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THE ROLE OF MANAGEMENT COMPETENCE IN THE PROFESSIONAL TRAINING OF FUTURE PHYSICAL EDUCATION TEACHERS

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РОЛЬ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ

Abstract. The article is devoted to defining the role of managerial competence in the professional training of future physical education teachers. It is determined that the competence-based approach characterizes education focused on the formation of students' comprehensive knowledge, skills, abilities, and value experience, which enable them to solve problems and adapt to professional changes. The definition of managerial competence in professional activity is formulated as an integral quality of personality, manifested in the knowledge, skills, and abilities necessary for making managerial decisions. The significance of managerial competence for the professional activity of future physical education teachers is analyzed. The role of the physical education teacher as a manager is considered, and a number of managerial functions are identified. The main ways of forming managerial competence in future physical education teachers are defined. The practical aspect of implementing managerial competence of future physical education teachers in the process of pupils' physical education is examined. The necessity of a comprehensive approach to the training of future teachers is argued. To improve the professional training of future physical education teachers regarding managerial competence, it is necessary to introduce changes both in the content and organizational components of the educational process. In particular, it is recommended to use modern methods and technologies of developing managerial skills and innovative educational technologies, including: interactive teaching methods (trainings, discussions, role-playing games); modeling of pedagogical situations in the process of pupils' physical education; project activities and organization of sports events during teaching practice; use of information and communication technologies in planning and monitoring professional activities.

Key words: future physical education teachers; managerial competence; professional training; professional mastery; higher education institutions; educators.

Анотація. Статтю присвячено визначенню ролі управлінської компетентності в професійній підготовці майбутніх учителів фізичної культури. Визначено, що компетентнісний підхід характеризує навчання, що фокусується на формуванні у студентів комплексних знань, умінь, навичок та ціннісного досвіду, які дають їм змогу розв'язувати проблеми й адаптуватися до професійних змін. Сформульовано зміст дефініції «управлінська компетентність у професійній діяльності» як інтегральна якість особистості, що проявляється у знаннях, уміннях, навичках, які необхідні для прийняття управлінських рішень. Проаналізовано значення управлінської компетентності для професійної діяльності майбутніх учителів фізичної культури. Осмислено роль учителя фізичної культури як управлінця й виокремлено низку управлінських функцій. Визначено основні шляхи формування управлінської компетентності в майбутніх учителів фізичної культури. Розглянуто практичний аспект реалізації управлінської компетентності майбутніх учителів фізичної культури у процесі фізичного виховання школярів. Аргументовано необхідність комплексного підходу до підготовки майбутніх учителів. Для покращення професійної підготовки майбутніх учителів фізичної культури щодо управлінської компетентності потрібно впровадити зміни як у змістову, так і в організаційну частину освітнього процесу. Зокрема, використовувати сучасні методи й технології формування управлінських умінь та інноваційні освітні технології, до яких належать: інтерактивні методи навчання (тренінги, дискусії, ділові ігри); моделювання педагогічних ситуацій у процесі фізичного виховання школярів; проектна діяльність та організація спортивних заходів у процесі педагогічної практики; використання інформаційно-комунікативних технологій у плануванні та контролі професійної діяльності.

Ключові слова: майбутні вчителі фізичної культури; управлінська компетентність; професійна підготовка; професійна майстерність; заклади вищої освіти, педагоги.

Introduction. The trends occurring in modern society, including in teacher education, are aimed at improving the quality of future teachers' training.

Enhancing the preparation of teaching staff requires certain changes in the content and organization of the educational process. Focusing on the conditions of future professional activity, both the theoretical and practical components of training should contribute to the development of professional competences.

In the context of educational modernization, increasing importance is attached to training teachers as specialists who possess not only professional knowledge and methodological skills but also managerial competences. These competences are the foundation for achieving success in any managerial activity, as they provide not only the technical execution of tasks but also a deep understanding of context, strategic thinking, and the ability to innovate.

The modern education system requires a new generation of teachers who are capable not only of transmitting knowledge but also of organizing the educational process, managing learning activities, and effectively leading a team. This is especially important for physical education teachers, since their professional activity is associated with promoting a healthy lifestyle, organizing mass events, sports clubs, and extracurricular activities. The professional activity of a physical education teacher is directly related to management processes, including the implementation of managerial functions ranging from planning sports and physical culture activities and organizing them, motivating participants in the educational process, to monitoring and evaluating results. Therefore, the problem of developing managerial competence in future physical education teachers is a pressing issue today.

Literature review. The issue of developing professional competence has been the subject of academic research over the past decades. In earlier years, significant attention was paid to the study of problems related to the organization and management technologies of subjects and objects of physical culture and sports management in the works of M. Doronin, N. Kovalenko, V. Luhova, D. Sierikov, and others. General issues of educational management and staffing in the sphere of physical culture were studied by L. Danylenko, O. Zhdanova, O. Kuzin, Ya. Spivak, L. Chekhovska, and others.

Researchers have considered different aspects of professional competence in professional activity. The issue of professional competence in the training of future teachers was examined by M. Dudchak, A. Konokh, R. Kostenko, V. Ternopil'ska, O. Filonenko, and others. In particular, the problem of developing managerial competence in future physical education teachers has been addressed in the works of S. Kryshanovych, I. Snovydyovych, O. Shapran, M. Yurynets, and others.

At the same time, an analysis of the academic literature makes it possible to state that the problem of developing managerial competence in future physical education teachers has not yet received sufficient theoretical justification or practical testing.

Purpose of the Article. The purpose of this article is to examine the role of managerial competence of future physical education teachers in the process of their professional training. The following research

methods were applied: analysis and synthesis, comparison and generalization, as well as theoretical methods related to the study and analysis of information sources.

Theoretical part. In the system of teacher education, the competence-based approach characterizes learning that focuses on the formation of comprehensive knowledge, skills, abilities, and value-based experience in students, which enable them to act successfully in real life, solve problems, and adapt to professional changes. Instead of simply absorbing information, it involves developing the ability to apply acquired knowledge in practice, forming a personality ready for self-realization and lifelong learning. Competences serve as indicators that determine the level of readiness of future physical education teachers for professional activity, personal growth, and self-improvement.

Clarifying the essence of the concept of managerial competence shows that there are different interpretations. Managerial competence is defined as the ability to manage the activities of other people; a set of knowledge, skills, and abilities to perform managerial functions; knowledge of modern management technologies and methods and the ability to apply them effectively in practice; readiness to exercise leadership and the ability to make well-founded managerial decisions; readiness and ability of a leader to holistically analyze organizational problems and to find the most effective solutions in a given situation (Doronina, Luhova, Sierikov, & Doronin, 2019; Kovalenko, 2019).

The definition of “managerial competence” can be supplemented and clarified on the basis of an analysis of the essence of the management process itself. Management is closely related to the concept of “administration” or “management science” and is understood as an activity or process of influencing a system (organization, process, individual) with the aim of its functioning, development, and achievement of set goals. This term encompasses planning, organization, motivation, and control of resources (human, financial, technical) to achieve a certain objective and can be applied to various fields, including business, public administration, technical systems, and the educational process.

The planning activity of a teacher is connected with the conceptual development of educational activity. That is, planning is the process of setting goals and choosing the ways by which these goals can be achieved. Clearly, planning involves cognitive aspects. In the process of planning, complex intellectual operations such as analysis and synthesis occur, possible options are sought, decisions are made, and their optimality is determined. In turn, managerial activity also includes other basic management functions—goal-setting, planning, motivation, control, and coordination. Moreover, managerial activity

involves the development, evaluation, and implementation of managerial decisions and organizational strategies, as well as people management, project management, innovation management, and production processes (Kuzin, Spivak, 2025).

The specificity of managerial activity lies in the realization of influence and the unpredictability of human reactions to it. Therefore, the main task of the teacher is to achieve the goals of management. The peculiarities of such activity are determined by the nature and content of the work of a physical education teacher. Considering managerial competence, O. Oleksiienko believes that it is an integral part of professional competence, a system of knowledge, skills, and abilities necessary to achieve set personal and professional goals in accordance with one's professional activity (Oleksiienko, Rozskazov, 2021).

Characterizing managerial competence, V. Ternopil'ska defines it as a system of competences formed in the process of learning and self-education, which has a significant impact on the ability of future specialists to solve educational and, later, professional tasks (Ternopil'ska, 2024). This confirms that managerial competence is developed in the process of professional training of future specialists.

Managerial competence is interpreted by S. Kryshchanovych as a set of knowledge, skills, abilities, experience, personal qualities, and values that ensure a specialist's ability to successfully solve managerial tasks, demonstrating a deep understanding of problems, effective analysis, and decision-making. The researcher identifies the key aspects of managerial competences in certain abilities:

- Analytical abilities – the ability to identify, clearly formulate, and thoroughly analyze problems in the field of management;
- Problem-solving – the ability to find effective and practical solutions for identified managerial problems;
- Professionalism – a reflection of the level of knowledge, skills, experience, and personal qualities of a specialist sufficient to achieve goals in professional activity;
- A holistic approach – the ability to see managerial activity as a single process rather than a collection of separate elements (Kryshchanovych, 2018).

According to scholars, managerial competence manifests itself in subject–subject interaction, in the ability to make managerial decisions based on value orientations, professional knowledge, skills, and abilities. At the same time, the value-based component plays a key role, as it determines a positive attitude toward oneself and other participants in managerial interaction, personal acceptance of values, dialogue, and cooperation, as well as the aspiration to implement them in professional practice (Kobernyk, 2018).

Managerial competence is presented through the ability to make decisions, delegate authority, actively

implement them in solving professional tasks; the ability to take responsibility for decisions made; skills in monitoring and control, analyzing the information environment; as well as leadership abilities and skills.

Scholars also interpret managerial competence as a complex concept that encompasses a set of knowledge, skills, and abilities necessary for the effective management of an organization and includes analytical and critical thinking, information processing, goal-setting, decision-making, control, and staff motivation (Kostenko, 2021; Kushniruk, Leshchenko, 2023; Shapran, Sidiropulo, 2022). At the same time, managerial competences can be developed in the process of specialized training and through practical experience.

Analyzing the essence of the definition of “managerial competence” and the essence of the management process, we can conclude that managerial competence acts as the ability of physical education teachers to make optimal managerial decisions, as well as to perceive, analyze, and implement managerial innovations in professional activity. In pedagogical work, managerial competence ensures the ability to effectively organize the educational process, coordinate students' activities, ensure discipline, motivation, and the effectiveness of physical education. It includes knowledge of management, pedagogy, and psychology, as well as the ability to apply them in practice.

The managerial competence of future physical education teachers can be defined as the ability and readiness to effectively perform functions related to the organization and management of professional activities. For a physical education teacher, this has special significance since their work is directly connected with organizing children's physical activity, conducting sports events, and promoting a healthy lifestyle.

The main levels of mastering the algorithms of managerial activity by teachers, including future physical education teachers, are identified by researchers O. Filonenko and A. Stukan as follows:

- Professional-activity level – achievement at this level presupposes mastering the algorithm in accordance with its application in the practice of a teacher's professional activity;
- Imitative-activity level – achievement at this level presupposes successful mastery of the algorithm within models of teaching practice (e.g., internships, specially created pedagogical situations, etc.);
- Content-personal level – achievement at this level presupposes the formation of relevant knowledge and psychological structures necessary for the implementation of an algorithm of managerial activity, even without direct practice of applying it;
- Scientific-theoretical level – achievement at this level presupposes that the subject possesses the necessary theoretical knowledge to implement an algorithm of managerial activity (Filonenko, Stukan, 2025).

The significance of managerial competence for the professional mastery of future physical education teachers is quite important, as it lies in:

- increasing the effectiveness of the physical education process for schoolchildren;
- developing leadership qualities and decision-making skills;
- ensuring students' motivation for systematic engagement in physical culture and sports;
- fostering a responsible attitude among schoolchildren toward health and physical activity (Konokh, Makovetska, Konokh, 2021).

Thus, managerial competence serves as an essential factor in a teacher's professional mastery.

Considering the role of the physical education teacher as a manager, a number of managerial functions can be distinguished, including: planning and organizing lessons and sports clubs; monitoring the performance of physical exercises and compliance with safety rules; creating a positive psychological climate in the team; managing teamwork during competitions and sports events; and coordinating cooperation between the school, parents, and sports organizations.

Therefore, the physical education teacher acts not only as an organizer of the educational process but also of extracurricular activities, which requires a high level of managerial competence.

The main ways of developing managerial competence in future physical education teachers can be implemented in several directions, in particular:

- Theoretical training – mastering knowledge of pedagogy, psychology, management, sports-pedagogical disciplines, and methods of physical education;
- Practical training – teaching practice, participation in organizing sports festivals, competitions, and training processes;
- Interactive methods – role-playing, training sessions, modeling of pedagogical situations;
- Self-education and reflection – analyzing one's own professional activity, developing teamwork skills, managing groups, and making managerial decisions.

Only the combination of theoretical knowledge and practical skills will allow future physical education teachers to become effective managers of the educational process.

When defining the practical aspect of implementing managerial competence of future physical education teachers in the process of schoolchildren's physical education, it can be stated that it primarily consists of:

- conducting physical education lessons with regard to the age and individual characteristics of students;
- organizing sports events and club activities;
- managing student groups during physical culture and sports activities, hiking trips, or off-site events;

- developing personal skills in communication, leadership, and responsibility for professional activity.

To improve the professional training of future teachers in terms of managerial competence, it is necessary to introduce changes in both the content and organizational parts of the educational process. In particular, it is important to use modern methods and technologies for developing managerial skills and innovative educational technologies, which include:

- interactive teaching methods (trainings, discussions, business games);
- modeling of pedagogical situations in the process of students' physical education;
- project-based activities and the organization of sports events during teaching practice;
- the use of information and communication technologies in planning and monitoring professional activity.

A special role belongs to teaching practice, during which future physical education teachers have the opportunity to apply their managerial abilities in real conditions of the school educational process.

Conclusions and Prospects for Further Research. Managerial competence is an integrated characteristic of a personality, which includes knowledge, skills, abilities, and values necessary for effective planning, organization, control, and correction of pedagogical activity. Managerial skills are particularly important for physical education teachers, since their work is directly related to organizing the process of physical education of schoolchildren and managing student groups. Effective physical education teachers must be not only carriers of knowledge, skills, and abilities but also leaders and organizers capable of managing the educational process.

The formation of managerial competence is an important factor in the professional development of future physical education teachers. This competence includes not only cognitive knowledge but also the ability to organize, coordinate, motivate, and control learning activities. Managerial competence determines the effectiveness of physical education teachers' pedagogical activity, promotes the development of leadership qualities, and shapes the ability to organize and coordinate the educational process.

For its development, it is important to integrate professionally oriented disciplines, combine theoretical knowledge with practical skills, and use innovative teaching methods, specialized training sessions, and teaching practice.

Prospects for further research will be aimed at finding new technologies and creating programs that would ensure a high level of managerial competence and improve the qualifications of future physical education teachers.

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