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# Раздел I. ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ И ВОСПИТАНИЯ (ПО ОБЛАСТЯМ И УРОВНЯМ ОБРАЗОВАНИЯ) (ПЕДАГОГИЧЕСКИЕ НАУКИ)

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## INTEGRATION OF EXISTING TRAINING METHODS FOR SPORTS COACHES AND PHYSICAL EDUCATION TEACHERS IN THE CONTEXT OF CREATING A UNIFIED INTERNATIONAL EDUCATIONAL SPACE IN BRIC COUNTRIES: OPPORTUNITIES AND APPROACHES

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**Abstract.** *The geopolitical processes taking place in the modern world affect the development of the higher education system, including in the sports industry. The BRIC countries strive to combine the best global practices, which opens up new opportunities for creating a «gold standard» for training sports coaches and physical education teachers. Approaches based on the fundamentals and innovations of sports science can be a basic element introduced into the educational process at sports universities around the world.*

## ИНТЕГРАЦИЯ СУЩЕСТВУЮЩИХ МЕТОДОВ ПОДГОТОВКИ СПОРТИВНЫХ ТРЕНЕРОВ И УЧИТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ В КОНТЕКСТЕ СОЗДАНИЯ ЕДИНОГО МЕЖДУНАРОДНОГО ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА СТРАН БРИКС: ВОЗМОЖНОСТИ И ПОДХОДЫ

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**Аннотация.** *Геополитические процессы, происходящие в современном мире, влияют на развития системы высшего образования в том числе в спортивной отрасли. Страны БРИКС стремятся к объединению лучших мировых практик открывает новые возможности для создания «золотого стандарта» подготовки спортивных тренеров и учителей физической культуры. Подходы, основанные на фундаментальности и инновациях спортивной науки могут быть базовым элементом, внедряемым в образовательный процесс в спортивные университеты по всему миру.*

## INTRODUCTION

The integration of approaches to training sports coaches and physical education teachers is a key element in creating a unified international educational space.

The most preferable forms of integration of existing educational systems are the development of unified basic competency standards (Core Competencies). These standards primarily apply to specialized disciplines such as biomechanics, physiology, pedagogy, anatomy, sports psychology, first aid, and physical education teaching methods.

Organizational approaches to interaction between universities that train coaches and physical education teachers in various countries around the world are based on the format of network interaction between specialized universities. Networking is often a step towards creating international university consortia to develop joint programs and exchange students and teachers. A universal and mutually beneficial form of integration is the implementation of double degree programs.

Universities that successfully implement international educational projects can undergo accreditation based on international standards.

A modern and universal form of integration of specialist training systems is the continuous education system, which operates in the form of short-term courses and advanced training programs that allow coaches to acquire pedagogical competencies and teachers to acquire coaching skills. Such courses can be multilingual, expanding the target audience and making these programs more attractive.

To consolidate the scientific and methodological foundation, it is advisable to create joint digital libraries with methodological materials and video recordings of the best practices of partner universities.

As an enhancement of the practical component, the organization of joint teaching and coaching practices is beneficial. International summer schools and intensive short-term exchange programs provide an opportunity to learn from international experts.

## PROBLEM POINTS: POTENTIAL BARRIERS

Currently, there are no comprehensive studies on the integration of training methods for coaches and physical education teachers in the BRICS countries in open sources. Nevertheless, it is clear that combining theoretical approaches and best practices from the alliance countries can enrich the educational systems of the partner countries. The already launched BRICS SKILLS project, which is a center for the development of innovative educational technologies aimed at developing transnational competencies, among other tasks is also working to optimize technologies in the field of coaching. The creation of a system for advanced training of teaching staff includes the development of intercultural professional competencies, digitalization skills, and social management skills. These are essential competencies for modern coaches who plan to pursue their careers on the international stage. The BRICS SPORT UNION could be one of the parties involved in training such specialists. The organization's objectives include sharing experience, creating joint educational programs

for trainers, and introducing innovative technologies into the educational process.

The integration of existing training methods for sports coaches and physical education teachers is accompanied by certain barriers: difficulties in aligning curricula and educational programs, differences in national standards, legal and administrative obstacles to the recognition of qualifications, language barriers, the need to develop language training for students and teachers, and a lack of funding.

At the current stage, the BRICS countries are undergoing large-scale synchronization of all areas of social life. The field of higher education is no exception. The pilot 2024 BRICS University Rankings were led by Russian and Chinese universities (Beijing University and Lomonosov Moscow State University). The BRICS Academic Ranking includes the criterion of "joint publications with a BRICS partner," which encourages scientific cooperation between partner universities. In the context of a state policy aimed at academic partnership and equal and mutually beneficial cooperation, in order to implement international educational standards, attract highly qualified international teachers, and train highly qualified international specialists, International Institutes of various specialties (winter sports, adaptive physical education, sports games, etc.) are being established. Such institutions are designed to deeply integrate the specialized features of two universities from different countries, using the strategic advantages of focusing on best practices, accelerating the implementation of high-level open development policies, and creating an educational model that meets the goals of training international highly qualified specialists in the field of sports. Let's consider the features of creating such a "supra-university" structure (hereinafter referred to as "the Institute") using the example of cooperation between sports-related universities in the Russian Federation and the People's Republic of China. In order to carry out educational activities in a legal and orderly manner, such institutions are governed by the Law of the People's Republic of China on Education, The Law of the People's Republic of China on Higher Education, the Law of the People's Republic of China on Promoting Private Education, the Regulations of the People's Republic of China on Joint Educational Activities with Foreign Organizations, Decree on the implementation of provisions on joint educational activities with foreign organizations, The Law of the People's Republic of China on Administrative Permits, Federal Law of the Russian Federation № 273 "On Education in the Russian Federation", order of the Ministry of Science and Higher Education of the Russian Federation and the Ministry of Education of the Russian Federation № 882/391 "On the procedure for organizing and carrying out educational activities in the form of branches of educational programs (edition)", order of the Ministry of Science and Higher Education of the Russian Federation № 245 "On the procedure for organizing and implementing educational activities within the framework of higher education programs (bachelor's, specialist, and master's programs) (edition)", Charter of a Federal State Budgetary Educational Institution of Higher Education, as well as

by current regulations within the PRC and the Russian Federation.

In the BRICS countries, there are certain difficulties in the system of training sports coaches, which are related to various aspects: the quality of theoretical training, accessibility of training, a qualification assessment system, the lack of opportunities for conducting training sessions on modern sports equipment and sports grounds, and an insufficient number of highly specialized higher school teachers in certain sports.

As an example, let us look at the problems of training sport coaches in one of the largest BRICS countries: the People's Republic of China. One of these nuances is the inefficiency of the programs: the curricula focus too much on technical skills rather than the educational component. Another one is the discrepancy between the training of personnel and the real needs of the sports industry. For example, in China, most coaches came to coaching through personal experience and mentoring, but only a small part of them have specialized higher or specialized secondary education and have acquired theoretical knowledge through systematic training at sports colleges or universities. The leading sports-oriented educational organizations in China include: Shanghai University of Sports, it ranks 1st in Asia and 23rd in the world according to «the Global Ranking of Sports Science Schools and Faculties»; there are also specialized sports universities in Beijing (Beijing Sports University), Harbin (Harbin Sports University), Guangzhou (Guangzhou Sports University), Shanghai (Shanghai Sports University), Jilin (Jilin Sports University), etc. Nevertheless, many cities in China are located at a considerable distance from specialized universities, and those who want to get an education as a physical education teacher or coach in their chosen sport do not always have this opportunity. Problems with the qualification assessment system and timely retraining is another problem that has yet to be solved. For example, different regions of China have their own criteria for assessing the level of qualifications, which provides for large differences in the professional qualities of sports coaches. In the Russian Federation, this problem is no less relevant: the diversity of educational materials in different universities, even within the same country, combined with the different departmental affiliation of universities, does not allow for their uniformity and standardization. Bringing curricula to a single standard in all BRICS countries is an even more difficult task, which cannot be solved in the near future, which means that we need to look for common ground to adapt the educational doctrines of the alliance's member countries. The lack of a unified mechanism for the certification and standardization of curricula opens up wide opportunities for the search for new solutions, the development of joint online educational programs and forms a new problem field for researchers and practitioners (methodologists and authors of educational materials).

The BRICS unites ten geographically distant but ideologically close countries that support the formation of a polycentric world order, as well as strive to strengthen their technological sovereignty. The Association has proved its relevance among the countries of the Global South - in 2024-2025, Egypt, Iran, the United Arab Emirates,

Ethiopia, and later Indonesia joined Brazil, Russia, India, China, and the Republic of South Africa as full members [13].

The double expansion of the format has made it relevant to identify promising areas that will help stimulate the involvement of new partners in the diverse work of the BRICS. Cooperation in the field of higher and secondary vocational education has potential, since its modernization meets the interests of the countries of the association in gaining international experience in training highly qualified personnel for all spheres of society, including the sports industry. In this context, cooperation in education provides additional opportunities for creating hybrid (full-time and part-time) joint programs, as well as overcoming geographical distances and financial constraints. It is obvious that in conditions of such strong geographical fragmentation, this cooperation relies greatly on digitalization and remote technologies. This is a global challenge for sports education, as the transfer of coaching experience is characterized by high demands for personal communication and physical contact between the teacher/coach and his students. The geographical distribution of coaching staff often hinders the acquisition of high-quality modern education in the field of sports - many coaches live in areas with a low level of economic development and do not have the financial and material opportunity to study in other regions. This problem can be mostly solved in modern conditions by using distance learning and multimedia technologies in the educational process. The modern level of digital remote technologies allows us to find alternative solutions and conduct such classes, practically without losing the amount of contact interaction. Scientists in this industry from all BRICS countries are actively developing online training platforms. The greatest success has been achieved in developing educational content for coaches in game sports (basketball, volleyball, hockey, football), and similar educational platforms have been successfully implemented by sports universities in many BRICS countries.

The BRICS Alliance provides extensive opportunities for the exchange of effective educational strategies, including in the field of sports. The training of physical education teachers and trainers based on the principles of standardization across the alliance will ensure an increase in the capacity of the labor market and the possibility of professional realization of future specialists in any of its countries. By sharing best practices, the BRICS countries are contributing to the global transformation of education. Thus, each country has its own national sports, which provides opportunities for the formation of coaching courses in the national sports of the BRICS countries [2].

The tasks facing the specialists of the sports industry of the BRICS countries today are to provide comprehensive professional training for coaches and teachers of their chosen sport (including national sports) and physical education teachers, integrating the regulatory framework of education and sports legislation of the countries, theoretical and methodological aspects of physical education, exercise biomechanics and sports hygiene.

Special attention should be paid to the psychological and pedagogical foundations of working with athletes,

separately taking into account the specifics of the national mentality of each country.

In the context of globalization, the training of specialists in the field of physical education (physical culture and sports) requires taking into account changes in the field of physical culture and sports. This is due to the fact that globalization affects both sports and education, and the current geopolitical situation in the world requires adjustments to the training process in accordance with changes in the political map of the world and technological progress [7].

Closer cooperation between the BRICS countries in the training of sports personnel is especially important for future coaches of professional teams, who should know the specifics of foreign professional sports, international sports legislation in their sport, the psychology of communication with athletes of various nationalities, the ethics of business communication and business etiquette. In addition, in the process of training such specialists, the following tasks arise: the need for language training and taking into account the demands of the BRICS labor market.

Proficiency in a foreign language (English, Russian, Chinese, and Portuguese) is becoming a mandatory parameter of the professional characteristics of a specialist in the field of physical education, so that he successfully carries out professional activities in the countries of the alliance. The wider the range of foreign language proficiency, the higher the demand for this coach in the labor market. The education system must respond quickly to the demands of the labor market, which makes it possible to quickly change and improve curricula, including those related to language training [5].

Obviously, in such conditions, a complete transformation of the student learning process is required: the organization of educational and training processes. In modern conditions, the training of coaches most often takes place according to the principle: training and sports activities are highly prioritized, and the rest of the educational activity adapts to this process. This approach is ineffective and should be reviewed, because without gaining knowledge, skills and experience in other disciplines, the student loses personal growth, his horizons narrow, which ultimately slows down his future development as a coach. The educational process must be structured in such a way that training is organically combined with learning activities.

In modern ever-changing world, knowledge is rapidly becoming obsolete, so education is a lifelong learning process. In the course of obtaining higher physical education, it is especially important for a student to acquire those abilities that will be useful to him in his future profession, will meet the required standards and will ensure his career and personal growth. In this regard, the leading positions in the field of higher physical education are occupied by such qualities as readiness and ability for independent activity; striving for self-realization, self-development; mastering new knowledge and skills in sports-related disciplines; participation in scientific and research activities. A coach is a multifaceted specialist with a high degree of responsibility for his trainees. In addition

to the basics of pedagogical knowledge and skills, modern coaching staff should have economic knowledge (planning the budget of a sports organization, sports events, making estimates for competitions); have in-depth knowledge of age physiology and psychology [1; 3].

In creating curricula that meet these requirements, an emphasis on variability can help — a flexible combination of compulsory basic courses and optional additional subjects, a variety of learning algorithms in accordance with the individual capabilities and needs of students. The most popular areas of integration for training athletes in the BRICS space today are:

49.03.01 - Field of study: Physical Education (Bachelor's degree level).
49.04.01 - Field of study: Physical Education (Master's degree level).
49.03.04 - Field of study: Sports (Bachelor's degree level).
49.04.03 - Field of study: Sports (Master's degree level).

By utilizing the sports education resources and research advantages of China and Russia, such institutions create an internationalized educational and research platform for higher sports education and become a testing ground for training international sports talents in sports universities, a demonstration platform for China-Russia cooperation and exchange in sports education, culture, and technology, and a China-Russia educational cooperative brand unit with global influence.

The integration of training methods for coaches and physical education teachers helps to develop high-quality, comprehensive, and applied sports personnel with an international vision, a strong professional foundation, and outstanding innovative abilities. These personnel are capable of promoting regional sports education reform in the BRICS countries, meeting international standards for sports education, integrating international advanced technologies, and serving the goals of high-quality development in various sports.

#### CONCLUSION

Integrating training methods for coaches and physical education teachers is a global challenge. Its successful implementation can result in creation of a flexible, modern, and complementary system. Close cooperation and the use of combined international training methods meet the modern challenges. Today, sports and physical culture are becoming an integral part of the global health industry in the BRICS countries. With a certain degree of probability, we can predict the emergence of a BRICS network university in the near future, which will unite sports universities from all participating countries. Such a tool will allow for the effective support of student and teacher exchange programs, serve as a strategic platform for establishing contacts and launching joint projects, and facilitate the transfer of knowledge and technology. This can help the BRICS countries identify the most effective approaches and practices that can be adapted to different socio-political conditions to improve the quality of education and research.

ВКЛАД АВТОРОВ, В СООТВЕТСТВИИ С РОЛЯМИ, ПРЕДУСМОТРЕННЫМИ CREDiT

**П. Е. Багновская:** Разработка концепции. Подготовка текста. Проведение исследования. Управление проектом. Подготовка текста — оценка и редактирование.

**А. В. Бышевская:** Разработка концепции. Подготовка текста. Проведение исследования. Управление проектом. Подготовка текста.

**Сяоцзюань Чжан:** Разработка концепции. Проведение исследования.

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