

The role of young scientists in the realm of physical culture and sports as a gauge of the environmental sustainability of university communities

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Abstract

Objective of the study was to analysis of the factors that contribute to the reproduction of institutional and regulatory frameworks for scientific endeavors in the field of physical culture and sports, with a focus on their role in fostering the growth and preservation of youth-oriented scientific pursuits.

Methods and structure of the study. A theoretical examination of the scholarly work of the higher education system has been conducted, with the addition of information on the involvement of young people in the process of defending their dissertations in the field of physical culture and sports, as well as insights from expert interviews in the Ural Federal District.

The experts chosen for this study were academic and administrative personnel in the field of physical culture and sports, with a background in teaching and collaborative research with students.

Results and conclusions. In the realm of governance, the process of unlocking the potential of youth science is founded on constructive forms of collaboration between university academic communities. The task of their systemic integration can be accomplished through the prism of value-driven interaction, rooted in the internalized social attitudes of the traditions of Russian education. In the long term, it is essential to reevaluate the institutional frameworks of management and administration, aiming to bridge or at least mitigate the divisions between communities. Within the university science of the physical culture and sports domain, it appears crucial to establish a "niche" for the sustainable growth of the scientific university ecosystem, fostering conditions for its qualitative reproduction through the harmonization of the interests of all stakeholders.

Keywords: *youth science, physical education and sports, university educational communities, interaction, social ecosystem.*

Introduction. Scientific activity in higher education is positioned as the second mission after educational activity. Research of various aspects of human social existence «including the sociology of physical culture and sports, allows a person to find ... ways to solve industry-specific social problems» [7, 103 p.]. In this aspect, the problem of reproduction of scientific personnel actualizes the issues of organizing scientific activity in the university space, first of all, support and development of youth science. Changes in the performance indicators of scientific and pedagogical workers, the dominance of formal parameters are ac-

companied by a lack of stability in the development of science and its support at the institutional level. The prolonged unstable situation has dramatically affected the characteristics of university educational communities: scientific and pedagogical workers (SPW), students, administrative and managerial workers (AMW). This transformation is presented in the works of leading researchers, within the framework of sociological science, M.K. Gorshkov [4], G.E. Zborovskiy and P.A. Ambarova [6] and others, including a number of aspects of the involvement of the named communities in scientific activities [12; 13]. Within the framework of



pedagogical sciences, N.V. Peshkova and L.I. Lubyshева [10, pp. 59-95] drew attention to the problem of interaction from the standpoint of managing student sports entities. At the same time, the problematic field of prerequisites for the involvement of young people in scientific research activities in the field of physical education and sports seems to be poorly studied.

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The experts chosen for this study were academic and administrative personnel in the field of physical culture and sports, with a background in teaching and collaborative research with students.

Results of the study and discussion. Research activities in the modern Russian education system are determined by the concept of educational policy as a whole, the goals and objectives of the scientific activities of the organization in accordance with its status. «With regard to universities, it should be noted that scientific work is carried out by ... employees of departments, but for most of them, scientific activity is a secondary form of professional work, the main one is considered to be teaching and scientific supervision of postgraduate students» [4, 249 p.].

The introduction of independent assessment of qualifications (IAQ) of university teachers was aimed at «a criteria-oriented inventory of the qualifications of teachers» [11, 122 p.]. In the context of the dispersion of university communities, the IQA system, aimed at optimizing the activities of the NRP, optimized the activities of administration and management. However, in practice, researchers prove an increase in the scale of «precarization in the field of education» [1, 104 p.]. The general situation in university science, which has found itself in the grip of chronic underfunding, institutional, bureaucratic and scientometric traps [5], is also reflected in the research activities of university communities in the field of physical culture and sports. The instability of objective and formal criteria in the

institutional plan transfers the potential for activating scientific activity to the subjective plane. The presence of personal interest of a teacher, the implementation of his potential can be embodied in the creation of scientific directions, student scientific societies, initiative research, etc. Thus, thanks to the significant efforts of V.R. Malkin and L.N. Rogaleva [8], the direction of sports psychology was created at UrFU. The logical result of its development was the creation of a specialized master's and postgraduate programs, the registration of a new scientific journal «Topical Issues of Sports Psychology and Pedagogy» (ISSN 2782-5930), and its inclusion in the «List of the Higher Attestation Commission».

The effectiveness of the presence and development of youth science in the system of higher education is the result of a combination of objective conditions and subjective factors. Subjective factors depend on the cognitive potential of the individual and the motivational component, which can change under the influence of objective conditions in the unstable conditions of permanent reform of higher education. M.K. Gorshkov notes the «mechanical clash of two value systems» [3, 172 p.], in which «shock therapy hit science and education hard» [3, 368 p.], as a result of which the motivational dispersion of both the communities themselves and the individual positions of people and individual groups included in them increased. As a result, conditions have been created for inter-community disunity in university science.

The activity of individual academic staff leads to local, albeit very significant, results of supporting youth science. «I teach the basics of scientific and methodological activity, sports metrology and a project workshop on organizing the conduct of scientific research. And all this in the second year [...]. Students are beginning to understand what science is. Some will go further, some will not. I have a lot of people who want to now. [...] I am preparing a team for a conference, for the Olympics [in physical education], if they went, they brought back a bunch of cups, diplomas, published articles» (I-1, female, SPW, over 40 years of experience working with students). However, underestimation of such work by the AMW, misunderstanding of the real scientific needs of SPW and students, negatively affects the motivation of both students and SPW for joint scientific practices. Student science is more often underfunded than «adult» science, which leads to non-institutional forms of interaction between communities. Thus, for managers, student trips to conferences



with the widespread online participation system seem like an irrational waste of funds. But students see such trips as a real opportunity to interact with colleagues, teachers, including in an informal setting. As a result, «students go to conferences at their own expense. They don't pay for their tickets. And this happens every time. [...] We look for loopholes [...] Bring receipts for shoes, for clothes. They will give you money for this. You will travel on it» (I-2, female, SPW, experience of working with students for over 30 years). Such situations, replicating from year to year, create a "field of rejection" of young people from science.

Another significant factor preventing young people from becoming involved in science is that this type of activity is becoming an instrumental value. Young researchers often see science as a means of building a portfolio, guided by economic feasibility rather than scientific interest. As a result, students' scientific internships are curtailed after they receive their diploma, and only a few of the 12–15% of students who initially showed an interest in science in "sports specialties" defend their PhD dissertations. Thus, in the specialties of physical education and sports (5.8.4., 5.8.5, 5.8.6), there are currently 18 dissertation councils operating in Russia, three of which are in the Urals Federal District (D 311.005.XX in Chelyabinsk, D 212.274.XX in Tyumen, and UrFU 5.8.11.25 in Yekaterinburg). This means that defending academic degrees is relatively easy. However, for the period 2022-2024, only one dissertation was defended in these three councils by candidates under the age of 35. The discrepancy between the attitudes, interests, and motivations of the educational communities of the university not only complicates the achievement of the goals and objectives embodied in scientometric indicators, but also generally negatively affects the functioning of scientific activity in universities. At the same time, a significant part of managers, acting within the framework of the concept of managerialism, does not see the need to optimize inter-community interaction. A necessary condition for achieving the goals of any system is the consistency and stability of relations between the structural elements in educational activities (educational organization). It is through the category of interaction that the researchers of poly-subject management at the university N. V. Peshkova and L. I. Lubysheva define the specifics of the educational space of the university – «a specially organized space of integrative interaction of subjects of the educational process» [10, 48 p.].

Integrity, cooperation and non-conflict interaction of the scientific and pedagogical workers (SPW), students and the AMW should also form the basis of research activities in the field of physical education and sports. The idea of a stationary equilibrium of a scientific system can be based precisely on ecology as a principle of interaction corresponding to a given social type of system. The ecology of a social system is manifested in ensuring its stable functioning and counteracting its destruction and is «understood as a characteristic of the favorable environment» [2, 361 p.]. For different types of systems, ecology can consist of competition (interspecific or intraspecific) based on goal-rational action, or in cooperative relations - mutual assistance based on value-rational interaction, understanding that the main thing in science is interest, that «the main satisfaction comes from the creative process itself» [9, 7 p.]. The ideological pragmatism of Western civilization, in which the actor-manager (according to T. Parsons) determines the most effective means of achieving the goals of publication activity, participation in research, etc., is based on goal-rational interaction (according to M. Weber). Quantitative indicators stimulate the degree of activity in a certain period, being an external motivational factor. External determination is not stable, since it may not correspond to interests, potential, etc. In addition, managerial dysfunctions, such as ignoring procedural theories of motivation (equity theory, expectation theory) aggravate this situation. Internal motivation is less dependent on changes in system parameters, which is reflected in the qualitative parameters of scientific activity. It should be noted that the main feature of the ecological friendliness of a social system is the unity of interconnected elements with functional differentiation in the organization. It is the differentiation of elements in combination with the principle of progressive specialization that ensures not only the stability of the system, but also its development. The properties of a social ecosystem imply self-reproduction based on the orderliness of the structure, ensuring its integrity based on the internal regulation of the interaction of its constituent elements, promoting the continuity and succession of the system. In this concept, the potential of scientific activity and the development of youth science presupposes collective interaction within the framework of the creation and development of scientific directions and schools, since «the building of science is not built by one generation ... science is a collective monument» [9, p. 7].



Conclusions. In the context of manageability, the process of realizing the potential of youth science is based on constructive forms of interaction between university educational communities. The function of their systemic integration can be realized on the basis of value-rational interaction of internalized social attitudes of the traditions of Russian education in tactical terms. In the strategic aspect, a revision of institutional forms of management and administration is necessary, allowing to overcome or, at least, weaken inter-community disunity. In university science in the sphere of physical culture and science, it seems necessary to create an «ecological niche» for the sustainable development of the scientific university system, to create conditions for its high-quality reproduction based on the coordination of interests of all communities.

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