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Notional Guidelines for the Formation of Physical Culture of University Students

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Abstract. The article presents an analysis of legal documents in the field of education and physical culture and sports area, which determines the relevance of the problem study. A survey of students concerning the importance and role of physical culture in the educational, personal, social and professional spheres was conducted. The risky areas of physical culture of university students' formation are identified: low interest in attending physical culture classes; insufficient understanding of the need for physical culture and sports for the productive implementation of upcoming work functions and actions, achieving optimal health; standardization of the content of teaching physical culture at the university without taking into account the needs of students and focus on their comprehensive harmonious development. The notional guidelines for the formation of physical culture of university students are substantiated. The first guideline – socio-cultural expediency and value normativity of the organization of physical culture and sports activities in the educational organization of higher education – determines the consideration of physical culture as the basis of the general culture of students, the regulative harmony of their bodily and spiritual, biological and social, psychological and motor components of equal importance. The second notional guideline – the complementarity of the development of soft skills, soft skills and hard skills during physical education and sports – reflects the consideration of physical culture as a regulator of students' life and professional self-determination in the world around them, an indicator of their demand and competitiveness when entering the labor market, a pledge of personal, social and professional success. The third notional guideline – the implementation of the mixed learning model in the teaching of physical culture in an educational organization of higher education – determines the consideration of physical culture as the basis for interactive full-fledged involvement of students in physical culture and sports activities in the context of creative integration and the optimal ratio of practical physical education classes offline format and complementary theoretical educational activities in online format.

Keywords: physical culture, notional guidelines, educational organization of higher education, students, physical culture and sports activities, healthy lifestyle, values in the field of physical culture and sports.

Research area: physical education.

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Смысловые ориентиры формирования физической культуры студентов вуза

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Аннотация. В статье представлен анализ нормативно-правовых документов в сфере образования и области физической культуры и спорта, обуславливающий актуальность изучения поставленной проблемы. Проведен опрос студентов о значимости и роли физической культуры в образовательной, личной, социальной и профессиональной сферах. Определены рискогенные области формирования физической культуры студентов вуза: низкая заинтересованность в посещении занятий по физической культуре; недостаточность осмысления необходимости занятий физической культурой и спортом для продуктивного осуществления предстоящих трудовых функций и действий, достижения оптимального состояния здоровья; стандартизация содержания преподавания физической культуры в вузе вне учета потребностей студентов и направленности на их всестороннее гармоничное развитие. Обоснованы смысловые ориентиры формирования физической культуры студентов вуза. Первый ориентир – социокультурная целесообразность и ценностная нормативность организации физкультурной и спортивной деятельности в образовательной организации высшего образования – определяет рассмотрение физической культуры как базиса общей культуры студентов, регулятива гармонии их телесного и духовного, биологического и социального, психологического и двигательного компонентов в равноценной значимости. Второй смысловой ориентир – комплементарность развития soft skills, seft skills и hard skills в ходе занятий физической культурой и спортом – отражает рассмотрение физической культуры как регулятива жизненного и профессионального самоопределения студентов в окружающем мире, индикатора их востребованности и конкурентоспособности при выходе на рынок труда, залога личностной, социальной и профессиональной успешности. Третий смысловой ориентир – реализация модели смешанного обучения в преподавании физической культуры в образовательной организации высшего образования – обуславливает рассмотрение физической культуры как базиса интерактивного полноценного вовлечения студентов в физкультурную и спортивную деятельность в контексте созидательной интеграции и оптимального соотношения практических физкультурных занятий офлайн-формата и дополняющих их теоретических мероприятий просветительского характера в онлайн-формате.

Ключевые слова: физическая культура, смысловые ориентиры, образовательная организация высшего образования, студенты, физкультурная и спортивная деятельность, здоровый образ жизни, ценности в области физической культуры и спорта.

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Introduction. In the modern dynamically developing world, the increased requirements for strengthening the state ideology of a healthy, morally oriented and stable society from the position of increasing the quality and duration of economically active life of the population, mass involvement in physical culture and sports, popularization of a lifestyle without bad habits necessitate a new understanding of the content of the formation of physical culture of students at the university as the fundamental basis of the presentation of the image not only professionally competent, but also healthy, physically developed and trained specialists. Graduates of an educational institution of higher education are in demand, they should cultivate the importance of physical culture as an important component of their active life position, a component of professionalism, the basis of leading a healthy lifestyle, promote positive behavioral and communicative models for the productive achievement of vital and professionally important goals, professional longevity, sustainable development of the overall quality of life for the long term.

The formation of physical culture of university students solves global tasks: ensuring the health of the nation and the optimal level of physical, educational, social and professional capacity of young people; productive self-reproduction of society, taking into account the establishment of norms of being related to the protection and security of the individual; strengthening the state and the country's readiness to neutralize emerging external and internal challenges and threats, determining progressive development society as a whole.

The president of the Russian Federation V.V. Putin at a meeting of the Council for the Development of Physical Culture and Sports (2020, 2022) noted that “physical culture and sports directly affect the quality of people's life, their health, emotional mood, life expectancy, working capacity, which means they can

and should play a significant role in solving the priority tasks facing the country and society as a whole.” Young people, “strong spiritually and physically, are able to provide a technological breakthrough, great labor achievements, stand up for their Fatherland, be a support for their families and loved ones” (Fedotov, 2020: 3621).

In this regard, the importance of identifying updated notional guidelines for the formation of physical culture of student youth in a university as a basis for the implementation of their active life position in the post-industrial society, the eradication of physical passivity of young people, health promotion and formation of motivation for a healthy lifestyle, achievement of professional and personal success in the future.

The purpose of the study: to substantiate the notional guidelines for the formation of physical culture of students of an educational organization of higher education.

Brief review of studies (literature). In the course of the study, it was noted that in the post-industrial society with its socio-cultural transformations, trends in the development of an innovative economy and increasing aspects of scientific and technological progress, the national idea of healing the nation and the mass involvement of the population in physical culture and sports, the problem of identifying notional guidelines for the physical culture of university students is the most important state problem that confronts higher education today and is updated within the framework of the main legal documents in the field of education, in the field of physical culture and sports.

Thus, the Fundamentals of the State Youth Policy of the Russian Federation for the period up to 2025 (approved by the Government of the Russian Federation No. 2403-r dated November 29, 2014) noted the priority of ensuring “an increase in the number of young people engaged in physical culture and sports, having good physical health, not having bad habits, working

on their personal and professional people who love their Fatherland and are ready to defend its interests, making efforts for the dynamic development of a strong and independent Russian Federation.”

The National Security Strategy of the Russian Federation (approved by Decree of the President of the Russian Federation No. 400 of July 2, 2021) pays special attention to “comprehensive spiritual, moral, intellectual and physical development of young people, preservation of the moral and physical health of the people of Russia and the development of human potential.”

The State Program of the Russian Federation “Development of Physical Culture and Sports in the Russian Federation” (approved by the Decree of the Government of the Russian Federation dated September 30, 2021 No. 1661) defines the importance of increasing students’ motivation for regular physical culture and sports and healthy lifestyle.

The Strategy for the Development of Physical Culture and Sports in the Russian Federation for the period up to 2030 (approved by the Decree of the Government of the Russian Federation No. 3081-r dated November 24, 2020) defines a guideline for involving young people up to 90 % in systematic physical culture and sports, creating conditions for the introduction of a healthy lifestyle of the population.

In the Concept of development of student sports in the Russian Federation for the period up to 2025, it is noted that in a modern educational organization of higher education, modernization and improvement of the effectiveness of the system of physical education, organization of sports and mass work of students are necessary.

In the requirements of the All-Russian physical culture and Sports complex “Ready for Work and Defense” (approved by the Decree of the Government of the Russian Federation dated June 11, 2014 No. 540), attention is focused on improving the level of physical fitness of students in educational institutions of higher education within the discipline “Physical Culture and Sports”.

The analysis of literary sources has shown that at present there are scientific prerequisites

for considering the problem under study in an interdisciplinary knowledge matrix within the framework of:

- substantiation of the process of formation of physical culture of university students taking into account the requirements of federal state educational standards of higher education and the implementation of innovative approaches to physical education of young people (Mukhamedyarov, 2017);

- definitions of the term “physical culture of university students”, its specific characteristics as a pedagogical phenomenon and academic discipline at a university, the sphere of development of a new type of thinking among students (Nikolaev, 2012);

- descriptions of physical culture as a socio-cultural phenomenon that implements important functions in society and the education system for the development, appropriation and transformation of physical culture values (Andreeva, Skripleva, 2018);

- disclosure of physical culture as part of the general culture of society, identification of the socio-cultural functions of this type of culture as a significant regulator of the formation of the moral and physical health of the nation (Denisova, Tuzova, 2019);

- substantiation of the theoretical, conceptual, methodological and technological aspects of the pedagogical system for the development of the subjectivity of the physical culture of the individual (Byankina, 2023);

- presentation of mechanisms for the development of students’ aspiration to physical culture and sports for the optimal formation of a health culture in the course of physical education at a university (Bondin et al., 2020);

- highlighting the structure of physical culture in the aspect of analyzing the theory of social needs for the harmonious development of students (Vydrin, 1980);

- development of theoretical, methodological and applied foundations for the concept of physical education (basic ideas, patterns, principles, model, technologies, performance criteria) (Lubysheva, 1992);

The analysis of the presented studies showed that a separate substantiation of the notional guidelines for the formation of physical

culture of university students was not the subject of a special study.

Research methods and organization: theoretical and methodological analysis of interdisciplinary literature (articles in journals peer-reviewed by the Higher Attestation Commission, Scopus, Web of Science, RSCI); study of legal documents in the study area; concretization of best practices on the research problem; observation; conversation. The study included a survey of students about the role, place and importance of physical culture in the educational, personal, social and professional spheres, about the level of emotional and value attitude to physical culture and sports in the course of the educational process of the university and leisure activities. The survey involved 68 students (bachelor's degree, full-time education, 2–3 course) of the Faculty of Physics and Mathematics of the Orenburg State Pedagogical University.

Results and its discussion. In the realities of the educational practice of higher education, in the course of the observation, conversation, and survey, an underestimation of the perception by students of the process of formation of physical culture in the university is recorded in order to prepare them for optimal functioning in society and the effective implementation of labor functions and actions when entering the labor market, negative trends that characterize health status of young people.

The data obtained from a survey of students of the Orenburg State Pedagogical University reflect the following results:

- 61.2 % of students comprehend the importance of physical culture and sports for productive functioning in society, as well as minimizing the risk of a low level of physical activity. They give the consequences of physical inactivity, which determines the violation of body functions, “muscular hunger”, hypoxia, taking into account the limited resources of being in the fresh air, the lack of switching of the central nervous system from one type of activity to another, untimely release of neuro-psychic stress, the appearance of excess body weight, etc.d. At the same time, their real behavior testifies to the opposite fact – according to the results of observation and conversation,

it was revealed that only 28.9 % of young people are involved in physical culture and sports activities in their leisure time, 17.8 % do not go in for sports at all;

- 37.8 % of respondents noted a low interest in attending physical culture and sports classes at a university and leisure activities, due to: increased intensification of the educational process and serious overload in studies (mental and psycho-emotional stress, stressful situations during tests and exams) to obtain higher results and, accordingly, scholarships; combining educational activities and labor functionality of a specialist in real organizations (work of undergraduate students in general educational organizations); mass virtualization of society and students finding diverse niches of self-realization in the virtual space with the multi-purpose use of social networks and the Internet; relative freedom of student life and pleasant pastime with friends;

- 58.2 % of respondents give a meaningful description of self-preservation behavior based on setting the transmission of a healthy lifestyle and using various forms and means of physical hours of sleep, the stressfulness of chronic lack of time from the position of changing the rhythm of life, disruption of adaptive mechanisms, etc.), the acquisition of unhealthy eating habits, the lack of hardening procedures, occasional (occasionally) physical activities and sports, the fragmentation of participation in mass physical culture and recreational activities;

- only 26.1 % demonstrate an emotional and value attitude to achieving a high level of physical culture as a regulator of optimal integration into the chosen field of work and increasing competitiveness among applicants for a vacant position from the position of optimal physical preparation for the implementation of upcoming labor functions and actions, as well as the productive implementation of social – political and creative activity. At the same time, the interest of students to improve their physical fitness (46.7 % of respondents) is recorded from the position of correction, improvement and optimization of the figure.

The data obtained correlate with the studies of G.G. Dmitriev, E. Yu. Kozhanova,

A. G. Shchurov (Dmitriev et al., 2016), who noted that 52 % of the respondents revealed non-compliance with the regime of work and rest, an unhealthy lifestyle characterized by bad habits (spread of tobacco smoking, consumption of alcoholic beverages, priority of unhealthy eating habits). According to V.I. Bondin, M.V. Belavkina, T.A. Stepanova (Bondin et al., 2020), conducted by specialists of the Academy of Physical Culture and Sports, the studies indicate that 53.5 % of students do not show due interest in physical education, and 15.2 % generally demonstrate a negative attitude towards physical activities and sports. It was noted that 65.3 % of young people in general are not engaged in self-education in the field of physical education. 79.1 % of respondents feel barriers in establishing health-improving physical activity. 87.3 % of respondents show ignorance of the practical mechanisms of formation, development and preservation of health. Students attend classes in the academic discipline “Physical Culture and Sports” solely out of fear of getting into debt. The data obtained determine the relationship with the state and quality of health of students. So, according to the data obtained during the mandatory medical examination of students of an educational organization of higher education, it was determined that various deviations from optimal health standards were identified already from the initial courses, related to the musculoskeletal system, respiratory, visual, nervous, digestive, cardiovascular, endocrine systems” (Bondin, 2020: 27–28).

This is due to the fact that physical education classes at the university in the traditional form and content standardization (outside the innovative notional guidelines of the process being studied) are not always aimed at forming students’ sustainable motivation for physical education classes, physical development and comprehensive improvement; fragmentarily determine the vector for the implementation of targeted self-control of young people over their health and the overall strengthening of the vitality of the body; inadequately take into account personal needs, gender characteristics, needs for physical activity of students; ignore the specifics of various areas of training students at the university.

Physical culture departs from the origins of its own socio-cultural foundations and is being modernized into a technological construct, “weakly taking into account changes in the socio-cultural sphere of society, far from the ideals of humanism and harmonious development of the individual, focusing on the functional characteristics of the body of young people. Therefore, today the social role and functions of physical culture are not reflected in the structure of the individual’s consciousness, public outlook, and still remain unclaimed in society, moving away from the realities of being” (Baranov, 2011: 4).

All of the above complicates the process of formation of physical culture of university students and causes an urgent need for scientific substantiation of notional guidelines for the formation of physical culture of university students (Table 1).

Let’s briefly consider the notional guidelines of the studied process highlighted in the research.

1. The first notional guideline for the formation of physical culture of university students is the sociocultural appropriateness and value normativity of the organization of physical culture and sports activities in the educational organization of higher education.

This guideline allows us to consider physical culture as the fundamental basis of general culture, a certain creative activity for the development, assimilation and appropriation of values in the field of physical improvement of subjects, which determines the purposeful influence not only on the physical appearance of a person, but also on her spiritual and moral guidelines of life, professional and personal qualities, etc. (Vydrin, 1980). Physical culture draws from the general socioculture not only the demanded ideological and philosophical and epistemological information, but also transforms and modifies this culture itself, and enriches it with updated meaningful constructs, values in the field of theory and methodology of physical education, development, education and sports and recreational activities (Denisova, Tuzova, 2019).

Implementing this notional guideline for the formation of physical culture of university

Table 1. Notional guidelines for the formation of physical culture of university students

Notional guidelines FPCUS	Content of FPCUS	Forms and methods of FPCUS
Sociocultural appropriateness and value normativity of the organization of physical culture and sports activities in the educational organization of higher education	Consideration of physical culture as the basis of general culture, an index of value-notional priorities of a healthy lifestyle, a regulatory of harmony of bodily and spiritual, biological and social, psychological and motor components (in equal importance) for the formation of physically healthy and spiritually developed university students	Lectures of cultural orientation, value-oriented problem debates and conversations, master classes, educational quests, the method of verbal report and mutual explanation, training sessions, mass health, physical culture and sports events
Interdependence of the development of soft skills and hard skills during physical education and sports	Consideration of physical culture as a fundamental regulatory of students' life and professional self-determination in the surrounding world, an index of the demand and competitiveness of young people when entering the labor market, a pledge of personal, social and professional success	Gamification (team, individual, sports games), a method of analyzing specific situations, competitive events, orienteering, classes in sections, exercises of professionally applied physical training
Realization of the model of mixed learning in the teaching of physical culture in an educational organization of higher education	Consideration of physical culture as the basis for full coverage of all students, regardless of the nosological group of diseases, taking into account their individual capabilities and needs in the context of creative integration and the optimal ratio of practical physical education classes offline format and complementary theoretical educational activities for online format	Video lectures, video recordings of technical and tactical actions of leading athletes – samples of sports training, recording and viewing their personal achievements / failures in physical culture and sports activities, presentations, electronic textbooks, sports simulators, gaming platforms, electronic albums of schemes

* – FPCUS – formation of physical culture of university students

students, the need is determined: the qualitative development of the sociocultural normativity of the daily care of young people about their own psychophysical state; improving the overall quality of life in the light of the positive transformation of the way of being and health-preserving, and health-forming life strategies of students; the establishment of norms of being related to the protection and security of the individual, “the acquisition by the individual of cultural self-awareness (ideological, value-notional orientations of a healthy lifestyle, subject-personal reflection, holistic knowledge about a person, ways and means of development and self-improvement of the individual, etc.)” (Skoblikova et al., 2017: 136).

In the course of updating the notional reference point of sociocultural expediency and value normativity of the organization of physical culture and sports activities in an educational organization of higher education, the following forms and methods of forming physical culture of university students are significant (lectures of a cultural orientation, brainstorming sessions, value-oriented problem debates and conversations, master classes, educational quests, general strengthening methods, project method, the method of verbal report and mutual explanation, psychoregulatory methods, the method of accompanying explanation, educational and training classes, classes in sections, mass recreational, physical culture and sports events, individual and individual-group addi-

tional classes, etc.), ensuring the development and appropriation of the most significant values of physical culture for the life of students and society, related to intellectual potential (development of a culture of thinking, imagination, cognition), components of physical culture preparation and improvement, rational organization and translation of a healthy lifestyle, socio-psychological component of motivational aspiration to physical culture and sports activities, self-expression and self-realization in them (Balsevich, Lubysheva, 2009).

The mentioned notional guideline for the formation of physical culture of university students reflects the potential for the transformation of physicality, development and functioning of the body of students in connection with the comprehensive formation of subjects of education in all sociocultural, personal, spiritual, moral and bodily uniqueness. At the same time, conditions are created for the productive socialization of young people and their involvement in destructive behavioral patterns (smoking, alcohol abuse, narcotic and psychoactive substances) is minimized.

2. The second notional guideline for the formation of physical culture of university students is the complementarity of the development of soft skills, soft skills and hard skills during physical culture and sports.

This guideline allows us to consider the physical culture of university students as the basis of their increased competitiveness during primary integration into the labor market, demand among employers, since the development of physically active, strong-minded and healthy appearance of university graduates is the key to life and professional well-being. At the same time, if we turn to the training of competitive students at the university with a high level of physical culture, then we should be talking about a whole set of skills for the productive achievement of various educational, personal, social and professionally important goals, the acquisition of features of a harmoniously developed personality of a specialist and a citizen.

The study clarifies that the formation of physical culture of university students reflects the need for complementarities in the development of the following skills:

- supra-professional skills (soft skills – soft, social, flexible, skills of the XXI century), the content of which is reflected in the established universal competencies of the Federal State Educational Standard of Higher Education (FSES HE) (organizational, leadership, strong-willed, communicative, managerial, skills of professional growth, critical thinking, team interaction, cognitive skills, information emotional intelligence, etc.), formed within the framework of physical education and sports in high school. University students within the framework of the increased progress of human civilization (with not always positive consequences for health, life, professional activity, etc.) should prepare for an uncertain and risky future and be characterized by a high degree of adaptability to constantly changing conditions (developed skills of mobilization, endurance, discipline, perseverance, correct and worthy competition, fighting character). In this regard, physical education and sports classes at the university should be aimed at developing students' psychological stress resistance; the ability to predict, instantly assess the situation, make optimal decisions and timely adjust their own actions in conditions of time shortage; working capacity at the limit of physical, functional, psychological resources of their own body to satisfy the desire to be the first and effective; skills of resisting unfavorable factors of abnormal situations from the position of rapid recovery after extreme loads; tolerance to people around and acceptance of the rules of "fair play"; skills of minimizing ethically unjustified methods of achieving goals and results; skills of self-organization, self-control, self-improvement in various areas of life, etc.;

- skills of self-education and stay in continuing education, self-care, use of personal resources and localization of existing deficits (soft skills) (Kovaleva). At the same time, characterizing the formation of physical culture of students in the educational process of the university, we adhere to the opinion of T. M. Kovaleva about the content of soft skills and determine the need to develop within the framework of the discipline "Physical Culture and Sport" the following skills of students: the skills of understanding their positive (within the framework

of relying on them) and negative qualities (from the position of timely minimization, overcoming themselves, their weaknesses and shortcomings), physical, professional and spiritual building self-care and self-care (“self culture”), the ability to work with one’s own personal potential, to be aware of one’s priorities and to build trajectories of future prospects (Kovaleva). This group includes the skills of how students image and self-present themselves, face control skills, conflict-free skills, etc.;

– professional skills (hard skills – rigid, basic), set by the requirements of the Federal State Educational Standard (general professional and professional competencies) and Professional standards (labor functions and labor actions), allowing physically developed and trained graduates of the university to optimally carry out strictly defined work functionality in the social structure of the division of labor. At the same time, the formation of physical culture of students determines the strengthening in practice of the above-mentioned competencies obtained at the university, strengthening and increasing general and professional performance in the chosen field of work, the implementation of reliable quality and efficiency of their own activities from the position of developed skills to optimize the work regime, rest, physical improvement. At the same time, taking into account the requirements of the professional group of the chosen specialty and the norms of professionally applied physical training is significant in the teaching of the discipline “Physical Culture and Sport”.

From the point of view of updating the notional reference point of the complementarity of the development of soft skills, soft skills and hard skills during physical education and sports, the following interactive forms and methods are significant: gamification (team, individual, sports games), the method of analyzing specific situations, competitive events, the method of subject-model and mock demonstration, orienteering, the method of self-assessment, methods of developing strength abilities, method of exercises, methods of directed recovery and stimulation of working capacity, classes in sections, exercises of professional and applied physical training, etc.

3. The third notional guideline for the formation of physical culture is the implementation of a mixed learning model in the teaching of physical culture in an educational organization of higher education.

This notional guideline defines “the creative integration and optimal ratio of offline realities of practical physical education classes and online theoretical educational activities complementing them in the teaching of physical culture, taking into account the optimal regulation of traditional and distance education (with the aim of leveling or mutual compensation of the shortcomings of each of them) and the development of software and methodological tools for the safe transmission of information and the development of physical fitness students, fostering a stable interest in regular physical education and sports activities, in order to reduce the risk of health disorders of all participants in educational relations” (Akimova et al., 2022: 8).

The actualization of the notional reference point for the implementation of the mixed learning model in the teaching of physical culture in an educational institution of higher education allows: to fully expand the resource coverage of all young people, regardless of the nosological group of diseases; to productively satisfy individual educational opportunities and needs of students; to strengthen interactive “involvement” in the learning process; to multiply motivation for physical activity, preservation and health promotion.

At the same time, students’ independent construction of their own trajectory for the formation of physical culture and the choice of a flexible educational route to achieve its high level, organizational determination of the time range, independent search for a convenient place and individual pace and rhythm (Pak, 2022), organizational and technological approaches to mastering the content of the discipline “Physical Culture and Sports” acquire significance.

Physical culture within the framework of this guideline reflects the updated content of the discipline “Physical Culture and Sport” and outlines the scope of its meta-subject scientific knowledge and applied competencies,

defines new didactic opportunities by combining online and offline formats as an integral part of the educational process (video recordings of technical and tactical actions in the methodology of physical education; compilation of individual programs of motor activity; recording and viewing the actions of leading athletes – samples of sports training, recording and viewing their personal achievements / failures in physical education and sports activities (“learn from your mistakes or victories”); special computer lectures; presentations; electronic textbooks; video and sound speakers”; sports simulators; gaming platforms (Trisystems – online platform for training in various sports); text mazes; electronic albums of diagrams and manuals; compilation and presentation of complexes of physical exercises for the development of certain muscle groups, etc.), carried out in coordination with the development of physical qualities of young people inextricably linked with mental, moral and mental formation and a high level of personal responsibility for the result of physical culture and sports activities.

The notional guideline for the implementation of the mixed learning model in teaching physical culture at a university using computer technologies based on various digital platforms allows students to develop self-management skills by physical improvement, study more in-depth theoretical sections of the discipline and productively master motor skills, enrich individual experience in solving motor tasks, determining the vector for self-study, physical self-education and self-development.

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Conclusions. Thus, the conducted research allowed us to substantiate the following notional guidelines for the formation of physical culture of university students: socio-cultural expediency and value normativity of the organization of physical culture and sports activities in an educational institution of higher education; complementarity of the development of soft skills, soft skills and hard skills during physical culture and sports; implementation of a mixed learning model in the teaching of physical culture in educational organizations of higher education.

The formation of physical culture of students of an educational organization of higher education within the framework of the actualization of the identified notional guidelines is a socially conditioned, pedagogically organized process: a gradual change in the attitude of young people towards active internalization and subsequent exteriorization of the values of physical culture; expansion of ideological ideas about the preservation and strengthening of physical and mental health; enrichment of individual experience of satisfying their own needs in physical exercises and sports; broadcasts of positive patterns of behavior and communication.

The organization of the educational process of the university, taking into account the identified notional guidelines for the formation of physical culture of students, guarantees competitive advantages when young people enter the labor market, maintaining their health and longevity, improving the quality of working capacity in the chosen field of work, active manifestations of social and personal position in society.

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