

PHYSICAL CULTURE AS A PHENOMENON OF THE DEVELOPMENT OF SOCIO-CULTURAL COMPETENCE OF FUTURE TEACHERS OF PHYSICAL EDUCATION

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Annotation. *Purpose:* to substantiate the phenomenon of formation of physical culture of the individual in terms of theoretical and methodological approaches to the development of socio-cultural competence of future teachers. *Material:* 22 literary sources analyzed on the issue of formation of physical culture of the individual. Used cultural studies, axiological and competence approach. *Results:* define the concept of socio-cultural competence of the teacher of physical education. Competence is considered as an integrative motivational tumor - activity sphere of the individual. It determines the focus of an expert on the formation of spiritual values and is the foundation for its further self-development. Disclosed structure sociocultural competence of the teacher in the unity components: cognitive, motivational-value, behavioral. For each component defined system of spiritual values. The system covers the socio-psychological, mental and cultural values of physical culture. *Conclusions:* the sociocultural competence of the teacher of physical education meaningful and functionally related to the values of the physical culture of the individual. Spiritual, value the personality of the teacher - is the foundation for all of the components of socio-cultural competence. This competence provides social and cultural development of the individual.

Keywords: physical, culture, competence, teacher, education.

Introduction

Theoretical researches of physical culture permitted to open its functional-value content and develop conception “physical culture of personality”. With it the researches are characterized by obvious shifting form “somatic-psychic” component of physical culture of personality to increasing of “social-cultural” component’s role and its studying as “mental-physical” phenomenon. It determines new content of professional functioning of physical education instructor on the base of their social-cultural competence. So, urgency of problem of social-cultural competence’s formation as a component of instructor’s physical culture are determined by the fact that physical culture’s human formation function becomes of the first importance in his professional functioning, which combines “education of mental and physical qualities”.

Studying of physical culture phenomenon on the base of philosophical –culturology approach, its analysis as a part of general culture, resulted in appearing of a number of theories, which to large extent help to solve the problem of its formation and development in system of physical culture (V. Baltsevych, M. Vizitey, M. Ponomariov, B. Shyian et al.); value aspect of physical culture (. Vydrin, L. Lubysheva, V. Stoliarov, L. Suschenko et. Al.); formation of personality’s physical culture (V. Baltsevych, M. Vilenskiy, Ye.Vilchkovskiy, L. Matveyev, L. Lubysheva, Yu. Nikolayev, B. Shyian et al.).

Analysis of works by these or other authors brings to conclusion that approach, based integrative aspect of knowledge (by L. Matveyev it is “holistic integrative systemic base”) [14, 6] is the most fruitful for foundation of methodological principles of physical culture’s formation in conditions of modern physical education. IN opinion of Yu. Nikolayev with studying of physical culture phenomenon and theoretical principles of its formation it is necessary “to logically structuralize all theories, devoted to this problem, and show that they have philosophical-pedagogic character” [15, 56]. To large extent we share this position, however, if speaking about physical culture as about phenomenon of development of future teacher’s social-cultural competence, application of “competence approach” would be important for researching of this phenomenon [8, 44].

The research was carried out in compliance with complex plan of SRW “Methodological, content and methodic innovations in professional-pedagogic training of physical culture instructor in context of credit-module system” (0109U004948) of physical culture theory and methodic department of Institute of physical culture (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 phenomenon of personality’s physical culture formation basing on theoretical-methodic approaches to development of social-cultural competence of future physical education instructor and to determine its nature and structure.

Results of the research

Analyzing phenomenon of personality’s physical culture formation from the point of view of theoretical-methodic approaches to development of physical culture instructor’s social-cultural competence we based on culturologic, axiological and competence approaches, which, being combined, expand spectrum of conceptual-methodological basis of pedagogic studying of physical culture and its components. .

For example, M. Vilenskiy thinks that from the point of culturologic approach educational-teaching process, oriented on formation of students’ physical culture, integrates knowledge of three important universal dimensions of human being, which are connected with mental-cognitive mastering of reality; with ability to have axiological, value

attitude to surrounding world, to physical culture; with ability to social-active self-transformation [3]. O. Larina points that culturologic and axiological approaches to physical culture formation creates important pre-conditions for students personalities' harmonious development, for their assimilation with general human values and is oriented on development of body-mental-holistic personality, on maximal opening of creative potential of students [12]. Conceptual principles of S. Korovin are very important for formation of personality's physical culture. Being a part of social culture with its spiritual and material values, students' physical culture is based on formed mechanism of motion functioning and facilitates development of students' personal qualities; with it individual and social processes are realized and self realization takes place. They reflect in maximally complete self-manifestation in social-cultural and professional functioning of a specialist [11].

B.Grumb [21], I.Voinar [22] affirm, that vocational education in sphere of physical culture shall develop behavioral competence, which stipulates presence of mental and psychological settings of personalities for solution of certain life problems. Considering the fact that just mental and psychological settings are the base of instructor's transformation functioning (including transformation of own body) the basis of his vocational training shall include understanding of mental-physical nature of physical culture in combination with its social-cultural and somatic-psychic components with leading role of the first [22]. It will facilitate (at both levels – of social and individual consciousness) formation of new professional thinking of physical education instructor in respect to personality's physical culture and condition successfulness of creative professional-pedagogic functioning.

Such approach to formation of physical culture of future teacher and its component – social-cultural competence is purposeful one in realization of competence approach as far as it permits to correlate all characteristics of competence, in particular – social cultural as well, with all sides of teacher's work, with pedagogic functioning, pedagogic communication; it permits to combine cognitive attitude, practical skills, emotions, mental qualities and etc. , which are characteristic for personality's functioning, in organized system [8, 19].

Personality's social cultural competence in most general form is determined as level of individual's mastering of main mental world and national cultural values, as ability to form himself in space of culture [7]. In context of our research formation of physical culture instructor's social-cultural competence can be connected with formation of his mental culture. The latter, as a rule, is regarded in two interconnected aspects: *value-content* (combination of mental values) and *regulatory* (mental culture as the basis of teacher's self-regulation, as culture in culture) [1]. Specific nature of social-cultural competence of physical culture teacher is determined by content of his professional functioning, which characterizes teacher from professional-personal side (combination of integrative characteristics – humanistic orientation of personality, level of physical culture values' mastering, social responsibility, creative pedagogic thinking and so on).

Humanistic orientation of physical education envisages the following: increasing of attention to student's personality as to highest social value; active approach to development of personality [5]; transformation of student from object of social-pedagogic teacher's influence into subject of active creative activity on the base of development of internal motives for self-perfection and self-determination [20]; formation of student's motivation for multi-sided harmonious progressing [19], [20].

More over, special physical culture education is closely connected with modern ideas about human factor, destination of which plays main role in transformation of society and material and spiritual values [17]. Multi facet character of "human factor", which is combination of biological, mental and social nature of a person, is characterized by social, moral-psychological and communicative qualities of a personality, by knowledge of personal and social prestige of professional fitness, mastering of professional [8], health-related [9], social-cultural and other competences.

According to modern ideas for formation of physical culture it is offered to master two groups of values – social (public) and personal (individual) [13]. Basing on conception of L. Lubyshva, we classify values of physical culture in system of vocational training of physical culture instructor in the following below way.

Group of social values is all that has been accumulated by society for physical perfection of a person, for organization of health related environment (forms and means of physical culture prestige's formation in society; different kinds of physical exercises, which reflect specificity of realization of movements; methodic of morbidity's prophylaxis, health rehabilitation, health improvement, experience of physical functioning). This group of values determines to large extent forms of organization of physical culture trainings.

Group of personal values includes all that is adopted by personality for formation, strengthening, preservation, rehabilitation of health under conditions of harmonious existence with environment. This group includes: knowledge, skills, habits, which are connected with safe and health related behavior in environment; which facilitate formation of culture of body, culture of movements, culture of health, culture of manners and behavior; form motivation for own progress, for improvement of indicators, permit development and execution of individual health related programs and self-perfection; form professional-pedagogic interests, demands, world vision and etc. This group of values is of priority in social cultural development of future physical culture instructor, determines value-content basis of spiritual values, form motivation-active sphere of his personality.

The above said permits to define conception "*social-cultural competence of physical education teacher*" as integrative new-formation in motivation-active sphere that determines orientation of teacher's functioning on formation of mental values and are the basis of his further self-perfection. Development of social cultural competence is regarded by us as a process of qualitative and quantitative changes, properties, qualities, functions of teacher's personality in process and as a result of physical culture education (physical culture-sport activity) that is oriented on the following:

mental development, which ensures integrity in positive formation of psychic processes' system (intellect, emotions, senses) [2], [10]); mental development, which is responsible for formation of personality's ability to philosophical methodological estimation of social functioning [2], [16]; cognitive development, which reflect fitness to cognitive process, self-evaluation, self-control [16]; physical development, which forms self-sufficient and satisfying society body constitution and system of organism's vegetative functions [6].

With determination of structure of social cultural competence of physical culture instructor we based on works by I. Bekh [2], N. Smith [16], who mark out three "static" levels of personality's structure of personality: knowledge, skills, habits; mechanisms of psychic; typological features of personality. Accordingly, in structure of social cultural competence functionally connected components were marked out: *cognitive* (spiritual-value consciousness), *motivational-value* (emotional-motivation attitude to mental values), *behavioral* (implementation of spiritual values in professional functioning).

On the base of axiological, culturologic and competence approaches by every component of social cultural competence of physical culture instructor there were marked out systems of mental values, dialectically interconnected by content. They are composed of such basic categories as knowledge, skills, habits, norms, qualities, abilities and so on.

Cognitive component of social cultural competence of physical culture instructor characterizes its static form and is composed of, first of all, knowledge and qualities, which determine content of such mental values as social-psychological (mastered values of physical culture, special knowledge, standards, ideals, traditions, ideas about necessity in physical culture activity and so on). Motivation-value component is composed of psychic values (ethic, sense-correcting, psychological settings, motives, vectors of life orientation of personality and etc.). Behavioral component is determined, first of all, by combination of professional and personal skills and habits, which condition implementation of mental values in professional functioning. It, first of all, is formed by cultural values (axiological, moral-will, ethic-communicative values).

Conclusions:

Thus, the carried out analysis shows that social cultural competence of physical culture instructor is connected by content and functionally with values of personality's physical culture. Spiritual, value formation of future teacher's personality is in the basis of functioning of all components of social cultural competence, which, owing to their inter-influence in the process of physical education, strengthen value core of personality and ensure his (her) social cultural development.

The prospects of further researches imply determination of psychological-pedagogic conditions of social cultural competence's formation and seeking of ways of spiritual culture improvement of physical culture instructor.

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