UNIVERSITY STUDENTS’ PROFESSIONAL CULTURE, PHYSICAL-SPORTS COMPETENCIES FORMATION

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Annotation. Modern education in the sphere of physical culture is integrative: its aim is not only to give a full and many-sided idea of a culture, but to form axiological mindsets of University students to personality development, to broaden the notion of oneself, of one’s place in the world as a system of coexisting cultures. In modern social-economic conditions a social order for training at the Universities is directed at professional, competent specialists training, who are able to self-development and self-realization of their creative potential in a future profession. To fulfill all this it is necessary to know the ways of self-cognition and self-realization, self-modeling, self-actualization.

Material. This article discusses the formation of physical-sports competencies, professional culture of the student at the lessons of physical culture while studying at the University. The problem of needs formation for physical culture use in students’ healthy way of life is analyzed. On this problem solution depends an active, creative, professional and social activity and life values of the future specialists.

Research methods: psychological-pedagogical literature analysis and summarizing, pedagogical observation, questionnaire survey, psychological tests, pedagogical experiment.

Results. The system and competence based approaches application in studying the subject “Physical culture” realizes the main demands to physical-sports competencies formation and a competence of self-development by means of physical culture.

Conclusion. Experimental facts prove that created program on physical culture is scientifically substantiated and is able to involve the students into a cognitive process with the accent on physical and social-moral personality self-development, on the base key and subject competencies formation.

Introduction. Modern education in the sphere of physical culture is integrative: its aim is not only to give a full and many-sided idea of a culture, but to form axiological mindsets of University students to personality development, to broaden the notion of oneself, of one’s place in the world as a system of coexisting cultures. Modern society makes serious demands to a University student’s personality, to his personal characteristics, skills, knowledge and acquired life experience. At the same time physical culture provides personality transformation in the sphere of physical, psychological, moral health and is determined by the values at which the personality is oriented, the needs, motives and interests which form a general orientation of intersubjective and physical-sports competencies development.

In modern social-economic conditions a social order for training at the Universities is directed at professional, competent specialists training, who are able to self-development and self-realization of their creative potential in a future profession. To fulfill all this it is necessary to know the ways of self-cognition and self-realization, self-modeling, self-actualization. The fulfillment of this social order is impossible without involvement of students into a wide sphere of culture, one of the parts of which is physical culture as an important factor of professional mastery formation of a future specialist. In recent decades the number of research works directed at this problem solution increased. Let’s define some scientific directions: - the essence, structure, functions and methods of personality culture study (L.S. Kolmogorova, O.I. Motkov, N.N. Obozov); - peculiarities and conditions for students’ psychological culture development and functioning during the process of study (V.V. Savel’eva, V.A.
Il’in, T.V. Shubina); - psychological culture in terms of professional culture (I.B. Kotova, N.I. Lifintseva, A.B. Orlova, E.I. Rogov). There are a lot of definitions of the notion “professional culture” in a scientific literature. Professional culture (according to I.Y. Lerner) includes 4 components: knowledge in the spheres of activity application; the experience of the known ways of activity realization; the experience of emotional-axiological attitude to activity; an ability to solve a new professional problem using creativity. Physical-sports competencies, the same as professional culture, should be correlated with modern demands of Russian education, with the educational standards of new generation on students’ full idea of the processes and phenomena formation, happening in living nature and abioocen, culture of system thinking, the knowledge of system analysis principles, abilities to forecast and build models of cultural phenomena and processes. Methodological base of physical culture as a science are the following approaches: a system, polysystem, synergic, activity oriented, competence based. They are directed at integration of a research material, accumulated by different spheres of humanitarian knowledge: (philosophy of physical culture, history of physical culture, theory and methodology of physical culture, psychology of physical culture, sociology of physical culture, pedagogics of physical culture and others) and realize the yearning for physical culture analysis in the paradigm of a competence passed approach, given by the theory system. In terms of a system approach physical culture is seen as the system, combining and functioning in interaction: objective (any cultural objects) and subjective (a cast of culture and consciousness) forms; its rational and emotional-perceptible components; cultural-innovative mechanisms and peculiar to culture ways of self identity provision; spread (transmission) and cultural values of physical culture appropriation. A successful functioning of an integral pedagogical system of self-development is characterized by a unity of its informal and processual parts. An informal part of education is determined by the aims and objectives of education, which are determined in accordance with a modern educational conception of a competence based approach. The system of educational methods is one of the main factors which define a processual part of an educational system. According to competence based approach a teacher is not only the element of a pedagogical system, he is its creator, its main impulsive force. There is no social system without a person and can’t be. There is no social system without a person’s mind, his aims, his self-development activity. In our opinion, self-development activity is a system education, integrating a cognitive, volitional, intellectual, cognitive and social activity [3]. Competence based approach gives an opportunity to consider a lesson in the sphere of physical culture, in terms of the process of education, as an independent, self-developing integral system, as a purposeful activity in time and space on personality self-development. Self-development, in our opinion, is a part of personality integral development, conditioned by a purposeful motivation of self-perfection, the techniques of self-regulation mastering with a high level of self-control in case of an active position of a subject in the sphere of own personality self-creation, where the questions on a person’s physical health (in our variant) mind, volition, feelings and social-axiological orientation of students are solved [1]. We created an experimental program on University students’ personality self-development, on competence and a competency formation in the sphere of physical culture.

**The aim of the program:** The competence of students’ personality self-development formation by means of physical culture.

**The objective,** solved in the process of the program realization:

**Health-improving:** improvement of health, many-sided and optimal development of physical abilities, motional skills formation and development, relaxation and increase of physical and mental working capacity, an optimal development and strengthening of respiratory organs and cardio-vascular system, metabolism improvement and an organism’s vital activity increase, prevention and elimination of failures in the work of separate organs and systems of an organism, tempering, hygienic skills and a habit to everyday care of health development.

**Educational:** mastering the main knowledge in the sphere of physical culture and sport, its application for self-development; motional abilities and skills formation, necessary in life, work, military science and for self-defense in extreme situations; skills development, which make mastering new forms of actions easier; formation of intersubjective competencies; formation of subject physical-sports competencies; self-development competence formation by means of physical culture.
Personal qualities development, need for a healthy life style: a negative attitude formation to bad habits (alcohol, smoking, drugs); purposefulness, courage, endurance, resoluteness, dexterity, flexibility, collectivism, empathy and other qualities development; mastering auto-training, meditation, yoga elements, self-massage, respiratory gymnastics using healing sounds in order to manage psychic and emotional state; involvement into self-cognition, self-realization, self-development; a personal technology of self-development and “Self-concept” formation.

Taking as the base research works of I.V. Manzheley [1], we will consider the concept as a demanded readiness of a personality to fulfill different kinds of activity, and competence is an ability to realize this readiness in practice. As a result, in the notion “competency” the accent is on the specificity of activity and the demands to a personality for its successful fulfillment (knowledge, skills, ways of activity). In the notion “competence” the accent is on a personality’s peculiarities (abilities and a subjective experience), which provide an effective fulfillment of this activity as a definite competency mastering. In our research there was the following question: how to form competencies in the sphere of “Physical culture”. Taking into consideration the facts mentioned above, we understand physical competency as demanded readiness of a personality to fulfill different kinds of physical-sports activity, and physical competence is an ability to realize this readiness in practice. A competence is a difficult symptomcomplex of the characteristics and personality states, which characterizes the level of knowledge, skills mastering, students’ level of education in the sphere of physical-sports activity in accordance with the stated parameters, their ability to analyze deeply and choose from a great number of variants of motional activity programs individually oriented, the most rational and effective way of motional problems solution, integrating the most important processes of personality self-creation. The notion “competence” is dynamic, its content and quality level depend on many factors. In the wide sense, competence provides personal self-realization, self-development and self-determination [2]. The problem of the base competencies (key, universal, transferable) selection is one of the main problems of a modern education. All key competencies have the following features: they are multifunctional; oversubjective and intersubjective; they demand a considerable intellectual development; they are multivariate [1]. The structure of educational physical competencies is presented as a two-level structure. All competencies are divided into base key and subject. The base competencies are the following: social, informational, communicative, self-development competency. Social competency: knows legislative basis of the Russian Federation, cultural and historical legacy, traditions in the sphere of physical culture and sport, shows activity and responsibility, plans and organizes own and corporate physical-sports activity. Informational competency: can independently search, select and alkalize information in the sphere of physical culture and sport, can organize it, transform and transmit. Communicative competency: knows different sign systems and technologies (rules) of physical-sports interaction with different people and cultures, is able to work in a group and knows different social roles. Self-development competency: knows methodical principles and means of physical upbringing, self-upbringing and self-reflexion, the ways of physical, moral and spiritual self-development, independently uses them in order to increase adaptive reserves of an organism and health improvement.

Subject competencies: Health-improving-adaptive competency: has the knowledge and skills of a healthy life style, the ways of health protection and improvement, has the ability to follow socially important ideas of a healthy life style. Health-improving- correctional competency: knows the means and methods of health-improving physical culture, uses different systems of physical exercises for functional reserves of an organism and body correction. Motional-conditional competency: knows the means of the main motional actions mastering, has the ability to develop independently the main physical qualities, to form psychic qualities in the process of physical upbringing. Motional-applied competency: knows the basis of professional-applied physical culture and the methodology of independent lessons, can control psychic physical readiness to the conditions of professional activity, to prevent professional health problems by means of physical culture and sport. Sport-recreational competency: knows the basis of general physical and special training in the system of physical upbringing and sports training, can independently choose kinds of sport or the system of physical exercises in order to improve health, support an optimal motional activity. The competency of personal safety: knows the techniques of self-regulation with a high level of self-control, self-defense, the
technique of close fight (with a weapon and without it), can defend own rights, interests, can be responsible and apply the received skills in order to defend oneself, relatives and close people, his Motherland, is tolerant to different ethnic cultures and religions.

Research results and their discussion. At the beginning of an experimental program introduction the control group was chosen (39 students from the 1st course), which trained according to a traditional program and the experimental group (37 students), which trained according to the pilot program. During the experiment it turned out that at the initial stage the students from the control and experimental groups showed a low indifferent level of competencies formation (75%), an average relative level – 25%, a high sufficient level was not revealed. There is a high index of anxiety (76%), a low level of self-control (68%), low level of self-regulation (72%), unwillingness to change anything in oneself (69%). After the first year of study the indices in the control group didn’t change greatly, the level of competencies formation was the following: a low indifferent level – 69%, an average relative – 31%, a high sufficient level was not revealed. Anxiety level was 71%, self-control level was 60%, unwillingness to change anything in oneself was 61%. In the experimental group the indices increased: a low indifferent level – 51%, an average relative – 39%, a high sufficient level was 10%. Anxiety level was 60%, a low level of self-control was 50%, an average relative level of self-control was 29%, a high sufficient level was 21%. The third year of study revealed the following indices in the sphere of competencies formation in the control group: a low relative level - 55% of students, an average relative level – 45% of students, a high sufficient level – 10% of students. Anxiety level was high – 70%, self-control – 50%, self-regulation – 51%, 51% of students want to change themselves. In the experimental group the dynamics improved in all indices: a low level of competencies formation of students was 11%, an average relative level – 36%, a high sufficient level – 40%, the highest excellent level appeared – 13% of students from the experimental group. The level of anxiety decreased to 40%, the sphere of pedagogical correction increased. A low level of self-control had 13% of students, an average relative level had 255 of students, a high sufficient level increased to 48%, the highest excellent level was 14% from the general number of students from the experimental group. Self-regulation showed 76% of students, 85% of students had the desire to change something in their lives, self-developing activity was revealed.

Conclusion. 1. The application of a system and competence based approaches in studying the subject “Physical culture” realizes the main demands to physical-sports competencies formation and a competence of self-development formation by means of physical culture.

2. A detailed characteristic of each of the components of the competencies and the results of our experimental work show, that they are closely connected but each has its own content.

3. Experimental facts prove that created program on physical culture is scientifically substantiated and is able to involve the students into a cognitive process with the accent on physical and social-moral personality self-development, on the base key and subject competencies formation.

Bibliography


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