



Global trends in educational activities of sports universities

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Abstract

Objective of the study was to pinpoint the key patterns and trends in the networking activities of Russian sports universities in the context of international expansion.

Methods and structure of the study. The examination of the key indicators of international educational and research activities in Russian institutions of higher learning specializing in physical education and sports is conducted.

Results and conclusions. Currently, the development of the international activities of Russian sports universities is characterized by new trends reflecting the specifics of the modern educational and scientific space. These include the implementation of online educational programs as a tool for building a unified educational trajectory of partner universities, the internationalization of scientific activities, the formation of an intra-university socio-cultural environment, etc. Collectively, these areas lead to an increase in the educational and scientific status of Russian sports universities and their international competitiveness.

Keywords: *network educational programs, international activities, sports, physical education, university*

Introduction. Currently, international activities of sports universities are one of the priority areas of their development, determining the formation of a new educational and scientific space. The main vectors of international integration in the field of higher sports education are the establishment of mutually beneficial interaction with foreign educational organizations, increasing the attractiveness of the educational programs being implemented, developing academic mobility of teachers and students, internationalizing the internal environment of sports universities, etc. The key results and criteria for the effectiveness of international activities are such indicators as the number of foreign students studying, the amount of income from the export of educational services, an increase in the volume of international scientific research and development in the field of physical education and sports. At the same time, modern realities dictate the need to search for new forms of development of international

activities. In the educational segment, these primarily include the implementation of network programs using the resources of several universities, leading to the receipt of diplomas from participating universities. Russian sports universities and their foreign partners are beginning to build a joint educational trajectory, which undoubtedly increases their international status and determines qualitatively new employment opportunities for graduates. Considering the special role of sport and sports diplomacy in the development of international cooperation, the formation of network interaction in the field of physical culture is becoming especially relevant.

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Results of the study and discussion. The accumulated experience of constructing educational programs in a network form has determined the algorithm of actions of their participants. The implementation of network programs is preceded by the conclusion of agreements between sports educational organizations (agreements on cooperation, on the network form of implementation of the educational program, a financial agreement), which form the basis for the development of a set of documents of the main professional educational program of higher education in the field of physical education and sports.

Next comes the stage of development and approval of the documentation included in the main professional program. The main condition for the construction of the curriculum and competence-oriented plans is their compliance with the educational and professional standards in force in the countries of the universities participating in the network program. It is this factor that determines the list of disciplines included in the curriculum, and the set of universal and professional competencies of graduates being formed.

In addition to the educational component, a necessary requirement for the implementation of network educational programs is also the coordination of its educational and methodological, personnel and material and technical support, as well as the construction of a «unified mechanism for ensuring learning outcomes and their assessment» [2, 14].

Taken together, the listed factors determine the necessary conditions that allow universities to implement network educational programs. Undoubtedly, the technologies for constructing sports network educational programs, on the one hand, have common characteristics, and on the other hand, they have specific features associated with the content of sports training and the requirements for the content of the types of professional activities of graduates in the areas of training of the UGSN «Physical Education and Sports» (coaching, pedagogical, organizational and methodological, scientific, etc.). There is already the first experience of implementing network programs in the field of physical education and sports. In 2023, the Lesgaft National State University of Physical Education, Sports and Health, St. Petersburg began implementing a bachelor's degree program in a network form in the direction of training 49.00.01 – Physical

Education (profile - Physical Culture and Health Activities) with the Shenyang Institute of Sport (PRC). Citizens of China - students of the Shenyang Institute, who are simultaneously enrolled in NSU named after P.F. Lesgaft. Thus, students enrolled in training acquire the status of students in both universities. It is planned that the implementation of the network program, which has received approval from the relevant Ministries of Russia and China, will last until 2031 and up to 60 students will be enrolled each year.

A necessary condition for the implementation of the network educational program is its compliance with the requirements of the Federal Educational Standard of Higher Education in the field of training 49.03.01 – Physical Education. In accordance with the standard, the parties developed and agreed on a curriculum for the educational program indicating the disciplines (modules), practices, workload, sequence and distribution by training periods, forms of educational activities, forms of ongoing monitoring of academic performance, as well as indicating the university implementing the relevant part of the educational program. Lesgaft University implements both sports and pedagogical disciplines in the training profile (theory and methods of teaching basic sports (athletics, gymnastics, skiing, short track, snowboarding) and theoretical disciplines (theory and methods of physical education, sports biochemistry, technologies of physical education and health activities, sports metrology, sports biochemistry, etc.). The educational process is organized in such a way that teachers of P.F. Lesgaft NSU conduct lectures and practical classes at the Shenyang Institute of Sports. Undoubtedly, the implementation of the network educational program required, in addition to the curriculum, the development of relevant documentation: program regulations, work programs of disciplines, bilingual statements, etc. This is a fairly complex and labor-intensive process aimed at creating educational and methodological support for the educational process. Particular attention is paid to the staff of teaching staff and their compliance with the necessary requirements: thus, the program involves teachers with academic titles and degrees, Olympic champions, masters of sports, etc. At the same time, a necessary condition for building a joint educational trajectory is both the coordination of efforts of the most diverse departments of the University (the educational and methodological center, international services, financial and economic management, etc.), and interaction on a permanent basis with simi-



lar departments of the Shenyang Sports Institute.

It is obvious that the implementation of the program unites the educational, pedagogical and resource potential of the universities participating in it, promotes the development of academic mobility, defines new opportunities and positions of universities in the international educational space.

At the same time, it should be noted that the process of implementing a network educational program is quite complex and requires solving a number of pressing issues. These include the lack of legal regulation for the construction and implementation of such programs [1]. First of all, this concerns the differences in national educational and professional standards on the basis of which network programs are built. Different content of credit units, differences in the wording of the competencies being formed, national requirements for conducting state final certification - all this leads to the need to find compromise solutions for building a joint educational trajectory, which are often not regulated in the legal field.

A separate issue is the language competence of students and teachers involved in the educational process. In the case of implementing network programs in foreign universities, ideally, teaching should be carried out either in the language of the country of study or in a pre-designated language (usually English). However, in practice, it is quite difficult to find teachers who speak English (and especially Chinese) at the level required to conduct classes. Also, the overwhelming majority of Chinese students have difficulty communicating in foreign languages. A temporary solution to this situation is simultaneous work with an interpreter. In this regard, it seems that the solution to this problem in the long term is to carry out advance work (implementing foreign language courses, organizing preparatory departments) to develop professional communication skills in all participants in the network educational program.

The identified problematic issues are a logical consequence of the initial stage of testing such a new and complex educational product as network educational programs. There is no doubt that they are the so-called «growing pains» and will be resolved as experience accumulates. The main result of the implementation of network interaction between universities is an increase in the quality of education, the use of foreign experience in building educational programs, an increase in the international status of participating universities, and, ultimately, the training of highly qual-

ified specialists in the field of physical education and sports at a new level, in demand on the international labor market. It should be noted that the implementation of such programs leads to a significant increase in the share of foreign students in the structure of the student body of Russian sports universities, which is one of the criteria for the effectiveness of their activities. In addition to the emergence of new forms of educational interaction, the trend towards the internationalization of the scientific activities of sports universities is becoming increasingly evident. The indicators of its effectiveness are the regular holding of international congresses and conferences, the involvement of foreign scientists in joint publication activities and work on the editorial boards of scientific publications, the implementation of joint scientific projects, the development of the «visiting professor» program, etc.

Separately, it is necessary to note the tendency to increase the admission of foreign citizens to postgraduate studies: thus, in 2023, over 100 postgraduate students from foreign countries studied at Russian universities of physical education and sports. On the one hand, this indicates the high status of the Russian sports scientific school, and on the other hand, there are problematic issues related to the organization of the process of training foreign scientific personnel. We are talking about the effectiveness of training foreign postgraduate students, their attrition rates, the readiness of Russian teachers and scientists for scientific supervision, difficulties with the preparation and defense of dissertations, etc. In this regard, the experience of one of the leading sports universities in the country - the Russian University of Sports (GTSOLIFK), which is the leader in the number of foreign postgraduate students, which is 42% of their total number, is of interest. It should also be noted that the increase in the foreign contingent leads to the formation of a multinational youth community, which is characterized by large differences in national culture, lifestyle, and social communication. In this regard, an important condition for the implementation of international activities of sports universities is the formation of their socio-cultural environment, which allows preserving cultural traditions and expanding the opportunities for socialization and adaptation of students to new social conditions of life. The infrastructure of the socio-cultural environment unites all divisions of the university, as well as public associations and communities implementing social and educational activities within the educational organization. Designing a socio-cultural



environment is a technology for organizing the educational process, including the use of various methods, means and tools of national types of physical activity to improve the cultural level of students and establish effective social communication. The modern socio-cultural environment, aimed at social, everyday and cultural adaptation of foreign students, ensures free creative development of foreign students and the acquisition of positive experience in the process of studying at the university.

Conclusions. Thus, the development of international activities of sports universities is characterized by such trends as the introduction of new forms of educational cooperation (implementation of network educational programs in the field of physical education and sports), internationalization of scientific practice, formation of skills of professional foreign language communication among teachers and students, creation of a modern socio-cultural environment. In their totality, the development of these areas leads to

an increase in the educational and scientific status of sports universities, defining a qualitatively new level of international cooperation in the field of physical education and sports.

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