

Approaches of the professional-pedagogical culture to form students of physical culture specialties during the process of professional training

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Abstract:

In the article an actual problem of professional-pedagogical culture formation of students of physical culture specialties is studied. Students' professional-pedagogical culture formation in the of students' professional-pedagogical culture formation in the system of special physical culture education as the totality of possibilities of content, form, methods, pedagogical means and materially-spatial environment of higher education institutions have been defined. Presented characteristic of distinguished conditions is defined as definite, relatively independent level of methodical bases of students' professional-pedagogical culture formation in the process of professional training.

Key words: organisational-pedagogical conditions; professional-pedagogical culture; students of physical culture specialties; professional training; methodical bases of culture formation.

Introduction

In the conditions of a new pedagogical paradigm adoption theoretic-methodological, socio-psychological and organisational-pedagogical aspects of humanistic development problem of higher educational establishment graduates get special meaning, in particular of physical training and sport specialists. These specialists are the carriers and translators of general and physical culture values and transmit received knowledge and practical skills to the culture of educational and physical culture and sport activity, health, mode of life, leisure time, contributing in such a way to the improvement of social culture. That's why increasing of the personal professional-pedagogical culture level of future specialist in the sphere of physical culture and sport is an actual problem in the modern educational space.

The professional-pedagogical culture formation of students in the system of special physical culture education comes out as pedagogical problem which demands creation of conditions for the entire constructive culture expression (A. A. Gorelov, 2014). In the system of higher education many scholars consider development and improvement of education as creatively indispensable process (V. K. D'jachenko, I. A. Zjazjun, M. N. Skatkin, T. I. Shamova and others). V. K. D'jachenko (1989) thinks that the most important condition of process in the formulation of education in higher educational establishment in present time is the extension of organisational pedagogic basis of educational process. A. Ya. Nayn (2008) define the conditions as "the sum of objective possibilities of content, forms, methods and material-spatial environment which are directed to the solution of formulated aims". Such understanding of pedagogical conditions seems to us a bit narrowed as it considers only objective conditions and take no notice of subjective ones which are more essential. That's why the question of new ways of building of special physical culture education process search as the phenomenon arises which enables practical conditions creation for the professional-pedagogical culture formation of student's personality.

In this work (I. V. Ivanii (2015), (2016)) we conducted the modelling of professional-pedagogical process culture formation of physical culture specialties students in the context of personal and competence approaches and synergetic paradigm of isomorphic connection of education and culture as the guideline for the comparative analysis and assessment of the sum of qualities of pedagogical object that is under the study. In the range of author's integration functional model there is the need to define and give proof to the ways of its realisation in the system of special physical culture education that is the part of our research work.

Materials and methods

The research is based on the analysis of psycho-pedagogical and special literature in which theoretical aspects of specialist's professional-pedagogical culture formation are being developed.

Results

One of the means of guaranteeing of professional-pedagogical culture of students personality formation process in the conditions of social humanisation and democratisation is the realisation of principle of complementarity in the education which has determinate value as it presupposes organisation of appropriate system of teacher and student interaction, the basis of which is the way of modern approximation to the truth (O.A. Tomenko, 2012). There is an organisational-pedagogical condition in the science: “teacher and student interaction as the condition that effectively influence the personal formation and the revealing of his natural potential has predetermined the possibility to optimise and identify educational-cognitive process” (A. P. Povarntsyn, 2004).

Professional-pedagogical students’ culture formation in the educational process should function as the system of interaction of all its subjects (V. N. Rudenko, 2003). Its functional dynamism is predetermined by the realisation of organisational-pedagogical conditions and depends on the level of stimulating effect on the personality in the appearing of culture potencies from the establishing of trustful atmosphere of pedagogical communication which is equal to the interaction, ease and naturalness, relaxedness, freedom, immunity and emotional satisfaction.

In the educational process in physical culture and sport it is possible the construction of inter developing activity student-teacher that comprises the unity of aims of managing and managed subsystems providing development of every student and teacher through creative activity (G. B. Belova, 2006). The result of organised in such a way physical culture education becomes the system of pedagogical effects on the students personality which leads to the change of motivation value side of educational-cognitive activity to the change in the development of educational activity of every student from informative to the reflective transformative and practical as necessary conformity in their professional self-perfection, expression of which is professional-pedagogical culture (K. N. McLean, C. I. Mallet, 2011).

Overall analysis of professional-pedagogical culture formation problem in different directions of professional training has enabled us to state that for the effective formation of students’ professional-pedagogical culture in the system of special physical culture education the range of organisational-pedagogical conditions come to effect.

The first condition is the directivity of education process on the increasing the level of students’ general culture and moral-ethic qualities.

The realisation of this condition demands the formation in students of image of the modern professional with high level of professional-pedagogical culture as the specific (integral) component of general (spiritual, physical, sport), professional (scientific world-view, professionalism of thinking, individual style of physical culture and sport activity on the basis of life and professional values adoption, has been formed steady professional position and directivity on self-perfection), pedagogical (pedagogical world-view, humanistic directivity, creative pedagogical thinking, possibility to innovative physical culture and pedagogical activity, socially significant qualities); personal and moral-ethic qualities (sympathy, tolerance, sociability, power of will, urge for self-perfection, creativity, skills for critical evaluation, creative professional reflexion and forecasting of social consequences of professional-pedagogical activity in the sphere of physical culture and sport practice).

The second condition is the creation of the cultural-educational space of modern physical culture and sport knowledge, drawn for the assistance of development of culturological potential of future specialists on the basis of synergetic paradigm of science and education fundamentalism.

The realisation of this condition demands that in the process of education firstly perspective model of development of professional-pedagogical students’ culture forms which is directed to the future (in particular to the understanding of it as the phenomenon of spiritual-physical) (Yu. M. Nikolayev, 2013). The model should be directed to the formation of comprehensive and harmonious development where besides medical-biological, professional and pedagogical aspects of knowledge psychological, sociological, culturological aspects should be realised which enable to show personal nature of professional-pedagogical culture which is revealed in the rise of possibility of future specialist in his self-realisation by the means of physical culture and sport activity. In relation to it, as Yu. M. Nikolayev mentions (2013), “in present time it is necessary the firm undoubtedly not rejecting “groundless” past theoretic-conceptual knowledge which is bound to the body-movement sphere of a human (which as V. K. Balzevich mentions will be used in new theoretic constructions) strive for the new understanding of physical culture and its theory, revealing in them socio cultural (spiritual) and as the consequence of it, transformation of its theoretic-educational space”. Future specialist should posses this knowledge in future new paradigm of theoretic knowledge, new professional-pedagogical culture which is put in the educational process.

The third condition is the formation of educational-cultural environment aimed at mastering different socio cultural and professional functions, development of creative way of thinking, experience of behaviour, communication and activity.

The realisation of this condition is based on the purposeful educational activity promoting the development of educational-professional, educational-cultural, educational-socialising functions of students; problematic-creative directivity and integrative organisation of activity; accumulation of experience of new knowledge and skills incorporation transformed into physical culture pedagogical technologies; development of

socio cultural component in educational and practical practice for getting new experience of upbringing work, analysis of educational situations and solutions of pedagogical tasks and also for increasing the culture of educational and innovating students' activity. Development of culturological students' potential, formation of creative way of thinking, experience of behaviour, communication and innovation of personality require formulation of such basic requirements to the educational-cultural environment of education: communicativeness, informational openness, imitational modelling, adaptability, hierarchy, and integrity. (L. M. Kulikova, 2012, T.K Korsakova 2013).

The fourth condition is development of student' positive motivation valuable attitude to the different types of culture as the basis in constant self-perfection and self-realisation in the process of future professional-pedagogical activity and with the aim of life decision.

Realisation of this level is assisted by the systemic organisation of the subjects of cultural processes interaction field in the curriculum and extra curriculum work (administration, sub department, teachers, students and also involved specialists-practitioner of physical culture and sport sphere) creation of conditions for culture conformity formation as the principle of world-view paradigm functioning of this field. Culture and motivation are bind together by the activity factor which can be of material (objective) and spiritual (cognitive) character. Inner unity which reveals in homogeneous effectiveness and clear relativness, the model comprises "aim-motive-act-result" and it is the consequence of education as activity culture in the sphere of culture education and civilisation culture as the result of people's activity (K. N. McLean, C. I. Mallet (2011)). The importance of realisation of scientific-pedagogical approaches to the development of positive motivation valuable students' attitude to the culture is predetermined also by synergetic effect as simple unity of motives only partially shows the results of effect of motivation culture factors in the whole.

The fifth condition is improvement of the deductive supply of unity of content, process and motivation valuable sides' principle realisation of educational cognitive activity of culturological character on the basis of development and incorporation of profession oriented interdisciplinary complexes which are directed at formation of all components of professional-pedagogical students' culture (V.H. Rudenko, 2003, L.M. Kulikova, 2012).

Discussion

The analysis of theory and practice experience of fundamentalisation of education content of future specialists in the sphere of physical culture and sport by the way of transformation of separate humanist and natural-scientific knowledge in the direction to the united natural-humanistic knowledge shows the diversity of such an experience and the need to its further enrichment by the means of purposeful (planned) approach. Among such means we can single out the introduction of interdisciplinary deductive complexes in curriculum of high school (V.A. Kosiak, 2010, L.M. Kulikova, 2012, I.V. Manzhalej, 2012).

We have worked out and put into practise professionally oriented interdisciplinary course "Special physical culture education and specialist's culture" as the integrative-functional mean of students' professional-pedagogical culture formation. In this course we outline, on the basis of socio-humanistic and fundamental (natural-scientific) and professionally oriented cycles of curriculum discipline analysis, the contour of professional-pedagogical culture and the need of its creation as the socio cultural phenomenon. The determinative factor in this creation is the integration of humanistic and natural-scientific culture forms and their evolution into the professional-pedagogical students' culture. It gives the opportunity to the sequential consideration of the question of integral view of modern professional-pedagogical culture, the essence of its measuring and the main directions of its formation and development in the educational process. Such course, representing the united system of knowledge from the range of disciplines, is projected on the basis of synergetic approach and gives the opportunity of nonlinear effect appearing of mutual reinforcement of professional pedagogical students' culture formation deductive results.

Conclusions

Grounds and description (characteristic) of indicated above organisational-pedagogical conditions of professional-pedagogical culture formation of students of physical culture specialities were made (in the frame of already modelled process of special physical culture education) on the level of concrete educational materials. It encompasses all the sides of physical culture and sport educational process. As the result of this the sum of proposed organisational-pedagogical conditions can be marked as definite, relatively independent level of methodological bases for professional-pedagogical students' culture formation in the system of special physical culture education. This level in contrast to previous one (project-modelling) has distinctive concrete methodological direction and that's why can be realised (in the high school and/or by teacher) as initial point in the working out own methodical system of professional-pedagogical students culture formation in the system of special physical culture education.

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