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COMPARATIVE ANALYSIS OF THE ORGANIZATION OF PHYSICAL EDUCATION AND SPORT OF STUDENTS IN UNIVERSITIES OF FOREIGN COUNTRIES AND KAZAKHSTAN

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Comparative analysis of the organization of physical education and sport of students in universities of foreign countries and Kazakhstan

Abstract. The article presents a comparative general review analysis of the organization of physical education and sport of students in higher educational institutions of Kazakhstan and foreign countries (USA, Great Britain, Australia, China, Russia, and other countries). The problem of managing the system of physical education and sport in the universities of Kazakhstan is gaining a new format in the context of the introduction of new educational technologies and the transformation of the requirements that student youth make as a consumer of services in the field of education. The increase in the level of exercise of physical education and sport in higher educational institutions of Kazakhstan, within the limits of current trends in the modernization of the educational system, including the organization of discipline teaching "Physical education", should be oriented on the positive experience of higher educational institutions of foreign countries, but the accumulated pedagogical experience of previous years and taking into account the influence of national specificities should be preserved. At the same time, the main factors should be the motivational aspects of physical education and sports activities of students, which will influence the development of the innovative concept of higher education institutions in this direction.

Key words: student sports, higher educational institutions, physical education, physical training.

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Шет елдер мен Қазақстанның жоғары оқу орындарында студенттердің дене шынықтыру және спортпен шұғылданды ұйымдастырудың салыстырмалы талдауы

Аңдатпа. Мақалада Қазақстан мен шет елдердің (АҚШ, Ұлыбритания, Австралия, Қытай, Ресей және басқа елдер) жоғары оқу орындарында студенттердің дене шынықтыру және спортпен шұғылдандыруын ұйымдастырудағы салыстырмалы шолу талдауы ұсынылған. Қазақстанның жоғары оқу орындарында дене шынықтыру және спорт жүйесін басқару мәселесі жаңа білім беру технологияларын енгізу және білім беру саласындағы қызметтерді тұтынушы ретінде студент жастардың қойған талаптарының өзгеруі жағдайында жаңа форматқа ие болуда. Қазақстанның жоғары оқу орындарында дене шынықтыру, спорт жұмыстарын жүзеге асыру деңгейін арттыру білім беру жүйесін жаңғыртудың қазіргі заманғы үрдістері шегінде, оның ішінде «Дене шынықтыру» пәнін оқытуды ұйымдастыруды қозғайтын шет елдік жоғары оқу орындарының оң тәжірибесіне бағдарлануы тиіс, бірақ бұл ретте алдыңғы жылдардағы жинақталған педагогикалық тәжірибені және ұлттық ерекшеліктің ықпалын есепке алуы тиіс. Бұл ретте негізгі факторлар жоғары оқу орындарының осы бағыттағы инновациялық тұжырымдамасының дамуына есер ететін студенттердің дене шынықтыру, спорт қызметінің мотивациялық аспектілері болуы тиіс.

Түйін сөздер: студенттік спорт, жоғары оқу орындары, дене шынықтыру, дене тәрбиесі.

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Сравнительный анализ организации занятий физической культурой и спортом студентов в вузах зарубежных стран и Казахстана

Аннотация. В статье представлен сравнительный обзорный анализ организации занятий физической культурой и спортом студентов высших учебных заведений Казахстана и зарубежных стран (США, Великобритании, Австралии, Китая, России и других стран). Проблема управления системой физической культуры и спорта в вузах Казахстана приобретает новый формат в условиях внедрения новых образовательных технологий и трансформации требований, которые предъявляет студенческая молодежь как потребитель услуг в сфере образования. Повышение уровня осуществления физкультурно-спортивной работы в высших учебных заведениях Казахстана в границах современных тенденций модернизации системы образования, затрагивающих в том числе и организацию преподавания дисциплины «Физическая культура», должно быть ориентировано на положительный опыт высших учебных заведений зарубежных стран, но при этом должен сохраняться накопленный педагогический опыт предыдущих лет и учет влияния национальной специфики. При этом основными факторами должны стать мотивационные аспекты физкультурно-спортивной деятельности студентов, которые будут влиять на развитие инновационной концепции высших учебных заведений в данном направлении.

Ключевые слова: студенческий спорт, высшие учебные заведения, физическая культура, физическое воспитание.

Introduction. The dominant belief system in the world has a positive impact of sport on the individual and society. Governments in many countries support sports movements by subsidizing programs to improve the physical training of youth and adults, as well as improving high-performance sport systems. Here we must not forget about such a level of physical education and training of athletes as student sports, which takes place both in our country and in foreign countries. The Universiade is one of the main sports events in the world, and many Olympic medal winners and even champions are also students or train in university clubs [1].

Methods and organization of research. The study was carried out within the framework of the methodology development for the formation and development of motivation for independent physical and sports activities of students and the study of the influence of sports loads on the motivation of sports among students of higher educational institutions in Kazakhstan.

A comparative theoretical analysis of the organization of physical education and sport of students in higher educational institutions of foreign countries and Kazakhstan is carried out based on 23 literary and Internet sources.

Research results and their discussion. It has long been known about the highest level of student sports in the United States, where it is the main supplier of personnel for the country's Olympic teams and professional sports clubs. At the same time, there is no financial support from the state; sports are financed by the higher education institutions themselves. The organization and running of competitions in student sports leagues, especially at the national scale, produces significant incomes (from advertising, television, and webcasts).

Physical education in US higher educational institutions is very different from other countries: here students have more opportunities to realize themselves. At the same time, there is no clear unity: each state determines the program in its way, and each university, in turn, independently decides which aspects of this program to implement. This is possible due to the absence in the state of federal law, as a regulation of a physical education program. In many higher educational institutions, students are taught both theoretical and practical disciplines in physical education. It is interesting to note that attending theoretical classes is not mandatory, however, at the end of the semester, students still have a final test for this course. The curriculum most often includes two physical education classes per week, one theoretical and the other practical. In the USA, classes

are conducted by qualified coaches. Departments of physical education are organized in universities. In addition to university departments, the departments of sports and recreation (mass sports) are also important. The sports department is responsible for organizing university teams and national teams, as well as preparing for and participating in inter-university competitions. The Department of Recreation and Mass Sports organizes internal competitions and classes for various groups of students. Also, this division ensures a high-quality organization of work and timely planning of all future activities. Sports clubs are an additional link in the physical education system. Since sport play a huge role in US education, and higher education is not free, a huge number of students purposefully engage in any kind of sport from school to join the university team in the future and receive a sports scholarship that can partially or even fully cover the costs of studying [2].

Canadian student sports are developed as in the US. Canada is one of those countries where sports and education are successfully combined.

The country, which, along with its main name, is known to us as Foggy Albion, is among the leaders in student sports. The affairs of the British are not at all vague, but rather joyful. Here sport is an important part of the student life of young Britons and foreigners who come to Britain to study. It is known that every higher education institution in Britain, from Oxford and Cambridge to any peripheral college, has its own sports base. According to the material possibilities, students are offered a certain number of sports, to which they can devote part of their leisure time. It is true that in some educational institutions the student will be provided with all necessary facilities, and in some, they will be offered to bring with his equipment for the sport that he would like to engage in among those offered. For example, a campus may have a golf course, but you should have your crooked stick. The tradition of Great Britain is also evident in sports. It has become generally accepted that a "sports" day for students is Wednesday. On this day, training sessions are usually shortened, and in some universities, they are completely canceled. It is proposed to devote Wednesday to sports activities as much as possible [3].

A healthy lifestyle has been elevated to a cult in Great Britain. The goal laid down in the higher education system in the UK is not only excellent sports training and physical fitness of the younger generation but also ensuring their active participation in all kinds of sports events and the formation of a desire for excellent sports results among applicants. Preparing the young generation for an active lifestyle

and the manifestation of physical activity throughout life is the main idea of the British sports concept. Almost all UK universities have excellent resources for the physical development of their wards. In addition to gyms, swimming pools, and indoor courts for basketball and other sports, most universities have immense territories and fields for organizing tennis courts, outdoor sports courts [4].

British Universities and Colleges Sport (BUCS) is the governing body for university sports in the United Kingdom. BUCS was formed in June 2008 as a result of the merger of the organizations of the British Sports Association of Universities (BUSA) and the University College of Sports (UCS). BUCS is responsible for organizing more than 50 types of inter-university sports in the UK and for representative teams for world championships among universities and World University Games. BUCS is a membership organization of more than 170 universities and colleges in the UK, more than 4800 teams participate in BUCS competitions. BUCS membership is open to all legal entities that are recognized providers of higher education, including universities, colleges [5].

In Australia, there is a strong focus on physical education for students, which is one of the key points in structuring modern education that affects the diversity of all aspects of human learning.

For example, Monash University has a whole system that is responsible for the effective introduction of sports innovations into the student curriculum. Students are offered an alternative to choosing certain sports that they can include in a specially developed individual education plan. Each of the sports included in the university curriculum is represented by several experienced (specially trained, taking into account all the peculiarities of university requirements) instructors, trainers, teachers responsible for the theoretical course, without which none of the students has the right to be admitted to practical activities. Physical education is a mandatory part of the curriculum throughout the university. One of the main features of the programmatic construction of physical education at the university is the presence of additional hours in the curriculum, designed to identify students with strongly pronounced abilities for further professional training in the field of sport. The involvement of students in mass sporting events plays a particularly important role in the systematic development of sport at the university, which ensures the interest in sports of as many students as possible. This is the basis of a complex system aimed at popularizing and entrenching physical education as a culture [6].

The Chinese Government is seriously concerned that, along with the improvement of the standard of living of citizens, the fitness level and general state of health of young people is rapidly going downhill. This is due to the fact that the attention of the young generation is increasingly shifting towards the entertainment sphere, and students spend all their leisure time at computers. That is why universities in China pay special attention to the physical education of students. Most Chinese educational institutions have their stadium. The campuses are equipped with modern fitness facilities, a swimming pool, and a variety of sports grounds for basketball, volleyball, tennis, ping pong, athletics, and weightlifting. There are also sections for modern rhythmic gymnastics and artistic gymnastics and martial arts. As for the introduction of sports activities into the educational process, the "Physical culture" is a mandatory discipline for all students. Physical education classes take 2 hours a week and include football, basketball, volleyball, athletics, gymnastics, and wushu. Also, first and second-year students must choose one of the mandatory elective courses [7].

In higher education institutions in China, physical education programs have been reoriented towards a substantial increase in the volume of the educational component of lectures, especially when conducting practical physical education and sports classes. Thus, the traditional training process has become a focus of physical education, where students, in addition to developing physical qualities and mastering the techniques of particular physical exercises, can acquire knowledge and skills of independent activities, the methods, and forms of their implementation, the ability to plan such 20 classes, the ability to exercise basic self-control, etc., which are necessary for independent practical use. Such socially significant foundations determine the purpose of physical education of student youth in the process of studying at universities. In Chinese universities, practical classes are held in a very strict, strictly regulated regime defined by the program. The fact that the student does not succeed in the class, he must master extracurricular time or work out in additional classes [8].

A comprehensive detailed analysis of official documents and scientific and methodological materials of the People's Republic of China shows that in Chinese public policy, issues of modernization and reform of physical education, including physical education of students, occupy a significant place. China's public policy on the reform of physical education in higher education provides for the following main directions for its modernization: increasing the

variety of forms and methods of physical education and sports, including the development of amateur forms of physical education; combining modern and national traditions in the physical education of students; enhancing the overall effectiveness of health and physical education of students, and strengthening the general education of students through physical education; major improvements in the financial provision of physical training, stadiums and sports equipment [9].

According to Sadovoi V.P., a review of the content of the curriculum of Israel higher education institutions has shown that physical education is a mandatory subject. Classes with students are held by the Departments of Physical Education during 2 years of study, once a week for 2 hours. In order to continue sports and compete for university teams, students engage in extracurricular activities in physical education, recreation, and health centers of local campuses. The most common sports among Israeli students are gymnastics, basketball, football [10].

All the countries of the European Union, including France, are in one way or another focusing on the development of physical education and sport. The directive issued by French National Sports Academy provides for three hours a week of physical education for all courses of study in any institution of higher education in France [11].

The general policy of European universities: “We will give you everything to make you feel good here”. Sports university institutions, as well as libraries, information centers, and laboratories, fully support the student in all his undertakings. You just have to be willing to participate [12].

As noted by Zholobova E.P., Andreenko T.A., As for higher education and physical education in Germany are concerned, it is also an integral part of student life, physical education is mandatory and if possible, is always held in the open air. There is no Department of Physical Education in German universities. In order to successfully conduct classes, qualified trainers and instructors are invited to work. It is important to note that for the Germans theoretical knowledge of this discipline is not important, only practical exercises are available. They receive information about proper nutrition and exercise on other subjects such as biology or anatomy» [13].

Pupysheva Zh.S., Karvunis Yu.A. during the consideration of the forms of organization of sports and recreation work in German universities concluded that an important element that makes this system effective is the variety of opportunities to meet the needs of students for physical activity. The student is not limited by the framework of his choice of par-

ticular direction or another direction in which he could try himself, whether it be ball games, martial arts, or gymnastics. Each cycle of classes, the student has the right to choose a new direction. At the same time, groups, as a rule, are divided into three categories - for beginners, continuing and more in-depth study, which allows you to feel comfortable at any stage of improving your skills [14]. Groups are generally divided into three categories - for beginners, continuing and more in-depth studies, which makes it possible to feel comfortable at any stage of upgrading their skills [14].

According to the same authors, in Russian universities physical education is carried out throughout the entire period of student education and represents a significant variety of interconnected forms that complement each other, thus forming a single process of physical education of students. Today, the main form of physical education in higher education institutions continues to be teaching classes. Planning takes place separately in each area, and classes are conducted on the basis of the departments of physical education. With the introduction of Federal State Educational Standard 3+ generation education standards, there is an additional need to implement the theoretical component of the “Physical education” discipline for non-major areas. Lectures and seminars provided by the standard as the basic element of traditionally practical-oriented discipline, according to Pupysheva Zh.S., Karvunis Yu.A., should contain the necessary knowledge base in the field of physical education theory. The knowledge of the biomedical aspects of physical education and sport is aimed at the formation and maintaining of the health of students. An understanding of the social significance of sport and physical education is essential in the formation of a fully developed personality. It is worth distinguishing separately the independent activities of physical education, which not only contribute to the acquisition of educational competencies, increase the total time of physical activity, but also generally accelerate the process of physical improvement of students. These classes can be held both in the sections and in the higher education institution itself after the main educational process. Together, these sessions provide effective and continuous physical education for learners. In addition to the hours for physical education provided for in the curricula, a variety of forms of mass sports and recreational work at the university play an important role in the process of physical education and the health care activities of students. Among the main areas of mass sports and health activity in the higher education institution are general preparatory health-

recreational, sports, vocational-applied, hygienic, and therapeutic activities [14, from. 209-210].

According to Khomichev Ya.Yu., Artemyev A.A., Levina I.L., in Russia in the 90th, the emphasis of physical education began to shift towards the formation of physical personality culture. Эта идея была заложена Л.И. Лубышевой и Г.М. Грузных во Всероссийской базисной учебной This idea was laid down by Lubysheva L.I. and Gruznyi G.M. in the All-Russian Basic Curriculum on Physical Education for Higher Educational Institutions. Theoretical (18 hours), methodical (100 hours), and practical (442 hours) sections of the course for the main department were introduced. In total 560 hours were allotted for the subject. According to the authors, referring to the work of Chernyakov V.A., in 2011 the higher education institutions switched to the second-level system of education according to the standards of the third generation, oriented on pragmatic order of the labor market to the physical preparation of graduates of higher education institutions. The most important task of renewal has been the creative transformation of the educational process, which forms the reservoirs of students' health and ensures the attainment of general cultural competencies [15, 16].

Golubeva O.A. states that student sport is one of the priorities of modern public policy in Russia. In developing this direction, the national Government provides opportunities for athletes to receive an education without interrupting the training process. Also, student sport is a stage of transition to professional sport, thus forming an employee pool [17].

As noted in the Minutes of the meeting of the Public Council under the Ministry of Sport of the Russian Federation "On the development of student Sports in the Russian Federation" of 2020 - the results of the implementation of the Program should be: increasing the number of professional educational organizations and higher education organizations with active student sports clubs up to 100% by 2024, as well as the participation of such clubs in sports competitions held by student sports leagues; the establishment of 18 sports training centers that encourage the development not only student sports, but also high-performance sports; increasing the proportion of healthy students and systematically engaged in physical education and mass sports to 86% of the total number of children and young people; increasing the proportion of students engaged in sports facilities of educational organizations to 60% by 2024 [18].

The physical education systems of young people in various foreign institutions of higher educa-

tion have their own narrowly focused objectives, which are set by educational institutions. However, three broad areas can be identified as prevailing in this context: 1) preparation of students for participation in sports competitions directly for the university; 2) providing students with a permanent motivation to engage actively in physical education and sport in order to develop a healthy lifestyle; 3) using the potential of physical education and sport as the most important component of educational influence on personal development since today everyone knows that occupations of this type of activity form in future specialist's excellent leadership qualities, which after graduation will be in demand in many areas of business and the public sector.

It is necessary to move from the consideration of foreign systems for organizing sports and physical education to this aspect in Kazakhstan.

In accordance with the State general compulsory standard of higher education in the Republic of Kazakhstan, in chapter 5, concerning the requirements for the duration of undergraduate studies in the structure of the higher education program, physical education is defined as 240 academic hours [19].

With the independence of Kazakhstan, great attention has been paid to the development of student sports. The National Student Sports Union of Kazakhstan was created in 1992. National teams of Kazakh students have participated in the World Universiades since 1993. In 2001, the National Student Sports Union was transformed into the National Sports Union of Universities, which in the same year was admitted to the International University Sports Federation (FISU) [20].

In our opinion, a very good review of the development of student sports in Kazakhstan from the historical background to the current state was presented by Baikhozha Zh. in the article «Student sports in Kazakhstan: the mission is impossible? » Let us present the author's opinion on this issue. The author notes that in Kazakhstan the first universities began to appear in the late 1920th. At the same time, in 1929, by a resolution of the Central Committee of the All-Union Communist Party of Bolsheviks and the Council of People's Commissars of the USSR, compulsory teaching of physical education was introduced in all higher educational institutions. In 1957, the All-Union Voluntary Sports Society (VSS) "Burevestnik" was created, which included all the universities and institutes of the country. The organization of student sports, the holding of competitions between students (at the level of faculties, universities, republics, the entire Union) have become systematic. Of course, including Kazakhstan.

Under the guidance of this VSS, teams of masters began to be formed to participate in the USSR championships. It is enough to recall the volleyball “Burevestnik” from Alma-Ata (it was under this name he first won the “gold” of the union championship), the women’s basketball team “University”, from which two Olympic champions left, the football SKIF which was formed mainly from students of the Institute of Physical Education and therefore played in the Kazakhstan zone of the USSR championship as if outside the standings...

At that time, there were relatively few higher educational institutions in our republic - 55, as of the mid and late 1980th. Moreover, they had a clear specialization: 2 universities, 14 institutes that trained engineers and other technical specialists, 21 pedagogical, 7 agricultural, 5 medicals. Also, the Narxoz, the institute of arts, physical education, etc. They had approximately 270,000 students at the same time, with an average of 5,000 students in each. Most universities had their material and technical base for physical education and sport. In this regard, they were inferior to the same American or West German (judging by what I saw with my own eyes in West Germany, where I managed to visit in 1984) - in particular, we had a clear shortage of even small swimming pools. However, what is important, the attitude to the subject “physical education” was quite serious - they simply did not set a “credit” on it.

After independence, new universities began to appear in our country like mushrooms after the rain. By the end of the 1990th, the number had exceeded 200, and the number of students at some point exceeded 700,000. Universities, academies, institutes were opened even in district centers, in small adapted rooms - of course, sports halls, playgrounds, full-fledged teaching of physical education in such institutions were out of the question. In the “zero” years, some of them were closed, others were optimized, and today there are about 130. However, only a few of the universities established in the 1990th and later have at least some kinds of sports infrastructure, and therefore today student sports in Kazakhstan leave, mainly at those facilities that were built back in Soviet times. What they managed to build then is now helping. And not only students. For example, the stadium in “Kazgugrad”, which was put into operation together with the sports complex in 1987, has repeatedly hosted matches of the rugby “Asian Nations Cup” with the participation of the strongest national teams of the continent, and even the older “narxoz” games of the football premier league of RK. Whereas for the last 30 years, universities have been limited at best to renovating and repair-

ing. For example, KIMEP, almost the most prestigious and rich university in our country, is inferior in this respect only to “Nazarbayev University”. It was opened in 1992 on the territory of the former Higher Party School. He inherited a gym and a small football field from the latter. In 2010, its management informed the “reconstruction of the sports center”, that is, the alteration of the already existing one. The Center consists of four halls - a universal area of 330 square meters (to make it clearer, about 20 meters long and 16 wide) and three more with a total area of 200 squares. Also, there is one mini-football field in the courtyard, preserved from Soviet times, and a small streetball court. Judge for yourself whether this is enough for three thousand students. What about higher education institutions where the fees are much lower and where the financial possibilities are much more modest?

Now as for the quantity and quality of physical education classes. In neighboring Russia, which has conditions similar to those of Kazakhstan, the State educational standard allocates 400 academic hours for such classes in higher educational institutions, and in our country - 240, that is, much less. But even this minimum standard is ignored in many universities, especially private ones. Often classes are held formally, or even not at all, students are credited as if with an “automatic”.

For example, at the end of the summer republican Universiade of 2019, its organizers proudly reported that in comparison with the previous one, the number of universities that delegated their athletes increased from 52 to 62. But even this is less than half of the total number of higher educational institutions in the country (recall, there are about 130 of them). Where’s the other half?

In general, student sports in Kazakhstan, to our deep regret, does not fully fulfill any of its functions. It does not promote the formation of a healthy lifestyle in young people, does not join the ranks of active sports fans, does not promote Olympic values (and this is one of the main statutory purposes of the International University Sports Federation - FISU), does not supply athletes to youth and national teams [21].

President of the Kazakh Academy of Sport and Tourism Zakiryanov K.K. notes that many countries, including Kazakhstan, have begun to forget about the true calling of the Universiade, which will never become the second Olympics. Instead of amateur students, they have been declaring for a year at the Games of professional athletes so that they win as many medals as possible. But for what? The United States is never among the leaders at the Winter and Summer Universiades, because they send amateur

students there. Many European states do the same, they do not need a huge number of awards. Like the United States, they want to achieve a more global goal in their homeland, to wake up the need for students to do sports in order to ultimately educate a healthy generation. We begin to pump the guys before the Universiade: we gave you money for the trip, do not need to fly there as tourists, return with medals. Because of this old thinking, we do not have real student sports in Kazakhstan [22].

Oleg Tereshchenko, former head of the Department of Physical Education of the Almaty University of Energy and Communications (AUES), believes that it is no secret that graduates of higher education institutions are intellectual potential and key force of our state. At least I want it to be. Therefore, the struggle for their creative longevity should be one of the main ideas of physical education during student years. But in reality, it's the opposite. There is no physical education, much fewer sports, in Kazakh higher education institutions, but there is only a complete physical lack of culture. - Yes, there was such a subject in higher education "Physical education". It still exists in the educational process. But it is destroyed, and they do it very cleverly. Ask me how? Physical education was included in the list of so-called elective subjects, that is, those that students choose themselves. It would seem who to be offended by if people do not want to engage in physical education? But the thing is that the universities themselves very cunningly make sure that their students do not choose this subject. The mechanism is simple. They drive 200 people into the gym at a certain time. For example, ten of them, play football (five-five), while the rest sit and wait for their star hour playing on their cell phones. In the end, a lot of people never get to touch the ball. And physical education has passed. It's natural for students to stop going to the gym after such a disgrace. А зачем время попусту терять? Why waste time? Especially since the teachers give them 100% attendance anyway: say don't go, and thank God. So, it turns out that this subject is not necessary. It is in all higher education institutions so, not only in our energy university" [23].

Conclusions: The development of student sports in our country falling behind the pace of not only the highly developed countries of the world such as the United States, Great Britain, Germany, and such giant sports personnel as China but is also largely inferior to our closest neighbor, the Russian Federation, located at about the same economic level of development and having a common historical direction of development of this industry with our state.

Today in Kazakhstan there are no sectoral sports societies, the loss of which is associated with the collapse of the USSR. Mechanisms for public-private partnership in the field of physical education and sport have not been sufficiently developed. Not all the tasks of physical development and education that need to be carried out in the course of students' studies at institutions of higher education are carried out to a sufficient degree. As a result, there has been a decline in the competitiveness of physical education and sports students in comparison with other forms of entertainment that are not generally associated with human motor activity.

In Kazakhstan, certain measures are certainly taken to support students involved in sports, but as a rule, they are irregular and therefore do not bring tangible results in terms of the development of student sports. Unfortunately, in our country, state support is very rarely provided to students who go in for sports. The budget of Kazakhstan does not provide for the allocation of funds for preparation for the World Universiades and World Competitions among students.

In our opinion, at present student sports in Kazakhstan are most actively developed only on the basis of the Kazakh Academy of Sport and Tourism, and this is facilitated primarily by the university's material and technical base, with the presence of several stadiums, swimming pool, weightlifting hall and other specialized facilities of sports structure, personnel potential (academic teaching staff and coaching staff of the academy). In addition, for many years, prospective athlete students have been provided with individual study schedules, academic grants from the academy, and tuition discounts.

On the basis of the above, it can be concluded that the increase in the level of exercise of physical education and sport in higher educational institutions of Kazakhstan, within the limits of current trends in the modernization of the educational system, including the organization of discipline teaching "Physical education", should be oriented on the positive experience of higher educational institutions of foreign countries, but the accumulated pedagogical experience of previous years and taking into account the influence of national specificities should be preserved. At the same time, the main factors should be the motivational aspects of physical education and sports activities of students, which will influence the development of the innovative concept of higher education institutions in this direction.

The problem of managing the system of physical education and sport in the universities of Kazakhstan is gaining a new format in the context of the introduc-

tion of new educational technologies and the transformation of the requirements that student youth make as a consumer of services in the field of education. Physical education and sport are nothing more than a social component provided by a higher educational institution. A component that provides an opportunity to help lead a healthy lifestyle through increased motor activity. In the not-so-distant future, physical education and university sports will act as a competitive advantage when a future student chooses one or another educational institution to train the chosen profession, regardless of direction and specialization. This competition of universities has been taking place for a long time in the highly developed economic countries of the world.

The constant presence of physical education and sport as an integral element of the life of each student, as required by the biological laws

of the human body, solves not only the issue of improving the level of health, but also generally helps to improve the nation in all aspects of the individual's social existence. This undeniable fact has been repeatedly confirmed by practice. Young people who, while studying at higher educational institutions, have become involved in systematic physical education or sport, retain a high ability to work for life.

Making and developing the needs of the student for motor activity, creating motivational directives, helping in the choice of forms and methods of activity for personal self-fulfillment is the main goal of physical education in higher education as a subject of education. At this stage of personal development, it is in the student's years that it is necessary to lay down methodological and psychological foundations for the student's desire to engage in sport for life.

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