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**Key aspects of preparing future physical education and sports specialists to provide pre-medical care**

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*In the context of increasing demands on specialists in the field of physical culture and sports, systematic and in-depth preparation of students for providing pre-medical care is gaining particular importance. The frequency of situations requiring urgent medical intervention necessitates the improvement of educational programs to ensure a high level of professional readiness among graduates. The purpose of the research is to identify key aspects and develop criteria for the success of the educational process in forming the readiness of bachelor's degree students in physical culture and sports to provide pre-medical care. The main definitions, such as "future bachelor of physical culture and sports" and "pre-medical care", are clarified, and attention is focused on the need to form a methodological base and competencies necessary for effective actions in critical situations. The article is based on the works of leading scientists who have systematized key principles and pedagogical conditions for the formation of professional competencies. Special attention is paid to the analysis of scientific publications that describe the algorithms for teaching students actions in various emergency situations. The analysis of educational programs from various higher education institutions revealed a fragmented and unsystematic approach to teaching pre-medical care. The necessity of a systematic approach to preparing students, considering modern conditions, including remote and blended learning, is emphasized. The study confirms the need to form deep knowledge and practical skills in future bachelor's of physical culture and sports to provide pre-medical care. The authors formulate readiness criteria that include cognitive, operational, and behavioral components. Key competencies and expected learning outcomes are highlighted to ensure specialists' ability to act effectively in critical situations.*

**Keywords:** *Bachelor, physical culture and sports, pre-medical care, educational process, educational-professional program, higher education standard, readiness components.*

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**Introduction.** The relevance of the research is driven by the need to improve the professional training of future bachelors in the specialty 017 "Physical Culture and Sports" to provide first aid, which is an important component of their professional competence. In the context of increased demands on specialists in the field of physical culture and sports, especially due to the frequency of situations requiring immediate medical intervention, the issue of systematic and in-depth training of students becomes extremely relevant.

The lack of proper theoretical and methodological bases, as well as a fragmented approach to teaching pre-medical care, necessitates the review and improvement of existing educational programs to ensure a high level of professional readiness of graduates for effective response to emergencies in their professional activities. The peculiarity of the professional activity of a specialist in the field of "Physical Culture and Sports" is that, compared to other professionals, they are much more often faced with the need to provide pre-medical care in the context of situations related to the motor activity of athletes and other individuals performing physical exercises. Considering this, preparation for effective actions in such situations should be a primary task of the higher education system.

The importance of this aspect of training is reflected in the current higher education standard for the specialty 017 "Physical Culture and Sports". However, in the actual conditions of higher education institutions, where

future bachelors of physical culture and sports are trained, the problem of forming competencies in providing pre-medical care is addressed fragmentarily and unsystematically. Sometimes the relevant educational activities are formal and superficial.

**Formulation of the problem.** *The purpose of the research* is to identify key aspects and develop criteria for the success of the educational process in forming the readiness of bachelors of physical culture and sports to provide pre-medical care.

**Research methods.** Analysis of scientific literature (study of existing educational programs and publications on the topic of pre-medical care and specialist training); pedagogical observations (evaluation of the student training process and observation of their practical skills).

**Approbation of research results.** The theoretical and methodological foundation for developing the professional training of future specialists in the field of physical culture and sports is laid in the fundamental works of leading scientists, who have systematized and substantiated key principles, target guidelines, structural-logical models, and pedagogical conditions for forming the main professional-pedagogical competencies (Domedychna dopomoha, 2022: 20). Special attention is drawn to scientific publications that, from an academic perspective, analyze the problem of preparing students to provide first pre-medical aid in emergency conditions, including injuries, accidents, poisoning, and acute illnesses (Domedychna dopomoha, 2018: 22). The authors provide detailed descriptions of the algorithms for teaching students how to act in various situations that require pre-medical care.

The analysis of scientific sources indicates that, although the content of training students in different specialties to provide pre-medical care is quite comprehensive, there is currently a lack of research focused on the practical acquisition of necessary skills by future specialists in physical culture and sports under conditions of remote or blended learning (Maramukha, 2022a; Maramukha, 2022b). Therefore, the presence of social demand and the insufficient development of methodological and theoretical approaches to training future bachelors in physical culture and sports in the aspect of providing pre-medical care have necessitated thorough scientific research. An important stage of this research is the clarification and specification of the target guidelines of the educational process in this field, ensuring its effectiveness and compliance with modern requirements.

First of all, to formalize the target guidelines of the educational process, we need to clarify the main definitions of the research. Primarily, to formalize the target guidelines of the educational process, it is necessary to clarify the main definitions of this research. In justifying the first concept of “Future Bachelor of Physical Culture and Sports,” we referred to the Law of Ukraine on Education, which stipulates that education in our country is obtained at levels – completed stages differing in the complexity of educational programs and the set of competencies defined by the respective educational standards (Tyshchenko, 2012).

The educational level of “bachelor” corresponds to the sixth level of the National Qualifications Framework and the first cycle of higher education of the European Higher Education Area Qualifications Framework. Accordingly, bachelors should have conceptual scientific and practical knowledge, be able to critically comprehend it, and possess advanced cognitive and practical skills that allow them to make responsible decisions in unpredictable situations of professional activity. Based on the above, we focused our attention on students of the specialty 017 “Physical Culture and Sports,” who correspond to the sixth level of the National Qualifications Framework (Slobodyanyk, 2021). Therefore, these individuals should be capable of providing pre-medical medical care and be responsible for the consequences of their actions in various training and competitive situations that pose a threat to the life and health of individuals involved in physical activity and, accordingly, require immediate response.

The term “future” indicates that our scientific attention is specifically on the undergraduate student, who is in the process of acquiring professional competencies. Thus, a future bachelor of physical culture and sports is a person who is obtaining education in the specialty 017 “Physical Culture and Sports” at the bachelor’s degree level.

The concept of “pre-medical care” is key in the context of our research. According to current legislation (Standart vyshchoyi osvity, 2019), pre-medical care is defined as urgent actions and organizational measures aimed at saving and preserving human life in an emergency and minimizing the consequences of such a condition of health. These measures are carried out directly at the scene by persons who do not have medical education but are required by their official duties to possess the necessary practical skills to save and preserve human life in an emergency and are obliged to perform such actions according to the law.

As stated in the current Law of Ukraine “On Emergency Medical Care,” “pre-medical care includes urgent actions and organizational measures aimed at saving and preserving human life in an emergency and minimizing the consequences of such a condition on health, carried out at the scene by persons who do not have medical education but are required by their official duties to possess basic practical skills to save and preserve human life in an emergency, and are obliged to perform such actions and measures according to

the law” (Standart vyshchoyi osvity, 2019). Thus, it is necessary to equip future bachelors in physical culture and sports with a methodological foundation and competencies required for effective actions in situations that threaten the life and health of athletes or other subjects of physical and sports activities (Osvitn'o-profesiyna prohrama, 2023; Osvitn'o-profesiyna prohrama, 2021a).

Considering the above, we focus on defining key competencies and expected learning outcomes that are fundamental to ensuring the readiness of future bachelors in physical culture and sports to provide pre-medical care. This task is facilitated by the fact that, at the time of the research, the standard for training bachelors in the specialty 017 “Physical Culture and Sports” (hereinafter – the Standard) had already been developed and approved, allowing more precise definition of the parameters of readiness to provide pre-medical care based on the competencies and program learning outcomes (PLOs) specified therein.

Our analysis of the Standard showed that one of the key program learning outcomes for bachelors in the specialty 017 Physical Culture and Sports is the PLO “to provide pre-medical medical care in emergencies and pathological processes in the human body,” which is related to general (“Ability to learn and acquire modern knowledge,” “Ability to apply knowledge in practical situations”) and special (professional) competencies (“Ability to provide pre-medical care during emergencies”).

We have established that the higher education standard at the bachelor’s level for the specialty 017 “Physical Culture and Sports” clearly indicates the necessity of preparing students to provide pre-medical care. It is worth noting that there is a certain discrepancy between the formulations in the Law of Ukraine and the Standard “On Emergency Medical Care” regarding the target professional quality (the Law uses the term “pre-medical care,” while the Standard uses “pre-medical assistance”). We consider this discrepancy insignificant. However, for further scientific discourse, we deem it appropriate to use the term “pre-medical assistance,” which, in our opinion, most accurately reflects the essence of the corresponding activity.

The provisions of the higher education standard are reflected in the educational and professional programs (EPP) of higher education institutions that train bachelors in the specialty 017 “Physical Culture and Sports”. Typically, these provisions are implemented through the inclusion of relevant disciplines in the curricula aimed at developing the necessary competencies in students. This approach ensures systematic and consistent acquisition of the knowledge and skills necessary for providing pre-medical care, which is an important component of the professional training of specialists in the field of physical culture and sports.

A comparison of the EPPs indicated the following. At the National University “Yuri Kondratyuk Poltava Polytechnic,” students study “Pre-Medical Medical Care.” Our analysis revealed a certain contradiction. The discipline is elective, which aligns with general trends but contradicts the provisions of the higher education standard, which requires a systematic approach to student training in this area (Pro ekstrenu medychnu dopomohu, 2013). At Zaporizhzhia National University, a similar situation is observed; the discipline is also approved by the Academic Council as an elective, ensuring the formation of competence in medical care, life safety, labor protection, and civil protection (Osvitn'o-profesiyna prohrama, 2021b). At Hryhorii Skovoroda Kharkiv National Pedagogical University, the subject “Sports Medicine” is offered, within which attention is apparently given to providing first aid (Pro osvitu, 2017). At the National University “Zaporizhzhia Polytechnic,” the subject is “Basics of Medical Knowledge with Pre-Medical Assistance” (Pro zatverdzhennya Natsional'noyi ramky kvalifikatsiy, 2011).

Our analysis of the EPP and the standard confirms that preparation for providing pre-medical assistance is a mandatory component of the educational process for the specialty 017 “Physical Culture and Sports” at the bachelor’s degree level. However, detailed familiarization with the curricula, EPPs, working programs, syllabi of medical-biological disciplines, and teaching methods at various higher education institutions indicates that the existing means and methods of forming the skills, knowledge, and abilities necessary for effective pre-medical assistance do not always meet the requirements of remote education. This is particularly relevant in conditions of martial law and requires the adaptation of teaching methods to new realities to ensure proper student preparation. Changes in learning conditions caused by such factors necessitate not only a review of the content of educational programs but also the introduction of innovative teaching approaches to ensure an adequate level of student training (Osvitn'o-profesiyna prohrama, 2021b). In remote or blended learning formats, traditional methods of forming knowledge, skills, and psychological readiness to provide pre-medical assistance may prove insufficiently effective, highlighting the need for developing and implementing new educational technologies and methods that maintain the quality of training for bachelors in physical culture and sports even in challenging and changing conditions.

Considering our professional experience and based on the analysis conducted, we have identified the components of readiness of future bachelors in physical culture and sports to provide pre-medical assistance. It should be noted that we have taken into account the traditions of defining educational target guidelines, according to which they should be formulated using key words such as “presence,” “ability,” “capability,” “formation,” etc.

By clarifying the components of readiness of future bachelors in physical culture and sports to provide pre-medical assistance and formulating expected learning outcomes based on them, it seems necessary to formulate corresponding readiness criteria, primarily to highlight their readiness to provide pre-medical assistance as a separate aspect subject to study and measurement.

In determining the criteria, we will proceed from the premise that criteria are qualities, properties, characteristics of the object under study, allowing us to judge its state, level of development, functioning, and characterize it primarily subjectively by so-called nominal (categorical) variables, which denote only the belonging of objects to certain significantly different unordered classes and do not imply a quantitative characteristic of the phenomenon.

According to the described logic, we have identified behavioral, cognitive, and operational criteria for the readiness of future bachelors in physical culture and sports to provide pre-medical assistance. Indicators will be the results of the educational process, defined in such a way that they can become accessible for measurement.

**Conclusions.** Bachelors should have deep knowledge of medical and biological disciplines, allowing them to understand the principles of providing pre-medical assistance and know the action algorithms in various emergency situations; they should possess the necessary practical skills for quick and effective response to emergencies (ability to provide first aid, perform resuscitation measures, stabilize the condition of the injured until the arrival of professional medical help); they should be psychologically ready to act in stressful situations, able to make quick decisions and act confidently, adequately assessing the risks and consequences of their actions. Thus, the results of the conducted research include the following propositions. The readiness of future bachelors in physical culture and sports to provide pre-medical assistance is an integrated personal formation that combines the theoretical and practical compliance of a specialist with the requirements of professional activity, including a set of specific knowledge, skills, and abilities for effective response to situations that may arise during physical and sports activities.

Readiness to provide pre-medical assistance is a complex characteristic that ensures the ability of specialists in physical culture and sports to act effectively in critical situations, preserving the life and health of subjects of sports activities.

*Further scientific efforts* are planned to focus on substantiating the indicators and means of assessing the readiness of future bachelors in physical culture and sports to provide pre-medical assistance in their professional activities.

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## Ключові аспекти підготовки майбутніх фахівців фізичного виховання та спорту до надання долікарської допомоги

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В умовах зростання вимог до фахівців галузі фізичної культури та спорту особливого значення набуває системна та глибока підготовка студентів до надання долікарської допомоги. Частота ситуацій, які потребують оперативного медичного втручання, зумовлює необхідність удосконалення освітніх програм, що забезпечить високий рівень професійної готовності випускників. Метою дослідження є визначення ключових аспектів та розробка критеріїв успішності освітнього процесу для формування готовності бакалаврів фізичної культури та спорту до надання долікарської допомоги. Уточнюються основні дефініції, такі як майбутній бакалавр фізичної культури та спорту та долікарська допомога, а також акцентується увага на необхідності формування методологічної бази та компетенцій, необхідних для ефективних дій у критичних ситуаціях. Стаття ґрунтується на працях провідних учених, які систематизували ключові принципи та педагогічні умови для формування професійних компетенцій. Особлива увага приділяється аналізу наукових публікацій, що описують алгоритми навчання студентів діям у різних екстрених ситуаціях. Аналіз освітніх програм різних вищих навчальних закладів виявив фрагментарний та несистемний підхід до навчання долікарської допомоги. Наголошено на необхідності системного підходу до підготовки студентів з огляду на сучасні умови, включаючи дистанційне та змішане навчання. Дослідження підтверджує необхідність формування у майбутніх бакалаврів фізичної культури та спорту глибоких знань та практичних навичок для надання долікарської допомоги. Автори формулюють критерії готовності, що включають когнітивний, операційний та поведінковий компоненти. Виділено ключові компетенції та очікувані результати навчання, які забезпечать здатність фахівців ефективно діяти у критичних ситуаціях.

**Ключові слова:** бакалавр, фізична культура і спорт, долікарська допомога, освітній процес, освітньо-професійна програма, Стандарт вищої освіти, компоненти готовності.

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