

PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE PRACTICUM AS AN INTEGRATED COMPONENT OF MASTER'S TRAINING IN SPECIALTY A7 "PHYSICAL EDUCATION AND SPORT"

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Key words: *professionally-oriented practicum, foreign language, master's training, physical education and sport, foreign language communicative competence, international mobility, systemic approach, educational programs.*

The article is devoted to the study of the professionally-oriented foreign language practicum as an integrated educational component in the training of master's students in specialty A7 "Physical Education and Sport." The relevance of the study is determined by the globalization of the educational space and the need to develop foreign language communicative competence among future specialists in the field of sport. The current state of foreign language training in domestic and international universities is analyzed, and a comparative analysis of curricula is carried out, which made it possible to identify trends and best practices in organizing the practicum. Purpose of the study: to provide scientific justification for the role of the professionally-oriented foreign language practicum

as a compulsory educational component in the training of master's students in specialty A7 "Physical Education and Sport," to determine its impact on the formation of foreign language communicative competence, and on the integration of future professionals into the international educational and sports environment. Object of the study: the process of professional training of master's students in specialty A7 "Physical Education and Sport" at higher education institutions. Subject of the study: the professionally-oriented foreign language practicum as a pedagogical technology for developing foreign language competence in future masters of physical education and sport. The article substantiates the application of a systemic approach, which allows viewing the practicum not as an isolated discipline but as an integrated element combining linguistic, professional, and sociocultural training. It is shown that systemic integration creates conditions for the development of students' intercultural communication skills and for gaining experience in using professional foreign language terminology in academic and professional discourse. The research employed a set of empirical methods, including pedagogical observation, questionnaires, and analysis of academic achievements. The results demonstrated that students who participated in the practicum showed an increase in foreign language communicative competence, greater confidence in using a foreign language in professional contexts, readiness to participate in international conferences and projects, and enhanced motivation for academic mobility. The findings summarize the practicum's influence on the formation of professional readiness among master's students, their competitiveness in the labor market, and prospects for further integration into the international educational and scientific space. It is concluded that the professionally-oriented foreign language practicum is an effective tool for improving the preparation of master's students in physical education and sport, contributes to enhancing the quality of education, and aligns with modern European and global standards.

ПРОФЕСІЙНО-ОРІЄНТОВАНИЙ ПРАКТИКУМ ІНОЗЕМНОЮ МОВОЮ ЯК ІНТЕГРОВАННИЙ КОМПОНЕНТ ПІДГОТОВКИ МАГІСТРІВ СПЕЦІАЛЬНОСТІ А7 «ФІЗИЧНА КУЛЬТУРА І СПОРТ»

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Ключові слова:

*професійно-орієнтований
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магістерська підготовка,
фізична культура і спорт,
іноземна комунікативна
компетентність,
міжнародна мобільність,
системний підхід, освітні
програми.*

Статтю присвячено дослідженню професійно-орієнтованого практикуму іноземною мовою як інтегрованого освітнього компонента в підготовці магістрів спеціальності А7 «Фізична культура і спорт». Актуальність роботи зумовлена глобалізацією освітнього простору та необхідністю формування іноземної комунікативної компетентності майбутніх фахівців у сфері спорту. Проаналізовано сучасний стан іноземної підготовки у вітчизняних і зарубіжних університетах, здійснено порівняльний аналіз освітніх програм, що дало змогу виокремити тенденції та кращі практики організації практикуму. Мета дослідження – наукове обґрунтування ролі професійно-орієнтованого практикуму іноземною мовою як обов'язкового освітнього компонента в підготовці магістрів спеціальності А7 «Фізична культура і спорт», визначення його впливу на формування іноземної комунікативної компетентності та інтеграцію майбутніх фахівців у міжнародний освітній і спортивний простір. Об'єкт дослідження – процес професійної підготовки магістрів спеціальності А7 «Фізична культура і спорт» у закладах вищої освіти. Предмет дослідження – професійно-орієнтований практикум іноземною мовою як педагогічна технологія формування іноземної компетентності майбутніх магістрів фізичної культури і спорту. У статті обґрунтовано застосування системного підходу, що дає змогу розглядати практикум не як ізольовану дисципліну, а як інтегрований елемент, який поєднує мовну, професійну та соціокультурну підготовку. Показано, що системна інтеграція створює умови для формування здатності студентів до міжкультурної взаємодії, набуття досвіду застосування іноземної термінології у професійному й науковому дискурсі. У дослідженні використано комплекс емпіричних методів – педагогічне спостереження, анкетування, аналіз навчальних досягнень. Отримані результати засвідчили, що студенти, які брали участь у практикумі, демонструють підвищення рівня іноземної комунікативної компетентності, зростання впевненості у використанні іноземної мови в професійних ситуаціях, готовність до участі в міжнародних конференціях і проєктах, а також підвищену мотивацію до академічної мобільності. Узагальнено дані щодо впливу практикуму на формування професійної готовності магістрів, їхню конкурентоспроможність на ринку праці та перспективи подальшої інтеграції у міжнародний освітньо-науковий простір. Зроблено висновок, що професійно-орієнтований практикум іноземною мовою є дієвим інструментом удосконалення підготовки магістрів у сфері фізичної культури і спорту, сприяє підвищенню якості освіти та відповідає сучасним європейським і світовим стандартам.

Introduction. The modern system of higher education in Ukraine is undergoing an active process of integration into the European educational space, which involves not only the unification of standards and programs but also the enhancement of student mobility and competitiveness in the international labor market and in scientific research. One of the key factors in this process is proficiency in foreign languages at a level sufficient for professional activity, participation in international conferences, preparation of scientific publications, and implementation of projects in the field of sport.

The specialty A7 “*Physical Education and Sport*” requires future professionals not only to possess solid knowledge in training methodology, sports medicine, psychology, and management but also to demonstrate the ability for intercultural communication, awareness of global trends in sport development, and the adaptation of international practices to national conditions. Therefore, foreign language training is an integral component of educational and professional programs at the second (master’s) level.

A special role in this context is played by the professionally-oriented foreign language practicum, aimed at developing holistic foreign language competence among future master’s students in physical education and sport. This concerns not merely the acquisition of grammatical structures or vocabulary expansion, but primarily the development of the ability to apply a foreign language in specific professional situations: in coaching practice, participation in international sporting events, conducting scientific research, and communication with athletes and colleagues from other countries.

The issue of combining foreign language training with professional activity in the field of sport is becoming increasingly relevant in the context of globalization. International sports federations, organizations, and scientific societies operate primarily in English as a universal language of communication. A student proficient in English at a sufficient level gains access to cutting-edge scientific publications, modern training methodologies, international grants, and academic mobility programs.

An analysis of current educational programs in Ukrainian and foreign universities demonstrates that foreign language training at the master’s level has long gone beyond traditional foreign language courses. Leading European higher education institutions practice professionally-oriented disciplines, where learning is conducted through the modeling of real-life situations: preparing presentations on training processes, writing scientific abstracts and articles, developing lesson plans in a foreign language, and participating in role-playing activities that simulate international sports events.

Thus, the professionally-oriented foreign language practicum for master’s students in specialty A7 “*Physical Education and Sport*” is not merely an auxiliary element of language training but an

integrative discipline that directly affects the quality of professional training. It contributes to the development of communicative, sociocultural, interdisciplinary, and research competencies, enabling future master’s graduates to work effectively in the multilingual and multicultural environment of modern sport.

In this context, the scientific substantiation of the role of the professionally-oriented practicum in the master’s education system, the determination of its place among other educational components, and the analysis of methodological approaches to its implementation under the conditions of Ukraine’s integration into the global educational and sports space acquire special importance.

Relevance of the Study. The modern educational paradigm is oriented toward the preparation of a competitive specialist capable of functioning in a globalized professional environment. For master’s students of specialty A7 “*Physical Education and Sport*”, this implies not only possessing up-to-date knowledge in sports science, pedagogy, psychology, and management, but also the ability to communicate in a foreign language at a level that meets international standards.

The high relevance of the professionally-oriented foreign language practicum is explained by several factors. First, the globalization of sport indicates that it is becoming increasingly integrated into the global arena. International tournaments, joint research projects, exchanges of coaches and students – all of these require future specialists to possess foreign language proficiency to ensure effective interaction.

Equally important is the expansion of academic mobility. Programs such as Erasmus+, double degree opportunities, and international research internships require students to participate actively in multicultural educational environments. Without professional foreign language training, master’s graduates lose significant competitive advantages.

Another key factor is access to contemporary scientific resources. A large proportion of cutting-edge research in the field of physical education and sport is published in English. Proficiency in the language allows students to directly engage with the results of international studies, thereby enhancing the quality of their own scientific work.

The development of communicative competence for both coaches and researchers is paramount. In professional practice, sport specialists must possess skills in delivering presentations, writing scientific articles, participating in conferences, conducting negotiations, and working with foreign athletes. The professionally-oriented practicum is precisely the instrument through which these competencies are acquired.

Finally, personalization of the educational process is a critical consideration. In the context of European educational reforms, increasing attention is devoted to shaping individual learning trajectories.

A foreign language practicum enables students to combine general academic language skills with field-specific knowledge (sport, management, medicine, psychology), thereby improving the effectiveness of the learning process.

Thus, the relevance of this study is determined by the need to integrate Ukrainian sports education into the international arena, ensure the competitiveness of graduates, and form in them a foreign language communicative competence that serves as a key factor in professional development and career advancement.

Purpose of the study. To provide a scientific justification for the role of the professionally-oriented foreign language practicum as a compulsory educational component in the training of master's students in specialty A7 *"Physical Education and Sport"*, to determine its impact on the development of foreign language communicative competence, and on the integration of future professionals into the international educational and sports environment.

Object of the study. The process of professional training of master's students in specialty A7 *"Physical Education and Sport"* in higher education institutions.

Subject of the study. The professionally-oriented foreign language practicum as a pedagogical technology for developing foreign language competence in future masters of physical education and sport.

Methods of the study: analysis and synthesis of scientific and methodological literature on teaching foreign languages for professional purposes, sports education, and intercultural communication; comparative analysis of educational programs of domestic and foreign universities to identify trends and best practices in master's training.

Analysis of recent studies and publications. Modern scientific literature demonstrates a growing interest in the integration of innovative technologies and foreign language training in the field of physical education and sport. Research by Kosheleva O.O. and Skrypchenko I.T. (2021) highlights the possibilities of introducing innovative technologies into the system of physical education for university students, emphasizing the need to update educational strategies in accordance with the challenges of the digital society [1].

In the article by specialists, the possibilities of using innovative technologies in the professional training of bachelors in the educational-professional program *"Physical Education"* are analyzed [4]. The researchers emphasize that modern digital tools and platforms create conditions for the individualization of educational trajectories and the integration of theoretical training with students' practical activities.

A study conducted by a group of authors focuses on the analysis of interactive distance learning technologies, which significantly enhance the effectiveness of the educational process through the integration of

multimedia tools and communication platforms. The authors underline that such methodologies are highly relevant for training students in the specialty *"Physical Education and Sport"* in both on-site and distance learning formats [3].

Another publication demonstrates the effectiveness of practice-oriented teaching of the discipline *"Methodology and Organization of Scientific Research in Physical Education and Sport."* The authors show that the integration of research and educational activities contributes to the formation of professional competencies and the ability of students to conduct independent scientific work [2].

Thus, the analysis of recent publications allows us to conclude that in the field of training specialists in physical education and sport, there is an active search for optimal models for integrating digital technologies, foreign language training, and professionally-oriented practicums. These approaches enhance graduates' competitiveness and ensure their readiness to work in the international educational and scientific environment.

Research results. The analysis of second-cycle (master's level) educational programs in specialty A7 *"Physical Education and Sport"* at Ukrainian and foreign universities has shown that foreign language training is gradually shifting from traditional language courses to integrated professionally-oriented practicums. This approach enables future specialists not only to improve their language skills but also to apply a foreign language directly in their professional activities (Table 1).

The results of the conducted analysis and pedagogical observations indicate that the professionally-oriented practicum: ensures the acquisition of specialized terminology in the field of physical education and sport; develops oral and written communication skills in genres of academic and professional discourse (scientific article, presentation, coaching instruction, research protocol, review); and fosters the ability for intercultural communication, which is particularly important in the context of international competitions and scientific conferences.

It was established that the practicum is effectively integrated with other educational components of master's programs – such as research methodology, sports management, and teaching practice. This integration enables students to apply foreign language knowledge comprehensively in the context of real professional tasks.

The practicum actively employs multimedia and digital resources, including interactive platforms for language learning, online libraries, presentation software, and videoconferencing systems (Zoom, MS Teams), which contribute to the development of digital literacy and enhance the efficiency of the educational process.

Master's students who participated in the professionally-oriented practicum reported increased con-

Table 1

Results of Implementing a Professionally-Oriented Foreign Language Practicum in the Training of Master's Students in Specialty A7 "Physical Education and Sport"

Expected Results	Specific Manifestations in Students
Formation of foreign language communicative competence	Mastery of professional sports terminology; ability to prepare abstracts, theses, and articles in English; skills in delivering presentations at scientific conferences.
Development of academic and professional discourse skills	Preparation of coaching instructions, lesson plans, research protocols in a foreign language; simulation of professional situations through role-play activities.
Integration of language training with professional disciplines	Use of a foreign language in studying sports management, research methodology, and teaching practice; completion of interdisciplinary assignments.
Formation of soft skills	Improved communication; development of critical thinking, leadership qualities, and ability to work in international teams.
Application of innovative digital resources	Use of multimedia platforms for language practice (Quizlet, Kahoot, Moodle); participation in videoconferences in English (Zoom, MS Teams).
Development of intercultural communication skills	Participation in joint educational and research projects with foreign students; familiarization with the sports culture of other countries.
Motivation for academic mobility	Aspiration to participate in Erasmus+ programs, internships, and international conferences; readiness for studying or working abroad.
Increase in professional confidence	Ability to communicate fluently with foreign colleagues and athletes; capacity to present one's own research at the international level.
Readiness for research activity	Preparation of scientific materials in a foreign language; writing articles for international journals; participation in international research communities.
Improved competitiveness in the labor market	Expanded employment opportunities in international organizations, federations, and clubs; increased chances for a successful career in sport and science.

fidence in using a foreign language in professional situations; readiness to take part in international conferences and internships; development of soft skills such as critical thinking, teamwork, and leadership; as well as higher motivation for independent work and academic mobility.

Through a comprehensive comparative review of graduate programs in "Physical Education and Sport" offered by both Ukrainian and foreign universities, several key trends and exemplary practices have emerged that underscore the role of language-oriented professional training (Table 2):

Integration of Foreign-Language Practicums

International Example: Many European and North American universities integrate professionally oriented language practicums into their master's curric-

ula, wherein students prepare and deliver presentations, write methodological guidelines, or engage in virtual coaching sessions in a foreign language.

Domestic Context: In contrast, Ukrainian programs typically offer general language courses (e.g., English or German), which are often disconnected from disciplinary content. This highlights a gap that can be bridged by embedding profession-focused language work across the curriculum.

Focus on Interdisciplinary and Applied Learning

International Best Practice: Several institutions employ interdisciplinary modules that combine sports management, research methodology, and pedagogical studies with foreign-language use. Students not only learn professional terminology, but also apply it in context-based projects.

Table 2

Comparative Insights in Graduate Training Practices

Area	International Practice	Ukrainian Context	Recommended Adaptation
Language Integration	Foreign-language practicums embedded in professional courses	Language courses isolated from discipline	Embed language usage into disciplinary modules
Interdisciplinary Tasks	Applied projects combining language + sport management + pedagogy	Separate instruction in each area	Develop interdisciplinary, language-rich learning
Reflective Learning	Task-based reflections in L2 (e.g., essays, video debriefs)	Rarely used in Ukrainian programs	Introduce reflective tasks in target language
Digital & Multimedia	Active use of e-learning, virtual exchanges, international webinars	Limited to generic language platforms	Create discipline-specific, L2-integrated digital environment
Academic Mobility	Strong link between language competence and international mobility	Language readiness limits participation	Include professional L2 training focused on academic mobility

Domestic Observation: Domestic programs tend to treat language study as isolated from professional coursework. Adapting interdisciplinary, language-rich modules would enhance applied competence among students.

Implementing Reflective and Task-Oriented Activities

Worldwide Trend: Global leaders in sports science education employ reflective assignments, such as reflective essays or video-based debriefs in the foreign language, aimed at consolidating both linguistic and professional understanding.

Domestic Practices: Ukrainian programs rarely incorporate such reflective tasks in the target language. Incorporating structured reflection – e.g., synthesis reports in English on training session planning – can strengthen metacognitive and linguistic integration.

Utilization of Digital and Multimedia Platforms

International Approach: Master's programs abroad frequently leverage digital tools – e-learning platforms, webinars, virtual collaborations with international peers – to simulate real-world professional contexts in a foreign language.

Domestic Limitation: Ukrainian programs are increasingly using digital tools but mainly for generic language learning. Expanding the use of multimedia, virtual international collaborations, and discipline-specific e-learning content would train students more effectively.

Emphasis on Academic Mobility and International Collaboration

Global Practices: European universities actively incentivize participation in Erasmus+ exchanges, dual degree programs, joint research, and conference attendance – all requiring strong foreign language proficiency.

Domestic Reality: While Ukrainian institutions engage in such programs, language readiness is often a limiting factor. Structured, profession-oriented language training can help prepare students for global academic mobility.

The analysis of second-cycle (master's level) educational programs at domestic and foreign universities revealed a number of common trends and differences. In most European and North American universities, professionally-oriented foreign language practicums are an integral part of training, embedded into specialized disciplines and practical preparation. They function not as a separate course, but as a transversal component that accompanies the educational process in sport, management, pedagogy, and scientific activity.

In contrast, the domestic practice largely preserves the traditional model of foreign language instruction, which is more academic in nature and less responsive to the specific requirements of professional activity in the field of physical education and sport. This highlights the need to develop new teaching materials

Table 3

Comparative Directions of Foreign and Ukrainian Practices with Recommendations

Direction	Foreign Practice	Ukrainian Context	Recommendations
Foreign language training	Integrated into professional courses and practicums; focus on applied communication.	Predominantly traditional courses with an academic orientation.	Develop professionally-oriented practicums with emphasis on sport-specific terminology and contexts.
Interdisciplinary integration	Language learning embedded into sport management, pedagogy, and research methodology.	Fragmented approach; foreign language often taught separately.	Introduce interdisciplinary modules combining foreign language with professional disciplines.
Academic mobility	Erasmus Mundus, Erasmus+, double/joint degrees, international internships.	Limited participation in international programs; mostly national-level exchanges.	Expand opportunities for academic mobility and partnerships with EU/US universities.
Experiential learning	Mandatory internships in international and multilingual sports environments.	Internships mainly conducted in Ukrainian; low exposure to international settings.	Encourage cooperation with international sports organizations to provide practical language immersion.
Teaching materials	Profession-specific materials in English; strong use of digital platforms and resources.	Generalized materials not adapted to sport-specific content.	Develop modern teaching resources and digital tools tailored to physical education and sport.
Competence development	Focus on communicative, intercultural, and research competencies.	Emphasis on grammar and vocabulary; weaker connection to professional skills.	Prioritize communicative competence and intercultural readiness in professional contexts.

adapted to modern international standards, as well as to expand the implementation of interdisciplinary and practice-oriented forms of instruction.

For clarity, the obtained results are summarized in a table that demonstrates the differences between foreign and Ukrainian approaches and outlines possible directions for adapting best practices to the training of master's students in specialty A7 *"Physical Education and Sport."*

Examples of international programs include Erasmus Mundus Joint Master's Programmes (EU): allow students to earn joint or double degrees, complete study modules at different European universities, and participate in internships and placements. This creates an integrative environment where students apply foreign languages in professional contexts.

Universitat de València – Master in Physical Activity and Sport Management (Spain): includes Erasmus mobility, allowing students to spend part of their training at foreign universities, thus stimulating the practical use of foreign languages in professional education.

AISTS – Master of Advanced Studies in Sport Administration and Technology (Lausanne, Switzerland): offers training in English, an international learning environment, and immersion in global professional discourse in sport.

Utah State University – Master of Sports Management (USA): features a pronounced experiential learning component through mandatory internships, where students use the language professionally and practically in a sports environment.

Within the program Old Dominion University – M.S. in Sport Management (USA), students complete full-scale professional practice in sports organizations, which stimulates the use of a foreign language in real professional settings.

In Ukrainian master's training practice, the language and professional components are still often separated. In contrast, foreign universities (particularly through Erasmus, international programs, and internships) demonstrate that language training is becoming a professional tool. Embedding such practices into Ukrainian programs would ensure the genuine language readiness of future specialists for international professional activity.

To bridge the gap, Ukrainian universities should:

Embed foreign language practicums into core professional courses and internships.

Develop partnerships with international sports organizations to provide authentic professional contexts for language use.

Expand participation in mobility programs (Erasmus+, double degrees, research internships).

Adapt teaching materials to integrate sport-specific terminology and professional discourse.

Such measures will ensure the genuine language readiness of future specialists for international activity, strengthen their communicative competence, and increase their competitiveness in the global labor market.

Conclusions. The study has demonstrated that the professionally-oriented foreign language practicum is a key educational component in the training of master's students in specialty A7 *"Physical Education and Sport."* Its integration into the curriculum provides not only the acquisition of specialized terminology but also the development of communicative, intercultural, and research competencies that are essential for professional and academic activities in a globalized environment. The practicum effectively combines with other educational components such as research methodology, sports management, and teaching practice, enabling students to apply language skills in real professional contexts. International experience shows that foreign language training has evolved into a professional tool, directly linked to mobility, research, and coaching practice. Embedding similar approaches in Ukrainian higher education will significantly enhance the competitiveness of graduates in the international educational and professional market.

Prospects for Further Research. Future studies should focus on the development of methodological models for implementing professionally-oriented practicums in Ukrainian universities, with particular emphasis on interdisciplinarity and personalization of learning. Empirical research is required to assess the long-term effects of such practicums on graduates' professional trajectories, academic mobility, and participation in international projects. Comparative cross-cultural studies may also provide deeper insights into the best practices of integrating language training into sport-related education. In addition, the use of digital technologies and virtual mobility should be further explored as innovative tools for strengthening foreign language communicative competence in physical education and sport.

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