

Sports, physical, physical education as necessary elements of sports culture

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Abstract. *This article discusses the main elements necessary for the organization of training and the formation of sports culture in educational institutions and institutions of extracurricular work. The author analyzes various approaches to the study of "sports culture". The article provides a description of pedagogical activity and its main components - education, training and upbringing. Based on the work of researchers, it is determined that it is upbringing that forms the internal attitudes of the individual and has the most significant impact on the process of forming knowledge and skills. On the basis of numerous scientific works, the analysis of "physical" and "physical" education is given and their influence on the formation of a person's sports culture is described.*

Consequently, the main task of sports, physical and physical education is: familiarizing the younger generation with sports; assistance in the development of knowledge, abilities, skills and needs; norms and rules of conduct; development of a positive attitude to sports events with the aim of improving, physical and spiritual improvement, subject to the introduction of socio-cultural technologies into the practice of teachers in additional education institutions.

Key words: *sports culture, education, training, upbringing, sports education, physical education, physical education.*

Introduction. Close attention to the formation of a culture of sports in children has now given rise to many methods for organizing training and the formation of sports knowledge in educational institutions and institutions of extracurricular work. In this regard, it is necessary to study and analyze in more detail the upbringing of a person's sports culture and its main elements. Turning to historical facts, we found out that the interest of mankind in sports has existed throughout the development of civilization. Initially, this manifested itself, for example, in the hunt of a primitive man for a beast and demonstrating his physical abilities in front of the tribe. Over time, sports activities have been modified, adjusting to the way of life and socio-cultural circumstances existing in society. This was reflected in the appearance of gladiatorial fights in Rome and Olympic competitions in Greece. Even then, the most ancient philosophers recognized the invaluable importance of sport and the need to attract people to it from a very early age. Along with the development of a variety of physical culture events and sports and entertainment culture, researchers' interest in sports increased over time. Nowadays, people are increasingly turning to physical culture and sports for the purpose of health improvement or just active recreation.

New forms of sports activities aimed at people with different physical abilities and different age categories have become widespread.

Literature review. The modern researcher Professor L. I. Lubyshva in his numerous studies points out that "... physical education, organized from elementary school, only partially solves the urgent problem of modern education, the formation of a viable personality," and suggests: "... to introduce into the educational process secondary school subject "sports culture", so that every teenager

has the opportunity to join sports and the values of sports culture. " At the same time, the author considers "Sports culture" as a part of the general culture, understanding it as "values, social processes and relations developed in society and transmitted from generation to generation, which develop during competitions and sports training for them" [1]. But before talking about the implementation of such a proposal in life, it is necessary to understand in more detail all the subtleties and nuances of this direction. As a rule, many researchers consider education, training, and upbringing as some interrelated elements of one integral system - pedagogical activity. In this system of concepts, the authors Stolyarov V.I., Firsin S.A., Barinov S.Yu. understand education as a pedagogical activity "... the formation of knowledge that can appear in various forms, including sensations, perceptions, representations, concepts, judgments, opinions, hypotheses, concepts, theories, etc. Education is designed to solve two main tasks: to provide a high theoretical level of personality culture and to form a general system of knowledge"[2].

Discussion. In the educational process, learning is also one of the main keys in the methodology of pedagogical activity and is considered by researchers as pedagogical activity that contributes to the formation of skills, abilities and abilities that encourage a person to act and stimulate his behavior in the right direction. Finally, upbringing is a pedagogical activity focused on the formation of the personality's motives: its drives, desires, aspirations, interests, attitudes, value orientations, goals, etc. her attitudes, life programs, internal motives and impulses, and thus the formation of motivational readiness for activity [3]. Thus, having an educational basis, the educational process introduces students in certain conditions of the pedagogical environment to the necessary socio-cultural conditions, where the main goal of educational activity should be manifested in the development of the internal attitudes of the individual and exerting a significant influence on the process of forming knowledge and skills. The need for sports education in society was considered at the end of the 19th century. the founder of the modern Olympic movement Pierre de Coubertin, who believed that "... this movement presupposes a universal sports education, which is available to everyone, is distinguished by courage and chivalrous spirit and, in conjunction with aesthetic and literary pursuits, is a mover of national life and a focus of citizenship" [4]

Since then, various domestic researchers have been studying sports education: S. Yu. Barinov, V. E. Ignatiev, O. V. Kozyreva, L. I. Lubysheva, V. I. Stolyarov, S. A. Firsin and teachers and sociologists from other countries. For example, the Dutch scientist Wim de Heer argued that "sports education includes, as its component components, help from adults, as well as the creation of prerequisites for the following processes: a) achieving good sports results in combination with moral satisfaction from sports activities; b) the formation of sports behavior; c) determining the place of sport in the general way of life"[5].

The Polish scientist A. Pavlutski considered "sports education" as "... a system of targeted individual and collective influences on the personality of the educated person, which should lead to the assimilation of the values and norms of sports culture, recognized and accepted by the social group as desirable ... into the range of values and standards of "pure" culture of sports "[6].

We see that researchers, speaking about the formation of sports education, focus on the versatility of this phenomenon. The development of a person's sports culture should be reflected not only in physical achievements, but also in the moral attitudes of people, which can be manifested in reading the necessary literature and even in national identity. It is also obvious that it is necessary to involve

experienced adult teachers in the process of educating children and adolescents in sports culture.

Being within the framework of a certain socio-cultural environment, a person is forced to adapt to the conditions dictated to him by the external environment. This is reflected not only in the formation of his external image, moral norms and rules of behavior, but also in his physical characteristics. Thus, people conduct a conscious, purposeful activity, the main purpose of which is to change their physical condition in the right direction, while using a variety of pedagogical means.

Researchers S. Yu. Barinov, V. I. Stolyarov, S. A. Firsin are sure that "... at present, physical education should be aimed at the formation of a person not only certain physical qualities, vital motor skills and abilities, but also deep knowledge about your body, the means of purposeful impact on the physical condition, the preservation and strengthening of health, and, in addition, the relevant interests, needs, value orientations and leading a certain way of life"[2]. Many researchers consider the main goal of such pedagogical activity to be assistance to a teenager in the formation and increase of the level of his physical culture in all its directions:

- teaching motor actions, the formation and improvement of physical qualities - "physical training";
- education of interests, needs, values related to the physical appearance of people and the process of its transformation in accordance with certain social ideals, norms, cultural patterns - "physical education";
- formation of relevant knowledge - "physical education".

Conclusion. The above terms - "physical education", "physical education" and "physical education" - are used in a narrow sense. Pedagogical activity includes all these components, which means that it is appropriate to use the term "physical education", understanding it in a broad sense. Since the younger generation is most susceptible to various teaching, formative and corrective methods, it is necessary to take care of the physical condition, starting from childhood, so that it becomes one of the basic values and a natural form of behavior in society.

Consequently, the main task of sports, physical and physical education is to familiarize the younger generation with sports, assistance in the development of knowledge, skills, skills and needs, norms and rules of behavior in this type of activity, the development of a positive attitude to sports activities, with the aim of improving, physical and spiritual improvement subject to the introduction of socio-cultural technologies in the practice of teachers in institutions of additional education.

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