

THE NATURE AND STRUCTURE OF THE SOCIO-VALUABLE COMPONENT OF VALEOLOGICAL DIRECTION OF FUTURE SPECIALISTS IN THE FIELD OF PHYSICAL EDUCATION

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Annotation. We investigated more than 25 scientific and methodological sources of valeological education in vocational education. Reviewed and analyzed the main approaches to structuring components of valeological orientation. The essence of socially-valuable component of valeological orientation of vocational education. The structure of socially-valuable component and described in detail each of its components: values, professional and value orientation and personality components. Given study and determine the presence of each of the above structural components. Formulated specific professional values, which are implemented in valeological of future specialists of physical education. Structured personal component of the socio-valuable component valeological future direction of physical education specialists. The scheme of personal component. It reveals its elements through a system of meaningful and purposeful actions and personality traits that are associated in a logical sequence.

Keywords: valeological, direction, structure, physical education, vocational education.

Introduction

Valeologization of education in general and vocational education of future physical education specialists in particular is one of urgent problems of to-day. Scientific society is troubled with constantly reducing level of society's valeologic knowledge. In our opinion, one of the most efficient methods of changing of this vector's direction is active interaction with the most bent to negative influences stratum – students- by means of increasing of vocational education's valeologic orientation. Analyzing the mentioned problem we came to conclusion that, in spite of increased attention of scientific society to this problem, till present conception of future physical education specialists' valeologic orientation has not been yet regarded and structuralized. Among the works of scientists, who deal with this problem, special attention should be paid to the works by I. Berdnikov, O. Bondarenko, N. Urum, L. Arkhangelskiy, V. Olshanskiy, M. Titma, V. Petlenko, N. Shurkova and other. The content and principles of valeologic education were revealed in the works by Y. Denisovets, I. Zimina, L. Kuklina. The problems of formation of healthy life style are regarded in researches by N. Bugaets, V. Gubina, I. Yevstigneyeva, M. Lukyanenko, O. Popovych. In previous publications we have already presented general structure of valeologic orientation, but in our opinion it is not sufficient. Every of three components of valeologic orientation (social-value, special-activity, personality's) shall be regarded separately. The present paper is devoted exactly to researching of nature and structure of social0value component of vocational education's valeologic orientation.

Purpose, tasks of the work, material and methods

The purpose of the research is to determine the nature and to structuralize social-value component of future physical education specialists' valeologic orientation.

The methods of the research: observation, questioning, analysis, synthesis.

The object of the research: valeologic orientation of future specialists in the sphere of physical education.

The subject of the research: the process of education of valeologic orientation of future specialists in the sphere of physical education.

Results of the research

The nature of social-value component is accumulation of valeological-pedagogical experience, values of valeological actions. Analysis of content of future physical education specialists' valeological orientation is closely connected with discovering of future specialist's values, which, to large extent, determine his world vision, life and pedagogic position. The idea of social-value component and its structure is depicted in fig. 1.

One can affirm that human values are autonomous substance, as far as the ideas about them are based on world vision in general. But when personality becomes completely sure in his values, they exert dominative influence on his interests, demands, on aims of activity and on his further progressing in general.

In scientific literature authors distinguish values of personality and their instruction. For example, Ye. Podilska, in her works notes that conception "instructions" reflects only part of system of value orientations, which are most steady and are actualized by personality only in some situations. With it, from her point of view values of personality in general are more global system of personal relations [1]. However, R. Myronova thinks that instruction is a psychological mechanism of manifestation of personality's value orientations. The author notes that value orientations determine human position, motivate him (her) to certain solution of problem situation, if the latter appears in his (her) activity [2]. Agreeing in general with such approach, we conclude that values are the base for individual's self-regulation of his activity, they help to consciously solve the emerging problem situations, take decisions, permit to propagate own social-moral standards. Having analyzed scientific researches of the above mentioned authors, including the work by I. Berdnikov, who researched the problem of formation of teacher's valeologic culture, and basing on our

own scientific studies, we structuralized the data about social-value component of valeologic orientation future specialists in the sphere of physical education. [3,18].

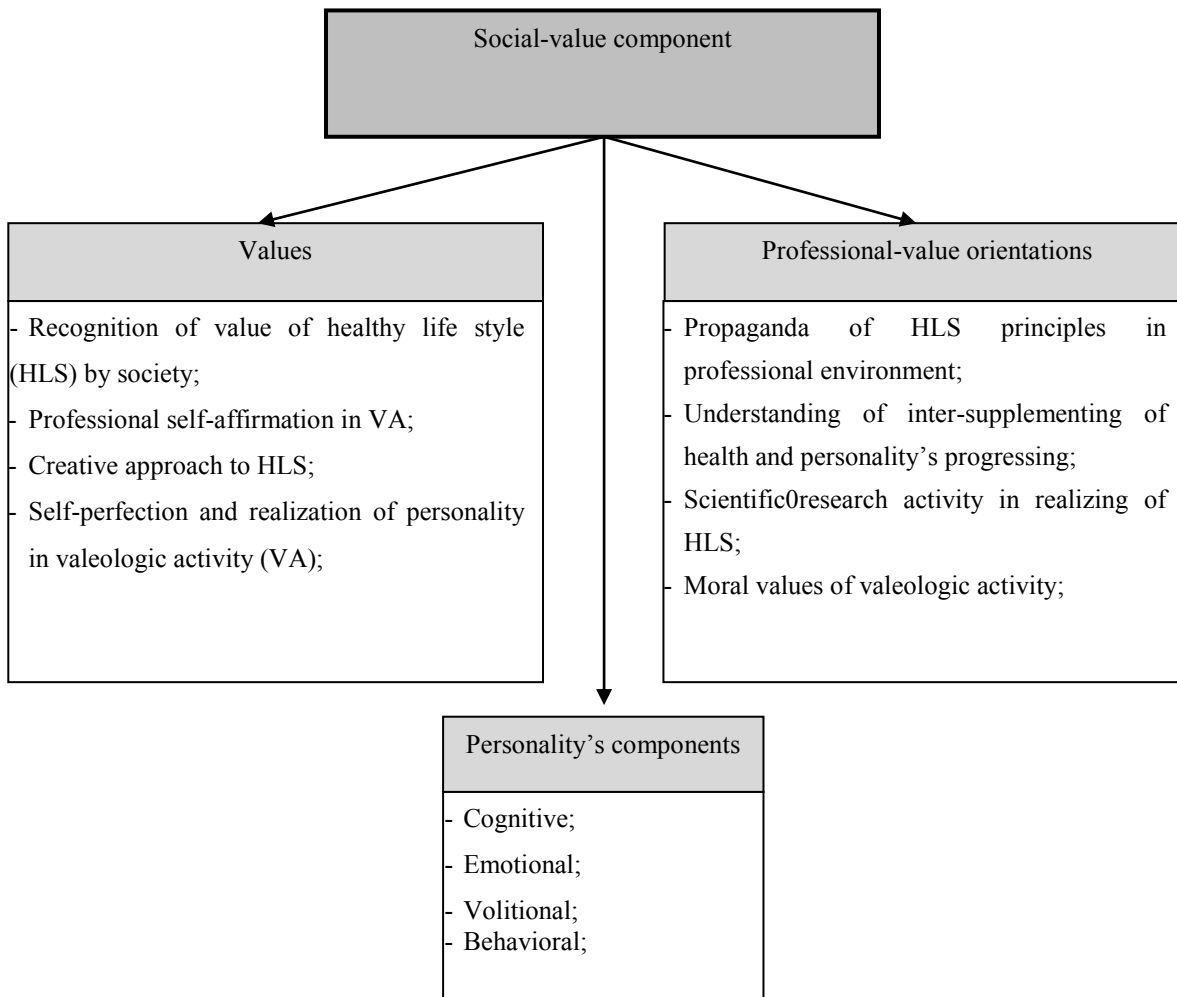


Fig.1. Structure of social-value component of vocational education's valeological orientation

Let us note the special importance of professional-value orientations in human life. With regarding of this problem one can not but distinguish the works by L. Arkhangelskiy, V. Olshanskiy and M. Titma [4,5,6]. It should be noted that any profession can be characterized by general and specific values. Specific values should be understood as those which are intrinsic to every profession. M. Titma, in his work formulated general professional values: content of professional activity, opportunities for personality's self-realization, social-economic conditions of labor, moral-psychological conditions of labor. As far as the enumerated professional values relate to general they can be applied with regarding valeologic activity. Let us formulate specific professional values of valeologic activity of future physical education and sport specialists. We put in the base of our classification characteristic demands of personality and compare them with professional portrait of future physical education instructor:

- values pointed to self-affirmation in society: social significance and prestige of valeologic activity;
- values, pointed at self-expression in valeologic activity: humanistic character of activity, compliance of valeologic activity with professional interests, etc.;
- values, pointed at satisfying of demand in communication in the process of valeologic activity in professional environment.

By subjective content valeologic values can be divided into two kinds: self-sufficient and instrumental. Self-sufficient values are those, which are pointed at development of personality of future instructors (creative character of valeologic activity, its prestige, etc.). Instrumental valeologic values are means of achieving of target: these values imply mastering of theory, standards and principles of valeologic activity, which will be the base of professional activity of future physical education and sport specialists. It should be noted that for modern generation of students not

all these values are equally important. For example I. Berdnikov fulfilled scientific research of professional values of students' valeologic activity [3]. His research revealed not only ideas about values of valeologic activity but also personal content of these values. So, for 15.8% of respondents valeologic activity is of no importance, while 18.3% could not explain the content of this conception. However, 34.2% of the questioned marked out values, which were connected with satisfying of demand in communication as the most important. With it, extremely low percentage of respondents, who noted valeologic activity as giving opportunity to manifest own individuality and creativity [3]. The data, obtained by I. Berdnikov, explain the reason, owing to which most part of students alienate from creative and researching valeologic activity.

The results of our research and researches of other scientists permit to speak that person's understanding of any (including valeological) values is not sufficient for motivation of the person to activity. Value becomes a motive of activity only in the case if it is accepted by an individual, is necessary for his existence. When value is accepted by personality, he (she) becomes able to easily formulate own aims, sees sense of activity and rational ways for aims' realization; he (she) controls adequately, corrects and evaluates results of own activity.

Besides, on the base of data, obtained as a result of his experiment, I. Berdnikov determined the tasks of formation of personality's valeologic orientation. In our opinion, the main of them is "conscious and emotional accepting of valeologic culture as social duty, oriented on formation of health and healthy life style" [3].

Personality's parts of social-value component are integrity of moral, rational, pragmatic, civil and individual qualities in a personality. Such combination makes possible selective attitude to environment, adequate perception and evaluation of world, society and own self in this society, helps to orientate in material and spiritual culture of society.

By analogy with I. Berdnikov's structuralizing of axiological component of teachers valeologic culture, we also divided social-value component of future physical education instructors' valeologic orientation into sub-components. In our opinion personality's sub-components include cognitive, emotional and volitional qualities (see diagram 1).

Cognitive sub-component reflects in personality's understanding of values of valeologic activity in general and, in particular, significance and role of valeologic activity in educational process. The mentioned above sub-component combines all experience of physical education specialist (from social to pedagogic), which permits him to adequately formulate tasks and aims of valeological activity. Also, it is necessary to consider the fact that idea about the aim of valeological activity is determined not only by personality, but by other participants of valeological process. All subjects of valeologic activity influence on formation of its content, forms and methods.

Emotional sub-component manifests in those personal values of subject of valeologic activity, which he (she) imparts to disciples in the course of valeologic process. This sub-component is reflected both in understanding of importance of valeologic demands and in transmitting of this understanding to other participants of valeologic activity. Valeologic activity is impossible without switching on of emotional sphere of subject of activity. "Switching on" of emotions makes behavior flexible in different complex situations of valeologic process.

The presence of *volitional sub-component* in structure of social-value component is explained by the fact that demand in creative self-perfection of valeologic activity's subject shall be satisfied. Volitional sub-component characterizes the level of personality's will activity, which, in our case, is manifested as desire to master skills of valeologic activity at high level. It should be noted that with formation of volitional sub-component such qualities of personality are accentuated as: persistence, firmness, commitment, organization and so on.

Behavioral sub-component in the structure of social-value component means constant readiness to carry out valeologic activity, strive for realization of valeologic tasks. The main features of behavioral sub-component are: readiness for valeologic activity, systemic searching of techniques and methods, deepening and widening of valeologic knowledge, valeologic self-perfection in free time and etc.

All sub-components of social-value component are interconnected and inter-supplementary. We think it purposeful to make up such diagram, which would describe every sub-component as a system of significant, purposeful actions and features of personality, connected in logical succession.

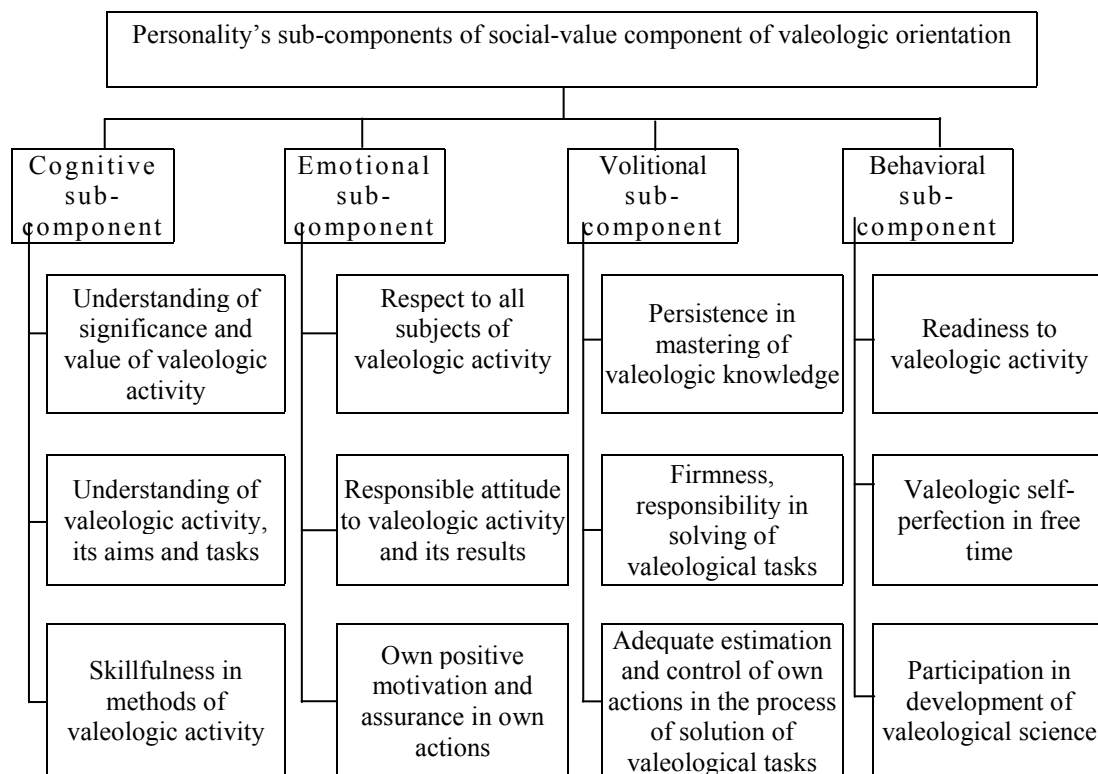


Diagram1. Structure and indicators of personality's sub-components of social-value component of future physical education instructors' valeological orientation

Summary

Researches resulted in determination of general structure of valeologic orientation with specifying of such structural elements as: special-value, special-activity and personality's [18]. In our opinion only specifying of elements if insufficient, that is why we continued scientific researches and revealed the nature of social-value component and developed its structure.

The prospects of further researches stipulate analogous analysis of nature and building of structural models of other components of valeologic orientation of vocational education.

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