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Higher professional physical education in the context of acme-culturological paradigm ideas

O. Ivanii
ORCID 0000-0003-3967-7900

I. Ivanii
ORCID 0000-0001-8245-1371

Sumy State Pedagogical University named after A.S. Makarenko

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Candidate of Pedagogical Sciences, Associate Professor, Head of Law and Methodology of Teaching Jurisprudence Chair, Sumy State Pedagogical University named after A.S. Makarenko
ivanii.elena@gmail.com
+380504075933

Candidate of Pedagogical Sciences, Associate Professor of chair of theory and methods of physical culture, Sumy State Pedagogical University named after A.S. Makarenko
ivanii.ihor@gmail.com

The formation of modern higher education systems was analyzed and a set of theoretical provisions was defined that form the basis for the modernization of the system of higher physical education in the context of the ideas of the acme-culturological paradigm. On the basis of modern methodology, a new acme-culturological (integration) paradigm of higher physical education is theoretically justified, it is a multidimensional complex phenomenon that directs professional and pedagogical training of future specialists to develop the acme-culturological potential of the individual, focused on the humanitarian dominant. It is shown that the problem of professionalism in the acme-culturological paradigm reflects the degree of readiness and ability of the future specialist of physical education and sports to fully implement their functions in solving practical problems and depends on the level of his integral readiness based on the formed professional-pedagogical culture.

Keywords: professional training system; branch of physical education and sports; acme-culturological paradigm; professionalism; professional-pedagogical culture.

Introduction

The peculiarities of the current stage of civilization formation are connected with the aggravation of a whole complex of key problems of society development. These include economic, environmental, and energy crises, as well as increasing social and national conflicts. The crisis in society determined the development of the crisis in the education system. It should be noted that in the history of the society development, several paradigms of education have changed, each of which firstly demonstrated its activity, the measure of which decreased when it acted as a means of accelerating its stagnation. Now the world is searching for new education systems – more democratic, diversified and effective. The desire to overcome in education, including in professional physical education, professional and

cultural limitations, orientation to a well-educated and harmonious personality of a specialist in physical education and sports, which forms a healthy lifestyle of people, is typical for the entire community.

In the second half of the XX century, there are at least two critical periods in the development of education. As F. Coombs (1970) points out, the first one was in the mid-60s, when the leading countries of the world came to the conclusion that competition in the economic field was reduced to competition in science and technology and was predetermined by the training of citizens in the educational system. The second level of increased attention to the problems of education arose in the early 80s of the XX century, as society became increasingly aware of the limitations of further development of mankind only through economic growth. Humanity has come to the conclusion that future development is

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determined primarily by the level of culture, understanding, wisdom of a person, and his/her high achievements in education (Shukshunov, Vzyatyshev, and Romanova, 1995).

The system of education that was developed at that time was called "supportive learning" by the authors of the "Club of Rome", based on fixed methods and rules, the purpose of which was necessary in order to cope with already known repetitive situations. An alternative to "supportive learning" should be "innovative learning". It provides for the ability of trainees to project the future and requires radically new approaches.

It should be noted that the concept of innovative education was formulated in a report prepared in 1979 by D. Butkin, N. Eimanjra, M. Malitza to the Rome club "No limits to learning Bridging the human gap" (Butkin, Eimanjra, Malitza, 1979).

Analysis of recent publications on the problem and identification of previously unsolved parts of the general problem.

In recent years, scientists have revealed the theoretical and methodological foundations of higher professional physical education. A number of researchers prove that the most promising ways to build models of professional physical education is to use axiological (Deminska, 2014), acmeological (Dereka, 2017; Gaj, 1996; Jaworski, 2003), culturological (Franke, 1990; Grabowski, 2004, Kondratskaya, 2018) approaches that most fully reflect the specifics of professional training of future specialists for the field of physical culture and sports. We believe that for the implementation of modern tasks, it is necessary to search for a new scientifically based approach based on the relationship between acmeological and culturological approaches in the training of highly qualified professionals with a high level of professional culture, ready for leadership, constant self-improvement, motivated to achieve a high professional and social status and self-realization in the chosen profession.

The aim of the study is to analyze the formation of modern models of higher education and to determine, in particular, the set of provisions that form the basis of the main directions of modernization of higher professional physical education in the context of the ideas of the acme-culturological paradigm.

Research methods:

analysis and synthesis of scientific-methodological literature and electronic resources (handled about 100 sources), which allowed to analyse the formation of models of higher education and to carry out theoretical generalization and to propose a new solution of scientific problem, that is in combination of acmeological and culturological paradigms in a single acme-culturological (integrative) approach aimed at improving the quality of higher professional physical education.

Presentation of the main results and their justification

The formation of models of the modern paradigm of higher education in the late XX and early XXI centuries takes place in difficult conditions of social-political life, changes in the economy, and the social sphere of society. Despite numerous difficulties, all these years the search for leading ideas, that would form the basis of the educational paradigm and determine the vectors of further development of the higher education system, has been carried out.

The need to transform the education system was due to the fact that education, which primarily performs a socio-cultural function, was formed unilaterally. The predominance of the materialistic component in it violated the harmony of material and spiritual, professional training and personal position of the future specialist. Trained in this educational paradigm, he does not show in his professional activities the desire to serve other people. This human failure of an individual specialist became a problem for a society that needed humanity, tolerance, and morality.

At the same time, A. Zapesotskyi notes that regardless of a particular country, its socio-cultural situation, the profile of higher education institutions and other features, the goals of education reform are purely humanistic in nature and are as follows: the goal of society should be to develop the talents of all its members to the maximum level, excluding the possibility of creating undemocratic elitism; the humanistic values of society should allow each member to develop their mental abilities to the maximum possible from early childhood to old age, learning as the world changes; justice and high quality of education are of great practical importance for both the economy and society as a whole; education should be based on partnership; educational reforms should be aimed at creating a society with a developed system of continuous education; universities and colleges should adopt more stringent and measurable standards regarding the academic level of educational institutions and the attitude of students to studying (Zapesotskyi, 2002).

The new educational paradigm was formed in the process of developing important trends of higher education reform. So, the dominant trends in its development during the 90-ies of XX century was de-ideologization and demilitarization in conditions of partial de-industrialization of the country, the transition from elite to mass higher education, humanization of the educational process and humanization of the structure of training of specialists, the emergence of the private sector and diversification of funding sources. The UNESCO program document "Reform and development of higher education" adopted in 1995 stated that at the present stage "higher education is experiencing a crisis in all countries of the world" (Kinets, 1998). The dynamism of the development of the European Union in the early 2000s led to the rapid progress of educational reforms. At the 36th session of the UNESCO General conference, held in Paris on October 25 - November 10, 2011, the agenda included discussion of a wide range of issues related to the further development of international cooperation in the field of education, science, culture, information and communication, as well as the implementation of the UNESCO Medium-term strategy for 2008-2013 and the preparation of a new Medium-term

strategy for 2014-2019. In addition, industry meetings were held and provided the work of specialized commissions on education, natural and social sciences, culture, information and communication. First of all, attention is drawn to UNESCO's efforts to increase the recognition of science, technology and communication as cornerstones of sustainable development and knowledge management (Foreword, 2012). Regarding education programs, the following were recognized as new strategic approaches: 1. Improving the quality of education by improving the level of teaching, learning, adequacy and effectiveness – including by promoting ICT as a mechanism for access to learning; 2. Education in the spirit of values, democratic citizenship, human rights, tolerance and dialogue for reconciliation and peace; 3. Increasing attention to higher education through its importance for innovation and the formation of stronger societies and economies, as well as problems with entering this level of education; 4. Creating a global platform for discussing educational innovations and reforms from the perspective of future education; 5. Giving new impetus to efforts to provide education for all through the formation of new partnerships (Major program, 2013).

Consequently, the new educational paradigm considers orientation to the interests of the individual as a priority of higher education, which are adequate to modern trends in social development and educational innovations, which in turn, led to the basic principles of reforming the educational system (Fig. 1).

In general, the modern educational paradigm is a multifaceted complex phenomenon in which traditional education interacts with innovation. At the same time, this interaction is carried out through the development of the cultural potential of the individual, which is focused on the humanistic dominant. The interaction of traditions and innovation in education is a new level of humanization. At the same time, both forms of education are in conditions of equal complimentary opposition and do not contradict each other, but only complement and enrich the idea of effective socialization of the individual.

Basic principles of educational system reform



- democratization of education;
- the multivariatness and versatility;
- openness to innovation;
- taking into account national characteristics;
- humanizing the content of education;
- ensuring diversity and differentiation;
- developing character;
- creativity;
- professionalism;
- competence (professional and social);
- continuous learning

Fig. 1. Content of the leading principles of educational system reform

Scientists identify six models of the modern higher education paradigm that appear as innovative (Utiuzh, 2009):

- the first model is education as the formation of a scientific picture of the world, the count on science as the main value of public life and education, the ideal of an educated person – a person-scientist;

- the second model is education as professionalization. For most developed countries, it has become characteristic that the vector of education has begun to shift towards applied sciences and training of professionals, since economic reality requires more and more returns from education;

- the third model is education as the formation of intellectual activity culture, as a way of thinking development. Through the transition from memory school to school where people are taught to get an education by using their own thinking, intended to solve the problems of professional education through the development of their own world in terms of number of alternative ideological and social influences;

- the fourth model is education as a preparation for life. Shifting the vector to the sphere of history and culture, where you can find answers to the questions of where society is moving and how the fate of human existence is decided;

- the fifth model is continuous education or ensuring that its needs can be met throughout a person's life;

- the sixth model is a critical-creative one, in which the main thing is to form cognitive interest and creative thinking in learning, creating appropriate conditions for this, namely: twenty-four-hour access to libraries, the Internet and other learning infrastructure to ensure independent work of students.

So, the new educational paradigm is humanistic in its essence, since it has an individual at its centre. The maximum disclosure of his individual abilities, unique features of psyche and intelligence become the main goal of the entire educational process. In the presence of a humanistic dominant, new requirements for the educational paradigm are also expressed in the relationship of traditions and innovation. The complex interweaving and interrelationships of the process of socialization of the individual require as the main goal of education to outline personal self-determination and professional competence of the specialist.

Thus, the search for new education systems that are more democratic, diversified and effective in terms of public interests has led to the formation of a new educational paradigm, the essence of which is largely determined by *the fundamental nature, integrity and focus on satisfying the interests of the individual*.

Of course, the reform of the system of higher professional education has significantly affected the formation of its content. According to V. Slastenyn, the following principles should be used as the basis for developing the content of higher professional education:

- *universality* – a complete set of humanitarian disciplines that provide basic training in unity with professional and specialized educational programs;

- *integrativity* – interdisciplinary cooperation of scientific research and academic subjects, content, structural and functional unity of the educational process;

- *integrity of the world picture*, which is reproduced by a set of basic disciplines on the basis of unity of purpose, complementarity of content and unity of requirements;

- *fundamentality* – scientific thoroughness and high quality of socio-humanitarian and general cultural, psychological-pedagogical and special training;

- *professionalism* – mastering a variety of social technologies;

- *variability* – a flexible combination of mandatory basic courses and additional elective courses with a wide range of specialized subjects of special and humanitarian culturological profiles, a variety of learning algorithms in accordance with the individual capabilities of students, free choice of volume, rates and forms of education;

- *multilevel* – training at the stages of general, basic (bachelor's) and full (master's) higher education, postgraduate studies, doctoral studies, various forms of professional development (Slastenyn, 2004).

Acme-culturological dimension of professional physical education

In the context of the ideas of the modern educational paradigm, the requirements for the quality of higher professional physical education and training of specialists in the field of physical education and sports are changing. The multifunctionality of physical culture, its saturation with developing, recreative, and educational technologies requires a special approach to the formation of the content of training specialists for a specific industry. It is necessary to take into account that the activities of these specialists are related to the person, respectively, it is necessary to focus on their training in the psychological and pedagogical aspect.

At present, the concept of unity of spiritual, physical and moral education as one of the directions of the educational process is put forward in higher education institutions of physical education. At the same time, there is a need to improve the professional training of students and achieve their professional growth on this basis. Measures taken in the training of personnel in the field of physical education and sports are mainly aimed at solving the problems that arise as a result of the existing contradictions: an unbalanced policy in training personnel; the need for innovative processes that involve the use of flexible advanced technologies and the lack of their resource support; reducing general cultural, moral and creative level of specialists, etc. So, a modern professionally trained specialist must meet three main requirements: have broad knowledge and erudition that allow you to adapt to rapidly changing living conditions; treat work as a first necessity in life; be flexible in mind, be proactive, and be creative (Ivanii, 2016).

The problem of professionalism in the new educational paradigm reflects the degree of readiness and ability of a specialist of physical education and sports to fully implement their functions in solving practical problems and depends at the level of their integral preparedness. The formation of professionalism at the stage of training in higher education institutions significantly depends on the rational integration of academic disciplines and their

orientation to a holistic professional activity, in which a separate discipline should serve as a means to achieve a common goal. Now, each discipline rather acts as its own goal, which reduces the effectiveness of professional training of students (Stepanchenko, 2012).

Professional development of the future specialist's personality in the course of training is not limited to individual work with significant information, but should be included in the context of life and activity from the very beginning. At the same time, learning is perceived as a process of including the individual in the system of social relations, social practice, and the educational process reflects these relations and represents the unity of activity and communication (Balsevich, 2004).

To ensure high efficiency of a new paradigm learning it is very important to develop common teaching positions for the whole teaching staff, allocate tasks and functions of each department and each employee so that everyone acted in the same direction, put forward a unified pedagogical requirements and, at the same time, creatively do their job of training specialist (Khotomlianskyi, 2006).

The modern system of training specialists in physical education and sports requires from the teaching staff of the higher school to rethink the purpose of physical education, various aspects of the harmonization of its models and technologies. The successful solution of new tasks, that are put to higher education in the physical education field, depends on the readiness and ability of teachers to make the transition to a new pedagogical thinking, the essence of which is the perception of training as a process of professional development of the student's personality.

One of the mechanisms of its modernization is the introduction into practice of training of students effective models that are able to provide effective professional-pedagogical training of future specialists of physical education and sport, integrating knowledge, skills, business and personal qualities of future specialist, strategies of anticipatory approach aimed at adaptation in today's dynamic society, the conservation and enhancement of spiritual and life forces, the realization of their own creative potential. We believe that for the implementation of these tasks it is imperative to find solutions to problems using new science-based approach based on the interrelation of acmeological and culturological approaches in the training of highly qualified professionals with a high level of professional pedagogical culture, ready to leadership, continuous improvement, motivated to achieve high professional pedagogical and social status and self-realization in the chosen profession.

Analysis of a number of studies of professional training of future specialists in physical education and sports on the basis of acmeology (Dereka, 2017; Khoziaynov, 2007; Gaj, 1996, etc.) leads us to the conclusion that in the end, professional-pedagogical training of future specialists in physical education and sports on the basis of the acmeological approach provides an opportunity to achieve such a state of professional physical education, which can be called a set of subjective professional-managerial acmes with certain features of functioning and prospects for personal-professional development of its subjects, orients future specialists to the formation of their own acmeological position, acme-oriented self-development, and for the

implementation of acmeological support of students to new stages of development.

Modern studies of the role of the culturological approach to the professional training of future specialists in physical education and sports (Deminska, 2012; Kondratska 2017; Franke, 1999, etc.) allow us to interpret it as a phenomenon of culture and build the process of its formation, referring to the principles of culturological education. The implementation of the culturological approach is associated with the desire to overcome the development trends without personal, abstract and formal pedagogy. The main content of professional training of the future specialist is his ability to continuous self-education, self-development, transformative activity, conscious subordination of activity to valuable socio-cultural priorities, effective self-management and creative self-realization. Since a teacher must constantly make moral, ethical, and worldview choices, evaluate and regulate pedagogical circumstances and situations, set goals and objectives, seek means to achieve them, make decisions, and implement them, it is methodologically important to establish an organic link between culture and physical education and sports.

Disclosure of acmeological and culturological approaches essence to improve the quality of professional-pedagogical training of future specialists of physical education and sports provides the possibility of combining the acme- and culturological paradigms to search for effective ways of training a highly-skilled professional with a high level of professional-pedagogical culture, ready to leadership, continuous improvement motivated to achieve high professional and social status, self-realisation in the chosen profession. The novelty of the acme-culturological (integrated) approach is that this approach, taking into itself all the most rational of the acmeological and culturological approaches, based on the principle of comulativeness, are the most suitable for ensuring the quality of professional physical education and forms its methodological basis. We consider the acme-culturological (integrative) approach to professional physical education as a set of interrelated theoretical-methodological provisions of pedagogical acmeology and cultural studies that provide analysis of professional training through the prism of individual, personal, subjective-activity and professional-pedagogical characteristics of the future specialist in their unity, in all relationships to achieve personal and professional-pedagogical self-realization during study and performance of professional-pedagogical tasks and provide directions of professional training for the formation of a specialist's personality as a subject of professional-pedagogical culture (Ivanii, 2016). The introduction of this approach to professional physical education involves the following conceptual transformations of its main structural components: at the level of educational goals is to form a professional-pedagogical culture of future specialists; at the level of the content of physical education is to strengthen acmeological and culturological component; at the level of pedagogical technologies is to focus on active mastering acme-culturological norms and values by the future specialist; at the level of the educational environment is to create acme-culturological learning environment; at the organizational-managerial level is to form the organizational culture of institutions of higher education; at the productive

level is to shape the personality of a future specialist as a subject of culture.

Conclusions

The study analyses the formation of modern models of higher education and defines a set of provisions that form the basis for the modernization of professional physical education in the context of the ideas of the acme-culturological paradigm. The new acme-culturological paradigm of higher professional physical education is a multi-faceted complex phenomenon in which traditional education interacts with innovation, herewith this interaction is carried out through the development of the acme-culturological potential of the individual, which is focused on the humanitarian dominant. The essence of the acme-culturological educational paradigm is determined by the fundamental nature, integrity, and focus on satisfying the interests of the individual. We consider the acme-culturological potential of a specialist in physical education and sports as a multi-level integration new formation, which is characterized by the presence of a system of orientations for effective acme-culturologically directed professional activity, the desire and readiness to translate the values of culture and achieve high results in the profession, and determines the content of knowledge of the specialist's own individuality.

The problem of professionalism in the acme-culturological paradigm reflects the degree of readiness for the ability of a specialist in physical education and sports to fully implement their functions in solving practical problems and depends on the level of their integral readiness on the basis of the formed professional-pedagogical culture. A specialist in physical education and sports as a subject of professional-pedagogical culture is considered as an integral personal characteristic of a specialist who, at a high level of internally determined activity and consciousness, not only assimilates and uses artifacts of professional-pedagogical culture, but also realizes his acme-culturological potential by designing an acme-culturological physical culture and sports educational space for self-development and self-realization of the personality of pupils.

We see prospects for further research in the implementation of the ideas of the new acme-culturological paradigm, where the main task is to understand and build relationships between trends in the development of physical culture and sports and the system of training specialists. All this requires a number of scientific experimental studies, the results of which can contribute to the search for the most effective and rational solutions.

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