



METHODOLOGICAL BASIS FOR THE FORMATION OF FOOTBALL TRAINING

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Annotation

Purpose: to analyze the phenomenon of physical culture of the person subject to the methodological approaches its formation in the system of physical education.

Keywords: methodology, humanization, principles, physical, culture, personality, model, football training, education.

Introduction

French psychotherapist Pierre de Coubertin, fascinated by the history of Ancient Hellas, while still a student at the Paris University of the Sorbonne, decides to combine sport, which makes people perfect, strong and enduring with psychology. Largely thanks to his selfless devotion, international public activity in 1894, the founding congress of the International Olympic Committee (IOC) was held. Coubertin owns the term "sports psychology", which appeared in 1896. At the 1913 IOC Congress, the first ever symposium on sports psychology was held.

More than a hundred years have passed, modern psychology has more than a dozen applied areas. As for the psychology of sports, the following questions are still being discussed: is it an independent applied direction of psychological science, or is it one of the academic disciplines at the coaching faculties; what psychology can give to the practice of sports; who can or should be a sports psychologist.

Sport is a special human activity, which, first of all, is associated with great physical stress and requires the athlete to maintain stable positive motivation for daily loads, the formation of an active internal attitude towards self-improvement, self-education and self-development. As a result, such a specific activity leads to the formation of professionally important mental qualities and personality traits in an athlete, which are significant both for a particular sport and useful in everyday life.

Sports psychologists and experienced coaches believe that without knowing the characteristics of the needs-motivational sphere of a young athlete, it is difficult to "bring" him to competitions, to form a stable, "effective" motivation for achieving success. A coach, armed with information about the personal motivation of his ward, acts as a subtle creator and a true creator of his sports result.





Purpose, tasks of the work, material and methods The purpose of the research is to analyze formation of personality's physical culture from the point of view of methodological approaches, to formulate conceptual idea of its formation in system of physical culture education. Results of the research Methodology of the research is based on philosophy about man (B. Ananyev V. Andriuschenko et al.) and sociology of physical culture and sports (V. Vydrin L. Lubysheva, V. Stoliarov et al.). Theoretical cognition of object of the research we started to regard in context of general methodological problems: cognition of contradictions; correlation of general and specific; categorical characteristics of personality's physical culture. In methodological foundation of concept of personality's physical culture formation determining role is played by systemic approach, which ensures holistic view at process of personality's formation in system of physical culture education [1;], permits to analyze it in unity of all sub-structures of social-educational environment of educational establishment, of components of pedagogic process [8;]. Systemic approach to physical culture education permits to discover integrity of functional, value and activity's aspects [10,]. The sense of these aspects and their interconnection facilitate the fullest realization of integrated, spiritual-physical essence of physical culture. Synergetic approach, being a part of systemic, accentuates attention at coordination of interaction of components, when creating a system as unity. For complex systems, such as physical culture, some alternatives of development are possible. Their choice is connected with choice of way at bifurcation points, which are, in pedagogy and psychology of personality, sensitive periods of ontogeny, optimal for development of physical qualities and psychological processes of a person. The more correct and timely was way of individual development, the more successful will be pedagogic influence, oriented on formation of personality's physical culture [5,]. Cultural approach ensures analysis of phenomenon, which is studied, against of wide general cultural background of educational environment, with studying of interconnection of formation of all components of personality's physical culture, ensuring full-fledged process of comprehensive development of his (her) intellectual, moral, mental, physical, aesthetic and other qualities on the basis of values of culture and morality [2;]. Physical culture with it is regarded as form and method of self-development of culture, putting personality in the center of educational process. From the point of view of axiological approach physical culture of personality is a measure of person's mastering of values, interiorizing of which makes them subjective and more significant. This process is connected with activation of development of cultural self-consciousness and cultural transformation functioning in sphere of physical culture. Main factors of development, in this case, are contradictions between actual





and potential body-spiritual abilities and demands of personality. Required for her (his) adaptation, socialization, individualization and in-culturing in natural and social environment [10], as well as between demands of society to body-spiritual conditions of a man and his actual state [3]. Only through such hierarchy of value approaches as personality-culture-society it is possible to realize perspective model of formation of personality's physical culture [10;]. Anthropological approach belongs, by its orientation, to humanistic problems because it is oriented on a person, on aims, means, ways and conditions of person's development. The founder of anthropological approach to physical education P; Lesgaft is considered to be, who said that "... tasks of true education imply education of whole person, without divisions into mind, souls and body in to any independent parts" [9,]. Being connected with humanology, anthropological approach permits to understand wholeness of human nature, sense of education, development, interaction of their movers [1]. Anthropological approach is the basis for starting of human-related direction in process of physical culture education; it permits to mark out its specific features, which imply simultaneous influencing on motion sphere of a personality and on social-psychological sides of his (her) organization. The culture of internal sphere and body of personality is, in this case, main criteria of his (her) qualitative progressing in two interconnected and interconditioned directions "body-spirit" and "nature-culture". Achmeologic approach serves for intensification of homeostatic processes, adaptation, socialization, selfactualization and in-culturing in educational environment of educational establishment. It permits to project models of achievements of "achme" physical, personality's, social and spiritual self-progressing, i.e. to reach physical culture education – high level of mastering of physical culture values, mastering of special knowledge and vitally important motion actions and, as a result, to have high level of motion functioning and somatic health, which permits to ensure effective formation of personality's physical culture [10;]. Personality-oriented approach determines unity of personal and activity's components in educational process. Personality's component determines means registration, in educational process, of individual features of persons, who study, realizing it through sense, form of educational classes, character of interactions and inter-relations. Activity's component determines means of mastering of educational material, samples and methods of thinking and functioning, development of cognitive and creative potential of subject of teaching [2]. The structure of such environment includes subjects (pedagogues, pupils and other), spacesubjective (physical environment), social-communicative (value orientations and social interactions) and sensetechnological (programs, methodic, etc.) components that facilitate holistic development and self





development of a personality. The conducted theoretical analysis permitted to determine formation of approaches to physical culture as spiritual-physical phenomenon, its orientation on social and personality's problems. We marked out methodological approaches to formation of personality's physical culture in system of students/pupils' physical culture education's system permit to determine purpose and task (axiological, cultural and synergetic approaches), content (anthropological, cultural, synergetic approaches), conditions of realization of physical culture education (systemic, competence, personality-activity's and environmental approaches). From this analysis it follows that formation of personality's physical culture shall be built on the base of complex combination of methodological approaches and principles, which determine functioning of this process. As far as physical culture, as basic part of general culture, is oriented on achievement of the whole number of interconnected aims, such as health, education, development, recreation and so on, then sequence of their achievement can be ensured not only by methodological approaches and principles of organization of physical culture educational process, but also by peculiarities of students/pupils' contingent. As far as main factors of physical culture's development is contradiction between actual and potential body-spiritual potentials and demands of a person as well as demand of society to human spiritual-body conditions and their actual state [12,], then every individual shall, to some extent, pass stages of individual and social-cultural development, which envisage adaptation, socialization, selfrealization and in-culturing [10;]. It means that in pre-school education and in primary school priority shall belong to health related adaptive model of formation of personality's physical culture, oriented on development of natural, bodymotion potential of a pupil; in basic one – socially-oriented model, oriented on formation of body-motion potential, considering demands of society; in senior or vocational school – competence-oriented model, which stipulate formation of holistic (spiritual body) human culture and formation of healthy life style in harmony with nature and culture.

Conclusions

Thus, analysis of theoretical-methodological principles of formation of personality's physical culture shoes that they are based on modern humanistic conceptions of general theory of culture, theory of human functioning, considering its philosophical, pedagogic and psychological aspects. Determination of methodological approaches permits to build models-projects of formation of personality's physical culture and re-orientation of pedagogic functioning in this direction in real practice of physical education of students and pupils. Further researches imply foundation of sense and





structure of personality's physical culture and building of model-projects of its formation in system of physical education of modern school.

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