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ШЛЯХИ УДОСКОНАЛЕННЯ МОРАЛЬНО-ЕСТЕТИЧНОГО ВИХОВАННЯ СУБ'ЄКТІВ СПОРТИВНОЇ ДІЯЛЬНОСТІ

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Статтю присвячено вивченню сучасних тенденцій удосконалення морально-естетичного виховання суб'єктів спортивної діяльності в умовах закладу вищої освіти. Проаналізовано підходи до формування морально-естетичного компонента діяльності, який передбачає наявність моральних норм, принципів і художньо-естетичного досвіду. Розкрито особливості морально-естетичного аспекту в професійній освіті, проаналізовано стимулювання моральності і прагнення до прекрасного у суб'єктів спортивної діяльності за допомогою розв'язання життєвих ситуацій, прийомів створення пізнавального конфлікту, повторення, активізації мотивації до навчання, «дерева рішень», інноваційних технологій в процесі морально-естетичного виховання і засвоєння української культури.

Ключові слова: морально-естетичне виховання, суб'єкти спортивної діяльності, заклад вищої освіти, морально-естетичні якості.

ПУТИ СОВЕРШЕНСТВОВАНИЯ НРАВСТВЕННО-ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ СУБЪЕКТОВ СПОРТИВНОЙ ДЕЯТЕЛЬНОСТИ

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Статья посвящена изучению современных тенденций усовершенствования нравственно-эстетического воспитания субъектов спортивной деятельности в условиях учреждения высшего образования. Проанализированы подходы к формированию нравственно-эстетического компонента деятельности, предусматривающего наличие моральных норм, принципов и художественно-эстетического опыта. Раскрыты особенности нравственно-эстетического аспек-

та в професійному освіті, проаналізовані стимуляція відповідальності і прагнення до прекрасного у суб'єктів спортивної діяльності з допомогою рішення життєвих ситуацій, прийомів створення когнітивного конфлікту, повторення, активізації мотивації до навчання, «дерева рішень», інноваційних технологій в процесі морально-естетичного виховання і засвоєння української культури.

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WAYS OF IMPROVEMENT OF MORAL AND AESTHETIC EDUCATION OF SPORTS' ACTIVITY SUBJECTS

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The article is devoted to modern tendencies of improvement of moral and aesthetic education of subjects of sports activity in conditions of establishment of higher education. The approaches to the formation of the moral and aesthetic component of the activity, providing for the existence of moral norms, principles and artistic and aesthetic experience, are analyzed. It is determined that the actual issue of searching for new methodologies of moral and aesthetic education will ensure active inclusion in the socio-economic, political, and cultural spheres of society. The author describes the possibility of incorporating of subjects of sports activity into the system of moral and aesthetic development, proposes ways of effective formation of moral and aesthetic personality and gives examples of implementation of moral and aesthetic activities of the student. The features of moral and aesthetic aspect in vocational education are revealed, the stimulation of morality and the desire for beauty of subjects of sports activity is analyzed with the help of solving life situations, methods of creating cognitive conflict, repetition, activation of motivation for learning, "decision tree", innovative technologies in the process of moral and aesthetic education and Ukraini-

an culture. Moral and aesthetic education embodies the close combination of education, philosophy and professional existence of the individual in society. Knowledge, skills and abilities personify talents, philosophical and moral and aesthetic existence of human. Solving issues of moral and aesthetic orientation by the of subjects of sports activity reveals the essence of his understanding of knowledge, ideas, attitudes and behavior about moral and aesthetic upbringing. The teacher must explain the fundamentals of moral and aesthetic education, so that the of subjects of sports activity always chooses in the controversial situation in favor of humane behavior and was able to identify the problem, realize, put forward the hypothesis, find several solutions and check their inference. The institution of higher education should provide incentives for subjects of sports activity to study their own moral or and aesthetic behavior and other people, to teach the details of moral and aesthetic education and to strive for high moral and aesthetic activity, the ability to apply personal moral and aesthetic qualities and moral and aesthetic experience at all times, to argue their decision and to design further ways of personal moral and aesthetic self-improvement.

Key words: moral and aesthetic education, sports' activity subjects, institution of higher education, moral and aesthetic qualities.

Introduction. Changes that take place in all spheres of life have led to the formation of a new approach to the educational system in society. The upbringing of subjects of sports activity in institutions of higher education of Ukraine is complicated by the fact that they is increasingly becoming a sovereign personalities with the ability to choose the type of behavior, lifestyle, correlating with their interests, future profession, his own life experiences. On the other hand, a significant problem that aggravated the mood and psychological atmosphere in the student environment today is the socio-economic conditions and circumstances of being. There is a reorientation of moral and aesthetic consciousness of some students, the rejection of previously accepted in society moral and aesthetic values and the development of new, which have not yet formed.

Analysis of recent research and publications. The urgency of upbringing moral and aesthetic qualities of the individual, developing the students' abilities and skills of moral behavior, the formation of humane relationships in various activities is determined in the writings of modern scientists V. Andrushchenko, V. Bilousova, A. Boyko, G. Zhukova, O. Kivlyuk, T. Lurina, N. Molodichenko, K. Plivachuk, O. Savchenko, A. Sembrat, A. Sukhomlynskaya and others.

The aim of the article is the coverage, justification and development of some aspects of moral and aesthetic education's improvement, which is due to the search for effective technologies for the formation of the perfect personality of the of sports activity subjects.

Basic materials presentation. In the period of study, when lay the foundations of mastering the profession, it is important to form the ethics and aesthetic standards and rules of behavior, defined by moral and aesthetic qualities, from future specialists. Moral and aesthetic education today has not yet become a necessary organic component of pedagogical activity in the institution of higher education, integrated into the overall process of learning and personal development. The problem of developing new technologies of education, psychological and pedagogical installations, methods, forms, corresponding to the modern socio-economic, moral and aesthetic and educational conditions, in which society is located, is now acutely raised.

It is necessary to apply stimulation of students to the theoretical explanation of moral or immoral behavior of participants of the event, evaluation of the formation of moral and aesthetic qualities of subjects of sports activity personality; widespread use of life situations and previous experience of them to find effective ways to solve life situations; search conditions for the application of the result of the problem moral and aesthetic problem; induction to analysis, synthesis, generalization, systematization and other mental operations; making assumptions about further deployment of events, and so on in higher education institution. The main goal of the instructor in solving situations is to teach students to analyze and justify their decision and to design further ways of personal moral and aesthetic perfection and self-education [4].

The relationship of social life of man, the realization of it as a personality is a reflection of the combination of education, philosophy and moral and aesthetic education. Overture for the professional life of subjects of sports activity, the acquisition of the necessary knowledge, the formation of skills and abilities, the disclosure of abilities, the formation of philosophical and moral position compose the content of pedagogical science. Deployment of the subject field of the interaction of cognitive and praxis activity centralizes this issue in philosophy and pedagogy [1, p. 8].

Actualization of intellectual potential with problems of moral and aesthetic education of students, formation of moral and aesthetic qualities of character, evaluation of the level of formation of the system of moral and aesthetic values, teaching tolerance to the opposite opinion, respect for others, benevolent attitude towards peers, are intended to provide methods for the creation of cognitive conflict. Their effectiveness depends on the relevance for sports' activity subjects of the subject, the material received, the inclusion of the forecast of positions and reactions of opinions, the definition of sharp and discussion issues [6].

By solving the life situation with regard to moral and aesthetic education, the teacher can offer students to repeat, explain, and elaborate their thoughts. To stimulate students' motivation to solve life situations in relation to morality of deeds, a series of other techniques are used, for example, the distribution of the participants in the discussion on the micro group with further mutual criticism of alternative solutions. With such a transfer of meaningful conflict in the intergroup sphere, the leader has the opportunity to turn the participants to the fundamentals of the problem and review it again, stimulate the desire to defend their own opinion, gain recognition [5].

The next step in dealing with moral and aesthetic issues should be the understanding of the essence of them, which allows the use of a wide range of theoretical knowledge, ideas, positions and concepts, helps to understand or explain behavior. The task of the teacher is to orient students on a neutral position, that is, attentive listening to the opinion of everyone, his actions in a similar situation. Each life situation

can have one, two or more solution options, so it's important to review your own position in favor of the right choice.

In the work on moral and aesthetic education of sports' activity subjects it is expedient to use the following types of moral information that can be obtained and passed on by the teacher – information on moral norms, motives, values of students, understanding the beauty and the desire to create it in general and everyone regarding the level of moral and aesthetic and cognitive activity. Direct information is in the process of teaching disciplines, conducting extra-curricular work. Indirect information depends on moral and aesthetic content of the disciplines, the content of the student's acquired material, the methods of education and the organization of the educational process in the relationship interconnection academic and non-academic work [2]. The task of the teacher at the stage of mastering the students knowledge of moral and aesthetic values, norms of morality, the orientation of their application in practical activities is creating a positive motivational set of personality in the educational process; organization of the educational process on the basis of a person-oriented approach, which involves the subject-subject interpersonal relationships of participants in the educational process; contributing to raising the level of moral and aesthetic education and the need for practical and moral and aesthetic activity.

The technology of moral and aesthetic education's process of sports' activity subjects involves the inclusion of a task to determine of the proposed material for studying or solving the situation of moral and aesthetic content at classes at each moment of its occurrence. It serves as one of the attempts to increase the efficiency of moral and aesthetic education. As a technology option, you can use the “decision tree” to help students to analyze and understand the circumstances. In carrying out work on moral and aesthetic education in institution of higher education should take into account the fact the use of reproductive methods of education and training does not contribute to the effective formation of skills to motivate their position. In view of this, game techniques should be actively used, more attention should be paid to individualization in moral and aesthetic activity of the individual, the psychic state, the

ability to show their qualities in the process of communication, interaction, in training and practical work with materials, where the formation of moral and aesthetic beliefs, systems of moral values.

Lecturers should take care of coinage an atmosphere of creativity; mutual understanding and support of the situation of success, both in classes and in non-academic work, which involves the productive formation of interest in disciplines, the desire to take an active part in the cognitive process, the formation of linguistic activity. During studying the material you must constantly keep in mind that understanding is a purely individual process of perception, inevitably subjective. Given that each sports' activity subject in his own way understands what he read or heard, he has his own, individual idea of the content and basic idea of the text [3].

The attention of teachers should be focused on the use of the traditions of family education of sports' activity subjects as it is in the family that they have always been accustomed to high culture, logical thinking, correctness in statements, restraint and discretion, clarity and accessibility, and the basics of moral and aesthetic education. The word spoken by parents, get in the souls of children humanity, kindness, sensitivity, mercy, sincerity, love for everything that surrounds them. Nation spoken language is rich in proverbs and sayings, persistent phraseological translations, figurative comparisons, which include the deep essence of folk morality and aesthetic.

Conclusions. It is revealed that moral and aesthetic education of sports' activity subject is the result of awareness and assimilation of moral and aesthetic values, which are a qualitative measure of the professionalism of a future specialist, determine the vector of his needs, interests, position and level of personality development as a special psychological reality. For professional formation moral and aesthetic education presented as a professional development of the future specialist, is crucial. In order to ensure effective moral and aesthetic education of a student, it is necessary that the organization of the pedagogical process and its management stimulate a high level of motivation, help the formation of moral consciousness, stable needs for self-organization and moral and aesthetic self-actualization of future specialists.

The prospect of further exploration is the problem of the formation of moral and aesthetic personality, individuality, social essence, integrity and diversity, harmony and contradictions.

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