

Psychology of social inertia in the sphere of physical recreation and conditions for its overcoming

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PhD, Associate Professor **M.A. Elmurzaev**¹

PhD, Associate Professor **R.A. Agayev**²

A.V. Novikova¹

S.A. Yakovlev¹

A.E. Zakharov¹

¹Saint-Petersburg Mining University of Empress Catherine II, St. Petersburg

²State Marine Technical University, St. Petersburg

Corresponding author: m.a.08@mail.ru

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Abstract

Objective of the study was to identify the psychological mechanisms of the emergence of social inertia in the field of physical recreation and ways to overcome it.

Methods and structure of the study. The methodological basis of the study was based on empirical and interdisciplinary approaches, based on theoretical analysis and generalization of the literature.

Results and conclusions. Objective and subjective reasons for the social inertia of individuals in relation to their health and manifestations of social activity contribute to the emergence of a state of deprivation associated with a biologically complete, but psychologically insufficient living environment, which leads to a violation of the overall state of health.

The development of ways to overcome the psychology of social inertia should include, first of all, the restructuring of the mass consciousness of people, their traditional way of life, traditions and habits.

Keywords: *physical recreation, physical and mental development of a person, ways to overcome social inertia, physical education.*

Introduction. The main content of the way to overcome social inertia is to address the individual. A tactical solution to the problem of social inertia is possible taking into account the specific social situation in which the individual's life activities take place. I.S. Kohn also described in detail the socio-psychological causes of inertia, which include:

- impersonality of social life, underestimation of the individual-personal principle of being, belittling or limiting the manifestations of human individuality;
- deformation of the principle of the determining significance of social relations in the socio-psychological development of a particular individual. The belonging of individuals to one or another social group is sometimes of a purely formal, nominal nature and is not of significant importance for the individual himself.

- the habitual style of thinking of a particular individual: open, flexible, creative and divergent or closed, rigid, dogmatic and authoritarian [4].

To overcome the accumulated problems in the physical education of the Russian population and ensure its progressive development, it is necessary to comprehensively use a wide variety of types of physical culture in the most diverse spheres of human social life, paying special attention to the sphere of leisure, where physical culture performs, first of all, a health-improving and recreational function and the type of which is designated by the term "physical recreation". But, as noted in many scientific studies, the potential of physical recreation in improving people's health, socio-psychological development of the individual and social relationships is far from being fully used. One cannot but regret the virtual disappearance in



the production of industrial gymnastics, sports clubs at large industrial enterprises, the holding of Health Days, which in the recent past were very popular among workers, and much more. In the study by A.A. Nesterova (2005), for example, lists about 50 of the most popular types of physical education and recreational activities abroad, used by the population of different countries of the world. In Russia, many of the listed types are not only not used in practice, but are even unknown to physical education specialists [5].

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Methods and structure of the study. The psychology of an individualist in relation to his health is expressed in the usual, established social attitude: "most people do not care about their health," and "should I spend my free time on preserving and strengthening it if my health does not bother me." This trend is especially evident in youth society. Objective and subjective reasons for the social inertia of individuals in relation to their health, manifestations of social activity contribute to the emergence of a state of deprivation (Latin-deprivation), associated with a biologically complete, but psychologically insufficient living environment, which leads to a violation of the overall state of health. Deprivation can manifest itself in several aspects: the influence of state and public institutions on the formation of the health of their members, which significantly complicates their socialization and increasing responsibility to society for the state of their health.

Overcoming a person's social inertia regarding their health is not an easy task. One of the ways to overcome social inertia is the scientific study of the reasons that cause it, and evaluation criteria for different age and gender groups. Deprivation can manifest itself in several aspects:

1. The sensory aspect - in information hunger, lack of information, knowledge about the changes taking place in the socio-economic life of the country, social changes in the immediate social environment;

2. Emotional aspect - lack of positive emotions, attention to the health of the individual from the surrounding society;

3. Social aspect - weak social influence on the part of state and public institutions on the formation of the health of their members, which significantly complicates their socialization and increased responsibility to society for the state of their health [3].

It is known, for example, that women feel a constant lack of free time, which can be used to maintain their health. Men are less responsible about their health and devote their free time to satisfying other needs. People who work mentally and have a higher educational level are more strict about their health than people who work physically. It is also necessary to take into account the age-related characteristics of the psychophysical development of individuals of different sexes. Girls are superior to boys in terms of psychophysical indicators of their development, and the problem of strengthening their psychophysical health is not as acute for them as for boys. The problem of social inertia is also determined by the individual characteristics of a person:

- subjective assessment of one's health, level of education and personal culture;

- the ability to wisely use your free time, etc.

An important role in shaping the need to preserve and strengthen the health of young people is given to general educational institutions that have such opportunities through the academic subject "physical education". Within the framework of physical recreation, by "formation" we understand the impact not so much on the physical capabilities of the individual, but on his consciousness, feelings, will, and thinking. This way of analysis will allow the formation of stable socio-psychological formations of the individual: a positive attitude towards one's health, motivation, value orientations, awareness of the importance of using physical culture and recreational activities for these purposes. This path involves the influence on individuals of basic social institutions: family, educational institutions, cultural institutions, numerous public organizations, and the media. Another principle for realizing the socio-psychological potential of physical recreation is the principle of using ample leisure opportunities as one of the main culture-forming spheres of human life, a means of acquiring and realizing sociocultural values. In this case, it becomes relevant to study the needs, motives, and interests of individuals that stimulate them to unite in recreational groups [1].

Of great importance is the study of the socio-psychological processes occurring in the group, the nature of the relationships between participants in joint recreational activities, etc. It is clear that these interaction processes differ from the processes occurring, for example, in study groups during physical education lessons. The success of implementing the possibilities of physical recreation in the socio-psychological develop-



ment of the individual and social relations is largely due to the presence of professionally trained personnel, the level of their readiness for independent teaching activities in recreational institutions of various types (health, cultural and educational, in production, etc.). In this case, we will reflect only some aspects of the author's vision of the problem of training personnel in physical recreation, and outline some ways and conditions for its solution. Moreover, according to A.A. Bodalev (2007), many years of experience in introducing a system of training teachers within the framework of the Bologna process (4+2) in the domestic higher education system not only does not justify itself in practice, but can also lead to its collapse. A similar opinion is shared by O.A. Karmadanov (2006); V.F. Kostyuchenko, (2007) and some other authors who believe that there is and was no need for Russia to fully join the Bologna process; our own needs and scale are too great and specific. But this fundamental position in practice is far from being implemented to the proper extent.

In physical education classes in general education institutions, until recently, the needs of students in specific types of physical education, their abilities and capabilities were not taken into account, impersonally balancing everyone, which significantly limited the process of forming an individual's physical culture. Formal, average grades in the academic discipline "physical culture" sharply reduce students' initiative, limit their need for self-realization, self-development, self-improvement, and as a result, give rise to a psychology of inertia, apathy and even a negative attitude towards physical culture [2].

Unfortunately, there is a decline in the role of the family in shaping children's needs for physical education and recreational activities in Russian society. There is an opinion that physical recreation, through its generic concepts "physical culture" and "recreation," is connected with general culture, but the sociocultural potential of physical recreation in personal development is used extremely poorly. Any initiatives that do not fit into the sociocultural situation will inevitably stall and will not give a positive result. It can be argued that one of the ways to overcome psychological inertia and apathy towards physical culture and recreational activities is to increase the general culture of a person, his more active inclusion in the socio-cultural environment.

In solving the problem of overcoming social inertia and passivity in the field of physical culture and recreational activities, one more aspect should be touched upon, related to the conduct of specific em-

pirical research. In sociological research, empirical methods of observation and survey are traditionally used to study the causes of social inertia in the field of physical recreation and methods for assessing it, as they are the most accessible for mass research. At the same time, conducting a formative experiment as part of assessing the results of physical education and recreational activities is associated with the complexity and limitations of research into many social phenomena. A formative experiment and evaluation of its results can be carried out not only by comparative analysis of data from experimental and control groups, but also by constructing a fundamentally new content of the study based on the use of theoretical methods - modeling, design, forecasting, etc. However, these methods are used extremely rarely in domestic studies of physical recreation [6].

Conclusions. The development of ways to overcome the psychology of social inertia should include, first of all, the restructuring of the mass consciousness of people, their traditional way of life, traditions and habits. Addressing the real personality will make it possible to identify the psychological mechanisms of the emergence of social inertia and outline specific ways to overcome it, including in terms of attitude towards one's psychophysical and social health.

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