



Values of Education in Physical Education

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Received 28-12-2022	Abstract. For the success of the formation of the physical culture of the individual in the educational process of the university, it is important to understand the role of the values functioning in it. The article considers interrelated and interdependent values of the content of education (normative, socio-cultural, special); the process of education (values-goals: the formation and self-formation of the physical culture of the individual; values-means: the effective construction of the educational process, due to the competence and value relations of the teacher to pedagogical and physical education activities, professional and personal self-development); the result of education (value relations and competence of the individual in physical culture). The content of the student's competencies (value-sense, general cultural, communicative, personal self-government and special) and the teacher's professional competence (scientific-methodical, psychological-pedagogical, professional-personal self-development and special) in physical culture are disclosed.	Key words: values of education; physical education; hierarchy of values of education in physical culture; student's competence in physical culture; competence of the physical education teacher.
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INTRODCUTION.

Education ensures the preservation and transmission of the culture accumulated by people, develops the ability of new generations to improve it. Physical culture as a process is the creation, preservation, transmission and reproduction of its values. Despite the fact that these values are widely known, their consideration and analysis from the point of view of education are not sufficiently disclosed, the competences of physical culture of a graduate of a school or university are not clearly defined. A contradiction arises at the level of teaching the discipline, where its values are not presented in full, since their content is not precisely defined, and those of them that are associated with the formation of a worldview, a general culture remain practically unclaimed. In the learning process, out of the whole variety of physical education values, only their fragmentary part is assigned, mainly related to physical activity, which does not fully reflect the competence of physical culture according to the educational standard. At the same time, the basis of educational activity is the values of the content of education, which must be appropriated by the individual. For the effective formation of physical culture of a person in the educational process, it is also necessary to find out the components of the competence of a teacher in physical culture, which ensure the effectiveness of his professional activity.

Define structurally and meaningfully values of physical culture from the position education. Hierarchy of values of

education according to physical culture cannot be the only possible one, since there is always an alternative to the possible choices of semantic guidelines. The value system of education according to physical culture has hierarchical relationships and unites the following values:

- content of education (normative, socio-cultural, special);
- the process of education (values-goals: -formation and self-formation of personal physical culture; values-means: -effective construction of the educational process, due to the competence and value relations of the teacher to pedagogical and physical education activities, professional and personal self-development);
- the result of education (value relations and competence of the individual in physical culture).

In the content of education in physical culture focuses on the social values of socio-cultural and special education (the content of universal and special competencies), regulated by normative values (the content of the Republican State Educational Standard (RGES), educational program, curriculum literature on the subject "Physical culture").

The concept of "competence in physical culture" we will further consider as the norm of possession of theoretical knowledge and practical skills of its subject and socio-cultural area, which the student must be able to transfer

and demonstrate as a result of training, set by the educational standard.

To the normative values of the content education includes the projected and not yet implemented in reality the values of physical culture, existing as a given the educational standard is a norm that reflects the goals of training and education, mandatory requirements for education, competencies in physical culture, which an individual must be assigned in the learning process.

University standards practically coincide in the field of worldview formation a healthy lifestyle, subjectivity, readiness to manage one's health, performance, improvement of physicality. Therefore, both at school (especially in the senior classes) and at the university, the assignment and improvement of competencies in physical culture should take place.

The curriculum contains the provision of the content of the subject. The content of the educational material is presented in the educational literature, and also presented in the presentation of the teacher.

The socio-cultural values of physical culture include universal competencies- value-semantic, general cultural, communicative, personal self-government.

These competencies are aimed at ensuring the overall development and vitality of the individual, the formation of his worldview, subjectivity, creative thinking, and adaptation to changing conditions of life.

Value-semantic competence is determined by knowledge of an ideological nature about the value orientations of physical culture, its significance for society and the individual (in historical, sociological, cultural aspects); the ability to analyze and justify its values, to choose and create target and semantic settings for one's actions and deeds, to make decisions in accordance with the values of health, a healthy lifestyle, a holistic self-development.

The value orientation of the content of education is the socio-cultural experience of attitude to reality - the system of norms of attitude to the world, activities, people, and oneself

developed by society. Moral, ethical normative values determine activities of subjects of education.

Refracted through individual consciousness, they regulate human behavior, develop a sense of responsibility for their actions, ability to interact with others.

The experience of value relations of the individual to physical culture is the backbone of the entire content of education in this discipline, since it is associated with the formation of needs, emotions, beliefs, attitudes, motives, meanings, value orientations of physical culture activities (cognitive, physical culture and sports, healthy lifestyle). Such experience allows a person to substantiate for himself and assign the values of physical culture throughout his life.

Value relationships based on knowledge, skills, ideals, experiences, qualities of the teacher's personality, connect his personal experience with the social meanings of the educational process, determine the search and productivity of the implementation of technologies, activities and methods of interaction for the formation of students' physical culture.

Value attitudes of the teacher to pedagogical and physical culture activities, professional and personal self-development reflect:

- his motivation and readiness for these types of activities, building a student-centered educational process according to physical culture to achieve the goals of education;
- comprehension of pedagogical situations as personally significant;
- belief in truth (expediency, necessity, scientific validity, humanity) and creativity in the use of conceptual provisions, forms, means, methods, pedagogical and physical culture and sports technologies;
- the level of satisfaction with the process and results of professional activity.

Depending on the goals and content of educational activities, the values and meanings of its participants generated by it, the teacher applies group and individual forms of pedagogical influence (communication, interaction, cooperation, empathy, informal communication, value mutual influence) in specific forms of classes (theoretical, methodological and practical, practical, control, independent).

To productivity, achieving goals education in physical culture is carried out by the organization of self-education and self-education of students in this area, as a personally significant activity for them.

As a result of the educational process students acquire value attitudes towards physical culture and competence in this area.

In personal development education competence in physical culture seen as the result of mastering students of her special and universal competencies, experience of productive physical activity, development of personal qualities important for life.

The formation of value relations personality to physical culture depends both on the organization of the educational process and the quality of its teaching, and on the goals and needs of students in education in this discipline, their value orientations of self-development, individual abilities.

The values of physical education culture are organized into a coherent hierarchical educational and cognitive system. If they are ranked, presenting them in the form of a truncated cone, then the basic values that lie at its lower base will be the values of the content of education; the next level will be occupied by the values of his process, less values are involved in it, but they have a higher rank, since without them it is impossible to transfer the content of the education of the individual. The upper basis is the values assigned by the individual, reflecting the effectiveness of education in physical culture, what this process exists for.

Each of these levels of values, in turn, has a system hierarchy that provides the target and semantic orientation of the educational process.

Value orientations allowed to organize qualitatively new pedagogical conditions of educational activity, the essence of which is the possibility of using the values of physical culture for self-realization of the individual. Physical culture, according to surveys, has become an essential component of the life of students, basis for their personal development. This means that the considered values predetermine such a process of education, in which physical culture finds its

expression in the spiritual experience and worldview position of the individual.

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