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Development tendencies of forms of organization of physical education in Europe in the Middle Ages

Abstract. Purpose: identify and analyze trends in the development of forms of organization of physical education in Europe in the Middle Ages. **Material and Methods:** theoretical analysis and generalization of scientific literature, descriptive method, method of system analysis. **Results:** examined the main trends of formation and development of forms of organization of physical education in Europe in the Middle Ages. **Conclusions:** the main forms of physical education and forms of leisure activities, as well as factors that directly affect their development are revealed during researches. In particular, the content and organization of physical education were differentiated by belonging to a social level of society, and forms of physical education were stipulated by the characteristics of economic and cultural development, geographical conditions, traditions and lifestyle.

Keywords: forms of physical education, factors, Europe, the Middle Ages.

Introduction. Physical training in Ukraine is directed on physical and spiritual improvement of a person, mastering by him the systematized knowledge, physical exercises and ways, their independent performance during the whole life. At the same time physical training provides a transfer of motive experience from the senior generation to the younger. It is clear that the richer and more various it, the more effective the modern system of physical training has to be [9].

Therefore, the search of new forms of physical training in the present even returns more often in the past which experience remains insufficiently studied and sometimes underestimated [4].

Physical culture of the Middle Ages, despite of all difficulties and difficulties of the development, meant a certain advance in comparison with the slaveholding society. It was caused, first of all, by that people's mass starts participating actively in the development of physical exercises and games, creating quite often the distinctive systems of physical training in the conditions of the Middle Ages. And the humanity and reformation of Renaissance defined the subsequent improvement of an educational system and its component – physical training [1].

Therefore, the identification of tendencies of the development of forms of the organization of physical training of the countries of Europe in the Middle Ages will allow to add and rationalize a strategy of pedagogical management of sports formation of the younger generation.

Communication of the research with scientific programs plans, subjects. The researches are executed according to a subject of the Built plan of the research work in the sphere of physical culture and sport for 2011-2015 of the Ministry of Ukraine for family, youth and sport, by a subject 3.1 "The improvement of programmatically-standard principles of physical training in educational institutions" (No. of the state registration is 0111U001733).

The objective of the research: to find and analyze tendencies of the development of forms of the organization of physical training in the countries of Europe in the Middle Ages.

Research tasks:

1. To systematize the data on the development of physical training of the countries of Europe in the Middle Ages according to references.

2. To define the main forms of the organization of physical training in the countries of Europe in the Middle Ages.

3. To find the tendencies of the development of forms of the organization of physical training in the countries of Europe in the Middle Ages and factors which influenced it.

Material and methods of the research: analysis and generalization of scientifically methodical literature and Internet; chronological method; descriptive method; method of the system analysis.

Results of the research and their discussion. The modern historical science uses the term "middle ages" concerning the period of social development since the end of the V century till the XVII century when the defining role was played by feudalism in the most developed countries of the world [3].

It is visible from literature that they came not in at one time in different parts of the world to feudal forms of physical training. So, traditions played a major role in different regions, in particular, India, China, Japan but other where the development went gradually. Here they didn't refuse old forms of physical training, and only they altered them. However transformations of a slaveholding formation were followed by the considerable changes in the huge territory of the former Roman Empire, predetermined by influence of the countries conquerors and countries which stand above in the cultural development. So, the Byzantine Empire and the Golden Horde had a considerable impact on physical culture in the Russian principalities, on Hungarians and Poles – the German knightly awards, on a number of the people of the countries of Europe – Turkey, and on Japanese – Chinese [1].

Considering the history of physical culture of countries of Western Europe, it is necessary to consider physical culture of the period of the formation of feudalism (the XV cent.), the feudalism blossoming (the XI-XV cent.), and the action of feudalism (the XV-XVII cent.). The theological doctrine of the medieval Christian church was played the huge negative role on the subsequent development of physical culture in Western Europe at the first stage. The consequence of it was that classes by physical culture were cancelled; hygienic education is removed on a background in pedagogical institutions which worked under the direct management of the Christian church. This doctrine struck to oblivion the antique principles of education and didn't consider children's and awkward age for a long time. It considered children as little adults; it didn't realize a role of the childish outdoor games which are necessary for the development of the personality, moreover, considered them a source of the sin which is distracting from reflections. [7].

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Considering the history and research of scientists, it is possible to note that the feudal system became stronger in all Europe till 1000th. And the most characteristic development of a form of feudal physical culture was gained in Western Europe [8].

Different world religions played the significant role in the creation of feudal forms of physical training: Buddhism, Christianity and Islam which were closely connected with the states, chose and exploited local customs or adapted to them. However the relation to physical culture of representatives of this or that belief was a miscellaneous [1].

The fight of a church with paganism began with a transformation of Christianity into the state religion, including with all forms of physical culture connected with ritual competitions, games, dances, types of exercises which are carried out in honor of pagan gods. On the other hand, it was impossible to provide to an anathema physical exercises completely, after all strong, hardy soldiers were necessary for strengthening of the power of feudal lords that served formation in the period of the developed feudalism in Western Europe of physical culture of a ruling class and physical culture of a people at people's mass (citizens and peasants) [7].

It should be noticed that the states were forced to care of military and physical training of feudal lords in the period of the Middle Ages [1]. The knightly educational system gained a distribution in Western Europe by the beginning of a stage of the developed feudalism. It carried exclusively an applied, mainly military character. A knight becomes besides an ascetic's ideal as not only physical standards were appreciated, fighting spirit, but also that these qualities were subordinated to God and a church. Within the XI-XII centuries the institute of knights extended already to all Western Europe [1; 8].

The system of training of knights, by the results of researches of scientists, provided the following structure. It began from 7 years old. Ordinary feudal lords sent sons to peculiar schools at locks of more prosperous feudal lords (secores) where boys were entitled pages and were engaged for the development of force and dexterity by a throwing of stones and copies, jumps, run, archery. Pages carried out in armour-bearers, and they acquired the right to carry swords in 14 years old. Studies of run in heavy armor, fencing, game, shahs were under the leadership of special teachers during this period. A dedication in knights was in 21 years old. A candidate for knights received a helmet, a sword, a board, a knightly belt and gold spurs after a dedication. So they became members of a knightly award and knights [7].

At the same time the first independent religious and civil knightly organizations began to be created for coordination of defensive and combat training.

As it is known from literature, norms of physical training in knightly institutions were defined by the high physical requirements which are necessary for military operations of that time [2; 8].

The founder of the first award who lived in the IX century, the French knight from Provence Godefroy de Pray, defined as the main requirement to members of an award of assimilation of seven skills that were formed within the mysticism which are connected with figures. According to these it was necessary to learn for young men from aristocratic families: 1) to ride, 2) to float, 3) to hunt, 4) to shoot a bow, 5) to fight, 6) to entertaining games on platforms and ball game for service at court, and also 7) to the art of reading poems which is necessary for court with good manners, and to the main dancing movements [8].

The analysis of references shows that knightly tournaments – pair and group were the main form of military and physical training of feudal lords of that time. They developed till the XII century in the classical form. In pair tournaments knights sought to beat out each other from a saddle by means of a spear. If this part of a tournament or a duel on rapiers came to the end without results, a competition came to the end with a fight [1].

Physical training of peasants was also an important component of physical training of that time. Exercises which bring up force, speed, flexibility, courage, – skating, games with a bat, jumps, dances, fight with sticks, throwing of stones and so on were used among peasants of medieval Europe. The big part of elements of these exercises formed the basis of future sports in the following centuries. Physical exercises were carried out in the period of a break in agricultural works and dated for religious Christian and pagan holidays. We revealed that the main forms of country physical culture were – competition at fairs and weddings. Games of country people which include traditional competitions were formed under the influence of local customs. Plebeian (national) physical culture was created during the medieval period [2; 7].

Despite of peculiar lines and features, the national physical culture of the Middle Ages wasn't the closed system. Class differences and customs of feudalism got and into the world of childish sports which stores traditions of the past.

Physical culture of city dwellers is not less important, but it differed from physical culture of villagers a little because there were divisions between crafts and agriculture. They were engaged in physical exercises in shop groups, schools, societies, associations. Classes carried specifics of branch and military preparation. Captains who gave classes were at the head. City competitions which results were estimated by "arbitrators" were held. Depending on branch fencings, fisticuffs, rowing, swimming, games with a ball were popular. Mass city holidays with use of exercises of physical culture had a big resonance. The experience in their organization will form the basis of sports and mass actions of a modern civilization [7].

But a need for their defense against attacks appeared with the growth of the cities as centers of craft and trade. The city militia began to be created for this purpose. Since the X century, there were favorable opportunities for the formation of specific types of the exercises which are necessary for defense of the city. Organized societies of archeries and fencing schools were formed for training in knowledge of a weapon.

The national militia was liquidated in connection with emergence in the cities of hired army in the conditions of the late Middle Ages. But archeries and fencing brotherhoods remained, having turned into clubs where prosperous citizens spent the leisure-time, handicraftsmen and servants had no opportunity to visit them because of a lack of means. Numerous national games were widely adopted among craft people, especially with a ball from which modern sports arose subsequently – football, tennis, golf, cricket, polo, and curling.

Analyzing the conducted researches, it is possible to find out some types of educational systems, depending on class and class implement that developed in Western Europe:

1. *Church (spiritual) education.* It was carried out in a Christian family and church schools (parochial, monastic,

cathedral). Schools were attended by children of 7-15 years old. Pupils jagged prayers and psalms, learned to read religious books, to write, to sing, and to learn arithmetic. The divinity was considered as the top of study. Study had a religious character. Pupils were trained for the church activity.

2. *Knightly education*. It was carried out by a mother (till 7 years old) in families; from 7 till 14 years old – in families of a suzerain (a more notable knight) where boys fulfilled the page's duties at his wife; from 14 to 21 year old – were armour-bearers of a suzerain. Education came to the end with a solemn dedication in a knight. The purpose was to create morals of the landlord at a future knight, to teach to behave in "society" and to give military and physical preparation. Girls received house education.

3. *Burgher education*. It was carried out in guilds and shop schools which were transformed on the city elementary schools withheld on means of city self-government (magistrate) subsequently. The purpose was to prepare children to the trade, business handicraftsman. Pupils were taught the letter, reading, account and religion, and at some schools – rhetoric, grammar, geometry. The church fought against a distribution of these schools because they destroyed its monopoly on school business.

4. *Spontaneous education of children of peasants*. It was carried out by parents in daily work and had a practical character. Its components: physical (endurance, dexterity, physical force), labor (formation of labor skills, participation in work with adults), moral (submission to a father, a feudal lord, obedience, corporal penalties), religious education (to learn by heart prayers, participation in ceremonies) [6].

The era of the late European Middle Ages (XIV – the beginning of the XVII century), which went under the sign of humanistic ideas of the Renaissance was an important stage in the history of world culture and pedagogical thought.

The use of physical training not only for military preparation, but also for strengthening of health and the development of physical forces was the main idea of all humanists of this era. It was the new progressive idea. In the different states the pedagogical thought developed in Renaissance differently, beating off specific features of the development of this country [5].

The spiritual competition of Renaissance which appeared in the conditions of a point of economic and political struggle of classes was fruitfully displayed on the increase of requirements and to physical data. Self-expression of a person, who is ready for the sake of new opportunities to take the risk, naturally brought a new system of values of rather outdoor games to life. A question of the corresponding education for children was due to the need for physical preparation on the daily order. Competitive forms of physical training acquired the rights, the cult of bathing and swimming extended that promoted the maintenance of personal hygiene.

The true novelty, which is peculiar to the Renaissance that captured all Europe, visually appears at a direct comparison with physical culture of knights. The knights of the XIII century turned into the closed, isolated type of the outside world award, and norms of physical culture which are accepted in it, degenerated in artificial, traditional etiquette. On the other hand, physical culture of the Renaissance organically included at itself elements of a national dance, a ball game and different forms of competition. The mass of citizens actively took part in festive merrymakings and the courses which became regular from 40th years of the XIV century.

Thus, according to new public requirements there was a new type of schools – boards which prepared youth for a church and a secular career. The stronger feudal and absolutist system created noble academies in interests of education of natives of average and highest noblemen.

They tore with the principles of education which were the cornerstone of medieval system of study and denied physical culture at schools of a new type – boards. One recreational day, a day off, which were used for the walks accompanied with games once a week was provided to pupils. However questions of health care and physical activity remained a private affair of pupils. Classes which had pronounced a nature of physical exercises, – fencing, riding, dances, – appeared only in training programs of noble academies. An absolutism school study didn't meet the theoretically developed requirements to carry out reform in the conditions and in the branch of physical training. The question of education for the purpose of maintaining a healthy lifestyle receded into the background in educational institutions, except for what intended for elite. Physical exercises and games in many places got to the list of the classes which are forbidden by the school schedule. An ideal of the era was an antique hero which is decorated with Christian and secular virtues. The formal pedantry dominated in the system of preparation. In other words, they dealt mainly with abstract theoretical issues in training and educational institutions, and in noble academies – "physical formalities" [2; 10].

The formation of modern pedagogics as sciences is connected with a name of the Czech teacher Y. A. Komenskyi. In work "Big didactics" he writes that correctly chosen and dosed movements store health, help to transfer the fatigue connected with a cerebation. Due to the introduction at schools of class timetable, Komenskyi offered that long changes and a part of afternoon were used by teachers for classes by physical exercises. He doesn't speak about special lessons of physical training yet, but it organically joins in the mode of a school day. Except searches of opportunity to occupy pupils with useful activity, Komenskyi looks for ways to the more rational system of physical exercises for everyday life and military preparation. He recommended using the principle of presentation widely: "... At first to show physical exercises that they could be executed without any danger to life" [1].

The first attempts of introduction of physical training to the mode of a school day appear in the middle of the XVII century [1].

Conclusions. Thus, it is possible to note safely that physical culture took a certain step forward in comparison with physical culture of slaveholding policies in the period of Middle Ages in general, not paying attention to the European egocentrism and limited approach, characteristic for this time.

It is possible to find two the most noticeable characteristic features from the history of physical culture of the era of Middle Ages. The first line was that the simple people continued to develop and improve the system of physical training near ruling classes which included gymnastic exercises and customs.

Another characteristic feature was that, despite of rather limited framework of physical culture, elements of movements got such peculiar stylized forms, which made a basis of the development of modern European sport, having exempted from elements of a ritual character [8].

Conditions which are created for revival of school physical training were a rather important line in the second half of the Middle Ages. Also a rather wide and various experience was saved up in the branch of physical culture concerning use of the system of movements. The majority of physical exercises, which were used during this period, were exempted from that primary role which they played in military preparation.

Summing up the results of the analysis of the development of forms of the organization of physical training of the countries of Europe during the era of the Middle Ages, it is possible to make a row of the self-created conclusions:

- first, the contents and the organization of physical training are differentiated by belonging to the corresponding social category of the society (feudal lords, peasants, handicraftsmen, etc.) during the era of the Middle Ages;
- secondly, physical training of feudal lords had completely poorly military and physical orientation and also was provided within the system of training of the knight under the leadership of special mentors (teachers);
- unlike physical training of feudal lords, physical training of peasants completely happened in a family and was followed by inheritance adult in games, entertainments, ceremonies, and during work;
- it is important to note that the contents and forms of physical training were caused by features of economic and cultural development, geographical conditions, traditions and life;
- new progressive ideas of education arise at the stage of late feudalism (the XIV-XVI centuries) which provide a use of physical training not only for military preparation, but also for the strengthening of health and the development of physical forces;
- development of science in Renaissance laid the foundation to a new stage of formation of scientific bases of physical training [5].

Prospects of the subsequent researches. We will analyze the main regularities and tendencies of the development of forms of the organization of physical training in the period of modern and latest times in the subsequent researches.

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