

*Polyakova Varvara*

<https://orcid.org/0000-0003-4678-4165>

Doctor of Pedagogical Sciences, Lecturer,  
Lecturer of the Department of Combat Sports and Gymnastics  
of the Institute of Physical Education and Sports of the State University  
(Moldova, Chisinau) E-mail: justwakooo@gmail.com

## THE INTERACTIVE ASPECT OF PROFESSIONAL TRAINING OF A FITNESS TRAINER

**Purpose of the study.** During the analysis of specialized literature in the field of recreational physical culture, it was found that a methodological system for the development and enhancement of students' communicative abilities for conducting fitness classes has not been sufficiently developed. In this regard, the purpose of this article is to substantiate the application of interactive teaching technologies within the system of communicative professional training of fitness specialists.

**Research methodology.** In the course of the study, a set of research methods was applied, including **theoretical research methods**: comparative analysis of scientific publications, interdisciplinary analysis and synthesis, study and generalization of experience; **empirical research methods**: content analysis, methodological modeling; and data structuring method.

**The scientific novelty of the research** lies in the fact that, based on an analysis of specialized literature and the opinions of specialists in the field regarding the optimization of the didactic process in the training of fitness trainers, the composition and methodological allocation of interactive teaching technologies were determined for their application in the formation of professional communicative competencies among students specializing in fitness.

**Conclusions.** The use of interactive teaching methods creates conditions for self-development and self-realization of students, emotional unity between students is established, communication skills and competencies are formed, and motivation to learn a profession is significantly enhanced. The fundamental purpose of interactive educational techniques is to mobilize all participants in the educational process for collective activities.

The practical block in the professional training of a fitness trainer, which served as a methodological support for the development and practical implementation of the program for training professional communication skills of a fitness trainer through the application of interactive teaching technologies.

**Keywords:** interactive technologies, professional training, fitness-trainer.

**Problem statement and connection with important scientific and practical tasks.** Innovative processes in education have developed as a result of the changing conditions of the formation of the entire society against the backdrop of scientific and technological progress, increased informatization, and the need for competitive specialists. In this regard, innovative teaching assumes the following composition of components: the personality of the teacher, showing respect for the student and active participation in his development, as well as to himself [12]; transforming the ways of organizing the process of acquiring knowledge and developing skills [4]; reorganization of the process of educating the student's personality, which consists of a transition from individual forms of learning to joint activities, involving various forms of interpersonal relationships that develop sociability [14]; rejection of the overwhelming influence of marks, which provides conditions for creative, independent development [5].

In this regard, it has arisen a question that is being vigorously debated in the teaching community: how to improve the education process. More often, the problem of developing independence in actions that receive education is being raised, which consists in recognizing real problems, formulating their essence, resolving extraordinary situations, carrying out their actions based on the knowledge they have acquired, the ability to evaluate them and also, carry out self-control.

This can be facilitated by interactive teaching methods based on the interaction of all members of the educational process with each other.

**Analysis of the latest research news and publications.** Within the framework of the educational and practical aspect, active and interactive teaching technologies are considered, as well as independent work and educational practice implemented outside the classroom. All these methods of teaching are aimed at activating students' thinking, developing various forms of interaction and motivation, implementing emotional reception

when mastering educational material, which generally helps stimulate the development of cognitive and creative activity, increasing the effectiveness of the educational process, and the formation of professional competencies that are manifested to a greater extent in the organization and implementation of collective learning activities.

The active method of learning involves mastering the main educational program, acquiring knowledge by students in the process of independent work with the participation of the teacher, but without his direct contact, or controlled by him indirectly through educational materials: training programs, textbooks, teaching aids, methodological recommendations, etc. As a result of using active learning technologies it can be observed accelerated acquisition of knowledge and the formation of skills and abilities without effort/strain; ease of switching from one methods and techniques of work to others; sustainability of preservation of acquired knowledge; orienteering activity in various non-traditional conditions; intellectual and creative initiative; persistence in achieving established goals; overcome unforeseen difficulties and obstacles in the implementation of planned activities; disposition to cooperate with other people [7; 10].

The interactive way of teaching involves the implementation of the learning process through the common activities of students. To prepare a fitness coach are used interactive technologies such as following: case technology; problem-based learning; work in small groups/teams; design technologies; information and communication technologies (ICT); test technologies (control and training tests, training tests, task tests, creative tests); training technology; gaming technologies (role-playing games, business games, game modelling) [2; 13; 15]. Interactive learning models provide modelling of actual realistic situations encountered in professional activities, organization of role-playing games, and collective solution of assigned tasks/problems. At the same time, the advantage of any of the participants in the educational process is excluded. Each student actively participates in the learning process, guided by their individual beliefs. It is created an atmosphere of educational interaction/communication, characterized by trusting relationships, cooperation of students, equality of their arguments/evidence, multiplication of cumulative knowledge, accumulation of joint experience, the possibility of mutual assessment and control, which generally provides a feedback process [11].

**Purpose of the study** is to justify the use of interactive learning technologies in the system of communicative professional training of a fitness specialist.

**Research methodology.** During the research, a range of research methods were used: theoretical research methods: comparative analysis of scientific publications; interdisciplinary analysis and synthesis; study and generalization of experience; empirical research methods: content analysis; methodological modeling; data structuring method.

**The scientific novelty of the research** consists in the fact that, based on the analysis of specialized literature and the opinions of specialists in the studied industry regarding the optimization of the didactic process in the training of fitness trainers, the composition and methodological distribution of interactive teaching technologies were determined for their use in the formation of professional communication competencies in students specializing in fitness.

**Presentation of the main research material to substantiate the obtained scientific results.** Extracurricular independent work involves the implementation of an educational program in the form of self-study with the participation of a teacher solely in terms of designing educational tasks and assessing the achieved result [16]. All tasks for independent work in extracurricular format can be divided into three groups:

- to acquire knowledge;
- to consolidate knowledge;
- to develop skills and abilities.

In this regard, assignments can be of different directions, such as working with literary sources (textbooks, teaching aids, lecture notes, scientific and methodological articles, etc.); development of abstracts on acquired information; preparing reports and slides for presentations at seminars and conferences; designing complexes of various fitness programs, structural elements of fitness training, holistic fitness training of various recreational nature; preparation for modeling health-improving and recreational activities; preparation for practical exercises for current control; development of a diploma project, getting ready for graduate thesis.

The extracurricular educational practice within the fitness coach education system includes the following three types: *introductory*, *technological/production* and *scientific-research/pre-graduate*. The first two types of practice are implemented in specialized institutions, such as follows: fitness centres/clubs/halls, where health-improving and recreational classes are conducted with students of different ages, gender, physical fitness, social status, as well as sports schools/clubs, and provide for the formation of professional skills, promoting the development of professional competence of students. After completing these mentioned types of educational practice, future fitness coaches must:

- *be able to:*
  - organize health-improving and recreational activities in accordance with the interests, age, physical fitness, and characteristics of the professional activities of those involved;
  - plan the health and recreational process according to the nature and characteristics of the fitness programs;
  - choose forms, methods, techniques, means for conducting fitness training according to their type, type and variety;

▪*master*:

- methods and methodological techniques for conducting health-improving and recreational activities;
- techniques, methods and means of communication for conducting fitness classes;
- ways of organizing interaction with students.

Scientific-research/pre-graduate practice is focused on consolidating theoretical and methodological knowledge, as well as selecting the necessary materials for preparing graduate thesis. At the same time, the student acquires research, diagnostic, communicative, organizational and methodological experience, since it involves organizing and conducting a pedagogical experiment, a sociological survey, as well as professional practical skills in performing specific work in the field of fitness.

In addition, extracurricular educational practice involves independent work of students, which is characterized by a creative nature. Thus, the process of formation of the future specialist's personality is observed, which is expressed in the formation of character and the development of personal qualities. French psychiatrist and psychotherapist Jean Cottraux [3] affirm that the characteristic psychological traits inherent in creative people can be developed by every person. These, in his opinion, are the following:

- *Stubbornness, perseverance*, which indicates the presence of motivation in performing any activity.
- *Openness to new experience*, that is, cognitive activity, interest in everything new, which gives rise to original views and also beliefs that contribute to the emergence of original ideas and solutions.
- *Self-confidence in one's actions*, facilitating the establishment and maintenance of social contacts for the development of one's creativity.
- *Original and flexible thinking*, allowing you to generate new ideas and develop extraordinary plans.
- *Speed in processing information*, operating with resourcefulness in answers, fluency of thought, desire for complexity in posing and resolving problems.
- *Quick problem solving* that comes from previous ability. Exclamation «Eureka!» appropriate here.
- *The ability to imagine*, to present non-standard perspectives, and an extraordinary logic.
- *Thinking by analogy* represents the principle of free association of ideas, thoughts and images, which is characteristic of a creative person.

Considering that the profession of a fitness trainer largely involves communicative activity, the above has direct relevance for future specialists. The study of the communicative characteristics of a fitness trainer becomes relevant for analyzing their adaptive capabilities within a recreationally oriented training process involving participants of different ages, genders, levels of physical fitness, and social status. Of scientific and practical interest is the ability of a fitness trainer to engage in diverse forms of interaction while maintaining personal identity and psychological stability.

From this perspective, in our opinion, interactive technologies such as problem-based learning, project-based learning, webinars, and role-playing can help in preparing for professional activity.

The importance of the communicative competence of a recreational physical education coach, as an important characteristic of his practical activity, is declared today at the normative, scientific-theoretical and methodological levels. However, insufficient attention is devoted to this aspect of student professional training. More attention is paid to the content and development of various recreational programs and their practical implementation at the adaptive level.

The program we developed for fostering the communicative competencies of fitness coach was designed on the basis of interactive teaching technologies grounded in well-organized feedback among all participants in the educational process [9]. The essence of the applied interactive methods (Table 1) lies in the two-way exchange of information, the implementation of interaction in group/collective forms of training.

A significant role in the educational process is assigned to independent work (laboratory work and practical training in laboratory conditions), which involves modeling training situations within recreational activities, the use of role-playing, and joint problem-solving based on the analysis of circumstances and situations proposed by the teacher.

Along with conducting classes where professional communication is demonstrated, the future fitness trainer demonstrates communication skills to teach, explain, persuade, and provide methodological recommendations to those involved. Meanwhile, many studies [1, 6, 8, etc.] note that mastery of professional communication skills is achieved within five years of practical activity. The program developed by us makes it possible to shorten this period and acquire communicative competencies while still studying at the university.

**Conclusions of the study and prospects for further scientific research.** The subject-subject relationship helps to develop in students specializing in fitness the ability to work together, initiative, creativity, and the ability to intelligently resolve conflicts; promotes the activation of thought processes, the development of imagination, the ability to select the necessary ways to solve situational problems, as a result of which the communicative competencies necessary for the future profession are tested.

Table 1

**Use of interactive technologies in the educational process  
of future fitness trainers within the framework of an experimental program**

<b>THEORETICAL AND METHODOLOGICAL TRAINING</b> (development of theoretical and methodological competencies)	<b>EDUCATIONAL AND PRACTICAL TRAINING</b> (development of practical and methodological competencies in a classroom setting)	<b>SELF-STUDY</b> (development of professional competencies outside of the classroom, in a natural setting)
<b>STAGE 1</b>		
<i>Lectures: discussions, visualization method</i> <i>Seminars: debate, media visualization</i> <i>Methodological classes: master classes</i> <i>Work control: blitz test</i>	<i>Practical classes: training, visualization method</i> <i>Laboratory work: problem-based learning, design</i> <i>Educational practice: modeling, problem-based learning</i>	<i>Theoretical training: information and communication technologies</i> <i>Methodological training: design</i> <i>Educational and educational practice: online training</i>
<b>STAGE 2</b>		
<i>Lectures: feedback, discussions, visualization method, media visualization</i> <i>Seminars: debate, active feedback, media visualization</i> <i>Methodological classes: master classes</i> <i>Work control: blitz test, brainstorming</i>	<i>Practical classes: training, visualization method, problem-based learning</i> <i>Laboratory work: small group work, problem-based learning, case study method, design</i> <i>Educational practice: modeling, problem-based learning</i>	<i>Theoretical training: information and communication technologies, media visualization</i> <i>Methodological training: project-based learning, online training, courses</i> <i>Educational and educational practice: training sessions in fitness gyms, clubs, and centers</i>
<b>STAGE 3</b>		
<i>Lectures: discussions, active feedback, visualization method, media visualization</i> <i>Seminars: debate, active feedback, media visualization</i> <i>Methodological classes: master classes</i> <i>Work control: blitz test, brainstorming</i>	<i>Practical classes: training, visualization method, problem-based learning</i> <i>Laboratory work: small group work, problem-based learning, case study method, design</i> <i>Educational practice: modeling, problem-based learning</i>	<i>Theoretical training: information and communication technologies, media visualization</i> <i>Methodological training: project-based learning, online training, courses</i> <i>Educational and educational practice: training sessions in fitness gyms, clubs, and centers</i>

The experimental program developed and tested by us, aimed at developing professional communication, allows us to carry out the process of preparing students for the profession of a fitness trainer at a higher, quality level.

The use of interactive teaching methods creates conditions for self-development and self-realization of students, emotional unity between students is established, communication skills and competencies are formed, and motivation to learn a profession is significantly enhanced. The fundamental purpose of interactive educational techniques is to mobilize all participants in the educational process for collective activities.

The practical block in the professional training of a fitness trainer, which served as a methodological support for the development and practical implementation of the program for training professional communication skills of a fitness trainer through the application of interactive teaching technologies.

Since all pedagogical professions are focused on interaction with people, there exists a need to pay more attention to the communicative component of professional activity: to develop the educational tasks that include the use of communicative competencies in the process of directly conducting lessons/sessions with the future contingent of students/learners.

**References**

1. Aftimiciuc, O. Specificul activității de comunicare a specialistului la aerobică de fortificare. *Aerobica. Teorie și metodică*: [Manual] / Olga Aftimiciuc, Valeriu Jurat; Univ. de Stat de Educație Fizică și Sport. Chișinău: Valinex SRL, 2016, p. 255-264.
2. Breben, S.; Gongea, E.; Ruiu, G.; Fulga, M. *Metode interactive de grup*. București: Ed. Arves, 2008. 426 p.
3. CORREIA, K.M. A Handbook for Correctional Psychologists: Guidance for the Prison Practitioner. 2<sup>nd</sup> Edition. Charles C Thomas Pub Ltd. United States, 2009. 202 p.
4. Dogaru-Ulieru, V.; Drăghicescu, L. (coord.) *Educație și dezvoltare profesională: Suport de curs. Craiova: Scrisul Românesc Fundația – Editura, 2011. 377 p.*
5. Fryer, M. *Predarea și învățarea creative*. Chișinău: Editura Uniunii Scriitorilor, 2004. 148 p.

6. Gönçzi-Raicu, M., Aftimiciuc, O., Danail, S. Competențe de coordonare complexă în cadrul activității didactice integrative a profesorilor de educație fizică: Monografia. Chișinău: Valinex, 2014. 160 p.,
7. Jitaru O. Metode de învățare activă. *Metode interactive pentru stimularea învățării eficiente*: Suport de curs. Iași: PERFORMANTICA, 2018, p. 16-36.
8. Poleacova, V. Aspecte teoretice privind tehnologiile pedagogice aplicate în sistemul de pregătire profesională a antrenorilor de fitness. *Cultura fizică și sport într-o societate bazată pe cunoaștere*. Chișinău: USEFS, 2015, p. 3-6.
9. Polyakova V., Aftimichuk O. Technology for forming professional communicative competence of a fitness trainer. *Вісник Національного університету «Чернігівський колегіум» імені Т.Г. Шевченка» (Серія: Педагогічні науки)*: Збірник наукових праць, Випуск 31 (187), Cernigov, 2025, с. 284-291.
10. Prince, M.J. (2004). Does Active Learning Work? A Review of the Research, *Journal of Engineering Education*, 93(3), 223-231.
11. Preda, A.-N. Metode și tehnici interactive de predare. *EDICT – Revista Educației*, 2018; URL: <https://edict.ro/metode-si-tehnici-interactive-de-predare/>
12. Rudică, T. Maturizarea personalității. Iași: Editura Junimea, 1990. 233 p.
13. Tiuzbaian, R.D.; Tiuzbaian, I.N. Metode didactice interactive aplicate în orele de educație tehnologică. *Analele Universității «Constantin Brâncuși» din Târgu Jiu*. Seria Științe ale Educației, Nr. 4/2010, p. 73-81.
14. Townsend, R. *Dezvolta-ti abilitatile de comunicare*. București: Curtea Veche, 2009. 120 p.
15. Tâmbal, Gh. Metode și tehnici didactice interactive (aspecte practice). *Pro Didactica*, Nr. 12, anul XV, 2005; URL: <https://limbaromana.md/index.php?go=articole&n=1667>.
16. Vovnenciuc, O. Modelul de dirijare a lucrului independent al studenților în cadrul învățământului mixt. *Revista științifică a Universității de Stat din Moldova; Seria «Științe ale educației», Pedagogie*, 2012, nr.9(59), p. 144-149.

Полякова Варвара

<https://orcid.org/0000-0003-4678-4165>

Доктор педагогічних наук, викладач,  
Викладач кафедри бойових видів спорту та гімнастики  
Інституту фізичного виховання та спорту Державного університету  
(Кишинів, Молдова) E-mail: justwakoo@gmail.com

#### ІНТЕРАКТИВНИЙ АСПЕКТ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФІТНЕС ТРЕНЕРА

Під час аналізу спеціалізованої літератури в галузі рекреаційної фізичної культури було виявлено, що методологічна система розвитку та вдосконалення комунікативних здібностей студентів для проведення занять фітнесом недостатньо розроблена.

**Метою дослідження** є обґрунтування застосування інтерактивних навчальних технологій у системі комунікативної професійної підготовки фахівців з фітнесу.

**Методологія дослідження.** У процесі дослідження застосовано комплекс методів дослідження, що включає теоретичні методи дослідження: порівняльний аналіз наукових публікацій, міждисциплінарний аналіз та синтез, вивчення та узагальнення досвіду; емпіричні методи дослідження: контент-аналіз, методологічне моделювання; метод структування даних.

**Наукова новизна дослідження** полягає в тому, що на основі аналізу спеціалізованої літератури та думок фахівців у галузі оптимізації дидактичного процесу у підготовці фітнес-тренерів визначено склад та методичний розподіл інтерактивних навчальних технологій для їх застосування у формуванні професійних комунікативних компетенцій у студентів, що спеціалізуються у фітнесі.

**Висновки.** Використання інтерактивних методів навчання створює умови для саморозвитку та самореалізації студентів, встановлюється емоційна єдність між студентами, формуються комунікативні навички та компетенції, а також значно посилюється мотивація до навчання професії. Фундаментальна мета інтерактивних навчальних методик полягає в мобілізації всіх учасників освітнього процесу на колективну діяльність.

Практичний блок у професійній підготовці фітнес-тренера, який слугував методологічною підтримкою для розробки та практичної реалізації програми з навчання професійним комунікативним навичкам фітнес-тренера шляхом застосування інтерактивних навчальних технологій.

**Ключові слова:** інтерактивні технології, професійне навчання, фітнес-тренер.

Стаття надійшла до редакції 18.11.2025

Рецензент: доктор педагогічних наук, професор Гаркуша С.В.