

The Essence Of The “Physical Culture” Concept In Preschool Pedagogy

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Abstract:

Background: The conceptual provisions of the modern preschool education theory deal with the humanization of education in Ukraine, and the recognition of man as the highest value of society. The national revival of Ukraine needs to solve the problem of national education, and update the preschool education system. The main task of the preschool education is not so much the child's acquisition of a field knowledge system, as mastering the science of life; society needs viable, independent, skilled, and creative individuals with a developed sense of responsibility, dignity, and conscience, so value, moral, social, and physical development of a personality from the first years of his/her life is a priority.

Results: Physical culture is an integral part of physical education and contributes to both physical development and spiritual improvement, and mental, moral, aesthetic, and labor education.

Conclusion: The “physical culture” concept in preschool pedagogy is quite broad and includes a number of other concepts that have been considered. Thus, all these concepts generally reflect the essence of the phenomena studied by physical education.

Key words: physical education, physical culture, physical development, physical perfection, physical training, physical fitness.

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I. INTRODUCTION

General statement of the problem. Theory and methods of physical education, as a scientific and educational discipline, forms a system of fundamental knowledge that determines the teacher's professional activity in the field of younger generations' physical education. Knowledge of theory and methods of physical education is a necessary condition for creative solutions to the problems of primary school children's physical education in various organizational forms; it creates a basis for personal creativity and improvement of preschool workers' pedagogical skills [3, p. 4].

Analysis of recent researches and publications on the essence and content of the basic concepts and terms of Theory of physical culture has shown that there are different interpretations of the “physical culture” concept. According to E. Vilchkovskiy, V. Ivashchenko, O. Keneman, O. Kurk, E. Stepanenkova, B. Shyian physical culture is a broad concept that is a part of the general culture concept, but there are contradictions in the interpretation itself.

The purpose of the article is to reveal the essence of the “physical culture”, “physical development”, “physical perfection”, “physical training”, “physical fitness”, and “physical education” concepts and show the role of physical culture in the preschool children's comprehensive development.

II. THE RESULT

Children's physical education is aimed at protecting and strengthening health, increasing the resistance and protective forces of the children's bodies, improving their efficiency, timely formation of children's vital motor skills, development of physical qualities and ensuring proper fitness and physical culture in general, fostering a lasting interest in physical activity, the need for it, and developing a healthy lifestyle habit.

III. DISCUSSION

Physical culture is the result of physical education. The Law of Ukraine “On Physical Culture and Sports” states that physical culture is the subjects of physical culture and sports' activities aimed at ensuring people's physical activity for their harmonious, especially physical, development and healthy lifestyle [8].

In S. Honcharenko's “Ukrainian Pedagogical Dictionary” the “**physical culture**” concept is considered as a part of the society culture, which includes the system of physical education and a set of special scientific

knowledge and material means necessary for the development of people's physical abilities and health. Physical culture includes public and personal hygiene, work and life hygiene, widely uses the forces of nature, and teaches the correct mode of work and rest. Physical education begins in the early childhood. In the family, nurseries and kindergartens, children are instilled with hygienic skills; they are involved in active participation in motor games [4, p. 345].

As stated in O. Keneman's works, physical culture is a part of general culture, a set of society achievements in the field of man's physical improvement, accumulated in the process of socio-historical practice [7, p. 7].

The well-known educator V. Sukhomlynskyi stated that physical culture is an important element of comprehensive and harmonious human development. According to him, the physical culture education is, first of all, concern for health and preservation of life as the highest value; secondly, it is a system of work that ensures the harmony of physical development and spiritual life of multifaceted man's activity [10, p. 72-73].

In accordance with E. Vilchkovskyi and O. Kurk, physical culture is a part of the society culture, a set of society material and spiritual values, which are created and used by it for the man's physical perfection [2, p. 5]. L. Zahorodnia also sticks to this definition [5, p. 206].

In E. Stepanenkova's pedagogical text-book physical culture is defined as a part of the society general culture, one of the spheres of social activity, aimed at strengthening man's health and physical abilities development [9, p. 6].

According to V. Ivashchenko and O. Bezcopylnyi, physical culture is a set of spiritual and material values that were created and are being created in the process of learning about physical education as a social phenomenon, as well as muscular activity associated with exercise, and aimed at physical improvement [6, p. 34-35]. Thus, physical culture is one of the general culture components and it has emerged and continues to be formed as a result of the study of such a universe as physical education [6, p. 34].

Scientist V. Tovt gives the following interpretation of the concept of "Physical Culture" (as a type of activity): "These are forms of appropriate muscular activity that allow you to best develop vital motor skills, as well as important physical abilities." "Physical culture" (as a result of activity) is interpreted as a set of useful results of human activity related to its physical improvement, as well as the use of these results (e.g., good physical fitness, high efficiency, good health, etc.) [11, p. 10].

Physical culture, like culture in general, is not given to people by nature, but is a consequence of social and individual creativity. As R. Sirenko states, physical culture "is the main (if not the only) means that guarantees the salvation of mankind from physical degradation and degeneration" [12, p. 5].

It is worth mentioning that the term and concept of "physical culture" was first introduced by Prof. V. Ihnatiev, the rector of Moscow Institute of Physical Culture, at the II Congress of All Education in 1919. There are several meanings of this concept. Thus, the author treats physical culture as the type of culture, which is a specific process and result of human activity, a means and method of people's physical improvement to perform their social duties [1, p. 8].

E. Vilchkovskyi points out that physical culture has many functions: normative, which is to consolidate the rational norms of motor activity; informational, which reflects the properties to accumulate cultural information, to be a means of its dissemination and transmission from one generation to another; communicative, which is characterized by the ability to promote communication, establishing interpersonal contacts; aesthetic which means meeting the individual's aesthetic needs in beautiful movements, his/her harmonious physical development, etc.; biological, which is associated with meeting the natural needs of man (especially children) in movement, improving his physical condition and ensuring high efficiency of the body [2, p. 5].

In R. Sirenko's view physical culture performs the following functions in the field of public interest:

- labor force reproduction and citizens' preparation for productive and creative activities;
- citizens' physical, mental and aesthetic education;
- improvement of natural (genetic) and acquired personal traits;
- formation of citizens' active creative life position;
- state building and international representation (especially in the field of sports) [12, p. 6].

B. Shyian defines the individual physical culture as "a set of society achievements in the creation and rational use of special tools, methods and conditions of man's purposeful physical and spiritual improvement". In his view physical culture inevitably affects the individual's intellectual, emotional, and spiritual spheres due to the unity and interdependence of functioning of the material and spiritual in man. Physical culture is associated with material culture through the process of motor activity, which is its main content, which materializes in man's physical qualities. In addition, it relies on the material base (sports apparatus, equipment, playgrounds, gyms, palaces, etc.). Physical culture is connected with spiritual culture by science, sports ethics, aesthetics, and etc. [13, p. 23].

The main tasks of physical culture are:

- ensuring people's motor activity;
- promoting people's harmonious development;
- positive character traits formation;
- maintaining the health and efficiency level;
- accumulation and use of knowledge about health and healthy lifestyle [12, p. 6].

Thus, the recent researches analysis shows that physical culture is aimed at "culturing" the body and its improvement. Therefore, forming the culture of the body, at the same time it is important to harmoniously develop the children's personality, to stimulate the looseness and freedom of their movements, and to intensify creativity [9, p. 7].

As the term "**physical development**" is often used in scientific sources it makes it worth considering.

Scientists understand physical development as the process of formation and change of people's biological forms and functions during their individual lives [5, p. 206; 2, p. 6; 7, p. 5]; it is the realization of the genotype under certain conditions of the child's life [6, p. 33].

To A. Vasytkov's mind, physical development has several interpretations: a set of indicators of length and body weight, head and chest circumference, vital capacity of the lungs, wrist dynamometry and the degree of biological maturation; a set of indicators of the constitutional type, muscle development and posture; the process of changing the natural morphofunctional properties of the organism during individual life [1, p. 11].

Physical development is assessed by the level of anthropometric and biometric indicators (body weight and length, chest circumference, etc.), physical qualities (speed, agility, strength, endurance, flexibility), posture formation indicators (spinal curves, distance between shoulder angles, etc.) [2, p. 6].

Physical development is characterized with changes in indicators, which are divided into three groups:

- 1) body structure indicators which show morphological changes in people's bodies;
- 2) physical qualities development indicators that characterize changes in motor functions;
- 3) health indicators that reflect morphological and functional changes in the human body systems.

Physical development as a natural process is subject to the nature objective laws, so it can be successfully managed only by knowing these laws. Its main prerequisite is the natural vital forces (inclinations, abilities), transmitted by heredity. [13, p. 29].

E. Stepanenkova states that physical development is a process of formation and subsequent change during the individual life of the natural morphofunctional properties of the child's body and psychophysical qualities based on them [9, p. 6].

Criteria for physical development are often such parameters as height, body weight, individual quantitative determinants of the shape of the spine and legs, chest volume, index of arm and leg length (ratio of arm and leg length to body length), certain quantitative indicators of mobility in the joints, vital capacity of the lungs, heart rate at rest, blood pressure, hand muscle strength and back strength [6, p. 33].

We should note that physical development in the early and preschool age is characterized by the basic anthropometric indicators continuous change [2, p. 62].

Let's consider the "physical perfection" concept. According to scientists, physical perfection is a historically determined level of physical development and a high degree of health [7, p. 6], which provides for harmonious physical development and comprehensive physical fitness for life [2, p. 6; 1, p. 12]; it provides the possibility of optimal adaptation to the conditions of production, military affairs, life, as well as high efficiency and durability of vital functions [6, p. 35-36].

E. Vilchkovskiy complements the physical perfection definition by a person's readiness to work and defend the Motherland. According to him, physical perfection of people of different professions, genders, ages has its own specific features. Each historical epoch creates its ideal of human physical perfection, because it reflects people's economic and social life conditions, their worldview [2, p. 6-7]; physical perfection expresses a fairly high degree of development of individual physical talent and corresponds to the laws of long-term preservation of good health [1, p. 12]; this is the optimal measure of physical development and comprehensive physical fitness [11, p. 13].

Physical training is seen as the applied orientation of physical education in relation to labor or other human activities (for example, physical training of a sailor, athlete, astronaut, etc.). E. Vilchkovskiy defines "general physical training" as a process of physical education that creates general preconditions for highly productive human labor. "Special physical training" is aimed at preparing a person for professional and sports activities [2, p. 6].

A. Vasytkov considers physical training as a pedagogical process of development of motor skills, abilities, and physical qualities [1, p. 9].

In B. Shyian's idea, the term "physical training" is used when you want to emphasize the applied orientation of physical education in relation to certain activities that require "**physical fitness**" [13, p. 35]. We should notice that physical development contributes to the body's better adaptation to changing environmental conditions, thereby improving the individual's physical fitness.

Physical fitness is the compliance of the level of physical qualities, motor skills and abilities development with the regulatory program requirements [89, p. 7; 7, p. 6]. Thus, the program of primary school age children education provides for the development of such physical qualities as eye gauge, strength, speed, endurance, flexibility, and agility. Motor skills are the following exercises of the main types of movements: jumping on the spot (moving forward), crawling, jumping, running in a given direction, running in bulk, throwing the ball into a horizontal target, various types of walking, etc.; general developmental exercises (for the shoulder girdle, for the torso, leg exercises) with the use of various types of equipment provided for preschool children. Thus, the development of preschool children’s physical qualities is carried out through various types of physical activities, which are taught to children in the physical education process.

E. Vilchkovskiy defines **physical education** as an organized pedagogical process aimed at the human body’s morphological and functional improvement, the formation and improvement of its basic vital motor skills, abilities and related knowledge. Physical education in a kindergarten as a purposeful pedagogical process is carried out by the whole system of organizational forms provided by the program (daily physical education classes, morning gymnastics, moving games, etc.) [2, p. 6].

R. Sirenko gives the following definition of the “physical education” term: “... is a specialized pedagogical process of purposeful systematic action on the person by physical exercises, forces of the nature, hygienic factors for the purpose of health strengthening, physical qualities development, morphological and functional abilities improvement, formation and improvement of basic vital motor skills, abilities and related knowledge, ensuring human readiness for active participation in social, industrial and cultural life” [12, p. 15-16].

According to dictionary sources, physical education is an integral part of general education; socio-pedagogical process aimed at strengthening the health and hardening of the body, the harmonious development of man’s forms, functions and physical capabilities, and vital motor skills and abilities formation [4, p. 345].

Scientists define physical education is a specially organized process of physical improvement and recovery [6, p. 32]; a process of a person’s physical preparation for full-fledged life [13, p. 39]; physical education is aimed at achieving physical perfection, i.e. a high level of health, physical development and physical fitness [7, p. 6].

A. Vasylov determines physical education is a type of education, the specificity of which consists in learning movements (motor actions) and education (development management) of human physical qualities. In applied terms, physical education is a process of a person’s physical preparation for socially conditioned labor, military or educational activities. In combination with other types of education and under sufficient social conditions, physical education can become one of the main factors of the personality’s comprehensive development [1, p. 8].

The first seven years of a child's life are known to be characterized by intensive development of all organs and systems. A child is born with certain inherited biological abilities, including typological features of the main nervous processes (strength, balance and mobility). Therefore, it is very important to create such conditions and organize education so as to ensure children’s cheerful, positive emotional state, full physical and mental development.

The purpose of physical education is the formation of children’s healthy lifestyle skills. Successful solution of preschool children’s physical education depends on a combination of various tools, which are divided into the following types: *physical exercises* used in gymnastics, sports, games and tourism, *health forces of nature* (air, sun, water) and *hygienic factors* [2, p. 52]. Full-fledged physical education is achieved with the integrated use of all means, because each of them affects the human body differently. Hygienic factors (regime of training, rest, nutrition, hygiene of clothes, sports equipment, etc.) are a prerequisite for solving the physical education problems [2, p. 59].

According to A. Vasylov, the purpose of physical education is to achieve harmonious physical and spiritual development, physical perfection, disease prevention, preservation and strengthening of health, preparation for educational and professional activities [1, p. 23]; according to B. Shyian, the purpose of physical education is to meet certain needs of society and its individual citizens related to biological and spiritual development, health and highly productive work and protection from adverse natural and social factors [13, p. 59].

The tasks of physical education, as defined by E. Vilchkovskiy and O. Kurk, are as follows: *health-improving* aimed at life protection, health promotion, hardening and improving the functions of the children’s body, improvement of physical and mental performance [2, p. 44]; *educational* aimed at forming certain systems of motor skills and abilities; game actions; gaining available ideas and knowledge about the benefits of physical education, games, the basic hygienic requirements and rules [2, p. 47]; *upbringing* aimed at forming positive moral and volitional traits of a child's character by physical culture means [2, p. 49].

Health-improving tasks of physical education, as indicated by E. Stepanenkova, are aimed at forming the correct posture, timely ossification of the musculoskeletal system, the formation of curves of the spine, the

development of the arches of the foot, strengthening the ligaments, development of harmonious physique, regulation of bone growth and weight, etc. *Educational* tasks of physical education involve the formation of motor skills and abilities; development of psychophysical qualities (speed, strength, flexibility, endurance, eye gauge, agility); development of motor abilities (functions of balance, coordination of movements) [89, p. 40]. *Upbringing* tasks that are carried out in the process of physical education include the need for daily exercise; ability to rationally use physical exercises in independent motor activity; independence, creativity, initiative; self-organization, mutual assistance, etc. [9, p. 41].

V. Ivashchenko defines *educational* tasks as those contributing to mastering special knowledge that allows competently engaging in physical improvement, implementing a healthy lifestyle, and being able to choose the most optimal tools and methods that are best suited for one's body, etc. [6, p. 61]. *Health-improving* tasks are the human body's energy potential, and *upbringing ones* lead to the integrated use of various educational tools in order to form a personality that would be useful to society, as well as to awaken in a person's desire for self-improvement and teach him/her the basics of its implementation [6, p. 62].

A. Vasytkov identified the following **tasks** of physical education:

- physical development improvement;
- improvement of the body functional systems development: cardiovascular, respiratory, excretory, nervous, endocrine, digestive, and etc.;
- disease prevention, strengthening and maintaining health, prolonging life, recovery after training and work;
- improvement of the physical qualities development: speed, endurance, strength, coordination of movements, flexibility and their combination;
- mastering and improvement of motor skills that are necessary in life and professional activities;
- mastering knowledge in the field of physical culture, the ability to independently use the means and methods of physical education to promote health and physical improvement;
- formation of moral, aesthetic and ethical, patriotic norms of a modern cultural person on the basis of universal human values [1, p. 23].

As B. Shyian points out, the *educational* tasks of physical education are as follows: to make basic scientific and practical knowledge accumulated in the field of physical culture everyone's property; to ensure the rational formation of an individual fund of motor skills and abilities necessary in life, and bring them to the required level of perfection; to teach everyone to apply the acquired knowledge and skills in everyday life for self-improvement [13, p. 60]. *Health-improving* tasks are to ensure the optimal development of inherent physical qualities and to improve physical development on their basis; strengthening and maintaining health; improving body structure and posture formation; ensuring creative longevity as a consequence of solving previous tasks. And the *upbringing* tasks of physical education are the development of intelligence and the establishment of vital optimism; patriotic and moral hardening of youth, education of will; education of love for work; expanding the scope of aesthetic impact of the environment on a person [13, p. 62-63].

Physical education is strategically aimed at maintaining, strengthening and shaping health with a set of effective physical education means that affect the quality of life. In practice, this ensures the existence of a personal health-preserving position, which reflects the mastery of practical actions, making optimal daily motivated decisions aimed at adequate health behavior, the transformation of health and physical values into personal acquisition through active performance, acquiring health-preserving competence through training, which form the basis of the child's development and compliance of the process of preschool children's life with the safe and healthy lifestyle norms.

Modern education is at a new stage of development, it is being modernized. Variety of programs, the emergence of new technologies, changing the preschool education content, goals and objectives humanization pose for preschool education teachers a problem, related to the preschoolers' rational organization through the basic educational lines mastery. They are "Child's personality", "Child in the society", "Child in the natural environment", "Child in the world of culture", "Child's game", "Child in the sensory-cognitive space", and "Child's speech". The preschool education basic component in Ukraine, the Programs of preschool children's upbringing and educating such as "Child", "Ukrainian preschool", "Sure start" orient teachers to the children's harmonious development, the formation of basic forms of life competence, realization of individual potential, development of optimistic life prospects, formation of the preschooler's personal culture foundations, educating children to have a positive attitude to their appearance, the formation of basic physical qualities, motor skills, cultural and hygienic, health skills and skills of safe living.

According to the Laws of Ukraine "On Preschool Education", "On Physical Culture" one of the priority areas of the educational process in preschool education is children's physical education. It is aimed at protecting and strengthening health, increasing the resistance and protective forces of the child's body, improving its efficiency, timely formation of children's vital motor skills, development of physical qualities and ensuring the proper level of physical fitness and physical culture in general, the sustainable interest in physical activity formation, the need for it, and developing a healthy lifestyle habit.

However, the organization of work on physical education in preschool education needs improvement. This is evidenced by the significant number of children with disharmonious physical development, as well as with insufficient development of basic movements and physical qualities. There is a fairly high percentage of children who often suffer from respiratory infections and have chronic diseases. Preschoolers' insufficient physical development and low physical fitness are mostly explained by a decrease in their motor activity.

The effectiveness of physical education is ensured by the integrated use of traditional physical education means. These are in particular: physical exercises used in gymnastics, sports, games and tourism, health forces of nature (air, sun, water) and hygienic factors (diet, exercise and recreation, hygiene of clothing, footwear, equipment, etc.) [2, p. 52].

Health, education and upbringing tasks are closely interrelated. Thus, the teachers' task is to create all the necessary conditions for the implementation of the process of preschool children's physical education at the optimal level. And only if this condition is met, all the above tasks will be solved simultaneously. Only in this case a child acquires the necessary basis for further comprehensive development, not only physical but also mental and spiritual.

The set of goals, objectives, tools, forms, methods and techniques of preschool children's physical education is its structure.

IV. CONCLUSION

The “physical culture” concept is quite broad and includes a number of other concepts that have been considered. Thus, all these concepts generally reflect the essence of the phenomena studied by physical education. It is the basic concepts, if they are true and deeply reflect the essential features and attitudes of phenomena to reality, that form a system of scientific knowledge. With the development of knowledge, the concepts are clarified, deepened and may even be transferred to other concepts with a broader meaning [11, p. 21].

Thus, physical education is one of the prerequisites for the effectiveness of preschool children's mental, moral, and aesthetic education, and the appropriate level of preschoolers' general development allows them to get closer to physical and mental perfection. Based on all the above mentioned, we can conclude that physical culture is a part of physical education and is the basis of comprehensive personal development.

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