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PEDAGOGICAL FOUNDATIONS FOR ORGANIZING EDUCATIONAL ACTIVITIES IN SPORTS CLUBS IN HIGHER EDUCATION

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Abstract. This article examines the pedagogical foundations for organizing educational activities in sports clubs in higher education. It analyzes modern approaches to using sports associations as an effective means of developing students' personal, moral, and social qualities. The article presents the results of a pedagogical study aimed at assessing the impact of specially organized educational work in sports clubs on the development of discipline, responsibility, communication skills, and civic engagement in students. It has been established that integrating educational objectives into the sports training process contributes to the effectiveness of the university's educational environment.

Keywords: higher education, sports clubs, educational activities, physical education, students, pedagogical conditions, socialization, personal development.

Introduction. The modern higher education system is increasingly viewed not only as a space for professional training but also as a crucial social and pedagogical environment for the development of student personalities. As educational goals evolve, developing students' social responsibility, communication skills, discipline, leadership skills, civic engagement, and a sustainable motivation for a healthy lifestyle is of particular importance [3]. In this context, physical education and sports and fitness activities serve not only as means of promoting health but also as effective mechanisms for educational impact [1, 5].

Analysis of scientific literature shows that sports activities have significant potential for personal development. Researchers note that student participation in sports associations fosters skills such as collaboration, self-control, responsibility, determination, and social adaptation. Sports create a pedagogically significant situation in which students are faced with the need to follow rules, make decisions, interact with partners, overcome difficulties, and be responsible for individual and collective results [2, 4]. For this reason, sports clubs can be considered a special form of educational work at a university.

Research on physical education and student sports emphasizes that sports activity has a positive impact not only on students' physical fitness but also on their psycho-emotional stability, social inclusion, and academic motivation. Participation in sports clubs expands opportunities for informal communication, promotes student self-governance, strengthens a sense of belonging to the university community, and fosters constructive interaction. Moreover, the educational impact of sports activities is most fully realized when classes are not only focused on training but also on pedagogical organization [6, 7, 9].

Modern pedagogical science places particular emphasis on the development of students' personal and social qualities through physical education. A number of authors view sports as a space for developing leadership potential, since teamwork allows students to assume various social roles: organizer, captain, assistant coach, mentor, and participant in collective decision-making. Such conditions foster initiative, responsibility, decision-making, and self-regulation. However, researchers

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emphasize that these qualities do not develop automatically; they require targeted pedagogical support [8].

A significant area of analysis is also the development of students' values for a healthy lifestyle. In the context of increasing academic workloads, declining physical activity, and widespread physical inactivity, sports clubs serve a compensatory and preventative function. However, their importance extends beyond their health benefits. Regular participation in sports activities instills strong behavioral attitudes in students: adherence to a routine, a desire for self-improvement, respect for teammates and opponents, and the adoption of standards of fair play and a culture of sportsmanship.

Despite the widespread coverage of student physical education, the specific educational activities of sports clubs in higher education remain understudied. Most studies view sports clubs primarily as a means of enhancing physical activity, physical fitness, or athletic skill. The pedagogical conditions under which a sports club becomes a fully-fledged tool for developing a student's personality are analyzed much less frequently. The integration of educational objectives into the training process, the role of the club leader as a mentor teacher, mechanisms for fostering social responsibility, and criteria for assessing the educational effectiveness of sports associations have also been insufficiently studied.

Therefore, a contradiction arises between the high educational potential of sports clubs at universities and the insufficient development of the pedagogical foundations for their organization in terms of educational development. This contradiction determines the relevance of this study.

Materials and Methods. The study was conducted during the 2024-2025 academic year at a higher education institution in the Republic of Uzbekistan. A total of 120 students aged 18 to 22 who regularly attended various sports clubs took part in the study. All participants voluntarily consented to participate and were informed of its goals and objectives.

To test the effectiveness of the developed educational system, two comparable groups were formed: a control group ($n = 60$) and an experimental group ($n = 60$). Participants were assigned based on age, gender, level of physical fitness, and length of time participating in sports clubs. No statistically significant differences were found between the groups at the initial stage of the study ($p > 0.05$).

In the control group, classes were conducted according to the traditional sports club program, which focused primarily on physical fitness, improving motor skills, and participating in sports competitions. In addition to physical education and sports activities, the experimental group also implemented educational components aimed at developing socially significant personality traits in students.

The experimental program included educational talks, thematic discussions on healthy lifestyles and sports ethics, team projects, participation in volunteer and community sports events, and the creation of conditions for the development of student self-government and leadership initiatives. Particular attention was paid to developing responsibility, discipline, communication skills, collaboration skills, and social engagement in students.

To achieve this goal, a combination of complementary research methods was used. The theoretical component included an analysis of scientific, pedagogical, psychological, and methodological literature on the development of students through physical education and sports. The empirical component consisted of pedagogical observation, questionnaires, expert evaluation, a pedagogical experiment, and mathematical and statistical data processing methods.

Pedagogical observation was used to study student behavior patterns during training and competition. The survey allowed us to determine students' attitudes toward sports, their level of social

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activity, and their motivation to participate in educational activities. Expert evaluations were conducted by physical education teachers and sports club leaders with at least five years of teaching experience.

The effectiveness of educational activities was assessed using the following criteria: discipline, responsibility, communication skills, leadership skills, and motivation for a healthy lifestyle. Each indicator was assessed during the ascertaining and control stages of the experiment using specially developed diagnostic cards and expert assessment scales.

The obtained data were processed using mathematical statistics. Mean values (M) and standard deviations (SD) were calculated, and a Student's t-test was used to determine the significance of differences between the control and experimental groups. Differences were considered statistically significant at a significance level of $p < 0.05$. The results of the study made it possible to evaluate the influence of specially organized educational activities of sports clubs on the formation of personal and social qualities of students in the higher education system.

Results. During the ascertainment phase of the study, no significant differences were found between the control and experimental groups in the studied indicators ($p > 0.05$), indicating comparability of the groups and creating the necessary conditions for conducting the pedagogical experiment.

After completing the formative phase of the study, positive changes were recorded across all the studied criteria in both groups. However, the most pronounced changes were observed among students in the experimental group, where educational tasks were purposefully integrated into the activities of sports clubs.

Analysis of the discipline indicator revealed that in the experimental group, its average value increased by 18.4%, while in the control group, the increase was only 6.3%. During pedagogical observation, it was found that students in the experimental group became more responsible in attending classes, promptly fulfilling instructions from club leaders, and demonstrating a higher level of organization during training and competition activities.

The most significant changes were recorded in the responsibility indicator. After the experiment, the level of responsibility among students in the experimental group increased by 21.7%, while in the control group this figure increased by only 7.1%. The results demonstrate that involving students in group projects, organizing sports events, and community service activities fosters a strong sense of personal and social responsibility.

Positive dynamics were also observed in the development of students' communicative culture. In the experimental group, this indicator increased by 19.5%, while in the control group it did not exceed 8.2%. Observations revealed improved interpersonal interactions among sports club participants, increased levels of mutual assistance, respect for teammates, and a willingness to constructively resolve conflict situations.

Of particular interest are the results of the study on motivation for a healthy lifestyle. In the experimental group, the proportion of students with a high level of motivation increased from 48.3% to 78.3%, while in the control group, this figure rose from 50.0% to 61.7%. This suggests that the educational component of sports activities has a significant impact on the development of stable value systems related to maintaining and improving health.

The survey results confirmed the effectiveness of the implemented educational program. Thus, 82% of students in the experimental group noted an increased interest in the social and sports life of the university, 79% indicated improved teamwork skills, and 76% reported an increased sense of responsibility for the results of joint activities. In the control group, the corresponding figures were 57%, 52%, and 49%, respectively.

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An expert assessment conducted by physical education teachers and sports club leaders also demonstrated positive dynamics in the personal development of students in the experimental group. According to the experts, the most noticeable changes occurred in the areas of self-discipline, social activity, leadership behavior, and collaboration. Thus, the study results support the hypothesis that the targeted integration of educational tasks into the activities of sports clubs contributes to the more effective development of discipline, responsibility, communication skills, leadership skills, and motivation for a healthy lifestyle in students. The data obtained allow us to consider sports clubs not only as a means of physical development for students, but also as an important pedagogical tool for cultivating personality.

Conclusion. The study revealed that sports clubs are an effective means of developing students in higher education.

The main pedagogical principles for organizing the educational activities of sports clubs are:

- Purposeful integration of educational objectives into the sports training process.
- A student-centered approach to organizing classes.
- Creating conditions for developing student self-governance and leadership.
- Fostering a positive social environment and a healthy lifestyle culture.
- Using collective forms of sports and social activities.
- The implementation of these pedagogical principles contributes to the development of students' personal qualities and increases the effectiveness of educational work in higher education institutions.

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