



# Economic culture building technology for academic physical education system

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## Abstract

**Objective of the study** was to provide a theoretical basis for the new economic training technology for the national physical education universities.

The economic training methods may be listed as follows. Traditional methods, with their natural limitations as they provide mostly for the one-way education flow (from teacher to student) with the student considered an object for requirements and tests; with his/ her progress rated and encouraged, regress penalized; and motivations secured by the public opinion, persuasion, practicing, teaching, stimulation, tests and progress rates. These methods need to be complemented by many reasonably managed techniques including success situations, hyper-boles, highlights, pauses, focuses, contrasts, subtexts, hints, compromises, agreements, guide-lines, etc.

**Results and conclusion.** The proposed economic training technology complementary to the traditional academic physical education curricula is designed customizable to the latter and manageable, since the universities have all necessary test tools to verify its practical benefits. It is also important that the economic training technology and discipline is reproducible and user-friendly in application, i.e. may be implemented at every university provided the curriculum, educational service guidelines and textbooks are available.

**Keywords:** *system, education, economic culture, student, physical education.*

**Background.** The versatility principle pursued by the national educational system encouraged us to develop a new economic training technology as complementary to the academic physical education curriculum to develop economic culture in students. We have good reasons to believe that the economic training service will be designed on the modern educational basis with the relevant economic educational service content, values and priorities including the corporate efficiency improvement ones. The new economic training technology may be described as follows: it is innovative as based on the author's own idea; alternative, i.e. different from the traditional approaches, schools and technologies; conceptual that means that the technology integrates the relevant philosophical, socio-economic, pedagogical and cultural concepts; socially sensitive, i.e. designed to meet the modern

social demand for the graduates' economic competences to contribute to the corporate efficiency, taxation basis and, hence, national budget; and based on the best practical experiences and technological progress achievements [7, p.219]. The initiative to develop the economic training technology for the academic education system was motivated by the following: still low economic culture in the national business sector; progress of the national pedagogical science that facilitates the economic training initiative; sound pedagogical experience accumulated by the economy teachers in the national academic system; the author's own multiannual professional teaching experience, etc.

**Objective of the study** was to provide a theoretical basis for the new economic training technology for the national physical education universities.



**Results and discussion.** We believe that any new technology will be created on an integral basis to effectively solve every problem in the training, education and personality progress agenda of every student; and meet every need of the faculties prepared to implement the new economic culture building technology [7, p. 245-246].

We recommend the efforts to select and implement the new economic training technology being governed by the following principles: in the application domain: starting from the educational service in the general secondary educational system; in terms of philosophical foundation: humanistic and cultural priorities; the key progress factor: motivational-volitional; in terms of the training concept: geared to offer a new production management project for the physical education and sports sector by the improved economic culture; in terms of the personality progress agenda: prioritizing self-learning to build up the economic culture for an efficient professional service in the physical education and sport sector; in terms of the cognitive process management: individual and partner (director and chief accountant) operations, and teamwork in groups of three-four people; in terms of the teacher-student communication: a personality-sensitive training service with the relevant most efficient methods including the problem-solving, research-centered, research-facilitated, active and creative; and in terms of the target student groups: designed mostly for the senior students.

The new economic training technology was designed on the following conceptual provisions and priorities: development and self-development; educational service humanization; educational service democratization; socializing and psychological progress; practical support; and sensitivity to the external factors of influence on the educational service. The new economic training technology naturally sets its mission, principles, contents, training methods, models and tools.

The Mission of the economic training technology for senior students is to develop the economic culture by means of the new educational service on a sound pedagogical foundation. The core audience for the new economic training technology is the 3-4-year students mastering in Physical Education and Sports; the core subject is the economic knowledge-base, skills and abilities; and the core teacher's goal is to build up the economic culture in the students [5, p. 33-40]. We generally modeled the new economic

training technology as recommended by V.S. Bezrukova, with a special focus on the creative activity in the educational service.

The economic training technology was designed on the following principles: interest in specialties of special demand on the labor markets; and special respect to the instructors having practical business experience. The key principle of the economic training teacher's service is standard: fair professional service for success. In our practical work, we were also governed by the principles of conformity to nature, humanization, integrity, democratization, cultural conformity, and professional efficiency [5, p. 41-50].

It is quite natural that the quality of teaching and learning largely depends on the educational service toolkit. Pedagogical means include the university assets, teaching equipment, laboratory equipment, didactic technologies, teaching aids, and other material/ pedagogical means. In the new economic training model piloting experiments, we used the following means: school audio-video equipment, classrooms and furniture. The didactic means included the practical guidelines for the Effective Manager training course from the UK Open University's Business School, with hardcopy modules, audio-materials, videotapes, floppy disks, digests, etc. The economic training equipment also includes the classroom/ personal computers, Zoom electronic communication toolkit for the distance learning; and Ator-Vuz academic progress test system.

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We believe that a special role in the economic training success is played by the economic training models that, in case of an academic establishment, include: lectures, practical work-shops, laboratory works, consulting, additional lessons, work at library, visits to the economically sound businesses, research schools, etc.



The fact-finding stage and economic training piloting experiment at Yekaterinburg Institute of Physical Culture and Sports geared to build up the economic culture in students helped develop a system of economic training tasks to facilitate the training process. The economic training tasks were solved at the following four stages: (1) analyze the situation and set the economic training goal; (2) analyze every potential solution and find the best option under the present conditions; (3) implement the solution in practice to solve the problem, with a special focus on cooperation, management, control and correction of the process; and (4) analyze the results of the solution [5, p. 165-166]. The economic training tasks may be classified into the following two types: (1) progress-encouragement tasks with the student expected to achieve a new stage in his/ her competences, knowledgebase, experience, etc.; and (2) functional tasks to explore and master new models and tools to achieve the pre-set goal.

Furthermore, goals may be classified into strategic, tactical and operational ones. Thus the strategic goals of economic training service include: develop the progress planning, management, remuneration and control culture; labor stimulation and remuneration culture; and labor efficiency analyzing culture. And the tactical goals of the economic training service include the following: develop good marketing, financing, HR selection and management, business management skills and experience based on the economic culture.

As dictated by the common logics, every teaching service will start from spelling out its content viewed as the human experience that should be mastered by the student. Functions of the content are numerous, albeit it is generally designed to set the teacher-student practical inter-action environment for success of the training service.

**Conclusion.** The proposed economic training technology complementary to the traditional academic physical education curricula is designed customizable to the latter and manageable, since the universities have all necessary test tools to verify its practical benefits. It is also important that the economic training technology and discipline is reproducible and user-friendly in application, i.e. may be implemented at every university provided the curriculum, educational service guidelines and textbooks are available.

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