INTRODUCTION
Mass digitalization has defined the vectors of expanding the boundaries of interaction between the structural elements of the human-computer system. In the educational space of higher education institution, the expansion of these elements is particularly represented by the varieties of computer games that have been transformed in recent decades into professional computer sports. The works of leading specialists (Wagner, 2006; Korchemnaya, 2020; Kravchenko, Belsky, Starzhinsky, 2019; Hemphill, 2005; Balykina, 2015) establish that the varieties of computer games have led to the need for their systematicatization, the definition of correct synonymic definitions and types of sports activities among the diverse interpretations. Currently, the generally accepted definition of this new sport is the concept of cybersport because of its greatest relevance to the specific processes of competitive activities, reflecting the priorities of the educational space of the university, providing information environment of competitive activities with the support of local networks and the Internet and creating a new information product - a cybersport match, broadcasting which increases not only its real customer value, but also significantly contributes to the promotion of this type of sports activity among the categories of students with limited health opportunities (Korchemnaya, 2020; Pankina, Khadiev, 2016; Panych, Petrovsky, Ogurtsov, 2019; Tugun et al., 2019; Bayanova et al., 2019; Solodnikov, Timofeeva, 2020; USAK et al., 2020; Tarasenko, 2018).

In view of the identified trends, this article substantiates the peculiarities of cybersports sphere organization in the educational space of higher education institution as a priority condition for the formation of eSports competences of students' socialization as an independent research area. The pedagogical design, the leading research method, defines the structure and content of the cybersports sphere in the educational space of the higher education institution, focused on the development of eSports competences of students' socialization. The article reveals the modern understanding of the discursive content of the cybersport sphere and defines its priorities in the educational space of the university. The structure and content of the types of eSports socialization competences determined by students' social roles performed in the cybersport sphere of the university educational space are established. Based on the results of the study the authors justify the interactive model of cybersports sphere organization as a priority condition for the formation of eSports competences of students' socialization. The effectiveness of the model is confirmed by the results of cybersports sphere implementation in the educational space of higher education institution.
LITERATURE REVIEW

The course of the study finds that cybersport as a professional sports discipline was defined in the 90s of the last century. Its pioneer is considered Angel Munoz, who in 1997 created The Cyber athlete Professional League (CPL) - a league of cyber players, which was engaged in organizing and conducting professional tournaments (KRAVCHENKO, BELSKY, STARZHINSKY, 2019). Scientific interest in cybersports increased markedly in 2001, following the World Cyber Games tournament. The popular works of Wagner (2006) and D. Hemphill (2005) assess this event from a scientific point of view as a process that marked the beginning of the cybersports movement, in which the features of different types of competitions that need technical, technological, and methodical justification were defined. The study of cybersport sphere conditioned by the peculiarities of educational space of higher education institution is associated with the names of many famous specialists, including Wagner (2006), Vishnevsky (2014), Alekseeva et al. (2015), V.A. Zamoshchenko and Senchenko (2016), Korchemnaya (2020), Kravchenko, Belsky, Starzhinsky (2019); Panych, Petrovsky, Ogurtsov (2019), V.A. Tarasenko (2018), D. Hemphill (2005).

The works of other authors, whose problems are conditioned by the interaction between the video-game sphere and the educational space of the university, are grouped according to the conventionally grouped areas of their research:

- active supporters of educational space transformation, mediated by the content of cybersport as an independent academic discipline, which carries out integration interaction of pedagogical and information technologies, computer multimedia systems and interactive computer games in higher education institution (BUYANOVA, KOZILINA, 2017; DZHAFAROV, NOVOSELOV, 2016; ZHURAVLEVA et al., 2020);
- the proponents of cybersport ideas' use in the educational space of higher education institution as an innovative type of professional activity focused on the formation of students' positive attitude to computer games as a source of intellectual, technological and mobilization values (KORCHEMNAYA, 2020; KRAVCHENKO, BELSKY, STARZHINSKY, 2019; MIRONOV, PRAVDOV, MITROFANOVA, 2019; NAKROKHIN, 2015; PANKINA, KHADIEVA, 2016; SOLODNIKOV, TIMOFEEVA, 2020; TARASENKO, 2018);
- The proponents of incorporating cybersports into university curricula as an innovative independent course with accessibility, safety, openness, entertainment to improve thinking, sensory, motor and behavior skills of students (BUYANOVA, KOZILINA, 2017; VISHNEVSKY, 2014; DZHAFAROV, NOVOSELOV, 2016; ZAMOSHCHENKO, SIMACHKOVA, 2016).

The works of Korchemnaya (2020); Kravchenko, Belsky, Starzhinsky (2019); Panych, Petrovsky and Ogurtsov (2019), giving special importance to the formation of students' socialization values in cybersport spheres of educational space of higher education institution are of great importance. The authors prove the effectiveness of these values in the process of creating an interactive model of interaction between the educational space of the university and the cybersports sphere in the training of a new generation of specialists. During the study of the research problem it is found that although some aspects of eSports activities are actively used in the educational space of the university, which certainly contributes to the better implementation of pedagogical goals and objectives of interactive training of a new generation specialist, it is premature to talk about a holistic understanding of the socialization of students with the support of eSports competences of cybersports activities. An important role is also played here by the probabilistic factor of variability and unpredictability of cybersport services development, which is far ahead of resources' development of universities educational space today. Therefore, the justification of approaches to the organization of cybersports sphere in the educational space of higher education institution as a priority condition for the formation of eSports competences of students' socialization seems to be justified and expedient.
RESULTS AND DISCUSSION

Discursive Content of Cybersports Sphere in Educational Space of Higher Education Institution

The results of this study indicate that the beginning of the rise of cyber sports clubs and teams to legitimize cyber sports in the register of professional sports disciplines begins in 1993 with the appearance of the shooter DOOM. In the Russian Federation, this event took place in 2013. By Order of the Ministry of Sport of the Russian Federation No 702 of 02 September 2013 'On Approval of the Procedure for Recognition of Sports, Sports Disciplines and Their Inclusion in the All-Russian Registry of Sports and the Procedure for Keeping It', cybersport was included in the register of sports disciplines as a sport and as a type of competitive activity and special practice of training for competitions based on computer games or video games (Order of the Ministry of Sport, 2013). Taking into account the trends established during the study and based on the basic provisions of the discursive content of cybersport, the authors of this article justify the definition of the cybersport sphere as a virtual space in which the participants of the competition manage technical and technological objects, supported by information and communication technologies. The study establishes that the cybersport sphere is by definition a space of level playing field based on establishing the mental and physical ability and competence advantages of the participants. Taking into account the established key provisions of the cybersports sphere, the authors of the article highlight the types of cybersports activities that have a preventive nature in preparing students to meet the technical and technological goals and objectives of equal and effective participation in the competition:

- Training: conducting physical exercise sessions; trying out technical and tactical tricks of their own game; working on mistakes;
- Competitive: Performances at regional, federal, international competitions in online finals;
- Events promoting cybersport: qualifying competitions; hosting master classes; participation in online, VKontakte and forum advertising of games and in the realization of videos;
- Activity prototypes: identifying the events presented in the forums with real-life events;
- Prototypes of sports: participation in tank-model sports, paintball.

The availability of cybersports facilities, innovative and diverse cybersports disciplines and regular amateur tournaments expand the format of cybersports in the educational space of the university to an environment with equal opportunities for all students, including those with disabilities.

Classification of Types of Esports Competences of Students' Socialization in the Cybersport Sphere of Educational Space of Higher Education Institution

It is found that the social roles performed by students in the cybersport sphere of educational space of higher education institution have interdisciplinary specificity, which determines the priorities of eSports competences of students' socialization. In this study, their ranking is represented by:

- Personal competences defining a student-athlete as a subject of activity and communication. They are related to the development of mental abilities, analytical thinking, intelligence, charisma; leadership qualities; self-discipline; physical qualities and the ability to make instant decisions;
- Strategic thinking competences, defining teamwork skills; logic, reaction speed, attention, memory;
- Competences in practice-oriented activities and teamwork;
• Computer literacy competencies, which define digital literacy and general computer literacy, IT hardware proficiency, programming skills; mastery of electronic, virtual and Internet technologies;
• Competencies for improving technique and technological actions of the game, oriented towards mobile modification of the techniques;
• Competences oriented to exercise with high motor activity, to harmonize the combination of mental and physical activities: motor, thinking, sensory and behavioral skills;
• Remedial competences, focusing on overcoming personality and play crises, deformations, apathy, developing willpower, confidence in one’s own abilities and capacities;
• Qualimetric competences that form an adequate self-assessment of personal qualities and technique and technological training required by an athlete to participate in a fair cybersport tournament.

The development of this set of eSports socialization competencies allows the student effectively to perform social roles in cybersports:

• Key ones: Cyber-sports supervisor (being involved in the organization of intramural events); developer and administrator of the university’s own website; creator of videos on the development of cybersports in the university;
• Additional ones: teaching technical and tactical actions to newcomers in training and other sports; creating articles or analytical reviews for chat rooms, VKontakte forums.

**Interactive Model of Cybersport Organization**

In the course of the research, the authors of the article established an algorithm for an interactive model of cybersports sphere, which reveals the peculiarities of its design and implementation in the educational space of higher education institutions gradually.

Step one. Formulation of the activity objective: to develop and justify technique and technological solutions for the organization of cybersports sphere of eSports competences’ implementation of students’ socialization in the educational space of higher education institution.

Step two. Defining the objectives: designing and implementing the terms of reference for the cybersport activity.

Step three. Development of activity content: justification of technique and technological components of organization process of the cybersport sphere:

• invariant components: lighting and sound equipment, cyber athlete’s workplace, screen for broadcast output, commentator’s equipment, referee’s equipment, network equipment, cameras, device security;
• variative components: equipment manufacturers, number of spectator seats, availability of training PCs for athletes, video transmission resolution;
• Components of the technological process:
• Actors (engineers, technicians, support staff, cyber athletes, spectators);
• objects (ground, technical equipment, technical documentation, professional equipment);
• components of technical equipment: peripherals players’ PCs, cameras, video engineer PCs, video processor, LED screen, referees’ PCs - observers, referees’ monitors, commentator PCs, mixer board, instrument information security acoustic system, network engineer PCs, network switches, splitters, cables.
Step four. Technological activity process: sequence of engineering solutions implementation, linear structure of technique-technological solutions management.

Step five. Sequence of controls: control of preliminary work; control of system montage; control of competitions; control of system dismantling.

Step six. Diagnostic techniques for performance:

- Assessment criteria: interaction of all actors; adherence to instructions; compliance with schedules; compliance with estimated documentation; compliance with safety procedures;
- Levels of cybersports sphere development indicators: low, medium, high.

**CONCLUSION**

The study confirms the theoretical and practical relevance of the problem of cybersport sphere organization in the educational space of universities, focused on the development of eSports competences of student socialization. This is due to the versatility of the eSports sector, which with the support of digital technology in its development, is being transformed from an entertainment industry into an innovative professional activity that attracts student youth with its intellectual capacity of work, technological resources and high prize stakes. The results of the study confirm the effectiveness of priority cybersport activities in the socialization of students in the educational space of HEIs, mediated by the innovative content of eSports competences of students' socialization. The study established a trend of interaction between educational and cybersports spheres, at the intersection of which there is a factor of variability and unpredictability in the development of cybersports services, far outstripping the development of resources of the educational space of the university today. This factor determines the necessity of developing preventive measures that increase the equipment of educational space of higher education institution with advanced anticipatory technologies. In this regard, in this article:

1) The modern understanding of the discursive content of the cybersport sphere is revealed and its priorities in the educational space of higher education institution are identified;
2) The structure and content of the types of eSports socialization competences, determined by social roles and features of cybersports activities of students in the educational space of higher education institution were established;
3) The interactive model of cybersport sphere organization as a priority condition for the formation of eSports competences of students' socialization in the educational space of higher education institution was substantiated;
4) The effectiveness of the model is proven by the results of the implementation of the cybersport sphere in the educational space of the university.

The problem of developing and improving cybersport as a new type of professional activity and sports culture, a priority among young people, does not end with the solution of the tasks of this study. Of particular interest to future researchers is the aspect of designing and implementing innovative models of cybersport activities for young people with disabilities.

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Cybersports sphere organization peculiarities in educational space of higher education institution in forming student sports competences

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Resumo
O artigo revela a compreensão moderna do conteúdo discursivo da esfera do ciberesporte e identifica suas prioridades no espaço educacional universitário. Estabelece a estrutura e o conteúdo dos tipos de competências dos eSports determinados pelos papéis sociais dos alunos na esfera dos ciberesportes do espaço educacional da instituição de ensino superior. Com base nos resultados do estudo, os autores justificaram um modelo interativo de organização da esfera do ciberesporte como condição prioritária para a formação das competências dos eSports socialização dos alunos na esfera educacional da universidade. A eficácia do modelo foi comprovada pelos resultados da implantação da esfera do ciberesporte no espaço educacional da universidade.

Keywords: University educational space. Student personality. Cybersport. Cybersport sphere. Student socialization.

Palavras-chave: Espaço educacional universitário. Personalidade do aluno. Ciberesporte. Esfera do ciberesporte. Socialização do aluno.

Abstract
The article reveals the modern understanding of the discursive content of the cybersport sphere and identifies its priorities in the educational space of the university. It establishes the structure and content of eSports competences’ types determined by the students’ social roles in the cybersports sphere of higher education institution’s educational space. Based on the results of the study, the authors justified an interactive model of cybersports sphere organization as a priority condition for the formation of eSports competences of students’ socialization in the educational space of the university. The effectiveness of the model has been proven by the results of the implementation of the cybersport sphere in the educational space of the university.

Keywords: University educational space. Student personality. Cybersport. Cybersport sphere. Student socialization.

Palabras-clave: Espacio educativo universitario. Personalidad del estudiante. Ciberesporte. Ámbito del ciberesporte. Socialización del estudiante.