Formation of Common Cultural Competencies in the Educational Space of the University (Through the Example of Physical Culture)

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Abstract

The article deals with ways to rationalize the educational space of the University under formation of common cultural competencies in physical culture classes. Also represented different models and approaches of competencies and model of behavior change. On this base showed rationalization process of the educational space by means of physical culture also for self-development and self-actualization of students.

Keywords: the educational space of the University, common cultural competencies, educational standards, competency-based educational system, the model of behavior change, physical culture.

1. Introduction

The main approach of higher education modernization is to find the ways for formation activity position in the process of studying, since an individual lives, develops and forms in activities and socializing. It cannot be expected that we can keep pace with the new needs of society only by means of the improvement of education planes. It is necessary for university to create such space which will promote all-round development of a student, because the personality of the student is the appreciated value of such educational space, and the main point and aim of education are connected with its development. The process is based on the system of meanings established by the need-motivational sphere correcting behavior of a person under conditions of activity, in fact, according to A.N. Leontyev, position of motive to the aim is the main incentive of any activity (Leontyev, 2004).

It should be observed that dominant subjects of modern education are the following:

- orientation to life in the ever-changing world;
- value equality of participants of educational process and information providers;
- recognition of equivalency of professor and student as cooperating subjects of educational process;
- guarantee of pedagogical support for the person, liability of pedagogical assistance with solving problems;
- interpretation of the education as a value space and process of finding meaning in life, life purposes and sources for development by a person.

The group of factors influencing on the development of sphere necessary for person-professional realization of students may be noted:

- macro-factors: regional and municipal educational spaces;
- meso-factors: infrastructure of the educational institution;
- micro-factors: environment, personal and interpersonal space, methodological support.

The main goal of this study - to find ways to streamline the educational space for the formation of common cultural competence of students with the help of physical training and analyze theoretical approaches to move from knowledge system to competence-based in this space.

2. Literature Review

Over the last years in connection with conversion to educational standards of the next generation knowledge system

(development of knowledge and skills) is being converted to competency-based system (formation and development of competencies). The competency-based approach in university education presupposes the formation of ability and readiness of students for cooperation with different subjects both inside and outside the university. However, the customary educational space is not always the development space by reason of its characteristics, among which are the following:

- scope of knowledge not only exceeded transfer capability through the educational channel but also continues to proliferate;
- generality of education contradicts to hierarchy principle of students on levels of proficiency;
- the educational system is committed to training instead of personal development.

In some researches the main requirements for educational space as integral sphere for all-round development of student personality and formation of common cultural and professional competencies are also determined:

- sphere must be coherent to provide a student with transfer from one type of activity to another;
- sphere must be sufficiently flexible and controlled both on the part of a student and tutor;
- sphere must be sufficiently heterogeneous and complicated, consisting of different elements necessary for optimization of all types of activity (taking into account physical, intellectual and emotional-volitional activity components) (Vitvitskaya, 2011).

It should be noted that competency of the person is potential. It appears in human activity, in cooperation, and it is relative to some extent because it is estimated by other subjects whose competency, in its turn, may be disputable.

The European models of experts identify four types of competencies:

- instrumental competencies which include initial capabilities, professional fundamental general knowledge;
- system competencies which reflect capability to put received knowledge in a consistent manner, to research, generate new ideas, adapt for new situations;
- special competencies characterized by subject domain proficiency at the specific level;
- interpersonal competencies which describe readiness for social collaboration, teamwork skill, self- reflection capability, tolerance.

Compulsory components of any kind of competency can be considered positive motivation for its exposure; value-conceptual relations; knowledge; skills; experience of successful realization of necessary actions on the base of current knowledge (skills). As a result, the concept «competency» is not only wider than knowledge, or skills, but even greater than their sum. Apart from cognitive (what?) and operational components (how to do?) ethical (how would they react?), social (with whom?) and motivational (why?) elements are also included in notion «competency».

Such is the nature of competency that it may appear only in unity with values of a person rather upon condition of profound personal interest in concrete type of activity. Principal reorientation of pedagogical process and educational activity to a person inevitably requires another methodological basis of its organization. Both achievement of the concrete result and the way of behavior may become the content of activity in practice.

When we start to talk about educational space, note that it has length, structure, coexistence and interaction between all elements. Educational space also has all signs of educational process. In this space there are places for personal development and for interaction with non-educational environment.

Educational space – is image of reality where pedagogical activity is occurred. This activity direct to realize values and meanings settings and also influence to educational and studying process.

Based on research of A.N.Sergeeva, describe function of educational space (Sergeeva, 2014):

- integrity: based on additional principles, because integrity is result of mutual addition of all elements;
- structure: boarders, elements and relations in space depend on pedagogical and educational goals, which try to realize their subjects and they establish priority and hierarchy of elements;
- creation: educational space is result of activity of its subjects, this activity is directed to change subject's values and meanings sphere, which means project of educational space depends on goals;
- subjectivity: ability to include only elements, that relate with subject, their development and needed characteristics;
- actuality: everything that stops to be a valuable for subject is excluded from their space.

The model of integral social professional activity, proposed by I.A. Zimnyaya, separates the all educational space into two levels:

- professional-activity, based on system interdisciplinary, structured knowledge, plenty of skills of different levels self regulated on practice;
- social with three groups of competencies: relating to oneself as an individual and subject of vital activity; to

collaboration of a person with others; to human activity appearing in all types and forms.

Furthermore, activity can be present in four blocks:

- basic: intellectually providing the all activity;
- professional: providing correspondence of execution of professional activity;
- social: providing human life and activities and correspondence of the person with others, group and collective;
- personal: under of which the person is characterized by responsibility, self-discipline, purposefulness.

In the matter of behavior, it is worth noting that the model of its change includes several stages:

- aforethought (student doesn't admit a problem, not ready for changes);
- intention (beginning of change: arguing for and against, perception of contradictions);
- decision (is made as to whether to change behavior or not);
- action (realization of a decision in practice, concrete deeds);
- support (active support, confirmation of changes by a person, reaction of a tutor and group);
- recurrence (less or more long and serious reversion to initial behavior).

The stage of the student is the main indicator of possible progress: the farther he promoted over «the change spiral», the more he may obtain good results.

We can define several motives, which influence on behavior of a student:

- perception of a problem (a student realizes the problem and value of received information that pay the way for making effective decisions to solve set objectives);
- self-enhancement (advantages and disadvantages of behavior change are evaluated at emotional and rational levels);
- personal and social liberation (focusing on negative consequences for oneself and others, isolation from the group that take classes, appearance of own views of life, confidence in efficiency).

Since competency appears in skill of making a choice on the basis of reasonable self-esteem then its development depends on self-improvement and ability to change behavior in different situations.

Distinguishing feature of educational space is its ability to provide facilities for conflict resolution which couldn't be resolved within a framework of the educational system. Here are some types of contradictions:

- social and cultural contradictions based on lag in rate of reforming of educational and pedagogical system between them& and the development of society;
- contradictions between progressive variety of values of pedagogical culture and degree of its adaptation, involvement in professional sphere of tutor;
- contradictions between accumulative information and limitation of tutor in information processing and using (Martinovskaya, 1998).

3. Methods

To construct educational space we used the method of pedagogical designing. Based on research Novikov M.A., which highlights the structure of the methodology of pedagogic three components: the methodology of pedagogical research, the methodology of practical teaching activities and methodology of educational activity, we note that instructional design is part of the pedagogical research in pedagogy and is based on the methodology pedagogical research (Novikov, 2002).

In the formation of the project activity often acts as a learning tool, performing a supporting role in relation to other types of educational activities. Design can also be a form of organization of pedagogical interaction in time and space, breaking up into two relatively independent lines of work of teachers and students.

Schedrovitsky G.P. distinguishes between two different species in the strategic plan of pedagogical design adaptation to the social environment and its conditions, and the improvement and transformation of the environment in accordance with their values, goals, beliefs (Schedrovitsky, 1993). It is based on these basic methodological concepts we choose the method of teaching design to streamline the educational space of the University by means of physical culture with the formation of common cultural competence. In educational space of the university supporting self-development (self-actualization) of student personality based on the following states is necessary:

- awareness of the inherent value of every person;
- infinite of development possibilities of every person;
- priority of inner freedom with respect to the outer.

We should note that procedure of physical training meant to the development of common cultural competencies and regulation of behavior change was based on the following methods:

- academic activity is oriented to general development of student personality, divergence of mentality;
- educational process touches upon not only motivational and value of personality integration but also forms socially important personal qualities;
- using in educational process of person-centered technologies and approach.

Models of behavior change developed by American psychotherapists Prochaska and DiClemente, on the basis of which one may establish the best way of problem resolution and also choice situation.

4. Discussion

Thus we see that the rationalization of the educational space of the university by pedagogic project method to form a common cultural competence is available from many sides. One of the important aspects of the educational process, as we pointed out earlier, is the physical culture, it means that physical education as a means of harmonious development of personality, can help in building of educational space, oriented to self-development of students, creating value-motivational attitude to the education and subject-subject interaction in educational process. While executing the current principles of organization of classes motivational and value attitude of a student to physical education is formed (Adeyemi, 2015; Vasilyeva, 2001).

5. Concluding Remarks

Thus, the rationalization process of the educational space by means of physical culture for formation and development of common cultural competencies of students using pedagogical design, in our opinion, may be executed by way of:

- getting into personal priorities and purposes of students in classes;
- realization of personalized way under results planned by a tutor and student;
- support in selection of appropriate means, methods and ways to form environmental resistance, reliability in professional activity, effectiveness in achievement of objectives and purposes;
- socialization of a person (working in a group, formation of leadership skills, mutual help and responsibility, experience of competitive practices) and formation of competitive ability;
- development of structural-functional sufficiency of an organism;
- organism resistance to external influences;
- help in estimation of situational events and management with minimum losses for an organism;
- formation of effective techniques and methods of saving resource potentials (energy, mental, physical);
- formation of adaptive abilities to fast-changing conditions;
- transfer of practical experience for students (competency and personal qualities of tutor)
- formation and development of integral valeological capability in management and optimization of an own lifestyle.

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