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Physical training potential in the process of education humanization providing

Annotation:

The theoretical aspects of physical training potential in the process of education humanization providing are based in the article. The analysis of the literature that opens the sense of the key-notions such as “physical training,” “the personality’s development,” “humanization of education” is made. The scientists’ points of view concerning physical training values and humanization of education and their roles in the creating of harmoniously developed and self-sufficient personality are offered.

Key words: physical training, the personality’s development, humanization of education

Statement of the problem

The Ukrainian scientists-pedagogues see a new educational paradigm in forming of every person’s value system with the support upon general and national values. Such pedagogy has an unquestionable direction on perception of a pupil such as he is; it has a support upon a dialogic intercourse, care about youths’ physical and moral health; creating of a comfort atmosphere and aura of kindness for helping to release the pupils and the teacher’s natural powers with a purpose of development and self-realization of a personality. It is possible only because of educational process value filling and determining of it as a system of social norms, conceptual ideas, meanings, ideals reflecting the society’s main humanistic priorities; they are the main points for development of educational system as a whole, for development of humanistic values in future teachers [1, c. 5];[2, c. 4].

Last investigations and publications analysis.

Many works of the native and foreign scientists (Bekh I., Ziaziun I., Madzigon V., Tkachova N., Kuznetsov V., Kruk S., Otych O., Shumakova N., Skvortsova A. and others) are dedicated to the humanistic problems. They try to cherish the traditional, with distinctive features of the Ukrainian pedagogy directions towards humane with the help of the works.

The scientists’ interest towards studying of a future pedagogue’s personality professional development is possible to consider one of the striking illustrations of the transition to the humanization of education. It is reflected in the theses of many scientists in the branch of pedagogy, but there is no even a hint upon physical training values orientation.

The aim of the article

The aim of our article is opening of the theoretical aspects of physical training potential in the providing of education humanization.

Main material statement

In the National doctrine of Ukrainian education development in the 21st century is determined that the main purpose of education is creating of the conditions for a personal development and every Ukrainian citizen's creative self-realization; forming of the generation that will be able to study during life; creating and development of civil society's value; supporting of the Ukrainians consolidation, the Ukraine's integration in the European and world's space as a competitive and prosperous state [3].

Olena Otych calls the educational paradigm of the 20th-21st centuries a humanistic one (it includes anthropological, culture-logical, axiological, holistic, and scientific and art components and other elements. According to the constituents of the paradigm, Humanistic pedagogy is a branch of pedagogy which includes Pedagogy of freedom, Pedagogy of support, Pedagogy of culture, Pedagogy of individuality, Pedagogical adaptation theory, Pedagogy of art, Pedagogy of creativeness and Creative psycho-pedagogy. Each of these pedagogies is based on own system of values. Pedagogy of freedom values are liberty and the pupil's free will; the pupil's subjectivity, creative activity and independence are values of Pedagogy of support; the pupil's personality integrity, uniqueness and autonomy are values of Pedagogy of individuality; the personality's creativeness and a continuous creative self-development are values of Creative psycho-pedagogy; the value of Pedagogy of creativeness is the pupil's creative personality; a personality as a cultured person is a value of Pedagogy of culture; a personality as a unique creative individuality is Pedagogy of art value, oriented on esthetic and ethic learning of the world according the laws of beauty, kindness, truth; the personality's qualities, development, heredity, surroundings and upbringing are Pedagogical adaptation theory values[4, c. 12].

Thus, Academy of Pedagogical Sciences of the Ukraine proclaimed the transition from authoritarian to humanistic educational paradigm with a new attitude towards a person where a person is not an object but a subject of cognition. Kul'nevych S.V. in the work «Pedagogy of the personality» analyses the scientists' thoughts concerning the problem of education humanity and comes to the conclusion: to make the pupil's study and behavior human, corresponding to a human nature (not a mechanic one), there is a need in changing of the pupil's consciousness work regime. Transference from the regime of reflection (repetition, reflection of a given by a teacher knowledge and experience of behavior) to the regime of own meanings and experience creative producing such as study and behavior. This direction points at a new vector in the sphere of education. Some scientists call in question the potentialities of humanistic education paradigm formation. In particular, an outstanding psychologist Mudrik O.V. points that a changing society

can not put the real and adequate tasks before education because it has not a constant man's ideal and a constant version of the society's own development, it only tries to determine values and their hierarchy, tries to touch new ideological aims. It only knows that it is necessary to bring up a different man using a different way. Such a skeptical prognosis points out the actuality and difficulty of transition to a new paradigm. [5, c. 160]; [6, c. 245].

Shumakova N.Yu. insists upon necessity of modern education building up according to the new standards where the accent is to be put on humanity with learning and forming of the general values such as kindness, justice, and love for people, sympathy, and charity. The development of the personal qualities in the process of physical training with learning of knowledge, with general beliefs forming and habits of behavior that are able to develop a humanistic world outlook, is possible when the efforts of an adjacent subjects specialists (of Music, Art, Literature) are united and they integrate and transform a study material into physical training through a motive image [7, c. 8].

It gives reasons to maintain that it is important for physical training specialist to have strong practical skills in different branches and the teachers who specialize in specific subjects should have a value orientation towards physical training. A common vector shows a correct direction of education. First of all it is the child's health.

Nowadays the task of education is to bring up a free personality able to perceive the life creatively and to take up responsibility but not to bring up an obedient doer as a part of the system. That's why a question concerning axiological direction of education stands sharply; in future the man's high intellect should be combined with the man's high morality. A further human improving is possible only under this condition; that is why education should support moral qualities bringing up in the spirit of general human values. Today's education has an information-oriented character with a priority on mental, not spiritual development. Such education doesn't support cognition of the person itself and a character forming but only gives the young people an opportunity to become obvious for the society's eyes, to earn all necessary material means for existence. It is known that modern education can not point for the pupil (student) a real way of getting rid of bad inclinations, of giving up bad habits, it doesn't give any notion how to build harmonious interrelations between people correctly and how to build interrelations with nature [8, c. 70].

Generally, close interrelations between values and process of value orientations with world's practices forming is one of the most important characteristics of general human culture. It is possible even to speak about interconditionality between education and values (firstly, spiritual values) and about that, that in micro social plan their interaction and their real

interrelation is a determinant factor of the socium's valuable self-reflection. Bringing up of a young generation should be based upon constant, not fleeting ideas and values [9, c. 77].

The principles of humanism as an ideological foundation of the whole system must be produced and checked by century-old practice. The principles of humanism realization in educational process means showing of the general values that have not a fleeting but a constant character of the man's bringing up. Humanism as a doctrine pulls out the human's interests on the first and foremost, it lets to determine the main directions of humanization. It is obvious that education directions letting to heighten the man's resistance should be put in the base of humanization. In the sphere of physical and moral education it is a study for the supporting and improving of the organism stableness at the inner world perfectness level; in the sphere of ecological education it is teaching to support and improve the proper conditions of the surroundings; in intellectual sphere it is teaching of the informative and communicative modeling fundamentals; in the sphere of practical habits obtaining it is the ability to form actively the appropriate conditions of vital activity within inner and external surroundings.

The main purpose of humanization process is development in the youth's brains of a moral susceptibility and fastidiousness, and the youth's views forming; on the base of these views can be build their own system of beliefs and principles [10, c. 57].

Humanistic education purpose is forming of the humanistic outlook on the base of the students' ethic culture development. The content of humanistic education for future teachers during individual lessons and educational work in a hostel should be directed upon the system of humanistic values forming in the making of the personality's spiritual world with opportunities of their enrichment by every individual in the process of integration.

Sociocultural situation that has formed in the society and processes that are taking place in the branch of education actualize the problem of the personality forming by physical training means. In connection with solving of the questions of democratization, humanization, differentiation and individualization, of the accents transference from external "formal" characteristics of the child's development (educational level, physical development and physical preparation etc.) to the child's inner world (the system of vital values, ethical positions) in the system of continuous education; necessity of working out of the effective approaches towards the personality's forming in the process of continuous education by physical training means on the base of new pedagogical technologies, forming of their effective position directed on the personality's creative self-expression and self-strengthening takes the especial actuality. The principle of humanism in the teenagers' physical training and sports activity at a given stage is the main because it helps to enrich the personality's spiritual potential, orients on general human values realization (interest (not to be indifferent), charity, the rival's respect); it forms the habit

to lead a healthy life and develops culture of behavior, attentive man's attitude towards own health. The fundamental ideas of nowadays humanistic pedagogy in the system of general education (including physical) are a personal approach (orientation on the pupil's personality as a purpose, object, result and index of educational process); a humanistic approach towards building up of the interpersonal relations between the pedagogues and children (tolerance to the children's opinion, kind and attentive attitude towards them); a differential approach (selection of the content, form; methods, study means and the personality' education according to the regional, culture-logical, social-economic conditions); a nature accordance (regard for the pupil's age-gender peculiarities, determination of their resources and their personal peculiarities level, support on individual-personal peculiarities, creating of the conditions for the even development of spiritual and body inside of a man etc.) [7, c. 8].

Yakimovych V.S. sees the purpose of physical training in a cultured person who concentrates on such personality's basis as freedom, humanity, spirituality, creativeness, adaptation. A cultured person is a humane personality. Humanity is a top of morality, because love for people and nature shows itself in charity, kindness, ability to co-experience, altruism, readiness to give help to those who need it, understanding of every man's value and uniqueness, inviolability of life, wishing for peace, consent, good-neighbor relations, ability to be patient and kind for all people in spite of their race, religion, status and personal peculiarities. Pedagogical aspects of these qualities depend on the necessity of all-round humanitarization of physical training content and its methods humanization [11, c. 7].

Krutsevych T.Yu. firstly includes the principle of humanistic direction in the manual on Physical training theory and methods, puts it on the first place among physical education general principles because it answers the purpose of physical training. It answers needs of certain people and the society as a whole, it forms spiritually and physically all-round developed person, it helps to improve the man's vital activity. Realization of this principle is possible thanks to the tasks of physical training through forming of the world outlook and through ethic education. In this way, when we teach those who will teach, we help to bring up humanistic values [12, c. 33].

Everything above-mentioned lets to characterize the education of the 21st century as education directed on a man as the most important factor of the personality's formation and development; the personality who doesn't only learn all suggested values and demands adapting to them but the personality who actively creates for itself all the necessary conditions of entering in culture in accordance with its own individual peculiarities, world outlook values and personal aims. Such education will provide not only the world's cognition but each person's individual semantic development, individuality, uniqueness, peculiarity and a habit for self-development as well. According to Orlov O., the sense of education humanization is the constructive men's self-

replacing, humanizing and harmonization of every pedagogue and the pupil's personality who are submitted to educational process [13, c. 163].

It is possible to obtain all necessary for today changes, to turn our pro-western society to its century-old spiritually rich source only with the help of transition on the axiological concept of education in the scientific space. Physical training with its value component is able to form a healthy and intelligent personality through own store of means, methods and principles; it is able to become a bearer in spirituality forming in adjacent subjects for the main task obtaining that is a harmoniously developed self-sufficient personality.

Conclusions and perspectives of further investigations in the given direction

Today's educational paradigm should be based on the forming and learning of physical training values. The study process in physical training is directed on the realization of such three groups of tasks: educational, sanitation and educative. The greatest responsibility is put on the educative group; it should form values, ground their necessity and offer them to the user. The performers of this group are the teachers and the lecturers; they should break a stereotype of physical training pricelessness and lay a new value foundation in the society.

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