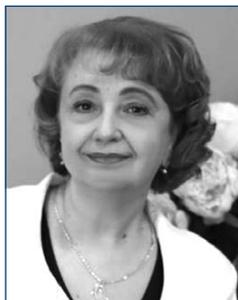




Education through sport: prevention of social passivity of children and youth

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Abstract

Objective of the study was to ascertain the perspectives of leaders in organizations, instructors in physical education and sports (PE and sports), regarding the potential of this field in shaping the character and fostering the social engagement of children and young people.

Methods and structure of the study. The research approach involved examining the outcomes of surveys conducted among administrators and instructors in the field of physical education and sports. The survey encompassed various aspects, including evaluating the potential of physical education and sports in shaping the development of children and young people, as well as assessing the preparedness of physical education and sports instructors to tackle educational challenges. The study involved 81 principals of educational institutions in the field of physical education and sports, as well as 91 physical education and sports instructors.

Results and conclusions. The findings indicated that both the leaders in the field of physical education and sports and educators in general recognize the significance of harnessing the potential of this field to educate children and young people, fostering their pro-social engagement. However, they may not always be able to clearly articulate effective solutions to this issue.

Keywords: *education of children and youth, physical education and sports, prosocial activity, children and youth movements.*

Introduction. In modern education, the problem of educating the younger generation on the basis of traditional Russian spiritual and moral values, including through physical education and sports (PES), has become relevant. The results of sociological studies have shown a contradiction between the lack of interest of high school students in the topic of «sports and a healthy lifestyle» (3% according to VTsIOM) and the significance of the phenomenon of «Russian sport» for them as a reason for pride – 4th place in the list of «reasons for pride» for schoolchildren (after the history of Russia, the natural resources of the country and its culture), the resolution of which will contribute to the education of prosocial activity as a personally and socially significant activity of children and youth. Scientists note that social education of children and

youth is a process of specially organized inclusion of schoolchildren in various social connections and situations that allow them to accumulate experience of social interaction in society [5]. It should be noted that it is important to actualize spiritual and moral values in the education of children and youth, in the design of local and municipal ecosystems of education for the development of their prosocial activity [3], in sports-oriented education as «activity-based socialization of the child, where conditions are created for the development of his harmonious social activity» [1, p. 48]. An important function in the field of education is performed today by children's and youth movements, for example, the public-state movement of children and youth (PSCY) «Movement of the First». The theoretical basis for this study was made up of: the provisions



of the theory of social education by A.V. Mudrik [5]; ideas of the axiological approach [4] and the concept of sportization of physical education by L.I. Lubysheva [1].

Objective of the study was to ascertain the perspectives of leaders in organizations, instructors in physical education and sports (PE and sports), regarding the potential of this field in shaping the character and fostering the social engagement of children and young people.

Methods and structure of the study. The study involved 172 people – heads of educational organizations – 81 respondents, teachers, instructors and coaches leading physical education and sports classes – 91 respondents. The survey examined aspects of assessing the potential of physical education and sports in educating children and youth, as well as the professional readiness of physical education and sports teachers in solving educational problems.

Results of the study and discussion. The directors were asked to choose 5 most significant, in their opinion, criteria for assessing the activities of schools and, as we can see from the answers received, the criterion of education of spiritual and moral values in children and youth was noted as the most significant, having gained 17,6% of the votes (66 directors out of 81). In second place is participation in Olympiads of various levels within the country (15,5%), in third place is the prevention and warning of juvenile and adolescent crime (13,4%), which is directly related to the educational activities of teachers, including physical education teachers. Such criteria as the results of the State Final Attestation (7,8%), the use of city resources (2,7%), the organization of the activities of preschool departments (2,1%), did not receive multiple votes, despite the fact that they are significant in the compilation of official school ratings, which indicates that the heads of educational organizations understand the priority of educational activities.

The question of the forms and methods of integrating Russian traditional spiritual and moral values into physical education and sport programs turned out to be ambiguous and difficult for respondents - only 38 directors out of 81 (about 47%) were able to offer specific solutions. The answers of the remaining 53% of respondents were formal in nature, some respondents refrained from commenting, that is, most managers, when building educational activities in educational organizations, do not see the potential of physical education and sport and, accordingly, do not use it.

Based on the answers to the open question to directors to suggest areas and topics for advanced training courses for teachers in order to improve the process of educating children and youth, we note that about 50% of respondents were unable to offer ideas other than increasing the general level of motivation and studying teaching methods, of which 24% found it difficult to answer. The remaining 50% of directors gave fairly detailed answers, noting the barriers to the educational process in the field of physical education and sport: outdated and irrelevant methods and technology for teaching physical education and sport; lack of extracurricular activities with a prosocial focus of education; misunderstanding of the role and influence of the physical education and sports teacher in the process of education and the importance of the value foundations of the educational process.

In the responses of physical education and sports teachers to the question about the values that can be transmitted through their subject – the first 6 leading positions were occupied by the following values: health (11,7%), service to the Fatherland (8,2%), honor and dignity (8,1%), friendship and unity of the peoples of Russia (7,3%), historical memory and continuity of generations (7,2%).

Based on the results of the teachers' responses to the proposal to identify the problems in solving the problems of educating children and youth in the field of physical education and sports, we received the following data - 34% of respondents believe that there are no problems and all educational tasks are solved through physical education and sports. The remaining 66% of respondents were divided into 2 groups: 40% believe that the reasons for the problems associated with the failure to fulfill educational tasks in the field of physical education and sports are associated exclusively with external factors (parents, society, friends, the state, the Internet, etc.), and physical education and sports teachers have nothing to do with this and work with an already formed personality, and only 26% of teachers see the reason for the current situation as their own unpreparedness for the educational process through physical education and sports, unrealized practices and opportunities.

When comparing the responses of the groups of directors and teachers in determining the priority of pedagogical tasks of teachers and coaches, we see that only 20% of the directors' choices and 23% of the teachers' choices indicate tasks aimed at fostering patriotism, morality and pro-social activity of children



and youth. And 53% of the directors note the importance of developing physical education, strengthening physical and mental health, considering physical education and sports exclusively a tool for maintaining the current and potential physical capabilities of the body. This suggests that in a number of pedagogical tasks for physical education and sports teachers, it is necessary to actualize the tasks of educating schoolchildren, their pro-social activity, without reducing them only to the indicators of passing standards and participating in competitions.

The respondents' answers to questions about the activity of state policy in the framework of educating children and youth through physical education and sports programs are indicative. In the category of directors-respondents, only 13 respondents (16%) did not indicate the specific activity of their school students in any physical education and sports organization, or noted their complete absence. 84% of representatives of educational institutions listed public and state movements their students are members of, with the exception of standard sections and Spartakiads – Children's and Youth Sports Schools, the GTO festival, the Russian Youth Youth Youth Movement (Youth Army, Cossack Squad), a school sports club, the RFU project «Football at School», a search movement, projects of the Ministry of Education («Orlyata Russian», the «Be Healthy!» campaign), the Republican project «Healthy Generation – Strong Region», a school tourist club, the Football Union project «Football at School», «Presidential Competitions», after-school activities «Outdoor Games». Sections and clubs are an even more common type of sports activity, which can be found almost everywhere.

Conclusions. The analysis of the results of the survey of directors and teachers allowed not only to

determine their opinion on the educational potential of physical education and sports in the development of prosocial activity of children and youth, but also identified «growth points» for the integration of spiritual and moral values into the system of physical education education, and also identified the need to improve the level of professional competencies of physical education and sports teachers in the field of education.

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