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Ways of forming a value attitude against the use of doping in physical culture and sport

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Abstract

Purpose: The purpose of the article is to analyze ways to counter the use of doping in sports, as well as to develop proposals and recommendations for the formation of a value-oriented approach in modern anti-doping activities.
Methods: The work used such scientific methods as theoretical analysis and generalization of scientific and methodological literature, pedagogical observation, pedagogical testing, pedagogical experiment, mathematical and statistical analysis.
Results: The results of the study showed that in the minds of most athletes who are students of sports universities, doping has not yet lost its moral and legal unacceptability, but many respondents perceived doping not as an inevitable evil, but as a forced measure. The low interest of athletes in the topic of doping, insufficient awareness of its harmful consequences reinforces the need to find new, including educational, strategies in the process of working with young athletes. It is necessary to introduce anti-doping disciplines into the curriculum of higher educational institutions of sports orientation, in order to educate moral qualities of a person based on a sense of rejection of doping.
Conlcusion: It is necessary to develop a model of a specialist in the field of physical culture and sports, which includes the development of concepts, principles, methods of improvement and training, components of anti-doping competence in the framework of the theory of development of anti-doping education and the introduction of curricula in anti-doping disciplines; The formation of anti-doping values in the educational process among students of higher educational institutions in physical culture and sports should be based on the use of criteria for assessing the level of development of anti-doping competence. We believe that it is advisable to develop modern requirements for the qualification characteristics of graduates, determine the necessary means and methods of pedagogical influence, individualize the educational process, thereby increasing the high level of students' readiness for classes.
Keywords: physical culture, physical education, sports, doping, stimulants, physical and mental strength, anti-doping, sports value, system, attitude.

Introduction

Today, the use of stimulants by athletes in Olympic sports is becoming more and more common. Victories in major international competitions began to pay big dividends. In addition to coaches, psychologists, sports scientists, software specialists and pharmacologists joined the process of training athletes. At the same time, stimulants began to enter the big sport (Taymazov V.L., 2006). From year to year, the list of substances and methods prohibited for use in sports is expanding more and more. But along with this, a search is underway for new stimulants that ensure the achievement of high sports results. It would not be an exaggeration to say that this process is continuous. But we should not forget that the desire to win by any means poses a threat to the health of the athlete. In modern sports, athletes often die as a result of the use of stimulants. Doping also damages sports activities, puts athletes in unequal conditions of struggle, causes a lot of disagreements and disputes at the level of national teams, sports federations, etc..

Thus, the problem of anti-doping policy is closely related to social, political, moral, economic, legal and pedagogical aspects, which shows the relevance of this topic. The problematic situation is the conflict between the need to fight against doping in sports and the impossibility of solving the problem only with the help of prohibition measures and doping control. This situation shows that there is an increasing need to study doping issues in depth and to develop measures to control them. This justifies the need to develop research in this direction and to organize activities aimed at developing the knowledge of sports experts on doping.

The overvaluation of victory in modern sports has a number of negative consequences, among which the problem of doping is of particular concern. Negative consequences for the health of athletes, especially young people, violation of the ethical principles of sports and damage to its image characterize the seriousness of this problem.

Today, international anti-doping organizations and sports federations are paying serious attention to the development of anti-doping education programs. However, currently the programs they have developed are only included in the list of recommended subjects

for study by the World Anti-Doping Agency (WADA). Anti-doping education is not systematic, and training is conducted only among a narrow circle of specialists, mainly members of national teams and young athletes. The reason for this is the lack of specialists who carry out anti-doping education, and it is impossible to cover all participants of sports relations. Currently, anti-doping education does not have a clearly defined structure, forms and methods. This leads to its ineffectiveness and further strengthens the need to develop new scientifically based pedagogical methods of combating doping.

Methods

The analysis of the literature showed that the socio-pedagogical factors of the anti-doping policy in sports have not yet been fully considered by domestic and foreign scientists.

In particular, foreign scientists L.P. Matveev, V.N. Platonov believed that it is necessary to develop and control the anti-doping system, and M. Bulatova, L. I. Lubisheva believed that it is necessary to develop legal and moral values against doping.

Some aspects of anti-doping policy, namely doping in sports as a social phenomenon (Stolbov V.V., 1987; Famin Yu.A., 1989; Goncharova E.K., 1994; Mikhailov T.V., 2009; Racheva E.V., 2010 and others) and problems of doping control have been studied by such scientists as A.G. Dembo (1984), V.A.Vasin (1999), V.V. Matov (2002); V.V.Balakhnicheva, S.N. Portugalovalar (2003).

A number of leading scientists and specialists (E.K. Goncharova, 1995; S.N. Portugalov, 2003; V.K. Balsevich, 2004; Rodichenko, 2007) believed that only in a consistent pedagogical process it is possible to achieve the education of athletes in the spirit of adherence to the principles of fair competition, as well as compliance with sports ethics and rejection of doping.

K.A.Badrak, F.N.Soldatenkov and others carried out research aimed at increasing the knowledge of anti-doping among specialists.

A.N.Volkova, A.M.Korchevsky, N.L.Strelnikova, R.Z. Osmanov, E.S.Aivazova, E.S.Gulmameteva, N.E.Morozova noted that in the development of physical culture and sports, it is necessary to develop students' knowledge related to the industry.

The scientists of our country also pointed out in their researches that it is necessary to study anti-doping issues, that regulation of this process has a positive effect on the formation of qualified personnel and the formation of a healthy competitive environment. Among the scientists of our country, R. Salamov, F.A. Kerimov showed the ways of using scientifically based pedagogical theories in their work.

A.N.Shopulatov, N.A.Khudayberdieva, Z.P.Rasulov, F.M.Yakubov, D.B.Mamaziyatov, A.I.Olimov considered it important in the development of the industry to study the problems of anti-doping in the training of qualified specialists in the field of physical education and sports, as well as to carry out research work in these areas.

In modern conditions, there is a need to expand the scope of anti-doping education. Higher education institutions in the field of physical culture and sports should be used as generators of sports science in the introduction of anti-doping education among young athletes. It is necessary to develop the methodology and foundations for the formation of anti-doping values in the educational process of students of sports universities.

Results and discussion

The results of the study showed that in the minds of most athletes who are students of sports universities, doping has not yet lost its moral and legal unacceptability, but many respondents perceived doping not as an inevitable evil, but as a forced measure. The low interest of athletes in the topic of doping, insufficient awareness of its harmful consequences reinforces the need to find new, including educational, strategies in the process of working with young athletes. It is necessary to introduce anti-doping disciplines into the curriculum of higher educational institutions of sports orientation, in order to educate moral qualities of a person based on a sense of rejection of doping.

Preventing the knowing or unintentional use and distribution of prohibited substances and methods by athletes and coaches should help promote the principles of fair sport; formation of a sense of intolerance to doping among students (future coaches, physical education teachers, heads of sports organizations) (Fig. 1).

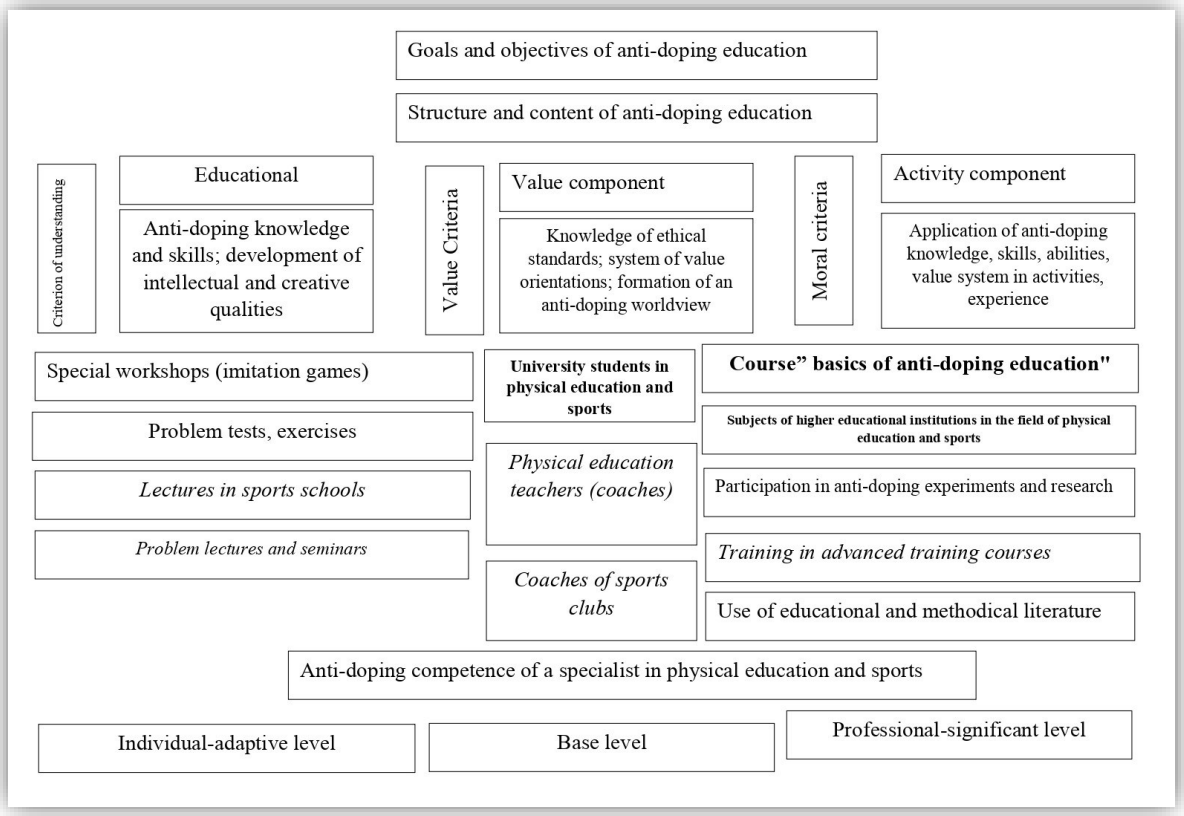
The methodology is a complex of educational measures aimed at the formation of students' anti-doping competence to a certain

extent. The training conducted in this methodology expands knowledge in the field of doping and its negative consequences on the basis of knowledge gained in disciplines, such as theory and methodology of physical culture and sports, sports medicine, biology, physiology, psychology, sociology, pedagogy, as well as special disciplines. The methodology we propose is based on the following components:

methodological and educational literature on doping and anti-doping education.

The formative part of the pedagogical experiment was conducted to determine the effectiveness of the methodology in the formation of anti-doping orientation in the educational process of students of higher educational institutions in the field of physical culture and sports. According to it, trainings on anti-doping education within the relevant

Figure 1. Structure of the anti-doping methodology for the formation of value orientation



inclusion of a specialized course on anti -doping education in the curriculum of universities of physical culture and sports;

Inclusion of special extended sections on the topic "Doping and its negative consequences" in general educational disciplines, such as sports law;

holding open lectures on the dangers of doping for students, athletes, coaches and teachers of physical culture;

conducting classes for teachers of higher educational institutions of physical culture on the topic of anti-doping education at advanced training courses;

holding promotional activities aimed at creating a negative attitude towards doping among students, athletes and coaches;

production and distribution of reference,

course were divided into two groups - experimental and control groups. The groups were made up of students of sports specialties of physical education and sports university. Each group consisted of 15 people.

The methodology was also used in training courses with the participation of coaches and physical education teachers. Conducting such classes was necessary in order to develop a moral point of view among specialists in Physical Culture and sports who studied at specialized universities and to form objective ideas about anti-doping knowledge.

The proposed methodology for the formation of anti-doping orientation has a number of significant differences from the generally accepted traditional methods of existing anti-doping educational programs

implemented by WADA. In particular, the proposed methodology used special seminars developed by us, active teaching methods that form the ability to work in a group, analyze training materials, and provide additional information.

knowledge.

According to the data obtained, as a result of training, cognitive processes (17% compared to the start of study, p <0.01) and their development (plus 193%, p <0.01) in the students of the experimental group became

Table1. Value orientation of students of the university of physical education and sports

Values	Experimental group						Control group					
	Before the experiment		After the experiment		Difference		Before the experiment		After the experiment		Difference	
	J	R	J	R	J	R (%)	J	R	J	R	J	R (%)
health;	1	55	1	41	0	+4,7	1	48	1	35	0	+4,3
financially secured life	2	106	8	133	-6	-5,7	5	135	8	143	-3	-2,6
Self-control (Chelkash)	3	110	11	154	-8	-14,7	11	158	14	174	-3	-5,3
good and loyal friends	4	112	6	119	-2	-2,3	2	60	2	73	0	-4,3
self-confidence	5	120	2	88	+3	+10,7	3	95	5	113	-2	-6
Active life	6	123	9	137	-3	-4,6	10	156	10	154	0	+0,7
Responsibility	7	124	3	107	+4	+5,6	6	136	6	122	0	+4,7
honesty	8	131	5	118	+3	+4,3	4	99	3	96	+1	+1
independence	9	136	10	138	-1	-0,7	9	155	9	151	0	+1,3
discipline	10	143	4	113	+6	+10	8	142	7	130	+1	+4
strong will (stubbornness)	11	153	16	201	-5	-16	12	165	12	161	0	+1,3
success (success in any case)	12	162	15	190	-3	-9,3	7	141	11	159	-4	-6
productive life;	13	163	14	189	-1	-8,7	12	165	16	203	-4	-12,6
Public recognition	14	168	17	220	-3	-17,3	16	196	17	210	-1	-4,6
Development (work on oneself)	15	180	7	122	+8	+19,3	12	165	4	112	+8	+17,7
maturity of thinking;	16	200	12	161	+4	+13	15	195	13	164	+2	+10,3
achievements in sports	17	202	19	238	-2	-12	17	221	18	251	-1	-10
Expand knowledge	18	225	13	174	+5	+17	18	228	15	194	+3	+11,3
Sports, art, beauty	19	249	17	220	+2	+10	20	247	18	251	+2	-1,3
Cunning	20	288	20	287	0	+0,3	19	243	20	254	-1	-3,6

Note: *R - rating value (sum of places), J - place in the rating; R (%) - change in the value ratio, expressed as a percentage; in bold italics are the values most appropriate for the highest level of anti-doping competence.*

In order to determine the readiness of students for classes in anti-doping education, the following methods were used: questionnaires to determine the possibilities of applying the acquired knowledge in future professional activities and identifying anti-doping competence, tests to determine value orientation, as well as situational tests to test

clearer. The indicators of the "Fair play" item have increased by three positions (plus 4.3%, p> 0.05), since honesty is considered a key quality of anyone engaged in anti-doping activities (Table 1).

In general, for the individual and the athlete, such values as "Responsibility", which is one of the main anti-doping values, have

become extremely important. Within the framework of anti-doping classes, it is possible to form the social, legal and spiritual responsibility of a student, athlete, coach and reduce the level of moral legality of doping in the minds of the sports community.

It should be noted that as a result of the classes, the opinion on the need to introduce criminal liability against athletes who used doping has increased. This indicator indicated an increase in the legal awareness of students regarding doping, as they began to understand that the problem of doping went beyond the big sports.

Conclusion

Based on the results of the study in general, the following conclusions can be given:

It is necessary to develop a model of a specialist in the field of physical culture and sports, which includes the development of concepts, principles, methods of improvement and training, components of anti-doping competence in the framework of the theory of development of anti-doping education and the introduction of curricula in anti-doping disciplines;

The formation of anti-doping values in the educational process among students of higher educational institutions in physical culture and sports should be based on the use of criteria for assessing the level of development of anti-doping competence. We believe that it is advisable to develop modern requirements for the qualification characteristics of graduates, determine the necessary means and methods of pedagogical influence, individualize the educational process, thereby increasing the high level of students' readiness for classes.

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