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The theoretical background of modernization of physical training content in higher education institutions

Abstract. Purpose: to study the problem of designing the content of unprofessional physical training at institutions of higher education. **Material and Methods:** analysis of regulatory documents and literature on the theory and methodology of physical education. **Results:** the article deals with the problems of determination the nomenclature of sources and factors that influence the selection and design of physical education's content, the role and meaningful essence of them are proved, the new approaches to the detection of invariant and variable components of academic curriculum are suggested. **Conclusion:** the role and brief essence description of particular components of main sources and factors of non-professional sports education are detected, their particular hierarchy and importance are suggested. A variety of sources and design factors of unprofessional sports education is divided into two parts: non-teaching and teaching.

Keywords: selection and design, sources, factors, physical education content.

Introduction. The problem of the improvement of the system of physical training in higher educational institutions was repeatedly considered at the state level [5; 14; 17; 18]. The legislative base of the organization of physical training in HEI was investigated by O. V. Poproshayev [16]. Theoretic-methodological bases of the improvement of the system of physical training in HEI were researched by scientists of different activities [2–4; 6; 12; 13; 18]. Separate attempts of the modernization of the maintenance of a training material are observed in the works of experts-teachers [1; 15] but others. In all noted documents and researches the unsatisfactory level of the organization of physical training of students was noted. It is necessary to consider a decayed one also a state program of 2003 which doesn't consider modern requirements of physical training of students. Among many and various problems which appear before modern higher educational institutions, is such which arise again and again, needing new decisions at each stage of the development of the system of the higher education. It is possible to distinguish from such problems what are connected with the increase of the efficiency of study, its intensification and optimization, the development of modern methods and forms of study, the improvement of the system of estimation of educational achievements of students, and so forth. Among the main problems are such on which decision much other depends. The projection problem (selection and designing) of the content of nonprofessional sports education in higher educational institutions belongs to such main. The analysis of programs of a subject matter "Physical training" testifies that for the last decades the contents of programs almost didn't change. Only in programs of 2009-2011 a number of variable modules were entered. The lack of scientific-theoretical approaches to the design of the content of sports education for students of different courses of study is one of the reasons of such state. Researches of this problem prove that high-quality design of any content of education including to the content of nonprofessional sports education, depends on the definition of factors which influence the process of selection and designing and sources from where is scooped this contents.

The starting position of the concept of design of the content of sports education is that the global function of study is transfer of the content of social experience to the younger generation (in a broad understanding of culture) for its preservation, reconstruction and development. In other words, the only source, from where scoops the content of education, is a culture.

The definition of sources and factors of its selection and designing is a condition of the evidence-based design of any content of education in general, and to the content of nonprofessional sports education in particular. I. Y. Lerner [9; 10] who noted that the design of the content of education inevitably faces two questions: a) from where to scoop the content of education;) what circumstances and conditions objectively influence or are subject to the account when determining the content of education, its components, in their concrete embodiment.

The first question needs the definition of sources of the design of the content of sports education. The second question provides the definition of those circumstances or objects of reality which influence designing of the content of nonprofessional sports education, but the concrete contents don't enter. Such circumstances, or objects of reality, call factors which influence the making contents of sports education. In general-scientific understanding, according to O. O. Ivanova of [6] and other authors, factors are objects, phenomena, processes which influence the design of the content of education. It is necessary to carry valuable reference points of society, its requirement in education taking into account the development tendencies, conceptual approaches to education as to social institute, an idea of a structure of the personality, requirements of society, in formation of people of certain qualities of the personality and so forth.

Factors of the design of any content of education are considered in two aspects from positions of their different functions. The first aspect is connected with that the factor can be considered as circumstances and objects of the reality which include concept a source as the source of the contents can also be considered as a factor which influences its designing. The second provides the consideration and the accounting of factors which influence designing of the content of education, but aren't its source. Factors-sources should be considered a social experience (its four-component structure) and kinds of the activity. Kinds of the activity differ in that they are general for many branches of the public work: production, scientific, public and so forth. At the general-theoretical level it is possible to define such main sources of the design of the content of education: social experience, types and fields of the activity, knowledge of regularities of the assimilation of the content of education, methods of study, means of study, organizational forms of study, condition of a concrete higher educational institution, profile of training of specialists, content of the activity of a teacher. Concerning the content of sports education we will expand this list and we will present it with the observance of a certain hierarchy.

We will guide below the main sources and factors of the design of the content of nonprofessional sports education, except social experience, types and fields of the activity which are already investigated in other scientific works [7; 12; 16].

Communication of the research with scientific programs, plans, subjects. The work is performed according to the plan of the scientific work of the chair of the theory and technique of physical training of CI "KHPA" of Kharkov regional council and the chair of physical training of KIF USUFIT.

The objective of the research: to define the main sources and factors of the design of the content of nonprofessional sports education in higher educational institutions.

The task of the research:

- to consider a problem of the design of the content of nonprofessional sports education in higher educational institutions;
- to investigate a question of the definition of nomenclature sources and factors which influence the selection and the designing of the content of nonprofessional sports education;
- to prove a role and a substantial essence of each of them.

Material and methods of the research. The analysis of normative documents and references on the theory and the technique of physical training.

Results of the research and their discussion. Requirements of the society and the purpose which it sets before an education system are an important factor which influences the design of the content of nonprofessional sports education. These special requirements and the purposes define strategic activities of different establishments concerning the design of the content of education.

The purposes and the main tasks which are set by the society before physical culture of higher educational institutions of humanitarian and technical profile are considered as the following source factor of the design of the content of nonprofessional sports education. The whole and the main tasks of HEI of sports, military and other special profiles significantly differ from the first. The problem of the definition of the evidence-based purposes in physical training of higher educational institutions remains yet not solved. So, G. G. Natalov [13], concerning the questions of the definition is more whole, notes that the purposes at us, as a rule, the global: all-round and harmonious development of the personality, moral purity, spiritual wealth and physical perfection, health of the nation, healthy lifestyle. The purposes are remarkable, there are no words. But the purpose has to be objective, such which gives in to diagnosing and is accessible. The lack of each of these components turns the purpose into positive wishes. And these purposes are inaccessible and such which aren't diagnosed, and is

accessible. The lack of each of these components turns the purpose into positive wishes. And these purposes are inaccessible and such which aren't diagnosed, so are considered as the biased. Definitions of the purposes in the sphere of physical training researched many scientists who presented different approaches to the solution of this problem.

L. P. Matveyev [11] carries to the main objectives of physical training: "preparedness of each member of the society to a fruitful work and other socially important kinds of the activity; preparation for a qualitative work; physical fitness of a serviceman by means of specialized military and applied physical preparation".

Being guided by V. S. Lednev's researches [8] from a problem of the definition of the content of education, namely by the need of the accounting of structure of the personality in which it turns on "functional mechanisms of mentality, the experience of the personality, the property of the personality", it is possible to carry to main objectives of sports education of students of HEI: the formation of the experience of the identity of a student in the sphere of physical culture; the development of functional mechanisms of mentality by means of physical culture; the formation of typological properties of the personality in the course of formation of physical culture of the personality. L. P. Matveyev [11] formulates specific tasks of physical training thus: 1) the optimization of physical development of a person in the direction of all-round development of physical qualities peculiar to it, the improvement of motive abilities, strengthening and long-term preservation of health; 2) the specific educational tasks which provide the system formation of necessary individual fund of motive abilities in life, skills and related knowledge (physical education).

In the state training program "Physical training" for higher educational institutions of Ukraine of the III-IV levels of the accreditation (2003) the main objective of a subject matter "Physical training" is a consecutive formation of physical culture of the identity of the expert of an appropriate level of education [5]. This main objective, according to authors of the noted program, has to be implemented a complex of educational, improving and educational tasks:

- the formation of understanding of a role of physical culture at the development of the personality and preparation of it to the professional activity, motivational valuable the relation to physical culture, the establishment for a healthy way of life, physical improvement and self-education, requirements, in regular physical exercises and sport;
- the formation of the system of knowledge on the physical culture and healthy lifestyle which are necessary in the course of activity, study, work, family physical training;
- the strengthening of health, assistance to the correct formation and all-round development of an organism, prevention of diseases, ensuring high level of a physical state, working capacity, during the entire period of study and so forth.

The general tasks are concretized for educational, sports and special offices taking into account features of the organization of the educational activity at them.

The analysis of the given purposes and tasks testifies about their washed-away, too generalized character that doesn't allow to call them a source formation of the concrete content of sports education for a certain extent of study. There is a question to authors of the program "Why both the main objective and the derivatives from it tasks are identical to students of different courses". In our opinion, it is necessary to define the main functions of each office taking into account features of study and on their basis to formulate the leading purposes and derivative of them a task in a concrete form before formulating the whole and corresponding to them tasks. Only such approach will allow defining reasonably the concrete content of sports education for each office of study and a certain course.

The source and the factor of the design of the content of nonprofessional sports education need to be considered the principles of study and the corresponding regularities. Nomenclature and substantial essence of the principles of study are opened rather in details in textbooks and manuals on didactics. In our materials we will cover the principles and regularities of the design of the content of nonprofessional sports education. It is known that the principles are formulated for the realization of requirements of the society and the derivative purposes from them by which it is necessary to be guided during the design of a certain content of education. The formulation of these principles has a historical character which the stage and condition of the development of society, the purpose of a ruling class, and the direction of the elected pedagogical system influence. The principles characterize the general approach to the selection of the concrete content of education, show that is possible or it is impossible to include, but don't give the concrete answer to a question what exactly needs to

be included in the content of education. A number of authors (I. Ya. Lerner, A. V. Hutorskoy but other) carries to the basic principles of the creation of the content of education:

- a) compliance of the content of education to the modern level of science and equipment;
- b) compliance of outlook at the scientific-theoretical level;
- c) compliance to progressive social, moral and esthetic ideals;
- d) compliance to a task of education of socially active personality;
- e) realization of communication with life, its problems in the form of disclosure of branch of application and practical value of knowledge and ways of activity;
- f) providing the conditions necessary for preparedness for various work, observance of the polytechnic principle;
- g) ensuring physical development of the personality.

A shorter list of the general principles of the design of the content of education is directed by S. A. Krupnik (2000):

– the principle of historicity, the principle of an ontologism, the principle of systemacity, the principle of technological effectiveness.

Concerning a problem of the definition of the specific principles of the design of the content of sports education, it is possible to mark such of them:

1. The principle of the compliance of a program material to basic fundamental fundamentals of science about physical culture.
2. The principle of the unity and contrast of logic of science about physical culture and logic of a subject matter “Physical training”.
3. The principle of the structural unity of the maintenance of a subject matter taking into account the personal development and formation of students.
4. The principle of the accounting of the substantial and procedural parties of study.

In general L. P. Matveyev [11] includes to the basic principles of the creation of physical training: the continuity of the process of physical training and the systemacity of rotation in it of loadings and rest; the gradual strengthening of the developing-training influences and the adaptive balancing of their dynamics; the cyclic creation of system of classes; the age adequacy of the directions of physical training.

Also regularities of study are considered as a source-factor of the design of the content of education. I. Y. Lerner [9, 10] offers such complex of the general regularities of study which influence the selection and the designing of the content of education:

- educational character of study (positive or negative);
- any study is realized only at the purposeful interaction of a teacher and those who studies;
- study happens only at the vigorous activity of students;
- purposeful study of a student of a certain activity is reached at inclusion him in this activity;
- there are constant dependences between the study purpose, the contents and methods.

The analysis of textbooks and manuals on the theory and the technique of physical training [11; 12] allow drawing a conclusion that the problem of the definition of the principles and regularities of the design of the content of sports education wasn't investigated at the theoretical level. And, as a result, questions of the design of the content of sports education were almost not studied.

“The state standard of the higher education in Ukraine” is one of the leading sources of the design of the content of education, certainly. The analysis of the contents of this standard needs the separate research and within our materials it can't be carried out. Therefore we will only note that training programs for different courses of study of higher educational institutions are created only on the basis of the maintenance of the state standard.

An important role of a source factor is played by study methods for the definition of the concrete content of nonprofessional sports education. As methods of study provide the compatible activity of a teacher and students, students with the level of preparation also join in the designing of the content of education. Methods and their connections as compound techniques, cause the changeable additional contents. That is study can be presented as interact of a teacher, students and the content of sports education which is the subject to the assimilation.

Means of the modernization of study in aspect of tools and ways of the activity of students with them are an

independent, constantly changeable source of the content of education. Historically means of study (textbooks, evident devices, technical means of study, and so forth) constantly changed. There are considerable shifts both in selection of the content of education, and in a study technique taking into account introduction of the computer technique in modern HEI. The considerable influence on the design of the content of nonprofessional sports education gives a material support of the educational process. The existence of the modern sports equipment, sports devices and tools, necessary quantity of implements (balls, jump ropes, gymnastic sticks, and so forth) sometimes plays a crucial role in the design of the content of sports education.

As separate source and factor of the selection and the designing of the content of nonprofessional sports educations speak forms of the organization of the educational activity of students at the educational classes. It is connected with different number of students who carry out physical exercises at the same time (individual, group, frontal, circular forms of the organization and so forth), different ways of communication between a teacher and students, the system of estimation and control.

It is also necessary to refer the need of inclusion in a variable part of working programs modern kinds of sports activity to the modernization of the content of study: different modern types of aerobics and fitness, powerlifting, elements of national sports and others behind the existence of conditions of a certain HEI.

In the real study a part in formation of the content of education is played by conditions in which activity of HEI is carried out. It is about different climatic, natural, ethnic conditions, and also the professional profile of study and staffing is considered. Further, taking into account between article, we will only list a certain complex of sources and factors which also influence the design of the content of nonprofessional sports education:

- content and form of physical exercises and their classification;
- theoretical bases of sports which are a projection of sections (modules) of the training program;
- educational and control standards, and also tests of the determination of the level of motive abilities of students.

Conclusions. The condition of a problem concerning the definition of the main sources and factors of the design of the content of nonprofessional sports education is analyzed in the conducted theoretical research. The role and the short substantial characteristic of separate components is given, they are offered a certain hierarchy and the importance. The marked-out variety of sources and factors of the design of the content of nonprofessional sports education can be divided into two blocks: not pedagogical and pedagogical. We include to not pedagogical: social experience (four-component structure); types and fields of the activity; composition and structure of the corresponding science; requirements of the society and the purpose which it sets before the education system; climatic, natural, ethnic, personnel conditions and features of the activity of a certain educational institution; inter-scientific knowledge which consider a health issue of a person and physical culture as a compound general culture. We included to pedagogical: functions and purposes of sports education; State standard; principles of study; regularities of study; study methods; means of study; forms of the organization of study; system of estimation of educational achievements of students and determination of the level of physical fitness. But in materials which are offered for discussion, the given sources and factors which influence has an external character.

The subsequent research of the noted problem provides the research of internal aspects of the design of the content of nonprofessional sports educations which are connected with the definition of requirements, tendencies and interests of students of different courses of study in the maintenance of a training material on classes on physical training.

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