и соревновательных нагрузок, рост показателей физической и технико-тактической подготовленности;

Принцип вариативности-предусматривает учёт индивидуальных особенностей юного спортсмена, вариативность программного материала для практических занятий, характеризующиеся разнообразием тренировочных средств и нагрузок, направленных на решение определенной педагогической задачи [1].

Заключение. Анализ и обобщение учебно-методической литературы по предмету нашего исследования показали, чем больше количество, разнообразие и сложность основных навыков у человека (что обычно называют его двигательной базой), тем быстрее и эффективнее приспосабливается он к неожиданным условиям, при решении сложных двигательных задач, тем адекватнее реагирует он на требования возникающей игровой ситуации в спорте.

Описание процесса организации и проведения формирующего педагогического эксперимента, а так же анализ итоговых результатов, проведенного педагогического эксперимента, методом математической и статистической обработки полученных результатов, будут опубликованы в последующих публикациях.

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Peculiarities of Values and Moral Reasoning of Students Who Participate in Sports

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Abstract

This article discusses concept and importance of moral reasoning, its relationship with person's values. Socialization is considered to be an important factor of person's values and moral reasoning development, as sport is discussed as one of the agent of socialization, therefore concluding that sport may determine person's values and a level of moral reasoning.

Keywords: moral reasoning; morality; values; students; sports; participating in sports.

Moral reasoning is an important concept in modern society. This is a key prerequisite for ethical behavior, and ethical behavior is necessary in all stages of human life. Ethical behavior is based on personal values that a person possesses. Values are guidelines that a person should

follow when facing the dilemma of which decision to make. Educational system is based not only on knowledge transferring activities, but also on moral and ethical education [12].

Moral and ethical education is the process beginning at the very young age, naturally first of all it is happening at the closest surroundings of a child – at the family[5]. The socialization of a child also increases his knowledge of values, about how to behave morally and appropriately. When a child enters educational environment (pre-school education, school), when he or she finds friends, attends some after-class curriculum, his experience is growing and the representation of social reality is changing [6]. Usually a grown-up person has rather stable values [12].

These changes determined by socialization go along with the evolution of moral reasoning. Weber developed a theoretical link between personal values and moral reasoning, and established a correspondence between them, concluding that moral reasoning was the intermediate step whereby values were translated into action [8]. Process of moral reasoning was explained by Piaget's cognitive moral development theory. Six progressive steps of moral reasoning were identified by Kohlberg, beginning with pre-conventional level, ending up with post-conventional level, and the levels are related to person's age (Table 1).

Table 1.

Levels of moral reasoning according to Kohlberg [7]

Levels	Steps
I.Pre-conventional (develops in early childhood and primary – school level)	1.Obedience and punishment orientation(How can I avoid punishment?)
	2. Self-interest orientation(What's in it for me?)(Paying for a benefit)
II.Conventional (develops at the age of high-school student)	3. Interpersonal accord and conformity(Social norms)(The good / bad person attitude)
	4. Authority and social-order maintaining orientation(Law and order morality)
III.Post-Conventional (many persons never reach this level)	5. Social contract orientation
	6. Universal ethical principles(Principled conscience)

The steps and levels in moral reasoning indicate a growing cognitive ability to reflect on a dilemma using an increasingly abstract framework [8]. According to these theoretical presumptions, a young grown-up person (a student, for example) has different basis for moral reasoning than a child, and this is the results of person's maturity and previous socialization. Though according to previous researches, most grown-ups in western civilization are at the third-forth step of moral reasoning, therefore ethical decision-making and intended ethical behavior can generally increase as individuals utilize higher stages of moral reasoning [8]. Considering this it can be stated that all sources of socialization and ethical as well as moral education may be important for person's moral reasoning and his values' development.

Sport is considered to be one of the agents of socialization [1], therefore it may have some influence on person's moral reasoning and his values. This is related not only to the command– manner of some sports activities, but also on the impact of sport to person's character and personality [2], researches also revealed that sport has influence on person's morality [4]. Sport is also considered as a factor of person's values' development [2]. Scientists, such as Spranger, classify human values into theoretical/ moral; economic; aesthetic, societal, political, religious [10]. Other scientists present different classification of values, that describe values as

an “expression of and motivation for the fulfilment of basic human needs to sustain an individual’s biological, and social well-being and functioning” [8, p. 122]. In this view, such values as Achievement, Benevolence, Conformity, Hedonism, Power, Security, Self-Direction, Stimulation, Tradition, and Universalism matter [8]. These values have a motivational effect on a person in whatever the activity he is engaged into. Sport may be an important factor in reaching such goals as self-achievement, power, self-direction or stimulation [11], therefore participating in sports may influence peculiarities of student’s values and moral reasoning. Peculiarities of moral reasoning and values among students that participate in sports were previously researched finding out that young athletes happen to be more idealistic, and more eager for ethical decision-making [1], besides, there are differences in moral reasoning levels among students participating in different types of sports [3].

Considering these theoretical presumptions it may be concluded that sport being an important factor of person’s socialization, moral and ethical development, may determine person’s values and a level of moral reasoning.

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