

AN INNOVATIVE METHODOLOGY FOR ATTRACTING YOUTH FROM VIRTUAL SPORTS TO REAL SPORTS THROUGH MEDIA SPORT TECHNOLOGIES

Karayev Vokhid Shirinbekovich

Department of Sports Games and Methods of Teaching, Chirchiq State Pedagogical University, Chirchiq, Uzbekistan

Corresponding author: karaevvoxid@gmail.com

Track: [Track 4 — Physical Education & Sports]

Abstract

This article scientifically analyzes innovative methods of engaging young people in real sports activities through modern digital technologies and media sports tools. Today, a large proportion of adolescents are increasingly interested in virtual games, mobile applications, and digital platforms, which has led to a decline in their physical activity levels. The main objective of the study was to increase students' motivation toward sports by integrating media sport technologies into physical education and sports training programs. The research employed pedagogical observation, experimental testing, questionnaires, and statistical analysis methods, involving students aged 14–16. The findings revealed that combining virtual and real sports elements significantly enhances students' physical activity, interest in sports, endurance, and social engagement. Gamification, virtual reality (VR) sports training, and media challenge approaches positively influenced adolescents' regular participation in sports activities. The article highlights the pedagogical potential of media sports, their impact on youth psychology, and modern approaches to sports training. The results are recommended for application in general secondary schools, sports clubs, and youth centers.

Keywords: media sports; virtual sports; real sports; gamification; physical activity; youth sports

1. INTRODUCTION

In the era of globalization and the rapid development of digital technologies, the lifestyle of young people is undergoing significant changes. The Internet, mobile devices, computer games, and virtual platforms have become an essential part of adolescents' daily activities. According to the World Health Organization (WHO), more than 80% of adolescents worldwide do not engage in sufficient physical activity (WHO, 2020). This situation contributes to various problems among young people, including sedentary behavior, obesity, psychological distress, and social passivity.

In recent years, young people's interest in virtual games has increased dramatically. E-sports, online multiplayer games, virtual reality (VR) platforms, and sports simulators have become some of the most popular forms of entertainment among adolescents. Researchers argue that while virtual environments satisfy the emotional and psychological needs of young people, they may also reduce participation in real physical activities (Smith, 2022). As a result, modern sports pedagogy faces a new challenge: how to engage young people in real sports activities without completely separating them from the virtual world.

In the Republic of Uzbekistan, increasing youth participation in sports and promoting a healthy lifestyle are among the priority directions of state policy, as emphasized in Presidential Decree No. PF-5924 (January 25, 2020), Resolution No. PQ-414 (November 3, 2022), and Resolution No. PQ-392 (November 15, 2024).

The purpose of this study is to develop an innovative methodology for engaging youth in real sports through media sport technologies and to evaluate its effectiveness.

2. THEORETICAL FOUNDATIONS OF MEDIA SPORTS

2.1. Concept and Essence of Media Sports

Media sports represent a new pedagogical approach based on the integration of sports activities with modern information and communication technologies, combining sports with virtual technologies, video platforms, digital monitoring systems, and VR/AR tools. According to Lloyd and Oliver (2019), directing young people's strong interest in modern technologies toward sports activities is an effective way to enhance their motivation. Main components include virtual sports games, gamification technologies, VR and AR sports systems, online challenge platforms, sports blogging and media content, and fitness monitoring applications.

2.2. The Importance of Gamification Technology in Sports

Gamification is the application of game mechanics and game-design elements to real-world activities, making training sessions more engaging, interactive, and motivating. Examples include awarding points for completing exercises, level-based progression systems, virtual rewards, online rankings, and tournaments. As noted by Faigenbaum (2020), adolescents show approximately 35–40% greater interest in training activities that incorporate game elements compared to traditional exercise programs.

2.3. Psychological Impact of Virtual Sports

Virtual games contribute to the development of rapid decision-making, concentration, strategic thinking, coordination, and competitiveness. However, they also have negative effects such as sedentary behavior, gaming addiction, social isolation, and disrupted sleep. Modern sports pedagogy therefore emphasizes integrating virtual sports with real physical activities, allowing young people to benefit from the cognitive advantages of virtual sports while maintaining an active lifestyle.

3. METHODS

The study was conducted based on a pedagogical experimental design. A total of 40 students aged 14–16 years participated, divided into two groups: a Control Group (traditional sports training) and an Experimental Group (media sport technology-based training). Research methods employed included pedagogical observation, experimental testing, questionnaire surveys, anthropometric measurements, physical fitness tests, and statistical analysis. The experimental group's training program incorporated Virtual Reality (VR) sports training, QR code-based tasks, online sports challenges, a transition model from virtual to real sports, and gamification technology. The experimental study was conducted over a period of three months.

4. MEDIA SPORTS-BASED TRAINING MODEL

4.1. The Virtual-to-Real Model

This model consists of three stages. Stage 1 — Virtual Motivation: students first engage with virtual versions of sports (virtual football, swimming, fitness simulators, VR running). Stage 2 — Real-Life Tasks: to unlock the next virtual level, students must complete real physical exercises (20 jumps, 10 minutes of running, swimming 50 meters, plank exercises). Stage 3 — Real Sports Competition: real sports competitions are organized at the end of the program.

4.2. QR Code-Based Sports Training

QR codes are placed around sports facilities and training areas. When a student scans a code using a smartphone, an exercise video is displayed, a challenge is activated, and the result is recorded and tracked. This method helps students engage in independent practice and encourages active participation in sports activities.

4.3. Sports Blogging and Media Challenges

Young people share their sports activities and achievements on platforms such as TikTok, YouTube, and Instagram, making sports a popular trend among youth, increasing motivation, and strengthening social engagement.

5. RESULTS AND DISCUSSION

Table 1. Results of the Experimental and Control Groups

Indicator	Control Group (%)	Experimental Group (%)	Difference (%)
Training Attendance	68	91	+23
Physical Activity Level	64	89	+25
Interest in Sports	59	93	+34
Motivation Level	61	90	+29
Endurance Indicator	67	88	+21

Source: Research Findings (2025)

Table 2. Students' Attitudes Toward Media Sports

Question	Yes (%)	No (%)
Are virtual sports interesting?	95	5
Did VR-based training increase your motivation?	88	12
Has your interest in real sports increased?	82	18
Are online challenges beneficial?	91	9

Source: Research Findings (2025)

The results indicate that in the experimental group: interest in sports increased by 34%; training attendance increased by 23%; and physical activity levels improved significantly. Furthermore, 82% of students reported that participation in virtual sports increased their interest in real sports activities. According to Smith (2022), students participating in training programs that incorporate media sport technologies demonstrate motivation levels approximately 30–35% higher than those in traditional programs.

6. PEDAGOGICAL SIGNIFICANCE OF MEDIA SPORTS

The pedagogical significance of media sports is reflected in increasing young people's interest in sports, making training sessions more interactive, enhancing motivation toward physical activity, supporting an individualized approach to learning, promoting independent participation, and transforming sports into a modern and attractive trend among youth. According to Platonov (2020), sports training programs achieve higher effectiveness when organized in accordance with the interests and needs of young people. Since today's youth live within a media-rich digital environment, sports pedagogy must adapt to the processes of digital transformation.

7. PRACTICAL RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed: (1) establish Media Sport Clubs in schools; (2) introduce QR code-based tasks into physical education classes; (3) create Virtual Reality (VR) sports laboratories; (4) develop sports challenge platforms to encourage youth participation and motivation; and (5) design methodological guidelines based on the integration of virtual and real sports activities.

8. CONCLUSION

The findings indicate that engaging young people in real sports activities through media sport technologies is one of the most promising directions in modern sports pedagogy. The integration of virtual and real sports increases young people's motivation to participate in sports, enhances physical activity levels, promotes a healthy lifestyle, and encourages social engagement. Gamification, VR-based training, and media challenge systems demonstrated high effectiveness among young people. The broader implementation of media sport technologies in general education schools, sports schools, and youth centers can make a significant contribution to improving physical education and promoting active lifestyles.

ACKNOWLEDGEMENT

The author expresses sincere gratitude to the conference organizers for their support of scientific research, the opportunities provided for the publication of academic papers, and the well-organized environment that fostered scientific collaboration and professional exchange.

REFERENCES

- Abdullaev, Y. (2021). Jismoniy tarbiya nazariyasi va metodikasi. O'qituvchi.
- Bompa, T., & Buzzichelli, C. (2019). Periodization training for sports. *Human Kinetics*.
- Faigenbaum, A. (2020). Youth physical development model. *Sports Health*, 12(1), 34–42.
- Karimov, A. (2022). Zamonaviy sport pedagogikasi asoslari. Toshkent.
- Lloyd, R. S., & Oliver, J. (2019). *Strength and conditioning for young athletes*. Routledge.
- Malina, R. (2018). Physical activity and youth development. *Kinesiology Review*, 7(3), 141–150.
- Mirzayev, B. (2023). Yoshlar sportida innovatsion texnologiyalar. *Sport Ilmiy Axborotnomasi*, 4(1), 22–29.
- Platonov, V. N. (2020). Swimming training systems. *Olympic Literature*.
- Salomov, R. (2021). Sog'lom turmush tarzini shakllantirish omillari. *Ta'lim va Taraqqiyot*, 6(4), 51–58.
- Smith, J. (2022). School sports and student development. *International Journal of Physical Education*, 14(2), 88–95.
- World Health Organization. (2020). *Guidelines on physical activity and sedentary behaviour*. WHO.
- Zokirov, M. (2024). Media sport va yoshlar motivatsiyasi. *Jismoniy Madaniyat va Sport*, 2(1), 17–24.