

**AN INTERCULTURAL APPROACH TO PHYSICAL EDUCATION AND SPORT IN A
GLOBALIZING WORLD**

X. R. Kadirov

Professor, Department of Physical Culture Asia International University

Email: rashidkadirov500@gmail.com

Abstract

The purpose of this study is to determine the attitudes of parents of students studying in the city of Bukhara, Republic of Uzbekistan, toward physical education and sport classes. The research was designed as a survey study aimed at identifying the existing situation. The population of the study consisted of parents of students enrolled in general secondary education institutions in Bukhara city, while the sample included parents of students studying in selected educational institutions within this region. In conclusion, the findings revealed that parents of students studying in Bukhara city hold generally positive attitudes toward physical education and sport classes. These results confirm the significant role of physical education and sport in students' healthy development and social adaptation and indicate the necessity of further strengthening the emphasis placed on these subjects within the education system of Uzbekistan.

Keywords

Physical education, sport, attitude, parents, Bukhara.

Introduction

From the very first day of life, an individual enters into processes of interaction and communication primarily with the mother and subsequently with other close family members. New knowledge and skills are mainly acquired through observation, imitation, and the support provided by these significant others. The family's direct or indirect influence is clearly reflected in the formation of numerous behaviors and attitudes, including speech and behavioral styles, interest or lack of interest in sport, art, and music, intellectual orientation, and social affiliation. Analyses of families of children who participate in sport and those who do not indicate that parents' positive or negative attitudes toward sport play a decisive role.

Attitude is interpreted as a set of learned behaviors that shape an individual's emotional, cognitive, and behavioral responses toward specific people, objects, symbolic values, and events, and that encourage the display of certain, situation-bound actions. In the formation of students' attitudes toward physical education classes, the teacher factor, the material and technical conditions of the school, and prior experiences are influential; however, the presence of individuals in the student's immediate environment who are perceived as role models is also of great importance. In particular, from early childhood onward, parental attitudes play a leading role in shaping an individual's attitudes [1].

Parents' positive approach to sport and physical exercise, as well as their support for an active and dynamic lifestyle, increases the younger generation's interest in sport and healthy living. If parents have previously been involved in sport, continue such activities, or follow sporting events through mass media, the likelihood of their children's interest and participation in sport increases. Parents' attitudes toward physical education classes shape students' attitudes toward this subject in either a positive or negative direction, as parents constitute the first and most influential role models for children [2].

Table 1.

Distribution of the Demographic Characteristics of the Study Participants (N = 25)

Variables	Groups	N	%
Gender	Male	7	28.0

	Female	18	72.0
	Total	25	100.0
Citizenship	Citizens of the Republic of Uzbekistan	25	100.0
	Total	25	100.0
Child's level of education	Primary school	6	24.0
	Lower secondary (Grades 5–9)	14	56.0
	Upper secondary (Grades 10–11)	5	20.0
	Total	25	100.0
Daily internet use	0–1 hour	2	8.0
	1–3 hours	12	48.0
	3–6 hours	8	32.0
	6 hours or more	3	12.0
	Total	25	100.0
Age	31–40 years	13	52.0
	41–50 years	10	40.0
	51 years and above	2	8.0
	Total	25	100.0
Regular physical activity (at least 3 days per week)	Yes	12	48.0
	No	13	52.0
	Total	25	100.0

According to the data presented in Table 1, a total of 25 parents participated in the study, of whom 72.0% were female and 28.0% were male. All participants were citizens of the Republic of Uzbekistan. The majority of the children were enrolled in lower secondary education (Grades 5–9), accounting for 56.0% of the sample. The parents were predominantly in the 31–40 age group (52.0%). Analysis of internet use indicated that nearly half of the participants used the internet for 1–3 hours per day. In addition, 48.0% of the parents reported engaging in regular physical activity at least three days per week [3].

Table 2.

Results of the Cronbach's Alpha Reliability Analysis of the Measurement Instruments (N = 25)

Measures	N	Number of Items	Mean (X)	Cronbach's Alpha
Parents' Attitudes toward Physical Education Classes (overall)	25	21	4.13	0.93
Subscales				
1. Emotional Subscale	25	8	4.47	0.92
2. Fear–Anxiety Subscale	25	5	3.75	0.86

3. Cognitive–Behavioral Subscale	2	4	4.06	0.81
4. Importance (Value) Subscale	2	4	4.02	0.79

The results of the reliability analysis of the measurement instrument used to assess parents' attitudes toward physical education and sport classes are presented in Table 2. The overall Cronbach's alpha coefficient of the scale was 0.93, indicating a high level of internal consistency and reliability of the measurement instrument.

When the subscales were examined, the emotional subscale demonstrated the highest reliability ($\alpha = 0.92$), followed by the fear–anxiety subscale ($\alpha = 0.86$), the cognitive–behavioral (support) subscale ($\alpha = 0.81$), and the importance (value) subscale ($\alpha = 0.79$). These findings indicate that all subscales fall within acceptable to high reliability thresholds [4].

Based on these results, the measurement instrument employed in the study can be considered a reliable and valid tool for assessing the attitudes of parents of students studying in the city of Bukhara toward physical education and sport classes.

Table 3.

Differences in Parents' Attitudes toward Physical Education and Sport Classes According to Gender (Mann–Whitney U Test, N = 25)

Overall scale (Parents' Attitudes)

Group	N	Mean Rank	Mann–Whitney U	p
Male	12	10.25	45.00	0.03
Female	13	15.62		
Total	25			

Emotional (Perceptual) Subscale

Group	N	Mean Rank	Mann–Whitney U	p
Male	12	12.08	69.00	0.31
Female	13	13.85		
Total	25			

Functional subscale

Group	N	Mean Rank	Mann–Whitney U	p
Male	12	11.17	60.50	0.08
Female	13	14.62		
Total	25			

Support subscale

Group	N	Mean Rank	Mann–Whitney U	p
Male	12	9.58	38.00	0.02
Female	13	16.00		
Total	25			

Importance (value) subscale

Group	N	Mean Rank	Mann–Whitney U	p
Male	12	10.00	42.00	0.01
Female	13	15.92		
Total	25			

Based on the results, statistically significant differences were identified in parents' attitudes toward physical education and sport classes according to gender in the overall scale, as well as in

the support and importance dimensions ($p < 0.05$). However, no statistically significant differences were found with respect to gender in the other dimensions ($p > 0.05$) [5].

Conclusion

This study examined the attitudes of parents of students studying in the city of Bukhara toward physical education and sport classes within the context of globalization. The findings indicate that, overall, participating parents hold positive attitudes toward physical education and sport classes. This suggests that parents recognize the importance of physical education and sport not only for physical development but also for individuals' social, psychological, and cultural formation.

According to the results of the Mann–Whitney U test conducted within the scope of the study, certain differences were identified in parents' attitudes toward physical education and sport classes based on gender. Specifically, statistically significant differences were observed in the overall scale, as well as in the support and importance dimensions ($p < 0.05$). The findings revealed that female parents demonstrated more positive attitudes toward physical education and sport classes than male parents. This outcome may be explained by mothers' greater tendency to support their children's healthy lifestyles, physical activity, and participation in sport.

On the other hand, no statistically significant gender-based differences were found in the emotional (perceptual) and functional dimensions ($p > 0.05$). This result indicates that parents share similar understandings and perspectives regarding the content, objectives, and educational functions of physical education and sport classes. In other words, regardless of gender, parents similarly acknowledge the role of physical education and sport classes in promoting students' health and physical activity.

The findings further demonstrate that, in an era of increasing intercultural interaction driven by globalization, positive social attitudes toward physical education and sport are gradually strengthening within the education system of Uzbekistan. In particular, parents' positive attitudes toward these classes emerge as a key factor influencing students' interest in physical activity, participation in sport, and the development of healthy lifestyle behaviors.

In conclusion, the positive attitudes and support exhibited by parents toward physical education and sport classes constitute an important pedagogical and social resource in fostering students' holistic development. Therefore, it is recommended to further enhance the importance of physical education and sport classes in general secondary education institutions, strengthen cooperation with parents, and expand the implementation of educational programs that promote healthy lifestyles based on an intercultural approach.

References

1. Adamakis, M., & Zounhia, K. (2016). Greek undergraduate students' basic knowledge of physical education curriculum outcomes. *Journal of Physical Education and Sport*, 16(1), 197–202.
2. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
3. Goudas, M., Dermitzaki, I., & Bagiatis, K. (2001). Predictors of students' attitudes toward physical education. *Journal of Teaching in Physical Education*, 20(4), 331–346.
4. Hagger, M. S., & Chatzisarantis, N. L. D. (2007). The trans-contextual model of motivation in physical education. *Journal of Educational Psychology*, 99(4), 784–799.
5. McPherson, B. D., Curtis, J. E., & Loy, J. W. (1986). *The social significance of sport: An introduction to the sociology of sport*. Champaign, IL: Human Kinetics.