

**ACTUAL PROBLEMS OF PROMOTING WOMEN'S SPORTS IN THE ARAL SEA REGION****Utegenov Jalgasbay Jaksimbayevich**

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**Abstract:** The article is devoted to the development and scientific substantiation of modern scientific and pedagogical technologies for the popularization of women's sports in the Aral Sea region. The relevance of the study is determined by the need to increase the level of physical activity among girls and women under the specific socio-economic and environmental conditions characteristic of the regions adjacent to the Aral Sea environmental crisis zone, including the Republic of Karakalpakstan. The purpose of the research is to create a comprehensive pedagogical model aimed at forming sustainable motivation for physical education and sports among girls and female students of the region.

**Keywords:** women's sports, popularization of sports, scientific and pedagogical technology, physical education, motivation for sports, gender aspects, Aral Sea regions, motor activity, physical fitness.

In recent decades, issues concerning women's participation in physical education and sports have attracted the attention of not only specialists in pedagogy and medicine but also international researchers and public institutions. Women's sports are viewed as a vital element for shaping a healthy lifestyle, increasing social activity, and strengthening public health. However, global research indicates that many women and girls face barriers that restrict their sporting activities: these include motivation challenges, cultural norms, gender stereotypes, infrastructure availability, and social support.

International studies show that women encounter more obstacles in sports compared to men: social pressure, lack of time, low self-esteem, and the absence of gender-adapted programs hinder regular physical activity. For instance, several studies demonstrate that women report barriers to sports more frequently, particularly during the transition from adolescence to adulthood.

Under the influence of socio-cultural barriers, such as stereotypes regarding the female body and the role of women in society, girls' participation in sports declines significantly, especially during adolescence. Recent data suggests that more than half of girls may stop participating in sports by the end of puberty due to issues with body perception and a lack of support from their environment.

Regional studies indicate that in countries with traditional cultural norms and limited infrastructure, women's physical activity requires specific pedagogical and social solutions. In particular, in culturally conservative environments, the motivational factors and barriers to physical activity participation among adult women are subjects of analysis; it has been found that psychological incentives are the primary motive for participation, while physical and social constraints are the most significant barriers.

Uzbek scientific literature also includes research on the role of women in the development of physical education and sports, as well as their impact on the health of the family and society, emphasizing the social significance of women's sporting activities. However, specific pedagogical technologies for engaging and supporting women's sports in the context of regions like the Aral Sea have not yet been fully developed or have only been partially presented.



Furthermore, regional events such as festivals and mass sports activities aimed at popularizing sports among women demonstrate social initiative but are not always reinforced by scientific-pedagogical models aimed at sustainable behavioral and motivational change.

Thus, there is a significant scientific and practical gap in developing a comprehensive scientific-pedagogical technology capable of accounting for the cultural-social, environmental, and motivational characteristics of girls and women in the Aral Sea region. This makes the selected research topic particularly relevant, as effective pedagogical mechanisms can serve to increase physical activity, strengthen health, and ensure gender equality in sports.

In modern scientific literature, the problem of popularizing women's sports is considered in several interconnected directions: theoretical-pedagogical, socio-cultural, motivational, and organizational-managerial. However, the level of its development concerning the Aral Sea regions is insufficient, based on the following:

### **1. Theoretical-Pedagogical Aspect**

The works of local and foreign researchers cover in detail the issues of forming motor activity, developing physical fitness, and implementing pedagogical technologies in the physical education system. Concepts of person-centered and competency-based approaches have been developed, mechanisms for forming sustainable motivation for sports have been identified, and models for organizing students' sports activities have been described.

At the same time, most of the research is general in nature and focuses on mixed groups of students without taking into account gender characteristics and regional conditions. The problems of women's sports are viewed as a part of the general theory of physical education rather than an independent direction requiring a specific pedagogical technology.

### **2. Gender and Socio-Cultural Research**

A large portion of publications is dedicated to the gender aspects of physical education and sports. Researchers analyze the influence of social stereotypes, cultural norms, family relationships, and public opinion on the involvement of girls in sports activities. It is noted that in traditional societies, women's participation in sports is often limited by cultural barriers and insufficient social support.

However, scientific works typically focus on identifying barriers rather than developing comprehensive pedagogical mechanisms to overcome them. There are no systemic models that integrate educational, social, and information resources into a unified technology for the popularization of women's sports.

### **3. Study of Motivation and Physical Activity**

Modern research confirms that the primary factors in attracting girls to sports are intrinsic motivation, social environment support, and a positive emotional experience of training. Factors contributing to the sustainability of sports activities have been identified: interest, a sense of achievement, group support, and the availability of role models.

Nevertheless, most works focus on describing motivational factors and do not offer a systemic pedagogical technology adapted to specific regional conditions.

The analysis of the study's current level of development shows that issues of physical education and sports development, the formation of motivation for training, and the gender aspects of sports activity are covered extensively in the scientific literature. Mechanisms for the formation of motor activity have been researched, socio-cultural barriers to girls' participation in sports have been revealed, and the psychological and motivational factors of attracting women to physical activity have been identified.

At the same time, it was found that existing research is mainly fragmentary in nature and does not provide a holistic pedagogical solution to the problem of popularizing women's sports under the specific conditions of the Aral Sea regions. The literature analysis revealed that the issues of creating a comprehensive scientific-pedagogical technology—taking into account the



ecological, social, and cultural characteristics of the region, as well as modern requirements for the organization of the educational process—have not been sufficiently developed.

Thus, the analysis of scientific sources confirms the existence of a theoretical foundation for individual aspects of the problem, but at the same time, indicates the absence of a systemic model for the popularization of women's sports adapted to the conditions of the Aral Sea region. This determines the scientific relevance, novelty, and practical significance of this study and justifies the need to develop a modern scientific-pedagogical technology.

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