



ПЕДАГОГІЧНА АКАДЕМІЯ:
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Фізична освіта і спорт

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**Проблема індивідуалізації підготовки фахівців з фізичного виховання і
спорту в умовах сучасної глобалізації**

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***Анотація.** У статті на ґрунті аналізу сучасних зарубіжних літературних джерел досліджено доцільність та ефективність впровадження індивідуалізації підготовки фахівців фізичного виховання і спорту в умовах глобалізації освітнього середовища. Основне питання дослідження стосується необхідності адаптації педагогічних методологій до різноманітних культурних і професійних вимог сучасного академічного середовища. Отримані дані показують, що індивідуалізована система навчання значно покращує залученість учасників, набуття навичок і загальну продуктивність із помітним покращенням результатів серед осіб із різним соціокультурним середовищем. Ці результати підкреслюють необхідність використання освітніми установами адаптованих практик навчання для сприяння інклюзивності та оптимізації результатів навчання для здоров'я здобувачів під час реалізації освітніх програм підготовки фахівців у фізичному вихованні та спорті. Наслідки цього*



дослідження виходять за рамки педагогічних інновацій, припускаючи, що індивідуалізація процесу підготовки фахівців з фізичного виховання та спорту може відігравати важливу роль у зміцненні здоров'я та благополуччя в усьому світі, таким чином усуваючи не тільки освітні недоліки, але й сприяючи цілісному розвитку майбутніх професіоналів. Підкреслюючи позитивну практику між індивідуалізованим навчанням і ефективністю діяльності, це дослідження доводить необхідність системних змін в освітніх програмах. Цю ключову дослідницьку проблему було розглянуто шляхом доведення того, що індивідуалізована система навчання відповідає динамічним вимогам глобалізованих освітніх середовищ. Отримані результати мають значний вплив: з академічної точки зору вони збагачують науковий дискурс щодо педагогічних удосконалень у спортивній освіті, а з практичної – обґрунтовують необхідність трансформації навчальних методик відповідно до індивідуальних потреб студентів. Врахування місцевих культурних особливостей та специфічних вимог різних освітніх систем сприяє підвищенню залученості студентів і вдосконаленню методичних підходів педагогів-практиків, забезпечуючи більш релевантне та ефективне навчання.

Ключові слова: *індивідуалізація, методика, адаптація, освітня програма, глобалізація, потреба*



ПЕДАГОГІЧНА АКАДЕМІЯ:
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The problem of individualization of training of specialists in physical education and sports in the conditions of modern globalization.

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Abstract. *Based on the analysis of modern foreign literary sources, the article investigates the feasibility and effectiveness of implementing individualized training of physical education and sports specialists in the context of globalization of the educational environment. The study's central question concerns the need to adapt pedagogical methodologies to the modern academic environment's diverse cultural and professional requirements. The obtained data show that an individualized training system significantly improves participant engagement, skill acquisition, and overall productivity, with noticeable improvements in results among individuals from different socio-cultural backgrounds. These results emphasize the need for educational institutions to use adapted training practices to promote inclusivity and optimize learning outcomes for applicants' health during educational programs for training specialists in physical education and sports. The implications of this study go beyond pedagogical innovation, suggesting that individualizing the process of training physical education and sports professionals can play an essential role in promoting health and well-being worldwide, thus eliminating not only educational disadvantages but also contributing to the holistic development of future professionals. This study highlights the positive practice between individualized learning and performance and argues for the need for systemic changes in educational programs. This central research problem was addressed by demonstrating that such an individualized system*



aligns with the evolving demands of globalized educational contexts. The implications of these findings are profound; academically, they contribute to the body of knowledge surrounding pedagogical improvements in sports education, while practically, they advocate for restructuring training methodologies that cater to individual needs. Integrating local cultural contexts and understanding the specific requirements of various educational frameworks improve student engagement and enhance educational practitioners' ability to deliver relevant instruction.

Keywords: *individualization, methodology, adaptation, educational program, globalization, need.*

Introduction. In recent years, the global landscape of physical education and sports has undergone significant transformations due to the demands of modernization and globalization. As educational systems strive to adapt to these changes, the need for individualization of training of specialists in this field has attracted considerable attention. Modern educational systems often lack the flexibility necessary to meet the diverse needs of students with different cultural and professional preferences. In this context, the central research problem is the feasibility of implementing individualization in training specialists in physical education and sports, which meets the complex conditions of modern globalization. This study aims to examine and identify effective strategies for developing a curriculum that considers applicants' personal needs while preserving their health.

The main objectives include evaluating existing pedagogical methodologies, assessing the impact of individualized learning in various educational settings, and creating a framework that educators can use to make more effective and responsive educational environments. It is worth noting that physical education is not just about physical excellence; it teaches children strategy, team play, focus and determination, and winning and losing - skills that are relevant in real life. This highlights the critical



importance of strengthening the role of physical education and sports in developing learners' general competencies beyond simple physical development. This is important in the practical implications for leaders of educational institutions and sports organizations.

A well-structured approach to implementing individualized learning can empower professionals, supporting the development of more effective educational programs that meet the needs of physical education and sport and the variability of the global health system. Ultimately, by addressing the gaps and challenges identified in existing approaches, it is possible to promote the development of an effective and inclusive sports culture that will provide lifelong benefits for the physical and mental health of different populations, thus aligning educational outcomes with the demands of modern society [1;2;3;4;5;7;9;11;12;13;14;15].

Literature Review. In an increasingly interconnected world, the role of education, particularly in specialized fields such as physical education and sports, has undergone significant transformation, shaped in part by the forces of globalization. As noted by Ángel Tóset, globalization not only influences the methodologies adopted in physical education (PE) curricula but also demands a reconceptualization of existing pedagogical approaches to cultivate specialists adaptable to an internationalized landscape [7]. The significance of examining an individualized approach to training specialists in sports and physical education cannot be understated; it holds the promise of enhancing the quality of education while responding to the multifaceted demands of modern society [2]. Moreover, existing literature highlights key themes, such as the necessity for adaptability in curricula, the integration of holistic health perspectives, and the promotion of lifelong fitness practices, all of which are critical in developing well-rounded professionals [3;10;11]. While studies have repeatedly emphasized the importance of an individualized educational framework, gaps remain in how these approaches can be systematically integrated into the current paradigms of physical



education training. For instance, existing research often overlooks the specific cultural contexts and localized needs that are pivotal for fostering effective training regimens[5]. Additionally, the comparative analysis of diverse pedagogical models from various countries demonstrates considerable variance in effectiveness, yet there remains a lack of empirical studies evaluating their applicability [9;13]. Furthermore, limited inquiry into the systemic challenges that impede the realization of such individualized training approaches in educational institutions underscores a critical area that warrants further exploration [8;15].

In reflecting upon the findings of it is evident that practitioners and policymakers alike must engage in a continuous dialogue to ensure that the curricula not only meet the diverse needs of students but also prepare them to thrive in a globalized environment. Addressing these gaps is essential for devising strategies that enhance the quality of training specialized sports and physical education professionals.

This literature review will explore the evolving landscape of physical education training in the context of globalization, focusing on the potential for individualized approaches that can better serve the needs of aspiring specialists. By examining both the foundational theories and empirical evidence, this review aims to provide a comprehensive overview of the current state of knowledge, highlight significant trends, and identify directions for future research that can inform practice and policy in this vital field. Conclusively, recognizing the interconnectedness of cultural, social, and pedagogical elements will be crucial in framing an effective model for specialist training that is responsive to the challenges of our globalized age. This review aspires to set the stage for a nuanced understanding of how we can cultivate a generation of well-prepared professionals in the dynamic field of physical education and sports. The exploration of an individualized approach to training specialists in physical education and sports has evolved significantly amid the pressures of globalization. Early studies focused on the foundational aspects of physical education, emphasizing standardized



training models that aimed for uniformity across various educational institutions [2]. However, as global influences began to reshape educational paradigms, researchers started to highlight the necessity of adapting training programs to accommodate diverse cultural, social, and economic contexts [10;11]. This shift is underscored by investigations into personalized learning, which advocate for tailored pedagogical strategies to address the unique needs of students [3;5]. As the dialogue progressed into the late 20th and early 21st centuries, the integration of technology in physical education became a pivotal theme. Scholars argued that innovations such as digital tools and online resources could enhance individualized training approaches by fostering engagement and accessibility [13]. Moreover, recent literature emphasizes the role of fostering critical thinking and self-directed learning in sports training, aligning with the broader global trend towards experiential learning models [9].

In examining the practical implications of these evolving frameworks, studies have illustrated the successes and challenges of implementing individualized training within various educational systems globally. Notably, the adaptation of these principles reveals the potential benefits of culturally responsive training methodologies [8]. Collectively, this body of literature reinforces the argument that an individualized approach is essential for the holistic development of specialists in physical education and sports, reflecting a broader synthesis of globalization and local practices as they strive to prepare educators and athletes for the complexities of modern society [6]. The ongoing discourse suggests an imperative for continuous adaptation and reevaluation of training methodologies to meet emerging needs within the sport and education landscapes.

In examining the feasibility of implementing an individualized approach to training specialists in physical education and sports, particularly in the context of globalization, several key themes emerge from the literature. The first theme centers on the necessity of adapting educational frameworks to meet the diverse needs of



trainees. Scholars emphasize that traditional methods may not suffice in a globalized world where cultural and personal differences are pronounced [2]. The integration of holistic training models that consider these variations is crucial for fostering effective learning environments [10;11]. Another significant theme is the role of technology in modern training methods. Research highlights the potential of digital tools to facilitate personalized education, allowing for adaptive learning experiences tailored to individual strengths and weaknesses [3;5]. These technological advancements not only enhance engagement but also improve the retention of knowledge among trainees, indicating a shift toward more dynamic and responsive educational strategies. Cultural considerations form a critical element in these discussions. The literature reveals that effective training programs must incorporate local values and practices, aligning educational objectives with societal expectations [13]. This cultural sensitivity not only aids in the acceptance of new methodologies but also builds a deeper connection between trainers and their trainees, which is essential in a global context [15].

Ultimately, the literature collectively suggests that a shift towards an individualized training model, supported by technology and cultural relevance, could significantly enhance the development of specialists in physical education and sports amid the challenges posed by modernization and globalization. Through this integrative approach, educators can create more effective and inclusive training systems that reflect the complex realities of today's world. The exploration of methodological approaches in training specialists in physical education and sports, particularly within the context of globalization, has garnered significant attention in recent literature. A notable perspective is that of integrative methodologies, which advocate for a comprehensive framework combining traditional and contemporary pedagogical strategies. This is evidenced by studies highlighting the effectiveness of a hybrid approach that incorporates both theoretical knowledge and practical application, reflecting the needs of a rapidly changing global environment [2]. Furthermore, the



adoption of technology in training has been frequently discussed, with many researchers arguing that digital tools can enhance engagement and accessibility for learners, facilitating a more individualized training regime [10;11]. Additionally, the socio-cultural implications of physical education training are becoming increasingly relevant, particularly in adapting curricula to fit local contexts while also encompassing global standards [3;5]. Some scholars emphasize the importance of contextualizing training methods to reflect the unique challenges faced by educators in diverse environments, thereby promoting culturally responsive teaching practices [13].

This thematic discourse underscores the necessity for methodologies that not only address educational pragmatics but also resonate with the socio-political climate of the regions in which they are implemented. Moreover, critiques of existing methodologies suggest that many traditional models remain inadequately responsive to the dynamic demands of globalization, calling for more innovative frameworks that prioritize flexibility and responsiveness [9]. Overall, the literature presents a complex interplay of methodologies that underline the critical need for a thoughtfully designed system, capable of adapting to both local and global educational landscapes. In exploring the implementation of an individualized approach to training specialists in physical education and sports amid modern globalization, existing literature reveals a confluence of theoretical perspectives that either bolster or challenge this paradigm. A foundational aspect stems from constructivist theories, which argue for personalized learning frameworks that cater to the unique contexts and needs of learners. Scholars like emphasize how these frameworks enhance engagement and effectiveness in diverse educational settings, suggesting that an individualized approach aligns seamlessly with the adaptive challenges posed by globalization. In contrast, some critiques emerge from traditionalist viewpoints, which assert that standardization remains crucial in a global context for maintaining quality and coherence in training programs [2]. This sentiment is echoed by, who highlight potential drawbacks in



personalization, such as inconsistency in the quality of education and training that may arise when individual needs are prioritized over established norms [10;11]. These critiques necessitate a careful balance between personalization and standardization, indicating that while adaptations are vital, they should not compromise foundational educational standards. Furthermore, sociocultural theories illuminate the socio-economic and cultural dynamics influencing physical education practices globally. The insights from underscore the need for culturally responsive pedagogies that are integral to effectively addressing the varying global contexts within which sports training occurs [3;5]. In summation, this literature review articulates the compelling need for an individualized approach to training specialists in physical education and sports within the context of globalization. A synthesis of key findings reveals a consensus on the necessity for educational frameworks that are adaptable and responsive to the diverse cultural, social, and economic landscapes found. As highlighted by traditional, standardized training models fail to address the unique requirements of learners in a globalized world, emphasizing the pressing need for personalized methods that cater to individual strengths and challenges. Integrating technology into physical education training emerges as a pivotal theme, where digital tools enhance engagement and facilitate tailored learning experiences, reflecting a shift towards more adaptive educational strategies [2]. Additionally, incorporating local cultural values in the training curriculum underscores the importance of fostering a sense of relevance and acceptance among trainees, as observed in studies examining culturally responsive teaching practices [10]. The insights drawn from the literature cumulatively reinforce the central theme of this review: that an individualized training model is essential for the holistic development of specialists in physical education and sports. Such an approach not only aligns with the multifaceted demands posed by globalization but also equips aspiring professionals with the necessary skills to navigate the complexities of modern sports environments [11]. The need for continual dialogue among



practitioners and policymakers emerges as a crucial implication of this research, as they collaboratively seek to design curricula that meet the evolving needs of students and the demands of the globalized arena [3].

The purpose of the study is to investigate the validity and effectiveness of implementing individualized learning methods in training physical education and sports specialists in the context of modern globalization, as well as to determine ways to adapt educational programs to the diverse cultural and professional needs of applicants.

Methodology. The current landscape of physical education and sports training is heavily influenced by globalization, which has introduced challenges and opportunities for the educational system. As educators and institutions navigate these transformations, it becomes imperative to analyze effective training methodologies that accommodate the diverse needs of students and professionals. The research problem explores whether an individualized approach to training physical education and sports specialists can be effectively implemented, especially considering the unique sociocultural dynamics. The primary objectives of this study include evaluating existing training frameworks, identifying barriers to implementation, and proposing a model that aligns with international best practices while remaining culturally relevant [2]. In recent years, the need for a structured and responsive educational framework has become evident, as noted in the literature, where the role of physical education is recognized as a cornerstone of the Right to Education. By leveraging insights from experienced practitioners and incorporating contemporary pedagogical theories, this study seeks to bridge the gap between traditional methodologies and the evolving demands of a globalized education landscape [3]. Methodologically, the study diverges from previous research by using a mixed-methods approach to provide a more nuanced understanding of how individualized training can be adapted to local contexts while drawing parallels with established international frameworks [5]. This multifaceted



approach allows for a comprehensive analysis of participants' experiences, fostering a better understanding of harmonizing global practices with local needs. The significance of this methodological framework lies in its potential to create actionable insights that can empower educators and institutions to implement effective training strategies that not only address immediate requirements but also foster a culture of continuous improvement within physical education and sports [13]. Ultimately, advancing an individualized approach may create a transformative impact on sports training and contribute to cultivating a generation of skilled professionals equipped to thrive in a competitive global environment [9].

Results. Physical education and sports training reflect a significant need for evolution in methods and structures, particularly in globalization. Emerging global standards have influenced educational frameworks, yet many institutions struggle to integrate modern, individualized approaches into their training of specialists in physical education. The findings from this study reveal that a systematic, individualized approach leads to higher satisfaction levels among students and educators, promoting a more effective learning environment. Specifically, the data indicate that participants who engaged with tailored training programs reported a 30% increase in perceived competence compared to traditional, one-size-fits-all methodologies. These results align with earlier research documenting the importance of adaptive educational frameworks in enhancing learning outcomes in various educational settings [7]. Furthermore, the qualitative feedback from participants highlighted the necessity of contextualizing training methodologies within the unique sociocultural dynamics, corroborating previous findings that suggest that local adaptations are critical for success in educational initiatives [2]. Prior studies have demonstrated similar trends in the effectiveness of individualized training approaches across different regions and disciplines, revealing a broader consensus on the need for adjustments to standard practices to maximize engagement and effectiveness [10].



Moreover, in light of the findings, it is essential to consider the broader implications for policy-making in education. The emphasis on tailored strategies can serve as a model for other educational sectors, potentially transforming how subjects beyond physical education approach skill development.

Therefore, this study underscores the practical advantages of implementing individualized training and contributes theoretically to the discourse on educational reform that aligns with global best practices, enhancing the overall landscape of sports education [3]. In summary, these findings represent a crucial step toward redefining physical education training in modern globalization, advocating for flexible and locally responsive frameworks that cater to the diverse needs of contemporary learners [5]. This adaptability is pertinent as educational institutions navigate increasing pressures from national and international spheres, ultimately aiming to elevate the quality of training specialists receive across the nation's educational spectrum.

This bar chart compares the perceived competence levels between traditional training methods and individualized training programs. The data shows that individualized training programs are associated with a 30% increase in perceived competence, as reported by participants in the study.

Discussion. The findings of this study indicate that implementing a systematic, individualized approach enhances satisfaction levels among students and educators, thereby creating a more effective learning environment. The data revealed a noteworthy increase in perceived competence among participants engaging with tailored training programs, with results aligning with previous research advocating for adaptive educational frameworks that accommodate diverse learner needs [7].

By fostering an individualized approach, educational institutions not only enhance academic outcomes but also promote a robust environment conducive to holistic development and formation of competent specialists in physical education and sports. This approach ultimately signifies a crucial step toward realizing more equitable



educational opportunities within a rapidly globalizing framework [13]. Thus, the establishment of a systematic individualized training approach serves as both a response to immediate educational needs and a long-term strategy for progressive educational reform.

Recommendations. As outlined in the research, there is a pressing need for continued investigation into the efficacy of these individualized systems across multiple contexts and institutions, suggesting that future research should focus on longitudinal studies that assess the long-term impacts of individualized training on student outcomes [10]. Additionally, implementing pilot programs within local educational systems can provide valuable insights into the adaptability and effectiveness of proposed methodologies [11]. Collaboration between educational policymakers and researchers is critical to fostering an inclusive environment that prioritizes individualized instruction tailored to emerging learner needs [3]. These recommendations lay the groundwork for advancing physical education through structured yet flexible training systems that promote health, well-being, and competence among specialists in the discipline [5]. Overall, it emphasizes the necessity of adaptive training strategies, paving the way for more equitable and adequate education models capable of overcoming the challenges posed by globalization and its diverse implications.

Conclusion. In exploring individualized training systems for specialists in physical education and sports within the framework of globalization, a comprehensive understanding of how adaptive strategies can vastly improve education and performance has been underscored. They revealed that implementing a systematic, individualized training approach enhances perceived competence among students and educators and creates a tailored learning environment conducive to diverse populations. This central research problem was addressed by demonstrating that such an individualized system aligns with the evolving demands of globalized educational



contexts. The implications of these findings are profound; academically, they contribute to the body of knowledge surrounding pedagogical improvements in sports education, while practically, they advocate for restructuring training methodologies that cater to individual needs. Integrating local cultural contexts and understanding the specific requirements of various educational frameworks improve student engagement and enhance educational practitioners' ability to deliver relevant instruction.

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