



Social Problems in Non-Formal Physical Education

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Abstract

Physical education is an important activity of youth employment, bringing together many children and young people, most often associated with the well-being of young people, where various social problems of society are also highlighted, which are also found in the life of society [3]. Such problems can be understood as social states that a certain part of society considers harmful to its members and that need to be corrected [1]. And they come to the fore when a social entity (a group of social change, the media or influential politicians, etc.) begins to pay attention to the state or behavior prevailing in society, which is considered undesirable and must be corrected [2]. The research problem is raised by the question of what types of expression of social problems are distinguished in non-formal physical / sports education? The purpose of the study is to identify the trends of analysis of social problems in non-formal physical / sports education observed in scientific studies, to distinguish the types of social problems. Research method - systematic analysis and synthesis of scientific literature. For systematic analysis, the authors used databases and collected literary sources on the chosen topic. The search was carried out in the EBSCO and Google Scholar databases. Keywords related to the topics of social problems in physical education were used to conduct the search. Scientific sources met the selection criteria if the sources were published in Lithuanian and English and not older than 10 years, the content of the sources corresponded to the keywords of the topic under consideration. When the content of the summary corresponded to the topic, full-text publications were analyzed. Results and conclusions: in the scientific literature in various contexts, the most often distinguished types of expression of social problems are no exception and in non-formal physical education. These problems can be identified as Bullying, Harassment and coercion, Violence, Antisocial behavior, Victimization, Gender inequality, Prejudice against, LGBT-related social problems. Originality/value. A systematic review of the literature synthesizes empirical research on the types of social problems that manifest themselves in non-formal physical education and complements scientific information, useful for participants in non-formal physical education when making decisions to eliminate social problems and creating a safe environment for physical and non-formal physical education.

Keywords: physical education, non-formal physical education, sports activities, social problems

1. Introduction

Physical education is an important context for the development of children and adolescents and a tool that allows to stimulate the emotional, mental, physical and social development of schoolchildren, developing positive personal qualities and a positive attitude towards physical activity. And although as the most common form of physical education, a physical education lesson is indicated, realized through formal education, a significant role in the physical education of schoolchildren is played by non-formal education, during which programs of education through sports that complement formal education are realized. These are purposeful activities that help the child to acquire competencies, become a conscious personality, able to responsibly and creatively solve their problems, meet children's needs for self-expression and cognition, and actively act in society and adapt to the changing environment [48]. Non-formal physical education is becoming increasingly important in order to strengthen children's health, improve employment and teach activities in a specialized way that could serve as a counterbalance to passive leisure [50]. Non-formal physical, in addition to the form of education, which is associated with the voluntary participation of schoolchildren in various sports, can and should help to solve various social problems [49].

In the context of non-formal physical education, it is necessary to use the possibilities for solving social problems, but in contrast to formal education, less is known about the emerging social problems in non-formal physical education due to the lack of attention of scientists to research on this topic. The studies pay attention to the analysis of interpersonal relationships in the context of informal physical education in connection with the psychological characteristics of mentees [51]. Identify the positive physical and psychological benefits of informal physical education, manifested in personal development, the development of physical and social skills, the reduction of stress and anxiety, and the

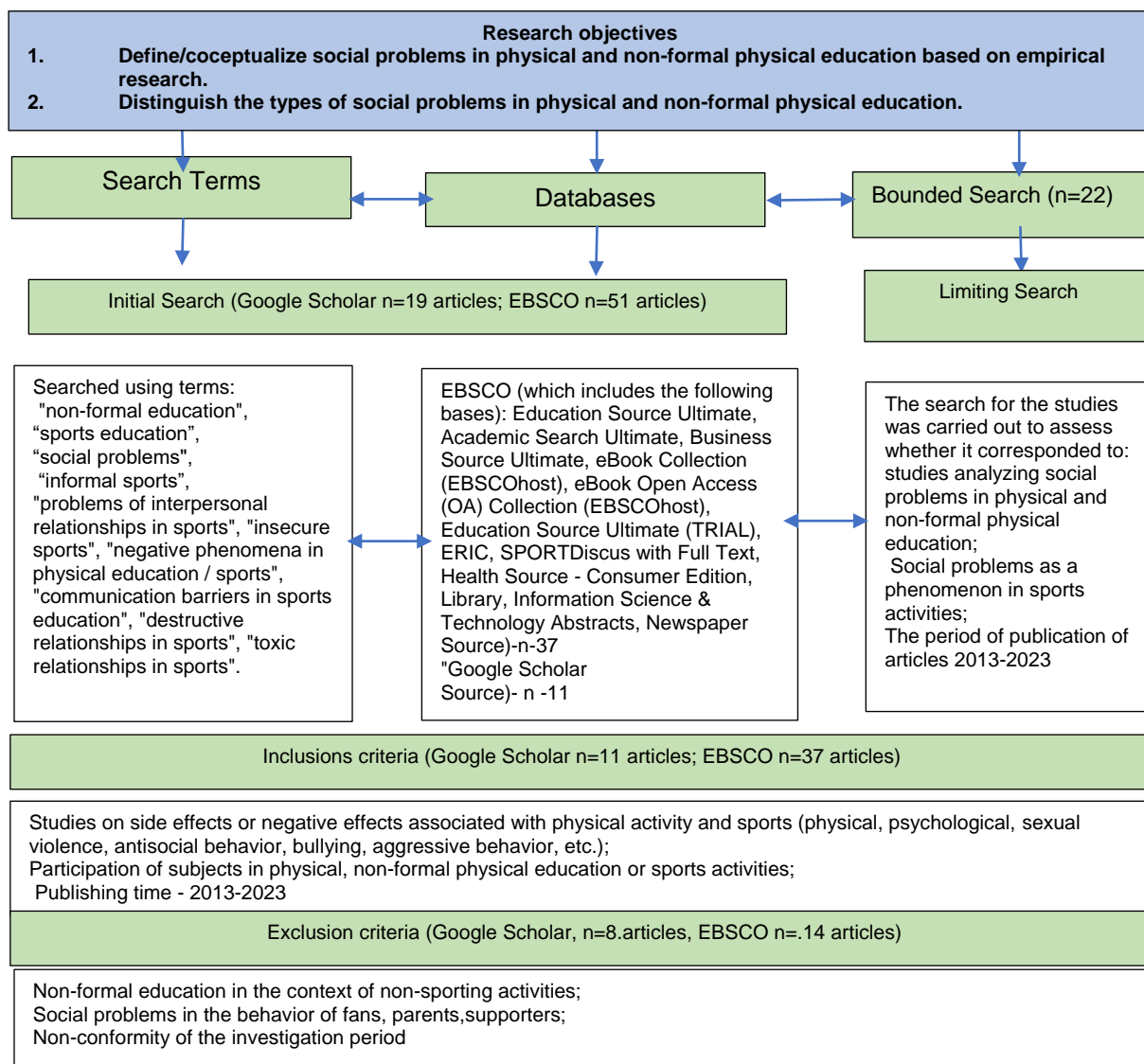


increase in self-confidence [51]. Studies show that physical education can become an effective starting point for reducing social exclusion and helping to develop personal skills through non-formal physical education programmes. Non-formal physical education is studied in various contexts in connection with such societal problems as the consequences of demonstrating criminal behavior, violence, psychological health, the prevalence of harmful habits and addictions, etc., but research does not sufficiently reveal the expression of various types of social problems. Systematic analysis of studies conducted in the last decade can contribute to the identification of the types of expression of social problems and the understanding of the impact of these social problems on society and the solution of social problems at both the personality and community levels.

The aim of the study is to distinguish the types of social problems after identifying the trends of analysis of social problems in physical /sports education discussed in scientific studies. To achieve the goal of the study, the concept of social problems in non-formal physical / sports education is defined , based on the empirical studies carried out, the types of social problems in non-formal physical / sports education and research problems are distinguished.

2. Research Metods

The aim of systemic theoretical analysis is for researchers to report on a systematic search process, selection, inclusion and exclusion criteria for review [52] and presentation of results [38]. Figure 1 shows the stages of conducting a systematic analysis and their content.



Source [2] ,[21]

Using the SLA methodology, researchers can avoid bias by providing a systematic sequence of decision-making, including research in the review. The four main steps highlight the SLA

methodology and are described in the following sections: identify clear research questions, illustrate a clear search protocol, present critical arguments to include research for review, and summarize conclusions in order to achieve new knowledge in the analyzed scientific field [2].

After the initial search, the selected articles were grouped by keywords, topics were formulated that characterize social problems in physical education. At the next stage, each article was analyzed individually, highlighting the problem defined in the abstracts. Subsequently, full-text articles, their results, discussions and conclusions in determining the problematics of the study were analyzed. The distinguished social problems are summarized by distinguishing the peculiarities of the problems of social problems in physical education and non-formal physical education and the topics of the research carried out. Analysis of literary sources created the prerequisites for dividing social problems in physical and non-formal physical education by types.

3. Research Results

The growing interest of scientists and physical education policymakers in negative phenomena in non-formal physical education expands the perception of negative aspects of interpersonal relationships and reveals the essence of the phenomenon. Various types of negative interpersonal relationships in the physical education of young people are interrelated, therefore, it is necessary to analyze not only the deeply rooted flawed culture of education, which creates the possibility of the emergence of these phenomena, however, and to highlight the negative phenomena themselves.

In the course of systematic analysis, the following types of expression of social problems in non-formal physical education came to the fore:

Harassment and coercion. Harassment and coercion are insults, intimidation and the creation of an environment unfavorable for persons belonging to a minority. Harassment and abuse at various levels of society cause social and /or economic problems. Harassment and abuse (physical, psychological, sexual) cause harm to a person's well-being, violate his rights, cause depression, reduce a person's self-esteem, determine the decision to refuse to play sports, etc. Psychological abuse is the greatest risk for elite, disabled, children and LGBT athletes [26] , [41], [43] , [44].

Social exclusion. These are actions that degrade the dignity of the victim, self-confidence and increase the need for approval or influence of those who discriminate. Social exclusion prevents opportunities for self-development and participation in social life, reduces the possibilities for full participation in non-formal physical education as well. The problems of social exclusion are experienced by individuals and social groups such as marginalised young people, people with disabilities, people by gender, substance abusers, immigrants, seniors, the homeless, etc.. People facing social exclusion do not have the necessary resources and access to public and private services that are essential for a dignified life [53], [8], [27], [39].

Violence is the physical, sexual and/or psychological abuse of a person by another person in order to gain or maintain his authority, control and influence. Studies reveal the problem of high-minded physical, psychological and sexual violence against children, as negative experiences of subjects. Age, sexual orientation, disability, and weekly participation in physical education are associated with childhood experiences of violence in sports. The violence exhibited in the public sphere can also provoke aggression from other participants in physical education, become an example of unacceptable behavior for young people and society, thereby causing social problems and violations of the public interest. [47], [41], [32], [37], [28], [26],[23].

Bullying. Bullying is the infliction of harm to any person or group of persons with certain signs of asymmetry of power to any person. Physical bullying is recognized as any sign of bodily injury or any action aimed at contacting the victim (including kicking, pushing, slapping or biting). Emotional bullying affects the victim by causing mental harm due to annoyance, spreading rumors, threatening comments, shouting names, humiliation, ridicule of a peer. In the case of social Bullying, a social environment is created in which the victim is deliberately disturbed (isolation from social groups, non-acceptance into peer groups or initiating activities). Studies identify both low-term verbal bullying and repeated long-term cases of bullying [43], [1], [23], [28], [37], [42],[14], [22], [29],[35],[39],[44].

Antisocial behavior. Antisocial behavior is characterized by the fact that a person violates the traditions and customs that exist in a particular social society, physically or emotionally harms another person or destroys the property of others, manifests itself in anger, aggression, social dominance, disobedience, and violates the expectations of the social environment to prosocial (based on cooperation and care for others) behavior. Aggressive behavior in physical non-formal education raises problems in interpersonal relationships that lead to negative emotional experiences. Criminal aggressive behavior is analyzed as an object of criminal responsibility and as a social problem in physical education [15], [7], [4], [3], [6],[18], [19], [12],[],[39],[44], [47],[20], [13].



Victimization..Victimization is described as a social process in the formation of the victim, highlighting the reasons for becoming a victim. Victimization in interpersonal relationships is manifested in insult, pain, harm, injustice and any hostile behavior. Victimization occurs because of the genders and especially because of the age difference. Destructive and toxic relationships, both in society and in physical education, harm the psychological and physical health of people, become the cause of injuries and withdrawal from sports, and negatively affect the health and well-being of individuals in the future. In non-formal physical education, both victims and initiators of attacks avoid admitting that they are involved in victimization processes, which makes the phenomenon a social problem that requires preventive regulation [10], [12], [13], [36].

Gender inequality. The essence of gender inequality is the limited possibilities to become active participants in society, to have unequal opportunities for progress and the use of internal resources. Gender inequality as a social problem is identified as unequal treatment of women and men or unequal treatment is not identified as discriminatory and is considered an agreement of society. In the context of non-formal physical education, the impact of cases of gender inequality increases self-doubt, one's own abilities, the level of excessive self-criticism and manifests itself in another destructive psychological impact in deciding to participate in / not participate in sports activities, the development of social ties and personal life [9], [41], [16].

Prejudice against LGBT. Prejudice is described as an unreasonable or wrong attitude towards a person based solely on the characteristics of a particular person, and the stereotypes formed are usually a prerequisite for hostile behavior. The social problem arises from prejudices expressed in differences in power, "masculine ideals" contribute to prejudice in physical education. Studies identify the harms of pre-discriminatory behavior to LGBT people, where ethnic minorities, lesbians/gays/bisexuals (LGBT) experience significantly more interpersonal experiences of violence in sports [31], [41], [8], [26].

The study revealed that the publications analyzed social problems related to Bullying, Harassment and coercion, Violence Antisocial behavior Victimization, Gender inequality, Prejudice against, LGBT-related social issues with a focus on interpersonal relationships and less respectful of the social context. It has been observed that the prevalence of identified social problems is not decreasing. The studies highlight the importance of a safe environment for physical and non-formal physical education and the need to solve these social problems, providing for regulatory documents, political and legal solutions due to the unabated management of bullying, various forms of violence and other social problems in the physical education sector. The absence of uniform definitions of social problems (such as bullying) and their criteria for determining the impact makes it difficult to study, compare and integrate research results in the decision-making process, however, the research carried out and the recommendations given make it possible to make decisions and develop preventive or intervention programs for social problems in physical education in organizations, in local communities, at the state level, applying acceptable measures.

Conclusions. The conducted systematic theoretical analysis summarized the results of the research and highlighted the main trends, revealing the existing problems of social behavior. In the scientific literature, such existing social problems are not an exception in informal physical education and are reflected in various contexts by naming such social problems as Bullying, Harassment and coercion, Violence, Antisocial behavior, Victimization, Gender inequality, Prejudice against, LGBT-related issues.

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