

ФІЛОСОФІЯ ОСВІТИ

UDK 111: 796: 37

DOI: <https://doi.org/10.30839/2072-7941.2018.149658>

CONCEPT OF SPORTS MANAGEMENT AND ACTIVITY IN THE CONTEXT OF EDUCATIONAL PARADIGM

© **BILOHUR, V. E.**

Melitopol State Pedagogical University named after Bohdan Khmelnytsky (Melitopol,
Ukraine)

E-mail: bilovlada@gmail.com, ORCID: 0000-0001-9041-7050

Abstract. **The relevance of the study** is the analysis of the concept of management sport and sports activities in the context of the educational paradigm of the philosophy combine philosophy and sport, management and education, pedagogy and psychology. **Formulation of the task** - managing concept of sports and its activities in the context of the educational paradigm of the philosophy of sport. **The object of research** is the management of sports and sports activities in the context of the educational paradigm of the philosophy of sport. **The subject of research** is the formation of the concept of management of sports and sports activities in the context of the educational paradigm of the philosophy of sport. **Analysis of recent research and publications.** We rely on authors who had investigated sport as a management phenomenon, which acts as a factor in the formation and development of personality. The problem of individual self-determination as a philosophical problem is considered in the philosophical writings of S. Kierkegaard, K. Yaspers, M. Heidegger, J. P. Sartre, A. Kamyu and E. Fromma. **The selection of unexplored parts of the general problem** - in the context of sports managing educational paradigm and sport activities, was thought that both directions - sport and physical culture belong to the philosophy of sport, but often these two objects are reduced to even one - physical culture and sport are considered as an element the latter. **Methodology of the research** - the use of methods of system, structural, structural-functional, institutional as one that promotes deep penetration into the essence of the object and subject of research. **Scientific novelty of the research.** This scientific study involves applying to the socio-philosophical meaning of the concept of management of sports and sports activities in the context of the educational paradigm of the philosophy of sport. **Description of the main material:** the problems associated with the analysis of the physical (physical) culture, the main content of which is the process of socialization and "cultivation", socio-cultural modification of the body (body, spirit, corporeality, physical existence) of man; the problems of humanization of sport, increase of its spiritual and moral value, competition of sport, the fate of certain sports competitions (competition in general) are revealed; to analyze conditions how to form humanitarian sports and to strengthen humane beginnings and various modes of human relations in sports practice; the functions of sport for all and sport for the few - for the highest achievements (Olympic sports, commercial and non-commercial) are found; is substantiated by improving the management of sports and sports activities in the context of the educational paradigm of the philosophy of sport. **Conclusion** - the concept of management sports and its activities in the context of an educational paradigm is formed.

Key words: the concept of management of sport, the end of the management of sport, activity, somatic culture, humanization of sport, educational paradigm.

The problem is presented in general terms and its connection with important scientific or practical tasks

The management of sports and sports activities in the context of an educational paradigm combines philosophy and sport, management and education, pedagogy and psychology, in the context of which there is knowledge of the world through sport and through sport. Recently, we are witnessing rapid changes with the development of sport in the context of the global transformation of mankind. In our eyes, sports become a rapid component of the modern industry of show business, in the field of sports spin a lot of money ahead of modern sports policy. International sports federations and the IOC are increasingly coming from economic categories of profits, with each year increasing the number of starts and expanding the program of the Olympic Games. These dynamic changes require serious control of sports and sports activities in the context of globalization and the development of such a new discipline and a new scientific direction, as the philosophy of sport. It is difficult not to agree with Professor M. Saraf that many of our notions about sports and the conceptual-categorical apparatus in many respects do not correspond to reality. The philosophy of sport, in its essence, is a form of social consciousness, a world outlook, a system of ideas, views on the world and the place of man; Investigates the cognitive, socio-political, value, ethical and aesthetic attitude of man to the world. Sport is a way to escape

from stress, destructive failures of the psyche and psychosis, various kinds of depression and health disorders, etc.

Analysis of recent research and publications

We rely on authors who investigated sport as a management phenomenon, which acts as a factor in the formation and development of personality. The problem of individual self-determination as a philosophical problem is considered in the philosophical writings of S. Kierkegaard, K. Yaspers, M. Heidegger, J. P. Sartre, A. Kamyu, E. Fromm. The analysis of literature suggests that at the moment the concept of management of sports and sports activities in the context of the educational paradigm of philosophy of sport that combines philosophy and sport, management and education, pedagogy and psychology is not sufficiently developed [1].

Selection of unexplored parts of the general problem. Unsolved earlier part of the general problem.

Setting objectives

In the context of the educational paradigm of sport and sports management, the idea was formed that both sport and physical culture are related to the philosophy of sport, but often these two objects are reduced to even one - physical culture, and sport is considered an element of the latter. In this sense, this objective area is not comprehended in its entirety; in addition, it does not differentiate a number of objects of the given sphere, thus even giving a false interpretation of the conceptual-categorical apparatus of the philosophy of sport, which today is a debatable problem.

The purpose of the research is the conceptualization of the management of sports and sports activities in the context of the educational paradigm of the philosophy of sport.

This goal is realized in a number of tasks:

- to identify the problems associated with the analysis of the somatic (physical) culture, the main content of which is the process of socialization and "cultivation", socio-cultural modification of the body (body, spirit, corporeality, physical existence) rights;

- to reveal the problems of humanization of sport, increase of its spiritual and moral value, competition of sport, the fate of certain sports competitions (competition in general);

- to analyze the conditions how to form humanitarian sports and to strengthen the humane beginnings and various modes of human relations in sports practice;

- to find out the features of sport for all and sport for the few - for the highest achievements (Olympic sports, commercial and non-commercial);

- to substantiate the improvements in the management of sports and sports activities in the context of the educational paradigm of the philosophy of sport.

The object of research is the management of sports and sports activities in the context of the educational paradigm of the philosophy of sport.

The subject of research - the formation of the concept of management of sports and sports activities in the context of the

educational paradigm of the philosophy of sport.

Methodology of the research - the use of methods of system, structural, structural-functional, institutional as one that promotes deep penetration into the essence of the object and subject of research.

Presenting main material.

The object of the philosophy of sport is at least three relatively independent, but unrelated objects:

- 1) somatic (physical) culture - the natural body of a person who is involved in the process of socialization and "cultivation";

- 2) physical activity - certain forms of human activity, often referred to as "physical exercises";

- 3) sport - a special kind of competitions ("sports competitions"), preparation for them, as well as related social relations, institutes, norms of conduct, etc.

Many problems are related to the analysis of the physical (physical) culture as a sphere of culture, the main content of which is the process of socialization and "cultivation", socio-cultural modification of the body (corporeality, physical existence) of man.

This approach allows in the context of the problem of the correlation of social and biological to identify a new aspect - the ratio of social and biological in the physical development of man, in his physical existence [2].

This approach makes it possible to raise the question of the correlation of spontaneous and conscious social influence on the physical condition of man, on the relationship of various means of such influence -

pedagogical, hygienic, medical, the role in the purposeful formation of the physical condition of man at various stages of development of society, including in modern period. It should be foreseen that as society develops, the significance of various means of conscious influence on the physical condition of a person, and among them - pedagogical ones, will increase more and more.

Today opens up the possibility of analyzing the question of possible and actual values of the personality, different social groups and society as a whole in relation to the physical existence of man, the evolution of this system of values, its nature in the framework of modern culture. In connection with this, there is a need for analysis of different models of somatic (physical) culture. Each such model is characterized by the value of the body (or the complex of these values) serves as a benchmark for the social subject (personality, social group, society as a whole), defines its relation to the body, its behavior, and even the lifestyle [3].

Especially unspecified are models of somatic culture, which are most adequate to the realities of modern society and the new socio-cultural conditions of the XXI century.

With regard to the most important philosophical problems of sport, which will be relevant in the XXI century, then they should include the problems of humanization of sport, increase its spiritual and moral value; competition of sport, the fate of certain sports competitions (competition in general) in the XXI century.

Today it is cultivated the view that competitive sports perform important socio-cultural functions, including among children, which is most clearly represented in sport of higher achievements. "Identical Projection": humanity will develop so spiritually, that it will voluntarily abandon all kinds of competitions - from sporting events to music and other contests. "Apocalyptic" forecast - sports competitions, which are other types of rivalry, will continue, but will adopt the most antihuman forms of its development - the transformation of sport into the tiltyard of biological cybernetic organism.

In particular, it is believed that with the development of genetic engineering, athletes will be given any "configurations" and sizes with "termination" targeting the result (R.Acher). Along with these characteristics of the sport of the future, other concepts of sport - such as technological sport and eco-port - began to appear, as was the case in D. Bell's and W. Johnson's works, which resulted in the pernicious display of the first two fantasies. In this case, the theoretical and methodological dimension of the philosophy of sport as being of a humanistic nature, fulfilling a cultural function and of an educational character, which depends not only on the efforts of the trainers on the education of athletes, but also on the peculiarities of the social structure of the society within which the function operates, is overlooked. Sport, on the purpose for which it is used and which sport model is being used [4].

Within the framework of the concept of sports management and

sporting activities in the context of an educational paradigm, it should be determined how organized competitions are, which values are being pursued, which patterns of behavior are cultivated, what kind of expectations they have - material or moral, which composition of participants and the relationships between them are formed, as competition must be organized and whether a generally competitive approach to sport is needed.

All this is especially relevant to children's sports. And in general, the distinction between sports is still not a problem - public (mass) sports, sports for all, basic sport, physical culture and conditional sports, etc.

Solving the problem of humanizing modern competitive sports involves the search for such models of humanely organized competition, which has a high cultural, spiritual and moral value. To date, one of these sports models of the future - the Spartans, developed in 1991, which has a high humanistic value, is well-known. The realistic forecast of the future of sport and the development of the philosophy of sport in general is connected with the concept of the future of Man: Will it turn into a collection of biocides cultivated through the mediation of genetic engineering and cybernetic-mechanistic speculation, will the sport be truly competitive but humanistic in nature? In the history of the philosophy of sport, the latter was divided into public sport (which under certain conditions is massive) and sport of higher achievements (small in number). Both of them are divided

into specific sections and types of sports activities:

1) basic (mainly school);

2) sports, physical culture and condition sports ("sports for all"), professional-applied, recreational and rehabilitation sports;

3) professional and professional-commercial sports (sports as a sphere of "sports business").

Therefore, to say "about sports in general" is not to see the real laws of differentiation of multidimensional sports movement in society. Humanize sport is to reinforce humane beginnings and various modes of human relationships in sports practice. All serious studies on the philosophy of sport show that it arose and developed as a culturally transformative in relation to human needs and interactions of competitive activity, but on really humane grounds [5].

"The instinct of advancing and confrontation," which served as a precondition for adversarial activity, was a long-term "treatment" of ethical and other regulators of human behavior and turned into a natural causative agent of sports-competitive activity of sports practice. Until now, it has acquired a strictly defined structure, content and conditions, the functioning of which was concluded as the actual adversarial activity of human whose rules are fixed on a global scale, the universal scale (in the rules of the competition, approved by the international sports federations, in the International "Manifesto on Sport", in "Olympic Charter", which are determined by universal norms of ethics.

The human nature of sport is manifested in the fact that it was born and exists as a unique way to maximize the identification of human abilities, the disclosure of its forces and talents, the permanent stimulation of the greatest development of certain human abilities, human sports. In the field of sports, especially in the sport of high achievements, more and more new means and methods of identifying the activity abilities of a person are created, then they are transferred to mass sports practice.

This is evidenced by the fact that tens of millions of "ordinary" athletes from the 80th to the. Have achieved results as superior to those of the Olympic champions of the first quarter of the same century. Of course, the "humanizing" effects of sports activity practically are not invariant properties of sport as such, because the nature of its influence on the personality and natural properties of the individual depends strongly on the specific social conditions of the sport, the real state of the entire system of education of the athlete, , who and how to direct sports activity[6].

As the analysis shows, recently there has been an increase in the number of performances in which it is proposed to increase the humanitarian potential of sport by transforming or even removing its own competitive activities. Therefore, it is not necessary to unify clearly the subjects and the order of the competition, not to practice strict criteria and methods of assessing achievements, not to cultivate radical sports specialization and ranking of athletes, depending on the level of sports results, and to

introduce the so-called "soft" sports model. In general, some modernization of certain features of competitive activity and sports preparation will take place, albeit slowly. Specialists, however, note that along with the existence of various modifications of sport and a couple of sports activities there is and progresses in sport in its own, strict sense of the word. To erase its specific features is to eliminate sport as a social and cultural phenomenon, which would cease to exist as one of the most powerful ways of moving a person to the heights of his abilities.

Sport as a cultural phenomenon, despite its longstanding practice. Remains almost unused in the management of sporting activities in the context of the parish of the parish. This is manifested in the fact that, on the one hand, sport is an extremely complex and controversial phenomenon, and, secondly, the "construction of the theory of sport" has not yet been completed. It is important to emphasize that R. Archer does not see the difference between the records in the sport and records in the Guinness Book. He believes that the spirit of adversity, which is clearly manifested in sport, is not acceptable for the progressive development of mankind. In his opinion, in sports, the winners are not the best and the most intelligent, but the strongest and most aggressive ones, especially since they are not satisfied with the large material expenses for the competition and the process of preparation of athletes. First of all, it is important to emphasize that the adversity, or, I used to say, the ancient Greeks, "atonality", manifests itself not only in

sport, but it is based on the individual's need for a positive assessment of the results of sports activities by others. Indeed, the need for an assessment of society, which is also called self-affirmation, self-expression, execution of social duty, often determines the progress of society [7].

As the analysis of literature on the philosophy of sport shows, until recently there was a prevailing view that sports only improve human psychophysically. Modern studies show that sport, apart from its influence on the body and the psyche, has an influence on intelligence and morality, and not indirectly, but directly. Therefore, one should get rid of the primitive misunderstanding of the champions as individuals, endowed only by hypertrophied muscle mass and purposefulness to the detriment of intellect and morality.

At the same time, it is important to understand the concept of managing sports and sports in the context of the educational paradigm of sport is the recognition of its several varieties:

- 1) sport for all;
- 2) sport for the few - for the highest achievements (Olympic sports, commercial and non-commercial).

All these kinds of sports perform mainly only their inherent functions. So, sport for all attracts people to the values of physical culture, educates and allows them to be more clearly revealed in work, art and in any other activity, contributes to improving the quality of their lives.

Commercial sport, which was previously called a professional, as a sight, holiday, therefore attracts the

attention of manufacturers of goods services. Thanks to advertising and television, it accelerates the development of production and advertising relations. So much commercial sports are totally dependent on viewers, and viewers are quite different according to their taste preferences, then R.Achere's forecast of the disappearance of American football, hockey, boxing and other sports is incorrect. Although some of the spectators are struck by the emotional side of competition in these sports, the main thing in sports is not fights, rude and indiscriminate, but the ease and beauty of actions that achieve victories in a fight with an equal rival [8].

This cannot be taken into account in commercial sports, as industrial-market relations will suffer. However, in society, there is another kind of sport of higher achievements, which, to the detriment of, perhaps, spectacle, performs a completely different, not production-market function. It is an Olympic sport as the sport of the highest achievements. The Olympic Games in ancient Greece demonstrated peacefulness, opposition to the alternative war, and testified to the victory of the athlete's psychophysical, intellectual and moral uniqueness, as he, for the sake of peace and tranquility on earth, demonstrated the limit of human capabilities.

As the analysis shows, there are many problems in sport in sport - natural and artificial selection, trying to achieve great results at any cost, exploitation of athletes, dishonest game and bribery of judges. Many of them are generated by the lack of a

complete theory of sports philosophy, the imperfection of the Olympic Charter, and the efforts of some sports functionaries to ensure their well-being through the exploitation of athletes' work, talent and courage of athletes [9].

The concept of managing sports and sports in the context of an educational paradigm manifests itself in the formation of true values of sport for all kinds of sport - in the form of health and quality of life of humanity, commercial sport - in the form of accelerating market relations, Olympic sport - as an alternative to an atomic catastrophe. As much essential link of modern sports is the sport of higher achievements, and above all Olympic sport, then, of course, the question of the state and dynamics of Olympics, its place in the dynamics of culture will maintain relevance and interest in terms of methodology and prognosis of the development of the Olympic movement.

At the same time, one of the main moments of the present state of physical culture and sport as an integral part of the philosophy of sport is the contradiction between the sport of higher achievements and mass sports, as the timing for today is still inaccurate. If the former is constituted in the structures of Olympics and professional realism, then the second lost its structural structure and acquired new forms and directions. For the sport of the highest achievements, namely the Olympic sport, the characteristics of the axiological and moral-ethical nature become very relevant.

This is due to the fact that the concept of management of sports and

sports activities in the context of the educational paradigm has significantly lost its significance and changed. The sport of higher achievements has become a branch of the industry, including a spectator, field of professional activity. He needs his social understanding, in the context of which competition as an attribute of philosophy of sport should be comprehended in connection with new problems - doping means, relations with traditional aesthetic, ethical and religious values [10].

Bodybuilding is associated with physical education and its adversarial forms, the emphasis being on the problem of the formation and development of personality. All these sports discourses testify to the urgent need for a completely different concept of sports philosophy that would develop in the context of sports humanistic ideology and psychology that can give a systematic picture of sport in contemporary culture and develop the necessary value orientations for a person who loses in the conditions of globalization its integrity.

If we really believe that modern sports have emerged and evolved in the context of European culture, then we must recognize that all changes in sport are caused by the general tendencies of sports and sports activities determined by the modern socio-cultural situation. If business puts huge amounts of money into sports, then it means that sports are in demand by modern society, because it is sports that match the internal impulses of modern culture.

Indeed, the concept of management of sports and sports

activities in the context of the educational paradigm confirms that, on the one hand, business speculates on the body of sport in its useful interests, pervades in the world of sports its violent laws, but, on the other hand, the sport has not lost its purity yet. In this context, we are not trying to give a moral assessment of the negative phenomena in modern sports (profit, doping, hooliganism at the stands, bribery and corruption of sports functionaries), but all of these phenomena in our developments will find the widest publicity and appreciation. It is important to understand that in the general socio-cultural dynamics of sport remained in the core of modern culture and could exercise its influence on the development of society.

Therefore, today we are developing in our eyes new features of sport in the dynamics of the fluid world, which forms new types of contemporary sports - professional sports, elite sports, amateur sports (amateur), sports for all, children and youth sports, student sports, sports for the disabled. At the same time, it is necessary to determine the system of interaction of sports with other activities and to understand the real mechanisms of dynamics of changes in sports, offering managers a new program of action.

Today, the IOC is a powerful production structure that is dominated by international industrial corporations that dictate policies, rules of the game and the conditions for the activities of all sports organizations that have transformed sport into a giant monopoly at the expense of the exploitation of athletes, especially

from developing countries and underdeveloped ones. At the same time, the IOC is playing a double game: on the one hand, it advertises the highest achievements of the Olympic Games, excite the national interests of the countries with the shine of gold medals, and, on the other hand, - violating the Olympic Charter, transforming sports into a field of production, where the main source is profit, and the main a profession - an athlete - with the highest results and records [11].

Over-profits are the main cause of dictation in the international sports market with strict rules and regulations. Olympiads and great international competitions have long been a professional show business. The entire system of entrance fees and membership fees, timely payments (sometimes a year before the opening of the competition) for participating in various sports tournaments are subject to the financial wellbeing of the IOC and its units. Financial well-being is the main direction of activity of separate sports structures.

As the analysis shows, at the same time, exploitation of child labor takes place. According to the age requirement, the beginning of sports is not regulated in normative state acts. Coaches, according to their own discretion, begin the early specialization of children from 4-5 up to 7-9 years old (in gymnastics, swimming, figure skating, acrobatics), not substantiating their actions.

In sports, child labor thrives, which is confirmed even by individual publications in the media; there are few examples where the results of boys and girls are very close to the

records of adult athletes. This means that in childhood, there is a mass exploitation of child labor, the exhaustion of the body reserves of the younger generation.

Most international federations of different sports are already planning and conducting continental competitions, world championships among boys, which leads to a total professionalization of youth competitions with the same negative consequences that are inherent in adult tournaments (illness, use of doping); children's contests for profit, which also turn into a show business for profit. At the same time, it should be noted that children's sports are socially unprotected: there are no regulations on the beginning of sports, huge loads, a large number of competitions, there are even those parents who earn money for young children with inhumane workload for young children, in the context of which increases traumatism, morbidity, lack of medical insurance, but the health of children and adolescents is replaced by a thesis about the number of medals, points, seconds, etc. [10].

The concept of managing sports and sports in the context of an educational paradigm determines the meaning of life in sport, so it seeks to answer the question: what does sport mean for a person, for a team, a society? Can a person become a holistic sport? Can the philosophy of sport overcome those negative phenomena that have become more and more widespread in sport? After all, systematic training in the organism that is only developing, promotes the development of adaptive

mechanisms in a young organism, which takes place against the backdrop of age-related changes in the functions of the organs system.

In this regard, the biological meaning of muscle training, in particular for the cardiovascular system, extends the range of functioning, as well as the organization of rest.

Expanding the range of functioning creates a certain reserve for the cardiovascular system in the event of increasing muscle loads. Undoubtedly, taking into account the foregoing, the discussion problem remains the problem of involving children in competitive activities. Children must compete, because competitions contribute to the expansion of the functional liability of individual systems and the whole body as the competitor must show the maximum result that can be harmful to his age and body.

In this regard, the question arises about the management of sports and sports activities in the context of the educational paradigm: from what age and what should children do? According to physiology, until the end of the cell population, the child's body can be adapted for sports from 8-9 years, since maximum physical activity is undesirable for infants. Intensive muscle training, as well as competitive activities, in this case may cause excessive development of individual body systems at the expense of others [11].

The main meaning of sporting activity for the developing organism is the service of the child's health. It is necessary to take all measures to prevent the strain of individual

systems for a developing baby organism that can cause negative consequences. Talents among children for their competitive activities should be sought individually and cooked for great sporting achievements. A special place in this process is the system of selection of young talents and the main thing - to educate them under the careful supervision of adults. In connection with this, there is a problem of health-saving technologies for many years of preparation of children, adolescents and young people, which requires the creation of a legal framework for the responsibility of parents and coaches for the health of the child who is engaged in a sports school.

After all, parents agree on certain sacrifices in the name of a serious sports career for their children, who in pursuit of results often do not regret the child. Therefore, a legal agreement is required between the coach and the parents that guarantee the health of the child who is engaged in a sports school and achieves great results, and at the same time a financial agreement on the financial interests of both parties to the agreement. At the same time, such a science and a scientific direction as the philosophy of sport can develop scientific projects based on the results of analysis, in particular, between elite and mass sportsmen, the conversion of individual elements of these technologies into mass physical education and mass sports. The so-called concept of sporting physical education is probably the first step in this direction. After all, the technology of training, methodology, organization and infrastructure

support in itself are the high cultural achievements of mankind, created on the way of the development of physical and sports culture, which are based on the philosophy of sport [12].

Therefore, the task of managing sports and sports in the context of the educational paradigm of the philosophy of sport is to preserve the cultural value of sport, which has become a great value and an effective factor in the development of methods for the physical improvement and organization of health forming activities, which is updated in a healthy and sporty style of life. If we talk about a positive outlook for the development of sport in the XXI century, then the mandatory conditions for updating and solving the problems of social protection of sports young people are becoming mandatory.

The general target system of the system - a social protection of the individual, the development of programs for social protection of various sports organizations, taking into account the specific features of their activities. The transition of sport to professional rails poses new challenges to organizations that cultivate physical culture and sports: to assist in the preparation of a sports reserve; to give special education to professional athletes; to increase the qualification of trainers who work with professional athletes. Solving these tasks will help increase the level of preparedness of the sports reserve, its confidence in the future.

Among the most acute contradictions in the activities of this industry, especially those relating to sports of higher achievements, there is

a contradiction between the social significance of sporting victory and the inadmissibility of pay for a sports victory at all costs (doping) and their own health. The real tragedy of our mentality is that these athletes are voluntarily and consciously sacrificed on these sacrifices, but athletes almost close their eyes. And in this there is only one way out: it is necessary to create health-saving, science-intensive technologies of sports training, and those that will be competitive with respect to doping. These questions, of course, are of concern to sports leaders, managers, and the public: "To be or not to be sporting the highest achievements?", "In what direction should physical culture and recreational sports develop?", "How to eliminate the lack of financial resources for sports infrastructure?" , "What is necessary for the disclosure of this potential, which is embodied in separate individuals, and in the physical culture and sports activities of each subject?". At the same time, the public attitude to the mission of sport and its missionaries - outstanding sports personalities, champions of the Olympic Games, the world, and Europe [12].

Is important Recognition by the world community of the unique talents of talented people who have proved to the whole world that the titanic work, purposefulness and strong will help others to create a miracle? After all, the winners of the competition lead to the capture of all humanity and morally, spiritually and culturally, enriching the younger generation with their victories in sports, attracting them, as if they were a magnet, to impressive results,

contributing to the involvement of children in physical culture and sports activities. Only with such influence of outstanding athletes on the younger generation a positive effect in the field of public recognition of not only individuals, but also physical culture and sports movement in general can be positive.

Conclusions - the concept of management of sport and sports activities in the context of the educational paradigm is formed. The philosophy of sport should include analysis of the forecast of the development of sport as a socio-cultural phenomenon in the conditions of globalization and European integration, to study the foreign experience of sports development in the advanced countries, new non-traditional sports. The interest of people in new sports is formed in connection with the desire to develop new types of activities. In addition, for those who are engaged in non-traditional sports, there are many limitations - by age, level of physical fitness, large financial investments.

There are more and more types of sports activity that are public, emotional, harmoniously developing people. But traditional approaches to physical education and sports, with all their merits, require rethinking their goals and objectives, creating a legal basis for the development of new, non-traditional areas of physical culture and sports activities. The philosophy of sport can offer a new sports program that is a synthesis of aerobics, sports dance, acrobatics, and modern show programs, which in the language of the foundations of this

program is called the sport, which means "cheerleading".

REFERENCES

1. Bilohur, V. (2013). Formation of the Concept of Contemporary Sports as a System of Value Orientations of Youth in the Conditions of Globalization. Gilea: Scientific Bulletin, 75, 326–328.
2. Vizitei, N. (1980). The social nature of modern sport. Shtiintsa, 84.
3. Vizitei N. (1986). Physical culture and sport as a social phenomenon. Chisinau: Shtiintsa, 160.
4. Voronkova, V. (2015). The civil society as a paradigm, concept and social construct philosophical discourse. Philosophy and Cosmology, 15 (1), 198–215.
5. Morgan, W. J. (2003). The Philosophy of Sport: A Historical and Conceptual Overview and a Conjecture regarding its Future. Handbook of Sports Studies, 205–213. doi: <https://doi.org/10.4135/9781848608382.n12>
6. Hambrecht, H. U. (2012). Praise sporting beauty. Kyiv: Spirit and Letter, 216.
7. Edensor, T. (2002). National Identity, Popular Culture and Everyday Life. Oxford-New York. doi: <https://doi.org/10.5040/9781474215305>
8. Ibrahimov, M. (2011). "Philosophy of Sport": Will a fruitful philosophy in the field of sports? Young sports science of Ukraine, 4, 54.
9. Holowchak, M., Reid H. (2011). Aretism: an ancient sports philosophy for the modern sports world. Lanham, Md.: Lexington Books, 15–16.
10. Olexenko, R. (2017). Formation of the concept of creative personality as a factor of a creative and knowledge economy in the context of the challenges of globalization. Humanitarian Bulletin of Zaporozhye State Engineering Academy, 71, 118–126.
11. Mechikoff, R. (2006). Steven Estes a history and philosophy of sport and physical education: from ancient civilizations to the modern world. Boston, Mass: McGraw-Hill, 12.
12. Scott, R. (2005). Practical philosophy of sport and physical activity. Champaign, IL: Human Kinetics, 91.

БЛОГУР, В. Є. - доктор філософських наук, професор, завідувач кафедри теорії і методики фізичного виховання та спортивних дисциплін, Мелітопольський державний педагогічний університет імені Богдана Хмельницького (Мелітополь, Україна)

E-mail: bilovlada@gmail.com, ORCID: 0000-0001-9041-7050

КОНЦЕПЦІЯ УПРАВЛІННЯ СПОРТОМ ТА СПОРТИВНОЮ ДІЯЛЬНІСТЮ У КОНТЕКСТІ ОСВІТЯНСЬКОЇ ПАРАДИГМИ

Анотація. Актуальність дослідження в тому, що проаналізовано концепцію управління спортом та спортивною діяльністю в контексті освітнянської парадигми, яка поєднує філософію і спорт, менеджмент і освіту, педагогіку і психологію. **Постановка завдання** – концепція спорту управління спортом та спортивною діяльністю в контексті освітнянської парадигми. **Об'єкт дослідження** – управління спортом та спортивною діяльністю в контексті освітнянської парадигми. **Предмет дослідження** – формування концепції управління спортом та спортивною діяльністю в контексті освітнянської парадигми. **Аналіз останніх досліджень і публікацій.** Ми спираємося на авторів, що досліджували спорт як феномен управління, що виступає чинником становлення і розвитку особистості. Проблема самовизначення особистості як філософська проблема розглядається в філософських доробках С.К'єркегора,

К.Ясперса, М.Хайдеггера, Ж.-П Сартра, А.Камю, Е.Фромма. **Виділення недосліджених частин загальної проблеми** – в контексті освітянської парадигми управління спортом та спортивною діяльністю сформувалася думка, що обидва напрямки - спорт і фізична культура відносяться до філософії спорту, проте часто ці два об'єкти зводяться навіть до одного – фізичної культури, а спорт вважається елементом останньої. **Методологія дослідження** - використання методів системного, структурного, структурно-функціонального, інституційного як таких, що сприяють глибокому проникненню в суть об'єкта та предмета дослідження. **Наукова новизна дослідження.** Дане наукове дослідження передбачає звернення до соціально-філософського смислу концепції управління спортом та спортивною діяльністю в контексті освітянської парадигми. **Виклад основного матеріалу:** виявлено проблеми, пов'язані з аналізом соматичної (фізичної) культури, основним змістом якої являється процес соціалізації і «окультурення», соціокультурної модифікації тіла (тіла, духу, тілесності, тілесного буття) людини; розкрито проблеми гуманізації спорту, підвищення його духовно-моральної цінності, змагальності спорту, долі тих чи інших спортивних змагань (змагальності взагалі); проаналізувати умови, як сформувати гуманний спорт та посилити гуманні начала і різноманітні модуси людських відносин в спортивній практиці; з'ясовано функції спорту для всіх і спорту для небагатьох – для найвищих досягнень (спорт олімпійський, комерційний і некомерційний); обґрунтовано напрями удосконалення управління спортом та спортивною діяльністю в контексті освітянської парадигми філософії спорту. **Висновки** – сформовано концепцію управління спортом та спортивною діяльністю в контексті освітянської парадигми

Ключові слова: концепція управління спортом, концепціям управління спортивною діяльністю, соматична культура, гуманізація спорту, освітянська парадигма.

БИЛОГУР, В. Е. – доктор философских наук, профессор, заведующая кафедрой теории и методики физического воспитания и спортивных дисциплин, Мелитопольский государственный педагогический университет имени Богдана Хмельницкого (Мелитополь, Украина)

E-mail: bilovlada@gmail.com, ORCID: 0000-0001-9041-7050

КОНЦЕПЦИЯ УПРАВЛЕНИЯ СПОРТОМ И СПОРТИВНОЙ ДЕЯТЕЛЬНОСТИ В КОНТЕКСТЕ ОБРАЗОВАТЕЛЬНОЙ ПАРАДИГМЫ

Аннотация. Актуальность исследования в том, что проанализирована концепция управления спортом и спортивной деятельностью в контексте образовательной парадигмы, которая сочетает философию и спорт, менеджмент и образование, педагогику и психологию. **Постановка задачи** - концепция управления спортом и спортивной деятельностью в контексте образовательной парадигмы философии спорта. **Объект исследования** - управление спортом и спортивной деятельностью в контексте образовательной парадигмы философии спорта. **Предмет исследования** - формулирование концепции управления спортом и спортивной деятельностью в контексте образовательной парадигмы философии спорта. **Анализ последних исследований и публикаций.** Мы опираемся на авторов, исследовавших спорт как феномен управления, который выступает фактором становления и развития личности. Проблема самоопределения личности как философская проблема рассматривается в философских работах - С.Кьеркегора, К. Ясперса, М. Хайдеггера, Ж.-П Сартра, А. Камю, Э. Фромма. **Выделение неисследованных частей общей проблемы** - в контексте образовательной парадигмы управления спортом и спортивной деятельностью сформировалось мнение,

что оба направления - спорт и физическая культура относятся к философии спорта, однако часто эти два объекта сводятся даже к одному - физической культуре, а спорт считается элементом последней, поэтому следует провести разграничение. **Методология исследования** - использование методов системного, структурного, структурно-функционального, институционального как таких, которые способствуют глубокому проникновению в суть объекта и предмета исследования. **Научная новизна исследования.** Данное научное исследование предполагает обращение к социально-философскому смыслу концепции управления спортом и спортивной деятельностью в контексте образовательной парадигмы философии спорта. **Изложение основного материала:** выявлены проблемы, связанные с анализом соматической (физической) культуры, основным содержанием которой является процесс социализации и «окультуривания», социокультурной модификации тела (тела, духа, телесности, телесного бытия) человека; раскрыты проблемы гуманизации спорта, повышение его духовно-нравственной ценности, состязательности спорта, судьбы тех или иных спортивных соревнований (состязательности вообще); проанализированы условия, как сформировать гуманный спорт и усилить гуманные начала и разнообразные модусы человеческих отношений в спортивной практике; определены функции спорта для всех и спорта для немногих - для высших достижений (спорт олимпийский, коммерческий и некоммерческий); обоснованы направления совершенствования управления спортом и спортивной деятельностью в контексте образовательной парадигмы философии спорта. **Выводы** - сформирована концепция управления спортом и спортивной деятельностью в контексте образовательной парадигмы

Ключевые слова: концепция управления спортом, концепция управления спортивной деятельностью, соматическая культура, гуманизация спорта, образовательная парадигма.

Стаття рекомендована до публікації д.філософ.н., проф. В.Г.Воронковою (Запоріжжя, Україна)

Надійшла до редколегії: 20.09.2018

Прийнята до друку: 25.09.2018