project-Based Learning, is a pedagogical strategy that fosters competence development through the execution of complex interdisciplinary projects [8, P. 105–110]. The problem-based approach, also known as Problem-Based Learning (PBL), has been shown to promote critical thinking and the ability to solve specific professional problems [1]. The reflective approach has been demonstrated to contribute to the development of self-reflection and professional self-awareness through the analysis of personal experience and decisions made [3, P.7–10].

The competency-practical approach is also relevant in this context, as it combines theory and practice through internships and simulation training. The contemporary-digital approach involves the use of digital platforms, online simulations, and VR/AR technologies to develop managerial skills. Finally, the networked and collaborative approach forms competencies through teamwork and experience exchange [2, P. 63–66].

The implementation of a competency-based approach, which incorporates student-centered, integrative, interdisciplinary, situational, project-based, problem-based, reflective, practical-competency, and digital aspects, fosters the systematic development of MC in future PES. This is a pivotal prerequisite for their professional success and competitiveness in the labor market [5; 8].

In our research, MC is understood as an integrated personal and professional quality that enables future specialists in physical education and sports to effectively organize, plan, and manage activities within educational, sports, and organizational contexts. It represents a combination of knowledge, skills, and personal attributes that allow individuals to make informed decisions, lead teams, and adapt to complex and dynamic professional environments. MC encompasses several key components. The cognitive component includes theoretical knowledge of management principles, organizational processes, strategic planning, and decision-making, which enables specialists to analyze complex situations, anticipate challenges, and apply evidence-based solutions. The



practical component involves the ability to implement management strategies in real-world settings, such as sports organizations, fitness programs, and educational institutions, including planning, coordinating, supervising, and evaluating professional activities. The behavioral and personal component reflects leadership skills, responsibility, adaptability, ethical behavior, and emotional intelligence, promoting effective communication, conflict resolution, and team collaboration.

The metacognitive component covers self-reflection, self-regulation, and continuous professional development, enabling specialists to assess their actions, learn from experience, and improve managerial practices over time.

MC is central to the professional readiness of future specialists in physical education and sports, as it ensures that graduates can apply theoretical knowledge in practical contexts, lead teams and manage organizational processes effectively, adapt to rapidly changing conditions in the field of physical culture and sports, and demonstrate independence, responsibility, and professional accountability. In the context of our study, the formation of managerial competence is closely linked to competence-based, integrative, interdisciplinary, digital, and practice-oriented pedagogical approaches, which provide students with structured opportunities to acquire and apply management knowledge, engage in experiential learning, and develop leadership and decision-making skills in realistic scenarios.

In the context of our study, a pedagogical approach is understood as a systematized model for organizing the educational process, which determines the principles, methods, and tools for developing MC in future specialists in PE. An approach encompasses a set of strategies, methods, and technologies that ensure the purposeful integration of theoretical knowledge, practical skills, and value orientations during professional training.

In other words, in our research, an approach is the foundation of learning organization, defining how students acquire competence, what resources and methods are employed, and how key managerial skills—such as planning, organization, decision-making, and self-regulation are developed.

The Main Outline of the Research. The contemporary evolution of the domain of PE and sports underscores the necessity for a novel generation of specialists who can seamlessly integrate professional expertise with a profound understanding of MC. As researchers have observed, the development of MC is a multifaceted process that encompasses the acquisition of theoretical management principles as well as the cultivation of the capacity to make informed decisions and assume responsibility for their implementation in various professional contexts.

In the scientific literature, the concept of "competence" is interpreted in a variety of ways. Some theorists define it as an existential human trait resulting



from life-creating activity initiated by the educational process, manifested in the ability for self-development and self-realization. Conversely, alternative conceptualizations of pedagogical competence emphasize a combination of professional and personal qualities that facilitate the implementation of competencies in practical activity. These alternative conceptualizations underscore the significance of cognitive, psychological, communicative, and professional-technological components. We concur with these approaches, as they underscore the systemic and multidimensional nature of competence development. Concurrently, certain researchers have drawn attention to the fragmented nature of the preparation of future specialists. Specifically, these scholars have noted that students often acquire managerial knowledge within separate academic disciplines without integrating this knowledge into a coherent system. We offer a qualified dissenting opinion on this assertion. Contemporary educational programs are increasingly adopting an interdisciplinary approach, integrating pedagogy, psychology, sociology, and management into a unified educational space.

In the context of our study, the competency-based approach is of particular importance, as it allows for the integration of students' knowledge, skills, and value orientations in the process of professional training.

The learner-centered approach is conducive to the consideration of the individual characteristics and motivation of future specialists. Integrative and interdisciplinary approaches have been shown to facilitate the development of a systemic understanding of managerial activities and their practical application. Furthermore, contemporary methods, such as project-based learning, the modeling of managerial scenarios, the integration of digital technologies, the utilization of virtual reality and augmented reality simulators, and online simulations, have been shown to enhance the efficacy of developing managerial skills and facilitate the preparation of competitive specialists [6, P. 120–122].

Consequently, the MC of future PES emerges as an integral personal quality, formed at the intersection of pedagogical, psychological, and managerial training. Its development is a necessary condition for the successful performance of professional functions in the field of PE and sports. To this end, contemporary approaches must be used to ensure the adaptability and effectiveness of future specialists.

In the course of the study, a systematization of contemporary approaches that most significantly influence the formation of MC in future PES was carried out. It is imperative to acknowledge that the application under scrutiny fosters the comprehensive development of professional competencies, integrating both practical and theoretical components of training. Furthermore, it ensures the cultivation of the capacity to adeptly organize and manage professional



endeavors. The ensuing discussion will present a synopsis of the findings derived from the aforementioned analysis, as delineated in the accompanying tabular presentation.

In the context of our research, particular attention is given to the systematization of modern approaches to the process of forming MC in future PES. The efficacy of training is contingent upon the integration of a competency-based approach with other contemporary educational methodologies, including learner-centered, integrative, interdisciplinary, situational, project-based, problem-based, reflective, practice-oriented, and digital approaches. The implementation of these methodologies not only elevates the caliber of professional education but also fosters students' capacity to competently arrange, strategize, and supervise undertakings within the ambit of contemporary challenges.

The analysis demonstrates that the competency-based approach plays a leading role in the formation of MC, as it ensures the systematic and holistic preparation of future specialists. Concurrently, its efficacy is considerably augmented when integrated with learner-centered and practice-oriented methodologies, which cultivate the development of students' individual potential and the acquisition of authentic managerial experience. Integrative and interdisciplinary approaches are instrumental in fostering a comprehensive understanding of management processes within the domain of PE. Conversely, situational and problem-based approaches cultivate the capacity to adapt and make effective decisions in unpredictable conditions. The reflective approach is conducive to the cultivation of self-monitoring and corrective skills in managerial actions, while the digital approach facilitates the integration of contemporary information technologies into educational and professional processes. Consequently, the comprehensive integration of these methodologies constitutes the foundational framework for cultivating a proficient level of MC in future PES.

In the context of our study, particular attention is given to the systematization of contemporary approaches to the process of forming MC in future specialists in PE.

The efficacy of training is contingent upon the integration of a competence-based approach with contemporary educational methodologies, encompassing personality-oriented, integrative, interdisciplinary, situational, project-based, problem-oriented, reflective, practice-competence-oriented, and digital approaches. The implementation of these methodologies not only enhances the quality of professional education but also cultivates students' capacity to competently organize, plan, and manage activities in the face of contemporary challenges. The ensuing discussion will present a synopsis of the findings derived from the aforementioned analysis, as delineated in the accompanying tabular presentation.



Table 1

**The Influence of Contemporary Pedagogical Approaches on
the Formation of MC in Future PE Specialists**

Approach	Characteristics	Influence on the Formation of MC
Competence-based	Focus on the development of a system of knowledge, skills, and abilities required for professional activity	Ensures the integration of managerial knowledge and practice, fostering the development of key professional competencies
Personality-oriented	Consideration of students' individual needs, interests, and abilities	Promotes the development of leadership, self-organization, and the ability for self-management
Integrative	Integration of various academic disciplines and types of activities	Develops a systemic understanding of management processes and the ability for comprehensive analysis
Interdisciplinary	Application of knowledge from multiple scientific fields	Develops flexible thinking and the ability to make managerial decisions in complex conditions
Situational	Modeling professional and real-life situations	Develops skills in adaptation and decision-making in unpredictable conditions
Project-based	Engaging students in the development and implementation of educational and practical projects	Develops skills in planning, organizing group activities, and taking responsibility
Problem-oriented	Structuring learning based on solving professionally significant problems	Develops critical thinking and the ability to analyse and seek contemporary managerial solutions
Reflexive	Focus on self-analysis and evaluation of one's own achievements and mistakes	Develops the ability for self-monitoring and correction of managerial decisions and actions
Practical-competence	Focus on the direct application of knowledge in professional activity	Deepens the connection between theory and practice, developing the ability to organize work effectively
Digital	Use of information and communication technologies, online platforms, and simulators	Develops digital literacy and the ability to manage information flows and digital processes in the professional sphere

The analysis of the data presented in the table indicates that the competence-based approach is the leading method in the formation of MC, as it ensures the systematic and holistic preparation of future specialists. Concurrently, its efficacy is considerably augmented when integrated with personality-oriented and practice-competence-oriented methodologies, which facilitate the cultivation



of students' individual potential and the attainment of experiential managerial knowledge. Integrative and interdisciplinary approaches are conducive to developing a comprehensive understanding of management processes in the field of PE. Conversely, situational and problem-oriented approaches cultivate the capacity to adapt and make effective decisions in unpredictable circumstances. The reflective approach is designed to cultivate self-control skills and rectify managerial actions, while the digital approach facilitates the integration of contemporary information technologies into educational and professional processes. Consequently, the comprehensive integration of these approaches constitutes the foundation for attaining a high level of managerial competence in future specialists in PE.

Conclusions and Prospects for Further Developments. A review of the scientific literature and contemporary educational practices indicates that the formation of MC in future PES requires an integrated approach that combines competency-based, learner-centered, integrative, and interdisciplinary aspects. Research has demonstrated that the implementation of contemporary pedagogical strategies, including situational, project-based, problem-based, and reflective approaches, fosters the development of students' critical thinking, autonomy in managerial decision-making, and organizational and communication skills, thereby aligning with current professional requirements. The extant research findings suggest that the successful development of MC is possible only through the systematic implementation of contemporary approaches in the educational process, active use of digital and simulation technologies, and integration of interdisciplinary knowledge. This ensures the flexibility, adaptability, and professional competitiveness of future PES. Prospects for further research include the development and testing of specific methodological models and educational programs that combine traditional and contemporary approaches to forming MC, as well as the study of the effectiveness of integrating digital technologies, virtual simulations, and interdisciplinary projects into students' professional training. A significant direction for future studies is to assess the impact of various pedagogical strategies on the development of personal and professional qualities that shape MC. Additionally, these approaches should be adapted to the conditions of higher education institutions with different profiles and levels of resource provision.

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