DEVELOPMENT PROSPECTS OF AN INTEGRATED EDUCATIVE PHYSICAL-SPORT ENVIRONMENT IN A REGION

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Annotation. Effectiveness increase of pupils’ physical upbringing is connected with the formation of physical – sport environment on the basis of its humanitarization and functioning development. A model of functioning of an integrated educative physical – sport environment is created. It is directed at harmonious pupil’s personality development, provides the balance between the state and the main subjects of education and realizes the mechanisms of regional education systems functioning. The prospects of an integrated educative physical – sport environment development in a separate region are defined. These prospects are connected with the realization of the regional educational policy, procedures directed at optimization of pupils’ psychophysical state, effectiveness increase of physical upbringing in a higher educational establishment, taking into account the revealed problems of the students.

Research methods: content analysis of the literature and documentary materials, sociological research works, test, modeling, methods of mathematical statistics.

Materials. In order to reveal the development prospects of physical upbringing system in the integrated educative physical – sport environment the potential abilities are substantiated. The abilities which determine the optimization of pupils’ and students’ psychophysical state, and adaptation of pupils from the country to educative student environment of the town by means of the integrated physical – sport environment.

Results. The prospects of the integrated educative physical – sport environment are determined, which provide the optimization of pupils’ psychophysical state, perspective directions of development of the integrated educative physical – sport environment functioning, taking into account the revealed problems of the students from higher educational establishments. The principles of the regional educational policy are defined as the objective and subjective development factors of the integrated educative physical – sport environment. It is stated that the search for the ways of development and satisfaction of a regional educational needs determines the opportunity of the integrated environment perfection in two main directions: as a system of different types of educational, medical and social establishments co-ordination and as a system of interrelated educational programs on all stages of pupils’ and students’ physical culture education.

Conclusion. The denoted development prospects of the integrated educative physical – sport environment in the region provide the effectiveness increase of pupils’ and students’ physical upbringing, provide the improvement of integration relations in a regional educational system.

Introduction

In the Strategy of physical culture and sport development in the Russian Federation during the period till 2020 physical culture modernization in educational establishments is reflected as one of the priority directions. The analysis of the present-day situation allows to contend that effectiveness increase of pupils’ physical upbringing is connected with the formation of the physical – sport environment on the basis of its humanitarization and functioning development. The urgency of our research work is determined by the state and society order directed at pupils’ physical upbringing...
effectiveness increase, taking into account the regional peculiarities, which is possible in the integrated educative physical – sport environment.

During the research work the model of the integrated educative physical – sport environment functioning was created, which is presented by the components and factors of co-ordination, i.e. important conditions influencing this environment development. The model creates a consistent notion of the integrated educative physical – sport environment, the main factor of which is an axiological – objective component. This axiological – objective component is a harmonious personality development as a process and a result of a pupil’s development in this environment. The presented model corresponds with the pupils’ physical upbringing conception, in the context of which the integrated educative physical – sport environment is formed. The integrated educative physical – sport environment provides the balance between the state and the main subjects of education (a pupil, parents, a teacher) and realizes the mechanisms of the regional educational systems functioning [10].

The prospectivity of the developed integrated educative physical – sport environment model is substantiated. The integrated environment is presented as dynamically developing educational system in the model. This system is ready to innovations and gives an opportunity to its renovation and development in accordance with the sociocultural development of a society, with new pedagogical ideas and allows to make them from potential to real ones, where the social order is realized. The prospects of the integrated environment are connected with the fact that the paradigm of integration and humanitarization, chosen for its formation, reflect not only modern orientation in pedagogics and practice, but also priority development strategies of Russian education and the tendency of society development in the world. Today the main resources of a person’s social development become a healthy lifestyle, opportunities of self-realization in a society which provides the importance of the integrated environment functioning.

In the context of this article it is rational to define the prospects of the integrated educative physical – sport environment development in the region. In modern educational normative documents the creation of the development strategies of the systems of education in the regions is stated as the mechanism of education development.

**Research results**

Regional and interregional educational policies in modern Russia are still developing. In modern conditions there is a change from a unitary model of the center and regions co-ordination to the role of the regional factors actualization. Today almost all regions create their own models of education development and define the specificity of their regional educational system, in the state educational standard of school and University regional component is determined, the specification of which, according to the content, define the regions themselves. In this case there is a contradiction between the tendency of the subjects of the regional educational systems to choose their strategies, to project typical for a region ways of education development and the lack of scientific conception of education regionalization, in particular from the position of physical culture education as a constitutive part of an integral regional educational system.

Education regionalization is an educational policy direction connected with the rights expansion, independency and responsibility of some regions for education; and is opposite to centralization [6]. It provides conditions creation for the regional educational systems functioning and development in accordance with social – economic, cultural and educational demands of the regions [7]. Regionalization is a multivariable according to the aims and forms social-pedagogical process, which includes the system of education organization and management and influences the state of educational environment, health, activity and socialization of the educational process members [1]. Regionalization nowadays is a dominating factor of an educational system development and it determines a new stage of variative education formation on the territory of modern Russia [3].

An important aspect of transformations in the process of Russian education modernization is the principles of a regional educational policy formation, which are adequate to a general ideology of a state in the sphere of education [2, 5].

When creating the strategies of new types of pedagogical systems, which include the integrated educative physical – sport environment, the prospects of its development in a separate region should be
connected with the regional educational policy realization. In this connection, on the basis of the research work by N.V. Bordovskaya [4] the principles of regional educational policy are defined as the objective and subjective factors of the integrated educative physical – sport environment development:
- the increase of the cultural-educational level of the population in a region;
- the cultural-educational traditions of a region renewal and preservation;
- conditions creation for the innovations spectrum increase in the educational systems of a region;
- satisfaction of demands in specialists of a region and provision of a person’s life-time learning with the help of a region.

In the process of a research work it was stated that the search for the ways of educational demands development and satisfaction of a region defines an opportunity of the integrated educative physical – sport environment development in two main directions.

First of all, the model of the integrated educative physical – sport environment should be presented as an interaction system of different types of educational, medical and social establishments, which reveals the character of connection between them in a region.

Secondly, regional integrated educative physical – sport environment can be seen through the system of interconnected educational programs on all levels of pupils’ and students’ physical culture education. These programs experimentally in advance work over all possible variants of educational demands of a region satisfaction on the basis of students’ psychophysiological state analysis and their needs study in physical education perfection.

The difference between the notions “regionalization” and “regionality” was stated. Regionalization is a social process of a regional component increase in social events (the elements of culture, upbringing), in other words, it is a process of gaining or connection, the mechanism of “growing accustomed” in a region. Regionality is a quality of the social processes or events in a definite region.

We will define the prospects of the integrated educative physical – sport environment development by the example of Far-Eastern region.

The analysis of the results of the integrated educative physical – sport environment were the base for its perfection factors search and the prospects of its development in Far-Eastern region. The guiding lines in this search were the social effects of the integrated educative physical – sport environment, taking into account the regional specificity, which are the evidence of positive changes in the direction of physical readiness formation and effectiveness increase of physical upbringing.

First of all, we’ll define the measures, directed at the pupils’ psychophysiological state optimization in accordance with the principles of a regional educational policy.

The prospects of the integrated educative physical – sport environment development are connected with the effectiveness increase of “Presidential competitions”. The analysis of the stages of “Presidential competitions” shows that if the territorial and All-Russian competitions turn into sports holidays and they are well-organized, in this case, school (correspondence) stage loses its importance and creates problems in comprehensive educational establishments. Let’s define some of them.

Very often real competitions between the pupils at school are held only among the streams where regional and Russian competitions will take place. Teachers see in this an additional stimulus for the pupils as the children ask beforehand in which classes the competitions will be held this year and start to prepare.

The teachers of physical culture mention that to make “Presidential competitions” effective at school it is rational to hold the competitions among all classes of a school, in order to make the competitions a holiday and invite the parents and to hold the competitions between neighboring schools.

To increase the effectiveness of the school stage of “Presidential competitions” it is necessary to raise their status and to involve the members of additional education establishments, sportsmen and others into their organization. To make the competitions effective and the results reliable it is necessary to involve a special committee into their organization. This committee should consist from...
the teachers of physical culture and the members of school administration, the best sportsmen of a school, civil society organizations (for example sports veterans).

It is necessary to reconsider the tables of age evaluative normatives of “Presidential competitions”, to make them adequate to each age group of pupils, taking into consideration regional standards of physical readiness and to define the criteria of physical readiness level calculation (according to the average mark of all six tests) for a school stage.

The prospects of the integrated educative physical – sport environment development are also in organization and holding competitions in physical culture for pupils. Competitions in physical culture for pupils become popular and important in educational environment. They reveal the level of modern pupils’ theoretical and physical training and the quality of teaching the subject “Physical culture” in educational establishments.

In 2009 there were the 7th regional competitions for pupils in “Physical culture”. The representative of 15 municipal units of Khabarovsky Krai took part in these competitions (68 people). The analysis of the theoretical – methodical test results shows that the general level of pupils’ theoretical training is not high. More than 75% of the tasks fulfilled only one participant, most of pupils fulfilled no more than 50% of the tasks and 7 participants answered less than 25% of the questions. This proves that the teachers of physical culture in their practical activity don’t pay enough attention to the theoretical part, included as compulsory into a school program. The results of a practical part show that in spite of general level improvement of training according to the sections “Gymnastics”, “Athletics”, “Sport games”, most participants have a low level of technical and physical readiness [8].

The analysis of the regional competitions results in “Physical culture” shows that modern organization of physical upbringing at schools doesn’t provide a complex mastering theoretical knowledge, specified by a curriculum, tactical skills in kinds of sport and obtaining a proper level of physical and functional training.

An absolute problem is the fact that the training for all health – improving measures at school, including the competitions in physical culture, is mainly defined as the duty of a teacher of physical culture. Many teachers of physical culture, in order to represent a school or a region successfully during the competitions, use the lessons of physical culture to prepare pupils for the competitions, replacing the program content of the subject, which is to provide health-improvement.

As a result, a school has good results at the competitions which are achieved not by participation of all schoolchildren and their involvement into a health-improving activity but by participation of a group of trained students, who present a school each year (many of them attend sports sections and that is why achieve good results).

Another problem is that the main attention the teachers of physical culture pay to physical readiness of the pupils. A project and reviewing work are very often fulfilled formally but not to involve pupils into work with theoretical material, search for information, theme development.

Integration of a school and a social environment, which is educative physical – sport environment based on, allows to direct mutual efforts at the search for the most effective means, forms and methods of the lessons with the pupils to increase their theoretical, physical, tactical, psychological training in physical culture and accustoms them to physical culture and a healthy life style.

One more aspect of the integrated educative physical – sport environment development prospects is in the evaluative activity of pupils’ physical readiness. For a long time the question of the quantitative scale of pupils evaluation change is being discussed on TV and in press. Different variants are offered: to introduce 10-12 points system of evaluation, to have no points at all.

Held by us survey among the teachers of physical culture of Khabarovsky Krai showed that 70.8% of the respondents are against the system without any points while teaching physical culture. The reason for this is that many children would consider physical culture to be a lesson which they can attend whenever they like, there would be no opportunity to stimulate the motional activity (evaluation stimulates, disciplines), there would be no normative base for examination.
Introduction of the system without any points into pupils’ physical upbringing, undoubtedly, would be a progressive step. In spite of the fact that the main aim of physical upbringing at school is a pupil’s physical culture formation, many teachers still work according to a traditional practice. Evaluating the progress they stress the fulfillment of educational normatives and pupils’ physical readiness increase. The use of the system without any points in physical culture will let pupils have equal opportunities in mastering motional skills and not worry if they can’t fulfill this or that control normative.

Education should form a free, ready to make decisions citizens. The important conditions for this are freedom and a responsible choice experience of the subjects of education. That is why the integrated educative physical – sport environment gives opportunities for the following: for the realization of the variability principle in the choice of a kind of sport by the pupils (different kinds of sport, physical culture or health-improving activity), depending on their demands and abilities in case of the base component of physical culture preservation; for the choice of motional activity regime, depending on the physical state and motivation to achieve sports results (but not less than three times a week); for the choice of the opportunity to develop in some kind of sport or motional activity; for different organizational forms of the training process introduction (groups formation according to the interests, organization of some lessons as an extracurricular activity); for the ability to choose co-operations of a comprehensive school, physical training clubs for children and teenagers, sport schools for children and teenagers and others in order to combine the potential of material - technical sports basis and a pedagogical staff.

The prospects of the integrated educative physical – sport environment development are also significant during the scientific –methodical and upbringing process projection, planning, organization and analysis will constantly be held diagnostics, monitoring and self- examination; if a social infrastructure of municipal education will be mobilized to physical–sports environment development in a region.

Mentioned above conditions, which form the base of physical – sport environment at schools of the northern rural regions, allowed to improve children’s and teen agers’ psychophysical state and to achieve definite sport results.

The main aim of the educational policy is in modern conditions – provision of high quality of education on the basis of its fundamental nature and compliance with the actual and perspective demands of a personality, society and a state. In this case increase the demands to physical culture teachers’ professional competence in higher educational establishments, which provide the organized system of physical upbringing in a definite higher educational establishment and influence the formation of students’ (who are the future specialists) healthy life style.

Today the urgent for Far Eastern region is the problem of students’ adaptation. The students come to towns from small settlements (city type settlements, rural territories). Besides there is a tendency of health state level decrease and the students’ insufficient physical training in all regions of a country. Fulfilled by us medical documentation analysis (2008–2011) in Pacific State University (PSU) in Khabarovsk revealed statistically reliable increase in students quantity who form a special medical group (10.1 %, 13.5 %, 15.9 %, p<0,01) and those who are exempt from physical culture lessons (4.1 %, 5.8 %, 8.5 %, p<0,05) in dynamics with the previous academic year.

We revealed that as the adaptation of the students from city type settlements or rural territory correlates with their attitude to physical culture and sport and with the desire to attend physical culture lessons and sport clubs in a higher educational establishment or not, it would be comfortable for them to live in town if they have a formed at school need for systematic physical culture lessons and a qualitative organization of educational-upbringing process of physical upbringing in a higher educational establishment. A reliable correlation between the desire of the students to attend sport clubs, fitness-centers and their desire to stay in town after graduation proves that one of the important factors, which motivates young specialists to stay in small settlements, is sports health-improving industry development in them [9].
Students’ adaptation is more successful if it is based on their interest in physical culture and an opportunity to choose different kinds of motional activity depending on their demands (available physical kinds of sport, physical or health-improving activity).

Our research work studies physical culture lessons in a higher educational establishment, students’ interest in this form of obligatory motional activity and also factors analysis which provide effectiveness increase of physical upbringing in a higher educational establishment.

Held by us questionnaire survey among the students from Khabarovsk in Pacific State University (one of the biggest higher educational establishments in the Far East) showed that only 16,6 % of young people want to take up physical culture at the lessons.

The analysis of the negative factors, influencing the students’ attitude to the lessons of physical culture, showed that from several factors offered to the students of all courses the most unsatisfactory appeared to be the following: 1) holding the lessons outdoors; 2) absence of kinds of sport that the students wish; 3) absence of enough games at the lessons; 4) absence of individual approach to students.

We analyzed the students’ answers (according to 5 points system) about their interest in lessons of physical culture and only 53,1 % of students said that the lessons are interesting (the lessons were evaluated as “good” and “perfect”).

Evaluating the general opinion of the boys and girls on the questions of changes in physical upbringing in a higher educational establishment it was revealed that the most important for students are: 1) introduction of other kinds of sport into a program, taking into account students’ desire; 2) good sports equipment, sports base improvement; 3) transformation of Physical culture into an optional subject.

The rating of priority kinds of activity at the lessons of physical culture (from 8 offered kinds of health-improving and motional activity, having an opportunity to choose several variants) showed the following: the most important for girls are different kinds of fitness, for boys is important body-building; then students define specialized kinds of sport and health-improving exercises. Less important for students is fulfillment of control-normative demands of the program.

Analyzing the organization of the physical upbringing system in higher educational establishments specializing not in physical culture, it is necessary to mention, that it is almost similar with the school system: an obligatory form of lessons, almost the same curricular material (basics of basketball, volleyball, general physical training and others), educational normative fulfillment, the emphasis is made on physical form of a person (theoretical aspects of physical culture are studied partially, 6-8 hours a year), and poor material and technical basis (deficiency of gyms, swimming pools, sports grounds, sports equipment).

The research showed that in a higher educational establishment only 25,8 % of students are satisfied with the lesson of physical upbringing. As a result, their insufficient interest in the lessons is revealed. For many students these lessons are the only way of motional activity. The absence of interest in the lessons leads to low-quality of exercises fulfillment, lack of physical loads. Meanwhile, the interest in systematic lessons is high among the students, who go in for sport clubs choosing the kind of sport or motional activity in a higher educational establishment.

Unfortunately nowadays there is a tendency to reduce free of charge sports clubs in higher educational establishments making them chargeable, which is determined by lack of financing. Sports clubs in higher educational establishments, where students go in for sport free of charge, are mainly interested in high sport results, that is why they prefer “promising” students, who are able to achieve results at the competitions. Sport health-improving work at the faculties, in spite of mass character of sport activities during a year, is mainly directed at quantitative statistical indices (the quantity of students who took part in competitions, sport activities; the results of some competitions and complex sports and athletics meetings) but not at qualitative indices and this determines absence of system at the lessons and students’ training for competitions. It shows that some students participate only once in the competitions and it is achieved by means of subdean’s on sport efforts at the faculties but not by means of personal motivation and necessity of students in these competitions.
The experience of foreign countries shows that the most effective in higher educational establishments is not the system of lessons but conditions and motivation creation for independent work of students, going in for kind of sport they prefer (in big higher educational establishments physical – sports environment includes more than 80 free of charge clubs).

Thus the tendency of students’ poor health state and poor physical training influences the educational process in a higher educational establishment. That is why it is necessary to change traditional approaches to physical upbringing in a higher educational establishment intensifying humanistic orientation at student’s personality. It is necessary to grade negative factors of physical culture lessons and to increase the factors which reflect the demands and motivation of students. The increase of students’ positive motivation towards the lessons of physical culture in a higher educational establishment and their satisfaction with the lessons are the important indices of social effect of the integrated educative physical – sport environment.

Conclusion

The prospects of the integrated educative physical – sport environment in a region are determined.

1. The prospects of the integrated educative physical – sport environment are determined, which provide the optimization of pupils’ psychophysical state: the effectiveness increase of the school stage of “Presidential competitions” and the Olympiad in physical culture; evaluating normative systematization for each age group of pupils, taking into account the regional standards of physical training; balancing of the negative factors of natural and social environments, by means of physical culture programs development; estimation scale systematization at the lessons of physical culture; different forms of lessons, humanitarian technologies and programs creation which take into account pupils’ interests and demands.

2. The prospects of the integrated educative physical – sport environment functioning are determined taking into account the revealed problems that students have: adaptation of students from rural territories to a town by means of interest formation in physical culture; conditions creation for effectiveness increase of physical upbringing in a higher educational establishment; students’ positive motivation creation concerning the lessons of physical culture and the search for the ways of a negative motivation decrease; orientation to students’ satisfaction creation with the lessons of physical culture in a higher educational establishment as a social effect of the integrated educative physical – sport environment.

3. The principles of a regional educational policy are determined as objective and subjective factors of the integrated educative physical – sport environment development: the increase of cultural-educational level of population in a region; cultural-educational traditions of the region renewal and preservation; conditions creation for innovations in educational systems of a region; the demands of a region satisfaction in staff and an opportunity provision for a person’s continuous education in a region.

It is stated that the search for the ways of development and satisfaction of a regional educational needs determines the opportunity of the integrated environment perfection in two main directions: as a system of different types of educational, medical and social establishments coordination and as a system of interrelated educational programs on all stages of pupils’ and students’ physical culture education.

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