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**STRATEGIES, CONTENT, AND TECHNIQUES OF
PERSONALITY-ORIENTED PHYSICAL EDUCATION IN HIGHER
EDUCATIONAL ESTABLISHMENTS AS THE SUBJECT OF SCIENTIFIC
EDUCATIONAL RESEARCH**

The existing educational techniques employ two approaches to the education and development of students. The first ensures the formation of the generally accepted (normative) standard of knowledge, qualities, abilities, and skills (this approach is implemented in physical education by means of the professional applied physical education). The second approach relates to the challenges of the self-education techniques and personal development that often do not have one single solution [1, p. 72 – 73]. It is this approach that is to be applied under the conditions of the gradual transition to the strategy of the personality-oriented physical education in modern universities in the process of the humanization of higher education.

The purpose of the modern instructional techniques (and physical education is not an exception) is not only sharing knowledge, but advancing the inner world (self-consciousness) of the individual as a creative agent: “the formation of the personality”, “the formation of activity”, and “the formation of competence”. Hence, the aim of higher educational establishments is to create the educational space and the environment conducive to the development of the personality for the purpose of the self-organization of the individual’s consciousness, thinking, and activity [1, p. 75].

The article is devoted to the use of projects in higher education on the basis of the development of socio-cultural (based on the culture as a fundamental basis of thinking and activity) and anthropic (related to the development of the personality) educational techniques in the sphere of physical culture. Hence, “it is necessary to make a transition from ‘an intellectually and physically developed human being’ (an

ideal for professional applied physical education (PAPE) [S.B.] to ‘a socio-cultural individual’ capable of overcoming in his/her professional activity the boundaries between the physical, the mental, and the spiritual” [2, p. 52].

The modern methodology of science and the methodology of building curricula view physical education, along with study of other disciplines in higher educational establishments, as an informational and educational activity based on the methods and means of the conceptual modeling of the inner world of the student’s personality.

The analysis of the recent research and publications reveals that the research aimed at the improvement of physical education in higher educational establishments in the context of the standards of the sports-oriented, personality-oriented, and environment-oriented approaches have been conducted since the 1990s [3 – 6], including the modernization of training physical education instructors [7; 8].

The systems of value-oriented techniques of the personality development are designed on the basis of the following ideas. Their realization in the university course of physical education guarantees that students not only gain knowledge (achieve the adequate level of knowledge, competencies, skills, physical development, and health), but also create their own idea about their future life, including the design and formation of their professional activity, in which high working capacity and strong health are of great importance.

The personality development techniques in physical education are to be based on the four fundamental factors in the system of personality development: value orientations, purposefulness, self-development and self-realization, and hierarchy [9, p. 41]. Though the regime of adaptation to the environmental conditions (massage, physical exercises, pharmacology, physical therapy (including exercises promoting recuperation and rehabilitation) is widely used, the regime of development (intellectual, psycho-emotional, bodily and motor development) in the course of physical education is not firmly established.

In a broad sense, the techniques of physical education employed in the course of the personality-oriented physical education realize their content through a system of means, methods, and organizational forms that ensure the achievement of the

person's physical perfection [10]. The pedagogical techniques of the general physical education of students are to be based on certain conception, as well as on the adequate planning and resources [11, p. 36].

The purpose of the article is to present the content and the techniques of the personality-oriented physical education in modern higher educational establishments as an object of the scientific educational research, to define their peculiarities.

Anthropic educational techniques, which are focused on the development of the personality as a social and spiritual essence of the person, have a significant innovative potential for the creation of the modern techniques of physical education of students. The combination of the two main functions of the educational development of the individual is the basis of anthropic techniques, namely, the transformation of the individual consciousness (including self-consciousness, world outlook, and spiritual and creative potential) and the expanded reproduction of the physical culture during sports activities.

This approach to the socio-cultural educational space, which functions as an educational (transformational) environment, means that the university instructor acts as the coordinator of the worldview, scientific educational, and technological processes, as well as all the interpreter of all technical, disciplinary, and pedagogical knowledge, which ensures the professional identification of the student. Priority is given to the formation of the humanistic conceptual consciousness of the student, which includes a layer of spiritual and axiological phenomena embodied both in the personality itself and in the professional activity.

We agree that knowledge becomes professionally personal only as a result of the systematization (auto-reflection) of the gained experience, when the person can adapt it to other tasks (task orientation), turn it into a tool (technique). Anthropic educational techniques enable the transition from qualification (disciplinary) approach in higher education to the professional and competency-based one. The culture of the specialist should include, in the first place, the general cultural training, i.e., the adequate experience of the culture in general. The wider the worldview is (provided that the specialization is maintained), the more efficiently the specialist can

use the achievements of the culture and the science for self-development (including the achievements in physical culture [S.B.]) and the better prospects of his/her personality development are” [12, p.37]. This is the goal of acquiring the achievements of the physical culture, which actually takes part in the improvement of the quality of postsecondary education.

Thus, anthropic educational techniques enable the transition from a simplified approach to physical education that is implemented by means of pragmatic, utilitarian PAPE aimed at developing a predefined set of psychophysical qualities to the transformational, or competency-based, approach.

However, the modern official doctrine along with the vast majority of physical education instructors rely on the bodily approach, the aim of which is the development of physical and motor skills [13, p. 46]. In terms of its theoretical foundation, this approach is based on the theory and practice of sports training, the main principles of which have been converted and adapted to the physical education of students in higher educational establishments.

It has been established, though, that the bodily approach is effective in elite sport, whereas in the sphere of physical education it has considerable disadvantages, as it fails to make provision for the students’ interests and needs and is unable to properly form their physical culture and sport and fitness motivation. It should be supplemented with other approaches and educational techniques, especially if the task is to achieve fitness and health” [13, p. 47].

V. K. Bal’sevych et al., warning against a one-dimensional approach to physical education, state: “Among the main categories of physical education as a pedagogical process are upbringing, education, teaching/learning, and development. Thus, within one and the same subject, it is necessary to accomplish both general and specific pedagogical tasks” [14, p. 10]. At the same time, physical education in universities functions mainly as a non-specialized physical education. In the same way that education as a whole, it is a general and eternal category of the social life and society [15, p. 26].

H. O. Klyuchkina, having summarized the results of the research in this area, identifies three approaches to improving the process of physical education.

1. Sports-oriented approach to physical education, which is based on the idea that sport has its own values. The introduction into the curriculum of the tasks to form practical skills in this or that kind of sport is considered to be an effective method of the organization of learning in the system of formal education.

2. Under the personality-oriented approach, the educational interventions are directed at the development of the student's personality. When developing the bodily and motor skills of students, the instructor should not ignore the development of their personality qualities. Therefore, the task to form the student's personality with a certain set of qualities, as is usually the case with the PAPE approach, has lost its relevance today. The personality-oriented approach, on the contrary, is based on revealing the abilities and gifts of the young person.

3. Environment-oriented approach is based on the basic educational principles, according to which the person's environment influences him/her even stronger than verbal educational interventions (conversation, persuasion, etc.). When applied to physical education, the environment-oriented approach means the creation in higher educational establishments of the atmosphere, including the lifestyle of instructors, that encourages young people to adopt the values of physical education. Modern sports facilities, adherence to the sanitary and hygienic standards serve as an additional stimulus [13, p. 48].

The technique of the physical education of students designed by V. N. Dvorak consists of the following stages: diagnostics; identification of needs and motivation; implementation; control; self-reflection and correction. The criterion of the efficiency of the acquisition of the curriculum's theoretical part includes the assessment of the basic notions of physical education, biomedical, historical and cultural knowledge, as well as the knowledge of the organization and methodology, accident prevention measures [11, p. 36 – 37].

By the beginning of the 1990s, scholars offered two fundamentally different strategies of advancing physical education of students based on the use of different

techniques. One of the strategies can be called “traditional”. It was first to be articulated and presupposes the resolution of the challenges by means of the high personal commitment of physical education instructors in terms of its methodology [16].

It should be specified that the terms “educational technique” and “technique of education” are broader than educational methods [16]. Educational methods are basically a set of recommendations for an instructor concerning the organization and administration of the educational process. The technique differs in a number of fundamental, additional factors. If methodology proposes the use of specific methods, organizational forms, and teaching media, the technique recommends the process of creating an adequate complex system of methods, organizational forms, and teaching media taking into account the purposes of managing the entire educational process.

It is important to pay special attention to the peculiarities of the strategy of the first type, as it captures the ideas common to the works related to the traditional strategy, whatever aspect of the improvement of physical education they deal with.

The study by N. V. Byelkina [17] in the Pacific National University, Russia, can be considered an example of the first type of strategy. It is worth mentioning that the “traditional” strategy failed to make physical culture and sports a critical need for the majority of people. Along the same lines, health and physical fitness did not become the values of many young people. At the same time, the number of students exempted from physical education classes or enrolled in a special medical group increased: from 7.7% in 1991 to 31.2% in 2005.

The author states that “in order to improve the quality of teaching the subject to the first-year students without increasing the amount of hours, it is necessary to redistribute the hours between the sections of the curriculum. Thus, lectures were limited to 6 hours, which equals to 4.4% compared to 11.7% in the state curriculum. Methodological and assessment sections were reduced by 6 hours. This led to the expansion of the practical section to 110 hours (80.9% of the total academic load). In order to maintain the principles of recreational training (regularity and stepwise

progression), methodology classes were combined with physical exercise. Thus, the ratio was 15:45 minutes, respectively” [17, p. 8 – 9].

This is the essence of the “traditional” strategy approach: the forms of practical classes are changed, “updated”, whereas the fabric of the academic discipline in general remains the same. As a result, its educational aspects are not considered important and recede into the background.

In the early 1990s, a totally new strategy, which can be called “modern”, was developed by V. V. Prikhod’ko in his Doctoral dissertation [18]. This strategy is distinguished by the transition from the subject-object relations between the instructor and the student (the style of pedagogical supervision) to the subject-subject relations (the style of pedagogical management). This strategy ensures the personality-oriented educational process, which is based on the ideas of non-specialized (non-professional) physical education. It discovers new prospects for the development of physical education as a university discipline.

A research by V. S. Bykov [19] is an example of this strategy. The scholar states that the formation of the person involved in the educational process is determined by several factors. On the one hand, they are a set of the external driving forces of development (social and economic, psychological and pedagogical, environmental and valeological), and, on the other hand, it is a combination of the agents of internal development, which change the person’s self-consciousness. The latter enables the independent mastery of new social values, development of the intellectual and physical abilities, and the establishment of the identity.

Non-professional physical education plays a special role in the complex and multifactor process of the formation of human individuality. It lays a foundation of health into the development of other aspects of the person’s culture, ensures internal guarantees of the productive learning and communication in a complex socio-economic and environmental conditions. It also contributes to the accumulation by prospective employees of the primary experience of adapting to the market conditions, which is required due to the following phenomena associated with the market conditions: mental and physical tension, high risk of failure, competition,

responsibility, mobility, and professionalism, as well as the need to build an appropriate system of relations with and behavior toward colleagues.

Physical education within this technique presupposes the integration of physical education and physical upbringing, physical development and health care providing a high level of the person's physical culture. When it comes to the priorities, they can be properly established only in the personality-oriented model of the educational process, as they are connected with the creation of the conditions for the identification and development of the individual make-up of every person, his/her individuality, with the idea of the free choice of the human development trajectory in the educational process. The actualization of the physical self-education consists in the development and implementation of the techniques that ensure the transition from the external determination of the students' activity and behavior in the sphere of physical culture to the internal one.

The structural components of the organizational and pedagogical conditions of the formation and maintenance of health and the personality-oriented physical education of students in this experiment were the following:

- the formation of the motivation for the physical self-improvement, acquisition of the valeological knowledge and skills in a healthy lifestyle;
- the maintenance and development of physical qualities; the content of classes devoted to the development and self-development of physical fitness; the content of the public outreach efforts aimed at the formation of personally relevant values of a healthy lifestyle;
- instructor's efforts aimed at encouraging students' self-development in the sphere of physical education;
- students' self-development efforts in the sphere of physical culture;
- instructional media (training exercises, creative tasks, technical means);
- the quality of methodological support, which includes individual programs, teaching aids, guidelines.

The technique of students' physical self-development created according to the "modern strategy" offers a wide range of the educational tools actualizing the following:

- at the level of "activity initiation" – pedagogical communication, assessment, pedagogical requirements, informative verbal and visual influence, and the creation and resolution of conflicts (learning problems);

- at the level of the "organization of life" – discovering new experience, involvement, making a positive change, activity stimulation, correction of deviations, physical education participation, activity participation, collaborative relations, mental stress relief, defining views, and giving a choice; and

- at the level of the "stimulation of free choice" – reinforcement, pedagogical evaluation (I-message), pedagogical requirement (absoluteness of the norm), pedagogical persuasion (thesis-argument), and pedagogical conflict-compromise.

The study of the afore-mentioned strategies led to the conclusion that in the context of the "traditional" strategy the modernization capacity (i.e., modernization proper) of physical education as a university discipline is non-existent. Physical culture and physical activity can be formed only as a result of the implementation of the personality-oriented physical education.

The task of the genuine improvement of physical education as a university discipline can be accomplished only by means of the "modern" strategy, which ensures the formation of the personality interested in physical activity and keeping fit. This approach is in line with the aims of the modernization of the whole system of physical education in Ukrainian universities, as defined by the Law of Ukraine "On Physical Culture and Sports" [20].

The attempts to create new approaches to the improvement of physical education in higher educational establishments within the "traditional" strategy have been proved unreasonable. At the same time, the "modern" strategy of the modernization of physical education as a university discipline based on the use of the personality-oriented approach to the physical education of students has not been

developed in Ukraine due to the lack of the verified approach to its creation. This is the task of our further research in this area.

It should be emphasized that physical education in Ukrainian universities cannot be advanced in earnest until an adequate pedagogical project is offered, the development and approbation of which is in the center of our research efforts.

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Бєлїх С. І. Стратегїї, змїст і технологїї особистїсно орієнтованого фізичного виховання у вищїй школі як предмет науково-педагогїчних досліджень

У статті обґрунтовано важливість використання особистїсно орієнтованого підходу до вдосконалення сучасної вузівської дисциплїни “Фізичне виховання”. Описано наявні стратегїї розвитку вузівського фізичного виховання. Подані та проаналїзовані зразки технологїй фізичного виховання студентів, названі нами “традиційною” й “сучасною”. “Сучасна” стратегія

визначає можливість використання ефективних підходів до формування в осіб, які займаються, цінностей фізичної культури й досягнення максимального фізичного розвитку. Оцінено перспективу застосування названих стратегій і створюваних на їхній основі педагогічних технологій для формування фізичної культури особистості студента та розгортання його фізкультурної діяльності. Показано, що того часу, поки не з'явиться наочний приклад відповідного успішного педагогічного проекту, не може бути розпочата на практиці й модернізація вузівського фізичного виховання в Україні.

Ключові слова: стратегії розвитку вузівського “Фізичного виховання”, особистісно орієнтоване фізичне виховання студентів, непрофесійна фізкультурна освіта.

Белых С. И. Стратегии, содержание и технологии личностно ориентированного физического воспитания в высшей школе как предмет научно-педагогических исследований

В статье обоснована важность использования личностно ориентированного подхода в совершенствовании современной вузовской дисциплины “Физическое воспитание”. Описаны и проанализированы существующие стратегии развития вузовского физического воспитания. Представлены и проанализированы образцы технологий физического воспитания студентов, названные нами „традиционной” и „современной” стратегиями. „Современная” стратегия определяет возможность использования эффективных подходов в формировании у обучающихся ценностей физической культуры и достижений оптимального физического развития. Оценена перспектива названных стратегий и создаваемых в их границах педагогических технологий для формирования физической культуры студента и развития его физкультурной деятельности. До тех пор, пока не появится соответствующий педагогический проект, не может быть начата на практике и модернизация вузовского “Физического воспитания” в Украине.

Ключевые слова: стратегии развития вузовского “Физического воспитания”, личностно ориентированное физическое воспитание студентов, непрофессиональное физкультурное образование.

Byelykh S. I. Strategies, Content, and Techniques of Personality-oriented Physical Education in Higher Educational Establishments as the Subject of Scientific Educational Research

The article substantiates the importance of the personality-oriented approach to improving physical education in higher educational establishments. The existing strategies of the modernization of university-level physical education are described and analyzed. The samples of the techniques of physical education that function within these strategies (designated as “traditional” and “modern”) are featured and analyzed as well.

The “traditional” strategy of developing physical education is based solely on the good will and efforts of individual physical education instructors, and its potential to advance the course has proved to be limited to the improvement of individual exercise practices. “Modern” strategies use effective approaches to increasing the value of physical training for students and achieving their optimum physical fitness. They ensure personality-oriented educational process, form the ideas of non-professional sports education, opening new horizons for the development of physical education as a university discipline. The article assesses the prospects of the above-mentioned strategies to form students’ physical culture and encourage their athletic activities.

Key words: higher school physical education development strategies, personality-oriented physical education of students, non-professional physical education.

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