Modern Ukrainian society is acutely aware of the need to solve the problems of educating young people, especially those related to the implementation of such educational goals as the formation of citizenship, patriotism and morality. Currently, the process of reviving Ukrainian patriotic consciousness is underway. In modern conditions, patriotism is in demand, expressed in the awareness of the highest moral values of the people and devotion to them, based on the spiritual traditions of previous generations, on the centuries-old history of Ukraine. It is the system of patriotic education that should become the integrating basis of the new Ukrainian statehood, the consolidation of citizens of Ukraine and the strengthening of the state. The context that ensures the solution of the problems of patriotic education is the process of formation of civil society in today's Ukraine.

The task of patriotic education of the individual primarily falls on the shoulders of the teacher. The current stage of development of the country requires a change in the educational and upbringing system, reflecting the interests of the individual, society and the state. The main goal of pedagogical activity involves the teacher solving a number of social, pedagogical, educational tasks, including the education of students and the formation of spiritual, moral values and patriotic beliefs in them, that is, the education of conscious patriotism in the younger generation as the leading characteristic of a citizen.

Patriotic education, in our opinion, is a holistic pedagogical process aimed at forming and developing patriotic qualities of the personality of every citizen of Ukraine, involving him/her in activities for the benefit of the Motherland and the people, planet Earth, Space; developing aspirations for civic, spiritual, moral and physical improvement, the need for worthy service to the country and the people, their protection from various encroachments. In general, patriotic education is a process of forming patriotic consciousness and behavior of the individual, realizing his/her creative potential for the benefit of the Motherland and the people; developing and realizing all essential forces of the individual in the designated direction, the formation of a socio-ecological culture. In addition, patriotic education is not only a multifaceted, but also a multi-level process. It covers government agencies, political parties and movements, public organizations and associations that carry out targeted and coordinated activities to form a patriot and citizen of Ukraine, loyal to his/her Motherland, ready to fulfill his/her social and constitutional duty.

The essence of patriotic education of the younger generation, students allows us to formulate its main goal in the conditions of the university. It is determined by the general need of Ukrainians for a strong and powerful state; restoration and strengthening of traditions of interethnic communication based on equality, friendship and brotherhood; in the consolidation of all productive forces for the benefit of the Motherland; in the protection of the State from external and internal encroachments on its integrity; in the improvement of health of all segments of the population; psychological readiness for any trials and sacrifices, for feats in the name of the interests of the Motherland. Today, the idea of a strong, prosperous and flourishing Ukraine, a people of deep spirituality and a thousand-year culture, is beginning to revive.

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DOI: https://doi.org/10.31392/UDU-nc.series15.2025.03(189).38

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COMPARATIVE ANALYSIS OF THE ORGANIZATION OF PHYSICAL CULTURE AT THE SAPIENZA UNIVERSITY OF ROME AND OLES HONCHAR DNIPRO NATIONAL UNIVERSITY

The article presents a fundamental comparative study of the organizational framework of sports activities and physical education in two leading higher education institutions - the Sapienza University of Rome (Italy) and the Oles Honchar Dnipro National University (Ukraine). The study incorporated the following methods: comparative analysis with a broad range of methodological and professional literature. This paper analyses a number of documents from the Department of Physical Education and Sports of Oles Honchar Dnipro National University and the sports center of the Sapienza University of Rome. The article examines and analyses the experts’ views on the problems that arise in improving the quality of physical education among students, considering the experience of leading countries. A review of the structural features of organizational mechanisms,

methodological approaches, and the material and technical base for teaching physical education within the two universities is provided. The sporting achievements of university students who successfully combine sports and academics and represent their educational institutions at national and international sporting arenas are presented. This work examines how current global challenges can affect students' physical activity, specifically the global COVID-19 pandemic and russia's full-scale invasion of Ukraine. In this context, special attention is devoted to reviewing the transformation of approaches in sports programs for students within these contexts. This article offers recommended measures for refining the structure of physical culture in universities from European practices and it aims to identify best practices and improve physical education activities. The relevance and expediency of the selected research problem are proved.

Keywords: *physical culture, higher education students, material and technical base, sports achievements, recommendations, modernization.*

Глоба Т. А., Репа А. О. Порівняльний аналіз організації фізичної культури в Римському університеті «Ла Сапієнца» та Дніпровському національному університеті імені Олеся Гончара. *У статті представлено порівняльне дослідження організаційних засад спортивної діяльності та фізичного виховання у двох провідних вищих навчальних закладах - Римському університеті «Ла Сапієнца» (Італія) та Дніпровському національному університеті імені Олеся Гончара (Україна). У дослідженні використано такі методи: порівняльний аналіз із використанням методичної та фахової літератури. У статті проаналізовано низку документів кафедри фізичного виховання та спорту Дніпровського національного університету імені Олеся Гончара та спортивного центру Римського університету «Ла Сапієнца». Представлено спортивні досягнення студентів університетів, які успішно поєднують спортивну та академічну діяльність і представляють свої навчальні заклади на національній та міжнародній спортивних аренах. У роботі проаналізовано, як сучасні глобальні виклики можуть вплинути на фізичну активність студентів, зокрема глобальна пандемія COVID-19 та повномасштабне вторгнення росії в Україну. Особлива увага приділяється аналізу зміни підходів у спортивних програмах для студентів. У статті надано рекомендації щодо вдосконалення структури фізичної культури в університетах з урахуванням європейського досвіду. Доведено актуальність і доцільність обраної проблеми дослідження.*

Ключові слова: *фізична культура, студенти, матеріально-технічна база, спортивні досягнення, рекомендації, модернізація.*

Formulation of the problem. Due to a decline in physical activity among Ukrainian students, examining physical cultural practices in leading European universities and adapting them to Ukrainian higher education is essential. Given the challenges students face, there is an urgent need for new physical education development strategies. Researchers point out that educational changes reflect evolving social values. To implement European training standards, university administrations must modernize the entire education system, including reevaluating the role of physical education.

Analysis of literary sources: The authors Globa T.A. and Storchak A.Y. determined how distance learning affects students' physical activity. Zabiyako Y.O., Mogylnyi I.M. examined approaches to enhancing the effectiveness of physical education according to the experience of leading countries. Amo reviewed changes in physical education and mental health during the COVID-19 pandemic. O. Andrieieva et al. wrote about changes in the physical activity of Ukrainian students from the perspective of remote learning. I. Bakhov et al. shared the implementation of emergency distance learning in Ukrainian universities during the pandemic. A. Appolloni et al. considered the Italian experience of using distance learning as an adaptation strategy during COVID-19. Polovko O., Glotov S. overviewed the study process of Ukrainian students after the beginning of the full-scale invasion.

The purpose of the research was to conduct a comparative study of the structure of sports activities and physical education at the Sapienza University of Rome and Oles Honchar Dnipro National University.

Presenting main material.

The student experience is one of the most important in a lifetime. It consists of many different spheres of student life: academic and intellectual, social and emotional, and the growth of political, cultural, sports, and artistic interests. In general, students are young people who seek to gain certain professional knowledge, skills, and abilities through studying at higher education institutions. Ukrainian students enter university right after completing 11 years of general secondary education, around 17-18. Student life in Ukraine used to be full of various extracurricular activities, starting with sports clubs and ending with student organizations, hobby groups, volunteering, etc. However, as the current reality highlights, students are the most vulnerable part of young people, as they face low physical activity, and problems in social and interpersonal communication because of the ongoing war in our country.

The Sapienza University of Rome is one of the oldest Italian universities, founded in 1303 by Pope Boniface VIII. The approximate number of enrolled students is 120000. Sport at this university has been an inseparable part of student life for many years, although the sports center was established later [10].

Today, the sports center at Sapienza University, called the Centro di servizi SapienzaSport, actively promotes a healthy lifestyle at the university and provides physical education. The facility spans 100,000 square meters and allows students to engage in a wide range of sports, including archery, tennis, football, fitness, martial arts, yoga, athletics, swimming, and team sports. Additionally, students have access to a football field, an athletics track, and a 33-meter swimming pool [5].

Oles Honchar Dnipro National University is one of the leading Ukrainian higher education institutions with about 10,000 students. The Department of Physical Education and Sports of Dnipro National University was established in 1933. Since its foundation, the department has prepared international masters of sports, European champions, world champions, and Olympic

participants. The sports facilities of Oles Honchar Dnipro National University are represented by the Sports Palace, which has seven gyms, two swimming pools (Olympic size 25×50 m and children's), a stadium, and a sports ground.

The key objective of physical culture at Oles Honchar Dnipro National University is to promote sports and provide opportunities for expanding the practice of amateur sports activities for all members of the university community [3].

Furthermore, the global COVID-19 pandemic has had a significant impact on professional sports worldwide and physical activity in general. Due to the pandemic, many competitions were canceled or postponed, including the rescheduling of the 2020 Olympic Games to 2021. Many resources have been mobilized to maintain and increase engagement in sports activities. By fulfilling the requirements to keep a distance, many people started using digital services, including universities [2, 4].

During the health emergency, several measures were taken to transform the Italian education system. The Sapienza University of Rome started using 4 online platforms to continue delivering education to students. In the meantime, the SapienzaSport Centre developed a program of home workouts made by coaches and instructors. These were short gymnastic exercises that could be easily performed at home during the isolation due to the coronavirus emergency [7, 10].

The lockdown experience has led Ukrainian students to gain valuable hands-on experience and improved their understanding of technology as a convenient tool. The study also discovered that, although university students were able to resume physical activity in 2021 a year after the start of quarantine restrictions. The beginning of the full-scale invasion caused a rapid decline in physical activity [6, 8].

The full-scale invasion affected Ukrainian higher education significantly, transforming students' approaches to education. Negative attitudes have emerged regarding the overall value of studying. It can be claimed that a straightforward consequence of distance learning is the increase in self-study.

Oles Honchar Dnipro National University (DNU) is currently focusing on remote and individual work in physical culture. Classes are held through the Microsoft Teams system, but, if needed, you can contact the teacher via messenger or email. Students receive tasks depending on their medical group. Weekly, the teacher provides a workout program in video lecture format. According to the students' well-being, they can train during class or whenever it is convenient [1].

Before the full-scale invasion, the university had 18 teams in various sports. There was the opportunity to attend swimming, water aerobics, water polo (both men's and women's teams), rowing, canoeing, basketball (represented by men's and women's teams and 3×3 format), beach volleyball (men's and women's teams), football and futsal (men's and women's teams). Individual sports such as badminton, table tennis, tennis, athletics, fencing, and orienteering were also developed. There were sambo and judo sections in the field of martial arts. The university also had a cheerleading team [3].

The department has trained more than 150 masters of sports over the years.

Teams and individual athletes actively compete at different levels (local and regional, national and international). Both universities have sporting achievements, such as:

Katerina Banti with Ruggero Tita won a gold medal in sailing in the Paris 2024 Olympics. Her impressive sports career includes a gold medal at the 2020 Tokyo Olympics, four gold medals at the European Championships, two golds, and a bronze at the Nacra 17 World Championships. Among the other Sapienza student-athletes who participated in the 2024 Olympic Games in Paris were Virginia Menicucci and Giulia di Innocenzo (swimming), Marta Iacovacci and Isotta Sportelli (competitive swimming), Lorenzo Benati (athletics) [10].

Students of Oles Honchar Dnipro National University have demonstrated high sports achievements at various levels of competition. The university teams took first place at the 29th Universiade of Dnipro Region. Representatives of contact sports achieved significant success: Oleh Veridyba won a bronze medal at the 2021 European Judo Championships, Bohdan Paun took third place at the Ukrainian Judo Championships the same year, and Yaroslav Kulyk won the Ukrainian Cup in hand-to-hand combat, where the university team also won third place overall.

Kristina Potapova (rhythmic gymnastics) took first place at the Ukrainian Aesthetic Group Gymnastics Championship (short program); and took second place at the Ukrainian Aesthetic Group Gymnastics Championship (long program).

Oleksandr Tkachuk and Maksym Riabovyi (orienteering) - 2nd place at the Ukrainian Championship.

Yeva Shevtsova fulfilled the standard of an international master of sports by taking first place at the 2020 European Water Ski Championships [3].

Analyzing the material and technical equipment of the Sapienza University of Rome, it can be concluded that it is equipped with more modern equipment, a wider range of sports venues, better technological facilities, specialized equipment for both strength training and team sports (cardio zone, functional training zone, professional Technogym strength training equipment, free weights zone, cross fit zone, rehabilitation equipment).

The working hours are among the features that can be noted. First of all, it has extended hours (7:00-22:00), is open on weekends, and has special hours for professional athletes.

Moreover, students participate in international competitions and train in national teams. The funding is provided by the university budget, sponsorship, grants from sports federations, and partnership programs. Special equipment for people with disabilities, individualized training programs, professional instructors to work with special needs, and a barrier-free environment are available [5, 10].

According to the analysis of Oles Honchar Dnipro National University, its strengths can be summed up as the convenient location of sports facilities, the availability of basic equipment for major sports, the ability to hold and participate in competitions, and the professional teaching staff. The main challenges are outdated equipment and limited funding, the need to modernize sports facilities, and the transition to distance learning [3].

Recommended measures for the development and the modernization of physical culture at Oles Honchar Dnipro National University derived from the practical experience of the Sapienza University of Rome:

1. Reconstruction of existing and construction of new facilities: artificial turf football pitch, tennis courts, basketball and volleyball courts, workout areas, and professional treadmills.
2. Purchasing modern training equipment with biometric sensors.
3. Expansion of the range of sports clubs, implementation of flexible training schedules, and creation of individual and home training programs for self-development.
4. Raising grants, partnerships with private sponsors, and participation in government sports development programs.
5. Experience exchange with the leading European universities.

Conclusions and prospects for further research. Oles Honchar Dnipro National University has huge potential for the further development of physical culture and sports. Applying the experience of the Sapienza University of Rome, it is possible to build an impactful model for modernizing sports infrastructure and improving physical education. Infrastructural changes, expansion of funding sources, and organizational enhancements will be key to success.

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