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**THE MAIN TASKS OF PHYSICAL TRAINING EDUCATION  
IN THE CONTEXT OF MODERN EDUCATION  
DEVELOPMENT TENDENCIES**

*SUMMARY. In this article tendencies of the development of education in the modern world are considered, peculiarities of Russian education are shown as an answer to the challenge of postindustrial culture. Major problems and prospects of physical training are stressed; its tasks in a context of tendencies of the development of modern education are determined.*

*KEY WORDS. Tendencies of the development of education, modernization of education; traditions and innovations; problems, prospects and problems of physical training education.*

When mankind entered the postindustrial cultural epoch characterized by globalization, dynamism and the high level of uncertainty, it demanded a serious transformation of the system of education with the aim of its forthcoming development to prepare a person for future life.

Under unfavorable environmental conditions, socio-economic problems and the general trend towards declining health of the Russians a special role in preparation of a socially and professionally competent, creative and mobile, self-developing at any stage of life, responsible and tolerant personality belongs to the system of physical education.

To describe the urgent tasks of physical education, the main trends in modern education and some consistent patterns of world development, which have an influence on it should be considered.

According to the experts (V.I. Zagvyazinsky, G.F. Krasnozhenova, S.D. Smirnov and others) today the system of education is significantly influenced by a number of trends in world development, to which the education system responded with the serious reforms. Let us consider the leading reforms of them (Table 1).

Firstly, the growing global problems of human civilization (environmental, economic, cross-cultural, ethnic, etc.) which can be solved only within the framework of the international community required a new vision on the formation of the social institution creating the conditions for the expansion of cross-cultural dialogue space and, accordingly, the transition from a single monologue-type culture to the “dialogue of cultures”, from the authoritarian model to a reflexive-humanistic one. It was done

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with the aim to bring up a tolerant, open-minded person, who respects himself and others, who learns and increases the universal values and ideals [1], [2].

*Table 1***Tendencies of world development and their influence on education**

Steady tendencies of world development	Education system responses current challenges
Aggravation of global problems of the civilization	The idea of intercultural communication and the dialogue of cultures (instead of mono-culture)
Increase in the knowledge-intensive enterprise, integration of scientific knowledge, fast obsolescence of information	the idea of a continuity of education, information and competence approach (instead of didactics based upon general principles of Knowledge, Abilities, Skills)
Acceleration of the rates of the development of the society, the expansion of choice possibilities	The idea of variable education within the scope of humanistic concept of education (instead of unification and authoritarianism)
Decrease in a bio-energy potential and adaptable possibilities of a person	The idea of health preserving pedagogics (instead of that leading to health disorders)

Secondly, the increase in high-tech industries, the intensive growth of the volume of scientific and technical information and its rapid obsolescence, the integration of scientific knowledge, the change of the requirements for the production and technology actualized the need to improve the level and quality of professional training of graduates. It can be done on the basis of self-education, continuing education throughout the life, informatization of the educational process and the competences-based approach focused on acquisition of multi-professional knowledge and experience, increasing competitiveness and mobility by the learners.

Thirdly, the acceleration of societal progress, the expansion of possibilities of the political and social choice required readiness for such a choice which made humanization, humanitarization and personification of education, as well as granting freedom of choice and responsibility for making decisions real. It became possible with the introduction of variable education and the reflective-humanistic concept of education.

Fourthly, the change of ecological (contamination of the environment) and socio-economic life conditions (reduction of physical work, mental and psychical overloads resulted in the decline of bio-energetic potential and the adaptability of a person, that highlighted the problem of “preservation of a man as a biosocial structure” (V.S. Stepin) in the context of shaping a healthy way of life for mankind, but not in a traditional scenario via the system of the imposed, goals and methods of their achievement, but via “selfawareness” (M.M. Bakhtin) or understanding the foundation of the personal world outlook.

The education policy of Russia on the whole corresponds to the universal tendencies of the development of the system of education and at the same time it has

a number of features distinguishing it from the education systems of other countries. It definitely affects the development of the system of domestic physical education.

First, since 1990s, there has been a liberalization of the domestic education and it caused the essential change of the legislative system. The law “On education” (1992, 1996) became the first legal act.

Then a number of the documents that have essential value for complete process of reforming and modernization of the education system followed: in 1998—the Federal law “On the higher and postgraduate professional education”, in 1999—the National doctrine of education in the Russian Federation till 2005, in 2000—the Federal program of the development of education for 2000-2005, in 2001—the Federal law “On supplementary education”, 2001—the Concept of modernization of the Russian education till 2010, in 2005—the Doctrine of national education till 2020. According to the indicated documents the main directions of education policy of Russia are connected with variable contents and optimization of the structure of education; with ensuring availability, quality and lifelong education continuity; with the increase of the role, status and support by the state and society.

At the same time in the early 1990's the liberalization of education policy turned into a boom of unreasonable pedagogical innovations connected quite often with psycho-emotional stresses and the restriction of physical activity of pupils.

As to organise PT classes it was necessary to possess considerable material resources such as gyms, grounds, sports equipment and uniforms which was always in great want, some educational establishment administratively started to substitute PT by other “more important” subjects, while other schools carried them at a lower level. Such practice turned to be harmful not only for PT classes but for the health of pupils. Moreover it resulted in the negative attitude both to PT classes and to sports in general.

Besides, the abolition of All-Union volunteer sports society (ВДФСО) of the Trade Unions which had financed the club sports and health improving work, negatively affected mass extra-curricular physical training activities. It promoted the deterioration of health of younger generation.

In the Ministry of Education there were experts who supported the idea of reduction of the number of class periods in the discipline “Physical education” and its transfer into the block of elective subjects or into the category of non-obligatory classes in the curricula that, undoubtedly, would have aggravated the overall picture reflecting the decrease in health and physical standards of children and young people.

However the adherence to traditions of domestic physical education and common sense won and it allowed to keep compulsory PT class periods in the system of professional education in a former quantity (4 hours per week in the first and second years of study and 2 hours in the third and fourth years), and in the system of general education one hour was added.

It should be stated that the directors of children and youth sports schools, who at their own risk had ignored the resolutions of the governing bodies about the staff reduction, closing sections and schools, and “survived” with all the staff in difficult

social and economic conditions, have now become some of the most successful and have needed to expand.

Secondly, humanistic tendencies of domestic education development were positively reflected in the content of the discipline “Physical education” which has been developed on the basis of a culturological approach (M.Ya. Vilensky, V.I. Ilyinich, L.I. Lubyshev, etc.). This approach provides the solution of two groups of tasks: natural and cultural (completion of harmonization of biological development of young people) and social-cultural (shaping of healthy lifestyle, motivational and valuable orientations and qualities of a personality).

Federal programs in the discipline “Physical education” include a volume of varied components, which allows the teachers to work out independently the contents and the procedure of physical education, taking into consideration specific features of the learners, provision of an educational institution with material resources, traditions of physical education development in the region.

However some practical teachers, who have been working according to the strict instructions and plans for many years, don't have the experience of independent thinking, designing variable physical education programmes that can provide the development of a person. It leads to serious difficulties and frequent distortions of the idea of the whole humanization process.

Therefore the mass practice of physical education, focused as before, on the achievement of standard level of physical development of pupils and students leaves much to be desired. Yet, however, such a policy lacks some elements for shaping moral values and creative thinking of young people, who assume complete vision of the world and their self-determination in it (M.Ya. Vilensky, S. V. Dmitriev, V.I. Ilyinich).

Thirdly, in response to the demands of the labor market the system of professional education of Russia responded with multidimensional reconstruction process focused on ensuring its quality.

Today we are already working in accordance with the educational standards of the third generation, based on the competence-approach to the quality of graduates' training.

Physical education is involved in this process. “Physical training” is the obligatory section of the federal component of education, focused on the formation of physical culture of pupils and students via the development of a number of competences.

However many educational institutions don't follow the FGES (Federal Government Education Standards) requirements to the level and quality of preparation of graduates both in the amount of the curriculum class periods and the contents of teaching material, as well as in the organization of educational activity. Theoretical and methodological training is ignored; little attention is paid to the regulation of independent work.

Moreover the quality of the results of physical education is more often evaluated according to the indicators of physical and technical rather than theoretical level of

young people, on the contrary the quality of conditions of the educational process is evaluated extremely rarely.

At the same time the progressive teachers involved into research actively introduce into the practice of physical education their personal ideas (N.V. Baryshev, M. Ya. Vilensky etc.), such as sportization (V.K. Balsevich, L.I. Lubyshev, etc.), informatization (O.V. Zhbakov), as well as different technologies of a module-rating assessment of educational achievements, and the project method. They develop targeted technologies and methodologies of physical education of children and young people.

Fourthly, the uncertainty of social and economic situation and ideological policy, the influence of aggressive environment with the leveling of the state education system led to the spread of deviant behavior, decrease in morality, and manifestation of extremism as well as the loss of positive ideals in the youth environment in the last decades [4].

In this regard one of the most important problems of domestic education is the revival of the system of traditional Russian cultural values (civility, morality, consent, decency, etc.) and their integration with the individualist and corporate values of post-industrial culture (material welfare, personal benefit, free competition, etc.), which will allow the future generations of Russia to bring up the ability to tolerate, to engage in cross-cultural dialogue, and to intensively develop and to be recognized in the international arena.

In our opinion, in this period of ambiguity of moral values and ideals the sports environment with its numerous interpersonal contacts and "Fair play" rules can become for children and students, the territory of healthy lifestyle, tolerant interaction with the ideals of morality and ethics.

The students who got used to leading an active sport lifestyle and who are involved into competition and cooperation under definite rules, can release tension in socially approved form of physical activity, overcome the barriers of misunderstanding that come into life for different reasons, including ethnic differences. They also can find ability to constructive interaction and develop ability to work in a team that is extremely important for personal growth and professional career.

Thus, the tendencies of the development of education in the modern world are connected with the shift of its targets from quantitative criteria of education to qualitative criteria and the idea of continuity of education within the entire life, with the transition from a singular culture to cross-cultural communication, from unification to variability, from specialized to multi-professional education, from authoritarianism to humanism.

Among the main directions of the development of education the following ones can be distinguished: the change of the values and the purposes (as the person has been set in the center of educational process); realization of cultural and competence approach to the content of education and to the assessment of its quality; individualization of education in the form of enrichment of subjective experience of

the trainees based up on the educational environment with individual educational trajectories.

Thereby, modernization of modern physical education, in our opinion, assumes:

— firstly, not only standard, but also real displacement of its targets from involvement of children and young people into sports activity towards shaping positive attitude to sports lifestyle of a personality (via actualization of educational potential of physical training and sports), and also the specification of the accepted purpose (at the level of individual awareness) in the corresponding space-and-time and productive (sports competences) context;

— secondly, careful planning of the multi-varied contents of physical education with the consideration of internal (possibilities and needs of the learners) and external (requirements of the standard (competences), socio-cultural traditions, resource provision etc.) conditions and definition of the criteria;

— thirdly, the detailed study of mechanisms and ways of realization of the updated content of education, and also saturation of educational space with various sports microhabitats intended to build up of the concrete athletic competences;

— fourthly, the development of the control and assessment pedagogical techniques corresponding to the purposes and the content of physical education which will allow to assess not only traditionally accepted social and biological criteria (physical development level and physical preparation), but also socio-psychological (the needs, interests, motivation), as well as socio-cultural (values, relations etc.) criteria of the trainees. Such techniques will also allow to evaluate the conditions of the teaching process for the monitoring the competences-based physical education.

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