

## METHODOLOGICAL FOUNDATIONS OF INDIVIDUALLY ORIENTED APPROACHES TO GROUND OF PHYSICAL EDUCATION UNPROFESSIONAL UNIVERSITY STUDENTS

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**Annotation.** The methodological basis of personality-oriented approach to support the system of non-professional physical education students is considered. The study involved 560 students. The concept of linking physical fitness of a man with his physicality is conducted. Found that the impacts of bodily state acquires the status of the personal qualities of the individual becomes social in content, acquires the status of cultural value. Found that teachers give priority to provide students with knowledge and skills. Much less attention teachers pay motor component discipline. It is recommended areas of complex application axiological, cultural and personal-oriented approaches in the context of the reform process of physical education students.

**Keywords:** physical education, personal, focused approach, non-professional, education, student.

### Introduction

Not so long ago conception “physical culture” was understood as a combination of society achievements in creation and rational using of special means, methods and conditions of orientated physical perfection of a person, while physical education was regarded in this context as the process of motion actions training, formation of a person’s physical qualities, which could guarantee oriented development as well as acquiring of abilities, basing on it (L. Kun, L.P. Matveyev, A.D. Novikov, N.I. Ponomarev et al.).

However, as it is known, phenomenon “person” includes physical, spiritual, psychic and other faces of human essence manifestation. As a phenomenon of nature, body is only initial precondition of socio-cultural existence of a man. All natural, which is characteristic for a person, is a subject of socially significant transformation, as far as they are some important for a person’s life activity potentials, the necessity of whose development and realization resulted in appearance of physical culture. It is obvious that this field is a complex social-cultural phenomenon, which is not restricted by solution of physical developments tasks, but has a number of other functions, including “social order of society in the fields of policy, morality, education, aesthetics, and in this sense belongs to social consciousness” [2].

At present time, principally new conception has developed and established among progressive scientists. It connects physical culture of a person with his body and originates from the idea, that physical state of a person (the state of body) gains a status of leading personal qualities of an individual, becomes social by its content, i.e. a cultural value as a result of spontaneous and organized pedagogical influences (in compliance with social ideals, norms and patterns on the base of specially and purposefully developed means) [8, pg. 21-22].

In accordance with this conception the main elements of physical culture are culture of health, culture of motion and culture of body build, while the indicators of personality’s physical culture are:

- person’s attitude towards his body and health as to a value, extent of this attitude expressiveness;
- character of this attitude (declarative or active);
- the level of knowledge about organism, physical state, means and methods of health improvement, including health improvement itself;
- means for health support, good physical state and ability to apply them;
- values of health and own body in compliance with social ideals, norms and patterns;
- at last, wish to assist other people in health improvement and physical perfection, as well as availability of required for this purpose knowledge, skills and abilities [8, p.g.22].

With such approach not only age norms of development, temper and character are considered but also main personal qualities of students, and pedagogical process shall be constructed with consideration of their interests and demands. Educational activity shall be oriented not only on students’ mastering knowledge and skills, but also on formation of appropriate attitude to their health. With it, significant attention shall be paid to development of self cognizing ability of own inner states and emotional responses, physical and mental features, correlating of self evaluation with other people’s opinions [8, c. 25-26].

It is evident that the mentioned above new conceptual statements implicate the necessity of preparation and carrying out of profound reform of higher educational discipline “Physical education”.

The present work has been fulfilled as per the plan of scientific & research works of Donetsk national university.

### **Purpose, tasks of the work, materials and methods.**

*The purpose of the research:* to form methodological foundations of application of personality-oriented approach and such important part of it as non professional education of students as the conditions of preparation to higher educational “Physical education” reformation.

*The methods and organization of the researches:* review of scientific-methodological literature, theoretical analysis and synthesis. The research was carried out at the department of physical education and sports of Donetsk national university.

### **Results of the researches.**

Physical in its integrity and completed objectiveness (meaning actual reality) has subjective-individual character. Developing this thesis, we want to underline not only traditionally specified subjective-personal side of physical culture, but rather the fact, that it is resumed in formation of a student’s personality as a free individuality. Attention is accented on the statement, according to which there is no real physical culture outside of personality. That is why, physical culture is an objective formation, which, however, has subjective and, more over, individually-personal character. In this connection it shows itself as a basic, fundamental layer, integrating link of culture, containing great potential of reproduction of a personality as an integrity.

Hence, it is obvious to what extent higher educational pedagogical system in Ukraine is able to solve the problem of youth’s reasonable demands formation, including demands in physical culture activity (educational, sports, recreational, rehabilitating); how education of an up-to-date personality and, consequently, the society’s cultural progress depend on it.

It is known that the level of social activity of students is determined by the extent of their readiness to social activity and by the level of this activity’s motives significance, in the sphere of physical culture inclusive. It is conditioned also by the degree of a personality’s knowledge of social necessity of such and such activity forms. It is shown rather clearly in the light of education humanization in the field of physical culture. In higher educational system, not connected with professional physical culture education, it means that student’s personality becomes the main value of pedagogical being, but not only his body functions sphere. His inner world (emotions, relations, value orientations and so on) also are the components of it as well as outside world (nature, environment, preparation to professional activity and life in society) [1, pg.28].

Physical culture in higher educational institutions of not sports profile shall be an active transformer of a personality, consolidating its best qualities, enriching its ideas, mental, moral and aesthetics principles. Different aspects of physical perfection of youth, as an important side of its harmonic development express the degree of society’s conscious and purposeful influence on its system of physical and mental potentials. That is why, the functioning and development of physical culture in society, in certain higher educational institution can be regarded as an act of production of specific social values by society.

For the 20<sup>th</sup> century it was characteristic to understand achievements of culture from positions of axiology, which made more acute scientific foundation of priorities in technology of a person’s physical education. With it, physical education was traditionally regarded as specially organized pedagogical process, connected with mastering knowledge, motion skills, development of physical qualities, and improvement of person’s morphological and functional reserves (B.A. Ashmarin, L.P. Matveyev, B.M. Shiyan). But its substantive foundations already characterize active aspects of physical exercises application for development of individual’s natural bents on three personality’s levels: biological, psychological and social (A.G. Komkov, G.G. Natalov, V.V. Prikhodko).

However, last decades, physical culture has been being understood in wider aspect as social institution of formation of students’ physical culture potentials’ formation, considering social and personal demands (L.I. Lubysheva, v.v. Prikhodko). With it, it should be noted that having executed comprehensive analysis, D.N. Davidenko and G.N. Ponomariov write: “... from linguistic point of view correctness of conception’s “physical culture education” application (of a person) is not in question” [4, pg.53].

It has been established that the dynamics of a student’s demands formation in the sphere of non professional physical education is determined by the influence of three main factors. The most influential is informational factor (49.0%), which reflects combined, pre higher educational physical culture and sports experience, family traditions and the scope of knowledge, skills, which were gained at higher educational institution. The second, by the extent of influence, conditional factor (29.0%) reflects individual potential of person’s physical culture, which pre-determines the level of pretensions and content of current and prolonged aims in individual programs of physical self perfection. The third, bio-social factor (10.2%) characterizes synergy of students’ endogen biological demands for motion activity and social engagement of high psycho physical conditions of the future specialists [3, pg.24].

The main link of personal-oriented paradigm of non professional physical culture education, which is being formed, is its orientation on the development of student's individuality (V.K. Balsevich, L.I. Lubysheva, V.V. Prikhodko, S.D. Smirnov). Without understanding its integrating essence, value aspects of physical culture education are lost. That is why, determination of the degree of personal and social vectors' relation of students' physical culture permits to avoid declarative character of aims and pedagogical tasks of non professional physical culture education. Social-pedagogical accent on individualization of the applied technologies of non professional physical culture education shall be directed to opening of natural bents of every student, which, in their combination, determine peculiarities of students' physical and mental development.

Practical realization of personally-oriented approach to non professional physical culture education of students is conditioned, firstly: by increasing of role of dialogue between the subjects of physical culture-educational activity (teachers and students). Secondly, it is conditioned by overcoming of physical culture education's excessive unification, which takes place with development of module type problematic-oriented teaching programs, ensuring advanced character of education and stimulation of students innovative thinking. Thirdly, by democratization of non professional physical culture education sphere, which ensures development of higher educational physical culture infrastructure as well as optimization of conditions for the students' self realization in physical culture and sports activity.

Basing on the above mentioned we come to conclusion that the project of development of model of students' non professional physical culture education personality-oriented system in university conditions is based on a solid methodological foundation.

Philosophical level of methodology of professional's, as comprehensively educated personality, training process in university is world-view statements of cognition theory, ideas about personality's consciousness and self consciousness, its development in the system of social relations, dialectics of future bachelors and masters' professional formation, axiological approach to its ensuring, doctrine about specific (single), special and universalin projection to formation of student's personality at different faculties, in different directions of training and specializations.

On general scientific level of development methodology and realization of the project systemic (V.G. Afanasyev, I.v. Blauberg, V.N. Sadovskiy, E.G. Yudin, B.F. Lomov et al.) and synergetic (I.P. Prigozhin, G. Haken, A.N. Kolmogorov et al.) approaches dominate. The first one points the staff of university, first of all, to single out the combination of structural components of professional education, which would be adequate to the demands of society and every student in their development. The approved at Donetsk national university (DNU) curriculums and academic programs for different training directions, to some extent already reflect the functions of every component of professional education's content as a system, inner interconnections and connections with external educationally significant medium. However, in DNU, like in other universities of Ukraine, the aspect of personality-oriented non professional physical culture education have not marked out and described yet.

Systemic approach has a core character in the questions of selection of directions, principles, methods and forms of students' education and professional training, planning of their resource provision. Synergetic approach (its significance is conditioned by non linear character of professional education process) is a regulator with shifting educational process into self organization plane, creating conditions for students' self formation of professional knowledge and skills complex of different functional orientation, including those, which permit to take care of own psycho-physical sphere.

The theoretical base of our research is modern ideas about the development of personality. (K.A. Abulkhanova-Slavskaya, L.I. Bozhovich, A.N. Leontyev, A.A. Rean, V.D. Shadrikov), considering integrity of psychic and physical nature of a person (B. G. Ananyev, I.V. Muravov, A.V. Rodionov). The principles of health control, its safe level, about professional health (N.M. Amosov, L.G. Apanasenko, V.M. Bayevskiy, V.A. Ponomarenko); theories of optimal functioning of physical education systems on different stages of ontogenesis (V.K. Balsevich, L.P. Matveyev, V.G. Nikitushkin, V.N. Platonov). Besides, all accumulated knowledge about possibilities of behavior corrections, preservation of youth's physical and mental health with the help of combined individualized means of pedagogic, theory and methodology of physical education (V.K. Balsevich, L.V. Volkov, L.I. Lubysheva, V.V. Prikhodko, A.V. Rodionov, M.J. Mayer, L. Werthamer-Larsson). Knowledge in the field of professional – applied physical culture (V.I. Ilyinich, V.A. Kabachkov, S.A. Poliyevskiy, R.T. Rayevskiy, G.G. Sanoyan) and modern ideas about psycho-physical preparation for future activity (A.O. Yegorychev, S.N. Zuyev, S.S. Korovin, V.N. Polianskiy).

The existing of problem situation in the sphere of students' physical education, which, in practice lacks of personality-oriented approach, is connected with a number of objective reasons. First of all we mean stagnation of its functioning, conditioned by command strategy of higher school administrating, secondly, the paradigm of non professional physical education has not been completely formed, that is expressed by certain ambiguity of its content's foundation, thirdly, it has relatively low social status due to the fact that high psycho-physical conditions of graduates

are unclaimed in the sphere of social production. In the opinion of Zh. Allan, L.I. Lubysheva and Yu.M. Nikolayev, the prospects of overcoming of crisis in higher educational physical culture education are connected with rising of its creativity, which would envisage re orientation of educational process from traditionally reproductive model of knowledge rendering to flexible, integrated, informational symbolic educational paradigm.

For following this key point it is necessary to use axiological, culturological, anthropological and personality-oriented approaches. Their combination permits to fulfill projecting work within the frames of modern pedagogic of higher education.

Axiological approach characterizes combination of steady physical culture and professional values, which, being interiorized by students, become personally significant for a student. On this base development of cultural self consciousness, ability to culturally conformable transformation activity in the sphere of physical culture, students' motivated attitude to the level and quality of its mastering is activated.

Educational values of physical culture contain criteria, which determine the basis of formation and development of a student's personality. They point at human, social and cultural significance of certain physical culture phenomena, which are the key points of physical culture activity, distinctive core of a personality's self consciousness, forming its world outlook, social stability, motivation, orientation of academic and extracurricular activity and life activity in general.

With such approach, higher school graduate is understood by us not as personification of normatively standard activity, fixed in education qualification characteristics and educational-vocational programs, but as a carrier of universal values, accumulated by physical culture. He shall be understood as an active subject, who, in his professional activity, realizes his way of healthy life activity, readiness to take responsibility for solution of professional tasks, who creates his own strategy of socio-cultural thinking, behavior and activity [9].

In the context of the research the following humanistic values of physical culture of personality oriented character have been specified: the values, connected with self consciousness and self cognition; with self determination and self education; with self actualization and self realization; with self education and self perfection; with self organization and self regulation.

Culturologic approach defines education in the field of physical culture as a form, mean and method of self development of student's culture, essential abilities and requires that personality should be in the center of educational process, that full-fledged process of its comprehensive, intellectual, moral, psychic, physical, aesthetic and other sides' development should be ensured on the base of mastering cultural and moral values. It permits introduction of a student into the space of world and national physical culture, formation of future specialist's mentality on the base of generations' cultural experience. Culturologic paradigm, unlike specific-applied "knowledge" one, to much larger extent orients education on simultaneous mastering elements of culture of education, behavior, communication and activity.

One of the most important results of professional education is formation of a university graduate's (future specialist) professional culture. The conducted theoretical analysis permits to specify the following main functional components of a specialist's professional culture, which show professional characteristics [9, 11].

So, gnosiological component conditions methodological, research and intellectual culture; humanistic – moral, humanistic, spiritual, communicative culture, culture of communication, speaking and reflection. While, educational component conditions didactic, methodic, physical, aesthetic, ecological, economical culture; normative – legal and administrative; informational – dialogical, innovative and computer culture. Just the mentioned basic foundations of professional culture determine the content of future specialist's training.

As far as non professional physical culture education as an important aspect of student's formation, concerns, it should be noted that correlation of natural, social and cultural in formation of educated university graduate seems to be a process of traveling from natural-body properties of an individual to human being of body, i.e. to "cultural body" as per definition of I.M. Bykhovskaya. Culturologic approach is connected with overcoming of interdisciplinary disconnections, cultural integrity of personality's physical culture, that permits to regard educational sphere as integral macro phenomenon of culture, in which discipline "Physical education" is an organic part of the whole and its content is constructed as per the logic of human cognition. In this case, physical culture corresponds to the main target of humanitarian education, i.e. to achievement of integral knowledge of a man, of ways and means world exploration by him, obtaining life-sense, world-vision orientations.

Anthropological approach is a methodological, which is of not less importance, approach to projecting of humanitarian by the essence non professional physical culture education system; with this approach contradiction between student's demands, who wish to cognize himself, and possibilities of educational process are eliminated as well as between huge strata of knowledge about man and the way how it is realized. Only under condition if student's inner

world' and body culture are recognized as most important criteria of his qualitative development, it is possible to put and solve in full completeness the tasks of mastering and reproduction of self cognition and self development, of self education, self actualization and self perfection processes by means of physical culture.

Only such approach will ensure replacement of "everyday" by its essence, domestic mentality of a student with anthropological thinking and will help him to culturally "explore" himself. It is right to regard body phenomenon only as unique potential of student's physical and mental self development, embedding the basis of sound "life provision" of a personality, of his cultural formation's sense as value structures of education in the field of physical culture.

Pedagogical anthropology comes from axiom of integrity of general, special and separate in a human being and considers all existing properties of a man in the widest range. Anthropological basis of physical culture permit to specify its specific features, which are oriented simultaneously on motion sphere of a man and social-psychological sides of his organization. So, affecting on physical nature with complex of specific means and methods, physical culture influences on intellectual, emotional, mental and other personality's spheres (I.M. Bykhovskaya, L.P. Matveyev, N.I. Ponomarev, V.S. Rodichenko, V.I. Stoliarov).

Personality-oriented approach is regarded as one of the most significant system-determining factors of education content's humanization in integrity of personal and activity components. Personality, due to his natural activity, preserves and develops the trend to autonomy, independence, freedom, formation of own position, unique individuality. It gives possibility to regard educational process as the process of personality's self development and self realization, in the course of which not only educational and social experience actualization but also formation of student's individual experience occur.

Attraction of attention to "personality component" stresses that in educational process in the field of physical culture it is important to consider national, sex, age, individual and psychological, status peculiarities of students, which are realized through content and form of classes, character of communicating with students, motivation and adaptation, levels of pretensions, cognitive style and etc. (I.A. Zimniaya). "Activity component" orients not only on mastering of academic material but also on the methods of mastering, patterns and methods of thinking, development of cognitive abilities and creative potential of a subject of training.

Owing to the mentioned above and considering the known affirmation of S.L. Rubinstein that the development of a personality occurs in activity and depending on it, physical culture and sports activity can be understood as the basis of academic discipline, oriented on formation of physical culture of personality. With it, physical culture and sports activity is a developing and creating activity on mastering the values of physical culture, manifestation of different forms of personality's, professional and social activity, facilitating the development of a person's physical, psychic and mental qualities.

The content of non professional physical culture education, which is humanitarian by its essence, is set by integrative paradigm of personality-oriented education, in which the development of trainees' personal attitude towards the world, professional activity, education and themselves is accentuated. With personality-oriented approach the content of physical culture education is an alive property of a personality, its memory and mind [9, pg.16]. It shows that personality is a main subject of educational process, determining the orientation of its content on student's continuous development and self development. As a result, correspondence of external pedagogical influences with the student's personality potential, individual experience and possibilities becomes an important condition of student's subjective position development. That is why, projecting of personality-oriented content of physical education the most completely meets student's demands and is in compliance with his inner position.

### **Summary**

Personality-oriented education is directed to recognition of student's personality uniqueness and the idea of "self" takes central place in it. Physical culture educational process with personality-oriented approach to physical education, gives possibility to every student to realize himself in active cognizing of educational activity, in his educational behavior, basing on his own abilities, bents, human and professional interests, value orientations and subjective experience.

The sense of student's joining physical culture, independent on the chosen specialty, is as follows. As far as physical culture is an independent field of human activity, it is directed to creation of comprehensive, creative personality, capable to reach mental and physical harmony, to develop in integrity with culture and society. It can be stressed that professional-applied physical training, which is utilitarian by its essence, has no such pretensions. The existed underestimation of such physical culture peculiarity broke in practice the unity of three structural elements of human culture (material, mental and physical) their inseparable connection and interdependence.

As a result, study of 560 students' opinion about correlation of general and physical culture in personality and professional self-determination shows that only 23.6% admit such connection, while 53.4% strictly deny it and 22% can not determine their position [9, pg.17].

At the same time, the study of pedagogical practice witnesses that teachers of higher school "Physical education" at the best, apart from attention to motor component of this academic discipline give preference to knowledge and skills [5]. With it, in the sphere of their activity they omit just those elements of content, which facilitate formation of competences, required for maintaining of higher educational institution graduate's optimum and comprehensive development of personality.

*The prospects of further researches.* The developed, in the course of our researches, methodological foundations permit to pass to directly pedagogical projecting of personality-oriented systems of non professional physical culture education in conditions of a certain higher educational institution.

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