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THE AXIOLOGICAL AND CULTURAL-LOGICAL APPROACHES TO THE PROFESSIONAL TRAINING OF FUTURE TEACHERS OF PHYSICAL TRAINING FOR THE PHYSICAL-CULTURAL-HEALING WORK AT THE HIGH SCHOOL

Анотація

Стаття присвячена аналізу аксіологічних та культурно-логічних підходів до професійної підготовки майбутніх учителів фізичної культури як лідера в рамках модернізації високої фізико-культурної освіти. Виявлено сенс цих підходів у процесі професійної підготовки майбутніх вчителів фізичної культури для фізико-культурно-оздоровчої роботи у вищій школі.

Ключові слова: аксіологічний підхід, культурно-логічний підхід, цінність, принципи, культура, майбутній вчитель фізичної культури.

Summary

The article deals with the analysis of the axiological and cultural-logical approaches to the professional training of future teachers of physical culture as the leading within the modernization of the high physical-cultural education. It is revealed the meaning of these approaches within the process of the professional training of future teachers of physical culture for the physical-cultural healing work at high school.

Key words: axiological approach, cultural-logical approach, value, principles, culture, future teacher of the physical culture.

Problem statement. Within the epoch of the globalization and euro-integration of Ukraine, the democratic transformations in social-political and economic life determine the modernization and great transformations within modern high physical-cultural education.

The actuality of research of new approaches to the professional training of future teachers of physical culture at high educational establishments is connected with that fact (which was stated by V. Kremin), that the Ukrainian education has the task “to form the personality with the innovative thinking and culture, with the readiness for the innovative activity which will correspond to the innovative type of civilization’s development. Only if we form such personality we would become the competitive nation because the changing is not the exception anymore. It becomes the rule and the essential feature of the society’s functioning, it is actually the feature of each society’s member” [9, p. 11].

The effective and productive system of the education’s organization is founded on the principles of the creative life-activity. It foresees absolutely another forms of the didactic and interpersonal activity which is oriented on the stimulation of creativity, on the development of the creative activity as the basis foundation of the personality.

The analysis of research and publications. The modernization of the high education in Ukraine is the certain answer to the global challenges of the 21st

century – the faster integration of the worldwide environment (as the political as the economical also). According to the point of view of Y. Voinar, D. Navaretskyi and I. Glazirina, the modernization of the high physical-cultural education is provided by the realization of the axiological and cultural-logical approaches [5, p.120].

Theoretical-methodical foundations of the axiological approach's implementation into the educational process at high educational establishments are highlighted in the research works which were made by S. Anisimova, I. Beh, I. Zyasyun, P. Ignatenko, P. Kononenko, O. Listopad, O. Savchenko, I. Sokolova, L. Khomich etc.

Within modern pedagogical literature the cultural-logical approach to the education is researched by G. Batisheva, L. Bueva, A. Valitska, O. Dolzhenko, I. Iliin, N. Rozov, etc.

Some researchers (O. Adjippo, M.V. Baranov, S. Barantcev, A. Gussmanov, P. Dzhurinskyi, T. Dovgal, A. Zhalei, E. Zaharina, L. Ivanova, O. Kutc, L. Sushenko, O. Timoshenko etc) pay the significant attention to the questions which are connected with the physical-cultural wellness and work with secondary educational establishments.

The goal of the article is in the characterizing of the axiological and cultural-logical approaches to the professional training of future teachers of physical culture for the physical-cultural wellness work at high school.

The professional education of the future teachers of physical culture has to become the foregrounding for the development of their professionalism and readiness for the self-realization of the personality; for the formation of the humanistic values, for the direction on the professional self-improvement during their love. The improvement of the professional training of the future teacher of physical culture at modern stage demands the effective ways of the organization of educational-pedagogical process of the physical-cultural wellness work.

As one of the most important approaches we have chosen the axiological and cultural-logical. These are the approaches of the general-scientific level of the methodology which determines the statement of the problem of the professional training of future teachers of physical for the physical-cultural wellness work at high school, general and local goals. It identifies the contradictories and positions which reflect the logics of the scientific research. As L. Khomich considers that “within the pedagogical science the axiological approach has the theoretical-methodical functional and also it is the system-integrated methodology which is in the basis of the humanistic pedagogics” [14, p. 309]. The scientist says that this approach is the system-creating factor of the organization of the activity os subjects of the pedagogical [14, p. 309].

The word “axios” means the value (translation from Greece). So, the axiology is the science about the values. The value reflects the essence, the valuable level of the personality's conscious. According to the axiological approach (on the point of view of Y. Lyannyi), “the vital activity of the person could be conscious only in the correlation with the values which determine the norms and goals of the behavior of people” [12, p. 233].

O. Listopad thinks that the axiological approach is considered as the “methodological basis on the new philosophy of the education because it has the main goal which is realized in the implementation of the subjects of the educational process into the world of values and giving them certain help during the choice of

the personally valuable and significant system of the value orientation” [11,p.138].

The analysis of the psychological-pedagogical resources has shown that the axiological approach points on the formation of the student’s general humanity and professional values which determine personality’s attitude to the world, to his or her activity, to himself or herself as to the person and to the professional. The different traditions, directions, schools, approaches to the solution of the axiological problems became to be the forms of the development of the axiological thoughts. V. Bigun states that “it is accepted to determine four main groups of problems on: 1) the nature of the values (it is considered through the prism of the evaluation’s reasons); 2) types of values (usually there are determined essential (given since the birth) and instrumental (contributive) values); 3) criteria of values (they are considered due to the influence of theories of psychology and logics); 4) metaphysic status of the value (it is considered in the context of correlation of the value with the facts, being, (Sein) and belongingness (Sollen); 5) human value experience; reality which independent from the person – on the basis of subjectivism” [3,p. 11].

According to E. Zaharina, the philosophical level of research’s methodology gives opportunity to analyze the prior pedagogical values of the high physical-cultural education, particularly the axiological approach, which “orients the high physical-cultural education on the formation of genera human and professional values of the student; it reveals the pedagogical values as the conditions and as the result of the Physical-Culture teacher’s professional activity” [7,p.4].

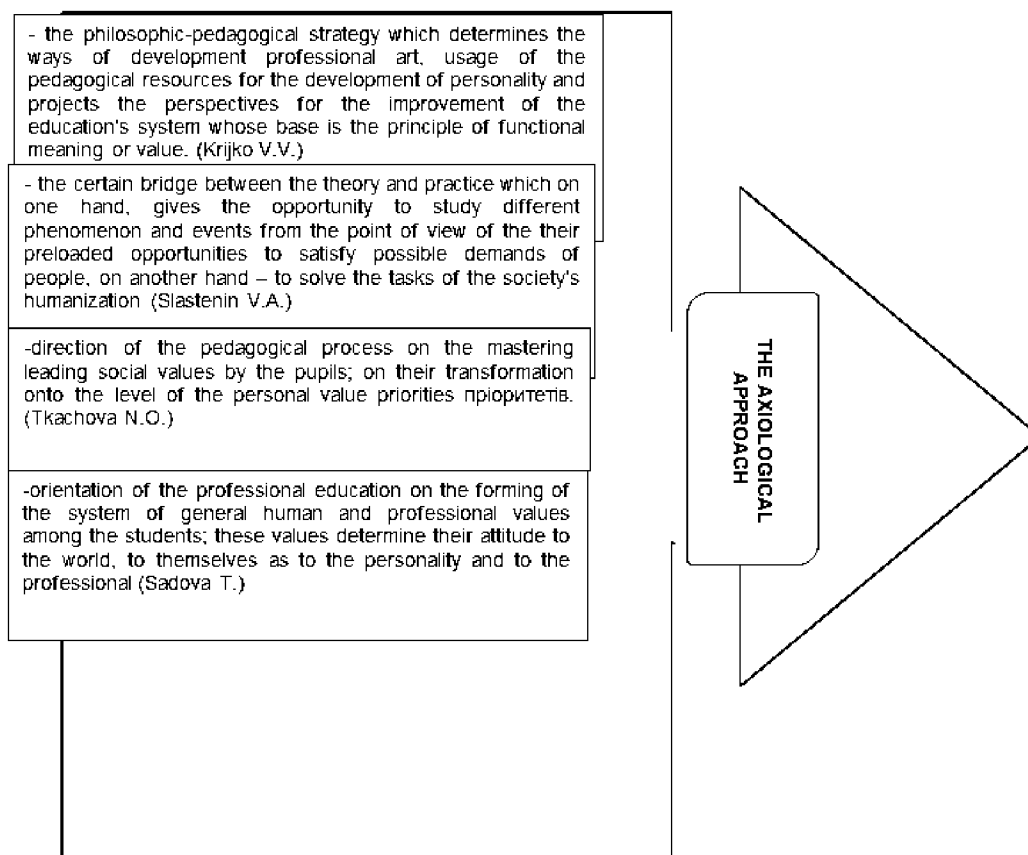
The fundamentals of the axiological approach allow to foresee and to analyze professional-pedagogical culture of the future specialist. According to V. Ivanyi, the professional-pedagogical culture of the future specialist is the “stage of students’ mastering its values, whose interiorization makes them subjective, personally significant, allows to realize the perspective model of the forming of the professional-pedagogical culture of the future specialist through the hierarchy of the value approaches (personality-culture-socium)” [8, p. 34].

Scientists which devoted their research to the foundation of the axiological approach, propose different notions of the term “the axiological approach”:

According to the S. Vitvitska’s point of view, within the solution of the global problems of the high education, the axiological approach provides the education, upbringing of the humanistic type of the student. The scientist states that the most important criteria of the high education’s humanization are not onle mastered knowledge and skills, but also the understanding and accepting of the humanistic ideals by the students, their direction to the continuous self-improvement [4, p. 67].

As the significant factor of the axiology of high physical-cultural education is determined the adequacy, correlation of the professional education with the value content of the professional training of future teachers of physical culture for the physical-cultural-wellness work at high school (as the representatives of the professional membership, as the bearer of the professional consciousness and as subjects of the professional activity).

The value and significance of the preparedness and readiness of the future teachers of physical culture for the physical-cultural-wellness work is revealed in the attitude, in positive meaning for the students’ own self-development and self-improvement.



Pic. 1. The determination of the term “axiological approach”

Thus the realization of the axiological approach allows to determine the content-process peculiarities of the process of the professional training future teachers of the physical education for the physical-cultural-wellness work at high school; it also allows to provide the choice of methods, ways and forms of the pedagogical interaction during the organization the educational methods.

Various changes which take place within the society, require the mental development of the future teacher of the physical culture through the humanization of the pedagogical process, strengthening of the interaction of the high education and culture, change of the education's paradigm from the education “educated person” to the “cultural person”. This provided the increasing of the cultural-logical approach's role.

The culture (in Latin – workout, education, upbringing, improvement) as the content and characteristics of the person's and society's activity is the multidimensional phenomena. T. Andrushenko considers that from one side, the “culture is stated as the phenomena of the social organism and its evolution, from another side it is the scientific category which researches the essence, structure and specifics of this phenomenon's functioning” [1, p. 34].

The educational process has the certain connection with the culture. According to I.Bekh is not “the general factor and mental-practical basis for the personality's development” [2, p. 26]. The scientist states that the culture-logical approach is considered as the “goal-oriented, constructed on the scientific fundamentals process of the personality's involvement into the culture. During this process it takes place the transfer of the humankind's centuries' experience

(theoretical, values, practical) from one generation to another and its development according to the modern realities” [2, p. 26].

In the economical dictionary the culture-logical approach is determined as the exact scientific methodology of the cognition and transformation of the pedagogical reality (whose basis is the axiology); the vision of the education through the prism of the term of the culture. It has to be the understanding of it as the cultural process which takes place in the multi-cultural environment and all its components are fulfilled with the humankind’s senses, they serve to the person who reveals his or her individuality, ability to self-develop independently, to self-determine within the environment of the cultural values. [15].

Within the aspect of the cultural-logical approach the professional-pedagogical culture of the future specialist is determined by I. Ivanyi) within the wide general-cultural background, providing the fulfilled, complex process of the development of the intellectual, mental, psychological, physical, sport, aesthetic and other qualities and abilities of the student on the basis of the values of the professional-pedagogical culture and moral. This approach determines the equality of the education and culture which means that the educational texts within the educational system have to obtain the essential connection, which they have within the culture [8, p.34].

The analysis of the modern scientific literature proves that within ourdays positions there is no generally accepted universal determination and definition of the term “the cultural-logical approach” but we have only some definitions of this term, which are given by certain scientists.

The cultural-logical approach	
<p>Analysis of the education through the prism of the culture’s notion, its understanding as the cultural process which takes place within the cultural-appropriate educational environment, whose all components are fulfilled with the human senses and serve to the person who freely reveals individuality, who has the ability to self-develop and to self-determine within the environment of the cultural values (E.Bondarevska)</p>	<p>Attitude to those who study as to the culture’s subjects, to own life and education, able to develop culturally and personally, to realize himself or herself creatively; attitude to the education as to the cultural process within which it takes place the dialogical interaction of its participants, the exchange of values and senses, cooperation within the achievement of goals of the personal self-development. (O. Kukuyev)</p>
<p>The mean for the analysis and constructing of the organizational culture of the educational establishment. (A.V.Pogodina)</p>	<p>The upbringing of the wide complex of the inter-depended qualities and abilities of the personality which form its motivation according to the healing activity; provide the readiness for its performing. (V.I.Stolyarov)</p>
<p>The combination of the methodological means which provide the spheres of education and pedagogics through the prism of the system-creating, culture-logical terms, such as: culture, cultural samples, way of life, cultural activity, etc. (N.B.Krilova)</p>	<p>The combination of the theoretical-methodical statements and organizational-pedagogical means which are oriented on the creation conditions for the mastering and broadcasting of pedagogical values and technologies which provide the creative self-realization of the teacher’s personality within activity (I.V.Kolmogorova)</p>

Pic.2. The determination of the cultural-logical approach

The determination of the future teacher of Physical culture as the subject of the culture provides not only the readiness to master special theoretical and practical knowledge and skills but firstly – the ability to take the responsibility to perform social-cultural functions, to understand the social goal of the professional activity within the new conditions and realities, to accept the teacher's profession as the vital value which is oriented on the strengthening of the health of the growing generation.

According to the point of view of E. Zakharina, the values of the physical culture “provide the broadcasting of the gained within the society the socially significant experience on the training highly-cultural personality of the teacher of Physical culture” [7, p. 4].

The self-determination of the personality within the physical culture points on the presence of the subjective position within the attitude to the physical culture, choice of the orientation, ability to understand himself and others, to state tasks and to solve them effectively.

Y.Voinar points that the cultural-logical approach “allows to analyze the physical culture as the key element of the cultural thinking of the population (students), which changes their opinions, points of view about the character of the life, activity, about the essence of life, health, development of the individuality” [5,p. 150].

The maximum implementation of the professional, material and mental culture provides the cultural-logical approach which also forms creative attitude to the self-improvement. M. Danilevich makes the accent that «the cultural-logical approach allows to consider the physical culture within the general-cultural social background, determining the integration the general, professional and physical culture by the personality»[6, p. 194].

The professional training of future teachers of physical culture with the help of the axiological approach has to be in the correspondence with the principles of the unity, interaction of the objective values of culture and value orientations of the personality; involvement of the personality into the cultural values as to the process of the professional education.

The principle of the unity provides the construction of such structure of the education's system which considers as its base not only the scientific knowledge but also the cultural social experience, cultural achievements. The principle of the interaction of the objective values of culture with the value orientation comes out of the fact that the formation of the personal attitude to the knowledge, transformation of knowledge into the “body, part of the personal individuality” is possible only in case is the studied material is connected with the experience and problems of the students; when this material is oriented and led into the value-content sphere of the personality [10, 13].

Thus the implementation of the cultural-logical approach to the professional training future teachers of the physical culture at high educational establishments allows to analyze the culture of students on the general-cultural background, to study its peculiarities in the context of the integration of pedagogics and psychology. The system of the professional training of future teachers of physical culture for the physical-cultural-0wellness work at high school reveals the moral norms, norms of the behavior within the society, ethical principles within the professional activity which are the value dominants of culture and depict the fundamental for this culture forms of the understanding and accepting of the world.

Conclusions. The problem of the realization of the axiological and cultural-

logical approaches within the system of the high education is actual. Modern society states new requirements to the educated person and demands (from the future teachers of physical culture) the abilities to solve effectively different problems on the foundation of the previous knowledge; to master, to collect and to gain knowledge and to study during all their life.

As the prospects of the further researches we determine the development of the conception of professional training of future teachers of physical culture for the physical-cultural-wellness work at high school.

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