

Training Professional Competence of Physical Culture and Sports Managers

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Abstract

An important requirement for the development of professional competence of managers in the field of physical culture and sports is, first of all, the pedagogical principles of its formation. The analysed scientific researches in the field of physical culture and sports reveal and substantiate the generalization, specifics and certain subjectivism of each author, reflecting his/her philosophical position regarding the principles of forming the professional competence. The analysis of scientific papers made it possible to distinguish the following groups of principles: basic, regulating the adaptive process of managers study in higher educational institutions; key principles that facilitate the adaptation of these students to interpersonal, interactive, technology training in the context of personality-oriented adaptive learning; the principle of the determining role of self-adaptation; the principle of spiritual comfort in the conditions of open interaction among subjects of the educational process and general didactic principles, which regulate the educational process of an educational institution with the purpose to master disciplinary, interdisciplinary and general knowledge, skills and determine the abilities of professional managers in the field of sports to apply them in practice. It has been established that any of these principles becomes meaningful only in relation with others. A consistent and integral interaction of these principles at each stage of the learning process of future managers in the field of sports will guarantee the acquisition of professional competence, taking into account the needs of the labor market.

Keywords: Principles. Physical Culture. Sport. Manager. Professional Competence.

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Introduction

The principles of professional training of managers of physical culture and sports is not a random set of wording, but a reflection of holistic functioning principles that influence the formation of professional competence of these specialists. The modern theory and practice of training managers in the field of sport is based on methodological, general pedagogical, didactic and psychological principles, depending on the directions, goals and tasks of their further activities. The set of principles, on which the professional competence of these specialists should be based, can be considered as a system. Taken together pedagogical principles should be seen as a methodological component in the process of training managers of physical culture and sports.

Various aspects of managers training for physical culture and sports field in the countries with highly developed market economies have been reflected in the researches of such scientists as M. Mamford (2006), D. Data (2006), Fr. Jacobs (2013), L. Ferkins (2012), M. Hughes, I. Franks. (2008), J. Maxcy (2013), Marcy R. Maurer, Pat J. Jordan (2006), Ebrahim Hasan Al Khajeh (2018), A. Munir, Nur Eli Shafira Fairuz and all (2018).

A number of problems related to the study of management theory, methodology, practice and development, in market conditions, were reflected in multiply scholars publications (Batishev, 1997; Kan'kovsky, 2015; Svatyev, 2011; Sushchenko, 2003; Maslov, 2007; Karpuyuk, 2010; Yagupov,

2003, Protsenko U., 2016 and others). However, in our opinion, there is not yet a single approach to understanding the essence of pedagogical principles in the formation of professional competence of future managers, taking into account the specifics of the field of physical culture and sports. The current state of human resourcing in the field of physical culture and sports requires adoption of measures of regulatory, organizational and socio-economic nature, aimed at achieving structural changes, internal balance and optimization both in the this sphere as a whole and in its individual subsystems (O. Mozolev, 2019).

It should be also noted that in many countries, the models of the physical education and sports manager's professional competence development are interrelated and interdependent. Their most important points are as follow:

- university (academic) training of sports managers implies a combination of fundamental theoretical education and professional practice at different stages of studies;
- sports managers training is carried out with the priority of special humanities disciplines over the natural sciences ones;
- multilevel training of managers in physical culture and sports implies the presence of basic and specialized stages, the content of which differ methodologically and methodologically;
- basic training includes mastering the entire range of disciplines that are directly related to future professional activity, including the disciplines of organizational, managerial and economic;
- specialized training is free of auxiliary disciplines (not directly related to future professional activity) studies
- university (academic) training of sports managers implies a combination of fundamental theoretical education and professional practice at different stages of studies.

Purpose of the Research

To analyse scientists views and approaches regarding the understanding of pedagogical principles and to identify those that will contribute to the professional competence of future managers in the field of physical culture and sports.

Materials and Methods

To achieve this goal, theoretical methods of scientific research were used. With the help of empirical method, the analysis of theoretical positions regarding pedagogical principles in the field of physical culture and sports was conducted. Using content analysis, we managed to establish the semantic content of pedagogical principles with regards to the formation of professional competence of future specialists. Applying the logical method we found out that pedagogical principles can be classified into three groups: basic principles that regulate the adaptive learning process in higher educational establishments; key principles which facilitate adaptation of these students to interpersonal, interactive technologies of professional training; general-pedagogical principles that govern the educational process in sports educational institutions and form the ability to apply them in practice by sports managers.

Results

The acute necessity of sports management is determined by the peculiarities of the industry, for example, there is a need for a simultaneous solution of sports, financial, psychological issues during the sports process organisation, as well as the direct participation of subjects and objects in the sports industry. Sports management is a purposeful formation of relations between managers, subjects and objects of sports industry, using principles and methods of managerial nature, aimed at ensuring the organisational process to provide physical education and sports services. (N. Pavlenchyk, 2017). Management as a managerial activity is focused on improving economic relations on the basis of coordination, directing the employees, uses a system of tools and methods of economic, normative, regulatory and stimulating character.

The main task of sportsmen, judges, officials, physical educators is to carry out their professional activities according to high standards and the managers must administer and assist them, combining their actions with professional situation into single harmonious unit, using different methods and means. The complexity of solving this task is caused by the peculiarities of management in sport, connected with the flexibility and diversity of physical education forms, sports, physical training and physical recreation.

The scientific literature presents various variants of principles formulation, and their number is different. For some scholars, the main source of justification of pedagogical principles is the experience, and for others - either the theory of knowledge, or the patterns of learning. For instance, V. Maslov (2007) characterizes the definition of principles as a component of a holistic theory of competence-oriented management of professional training in higher educational institution, which provides the relationship between the theory and practice of managing the professional training of these specialists through the submission of requirements and rules for their adequate implementation. The system of principles outlined by the author reflects their basic properties, reveals the factors influencing the formation of professional competence of future high school students. Having analysed the formation process of the professional competence of future specialists were specifies the principles that ensure the balance in the development of modern education system, when the controllability of the system depends on the quality of an informational connection between its sources and the addressees in dialogical unity. The essence of such a process is to ensure optimal communication between the pedagogical leadership and future specialists S. Kryshchanovych (2017).

The classification of principles, presented E. Yakovlev (2002) in a study devoted to the quality management of education at a higher educational institution, deserves separate attention. According to the author, each of the identified approaches to the formation of the professional competence must comply with a set of principles. He distinguishes three subsystems for defining principles in accordance with systemic, synergistic and qualitative approaches. The first subsystem reflects a systematic approach and contains principles of integrity, purposefulness, stability, manageability. The second subsystem displays a synergistic approach and includes the principles of control parameters, self-organization, irreversibility, informational character and forward-looking response to information. The third subsystem reflects the qualimetric approach and includes the principles of informativity, optimality, accuracy, productivity, uniformity, accessibility.

Among the main pedagogical principles of forming the professional competence of future specialists defines humanization, differentiation, integration. Their realization is aimed at the formation of a creative person after completing the learning process. This process should create the most favourable conditions for the development of student abilities.

Among all pedagogical principles of forming the professional competence of future specialists, can be distinguished the principle of modeling of professional activity in the educational process. Under activity simulation in the learning process he understands the identification of typical tasks, the choice of organizational forms of the educational process and teaching methods. With the help of this principle, you can get predictable information to substantiate the main goals, means and methods of teaching, to develop professionally-qualified characteristics of future specialists, curricula, programs and textbooks.

By justifying the principle of determinism in the educational process, Z. Razumovsky (2013), suggests multilevelness, multiprofile, multi-functionality in the work with future specialists. This principle, in his opinion, will further liberalize the process of maximum individualization of each person, increasing his/her opportunities for self-determination and self-realization. The researchers pay close attention to the principle of determinism (Karpyuk, 2010). By defining the essence of this principle, the factors, that will promote the development of new models of educational process and improve the students training, are formed. The philosophical categories like "cause" and "consequences" are fundamental in implementing the principle of determinism.

The researchers suggest including the following principles of professional training that will form the competence of future professionals: scientific knowledge; humanization; vocational training; regularity and consistency; connection of theory with practice; differentiated learning; optimization; apparency (Zhyhir & Chernega, 2012).

The researcher I. Vasiliev (2005) offers to divide all formational principles of professional competence in the process of vocational training into two groups: general-didactic and specific. He refers to the following principles as general-didactic: scientific knowledge; regularity and consistency; connection of theory with practice; consciousness and creative activity; accessibility and appearance; taking into account individual peculiarities; development of thinking; strength of knowledge, skills and abilities acquisition. The group of specific principles includes the following notions: professional orientation of general education disciplines; technological sequence of teaching material, mobility and modularity of professional training; modeling of professional activity in the educational process. Applying these principles involves the use of psychological and educational achievements and experience, which is characterized by the objective character of the professional competence of a specialist. The realization of these principles makes it possible for students to develop new skills.

An application of scientific knowledge principle involves the study of scientific provisions and the use of methods, close to a certain branch science. It helps to reveal causal relationships of phenomena, events and processes; to demonstrate the achievements of science and human knowledge, to familiarize with the methods of knowledge; to penetrate the essence of events and phenomena; to focus on interdisciplinary scientific connections; to reveal the history of the science development, the struggle of contradictions. Therefore, the knowledge, facts, regulations and laws used in the learning process should be scientifically correct.

The principle of concreteness is based on deduction, induction, integration, syncretization methods. The principle of concreteness reflects the interrelation of all aspects of the professional training of future professionals and the formation of their professional competence; the selection of certain principles of the educational process, in particular, students level of professional training, the definition and implementation of special psychological and pedagogical conditions.

The principle of historicism allows us to move from the empirical description of the facts to their theoretical generalization and to reveal the evolution of scientific representations and views on the content and the essential characteristics of professional competence of future specialists.

The principle of integrity is a regular feature of teaching in higher education establishments. For example, the unified presentation of teaching material and its assimilation in the learning process is a characteristic of integrity. Finally, a combination of educational, developmental and educational functions is considered for a specific professional practice. Therefore, the principle of integrity should be regarded as the achievement of unity and interdependence of all components in the educational process.

The principle of integration is actively used in the educational process to establish links between certain disciplines and their assimilation. After all, interdisciplinary connections accelerate the assimilation, deepening, systematization and consolidation of knowledge. New integrated programs are developed, through which it is possible to combine different subjects and guarantee the versatile development of students. The training of a future specialist is guaranteed by a complex system, based on generally accepted principles, namely:

- ✓ integration (planning of a continuous training process);
- ✓ continuity of education (combining basic and further preparation for professional activity into a coherent process, which will contribute to the formation of motivation and improvement of skills and abilities);

- ✓ fundamentalization (the thoroughness and scale of subjects, which will promote the professional mobility of a specialist and extend his professional competence);
- ✓ humanization (not focusing on the means of vocational training, but on a subject of professional training - a student);
- ✓ taking into account personal goals of students (the application of effective forms and methods of learning, where knowledge is obtained through finding our the truth, expressing and discussing thoughts and views, critical attitude of the student to himself);
- ✓ independence (self-regulation of students in obtaining the profession).

Having analysed educational programs and teaching methods, our scientists (Kan'kovsky, 2015; Polyakova, 2010; Svatyev, 2011; Sushchenko, 2003) distinguish the following principles of formation of professional competence in preparing future professionals:

- the principle of combining training and practice, which enables future professionals to take an active part in professional activities;
- the principle of practice-oriented assessment, where student's activity is evaluated in real actions and projects;
- the principle of adapting the training process and curricula to the conditions and needs of the country, region, city;
- the principle of optimal use of educational institution's potential.

In practice identified such principles of learning: apparency; systematicity; consciousness; availability; sequence; the strength of the acquired knowledge; graduality; timeliness; organicity; stability of knowledge acquisition; constancy; independence; correctness; lack of excessive tension and excessive ease; consciousness and learning activity; strength of knowledge and skills; sequence; apparency. All of these principles are crucial in the process of forming the professional competence of future sports managers.

The pedagogical principles discussed above are, to some extent, realized in the process of preparing future managers of physical culture and sports. However, in our opinion, the decisive role is played by those pedagogical principles that directly determine the formation peculiarities of their professional competence.

Let us discuss in more detail the formation principles of professional competence of future managers of physical culture and sports. To distinguish these principles, we should consider them as fundamental, theoretically substantiated and practically verified, that have a real objective nature, and show steady trends and patterns in the educational process. In particular, the principle of objectivity is of utmost importance in principles hierarchy of forming professional competence of future managers of physical culture and sports. It is expressed in the consideration of the factors that determine the requirements for their formation of professional competence and development; an adequacy of research approaches and means.

In the study of future sports manager personality, an objectivity as a way of influencing it becomes one of the most important indicators. The principle of objectivity points out that the formation of the professional competence of future sports managers should be considered in the appropriate socio-cultural context, within certain ideological orientations. The organization of the professional competence forming process of these specialists should be carried out in accordance with the logic of students professional training at faculties of sporting profile.

The principle of scientific knowledge is important for the formation of professional competence of future managers of physical culture and sports, which involves the development of their skills and abilities in scientific research, continuous improvement of teaching methods and ways of their actualization, scientific substantiation of sports managers positions on the individual acquisition of professional knowledge.

The concept of training is quite broad as it includes the whole system of educational activities, which reflects everything that students and teachers are engaged into during the academic year (Fig. 1).

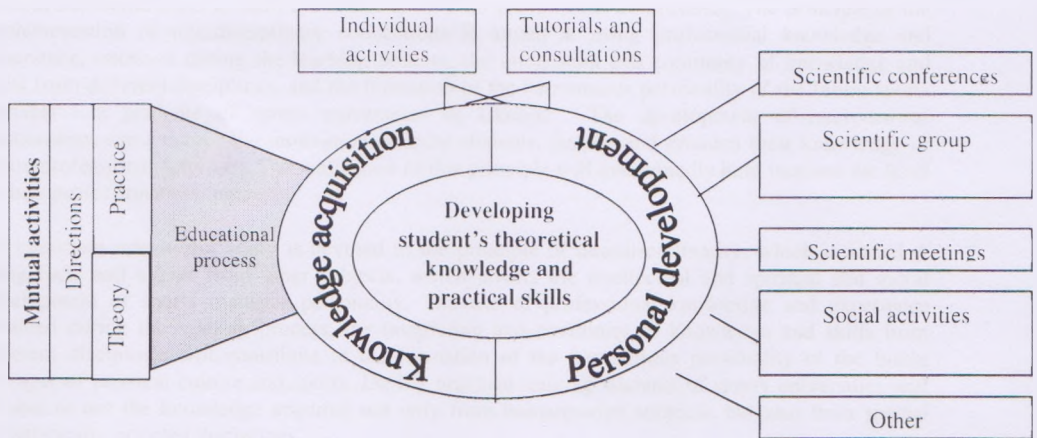


Fig.1: Directions and means of student's theoretical knowledge and practical skills developing

Based on the principle of determinism, the causal relationship between the application of an innovative methodology in the preparation of future sports managers and the formation of their professional competence is revealed. It involves the definition and implementation of well-defined psychological and pedagogical conditions that create the optimal learning environment for more effective training. The principle of historicism is used to determine the logical connections of the formation process and formation development of professional competence of sports managers, the systematization of scientific knowledge in retrospect

We consider the following principles as important in the process of forming the professional competence of future managers of physical culture and sports:

- ✓ the principle of using the results of scientific research for the development and implementation of physical culture and sports program, and to identify and eliminate the main factors hindering the development of this process;
- ✓ the principle of improving the system of higher education in the preparation of future sports managers;
- ✓ the principle of an individual approach in the organization of the educational process, taking into account the future demand of a sports manager;
- ✓ the principle of consideration of sports interests of the population;
- ✓ the principle of using international cooperation experience in order to develop the best approaches to problem solving;
- ✓ the principle of professional orientation makes it possible to find out the content and methods of teaching disciplines, which should take into account everything that may be useful to the future sports manager. The essence of this principle is the use of pedagogical means, which provide students of higher educational sports institutions with the acquisition of knowledge, skills, experience of creative activity. As a result, they should find an interest in the chosen profession and the development of professional qualities.

The principle of availability of vocational training involves the organization of an educational process forming professional competence of future physical culture and sports managers so that they can easily learn the necessary training material. This principle is taken into account in determining the necessary knowledge obtained in the process of studying specialized disciplines, as well as the defining content of courses, the volume and complexity of the choice, the necessary teaching material and in general the training program for these specialists.

As a means of optimizing the educational process, which involves raising the competence of the sports manager, the principle of interdisciplinary connections in education is used, which enables, without additional time, to fulfil the tasks set for their professional competence. The principle of the implementation of interdisciplinary connections is aimed at using professional knowledge and experience, obtained during the learning process, the integration and continuity of knowledge and skills from different disciplines, and the formation of the harmonious personality of the future sports manager – a graduate of sports universities of Ukraine. The development of interpersonal relationships can enhance the motivation of these students, deepen and broaden their knowledge of future professional activities. The realization of this principle will undoubtedly help increase the level of their professional competence.

An important role in our study is devoted to the principle of interdisciplinarity, which is aimed at using facts and events from other subjects, which affects the intellectual and spiritual and moral development of sports manager personality. The use of professional knowledge and experience obtained during the training process, the integration and continuity of knowledge and skills from different disciplines will contribute to the formation of the harmonious personality of the future manager of physical culture and sports. During practical training students of sports universities will be able to use the knowledge acquired not only from humanitarian subjects, but also from special pedagogically oriented disciplines.

The principle of innovative training guarantees a high level of professional competence of future sports managers. Due to the innovative technologies used in the educational process, it motivates them to self-development and self-improvement.

The application of the principle of competence in the training of a future manager of physical culture and sport means identifying the competencies that he must possess. Its realization makes it possible to regulate the content of professional competence, methods of its formation, criteria and formation levels of professional competence of sports managers. The professional competence is a level of awareness, an authority of a manager of physical culture and sports, that allows him to solve professional tasks effectively. The use of this principle in the formation of professional competence is based on the awareness of an optional application of other universal principles to the training of various professionals, appropriate for their peculiar pedagogical situations. The psychological basis for the professional competence of sports managers is their willingness to continually improve their qualifications, mobility of professional functions, flexibility and critical thinking. As a result of the implementation of competence principle sports managers should become highly skilled and competitive, functionally prepared for constant changes in technology.

In the process of forming the professional competence of future managers of physical culture and sport an important role is played by the educational-information principle, aimed at forming: the ability to work independently with various sources of information; the ability to use modern technical means and communication technologies to receive and use information in their professional activities.

A successful solution to the formation of professional competence of sports managers is possible through a combination of methodological principles specific to them. In particular, the choice of optimal principles for the formation of their professional competence provides proper working conditions for teachers, giving them the opportunity to choose forms, methods and techniques of working with future managers of physical culture and sports.

In our opinion, it is advisable to distinguish the following groups of principles in forming the professional competence of future sports managers: basic, regulating the adaptive process of managers studies in higher educational institutions; key, facilitating the adaptation of these students to interpersonal, interactive, technology training; and general-didactic principles, which regulate the educational process of mastering the subject, interdisciplinary and general knowledge, skills and abilities and make it possible to apply them in practice.

It is important to classify these principles according to the following features. In particular, the basic principles include the principles of adaptive training for sports managers; the principle of an adaptive function of teaching professional disciplines; the principle of individualisation of an adaptive development of a student's personality when obtaining a sports manager's profession; the principle of adaptive-guided learning; the training principle aimed at developing the professional competence of the future manager of physical culture and sports.

Regarding the key principles of adaptive training of future managers of physical culture and sports, they include the principle of optimal combination of direct and indirect education; the principle of the priority use of methods and means of indirect interaction (student - content - teacher - student) in the context of personality-oriented adaptive learning; the principle of the determining role of self-adaptation; the principle of spiritual comfort in the conditions of open interaction among subjects of the educational process.

Among modern definitions of general-didactic principles of forming the professional competence of managers in the sports industry, we believe that the proposed by V. Yagupov (2003) directions about "regulatory requirements for the organization and conduct of the didactic process, which are characterised by general guidance, rules and norms" appear to be significant.

The analysis of pedagogical and scientific works allows us to highlight the general-pedagogical principles, that are guiding in forming professional competence of future managers of physical culture and sports in higher educational institutions, namely: scientific knowledge; systemicity; education; connection of learning process with the environment; reality; individualisation; activity; apparenity. These principles are subordinated to goals and objectives of training managers in the field of sports, manage the process of developing methods, tools, techniques, forms of productive feedback communication between teachers and students as subjects of the educational process.

The specificity of the general-didactic principles of training future managers of physical culture and sports is determined by such dominant principles of studying at universities as: the formation of highly skilled, professionally mobile sports managers, which will be competitive in the labor market. The process of their training is concentrated on education, upbringing and personality development. According to these principles, professionally directed training, development and upbringing of future sports managers take place on the basis of knowledge and skills formed during their training.

Basic, key, and general-didactic principles of adaptive learning become a system if, on the one hand, serve as the basic requirements for an interaction between teachers and students. On the other hand, their adequate observance acquires the status of didactic and psychological conditions for qualitative implementation of adaptive functions in the process of professional training of future managers of physical culture and sports to their professional activities. The outlined general-didactic principles provide the opportunity to build the best system of traditional and innovative methods, tools, techniques and forms of organization, correction and realization of training and self-improvement of students in higher educational institutions.

Taking into the consideration aforementioned principles, favourable conditions are created for the organization of a scientific-knowledge array, which facilitates the consolidation and verification of acquired professional competence in the process of preparing students at universities that train specialists in the field of sports.

Conclusions

Thus, the pedagogical principles of forming the professional competence of future managers of physical culture and sports testify that in a real learning process they should interact with each other and function as an integral system of professional training. It should be emphasized that each of these principles acquires significance only in conjunction with others. This is characteristic for each stage of the educational process of future sports managers. We propose the following groups of principles that will ensure an effective process of forming the professional competence of future managers in

the field of physical culture and sports, namely: basic, regulating the adaptive process of managers study in higher educational institutions (the principle of an adaptive function of teaching professional disciplines; the principle of individualisation of an adaptive development of a student's personality when obtaining a sports manager's profession; the principle of adaptive-guided learning; the training principle aimed at developing the professional competence of the future manager of physical culture and sports); key principles that facilitate the adaptation of these students to interpersonal, interactive, technology training (the principle of optimal combination of direct and indirect education; the principle of the priority use of methods and means of indirect interaction (student - content - teacher - student) in the context of personality-oriented adaptive learning; the principle of the determining role of self-adaptation; the principle of spiritual comfort in the conditions of open interaction among subjects of the educational process) and general-didactic principles (scientific knowledge; systemicity; education; connection of learning process with the environment; reality; individualisation; activity; apparency).

It is worth pointing out that in a real pedagogical process the principles of professional competence formation are realized in close connection and are mutually interconnected; none of them can be involved separately. Only the cumulative influence of pedagogical principles in vocational training guarantees the correct definition of tasks, determines a proper selection of content and methods for forming the professional competence of managers in the field of sports. All this defines an objective need for further research into the efficiency of complex use of above-mentioned pedagogical principles, that will provide diversity, versatility and alternative ways of development and introduction of the author's concept in the process of professional training of future managers of physical culture and sports.

Using basic management principles such as systematicity, optimality, motivation, economy, satisfaction of the participants needs and interests, sports management will provide purposeful modernization and diversification of relations in physical education and sports field. All this leads to the objective need for further studies of management in sports based on generalized approach to evaluation and justification of its expediency, as a means of implementing management decisions aimed at regulating professional relationships.

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