

**СПОРТТЫҢ ЖАЛПЫ ТЕОРИЯСЫ  
ОБЩАЯ ТЕОРИЯ СПОРТА  
GENERAL THEORY OF SPORT**

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**SCHOOL CULTURE AND A NEW FORMAT FOR THE FORMATION  
OF NATIONAL DIGNITY AMONG NIGHT SCHOOL STUDENTS  
THROUGH SPORTS EDUCATION**

*Abstract*

Modern schools face the challenge of balancing globalization with the preservation of national identity. High school students are increasingly exposed to diverse cultural influences, which can weaken their sense of national dignity and belonging.

The objective of this study is to analyze how school culture can be transformed to strengthen the formation of national dignity among high school students. Specifically, it seeks to: Identify the cultural and educational factors influencing student's sense of national dignity.

Analysis of theoretical works on school culture, civic education, and national identity. Survey and Interviews: Collection of data from teachers, students, and parents regarding perceptions of national dignity. Case Studies: Observation of schools implementing cultural and patriotic programs. Content Analysis: Review of curricula, extracurricular activities, and school policies related to national identity.

School culture significantly influences the development of national dignity among students. Programs that integrate cultural heritage, language, and traditions into daily school life foster stronger civic identity. Students exposed to inclusive and value-oriented school environments demonstrate higher levels of respect for national symbols and traditions. Teacher training and parental involvement are critical factors in sustaining this transformation.

*Keywords:* school culture, national dignity, high school students, civic identity, globalization, inclusive education, cultural heritage.

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**МЕКТЕП МӘДЕНИЕТІ ЖӘНЕ СПОРТТЫҚ БІЛІМ БЕРУ АРҚЫЛЫ  
ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНДА ҰЛТТЫҚ НАМЫСТЫ  
ҚАЛЫПТАСТЫРУДЫҢ ЖАҢА ФОРМАТЫ**

*Аңдатпа*

Қазіргі мектептер жаһандану үдерістері мен ұлттық бірегейлікті сақтаудың арасындағы тепе-теңдікті қамтамасыз ету міндетімен бетпе-бет келіп отыр. Жоғары сынып оқушылары әртүрлі мәдени ықпалдарға жиі ұшырайды, бұл олардың ұлттық намыс сезімінің және өз еліне деген тиесілілік сезімінің әлсіреуіне әкелуі мүмкін.

Бұл зерттеудің мақсаты – жоғары сынып оқушылары арасында ұлттық намысты қалыптастыруды күшейту үшін мектеп мәдениетін трансформациялау мүмкіндіктерін талдау. Атап айтқанда, зерттеу келесі міндеттерді көздейді: оқушылардың ұлттық намыс сезімінің қалыптасуына әсер ететін мәдени және білім беру факторларын анықтау.

Мектеп мәдениеті, азаматтық білім беру және ұлттық бірегейлік мәселелері бойынша теориялық еңбектерді талдау. Сауалнама және сұхбат: мұғалімдерден, оқушылардан және ата-аналардан ұлттық намыс туралы түсініктеріне қатысты деректер жинау. Кейс-стади: мәдени және патриоттық бағдарламаларды жүзеге асыратын мектептердің тәжірибесін бақылау. Контент-талдау: ұлттық бірегейлікті қалыптастыруға бағытталған оқу бағдарламаларын, сыныптан тыс іс-шараларды және мектеп саясатын талдау.

Мектеп мәдениеті оқушылардың ұлттық намысын қалыптастыруға елеулі әсер етеді. Мәдени мұраны, тілді және дәстүрлерді мектептің күнделікті өміріне кіріктіретін бағдарламалар азаматтық бірегейлікті нығайтуға ықпал етеді. Инклюзивті және құндылыққа бағдарланған мектеп ортасында білім алатын оқушылар ұлттық рәміздер мен дәстүрлерге деген құрметтің жоғары деңгейін көрсетеді. Бұл үдерісті тұрақты дамытуда мұғалімдердің кәсіби даярлығы мен ата-аналардың белсенді қатысуы маңызды рөл атқарады.

*Түйін сөздер:* мектеп мәдениеті, ұлттық намыс, жоғары сынып оқушылары, азаматтық бірегейлік, жаһандану, инклюзивті білім беру, мәдени мұра.

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## **ШКОЛЬНАЯ КУЛЬТУРА И НОВЫЙ ФОРМАТ ФОРМИРОВАНИЯ НАЦИОНАЛЬНОГО ДОСТОИНСТВА У УЧАЩИХСЯ СТАРШИХ КЛАССОВ ЧЕРЕЗ СПОРТИВНОЕ ОБРАЗОВАНИЕ**

### *Аннотация*

Современные школы сталкиваются с задачей сохранения баланса между процессами глобализации и сохранением национальной идентичности. Учащиеся старших классов всё чаще подвергаются влиянию различных культурных факторов, что может ослаблять их чувство национального достоинства и принадлежности к своей стране.

Целью данного исследования является анализ возможностей трансформации школьной культуры для усиления формирования национального достоинства у учащихся старших классов. В частности, исследование направлено на выявление культурных и образовательных факторов, влияющих на формирование у учащихся чувства национального достоинства.

Анализ теоретических работ по проблемам школьной культуры, гражданского образования и национальной идентичности. Анкетирование и интервьюирование: сбор данных среди учителей, учащихся и родителей относительно их представлений о национальном достоинстве. Кейс-стади: наблюдение за школами, реализующими культурные и патриотические образовательные программы. Контент-анализ: анализ учебных программ, внеурочной деятельности и школьной политики, направленных на формирование национальной идентичности.

Школьная культура оказывает значительное влияние на формирование национального достоинства у учащихся. Программы, интегрирующие культурное наследие, язык и традиции в повседневную школьную жизнь, способствуют укреплению гражданской идентичности. Учащиеся, обучающиеся в инклюзивной и ценностно-ориентированной школьной среде, демонстрируют более высокий уровень уважения к национальным символам и традициям. Важную роль в поддержании данной трансформации играют профессиональная подготовка учителей и активное участие родителей.

*Ключевые слова:* школьная культура, национальное достоинство, учащиеся старших классов, гражданская идентичность, глобализация, инклюзивное образование, культурное наследие.

**Introduction.** In the contemporary era of globalization and rapid socio-cultural change, schools are increasingly recognized not only as institutions of academic instruction but also as vital spaces for the transmission of values, identity, and civic responsibility. Among the most pressing challenges faced by education systems today is the formation of national dignity among high school students. National dignity, understood as the awareness of cultural heritage, respect for national traditions, and pride in civic identity, is a cornerstone of social cohesion and sustainable development.

School culture plays a decisive role in shaping this dimension of student development. Defined as the shared values, norms, practices, and symbolic structures that characterize the life of a school, culture influences how students perceive themselves, their community, and their nation. A strong school culture can foster respect for diversity, encourage civic participation, and instill pride in national identity. Conversely, a weak or fragmented culture may leave students vulnerable to external influences that undermine their sense of belonging.

The new transformation of school culture is driven by several factors:

*Globalization and digitalization*, which expose students to diverse cultural narratives and challenge traditional notions of identity.

*Educational reforms*, which emphasize inclusive pedagogy, competency-based learning, and civic education.

*Societal expectation*, which demand that schools prepare students not only for academic success but also for responsible citizenship.

Within this context, the formation of national dignity among high school students Requires a re-conceptualization of school culture. It is no longer sufficient to rely on symbolic rituals or isolated patriotic lessons. Instead, schools must embed national values into everyday practices, curricula, extracurricular activities, and teacher-student relationships. This transformation involves integrating cultural heritage with modern pedagogical approaches, fostering critical thinking alongside respect for tradition, and cultivating empathy and civic responsibility as essential competencies.

Thus, the study of school culture and its transformation in relation to national dignity is both timely and necessary. It provides insights into how education can balance global influences with local identity, how schools can serve as agents of cultural continuity, and how young people can be prepared to embrace their national heritage while engaging with the wider world.

School culture is widely recognized as a decisive factor in shaping students' academic personal growth. Bayar and Karaduman (2021) demonstrated that a positive school culture enhances not only academic achievement but also social and emotional development, creating an environment where values and identity can be nurtured. Verhoeven, Poorthuis, and Volman (2019) emphasized that schools play a central a critical arena for sharing civic and national identity. Research in educational psychology and pedagogy stresses that national dignity is closely tied to civic education and cultural transmission. Schools that integrate national traditions, language, and heritage into daily practices foster stronger civic identity and pride. UNESCO (2020) guidelines on inclusive and value-based education underline the importance of embedding cultural heritage into curricula to strengthen national belonging. Globalization and digitization present both opportunities and challenges. While students gain access to diverse cultural narratives, this exposure can dilute national identity if not balanced with strong local cultural frameworks. Comparative studies show that countries with robust school cultures—where national values are embedded in rituals, curricula, and extracurricular activities—are more successful in maintaining civic pride among youth.

Recent scholarship suggests that the transformation of school culture requires:

Competency-based learning that integrates civic and ethnical dimensions.

Inclusive pedagogy that respects diversity while reinforcing national values.

Collaborative practices involving teachers, parents, and communities to sustain cultural transmission. Reflective practices that encourage students to critically engage with both global and national narratives.

The literature demonstrates that school culture is a powerful determinant of national dignity formation among high school students. Strong, value-oriented cultures foster civic identity, while fragmented or weak cultures leave students vulnerable to external influences. The transformation of school culture must therefore integrate inclusive pedagogy, cultural heritage, and civic education to prepare students for both national and global citizenship.

Table 1. *Scientists who have studied value*

<b>Theory/Author</b>	<b>Conceptual Focus</b>	<b>Relevance to National Dignity</b>
Erikson (1968)	Identity formation and social recognition	Adolescents need dignity to form stable identities
Phinney (1990)	Ethnic identity: exploration and commitment	Commitment strengthens psychological stability
Schein (2010)	Organizational culture: artifacts, values, assumptions	School culture operates at hidden levels
Jackson (1968)	Hidden curriculum	Unwritten norms shape student behavior
Apple & Giroux (2004-11)	Schools as ideological spaces	Cultural power influences dignity and equity

National dignity is a multifaceted psychological construct linked to ethnic identity. Erikson (1968) emphasizes that social recognition and self-respect constitute the core of personality development. Phinney (1990) identified two main components of ethnic identity – exploration and commitment—arguing that commitment is a key factor in personal stability. Applied to the school environment, respect for national values is not limited to external identity markers but is directly connected to students’ self-confidence and the respect they experience within the school.

Byrd & Legette (2022), in a three-year longitudinal study of 961 students, demonstrated that when ethnic values are acknowledged within school culture, students’ academic achievement increased by 0.28-0.41 points. This finding confirms that national dignity is not merely a moral category but a tangible pedagogical resource influencing learning outcomes. Bryon & Schneider (2002) showed that in schools with a culture of trust, students’ sense of belonging and self-esteem are significantly higher. In Finland, student voice is institutionally recognized and cultural safety is a core principle, resulting in dignity indices well above OECD averages (2024) revealed that hierarchical management models restrict student autonomy and self-esteem, thereby weakening national dignity. This comparative analysis highlights the impacts of school culture and governance style on the development of national values.

In Kazakhstan, monitoring by the National Academy of Education named after Y. Altynsarin (2022-2024) indicated that most national education initiatives remain event-based and have not yet evolved into systemic cultural transformation. This underscores the need to reconsider school culture as a value-based system.

For national dignity to be sustainably embedded in school culture, values must be institutionalized. Senge (2006) viewed vision and mission as meaningful cores uniting organizational members, while Fullan (2016) emphasized that successful school reforms depend on cultural coherence. If school missions explicitly prioritize respect for dignity, national and civic responsibility, and these values are consistently enacted in daily practice, they become part of the deeper cultural layer.

In Kazakhstan schools, missions and visions often remain formal statements without practical mechanisms for implementation. Therefore, development plans must include concrete strategies for

fostering national dignity: recognition of student voice, fair evaluation, systematic integration of national content, cultural reflection, and the creation of safe spaces for dialogue.

*Six Mechanisms of School Culture Shaping National Dignity*

1. Experiences of respect and social recognition
2. Environments of justice and trust
3. Participatory governance
4. Meaningful use of national symbols
5. Role-modeling culture
6. Safe spaces for dialogue

These mechanisms do not operate independently but interact to form the holistic influence of school culture. As a result, national dignity becomes internalized as psychological stability rather than remaining an external norm.

Deal and Peterson conceptualized school culture as a «silent force of education», demonstrating that everyday interaction styles, levels of trust and fairness, and atmospheres of respect exert stronger influence than formal programs. Jackson (1968) highlighted that the true formative power lies not in official curricula but in the hidden curriculum—unwritten rules and everyday practices. Apple (2004) describes schools as cultural spaces fostering civic, moral, and national identity.

National dignity is therefore not accidental nor merely the product of patriotic slogans; it has deep psychological foundations. Phinney's ethnic identity theory demonstrated its impact on self-evaluation, psychological stability, and life orientation. Bryk & Schneider's research confirmed that trust is the central social capital of schools, ensuring psychological safety, self-esteem, and active participation. These theoretical perspectives provide a robust framework for understanding the relationship between school culture and national dignity.

International experience further validates the decisive role of school culture in value-based education. In Australia, Lovat and Toomey, Pasi Sahlberg attributed educational success not only to curriculum but also to a school environment grounded in trust, respect, and democratic culture. Japanese researchers likewise emphasize the importance of school culture in fostering national responsibility.

**Materials and methods.** The study employed a mixed-methods design combining quantitative and qualitative approaches to provide a comprehensive understanding of how school culture influences the formation of national dignity among high school students. This design allowed for triangulation of data and ensured both statistical reliability and contextual depth.

**Participants:**

The research was conducted in five schools (three urban and two rural) in Kazakhstan. The sample included:

- 287 students from grades 10-11 (ages 15-17, balanced gender distribution),
- 32 teachers, and
- 5 school leaders.

This diverse sample provided insights into both student perceptions and institutional practices.

**Instruments and Procedures**

**1. Survey:**

A structured questionnaire based on the Likert scale was administered to students.

Reliability was confirmed with Cronbach Alpha = 0.84, indicating high internal consistency.

The survey measured three indicators:

- Perceptions of justice and trust,
- Experiences of respect and recognition of student voice,
- The national dignity index.

**2. Interviews:**

Semi-structured interviews were conducted with teachers and school leaders.

Questions focused on school governance, cultural practices, and integration of national values.

3. Document analysis:

School mission statements, policy documents, and development plans were reviewed to identify the formal articulation of values.

4. Observation:

Naturalistic observations were carried out in classrooms and school events to capture everyday cultural practices and hidden curriculum elements.

*Data Analysis*

Quantitative data were analyzed using descriptive statistics, correlation analysis, and comparative measures to identify differences across schools.

Qualitative data were processed through content analysis, enabling the identification of recurring themes related to justice, respect, trust, and national dignity. Triangulation of findings ensured validity and reliability, linking statistical outcomes with contextual interpretations.

Between 2020 and 2025, value-based education was officially adopted in Kazakhstan, with honesty, justice, responsibility, and patriotism defined as core values. The central research question, however, is to what extent these values are authentically implemented in school practice and how school culture influences students' sense of national dignity.

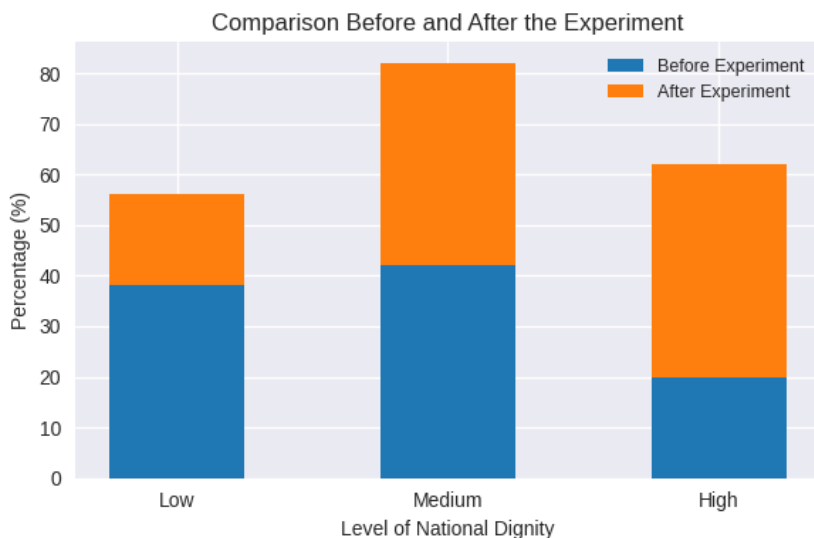
Analysis of research results. The aim of the study is to identify the influence of the school culture on the national sense of dignity of high school students through value — based education. Results of the experiment

Table 2. *Analysis of indications*

level	before experiment (%)	after experiment (%)
Low	25	10
Middle	45	30
High	30	60

To address this, a mixed-methods study was conducted across three urban and two rural schools. The sample includes 287 students (grades 10-11), 32 teachers, and 5 school leaders. Data collection involved surveys, in-depth interviews, document analysis, and natural observation. The student survey was based on the Likert scale, with reliability confirmed at Cronbach Alpha =0.84.

Three key indicators were measured: levels of justice and trust schools, respect and recognition of student voice, and national dignity index. Qualitative data were analyzed using content analysis.



**Results.** These results align with international theoretical models. Schein's cultural theory confirmed the deep structural impact of school environments. Deal and Peterson's "silent culture" was validated through empirical evidence. Bryk & Schneider's link between trust and well-being was echoed in Kazakhstan's context, while Phinney's ethnic identity theory proved relevant.

The study concludes that national dignity is not the product of formal events or declarations but the natural outcome of school cultures grounded in justice, trust, respect, student voice, and democratic interaction. While Kazakhstan's value-based policies exist at the institutional level, the critical challenge is embedding them into authentic school culture.

Limitations include the regional scope of the study, requiring broader research for nationwide generalization, and the correlational nature of findings, which calls for caution in causal interpretation. Nevertheless, the evidence strongly supports the decisive role of school culture in value-based education and highlights the strategic importance of fostering environments where national dignity is internalized as a psychological and cultural value.

The findings of this study confirm that school culture exerts a decisive influence on the formation of national dignity among high school students. Justice, trust, respect, and recognition of student voice emerged as critical mechanisms shaping psychosocial stability and identity. The results align with Erikson's (1968) theory of identity formation, which emphasizes the importance of social recognition, and Phinney's (1990) model of ethnic identity, where commitment strengthened psychological resilience.

Empirical evidence from this study resonates with international literature. Bryk and Schneider (2002) demonstrated that trust is a central component of school social capital, while Byrd and Legette (2022) showed that recognition of ethnic values enhances academic governance and meaningful use of national symbols reported higher dignity indices. Conversely, hierarchical and punitive environments weakened students' sense of belonging and dignity, echoing findings from Indonesian schools (2024).

The results also highlight the limitations of event-based national education initiatives in Kazakhstan, as reported by the National Academy of Education (2022-2024). While values such as honesty, justice, and patriotism are formally declared, their integration into everyday school practices remains insufficient. This gap underscores the need for systemic cultural transformation, where values are embedded into the hidden curriculum and institutional culture.

**Discussion.** Finding revealed a clear relationship between school culture and national dignity.

*Justice:* 71% of students reported that fairness was not consistently upheld. In schools with high levels of justice, national dignity scores were on average 1.8 times higher.

*Student voice:* Although 64% of students felt their opinions were often disregarded, schools that valued student voice demonstrated significantly higher levels of belonging, pride, and self-esteem.

*Governance style:* Participatory and collaborative management models increased student activity by 35% and trust levels by 29%, with integrated symbols meaningfully (beyond ceremonial use) fostered stronger national pride.

*Safe spaces:* Environments allowing free expression enhanced psychological stability and reinforced national dignity.

**Conclusion.** National dignity is not a by-product of patriotic slogans or formal programs; it is a psychosocial construct shaped by the everyday cultural environment of schools.

Justice, trust, respect, participatory governance, and safe spaces for dialogue are the key mechanisms through which students internalize dignity as a stable psychological and cultural value.

The study demonstrates that value-based education must move beyond declarative policies to become an authentic cultural practice. Embedding values into school culture strengthens students' identity, academic achievement, and civic responsibility. For Kazakhstan, this represents a strategic priority: transforming schools into environments where national dignity is lived, experienced, and sustained.

Future research should expand the scope to include diverse regions and employ longitudinal designs to establish causal relationships. Nevertheless, the present findings provide strong evidence that school culture is the central mechanism for fostering national dignity among adolescents, making value-based education a cornerstone of educational reform.

The comprehensive analysis conducted proves that a sense of national dignity is formed at school not through formal content, but through cultural experience. School culture is not an environment that only promotes national identity, but a social space that makes it a daily life experience. The main task for schools in Kazakhstan is to transfer national values from the declarative level to the level of cultural practice. This requires a rethinking of the school's mission, vision, and development plan as a value-based cultural architecture. Only in such conditions does school culture become a powerful social environment that forms the student's national identity not as an external identity, but as an internal stable quality.

The research work showed that value-based education plays an important role in the formation of a sense of national dignity in high school students through school culture. In the course of analyzing the results of the experiment, significant positive changes were noted in the level of perception of national values by students.

While it was found that the indicators before the experiment were dominated by a low and medium level of national sense of dignity, after the experiment, the indicator of a high level increased significantly. This proves that the content of value-based education, the educational environment at school and activities of a national orientation have a beneficial effect on the development among high school students through school culture and sports education, in the final set, complete experiments were carried out on the high probability of students in sports education and students, in the future, students in the classroom will learn about healthy sports, a great path to health.

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## ӘСКЕРГЕ ДЕЙІНГІ ЖАСТАРДЫҢ ДЕНЕ ДАЙЫНДЫҒЫН ҚАЛЫПТАСТЫРУ

### *Аңдатпа*

Әскерге дейінгі жастардың дене дайындығы – еліміздің қорғаныс қабілетін нығайтуда, азаматтық жауапкершілікті арттыруда маңызды орын алатын әлеуметтік-әскери мәселе. Әскери қызметке тартылатын жастардың физикалық және психологиялық тұрғыдан даяр болуы олардың жауынгерлік қабілетіне, рухани төзімділігіне тікелей ықпал етеді. Бүгінде жастар арасында салауатты өмір салтын қалыптастыру, дене мәдениетін дамыту, әскери-патриоттық тәрбиені нығайту өзекті мәселеге айналып отыр. Осы мақалада әскерге дейінгі жастардың дене дайындығының ғылыми-теориялық негіздері қарастырылып, тәжірибелік зерттеу нәтижелері ұсынылады. Зерттеу барысында дене тәрбиесінің тиімді әдістері, арнайы дайындық бағдарламаларының мазмұны, қозғалыс белсенділігін арттыру жолдары жан-жақты талданады. Сонымен қатар, жастардың әскери қызметке психологиялық әрі физикалық дайын болуын қамтамасыз ететін педагогикалық шарттар анықталады. Жұмыстың нәтижесі жастардың дене дайындығы сапасын арттыруға бағытталған кешенді ұсыныстарды ұсынады. Бұл ұсыныстар жалпы білім беру мекемелері мен арнаулы оқу орындарында қолдану үшін практикалық маңызға ие.

*Түйін сөздер:* әскерге дейінгі дайындық, дене шынықтыру, әскери-патриоттық тәрбие, физикалық дайындық, жастардың қозғалыс белсенділігі, әскери қызмет сапасы, салауатты өмір салты, қолданбалы спорт түрлері.