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**INFLUENCE OF BIOPHILOSOPHICAL KNOWLEDGE ON PERSONALITY DEVELOPMENT
AND HUMANISTIC WORLD VIEW FORMATION OF FUTURE PHYSICAL EDUCATION
TEACHERS IN THE UNIVERSITIES OF UKRAINE**

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Abstract

The goal of the research is to determine the degree of correlation between the teaching of biophilosophy in the complex of socio-humanistic disciplines and the formation of future Physical Education teachers' humanistic world view in the universities of Ukraine. Materials: the method of scientific sources analysis, the method of focus group research, and mathematical statistics have been applied. The proposed syllabus of the discipline "Fundamentals of Biophilosophy" for the faculties of Physical Education and Sport is based on the biophilosophical concept of education developed by one of the authors and settled in the higher education system of modern Ukraine. The results of the research offer the possibility to make adjustments to the scope and content of the complex of socio-humanistic disciplines taught to future Physical Education teachers in the universities of modern Ukraine.

Keywords

Biophilosophy – Physical Education teacher – World view preferences

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Introduction

Under the conditions of reforming all the areas of modern Ukrainian society's life, the main task of education is to create a qualitatively new system of training specialists who meet the challenges and requirements of the time. There is a need for new approaches to teaching that aim at the formation of future professional teachers' scientific and philosophical understanding of the world, which is necessary for the education of a healthy, harmoniously developed, self-respecting and tolerant citizen of their country and a member of the world community. This task is largely assigned to students, future Physical Education teachers, since the preservation and maintenance of health at any age is a fundamental problem of the modern world¹. The special aspects of Ukraine's European integration in the field of vocational training are caused by the crisis-ridden state of the system of education and the need to revise in particular teacher training content for their activity in new social, political and economic conditions². The quality of Ukrainian education in the context of current civilizational changes belongs to the problematic area of modern pedagogical science³. What the image of the man of the future will be like and who and how should be educated in the younger generations are the problems of the modern educational system in Ukraine and around the whole world⁴. In the setting of globalization, the educational space is viewed in the context of a prospective integration and paradigm pluralism⁵. The future Physical Education teacher training in the context of the New Ukrainian School is accompanied by a wide range of problems caused by the rejection of the outdated Soviet system of sports pedagogy and at the same time by the lack or insufficient development of modern and congruent with the European tradition approaches to the vocational training of Physical Education and Sport teachers in present-day Ukraine⁶.

The formation of a new type of a specialist's personality in the field of Physical Education is possible, in the current context, only by means of the methodology and the potential of philosophy and biophilosophy in particular. Modern biophilosophy with its genesis from "philosophy of life" and "philosophy of biology"⁷ reflects all the diversity of life on the planet through the prism of historically established and current topical worldview

¹ O. Andrieieva; A. Hakman; V. Kashuba; M. Vasylenko; K. Patsaliuk; A. Koshura and I. Istyniuk, "Effects of physical activity on aging processes in elderly persons", *Journal of Physical Education and Sport*, Vol: 19 (2019): 1308-1314.

² V. Radkevich, "Professional education and learning: European context of development", *Official Journal of the Institute of professional and technical education of the National Academy of Pedagogical Sciences of Ukraine*, Vol: 14 (2017): 5-14.

³ V. Ryabchenko, *Higher education of Ukraine in the general civilizational context* (Kyiv: Fitosotsiotsentr, 2015).

⁴ S. Kostyuchkov, *Biopolitical basis of philosophical and educational concept in the context of civil society: monograph* (Kherson: Ailant, 2015) y G. Moskalik, "Formation of the future: is look of philosopher", *Hileya: scientific bulletin*, Vol: 105 num 2 (2016): 295-297.

⁵ V. Svitlychna and T. Chystilina, "Educational space in the context of globalization: paradigm pluralism and integration perspectives", *Humanistic journal*, Vol: 2 (2013): 83-92.

⁶ T. Nesterova and A. Pavlyuk, "The structure of motivation of higher education institutions students for Physical Education and Sport classes". *Physical Education and Sport in the modern society: experience, problems, solutions (in the series of Anokhin conferences)*, *International scientific and practical conference 31.10.2014. Kyiv* (2014): 50-58.

⁷ M. Ruse, *Philosophy of biology* (Moscow: Progress, 1977); E. Sober, *Philosophy of Biology* (Boulder: The Perseus Books Group, 2000) y A. Rosenberg and R. Chicester, *Philosophy of Biology: An Anthology* (United Kingdom: Publisher John Wiley & Sons Ltd, 2009).

concepts⁸ and holds a strong position in the system of modern philosophical knowledge⁹. From the perspective of biophilosophy, the modern knowledge society is viewed in the context of the anthropological situation of the global world¹⁰. In a broad sense, biophilosophy is always a reflection on the eternal problems of life from the perspective of modernity. With the dominance of biophilosophy, there has been developed a concept of education, whose starting point is the provision of the necessity to correct biophilosophical aspects of social life through education, namely, birth rate, physical well-being, duration and quality of life in general by raising the level of personal bio-social competence, as well as adaptation of the individual to the ever-changing world¹¹. For future Physical Education teachers studying the fundamentals of biophilosophy makes it possible to prepare future generation representatives to participate in the creation of a legal, high-tech, socially oriented state on the basis of sustainable development, which provides for the formation of an environmentally friendly attitude to the natural world and to the human nature, as well as the construction of a developed, responsible and solidary civil society on the same ideological grounds. The task of the Physical Education teacher is not only to develop the skills in preserving and strengthening their students' individual health, but also to provide an effective tool for improving the individual's adaptation mechanism to the changing conditions of the surrounding world – both natural and social.

Hypothesis. The authors makes an assumption that the inclusion of the fundamentals of biophilosophy in the curriculum for Physical Education teacher training strengthens their worldview positions, contributing to the formation of their humanistic attitudes and understanding of the individual's natural uniqueness, multi-vector development and inner world richness.

Purpose. To study the range of Physical Education teachers' opinions on the need for an advanced learning of certain humanistic disciplines (biophilosophy, bioethics, sociobiology, etc.), aimed at the development of future teachers' modern humanistic worldview in the field of Physical Education in order to overcome threats and challenges, including the troubled environmental and demographic situation, manifestations of intolerance and xenophobia, deformation of the biosocial nature of the individual under the influence of a number of destructive factors. The topicality of the research is significantly increased in the context of modern Ukraine's commitment to European education space, taking into account the need for scientific justification of the optimism-generating and culture-creative mode of man in the modern globalized world, which will make it possible for the society to consolidate responsible individuals' efforts to solve vital problems.

Material & methods

To achieve the goal of the research, the focused group interview method was chosen. The research is of a look-ahead type: to study the impact of future Physical Education teachers' learning the fundamentals of biophilosophy on their level of proficiency and competence (including biosocial one), we chose 20 Physical Education

⁸ V. Borzenkov, From "philosophy of life" to "biophilosophy". Biophilosophy (Moscow: IFRAN, 1997).

⁹ E. Thacker, Biophilosophy for the 21st Century (2015). Retrieved from URL <https://journals.uvic.ca/index.php/ctheory/article/view/14452/5294>.

¹⁰ S. Prolieiev, "Knowledge society" as an anthropological situation", Philosophy of education, Vol: 1 num 14 (2014): 7-24.

¹¹ S. Kostyuchkov, "Biofilosofii theoretical and practical framework to improve efficiency modern education system", Hileya: scientific bulletin, Vol: 117 num 2 (2017): 193-196.

teachers (n=20), who had already been working in educational institutions for 1 to 3 years, to participate in the research. The researcher assumed that the students, the future educators in the field of Physical Education, were not ready for a rational assessment of their vocational training level. However, the results of the research involving the teachers with practical educational work experience can provide sufficient data for the recommendations on making amendments to the process of future Physical Education teacher training.

Participants. The research involved the Physical Education teachers of the secondary educational institutions of the city of Kherson (Ukraine), who had been practising for 1 to 3 years. The number of the voluntary respondents is 20 (n=20) and is due to the number of the schools, colleges and lyceums: there are a little more than 60 of them in the city. The participation in the research does not violate the participants' rights and does not pose any threat to their well-being. The research was conducted according to the ethical standards of the committee on the rights of experiments of Helsinki declaration of 2013¹².

Organization of research. To achieve the goal of the research, the method of focused group interviews (focus group research – FGR) was used. This method has similarities with other survey options, such as a group interview, but a focused interview is not an alternation of questions from the researcher and responses from the respondents. FGR is a form of a group discussion in which respondents have more freedom in choosing the form of presentation of their thoughts and impressions in the context of the topic set by the researcher. Using a focused interview activates the emergence of new questions and, consequently, unexpected answers, and the topic of the conversation can take an original course spontaneously.

Traditional screening was not performed for the FGR organization, since the participants definitely conform to the required parameters of the focus group. A focus group interview guide containing several thematic blocks was worked out. By agreement with the group members, the responses were recorded only on paper, without the use of audio equipment. In the process of recording the responses, the rule of maximum preservation of the respondents' conversational style was observed. After the discussion on each block, the researcher makes a digest of answers, the analysis of which determines the result of the research.

Results

Block One. Socio-humanistic disciplines in the structure of Physical Education teacher training

In the modern world, sport and physical education act as a producer of value orientations first of all for young people who will have to live in the difficult conditions of the constantly changing society. At the forefront of priorities there emerge the values of success and competition, social mobility and adaptability, pragmatism and leadership, and enhanced capability of adapting to the modern world's rapidly changing conditions.

¹² World Medical Association Declaration of Helsinki – Ethical Principles for Medical Research Involving Human Subjects, (2013). Retrieved from: URL <https://www.wma.net/wp-content/uploads/2016/11/DoH-Oct2013-JAMA.pdf>

The growing importance of sport and Physical Education actualizes the increase in professional, ideological, and cultural requirements for future Physical Education teachers, who are called upon to adequately respond to the increased social demand for the formation of a person with optimal mental and somatic characteristics. The theory and practice of pedagogical training of future Physical Education teachers in a modern university provides methodological support for the study of philosophical and socio-humanistic disciplines, the readiness of lecturers and students to form a new worldview of the future specialist – the teacher in the field of Physical Education. It is necessary to create conditions for the natural dominance of progressive, humanistic pedagogical ideas that contribute to the individual's free development and dignity. It is also necessary to take into account the theory and practice of higher education in Ukraine in order to increase the potential of philosophical and socio-humanistic disciplines in the process of training future teachers in the field of Physical Education.

“Only through involvement in the field of Physical Education it is possible to develop knowledge, skills and abilities that are based on principles and concepts, such as, for example, the “rules of fair play” and respect for the opponent, spectators and judges, tactile and muscular perception, social responsibility associated with personal contribution to the result of the team's performance. The tasks set before the field of Physical Education, such as good health, personal development, and civic engagement, suggest the importance of Physical Education”¹³.

Philosophical and socio-humanistic disciplines contribute to the development of such future teachers' personal and professional qualities that will be reflected in their future students – the ability to critically analyze the desired and the actual, the capability of sympathizing with a person with special needs, the understanding of the world's diversity and human nature's complexity and ambiguity, the ability to build relationships on the principle of “being different from me does not mean hostile”, and so on.

The key issue for the discussion on the theme of the block is: “Do you consider the level and the scope of philosophical and socio-humanistic disciplines to be sufficient in the process of training a future teacher in the field of Physical Education?”

The digest of answers (compiled by the researchers). The respondents note that the block of humanistic disciplines in the process of Physical Education teacher training is overloaded, especially in the initial years. Political science and sociology (the sociology of sport) are interesting, but these subjects are taught in the same way to the students of all specialties, without taking into account the specifics of training “physicists” and “lyricists”. The educators with teaching experience note that a chaotic repertoire of knowledge made up of bits of history, philosophy, political science and sociology will not be useful for future Physical Education teachers' professional activity. “Sports pedagogy specialists need a course whose practical component would be useful in their future practice – how to work in the modern school context of inclusive education with the students who are mentally, anthropo-physiologically or communicatively different from the majority.” A small group of respondents (5 out of 20) supported a sharp reduction in “unnecessary academic subjects in favor of sanitary and medical training, health and safety classes, and the study of fashionable sports – baseball, horse riding, workout, and others.” 11 respondents claimed

¹³ I. Grinchenko, “Future Physical Education teachers' vocational training: the experience of European countries”, Teaching and research tools, Vol: 42 (2014): 41.

that the expansion or reduction of the volume of philosophical and other humanistic disciplines are not crucial, since they are not important for future Physical Education teachers and serve only to fill the curriculum.

Only four respondents (with 2 and 3 years of teaching practice) offered the university administrators to increase the proportion of philosophical and socio-humanistic disciplines in the process of training the future teacher in the field of Physical Education, as far as “the general level of erudition, readiness for innovations, the breadth and originality of world view of sports pedagogy specialists in the modern world must be at a sufficiently high level, taking into account the fact that many Ukrainian Physical Education teachers go to work to European countries and there they face their own lack of readiness to integrate in the space of tolerance, mental and cultural pluralism, social and political nihilism, a wide range of ideological preferences and value orientations.”

Block Two. The need to modernize the structure and content of socio-humanistic disciplines in the process of Physical Education teacher training

It is impractical to consider the worldview-forming guidelines of socio-humanistic disciplines in general and biophilosophy in particular to be a separate part of the modern university educational process. There is a need for holistic educational systems aimed at the individual’s comprehensive development with due regard to their unique biosocial nature, and based on the processes of humanization and humanitarization, in which the teacher and the student are equal subjects (Figure 1).

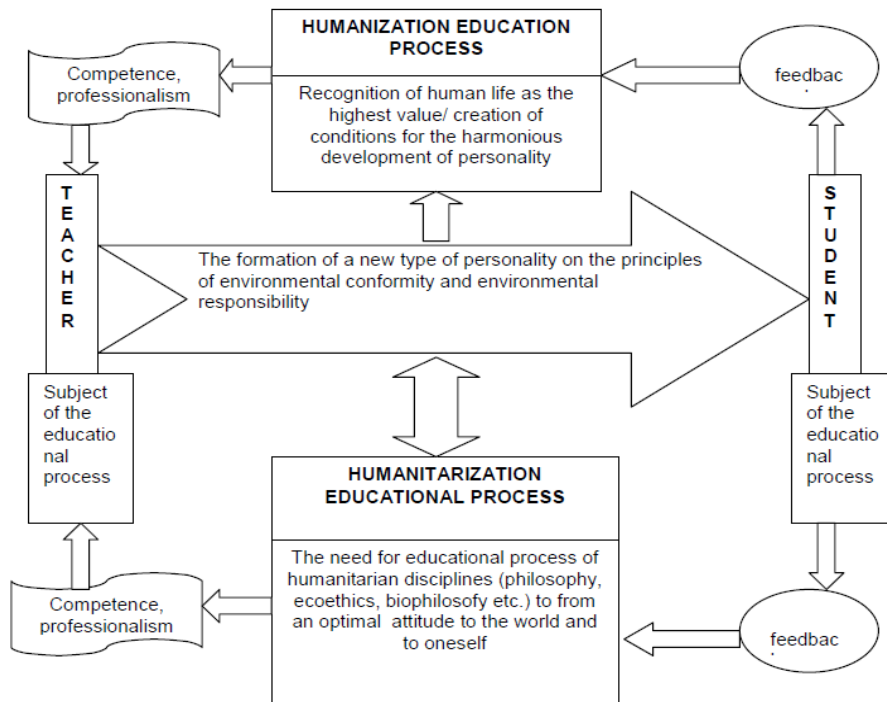


Figure 1
The teacher and the student in the process of humanization and humanitarization of education

Taking into account the specifics of future Physical Education teacher training, it is mandatory to determine the conceptual and methodological basis for the formation of the value-normative modus of the future specialist's personality and, as a result, to establish a stable trend for the final social and pedagogical result. The worldview-forming paradigm of philosophical and, in particular, biophilosophical knowledge determines the direction and content of the educational process in the modern university. In this context, the priority is seen as humanistic orientation of education, which provides not only the future professional's narrow specialization, but also the formation of their specific worldview – scientific and philosophical, which involves the expansion of the range of socio-humanistic disciplines in the body of university disciplines. The philosophical and, in particular, biophilosophical approach to university education makes it possible to create conditions for the development of a common strategy to solve global problems of our time, including the construction of a legal, high-tech state based on sustainable development, which provides for the formation of an environmentally friendly attitude to the natural world and human nature.

The main task of the higher education institution in the process of future Physical Education and Sport specialists training is to form an agent of professional activity, who can increase their physical potential, master the knowledge about the organization of their own physical activity and social physical education practice. The fundamental change in the labor market, and consequently in the educational market, provides for the diversification of educational programs, flexibility and mobility in fulfilling the social requests of the state in each specific region¹⁴. It seems probable that under the conditions of restarting the content of philosophical and social disciplines by means of such subjects as biophilosophy, bioethics, philosophy of health, and by university lecturers' creation of philosophically justified health saving environment, future Physical Education teachers will develop their philosophical understanding of the modern concept of human health in harmony with nature. Consequently, there arises the need to modernize the structure and content of socio-humanistic disciplines in the process of Physical Education teacher training.

The key issue for the discussion on the theme of the block is: "Is it necessary to modernize and optimize the structure and content of socio-humanistic disciplines in the process of Physical Education teacher training in the modern university?"

The digest of answers (compiled by the researchers). The participants of the research note that the corpus of philosophical and socio-political disciplines in the modern university requires modernization. In addition to the comprehensive course of *general philosophy* (the respondent's original answer), taught in the second year, the students are introduced to sociology of sport, political science, and philosophy of science (a discipline of the student's choice). Five novice teachers noted that such components of philosophy as ontology, epistemology, history of religion, aesthetics, and others are not very important for future Physical Education teachers. According to some opinions, history of philosophy, culture studies, ethics and aesthetics would be more interesting and useful. In their opinion, such subjects as philosophy of sport, anthropology, logic and philosophy of health should be added.

¹⁴ D. Bermudes, "Substantiation of Model of Training of the Future Physical Education Teachers for Implementation of the Variant Modules in the Process of Professional Activity", *Pedagogical sciences: theory, history, innovation technology*, Vol: 7 num 71 (2017): 26-36.

Almost all the respondents noted that philosophy helps the student to discover a person in themselves; it stimulates the desire to unravel their nature, understand their place in nature and society, and find their own way of implementing their life strategy. Eight respondents stated that they do not have a clear position on the modernization of the structure and content of socio-humanistic disciplines in the process of Physical Education teacher training. Seven teachers with 2–3 years of teaching practice pointed out the importance of an enhanced course in philosophical anthropology and biophilosophy: it is these fields of philosophical knowledge that determine the range of problems of correlation between the biological and the social in man, emphasizing the natural connection between the genesis of biology and culture. The study of anthropology should be complemented by the knowledge of modern man as a complex phenomenon, which is very important for a Physical Education teacher, practicing in conditions of different views on human health and ways to achieve and maintain it, pluralism of cultural preferences, spiritual needs, religious beliefs, and political orientations.

Block Three. Philosophy of life (biophilosophy) in the structure of philosophical knowledge in the process of university training of Physical Education teachers

Biophilosophy outlines the range of issues that most fully reveal life as a phenomenon in all its complexity and integrity, namely: what life is, how its various aspects are interconnected – not only biological, but also environmental, economic, social, political, and spiritual; how to learn the phenomena of life, how to justify the self-worth of life, and what praxeological consequences this cognition and the resulting knowledge will have. The holistic concept of sustainable development presented by UNESCO in the document “Transforming our world: the 2030 Agenda for Sustainable Development” (2015)¹⁵, requires the integration of the biophilosophical component into a new concept of education for a deeper implication of various ways of human exploration of the world and the Universe.

“Proceeding from the fact that a person is usually studied as a bio-social being, natural sciences converge with socio-political sciences, and the intensity and power of such a convergence is directly proportional to the depth, scope and content of research of various aspects of the natural and social life of man. New biological and, in particular, bio-philosophical knowledge, as well as the related technologies, orient the public consciousness towards the production of fundamentally new or modernization of existing bio-philosophical ideas. Any kind of reform in the social sphere, without taking into account the bio-philosophical component, provokes manifestations of powerful counter-trends, conditioned by the traditional approach to man as elementary social unit, excluding the fact that the whole history of mankind is a process of preserving and developing the creative (genetic) makings of the human race”¹⁶.

The key issue for the discussion on the theme of the block is: “What is the role of biophilosophy in shaping the future Physical Education teacher’s holistic view of the world and philosophical understanding of life as a universal phenomenon in all its complexity, versatility and integrity?”

¹⁵ Transforming our world: the 2030 Agenda for Sustainable Development (2015). Retrieved from: URL <https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>

¹⁶ S. Kostyuchkov, “Different human images and anthropological collisions of post-modernism epoch: biophilosophical interpretation”, *Anthropological Measurements of Philosophical Research*, Vol: 13 (2018): 101

The digest of answers (compiled by the researchers). Due to unfamiliarity of the majority of the participants of the research with the fundamentals of biophilosophy, they were asked before the debate to read some publications on the subject, in particular the articles by P. Godfrey-Smith¹⁷, P. Griffiths¹⁸, A. Rosenberg, M. Ruse, E. Somit, E. Tucker, S. Erlik¹⁹, R. Esposito²⁰. During the discussion, the majority of the respondents (14 out of 20) expressed the belief that the formation of a personality is impossible without taking into account the biophilosophical basis of this process in modern social reality, guided by the fact that biophilosophy as a set of knowledge about “life in general” and “the human in man”, is considered to be a source of socio-cultural life of a person. The process of education also resides in social reality, coming out of the understanding that a significant number of problems – ideological, social, economic, and others – have a clearly expressed biological (biophilosophical) component. One of the respondents emphasized the fact that, in his opinion, ignoring the laws of biology, which describe human life as a part of living nature, dooms the most technologized pedagogical practices to unproductivity. This is especially important for a Physical Education teacher, who forms not only the healthy body of the future citizen of his country, but also their “healthy spirit” – the spirit of the fighter, creator and reformer. One of the participants in the research suggested the idea, that teaching a person to think and act in accordance with the interests of nature, including the human nature of the person, and not in spite of it is the main task of the modern educational system. The unification of individual and collective consciousness on the basis of ethics of responsibility, productive synthesis of spiritual culture and constructive analytical thinking is considered today to be the main essential and functional feature of the 21st century society. Two respondents working for their first year said they were not ready to speak about the introduction of biophilosophy in the course of training of Physical Education teachers. Four respondents expressed doubts about the feasibility of introducing “Biophilosophy” course in the complex of socio-humanistic disciplines in the process of Physical Education teacher training. They noted that the advanced learning of applied philosophical disciplines, including philosophy of sport, biophilosophy, philosophy of education, philosophy of physical culture, philosophy of Olympism, philosophy of achievement and others in a large amount will “oust” professional disciplines, and in a small amount it will increase the fragmentation of students’ knowledge in the field of socio-humanistic disciplines.

Discussion

Analysis of the discussion digest of *Block One* showed the following results: some of the respondents, the novice teachers (n=5), supported reducing the volume of philosophy and other socio-humanistic disciplines in the course of Physical Education teacher training. The teachers, who had been working for less than two years (n=11), stated that the expansion or reduction of the volume is not important, demonstrating a position of indifference regarding this issue. Four respondents, the teachers with 2 – 3 years of experience (n=4), supported increasing the volume of philosophical and socio-humanistic disciplines in the process of training teachers in the field of Physical Education. The results of the analysis are shown graphically in Figure 2.

¹⁷ P. Godfrey-Smith, *Philosophy of Biology* (New Jersey, 2014).

¹⁸ P. Griffiths, *Philosophy of Biology*. The Stanford Encyclopedia of Philosophy (2017). Retrieved from: URL <https://plato.stanford.edu/entries/biology-philosophy/>

¹⁹ S. Erlik, *Biophilosophy and human studies*. Biophilosophy (Moscow: IFRAN, 1997).

²⁰ R. Esposito, *Bíos: Biopolitics and Philosophy* (Minneapolis: University of Minnesota Press, 2008).

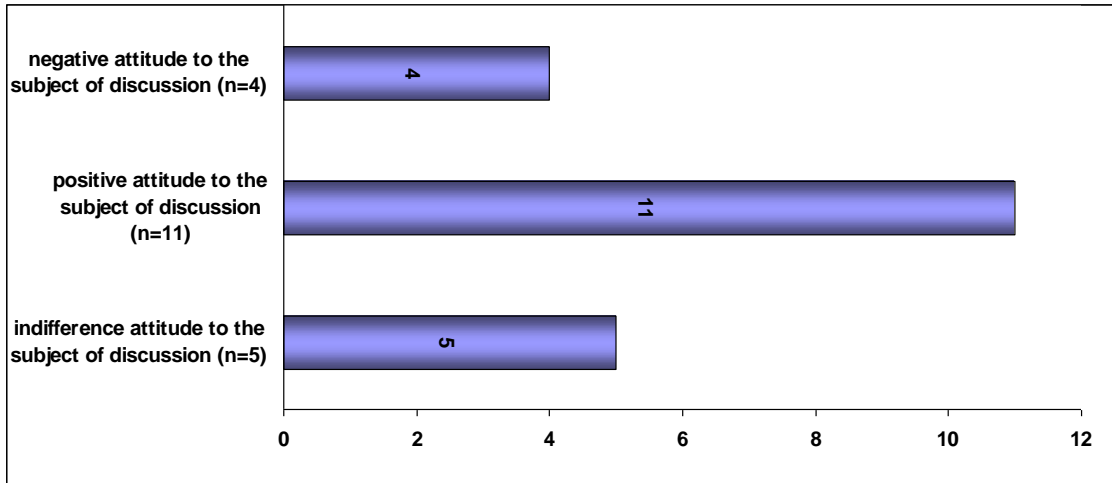


Figure 2
Digest analysis for Block 1

Analysis of the discussion digest for *Block Two* showed the following results. A part of the respondents, the novice teachers (n=8), spoke out against the modernization of the structure and content of socio-humanistic disciplines in the process of Physical Education teacher training in favor of optimizing the content of special disciplines. The teachers with pedagogical practice of 2-3 years (n=5) pointed out the importance of the enhanced course of philosophical anthropology, biophilosophy in the university curriculum. Some respondents (n=8) stated that they did not have a clear position on the modernization of the structure and content of socio-humanistic disciplines in the process of Physical Education teacher training. The results of the analysis are shown graphically in Figure 3.

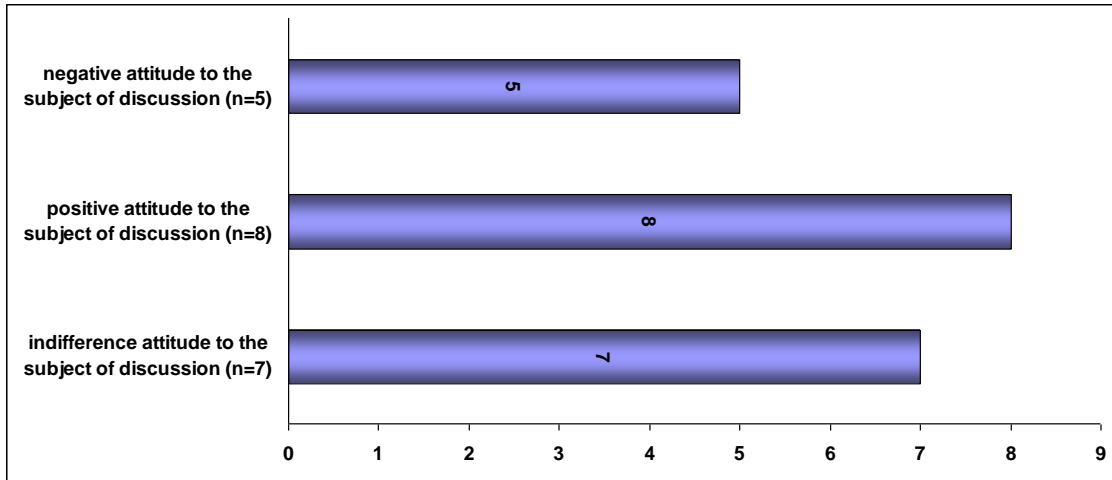


Figure 3
Digest analysis for Block 2

Analysis of the discussion digest for *Block Three* showed the following results: the majority of the respondents (n=14) expressed confidence in the need to include the discipline “Biophilosophy” in the curriculum of Physical Education teacher training. Some respondents, the novice teachers (n=4), said they were not ready to speak about the introduction of biophilosophy in the curriculum of Physical Education teacher training.

A part of the respondents (n=2), the teachers with pedagogical practice of 1 – 1.5 years, expressed a negative opinion about the introduction of the course of “Biophilosophy” in the complex of socio-humanistic disciplines in the process of Physical Education teacher training. The results of the analysis are shown graphically in Figure 4.

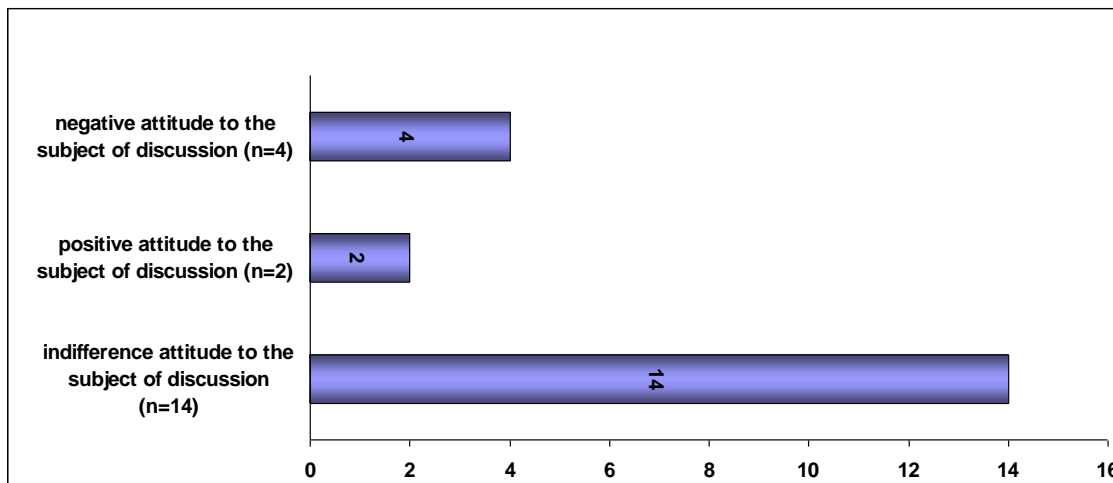


Figure 4
Analysis of the digest for Block 3

The majority of the respondents agree that the study of philosophical and humanistic disciplines creates students’ holistic view of the world and its philosophical understanding. The course of “Biophilosophy” is recognized by the respondents as an important link in the process of forming a scientific and philosophical understanding of the world in the system “Man-Nature-Society” for future professional educators in the field of Physical Education. This is necessary for the education of a healthy, culturally and spiritually developed, self-respecting and tolerant citizen of the state and a member of civil society. We have not found any empirical studies in this context; the theoretical investigation of the role of biophilosophical knowledge in the university education system is reflected in the biophilosophical concept of education²¹, which has the copyright certificate in Ukraine. As a new and important aspect of the study, we offer the syllabus of the discipline “Biophilosophy” for university Physical Education and Sport teacher training which is presented in Table 1.

Thematic content	Number of academic hours
1. Theoretical background for the design of biophilosophy	2
2. Biophilosophy as a complex, integrated, interdisciplinary branch of knowledge	2
3. From philosophy of life to biophilosophy	2
4. Biophilosophy of man – anthropology	2
5. The problem of values in biophilosophy	2
6. Basic laws of biology in the context of biophilosophical knowledge	2
7. Artificial life, artificial intelligence. Hybridization and chimerization	2
8. Biopolitics as a component of biophilosophy	2

²¹ S. Kostyuchkov, Copyright registration certificate “Biophilosophical educational concept of the new civil society” №90969 dated from July 26th, 2019.

9. Biophilosophical imperatives in the education system	2
10. Biophilosophy and problems of modern medicine	2

Table 1.

The syllabus of the discipline “Biophilosophy”
for the specialty “Physical Education and Sport”

The results of our research allow us to make the following recommendations:

1) in the conditions of the modern university, we recommend modernizing the structure and content of socio-humanistic disciplines in the process of Physical Education teacher training;

2) future Physical Education teachers need to learn the fundamentals of biophilosophy; it will give the possibility to prepare the next generation to participate in building a legal, socially oriented state on the basis of careful attitude to the natural world and to human nature in perspective.

Conclusions

1. Philosophical and socio-humanistic disciplines contribute to the development of such future Physical Education teachers' personal and professional qualities that will be reflected in their future students – the ability to critically analyze the desired and the actual, the eternal and the ephemeral, the situational and the perspective, the sacred and the profane.

2. In the process of university training of future Physical Education teachers it is mandatory to determine the conceptual and methodological basis for the formation of the value-normative modus of the future specialist's personality and, as a result, to design an accurate course for a successful social and pedagogical result.

3. There is an obvious correlation between the teaching of biophilosophy in the complex of socio-humanistic disciplines and the formation of a humanistic worldview for future Physical Education teachers in the conditions of university education.

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