

The Developmental Needs and Aspirations of Teenagers, Premises for the Implementation of Programs Based on Experiential Learning

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Abstract: The article analyzes the foreign experience of training specialists in the field of physical education and sports in foreign countries. The process of preparing students for professional activities in the field of physical culture and sports in countries such as Spain and Italy is analyzed, progressive ideas and features of training managers in physical education and sports in Italy and Spain are established, which can be introduced for the educational system in the field of physical education and sports in other countries. The trends in the development of the education system in countries such as Italy and Spain are established, and factors affecting the level of training of managers in the field of physical education and sports and their professional competence are identified. In the process of studying foreign experience, the latest educational methods were analyzed that were introduced in the process of training managers in the field of physical education and sports. The main purpose of the article was to conduct a thorough analysis of foreign experience in preparing the professional competence of future managers of physical education and sports. As a result of the analysis of this experience, we have identified the main trends and aspects of progressive teaching methods that can be useful for implementation in other higher educational institutions in this area. These educational methods not only improved the professional competence of managers in the field of physical education and sports, but also aimed at revealing the students' personal potential.

Keywords: *managers of physical education and sports, educational system, professional skills, master program, innovative educational methods.*

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1. Introduction

Effective sports management for all requires appropriate staffing. Modern institutions of physical education and sports need specialists with higher education who could competently implement management functions in accordance with the requirements of the modern market. Given this, efforts have been made and are being made in different countries to form professional learning systems for managers of physical education and sports. The first attempts to solve the personnel problem in the management of physical education and sports date back to the 1970s (Dalen, Bennett, 1971).

At that time in Western European countries there was a practice, former athletes became colimenagers in the field of sports, and after completing their careers they graduated from higher education institutions with a degree in management of organizations or economics. This gave them the opportunity, based on classical knowledge of the general theory of management, to solve the problems that sports organizations faced under the influence of the market, the commercialization of sports. This practice of learning management specialists made it possible only partially to ensure the adaptation of sports organizations to the requirements of the market environment, since the needs of a rapidly growing number of sports organizations for all could not be fully satisfied (Hardman, 2007).

Since the second half of the 1980s, a system of regular training of specialists in the management of physical education and sports in higher education institutions has begun to take shape in the world. At the same time, two main approaches to incentive national education systems were applied. In the countries of North America (USA and Canada), higher educational institutions focused on the learning of highly specialized managers who could work mainly in baseball, boxing and golf. But the educational institutions of Western Europe began educational practice, based on the principle of universality of learning managers. Their graduates gain wide knowledge in the field of management of physical education and sports and can work not only in professional sports structures but also in other organizations of a physical education and sports focus, including sports organizations for everyone.

Today, learning systems for managers of physical education and sports exist in all European countries. However, Britain, Spain, Italy, Germany and others recognize the leaders in this area. Our study will examine in more detail the features of the learning system for managers of physical education and sports in Spain and Italy. The information analyzed in the context of our study was obtained by the authors from representatives

of these educational institutions exclusively for research purposes, as well as as a result of analysis of information from the Internet.

2. Literature review

It is worth noting that the process of learning masters for professional activities in the field of physical culture and sports in Europe is of great practical importance, given the vast experience, traditions and achievements in this area. Vanicott (2019) noted that a characteristic feature of the educational system in Europe was diversity, due to national characteristics and social conditions of individual countries.

Scientists Antonova and Maslak (2020) argue that the goal of higher education in the EU countries is the formation and development of specialist competencies. Sysoeva (2018) noted that a feature of the European higher education space was the introduction of a credit transfer and accumulation system (ECTS), which was based on determining the academic workload of a higher education applicant, attracting sports, which is necessary to achieve successful learning outcomes, in order to facilitate mobility for the period of study, accumulation, transfer and credit assessment, as well as recognition of learning outcomes (formal, informal and informal) obtained in different countries. According to Klein (2015), In order to implement the Bologna process in the learning system for sports managers, a project was developed to align the European structure of higher education in the field of sports AEHESIS (Aligning a European Higher Education Structure in Sport Science).

A characteristic feature of the curricula of foreign countries was variability: they contained three types of courses - mandatory, partially elective (optional), fully elective. Based on these principles, Western European universities and institutes began to consistently improve the content of learning managers of physical education and sports by looking at the relevant disciplines in the curriculum.

Scientist Medvedovskaya (2019), having analyzed the scientific work of British researchers Wes Street, Graham Wise, Paul Taylor, Danny Wilding, Janice Kay, Elizabeth Dunn, James Hutchinson and Edward Sal (Wes Streeting, Graeme Wise, Paul Taylor, Danny Wilding, Janice Kay, Elice Dunne, James Hutchinson, Edward Sallis) noted that in higher education institutions of the country considerable attention is paid to quality.

The problems of the development of physical education are investigated by a significant number of modern scientists (Sibley, 2020);

Uhlenbrock, Meier, 2020). In particular, Deliligka, Sympas, Bekiari (2020) investigated the motivational aspect of physical education.

Davis (2020) investigated the features of teaching physical education in modern practice. Hill, Valdez-Garcia (2020) investigated the problems of perception of physical education and the technologies used for this.

Lambert, Penney (2020) investigated the features of the policy of physical education. Pennington, Curtner-Smith, Wind (2020) described the characteristics of age-related effects on physical education.

3. Theoretical background

3.1. The main idea of the formation of professional competence among future managers

In the higher education system, there are a significant number of specialties, the development of which involves appropriate training of specialists and the formation of a set of professional competencies. By acquiring professional knowledge, each specialist should navigate their list, form a systematic vision of a high-quality educational process, on the basis of which they gradually master the proposed training material and develop professional skills. Understanding the future profession is one of the important factors in the formation of the competence of specialists, including in the field of management.

Management specialists, regardless of industry specifics, have very important functions, because their work involves the management of enterprises, government agencies, budget organizations, individual business direct projects or projects, public organizations, political parties and other groups. Despite this, the training system for management specialists should be relevant, modern, efficient, functional, adaptive, since the quality of the manager's work in his future position and the performance of the managed structure will depend on this.

The wide distribution and penetration of various general and specific trends in the development of the global economy provides the specifics of management at enterprises and gives rise to the need to solve diverse problems. These circumstances require changes and adaptation of educational programs for training managers to form their professional competence. In the future, requirements for enterprise management are constantly growing, which in the current conditions requires providing the prerequisites for the development of professional competence of managers who are able to think analytically and creatively, implement innovative developments, and rationally solve the tasks.

The socio-economic development of the national economy in the context of deep globalization processes necessitates the training of managers in a new format. Higher education institutions, which play a leading role in this process, need to train management specialists to operate in a rapidly changing environment, characterized by a constant change of responsibilities, multidirectional information flows, awareness of subordinates in socio-political, economic and other phenomena, which can create problems in team management. The effectiveness of activities in this case largely depends on the ability to solve problems under the influence of:

- global competitive environment and internationalization of economies of various countries;
- changes in the criteria for determining the degree of qualification of tasks performed due to the spread of information technology;
- political, socio-economic and psychological factors that discourage workers and complicate problems on a national scale;
- low reputation of managers at different levels, accompanied by a negative attitude and distrust of the leader;
- reorientation of life values of workers.

3.2. Professional training managers of physical education and sports in Italy

In Italy, the Rome Business School was founded by the Institute of Excellence in Rome, in which it began learning managers from various fields of activity and working with graduates from more than 140 countries. This school is focused on the approximation of academic and practical experience, namely they provide knowledge by conducting managerial learning courses that are necessary for business activity or the development of a professional career. The mission of the Rome Business School is to help entrepreneurs, managers and professionals achieve success through an ethical approach to both business and work. This will contribute to them in the economic development and welfare of society, in which a person plays a central role (Dereka, 2016).

The Rome Business School has received ISO 9001: 2008 certification, which indicates the highest standards of quality learning. Accreditation ISO 9001: 2008 recognizes that the Rome Business School implements quality systems that guarantee student pleasure, staff motivation and continuous improvement.

The Master of Sports and Lifestyle Management program is specifically designed to train professional managers who can work effectively and successfully in various areas of the sports business. Here they form all

the necessary skills to start a career in a sports environment. The sports industry is one of the important components of the entertainment business, in particular from direct events to the media, television and the Internet, from professional sports teams to exclusive private sports clubs. The managers of these production structures have undergone dramatic changes in recent years, so the need arose for a new class of professional managers who will have skills in several related fields of activity.

The structure of the program course consists of six months of academic study, six months of international internship and work on a graduation project (Capstone project), visits to international companies and organizations, an integrative cultural program.

The program provides a high-quality level of teaching and guarantees for the needs of participants in the educational process (modern management trends and methods, namely intercultural management and the use of business-oriented social media), in particular (Naul, 2003):

- personalized assistance from expert teachers (mentors, mentors, facilitators, coaches, trainers and practice managers who are selected on the basis of their professionalism and experience, who are able to convey to students both clearly defined conceptual foundations and valuable skills of professional practical activity)

- the provision of teaching materials and constant monitoring of the educational process guarantee the quality of learning programs (constant updating of programs in accordance with international standards)

- flexible teaching methods (master classes, a significant catalog of shortened courses that can be taken both at the university and beyond);

- innovative teaching methods (all courses use exercises and practical examples that form the valuable skills and experience needed in the labor market);

- learning options (the Rome Business School program is taught in English, it can be attended either on campus (stationary) or on the Internet, with the following options: full day - lectures last from Monday to Thursday; executive - lectures are held on Saturday all day, professional - lectures are held on Tuesday or Thursday from 7 to 20:30; distance learning)

- career services (a set of personalized services designed to help masters become competitive in the labor market, in particular, internship opportunities, reviewing resumes, entering a university database, preparing for a job interview, establishing contacts with companies, managers and specialists)

- the network and community of graduates (gives them the opportunity to maintain contact with all graduates and teachers, share experiences, share projects and opportunities for professional development).

The learning process at Italian universities is built on the principles of students' responsibility for their own learning. Students have the opportunity to independently create their own class schedule (Kudlcek, 2010). Class attendance is voluntary and is not recorded by the teacher. The academic year is divided into three semesters. According to the results of semesters, exams are conducted, but the student himself, if he wishes, can postpone his exam to a later date, since students have the right to an individual curriculum. Preparation for the exam consists of 99.9% of independent work, because in lectures they give a very small part of the material that students need to know about the discipline. Exams are a small part of students: out of ten applicants, only three receive a diploma. Other students remain on the second course and continue their studies until they receive knowledge of the required level.

Each teacher of the University has certain hours for working with students, during which he can personally listen and consult. At the request of the master can apply to the "curator" with one of the main disciplines. He can consult with him on the curriculum, exams, programs, books and thesis.

So, the professional learning of sports managers in Italy takes place at a high level, in particular, they use innovative teaching methods, learning based on practical knowledge and skills using real cases and a modern material base, focusing on independent work. The received master's degree is recognized in all countries of the European Union, because it is issued only after mastering the material of the educational program. The practicality of the programs and high-quality learning of masters for the modern conditions of the European labor market, gaining experience with international internships in well-known companies gives employment opportunities in the best sports companies. An important component is the support of masters even outside the academic environment, the provision of recommendations and assistance in the development of a professional profile, which reflects the most relevant professional competencies in the modern labor market, contribute to their competitiveness.

3.3. Open Education Digitalization Platforms and Tools

The higher education system in Spain is considered one of the best in the world. Higher education in Spain is divided into public and private. To enter the institution of higher education, you must pass the entrance exam (Selectividad), which is carried out centrally (Dinold, 2013).

Universities in Spain are autonomous and can themselves make adjustments to the curriculum, which gives them the opportunity to focus on the labor market. However, the Ministry of Education and Culture of Spain has a National Institute for Quality and Evaluation, which monitors the level of educational services at universities and provides quality education.

The Autonomous University of Barcelona (Universidad Aut3noma de Barcelona (UAB)) is known both for its quality of research and the quality of teaching in Spain and abroad. It is a scientific center in Europe, in 2015 it entered the top ten best universities in the world, the youngest 50 years old. The university is public, so the cost of tuition is set by the Government of Catalonia. The University began its reckoning in 1968 and at that time offered learning in only four faculties: economics, art, medicine and the natural sciences. Today, the number of faculties has increased to 12, 4 schools, 7 research institutes, 21 research departments, 4 modern campuses have been created. The campus has nearly 50,000 participants: students, teachers, researchers and administration and various services. It has all the necessary services, namely: a university residence (more than 2000 places), specialized libraries, a language school, sports facilities (with a gym, swimming pool, football fields, etc.), a health center, restaurants, shops and cafes.

The university promotes innovation in education, employment and entrepreneurship. He supports research activities in all areas of knowledge, and also works closely with various organizations and research centers.

The main goal of the Master's program in Sports Management / Sports Management (Máster Oficial - Gestión Deportiva / Sport Management) is to develop the Master in a comprehensively professional sports manager and teach them how to use management tools for a successful business, develop development strategies, reorganize business structures, optimize resources and effectively analyze information and the like (Bray, Adamson, Mason, 2007).

A master's degree in sports management / sports management (Máster Oficial - Gestión Deportiva / Sport Management) can be obtained by a person with a bachelor's degree, works in the business sector and wants to specialize in sports management, a working specialist who seeks to focus his career in the sports field. The University is also recruiting masters with special needs related to disability.

The measures taken to ensure the access of such masters to the educational program, provided that they comply with the requirements established by applicable standards.

To enroll in the Master of Sports Management / Sports Management program (Máster Oficial - Gestión Deportiva / Sport Management), the applicant must have the following competencies: leadership skills; organization and responsibility; effective communication; ease of oral and written communication; dynamism and creativity; interest in new technologies; Internet experience listening skills; interest in the environment and personal relationships; respect for social minorities.

The career prospects of the Master of Sports Management / Sports Management (Máster Oficial - Gestión Deportiva / Sport Management) after passing the program are high in various areas in the field of sports, in particular: sports competitions (professional sports clubs and event organization); management (sports federations and associations) constructions and sports competitions (organization of championships, sports clubs) public sports (funds, municipalities) sports consulting (own business initiatives) sports journalism (mass media); marketing and sponsorship (private and public companies).

An analysis of the curriculum of the Master of Sports Management / Sports Management (Máster Oficial - Gestión Deportiva / Sport Management) showed its effectiveness, in particular, it consists of nine compulsory modules, one of which is external practice and the final module is the master's work ("TFM"). Mandatory are 60 credits (ECTS) (1 credit / 25 hours), has a master's master in one year. The advantage is that the University also offers virtual learning for students who wish to complete the Master of Sports Management / Sports Management program (Máster Oficial - Gestión Deportiva / Sport Management). If, for example, we take the curriculum of the Master of Physical Education and Sports of the Lviv State University of Physical Culture named after Ivan Bobersky, then it consists of 17 compulsory modules, three of which are the practice of specialization, scientific and pedagogical practice and undergraduate practice, as well as the final stage of the master's work. Students are also offered 11 elective disciplines; of which they choose at least five. 90 credits (ECTS) are obligatory (1 credit = 30 hours), it is necessary to pass in 1.5 years.

The main skills that students of the Master's program in Sports Management / Sports Management (Mestster Deportiva / Sport Management) of the Autonomous University of Barcelona (UAB) should acquire are the knowledge and understanding that guarantee originality in the development and / or application of ideas in the context of research ; the ability to convey acquired knowledge and ability to solve problems in new or little-known sports environments in a wide (or multidisciplinary) context; the ability to integrate knowledge, formulate judgments, guided by incomplete or

limited information, while taking into account social and ethical aspects; ability to form conclusions and knowledge in their specialty; possession of learning skills that contribute to self-development throughout life.

Professional skills of students of the Autonomous University of Barcelona (UAB): to be able to characterize the socio-economic and legal framework for the strategic management of a sports company; manage financial resources that are available for sustainable management of a sports entity; identify indicators that will help develop the potential of the people of the sports company; develop commercial management of sports goods and services through strategies and marketing plans; effectively manage infrastructure and sports facilities; plan and manage sporting events; be able to use the knowledge, skills and experience gained in a professional environment in the field of sports management; develop a business plan or projects that have a relationship with sports management.

General skills of students of the master's program in sports management: to have autonomous and critical vision of issues of the sports business; be able to apply tools and methodologies that will contribute to creative and innovative thinking in everyday situations and related to the sports business environment; be able to lead the team and work in teams, actively participate in the implementation of tasks and conduct business negotiations to achieve consensus positions of the company; willingness to recognize different views, understand multiculturalism and be able to form their own opinions without offending the thoughts of others (Bignold, Gayton, 2009).

So, future sports managers of the Autonomous University of Barcelona (UAB) during the master's program acquire such competencies that will allow us to understand and implement a strategic, comprehensive and objective view of the sports industry from a business point of view; create new market opportunities using entrepreneurship and innovation that will meet the culture of sports organizations; use the most innovative sports marketing practices; be effective in conducting branding and sponsorship; introduce innovative approaches to the management of professional teams that will lead them to the best results; keep financial statements of the sports organization and develop financing strategies for new projects and events; Optimize the management of sports facilities and sporting events.

So, the experience of Spain in the formation of the professional competence of managers in the field of sports shows that during the master's program, masters acquire such competencies that make it possible to understand and implement a strategic, comprehensive and objective vision of the sports industry from a business point of view; create new

market opportunities using entrepreneurship and innovation that will meet the culture of sports organizations; use the most innovative sports marketing practices to be effective in conducting branding and sponsorship; introduce innovative approaches in the management of professional teams that will lead them to the best results; keep financial statements of the sports organization and develop financing strategies for new projects and events; optimize the management of sports facilities and sporting events. Master's programs are also designed for professionals with experience in the field of sports management who are ready to update their knowledge, seek career growth in the field of sports management and planning. These are people who want to be leaders, who put their efforts into any project, with a team spirit and are ready to help others succeed. Universities are recruiting masters with special needs related to disability. The measures taken to ensure the access of such masters to the educational program, provided that they meet the requirements established by applicable standards and the like.

3.4. Main arguments for the importance of adaptation and further implementation the experience of the formation the professional competence among future managers of the countries under consideration

For the educational systems of European countries, the formation of the competence of a management specialist should occur as a result of significant changes in the organization of the educational process, its technological, technical and methodological re-equipment in higher educational institutions. An updated model for the provision of knowledge, skills and abilities for the formation of the professional competence of management specialists should be the result of rethinking the experience of their preparation, taking into account the following aspects of its improvement:

- substantiation of the methodological foundations of the formation of the professional competence of a management specialist in the process of his training in the corresponding higher educational institution;
- scientific theoretical justification of modern practical processes in various areas of managing private and state enterprises, state institutions, budget and other organizations for updating curricula and programs;
- the search for adequate theoretical foundations for the provision of pedagogical, psychological, philosophical, sociological, economic and mathematical, legal, marketing information regarding the formation of professional competencies of a management specialist in the process of his training in higher education institutions;

- ensuring a high-quality process of forming the professional competence of a management specialist during academic and extracurricular activities by providing opportunities for testing theoretical knowledge in the practice of enterprises, institutions and organizations of various forms of ownership and industry;

- the study, systematization, rethinking and implementation of the best practices in the training of management specialists in higher education institutions in the educational process should take into account the individual characteristics of each applicant for leadership positions and the possibility of successfully fulfilling his duties, taking into account existing personal challenges, requirements and limitations on competence ideal manager;

- ensuring the innovative nature of training, allows you to neglect existing stereotypes in this process, help to understand the place, role, tasks and functions of the management professional in the system of social, industrial, economic and interpersonal relations during future professional activities;

- conducting fundamentally new pedagogical research on the theory and practice of forming the professional competence of future management specialists, the result of which should be new methods, techniques, approaches, principles, methods and tools for teaching, studying, analyzing and describing the personal and managerial qualities of management specialists.

Based on the implementation of these areas of improvement of the training system for management specialists in higher educational institutions, sufficient prerequisites will be created for the formation of their professional competence. If there are changes in the manager's functioning environment, you need to quickly respond to them, clearly and adequately assess the potential impact and make the appropriate changes in the educational process.

Not all scientists working in this field agree with the success of the above innovations. For example, Dereka (2016) points out that despite the significant success of the updated master's programs, which are currently being implemented in specialized educational institutions in Spain. Taking into account the fact that the Spanish government gave state educational institutions full autonomy, thus they completely left themselves the opportunity to control their activities, and then today in this country the Ministry of Education does not have powerful leverage over the construction of the schedule and curriculum. This has led to the fact that

specialists with an asymmetric level of knowledge in various fields are entering the labor market in Spain today.

In our opinion, such an argument cannot compromise and harm the further implementation of this experience in other countries of the world. This is due to the fact that despite the high degree of autonomy and the lack of control by the Spanish government on the process of forming the schedule and curriculum of future managers, in the end each of the presented educational institutions produces a high-quality workforce that is competitive in the labor market and has high personal and professional qualities. This is due to the fact that after the educational institutions received autonomy, internal competition began between them in one way or another, and therefore the process of improving the schedule and curriculum for today is an ongoing process. That is why the autonomy of educational institutions is an important element of improving the education system in the context of improving the professional competence of future managers.

4. Conclusions

The study analyzed the experience of conducting the learning process for future managers of physical education and sports. Given the data obtained, in countries such as Italy and Spain, the learning process for future managers of physical education and sports is open to all cohorts of the population, the latest educational technologies are introduced into it, students have the opportunity to gain foreign experience from the first courses of study at the university. The educational process in Italian universities is built on the principles of students' responsibility for their own learning. Students have the opportunity to independently create their own class schedule. Class attendance is voluntary and is not recorded by the teacher. The academic year is divided into three semesters. According to the results of semesters, exams are passed, but the student himself can optionally postpone his exam to a later date, since students have the right to an individual curriculum.

The experience of Spain in developing the professional competence of managers in the field of sports shows that during the master's program, masters acquire such competencies that make it possible to understand and implement a strategic, comprehensive and objective vision of the sports industry from a business point of view; create new market opportunities using entrepreneurship and innovation that will meet the culture of sports organizations; use the most innovative sports marketing practices; be

effective in conducting branding and sponsorship; introduce innovative approaches in the management of professional teams that will lead them to the best results; keep financial statements of the sports organization and develop financing strategies for new projects and events; optimize the management of sports facilities and sporting events.

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