



Sports orientation of children as a vector of introduction to sports

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We invite scientists to publish articles aimed at finding and creating pedagogical conditions conducive to the active involvement of children in sports.

Abstract

The article is devoted to the problem of involving children in sports. The significance and role of sport in the formation of significant mental, physical qualities of a person, his social attitudes are substantiated. It is noted that the leading vector of introducing children to sports is sports orientation, built on the formation of interest, ideas about sports, motor experience, and the creation of unified starting opportunities for beginner athletes. It is emphasized that, given the cultural, heuristic and pedagogical potential of sports, it is necessary to skillfully use it in educating the younger generation. Sports orientation should be purposefully carried out by teachers with children, starting from preschool age.

Keywords: *sports selection, sports orientation of a person, interest, sport phenomenon.*

Introduction. Involving children in sports makes it possible to systematically solve two important socio-pedagogical tasks: on the one hand, ensuring the influx of talents as a sports reserve, on the other – creating opportunities for development and recovery for children, as well as organizing free time in socially significant activities. It is known that sports can effectively affect the internal and external environment of a person, including physical qualities, motor abilities, physique, health, and at the same time form knowledge, skills, interests, needs, value orientations associated with this activity.

It has been repeatedly proved that sport plays an important role in the formation of mental qualities, acting as a kind of school of "character formation, courage, will", since sports competitions and preparation for them are always extreme activities that require the manifestation of strong-willed qualities and active self-realization.

The phenomenon of sports, as a rule, is often identified with gaming activity. The world of the game is an artificial reality in which emotions manifest themselves, motivation to engage in your favorite sport is formed. Competitiveness determines emotionality, pleasure, self-realization; creates an atmosphere for the expression of personal qualities of an athlete. Here the creative possibilities and creativity of those involved are revealed, since victory can be achieved only by determining the correct strategy and tactics of a duel, a sports match or a race.

The world of sports is a kind of model of public life, where justice, rules of life, conflict resolution in a "soft form" are manifested.

Sport has integrative and communicative capabilities, which is important in the era of informatization, when communication is transferred to virtual social networks and does not create a real space for the development of a sense of community, friendship, cooperation.



Along with this, moral qualities are brought up in sports, ethical norms are formed, conditions for self-improvement, self-education and self-determination are created. Participation in competitions gives an athlete the opportunity to feel the joy of victory over an opponent, compare their abilities with others, but the main thing is to overcome their weaknesses, show will, diligence, character.

Taking into account the cultural, heuristic and pedagogical potential of sports, it is necessary to skillfully use it in the education of the younger generation. Sports orientation should be purposefully conducted by teachers with children, starting from preschool age.

The sports orientation of a person is understood as an integral personal characteristic that determines a person's selective conscious emotional-value and effective attitude to a certain type of sport or type of competitive exercises. In the content of sports orientation, taking into account the solved particular tasks, three components are distinguished: motivational, cognitive and motor.

The task of the motivational component is to encourage and direct a person to a certain type of sport and competitive exercises. The duration and effectiveness of sports activities largely depend on the development of this component. The cognitive component of sports orientation provides knowledge and understanding of the objective requirements of sports activities and their capabilities. The criterion for the development of the cognitive component is the adequacy of self-assessment of their abilities to carry out sports activities. The motor component provides practical implementation of a certain type of sports activity, which is the subject of sports specialization.

The criteria for its development are the compliance of the chosen sport with the features of the physique and motor abilities.

The active use of knowledge about the peculiarities of physical development will allow to individualize the process of formation of a sports orientation of a person by defining the tasks of its implementation, selecting the appropriate content, means and methods [1].

The problem of introducing children to sports is actualized in a study conducted by Professor D.V. Kachalov, associate Professor E.S. Naboychenko and S.O. Istomin [2]. To form the sports orientation of preschool children, specialists propose a structural and functional model based on the implementation of pedagogical conditions, including the construction of an individual trajectory, the introduction of digital tools and sports training technologies in the process of introducing a child to hockey lessons.

In conclusion, I would like to emphasize that the leading vector of introducing children to sports is sports orientation, built on the formation of interest, ideas about sports, motor experience, and the creation of unified starting opportunities for novice athletes.

Literature

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