



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2019; 5(6): 497-499
www.allresearchjournal.com
Received: 22-04-2019
Accepted: 05-06-2019

Dr. M Yesu Dass
Physical Education Director,
Government First Grade
College, Yelahanka, Bangalore,
Karnataka, India

A study on sports socialisation through physical education

Dr. M Yesu Dass

Abstract

No child is born with a built-in social self. Human individual and collective behavior is the result of a long socialization process in which biology and culture meet. Without socialization, neither the individual nor society can exist, because they both rely on their own processes. This means that socialization depends on each society's social and cultural heritage. Because PE teachers are involved with the whole human being, they must have knowledge of how cultures, social order and socialization process work. Similarly, physical education students need to understand the process of socialization through sports. It helps them understand the importance of sports in their lives. Be able to encourage and advocate for participation in sports and play activities in order to achieve desired socialization outcomes.

Keywords: Socialization, physical education, collective behavior

Introduction

Socialization enables a person to become both an individual and a worthy member of society. In a way, adopting the ways of their society and becoming a functional member of that society helps people to become equal. Once socialized, they exhibit behavioral standards consistent with social norms. A society's norms are the rules, laws, and customs that govern its behavior and from which its values are derived. It is the adaptation of a person to his cultural environment.

Socialization through Sports

Sport is a viable means of socialization because it offers diverse opportunities for most of the social processes involved in the transmission of cultural behavior. Socialization occurs through group games and physical activity in homes, schools, playgrounds, streets and wherever games are played. The following aspects of the social system are integral parts of the socialization processes that take place in various sporting situations.

Role Playing

- Status
- Social Stratification
- Self-Image
- Globalization and sports processes
- Competition and Cooperation

1. **Role play:** Roleplay is an important aspect of the socialization process. Roles are played in children's peer playgroups. The assigned roles may be related in some way to the components of the social system. A role is a behavior that corresponds to an assigned task. It's a grim fact that no experience offers more opportunities for role-play than sports. Through role-playing sports activities, children can develop their body image and thereby strengthen their self-image, which is the foundation of a healthy personality.
2. **Status:** In addition to assigning roles within social groups, societies also assign statuses. The positive factor of sport for social structures and processes is in the field of social status. Participation in sports is related to status because modern society is a sports-oriented society for both young people and adults. Group status depends not only on role play, but also on leadership.

Correspondence
Dr. M Yesu Dass
Physical Education Director,
Government first Grade
College, Yelahanka, Bangalore,
Karnataka, India

Perhaps today there is no field in which a person's status in the group depends so much on his or her ability as in sports. Achieving status leads to another role play, usually to a higher level of leadership. Your success or failure in meeting peer group expectations affects your status within the group. In physical education classes, teachers can increase success rates by changing the environment so that all students experience both success and failure.

3. **Social stratification:** Social stratification is another aspect of the socialization process. Again, if an individual is born, raised, and developed in a particular social class, this can affect personality and self-image. An environment where sports and games are offered and social hierarchy (classes) is low. However, sports can act as a catalyst for increasing social mobility through which a person can rise. New roles in sport may create new statuses, based largely on competence and partly on leadership. Status can lead to preferential treatment and promote social stratification. Athletes are given a degree of social mobility not normally available to non-athletes. This was not a new phenomenon, but a symptom of both the Greek and Roman empires. Four.
4. **Self-image:** Participation in games and sports influences participants' self-image, thereby increasing self-esteem, self-discipline, and a sense of security. Essentially, this is an image of a child's body. The image of movement expressed in sports and play forms the basis of body image.

Both children and adults form their self-image in part through how others think and see them. Children see themselves reflected in other people's eyes. And this feedback is flattering if they agree and depressing if they disagree. Your attitude and perception of your body influences your behavior and, ultimately, your personality. This body image complex is especially important for both adolescent boys and girls. Good teachers have a duty to care about sport because it is meaningful for children and young people and provides opportunities to positively influence body image. Quality leadership is key to building a better image. 5. Globalization and the Sports Process: The globalization of sports is part of a larger and more controversial globalization process. Historically and analytically, this process of mass globalization can be understood as the development of a worldwide interdependent network. The 20th century saw the emergence of a global economy, cross-border international cultures, and various international social movements. Modern technology allows people, money, images and ideas to move around the world at breakneck speed. The development of modern sports has been influenced by the intertwining of the economic, political, social and cultural patterns of globalization. These patterns enable and constrain how people behave, meaning that there are winners and losers as modern sports spread from Europe and North America to the rest of the world.

5. Competition and Cooperation: Competition and cooperation are two social processes closely related to sports and games. Not only are they powerful forces in the socialization process, but they also motivate learning, both in intellectual activity and in motor skills. In sports and games, cooperation and competition should not be seen as

contradictory. Sports and games require competition, but they also require cooperation. Participation in competitive sports must include cooperation as a corollary. Physical activity in the context of competitive and cooperative behavior outperforms situations that provide no incentives for learning. Competition is therefore important to create incentives. As long as it is conducted within a cooperative framework, minimizing competition and eliminating conflict, it can be a valuable educational tool. To maximize the effectiveness of student collaborative behavior, the focus should be on achieving excellence. Summarizing the impact of participation in sport on socialization, it is no exaggeration to say that no other life experience offers more opportunities to enhance the process of socialization than sporting activity.

6. Competition and Cooperation: Competition and Cooperation are two social processes that are highly related to sport and games. They are not only powerful forces in the socialization process, but also as motivators to learning in both intellectual pursuits and motor performance. In sport and games, cooperation and competition should not be looked upon as antithetical. Sports and games require competition but they also demand cooperation to participate in competitive sport, one must include cooperation as a natural consequence.

Physical activities carried on in the framework of competitive and cooperative behaviour are superior to situations that offer no incentive for learning. Therefore competition is valuable for fostering incentive. As long as it is carried out in the parameters of cooperation and rivalry is minimized and conflict eliminated, it becomes a valuable educational tool. To maximize the effectiveness of the student's cooperative behaviour, emphasis must be placed on the achievements of excellence in performance.

To sum up the contribution of participation in sports for socialisation, it can be safely said that no other experience in the life provides enough opportunities to enhance the processes of socialization as sports activities.

Conclusion

The paper acknowledges that sports and the discourses that constitute them have become one of the more influential narratives in twenty first century culture. They are implicated in struggles over meanings, processes of ideological hegemony and the expansion of global capitalism and consumer culture. One of the goals of this research is to understand sports in ways that contribute to informed and progressive explanations of the political, economic and social issues that influence people's lives.

References

1. Andrews DL. (Ed.). Michael Jordan, Inc: Corporate Sport, Media Culture, and Late Modern America. State University of New York Press, Albany; c2001.
2. Baker A, Boyd T. (Eds.). Out of Bounds: Sports, Media, and the Politics of Identity. Indiana University Press, Bloomington; c1997.
3. Ajmer Singh. Essentials of Physical Education. Kalyani Publisher New Delhi; c2014.
4. Bucher Charles A. Foundation of Physical Education St. Louis, The CV Mosby Company; c1979.

5. Sharma S, Yawer M, Kariem M, Singh R, Sheikh HN. Synthesis, crystal structure, and porosity of 1D coordination polymer of neodymium (III) with isonicotinic acid and dimeric complex of neodymium (III) with nicotinic acid. *Russian Journal of Coordination Chemistry*. 2015 Jul;41:469-80.
6. Lekholm AK, Cliffordson C. Discrepancies between school grades and test scores at individual and school level: Effects of gender and family background. *Educational Research and Evaluation*. 2008;14(21):181-199.
7. Becker S. An Approach to Developing Personal Emotional competence. *Volta Review*. 1978;80:2.