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<https://orcid.org/0000-0002-4041-4457>e-mail: pavlukev@khnmu.edu.ua**GENDER ASPECTS IN PHYSICAL CULTURE AND SPORTS: SOCIOLOGICAL STUDIES**

The contemporary pace of life and the changing environment we live in very often become the cause of adverse changes in the training process. Additionally, we perform daily activities incorrectly, improperly using our body's capabilities. Some parts of it work too little, while others work too much. This is eventually reflected in disorders of the musculoskeletal system. The human body, to be fully functional, strong, and healthy, needs an appropriate dose of physical activity. Therefore, all activity is associated with movement, which is accompanied by our senses: hearing, smell, vision, touch, taste. Activity is a specific ability, or propensity for action. Every human being has a predisposition to act from birth. To be dynamic is the same as to be active, to do something, to act and perform. Through action, their sensitivity increases and with development, they become more accurate and precise. Therefore, creating educational situations open to sensory experiences is important for movement. An element of motor activities is the sense of one's own body. All this is a sociological aspect. Every human being has at his disposal a certain knowledge of how the social world around him is constructed. We view the social world from the perspective of a small fragment of reality that we deal with directly, common knowledge is created through the exchange of experiences. Gender is also very important in modern physical culture and sport. The subject of gender in the psychological and pedagogical training of athletes is biological and social diversity between the sexes and its impact on the sports training process. There are differences between genders in terms of preferences, motivation, emotions, communication style or how to cope with stress. This is an important issue for coaches and sports psychologists, who should adapt their working methods to the individual needs and characteristics of athletes, taking into account gender differences. One of the most important tasks of sports pedagogy and the training process is to educate athletes and prepare them physically, mentally and socially. A positive coach respects and loves his sport and teaches his pupils to do the same. Gender issues in physical culture and sport refer to gender differences and stereotypes and their impact on physical activity, sport and physical education activities. There are certain perceptions regarding gender that can influence how girls and boys are encouraged to engage in physical activity, how they are assessed in sports, or what disciplines are allocated to them. It is important to consider the ways in which gender differences are presented in this area and how possible inequalities or limitations can be reduced.

Keywords: sport psychology, gender, sports training, coach, biodiversity, sociology

<https://doi.org/10.31891/pcs.2024.2.21>

1. INTRODUCTION

Sociology, as a scientific discipline, emerged in the first half of the 19th century. August Comte, who is considered the father of sociology, introduced the term "sociology" and formulated its scientific program. The exact moment of its inception is subject to convention; since the dawn of history, humans have lived in communities and possessed some practical knowledge about phenomena and processes occurring within human communities. Characteristics of pre-sociological theoretical thought include:

- **normative and teleological perspectives** - philosophers were more interested in how things should be organized rather than how they are (e.g., Plato's concept of an ideal state),

- **voluntarism** - there was a belief in the omnipotence of the ruler, with the prevailing view that a sovereign could shape the state and society in any way; it was considered that social reality was completely unpredictable and could only be evaluated retrospectively; there was also a belief that Providence could alter the course of human affairs,

- **focus on the state and power** - society was often identified with the state [1].

Numerous expectations are associated with fulfilling the sociological role of a coach in socio-educational aspects, which can often be contradictory. This is particularly relevant for coaches, who train children and adolescents. On the one hand, there is a desire for coaches to lead their protégés to success, measured by normative criteria (victories in competitions, results qualifying them for higher sports classes). On the other hand, there is hope that they will teach their charges to love the sport and to embrace its values, encapsulated in the succinct saying “sport builds character”. These objectives can be reconciled by improving not only in the physiological-motor aspects of a given discipline but also through expanding knowledge and skills within a broadly understood socio-educational context. There are several methods of work that take into account the individual needs and characteristics of athletes, including gender differences:

- **individualization of the training plan** - well-planned and personalized training program that considers both physical and psychological aspects of the athlete,

- **motivation** - understanding the motivations and goals of each athlete and customization of motivational approaches to individual needs can contribute to achieving better results,

- **communication** - it is crucial for a coach or sports psychologist to be able to communicate effectively with both female and male athletes; understanding differences in communication preferences can enhance team relations,

- **developing emotional skills** - appropriate work on emotion control, stress management, and motivation is crucial for achieving sporting success in both women and men [2],

- **monitoring progress and adapting the training program** - systematic monitoring of each athlete's progress allows for quick identification of potential problems and adjustment of the training plan to individual needs,

- **adhering to gender equality principles** - this is crucial in working with athletes, and every training plan or psychological intervention should be individually adjusted to the characteristics and needs of each athlete, regardless of gender.

An important element is scientific research and data analysis concerning the impact of gender

differences on sports achievements, and the development of appropriate guidelines based on facts and evidence. However, given the complexity of this issue and the diversity of situations, there is still a need for further discussion and development of policies and practices regarding gender in physical culture and sports [3].

2. RESEARCH OBJECTIVE

The aim of the research is to conduct a pilot diagnosis of barriers in physical culture and sports regarding gender equality. In the literature review analysed by the authors in the field of physical culture and sports, there are also numerous examples of differences and stereotypes related to gender - moreover, many sports are divided into female and male competitions due to biological and physical differences between the sexes.

3. METHODS

The method of data analysis was applied to selected components based on official reports from the Central Statistical Office and Eurobarometer for selected years.

4. AUTHOR'S INTRODUCTION TO SELECTED DATA ANALYSES

In the field of physical culture and sports, there are some examples of differences and stereotypes concerning gender. For instance, it is often assumed that boys are more capable of team sports like soccer or basketball, while girls are better in aesthetic disciplines, such as rhythmic gymnastics. These stereotypes can influence the way children are encouraged to choose a particular physical activity and how they are assessed for their achievements. Moreover, physiological differences between genders can sometimes affect decisions regarding competition or the division into training groups. The contemporary approach to gender issues in sports reflects changing social and cultural challenges. One of the key elements is gender equality, which encompasses a broad range of social rights, including access to sports regardless of gender or gender identity. Sports organizations and federations strive to adapt regulations and guidelines to the changing realities to ensure fairness and equality in sports for all competitors. The matter of gender in sports is broad and complex. There are biological differences between the sexes, such as differences in body

structure, physical strength, or endurance, which can affect sports performance.

For this reason, particular competitions for women and men have been created in many sports disciplines. However, due to the advancing equality movement and respect for gender identity, new challenges are emerging, particularly in the context of transgender individuals who identify differently than the gender assigned at birth based on biological characteristics. The issue of their participation in sports is becoming increasingly debated. In some cases, transgender individuals undergo hormone therapy or surgical procedures that can affect their physical abilities. This, in turn, may raise questions on the fairness of competition. Different approaches exist in various sports disciplines and federations regarding the participation of transgender individuals. Some organizations introduce guidelines specifically tailored to these issues, trying to consider both sporting fairness and respect for gender identity. According to the authors, this topic remains open for discussion or evolution, and is not the subject of the following analyses. Meanwhile, the motivation for both women and men to engage in sports can be diverse and result from many factors. Here are some of the main motivations that often drive people to physical activity and sports:

- **health and fitness** - the motivation to care for one's health and physical condition is one of the main reasons people engage in physical activity and sports; regular exercise has a beneficial impact on their heart health, the circulatory system, muscle strength, as well as overall well-being and quality of life,

- **goals and challenges** - individuals who enjoy setting goals and striving to achieve them often find motivation in sports; achieving better results, surpassing personal records, winning awards, or reaching a certain skill level can be strong motivators,

- **passion and pleasure** - for many people, sports is a passion that brings joy and satisfaction; engaging in a favourite discipline, participating in team competitions, or training outdoors can be very fulfilling,

- **competition** - motivation for competition and the drive for victory are significant factors in sports; for some individuals, the struggle for victory and triumph over opponents constitute the

primary reasons why they engage in training and competitions,

- **personal development** - sports can be a way to personally develop and acquire new skills; for many people, learning new techniques, tactics, or improving their abilities is a motivation for regular training,

- **team and community** - for those who play in sports teams, a strong motivation can be the sense of community, support from team members, and commitment to a common goal [4].

5. PILOT STUDY RESULTS – SELECTED ANALYSES

The analysis included selected sports disciplines and selected motives for engaging in sports among women and men of specific age groups: 15-24, 25-39, 40-54, 55-69, and selectively over 70 years old (70+).

It is worth noting that:

- in the 15-24 age group, respondents demonstrated more motives for engaging in sports or physical activity,

- the majority (63%) of women indicated that participation in sports or physical activity is motivated by the desire to improve their health. Health improvement was very important for respondents from all age groups, similarly, though to a lesser extent, fitness improvement,

- the need for relaxation was particularly important for professionally active women (25-54),

- middle-aged women (40-54) more often than women from other age groups indicated the need for weight control,

- older women (55+) more frequently declared the desire to counteract the effects of aging through sports or physical activity.

In 2013:

- the importance of the desire for better appearance as a motive for engaging in sports or physical activity increased: women more frequently prioritized it over improving physical fitness or the need for relaxation. This was especially true for women in the 15-24 age groups (increase in the importance of better appearance from 25% to 37%) and 25-39 (from 22% to 31%),

- the desire to improve health and counteract the effects of aging was most often declared by women aged 55+,

- the need for relaxation was most frequently indicated in the 25-39 age group [5].

Table 1.

Motives of women for engaging in sports or physical activity in Europe [in %].

Motive	Year	%	15-24	25-39	40-54	55-69	70+
Improving the State of Health	2009	63	53	62	64	67	68
	2013	63	57	62	64	66	
Fitness Improvement	2009	41	43	40	43	40	36
	2013	39	39	40	41	38	
Need for Relaxation	2009	38	33	42	42	35	30
	2013	35	34	40	37	30	
Need for Fun	2009	27	39	28	27	23	22
	2013	27	36	29	26	22	
Weight control	2009	26	29	29	30	24	15
	2013	26	26	29	28	21	
Improvement in Physical Function	2009	25	35	34	30	14	11
	2013	22	23	24	22	20	
Getting a Better Look	2009	22	25	22	23	21	19
	2013	24	37	31	22	13	
Spending Time with Friends	2009	19	27	18	17	19	15
	2013	17	23	17	14	17	-
Counteracting the Effects of Ageing	2009	16	5	9	14	26	29
	2013	17	4	10	16	28	

Source: Eurobarometer, *Sport and Physical Activity*, 2009 and 2014.

It is also worth examining the differences in motivations for engaging in sports and physical activity between women and men.

Table 2.

Women's and men's motives for sport or physical activity in Europe in 2013 [%]

Motive		%	15-24	25-39	40-54	55+
Improving the State of Health	Women	63	57	62	64	66
	Men	61	60	59	61	64
Fitness Improvement	Women	39	39	40	41	38
	Men	41	52	40	38	38
Need for Relaxation	Women	35	34	40	37	30
	Men	37	35	41	40	33
Need for Fun	Women	27	36	29	26	22
	Men	33	49	35	31	24
Weight control	Women	26	26	29	28	21
	Men	26	20	24	26	21
Improvement in Physical Function	Women	22	23	24	22	20
	Men	26	39	29	23	19
Getting a Better Look	Women	24	37	31	22	13
	Men	22	39	26	19	10
Spending Time with Friends	Women	17	23	17	14	17
	Men	23	40	23	17	16
Counteracting the Effects of Ageing	Women	17	4	10	16	28
	Men	14	4	9	14	26

Source: Eurobarometer, *Sport and physical activity*, 2014.

Compared to men, for women, factors such as the desire to improve physical fitness, the recreational aspect of sports, the wish to spend time with friends, and the need to enhance physical capability are lesser important — this is

particularly noticeable in the age group of 15-24 years. Overall, the need to improve appearance holds somewhat greater importance for women, but it is worth noting that in the 15-24 age group, this factor is somewhat more significant for men.

Table 3

The level of sports skills of men and women

Discipline	Women	Men
Volleyball Game	43,2	53,1
Football Game	15,4	78,2
Basketball	27,9	45,5
Handball	28,0	37,9
Tennis, badminton, squash	23,9	28,9
Table tennis	16,9	34,2
Chess	12,2	25,5
Bowling	13,2	19,4
Cycling	87,2	92,0
Rollers, skateboards, roller skates	20,1	20,0
Skiing, snowboarding	11,8	20,0
Horse-riding	5,4	5,2
Swimming	47,0	64,1
Dancing	50,1	33,8
Aerobics, fitness, yoga, gymnastics	26,6	9,7
Jogging, Nordic walking	19,5	13,4
Athletics	9,9	15,2
Strength sports and bodybuilding	2,0	12,6
Combat sports	3,5	7,1
Yachting	1,7	3,0
Climbing	1,7	2,8
Windsurfing, kitesurfing etc.	0,5	1,2

Source: CSO, 2012

According to research carried out by the Central Statistical Office, it can be observed that women generally demonstrate significantly lower sports skills than men. This indirectly allows for conclusions on the level of sports activity and interest in it. Women exhibit greater skills in such activities as rollerblading / skateboarding / roller skating, dancing, aerobics / fitness / yoga / gymnastics / walking / jogging, and to a lesser extent, horse riding.

6. DISCUSSION AND CONCLUSIONS

The contemporary approach to gender equality assumes respect for the gender identity of each individual and equal opportunities to participate in sports. Sports organizations are making efforts to create balanced, reasonable and fair rules which take into account individual differences while ensuring honest competition. Educational programs are being implemented to raise awareness and understanding of the issue within the sports community. On the global stage in Olympic sports, in 1995, the International Olympic Committee established the Women and Sport Working Group in March 2004. The group has become a separate committee, which meets once a year and is an advisory body. In 1997, the IOC introduced the principle of increasing women's representation on executive committees to 10% by 2001 and 20% by 2005. In 2007, for

the first time in history, the Olympic Charter was supplemented: "IOC encourages and supports the promotion of women in sports" [6]. The document titled "Women, Gender Equality and Sport", published to promote the goals of the *Beijing Declaration and the Platform for Action, 2007*, got a significant political and cultural importance.

Among the other topics, the document discusses, the following:

- the benefits of physical activity for women,
- issues of inequality and discrimination limiting women in sports,
- the connection between the Millennium Development Goals and women's sports,
- the consolidation of actions for women in sports in international documents and regimes,
- several examples of strengthening women's participation and position in sports; it includes an extensive bibliography [7].

Additionally, standards have been proposed for organizations implementing gender equality principles in the form of a Model Organization, in which:

- equal opportunities will be created in access to leadership/management positions for both women and men,
- a balance of women and men representation in committees and working groups will be ensured,

- language neutrally presenting genders will be used in publications and promotional materials,

- resources will be allocated fairly, events (organization of competitions) will be granted, and opportunities to gather information on gender-related trends/patterns will be provided,

- decisions based on this information will be made regarding specific issues that girls and women face in sports, [5, 8].

7. CONCLUSION

Based on the performed pilot studies and selected data analyses, the authors draw the following conclusions:

- the issue of gender diversity in physical education and sports should be considered, as well as continually addressing inequalities and limitations of gender stereotypes in physical education and sports.,

- good practices include the creation of more diverse, accessible sports programs that promote physical activity for all children regardless of gender,

- education on gender equality and combating discrimination are crucial elements in creating a fairer and more open environment in the field of physical culture and sports,

- the issue of gender in sports is very important and still remains highly controversial,

- It is important to find a balance to ensure fair competition conditions and respect the gender identity of all athletes, including those who participate in sports at a recreational level.

8. SUMMARY

In the literature on this topic, the issue of women's equality in sports occupies a prominent place. It is important to emphasize that English-language political and programmatic documents emphasize the fact that equality policy can be based on two different concepts of equality:

- the first concept: equity – the process of fairly allocating resources, programs, and decision-making opportunities, without any gender discrimination, addressing the imbalance in access to benefits for women and men; ***it takes into account the diversity of needs and power***,

- the second concept: equality – the process of equal allocation of resources, programs, and decision-making opportunities, without any gender discrimination, addressing the imbalance in access to benefits for women and men; ***it considers the absence of discrimination***.

Equality refers to equal opportunities at the entry level; equality understood as *equity* ensures full access to opportunities and benefits, i.e., equality of outcomes. In terms of designing sports policy, one can refer to the statement “fair does not necessarily mean equal”. For example, ensuring greater influence of women in the functioning of organizations and sports associations should not occur through equal representation of women and men on boards, but should be based on fairly considering the voice of women in making key decisions [5].

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Abstract**ГЕНДЕРНІ АСПЕКТИ У ФІЗИЧНІЙ КУЛЬТУРІ ТА СПОРТІ: СОЦІОЛОГІЧНІ ДОСЛІДЖЕННЯ**

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Сучасний темп життя та мінливе середовище, в якому ми живемо, дуже часто стають причиною несприятливих змін у тренувальному процесі. Крім того, ми неправильно виконуємо повсякденну діяльність, неналежним чином використовуємо можливості свого організму. Деякі його частини працюють надто мало, тоді як інші працюють надто багато. Це в кінцевому підсумку виражається в порушеннях роботи опорно-рухового апарату. Людський організм, щоб бути повноцінним, сильним і здоровим, потребує відповідної дози фізичної активності. Тому вся діяльність пов'язана з рухом, який супроводжується нашими органами чуття: слухом, нюхом, зором, дотиком, смаком. Діяльність — це певна здатність, або схильність до дії. Кожна людина від народження має схильність діяти. Бути динамічним – це те ж саме, що бути активним, щось робити, діяти та виконувати. Завдяки дії їхня чутливість зростає, а з розвитком вони стають точнішими та точними. Тому створення освітніх ситуацій, відкритих для сенсорного досвіду, є важливим для руху. Елементом рухової діяльності є відчуття власного тіла. Все це соціологічний аспект. Кожна людина має в своєму розпорядженні певні знання про те, як побудований соціальний світ навколо неї. Ми розглядаємо соціальний світ з точки зору маленького фрагмента реальності, з яким маємо справу безпосередньо, загальні знання створюються через обмін досвідом. Велике значення в сучасній фізичній культурі та спорті має також стать. Предметом гендеру в психолого-педагогічній підготовці спортсменів є біологічне та соціальне різноманіття статей та його вплив на процес спортивної підготовки. Існують відмінності між статями щодо вподобань, мотивації, емоцій, стилю спілкування або того, як справлятися зі стресом. Це важливе питання для тренерів і спортивних психологів, які повинні адаптувати свої методи роботи до індивідуальних потреб і особливостей спортсменів, враховуючи гендерні відмінності. Одним із найважливіших завдань спортивної педагогіки та тренувального процесу є виховання спортсменів, їх фізична, психічна та соціальна підготовка. Позитивний тренер поважає і любить свій вид спорту і вчить цьому своїх вихованців. Гендерні питання у фізичній культурі та спорті стосуються гендерних відмінностей і стереотипів та їх впливу на фізичну активність, спорт і фізкультурну діяльність. Існують певні уявлення щодо статі, які можуть впливати на те, як дівчат і хлопців заохочують до фізичної активності, як їх оцінюють у спорті або які дисципліни їм призначають. Важливо розглянути способи представлення гендерних відмінностей у цій сфері та те, як можна зменшити можливу нерівність чи обмеження.

Ключові слова: спортивна психологія, гендер, спортивна підготовка, тренер, біорізноманіття, соціологія

Стаття надійшла до редакції 19.05.2024 р.