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Articles

The Opinions of Primary School Teachers on Teaching Physical Education and Sports According to Their Qualifications

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Abstract

Introduction: This survey aimed to assess and compare the views of primary-level physical and sports education teachers regarding the teaching of thematic units (TU) in ISCED 1. We specifically examined variations in opinions based on teachers' educational backgrounds, seeking to gain insights into diverse perspectives and contribute to a comprehensive understanding of teaching practices in this context.

Materials and Methods: The survey included teachers from the Prešov and Košice regions of Slovakia, totalling 341 participants, representing 8.17 % of the teacher population. Age distribution ranged from under 30 to over 50, with 63 men (18.48 %) and 278 women (81.52 %). Two groups were identified: the 1st group with a master's degree in elementary and preschool pedagogy (or equivalent), and the 2nd group with a full university education in a related field or a bachelor's degree. The survey, conducted in 2023, utilized both distributed and electronic formats. Statistical analysis involved percentages, the χ^2 test, and correlation assessments for questions on thematic unit popularity and difficulty.

Results: In the results section, it was found that manipulative, preparatory, and sports games was the most popular thematic units among teachers, chosen by more than half of the respondents from both surveyed groups. Conversely, psychomotor and health-oriented exercises were identified as the least popular TU. Basic movement skills were considered the least demanding TU in terms of teaching, while psychomotor and health-oriented exercises were perceived as the most demanding.

Discussion: In terms of statistical significance, we have not noticed any significant differences when comparing responses of teachers with a degree in another field or a bachelor's degree in the field of elementary and preschool pedagogy and teachers with a master's degree in the field of elementary and preschool pedagogy. Notably, we identified a very strong direct correlation between the most demanding taught Thematic Unit (TU) and the least popular taught TU. Furthermore, our observations revealed a very strong indirect correlation between the most demanding and the least demanding taught TU.

Keywords: physical and sports education, primary education teachers, thematic units.

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1. Introduction

1. The teaching profession is a fundamental component of the education sector, recognized as one of the oldest professions. Teachers bear collective responsibility for the preparation, management, organization, and outcomes of the teaching process. According to Průcha, Walterová & Mareš (2013), teachers are expected to actively contribute to the educational environment, organize and coordinate student activities, and monitor the learning process. According to Nelešovská (2005), the challenge of the teaching profession primarily stems from the ever-evolving requirements associated with it, which can be characterized as highly variable at present. In the context of contemporary society, there is a growing demand for a more profound professionalization of the teaching profession.

Professional competences play a fundamental role in defining the teaching profession. They guide the establishment of qualification requirements, influence preparatory and ongoing education, contribute to the evaluation of teachers' quality, and impact efforts to enhance social prestige and financial rewards (Vašutová, 2004). Additionally, Kolář & Vališová (2009) highlight the noteworthy trend of transferring many responsibilities that were previously held by other institutions or social units to the teaching profession.

Among the essential qualities of 1st-grade elementary school teachers, we should not overlook attributes such as a high level of empathy, a positive attitude towards working with children, a commitment to continuous self and student development, a broad perspective, versatility, and multi-functionality. At this stage, teachers play a crucial role in laying the foundation for quality work that significantly contributes to the overall development of their students. In addition to theoretical subjects and didactics, teachers must also excel in the field of teaching education, an integral part of the overall educational system (Průcha, 2019).

As education continues to evolve, the significance of school physical education is also on the rise today (Fialová et al., 2015). According to Vilímová (2009), physical and sports education represents a purposeful educational and developmental endeavor. It influences not only the physical and movement development of an individual to enhance health, increase physical fitness and performance but also aims to establish a lasting relationship between individuals and physical activity. Fialová (2010) contends that school physical and sports education (PE) stands as the most prevalent form of organized physical activity among the young population. This educational subject is characterized by a specific pedagogical objective.

The primary focus of physical and sports education in primary education is predominantly directed toward physical, functional, and movement improvement. At this level of education, it is expected to offer foundational theoretical and practical knowledge in the realm of physical activities and sports. Furthermore, it plays a significant role in fostering the psychological, social, and moral development of students and shaping a positive attitude toward physical activity. Lastly, it fulfills a crucial compensatory function within the overall education process (Zdravie A Pohyb).

Marques (2021) emphasizes the pivotal role of physical and sports education, particularly in the context of the Covid-19 pandemic. During this period, many children experienced social isolation and were unable to participate in physical activities through sports clubs. Consequently, online physical education classes became the sole outlet for students to engage in physical activity.

In their publication, Antala, Šimonek, Čillík & Labudová et al. (2014) perceive physical and sports education as a distinct school subject. They argue that through this subject, the motor skills of children and young people are developed. The lessons provide students with essential information for taking care of their health, offering what is referred to as movement education. This subject plays a crucial role in forming a lifelong relationship with movement activities and, not least, serves as one of the ways to prevent health disorders. Additionally, as noted by Sekota (2015), individuals responsible for teaching physical and sports education classes should recognize the significance of their mission. They play a pivotal role in influencing whether or not students will actively participate in physical activities, even during their free time.

In their studies, Alderman, Benham-Deal, Beighle, Erwin & Olson (2012) and Long, Sobol, Cradock & Subramanian et al. (2013) emphasize that the level of daily and weekly physical activity among young people is significantly influenced by school physical and sports education. For these reasons, our study aims to investigate the popularity of the subject of physical and sports education from the perspective of teachers. The findings of Šimonek (2006) and Verešová (2007) highlight that for many children, school physical education is the primary context in which they engage in physical

activity. Simultaneously, they emphasize that this underscores the significance of fostering positive attitudes toward physical and sports education, a responsibility that extends not only to teachers but also to parents, educators, and coaches. At this juncture, we would like to present the findings of Devahl, King & Williamson (2006), who assert that students' interest in physical activities is heightened through a consistent provision of physical activities within the school environment.

The objective of the survey was to investigate and compare the opinions of teachers instructing physical and sports education at the primary level regarding the teaching of thematic units (TU) included in ISCED 1 within the subject of physical and sports education, focusing on their educational attainment.

2. Materials and methods

Participants

The survey sample comprised teachers from the Prešov and Košice regions of Slovakia. The addressed respondents willingly agreed to complete the questionnaire voluntarily, without the expectation of any reward or financial gain. Simultaneously, they consented to the inclusion of their completed data in the research study and its subsequent publication in relevant analyses.

A total of 341 teachers participated in the survey, representing 8.17 % of the total population of teachers in the Prešov and Košice regions of Slovakia (4169; [Štatistická ročenka](#)). The sample size was determined based on conventional criteria, considering the known population size, an estimation error of ± 6 %, a variance of 50 %, and an estimation reliability of 95 % ($1 - \alpha$). The age distribution of the teachers in the sample is as follows:

- 16.72 % of teachers were in the age category under 30 ($n = 57$),
- In the age category from 31 to 40 years, 30.50 % of teachers ($n = 104$),
- In the age category 41-50 years, 31.09 % of teachers ($n = 106$),
- 21.70 % ($n = 74$) were in the over 50 age category.

Other characteristics of our survey group reveal that there were 63 men (18.48 %) and 278 women (81.52 %). According to statistics from the SR ([Štatistická ročenka](#)) for the 2020/2021 school year, in the given regions, 3,884 women (93.16 %) and 285 men (6.84 %) were employed at the primary level. The survey group is further categorized into two supporting groups of teachers:

- The 1st group consists of teachers with a master's degree in the field of elementary and preschool pedagogy (or teachers with education for the 1st grade of primary schools), totaling 207 respondents.

- The 2nd group comprises teachers with a full university education in a related teaching field or other higher school focus (e.g., Engineering) and a group of teachers with only a bachelor's degree, totaling 134 respondents.

Procedure

The survey was conducted through both distributed and electronic formats. The questionnaire was developed by the authors who administered the survey in 2023.

Statistical analysis

We quantified the results of our study using percentages and employed statistical analysis, including the χ^2 test at the significance levels of $p < 0.01$ and $p < 0.05$. Additionally, for questions related to the popularity and difficulty of thematic units (TU), we assessed mutual correlations.

3. Results

The results of our study indicate that the subject of physical and sports education is the most popular subject for a quarter of teachers (see [Figure 1](#)). Specifically, the frequency of responses was 30.60 % for respondents with a university degree in another field and 20.29 % for teachers with a full university education in the field of elementary and preschool pedagogy (MA). [Figure 1](#) illustrates that the subject of physical and sports education is equally popular as other subjects for the majority of teachers in both monitored groups, with a response frequency exceeding 60 %. Less than 3 % of respondents do not teach this subject, while almost 10.63 % of teachers with a degree in elementary and preschool pedagogy consider it the least popular. We attribute this perception to the teachers' awareness of the difficulty of teaching this subject, given its specific nature. In terms of statistical evaluation, we did not find significant differences ($p > 0.05$) when comparing our sets of teachers (see [Figure 1](#)).

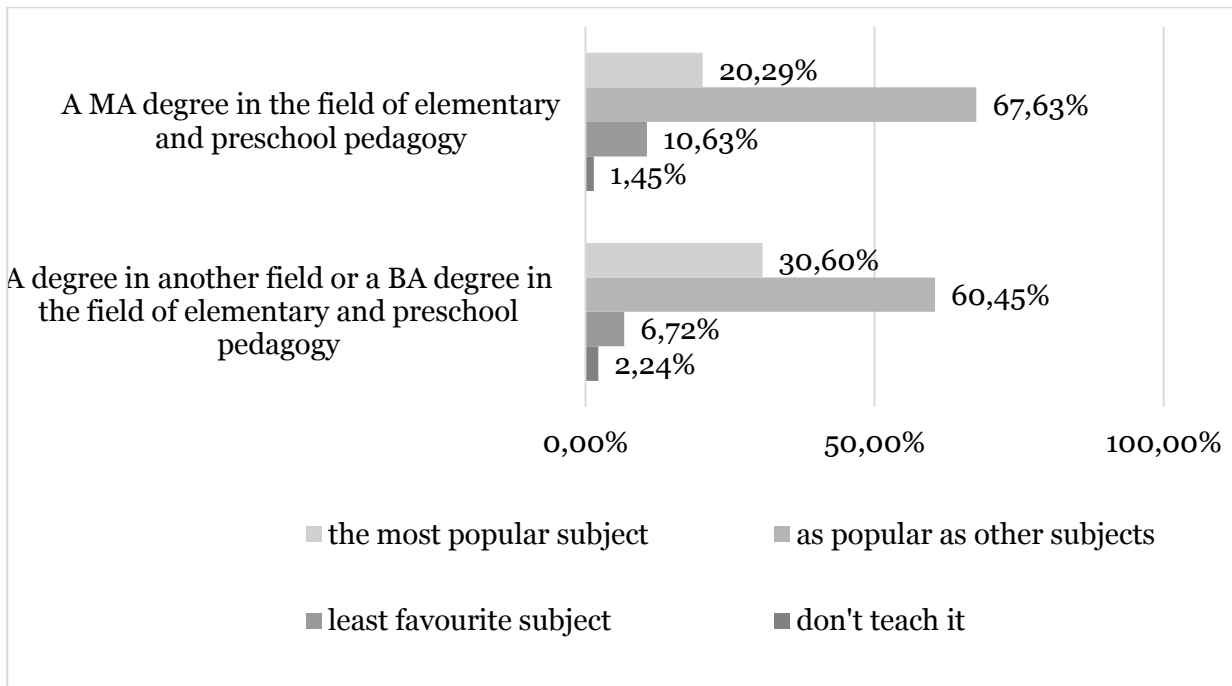


Fig. 1. Popularity of teaching the subject of physical and sports education by teachers (p= 0.1188; $\chi^2_{(3)} = 5.855$)

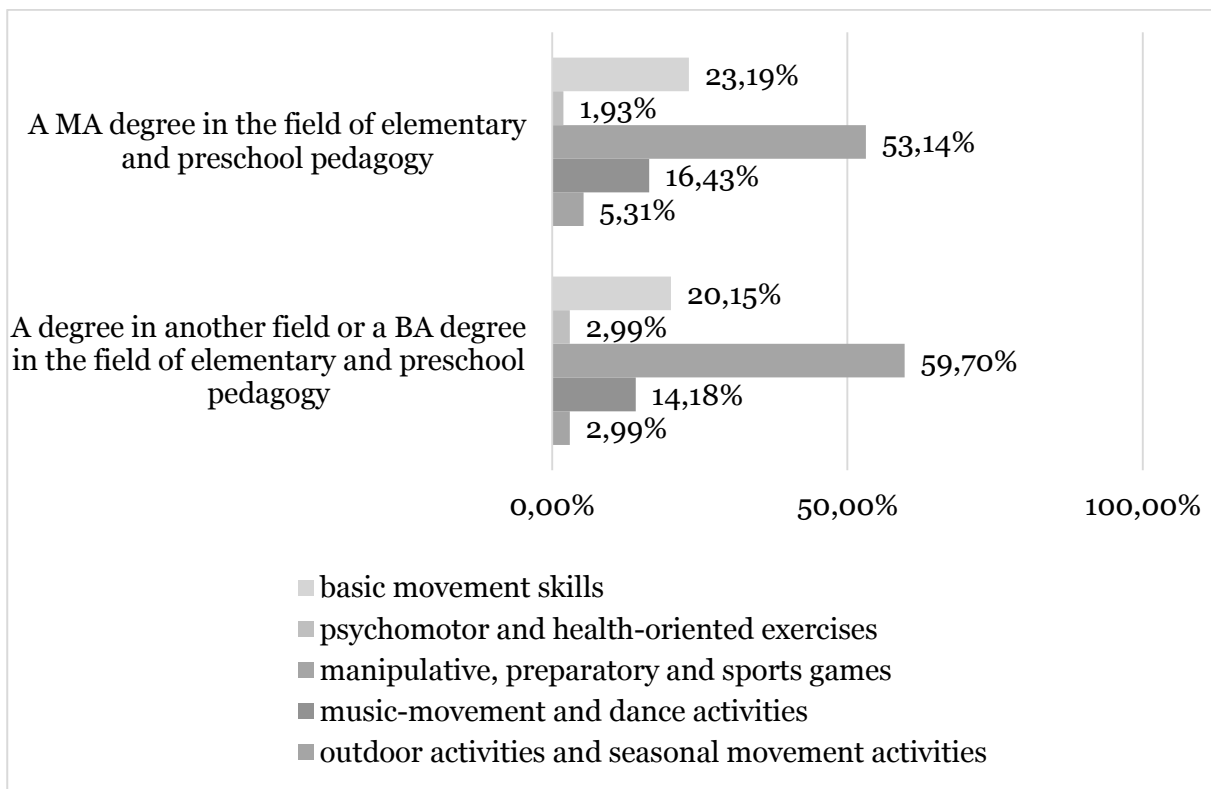


Fig. 2. The most popular taught TU from the Sports activities in the movement regime by teachers (p=0.623; $\chi^2_{(4)} = 2.621$)

In other sections of our survey, we directly addressed the teaching of fundamental thematic units, which, as outlined in the state educational program for physical and sports education, fall under the category of sports activities in the movement regime. Our findings reveal that over half of the respondents consider manipulative preparatory and sports games as the most popular thematic

group taught (see Figure 2). The second most popular thematic unit, across both monitored groups of teachers, was basic movement skills. Conversely, the thematic unit of psychomotor and health-oriented exercises received the lowest frequency of responses, not exceeding 3 % in any of the evaluated sets. We anticipate that in the subsequent question, this thematic unit will be identified as the least popular among teachers. Our statistical analysis did not reveal significant differences at the $p > 0.05$ level (see Figure 2).

In the subsequent question of our survey, we aimed to identify the least popular thematic unit among teachers. Our earlier assumption, based on the evaluation of the popularity question, was validated, as both groups of teachers assessed psychomotor and health-oriented exercises to be the least popular teaching thematic unit. The response frequency for teachers with an education in the field of elementary and preschool pedagogy (MA) was 38.65 %, and for teachers with education in other higher fields, it was 35.07 %. The second least popular taught thematic unit, in order, was music-movement and dance activities, with an average marking of nearly 33 % of respondents in their answer forms. Notably, there was a higher frequency of responses among teachers with a full education in the field of elementary and preschool pedagogy.

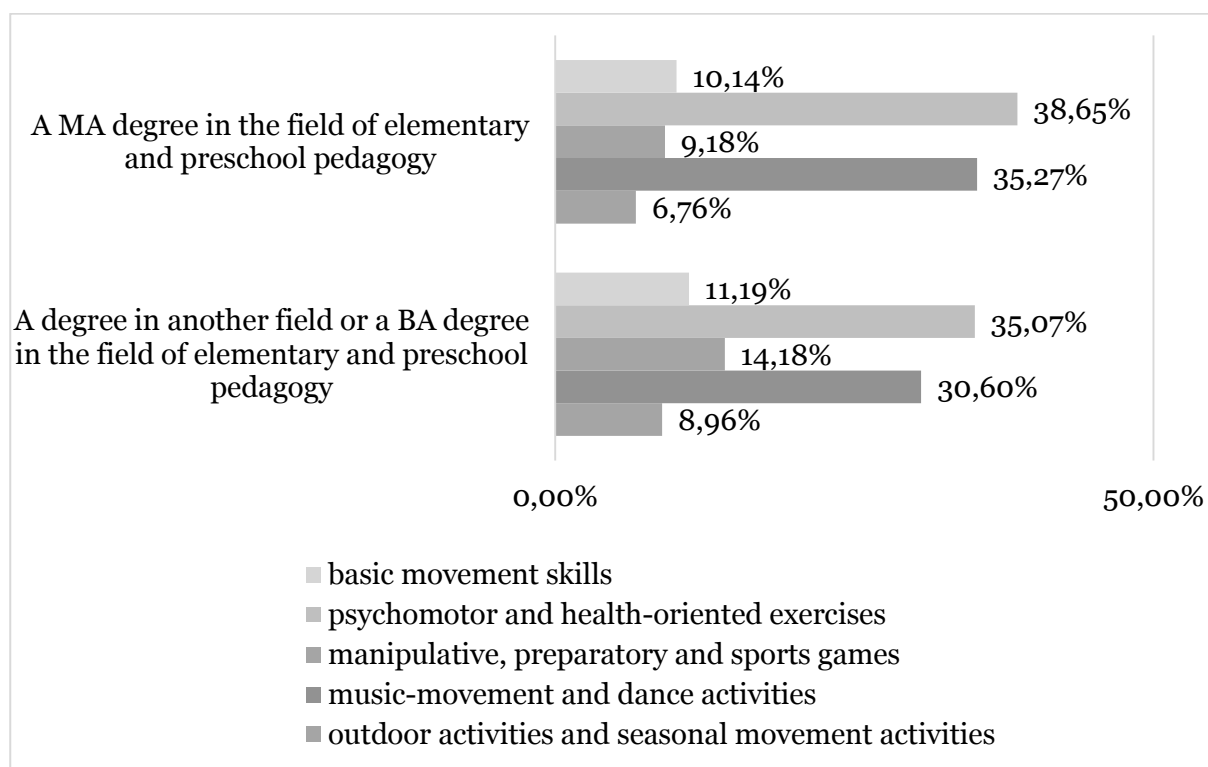


Fig. 3. The least popular taught TU from the Sports activities in the movement regime by teachers ($p = 0.519$; $\chi^2_{(4)} = 3.231$)

In our survey, we sought to determine from the respondents which thematic unit they consider the least demanding from the perspective of teaching. We discovered that both groups of teachers we monitored identified the TU basic movement skills as the least demanding, with over 40 % of teachers indicating it in their response forms (see Figure 4). In order, the second least demanding taught thematic unit, from the viewpoint of teachers with a master's degree in the field of elementary and preschool pedagogy, was 'outdoor activities and seasonal movement activities, with a response frequency of 24.15 %. The third least demanding thematic unit was manipulative preparatory and sports games, receiving 18.36 % of responses. In the group of teachers with an education of a different focus, the order in 2nd and 3rd place was reversed. The frequency of responses for the thematic unit of outdoor activities and seasonal movement activities reached the value of 18.66 %, while for the thematic unit of manipulative preparatory and sports games, the value was 23.88 %. Figure 4 further illustrates that psychomotor and health-oriented exercises and games received the lowest average score in terms of the difficulty of teaching, with a frequency of responses

less than 5 %. Even when evaluating this question from the perspective of the observed groups of teachers, we did not observe significant differences ($p > 0.05$; $p = 0.476$; $\chi^2_{(4)} = 3.511$).

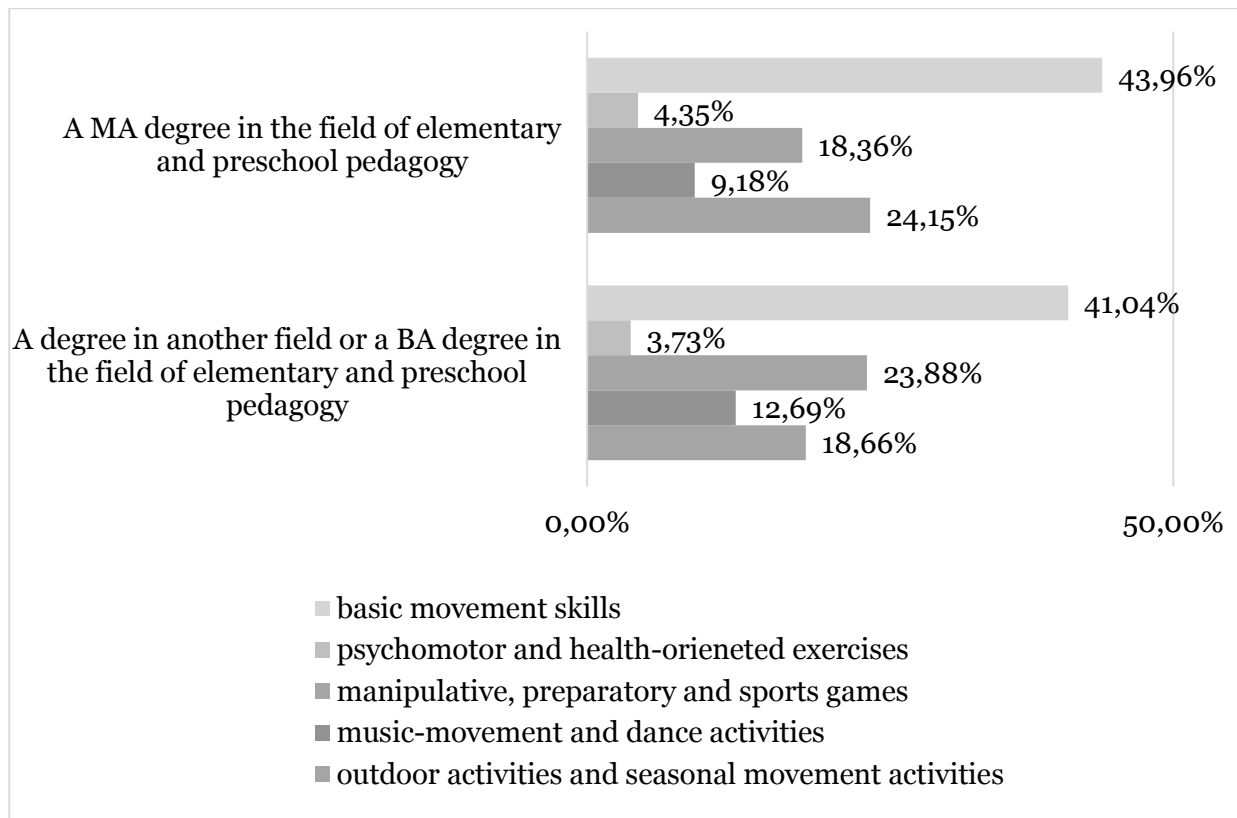


Fig. 4. The least demanding TU taught by teachers from the Sports activities in the movement regime

As part of the survey, teachers were asked to identify the most demanding thematic unit from the perspective of teaching. [Figure 5](#) unmistakably illustrates that psychomotor and health-oriented exercises and games were marked as the most demanding thematic unit taught, according to both sets of teachers monitored by us, with a response frequency exceeding 41 %. The second most demanding thematic group taught was the group of music-movement and dance activities, which, on average, was marked by 24 % of the teachers. The thematic unit Basic movement skills received the lowest average response score from the perspective of the difficulty of teaching, with a frequency of responses not exceeding 7 %. When evaluating this question from the viewpoint of the teachers in the observed groups, we did not observe any significant differences in the answers, indicating a statistically insignificant chi-square value ($\chi^2_{(4)} = 3.082$; $p = 0.544$).

Among teachers with experience up to 15 years, the most demanding taught thematic group was Activities in nature and seasonal physical activities, with 31.94 % of teachers indicating it. In the order of the second most demanding taught thematic group, Basic movement skills received 29.17 % of responses. We attribute this observation to the fact that teachers in this age group encountered the issue of teaching psychomotor skills during their studies at university.

The final question of our survey aimed to determine whether teachers would be interested in participating in training on the issue of teaching physical and sports education at the primary level. The results presented in [Figure 6](#) clearly show that more than 50 % of teachers from both groups we monitored express interest in expanding their knowledge and understanding through such training. Almost a quarter of teachers have already completed training of a similar nature, while 17 % of teachers stated that they are not interested in training and can acquire the knowledge independently. On average, 5 % of teachers consider the training to be ineffective and unnecessary. Notably, when evaluating this question (see [Figure 6](#)), the teachers' answers from the perspective of

the observed groups were very balanced and close, a trend also reflected in the statistical evaluation, where no significant differences in the answers were observed ($p = 0.601$; $\chi^2_{(3)} = 1.861$).

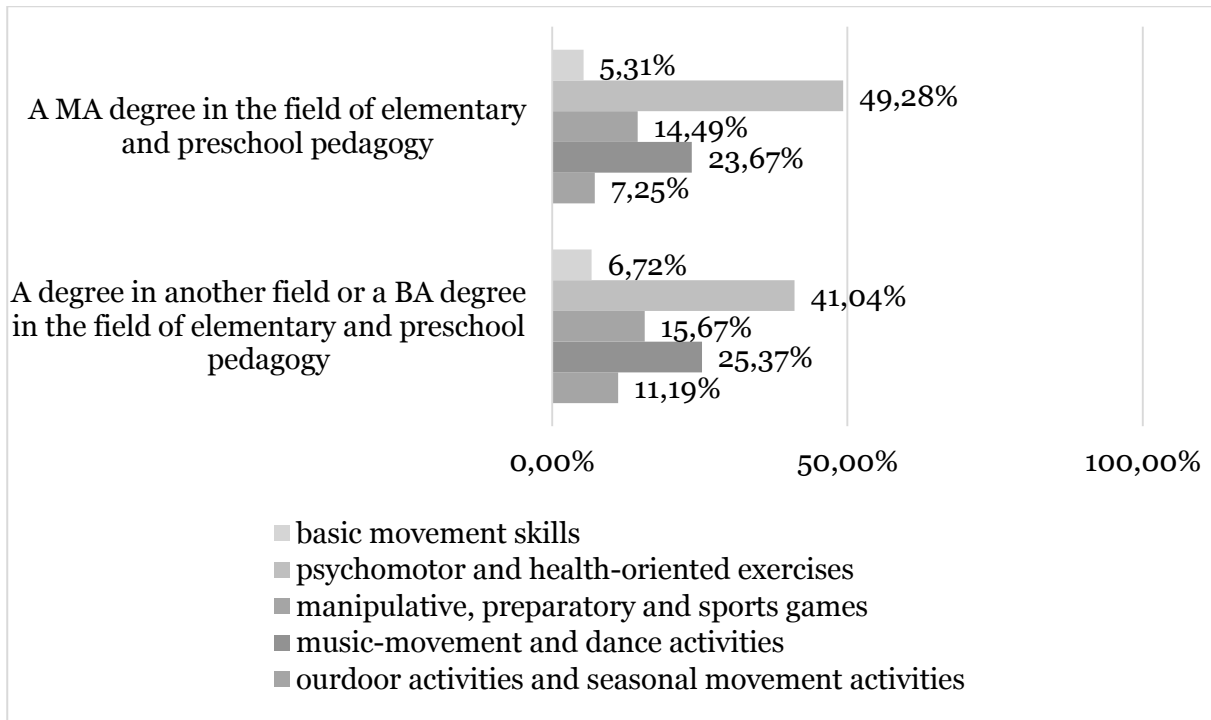


Fig. 5. The most demanding TU taught by teachers from the Sports activities in the movement regime

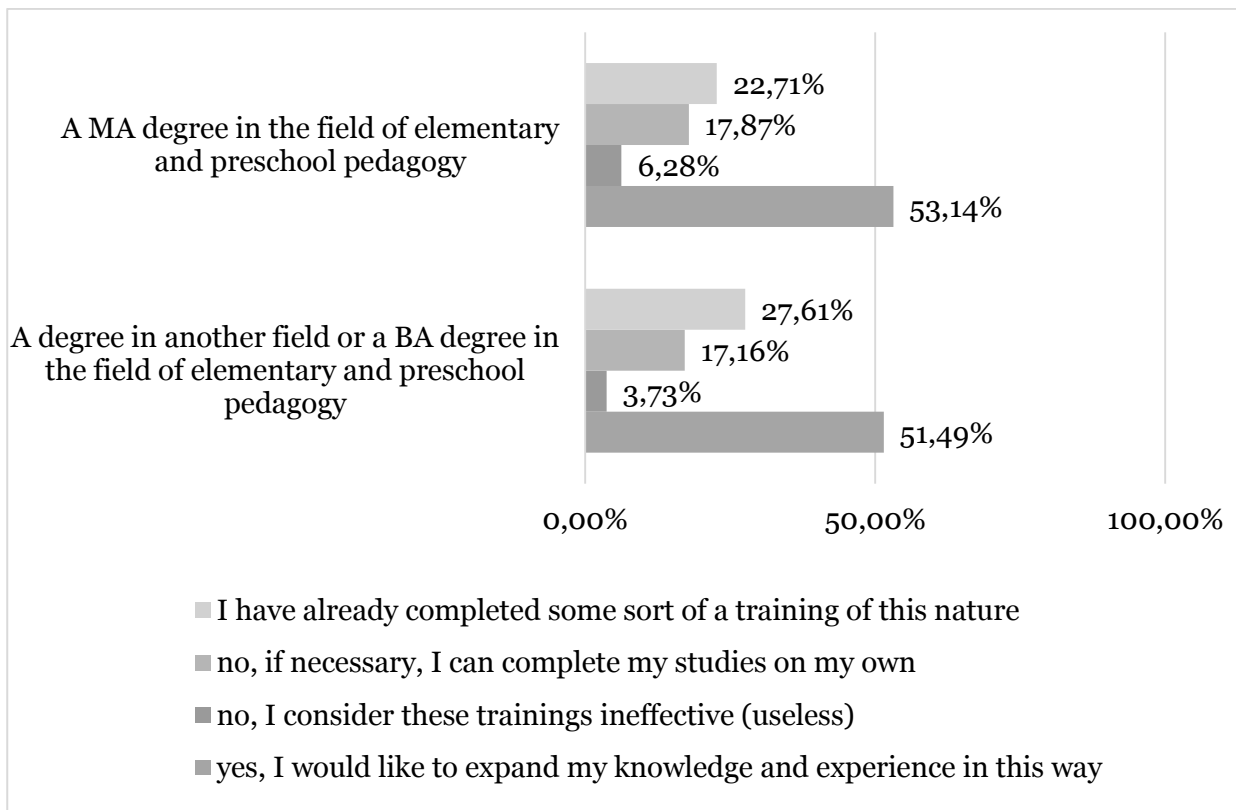


Fig. 6. Teachers' interest in further education dealing with the issue of physical education at the primary level of education

We subsequently delved into exploring correlation relationships (Tables 1 and 2) to investigate the dependence of the popularity or unpopularity of taught Thematic Units (TU) in relation to the level of difficulty in teaching. In the group comprising teachers with a university degree in a related field and teachers with only a bachelor's degree in the field of elementary and preschool pedagogy (see Table 1), we identified a very strong direct dependence between the most demanding taught TU and the least popular taught TU. Additionally, we observed a very strong indirect dependence between the most demanding and the least demanding taught TU. Simultaneously, a moderately strong correlation between the least demanding and the least popular teaching TU was also recorded.

Table 1. Correlation analysis of the responses from teachers with university studies of a different focus and those with a bachelor's degree in elementary and preschool pedagogy (n = 134)

	Most popular TU	Least popular TU	Least demanding TU	Most demanding TU
Most popular TU	1			
Least popular TU	-0.32382355	1		
Least demanding TU	0.382726041	-0.772631	1	
Most demanding TU	-0.32377794	0.93951576	-0.875393	1

Notes: + direct correlation dependence; - indirect correlation dependence; *** very strong dependence (r = 0.8 to 1 or -0.8 to -1); ** moderate dependence (r = 0.4 to 0.8 or -0.4 to -0.8); * weak dependence (r = 0 to 0.4 or -0.4 to 0)

In the group of teachers with a master's degree in the field of elementary and preschool pedagogy (see Table 2), we observed a very strong direct dependence in the relationship between the most demanding taught TU and the least popular taught TU. Additionally, there was a very strong indirect dependence between the most demanding taught TU and the least demanding taught TU. A moderately strong indirect correlation was also noted between the least demanding taught TU and the least popular taught TU.

Table 2. Correlation analysis of teachers' responses with a master's degree (MA) in the field of elementary and preschool pedagogy

	Most popular TU	Least popular TU	Least demanding TU	Most demanding TU
Most popular TU	1			
Least popular TU	-0.46218535	1		
Least demanding TU	0.223951561	-0.75835498	1	
Most demanding TU	-0.40043206	0.87528793	-0.8081550	1

Notes: + direct correlation dependence; - indirect correlation dependence; *** very strong dependence (r = 0.8 to 1 or -0.8 to -1); ** moderate dependence (r = 0.4 to 0.8 or -0.4 to -0.8); * weak dependence (r = 0 to 0.4 or -0.4 to 0)

4. Discussion

Our findings align with those of several studies. For instance, Adamčák & Kozaňáková (2019), in their survey conducted in the Stropkov district, discovered that up to 73 % of female teachers and almost 39 % of male teachers view the subject of physical and sports education as popular as other subjects. Notably, for 38.89 % of teachers, physical education and sports education are considered the most popular subjects. According to Novotná & Adamčák (2020), nearly half of the interviewed teachers consider physical and sports education to be as popular as other subjects. Furthermore, Novotná & Mačáková (2020) assert that for over 60 % of teachers,

physical and sports education is their favorite subject, akin to other subjects. Michal (2021), in a study involving 145 participants, also observed high popularity of teaching this subject, particularly in terms of teaching experience among primary-level teachers. The study found that 15.28 % of teachers with up to 15 years of experience and 34.25 % of teachers with more than 16 years of experience stated that physical and sports education is their most popular subject. Additionally, over 30 % of teachers with experience up to 15 years and more than 40 % of teachers with experience over 16 years regard physical and sports education as popular as other subjects. The study also notes that for teachers with up to 15 years of experience, over 30 % consider it the least popular subject, and up to 18.06 % of teachers do not teach this subject.

Insights into the popularity of physical and sports education from the students' perspective are gleaned from numerous research studies. For instance, Rychtecký & Fialová (2002) confirmed that 51-66 % of pupils include it among the five most popular subjects. Bartík (2007), examining the attitudes of primary-level students toward physical and sports education in six selected schools in Banská Bystrica, found that up to 72.35 % of pupils expressed a very positive or positive attitude. Adamčák & Nemeč (2010), with a sample of 1,095 elementary school students, noted that school physical and sports education ranks among the favorite subjects for the majority of students, with popularity exceeding 68 % among boys and over 32 % among girls. Antala, Labudová, Šimonek & Strešková et al. (2012) highlight that the subject of physical and sports education is very popular (52.8 %) or a favorite (33.8 %) subject, particularly among elementary school boys.

Similar findings were also documented in the study conducted by Novotná & Adamčák (2020), where, with a sample of 300 primary education teachers, preferences for teaching Thematic Units, specifically manipulative, preparatory, and sports games, were noted to be the highest among all TUs taught, with an average of 47 % of responses indicating their popularity. In his survey, Michal (2021) delved into the popularity and difficulty of TUs taught at the primary level. He found that teachers with more than 16 years of experience show a preference for teaching TU basic movement skills (31.51 %), while teachers with up to 15 years of experience favour TU activities in nature and seasonal physical activities, garnering 36.11 % of responses. Additionally, psychomotor and health-oriented exercises, along with music-movement and dance activities, received the lowest response scores among TUs.

In a survey conducted by Adamčák, Kozaňáková & Kollár (2018) in selected regions of Slovakia among teachers of physical and sports education at the 2nd grade of primary schools (n = 151), the popularity of teaching TU sport games was evident, with up to 65 % of teachers expressing a preference for this TU. Moreover, research studies from the perspective of pupils, including those by Slezák & Melicher (2008) and Antala, Labudová, Šimonek & Strešková et al. (2012), as well as Nemeč & Adamčák (2013), emphasize that TUs with content focused on movement or sports games are highly popular among students.

Our findings align with previous observations made by Novotná & Adamčák (2020), where we discovered that TU music-movement and dance activities is the least popular among teachers, not only in rural schools (38.24 % of responses) but also in urban schools (41.46 % of responses). This trend is consistent with the findings of Michal (2021), indicating that TUs music-movement and dance activities, along with psychomotor and health-oriented exercises, are among the least popular among teachers, both with up to 15 years of experience and those with experience exceeding 16 years. Palovičová (2006) suggests that the insufficient preparation of teachers during university studies could be one of the reasons for the low popularity of music-movement and dance activities.

The study conducted by Novotná, Hubinák & Kollár (2015), focusing on teaching units dedicated to psychomotor skills, reveals that such classes often lack dynamism and playfulness in practice. This deficiency is evident as students tend to lose interest in these activities relatively quickly. Blahutková, Kücheleva, Nadolská & Sližik (2017) highlight the importance of considering psychomotorics within the broader system of physical education. As a movement activity, psychomotorics can be integrated into all parts of the teaching unit, including the introductory, busy, main, or final stages, with particular attention to the age characteristics of the pupils.

According to Michal (2021), teachers with up to 15 years of experience (n = 72) find TUs basic movement skills and psychomotor and health-oriented exercises and games (27.78 %) to be the easiest to teach. On the other hand, teachers with more than 16 years of experience (n = 73) consider basic movement skills as the easiest TU to teach, with a response rate of 21.92 %.

In the research conducted by Kremnický (2019) among teachers of the 2nd grade of elementary schools, it is revealed that, from the perspective of female teachers, 64 % believe that gymnastics is among the demanding TUs, while only 36 % think it is not more demanding than other TUs. Conversely, among male teachers, 64 % believe that gymnastics is more demanding than other TUs, with 27 % of teachers considering general gymnastics to be among the demanding thematic units.

According to teachers, the most common reasons for the difficulty of TUs include the potential risk of injury, challenges in performing demonstrations, difficulties in correcting mistakes, lack of interest, and insufficient overall preparation of pupils.

Novotná, Hubinák, and Kollár (2015) addressed the challenges of teaching TUs at the primary level, specifically focusing on psychomotor and health-oriented exercises and games. They identified a significant problem – teachers' lack of interest in the content, insufficient theoretical and practical skills, and limited experience in teaching this particular TU. Additionally, they noted that teachers often struggle to distinguish between psychomotor and movement games. The use of non-traditional aids and the teacher's shift to a new role as a manager further contribute to the difficulty of teaching these TUs (Blahutková et al., 2017). Palovičová (2006) and Michal (2021) echoed these challenges, highlighting issues such as inadequate material conditions and insufficient preparation of teachers during university studies.

Michal (2021) discovered that 33.33 % of teachers with up to 15 years of experience express interest in further education, while 27.78 % believe they can acquire knowledge independently. Among teachers with over 16 years of experience, 20.55 % show interest in further education, while 8.33 % of those with less than 15 years and 10.96 % of those with more than 16 years express no interest. Additionally, the survey reveals that almost 21 % of teachers with over 16 years and 13.89 % of those with up to 15 years lack sufficient financial resources for additional education. Novotná-Mačáková (2020) indicates that the majority of teachers (51.85 % from urban schools and 44.44 % from rural schools) welcome further education on teaching physical and sports education at the 1st grade of primary schools. While 37.04 % of teachers from rural schools consider it unnecessary, only 3.7 % of teachers in urban schools share this view. Novotná-Adamčák (2020) found that teachers with up to 5 years of experience ($n = 300$) are interested in training for physical education and sports education at the primary level, with 56.62 % of teachers in rural areas and 63.41 % in cities showing interest. On the other hand, 11.76 % of rural teachers and 2.44 % of urban school teachers consider the further education ineffective.

5. Conclusion

While we did not observe significant differences in responses based on the level of education, certain key findings stand out in our survey:

- On average, 64 % of primary level teachers consider physical education and sports as popular as other subjects, and 25 % regard it as the most popular subject;
- The most popular TU taught by teachers in both observed groups is manipulative, preparatory, and sports games, with an average response frequency of 56 %;
- Psychomotor and health-oriented exercises and games, along with music-movement and dance activities, were identified by over 30 % of teachers as the least popular TUs in both groups;
- Basic movement skills TU is perceived as the least demanding by teachers, with over 41 % of responses;
- Psychomotor and health-oriented exercises and games emerged as the most demanding TU, with more than 41 % of teachers expressing this view;
- More than 50 % of teachers indicated an interest in practical training related to teaching physical and sports education, particularly at the primary level;
- Mutual correlation analysis revealed a very strong direct correlation dependence between the most demanding and least popular TUs in both groups, indicating a noteworthy relationship.

The findings from our study underscore the need for a more comprehensive focus on specific TU – notably psychomotor and health-oriented exercises, as well as music-movement and dance activities – not only in the training of future teachers specializing in physical and sports education at the primary level but also in the design and implementation of ongoing professional development courses. These TUs pose challenges for teachers with a master's degree in preschool and elementary pedagogy, as evidenced by our results. The inherent difficulty in teaching these

subjects correlates with their high level of unpopularity among teachers, which likely impacts the quality of instruction during these lessons.

The substantial interest expressed by almost 50 % of teachers in practical training courses underscores the significance of opportunities to enhance their theoretical and practical skills, particularly concerning these challenging subjects. Such training initiatives have the potential to contribute significantly to the improvement of the overall quality of physical education and sports instruction at the primary level.

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The Power of Sports Media: The Influential Role Played by Sports Media in the Rise of Sports and the Prominence of Athletes

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Abstract

In this study, it is aimed to analyse the influential role of sports media in the rise of sports and the prominence of athletes. In this study, which was modelled as a qualitative research, phenomenology design was preferred as the research design. The research sample includes 21 people from different regions of Turkey and with different personal and demographic backgrounds. Participants were selected using purposive sampling, particularly maximum diversity sampling, a non-probability sampling technique often preferred in qualitative research. A “personal information form” and a “semi-structured interview form” developed by the researcher were used for data collection. Fieldwork of semi-structured interviews took place between July 31, 2023 and August 18, 2023. The data obtained were analysed by content analysis method. According to the results of the research, the media coverage of sport events has positive results in terms of social dimension, economic dimension, mental and performance dimension and information access dimension for both athletes, institutions and organisations and viewers in general, while in some cases it leads to results that can be described as negative.

Keywords: athlete, media, sport.

1. Introduction

Today, societies have become a structure based on media tools, technologies and cultural structures that produce, disseminate and circulate social and cultural information. Sport is a valuable phenomenon with its ability to reach large audiences, to have a common language of communication nationally and internationally, and to trigger emotions such as sympathy and admiration in individuals and even societies. Therefore, sports have continuously garnered the media's attention, with the media playing a crucial role in amplifying their appeal (Durmaz, 2023).

Sports have encouraged young people through the media to participate in sports, resulting in significant improvements in their physical fitness. In addition, the media's sports news supports unity and diversity in society and brings together different races, religions, ethnicities and languages. For example, the coming together of athletes from different countries in the same team strengthens the feelings of friendship and solidarity and encourages the spirit of humanity. Sport

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also serves as a platform to reject racism and eliminate similar discrimination (Farzalipour et al., 2012). From this perspective, the phenomenon of sports has integrated deeply into modern society, and sports media serves as a driving force, significantly influencing the popularity of this phenomenon and reaching vast audiences. However, it's evident that the role of sports media extends beyond merely popularizing sports to also enhancing the visibility of athletes.

The wide availability and widespread consumption of sports news on various media platforms has greatly increased the media's influence on the lives and careers of athletes in recent years (Baker, 2023). Against this background, it can be said that the undeniable fact is that the continued improvement of athletes' images, achievements and personal lives has become a focus of sports media. Therefore, it can be said that the media gives athletes recognition and become an admirable.

The destiny of sports activities information is intently associated with the improvement of media and sports activities. Therefore, it could be said that the improvement of sports activities and the society's adoption of sports activities arise in large part via the media (Durmaz, 2023). In particular, visible progress in technology has led to the development of a mutually beneficial relationship between media and sports. Both sectors have influenced and benefited from each other. Nowadays, fans desire to interact directly with their favorite players. If athletes do not respond publicly, there is a high risk of losing their reputation. It can be stated that this situation may put great pressure on the current career opportunities of athletes. The fascinating effect of the media causes both young people and adults to spare time to watch sports in their daily lives and spend time in this area even without practicing (Burki et al., 2022). In this context, it can be stated that establishing a control mechanism over the possible effects of each news about sports in the media will provide opportunities to make significant progress in this regard.

As a result, this research will discuss the critical role of sports media in gaining popularity of the sports phenomenon and the visibility of athletes. In this respect, this research will examine the effects of sports media on the spread of sports, their contribution to increasing the recognition of athletes and the important dynamics in this process, while trying to evaluate how sports reach large audiences through the media and the effects of this situation on the future of sports. It is thought that this evaluation will contribute both by providing a guiding map to relevant stakeholders and by shedding light on researchers working on the field.

2. Methods

Model of the Research

This studies turned into modeled as a qualitative studies. One of the maximum simple capabilities of qualitative studies is that it examines in element the perspectives, reviews and perceptions of the folks who are the topics of the studies. This studies technique attempts to apprehend people's thoughts, perceptions and behaviors via way of means of specializing in information events, information and troubles in depth (Ekiz, 2023). In this context, the interview technique, one of the often used qualitative studies designs, turned into favored withinside the studies on the way to pay attention the participants' reviews at the situation at once from first hand (Yildirim, Simsek 2018).

Research Design

Qualitative research design is characterized as a strategy that establishes the basic approach of the research in question and ensures consistency across the different stages of the research process within a given framework (Yildirim, Simsek, 2018). In this research, phenomenology pattern was preferred as the research design. The phenomenology approach takes its basis from the personal experiences and experiences of individuals. In other words, this approach focuses on the researcher being interested in individuals' experiences (Merriam, 2018; Creswell, 2018). In addition, this design aims to examine individuals' perceptions and how they express the meanings they attach to events from their own perspectives. The main goal of this approach is to describe the reality in facts rather than making generalizations (Merriam, 2018). Therefore, as this research delves into the significant role of sports media in shaping the trajectory of sports and elevating the profiles of athletes, its objective is to unveil the underlying significance of individuals' experiences closely intertwined with sports media today and the interpretations they derive from these experiences. Hence, it is appropriate to position the research within the phenomenological framework.

Research Group

The research participants were chosen using purposeful sampling, a non-probability sampling technique commonly utilized in qualitative research (Merriam, 2018), specifically employing the maximum variation sampling method (Yildirim, Simsek, 2018). The sample comprised 21 individuals residing in various provinces across Turkey, each possessing diverse personal and demographic backgrounds.

The primary objective of employing the maximum diversity sampling method is to capture the varied experiences of different stakeholders across multiple contexts (Suri, 2011). This method aims to represent a broad spectrum of individuals who may be involved in the issue under study with a relatively small sample, allowing for the identification of both similarities and differences among diverse situations (Yildirim, Simsek, 2018).

Table 1. Distribution of data regarding personal and demographic information of the participants who make up the research group

Code	Age	Gender	Profession	Sports Branch Followed in the Media
K1	23	Male	Teacher	Football
K2	27	Male	Physiotherapist	Body building
K3	29	Female	Engineer	Badminton
K4	33	Male	Teacher	Football
K5	29	Male	Police	Football
K6	62	Male	Coach	Volleyball
K7	43	Female	Coach	Football
K8	28	Male	Textile Business Owner	Football-Basketball-Kick box
K9	20	Female	Sales staff	Kick box
K10	40	Male	Coach	Football
K11	40	Male	Teacher	Football
K12	24	Male	Barman	Basketball
K13	26	Male	Teacher	Football-Basketball
K14	43	Male	Teacher	Football
K15	28	Female	Medical secretary	Volleyball
K16	22	Male	Footballer	Football-Basketball
K17	23	Male	Teacher	Karate
K18	33	Male	Academician	Football
K19	47	Male	Security personal	Football
K20	35	Female	Academician	Football- Volleyball
K21	35	Female	Doctor	Volleyball-Football

Data Collection Tools

The researchers utilized a “Personal Information Form” and a “Semi-Structured Interview Form” developed specifically for this study. In the personal information form, participants; It includes information about their age, gender, profession and the sports branch they follow in the media. The semi-structured interview form includes an open-ended question posed to the participants, which is as follows:

What would you like to say about the influential role that media coverage of sports events plays in the rise of sports and the prominence of athletes?

Data Collection Process

- The researchers conducted field applications of the semi-structured interview form they developed between July 31, 2023, and August 18, 2023.

- Raw data for the research was obtained through obtaining permission and scheduling appointments with the participants, followed by face-to-face interviews.

- The researchers recorded interviews with participants using a mobile phone equipped with a voice recording feature, after obtaining the requisite permissions, to mitigate any potential data loss. This approach not only addressed note-taking challenges for the researchers but also facilitated easier questioning and listening during the interviews.

- The researchers transcribed the audio recordings from the interviews word by word on the computer and transformed them into an edited document.

Validity and Reliability of the Research

The fact that qualitative research determines a certain level of validity and reliability may affect the credibility and degree of acceptance of the research (Baltaci, 2019). This situation has been expressed in many studies (Punch, 2005; Golafshani, 2005; Baskale, 2016; Yagar, Dokme, 2018). Nevertheless, although it is feasible to ascertain validity and reliability despite employing varied measurement methods in quantitative research, making a conclusive determination of validity and reliability in qualitative research may pose challenges (Baltaci, 2019). However, ensuring the acquisition of accurate information (validity) and delineating the research process and data in a clear, detailed manner to facilitate evaluation by other researchers (reliability) are significant expectations that qualitative researchers must fulfill (Yildirim, Simsek, 2018). In this study, the research team meticulously detailed each procedural step. Moreover, to ensure the accuracy of information, participants were assured of the confidentiality of their personal data. The interviews were conducted with sincerity, prefaced by comprehensive information about the topic, and both audio recordings and word-format transcripts were securely retained to uphold research credibility. Additionally, three researchers independently coded the raw interview data, preserving the codebooks. Subsequently, direct participant quotes were incorporated to elucidate each code identified during analysis. Thus, the measures undertaken demonstrate a commitment to upholding validity and reliability throughout this research.

Analysis of Data

Qualitative data in this study were evaluated using the content analysis method, a common analytical approach in qualitative research designs (Miles, Huberman, 1994; Silverman, 2000; Yildirim, Simsek, 2018). The reliability of the data was assessed using the formula proposed by Miles and Huberman (1994), which is outlined below:

$$[\text{Consensus theme} / (\text{Consensus theme} + \text{Theme of disagreement})] \times 100$$

The result of the above formula, which is intended to test the conformity between the experts doing the coding, is expected to be higher than 70 % (Miles, Huberman, 1994; Patton, 2014). Following the formula's application, 27 out of the 30 codes proposed by the experts received approval, resulting in a consensus rate of 90 % (27/(27+3)*100). The 3 codes lacking consensus were merged with other relevant codes.

3. Results

In this part of the research, findings based on the analysis results of qualitative data are included.

Table 2. Participants' opinions on what kind of effects media coverage of sporting events has

Theme	Category	Code Number	Code	Participants	Frequency
Social Dimension	Popularity	1	✓ Making athletes popular by giving them reputation and fame	K ² , K ³ , K ⁵ , K ⁶ , K ¹⁰ , K ¹¹ , K ¹² , K ¹⁵ , K ¹⁶ , K ¹⁷ , K ¹⁸ , K ²⁰ , K ²¹	13
		2	✓ Increasing interest in sport	K ⁴ , K ⁵ , K ⁹ , K ¹⁷ , K ²¹	5
	Relavancy	3	✓ Encouraging young athletes to the luxurious lifestyles of athletes	K ⁹ , K ¹³ , K ¹⁴ , K ¹⁷ , K ²¹	5
		4	✓ Boost self-confidence	K ² , K ²¹	2
	Value development	5	✓ Unifying role playing	K ⁵ , K ²¹	2
		6	✓ Increasing respect and love for athletes	K ¹⁸ , K ²¹	2

Theme	Category	Code Number	Code	Participants	Frequency
		7	✓ Guiding individual and social behavior regarding values	K ¹⁵	1
	Spreading	8	✓ Spreading sports to large audiences	K ³ , K ⁴ , K ⁶ , K ⁹ , K ¹¹ , K ¹⁵ , K ¹⁷	7
	Publicity	9	✓ Allowing athletes to prove their talents and skills	K ¹⁴ , K ¹⁷ , K ¹⁸ , K ¹⁹	4
	Identity creation	10	✓ Providing branding opportunities	K ²⁰	1
		11	✓ Technology killer	K ¹ , K ⁵	2
		12	✓ Lack of interest in lower level athletes	K ⁷	1
	Criticism	13	✓ Damaging the reputation of sport and athletes	K ⁸	1
		14	✓ A structure that does not contribute to human development for the sake of ratings	K ¹⁵	1
		15	✓ Athletes being role models	K ⁴ , K ¹⁰	2
	Suggestion	16	✓ Not exaggerating the promotion of athletes in the media	K ¹⁰	1
		17	✓ Training of athletes to exhibit appropriate behaviors	K ¹⁹	1
Total		17			51
	Advert	1	✓ Becoming the face of advertising and generating income through advertising campaigns	K ¹ , K ⁴ , K ⁵ , K ⁸	4
	Sponsorship	2	✓ Generating income through sponsorship agreements	K ⁸ , K ¹⁷ , K ²⁰ , K ²¹	4
Economic Dimension	Transfer	3	✓ Generating revenue by making it easier to make transfer agreements	K ¹ , K ¹⁷ , K ²⁰	3
	Sports industry	4	✓ Providing economic contribution by supporting all stakeholders within the sports economy	K ¹² , K ¹⁷ , K ²¹	3
	Basis of popularity	5	✓ The economic dimension forms the basis of the popularity of sports	K ¹³	1
Total		5			15

Theme	Category	Code Number	Code	Participants	Frequency
Mental and Performance Dimension	Positive impact	1	✓ Allowing athletes to be happy and feel good mentally	K ¹ , K ⁵ , K ⁹ , K ¹² , K ²¹	5
		2	✓ Supporting success by providing motivation	K ⁵ , K ¹¹ , K ¹² , K ¹⁴	4
	Negative impact	3	✓ Decreasing performance by putting psychological pressure on	K ⁸ , K ¹⁰ , K ¹²	3
Total		3			12
Access Dimension	Opportunity to gain knowledge	1	✓ Supporting access to information on all topics related to the field of sport	K ² , K ⁴ , K ⁸ , K ⁹ , K ¹⁵ , K ¹⁷ , K ¹⁸ , K ²⁰	8
	Quick access to audiences	2	✓ Enabling people to be reached faster	K ²	1
Total		2			9
Grand total		27			87

In Table 2, the themes determined in terms of objectives and the codes that make up these themes are listed as headings below according to the frequency of repetition, and the sentences in which the participants' views on the subject are expressed are stated with direct quotations:

Theme 1: Social Dimension (f:51)

The codes related to this theme, along with sample opinions directly cited from the participants, are provided below.

Code 1: Making athletes popular by giving them reputation and fame (f:13) “*In my own opinion, I think that the media coverage of sporting events has a great impact especially in terms of the popularity of athletes. If we need to give a recent example, while Arda Guler's transfer to the world giant Real Madrid is a sensational and important effect, I think that the most important factor that makes it so sensational is the media and mass media. If the media had not voiced it effectively, it would not have been considered so important and would not have spread to such a wide audience. The influence and importance of the media is so great that almost the whole world is aware of this situation. Or in volleyball, the influence of the media in the spread of the success of the sultans of the net in this recent tournament cannot be ignored, and in football, volleyball and other branches, if athletes are so widely popular, the media has just as much influence as their talents. In short, I think that media coverage of sporting events is an important and useful factor*” (K¹⁶).

Code 2: Increasing interest in sport (f:5) “*...The development of mass media has directly or indirectly increased the number of people interested in sports...*” (K⁵).

Code 3: Encouraging young athletes to the luxurious lifestyles of athletes (f:5) “*...The flamboyant cars of football players, basketball players, volleyball players, etc. we see in the media, the villa architectural style houses in which they live, and their interesting lives that arouse pleasure in the society, especially in the young generation, which we call Generation Z, enable a great curiosity and a strong orientation movement to the sports world*” (K¹³).

Code 4: Boost self-confidence (f:2) “*With sports being broadcast in the media...the achievements of athletes are heard. This allows athletes to receive praise. In this way, athletes increase their self-confidence as they receive many appreciations...*” (K²¹).

Code 5: Unifying role playing (f:2) “*...I can say that broadcasting sports events in the media helps people get together...*” (K⁵).

Code 6: Increasing respect and love for athletes (f:2) “*With the broadcast of sports in the media...feelings of respect and love towards athletes are increasingly developing...*” (K²¹).

Code 7: Guiding individual and social behavior regarding values (f:1) “Today, it is obvious that the media is an indispensable element of social life with technological developments. Mass communication, which is the product of these technological developments, has handled and examined individual and community life from a sociological point of view and has significantly affected individual and community behaviour patterns. Mass media, which is seen as a unilateral source of communication, has become a means of communication that educates individuals and societies about values, teaches them where and how to behave, how to perceive what they perceive and even what is good or bad, rather than just being tools that convey information to individuals and societies...” (K¹⁵).

Code 8: Spreading sports to large audiences (f:7) “In today’s conditions, thanks to media technologies, events reach the whole world at the same time, helping sports to reach large audiences...” (K⁶). “...Thanks to the media, all teams and individual sports around the world have the opportunity to be introduced to the masses. I think the media is important and useful in this regard as it becomes easier to follow sports and athletes as technology continues to develop” (K⁹).

Code 9: Allowing athletes to prove their talents and skills (f:4) “...Our age is the age of information and technology. You can reach different audiences by sharing all kinds of sports activities through various media and social networking sites. Of course, this is very important for sports and athletes to show themselves. I think that it will contribute to increasing the motivation of athletes and enable them to carry their skills and achievements further in their fields. In the past, many talents in some different sports branches were lost without being discovered. Now, thanks to the media, it is possible to follow people who show their talents all over the world...” (K¹⁴).

Code 10: Providing branding opportunities (f:1) “...The popularisation of social media as well as the popularisation of traditional media directly affects the branding of the athlete...” (K²⁰).

Code 11: Technology killer (f:2) “...Of course, the media is a technology killer that often leads to fame but also to frustration for some athletes” (K⁵).

Code 12: Lack of interest in lower level athletes (f:1) “...If anything, footballers from higher leagues are always in the limelight. Because we are at a lower level, we have not gained any popularity in this regard. ...So what I'm saying is that in the media, the higher seniority is always in the spotlight...” (K⁷).

Code 13: Damaging the reputation of sport and athletes (f:1) “...The coverage of sporting events can also have some negative effects. For example, ...exaggerated comments by the media can also affect the reputation of athletes and sporting events” (K⁸).

Code 14: A structure that does not contribute to human development for the sake of ratings (f:1) “...With the commercialisation of sports, the media has started to broadcast ineffective sports programmes that do not contribute to human development by pursuing more ratings instead of presenting effective and useful sports broadcasts to people...” (K¹⁵).

Code 15: Athletes being role models (f:2) “...It is very important that football is widely covered in the media and that athletes are the biggest part of this. It is especially important that footballers serve as role models for the masses. In this way, I think it will become inevitable to reach a wider advertising strategy and a much wider audience with it” (K⁴).

Code 16: Not exaggerating the promotion of athletes in the media (f:1) “...I am not close to the idea that athletes are too popularly promoted. I mean, media coverage of sporting events is a very good thing, but exaggeration of athletes in separate brackets is a negative thing. When you look at it, young Muhammed Demir was once known as the little Messi. The media took him, raised him, brought him to great places, but now he is a name that runs the ball in the lower leagues. The only reason for this, in my opinion, is the media. If we give an example from today, young talent Arda Guler. I don't want him to end up like Muhammed” (K¹⁰).

Code 17: Training of athletes to exhibit appropriate behaviors (f:1) “...In order for an athlete to carry himself to the best level, he must always study and receive the best education. Today, when an athlete brother comes and wants to do such an interview, if he does not have a good infrastructure, he will have a very difficult time and will leave all his efforts behind. When this situation reflects badly on social media, unwanted reactions arise” (K¹⁹).

Theme 2: Economic Dimension (f:15)

The codes related to this theme, along with sample opinions directly cited from the participants, are provided below.

Code 1: Becoming the face of advertising and generating income through advertising campaigns (f:4) “...Advertising campaigns carried out in the media at sporting events generate significant economic power for athletes...” (K⁵).

Code 2: Generating income through sponsorship agreements (f:4) “...Media offers more opportunities for sponsorship deals for athletes...” (K⁸).

Code 3: Generating revenue by making it easier to make transfer agreements (f:3) “I think it causes the athlete to enter a new market worldwide through the media. Recently, it was the media that followed Arda Guler's football through the media and caused him to be transferred worldwide...” (K¹).

Code 4: Providing economic contribution by supporting all stakeholders within the sports economy (f:3)

“...The broadcasting of sports events in the media and thus the spread and reach of sports to large masses is an important situation in terms of sports economy. This situation contributes to many companies or organisations such as sports media, advertising companies, television channels and social media pages. The sport that spreads to large masses quickly gains popularity and the number of people doing that sport increases. In this way, many institutions that sell sports equipment for that branch, perform facilities or open academies will also be profitable. We can think of all of these as the links of the chain” (K¹²).

Code 5: The economic dimension forms the basis of the popularity of sports (f:1) “I think that the media coverage of sporting events should not be viewed only from the dimension of popularity, because the fact that the sports media has a large trade volume and a strong employment area leads to an increase in popularity. This relationship shows us that the commercial dimension of the media comes before the popularity dimension. Therefore, I think that an attractive monetary factor is clearly a prerequisite for any social asset to gain popularity and attract the attention of the masses” (K¹³).

Theme 3: Mental and Performance Dimension (f:12)

The codes related to this theme, along with sample opinions directly cited from the participants, are provided below.

Code 1: Allowing athletes to be happy and feel good mentally (f:5) “I would also say that media coverage of sporting events ... plays a role in boosting morale by providing happiness and mental comfort to all people...” (K⁵).

Code 2: Supporting success by providing motivation (f:4) “...It plays an active role in improving the performance of the athlete by providing motivation...” (K¹¹).

Code 3: Decreasing performance by putting psychological pressure on (f:3) “...Media coverage of sport events may also have some negative effects. For example, competitive aspects over-emphasised by the media may cause some athletes to feel under psychological pressure and affect their performance...” (K⁸). “...As well as the good aspects of the athlete, the bad aspects or wrong actions of the athlete are also published by the media. Therefore, as much as there are those who think positively about athletes, there are also those who think negatively. This situation can also affect the psychology of the athlete. Negative comments from the media can affect the athlete mentally and reduce their performance...” (K¹²).

Theme 4: Access Dimension (f:9)

The codes related to this theme, along with sample opinions directly cited from the participants, are provided below.

Code 1: Supporting access to information on all topics related to the field of sport (f:8) “...As a matter of fact, I would like to evaluate this media event more on social media because social media is used more actively than traditional media today. Athletes, coaches, managers, teams, clubs, leagues and fans are all more active on this platform, on social media, where we can instantly learn a lot of information about the field of sports. We can watch and learn about an athlete's winning or losing match, his/her performance and emotions in that match. ...In this sense, we can access much more information in national and international areas by following the tournaments and olympiads organised directly from social media accounts rather than traditional media...” (K²⁰).

Code 2: Enabling people to be reached faster (f:1) “Today is the age of technology and the age requires it. Thanks to social media, people can be reached more quickly...” (K²).

4. Discussion

In the research, the social dimension theme (f:51) was one of the most recurring topics in the opinions of the participants about the impressive role that the media coverage of sports events played in the rise of sports and the prominence of athletes (Table 2). When we look at the codes that make up this theme by ranking their frequency values, it can be seen that broadcasting sports events in the media makes athletes popular by giving them reputation and fame (f:13). When the literature is examined, it is stated that mass media, especially television and sports programs, are one of the most important socialization institutions in the context of society due to their social and cultural effects (Batmaz, Aksoy, 1995). According to this approach, sports media spreads sports to all people. A competition held in one corner of the world reaches the whole world as news and images, sometimes at the same time, sometimes the next day, depending on its importance. Athletes who are the subject of these news and images can become stars promoted by the media, just like in art (Ozsoy, 2008) and increase their interaction with their fan bases (Baker, 2023). Again, it is revealed in the literature that sports media plays an important role in determining the professional success of players. In this regard, it is stated that players' media coverage is important in terms of influencing their fans and expanding their popularity worldwide (Burki et al., 2022; Giraudon et al., 2020; Setyawati et al., 2016). Based on this information, it can be said that sports media plays a critical role in increasing the popularity of athletes and reaching large audiences. Therefore, it is seen that the studies cited from the literature overlap with the results of the current research.

According to the results of the research, broadcasting sports events in the media increases the interest in sports (f:5) and makes young athletes more enthusiastic about sports by increasing their interest in the luxurious lifestyles of athletes (f:5). When the literature is examined, it is seen that the power of the media to influence society affects the behavior of individuals (Unsal, Ramazanoglu, 2013) and in this sense motivates social change (Baker, 2023). Therefore, sports media, which fulfills the function of announcing sports events to the public, has the power to influence large masses in Turkey as well as all over the world (Unsal, Ramazanoglu, 2013). Thanks to the media, many fans turn to different platforms to follow their favorite athletes. In addition, they are looking for ways to connect with them, feel connected to them, and perhaps become like them. In this regard, there is value in building strong relationships between athletes and fans. It is thought that this value will provide opportunities to increase interest in the phenomenon of sports (Huttunen, 2021). Additionally, the media plays a crucial role in introducing sports to individuals who may not typically engage in physical activities. By showcasing sports events and stories, the media has the potential to inspire people to pursue physical fitness through sports participation. Given its influence on public perceptions, the media may also incentivize individuals to take up sports favored by celebrities, as extensively covered by various media outlets (Burki et al., 2022). This situation was also stated in a study in the literature. Accordingly, sports-related visuals on television can inspire people to practice the sports they watch. This effect of sports through television becomes even more evident when different sports such as football and boxing are broadcast on various television channels. For example, bodybuilding competitions shown on television may cause people to flock to fitness centers (Trolan, 2013). In fact, today the media has become such that research shows that young people's media consumption has become a habit and even affects their career choices (Apostol, Năsi, 2013). In this context, the proactive dissemination of matches, events, and athletes' accomplishments by sports organizations and teams through the media is paramount. This strategy is believed to stimulate greater audience and fan engagement with sports (Bal Turan, 2023). Because especially for athletes, it should not be forgotten that with the media, the best athletes unintentionally become online influencers (Giraudon et al., 2020). Studies show that especially high-level athletes firmly believe that they can influence people through social media (Mandić et al., 2022). As a result, a large sports public has been formed as a result of the increasing interest in sports day by day. Therefore, it can be said that mass media have a great share in the formation, informing and directing of this public opinion (Unsal, Ramazanoglu, 2013). As can be seen, based on this information in the literature, it can be said that broadcasting sports events in the media can increase interest in sports and make young athletes more enthusiastic about sports by increasing their interest in luxury lifestyles.

According to the results of the research, media coverage of sports events increases the self-confidence of athletes (f:2), plays a unifying role (f:2), increases respect and love for athletes (f:2) and directs individual and social behavior in terms of values (f:1). A study in the literature states

that social media and the way athletes use social media have positive effects on the self-efficacy of athletes (Gorrell, 2018). However, in another study, participants' body mass indexes were measured and it was concluded that the media coverage of events related to the athletes' athletic status caused body dissatisfaction in the athletes (Swami et al., 2009). Apart from this, sports media has the power to influence very large masses of people as an effective propaganda tool when necessary and direct them towards certain goals. It can develop national culture and fulfill very important functions such as peace, friendship, brotherhood, love and respect (Unsal, Ramazanoglu, 2013). In addition to this information, sports, as a subsystem of society, contains many values and norms (Horvath et al., 2013). Other research findings on this topic suggest that engagement in sports positively impacts individuals' self-confidence, promotes socially accepted behaviors, fosters societal usefulness, steers communities toward positive conduct, bridges societal divides, combats racism, cultivates values of love and respect, and fosters a sense of brotherhood (Alincak et al., 2022a; Alincak et al., 2022b). Another study states that those who are interested in sports, both recreationally and professionally, through the media will understand the various skills that can be learned by participating in sports (Kovacs, Doczi, 2020). From this point of view, it can be stated that the communication provided especially with the media can convey the important messages stated above, and at the same time, the media has an important place in creating the values in question for individuals. Therefore, media has important elements that need to be taught to individuals. However, the media should be remembered as a force that not only conveys messages, but also guides society in determining what behavior will be perceived as acceptable or deviant. Through these processes, media can influence social norms and values (Horvath et al., 2013). In their research, many social scientists have questioned mass communication and individual and social life with sociological and social psychological approaches and tried to explain individual and social behavior patterns from there. Mass communication has taken the place of society and groups and has an important place in the development process of the individual. Mass media, which is seen as a one-sided source of communication, has become a means of communication that not only conveys information to individuals and societies, but also educates them, teaches them where and how to behave, how to perceive and understand what they perceive, and even how to decide what is good or bad, depending on what (Yuksel et al., 2003). As evidenced by the literature, media coverage of sports events has the capacity to enhance athletes' self-confidence, serve as a unifying force within society, elevate admiration and affection for athletes, and influence individual and societal behavior regarding values.

According to the research results, media coverage of sports events plays an important role in spreading sports to large masses (f:7), enabling athletes to prove their talents and skills (f:4) and branding (f:1). When the literature is examined, it is seen that the sports phenomenon has become the focal point of media news in terms of being a great center of attention. This situation facilitates the transfer of sports events to large masses (Ozsoy, Eksioglu, 2007; Trolan, 2013). Therefore, it can be said that the wide coverage of sports and sporting events in all platforms of the media will of course provide the opportunity to promote the talents and skills of athletes. This can easily turn them into a brand. Kovacs and Doczi (2020) suggest that through media exposure, athletes have the ability to shape their brand image, presenting their on-field excellence and remarkable achievements to broad audiences, thereby solidifying their reputation. In other studies in the literature, it has been asserted that the media plays a pivotal role in initiating a new form of promotion by spearheading the establishment of athletes' brand image and brand awareness (Giraudon et al., 2020; Mandić et al., 2022; Baker, 2023). In the light of this information, it can be said that the role played by sports media in reaching large audiences and gaining popularity is of great importance. But of course, the role of sports media has a great impact not only on the popularization of sports, but also on the visibility of athletes. In this respect, media enables athletes to be recognized, create their brand images and become admired figures. In this case, while it can be a source of inspiration for young athletes, it can also enable sports to reach a wider audience.

According to the results of the research, media coverage of sports events was criticized by the participants for being a technology killer (f:2), not paying attention to low-level athletes (f:1), damaging the reputation of sports and athletes (f:1), and not contributing to human development for the sake of ratings (f:1). Today, the news in the media scapegoat athletes for various issues. For this reason, when a fanatic fan witnesses the failure of his team with a negative result, unfortunately, he may take threatening and violent actions against the athletes who are responsible

for this situation. One of the participants summarizes this situation as follows. *“It is also possible that media coverage of sporting events may sometimes lead to negative consequences. ...Let’s give an example of an event that resulted in negativity as a result of an event published in the media; He intercepted the ball from the cross opened by American midfielder John Harkes and scored the goal into his own goal. But he didn’t know that this goal would end his life. After Escobar’s unfortunate goal, Colombia could not get out of the group, where they were favorites. After the 1994 FIFA World Cup, Escobar decided to return to Medellin instead of visiting his relatives in Las Vegas, Nevada. The Colombian star was having fun with his friends at a bar called “El Indio” in the El Poblado district of Medellin on the evening of July 2, 1994. Escobar, who was left alone in the parking lot of the bar at approximately 03:00 at night, was attacked by three men and shot with a 38-caliber pistol. Although his friends took Escobar, who was shot six times, to the hospital, the Colombian died 45 minutes after he was shot”* (K⁵). According to this opinion expressed by the participant, it is clearly seen that the media even causes individuals to become murderers. Therefore, this situation reminds us again that we need to think about how serious the issue is. In addition, it is a fact that the media takes actions based on the fame of the athletes or teams in order to attract attention. Because the audience potential of lower-level athletes or sports teams is very low. For example, while the broadcasting rights of only the Super League and 1st League competitions are purchased by the relevant broadcaster at the highest level in terms of football in Turkey, it can be said that such a situation is not the case for the lower leagues. About this situation, Ozsoy and Eksioglu (2007) stated that the dominance of football, which is the sports branch that the society shows the most interest in, overshadowing other sports branches, sometimes causes the reaction of sports fans interested in branches other than football, and that the fact that the sports media is reduced to three big clubs, especially in the context of football in Turkey, is also an unpleasant situation (Ozsoy, Eksioglu, 2007). In another study in the literature, it is stated that the sports media is biased in presenting news and that only a few popular sports attract the attention of the media and thus the public (Burki et al., 2022). In addition to these situations, sports constitute the most important element of the media in terms of ratings (Dosyilmaz, 1998). In this respect, media platforms broadcast especially with commercial concerns (Ozsoy, Yildiz, 2013; Unsal, Ramazanoglu, 2013). Therefore, it can be said that the main goal of the media is to attract more consumers by using an attention-grabbing style and publishing interesting news (Briggs, Burke, 2009). However, the media’s focus on profitability reduces the importance given to quality (Kovach, Rosenstiel, 2014). As a result of such an understanding, athletes may be exposed to more scrutiny and criticism. This may damage their marketability and professional reputation (Baker, 2023; Burki et al., 2022). Based on the insights gleaned from the literature, it is apparent that the findings of the present study are corroborated.

According to the results of the research, the broadcasting of sports events in the media brings along various problems. Therefore, the participants who participated in the research also made suggestions. These suggestions are grouped under the topics of athletes being role models (f:2), not exaggerating the promotion of athletes in the media (f:1), and training athletes to exhibit appropriate behaviours (f:1). When the literature is examined, it is stated that especially elite athletes are accepted as heroes and role models by the society, and elite athletes are aware of this mission. For this reason, it has been stated through the media that elite athletes should not forget that they set an example for the society about the situations they represent (Billings et al., 2015; Kovacs, Doczi, 2020; Burki et al., 2022). In other words, it is a fact that the success stories of both male and female players in the media are used as a tool to encourage children to follow their dreams (Burki et al., 2022). In addition, according to research, it is stated that television programs are an effective tool in conveying professional knowledge to younger generations. Consequently, the media's portrayal of individuals as societal heroes can wield considerable influence over the career trajectories favored by young individuals. This underscores the media's dual role in shaping both the vocational preferences of youth and their personal characteristics (Saleem et al., 2014). However, the inclusion of athletes who are overly praised by the media in promotional campaigns can often lead to a dangerous trend. Therefore, it can be said that the promotion of athletes in the media should not be brought to the point of exaggeration. This can lead people to adopt the perception that being the best athlete in the world is not measured by education or literacy. Young people who understand this idea can turn to sports instead of education. In particular, this situation may cause sports to be preferred before completing basic education with the aim of

success and fame (Burki et al., 2022). For this reason, it is thought that the media not paying too much attention to athlete promotion will prevent undesirable situations from occurring.

With all this together, athletes are in uncertainty approximately the way to gift themselves withinside the media and bring their messages to the public (Kovacs, Doczi, 2020). Therefore, it is recommended that athletes have media awareness so that they do not get harmed and can use these technologies in a healthy way (Yuceturk, Besna, 2022). For this reason, as a result of a study in the literature, it is stated that it is of great importance for athletes to receive training in order to exhibit the desired behaviors while conveying their messages through the media (Kovacs, Doczi, 2020). In addition, the media should consider the sports public from the unifying, integrative and socializing aspect of sports, instead of seeing it only in a consumer sense (Unsal, Ramazanoglu, 2013). Within the light of this data within the writing, it can be said that the comes about of the current consider are bolstered.

According to the results of the research, the broadcasting of sports events in the media supports athletes to generate income through being the face of advertisements and advertising campaigns (f:4), to generate income through sponsorship agreements (f:4), to generate income by facilitating transfer agreements (f:3), to provide economic contribution by supporting all stakeholders in the sports economy (f:3). In addition, the participants also stated that the economic dimension constitutes the main basis of the popularity of sports (f:1). According to the literature, the intermediary role of the media in the presentation of sports has affected millions of followers, included almost all types of media platforms and attracted the attention of large investors. This situation has created an environment where financiers have great opportunities to increase their profit margins. In addition, thanks to the media, many teams have managed to contribute to both the team's and the country's economy by selling more tickets to the fans who will come to watch their matches (Burki et al., 2022). Of course, it should not be forgotten that social media is the only driving force of high levels of athlete endorsement income (Giraudon, 2020). Because today, sports media has become a structure that constantly supports them economically by making male and female athletes the center of attention of a wide audience (Trolan, 2013). Based on this, it can be stated that sports media has a significant impact on the promotion and marketing strategies of the sports world. In particular, sports brands can reach more audiences than targeted by making different sponsorship agreements for athletes, sports organizations and sports developments, and spreading their products and services to a wider area, thanks to the media. This situation provides mutual economic support to all stakeholders (Bal Turan, 2023). It can even be stated that the sponsorship agreements that a sports brand makes with athletes who have become well-known thanks to the media may even provide benefits for the athletes in question after their careers (Huttunen, 2021). According to a study in the literature, various brand customers stated that although high-level athletes could not persuade them to buy a product, only high-level athletes increased the value of various brand products as media influencers (Mandić et al., 2022). As a result, as stated in the opinion of a participant regarding the relevant theme, the economic power contained in sports actually forms the basis of sports becoming popular by attracting many individuals. Therefore, today, we observe that all stakeholders, whether within or outside the realm of sports, generate substantial incomes through their interactions. Sports media emerges as a key catalyst in fostering this economic symbiosis. Examination of the literature reveals a consensus that aligns with the findings of the current study.

According to the results of the research, media coverage of sports events contributes positively to the athletes to feel mentally good by allowing them to be happy (f:5) and to support their success by motivating them (f:4). On the other hand, the media coverage of sports events puts athletes under psychological pressure in a negative way and causes them to decrease their performance (f:3). Based on these results, it can be stated that announcing the development and performance of athletes to the society in general through mass media has an important role for athletes. Because criticisms in the media help athletes to improve their weaknesses. In this respect, news covering the weaknesses of athletes can make athletes think and improve themselves. Athletes are actually happy when the media make news about them and this news increases their motivation. Therefore, it can be said that positive news about athletes in mass media make them proud (Setyawati et al., 2016). As a result of a study in the literature, it is stated that it is very important for athletes to gain the ability to critically evaluate media content. According to this study, it was stated that the comments that athletes see about themselves on social media,

especially after losing competitions, can significantly affect their motivation. In addition, in this study, it was determined that new media technologies have the potential to increase the performance and motivation of athletes when used in accordance with their function (Yuceturk, Besna, 2022). However, this situation does not always have a function that can have positive results for athletes. Because, in some cases, social media comments on athletes' performance may further increase stress, anxiety, mental fatigue, and cognitive load on athletes and cause their mental health to deteriorate (Ng et al., 2023; DesClouds, Durand, 2020; Faustin et al., 2022; Merrill, Faustin, 2023). In this respect, intense external pressures applied to athletes to perform may hinder performance by increasing stress and anxiety (Faustin et al., 2022) and may cause burnout and mental health problems (Baker, 2023). For example, the US gymnast Simone Biles was an example of this by withdrawing from the competitions in the 2020 Tokyo Olympics due to mental health problems caused by external pressures (Faustin et al., 2022). In addition, as a result of a study in the literature, it is stated that the intensive use of social media by athletes has a significant negative effect on their performance (Gruettner et al., 2020). As a result, it can be said that the media should provide a platform where athletes can tell their stories, support projects that improve mental health, and act as role models to eliminate these negative consequences (Baker, 2023).

Finally, according to the research results, broadcasting sports events in the media supports access to information about all issues related to sports (f: 8) and enables people to be reached faster (f: 1). According to the literature, a large sports public has emerged as a result of the increasing interest in sports today. Mass media have played a major role in creating, informing and directing this public opinion. Thanks to the sports press, the public can critically interpret the decisions made after the match and the athlete's performance within the framework of the rules (Unsal, Ramazanoglu 2013). In fact, passive sports consumers generally obtain their information about sports and elite athletes largely through the media (Kovacas, Doczi, 2020). In this context, it can be stated that mass media have an impact on people by obtaining information and providing information on a wide range of subjects (Karakucuk, Yenel, 1997). As a result, it can be said that today, media tools have become an important tool for sports followers to obtain instant information and to instantly reach individuals regarding a developing situation. Therefore, it can be stated that the current research results are supported by this information expressed in the literature.

5. Conclusion

According to the results of the research, media coverage of sports events plays a very effective role in the rise of sports and the prominence of athletes. Accordingly, by broadcasting sports events, the media performs social tasks in terms of popularising athletes by giving them reputation and fame, increasing interest in sports, encouraging young athletes to aspire to the luxurious lifestyles of athletes, increasing self-confidence, playing a unifying role, increasing respect and love for athletes, guiding individual and social behaviour in terms of values, spreading sports to large masses, enabling athletes to prove their talents and skills, and providing branding opportunities. However, the media is also criticised by the society as a technology killer, lack of interest in lower level athletes, damaging the reputation of sports and athletes and not contributing to human development for the sake of ratings. In this context, based on the research findings, it is advised that athletes, in particular, assume the role of role models, emphasizing the importance of tempering media portrayal without exaggeration, and advocating for athletes to undergo training aimed at demonstrating socially appropriate behaviors.

According to the results of the research, the broadcasting of sports events in the media fulfils an important function in terms of providing economic contribution to all stakeholders in the sports economy by supporting all stakeholders in the sports economy while supporting athletes in terms of being the face of advertising and generating income through advertising campaigns, generating income through sponsorship agreements and facilitating transfer agreements. In this respect, the economic dimension constitutes the main basis of the popularity of sports.

According to the results of the research, the media coverage of sports events has positive effects in terms of mental and performance dimensions, allowing athletes to be happy, making them feel good mentally and supporting their success by motivating them, but on the contrary, sometimes it puts athletes under psychological pressure and causes them to decrease their performance.

Finally, according to the research results, media coverage of sports events offers opportunities to support the access of all stakeholders involved in sports to information on all issues related to the field of sport and to reach people faster in terms of increasing access.

6. Suggestions

It is suggested that media organizations prioritize content centered on athletes' accomplishments, imbued with positive messages, and fostering societal integration when disseminating sports news and events. It is thought that this understanding of responsibility can contribute to a more positive social, performance and economic impact of the media.

The research outcomes indicate that the media is responsible for various ethical infractions. In this context, evaluations can be made about the ethical problems in the sports media in new researches related to the current research topic.

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Assessment of Speed and Agility Female Students Using the Illinois Agility Test

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Abstract

The aim of the research was to assess the level of agility of female students, i.e. the correlation between speed and the results of the IAT. The research included 21 female students, who at the time of measurement corresponded to the 3rd year of study, aged 20-22 years. The IAT was used to assess motor agility based on the average test results (sec.) and the average movement speed during the test (m/s). The average IAT result achieved is 19.58 sec. with an average speed of 3.32 m/s. As many as 86 % of respondents had an average score (18.0-21.7 sec). The obtained results confirmed a high inverse correlation between the success of the IAT results and the speed of the IAT performance ($r = -0.985$; $p < 0.05$). The fact that the analyzed population of physical education and sports (PES) students is mainly characterized by good physical condition, significantly better results are expected (reference above average value). The upgrading of this motor area of agility is possible in the moments of solving a specific motor task, in the course of applied adequate exercise or some sports activities.

Keywords: agility, change of direction (COD), speed.

1. Introduction

Coordination (or motor intelligence), highly genetically predisposed, is present in most complex motor movements of varying intensity. It is purposefully integrated in a spatial time frame that includes movements in one continuous cycle. When performing complex movements in sports, most activities are integrated into one unit that defines different compositions of movements with a strong presence of conscious activity. It is known that coordinated movement is subordinated to the synergistic functions of the CNS in its highest centers. As a motor ability, it records a positive development trend until the puberty period, after which stagnation occurs as a result of accelerating changes in growth and development. The maximum effect of the development period is recorded around the age of 25 (Stojiljković 2003; Demirhan et al., 2017).

Agility defines different manifestations of motor performance and spatio-temporal control of body posture in a synergistic relationship that is coordinated with explosive changes in the direction of movement during motor activity. At the same time, the rapid manifestation of force and power is extremely important, as the possibility of efficient use of the concentric-eccentric cycle in ballistic movements (Asadi, 2012). It often implies the progression of strength development and the ability to efficiently perform myometric-plyometric muscle cycles during various complex movements, making it an extremely important technical skill and the most important training factor. We encounter different definitions of agility, some consider it a type of speed (Čoh, 2003), others a primary dimension of coordination (Metikoš et al., 2003). Although there are disagreements about a clear definition of agility, most authors consider agility an

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important component, necessary for success in many sports (Sporiš et al., 2010; Tomljanović et al., 2011). The competitor's ability to accelerate, decelerate, move in the right direction, make a quick and sudden change in the direction of his movement, and at the same time to control space, often time, also requires abilities such as balance, speed, explosive strength and flexibility.

The extremely good agility of the athlete, which is closely related to technical performance and biomotor movement, increases and gains importance in most collective sports. It is highly correlated with changes in the athlete's movement speed, but also with correlations during different vertical and horizontal jumps (Milošević et al., 2014). Due to the structure and dynamics of their activity, the competitors of sports games are usually forced to change the rhythm of movement and the direction of movement in order to achieve a significant field advantage in a combination of different monostructural movements, passing, throwing, etc. (Farow et al., 2005; Bal et al., 2011). Their change of rhythm of movement in an imaginary field or line in order to outplay the opposing player is an important ability that manifests itself based on the anticipation of the opponent's movement. Accurate, correct and well-controlled change of direction of movement at the highest speed is highly correlated with the speed of change of place on the field. It is significantly correlated with the speed of change of the current position, often requires a suitable morpho-motor profile of the athlete, which will have a positive transfer to every other motor ability of the competitor (Fajar, 2022). The integrated action of speed, strength, endurance and flexibility define motor components, and their combinations are the basis for specific abilities (Waffak et al., 2022).

Athletes with a higher level of agility are generally characterized by a higher level of other abilities of energy and central regulation of movement, good visual perception and anticipation of players and events during activities. The fact is that agility is influenced by the speed and running technique, the morphological characteristics of the individual as well as the muscular development of the legs. These are mainly parameters that are subordinated to high-quality levels of agonistic-synergistic regulation of the muscle system (Young et al., 2006). Subak et al. (2022) suggest that efficiency in repeated sprint speed, explosiveness, speed, change of direction to different stimuli is the main success factor in field sports. Today, it is an unwritten rule that players, mostly in team sports, must have the motoric and technical ability to move in multiple directions on a limited space with the dimensions of the field (Bloomfield et al., 2007), which always includes the ability to perceptual reasoning and most often change the direction of movement (Brughelii et al., 2007; Acar et al., 2019).

The IAT is a reliable test and often applicable in sports, developed to detect speed, independent of the subject's gender (Hachana et al., 2013), the difference in COD between athletes and non-athletes (Sekulić et al. 2013). Significant correlations between agility and anaerobic power were also determined using COD (McFarland et al., 2016), it is crucial in karate fights (Jukić et al., 2012), it determines differences in sports games based on gender (Pereira et al., 2018; Sonesson et al., 2021). Body height was shown to be a dominant factor in the IAT, in relation to body mass, fat percentage, fat mass and visceral fat level, which appear as negative factors. The IAT test on sand proved to be a good and reliable tool in the recovery process of basketball players compared to exercises performed in water (Waffak et al., 2022). The study by Milošević et al. (2014) determined a high correlation between strength and speed in agility tests, situations in which eccentric-concentric contractions are not emphasized (zigzag movements, lateral movements) and recognized the influence of vertical jump with preparation as a significant predictor in the manifestations of eccentric-concentric contraction.

There is a lack of research on this topic, when it comes to female PES students or their field of agility. This is the first study that analyzes agility in the female population of PES in East Sarajevo. Female students of this faculty represent a physically active population that engages, or should engage in sports and physical activities. All test subjects, as part of classes, encounter the area of agility, which manifests itself through various sports that are represented in the faculty's plan and program, and as part of practical exercises at the home faculty. The assumption is that agility has defined its existence in this population to a significant extent

The primary goal was to assess the motor agility of female students using the IAT, on the basis of which the speed of direct change of direction and the connection with the result success would be determined.

2. Materials and methods

Participants study

The research included sample 21 female students of Faculty of Physical Education and Sport, University of East Sarajevo, aged 20-22. Measurements of the IAT were performed during regular classes in the premises of the Faculty of Physical Education and Sports, where the microclimate corresponded to the standards of the metric test. Measurements were performed successively, every year, in the 3rd year of study. All participants are familiar with the nature of the research and all measurement procedures. The consent was voluntary and everything was in accordance with the Declaration of Helsinki.

Experimental design study

The length of the IAT track was dimension (length 10 meters, width 5 meters). It was marked with cones (with four central cones 3.3 m apart and four corner cones placed 2.5 m from the central cones) (Figure 1). IAT was measured according to the Roozen (2008).

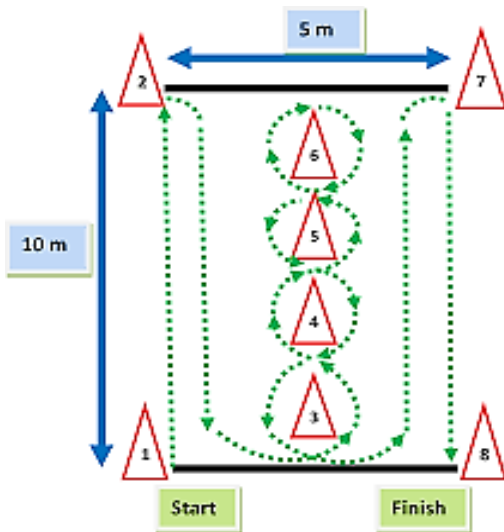


Fig. 1. Illinois Agility Test (IAT)

Data analysis

The central and dispersion parameters (Mean, SD, Min., Max., Range, CI \pm 95.00 %, Standard Error, CV, %) were calculated for Illinois Agility Test (IAT). The normality of the distribution of results was determined by the Shapiro Wilk test ($p > 0.05$). The Pearson moment correlation was determined ($p < 0.05$). All data were processed with the statistical package Statistica 10.0

3. Results

The statistical parameters of the IAT test subjects are contained in Table 1. The IAT results were in the range (17.53 sec to 22.22 sec) with the average speed of the test performance (2.96 m/s to 3.71 m/s). The average achieved result of the IAT sample of female students was 19.58sec with an average speed of 3.32 m/s. In relation to the IAT reference values (MacKenzie, 2000), 18 test subjects recorded an average result (18.0-21.7 sec), 2 test subjects scored below the average values (21.8-23.0 sec), and only one test subject achieved a result of 17.53 sec and Speed 3.71 m/s which categorizes it above average (17.0-17.9 sec). The Standard error value is minimal and is an indicator of the good precision of the estimation of the arithmetic mean. The obtained results (Figure 2) confirmed a high inverse correlation between IAT results and speed, which was expected ($r = -0.985$; $p < 0.05$).

Table 1. Descriptive statistic of results IAT (sec) and Speed (m/s)

	Mean \pm SD	Min	Max	Range	CI \pm 95	CV, %	Standard Error
Result IAT (sec)	19.58 \pm 1.39	17.53	22.22	4.69	1.06-2.01	7.09	0.30
Speed (m/s)	3.32 \pm 0.22	2.96	3.71	0.75	0.17-0.32	6.62	0.05

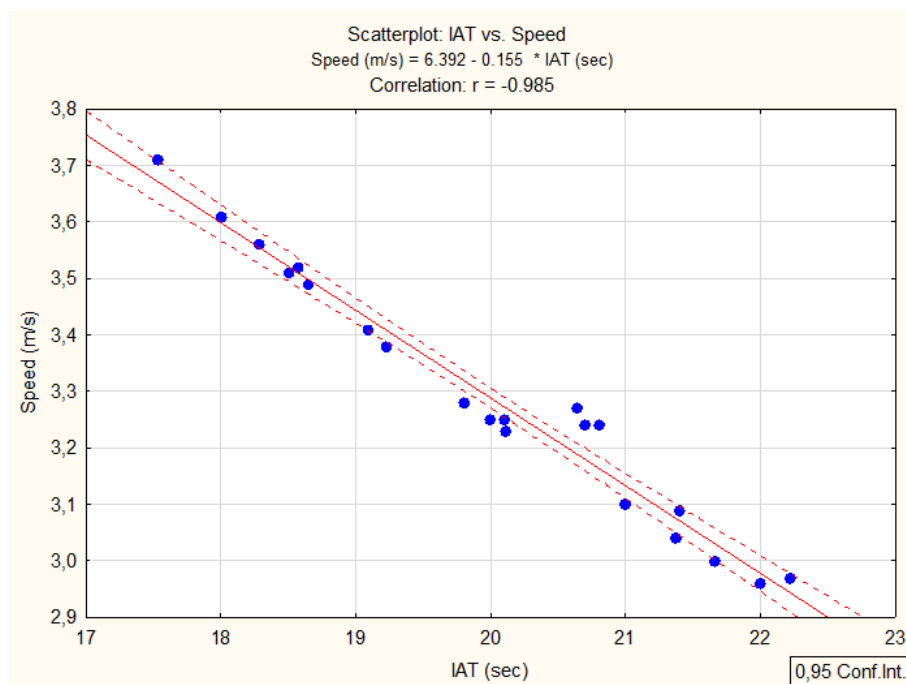


Fig. 2. Correlation between IAT (sec) vs. Speed (m/s)

3. Discussion

The primary goal was to evaluate the motor agility of female students using the IAT, on the basis of which the speed of direct change of direction and the connection with the result success would be determined. The achieved results of the study in relation to the reference values show the average category (Table 1). A detailed analysis of the sample shows that 86 % of the respondents achieved an average result, and only one respondent achieved an above average result. A high inverse relationship between IAT results and test performance speed was recorded (Figure 2).

In general, the results are at a satisfactory level. Given that these are subjects of PES, who are motorically active, an above average result was expected. However, this distribution of results is probably a consequence of the state of the nervous system, students' insufficiently developed motor abilities that define agility (speed, explosive strength, balance), morphological parameters (primarily height and body mass), which appear as a disturbing factor in agility tests, which supports the findings of some studies (Fayar, 2022)

It is evident that During the duration of the match, the activities of the athletes are related to solving a significant number of different coordinated actions with the aim of manifesting them during the activity. It has been proven that the speed of activity in some sports can be the difference between competitive success and failure. Along with speed goes the ability of the muscles to contract with maximum force, i.e. how strong the muscle is or how much force it can exert (Jovanović et al., 2011), which was probably manifested here to a large extent when performing the IAT.

Agility as a part of coordination, utilitarian and represented in motor structural movements, depends on the age of the individual and the synergistic functioning of central and energy regulation, which is under the influence of the CNS (Perić et al., 2015). It defines the ability to quickly change the direction, the position of the body in the space-time frame, as easily as possible and with good control without disturbing the balance. It also refers to good audio-visual narration and speed, which should be the hallmark of every successful athlete (Demirhan et al., 2017). Asadi (2012) suggests that the psychophysical and neurophysiological adaptations of the organism simultaneously improve motor activity of the CNS, increasing agility performance, and that a faster transition from eccentric exercises to concentric exercises increases muscle activity in the extensors of the lower extremities.

Agility is primary in sports that integrate activities with very fast leg movements and changes in body position in space, and an athlete who has good agility performs movements much faster and

better (Subak et al., 2022). Precisely the curriculum of the Faculty of PES is specific in that it defines different forms of motor manifestation in the structure of the subject of studying different sports. So that the components of agility at the level of central and energy regulation are improved in synchronization, through the implementation of teaching programs. Such activity structure probably defined the current distribution of the results of the participants of our study, which enabled a positive transfer of agility components (strength, speed, balance) to the final result of the IAT.

Also, certain agility movements are subordinated to eccentric movements to a significant extent, which accelerates its development as a motor skill. Nimphius et al. (2010) suggest the use of training programs to develop muscle strength and power in order to achieve a shorter duration of manifestations involving changes in the direction of movement. However, we have conflicting opinions on this matter. Some authors believe that speed and strength in selected athletes are weak predictors of agility (Tomljanović et al., 2011; Sekulić et al., 2013). In this regard, a low correlation was found between leg extensor strength and agility in physically active men (Marković et al., 2007). Similar low correlations between jumps, sprints and agility were reported by Salaj et al. (2011) citing a limited transfer between them, while Uzunović (2008) found a positive relationship between strength and speed in sports dance characterized by frequent changes of direction. However, the speed at which the direction of movement is changed and how much force is communicated, i.e. coordinated balance, should be taken into account here, which can affect the result of agility (Young et al., 2006). Precisely in our case, in addition to everything mentioned above, the wooden parquet floor and the size of the exerted force and the size of friction at the moment of changing the direction of movement can be a factor in the average results of the study.

Although the results of this study are inferior to the results of some similar studies with a mixed sample (Milošević et al., 2014), the current study defined the assumption that subjects who had better developed components of agility also achieved better results. This is another confirmation of the high correlation between agility components and the success of IAT implementation.

4. Conclusion

The results of the IAT, which assessed motor agility, confirmed the positive but average results of the sample. Moreover, 86 % of the respondents achieved average results in relation to the reference values. Given that these are PES students, these results must be much better (category above average). Also, a significant prediction of agility components in relation to IAT results was confirmed. It is necessary to focus more attention on the targeted development of agility components (speed, strength, balance) in this population, so that the resulting success is better.

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History of Science

Igor Mikhailovich Koshkin (1931–1997): to the 50th Anniversary of the Start of Coaching

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Abstract

The article focuses on the 50th anniversary of the start of the coaching career of the renowned coach Igor Mikhailovich Koshkin, Honored Coach of the Soviet Union. The material is based on personal sources, including the memoirs of Koshkin's widow Lyubov Spiridonovna, as well as biographical descriptions available online. The research methodology was based on such methods as historiographical (or content analysis), biographical and synthesis methods.

Igor Mikhailovich is a prominent Russian coach on a global scale. The siege of Leningrad that he experienced hardened the personality of I.M. Koshkin and instilled in him qualities that greatly helped him in coaching, primarily flexibility of character, determination, patience, the ability to see and respect the personality in a young athlete. Igor Mikhailovich Koshkin's students became multiple Olympic champions, world record holders, World, European and USSR champions.

The techniques developed and successfully applied by I.M. Koshkin, up to today, form the basis of sports training for swimmers all over the world.

Keywords: Igor Mikhailovich Koshkin, 1931–1997, biography, swimming, Soviet sports, Russian sports.

1. Введение

Игорь Михайлович Кошкин (1931–1997 гг.) является известным тренером по водным видам спорта, а именно – плаванию. Родившийся 20 февраля 1931 года в Ленинграде в детстве Кошкин пережил и «голодные» 30-е годы; особенно нелегко ему пришлось в годы Великой Отечественной войны, которые ему пришлось пережить в блокадном Ленинграде. Детские трудности закалили характер, приучили в любой сфере идти до победного конца. Воспитанниками И.М. Кошкина были многократные чемпионы и призеры Олимпийских игр, чемпионы мира и СССР.

В данной работе попробуем осветить некоторые биографические аспекты Заслуженного тренера СССР Игоря Михайловича Кошкина. Рукопись приурочена к 50-летию начала им тренерской работы.

2. Материалы и методы

Материалами исследования послужили источники личного происхождения, а именно воспоминания вдовы Игоря Михайловича – Любовь Спиридоновны Кошкиной (**Личный**

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архив семьи Кошкиных), а также биографические работы в сети Интернет, касающиеся творческого и профессионального пути Игоря Кошкина (в частности, [Кошкин; Сегодня исполняется...; Игорь Михайлович Кошкин](#)).

Методология исследования включает в себя комплекс следующих методов:

- библиографический/историографический метод (или метод контент-анализа): то есть исследование содержания доступных нам материалов, расположенных в открытом доступе, касающихся биографии И.М. Кошкина;
- биографический метод: применялся для анализа профессионального, личного, жизненного, творческого и трудового пути выдающегося российского тренера;
- метод синтеза: использовался для формирования выводов данного исследования.

3. Результаты

Родился Игорь Михайлович 20 февраля 1931 г. в Ленинграде. Его матерью была Вера Федоровна Кошкина (1907 г.р.), своего отца Игорь не знал. Когда началась Великая Отечественная война Игорь окончил только 3-й класс школы, но даже несмотря на свой ранний возраст он участвовал в работе МПВО (местная противовоздушная оборона), находясь в добровольческой группе по поиску зажигательных бомб, сброшенных на город немецкой авиацией ([Из воспоминаний Л.С. Кошкиной // Личный архив семьи Кошкиных](#)).

Сразу после войны Вера Федоровна направляет своего сына в школу юнг на Соловецких островах. После окончания школы юнг он не связал свою жизнь с морем, а занялся самообразованием и экстерном сдал все экзамены для окончания средней школы. Необходимо отметить, что для Игоря экзамены не были большой проблемой, так как с детства он отличался любознательностью, много читал и увлекался естественными науками ([Из воспоминаний Л.С. Кошкиной // Личный архив семьи Кошкиных](#)).

После получения аттестата о среднем образовании Игорь Кошкин поступает в Ленинградский радиотехнический политехникум, решив связать свою жизнь с технической наукой и технической специальностью. Обучаясь в техникуме, занимался на секциях плавания и спортивной гимнастики.

После этого была служба в армии, Игорь Михайлович служил в Германии. Здесь и проявились его спортивно-организаторские способности. Игорь Михайлович организовал в воинской части соревнования по волейболу. Показывал лучшие результаты среди сослуживцев по плаванию. Во время действительной военной службы И.М. Кошкина произошел трагический случай. Во время движения колонны их машина наехала на мину, оставшуюся после войны. При взрыве погибли товарищи, но сам Игорь Михайлович выжил, получив ранения обеих ног. Для восстановления молодого организма потребовался целый год... ([Из воспоминаний Л.С. Кошкиной // Личный архив семьи Кошкиных](#)).

После армии Игорь Михайлович устроился на работу радиомонтажником в институте телевидения. И здесь он продолжал организовывать спортивные мероприятия для сотрудников института: открыл лыжную секцию, устроил спартакиаду и даже шахматный турнир.

Как вспоминала Л.С. Кошкина: «В конце 1950-х годов в бассейне на улице Правды он организовал свою первую группу по плаванию. Чемпионов он из них не сделал, но его любовь к научной литературе, к записям результатов, упорство и эксперименты помогли ему разработать собственную методику наблюдения, отбора и обучения пловцов. Впоследствии, он постоянно ее дорабатывал» ([Из воспоминаний Л.С. Кошкиной // Личный архив семьи Кошкиных](#)).

Во время спортивных мероприятий Игорь Михайлович познакомился с директором института телевидения Игорем Александровичем Росселевичем. И.А. Росселевич был под впечатлением спортивно-организаторских способностей Игоря Михайловича, и они стали часто общаться. Именно благодаря Росселевичу Игорь Михайлович, спустя 6 лет, в 1959 г. смог построить собственный бассейн и сделать его плавательным. Изначально бассейн планировали построить исключительно для технических задач. Предполагалось, что в нем будут тестировать водонепроницаемую радиотехнику, но Игорь Михайлович уговорил Росселевича сделать бассейн 25-метровым и разместить там плавательные дорожки. После того, как проект был закончен, Игорь Михайлович придумал название "Экран", разработал логотип, создал эскизы плавательной формы и начал отбирать первую спортивную команду ([Из воспоминаний Л.С. Кошкиной // Личный архив семьи Кошкиных](#)).

С подачи И.А. Росселевича Игорь Кошкин поступил на заочный факультет Института физической культуры имени П.Ф. Лесгафта в Ленинграде, который окончил 1967 году.



Рис. 1. Игорь Михайлович Кошкин (1931-1997 гг.).

Получив высшее образование, И.М. Кошкин профессионально начинает заниматься тренерской деятельностью, которая приносит незаурядные плоды благодаря его целеустремленности, работоспособности и терпению, а также умению видеть молодые таланты.

О тренерском подходе Игоря Михайловича вспоминала его супруга Л.С. Кошкина: «Общался он с учениками спокойно, с юмором, никогда не повышал голос, но при этом требовал от них невероятной дисциплины. Так, например, ученики, которые опаздывали хотя бы на минуту, должны были либо самостоятельно покинуть группу, либо побрить себе голову налысо. Это принесло результаты. Сначала он воспитал первого мастера спорта, им был Владислав Дубейко. Затем с каждым годом его ученики показывали всё лучшие результаты. Спортивная школа "Экран" признавалась лучшей школой в Санкт-Петербурге много лет подряд. Игорь создал систему тренировок на суше и в воде и систему замеров, по которой обучались все тренеры по плаванию в СССР вплоть до развала СССР» (Из воспоминаний Л.С. Кошкиной // Личный архив семьи Кошкиных).

В 1973 году получает должность ведущего тренера сборной СССР по плаванию; на этом посту будет вплоть до 1992 года вплоть до развала советского государства, распад которого переживал весьма сильно. Несколько раз становился лучшим тренером в СССР. В 1977 году открыл центр плавания в г. Харьков, плотно работая и с украинской молодежью.

Заслуги Игоря Михайловича не остались незамеченными советским руководством: она получает звание заслуженного тренера РСФСР и СССР, а также знак «Заслуженный работник физической культуры РСФСР».

На тренерском счету И.М. Кошкина 5 золотых и 4 серебряных медали, которые получили советские спортсмены под его руководством во время Олимпийских игр. Его ученики установили более сотни рекордов различного уровня (мировых, европейских и всесоюзных), а также более 50 медалей чемпионатов мира и Европы.

Среди учеников Кошкина числятся прославленные советские спортсмены В. Сальников (четырёхкратный олимпийский чемпион, многократный чемпион мира и Европы, побивший не один мировой рекорд, в том числе и собственный), С. Русин

(олимпийский чемпион, мировой чемпион универсиады и двукратный чемпион Европы), Д. Лепиков (олимпийский чемпион и мировой рекордсмен), а также ряд олимпийских призеров (в частности, В. Кузнецов, А. Чаев, Е. Середин и др.).

В сфере методологии спортивной подготовки разработал и с успехом применял инновационные методики подготовки пловцов-спортсменов; многие его методики на сегодняшний день составляют основу подготовки пловцов во всем мире.

Умер Игорь Михайлович Кошкин 3 ноября 1997 г., в возрасте 66 лет в Санкт-Петербурге.

4. Заключение

Игорь Михайлович Кошкин (1931–1997 гг.) является выдающимся российским тренером мирового масштаба. Пережитая им блокада Ленинграда закалила личность Кошкина и привила ему качества, которые весьма помогли ему в тренерской работе, прежде всего гибкость характера, целеустремленность, терпение, умение видеть и уважать личность в молодом спортсмене.

Ученики Игоря Кошкина становились многократными чемпионами Олимпийских игр, мировыми рекордсменами, чемпионами мира, Европы и СССР.

Методики, разработанные и с успехом применяемые И.М. Кошкиным, вплоть до сегодняшнего дня составляют основу спортивной подготовки спортсменов-пловцов во всем мире.

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Segodnya ispolnyaetsya... – Segodnya ispolnyaetsya 90 let so dnya rozhdeniya zasluzhennogo trenera RSFSR i SSSR Igorya Mikhailovicha Koshkina [Today marks the 90th anniversary of the birth of the honored coach of the RSFSR and the USSR Igor Mikhailovich Koshkin]. [Electronic resource]. URL: https://www.russwimming.ru/press/news/10892/?sphrase_id=3094 [in Russian]

Игорь Михайлович Кошкин (1931–1997 гг.): к 50-летию со дня начала тренерской деятельности

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Аннотация. Статья посвящена 50-летию со дня начала тренерской работы Заслуженного тренера СССР Игоря Михайловича Кошкина. Материалом послужили источники личного происхождения, а именно воспоминания вдовы Игоря Михайловича – Любовь Спиридоновны Кошкиной, а также биографические описания, размещенные в открытом доступе в сети Интернет. Методологию исследования составили такие методы как историографический (или контент-анализ), биографический и метод синтеза.

И.М. Кошкин является выдающимся российским тренером мирового масштаба. Пережитая им блокада Ленинграда закалила личность И.М. Кошкина и привила ему качества, которые весьма помогли ему в тренерской работе, прежде всего гибкость характера, целеустремленность, терпение, умение видеть и уважать личность в молодом спортсмене.

Ученики Игоря Михайловича Кошкина становились многократными чемпионами Олимпийских игр, мировыми рекордсменами, чемпионами Мира, Европы и СССР.

Методики, разработанные и с успехом применяемые И.М. Кошкиным, вплоть до сегодняшнего дня составляют основу спортивной подготовки спортсменов-пловцов во всем мире.

Ключевые слова: Игорь Михайлович Кошкин, 1931–1997 гг., биография, плавание, советский спорт, российский спорт.

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Letters to the Editorial Board

The History of the Formation of Boxing in Udmurtia, the first half of the 20th century

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Abstract

Udmurtia has achieved significant success in the development of physical culture and sports and has its own rich history. Of the many sports, boxing has produced some of the most significant results. Boxing began its gradual development in the 1920s. with the arrival of Vasily Gubin, the founder of this sport in Udmurtia. Many new athletes emerged with the advent of boxing in the 1940s. A. Shkurenko and V. Segal, who played a major role in the discovery of talents. The opening of a specialized boxing hall at Youth Sports School No. 1 is associated with the opening of new boxing stars, such as A. Abramov, A. Dudyrev. It was during this period that teams of boxers from Udmurtia became champions of the Volga region for the first time, and successfully performed at all-Union and World competitions. The most outstanding successes were achieved by Andrei Abramov, who became an Honored Master of Sports of the USSR; he became a three-time European champion and a six-time USSR champion.

Keywords: history, sport, Udmurtia, boxing.

1. Введение

Удмуртия достигла значительных успехов в развитии физической культуры и спорта и имеет свою историю. Из многих видов спорта наиболее значимые результаты принес бокс.

Начальной датой истории бокса в мире обычно считается 1719 г. Этот год фиксирует не момент зарождения его как вида спорта, а признание Джеймса Фигга сильнейшим боксером Англии. Он же стал основателем первой школы бокса, называвшейся «Академия Фигга» и даже обозначил первые правила, в которых было приемлемо проявлять жестокость к противнику.

В 1743 г. успешный кулачный боец и владелец одного из популярных амфитеатров в Лондоне Джек Бротон впервые опубликовал правила бокса, состоящие из семи пунктов, названные «Бротонский кодекс».

Бокс прошёл сложный путь от примитивного кулачного боя, самобытного единоборства, до современных правил сформировавших его как вид спорта.

2. Материалы и методы

Поскольку тематика бокса в Удмуртии практически не исследована, основными материалами для работы послужили данные периодической печати, в первую очередь

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газеты «Машиностроитель» и «АиФ в Удмуртии». Из методов наибольшую ценность для исследования представляли сравнительно-исторический и хронологический.

3. Обсуждение

Тематика истории, становления и развития спорта в Удмуртии уже поднималась в научной литературе. В первую очередь, следует отметить фундаментальные энциклопедии по Удмуртской Республике, где история спорта рассматривалась через призму подготовки педагогических и тренерских кадров (Удмуртская Республика, 2011), а также как элемент профилактики здоровья (Удмуртская Республика, 2019). Однако в обоих случаях история бокса там представлена крайне эклектично, не создавая системной картины его развития. Кроме того, имеются и работы по истории спорта в Удмуртии в целом (Мерзлякова и др., 2018), (Соловьев и др., 2001) так и по отдельным его видам, например, летним (Busygina, Pislegina, 2014), но и там история бокса представлена лишь эпизодично.

Однако как показал обзор литературы, работы по истории бокса в Удмуртии все-таки есть, но это, как правило, публицистика (Хакимов, 2002), которая тесно перекликается с мемуарным жанром. Кроме того, большое значение развитию именно бокса, уделено в периодической печати. В первую очередь, это статьи в газете «Машиностроитель» (Рябов, 1969), (Самарина, 1991), (Бельтюков, 1993), печатавшейся Ижевским машзаводом, который имел сильную команду боксеров. В постсоветское время большое внимание спортивным достижениям Удмуртии уделяли также газеты «АиФ в Удмуртии» (Тарасов, 1994), (Шатунов, 2000) и «Известия Удмуртской Республики» (Александрова, 2023), в которых, особенно в свете текущих побед удмуртских спортсменов, иногда печатались материалы ретроспективного характера.

Но в целом, следует отметить, что комплексной и системной картины развития бокса в Удмуртии до сих пор нет. В связи с чем предлагаемая статья имеет своей целью частично закрыть имеющийся пробел.

4. Результаты

Для Удмуртии история бокса началась лишь через два столетия после отсчета от общемировой истории. В 1919 г. молодой бывший гвардеец полка охраны Царской семьи Василий Губин приехал в Ижевск. Здесь он получил профессиональное образование, окончил курсы учителей физической культуры и начал тренировать мальчишек. В. Губин стал не только основателем бокса, но также первым председателем Республиканского комитета по физической культуре и спорту (Рисунок 1).



Рис. 1. Василий Губин, основоположник бокса в Удмуртии

Активное развитие бокса как вида спорта началось в республике в 1940-е гг. с приездом Владимира Сегалья и Александра Шкуренко. Последний начал тренерскую деятельность в спортивной секции при Ижевском машиностроительном заводе (Рисунок 2).



Рис. 2. Основоположник массовых занятий боксом тренер А. Шкуренко (в центре). Слева от него – В.П. Прокопьев (позже станет первым в Заслуженным тренером УР) (семейный архив Маевых-Ивановых)

Бокс в то время стал одним из самых популярных видов спорта, им занимались в школах и ремесленных училищах. Был открыт прообраз спортивного зала в Спортивной школе молодежи (СПМ) № 1. Занятия вели более опытные боксеры, которые занимались сами, а тренировали в свободное время. Там проводились показательные выступления и товарищеские встречи с командами Кирова, Перми, Казани, Горького. К сожалению, в одной из поездок в 1948 г. В. Сегаль простудился и умер. Он похоронен на Северном кладбище Ижевска. А Шкуренко жил в Ижевске до 1953 г., где работал в цирке вместе с дочерью-акробатом. Боксеры становились в эти годы призерами многих соревнований. Наибольшую известность своими достижениями в конце 1940-х – начале 1950-х гг. получили: Лев Осокин, Александр Петров, Вячеслав Кочуров, Виктор Потапов, Виктор Прокопьев, Н. Степанов, Ю. Кирилов, Г. Ванягин, Н. Белых, Ю. Аминов.

В начале 1950-х гг. в Ижевск приехали дипломированные специалисты, тренера по боксу: Анатолий Герасимов, окончивший институт им. Лесгафта, Александр Дудырев, Юрий Новиков, получившие образование в Московском институте физической культуры. Кроме того, совмещая тренерскую работы со своей основной деятельностью, тренерами по боксу работали почасовики В. Прокопьев, Н. Степанов, Г. Мазурин, Н. Шульмин, Ю. Аминов, Г. Залаздаев. Кроме Ижевска, спортивные секции появились в Воткинске, где начал работать Г. Панкратов, в Сарапуле (М. Чусов), в Глазове (А. Бульчев).

Первые всесоюзные соревнования по боксу, в которых приняли участие ижевские спортсмены, упоминаются в документах 1944 г. На одном из турниров в Москве во Дворце

физической культуры общества «Крылья Советов» среди участников из восьми городов присутствовали и ижевчане.

Интересен отчет о соревнованиях городского комитета физкультуры за 1947 г., в котором говорится о победе ижевских борцов и боксеров над командами из городов Кирова и Казани. Участниками от Ижевска были спортсмены Маскалев, Булдаков, Сегаль, Шкуренко, Солодянкин, Хамитов, Булдаков. «В 1949 году в секцию бокса привели новичка – не хватало тяжеловеса в ближайших соревнованиях. Новичок прижился, впоследствии стал звездой Удмуртского и Советского бокса, Андрей Абрамов «Заслуженный мастер спорта СССР», чемпион Европы 1957, 1959, 1961 годов, 6-ти кратный чемпион СССР, был участником XVII Олимпийских игр в Риме (1960). Удмуртский бокс набирал свои силы, должен появиться и результат. В 1953 г. победителем первенства России стал Г. Вилков (тренер Прокопьев В.), а Александр Дудырев в том же году добился звания чемпиона РСФСР» – описывает участник событий тех лет Р. Хакимов (Хакимов, 2002).

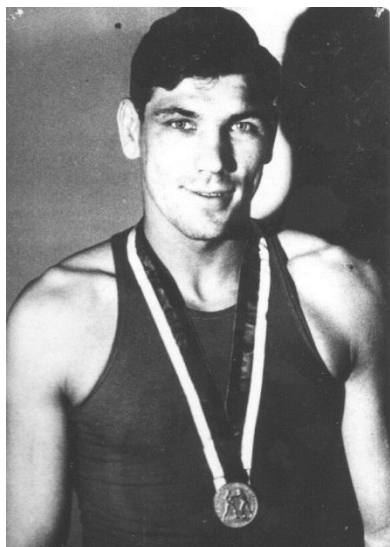


Рис. 3. Андрей Абрамов, заслуженный мастер спорта СССР, трехкратный чемпион Европы, шестикратный чемпион СССР (семейный фотоархив Маевых-Ивановых)

4. Заключение

Бокс начал постепенное развитие с приходом Василия Губина – основоположника этого вида спорта в Удмуртии. Много новых спортсменов появилось с приходом в бокс А. Шкуренко и В. Сегаль, которые сыграли основную роль в открытии талантов. С открытием СШМ №1 связано восхождение новых «звезд» бокса, таких как А. Абрамов, А. Дудырев. Команды боксеров Удмуртии становились чемпионами Поволжской зоны, России.

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История становления бокса в Удмуртии, первая половина XX века

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Аннотация. Удмуртия достигла значительных успехов в развитии физической культуры и спорта, и имеет свою богатую историю. Из многих видов, одни из наиболее значимых результатов принес бокс. Бокс начал постепенное развитие в 1920-х гг. с приходом Василия Губина – основоположника этого вида спорта в Удмуртии. Много новых спортсменов появилось с приходом в бокс в 1940-х гг. А. Шкуренко и В. Сегаль, которые сыграли основную роль в открытии талантов. С открытием специализированного зала для бокса в Спортивной школе молодежи №1 связано восхождение новых звезд бокса, таких как А. Абрамов, А. Дудырев. Именно в этот период команды боксеров Удмуртии впервые становятся чемпионами Поволжской зоны, и успешно выступают на всесоюзных и мировых соревнованиях. Наиболее выдающихся успехов достиг Андрей Абрамов, ставший заслуженным мастером спорта СССР, он был трехкратным чемпионом Европы, шестикратным чемпионом СССР.

Ключевые слова: история, спорт, Удмуртия, бокс.

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