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Socio-Pedagogical and Gender Approaches in Sports

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Abstract. The article examines socio-pedagogical and gender approaches in sports, gender stereotypes and concludes that women strive to master the traditionally “male” sports field and have significant success

Keywords: gender, sport, socio-pedagogical approach, youth, woman, man

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Социально-педагогический и гендерный подходы в спорте

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Аннотация. В статье рассмотрены социально-педагогический и гендерный подходы в спорте, гендерные стереотипы и сделан вывод, что женщины

ны стремятся освоить традиционно «мужскую» спортивную сферу и имеют значительные успехи.

Ключевые слова: гендер, спорт, социально-педагогический подход, молодежь, женщина, мужчина

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Sport has become an unusual phenomenon these days. Its beauty and attractiveness provide people with indescribable opportunities for self-realization. It is not surprising that women are attracted to sports activities, and results in increase in number of women and girls involved in both traditionally female sports and mastering new disciplines. Interest in gender research, and in women's issues, has not diminished in different countries for decades. Using these approaches, it becomes possible to understand how the disproportionate representation of the social and cultural roles of both sexes in the sports field affects the development of women's sports, as well as ways to resolve gender conflicts in various sports movements and events. This sphere of human activity was and is gender specific, therefore, the problem of gender relations in sports is presented in the paper. Questions and problems regarding gender relations in the world of sports are on the rise today. Progress in women's equality is impossible to miss, as women have the same opportunities as men, in leadership positions and breaking records [1].

The purpose of the article is to clarify the issue of gender relevance for modern society in the field of human relations in sports, as well as in the field of higher professional education.

We used methods of theoretical analysis and secondary analysis of empirical research. The methodological basis of the study was the gender approach, which presupposes and orients towards formation and approval of a policy of equal, gender-independent opportunities for self-realization in various spheres of social life.

Gender justice, in our opinion, is one of the main controversial issues regarding the future of sports for both women's and men's competitions, as well as the distribution of opportunities in sports activities. Of interest is the study of S. S. Romadanova, in which she analyzed the features of self-realization of highly qualified athletes and amateur athletes in Soviet and Russian society using a gender approach [2]. Analyzing the results allowed her to draw

several conclusions. For Russian athletes who go in for sports professionally, the problem of gender inequality is not acute. The respondents of both sexes identify themselves identically in society and have similar self-esteem. The social well-being of athletes also does not depend on gender. Therefore, we can conclude that both a man and a woman build their sports careers in similar ways, but very often their careers are evaluated differently by society.

A survey in a group of student youth showed that among those actively involved in sports there are significantly fewer girls than boys. However, girls are less confident than boys. They feel less socially protected, and they also feel more sensitively the pressure of the social imaging of the body. Among the respondents who are dissatisfied with their physical fitness, there are twice as many girls. The listed differences allow us to note that gender asymmetry exists in the field of student sports. This tendency essentially repeats and retains the tendencies characteristic of European culture as a whole [2, p. 83–84].

Research by V. B. Barabanova, devoted to the analysis of current gender relations in the field of sports, made it possible to conclude that sport provides conditions when gender norms and the concept of masculinity and femininity are being revised. Sport has become a powerful tool for empowering women to fulfill their full potential in society by creating an enabling environment for gender equality. Strategic goals should support an innovative program for sustainable development of sports to empower women, promote and encourage social movement around sports to ensure gender equality, moral and social equality in personality formation, as well as psychological concepts of activity and personality, and sociocultural theories of personality development that determine social environment as the main source of personality development [1].

When using a socio-demographic approach to solving gender problems in sports, teachers and leaders should consider gender stereotypes, that is, ideas about behavior patterns and character traits that correspond to the concepts of “male” and “female”. The most common gender stereotypes in modern society boil down to the following statements. Men are the stronger sex, and women are weak (although it has long been proven that women can be mentally and physically stable). Representatives of the stronger sex should not cry (but tears are a natural reaction of a living organism). Men have higher intelligence (only women have a developed hemisphere, which is responsible for the emotional sphere). An unmarried woman is weak (today’s girls are very rare and do not consider themselves unhappy or flawed). The main goal of women is family and children. The main goal of men is career.

When organizing sports work in a university, leaders and teachers need to adhere to a social and pedagogical approach. The socio-pedagogical approach differs significantly from the existing approaches, since it reflects the essence of the interaction between the subject of educational activity and society, which manifests itself in reliance on the potential of society in the implementation of the pedagogical process (training and education). To understand it, it is important to pay attention to the ongoing changes in public life and the life of educational institutions.

Physical culture and sports in the history of the university have always played an important role in the formation and development of the personality, ensuring vitality, in the upbringing of socially active youth, the development of universal human values and the formation of a healthy lifestyle. One of the significant achievements of KazNU was the participation of 12 students in the 2012 Olympic Games in London. Among them, a student of the Faculty of Law, Svetlana Podobedova, won the gold medal in weightlifting in a bitter struggle. The competitions “Freshman’s Day” for the Rector’s Cup, sports competitions among hostels and faculties, sports days “Health”, track and field cross-country race dedicated to the “Victory Day”, traditional competitions between teams of alumni and students for the “Birthday of the University” have become traditional; the university-wide project “The cult of a healthy and beautiful body” is also growing the number of physical culture and health and sports events held and on vacation, also in the sports and health camp of KazNU on Lake Issykkul. An independent university-wide department of physical education and sports was created at the university, the main goal of which is the formation of a healthy lifestyle, restoration and strengthening of health, improvement of the functional state, forming of professional and applied skills that students need in everyday life, study and work. Most of the teachers in the department are women.

The bodily image of a woman is being transformed in line with global trends that change social significance of a woman and female image is being transformed. To prove their social equality, women now try not only to compete with men in the intellectual sphere, but also to participate on an equal footing with them in sports competitive activity. The gaining strength of feminism could not ignore the type of activity that so vividly represented gender inequality, starting with dogmatically defined “natural” male and female occupations, and declared male superiority based on somatic and physiological functional differences between men and women. Women strive to master the traditionally “male” sports field.

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