

EDN: YIHJFO
УДК 796.011.1

Educational Potential of the University's Physical Culture and Sports Environment

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Received 12.11.2023, received in revised form 17.11.2023, accepted 12.01.2024

Abstract. The article discusses the problem of insufficient development of theoretical and practical foundations for activating the educational potential of physical culture and sports in university environment. It is shown that the educational potential of sports environments is an integrative phenomenon determined by sports values, the conditions and opportunities available for the comprehensive progress and self-development of student's personality through physical culture and mass sports.

Based on ecological psychology and personal-activity approach, the authors provide methodological foundations and support positions for creating selective physical culture and sports environment in universities. The results of experimental work have shown that sports environment broadens social contacts, stimulates sports activity, forms communication skills and value orientations among student population, while the level of involvement in sports activities affects physical condition and personality qualities of young people, which is crucial for their personal and professional growth.

The educational potential of selective physical culture and sports environment in universities is influenced by the social, technological, and spatially-material components oriented towards meeting a number of physical culture and sports needs of students.

Keywords: university physical culture and sports environment, educational potential, eco-psychology approach, student's physical culture and sports needs, differentiation, integration.

Research area: physical education.

Citation: Manzheley I. V., Chernyakova S. N., Cherepenin E. V. Educational potential of the university's physical culture and sports environment. In: *J. Sib. Fed. Univ. Humanit. soc. sci.*, 2024, 17(2), 390–400. EDN: YIHJFO



Воспитательный потенциал физкультурно-спортивной среды университета

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Аннотация. В статье решается проблема недостаточной разработанности теоретических и прикладных основ актуализации воспитательного потенциала физкультурно-спортивной среды университета. Показано, что воспитательный потенциал спортивной среды – это интегративное явление, определяющееся спортивными ценностями и комплексом наличных в данной среде условий и возможностей для целостного развития и саморазвития личности студента средствами физической культуры и массового спорта.

Опираясь на идеи экологической психологии и личностно-деятельностный подход, авторы привели методологические основания и опорные позиции построения элективной физкультурно-спортивной среды университета. Результаты опытной работы показали, что физкультурно-спортивная среда расширяет диапазон социальных контактов, стимулирует спортивную активность, формирует коммуникативные способности и ценностные ориентации студенческой молодежи, а степень включенности в спортивную деятельность влияет на физические кондиции и личностные качества молодых людей, что чрезвычайно важно для их личностного и профессионального роста.

Воспитательный потенциал элективной физкультурно-спортивной среды университета обусловлен содержанием социального, технологического и пространственно-предметного компонентов, ориентированных на удовлетворение спектра физкультурно-спортивных потребностей студентов.

Ключевые слова: физкультурно-спортивная среда университета, воспитательный потенциал, экпсихологический подход, физкультурно-спортивные потребности студентов, дифференциация, интеграция.

Научная специальность: 5.8.4 – физическая культура и профессиональная физическая подготовка; 5.8.5 – теория и методика спорта.

Цитирование: Манжелей И. В., Чернякова С. Н., Черепенин Е. В. Воспитательный потенциал физкультурно-спортивной среды университета. *Журн. Сиб. федер. ун-та. Гуманитарные науки*, 2024, 17(2), 390–400. EDN: Y1HJFO

Introduction

The instability of geopolitical and socio-economic living conditions coupled with the influence of an aggressive external environment have led to the transformation of Russians' consciousness.

The events occurring during the last decade have shown that ignoring educational priorities in education negatively affects the worldview of the younger generation and often leads to rampant extremism or to the loss of national identity together with the desire to leave the homeland.

The Strategy for the Development of Education in the Russian Federation until 2025 pays special attention to the patriotic and physical education of children and young people based on traditional Russian values.

Education is a never-ending process, the core of which is the *interaction* between the educator and the educated person, their “meeting”, which often becomes “decisive”, the exchange of experience of joint activities in socio-cultural sphere, including physical culture and sports environment (Zagvyazinsky, 2015).

Sports activity and sports environment provide a powerful educational potential for the formation of student youth with ensuring not only advantageous for health specific psychophysical conditions, but also with nurturing spiritual values, reference models of behaviour. This is implemented through their inclusion in training and competition process as a special “school of life”, thanks to media coverage of sports events and biographical information about sports heroes, demonstration of moral choices, and most importantly through the reconstruction of the traditional system of physical education based on the ideas of sport outreach (Balsevich, 2003).

Theoretical framework

The problem of the educational potential of social sphere, including educational environment, has a long tradition, which is associated with both the rise of its relevance and oblivion. The most vivid traces in Russian environmental science were left by L.S. Vygotsky (Vygotsky, 1991), P.F. Lesgaft (Lesgaft, 1951), A.P. Makarenko (Makarenko, 1988), S.T. Shatsky (Shatsky, 1980).

Today, the issues of environmental influence on human behaviour and development abroad are solved in the context of eco-psychological studies by R. Barker (Barker, 1978), E. Willems (Willems, 1973), J.J. Gibson (Gibson, 1988), O. Duncan and L. Schnore (Duncan, Schnore, 1969).

In Russia, the design and expertise of the educational environment are presented in the works of G.A. Kovalev (Kovalev, 1993), Y.S. Manuylov (Manuylov, 1998), V.A. Yasvin (Yasvin, 2001). The studies by I. V. Manzheley

(Manzheley, 2017, 2005), V.I. Grigoryev (Grigoryev, 2011), S.Y. Shchetinina (Shchetinina, 2014) address the issues of building an efficient university physical culture and sports environment.

Statement of the problem

The research problem is related to the insufficient development of theoretical and applied bases for unlocking the educational potential of the physical culture and sports environment.

The aim of our study was to determine the theoretical and applied bases of fulfilling the educational potential of the university physical culture and sports environment.

Research methods include theoretical analysis; modeling; pedagogical design; socio-pedagogical, psychological and pedagogical testing.

Methods

Following V.A. Yasvin, we understand under *the physical culture and sports environment of the university* (PCSE) a set of various conditions and opportunities contained in the spatial, object and social environment for physical, spiritual development and self-development of students by means of physical culture and mass sports.

The nature of the influence of the physical culture and sports environment in an educational institution on the personality depends on the activity of the subject and the richness of the world physical culture and sports space (state, region, city, district). These form the specific atmosphere that promotes or restrains the development of local physical culture and sports environments (state policy in the sphere of education and sport, social services commissioning, regional peculiarities). In addition, each region advances certain conditions of community life, forms its attitude to the needs in the physical culture and sports sphere, actualizes the physical culture and sports requests of the population, which ultimately affects the content and emphasis in the activities of educational institutions in terms of physical culture and sports strategy as well as the construction of physical culture and sports environment.

At the same time, the controlling influence on the main parameters of the physical culture and sports environment of the university allows it indirectly create and satisfy the physical culture and sports needs of students.

Moreover, today there are favourable conditions for this both within the framework of the current standards of higher education through the introduction of “elective courses” in the discipline of “Physical Education and Sport”, and within the framework of the implementation of the complex “Ready for Labour and Defense” (2014), and, most importantly, the implementation of the intersectoral *Program for the Development of Student Sports in the Russian Federation until 2024* (2021).

The methodology of our approach is based on the ideas of ecological psychology, namely, on the theory of opportunities of J.J. Gibson, who notes the active beginning of the subject, mastering his/her living environment (“ecological world” according to Gibson) (Gibson, 1988) and on the eco-behavioural studies of R. Barker and E. Willems, who substantiated the eco-behavioural studies of R. Barker and E. Willems (Barker, 1978; Willems, 1973), who substantiated the existence of “behavioural settings” that mediate human behaviour depending on the physical and social environment and on A.N. Leontyev’s theory of activity, according to which, via interacting with the environment, the subject not only learns it as its carrier and expressor of its values, but also creates the environment, being its subject, and finally in the process of creative activity his/her individuality is transformed (Leontyev, 1997).

Proponents of ecological psychology believe that by changing human behaviour and personality, without changing the environment that caused the problem, we achieve temporary successes, which do not solve the problem fundamentally (Smith, 2003). This is confirmed by P.F. Lesgaft (Lesgaft, 1951), who considered the environment as a determining factor in the development of “individual and social” human properties, and by L.S. Vygotsky, who emphasized “that when the teacher is powerless in the direct influence on the student, he is all-powerful in the mediated influence on him through the social environment” (Vygotsky, 1991).

The analysis of scientific literature has shown that “while in relation to a person the concept of ‘potential’ largely coincides with the content of individual’s physical and mental resources, in relation to social objects and phenomena external to a person this ‘potential’ is characterized by the signs of values, goals, sources, means, reserves of society to meet human needs and realise individual’s comprehensive development” (Sviridov, 2004; Kemerov, 1989).

Consequently, the educational potential of the physical culture and sports environment is an integral concept defined by sports values and a set of conditions and opportunities available in this environment for the holistic development and self-development of the student’s personality.

Under the system of conditions of the physical culture and sports environment we understand its spatial-object, social, communicative and technological resources, on which the functioning of behavioural setting depends. The latter contribute to the mediated formation of sports needs and regulate behaviour with the help of the physical environment (gym, etc.), the rules of sports and the ethics of relationships in a small group.

Behavioural settings, such as sports palaces, stadiums, gyms and playgrounds, are areas where the interaction between sporting activities and physical conditions takes place. They are designed to address a spectrum of social and cultural challenges and create the community, i.e. an ecosystem with stable patterns of behaviour. A community has implicit rules that all its participants accept, follow, and monitor others’ adherence to those rules. “People build and maintain the functioning of behavioural settings, and these in turn influence people’s behaviour and provide opportunities to meet their needs” (Duncan, Schnore, 1969; Willems, 1973). Moreover, the right to choose a behavioural setting remains with the individual.

The system of opportunities of the sports environment prescribes what this environment provides to the subject. It is fundamentally important that, unlike “conditions”, “influences” and “factors” belonging to the environment itself, but not to the subject who exists within

it, and unilaterally affecting the person, the opportunity, according to Gibson (Gibson, 1988), represents a special unity of properties of the environment and the subject and is both a factor of the physical culture and sports environment and a behavioural factor of the subject.

“The provision by the physical culture and sports environment of this or that opportunity complimentary to the needs of the subject ‘provokes’ him/her to show the relevant activity, attaching to the fact of the presence of this opportunity the fact of his/her behaviour” (Yasvin, 2001).

However, if physical culture and sports needs due to certain reasons (family lifestyle, illness, school conditions, etc.) have not been developed, it is possible to form a positive motivation for sports activities (or attitude) by two methods known in psychology as “from above” and “from below” (Markova, Matis, Orlov, 1990).

The method described as “from above” involves cognitive strategies through explanation and persuasion, which is quite effective in the process of exchanging meanings or their restructuring (according to D. A. Leontyev) (Leontyev, 1997).

The method “from below” is connected with the change of motivation or attitude on the basis of behavioural change through the inclusion of the student in a meaningful sports activity (according to Asmolov). “To restructure the motives and meaningful attitudes of a personality, it is necessary to go beyond these meaning formations and change the activities that generate them... The key to the creation, restructuring and correction of personality lies

in the organization and change of the subject’s personally significant activity” Asmolov, 2002). This idea, in fact, was the basis of A. S. Makarenko’s work experience (Makarenko, 1988).

It is advisable to apply both strategies in parallel, taking into account the peculiarities of students, creating a selective environment of physical education.

We consider the selective environment of physical education as a set of favourable conditions and opportunities created in the educational institution for the implementation of individual educational physical culture and sports route and student’s self-expression by means of physical culture and mass sports.

Discussion

The pilot study was organized according to the applied tasks in the period from 2016 to 2019 at Tyumen State University, Siberian Federal University and Bashkir State Pedagogical University named after M. Akmulla.

Pilot studies have shown (Fig. 1) that the majority of students (from 44 % to 55 %) enjoy 3–4 hours of free time per day. The number of students who believe that they have no more than 2 hours for free leisure time does not exceed 17 %, with girls considering themselves busier than boys.

The most significant leisure activity (Fig. 2) for all students (from Tyumen State University (TSU) and other universities) is meeting with friends (7.3 points and more), and the least popular was watching TV (from 2.2 to 3.4 points). In relation to other types of leisure activities, we spotted the peculiarities of students’ preferences depending on gender dif-

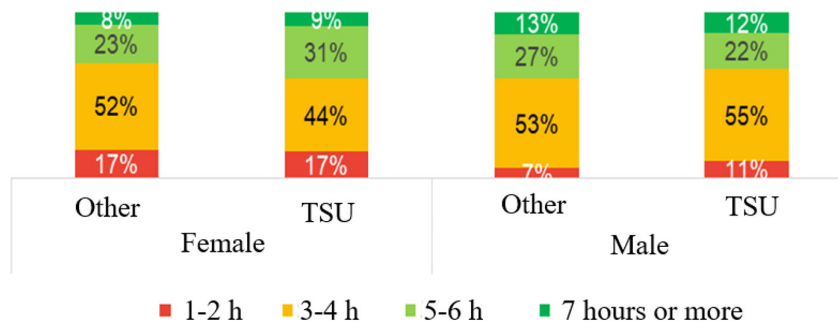


Fig. 1. Budget of students' free time (per day)

ferences. Young men prefer to spend time on sports training (more than 7 points), to spend time actively outside (more than 5.4 points) and to participate in sports competitions (more than 4.8 points). Girls like household chores (more than 6.2 points), reading books (more than 6.1 points), visiting cultural institutions (more than 5.1 points) and doing arts and crafts (more than 5.0 points). It is worth noting that sports training for girls (more than 5.2 points) is still among the top five significant leisure activities.

Consequently, the majority of students have free time, and a significant part of students give preference to sports.

In addition, we decided to find out what kind of physical education and sports project activities could interest students during organizing sports events (Fig. 3).

Students showed the greatest interest in sports event management (54–70 %), while the coordination of external contractors did not evoke much response (no more than 40 %). As

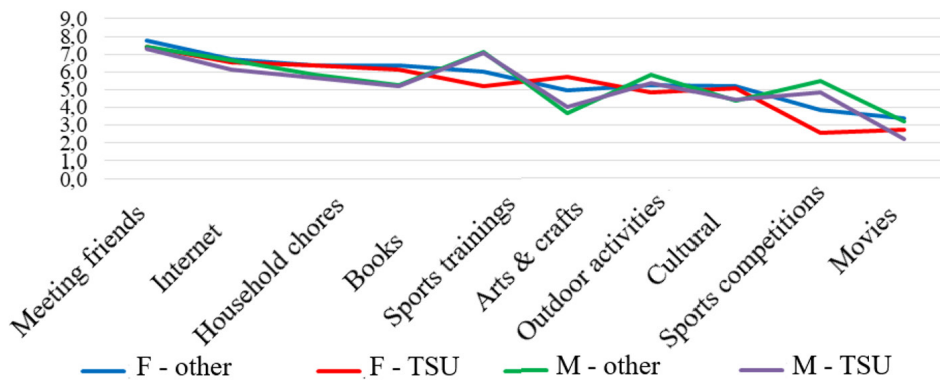


Fig. 2. Importance of leisure activities for students

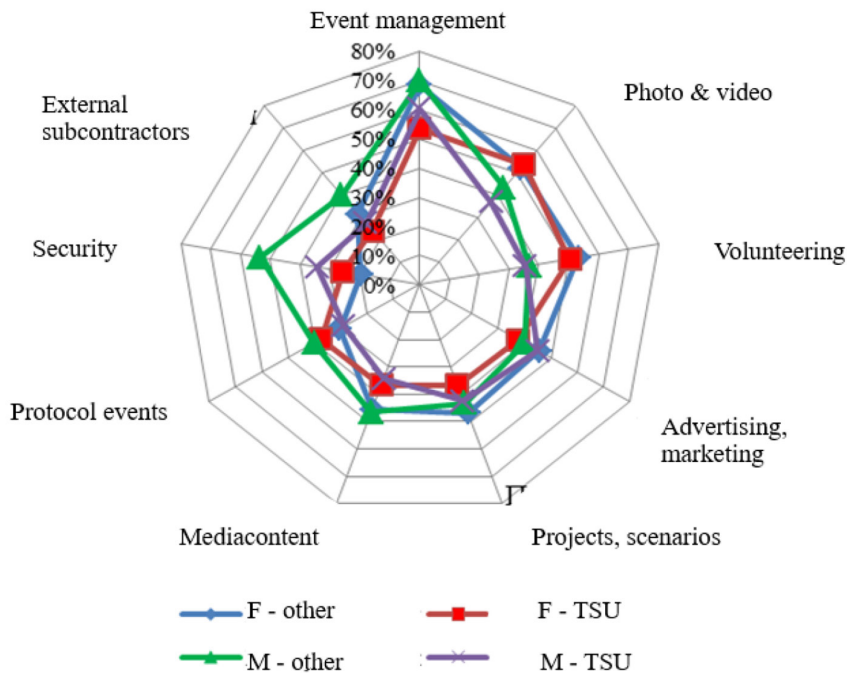


Fig. 3. Students' interests in project-based physical culture and sports activities

for project activities, young men were more attracted than girls to participation in the security service (27–32 %). Girls are more interested in photo-video support (52–54 %) and participation as volunteers (50–53 %). Such types of project activities as advertising and marketing, development of projects and scenarios, media content are interesting for 34–47 % of both girls and boys.

The construction of the selective environment of physical education at Tyumen University was carried out according to the following reference positions:

1. *Differentiation* of the educational process through the study of students' physical culture and sports needs; development of working programs; conducting selective courses on sports popular with students and giving students the right to choose (13–15 elective courses).

2. *Integration of academic and extra-curricular work* through the use of rating assessment of academic achievements, allowing students to score the required number of points for different types of activities (elective courses; sections; subscription groups; project activities; participation in competitions, etc.), which ultimately expands the educational space of the discipline and provides the construction of a selective environment of physical education, in which students express themselves not only as amateur sportsmen, athletes and referees, but also as managers, supervisors, stewards and volunteers, gaining the invaluable experience of team creative work.

3. *Application of the project method* in the practice of physical education. The peculiarities of the application of the project method in physical education of students include its concentration on the transformation of the physical and spiritual potential of young people; close connection of the problem and practical implementation of the results; personal significance, manifested through "goal setting on the basis of meaning making" as a search for meaning for oneself personally (Manzheley, 2015).

Project-based physical culture and sports activity assumes on the part of the student the ability to work with various sources of infor-

mation and interact in a group; the ability to formulate a problem, set a goal and find ways to achieve it, and on the part of the teacher there shall be the creation of such an environment that would encourage the student to search for his/her own source of self-expression.

For example, we systematized the projects implemented by the TSU student sports club "Ladia" into three types according to their purpose (Putilin, 2022):

Educational projects, the purpose of which is to teach students and sports activists the means and methods of physical culture and sports self-improvement, the formation of an effective and competent student project team, teaching participants the rules, technical and tactical actions in various sports (ASSC.pro, the Interregional Forum of Teachers of the Future "Krapiva", the Sports and Education Project "Student Games", etc.).

Sports and mass projects, aimed at improving the sports skills of students, popularization of certain sports and their disciplines in the student community, the formation of the need for systematic physical training and sports (All-Russian club tournament of the ASSC of Russia, Tyumen; Festival of the ASSC of Russia "Our Choice – Sport", District stage of the Championship of the ASSC of Russia among SSC of the UFO in memory of V.N. Zuev, etc.).

Educational events aimed at forming the civil identity of young people (Parade of Russian Students, Interregional Youth Patriotic Forum, "Ready for Labour and Defence" events, Pulse of Russia, Pulse of the Urals, etc.).

In the physical culture and sports environment of the university both traditions and innovations have been cultivated through the inclusion in the list of mass sports activities of such innovative projects and events as the Aerobics Festival "Grace. Beauty. Health", Festival of national games and sports "Route of Friendship", Festival "Ready for Labour and Defence", "Race of Heroes", "Dynamic Lunch", "Sporty New Year", etc.

4. *Informatization of the physical education and sports environment* in the framework of academic work was realised through the use of the information and educational environment of the university, with in-built platform

“MODEUS”. “MODEUS” is a digital platform where students could find all the information about the educational process; the teaching staff could access the schedule, as well as the Microsoft Teams service, which was actively used during the period of self-isolation. Students received all theoretical knowledge through video-conferencing. Informatization of extracurricular activities has been carried out by means of information and communication space on the Tyumen State University website in sections (of the Youth Policy Department and other structural units), including the creation of a group of the student sports club “Ladia” on the bases of social networks *Vkontakte* and *Instagram*, which publish materials of sports competitions, master classes, flash mobs, actions, contests, as well as news about the promotion of the forum campaign of the All-University Sports and Fitness Council “Ready for Labour and Defense”.

In the process of informatization, the following information resources were developed and integrated into the information and educational environment of the university: a) *organizational and controlling* resources, focused on improving the management of the educational process (computer programmes: database “Monitoring of students’ physical condition” (copyright certificate No. 2008612389); “Information and analytical complex ‘Ready for Labour and Defense’” (copyright certificate No. 2015612698)); b) *software and informational* resources, focused on improving the content of the educational process (teaching materials for the discipline “Physical Education and Sport”, “University of Healthy Lifestyle” programme, manuals, presentations and lectures, video lectures and video gymnastics posted on the network); c) *educational* resources, focused on the differentiation and personalization of the educational process (“Health Card” and “Physical Education and Sport Portfolio”); d) *advertising and informational* resources, aimed at creating a positive attitude to physical culture and sports activities, stimulating physical culture and sports activity of students (advertising and informational blocks on the pages of the site).

5. *Constructive polysubject interaction* of the student sports club with structural sub-

divisions of TSU, executive authorities and public organizations implied proactive activity of the student sports club (planning, organization, control) to join efforts to fill the university physical culture and sports environment with sports values, traditions, events and incentives.

6. Development of *the spatial and object component of the physical culture and sports environment* of the university through the adaptation of the courtyards and park zones (academic buildings, dormitories, internship bases, etc.) for physical culture and sports, construction and reconstruction of flat sports facilities, “Ready for Labour and Defence” campuses, equipment of walking trails, bicycle and ski trails, installation of modules for bicycle parking (Kemerov, 1989; Willems, 1973).

The experience of unlocking the educational potential of the physical culture and sports environment at Tyumen State University shows that in the period from 2016 to 2019 voluntary physical culture and sports activity (in addition to academic classes) increased from 35.6 % to 40.1 % for boys and from 30.5 % to 36.7 % for girls.

It has been revealed that academic classes held in a flow format, when students of different areas of training are taught together according to the choice of an elective course (sport), when their joint participation in sports and mass events contribute to the expansion of the range of social contacts, stimulate motor activity, improve communicative abilities and value orientations of students.

In addition, the results of sociometric study according to the method of J. Moreno showed that the group index of psychological reciprocity of students engaged in team sports during one year increased 1.5 times compared to those who are engaged in individual sports as elective courses.

The study of value orientations according to the criteria of “attractiveness” and “accessibility” (according to E.B. Fantalova) showed that at the beginning of the academic year (in September) freshmen boys of all groups most often had discrepancies between such desired but not accessible values (“internal conflict”) as “interesting work”, “financially secure life”, “beauty of nature and art”, and

for freshmen girls these concepts are “love”, “happy family life” and “health”. “Inner vacuum” (predominance of availability) is found in young men in terms of creating a family, and in girls in terms of opportunities for cognition.

At the end of the same academic year (in May), the general picture of discrepancy between the desired and available values among students in general did not change, but the availability of the “health” value increased among girls (especially in the group where students involved in team sports were surveyed), which, in our opinion, was a consequence of acquiring a successful experience of health-forming physical culture and sports activities.

Most of the surveyed students (84 %) regard themselves as patriots (of Russia, university, institute, group), more than 70 % wanted to participate in the Festival “Ready for Labor and Defense”, considering it a symbol of patriotism and an opportunity to improve their physical condition.

However, out of the total number of students participating in the “Ready for Labor and Defense” training complex, only 25–30 % could claim “gold” (5–7 %), “silver” (7–11 %) or “bronze” (12–15 %) signs.

Conclusion / Results

Thus, the physical culture and sports environment of the university with its numerous social contacts, based on the rules of sports and fair play, have a powerful educational potential, because they allow students not only to develop psychophysical abilities and competitiveness, but also in the socially approved form of game competition this activity removes barriers of misunderstanding arising on various grounds,

including nationalist ones, which is extremely important for the prevention of extremism, mastering the ability to work in a team, personal and professional development of student youth.

The educational potential of the university's physical culture and sports environment is conditioned by *its social relations* (developed physical culture and sports values, traditions, ideals, norms and rules; open, friendly relations and extensive, constructive communications), the content of its *technological component* (high level of programme-methodological and technological support; efficiency of using human, material, technical, financial resources to solve a set of problems; introduction of innovative technologies) and the content of its *spatial and object component* (modern architecture, design and equipment of sports facilities, their compliance with the principles of environmental friendliness, authenticity, symbolism, coherence and transformability of functional zones), and, most importantly, the links and relations between these components.

In the multinational student physical education and sports environment of the university it is necessary to cultivate humanistic ideals, traditions and norms through granting the right of choice, goal-setting on the basis of sense-making and organization of joint physical education and sports activities of students with reliance on traditional Russian values and the principles of “parallel action”, “unity of education and life” (A. S. Makarenko), strengthening the symbolic function of the environment, application of the method of projects and ritualization of activities.

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