



University Educational Program for esports' Master Science in Ukraine

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Abstract: *A number of players in the world have long exceeded 500 million. It is not surprising that more and more people are interested in pro-gaming. One year ago, esports were officially recognized in Ukraine. This research aims to create the theoretical and methodological base of an educational and practical program for University Master Science esports' coaches. The problem was to develop a pedagogy background of the educational and practical program of esports students. Materials and Methods: theoretical analysis and generalization of data from scientific and methodological literature; documentary method; sociological method; methodological and biological methods; expert assessment; methods of mathematical statistics. The research has been approved by ethics council of Lviv State University of Physical Culture named after Ivan Bobersky prior to the researching. This University developed the educational program that includes: total workload and expected learning outcomes of students; requirements for persons who can begin training under the program; list, content, duration and interrelationship of educational fields and/or subjects, disciplines, etc., the logical sequence of their study; forms of organization of the educational process; description and tools of the internal quality assurance system for education; other educational components (as decided by the general secondary education institution). Conclusions: Therefore, an esportsman needs to understand: esports today is not only about video games, but about professional training, where you need to train and work in a team. Further, it all depends on your desire and perseverance.*

Keywords: *Physical Culture, E-Sports, Competitions, Education*

1. INTRODUCTION

September last year (2024), esports was officially recognized in Ukraine, and the number of players in the world has long exceeded 500 million. It is not surprising that more and more people are interested in pro-gaming. We decided to learn about the first steps from those who are already in esports. How to get into a team and develop your skills — team managers help us figure it all out.

An aim of this work is to learn about the first steps from those who are already in esports. Sportsmen compare professional esports to regular work, where it is worth spending a lot of time to achieve results. It is optimal to devote at least 8 hours a day to this business. For example, train aim, analyze tactics and learn to work in a team, they note. The very first thing you should do when you decide to become an esports player is to understand if you are really ready for it. Esports is extremely popular today. Watching tournaments and athletes is quite interesting, and huge companies and prospects are created around video games.

According to the Law of Ukraine on Higher Education (Article 1 "General Provisions"), an educational and professional program is a single complex of educational components (academic disciplines, individual tasks, practices, control measures, etc.) aimed at achieving the learning outcomes provided for by such a program, which gives the right to receive a certain educational or educational and professional qualification(s). An educational program is a single set of educational components planned and organized by a general secondary education institution to achieve learning outcomes for students. The basis for developing an educational program is the State Standard of General Secondary Education of the corresponding level. Hamari & Sjöblom (2017) studied what is eSports and why do people watch it just our nova days. Benlarbi et al. (2024) have been provided an

Empirical Field Study about the Social Practice of E-Sports in the United Arab Emirates on a Sample of University Students. Huda & Salehudin (2024) discussed a problem of escapism, family and friends, and social interactions especially how watching esports increases gaming and in-game purchase intentions. Abbasi et al. (2021) studied the effect of consumer esports videogame engagement on consumption behaviors. Balakrishnan & Griffiths (2018) presented loyalty towards online games, gaming addiction, and purchase intention towards online mobile in-game features. Bonny & Castaneda (2022) showed the role of gaming motivations in multiplayer online battle arena gameplay preferences. They elaborated the question: Simulation and Gaming - to triumph or to socialize? Intersections of fandom in the age of interactive media regarding eSports Fandom as a predictor of traditional sports fandom were studied by Brown et al. (2018). Chang (2013) Examined users' intention to continue using social network games; he directed flow experience perspective as well. Enhancing perceived enjoyment in social games through social and gaming factors regarding Information Technology and People, have been discussed by Chen et al. (2016).

A study of physiological responses – heart rate, blood pressure, stress hormones – during competitive CS:GO play; showed a significant increase in heart rate, blood pressure, and cortisol in players, confirming the high level of stress in esports (Sadowska et al., 2023). Experimental study of the effects of an 8-week physical training program on professional eSports athletes; found a ~40% reduction in fatigue levels and improvements in physical performance and cognitive endurance after the intervention. (Sanz-Matesanz et al., 2023).

The combined approach has been shown to improve players' executive function, although the authors note a lack of previous work in this area. The first study to compare different training approaches for professional esports players – specifically, cognitive training vs. physical exercise – and their effects on cognitive performance (Sanz-Matesanz et al., 2024). The combined approach has been shown to improve players' executive function, although the authors note a lack of previous work in this area.

Thillier et al. (2023) presented a short-term VR training in the game Beat Saber has been shown to significantly improve hand-eye coordination in amateur esports players, although no effect on reaction time was found. This suggests that VR is a promising tool for developing specific cognitive-motor skills in esports). A meta-analysis of 15 studies found that professional esports players have statistically superior cognitive abilities (effect size $g \approx 0.37$) compared to amateurs, especially in the areas of spatial reasoning and attention. The work highlights that esports is a model with high cognitive load, requiring rapid information processing and decision-making (Lachowicz, et al. 2024).

Miao et al. (2024) The work highlights that esports is a model with high cognitive load, requiring rapid information processing and decision-making. It has been found those 20–30 minutes of moderate aerobic exercise immediately before the game significantly improves reaction speed and accuracy, and visual memory in cyber athletes for at least 30 minutes after exercise (Zhang et al. 2023; Tang et al., 2023).

One of the first studies to demonstrate improved gaming performance after a course of physical training: the group of gamers who performed the exercises showed an increase in accuracy and speed of actions in a video game compared to the control group, indicating a connection between physical fitness and cognitive performance (de Las Heras et al., 2020).

Overview of the use of data analysis in esports: describes the types of data generated in competitions (game telemetry, player statistics), and methods for processing them - from machine learning to visualization. It is emphasized that Data Science allows you to quickly identify weaknesses in the team's strategy and game and provide sound recommendations for training researchgate.net. This confirms the prospects for integrating data collection and analysis systems into the training processes of esports athletes (Karelia & Mehta, 2023). This research aims to create the theoretical and methodological base of an educational and practical program for University Master Science esports' coaches. The problem was to develop a pedagogy background of the educational and practical program of esports students.

2. MATERIALS AND METHODS

Theoretical analysis and generalization of data from scientific and methodological literature; documentary method; sociological method; methodological and biological methods; expert assessment; methods of mathematical statistics.

3. RESULTS AND DISCUSSION

The educational program should include:

- total workload and expected learning outcomes of students;
- requirements for persons who can begin training under the program;
- list, content, duration and interrelationship of educational fields and/or subjects, disciplines, etc., the logical sequence of their study;
- forms of organization of the educational process;
- description and tools of the internal quality assurance system for education;
- Other educational components (as decided by the general secondary education institution).

The educational program is approved by the pedagogical council of the educational institution and approved by its head. The Ministry of Education and Science of Ukraine approves standard educational programs aimed at implementing the goals and objectives of the educational sector. General secondary education institutions may use standard or other educational programs. Educational programs developed on the basis of standard educational programs do not require separate approval by the central body for ensuring the quality of education.

Based on the educational program, the educational institution draws up and approves a curriculum that specifies the organization of the educational process. Subject and course curricula are created by teachers (independently or in collaboration) based on the Standard, or based on a typical (model) curriculum. An educational program is a program written by the institution or ministry of education which determines the learning progress of each subject in all the stages of formal degree of higher education (Table 1).

Table 1. Matrix of correspondence of program competencies to the components of the educational and professional program

MC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
GC.1		+	+		+			+	+	+	+	+	+	+		+		
GC.2	+			+	+	+	+	+		+		+					+	+
GC.3		+	+				+	+	+				+	+	+	+		
GC.4	+	+	+		+			+		+	+	+	+	+		+	+	+
GC.5	+		+					+			+	+			+	+	+	+
GC.6	+		+					+		+		+						+
GC.7		+	+					+				+		+				
GC.8				+			+		+			+				+		
SC.1	+						+			+		+	+				+	+
SC.2	+							+								+		
SC.3	+	+								+								
SC.4		+	+		+	+						+		+	+	+		
SC.5	+				+	+			+	+	+	+		+		+		
SC.6	+	+					+	+					+		+	+	+	+
SC.7	+						+			+			+			+	+	+
SC.8	+		+				+			+			+			+	+	+
SC.9		+	+		+				+						+	+		
SC.10								+	+			+			+			
SC.11		+	+	+						+		+	+	+		+		
SC.12							+			+	+		+		+	+		
SC.13							+			+	+		+			+		

An educational program is a single set of educational components (subjects of study, disciplines, individual tasks, control measures, etc.), planned and organized to achieve certain learning outcomes. There is also a definition of the term for higher education.

An educational (educational-professional, educational-scientific or educational-creative) program is a system of educational components at the appropriate level of higher education within a specialty, which determines the requirements for the level of education of persons who can begin studying under this program, the list of academic disciplines and the logical sequence of their study, the number of credits of the European Credit Transfer and Accumulation System required to complete this program, as well as the expected learning outcomes (competences) that must be mastered by an applicant for the appropriate (Table 2).

Table 2. Matrix of correspondence of program learning outcomes to the components of the educational and professional program

PL0\MC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PL0.1G	+		+		+		+	+		+							+	+
PL0.2G	+	+	+		+	+	+	+	+	+	+	+	+	+		+	+	+
PL0.3G			+	+			+	+							+	+	+	+
PL0.4G	+	+	+	+		+				+				+	+	+	+	+
PL0.5G		+		+												+		
PL0.6G	+		+	+	+	+	+	+		+						+	+	+
PL0.7G	+						+			+	+		+		+		+	+
PL0.8G		+			+			+	+			+				+		
SC.1	+						+	+		+						+	+	+
SC.2	+	+	+		+	+			+		+	+				+	+	+
SC.3		+	+				+	+	+	+	+		+	+		+	+	
SC.4			+	+			+	+	+	+		+				+	+	
SC.5					+			+	+		+	+			+	+		+
SC.6							+				+	+			+			
SC.7	+		+		+		+	+		+							+	+
SC.8	+	+	+		+	+	+	+	+	+	+	+	+	+		+	+	+
SC.9			+	+			+	+							+	+	+	+
SC.10	+	+	+	+		+				+				+	+	+	+	+
SC.11		+		+												+		
SC.12	+		+	+	+	+	+	+		+						+	+	+
SC.13	+						+			+	+		+		+		+	+

Volumes of educational programs by level of higher education:

- A junior bachelor completes an educational and professional program, the volume of which is 120-150 credits of the European Credit Transfer and Accumulation System (ECTS);
- A bachelor completes an educational and professional program, the volume of which is 180-240 ECTS credits;
- The Master completes an educational and professional program, the volume of which is 90-20 ECTS credits or an educational and scientific program of 120 ECTS credits, which
- Necessarily includes a research (scientific) component of at least 30 percent.
- A Master of Medicine, Pharmacy or Veterinary Science (a degree obtained on the basis of complete general secondary education) completes an educational program worth 300-360 ECTS credits;
- A Doctor of Philosophy degree completes an educational and scientific program worth 30-60 ECTS credits;
- A Doctor of Arts degree completes an educational and creative program worth 30-60 ECTS credits.

3.1. Educational Program Requirements

The higher education standard defines the following requirements for the educational program:

1. the amount of ECTS credits required to obtain the relevant higher education degree;

2. list of graduate (competences);
3. normative content of training for higher education applicants, formulated in terms of learning outcomes;
4. forms of certification of higher education applicants;
5. requirements for the existence of a system of internal quality assurance of higher education;
6. requirements of professional standards (if any).

Educational programs for each level of higher education and specialty are approved by the Academic Council of the higher education institution. The Law of Ukraine “On Complete General Secondary Education” defines the basic requirements for the educational program of a general secondary education institution:

- an educational institution may develop and use one educational program at each level (cycle) of complete general secondary education or a cross-curricular educational program developed for several levels of education;
- educational programs may be developed on the basis of a relevant standard educational program or educational programs developed by educational entities, scientific institutions, individuals or legal entities and approved by the central executive body for ensuring the quality of education in accordance with the requirements of this Law;
- the decision on the use by an educational institution of an educational program developed on the basis of a standard educational program or another educational program is made by the pedagogical council of the educational institution;
- The educational program of an educational institution is approved by the pedagogical council of the educational institution and approved by its head.
- Educational programs can be developed based on standard educational programs and not based on standard educational programs.

All educational institutions operate according to educational programs. The basis for developing an educational program is the standard of the appropriate level of education (if available). According to Article 33 of the Law of Ukraine “On Education”, the Educational Program must contain:

- requirements for persons who can begin training under the program;
- a list of educational components and their logical sequence;
- the total amount of educational workload and the expected learning outcomes of students.

Educational institutions may use standard or other educational programs developed and approved by the central executive body for ensuring the quality of education. Educational programs may have a correctional and developmental component for persons with special educational needs (Table 3).

Table 3. List of components of the educational and professional program and their logical sequence

Code	Components of OPP (academic disciplines, practices, qualification work)	Number of credits	Final control form
1	2	3	4
Mandatory components (MC) of the OPP			
MC.1	Organization of research work in the FCiS	3	Exam
MC.2	Pedagogy and psychology of higher education	3	Exam
MC.3	Athlete training system	3	Exam
MC.4	Business Foreign Language	3	Exam
MC.5	Anti-doping control in sports	3	Exam
MC.6	Professional sports	3	Exam
MC.7	Information Technology in Esports	3	Test
MC.8	Strategic Management and Marketing in esports	3	Test
MC.9	Regulatory framework for esports	3	Test
MC.10	Ergonomic biomechanics	3	Test
MC.11	Professional gaming	6	Test, Exam
MC.12	Organization and conduct of competitions in esports	3	Test
MC.13	Analytical Technologies and Statistical Modeling in esports	3	Exam
MC.14	Psychological preparation and stress- Esports Management in esports	3	Test
MC.15	Streaming and creating of video content for esports	3	Test
MC.16	Scientific and pedagogical practice	9	Test

MC.17	Pre-graduation practice	5	Test
MC.18	Qualification work	4	Test, Final certification
Volume of mandatory components		66	
Volume of special components *		24	
The total volume of the educational and professional components		90	

An applicant has the right to choose academic disciplines from the catalog of elective academic disciplines in the amount of 24 ECTS credits from any educational program implemented at the university, in agreement with the dean of the faculty. Requirements for the educational program of general secondary education institutions. Article 11 of the Law of Ukraine “On Complete General Secondary Education defines the basic requirements for the educational program of a general secondary education institution:

- an educational institution may develop and use one educational program at each level (cycle) of complete general secondary education or a cross-curricular educational program developed for several levels of education;
- educational programs may be developed on the basis of a relevant standard educational program or educational programs developed by educational entities, scientific institutions, individuals or legal entities and approved by the central executive body for ensuring the quality of education in accordance with the requirements of this Law;
- the decision on the use by an educational institution of an educational program developed on the basis of a standard educational program or another educational program is made by the pedagogical council of the educational institution;
- The educational program of an educational institution is approved by the pedagogical council of the educational institution and approved by its head.

Educational programs can be developed based on standard educational programs and not based on standard educational programs. Requirements for typical educational programs and programs developed on the basis of typical. Requirements for standard educational programs and programs developed on the basis of standard ones are defined in Article 11 of the Law of Ukraine “On Complete General Secondary Education”.

3.2. A Typical Educational Program Should Include

- requirements for persons who can begin studying under the educational program;
- total amount of study load at the corresponding level (cycle) of complete general secondary education (in hours), its distribution between educational branches by years of study;
- a list of options for typical curricula and model training programs;
- recommended forms of organizing the educational process;
- description of the assessment tool.

3.3. Educational Programs Developed on The Basis of Standard Educational Programs Have

- comply with the structure of the typical educational program and the requirements defined by it for persons who can begin studying under the educational program of the educational institution;
- determine (in an amount not less than that established by the relevant standard educational program) the total amount of educational workload at the relevant level (cycle) of complete general secondary education (in hours), its distribution between educational branches by years of study;
- contain a curriculum based on one of the options for standard curricula of the relevant standard educational program and may provide for the redistribution of hours (in the amount specified in the standard curriculum) between compulsory subjects (except for the state language) of a certain educational field, which can be studied separately and/or integrated with other subjects;
- contain a list of model curricula used by the educational institution in the educational process, and/or curricula approved by the pedagogical council, which must contain a description of the learning outcomes of students in educational subjects (integrated courses) in a volume not less than that established by the relevant model curricula;
- contain a description of the forms of organization of the educational process and assessment tools.

The educational program of an educational institution may contain other components that take into account the specifics and features of the educational activity of the educational institution. Requirements for an educational program that is not based on a typical educational program. Educational programs that are not developed on the basis of a standard educational program are subject to approval by the central executive body for ensuring the quality of education - the State Education Quality Service.

The requirements for these programs, the examination and approval procedure are determined by the Procedure for conducting the examination and approval of educational programs of complete general secondary education developed not on the basis of new standard educational programs (hereinafter referred to as the Procedure), approved by order of the Ministry of Education and Science of Ukraine dated 03.06.2022 No. 520.

These requirements include the following: the educational program must provide for the achievement by students of all mandatory learning outcomes specified by the State Standard, but may also provide for the achievement of more learning outcomes than are mandatory.

The Procedure and the State Education Quality Service have determined the main requirements for the structure of an educational program that is not developed on the basis of a typical educational program. Namely, it must be

1. Introduction (explanatory note).

The type of institution, details of the constituent documents, regulatory documents in accordance with which the program is developed, the goal and objectives of the educational institution's activities, as well as the features and conditions of the institution's work and the educational process are indicated.

2. Requirements for persons who can begin studying under the educational program.

Typically, the requirements set out relate to the age of the applicants and the availability of a certain level of education. Additional requirements may be set in specialized general secondary education institutions or in specialized lyceums.

3. Total workload.

The educational program must contain the amount of weekly study load and justification for the redistribution of study hours (if any) at the appropriate level of complete general secondary education. The amount of weekly study load cannot be less than the total amount of study load determined by the state standard. The appendices to the educational program must contain tables with the distribution of study hours for each grade.

4. Description of expected learning outcomes by educational field.

5. Curriculum (curriculums) with the distribution of hours between educational fields/subjects/integrated courses by years of study and cycles.

The curriculum, for its part, should include:

- a list of educational subjects (integrated courses) for the implementation of each educational field, the distribution of the educational load between them by years of study, indicating mandatory and optional educational components (invariant and variable components);
- additional hours for studying subjects in educational fields, elective courses, conducting individual consultations and group classes;
- a list of academic subjects (integrated courses) studied in the state language and the language of a national minority.

Curriculum plans for each level of education or grade are located in the appendices.

6. List of training programs.

The educational program is also filled with a list of training programs with an indication of their authors. These can be:

- model training programs;

- curricula developed on the basis of model curricula;
- curricula that are not developed on the basis of model curricula and have a stamp.

These curricula are not part of the program and are not attached to the program, and are stored as separate documents.

7. Description of forms of organization of the educational process, teaching methods and pedagogical technologies.

In its own program, the institution provides a detailed list of forms of organizing the educational process and teaching methods used by teachers. It is also possible to provide a list of pedagogical technologies and methods used by teachers of the educational institution, including proprietary technologies. Also in this section of the educational program, it is worth mentioning the use of distance and/or blended learning technologies.

8. Description of the assessment tool.

In this section, the institution describes its own assessment system, which consists of a list of types and forms of assessment, criteria, assessment scales, relevant procedures and rules applied in the educational institution. The general basis of assessment criteria is the national criteria. However, it is separately noted that if the school has criteria adapted for students, supplemented and specified by teachers, or if students are involved in the development of self- and peer-assessment criteria, then they can be included in this section.

The description of the assessment tool should also include information about the assessment scale used by the general secondary education institution. If it is the institution's own scale, developed by the institution, the educational program should include a brief description of it and methods for translating it into the national scale.

Creating an educational program that is not based on typical educational programs.

The State Education Quality Service in its explanation provides recommendations to educational institutions on the creation of educational programs that are not based on typical educational programs. The process of working on a program - from generating an idea to implementing the program - can be presented in the form of a clear algorithm of actions. It consists of four consecutive stages and steps subordinate to them:

Stage 1: Designing the educational program:

- forming a project team;
- idea generation;
- studying the requirements for educational programs.

Stage 2: Development of the educational program:

- drawing up an educational program;
- design of the educational program.

Stage 3: Preparation for the examination of the educational program:

- preparation of proposals for the educational program quality assessment program;
- submission of documents to the State Education Quality Service for examination.

Stage 4: Examination of the educational program:

- conducting an assessment of the quality of the educational program in accordance with the assessment program;
- submission of the results of internal assessment of quantitative and qualitative data to the State Education Quality Service;

- Participation in external evaluation of the quality of the educational program.

The State Education Quality Service also provided clarification on how to conduct an internal quality assessment of "non-standard" educational programs.

The State Education Quality Service jointly developed and published the manual "Developing an Educational Program: Methodological Recommendations for Authors and Customers of Expertise of Educational Programs Developed Not on the Basis of Typical Educational Programs".

3.4. Curriculum Designer

To facilitate the reform of the New Ukrainian School, the Ukrainian Institute for the Development of Education developed the Curriculum Designer.

The instructional and informational materials explain what capabilities the designer provides, how to get started, distribute and check the volume of the weekly training load, and create alternative solutions for annual curricula.

An educational program is a single set of educational components (subjects of study, disciplines, individual tasks, control measures, etc.), planned and organized to achieve certain learning outcomes. There is also a definition of the term for higher education. Master's degree is an educational degree obtained at the second level of higher education and awarded by a higher education institution (scientific institution) as a result of successful completion of the relevant educational program by a higher education applicant. (Article 5 of the Law of Ukraine on Higher Education of the Law of Ukraine on Higher Education).

The educational and professional program is a regulatory document of the Ivan Bobersky Lviv State University of Physical Culture, which regulates the qualification, organizational, educational, methodological requirements for the preparation of a master in the field of knowledge A Education of the specialty of Physical Culture and Sports.

The educational and professional program was developed by a working group of scientific and pedagogical staff of Ivan Bobersky Lviv State University of Physical Culture with the involvement of stakeholders consisting of DrSc, Professor of technics, DrSc, Professor of Sports Sciences, PhD of Mathematics, PhD of Sports Sciences.

Prerequisites of the program are as follows: having a bachelor's degree. The requirements for the learning outcomes of persons who can start studying under the EPP are determined in the programs of entrance tests, taking into account the requirements for learning outcomes established by the Standard of Higher Education for the first (bachelor's) level of higher education in the specialty of Physical Culture and Sports.

The purpose of the educational and professional program (EPP) is providing training of specialists capable of solving problems and practical problems of research and/or innovative nature in the field of physical culture and sports, in particular in e-sports. The educational and professional program of practical direction, based on the modern system of knowledge about physical culture and sports, is focused on the training of specialists capable of carrying out professional, pedagogical, scientific, organizational activities in the field of physical culture and sports, in particular in e-sports. The EPP is focused on the formation of a professional worldview, a holistic system of knowledge and general and professional competencies for the implementation of pedagogical, research, coaching, organizational activities in the field of physical culture and sports, in particular in e-sports. The educational and professional program is designed to form the professional worldview and activities of an esports specialist as an integral part of the field of physical culture and sports, taking into account modern social practices of sports and vectors of activity of subjects in the field of physical culture and sports. The program combines theoretical knowledge with practical skills necessary for professional activities in esports.

Activities. The educational and professional program provides for the formation of an individual educational trajectory of the applicant. Project, training, organizational, research, innovative, scientific and pedagogical, service, expert and consulting activities in the field of physical culture and sports, in particular in e-sports. Graduates are able to hold positions, the qualification requirements of which provide for a master's degree, in business entities that carry out the following types of economic activity:

72.20 Research and experimental developments in the field of social sciences and humanities;

85.42 Higher education;

85.51 Education in the field of sports and recreation;

93.1 Activities in the field of sports:

93.12 Activities of sports clubs;

93.19 Other activities in the field of sports;

93.29 Organization of other types of recreation and entertainment;

94.12 Activities of professional public organizations.

Graduates can hold positions in institutions, enterprises of various forms of ownership, public administration bodies of physical culture and sports of various levels, public sports organizations and in higher education institutions that train specialists for the field of physical culture and sports, in particular (according to the Classification of Professions DK 003 : 2010): 2310.2 Other teachers of higher education institutions (teacher of a higher education institution); 2359.2. Other professionals in the field of training; obtaining education at the third (educational and scientific) level of higher education and acquiring additional qualifications in the adult education system.

The educational process is carried out on the basis of student-centered, systemic, competency-based, interdisciplinary approaches, problem-oriented learning in compliance with the principles of academic integrity. Teaching methods: problem-based, interactive, information-computer, self-developing, collective and integrative, trainings, master classes. Teaching is carried out in the form of lectures, practical classes, seminars, debates, interactive and individual classes, presentations, practice, consultations with teachers, performance of self-study tasks (information searches, analytical, creative works). Educational and methodological support is carried out through a virtual learning environment and the University's repository.

Current control: surveys in the classroom; assessment of students' achievements in practical classes; testing; evaluation of written, analytical, creative works, essays, presentations, information searches, abstracts, scientific materials. Semester control: tests taking into account the sum of points accumulated during the study of disciplines, exams, defense of practice. Final control (attestation): comprehensive attestation exam and public defense of qualification work. Assessment is carried out on a 100-point scale. Assessment and certification can be implemented using video communication in real time.

Integral Competence (IC) is an ability to solve research and/or innovation problems in the field of physical culture and sports (Figure 1).

4. CONCLUSIONS

General Competencies (GC).

- GC1. Ability to act socially responsibly and consciously.
- GC2. Ability to search, process and analyze information from various sources.
- GC3. Ability to adapt and act in a new situation.
- GC4. Ability to identify, pose, and solve problems.
- GC5. Ability to generate new ideas (creativity).
- GC6. Ability to develop and manage projects.
- GC7. The ability to motivate people and move towards a common goal.
- GC8. Ability to work in an international context.

Special Competencies (SC)

- SC1. Ability to critically comprehend problems in the field of physical culture and sports, original thinking and research.
- SC2. Ability to develop and implement innovative projects in the field of physical culture and sports.
- SC3. Ability to carry out scientific and pedagogical activities in higher education institutions. SC4. Ability to manage work or educational processes in the field of physical culture and sports, which are complex, unpredictable and require new strategic approaches.
- SC5. Ability to solve problems in the field of physical culture and sports, in particular esports, in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.
- SC6. Ability to self-education, self-improvement and self-reflection for successful professionalization in the field of physical culture and sports.
- SC7. Ability to plan, organize and carry out independent scientific research on the problems of physical culture and sports.
- SC8. Ability to implement the results of scientific research aimed at solving applied problems in the field of physical culture and sports into practical activities.
- SC9. Ability to understand the principles of professional and academic ethics and the need to comply with them.

Special competencies of specialization

- SC10. Ability to use modern tools of management and marketing, legal support, commenting, and streaming in esports.
- SC11. Ability to organize the training process, sports events in esports of athletes of different qualifications at different levels (regional, national, international).
- SC12. Ability to use modern digital technologies and analytical tools in practical and scientific activities in esports.
- SC13. Ability to analyze the tactical and strategic aspects of esports disciplines to improve game efficiency.

Program Learning Outcomes

1. To analyze the features, contradictions and prospects for the development of the modern sphere of physical culture and sports, to critically comprehend the problems in the field and on the border of the fields of knowledge.

2. Make effective decisions to solve problems in the field of physical culture and sports, generate and compare alternatives, assess risks and resource needs.
3. Freely discuss the results of professional activities, research and innovative projects in the field of physical culture and sports in state and foreign languages orally and in writing.
4. Clearly and unambiguously convey your own knowledge, conclusions and arguments on physical culture and sports to specialists and non-specialists, in particular to students.
5. To develop and teach specialized academic disciplines in higher education institutions.
6. To search for the necessary information in scientific literature, databases, other sources, to analyze and evaluate this information.
7. To use modern digital technologies and specialized software, methods of statistical data analysis to solve complex problems of physical culture and sports, in particular e-sports.
8. Organize the effective work of the team aimed at achieving certain goals, taking into account economic, legal and ethical aspects.
9. To develop and implement scientific and applied projects aimed at solving problems of an innovative nature in the field of physical culture and sports, as well as interdisciplinary projects related to it.
10. To comply with the principle of inadmissibility of corruption, the requirements of public and academic integrity and prevent their violation in professional activity.
11. Program Learning Outcomes of Specialization
12. To organize the training process of e-athletes at different stages of long-term training, the preparation of national teams, using the results of the study of the physiological, cognitive and psychological characteristics of players, to provide psychological support and emotional stability of e-athletes during training and competitions.
13. To organize and conduct competitions of regional, national and international levels at the modern organizational, material and technical level.
14. Apply modern methods of sports management and marketing to solve specific problems in e-sports, possess the legal foundations of e-sports (contracts, licensing, ethical aspects).
15. Organize and conduct professional broadcasting and commentary of esports events using modern technologies and platforms for creating media content in esports.

Staffing

Scientific and pedagogical staff who carry out the educational process for the implementation of the program comply with the Licensing Conditions for Conducting Educational Activities in the Field of Higher Education, approved by the Resolution of the Cabinet of Ministers of Ukraine. Educational premises for the implementation of the educational process for the implementation of the program, the level of provision of them with computer workplaces and multimedia equipment, social and household infrastructure meet the requirements provided for by the Licensing Conditions for Educational Activities in the Field of Higher Education, approved by the Resolution of the Cabinet of Ministers of Ukraine.

Therefore, an esportsman needs to understand: esports today is not only about video games, but about professional training, where you need to train and work in a team. Further, it all depends on your desire and perseverance. Choose your discipline and start training. You can try yourself in different areas to find what suits you best, advice managers. It is worth focusing on one thing. You will still play something better, simply devoting more time to one of the games.

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