

Form of physical training in educational institutions (club system) Forma de entrenamiento físico en instituciones educativas (sistema de clubes)

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Abstract. The development of modern sports is an important form of not only directly sporting, but also social interaction. Physical education is also especially relevant, given the general trend of deteriorating health of young people. This determines the issues of organization and forms of physical education leisure time for the analysis. Additional relevance is predetermined by the lack of research on the club system of physical education. Moreover, such physical culture organization is new in Kazakhstan. Finding out the effectiveness of club activities in Kazakhstan is an important topic for research. The research aims to analyze the features and prospects of physical education in educational institutions based on the use of the club system. The general scientific theoretical methods (analysis, synthesis, induction, and deduction) and special pedagogical methods (comparative, axiological, systemic, structural, and functional) were used in the research. The results show that the club system is quite practical and in demand among students and pupils in Kazakhstan, which is confirmed by sociological surveys. A similar practice is employed in the Europe and USA. However, it has been actively employed there for more than one decade. It has also been established that traditional physical education classes have negative assessments among pupils and students. Thus, the club system is a perspective way of organizing the physical education of youth. However, within the framework of Kazakhstan, this form of organization of sports and recreational activities is experiencing difficulties associated with the lack of funding for the industry, the lack of modern coaches, etc. The practical value of the article consists of the development of recommendations to improve the state of physical education in educational institutions based on the use of the club system.

Keywords: Kazakhstan; sports education; education; club sports; European practices, mass sports development.

Resumen. El desarrollo de los deportes modernos es una forma importante no sólo de deportes directos sino también de interacción social. La educación física también es especialmente relevante, dada la tendencia general al deterioro de la salud de los jóvenes. Esto determina las cuestiones de organización y formas del tiempo libre de educación física para el análisis. La relevancia adicional está predeterminada por la falta de investigación sobre el sistema de clubes de educación física. Además, una organización de cultura física de este tipo es nueva en Kazajstán. Conocer la eficacia de las actividades de los clubes en Kazajstán es un tema importante de investigación. La investigación tiene como objetivo analizar las características y perspectivas de la educación física en las instituciones educativas a partir del uso del sistema de clubes. En la investigación se utilizaron métodos teóricos científicos generales (análisis, síntesis, inducción y deducción) y métodos pedagógicos especiales (comparativos, axiológicos, sistémicos, estructurales y funcionales). Los resultados muestran que el sistema de clubes es bastante práctico y tiene una gran demanda entre los estudiantes y alumnos de Kazajstán, como lo confirman las encuestas sociológicas. Una práctica similar se emplea en Europa y Estados Unidos. Sin embargo, se utiliza allí activamente desde hace más de una década. También se ha establecido que las clases tradicionales de educación física tienen valoraciones negativas entre alumnos y estudiantes. Por tanto, el sistema de clubes es una forma perspectiva de organizar la educación física de los jóvenes. Sin embargo, en Kazajstán, esta forma de organización de actividades deportivas y recreativas está experimentando dificultades debido a la falta de financiación para la industria, la falta de entrenadores modernos, etc. El valor práctico del artículo consiste en el desarrollo de recomendaciones. Mejorar el estado de la educación física en las instituciones educativas a partir del uso del sistema de clubes.

Palabras clave: Kazajstán; educación deportiva; educación; deportes de club; Prácticas europeas, desarrollo deportivo de masas.

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Introduction

The development of modern physical education in the world is based on innovative methods and forms of educational process organization. Modern methods of teaching physical education will affect the development of physical endurance, tolerance, adaptability, the ability to think quickly and flexibly, and to interact promptly. The famous report by Health Minister of Canada M. Lolond's famous 1974 report "A New Approach to Health" stated that traditional health care and medicine played far from a leading role in the complex of factors determining human health (Mu et al., 2011). All this was positively accepted by the World Health Organization. Thus, the concept of a healthy lifestyle emerged.

However, the development of physical education in Republic of Kazakhstan (RK) has several significant problems, which are observed on both practical and legislative levels. There is a noticeable decrease in the health indicators of the population (especially severe for young men subject to military conscription). The peculiarities of today's society along with the unstoppable technological revolution are causing high rates of sedentary lifestyle, pathologies and addictions to the digital resources that surround us (Ahmad & Iqbal, 2022; Pakhomova et al., 2021). Just a few decades ago, the use of digital tools in the teaching of Physical Education and Sports was a matter of little interest. However, the expedited incursion of information and communication technologies (ICT) in today's society has made the acquisition of so-called digital skills an imperative (Perea Rodríguez & Abello Avila, 2022; Menshikov et al., 2022).

To deal with this situation, in school institutions, the promotion of popular games is advocated as a way of raising awareness, and motivation and promoting active and healthy life habits in the students (López Belmonte et al., 2019; Ead et al., 2021).

Considering the metrics demonstrating the level of systematic physical culture and sports practice in Kazakhstan and Europe, the former will be lower than in Western countries (15.6-28% vs. 40% in Europe and 60% in the USA). On the other hand, the system of organization of methodological, personnel, and medical support requires comprehensive improvement. However, the most evident problem is the narrow sport profile. There is a pattern of "rigidity" in holding sports events that ultimately leads to a decrease in motivation to go in for sports among students, schoolchildren, and other categories of the population. Attention should be paid to the training of young specialists, it is necessary to provide students with a space for critical reflection during their initial training, so as to challenge deeply rooted notions, reconceptualize and develop professional competencies enabling the construction of learning environments that facilitate access to recognition of a greater number of students (Lasheras et al., 2019; Bou-Sospedra et al., 2021). The potential of motor skills in Early Childhood Education could be affected by several factors, such as teachers' attitude towards motor development in pre-schoolers or their physical exercise habits. Based on the results of the study by León et al. (2020) undergraduates belonging to the second and third year were those who considered Physical Education lessons as more useful. The great majority of students did physical exercise for reasons such as fitness and enjoyment. Positive correlations were found between the fitness subscale and the usefulness given to Physical Education lessons by undergraduates. Therefore, it is possible to conclude that Physical Education lessons have great importance in Early Childhood Education according to future teachers (León et al., 2020). However, Gois et al. (2021) concluded that schools did not offer enough stimuli to influence students' active behaviour. At the same time, the normative-legal acts of Kazakhstan partly hamper or hinder the development of mass sports in the Republic. In many European countries, methods of club work are used to improve the system of physical education. However, in Kazakhstan, some of the forms of organization of club work, which were used in Soviet times, have lost their relevance. These outdated methods of work have low efficiency due to their "rigidity", and narrow profile, which does not correspond to modern sports and humanistic education, democracy, openness, and accessibility of the educational process.

Numerous scholarly endeavours pertaining to the advancement of physical education within educational establishments tend to overlook the intricacies associated with the implementation of the club training system (Trybulski et al., 2022b). Nonetheless, researchers from the European and Asian domains are notably engrossed in investigating the nuances encompassing the incorporation

of the club methodology within the framework of physical education systems. In the article, D. Mu et al. (2011) thoroughly characterized the development of a club-based physical education teaching system in colleges and universities. A study by G. Bennett et al. (2019) identified key peculiarities of the club method in the school physical education system. Much of the discontent between club- and school-based sports programs is based upon points of conflict surrounding athlete participation and priority. Moreover, an article by F. Meng (2017) characterized the key features of the sports club system implementation. Separate aspects of the physical culture development in Kazakhstan are investigated in the work of S. Bakhtiyarova et al. (2021). The study notes that the key role in this process is played by the development of mass sports; improvement of material incentives for coaches working with talented children; education and attraction of sports managers and trainers-breeders from abroad; restoration of traditions in those sports in which athletes of Kazakhstan previously managed to achieve significant success; development of Olympic sports with a large number of medals being played. At the same time, B. Doskarayev and A. Kulbayev (2017) identified innovative methods of development of physical education in Kazakhstan. In article noted, that the main trend in the development of sports is its internationalization. Another evidence that sports contribute to the development of ethnic tolerance is the ability of athletes of different nationalities to raise the status of their people, and their country on the world stage. The participation of representatives of various ethnic groups in sports teams strengthens interethnic solidarity and tolerance in society. Moreover, R.C.R. Siekmann (2012) characterized the fundamental aspects of the legislative regulation of sports in the world. Nevertheless, the European authors did not focus on the analysis of the club system's efficiency in comparison with traditional physical education classes. Moreover, the problem of introducing the club system as a form of physical education in educational institutions of Kazakhstan remains unexplored.

Therefore, the research goal is to analyze the main ways of implementation, formation, and improvement of the model of the club system of physical education of students in Kazakhstan.

Literature Review

Modern European research has focused on the problem of developing physical education using innovative teaching methods. Moreover, many studies focused on the spread of decreasing physical activity and increasing sedentary lifestyles. For this reason, the methodological basis of the article was also formed by works that practically investigated the level of physical education in certain educational institutions. S.-P. Fagaras et al. (2015) conducted a study of the physical activity level among American students. The authors used an international physical activity questionnaire. At the same time, E. Miloshova (2019) conducted an empirical study of the level

of physical activity of students at the Technical University of Sofia (Bulgaria). On the other hand, S. Sumardiyanto et al. (2017) also characterized the level of physical education in Indonesian educational institutions. However, Y. Zhao (2017) identified current problems in the physical education system.

At the same time, modern articles focus on the problem of developing physical education through the introduction of innovative forms, methods, and techniques of teaching. Nevertheless, many specialists often ignore the analysis of the club system as an effective form of physical education in educational institutions, especially since the system is relatively new. Moreover, A.B. Asatillaevich (2021) has characterized the key directions of modern physical education improvement in Uzbekistan. He considers that one of the priority ways of improving physical education teaching is compliance with traditional humanistic foundations, which have not lost their relevance in our time. The author refers to these principles as a comprehensive harmonious development of the individual, health orientation, etc. However, they must be filled with contemporary content. At the same time, Y.E. Karakaya et al (2021) investigated the problem of preparing future physical culture teachers. M. Pomohaci and I. Sopa (2021) studied the importance and role of the planning process in physical education. N.V. Mishyna and O.O. Surilova (2020) characterized some constitutional and organizational aspects of physical education in Ukraine. R.C.R. Siekmann (2012) analyzed key aspects of the legislative regulation of sports in the world. However, J. Ford et al. (2017) identified modern psychological problems in the structure of physical culture. At the same time, the problem of key aspects of the development of physical education in Kazakhstan is covered in the work of B. Doskarayev and A. Kulbayev (2017). Moreover, S. Bakhtiyarova et al. (2021) investigated the features of physical education teaching in higher education institutions in Kazakhstan.

Nevertheless, in the last decade, many detailed pieces of research which covered the problem of using the club system in educational institutions have been made. D. Mu et al. (2011) investigated the problem of improving the instructional system of physical education in colleges and universities with information technology based on the club method. K. Sonkeng and J.R. Chepyator-Thomson (2021) theorized the features of the club system implementation in the structure of physical education. Separate aspects of the club method were characterized by S. Shawver (2021). However, G. Bennett et al (2019) identified the features of the use of the club method in the system of school physical education. Moreover, F. Meng (2017) characterized the key features of the implementation of the sports club system. The research of D. Parnell et al (2018) identified the development of physical education in the UK through the implementation of the latest teaching methods. As a result, the analyzed works focus on the importance of physical education in the structure of modern education. Despite many general theoretical and synthetic research, the

problem of the physical education club system efficiency, and the peculiarities of its implementation in Kazakhstan remains understudied.

Materials and Methods

The article is based on several pedagogical materials, mostly on thematic plans for physical education of the D. Serikbayev East Kazakhstan Technical University and Kazakh-American Free University. A prominent place is dedicated to the legal documents, particularly the Constitution of the Republic of Kazakhstan (1995) and the legislative acts of the republic on the regulation of the education system. In addition, the researchers used the principles of regulation of sport, set out in the Olympic Charter (2020) – the main document, which contains the key aspects and principles of the International Olympic Committee. The study is also based on the use of modern literary sources.

The following general scientific theoretical methods were used in the research: analysis, synthesis, induction, and deduction. By using the analysis method, the problem of club system implementation of physical education teaching was divided into simpler research elements (highlighting of unresolved problems, review of scientific literature, analysis of the concept of club education, research of peculiarities of implementation of this system in educational institutions of Kazakhstan). Employing the synthesis method these elements are combined and personal judgments on this topic are formed.

In this research, special pedagogical methods of research were also used: comparative, axiological, systemic, structural, and functional. Of particular importance is the use of the comparative method of research based on which the comparative position of physical education in European countries, the USA, and Kazakhstan, the features of implementation of the club system of physical education in these regions are highlighted. Moreover, based on this method a comparative analysis of using the club system in school education in Kazakhstan, USA and Sweden is made. The transition from general scientific facts to the creation of own conclusions and hypotheses is defined. Based on the prognostic method of research the problem of further implementation of the club system as an innovative form of organization of physical education in Kazakhstan is characterized. With the help of the historical method of research, the initial use of sports clubs as forms of physical education in Europe is reflected. However, based on the statistical analysis it was possible to characterize the percentage of the population systematically engaged in physical education and sports by the club system. Based on statistical indicators the problem of using the club method in school education in the USA, Sweden, and Kazakhstan was also characterized.

This research was conducted in several stages. In the first stage the analysis of the literature and sources of the problem of the physical education club system employment

was carried out, and the insufficiently studied issues and the urgency of the subject of research were outlined. In the second stage features of the physical education club method as a form of physical education organization in Europe and the USA were defined, and the European and American experience in the organization of sports clubs was characterized. In the third stage, the position of physical education in Kazakhstan was investigated, and key aspects of the introduction of sports clubs as the main elements of the organization of physical education were determined. At the final stage own hypotheses and conclusions were formed, and further use of the club system in Kazakhstan was predicted. At the same stage, further recommendations for the implementation of this system in the structure of physical education in Kazakhstan were also developed.

Results

The health of pupils and students is one of the most important indicators of the nation's health potential, so preserving and strengthening it is a priority. Sports lays the foundations of a healthy lifestyle and performance in person (Kluszczyński et al., 2022). However, sports can also contribute to the development of the principles of fair competition, competition, achieving goals, and overcoming difficulties. Sports clubs play a prominent role in this system. The club system is the basis for the organization of sports in many European countries, including the USA, Australia, Canada, and other countries that are at the top of the Democracy Index rankings (Mu et al., 2011). The term sports club refers to a self-organized group of enthusiasts in a particular sport interested in practicing and developing sports in general (Parnell et al., 2018). Such clubs are not created by government agencies implementing a plan and appointing coaches or directors. The magnitude and complexity of the individual sport's development, as well as the degree to which the athlete or athlete is protected, demonstrate the tremendous enthusiasm for sports around the world (Shawver, 2021). Modern legislative acts show that despite numerous efforts to create favorable conditions for the sport's elite, no noticeable attention has been focused on sports fans in post-Soviet countries. For this reason, the introduction of a system of club sports seems relevant. The development of sports clubs is associated with student societies. It is known that the first student sports club appeared in Switzerland in 1816 in the city of Bern. Later they began to be created and fully developed in other countries (USA – 1846; Australia, Ireland, Great Britain – 1854; Canada – 1877). Sports clubs in higher education institutions refer to the primary organizations of physical education and sports orientation, the main purpose of which is to create favorable conditions for various forms of recreation, physical culture, and various sports (Meng, 2017; Nurtas et al., 2020).

Sports clubs need coordination of efforts – in particular, standardization of rules or a clear system of organizing competitions among themselves (Sonkeng and Chepyator-

Thomson, 2021). For this reason, the establishment of an association or federation for a particular sport becomes an important step. At the same time, national federations may establish international federations. However, the key elements of the club system are that it is built on the pyramid principle, on which some clubs form their basis. They may have different sizes and specializations, allowing different categories of the population to participate in a particular sport (the concept of "sport for all"). This, in turn, affects the formation of the foundation for elite and professional sports. The key principles of the club system are that they should be self-organized, and participation should be voluntary (Meng, 2017). In addition, clubs form the basis of the entire system. At the same time, the latter is folded from the bottom up. According to the world's practical experience, sports clubs are non-profit organizations, i.e. all surplus income is at the level of the club budget and is spent on its development, not shared among its members (Miloshova, 2019). Sometimes the nonprofit status is unchanged and mandatory, at least until the club becomes professional. Consequently, in many countries, it is a key condition for receiving additional funding from the state (Mu et al., 2011).

Overall, the club system consists of three stages: each stage is equal to one academic year. In the first stage, all club activities are implemented mainly by undergraduates, doctoral students, and departments of physical education without additional costs. It should be noted that, according to Western countries, there is no compulsory physical education lesson at universities. At the same time, 95% of students are involved in various sports. All gyms are open from 6 a.m. to 12 noon. In the second stage, a transition to a joint project (the connection of the secondary general school) is present. In American schools, physical education classes are present until the 4th grade, and then sports are optional. As such, the club system of sports is implemented. Psychologists and educators prove that at school age a person is most involved in sports activities, so participation in sports sections can become an indispensable habit for the child (Ford et al., 2017). In the third stage, there are various improvements to the club system, considering the potential of the country. For example, in Sweden, the system of clubs is the basis of sports. There are about 30 thousand of them in the country. According to statistics, 90% of all children in Sweden are members of sports clubs. The percentage of the population systematically engaged in physical education and sports by the club system in Europe is 70%, and in the USA – 100%, in Kazakhstan, there is a gradual transition: RK plans that by the end of 2022 that 30% of the population will be engaged in sports by this system.

Scientific literature determines the main factors contributing to the health of the population and simultaneous achievement of high sports results: no division into mass and "big" sports in the system of school and university sports; no selection of children for "big sports" under the age of 16 especially in weightlifting, giving a chance and opportunity to everyone, mass selection; state

support of mass sports (Jarosz et al., 2021; Trybulski et al., 2022a). Physical education based on such factors is especially common in Germany, where there is a principle of "Sport for Everyone". Such a system is also actively implemented based on sports clubs (Doskarayev and Kulbayev, 2017). Modern scholars have developed a special pyramid of the club system (Meng, 2017). It is based on the school league, which later transforms into the student league. The latter is transformed into general university sports teams (Karakaya et al., 2021). These, in turn, are modified by the national team (Figure 1).

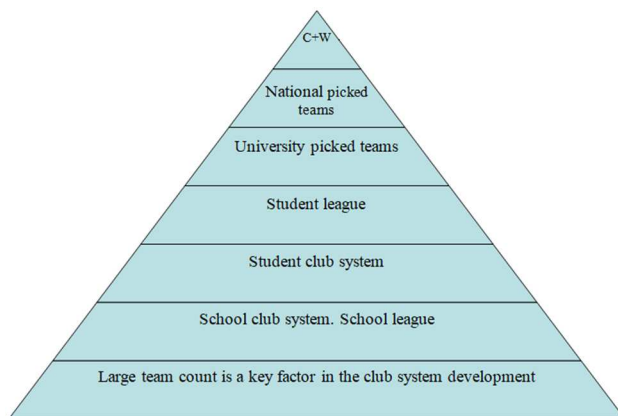


Figure 1. Club system functioning pyramid in the sphere of physical education.
Note: C+W – championship and winners.

Despite this, some aspects of the club sports system also existed in Kazakhstan. It primarily relates to the extracurricular work (physical education teachers had a 0.5 payment rate), the introduction and organization of individual sports sections, which were interconnected with the Children's and Youth Sports School (Doskarayev and Kulbayev, 2017). University sports clubs actively cooperated with the School of Highest Sportsmanship, Specialized Children's and Youth Sports School of the Olympic Reserve, the Center for Olympic Training, and specialized sports classes. A system of club sports that involves both students and pupils is active in Europe and America. Particularly, in the USA more than 95% of students are engaged in sports in such clubs, in Sweden – 90 (Fagaras et al., 2015). However, it was possible to establish in Kazakhstan – 7.2%. Consequently, this direction remains a promising method of physical education organization. It is predicted that by the end of 2023 more than 30% of students will be involved in this system. For this reason, the important task is to create new, modern sports clubs, which will interest different categories of the population.

As a basis of higher education, the club sport system is an important component of students' socialization, influencing the formation of a healthy lifestyle in general. At the same time, club sport is of great importance in the process of training a young specialist, performing certain functions: health-recreational, social, economic, emotional, and spectacular socialization of the individual and its social integration (Bennett et al., 2019). The emotional and spectacular function is revealed in the fact that sport

includes aesthetic properties, which are expressed in the harmony of physical and spiritual features of the person. The function of social integration and socialization of the individual is manifested in the fact that sport is one of the key factors in the formation of experience of social relations. The communicative function of sport contributes to closer international relations, mutual understanding, cultural cooperation of people, and strengthening. Despite this, school and college sports provide general physical education and sports performance on a mass level (Bakhtiyarova et al., 2021). At the same time, school and student physical education contribute to the emergence of a reserve of personnel for high-performance sports (Asatillaevich, 2021). As such, based on analysis of international experience, and also the development of physical education of schoolchildren and student youth in the Republic of Kazakhstan, it is possible to state that the optimal form of involvement of young people in sports is the development of the club system.

Discussion

The results of the study indicate that young people (students and pupils) in Kazakhstan have an average level of physical fitness, as most respondents noted that they participate in individual sports. Compared to other practical studies, this level is a common practice for young people in the countries of Central and Eastern Europe and Asia. E. Miloshova (2019) conducted an empirical study on the level of physical activity of students at the Technical University in Sofia, Bulgaria. Her survey involved 435 students, the author summarized that only 12% have a low level of physical activity, and the majority have an average level. On the other hand, S. Sumardiyanto et al. (2017) also characterized the level of physical education in Indonesian educational institutions. The authors concluded that students have a noticeable average level of physical education. However, this level predominantly concerns male representatives, and girls are not particularly interested in sports in this region. However, research by American scientists supports the view that in the USA students and pupils are actively involved in sports based on the club system. S.-P. Fagaras et al. (2015) conducted a study on the level of physical activity among American students. The authors used an international physical activity questionnaire that examined such questions as vigorous activity; moderate activity; walking; inactive lifestyle. There were 334 participants in the study. As a result of the action research S.-P. Fagaras et al. (2015) concluded that the findings indicated an average to a high level of physical activity among US students. However, male students were more active compared to female students (Lacio et al., 2021). At the same time, the work of the American researcher F. Meng (2017) notes the key role of club sports in the US physical education system.

Research results indicate that students of Kazakhstan have a positive opinion of the implementation of the

physical education club system. Meanwhile, Chinese researchers D. Mu et al. (2011) also noted the readiness of the youth for participation in the sports club system. Meanwhile, the analysis of the main organizational structure aspects has given the basis for the primary opportunity formation of the sports club in the following directions:

- public associations that operate separately from educational institutions, but actively involve students and pupils in their work, reinforcing a certain social status;
- public associations of students and pupils engaged in the organization and conduct of internal (school or student) sports and mass activities in the presence of close cooperation from teachers or teachers;
- association of teaching staff and the initiative group of students who organize a variety of sports training and sports and recreational activities;
- structural units with a staff of coaches who organize only educational and training activities, sports work is carried out by qualified athletes;
- some structural units with a special staff of employees, simultaneously engaged in educational, training, sports, and recreational work (Meng, 2017).

A combination of these possible directions for sports club development may be effective in the physical education system of Kazakhstan. Moreover, it is necessary to account for legal and economic support requirements during the activity organization. The key learning and training process can be organized without the prior involvement of specialists and as a result of the self-organization of students and pupils. This variant of implementation has perspectives for the students' and pupils' mass involvement in physical education and sports activities. At the same time, it allows responding quickly to certain transformations in students' motivation for sports activities and their preferences for priority types of motor activity (Mishyna and Surilova, 2020). However, the goal of representing the state in international competitions will not be realized. For this reason, it seems more promising to organize the work of clubs as public unions of faculty and initiative students (students), which will be engaged in the provision of various kinds of services for education, training, sports, and recreational work (Zhao, 2017; Cibák et al., 2021). Consequently, as a result of the implementation of such an approach and the correct distribution of opportunities and obligations is likely to achieve quality and the highest level of physical education and sports services in Kazakhstan.

Due to this, the reasoning of D. Parnell et al. (2018) is that a form of physical education, when a pupil or student is engaged in a favorite sport, forms the desire for self-improvement. Moreover, sports clubs promote high moral behavior, cooperation, desire to expand their knowledge about the Olympic movement, etc. However, for this system to work and develop the following is necessary:

- development of youth sports through the system of school and student sports using the mechanisms of the club system;
- initial involvement in sports in the lower grades of

secondary school;

- providing opportunities for children to play sports regardless of their social status;
- children involved in sports at a conscious and mature age should choose between a career as a professional athlete or pursuing a different profession;
- the selection of athletes for professional clubs begins no sooner than at the age of 16, based on demonstrated results;
- competitions among school and student leagues, including the territorial affiliation of educational organizations to a particular city;
- the inseparable connection with the acquisition of quality education at all levels of the club system;
- state support for mass sports and the club system;
- professional clubs and federations should promote the development of the club system. As it is in the club system that the most successful athletes can be chosen;
- intensification and improvement of the effectiveness of information and outreach work on the socio-cultural potential of sports, its importance for healthy lifestyles, intellectual and creative development, etc.

The conclusions of G. Bennett et al. (2019) describing the conflict between schools and club sports in the USA are beneficial to the research. The researchers noted the excessive commercialization and professionalization of the club structure, which created certain problems for the development of the sport. The inclusion of considerable funds is acceptable in professional sports, yet not always the clubs reimburse the schools for the expenses incurred during the upbringing of an athlete. In Europe, this situation has certain mechanisms of solution only in soccer, where the UEFA (Union of European Football Associations) forces the professional clubs to reimburse the sports schools for the money spent on the training of a particular player. Extending such a system to other particularly commercialized sports in the future would allow for a dialogue between schools, athletes and their agents, and professional clubs (Parnell et al., 2018). Admittedly, such a problem and finding a solution for the conditions of Kazakhstan still looks more like a prospect than a real requirement. The club system of the country also has a financial "bias" towards soccer clubs, but there is no such prevalence in other branches of sports. To increase youth interest in physical education, the club system has more pros than cons. Healthy competition between the individual elements of the club structure will provide an additional competitive incentive, which will bring useful bonuses to the overall system of preparation for the young generation of athletes and mass sports in the country. This is especially noticeable when one takes sociological data that speaks to the interest of young people in participating in sports organizations (Pomohaci and Sopa, 2021). Probably, such organizations would be a healthy and successful alternative to traditional physical education activities, which seem to have exhausted their potential in terms of future relevance

and perspective.

Conclusions

As such, the system of physical education training in Kazakhstan needs substantial improvement, including modern methodological, personnel, and medical aspects of world sport development. It is established that the relevant obstacle to further development has been the narrow profile of physical education classes. During sporting events, there is a pattern of "rigidity", as a result of which the interest and motivation of young people to do sports is significantly reduced. At the same time, such practices are enshrined in curricula and other legal documents, changing which is a complex and lengthy process. The practical experience of the USA and European countries demonstrates that the purpose of improving the system of physical education is to attract a larger number of young people to participate in sports competitions, including the use of club structures. However, even today in Kazakhstan, quite a few clubs that functioned during the Soviet era have lost their relevance. Outdated methods that are used when working with young people do not bring the desired results because of the profile, which goes against the modern trends of sports and humanistic education, democracy, open work, and general accessibility.

The importance of schoolchildren and students for further transformation in the popularization of sports is also demonstrated. These categories of young people are the most active consumers of sports services and mass participants in competitions. Their preferences should be considered when supporting the priority types of sports and organizational work. For this reason, it seems more promising to organize the work of clubs as public unions of faculty and initiative students (students), which will be engaged in providing various kinds of services for education, training, sports, and recreational work. As a result of such an approach and the correct distribution of opportunities and obligations is likely to achieve high quality and the highest level of physical culture and sports services in Kazakhstan. The obtained results allow us to expect an improvement in the situation with mass sports in the country, at the same time the difficulties that will stand in the way of such a process will be the subject of a separate study.

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