

EVALUATION AND REVIEW OF SPORT IN THE CONTEXT OF CURRENT SOCIAL TRENDS

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SUMMARY

General level of culture does not mean that everyone is expected to become, for example, a writer, an artist, a poet, an actor or a painter but it assumes enabling people to enjoy culture and arts, and expand the range of possible enjoyments in life and the world. Likewise, introduction of children, boys and girls into the world of body culture should enrich them in this regard. Ethical and moral changes will significantly change the form of physical culture and education, and the sports life in general. Aggressiveness, false prestige, self-centredness, foul motive of achievement will be found under review. There may come a time when the sports victory will be considered and respected primarily as a result of successful mastering the strengths of one's own nature and their reasonable use. Any violence against one's own body will be considered as educational and sports misfortune or accident, as something that belongs to the ethical despise and not to the established and existing ethical norms.

Keywords: sports for all, sports for everybody, physical education, competition, game

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A Ludi Magister (a teacher of games) was a teacher of the first stage of Roman education. It is difficult to specify when exactly teaching lost its human dimension and became at least a boring if not even a limiting and occasionally forced activity. A bell ringing for the end of a lesson makes children all over the

world burst with relief. Children can play almost to their limits and readily accept turning of school activities into games. Unfortunately, the term game takes a serious and sometimes violent implications in almost every language.

Of all the components of physical culture, physical education should stand closest to the form of a game.

Why?

1. Sport with human character and physical education can largely facilitate bare competition which can often have counterproductive effects. They should strive for a systematic and reasonable activity. Physical education in that sense is suitable for all whereas sport, for instance, is reserved for the elite. Are physical education activities always systematic and reasonable?

Unfortunately - no.

In his book *School as a Disease*, chapter "Physical Education as Complete Failure", our prominent researcher Svetomir Bojanin finds it absolutely unnatural that children are reluctant to attend physical education classes, often escape the classes or get bored and ask for doctor excused absence from those classes. This only means that the classes are not structured for children and most often fail. The research was based on numerous individual stories.

Focus on brutal competitions, selection and elitism can destroy dignity and principles of physical education. It should be noted that during the research the principal of a Belgrade school with 1,200 students boasted about having an excellent gym where 200 students regularly train and thus were able to win in some sports events at all the competitions in the city and at some at the federal level. He got puzzled and had no answer when asked about the remaining 1,000 students (S. Bojanin). It is often forgotten that an individual should be treated according to his or her nature - abilities and aspirations and not considered only in terms of the powerful skillful ones and the weak unskillful ones. The latter can experience it as personal shame and degradation.

2. Physical education should weigh efforts whereas sport does not hesitate to exhaust body. Whether a physical exercise can be considered as sport depends on the amount of physical energy and force applied rather than on the nature and rules of the physical exercise. Physical culture is a reflection of one's view of own body with no other purpose, the view which is aimed at achieving perfection with no pre-calculated benefits of such perfection. Physical culture as cultivation of one's own body is achievable for the very reason that it does not imply any external benefits, reasons or purpose. It represents a unique relation of man to his own body and spirit, the relation based on the only and significantly immanent purpose of improving one's own strengths and abilities. An ideal image resulting from this view is based on the attitude towards the body which is simultaneously

the attitude towards the environment and nature. One needs leisure and freedom in order to individually treat his or her body free of any external purpose.

General level of culture does not mean that everyone is expected to become, for example, a writer, an artist, a poet, an actor or a painter but it assumes enabling people to enjoy culture and arts, and expand the range of possible enjoyments in life and the world. Likewise, introduction of children, boys and girls into the world of body culture should enrich them in this regard.

The future role of physical education of children and young people must also include the knowledge in physical education as well as its significance in the system of intellectual education in general. Complete current ignorance or partial knowledge and awareness of the laws and rules of the development of one's physical potential should shift to full comprehension of the complex knowledge of the nature of physical activity, of the role of physical culture in achieving harmony between inherent abilities and social needs.

Significant ethical and moral changes will alter the form of physical culture and education and sports life in general. Aggressiveness, false prestige, self-centredness, foul motive of achievement will be found under review. There may come a time when the sports victory will be considered and respected primarily as a result of successful mastering the strengths of one's own nature and their reasonable use. Any violence against one's own body will be considered as educational and sports misfortune or accident, as something that belongs to the ethical despire and not to the established and existing ethical norms.

Top-level sport does not leave room for all the needs and possibilities in physical activity (culture). Top-level sport therefore should not be given priority in relation to other areas of physical culture (health education, recreation, relaxation, etc.). Those areas include health promotion, preservation of ecologic balance between the biological and social existence and the environment. Physical culture structuring may not be limited to active or passive participation in sport. It is rather about physical culture approach and programmes which include egalitarianism.

Health is an individual matter but it also represents social wealth, a wide view of social life. It is not just one's own need but also the need of other people and it is therefore one's duty to protect and help others. Health represents a pattern of human culture, the culture of human relationships. It is a kind of lifestyle because the lifestyle can be a source of any well-being and joy but also of any misery and humiliation. Being healthy includes doing physical activities, spending time in fresh air and eating well. One should use all good things but not abuse anything. When it comes to health, recreation gets its full significance.

Recreation (*recreate* - to restore, make again) means relaxation, experience in and improvement of health. It can be a group but also an individual act which does not require a group or any traditional socialization. One can do sports without any particular sport orientation thanks to recreation. Signs of *inactivity* (such as waste physical efforts, "foolish forcing" with no previous medical consultation) can be often seen in recreation. Recreation requires expert, *systematic weighing* of efforts as it is the case in doing sports at everyday level. Certain rules and principles should be followed in order to achieve this:

- *an individual approach* for each participant, which means according to the needs, abilities and differences in relation to others;
- *the experience and knowledge* of a participant, which implies the need to be informed and learn;
- care should also be taken about *the life cycle of an individual*;
- all the physical and social possibilities for the development should be taken into account and *any one-sidedness should be avoided*;
- *the complete personality* - intellectual, moral, volitional and practical *should be respected*.

Recreation is an area of subjective and social awareness. It leads to common social re-orientation in the area of physical culture and is increasing just as the sector of health care is growing. Health awareness is changing, which has an impact on a new form of sport. Slogans like "relax", "get well", "get fit", "fight stress" are becoming increasingly important in nowadays complex society.

The body and its *thematization* are being rediscovered in a new way. The body has become an important link in the formation and affirmation of identity. Recreation is the best barrier against the disease of the civilization and sedentary lifestyle and it is very important at times when people panic about their status, mental and social burdens, social disintegration (irrational sociability), numerous stressful situations. People at the highest risk nowadays are those who are focused on achievements and competition, ambitious and conscientious (over-conscientious), success-orientied with signs of *hard-driving* but also those who experience social failures and who are "bothered". The essential goals of any recreation are adaptation and fitting of an individual to social environment by using the strategy of flexible adjustment and close contacts. In that sense, recreation helps develop certain specific interaction codes of *simplicity* and *spontaneity* (socializing in a group, making friends, solidarity, etc.). Research has shown that people doing recreational activities are usually open-minded acting like partners.

Recreation regulates one's relationship with nature but also with his or her human nature that is, it regulates the harmony of spiritual and physical human being.

Recreation can contribute to the improvement of human nature, it is an element of compensation and a factor of solving the disbalance between alienating nature of work and human nature of man. Participation in recreational and physical activities is very important and usually opposed to notions such as anxiety, tension, emotional instability and isolation.

An ideal form of recreation is a game which can increase spontaneity and balance, develop independence, free from stress, provide a base for socializing and friendship. The whole new world can arise from a game.

It is of utmost importance for our civilization to solve the problem of the "stomach and sport" struggle. People will increasingly participate in sports as individuals whereas supporting will become a substitute for sport and lose the significance it has today.

Research has shown that the following are the reasons for participation in sports and recreational activities:

1) *health* - protection, promotion as well as removal and mitigation of health conditions (8.18%);

2) *capability* - maintenance and improvement of functional motor skills (5.13%);

3) *vigour* - increased life expectancy, prevention or mitigation of the decline in many functions (5.33%);

4) *slimming* - weight control (2.67%);

5) *looking good* - good looks, slim body, graceful and harmonious movements (1.57%);

6) *relaxation* - rest, relaxing, decreasing emotional stress (4.57%);

7) *good mood* - having fun, entertaining, pleasure, good feeling while and after exercising (5.60%);

8) *socializing* - with friends, making new friends, enjoying free time (5.63%);

9) *accomplishment* - achieving sports and sports-related results, self-assertion, affirmation (3.17%);

10) *lifestyle* - following modern fashion trends and trends in general (2.45%).

Of all the specified aspects, the most important is achieving and keeping emotional health characterized by serenity, absence of anxiety, emotional control, sensitivity for feelings of others (empathy), ability to receive and give love, spontaneity in expressing emotions, feeling safe, awareness of self-esteem, interest in work and other people, interest in family life, ability of enjoying life, ability of overcoming failure in acceptable way, absence of fatigue without a reason.

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ВРЕДНОВАЊЕ И ПРЕИСПИТИВАЊЕ СПОРТА У САВРЕМЕНИМ ДРУШТВЕНИМ ТОКОВИМА

САЖЕТАК

Општи ниво културе не значи да се од сваког човека тражи или очекује да постане, на пример, књижевник, уметник, песник, глумац, или сликар, него претпоставља оспособљавање људи да уживају у култури и уметности и да тиме прошире дијапазон могућих уживања у животу и свету. Тако исто, и увођење деце, младића и девојака у свет културе тела треба да их обогати у том погледу. Етичке и моралне промене у значајнијој мери измениће облик физичке културе и васпитања, и спортског живота уопште. Агресивност, лажни престиж, егоцентричност, болесни мотив постигнућа наћи ће се у фази преиспитивања. Можда ће доћи време када ће спортска победа бити посматрана и уважавана, пре свега, као резултат успешног овладавања снагама сопствене природе и њиховог разумног коришћења. Свако насиље над сопственим организмом биће разматрано као васпитна и спортска невоља и несрећа, као нешто што припада етичком презиру а не установљеним и постојећим нормама етике.

Кључне речи: спорт за све, спорт за свакога, физичко васпитање, такмичење, игра

ОЦЕНКА И ОБЗОР СПОРТА В КОНТЕКСТЕ СОВРЕМЕННЫХ СОЦИАЛЬНЫХ ТЕНДЕНЦИЙ

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Ключевые слова: спорт для всех, спорт для каждого, физическое воспитание, соревнование, игра.

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