



The importance of sports and physical education in the development of collective skills in a multicultural student community

UDC 796



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Received by the editorial office on 20.04.2025

Abstract

Objective of the study. This study aims to prove the importance of physical activity in the development of collectivist qualities in a multicultural student environment.

Methods and structure of the study. 256 students of St. Petersburg State University (St. Petersburg State University) participated in the experiment, of which 48 were involved in a pedagogical experiment. The participants were conditionally divided into two groups based on the specifics of their relationships and the level of development of collectivism: the control (CG, n=23) and the experimental (EG, n=25) groups. The research methodology included pedagogical observations and experimental work, questionnaires, and analysis of independent assessments.

Results and conclusions. The article presents the experience of developing a sense of collectivism in a multinational student environment. It has been experimentally shown that the use of team-building games and tasks in physical education and sports classes has a positive effect on the establishment of interpersonal relationships in the student body and the formation of collective values among students. Therefore, the analysis of the research results confirms the hypothesis about the influence of physical culture on the formation of a team in a multinational student environment.

Keywords: *physical activity, team-building games, interpersonal relationships, collective values, multicultural environment.*

Introduction. According to various concepts of education, a personality is actively formed, including in conditions of active life in a team, whether it is a family or a society. A rather complex and multifaceted moral quality is a sense of collectivism that is cultivated only in a team and through a team. Collective relationships reflect the level of moral education of each individual in the group, and their success is directly proportional to the manifestation of mutual assistance and cooperation, mutual responsibility and demands, as well as the unity of personal and public interests [1-4].

A study group (a collective of students) is characterized by a high selectivity of relationships that arise on the basis of joint activities and interests [2; 4]. According to our survey, the personality of

a classmate is assessed according to a number of parameters: the results of educational activities, including involvement in additional scientific and educational projects of the university, integration into the group, conformity of communication and extracurricular activity.

Despite the fact that educational activities are leading among students, their share in the formation of relationships within the team is lower than in extracurricular activities, in particular sports.

Objective of the study – is to substantiate the importance of the role of physical culture in the formation of a sense of teamwork in a multinational student environment.

Methods and structure of the study. The study was conducted in the academic year 2023/2024.



256 students from St. Petersburg State University (St. Petersburg State University) participated in the study.

The first-year study groups with the same percentage of international students (20%) were selected for the control group (CG, n=23) and the experimental group (EG, n=25). Based on the preliminary study, the students were conditionally divided into two groups, depending on the nature of their relationships and the formation of a sense of teamwork. The first group (CG) included students with unstable collectivistic behavior, and the second (EG) – with a predominance of egoistic inclinations. This made it possible to further determine the differentiated nature of pedagogical influences.

The research methods used were pedagogical observations and experiment, survey, generalization of independent characteristics.

Results of the study and discussion. According to a number of studies, sports and outdoor games are one of the most common and effective methods of team building [1-4]. It is necessary to focus on the fact that the team becomes the subject of education of its members.

As part of the study, team-building games and tasks were included in physical education classes with EG students, allowing them to establish high-quality relationships within the study group and form the need for collective interaction among its participants. EG students were also invited to study the national games of foreign students of this group during the academic year. The CG was engaged in the work program of the discipline, mainly aimed at shaping the personal results of students. To illustrate the study, at the beginning and end of the experiment, students were given the task of covering a distance of 3 km without taking into account time,

while initially it was stipulated that this would not affect their academic performance (Table).

Questionnaires and surveys of students revealed a change in relationships in the team during its formation.

The team as a specially organized association is not formed immediately, but goes through a long step-by-step process. Students with unstable collectivistic behavior at the first stage of team formation, being under the influence of pedagogically created relationships, correct negative personality traits and consolidate the experience gained. Some students with a predominating tendency to selfish relationships reacted painfully and inconsistently to the projected relationships, but the experience of interaction aimed at achieving a sporting team result over time allowed them to adapt and adapt to work in a team.

Conclusions. Analyzing the results of the study, we have formulated the following conclusions:

1. Physical education and sports have an ambiguous effect on the formation of a student's personality: under some conditions it contributes to the improvement of positive qualities, while under others it creates the ground for the manifestation of negative personality traits. This is explained by the fact that students are educated not by physical education and sports themselves, but by the relationships that develop in the team.

2. The organization of collectivistic relations in the educational environment, in particular during physical education and sports, can be carried out: using collective forms of interaction during physical education and sports and with direct pedagogical involvement (organization of relations that later turn into personal ones), contributing to the organization of the student collective.

The results of overcoming the distance of 3 km

Estimated results	EG	CG
Time to cover the distance of 3 km at the beginning of the study, minutes, seconds	19,3±6,88	18,70±6,02
Arriving at the finish line in groups at the beginning of the study	3 groups of 2-3 people, mostly international students	2 groups of 2 people and 1 group of 4 foreign students
Time to cover the distance of 3 km at the end of the study, minutes, seconds	16,76±4,90	15,91±1,73
Arriving at the finish line in groups at the end of the study	In groups of 2-4 people	We moved in a group, several people accelerated 200-500 m before the finish line



3. One of the primary tasks of a physical education teacher should be to create a strong student team with a developed system of relationships in the spirit of the principles of teamwork, healthy lifestyle and extracurricular activities.

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