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Non- special physical education for students as a prior direction of the educational process in the higher pedagogical establishment

A highly-qualified pedagogical specialist training is one of the main tasks of the national education. A lecturer carries out an important social function such as fulfilling of the spiritual, mental and physical development and upbringing of the personality. The lecturer's work is oriented not only upon educative-cognitive process but upon out-of-school sanitation pupils' activity and systematic solving of the tasks of an active citizen's forming as well. That is why the main directions of modern higher school building up demand the searching of new and effective ways for future teachers' professional training. Their task is not only obtaining of a fundamental professional knowledge but helping of health cult providing, upbringing of physically, mentally and spiritually healthy state's citizen.

State curriculum "Vchytel'" determines a leading role of a teacher. The personality formation occurs only through the teacher's activity, the teacher helps to improve the person's intellectual, spiritual and physical potential which demands renewal of the higher pedagogical education content (especially concerning providing a passing ahead direction of the teacher's training).

In the subject "Physical training" curriculum for the higher educational establishments (May, 12 2003) is pointed out that the aim of the given subject is forming of a proper educational level specialists' physical culture. The students' physical education tasks include as well providing of their physical training for the departmental norms passing as a theoretical system about healthy life forming, the fundamentals of the most effective types of a rational motive activity organization, skills and habits to use them in everyday life.

Teachers play role of direct organizers who lead the pupils till understanding of the norms, persuasions, notions about healthy life in the process of life and activity. Purposeful and systematic influence upon pupils' consciousness forms the qualities of the healthy life in accordance with ideals and principles.

Professional and pedagogical teacher's values to a great degree become pupils' life values.

High healthy life culture forming directly depends on the lecturer's educational and upbringing levels. The tutor should bring up a need and a motivation to lead a healthy life,

should make pupils to feel the responsibility for their own health not only before themselves but before society as well.

One of the most important tasks of higher educational establishments is forming of future teacher activity towards physical activity which determines displaying of initiative, singleness of purpose, resoluteness; it is an important mean of physical, mental health improving and is the index of the professional training process effectiveness. The teacher's attitude towards physical activity projects upon the pupils and it becomes an example for the imitation.

As a native scientist Gorashchuk V. mentions, knowledge which future teachers get at higher educational establishments in their great bulk isn't completely united into uniform system of the scientific notions about future activity at school. It is necessary to correct knowledge system thus every subject will appear in the student's consciousness as a mean of the professional and pedagogical activity main task solving that is forming of an all-round healthy pupil's personality.

Nowadays post soviet space countries become to instill non-special physical education into the studying process actively. In particular, a great attention is paid to this question in the Russian Federation and introduction of the continuous physical education starting from the school is the priority direction.

Given problem is not out of scientists' attention in Byelorussia. A quantity of the raising and fundamental investigations concerning the question of non-professional physical education has increased in the Ukraine lately. In particular, the theses for a Doctor's degree have been defended by Pylypei L.P. and Tomenko O.A. (under the supervision of Krutsevych T.Yu). These works are directly oriented upon improving of the students' physical education. But the Ukrainian scientist Prykhodko V.V. in the 90th years of the 20th century gave impetus and direction to the non-professional physical education. He defended the thesis for a Doctor's degree (Ph.D. (Pedagogics)). As a matter of fact, this work became a foundation for a subsequent searching of advanced students' physical education.

What had happened with physical education at higher educational establishments? Why doesn't it function effectively? Obviously, physical education at higher educational establishments remains the same but our society raises another demands and tasks relative to it and they are changing. Nowadays there is a threat of human body which a modern caused by technological activities of people world changes in shape; it demands to include a man into constantly growing diversity of social structures connected with gigantic pressure on psychics and stresses. In the 80th (20 century) the main task of physical education at the higher educational establishments was a constant support of the forming of an all-round developed

young person taking into account upbringing in the person a society culture; thanks that the person should realize in everyday life private and society needs.

Conducting of the Physical training lessons is based on a purposeful theoretical, physical, technique and tactical student's training towards the line of functions being formed in the organic interconnection between a teacher and a student.

In the 90th (20 century) the lecturer's functions haven't completely changed and Yakubovskiy P.G. brought it to each student providing with making up of a certain motor activity, educational material learning and protecting the students against negative psychophysical factors. But it is not enough to cycle only on these tasks in a modern globalized society.

Krutsevych T. and Tomenko O. ascertain that educational practice doesn't fully stimulate forming of the schoolchildren and students' value attitude towards physical culture, showing by them a creative work, initiative and habits of the independent lessons in physical training. The reason of this is a weak theoretical working out and incomplete experimental validity of non-special physical education fundamentals basing on a humanistic direction of the lessons. By the way, as nowadays practice shows, school specialists in physical training can not provide a student youth orientation with health keeping; there is a need in consolidation among subject teachers, so it is necessary to form in them the direction on a value potential of physical education.

It is possible to solve this difficult task with the help of fundamental workings out in non-special pedagogues' physical education; they will be able to transmit getting knowledge into pupils' practical activity.

The result of physical education is the personality's physical culture (in the culturological meaning). According to the humanistic paradigm of education the last one can be determined as the individual's activity concerning a positive self transformation in the process of which it is possible to solve the tasks of body, psychological, intellectual and moral aspects and obtain the results of this activity in the shape of the system and validity that this system makes up.

But in a real physical and practical activity during a structural analysis of the ideal of all-round developed personality through the break between soma psychical and sociocultural man's unity (integrity) these powerful opportunities in the forming of such a type of the personality by physical culture means aren't used completely. First of all such subjective elements of individual comprehensiveness showing as self-realization, designed (purposeful) self-development, personality's creativeness (connected with satisfaction of the spiritual needs that is the primary impulse of activity) are represented faintly. This measures physical activity

opportunities by the development (very often) only motor sphere of those persons who are engaged in for sports. In this case a cultural potential of physical culture connected with the development of man's intellectual, mental, creative, communicative potencies, with forming personal physical culture, systems of clever needs gets lower or annihilates absolutely. That's why such individual forms of society comprehensiveness as harmony, integrity, universality disturb inside the person. So from the point of view of Gorelov A.A., Gorelov S.A. and Sokorev V.V. physical education is the entirely different level of physical culture mastering; the main indication of a physically educated personality is taking part in sports activity as independently designed and realized training systems or taking part in their work out if students are engaged in groups, when the activity subject is a collective. It is being known that these training systems have an individualized and periodically variable character. They are connected with consciously repeated or created new means of physical culture and new ways of their using for health strengthening, recreation and rising capacity for work as a reaction of the object on the vital activity difficult and extreme situations.

Lukina L.B. determines the notion "enlightenment in the branch of physical culture" as interconditionality and expression of the personal students' physical culture components: skillfulness level, theoretical and practical and methodical preparation, its influence upon needful and motivation sphere, motor activity and individual sports activity, physical development levels and physical preparation.

According to the words of Duranov M.Ye., the main aim of the students' physical education nowadays is drawing in students to physical culture values. The tasks include providing of the physical culture knowledge, mastering motor activity habits and skills, orientation in physical culture values, forming of the aim at physical education, harmonious joining of the personality's spiritual and physical development.

It is possible to solve such a difficult task only with the help of making up non-special physical education. Students at higher educational establishments need non-professional physical education most of all because after finishing courses of study they should carry to pupils not only knowledge but their own look on the health lifestyle. It is very important to limit this look by the studied and proved health frames.