

---

**Original research article**

# OF THE ELABORATION OF FUNDAMENTALS OF CULTURAL APPROACH IN THE THEORY OF PHYSICAL CULTURE IN RUSSIA

**Fedor Ivanovich Sobyenin<sup>1</sup> and Kaduzkay Larisa Anatolyevna<sup>1</sup>**

<sup>1</sup> Faculty of Physical Education, Belgorod, Russia

UDK 796.01:316.7(47)

---

## SUMMARY

The purpose of this research - to discuss cultural studies aspects related to the development of the essence, the basic provisions of the cultural approach in the sphere of physical culture and especially its practical application, obtained from the study of the literature, as well as the use of induction, deduction, content analysis of published works in Russia since 1989. The article presents the objective prerequisites for the development and use cultural approach to science in general, as well as the theory and practice of physical culture. It is proposed to base the definition of cultural approach, its key provisions is necessary for the development of cultural conception and validation of new theories and technologies in the sphere of physical culture. We describe some examples from the experience of the application of cultural approach in theoretical developments and technologies. The immediate prospects for the development of this approach are outlined in the science of physical culture.

**Key words:** culture, methodology, classes of phenomena, model, cultural studies aspect.

---

## Correspondence author

Fedor Ivanovich Sobyenin  
Sobyenin@bsu.edu.ru

## INTRODUCTION.

Physical culture is a kind of culture of the society. Therefore it is quite natural need for scientific development theory of physical culture on the basis of cultural approach. In particular, the objective prerequisites of this study are:

- urgency to understand the essence of the social events from viewpoint of culture;
- reassessment of the established hierarchy of values in the public mind between the radical historical changes;
- the requirement to update the methodology of modern science;
- the active development of cultural studies, penetrating into different areas of knowledge;
- trends in the dehumanization of society, aggravation of internal and external socio-cultural contradictions;
- the need to ensure the cultural immunity in the new generation of society in a gradual devaluation of traditional values of Russian culture and spirituality of the people, reducing the values of national identity.

However, research into the development and application of this approach in the study of the theory of physical culture in Russia is rare.<sup>1</sup> Abroad often deals with the concept of sport, culture, society, politics, the value of physical culture in the modern world, but they pay little attention to the study of the provisions cultural approach to physical culture as a specific methodology.<sup>2</sup> So far still poorly understood issues of development essentially cultural approach to the foundations of the theory of physical culture, its main provisions, as a methodological tool, which determines the relevance of the present study.

## METHODS AND ORGANIZATION STUDIES

The study was conducted from 1989 to 2015. The data was collected through the analysis and synthesis of literature, induction and deduction, content analysis. It has been studied more than 1,200 sources, including theses, scientific articles in journals and collections of scientific papers, materials, scientific and practical conferences, textbooks, materials, regulatory and legal documents.

---

<sup>1</sup> Василий Выдрин. 2001. Современные проблемы теории физической культуры как вида культуры. С.-Петербург: СПбГАФК им. П.Ф. Лесгафта.

<sup>2</sup> David Andrews & Michael Silk. 2011. Physical Cultural Studies: Engendering a Productive Dialogue. *Sociology of Sport Journal*, 28: 1-3.

---

## THE RESULTS AND THEIR EXPLANATION

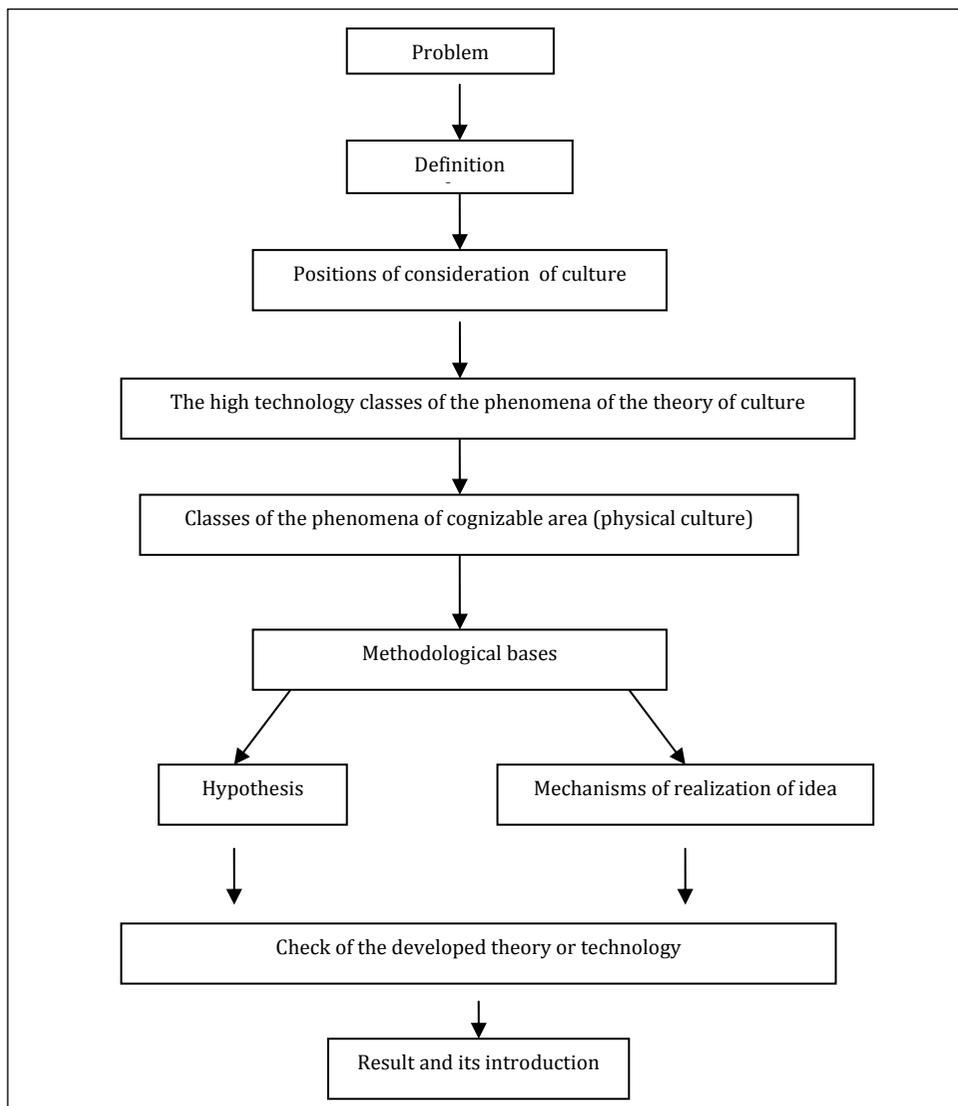
On the basis of the data obtained under the "cultural approach" is proposed to understand the specific methodology, based on a class of phenomena of cultural theory. The most important feature of the approach is the selection of researcher's objects having non-natural entity or natural objects, experiencing the impact of man. As a rule, in a cultural approach is used the theory of activity and needs in a dialectical unity. Development needs initiate the relevant activities, and activities give rise to new needs.

Implementing cultural approach in several steps:

1. identification of urgent issues requiring the use of cultural approach;
2. the selection of the components required for the development of cultural conception;
3. development of cultural conception;
4. development on the basis of cultural conception of new technology or theory;
5. verification of the technology or theory;
6. the use of proven technology and theory in real activity.

The use of cultural approach in physical culture can be set to any actual problem, which is in the semantic field of this type of culture. These may be issues of improving the training of athletes, introducing new methods of physical training to training or education in schools, rehabilitation of the elderly, persons with disabilities adapt to normal life and many others.

When building a cultural conception initially we need to select (or develop) the definition of "culture" (Fig.).



**Picture.** *Cultural approach: the general model of constructing*

This action should be considered necessary, because without the basic concepts of the semantic content of cultural approach we can not talk. Moreover, it is the best thing to give a complete definition, which is based on the study's author, rather than just a hint of it. This definition sets the benchmark for all other classes of phenomena.

Due to the fact that there are many definitions, you can select any that meet the needs and objectives of the researcher, the peculiarities of his outlook, scientific expertise and preparedness. You can develop and the author's definition, however, it is quite difficult to do, it requires a great deal of scientific expertise, time and considerable intellectual effort.

Then the position is selected when culture consideration is required in this study to assess the subject. They need to expand the research area and provide an opportunity to explore selected aspects of a specific theme. For example, it can be chosen the active, axiological, system, semiotic, personal and attributive position. Position may be one or more - it defines the subject of scientific knowledge, it is based on the goal and objectives of the study.

Next, we select "high-tech classes of phenomena of cultural theory." It is necessary in order to interpret the content of cultural approach, developed the concept with regard to a given situation and the problem of linking the key categories for the formulation of scientific assumptions, perspectives and interpretations of scientific results.

Under the "High" refers to the frequency of use of a class of phenomena (specific concepts) in the literature, the degree of elaboration of science, the level of recognition of its importance in science. Among them is usually allocated such as, for example, "activity", "personality", "customs", "tradition", "innovation", "artifacts", "cultural continuity", "cultural layer", "subculture" and others. The number of members is determined independently and the most important criterion for this - the needs of the research, keywords research topic, related areas of science, is closely associated with the work of key categories.

In accordance with the chosen field of study we selected classes of phenomena in the area, which should reflect the essence of the problem and its solutions. For example, if we are talking about objects in the sphere of physical culture, it may be included in the study categories: "Physical culture", "physical perfection", "physical recreation", "physical rehabilitation", "sport", "sportsman", "physical education "" physical qualities ", etc., and if the object is a "physical education" that apply concepts such as "learning", "education", "development", "knowledge and skills", "personality" and others. Their quantitative composition is as determined on the basis ratios and sufficient amounts of essential components.

Finally, another component for building concepts are methodological basis, which may be presented ideas, principles, laws, laws, theoretical propositions, hypotheses, other approaches. They are necessary to secure the connection, and the most important provisions from the existing concept of fundamental data, providing scientific and developed the concept of continuity. For example, as these fundamentals can be used in the idea of a comprehensive and harmonious development of personality, principle of communication of general and special

physical training, the dialectical law of the unity and struggle of opposites, activity and systemic approaches (which may or may not coincide with the already chosen position considering the concept of "Culture").

It is also appropriate to justify a general mechanism for solving the required problems associated with the working hypothesis that it is clear what is the most likely way to solve the cultural problem, and with the help of a complex sequence of actions it will be implemented.

For example, in order to carry out any activity involved in the sphere of physical culture and increase its effectiveness can develop tools and methods to strengthen their motivation. Formed motives will activate the corresponding activity of the subject, define its autonomy, no longer dependent on external pedagogical impact and ensure the necessary level of sports activity and efficiency.

Select all of the above components is itself only a certain set of ideas, which is static. The next stage should aim to ensure that all components related to the solution of the problem identified. As a result, attempts to establish the connection of all components of the problem and contacts between all the components should lead to the construction of cultural conception, which should turn in the dynamic system. It is based on the hypothesis, suggesting a likely way to solve the problem.

It is based on the established concept of developing a new theory of cultural studies, cultural studies, or new technology. Both types have the scientific knowledge and practical scientific result. However, after the development phase has to pass testing of the concept and theory (technology), which can lead to the need to make the appropriate correction to the ongoing investigation. Only after testing the theory of (technology) research resulting product can be introduced into the theory and practice of physical training.

For example, in one of the examples of cultural approach in the field of professional sports education classes offered to use high-tech phenomena theory of artistic culture.<sup>3</sup> The reason for this was the fact that professionally important tendencies in the content of professional and pedagogical suitability of a person to the work of the teacher of Physical Education is the combination of inclination of the "man-man" and "man-artistic image".<sup>4</sup> In fact, the artistic means have a significant the potential to increase the level of training of the person, but in the

---

<sup>3</sup> Федор Собянин 2001. Профессиональная подготовка учителей физической культуры на основе культурологического подхода. Докторская дис. СПб.

<sup>4</sup> Федор Собянин 1991. Профессионально-педагогическая пригодность студентов к деятельности учителя физической культуры. Кандидатская дис. Л.

content of vocational training in high schools they are used is very limited and are mostly informational. On this basis, it became necessary to justify in detail and methodical content of artistic activity, aimed at humanizing and humanization real training of future teachers of physical culture.

The study assumed that the formation of students' needs for knowledge of aesthetic values, the use of the pedagogical potential of artistic activity and the development of the individual characteristics of students would increase the level of their culture.

To implement the ideas needed:

1. to identify means of artistic activities, the most appropriate and effective for use in the process of professional and pedagogical training of future teachers of physical culture;
2. theoretically develop the content of artistic activities for the implementation of the educational process;
3. determine the effectiveness of targeted use of artistic activity in the preparation of future teachers.

At the heart of the developed concepts were highlighted in the values of (high-end class of phenomena knowable region) as truth, goodness, beauty, which should be acquired by students in vocational education, because they ensure the preservation of the key positions of the transfer of experience from generation to generation.

Implementation of cultural conception and coming from her educational technology was accurate installation:

- Artistic activity should expand the range of knowledge and skills of students, to promote their general cultural development;
- It was necessary to use such means and methods which would have a positive effect on professional and pedagogical readiness of students of the Faculty of Physical Education;
- It was important to facilitate the interpretation of artistic activity in the personality of students, in their motivation for the formation of new motives, interests, needs and ways of life.<sup>5</sup>

---

<sup>5</sup> Федор Собянин. 2001. Профессиональная подготовка учителей физической культуры на основе культурологического подхода. Докторская дис. СПб.

In the course of the study as the most appropriate and effective means of artistic culture were identified tools, such as music and painting. All experimental work was implemented in the general cultural, professional (specific) and the personal level. In the general cultural level of the students held lectures and lecture-concerts with the turning, the performance of musical works of Ancient Greece, Ancient Rome, the Middle Ages, the Renaissance, XIX century, jazz, ballads, church music, contemporary music and paintings from different historical periods. There were detected cultural significance of works and their impact on society and its mood.

At the professional (specific level) during a demonstration of musical works and works of art reveals a link between the artistic culture and physical culture, stressed their importance for the physical culture indicates the possibility of using means of artistic culture in the work of the teacher of physical culture.

Personal level envisaged the creation of an enabling environment for independent (under the guidance of experts) artistic creative activity of students using the tools of painting and crafts folk art. The classes involved professional artists, musicians, artists, teachers of music and painting.

The study proved the effectiveness of the cultural approach in the content of professional sports education by the example of his gradual humanization of using means of artistic culture. In the experimental group, compared with a control group of students improved performance motivational component (the ratio of the individual to others, to self latent attitude to the profession, and the inclination to professions such as "man-artistic image"). The results of pedagogical supervision and survey of students indicate increased levels of the needs of students in the field of artistic activity. Statistically significant changes ( $P < 0,05$ ) on the cognitive performance (ability), motor (communicative, constructive, gnostic power) the individual components.<sup>6</sup>

In Russia, there is a certain experience of cultural approach, both in theory and in practice in the sphere of physical culture. Using the proposed model can be cultural approach to evaluate and analyze this experience. For example, in the works of the founder of the Russian scientific school of the theory of physical culture from the perspective of a general theory of culture professor V.M. Vydrin the fundamental provisions laid cultural approach.<sup>7</sup> He did not develop a definition of "culture", but took an active part in the development of the concept of

---

<sup>6</sup> Ibid.

<sup>7</sup> Василий Выдрин. 2003. Физическая культура – вид культуры личности и общества (опыт историко-методологического анализа проблем). [Монография]. Омск: СибАДИ.

"physical culture". In this definition, he relied on the activity approach, suggesting that the culture of the individual (including physical culture of the person) is formed exclusively in the course and a result of human activity in a given direction. In addition, he has done much to identify system-forming and factors of the physical culture of the society, study its genetic, structural, functional aspects of studying axiological content of physical culture. There is also some scientific value of its work on selected topics and issues. For example, in some works, he studied the problem of non-special and vocational sports education, the problem of human physicality, natural givens and the task of man in the sphere of physical culture. At the same time, issues of developing cultural approach as a special methodological tools V.M. Vydrin hardly touched. It is noteworthy that in his last writings, he insisted on leaving awareness of cultural approach, as the methodology is not approaching the need to create it in a constructive manner, any model. Very valuable, these works are in terms of their relevance to the creation of preconditions determining the outlines of cultural approach in the general scientific plan, as well as for forecasting and planning future prospects of its study and knowledge of physical culture as a special sociology-cultural phenomenon.<sup>8</sup>

Perhaps this fact is explained by the fact that at some point it was still not enough accumulated knowledge, the amount of which would allow to explore the problem posed in the instrumental and methodological aspect.

The closest disciple of Professor V.M. Vydrin Yuri Nikolaev continued the ideas of scientific school. The focus of his research was the idea of integrative (bio-social) nature of physical culture. In his works, he is also inclined to the activity aspect of culture, without mentioning the definition of culture, which was chosen as the methodological basis of his research.<sup>9</sup> A special merit of the author of this analysis is that should be considered integration of sciences around issues of theory and practice of physical culture, including the author's position on the classification of the sciences of physical culture evolving today.

---

<sup>8</sup> Василий Выдрин. 2003. Физическая культура – вид культуры личности и общества (опыт историко-методологического анализа проблем). [Монография]. Омск: СибАДИ.

<sup>9</sup> Юрий Николаев. 2010. Теория и практика физической культуры в первой трети XX1 века. Теория и практика физической культуры. Журнал. 9. 10-18.

<sup>10</sup> Федор Собянин & Андрей Лотоненко. 2006. Научно-методические классы явлений теории физической культуры в системе профессионального физкультурного образования. Теория и практика физической культуры. Журнал. 8. 17-20.

The first attempt to justify a model cultural approach to the study of physical culture was undertaken in 2001 as a disciple of V.M.Vydrin.<sup>10</sup> In addition to the model we developed the definition of "culture". It was argued that under the specific culture should be understood morally orientated human activity, as well as an assessment and understanding of its results. On the basis of this definition was developed formula and then the definition of "physical culture". Without these definitions, it is impossible to apply the cultural approach. The Russian version of the definition reads: "физическая культура – это вид культуры общества, специфическая нравственно содержательная деятельность, направленная на физическое совершенствование". The English version of the definition reads: "physical culture - is a type of the culture society, specific morally profound activity, directed on physical improvement". Definition in Russian and English versions have been approved in the resolution on the results of VII FIEP European Congress (Spain, Barcelona, 2012).

These authors, as well as some others (such as Matveev L.P., Ponomarev N.I., Stolyarov V.I, Lubysheva L.I., Balsevich V.K.) have contributed to the cultural approach and the development of knowledge of physical culture, primarily as theorists. Some of them have implemented a cultural approach both theoretically and practically.

In this regard, we should highlight the development of the professor V.I. Stolyarov.<sup>11</sup> In his writings he analyzed the sphere of physical culture on a philosophical level. One of them has been implemented in the research project "SpArt", the essence of which is to combine the content of the art of the sport in the image and likeness of modern interpreted with ancient samples. This approach has proved valid only in the Russian original, new and efficient. Currently, there are specially organized center "SpArt", coordinating sports work of the project in the regions of Russia, as well as a number of projects abroad. Today in Russia it is the most efficient design, which blend harmoniously, as well as implemented the theory and practice of physical culture.

Sobyenin's model is used to develop the cultural approach cultural technology professional, sports, educational and artistic activities, embedded in the content of professional sports formation of students enrolled at the Faculty of Physical Education in the Russian context. The results confirmed the need to

---

<sup>11</sup> Владислав Столяров. 1994. Проект «СпАрт»: Духовность. Спорт. Искусство (основные идеи и первые итоги реализации в России). М.: РГАФК, Гуманитарный Центр «СпАрт».

<sup>12</sup> Юлия Молчанова. 2007. Формирование потребностей к занятиям физической культурой у школьников 14-15 лет. Кандидатская дис. Тамбов.

<sup>13</sup> Ibid.

develop and use cultural approach to professional training, working in the sphere of physical culture.

There is also a certain amount of research, which is dominated by the technological component of the cultural approach to physical culture. In a study conducted Molchanova Y.S., based on the central idea of changing the status of the person in relation to culture (physical culture) has solved the problem of the formation of the needs of pupils of 5-9 classes of a comprehensive school in the aerobics section.<sup>12</sup>

In the first stage of experimental physical-pedagogical technology status engaged students defined as "consumer values of physical culture." Students attended the first classes in aerobics, mastered its theory and practice.

In the second stage of the experiment the students already possess the knowledge and skills mastered by discipline and their status became defined as "media values of physical culture."

In the transition to the third stage of the experiment, the main requirement was to develop and implement their own copyright systems of aerobic exercises. At this stage, the students moved to the new status - "a creator of values of physical culture." It turned out that as students move from one status to another, they gradually increase the level needs to systematic physical exercise.<sup>13</sup>

Experience with cultural approach also shows great promise in the use of various games (the popular, mobile, sports, business and others) with the purpose of training, development, rehabilitation involved. For example, in the Republic of Mozambique national outdoor games are used as the primary means of physical culture and successfully replace the exercise in those cases when there is no specially equipped material and technical base for physical education classes, sports halls, tools and equipment.<sup>14</sup> Using the popular mobile games is very promising in terms of educating the younger generation in the spirit of national traditions and customs, the transfer of experience, bringing to the values of national physical culture. In addition, they significantly increase the interest and motivation in general have engaged in systematic physical training, the introduction of students to provide a multicultural play area children in the process of mastering the elements of classic sports games.<sup>15</sup>

---

<sup>14</sup> Пиреш Нелсон Фазенда. 2012. Методика применения народных подвижных игр на уроках физической культуры в 6 классах в школах Мозамбика. Кандидатская дис. Тамбов.

<sup>15</sup> Ibid.

Learning experience of the cultural approach in the sphere of physical culture in Russia confirms the prevalence of the development of various technologies based on individual ideas, concepts, or certain provisions of the theory of culture as compared to the justification of new theories. Technology relate more to sports education, recreation and rehabilitation of children of preschool and school age, university students and other categories of the population, including people with disabilities. They penetrate well into the sport to new methods of healing people and leisure. We can assume that in the long term cultural approach will not only contribute to the spiritual development of working, but also bring big profits if it consistently and thoroughly implement a variety of entertainment in the form of commercial activities with the use of means of physical culture.

Speaking about the prospects of cultural approach, Professor V.M. Vydrin, there are three main levels of its application in the study of physical culture. On the cultural level is expected to further the knowledge of physical culture as a form of culture, which has its similarities and at the same time has the feature compared to other types of culture. The second level has a study prospects of studying the specifics of the physical culture, its identity and uniqueness. The third level of research involves identifying the internal contents of physical culture by considering its individual types (sports, physical education, physical recreation, physical rehabilitation, adaptive physical culture, therapeutic physical training, professional-applied physical culture).

Assumption of V.M.Vydrin the next few years can be viewed as the most likely prospects for the development of physical culture research using the cultural approach. However, this should be added the need to further study the cultural approach as a methodological tool that should significantly increase the productivity and efficiency of the popularity of cultural studies in the field of physical culture.

## CONCLUSIONS

1. It is necessary to develop and use cultural approach to science and physical culture due to methodological, social, historical, humanistic, ethical, scientific and logical assumptions.
2. The essence of the cultural approach to the study of problems in the sphere of physical culture is the use of classes of phenomena theory of culture and their derivatives for solving theoretical and practical problems in sports activity.
3. Structural components are used in developing of the cultural conception of the main provisions of cultural approach: the concept of "culture", the position

of its consideration, the high technology phenomena of cultural theory classes, classes of phenomena knowable subject area, the hypothesis and the mechanisms of its implementation, other methodological positions, how to implement the main provisions of the concept and its result. All components are add up to a general model of cultural approach to its application in the field of physical culture. Stages cultural approach in physical culture include its consistent implementation, ranging from identifying the actual problem, and ending with the introduction of the theory or techniques after preliminary testing.

4. The developed model of cultural approach in the field of physical culture has general methodological and practical significance, can be used for development and application in other fields of science, and can serve as a method of evaluation has made cultural studies.

5. A study of the development and use cultural approach in the field of physical culture shows that it is used in cultural studies for the detection of the physical nature of culture and its system characteristics, structural, functional, historic, axiological aspects, as well as the development of specific technologies used in sports education, sports, physical recreation and other forms of physical culture. However, we rarely encounter studies on knowledge cultural approach as a methodological tool.

6. Prospects for development and application of cultural approach in physical culture are most probable in the direction of knowing the specifics of the methodology in physical activity, the study of the most urgent problems of physical culture as a special social and cultural phenomenon in the historical-genetic, structural, functional, axiological aspects, as well as in the direction of the most important issues , determined by socio-historical trends in the modern rapidly changing world.

## REFERENCE

1. Andrews, David., & Silk, Michael. 2011. Physical Cultural Studies: Engendering a Productive Dialogue. *Sociology of Sport Journal*, 28: 1-3.
2. Cashmore, Ernest. 2000. *Sports Culture: An AZ Guide*. London, UK; New York: Routledge.
3. Coakley, Jay J. 2004. *Sport in Society: Issues and Controversies* (8th ed.). Boston, MA: McGraw-Hill.
4. Dyck, Noel. 2000. *Sports and Cultures*. Oxford: Berg.
5. Heywood, Leslie, and Shari L. Dworkin. 2003. *Built to Win: The Female Athlete as Cultural Icon*.
6. Выдрин, Василий. 2001. *Современные проблемы теории физической культуры как вида культуры*. С.-Петербург: СПбГАФК им. П.Ф. Лесгафта.

7. 7. Выдрин, Василий. 2003. Физическая культура – вид культуры личности и общества (опыт историко-методологического анализа проблем). [Монография]. Омск: СибАДИ.
8. 8. Молчанова, Юлия. 2007. Формирование потребностей к занятиям физической культурой у школьников 14-15 лет. Кандидатская дис. Тамбов.
9. 9. Николаев, Юрий. 2009. Теория физической культуры: становление и развитие культурологического подхода. Теория и практика физической культуры. Журнал. 12. 3-8.
10. 10. Николаев, Юрий. 2010. Теория и практика физической культуры в первой трети XXI века. Теория и практика физической культуры. Журнал. 9. 10-18.
11. 11. Собянин, Федор. 2001. Профессиональная подготовка учителей физической культуры на основе культурологического подхода. Докторская дис. СПб.
12. 12. Собянин, Федор & Лотоненко, Андрей. 2006. Научные классы явлений теории физической культуры в системе профессионального физкультурного образования. Теория и практика физической культуры. Журнал. 8. 17-20.
13. 13. Собянин, Федор. 1991. Профессионально-педагогическая пригодность студентов к деятельности учителя физической культуры. Кандидатская дис. Л.
14. 14. Столяров, Владислав. 1994. Проект «СпАрт»: Духовность. Спорт. Искусство (основные идеи и первые итоги реализации в России). М.: РГАФК, Гуманитарный Центр «СпАрт».
15. 15. Фазенда, Нелсон Пиреш. 2012. Методика применения народных подвижных игр на уроках физической культуры в 6 классах в школах Мозамбика. Кандидатская дис. Тамбов.

## ОСНОВЕ КУЛТУРОЛОШКОГ ПРИСТУПА ТЕОРИЈИ ФИЗИЧКЕ КУЛТУРЕ У РУСИЈИ

### САЖЕТАК

Циљ овог истраживања је да истражи аспекте културолошких студија теорије физичке културе који се односе на развој њене суштине, утврди основне одредбе културолошког приступа у области физичке културе и посебно његову практичну примену, проучавањем доступне литературе, користећи методе индукције, дедукције и анализе садржаја објављених радова у Русији од 1989. године. Рад разматра објективне претпоставке за развој и коришћење културолошког приступа науци уопште, као и теорији и пракси физичке културе. Предложено је да се размотре основе дефиниције културолошког приступа, његове кључне одредбе које су неопходне за развој културолошког концепта и валидацију нових теорија и технологија у области

физичке културе. Рад описује неке примере из искуства примене културолошког приступа у теоријским развоју и технологији. Непосредни изгледи за развој оваквог приступа су наведени у науци физичке културе.

**Кључне речи:** култура, методологија, класе феномена, модел, аспекти културолошких студија

---

## ОСНОВЫ КУЛТУРОЛОГИЧЕСКОГО ПОДХОДА ТЕОРИИ ФИЗИЧЕСКОЙ КУЛЬТУРЫ

---

### РЕЗЮМЕ

Целью данного исследования является обсуждение культурологических студий теории физической культуры, связанных с развитием ее сущности, утверждение основных положений культурологического подхода в сфере физической культуры и особенно ее практического применения, изучением литературы, с использованием индукции, дедукции, анализа содержания опубликованных произведений в России с 1989 года. В статье представлены объективные предпосылки для развития и использования культурологического подхода к науке в целом, а также теории и практике физической культуры. Предлагается рассмотреть основы определения культурологического подхода, его основные положения которые являются необходимым для развития культурологической концепции и проверку новых теорий и технологий в сфере физической культуры. Опишем некоторые примеры из опыта применения культурологического подхода в теоретических разработках и технологиях. Ближайшие перспективы развития этого подхода изложены в науке физической культуры.

**Ключевые слова:** культура, методология, классы явлений, модель, аспекты культурологических студий.

---