

Sports can also contribute to economic development. The sports industry is a significant contributor to the global economy, generating billions of dollars in revenue each year. An international approach can help to maximize opportunities for economic growth and job creation. Shared resources and a collaborative approach can maximise the benefits to a wider audience.

Sports can also contribute to political development, it can be used as a tool for promoting democracy, human rights, and good governance, and an international approach can help to promote these values in different parts of the world. For example, the International Olympic Committee's Agenda 2020, a strategic plan for the future of the Olympic movement, continues to focus on promoting sustainable development, human rights, and good governance expanding on the impact seen with the Rio 2016 Olympic Games being the first to include a refugee team, promoting the rights of refugees globally.

An international approach to sports development is not limited to developed countries but can also be realised in developing countries, where resources are limited. Thus, there is a need for continued collaboration of the kind we see here today and cooperation between different countries and organisations to promote this approach and realise its potential for positive change. As we say in the UK, Sport is a leveller where everyone engaged has that momentary escape from whatever trials and tribulations they may face in the real world. This is particularly relevant in consideration of the atrocities inflicted on Ukraine today. Moving forward, international collaboration is paramount to maximising the potential of sport for development and today is a shining example as we come together to share ideas and experiences.

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HOW ARE THE «HEALTHY PHYSICAL LITERACY» OF CHILDREN AND YOUNG PEOPLE AFFECTED BY THE IMPORTANT PEOPLE IN THEIR LIVES?

Касан Х. Як розвиваються «здорова фізична грамотність» постраждалих дітей та молоді важливими людьми в їхньому житті?

Ключові слова: фізична грамотність, фізичне виховання, емоційна праця, спортивна грамотність.

Abstract. Physical literacy is considered as important as nutrition in human life. Important people in the lives of children and young people influence the development of awareness of physical literacy. Man is a product of the environment.

The first and closest environment is the family. The family forms the first and most effective environment of the child and young person. In behavior change, babysitters are an important tool after the family. The second important environment is schools. Important people in schools are all teachers and especially physical educators. In the third stage, sports trainers and coaches are effective. These active people in children's lives can either make children and young people sports literate or alienate them from sports. The factors that will be effective at every stage of physical literacy are individuals who are role models in the lives of children and young people. These role models can be well-known athletes, as well as important people who do sports. These include parents. Important persons in the physical activity life of children and young people should have «emotional labor».

Good examples should be made a value in order to gain sports literacy. The importance of these values should be emphasized, children and young people should be encouraged, physical literacy should be popularized and it should be made a way of life.

Keywords: *physical literacy, physical education, emotional labor, sports literacy.*

Introduction. Physical Literacy is a life proficiency. Encouraging participation in physical activity has the potential to increase awareness of seeing it as a need like nutrition. It is seen as a quality that will enable people to maintain the quality of life for life. It is a valuable approach that encourages individuals to develop their physical, cognitive, emotional and social qualities and to be physically active. It is stated that physical literacy is a valuable health habit that spreads through play, physical education, recreation, fitness, sports and active living.

Through their physical literacy, children and young people learn various cognitive, social, affective and physical skills so they can use them outside of formal education institutions, namely in their daily lives. This process can be expressed as a lifelong journey in which each individual engages in physical activity depending on their temperament and learning.

The Australian Sports Commission deals with the field of physical literacy under four basic headings:

a) «Physical» values, which include the skills and fitness of the individual acquired and applied through movements.

b) «Psychological» values, which include attitudes and feelings towards movement and their effect on their confidence and motivation to act,

c) «Social» values, which include the interaction of the individual with others based on the movement,

d) How, why and when the individual acts «Cognitive» values that enhance understanding. In this context, education with movement seems to be intertwined in physical literacy. Physical literacy cares about individual differences, social relations or self-actualization functions. While individuals learn movement, they also use movement to learn. It is not only for health, but also includes development through movement and enjoyment of everyday life.

Important people in the lives of children and young people.

They are the people with whom children and young people affect their behavior and thoughts throughout their life as a model. It is known that the most basic and cultivated of them are parents. After parents, babysitters, kindergarten

educators, pre-school educators, primary school teachers, game education teachers, basic sports education educators, coaches can be effective in shaping the child. In addition, important athletes that children see as role models and want to be like themselves can be listed as individuals who endear and motivate physical literacy. Also, a wide variety of people influence the development of children's physical literacy, including all teachers, coaches, friends, and parents.

Parents: Physical literacy is a versatile habit that families should impart to all children from an early age, as it develops learning abilities and capacity. Family, teachers and coaches, who are important people in the lives of children and young people, can make physical literacy a lifelong enjoyable commitment.

Physical education helps children realize the importance of physical activity and learn basic movement and sports skills from teachers or sports coaches. But the role of parents in developing young children's physical literacy is equally important for children of all ages.

Parents play an important role in shaping children's growth, development and physical activities, and therefore in the development of physical literacy [5]. Improving parents' physical literacy can help maintain physical activity practices for children or families. For this reason, parent-oriented practices can provide significant health gains on parents and children [2].

Babysitters: Early childhood periods are important processes in the development of children's physical literacy. During these periods, it is possible to acquire some behavioral patterns from child caregivers and family relatives who are constantly interested in children. In this context, it is important to ensure that there are people who are cognitively and behaviorally competent in physical literacy, considering that they can affect children's behavior. It is recommended that adult caregivers of early childhood children undergo a physical literacy education program. In addition to the physical literacy knowledge of the caregivers around the children, their own behaviors are expected to set an example for physical literacy. Sometimes it can be difficult to expect this service from the grandparents we see taking on this responsibility. However, it is clear that their behavior will be effective. However, not all caregivers of young children may understand the importance of physical literacy. The development of physical activity depends on the experience of children. Therefore, it is argued that competent adults in this field should encourage physical literacy by providing experience opportunities for development and nurturing physical competencies.

Kindergarten and Preschool Teachers. Working parents leave their children under the control of competent educators in their daily working processes. Children have the opportunity to experience games and physical activity practices in these first socialization environments. Thus, pre-school education institutions can acquire physical literacy fully through life experiences. Equipping the playgrounds of kindergartens and preschool education institutions with healthy physical activity facilities will allow the development of physical literacy along with physical activity. Educators and administrators who will be employed in these

institutions are expected to have a high degree of ‘emotional labor’. It is expected that the educators and administrators of these institutions will reflect the physical literacy model when it is thought that their attitudes and behaviors will be modeled and adopted by the children. In this context, the communication and interaction environment under the control of educators will create the atmosphere of physical literacy. Institutions should care about self-actualization functions by adhering to the principle of physical literacy, taking into account individual differences and social relations.

Physical Education and basic sports education teachers. These educators are known to be most responsible for the development of physical literacy. However, this responsibility should not be solely the responsibility of these educators. Corporate responsibility is a major task in the development of physical literacy. Institutions should manage children’s basic sports activities with a perspective that considers individual differences. Children’s physical, psychological, social and cognitive development cannot be realized only with the efforts of movement and sports educators. There is a need for common thoughts and practices of all teachers and administrators of the institution in the development of these vital characteristics. These values should be considered and applied within a fully integrated education and life program.

Sports Instructors and Trainers. These important people in the child’s life direct the main sporting events that children participate in, based on their own choices, with the exception of compulsory physical education classes. These educators are known as those responsible for improving the physical literacy of children and young people through activities. They manage an atmosphere where children of about the same age come together in a certain activity environment, inside or outside of school life. Although this educational environment may seem different from school and classroom life, it should be considered as an environment that allows you to experience every stage of physical literacy. The educator should not keep the child’s idea of physical activity separate from the educational philosophy of the family, school and other teachers. The child is a whole and should not be expected to be different in every different environment. Values should be common and the importance of the values should overlap. Sports trainers and coaches must respect each child’s choice of sports branch, as well as their physical literacy levels and abilities. It should be known that not every child has the same learning speed, nor can they have the same ability level. Educators have to respect these differences of children. Not every child can be expected to be a champion, but every child has the right to be their own champion. This is a situation that requires educators to respect individuality.

«Emotional labor» in physical literacy. It is considered necessary that important people who affect children and young people to have a healthy physical literacy should reflect a quality physical literacy example.

Emotional labor can be defined as an often invisible and unpaid service that an individual is forced to do to make others happy. Like the teaching profession,

physical activity trainer is a profession that requires the highest emotional labor [11]. Because the interaction with the interlocutors, students, parents, representatives of the society is continuous and covers a longer process than the human interaction of all other professions. It is a professional responsibility of the trainer, who manages physical activity environments and wants to leave a lasting effect on the behavior of the individual, to have a positive emotional presenter appearance. If children and young people cannot experience the beauties of physical literacy, it may be due to their inability to choose an activity that will make them happy, not their lack. In this example, the child may be the victim of traces left by important people in his or her life. It is possible that every child and young person's right to physical literacy has been ignored.

Children have a chance to be successful when they can use the opportunity to discover their own physical literacy through activities that they can choose. As long as all educators and administrators give children the opportunity to taste different physical activities and choose the one they like, it is possible to achieve the highest success. The activity that the child chooses himself will be the activity that he will own. Since this activity will not be the activity of other people but his own activity, he will also be able to take responsibility.

Conclusion. Important people in children's lives have a great role in achieving a healthy and highest level of physical literacy in children and young people. It is imperative that all individuals who touch the lives of children and young people adopt emotional labor and be trained in this direction. Otherwise, physical literacy can become a problem for some children and young people and a fun way of living for others. Children and young people want to participate in the activities they love, in the environments they love, with the people they love. This is a natural need.

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THE EFFECT OF HAND-HELD LOADS ON THE BIOMECHANICAL PARAMETERS OF THE VERTICAL COUNTERMOVEMENT JUMP IN UNTRAINED INDIVIDUALS

Саввопулос Х., Кайсиду В., Мілонас П., Пануцакопулос В., Хатцітакі В. Вплив вантажень в руках на біомеханічні параметри вертикального стрибку в ротиричному руху у невідготовлених осіб.

Ключові слова: кінетичні параметри, навантаження, потужність, потік енергії, продуктивність.

Keywords: kinetic parameters, load, power, energy flow, performance.