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IMPACT OF SPORT AND PEDAGOGY IN SELF-ORGANIZATIONAL CULTURE FORMATION

Abstract

The article draws on empirical studies, theoretical frameworks, and case analyses to demonstrate that the synergy between physical activity and educational development creates an optimal environment for fostering self-organizational culture. In particular, it highlights the a role of structured sports programs and pedagogy coaching in educational settings as tools for enhancing students' self-awareness, autonomy, and resilience. The findings suggest that strategies are embedded into sports training and educational practices, individuals are more likely to develop adaptive habits, set meaningful goals, and take initiative in managing their personal and academic lives.

The article concludes by advocating for integrated educational models that combine sport and psychology as complementary forces in cultivating a sustainable culture of self-organization, especially among youth and future professionals. Recommendations are provided for educators, coaches, and psychologists seeking to implement such approaches in institutional contexts.

Keywords: self-organization, impact, personality, formation, approach.

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ӨЗІН-ӨЗІ ҰЙЫМДАСТЫРУ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДА СПОРТ ПЕН ПЕДАГОГИКАНЫҢ РӨЛІ

Аңдатпа

Өзін-өзі ұйымдастыру мәдениетінің дамуы жеке және кәсіби өсудің маңызды құрамдас бөлігі ретінде, әсіресе білім беру және даму жағдайында жиі танылады. Бұл мақалада спорт пен педагогиканың өзін-өзі ұйымдастыру мәдениетін қалыптастыруға қосарлы әсері қарастырылады, олардың мотивацияны, тәртіпті, эмоционалды реттеуді және мақсат қоюдағы интегративті рөлін көрсетеді. Пәнаралық призма арқылы зерттеу спортқа қатысу табандылық, уақытты басқару, жауапкершілік және топтық жұмыс сияқты маңызды қасиеттерді — тиімді өзін-өзі ұйымдастырудың негізін құрайтын элементтерді қалай дамығанын зерттейді. Сонымен қатар, психологиялық принциптер, әсіресе когнитивті мінез-құлық теорияларымен, эмоционалды интеллектпен және өзін-өзі анықтау теориясымен байланысты, адамдардың өзін-өзі реттейтін мінез-құлықты қалай қабылдайтынын және оны уақыт өте келе қолдайтынын түсінуге негіз береді.

Түйін сөздер: өзін-өзі ұйымдастыру, әрекет, тұлғалар, қалыптастыру, көзқарас.

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ВЛИЯНИЕ СПОРТА И ПЕДАГОГИКИ НА ФОРМИРОВАНИЕ КУЛЬТУРЫ САМООРГАНИЗАЦИИ

Аннотация

Развитие культуры самоорганизации все чаще признается жизненно важным компонентом личностного и профессионального роста, особенно в образовательном и развивающем контекстах. В этой статье рассматривается двойное влияние спорта и педагогики на формирование культуры самоорганизации, подчеркивая их интегративную роль в формировании мотивации, дисциплины, эмоциональной регуляции и постановки целей. Через междисциплинарную призму исследование изучает, как участие в спорте развивает такие важные качества, как настойчивость, управление временем, ответственность и командная работа — элементы, которые лежат в основе эффективной самоорганизации. В то же время психологические принципы, особенно те, которые связаны с когнитивно-поведенческими теориями, эмоциональным интеллектом и теорией самоопределения, обеспечивают основу для понимания того, как люди усваивают саморегулирующее поведение и поддерживают его с течением времени.

Ключевые слова: самоорганизация, влияние, личность, формирование, подход.

Introduction. In the dynamic and complex landscape of contemporary education and personal development, the concept of self-organizational culture has emerged as a cornerstone of individual success and societal progress. Self-organizational culture refers to the internalized set of values, attitudes, behaviors, and skills that enable individuals to independently manage their time, set goals, regulate emotions, and pursue continuous improvement. As the demands of modern life grow increasingly intricate, fostering this culture—especially among young people—has become a critical educational and psychological objective. Among the many pathways to its development, sport and psychology stand out as two of the most powerful and synergistic influences.

Sport, by its very nature, cultivates discipline, perseverance, teamwork, and resilience. It provides structured yet flexible environments where individuals learn to make quick decisions,

handle pressure, and take responsibility for their roles. Athletes, both amateur and professional, consistently demonstrate self-regulatory behaviors that reflect high levels of self-organization—maintaining rigorous training routines, adhering to performance goals, and coping with victories and setbacks. Participation in sports nurtures not only physical endurance but also mental toughness and intrinsic motivation, all of which are key elements of a well-formed self-organizational culture.

Complementing this, pedagogy provides the theoretical and practical tools to understand and enhance self-regulation, motivation, emotional intelligence, and goal orientation. Psychological interventions—such as cognitive-behavioral strategies, mindfulness practices, and motivational interviewing—can significantly boost a person’s ability to self-reflect, manage stress, and sustain long-term objectives. Moreover, pedagogy helps decode the internal processes behind motivation and self-discipline, making it possible to design effective programs that foster self-organizational habits from an early age.

The intersection of sport and pedagogy offers a unique and powerful platform for cultivating self-organizational culture. When integrated into educational or developmental frameworks, this combination empowers individuals to take charge of their growth, adapt to challenges, and pursue meaningful goals with autonomy and confidence. For educators, coaches, and psychologists alike, understanding this synergy is essential to developing holistic strategies that not only improve performance but also instill lifelong habits of self-management and resilience.

This article explores how sport and pedagogy, both independently and interactively, contribute to the formation of self-organizational culture, particularly among youth and students. It draws upon contemporary research, case studies, and practical examples to illustrate the mechanisms and outcomes of this transformative influence. [1].

The relationship between sports and Pedagogy is foundational to both athletic performance and overall personal development. Pedagogical-psychological stability is essential for achieving success in sports, while regular physical activity significantly influences emotional well-being. Psychological support helps athletes cope with the pressures of competition, manage anxiety, maintain concentration, and develop strategic thinking and self-confidence. Conversely, participation in sports contributes to psychological health by enhancing mood, reducing anxiety through endorphin release, fostering a positive self-image, and strengthening social connections through improved communication skills. This dynamic interplay promotes holistic personal development by integrating physical and psychological growth. Within educational settings, the incorporation of psychological principles in sports activities contributes to increased self-esteem, teamwork, resilience, and time management skills, all of which are crucial for coping with academic demands and life challenges. Sports and pedagogy, therefore, function as complementary forces in the comprehensive education of personality—while sports strengthen physical and mental endurance, psychology equips individuals with emotional regulation and goal-setting abilities. Mental states in sports, including emotional, cognitive, and motivational aspects, play a pivotal role in shaping behavior and achieving high performance outcomes [2].

Physical education, as a component of the broader educational process, serves as a structured and purposeful pedagogical activity. It is directed not only toward the holistic physical development of individuals but also toward equipping them with the physical and pedagogical-psychological readiness required to successfully meet their social duties and responsibilities. In this way, physical education contributes to the formation of a well-rounded personality capable of engaging productively in both personal and societal spheres. [3]. Self-organization is a comprehensive and systemic concept that encompasses a wide range of internal processes, including self-reflection, self-assessment, self-monitoring, self-planning, self-control, self-evaluation, self-expression, self-fulfillment, self-regulation, self-determination, and self-education. In light of the growing emphasis on a project-oriented lifestyle and the abundance of accessible information and communication tools, it is no surprise that self-organization has become a central topic in both psychology and pedagogy.

From a pedagogical perspective, educators can deliberately integrate sports-based activities into their curricula to reinforce self-organizational skills. Interdisciplinary programs that combine physical education with reflective learning tasks help students make meaningful connections between physical activity and personal development. For future social pedagogues, this model is particularly valuable, as they are expected to model and foster self-organizational behavior in others. Understanding how structured physical activity contributes to self-regulation equips them with practical tools for guiding youth and communities.

In conclusion, the correlation between pedagogy and sport in the formation of self-organizational culture is both complementary and transformative. By leveraging the strengths of both fields, educators can cultivate well-rounded individuals capable of independent functioning, lifelong learning, and effective social interaction. This integration is especially critical in university settings where students are shaping not only their professional identities but also their personal capacity for self-directed growth.

Basic provisions. The development of self-organizational culture is increasingly recognized as a vital component of personal and professional growth, particularly in educational and developmental contexts. This article explores the dual impact of sport on the formation of self-organizational culture, emphasizing their integrative role in shaping motivation, discipline, emotional regulation, and goal-setting. Through an interdisciplinary lens, the study examines how participation in sports cultivates essential qualities such as perseverance, time management, responsibility, and teamwork—elements that underpin effective self-organization. Simultaneously, psychological principles, especially those related to cognitive-behavioral theories, emotional intelligence, and self-determination theory, provide a framework for understanding how individuals internalize self-regulatory behaviors and sustain them over time.

Materials and methods. In the modern world, individuals are continuously involved in various projects across professional, personal, and everyday domains. Success in these endeavors requires the ability to recognize personal needs and set clear goals and strategies to meet them. A self-organized person approaches tasks effectively, solves problems resourcefully, shows initiative and creativity, and assumes responsibility for the outcomes of their efforts. They are flexible and capable of adapting their strategies when necessary.

A unique aspect of self-organization lies in its purposeful yet inherently spontaneous nature. These processes are largely autonomous and rely heavily on the ability to learn from and apply past experiences. This capacity plays a vital role in an individual's personal development—a continuous and meaningful journey marked by growth, transformation, and the evolution or dissolution of internal constructs. The regulatory aspect of self-organization enables individuals to consciously and deliberately guide these internal changes.

Furthermore, self-organizing systems can spontaneously give rise to new structures and relationships among their components, leading to emergent outcomes. In the context of modern higher education, the role of students has undergone a significant transformation. They are no longer passive recipients of knowledge but active agents in their academic and professional journeys. Accordingly, there is a greater focus on encouraging student autonomy, initiative, and creativity in both learning and future careers.

To facilitate this shift, traditional scientific and methodological support for professional training must evolve. There is a growing need for more interactive, dynamic, and student-centered approaches to teaching, learning, and assessment. For these methods to be successful, students must develop the competencies necessary to manage and organize their own educational and professional activities. Consequently, contemporary universities are committed to promoting student independence by shifting their role from passive learners to engaged participants in the educational process. [4].

Modeling in education refers to the creation of a structured system that simulates specific attributes and functions of the subject under study. This model encompasses elements like

educational objectives, content, and instructional strategies, enabling an in-depth analysis and understanding of pedagogical practices and curriculum development.

Before presenting a model aimed at cultivating a culture of self-organization among university students, it is important to clarify the meaning of the term “formation.” According to explanatory dictionaries, formation implies shaping something to a defined structure or state of completeness. In the educational context, it refers to the application of strategies and methods that influence a student's personality, developing a system of values, competencies, thinking patterns, and memory. It involves the deliberate guidance of individual traits and character qualities towards a defined outcome or standard.

In designing a model to nurture self-organization culture among students, several guiding principles were taken into account:

Self-organization culture in students is understood as their ability to manage themselves, efficiently plan and carry out academic tasks, and recognize these skills as significant personal assets.

Developing this culture is grounded in a combination of knowledge, active participation, internal motivation, and reflective practice.

The success of instilling self-organization largely depends on students' attitudes toward self-improvement and personal discipline. The more value students place on these skills, the better their development.

The teacher's role is essential in implementing the model. Educators must not only create strategic frameworks but also foster problem-solving, encourage reflective thinking, and promote value-based learning, offering environments where self-organization can thrive.

The cultural approach underpins the formation process, establishing the necessary values and principles. This culture is nurtured through both academic coursework and extracurricular engagements, in both group and individual contexts. The model's foundation lies in intentional planning by instructors, coupled with a theoretical understanding of the concept, its structural components, and the scientific principles that support it. Key pedagogical principles—such as collaboration, dialogue, humanistic values, reflection, and creative expression—guide the teacher's activities in this process.

The main roles of the university teacher in fostering a culture of self-organization include:

Promoting awareness of what student self-organization culture entails;

Encouraging a positive value-based attitude toward this culture;

Developing students' reflective thinking abilities;

Supporting students in gaining practical experience in organizing their academic and cognitive activities independently.

Together, these directions form the core of the content and structure of the formation process, including its pedagogical conditions, tools, and methods.

The content-technological component of the model covers the educational content, the organizational formats, the pedagogical conditions necessary for fostering self-organization, and the methods and tools used.

The result-evaluative component consists of indicators that measure the development of self-organizational culture, the levels of its acquisition (low, medium, high), and the diagnostic tools used for assessment. Key indicators include:

Awareness of self-organization culture;

Value-motivational attitude toward it;

Academic and professional motivation;

Reproductive skills;

The ability to organize pedagogical activities rationally.

Diagnostic tools employed include surveys, pedagogical observation, and the analysis of students' artistic and creative outputs.

The model facilitates a more detailed exploration of the formation process, enabling prediction and implementation of its content, pedagogical conditions, teacher roles, methods, and tools. Experimental results demonstrated notable improvements among students in the experimental group: the proportion with a low level of self-organization culture decreased by 22%, while those at a medium and high level increased by 14.33% and 6.65%, respectively. In contrast, the control group showed a reverse trend, with an increase in the low-level category by 6.69%, a decline in the medium level by 6.65%, and no change in the high-level group.

A particularly concerning finding in the control group was the decline in students' understanding and valuation of self-organization culture. This highlights the necessity of continuously integrating the value of self-organization into the university's educational framework. Without such targeted efforts, students' awareness and appreciation of these values tend to diminish over time.

The outcomes affirm the effectiveness of our developed model, underscoring the need for continuous, focused efforts to develop self-organization culture throughout the entirety of a student's university experience.

The descriptive model we applied to structure the formation process helped address several objectives:

Scientific study – to capture the object's characteristics with maximum accuracy;

Control – to monitor and reflect changes within operational parameters;

Forecasting – to predict future behaviors and outcomes;

Training – to model and reinforce the key properties under study.

The development of the descriptive model followed this sequence: observation, coding, and recording (as illustrated in Fig. 1).

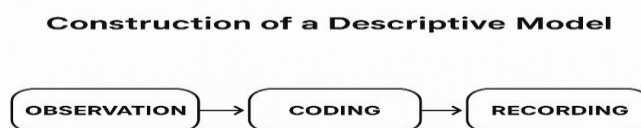


Figure 1- descriptive model

The descriptive model for developing students' self-organizational culture is aligned with the broader strategy for enhancing the educational process in higher education institutions. It consists of several interrelated components: goal-oriented, theoretical and methodological, scientific and pedagogical, practice-based, technological, methodological, and evaluative.

progress and results of activities.

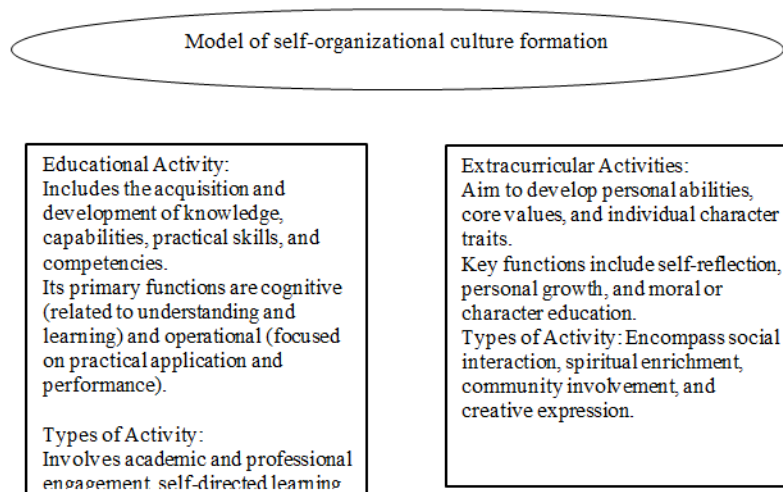


Figure 2 the model of self-organizational culture

This model is guided by several fundamental principles:

Ensuring the purposefulness, coherence, and continuity of the educational process, with an emphasis not just on isolated actions (which may still hold value in certain contexts), but on systematic, cyclical, and long-term educational programs;

Promoting positive student behavior patterns, which are developed and reinforced within the student community itself;

Establishing direct and personal interaction between students and educators;

Maintaining a strong link between extracurricular activities and academic learning.

The research indicates that to justify and implement the formation of a self-organizational culture among students, both internal and external factors must be considered.

Internal factors include: A student's awareness of the personal significance of self-organizational culture;

A focus on acquiring the values of both general culture and self-organizational culture;

The ability to generalize rules and refresh existing knowledge.

External factors involve: Understanding self-organizational culture as a system of personal traits, behaviors, operational components, and methods of action;

Engaging students in practical experiences, projects, and events that foster self-organization;

Encouraging reflection on the development level of their self-organizational skills;

Results and discussion. Implementing mechanisms for monitoring and evaluating student progress and achievements in this area.

1. Influence of Sports on Students' Pedagogical -Psychological Well-Being. Numerous studies confirm the positive effects of physical activity on the mental health of students. Engaging in sports is associated with a significant reduction in cortisol levels—the hormone responsible for stress—while simultaneously increasing the production of serotonin and endorphins, which contribute to improved mood and emotional stability. Regular participation in physical activity, particularly in team-based sports, helps students alleviate feelings of isolation, enhances their emotional resilience, and improves their overall psychological well-being.

Moreover, the sense of camaraderie developed through team sports fosters a feeling of belonging, which is crucial for students navigating the social and academic challenges of university life. Students who take part in sports tend to report higher levels of happiness, increased self-esteem, and greater satisfaction with their university experience. They are also more likely to maintain healthy routines that benefit both their personal and academic lives.

2. **The Necessity of Integrating Sports into the Educational Process.** To fully harness the benefits of physical activity, it is essential to view sports not merely as a recreational activity, but as an integral part of the educational environment. Embedding regular physical education sessions within the university curriculum can encourage students to develop consistent exercise habits. A scheduled approach ensures that physical activity is not left to chance or treated as an optional extra.

In this context, sports should be perceived as a catalyst for both personal development and academic achievement. By participating in sports, students can cultivate key soft skills such as discipline, perseverance, goal-setting, and time management. These competencies are transferable and directly contribute to success in academic settings. Universities should promote the idea that an active lifestyle enhances cognitive performance and emotional resilience, thereby making sports a strategic component of holistic education.

3. **The Role of University Administration.** University leadership plays a pivotal role in fostering a culture that values physical and mental well-being. Institutional support must include the development and promotion of comprehensive sports programs that go beyond standard physical education classes. These programs should include access to various sports sections, competitive events, and educational workshops centered on the relationship between sports, health, and success.

In addition, universities must provide psychological support services tailored to the unique pressures students face. Access to mental health professionals, sports psychologists, and motivational coaches can significantly improve students' emotional well-being and encourage sustained participation in physical activities. An integrated approach—where psychological services work in tandem with sports departments—can provide holistic support for students' mental and physical development.

4. **Social Impact of Sports Participation.** The communal nature of team sports contributes to a positive and inclusive university environment. Active participation in sports enhances peer relationships, builds a spirit of collaboration, and encourages students from diverse backgrounds to interact and support one another. Sports serve as a unifying force that strengthens the sense of community on campus.

Students who are consistently involved in physical activity often demonstrate strong leadership capabilities, effective communication skills, and a proactive attitude toward achieving personal and collective goals. These qualities contribute not only to their individual growth but also to the development of a cohesive and vibrant student body.

Given these outcomes, the enhancement of student well-being through sports requires a multi-layered strategy that addresses infrastructure, motivation, education, and community engagement. A unified effort is necessary to promote sports as a cornerstone of both physical and psychological health.

The Interdependence of Sports and Pedagogical-Psychological State

There is a reciprocal relationship between sports participation and mental well-being. Regular exercise is proven to boost mood, lower stress levels, and increase self-confidence. These benefits, in turn, create a positive feedback loop: when students feel mentally well, they are more likely to engage in physical activities; when they engage in sports, their mental health improves.

This symbiotic relationship underscores the need for policies that treat sports and mental wellness as interconnected components of student success. Encouraging physical activity is not only a health initiative but also a strategy for enhancing academic performance and life satisfaction.

Key Findings

1. **The Effect of Physical Activity on Mental Health.** Engaging in sports triggers the release of endorphins, which are natural mood enhancers that combat stress and anxiety. Students who regularly exercise tend to develop emotional self-regulation skills, increased resilience to stress, and heightened concentration. Team sports also provide opportunities to practice collaboration, communication, and empathy—skills that are crucial both in academic and professional contexts.

2. **The Role of Psychological State in Athletic Participation.** A positive mindset significantly influences students' willingness to participate in regular physical activity. Confidence in one's

abilities and strong intrinsic motivation enhance consistency in training and openness to new challenges. Psychological stability also enables students to navigate setbacks—such as poor performance or academic stress—without losing commitment to their physical goals.

Moreover, students who associate physical activity with personal growth are more likely to adopt it as a lifelong habit. A positive attitude toward sports fosters a healthy lifestyle and helps maintain motivation over time.

3. **Barriers to Effective Integration of Sports and Mental Health.** Despite the clear benefits, several obstacles hinder the seamless integration of sports and mental wellness. Heavy academic workloads, stress, and poor time management often discourage students from participating in physical activities. In some cases, limited access to sports facilities or high associated costs may act as deterrents.

Another critical issue is the lack of awareness among students about the mental health benefits of sports. Without targeted educational efforts, many may overlook sports as a valuable tool for managing stress and improving well-being.

4. **Joint Initiatives for Advancing Physical and Mental Wellness.** To address these challenges, collaborative initiatives between universities and sports organizations are vital. Such partnerships should aim to create inclusive, accessible, and engaging sports environments for all students. Developing and implementing mental health programs that emphasize the role of sports in stress relief and personal development is equally important. Universities must strive to normalize conversations around mental health and advocate for the integration of sports into daily life as a cornerstone of student success. Promoting sports as a lifestyle rather than a leisure activity will contribute to more balanced, fulfilled, and academically successful students.

Recommendations for Integration

1. **Infrastructure Development.** Universities should invest in the modernization and expansion of sports facilities to make physical activity more accessible. This includes creating inclusive training zones and offering free or subsidized sports programs to ensure all students, regardless of financial means, can participate.

2. **Educational Initiatives.** Organize lectures, workshops, and seminars that highlight the connection between sports, mental health, and academic performance. Integrate sports-related themes into broader university events and encourage student participation in cultural and social programs with physical activity components.

3. **Psychological Support Services.** Provide students with training in stress management through sports-based strategies. Offer counseling and coaching from psychologists and sports mentors to build confidence, set goals, and sustain motivation.

4. **Promotion and Engagement.** Facilitate student-led sports clubs, competitions, marathons, and fitness festivals. Support student proposals aimed at introducing new sports or wellness programs, fostering innovation and inclusivity in university sporting culture. By adopting a holistic and student-centered approach, universities can ensure that sports and psychological wellness are recognized as vital elements of higher education, contributing to the comprehensive development of each student.

Conclusion. The interplay between sport and pedagogy plays a pivotal role in shaping the self-organizational culture of individuals, particularly within educational settings such as universities. As this article has explored, both domains contribute uniquely and synergistically to the holistic development of students, fostering qualities that are essential not only for academic success but also for personal and professional fulfillment.

Sport, with its inherent structure, discipline, and emphasis on goal-setting, serves as a practical training ground for developing self-organizational skills. Through regular participation in athletic activities, students learn to manage their time effectively, set realistic goals, and persist in the face of challenges. These elements of sport cultivate habits of self-discipline, strategic planning, and adaptability—core pillars of a strong self-organizational culture. Furthermore, the team dynamics and leadership opportunities provided by sports activities reinforce the value of cooperation,

accountability, and resilience, all of which extend beyond the playing field and into other life domains.

Pedagogy, on the other hand, provides the theoretical and practical foundation for understanding and improving the internal mechanisms of self-organization. Psychological theories of motivation, self-regulation, emotional intelligence, and cognitive-behavioral processes offer valuable insights into how individuals initiate, sustain, and adapt their behaviors to achieve personal and academic goals. By integrating psychological education into university curricula and extracurricular programs, students gain tools for self-reflection, emotional management, and behavior modification, thereby reinforcing their capacity for autonomous functioning.

The integration of sport and psychology within educational practice can therefore be seen as a powerful dual strategy. While sport builds an external framework of action-oriented habits, psychology strengthens the internal cognitive and emotional infrastructure necessary for self-directed growth. When combined, these disciplines support the formation of a self-organizational culture that is both resilient and adaptive, equipping students to navigate complex life challenges with confidence and clarity.

This synergy is especially critical in the context of modern university education, where students are increasingly expected to take ownership of their learning, manage diverse responsibilities, and prepare for uncertain career landscapes. A well-developed self-organizational culture enables students to make informed decisions, regulate stress, and maintain a healthy work-life balance. It also contributes to mental well-being, as students with strong self-regulatory capacities are better able to cope with academic pressures, social demands, and personal aspirations.

Moreover, the findings and perspectives discussed in this article point to the need for institutional support in embedding sport and psychological development into the educational framework. Universities should prioritize access to sports programs, mental health resources, and psychoeducational interventions that align with the goal of cultivating autonomous, resilient, and self-organized learners. Faculty and staff can also play a critical role by modeling and reinforcing these values in their pedagogical approaches.

In conclusion, the formation of a self-organizational culture among students cannot be left to chance. It requires intentional and systematic integration of both sport and psychological principles into the educational experience. By doing so, institutions not only enhance academic performance but also nurture well-rounded individuals capable of lifelong learning, personal growth, and meaningful social contribution. The convergence of physical and psychological development thus stands as a cornerstone in the architecture of modern higher education and student success.

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