

PEDAGOGICAL FOUNDATIONS FOR THE FORMATION OF COLLECTIVIST RELATIONS IN THE STUDENT SPORTS TEAM

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in Social Sciences and Humanities**Abstract:**

Education in the team, for the team and through the team is one of the leading principles of the pedagogical education system, justified and confirmed by pedagogical experience. The formation of a student's personality occurs under the influence of various types of activities, including the activities of a sports team. The formation of collectivistic relations in the process of students' sports activities has a positive effect on their attitude towards other types of activities. Student athletes are more aware of the social significance of not only sports, but also their main type of activity - educational and work.

Keywords: team, student, experience, relationships, practical activities, sports team.

INTRODUCTION

Methods and organization of the study. The concept of "Physical culture and sports" is based on the recognition that personality is actively formed in conditions of collective life. Education in the team, for the team and through the team is one of the leading principles of the pedagogical education system, substantiated and confirmed by pedagogical experience. Collectivism is one of the basic principles of human morality, revealing the relationship between the individual and society as a whole, the individual and the collective. The student body is a typical group, and the process of forming collectivist relations in it consists in the accumulation and qualitative enrichment of students' experience of moral behavior with targeted influences on their feelings and consciousness. Collectivistic relations should permeate all the diverse systems of relations into which students enter (entering a university) in the process joint activities; become the core of any type of relationship, and the level and nature of their formation - an indicator of the education of students as a whole. Such relationships provide orientation for the individual in a variety of actions, based not on personal motives and interests, but on the social significance of actions. In the process of developing collectivistic relations, friendly participation, mutual assistance and sensitivity deepen, relations of voluntary submission, subordination, interdependence, and empathy are established [2]. The formation of a student's personality occurs under the influence of various types of activities, including the activities of a sports team (group, section). Despite the fact that educational and work activity is the leading one in student groups, its share in the formation of collectivist relations is lower than social, sports and other activities. Underestimation of this by teachers is one of the reasons why some students experience costs in moral education. In addition, by voluntarily joining a sports team (university sports club), a student experiences the attitude of the teacher-coach and his comrades towards him more acutely than in a study group. This requires teachers to be especially honest in their

relationships with students, to be objective in assessing their actions, and to know the nature of interpersonal relationships. However, the process of forming collectivistic relations in a student sports team (group, team) has not yet been sufficiently subjected to in-depth study and theoretical analysis. This leads to the fact that the properties of a particular sports team as a subject of education in higher education are not always taken into account, intra-collective relationships and dependencies develop spontaneously, which significantly complicates pedagogical leadership and reduces its level. This situation reflects the obvious contradiction between the steadily growing demands of a “real” way of life and the level of scientific knowledge about the patterns of formation of collectivist relations. Therefore, an urgent problem is to determine the pedagogical conditions for students’ sports activities, which create favorable opportunities for the formation of collectivistic relations. In the process of many years of pedagogical research using a pedagogical experiment, observations, conversations, questionnaires, generalization of independent characteristics, analysis and generalization of the received materials, the following was established. As an object of pedagogical analysis, collectivistic relations are a natural result of the directed formation of collectivistic personality traits of students through the organization of “relationships-communications” in the process of socially significant joint sports activities. Sports activity influences the formation of a student’s personality in an ambiguous way: under some conditions it contributes to the improvement of positive qualities, under others it can create the ground for the manifestation of negative personality traits.

This is explained by the fact that it is not participation in sports itself that educates students, but the relationships that develop in the team during the activity [3]. The organization of collectivistic relations in the process of students’ activities in a sports team can be carried out both directly and indirectly. The first involves the use of collective forms of holding mass sporting events that promote the formation of relations of cooperation and mutual assistance, responsibility and mutual demands, camaraderie and friendship. The second way is to organize a student team, which creates the prerequisites for the transition of organized relationships into personal ones. An effective result is achieved through the unity of direct and indirect ways of influence, which emphasizes the need for a two-way approach to the organization of collectivist relations. The following stages and characteristic features of the development of a sports student team have been identified. At the first stage, not all students who have entered the university as a first-year student have strong collectivistic relationships, and individuals allow themselves to take actions that do not completely coincide with the interests of the team, carried out under the influence of previously formed egoistic and consumer relationships. Therefore, the general goals and prospects set for the sports team are not yet recognized by everyone and experienced as significant for them, for the successful implementation of which they are responsible. Despite the presence of collective self-government bodies, they do not play a significant role in the management of practical activities; it is mainly carried out through the demands of teachers. In the struggle to achieve collective goals, cooperation and mutual assistance, concern for the affairs of the entire team, and demands on each other are not sufficiently demonstrated. The second stage of development of a sports team is characterized by the presence of a unified system of collectivistic relations and dependencies in the practical activities of students. However, for individuals, these relationships have not yet turned into personal ones, and therefore they exhibit

insufficient stability and consistency of behavior outside the control of the team. Management of students' practical activities at this stage is carried out mainly through its self-government bodies and activists. A significant role in this is played by the public opinion formed by the university, the style of collective behavior developed and the accumulated positive traditions in the spirit of which students strive to behave. Cooperation and mutual assistance, caring for each other, criticism and self-criticism are developing, which not only contributes to the successful achievement of common goals, but also creates favorable preconditions for the formation of a truly collectivistic psychology among future specialists. The third stage of development of a sports team is characterized not only by a rich system of truly collectivist relations, but also by the desire of the students themselves to improve it in the spirit of the principles of the moral code. As a result, especially favorable conditions are created for the transition of organized collectivist relations into students' personal relationships that are adequate to them, determining their active life position, strong moral beliefs, the focus of practical activity on achieving socially significant goals, and the development prospects of each member of the team. Hence the worry about their achievements and failures. This encourages us to strive to create optimal conditions for their comprehensive development, to include everyone in activities that would give them the opportunity to develop their abilities and make the maximum contribution to the common cause of the team. Thus, the sports team becomes the subject of the education of its members [4].

Research results. In a highly developed student sports team, issues of moral education are more successfully resolved. Therefore, the most important task of a physical education teacher-coach is to create a purposeful sports team with a certain system of relationships at different levels:

a) in a primary sports team (section) - intra-collective relationships to develop students' skills to be guided in their actions by the interests of the team, to help comrades, to demand good performance of public assignments, as well as the ability to lead and obey:

6) relationships across the institute, contributing to the unity of the university's sports club and the expansion of team relationships;

c) relations with other sports, educational and industrial groups, public organizations to prevent student-athletes from being "confined" into a narrow circle of their interests, to familiarize them with the life of other groups;

d) international relations, the task of which should be to create favorable conditions for educating students in the spirit of friendship of peoples and fraternal solidarity. The optimal structure of a sports team requires solving the following problems: - firstly, the creation of capable self-government bodies, including temporary ones, to include all members of the team in public activities;

- secondly, the organization of such a system of moral relations and dependencies between self-government bodies and their authorized representatives, which makes it possible to develop skills of leadership and subordination, to prevent the manifestation of egoistic personality traits in individual athletes;

- thirdly, endowing self-government bodies and their leaders with large and specific responsibilities, creating the prerequisites for the formation of an active life position, the development of creative abilities and initiative, the ability to organize the activities of comrades and one's own. An important condition for the formation of moral qualities of students is

teachers' knowledge of interpersonal relationships and the status of each student both in sports and in educational groups, of which they are full members. An effective condition for the influence of a sports team on the formation of a student's personality is the transition of moral relations organized in the process of activity into personal ones, which is possible only with complete harmony of public and personal interests, with the experience of collective requirements as significant for everyone. At the same time, it is important to take into account the individual moral characteristics of athletes, which consist in their life position, adequate or not adequate to the requirements of ethics and the principles of collectivism in the first place [5]. Students with stable collectivistic behavior, under the influence of organized relationships, are more systematically engaged in both self-education and the education of their comrades. The relationships formed in a sports team completely coincide with the orientation of their personality as a whole and become personally significant for each of them, which contributes to a better impact of the means of ideological, political and moral education. Students with unstable collectivistic behavior, being under the influence of the real relationships created, consolidate the collectivist experience, and the means of moral education contribute to the eradication of negative personality traits. The peculiarity of the approach to students with a predominance of egoistic tendencies in behavior, reacting to the projected relationships in a sports team, coming into conflict with it, and sometimes adapting to them, lies in the advisability of using situations based on strong socially valuable motives. Following this, it is necessary to further organize the long-term impact of modeled new relationships and dependencies using the means of ideological and moral education. The conditions of a sports team and the specifics of its activities require the skillful use of emotional stress of varying influence on the student's personality. However, with all this, the requirements for students from physical education teachers and teachers of other academic disciplines must be agreed upon in the general pedagogical process of the university. The formation of collectivistic relations in the process of students' sports activities has a positive effect (under the above pedagogical conditions) on their attitude towards other types of activities. Student-athletes are more aware of the social significance of not only sports, but also their main type of activity - academic and work. Their social and labor activity is noticeably increasing. Conclusions. All of the above makes it possible to increase the efficiency of using such an effective factor as a student sports team in the pedagogical education of future specialists. The reasons for its ambiguous influence should be taken into account by university teachers in practical work when organizing the educational process.

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