

Beauty of Sports and Beauty in Sports: to the Question of Aesthetic Preparation of Athletes

Ubbiev Baxit

Karakalpak state university, Nukus, Uzbekistan

Abstract: Objective of the study was to probe the aesthetic education standards in student community and their need for basic aesthetic education in the physical education curriculum. Methods and structure of the study. We sampled for the questionnaire survey the 4year students (n=120) from the KSU of Physical Culture's Departments majoring in Physical Education discipline. Results and conclusion. Having analyzed the questionnaire survey data in the context of the ongoing aestheticization of the professional sports, we would make the following preliminary conclusions. First it should be emphasized that the physical education faculties and students recognize the need for modern aesthetic education in the professional training systems, with such education being particularly beneficial for the sports managing community. Second, there is a clear need for a broad discussion of a basic aesthetic education curriculum for the physical education universities – that should cover the whole academic study period on an uninterrupted basis.

Keywords: beauty, professional sport, attraction, aesthetic education, aesthetic training

Introduction. The clearest manifestation of a person's aesthetic attitude to the world is beauty, the leading category of aesthetics. Sport is that phenomenon of the modern world that is not closed to beauty. Not only professional researchers talk about the beauty of sports, but any fan, contemplating the drama of wrestling on the TV screen, will remember how sports commentators like to emphasize the beauty of a combination; we see how competitions are organized to determine the beauty of a ball scored into the opponent's goal; in chess prizes are awarded for beautiful games, problems and studies. The relationship between beauty and sports should be considered in two aspects: the first is the beauty of sports, as its essential feature, the second is the introduction of beauty into sports. As for the first aspect, this problem has long attracted the attention of researchers; there is a very solid literature devoted to it [1, 4, 5]. Already from the era of antiquity, sports, its participants, winners become heroes of art, and art, as N. G. Chernyshevsky noted, is interested in the universally significant. The close attention of art to the problems of sport is evidence of the place that sport occupies in the life of society and the individual [7, 9, 10]. The drama of wrestling, the triumph of the winner, the despair of the loser - this is what is attractive to art, equally the beauty of the human body, the plasticity of its movements, the elegance of execution. Public interest is aroused by discussions devoted to the topic of whether sport is actually an art [2, 7, 10]. The second aspect is important when sport is analyzed as a spectacle. The spectacle is an organic system of the spectator who plays and contemplates. The spectator, in modern terms, the consumer of a sports product, to a large extent determines the strategy and tactics of the game. The needs of the viewer, his tastes, aesthetic ideals, the whole process of "sickness" are the necessary components of a spectacular action.

This dependence increases many times over when it comes to professional sports, the commercial effect becomes decisive. Athletes, especially playing sports, such as football, which bears the title of "sport No 1", like to say, and commentators circulate the following, which expresses their self-identification as acting heroes of an almost theatrical affair: "We play for you (fans)." And sport, thanks to various media, not least, turns into a show, and this applies not only to the preparation and holding of the Olympic Games, but also to other, smaller-scale sporting events.

As a result, the game moment is forced to give way to other aspects, which was noted by J. Huizinga: "The behavior of a professional is no longer true game behavior; he no longer has spontaneity and carelessness" [8, 222].

This circumstance gives rise to conflicts. When A. Arshavin, a well-known footballer in the recent past, responded to the criticism of the fans: "Your expectations are your problems," these words in their deepest essence are a protest against the practice of introducing into the assessment of wrestling something that is not actually a sports element.

This new reality of the existence of sports necessarily requires the conscious inclusion of aesthetic elements that turn out to be external to the essence of the game, acting as a kind of aesthetic jewelry, the goal of which is to attract as many spectators as possible, and beauty, with its ability to influence the emotional system of a person, turns out to be the most important means of solving such a problem.

Both emphasizing the beauty of sport itself as its essential property, and bringing beauty into sports competitions, which are no longer caused by purely sporting needs, are visible features of the process of aestheticization of sports.

Awareness of this trend in professional sports required a study of the role of aesthetic education and education in colleges and institutes of physical culture.

The purpose of the study is to identify the level of aesthetic education of students and their understanding of the need and place of aesthetic education in the process of professional training. Methodology and organization of the study. This paper presents the results of a survey of 4th year students. The survey was conducted at the Department of Physical Culture of KSU. The sample consisted of 120 students of secondary vocational education in the direction of "Physical Education".

Results of the study and their discussion. One of the fundamental questions of the questionnaire was: "What is the beauty of sports for you?" The answers dominated: elegance of performance of sports elements, their technical purity, level of professionalism, harmony, coordination of actions of all participants in the game. A considerable number of definitions of the beautiful have been developed in the history of aesthetics, but the main motive in these definitions is the idea of conformity to law. Therefore, that single combination, for example, in football, is assessed as excellent if it corresponds to a number of parameters: precise, technically perfect execution of the reception, passing the ball, a small number of passes, thanks to which the ball is delivered to the opponent's goal, a feint unexpected for the opponent and, of course, the result is the ball in the goal. Considering the answers of students through the prism of the above understanding of the essence of beauty, it can be argued that students understand the nature of beauty, and this, in turn, indicates a certain level of their aesthetic consciousness. To the question "What, from your point of view, is the role of beauty in sports?" the following answers were received: "Beauty is an obligatory component of sport" - 30%; "Beauty is a nice addition" - 63.5%; "Beauty is an element of commercial attractiveness" - 5.5%; "Difficult to answer" - 1%. Almost 94% of respondents' answers indicate an understanding of the essence of sports beauty and its role in achieving a positive result.

To the question "In your opinion, is the aesthetic component necessary in the preparation of an athlete?" the following answers were received: "Required" - 20.5%; "Desirable" - 44%; "Not needed" - 11%; "Hinders" - 11%; "Difficult to answer" - 13.5%.

Summing up the votes "for" the obligatory and desirable aesthetic component in the professional training of an athlete, it can be argued that this is not only an indicator of the level of understanding, but also a kind of "request" of students, requiring an increase in aesthetic education in the educational process.

Noteworthy are the answers to the question "What place, in your opinion, does work on your image, on creating an image, take in the professional life of an athlete?"

The answers are as follows: "It is important because it contributes to the result" - 13%; "Important, but does not affect the result" - 46%; "It is of little importance, does not affect the performance of an athlete" - 13%; "Image is important for a career, not for a sports result" - 10%; "Does not play any role" - 10%; "I find it difficult to answer" - 8%.

Answers to the question "Do works of art dedicated to sports influence the character development and motivational-volitional sphere of an athlete?" the following were received: "Yes,

to a large extent” - 23%; “Yes, as an additional incentive” - 70%; “No, it does not have any effect” - 4%; “No, they are harmful, they distort the real picture of sports” - 2%; “Difficult to answer” – 1%.

Conclusion. Teachers and students are aware of the need to improve the system of aesthetic education in the process of professional training of future athletes. This is especially necessary for those who are preparing for the activities of a manager. There is a need for a broad discussion of an integral program of aesthetic education in higher education institutions of physical culture. At the same time, the program should be designed for continuity, that is, cover the entire learning process, starting from the first year. It is necessary to improve the forms and methods of aesthetic education and upbringing of students of physical education universities.

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