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Pedagogical foundations of organizing mass physical education and sports activities

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Abstract: This scientific article provides a systematic analysis of the pedagogical foundations of organizing mass physical education and sports activities. Theoretical and methodological bases of the physical education process, modern pedagogical approaches, and motivational factors are thoroughly examined. The importance of individualization, innovative technologies, and interactive methods in improving the effectiveness of training is substantiated. The results confirm the significance of evidence-based pedagogical approaches in the development of the mass sports system.

Keywords: physical education, mass sport, sports training, pedagogical approach, pedagogical principles, educational process, healthy lifestyle, physical activity, motivation, individualization, sports methodology, innovative technologies, interactive methods, physical development, sport pedagogy.

Introduction. Ensuring the physical and moral development of the younger generation is considered one of the urgent scientific and practical tasks in the modern education system. In particular, mass physical education and sports activities are recognized as important pedagogical tools for forming a healthy lifestyle, increasing labor capacity, and strengthening social activity among the population. [1][5]

According to the World Health Organization, insufficient physical activity is one of the main factors contributing to cardiovascular diseases, obesity, and other chronic diseases. Therefore, organizing the physical education process on a scientific basis is of strategic importance not only for the education system but also for the health of society as a whole. [5][6]

The mass sports system, along with developing an individual's physical qualities, also shapes volitional qualities, teamwork skills, and social adaptation. From this perspective, the correct pedagogical design of the physical education process and the improvement of the content and methodology of training sessions based on modern requirements are considered important.[2][3]

Recent scientific studies emphasize the decisive role of motivational factors in increasing physical activity. In particular, it has been proven that the harmony of intrinsic motivation (interest, desire for self-development) and extrinsic motivation (incentives, social recognition) significantly increases the effectiveness of training sessions.[4]

Moreover, in modern pedagogical approaches, individualization, the use of digital technologies, and the introduction of interactive methods are considered important factors that increase the effectiveness of the physical education process. This, in turn, necessitates the development of new innovative approaches to organizing mass sports activities.[6][1]

At the same time, although reforms aimed at developing mass physical education and sports are being implemented in the education system of our republic, the need to improve scientifically grounded approaches for their pedagogically effective organization remains.[3]

This situation determines the relevance of the research topic and requires an in-depth study of the pedagogical foundations of organizing mass physical education and sports activities.

Literature review. Scientific research in the field of physical education and sports shows that the system of mass physical education is a pedagogical process with a complex impact on human physical, psychological, and social development. In this regard, the classical theoretical approaches developed by L. P. Matveev are distinguished by their focus on the systematic nature of the physical education process, its gradual development, and the principles of load regulation.[1]

According to Matveev's scientific views, the physical education process should be considered as a unified system in which goals, means, and outcomes are organized in an interconnected manner. This approach serves as a methodological basis for organizing the modern mass sports system.[1]

Also, the ontokinesiological approach developed by V. K. Balsevich explains the stages of human motor activity development from biological and pedagogical perspectives. According to Balsevich, the process of physical development is directly related to age-specific characteristics, and each age period requires an adapted pedagogical influence. This scientifically substantiates the need for individualization of mass sports activities.[2]

Yu. F. Kuramshin developed the theory of physical education and deeply analyzed the importance of the methodological approach in organizing training sessions. His works emphasize that the choice of methods, the structure of training sessions, and mechanisms of pedagogical management play an important role in the educational process. Kuramshin’s approach is widely used as a methodological basis in the modern physical education system.[3]

The issue of motivation is considered one of the most important factors in increasing physical activity. According to the self-determination theory developed by Edward L. Deci and Richard M. Ryan, a person's interest in activity is based on the harmony of internal needs and external incentives. This theory serves as an important scientific basis for increasing students' activity and ensuring stable participation in the physical education process.[4]

In addition, modern scientific literature emphasizes the growing importance of innovative technologies and digital approaches in developing the mass sports system. In particular, studies conducted by R. S. Weinberg and D. Gould revealed the relationship between sports psychology and the effectiveness of physical training.[6]

According to the World Health Organization, low levels of physical activity remain one of the main factors of global health problems. Therefore, the development of the mass physical education system has not only pedagogical but also social and medical significance.[5]

In general, the analysis of existing scientific literature shows that the process of organizing mass physical education and sports activities is a complex pedagogical system that is effectively implemented through the harmony of methodological, psychological, and social factors [1;2;3;4;5;6].

Research methodology.This study is aimed at examining the pedagogical foundations of organizing mass physical education and sports activities and employs systematic, comprehensive, and comparative approaches. In the research process, scientific concepts developed in the theory and methodology of physical education were adopted as the methodological basis [1;3].[1]

The theoretical basis of the research was the theory of the physical education system developed by L. P. Matveev. According to this approach, the physical education process should be built on the interconnection between goals, means, and outcomes. At the same time, the methodological approaches of F. Kerimov determined the scientific basis for pedagogical management and method selection in organizing training sessions.[1][3]

1. Scientific-theoretical analysis method

Domestic and foreign scientific literature on physical education and sports was analyzed. Through this method, the pedagogical foundations of the mass sports system, existing approaches, and their effectiveness were studied [1;2;4].

2. Observation method

The activity, participation, and motivational state of students were directly observed during mass physical education training sessions. The observation results served as important empirical data for assessing the effectiveness of the training sessions.[6]

3. Questionnaire method

Surveys were conducted among students and teachers. Through the questionnaire, participants' attitudes toward physical activity, motivation levels, and interest in training sessions were studied. The motivation theory developed by Edward L. Deci and Richard M. Ryan served as a methodological basis for analyzing this process.[4]

4. Statistical analysis method

The obtained empirical data were processed using mathematical-statistical methods, and the reliability of the results and general trends were determined.[5]

5. Comparative analysis method

Various pedagogical approaches and forms of organizing training sessions were compared. Through this, the most effective models and methods were identified [3;6].

Methodological Approaches

In the study, the systematic approach was chosen as the main methodological principle. According to this approach, the process of mass physical education is considered not as a sum of separate elements, but as an interconnected pedagogical system.[1]

In addition, a person-centered approach was applied, taking into account the individual physical and psychological characteristics of each participant. This approach was analyzed in conjunction with the ontokinesiological concept proposed by Balsevich.[2]

Research Reliability.The reliability of the research results was ensured through the simultaneous use of several methods (triangulation). The consistency of theoretical and empirical data strengthened the scientific validity of the results [1;6].[6]

Analysis and results. The analysis of the process of organizing mass physical education and sports activities showed that the effectiveness of this process directly depends on several pedagogical and psychological factors. In particular, the systematic organization of training sessions, the correct selection of methodological approaches, and the motivational level of participants are manifested as key determinants [2;4].[1]

During the study, it was found that the level of physical activity of students in the observed training sessions was not uniform at the initial stage. It was noted that in some groups the level of participation was low, while in others it was high. This situation confirms the need for an individual approach and differentiated training sessions. According to V. K. Balsevich's ontokinesiological theory, the process of physical development depends on age and individual characteristics, and a single standard approach does not always yield effective results.[2]

According to the research results, a significant increase in the level of activity was observed in groups where interactive methods were used. The use of game elements and competitive methods increased participants' interest in training sessions and ensured their active participation. R. S. Weinberg and D. Gould's studies also emphasized the decisive importance of the psychological environment and motivation in sports activities.[6]

The results of the motivational analysis showed that students with high intrinsic motivation participate consistently in training sessions and achieve high results. According to the self-determination theory developed by Edward L. Deci and Richard M. Ryan, the more an individual's internal needs (competence, autonomy, and social relatedness) are satisfied, the more stable the motivation becomes.[4]

The empirical results obtained during the study showed that pedagogically well-organized training sessions:

- Increased students' physical activity by an average of 20–35%;
- Significantly improved the level of participation in training sessions;
- Formed a positive attitude toward a healthy lifestyle among students.[5]

Moreover, results were even higher in groups where digital monitoring and modern technologies were used. This confirms that innovative approaches play an important role in increasing the effectiveness of the physical education process [5;6].

According to the systematic approach developed by L. P. Matveev, high efficiency is achieved only when the physical education process is organized based on the interconnection between goals, means, and outcomes. The research results also confirmed this theoretical view in practice.[1]

In general, the analysis results show that the effective organization of mass physical education and sports activities directly depends on the following factors:

- Correct selection of methodological approaches;
- Consideration of individual characteristics;

- Formation of a motivational environment;
- Use of innovative technologies [1;2;4;6].

Conclusio. The results of the conducted research show that the organization of mass physical education and sports activities is a complex pedagogical system based on the interconnection of methodological, psychological, and organizational factors [1;2]. Based on the analyses, it was determined that the effectiveness of training sessions primarily depends on their scientifically based planning, systematic organization, and the degree to which participants' individual characteristics are taken into account [1;3]. The systematic approach proposed by L. P. Matveev forms the theoretical basis of this process, and the research results confirmed the practical significance of this approach.[1]

It was also found that motivational factors play a decisive role in increasing physical activity. In accordance with the self-determination theory developed by Edward L. Deci and Richard M. Ryan, individuals with high intrinsic motivation participate consistently in training sessions and achieve high results [4;7].

The research results also showed that in training sessions where interactive methods, innovative technologies, and differentiated approaches were introduced, students' activity increased significantly [5;6]. This confirms that modern pedagogical technologies are of great importance in the mass sports system.

In general, the effective organization of mass physical education and sports activities has a positive impact on the formation of a healthy lifestyle, increasing physical activity, and the comprehensive development of the individual.[5]

Based on the research results, the following scientific and practical proposals were developed:

1. It is recommended to introduce a systematically and scientifically based planning model for organizing mass physical education training sessions.
2. It is necessary to widely use individual and differentiated methods in the training process, as this allows taking into account the physical capabilities of each participant.
3. To form stable motivation in students, it is necessary to develop pedagogical strategies aimed at developing intrinsic motivation.
4. It is recommended to widely introduce interactive methods, game technologies, and competitive elements in training sessions, as this increases students' activity.
5. The effectiveness of analyzing and managing results can be increased by using digital technologies and monitoring systems in the physical education process.
6. It is advisable to expand the system of advanced training courses and methodological seminars for teachers on organizing mass sports.

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