



The concept of using physical culture as a driving force for the modernisation of the legislative sector

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Abstract

Objective of the study is to develop a model for the organisation of physical education and sport in which infrastructural, symbolic, activity-based and legal components are united by the common goal of fostering civic identity, a sense of place and a readiness to defend the homeland.

Methods and structure of the study. Review of the scientific literature, comparative analysis, modelling.

Results and conclusions. It has been shown that the existing legal framework only partially reflects the educational, developmental and integrative potential of physical education, which creates a systemic obstacle to the implementation of a comprehensive state policy in this area. Furthermore, the physical spaces of physical culture – school stadiums, street workout areas, fitness and health centres, and recreational zones – continue to be viewed either as ‘sports facilities’ (technical units) or as ‘leisure venues’ (service points). They are not conceptualised as territories of meaning. Yet it is precisely here—in movement, in physical and sporting activities, in overcoming challenges, and in joint effort—that fundamental patriotic attitudes are formed: a sense of home, a readiness to defend, a habit of caring for the territory, and identification with the place.

Keywords: *physical culture, model, organisation, legislative framework, patriotic education.*

Introduction. The current legislative framework for the physical education and sport sector, whilst being thoroughly developed in terms of standards, safety and the organisation of competitions, fails to capture the patriotic potential of the spaces themselves. The concepts of ‘patriotic education’ and ‘physical culture’ appear side by side in official documents, but are not ontologically linked. The law regulates the process but not the environment; it stipulates events but not the landscape.

This gives rise to objective contradictions: infrastructure capable of serving the national idea operates as a neutral territory. Its educational potential is either not utilised at all, or is realised spontaneously, without reliance on legal mechanisms or fundamental support.

Thus, the relevance of this study is determined by the need to overcome the departmental and concep-

tual disconnect between the strategy of patriotic education and sectoral legislation on physical culture, by proposing a concept of the space of physical culture and sport as a connecting link and a driver of legal modernisation.

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Results of the study and discussion. An analysis of Federal Law No. 329 ‘On Physical Culture and Sport in the Russian Federation’ has revealed a fundamental contradiction between the declared priority of

Table 1. Structure of the patriotic landscape model

Level	Component	Content
1	Infrastructure and environment	Physical characteristics: accessibility, aesthetics, symbolism, integration with the historical and cultural context of the location
2	Activity and practice	Usage scenarios: competitions, rituals, joint training sessions, events marking significant dates
3	Social and communication	Formation of local communities, intergenerational transfer of experience, mentoring
4	Regulatory and legal	Legislative enshrinement of the space's status as 'educational', criteria for effectiveness, design requirements

patriotic education as a national strategy and the lack of substantive provisions in sectoral legislation, which fails to recognise the patriotic potential of the physical culture and sport sector.

In this regard, the following key problems have been identified:

1. Conceptual uncertainty is manifested by the absence in the conceptual framework of Federal Law No. 329 of categories linking the sphere of physical culture and sport with the educational effect; – the concepts of 'patriotism', 'developmental sphere', 'educational environment' and 'socially oriented infrastructure' are not operationalised and have not been incorporated into the legal framework of the physical culture and sport sector.

2. Institutional fragmentation exists, as patriotic education is assigned to departmental structures (co-ordination councils, programmes) but is not 'woven into the fabric' of everyday physical education activities.

The physical spaces of physical culture belong administratively to one sector, whilst the objectives of patriotic education belong to another. There is no legal bridge between them.

3. Sports facilities and physical culture and health complexes are classified according to technical parameters (capacity, area, compliance with standards). There are no criteria for assessing the educational capacity of physical education and sports spaces, nor their symbolic and identity-forming potential.

4. A regulatory and methodological gap can be identified. There are no standards for the design of physical education spaces that take into account the objectives of patriotic education. There are no requirements regarding the content of the environment (visual codes, memorial integrations, event scenarios). There are no methodologies for measuring the patriotic effect of physical education and sport activities in a specific physical space.

An analysis of Federal Law No. 329, as amended on 24 June 2023, revealed that the conceptual framework lacks the categories necessary to legitimise the concept of a patriotic landscape. The text of the law does not even mention patriotic education. The category has not been introduced into the sector's conceptual framework. The educational environment is absent as a legal category. The concept of the space of physical culture is not mentioned in either a value-based or a technical sense. The law operates with the concepts of 'sports facilities', 'venues for events' and 'physical culture and sports organisations', which indicates an object-based rather than a spatial approach. The patriotic potential of a facility is not provided for as a criterion for assessment or design.

To develop a conceptual model of the patriotic landscape, its essence must be clearly defined.

A patriotic landscape is an integrative model for the organisation of physical culture and sport, in which infrastructural, symbolic, activity-based and legal components are united by the common goal of fostering civic identity, territorial attachment and a readiness to defend the homeland (Table 1, Fig. 1).

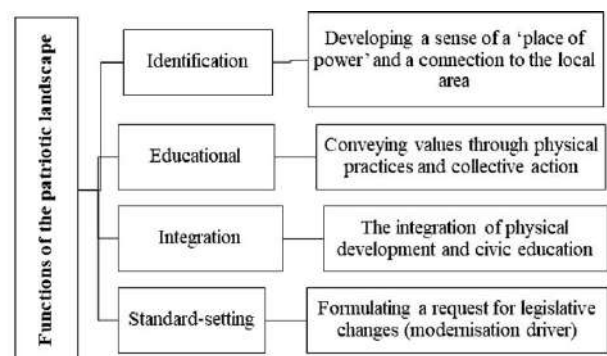


Figure 1. Functions of the patriotic landscape

The following system is proposed as a framework for assessing the patriotic potential of the physical education and sport sector (Fig. 2).

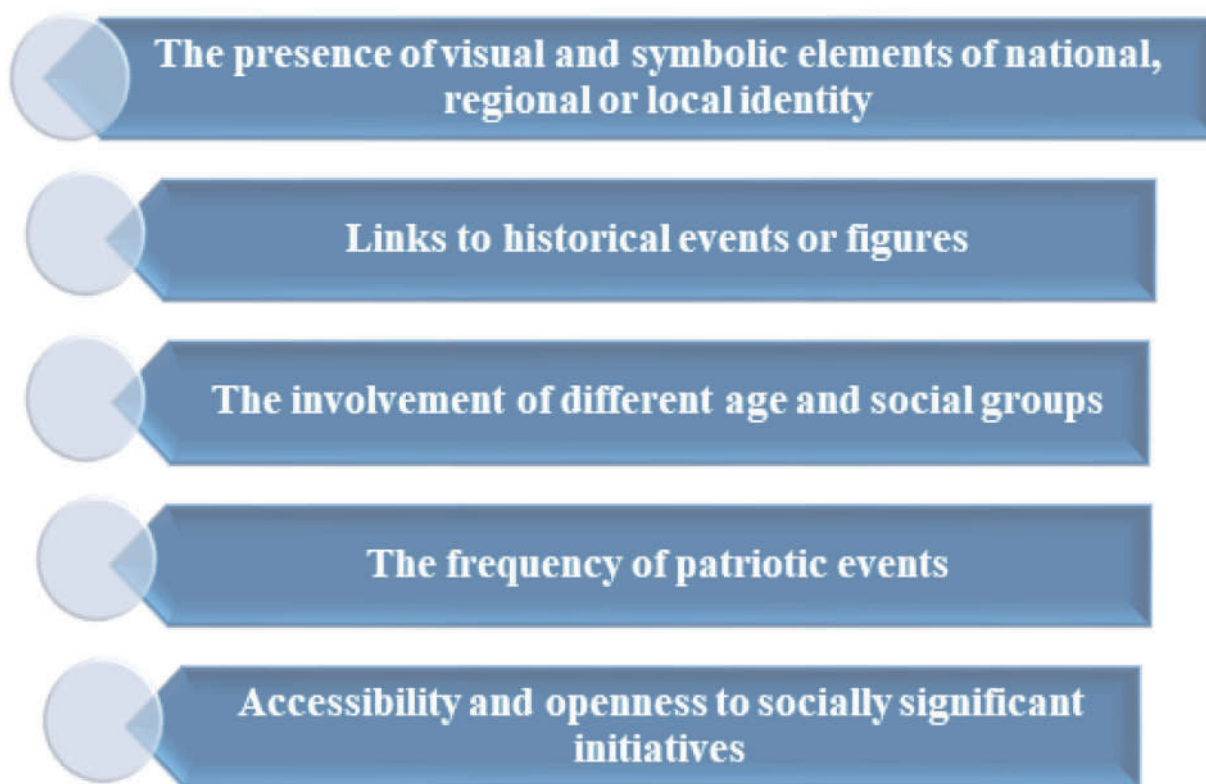


Figure 2. Criteria for assessing the patriotic potential of the physical education and sport sector

An analysis of Federal Law No. 329, as amended on 24 June 2023, has revealed that the conceptual framework lacks the categories necessary to legitimise the concept of a patriotic landscape. The text of the law does not even contain a mention of patriotic education. The category has not been introduced into the sector's conceptual framework. The educational environment is absent as a legal definition. The category of physical culture space is not mentioned in either a value-based or technical sense. The law operates with the concepts of 'sports facilities', 'venues for events' and 'physical culture and sports organisations', which indicates an object-based rather than a spatial approach. The patriotic potential of a facility is not provided for as a criterion for assessment or design.

An analysis of the fundamental principles of legislation on physical culture and sport shows that Article 3 lists the fundamental principles, among which the principle of patriotic orientation, the educational function, and the value-oriented development of the sector are absent. The physical culture sector is declared to be neutral and service-oriented, rather than educational.

An analysis of the entities involved in physical culture and sport within the federal law revealed that the list of entities is extensive but not value-oriented. The entities are listed by sector, not differentiated by their objectives. There is no categorisation of entities performing educational and patriotic functions. 'Citizens' are present as 'participants', but not as bearers of patriotic agency.

An analysis of the powers listed in current legislation has shown that the powers of all levels of government include the development of elite sport, the development of mass sport, the construction and renovation of sports facilities, ensuring accessibility, and the training of a sports reserve. The current law on physical culture does not formulate a single power through the category of 'upbringing'. The development of physical culture and sport is an end in itself, but is not linked to the achievement of national goals extending beyond the sector itself. Facilities are built, but are not assessed for their contribution to the formation of the citizen.

An analysis of the articles relating to infrastructure development shows that the law defines sports facilities as 'facilities... intended for the holding of physical



education and sporting events'. The definition is technocratic and functional. A sports facility is a 'venue for events'. It is not regarded as a space for socialisation, a territory of identity, an environment for upbringing, or a symbolic resource of the territory. There is no classification of facilities according to their socio-educational potential.

The only reference to educational themes is found in Article 34, 'Educational Activities in the Field of Physical Culture and Sport', but exclusively in the context of educational organisations implementing programmes in the field of physical culture and sport. The educational function is confined within the education system and is not extended to sports facilities, street spaces, recreational areas, school grounds, etc. Outside educational organisations, physical education and sport cease to carry an educational burden – such is the logic of the current law.

Conclusions. The analysis reveals a fundamental conceptual gap. Federal legislation on physical education and sport does not provide a legal basis for classifying the sphere of physical education as a vehicle for patriotic education. The sector exists normatively within the paradigm of 'providing services' and 'organising events', but is not conceptualised as a space for the formation of civic identity. The legislative framework for the sphere of physical culture was not originally designed to address patriotic objectives or to realise the educational potential of physical culture. Conceptual modernisation is required, driven by the proposed model of a 'patriotic landscape'.

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