

Formation of resilience, ecocentric worldview, conscious citizenship for the purpose of physical improvement and patriotic education of teenage athletes

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Abstract. The author of the article, using the example of the formative environment of the Olympic Reserve school, examines the issues of the development of resilience and conscious citizenship as the most significant qualities for physical improvement and patriotic education of adolescent athletes. In the difficult conditions of Russia's international cooperation with Western countries, physical improvement and patriotic education are considered as two main vectors of training young athletes. According to the author, the basic personal qualities of the successful development of these target areas in the conditions of the Olympic reserve school, respectively, can be the resilience and conscious citizenship of students.

1 Introduction

The results of modern research in the field of pedagogy, physical culture and sports demonstrate a consistent pattern of achieving high sports results not only through physical improvement, but also through the development of certain personal qualities.

The personality qualities of athletes are increasingly becoming the subject of consideration in scientific research. This is due to the actualization of personal and social meanings, the growing social value and prestige of sports. The heroized image of an athlete becomes an international symbol of the basic values of humanity. Physically and intellectually developed personality today claims to be the ideal of a modern young man.

In the conditions of instability and unpredictability of the ongoing global events, representatives of the new generation find themselves under a destabilizing influence, causing the appearance of pessimistic moods, as well as the weakening of a firm moral position in relation to traditional Russian values.

Deviant behavior becomes a frequent way of expressing the search activity of teenagers who are ready to resort to risky solutions to impending problems. In this case, physical fitness itself cannot be considered as an unambiguously positive quality of personality. This should be taken into account when preparing teenage athletes.

One of the important problems of consideration in the field of sports psychology is the stress resistance of athletes. Scientists discuss their ability to cope with difficulties arising from extreme physical exertion, emotional experiences at competitions, general high mental

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stress of professional sports, increased public attention to the results of competitions and, especially, to the causes of defeats.

As one of the basic psychological characteristics that make up the professional basis of an athlete's personality, we define resilience. In general, resilience characterizes the measure of a person's ability to withstand a stressful situation, maintain internal balance and without reducing the success of the activity.

Resilience as a desirable quality of personality has become the subject of discussion among researchers in various human-oriented fields: educators, psychologists, historians, philosophers, sociologists, art historians and cultural scientists.

Modern Russian science presents resilience as a system of principles, beliefs, behavioral strategies, skills that ensure self-regulation and professional success of a person. From a practical point of view, resilience helps its owner to remain in a state of excess physical and emotional strength even under conditions of significant stress.

Let's present a point of view on the problem of resilience of some modern Russian researchers.

E.A. Bayer notes the need for the formation of resilience in orphaned children as a necessary component of their further socialization. In addition, according to the researcher, this quality is especially important for professions that require dedication. The author refers to such professions as teachers and athletes [1-13].

M.A. Odintsova conducted a detailed analysis of situations that contribute to the development of human resilience, during which she established the relationship of personality transformation with the help of her own resources [6].

E.V. Molchanova even revealed significant differences in the indicators of resilience in athletes of contact and non-contact sports, laying the foundation for the development of programs aimed at overcoming competitive stress [5].

M.M. Sokolova and V.V. Kalita point out significant differences in the level of resilience of student-athletes in comparison with students who do not have a professional relationship to sports [8].

T.A. Fassakhova and D.N. Miraev consider resilience as a personal resource to increase the competitiveness of athletes[10].

An important component of the psychological component of the personality of a young athlete is the motivational sphere. This is a very complex and multitasking field of personal characteristics that determine mediated reactions, including: reactions to stressful situations, endurance to loads during competitive and training activities, decision-making in the case of protecting the interests of the Fatherland.

That is why the second basic quality, which, in our opinion, should be developed in adolescent athletes in state educational organizations, is conscious citizenship. This personality quality characterizes the ability of a young person to realize his rights and freedoms of a citizen with an understanding of responsibility based on the formed patriotic views.

Conscious citizenship will allow a teenage athlete to feel like an integral part of society, form a willingness to be responsible for the consequences of his decisions and actions, and in the future - responsibility for the future of his family and the country as a whole. Thus, we consider conscious citizenship as a formed cultural and moral basis, the ability to actively build an image of the future.

The education of young people of such qualities as resilience and conscious citizenship is especially relevant vectors of social production for the Rostov region in modern conditions.

We believe that sport can become a specific means of integrating young people from the newly annexed territories into Russian society and strengthening the positions of a unified statehood based on the formation of physical and spiritual and moral health, patriotic values of Russia.

Recently, scientific papers have appeared highlighting the problem of patriotic education of athletes, the need to form qualities such as dedication, dedication to the team, Homeland, activity in public life [7].

V.A. Sukhomlinsky also linked the formation of responsibility with the education of citizenship and morality.

In the process of forming the personality of a young athlete, his image of "I", it is important not only to pay attention to the study of all resource possibilities, increasing the level of preparedness for competitions, but also to closely engage in predicting behavior in extreme situations, at responsible competitions, awareness of one's duty and responsibility to the coach, team, Homeland. It is in these situations that the athlete's awareness of patriotism sharpens.

In order to increase the resource capabilities of sports activities in the context of these personal transformations, it is necessary to scientifically substantiate and implement a set of measures and pedagogical technologies that can create a formative environment for adolescent athletes.

In our study, the Olympic Reserve School acts as a platform for the forming environment. In the conditions of this professional educational organization, a model of integral professional formation and the formation of the success of the personality of students can be developed and implemented.

The training of young athletes in the Olympic reserve schools today should be carried out with the maximum use of the capabilities of this unique professional environment, in which a model of continuous physical culture and sports education is being developed and implemented, ensuring the embodiment of the idea of forming resilient and conscious citizens.

The formative educational environment created at the Olympic Reserve School should focus primarily on the implementation of tasks for the transformation of the personality of each pupil, then on working with the micro-collectives of pupils, the teaching staff, and also include the transformation of the technological support of the educational process.

The purpose of this article is to actualize the educational component in the process of training teenage athletes, to consider the concepts of "resilience" and "conscious citizenship" in relation to sports activities, to study the process of forming a socially adapted, patriotic, resilient personality capable of overcoming difficulties and planning life prospects in the conditions of the Olympic reserve school.

2 Methods

General scientific methods were used in the study: analysis, comparison, description.

Research methods: general scientific methods - analysis, comparison, description, theoretical analysis of psychological and pedagogical, special and methodological literature on the research topic; pedagogical observations, questionnaires, pedagogical control tests, biomedical testing, anthropometric measurements, functional tests, pedagogical experiment, mathematical and statistical data processing, monitoring of research results, generalization research results and pedagogical experience.

3 Results (scientific analysis of the problem)

As a result of the analysis of scientific papers on the research topic, it was possible to identify the following priority areas:

- scientific approaches within the framework of the "philosophy of sport" (I.M. Bykhovskaya, 2017; A.G. Egorov, V.A. Pegov, 2017; A.V. Lukyanov, N.Y. Mazov, 2008, 2009; W. Morgan, 2006; O.A. Ovchinnikov, 2021; V.A. Ponomarchuk, 1988; V.I. Stolyarov, 2017; Saraf M.Ya., 2000; Peredelsky A.A., 2016, etc.);
- psychological characteristics of sports activity (A.V. Alyoshicheva, 2015; T.Y. Artyukhova, 2005; E.N. Gogunov, B.I. Martyanov, 2004; E.P. Ilyin, 2016; I.S. Fedulov, 2012, etc.);
- the educational function of physical culture and sports, necessary for the socialization of the individual "through sports" (V.K. Balsevich, 2000, 2005; D.Sh. Jalilov, 2019; Lubysheva L.I., 2005, etc.);
- life orientations of athletes from the position of professional success (Bakunyaeva D.S., 2018; S.A. Kalashnikova, 2011; E.A. Chigishev, N.A. Kozyrev, O.A. Kozyreva, 2019, etc.);
- the phenomenon of resilience in pedagogy and sports (E.A. Bayer, 2012-2020; D.S. Jalilov, 2019; L.V. Drobinina, 2007; E.A. Yevtushenko, 2016; I.O. Loginova, M.S. Sevostyanova, 2016; M.A. Ivanova, 2013; E.V. Molchanova, 2017; D.A. Muzaleva, 2022; M.A. Odintsovo, 2015; O.V. Todovyanskaya, 2021; T.A. Fassakhova, D.N. Miraev, 2016; Fominova A.N., 2012; V.D. Shirshov, L.I. Zabara, L.N. Yakina, 2019, etc.);
- special technologies of sports and Olympic pedagogy (Yu.I. Varava, G.T. Peterskikh, 2012; R.S. Zhukov, 1998; A.A. Isaev, 1998; O.S. Makarova, A.A. Chunaev, 1998; L.P. Matveev, 1977, 2008; S.D. Neverkovich, 2005; V.A. Pegov, 2015; V.S. Rodichenko, 2005; V.N. Seluyanov, 2003; I.I. Stolov, A.E. Stradze, 2017; V.I. Stolyarov, 2014, 2018, etc.);
- civil and patriotic education of athletes (Y.S. Myasnikov, N.A. Astashkina, 2019; S.V. Novakovskiy, V.A. Bobrovskiy, A.V. Bobrovskiy, S.V. Kondratovich, 2019, V.G. Pautov, 2010, etc.);
- features of the organization of educational and sports activities of students at the Olympic Reserve School (M.A. Gusakov, S.S. Filippov, 2018; L.I. Lubysheva, A.V. Shukaeva, 2007; P.V. Kvashuk, N.P. Grachev, I.N. Maslova, 2011; E.A. Chigishev, N.A. Kozyrev, O.A. Kozyreva, 2019, etc.).

Based on the conducted scientific and methodological analysis, we hypothesized that the Olympic Reserve school is a sports and educational environment in which a model for the formation of personal self-realization in sports can be developed and implemented, the possibilities of holistic professional development and the formation of the success of the personality of adolescent athletes are systematically disclosed.

In order to build work on the formation of professionally and socially significant qualities of adolescent athletes, including resilience and conscious citizenship, the educational space of the Olympic Reserve school should be transformed into a formative environment.

Practitioners call the formative environment a "remote control" for controlling the state, energy level and the process of achieving specific goals.

The formative educational environment created at the Olympic Reserve School should focus on the implementation of transformation tasks:

- the personality of each pupil (as the ultimate and main goal),
- micro-collectives of pupils;
- teaching staff of employees;
- technological support and sportization of the educational process (Figure 1).

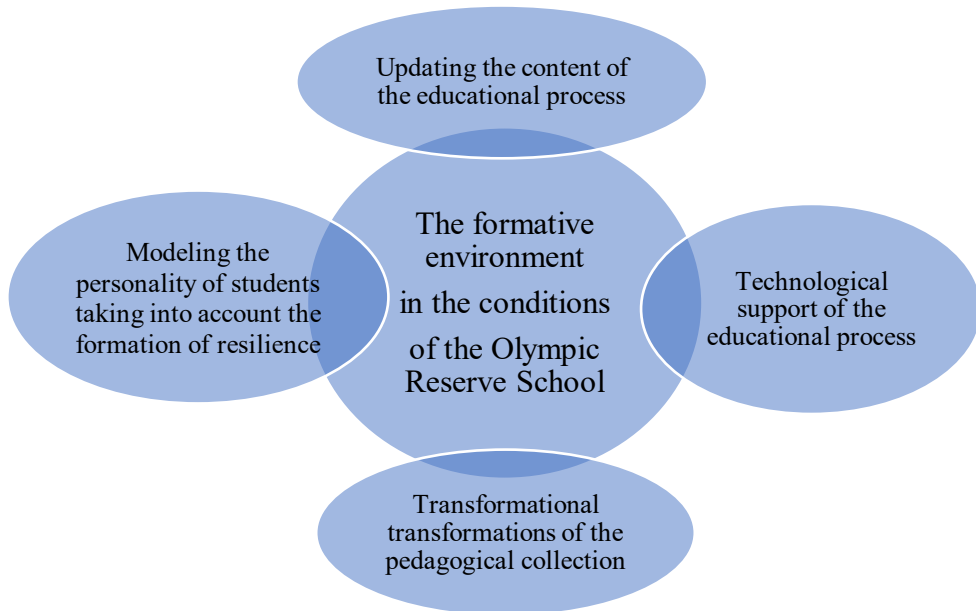


Fig. 1. The forming environment in the conditions of the Olympic Reserve school

The following research objectives are defined:

1. To study the phenomenology of personality qualities "resilience" and "conscious citizenship" as necessary components for the preservation of health and the formation of patriotism among adolescent athletes.

2. To develop an essential characteristic of psychological and pedagogical approaches to the problem of the formation of a resilient and civilly responsible personality of a young athlete.

3. Theoretically substantiate the conceptual foundations of modern training and education of adolescent athletes in educational institutions of open and closed type.

4. To select and test pedagogical technologies for the process of forming the resilience of young teenage athletes based on civic patriotism in the conditions of the Olympic reserve school.

5. To experimentally test the effectiveness of the technology model for the formation of resilience and conscious citizenship in the conditions of the educational process at the Olympic Reserve school.

Being a systemic, complex property of personality, resilience is formed and consists of specific characteristics-components (Figure 2).

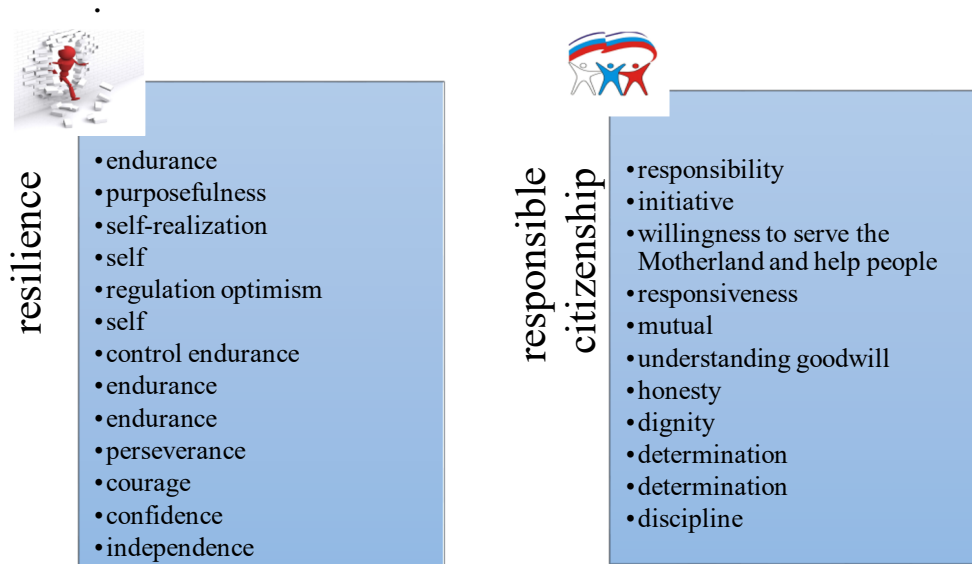


Fig. 2. Characteristics-components of resilience and responsible citizenship

4 Discussion

The sample of our study consisted of 100 students enrolled in the advanced training program of secondary vocational education in the specialty 49.02.01 Physical culture: 50 people (2 study groups) of the 1st year and 50 people (2 study groups) of 3 years of study.

The comparative analysis was carried out using the S. Muddy resilience test (adapted by D.A. Leontiev and E.I. Rasskazova). To identify significant differences between students of the 1st and 3rd courses, the Student's t-criterion was used.

A significant difference in the integral indicator "Resilience" among the students of the 1st year (value - 4.1) and the 3rd year (value - 6.2) indicates the actual build-up of this personal quality during the educational process.

The difference in the indicator "Involvement" of the 1st year (value - 3.8) and the 3rd year (value - 6.4) suggests that the 3rd year students are more enthusiastic about training and organized leisure activities, try to participate in socially significant events, and if problems arise, they can use not only the help of loved ones, but also specialists.

The indicator "Control" - the 1st course (value - 4.3) and the 3rd course (value - 5.9) gives an idea of the independent choice of professional activity and life path.

"Risk taking" - the 1st course (value - 4.8) and the 3rd course (value - 5.5) means readiness to act even in the absence of reliable guarantees of success and safety, based on the formed belief.

In the 3rd year groups with a higher level of resilience, the indicators of the scales of involvement, control and risk acceptance have the greatest number of positive correlations with the scales of life orientations. 65.7% of first-year students lack the perseverance to finish the job they started. But 50.7% of students indicated that their friends respect them for their perseverance and inflexibility.

53% of first-year students answered "Yes" and another 9.8% - "More likely yes than no" to the question about stress tolerance: "Sometimes I have so many problems that I just give up."

5 Conclusions

Training at the Olympic Reserve School, subject to scientific and methodological modeling of the educational process, can act as a formative environment for the personality of a teenage athlete.

The basic qualities of a modern Russian athlete should be resilience and conscious citizenship. They are designed to become the basis of other personal indicators that are extremely important in professional sports activities, such as the ability to create oneself and design one's future, self-sufficiency, independence, success and responsibility.

When training young athletes in the conditions of the Olympic Reserve school, it is necessary to ensure the process of designing and implementing the model characteristics of a resilient and civilly responsible adolescent athlete based on patriotic education.

In order to create a formative environment, a scientific and methodological approach should be combined, involving the analysis of modern studies of educational and socio-psychological activities in sports institutions for children and youth, and a practice-oriented approach, including the development of working models, methodology and tools for specific events. It is important to make the transition: from the declaration of the formation of the desired qualities – to the practical implementation of scientifically based pedagogical attitudes.

Socially significant events, volunteer projects, charity events, interconnected educational events with the participation of famous athletes, participants of their own should become the prevailing methods of forming the resilience and conscious citizenship of adolescent athletes.

Thus, resilience and conscious citizenship are the defining qualities of the personality of adolescent athletes, the level of their formation can predict the success of sports activities in general.

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