

Історичні, філософські, правові й кадрові проблеми фізичної культури та спорту

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ORGANIZATIONAL AND ADMINISTRATIVE CONDITIONS FOR THE INTRODUCTION OF PHYSICAL EDUCATION IN SLOBOZHANSCHYNA GYMNASIUMS IN THE SECOND HALF OF THE XIXTH – THE BEGINNING OF THE XXTH CENTURY

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Abstract

The current relevance of the research. Comprehensive study of the historical and cultural heritage of Ukraine, an objective assessment of historical realities, the identification of progressive ideas, comprehension and awareness of the achievements of previous generations on physical education is one of the starting conditions for reforming the modern system of physical education in educational institutions. The aim is to study the peculiarities of organization and administration of physical education in Slobozhanshchyna gymnasiums in the second half of the XIXth–early XXth centuries. **Methods:** analysis of literary sources and documents, comparative-historical and structural system methods. **Results.** Analysis of archival documents of the investigated period made it possible to assert that physical education, as a subject of study, began to be introduced in the Slobozhanshchyna gymnasiums in 1860's. The gymnastics lesson gained the status of a compulsory school subject in 1890's, it was conditioned by a significant decrease in the level of health of high school students and active development of sports movement in Slobozhanshchyna. In addition to the gymnastics lesson, the following forms of physical education were introduced in the gymnasium: active breaks (recreation), military patriotic games, walks and excursions, classes in sports clubs, athletic holidays and competitions. The official authority regulated the introduction of physical education in the gymnasium and controlled this process. Responsibility for its content, due to the lack of the same curricula, was entrusted to the administration of educational institutions. The questions of financial, personnel, material and technical support of the gymnasium were solved independently. **Conclusions.** A characteristic feature of the physical education of the students of the Slobozhanshchyna gymnasiums of the investigated period is the difference in time of the introduction of various forms of physical education into the educational process of gymnasiums because of the lack of necessary conditions in many of them.

Key words: gymnasium, physical education, state policy, government, administration of gymnasium, resource support.

Анастасія Бондар. Організаційно-управлінські умови введення фізичного виховання в гімназії Слобожанщини в другій половині XIX – на початку XX ст. Актуальність. Усебічне вивчення історико-культурної спадщини України, об'єктивна оцінка історичних реалій, виявлення прогресивних ідей, осмислення й усвідомлення надбання попередніх поколінь із питань фізичного виховання є однією з вихідних умов реформування сучасної системи фізичного виховання в навчальних закладах. **Мета роботи** – вивчити особливості організації та управління фізичним вихованням у гімназіях Слобожанщини в другій половині XIX – на початку XX ст. **Методи дослідження** – аналіз літературних джерел та документів, порівняльно-історичний, структурно-системний. **Результати роботи.** Аналіз архівних документів досліджуваного періоду дав можливість стверджувати, що фізичне виховання як навчальний предмет почали вводити в гімназії Слобожанщини в 60-ті роки XIX ст. Статусу обов'язкового предмета урок гімнастики набув лише в 90-ті рр. XIX ст., це зумовлено, з одного боку, значним зниженням рівня здоров'я гімназистів, а з іншого – активним розвитком фізкультурно-спортивного руху на Слобожанщині. Окрім уроку гімнастики, у гімназії введено такі форми фізичного виховання, як рухливі перерви (рекреації), військово-патріотичні ігри, прогулянки та екскурсії, заняття в спортивних гуртках, гімнастичні свята та змагання. Офіційна влада регламентувала введення фізичного виховання в гімназії та контролювала цей процес,

відповідальність за його зміст через відсутність єдиних навчальних програм покладено на адміністрації навчальних закладів. Питання фінансового, кадрового, матеріально-технічного забезпечення гімназій вирішували самостійно. **Висновки.** Характерною рисою фізичного виховання учнів слобожанських гімназій досліджуваного періоду є нерівномірність уведення різних форм фізичного виховання в навчально-виховний процес гімназій через відсутність у багатьох із них необхідних умов.

Ключові слова: гімназії, фізичне виховання, державна політика, органи управління, адміністрації гімназій, ресурсне забезпечення.

Анастасія Бондарь. Организационно-управленческие условия введения физического воспитания в гимназии Слобожанщины во второй половине XIX – начале XX в. Актуальность. Всестороннее изучение историко-культурного наследия Украины, объективная оценка исторических реалий, выявление прогрессивных идей, осмысление и осознание достижений предыдущих поколений в вопросах физического воспитания является одним из ключевых условий реформирования современной системы физического воспитания в учебных заведениях. **Цель работы** – изучить особенности организации и управления физическим воспитанием в гимназиях Слобожанщины во второй половине XIX – начале XX в. **Методы исследования** – анализ литературных источников и документов, сравнительно-исторический, структурно-системный. **Результаты работы.** Анализ архивных документов исследуемого периода позволил утверждать, что физическое воспитание как учебный предмет начали вводить в гимназии Слобожанщины в 60-е годы XIX в. Статус обязательного предмета урок гимнастики получил только в 90-е гг. XIX в., это было обусловлено, с одной стороны, значительным снижением уровня здоровья гимназистов, а с другой – активным развитием физкультурно-спортивного движения на Слобожанщине. Кроме урока гимнастики в гимназии вводились такие формы физического воспитания, как подвижные перемены (рекреации), военно-патриотические игры, прогулки и экскурсии, занятия в спортивных кружках, гимнастические праздники и соревнования. Официальные власти регламентировали введение физического воспитания в гимназии и контролировали этот процесс, ответственность за его содержание из-за отсутствия единых учебных программ было возложено на администрации учебных заведений. Вопросы финансового, кадрового, материально-технического обеспечения гимназии решали самостоятельно. **Выводы.** Характерной чертой физического воспитания учащихся слобожанских гимназий исследуемого периода является неравномерность введения различных форм физического воспитания в учебно-воспитательный процесс гимназий из-за отсутствия во многих из них необходимых условий.

Ключевые слова: гимназии, физическое воспитание, государственная политика, органы управления, администрации гимназий, ресурсное обеспечение.

Introduction. Nowadays the issue of improving physical education in educational institutions is relevant and needs to be given special attention, as it determines taking care of the children's and adolescents' health, their readiness for the fulfillment of their future professional duties. It also promotes the formation of an active life position, moral, aesthetic and patriotic values. One of the initial conditions for reforming the modern system of physical education is a comprehensive study of the historical and cultural heritage of Ukraine, an objective assessment of historical realities, the identification of the progressive ideas, comprehension and awareness of the achievements of the previous generations on physical education issues. Some aspects of the physical education theory and practice of the pupils in the second half of the nineteenth and early twentieth centuries were highlighted in the works of Ya. Bodnar (2002), O. Vatseba (1992), V. Verbytskyi (2008), E. Vilchkovskiy, B. Shyian, A. Tsios, V. Pasichnyk (2016), R. Hakh (2010), E. Doroshenko (2001), R. Mozola (1997), Y. Prystupa (1996). However, the experience of physical education in the Slobozhanshchyna gymnasiums has not been studied enough and it has caused the choice of the research theme.

The aim of the research is to investigate the peculiarities of organization and administration of physical education in Slobozhanshchyna gymnasiums in the second half of the nineteenth and early twentieth centuries.

The methods of the research: the archival materials of the funds Central State Historical Archives of Ukraine (Kyiv), the Kharkiv Region State Archives (Kharkiv), the Sumy Region State Archive (Sumy) have been used in the process of the investigation, as well as reviewing the scientific and methodological literature of the subject under investigation. Our study employs the complex of methods, including literary sources and documents analysis, comparative-historical method and structural system method.

Results and Discussion. The conducted research has shown that the system of secondary education began to form in Slobozhanshchyna at the beginning of the nineteenth century. The first Kharkiv gymnasium was founded at Kharkiv University in 1805. The investigation of the official documents regulating the activity of the gymnasiums has shown that the first gymnasium was subordinated to the Public Education Ministry and functioned in accordance with its statutes and regulations. Since the second half of the nineteenth century the number of state Slobozhanshchyna gymnasiums has been increasing, but these gymnasiums were not enough

to satisfy the demands of all those who wanted to enter them. So, at the end of the nineteenth century the public and private secondary schools began to be established along with the state gymnasiums. The 1st and 2nd Kharkiv Gymnasiums, Kharkiv Women's Gymnasium named after D. D. Obolenska, Oleksandrivska Sumy Gymnasium, Okhtyrska 6-Form Progymnasium, etc. were distinguished by the high level of training organization aimed at harmonious development of children and adolescents [1; 10; 17].

Our study has shown that the government's work on reforming the secondary education system was significantly intensified at the second half of the nineteenth century. It happened thanks to the efforts of renowned teachers and the community. It has been found out that every new gymnasium statute substantially supplemented the previous one on the issues of the gymnasiums internal life, as well as made some changes in the organization of students' physical education. The state policy on the physical education of gymnasium students of the investigated period was carried out in the following directions: 1) the introduction of physical education into the day regimen; 2) the introduction of recreational optional forms of education; 3) the organization of the students' leisure time and the leisure activities during extracurricular time; 4) conducting physical recreation activities during the holidays; 5) creating of the necessary conditions for the realization of the tasks of students' physical education (staff, scientific-methodical, material-technical, financial support) [5; 6].

It should be noted that the first attempts of introduction of the physical education into the practice of Slobozhanshchyna gymnasiums were made in the 1850's. It covered the hygienic aspects of the pupils' livelihood: the theoretical knowledge of the healthy lifestyle basics, as well as the individual physical exercises of Swedish and German gymnastics and active games were introduced at the hygiene lessons. Later the walks and excursions were introduced. They were considered as recreation forms and promoted the formation of cognitive interests and intellectual knowledge of the students. Yet, these activities did not imply the availability of material-technical base and special sports equipment. Therefore they were simple and easy to use [1].

In 1890's the government and local authority have recognized the necessity of physical education to keep the gymnasium students healthy. At the time the official government determined gymnastics as a compulsory subject in all secondary schools [5, 11]. At the turn of XIX–XXth centuries special attention was paid to physical culture and recreation work (active breaks, walks, excursions). In the gymnasiums and progymnasiums the duration of the lessons has been decreased and the breaks for physical recreation have been increased. The authority of the educational institutions began to organize school breakfasts. At the gymnasiums «the dacha-colonies» were opened for recreation time during the holidays. The gymnasium authorities motivated their students to take independent lessons in various kinds of sports under the parental supervision [3; 13].

Subsequently, since 1910, the popularity of the sports and patriotic movement among the Slobozhanshchyna gymnasium students has increased distinctly. The classes in physical education and sports societies were popular among gymnasium students; The Sokil (Falcon) movement became widely spread among the student youth. At the physical education lessons they established Sokil gymnastics in the male and female gymnasiums, organized groups of Sokil gymnastics, their main tasks were to prepare teams for competitions and demonstration performances [2; 14].

The study of the archival materials and the official documents has made it possible to determine that, the first attempts of the government to introduce gymnastics were made in 1864 with the adoption of *The statute of gymnasiums and progymnasiums*. In spite of this a few Slobozhanshchyna gymnasiums had the necessary conditions for gymnastics lessons. Therefore, for the sake of keeping the gymnasium students healthy, the active games and physical exercises were introduced into school timetables during breaks between lessons. These activities did not presuppose significant organizational transformations [1; 6].

In the last quarter of the nineteenth and early twentieth century the active breaks and games in the open air became very important due to their contribution to the healing and active recreation of gymnasium students. According to the Circular of the Public Education Ministry (1876), the Circular on the Kharkiv Educational District (1902) the time of the lessons was officially reduced and the midday break after the 3rd lesson was increased to 30 minutes and included active games, marching exercises, «townlets» and skittles (depending on the material-technical conditions of the gymnasium). Special sports grounds were equipped in the gymnasium yards. Physical exercises were necessarily conducted under the guidance of the gymnasium pedagogical staff [3; 7; 11].

The investigation of the reports of the Slobozhanshchyna gymnasiums and the articles and periodicals of that time has allowed to establish that, despite the orders of the official authorities, the physical education classes were not conducted in many Slobozhanshchyna gymnasiums at the beginning of the twentieth century because of the lack of necessary conditions (Valkivska Romanivska Women's Gymnasium, Zmiivska Zemska Oleksandrivska Women's Progymnasium, Sumy Women's Gymnasium named after N. G. Kudryavtseva, etc.) [1; 15; 17].

However, at the end of XIX century there were also secondary schools which provided relatively favorable conditions for education. These schools were mainly private and introduced various forms of physical education including gymnastics and dance classes (Kharkiv Gymnasium named after N. Ya. Hrehortsevych, Kharkiv Voznesenska Women's Gymnasium under the Evangelical Lutheran Church, etc.). These gymnasiums, according to our research, took part in the state and international exhibitions and competitions for the title of the best gymnasium. One of such gymnasiums was the Kharkiv Women's Gymnasium named after D. D. Obolenska. In 1893 it won the second place among the state educational establishments for the high level of organization of educational process and physical education [2; 10; 15].

It has been found out that in the second half of the nineteenth and early twentieth centuries Slobozhanshchyna gymnasiums lacked physical education teachers. First of all, the main reason for that was the absence of the training programme of the physical education specialists at the beginning of the twentieth century. As late as 1914 the first students graduated from the training courses for gymnasiums teachers, established at the Department of the Kharkiv Educational District. That's why, before that time the military men, doctors, and tutors, who did not have special professional education, were recruited to conduct the physical exercises in gymnasiums. Some private gymnasiums had an opportunity to invite foreign teachers, including teachers in German, Swedish, and later Sokil gymnastics. Sometimes Ukrainian teachers went to Europe to receive the physical education speciality. For instance, the gymnastics teacher of the 1st Kharkiv Gymnasium named after M. Wilhalm completed course of the Berlin Gymnastic Society, and then passed an examination at the Odessa Gymnastics School [4; 16].

The research has demonstrated that the close cooperation of gymnastics teachers and school doctors was the specificity of the organization of physical education in the Slobozhanshchyna gymnasiums of the pre-revolutionary period. By the beginning of the twentieth century in many gymnasiums of the Kharkiv school district, school doctors had watched over gymnasium students' health. As it has been mentioned above, they took part in conducting gymnastics lessons, the active breaks, the games and the excursions (Kharkiv Women's Gymnasium named after D. D. Obolenska, Bogodukhiv Women's Gymnasium, etc.) [4; 8; 9].

The insufficient material-technical support and financing was one more reason why physical education experienced difficulties in introducing into the practice of gymnasiums, during the investigated period. In the second half of the nineteenth century the state practically did not assign any means in support of the physical education in secondary schools. The administration of gymnasiums was responsible for all expenses. Later the government began to assign means for the recreational activities arrangement and teachers salaries. The lack of financing caused problems in creating the material-technical base: the construction and repair works were delayed and stopped in the rooms for gymnastics and physical exercises; sports facilities were not supplied with all the necessary equipment. The purchase of equipment and inventory was postponed. Sometimes the gymnasium students produced the necessary sports equipment at the labor lessons. The problem of inadequate financing of physical education in Slobozhanshchyna gymnasiums was often solved successfully, thanks to the assistance of the public bodies, patrons, parents of gymnasium students, as well as signing business agreements with various institutions [7, 10; 17].

Slobozhanshchyna gymnasium societies which emerged at that time, financed the development and popularization of various sports, founded sports clubs, held competitions, reviews, athletics holidays, that is carried out physical improvement and sports work, gymnasium students were actively involved in as well (Kharkiv Society of Physical Education and Children's Protection, Kharkiv Gymnastic Society, Society of Cycling Amateurs, Valkiv Society «Sokil», etc.) [12; 14; 15].

The lack of scientific-methodological support for the physical education of gymnasium students was also an urgent issue: there was an acute shortage of curricula in the physical education and specialized literature. In fact, at that time there was only one Gymnastics Program for Men's Educational Institutions (1889) and an instruction aimed at developing a harmonious personality, ready for further life and performing the «military training».

At the beginning of the 20th century, the growing interest to the physical culture and sports problems in the country resulted in the number of publications, monographs, methodical manuals of native and foreign authors on this issue. The thoughts and scientific notes of leading scientists, teachers, doctors, representatives of culture and art, military, and public figures could often be found on the pages of the those years periodicals [1].

Conclusions. Our study has defined that the physical education of Slobozhanshchyna gymnasium students in the designated chronological boundaries represented a comprehensive pedagogical system. Its structure, content and ways of implementation were aimed at strengthening the health, mastering the active skills, developing the physical qualities of gymnasium students.

The prerequisites for the formation and development of the physical education system in secondary schools were the development of the public-pedagogical movement in the support of idea of a healthy lifestyle of students, active work of the teachers, doctors and public figures in the field of physical education and educational reforms at the second half of the nineteenth and early twentieth centuries.

A characteristic feature of the physical education of the Slobozhanshchyna gymnasiums students of the investigated period is the irregularity of the introduction of various forms of physical education into the educational process of high schools because of the lack of necessary conditions: staff, scientific-methodical, material-technical and financial support.

The subject of the further investigation is the characteristic features of the physical education in educational institutions of different types and development of theoretical ideas and practical initiatives of prominent figures of physical culture of Ukraine.

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16. DAKhO [SAKhR]. F. 265. Op.1. Spr. 455. Ark. 4–7.
17. DASO [SASR]. F. 2. Op.1. Spr. 27. Ark. 4–79.

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