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**СЕКЦІЯ 4. ПІДГОТОВКА ФАХІВЦІВ В ГАЛУЗІ ФІЗИЧНОГО  
ВИХОВАННЯ І СПОРТУ**

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**TRAINING OF SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE  
AND SPORTS IN POLAND**

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**Abstract.** The thesis examines the specifics of training specialists in the field of physical culture and sports in Poland, using the example of education in Institutes of Physical Culture (Academy of Physical Education in Warsaw). The structure of educational programs, their compliance with European standards, teaching methods, and practical training of students are analyzed. The main differences between the Polish system of specialist training and similar programs in other countries are identified.

**Keywords:** physical culture, sports, specialist training, education, Poland.

**Introduction.** The training of specialists in the field of physical culture and sports is an important area of educational activity in many countries, including Poland. The Polish higher education system in this field is aligned with European standards, combining theoretical training with practical skills. An essential aspect is cooperation with international sports organizations and the implementation of innovative teaching methods.

**Research objective.** Analysis of educational programs for training specialists in the field of physical culture and sports in Poland, identifying their specifics, advantages, and development prospects.

## **Research of the results and their discussion.**

1. *Structure of Educational Programs.* Education in the field of physical culture in Poland plays a key role in training highly qualified specialists capable of working in various areas of sports, recreation, and rehabilitation. Polish institutes of physical culture offer a multi-level education system, including bachelor's, master's, and doctoral studies, providing comprehensive student preparation according to European standards. With the implementation of the Bologna Process principles, educational programs meet international requirements, opening broad opportunities for graduates in professional development and academic mobility.

This article examines the structure of educational programs in Polish institutions of physical culture, their characteristics, and their significance for future specialists in sports and health sciences.

Educational programs in Polish institutes of physical culture are structured according to European standards and include three levels of study:

1) *bachelor's degree (Licencjat)* – the first cycle of higher education, usually lasting 3 years (6 semesters). The program focuses on acquiring fundamental theoretical and practical knowledge in physical culture, sports, recreation, and rehabilitation;

2) *master's degree (Magister)* – the second cycle of higher education, lasting 1.5–2 years (3–4 semesters). This level allows students to deepen their knowledge and specialize in areas such as sports management, physiotherapy, coaching, or scientific research in physical culture;

3) *doctoral studies (Doktor, PhD)* – the third cycle, oriented towards scientific activity and research. The duration of study is typically 3–4 years. The program includes conducting independent research, publishing scientific articles, and writing a dissertation.

2. *Teaching Methods.* Teaching methods in Polish institutes of physical culture combine theoretical knowledge with practical experience. Instructors use interactive lectures that encourage active student engagement in the learning process. A significant emphasis is placed on practical classes, helping future professionals acquire necessary skills in real-world conditions.

Internships at sports organizations play a crucial role, allowing students to work under the guidance of experienced professionals. Coaching practice is another essential stage, helping students consolidate their knowledge and develop professional competencies in working with athletes and teams.

The main teaching methods include:

1) *interactive lectures* – instead of passively receiving information, students actively participate in discussions, case studies, and real-life analyses in sports and physical culture;

2) *practical classes* – a vital component of the educational process, including physical exercise execution, training methodology application, physical performance testing, and the use of specialized equipment;

3) *internships at sports organizations* – students undergo training at sports clubs, federations, rehabilitation centers, fitness centers, and other institutions, gaining real work experience in the field of physical culture;

4) *coaching practice* – working under the supervision of experienced coaches, where students learn to plan and conduct training sessions, analyze athletes' physical conditions, and apply modern training methodologies.

This approach ensures a high level of training and competitiveness of graduates in the labor market.

3. *International Cooperation.* Polish educational institutions actively promote international cooperation through partnerships with leading European universities and research institutions. This opens numerous opportunities for students:

– *exchange programs* – such as Erasmus+, allowing students to study abroad, explore new teaching methodologies, and experience different cultures;

– *joint research projects* – collaboration with international colleagues encourages participation in global studies, enhancing scientific competencies and publications;

– *intercultural interaction* – participation in international conferences, seminars, and training sessions broadens students' perspectives and helps develop communication skills;

– *increased competitiveness* – international collaboration experience

contributes to graduates’ successful career prospects both in Poland and globally.

Thus, international cooperation is a crucial element that not only enriches academic experience but also fosters professional growth, preparing students for work in a global environment.

4. *The Role of Practice in Specialist Training.* Great attention is paid to practical aspects: students undergo internships in sports clubs, federations, and rehabilitation centers. This approach allows them to gain real-world experience, develop professional skills, and prepare for future careers.

Practical training covers work with professional athletes, amateurs, and individuals undergoing post-injury rehabilitation. Students have the opportunity to apply theoretical knowledge in practice, learn under the supervision of experienced coaches and specialists, and establish professional connections, which can assist in employment after graduation.

Practical training plays a decisive role in shaping future specialists' competencies. Through integrating practical tasks into the educational process, students can:

– *familiarize themselves with real working conditions* – internships in sports clubs, federations, and rehabilitation centers provide firsthand experience in professional environments;

– *apply theoretical knowledge in practice* – practical activities help in better understanding educational material and developing professional skills needed for effective training management, sports event organization, or rehabilitation programs;

– *develop communication and organizational skills* – interacting with industry professionals, teamwork, and solving practical challenges contribute to the development of social and managerial competencies;

– *increase competitiveness in the labor market* – the acquired practical experience allows graduates to integrate into the professional environment more easily and become highly sought-after by employers.

Thus, practical training is an integral component of the modern education system, ensuring a high level of professional competence among graduates and

their readiness to solve complex tasks in the field of physical culture and sports.

Conclusions. Education in physical culture in Poland has a well-defined structure that meets European standards, providing training at three levels: bachelor's, master's, and doctoral studies. Thanks to the Bologna Process, graduates have extensive opportunities for professional development and international mobility.

Teaching methods combine theoretical knowledge with practical training, internships, and coaching activities. This enables students to acquire the necessary skills for work in sports, recreation, and rehabilitation.

International cooperation, particularly through exchange programs, joint research, and participation in international events, expands students' opportunities, increasing their competitiveness in the global labor market.

Practical training plays a key role in specialist competency development, ensuring the integration of theoretical knowledge into real professional environments. Graduates of Polish institutes of physical culture are well-prepared specialists, ready for successful careers in the sports industry, coaching, and rehabilitation.

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