

THE CONFIGURATION OF EDUCATIONAL FACTORS IN THE FAMILY IN TERMS OF THEIR IMPACT ON THE FORMATION OF INTEREST IN SPORTS IN MIDDLE SCHOOL CHILDREN

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Abstract

Research purpose: The aim of the study was to examine the features of the educational concept of the family in mutual understanding with middle school children with different levels of physical activity.

Material and Methods. 212 students aged 11-12 years, including 104 students (48 girls and 56 boys) who are not involved in sports and 108 students who go in for sports (36 girls and 72 boys). The following research methods were used to solve the problems set in the work: analysis and generalization of scientific and methodological literature data; content analysis; method of comparison; sociological methods of research (questionnaire “My family”); methods of mathematical statistics.

Results. The results of the testing of boys and girls revealed the following 8 factors of upbringing in the family: severity; fostering independence; mother or father domination; attitude to school and teachers; cruelty; relationships in the family; mutual assistance; community of interests. The rating of the factors of upbringing that affect the level of understanding in the family of girls aged 11-12 years, determines that in those who do not go in for sports “rigor and demanding attitude in upbringing” is in the first place, and in the second – “common interests”, while for girls who go in for sports “mutual assistance in the family” is in the first place and in the second “rigor and demanding attitude in upbringing”. The results of the definition of mutual understanding in the family show that the “successful” level was mostly determined by 57.14% of boys aged 11-12 who go in for sports, and the lowest percentage is noted for boys aged 11-12 years old who do not go in for sports (22.22%). Boys and girls who do not play sports are characterized by a “less prosperous” level of mutual understanding in the family (61.11 and 66.67%, respectively).

Conclusions. The socialization of students in the micro and macro environment through the formation of values in the field of physical culture and sports is ensured by the following factors: rigor, fostering initiative, attitude towards school, rigidity in upbringing, family relationships, mutual assistance in the interests of the community.

Keywords: sports, students of secondary school age, social concept.

Introduction

In today's context, the role of physical culture as an integral part of the general culture of society is increasing and its social functions are becoming increasingly important (Bezverkhnia, 2004; Moyseyuk, 2007; Mamayeva & Mamayev, 2010). Physical culture functionally adapts to the heterogeneous differentiated needs of society, to its evolving and

changing structure. The unity of functional, value and activity that make up the content of physical culture, deepens the understanding of its integrative, human-forming, spiritual and physical essence (Udalova, Kokurina, & Likhomanov, 2017; Serhiienko, 2018; Andrieieva et al., 2019).

The analysis of researches of many authors allows to define the basic trajectories of socialization of the person by means of physical culture and sports, for their construction and realization, namely: formation of value attitude to physical culture and sports, motivation of employment to them

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(Karpushin, 2013; Udalova, Kokurina, & Lihomanov, 2017); using the potential of the family, social environment in the socialization of the individual (Levchenko, 2006; Bagnatova, 2011a); adaptation of students to the values of physical culture and sports (Bezpalco, 2009; Liasota, 2012; Bahach, 2015); ensuring identification at the level of values and ideals (Gogunov, 2004; Bagnetova, 2011; Boiko, 2013; Krutsevich & Marchenko, 2017).

Carried out by Osadchaia and Maksymenko (2008), Turchik (2017), an analysis of studies on the impact of parents on children's sports in the United States shows that parents often consider children's participation in sports a vital part of their socialization process, providing material and financial support to meet the needs of children in the classroom (Collins, Micheli, Yard, & Comstock, 2008).

A review of literature indicates that in the United States, family is determined to be a dominant influence on youth throughout their socialization process (Dorsch, Smith, & McDonough, 2009), and parent involvement in sports is a key factor in youth involvement (Barnett, 2008). By encouraging children to engage in sports and enabling them to engage in sports systematically, creating the conditions for the formation of values and norms that children learn in the exercise, parents influence their children and promote their socialization (Danish, Forneris, Hodge, & Heke, 2004).

The aim of the research was to study the features of the social concept of the family in mutual understanding with middle school children with different levels of physical activity.

Materials and methods

Study participants

The study was conducted on the basis of secondary schools № 87, № 94 in Kyiv, Ukraine. In the research participated 212 students 11-12 years, including 104 students (48 girls and 56 boys) who are not involved in sports and 108 students who go in for sports (36 girls and 72 boys).

Study organization

To solve this goal, the following research methods were used: analysis and synthesis of scientific and methodological literature; content analysis; method of comparison; sociological methods of research (questionnaire "My family"), methods of mathematical statistics.

The "My Family" Student Socialization Questionnaire is designed to identify certain factors of upbringing in the family.

Statistical analysis

Statistical analysis was performed using the IBM SPSS Statistics 20 statistical software package. The following parameters were calculated: arithmetic mean, standard deviation.

Results

To find out the degree of external and internal influences on the formation of motivation for self-improvement in the process of physical education of students and their formation as individuals, the following questions were analyzed:

teacher's advice, parents' tips, tips of friends, TV programs, knowledge about the benefits of classes, attending, sports competitions, etc. In the first place, the impact of family education was determined by 54.7% of boys and 58.3% of girls. Family traditions are passed down from generation to generation. It is proved that children involved in physical culture and sports are less prone to such bad habits as alcoholism, smoking, drug addiction, substance abuse, etc.

The percentage of schoolchildren (27.3% and 33.3% of girls among boys), who believe that physical education and sports interest is influenced by physical education and sports,

Table 1. Ranking factors of education that affect the level of understanding in the family of boys 11-12 years

Factors of education	Boys who aren't go in for sports (n = 56)			Boys who are go in for sports (n = 72)		
	X	SD	Rating	X	SD	Rating
Education Initiative	9.19	2.86	6	12.32	2.43	1
Attitude to school	10.45	3.01	3	10.89	2.61	6
Rigor and demanding education	11.91	2.42	1	10.70	2.88	2
Relationships in the family	9.87	1.97	5	9.77	2.97	4
Mutual family assistance	10.38	2.85	4	10.37	2.07	5
Common interests	11.45	3.42	2	11.04	3.24	3

attracts attention. This is due to the teacher's authority in the relationship with the students and their relation to the subject.

An analysis of the factors of education that affect the level of understanding in the family, boys 11-12 years, who are not go in for sports and exercise are presented in Table 1.

Boys who are not go in for sports put the factor "rigor and demanding in education" in the first place, the second factor is "common interests".

Boys who go in for sports place "education of initiative" in the first place, "rigor and demanding in education" in the second place, usually common interests in the family promote understanding and this factor in them in the third place.

Boys who go in for sports are different from peers who are not go in for sports, the reality of self-esteem, less fear of failures, lower anxiety. A similar feature of teenagers who do and do not exercise is the high level of harassment (Meyerson, 1988; Vulkanova, 2005).

The test results of girls (who are not involved in sports and those engaged) revealed the following six factors of family education: education initiatives; attitude to school and teachers; rigor and demanding in education; relationships in the family; mutual assistance; community of interests (Table. 2).

The rating of the factors of education that affect the level of understanding in the family of girls 11-12 years, determines that in those who are not go in for sports in the first place "rigor and demanding in education", and in the second – "common interests", in while for girls who go in for sports in the first place "mutual assistance in the family" and in the second "rigor and demanding in education".

These results indicate that not all parents understood the problems of education, they can not always find an individual

Table 2. Rating of factors of education that affect the level of understanding in the family of girls 11-12 years

Factors of education	Girls who aren't go in for sports (n = 48)			Girls who are go in for sports (n = 36)		
	X	SD	Rating	X	SD	Rating
Education Initiative	10.30	3.07	5	10.24	2.61	5
Attitude to school	11.42	2.67	3	10.29	2.66	4
Rigor and demanding education	12.68	3.07	1	11.00	3.62	2
Relationships in the family	10.07	2.47	6	9.59	2.35	6
Mutual family assistance	11.02	2.39	4	11.35	2.57	1
Common interests	12.18	2.82	2	10.53	3.18	3

approach to every conflict that may arise in the relationship between parents and children. According to scientists, such relationships lead to the formation of adolescents feelings of self-doubt, moral responsibility for their actions. Usually, such relationships continue in later life (Danish et al., 2004; Udalova et al., 2017).

Comparing the results of testing boys and girls who go in for sports, we can conclude that the majority of athletes (both boys and girls) note a more prosperous and less prosperous relationship in their families (Table. 3).

Table 3. Level of understanding in the family of middle school children who go and don't go in for sports, %

Age, years	School children	Sex	Trouble-free, %	Less trouble-free, %	Satisfactory, %
11-12	Don't go in fir sport	b.	22.22	61.11	16.67
		g.	33.33	66.67	.00
11-12	Go in fir sport	b.	57.14	21.43	21.43
		g.	25	33.33	41.67

Test results show that the highest level of “trouble-free” in the majority was determined by boys who go in for sports, 57.14%, and the lowest percentage is observed in boys 11-12 years who do not go in for sports (22.22 %).

Therefore, athletes are more independent and purposeful than peers who do not go in for sports. In this regard, there may be a conflict situation with parents who are not yet aware or do not wish to be aware of the adulthood and independence of their own children. And their authoritarian style of family relationships causes alienation of children and misunderstandings in the family (Gogunov, 2004; Olkhova-Marchuk, 2009).

The percentage of students who identified the next rated level of family understanding – “less trouble-free” are boys and girls who are not go in for sports (respectively 61.11 and 66.67 %).

The level of relationship in the family is “satisfactory”, that is, average, noted by girls who go in for sports. This can be explained by the fact that their parents do not approve of sports, their children/girls, especially as it is power, high-speed types such as boxing, karate, etc.

Discussion

According to the results of research allowed to determine the following factors of family upbringing: education initiative; attitudes towards school and teachers; rigor and exactingness in upbringing; family relationships; mutual assistance; common interests. We have identified a certain hierarchy of factors of family upbringing in boys and girls who do not play sports and those who do), which will determine the individual approach to the formation of the child's personality. The results provide an opportunity to make informed decisions in matters of education, mutual understanding, comprehensive support for children who play sports and those who do not, but have other interests.

Describing the style of interpersonal relationships in the family, respondents indicated that one parent's authoritarian style was dominant. Most often, it is the mother's authoritarianism. We can assume that in these families much attention is paid to physical activity and sports, which serves as a personal example and an additional incentive for sports activities for middle school students.

Our research shows that if parents play sports themselves, the family cultivates sports and physical activity, in which children are involved from an early age. This confirms the fact established by scientists that one of the significant external factors influencing the motivation of students to play sports is the example of parents (Bezverkhnia, 2004)

Comparing the results of testing boys and girls who play sports, we can conclude that most athletes (both boys and girls) have a successful and satisfactory level of relationships in their families. We can assume that in these families much attention is paid to physical activity and sports, which serves as a personal example and an additional incentive for school sports, which confirms the study Olkhova-Marchuk (2009).

The researcher studied the main forms of educational work with parents on the formation of a culture of interpersonal relationships of primary school children through physical education. The researcher claims that in involving parents in the formation of a culture of interpersonal relationships of students through physical culture, parent conferences aimed at showing practical examples of physical education in specific families and open physical education lessons were important, where parents had the opportunity to observe their children directly during physical and game activities (Olkhova-Marchuk, 2009).

In own research, Bezverkhnia (2004) also identifies family education as a fundamental factor in the formation of physical and sports interests of students, and the formation of personality, but in the age section notes a gradual decline in this indicator. This is mostly due to the age-old pattern associated with the mental development of adolescents and their desire for independent decision-making, as opposed to parental advice. Although this issue requires additional research, taking into account the timeline and trends in the modern dimension.

There is an opinion in the literature (Levchenko, 2006; Sergienko, 2018), that one of the important needs of transitional age is the need for parents, teachers, and seniors to be exempt from control and custody, and the rules and procedures established by them.

Trussell (2009) in own research states that in a situation where a child in the family is treated as a future sports star,

the relationship between his siblings can become strained. Camiré et al. (2011) note that relationships in families where the younger siblings have been more successful are particularly difficult. By the way, children often dropped out of sports to compare their results with a more successful sibling.

Vulkanova (2005), which dealt with the impact of sports on the development of personal prerequisites for resistance to stress in adolescence, states that the adolescents of both sexes and non-sports, exhibit both typical and atypical correlation relationships of self-esteem, achievement motivation and anxiety.

The first are the negative correlation relationships of indicators of self-esteem and anxiety, the positive correlation relationships of indicators of divergence of levels of harassment and self-esteem with indicators of anxiety, fear of failure and anxiety. The second is the negative correlation of indicators of fear of failure and anxiety, which can be regarded as a sign of a tendency to refuse to achieve the goal at high risk, which leads to a decrease in anxiety.

The analysis of the studied sources on the problems of family upbringing gives us grounds to conclude that the regulation of such a situation depends to a greater extent on the parents. After all, family upbringing is an interaction of parents with children, which is based on family emotional closeness, family harmony, love, care, respect and protection of the child and helps to create favorable conditions to meet the needs of full development and self-development of the child (Konoshenko, 2013). In our opinion, the example of brothers and sisters can be a strong motivating external factor for self-improvement and sports activities.

Scholars argue that the family is especially important in shaping the value system through which a child enters the system of social ties (Turishcheva, 2007).

Turishcheva (2007) with the help of the questionnaire "My family" determined the degree of manifestation in family upbringing of the following parameters: rigor-flexibility of educational attitudes; education of independence, initiative; mother or father dominance; attitude to school and teachers; rigidity-flexibility of methods of education; family relationships; mutual assistance in the family, the presence or absence of family affairs; common interests; the level of well-being in family relationships. This questionnaire allowed to identify one of the parents, whose educational influence is dominant. It was found that in most families the role of educator belongs to the mother (80.6%); families in which the leading role in upbringing belongs to the father, make up 9.7%; both parents – 9.7%. The results of this study coincide with the results of our research: respondents said that the authoritarianism of the mother is dominant (78%). We believe that this leads to a lack of parental care and control in the process of growth and development of children.

A study conducted by Feodorova (2014) found that adolescents-athletes of both sexes positively perceive parents who are interested in their lives, support their independence, and show emotional warmth. It was found that adolescents' motivation for various activities is related to their parents' perceptions. The positive attitude of parents is more related to the formation of motivation to study and friendships in the family than to the promotion of motivation for sports.

Conclusions

The socialization of students both in the micro and macro environment through the formation of values in the field

of physical culture and sports is ensured by the following factors: rigor, upbringing of initiative, attitude to school, rigidity in upbringing, relationships in the family, mutual assistance in the family, common interests. Comparing the results of testing boys and girls who go in for sports, we can conclude that most athletes (both boys and girls) have a positive and satisfactory level of relationships in their families. We can assume that in these families much attention is paid to physical activity and sports, which serves as a personal example and an additional incentive for sports.

Conflict of Interest

Authors declare no conflict of interest.

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КОНФІГУРАЦІЯ ВИХОВНИХ ФАКТОРІВ У СІМ'І З ТОЧКИ ЗОРУ ЇХ ВПЛИВУ НА ФОРМУВАННЯ ІНТЕРЕСУ ДО СПОРТУ У ДІТЕЙ СЕРЕДНЬОГО ШКІЛЬНОГО ВІКУ

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 8 с., 3 табл., 29 джерел.

Метою дослідження було вивчення особливостей освітньої концепції сім'ї у взаєморозумінні з дітьми середнього шкільного віку з різним рівнем фізичної активності.

Матеріал та методи. У дослідженні приймали участь 212 школярів 11-12 років, у тому числі 104 учні (48 дівчат та 56 хлопчиків), які не займаються спортом, і 108 учнів, які займаються спортом (36 дівчат та 72 хлопчика). Для вирішення поставлених в роботі завдань використовувалися наступні методи дослідження: аналіз та узагальнення даних науково-методичної літератури; контент-аналіз; ме-

тод порівняння та зіставлення; соціологічні методи дослідження (опитувальник «Моя сім'я»), методи математичної статистики.

Результати. Результати тестування хлопчиків і дівчаток виявили наступні 8 факторів виховання в сім'ї: строгість; виховання самостійності; домінування матері чи батька; ставлення до школи та вчителів; жорсткість; стосунки в сім'ї; взаємодопомога; спільність інтересів. Рейтинг факторів виховання, що впливають на рівень розуміння в сім'ї дівчаток 11-12 років, визначає, що у тих, хто не займається

спортом, у першу чергу «строгість і вимогливість в освіті», а по-друге – «спільні інтереси», у той час як для дівчат, які займаються спортом, насамперед «взаємодопомога в сім'ї», а на другому – «суворість та вимогливість до освіти». Результати визначення взаєморозуміння в сім'ї показують, що «успішний» рівень в основному визначали 57,14% хлопчиків віком 11-12 років, які займаються спортом, а найнижчий відсоток відзначається у хлопчиків 11-12 років, які не займаються спортом (22,22%). Юнаки та дівчата, які не займаються спортом, характеризуються «менш благо-

получним» рівнем взаєморозуміння в сім'ї (61,11 та 66,67% відповідно).

Висновки. Соціалізація учнів у мікро- та макросередовищі через формування цінностей у галузі фізичної культури та спорту забезпечується такими чинниками: строгість, виховання ініціативи, відношення до школи, жорсткість у вихованні, взаємовідносини у сім'ї, взаємодопомога у сім'ї, спільність інтересів.

Ключові слова: спорт, учні середнього шкільного віку, соціальний концепт.

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