



Preparation of a china high school teacher in physical education in a network learning format

UDC378.147

Postgraduate student **E. Wang**¹Dr. Hab., Associate Professor **G.A. Yamaletdinova**^{1, 2}PhD, Associate Professor **L.N. Rogaleva**¹Assistant **I. Yuy**¹¹Ural Federal University named after the First President of Russia B.N. Yeltsin, Yekaterinburg²Humanities University, Yekaterinburg

Corresponding author: yelong984@gmail.com

Received by the editorial office on 28.01.2025

Abstract

Objective of the study was to pinpoint the elements of physical education teacher education in Chinese universities in the context of online learning.

Methods and structure of the study. The examination of official documents related to online learning, as well as the review of scholarly works on the topic of developing and implementing collaborative Russian-Chinese online educational initiatives, is being conducted.

Results and conclusions. The authors reviewed the prospects for the development of Russian-Chinese cooperation in the field of higher education within the framework of the SCO and BRICS Network Universities, clarified the basic concepts of the study, and justified the need to take into account a number of conditions for the creation and effective implementation of a physical education teacher training program for Chinese universities. The authors noted that when developing online educational programs, firstly, it is necessary to conduct a comparative analysis of the quality requirements for teacher training in Russia and China, secondly, it is important to choose key methodological approaches to designing an educational program for the training of physical education teachers, and thirdly, it will require justification and model development. Fourth, the training of physical education teachers in the format of online learning, It is important to pay special attention to the development of organizational and pedagogical conditions for the implementation of the program, within which it is necessary to provide for the development of recommendations for teachers and students.

Keywords: *training of physical education teachers, professional education, online learning, online educational program, Russian-Chinese cooperation in the field of education.*

Introduction. The partnership between Russian and Chinese universities in the field of professional education has increased significantly over the past decade. This is facilitated by such international organizations as the Educational Foundation of the Asia-Pacific Economic Cooperation (APEC) Forum, the Shanghai Cooperation Organization (SCO), the BRICS University League and the BRICS Network University, created by a group of countries (Brazil, the Russian Federation, India, China).

Along with high-tech specialties such as IT technologies, nanotechnology, computer science and others, pedagogy is also among the priority areas of Russian-Chinese cooperation in the field of education [4]. This is due to the fact that the training of teachers

in China is considered a guarantee of building a high-quality education system as a whole [3].

At the same time, it should be noted that the development and implementation of Russian-Chinese programs for the training of physical education teachers in the format of network training is currently at the testing stage. Despite this fact, Lubysheva L.I. and Rosenko S.I. note that the role of physical education universities in the development of the export potential of the Russian education system will increase due to the high international, educational, scientific and humanitarian potential of sports [8].

China's need to improve the quality of training of physical education teachers is primarily associated with ambitious national strategic projects



such as «fitness for all» and «a powerful sports nation» [11].

Ural Federal University (UrFU) is one of the network universities of the SCO and BRICS, therefore it actively promotes Russian-Chinese educational programs [1, 2]. Currently, UrFU has signed agreements on the creation of network educational programs of two levels: bachelor's and master's degrees in the areas of 49.03.01 - Physical Education and 49.04.03 – Sports with Dalian University, Liaoning Province, China.

The development of network educational programs with a Chinese university is an innovative project for the Institute of Physical Culture and International Relations (UrFU).

Objective of the study was to pinpoint the elements of physical education teacher education in Chinese universities in the context of online learning.

Methods and structure of the study. Regulatory documents on online learning have been studied, scientific literature on the creation and development of joint Russian-Chinese educational programs has been analyzed, and the necessary conditions for the design and successful implementation of a physical education teacher training program for Chinese universities in the network learning format have been revealed.

Results of the study and discussion. We define the training of physical education teachers for Chinese universities as a system of organizational and pedagogical measures that ensure the formation of students' readiness for professional activity. The concept of "network learning" has various meanings [11], therefore, within the framework of this study, under network learning we consider one of the forms of implementing educational programs, in which students use the resources of several organizations¹. In this case, an educational program using network learning is considered a network educational program².

An analysis of the literature allows us to highlight several key points that need to be taken into account when developing a joint Russian-Chinese educational program in the format of network learning.

Firstly, since the training of specialists for Chinese universities is carried out according to Russian educational standards of the Federal State Educational

Standard, the criteria for the quality of training specialists must meet Russian requirements, but at the same time it is necessary to know and take into account the national standards of the foreign university. When conducting a comparative analysis of the quality of training specialists in Russia and China, it is necessary to consider the general trends in the development of higher education, and not compare absolute values due to the significant superiority of the population of China. It is also important to take into account that the priority goal of modern education in China is its focus on improving quality, there are significant differences in the accreditation system of universities in Russia and China, and monitoring is a key component of the Chinese model of quality of personnel training [10]. Secondly, to develop a network educational program, it is necessary to select methodological approaches, where the leading place is occupied by a systemic approach, which allows us to consider the process of training teachers as an integral system, a competence-based approach, which focuses on the formation of professional competencies, a personality-oriented approach within which it is possible to implement an individual approach to training, as well as an integrative approach that allows combining various aspects of professional training [5].

Thirdly, pedagogical modeling should be used to design the educational program, which acts as a tool (mechanism) for constructing and operating the educational and cognitive activity of students in such a way that significant professional and personal competencies are formed during it [5]. The model should include four interrelated components: target, methodological, content and assessment-resultative, each of which plays a key role in ensuring the effectiveness of professional training of physical education teachers.

Fourthly, one of the conditions for the effective implementation of the joint Russian-Chinese network educational program is the formation and consideration of the motives of all participants involved in network training [9], which requires the development of organizational and pedagogical conditions [7].

The organizational and pedagogical conditions should include such aspects as synchronization of university curricula, active use of information and communication technologies, integration of educational programs and the creation of a single educational community. According to E. Knyazev and N. Drantusova, special attention should be paid to such issues as developing the readiness of all teachers to

¹ Federalnyy zakon ot 29.12.2012 № 273-FZ «Ob obrazovanii v Rossiyskoy Federatsii» (red. Ot 19.12.2023). SZ RF. 2012. № 53 (ch. 1).

² Prilozheniye N 1. Poryadok organizatsii i osushchestvleniya obrazovatelnoy deyatel'nosti pri setevoy forme realizatsii obrazovatelnykh programm. Available at: <https://base.garant.ru/74626602/53f89421bbdaf741eb2d1ecc4ddb4c33/> (date of access: 11.11.24).



interact with strategic partners, improving the culture of communications and cooperation of employees [6]. In view of this, the development of recommendations not only for students, but also for teachers of network universities is of particular importance.

Conclusions. During the literature analysis, the prospects for the development of Russian-Chinese cooperation in the field of education were considered, key aspects important for the creation and successful implementation of network educational programs were identified. Further research will be aimed at designing a model for training physical education teachers for universities in China in the format of network training.

References

1. Belyaeva E.A., Valeeva M.V. Aktualnaya situatsiya i perspektivy vzaimodeystviya vuzov g. Yekaterinburga i stran SHOS (Na primere KNR). Sotsialno-gumanitarnyye znaniya. 2022. No. 6. pp. 188-191.
2. Borisenkov V.P., Toreeva T.A., Lin U. Razvitiye sistemy podgotovki pedagogicheskikh kadrov v Kitaye v epokhu tsifrovoy transformatsii obrazovaniya. Vyssheye obrazovaniye segodnya. 2023. No. 6. pp. 30-36.
3. Guruleva T.L., Bedareva N.I. Sotrudnichestvo Rossii i Kitaya v oblasti sozdaniya setevykh universitetov i sovместnykh obrazovatelnykh uchrezhdeniy. Vyssheye obrazovaniye v Rossii. 2019. Vol. 28. No. 4. pp. 108-123. DOI: 10.31992/0869-3617-2019-28-4-108-123
4. Davydova Yu.Yu., Zaytseva O.A., Matyukhin A.V. Organizatsionnaya model mnogourovnevoy obrazovatelnoy sistemy podgotovki pedagoga-issledovatelya na osnove setevoy integratsii. Sovremennyye problemy nauki i obrazovaniya. 2020. No. 5. Available at: <https://science-education.ru/ru/article/view?id=30096> (date of access: 18.12.2024).
5. Knyazev E., Drantusova N. Seti v professionalnom obrazovanii. Universitetskoye upravleniye: praktika i analiz. 2010. Vol. 5. No. 69. pp. 24-31.
6. Lo Wanqi. Organizatsionno-pedagogicheskiye usloviya realizatsii rossiysko-kitayskikh obrazovatelnykh programm podgotovki pedagogov. PhD diss. abstract. 2023. 22 p.
7. Lubysheva L.I., Rosenko S.I. Mezhdunarodnaya deyatelnost sportivnykh vuzov: sostoyaniye i tendentsii razvitiya. Teoriya i praktika fizicheskoy kultury. 2023. No. 4. pp. 3-5.
8. Shestak V.P., Vesna E.B., Platonov V.N. Setevoye obrazovaniye: luchshiy i otechestvennyye i zarubezhnyye praktiki. Sovremennyye problemy nauki i obrazovaniya. 2013. No. 6. Available at: <https://science-education.ru/ru/article/view?id=10981> (date of access: 05.01.2025).
9. Yu Xie, Yu Song. Postroyeniye sistemy pokazateley otsenki kachestva podgotovki sportivnykh spetsialistov v obshcheobrazovatelnykh kolledzhakh i universitetakh. Zhurnal Khuaybayskogo normalnogo universiteta. 2021. Vol. 42. No. 1. pp. 88-98.
10. Yakovleva N.A. Setevoye obucheniye v sovremennoy pedagogike. Sovremennaya pedagogika. 2016. No. 12. Available at: <https://pedagogika.snauka.ru/2016/12/6544> (date of access: 10.09.2024).
11. Song B. et al. Integration and learning: a case study of the international higher physical education talent cultivation model. Frontiers in Education. 2024. 8:1291586.