The Physical Culture in the Pedagogical Process of the University as a Positive Image of the Students’ Worldview

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Abstract

The article considers the importance of the physical culture in the pedagogical process of the university as a positive image of the worldview of students. There is an idea of the relationship between the value-semantic sphere and the sphere of human being and the periodic physical activity during the higher education. It is claimed that physical culture contributes to the development of initiative, responsibility, critical thinking and commitment of the student youth. It is considered that the worldview from the standpoint of the subjectivity of a person's personality, capable of influencing the sphere of being and its perception. It is emphasized that the qualities acquired by the student in physical education classes are one of the main ones in the course of socialization in the development of an integral worldview, the ability to adapt to the changing conditions of the surrounding life. It is pointed out that the formation of a world outlook within the physical education classes is possible only with a positive moral coloring of the perception of the need for exercises and maintaining an appropriate level of their own health.

Keywords: Higher Education, Culture, Personality, Worldview, Student Youth, Physical Activity, Physical Culture

1 Introduction

The human person goes through the formation process during life in society by activity, communication, work and many other aspects of socialization. Sports, physical culture are also part of the individual’s formation as a unique subject of being. As a separate phenomenon, it is aimed at the full realization of internal potential in various aspects not only of physical activity, but also of harmonious style and lifestyle forming, and revealing oneself in academic and work activities from new positions. Worldview is a product of human interaction with society, social institutions and the heritage of mankind. In fact, it begins to form with the rise of self-awareness as a part of the world and is built initially on education, then on individual points of view, chains of events in one’s life course or a significant person’s life, culminating rather in the ability to build judgements and be guided by certain settings in different situations than the establishment of a belief system and views. In this regard, it is advisable to consider physical culture as a unique part of the life path that can have a direct impact on the formation of a person’s worldview.

2 The goal of the research

Consider physical culture in the pedagogical process of
the university as a positive image of the students’ worldview.

3 Methods and organisation of the research

To achieve the research goal, we conducted a comprehensive analysis of the pedagogical literature on the research problem; studied the existing legal and regulatory framework governing the state’s work with student youth; revealed main ways of forming a worldview in the physical education of students of different ages.

4 Results of the research

According to philosophical dictionaries, a worldview is a system of the most common ideas about the world in general and the place of a person in this world (2). In view of the national philosophy succession in relation to German, this term is literally traced from the German language (die Weltanschauung), and in the literal sense, was originally understood as contemplation of the world, watching it, that is, suggested the existence of subjectivity - the personality of the contemplator. Among the tasks of the education system there is the promotion of the student’s worldview formation (1). In this regard, the higher education system is not an exception, because within an educational organization a student has the opportunity to learn and develop a certain list of competencies 5), which contributes not only to the development of a professional, but also to the transformation of his personality. The pedagogical process is understood as a pedagogical system characterized by dynamism, purposefully built and demonstrated in the interaction between teachers and students to solve developmental and educational problems (4). The pedagogical process in higher education involves mandatory federal component, in which physical culture is an integral part (3). This feature is not accidental, because within the framework of this discipline students get the opportunity to:

- develop their own intellectual abilities, analyzing, synthesizing and interpreting information in conditions non-standard for the body, which is a stimulating factor that can be useful in the development of educational and scientific material;
- form and strengthen physical qualities by performing operations associated with a feasible load;
- reveal the aesthetic potential for activity, work, morality;
- develop volitional qualities through self-education, self-control and self-improvement.

Physical culture is an integral part of culture, both in a broad and narrow sense. This fact means that it is closely related to the education of morality and aesthetics, based on similar psychophysical processes. In this regard, physical exercises become not just an automatic execution of certain operations, but the possibility to develop creative abilities, initiative and critical attitude towards oneself and one’s actions, one’s own behavior.

These qualities are the basis for the formation of a fully developed and responsible person. In this regard, physical culture is an element of the formation of students’ ideological foundations in terms of obtaining higher education from the perspective of harmonious transformation of their lifestyle, revision of priorities and values aimed at preserving health and maintaining it at the proper level.

5 Conclusions

Physical culture is an integral part of the university’s pedagogical process, acting as a positive image of the students' worldview. This position is confirmed by its role in the establishment of a comprehensively developed personality from the perspective of a humanistic approach to education, which is revealed both from the perspective of health promotion and cultivation of a value attitude to one’s life and social well-being. Physical culture, in this regard, becomes not only a factor influencing the formation of the individual’s personality, but an integral part of health, labor and educational activities of society.

References
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