

PHYSICAL EDUCATION AND SPORTS

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On the appropriateness of physical education models

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Abstract.

Currently, there is an intensification of discussions regarding the appropriateness of using such physical education models as health-adaptive, socially-oriented, personality-oriented, and sports-recreational, which, as is well known, differ in their goals and means of achieving them. The purpose of the study is to justify the necessity of using the principle of constructive alternativism in physical education. The initial premise of the study is the notion that approaches to analyzing physical education models should be conducted in both practical and theoretical planes. From a practical point of view, it is important to understand to what extent a particular model meets the current societal demand, the complexity of organizational measures necessary for its implementation, the material base, etc. From a theoretical standpoint, only the extent to which our understanding of physical education as a phenomenon has been deepened and expanded is important.

Keywords:

physical education
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personality psychology
constructive alternativism

PHYSICAL EDUCATION AND SPORTS

Currently, there is an active rethinking of the prospects for the development of physical education in educational institutions. This is particularly evident in the intensification of discussions regarding the appropriateness of using such physical education models as health-adaptive, socially-oriented, personality-oriented, and sports-recreational, which, as is well known, differ in their goals and means of achieving them. In the course of these discussions, proponents of certain viewpoints often dismiss the need to consider other approaches and present their perspective as the "ultimate truth." This leads to an improper simplification of such a complex phenomenon as physical education. In the authors' opinion, to try to determine the place of a particular theoretical construct in the theory of pedagogy in general and physical education in particular, it is necessary to focus on features that stem from the overall level of development of these sciences. These features include 1) the probabilistic nature of knowledge about humans; 2) the absence of a unified view on the goals and objectives of physical education as a phenomenon. Considering the above, the authors of this work aimed to analyze the experience of resolving similar situations in modern psychology and apply it to the field of physical education.

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Analysis in the practical plane is essentially viewing physical education through the lens of the principle of targeted preparation for labor and defense activities. Under the current conditions of martial law in Ukraine, the most appropriate transition is to a socially-oriented model of physical education.

From a theoretical perspective, a rational approach to

PHYSICAL EDUCATION AND SPORTS

evaluating the health-adaptive, socially-oriented, personality-oriented, and sports-recreational models of physical education involves considering all models. In our opinion, in the theory of physical education (as in personality psychology), it is appropriate to focus on the principle of constructive alternativism. Different approaches help form a more comprehensive and thorough understanding of physical education. Moreover, the approaches themselves can be evaluated in terms of their contribution to the overall understanding of the phenomenon.

Recently, the issue of using different strategies for reforming the academic discipline of "Physical Education" in higher education institutions has become particularly relevant in physical education. In this context, it is worth noting the publications by V. V. Prykhodko [1, 2, 3]. A well-known specialist, after analyzing approaches to organizing physical education in higher education institutions, concludes that the most appropriate approach is the use of non-professional physical education. Considering this approach in the context of our study shows the following. The concept and pedagogical technology of non-professional physical education are aimed at shaping individuals who can and want to independently address the tasks of building their own health. According to the author, having received such education, a young specialist, as a builder of their own health, acquires the knowledge and creative abilities that will allow them to consciously and effectively maintain the optimum of their physical development and health. Essentially, it is proposed to fundamentally change the content of the academic discipline "Physical Education." The primary task becomes the formation of a conscious and active personality of the student. The previous logic, primarily aimed at developing physicality, is complemented by the logic of forming the consciousness of a physically active individual and the desirable traits of a builder of their own health. This involves effectively combining the usual tasks of achieving optimal physical development of young people with the development of their intellectual sphere as future actors of physical culture and builders of their own health.

V. V. Prykhodko has developed the technology of non-

PHYSICAL EDUCATION AND SPORTS

professional physical education in detail. According to it, the process of such education is divided into three stages: "thoughtful," "axiological," and "active." The main method of non-professional physical education proposed is organizational-educational games.

As previously noted, the use of a variety of approaches broadens and deepens our understanding of physical education. One of these well-developed approaches (with a focus on the educational component) is the concept and pedagogical technology of non-professional physical education by V. V. Prykhodko. At the same time, this does not exclude the possibility (and advisability) of using physical education to prepare for professional activities or to address many other important tasks.

Traditionally, an important direction in the physical education of students is professionally applied physical training. It is considered as a learning process that enriches the individual reserve of professionally useful motor skills and abilities, the development of physical capabilities and directly related abilities, on which professional performance directly or indirectly depends. The effectiveness of professionally applied physical training as a means of preparation for professional activities has been confirmed in the research of L. P. Pylypei [4, 5], O. I. Podlesnyi [6], V. Kashuba [7], I. O. Asauljuk [8], and many others. The importance of this direction stems from the fact that higher education institutions are professional schools. Accordingly, physical education in higher education should be professionally oriented. Abandoning research and practice in this direction cannot be justified.

One of the authors of the article proposed another direction in the physical education of students, called "psychophysical training," which is understood as a part (aspect) of physical education specialized in the psychological and psychophysical characteristics of their future professional activities [9]. Unlike professionally applied physical training, which focuses on the applied aspects of the specialist's physical training, this approach aims at forming professionally significant psychological

PHYSICAL EDUCATION AND SPORTS

components. This perspective significantly enhances the importance of physical education as an academic discipline, bringing it closer to specialized ones, since many psychological characteristics are professionally significant for various professions. Research in this direction intersects with studies in the fields of philosophy, psychoanalysis, organismic theory in psychology, developmental psychology, the psychosomatic approach in medicine, and body-oriented psychotherapy, and is important for their development. It can be said that this direction takes physical education into the realm of several scientific fields. It is advisable to expand and deepen such research in physical education rather than artificially limit it.

The traditional tasks of physical education related to the development of students' motor skills and physical qualities remain relevant. On the contrary, the Russian military aggression against our country brings them to the forefront. The search for ways to solve these tasks, taking into account the current state of physical fitness of modern youth, is also a pressing issue.

The main conclusions of the study are:

1. In physical education, it is advisable to further develop health-adaptive, socially-oriented, personality-oriented, and sports-recreational models.

2. When analyzing physical education models, it is advisable to separate the practical and theoretical planes. From a practical perspective, it is important to consider the extent to which a particular model meets the current societal demand. From a theoretical perspective, it is important to consider the extent to which scientific research within a particular model contributes to expanding and deepening contemporary understanding of physical education as a phenomenon.

3. In the theory of physical education, it is advisable to focus on the principle of constructive alternativism. According to this principle, different approaches help form a more comprehensive and thorough understanding of physical education, and the approaches themselves can be evaluated in terms of their contribution to the overall understanding of the phenomenon.

PHYSICAL EDUCATION AND SPORTS

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