

Implementation of the Anthropological Potential of the Content of Pedagogic Subjects in the Training of Physical Education Teachers

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The article deals with various anthropological approaches as an educational system, providing the solution of problems of raising the quality of modern specialist training in physical education, capable of providing quality health-improving sports and physical education training and education in the paradigm of the post-modern period. It is concluded that the field of physical education and sport, especially in the system of physical education, needs a “new” educator: not just one who knows a certain science well, but one who has fundamental knowledge of man, of the child, of the cognitive process, on the one hand, and of the real life of children and adults, nature and society, on the other. The main role in the discovery and implementation of such patterns is possible with the creation of a discipline with evolutionary-integrative processes and mechanisms affecting the physical, anthropometric, psychomotor, other bodily and spiritual-moral formations and functions of children and adolescents.

Keywords: sports anthropology, future teacher, modern specialist, human sciences, fitness technology

INTRODUCTION

There are now various anthropological approaches as well as intuitive pedagogical practices. However, researchers pay insufficient attention to the anthropologisation of a teacher’s worldview as a direction of scientific research, the determination of conditions for the development of a teacher’s anthropological orientation, the identification of its impact on students and on the teacher himself. In this context, anthropological approaches are not always deeply understood by pedagogy and psychology, relevant practices are scarce, and anthropological awareness is not characteristic of all educators.

On the one hand, there is an objective need for an anthropological orientation to characterise most educators. On the other hand, educational science has not sufficiently developed this category and has not fully comprehended the real manifestations of such orientation. On the one hand, anthropological ideas are gaining popularity in the public consciousness and pedagogical environment. On the other hand, few educators actually possess an anthropological orientation as a personal and professional quality. Thus, there is a contradiction between the practical need to develop the anthropological orientation of teachers in the process of their professional training and the insufficient development of this issue in pedagogical science. The anthropologically oriented teacher considers learning about human beings, their nature, the course of their development, establishing their own and the children’s individuality and creating a comfortable emotional atmosphere in the educational organisation as his or her main goals (Demaj, 2021). The objective need to update the training areas of specialists in higher and secondary vocational education accordingly follows from this. To a large extent, this applies to the field of physical education as a powerful stratum of

the world's common cultural heritage and, in particular, to the training of human resources for this sphere of human activity.

At the moment, the education of specialists in physical education and other pedagogical profiles where it should be particularly emphasised is in the fields of anthropo-ecobiorhythmology, psychophysiology and medical-biological disciplines, which are unsatisfactory. As a consequence of this condition, there has been a sharp decline in health, disharmony in the physical development and functional status of children and young people. At the same time, we are witnessing another controversial clash of expert opinions. There is no doubt that the current school (and in some cases university) physical education and its theoretical and methodological foundations are weak. The modernisation of the system, which has been taking place for many years now, does not give a positive opinion of its results. In recent years, research teams and individual scientists have presented different conceptual approaches to solving this problem, based on the basic principles of the unity of the spiritual, physical and intellectual components of the individual.

The purpose of this study is: 1) to substantiate the anthropological approach to the integration and differentiation of general, sports and physical culture; 2) on this basis to train a new specialist, capable of providing quality health-improving sports and physical education and training in the "paradigm" of the postmodern period. The main tasks include the design of the anthropo-ecobiorhythmological model, innovative adaptive and developmental physical education and sport tools, fitness technologies and their rational (based on the principle of rhythm) use in the mode of learning activities.

THE PLACE OF THE ANTHROPOLOGICAL PRINCIPLE IN GENERAL PEDAGOGY

Pedagogical anthropology today is a ramified system of ideas about the human being, which has been understood since the time of I. Kant as a necessary scientific basis for pedagogical theory and practice. The long and complex history of pedagogy's reference to anthropological knowledge has led to modern pedagogical anthropology being increasingly established as a relevant background knowledge for educators, orienting professionals towards treating the child as a person and not only as a participant in the educational process. The term "pedagogical anthropology" is found in various human sciences and has many meanings. Most often, pedagogical anthropology is understood as holistic and systematic knowledge about the person educating and being educated. The formation and development of pedagogical anthropology led to the emergence of a special style of scientific and practical thinking, a specific method of comprehending reality, which in the late 1960s and early 1970s was called the anthropological approach – anthropologism.

A teacher's anthropological orientation is a specific hierarchy of personal motives and values, which includes respect for the human dignity of participants in the educational process, an optimistic attitude towards the child and the meaning of their work. The anthropological orientation of the teacher is manifested in a subjective attitude towards the participants in the educational process, in a dialogical style of work, in openness in communication, in a genuine interest in the fate of the pupils. A teacher with an anthropological orientation consciously strives to be a positive and respected person for his or her students, not just a source of knowledge. A teacher with an anthropological orientation implements an anthropological approach to education in his or her work. The anthropological approach to education is a system of scientific ideas about the human being as a special psychosocial-cultural phenomenon, as well as a way of analysing pedagogical processes and specific professional actions from the perspective of ideas about human nature, which implies correlation of any knowledge about educational phenomena and processes with knowledge about human nature. It is based on anthropological axiomatics (understanding of the nature of the child, the essence of human development, culture and education) and is implemented through a range of technologies (individual and differentiated organisation of education, cooperation, creative activities of students, multi-age interaction, etc.). The content anthropological approach to education is an integration of the concept.

Today, various anthropological concepts are used in practice to define the essence of pedagogical approaches to the teaching of physical education. At the same time, the anthropologisation of the worldview of a modern physical education teacher as one of the areas of scientific inquiry has not been sufficiently

explored, which leads to insufficient understanding of anthropological approaches in the education of future teachers, physical education teachers. Anthropological approaches are not always adequately understood by contemporary psychology and pedagogy, and the practices necessary for deep understanding are still lacking, which accounts for the general backwardness of the anthropological consciousness of most contemporary educators. Nevertheless, the anthropological approach has been actively studied by both domestic and foreign researchers, who have explored various areas of the issue.

Pedagogical anthropology today is a comprehensive set of ideas about human beings and their place in the world order, which has long been perceived as an essential scientific basis for pedagogical theory and practice. The continuous process of interpenetration of pedagogical and anthropological knowledge has contributed to a situation in which modern pedagogy has established the basic concept of the learner as an individual rather than as a formal participant in the learning process. The very concept of pedagogical anthropology has many different meanings, being present in numerous sciences that set out to explore the nature of the individual. The term generally refers to the fullest and most systematic synthesis of the concept of knowledge about human beings and their nature, in the context of their education and self-development. The process of the gradual development and growth of educational anthropology has led to the formation of a special system of scientific thinking, an exclusive method of comprehending the surrounding reality, which has become known in contemporary scientific circles as a specific scientific approach – anthropologism.

Today, in general pedagogy, the anthropological principle is one of the leading ones and anthropological knowledge is the core of professional teacher training. Pedagogical anthropology as a branch of human studies itself is also developing. In the 1990s, educational anthropology as a separate discipline entered the curricula of higher educational institutions of the Russian Federation. At the same time, due to a number of circumstances, in the field of physical education the terms “sports anthropology”, “pedagogical anthropology”, and the system of pedagogical views designated by these terms have come to be perceived as something abstract, belonging to the history of Russian culture and science. At the same time, the theoretical and methodological ideas of anthropology seem to continue to live on in the form of “pedagogy of cooperation”, “developmental learning”, “pedagogy of relationships”, which is completely insufficient for the problems and practices associated with the anthropology of physical education. In addition, unlike general pedagogy, there is no Anthropology subject in the educational standards and curricula for training a specialist in physical education.

Higher and secondary education institutions orient future specialists not only towards vocational training, but also towards the development of a culture of personality, ready to work independently in the new multicultural environment and to interact actively with representatives of other cultures on the basis of tolerance and peacefulness. However, in today’s society of globalisation and integration of cultures, there is an acute shortage of knowledge and professionals capable of providing physical education and sport activities at a modern level. The contradiction lies in the fact that the ongoing global changes in the natural-climatic and social environment, are not adequately taken into account in the education of pupils and students, especially in terms of physical education and sport, as a factor mediating (in a broad spectrum) or directly ensuring the adaptation and synchronisation of the body in social and natural-ecological organisation. The need for modernisation in the system of physical education training is clearly visible; it is sufficient to imagine the physical and psychophysiological mechanisms of bodily activity arising in story-role and other scenic episodes in fitness classes, i.e., to approach the phenomenon of ‘Physical Education and Sport’ from an anthropological perspective. This circumstance should be taken into account in the working definition of the term sport culture. Today, we can limit ourselves to one thesis: sports culture is something that exists objectively in its own right, but not something that one would like to see.

Today, the professional training of a specialist in physical education is a holistic pedagogical process, involving the gradual development and establishment of his or her personality and the formation of professional and personal culture. In addition, the future physical education teacher gradually develops professional readiness in combination with professional competence, which in general contributes to the qualitative formation of the professional competence basis of the future teacher.

The history of the development of the national school of higher physical education and teacher education knows many different trends that have influenced the system of views concerning the true place of the anthropological principle in general pedagogy. Up until the beginning of the second half of the last century, the principles of biomedical science were popular. They subsequently gave way to the theory of the psychology of sport and physical education. The 1980s were characterised by the rapid development of pedagogical scientific systems, mainly in the field of private methods. It was during this time period that the discipline known as 'Pedagogy of Sport' emerged and developed, with a clear focus on the consistent search for a way out of the former theory of physical education, which had a qualitative bias towards the study of its biological essence. Representatives of foreign schools of physical education and sport have adopted similar approaches to this problem.

Thus, physical culture, which is an important part of the culture of society, historically designed to ensure the rational physical and cultural improvement of the individual, aimed at preparing him or her for labour and other diverse socially significant activities, is today, due to the initiation of such processes, not a mobilising and dynamically guiding form for the implementation of the diverse goals of the developing society. At the same time, the irreversible process of social development has objectively created prerequisites for the accumulation of the necessary human sciences, primarily in anthropology, in other fields of science and culture, which has predetermined their integration and directions of sport and physical culture development.

THE NEED FOR ANTHROPOLOGICAL EDUCATION FOR PHYSICAL EDUCATION IN THE 21ST CENTURY

Modern cultural anthropology combines social and structural anthropology, the anthropological school of cultural studies and other scientific fields. All of them are characterised by sociocentrism, i.e., they recognise the priority of culture, social forms of life over the natural prerequisites of human existence. Today anthropological knowledge ("Sports anthropology", "Pedagogical anthropology", "Physiological anthropology", "Philosophical anthropology", etc.) apply to scientists and practitioners of many professions. However, it is alarming and unacceptable that this valuable material is less used by the professions that need it the most – sports and fitness professionals. Whether the lack of basic literacy is one of the reasons why, year after year, the number of illnesses affecting children has increased, and the number of injuries and deaths resulting from physical activity among athletes and adolescents involved in sports and physical education has increased.

Today, sport culture, as one of the fields of sociological knowledge, acts as a complex combination of general culture, culture of innovation and integration processes in physical culture and sport. It can be assumed that over the next few decades we should expect significant transformations in the field of sport and physical education, which will largely predetermine the quality of social adaptation of citizens, as well as contribute to the personal qualities and physical health of the younger generation. The anthropological education of physical education specialists in the current century is extremely important in the context of the new paradigm of methods of scientific thinking, largely predetermining the features of the training of this profile in the system of higher education institutions.

Many experts in the field of physical education see the problem in the fact that the extensive natural, climatic and social changes taking place are not reflected in the education of students and pupils, which predetermines the systemic lag in the field of physical education and sport from the requirements of today's realities. The quality of anthropological education of modern professionals in the field of physical education and sport depends to a large extent on the qualitative search for correspondence between the requirements of everyday reality and the possibilities of the modern system of higher education in the field of physical education and sport.

However, it should be noted that the situation in the area of biomedical disciplines and psychophysiology is extremely unsatisfactory in the training of specialists in this field. The results are a significant deterioration in their health, a lack of harmony in the physical development and general condition of today's children and young people. There is, however, a significant divergence of opinion

among specialists regarding the quality of modern physical education training for secondary school students. Many experts have noted the weakness of the physical training of today's schoolchildren, which largely predetermines the problems in the anthropological education of today's physical education specialists. Modern physical culture is a significant part of the modern culture of society, without disputing its historical purpose to ensure the qualitative development of the rational physical and cultural development and perfection of modern man. Improvement of this kind has a clear focus on preparing the individual for working life and other activities of significant social importance. In this context, anthropological education in the current century is one of the most important components of modern physical education, ultimately contributing to the most complete competence of a modern specialist in the field of physical education.

Pedagogical anthropology is still an under-researched field, closely linked to both the physical education teacher education system and pedagogy in general. Until now, there is no coherent concept of perception of pedagogical anthropology as an integral part of the system of physical education, which would be able to fully reflect all the features of the training of modern physical culture teachers in the context of the formation of the necessary competencies in the field of pedagogical anthropology.

The modernisation of physical education has had very little effect on this area, which cannot but affect the training of specialists, their outlook and the physical education system as a whole. The searches in this field of education and the rethinking of established stereotypes convince us of the need to create a discipline (possibly a speciality or profile) of "Anthroposportculture" and corresponding anthropological technologies. The object of this discipline should be, existing in modern pedagogical anthropology, the relationship between human and human, the subject – the child as a participant in the educational process. The study of relations in this way will differ from collective humanism, revealing the true face of the child and the possibility of gaining knowledge about the human being relevant for physical culture and sports education. "Anthroposportculture" and its related body of subjects are of considerable interest to the theory and practice of physical education, sports training, recreational and adaptive physical education and bring the process of specialist training to a qualitatively higher level than the existing one (Majidi et al., 2021). Its studies person as an individual, as a biosocial being, identifying the dynamic and energetic features of his psychophysical processes (strength, weakness, coordination, lability, conservatism). Its functions also include the genetic basis of human behaviour and psyche, the patterns of variability and inheritance of individual properties, and the influence of these patterns on gender and age manifestations, psychomotor and intellectual abilities.

The anthropological principle is now one of the fundamental issues in the professional training of future physical education teachers. Pedagogical anthropology as a separate discipline in the higher education system is included in the curricula of modern higher education institutions. In this context, terms such as "sport anthropology" and "pedagogical anthropology" have gradually acquired an abstract connotation in the modern system of physical education and come to be perceived as having very little to do with the history of the development of modern physical education.

In this context, it is pertinent to note the complexity of modern human's relationship with the environment, formed mainly from two subsystems that condition human's relationship with nature and society. The extensive scientific material that has been accumulated to date allows us to state with certainty that there is a relationship between human constitution and psychomotor and motor characteristics, which is an indirect confirmation of the subject's relationship with nature and society and is of significant importance in terms of the development of his intellectual features.

CONCLUSIONS

Physical culture as a subject is an important part of the culture of society, as it has historically been designed to ensure rational physical and cultural improvement of the individual, as well as to prepare him for work and other diverse social activities. Today, due to the initiation of such processes, physical culture is not a mobilising and dynamically guiding form for the implementation of the versatile goals of a developing society. At the same time, the irreversible process of social development has objectively created

the preconditions for the accumulation of the necessary human sciences, primarily in anthropology, in other fields of science and culture, which has predetermined their integration and the direction of sports and physical culture. However, there is a contradiction between the practical need to develop teachers' anthropological orientation in the process of their professional training and the insufficient development of this issue in pedagogical science. This situation necessitates further scientific research on the implementation of the anthropological potential of the content of pedagogical disciplines in the training of physical education teachers, as one of the most topical areas of contemporary pedagogical thought.

It is therefore clear that the field of physical education and sport, especially in physical education, requires a "new" educator: not just one who knows a certain science well, but one who has fundamental knowledge of the human being, of the child, of the cognitive process, on the one hand, and of the reality of children and adults, nature and society, on the other hand. The main role in the discovery and implementation of such patterns is possible with the creation of a discipline with evolutionary-integrative processes and mechanisms affecting the physical, anthropometric, psychomotor, other bodily and spiritual-moral formations and functions of children and adolescents. It is of utmost importance that this direction will concentrate for teaching those disciplines that will ensure active and complete mastery of human knowledge, determined by the level of requirements of the developing modern society and necessary for implementing transformations and ensuring the process of preparing a fundamentally new specialist in physical education under real time conditions and pronounced integration processes in the physical education and sport system.

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