

SPORTS EDUCATION AND SPORTS CULTURE

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The terms “sport”, “education”, “sports education”, “sports culture” are defined, structure of sports culture of a person and forms (kinds) of this culture are presented.

1. Introduction

It is accepted to consider sports education as an important problem of sports work with children and youth alongside with common physical training.

In the characterization of problems of this sphere of pedagogical activity, specialists even more often specify the task of formation *of sports culture of an individual* as the basic problem in this area.

Efficient implementation of such approach to sports education requires solution of the whole complex of difficult pedagogical problems. For this purpose, first of all, development *of a theoretical concept of sports culture* is necessary.

In this chapter, the basic results, obtained in the course of development of the above mentioned theory during the recent years, are presented.

2. Concept of Sports Education

Under sports education, according to this term, it is necessary to understand education, connected with sport.

2.1. Education

Scientific literature states that pedagogical activity, as conscious purposeful influence

on a person, can cultivate and perfect in an individual the following features:

- Knowledge
- Motives, interests, needs, sets, value orientations, emotions and other similar formations
- Different qualities and abilities of a person, his/her skills to carry out certain activity, to perform certain functions
- Real behavior of a person, different forms of his/her activity, life style

On the basis of the above mentioned, it is possible to distinguish the following corresponding interconnected elements of pedagogical activity:

- 1) Activity focused on formation of *knowledge* – it is defined by the term “**education**”
- 2) Activity focused on formation of *certain abilities, skills*, demonstrated in *real behavior, in different forms of human activity, in a certain life style* – “**training**”
- 3) Activity focused on formation of *motives, interests, sets, orientations*, etc. – “**exhortation (upbringing)**”

In this system of concepts (on the basis of specified use of terms “education”, “training” and “exhortation (upbringing)”) *education* is understood as pedagogical activity, connected with formation (correction) of knowledge, which can manifest in different forms, including sensations, perceptions, ideas, terms, judgments, opinions, hypotheses, concepts, theories, etc. The system of knowledge defines *information culture* of an individual and characterizes his/her *information readiness* for certain activity. Education must solve two main problems: to provide high theoretical level of culture of an individual and to generate a system of knowledge (instead of isolated terms and concepts).

Training acts as pedagogical activity for formation (correction) of a system of abilities, skills, ways, methods of action, i.e. as *operational (methodological) culture* of an individual, characterizing his/her *operational readiness* for real activity, and also his/her real behavior, different forms of activity, a certain life style (a *behavioral* block of this culture).

Finally, *exhortation (upbringing)* is considered as pedagogical activity, focused on formation (correction) of a motivational system of an individual: his/her inclinations, desires, aspirations, motives, interests, sets, valuable orientations, purposes, programs of activity, etc. The main purpose of exhortation (upbringing) as such its understanding is familiarization of an individual in specially organized conditions of pedagogical environment with the world of values of certain culture. It must promote transformation of a spontaneous, not realized wish of a person to participate in certain activity into more and more conscious sets, programs of life and activity, into his/her internal motives and stimulus; thus it must provide formation of *motivational culture* of an individual, his/her *motivational readiness* for real activity.

Terms "education", "training" and "exhortation (upbringing)" can be used (and often are used) not only in specified above *narrow*, but also in their *wide* meaning - for definition of pedagogical activity, focused on formation (correction) of all qualities of an individual - knowledge, abilities, skills, interests, needs, value orientations, etc. Further, in this chapter, education is understood exactly in such *wide* meaning of this word. At

the same time, we take into account three above mentioned aspects of pedagogical activity.

2.2. Sport

Sport is an extraordinary complex and a versatile social phenomenon. Therefore, there are different points of view, concerning its nature, specificity, a place in a system of different social phenomena, so there are different definitions of the term "sports".

Taking into account all disagreements in the area of definition of the term "sport", it is necessary to bear in mind that the majority of researchers treat *competition* as one of the most essential features of sport. Sports competition, unlike other kinds of competitive activity, takes place not in usual everyday conditions, but in special, artificially created, conditional situations, which provide equal conditions for contenders, observance of certain rules, including rules-prohibitions, which imply development of other special measures, called to maintain health and dignity of participants of competitions, to provide possibility of unified comparison of sports activity, objective estimation of qualities and abilities of sportspersons, presence of referees for such estimation.

In the majority of scientific publications, it is accepted to understand the term "sport" in narrow and wide senses.

The concept *sport in its narrow sense* is special (abovementioned) competitive activity, sports competition.

The concept *sport in its wide sense* covers the whole complex of phenomena, which arises and functions on the basis of sports competitions: sports preparation for successful performance in these competitions; special social institutions (sports unions, clubs, schools, etc.) and movements (sports movement, the Olympic Movement, etc.), engaged in propagation of sports rivalry, its organization and preparation for it; social relations, and also norms of behavior, traditions, etc. which develop during sports competitions, preparation for them and in the course of work of corresponding institutions.

Taking into account specific *directions* and also those primary *problems*, which are solved in the course of sports activity, it is possible to distinguish different forms of sports. In this matter, first of all, we distinguish "*Sport for All*" (it is also named "popular", "ordinary", "mass" sport) and "*sport of supreme achievements*" (its other names: "great", "record", "elite" sport). In "*Sports for All*" the primary goals are health, rest, entertainment, dialogue of people, and in sport of supreme achievements - victory in competitions, new sports records, etc.

2.3. Sports Education

Sports education is education connected with sport. Many researchers (P. Arnold, J. M. Cagigal, A. Oittinen, A. Pawlucki, V. I. Stolyarov, R. Telama, etc.) pay special attention to the fact, that at concretization of such definition of sports education this pedagogical activity can be understood in the following two ways:

- First, as *cultivation of positive attitude to sport*, familiarizing with sports activity, a system of values, pertaining to it (the similar used terms - “education for sport”, “education with sports orientation”, etc.)
- Secondly, as *education by means of sport* (the other used terms - “education by sport”, “use of sport in educational purposes”, etc.), i.e. solution of such problems, which are far beyond common sports activity, which take into account all directions of personal development (corporally-physical, cognitive, emotional, psychosocial, etc.)

These two interpretations of sports education differ in their purposes. At the same time they are closely connected, supplement each other and to some extent even cross each other.

In this chapter sports education will be understood in its *first* sense - as cultivation of positive attitude to sport, familiarization with sport, a system of sports values.

For brief characterization of purposes and problems of this pedagogical activity, we introduce a “sports culture of an individual” concept.

3. Concept of Sports Culture

The concept of sports culture in this matter is based on specific understanding of sport and culture. The definition of *sport* is presented earlier. Here we will specify the definition of culture, used in the introduction of the concept of sports culture.

3.1. Culture

The term "culture" characterizes a process and results of activity of an individual (a social group or a society in whole) in the sphere of creation, preservation and development of those social phenomena, which are estimated as the most important, significant, i.e. are considered as values.

These values act for the given social subject as ideals, senses, symbols, norms, samples of behavior, etc., defining a character and a direction of various forms and areas of his/her activity, social relations.

Social phenomena, acting as values for one person (a social group), can be useless (and consequently can be outside of a set of culture values) for other person (a social group). Eventually value attitude to any phenomenon can change, and a phenomenon, connected with the world of culture, loses its cultural status - for a certain individual, a group or even for a society as a whole. For example, in the American culture one of the most significant values - physical health of a person, that is typical for all young cultures. In old cultures, for example, in the Indian culture, on the contrary, one of the most important places in a system of values is occupied by death. (*Worship of dead - death is not evil in these cultures; in Indian culture, suicide may be a religious duty; and so on*)

3.2. Sports Culture

Sports culture - the element of culture, connected with sport. Taking into account the above mentioned definition of culture and sports, it is possible to specify this concept as follows.

Sports culture - positive value attitude of a social subject (an individual, a social group or a society in whole) to sport:

- Activity and its results in the sphere of comprehension, preservation and development of those versions, sides, functions, components of sport, which are estimated by the given subject as the most important, significant, i.e. are considered as values
- Ideals, senses, symbols, norms, samples of behavior, etc., developing on the basis of such estimation and regulating the whole human activity and social relations in a sports sphere, defining their character and orientation

According to such understanding sports culture includes different social phenomena, connected with sport:

- Qualities and abilities of a person
- Emotional reactions
- Knowledge, views, interests, needs
- Various forms of human activity
- Its means, mechanisms and results
- Certain types of behavior and ideals, norms, rules, sanctions, connected with them
- Social institutions, relations, processes, etc.

But these phenomena become elements of sports culture only when:

- a) They act for a social subject as values (are considered as significant, important, having positive value), so they are supported, kept, passed from one generation to another, or
- b) They provide and regulate manufacture, consumption, functioning, selection, translation, reproduction, preservation and development of values, connected with sport.

3.3. Sports Culture of an Individual

Sports culture, as well as culture in general, is a culture of a certain social subject. He/She (as it is mentioned above) can be a separate person (an individual), a social group or a society in whole.

Depending on a specific situation, it is reasonable to talk, accordingly, about sports culture of a individual *person*, any *social group* or a *society* in whole.

Sports culture of a person is positive value attitude of an individual to sport, social activity and its results in the sphere of comprehension, preservation and development of those versions, sides, functions, components, etc. of sport, which are estimated by the given person as the most important, significant, i.e. which have for him/her a status of values. These values act for the individual as social ideals, senses, symbols, norms,

samples of behavior, etc., which regulate the whole his/her activity and social relations in a sports sphere, define their character and orientation.

So the basis of sports culture of a person possesses such positive value attitude to sport, in the framework of which standards, values and norms of culture, connected with sport, are interiorized by the individual, i.e. become property of his/her private world.

4. Structure of Sports Culture of a Person

Sports culture of a person has difficult structure, includes a complex of interconnected elements.

4.1. Prior (initial) Block

The necessary *condition (precondition)* for formation of positive value attitude to sport from the side of an individual is existence of his/her *initial (prior) knowledge, abilities, and skills*.

This set includes the following components:

- *Knowledge* concerning definition of sport, its components (sports training, sports competitions, etc.), its forms (mass sports, sports of supreme achievements, etc.), as special social phenomena, different from other, knowledge about their essence, structure, specificity, i.e. *definitions*, which are necessary to characterize sport, its components, forms, etc. and to differ them from other phenomena
- *Factologic knowledge* - knowledge about concrete *facts* of sports activity, its specific kinds, current or future versions
- *Knowledge and skills* necessary for a person, so that he/she could join those or other kinds of sports activity (sports training, sports competitions, etc.) according to accepted rules, norms and samples of behavior

All such knowledge, abilities, skills, formed in an individual in the course of his/her socialization (spontaneously in the form of life experience, under influence of surrounding social environment, mass media, etc., and also consciously, purposefully in the course of education, training, upbringing), form *a prior (initial) block* of sports culture of an individual.

The specified knowledge, abilities, skills provide the individual with a possibility of correct orientation in the world of sport, in its different aspects (perform a function of *orientation*), and also real participation in sports activity (*information-operation readiness* for this activity).

4.2. Components of Estimation

The second important component of sports culture of a person - *a positive estimation of sport*: an individual estimates those or other components, kinds, forms, varieties of sports, sports in whole, as significant, important, useful, i.e. as values (a complex of values).

The basic *manifestations* and *indicators* of positive estimation of sport (*estimate components* of sports culture of a person) are the following:

- Positive opinion in the form of corresponding statements, judgments, responses about sport, about different forms and aspects of sports activity – a *rational (cognitive)* component
- Positive emotional reactions, connected with sport (pleasure, delight from going in for sport, participation in sports competitions, watching sports competitions, etc.) - an *emotional (affective)* component
- Interest in sport, in some of the other kinds of sports activity (for example, to sports trainings and competitions, sports events visiting, to sports TV-programs, to reading of sports newspapers and magazines, collecting of sports badges, stamps, etc.), aspiration (desire) to participate in sports competitions, etc., i.e. motivational readiness of an individual for such activity - a *motivational* component
- Real forms of activity, connected with sport (participation in sports trainings and competitions, visiting of sports events, watching of sports TV-programs, reading of sports newspapers and magazines; mastering of sports knowledge, abilities, rules, norms of behavior, social roles, allowing to participate in these kinds of activity, etc.) - a component of *real activity*.

4.3. Reflexive-analytical Component

The value attitude, considered in full, includes, as it is specified above, not only an objective *estimation*, but also *understanding (comprehension)* of this estimation. Therefore, one of the most important components of positive value attitude of an individual to sport is *substantiation (comprehension, interpretation)* of estimation of sport - a *reflexive-analytical* component of sports culture of an individual.

The substantiation (judgment, interpretation, explanation) of positive estimation of sport from the side of an individual implies solution of the following problems:

- selection of a criterion for estimation of sport, its kinds, versions, components (sports training, competitions, behavior of a sportsperson, fans, etc.): from what positions, on the basis of what ideals, norms, cultural samples, etc. they will be estimated
- definition of those sides, aspects, functions of sport, its kinds, versions, components, which allow on the basis of the selected criterion to estimate it positively, to attribute certain values to it, to give to it certain social and-or personal sense
- taking into account those factors, on which real importance of sports depends.

At substantiation (judgment, explanation) of positive estimation of sport an individual can use: practical experience; knowledge, received at study; traditions, norms, ideals, value stereotypes, dominating in a surrounding social environment, etc.

4.4. Resultant Component

One more component ("block") of value attitude of an individual to sport and thus to his/her own sports culture – *resultant*.

This component characterizes *results* of inclusion of a person into sports activity and mastering of ideals, standards, norms, and values, connected with it:

- Qualities and abilities of a person demonstrated in sport and in other spheres of human life;
- His/Her behavior, social roles, a style (way) of life, a character of mutual relations with other people.

The abovementioned components of positive value attitude of an individual to sport define *structure of sports culture of the individual*.

This culture includes various phenomena: its qualities and abilities, certain forms, means, mechanisms and results of human activity, emotional reactions, knowledge, views, interests, needs, etc. All these phenomena characterize *sports consciousness* of a person or his/her *real sports activity*.

In the structure of sports culture of an individual it is important to distinguish two kinds of value attitude of an individual to sport:

- 1) *In general* to sport (to its specific kinds, versions, components, etc.) (We call this attitude “*general sports attitude*”)
- 2) To *own* sports activity, to its specific kinds, components (We call this attitude “*personal sports attitude*”)

The value attitude of a person to his/her own sports activity, is an important motivational determinant of his/her behavior, a regulator of real and verbal behavior.

From the specified point of view, *knowledge*, composing structure of sports culture of an individual, is subdivided into two groups:

- a) Knowledge, which characterize *general* competency of an individual in sports questions: about sports, its forms, functions, value, etc. (We call this knowledge “*general sports*”)
- b) Knowledge characterizing competency of an individual in these questions *with reference to himself/herself*: knowledge, concerning value of sports activity for him, concerning training techniques in a kind of sport, selected by him/her, concerning rules of corresponding sports competitions, etc. (We call this knowledge “*personal sports*”).

According to the same point of view, connected with sport *abilities, skills* and also *interests, requirements, valuable orientations, estimations* of an individual in structure of the basis of his/her sports culture are also subdivided into “*general sports*” (if they pertain to sport in general) and “*personal sports*” (concerning sports activity of the individual himself/herself).

By analogy, *interpretation* (explanation and substantiation) of positive estimation of sport by an individual implies reflection, concerning this estimation with reference to *own* sports activity and to sports activity *in whole (in general)*.

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Biographical Sketch

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