



Formation of a project culture among future managers of the sports industry in vocational education

UDC 378 (UDC 378.147)



M.S. Frolko¹

Dr. Hab., Professor **T.V. Levchenkova**¹

¹The Russian University of Sport «GTSOLIFK», Moscow

Corresponding author: marinafs13@yandex.ru

Received by the editorial office on 11.11.2023

Abstract

Objective of the study was to develop a project culture for future managers of the sports industry based on the application of the project method in professional education.

Methods and structure of the study. The project culture of future managers of the sports industry is considered as a set of cognitive, value, activity, reflective and motivational components, which have their own levels of development, achieved in the process of students implementing project activities. A pedagogical experiment was carried out with students of the 2021 intake of the training direction 38.03.02 "Management" in the period from February 2023 to October 2023. The students were given the following tasks: creating a short-term individual mini-project within the framework of the educational special discipline "Marketing" and active participation in group projects of extracurricular activities. Using a specially designed questionnaire, research participants were surveyed before and after the experiment to assess the level of development of the components of the project culture.

Results and conclusions. Analysis of the data obtained from a survey of sports industry managers showed that the use of the project method in the learning process provides positive dynamics, since according to all criterion indicators, the components of the project culture have increased. It is shown that the project method of teaching can become a key element in the formation of a project culture among future managers of the sports industry, providing students with the development of the necessary skills, knowledge, and personal qualities for a successful professional career.

Keywords: *project method, project culture, students, manager, sports industry, vocational education.*

Introduction. In modern conditions of social development, vocational education must take into account changes in the business environment and provide students with not only theoretical knowledge, but also practical skills that will contribute to a successful career and adaptation in the labor market. Rethinking the goals and results of vocational education is focused on new approaches to learning that tend to develop culture, creative directions for students, aimed at self-development and self-understanding of their future work activities, taking into account rapidly changing environmental conditions. In this context, the project-based teaching method is becoming increasingly popular and is considered in vocational education as a relevant method of knowledge transfer.

The modern approach to the project-based learning method in vocational education provides students with the opportunity to develop not only cognitive, but also interpersonal, innovative and creative skills in terms of creating new products/services for the future professional field. It emphasizes a problem-based and hands-on approach to learning, allowing you to solve real-life problems and create useful products through projects. This form of learning stimulates independence, creativity and initiative, providing students with the opportunity to apply acquired knowledge in real situations [1].

Analysis of specialized literature in the context of studying the competency-based approach and professional self-development made it possible to estab-



lish a theoretical connection between the emergence of project culture as a modern multidimensional phenomenon in the process of implementing project activities [2, 3, 4, 6]. Project culture is associated with such personal and professional qualities of a specialist that are in demand in work activity, as innovative readiness, reflexivity, creativity, critical thinking, skill, research skills, value rationality, inventive thinking, etc.

Objective of the study was to develop a project culture for future managers of the sports industry based on the application of the project method in professional education.

Methods and structure of the study. The project method in education provides students with the opportunity to develop not only cognitive, but also interpersonal, innovative and creative skills in terms of creating new products/services for the future professional field. It emphasizes a problem-based and hands-on approach to learning, allowing students to solve real-life problems and create useful products through projects. This form of training stimulates independence, creativity and initiative of students, giving them the opportunity to apply the acquired knowledge in real situations [1].

The use of the project method in educational and extracurricular activities contributes to the formation of a project culture of future specialists, which can be considered from the perspective of a component structure. Thus, the **cognitive component** involves a theoretical study of the fundamentals of project activity. The **value component** is determined by identifying current problems in the sports industry, goal setting, determining the structure of needs and values of the sports industry, etc. The **activity component** is manifested through the skills and abilities of students' project activities in the process of educational and extracurricular activities. The **reflexive component** is the mastery of methods of self-assessment, self-analysis and self-control of project activities. The motivational component determines interest in creativity, learning, and the search and application of innovative solutions in sports activities.

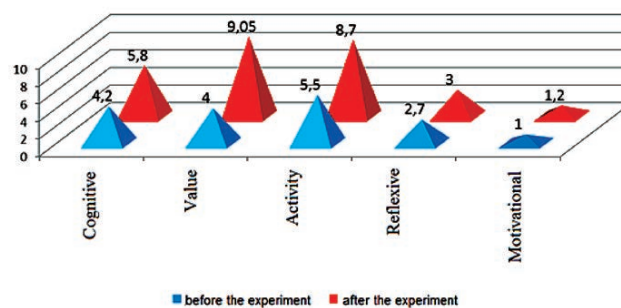
The formation of a project culture in vocational education is ensured by organizational and pedagogical conditions that contribute to the effective implementation of a structural and content model, where the totality of cognitive, value, activity, reflexive and motivational components of a project culture have their own levels of development, achieved in the process of students implementing project activities [5].

The three-level criterion scale for assessing the maturity of the project culture is presented as follows: initial, middle and highest levels. It should be noted that the highest level of development of a student's project culture is the main prerequisite for the development of mental activity.

A pedagogical experiment was carried out with students of the 2021 intake, training direction 38.03.02 "Management" in the period from February 2023 to October 2023. The students were given the following tasks: creating a short-term individual mini-project within the framework of the educational special discipline "Marketing" (forming project indicators) and active participation in group projects of extracurricular activities (scientific and creative activities). The number of students on the payroll in the experimental group at the time of the pedagogical experiment was 20 people.

Using a specially designed questionnaire, research participants were surveyed before and after the experiment to assess the level of development of the components of the project culture.

Results of the study and discussion. The figure clearly shows the positive trend in the formation of project culture components when organizing educational and extracurricular activities using the project method.



Dynamics of the formation of components of the project culture level before and after the experiment (recruitment year 2021), in points

The results of the experiment show that the **cognitive component** increased by 1.6 points; the **value component** showed positive dynamics by 5.05 points; the **activity component** increased by 3.2 points; reflexive component – by 0.3; **motivational component** – by 0.2 points.

Analysis of the data obtained from a survey of sports industry managers leads us to the conclusion that the use of the project method in the learning pro-



cess provides positive dynamics, since according to all criterion indicators, the components of the project culture have increased.

Conclusions. The project-based teaching method does not lose its relevance at the present stage and is an effective approach to education in the professional field. It combines active and practical learning, development of key competencies, connection with real professional practice, motivation and preparation of students for professional activities.

However, when implementing the project-based teaching method, it is necessary to take into account a number of problems and challenges, such as: lack of time, difficulties in assessment, heterogeneity of the group, lack of experience and training of teachers, resource limitations, resistance to change and lack of motivation on the part of both students and professors - teaching staff. Solving these problems requires efforts on the part of educational institutions, teachers and administrators.

The study shows that the project teaching method can become a key element in the formation of a project culture among future managers of the sports industry, providing students with the development of the necessary skills, knowledge, and personal qualities for a successful professional career.

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