

REVIEW

of the Official Opponent, Doctor of Pedagogical Sciences, Professor

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on the dissertation research of

Chen Ronghao

«Formation of Managerial Competence of Future Physical Education Teachers in Higher Education Institutions under Blended Learning Conditions» submitted

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The relevance of Chen Ronghao's research topic is determined by a combination of social, regulatory, educational, and scientific and methodological factors that define the current vector of development of professional training of future physical education teachers in higher education institutions in the context of blended learning. Physical education is now establishing itself as an important component of the general culture of civil society and an important element of the pedagogical system aimed at strengthening the health of students and the harmonious development of their physical, moral, volitional and intellectual qualities. In this context, the public demand for competent physical education teachers objectively highlights the need to develop the leadership, organisational and managerial qualities in future specialists that are necessary for planning, organising, coordinating and controlling the educational process, making responsible decisions in the variable conditions of a general secondary education institution, ensuring constructive interaction with all participants in the educational process, as well as for the effective use of information and communication and digital technologies in a blended learning format.

An important aspect of the relevance of the topic is that the development of management skills and abilities is directly related to the creation of a safe and health-preserving educational environment during physical education classes. After pandemic restrictions and changes in teaching models, issues of safety, health preservation, risk prevention and teacher responsibility have become more pressing, and therefore there is a growing need for specialists capable of making management decisions based on modern approaches, regulatory requirements and principles of humanisation of management.

Effective management, in turn, ensures the coordinated organisation of the educational process, promotes the successful adaptation of students to the learning environment, increases the effectiveness of educational interaction and creates a supportive and stimulating learning atmosphere. As a subject of management activity, a physical education teacher must be able to rationally plan their own professional actions, coordinate the interaction of students, make timely and informed decisions, monitor and evaluate academic achievements, motivate students to be physically active, and conduct a reflective analysis of the effectiveness of decisions made. In view of this, managerial competence is an integral characteristic of the professional readiness of future physical education teachers to perform a wide range of pedagogical and organisational-managerial tasks in a real educational environment.

An analysis of the scientific works studied by the dissertation author shows that the problem of developing the managerial competence in future physical education teachers in higher education institutions under blended learning conditions remains insufficiently developed: the works of domestic and foreign researchers mainly highlight individual aspects of professional training, managerial components of pedagogical activity, a competency-based approach, digitalisation and the organisation of blended learning, however, a comprehensive theoretical and methodological justification of the conditions, models, and technologies for the holistic formation of managerial competence specifically in specialists of this field remains insufficiently developed.

The relevance of the study is convincingly substantiated by the author through the identification of a number of significant contradictions between the social demand for physical education teachers capable of effectively performing managerial functions in the educational process and the actual state of professional training of such specialists in higher education institutions; between the high demands on the managerial component of a teacher's professional activity and the insufficient level of development of the relevant competencies in students; between the needs of general secondary education institutions for teacher leaders and the fragmentary nature of student training for managerial activities in the context of traditional and mixed learning organisation.

Therefore, the research proposed for consideration by Chen Ronghao, which is devoted to this very problem, is relevant, timely and in demand, serving the general goal of training professionally prepared future physical education teachers.

Connection of the work with scientific programmes, plans, topics.

The dissertation research was carried out in accordance with the research work of the Department of Education and Pedagogy of the West Ukrainian National University «Professional growth of an educator in an educational institution: fundamental, theoretical, technological and practice-oriented aspects» (state registration number 0121U110855). The research topic was approved at a meeting of the Department of Education and Pedagogy (Minutes No. 6 of 19 December 2024).

The degree of validity of the scientific propositions, conclusions and recommendations formulated in the dissertation research. An analysis of the main content of the dissertation gives grounds to assert that the applicant has correctly chosen the object, subject and purpose of the research, which made it possible to competently and clearly define the global tasks and complete them in full, as evidenced by the results obtained, the conclusions and recommendations formulated, which are presented in 13 publications by the author (11 – individual), of which 6 reflect the main scientific results of the dissertation (all publications in scientific professional editions of Ukraine, category «B»), 7 are of an approbation nature, which additionally reflect the scientific results of the dissertation.

The work highlights the results of a detailed study of 460 literary sources, which demonstrates the author's comprehensive analysis of the problem under investigation. Chen Ronghao's dissertation consistently, convincingly and conclusively reveals the initial scientific and theoretical positions that determine the author's stance.

Assessment of the content and completeness of the dissertation. The purpose, objectives and material determined the structure of the scientific work, which is characterised by completeness and internal unity of purpose and concept. The dissertation consists of an introduction, three chapters, conclusions to them, general conclusions, a list of sources used, and appendices. The total volume of the dissertation is 295 pages of printed text, with the main content presented on 187 pages. The work contains 11 figures and 25 tables.

An analysis of the **first chapter** of the dissertation, «Theoretical Foundations for the Formation of Managerial Competence in Future Physical Education Teachers», shows that it is conceptual and theoretical in nature and aims to substantiate the essence, structure, and content of management competence in future physical education teachers in the context of contemporary transformations in higher education. Its content is logically structured from a general social inquiry to a concretisation of the author's vision of the phenomenon under study.

First of all, the section highlights the problem of improving the professional training of future physical education teachers in higher education institutions in terms of developing their managerial competence. It is emphasised that in the context of the development of civil society and the renewal of educational standards, there is a growing need for specialists who are capable not only of implementing the educational process in physical education in a high-quality manner, but also of managing it effectively. It is substantiated that the formation of managerial competence ensures a high level of pedagogical activity, which is manifested in the development of students' physical qualities, strengthening their health, and the formation of moral, volitional, and intellectual traits.

An important achievement of the section is the clarification and author's interpretation of the key concepts of the study. The managerial competence of future physical education teachers is defined as a stable, integral, individual-personal characteristic that is formed in the process of continuous professional development and ensures the ability to independently and responsibly solve professional and managerial tasks within the regulatory and legal framework. Thus, the author considers it not only as a set of knowledge and skills, but as an integrative quality of the personality of a future specialist.

In structural terms, the professional training of future physical education teachers is presented as a system of interaction between three substructures of professionally-oriented training, characterised by a step-by-step approach, orientation towards European educational standards and the active introduction of modern information and communication technologies. This allows us to consider the formation of managerial competence as a process integrated into the general model of professional education for bachelors of physical education.

The specifics of professional training of future physical education teachers for managerial activities in a blended learning environment are revealed. The role of the teacher in filling disciplines with managerial content, forming practice-oriented tasks (in particular, using the Moodle platform), as well as the active position of students who perform professional and managerial functions in the learning process, is

emphasised. Thus, competence is formed by modelling real management situations and performing organisational and managerial tasks.

The managerial activity of a physical education teacher is considered a multidimensional phenomenon that combines pedagogical, organisational, and personal components. Its integrative nature is substantiated, based on knowledge of pedagogy, psychology, management theory, leadership, medical and biological disciplines, and the regulatory and legal framework.

A significant part of the chapter is devoted to the information and digital component of managerial competence. The author justifies the expediency of including information and digital, electronic and media competences in its structure, emphasising the role of ICT as an effective tool for developing the professional qualities of future physical education teachers.

In the second section, «Justification of pedagogical conditions and a structural-functional model for the formation of managerial competence of future physical education teachers in a blended learning environment», Chen Ronghao logically concluded the theoretical justification of the problem and logically transitioned to the systematic modelling of the process of forming the managerial competence of future physical education teachers. The chapter has a clear structure, is focused on practical implementation, and demonstrates the author's desire to integrate theoretical principles with diagnostic and technological tools.

First of all, it is worth noting the clear definition of the structural components of the formation of managerial competence: motivational-value, cognitive, professional-activity and reflective-developmental. Their separation corresponds to the logic of the competency-based approach and reflects the integrity of the personal and professional development of future teachers. The components cover both the internal (values, motivation, reflection) and external (knowledge, skills, activity) aspects of professional training. The inclusion of the reflective-developmental component is particularly valuable, as it demonstrates the research's focus on the ideas of continuous professional development.

The proposed system of criteria (personal, knowledge, activity, reflective) logically correlates with the structural components. This ensures the methodological consistency of the model. Another positive aspect is the definition of four levels of development (high, sufficient, satisfactory, low), which allows for a differentiated assessment of results.

A significant achievement of this section is the substantiation of the principles of professional training, including scientificity, systematicity, professional orientation, humanisation, reflectivity, and innovation. They correspond to current trends in the modernisation of higher education.

The substantiated pedagogical conditions for the formation of managerial competence in a blended learning environment are substantively convincing. The condition of creating a motivational and value-based educational environment that ensures the subject position of the learner is of particular importance. Another strong aspect is the emphasis on the use of professionally oriented situations (case studies, simulations, role-playing games) that facilitate the transfer of theoretical knowledge

into practice. The complex of integrated approaches (competence-based, system-activity-based, acmeological, etc.) demonstrates the multidimensionality of the research.

The structural and functional model of management competence formation with three blocks (strategic, conceptual and methodological, criterion and diagnostic) demonstrates the systematic nature of the author's vision. The inclusion of social demand as the starting point for the strategic block is positive, emphasising the relevance of the research. The conceptual and methodological block reflects the technological aspect of the model's implementation, while the criteria and diagnostic block reflects its effectiveness.

In general, the section has a coherent logic, meets the requirements for the theoretical and methodological justification of the dissertation research, and demonstrates a systematic approach to the problem.

The third section, «Experimental verification of the effectiveness of pedagogical conditions and a structural-functional model for the formation of managerial competence of future physical education teachers in blended learning in higher education institutions», reveals the stages and methodology of organising a pedagogical experiment on the formation of managerial competence of future physical education teachers in blended learning, proves the effectiveness of the proposed methodology for implementing pedagogical conditions and a structural-functional model for developing the managerial competence of future physical education teachers in blended learning.

We consider the pedagogical experiment conducted by the researcher to test the methodology for developing the managerial competence of future physical education teachers in blended learning to be a significant achievement. The experimental methodology is based on systematised and adapted teaching materials, situational exercises, interdisciplinary projects and case studies containing special thematic content transformed into a practice-oriented format.

The reliability of the results obtained and the validity of the experimental study were proven by using statistical methods of processing the results of the pedagogical experiment. The comprehensive use of diagnostic tools significantly indicates the positive dynamics of the formation of managerial competence of future physical education teachers in blended learning.

Scientific novelty and reliability of the scientific provisions of the dissertation. In general, we note the high scientific and methodological level of the dissertation research of Chen Ronghao. The dissertation is notable for the scientific novelty and practical significance of the results obtained, including, in pedagogical theory: for the first time: the pedagogical conditions for the formation of managerial competence in future physical education teachers in higher education institutions in a blended learning environment have been identified and theoretically and methodologically substantiated; the author's Programme for the formation of managerial competence in bachelors in higher education institutions has been created, a structural and functional model for the formation of managerial competence in future physical education teachers as a set of strategic, conceptualmethodological and

criterion-diagnostic blocks that take into account the dynamically changing requirements for the formation of managerial competence in future physical education teachers in higher education institutions in the context of blended learning; a effective methodology for the implementation of pedagogical conditions in the teaching of professional training disciplines and extracurricular activities has been developed. The content and essence of the concepts of «physical education in the field of education», «future physical education teacher», «managerial competence», «professional training of future physical education teachers for managerial activities», «blended learning» have been improved; criteria (personal, knowledge, activity and reflective) and levels (high (excellent), sufficient (optimal), satisfactory (productive), low (basic)) of the formation of managerial competence of future physical education teachers in higher education institutions in the context of blended learning. The content of professional training in the formation of managerial competence in future physical education teachers in higher education institutions has been further developed, and the forms and methods of organizing training have been expanded with the aim of forming this competence in higher education students in blended learning.

The practical significance of the results of the dissertation research is in the development and implementation in the educational process of higher education institutions author's Programme for the formation of managerial competence in future physical education teachers in blended learning conditions; author's elective course «Managerial competence as an important component of professional development of a teacher»; a set of mind maps for information support in studying the discipline «Pedagogy».

The results of scientific and research work can be effectively applied in the systematic professional training of future teachers in higher education institutions.

The research materials have been implemented in the educational process of professional training of future physical education teachers at Kamyanets-Podilsky Ivan Ohienko National University (certificate of implementation dated 26 August 2025), Melitopol State Pedagogical University named after Bohdan Khmelnytsky (certificate of implementation dated 23 September 2025), State Higher Educational Institution «Uzhhorod National University» (certificate of implementation dated 25 September 2025).

The logical presentation of the content of the applicant's dissertation research, its completeness as a whole, and the identity of the content of the abstract and the main provisions of the dissertation deserve a positive assessment.

The results of the study give reason to believe that the set tasks have been implemented, the goal has been achieved, and the set of scientific provisions obtained is of great importance for professional pedagogy.

No violation of academic integrity. No violations of academic integrity were found in Chen Zhonghao's dissertation research. The work was done independently, in compliance with the requirements of scientific ethics, proper citation of sources, references to authors, and correct formatting of theoretical provisions.

In co-authored publications, the personal contribution of the dissertation author is clearly outlined, which complies with the norms of academic transparency. The

author adheres to the standards for formatting bibliographic references and shows respect for the intellectual contributions of other researchers, correctly integrating their ideas into his own theoretical framework.

The content of the dissertation is original, logically structured and substantiated, which allows us to affirm the high level of academic integrity of the research and the candidate himself.

Controversial points and comments on the content of the dissertation.

Without detracting from the overall approval of Chen Ronghao's research, which is unquestionably novel in theory and practical in significance, we consider it appropriate to express certain comments, which we define as suggestions:

1. In substantiating the relevance of the dissertation research problem, the author highlights a number of contradictions. It would be desirable for the work to more clearly outline which of these have been eliminated in the dissertation.

2. The first chapter gives a comprehensive impression, but in order to increase its scientific significance, logical completeness and methodological clarity, it is worth strengthening the conceptual clarity of the conceptual apparatus. The author's definition of managerial competence is meaningful, but it would be useful to show the relationship between managerial competence and professional, pedagogical and leadership competences.

3. In our opinion, it would be appropriate to expand the analysis of scientific sources. The text outlines the author's position, but it would be desirable to conduct a more thorough comparative analysis of the approaches of Ukrainian and foreign scientists to the essence of the managerial competence of a physical education teacher and to specify the scientific novelty of the author's interpretation and show the evolution of views on the managerial training of physical education teachers.

4. The methodology of the pedagogical experiment is described in detail. However, it is interesting to know how the dissertation author conducted mathematical and statistical calculations in other higher education institutions located at a distance.

5. We believe it would be advisable to expand on the logic of forming the experimental and control groups in the process of organising the pedagogical experiment in section 3.1, which would add credibility to the results obtained.

6. The work presents an in-depth description of the problem of developing the managerial competence of future physical education teachers in blended learning in higher education institutions. It would be advisable to publish this material as a separate educational and methodological publication.

7. The work is not free from stylistic and spelling errors.

Overall, Chen Ronghao's dissertation «Formation of Management Competence in Future Physical Education Teachers in Higher Education Institutions under Blended Learning Conditions» is an independent and complete work; It is distinguished by its undeniable relevance, scientific novelty, theoretical and practical significance; it contains significant scientific achievements; new, previously unproven scientific propositions and well-founded conclusions, which are fully reflected in scientific publications. The research results are rational for solving the problem of forming the managerial competence of future physical education teachers in higher education

institutions in the context of blended learning. The work meets the requirements of paragraphs 6, 7, 8, 9 of the «Procedure for awarding the degree of Doctor of Philosophy and cancelling the decision of a one-time specialised academic council of a higher education institution, scientific institution on awarding the degree of Doctor of Philosophy», approved by Resolution of the Cabinet of Ministers of Ukraine No. 44 of 12 January 2022 (as amended by Resolutions of the Cabinet of Ministers of Ukraine No. 341 of 21 March 2022, No. 502 of 19 May 2023, No. 507 of 3 May 2024), which provides grounds for awarding Chen Zhonghao the degree of Doctor of Philosophy in the specialty 011 Educational, Pedagogical Sciences.

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