

Main directions in development of sports and physical culture values and norms in student representation: Process problems and features

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ABSTRACT

The improvement of the system of physical culture and recreation and sports leisure is considered as one of the priority directions of the state social policy. At the state level, an understanding of physical education and sports importance for ensuring the nation health and improving the quality of the younger generation life has been formed. The purpose of the study is to analyse the students' ideas about physical culture and ways of introducing them to it. Research methods: as a research method, the questionnaire method was used to identify the specifics of students' social representations regarding issues related to the culture of sports and the problems of introducing young people to sports activities. Research results: the article considers the constructs of students' existing ideas about physical culture and mass sports; the peculiarities of students' involvement in sports; the students' attitude to sports activities. The novelty and originality of the study lies in the fact that for the first time the student attitude to sports activities is studied. It was determined that only every tenth student noted the prospects of sports activities for building a further career. It is proved that the core of students' leisure is those activities that are focused on communication and students consider sports primarily as a means of physical education, a source of positive emotions and a way to fill their free time. The reasons why students do not attend the sports section are considered (in descending order): lack of desire and interest; lack of sections on the sport of interest; territorial inaccessibility; lack of material resources; health state. Among the reasons why students do not attend the sports section, the workload of studying dominates. It is proved that the desire to play sports is much greater in students of middle adolescence than in students of older adolescence. For the first time, potentially desirable sports for teenagers have been identified: volleyball, basketball. Less preferred are: football, track and weightlifting, swimming, gymnastics, figure skating and hockey. It is determined that the majority of students believe that the decision to start classes they made independently. It is revealed that the absolute majority of students are satisfied with sports activities. Practical significance: The data obtained in this work can be used in sports psychology, age psychology, social psychology, as well as for further theoretical development of this issue.

Keywords: Students; Sports sections; Sports classes.

Cite this article as:

Erkibaeva, G.G., Makarova, E.V., Kurbanov, R.A., Belyalova, A.M., Dmitrichenkova, S.V., & Rozhnova, K.S. (2021). Main directions in development of sports and physical culture values and norms in student representation: Process problems and features. *Journal of Human Sport and Exercise*, 16(4proc), S1946-S1953. <https://doi.org/10.14198/jhse.2021.16.Proc4.41>

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Abstract submitted to: Spring Conferences of Sports Science. [Costa Blanca Sports Science Events](#), 21-22 June 2021. Alicante, Spain.

JOURNAL OF HUMAN SPORT & EXERCISE ISSN 1988-5202.

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doi:10.14198/jhse.2021.16.Proc4.41

INTRODUCTION

Among modern studies, the topic of sports occupies a sufficient place. Recently, there has been a steady interest in the problems of sports and physical culture, which is associated with the growing importance of sports and a healthy lifestyle in the public consciousness and state policy (Lubysheva, 2009; Stolyarov, 2002; Ponomarev, 1974; Evseeva, 2002; Zheltukhina et al., 2020). The subject of sports and physical culture includes a whole range of such pressing issues as sports and youth, the individual in sports, sports and society. Physical culture and sports activities of a person are primarily aimed at physical development and health improvement. However, in recent years, more and more often the socializing value of sports activities is noted, arguing that sports are an important factor in the socialization and education of the individual (Akhmetzyanova, 2010; Ilyinich, 1995). Modern sports are built on the pursuit of a record, competitiveness, and success. Moreover, success from failure may differ in some fraction of a second or subtleties that are clear only to a very narrow circle of specialists. All this leads to the fact that the student gets into a state of stress. In this regard, psychologists, for example, say that professional sports are harmful to the body and psyche of the student, while physical education does not contribute to such negative consequences for the development of the individual. The attitude to sports, thus, depends on the degree of student involvement in physical culture and sports activities. For some, it becomes the meaning of life and absorbs a person completely, for others, sports are a hobby, a way to fill their free time from school (Balsevich, 1981; Lubysheva & Romanovich, 2011; Solopov & Shamardin, 2003; Filippov, 2001).

The regulatory framework reflects the understanding that the improvement of socio-demographic and economic indicators of the Russian society's life is possible only with a qualitatively different approach to physical education and sports in Russia. The main task is to create a new national system of physical culture and sports education of the population. For its implementation, huge funds are released from the budget. However, despite the active promotion of physical education and sports, the attitude of the population remains passive. Competing with active leisure activities is spending time in virtual space, i.e., social networks and computer games (Putilina et al., 2019; Lopanova et al., 2020). A significant part of the population does not have a steady interest in active types of physical culture and sports activities. In practice, there is a contradictory situation, the essence of which is that the state pays considerable attention to sports, considering it as an attribute of the policy of improving the nation. However, this is not reflected in the changing patterns of behaviour of the population, which does not use for personal purposes all the opportunities of the sports infrastructure, which has been built, and under construction (Bazilevich, 2010; Grachev, 2005). There is no unambiguous approach to assessing the relationship between the concepts of physical culture and sports. Some authors consider physical culture to be a part of sports along with physical education and physical recreation. Other authors insist that these are separate areas, either partially coinciding or not coinciding at all. The concept of physical culture became popular among the population of Russia in the abbreviated version of phys-culture in the era of the formation of mass culture (Gorskaya, 2009; Yakovlev, 2011; Stolyarov, 1993; Chernyaeva, 2009; Shitova, 1995).

Since the physical condition of the body is included in the system of cultural values, its perfection and improvement is part of cultural activities. Sport is the sphere of activity in which an individual reveals his/her natural abilities in terms of physical development, learns the boundaries and limits of his/her own physical potential. Thus, one can consider sports as a sphere of possibilities' realization that the human body has (Fetiskin, Kozlov & Manuilov, 2002; Cherdymova et al., 2019; Bubnov & Bubnova, 2004; Shamardin, 2000). Physical culture is considered as part of the individual's culture or part of the general culture and sports is the sphere of human activity and the area of its implementation.

MATERIALS AND METHODS

The state pays sufficient attention to the development of children's and youth sports. Empirical studies of children's and youth sports touch upon the topic of students' involvement in systematic sports activities, consider the issues of students' motivation, and study the factors influencing their attitude to sports. However, there is an obvious disparity between studies related to the attitude of students to sports, and the study of interest in sports on the part of young people in favour of the latter. Apparently, this is due to the journalistic activity of the authors: university teachers who work with students show a great interest in writing articles and conducting research, and their object is the youth of universities.

Thus, the objectives of the study are:

- To determine the place of sports in the structure of students' leisure time, taking into account gender.
- To identify the motivation for student participation or non-participation in sports sections in different age groups.
- To identify the attitude of students to sports activities.
- To determine the level of student satisfaction with the existing conditions for sports.

The first stage of the study was aimed at finding out the place of sports in the structure of students' leisure time. The concept of leisure is fundamental in the interpretation of the leisure space of students. Scientists who are engaged in the study of leisure have identified factors that determine the parameters of volume, content and structure. They are usually divided into general and specific. General factors include the composition of the population by age, gender, income level, education, etc.

The second stage of the study is aimed at identifying the attitude to sports activities among students, which is largely determined by the desire or unwillingness of the student to take part in them. This circumstance caused the need to include in this study the second group of questions aimed at clarifying the motives that encourage students to engage in sports.

The third stage of the study is designed to study the factors that help to identify the student motivation to engage in sports, the questionnaire included questions aimed at studying internal and external sources of motivation. The level of student interest depends both on the personal preferences of the student, and on the opinion formed under the influence of the environment (parents, friends), and the stereotypes that exist in society. The external circumstances that determine participation or non-participation in sports activities can include the influence of the environment. Therefore, the questionnaire included questions about the passion for sports of relatives and friends. At this stage, students' satisfaction with the existing conditions for sports was also studied.

The questions suggested in the questionnaire are:

- Are sports activities a form of leisure activity for you?
- How often do you play sports?
- Are you happy with the way you spend your free time from school?
- For what reasons you do not attend the sports section (loaded with studies; health does not allow; there is no desire and interest; places for sports are located far from home; lack of material resources; there are no sections for the sports I am interested in)?
- Why did you choose this particular sports section (on the advice of friends; on the advice of adults (relatives, acquaintances); parents insisted on this; on the advice of a teacher; ad or

advertising prompted to choose the section; the section is located near the house; interest in this sport; you like athletes and want to become the same)?

- How happy are you with the classes in the section?
- How long have you been attending the sports section?
- At what age did you start playing sports?
- Who suggested that you start playing sports?
- Do your friends play sports?

RESULTS

The study showed that more than 90% of the students surveyed were satisfied with the way they spent their free time (the answers were quite satisfied and rather satisfied than not), 5 % were dissatisfied with the way they spent their free time (the answers were rather dissatisfied than satisfied and dissatisfied), and about 5% of respondents found it difficult to answer the question. In the context of age categories, the answers were distributed as follows: 93% of students in primary school age were satisfied with how they spent their free time and only 7% were dissatisfied, 71 % of respondents in adolescence were also quite satisfied with how they spent their free time, and respondents in older adolescence who were quite satisfied with how they spent their free time were less - 49%. "*More satisfied than not*" - 39% of respondents in their senior teens and 13% in their teens. The index of satisfaction with how students spent their free time was lower for students of older adolescence. Perhaps this is because, as the student grows older, the range of his/her needs and interests expands, and his/her requests and goals increase accordingly. Those who have opportunities no longer satisfy a wider range of leisure needs of the student, he/she is more critical of the forms and ways of spending his/her free time. According to the results of the survey of students, the most common type of leisure is socializing with friends (97%). The regularity of this type of leisure was noted by 95% of girls and 73% of boys of the survey participants. In addition, if we take into account that 15% of the surveyed boys and 9% of girls engaged in this type of leisure from time to time, then we can say that socializing with friends was the dominant type of leisure for both boys and girls (Table 1)

Table 1. Features of preferences in spending leisure time by teenagers (%).

Leisure activities	Boys	Girls
Communication with friends	73	95
Visiting sports sections	63	51
Outdoor games	58	38
Communication in the virtual space	49	71

Physical activity of students was expressed in regular attendance of sports sections (63% boys, 51% girls) and outdoor games (58% boys and 38% girls). In terms of the frequency of activities, such leisure activities as outdoor games were more common among boys than among girls. Competing with active leisure activities was spending time in virtual space, i.e., social networks and computer games. For girls, the amount of time devoted to social networks took almost 2 times more: 49% of boys and 71% of girls regularly spent time on social networks and played. At the same time, girls preferred social networks, while boys spent time playing computer games. The survey showed that computer games in the virtual sphere of students were fading into the background, giving way to social networks. Social networks give students the opportunity to communicate, the need for which is dominant at this age, which determines the structure of the student's leisure time. Reading books and watching TV were present in the structure of students' leisure time but were pushed to the periphery. Moreover, the frequency of TV viewing for girls was more significant than for boys

(23% of girls and 17% of boys). 19% of the boys and girls surveyed regularly read books. 49% of girls and 41% of boys read from time to time.

Thus, the core of students' leisure time is those activities that are focused on communication. In the leisure space of students, visiting sports sections occupies a large place. More than half (67%) of the surveyed boys and girls regularly attended sports clubs. However, the relatively large proportion of students who did not attend sports sections (29% of boys and 13% of girls) is noteworthy, while further analysis of the survey results showed that more than half of them would like to take up some kind of sport. The motives for attending or not attending sports activities were related to the awareness of their goals and orientation. According to the survey, the absolute majority of students (96%) believed that sports primarily gave good physical shape. Only 31% of respondents noted the valeo-logical aspect of sports, such as increasing immunity. 43% and 36%, respectively, considered sports as a source of cheerful mood and a way to spend free time with benefit. Only 13% of students noted the prospects of training in terms of building a sports career in the future. Thus, students considered sports primarily as a means of physical education, a source of positive emotions and a way to fill their free time.

The survey showed that among the surveyed students, more than half of the respondents attended the sports section - 71% of students in their teens and 66% in their older teens. Among the surveyed students of primary school age, 41% of students did not attend sports sections, 64% went to classes regularly. Among the students who currently did not attend the sports section, there were students who had used to go to classes. The reasons why students did not attend the sports section differed in different age groups. Therefore, among the reasons why students attended the sports section, the workload of studying dominated. More than half (62%) of the younger students surveyed indicated this fact. It also became the most popular reason for not attending sports clubs in older teens (62%), and only 35% of students of adolescent age chose this reason. Students of adolescent age first noted such a reason as the lack of sections for the sport of interest - 62% of respondents, while this reason was chosen by only 30.8% of students of older adolescence. 21% of students of younger age, 51% of students of adolescent age and 36% of students of older adolescence explained their non-participation in sports activities by the lack of desire and interest. 31% of students of adolescent age and 13% of students of older adolescence noted territorial inaccessibility as a factor hindering the attendance of sections. 13% of students of adolescent age noted the lack of material resources, while no one of students of older adolescence noted this circumstance. The health status of 14% of younger students and 9% of older teenagers did not allow them to go in for sports.

The analysis of the answer to the question "*Would you like to go in for any sport?*" showed that the desire to do it was much greater among students in adolescence than among students of older adolescence: 51% and 9%, respectively. Older students were more cautious in assessing their aspirations: 53% of respondents in their older teens and 32% of students in their teens gave the answer "*more likely yes than no*". 29% of respondents in their older teens and 14% of students in their teens demonstrated the lack of desire to engage in any kind of sport. In the case of a potential opportunity to play sports, 41% of students of older adolescence and 29% of students of adolescent age would prefer volleyball. 24% of students of adolescent age and 9% of students of older adolescence expressed their desire to take up basketball. 21% of students of adolescent age and 17% of students of older adolescence preferred to take up athletics. Among the preferred sports were football, track and weightlifting, swimming, gymnastics, figure skating and hockey. No more than 9% of the students surveyed would prefer these sports. Thus, despite the difference in age boundaries, the sports preferences of students (with the exception of basketball) coincide.

More than half of students in adolescence go to the section from one to three years. 21% of students of adolescent age and 4% of students of older adolescence recently started playing sports (the answer is "less than a year"). The vast majority of students in both groups believe that the decision to start classes they made independently - 91% and 84%, respectively. On the advice of parents, only 9% of students of adolescent age and 7% of students of older adolescence started playing sports. Friends initiated the beginning of classes for 15% of students of adolescent age and 13% of students of older adolescence.

According to the survey, the choice in favour of a particular section was primarily due to the student's personal interest in this sport. If we talk about the level of satisfaction of students with classes in the section, the absolute majority of students were satisfied with the classes: 100% of students of younger age, 96% of students in adolescence and 97% in older adolescence gave the answers "quite satisfied" and "rather satisfied than not". If they had to choose a sport again, 100% of the students of teenage age would choose it again. A similar choice would made 91% of students of older adolescence.

DISCUSSION

Based on the results of the study of students' attitudes to sports, we made the following conclusions. More than half of the students have a passion for one or another sport. On the advice of friends, every third student of adolescent age and every third student of older adolescence chose the section. On the advice of relatives or friends, every fourth teenager did it. The latter circumstance is because if the opinion of adults and friends is equally authoritative for students of adolescent age, then the opinion of friends becomes a priority for older students, while they listen to the advice of adults less.

The study of students' opinions about what attracts them most in the sport they are engaged in showed that the competitive motive and the desire to master new skills were equally present in the responses of students of adolescent age. In addition, for students of older adolescence, the most interesting thing in sports classes was the development of new techniques. Belonging to a group plays a significant role in the self-determination of a teenager and in determining his/her status in the eyes of his/her peers. Therefore, at this age, students are focused on team games and competitions. High school age is the age of forming one's own views and attitudes, searching for self-determination. Older students consider their own views, assessments, and opinions to be the most important area of independence. This can explain that the desire to play sports is due to their desire for self-development; they consider sports as a means of improving personal skills and abilities.

The choice in favour of a particular activity is largely due to the influence of the environment. Students of adolescent age are focused on communication with their peers, which can determine the motives of behaviour and form an attitude to certain phenomena. The study conducted showed that almost all of the students surveyed were satisfied with how they spent their free time. However, the satisfaction index for students of older adolescence was lower. This is because as the student grows older, the opportunities available to him/her no longer meet a wider range of leisure needs of the student, and he/she is more critical of the forms and ways of spending his/her free time.

CONCLUSION

As the results of the survey of students showed, the leisure centre of students is those activities that are focused on communication. In student leisure space, visiting sports sections occupies a large place: more than half of the surveyed boys and girls regularly attend sports sections. In terms of the frequency of activities,

such outdoor activities as outdoor games are more common among boys than among girls. Competing with active leisure activities is spending time in virtual space.

According to the study, students consider sports primarily as a means of physical education and a source of positive emotions. The study of students' opinions about what attracts them most in the sport they are engaged in showed that the competitive motive and the desire to master new skills were equally present in the responses of students of adolescent age, and for students of older adolescence, the most interesting in sports activities was the development of new techniques.

Among the reasons why students do not attend the sports section, the workload of studying dominates. For students of adolescent age, the main obstacle to attending sports classes was the lack of sections on the sport of interest to the student. A survey conducted among students who attended the sports section showed that the majority of students started playing sports in primary school. The vast majority of students believe that they decided to start classes independently. The choice in favour of a particular section was primarily due to the student's personal interest in this sport and the desire to become like famous athletes.

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