

The genesis of content of school physical education in the context of social order

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Purpose: to analyze the genesis of the content of school physical education in the context of social order, separating the features of the modern physical education program in the general educational institutions of Ukraine. On the basis of the use of chronological periodization in the article, the features of the content of the systems of school physical education are emphasized in connection with the contextuality of historical epochs.

Material & Methods: analysis of special literature, which reveals the features of the content of school physical education in different historical epochs; chronological periodization; analysis of regulatory legal acts.

Results: in the process of development of the system of school physical education, the curricula for physical culture also changed; there were contextual features of political, economic and social development of Ukraine during the last century.

Conclusion: the dynamics of the content of physical education programs at the secondary school shows the growing differentiation and humanization of the system of physical education in modern Ukraine.

Keywords: physical culture, physical education, school curriculum, content, lesson.

Introduction

At the current stage of development of Ukrainian society, one of the main tasks of the education system is the comprehensive development of man as a person and the highest value of society, the preparation of a deeply moral, competent, initiative, patriotically and socially active citizen. Undoubtedly, a special role in the education of a healthy generation belongs to the school. It is during this period the foundations of physical and mental health of a person are formed, and they understand the needs and motives lead a healthy way of life. As you know, human health is laid in the childhood, in particular, is formed in the process of school physical education.

The phenomenon of using the physical culture in the system of education has existed for a long time. From ancient times, physical exercises were used during the training of a hunter, then in the educational institutions of ancient Greece, and later in the training of knights and nobles, etc. [1].

The purpose of the research: to analyze the genesis of the content of school physical education in the context of social order, separating the features of the modern physical education program in the general educational institutions of Ukraine. On the basis of the use of chronological periodization in the article, the features of the content of the systems of school physical education are emphasized in connection with the contextuality of historical epochs.

Material and Methods of the research

Methods: analysis of special literature, which reveals the features of the content of school physical education in different historical epochs; chronological periodization; analysis of regulatory legal acts.

Results of the research and their discussion

An analysis of the historical work of scientists says that there was no single system of physical education in schools at the end of 19 century, as a single program that would regulate it. In programs of public schools, physical education lessons were absent, and in educational institutions for privileged groups of the population they were conducted only if material and technical conditions were favorable [2].

After the introduction in 1874 of the law on general military conscription, the need to strengthen the physical training of students of secondary-school became necessary to the government. In 1888, Minister of War. Vannovskiy, noting "the one-sided development of the spirit to the detriment of the body " in civilian schools, proposed to enter the military gymnastics for "improvement the teaching of gymnastics" and improvement the health of students of these educational institution[3]. At that time there was an unsatisfactory state of physical culture in a civilian school, represented by gymnastics, especially compared with military educational institutions. In addition, the negative health status of population was noted by public figures and experts on hygiene of that time [4]. To understand the issues connecting to this problem, a special commission was organized under the authority of I. Novikov with representatives from the Ministry of Public Education, Ministry of Interior and the War Ministry. Based on the findings made by this commission of transformation the secondary school, in educational institutions the educational reform began, the implementation of which was intended for 1901 – 1905 years. The result of the commission was as follows: 1) the proposal to open Temporary courses for the training of gymnastics teachers; 2) Instruction and program of teaching gymnastics in male educational institutions of the Ministry of National Education. The instruction was approved on April 26, 1889 by Minister of Public Education I. Delyanov [5].

Analysis of works by R. Nagovitsyn [5, 6] concerning the specifics of physical culture as a subject in secondary school in the second half of the 19th – the early 20th showed that there were four models of physical culture education in schools: health-saving; socially-oriented; individually differentiated and health-developing. Consequently, at the turn of the 19th and 20th centuries a system of teaching physical culture and its main models arose. This stage can be characterized both as a stage of the formation of school physical culture and as a stage when physical culture was first realized consciously by the government in the domestic practice of education as an instrument for solving global social problems, mainly military-utilitarian.

Since the first years of the Soviet school, physical education has been included to the curriculum. In schools with ten-year period of study for physical education lessons 2 hours were set aside a week. In 1919, the first educational program on physical education was adopted, which revealed the content of physical exercises with children and adolescents. The basis of the programs was gymnastics, in the vast majority close to Sokolsky one, in particular: foot-drill exercises, a list of military skills and abilities, and some sports games. The ideas of the proletarian culture formed the basis of the "Schematic programs of physical education and labor skills at the age of 7 up to 18 years on the basis of a proletarian physical education". In 1923 the author's collective A. A. Sigmund and A. I. Sigmund released "Schematic program of the physical education and labor skills at age 7 up to 20 years on the basis of the proletarian physical education" [7]. Further, in the 20's a group of scientists and doctors (M. Golovinskaya, V. Ignatev, B. Horinevskiy et al) started a scientific substantiation of the Soviet system of physical education, which determined the path of development. Thus, in 1927 People's Education Commissariat approved the first necessary school tips of curriculum of physical education in schools of I and II degree. They have been allocated the following sections: goals, tasks, means and methods of physical education, orientated educational standards. Number of lessons was not less than 2–3 per week. Except the lesson forms, other forms of motor activity were recommended: gymnastics before lessons, mass games and sports, dances, excursions. The basis of these programs was a health-saving model (hygienic) of physical education. Its main principles in the 1930s were politicization, militarization and labor orientation. In 1931 D. Dubnov and A. Ciphers released "Guidelines and programs for physical education in schools" [8], in which the first physical education at school was revealed as the system from the standpoint forms of physical education and from the standpoint of its contents (age differentiation, hygiene regulations, content of curricular and extra-curricular activity etc.).

An important factor, which has caused the content and structure of school curricula in physical culture since 1932, was the introduction of the "Ready to Work and Defense" USSR Sports Complex. At the beginning of 1934, a "Ready to Work and Defense" complex was developed for the schoolchildren, which became a part of the practice of physical education in schools, based on the decision of the Deputy People's Education Commissar RSFSR 26/5 – 1935 and the department on athletic work with children ASPC under CCE USSR 15/6 – 1935 [9].

The aggravation of the military-political situation in Europe caused the need for merger process of physical and military

training, respectively, since 1939 school physical education has become educational and military aimed. The mentioned direction of physical education was preserved until 1954. During this period a new program in secondary schools was introduced in which the emphasis was on sports education of students and mass sport. The purpose of these measures was to increase the prestige of Soviet sport in the international arena. Thus, in the program of 1954, the study of the subject "Physical Culture" in all classes was set aside 66 hours per year. The main tasks of school physical education are defined as educational one which was aimed at training skills and skills in the main types of sports. The lesson of physical culture is given priority as the main form of physical education of schoolchildren.

In the program of 1960 particular attention was paid to the integrated approach. It consisted of two parts: the first included a general one for all (invariant) educational material for the hygiene of physical exercises, gymnastics, athletics, ski training, mobile games, basketball; the second one is the material of in-depth studies from one section of the program chosen by the school. In 1970, the system of mass physical culture, which included, in particular, the system of school physical education, was improved. By decree of the Board of the Ministry of Education of the USSR and the Physical Culture Committee and Sports under the Council of Ministers of the USSR, the "Regulation of the physical education of schoolchildren of Secondary Schools" was approved [10], to which amendments and additions were made during 1979–1981. As a result of the adoption of the aforementioned normative act in 1974 new improved program for 1–3, 4–8 and 9–10 grades were prepared and approved. Program for 4–8 and 9–10 grades (later amended in 1979) envisaged the study of sports such as basic gymnastics, track and field, ski training, sports wrestling, sports games in order to ensure the education of a communist personality and the training of hardened, disciplined and skillful defenders of the socialist Fatherland [11]. The peculiarity of this program was the fact that for the first time in each section of the program a specific material was proposed in the form of list of specially selected physical exercises.

Later, as the analysis of the normative base of the USSR showed, physical education was chosen not only as the means of physical training for future Soviet citizens, but also as the means of combating with negative manifestations in society: increasing the incidence level of population, deviance, drug addiction, drinking, etc., in particular among children and young people. So, on September 11, 1981, the Central Committee of the CPSU and the Council of Ministers of the USSR adopted Resolution No. 890 "On the further rise of physical culture and sport masses". Based on the above-mentioned Resolution, the system of education began an active transformation of the school physical education and the search for optimal ways that has been continuing to this day. Thus, the following changes to program of 1983 were made: the content of the theoretical requirements was included, the traditional sections were supplemented with elements of football, skating, swimming. Modern and national dances are added to the elements of gymnastics for senior pupils. For the first time 2 sections were introduced: "Self-study skills and abilities", "Intersubject relationships"

The reform of the general education and vocational school of 1984, as well as the Resolution of the Council of Ministers of

the USSR "On Measures to Overcome Drunkenness and Alcoholism, Eradication of Moonshine" dated May 7, 1985, required the organization of day-to-day doing physical exercises for schoolchildren [12]. This approach became the base of the "Integrated Program of Physical Education for 1–11 grades of secondary school", which came into force on September 1, 1985. The program contained the following components: physical and recreational activities in the mode of curriculum and extra-curriculum; program material for physical education lessons; extra-curricular forms of physical education; general school physical and sports events. The structure of the program material included the basics of knowledge, skills, abilities, development of physical qualities, educational standards. Particular attention was paid to self-study of schoolchildren. The mentioned program for the first time reinforced the necessity of forming the habits of schoolchildren for daily motor activity; the notion of "differentiated approach" was introduced in the lessons of physical culture; the minimum (standard) knowledge was defined in the field of hygiene, medicine, physical culture and sports; the need for a special program was stipulated for pupils which were assigned to special medical groups [13]. Unfortunately, for 5 years general educational institutions have not had time to realize fully the indicated program. After the Soviet Union ceased to exist, most of the normative acts, in particular those which governed physical culture and sports, ceased to exist, in particular, the program and the complexes of the SDC became invalid. The Soviet system of physical education changed the system of physical education of general educational institutions, and the complexes of the GPO were replaced with State tests and standards of physical preparedness of the population of Ukraine.

Historical sources and the work of scholars show that after Ukraine took its independence, the socially-economic and political conditions of life in the country have radically been changed. Many normative acts of the USSR have become invalid. V. Dmitruk characterizing the transformation of the content of curricula in the process of historical development [11], noted that since 1992 there was implemented a program in learning process in which the main goal of school physical education was education and recreational ones. A year later (in 1993) Physical Culture Programs were integrated for Secondary Schools [14], which were built of four interrelated sections: sports and recreation events, which are conducted in the mode of the school day, physical education lessons, extracurricular forms of physical education lessons, general school physical culture and health and sports activities. Since 1998 in secondary schools of Ukraine another curriculum of physical education of students was introduced. Its feature was that the content of the program included only educational material for the lesson form, material for repetition, benchmarks and requirements, oriented comprehensive testing for assessing the physical preparedness of students [15], it meant that the program excluded the complexity of the approach to the programming of educational material.

Further, in the transition to a 12-point scale for assessing academic achievement of students, in 2001 a new curriculum for grades 1–11 was adopted, which was named "Fundamentals of Health and Physical Culture". Subsequently, in connection with the transition of general secondary education to a 12-year term, since 2005 the next program for the 5th–12th forms [16] and in 2006 for 1–4 grades has been approved. The content of the programs did not have a fundamental difference with

the previous two programs, but among the tasks of physical education it has a declaration of the formation of physical culture of the individual [17].

Since 2009, the reform of physical education at school has begun, a prerequisite for which was a series of accidents at physical education lessons. The Government of the country has abolished the Provision on state tests of physical preparedness of Ukraine. As a result of these decisions, in 2009, a new school curriculum for physical education for 5–9 grades, in 2010 – 10–11 for grades and in 2012 – 1–4 grades was accepted and adopted. After the introduction of updated State Standard for Secondary Education in 2011 and new Typical educational planes, the programs have been improved and re-released.

The analysis of current curricula for secondary and high school shows that their characteristic feature is the construction of a modular system in which the invariant module (theoretical and methodological knowledge and general physical training) takes the leading place, and it is accompanied with several differentiated modules [18]. The content of the invariant component of the program includes athletics and gymnastics exercises, the set of which is a logical continuation of the contents of programs for grades 1–4. The concept of the curriculum for grades 1–4 is based on the possibility to integrally plan the lesson, namely, to use the lesson for solving the tasks of the lesson not only the main part but also the preparatory and final ones. At the same time, small tasks are integrated into more important and more global tasks (or motor activity), which have received in the program the name "Schools of Movement" which are united by types and physiological effects of exercise. In 1–4 grades, students learn the basic ways of motor activity ("school of culture movements with elements of gymnastics", "school of movements", "school of development of physical qualities", and others), and this period can indeed be considered to be a certain school of the original culture of execution of movements formation (running, jumping, throwing, walking, various limb movements, etc.) [19]. This approach allows you to use the material of the program in accordance with the age of the students and their individual abilities, to differentiate the load depending on the physical fitness of students, using exercises as a kind of "constructor" of the lesson content. All program content is invariant.

Conclusions

1. The conducted analysis shows that during the process of development of the system of school physical education, physical education curricula have also changed.
2. These programs at different times were regulated as separate lessons of physical culture, as well as the system of physical education in general.
3. Almost from the very beginning of the introduction of unified educational programs, in the content of school physical culture the state began to solve general social tasks, mainly hygienic, aimed at the development of physical qualities and human body.
4. The dynamics of the content of physical education programs at the general educational school shows the growing differentiation and humanization of the system of physical education in modern Ukraine.

The prospect of further research is an analysis of the content of new state standards in the field of physical education of schoolchildren and the study of the peculiarities of the implementation of educational competences in the field of physical education in gaining general secondary education in Ukraine.

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