

## CHAPTER 3

# THEORETICAL AND PRACTICAL ASPECTS OF MODERN PSYCHOLOGY

## DEVELOPMENT OF NON-PROFESSIONAL PHYSICAL EDUCATION AMONG STUDENTS: LITERATURE REVIEW OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT

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**Abstract.** In the case of specialties called "civilian", the focus is not on the nature and specificity of official operations using physical qualities, as is the case in the practice of professional physical training, but other approaches. The purpose of the research is to actualize the need and reveal the essence of such an aspect of physical education as non-professional physical education of students. The methods of theoretical research, study and generalization of data from literary sources, abstraction, analysis and synthesis, induction and deduction are used. An innovative approach to strengthening the educational component of the educational discipline "Physical Culture" in institutions of general secondary education and "Physical Education" in institutions of higher education has been transformed into research and practice in a number of countries. Non-professional physical education is a high level of physical education. The main sign of education is the inclusion of a person in physical activity. In institutions of higher education, this is a pedagogical process that should "close" the long-term withdrawal of youth with physical education. The results of the formation of the theoretical thinking of the projective type necessary for an educated person are foreseen. In the course of such conscious physical education, which is not the same as physical literacy, the values and goals of using physical education in various situations, which are constantly changing, are formed. These are also abilities necessary for creating an image of "myself in the future", designing and implementing systems of own physical education classes. Non-professional physical education of students of civil specialties should contribute to the formation of a person capable of using physical education. Non-professional physical education is singled out as an independent direction, which is determined by the characteristics of the personality of adults: the complexity of organizing

*reflection, communication, understanding, self-determination of a person and goal setting. The results of the research can be useful and applied in practice by specialists in physical culture and education.*

**Keywords:** *psychology; non-professional physical training; higher education; physical education; psychological support; pedagogical support.*

**JEL Classification:** *H10, I10, Y8*

**Formulas:** *0; fig.2; tabl.2; bibl. 40*

**Introduction.** Physical training of civil specialists must be carried out from a consistent methodological position. Professional-applied physical training is essential for these most basic positions and specialties, where it is effectively required: first for everything, including the Ministry of Internal Affairs of Ukraine, the National Police, the Health Ministry other Forces of Ukraine, other approvals are consistent with the laws of Ukraine, military formations, central bodies of the Empire possess a special status, the Security Service of Ukraine, which implements the state policy in the sphere of protection of the sovereign cordon, the central body of the Vikonavian government, which ensures the formation and implements the state policy in the sphere of civil protection. In the range of specialties and specializations that we call “civilian”, it is necessary to place at the center not the nature and specificity of service operations with a variety of physical aspects, as this is the place in the preparation of tasks. This includes service activities and other approaches. At the very stage of forming a statement about the essence of the activities of “office-type” professions, of which the majority are present, the foundations are laid that indicate the upcoming moves of physical education scientists and authors of development programs.

**Literature review.** With sufficient clay, the nutritional formation of physical culture has already been studied (Pangelova, 2020). The reform of the “Physical Education” discipline was discussed. Before the order of the day, nutrition is provided to young people from physical culture (Sizov, 2022). Theoretical framework and results of pedagogical experiments to verify the effectiveness of non-professional (non-specialized) physical education for young students have been presented (Krutsevich, Tomenko, 2009).

Meanwhile, nutrition is still no longer deprived of its importance and priority in various professional-applied physical training and non-professional physical training of students in different types of education. and education and specialties (Dedukh, 2021). Therefore, meta-research lies in the actualization of the needs and the revealed essence of such an aspect of physical education as non-professional physical education of students.

**Aim.** The purpose of the research is to actualize the need and reveal the essence of such an aspect of physical education as non-professional physical education of students.

**Methods.** The investigation was carried out in the historical archives of the Dnieper State Academy of Physical Culture and Sports. Whereas for the analytical work of Wikoristan there are special methods of theoretical investigation, as well as the development and analysis of data from literary sources (stage 1), for the study of Wikoristan there are special methods of abstraction, analysis and synthesis, induction

and so on. duction (stage 2). For the analysis of literary elements and normative acts of Wikoristan, logical-historical analysis, discussion method, systematic analysis of the basic understanding (reconstruction) and logical methods. Empirical methods are used to train experts, both those who regularly engage in physical education and physical education instructors, as well as caution. Methods of expert assessment are established in the investigation of complex informal problems. Pedagogical problems arise from this class of phenomena, and many of them do not lend themselves to unambiguous interpretation. More reliable and reliable estimates are obtained with the help of a specially selected group of experts, who give results based on logical-intuitive analysis and the establishment of an equal assessment of factors. Questionnaires and discussions were seen from various types of expert assessments. The task has been set to find out, condition and test in the minds of the experiment those ways in which the students will be properly trained in physical training. This is how the concept and pedagogical technology of non-professional physical education for the formation of physical activity and the formation of future everyday physical health emerged.

**Results.** It should be noted that by the beginning of the 20th century, the theoretical and methodological foundations of physical education, as a body-oriented educational discipline, were formed. A significantly different approach to physical education as a full-fledged educational discipline was developed by P. F. Lesgaft (Shakhverdov, 1951). For the first time, he actualized the issue of "physical education" of a person. According to the concept of P. F. Lesgaft (Lesgaft, 1951), education should become such that it is learned and used by a person, a field of culture, prepared by all previous historical experience. As the example of the USSR, and then Ukraine, proved, without solving the problem of education in the field of physical culture, the "entry" of a person into the practice of independent maintenance of physical condition does not occur. And performing physical exercises in class under the guidance of a teacher cannot ensure the formation of a physically active personality (Petritsa, 2018).

P. F. Lesgaft wrote that when a person is prepared for an exam, passes it, then everything is done - we do not ask whether he received an education or not, whether he learned to cope with the obstacles that life will present. Book ideas certainly won't give her that, because she has no real ideas of her own. Only what we have really learned, understood, turned into our sweat and blood will enter our life.

Unfortunately, until the end of the 1980s, the ideas of a person's education in the process of physical education almost did not receive their more or less deep disclosure (Majevskiy, 2019). Perhaps the only one of a number of scientific works, performed in line with the ideas of physical education of students, was the dissertation of B. D. Kulanin (Kulanin, 1985). He, already an experienced university teacher, focused on studying the relationship between the level of special physical education knowledge of senior year students of technical and humanities universities and the degree of their participation in various forms of physical education. The author came to the conclusion that the mere presence of this knowledge does not ensure its practical application. Instead, he drew attention to the role of beliefs in the generation of physical activity of a person, which should be based not so much on "pure" knowledge, but on knowledge about methods of application, that is, on "pragmatized" knowledge, and the main

convincing factor for classes is not so much the logic of the knowledge obtained, how much their practical benefit for a person, practical sense.

In general, B. D. Kulanin's research confirmed P. F. Lesgaft's opinion that human education is a significantly more complex phenomenon than just the assimilation of knowledge. Only non-professional physical education will effectively contribute to the formation of a value attitude of a young person to physical culture, as well as the development of those competencies that allow a person to consciously apply its various means depending on changing situations (Prykhodko, Lukovska, Chernihivska, 2019).

The innovative approach of qualitative strengthening of the educational component of the relevant academic disciplines in general educational institutions and institutions of higher education, which was then transformed into research and practice in a number of countries in the post-Soviet space, but not in Ukraine, was initiated in the author's dissertation. The appearance of the dissertation was a challenge for a part of scientists who treated body-oriented physical education as a kind of religion, the foundations of which are inviolable. The defense of the specified dissertation testified that the scientific community nevertheless perceived the need for such a direction of current research as non-professional (non-special) physical education, the reliable theoretical prerequisites of which already existed in pedagogy in the 1980s (Tsyupak Y., Tsyupak T., Vaskan, Shvay, Hnitetskyi, 2019).

On the other hand, this process has not become widespread in Ukraine (except for the dissertation of O. A. Tomenko (Tomenko, 2012)). This is interpreted as an attempt by famous scientists and scientists of the new generation to solve the problems of increasing the role and effectiveness of the relevant discipline in senior classes of general educational institutions through improvement of body-oriented physical education, and in higher education through professional-applied physical training of future specialists. Which, in fact, and this does not need justification, is unsuitable for most civilian specialties. Meanwhile, these long-term attempts and even some quite successful methodological efforts cannot be considered a significant result that would allow solving the problem of the new quality of physical culture in higher education (Tomenko, Voskoboinyk, 2020).

It has not been possible, and it is impossible in the conditions of the economy of modern Ukraine, to attract broad classes of pupils and student youth to those forms of classes that previously arose in economically developed countries, namely to sports-oriented and environment-oriented physical education (Tomenko, 2017).

As a result, the relevant educational disciplines both in schools and universities do not fully solve the tasks assigned to them to promote the formation of such a personality, which should have actualized values of physical culture and be a carrier of physical culture activities. But it is precisely these important educational effects, and not the level of physical qualities maintained exclusively during educational classes and the optimal functional state for a person, that is the reliable basis that allows a person to independently maintain the level of physical health and work capacity required by a person in different age periods.

It is important to separate the concepts of "physical education literacy" and "non-professional physical education". Literacy involves understanding the sign systems

(terminology) used to describe the actions performed in the process of traditional physical education classes. The theoretical course of "Physical Education" and "Physical Culture" in various educational institutions is usually focused on ensuring physical literacy (Doroshenko, 2023).

Non-professional physical education is a significantly higher level of physical education. The main sign of physical education is the "inclusion" of a person in physical activity. It is also taking responsibility for its planning, including if a person works in a group, and the subject of activity here is a collective (for example, groups of amateur tourists, supporters of "yard football, etc."). Moreover, these systems of occupations are individualized, and therefore not "imposed" on a person and, if necessary, can be changed by him. These actions are associated with the conscious reproduction of existing and self-selected from among the existing ones, or even the creation of new means of physical culture, which are used to strengthen health, recreation and increase work capacity, as the subject's reaction to difficult and extreme conditions and situations, that arose in life (Dolbysheva, Cherednichenko, 2023).

Therefore, non-professional physical education in institutions of higher education is a pedagogical process that should "close" many years of organized training of young people with physical education. It involves the formation of the theoretical thinking of the projective type necessary for an educated person. In the course of the so-called "aware" physical education, which is not the same as physical literacy, the values and goals of using physical education in various life situations are formed, which are constantly changing (table 1). These are also the abilities necessary to create appropriate images of "the self, more perfect, as one would like to see oneself in the future", as well as the construction and implementation of one's own complex systems of classes (Prykhodko, Salov, Chernihivska, Vilyanskyi, Kravchenko, 2021).

Summarizing, we can formulate - a student who has mastered "Physical Education" must:

- to know: the basics of the phenomenon of human health, the essence of a healthy lifestyle, the rules of personal and public hygiene, the influence of physical exercises and sports on the human body, the mode of its motor activity; the basics of psychophysical training, medical control and self-control, including independent classes; rules of safety and injury prevention in physical education classes and sports competitions;

- be able to: assess the level of health, physical development and physical fitness; draw up a daily schedule and mode of work, nutrition, sleep, rest, and physical activity; carry out various sets of hygienic measures in the structure of the daily routine, as well as separate parts of educational and training classes, provide first aid for injuries;

- to have skills: conducting independent classes and trainings in the chosen sport; self-control during physical and emotional stress; refereeing competitions in the chosen sport; auxiliary and non-traditional types of physical education;

- achieve: growth dynamics of physical development, physical fitness and functional capabilities of the body in comparison with the beginning of studies at a higher education institution.

The process of forming competences in physical education among future bachelors should take into account the ideas of the complexity of healthy lifestyle education, value and activity approaches to the organization of physical education, compliance with the principles of humanization, consciousness and activity, accessibility, individualization, systematicity and creativity of the pedagogical process (Shevchenko, Vilyanskyi, 2023).

**Table 1. Rating of the formation of various competencies in the course of teaching "Physical education" according to results of a survey of experts**

№	Purposes of using pedagogical technologies	Number of responses received	%
1.	Formation of competences about modern types and methods of self-healing	34	77,3
2.	Formation of competences on diagnosis and self-diagnosis of the state of health	30	68,2
3.	Formation of competences about the possibility of improving one's own health	38	86,4
4.	Formation of competences in the development of a training program in the chosen sport, taking into account the functional capabilities of the student's body	29	65,9
5.	Formation of competences in the development of an individual physical culture and health program	35	79,5

Taking into account the presented, the following statements are formulated, which must be followed in further research and experiments on the topic of health care means of physical culture (Gerasimchuk, 2023):

- it is necessary to build the process of physical education with the active participation of students, with them achieving a state of awareness of the value of physical exercises (for preserving and strengthening health, hardening, promoting the correct formation and harmonious development of the body), which affects the inculcation of a healthy lifestyle;

- the content aspects of this process are the main and auxiliary means of physical education, which in the process of learning, continuing and complementing each other, represent an integrated personal education built on the unity of the theory and practice of physical education, educational and educational work under the guidance of teachers, and especially during independent physical education classes;

- important technological components are working out the mechanisms of joint activity in the "teacher-student" system, with a gradual transition of students to independent classes;

- the methodological components of physical education are the availability of physical and mental loads for each student, a clear system of planning and conducting classes that ensures the assimilation of exercises, a differentiated approach to students taking into account gender, state of health, physical development, as well as motor readiness.

In our opinion, a graduate of a modern university should, at a minimum, have an idea of different pictures of the world and understand how, in connection with the peculiarities of accepting a particular picture, thinking and consciousness are arranged. From this it becomes clear what picture of the world is accepted by this or that person as the basis for organizing their own life activities. It is even more important to deeply understand the specifics of the consequences of a person's definition of a particular picture of the world as a priority. Thus, activity pictures of the world allows you to reveal the significant possibilities of an active person who independently solves certain issues of organizing one's own thinking and life activities (Zhyhailo, 2023). The fact is that accepting one or another picture of the world as the main one for oneself significantly affects a person's attitude to various aspects of their own life, including their health (Kondes, 2022).

From the table 2, it can be seen that the activity picture and, accordingly, the occupied activity position corresponds to the self-determination of the constructive own health. While the dominance of the natural-scientific picture turns a passive person into a kind of consumer of medical services, completely dependent on the quality of work of institutions of the health care system (Kornienko, 2022).

**Table 2. Peculiarities of self-determination for one's own health depending on the activity and scientific picture of the world adopted by a person as a priority in organizing one's own life activities**

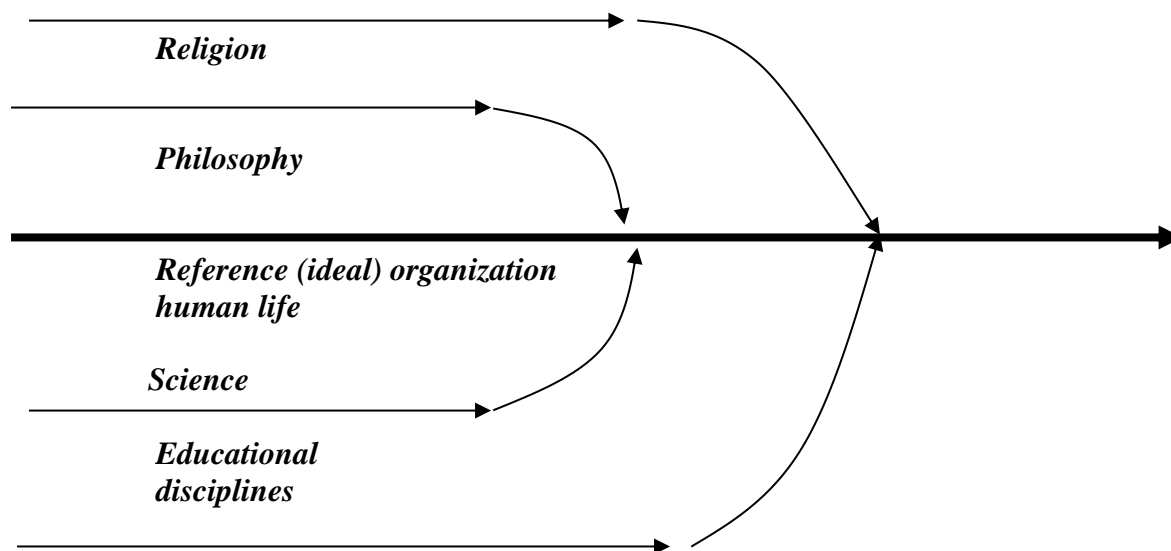
Components of self-determination	Self-determination of a person, how	
	building own health	consumer of medical services
Attitude towards your health	My health is the subject of my own care and activity	My health is the concern of medical institutions
Peculiarities of thinking about health	Problematic, creative, innovative and active	Limited use of information about medical care and medicines
Attitudes towards the ideas of achieving a healthy state	They are created (or picked up) and implemented by the most active person, which strengthens the possibilities of medicine	They are created and implemented by various medical institutions and medical specialists
The conscious attitude of the person to the place of life and illness	Illness is part of my life	Life is part of my illness

Although, no country in the world has yet been able to create such a system of health care institutions that would take full responsibility for effective prevention and the provision of timely and high-quality medical services to the entire population without exception (Sizov, Sheviakov, Slavska, Alforov, Kornienko, 2022).

Therefore, the health-developing pedagogical activity of the teachers of "Physical Education" is the one that translates education and upbringing into a life-sustaining process for each person and is aimed at increasing the health of those who acquire

higher education. Appropriate technologies use the natural qualities of students, namely their mental, moral and aesthetic feelings, the need for activity, the ability of a person to accumulate important experience in communication with people, nature and art.

The disease is a suppressed life in its manifestations (Fig. 1). At the same time, the disease of an adult, responsible person for everything that happens to him, is a signal that a person "is not going there" (Krasilshikov, 2021).



**Figure 1. Reference vector of a person living a healthy life**

Hence, health is a holistic, systemic state of various human functions as a complex system, the features of which directly depend on its adherence to a way of life that is ideal for this stage of the development of the universe and civilization (Burlakova, Sheviakov, Kondes, 2021).

As we can see, health is the result of an individual arrangement of life that is lived, the real master of which is the person himself. And, when so, it is better if a person will not only understand this, but consciously and effectively build his life (Burlakova, 2021).

The state of health is a snapshot, a fixation at a certain moment, both by objective indicators and by the sense of well-being that complements them, of various characteristics of a person's vital activities, which in one way or another characterize the degree of his harmony with the outside world.

It is impossible to apply an activity-based approach when considering various aspects of the theory and practice of physical culture and sports pedagogy, which is extremely important for the development of pedagogical technology of non-professional physical education, adhering only to a cognitive, research position (Shramko, 2020). That is why it is necessary to consider the system of concepts that make up the basis of creative valeology and the concept of human physical education ("physical culture", "non-professional physical education", "physical activity", "building one's own health" and "recreational activity"), based on the limits of the



natural-scientific paradigm, within which the phenomena of physical culture were studied, paying attention to the motor basis (Dolbysheva, Kosheev, Chuchlovina, Baldzhy, 2020).

Otherwise, it is impossible to understand the formation of a physically active personality as a man-made process related to the mastery of one's physicality. As such, which we project and create in pedagogical practice, and not only investigate as a fact of objective reality. It is no coincidence that a number of authors emphasize that physical culture has an essentially activity character, because outside of activity it ceases to be culture and activity itself is the form of its existence (Shevyakov, Burlakova, Evdokimova, Kakhno, Ponomarenko, 2020).

Therefore, it is wrong to identify physical culture with the physical development of a person, because it also contains a number of integral phenomena of the spiritual world (values, motives, knowledge, etc.). Hence, it is impossible to contrast, to separate as fundamentally incompatible physical and spiritual culture (Sheviakov, Burlakova, 2020).

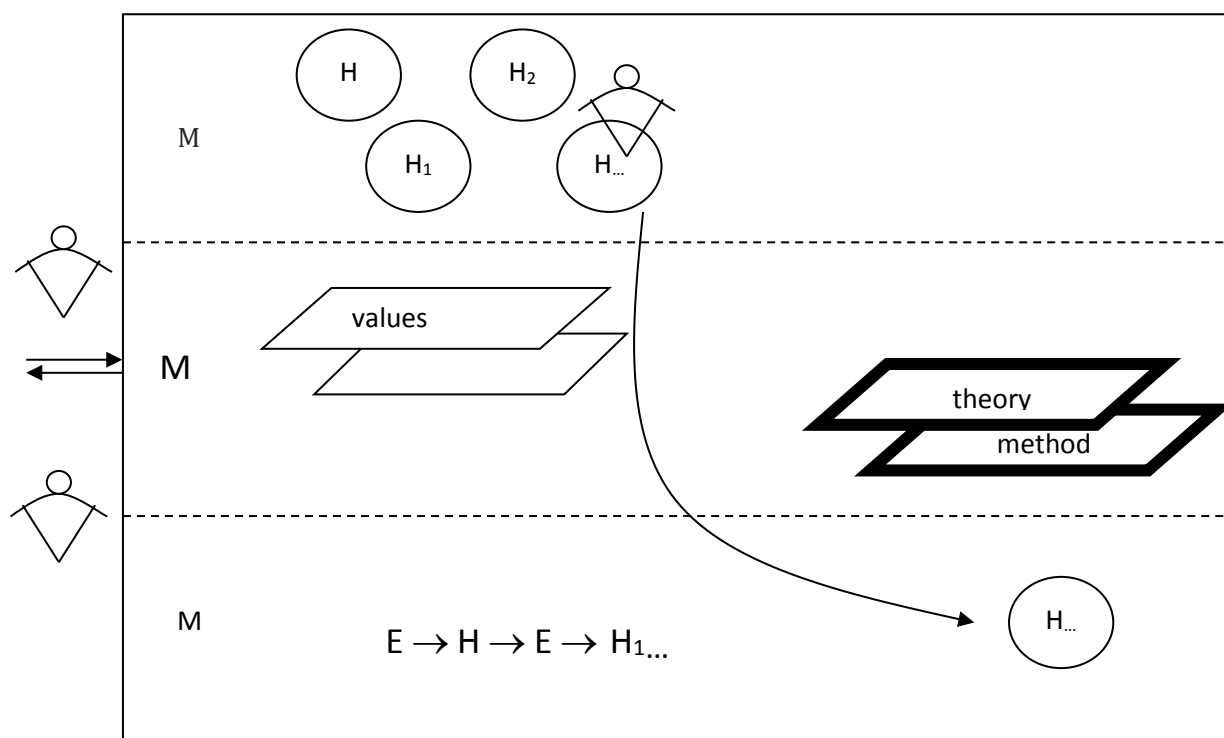
The main thing in presenting the concept of "physical culture", in the context of activity, is the desire to find out and show how the space of physical culture is organized, while maintaining the intention to form a physical culture-active personality. Consider, also, the process of the emergence of a valuable relationship to physical education, the self-determination of a person to physical activity and, then, the mechanisms of generating physical activity and the activity of building one's own health (Shevchenko, Shevyakov, Burlakova, Agarkov, Shramko, 2020).

Values are those moral, vital and emotionally significant guidelines in the life of an individual, in connection with the desire to achieve or preserve which a person builds his life. Values, like human abilities, are revealed at the moment of longing for their achievement or loss. Part of the values is usually in an actualized state, and then it is possible to "observe" their presence through appropriate human actions. As for the value of health, it is, as a rule, weakly expressed in the youth environment. At the same time, "becomes visible" as a reaction of even a young person to the disease, which appeared when the understanding of the poor current state of health comes (Shramko, 2020).

Based on the presented, the concept of "physical culture" is formed in compliance with the requirements proposed for the concept of "human education". Emphasizing its activity aspect, the important and integral cultural aspect is only consciously relegated to the background. Attention is deliberately focused on the issues of the emergence of norms, samples and standards of physical culture, on the situations of their existence, appropriation and involvement by man. After all, the central element of culture, according to Karl Marx, is the "essential forces of man", his "subjective abilities", "physical and spiritual abilities" (Krutsevich, Zakharchenko, 2017).

In the most general form, the structure of physical culture can be shown using the classical methodology of the mental activity scheme (Fig. 2). First of all, it records "natural, accidental" situations of emergence of norms, samples and standards of culture (N). This is a layer that reflects the historical and social experience of formation, approbation and further use of the means of physical culture, as a special

motor reaction of a person to the need/situation that has arisen. It also corresponds to the features of "preparation" for possible various situations in life. More precisely, it reflects the fact of the appearance, description and experience of using the means of physical culture to increase the level of physical qualities, physical health (H), as a special motor reaction of a person to emerging difficult and extreme situations (E), which require the manifestation of certain physical qualities, the corresponding state of the functions and systems of the human body, provided with the necessary intellectual and volitional manifestations (Doroshenko, Mykhailiuk, Lyakhova, Nikanorov, Malakhova, Tureeva, 2022).



**Figure 2. Scheme of organization of the physical culture area**

The lower level of the scheme, symbolizing human activity, is called thinking.

In the case of success from the involvement of a new reception/method created for use in a specific life situation with the use of motor action, the new cultural norm is fixed in the upper, space of the scheme (M - that is, the level of thinking) in the form of defined signs and symbols (in the scheme - H, H1, H2...).

The indication of a special "mental" level of existence of physical culture (M) cannot be interpreted as some kind of "independent life" of deduced rules, prepared written texts, activity schemes, or material objects (Holovkova L., Holovkova A., 2019). The presented vision of the organization of this area of culture only records the ability of a person to work in the space of the ideal with already existing norms, samples and standards of physical culture<sup>38</sup>. These "casts" of previously performed activities are presented in the mental space of culture in a fixed form for the next use (Prikhodko, Burlakova, Sheviakov, 2019). Physical culture activity and the activity of building one's own health, which give rise to new norms of physical culture, become a prerequisite for the fact that a "cast" of a person's successful motor activity is, as it

were, detached from the precedent, is formalized as its sign and is introduced into this area of culture (Sizov, Slavskaya, 2019).

Thus, the health-developing technology of physical education is a pedagogical activity of a teacher and a student in designing, organizing and observing the student's motor activity regime, which is based on accompanying technologies and an interdisciplinary approach aimed at disease prevention, strengthening, development and improvement of health for quality training for professional activity.

**Conclusions.** Non-professional physical education of students of civil specialties should contribute to the formation of a personality capable of applying the most appropriate means of physical education for it. This should happen through the development of abilities, assimilation of a number of concepts and, as a result, inclusion in physical culture activities. The selection of this direction of pedagogical theory and practice as independent is determined by the characteristics of the personality of adults: the complexity of thinking, the characteristics of communication, understanding, self-determination of the person and goal setting.

An important feature of adult pedagogy is the orientation not so much on the transfer of knowledge, but on the assimilation of ways of acting in various situations with the subsequent reflection of the acquired experience and the development of abilities for one's own future activities. This is how a creative component arises, as an immanent of physical activity.

New norms of physical culture and sports can arise in another way, namely as a result of abstract activity in the mental space. So, for example, individual sports were first thought of, and only then entered into life. In the same way, these or other author's health improvement systems are designed and only then checked.

The process of getting involved in physical education requires the subject of activity to have the necessary organization of his consciousness and readiness for practical mastery (learning and training). Because the formation of the subject of activity is necessarily connected with the abstract activity of a person. She must understand the specifics and purposes of various norms, be able to create systems (complexes) from them, suitable for solving specific problems in the course of developing physical culture and recreation programs. Finally, she must possess the techniques of reflection of her own actions and their consequences

Obviously, a person can also harmonize his relations with the outside world by creating his own living environment, as a consciously formed place (in the natural environment, circle of communication and ways of organizing life), the structure of which will reflect the laws and rules of living a healthy life that he understands.

The perspective of further research is determined by the need to train teachers for the implementation of non-professional physical education.

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