

Physical Culture and Sports as the Basis of Students' Healthy Activities

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Abstract: The article reveals the multifaceted role of the departments of physical culture and the university discipline "Physical Culture" in maintaining, strengthening, and developing the psychophysical health of students. Various forms of psychological and pedagogical activity with students, both during physical education and in extracurricular time, are revealed. The authors argue that only a comprehensive, practice-oriented, and ideological approach to physical culture and sports, aimed at improving the student's personality provides healthy youth activities, contributes to the formation of a healthy lifestyle for young people during their studies at the university. Based on the experiences gained by the Department of Physical Culture and Healthy Lifestyle at the Altai State Medical University, the specifics of introducing physical education, sports, and a healthy lifestyle to future doctors are disclosed. In general, a positive and informed attitude of medical students to a healthy lifestyle has been identified, which is associated with their future specialty. It is noted that for medical workers of various specialties, a multilevel and qualitatively different preparation of their psychomotor activity is required.

1. Introduction

The discipline "Physical Culture" is included in the curriculum at all universities in Russia, both in secular different professional fields (humanitarian, natural-scientific, medical, technical, agricultural), and in religious ones. In the field of its multifaceted impact, physical culture allows one to approach the achievement of a comprehensively developed personality in a combination of all aspects of its developing culture (bodily, social, spiritual). It also contributes to the achievement of a certain level of harmony of spirit, soul, and body (P. G. Vorontsov, O. S. Wegner, N. V. Repina, N. A. Khimicheva) [1; 3].

The purpose of this article is to show the importance of physical culture and sports in the life of students and in strengthening their health. According to the goal, the following tasks are highlighted: 1) To show the role of teachers of the Department of Physical Culture in strengthening the psychophysical health of students; 2) to identify the specifics of physical culture and sports work with students, introducing them to a healthy lifestyle at a medical university, using the work experience gained by the department of physical education and a healthy lifestyle at the Altai State Medical University (Barnaul, Russia).

2. Materials and Methods

The research material was rich pedagogical experience accumulated by the Departments of Physical Culture in Russian universities on physical culture and sports training and strengthening the health of students [7; 8; 13; 14]. Using psychological and pedagogical methods, an analysis of educational, educational, cultural, and mass work with students at the Departments of Physical Education in Russian universities was carried out. Unique ways of teaching and research work of teachers of the department of physical education with students of different levels of physical fitness and with a different attitude to physical activity and improving their lifestyle, conditionally, relaxed and purposeful type are defined. A generalization of the work

experience of the ASMU Department of Physical Culture and Healthy Lifestyle, taking into account the peculiarities of psychophysical preparation for improving the lifestyle of future doctors, is presented.

3. Results and its Discussion

The discipline “Physical Culture” is included in the curriculum at all universities in Russia, both in secular different professional fields (humanitarian, natural-scientific, medical, technical, agricultural), and in religious. Physical culture in the area of its influence allows one to approach the achievement of a comprehensively developed personality in a combination of all aspects of its developing culture (bodily, social, spiritual); causes development associated with the achievement of a certain level of harmony of spirit, soul and body in it [1; 3].

In Russian universities, physical education is taught based on the requirements of State educational standards and Federal educational standards of higher education. Also, in the process of training and physical education, the wishes of students of various specialties for the restoration, strengthening, and development of their health are taken into account. The content of the program in the disciplines “Physical Culture,” “Physical Culture and Sports,” “Applied Physical Culture,” or “Elective Courses in Physical Education” (with variations in different universities of the country) is interdisciplinary in nature. In addition to specialized knowledge in physical culture and sports, the program is also drawn up with the support of the necessary complex of modern humanitarian and natural science achievements (V. I. Dubrovsky, Yu. I. Evseev, Yu. A. Rakhmanin, A. N. Razumov) [5; 7]. Today, physical culture teachers must have the same versatile training fundamentals. They should have information on human health, especially youth, from the relevant fields of philosophy, bioethics, valeology, cultural studies, religious studies, pedagogy, psychology, anatomy, physiology, hygiene, biochemistry, biomechanics, dietetics, adaptive physical education, sports medicine, medical physical education, traumatology, ecology, and other scientific and pedagogical knowledge [13; 14].

The university educational discipline “Physical Culture” is multifunctional. In higher education institutions of Russia, this discipline is aimed at the main thing, namely at strengthening and developing youth health (A. A. Geraskin, P. Ya. Dugnist, V. A. Milkhin, S. M. Golovin, E. V. Romanova, and others) [6; 8; 14]. It performs a whole range of interrelated and complementary tasks. These important tasks include the following:

- 1) Strengthening the physical health of students, increasing and maintaining at an optimal level physical and mental performance, psychomotor skills of students;
- 2) Development and improvement of basic physical, applied mental, and special psycho-locomotor skills necessary in future professional activities in one or another specialty (technical, medical, agricultural, information-computer, humanitarian and cultural, etc.), with a gradual increase in skills and abilities throughout all years of study at the university;
- 3) Development of personal value attitudes of students on the quality use of means and methods of physical education as an integral component of their healthy lifestyle;
- 4) Development of the process of strengthening the health of youth as a special factor in the general cultural development of young people, and in medicine – for mastering the medical profession;
- 5) Formation of the psychophysical status of the personality of a future specialist, taking into account the content and specificity of his/her motor activity. For sedentary professions, this is the psychophysical status of a person with additional physical loads, and for professions with high locomotor loads, with the assimilation of the specifics of professional movements;
- 6) In the process of training, the assimilation and accumulation of practical skills of traditional means of healing in the structure of physical education to strengthen and restore health;
- 7) Mastering motor skills in such a way that they are combined with professionally applied physical training of a future specialist in a particular profession, taking into account the increased loads on individual organs (for example, vision), on separate interconnected muscle groups (for example, when controlling equipment, performing on stage, performing laboratory work, performing surgical operations, etc.) and mastering relaxation methods during overloads;

- 8) Development of skills and abilities to assess one's own physical and psychophysical state and the necessary healing adjustment of one's body conditions. In connection with the latter, mastery of the methods for determining the physical, functional, psychoemotional and energy state of the body, as well as methods of correction of their functions, states, and means of physical culture;
- 9) Expanding the arsenal of applied motor coordination. Increasing the range of functional psychomotor capabilities of the human body to prevent exposure to hazardous harmful production factors in future professional activities. Understanding the role of physical education, physical education and physical self-training in ensuring their life safety;
- 10) Training in methods of self-control and mutual control of indicators of one's own body in the group and individual classes by means of physical culture. Mastering the knowledge of keeping a diary of self-control, compiling and conducting complexes of morning gymnastics and work gymnastics;
- 11) Development of skills in the system of physical education, skills, and abilities to comply with personal and public hygiene requirements. Consolidation of the motivational-value attitude to the daily performance of the motor regime (taking into account standard physical loads by profession, in everyday life, and their adjustment by physical culture methods).
- 12) Mastering the skills of therapeutic physical culture, knowledge, and ways to prevent possible injuries and occupational diseases (in certain professions). Introduction to mass sports at different times of the year. The choice of a particular sport in the amateur or professional aspects of training takes into account their qualities (genetic predisposition to certain types of physical activity, temperament, upbringing, life interests, etc.).
- 13) Development of a conscious interest in physical education and sports. The formation (by means of physical culture) of a meaningful rejection of bad habits and familiarization with specific forms of a healthy lifestyle (healthy daily regimen, walking and traveling, methods of hardening the body, etc.) [4; 5; 6].

Despite the fact that the discipline "Physical Culture" is universal, it is taught in all universities of the country, with the training of specialists in various specialties, as can be seen from the complex of the main tasks of this discipline, this subject has a pronounced specificity in universities of different profiles. In this regard, physical education teachers carry out the process of continuing (after school and college) the physical education of students, while always taking into account the specifics of a particular university or profession at a particular faculty. Accordingly, the content of physical education curricula necessarily includes: firstly, the general part of standard education; secondly, a special one, where special skills of motor activity are developed in connection with the profession of a future specialist. In the second aspect, the creative pedagogical, scientific, methodological, and research work of the teachers of the department is necessary, taking into account their teaching of this discipline at different departments, etc.

In addition, at present, the pedagogical skills of teachers of physical education and sports are acquiring specifics taking into account the health of students. As numerous studies show, from the end of the last century to the present, the general state of students' physical health, in the general mass, does not strengthen but weakens [2; 4; 9]. It is no coincidence that among other departments of the university, only at the departments of physical education, there is a special division of students according to their physical health status into the following groups: special medical groups, preparatory groups, main groups, as well as sports groups for individual sports that can work as sports sections with specialized high physical (sports) training. In this case, the teacher of physical education should know well the general parameters of the health status of students with different levels of their physical development. In different study groups, the teacher should use different sets of exercises (of varying complexity), and the applied general complexes should be used variably: by the time of application and by the intensity of loads. Also, teachers must have the skills of coaching in various sports to work with well-trained students and athletes. Personal sports achievements and sports categories of teachers in the department of physical education are important.

Also, traditionally, teachers of the departments of physical culture take an active part in the general cultural work of the university, to a large extent providing its sports part. They organize intra-university and inter-university sports holidays, sports games, other spectacular and useful events. They prepare individual athletes, student teams in various sports and national teams of universities to participate in various sports

competitions at various levels. The most massive competitions take place inside the university, for example, inter-faculty. The selection of the best students and teams to participate in interuniversity, city, regional competitions are underway. Also, student teams for participating in competitions in the Federal Districts of Russia; Russian competitions in various sports among single-profile universities and all-Russian; in individual cases, up to international competitions in the individual or team championships are prepared. In these types of activities, the multifaceted educational (in physical education), mass sports and special coaching work of teachers of the department of physical education are manifested.

Another important aspect of the development of physical culture in a university is related to the work on organizing a healthy lifestyle by means of physical education and sports with the involvement of the entire staff of the university. This includes the formation of national teams of the faculty of the university in certain sports, with participation in competitions at various levels, where the teachers of the department themselves are actively involved in various sports. The formation of mixed amateur teams of teachers and students was not only professional. Also, sports and recreation traditions of the university are passed on from generation to generation, which is a significant educational value. A large role in this work is played by university gymnasiums, sports bases, and sports camps as the most important basis for all the work noted.

In the first part of our article, we discussed the general tasks of physical culture in universities of various profiles and the diverse work of physical education teachers in the education of physically strong students, aimed at a healthy lifestyle for a long time, ideally, for life. We noted the undoubted beneficial effect of physical culture on the healthy life of a person.

And now, we turn to the accumulated work experience and to some common achievements of teachers of the Department of Physical Culture and Healthy Lifestyles in strengthening the health of medical students at Altai State Medical University, which has its undoubted specificity of activity. First of all, it consists in the fact that future doctors themselves should be an example of health and a healthy lifestyle for patients. To do this, they are obliged, already from the height of their professional positions, to monitor their own psychophysical health, to be able to strengthen and develop it by means of physical culture, sports, familiarization with a healthy lifestyle. E. V. Ushakova notes, "At its core, medical knowledge is one of the oldest in life. It has incorporated and put on a scientific and rational basis the deep experience of mankind related to maintaining life, preserving life in situations of illness, trauma, natural disasters, other misfortunes, ensuring the healthy existence of individuals, families, entire communities" [10].

In connection with the foregoing, it is a medical university that can and should, by definition, be the vanguard in strengthening and expanding general health and fitness-sports practices, develop a high culture of familiarization with a healthy lifestyle, and actively resist the unhealthy and manipulative lifestyle of some young people (P. G. Vorontsov, E. V. Ushakova) [4]. Such a statement of the question is entirely consistent with the tasks of medicine and health care in strengthening the health of the Russian people. These tasks are clearly defined in the Federal Law of the Russian Federation "On the Basics of Protecting the Health of Citizens in the Russian Federation" (Federal Law No. 323 of November 21, 2011) [12]. The relevant state documents noted that the protection of the health of citizens in Russia is a combination of political, economic, legal, social, cultural, scientific, medical, sanitary-hygienic and anti-epidemic measures aimed at preserving and strengthening the physical and mental health of every person, maintaining his long active life, providing him with medical care in case of loss of health.

Article 5 "Respect for the rights of citizens in the field of health care and the provision of state guarantees related to these rights" in paragraph 2 fixes the following provision, "The state provides citizens with health care." And also, "The state guarantees citizens protection against any form of discrimination caused by the presence of any disease in them" (Article 5, paragraph 3). Article 12 of this Federal Law establishes the priority of preventive measures in strengthening human health. In particular, "The priority of prevention in the field of health protection is provided by ... developing and implementing programs to promote a healthy lifestyle, including programs to reduce alcohol and tobacco consumption, preventing and combating non-medical consumption of narcotic drugs and psychotropic substances". Article 18 (paragraph 2) states, "The right to protection of health is ensured by environmental protection, the creation of safe working conditions, favorable working conditions, life, recreation, education and training of citizens ...". And article 27 also defines the responsibilities of citizens in the field of health. In particular, subparagraphs 1 and 2 prescribe the following: "1. Citizens must take care of their health. 2. In cases stipulated by the legislation of the Russian

Federation, citizens are required to undergo a medical examination and treatment, as well as to prevent these diseases" [12, Articles 5, 12, 18, 27].

Not only medical workers but also all teachers of a medical university are obliged to rely on these provisions of the Federal Law in their activities. Primarily, this also applies to physical education teachers, whose activities are related to maintaining and strengthening students' physical and psychophysical health, forming their needs, as well as skills and abilities to lead a healthy lifestyle. In a medical university, this work is carried out by the entire teaching staff, including with the close interaction of the department of physical education and a healthy lifestyle with general educational and special departments of the university.

At the same time, health-saving technologies are used for students with impaired health in special medical groups (A. N. Vedukhina, N. M. Lobygina, S. V. Sharapova) [2]. In groups of healthy students, health-improving technologies are applied with a consistent increase in physical and psychophysical loads in different student groups - from preparatory to primary and sports (Yu. I. Evseev, K. N. Polotnyanko, K. E. Polotnyanko, M. S. Terentyev, etc.) [7; 9; 14]. For this, teachers and medical students, on the one hand, require a set of fundamental theoretical knowledge in lecture preparation and theoretical self-training (P. G. Vorontsov, N. V. Nalivaiko, and E. V. Ushakova) [11]. But most importantly, teachers and medical students need a systematic, focused, developing motor activity of students in practical classes in physical culture and physical culture and sports. To consolidate the acquired skills, extracurricular physical culture and health practice are necessary.

5. Conclusion

Thus, physical education work, sports, and fitness practices, the formation of a worldview and attitudes towards a healthy lifestyle of young people are necessary for any university. At the medical university, they acquire a special significance in connection with the professional activities of future doctors and medical workers. Undoubtedly, professionally-oriented physical education and sports training of medical university students differ, for example, for the epidemiologist, district and rural doctor, pharmacist, ambulance doctor, specialists in emergency medicine and disaster medicine, etc. [9]. This requires a special additional educational-methodical, research, and innovative-pedagogical activity of physical culture teachers. Accordingly, special requirements are imposed on the training and retraining of physical education teachers in general and special issues of their profession (for example, in the areas of adaptive physical culture, physiology of sports, sports training in a selected sport, fitness technologies, etc.). This improves the quality of the teacher's activities and, as a result, contributes to more profound training of students in physical education, arouses their interest in self-healing, in increasing the psychophysical reserves of their own body, in choosing the life path associated with a healthy lifestyle.

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