



Successes and development horizons of the department of physical education and sports and mass work at the Herzen state pedagogical university of Russia

UDC 378.4



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Received by the editorial office on 30.06.2025

Abstract

Objective of the study is to provide methodological justification for the socio-didactic impulses for the development of physical education at Herzen University.

Methods and structure of the study. Archives on the history of physical education at the university, data from historical and archival documents, abstracts of analytical reports by university staff from different years, and recollections of contemporaries of historical events at the Department of Physical Education and in the sporting life of the Herzen State Pedagogical University of Russia were studied, and a retrospective analysis of periodicals was conducted.

Results and conclusions. The dynamic nature of the physical education system at Herzen University highlights the diversity of its functions in training future school education specialists. The contradictions arising in the current model of physical education are drivers for the development of the department and the growth of its role in training well-rounded specialist teachers.

Keywords: Herzen University, Department of Physical Education and Sports and Mass Work, prospects for development, physical culture.

Introduction. The history of the Department of Physical Education and Sports at the Herzen State Pedagogical University covers a wide range of issues related to the theory, practice, and development of pedagogical science in the field of physical culture and sports during various periods of our country's existence.

A study of the historical trends in the functioning of the department and student sports at Herzen University leads to the assumption that the development of physical education and sports allows for the improvement of educational indicators and the healthy lifestyle competencies of students, as well as preparing graduates for professional pedagogical activity in the field of school education [1]. In accordance with this assumption, it should be noted that the work of the department

at all stages of its development is characterized by a certain combination of teaching forms and methods that determine the structure of the educational, methodological, scientific and personnel activities of the teaching and laboratory staff [5]. The subject of the study relates to the study of the conditions, incentives and prospects for the development of the Department of Physical Education and Sports and Mass Work [4].

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different years, and recollections of contemporaries of historical events at the Department of Physical Education and in the sporting life of the Herzen State Pedagogical University were studied, and a retrospective analysis of periodicals was conducted.

The methodological basis for solving the research problem is formed by the studies of scientific experts from Herzen University, in particular, the works of A.A. Nesterov, S.L. Fetisova, I.N. Venediktov, G.N. Pomomarev, A.V. Zyukin, E.G. Saikina, O.E. Ponimasova, and A.M. Fokin. A systemic-historical approach was used to solve the research tasks.

Results of the study and discussion. The starting point for the development of the Institute of Physical Culture and Sport at Herzen State Pedagogical University was the establishment on 1 September 1925 at the Leningrad Pedagogical Institute, which later became part of one of the oldest physical education faculties in the country, training teachers with higher physical education and pedagogical education.

Over the years, the department was headed by G.A. Dyperron (1925-1930), E.V. Vershinsky (1930-1946), V.V. Lazak (1946-1949), T.V. Kopelman (1949-1967), M.I. Semenov (1967-1982), I.P. Potapchenko (1982-1987), V.S. Kunarev (1987-2017), A.V. Zyukin (2017-2020), and A.M. Fokin (since 2020).

The creation of a separate structural and educational unit responsible for the physical education of students was due to the socially oriented model of physical education in the country, which promotes the comprehensive and harmonious development of school teachers. To this end, the Department of Physical Education had sufficient physical education and sports facilities to meet the needs of students both in the summer (at the stadium) and in the winter (at the ice rink). The department's resource base was supplemented by six sports halls.

The methodological approach to the department's activities during the Great Patriotic War was an applied model of physical education. The basis of the applied model of physical education during the war years was the functioning of shooting, skiing, aviation, and parachuting sections at the pedagogical institute, as well as OSIYAKHIM clubs – motorcycle, medical, and aircraft modelling.

In the 1950s, the department's methodological experience was enriched by didactic forms and methods of organizing and conducting sectional sports and mass work in sports specializations: sports and artistic gymnastics. The constructiveness of the chosen di-

rection is indicated by the variety of training programs developed in 1957 for the following departments: sports gymnastics, artistic gymnastics, athletics and basketball, taking into account the predisposition of students to the chosen type of physical activity [2].

The conditions for the sustainable development of the department in the 1960s-1980s were: practical contributions to the theory and methodology of physical education, and the preparation and defense by teachers of a number of candidate and doctoral dissertations on physical education and sports training. The basis for the development of student sports during this period was the implementation of groundbreaking scientific ideas and technologies in the practice of training the strongest athletes of the pedagogical institute.

During the difficult transition period of the 1990s, based on management decisions, the department managed to preserve a model of physical education focused on mass sports activities and overcome the position of catching up [3]. The target indicators of steady progress during this period were openness, competitiveness, and permanence of development. Analysis shows that the maximum realization of developmental functions is achieved during mass sports festivals such as "Freshers" Day' and "Herzen's Ring".

In the mode of advanced development, the department's teachers conducted research work on physical education, sports training of students, and adaptive physical culture. There is a visible connection between the quantitative and qualitative indicators of dissertation research and the growth of the department's scientific and methodological potential.

A natural consequence of the creation of the Sports and Health Centre in 2007 on the basis of the department is a significant increase in the number of people participating in general development programs of additional education, as well as the development of educational, sports and methodological facilities. The qualitative restructuring of sports and mass work was manifested in the annual holding of the University Spartakiad in 19 sports, which provides for a multi-level system for determining the winner.

The beginning of the 21st century is associated with a qualitative adjustment of physical education, which provides for the solution of problems facing future secondary school subject teachers. This period was characterized by the orientation of students' social needs towards healthy lifestyle standards, maintaining activity and vital functions of the body.



Currently, there is a pressing issue of the parametric compatibility of resource, communication and personnel support for the educational process with foreign students, which shapes the sovereignty of national segments of physical education.

Domestic priorities in the educational digitalization strategy are driving the introduction of electronic educational technologies into the physical education process for students. The department is implementing electronic training courses, as outlined in the higher education strategy, on a video content platform for innovative educational projects. Monitoring of the results shows that the potential impact of the research project 'Physical education and sports activities outside of class time in the educational environment of a university,' initiated by the department in 2023, has a significant effect on the physical and motor parameters and physical fitness of students. The inclusion in the contextual field in 2022 of the information and educational project promoting the achievements of leading athletes of Herzen University, 'Know Our People!', complements the motivational incentives for students to engage in physical education.

Over the past five years, there has been a clear link between the growth in grant applications and the increase in the information capital of the department's teaching staff.

Constructive measures taken by the management of the educational unit at the organizational, methodological and scientific levels determine the dynamics of innovative development and increase the educational potential of the department. The representation of breakthrough ideas and technologies in physical education and sport is achieved through the participation of teachers in advanced training programs for additional professional education.

Conclusions. A study of the development trends of the Department of Physical Education and Sports at Herzen University, conducted on the basis of a systemic-historical approach, revealed the objective conditioning of its functions by the nature and characteristics of physical education at various stages of the development of domestic pedagogical education.

The dynamic nature of the physical education system for students at Herzen University emphasizes the diversity of its functions in training future specialists in school education. The emerging contradictions in the current model of physical education are drivers for the

development of the department and the growth of its role in training well-rounded specialist teachers.

The emerging functions of the Department of Physical Education and Sports and Mass Work require creative initiative from the teaching staff in the rapidly changing conditions of modern education.

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