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## Pedagogical support of parents as a condition for perseverance development among young athletes, who participate in “Sports class” educational project

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**Abstract:** The upbringing of harmoniously developed personality is the most important aim of any civilized society. In the realization of it an outstanding role belongs to the family, as a natural and safe environment in which a child grows and develops. This aim is closely connected with the targets set out in the “Strategy of Physical Culture and Sports Development in the Russian Federation for the period up to 2030” and other regulating documents that define as priority areas of state policy – the involvement of younger contingents into systematic physical exercise and sports, the realization and self-realization of children and youth in selected sports, professional self-determination of students. The harmonious development of physical and personal-mental qualities of children and teen-agers depends not only on the educational potential of a family, but also on educational classes organization and extracurricular activities, considering promising areas of sports activity and realized in terms of them modern organizational forms, including “Sports Class” and “Sports Vertical” projects. In this connection, the following questions become urgent: the identification of the conditions for the personal qualities development among young athletes and the influence of parental attitude on the formation of perseverance among students.

**The scientific novelty** lies in the substantiation of the need for social interaction provision between a teacher, a child, and a parent as a condition for an adequate parental position formation and students’ personal-mental qualities development. **Practical significance.** The results of the research can be used in the work of physical education teachers, sports coaches and other specialists. They study the problem of physical culture and sports activities improvement on the basis of optimizing the forms of family, general and additional education integration into the integrated educational and upbringing sphere. **Research methods.** Questionnaire and interviewing among 28 athletes, methods of descriptive statistics, correlation analysis.

**Results.** Questionnaire and conversations with young athletes demonstrated that perseverance demonstration in sports activity is connected with the attitude of the most important for an athlete people (parents) to the personality of an athlete, with pedagogical mastery of a teacher and a coach. They provide continuity and consistent development of important personal qualities in the sports collective of peers. **Conclusion.** The participation in “Sports Class” educational project provides necessary preconditions for physical development formation among young athletes, forms motivation to master professions in the field of physical culture and sports, actualizes competitive personal qualities, forms the applied skills and abilities, provides pre-professional self-determination of young athletes, their sports improvement. One of the conditions for “perseverance” personal quality formation among young athletes, who participate in “Sports Class” educational project, is an adequate parental position and their attitude to the personal self-determination of the child. This, in turn, requires further development of effective forms of interaction between all subjects of educational-upbringing process.

**Keywords:** sports class, perseverance, young athletes, parents, organizations of general and further education.

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## **Introduction**

Young athlete's significant personality qualities formation happens not only in sports activity. It is also conditioned by relations in the family, in closest environment, reference group. Young athlete's perseverance actualization is connected with given or not given freedom of creativity, independence of thinking and activity, value attitude to it.

The questions of personal qualities development are considered by several scientists. S.D. Neverkovich defines the personality and authority of a coach as a significant factor of sports improvement in a chosen kind of sport [1, p. 98]. A.A. Geraskin and other authors reveal theoretical and applied aspects of skills for activity development in sports games [2, p. 44], H.E. Lenyushkin, N.A. Fomina, Ya.Yu. Bezryadin substantiate the peculiarities of the directed perseverance development among athletes-combatants [3, p. 51]. At the same time in practice the upbringing potential of educational projects in the system of general and further education of children and youth is not used enough. It accumulates considerable experience of the specialists and scientists in the sphere of physical culture and sport. In this connection it is reasonable to create modern methodologies, technologies, organizational forms, which help to reveal intellectual and motor skills of schoolchildren, form the interest in a healthy, physically active life style, help to realize the future professional activity self-defining and the main thing it is reasonable to use the methodologies during the work with the oncoming generation.

Aim of the research: to reveal the conditions of personal-psychic quality "perseverance" development among young athletes, They take part in "Sports class" project.

## **Materials and methods**

Questionnaire, interviewing, pedagogical observation, methods of descriptive statistics, correlation analysis. The peculiarities of perseverance demonstration by young athletes was realized using created by G.A. Kuzmenko "Level of perseverance development" questionnaire [4]. Contingent of the respondents were young athletes, who studied at comprehensive schools in Moscow and took part in "Sports class" project (28 people).

## **Results and discussion**

Pedagogical analysis of the questionnaire results among 28 students helped to reveal problem zones of perseverance development. Below we present the thoughts of young athletes concerning the peculiarities of perseverance demonstration in the activity. According to first 13 questions and personal comments of athletes (marked as (p)) we formed correlation matrix of dependencies. It reflects interconnection between these or that personality's

manifestations in activity.

Parent's respect of a boy's or a girl's interests: "yes" – 9; "sometimes" – 3; "no" – 2 (p 1), corresponds with the degree of trust shown to him(her) by parents: "yes" – 8; "sometimes" – 4; "no" – 2 (p 2). It is the reason for a kind of freedom and responsibility restriction of a young person.

Self-assessment of the perseverance realization experience is reflected in the answer concerning the amount of important achievements in personal life: "2 and more" – 9; "one" – 1; "nothing is done yet" – 3 (p 3). These three people are "not accepted" by parents in the context of their choice respect. Negative estimation and parents' mistrust form low self-assessment of a young person in terms of important in life events self-building and self-actualization.

The need for the set results and aims achievement have most senior schoolchildren: "yes" – 12; "sometimes" – 2 (p 4). It should be noted that exactly these two people were from the group of low trust level and low approval of success by parents. Value attitude "to be the first, second" expressed 12 respondents; "be the first, second, third, average"-without any demands claimed on the result (p 5) – these two respondents. It prevents leadership realization as the model of personality's behavior.

A personality's interest in "devote oneself to some chosen activity" position out of positively estimated by parents - only 3 people (p 6). It shows need of all boys and girls for their personality defense, wide interests, need for self-realization in different spheres of social activity as an attribute of psychological steadiness, spectrum of positive inner supports and social position stability. The presence of subjectively important activities in the life of young athletes is presented in 60% of cases. It shows pre-professional search.

In sport attract "classes themselves and the planned result", which proves two-vector orientation both to the process and result. It is extremely important for personality development in sport. Interest in classes themselves as an attribute of procedural orientation without its support by achievements demonstrate two respondents (p 7). Their parents don't trust them; "any result" as the characteristic of conflict development in terms of aims ambiguity underlined one respondents. Parents' support and firm belief in a personality's success form the base for competitive qualities demonstration.

The respondents had the following results answering the question "Do difficulties have negative influence on the desire to fulfill the planned activity?": an objective confidence loss feel 13 respondents and only one athlete mentioned that difficulties make the desire to achieve the result stronger, and it shows high level of resistance, the

ability of a personality to disengage oneself from current negative information and this information reflects the subject of further development (p 8).

The ability of a personality to work (train) at his maximum output was estimated by "no" position by three respondents. Their parents didn't trust them (p 9). This fact can be explained from the point of view of a known educator S.L. Soloveichik. He considers that parent can either increase a child's will, or destroy it. At the same time feelings are comparable to the power of desire and will to its tension. Desire becomes stronger together with a person's self-confidence and his confidence in own notion of the world by means of mental realization of own personality and the world, accumulated knowledge and gained experience. It is interesting to study the following question: "In the practice of own life more often you use the following strategy: a) go ahead; b) stand still; c) move back». "The following answers, which demand psychological-pedagogical maturity of parent, were received: 4 respondents chose "stand still" answer – 28,6%, it is a considerable amount. A young man, who selects "move back" strategy is not estimated by his parents positively – 7,2%, this means great failure in a personality formation (p 10).

The readiness of a personality to percept any result of competitive activity is not enough for sports career development. After the failure during the competitions 28,6% of respondents "feel upset and give way to despair"; 35,7% of respondents – analyze the reasons of the defeat, but then are still frustrated, only 35,7% of respondents (p 11) analyze

the results, make new plans and plan achievements. The perspective of providing psychological-pedagogical support for parents depends on their maturity.

Answering the question "Do you strive for having revenge on the opponent?" 21,4% of respondents (p 12) said "sometimes" and these were the athletes. Their parents don't trust them.

28,6% of athletes demonstrate "I am angry, upset, I avoid people, don't want to communicate, when a coach points out my mistakes" behavior and they all belong to the group of athletes. Their parents don't believe in them. In this group of athletes the ability "to analyze what has been said and outline the important information" is not developed. Among this group 50% of respondents don't defend own position (p 13), if it is reasonable, and are characterized by conformance of behavior.

The position of a personality in the question "Do you make a step forward every day to achieve your aim?" in 50% of cases is the following: "I doubt" and "No". This point of view is 100% concerns the group of young athletes. Their parents don't trust them. Answering the question "Are you in despair (do you give up), when you see or suppose that the game (situation) would be lost?" 50% of respondents say- "sometimes" and "always" and this group again includes the athletes. Their parents don't trust them. Answering the question "Will you take part in the competition, if a coach says that this competition is not obligatory for you?" 100% of the sampling, whose parents don't trust them, said "I'll think it over" and "I will not take part in it" (Fig.).

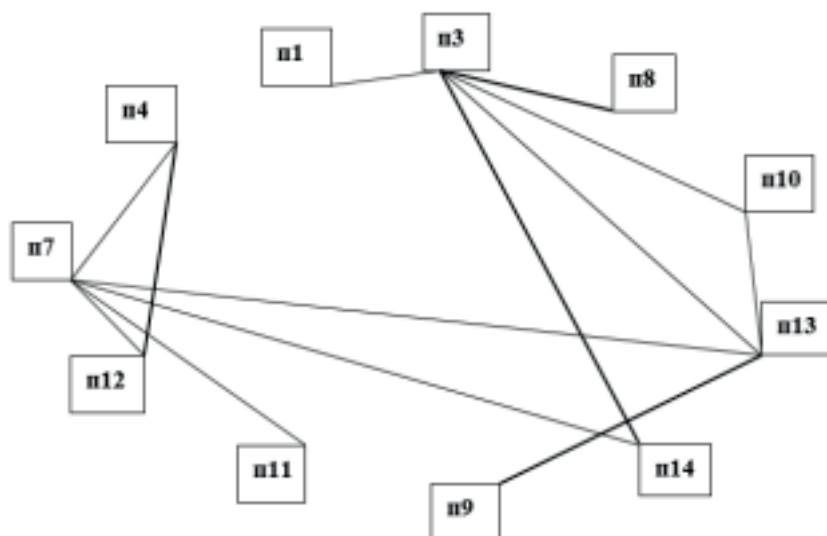


Fig. Correlation dependency matrix of personality manifestations of a young athlete (thin format of the lines-correlation coefficient  $r = 0,56-0,69$ ; semibold format of the lines –  $r = 0,71-0,75$ )

57,1% of respondents work hard during the training classes, when the coach doesn't see that athlete; 42,9%, of respondents "work depending on the degree of tiredness" and "don't work hard" and this is 100% of the sampling. They need pedagogical attention of the parents. Very often the athletes are too lazy to fulfill the task – 42,9%, and these athletes include 100% of the group of young athletes. They need pedagogical attention.

Verification of the kinds of activity, which the athletes with low pedagogical support of parents don't like to fulfill are the following: "long-term warming-up", "listen to the coach", "be the first, who starts", "intensive and new exercises". These answers reflect social reaction of young athletes

42,9% to the absence of value appreciation of his personality.

The table presents comparative analysis of the value attitude to sport competitions.

71,4% of the respondents underlined that "both educational and sports activity are equally significant and necessary".

Answering the question "Are you able to overcome own weak points, unwillingness to do anything, can you force yourself to do something?" the athletes said the following: "yes"– 28,6%; "sometimes"– 71,4% – proves unused potential of a personality and the necessity to develop regulating and volitional spheres of an athlete's personality.

Table

Comparative analysis of the views of athlete' with high and low level of pedagogical support of parents

Positions of the personality	Views of the athletes with high level of pedagogical support of parents	Views of the athletes with low level of pedagogical support of parents
I like competitions:	<b>For:</b> I can see the result of other people; I can realize self-analysis on the basis of observation; get adrenaline, memories, for time spent with the friends, experience; new experience, respectable opponents, emotions; the opportunity to express the character; interest and the opportunity to check own abilities	<b>For:</b> atmosphere; mood; competitive mood; that everyone is in "its best"; for an opportunity to: get acquainted with new people; new faces; to be with the team; take part and show the result; see the present results; the opportunity to show own abilities and cope with the fear
I don't like competitions:	<b>For:</b> stress; self-attitude decrease; it takes a lot of time; defeats; intensive tension	<b>For:</b> the fact that I can let the team down; strong anxiety, which doesn't let an athlete show his result; a lot of people; unfairness of judges; tension; emotional tension before the start; judges and spectator, who draw away the attention; anxiety, being nervous

Self-assessment of perseverance by young athletes: realization "5 points" – 14,3%; "4" – 35,7%; "3" – 21,4; "2" – 14,3%; "1" – 14,3%. The results reflect considerable resources for this quality development.

### Conclusion

Studying the problem of "perseverance" personal quality development helps to state pedagogically significant conclusion, that a young athlete's perseverance demonstration in sports activity is connected with value attitude to the personality of an athlete expressed by important for him people-parents. At the same time pedagogical mastery of a coach is the condition. It provides continuity and consistent development of important personal qualities in the sports collective of peers [5, 6]. Openness and constructiveness of communication of sports teachers, qualified athletes with young athletes-the representatives of educational organizations, who take part in "Sports class" and

"Sports vertical" project at the stage of professional choice and sports improvement, condition actualization of the competitive personal qualities, form worldview of a person, who sees own potential and who masters the ways of its realization in sport and everyday life.

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