

Original article
DOI 10.20310/1810-0201-2022-27-1-154-164

Physical education as a basis for healthy and creative personal development of school and university students

Dmitry L. KORZUN^{1*}, Viktor A. KALIADA²

¹Volga Region State University of Physical Culture, Sports and Tourism
35 Universiade Village, Kazan 420010, Russian Federation

²Belarusian State University of Physical Education
105 Pobediteley Av., Minsk 220020, Republic of Belarus

*Corresponding author: korzunDL@mail.ru

Abstract. We analyze modern approaches to physical education and its role in the personality development and formation. We reveal negative trends in the students' physical fitness and their causes in the present-day conditions. Taking into account the decrease in the number of universities in the Russian Federation, we focus our attention on the problem of preserving the continuity of physical education and fitness activities in the "school – university/educational institution – professional fitness and sports" line. Physical education is the foundation for the harmonious development of a personality and its sustainable intellectual growth. The point is in the formation of physical culture as an integral component of all-round development of personality. The educational achievement in physical culture should be considered as a result of the use of various forms, means, methods of influencing the organism of schoolchildren and students. At present, the education system actively attempts to develop and introduce "health-preserving", "health-organizing", "health-forming", "health-developing" technologies.

Keywords: personality, physical education, physical culture, educational process, higher educational institution, health preservation

For citation: Korzun D.L., Kaliada V.A. Physical education as a basis for healthy and creative personal development of school and university students. *Vestnik Tambovskogo universiteta. Seriya: Gumanitarnye nauki – Tambov University Review. Series: Humanities*, 2022, vol. 27, no. 1, pp. 154-164. <https://doi.org/10.20310/1810-0201-2022-27-1-154-164> (In English, Abstr. in Russian)

Научная статья
УДК 796.378.1
DOI 10.20310/1810-0201-2022-27-1-154-164

Физическая культура как ресурсное обеспечение здоровой и творческой личности учащихся и студентов

Дмитрий Леонидович КОРЗУН^{1*}, Виктор Антонович КОЛЕДА²

¹ФГБОУ ВО «Поволжский государственный университет физической культуры спорта и туризма»
420010, Российская Федерация, г. Казань, Деревня Универсиады, 35

²УО «Белорусский государственный университет физической культуры»
220020, Республика Беларусь, г. Минск, просп. Победителей, 105

*Адрес для переписки: korzunDL@mail.ru



Content of the journal is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)
Материалы статьи доступны по лицензии [Creative Commons Attribution \(«Атрибуция»\) 4.0 Всемирная](https://creativecommons.org/licenses/by/4.0/)



© Корзун Д.Л., Коледа В.А., 2022

Аннотация. Проанализированы современные подходы к физическому воспитанию и его роль в развитии и становлении личности. Выявлены негативные тенденции в физической подготовленности студентов и их причины в современных условиях. Учитывая уменьшение количества вузов в Российской Федерации, мы акцентировали внимание на проблеме сохранения преемственности физкультурно-оздоровительной деятельности по направлению «школа – вуз/учебное заведение – профессиональный фитнес и спорт». Физическое воспитание – это основа гармоничного развития личности и ее устойчивого интеллектуального роста. Формирование физической культуры как неотъемлемой составляющей всестороннего развития личности. Образовательные достижения в области физической культуры следует рассматривать как результат использования различных форм, средств, методов воздействия на организм школьников и студентов. На сегодняшний день в системе образования активно предпринимаются попытки разработки и внедрения «здоровьесберегающих», «здоровьеформирующих», «здоровьеразвивающих», технологий.

Ключевые слова: личность, физическое воспитание, физическая культура, учебный процесс, высшее учебное заведение, сохранение здоровья

Для цитирования: Korzun D.L., Kaliada V.A. Physical education as a basis for healthy and creative personal development of school and university students // Вестник Тамбовского университета. Серия: Гуманитарные науки. 2022. Т. 27, № 1. С. 154-164. <https://doi.org/10.20310/1810-0201-2022-27-1-154-164>

INTRODUCTION

Currently, three problems in the field of physical culture have been identified in Russia in higher educational institutions. The first problem is that the number of higher educational institutions has decreased and, as a result, there has been a decrease in the number of students. The second problem is the level of knowledge and practical skills young people acquired in school. During the research, we tried to identify

the causes of these problems and find ways to solve them.

The purpose of the study is to concretize the conditions and prerequisites for the effective solution of modern problems of physical education, relying on the current legal and regulatory framework, socio-economic transformations in the society, innovative processes, enhancement of the scientific activity of an educational institution, own experience of pedagogical, coaching and educational work.

METHODS AND STRUCTURE OF THE STUDY

Comparative analysis and summary of research and methodology materials on the problem concerning the development of physical education among students in Russian universities.

RESULTS OF THE STUDY

A tendency towards a decrease in the number of institutions of higher education over the past 10 years (from 1,080 to 729) is revealed. The creation and development stages of the Federal State Educational Standard of Higher Professional Education are briefly disclosed. The problems of school education are identified, taking into account the relationship and continuity between school and university education. The aspects in which physical education and sports can influence the personality within the framework of university education are analyzed.

RESEARCH RESULTS

The future of Russia depends and is largely determined by the efficiency of the work of the

majority of university graduates, who receive education in 490 state and 239 non-state universities in our country today [1].

Part 1. Trends in decreasing the number of higher education institutions in Russia.

The emerging trends towards a reduction in the number of universities is associated with the quality of education and the requirements of the Federal Service for Control in Education and Science (Fig. 1).

For a significant period, Russian universities passed the stage of the first standard in the mid-nineties of the last century. This has become a pivotal tool in the anti-crisis development of non-professional (general) physical education. The subsequent achievement of the second standard at the beginning of the 2000s was presented with a volume of 408 hours for the implementation of four courses of study with prescribed didactic units for studying the discipline, which made it possible not only to develop the content of the departments, but also to establish unified scientific and methodological approaches for its implementation in the country.

Since 2001, a large number of textbooks and learning guides on the theory and methodology of the discipline have been published.

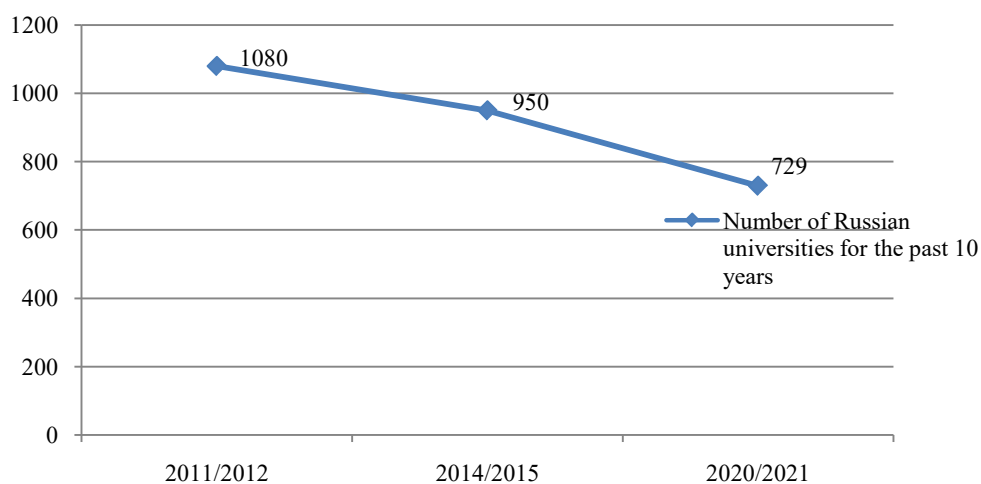


Fig. 1. Reduction in the number of Russian universities for the past 10 years

Рис. 1. Сокращение количества российских вузов за последние 10 лет

However, the educational process generally cannot be improved due to the existing restrictions, such as limited workload in the discipline per week, insufficient content of the courses – taking into account the conditions and characteristics of the social environment, human resources and student's specialization. Physical Education discipline has not become a close object of investment and innovation [2–4].

Further modernization of the system of higher professional education is due to the country's transition to an innovative path of development and, as a result, to a new model of training specialists – competence. The new model for training specialists is based on the competencies that university graduates should possess [4–6].

Educational programs regulate the goals and expected learning outcomes, content, labor intensity, learning and assessment technologies – all of these are developed and implemented by each university independently. When developing an educational process in a competency-based format, there is a shift in the importance of disciplinary programs to modules for the formation of competencies.

In 2011, universities switched to a 2-level education system according to third generation standards. Further improved standards of the third generation, starting from 2017, provided more freedom for the implementation of disciplines (modules) in physical culture and sports. When developing the third-generation standards, the educational experience of the leading countries of the world was taken into account.

Taking into account the standards of the third generation, the educational organization is given the right to implement the disciplines: “Disciplines (modules) in physical culture and sports according to the procedure established by the organization”. In this case, the organization of the educational process and the effectiveness of physical education depends on the university administration, sports equipment/materials and financial capabilities to ensure adequate educational process and sports activities, including educational institution departments specializing in sports.

Specialists [7; 8] note the increasing importance of physical education in the youth educa-

tion system. They consider physical education (PE) as a type of general culture aimed at developing physical and functional potential of a person and increasing person's performance, social and creative activity.

If to talk about the physical and moral development of the society, the role of physical education is increasing due to such trends as poor fitness and healthcare among students; use of narcotic substances; replacement of spiritual values with material ones, and obsession with computer games promoting violence and counter-culture.

It must be admitted that physical culture is presented to a greater extent as a highly specialized system of physical training of a person; their introduction to sports and in the educational environment is not yet considered as an effective factor in increasing spiritual capabilities with the formation of the necessary creative potential.

Moreover, physical education, as an academic discipline, is interconnected with other academic disciplines and student activities, which significantly impacts the students' fitness and lifestyle.

An unjustified narrowing of views about the role of the process of physical education in schools and universities has some negative consequences, therefore, the number of practically healthy schoolchildren and students has significantly decreased, and the number of people engaged in special medical groups reaches 30 % or more of the total number of students.

Ensuring the continuity of the educational process in the “school – university/educational institution – professional fitness and sports” line is essential in all spheres, including physical education.

According to experts of physical culture, the continuity of this discipline is possible only with its uniform normative content at schools and universities. It is necessary to create an integral education system that meets the needs of young people and society. In this case the forms, methods and means should change in accordance with the age and interests of students, taking into account the independent choice of time and types of sports and recrea-

tional activities. It is very important to find ways to increase the student's personal interest in physical exercise.

Part 2. Target orientation, content of problem solving (Physical education as a basis for healthy and creative personal development of school and university students).

Physical education today is a purposeful and consciously organized pedagogical process, which, along with the development of physical abilities of students, their intellectual growth, moral and aesthetic education, the formation of new social relations, and in the future – of professional qualities as a specialist. If the teaching of this discipline is carried out without a proper theoretical basis and spiritual principles, in the form of an impersonal educational process, then this creates the problem of the formation of a person's conscious activity. Therefore, it is necessary to form a holistic view of a person and his culture, to open the whole range of values that are important for the development of personal qualities. Each schoolchild and student using sports and physical culture for physical improvement must feel their belonging to society, its spiritual values, adequately perceive, be aware of the means of physical education used.

In fact, physical education is aimed at preparing schoolchildren and students for the real conditions of life and professional activity.

Despite the fact that the experience of many generations has established that physical activity has a training effect, positive role of physical exercises in the educational and cognitive process, maintenance of working capacity and the formation of personal qualities, optimal motor regime, choice of means and methods of purposeful health promotion, increasing the ability to assimilation of knowledge, preservation of many years of creative activity is still the subject of scientific research [3; 7].

Those who have devoted themselves to sports for a long time consistently solve the problem of rational and successful combining of training and study.

Here, the balanced position of a sports teacher is especially important, who views a

schoolchild or student as a forming personality that requires all-round development.

Meanwhile, many coaches set themselves a very narrow and pragmatic task – to achieve high athletic results and to have a report with high grades.

The role and functions of physical education in the final grades of school are changing significantly. Preparation for entering a university, college, vocational school often leads to psychophysiological overload of the body. The problem of physical inactivity arises, but at the same time – a systematic and complex manifestation of volitional and physiological efforts (overcoming sleep, solving a large volume of tasks, catching up on missed study courses). Trying to save time on preparation, students' parents go to various tricks to avoid physical education classes. However, parents do not always realize how important these activities are for students.

For senior students, in our opinion, it is possible to develop a special recreational program, to build the educational process more rationally and to choose exercises to reduce mental fatigue.

Thus, concretization and targeting of the content of training and education of students in the subject "Physical culture and sports" is one of the urgent tasks of the modern educational process in all types of educational institutions [2; 9].

From the point of view of modern concepts, physical culture is considered as a complex system of influences on a person. It provides:

- 1) formation of theoretical knowledge;
- 2) individual physical and psychophysiological development;
- 3) cultural transformation of personality;
- 4) preparation for further study and professional activity;
- 5) formation of a healthy lifestyle.

Physical education solves the following specific problems:

- 1) health preservation and improvement of school and university students;
- 2) balanced and comprehensive physical development of the body;

3) creation of the habit to do sports, starting from a young age;

4) obtaining of special knowledge and skills in the field of physical education and sports.

No current discussions about the development of physical education can give answers to such questions as: the scope and specifics of the theoretical knowledge required for this academic discipline (course); criteria of students' academic performance; the need for academic research and health monitoring by physical education teachers and trainers.

Forms, means, methods and content of physical culture should be developed for each age period or class, considering the interests and motivation of students. The problem is that not only schoolchildren, but also many students of non-major universities continue to consider physical education and sports as optional activities. It is very important to develop the consultative aspect of teaching, so that with closer interaction between the teacher and the student there is an awareness of the "mission" of physical culture, so that after purposeful mastering of the necessary means of physical culture, the student shows initiative and strives for individual studies. Understanding the need to control and improve one's physical condition is a significant indicator of the effectiveness of the educational process and the influence of the teacher on the formation of personality.

High competence and authority, level of education, sporting image of teachers plays an important role in the educational process, affects the status of physical culture as an academic discipline, distinguishes it from the main academic subjects, including in the eyes of other specialists and the students' parents.

As it is known, the choice of pedagogical methods and technologies plays a leading role in the organization of the educational process. Today, all experts agree that it is more necessary to develop a differentiated approach in teaching, including in physical education, and this approach, in its turn, requires the availability of specific information about the state of the body and nature of its functioning. It can be argued that the focus and planning of the educational process are still considered without regard to the

level of students' health, the quantity of other academic subjects, the nature of extracurricular activities. This is facilitated by a certain gap between the theory of physical culture and the practice of physical education. The control of the educational and training process is largely based on normative and working documentation – instructions, academic programs, medical certificates, the results of taking physical standards, etc. The functional cost of motor tests, as a rule, remains unexplored. Many physical education teachers believe that functional control, including current and urgent ones, should be carried out by other authorities – medical offices, student polyclinics, sports dispensaries, etc.

Meanwhile, an important result of the ongoing scientific research is the conclusion that the control of physical activity should be carried out according to objective criteria, in conformity with the functional capabilities of the organism. Particular importance should be attached to urgent functional control carried out during training. Inadequate use of physical exercises can lead to a decrease in working capacity, further deterioration of health, depletion of body, and the emergence of negative attitude towards physical activity. For the correct selection of physical influences, it is necessary to periodically conduct questionnaires and surveys of students, determine their tendencies for specific types of exercises, talk more often before and after classes, use objective methods for assessing the functional state [4].

Developing individual fitness programs might be a promising option for an educational process plan. Classes can be arranged for groups as well, however, individual programs would allow you to help the student reach their goals through specific physical exercises and take into account the student's personal characteristics. This approach actualizes the solution of cognitive and research problems, the authority of the teacher who becomes a personal consultant and coordinator of independent physical culture and health-improving activities of students.

Physical education is the foundation for the harmonious development of a personality and its sustainable intellectual growth. The point is in the formation of physical culture as an integral

component of all-round development of personality. According to I.V. Murov, “in order to understand the importance of physical culture, three things are necessary. Firstly, exact scientific knowledge about physical education is required, why it is needed. Secondly, you need to know what benefits can it give to the body. Thirdly, if this knowledge is mastered (realized), a question arises: what exact methods of physical education does everyone need to make their life the most fulfilling...” [10].

The main contradiction between the external positive attitude of young people to sports and physical culture and the internal unwillingness to act in this direction is the lack of awareness of physical culture as a way to improve personality. As a result, there are factors that lead to negative attitude towards the process of physical education: incompetence, bad habits, search for alternative sources of internal satisfaction, etc.

As already established, physical education takes place in three stages:

- 1) emotional perception and partial comprehension of educational material;
- 2) specification of skills and abilities, self-assessment of physical qualities;
- 3) enhancement of knowledge, search for ways of self-improvement.

In the course of training, one can often see the emotional impulses of students, which arise as a result of the sports performances of classmates, friends and outstanding athletes. However, emotional states are not yet motives that can be different in strength and time of manifestation. Regular loads require sustained motivation, allowing systematic and targeted physical exercise. Strengthening administrative measures in the absence of explanatory and entertaining measures can only worsen physical education systems. It is important to form a system of voluntary education, as this creates a favorable psychological climate during classes.

When surveying and ranking the motivations for physical exercises, recreational motives dominate among many students – idea of physical culture as a means of active recreation. Exercises are viewed very positively as a form of

interpersonal communication. Biological motives – health-improving nature of classes, a positive emotional state, a cheerful mood, well-being – are also cited quite often. Personal motives – understanding that sports and physical culture improve the personality – are indicated much less often.

An important part in the process of forming relationships and motivations is played by indirect needs in physical culture. These are the needs for games, entertainment, aesthetic pleasure, comfort, rest, emotional release, self-affirmation, etc. In general, physical activity can be multilateral and purposeful in accordance with the entire spectrum of connections and events surrounding a person. Organizational and social work, participation in sports events, activity and success in studies are signs of an active, creative personality that should be formed in the educational process.

The picture of the priorities of the influence of physical culture and sports on the personality can be built in the following form:

- 1) health-improving and prophylactic;
- 2) developing (functionally, somatically, psychophysically);
- 3) educational and cognitive;
- 4) social and educational;
- 5) therapeutic;
- 6) recreational;
- 7) sporting and developing;
- 8) interdisciplinary.

The academic discipline of this subject should reveal the whole range of necessary theoretical knowledge, influence the conscious behavior of students. The theoretical, methodological, practical sections of the curriculum for persons studying in different educational departments may differ significantly.

In the main and preparatory groups, considerable importance is attached to individual counseling and practical work. This requires systematic testing of students and operational monitoring of their reactions to physical activity. For schoolchildren involved in sports, it is important to establish the boundaries of individual loads, to prevent the state of overtraining, to improve the system of self-control. The section of

medical knowledge should be expanded for persons involved in special medical groups, in accordance with the disorders and deviations of the health condition.

Determination and systematic refinement of the level of physical health allows for additional differentiation of educational groups during practical classes, encouraging interest in self-knowledge. However, an increase in the social role of physical culture and a change in attitude towards it among future generations is possible only with an increase in the quality of education in this area and, above all, “with more close attention to the formation of its intellectual component” [3; 4; 9].

Most of the students are not familiar with the criteria for describing their state of health, do not imagine the volumes of motor activity necessary for themselves, do not know the rules of breathing when performing physical exercises, cannot explain the reasons for postural disorder, etc. Lack of special theoretical knowledge does not allow many students to independently form a healthy lifestyle and the correct study and resting time rules.

The planning of the educational process should be directly related to the study of the dynamics of the health of students. Monitoring the fulfillment of physical standards should be an addition, but not the basis for the choice of means and methods of physical culture. Only under the condition of an objective determination of the psychophysiological state and physical qualities, the correct organization of self-control, the analysis of the results of the educational process are the prerequisites for improving the structure and content of curricula and work plans created.

Speaking about the specifics of the tasks facing physical education at school, the need for the individual capabilities of each student should be noted. Despite the fact that the number of students with impaired health is growing in schools, teachers should not limit their physical activity, but on the contrary, relying on their experience and scientific knowledge, skillfully select the types of exercises for them, seeking to improve their functional state, eliminate developmental disabilities and functional reserves.

During the school period, it is important not to overload students with the concepts and terms, but it is imperative to learn the basics of control and self-control over their condition, guidelines for the selection of exercises for independent work, dosage of physical activity.

The educational achievement in physical culture should be considered as a result of the use of various forms, means, methods of influencing the organism of schoolchildren and students. The criterion for academic performance should not be control standards, as well as grades (marks) for certain types of physical exercises. The use of these indicators, with all their significance in the reflection and physical fitness of students, is not a determining criterion for the content and multifunctionality of physical culture. This implies the need to search for other criteria for assessing the educational process. According to previous studies, physical education has three stages:

- 1) emotional perception of and partial reflection on the educational material;
- 2) development of specific skills and abilities, personal assessment of physical fitness;
- 3) broadening of knowledge and search for ways of self-improvement.

The overall assessment of educational achievements reflects all aspects of the learning process: organizational (attendance at training sessions and activity in public events); general education (knowledge assimilation tests); methodical (mastering the means and methods of physical education); practical (fulfillment of standards, means of physical culture in life practice). These criteria are supplemented by data on personal dynamics of health and physical fitness, information from a self-control diary, teacher's observations, etc.

At the same time, the physical condition, the level of health is considered to be the most important quality, the basic component of the personality. It is followed by indicators of physical development, motor qualities, physical education, physical fitness for certain types of labor activity, special physical performance, volitional qualities and other components.

At present, the education system actively attempts to develop and introduce “health-

preserving”, “health-organizing”, “health-forming”, “health-developing” technologies. At the same time, the use of these technologies is often carried out without proper evidence, without organizing year-round monitoring of students' health.

In order to create pedagogical and socio-psychological prerequisites for the formation of an interested and creative personality by means of physical culture, it is necessary to ensure continuity in the organization of the process of teaching and upbringing of students at all stages of education – school and preschool level, pre-graduation stage and initial university education. At the senior courses of universities and the stages of postgraduate education (master's degree, full-time postgraduate study), it is necessary to popularize sectional and club forms of sports and recreation work. At all stages, an adequate age of those involved in the training material and arguments and rationale that correspond to their strategic interests should be used.

CONCLUSION

Many higher education institutions failed to obtain a license. In addition, there is an increasing process of reducing the number of students for various reasons.

When developing innovative projects, new pedagogical technologies, and fitness techniques, we need to take into account the following key factors:

1) school/university student's physical status. This is the starting point of the entire educational process in physical education. However, the problematic issues here are the development and systematization of uniform criteria required to test the physical status of students of various age groups and from various educational institutions;

2) monitoring the status of health of students. Personal dynamics of the physical and functional state for the entire period of study at school and university, comparative characteristics for classrooms, courses, faculties. Keeping records of students' absences from the classes, diseases, deviations in the state of health. De-

velopment of additional criteria for the acquisition of training groups (especially in a special educational department), dosage control and correction of physical activity;

3) the relation of physical culture with the main (educational) activity. Finding a balance between mental and physical activity, taking into account the priority of intellectual education and preserving the health of students. Solutions to the problem of choosing forms, means and methods of physical education, considering motivation, interests and attitudes towards physical exercises;

4) sports-oriented education of students as a form of emotional support and maintaining the larger number of students involved in the activity;

5) health and fitness programs. The need for their development and improvement is due to both the constantly changing group of people and the target orientation of the educational process. Optimization of physical activity, provided for by such a program, allows for anticipation of the negative consequences of a strenuous educational process and usage of individually selected means of physical culture in the interests of the students themselves.

Therefore, maintaining and improving the health of school and university students should be considered as the main aspect and goal of the educational process. Such qualities as high intellectual efficiency and the ability to quickly and adequately acquire knowledge/skills of a specific activity are closely connected with the person's physical state. Physical education, as an academic discipline directly influencing the school/university students' health, should be regarded as the key link to the development of the personal awareness of the physical fitness importance.

Therefore, in order to improve the physical education system, we need the following organizational and methodological principles:

- physical education and sports activities in the school/university students' education and work;
- available knowledge about the meaning and role of physical education in the life and professional activity of a person;

- developing educational programs that would take into account the psychophysiological characteristics of students and actual socio-economic situation in the society; ensuring competence and education of the graduates;

- ensuring continuity of physical education (self-education) at all academic stages.

The most important tasks of the current period are:

- determination of the scope and content of Physical Education for educational institutions of various stages and levels, for students of various age groups and academic departments;

- precise determination of the students' performance criteria in Physical Education;

- development of methods for the optimal health-improving effect on students by means of physical culture, considering the material and organizational capabilities of educational institutions;

- development of a differentiated approach to teaching among students;

- introduction of changes into modern technologies of mass testing of physical functional state of students;

- development of methods for purposeful increase of students' functional reserves with the help of computerized physical load control systems, programmable simulators, as well as observation of the functional reactions of the body during classes;

- definition of the concepts of the content of health-saving technologies and their justified implementation in the educational process and sports training of students;

- complex use of all the possibilities of physical culture by educational subjects and disciplines for the formation of a comprehensively developed personality, increasing its consciousness, intellectual performance, social activity.

Список источников

1. Шереги Ф.Э., Арефьев А.Л., Ключарев Г.А., Тюрина И.О. Численность обучающихся, педагогического и профессорско-преподавательского персонала, число образовательных организаций Российской Федерации. (Прогноз до 2020 года и оценка тенденций до 2030 года). М.: Ин-т социологии РАН, Центр соц. прогнозирования и маркетинга, 2015. 270 с.
2. Лубышева Л.И. Социология физического воспитания и спорта. М.: Академия, 2016. 269 с.
3. Матвеев Л.П. Теория и методика физического воспитания (Введение в теорию физического воспитания; Общая теория и методика физического воспитания). М.: Физкультура и спорт, 2021. 520 с.
4. Соловьев В.Н. Роль физической культуры вуза в социализации будущего специалиста // Фундаментальные исследования. 2008. № 5. С. 101-105.
5. Коледа В.А., Новицкая В.И. Педагогика физического воспитания студентов // Вестник Белорусского государственного университета. Журналистика. Педагогика. 2019. № 2. С. 74-82.
6. Коледа В.А., Медведев В.А., Ярмолинский В.И. Основы мониторинга функционального и физического состояния студентов. Минск: Изд-во БГУ, 2005. 127 с.
7. Виленский М.Ю., Горшков А.Г. Физическое воспитание. М.: Кнорус, 2016. 214 с.
8. Рахматов А.И. Некоторые аспекты повышения интереса к физической культуре у студентов высших учебных заведений // Образование и воспитание. 2018. № 5 (20). С. 68-70.
9. Суворов Ю.А., Платонова В.А. Профессиональная физическая подготовка студентов. СПб., 2006. 90 с.
10. Муров И.В. Оздоровительные эффекты физических упражнений и спорта. Киев: Изд-во здравоохранения, 1989. 272 с.

References

1. Sheregi F.E., Arefyev A.L., Klyucharev G.A., Tyurina I.O. *Chislennost' obuchayushchikhsya, pedagogicheskogo i professorsko-prepodavatel'skogo personala, chislo obrazovatel'nykh organizatsiy Rossiyskoy Federatsii. (Prognoz do 2020 goda i otsenka tendentsiy do 2030 goda)* [Number of Students, Teachers, Faculty Staff, and Educational Institutions in the Russian Federation (Forecast up to 2020 and assessment of trends up to 2030)]. Moscow, Institute of Sociology of the Russian Academy of Sciences, Social Forecasting and Marketing Center Publ., 2015, 270 p. (In Russian).

2. Lubysheva L.I. *Sotsiologiya fizicheskogo vospitaniya i sporta* [Sociology of Physical Education and Sports]. Moscow, Akademiya Publ., 2016, 269 p. (In Russian).
3. Matveyev L.P. *Teoriya i metodika fizicheskogo vospitaniya (Vvedeniye v teoriyu fizicheskogo vospitaniya; Obshchaya teoriya i metodika fizicheskogo vospitaniya)* [Theory and Methods of Physical Education (Introduction to the Theory of Physical Education; General Theory and Methods of Physical Education)]. Moscow, Fizkul'tura i sport Publ., 2021, 520 p. (In Russian).
4. Solovyev V.N. Rol' fizicheskoy kul'tury vuza v sotsializatsii budushchego spetsialista [The role of physical education at the university in the socialization of the future specialist]. *Fundamental'nyye issledovaniya* [Fundamental Research], 2008, no. 5, pp. 101-105. (In Russian).
5. Koleda V.A., Novitskaya V.I. Pedagogika fizicheskogo vospitaniya studentov [Pedagogy of physical education of students]. *Vestnik Belorusskogo gosudarstvennogo universiteta. Zhurnalistika. Pedagogika – Journal of the Belarusian State University. Journalism and Pedagogics*, 2019, no. 2, pp. 74-82. (In Russian).
6. Koleda V.A., Medvedev V.A., Yarmolinskiy V.I. *Osnovy monitoringa funktsional'nogo i fizicheskogo sostoyaniya studentov* [Fundamentals of Monitoring the Functional and Physical Condition of Students]. Minsk, Belarusian State University Publ., 2005, 127 p. (In Russian).
7. Vilenskiy M.Y., Gorshkov A.G. *Fizicheskoye vospitaniye* [Physical Education]. Moscow, Knorus Publ., 2016, 214 p. (In Russian).
8. Rakhmatov A.I. Nekotoryye aspekty povysheniya interesa k fizicheskoy kul'ture u studentov vysshikh uchebnykh zavedeniy [Some aspects of raising the interest in physical education among university students]. *Obrazovaniye i vospitaniye* [Education and Upbringing], 2018, no. 5 (20), pp. 68-70. (In Russian).
9. Suvorov Y.A., Platonova V.A. *Professional'naya fizicheskaya podgotovka studentov* [Professional Physical Training of Students]. St. Petersburg, 2006, 90 p. (In Russian).
10. Murov I.V. *Ozdorovitel'nyye efekty fizicheskikh uprazhneniy i sporta* [Health-Improving Effects of Physical Exercises and Sports]. Kiev, Healthcare Publ., 1989, 272 p. (In Russian).

Информация об авторах

Корзун Дмитрий Леонидович, кандидат педагогических наук, доцент кафедры теории и методики футбола и хоккея, Поволжский государственный университет физической культуры, спорта и туризма, г. Казань, Российская Федерация, ORCID: [0000-0002-7825-5615](https://orcid.org/0000-0002-7825-5615), korzunDL@mail.ru

Коледа Виктор Антонович, доктор педагогических наук, профессор кафедры теории и методики физического воспитания и спорта, Белорусский государственный университет физической культуры, г. Минск, Республика Беларусь, ORCID: [0000-0002-2777-524X](https://orcid.org/0000-0002-2777-524X), Koliadaviktar@gmail.com

Информация о конфликте интересов: авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию 15.09.2021
Одобрена после рецензирования 08.12.2021
Принята к публикации 14.01.2022

Information about the authors

Dmitry L. Korzun, Candidate of Pedagogy, Associate Professor of Theory and Methods of Football and Hockey Department, Volga State University of Physical Culture, Sports and Tourism, Kazan, Russian Federation, ORCID: [0000-0002-7825-5615](https://orcid.org/0000-0002-7825-5615), korzunDL@mail.ru

Viktor A. Kaliada, Doctor of Pedagogy, Professor of Theory and Methods of Physical Education and Sports Department, Belarusian State University of Physical Culture, Minsk, Republic of Belarus, ORCID: [0000-0002-2777-524X](https://orcid.org/0000-0002-2777-524X), Koliadaviktar@gmail.com

Information on the conflict of interests: authors declare no conflict of interests.

The article was submitted 15.09.2021
Approved after reviewing 08.12.2021
Accepted for publication 14.01.2022