

## METHODODOLOGICAL BASIS FOR THE FORMATION OF PHYSICAL CULTURE PERSONALITY

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**Annotation.** *Purpose:* to analyze the phenomenon of physical culture of the person subject to the methodological approaches its formation in the system of physical education. *Material:* analyzed 20 literature resources. *Results:* theoretical analysis possible to trace the emergence of approaches to physical training as a spiritual and physical phenomenon. Defined by its focus on the social and personal problems. Also identify the goals, objectives, content and conditions of physical education. Formulated conceptual idea: the construction of projective models of formation of physical culture of the person is determined by their axiological, anthropological and ontological components (in some combination of the two interrelated areas of personal development as a body-spirit nature and culture). It is shown that the real number of different models of targets and mechanisms to achieve them. The models are defined stages of individual, social and cultural development of the individual. Models include adaptation, socialization, self-actualization and inculturation. *Conclusions:* the formation of physical culture of personality based on modern concepts of the general theory of humanistic culture, the theory of human action. This work takes into account the philosophical, pedagogical and psychological aspects. Definition of methodological approaches allows us to construct the projective model of the formation of personality and physical culture reorientation teaching activities in this direction.

**Keywords:** methodology, humanization, principles, physical, culture, personality, model, physical training, education.

### Introduction

Deep changes, which took place in methodology of science, are connected with loosening of steady positions and principles of classic rationalism, in particular mono logic approaches and retentivity of truths; they actualize new understanding of acquired experience and modern trends in development of education, in sphere of physical culture inclusive, in order to reconstruct traditional unified and insufficiently effective, as on to day, system of students/pupils' physical culture.

Formation of personality's physical culture is undoubtedly a complex pedagogic task. Research of physical culture phenomenon from philosophical-cultural positions and systemic analysis (V. Balsevich, M. Vilenskiy, Ye. Vilchakovskiy, T. Krutsevich, V. Vydrin, L. Matveyev, L. Lubysheva, B. Shyan et al.) permitted to develop conception "physical culture of personality" and gave birth to a number of fruitful theories, which open value aspect of physical culture, its biological and social, body and spiritual components that help to solve the problem of personality's physical culture's formation in modern physical culture education. Analysis of recent publications shows that application of synergetic [5], cultural and activity's [16], competence [6] approaches provides new information about balanced pedagogic influence both on motion and mental functions, on intellectual and physical abilities, sport abilities of a personality as well as on increasing of physical culture's humanistic functions in formation of personality's physical culture and healthy life style [4]. So, formation of personality's physical culture of students/pupils is an urgent task and requires separate, complex analysis for determination of methodological principles.

The research has been fulfilled in compliance with complex plan of SRW "Methodological, content and methodic innovations in professional-pedagogic training of physical culture instructors, in context of credit-module system's implementation" (O109U004948) of theory and methodic of physical culture department of Sumy state pedagogic university, named after A.S. Makarenko.

### Purpose, tasks of the work, material and methods

*The purpose of the research* is to analyze formation of personality's physical culture from the point of view of methodological approaches, to formulate conceptual idea of its formation in system of physical culture education.

### Results of the research

Methodology of the research is based on philosophy about man (B. Ananyev [1], V. Andriuschenko [2] et al.) and sociology of physical culture and sports (V. Vydrin [3], L. Lubysheva [10], V. Stoliarov [14] et al.). Theoretical cognition of object of the research we started to regard in context of general methodological problems: cognition of contradictions; correlation of general and specific; categorical characteristics of personality's physical culture.

In methodological foundation of concept of personality's physical culture formation determining role is played by *systemic approach*, which ensures holistic view at process of personality's formation in system of physical culture education [1; 13], permits to analyze it in unity of all sub-structures of social-educational environment of educational establishment, of components of pedagogic process [8; 14]. Systemic approach to physical culture education permits to discover integrity of functional, value and activity's aspects [10, 92]. The sense of these aspects and their interconnection facilitate the fullest realization of integrated, spiritual-physical essence of physical culture [11].

*Synergetic approach*, being a part of systemic, accentuates attention at coordination of interaction of components, when creating a system as unity [12]. For complex systems, such as physical culture, some alternatives of development are possible. Their choice is connected with choice of way at bifurcation points, which are, in pedagogy and psychology of personality, sensitive periods of ontogeny, optimal for development of physical qualities and

psychological processes of a person. The more correct and timely was way of individual development, the more successful will be pedagogic influence, oriented on formation of personality's physical culture [5, 122].

*Cultural approach* ensures analysis of phenomenon, which is studied, against of wide general cultural background of educational environment, with studying of interconnection of formation of all components of personality's physical culture, ensuring full-fledged process of comprehensive development of his (her) intellectual, moral, mental, physical, aesthetic and other qualities on the basis of values of culture and morality [2; 4; 18]. Physical culture with it is regarded as form and method of self-development of culture, putting personality in the center of educational process [14].

From the point of view of *axiological approach* physical culture of personality is a measure of person's mastering of values, interiorizing of which makes them subjective and more significant. This process is connected with activation of development of cultural self-consciousness and cultural transformation functioning in sphere of physical culture. Main factors of development, in this case, are contradictions between actual and potential body-spiritual abilities and demands of personality. Required for her (his) adaptation, socialization, individualization and in-culturing in natural and social environment [10], as well as between demands of society to body-spiritual conditions of a man and his actual state [3]. Only through such hierarchy of value approaches as personality-culture-society it is possible to realize perspective model of formation of personality's physical culture [10; 17].

*Anthropological approach* belongs, by its orientation, to humanistic problems because it is oriented on a person, on aims, means, ways and conditions of person's development. The founder of anthropological approach to physical education P; Lesgaft is considered to be, who said that "... tasks of true education imply education of whole person, without divisions into mind, souls and body in to any independent parts" [9, 271]. Being connected with humanology, anthropological approach permits to understand wholeness of human nature, sense of education, development, interaction of their movers [1]. Anthropological approach is the basis for starting of human-related direction in process of physical culture education; it permits to mark out its specific features, which imply simultaneous influencing on motion sphere of a personality and on social-psychological sides of his (her) organization. The culture of internal sphere and body of personality is, in this case, main criteria of his (her) qualitative progressing in two interconnected and inter-conditioned directions "body-spirit" and "nature-culture" [20].

Mentioning of *competence approach* is conditioned to regard personality's physical culture as ability to promptly and effectively act in situations of social interaction on the base of complex of physical culture values, physical qualities, cognitive and practical experience, readiness of a personality to mobilize all resources, required for fulfillment of task at high level and adequately to certain situation [6]. B. Grut [19], I. Voimar [20] point that physical culture education shall develop behavioral competence, which ensures presence of mental and psychic settings of personality for solution of certain life problems on the base of such components as readiness for target formation, readiness for estimation and reflection.

*Achmeologic approach* serves for intensification of homeostatic processes, adaptation, socialization, self-actualization and in-culturing in educational environment of educational establishment. It permits to project models of achievements of "achme" physical, personality's, social and spiritual self-progressing, i.e. to reach physical culture education – high level of mastering of physical culture values, mastering of special knowledge and vitally important motion actions and, as a result, to have high level of motion functioning and somatic health, which permits to ensure effective formation of personality's physical culture [10; 16].

*Personality-oriented approach* determines unity of personal and activity's components in educational process. Personality's component determines means registration, in educational process, of individual features of persons, who study, realizing it through sense, form of educational classes, character of interactions and inter-relations. Activity's component determines means of mastering of educational material, samples and methods of thinking and functioning, development of cognitive and creative potential of subject of teaching [2]. Application of personality-activity's approach in process of education stipulates change of relations between participants of pedagogic process. Command pedagogic is changed by pedagogic of cooperation. Sense of subject-object model of inter-action model is a priority of subject-object relations [2, 143].

As per principles of *environmental approach* [13] leading method of formation of personality's physical culture is specially created in educational establishment of physical culture environment as combination of different conditions and opportunities of physical and spiritual formation and personality's self-progressing, which are in space-subjective and social environment. The structure of such environment includes subjects (pedagogues, pupils and other), space-subjective (physical environment), social-communicative (value orientations and social interactions) and sense-technological (programs, methodic, etc.) components that facilitate holistic development and self development of a personality.

The conducted theoretical analysis permitted to determine formation of approaches to physical culture as spiritual-physical phenomenon, its orientation on social and personality's problems. We marked out methodological approaches to formation of personality's physical culture in system of students/pupils' physical culture education's system permit to determine purpose and task (axiological, cultural and synergetic approaches), content (anthropological, cultural, synergetic approaches), conditions of realization of physical culture education (systemic, competence, personality-activity's and environmental approaches).

From this analysis it follows that formation of personality's physical culture shall be built on the base of complex combination of methodological approaches and principles, which determine functioning of this process. As far

as physical culture, as basic part of general culture, is oriented on achievement of the whole number of interconnected aims, such as health, education, development, recreation and so on, then sequence of their achievement can be ensured not only by methodological approaches and principles of organization of physical culture educational process, but also by peculiarities of students/pupils' contingent. Multi-level system of education covers significant part of human life, within which person growth and develops. Synergetic approach points, that in target-formation it is necessary to consider age limits of contingent with special set of sensitive periods, with intrinsic only to them stages of mental and physical development of person. Axiological approach points at development of value-understanding, formation of value orientations. From the points of anthropological approach, if not to limit potential of physical culture only by forms of motion functioning but, on the contrary, expand it to format of "anthropological ethic", formation of image of modern man, mastering of game character of modern culture [1, 143], then consideration of this targeted orientation will bring new results with building of physical culture process. Besides, interconnection of axiological and anthropological approaches, which is conditioned by social-pedagogic, humanistic essence of education, its orientation on preservation of human ecology as holistic system, which has body-spiritual unity, dynamic and individual character and points at specification of targets at every stage of individual and social-cultural development of students/pupils.

The above said, as well as analysis of human environment [1; 2] and sense of appearance and multi-facet character of physical culture's manifestation [3; 10; 13] permit to formulate conceptual idea that building of models-projects of formation of personality's physical culture of different age students and pupils, which differ by targets and mechanisms of achievement, is set by their axiological, anthropological and ontological components, meaning by some or another combination of two inter-connected and inter-conditioned directions of personality's progressing in system of physical culture education: "body-spirit" and "nature-culture". As far as main factors of physical culture's development is contradiction between actual and potential body-spiritual potentials and demands of a person as well as demand of society to human spiritual-body conditions and their actual state [12, 14], then every individual shall, to some extent, pass stages of individual and social-cultural development, which envisage adaptation, socialization, self-realization and in-culturing [10; 12]. It means that in pre-school education and in primary school priority shall belong to health related adaptive model of formation of personality's physical culture, oriented on development of natural, body-motion potential of a pupil; in basic one – socially-oriented model, oriented on formation of body-motion potential, considering demands of society; in senior or vocational school – competence-oriented model, which stipulate formation of holistic (spiritual body) human culture and formation of healthy life style in harmony with nature and culture.

#### Conclusions:

Thus, analysis of theoretical-methodological principles of formation of personality's physical culture shoes that they are based on modern humanistic conceptions of general theory of culture, theory of human functioning, considering its philosophical, pedagogic and psychological aspects. Determination of methodological approaches permits to build models-projects of formation of personality's physical culture and re-orientation of pedagogic functioning in this direction in real practice of physical education of students and pupils.

Further researches imply foundation of sense and structure of personality's physical culture and building of model-projects of its formation in system of physical education of modern school.

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