



Ceyhan, M.A. (2022). Physical Education And Sports In Terms Of Values Education, *The Online Journal of Recreation and Sports (TOJRAS)*, 11(2), 11-18.

DOI: <https://doi.org/10.22282/ojrs.2022.97>

**Makale Türü (ArticleType):** Araştırma Makalesi/Research Article

ISSN: 2146-9598 Doi Prefix:10.22282

---

## PHYSICAL EDUCATION AND SPORTS IN TERMS OF VALUES EDUCATION

**Mehmet Ali CEYHAN**

*Bayrbut University, Faculty of Sport Sciences, Bayburt, Türkiye, mehmetaliceyhan@bayburt.edu.tr*

ORCID: 0000-0001-6207-8135

### ABSTRACT

In this study, physical education and sports are discussed in terms of values education. Values are socially expressed as generalized principles of behavior that are accepted as the most correct, best and beneficial in society. Since values are an important part of the daily life of individuals, they affect life deeply. It is a life-long education given in order to enable individuals to acquire and adopt values through values education, to make them the basic element of their personality and to transform them into behavior. In order for the educational environment to be productive, different disciplines must come together. Physical education and sports are considered to be the most important of these disciplines. In the education of individuals, the values that should be protected and needed in the society and physical education and sports should be used effectively. Because physical education and sports offer a new culture with the help of values accepted in the society and an application area for learned values.

**Keywords:** Physical Education, Sports, Values Education

## DEĞERLER EĞİTİMİ AÇISINDAN BEDEN EĞİTİMİ VE SPOR

### Öz

Bu çalışmada değerler eğitimi açısından beden eğitimi ve spor ele alınmıştır. Değerler toplumsal olarak, toplumun en doğru, en iyi ve faydalı olduğu kabul edilmiş olan genelleştirilmiş davranış prensipleri olarak ifade edilmektedir. Değerler bireylerin günlük yaşamının önemli bir parçası olduğundan yaşamı derinden etkilemektedir. Değerler eğitimi yoluyla bireylerin değerleri kazanması ve benimsemesi, kişiliğinin temel unsuru durumuna getirerek, bunu davranışa dönüştürmesi amacıyla verilen ve yaşam boyu süren bir eğitimidir. Eğitim ortamının verimli olabilmesi için farklı disiplinlerin bir araya gelmesi gerekmektedir. Beden eğitimi ve spor bu disiplinler arasında en önemlisi olarak kabul edilmektedir. Bireylerin eğitiminde toplumda korunması gereken ve ihtiyaç duyulan değerler ile beden eğitimi ve sporun etkin kullanılması gerekmektedir. Çünkü beden eğitimi ve spor toplumda kabul görmüş değerler yardımıyla yeni bir kültür, öğrenilmiş değerlere ise uygulama alanı sunmaktadır.

**Anahtar kelimeler:** Beden eğitimi, spor, değerler eğitimi.

*\*: Bu çalışma 15-16-17 Mart 2022 tarihindeki 8.Uluslararası Bilimsel Çalışmalar Kongresi (UBCAK) (8th International Academic Studies Conference) kongresinde sunulmuştur*

## INTRODUCTION

It has been said that in the age we live in, human values are eroded in a way that threatens the future (Yaman, 2012). With education, it is possible to prevent this and bring it to the desired level again. The main reason for this is that education is a process in which values are transferred to future generations (Sarı, 2005). Consequently, it is now vital to plan education in a way that fosters responsibility and is more comprehensive (Kenan, 2009).

Although values are acquired by living in a society in the past, today, in consequence of the changes in the social structure, it has become a necessity to include more values education in formal education. Within this scope, school programs should be created in accordance with the values of education. Values education should be provided effectively by creating the right environment and paying attention to the fact that educators have exemplary personalities and qualifications. It is stated that being a role model is the most important factor in values education (Sarı, 2005). The reason why values education is not sufficiently included in the courses is the anxiety about academic success, the content of the courses, and the intensity of the curriculum. However, values education has started to be given importance in schools in recent years, and it has started to be discussed in theoretical lessons and related activities.

By combining the correct atmosphere and method, it is possible to overcome the difficulties of teaching and developing values education to individuals in theoretical courses in the classroom. The concept of physical education and sport comes to the fore at this point as effective methods of affective and social learning. Individuals engage in social learning by monitoring their surroundings and experiencing the information they have learned. This is used effectively in terms of providing social development and continuing learning activities (Korkmaz, 2021).

Values education includes increasing student competencies from national, social, spiritual, cultural, and moral values that form the basis of social life to values such as cooperation, tolerance, solidarity, patriotism, hospitality, cleanliness, kindness, honesty, sharing, sensitivity, love and respect and ensuring that these are reflected in student behaviors. These characteristics can be gained by individuals with the help of experiences where they have the opportunity to get to know themselves first and then others. One of the best examples of this is physical education and sports. In an environment that includes physical education and sports activities, the individual learns to recognize their abilities, recognize the abilities of others, accept defeat and appreciate others, compete under equal conditions, help others, to obey the rules, and to use time and effort in the best way (Öztürk, 1998). The characteristics that an individual has in him/herself and that he/she develops by revealing it with sports are reflected in daily life as well. In other sayings, it affects other areas of your life as well. Within this scope, it can be stated that physical education and sports activities are important tools for values education.

## **VALUES AND VALUES OF EDUCATION**

The word value means valuable and strong in Latin, and it is used as a scale to explain people's behavior, legitimize their behavior, and evaluate activities (Aydın, 2011). Beliefs and tendencies, normative goals, and standards are the most frequently emphasized concepts in the definition of values (Mehmedoğlu, 2006). It is stated by many social scientists that values that are closely related to people's feelings and thoughts and behavioral dimensions play an important role in explaining human behavior (Kuter and Kuter, 2016).

While there are different values adopted and accepted by each society, it can be said that there are also universal values that concern the whole of humanity. Universal values have an impact on people around the world meeting on common ground. Universal values include globally accepted values such as respect for human rights, benevolence, solidarity, love, honesty, tolerance, democratic societies, justice for all, world peace, environmental awareness, and justice (Evin and Kafadar, 2004). In Turkish society, on the other hand, there are values such as attaching importance to family unity peculiar to the structure of society, hospitality, love of homeland and nation, loyalty, kindness as well as universal values (Yılmaz, 2018).

Individuals develop values in their families, schools, and workplaces, as well as in their social circles. There are some social, moral, political, and cultural rules and principles that keep people together in this process. Social values are formed by all these rules and principles adopted by the general society. Values that may vary in each society may vary between individuals within the same society or over time (Kuter and Kuter, 2016).

Besides, values are facts that can be taught and learned. Studies are carried out on how to transfer the values for values education, which is becoming increasingly important in the field of education, to students. Values education aims to ensure the development of the individual in all aspects, protect the society from negativities and bad morals, and bring the individual to the society with good behavior (Saygın and Saygın, 2015). In this sense, physical education and sports activities that individuals are interested in and enjoy can be used as a tool for values education. Individuals can have fun while also learning about values education in this way. The important thing in values education is not the teaching method to be applied but the determination of which methods can be used together (Kaymakcan and Meydan, 2011). In the education of individuals, it is important to achieve the purpose of values education with the use of models that will enable family, school, and others to gain value (Aydın and Akyol Gürler, 2012).

Values education, which is important in the preservation of the social structure, should be given to individuals at home and at school to ensure the continuity of social order (Deveci, 2015). As a result of the acquisition of values through experiences, the behaviors of individuals obtained from their lives differ due to emotional changes. In other sayings, there is a reciprocal relationship between values and thought, behavior, and emotion. Values education should be able to increase the mental development of individuals on the one hand and enable them to develop in a good way, on the other hand, by directing the thoughts, feelings, and attitudes of individuals (Ateş, 2017).

Values come to the fore within the framework of concepts such as individual decision-making, motivation, need, belief, and attitude. It is defined in society as the best, most beneficial, and most correct things. It is within the scope of values education to educate individuals so that they can gain examples and models that are good for society (Kasapoğlu, 2013).

## **Physical Education and Sports Education**

Physical education is based on the needs of the person. Movement is considered the most basic need of a person. Living requires physical activity. Physical education becomes more important in a stagnant life. Physical education, which is an integral part of general education, covers the whole organism. Physical education activities are important for the growth and development of individuals. By nature, people use their movements as a tool while achieve their physical education goals (Balcioğlu et al., 2005).

Sports activities in which physical education activities are customized are competition-based activities that are held in various branches and have strict rules that require psychological, physiological, technical, and aesthetic characteristics when performed at a high level. Competing and winning are among the most important aims of sports activities, as well as the aims of physical education (Arıcı, 2006).

The main difference between sports and physical education is that physical education covers the movements of individuals for the development of their physical and mental health, while sports includes the purpose of both improving the physical and mental health of individuals and competing, fighting, and prevailing in competition under certain rules (Arıcı, 2006). The main purpose of physical education and sports education is to enable students to gain mobility skills that they can use in their lives, to develop healthy and fit skills and thinking abilities, and to prepare them for the upper classes (Yoncalık and Orhan, 2016).

Values should guide participation in physical education and sport since they are universally regarded as principles controlling all aspects of life. Adopting an interdisciplinary approach to learning plays a role in students' understanding of how various topics are intertwined in real life. It can be effective in adopting an interdisciplinary approach to learning, as well as providing exciting possibilities for physical education and sports activities (Harrison et al., 2001).

## **CONCLUSION**

Physical education and sports activities are discussed in terms of values education in this study. The aim of values education is for individuals to know and understand themselves. With the help of values education, the good characteristics of individuals with birth are revealed, and their personalities are developed. These aims of values education and the aims of physical education and sports are similar. Physical education and sports support individuals to know themselves and to be good people. Physical education and sports in values education is an easy, fun, sustainable, and powerful way (Kuter and Kuter, 2016).

As in the world, the importance given to values education in Turkey is increasing day by day, and values education is supported by physical education and sports lessons. Physical education and sports teachers should be aware of the contribution of the course to the students, and they should strive to raise awareness of gaining the habit of sports at an early age (Yoncalik and Orhan, 2016). Physical education and sports, which are complementary to basic education, have an important effect on personality education. While the physical activities in the course enable individuals to be beneficial to both themselves and society, they also play a role in the development of personality traits such as being self-confident, responsible, egalitarian, productive, harmonious, and determined. Therefore, physical education and sports lessons contribute to individuals' morality toward society and other individuals and to having a healthy and happy personality (İnal, 1998). Curricula are built on values. The branches of values whose roots are based on the past reach the future by feeding on the roots. The values that individuals have enable them to stand upright in the face of difficulties. Therefore, the education system aims to adopt values for individuals. One of the duties of the education system is to provide value education as well as to provide students with skills and behaviors (MEB, 2018). It is deemed necessary to have a good education system and to ensure a successful transfer of value in terms of social continuity. Considering the role of sport in the development of individuals, it can be considered that it is important to ensure their participation in physical activities and sports. Applicability of transferring value education with physical education and sports activities is one of the important aims of education.

Consequently, with correct physical education and sports policies to be applied, it may be possible to provide individuals with many positive behaviors and values in terms of health as well as social harmony and physical well-being and the field of education. Social structure, financial opportunities, conditions, sports culture, and awareness of educators are also important in transferring value education with physical education and sports activities. In transferring and gaining value with physical education and sports, first of all, what values are in physical education and sports and their positive and negative aspects should be evaluated. For example, some individuals may value competitive success, while others may value friendship and skill development more. Applications should be made in physical education and sports curricula to develop persons in terms of values education.

Within this scope, it is recommended to carry out studies on the concepts of values education, physical education, and sports. Course duration should be increased by developing physical education and sports course contents in educational institutions. Besides, the curriculum of the students should be lightened, and individuals should be provided with physical education and sports activities.

It is important to raise fair, high moral character, honorable, high duty, helpful and patriotic individuals in the future of societies. Therefore, values education should be carried out effectively and correctly in raising individuals with these characteristics of the education system. Physical education and sports have an important role in the effective delivery of values education. Within this scope, it is recommended to focus on studies related to physical education and sports in values education.

## ETHICAL TEXT

In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article.

**Author(s) Contribution Rate:** The author's contribution to this article is 100%.

## REFERENCES

- Arıcı, H. (2006). *Okullarda Beden Eğitimi*, 6. Baskı, İstanbul: Nobel Yayın.
- Ateş, T.Ö. (2017) "Türkiye'de Değerler Eğitimi Uygulamalarının Öğrencilere Kazandırılması İstenen Olumlu Özellikler Üzerindeki Etkisi" *Değerler Eğitimi Dergisi*, Cilt 15, No. 34, 41-60.
- Aydın, M.Z. (2011). Değerler, İşlevleri ve Ahlak. *Eğitime Bakış Dergisi*, 7 (19), 39-45.
- Aydın, M. Z., ve Akyol Gürlü, Ş. (2012). *Okulda Değerler Eğitimi Yöntemler Etkinlikler Kaynaklar* (1. baskı). Ankara: Nobel.
- Balcıoğlu, B., Özbek, A., Sungur, N., Sivrikaya, K., Tekin, A. (2005). Beden Eğitimi ve Spor Bölümü Öğrencilerinin Değer Sistemleri ve Sorun Çözmedeki Yeterliliklerinin İncelenmesi, Selçuk Üniversitesi, *Beden Eğitimi ve Spor Bilimleri Dergisi*, 7, (1), 91-99.
- Deveci, H. (2015). Value education through distance learning: opinions of students who already completed value education. *Turkish Online Journal of Distance Education TOJDE* 16(1), 112-126.
- Evin, İ. ve Kafadar, O. (2004). İlköğretim sosyal bilgiler kitabının ve ders kitaplarının ulusal ve evrensel değerler içerik çözümlemesi. *Türk Eğitim Bilimleri Dergisi*. 2 (3), 293-304.
- Harrison, J.M., Blakemore, C.L., Buck, M. (2001). *Instructional Strategies For Secondary School Physical Education*, Boston: McGraw Hill Book Company.
- İnal, A. N. (1998). *Beden Eğitimi ve Spor bilimine giriş*. Konya: Selçuk Üniversitesi Vakfı Yayınları.
- Kasapoğlu, H. (2013). Okulda Değer Eğitimi ve Hikâyeler. *Milli Eğitim Dergisi*, 198(1), s. 97- 104.
- Kaymakcan, R., ve Meydan, H. (2011). "Din Kültürü ve Ahlak Bilgisi Programları ve Öğretmenlerine Göre Değerler Eğitimi." *Değerler Eğitimi Dergisi*, 9(21).29-55.
- Kenan, S. (2009). Modern Eğitimde Kaybolan Nokta: Değerler Eğitimi. *Kuram ve Uygulamada Eğitim Bilimleri*, 9(1), 259-295.
- Korkmaz, İ. (2021). Sosyal Öğrenme Kuramı. (Editör: Yeşilyaprak, Binnur) *Gelişim ve Öğrenme Psikolojisi*. 24. Baskı, Ankara: Pegem Yayıncılık.
- Kuter, F. Ö. ve Kuter, M. (2016). Beden Eğitimi ve Spor Yoluyla Değerler Eğitimi. *Eğitim ve İnsani Bilimler Dergisi: Teori ve Uygulama*, (6), 75-94.
- Mehmedoğlu, U. (2006). *Gençlik, Değerler ve Din. Küreselleşme, Ahlak ve Değerleri*, İstanbul: Litera Yayıncılık.
- Millî Eğitim Bakanlığı (2018). Beden Eğitimi ve Oyun dersi öğretim programı. <https://mufredat.meb.gov.tr/Dosyalar/20181023115223781-06->

Beden%20E%C4%9Ftimi%20ve%20Oyun%202018- 124%20Eki%20%C3%96P.pdf.pdf, Eriřim Tarihi: 05.03.2022.

Öztürk, F. (1998). *Toplumsal Boyutlarıyla Spor*, Ankara: Bağırgan Yayınevi.

Sarı, E. (2005). Öğretmen Adaylarının Değer Tercihleri: Giresun Eğitim Fakültesi Örneđi, *Değerler Eğitimi Dergisi*, 3 (10): 73-88.

Saygın, M., ve Saygın, G.A. (2015). Eğitimde Gelecek Arayışları: Dünden Bugüne Türkiye’de Beceri, *Ahlak ve Değerler Eğitimi Uluslararası Sempozyumu*, Nisan, 2015 Atatürk Araştırma Merkezi Yayınları, Ankara.

Yaman, E. (2012). *Değerler Eğitimi “Eğitimde Yeni Ufuklar”*. Ankara: Akçağ Yayınları.

Yılmaz, A. (2018). *Değerler eğitimi bağlamında Aytül Akal’ın çocuk romanları*. Yayınlanmamış yüksek lisans tezi. Nevşehir Hacı Bektaş Veli Üniversitesi. Nevşehir.

Yoncalık, O., ve Orhan, R. (2016). Türkiye’deki ortaokul öğrencilerinin beden eğitimi ve spor alışkanlıkları, *Kırıkkale Üniversitesi Sosyal Bilimler Dergisi*, 6(1), 355-357.