



Physical and sports activity of preschool children

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Abstract

Objective of the study was to identify factors influencing the organization of physical culture and sports activity of preschool children based on sociological analysis.

Methods and structure of the study. A sociological survey was conducted as part of the implementation of the Federal project "Sport is the norm of life" in 85 constituent entities of the Russian Federation. Respondents: 1205 parents of children aged 3 to 5, representing the economically active population. CATI and CAWI technologies were used, the method of group focused interviewing (focus groups) using elements of facialscanning technology.

Results and conclusions. It was determined that it is necessary to correct the priority areas of work in the organization of physical culture and sports work with preschoolers, including the improvement of work on the formation and increase of the level of motivation for this activity of all interested persons; increasing the efficiency of physical education and sports based on the search for and implementation of innovative technologies, forms and methods of organizing physical culture and sports activities for preschool children; creation of appropriate objective conditions for the effective organization of this work at home, in preschools, at the place of residence (appropriate sports facilities, sports equipment, as well as training and retraining of qualified specialists).

Keywords: children, preschool age, physical culture and motor activity, sociological survey.

Introduction. The concept of "activity of an individual (or group of people)" is used in sociology and other humanities to characterize the qualitative and quantitative parameters of a person's attitude to activity (participation in it). Qualitative parameters - a set of actions of a person (a group of people) that characterize their participation in an activity and are expressed not only in certain cognitive acts, emotional reactions, but primarily in behavior, real participation in this activity. In this regard, there are such types of activity as cognitive, emotional and behavioral. Quantitative parameters - a measure or magnitude (degree) of participation of a person (group of people) in an activity.

The theoretical basis for the analysis of factors that act as determinants or as social barriers to physical culture and sports activity of preschoolers is their typology (systematization) into two groups:

- objective factors that are non-family conditions for preschoolers to engage in physical education and sports: the presence or absence of a system of organization, management, financing, propaganda, the necessary material and technical base (structures, equipment, inventory), appropriate personnel, scientific and methodological support for activities; as well as family objective factors: material conditions of the family; the presence of mother and father in children; their own physical culture and sports activity;
- subjective factors, which are the value orientations of parents on the physical culture and sports activity of their children - recognition of the significance, importance, usefulness of this activity. The most important components and indicators of such a value orientation: a) cognitive (rational) - positive judgments, opinions, reviews about the importance of



physical education and sports for children; b) motivational - interest in these activities, the desire (desire) to promote the physical culture and sports activity of children; c) real assistance of parents to physical culture and sports activity of children. The readiness of parents to promote the physical culture and sports activity of their children: the presence of such qualities (knowledge, skills, abilities, abilities) that allow them to realize their value orientation and motivation in relation to this activity [5].

Objective of the study was to identify factors influencing the organization of physical culture and sports activity of preschool children based on sociological analysis.

Methods and structure of the study. The sociological survey was conducted jointly with the Federal State Budgetary Educational Institution of Higher Education Russian State Social University as part of the implementation of the Federal project "Sport is the norm of life" [2] in 85 constituent entities of the Russian Federation. Respondents: 1205 parents of children aged 3 to 5 years (women - 64.3%), economically active population and currently working (61.2%), 18.9% are engaged in housework or are on parental leave child. The survey mainly involved the parents of boys (55.8%). CATI and CAWI technologies were used, the method of group focused interviewing (focus groups) using elements of facialscanning technology.

Results of the study and their discussion. Analysis of the quantitative parameters of physical culture and sports activity of preschool children showed that in this age group: more than 75% of children are engaged in physical education; in villages - 66.2%.

It has been established that 79.6% of the number of pupils of preschool institutions attend compulsory physical education and sports classes in an educational institution; 31.7% are self-employed at home or on the street under the supervision of their parents. Paid sports are attended by 24.6% of children.

Most of all children go in for physical education: on weekdays (54.9%); 31.5% daily; 17.8% - on weekends. Two days a week, children attend additional physical education and sports classes: paid in an educational institution (57%), free in an educational institution (40.6%); paid in sections / clubs (outside the educational institution) (46.2%); self-study (39.3%).

Preschoolers are engaged in physical education and sports mainly from 1 to 1.5 hours a week: compulsory classes in an educational institution (22.3%), additional paid classes in an educational institution

(40.0%), additional free classes in an educational institution (45, 3%). For other forms of conducting classes, the largest share is the answer - from 1.5 to 2 hours.

Taking into account the order of Rosstat dated March 27, 2019 No. 172, systematically engaged preschoolers are included in physical culture and sports in any form of activity for at least 75 minutes per week [4], which is almost 2.5 times less than the norm established by the earlier by order of Rosstat dated November 17, 2017 No. 766 (3 hours per week, subject to two or three classes a day). Sociological studies in 2021 showed that in the age group of 3-5 years old, 63.6% of preschool children systematically (at least 75 minutes a week) go in for physical culture and sports.

In response to the question about the sufficiency of sports facilities at the place of residence, 54.3% of respondents note that the number of sports facilities built is optimal, 35.1% consider it insufficient. At the same time, an equal number of respondents say that they lack a sports ground equipped with exercise equipment (53.0%) and a swimming pool (51.3%) within comfortable walking distance. 85.1% of parents are satisfied with the home conditions for physical education and sports for their children, 15.1% rate the conditions as excellent. Only 2.9% believe that they have poor conditions for physical education and sports, 8.05% of respondents note that there are practically no conditions.

Satisfied with the conditions for physical education and sports, as well as their comfortable accessibility, 64% of respondents, and 26.2% note that they are rather not satisfied with the conditions for physical education and sports for children aged 3 to 5 years (lack of sports facilities and playgrounds within walking distance; does not take into account the age specificity of various groups, etc.).

The results of the survey testify to the positive subjective attitude of the interviewed parents to the physical culture and sports activity of their children. Most respondents believe that physical education and sports are useful for their children: for improving the health and general physical development of the child (49.6%), for the harmonious development of the child (22.3%), for instilling discipline (17.2%), for formation of character and volitional qualities (16.4%), for the educational process as a whole (35.8%). 47.1% of respondents noted that, despite the fact that physical education and sports are important, they still do not have a leading meaning, and only 7.3% of respond-



ents say that classes are not important for a child (the sum of answers is "rather not important" and "not important at all"). Only 1.3% of parents expressed the opinion that there is no benefit in these activities.

The positive attitude of parents to the physical culture and sports activity of their children is evidenced by the following data: 58.1% of respondents would like their child to be engaged in the sports section over the next five years, 16.7% want to see their child in the general physical training section, and those who chose the answer option "others" offered such sections as dancing, gymnastics, swimming pool and others. But, at the same time, 9.1% of respondents did not want their child to be engaged in physical education and sports sections in the next five years.

According to a sociological survey, 14.9% of parents of preschool children do not support or encourage physical education and sports for their children; 45.6% of respondents provide moral support to their children; 19% of the respondents support and stimulate sports activities in their families through joint activities.

Of all those who took part in the survey, 47.6% of respondents believe that they do not have enough knowledge for independent physical education and sports with a child, taking into account his age characteristics from 3 to 5 years.

The informational and operational readiness of parents to promote the physical culture and sports activity of their children largely depends on whether they are (are) engaged in physical education and sports themselves. As a result of the study, it was found that both parents of preschool children go in for physical education and sports mainly from time to time (41.9% of fathers and 39.2% of mothers), 30.8% of fathers and 35.0% of mothers do not go in for sports at all.

The results of the conducted sociological research and a number of others [5] indicate that, despite the significant success achieved in our country in organizing physical culture and sports activity of preschool children, there are significant gaps in the organization of physical culture and sports work with preschoolers - from the point of view of involving all children in physical education and sports, and also (which is especially important) ensuring the effective positive impact of these activities on health, physical development, and personal development of children in general.

These gaps include the following:

- the forms and methods of organizing physical education and sports used in practice do not fully cor-

respond to the interests and needs of children of different ages, their state of health and physical fitness, regional, national and other features, do not provide a full-fledged social, cultural and educational effectiveness of these classes;

- the mass media do not provide a sufficiently complete and convincing propaganda of the multilateral value of physical culture and sports activity for preschool children, a scientifically based and intelligible presentation for parents of the methodology for organizing physical education and sports with children, criteria for assessing the state of health and the level of physical readiness of children;

- there are often gaps in the training and retraining of specialists in the field of physical education, physical culture and sports of preschool children in preschool institutions;

- pedagogical teams of preschool institutions do not always pay enough attention to working with parents to form a high level of motivation in them to organize physical culture and sports activity of preschool children, as well as an appropriate system of knowledge, skills and abilities;

- there is no proper coordination of various organizations and departments involved in the issues of physical culture and sports activity of preschool children.

Conclusions. Taking into account the theoretical analysis of empirical information obtained on the basis of sociological surveys of parents with children of preschool age, the following scientifically substantiated proposals for improving physical culture and sports work with preschoolers in family conditions and in preschool educational organizations are formulated.

It is necessary to correct the priority areas of work in the organization of physical culture and sports work with preschoolers, including the improvement of work to form and increase the level of motivation for this activity of all interested persons; increasing the efficiency of physical education and sports based on the search for and implementation of innovative technologies, forms and methods of organizing physical culture and sports activities for preschool children; creation of appropriate objective conditions for the effective organization of this work at home, in preschool educational organizations, at the place of residence (appropriate sports facilities, sports equipment, as well as training and retraining of qualified specialists).

Given the importance of sociological surveys for obtaining reliable information about the state and



problems of physical culture and sports activity of preschoolers, as well as for developing scientifically based recommendations for improving physical culture and sports work with them, it is advisable to conduct annual large-scale sociological surveys of this kind with ensuring a high scientific level of surveys. corresponding to the principles, provisions and requirements of sociological science.

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