

PUBLIC SPORTS CLUBS' ROLE IN SCHOOLCHILDREN'S COMPETENCY DEVELOPMENT: KAZAKHSTAN–CHINA EXPERIENCE

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Abstract. The current reform of the education system requires not only improving the academic success of students, but also ensuring their comprehensive personal, social and civic development. In this context, it is of particular importance to study the educational and developmental potential of school-based learning spaces, including public sports clubs, using scientific methods. The purpose of this study is to compare the experiences of Kazakhstan and China, determine the role of public sports clubs in the educational and developmental potential of students, as well as assess their impact on indicators such as social adaptability and motivation to learn. The study assessed social adaptability and motivation to learn.

The study was conducted in 2024–2025 and was based on a mixed methodology. The research design used quantitative and qualitative methods in a complementary manner. Within the framework of the comparative analysis, the organizational structure, service content, management mechanisms and forms of school-based public sports clubs in Kazakhstan and China were studied. To collect empirical data, several internationally recognized diagnostic tools were used: the Youth Experience Survey (YES 2.0) – aimed at determining the level of personal development of students through sports experiences, and the Physical Activity Questionnaire for Adolescence (PAQ-A) – aimed at assessing the frequency of physical activity.

Qualitative research also confirmed this trend: teachers and coaches noted that students who regularly participate in sports are more responsible, interested in working in a team, and more actively involved in school life. The results of the study show that community sports clubs are not only an effective way for students to spend their free time in a meaningful way, but also a powerful pedagogical tool that supports their personal development, social skills, and a healthy lifestyle.

Keywords: Community Sports Club, School Education, educational competencies, informal education, Kazakhstan, China.

Introduction

In the current era of globalization, the education system is undergoing a period of profound change. The role of today's school is not only to provide students with a certain amount of academic knowledge, but also to develop them into individuals who are able to actively participate in society, take responsibility, and consciously regulate their actions. For this reason, in addition to the academic component, the importance of educational, social, and civic components has increased. In recent years, the increasing physical inactivity of children and adolescents, their tendency to spend their free time meaninglessly, their excessive dependence on the digital environment, and their isolation from society have become a common problem worldwide. This situation negatively affects not only the physical health of young people, but also their psychological well-being, self-confidence, communication skills, and their level of participation in school life.

In this sense, community sports clubs are considered an important socio-pedagogical environment that complements formal education and strengthens the ties between school and the local community [1]. Here, students not only improve their physical fitness, but also learn to maintain discipline, develop cooperation, work as part of a team, strive for victory and accept defeat. Sports experience forms a culture of ethics, creates conditions for strengthening social responsibility and civic consciousness. Despite the implementation of a state program for the development of community and school sports in Kazakhstan, regional disparities in infrastructure, a shortage of specialists, and differences in the level of development of community clubs are still clearly visible. In China, however, the system of school sports and sports clubs is considered a systematic element of state policy, and special attention is paid to the integration of education and physical education [2]. Comparing the experiences of these two countries allows us to better

understand the educational potential of community sports clubs. The purpose of this study is to determine the impact of community sports clubs on the educational and developmental potential of students by comparing the experiences of Kazakhstan and China. This study examines the relationship between participation in a sports club and indicators of discipline, teamwork, leadership skills, academic motivation, and social adjustment.

Material and methods

The empirical base of the study consisted of students of secondary schools of the Republic of Kazakhstan and the People's Republic of China, physical education teachers, class teachers, coaches, and representatives of extracurricular sports organizations. During the selection process, the age of the participants, the frequency of participation in sports clubs, the type of educational institution, and the socio-cultural characteristics of the region where the study was conducted were taken into account.

This approach increased the comparability of the research results and allowed us to assess the educational and developmental impact of public sports clubs in a variety of contexts. The research design was based on a mixed methodology, which combined quantitative and qualitative methods. To collect quantitative data, structured questionnaires, scale evaluations, and comparative indicator marking methods were used. To collect qualitative data, semi-structured interviews, pedagogical observations, and content analysis were used. This comprehensive approach allowed us to gain a deeper understanding of the impact of public sports clubs on such indicators as student behavior, responsibility, communication skills, self-regulation, and academic motivation [3].

The survey instruments consisted of several content sections. The first section included socio-demographic characteristics of the participants, such as age, gender, course of study, duration of participation in sports clubs, and frequency of weekly activities. The second section was designed to assess students' social competence, including cooperation, non-conflict relationships, mutual respect, and teamwork skills. The third section was designed to measure educational indicators such as discipline, responsibility, initiative, goal-setting, and leadership skills [4]. The fourth section was designed to determine the level of students' academic motivation and participation in school life.

To ensure the reliability of the study, the methodological tools used were pre-adapted and checked for linguistic and content validity. Questionnaires for Kazakh and Chinese participants were prepared based on the principle of semantic equivalence [5]. In the pilot phase, the questionnaire was administered to small groups, and the clarity, logical coherence, and response time of the questions were assessed. Based on this, individual statements were improved and a version was used for the main phase of the study.

Descriptive statistics, comparative analysis, and percentage methods were used to process the data. Students were divided into two main groups based on their participation in sports clubs: those who regularly participate in sports clubs and those who do not regularly participate in such activities [6]. For each group, indicators of discipline, teamwork skills, academic motivation, and social responsibility were compared.

Qualitative comments from teachers and coaches were also used as an additional source to interpret the quantitative data. Ethical requirements were observed at all stages of the study. The study participants and their legal guardians were fully informed about the purpose, content, and confidentiality of the collected data [7]. All responses were processed anonymously and used for scientific purposes only. This allowed the participants to express their true opinions and increased the objectivity of the results.

In Kazakhstan and China, public sports clubs contribute not only to schoolchildren's physical fitness but also to the development of teamwork, discipline, responsibility, and leadership skills. In Kazakhstan, sports clubs are often organized through schools, local sports sections, and public organizations, while in China they are more widely supported by government programs and systematic sports infrastructure. In both countries, such clubs help schoolchildren develop a healthy lifestyle, social adaptation, and effective use of free time.

A comparison of the Kazakhstan–China experience shows the importance of public sports clubs in developing students' personal, social, and physical competencies. China's experience in systematic sports infrastructure management may be useful for Kazakhstan, while Kazakhstan's flexible approach based on cooperation between schools and communities may be valuable for China. Therefore, combining the experience of both countries can help create an effective sports and educational model aimed at the comprehensive development of schoolchildren. Therefore, the materials and methodology used in the study allowed for a comprehensive assessment of the impact of public sports clubs on the academic and educational potential of students, as well as a scientifically sound comparison of similarities and differences between the situations in Kazakhstan and China [8, 9].

The impact of sports on the development of children and adolescents' behavior has been extensively studied in the scientific literature. Bailey noted that sports activities have a positive effect on students' academic achievement, social skills, and positive attitudes towards school. In his work, sports are described as not only a form of physical education, but also as an effective means of social integration and the development of students' own potential. Holt and his colleagues, in their study of the social development of youth sports, noted that a well-organized sports environment helps to form a system of values and a concept of self-perception in adolescents. Develops self-regulation skills and improves the quality of social relationships. These studies emphasize the pedagogical role of the coach, the atmosphere of team communication, and parental support as important factors. Research by Fraser-Thomas and Cote showed that a quality sports program increases students' self-confidence and strengthens personal qualities such as perseverance, goal orientation, and intrinsic motivation [2]. Aimé and her colleagues found that teenagers who regularly participate in sports have stronger social relationships and a deeper sense of belonging.

Domestic studies are also exploring the potential of school sports education. Kazakh researchers have shown that the interaction between schools and additional educational institutions contributes to the effective organization of students' leisure time, the prevention of social risks, and the promotion of a healthy lifestyle. However, there is a lack of research on the role of public sports clubs in the education system and their specific educational outcomes in an international comparative context [10]. The research was conducted in 2025–2026 and was based on a mixed methodology combining quantitative and qualitative methods. The comparative analysis examined the structure, content of services, management mechanisms, and forms of interaction with schools of public sports clubs in Kazakhstan and China [11].

Several international methodologies were used to collect empirical data: Youth Experience Survey (YES 2.0) – to assess the impact of sports experiences on individual development; Physical Activity Questionnaire for Adolescents (PAQ-A) – to determine the level of physical activity in adolescents; Student Social Competence Scale – to measure social competence; Academic Motivation Scale (AMS) – to assess academic motivation. Semi-structured interviews and observational methods were also used.

Table 1 – Evaluation criteria

Assessment level	Indicator range (%)
High	75–100
Middle	50–74
Low	0–49

A total of 420 students and 65 teachers and coaches participated in the study (Table 1 – Evaluation criteria). During the selection process, groups of students who regularly attended sports clubs and those who did not regularly attended were compared.

Table 2 – Evaluation criteria

 LOW 0–49%	 MIDDLE 50–74%	 HIGH 75–100%
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The main indicators were behavior, teamwork skills, leadership qualities, academic motivation, and social adaptation (table 2 – Evaluation criteria). The following levels were used to interpret the results: 75–100% – high level, 50–74% – medium level, 0–49% – low level. Quantitative results were processed using descriptive statistics, and qualitative data were systematized using content analysis.

Results and discussion

The results of the study showed that the level of educational and social competence of students who participate in sports clubs was significantly higher than that of students who do not regularly participate in sports. For example, the level of discipline in the group participating in sports clubs was 78%, while in the group not participating, this figure was 52%. The difference in teamwork skills was even more pronounced: for students who participate in sports clubs, this figure was 84%, while for students who do not participate, it was 49%.

Qualitative research also confirmed this trend. Teachers and coaches noted that children who regularly participate in sports are more active in extracurricular activities, more responsible, and more flexible in their relationships with others. Such students tend to take the initiative in group tasks, participate confidently in school projects, and quickly comply with the requirements of collective discipline.

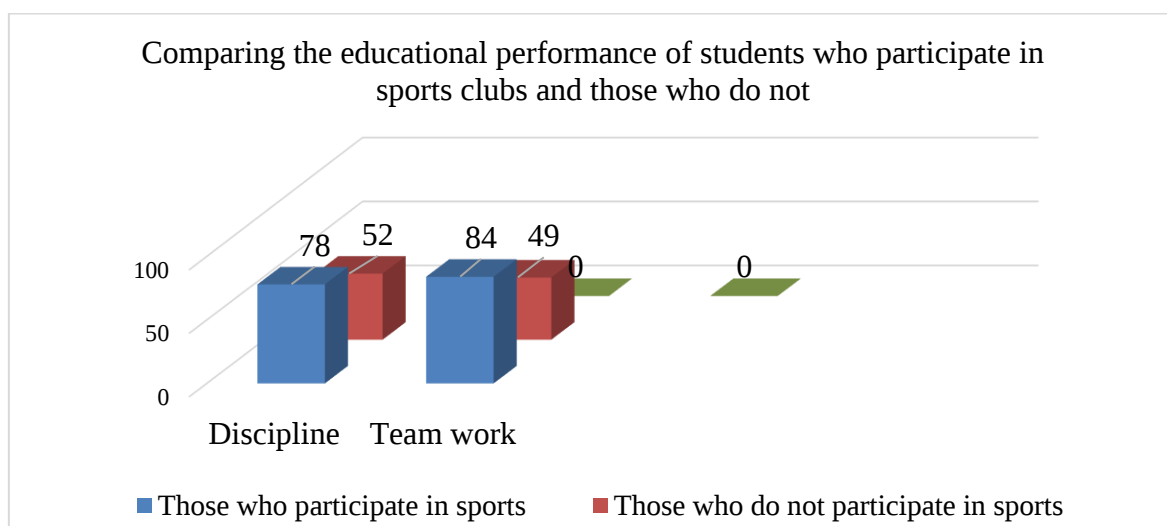


Figure 1 – Comparing the educational performance of students who participate in sports clubs and those who do not

The results of the study showed that the skills developed in the sports environment were also transferred to school life (figure 1 – Comparing the educational performance of students who participate in sports clubs and those who do not). In particular, time management, the ability to follow instructions carefully, commitment to a common goal, and the ability to responsibly explain one's actions were clearly evident. This shows that the educational impact of community sports clubs is not limited to sports success, but has a concomitant and sustainable effect on the educational process.

Analysis and discussion results

The results are consistent with international research. Sports clubs are not only a place for students to engage in physical activity, but also a place where social experiences and a culture of behavior are formed. Here, skills such as following rules, respecting others, working as part of a team, controlling emotions, and taking responsibility for collective results are systematically developed. In Kazakhstan, the development of public sports clubs often depends on local initiatives, the position of school management, and the availability of infrastructure.

This model is characterized by flexibility and proximity to the specific needs of students, but is also prone to regional inequalities. The Chinese experience shows that centralized

management expands the scope of sports activities and strengthens close ties between schools and physical education. However, excessive regulation can sometimes limit the ability to take into account local specificities.

In this regard, the experiences of the two countries show two different, mutually reinforcing models. While China's strict organizational discipline, infrastructural support, and monitoring approach are useful in Kazakhstan, China's flexible Kazakhstani experience, which is closely linked to local communities and based on partnerships, can provide important lessons. The main conclusion is that the effectiveness of community sports clubs depends not only on their number, but also on their integration into the school education system, pedagogical support, and the quality of communication with parents [12].

Community sports clubs play an important role in the development of students' educational and developmental potential. The results of the study show that students who participate in sports clubs have higher levels of discipline, responsibility, teamwork, social adaptability, and leadership skills [13].

Strengthening partnerships between schools and local sports organizations is an important way to improve the quality of education, organize meaningful leisure activities for students, and promote healthy lifestyles. In this context, supporting community sports clubs, improving infrastructure, strengthening the pedagogical training of coaches, and establishing sustainable relationships with schools remain important tasks that need to be addressed urgently within the framework of education policy [14].

Future research in this area needs to be enriched with longitudinal observational data to further explore the impact of sports programs on students' academic achievement, psychological well-being, and civic engagement.

The results of the study showed that the academic and educational abilities of students who regularly attend public sports clubs are significantly higher than those of their peers who do not participate in regular sports. The data showed that there were significant differences in the indicators of discipline and teamwork. In particular, the level of discipline among students who regularly attend sports clubs was 78 percent, while in the group that did not attend such clubs, this indicator was 52 percent. The difference in teamwork skills was even more pronounced: 84 percent of students who attended sports clubs, while 49 percent of those who did not attend, were rated as capable of teamwork. According to the rating scale used, the above indicators in the group that attended sports clubs were rated at a high or similar level, while most of the students who did not regularly participate in sports remained at a medium level. This indicates that the sports environment has an important impact on the development of students' behavior and social relations.

It is important to use qualitative data to further explain the above results. During semi-structured interviews and pedagogical observations, teachers and coaches noted that students who regularly attend sports clubs are more active in school life, more responsible, and tend to regulate their own behavior. They were particularly active in taking the initiative when performing group tasks, negotiating with classmates, making joint decisions, and strictly following the rules. Such qualitative observations are fully consistent with the quantitative indicators, indicating that the impact of community sports clubs is not limited to formal assessment indicators, but is also reflected in everyday school life.

One of the important trends revealed during the study is the transfer of skills developed in a sports environment to the academic and social spheres. Observations revealed that students who attend sports clubs are more punctual, follow instructions precisely, take responsibility for their studies, and take responsibility for their actions. This is due, on the one hand, to the discipline-based structure of sports training, and, on the other hand, to the logic of collective action. In other words, students begin to use the skills they acquire during their sports club experience not only in competitions or training, but also in completing classroom assignments. From this perspective, public sports clubs have an indirect but lasting impact on formal education as a socio-pedagogical factor.

The results on the leadership qualities of students and their social adaptation are also noteworthy. Although the quantitative data do not clearly indicate these indicators, the interview

materials and observation protocols showed that students who participated in sports clubs were more likely to take on roles within the group, organize teams, and take responsibility. Such students participated more confidently in school projects, extracurricular activities, and collective initiatives. This suggests that sports experience increases students' self-confidence and contributes to their self-confidence in the social environment. It also seems that the mutual support, trust, and experience of working together to achieve common goals, which are often found in sports environments, are important prerequisites for social adaptation.

A comparative analysis of the experiences of Kazakhstan and China shows that the impact of public sports clubs has brought positive results in both countries, but the institutional mechanisms for supporting them differ significantly. In Kazakhstan, the results largely depend on the position of school management, the activity of local citizens, and the capacity of regional infrastructure. This model is characterized by its flexibility and proximity to specific social needs. However, the disadvantages are the inequality between regions and the effect of resource dispersion. In China, the effectiveness of sports clubs is determined by centralized management, systematic organization, and the integration of school and sports education.

Theoretical analysis of the results shows that the effectiveness of sports clubs is not only related to their existence, but also to how they are organized. If a sports club provides a safe, supportive, and pedagogically appropriate environment for students, its educational impact increases significantly. Here, the professional-pedagogical position of the coach, the quality of the relationship with the school, and the interaction with parents are important factors. The results of the study show that it is not only the number of public sports clubs that matters, but also the degree to which they are integrated into the school education system. In other words, sports activities have a long-term impact on the holistic development of students only if they are consistent with educational and developmental goals [15, 16].

Overall, the study clearly shows that public sports clubs improve students' discipline, teamwork skills, social adaptation, and active participation in school life. These findings confirm the need to consider public sports clubs as one of the important institutions that enhance the educational potential of the education system, rather than considering them as additional leisure activities. In this context, developing partnerships between schools and local sports organizations, improving the pedagogical training of coaches, and strengthening sports infrastructure can be important components of effective future educational policies.

Conclusion

The conducted research has identified the important role of public sports clubs in the formation of students' academic and educational potential. In the modern educational sphere, the all-round development of a student is determined not only by academic success, but also by many factors, such as his social adaptability, value orientation, civic position, communication culture, adherence to a healthy lifestyle. In this sense, public sports clubs are an important component of the socio-pedagogical environment that complements formal education and has a high educational impact.

According to the results of the study, students who regularly attend sports clubs have relatively high levels of discipline, responsibility, attitude to teamwork, leadership skills, and motivation for studies. These indicators indicate that physical education is not only physical training, but also an effective educational mechanism for opening up the internal resources of the individual, developing a culture of behavior, and accumulating social experience. In particular, thanks to team sports, students learn to support each other, strive for common goals, and combine individual interests with the common good. Such experience plays an important role in their future social and professional life.

A comparative analysis of the experiences of Kazakhstan and China shows that, despite the differences in the organization of public sports clubs in the two countries, they have similar educational opportunities and social significance. The Kazakh model is based on the participation of local citizens, partnerships between schools and non-governmental organizations, and the

flexibility of social initiatives. This system allows taking into account regional specifics and adapting it to the interests of students. At the same time, its effectiveness largely depends on the material and technical base, human resources, and the quality of local governance. The main feature of the Chinese model is its systematic, centralized management and the stability of state support. This approach creates conditions for a close connection of the activities of sports clubs with the education system and allows for a wider participation of students.

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Author Contributions:

Zhu Jianchao – made the main contribution to the study, including the development of the research idea, analysis of scientific literature, organization and implementation of the empirical part, processing and interpretation of the results, and preparation of the original text of the manuscript.

Zhang Dong – provided scientific supervision, methodological support, critical comments, revision of the manuscript, and final approval for publication.

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МЕКТЕП ОҚУШЫЛАРЫНЫҢ ҚҰЗЫРЕТТЕРІН ДАМУДАҒЫ ҚОҒАМДЫҚ СПОРТ КЛУБТАРЫНЫҢ РӨЛІ: ҚАЗАҚСТАН МЕН ҚЫТАЙ ТӘЖІРИБЕСІ

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Аңдатпа. Білім беру жүйесіндегі қазіргі реформалар оқушылардың академиялық жетістіктерін жақсартумен ғана шектелмей, олардың жан-жақты жеке, әлеуметтік және азаматтық дамуын қамтамасыз етуді де талап етеді. Осы контексте мектептік оқу орталарының, соның ішінде қоғамдық спорт клубтарының білім беру және даму әлеуетін ғылыми әдістермен зерттеу ерекше маңызға ие. Бұл зерттеудің мақсаты – Қазақстан, Қытай тәжірибесін салыстыру, қоғамдық спорт клубтарының оқушылардың білім алу және даму әлеуетіндегі рөлін анықтау және әлеуметтік бейімділік пен оқу мотивациясы сияқты көрсеткіштерге әсерін бағалау. Зерттеуде әлеуметтік бейімділік пен оқу мотивациясы бағаланды.

Зерттеу 2024–2025 жылдары аралас әдістер негізінде жүргізілді. Зерттеу дизайны сандық және сапалық әдістерді толықтырды. Салыстырмалы талдау шеңберінде Қазақстандағы және Қытайдағы мектептік қоғамдық спорт клубтарының ұйымдық құрылымы, қызмет мазмұны, басқару механизмдері мен формалары зерттелді. Эмпирикалық деректерді жинау үшін халықаралық деңгейде мойындалған бірнеше диагностикалық құралдар қолданылды: спорттық тәжірибелер арқылы оқушылардың жеке даму деңгейін анықтауға бағытталған Жасөспірімдердің тәжірибелерін зерттеу сауалнамасы (YES 2.0), Жасөспірімдердің физикалық белсенділік сауалнамасы (PAQ-A), ол физикалық жаттығулардың жиілігін бағалауға бағытталған.

Сапалық зерттеу бұл үрдісті растады: мұғалімдер мен жаттықтырушылар спортпен тұрақты түрде айналысатын оқушылар жауаптырақ, командада жұмыс істеуге бейім және мектеп өміріне белсенді қатысатынын атап өтті.

Зерттеу нәтижелері көрсеткендей, қоғамдық спорт клубтары оқушылардың бос уақытын мағыналы өткізудің тиімді тәсілі ғана емес, сонымен қатар олардың жеке дамуына, әлеуметтік дағдыларына және салауатты өмір салтына да үлес қосады.

Кілт сөздер: Қоғамдық спорт клубы, мектептегі білім беру, білім беру құзыреттіліктері, бейресми білім беру, Қазақстан, Қытай.

РОЛЬ ОБЩЕСТВЕННЫХ СПОРТИВНЫХ КЛУБОВ В РАЗВИТИИ КОМПЕТЕНЦИЙ ШКОЛЬНИКОВ: ОПЫТ КАЗАХСТАНА И КИТАЯ

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Аннотация. Проводимые в настоящее время реформы в системе образования направлены не только на повышение академической успеваемости учащихся, но и на обеспечение их всестороннего личностного, социального и гражданского развития. В этом контексте особое значение имеет научное исследование образовательного и развивающего потенциала школьной среды обучения, в том числе общественных

спортивных клубов. Цель данного исследования – сравнить опыт Казахстана и Китая, определить роль общественных спортивных клубов в образовательном и развивающем потенциале учащихся, а также оценить их влияние на такие показатели, как социальная адаптация и мотивация к обучению. В ходе исследования оценивались социальная адаптируемость и мотивация к обучению.

Исследование проводилось в 2024–2025 годах с использованием смешанных методов. Дизайн исследования дополнял количественные и качественные методы. В рамках сравнительного анализа были изучены организационные структуры, содержание услуг, механизмы управления и формы школьных общественных спортивных клубов в Казахстане и Китае. Для сбора эмпирических данных использовались несколько международно признанных диагностических инструментов: анкета «Опыт молодежи в спорте» (YES 2.0), направленная на определение уровня личностного развития учащихся через спортивный опыт, Анкета физической активности подростков (PAQ-A), направленная на оценку частоты занятий физическими упражнениями.

Качественное исследование подтвердило эту тенденцию: учителя и тренеры отметили, что ученики, регулярно занимающиеся спортом, более ответственные, более склонны работать в команде и более активно участвуют в школьной жизни.

Результаты исследования показали, что общественные спортивные клубы являются не только эффективным способом для учеников с пользой провести свободное время, но и способствуют их личностному развитию.

Ключевые слова: общественный спортивный клуб, школьное образование, образовательные компетенции, неформальное образование, Казахстан, Китай.

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