

ISSN 2220-7481



ФІЗИЧНЕ ВИХОВАННЯ, СПОРТ І КУЛЬТУРА ЗДОРОВ'Я У СУЧАСНОМУ СУСПІЛЬСТВІ



Міністерство освіти і науки України
Східноєвропейський національний університет імені Лесі Українки

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Збірник наукових праць

Східноєвропейського національного університету імені Лесі Українки

№ 3 (39)

Луцьк
Східноєвропейський національний університет
імені Лесі Українки
2017

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У збірнику наукових праць подано окремі положення розвитку фізичної культури, фізичного виховання різних груп населення, підготовки фахівців для галузі. Охарактеризовано методи, засоби тренування, особливості підготовки спортсменів, адаптації організму людей різного віку в процесі фізичного виховання, адекватність яких підкріплюється педагогічними, психологічними та медично-біологічними експериментами.

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УДК 796 (Д 82)

Ministry of Education and Science of Ukraine
Lesya Ukrainka Eastern European National University

**PHYSICAL EDUCATION, SPORTS AND HEALTH IN MODERN
SOCIETY**

Collected Research Papers
of Lesya Ukrainka Eastern European National University
№ 3 (39)

Lutsk
Lesya Ukrainka Eastern European
National University
2017

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Ф 50 **Physical Education, Sports and Health in Modern Society** : Collected Research Papers of Lesya Ukrainka Eastern European National University / compiled by A. V. Tsos, S. J. Indyka. – Lutsk : Lesya Ukrainka Eastern European National University, 2017. – № 3 (39). – 203 p.

Scientific works on various topics of physical culture, the physical education of various groups of people, and the training of professionals have been assembled in this digest. A description is given of methods and means of training, specifics of athletic training, and the adaptation of the bodies of individuals of various ages to the process of physical training, the suitability of which is enhanced by pedagogical, psychological, methodological and biological experiments.

The periodical is a scientific professional publication of Ukraine in which it is possible to publish the results of theses for obtaining the academic degree of doctor or candidate of science connected with the specialties «Pedagogical sciences» (see the list of scientific professional publications approved by the Ministry of Education and Science of Ukraine, May 12, 2015, № 528) and «Physical education and sports» (see the list of scientific professional publications approved by the Ministry of Education and Science of Ukraine, July 13, 2015, № 747).

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УДК 796 (Д 82)

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

УДК 373.5:796(477.54/.62)(091)"185/19"

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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<https://doi.org/10.29038/2220-7481-2017-03-05-10>

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 Slobozhanschyna. 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 Slobozhanschyna 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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Стаття надійшла до редакції 28.09.2017 р.

УДК 796(477)(091)

PHYSICAL EDUCATION FORMATION WITHIN BORDERS OF MODERN UKRAINE IN THE MIDDLE AGES

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<https://doi.org/10.29038/2220-7481-2017-03-11-17>

Abstract

The article is dedicated to the investigation of physical education formation in Kievan Rus. The work outlines the worldview aspects of body-building, reveals the essence of healthy lifestyle in written documents of the IX–XIV centuries. Different means (folk games, dances, entertainments, fist fights, wrestling, exercises with objects, exercises using means of movement, natural locomotion) and forms (folk, religious, educational, military-physical, competitive) of physical education in Kievan Rus are presented in the article.

Based on the analysis of scientific literature, ancient chronicles, ethnographic records, archaeological finds, folklore materials and own research results, we defined the following peculiarities of the functioning of physical education in Kievan Rus: the connection of physical education with the outlook, way of life and place of people residence; interpenetration of inter-ethnic elements of physical education; interconnection of festive-gaming activity and military-physical training; gradual transition to organized forms of physical education.

In the literary documents of the IX–XIV centuries of the Kievan Rus the issue of healthy lifestyle was described. It ensured the training of young people in labor and military activities. «Pouchenia» by Volodymyr Monomakh provides a universal system for the education of young people, which includes productive labor activity, mental health, motor activity, hardening, rational nutrition, and personal hygiene.

Means of physical education in Kievan Rus are divided into three main groups: physical exercises, natural forces, and hygiene factors. Physical exercises were divided into subgroups, depending on the specifics of motor activity: folk games, dancing and entertainment, fist fights and fighting, exercises with objects, exercises using means of movement.

The forms of physical education in Kyivan Rus were formed due to the outlook, customs and way of life of the population. The results of the study made it possible to determine the following forms: folk, religious, educational, adventure, military-physical preparation.

Key words: medieval, chronicles, traditions, physical education, Kievan Rus, health, means, forms.

Ніна Деделіук, Людмила Ващук, Олена Томащук, Жанна Мудрик, Василь Войтович. Формування фізичного виховання в межах сучасної території України в епоху Середньовіччя. У статті розкрито вивчення закономірностей формування фізичного виховання в Київській Русі. Обґрунтовано світоглядні аспекти тіловиховання, розкрито сутність здорового способу життя в письмових пам'ятках IX–XIV століть, подано засоби (народні ігри, танці, розваги, кулачні бої, боротьба, вправи з предметами, вправи з використанням засобів пересування, природні локомоції) та форми (народно-побутові, релігійно-культурні, освітні, військово-фізичні, змагальні) фізичного виховання в Київській Русі.

На підставі аналізу наукової літератури, давньоруських літописів, етнографічних записів, археологічних знахідок, фольклорних матеріалів та власних результатів дослідження визначено основні закономірності функціонування фізичного виховання в Київській Русі: зв'язок фізичного виховання зі світоглядом, способом життя та місцем проживання населення; взаємопроникнення міжнаціональних елементів фізичного виховання; взаємозв'язок святково-ігрової діяльності та військово-фізичної підготовки; поступовий перехід до організованих форм фізичного виховання.

У літературних пам'ятках IX–XIV ст. періоду Київської Русі висвітлювалися питання здорового способу життя, що забезпечувало підготовку молоді до трудової й військової діяльності. «Поучення...» Володимира Мономаха подає універсальну систему виховання молоді, що включає продуктивну трудову діяльність, психічне здоров'я, рухову активність, загартування, раціональне харчування, особисту гігієну.

Засоби фізичного виховання в Київській Русі поділяються на три основні групи: фізичні вправи, природні сили, гігієнічні чинники. Фізичні вправи поділялися на підгрупи, залежно від специфіки рухової активності: народні ігри, танці та розваги, кулачні бої й боротьба з предметами, вправи з використанням засобів пересування, природні локомоції.

Форми фізичного виховання в Київській Русі зумовлювалися світоглядом, звичаями та способом життя населення. Результати дослідження дали підставу визначити такі форми: народно-побутові, релігійно-культові, освітні, змагальні, військово-фізична підготовка.

Ключові слова: середньовіччя, літописи, традиції, фізичне виховання, Київська Русь, здоров'я, засоби, форми.

Нина Деделюк, Людмила Ващук, Елена Томащук, Жанна Мудрик, Василий Войтович. Формирование физического воспитания в пределах современной территории Украины в эпоху Средневековья. В статье раскрыты изучения закономерностей формирования физического воспитания в Киевской Руси. В работе обоснованы мировоззренческие аспекты тиловоспитания, раскрыта сущность здорового образа жизни в письменных памятках IX–XIV вв., представлены средства (народные игры, танцы, развлечения, кулачные бои, борьба, упражнения с предметами, упражнения с использованием средств передвижения, природные локомоции) и формы (народно-бытовые, религиозно-культовые, образовательные, военно-физические, соревновательные) физического воспитания в Киевской Руси.

На основании анализа научной литературы, древнерусских летописей, этнографических записей, археологических находок, фольклорных материалов и собственных результатов исследования определяются основные закономерности функционирования физического воспитания в Киевской Руси: связь физического воспитания с мировоззрением, образом жизни и местом проживания населения; взаимопроникновение межнациональных элементов физического воспитания; взаимосвязь празднично-игровой деятельности и военно-физической подготовки; постепенный переход к организованным формам физического воспитания.

В литературных памятках IX–XIV в. периода Киевской Руси освещались вопросы здорового образа жизни, что обеспечивало подготовку молодежи к трудовой и военной деятельности. «Поучение...» Владимира Мономаха представляет универсальную систему воспитания молодежи, включает продуктивную трудовую деятельность, психическое здоровье, двигательную активность, закаливание, рациональное питание, личную гигиену.

Средства физического воспитания в Киевской Руси делятся на три основные группы: физические упражнения, естественные силы, гигиенические факторы. Физические упражнения разделены на подгруппы, в зависимости от специфики двигательной активности: народные игры, танцы и развлечения, кулачные бои и борьба с предметами, упражнения с использованием средств передвижения, природные локомоции.

Формы физического воспитания в Киевской Руси оговаривались мировоззрением, обычаями и образом жизни населения. Результаты исследования позволили определить следующие формы: народно-бытовые, религиозно-культовые, образовательные, соревновательные, военно-физическая подготовка.

Ключевые слова: средневековье, летописи, традиции, физическое воспитание, Киевская Русь, здоровье, средства, формы.

Introduction. Exploring diverse cultures, we can state that every nation has its own, built on traditions, mentality, and lifestyle system of psycho-physical improvement, which is an important indicator of the general culture of the people, the level of their development. Physical education in Ukraine is aimed at physical and spiritual improvement of a person, mastering systematized knowledge, physical exercises and ways of their independent fulfillment during lifetime.

It carries out important social functions and solves educational, recreational and educational tasks.

The purpose of the study: to reveal the content of physical education and healthy lifestyle in the written monuments of the XI–XIV centuries; to discover patterns of the formation of physical education in Kievan Rus (the connection of the physical upbringing with the outlook, way of life and place of residence of the population; interpenetration of inter-ethnic elements of physical education; interconnection of festive-gaming activities and military-physical training; gradual transition to organized forms of physical education).

Material and Research Methods. To solve the set tasks, a set of interrelated theoretical and empirical methods was used: analysis and synthesis, induction and deduction, systemic approach, historical method, extrapolation method, method of complex research of historical sources used to determine the philosophical foundations of physical education in Kievan Rus and study literary monuments of the IX–XIV centuries. In the course of the research, the following source study base was used: records of ancient travelers, historians and military figures about the physical education of the population of Kievan Rus; chronicles of Kievan Rus (Chronicle of Rus, Kyiv, Galician-Volyn, Novgorod, Lavrentiyivsky, Ipatiyivsky, Kiev-Pechersk Paterricus, «Prayer of Dalyn Zatochnyk», «Abbot Danil's Trip to the Holy Land»); ethnographic research of the late nineteenth and early twentieth centuries; traditional folk medicine; popular pedagogy; archaeological finds; folklore materials (epics, fairy tales, sayings, proverbs, songs, dumas, retellings, scribbles, exhortations, and nursery rhymes).

Research Results. Discussion. As the literary and folklore materials show, the national ideal of health was formed through a system of ceremonies, beliefs, comparisons, and sayings. A characteristic feature of the outlook of the population was the embodiment of the ideal of health with plants, animals, and natural elements.

The results of the study show that the term «health» appeared in written sources very early. For example, the Rus princes sent wishes of health to the Polovtsian khan Bonyak (1140), and the Ambassadors of the Polovtsian khan wished health to Prince Svyatoslav (1147) (fig. 1).

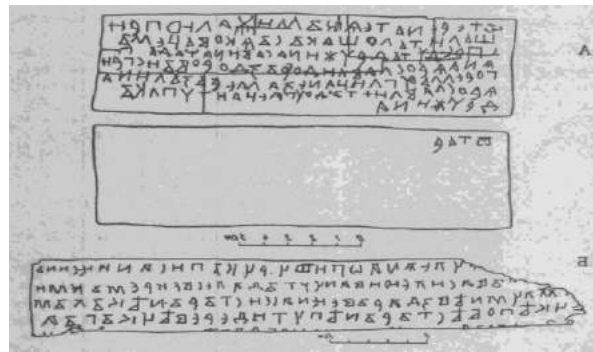


Fig. 1. Novgorod Birch Bark Letters with Messages About Health (A);
Message About the Settlement of Zdorovets (B)

The dictionary of the ancient language of Rus contains a large number of words that characterize physical fitness of a person.

The analysis of historical sources reveals that in the Kievan Rus chronicles were a kind of literary anthology in reflecting real events in the history of society (fig. 2). Thus, «The Tale of the Past Years», written at the beginning of the XII century, cites events of previous years. It reflects the greatness and power of the people, the combination of spiritual and physical education by examples of selfless acts, patriotism, and the power of the spirit of definite individuals and people in general.



Fig. 2. Tug-of-war. Initial Letter «N» From the Old Russian Gospel

The legendary «Teachings» of Vladimir Monomakh combined the centuries-old experience of folk pedagogy with the main fundamentals of the Orthodox faith and Western European literature. V. Monomakh introduced a universal system of organization of healthy lifestyle that ensured the education of children and young people in good health (in the broadest sense of the word) and their preparation for labor and military activities. This system included: productive labor activity, mental health, optimal motor activity, cold hardening, rational nutrition, and personal hygiene.

V. Manomakh attached great importance to motor activity, which was the key to full physical development, strengthening of the health of children and young people. Guided by the time traditions and own experience, V. Monomakh proposed to constantly improve physical abilities in hiking and hunting since childhood. V. Monomakh himself was exposed to the school of strength, courage and endurance: «I devoted much energy to hunting as long as I reigned in Chernigov and made excursions from that city. Until the present year, in fact, I without difficulty used all my strength in hunting, not to mention other hunting expeditions around Turov, since I had been accustomed to chase every sort of game while in my father's company. At Chernigov, I even bound wild horses with my bare hands or captured ten or twenty live horses with the lasso, and besides that, while riding along the Ros, I caught these same wild horses barehanded». V. Manomakh

attached great importance to the motor activity of young people, which was the key to full-fledged physical development, strengthening of the health of children and young people. In general, a very effective system of physical education was created in Kyivan Rus. Following the time traditions, V. Monomakh constantly improved his physical abilities since childhood and from the age of thirteen he went hiking and hunting. The results of a clearly defined system of military-physical education are confirmed by the data of his biography: «Among all my campaigns, there are eighty-three long ones, and I do not count the minor adventures» [5].

The main thing for improving the physical capabilities of a man, according to V. Monomakh, is systematic training. Taking into account the conditions of that time, the best school for training is hunting, which develops physical qualities and military-applied skills and abilities. V. Monomakh himself was exposed to the school of strength, courage and endurance: “I devoted much energy to hunting as long as I reigned in Chernigov and made excursions from that city. Until the present year, in fact, I without difficulty used all my strength in hunting, not to mention other hunting expeditions around Turov, since I had been accustomed to chase every sort of game while in my father's company. At Chernigov, I even bound wild horses with my bare hands or captured ten or twenty live horses with the lasso, and besides that, while riding along the Ros, I caught these same wild horses barehanded» [5].

In «Teachings» attention is drawn to the need for horseback riding. This was due to the objective requirements of people's lives, because constant military campaigns, protection of their land required swift travels, that is, horse riding was one of the most important skills of a man. In this regard, in Kievan Rus, they carried out a rite of putting a child on a horseback at the age of 3,5 years, the relic of this rite, according to M. Hrushevsky, was preserved in the late nineteenth and early twentieth centuries in the ritual of admission to cossacks communities [1; 8; 9].

Much of V. Monomakh's attention was paid to bring up young soldiers strong. He teaches that at war «Do not put off your accoutrements without a quick glance about you, for a man may thus perish suddenly through his carelessness.» [5]. Warriors performed their exercises by night and by day, in heat and in cold. During the times of Kievan Rus, hunting often had a ritual character. It was believed that it added strength, dexterity or wisdom of the one the warrior killed (fig. 3).

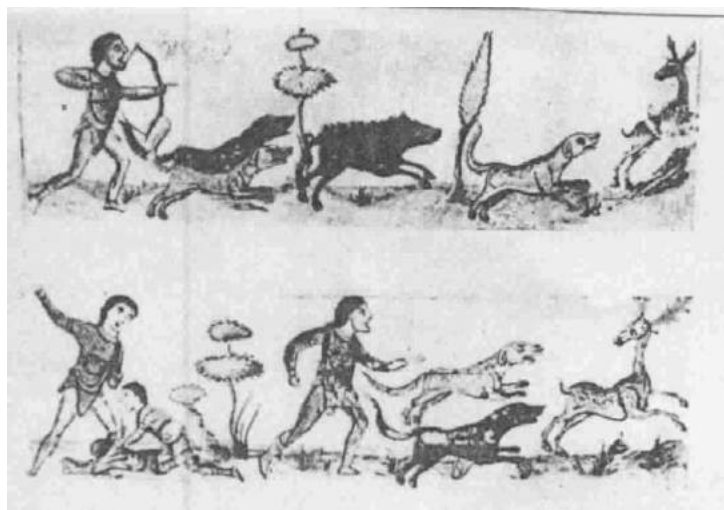


Fig. 3. *Hunting for Deer and Boars. Fresco of the XI century. Kiev. St. Sophia Cathedral. Northwest Tower*

Unique frescoes of secular character have been preserved on the walls and piers of the two staircase towers which led to the Prince's compartments in the lofts. They depict hunting scenes, figures of acrobats, musicians, dancers, wrestlers, horsemen, and the like. A large space is occupied by the Hippodrome composition in the southern tower. It features quadrigae, the masters of ceremonies giving the start signal for the races, the speeding chariots, and the hippodrome grandstand seating the Byzantine Emperor and his numerous guests. Horse riding was of great importance (fig. 4).

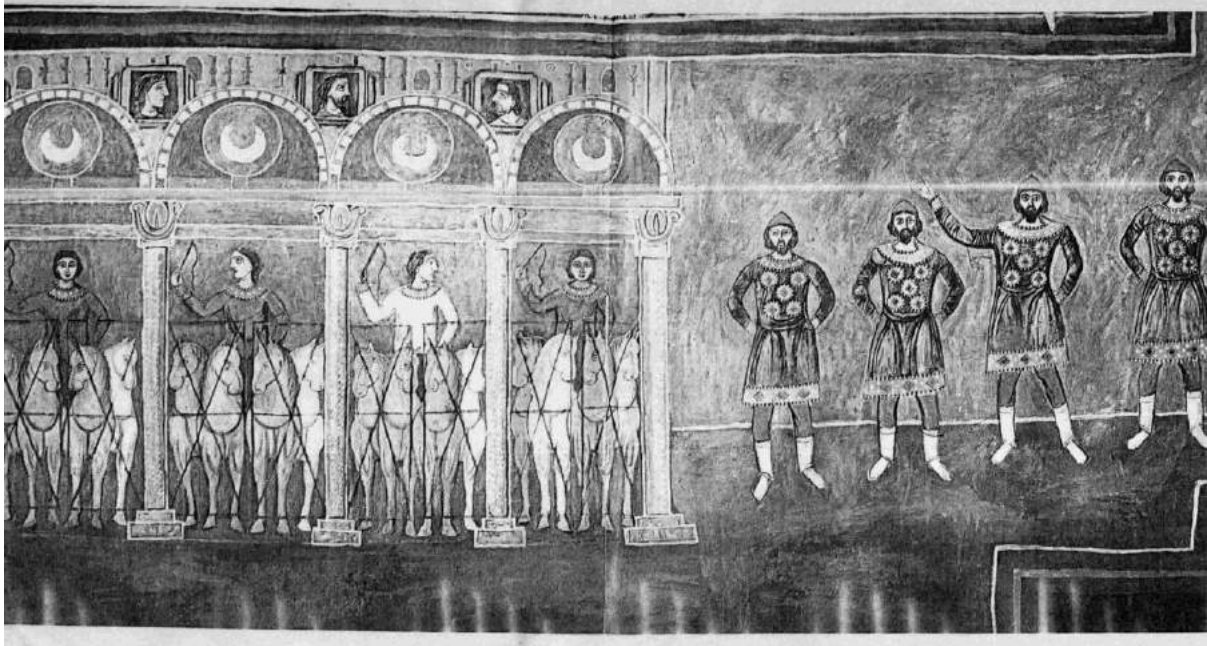


Fig. 4. Kiev. St. Sophia Cathedral. Fresco «Hippodrome» (start)

Archaeologists assume that there was a «horse yard» on the Starokyivska Hill (where the princely houses were kept), that is, there were not only stables, but also a small horse race track [1; 7; 8].

Among equestrian exercises an especially valued skill was to easily jump on a horse and trick riding in general. Therefore, almost all the prince's warriors «jumped over a horse mane, captured a horse at full gallop, and younger ones did archery» [3; 4; 9].

So frescoes of the main Christian temple combine religious paintings with the secular ones, some of which the church condemned. This testifies that stable traditions of the Old Rus combined religious and pagan values in the minds of people. If we assume that paganism has greatly contributed to physical health, and Christianity to moral (mental) health, then during the period of the existence of Kievan Rus relative balance was established.

In the ancient chronicles of the XIII century, first of all, the physical abilities of the princes were emphasized: «Rostyslav was valiant in a battle, handsome, with a nice face»; «Feodor was strong»; «Lev was a smart prince, brave and strong in a battle – he showed his outstanding courage in a number of battles»; «Svyatoslav was very brave» [2; 3; 9].

In the commemorative leaflets of the princes their physical fitness was described: «Se ubo blahovernyy Borys... krepok telom»; «Buv zhe vin (Volodymyr Hlibovych) knyaz doublesnyy i sylnyy u boyu, i muzhnisty kripkoyu vidznachavsya i vsyakymy dobrochesnostyamy buv spovnenyy. Za nym zhe Rus bahato potuzhyla»; «Prestavyvsya velykyy knyaz Vsevolod... Mnogo muzhestvovav i derzost imev na branekh» [2; 3; 4; 7; 9].

An outstanding achievement of the historical and ecclesiastical literature of the early thirteenth century was the Kyiv-Pechersk Patericon, it not only defended the idea of unification of Rus, but also claimed the originality of its traditions, contributed to the formation of a kind of Slavic «etiquette» of behavior not only in monasteries but in all spheres of life. For example, Patericon tells us about healthy lifestyle and food consumption, the prince of Kyiv Izyaslav's visit to Theodosius («The Life of Theodosius»), describing useful and simple food of the monks; comparing it with excessive consumption of food at the prince's tables where it was «ne sut' takova sladka, yako zhe sya» [2; 3; 4].

In «The Tale of the Igor's Regiment,» the achievements of the Slavic princes are highlighted, as well as their skills, physical and intellectual grandeur. Prince Svyatoslav of Kyiv was glorified by Germans and Venetians, Greeks and Moravians, it demonstrates international recognition of physical strength, martial «arts mastering not only of Rus princes, but of the entire Rus people» [4; 7; 9].

In Middle Ages on the territory of modern Ukraine, there were quite distinctive means of physical education, created in earlier times, which can be divided into three main groups: physical exercises, natural forces, and hygiene factors.

In the first stages of their development, wrestling and fist fights in the ancient period act as completely independent types of physical exercises of a competitive nature. In the X–XII centuries, the fight was held by a crowd under the leadership of the eldest in the clan, although sometimes the collision reduced to a single-fight of the strongest. V. Starkov [7] believes that the technical arsenal of the ancient martial arts was quite significant, it consisted of dozens of techniques, and the skills of fist fight and wrestling were taught since childhood.

In Kievan Rus struggle was widely spread in almost all spheres of human life. The fights were a common occurrence during holidays, fairs, and celebrations. Fight was often used as a means of resolving disputes and controversial issues between people and it was perceived as a fair trial. Among the ancient professions there were fighters of court battles – «polivniki», and the fight itself – the court, was called «pole».

One of the most important places among the means of physical education during the Kievan Rus was given to physical exercises with objects, first of all, various weapons (spears, bows, swords, fighting sticks and axes, knives, shields, etc.), as well as items that could be used as weapons (stones, sticks, ropes, harnesses). This group of means of physical education should include physical exercises such as horse riding, boating, skiing etc.

Natural locomotion (walking, running, jumping, climbing, crawling, diving, swimming) was an important means of physical education of young people and soldiers. It was used to develop physical qualities of the young and adults, and it was used in physical education and military training of the residents of the Kievan Rus (Rusichi). Among the varieties of natural locomotion for physical training 20–25 miles running race was used. Besides, trees high-speed climbing, carrying one or two persons on one's back; jumps in length and height with a pole; jumping into the water and diving, swimming races against the current and with the current were widely spread.

Realization of the tasks of physical education was carried out in the process of game activity and specially organized practice. Kievan Rus is characterized by a large number of forms of physical education, they ensured not only an increase in the motor activity of the population, but they also influenced the education of the necessary qualities of the individual, namely: popular forms (physical education in the family, public organization, «forest schools», male and female communities); forms of military-physical training (military-applied training, hunting, military campaigns, knight tournaments); educational forms of physical education (princely schools, monasteries, communities of shooters, riding schools, fencing schools); competitive forms of physical education («ruski ihryshcha», «narodni zmahannya»). Military-physical education was almost unlimited. Its development was influenced by the cultural heritage of neighboring nations.

On a sufficiently high level, there was a school of mentoring. The role of mentors was fulfilled by experienced people, whom the community entrusted with the important task of: caring for children, supervise their physical development, helping them acquire the knowledge and skills necessary for work and protection of the motherland.

Conclusions and Perspectives for Further Research. Based on the analysis of scientific literature, ancient chronicles, ethnographic records, archaeological finds, folklore materials, the main regularities of the functioning of physical education in the Kyiv Rus are determined, they are: the connection of physical education with the worldview, way of life and place of residence of the people; interpenetration of inter-ethnic elements of physical education; interconnection of festive-gaming activity and military-physical training; gradual transition to organized forms of physical education.

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Стаття надійшла до редакції 15.09.2017 р.

УДК 796.03 (091)

THE HISTORY OF VOLLEYBALL DEVELOPMENT IN UKRAINE

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<https://doi.org/10.29038/2220-7481-2017-03-18-22>

Abstract

The relevance of the investigation is determined by the need of studying the regularities of volleyball development in Ukraine. *Methods of research:* analysis and synthesis of scientific literature and archival data, analysis and synthesis, induction and deduction, historical and logical methods. *Results of the Work.* Volleyball was organized in Kharkiv in 1925. Only three years after the introduction of the game, Ukrainian volleyball players reached the highest levels of the pedestal of the All-Union Spartakiad in 1928. Volodymyr Blyakh played a leading role in the rapid development of volleyball. He is a doctor of medical sciences, a professor. The real triumph was the performance of the national teams of Ukraine in 1956 at the 1st Spartakiad of the USSR: gold medals were won by men. The development of volleyball allowed residents of Kharkiv Yuri Vengerovsky, and Yuriy Poyarkov, a resident of Odesa Eduard Sybiryakov as part of the Soviet team to win gold medals at the Olympic Games in 1964. Four years later, seven Ukrainian volleyball players (Vasylius Matushevas, Yuriy Poyarkov, Volodymyr Belyaev, Yevhen Lapynsky, Victor Mykhalchuk, Volodymyr Ivanov, Borys Tereshchuk) reached the highest step of the pedestal. In total, Ukraine has 14 Olympic champions, 11 world champions, 27 winners of European forums. *Conclusions.* Volleyball began its expansion in Ukraine in the early twentieth century. Sport teams, sport clubs, and competitions were organized. A large number of Ukrainian athletes have become famous all over the world, being part of teams at the Olympic Games, world championships and European championships.

Key words: volleyball, history of the development, Ukraine, Spartakiad, Olympic Games.

Анна Галицька. Історія розвитку волейболу в Україні. *Актуальність* дослідження зумовлена потребою вивчення закономірностей розвитку волейболу в Україні. *Методи дослідження* – аналіз й узагальнення наукової літератури та архівних даних, аналіз і синтез, індукція та дедукція, історичний і логічний методи. *Результати роботи.* Свій старт волейбол зробив у 1925 р. в Харкові. Лише через три роки після появи гри українські волейболісти піднялися на найвищі щаблі п'єдесталу Всесоюзної спартакіади 1928 р. Провідну роль у швидкому розвитку волейболу відіграв Володимир Блях – доктор медичних наук, професор. Справжнім тріумфом був виступ збірних команд України в 1956 р. на I Спартакіаді народів СРСР – золоті медалі вибороли чоловіки. Розвиток волейболу дав змогу вже на Олімпійських іграх 1964 р. харків'янам Юрію Венгеровському, Юрію Пояркову, одеситу Едуарду Сибірякову в складі радянської команди здобути золоті медалі. Через чотири роки семеро українських волейболістів (Василиус Матушеवास, Юрій Поярков, Володимир Беляєв, Євген Лапинський, Віктор Михальчук, Володимир Іванов, Борис Терещук) зійшли на найвищу сходинку п'єдесталу. Усього ж Україна має 14 олімпійських чемпіонів, 11 чемпіонів світу, 27 переможців європейських форумів. *Висновки.* Волейбол розпочав своє поширення в Україні на початку ХХ ст. Створено спортивні команди, спортивні клуби, організовувалися змагання. Багато українських спортсменів стало всесвітньо відомими, вони виступали в складі збірних команд на Олімпійських іграх, були чемпіонами світу і Європи.

Ключові слова: волейбол, історія розвитку, Україна, спартакіада, Олімпійські ігри.

Анна Галицкая. История развития волейбола в Украине. *Актуальность* исследования обусловлена необходимостью изучения закономерностей развития волейбола в Украине. *Методы исследования* – анализ и обобщение научной литературы и архивных данных, анализ и синтез, индукция и дедукция, исторический и логический методы. *Результаты работы.* Свой старт волейбол сделал в 1925 г. в Харькове. И только через три года после появления игры украинские волейболисты поднялись на высшие ступени пьедестала Всесоюзной спартакиады 1928 г. Ведущую роль в быстром развитии волейбола сыграл Владимир Блях – доктор медицинских наук, профессор. Настоящим триумфом был выступ команд сборной Украины в 1956 г. на I Спартакиаде народов СРСР – золотые медалы выбороли мужчины. Развитие волейбола дало возможность уже на Олимпийских играх 1964 г. харьковчанам Юрию Венгеровскому, Юрию Пояркову, одесситу Эдуарду Сибирякову в составе советской команды получить золотые медалы. Через четыре года семеро украинских волейболистов (Василиус Матушеवास, Юрий Поярков, Владимир Беляев, Евгений Лапинский, Виктор Михальчук, Владимир Иванов, Борис Терещук) поднялись на высшую ступень пьедестала. Всего Украина имеет 14 олимпийских чемпионов, 11 чемпионов мира, 27 победителей европейских форумов. *Выводы.* Волейбол начал свое распространение в Украине в начале ХХ в. Были созданы спортивные команды, клубы, организовывались соревнования. Много наших спортсменов стали всемирно известными, выступая в составе сборных команд на Олимпийских играх, чемпионатах мира и Европы.

Ключевые слова: волейбол, история развития, Украина, спартакиада, олимпийские игры.

Introduction. Tendencies of the development of physical culture and sports have been the subject of research for many scholars [1; 3; 5; 7; 8]. In modern scientific works the most widespread physical exercises

and active games are identified, described and analyzed in definite historical periods, it is emphasized on the necessity of their use in educational institutions [2; 6; 9; 10; 12; 13]. A comparative historical analysis of published scientific works shows certain differences in the substantiation of factual data, which is obviously due to the comprehension of various aspects of the problem. Therefore, the study of tendencies of volleyball development in Ukraine is an important scientific task.

The purpose of the research is to generalize the tendencies of volleyball development in Ukraine as an important means of physical education and sports.

Materials and methods of research: analysis and synthesis of scientific literature and archival data, analysis and synthesis, induction and deduction, historical and logical methods.

Research Results. Discussion. Volleyball (the English word «volleyball» is derived from the volley – «hit the ball» (this term is also translated as «flying», «airy») and «ball») is a kind of sport, a team game in which two teams compete on a special sports ground, divided by a net, aiming to send the ball to the opponent's side so that it lands on the opponent's site, or the defending team player has made a mistake.

Volleyball was recognized as an Olympic sport by the decision of the 53rd Session of the International Olympic Committee, held in Sofia in 1957. However, volleyball was not included into the programme of the Olympic Games in Rome in 1960. For the first time volleyball appeared in the programme of the Olympic Games in Tokyo in 1964. On September 24, 1993, at the 101st Session of the IOC, beach volleyball was recognized as the Olympic sport too. It debuted in the competition program of the Summer Olympiad in Atlanta in 1996 [4; 11].

The USSR and the USA national teams are the most titled (three major awards each) in the classical volleyball among the men. The Soviet team became a silver medalist of the Olympic Games twice and once it became a bronze one. The women's Olympic team of the USSR alone led the ranking of the most titled teams in its category (four gold medals).

Ukrainian athletes played a significant role in the achievements of the Soviet Olympians. The pride of not only Ukrainian but also of the world volleyball is a resident of Kharkiv Yuriy Poyarkov, who has won two gold and one bronze awards at the Olympic Games. The volleyball world championship has been held every 4 years since 1949 under the aegis of the International Volleyball Federation (IVF) and is the most prestigious tournament for men's national teams after the Olympic Games [11].

The decision to organize European championships was made at the IVF Congress in 1947. Competitions have been held for men's teams since 1948 and for women ones since 1949. Since 1963, the continental championships have been held by the European Volleyball Confederation. The system of these competitions has been changed many times.

The start of volleyball in Ukraine was made in Kharkiv in 1925, and just this city is fairly considered to be the home of the «flying ball» in Ukraine. In just three years after the emergence of volleyball in Ukraine, it was able to rise at the highest levels of the volleyball pedestal at the All-Union Spartakiad in 1928. Volodymyr Blyakh, who started volleyball in Ukraine, was a doctor of medical sciences, a professor, and he had a great experience in organizational and administrative work. With his organizational skills, he was able to unite talented initiative youth around him, who spread volleyball all over Ukraine together with him and after his premature death.

One of the followers of Professor V. Blyakh was a resident of Kharkiv Georgiy Sheleketin, who combined the talents of a player, having become one of the first Honoured Masters of Sports of the USSR, was awarded the title of Honored Coach of the USSR and Ukraine and got an honorable nickname «Coach of all coaches». He worked as an associated professor at the sports games department and was the author of the first methodical and scientific publications on volleyball topics. In general, all Ukraine's pre-war volleyball history is closely connected with this surname [11].

From year to year the popularity of volleyball grew, and the enthusiasm of a new game spread among other cities of Ukraine: Kyiv, Odesa, Dnipropetrovsk, Poltava, Mykolaiv, and Kherson. The first championship of Ukraine among men was organized in 1927 with the participation of teams from different parts of the republic. And in 1929 144 volleyball teams participated in the championship of Kharkiv! Friendly meetings with the teams of Moscow, Leningrad, Baku, the cities of Belarus, and volleyball matches between teams of Ukrainian cities facilitated the rapid spread of the game. This exchange of contacts contributed not only into the strengthening of relations, but also into the exchange of new findings of the techniques and tactics of the game, and, consequently, the growth of skills of Ukrainian volleyball players.

It inspired further victories. The victories of the Ukrainian teams at the All-Union Spartakiad in 1928, holding the All-Ukrainian Volleyball Spartakiad in 1930, at a decent level, increased the authority of

Ukrainian volleyball. Undoubted recognition of the success of our countrymen in the development of volleyball was the granting of the right to hold the first All-Union holiday of volleyball, which went down in history as the first independent volleyball championship of the USSR. In April 1933, 2,000 tickets for those competitions in Dnipropetrovsk were sold out well before the start of the tournament. The combined team of Kharkiv and Dnipropetrovsk performed very well, both in the male and in the female categories! In both cases, our teams were in the second and third tournament places [4, 11].

The development of volleyball in Ukraine is associated with Mykhailo Pimenov, a many-sided athlete, born volleyball tactician, master of superb technique and a sense of position, analyst and scientist. He realised all these talents in practice: he was the first of Ukrainian volleyball players to become a member of the national team of the USSR, the first Ukrainian national athlete, world champion, captain of the team of the USSR. For many years he was the Head of the Volleyball Federation of the USSR, the author of 14 books and many articles on the theory and practice of volleyball.

In the postwar years, sport slowly began to come out of isolation. Convincing victories of volleyball teams at the World and European Championships in 1948-1952 gained a loud resonance. Teams and club teams from China, Hungary, Romania, Poland, and Bulgaria came to Ukraine in the 50s of the twentieth century. Volleyball players from Kyiv and Kharkiv visited China and India. Although at most of those matches there was obvious advantage of Ukrainians, they benefited both sides as they gave our players the experience of international competitions.

A significant event in the sporting life of the country was the I Spartakiad of the Peoples of the USSR in 1956, which differed from the previous events by its size, content, and participation of a great number of athletes. The performance of Ukrainian volleyball teams was triumphal: gold medals of men's and silver ones of women's teams. This achievement men repeated three times – in 1967, 1986 and 1991, and women were champions in 1975 and four times they won bronze awards.

All this contributed to the wider popularization and growth of the prestige of volleyball in Ukraine, to the involvement of population, especially children and youth.

The number of Ukrainian players in the main team of the state reached its peak four years later when the USSR team won a gold medal at the Mexican Olympiad, nine out of twelve players were Ukrainian volleyball players, and the second coach who worked in it was a resident of Odesa Mark Barsky. In the 60s, Ukrainian female volleyball players became a part of the USSR national team and participated in the tournaments of the highest level, three of them (V. Myshak, N. Abramova and L. Gureyeva) in 1964 became owners of silver medals at the Tokyo Olympiad [11]. In general, no other sport can boast of a such number of Olympic medalists from Ukraine. Many names of Ukrainian volleyball players went down in history of the European and world championships.

Since the 1950s Ukrainian clubs have demonstrated great results at the national and international levels. The women's team «Burevisnyk» (Odesa) won gold medals at the USSR Championship in 1961. Prize-winners of the Soviet championships in various years became the men's teams «Spartak» (Kyiv), «Nauka» (Odesa), «Burevisnyk» (Odesa), «Lokomotyv» (Kyiv), «Zirka» (Voroshylivgrad), «Shakhtar» (Donetsk), «Lokomotyv» (Kharkiv) and female teams «Burevisnyk» (Odesa), «Iskra» (Voroshylivgrad), «Sokil» (Kyiv), «Medin» (Odesa), and «Orbita» (Zaporizhzhya). The holders of the USSR Cup among the men's clubs were Lokomotyv (Kyiv) – three times, Chernomorhidrobud (Odesa), among women – Medin (Odesa) – three times, Orbita (Zaporizhzhia) – twice, Iskra (Voroshylivgrad) [4].

The owners of the European cups became the following clubs: in 1973 «Zirka» (Voroshylivgrad) – the Cup Winners' Cup of European countries, it came into the history as the first winner of that tournament. In 1977 the women's team «Iskra» (Voroshylivgrad) got the Cup Winners Cup of European countries. In 1983, the women's team «Medin» (Odesa) got the Cup Winners Cup of European countries. The Ukrainian referees who successfully worked not only at international competitions, but also at the most important volleyball tournaments of the world added prestige to our volleyball. The names of Yuriy Bahon, Oleksiy Yesypenko, Oleksiy Savchenko, Leonid Francishek and names of other representatives of the Ukrainian Referee School will remain in the history of Ukrainian and world volleyball forever.

Among the best Ukrainian volleyball players, winners and prizewinners of the Olympic Games, world champions and European champions one should mention: men – V. Belyaev, Yu. Vengerovskiy, P. Voronkov, O. Gordienko, A. Dillenburg, A. Zakrzhevski, O. Zaporozhets, V. Ivanov, Yu. Korovyansky, V. Kryvov, A. Kuznetsov, Ye. Lapynsky, F. Lashchonov, S. Liuhailo, V. Matushevas, V. Michalchuk, O. Moliboga, G. Mondzolevsky, Y. Panchenko, M. Pimenov, Yu. Poyarkov, E. Sybiryakov, O. Smugiliyov, O. Sorokalet, B. Tereshchuk, E. Ungurs, S. Fedyayev, D. Fomin, O. Shadchyn; women – N. Gorbenko, I. Gorbatyuk

(Malinochka), L. Guryeeva, L. Ivanova (Gubka), Kozakova O., V. Myshak (Voloshchuk), Ye. Nazarenko (Kuzina), L. Osadcha, G. Rostova, N. Romanov (Zadorozhnyia), L. Rudovska (Tymofeyeva), O. Sokolovska (Akhaminova), T. Cherkasova, O. Shkurnova (Pozdnyakova). In general, Ukrainian volleyball has given the world 45 Olympic champions and prizewinners, 45 champions and prizewinners of the World and Europe. In Ukraine, 25 honored masters of sports and 86 international class masters of sports, 68 honored coaches, and 28 international and honorary judges were brought up.

Conclusions and Perspectives for Further Research. The conducted research shows that volleyball is an important social phenomenon in the public life of Ukraine. The high level of its development is affirmed by the repeated success of the country at the All-Union Spartakiads, gold medals of the men's team and silver medals of the women's team at the I Spartakiad of the peoples of the USSR, gold medals at the Mexican Olympiad, where nine men of the twelve were Ukrainian volleyball players in the USSR men's team, and Mark Barsky, a resident of Odesa, worked as the second coach. In 1964, three Ukrainian volleyball players (V. Myshak, N. Abramova and L. Guryeyeva) became owners of silver medals at the Tokyo Olympiad. The history of Ukrainian volleyball is rich in outstanding events, and even more in non-ordinary personalities. Due to the sports victories of coaches and players, the greatness of Ukrainian volleyball spirit was forming, the authority of national volleyball in the USSR, Europe and the world was winning.

In the future it is necessary to study the development of volleyball in educational institutions of Ukraine.

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Стаття надійшла до редакції 04.09.2017 р.

THE EVOLUTION OF ATTITUDE TOWARDS THE PEOPLE WITH PSYCO-PHYSICAL DISABILITIES

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<https://doi.org/10.29038/2220-7481-2017-03-23-28>

Abstract

Relevance. The latest scientific studies proved, that 18 % of men and women with disorders of musculoskeletal system and 12 % of blind believe that the main problems for disabled people is not so variety of restrictions (means of communication or movement, etc.), as much as lack of social participation, shortcomings of legal and technical nature, what in general reinforce the social inequality between people. The problem of relationship between society and individuals with disabilities has always existed. It remains highly relevant today. A retrospective approach to the study of the past experience allows us to see current issues in the process of their formation, accumulation, development, transformation and consider them according to the specific circumstances of the historical period. The *purpose* of the study to explore the evolutionary path of relations between society and individuals with psycho-physical disabilities **Material and Methods.** According to the purpose we set tasks to study and analyze data from scientific sources concerning the development of relations between society and individuals with mental and physical disabilities in the historical and modern aspect. And the possibility of use of physical education in solving these problems. The purpose and tasks were implemented by methods of analysis and sharing of scientific and methodological literature and practical experience. **Results.** The origins of negative attitude to disability is rooted in society itself and «disability» is a social phenomenon, not a medical problem of the person. Historical analysis helps to overcome subjectivity in management activities and to define pedagogical conditions of the implementation in practice of theoretical conclusions and recommendations. Ukraine because of its geographical position absorbed both Western and Eastern culture. Thus, in the world historically formed several approaches to the formation of a model of relations between society and people with disabilities: cultural, medical, social. **Conclusions.** History allows us to see current issues in the process of their formation, accumulation, development, transformation. Accumulation of views (in the period of intensive development of pedagogy) about the formation of physical qualities of children with psycho-physical features has become a prerequisite for the later learning, special physical education and training for children with violations of psycho-physical development in special branch of pedagogical knowledge, namely adaptive physical education.

Key words: history, disability, society, relationship, adaptive physical culture.

Лілія Гацосєва. Еволюція ставлення суспільства до осіб з обмеженими психофізичними можливостями. Актуальність. За результатами досліджень останніх років, 18 % чоловіків і жінок із порушенням опорно-рухового апарату й 12 % сліпих вважають головними проблемами для інвалідів дефіцит соціальної участі, недоліки юридичного та технічного характеру, що посилюють соціальну нерівність. Проблема у відносинах суспільства й осіб з інвалідністю існувала завжди та залишається надзвичайно актуальною й сьогодні. Ретроспективний підхід до вивчення досвіду минулого дає підставу розглядати його відповідно до конкретних обставин історичного періоду. **Мета дослідження** – розкрити еволюційний шлях відносин суспільства та осіб з обмеженими психофізичними можливостями. **Матеріал і методи дослідження** стосуються проблеми розвитку взаємин між суспільством та особами з обмеженими психофізичними можливостями в історичному й сучасному аспекті та можливість використання фізичного виховання в розв'язанні цих проблем методами аналізу й узагальнення науково-методичної літератури та практичного досвіду. **Результати дослідження.** Витоки негативного ставлення до інвалідності кореняться в самому суспільстві, а отже, «інвалідність» – це більш соціальне явище, ніж медична проблема особи. Історичний аналіз сприяє подоланню суб'єктивізму в управлінських діях, визначенню педагогічних умов реалізації на практиці теоретичних висновків. На сьогодні відокремилася декілька підходів до формування моделі відносин суспільства й інвалідів (культурологічний, медичний, соціальний). Важливу роль у боротьбі з наслідками хвороби та соціальною нерівністю для людей з особливими потребами відіграють мистецтво та спорт. **Висновки.** Принцип історизму дає змогу бачити актуальні питання в процесі їх зародження, накопичення, розвитку й зміни. Накопичення уявлень про формування фізичних якостей у дітей із психофізичними особливостями стало передумовою виокремлення спеціального фізичного виховання та навчання дітей із порушеннями психофізичного розвитку в спеціальну галузь педагогічних знань, а саме адаптивного фізичного виховання.

Ключові слова: історія, інвалідність, суспільство, відносини, адаптивне фізичне виховання.

Лилия Гатсоєва. Эволюция отношения общества к лицам с ограниченными психофизическими возможностями. Актуальность. По результатам исследований последних лет, 18 % мужчин и женщин с нарушениями опорно-двигательного аппарата и 12 % слепых считают, что главными проблемами для инвалидов являются дефицит социального участия, недостатки юридического и технического характера, которые и усиливают социальное неравенство. Проблема в отношениях общества и лиц с инвалидностью существовала

всегда и остается чрезвычайно актуальной сегодня. Ретроспективный подход к изучению опыта прошлого позволяет рассматривать его в соответствии с конкретными обстоятельствами исторического периода. **Цель исследования** – изучить эволюционный путь взаимоотношений общества и лиц с ограниченными психофизическими возможностями. **Материал и методы исследования** касаются проблемы развития взаимоотношений между обществом и лицами с ограниченными психофизическими возможностями в историческом и современном аспекте, а также возможности использования физического воспитания в решении этих проблем, методами анализа и обобщения научно-методической литературы и практического опыта. **Результаты исследования.** Истоки негативных отношений к инвалидности коренятся в самом обществе. Таким образом «инвалидность» – это в большей мере социальное явление, чем медицинская проблема. Исторический анализ способствует преодолению субъективизма в управленческих действиях, определению педагогических условий реализации на практике теоретических выводов. На сегодня выделяются несколько подходов к формированию модели взаимоотношений общества и инвалидов (культурологический, медицинский, социальный). Важную роль в борьбе с последствиями своей болезни и социальным неравенством для людей с особыми потребностями играют искусство и спорт. **Выводы.** Принцип историзма позволяет видеть актуальные вопросы в процессе их зарождения, накопления, развития и изменения. Накопление представлений о формировании физических качеств у детей с психофизическими особенностями стало предпосылкой выделения специального физического воспитания и обучения детей с нарушениями психофизического развития в специальную отрасль педагогических знаний – адаптивное физическое воспитание.

Ключевые слова: история, инвалидность, общество, отношения, адаптивное физическое воспитание.

Introduction. The literary sources prove that 10 % of the world population (about 5,3 % of Ukraine's population) has some form of disability. In the research V.P. Romanov states, that 18 % of men and women with disorders of musculoskeletal system and 12 % of the blinds believe that the main problems of disabled people are not the variety of restrictions (means of communication or movement, etc.), but lack of social participation, shortcomings of legal and technical nature, that in general reinforce the social inequality between people [10].

Less than 10 % of children in orphanages are orphans, others have relatives or at least one of the parents. The Ukrainians send their children to boarding schools for different reasons: because of insufficient money for supporting the child, or for the reason, that their child is with special needs [4].

According to statistics, every year about 1.5 thousand children, most of whom are children with special needs graduate from boarding schools. But the system of educational work which has gradually developed in boarding schools of Ukraine is not able to develop in the children the vital skills for independent living. Nearly 20 % of graduates can't get a job or continue education and acquire a certain profession and there is no prospect of solving the housing problems for 41 % of them [5].

The existence of the problem of graduates' employment is confirmed by L.Samsonova – an expert of reanimation package of reforms on inclusive education. She claims that only 10 % of graduates adapt to life and find a job. [4].

According to the International study of children' development from orphanages who are adopted, every three month life in boarding school causes delayed physical development by one month. In consequence, 55 % of children have developmental delay of motor skills, 32 % – of the mental faculties, 43 % – of speech development and 44 % have delayed development in several parameters [4].

The survey which has been conducted by V. P. Romanov shows that disabled people who live in cities, district centers have more opportunities to meet their requirements. But the respondents from villages and small towns sometimes do not use any services. However, in the large settlements the disabled (according to the results of his research) often suffer humiliation and neglect. It is especially hard to live for the disabled in childhood, for the elderly and people with intellectual disabilities [10].

Despite the fact, that persons with disabilities have limited opportunities in many areas of life, those of them who have not lost working capacity have support from people who love them, continue working, achieve great success and become an example even for healthy people.

The problem of relationship between a society and the individuals with disabilities has always existed. It remains highly relevant today.

Analysis of Recent Researches and Publications. The most important principle in the development of any science is the principle of historicism. A retrospective approach to the study of the past experience allows us to see current issues in the process of their formation, accumulation, development, transformation and consider them according to the specific circumstances of the historical period in their interrelationship and interdependence. The study of experience of previous generations helps to discover historical basis of relations between the persons with psycho-physical disabilities.

The principle of historicism requires considering the event or phenomenon beyond the time measurements, but at the same time from the point of view of that time rather than later. It provides the understanding that phylogenetic and ontogenetic developments of a man are not identical [6].

In recent years the great work has been done in Ukraine in the study of history of relations between a society and the individuals with psycho-physical disabilities. The results of the studies by V. I. Bondar, L. K. Odinichenko, V. V. Zolotoverh, O. E. Shevchenko and others have supplemented the data on this topic [3].

A lot of attention is paid to the explanation of peculiarity of concept on a number of issues concerning problems of physical development, education and upbringing (including physical training) the persons with psycho-physical disabilities in the works of theorists of foreign and domestic pedagogy. A retrospective analysis, synthesis and structuring, systematization and grouping the types of attitudes towards the persons with mental and physical disorders, give us a complete and consistent knowledge.

E. V. Ketrish in his research quotes the words of John Newman that the attitude to the people with violations of psychophysical development and social policy of the state them are results of historical processes [7].

The analysis of available scientific, scientific-methodical literature of domestic and foreign authors gives grounds to assert that the problem of relations between a society and the disabled people is insufficiently investigated.

The purpose of the study is to explore the evolutionary path of relations between a society and the individuals with psycho-physical disabilities

Material and Methods. According to the purpose we set tasks to study and analyze data from scientific sources concerning the development of relations between a society and the individuals with mental and physical disabilities in the historical and modern aspect and to outline the possibility of use of physical education in solving these problems. The purpose and tasks were implemented by methods of analysis, sharing scientific and methodological literature and practical experience.

The Results of the Study. Discussion. The amount of social, medical and pedagogical aid to the children with peculiarities of psychophysical development depends on many factors. First of all, it depends on the state of economy of the state, productive forces and the nature of their relationship in society and is also determined by political, moral, religious ideology, the development of education, health, science and culture [3].

Thus, historical analysis helps overcome subjectivity in management activities and define pedagogical conditions of the implementation in practice theoretical conclusions and recommendations [3].

A. G. Basova notes, that in the period when the speech was not sufficiently developed and people in communication resorted to using hand gestures and facial expressions – communication between the deaf people and those, who could hear was not hampered. In future, with the development of work and language, the deaf people understood less other people. Therefore fewer and fewer human activities became available for the deaf. Subsequently, the attitude towards the deaf has deteriorated [2].

There is the information that quite a large medical specialty was developed in 2000 BC. The medicine in Egypt was in the hands of priests. Thence, there was temple medicine and sacerdotal medicine. The concept of the causes for diseases was linked with religious beliefs, for example, illness when demonic or evil forces dwelt within the body, or at the behest of gods [12].

In the archaic period and the early Middle Ages the idea of physical defects was understood as a punishment for sin or as a sign of evil spirits [14]. The reason for negative attitude towards the persons with mental and physical disabilities in the Middle Ages was the belief in the supernatural origin of madness, deafness, congenital ugliness, which were considered as a God's punishment imposed for their own or parental sins.

The information about rough and cruel treatment towards the deaf exists in various ancient written sources which state that the deaf people were possessed by an evil spirit and thus had to be isolated. This attitude was supported by Christianity and as a relic occurred later and it persists in our time [2; 8; 15].

The first Slavic medical literature reflected accumulated multi-year experience of observing various actions of the forces of nature on a human body with disabilities and gained doctor's experience of the Ancient East, also marked a noticeable trace of «superstitious survivals and gross ignorance» [8].

There was the evidence of negative attitude to the the persons with intellectual and physical disabilities in antiquity in scientific and historical documents, who were citizens of military power, where a warrior was an ideal. The ancient legislation in order to justify their actions in the name of the state proposed to separate the disabled children, which were then murdered.

At that time physical destruction of these people was a common practice. In Ancient Sparta, the children with mental and physical disabilities were killed, but the soldiers who became disabled were provided with material support from the state, despite the negative attitude to weakness in general. The disabled in the time of Julius Caesar, were considered warriors who had lost the thumb of his right hand and therefore could not use weapons.

In Ancient Rome, the disabled veterans with the families were provided at the expense of the Republic. The Roman legions who were maimed, were given plots of land, booty, money, and were exempt from taxation [13].

Cases of successful training of the deaf in painting in the time of Pliny the Elder Gai Secunda (23–79 AD) were not common and were perceived as miracle [2].

In the Middle Ages in Europe the disabled were as before former soldiers who were injured in the war [13].

In the opinion of Larisa Baida the origins of negative attitude to the disability are rooted in a society itself and «disability» is a social phenomenon, not a medical problem of the person [1].

With the advent of bourgeoisie new ideology appeared. In contrast to the stern asceticism of the Church teaching the cult of healthy and cheerful man appeared. At the same time a new and humanistic pedagogy formed. But its principles had a bourgeois-aristocratic character and that was why, were applied only to the children of the social elite, nobility, merchants and wealthy citizens. The rest of the people continued to be a subject of brutal exploitation by feudal lords and by the new bourgeois class.

Ukraine because of its geographical position absorbed both Western and Eastern cultures, which tolerated a «poor» person with physical, mental or intellectual disabilities. Such a person was regarded as specially noted by God. In Kiev Russ all children who had physical disabilities and were called «lame» or «gimp» had the support of the Church and received help [13].

In spite of theological teaching at that time, the science produced results. Medical, pedagogical and physiological works appeared which provided the scientific explanation of the causes for the violations and the appearance of secondary abnormalities. So, an outstanding scientist of his time, Girolamo Cardano (1501–1576) made a great contribution to the development of techniques and methods of teaching and mental development of the deaf. G.Cardano in his composition «De subtilitate libri XXI» (1550) correctly argues that deafness comes from disease, but dumbness – from deafness. On this basis, G. Cardano, using the theory of comprehending and systematizing the known data, developed a classification of the deaf.

Over time, the attitude towards the disabled changed for the better. The situation of the persons with mental and physical disabilities has changed significantly today. The disabled people acquire social meaning; the State provides them with benefits, pensions and organizes rehabilitation facilities. But still, the people with disabilities are treated differently.

It is extremely important for the people with special need to have the chance to prove to themselves and to society the right to an active existence in the mental and physical aspects. The art and sport play an important role for many people with violations of psychophysical development. These occupations become a means of dealing with the consequences of their disease, and social inequality.

The growth in the development of physical culture and sports of the disabled persons is also observed together with the changes in relation to the persons with disabilities T. U. Krutsevich considers adaptive physical culture as a social phenomenon, the main objective of which is the socialization of the people with disabilities, not just their treatment with the help of physical exercises and physiotherapy [9].

According to modern scientists, the first attempts to attract the people with disabilities to physical culture and sport, was historically recorded in 1888, when the first sports club for people with hearing impairment was opened in Berlin [11]. And in 1924, Paris successfully hosted the Olympic Games of the deaf (later - Deaflympics). Since then, the world games for the deaf have regularly provided opportunities to compete as equals and to communicate with the deaf athletes around the world.

Based on the results of researches, modern scientists found out that after the Second World War, the disabled people with disorders of the musculoskeletal system actively began to join the sport. Thus, in 1944 a special sports program for «wheelchairs» was implemented in the framework of the mandatory part of the comprehensive treatment. It has turned into a worldwide sports movement – «the Paralympic games» for a decade and a half.

In 1968 in the US the movement, was spread which goal was integrating the people with disabilities of intellectual development into the society by means of physical culture and sports, so-called «Special Olympics».

The international physical movement of the people with disabilities develops successfully nowadays thanks to the active work of numerous civil organizations [1, 16].

Thus, several approaches to the formation of the model of relations between a society and the people with disabilities have been outlined in the world history (fig.1): cultural (the analysis of the relationship depending on the type of culture and its maturity), medical (disabled person is considered as a sick person who requires medical treatment and care), social (defines disability as a norm for the invalid, and points to social discrimination as a problem that is related to disability).

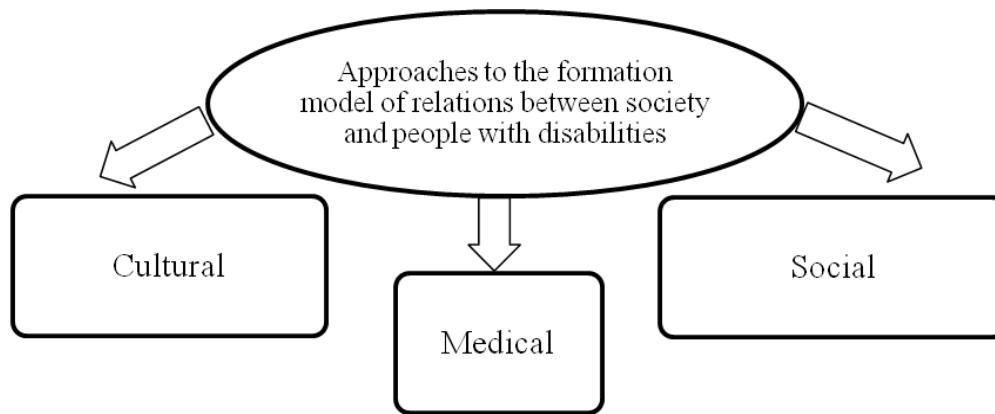


Fig. 1. *Approaches to the Formation the Model of Relations Between a Society and the People with Disabilities*

The work on data, analysis and synthesis of the past experience and modern development of relations between a society and the disabled continue. The points from which we study the history of these relations continue to remain open for different studies.

Conclusions and Prospects for Further Research. Despite the rapid development of the domestic science, there is a shortage of fundamental history sources of the development of relations between a society and the individuals with disabilities in the Ukrainian scientific and methodological literature.

There are only few research works in Ukraine, which cover the ideological, philosophical, organizational, health, social and other humanitarian aspects of relations between a society and the persons with disabilities. There is an insufficient theoretical and methodological research concerning the role of physical exercises for the persons with mental and physical disabilities.

The historical and pedagogical analysis of the development of the main stages of the formation of attitude towards the people with mental and physical disabilities (including the sphere of physical culture) helps in understanding the causes for success, achievements and failures of numerical reforms. In other words, the accumulation of views (in the period of intensive development of pedagogy) about the formation of physical qualities of the children with psycho-physical features has become a prerequisite for learning, special physical education and training the children with violations of psycho-physical development in special branch of pedagogical knowledge, namely adaptive physical education.

The attitudes towards the people with mental and physical disabilities are different in certain historical periods. The review of scientific and methodological literature of mankind's history proves it. Initially, people got rid of the disabled, then the persons with violations of psycho-physical development were murdered, forcibly kept in special institutions and hospitals, later people began to sympathize with them, to treat them, to teach etc.

Summarizing literature data, best practices in the organization of physical culture and sports work with disabled people, it should be noted that there is a significant change in the relationship between a society and the persons with disabilities at present due to reforming the education sector, including special education, which suggests a relationship to them as equals, but with special learning needs during work and rest.

Based on historical, medical and pedagogical approaches, modern science has expanded the range of the ideas about psycho-physical disabilities and methods of overcoming them. The future researches on the attitudes towards the persons with disabilities in a society, prospective and relevant, can depend on gender, age and other differences.

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Стаття надійшла до редакції 28.09.2017 р.

УДК 796.07:796.85(09)(477)

HISTORY OF TRICKING FOUNDATION AS AN EXTREME SPORT AND ITS DISTRIBUTION ASPECTS IN UKRAINE

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Abstract

Relevance. Many people associate tricking with capoeira, acrostreet, eXtreme Martial Arts and Multi Level Moves. But, it's the single extreme sport, ideas of foundation and distribution of which in Ukraine are studied insufficiently. **The aim of the study** is – to study the peculiarities of the tricking foundation as an innovative kind of extreme sports and investigate the historical aspects of its foundation and distribution in Ukraine, in particular, in Volyn region. **Results of the Study.** Establishment of tricking took place at USA in 60th years of XX century. It's movement base was created by extreme sportsmen Ernie Reyes, Mike Chaturantabut, Daniel Sterling, Matt Emig and others. Establishment of tricking in Ukraine starts at 2009 and related to the All-Ukrainian youth association «Astorun» (head – Roman Konopatskyi, BilaTserkva). Today there more than 10 tricking teams in Ukraine, the most known are «VIATORES» (Lviv, 2013), «Nation Motion» (Cherkasy, 2014), «ASTIR» (Rivne, 2012), tricking schools in Mykolaiv, Kyiv, Kharkiv and others. At Volyn region tricking was established in 2010–2012 at traceurscommunit, and at 2012 was created sports organization «TWIST FREERUN FAMILY» (Lutsk). **Conclusions.** Tricking, after its establishment in 60th years of XX century in USA, today become very popular all over the world. In Ukraine tricking was founded in first 10th of XXI century and still is in developmental phase.

Key words: extreme sport, tricking, history, Ukraine, Volyn.

Тетяна Гнітецька, Лідія Завацька, Олександра Голуб. Історія зародження трикінгу як екстремального виду спорту та аспекти його поширення в Україні. **Актуальність.** Трикінг асоціюють із вуличною акробатикою, із капоєйрой, акрострітом, eXtreme Martial Arts та Multi Level Moves. Однак це самостійний вид екстремального спорту, питання зародження та поширення якого на території України вивчені недостатньо. **Мета дослідження** – вивчити особливості зародження трикінгу як інноваційного виду екстремального спорту й дослідити історичні аспекти його виникнення та поширення на Україні, зокрема й на Волині. **Результати дослідження.** Установлено, що зародження трикінгу відбулось у США в 60-х роках XX ст. Його рухову базу сформували екстремали Ерні Рейс (старший), Майкл Чатурантабут, Деніел Стерлінг, Мет Емінг та ін. Започаткування трикінгу на території України відносять до 2009 р. й пов'язують із Всеукраїнським молодіжним об'єднанням «Асторун» (голова – Роман Конопацький, м. Біла Церква). Нині в Україні функціонує понад 10 команд трикерів, найвідоміші з яких – «VIATORES» (м. Львів, 2013 р.), «Nation Motion» (м. Черкаси, 2014 р.), «ASTIR» (м. Рівне, 2012 р.), трикінг-школи в містах Миколаєві, Києві, Харкові та ін. У Волинській області трикінг започатковано у 2010–2012 рр. у середовищі трейсерів, у 2012 р. створено спортивну організацію «TWIST FREERUN FAMILY» (м. Луцьк) тощо. **Висновки.** Зародившись у США в 60-х р. XX ст., нині трикінг має високу популярність у світі. В Україні трикінг-рух започатковано в першому 10-літті XXI ст. Він перебуває в стані розвитку.

Ключові слова: екстремальний спорт, трикінг, історія, Україна, Волинь.

Татьяна Гнитецкая, Лидия Завацкая, Александра Голуб. История происхождения трикинга как экстремального вида спорта и аспекты его распространения в Украине. **Актуальность.** Трикинг ассоциируют с акробатикой, капоэйрой, акростритом, боевым искусством. Однако это отдельный вид экстремального спорта, происхождение и распространение которого на территории Украины изучены не в полной мере. **Цель исследования** – изучить особенности происхождения трикинга как инновационного вида экстремального спорта и исследовать исторические аспекты его появления и распространения в Украине, в частности на Волини. **Результаты исследования.** Установлено, что зарождение трикинга состоялось в Соединенных Штатах в 60-х годах XX в. Его двигательную базу сформировали экстремалы Эрни Рейс (старший), Майкл Чатурантабут, Даниэль Стерлинг, Мэтт Эмиг и др. Зарождение трикинга на территории Украины относят к 2009 г. и связывают с Всеукраинским молодежным объединением «Astorun» (руководитель – Роман Конопацкий, г. Белая Церковь). На сегодня в Украине действует более 10 команд трикеров, самые известные из них – «VIATORES» (Львов, 2013), «Нация движения» (г. Черкасы, 2014), «АСТИР» (г. Ровно, 2012), трикинг-школы в городах Николаев, Киев, Харьков и др. В Волинской области трикинг обоснован в 2010–2012 годах трейсерами, в 2012 г. создана спортивная организация «TWIST FREERUN FAMILY» (Луцк) и др. **Выводы.** Трикер возник в США в 60-х годах двадцатого века и на сегодня имеет высокую популярность в мире. В Украине трикинг-движение началось в первом 10-летию XXI в. и находится в состоянии развития.

Ключевые слова: экстремальный спорт, трикинг, история, Украина, Волинь.

Introduction. Every year in the world increase interest in extreme types of motor activity. In particular, in the youth environment, rollerblades, trials, parkour, workout, gimbar, crossfit, skateboarding, snowboarding and others are very popular. Along with that, extreme sportsmen continue to search and develop extraordinary forms and means of motor activity. One of these types of extreme is tricking (the full name is «martial arts tricking» (eng.). This is a modern kind of extreme sports and sports activity, which is the synthesis of elements of martial arts, acrobatic, stunt tricks and other sports disciplines to create a spectacular effect of turns in various planes, kicking in jumps with turns 360, 720 and more degrees (pic. 1). It is divided into 3 main styles: 1) stunts of martial arts (strokes); 2) acrobatic jumps; 3) pirouette. They can be performed individually or link and make combinations. People who doing tricking are called «trickers» [7]. When a tricker maintains a balance between all styles – it's called «true tricking», i.e. «pure tricking».

Tricking is often compared to street acrobatics, capoeira, acrostreet, eXtreme Martial Arts (XMA) and Multi Level Moves (MLM) [10]. However, it should be considered an independent form of extreme activity [3; 7; 13]. Today tricking are very popular in the world. At the same time, the issue of origin and its distribution in the territory of Ukraine is insufficiently studied.



Pic. 1. *Examples of Tricks*

The aim of the study – to study the peculiarities of the tricking foundation as an innovative kind of extreme sports and investigate the historical aspects of its foundation and distribution in Ukraine, in particular, in Volyn region.

Methods of research: analysis, generalization of literary and Internet sources, polls, accounting, etc.

Research Results. Analysis of information base [3; 7] shows that tricking basics establishment as a sport discipline occurred in the United States in the 60th of the XX century among athletes of martial arts, who, in order to diversify and create more spectacular show performances, began adding and demonstrate new, technically complex movements.

The decisive contribution to the tricking establishment was made by Ernie Reyes, a martial arts master, actor, producer [3]. Born on February 12, 1947, in Salinas, California, USA, he graduated from the University of San Jose, California State. Founder and leader of the West Coast Action Team. Starred in more than 8 films, including *Dragon Battle*, *The Last Dragon*, and others. And also such innovators as Mike Chaturantabut, Daniel Sterling, Matt Emig, Marc Canonizado, Chris Devera, Steve Terada, AnisCheurfa, Manny Brown, David Douglas, Charmichael Simon, Chris Cassamassa, Hosung Pak, Anthony Atkins, John Valera. It is they who have formed a motor base that is still used by current trickers.

At the beginning of the XXI century with the development of the Internet network tricking began to cover the whole world. People started to create sites on this topic and forums where interested people able to exchanged their knowledge and achievements. The first site about tricking was *Bilang.com*, which is still functioning. Later the site *Trickstutorials.com* appeared, its forum is now considered the center of the world tricking community. With the development of *YouTube.com*, the trickers are able to share videos, in this connection, the popularity of the tricking grew even more [7].

In this period becomes popular the creation of «teams» which consisting of friends – a group of trickers. In particular, the popular team «*Loopkicks*», founded in 1999 in San Francisco, made a significant contribution to the development of the movement[11].

Quite actively this movement develops by various «kickboxing» organizations that are willing to add tricking and its analogues into their programs. The most popular such organizations are WKA, WAKO, WTKA, WPKA, WOF [10].

Today, the most famous international trick-festivals are:

– Red Bull Throwdown. At this festival, there are 16 leading trickers from Russia, France, Amsterdam and other countries to get the title of the best tricker in the world [12].

– Hooked – European Tricking Championship.

– Pacific Jam – an international festival that gathers more than 100 professionals and amateurs trickers from Russia, China and Korea. Both single and team battles [4; 5].

However, tricking is developing rapidly not only as a spontaneous and informal movement, but also as a sport. In many countries of the world a significant number of tournaments are being held, competition rules are being developed, schools are opened and so on.

Competitions are usually held in two disciplines: battle and freestyle forms. In the battles, the rivals alternately demonstrate combinations made of strikes by hands, legs, including jumps and acrobatic tricks. As the winner announced the athlete which demonstrated more complex and technically accurately completed combination. Competitions are held in a personal and team standings for 3–5 people.

In freestyle forms, athletes demonstrate 1–1,5 minutes arbitrary forms of tricks with musical accompaniment. In determining the winner, the following criteria are taken into account: martial arts technique correctness implementation, clarity of movements, acrobatic elements complexity, the execution technique, equilibrium, speed, emotional saturation and the artistry. To the world-famous trickers belong Reda Oumouzoune, Wingen, Roger Gomes, Vivien Youlou, Max Depra, Chris Afonso, Vellu Saarela, Redj eMassin, Tristan Besombes, Sandro, Bailey Payne, Faycal Acloque, Nick Vail, Julie Gibert, Robert de Niro, Kevin Cetout, Lorentz Lükem, Andy D and others [9].

Thanks to the Internet, tricking became known in our country as well. The official start of its in Ukraine is 2009 and associated with the All-Ukrainian youth association «ASTORUN» (Bila Tserkva, Kyiv region). This youth public organization has been functioning since 2009 (officially registered in 2013) and unites unique and alternative development directions of youth and children, promotes their development, etc. In particular, the organization distributes and develops parkours, freerun, workout, tricking, hip-hop, long boarding, bmxing, skateboarding. The head of the Organization is Konopatsky Roman, the asset is Babych Vitaliy, Serbin Mykhailo, Rachok Denys [2].

Today in Ukraine there are more than 10 tricker teams, the most famous of them:

– «VIATORES» – established in 2013, Lviv team unites sportsmen of the following disciplines: parkour, freerun, street acrobatics, tricking. Actively perform at festivals, competitions all over Ukraine.

– «Nation Motion», abbreviated «NaMo» – established in 2014, Cherkasy. The team is involved in parkour, freerun and tricking development. Athletes promote the idea of a healthy lifestyle, as well as participate in social projects related to the collection of funds for seriously ill children.

– «ASTIR» – established in 2012. Team tasks: development of parkour, tricking and freerun in Rivne and other cities; conducting of joint trainings and sections organization; holding various tournaments; creating the right conditions for training.

– «West Free Bro» – established in 2012. The team brings together trickers, freerunners, traceurs and street acrobats from different cities of Ukraine. Team leaders are organizing festivals, meetings and competitions.

– There are also tricker schools and special gyms in such cities as Mykolaiv, Kyiv, Kharkiv and others.

The study on this issue in Volyn region shows, that establishment of the tricking movement was initiated at the same time as in other regions of the country (2010–2012) among the traceurs community (those who do parkour and freerun). In 2012, the leaders of the Lutsk tricking created «TWIST FREERUN FAMILY» NGO (abbreviated as «TWIST») (fig. 2), which aims are to promote healthy lifestyles and develop street sports, including tricking. The founder of the organization and leader of the Lutsk team «TWIST» is DmytroTkachuk (1993, student of secondary school № 25 in Lutsk, later he studied and graduated from the Faculty of Computer Science and Information Technologies of the Lutsk National Technical University).

Today, the team has about 30 trickers and other street sportsmen. Its activists are: Dmytro Tkachuk (born in 1993, LNTU alumni), DmytroPashchuk (born in 1998, current student of LNTU), PavloLukianchuk (current student of LNTU), Roman Vazhatko, Vitaliy Chak (1997, current student of EENU), Volodymyr Haiduchyuk (born in 1994, EENU alumni). The age of Lutsk trickers on average is 16–20 years, the youngest participant is 12 years old, the oldest is 35 years old. The team has its own site, and other.



Fig. 2. Participants of the «TWIST FREERUN FAMILY» team (Lutsk)

The team's activities are supported by local authorities. Since 2015, TWIST, together with ArmaWork and Capoeira Rabo de Arraia, is organizing an annual «Open Training» sports festival aimed to promote healthy lifestyles and popularize street sports. Also, with the support of the authorities, the festival «MAGIC CITY», which collects athletes from freerun, break-dance, parkour, streetball, tricking, street acrobatics from various cities of Ukraine (in particular, from Rivne, Lviv, Odessa, Zaporizhzhia etc.). Performances are held mainly in the style of «Battle» [1].

Conclusions. 1. Establishment of tricking took place at USA in 60th years of XX century. Its motor base was for medbyextreme sportsmen Ernie Rhys Sr., Mike Chaturantabut, Daniel Sterling, Matt Emig, Marc Canonizado and others. An important contribution to the development of the movement done by popular tricking-team «Loopkicks», founded in 1999 in San Francisco. 2. It was established that the beginning of the tricking on the territory of Ukraine is attributed to 2009 and is associated with the All-Ukrainian youth association «Astorun» (head – Roman Konopatsky, Bila Tserkva). Today, more than 10 teams of trickers function in Ukraine, the most famous of them are «VIATORES» (Lviv, 2013), «Nation Motion» (Cherkasy, 2014), «ASTIR» (Rivne, 2012)), tricking schools in Mykolaiv, Kyiv, Kharkiv and others. 3. In the Volyn region tricking started in 2010–2012 (at the same time as in other regions of the country) among the traceurs community (those who were interested in parkour and freerun). In 2012, the sport organization «TWIST FREERUN FAMILY» was founded in Lutsk with the aim to promote healthy lifestyle and develop street sports, including tricking. 4. In Ukraine, tricking as sport is in development phase. The number of high-class trickers in the country is not much. 5. This publication only partly highlights the tricking history in Ukraine and requires further research.

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Стаття надійшла до редакції 04.09.2017 р.

УДК 796(438-21)"1949/1956":323.74(470)(091

STALINIZATION OF SPORT IN ŁÓDŹ VOIVODESHIP IN YEARS 1949–1956

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<https://doi.org/10.29038/2220-7481-2017-03-34-42>

Abstract

At the end of 1948 single party ruling of PZPR (Polish United Workers' Party) started uncritical following of the Soviet state model. The changes concerned physical culture as well. The guidelines on the new model of sport and physical culture management were created by the resolution of Politburo (BP) of KC PZPR (Central Committee of Polish United Workers' Party) of September 8th, 1949. The implementation of the tasks were handed over to the Head Committee of Physical Culture. In Łódź Voivodeship it was at first the Voivodeship Office of Physical Culture, then the Voivodeship Committee of Physical Culture and Łódź Committee of Physical Culture that supervised the process of sports reorganization. The biggest difficulty in the reforms was the lack of staff. The trials of its replacement by the Polish Youth Association did not compensate the purge that was carried out among the pre-war activists. As a result of the September resolution sports unions were reorganized into sports sections and sports clubs lost their legal status and traditional names. The implementation of the physical culture tasks into the six-year planning secured the financial resources for their realization. The level of physical culture was marked by its range, mass events and the «Fit for Work and Defence» badge.

Key words: stalinism, physical culture, Łódź voivodeship, Łódź.

Юліан Ярошевський. Сталінізація спорту в Лодзьському воєводстві в 1949–1956 рр. Наприкінці 1948 р. Однопартійне панування ПЗПР (Польська Об'єднана робітничка партія) розпочало некритичну трансплантацію радянської моделі держави. Зміни стосуються й фізичної культури. Настанови щодо нової моделі управління спортом та фізичною культурою створені постановою Політбюро (ВР) від 8 вересня 1949 р. ЦК Польської об'єднаної робітничої партії. Виконання завдань передано Головному комітету фізичної культури. У Лодзькому воєводстві воно було спочатку воєводським відділенням фізичної культури, потім – Воєводським комітетом фізичної культури та Комітетом фізичної культури Лодзя, який керував процесом реорганізації спорту. Нестача кадрів уважалася головною перешкодою для реформ. Передвоєнні активісти не компенсували спроби заміни їх активістами Польського союзу молоді. Унаслідок вересневої резолюції спортивні союзи реорганізовано в спортивні секції, а спортивні клуби втратили свій правовий статус і традиційні назви. Уключення завдань фізичної культури в 6-річний план забезпечило фінансування їх реалізації. Рівень фізичної культури визначався фізичною культурою, масовими подіями та символом «Ефективний для роботи та захисту».

Ключові слова: сталінізм, фізична культура, Лодзьке воєводство, Лодзь.

Юліан Ярошевський. Сталинизация спорта в Лодзинском воеводстве в 1949–1956 гг. В конце 1948 г. однопартийное господство ПЗПР (Польская объединенная рабочая партия) начало некритическую трансплантацию советской модели государства. Изменения касаются и физической культуры. Рекомендации по новой модели управления спортом и физической культурой созданы постановлением Политбюро (ВР) от 8 сентября 1949 ЦК Польской объединенной рабочей партии. Выполнение задач передали Главному комитету физической культуры. В Лодзинском воеводстве оно было изначально воеводским отделением физической культуры, затем – Воеводским комитетом физической культуры и Комитетом физической культуры Лодзя, который руководил процессом реорганизации спорта. Недостаток кадров стал главным препятствием для реформ. Предвоенные активисты не компенсировали попытки замены их активистами Польского союза молодежи. Вследствие сентябрьской резолюции спортивные союзы реорганизованы в спортивные секции, а спортивные клубы потеряли свой правовой статус и традиционные названия. Включение задач физической культуры в 6-летний план обеспечило финансирование их реализации. Уровень физической культуры определялся физической культурой, массовыми событиями и символом «Эффективный для работы и защиты».

Ключевые слова: сталинизм, физическая культура, Лодзинское воеводство, Лодзь.

The uniting Congress of Polish Workers' Party and Polish Socialist Party in December 1948 and as a consequence erecting Polish United Workers' Party ended the process of taking over the authority in Poland by the communists. This event was preceded by the four-year period of breaking down of the Polish society weakened by the WWII and abandoned by the war allies. It was possible due to brutal repressions of the

patriotic part of the society and the inefficiency of the underground organizations' fight as well as the legal opposition (Polish People's Club). The forged referendum, then the Parliament elections¹ were the prelude to the takeover of the authority by the communists which took place at the end of 1948.

December 1948 started the period of stalinism in Poland which lasted till 1956. The single-party period supported by the newly created political elite through the changes in the social structure, dismantling of the former elites and terror began the activities targeting at imposing on Polish society the society model based on the Soviet ones.

PZPR sole ruling triggered the activities heading towards the implementation of socialism in all aspects of social life. Physical culture became its scope of interest. The past sport and physical culture management and supervision models turned out to be temporary. The final goal was to copy the Soviet Union's model.

The Resolution of Politburo (BP) of the Central Committee (KC) of Polish United Workers' Party of September 28, 1949 about «*the physical culture and sports issues*»² announced changes in the physical culture area. Based on resolutions of Communist parties of the Soviet Union they broke down with the local traditions of sports movement. It enhanced the political and social importance of physical culture and formulated the development programme. Through the implementation into the National Economy Plan the financial support for the development of physical culture was secured. In years 1949–1956 it was the only party document concerning physical culture and constituted the basis for all changes in physical education and sport³.

The creation of the new institution fulfilling the September resolution, announced by the Party, took place on December 30, 1949. The Parliament empanelled the Central Committee of Physical Culture (GKKF)⁴ on the basis of the resolution about organizing physical culture and sports issues. The new State administration body was created for planning, managing and controlling the whole field of physical culture.

For the first time the physical culture issues were incorporated into the State economy planning for the year 1950 and into the six-year plan⁵.

The reconstruction of physical culture history after the WWII is an ongoing process. Despite numerous general and detailed research data it is still insufficient in the narrow aspect, namely regional area. The lack of research concerning changes in the aspect of physical culture of Łódź voivodeship in years 1949–1956 corroborates the need for the presentation of some aspects of the issues being discussed here. In this essay some most crucial issues (in the author's view) were concentrated on. The basis for this was the information found in the files deposited in the central and regional archives, as well as local newspapers. The source, however, was not complete enough to comprehensively present all aspects of the topic.

The announcement of the changes brought by the September resolution was signalled by «Głos Robotniczy» («Workers' Voice»). The words of B. Bierut of April Plenary Session of KC PZPR, cited below, were partially used in the Resolution⁶. «... more than so far the matters of physical education of the youth and sports movement should be appreciated, cared for by the party, since in this way we can efficiently serve the peace establishment and disrupting of war plans...»⁷.

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¹ K. Kersten, *Birth of the Authority System Poland 1943–1948*. Poznań: SAWW, 1990. P. 248–249; A. Paczkowski, *Semisenary of Poland's History 1939–1989*, Warszawa: PWN, 1996. P. 193; A. Friszke, *Poland – a story of the State and Nation 1939–1989*. Warszawa, 2003. P. 153.

² L. Szymański, *From the studies of Physical Culture Model in People's Republic of Poland 1944–1980*, Academy of Physical Education in Wrocław. Wrocław, 1996. P. 33–37.

³ A. Pasko, 'Managers' of sport in Poland of Stalin Times (1949–1956), *Podlaskie Studies v. XVIII – Białystok*, 2009/2010. P. 223–236; L. Szymański, *Physical culture and Tourism in the politics of People's Republic of Poland 1944–1989*, Academy of Physical education in Wrocław. Wrocław, 2004. P. 48.

⁴ E. Małolepszy, On management and Organization of Physical culture in Poland in years 1918–1998 [w:] *Scientific Papers of pedagogical school of Higher Education in Częstochowa. Physical culture. V. IV*. 2001. P. 92.

⁵ State Archives in Łódź (APŁ), Presiding Body of Voivodeship National Council and Voivodeship Office in Łódź (PWRNiUW) w Łodzi. Sign. 362. Minutes No IX meeting of Presiding Body of Voivodeship National Council of February 13, 1951. K. 57, Activity Report of *W.K.K.F. in 1950 on the Łódź Voivodeship territory and main tasks and guidelines in 1951*.

⁶ L. Szymański, *On the studies of the model ...* P. 148.

⁷ *Workers' Voice*. 19.08.1949. Issue 226. P. 6.

The introduced changes were of great importance for the Communist government. Despite the fact that the resolution of September 28, 1949 on «*physical culture and sport*» was numerously the topic of the debate of the party and sports activists⁸ it was H.Szemberg (deputy manager of GUKF) who took the activists of Łódź through the resolution of BP KC PZPR and the guidelines of The Main Office of Physical Culture step by step. The plans of educational work in the spirit of marxism-leninism and the fact of basing Polish sport on «*the same ideals and models as in the Soviet Union*»⁹, among the others, were greatly applauded by the participants.

To support the guidelines of the Resolution Łódź active party members highlighted the neglect of the Poland before the WWII «*...the deficiencies and shortcomings of physical culture shown mainly in burdening sport with sanationand bourgeois downgrading....*»¹⁰ and they also pointed to «*... the turning point for the development of physical culture in People's Republic of Poland ...*»¹¹. A similar scenario was typical to the meetings of trade unions' active party members¹².

The voivodeship, district and municipal committees were the regional entities of GKKF. According to the regulation of the Prime Minister of February 8, 1950 about granting the statute to the committees of physical culture, chairmen of the committees were appointed by the Prime Minister on a motion of the Chairman of GKKF. Inspectorates (of control, of personnel and propaganda), departments (of organization, physical education and sport as well as of general nature) and training centres were the executive bodies of the voivodeship committees of physical culture¹³.

The Voivodeship Committee of Physical Culture (WKKF) in Łódź came into being on March 18, 1950. The representatives of trade and youth unions, education, health service, army, security office and sport unions were WKKF members¹⁴. Andrzej Nonas¹⁵ was the chairman of thirty members' Presiding Body¹⁶.

The inauguration of the plenary meetings of WKKF in Łódź was of ceremonial character. In the conference room of the Voivodeship Office there appeared the following guests: the governor-Piotr Szymanek, the chairman of the Voivodeship National Council-J. Karbowski, the President of Łódź-Marian Minor, the secretary of Łódź Committee of PZPR-Edward Uzdański, the chairman of the Municipal National Council-Edward Andrzejak, the secretary of GKKF colonel H.Szemberg and the workers' leaders Handrysiak, Szyncer, Szlot, Lenart and others¹⁷.

In the main paper on the tasks of physical culture committees colonel H.Szemberg pointed out that establishing WKKF «*is the realization of the tasks prepared by Politburo of KC PZPR, it is the combination of sports life with political and social life, it is a step towards the introduction of millions of youths to sports fields and yards in order to get them prepared to the gigantic six- year economy plan which they are facing*».

⁸ *Łódzki Daily*. 29.09.1949. Issue 268. P. 2; *Workers'Voice*. 2.10.1949. Issue 270. P. 8; 8.10.1949. Issue 276. P. 8.

⁹ *Sports Review*. 24.10.1949. Issue 85. P. 4.

¹⁰ APL, Łódź-Śródmieście Borough Committee of PZPR (KDPZPRŁŚ). V. 6, minutes with attachments I–VI. 1951. P. 78. *How was The Resolution of BP KC PZPR on Physical Culture in sports life organizational units achieved in our Party Borough*.

¹¹ APL, KDPZPRŁŚ sign. 40, minutes of Board meeting with attachments I-VI 1950. P. 148, *Resolution of Executive Body of KD Widzew PZPR on the work of sports club and sports circles in the borough on the basis of the Resolution of BP KC PZPR of September 1949*.

¹² APL, Voivodeship Council of Trade Unions in Łódź. 1936–1939, 1945–1957. Sign. 152. Minutes of conferences and meetings of Physical Culture and Sports Council ORZZ, inspectors of Regional Sports Associations and sports administrative units P.R.Z.Z. 1949. P. 48, *Minutes of sports meeting of union activists of O. R. Z. Z. in Łódź on 5. 10. 1949*.

¹³ APL, PWRN and UW in Łódź. Sign. 391 Minutes No XXXVIII of the Presiding Body of Voivodeship National Council meeting on September 4. K. 61. *Fight for popularization of physical culture on the territory of Łódź Voivodeship; Official Gazette of the Government of the Republic of Poland of 1950. Item 186*.

¹⁴ Archives of Modern Records (AAN) in Warsaw, the Head Office of Physical Culture, sign. 14, *Organization of GKKF voivodeship committees of physical culture*, p. 48, *Statute of Physical Culture Committees*.

¹⁵ *Sports review*. 9.03.1950. Issue 20. P. 2; *Łódzki Daily*. 19.03.1950. Issue 78. P. 4.

¹⁶ *Illustrated Express*. 17.03.1950. Issue 76. P. 4; *Łódzki daily*. 17.03.1950. Issue 76. P. 4. WKKF in Łódź Presiding Body consisted of: Jerzy Włoczyk (vice chairman), Zygmunt Krzywański (vice chairman), Józef Doleckiński (vice chairman), Józef Okoński (secretary), Roman Lenarczyk (secretary) and members: Władysław Michalski, MD col. Bronisław Seyda, Tadeusz Kozłowski, MD Kazimierz Cholewina. WKKF in Łódź members became: Adam Barański, Zdzisław Borowski, Henryk Czekański, Stanisław Frass, Jadwiga Głazewska, Henryk Kucharski, Zdzisław Królewski, Jan Kacprzak, Marian Król, Stanisław Kostrzewa, Edmund Luczak, Lucjan Michalski, professor Waław Markiert, Michał Malinowski, Zenon Nonas, professor Emil Paluch, Władysław Sosiński, Witold Potocki, Stanisław Szperling, Jan Więckowski, Stanisław Woźniakiewicz

¹⁷ *Sports Review*. 20.03.1950. Issue 23. P. 3; *Illustrated Express*. 19.03.1950. Issue 78. P. 6.

The chairman A. Nonas named the priority tasks of WKKF for the year 1950 which were the following: organizing district structures, organizational and political strengthening of LZS, physical education care at schools and helping clubs.

Jadwiga Głazewska¹⁸, who represented Łódź sports environments, declared co-responsibility for the introduced changes and reaching the main goal, namely « *multiplying health and sustaining fitness for the fight for the realization of the six-year economy plan* »¹⁹.

The meeting was closed by sending a message to the Prime Minister Józef Cyrankiewicz and the Marshal of Poland Konstanty Rokossowski supporting government activities in the field of physical culture²⁰.

As a result of the 1st Plenary session of WKKF, the Committee of WKKF set up six boards²¹, at the end of 1950 there were nine boards²² in total. The boards signalled the most important activity directions. One of them was Łódź rural region. Through the system of rivalry between the LZSs and an increase of contacts between the country and the city they aimed at activation of LZS and an « *increase of sports activities of the backwater* »²³.

Realizing the aims of the plenary meeting of WKKF in Łódź on the territory of Łódź voivodeship there were district physical structures set up. Till May, 1950 they established eleven District Committees of Physical Culture (PKKF) and one Municipal Committee of Physical Culture (MKKF) in Tomaszów Mazowiecki. There were also other committees set up, like those in the district of Sieradz, Radomsko and Łęczyca²⁴.

National councils established in 1950 became the area bodies of the unified state authorities²⁵. The committees of physical culture were granted the statutes. The area body of physical culture committees were the offices of the presiding bodies of national councils.²⁶ In Łódź the Office of the Municipal Committees of Physical Culture started its activity on March 1st, 1951²⁷.

The undertaken activities of state authorities were of central character. The changes led to the loss of the administration of physical culture committees and shifting it to state councils.

The introduction of the new model (structures) of management of physical culture went together with the resolution of BP KC PZPR. This process was not free of problems in Łódź voivodeship. Similarly to the previous periods²⁸, after the year 1950 the first problems the committees of physical culture had to face were the shortages of personnel and premises. The offices of district structures were located together with other departments or in places not adequate for functioning (Łask, Sieradz, Kutno and Skierniewice). There were cases of closing down posts (executive assistant in PKKF Brzeziny, Łowicz) and salary lowering (Radomsko, Łowicz and Piotrków Tryb²⁹). The full staffing of WKKF in Łódź was completed at the end of 1950 (twenty six people).

¹⁸ Jadwiga Głazewska, married name Walasek (1914–1979) bronze medal winner of Basketball European Championships (1938), Poland's Champion in basketball, athletics, skating and hazena.

¹⁹ *Workers' Voice*. 19.03.1950. Issue 78. P. 6; *Illustrated Express*. 23.03.1950. Issue 82. P. 6.

²⁰ *Illustrated Express*. 19.03.1950. Issue 78. P. 6.

²¹ There were: Sports and medical Care Commission (chairman MD Cholewius), Culture and Education Commission (chairman Jerzy Wołczyk, vice chairman WKKF), awards commission for LZS distinguished members (chairman J. Doleckiński, WKKF), commission on cooperation of the country with the city and the commission on sports amnesty.

²² APL, PWRN and UW in Łódź, sign. 362, Minutes No IX of Presiding Body of Voivodeship National Council of February 1951. P. 57. Report on activity of *W.K.K.F. in 1950 on Łódź voivodeship territory and its main tasks and guidelines in 1951*. Commissions as follows: on amnesty, culture and education, medical, on events, on cooperation of the country with the city, on investments, on awards and medals and on LZS competition.

²³ *Illustrated Express*. 2.04.1950. Issue 92. P. 6; *Workers' Voice*. 31.03.1950. Issue 90. P. 6.

²⁴ APL, PWRN and UW in Łódź. Sign. 362. Minute no IX of Presiding Body of Voivodeship National Council Meeting of February 13 1951. P. 66. Report on *W.K.K.F. activity in 1950 on the territory of Łódź voivodeship and its main tasks and guidelines in 1951*; *Workers' Voice*. 10.05.1950. Issue 128. p. 6.

²⁵ *Official Gazette of the Government of The Republic of Poland* of 1951. Issue 14. Item. 130.

²⁶ *Official Gazette of the Government of The Republic of Poland* of 1951. Issue A–29. Item. 374.

²⁷ *Official Journal Of National Council of the City of Łódź* of March 15. 1951 Issue 6. Item 41.

²⁸ J. Jaroszewski, M. Łuczak, The Management of Physical Culture in Łódź in 1945–1949 [w:] Scientific Papers of Jan Długos Academy of Physical culture in Częstochowa *Physical Culture*. V. XV. № 3. P. 25–40.

²⁹ APL, PWRN and UW in Łódź, sign. 391 Minutes of No XXXVIII meeting of Presiding Body of Voivodeship National Council of September. 4. P. 61. *Fight for popularization of physical culture on the territory of Łódź voivodeship*; Sign. 362. Minutes. No IX: meeting of Presiding Body of Voivodeship National Council of February 13 1951. P. 57. Report on *W.K.K.F. activity in 1950 on the territory of Łódź voivodeship and its main tasks and guidelines in 1951*. Sign. 480. Minutes of No XVIII meeting of Presiding Body of Voivodeship National Council in Łódź on March 19, 1953 from 11.00 am to 1.30 pm under the presidency of Julian Hordecki-WRN Presiding Body chairman. P. 12. *Analysis of Voivodeship Committee of Physical Culture activity in year 1952 and main tasks planned for 1953*.

The work of the committees was determined by the programmes. The first voivodeship activity plan for the year 1950 included guidelines of the increase of the range of physical culture, realization of sports competitions (mass events), staff development, sports investments and equipment supply. In 1951 A. Nonas named a success all sports organizations' subordination, mass events' politicisation, an increase of number of people practising physical education and sport, an increase of educational and ideological level of sportsmen and activists, as well as an increase of political activity of sports movement. As shortcomings in functioning of WKKF he mentioned a poor control of area structures, faults in compatibility of sports work with the six-year plan, little progress in the fight for better morality of athletes and activists, too small a number of defensive jobs and too small a number of women in the sports movement³⁰. In next years the degree of fulfilling the programmes marked the level of the development of physical culture.

At the end of 1950, GKKF undertook the activities towards final tailoring of sports structures to those in the Soviet Union. Sports unions were eliminated, replaced with sections in physical culture committees³¹. The plenary assemblies of sports unions took decisions about self dissolution and setting up GKKF sports sections, analogically the same process took place in voivodeships³².

In February 1951 they started a shutdown of sports unions in Łódź voivodeship. The regional unions, after handing in the reports for the year 1950, took resolutions about their shutdown and then starting WKKF sections in Łódź³³. Along with the winding-up of sports unions, sports clubs lost their legal status and traditional names.

Similarly to other regions³⁴ the process of closing down sports unions in Łódź was getting late. Growing antagonisms between sports environment of the city of Łódź and the voivodeship contributed to additional organizational chaos. This led to the division of voivodeship structures into two separate ones, namely WKKF in Łódź (voivodeship) and Łódź Committee of Physical Culture (city of Łódź)³⁵.

The Łódź Committee of Physical Culture (ŁKKF) was alleged by the Resolution of the Presiding body of the National Council of Łódź on March 1, 1951. Managed by A. Nonas it started its activity a month later³⁶. The Presiding body of ŁKKF comprised the representatives of sports unions, youth organizations, education, health care, army and sports environment³⁷.

³⁰ APL, PWRN and UW in Łódź. Sign. 362. Minutes of No IX meeting of Presiding Body of Voivodeship National Council of February 13 1951. P. 57. *Report on W.K.K.F. activity in 1950 on the territory of Łódź voivodeship and its main tasks and guidelines in 1951; Workers' Voice*. 13.01.1951. Issue 12. P. 6.

³¹ A. Nowakowski, *Management of Physical education in Poland in 1944–2005*. Rzeszów, 2005. P. 59; *Sports Review*. 18.12.1950. Issue 100. P. 3.

³² *Workers' Voice*. 2.03.1951. Issue 60. P. 4.

³³ *Illustrated Express*. 3.02.1951. Issue 34. P. 6; 26.02.1951. Issue 57. P. 4; 2.03.1951. Issue 61. P. 4; 28.03.1951. Issue 85. P. 6; 30.04.1951. Issue 118. P. 4; 10.05.1951. Issue 128. P. 4; *Workers' Voice*. 18.02.1951. Issue 49. P. 4.

³⁴ AAN, Head Committee of Physical Culture (GKKF). Sign. 132/4. V. II. Resolution of Presiding Body of GKKF on KKF Sports Sections activity KKF. P. 23.

³⁵ *Workers' Voice*. 4.04.1951. Issue 91. P. 4.

³⁶ AAN in Warsaw, GKKF, sign. 84/2 WKKF Post control report (1950–51). P. 118. *Report on total control of economy of Committee of Physical Culture in Łódź undertaken on 30. V–2.VI.51 by the GKKF control inspectors, senior inspector Brzóska Tadeusz and inspector Nowicki Stanisław*.

³⁷ APL, Presiding Body of National Council (PRN) in Łódź. Sign. 797. *Matters of Municipal Office of the Committee of Physical Culture 1951*. P. 4. *Matters of Physical Culture in the city of Łódź*. ŁKKF organizational post: Nonas Narcyz Andrzej (chairman), Borowski Zdzisław (sports section secretary), Leonarczyk Roman (general and administrative section secretary), Falkiewicz Mieczysław (Head of Physical Education and Sport unit), Karpow Eugeniusz (Head of General and Administrative Unit), Szymański Stanisław (Head of Self governing Unit of Personnel), Bereza Jarosław (Head of Self – governing of unit of Control), Walewski Mirosław (Head of Self-governing unit of Propaganda), Dubie Stanisław (head of Self-governing unit of Staff Training), Chrząszcz Józef (Head of Self-governing unit of Sports Equipment), Kaźmierczakowi Kazimiera (Head of self-governing unit of Planning and Reporting), Zielińska Maria (Inspector Statistics and Reporting), Białasiewicz Barbara (Desk Officer stenotypist), Urbański Józef (Inspector SFO), Pawlakówna Zdzisława (I Sports Section Inspector), Kędziński Czesław (II Sekcji Sportowej Inspector), Sroka Jerzy (III Sports Section Inspector), Grzegory Stanisław (IV Sports Section Inspector), Dreszer Bolesław (VI sports Section Inspector), Józwiakowi Władysława (Sports Qualification Inspector), Rogalińska Eufemia (Financial Inspector), Wlazł Zdzisław (accountant payer), Fidelus Bronisław (Section clerk of Supply – warehouse clerk), Zawiraka Stefania (Head of Office), Kominiak Maria (typist), Sadowski Edward (janitor). ŁKKF members of Presiding body members representing: Łódź Board of Polish Youth Union – Stanisław Kostrzewa (I vice chairman), Cenral Council of Trade Unions (CRZZ) – Lech Gruz (II vice chairman), Roman Leonarczyk i Zdzisław Borowski (secretaries) and the following members: Mokrzycki Józef (Political School for Officers), Krysiak Kazimierz (*Gwardia*. Sports Association). Winiarski Roman (Municipal National Council in Łódź, Education Division), Frasz Stanisław (DOSZ), Chelwiusz Stanisław (Municipal National Council in Łódź, Health Division).

The Voivodeship Committee of Physical culture (chairman Józef Okoński) and Łódź Committee of Physical culture (chairman Andrzej Narczyk) Nonas functioned since 1951 on the territory of Łódźvoivodeship.

The creation of ŁKKF caused confusion in the ongoing process of sports reorganization. The final date of sports unions shutdown (June 3, 1951) in Łódźvoivodeship was not kept. In mid 1951 still some disciplines like fencing, boxing, skating, hockey, shooting sports functioned in the former structures. The rise of ŁKKF led to additional confusion about the affiliation of sports sections³⁸. At the beginning sports sections were part of WKKF. Only in October 1951 did they take a decision about setting up similar bodies with ŁKKF³⁹. The number of functioning sections was changed. At the end of 1951 ŁKKF supervised nineteen sports sections⁴⁰. In 1953 there were twenty one⁴¹ sections with WKKF. In 1954 the number of sports sections with ŁKKF rose to twenty three and those with WKKF decreased to sixteen⁴².

New trustworthy people were needed for the realisation of the goals set by BP KC PZPR in the September Resolution. The party authorities looked for the guards of the ideologically right face of sport among the activists of the Polish Youth Union (ZMP).

In March 1950 the chairman of GKKF Lucjan Motyka called the ZMP active members to join organising of new structures: «Your task is to strenghten the organization, to democratize physical culture, add new values...». Prewar activists were to be «exploited», whoever worked with them was supposed to be particularly cautious⁴³. Getting rid of pre-war activists took on force. Manging posts in physical culture committees were taken by party activists. The committees presiding bodies were often party teams. The staff nomenclature system which started in May 1950 introduced a list of managerial posts goverened by PZPR. Basing the reorganization on party structures guaranteed meeting the targets, especially political ones.

Tooting their own horns activists of ZMP did not show any greater engagement in reorganizing Łódź physical culture. Few of them worked for associations and sports clubs⁴⁴. In 1951 at the meeting of the Executive Body of Śródmieście Borough Committee the party activists were presented with a negative opinion on ZMP activists' engagement in the realization of the Resolution of BP KC PZPR⁴⁵. Little involvement of ZMP activists was also signalled on the territory of Łódźvoivodeship⁴⁶.

The situation slightly improved in 1954 in the city of Łódź. The Resolutions of XIII Plenary Session of the Management Board of ZMP and the Łódź Committee (KŁ) of PZPR⁴⁷ made it possible for the Łódź Unit of ZMP to delegate activists to Regional Councils of Sports Associations and special sections of ŁKKF⁴⁸. In

³⁸ AAN in Warsaw. GKKF. Sign. 84/2 WKKF post control report(1950–51). P. 118. *Report on total control of economy of Committee of Physical Culture in Łódź undertaken on 30. V-2.VI.51 by the GKKF control inspectors, senior inspector Brzóska Tadeusz and inspector Nowicki Stanisław.*

³⁹ *Illustrated Express*. 31.08.1951. Issue 233. P. 4.

⁴⁰ APL, PRN in Łódź. Sign. 797. Matters of Municipal Office of the committee of Physical Culture 1951. P. 4. Matters of Physical Culture in the city of Łódź. The sections: athletics, gymnastics, chess, football, boxing, weight lifting and wrestling, fencing, archery, shooting sports, swimming, skiing, sailing, ice hockey, skating, handball (volleyball, basketball, szczypiorniak-handball), tennis, table tennis, cycling and motor cycling).

⁴¹ PWRN and UW in Łódź. Sign. 557. Minutes no XXIV of WRN Presiding Body meeting on 1.VI.1954 from 10.00 am – 09.30 pm headed by citizen Hodorecki Juliana, Chairman of WRN Presiding Body. P. 12, *Analysis of Voivodeship Committee of Physical Cultur activities 1953 and main tasks planned for 1953.*

⁴² AAN in Warsaw. GKKF. Sign. 34. *Survey of the state of physical culture and sport, Statistical data sent from voivodeships.* 1954 r. P. 48. *Survey of the stae of physical culture and sport in the city of Łódź for 1. V. 1954.* P. 56. Survey of the state of physical culture and sport in łódźvoivodeship for 1. V. 1954.

⁴³ *Sports Review*. 2.03.1950. Issue 18. P. 3.

⁴⁴ APL, Łódź Board of Polish Youth Union, Sekretariat, sign. 116, Correspondence. P. 79. *A list of ZMP delegates in Associations, Unions and sports clubs in Łódź.* The delegates were: J. Feliksiak (to the Regional Council of Sport of trade Unions and ZS Związkowiec-Zryw), Bieleński W. (delegated to ŁOZPN), Dembowski S. (delegated to ŁOZT and ŁOZP), Tomaszewski L. (delegated to do ŁOZB), Koperski B. (delegated to ŁKS Włókniarz), Wolczyk J. (ZS Spójnia).

⁴⁵ APL, KDPZPRŁŚ, sign. 6, Minutes and attachments I-VI 1951. P. 78, *How was The Resolution of BP KC PZPR on Physical Culture in sports life organizational units achieved in our Party Borough.*

⁴⁶ AP in Płock, Division in Kutno MKKS Czarni Sports Club w Kutnie. Sign. 2, the book of minutes of Kolejarz Sports Club Council. 1954–1956. P. None. Minutes No 3 of the meeting of Kolejarz Sports Club Council in Kutno on April 7, 1954.

⁴⁷ *Workers' Voice*. 5.01.1954. Issue 3. P. 4.

⁴⁸ APL, Łódź Committee (KŁ) of PZPR, Propagand Division. Sign. 2399. Functioning of the League of the Soldier's Friends, Polish Writers Union and sport san physical culture unions, instructions, information, evaluations (1953–1954). P. 154. *Information on ZMP organization functioning in the field of physical culture and sport.*

1952 the chairman of WKKF Józef Okońskis signalled the lack of care for the social activists in PKKF in Łowicz, Skierniewice, Brzeziny and Radomsko. He estimated negatively the work of the staff of «Kolejarz», «Ognisko», «Budowlani» and «Gwardia» associations. The improvement, which concerned only the quantity of staff, happened after the elections to municipal and district committees of physical culture⁴⁹.

The activists of ZMP were used by the Security Service to «take over» the control in sports associations which Communist Government treated as their opposition. Łódź Young Men's Association (YMCA) faced such fate. In 1948 the Ministry of Interior Security took activities under the cryptonym «Łaźnia»⁵⁰ which along with the takeover of control in YMCA Management Board by the members of ZMP⁵¹ led to changes in the Statute⁵² and its final shutdown (1952)⁵³.

The problem of staffing was discussed both during the plenary meetings of GKKF, WKKF in Łódź⁵⁴ as well as in Łódź press.

«The old» activists, who were alleged with opportunism towards massive actions, were to be replaced with...» comrades with the highest ideological level»⁵⁵. In 1950 KŁ PZPR set up Sports Party Body to review the staff. The body (five people) cooperated with CRZZ during elections to club authorities, sports units and regional sports unions management boards. It was one of the forms of reviewing management posts. The appraisal was of regular character. In some club boards (Łódź Sports Club «Włokniarz», Workers' Sports Society «Widzew») or sports unions (Łódź Regional Sports Union, Łódź Regional Fencing Union, Łódź Regional Union of Athletes) there was a need for reelections or taking on new members. The reason for staff problems of WKKF in Łódź was seen in a small number of activists in management boards. In 1950 in eighteen regional sports unions there was 41 % of PZPR members, 9 % of ZMP members and still 50 % were non-party members.

The work of the boards elected after 1950 was evaluated as generally positive. However, there were objections regarding the activities of Łódź County Football Union («*poor shape and work input*»), Łódź County Boxing Union («*poor ideological level*») and Łódź County Swimming Union («*too small a number of quality activists*»)⁵⁶.

Considering the guidelines of BP KC PZPR Resolution WKKF in Łódź worked out a long-term programme of ideological and political training of sports staff⁵⁷ which encompassed the whole area of the voivodeship⁵⁸. Despite this, the commitment of physical culture committees staff, social sections, ZMP, Łódź Council of Trade Unions or associations was repeatedly negatively evaluated⁵⁹. In 1951, after a negative appraisal, the Presiding Body of WRN instructed sacking Władysław Adamski (the chairman of PKKF in Piotrków Trybunalski) for «*no commitment and lack of cooperation with the region*», Antoni Kupisz (executive assistant of PKKF in Piotrków Trybunalski) who was blamed with «*bad style of work and neglecting of collective work in the committee of physical culture*»⁶⁰. In the city of Łódź the problem of unqualified sports activists lasted till the end of the reported period. None of the inspectors held a degree of higher education in a given field and many were not even graduates of secondary schools.

⁴⁹ *Workers' Voice*. 28.11.1952. Issue 285. P. 4.

⁵⁰ Institute of National Remembrance (IPN) In Łodzi, IPN Ld PF10/725, Voivodeship Office of Interior Affairs in Łódź (1945) 1983–1990, materials concerning spying of YMCA in 1948–1950. P. 6. *To Voivodeship Office of Public Safety in Łódź. Head of the I Department*.

⁵¹ APL, Board of Łódzki Union of Polish Youth. Sig. 83. Papers (meeting papers, speeches). P. 4, *Shorthand notes*.

⁵² IPN in Łódź, IPN Ld PF10/725, Voivodeship Office of Interior Affairs in Łódź, p. Intelligence Agency report. *Source-Miner*, 29.10.1949; APL, PRN in Łódź. Sign. 2363. Matters of dissolving and shutting down of associations, 1952. P. 26. Copy. *To Magistrate Starosty of Śródmiejsko-Łódzki Administrative department in Łódź*.

⁵³ APL, PRN in Łódź. Sign. 2363. Matters of dissolving and shutting down of associations. 1952. *Minutes of Inspection of «Ognisko» Association at 4, Moniuszki St. apt 6*.

⁵⁴ *Workers' Voice*. 19.03.1950. Issue 78. S. 6. *illustrated Express*. 26.08.1950. Issue 234. P. 4.

⁵⁵ *Workers' Voice*. 4.01.1950. Issue 4. P. 6.

⁵⁶ APL, PWRN and UW in Łódź. Sign. 362. Minutes of No IX meeting of Presiding Body of voivodeship National Council of February 13 1951. P. 57. Report on *W.K.K.F. activity in 1950 on the territory of Łódź Voivodeship and its main tasks and guidelines in 1951*.

⁵⁷ *Workers' Voice*. 28.04.1951. Issue 115. P. 4.

⁵⁸ *Sports Review*. 22.12.1951. Issue 108. P. 4–5.

⁵⁹ *Workers' Voice*. 16.06.1952. Issue 143. P. 4; 13.12.1952. Issue 298. P. 4; *Łódzki Daily*. 21.07.1953. Issue 172. P. 6; *Łódzki Illustrated Express*. 1.04.1955. Issue 78. P. 6.

⁶⁰ APL, PWRN i UW in Łódź, sign. 391, Minutes of No XXXVIII meeting of Presiding Body of Voivodeship National Council of september. 4.1951. P. 20. Resolution *No XXXVIII/456 of September 4, 1951 on popularizing physical culture and sport on the territory of voivodeship*.

Staff work and the implementation of the Resolution of BP KC PZPR on physical culture issues was controlled by GKKF⁶¹, among the others. In 1953 the Commission of Propaganda Department of KC PZPR ordered in its post control conclusions eliminating «a foreign and demoralized element» and introducing new part and ZMP staff into the sports movement⁶².

The problem of staffing new structures existed till the end of 1955 and it was not limited only to the area of Łódźvoivodeship. To improve section work and mutual relationships between social and management activists of physical culture committees the chairman of GKKF issued a recommendation which said: «one of the major tasks of Committees of Physical Culture in the field of increasing management efficiency is constant inducing of sports activists to work in sports sections and referees' boards of KKF and systematic improvement of their work»⁶³.

The committees of physical culture (WKKF and ŁKKF), according to the resolution of BP KC PZPR, popularized physical education and sport. Their activities encompassed sports unions («Budowlani» Association, «Kolejarz» Association, «Ogniwo» Association, «Stal» association, «Spójnia» Association, «Unia» Association and Włókniarz «Association», «Start» sports associations (comprising small-scale producers), «Zryw» sports associations (vocational education), school sport subordinated to the Minister of Education, LZS Sports Association⁶⁴ and AZS association (on the territory of the city of Łódź)

The quantity of sports circles and its members (the range of physical education and sport), the number of sports classifications won (marking the level of competitive sport), the number of massive events (i.e. «National Jogging, Marches of Victory Track and «ZMS Cycling Tours) and also the «Fit for Work and Defence» Badge (SPO)⁶⁵ became the determinants of sports level, replacing titles and medals. The available statistical data make it unable to expressly determine the level in Łódźvoivodeship. It is rather mostly fragmentary. The separate statistical presentation for the city of Łódź and Łódźvoivodeship was of great difficulty. Analysing the available data one can notice that till 1955 there was an increase in the number of sports circles and their members. In 1956 on the territory of the city of Łódź the level became stable. In Łódźvoivodeship, however, the number of circles (31 %) and their members (35 %) decreased. The «National Jogging» mass event was stable⁶⁶. SPO/BSPO badge became the symbol of physical education and sports system which was achieved on a similar level. 1956 was an exception, however, when a sudden fall of badges' winners occurred.

Conclusions. At the end of 1948, the power in Poland was taken over by the communists. Single-party ruling of PZPR (Polish United Workers' Party) started to uncritically implement the Soviet model of the state. Physical activity became of interest. The new model of managing sport and physical education became a tool of political influence on the society. The main changes were marked out in the Resolution of September 28, 1949 of Politburo of Central Committee of PZPR. Based on the resolutions of Communist parties of the Soviet Union broke down with home traditions of sport movement. It upgraded the political and social importance of physical culture and formulated the development programme. The implementation of the tasks was passed on to GKKF.

In Łódźvoivodeship the reorganization of sport was initiated by the Voivodeship Office of Physical Culture. Then in 1950 it was Łódź Committee of Physical Culture which took over on the territory of Łódź. The introduction of the new model of physical culture management faced many difficulties. At the beginning one could notice premises and staff problems. The situation was not improved by marking new tasks for ZMP active members. Till the end of the discussed period there were numerous cases of negative appraisal of full-time members of committees of physical culture and social activists. The situation got worse due to getting rid of the pre-war activists.

⁶¹ AAN in Warsaw, GKKF. sign. 88/2 WKKF post control report (1950–51). P. 118. *Report on total control of economy of Committee of Physical Culture in Łódź undertaken on 30. V-2.VI.51 by the GKKF control inspectors, senior inspector Brzóska Tadeusz and inspector Nowicki Stanisław.*

⁶² A. Pasko, *Competitive sport in state politics in 1944–1989.* Kraków, 2012. P. 129.

⁶³ AAN in Warsaw. GKKF. sign. 188/4. Minutes of the meeting of Presiding Body of WKKF Łódź, 1955. P. none, Preparation to the implementation of new regulations of Sports Sections.

⁶⁴ PWRN and UW in Łódź. Sign. 557, Minutes of no XXIV of the meeting of WRN Presiding Body held on June 1. 1954 from 10.00am to 9.30 pm under the presidency of citizen Hodorecki Julian, Chairman of the WRN Presiding Body. P. 12. *Analysis of the activity of Voivodeship Committee of physical Culture for 1953 and its main tasks planned for 1953.*

⁶⁵ L. Szymański, *Physical culture and Tourism in the Politics of People's Republic of Poland in 1944–1989,* Academy of Physical Education in Wrocław. Wrocław, 2004. P. 48.

⁶⁶ year 1952 was an exception for the city of Łódź and year 1956 was exceptional for Łódźvoivodeship when there was a visible decrease of the number of participants.

Due to September Resolution sports unions were dissolved and they became part of WKKF and ŁKKF. Sports clubs lost their legal status and traditional names.

The inclusion of physical culture tasks into the six-year plan ensured financial support of the goals given to every single unit. The level of the development of physical culture was marked by the range of physical culture, mass events and the «Fit for Work and Defence badge».⁶⁷

The realization of the tasks was granted to the Head Committee of Physical Culture and local committees.

The real control of physical education and sport matters belonged to party committees. It was them that finally approved the development programmes and estimated the activities.

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Стаття надійшла до редакції 11.09.2017 р.

⁶⁷ AAN in Warsaw. GKKF. sign. 23. Physical Culture in Poland in 1951. Statistical data sheet 1950–1952. Sign. 31. Collection of basic data on the state of physical culture and sport in 1954. Study, statistical data sheet 1954.; Sign. 32. Collection of basic data on the state of physical culture and sport in Poland in 1955, directive of the Chairman, statistical data sheet. 1955; Sign. 33, Collection of basic data on the state of physical culture and sport in Poland in 1956. Report on statistics of the Chairman and instructions 1956; «News Bulletin» of July 25 1958; APL, PWRN and UW in Łódź. Sign. 362. Minutes of No IX of the meeting of Presiding Body of Voivodeship national Council of February 1951. P. 57. report on *W.K.K.F. activity in 1950 on the territory of Łódź voivodeship and its main tasks and guidelines in 1951*. Sign. 480 Minutes of No XVIII of the meeting of Presiding Body of Voivodeship national Council in Łódź held on March 19, 1953 from 11.00 am to 12.30 pm under the presidency of Julian Hordecki WRN Presiding Body Chairman. P. 12. Analysis of Voivodeship Committee of Physical Culture activity for 1952 and main tasks planned for 1953; Sign. 557. Minutes of No XXIV meeting of Presiding Body of Voivodeship National Council in Łódź held on July 1, 1954 r. from 10.00 am to 9.30 pm under the presidency of Hordecki Julian WRN Presiding Body Chairman. P. 47 Report on Voivodeship of Physical Culture Committee in Łódź on the activity in 1953 and main tasks planned for 1954.

УДК 796.5 (477.7) «19/20»

YOUTH HIKING DEVELOPMENT IN SOUTH REGION OF UKRAINE IN THE SECOND HALF OF THE 20th – EARLY 21st CENTURIES

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<https://doi.org/10.29038/2220-7481-2017-03-43-50>

Abstract

Sports tourism as a kind of sport is developing in all post Soviet countries. The preconditions for its formation were laid in tsarist Russia, and rapid development was achieved during the Soviet era. There have been some ups and downs in the sports tourism evolution in Ukraine. Children's and youth's participation in any sport are the main factors that determine its development. Therefore, studying and analyzing popularity of hiking among the students of Kherson, Mykolaiv and Odesa regions became the basis of the research. The results of the study make it possible to conclude: the development of sports tourism had several stages; amateur hiking, which was developing in the Soviet time, was the main form of sports tourism; the dynamics of the development of sports tourism in the southern region of Ukraine depends on a number of factors that have both positive and negative effect.

Key words: development, amateur tourism, sports tourism, hiking.

Олександр Кільницький. Динаміка розвитку юнацького пішохідного туризму в південному регіоні України в другій половині ХХ – на початку ХХІ ст. Спортивний туризм як вид спорту розвивається в державах, які утворилися після розпаду СРСР. Передумови його становлення були закладені ще в царській Росії, а бурхливого розвитку досягнуто за часів радянської влади. В Україні розвиток спортивного туризму мав певні підйоми та спади. Базою для розвитку будь-якого виду спорту є показники участі дітей і юнацтва. Тому основою дослідження є вивчення й аналіз розвитку пішохідного туризму серед учнівської молоді в Херсонській, Миколаївській та Одеській областях. За результатами дослідження визначено, що розвиток спортивного туризму відбувався в декілька етапів; основною формою спортивного туризму був самодіяльний туризм, що розвивався за часів колишнього СРСР; динаміка розвитку спортивного туризму в південному регіоні України залежить від низки чинників, що як позитивно, так і негативно впливають на його розвиток.

Ключові слова: розвиток, самодіяльний туризм, спортивний туризм, пішохідний туризм.

Александр Кильницкий. Динамика развития юношеского пешеходного туризма в южном регионе Украины во второй половине ХХ – начале ХХІ в. Спортивный туризм как вид спорта имеет развитие в государствах, которые образовались после распада СССР. Предпосылки его становления были заложены еще в царской России, а бурного развития достигнуто во времена советской власти. В Украине развитие спортивного туризма имело определенные подъемы и спады. Базой для развития любого вида спорта являются показатели участия детей и юношества. Поэтому основой исследования являются изучение и анализ развития пешеходного туризма среди учащейся молодежи в Херсонской, Николаевской и Одесской областях. Согласно результатам исследования установлено, что развитие спортивного туризма проходило в несколько этапов; основной формой спортивного туризма был самодельный туризм, который развивался во времена бывшего СССР; динамика развития спортивного туризма в южном регионе Украины зависит от ряда факторов, которые как положительно, так и отрицательно влияют на его развитие.

Ключевые слова: развитие, самодельный туризм, спортивный туризм, пешеходный туризм.

Introduction. Sports tourism is a kind of sport that is widespread in Ukraine. Preconditions for its formation were laid in tsarist Russia but the pace of tourism development, like that of most sports, declined during World War II. The situation changed in the postwar period. Particularly active was tourism development in the 60th-80th of the 20th century. That time was marked by organizing tourist clubs, opening tourist sections at enterprises and educational establishments and building new tourist bases throughout the former Soviet Union.

Sports tourism continued developing as a kind of sport in the post Soviet states. In Ukraine, the development of sports tourism had certain ups and downs. After Ukraine had gained its independence, it began to gradually decline. That was caused by a significant reduction in financing, closing the enterprises, at which there were tourist clubs, and economic problems in the country. All this kept from holding tourist meetings, competitions and long-distance hikes, especially those of the highest degree of complexity.

The problem of sports tourism development in Ukraine is hotly discussed by such scientists as V. V. Abramov [1], who raises the problem of periodization of tourism and its development in the historical aspect, and V. N. Zigunov [3], who considers the prospects and preconditions for the sports tourism

development in Ukraine. Sports tourism is a popular means of invigoration, perceiving the environment, achieving high sporting results, and is an effective method of applied training.

But in recent years there has been a tendency of decreasing the number of tours, the number of their participants as well as the competitions of all levels, both among young tourists and adults. Therefore, we consider it of **current importance** researching the state of development and efficiency of sports tourism in south region of Ukraine.

The Purpose of the Research is to study the dynamics and effectiveness of sports tourism in south region of Ukraine in the second half of the twentieth and early twenty-first century.

Material and Methods of Research. To determine the dynamics and the state of development of sports tourism, we analyzed the statistics of the route-qualification commissions' registers of regional stations of young tourists of Kherson, Mykolaiv and Odesa for the period of 1982–2016 [2]. The following research methods were used: the method of theoretical analysis and generalization of official documents data, historical method, comparative-historical method.

Research Results. Discussion. It should be noted that of all types of tourism uncategorized (non-categorized) (n/c) and categorized (c) hiking tours were held in south region of Ukraine. Categorized hikes, in their turn, were divided into five categories of complexity (c.c.) (first, second and third categories of complexity were appropriate for schoolchildren). As a rule, uncategorized hikes and those of the first category of complexity have a health effect and it is for this purpose that they were held. Moreover, they pursued a sporting goal – for participating in stage trips the hikers were assigned sports junior grades; for participating in the hiking tours of the first category of complexity – the third adult category. To be assigned higher grades a sportsman was not only to take part in the hiking tour, but be the leader of it in the corresponding category of complexity.

The activity of Kherson, Mykolaiv and Odesa regional youth tourists clubs within the period of the former USSR from 1982 to 1991 and the period of independent Ukraine from 1992 to 2016 served as the source for studying the development of hiking tourism. It was made possible due to the registers of the route-qualification commission of the regional stations of young tourists, as well as those of tourist clubs.

In the years of 1979–1980, Kherson regional station of young tourists introduced training courses for working teachers with mandatory participation in categorized tours. This contributed to the increase in the number of the first category of complexity hiking tours with students in the following years. In addition, in 1980, there began the preparation of school tourism instructors on the basis of Kherson State Pedagogical Institute, the curriculum of which included hiking tours of the first category of complexity. This led to an increase in the number of tours with pupils and students. This practice is also carried out in our time [5]. Figure 1 shows the tendency to increasing the number of children participating in recreational forms of tourism, as well as their participation in more difficult ones.

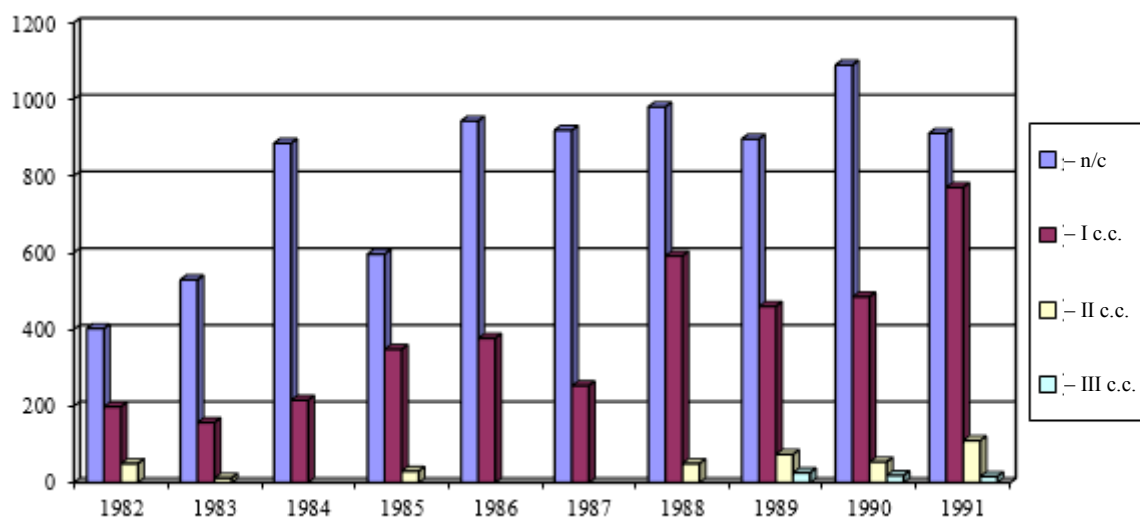


Fig. 1. Dynamics of the Number of children Participating in Categorized and Uncategorized Hiking Tours in Kherson Region From 1982 to 1991

A significant increase in the number of children who went on uncategorized hiking tours in 1984 can be explained by the action «Around the Places of Military Glory» held by the Ministry of Education of the USSR, which was dedicated to the 40th anniversary of Victory. In 1985, the number of hiking tours of the first and second categories of complexity increased almost twice.

For the period of 10 years 8150 young tourists altogether took part in sports and recreational (uncategorized) hiking tours, and 4295 in categorized ones. This was mainly due to the hikes of the first category of complexity, which were held on the territory of Kherson region and the Crimean Autonomous Republic [4].

A similar situation was observed in Mykolaiv region. Among the teachers working with children, there were not enough people with a sufficient tourist experience. Therefore, in 1978–1982, only from two to five hiking tours of the first category of complexity were held per year. This situation changed in 1983, when the number of tours more than doubled. Like in Kherson, there was organized the training of the tourist staff from among the teachers.

Every year, Mykolaiv young tourists not only increased the number of hiking tours, but also improved their quality. Since 1986, hiking tours of the third category of complexity have been held. Mykolaiv young tourists reached the indicators peak in 1990, with 103 categorized hikes and 1278 participants. In Kherson, there was a peak in 1991 – 71 trips, 896 participants [7]. A smaller number of hiking tours and participants can be explained by the demographic factor – in the 70th–80th of the former century, the population of Mykolaiv was about 530 thousand people, and that of Kherson – only 360 thousand.

Figure 2. shows the dynamics of the young tourists' participation in categorized hiking tours in Mykolaiv region from 1982 to 1991.

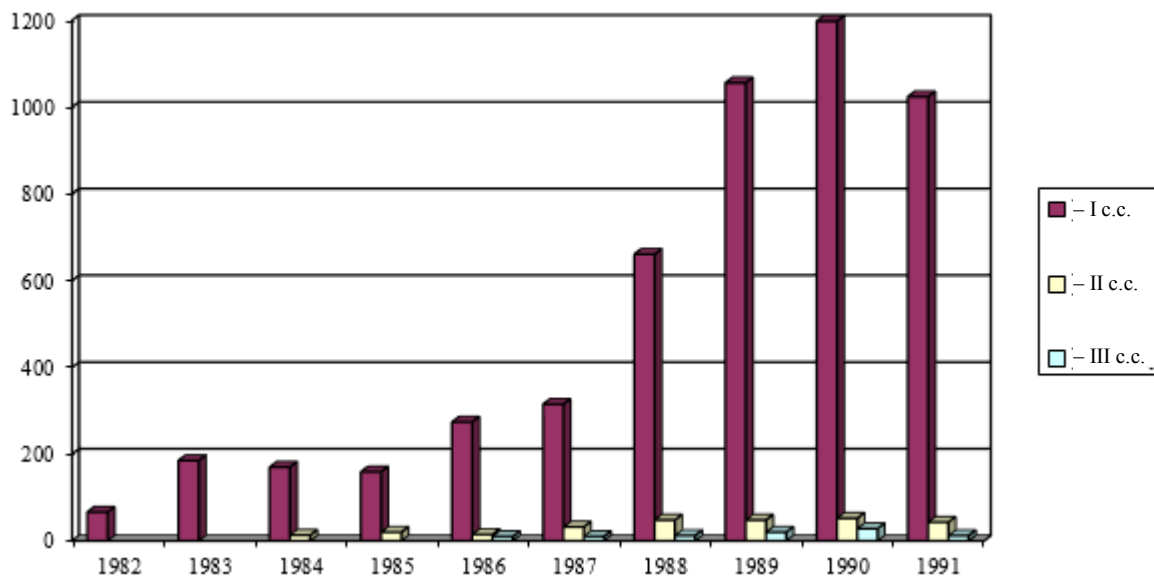


Fig 2. Dynamics of the Young Tourists' Participation in Categorized Hiking Tours in Mykolaiv Region From 1982 to 1991

There were more than a million inhabitants in Odesa at that time. Categorized tours reached their peak in 1983. That year 63 categorized tours were held, in which 942 participants took part. It should be noted that in 1982 and 1987, the number of uncategorized hiking tours reached 76 and 68, respectively; they were attended by more than a thousand tourists. This tendency is shown in Figure 3.

It should be noted that young tourists of Odesa participated in more hiking tours of the second and third categories of complexity than their colleagues from Mykolayiv and Kherson regions. This can be explained by the fact that in the period from 1980 to 1989, a Komsomol-youth expedition «The tracks of Siberia, North and Far East explorers» guided by A. A. Khoroshevsky, was working on the basis of the regional station of young tourists of Odessa. Thanks to it, hiking tours to such areas as Khibiny, eastern and western Sayan, Kodar, Yakutia were held. These areas are famous for their complicated tourist routes. During this period, 1007 tourists took part in the tours of the second and third categories of complexity in Odesa. During the same period, only 441 and 363 tourists from Kherson and Mykolayiv region respectively participated in the tours of the second and third categories of complexity.

The collapse of the USSR led to the collapse of the regulated legal and normative system of international and domestic tourism. In 1992, Central Council of Tourism and Excursions at All-Union Central Council of Trade Unions was reorganized into Open Joint Stock Company «Central Council of Tourism and Excursions-Foreign Tour». The situation was not in favor of the civilized development of tourism in the country.

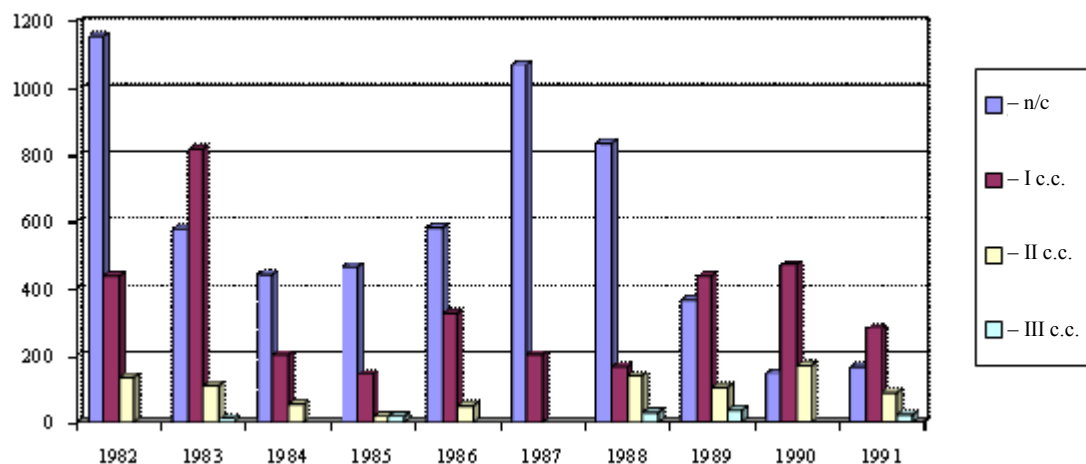


Fig. 3. Dynamics of the Young Tourists' Participation in Categorized Hiking Tours in Odesa Region From 1982 to 1991

The tourist space was temporarily uncontrolled. The activity of city and district tourist clubs, which served as the basis for the development of amateur tourism, ceased. In addition, the economic downturn of the 90s of the former century had also a negative effect. Tourism continued existing in the system of education, but with a smaller number of young tourists.

The dynamics of the number of Kherson children taking part in hiking tours of different categories of complexity from 1992 to 2016 is represented in Figure 4. The most difficult economic situation in Ukraine was from 1996 to 1998, which affected the number of hikes and hikers. A large decline is observed from 2003 to 2007, due to the unstable political situation in the country.

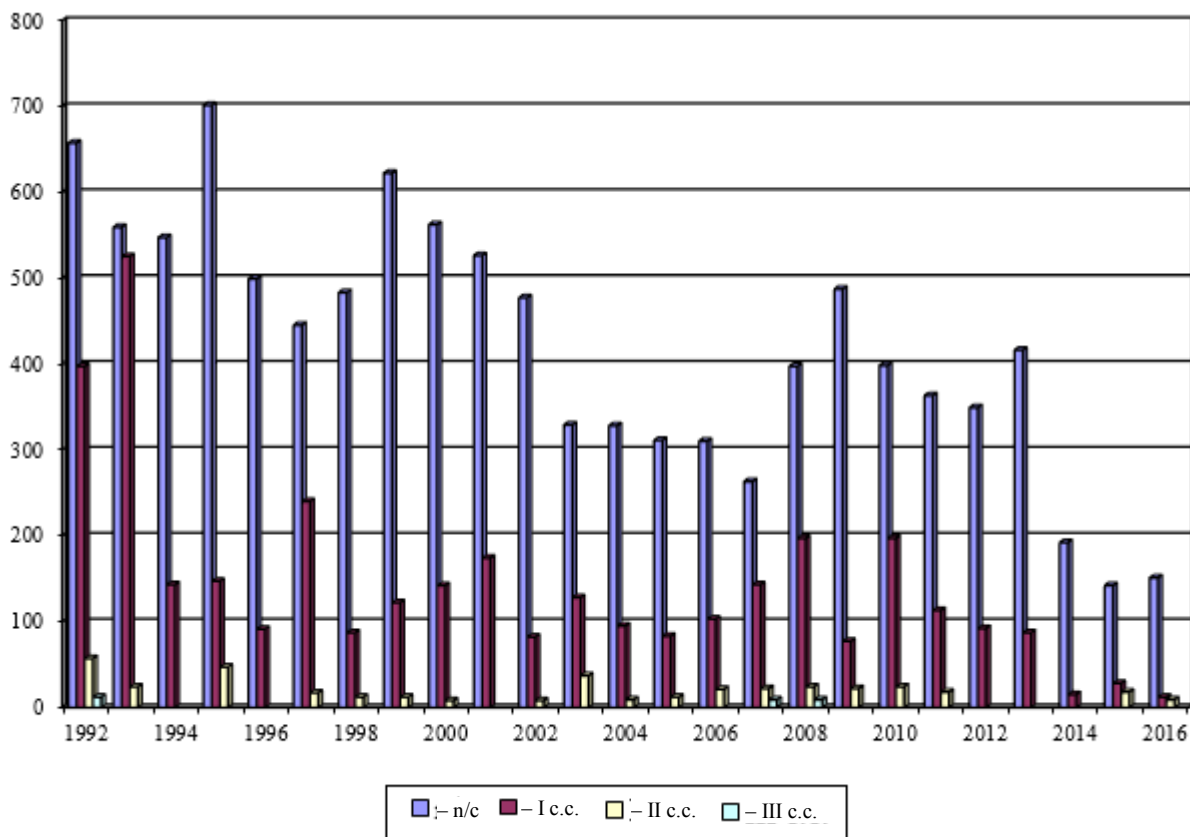


Рис. 4. Dynamics of Kherson Region Children's Participation in Hiking Tours From 1992 to 2016

In 2005 and 2007 there was an increase in the number of participants of hiking tours of the first and third categories of complexity, but the number of participants of uncategorized (non-categorized) tours decreased.

It is possible to explain this fact by a more or less stable economic situation: wage arrears decreased, prices did not grow so fast as wages, which made it possible to carry out long journeys.

Since 2010 there has been a steady decline in the number of participants of all tours. This can also be explained by the political situation in the state, annexation of the Autonomous Republic of Crimea (2014). For Kherson and Mykolaiv regions Crimea was the most accessible place for holding hikes of the first and second categories of complexity. In general, unfortunately, for the time of Independent Ukraine there has been a tendency to reducing the number of hiking tours and their participants among the students of Kherson region [4].

Similar recessions were also observed in Mykolaiv region from 1995 to 2003 (fig. 5). Absolute minimum was in the year 2003 – only 8 tours of the first category of complexity, in which only 67 people took part. The year of 2001 was not much better – 11 tours with 108 participants. The maximum indicators were observed in 1993, when 466 young tourists performed 32 hiking tours of the first category of complexity and 6 of the second. Although the following year (1994) was marked by six tours more, but the number of their participants decreased – 104 people fewer than the previous year.

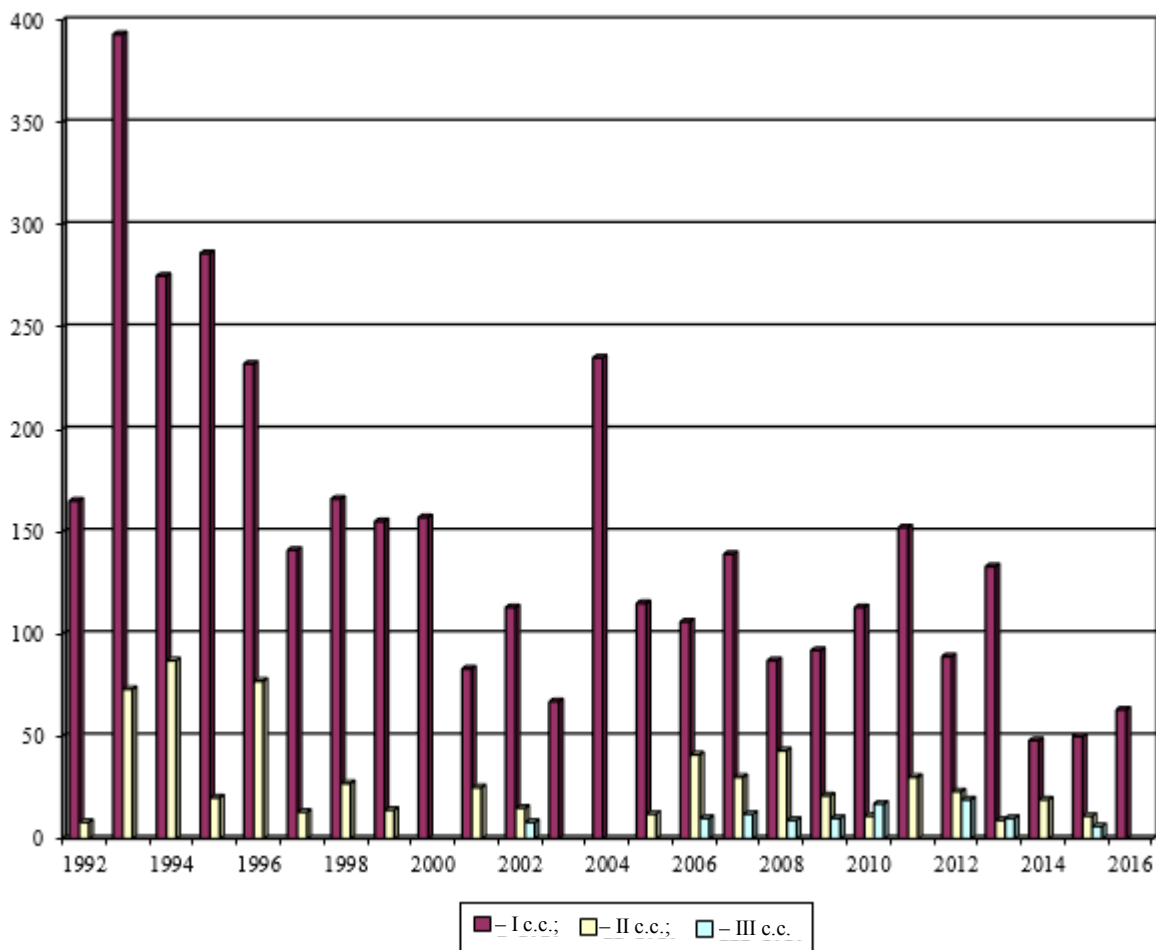


Fig. 5. Dynamics of Mykolaiv Region Young Tourists' Participation in Uncategorized Hiking Tours From 1992 to 2016

An interesting trend is observed: starting from 2005 to 2015, every year, at least one hiking tour of the second category of complexity was held by young tourists of Mykolaiv region. And since 2006, almost every year, one tour of the third category of complexity has taken place [7]. This fact can be explained by the policy of the regional Center for Tourism, Regional Studies and Excursions of Student Youth, which allowed getting prize-winning places at the Ukrainian Championship in sporting hiking tours for students.

After getting independence by Ukraine, in Odessa, there was a tendency for a decline in the number of participants in categorized hiking tours that did not exceed 120 tourists per year (fig. 6). An exception was 1992, in which the number of participants reached 179 tourists.

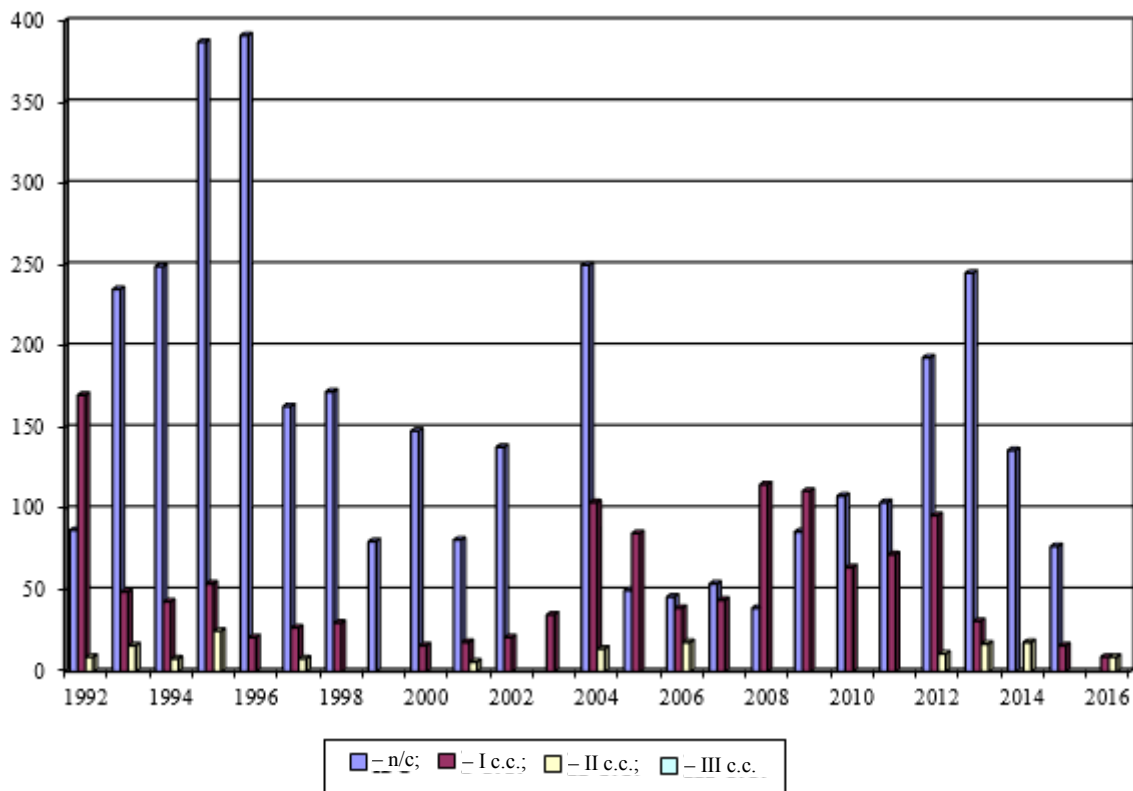


Fig. 6. Dynamics of the Number of Odesa Region Young Tourists Participating in Hiking Tours From 1992 to 2016

The critical indicator of participation in categorized hiking tours was in 1999, in which they were not held at all. The indicators of uncategorized tours declined as well, the lowest being in 2003, when the hikes of such complexity were not held. That year, there were only two categorized hikes, in which only 35 tourists took part. This can be explained by the fact that in July 1992 the Regional Youth Tourist Station of Odesa was reorganized into the Regional Center for Tourism and Local Studies of Student Youth of Odesa. In five years several organizations were united into one: the Regional Center of Young Technicians, the Regional Station of Young Technicians and the Regional Ecological and Naturalistic Youth Center. As a result of these changes, the Odesa Regional Humanitarian Center for Out-of-School Education was founded. Such a wide range of interests and activities being comprised that were directed not towards the tourism development, resulted in a significant reduction in the number of participants and hikes in Odesa [5].

For a more detailed analysis of the sports tourism development, let's compare the total indicators of the number of hiking tours by young tourists in the southern region of Ukraine. Table 1 represents the number of categorized and uncategorized youth walking tours for the period from 1982 to 1991.

Table 1

The number of Non-categorized and Categorized Youth Hiking Tours From 1982 to 1991

Kherson					Mykolaiv				Odesa				
N/C	C total	I c.c.	II c.c.	III c.c.	C total	I c.c.	II c.c.	III c.c.	N/C	C total	I c.c.	II c.c.	III c.c.
551	338	302	30	6	399	365	25	9	374	339	259	68	12

It follows from the analysis that for the period of 9 years young tourists of Kherson took part in 338 categorized tours, and tourists of Odessa – in one tour more. The fact is that there were twice as many people living in Odessa at that period than in Kherson. The same number of categorized tours can be explained by the fact that Odessa tourists concentrated more on exploring sparsely populated areas, which led to more complicated tours, of the second and third categories of complexity, which required more time and more

careful preparation. Such walking tours were carried out by Odesa tourists twice as many as by tourists from neighboring regions. In their turn, Mykolaiv tourists organized 60 more categorized hikes than tourists from Odesa and Kherson. First of all, these are tours of the first category of complexity, which, as a rule, pursued rather educational and recreational g. Unfortunately, there are no data of uncategorized walking tours of Mykolaiv. Therefore, we can assert that the tourists from Kherson, who organized 551 uncategorized hiking tours compared with 374 by Odesa athletes, were more concerned about health improvement and education.

From table 2, we see that in Kherson and Mykolaiv regions a few categorized hiking tours more were held for 25 years of Ukraine's independence than for the period from 1982 to 1991. It should be noted that the indicator of uncategorized tours in Kherson region increased by 315. But this is a very small indicator for such a period of time. Also, indicators for both categorized and uncategorized tours of Odessa region have significantly decreased. As it was mentioned above, it was due to uniting several institutions into one humanitarian center for out-of-school education. Unstable economic and political situation in the country added to the overall decrease in the number of both categorized and non-categorized walking tours.

Table 2

The number of Categorized and Non-categorized Youth Hikingtours From 1991 to 2016

Kherson					Mykolaiv				Odesa				
N/C	C total	I c.c.	II c.c.	III c.c.	K/П total	I c.c.	II c.c.	III c.c.	H/K	K/П total	I c.c.	II c.c.	III c.c.
826	348	307	36	3	407	344	60	12	255	122	107	16	-

In September 2000, the Federation of Sport Tourism of Ukraine was formed, which certainly had a positive effect on the renewal of sport tourism in the country.

Conclusions and Perspectives of Further Research. On the basis of the study, the following conclusions can be drawn:

1) the development of amateur tourism in the former USSR became the basis for the development of sports tourism in Ukraine;

2) the dynamics of the development of sports tourism in the southern region of Ukraine, both at the stage of intensive development and in the period of independence, depends on the economic, social and political factors of the society evolution.

The perspective of further research is the study and analysis of the development of hiking tourism among the adult population, as well as other types of sports tourism in the southern region of Ukraine as a whole.

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Стаття надійшла до редакції 05.09.2017 р.

УДК 796.325(091) (477.82–25)

HISTORY OF WOMEN'S VOLLEYBALL DEVELOPMENT IN LUTSK**Nadia Kovalchuk¹, Lyubov Uzhva¹, Olexander Shvaj¹, Volodymyr Sanyuk¹**¹ Lesya Ukrainka Eastern European National University, Lutsk, Ukraine, kovalhuk1175@gmail.com<https://doi.org/10.29038/2220-7481-2017-03-51-55>**Abstract**

Topicality. From time to time, due to objective or subjective reasons, the popularity of various sports in the country, or in some regions, changes. Over time, the name of the founder is forgotten, some materials are lost, relationships with eyewitnesses and participants of sporting events are broken. In this regard, the problem of preserving the historical moments of creation of various types of social activities and interests remains relevant. Therefore, *the purpose* of our article is to study the history of women's volleyball development as one of the most popular sports in Lutsk. **Results of Investigation.** It has been established that at the beginning of the 20th century volleyball was included in the program of competitions in educational institutions in Lutsk. Active volleyball development in Volyn began in 1969 with the opening of the Faculty of Physical Education at the Lutsk State Pedagogical Institute named after Lesya Ukrainka and the Regional Sports School for Children and Youth. Through conversations and interviews with current and former trainers, players, referees, the stages of women's team transition from school volleyball to high level volleyball have been identified. Training a group of girls since 1976, head coach Bohuslav Halytsky managed to pick up a team of coaches who were aimed at high sports results. Thanks to this, the team of Volyn volleyball players became the bronze medalist of Ukraine in 1978. During the years of Soviet Ukraine as part of the USSR, 50 % of the national team of our country were volleyballists trained by B. Halytsky. In the game season of 2006–2007, the team became the champion of Ukraine and entered the super league. The name of the Lutsk volleyball team often changed. Since 2016–2017 the women's team has been called «Volyn–University–Regional Sports School for Children and Youth». Many Lutsk volleyball players continue their sports careers in teams of well-known Ukrainian and foreign clubs masters. **Conclusion.** For 40 years female volleyball in Lutsk has gained great popularity. The team «Volyn–University–Regional Sports School for Children and Youth» is replenished at the expense of pupils of the special department of the Olympic reserve on volleyball of the Sports School for Children and Youth. During the entire existence of the volleyball team, two Masters of Sports of the International Class and more than 40 Masters of Sports of Ukraine have been trained.

Key words: history, volleyball, team, women, Lutsk, Volyn, super league, sports achievements.

Надія Ковальчук, Любов Ужва, Олександр Швай, Володимир Санюк. Історія розвитку жіночого волейболу в Луцьку. Актуальність. Періодично через об'єктивні або суб'єктивні причини популярність різних видів спорту в країні чи окремих її регіонах змінюється. Із часом забувається ім'я засновника, утрачаються матеріали, перериваються зв'язки з очевидцями та учасниками спортивних подій тощо. У зв'язку з цим завжди актуальною залишається проблема збереження історичних моментів творення різних видів діяльності суспільства і його інтересів. Тому *мета* нашої роботи полягає у вивченні історії розвитку жіночого волейболу як одного з найпопулярніших видів спорту в місті Луцьку. **Результати роботи.** Установлено, що на початку ХХ ст. в Луцьку волейбол входив до програми змагань у навчальних закладах. Активний розвиток волейболу на Волині почався в 1969 р. з відкриттям факультету фізичного виховання в Луцькому державному педагогічному інституті імені Лесі Українки та обласної дитячо-юнацької спортивної школи. За допомогою бесід та інтерв'ю із сучасними й колишніми тренерами, гравцями, судьями з волейболу виявлено етапи переходу жіночої команди від шкільного волейболу до волейболу високих досягнень. Тренуючи з 1976 р. групу дівчат, головний тренер Богуслав Галицький зумів підібрати команду тренерів, які націлені на високі спортивні результати. Завдяки цьому, команда волинських волейболісток у 1978 р. стала бронзовим призером України. У роки перебування України в складі СРСР 50 % збірної команди нашої країни склали вихованки Б. Галицького. В ігровому сезоні 2006–2007 рр. команда стала чемпіоном України та вийшла в суперлігу. Назва волейбольної команди лучанок періодично змінювалася. Із 2016–2017 ігрового сезону жіноча команда називається «Волинь-Університет-ОДЮСШ». Чимало луцьких волейболісток продовжують свою спортивну кар'єру в командах майстрів відомих українських і закордонних клубів. **Висновки.** За 40 років жіночий волейбол у м. Луцьку набув великої популярності. Основний склад команди «Волинь-Університет-ОДЮСШ» поповнюється за рахунок вихованок спеціального відділення олімпійського резерву з волейболу дитячо-юнацької спортивної школи. Протягом усього існування волейбольної команди підготовлено двох майстрів спорту Міжнародного класу та понад 40 майстрів спорту України.

Ключові слова: історія, волейбол, команда, жінки, Луцьк, Волинь, суперліга, спортивні досягнення.

Надежда Ковальчук, Любовь Ужва, Александр Швай, Владимир Санюк. История развития женского волейбола в Луцке. Актуальность. Периодически в силу объективных или субъективных причин популярность

различных видов спорта в стране или отдельных ее регионах меняется. Со временем забывается имя основателя, теряются материалы, прерываются связи с очевидцами и участниками спортивных событий и т. д. В связи с этим всегда актуальной остается проблема сохранения исторических моментов создания различных видов деятельности общества и его интересов. Поэтому **цель** нашей работы заключается в изучении истории развития женского волейбола как одного из самых популярных видов спорта в городе Луцке. **Результаты работы.** Установлено, что в начале XX в. в Луцке волейбол входил в программу соревнований в учебных заведениях. Активное развитие волейбола на Волыни началось в 1969 г. С открытием факультета физического воспитания в Луцком государственном педагогическом институте имени Леси Украинки и областной детско-юношеской спортивной школы. Путем бесед и интервью с современными и бывшими тренерами, игроками, судьями по волейболу выявлены этапы перехода женской команды от школьного волейбола к волейболу высоких достижений. Тренируя с 1976 г. группу девушек, главный тренер Богуслав Галицкий сумел подобрать команду тренеров, которые были нацелены на высокие спортивные результаты. Благодаря этому, команда волыньских волейболисток в 1978 г. стала бронзовым призером Украины. В годы пребывания Украины в составе СССР 50 % сборной команды нашей страны составляли воспитанницы Б. Галицкого. В игровом сезоне 2006–2007 гг. команда стала чемпионом Украины и вышла в суперлигу. Название волейбольной команды лучанок периодически менялась. С 2016–2017 игрового сезона женская команда называется «Волынь-Университет-ОДЮСШ». Многие из луцких волейболисток продолжают свою спортивную карьеру в командах мастеров известных украинских и зарубежных клубов. **Выводы.** За 40 лет женский волейбол в г. Луцке набрал большую популярность. Основной состав команды «Волынь-Университет-ОДЮСШ» пополняется за счет воспитанниц специального отделения олимпийского резерва по волейболу детско-юношеской спортивной школы. На протяжении всего существования волейбольной команды подготовлено двух мастеров спорта Международного класса и более 40 мастеров спорта Украины.

Ключевые слова: история, волейбол, команда, женщины, Луцк, Волынь, суперлига, спортивные достижения.

Introduction. Researchers of the system of physical education of pupils of the 16–early 21st centuries [7] report that in the 30s of the last century, physical education consisted of gymnastics and sports exercises. Volleyball belonged to sports exercises. In 1937 a student by I. Bobersky, Stepan Haiduchok, the founder of the sports association «Ukraine», devoted his publications to the physical education of pupils and youth in general, including «Syatkuvka» (volleyball). So, this suggests that volleyball as a discipline took one of the leading places in the educational institutions of the western region of modern Ukraine. In Lutsk state gymnasium named after Tadeusz Kostyushko volleyball was included into the program of school competitions [2; 5]. Volleyball competitions of different rank were held among pupils and student youth. Since Volyn was part of Poland until 1939, the delegation of this country in 1936 at the congress of the International Handball Federation held in Stockholm initiated the organization of a technical volleyball committee as part of a handball federation. This suggests that volleyball was a popular game on the territory of Poland. In the Soviet Ukraine volleyball began to spread in 1925. Therefore, the appeal to the past in the history of sport in Ukraine at the present stage is of great interest. The scientific literature does not cover the history of the formation and development of volleyball in Volyn, in particular women's one, but it should be noted that some issues of this problem are disclosed in the article by O. Radchenko and S. Radchenko [6].

The purpose is to study the history of women's volleyball development in Lutsk.

Methods of research are as follows: theoretical analysis and generalization of scientific-methodical literature and materials of the Internet-network on a specified problem; analysis of archival documents for obtaining retrospective information; a retrospective survey for collecting current information in the form of interviews and interviews.

Research Results. Active volleyball development in Volyn began in 1969 with the opening of the Faculty of Physical Education at Lesya Ukrainka Lutsk State Pedagogical Institute (LSPI) and the Regional Sports School for Children and Youth, which was built at the area of the stables, where exhibitions of pedigree stallions were often held. President of the club Bannera Avksentiy Semenovych said that at that time the structure of the sports school was divided into 2 groups: in the Youth School № 1 such sports as athletics, sports gymnastics, wrestling, cycling and shooting were developed. In the Regional Sports School Children and Youth № 2 volleyball, basketball, football and fencing were developed. At that time, volleyball did not have a high ranking in Lutsk. It was children's volleyball in the education system.

The first official volleyball coaches of the sports school for children were Mykola Vasylyovych Lutsiv, who trained a group of boys, and Valentyna Kovalyova, who worked with girls. Later, instead of M. V. Lutsiv, A. H. Abasa became a coach, who was engaged with 2 groups of boys and 2 groups of girls training.

In 1969 Alla Mykolayivna Akimova began teaching at the Faculty of Physical Education of the LSPI, who conducted a training session with the girls of the Regional Sports School for Children and Youth part-time. Then, the girls' team almost did not go away for competitions, and the number of their competitions was much smaller than that of the boys. Although funding was sufficient, but the level of the game was inadequate and, as a result, there were few invitations.

During 1970–1974, at the LSPI faculty of physical education there was a volleyball team of girls, trained by Hennadiy Pavlovych Morugov. Later (1973–1975), a graduate of the same faculty, Roiko Taras Mykolayovych, who also trained boys, helped him. Annually the girls' team of the faculty of physical education participated in the Spartakiad of the Ukrainian pedagogical institutes (at that time there were 12 pedagogical institutes). The highest achievement of Lutsk volleyball players was the sixth place. The rank of those competitions was extremely high due to the fact that many teams enclosed masters of sports. The faculty team was replenished by the pupils of not only Lutsk Sports School for Children and Youth, but also players of sports schools from Kovel, Volodymyr-Volynsky, Novovolynsk, among them Alla Andreyeva, Halyna Nemykina, Halyna Hrytsyuk, Lyudmyla Yaroshchuk, and Tetiana Osypova. At one of the sports events student Alla Andreyeva was recognized as the best player.

Each year in Lutsk a volleyball city Spartakiad was held, in which teams of local enterprises, sports associations «Dynamo» and «Burevisnyk» participated, which included students of the Faculty of Physical Education, and the Regional Sports School for Children and Youth. The «Burevisnyk» team also participated in the popular at that time volleyball tournament in honor of Gulya Korolyova in Rivne.

In 1974 the graduate of the Faculty of Physical Education of the LSPI Bohuslav Andriyovych Halytsky was appointed as a coach at the Regional Sports School for Children and Youth. He started working with both boys and girls, but in 1976 the management decided to transfer him exclusively to girls' training. At that time, their greatest achievement was the 12th place at the Ukrainian Spartakiad.

Taking into consideration this situation, it is easy to understand that it was difficult to work, but perhaps the desire of the young coach was decisive. In a year, the girls' performance improved significantly and in 1977 the team participated in the Ukrainian Championship, where it took the 5th place. A year later (1978) Lutsk volleyball players became prize-winners of the Ukrainian Student Spartakiad. After the team became the bronze medalist of Ukraine there was enough time for the training of volleyball players: instead of three times a week, one and a half hours a day, the main team trained 2 times a day; the first lesson began at 6:30 a.m. B. Halytsky set himself the goal to raise the champions of Ukraine, although many did not believe in this. School headmasters supported a talented coach, and always provided him with sports grounds, as the training of masters began with mass volleyball and for this purpose, the work of the volleyball school sections was organized. In 1981 Volynians became champions of Ukraine.

Great contribution to the development of Lutsk women's volleyball was made by Pyrozhytsky Ihor Antonovych. His role was to select promising junior schoolgirls to be on the volleyball team in the future. In 1985, Halyna Vitaliyivna Romashkevych, who had worked at that sports school for 10 years, replenished the coaches' staff. Since 1988 up to now, Olena Oleksiyivna Alieksieyeva, a long-time captain of the team, has been working as a coach.

Due to the fact that the Regional Sports School for Children and Youth had well-prepared different age groups, volleyball teams began to play at youth championships of the USSR. They took part in competitions of different ranks, learnt from other teams and it gave results. At first, the Lutskovites were enrolled in the All-Union tournament in Kyiv. After that, four sportsmen raised by B. Halytskyi were immediately invited to the Kiev sports boarding school (this is where the basic team of volleyball Ukraine was formed).

In 1986, the final of the USSR championship (under 16 years old) was first held in Lutsk for the first time in history. And the Lutsk team won the bronze medal. In the same year it was the silver medalist of the Ukrainian Students' Spartakiad and of the Third Ukrainian Youth Games. Every year in the team of Ukrainian school team there were 2–3 pupils coached by B. Halytsky. Ella Kalyniuk, for example, became a champion of the USSR Spartakiad in the republic's national team in 1986. After that, she was taken into the youth team of the USSR, which became the winner of the international Druzhba championship. Then she continued to increase her sporting skills in the team of masters of the highest league Orbita (Zaporizhzhya).

50 % of the national team of the Soviet Ukraine consisted of Bohuslav Halytsky's pupils. This is how the women's volleyball team of the town of Lutsk was born.

The name of the volleyball team of girls, which was created on the basis of a special branch of the Olympic reserve on Volleyball Volyn Regional Sport School for Children and Youth in 1993, often changed: 1993–1999 – «Osvita»; 1999–2004 – «Osvita–Volyn»; 2004–2005 – «Volynlis–Osvita»; 2005–2006 – «Volyn–the Regional Sports School for Children and Youth– VSU»; 2006–2010 – «Volyn–University – the Regional Sports School for Children and Youth»; 2010–2011 – Continuum–Volyn– University– the Sports School for Children and Youth»; 2011–2016 – Continuum – Volyn–University; 2016–2017 – «Volyn–University–the Regional Sports School for Children and Youth».

The successful start of the team gave an impetus to the formation of the volleyball club «Osvita», which began its activities in June 1994.

Taking participation in the Women's Championship of Ukraine in the second league (play season 1993–1994) for the first time the girls won the second place and won the right to participate in competitions of the national championship among the teams of the I league, in which they participated for 5 years and from the 7th place (at the beginning) rose to the 4th, then – to the 3rd, and then became leaders. According to the head coach, the team could not pass to the higher league, because there was no proper funding, and it was impossible to buy a uniform, there was no money for travel, food, etc. [1].

In the season of 2006–2007, the team, having won a convincing victory, became a champion of Ukraine and entered the super league [8, 9]. The game seasons 2007–2008, 2008–2009 team finished in 6th and 5th places respectively. In 2010, girls became bronze medalists of the Ukrainian Cup. According to the results of the participation in the 2010–2011 season, the Lutskovites entered the four strongest teams in Ukraine [3]. For the victory in the youth games, nine players were awarded the title of Master of Sports of Ukraine [10].

In the 2011–2012 and 2012–2013 seasons, the «Continuum–Volyn–University» team became the winner of the Ukrainian Cup twice. In 2012–2013 it got the opportunity to represent Ukraine and Volyn in the Eurocup, where they reached the stage of 1/8 of the competition.

According to the results of the 2011–2012, 2012–2013 seasons, the girls became silver prize–winners of the Ukrainian Championship among superleague teams [11].

In the season 2015–2016, they ranked fifth among the strongest teams in Ukraine, and in the season 2016–2017 Volyn–University became the bronze medalist of Ukraine. For the entire existence of the club and the volleyball team 2 masters of international class sports and more than 40 masters of sports of Ukraine and candidates for the masters of sports have been trained, including: Chepel Victoria – the master of sports of Ukraine, the silver prizewinner of the European Youth Olympic Days (EYOD) in England (1995), a participant in the European Championship among girls born in 1980 (4th place, Slovakia, 1997), EYOD in Portugal (5th place, 1997), winner of the Second Youth Games of Ukraine, three times the silver and twice the bronze medalist of the National Championship of major league teams; Polishchuk Tetyana, Dovhopolyuk Anna, Derkach Julia, Hryn Yulia – masters of sports, as part of the national team of Ukraine, participants of the European Championship (Czech Republic, 2003), silver medalists of the 3rd Summer Youth Sports Games of Ukraine, winners and silver prizewinners of Ukraine, silver medalists at the Universiade of Ukraine 2005, silver medalists of the 15th Championship of Ukraine among the teams of the highest league; Molodtsova Inna, Chakhraichuk Tetiana, Terpel Olha, Lugovska Olha, Radobenko Anastasiia, Romashkevych Nataliia – masters of sports, winners and silver winners of Ukrainian championships, silver winners of the Universiade of Ukraine 2005, silver medalists of the 15th Championship of Ukraine among the teams of the highest league; Usik Alisa, Molodtsova Julia – masters of sports, winners of the championship of Ukraine, silver medalists of the 15 Championship of Ukraine among the teams of the highest league.

Many Lutsk athletes have been invited to teams of masters of well–known Ukrainian and foreign volleyball clubs. Among them: Ella Kalyniuk is an international class master of sports that has continued her sports career in Hungary, Poland, and the USA; sports masters Sozinova Nataliia – in Germany, Pakhalchuk Tetiana – in France. Today some B. Halytsky's pupils continue their sports careers in other countries: Anna Stepanyuk – in Azerbaijan, Turkey, and Indonesia; Inna Molodtsova – in Turkey; Julia Molodtsova – in Latvia, Lithuania, and Poland; Anna Dovhopolyuk – in Israel.

During the years of independence Volyn volleyball players in the national team of Ukraine were silver medalists of the European Youth Olympic Games (England); finalists of the European Championship (Portugal, Slovakia, Netherlands, and France); winners of international tournaments in Belarus and Slovakia [4].

Thus, for 40 years the women's volleyball in Lutsk has grown from the level of «newcomer» to «the master» thanks to the Honoured Coach of Ukraine, Honoured Educator of the Physical Culture and Sport of Ukraine, Vidminnyk Osvity, the referee of the national category, the former member of the National Olympic Committee of Ukraine, the long-time head coach of the national youth girls team of Ukraine, acting director of the Youth League, Bohuslav Andriyovych Halytsky, and coaches who select prospective girls at the sports bases of four secondary schools in Lutsk. The sports school trains 8 groups of initial, 9 groups of basic and 2 groups of special training of young volleyball players. In general, the Volyn–University–Sports School for Children and Youth team is replenished not only thanks to the younger generation, but also due to volleyball players from other regions of Ukraine who come to study at Lesia Ukrainka Eastern European National University.

Conclusions and Perspectives of Further Achievements. At a time when Western Ukraine was part of Poland, volleyball was part of a program on physical education of Lutsk schools. The beginning of the history of volleyball in Lutsk is linked to the establishment of the Regional Sports School for Children and Youth and the faculty of physical education at Lutsk State Pedagogical Institute named after Lesya Ukrainka (in 1969). In 1974 the graduate of the mentioned above faculty B. A. Halytsky was appointed a coach in the

Youth College. Since then, the Lutsk Sports School for Children and Youth has become the basis for the training of volleyball players who have covered the path from the team of newcomers to the champions of Ukraine and entered the super league during the 2006–2007 season.

At the present, the team of Lutsk volleyball players is one of the strongest in the super league of Ukraine. Thanks to this, both the number of volleyball sections of different age groups and interest in this sport have increased, and Lutsk has become the center of future volleyball players growth that defend the sporting honour of our country at international competitions.

Further research will be related to the investigation of archival data on volleyball clubs, sections and information on volleyball competitions in Lutsk during the period of 1900–1950.

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УДК 796(477) '652"

PHYSICAL CULTURE OF ANCIENT UKRAINE-RUS

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<https://doi.org/10.29038/2220-7481-2017-03-56-62>

Abstract

Topicality. In theory, the information of this research of basic public functions, performing folk games and entertainment in ancient Slavs, extremely important for understanding their historical origins, influence upon the formation of the Ukrainian nation and specification of separate facts, information and evidence for a coherent system of knowledge about the physical culture of Ancient Rus. It is particularly important for the further development of national sports and their popularization and introduction into the global emulative practice, raising patriotic spirit of modern young people by means of undeservedly forgotten national folk games. **Formulation of the Problem.** The emergence of physical exercises and games in the ancient peoples inhabiting the territory of our country refers to the time of the primitive-communal system. Physical culture during antiquity and during the early Middle Ages played an important role in the life of many civilizations and cultures, ethnic groups and peoples, tribes and genera. It reigned in all spheres of human life. It influenced the formation of statehood, religion, life, helped to train the army, formed morals in society, preserved the identity of the nation, etc. **The purpose of this research** is to systematize the disparate information by the author's collective on the basis of the analysis of scientific and methodological literature and the generalization of information about the applied, military and initiative value of the Slavs physical training of the Kievan Rus times. **Conclusions.** Thus, according to the written evidences and sources of oral folk art, we can state that at the time of the establishment of the Kiev statehood and in the future, the Slavic people had their highly developed system of physical education. Initially, it was a synthetic element, and later it became as an independent stratum of All-Rus culture, which contributed to the development of the Old Rus ethnic group, performed a variety of industrial and applied functions, solved the military problem and helped to self-identify in the future an independent and freedom-loving nation.

Key words: physical training, military training, Rus merrymaking, physical education, prince, hero, epic.

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Актуальність. У теоретичному плані інформація цього дослідження основних суспільних функцій, які виконували народні ігри й розваги в стародавніх слов'ян, надзвичайно важлива для з'ясування їхніх історичних витоків, впливу на формування українського етносу та конкретизації розрізнених фактів, відомостей і свідчень у цілісну систему знань про фізичну культуру Давньої Русі. Це особливо актуально для подальшого розвитку національних видів спорту й популяризації їх і впровадження у світову змагальну практику, виховання патріотичного духу сучасної молоді засобом незаслужено забутих національних народних ігор. **Постановка проблеми.** Виникнення фізичних вправ та ігор у давніх народів, що населяли терени нашої країни, належить до часів первіснообщинного ладу. Фізична культура за часів античності й протягом раннього середньовіччя відіграла важливу роль у житті багатьох цивілізацій і культур, етносів та народів, племен і родів. Вона панувала у всіх сферах людської життєдіяльності. Впливала на формування державності, релігію, побут, допомагала вишколювати армію, формувала мораль у суспільстві, зберігала ідентичність нації та ін. **Мета цього дослідження** полягає в систематизації авторським колективом розрізненої інформації на основі аналізу науково-методичної літератури й узагальнення відомостей про прикладне, військове та ініціативне значення фізичної культури слов'ян часів Київської Русі. **Висновки.** Отже, за свідченням письмових та джерел усної народної творчості, ми можемо стверджувати, що на момент створення Київської державності та в подальшому слов'янський люд мав свою високорозвинену систему фізичного виховання. Спочатку – як синтетичний елемент, а згодом – як самостійний пласт загальноруської культури, який сприяв розвитку давньоруського етносу, виконував різноманітні виробничі й прикладні функції, а також завдання військового характеру та допоміг самоідентифікуватись у майбутньому українцям незалежною й волелюбною нацією.

Ключові слова: фізкультура, воєнна підготовка, Рос веслування, фізичне виховання, князь, герой, епос.

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Актуальность. В теоретическом плане информация данного исследования, главных общественных функций, которые исполняли народные игры и развлечения у древних славян, чрезвычайно важны для выяснения их исторических корней, влияния на формирование украинского этноса и конкретизации разрозненных фактов, ведомостей и свидетельств в целостную систему знаний о физической культуре Древней Руси. Это особенно актуально для дальнейшего развития национальных видов спорта, популяризации их и внедрения в мировую соревновательную практику, воспитания патриотического духа современной молодежи посредством незаслуженно забытых национальных народных игр.

Постановка проблеми. Возникновение физических упражнений и игр в древних народах, которые населявшие территорию нашей страны, относится к временам первобытного общинного строя. Физическая культура во времена античности и в течение раннего средневековья играла важную роль в жизни многих цивилизаций и культур, этносов и народов, племен и родов. Она господствовала во всех сферах человеческой жизнедеятельности. Влияла на формирование государственности, религию, быта, помогала обучать армию, формировала мораль в обществе, сохраняла идентичность нации и др.

Цель данного исследования заключается в систематизации авторским коллективом разрозненной информации на основе анализа научно-методической литературы и обобщения сведений о примере, военном и инициативном значении физической культуры славян времен Киевской Руси.

Выводы. Таким образом, по свидетельствам письменных и источников устного народного творчества, мы можем утверждать, что на момент создания Киевской государственности и в дальнейшем, славянский народ имел свою высокоразвитую систему физического воспитания. Сначала – как синтетический элемент, а затем – как самостоятельный пласт общерусской культуры, который способствовал развитию древнерусского этноса, выполнял различные производственные и прикладные функции, решал задачи военного характера и помог самоидентифицироваться в будущем украинцам независимой и свободолюбивой нацией.

Ключевые слова: физкультура, военная подготовка, Рос гребля, физическое воспитание, князь, герой, эпос.

Introduction. Every well-known civilization, not only the European continent, has left in history a large stratum of information about its culture, architecture, science, production, medicine, etc. And also in the context of a common culture it has left information about physical culture, initiative events and sports festivals. So, from ancient times up to the present, it was known facts about ancient Greek agonists, about gladiator training of slaves and quadriga racing in ancient Rome, about the Japanese system of military training of samurai, about ritual games with the ball of peoples of Mesoamerica, about Scythian initiative sports festivals, about ritual fights of slaves on swords during the burial of prominent Etruscans, about Gallic knight fights, etc. All of these people have found their place of honor in the history of physical culture. But the Slavic peoples, the one of the most powerful peoples of the early Middle Ages, do not have its own niche in the given area of historical science. An explanation of such a policy is to be found in papers of the founder of historical science and Slavic studies in the southern Slavs Mavro Orbin (1563–1614), who in his work «The Slavic kingdom» writes about the great people (in the original language): «Having in excess of men warlike and valiant, there were not scientists among them, who could immortalize national name in their writings. Other tribes, much inferior to him in their greatness, are well known just because they had scientist men who glorified them with their writings». The Jews (let's start with them) had Philo, Ezesippa and Joseph – very famous historians, by the agency of whom Jews immortalized their name ... Greek history was described by countless authors including Alexander of Miletus, Hecataeus of Miletus, Democritus, Eudoxus, Dikecharh, Efor, Eratosthenes, Polybius and Posidonius. The history of the Romans and all of Italy was described by Aristide of Miletus, Theotimus, Clitonim, Niarchus, Theophilus, Dorotheus, Aristocles and Chrysippus. The Thebans were glorified by Ctesiphon, Dositheus and Theophilus. Tusculans were glorified by Sosistrat. Demart wrote about Arcadia. Merrill wrote about Boeotia... Strabo, Polybius, Solon and others wrote about the history of India, Persia, Egypt and many other lands. The Gauls had their historian Diafor, Thrace had Socrates, Livi had Hesionax. Tribe of Franks, now called French, was glorified by FeokleGunibald in his more than thirty books, by Vastald, Heligast, Arebald, Ritimer, Vetan, Dorak, Krudak and Rutvik»[7]. As we see, every nation has taken its worthy place in world history. It was possible thanks to the chroniclers, who saved the information in the texts that has survived until our times. As for the Slavs, only mediated facts about them, ancient Greek and Roman chronicles, notes of Arab travelers and others survived to this day. More detailed information can be found in the Magi books, in the «Tale of Bygone Years» by Nestor, a monk of the Kyiv-Pechersk Monastery (XI century), Laurentian Codex (1116), Hypatian Codex (1118), Polish chronicler Martin Gal (1112–1113 biennium).), CosmasPragensis (XI century), in the ancient Rusepic[8].

For the initiative activities, physical training and sports festivals in the days of antiquity and early Middle Ages, many people built architectural sports facilities that can tell scientists about their appointment, they were: Greek gymnasiums, stadiums, hippodromes; Roman circuses, gladiator arenas, thermae, playgrounds for ritual games with ball in pre-Columbian nations, etc. Slavs, unlike the mentioned cultures, did not have such buildings.

Artifacts (pottery, drawings, folk art products), which would demonstrate how our ancient ancestors trained their physical training, were not preserved for posterity. So the listed arguments are precisely just reasons why most scholars in the history of physical culture leave empty pages in their works to describe the physical training, initiative traditions and sports festivals of the people of Ancient Ukraine-Rus Slavs.

Analysis of Recent Researchs and Publications. Up to now the epos as a source have not been used enough to study the issues related to the development of physical culture of Ancient Ukraine-Rus. Out of examined themes one can distinguish the history of chess, wrestling, skillful horse riding, power and throwing exercises, fisticuffs. Information about these exercise is detailed with archaeological materials, linguistic data, folk collectors and the study of epic subjects. Articles by VA Starkov are devoted to separate aspects of Old Rus physical culture. In these articles the author considers oral folk art (epic stories) as a source of historical and sports information [10]. R.S. Lipetc in his work «Epos and Ancient Rus», built on epic subject area, in the section «Competitions and other entertainment at feasts» examined horse racing, mentioned wrestling, chess, hunting, etc. types of rivalries of Old Rus knights [6]. I. Krypiakovich, B. Gnatevich, S. Stefanov, O. Dumin and S. Shramchenko studied the history of the Ukrainian army from the princely times to the 20th years of the twentieth century [4]. The monograph by T. Kalandruk is dedicated to the secrets of the martial arts of Ukraine [2]. The determinants of physical training development of the Scythian-Sarmatian period, in the depths of which the physical training of the Slavs was formed, were considered in the scientific article by S. Lazorenko, M. Chhayla and D. Balashov [5]. Ancient holidays in the cities of the Northern Black Sea were described by M. Skryzhnskaya [9]. But not always the quantity corresponds to the quality. As you can see, there is a whole set of information about the diverse aspects of rituals, initiations, military training, sports festivals of Ancient Ukraine-Rus, but it does not have an integral system of general information about the physical culture of the Slavs, which would really and rightly take the place in the textbooks on history along with the early medieval systems of physical education.

The purpose of this research is to systematize the disparate information by the author's collective on the basis of the analysis of scientific and methodological literature and the generalization of information about the applied, military and initiative value of the Slavs physical training of the Kievan Rus times.

Research Results and their Discussion. The emergence of physical exercises and games in the ancient peoples inhabiting the territory of our country refers to the time of the primitive-communal system. The physical culture of this period reflected hunting, fishing, pastoral, agricultural, military and everyday activities. The ancient Slavs used horse riding, throwing various objects, archery, various games, many of which in their original state related to ancient religious rituals associated with the initiation of young men transition to the older age group – warriors, defenders a family and own land.

Physical culture during antiquity and during the early Middle Ages played an important role in the life of many civilizations and cultures, ethnic groups and peoples, tribes and genera. It reigned in all spheres of human life. It influenced the formation of statehood, religion, life, helped to train the army, formed morals in society, preserved the identity of the nation, etc. The physical training system of our ancient pro-Ukrainians was not an exception. Physical culture, before the beginning of the Kievan state, had developed in the depths of the Scythian state [3]. This theory is defended by A. M. Khazanov and B. A. Rybakov who saw the development of the Slavic element in the depths of the Scythian ethnos. The whole system of ritual-initiative measures of ancient Kiev inhabitants coincides with the Scythian, which was described by the father of the history, Herodotus. The competitive element in which the best warriors were determined (the Slavs believed that the heroes were demigods, whom God gave strength to protect the poor and the indigent), was borrowed by our ancestors from the Greeks and the Byzantines. In the ancient Slavic chronicle we can find lines that describe horse racing in Constantinople, with the participation of the Byzantine Emperor Michael. It was known to the ancient Slavs about the Olympic Games. There is an Old Russian translation of the treatise of the Greek philosopher Dionysius Areopagite. This treatise describes fistfighting, wrestling, running, riding and objects throwing during Olympic Games in Hellas. After the Invasion of the Varangians, sacred content was added to the chess, which was popular among the nobility. Since then the tradition of fortune-telling using the chess board has become popular among soothsayers and magicians. And such examples in the annals of history can be found a large number. Based on the above, we can speak about the physical culture of the Slavs as a system that absorbed the achievements of the physical training of many European peoples of that time.

In the world-view of the Ancient Ukraine-Rus population there was a system of categories that characterized the physical qualities of our ancient ancestors. These categories are health, strength, speed, agility, endurance, flexibility, and others. About them we can learn from the information of many scholarly men of that time. About Anta and Slavs, living on the territory of the great Eurasian steppe in the VI century, is reported by Byzantine historian Procopius Caesarian (500–562) in the «War with the Goths». As the author writes: «They lived in poor huts, at a great distance from each other, and they all often change their place of residence. When entering the battle, most of them go to the enemy with a shield and a short spear in their hands, they never wear armor, others do not wear outerwear at all to fight, only wide trousers are girded

with a wide belt on hips, in this form they oppose their enemies ... They (anta and Slavs) are quite high and enormous strength. The color of the skin and hair in them is very white and golden and not quite black, but they are all dark red. The way of life in them, as well as in the massagets, is hard without any kind of conveniences, forever covered with mud, but in essence they are not bad and not at all malicious, fully adhering to the Huns nature. And the name was once the same. In the past, both of these tribes were called "spores", that is, "scattered", as the large area on which they lived, occupied by separate settlements».

The education of Slavic children was carried out by the whole tribal community. Boys and young men were brought up by men, and girls were brought up by women. The Slavs, like other peoples, held initiative rites, in which the main place was given to the physical training of youth. As the clan collapsed, the educational functions went to the family. Parents brought up and educated their children, handed them skills and abilities during hunting, horseback riding, archery, throwing spears, swimming. As a legacy to children, the parents themselves gave their knowledge. Often, the Slavs had to wage war, to repel raids of nomadic tribes (Huns, Bulgarians, Avars, Khazars, etc.). This required the military training of young people and adults. An unknown Byzantine war historian and writer, author of the 12 volume work on military art «Strategikon», Pseudo-Maurice (VI–VI centuries), so appreciated the military ability of ancient pro-Ukrainians:» Tribes of the Slavs are numerous, endurance, easy to tolerate heat, cold, rain, lack of warm clothes, lack of food. They fight with their enemies, they like places overgrown with dense forest, in gorges, on cliffs, with the benefit of themselves, use sudden attacks and tricks. They are also experienced in crossing the rivers, surpassing all other peoples. They courageously withstand prolonged stay in the water ... dive into the thickness and holding in the mouth a hollow cane, which is above the water and through which breathes lying at the bottom on the back. Underwater they can spend hours so that it is difficult to know about their presence ... Everyone of them is armed with two small spears, some have strong shields, which is difficult to move from place to place. They also use wooden bows with small arrows, the ends of which are lubricated by poison, created special for arrows. The poison is very strong. If the wounded does not drink antidote in time or does not use other aids, known to experienced doctors (for example, burn the wound around, so that the poison does not quickly spread to the body), he will quickly die. «

In his work «The Voyage of Ibn Fadlana on the Volga» (930) the Arab traveler and writer Abu Ali Ahmed ibn Fadlan tells about the Slavs:»They are tall, beautiful and courageous in their attacks. They prefer tidiness in clothes, even men wear gold bracelets, I saw the Rus men, as they had arrived in their commercial affairs and settled down near the river Atil. I have not seen more perfect bodies than they are. They are like palms – blond, beautiful face, white body. « Byzantine writer and historian, author of the 10-volume «History,» Leon Diakonos (950-1010) writes about the soldiers of Svyatoslav Igorevich (935–972): «This people are brave to frenzy, fearless, strong».

In the educational system of the Slavs a special place was occupied by public merrymakings associated with religious ceremonies. They are devoted to the mother-land, the god of thunder and lightning – Perun, the god of the sun – Yaril, the god of fertility – Dazhdibog, the god of fire – Svarozhich. The games consisted of dances, songs, round dances, various games and physical exercises, which are of a competitive character. In these games, young people sought to show their ability in archery, throwing stones at the target and at a distance, in games (gorodki, etc.).

The greatness, power and extraordinary training of the Kiev militants are written in a large amount of literature, which is essentially a retelling of ancient epic stories, chronicles, tales and writings of the ancient magi. Among the glorious names that have forever left their mark in the history of our ancient state – Kievan Rus, we encounter the name of the young warrior known to each Ukrainian – Cyril Kozhумыaki, the Drevlyansky magician Dobrogost, the prince's warrior Mezhibora, and others.

According to one of the legends, in the summer of 982, after an exhausting campaign on Vyatichi, on the river Trubizh, the army of Prince Vladimir met a huge army of Pechenegs. The main Pecheneg went ahead and offered Volodymyr a battle between Pecheneg and Kiev soldiers in the morning. «If mine conquers», said the main Pecheneg, «We will fight for three years on your land. And if yours win, you will not have to fight for three years at all». And the following morning there was a combat between the warrior Cyril Kozhумыak and a powerful nomad. According to the chronicles of Voskresensky, Lavrentievsky and Sofievsky, the young Kozhумыak «strangle the pecheneg in hands to death». The frightened Pechenegs rushed to flee, the prince's armed forces catch up them and began to cut them. And Vladimir ordered to lay the city near that ford, and to call that city Pereyaslav (from the Slavic word «pereyal» – to overcome), where Cyril Kozhумыaka overcame the mighty Pecheneg. Seventy years later, in the same way, the confrontation between the Rus and Pechenegs was resolved. But this time Kievan warrior Jan Usmar demonstrated his skill in the wrestling: «Vladimir's warrior went ahead and he was seen by

pecheneg ... It was measured the space between the two armies and they were allowed fight against each other, and prince's man strangled the pecheneg in hands to death». Not infrequently the struggle solved the problem of ending war between the princes. The chronicles keep for the descendants a description of the fight between Mstislav (Prince Tmutarakani) and Rededy (the prince of the Circassians): «We will not fight with weapons, but wrestling. And they hard came to grips ... «Mstislav defeated, and since that time the Circassians paid tribute to him and helped in military campaigns. Linguistic studies on the proliferation in the Old Rus dialect such words as a «to wrestle», «a wrestler», «a single combat wrestler», «a warrior», «a boralyshhe»(the venue of matches) indicate that this sport occupied a leading place in the physical culture of Ancient Rus.

The writings of the Magi tell us about another resident of Kiev, Mezhybor, who was notabled in campaigns against Pechenegs. «Mezhibor came and said: The hand is lightning, the leg is thunder. Hand is a sword, a leg is a hammer. The untruth must die! And Mezhibor had struck the Pecheneg prince in the face ... And he struck by fist under the heart of Pecheneg prince. And prince fell dead. «Not for fight, and for a clean path, which is true». – Mezhibor said and hit his fist on the oak. The oak swung and acorns fell from it... And Div cried out in the forest, and Aurochs went out of the forest. And he fell to Mezhibor's feet. And with great horror Pechenegs rushed to fled, surprised by the power of Mezhibor ... ».

Another story is described in «The Volkhovnik», it tells about the Drevlyanian sorceress Dobrogost, who was abused by the Kyivan Prince Igor. Enraged Dobrogost went without weapons against three dozen prince's warriors armed with swords. «Like lightning flashed ... Dobrogost throw the powerful warriors about, several of them were mutilated, and one was killed. His arms and legs served him as weapons».

Such kind of physical training as fist fights were popular not only in military practice and industrial practice. Fighters were also involved in procedural activities. The method of solving various conflicts was the fights of the representatives of the controversial parties, the so-called «field», which got from an earlier age. It confidently entered the ancient reality. «Field» was shaped by state acts as a form of legal law. In «Russkaya Pravda» this right was used as a kind of judicial evidence. So gradually the institution of hired-fighters, who defended the rights of the parties to the judicial conflict, was developed. The requirements to them were strict, so athletes trained their skills with long perseverance.

«Rus Games» were first dated from X century. Knightly tournaments, wrestling, fist fights, competitions of shooters, horse racing, various games, etc. took place during this games. So, Prince Rostislav in 1249, during a campaign in the southwestern lands, organized games before the assault on one of the towns near his walls: «... arranged a tournament in front of the city, and fought with Worms, and a horse fell under him, and he dislocated his shoulder ... «But nevertheless, the most important means of physical training during this period were various folk games and physical exercises related to labor and military activities.

Many written mentions, dating back to the 10th and 15th centuries, indicate the great popularity among the Slavs of hunting and fishing, the various types of which demanded an extraordinary physical qualities. Chronicles also tell us about popularity of hunting with birds among ancient Ukrainians.

Historical archives have preserved for the descendants written information about extreme situations in which the pro-Ukrainians demonstrated superhuman abilities, raised stones of exorbitant weight, crossed broad rivers, carried out long transitions, or to swim across the river: «Izyaslav ... crossed over Desna» (1159).

The following facts offset the lack of attention from the researchers of physical culture history to oral folk art as a source of information with great potential. The Rus epics testify to the widespread distribution of elements of physical culture in the territories of ancient Rus. First of all, Slavic giants were not only incredible strong, they were also skilled athletes, fighters, intellectual players, hunters and horsemen, and others like that. Epos tell us about the types of physical culture, which were widespreading in the times of Kievan Rus: horse riding – practically all stories; kinds of athletics programs (especially jumps) – Ilya Muromets and Kalin-Tsar, Dobrynya and Vasyl Kazimirovich, Vasyl Buslaevich; pole-vaulting – cripple-warrior; throwing weight – Ilya Muromets and son, Mikhail Potik; Protracted walking – Forty cripples, Ilya Muromets and Idolishche, Mikhail Potik; archery – Ilya Muromets and Nightingale-robber, Three trips by Ilya Muromets, Ilya Muromets and robbers, Dobrynya and Vasyl Kazimirovich, etc.; the wrestling – Dobrynya and Vasiliy Kazimirovich, Ilya Muromets and his son, Ilya Muromets and Iodolyshche, Ilya Muromets and others; Weight lifting – Three trips by Ilya Muromets, Ilya Muromets and quarrel with Prince Volodymyr, Mikhail Potik, Volga and Mykula, Svyatogor; chess – Dobrynya and Vasiliy Kazimirovich, Churylo, Stavr, Mikhailo Potik, Sadko, Dyuk, Solovey Budimirovich; fist fight – Danube, Khoten Bludovich, Vasyl Buslaevich, Ilya Muromets and Kalin-king; hunting and fishing – Ilya Muromets, Dobrynya Mikitich, Dobrynya and Vasiliy Kazimirovich, Danube, Churilo, Dyuk, etc.; swimming – Dobrynya and the Serpent.

In times of centralization of power around the capital's town, the great Kiev princes began to create educational institutions in which young men received physical and military training. Starting with Volodymyr the

Great (960–1015), the education of young men was carried out in specially organized «youth houses», or «men's homes». It is known that among the public formations there were «forest schools» that operated within the framework of men's military alliances. Initial «initiation» of youth took place there, during which the main focus was on military-physical training. There is reason to believe that military-physical education was given importance in monasteries, churches and educational institutions that have been actively developing since the time of Yaroslav the Wise. These institutions, besides the religious, were also defensive in nature.

The art of use of weapons was improved thanks to diverse societies, such as associations of archery, wrestlint, fist fighting and fencing schools. They were initiated in Kyiv and Novgorod at the beginning of the XI century.

But the first educational element of the traditional folk forms of military physical training was the family and the genus, where the responsibility for the upbringing of a future warrior was depend on his father, other men of the family (elder brothers, etc.), elders of the genus. As I. Krypiakevich and his co-authors state: «... a young warrior should know all kinds of weapons, different ways of fighting and knightly exercises, learn how to throw a spear, to shoot a bow, to use a sword, to use an axe, to ride, to hunt, to row, to wrestle ... it was then both sport and preparation for war».

Navigation and naval fleet was developed significantly in the princely times. Wooden hacked boats prevailed on the Dnipro already in the X century. They could contain from 40 to 100 soldiers and were used both for the defense of Kiev, Novgorod or Chernihiv, and for actions on the sea. Oleg during a campaign against Constantinople (941) had a fleet of 200 boats (for 40 men-at-arms in each), Prince Igor went to Byzantium with a flotilla, which numbered almost ten thousand boats.

Conclusions. Thus, according to the written evidences and sources of oral folk art, we can state that at the time of the establishment of the Kiev statehood and in the future, the Slavic people had their highly developed system of physical education. Initially, it was a synthetic element, and later it became as an independent stratum of All-Rus culture, which contributed to the development of the Old Rus ethnic group, performed a variety of industrial and applied functions, solved the military problem and helped to self-identify in the future an independent and freedom-loving nation.

The prospect of further scientific research should be the study of the relationship and influence of the physical and military culture of the Slavs on the system of military training of the Zaporozhian Army.

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Стаття надійшла до редакції 28.09.2017 р.

PHENOMENON OF THE UKRAINIAN SOKIL MOVEMENT IN EMIGRATION

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<https://doi.org/10.29038/2220-7481-2017-03-63-65>

Abstract

Thematic justification. The Ukrainian Sokil movement in the emigration has become one of the unifying factors of Ukrainian people. Ideology, conservation of traditions, language and culture, high level of organizational-educational, physical culture and sports activities has become the key to recognition of The Ukrainian Sokil movement by the international community abroad. **The aim of the work** is to carry out the historical and theoretical analysis of the emerging conditions of the Ukrainian Sokil movement abroad and to identify the features of its activity. **Research methods:** analysis of scientific and methodological literature, historical-logical and chronological methods. **Research results.** Ukrainian diaspora has made a great contribution to the establishment of Sokil movement in the emigration.

Czechoslovakia, the USA, Canada, Argentina, Brazil, Germany, France, Switzerland, etc. were significant centres of the development of Ukrainian community abroad. The activity of the Sokil movement was characterized by national patriotic education, conservation of Ukrainian traditions and culture, public sporting and educational events. **Conclusions.** The activity of the Ukrainian Sokil movement abroad was a vivid expression of the cooperation of Ukrainians in the emigration, their unification around the idea of state-creation and the upbringing of a patriotic conscious nation in close connection with the gymnastic-sports movement and international geopolitical processes.

Key words: Sokol movement, Ukraine, diaspora.

Олексій Лях-Породько, Богдан Мірошніченко. Феномен українського сокілства в еміграції. Актуальність. Український сокілський рух в еміграції став одним із об'єднувальних факторів українського народу. Ідеологія, збереження традицій, мови, культури, високий рівень організаційно-просвітницької, фізкультурно-спортивної діяльності стали запорукою визнання українського сокілства за кордоном міжнародною спільнотою. **Мета роботи** – здійснити історико-теоретичний аналіз передумов зародження українського сокілства за кордоном та виявити особливості його діяльності. **Методи дослідження** – аналіз науково-методичної літератури, історико-логічний та хронологічний методи. **Результати роботи.** Вагомий внесок у становлення сокілського руху в еміграції зробила українська діаспора. Насамперед значними центрами розвитку українського сокілства за кордоном були Чехословаччина, США, Канада, Аргентина, Бразилія, Німеччина, Франція, Швейцарія тощо. Діяльність сокілських товариств характеризувалася національно-патріотичним вихованням, збереженням традицій і культури українського народу, масовими руханковими, спортивними та просвітницькими заходами. **Висновки.** Діяльність українського сокілського руху за кордоном була яскравим виразником єднання українців в еміграції, їх гуртування навколо ідеї державотворення та виховання патріотично-свідомої нації у тісному взаємозв'язку із гімнастично-спортивним рухом і міжнародними геополітичними процесами.

Ключові слова: Сокілство, Україна, діаспора.

Алексей Лях-Породько, Богдан Мировшніченко. Феномен украинского сокольства в эмиграции. Актуальность. Украинское сокольское движение в эмиграции стало одним из объединяющих факторов украинского народа. Идеология, сохранение традиций, языка, культуры, высокий уровень организационно-просветительской, физкультурно-спортивной деятельности повлияли на признание украинского сокольства за границей международным обществом. **Цель работы** – осуществить историко-теоретический анализ предпосылок зарождения украинского сокольства за границей и выявить особенности его деятельности. **Методы исследования** – анализ научно-методической литературы, историко-логический и хронологический методы. **Результаты работы.** Большой вклад в становление Сокольского движения в эмиграции сделала украинская диаспора. Прежде всего, значительными центрами развития украинского сокольства за рубежом были Чехословакия, США, Канада, Аргентина, Бразилия, Германия, Франция, Швейцария и др. Деятельность сокольских обществ характеризовалась национально-патриотическим воспитанием, сохранением традиций и культуры украинского народа, массовыми гимнастическими, спортивными и просветительскими мероприятиями. **Выводы.** Деятельность украинского Сокольского движения за рубежом была ярким выразителем единства украинцев в эмиграции их сплочения вокруг идеи государства и воспитания патриотически сознательной нации в тесной взаимосвязи с гимнастическо-спортивным движением и международными геополитическими процессами.

Ключевые слова: сокольство, Украина, диаспора.

Thematic Justification. The Ukrainian Sokil movement in the emigration has become one of the unifying factors of Ukrainian people. Ideology, conservation of traditions, language and culture, high level of organizational-educational, physical culture and sports activities has become the key to recognition of The Ukrainian Sokil movement by the international community abroad.

Unfortunately, in Ukraine the influence of various factors (negative attitude to the Sokil movement in the USSR, its regarding as a nationalistic bourgeois phenomenon, the prohibition of the Sokil organizations in Czechoslovakia, etc.) caused the lack of information on the development of the Sokil movement in general, particularly in diaspora environment. This issue is extremely important nowadays because, at the time when Ukraine was under the oppression of various states, the activity of the Ukrainian diaspora was defined as nationalistic and hostile one. But even at that time it still cherished a hope of Ukraine's independence.

In spite of the anti-Sokil activity in the USSR and other countries that suffered from the political and military pressure of the Soviet power, nowadays the interest in the Sokil movement in Ukraine, the Czech Republic, Poland and other countries is increasing. Namely, dissertations are being defended, scientific-methodical and popular historical literature is being published. Regretfully, among this work, there is a small percentage concerning the actual development of the Ukrainian Sokil movement abroad. This issue is mostly considered as a component of the sport movement in Western Ukrainian diaspora [3], or such specific issues as the publication of Sokil press abroad is just being investigated [1]. Taking into account the aforementioned, the activity of the Ukrainian Sokil movement in emigration requires the extension of study.

The Purpose of the Study is to carry out the historical and theoretical analysis of the background of Ukrainian Sokil movement abroad and to identify the peculiarities of its activity.

Research Methods: analysis of scientific and methodological literature, historical-logical and chronological methods.

Research Results. The Ukrainian diaspora has made a significant contribution to the establishment of Sokil movement on different continents. Ultimately, the significant centres of the development of Ukrainian Sokil movement abroad were Czechoslovakia, the USA, Canada, Argentina, Brazil, Germany, France, Switzerland, etc. The USA – Philadelphia (1908), New York, Jersey City (1912), Cleveland (1912), Siracusa, Buffalo, Waterbury (1914), Youngstown (1910), Wunsoket, Elizabeth, Kembel (1910); Czechoslovakia – Podebrady (1922), Prague (1924), Brno (1925), Pardubice (1932), Rzhnevitsa (1934), Liberec (1934), Modrz hany (1937), Psibram, Grad Karlovoi, Valasske Mezirichi, Prerov, Moravskaya Ostrava; Yugoslavia – Great Becharek; Argentina – Buenos Aires (1931), Córdoba (1931), Leas-Tunas (1937), La Falda; Brazil – Sao Paulo (1934); China – Shanghai (1934), Harbin (1934); France – Paris (1935); Germany – Bad Worishofen (1945), Filsbiburg (1945), Elvengen (1946); Switzerland – Berne (1946); Australia – Sydney (1961); Canada – Toronto, Houston.

«Saint George Brotherhood» and «Dnieper Sokil» in Philadelphia were the first to begin the activity abroad. In October, 1908, several conscientious parishioners on the initiative of His Grace Cyrus Soter (civil name is Stephen Ortynsky de Labetz – the first bishop of the Ukrainian Greek Catholic Church in the USA) founded the first Sokil centre at the Cathedral Church. Cyrus Soter was unanimously elected as a chairman.

The Sokil Society in Cleveland, which started its activity in 1912, actively functioned up to the mid-1970s of the XX century. There was an amateur dramatic and musical club, as well as a male choir at the society. The society collaborated with other departments of the UNU, URS, etc. The meetings of the Sokil society were held in the Ukrainian Community Hall. The society also joined the Cleveland organization of the Ukrainian Cultural City [6].

As recollected by an activist of the Ukrainian Sokil society, a public person, an enthusiast V. Prokhoda, the first Ukrainian athletic and sports organizations in Europe emerged in captivity during the First World War, when Ukrainians from the Russian Empire were captured by Austria-Hungary and Germany [4]. Namely, there were several camps in Germany (Rastatt, Salzvödel, Vetslar) and Austria (Freistadt), which hosted Ukrainian prisoners of war owing to the efforts of the Union for the Liberation of Ukraine. Active moral, organizational and methodological assistance to the Ukrainian prisoners of war was rendered by an enthusiast of the Union for the Liberation of Ukraine, a public and political person S. Smal-Stotsky, who initiated the athletic and sports societies «Sich» (the first Hetman's Society «Sich» named after P. Doroshenko emerged in July 1916 in Freistadt). These societies had national goals and intentions, being inspired by the Ukrainian Sokil Movement. An example of the ideological unity of «Sich» and «Sokil» was «Sich and Sokil sotnia» created under the leadership of chetar Sosanovsky and the sotnik Kulchytsky in March, 1920 in the camp of Jablinnyi. In addition, the «Sich» members and other organizations mostly used patriotic literature and press, particularly, the editions «Sokil-Batko».

In the 20–30's of the XXth century Czechoslovakia has become the tight-knit organizational centre of the Ukrainian Sokil movement. It was in this country where the Union of Ukrainian Sokil movement abroad was created. It united Ukrainian Sokil societies of Czechoslovakia, Argentina, Yugoslavia, France, and others.

In the early 1930's, favourable conditions were created for the development of Ukrainian Sokil movement in South America. In particular, «Sokil» societies were established in Argentina and Brazil. The Ukrainian rukhanka «Sokil» society in Buenos Aires was founded in April, 26, 1931. The departments of the society existed in Cordoba, La Falda and Las-Tunas in Misiones province. The first steps of Sokil's idea among Ukrainians were described in the calendar of 1933 in the following way: «After the month of preparatory work, at the call of the initiative circle, Ukrainian migrant youth gathered at the Organizational meeting in the residence of “Prosvita” community in Buenos Aires and latched on to the idea of establishing such an organization... » [5, p. 52]. In the city of Sao Paulo since 1934 A. Fovitsky initiated organizational measures on establishing the Ukrainian society «Sokil» [2].

A group of activists and supporters of Sokil's ideas are Stepan Smal-Stotsky, Ivan Horbachevsky, Dmytro Doroshenko, Olexander Kolessa, Ulas Samchuk, Sofia Rusova, Mikhailo Omelianovych-Pavlenko, Andrii Fovytsky, Vasyl Voliansky, Vasyl Prokhoda, Oleksa Stefanovych and many other prominent figures.

Conclusions. Thus, the activity of the Ukrainian Sokil movement abroad was a vivid expression of the unity of Ukrainians in the emigration, of their grouping around the idea of state-building and the upbringing of a patriotically conscious nation in close connection with the athletic-sports movement and international geopolitical processes.

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Стаття надійшла до редакції 27.09.2017 р.

УДК 796.032.2

THE PROMINENT WINNERS AND PRIZE-WINNERS OF ART COMPETITIONS AT THE OLYMPIC GAMES OF THE MODERN AGE

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<https://doi.org/10.29038/2220-7481-2017-03-66-72>

Abstract

The current relevance of the research. The history of the sport movement of the early twentieth century is characterized by a special phenomenon – a combination of Sport and Art. The Olympic Art Competitions are one of the most important cultural events of the age that was realized in the program of the Olympic Games. The article highlights the achievements of the prominent figures of the Olympic Art Competitions, which were held during the Olympic Games from 1912 to 1948. **The aim** of this study was to characterize the achievements of the outstanding figures at the Olympic Art Competitions. **Methods:** analysis and generalization of scientific literary sources, historical, theoretical interpretation. **Results.** The achievements of the prominent figures at the Olympic Art Competitions have been investigated. There are the presidents of the International Olympic Committee (Pierre de Coubertin, Avery Brundage), the multiple winners and prize-winners of Art Competitions (Jean Jacoby, Alex Walter Diggelmann, Werner March, Josef Petersen), the champions of the Olympic Games in sport competitions (Walter Winans, Alfred Hajos), the authors of the constructed sport facilities (Jan Wils, Walter March, Werner March) among them. **Conclusions.** It has been found out that during the period 1912–1948 the winners of the Olympic Art Competitions were leaders from 23 countries of the world. The total number of the awards won was 49 gold, 53 silver and 49 bronze ones. Two Presidents of the International Olympic Committee (Pierre de Coubertin, Avery Brundage) were discovered to participate in the Olympic Art Competitions. Luxembourg artist Jean Jacoby (2 gold awards), Swiss artist Alex Walter Diggelmann (1 gold, 1 silver, 1 bronze medal), Danish writer Josef Petersen (3 silver awards), German architect Werner March (1 gold and 1 silver medal) were stated to be the most successful participants in the Olympic Art Competitions. People of art were proved not to be the only ones to compete at the Olympic Art Competitions. In the history of the Olympic Games two participants were both sport winners and Art Competitions winners (Walter Winans, Alfred Hajos).

Key words: the Olympic Art Competitions, the Olympic Games, IOC President, culture, art.

Інна Литвінець, Богдан Виноградський, Антон Литвінець, Юлія Павлова. Визначні переможці та призери конкурсів мистецтв на іграх Олімпіад сучасності. Актуальність. Історія спортивного руху початку ХХ ст. містить особливий феномен – поєднання спорту й мистецтва. Це олімпійські конкурси мистецтв – одна з найважливіших культурних подій того часу, реалізована в програмі ігор Олімпіад. У статті висвітлено досягнення визначних постатей олімпійських конкурсів мистецтв, що відбувалися в межах проведення ігор Олімпіад у період 1912–1948 р. **Мета** – охарактеризувати здобутки переможців та призерів олімпійських конкурсів мистецтв. **Методи** – аналіз та узагальнення літературних джерел, історичні, теоретичної інтерпретації. **Результати.** Вивчено досягнення видатних постатей олімпійських конкурсів мистецтв, серед яких президенти Міжнародного олімпійського комітету (П'єр де Кубертен, Авері Брандеж), багаторазові переможці та призери конкурсів мистецтв (Жан Якобі, Алекс Вальтер Діггельман, Вернер Марх, Джозеф Петерсен), чемпіони ігор Олімпіад у спортивних змаганнях (Уолтер Уайненс, Альфред Хайош), автори споруджених спортивних об'єктів (Ян Вілс, Вальтер Марх, Вернер Марх). **Висновки.** Установлено, що за 1912–1948 рр. переможцями олімпійських конкурсів мистецтв ставали діячі з 23-х країн світу. Загалом здобуто 49 золотих, 53 срібні та 49 бронзових нагород. Установлено, що учасниками олімпійських конкурсів мистецтв були два президенти Міжнародного олімпійського комітету (П'єр де Кубертен, Авері Брандеж). Виявлено, що найуспішнішими учасниками олімпійських конкурсів мистецтв були люксембурзький художник Жан Якобі (дві золоті нагороди), швейцарський художник Алекс Вальтер Діггельман (одна золота, одна срібна й одна бронзова медалі), данський письменник Джозеф Петерсен (три срібні нагороди), німецький архітектор Вернер Марх (одна золота та одна срібна медалі). Показано, що на олімпійських конкурсах мистецтв змагалися не тільки діячі культури. В історії Олімпійських ігор два учасники були переможцями як спортивних, так і художніх змагань (Уолтер Уайненс, Альфред Хайош).

Ключові слова: олімпійські конкурси мистецтв, ігри Олімпіад, президенти МОК, культура, мистецтво.

Інна Литвінец, Богдан Виноградский, Антон Литвінец, Юлія Павлова. Выдающиеся победители и призеры конкурсов искусств на играх Олимпиад современности. Актуальность. История спортивного движения начала ХХ в. содержит особый феномен – сочетание спорта и искусства. Это олимпийские конкурсы искусств – одно из важнейших культурных событий того времени, реализованное в программе игр Олимпиад. В

статье освещаются достижения выдающихся фигур олимпийских конкурсов искусств, которые происходили в рамках проведения игр Олимпиад в 1912–1948 гг. **Цель исследования** – охарактеризовать достижения победителей и призеров олимпийских конкурсов искусств. **Методы** – анализ и обобщение литературных источников, исторические, теоретической интерпретации. **Результаты**. Изучены достижения выдающихся личностей олимпийских конкурсов искусств, среди которых – президенты Международного олимпийского комитета (Пьер де Кубертен, Эйвери Брэндедж), многократные победители и призеры конкурсов искусств (Жан Якоби, Алекс Вальтер Диггельман, Вернер Марх, Йозеф Петерсен), чемпионы игр Олимпиад в спортивных соревнованиях (Уолтер Уайнэнс, Альфред Хайош), авторы построенных спортивных объектов (Ян Вилс, Вальтер Марх, Вернер Марх). **Выводы**. Установлено, что за 1912–1948 гг. победителями олимпийских конкурсов искусств становились деятели из 23 стран мира. Всего получено 49 золотых, 53 серебряные и 49 бронзовых наград. Установлено, что участниками олимпийских конкурсов искусств были два президента Международного олимпийского комитета (Пьер де Кубертен, Эйвери Брэндедж). Выявлено, что наиболее успешными участниками олимпийских конкурсов искусств были люксембургский художник Жан Якоби (две золотые награды), швейцарский художник Алекс Вальтер Диггельман (одна золотая, одна серебряная и одна бронзовая медали), датский писатель Йозеф Петерсен (3 серебряные награды), немецкий архитектор Вернер Марх (одна золотая и одна серебряная медали). Показано, что в олимпийских конкурсах искусств соревновались не только деятели культуры. В истории Олимпийских игр два участника были победителями как спортивных, так и художественных соревнований (Уолтер Уайнэнс, Альфред Хайош).

Ключевые слова: олимпийские конкурсы искусств, игры Олимпиад, президенты МОК, культура, искусство.

Introduction. The history of the sports movement of the early twentieth century is characterized by a special phenomenon – a combination of Sport and Art. In fact the Olympic Art Competitions are one of the most important cultural events of the time that was realized in the program of the Olympic Games. The idea to hold the Olympic Games belongs to Pierre de Coubertin who was a French educator, historian and the founder of the modern Olympic Games. The origin of this idea goes back to antiquity. Pierre de Coubertin was impressed with the ancient Greek concept of combination of athletics and art [1; 7].

During the Consultative Conference in Paris in 1906, in which, at the invitation of Baron Kubertin, artists and writers took part, discussions were held on how art and literature could be integrated into modern Olympiads and to what extent [1; 4; 7].

The Coubertin's initiative was grounded by the need to «restore the pristine beauty of the Olympic Games». In terms of the Olympics, fine art «was united in harmony with the Olympic Games». «Deprived of Art Competitions aura, the Olympic Games are only world championships. There is only one difference between our Olympics and the simple sports championships and these are the Competitions of Art that existed in the Olympics of ancient Greece» [16].

Included into the program of the Olympic Games, Art Competitions, which were held in the period from 1912 to 1948, were thematically related to sports. Participants of the Olympic Art Competitions competed in the following categories: Literature, Architecture, Music, Painting, and Sculpture [4; 11].

Art Competitions were included into the program of the Olympic Games for the realization of the ideals of Olympism and the possible combination of the values of Sport, Culture, and Art [1]. Art Competitions played an important role in the popularization of the Olympic ideas, body training, and healthy lifestyle in the framework of the Olympic Games.

The artistic vision of the Olympic Games perspective was that the world of sport could be a kind of inspiration for the creation of new works and could involve art workers [6; 7]. Thus, the main idea of the games was the popularization of sport and the Olympic values through a reflection in sport-related artworks [1; 7].

The works of the researchers on the history of the Olympic movement such as F. Meze (1959), V. Platonov (2002), E. Vilchkovsky (2008), reflect the issue of the Olympic contests in Art only partially. Some aspects of this problem, in particular, the organization and realization of Art Competitions during the Olympic Games, the preconditions for their approval and decline are analyzed in the research works by Alexandra Thumm (1997), Richard Stanton (2001), Beatriz Garcia (2002, 2008), Bernhard Kramer (2004), Norbert Müller (2006), Yoshida Hiroshi (2009), Patrik Steorn (2012). But the studies on the winners and prize-winners of the Olympic Art Competitions have not been conducted enough; therefore our work has significant relevance.

The aim of this study was to characterize the achievements of the outstanding figures in the Olympic Art Competitions.

Methods. The following research methods were used: analysis and generalization of scientific literary sources, historical, theoretical interpretation. To cover this problem, the scientific works of foreign and Ukrainian researchers were used. The official reports of the Olympic Games were used as the primary sources.

Results and Discussion. Sport-related artworks made a substantial contribution to the world treasury of culture. During the period 1912–1948, there were winners of Art Competitions from 23 countries of the world. The winners and prize-winners of Art Competitions were officially awarded with Olympic medals. In general, similar to sporting events, according to official statistics 151 Olympic medals were awarded – 49 gold, 53 silver, and 49 bronze. Golden medalists have been recorded in the lists of winners as official Olympic champions [1; 2; 4; 11].

We investigate the achievements of the prominent figures at the Olympic Art Competitions (table 1) in this study, among whom there were the presidents of the International Olympic Committee (Pierre de Coubertin, Avery Brundage), the multiple winners and prize-winners of Art Competitions (Jean Jacoby, Alex Walter Diggelmann, Werner March, Josef Petersen), the champions of the Olympic Games in sports competitions (Walter Winans, Alfred Hajos), the authors of the constructed sports facilities (Jan Wils, Walter and Werner March).

Table 1

Famous Figures of the Olympic Art Competition

№	Author	Nomination / Title of the Work
Presidents of the International Olympic Committee		
1	Pierre de Coubertin	Gold award for work «Ode to Sport» (Stockholm, 1912)
2	Avery Brundage	Incentive award for the work «The Importance of Amateur Sports» (Los Angeles, 1932)
Multiple Winners and Prize Winners of Art Competitions		
3	Jean Jacoby	– Gold award for watercolor drawings «Etude de sport» (Paris, 1924); – Gold award for watercolor drawing «Rugby» (Amsterdam, 1928)
4	Alex Walter Diggelmann	– Gold award in the category «Painting» for the poster «Arosa» (Berlin, 1936); – Silver award in the category «Painting» for the poster «World Cycling Championship» and bronze prize for the poster «World Championship in Hockey» (London, 1948)
5	Werner March	Gold and silver awards for the architectural project «Reichssportfeld» (Berlin, 1936)
6	Josef Petersen	– Silver award for the work «Evriala» (Paris, 1924); – Silver award for the work «Argonauts» (Los Angeles, 1932); – Silver award for the work «Olympic champion» (London, 1948)
Champions of the Olympic Games in sport Competitions		
7	Walter Winans	– Gold medal in single shooting Competitions (London, 1908) and Silver medal in team shooting Competitions (Stockholm, 1912); – Gold award for the bronze sculpture «American totter» (Stockholm, 1912)
8	Alfred Hajos	– Two-time champion at the Olympic Games in free-style swimming at 100 and 200 m (Athens, 1896); – Silver award for the project «Plan of the stadium» (Paris, 1924)
Authors of Sport Facilities		
9	Jan Wils	Gold award for the project «Olympic Stadium in Amsterdam» (Amsterdam, 1928)
10	Walter and Werner March	Gold and silver awards for the architectural project «Reichssportfeld» (Berlin, 1936)

According to literature data [4; 11; 12; 14; 16], two Presidents of the International Olympic Committee – Pierre de Coubertin, and Avery Brundage, were among the participants in the Olympic Art Competitions.

At the Games of the V Olympic in Stockholm in 1912, when Art Competitions were included into the program of the Olympic Games, Baron Pierre de Coubertin the founder of the International Olympic movement participated in the literary competition. He received a gold award for his work «Ode to Sport», written in two languages [1; 4; 7; 12]. The official report of the Olympiad stated the work was submitted for consideration under the pseudonym, with two last names – G. Hochrod and M. Eschbach [14].

Avery Brundage participated in the Olympic Art Competitions in 1932 and 1936. In 1932 in the X Olympic Games in Los Angeles he was awarded with the «Incentive Award» in the category «Literature» for the work «The Meaning of Amateur Sports» («Incentive Award» – special awards that were created in each category of the Art Competitions in 1932; that without medal awards increased the total number of the winners of Art Competitions). Avery Brundage, an ideologist of amateurism, insisted that Art Competitions were undesirable intrusions into professionalism [1; 2; 11; 16].

Due to the official reports of the Olympic Games [5; 8], several participants of the Art Competitions won awards at the Olympic Games.

The most successful artist and the only participant in Art competitions, who became the winner of two Olympic gold awards, is the Luxembourg artist Jean Jacoby. He received a gold medal at the VIII Olympic Games in 1924 in the category «Painting» for three watercolors titled «Etude de Sport» (picture 1) [4; 5]. He was also awarded with gold medal at the IX Olympic Games in 1928 for the watercolor drawing «Rugby» [4; 8]. The sports themes were often displayed in Jacoby's artworks. According to his projects in Luxembourg, post stamps were published for the Games of XV Olympiad in Helsinki.



Fig. 1. Watercolors Paintings in the Category «Etude de Sport» («Rugby», «Corner»), Category «Painting», Paris, 1924

In the scientific literary sources [4, 9, 13], we have found only two participants who won three awards at the Olympic Art Competition. They are the artist Alex Walter Diggelmann and the writer Josef Petersen.

Famous Swiss graphic artist Alex Walter Diggelmann is well known for his sport posters. He is also the author of the design of the European Champion Clubs' Cup. Alex Walter Diggelmann received several awards – the gold medal at the Games of the XI Olympiad in Berlin in the category «Painting» (Nomination «Applied Graphics») for the poster «Arosa» [4, 9]; the silver and bronze awards in the category «Painting» in the nomination «Applied Graphics» for the posters «World Cycling Championship» and «World Hockey Championship» at the XIV Olympic Art Competitions in 1948 in London [4, 13].

Danish writer Josef Petersen won three silver awards in the category «Literature» at the Olympic Art Competitions. In particular the awards were for the work titled «Evriala» (the VIII Olympic Games in 1924 in Paris) [4, 5], and «Argonauts» («Epic Works», X Olympic Games in Los Angeles in 1932) [4, 15]. The last silver medal won the work «Olympic champion» at the XIV Olympic Games in 1948 in London [4, 13]. Josef Petersen is known for many novels with historical, often antique or medieval motifs, created between 1910 and 1949. He worked as a journalist and foreign correspondent.

According to sources, not only art workers, but also athletes competed at the Olympic Art Competitions. In the history of the Olympic Games, two participants were prize-winners not only in sport competitions, but also in Art Competitions. Walter Winans is an American shooter and sculptor who won the title of the first Olympic champion in the category «Sculpture». Alfred Hajos – a Hungarian swimmer and architect, who became the winner in the category «Architecture» [4; 11].

Walter Winans won the gold medal in the shooting competition at IV Olympic Games in 1908 in London [4]. At the V Olympic Games in Stockholm in 1912, he was a member of the American team who won a silver medal in shooting competitions. Besides sports competition, Walter Winans participated in Art Competitions and won the golden award for the bronze sculpture «An American Trotter» (picture 2). This was the first gold medal for sculpture in the history at the Olympic Games [4; 14].

In 1896 in Athens, Hungarian athlete Alfred Hajos became the first in the history of the modern Olympic Games champion in swimming who won two gold medals (100 m, 1200 m free style). In 1924, 28 years after triumphant victory, Hajos took part in the Olympic Art Competitions. In the 1924 at the Games of the VIII Olympic in Paris, Alfred Hajos together with Dezso Lauber (picture 3), won a silver medal for the project of stadium (category «Architecture») [3, 4, 5].



Fig. 2. «An American Toter», Category «Sculpture», Stockholm, 1912



Fig. 3. The Project «Plan of Stadium», Category «Architecture», Paris, 1924

Having analyzed the literature [4; 8], we discovered architects who took part in the Olympic Art Competitions and received awards for already constructed sports facilities. In particular, Dutch architect Jan Wils won the gold medal for the architectural design of the Olympic Stadium (picture 4) in the 1928 Olympic Games in Amsterdam in the nomination «Architecture». For the first time, the medal was awarded for the realized building. But at all previous Games only the projects of sports facilities were submitted. The stadium, which was the center of the 1928 Olympics, was the first Olympic stadium on which a special tower with a cup for ignition of the Olympic fire was built.

Werner March is a well-known German architect, a participant of the XI Olympic Games in Berlin, where he together with his brother Walter March won the gold medal at the Olympic Art Competitions for the «Berlin Reichssportfeld» (nomination «Urban Planning Projects») (picture 5), as well as the silver Olympic medal (nomination «Architectural projects») for the architectural design of the same sport facilities [4; 9].



Fig. 4. The Project «Olympic Stadium in Amsterdam», Category «Architecture» («Architectural Projects»), Amsterdam, 1928



Fig. 5. The Project «Reichssportfeld», Category «Architecture» («Urban Planning Projects», «Architectural Projects»), Berlin, 1936

Actually, the arena was only a part of the sports complex. In 1933 having come to power, Adolph Hitler announced a grand plan for the construction of a new arena, a hockey stadium, a horse arena riding, a swimming pool and even a theater. He suggested a reconstruction of the pre-war complex. He planned to create something large-scaled. That year, Werner March was appointed as Chief Architect of the Reichssportfeld Sports Complex project. With his brother Walter March, he built a new complex for the 1936 Olympic Games. The «Reichssportfeld» complex, which included the Olympic Stadium and other sports facilities, was awarded by the jury of the Olympic Art Competitions. The authors of the project received awards for architecture and urban planning [10].

Conclusions. Sport-related works on literature and art have made a substantial contribution to the world treasury of culture. This is proved by the fact that during the period 1912–1948 the winners of the Olympic Art Competitions were leaders from 23 countries of the world. The total number of awards won is 49 gold, 53 silver, and 49 bronze ones.

Two Presidents of the International Olympic Committee: Pierre de Coubertin (gold medal in the Literature category for the work «Ode to Sport», Stockholm, 1912) and Avery Brundage (encouraging prize in the category «Literature» for the work «The Importance of Amateur Sports», Los Angeles, 1932) were among the participants of the Olympic Art Competitions.

The most successful participants in the Olympic Art Competitions were Luxembourg artist Jean Jacoby, who became the winner of two gold awards; Swiss artist Alex Walter Diggelmann, who won three Olympic medals (gold, silver and bronze medals); Danish writer Josef Petersen, who won three silver awards; German architect Werner March, the winner of the gold and silver medals.

Not only the culture and art professionals competed in the Olympic Art Competitions. In the history of the Olympic Games, two participants were the winners of Sport and Art competitions. They are Walter Winans (an American shooter and sculptor who got the title of the first Olympic champion in Art Competitions in the category «Sculpture») and Alfred Hajos (a Hungarian swimmer, and architect, who became the winner of the Olympic Art Competitions in the category «Architecture»).

Dutch Olympic architects Jan Wils (project «Olympic Stadium in Amsterdam»), German architects Werner March and Walter March (project «Reichssportfeld») were awarded for built sports facilities.

The prospects for further research are seen in the detailed study of the countries participated in the Olympic Art Competition and an analysis of their achievements.

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Стаття надійшла до редакції 07.09.2017 р.

УДК 796(477.82+438)"1921/1939"

SPORT IN VOLYN IN THE YEARS 1921–1939. OUTLINE HISTORY**Eligiusz Malolepszy¹, Teresa Drozdek-Malolepsza¹ Daniel Bakota¹, Anatolii Tsos²**¹ Jan Długosz University in Częstochowa, Institute of Physical Education, Tourism and Physiotherapy, Częstochowa, Poland, e.malolepszy@ajd.czyst.pl² Lesya Ukrainka Eastern European National University, Lutsk, Ukraine, Tsos.Anatolii@eenu.edu.ua<https://doi.org/10.29038/2220-7481-2017-03-73-81>**Abstract**

Introduction. The aim of this paper is to outline the history of sport in Volyn (the area of the Volhynian province in the period of the Second Polish Republic) in the years 1921–1939. The Volhynian province was established on 19 February 1921. As of April 1, 1939 its area covered 35,754 km² and had a population of 2,085,600 people (as of 9 December 1931). The population of Polish nationality was 16,6 %, of Ukrainian nationality – 68,4 %, of Jewish nationality – 9,9 %, of German nationality – 2,3 %, of Czech nationality – 1,5 %, of Russian nationality – 1,1 %, the remaining nationalities – 0,2 %. Townspeople of the province represented only 13,3 % of the population. The province consisted of the following counties: Dubno, Horochów, Kostopil, Kovel, Kremenets, Liuboml, Lutsk, Rivne, Sarny, Volodymyr and Zdolbuniv. The county of Sarny (formerly included in Polesia province) became a part of the Volhynian province in December 1930. **Methods and Research Problems.** As part of preparation of this study the following research methods have been used: analysis of historical sources, the method of synthesis and comparison. The following research areas have been put forward: What did the development of sport in Volyn in the years 1921–1939 look like? What conditions influenced the development of sport in the Volhynian province in the years 1921–1939? What clubs and associations were engaged in sports activity in Volyn in the years 1921–1939? As far as the research is concerned preliminary research into archive sources was conducted. The literature used has been the one taking into account the issues of contributions to the history of physical education and sport in Volhynian province in the years 1921–1939. **Findings and Conclusions.** The years 1921–1939 saw the development of sport in Volyn. The development of sports infrastructure as well as trainings of personnel for the purpose of physical education and sport could be observed. The sports structures established in Volyn – in the form of district sports associations and the operation of Provincial, County and Municipal Committees of Physical Education and Military Training (after 1927) were conducive to the development of this field of sports activity. A significant role in sports activity was played by sports, youth and social clubs and associations. Sport was practised by all nationality groups residing in the Volhynian province.

Key words: Sport, Volyn, years 1921–1939, national minorities, the Second Polish Republic.

Елігіуш Малолєпши, Тереза Дроздек-Малолєпша, Данієль Бакота, Анатолій Цьось. Спорт на Волині в 1921–1939 рр. Історичний нарис. Вступ. Мета дослідження – виклад історії спорту на Волині (часів Волинської губернії в період другого поділу Речі Посполитої) у 1921–1939 рр. Волинська губернія заснована 19 лютого 1921 р. Станом на 1 квітня 1939 р. її територія охопила 35 754 км² та мала населення 2 085 600 осіб (станом на 9 грудня 1931 р.). Серед них поляки – 16,6 %, українці – 9,9 %, німці – 2,3 %, чехи – 1,5 %, росіяни – 1,1 %, інші національності – 0,2 %. Міське населення губернії становило лише 13,3 %. У склад губернії входили такі повіти: Дубенський, Горохівський, Костопільський, Ковельський, Кременецький, Любомльський, Луцький, Ровенський, Сарненський, Володимирський і Здолбунівський. Сарненський повіт увійшов до Волинської губернії (Поліський регіон) у грудні 1930 р. **Методи та проблеми дослідження.** У межах підготовки цього дослідження використано такі методи дослідження: аналіз історичних джерел, метод синтезу та порівняння. Наведено проблеми дослідження: 1) як зароджувався спорт на Волині в 1921–1939 рр.? 2) які чинники вплинули на розвиток спорту на Волині в 1921–1939 роках? 3) які клуби та товариства проводили спортивні заходи на Волині в 1921–1939 рр.? Проведено попереднє дослідження архівних джерел. Використана література розкриває історичні проблеми фізичного виховання та спорту у Волинській губернії в 1921–1939 рр. **Результати та висновки.** У 1921–1939 рр. фіксували розвиток спорту на Волині. Простежено розвиток спортивної інфраструктури, а також підготовку кадрів для фізичного виховання й спорту. Розвитку спортивної активності сприяли створення на Волині певних структур у форматі районних спортивних асоціацій, провінційних, міських і районних комітетів із фізичного виховання та військової підготовки (після 1927 р.). Значну роль у спортивній діяльності відіграли молодіжні й соціальні спортивні клуби та товариства. Спорт культивувався всіма національними групами, що на той час проживали у Волинській губернії.

Ключові слова: спорт, Волинь, 1921–1939 рр., національні меншини, II Річ Посполита.

Елигнуш Малолепшы, Тереза Дроздек–Малолепша, Даниэль Бакота, Анатолий Цёсь. Спорт на Волини в 1921–1939 гг. Исторический очерк. Введение. Цель данного исследования – изложение истории спорта на Волини (времен Волинской губернии в период второго раздела Речи Посполитой) в 1921–1939 гг. Волинская губерния основана в 19 февраля 1921 г. На первое апреля 1939 г. ее территория охватила 35 754 км² и насчитывала населения 2 085 600 человек (на 9 декабря 1931 г.). Среди них поляки – 16,6 %, украинцы – 9,9 %, немцы – 2,3 %, чехи – 1,5 %, русские – 1,1 %, другие национальности – 0,2 %. Городское население губернии составляло лишь 13,3 %. В состав губернии входили Дубенский, Гороховский, Костопольский, Ковельский, Кременецкий, Шацкий, Луцкий, Ровенский, Сарненский, Владимирский и Здолбуновский уезды. Сарненский уезд вошел в состав Волинской губернии (Полесский регион) в декабре 1930 г. **Методы и проблемы исследования.** В рамках подготовки этого исследования использованы такие методы, как анализ исторических источников, метод синтеза и сравнения. Наводятся проблемы исследования: 1) как зарождался спорт на Волини в 1921–1939 гг.? 2) какие факторы повлияли на развитие спорта на Волини в 1921–1939 гг.? 3) какие клубы и общества проводили спортивные мероприятия на Волини в 1921–1939 гг.? В работе проводили предварительное исследование архивных источников. Использованная литература раскрывает исторические проблемы физического воспитания и спорта на Волинской губернии в 1921–1939 гг. **Результаты и выводы.** В 1921–1939 гг. фиксировалось развитие спорта на Волини. Наблюдалось развитие спортивной инфраструктуры, а также подготовка кадров для физического воспитания и спорта. Развитию спортивной активности способствовали создания на Волини определенных структур в формате районных спортивных ассоциаций, провинциальных, городских и районных комитетов по физическому воспитанию и военной подготовке (после 1927 г.). Значительную роль в спортивной деятельности сыграли молодежные и социальные спортивные клубы и общества. Спорт культивировался всеми национальными группами, которые в то время проживали в Волинской губернии.

Ключевые слова: спорт, Волинь, 1921–1939 гг., национальные меньшины, II Речь Посполитая.

Introduction. The aim of the paper is to present the sports movement in Volyn in the years 1921–1939. In terms of territorial scope the area of the Volhynian province making up the Second Polish Republic will be discussed. The Volhynian province was established on 19 February 1921. As of April 1, 1939 its area covered 35,754 km² and had a population of 2,085,600 people (as of 9 December 1931) [1]. The population of Polish nationality was 16,6 % (346,600), of Ukrainian nationality – 68,4 % (1,426,900), of Jewish nationality – 9,9 % (205,500), of German nationality – 2,3 % (46,900), of Czech nationality – 1,5 % (31,000), of Russian nationality – 1,1 % (23,400), the remaining nationalities – 0,2 %. Townspeople of the province represented only 13,3 % of the population. The province consisted of the following counties: Dubno, Horokhiv, Kostopil, Kovel, Kremenets, Liuboml, Lutsk, Rivne, Sarny, Volodymyr and Zdolbuniv [2]. The county of Sarny (formerly included in Polesia province) became part of the Volhynian province in December 1930. The largest proportion of the Polish population was in the following counties: Volodymyr (26,8 %), Kostopil (21,9 %) and Lutsk (19,4 %), and the smallest in Kremenets (10,6 %) ¹. As far as the present state of research is concerned, the issue of sport in Volyn in the years 1921–1939 has been presented in, among others, publications by E. Małolepszy [3, 4, 5] T. Drozdek-Małolepsza, D. Bakota [6], A. Tsos [7], E. Wilczkowski, A. Wołczyński, S. Kozibrocki [8], O Wacewa [9] and S. Zaborniak [10]. These works are mainly a contribution to the issues presented in the article.

Research Problems and Methods. As part of preparation of this study the following research methods have been used: the method of analysis of historical sources, of synthesis and the method of comparison. The following research areas have been put forward:

1. What did the development of sport in Volyn in the years 1921–1939 look like?
2. What conditions influenced the development of sport in the Volhynian province in the years 1921–1939?
3. What clubs and associations were engaged in sports activity in Volyn in the years 1921–1939?

Results and Discussion. The potential for the development of sport depended on many factors including the organization and structure of sport, sports infrastructure and equipment, training and further training of instructor personnel. The potential for the development of sport, with regard to rural communities, in the Second Polish Republic was greatly increased after the formation at the end of January 1927 of the State Office of Physical Education and Military Training (SOPEMT) and its administrative structures. In the Volhynian province the Provincial and Municipal, County, and Commune Committees of Physical Education and Military Training started to operate. According to archival sources, the subsidies for the Provincial Committee of Physical Education and Military Training (Provincial CPEMT) in Lutsk in the first years were: in the year 1927/1928 – 7,700 zł, in the year 1928/1929 – 3,000 zł; in the year 1929/1930 – 2,000 zł².

¹ RL: [https://pl.wikipedia.org/wiki/Wojew%C3%B3dztwo_wo%C5%82y%C5%84skie_\(II_Rzeczpospolita\)](https://pl.wikipedia.org/wiki/Wojew%C3%B3dztwo_wo%C5%82y%C5%84skie_(II_Rzeczpospolita)), accessed on 09.09.2017.

² The State Archive in Cracow (SAC), Provincial Office of Cracow (POC) file no. 124, unp.

In Lutsk the Municipal CPENT was active³. The budget resources for the Committee's activities came mainly from the subsidies of the Municipality of the city of Lutsk, and the revenue from sports events. In the year 1928/1929 the budget of MCPENT in Lutsk was 8,200 zł. In the following years the resources gradually increased, among others the budget of MCPENT in Lutsk in the year 1929/1930 amounted to 16,500 zł; in 1930/1931 – 10,000 zł; 1931/1932 – 34,189.13 zł⁴. It should be noted, however, that these amounts of money were not usually used in full by MCPENT in Lutsk. In the budgetary year 1932/1933 budget estimates of MCPENT amounted to 17,500 zł, while the amount spent was 24,400.43 zł. The Municipal CPENT allocated funds for supporting and promoting physical education, sport and military training in Lutsk, among others in the budgetary year 1930/1931 the following investments were financed: the equipment for recreational park (The Jordan's Garden), extension of the sports field, maintenance of the Centre for Physical Education and Military Training (PEMT), for organizing and holding winter sports competitions, maintaining Sports and Medical Clinic in Lutsk, subscription to professional journals (including «Stadium») and for purchasing literature in the field of physical education and sport, preparing and holding the «Festival of Physical Education and Military Training», for purchasing sports awards, paying instructor personnel working in sports clubs and associations and delegating athletes to sports competitions (outside Lutsk)⁵. In addition, some funds were allocated for the purchase of small arms shooting range, which was owned by the County CPENT in Lutsk. The President of MCPENT was Teofil Ołowiński, holding the position of the mayor of Lutsk, and the secretary was Paweł Skorobogatow. In 1933 the Marshal Józef Piłsudski Stadium in Lutsk opened. The event was attended by one of the best Polish athletes – Janusz Kusociński.

One of the conditions affecting the development of sport was instructor personnel. Volhynians participated in physical education and sport instructor courses, conducted by Polish sports associations, district sports associations as well as sports and social clubs and societies.

Archery was included in the programme of courses for female commandants of the Shooting Association (SA). The courses were held each year [11]. Such course was conducted among others in Lutsk on 10 February to 9 March 1928. The Executive Board of the Post Military Training (PMT) in agreement with the Polish Association of Archers (PAA) organized «Travelling Archery Courses of PMT». In March 1936 the courses were held in Lutsk and Rivne [11; 12; 13]. The programme of the courses covered mainly the issues of theory and practice of archery, including proper mastery of the principles of shooting, knowledge of training principles, competitor training, construction of archery lanes, selection of sports equipment and organization of archery sport. The full programme of the course was completed in 4 days, during which 6–7 hours of theoretical training and from 24 to 40 hours of practical classes were held.

In the period from 29 November until 11 December 1937 the course for assistants to ice hockey instructors for 30 people was to be held in the Regional Centre for Physical Education in Katowice [14]. Polish Ice Hockey Association (PIHA) assigned 4 places to the Volhynian PIHA. In the Volhynian province in 1938 a course for football leaders was organized [15]. The course, which took place in Rivne, was attended by 30 people from Dubno, Kostopil, Kremenets, Rivne, Sarny and Zdolbuniv. The course was taught by the coach of the Polish Football Association (PFA) – Jasionka from Warsaw. The courses in physical education and sport were also organized by the Headquarters of Corps District (HCD) no. 2 in Lublin, SOPEMT in the Volhynian province – Provincial, County and Municipal Committees of Physical Education and Military Training and Centre for Physical Education in Lutsk.

Sports clubs and associations struggled with the problems with sports equipment and sports infrastructure. For example the Sports Club of the Shooting Association in Kovel did not have its own sports infrastructure whereas it did have its sports equipment and requisites: 19 pairs of sports shoes, 22 tracksuits, 1 sports sweater, 18 pairs of shorts, 15 pairs of protective padding, 12 pairs of rifles, 4 balls, 2 pairs of knee pads, 3 pairs of spikes, 6 flags and 1 sports suitcase⁶.

The divisions of SA of the Volyn Subdistrict were provided assistance as to the equipment by the Chief Commandant of SA. In January 1937, the divisions of SA were provided with 30 pairs of ski bindings (from the counties of Dubno, Horokhiv, Kamin–Kashyrskiyi, Kovel, Kremenets, Lutsk, Rivne and Zdolbuniv)⁷. In

³ Державний архів Волинської області, Луцький міський комітет фізичного виховання і військової підготовки, під.126 місто Луцьк Волинського воєводства. С. 2–829.

⁴ Ibidem. P. 185, 399, 598.

⁵ Ibidem. P. 399.

⁶ Державний архів Волинської області. Ф. 129. Управління підокругу Волинь Стрілецького союзу. м. Луцьк Волинського воєводства. Оп. 1. Д. 51. С. 27.

⁷ Державний архів Волинської області. Ф. 129. Управління підокругу Волинь Стрілецького союзу. м. Луцьк Волинського воєводства. Оп. 1. Спр. 45. С. 152.

the second half of the 1930s thanks to efforts made by SA of the Volyn Subdistrict shooting ranges were made available which were usually open twice a week (on Saturdays and Sundays)⁸. The shooting ranges were established in the following counties: Dubno (Dubno, Radyvyliv, Mlyniv and Verba), Kamin-Kashyrskiy, Kovel, Lutsk (Lutsk), Rivne (Hoshcha and Rivne), Zdolbuniv (Ostroh and Zdolbuniv). In Kremenets the shooting range was to be made available at the beginning of the school year 1936/1937. The element impeding rational use of the shooting ranges was an insufficient number of sporting rifles⁹.

A significant role in the development of the sports movement, also in the Volhynian province, was played by sports and medical clinics. The first sports and medical clinics were created in 1928 after the establishment of SOPEMT¹⁰. On the territory of the Volhynian province there were sports and medical clinics in such towns as Kovel, Lutsk, Rivne and Volodymyr-Volynskiy.

On the territory of the Volhynian province there were regional structures of Polish Sports Associations. The Volhynian Regional Boxing Association (Volhynian RBA) conducted its activity which, among others, in 1939 had difficulties with referee personnel [15]. 2 boxing referees were registered in the region. The seat of the Volhynian RBA was located in Rivne. The Volhynian RBA was established in the second half of the 1930s. Prior to the establishment of the Volhynian RBA, sports clubs and associations conducting boxing sections made up the Lublin RBA, among others, as of 1934, the activity was conducted by the sports club (SC) «Strzelec» Lutsk (at the Headquarters of the SA Volhyn Subdistrict)¹¹. There was a Volhynian Regional Association of Ice Hockey (Volhynian RAIH), originally based in Rivne, and then in Kovel [14]¹². The Volhynian RAIH was composed of the following clubs: Students' Sports Association (SSA) Lublin, «Ognisko» Kovel, «Pogoń» Rivne, «Strzelec» Janowa Dolina. Jan Krysztopa became a delegate to the Lutsk district of the Polish Skating Association (PSA) in 1937 [14]. The seat of the district was located in Lutsk.

The Volhynian district was active within the structures of the Polish Association of Athletics (PAA). As of 1934, the Volhynian District Association of Athletics (Volhynian DAA) consisted of 10 track and field sections of sports clubs and associations¹³. The Volhynian District Skiing Association (Volhynian DSA) was established at the end of 1933 [16]¹⁴. The association was based in Kremenets. As of 1936, in addition to the Volhynian district, within the structures of the Polish Skiing Association (PSA) the following district skiing associations conducted their activity: of Grodno, Cracow, Lviv, Podhale, Przemyśl, Pomerania, Silesia, Warsaw and Vilnius [16]. The representative of the Volhynian DSA – dr Gronowski participated in the conference (meeting) of PSA which took place on 28 November 1937.

Sports clubs and associations of the Volhynian province were registered in other sports societies. The Volhynian Society of Cyclist and Motorcyclist in Lutsk was registered in the Polish Association of Cycling Societies (PACS); MSC Rivne was registered in the Polish Association of Lawn-Tennis (PALT); Volhynian Horse Riding Club in Rivne was registered in the Polish Horse Riding Association (PHA) and SKKW «Temida» Lutsk was registered in the Polish Kayaking Association (PKA)¹⁵. The Volhynian Automobile Club with its seat in Lutsk was a member of the Polish Automobile Club¹⁶.

On the territory of the Volhynian province sports clubs of the Ukrainian minority conducted their activity, including: Ukrainian Sports Club (USC) «Horin» Rivne (established in 1934, with sections of:

⁸ Державний архів Волинської області. Ф 129. Управління підокругу Волинь Стрілецького союзу. м. Луцьк Волинського воєводства. Оп. 1 Д. 46. С. 954.

⁹ Ibidem.

¹⁰ *Sport Polski [Polish Sport]*. 1938. № 24. P. 8.

¹¹ *Rocznik Sportowy [Sports Yearbook]*. 1934. Warsaw, 1934. P. 443–447.

¹² *Rocznik Sportowy [Sports Yearbook]*. 1934. Warsaw, 1934. P. 460; As of 1934, the seat of Volhynian RAIH was located in Rivne with the district including: Volhynian Sports Club (Volhynian SC) *Pogoń* Rivne, Military Sports Club (MSC) Rivne and Police Sports Club (PSC) Rivne.

¹³ *Rocznik Sportowy [Sports Yearbook]*. 1934. Warsaw, 1934. P. 418–419. The Volhynian DAA was composed of the following track and field sections: GS «Falcon» Lutsk, Military Sports Club (MSC) 27 pal V Volodymyr-Volynskiy, PSC Sarny, MSC 24. P. Lutsk, Jewish Sports Club (JSC). *Hasmonea*. Lutsk, KSWFiPW (State Lower Secondary School) Kovel, MSC Rivne, PSC Lutsk, SC Strzelec Lutsk, SC Strzelec Kovel.

¹⁴ *Rocznik Sportowy [Sports Yearbook]*. 1934. Warsaw, 1934. P. 424–425. Until the establishment of the Volhynian DSA, skiing sections of sports clubs and associations of the Volhynian province were included in the Lviv DSA, they were, among others, the following skiing sections: Amateur Sports Club (ASC) *Bona* Kremenets, JSC *Hasmonea* Kremenets, Polish SC *Horyń* Kremenets, Kremenets SC and the Skiing Department at the Union of Social Organizations of the Kremenets County.

¹⁵ *Rocznik Sportowy [Sports Yearbook]*. 1934. Warsaw, 1934. P. 429–437; 465–471.

¹⁶ Ibidem. P. 472–473.

boxing, football, volleyball and table tennis), «Kometa» Bugajowice (established in 1935, with a football section), «Styr» Lutsk (established in 1935, with a football section), «Skob» Radyvyliv (established in 1935, with a football section), USC «Hart» Zdolbuniv (established in 1937, with sections of: athletics, football, chess and table tennis) [10]¹⁷. These clubs popularized and promoted physical activity mainly among the Ukrainian population from municipal and rural communities. Among the Ukrainian population activities in the field of physical education and sport in Volyn were conducted by the organizations «Płast» and «Junak» [8]. As S. Zaborniak writes «The Płast movement also spread in Volyn. The first teams were established there in 1923 as sections of local «Proswit». Although they were active outside school structures, their operation made school youth of Volyn significantly more active» [10]. Also, E. Wilczkowski, A. Wołczyński and S. Kozibrocki take the similar view believing that the «first groups of «Płast» were organized in Oleksandriia (Rivne county) in 1923» [8]. On 18–19 August 1927 in Oleksandriia the convention of the «Płast» organization took place from the areas of Galicia and Volyn. During the convention participants demonstrated exercises of physical activity, and sports competitions were also held.

On the territory of the Volhynian province associations and organization operated, which, as part of implementing their own programmes, conducted activity in the field of physical education, sport and military training. The Volyn region existed as part of the Masovia District of Gymnastics Society (GS) «Falcon»¹⁸. As of 31 December 1925 the Volyn district of GS Falcon» had 11 nests and 709 members. The district was composed of the following nests: Cumań, Dubrovysia (70 members and 2 falcon adolescents), Korets (48 members and 10 falcon adolescents), Kovel (232 members and 34 falcon adolescents), Lutsk (64 members and 42 falcon adolescents), Olyka (31 members and 7 falcon adolescents), Rozhysche, Rivne (204 members and 40 falcon adolescents), Sarny, Wólka Kotowska and Zdolbuniv.

On the territory of the Rivne county the Czech GS «Falcon» in Kvasyliv was active¹⁹. The nest was set up in 1911. The banner of the Czech GS «Falcon» in Kvasyliv was consecrated in March 1933. The commemorative nails, among others from Marshal Józef Piłsudski, were hammered by the Rivne starost Stanisław Bogusławski. The President of the nest was Włodzimierz Swarowski, and the secretary – Antoni Tomasz²⁰.

In the structure of the Post Military Training (PMT), branches of the Volhynian province were included in the 2nd district (Lublin) [12]. On the territory of the Volhynian province SA conducted its activity [17]. The Shooting Association in 1921 was made up of 10 districts (including the district of Lutsk). Another organizational change occurred on August 1, 1929. It was then that the 2nd Lublin district was established, with the subdistrict of Lutsk. Starting from 1930 the subdistrict of Lutsk operated as the subdistrict of Volyn. The numbers of SA of the Volyn subdistrict were the following: in 1921 – 199 shooters; in 1923 – 3,000; in 1932 – 4,194; in 1936 – 9,187 shooters [22]. The President of the SA Lutsk district in 1926 was A. Staniewicz, and the deputy commandant of the district E. Herbe²¹. In the second half of the 1930s the office of the commandant was held by Capt. Filar. Branches of the SA of two counties of the Volhynian province – Kostopol and Sarny – were, in terms of the administrative division, parts of the 9th District based in Brest–on–the–Bug [22]. At the end of 1930s the commandant of the 9th District of SA was Maj Józef Czerniatowicz²². In addition, the managerial offices were held by: engineer Tadeusz Moliński (head of the 9th District of SA) and Jadwiga Olkowska (Commandant of the 9th District of SA). The county of Volodymyr-Volynskiy of SA was included in the 2nd District of Lublin.

Sports activity on the territory of the Volhynian province in the years 1922–1939 was carried out by the Volhynian Association of Rural Youth (VARY) [5]. The Volhynian ARY gathered rural youth of Polish, Ukrainian and other nationalities. As part of its policy activity next to, among others, educational and cultural work and agricultural training, it was engaged in the activity in the field of physical education, sport and military training. Rural youth of VARY participated in courses and camps of physical education and sport, mainly aimed at preparation for work in the field of physical activity in Rural Youth Clubs (RYC).

¹⁷ According to S. Zaborniak, there were 7 sports clubs of the Ukrainian minority in the Volhynian province.

¹⁸ The report of the Management Board of the Gymnastic Society *Falcon* in Poland for the years 1923–1925. Warsaw, 1926. P. 51–77.

¹⁹ Державний архів Волинської області. Ф. 46. Волинське воєводське управління м. Луцьк Волинського воєводства. Оп. 9. Спр. 3845. С. 5.

²⁰ Ibidem. P. 9, 14.

²¹ Державний архів Волинської області. Ф. 129. Управління підокругу Волинь Стрілецького союзу, м. Луцьк Волинського воєводства. Оп. 1. Д. 3. С. 6.

²² Державний архів Волинської області. Ф. 46. Волинське воєводське управління м. Луцьк Волинського воєводства. Оп. 9. Д. 4355. С. 5.

They participated in competitions, mainly at the local level. In the period of VARY operation the number of RYC's conducting sections of physical education and sport, as well as the number of members participating in physical activity classes, increased.

A range of sports disciplines developed in Volyn. Among them the following should be mentioned among others: sports games, athletics, archery, football and shooting. In 1937, boxers of «Strzelec» Janowa Dolina participated in the Polish Championships of the Shooting Association²³. The colours of «Strzelec» Janowa Dolina were represented by: Pasternak (featherweight), Owsianiuk (flyweight), Frącek (bantamweight), Wierzbicki (welterweight), Lagusowiec (middleweight), Rączka (light-heavyweight). The success of the boxers of «Strzelec» Janowa Dolina was winning the 1st place in league tournaments of the Volhynian RBA in 1937²⁴. In the league tournaments they were ahead of the following teams: «Pogoń» Rivne, PSC Lutsk, JSC «Hasmonea» Rivne, WSC Kremenets, SC «Strzelec» Kovel, JSC «Hasmonea» Lutsk, MSC «Strzelec» Lutsk.

On 25–26 February 1939, the championships of the Volhynian RBA took place – for the second time – in Rivne [15]. The participants in the competitions were 24 boxers of the following clubs: «Hasmonea» (6 boxers), «Strzelec» Janowa Dolina (12), Volhynian SC «Pogoń» Rivne (6). The winners in individual weight categories were: Semeniuk («Pogoń»), Łatnik («Hasmonea»), Frącek, Siwek, Wierzbicki («Strzelec»), Pokotiła («Pogoń»), Rączka, Chłopecki («Strzelec»).

Qualification for Polish championships in boxing (at the end of 1930s) consisted in holding four interdistrict tournaments, which were to select the 32 finalists of the Polish championships. At the end of March 1939 an interdistrict tournament took place in Rivne, in which boxers of Lublin, Lviv and Volyn RBA competed [15]. The boxers of the Volhynian RBA won in two categories, in featherweight – Frącek, and in light – heavyweight – Rączka.

In January 1939, a boxing match between the teams of the Warsaw and Volyn districts was held [15]. The boxers of Warsaw won (12:4). In a commentary to the match we read the statement of the President of the Volhynian RBA: «The class of Volhynian boxers has been continuously increasing, owing to numerous contacts with other strong districts. From among Volhynian boxers one must mention Łogoszowiec, Frącek and Chłopecki as above-average»²⁵.

The boxers of Volyn took part in international competitions. In March 1939 a boxing match was held between the representations of Volyn and the team of Finland [15]. The match ended with the victory of Finland 14:2. Volyn was represented by (in each category): A. Owsianik, Łatnik, Frącek, Tomczyński, Wierzbicki, Garnuszcak, Rączka and Chłopecki.

The Volhynian District Association of Athletics (Volhynian DAA) had 11 clubs (in the 2nd half of of the 1930s) [15]. Volyn Championships in women's athletics in 1932 were held in Kovel²⁶. The female champions of the district were: Parfeniuk in the 60–m run (9,0 sec.) and in shot put (8,43 m); Poliszczuk in the 100–m run (14,4 sec.) and in long jump (3,35 m); Pryheda in discus throw (22,54 m); Łukasiewicz in high jump (122 cm). The athlete of «Strzelec» Janowa Dolina – Wierzbicki in 1937 took the 2nd place in cross-country running [18]. The run was held at the distance of 54 km, from Janowa Dolina to Rivne. The calendar of track and field events in 1938 planned a (men's) National Cross-Country Race for 10 April in Lutsk. As part of the activity of the Volhynian DAA matches between towns were held, among others in 1933 athletes of Kovel defeated the team of Volodymyr–Volynskiyi 34:19²⁷. The following competitors gave an outstanding performance: Tokarzewski in the 100–m run (11,4 sec.), Czech in long jump (615 cm) and Albin in discus throw (35,38 m).

The representation of Lutsk (of the school district) participated in the All-Poland Winter Championships of School Youth in skiing held in Vilnius [16]. In 1937, PSA officially approved the operation of a ski jump on lowland territories, among others in Kremenets and Lutsk [19].

One of the most popular sports disciplines in the Volhynian province was football. Between 1922–1927 football clubs from Volyn took part in the matches of the Lublin District Football Association (Lublin DFA) [20]. In the next period (1928–1930) clubs of the Volhynian province took part in the matches of Lviv DFA. The Volhynian DFA, with its seat in Rivne, was established in 1930 [20]. The association was then composed of 20 teams (as of 1930). In 1934 the number of sports clubs and associations conducting football

²³ *Raz Dwa Trzy [One Two Three]*. 1937. № 11. P. 6.

²⁴ *Raz Dwa Trzy [One Two Three]*. 1937. № 46. P.15.

²⁵ *Start. Wiadomości Sportowe [Start. Sports News]*. 1939. №. 9. P. 2.

²⁶ *Przegląd Sportowy [Sports Review]*. 1932. № 53. P. 2.

²⁷ *Przegląd Sportowy [Sports Review]*. 1933. № 48. P. 4.

sections increased to 31²⁸. In the 1920s and in the 1st half of 1930s the best football teams of the Volhynian province were: MSC «Hallerczyki» Rivne, JSC «Hasmonea» Rivne, JSC «Hasmonea» Kovel «Makkabi» Rivne, MSC Kovel, «Falcon» Rivne, «Falcon» Kovel, MSC Dubno, PSC Lutsk, Volhynian SC «Pogoń» Rivne [20].

The competitions were held for the Cup of Volhynian Province Governor. On July 31, 1938 semi-final matches were played, in which the team of Kovel defeated the team of «Strzelec» Janowa Dolina, and the team of Dubno beat Dederkały [15]. In the district league (of the Volhynian District Football Association – Volhynian DFA), in the 1938/1939 season 8 teams participated: PSC Lutsk, MSC Lutsk, «Hasmonea» Rivne, Volhynian SC «Pogoń» Rivne, «Strzelec» Janowa Dolina, MSC Dubno, «Strzelec» Kovel [15]. The Champion of the district (in the season of 1938/1939) was the team of PSC Lutsk. In the matches of B and C class of the Volhynian DFA teams of the Ukrainian minority performed including: SSC «Horin» Rivne and SSC «Hart» Zdobuniv [10].

The footballers of «Strzelec» Janowa Dolina after becoming the winner in 1937 of the district league participated in the matches for the advance to the state league [18]. In the play-off group the footballers of «Strzelec» Janowa Dolina competed with the teams of: «Unia» Lublin, «Resovia» Rzeszów and «Revery» Stanisławów. The team of «Strzelec» took the 3rd place obtaining good results in the matches while being the host of the competition: with «Revera» Stanisławów (3:1), with «Unia» Lublin (0:0) and with «Resovia» Rzeszów (2:1).

In the play-off games for the entry to the state league in the season of 1938 the champion of the Volhynian district – PSC Lutsk competed in the 4th group with the Military Sports Club (MSC) Grodno, Sports Club (SC) «Pogoń» Brest-on-the-Bug and «Makkabi» Vilnius [15]. The first play-off round (at the interdistrict level) brought victory to the team of PSC Lutsk [21]. The footballers of PSC in the subsequent phase of the games – the final competed with «Garbarnia» Cracow, «Union-Touring» Łódź and «Silesia» Świętochłowice [20]. The team of Lutsk scored 1 point and took the last place. The teams of «Garbarnia» Cracow and «Union-Touring» Łódź advanced to the state league. In the final competition in Lutsk, the matches of PSC were attended by 2,000 to 3,000 fans. This system of play-off games was continued in the next year. In the play-off games within one group the champions of the districts of: Białystok, Polesie, Vilnius and Volyn were to participate.

The footballers of Volyn co-participated in the games for the President's Cup. In the season of 1938/1939 the team of Volyn in the 1st round met with the representation of Warsaw. The following players, among others, were appointed to the representation of Volyn for the match with Warsaw: Koźlik, Milczanowski, Zagor and Żyła («Strzelec» Janowa Dolina), Czyżewski (MSC Lutsk), Moreinek, Wałek II (Volhynian SC «Pogoń» Rivne), Aspis («Hasmonea»), Kosian, Wiedemienko (P.K.I.), Hajduk, Szałek (MSC Dubno). At the stadium in Lutsk, where about 2 thousands fans gathered, the team of Volyn lost to Warsaw 1:5 [15]. One of the greatest sporting successes of the Volyn footballers in the all-Polish arena was the advance of the team of MSC Lutsk to the final of the Polish junior championships in 1939. In the quarter-finals of the tournament the footballers of MSC Lutsk beat MSC «Śmigły» Vilnius (2:0, in Vilnius), whereas in the semifinal they defeated the team of SC Strzelec Górka Stanisławów (2:1). In the final of the tournament MSC Lutsk was to play against the winner of the second semi-final HCP Poznań: Vistula Cracow. The semi-final and final matches were not held due to the outbreak of the World War II.

In mid-1930s one of the best female competitors in shooting in the Volhynian province was Irena Baranowska (PMT Lutsk) [12]. The Lublin district had 15 shooting and archery sections with 713 sportspeople; the Shooting Badge was obtained by 725 people while the Archery Badge – by 5. In the ranking of regatta score of PKA for 1937, the Polish Sightseeing Association (PSA) from Kostopil was ranked in the 42 nd position [14].

The team of Shooting Association from Janowa Dolina participated in the 10th «Sulejówek–Belweder March» in 1935.²⁹ The March consisted of 2 stages: Sulejówek – Rembertów – 6 km, Rembertów –

²⁸ *Rocznik Sportowy [Sports Yearbook] 1934*. Warsaw 1934. P. 409–410. In 1934, the Volhynian DAF was composed of: ŻTGS *Amatorzy* Volodymyr, PTGS, *Czarni* Kostopol, RSWF *Gwiazda-Stern* Kovel, JSC *Hakoach* Rivne, JSC *Hakoach* Dubno, JSC *Hapoel* Lutsk, JSC *Hasmonea* Rivne, JSC *Hasmonea* Kovel. JSC *Hasmonea* Lutsk, JSC *Hasmonea* Kremenets, SRWF *Jutrznia* Kremenets, SRWF *Jutrznia* Rivne, SRWF *Jutrznia* Lutsk, JSC *Kadimach* Lutsk, Railway Military Training (RMT) Rivne, SC Kremenets, Post Military Training (PMT) Lutsk, VSC *Pogoń* Rivne, PSC Rivne, PSC Lutsk, PSC Volodymyr, PGS *Falcon* Dubno, LSC *Strzelec* Lutsk, JSC *Szomrija* Rivne, JSC *Trumpeldorja* Kostopol, Association of Workers' Universities (AWU) Kovel, VSC Rivne, VSC Lutsk, SA Rivne, SA Zdobuniv, *Strzelec* Janowa Dolina.

²⁹ *Raz Dwa Trzy [One Two Three]*. 1935. № 13. P. 13.

Belweder – 19 km. 72 teams were entered for the competition whereas 64 ones completed it. The team of «Strzelec» from Janowa Dolina took the 1st place in the marching competition in the category of «conscripts». The team of Shooting Association Janowa Dolina participated in this marching event in the subsequent years. In the marching competitions carried out in 1937, the team of «Strzelec» took the 1st place in the category of «conscripts», and obtained the best result in the competition³⁰.

The marching and sporting event, organized usually every year in the Volhynian province was the «March on Polska Góra»³¹. The route of the march began in Maniewiczze, next it ran through Rarańcza, Wołczek to Polska Góra. The winner of the event, held in July 1935 in the category of SA and Military Training divisions (for people over the age of 21) was SA Janowa Dolina, ahead of SA Ostroh and SA District II Lublin. The consecutive places were taken by: ZS Horokhiv, the division of the Association of Employees of the Agricultural Bank, division of Lutsk and the Association of Reservists Kivertsi³². In another category – for people under the age of 21 years, the 1st place was taken by SA Dubno, ahead of SA Hoscha and SA Volodymyr–Volynskiyi. The next places were taken by the divisions of SA in Kamin–Kashyrskiyi, Kovel, Klesiv, Lutsk – Castle, Rozhyshe and Kremenets³³.

A measure of the society's engagement in sport were attempts at obtaining a National Sports Badge (NSB). The Badge was established in 1930. In the Volhynian province the following sports and social associations, organizations and societies had the right to conduct tests for NSB: Provincial State Police Station in Lutsk; Local Headquarters of the Organization of Women's Military Training for National Defence (OWMTND) in Dubno, Kovel, Lutsk, Rivne, Sarny; Shooting Association Subdistrict Volyn in Lutsk, SA of District No. 2 in Lublin – in Volodymyr–Volynskiyi, AS (Commandant of the county in Kremenets; the Union of Polish Youth Associations (UPYA) in Lutsk; Association of Fire Brigades of the Republic of Poland (AFBRP) – Board of the Provincial Region of AFBRP Volyn and Boards of County Divisions of AFBRP in Dubno, Horokhiv, Kostopol, Kovel, Kremenets Liuboml, Lutsk, Rivne, Sarny, Volodymyr–Volynskiyi and Zdolbuniv; MSC Rivne; Rowing Club «Temida» in Lutsk; Volhynian Regional Association of Sports Games (seat – Centre for Physical Education in Lutsk); Volhynian DAA (Lutsk); Volhynian DFA (Rivne); Polish Scouting and Guiding Association (PSGA) – Headquarters of the Volhynian Regiment (for women in Kremenets – seat at the Secondary School; for men – seat in Lutsk)³⁴. It is worth noting that in the next years there were more and more sports and social associations, organizations and societies to organize sports tests and competitions in order to obtain NSB, among others in 1935/1936 the right to organize the NSB tests was also awarded to: the Troops of PSGA of the Volhynian Regiment (women, Rivne) – Kremenets (St. Sanojćówna), Dubno (Maria Bonkowicz–Sittauerówna), Kovel (Janina Mąkiewiczówna), Volodymyr–Volynskiyi (Wanda Skorupska), Sarny (Hanna Turkówna), Lutsk (Aniela Żmudzka), Rivne (Zofia Gołębiowska); Radom District of the Railway Military Training (RMT), divisions in Kivertsi, Kovel, Rivne, Sarny, Volodymyr–Volynskiyi and Zdolbuniv; Volhynian DSA (Kremenets)³⁵. In the Volhynian province in 1931 706 people received NSB (190 – students, 440 – the army, 76 – others), whereas in 1932 – 6,701 (619 – students, 4,201 – the army, 1,881 – others)³⁶. In the subsequent years the action of tests and competitions in order to gain NSB gained popularity, e.g. in the period from 1 January 1936 to 31 December 1937, members of SA of the Volyn subdistrict won 1,409 (including 62 women) NSB³⁷.

Conclusion. The years 1921–1939 saw the development of sport in Volyn. It developed noticeably rapidly in the 2nd half of 1920s and in 1930s. The formation of sport was influenced by a few factors. An important factor was the activity on the territory of the Volhynian province of SOPEMT administrative structures. The impetus for the development of sport in Volyn was the creation of regional structures of Polish Sports Associations. Another condition, constituting a kind of potential for shaping sport, was the development of sports infrastructure and training instructor personnel for sport. In Volyn sports activity was

³⁰ *Raz Dwa Trzy [One Two Three]*. 1937. № 20. P. 11.

³¹ Державний архів Волинської області. Ф. 129. Управління підокругу Волинь Стрілецького союзу, м. Луцьк Волинського воєводства. Оп. 1. Ссп. 32. С. 130.

³² Ibidem.

³³ Ibidem.

³⁴ State Archive in Katowice (SAKat.). County Office of Zawiercie (COZ). Ref. № 770. Rights to conduct attempts at NSB for the year 1934. P. 2–23.

³⁵ Ibidem, Rights to conduct attempts at NSB for the year 1935/1936. P. 32–54.

³⁶ SAKat., COZ, file no.757, General comparative list of the numbers of NSB obtained in provinces in the year 1931 and 1932. P. 104.

³⁷ Державний архів Волинської області, фонд 129, Управління підокругу Волинь Стрілецького союзу, м. Луцьк Волинського воєводства. Оп. 1. Спр. 45. С. 217–218.

conducted by sports and social clubs and associations both Polish and of national minorities – Ukrainian, Jewish, and to a lesser extent, Czech. Among the fields of sport especially popular ones were: boxing, sports games, athletics, archery, football, skiing, shooting and water sports. In 1930s among the local public tests and competitions aimed at obtaining NSB were promoted.

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Стаття надійшла до редакції 11.09.2017 р.

MODEL OF FORMING PUBLIC CONSCIOUSNESS TO THE MODERN OLYMPIC MOVEMENT

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<https://doi.org/10.29038/2220-7481-2017-03-82-87>

Abstract

Modern Olympism is a powerful public sporting movement, which has unlimited possibilities for the propaganda of the ideas of humanism, internationalism and morality. Special attention in the athletic development of population is paid to pedagogical technologies in physical culture, especially in educating young generation. One of effective approaches in forming public consciousness of the young generation is the integration of the Olympic education into educational process through introduction the Olympic ideology. The ideals of Olympism are tools in education of moral, harmoniously developed personality, who adheres to the rules of fair play. Development and popularization of the modern Olympic movement among young people enable to decrease the amount of those who use alcohol, drugs, tobacco, by increasing persons' interest in leading the sporting, healthy way of life. Thus, we will get fully educated generation of healthy young people, the future of nation. The social value of sport and Olympism is estimated on the basis of humanism. However, the use of the Olympic ideals in forming publicly conscious youth by the system of city out-of-school activities is not enough investigated in pedagogical theory. The problem has social and pedagogical value, which defines its actuality. The goal lies in scientifically grounded conception of the Olympic education in general educational establishments as an effective means of humanizing personalities. To teach children to the ideals and values of Olympism is possible by the method of purposeful gaining knowledge about the importance of going in for sports and the history of the Olympic movement. For this purpose the model of forming a harmonious personality, a tool for facilitating modern Olympism, and a way of performing one of the major tasks of community development was worked out. The implementation of the model has proved the importance of the city out-of-school activities which have a large educative potential, help in forming the value attitude toward the society, physical culture and sport. They also promote the increase in level of being informed about values and ideals of Olympism, that positively influence forming humanistic potential of a personality.

Key words: Olympic Movement, Olympism, Olympic education, conception, education.

Ірина Маляренко, Ольга Кольцова, Борис Кедровський, Катерина Кострикова. Модель формування суспільної свідомості до сучасного олімпійського руху. Сучасний олімпізм являє собою потужний громадський спортивний рух, який має необмежені можливості для пропаганди ідей гуманізму, інтернаціоналізму й моральності. Особливу увагу у фізкультурній освіті населення, педагогічній технології навчання фізичної культури, а особливо підростаючого покоління потрібно приділити олімпійській освіті. Одним з ефективних підходів до формування суспільної свідомості молодого покоління є інтеграція олімпійської освіти в навчально-виховний процес через упровадження олімпійської ідеології. Ідеї олімпізму сприятимуть вихованню моральної, гармонійно розвинутої особистості, яка дотримується правил чесної гри. Розвиток і популяризація серед молоді сучасного олімпійського руху дає змогу зменшити кількість тих, хто вживає алкоголь, наркотики, тютюн, за допомогою збільшення бажаних вести спортивний – здоровий спосіб життя. Таким чином ми наблизимося до виховання здорової молоді, а отже, і майбутнього нації. Саме з позиції гуманізму оцінюють соціальне значення спорту та олімпізму. Однак проблема використання складників олімпізму в системі формування суспільно свідомої молоді через систему міських позашкільних заходів недостатньо досліджена в педагогічній теорії. Порушена проблема має соціальну й педагогічну значущість, що зумовлює її актуальність. **Мета дослідження** – наукове обґрунтування концепції олімпійської освіти в загальноосвітніх навчальних закладах як ефективного засобу гуманізації особистості. Привчити дітей до ідеалів і цінностей олімпізму можливо методом цілеспрямованого формування знань про значення занять спортом, історію олімпійського руху. Для цього розроблена модель формування гармонійної особистості засобами сучасного олімпізму, яка сприятиме виконанню одного з провідних завдань суспільного розвитку. Після упровадження концепції олімпійської освіти встановлено, що міські позашкільні заходи мають великий виховний потенціал, який сприяє формуванню ціннісного ставлення до суспільства, фізичної культури та спорту, а також сприяють підвищенню рівня інформованості і якості знань про цінності та ідеали олімпізму, що позитивно впливає на формування гуманістичного потенціалу особистості.

Ключові слова: олімпійський рух, олімпізм, олімпійська освіта, концепція, освіта.

Ірина Маляренко, Ольга Кольцова, Борис Кедровський, Катерина Кострикова. Модель формирования общественного сознания к современному олимпийскому движению. Современный олимпизм представляет собой мощное общественное спортивное движение, которое имеет неограниченные возможности для пропаганды идей гуманизма, интернационализма и нравственности. Особое внимание в физкультурном образовании населения, педагогические технологии обучения физической культуре, особенно подрастающего поколения, следует уделить

олимпийскому образованию. Одним из эффективных подходов к формированию общественного сознания молодого поколения является интеграция олимпийского образования в учебно-воспитательный процесс через внедрение олимпийской идеологии. Идеи олимпизма способствуют воспитанию нравственной, гармонично развитой личности, соблюдая правила честной игры. Развитие и популяризация среди молодежи современного олимпийского движения позволяет уменьшить количество тех, кто употребляет алкоголь, наркотики, табак, путем увеличения желающих вести спортивный здоровый образ жизни. Таким образом мы приблизимся к воспитанию здоровой молодежи, а значит – и будущего нации. Именно с позиции гуманизма оценивают социальное значение спорта и олимпизма. Однако проблема использования составляющих олимпизма в системе формирования общественно-сознательной молодежи через систему городских внешкольных мероприятий недостаточно исследована в педагогической теории. Затронутая проблема имеет социальную и педагогическую значимость, что обуславливает ее актуальность. **Цель исследования** – научное обоснование концепции олимпийского образования в общеобразовательных учебных заведениях в качестве эффективного средства гуманизации личности, приучить детей к идеалам и ценностям олимпизма возможно методом целенаправленного формирования знаний о значении занятий спортом, историю олимпийского движения. Для этого разработана модель формирования гармоничной личности средствами современного олимпизма, которая будет способствовать решению одной из ведущих задач общественного развития. После внедрения концепции олимпийского образования установлено, что городские внешкольные мероприятия имеют большой воспитательный потенциал, который способствует формированию ценностного отношения к обществу, физической культуры и спорта, а также способствуют повышению уровня информированности и знаний о ценностях и идеалах олимпизма, что положительно влияет на формирование гуманистического потенциала личности.

Ключевые слова: олимпийское движение, олимпизм, олимпийское образование, концепция, образование.

Introduction. The urgent problem of our time is the need to revitalize social institutions for solving one of the major tasks of social development – the formation of a harmonious personality and his/her vital expertise. It is stated in many documents of the country, which determine the concept of the education of children and youth in the national education system.

One of the most effective approaches to the formation of public consciousness of the young generation is the integration of Olympic education into the educational process through the implementation of the Olympic ideology. The ideas of Olympism will contribute to the education of moral, harmoniously developed personality, which adheres to the rules of fair play.

The development and popularization of the modern Olympic movement among youth allow us to reduce the number of those using alcohol, drugs, tobacco, by increasing their desire to go in for sports and lead a healthy way of life. Thus, we provide the upbringing of the healthy youth and therefore the future of the nation.

The conceptual principles of formation public consciousness in adult activities are stated by G. Nixon, A. Suhomlinska, T. Suchchenko, etc.; theoretical and practical aspects of the teaching process with elements of the Olympic education are reflected in the researches by V. Ermolovoy, N. Moskalenko, O. Vacebi, O. Tomenko, etc.

However, the problem of the use of the components of Olympism in the system of the formation of socially conscious youth in terms of the urban extra-curricular activities has not been enough investigated in the pedagogical theory. The problem has a social and pedagogical significance that determines its value.

Goal – is to work out a model of the formation of public consciousness to the modern Olympic movement.

Material and Methods Study. During the research, the following methods were use: the theoretical (analysis of the scientific literature on the issue of the research; generalization of theoretical and empirical data); empirical (pedagogical observation, survey); methods of mathematical statistics for interpretation and processing research results.

Research Results. In modern science, great attention is pay to the formation of a personality as one of the factors for effective development of a society. The concept of the education of children and youth in the national system of education has defined the system of tasks, aimed at nurturing harmonically developed, nationally conscious and socially active persons, endowed with a deep civil liability, high spiritual qualities, familial and patriotic feelings, who possess the best of national and world cultures and are able to self-development and self-improvement.

At the present stage of the development of the society prominent Russian scientists T. V. Arefyev, V. Platonov determine physical education, as a specifically organized system of means and methods, aimed at solving specific, characteristic only for it tasks.

Unfortunately, the students of the XXI century have a low level of physical activity in terms of their daily life, study and rest. Children spend little time in fresh air, on the grounds. They sit in front of computers, TV, game consoles, tablets and other technological innovations of our time at home. Another factor, which weakens the health of students, is the mental load in a prolonged static posture while studying,

poor nutrition, and sedentary lifestyle. In order to grow healthy, strong and active, physically and spiritually fully developed, talented, students have to combine physical education with intellectual and moral, to see that their life is closely connected with activities and sports, to involve into different physical-improving and sports-mass events, to make use various forms of physical training [1].

City extra-curricular activities as a form of comprehensive development of a personality are quite common nowadays when young people really need them. Today, extracurricular activities, that provide the promotion of physical culture and sports, active recreation, healthy lifestyles and the formation of social consciousness, play a major role in the overall system of education and are as relevant as ever [2].

Usually, the city extracurricular activities are thematic in nature, and they are conducted under the title «Merry starts», «Olympic day», «Mom, dad, I – sports family», «Cossack fun», «Olympic stork», «Do you like Olympians», etc.; to observe specific calendar date, event at school, local, state level.

One of the ways in the formation of public consciousness in children and young people in out-of-school activities is the Olympic education. This is a multi-level specially organized pedagogical process of formation a harmonious personality through the acquisition of knowledge, skills, aptitudes, interests, requirements and valuable orientations, based on humanistic ideals and values of Olympism. It is an integral part of General education [2].

In the late twentieth and early twenty-first century the Olympic education, gradually occupied more important place in the education of younger generation, as more attention was paid to humanistic education, aimed at personal development of a child as the highest value of life.

All this is due to Olympism, whose goal is the active involvement of children and young people in universal ideals and humanistic spiritual and moral values of sport.

The founder of the modern Olympic movement, Pierre de Coubertin suggests the simultaneous development of spiritual, physical and intellectual qualities, the achievement of which is one of the aims of the Olympic idea.

The providing of the Olympic education contributes to the education of mentally and physically healthy man, a patriot, worker, tolerant personality, who in daily life, adheres to the rules of a fair play. The philosophy of Olympism is designed to help youth make the right choices to improve their personality and to contribute to their comprehensive development.

All the ideals of the Olympic movement are reflected in the modern system of the Olympic education. The Olympic education fills the gap between the physical and spiritual development of a man, through the combination of physical education with intellectual and moral [2].

An important place in promotion the Olympic ideas in Ukrainian schools takes the following activities, competitions, and quizzes: «Olympic lesson» and «Olympic week», «Olympic day» and «Olympic stork». Another achievement is that the all-Ukrainian Olympic lesson is given outside school and starts occupying the Central squares of the regional centers, the city popular establishments, parks and recreation centers.

The NOC and Olympic Academy of Ukraine take a major role in performing all the above given activities.

Such forms of implementing the Olympic education as «Olympic lesson», «Olympic stork», «Olympic day», «Ahileya», «Do you like Olympians», etc. encourage pupils to creative activity, using the integrated activity, that includes cognition, communication, play and active work, and also fosters respect for the principles and ideals in youth. That gives a person spiritual perfection.

The main objectives of educational activities in the framework of the Olympic education are to support the formation of the Olympic culture through giving knowledge about Olympism; to educate pupils in the spirit of Olympism and the principles of fair play, to engage them in active sports activities [2].

In the process of our research, we have identified three main pedagogical conditions conducive to the integration the Olympic education and educational activities, namely: training teachers for integrating into the Olympic education; the development of primary groups; and the creation of educational space of an event. The creation of the educational space of the event takes the leading role, because it combines the first two conditions based on the dialectical principle of the unity of individual and general.

The correlation of subjects is the basis of integration of capabilities to a unified educational space. It is arranged according to understanding the regulatory requirements of the process of collaboration (concerted or joint action) of the subjects and is aimed at achieving a common goal.

However, it should be noted that the interaction cannot occur by itself, it requires purposeful influence – control, which can realize the management with the authority. The management provides a purposeful shaping of a personality based on the developed model by planning and decision making.

The achievement of this goal is possible in the terms of solving a number of problems:

- the inclusion in the activities, provides the interaction of children and adults, creative and personal-meaningful to most participants;
- the creation of conditions for enhancing the potential of students and teachers;

- the establishment of relations, which promote the absorption of the ideals of Olympism, which can become a defined pattern for an individual in future;
- the formation of the specially organized educational space by educators in collaboration with children «environment in the environment»;
- the creation of models for formation public consciousness by the integration of the Olympic education into the city extracurricular activities [1; 3].

We believe that urban out-of-school educational activities provide the conditions for an individual, which contribute to the development of his/her internal inclinations. Based on studies (Y. Kudinov, L. Novikova, E. Stepanov, etc.), we make use of a model of structural-functional type for forming public consciousness, which contains the optimal composition of the interconnected components: trust, meaning, technology, diagnostics, effectiveness (pict. 1).

The target component	<i>Goal</i>	Creation of conditions for moral and aesthetic education of youth through their involvement in the Olympic ideals.			
	<i>Tasks</i>	1. Mastering pupil's knowledge of the history and present of the Olympic games. 2. Formation of motivation to health promotion, physical culture and sports. 3. Attracting young people to active sports. 4. Enhancing the role of the Olympic education.			
	<i>Principles</i>	Of scientific availability	Continuity and practical purpose	Integration	Self-development S definition E implementation L organization F rehabilitation
Of prevention		System and transparency	Humanism		
A substantial component of	THE CONTENTS <i>(Program for the creation of educational space activities)</i>				
	Sports and health	Tourist and local history		Artistic and creative	
Organizational-pedagogical component	METHODS AND FORMS				
	Conviction, games, organization of socially useful work, to teach the standards through the requirements and examples, instruction, encouragement, and correction (competition, rewards and punishments), explanation, story, conversation, debate method, example.				
	<i>Frontal</i>		<i>Group</i>		<i>Individual</i>
	Information and mass	Effective	Classes at clubs, sports clubs, sports clubs, sports, sport competitions, collective creative Affairs, the training school of the Olympic Committee, the work of a small Olympic Academy.	Design personal achievements, creative activities, counselling, work with the diary well-being, self-service etc.	
Discussion, Olympic quizzes, lectures, discussions, tours, Olympic lessons, Olympic day, Olympic week, conferences, «round tables», the Olympic reading, educational hours and hours of communication, tourist excursions, visits to the Museum, and the like.	Holidays, sport competitions, contests, concerts, competitions of drawings, photos, posters, emblems, literature, festival «Sport, art, intellect», KVN, «Olympic Aistenok», mini-Olympics, and the like.				
The diagnostic component	THE LEVEL OF COMPLETENESS OF				
	<i>The external culture of the person</i>			<i>The internal culture of the person</i>	
	Communication, behavior, appearance, social activity, initiative, creative imagination.			Responsiveness, friendliness, independence, curiosity, honesty, empathy.	
Effective components	<i>Results</i>	Public-conscious harmonious personality			

Pict. 1. The Model of Formation of Social Consciousness to the Modern Olympic Movement in the City Extracurricular Activities

Consequently, the efficiency of the integration of the Olympic education into urban after-school activities due to the pedagogical conditions in the formation of fully developed personality, gives the positive attitude of the child towards all kinds of activities and a sense of emotional comfort.

To verify the effectiveness of the integration of the Olympic education into the city extracurricular activities, a survey was conducted. 150 Kherson people, who watched and took part in the sports festival «Sport youth – the future state» devoted to the celebration of the city (17.09.2016 year) were involved in the survey. The festival contributed to the popularization of an active lifestyle among young people, development of expertise in the organization and implementation of activities, the realization of their creative potential.

A questionnaire survey on monitoring public awareness of the Olympic sport was conducted during the event. The sample included two main criteria: gender and age. 48,6 % of men and 51,4 % of women were surveyed.

First, we offered to highlight social issues of sport and the peculiarities of its reflection in the public consciousness. The analysis of the responses allows to conclude that almost half the respondents don't watch sporting events (51,9 per cent). The greatest number of active viewers are interested in competitions in a specific sport (60,8 %) and sports news (30,1 per cent); 26,5 % of respondents are attracted to competitions featuring «stars» of show business. The large group of television fans watches sports no more than once per week, although 21,9 % of them constantly watch sports programs. Thus, the level of knowledge about sports and sporting events represents a diverse audience of the respondents.

Due to the results of our study, 47,3 % of respondents associate sport and the Olympic movement with the use of banned drugs (doping) and are not familiar with the concept of Fair Play.

Sport gives fans many positive emotions. According to our research, the most popular sports in our country are football, figure skating and gliding, gymnastics, swimming, billiards, skiing, etc.

69,6 % of the respondents know about the Olympic Games. However, only 41,4 % of them watch the competition with the participation of the Ukrainian teams and sportsmen.

Interest and respect for the athletes are excited at their good financial position. More than half – 57,4 % of respondents are inclined to think that professional athletes are well off. The key question of sociological study is the relationship of social consciousness to the Olympic movement and sport and its social aspects.

We have found out that less than half the respondents, namely, 38,1 per cent are engaged in physical culture and sports activities (morning gymnastics, fitness, gym, football, swimming), and the majority of them are young men.

The next block of the questionnaire was devoted to determining the desire of the respondents to get information about the Olympic movement, the Olympic Games and the achievements of the Ukrainian athletes. It was found out that 70,2 per cent of respondents would like to receive that information; some of them gave a negative answer to this question.

Due to the survey data, the respondents have a highly positive attitude to the use of components of the Olympic education in the system of extracurricular activities (65,4 % of them appreciate this perspective). A positive attitude is observed among individuals engaged in sports activities, and among those who are just fans.

It should be noted that the vast majority of the respondents appreciate both entertainment and all the perspectives opened up by this event. Thus, 12,3 % of respondents believe that such events draw attention to social problems; 24,2 % of them say that it draws attention to an active lifestyle; 36,1 % hope for the development of sports and sports infrastructure. At the same time, 21,9 % of respondents are attracted by the prospect to see a sports show.

It is important that 68,9 % of the respondents support the development of sports movement in the Kherson region. They take pride in their city. Thus, according to the citizens the use of the components of the Olympic movement in the city extracurricular activities contributes to the formation of attitude towards sport and active life.

Conclusions and Prospects for Further Research. Analysis of scientific-methodic literature has showed the necessity of finding new ways to develop the personality by means of physical culture and sport, and the principles of Olympism will contribute to the education of mentally and physically healthy man, a patriot, working, tolerant personality.

The formation of social consciousness of the youth in urban after-school activities is more efficient under the following pedagogical conditions: training teachers, the development of primary groups, and creation of educational space in the conditions of extracurricular activities. It has been proved that urban-curricular activities have great educational potential, which contributes to the formation of the valuable relations with society, physical culture and sports, arts; ensures the gaining of social experience and the organization of substantial leisure, the development of preferences and health status; satisfies the need for creative self-realization.

The prospects for further research lie in the evaluation of the efficiency of the model of forming social consciousness to the modern Olympic movement in the development of socio-professional competence of future specialists in physical culture and sports.

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Стаття надійшла до редакції 28.09.2017 р.

THE ATTITUDE OF THE CLERGY TOWARDS THE BODILY NURTURE AND PLAYING ENTERTAINMENTS IN THE PERIOD OF THE ANCIENT CHRISTIANITY

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<https://doi.org/10.29038/2220-7481-2017-03-88-92>

Abstract

Man in his education always tries to combine the mind, spirituality and the body. But in different historical times the essence of the man and his destination in the society was interpreted differently. The appearance and development of the ancient period gave a boost to the spiritual development and the struggle against *the bodily upbringing*. The man of that period was revealed as a spiritual person, but not as a natural and bodily being. That is why the question of the attitude of the church and the clergy to corporal education upbringing and playing entertainments is to be understood. **Objective of the research:** history of the physical nurture in the first half of the first millennium. **Task of research:** on the basis of the analysis of the scientific, theoretical and methodological literature to show the views of the first church fathers of the period of the development of the ancient Christianity on the life of the person and their attitude to the body improvement and game entertainments. **Results of the Work.** The world view reference-points of influence of the church and clergy on the human of the period of the Christianity are exposed in this article. Opinions of the first fathers of the church about the destiny of a man are expounded. It is studied, how the clerics affected the human consciousness by their speeches, treatises and actions. The negative attitude of the clergymen to the corporal perfection and to the playing entertainments is thoroughly considered. The attitude of the clergy is shown towards calendar holidays with games and mass competitions in amphitheatres and the arenas of the circus. The attempt of the church to provide ideological prohibition to engage in physical exercises and in playing entertainments and participate in spectacles is reflected. **Conclusions.** In the ancient period the church and clergy gradually gained the influence in the society. By their public speeches and dogmas they affected the human consciousness. Conquering political rights, the church successively introduced a ban of physical exercises, entertainments and competitions. As a result, the connection of the physical and mental upbringing was broken. The man was considered by the church only as a spiritual creature and the essence of the man was not taken into account at all.

Key words: soul, spirit, development, games, playing, entertainments, spectacle.

Сергій Мудрик, Ольга Іванюк, Олена Ішук, Наталія Захожа, Ольга Касарда. Ставлення духовенства періоду античного християнства до тіловиховання та ігрових розваг. Людина постійно намагається у вихованні поєднати розум, духовність і тіло. Але в різні історичні часи сутність людини та її призначення в суспільстві тлумачилися по-різному. Поява й розвиток християнства античного періоду дали поштовх духовному розвитку та боротьбі проти тілесного виховання. Людина цього періоду розкривається як особистість духовна, а не природна та тілесна істота. Тому й постає питання щодо усвідомлення й розуміння ставлення церкви та духовенства до тіловиховання й ігрових розваг. **Мета дослідження** – історія розвитку фізичного виховання в першій половині першого тисячоліття. **Завдання статті** – на основі аналізу науково-теоретичної та методичної літератури показати бачення перших отців церкви періоду розвитку античного християнства на буття людини та їхнє ставлення до тіловдосконалення й ігрових розваг. **Результати роботи.** У статті розкрито світоглядні орієнтири впливу церкви та духовенства на людину періоду появи й розвитку християнства. Викладено думки перших отців церкви про призначення людини. Досліджено, як слуги церкви своїми промовами, трактатами та діями впливали на людську свідомість. Докладно розглянуто негативне ставлення служителів церкви до тілесного вдосконалення й ігрових розваг. Показано ставлення духовенства до календарних свят з іграми та масових змагань в амфітеатрах і на аренах цирку. Висвітлено намагання ідейно забезпечити заборону займатися фізичними вправами й ігровими розвагами та брати участь у видовищах. **Висновки.** В античний період церква та духовенство поступово завойовували вплив у суспільстві. Своїми публічними промовами та догмами впливали на свідомість людини. Завойовуючи політичні права, церква послідовно впроваджувала заборону фізичних вправ, розваг і змагань. Унаслідок цього порушився зв'язок розумового й фізичного виховання. Людину вона розглядала лише як духовну істоту і зовсім не брала до уваги саму суть людської природи.

Ключові слова: душа, дух, розвиток, ігрові розваги, видовище.

Сергей Мудрик, Ольга Иванюк, Елена Ищук, Наталия Захожа, Ольга Касарда. Отношение духовенства периода античного христианства к телесному воспитанию и игровым развлечениям. Человек постоянно пытается в воспитании сочетать ум, духовность и тело. Но в разные исторические времена сущность человека и его назначение в обществе толковалось по-разному. Появление и развитие христианства античного периода дало толчок духовному развитию и борьбе против телесного воспитания. Человек этого периода раскрывается как личность духовная, а не естественная и телесное существо. Поэтому и появляется вопрос о понимании отношения церкви и духовенства к телесному воспитанию и игровым развлечениям. *Цель исследования* – история развития физического воспитания первой половины первого тысячелетия. *Задание работы* – на основе анализа научно-теоретической и методической литературы показать видение первых отцов церкви периода развития античного христианства на существование человека и их отношение к телесному воспитанию и к игровым развлечениям. *Результаты работы.* В статье раскрываются мировоззренческие ориентиры влияния церкви и духовенства на человека периода появления и развития духовенства. Изложены мнения первых отцов церкви о предназначении человека. Исследуется, как слуги церкви своими речами, трактатами и действиями влияли на человеческое сознание. Обстоятельно рассмотрено негативное отношение служителей церкви к телесному совершенствованию и игровым развлечениям. Показано отношение духовенства к календарным праздникам с играми и массовым соревнованиям в амфитеатрах и на аренах цирка. Отражается стремление идейно обеспечить запрет заниматься и игровыми развлечениями, и участвовать в зрелищах. *Выводы.* В античный период церковь и духовенство постепенно завоевывало влияние в обществе. Своими публичными речами и догмами влияли на сознание человека. Завоевывая политические права церковь последовательно внедряла запрет на физические упражнения, развлечения и соревнования. Вследствие этого нарушилась связь умственного и физического воспитания. Человека она рассматривала лишь как духовное существо и вовсе не принимала во внимание саму суть человеческой природы.

Ключевые слова: душа, дух, развитие, игровые развлечения, зрелище.

Raising of the Scientific Problem and its Value. The Analysis of the Last Researches on this Problem. Any faith has its own place in the history of humanity. The development of the ancient Christianity passed three periods: primitive Christianity (from the middle of the I century to the middle of the II century), early Christianity (from the middle of the II century to the beginning of the IV century) and the late Christianity (from the beginning of the IV century to the end of the V century) [3]. The fundamental idea of the Christianity – the faith in Jesus Christ and that the salvation comes by itself because of the righteous private life.

History of the Christianity, life and views of the first Church Fathers concerning the structure of the world and the destiny of a man in the world, their impact on the social order and human consciousness have been extensively studied and described in many works of the national and foreign scientific literature. In particular, in the monographs on the history of the Christianity, in the textbooks on religious studies and on the history of the physical training (V. Lubskeyi, K. Kautskyi, L. Mozghovyi, O. Sydorenko, I. Svientsitska, L. Kun, V. Stovpiv, A Tsos, Kh. Dzhedin, E. Dolan et al.). But they represent only some aspects of negativism of the clergy to the essence of the human nature to exercise and to implement the exercises into the playing entertainments and competitions. The struggle of the clergy against the body nurture is practically not studied, namely, methods and means the church fathers tried to eradicate the man's natural need to develop the body, to take care of the physical health and the clergymen' insistence, that the main faith provisions should be perceived as the indisputable truth as opposed to the human nature. Therefore, the questions about investigation of the influence of the clergy and the church on the true nature of a man and their attitude towards the physical exercises, entertainments and competitions with the aim of complementation of the history of the physical training at that stage of the human civilization in the period of Christianity development are under consideration.

Objective of the research: history of the physical nurture in the first half of the first millennium.

Research objectives: on the basis of the analysis of the scientific, theoretical and methodological literature to show the views of the first church fathers of the period of the development of the ancient Christianity on the life of the person and to express their attitude towards the body improvement and game entertainments.

The Summary of the Main Material and Justification of the Results of the Study. For the first time in the history of the mankind at the beginning of the first millennium the idea of spirituality began to develop. The man is revealed as a spiritual person and not as a natural and corporal creature. The active creativity disappeared from nature and was transferred to the God who was above nature. Therefore, dogmas about the equality, common to mankind, and also the condemning of the carnal pleasure and enjoyment (exercises, games, entertainments, competitions) contributed to the process of the Christian faith. Gradually

the harmony of the mind with the bodily development was broken. The ascetic doctrine started to be formed, the essence of which was in the indifferent attitude towards the worldly goods. On the one hand the man was the crown of the God's creation, on the other hand the evil in the world came from a man, a man was a creature, in which the devil «sat». The beauty of the nature, pleasures of the private life, curiosity of the mind – all of that was announced as the power of the devil. The man of that period began to be seen as a sinful creature, its body – as a prison for the soul, which should be released for the highest bliss through fasting, prayers, repentances.

That information was given in the writings by the following people: the philosopher Marcus Aurelius Antoninus (lat. Marcus Aurelius Antoninus; April, 26, 121, Rome – March, 17, 180, Vindobona) – the Roman emperor (161–180) from the dynasties of Antoninov; one of the first Fathers of the Church St. Irenaeus of Lyons (approx. 130 year, Smyrna, Asia, the Roman Empire – 202, Luhdunum, Luhdunum Gaul, the Roman Empire) – the conductor and the Evangelist of the II cent.; the prominent Christian apologist Tertullian (Tertullianus) Quintus Septimius Florens (approx. 160–after 220) – the son of a Roman centurion, a presbyter in Carthago; the famous Christian theologian St. Cyprian (lat. Thascius Caecilus Cyprianus, d. 14 Sept. 258) – a bishop of Carthago; Eusebius of Caesarea or Eusebius Pamphil, counted to the Fathers of the Church (263–339) – the archbishop of Caesarea (the capital of the Roman province of Judea), being considered the «father of the church history» and many other great statesmen and clergymen of the period of the fall of the Roman Empire (first half of the first millennium).

In the treatises, letters and works the famous figures of state and clergy speak of the negative effect of exercises, playing entertainments and competitions on the mind that lead people to vanity, lust, greed, arrogance, anger and other human and physical defects that are incompatible with pleasure and delight of the soul. By their speeches about the sinfulness of the bodily pleasure and the machinations of the devil the servants of the church compare the evil with the good, proving the truth of the human existence and the truth of serving God.

Marcus Aurelius wrote: «... to serve means to keep it (Aurelius implies the mind) pure of passions, of self-will, indignation at something. Because all things from the gods by their excellence inspire awe, and the things from people are related to disgust. And sometimes one can feel sorry for their ignorance about the good and the evil. Because this disease is no better than that, thanks to which they lose their ability to distinguish between black and white ...» (the second book, 13).

20. Any suspension is outlined by the nature no less than the beginning and the whole way like a man who throws the ball. So what is the benefit from the fact that the ball went up, and where is the evil that the ball went down or fell? ..

25. And all is fleeting, all is long dead. «The others were not mentioned, the others turned to fables and fables about the others will be soon forgotten ...» [4]. (Obviously, Aurelius was referring to the work of the legendary poet Homer «Iliad» in one episode during the funeral feast in honor of the dead Patroclus Achilles organized the competition test on strength, speed, agility and intelligence, as well as on throwing of the chunks of the natural iron) [1 song 16].

In the sixth book the state founder, Roman emperor Marcus Aurelius considers alone: «46. As well as the same pattern of the amphitheater and of the other places like that is unpleasant to you, the monotony of which is unbearable to be watched, so is the life in general, understand: everything from top to bottom is the same, everything is from the same. Till when?» [4]. Aurelius implements his thoughts into life, speaking of a man as of the intelligent and controlled entity that has soul and spirit, and the spirit of divinity creates the unity according the ideology.

Founder of the Christian doctrine St. Irenaeus (p. 130–202) speaks of the truth of the church teaching based on the thought that everyone who wants to know the truth, may apply to the church because only there a divine power is and it is the door to the true life, and all other things, to which the Creator does not consent, you must forget.

Thus, in the first Book, ch. IV of the Teaching of Valentian about three roles of the people and about the good deeds, it is said: «3. ... and all things are forbidden, about which the Scriptures assure us that those who create them, will not inherit the kingdom of the God» (Gal. 5: 21).» So, they eat indiscriminately the idol-sacred dishes, thinking that that food will not desecrate them, and for every festive entertainment of the pagans in honor of the idols they come together first, some of them don't resist the spectacle of the fight with the beasts and the man killing single combat, hated by the God and people».

Engaged in apologetics, in 197 Tertullian (155 / 165–220 / 230) wrote «Apologetics» and «To the Pagans.» Later he developed the code of the Christian morality, described in the treatises. Just some items of

the treatise «About spectacles» and «About the idolatry» are aimed at destroying the game culture as a vestige of the bodily enjoyment and performance pleasure. Defending the Christian faith, apologist Tertullian in «Book II» «To the Pagans» wrote: «4. Some people say that the gods are called «theoi», because «tesyn» means to run and to move. So, they say, that name does not indicate the kind of greatness, because it is taken from the running and movement, but not from the name of the deity. But since the only God, whom we esteem, is also called «theos», but we do not see any his movement or running... So, abandoning that intricate explanation, I find it more plausible that the gods are called not from the running or movement, but the name is taken from the name of the true God, that you also should call «theos» those whom you invented themselves. Finally, even if it was so, as you say, it can be still denied, because you call «theos» also all your gods who have no properties associated with the running or movement. So if you call «theos» those who move and those who do not move, you eliminate the same explanation of the name and concept of the deity, who would be destroyed being created from the running and movement ... » [2].

In his treatise «About the spectacle» Tertullian writes:

3. «... we find no literal prohibitions not go to the circus, the theater, the racetrack, the amphitheater, we equally are ordered not to kill, not to idolize, not to fornicate, not to steal (avg. Ysh. 20: 13, 4, 14, 15). But we meet a ban about this at the beginning of the first King David's psalm: «He is happy who does not go to the council of the wicked, who did not take the way of sinners, who is not on the pernicious seat» (Ps.1: 1) ...

It was just Tertullian who initiated the ban of the spectacles and of the destroying of the sports arenas. Therefore, continuing to express his thoughts, he wrote:

6. «... We can clearly see the origin of the new spectacles by their names. Those names demonstrate to which idols and to which prejudice the games are devoted. Mehalesiyas, Apollinarias, Tserealias, Neptunias, Latyarias, Floralias are celebrated as national. The others – on the occasion of the kings' birthdays or for the social prosperity, or on the occasion of provincial holidays»...

9. Let us talk about arranging of the circus games. Using of the horses was originally simple: they served for travelling and transportation and nobody used them with bad aims. When they were needed for a game, the gift of the God became an instrument of the Satan...

14. Although I proved that idolatry dominates in all types of the games (that is enough for us to hate them) ...

15. ... Where the satisfaction is, there the passion is, without that any satisfaction is unpleasant; and where the passion is, there the competition is, without which any passion is unpleasant. The competition also brings with it the controversies, quarrels, anger, rage, nuisance and other passions that have nothing in common with the duties of our religion...

18. You will deny that the Stadium was mentioned in the Scriptures (1 Kor. 9 24). It's true; but it is also that it is not possible to look at everything happening there without shame: at the fist fight, at the slaps and other violence that disfigure the face of a man, created in the image of the God. You will not approve the crazy competitions on the running, jumping, throwing of the disk and spear, the exercises for the excessive body development that violates the proportions established by the God; you will not like the athletes fed according to the rules of the Greek science. Generally, the struggle is the invention of the Satan...

28. Let the servants of the devil enjoy his deeds; let them go to the spectacles, when the host invites them. For us the time of the holidays has not come. We can not have fun with the Pagans, because they can not have fun with us either. Everybody has its own destiny: they are in joy now, and we are in sorrow. The world will rejoice – He said, – and you'll be sad (Yn.16 20). You may say: «We can not live without any joy, so that is why we should die joyfully» – «But didn't the Apostle and us promise to leave this world and to unite with the Christ? (Avg. Flp.1 23 2 Kor. 5: 8). The joy is in carrying out of our promise ...» [2; 7].

Protesting against idolatry, shows, games and competitions, Tertullian tried to change people's minds, to show the benefits of the spiritual mind over the mind, subject to the devil, to turn the laity to the true happiness.

The Latin theologian, orator and philosopher, teacher of the Carthage School Martyr Cyprian of Carthage (d. 258) in his book «The Letter to Donato» [6] also condemns merrymakings and those who take part in them, and those who go to watch these games. Therefore, he tells in his treatises about his thoughts based on the Holy Scriptures, proving their true sense.

The founder of the Christian philosophy and history, one of the brilliant representatives not only of the classical theology, but also of the theological philosophy St. Augustine (354–430) had the greatest influence on the whole further development of the Christian thought, who by his works deeply penetrated into the human psychology (treatise «About the City of God» [5]).

In his various works Augustine finds the roots of the evil in the human free will. The earthly life has its attractiveness (the game has not only attractiveness, but also excitement) and for that the man allows himself to sin, and that is the root of the evil.

So the church leaders tried to ensure ideologically the political ban of the exercises, game entertainments, competitions, proving the sinfulness of the simple human pleasures. The servants of the Church by their speeches, treatises and acts influenced the human consciousness. The Olympics went from the arena. There is no consensus on the question when the Games officially ended, the most common date is 393 AD, when Emperor Theodosius I declared that all pagan cults and practices should be eliminated. Another mentioned date is 426 AD, when his successor Emperor Theodosius II ordered the destruction of all the Greek temples. After the fall of the ancient culture the Olympics were not held to the end of the nineteenth century [8].

Conclusions and Prospects for the Further Research. The emergence, formation and development of the Christianity were due to the objective and natural processes of the public relations. The Church and clergy of the ancient period gradually gained the influence in the society. It had both the positive and the negative sides. The positive side is the development of the spiritual culture. The negative – the counterbalance to the very essence of the human nature. Therefore the servants of the church broke the connection between the mental and physical trainings, interpreting their basic faith position as the indisputable truth. Gaining force in the country and subordinating the political rights, the church consistently implemented the ban of the exercises, entertainments and competitions.

That problem could not cover all the aspects of the physical culture history of the period of the Christianity. The further research will enable us to realize and understand the ways of the church and the clergy against the bodily perfection.

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Стаття надійшла до редакції 26.09.2017 р.

УДК 797.2 (477.72) (091)

HISTORICAL AND SOCIAL ASPECTS OF THE DEVELOPMENT OF SWIMMING IN KHERSON REGION

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<https://doi.org/10.29038/2220-7481-2017-03-93-97>

Abstract

The article analyzes the historical and social aspects of the development of swimming in Kherson region. The problem that is based on the analysis of material and technical support for the development of swimming has been identified. There is the absence of specialized swimming pools for swimming lessons. The following research methods were used to solve the problem: literature analysis; analysis of archival documents; a survey; a comprehensive analysis method of historical sources.

Practical value of swimming was researched and justified. It is noted that the inability to swim, limits the possibilities of a full life and active recreation. The classification of pools is given. The necessary number of swimming pools has been substantiated, depending on the number of inhabitants in cities and towns, recommended by the International Union of Architects.

The paper presents the results of the research on the mentioned problem in question, namely: the results of survey among parents of primary school children of secondary schools in Kherson. The survey analysis revealed the need to create conditions for the development of swimming in the city. Basic swimming training should take place in summer in open water bodies; this is promoted by natural conditions of Kherson region. In the course of the research, it was established that there are about 60 summer children's recreation facilities on the territory of Kherson region. Since summer health camps located near water bodies, it allows massive involvement of children and teenagers in swimming activities. The duration of staying in the summer health camp allows systematically to go swimming and get a positive result.

Key words: swimming, swimming pool, mass swimming.

Ольга Ображей. Історико-соціальні аспекти розвитку плавання на Херсонщині. У статті досліджено історико-соціальні аспекти розвитку плавання на Херсонщині. На основі аналізу матеріально-технічного забезпечення розвитку плавання визначено проблему, яка ґрунтується на відсутності спеціалізованих басейнів для проведення занять із плавання. Для виконання поставлених завдань використано такі *методи дослідження*: аналіз літературних джерел; аналіз архівних документів; опитування; метод комплексного дослідження історичних джерел.

Досліджено та обґрунтовано прикладне значення плавання. Зазначено, що невміння плавати обмежує можливість повноцінного життя й активного відпочинку громадян. Наведено класифікацію басейнів. Обґрунтовано необхідну кількість плавальних басейнів залежно від кількості жителів у містах і населених пунктах, яка рекомендована Міжнародною спілкою архітекторів.

У роботі представлено результат дослідження з указаної проблеми, а саме: результати анкетування серед батьків дітей початкових класів загальноосвітніх шкіл міста Херсона. Під час аналізу анкет встановлено необхідність створення умов для розвитку плавання в місті. Зазначено, що основне навчання плавання повинно відбуватись у літній період на відкритих водоймах, цьому сприяли та сприяють природні умови Херсонської області. У ході дослідження встановлено що на території Херсонської області існує близько 60 літніх дитячих оздоровчих закладів. Оскільки, найчастіше, літні оздоровчі табори розміщені біля водойм, то це дає змогу масово залучити дітей та підлітків до занять плаванням. Тривалість перебування дітей у літньому оздоровчому таборі дає змогу систематично займатися плаванням та отримати позитивний результат.

Ключові слова: плавання, басейн, масове навчання плаванню.

Ольга Ображей. Историко-социальные аспекты развития плавания на Херсонщине. В статье исследованы историко-социальные аспекты развития плавания на Херсонщине. На основе анализа материально-технического обеспечения развития плавания, определена проблема, которая основывается на отсутствии специализированных бассейнов для проведения занятий по плаванию. Для решения поставленных задач использовались следующие методы исследования: анализ литературных источников; анализ архивных документов; опрос; метод комплексного исследования исторических источников.

Исследовано и обосновано прикладное значение плавания. Указано, что неумение плавать, ограничивает возможности полноценной жизни и активного отдыха граждан. Приведена классификация бассейнов. Обосновано необходимое количество плавательных бассейнов в зависимости от количества жителей в городах и населенных пунктах.

В работе представлен результат исследования указанной проблемы, а именно: данные анкетирования среди родителей детей начальных классов общеобразовательных школ города Херсона. Во время анализа анкет установлена необходимость создания условий для развития плавания в городе. Отмечается, что основное

обучение плаванию должно происходить в летний период на открытых водоемах, этому способствовали и способствуют природные условия Херсонской области. В ходе исследования установлено, что на территории Херсонской области существует около 60 летних детских оздоровительных учреждений. Поскольку, чаще всего, летние оздоровительные лагеря, расположенные около водоемов, то это дает возможность массово привлечь детей и подростков к занятиям плаванием. Длительность пребывания детей в летнем оздоровительном лагере дает возможность систематически заниматься плаванием и получить положительный результат.

Ключевые слова: плавание, бассейн, массовое обучение плаванию.

Topicality. A study of the historical and social aspects of the development of swimming in Kherson region is an important and urgent problem. The analysis of these issues allows outlining the peculiarities of the current sports and physical culture movement, trends, ways and prospects for its development. Political and socio-economic changes in Ukraine and the world require a substantial reform of physical education system that should provide real conditions for intellectual, spiritual and physical development for every citizen. A key problem is the lack of swimming pools and available material and technical base for population. In this issue Ukraine is considerably inferior to the developed countries in creating the necessary conditions for the formation of a vital skill of swimming in the population, especially in children and young people [4; 3].

The issue of the social maintenance of swimming is an aspect which is devoted to many publications in philosophy and sociological literature (M. Ponomarev; H. Ibrahim; A. Gutman; M. Vizitey; S. Brakin; G. Llushen; V. Stolyarov, L. Lubysheva; V. Ponomarchuk; M. Bulgakova). The level of research in the problems of modern swimming is not sufficient. The significant number of works on pedagogy of swimming have been published (N. Bulgakova; R. Rajewskiy, V. Petelkaki; G. Gorbunov). But actually there are no works in which methods of swimming training in deep open water were discussed [1].

Inability to swim limits significantly the opportunities of a full life and active recreation for the citizens. (V. A. Akin, I. A. Arshavs'kiy, M.G. Bulgakova, V. S. Vasilyev, V. V. Merzlyaiv) [4].

As a result, according to the Ministry of Ukraine for Family, Youth and Sports, less than 10 % of the population in the country can swim, and only three out of ten are recruiting boys. More than 80 % of pupils and students cannot pass national swimming tests. Only 0,12 % of citizens are engaged in swimming in recreation groups and sections. One of the most urgent tasks today is the mass training of children in swimming, the formation of vital experience, and the possibility to conduct all-year recreation classes within educational institutions: kindergartens, schools, high schools, and summer health camps [3].

Applied swimming plays an important role in human life. The skill of applied swimming is used in everyday life, in labor and military activity by a person. In summer, during vacations, a lot of people take a rest close to natural bodies of water bathing on health-improving, hygiene purpose. Professions of many people are connected with work on water (fishing, water transport, underwater work, etc.). All this indicates the great importance of the applied swimming. An important condition for all human activities on the water is the ability to swim and use this skill in critical situation. Inability to swim leads to unforeseen events. According to St. Miles, 140,000 people die from drowning in the world every year, according to G. N. Klytsevych – about 200,000, according to UNESCO – up to 350,000. 140–180 people are drowned annually in Kherson region (35–36 thousand in the former USSR, in Ukraine – 5–6 thousand). The mortality rate from drowning is the second only to deaths from road accidents [5].

The purpose of the study is to study the historical and social aspects and the current state of development of swimming in Kherson region.

To solve the set tasks the following research methods were used: literature analysis; document analysis; a survey; a comprehensive analysis method of historical sources.

The Results of the Study. The history of swimming has existed for many centuries. During this period its forms, methods and means were diversified, the role and significance of this type of human activity in society also changed. The study of historical, pedagogical, scientific, methodological literature on the theory and practice of physical education indicates that swimming is a significant factor in the comprehensive, harmonious development of a personality connected with his physical and intellectual improvement. Historical sources show that even our ancestors, who settled on the seashore near rivers and lakes, used swimming as an important applied skill [1; 2; 4].

The inscriptions on the drawings of the ancient Greeks show that their soldiers were able to swim well with a variety of auxiliary tools and without them. Many historical sources tell how swimming helps in everyday life and work: hunting, fishing, during the passage through reservoirs with cargo, etc. As a means of physical education swimming was first used by ancient Greeks. They believed people who could not swim

and read, were not allowed to do the service. From ancient times Slavic people were famous swimmers. There was an effective system of physical education in Zaporizhs'ka Sich. The top-priority place in the structure of physical training of Cossacks took improving skills at swimming, diving, and the ability to sail a boat [1].

The analysis of material and technical support for the development of swimming, allowed determining the lack of specialized pools for training in swimming. In former Soviet times, in 1975, on Ushakov Street 62, there was a children's swimming pool of the closed type «Zolota ribka» with the area of 534, 2 square meters. About 9 thousand young people learned the skills of swimming for 14 years of the existence of the pool. This building functioned as the swimming pool only until 1989.

The construction of a swimming pool on 40 rokiv Zhovtnya Street was planned on the basis of «Petrovets» complex in 1972 in order to improve the material and technical base. The total area is 1794,3 sq. m. Nowadays the building is in poor condition, it needs major repairing. There is a 50-meter Olympic swimming pool «Dynamo» with towers for jumping on Perekopskaya Street, 4. At the moment the pool does not work for technical reasons. There was a swimming pool in Kherson high school № 46. It was not used for many years because of the absence of financing. About 150 children from Shumenskiy and Zhytloselische districts could learn to swim there.

In the course of the study, non-standard equipped pools «Lyagushatniki» were discovered in Kherson. They conduct swimming lessons with children of 1–5 grades.

Youth school №6 has provided swimming lessons for students of 2–5 grades of secondary schools of Tavricheskiy district for more than 20 years. During this time, about 15 thousand young people learned these skills. Children with disabilities of musculo-skeletal system undergo rehabilitation in the swimming pool for many years. Elizabeth Mereshko is the student of this school, who in 2016 became the champion and winner of Summer Paralympic games in Rio de Janeiro.

To a certain extent, the problem of insufficient level of maintenance and unsatisfactory state of the existing material and technical base is based on non-standard equipped pools – fitness center «Alcor» (size of the pool 15x4,5 m), «Premier COMPAS» (the size of the pool 12x4 m), shopping center «Fabrica» (25x12,5 m).

The main purpose of private pools is to obtain maximum commercial benefit from their activities. But this orientation does not always correspond to social needs. First of all, this reflects in the pricing of services, which is far from the principle of a «fair price» and is focused on consumers with high and above average income levels. Thus, a large number of people are deprived of access to swimming pools due to their unacceptable service costs.

For a more detailed study of the problem we have studied the classification of swimming pools [1; 2; 5].

Swimming pool is a sports facility. The main part of it is water area. Pools for swimming, jumping into water, water polo are natural or artificial reservoirs that have suitable equipment and devices for swimming trainings and competitions.

Swimming pools are of two types: 25 m and 50 m in length, and the width 11 m, 16 m, 21 m and 25 m. The width of a track is 2,5 m, so the pools can be of 4, 5, 6 and 8 tracks.

The minimum depth of bath for swimming is 1,2 m and in the deep part is not less than 1,8 m. In the competitive basins, the depth is 1,8 m.

The depth of pool for jumping from the springboard depends on the height of the springboard: at the height of the springboard 1 – 3,5 m, 3 – 3,8–4 m, 5 – 3,8–4 m, 10 – 4,5–5 m.

Dimensions for playing water polo are 20x40 m, preferably for water polo use 50 m (8 track pools) with a depth of not less than 2 m.

By the purpose, swimming pools are divided into bathing, training and sports baths, mixed.

By place, swimming pools can be open and covered.

Swimming pools can be built as a separate, or in combination with other sports facilities (sport buildings, sports complexes). The pools can have open and closed baths. The smallest distance from a residential building should be 50 m.

Open pools are divided into the simplest, equipped with natural reservoirs and artificial ones with a specially built bath.

The simplest basins equipped with natural reservoirs include: children's pools (lyagushatniki), they are built in kindergartens, camps and rural schools. Simple swimming pools can be of 25 and 50 m (6–8 tracks). On the banks of the pool there must be special buildings: locker rooms, showers, toilets. Restraints and bypasses can be constructed on piles or on metal pontoons.

The current state of the material-technical base in Kherson does not meet the existing standards. Recommended ISA standards are given in table 1.

Table 1

Required Amount of Swimming Pools Depending on the Number of Inhabitants in Cities and Towns, Recommended by the International Union of Architects (ISA)

Population	Number of pools
30 000 people	1 (25x12,5 m)
50 000 people	2 (25x12,5 m)
100 000 people	4 (25x12,5 m)
250 000 people	10 (25x12,5 m) or 8 (25x15 m) or 3 (50x21 m)
500 000 people	26 (25x12,5 m) or 22 (25x15m) or 8 (50x21 m)
1 000 000 people	50 (25x12,5 m) or 41 (25x15 m) or 15 (50x21 m)

According to architectural norms there should be 0,03 sq. m of water surface per one inhabitant in a swimming pool [1].

In Kherson, with a population of less than 300,000 people, one of the pools should have stands for spectators with a capacity of up to 2000 people for competitions and holidays on the water. Square footage around the pool should exceed the area of water surface 10–12 times. Sports grounds and fitness equipment, entertainment facilities, catering, trees and shrubs should be provided on this territory.

A questionnaire survey among parents of primary school children in secondary schools was conducted to identify the need to create conditions for the development of swimming in Kherson, The results of the survey defined the following:

1. Only 22 % out of children aged 6 to 10 years have the skills of behavior on the water;
2. 37 % of parents believe that swimming skills are a vital skill, while 63 % regard swimming as a way of rehabilitation and improving the physical development of a child;
3. 90 % of parents consider the best age for children to study swimming under 10 years of age;
4. 76 % of parents consider swimming as a sport that is beneficial for the child;
5. 79 % of the respondents agree that the payment for school swimming should be partially paid at the expense of parental funds;
6. 100 % consider it is necessary to create conditions for the development of swimming and training in Kherson.
7. 97 % of the respondents are not satisfied with the state of the material and technical base in Kherson.

Such a state of the material-technical base in Kherson attracts the attention of public people and athletes. In order to improve the problem of teaching children swimming in Kherson, «Swimming school» was established with the support of Denis Silantsev. It worked for 3 years from 2015 to 2017 on a city beach in Hydropark. Swimming instructors trained children free of charge three times a week (Tuesday, Thursday, Saturday). Every child could join «Swimming school» with the consent of their parents, and who had a doctor's permission. From 2015 to 2017, more than 5,100 children attended «School of swimming».

The direct holding of «Swimming School» was carried out by the Youth and Sports Department of the Regional State Administration jointly with the Regional Center for Physical Health of the population «Sport for All». Students of the Faculty of Physical Education and Sports of Kherson State University were instructors of «Swimming School».

The conditions of the city lead to the fact that basic swimming training should take place in summer in open water, which is facilitated by excellent natural conditions. Kherson region is located in the south of Ukraine within the Black Sea Lowland, in the basin of the lower reaches of the Dnieper. It is washed by the waters of the Black and the Azov Seas in the south. The coastline is very indented. Sandy islands, braids, shallow bays, Dniprovsky estuary stretch along the seacoast. There is a large part of Kakhovs'ka reservoir on the territory of the region, which water enters the North Crimean canal and Kakhovs'ka irrigation system.

There are about 60 summer children's recreation facilities on the territory of the Kherson region.

Since most summer recreation camps are located near the reservoirs, it allows the adolescents to participate massively in swimming exercises [2].

The period of stay in the camp offers the opportunity to go swimming systematically and get a positive result.

Conclusions and Prospects for Further Research. The analysis of literary sources and documentary materials suggests that swimming is a vital and necessary skill for a person of any age. The current state of development of swimming in Kherson region is characterized by common problems: insufficient level of

available material and technical resources; inadequate funding and ineffective use of extra budgetary sources; low level of material incentives of coaching and teaching staff; insufficient funding of scientific research.

The prospect of further research is seen in the development of a technique for accelerated swimming training for children in open water reservoirs.

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Стаття надійшла до редакції 28.09.2017 р.

УДК 796.011.3:373.2 «16/18»

DEVELOPMENT OF THE THEORY AND PRACTICE OF PHYSICAL EDUCATION OF DOMESTIC PRESCHOOL EDUCATION IN THE PERIOD OF THE RUSSIAN EMPIRE

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<https://doi.org/10.29038/2220-7481-2017-03-98-102>

Abstract

The article highlights the characteristic features of the concepts of physical education of preschool children of domestic pedagogy during the Russian Empire (18th-early–20th centuries). It is shown that the domestic pre-school practice promotes the idea of universal education, and innovative pedagogical ideas are used for the all-round education of the younger generation. Objectively, those pedagogical ideas and theories, which expressed the growing social demand for the improvement of forms and methods of upbringing contributed to the further development of pedagogical theory and practice in the field of physical education. The views and pedagogical ideas of P. F. Lesgaft, K. D. Ushynsky, I. A. Sikorsky, V. M. Bekhterev, S. F. Rusova, and others have been examined. It has been determined that the basic idea of domestic preschool pedagogy is the all-round development of a personality.

Key words: preschool children, domestic theory and practice, physical education.

Наталія Пангелова, Наталія Москаленко. Розвиток теорії й практики фізичного виховання вітчизняної дошкільної освіти за часів Російської імперії. У статті висвітлено характерні риси концепцій фізичного виховання дітей дошкільного віку, вітчизняної педагогіки за часів Російської імперії (XVIII – початок XX ст.). Показано, що вітчизняна дошкільна освіта висуває ідею всезагальної освіти, а новаторські педагогічні ідеї використовуються для всебічного виховання підростаючого покоління. Об'єктивно ці педагогічні ідеї й теорії, котрі виражали зростаючий соціальний попит на вдосконалення форм і методів виховання, сприяли подальшому розвитку педагогічної теорії й практики в галузі фізичного виховання. Розкрито погляди та педагогічні ідеї П. Ф. Лесгафта, К. Д. Ушинського, І. А. Сікорського, В. М. Бехтерева, С. Ф. Русової й ін. Визначено спрямованість основної ідеї вітчизняної дошкільної педагогіки – усебічний розвиток особистості.

Ключові слова: діти дошкільного віку, вітчизняна теорія й практика, фізичне виховання.

Наталья Пангелова, Наталья Москаленко. Развитие теории и практики физического воспитания отечественного дошкольного образования в период Российской империи. В статье освещаются характерные черты концепций физического воспитания детей дошкольного возраста отечественной педагогики во времена Российской империи (XVIII – начало XX в.). Показано, что отечественная дошкольная практика выдвигает идею всеобщего образования, а новаторские педагогические идеи используются для всестороннего воспитания подрастающего поколения. Объективно эти педагогические идеи и теории, которые выражали растущий социальный спрос на совершенствование форм и методов воспитания, способствовали дальнейшему развитию педагогической теории и практики в области физического воспитания. Раскрыты взгляды и педагогические идеи – П. Ф. Лесгафта, К. Д. Ушинского, И. А. Сикорского, В. М. Бехтерева, С. Ф. Русовой и др. Определена направленность основной идеи отечественной дошкольной педагогики – всестороннее развитие личности.

Ключевые слова: дети дошкольного возраста, отечественная теория и практика, физическое воспитание.

Introduction. Today's preschoolers will make the potential of the society in the first half of the 21st century. They will be the ones to solve complex social-economic, moral-ethical, national and other burning issues.

The changes that took place in the socio-political basis of Ukraine demand serious reforms in the system and content of educational institutions, and in pre-school education in particular.

At the same time, alarming data about a systemic deterioration of health, a decrease in the level of physical and motor preparedness of preschool children become commonplace. One of the important directions of solving this problem is optimization of the process of physical education in preschool educational institutions.

The analysis of recent investigations and publications has shown that the problems of improving the preschool physical education effectiveness were the subject of the research by O. H. Lakhno [1], N. S. Malyar [2], N. Y. Panhelova [4], V. M. Pasichnyk [5], and Y. A. Starchenko [6].

At the same time, there is a lack of research on the socio-historical direction of preschool physical education. Determining the preconditions for the emergence of trends in the development of ideas about preschool education will give an opportunity to objectively evaluate the effect of social laws in this area, identify, analyze and generalize new laws of its functioning, as well as it is worth further development.

The aim of this article is to analyze, generalize and systematize the data of literary sources concerning the development of the domestic physical education theory and practice of pre-school children during the Russian Empire (the second half of the 18th–the beginning of the 20th centuries).

We have used the following **methods and techniques** of scientific research as analysis, synthesis, generalization, and interpretation of scientific literature data.

Results and Discussions. Russian and Ukrainian thinkers strongly advocated for the protection of the rights of childhood and humane education. The upbringing and education of a child is a leading theme of pedagogical theories of such outstanding teachers and scientists as M. V. Lomonosov, F. I. Yankovich, and M. I. Novikov. They combine the ideals of spirituality, humanism and harmonious development of a man, where the ideal and the material, that is, the spiritual and the physical are interrelated and interdependent components of an individual.

F. M. Rtishchev (1626–1673), an outstanding statesman of the second half of the 17th century, organized a school at the St. Andrew's Monastery in Moscow. A monk, Epiphany Slavinetsky (a graduate of the Kyiv-Mohyla Academy), who was one of the first in Russia to become a theorist of physical education, was invited to work there.

One of the reformers of the education system Ivan Betskoy (1704–1795) proposed to create educational institutions for the «new breed of people» in order to protect them from the «dissolute environment», he initiated the opening of educational homes for abandoned children. He recommended active games, as well as jogging, jumping, dancing for diversified physical development. According to I.I. Betskoy, active motor activity in childhood will provide health and longevity in adult life.

At the beginning of the 18th century physical education was introduced into the system of noble education: horseback riding, fencing, wrestling and various active games were wide spread. In the life of the peoples of Russia, active games and physical exercises continued to be cultivated.

In Ukraine H. S. Skovoroda (1722–1794), a philosopher, poet, and educator, interpreted the idea of natural correspondence in his own way. In his work «Noble Erodidi» he argues that children should receive physical education from the first years of life, which «will strengthen them in such a way that it will help them to know sciences better».

The development of science and culture on the territory of the Russian Empire contributed to the further development of the scientific and pedagogical foundations of physical education. Thus, in the last quarter of the 18th century the educator M. I. Novikov (1744–1818) considered three components of education: physical, moral and mental in his pedagogical works. He regarded body care as the most important thing. M. I. Novikov talked about the need for physical education from the first days of life and that this process should continue until the complete formation of the body. Particular attention should be paid to cold hardening of the body and control of the child's posture.

A. P. Protasov, an anatomy professor, introduced the concept of «physical education» in Russia. In his works on physical education he explained the necessity of movements for health promotion.

His contemporary, medical researcher N. M. Maksimovich-Ambodik persistently popularized the need for harmonious upbringing of children. In contrast to existing traditions, he believed that from the first days of life the child should be given the opportunity to move instead of being swaddled too tightly. The scientist recommended cold hardening and active games for children. According to N. M. Maksimovich-Ambodik, every age period has its own characteristics, and therefore education (including physical one) should be approached individually.

O. M. Radishchiev (1749–1802), a Russian writer, also paid great attention to the physical education of children. He believed that the improving of physical strength through exercises contributes to the improvement of health.

Thus, Ukrainian and Russian teachers and philosophers of the 16–18 centuries scientifically based and actively promoted the need for physical development of the individual, which combined broad education and physical perfection.

Teachers, doctors and public figures made significant contributions to the theory of physical education of children, in particular, E. A. Pokrovskiy, E. M. Dementiev, M. I. Pyrogov [7].

M. I. Pyrogov (1810–1881) was an outstanding Ukrainian physician and teacher, who emphasized the need for a scientifically based preschool and school system of physical education in a number of his works for the first time.

E. A. Pokrovskiy (1838–1895) wrote over 70 works on physical education. In his book «Physical education of children in different nations, mainly Russia», he substantiates that the development of the general culture of a society depends on the development of physical education of children and young people. E. M. Dementiev (1850–1919) wrote his fundamental work «Gymnastics or Games», in which, among the means of physical education, he put the highest priority to action-oriented games as the most beneficial ones to children.

K. D. Ushynskiy (1824–1871) had a priority in a new approach to the problem of raising children. He believed that the process of teaching and education should be preceded by learning everything about a child. The pedagogical process should take into consideration physical and psychological development patterns of children. He emphasized the correlation between mental and physical education. He particularly emphasized action-oriented games, which he considered a universal means of development of children.

E. M. Vodovozova, a student and follower of K. D. Ushynskiy, created the theoretical manual for the training of kindergarten teachers «The intellectual and moral upbringing of children from the first manifestation of consciousness to school age», issued in 1871. The book substantiates the importance of organizing activities of a child in shaping the moral habits, will and character in an inextricable connection with the development of consciousness (games, exercises, work, reading books, conversations), as well as the physical sphere of a preschool child.

The Ukrainian theory and practice of physical education of preschool children was largely formed under the influence of the works of the teacher, anatomist and doctor P. F. Lesgaft (1837–1909). In his fundamental work «The Guide to Physical Education for Schoolchildren», he scientifically substantiated the concept of physical education of a person, which contained the following ideas:

- Systems of physical education are subject to the laws of physiology. Along with the development of physiology, physical exercises must be constantly reviewed and improved.
- Physical education is a necessary means of forming a harmoniously developed personality.
- Harmonious development is based on the unity of the physical and educational forces of a man and occurs under the condition of a leading role of consciousness.
- Teaching in physical education is, in fact, partial transfer of educational material accumulated by a community in the course of history.
- Normal physical development of a child can only be achieved on the basis of a scientifically proved system of physical education.

– Physical education is a function of general pedagogy. In the process of teaching physical exercises, more attention should be paid to the following methodological statements: consistency and gradualism in learning; taking into account age-specific characteristics of children; adherence to other general principles of didactics.

Until our time, the basic statements of the theory of physical education, developed by P. F. Lesgaft, have not lost their relevance. The idea of harmonious development, the need to manage the didactic principles of teaching physical exercises to children, the technique of mastering the movements in stages are completely transferred to the modern system of children physical education [3; 7].

P. F. Lesgaft's student V. V. Gorinevskiy (1857–1937), an outstanding specialist in sports medicine, continued developing his ideas. He was the first scientist to deal with the medical control issues during the physical education. Besides, V. V. Gorinevskiy was the author of many works concerning children's physical education, hygiene and cold hardening. His guidance manual «Physical Culture of the Pre-school Children» was the first publication, which considered the system of physical education (physical exercises, hygiene factors, health-improving forces of nature), which positively contributed to the improvement of health and physical development of children.

The views of the teachers-experimentators of the beginning of the 20th century I. A. Sikorskiy and V. M. Bekhterev concerning the integration of physical and mental education of children were insufficiently investigated, though, are of a particular interest nowadays. They are known for their originality and are based on the research of the psychophysical development of children during «early childhood». It is not by accident that pedagogy is generating tremendous interest among prominent psychiatrists. V. M. Bekhterev and I. A. Sikorskiy believed that emotional development of a child is the basis of moral education. They made the emphasis on the importance of «ethical emotions» for the formation of the personality as a social unit. As for V. M. Bekhterev, providing positive emotional background for the child's activities is the main task of emotional development. For this purpose, he recommends taking care of the whole physical well-being of a child's organism, providing it with the optimal moving mode during classes that will be of the child's interest.

The essence of the pedagogical concepts of I. A. Sikorsky and V. M. Bekhterev is as follows: application of the physiological and psychological research methods during the experimental observation allowed to get the results proving that moral feelings, and particularly the preceding emotional-volitional ones, are directly related to the physical activity of a child and require their development from the first days of life. In addition, I. A. Sikorsky (1842–1919) founded the Froebel Institute in Kyiv, which became the center of research in the field of preschool pedagogy.

In the second half of the nineteenth century not only the theory, but also the practice of preschool education (including physical education) developed. One of the first special preschool establishments in Ukraine was founded in 1858 on the initiative of the wife of the editor of the newspaper «Kyiv Guberniya News» O. M. Chernyshova. Especially popular among the Ukrainian intelligentsia was the kindergarten, opened in the early 70's of the 19th century by sisters Mary and Sophia Lindorfs (Rusova), where the ideas of national preschool education were first introduced.

S. F. Rusova (1868–1940) made a significant contribution to the development of the theory of full development of preschool children. Emphasizing the attention of preschool workers on the necessity of physical education as an integral part of the harmonious development of a child, she proposed to broaden the use of active games in the educational process of a pre-school institution as a universal means of development and upbringing of children.

At the beginning of the 20th century the movement for the association of scientists and teachers-practitioners who were involved in the issues of upbringing preschool children activated: in 1901 the Kyiv Society for the Promotion of the Education and Protection of Children was organized, in 1902 the Kyiv Society of Kindergartens, which on charitable basis carried out a large-scale organizational scientific-methodical, and advisory work, began to function.

Thanks to charitable societies, up to 1917 in Kyiv there were 11 national and 13 private kindergartens. The preschool institutions were opened in Zhytomyr, Sevastopol, Kharkiv, Cherkasy, and Chernihiv. In Ukraine there were 38 of them.

The Society of Public Kindergartens and the Freibole Society in Kyiv introduced training of pedagogical staff for preschool education. In 1908 the Froebel Women's Pedagogical Institute was founded.

Conclusions. In general, national educational practice and related theoretical pedagogy were influenced by dominant humanistic views, which developed in the late nineteenth and early twentieth centuries and began to be used in practice in preschool institutions. First of all, the system of kindergarten offered by F. Froebel was reformed and updated, and much attention was paid not only to means and methods of preschool pedagogy, but also to the care of the body, various types of physical activity of a child. The basis of the pedagogy of the kindergarten was playing through which children, imitating adults, practiced in the rules and norms of morality, trained their bodies, developed imagination and creativity. Didactic materials for the development of sensors and knowledge of the world (the so-called «gifts» (balls, cubes, and cylinders) were widely used.

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Стаття надійшла до редакції 11.09.2017 р.

THE DEVELOPMENT AND ESTABLISHMENT OF BALL GAMES IN THE ANCIENT WORLD

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<https://doi.org/10.29038/2220-7481-2017-03-103-109>

Abstract

The article deals with the data concerning the genesis, establishment and development of ball games in Ancient Greece and Rome. Their essence and social functions have been defined. The consecrated and ceremonial character of ball games peculiar to ancient civilizations has been emphasized (a ball as a sacred item created by gods impersonated the Sun, the Moon and the Earth). In the classical antiquity a ball was both the acquisition of gods and the point of all the social spheres. It was treated as a toy for children, a means of physical education and training, an effective way to revitalize the human body in health-related and free-time activities. Thus, ball games have been proved to execute significant social functions. **The aim of the research** is to outline the role of ball games for the citizenry of Ancient Greece and Rome, to characterize the essence and functions of ball games. **The tasks of the research** are to investigate and analyze artifacts that are connected with ball games of the Classical Antiquity in a direct or roundabout way and to reveal the consistent patterns of their development and establishment in all life spheres. **The content** is provided with archaeological, ethnographic and literary data and items of fine arts, whereas **the research methods** comprise the analysis and summarizing of historic data, defining historical analogy, contrasting and comparing. The research results have enabled the following **conclusions**. Ball games were treated as a vital phenomenon in the Classical Antiquity and left a legacy for the common humanity heritage and physical education alike. A ball and ball games can be accentuated as both a social phenomenon evolving constantly and one of the favourite entertaining kinds of ancient Greeks and Romans.

Key words: ball games, Ancient Greece, Ancient Rome.

Геннадій Петренко. Розвиток й становлення ігор фз м'ячем в античному світі. У статті проаналізовано й узагальнено дані виникнення, становлення й розвитку ігор із м'ячем в Античних Греції та Римі. Охарактеризовано їхній зміст і соціальні функції. У цивілізаціях Стародавнього світу ігри з м'ячем мали сакральний та ритуальний характер (м'яч уособлював у собі сонце, місяць, землю – священний предмет, який створили боги). В античні часи м'яч став не лише надбанням богів, а поступово поширився в різні сфери життя населення Стародавнього світу: як дитяча іграшка; як засіб у фізичному вихованні, фізичній підготовці спортсменів; як ефективний засіб оздоровчого впливу на організм людини в оздоровчо-профілактичній діяльності, у дозвіллі. Тобто вправи та ігри з м'ячем виконували важливі соціальні функції. **Мета дослідження** – визначити місце ігор із м'ячем у житті населення Стародавніх Греції й Риму, дати характеристику їх змісту та функцій. **Завдання дослідження** – дослідити та проаналізувати артефакти, безпосередньо або опосередковано, пов'язані з іграми в м'яч в античному світі. Виявити закономірності розвитку й становлення ігор з м'ячем в усіх аспектах життя людства в Стародавніх Греції й Римі. **Матеріали та методи дослідження.** Джерельну базу дослідження становлять археологічні, етнографічні, літературні дані та предмети образотворчого мистецтва. У роботі використовували такі **методи:** аналіз й узагальнення історичних даних, проведення історичної аналогії, зіставлення й порівняння. За результатами дослідження можна зробити такі **висновки.** Ігри з м'ячем були значним явищем у житті народів Стародавніх Греції й Риму та залишили спадщину як у загальну культуру людства, так і у фізичну культуру зокрема. Можна з упевненістю стверджувати, що м'яч і пов'язані з ним ігри – соціальний феномен, який постійно еволюціонує, був одним з улюблених видів дозвілля стародавніх греків і римлян.

Ключові слова: ігри з м'ячем, Стародавня Греція, Стародавній Рим.

Геннадий Петренко. Развитие и становление игр с мячом в античном мире. В статье проанализированы и обобщены данные возникновения, становления и развития игр с мячом в античных Греции и Риме. Охарактеризованы их содержание и социальные функции. В цивилизациях Древнего мира игры с мячом имели сакральныи и ритуальный характер (мяч олицетворял в себе солнце, месяц, землю – священный предмет, который создали боги). В античные времена мяч стал не только достоянием богов, а постепенно распространился в различные сферы жизни населения Древнего мира: как детская игрушка; как средство в воспитании, физической подготовки спортсменов; как эффективное средство оздоровительного воздействия на организм человека в оздоровительно-профилактической деятельности, в досуге. То есть упражнения и игры с мячом выполняли важные функции. **Цель исследования** – определить значение игр с мячом в жизни населения Древней Греции и Рима, дать характеристику их содержания и функциям. **Задачи исследования** – исследовать и проанализировать артефакты, непосредственно или косвенно связанные с играми в мяч в античном мире. Вывести закономерности развития и становления игр с мячом во всех аспектах жизни человечества в Древней Греции и Риме. **Материалы и методы исследования.** Базу исследования составляют археологические, этнографические, литературные данные и предметы изобразительного искусства. В работе использовались следующие методы: анализ и обобщение исторических

данных, проведение исторической аналогии, сопоставления и сравнения. По результатам исследования можно сделать следующие **выводы**. Игры с мячом были значительным явлением в жизни народов Древней Греции и Рима и оставили наследство как в общей культуре человечества, так и в физической культуре в частности. Можно с уверенностью утверждать, что мяч и связанные с ним игры – социальный феномен, который постоянно эволюционирует, был одной из любимых видов досуга древних греков и римлян.

Ключевые слова: игры с мячом, Древняя Греция, Древний Рим.

Introduction. Every nation has its own psychophysical system which is based on the unique traditions, mentality and mode of life. Such a system indicates its common cultural level and the stage of national evolution. A range of movements and organizations to learn and expand traditional games and activities has been formed. While popularizing national games and sport they can gain their international status and give a common ground to different cultures [11].

The activity of playing a ball has accompanied the humanity for centuries. It results in the cultural similarity and diversity. Since the time of consecrated games in Ancient Egypt ball games have become an integral part of the humanity.

Taking into account the data provided by *the Association For International Sport for All* (TAFISA), that represents the constant working party «*Sport for All*» of the International Olympic Committee at 20th World Congress TAFISA in Buenos Aires, 36,5 % of general public engage in sport activities with balls. The association also informed about 20 most popular kinds of sport (in 200 countries) in percentage terms.

The number of the adherers following these kinds of sport is even more striking. The supporters in sport are not passive observers; they are participants or a vital component that guarantees sport functioning at the interpersonal and social levels. The results of polling show that a number of ball games' supporters (soccer, football, basketball, baseball, volleyball, cricket, tennis, golf, handball, ping pong, rugby, lawn hockey, billiards, bowling, etc.) exceed half the world population in different countries. Therefore, the development and formation of physical education and sport activities cannot exist without ball games.

It is difficult to define where and when exactly a ball was created. The balls made of different materials have been excavated on all continents. There are some Egyptian fresco paintings that depict playing and juggling a ball. Excavating shrines revealed the balls stuffed with papyrus or palm timber and covered with leather or fabric.

Social ball games were rather popular in Ancient Egypt and the victories were dedicated to the gods. The aboriginals of North America treated a ball as a sacred object but not a toy; a ball was forbidden to touch because it impersonated the Sun, the Moon and the Earth. A light jumpy rubber ball familiar to us was invented 3000 years ago by the Olmecs populating the territory of present-day Mexico. And the air filler instead of feathers and wool was implemented in China.

The uprise of any idea is always historically predetermined and caused by a set of subjective and objective reasons. The competitions for agonists were originally peculiar to Greeks [10]. A ball in ancient Greece was both a game and an oblation to honour gods who were supposed to invent a ball treated as an ideal item. The Romans borrowed and improved many games of the Ancient Greeks. Some of these games have been preserved till nowadays. A great many artifacts concerning balls were connected with the Classical Antiquity and serve as a proof of appreciating ball games in the ancient society.

The availability of censorious ancient literature, the profound knowledge of ancient religion, the artifacts comprising decorated vases, sculptures and other household goods dating from the epochs of Ancient Greece and Rome means that we have at our disposal objective data reflecting the erstwhile mentality, worldviews, the perception of events and activities [10].

A ball is a handy and dynamic toy that has ever taken a specific social place. Ball games used to be vital for health, emotional adequacy, physical and mental development of the Ancient Greeks and Romans. Arguing the ball games' origins, the stages of their development and different strata's attitude to playing a ball in the Classical Antiquity has ever been challenging and encouraged the present research.

The aim of the research is to identify the role of ball games, to outline their influence on the life in Ancient Greece and Rome and characterize their essence and functions.

The tasks of the research are to investigate and analyze artifacts that are connected with ball games of the Classical Antiquity in a direct or roundabout way and to reveal the consistent patterns of their development and establishment in all life spheres.

The Content and the Research Methods. The content is provided with archaeological, ethnographic and literary data and items of fine arts, whereas the research methods comprise the analysis and summarizing of historic data, defining historical analogy, contrasting and comparing.

The Research Results and their Arguing. The mythology of Ancient Greece has preserved the names of many gods and heroes. The sanctuaries, temples, shrines and altars were built, the statues were constructed, the sacrifices were offered up and the inscriptions were dedicated in order to honour gods. Still, we possess the limited data about ball games owing to the fact that at that time they were not a part of the Olympic Games and other consecrated and ceremonial sport events in honour of gods.

The antiquity appreciated mental maturity and physical efficiency alike. Thus, the Greeks spent their free time in palaestrae [3] and gymnasiums. An ephebeion was the largest facility for physical drills and games. The gymnasiums also had such sport grounds as a sphaisterion (for playing a ball) and a drome (for running).

Though ball games stood first among all sport activities in Ancient Greece, none of them either was played outside an educational institution or reached competitive level called «agon». A ball game was associated with physical education and training only. Thus, it did not come up with such classical sport activities as running, jumping, the javelin and discus throwing, wrestling that were included into the renowned Olympic Games. Playing a ball was treated as a kind of fundamental gymnastics and could only assist in gaining physical efficiency. Amid the patrician atmosphere of the Olympics sphaisteria were noted for democratic ball games that required no equipment and thus were affordable for all ages. However, in order to ensure the observance of rules the presence of a coach called a sphaistic was obligatory. The balls were made of wool and feathers and covered with leather. There were also heavy balls stuffed with sand and light balls for kids filled with air [2].

The first mentions about ball games in ancient times were found in Homer's poems. The initial descriptions were recorded in «Odyssey». In one case («Odyssey», VI, 100, 115) it goes about a game called «feninda» or «efetinda», based on the deceit of a partner: a player aims for another player and then throws a ball in the opposite direction; that's why every participant should be wide awake not to lose a ball. Another fragment describes the game called «Urania»: a ball is tossed high up and another player should jump and catch it on the fly [2]:

*So taking in hand a gleaming sea-blue ball,
made by the craftsman Polybus – arching back,
one prince would hurl it toward the shadowy clouds
as the other leaping high into the air would catch it
quickly, nimbly, before his feet hit ground again («Odyssey», VII, p. 372–376).*

Homer described that dances were either executed by acrobats or stepped with the help of a ball. Agallida, a woman from Corcore wanted to please her fellow-countrywoman and thus informed that Nausicaa was supposed to invent a ball game. But Dicaearchus claimed that Sicyon was an inventor, while Hipparcus mentioned the Lacedaemonians, the forefathers of all gymnastic activities. Nausicaa was the only heroine who was depicted playing a ball, whereas the most famous ball players were Demoten, Theocritus [or Theognis], a sophist from Chios and some Herephan. Even Ctesibium, a philosopher from Chalcis liked ball games and numerous friends of King Antigonos competed with him. However, a kind of a ball called pholicle was invented by a gymnastics trainer, Atticus from Naples, in order Pompeii the Great could engage in training. A game itself was originally named feninda and later it became known as robbing and appealed greatly to ancient people. It demanded expanding great efforts when struggling for a ball and consequently was supposed to be rather exhausting. Antiphany admitted: «*Oh-Oh! How painful! My neck is aching!*» [1].

The ancient records concerning the life and oeuvre of Sophocles, who was a tragedian, a play-writer and one of the most prominent tragic poets in Greece of the Classical Antiquity describe his skills in playing a ball. Similar to the music ingenuity Sophocles' physical skills that were the result of his studying at Athenian palaestrae stood him in good stead in the dramatic art. His early tragedies also comprised «Nausicaa» that celebrated the charming idea of Homer's «Odyssey» (Book VI). A tired hero was sleeping when Nausicaa and her friends were playing a ball after laundering. Nausicaa wanted to point a ball at her servant but it fell into the sea. The girls screamed and Odysseus woke up.

Sophocles impersonated Nausicaa and put a play on the stage impressing everybody with his skills in playing a ball [9]. When staging «Phamira» Sophocles played the cithara himself. He was also good at playing a ball after representing Nausicaa [2, p. 28]. Sophocles attracted the audience's attention with both playing a ball and singing (the fact was documented in the commentaries to «Odyssey») [3, p. 29].

Soon the interest in ball games spread. We admit that all Lacedaemonians, Alexander the Great and Sophocles (who became famous starring as Nausicaa that played a ball in his drama «Nausicaa or Laundrywomen») were involved with the ball games [5].

In general, all artifacts can describe ancient customs better than literary writings, though they presuppose the involvement of the imagination and guesswork. For instance, there exists a painted vase dating from VI century BC and representing an interesting scene: the participants of a game carry three youngsters on their shoulders whereas an adult (he is evidently a coach) preceding the procession holds a ball high overhead. The painted vase is assumed to depict a game ending. Evidently, the losers were to carry the winners on their shoulders. Such an interpretation is based on the real runners' tradition that existed in Classical Antiquity. Due to that tradition a loser called «a donkey» was to carry a winner honorary called «a king» on the shoulders [2].

The sculpture «A Game» dating from IV century BC reflects a game that resembles the previous image on the vase (VI century BC). Despite of its poor condition, this ancient sculpture witnesses its creator's elaborate ingenuity because it precisely represents the dynamics and clothing. Still, it is necessary to perceive the composition's oddity: a girl is carrying another girl on her shoulders. It has turned out that there are a lot of sculptures dating from the antiquity that look similar to the sculpture «A Game» Since mid-XIX century and up to the present the diggings have revealed 40 analogous compositions. The analogue of a Capitoline one (a terracotta sculpture) is exhibited in the Metropolitan Museum of Art in New York. It has been preserved better and helps perceive the plot representing a game called «ephedrism». The essence of the game was to knock a ball out of the field throwing stones at it. The activity was especially popular among females and the one who managed to aim for a ball became a winner. It used to be a pair game and the losers were to carry the winners on their shoulders. The moment of admitting defeat was often depicted by artists.

There were other kinds of ball games comprising catching a ball jumping off the ground and juggling several balls in the meantime. The Greeks considered those activities to favour stamina and be recreational alike. Ball games played a special role in Ancient Sparta because alongside with other physical activities playing a ball game was treated seriously and considered to be a preparatory stage for military service. For instance, an ephibium of the first year of studies was called a spherist because they practiced ball games a lot. The competitions between teams playing a ball were often held in Ancient Sparta. They were treated not only as an entertaining activity but as serious contests demanding thorough preparation and training as well. The winners of team competitions in ball games were honoured just the same as if they had been Olympic champions [2]. An example of such a game was episkyros involving two teams. Each team comprised 12 or 14 players and the contests were held during an annual town festival. Usually, five teams participated in the playing session. Though it was only a ball game, it used to be rather fierce, especially in Sparta [12]. The role of spheristics at the times of Ancient Sparta is supposed to be essential due to the fact that the name of Timothrit from Sparta who created a manual concerning the ball game's rules has been preserved till nowadays [2].

There was another game called «trigon» meaning a triangle: every participant of which was to catch a ball with a hand, throw it to another hand and send a ball to some contestant. The marble statue showing a boy playing trigon was found by George McFadden while carrying out digs in the Temple of Apollo Khilats on Cyprus. The statue represents the boy keeping balls in both hands and is exhibited in the Archaeological Museum of Kurion in Lymassol, Cyprus.

Another team game was called «harpastum» and involved two teams who tried to take away a ball pushing away their rivals. The game was a competitive one and required agility, strength and quick orientation in mid-air. It is clear that the rules were to be strictly observed. The sculptures often represent the images of the game resembling modern ball hockey and the participants rolling a ball with bent sticks [2].

The marble relief from the National Archaeological Museum in Athens shows a Greek athlete balancing a ball on the hip, presumably demonstrating the technique of teaching the boy. The ball, obviously, is a folio – an inflated ball. The game was popular, but the Greeks did not leave us any descriptions.

Commending a ball as one of the first ancient toys of man and the best gift for children, Aristotle says: «... the most beautiful ball or lekif, of course, has splendor as a gift to a child ...» (Book 4, XV, Article 129). «Argonautica» by Apollonius Rhodius, the only monument of epic Hellenistic poetry of the time of its heyday, not only fully came to us, but is also preserved in many manuscripts. In the poetry we find the lines in which the goddess of Cyprus offers her son Eros a ball (the desired toy) for fulfilling her request:

*Come, be ready to perform for me the task I will tell thee of,
and I will give thee Zeus' all-beauteous plaything –
the one which his dear nurse Adrasteia made for him,
while he still lived a child, with childish ways, in the Idaean cave –*

*a well-rounded ball; no better toy wilt thou get from the hands of Hephaestus.
All of gold are its zones, and round each double seams run in a circle;
but the stitches are hidden, and a dark blue spiral overlays them all.
But if thou shouldst cast it with thy hands, lo, like a star,
it sends a flaming track through the sky.* (Book 3, p. 130–135).

This episode from «Argonautica» is depicted on a lekythos («Eros with a Ball», IV century BC, National Museum, Warsaw).

The Romans, both adults and young people, played ball games even more willingly than the Greeks. The Romans spent their leisure time in baths. The bath complexes were intended not only for bathing, there were sports grounds there. However, in contrast to the Greek palaestra and gymnasiums, the Roman baths were primarily a place for relaxation, and not the place for physical training of warriors, sports grounds had only auxiliary functions.

One of the favorite ball games that the Romans played in the bathhouses was trigon in which players passed a ball back and forth as quickly as they could. Probably in the game, besides ordinary balls, glass balls were used. One of those balls is preserved at the Dusseldorf Museum. Confirmation of the existence of glass balls games we find in the epitaph of the second century AD: «*Ursus, who was the first Roman to play with a glass ball properly with my fellow-players, while the people approved with greatest applause, in the baths of Trajan, in the baths of Agrippa and Titus, and frequently in Nero's (if only you believe me) – am I.*» Juggling balls, like games for the Greeks, was a fun for the Romans, as evidenced by vase painting of that time, namely the vase depicting a «Seated Girl Juggling» displayed in the Regional Archaeological Museum in Palermo.

The Romans loved all kinds of tough games. That's why this passion has moved to ball games. Harpastum (Greek harpaston) was just such a game that spread to all Roman provinces. Confirmation of this is an archaeological find in Egypt – a harpastum ball (The British Museum, London). Horace, a poet of the «golden age» of the Roman literature, played ball games. Describing how he, together with Virgil, Varius and others, accompanied Maecenas to the city of Brundisium, says that Maecenas went to play a ball game, but the poet did not participate in the game because his eyes hurt [4]:

*Then to Capua, where the mules shed their loads early.
Maecenas is off for sport, Virgil and I for sleep:
Those ball-games are bad for sore eyes and stomachs* (The Satires, I, 5).

But in his another satire, he tells a reader how he was envied when he played with Maecenas or watched the game with him: «*... If he's watched the Games with me Or played ball on the Campus, all cry: «Fortune's child!»*» (The Satires, II, 6).

The rules of the ball games were in Rome, quite likely, the same as they were in Greece, and the Romans considered the game itself as a means of supporting themselves in a proper physical form [2]. Horace in his poems (The art of Poetry, to the Pisos, 380–381) paid tribute to the physical training of athletes and exercises with a ball which were regarded as a means of physical training along with other sports disciplines:

*«He who knows nothing of sport shuns the Campus' gear,
Watches, if he's unskilled with ball, hoop, or quoit,
Lest the ring of spectators burst out laughing freely...»*

Martial is one of the most prominent epigrammatists not only in the Roman but also in world literature, in his brief, witty, and humorous epigrams, he pays attention to ball games [7, 8]:

*How sweetly you sing, and how sweetly you dance!
In touching the lyre, or the ball, how you prance!
When nought you do well, and yet sweetly do all;
A sweet goodfornothing such bustler I call* (Book II, 7).
*Whether you are rubbing into your skin the clammy wrestler's oil,
or playing at tennis to warm you,
whether you are catching the dusty ball with your hand,
or sharing with your competitors
the featherlike weight of the loose bladder* (Book IV. 19).

Martial was the first to describe balls for various games in his book «The Presents Made to Guests at Feasts» [7]:

*This ball, stuffed with feathers, difficult to manage,
is not so soft as a bladder, nor so hard as an ordinary ball.
If you are skilful enough to strike me with rapid left-hand blows,
I am yours. You are not sufficiently skilled, so, clown, return the ball.
Retire to a distance, young men; tender age suits me;
with the bladder it befits only boys and old men to play.
This the agile youth catches amid the dust of Antaeus (Book XIV, p. 45–48).*

Some works mention that a ball was used by elderly people in physical therapy.

Thus, in the Letters of Pliny the Younger (Book III, 1) there is a description of the way Vestricius Spurinna, a Roman senator, spends his leisure time: «*Then he plays at ball for a long spell, throwing himself heartily into the game, for it is by means of this kind of active exercise that he battles with old age.*»

Conversely, in Cicero's treatises (Philosophical Treatises on Old Age (Cato the Elder), ball games are considered unsuitable for elderly people: «*Let others, then, have their weapons, their horses and their spears, their fencing-foils, and games of ball...*» (XV, p. 58).

In ancient Rome games were more than just entertainment. Claudius Galen, a prominent Greek physician, prescribed ball games for his patients instead of drugs, he preferred active games and exercises in the fresh air: «*Thousands and thousands of times I was returning health to their patients through exercise.*»

Galen's favorite exercises comprised games in which a small ball was used. His views concerning a small ball were as follows: «*The form of exercise deserving our attention is therefore that which has the capacity to provide health of the body, harmony of the part, and virtue in the soul, and these things are true of the exercise with the small ball.*». According to Galen, ball games can develop high-level properties of soul and body that people try hard to achieve.

Conclusions and Perspectives for Further Research. The developed nations knew only simple types of ball games, but they felt the need for practicing more complex and aesthetic forms of play.

Ball games were a significant phenomenon in the lives of the people of ancient Greece and Rome and they contributed to the general culture of mankind, and physical culture in particular. It can be said with confidence that a ball and ball games as a constantly evolving social phenomenon were one of the favourite pastimes of the ancient Greeks and Romans as well as a form of their physical training.

Prospects for further research will be related to a more detailed study of the development and formation of ball games in the Ancient World.

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Стаття надійшла до редакції 12.09.2017 р.

УДК 373.016:796]:340.13(438)"1947/1997"

LEGAL BASIS OF SCHOOL SPORTS IN POLAND IN THE YEARS 1947–1997 – SELECTED ASPECTS

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<https://doi.org/10.29038/2220-7481-2017-03-110-115>

Abstract

After almost six years of a consumptive Poland, World War II, the Polish society began to rebuild the basic, destroyed structures of the country. Deep political transformations have undergone fundamental state structures, including education and sport. The National Council was involved in issues of Physical Education was already involved in 1945. At its 9th session, proposals about protection of health and physical education were presented. They were at a time when the Temporary Government of National Unity had already introduced decrees: the creation of offices and boards of physical education and military adoption, and the universal obligation of physical education and military adoption. The establishment of the Sejm in early 1947 resulted in further changes in organizational structures of physical culture. The Act on the Universal Obligation of Vocational Enrollment, Physical Education and Youth Adoption, and the Organization of Physical Culture and Sports, was the impetus for major changes. In 1949, another resolution dissolved all the hitherto centralized institutions of physical culture by appointing the Main Committee of Physical Culture in their place. The aim of this article is to discuss issues related to the statutes adopted during that period and the ordinances which regulated all matters related to the development of widely understood school sport in Poland since 1947 to 1997.

Key words: Poland – school sport – legal bases – years 1947–1997.

Анета Рейман. Правові основи шкільного спорту в Польщі в 1947–1997 рр. – вибрані аспекти. Польща після майже шести виснажливих років унаслідок Другої світової війни почала відновлювати основні зруйновані структури країни. Глибоких політичних перетворень зазнали основні державні структури, уключаючи освіту й спорт. Державна Національна рада зайнялася проблемами з питань фізичної культури в 1945 р. На 9-й сесії вона внесла пропозиції щодо захисту здоров'я та фізичної культури. Це було в той час, коли Тимчасовий уряд національної єдності вже ввів постанови: створення відділів і рад фізичного виховання й військової підготовки, а також обов'язкове зобов'язання з фізичного виховання та військової підготовки. Створення Сейму на початку 1947 р. зумовило подальші зміни в організаційних структурах фізичної культури. Закон про загальнообов'язкову професійну підготовку, фізичне виховання й військову підготовку молоді та організацію фізичної культури й спорту стали поштовхом до великих змін. У 1949 р. наступною ухвалою розформовано всі наявні централізовані установи фізичної культури та призначено на їхнє місце Головний комітет фізичної культури. **Мета цієї статті** – обговорення питань, пов'язаних зі статутами, прийнятими протягом цього періоду, і розпорядженнями, які регулювали всі питання, пов'язані з розвитком найбільш поширеного шкільного спорту в Польщі з 1947 по 1997 рік.

Ключові слова: Польща – шкільний спорт – правова база – 1947–1997 рр.

Анета Рейман. Правовые основы школьного спорта в Польше в 1947–1997 гг. – избранные аспекты. После почти шести изнурительных лет Второй мировой войной Польша начала восстанавливать основные разрушены структуры страны. Глубокие политические преобразования наблюдались в основных государственных структурах, включая образование и спорт. Государственный Национальный совет занялся проблемами по вопросам физической культуры в 1945 г. На 9-й сессии он внес предложения по защите здоровья и физической культуры. Это было в то время, когда Временное правительство национального единства уже ввело постановления: создание отделов и советов физического воспитания и военной подготовки, а также обязательные обязательства по физическому воспитанию и военной подготовке. Создание Сейма в начале 1947 г. обусловило дальнейшие изменения в организационных структурах физической культуры. Закон о всеобщей профессиональной подготовке, о физическом воспитании и военной подготовке молодежи и организации физической культуры и спорта стали толчком к большим переменам. В 1949 г. последующим постановлением расформировано все существующие централизованные учреждения физической культуры и назначено на их место Главный комитет физической культуры. **Цель этой статьи** – обсуждение вопросов, связанных с уставами, принятыми в течение этого периода, и распоряжениями, которые регулировали все вопросы, связанные с развитием наиболее распространенного школьного спорта в Польше с 1947 по 1997 г.

Ключевые слова: Польша – школьный спорт – правовая база – 1947–1997 гг.

1. Reconstruction of State Organizational Structures in Physical Culture (1944–1956). Shortly after the nearly six-year-long devastation of Poland's Second World War and the complicated socio-political situation between the allies of the anti-Nazi coalition, attempts were made to rebuild damaged state structures, including education and sport.

During this period the development of physical culture and sport was a result of the erosion of various political orientations, mainly the Polish Workers' Party and the Polish Socialist Party. The dispute between

the two parties, which was exclusively political, was mainly concerned with the organizational structure of physical education and sport, the future and the role of workers' sport, and the development of competitive sport called bourgeois. Since mid-1947, the dominant direction in the development of physical education and sport has already been given by the PPR, which has been preparing radical ideological and political changes, modeled on Soviet experiences. After the unification of both parties, PZPR had a decisive influence on the development of physical culture in Poland. From the place where physical education, sports, tourism and recreation were concerned, the social rank, the level of material expenditure and the attitude of the state administration, trade unions, youth and social organizations in these areas were concerned¹.

The Temporary Parliament –the National Council- took into consideration issues of physical education and sports already in 1945. It should be pointed out that this authority did not, in fact, function as the supreme authority of the state, but was used by the ruling party to shape the legal basis of the system, transmission of the party's program to society and the appearance of parliamentary democracy in Poland². At its ninth session, proposals for health protection and physical education were presented. These conclusions were important enough that the Provisional Government of National Unity had already introduced decrees: the creation of offices and boards of physical education and training, and the universal obligation of physical education and military adoption. On the basis of the above decrees in 1946 the Ministry of National Defense created the State Office for Physical Education and Military Training, traditionally referring to the analogous pre-war institution, operating through provincial, district and city delegations³. At the same time the National Council of Physical Education and Military Training was established with the Minister of National Defense, whose mission was to establish the essential Guidelines for the conduct of the PUWFiPW and control over the entire activity of the Office and the implementation of established guideline⁴.

Undoubtedly, a great influence on the physical education and youth sport had number of terms. They stated that: *Today in their own country under the government in the hierarchy of the most urgent tasks, the issue of young people's education occupy one of the first places. Solving it strictly on the level of satisfying spiritual needs would be unilateral and would not correspond to its true desires. Polish youth, having suffered such heavy sacrifices, have the full right not only to return to school and lecture hall but to playgrounds and sports stadiums in order to forget about the most traumatic past*⁵.

The impetus introducing significant changes turned out to be the Act of the Sejm of 25 February 1948 establishing the Council for Youth and Physical Culture, the General Organization of the «Service of Poland» and the General Office of Physical Culture, which resulted in the necessity of applying a new phraseology. Three terms were introduced: physical education, physical culture, sports. The intention of the legislator was to give physical culture the broadest possible meaning⁶. Such formed system did not last long, however, as in 1949 another law dissolved all the hitherto physical institutions of physical culture, calling in their place the Chief Committee of Physical Culture.

At the end of September 1949 appeared a resolution of the Political Office of the PZPR Central Committee regarding to physical culture and sport, which gave high rank to a physical culture. Strengthened the control of the party over sport, establishing the post of sports instructor of the Department of Mass Propaganda of the Central Committee of the Polish United Workers Party and the departments of the regional committees. The leadership role of the party in the management of sport resulted in the loss of national identity, the break with the traditions and democratic rules established in the life of sports associations formed during the interwar years. At the same time, the Soviet model began to be introduced⁷. The system was fixed by the Act of December 30, 1949 *about the organization of physical culture and sport*, which in the apogee of Stalinism became the basis of sport organization in Poland. Since then the sport in Poland has been managed by the bureaucratized, centralized administration created by the Soviet Central Committee of Physical Culture. When the monopoly of communist rule was taken over by sport, the road to full sovietization of the sport movement in Poland was open⁸.

Such position can be testified by words of the chairman of the GKKE, Włodzimierz Reczka, who dogma of socialist physical culture described as follows: *The study of Marxism-Leninism, which points to the unity of spiritual*

¹ L. Szymański, From studies on the model of physical culture in People's Poland 1944–1980, [in:] «Role of tradition in shaping the contemporary model of physical culture». AWF Warszawa, 1986. P. 198–199.

² L. Szymański, The role of the People's Republic of Poland in shaping the policy in the field of physical culture and tourism in the years 1944–1980, [in:] *Physical Education and Sport*. 1993. No 4. P. 197.

³ L. Szymański, Physical Culture and Tourism in the Politics of People's Poland 1944–1989. Wrocław, 2004. P. 27 i nn.

⁴ P. Godlewski, Sport in Poland in the context of the political reality of the years 1944–1956. AWF Poznań. 2006. P. 101.

⁵ J. Gaj, K. Hądzelek, History of Physical Culture in Poland. Poznań, AWF, 1997. P. 181.

⁶ P. Godlewski, Sport in Poland in the context of the political reality of the years 1944–1956. Poznań, AWF, 2006. P. 36.

⁷ Ibid. P. 376.

⁸ More on this subject: P. Godlewski, Sporting Sovietism in Poland (1948–1956), [in:] *Studied in the history of physical culture* / ed. T. Jurek. Gorzów Wlkp, 2002. P. 441–455.

and physical development of man, the Soviet theory of physical culture, which treats physical culture as an essential part of nationwide culture, as a great matter which is concerned by the State and the Party, Soviet experience in the struggle for mass and high level of sport and physical education, the magnificent achievements of today's world-leading Soviet sport will be a signpost for us, to awake in us zeal and perseverance in battle for the full development of physical culture in our country⁹.

In the years 1950–1953 significant changes were made in the structure of sport, eliminating the statutory clubs and establishing the divisions: the military, the Central Council of Trade Unions, the People's Sports Association, the Federation of Sport Clubs «Gwardia» The «Start» Cooperative Sport Association and the «Zryw» Association¹⁰, which after many controversies stemming from the pre-war tradition of separating school physical education from competitive sport, have transformed themselves into the School Sports Association¹¹.

October 1956 influenced the ferment in physical education and sport, linked to the critique of the past, the restoration of democratic forms in the sport movement, and the creation of new concepts for the development of these fields¹².

Undoubtedly, the biggest mistake of this period is the takeover by the state administration of a large part of the tasks of social sports movement. As it turned out after many years of experience, these changes did not pass the exam, which was admitted even then mentioned then president of GKKF W. Reczek, who at the national sports council in February 1957 said: *we reorganized sports movement, not counting with our traditions and conditions. (...) Without the need to cross the great achievements of sports movement and half a century of the traditions of many clubs and unions*¹³.

2. The legal Basics of School Sport in 1957–1989. By liquidating the pre-war three-level school, the Ministry of Education has ordered the implementation of a unified curriculum. This program came in 1947, taking into account the 8-year universal school.

It should be pointed out that in this period the primary goal of school education and sport - in relation to the interwar years –did not change. For the purposes of education, as a matter of course, the motor skills, physical fitness, immunity, structure and attitude of the body were emphasized. For the purposes of education, the need to create characteristic features, social and moral attitudes was stressed and the habit of physical activity, and for cognitive purposes it was about learning by the student about the body and its development and understanding the importance of physical education and sport¹⁴.

As it turned out, an enormous amount of primary schools was not prepared for the effective implementation of the program. Hence, based on the instructions of the Ministry of Education of 4 V 1948, at the turn of 1948/1949, 7-grade primary school was established as the basis for future education. It was based on a 4-year secondary school, thus forming an 11-year general upper secondary and upper secondary school.

Curricula have proven to be ahead of the schools in this period. They required a solid material and legal basis. Although their subsequent versions were generally prepared in an atmosphere of polemics, and with a great emotional commitment and contributions from numerous professional teams, the effects of this work were always aware of the lack of comprehensive and methodologically validation of the value of previous editions¹⁵.

On July 15, 1961, the Act on the Development of the Education System was enacted and upbringing. For the first time in new political circumstances, it attached special importance to the physical education of children and adolescents. In the introduction to the law it was raised, among other things, *that teaching and education in schools and other educational institutions aims to comprehensively develop pupils and educate them for the conscious and creative citizens of the Polish People's Republic*¹⁶. An important element was also its provision, stating that elementary school aims to *harmonize the development of students in terms of mental, moral and physical and preparation for learning, in vocational and general education or further education and qualification in the course of work performed*¹⁷.

An important impetus for the further development of school sports was the order of the Minister of Education and Higher Education of 22 IX 1967 on «School Sports Holidays». This decree states that *in order*

⁹ W. Reczek, Soviet physical culture is leading the world *World*. 1953. No. 28. 5, 23.

¹⁰ See. eg L. Szymanski. op. Cit. P. 47–52.

¹¹ W. Lipoński, Humanistic Sports Encyclopedia. Warsaw, 1987. p. 334.

¹² zymański L, From studies on the model of physical culture in People's Poland 1944–1980, [in:] *Role of tradition in shaping the contemporary model of physical culture*. Warszawa : AWF, 1986. P. 198.

¹³ J. Gaj, K. Hądzelek. Op. Cit. P. 189.

¹⁴ L. Nowak, Physical education programs and their implementation in general education in Poland in the years 1945–1989. Outline of the problem. [in:] *From the latest history of physical culture in Poland*. T. 4. Edited by Bernard Woltmann. Gorzów Wlkp. : PTNKF Oddz. in Gorzów Wlkp., 2000. P. 229–230.

¹⁵ Z. Jaworski, Physical education program in elementary school in Poland in 1945–1972. Monographs of WSWF in Gdansk. No. 9. Gdańsk 1973. P. 1.

¹⁶ Journal of Laws of 21 July 1961. No. 32. Pos. 160.

¹⁷ Ibid.

to further develop the physical education of schoolchildren, to show the results obtained in this field and to draw the attention of parents and adults to education and the health benefits of sport, the first physical and physical culture of school youth is established on the first Saturday and Sunday of June each year under the name of School Sport Day¹⁸. According to the above, on the days of the indicated holidays, the organization of all activities outside the sports activities was suspended, while the Saturdays during school and intercollegiate sports were established as a free day.

The obligation to organize School Sports Holidays was applied to all primary and secondary schools under the direction of the school authorities with the active support of the School Sports Association. At the same time, a circle of people was set up to organize the holiday. This task was assigned to teachers and youth activists of the SZS¹⁹.

The program also includes the school sports program, which consists of: 1) school and intercollegiate events, competitions, sports tournaments, 2) mass sports games and games combined with competitions; 3) sports and tourism trips; 4) mass sports and gym shows; 5) sports competitions and exhibitions.

An important impetus for further dissemination and development of school sports was the order of the Minister of Education and Higher Education of 23 June 1971 *about the principles of cooperation of social organizations with schools in the implementation of educational tasks*²⁰. According to his instructions, educational work with school students could be organized by the following social organizations and institutions: National Defense League; League of Nature Conservation; The Chief Cooperative Council and associated cooperative organizations; Polish Red Cross; Polish Tourist-Touring Association; School Sports Association; Society of Polish-Soviet Friendship and the Universal Savings Bank. At the same time, the text of the memorandum included a statement specifying the specific role of the SZS, which was to play a key role.

This was also the case when the Minister of Education Order was issued and Higher Education of 25 November 1971 *on detailed rules for the cooperation of the School Sports Association with schools in the implementation of educational tasks and the rules of participation of school youth in the activities of non-school organizations of physical culture*²¹.

According to § 1 of the cited regulation, *the School Sports Association (...) works with the school in physical development and sports for school youth*²². The scope of interoperability was defined here very precisely and included: programming and organizing mass sports activities with all school youth; Organizing youth sports organizers' training and incorporating them into school activities; Taking active part in the extension and construction of school facilities and sports facilities; coordinating out-of-school sports activities conducted with school children; developing other forms of activities for the promotion of physical education and sport among school youth. At the same time, in order to provide the Union with conditions for the implementation of youth program tasks, school administrators were obliged to provide free of charge the facilities and sport equipment of school. The impetus for the development of school sport was also a further regulation of the Minister of Education and Higher Education of 25 November 1971 *on compulsory courses with physical education and sports in schools*²³. In the mentioned order we read, among others «... *extra-curricular physical education and sports are part of the educational and educational process of the school and are aimed at improving health and fitness, developing the interests and sports talents of children and young people ...*». This provision precisely defined the specific role of physical education in the development of youth. Depending on the number of students, the following compulsory physical education and sport activities are provided: up to 200 students – up to 6 hours per week; from 201 to 320 students – up to 8 hours per week; from 321 to 600 students - up to 12 hours per week; Over 600 students – up to 18 hours per week. The aforementioned regulation obliged the compulsory physical education and sport school activities in the SZS sports school sports wheel. These classes were conducted according to a program established by the Board of Directors of the Association, approved by the Ministry of Education and Higher Education.

The management undoubtedly supporting the development of school sports in schools was the Ordinance of the Minister of Education and Training of 4 VIII 1972 *on the introduction in all types of schools of medial exercises and the organization of large intervals*²⁴. It imposed on the school management the obligation to organize intergenerational breaks, organizations that had to pay attention to the use of all opportunities for students to spend them on the runway, school pitch, etc. It was emphasized that depending on the conditions of the material base and the seasons, the nature of physical exercises, ie games and sport games, sports exercises or dance.

The turn of the sixties and seventies of the last century is a period of further efforts to fully adapt the dimension and forms of physical education classes to the needs of school children. The prospective goal of this period was to obtain at least 5 hours of organized physical education classes per week in the student's

¹⁸ Official Journal of the Ministry of Education and Higher Education (hereinafter: DzUrzMOiSW). № B-10. Pos. 122 (OW3-6000/12/67).

¹⁹ Ibid.

²⁰ DzUrzMOiSW, No. B-8. Pos. 52 (No. SW3-0720 / 7/71).

²¹ DzUrzMOiSW. № B-16. Pos. 101 (no SW4-0171 / 8/71).

²² Ibid.

²³ DzUrzMOiSW. № B-16. Pos. 102 (no SW4-0171 / 9/71).

²⁴ DzUrzMOiSW, no. B-4, pos. 38 (No. KF1-0171 / 1/72).

schedule. In reference to the above, on April 6, 1973, Resolution No. 85 of the Council of Ministers *about the further development of physical culture was adopted*²⁵. It stated that, a new system of physical education, sport and recreation should aim to achieve a high level of fitness for students, as well as to develop habits and skills in recreation and sports. It has also been suggested that the size of the physical education, sport and recreation activities per student be successively increased to reach 6 hours per week in 1985. The outgoing for these expectations was the provision of § 2 *Ministers (...) will provide conditions for the implementation of the new system of physical education, sport and recreation for children and young people as well as the intensification of the activities of the School Sports Association*. This meant that the SZS was the main guide in the development of school sport.

This assumption was, in a sense, right. It was primarily the SZS who was the protagonist of the spartakiadamovement in which the school youth participated. The first Polish Youth Spartakiada was held in Wrocław in 1969 on the occasion of the XXV anniversary of the People's Republic of Poland. The next Games organized in 1979 was awarded the title of the Polish Youth Championships. The Organized Athletes' Cup for the «World Youth» Cup was also very popular. His sports competitions became the basis for the 1973 Sports Illustrated badge called «Universal Sports Badge». Many positive effects have brought numerous actions popularizing sports among school youth, such as «sports holiday» or «sports winter».

At the beginning of the political transformation, ie in 1989, the «Report about physical culture in Poland» prepared under the auspices of the Committee on Physical Culture of the Polish Academy of Sciences. According to this study, at the end of the 1980s, the level of physical education and sport was very diverse, from high to almost zero. The level of influence was affected by the overall condition of schools, among others. Poor base facilities, equipment and hygiene, besides focusing on emergency purposes rather than prospective goals, retargeting the educational process, treating pupils objectively, and accepting as the main criterion of the level of physical education in a sports school of a narrow group of pupils²⁶.

This phenomenon was accompanied by a decrease in the interest of young people in the compulsory physical activity (sports), in schools and out-of-school sports clubs²⁷.

3. The Legal Basics of School Sport After the Political Transformation (1989–1997). Introduction of the transformation of the entire state system in the early 1990s resulted in the change of the legal basis of school sport. On September 7, 1991 the Sejm passed a new law on the education system. According to its preamble: *Education in the Republic of Poland is a common good of the whole of society; It is guided by the principles contained in the Constitution of the Republic of Poland (...) The school should provide every pupil with the necessary conditions for its development, prepare him to fulfill his family and civic duties based on the principles of solidarity, democracy, tolerance and freedom*²⁸.

An important provision of this law, which influenced the development of school sports, was the provision of art. 56, which decided *that schools and institutions could operate (...) associations and organizations whose statutory purpose is to work with children and youth either expanding or enriching the form of didactic and educational activities and caring school*. The basis of the activities of these associations was the Act of April 7, 1989 – *Law about Associations*²⁹ and the Detailed Act of 18 I 1996 *about physical culture*³⁰. These laws, in their basic content, regulated the mode of creation and the rules of functioning of physical culture associations. It also introduced new regulations to school sport and its organization. Since then the SZS has lost the legal monopoly to organize sport and recreation activities at the school environment. As we know, organizations involved in the implementation of tasks related to the broadly understood physical culture include: sports clubs; inter-school sports clubs; popular sports clubs; parish sports clubs. This directory is not a closed directory. In addition to the four most commonly used organizational forms of physical culture in the student environment, there may be other organizations as long as their goals and statutes are consistent with the applicable legal order.

The characteristic feature of these associations was that they were developed under the previous Act of 3 July 1984 *about physical culture*³¹. They have acquired legal personality through the entry into the register of physical culture associations run by a governmental body with general jurisdiction (voivode). Already - under the rule of the previously binding 1984 Act – starting in 1994, students' sport clubs (UC) were started. The creation of

²⁵ *Monitor Polski*. 1973. No. 21. Pos. 123. See In addition: J. Cepcer, April Resolution of Physical Culture and the Meaning of Physical Culture in 1973. In the recent history of physical culture in Poland. Vol. Collective work under ed. B. Woltmann, Gorzów Wlkp. 2002. P. 297–304.

²⁶ Committee on Physical Culture of the Polish Academy of Sciences, Report on Physical Culture in Poland. Warsaw, 1989.

²⁷ Z. Zukowska, Physical Culture of Youth in Educational Institutions. From the Research Workshop. Warszawa : AWF, 1987; J. Gaj, K. Hądzelek. Op. 206–207.

²⁸ Journal of Laws 2016.1943 t.j. of 2016.12.02.

²⁹ Journal of Laws 2017.210 t.j. of 2017.02.03.

³⁰ Journal of Laws 2007.226 t.j. of 2007.12.04.

³¹ Journal of Laws 1984 with later changes.

these new organizational forms of school sport resulted not so much from the desire to meet the expectations of the environment, as with misunderstandings about the role of school sport that occurred between the Office of Physical Culture and Tourism and the SZS. Student sports clubs were sanctioned 2 years later, in 1996, under the Act on Physical Culture.

The definition of the student sports club contained the provisions of art. 7 Act of 18 I 1996 about physical culture, which provided that the student sports club was an association of physical culture *sui generis*. It was not registered in the National Court Register, but entered in the register maintained by the competent county governor (the mayor of the city with county status). This simplified procedure was designed to facilitate the setting up of such clubs³². As stated in the content of the article. 7 of the aforementioned law, the legislator has seen in this organizational form a factor that will positively influence the development of widely understood school sports. These assumptions seemed to be right, because these associations were active in the environment of children and youth and were inextricably linked to schools; they were based on an existing base and school facilities; engage young people to participate in publicly accessible sports; they helped to promote sports talents and organizers.

An important breakthrough in the development of school physical culture associations with legal personality started the program «Sport of All Children», which was introduced by the decision of the President of the Office of Physical Culture and Tourism of 13 April 1994. This decision was also established inter-ministerial Sports Committee of Children and Youth. One of the main tasks of the program was to expand the base of school sports primarily by providing comprehensive assistance in the development of primary school education. The program of action of these clubs has introduced sports «minidisciplines» in canoeing, football, volleyball, tennis, archery and cycling.

Activities undertaken by the «Sports of All Children» program have turned out to be in line with social expectations, in particular parents, teachers, and children themselves. The best thing about this was that, according to the state of the day on 6 April 1996 – the day of the new Act of 18 I 1996 about physical culture came into force – more than 2200 student sports clubs were registered⁶⁸.

4. Summary

The legal-organizational basis of school physical culture in Poland depended to a large extent from the political, social and economic system of the state. After World War II until 1989 – with a few exceptions – mandatory system with central directives, where there was no place for pluralism and self-governance.

After 1989, new forms of school sport were developed. This process continues to this day and is constantly being supplemented by new elements of the «infrastructure» of physical education school.

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Стаття надійшла до редакції 11.09.2017 р.

³² See. A. Nowakowski, Legal status of student sports clubs in Poland. *Scientific Journal of the Higher School of Management in Częstochowa*. 2001. № 3 (15). P 5–15.

⁶⁸ W. Sawicki, School of Physical Education. Warsaw, 1997. P. 8.

TRADITIONAL PHYSICAL CULTURE OF BELARUSIANS

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<https://doi.org/10.29038/2220-7481-2017-03-116-121>

Abstract

Relevance. The study of the history of physical culture makes it possible to reveal the laws of its development, the relationship with socio-political and economic factors. **The aim of the research** is to substantiate the essence, types and structure of the traditional physical culture of Belarusians. **Results of the Research.** Traditional physical culture has been the main type of physical culture of the Belarusian people for about a thousand years. It is regarded as the activity of the society aimed at the formation, development and support of the physical qualities of a person with the goal of educating the personality of an owner, a protector of the family, and the clan. **Conclusions.** Traditional physical culture includes the following basic subsystems: general physical culture, professionally applied physical culture, remedial fitness, social institutions of the physical culture, spiritual values of physical culture and it performed world-view, aesthetic, communicative, and transformative functions.

Key words: history of physical culture, physical culture of Belarusians, traditions, functions.

Олександр Шамак. Традиційна фізична культура білорусів. Актуальність. Вивчення історії фізичної культури дає змогу виявити закони її розвитку, взаємозв'язок із соціально-політичними та економічними факторами. **Мета дослідження** – обґрунтування сутності, видів та структури традиційної фізичної культури білорусів. **Результати дослідження.** Традиційна фізична культура була основним типом фізичної культури білоруського народу протягом тисячі років. Вона розглядається як діяльність суспільства, спрямована на формування, розвиток та підтримку фізичних якостей людини з метою виховання особистості власника, захисника сім'ї та клану. **Висновки.** Традиційна фізична культура включає в себе такі основні підсистеми: загальну фізичну культуру, професійно-прикладну фізичну культуру, корекційну придатність, соціальні інститути фізичної культури, духовні цінності фізичної культури, а також здійснює світогляд, естетичні, комунікативні та трансформаційні функції.

Ключові слова: історія фізичної культури, фізична культура білорусів, традиції, функції.

Александр Шамак. Традиционная физическая культура белорусов. Актуальность. Изучение истории физической культуры позволяет выявить закономерности ее развития, отношения с социально-политическими и экономическими факторами. **Целью исследования** является обоснование сущности, типов и структуры традиционной физической культуры белорусов. **Результаты исследования.** Традиционная физическая культура была основным видом физической культуры белорусского народа в течение тысячи лет. Она рассматривается как деятельность общества, направленная на формирование, развитие и поддержку физических качеств человека с целью воспитания личности владельца, защитника семьи и клана. **Выводы.** Традиционная физическая культура включает в себя следующие основные подсистемы: общая физическая культура, профессионально прикладная физическая культура, лечебная физкультура, социальные институты физической культуры, духовные ценности физической культуры, а также выполняются мировоззренческие, эстетические, коммуникативные и преобразующие функции.

Ключевые слова: история физической культуры, физическая культура белорусов, традиции, функции.

Introduction. Scholars refer to the culture and society of the Middle Ages as the traditional culture and traditional society. Traditionalism is the main feature of a medieval society, to which all spheres of its life activity were subordinated. And if so, tradition as a mechanism for preserving and transferring collective experience in a medieval society could not bypass its need for the development of the physical characteristics of a person. Of course, physical culture and the concept of «physical culture» itself in modern interpretations in traditional society did not exist. But, if we consider physical culture as an activity of a society to develop physical characteristics of a person, then such activity was undoubtedly conducted.

But, first of all, we will consider the basic concepts of traditional culture in general. In modern science, there are a number of terms denoting the culture of the Middle Ages. These are: «traditional», «pre-industrial», «agrarian», «peasant», and «pre-literate» culture. The existence of a great number of concepts associated with one object is the result of the investigations of traditional culture by various scientific disciplines: ethnography, history, sociology, philosophy, and philology.

The content of a concept is a collection of essential features of an object or class of homogeneous objects reflected in this concept. We will not consider all the above-mentioned definitions separately, we

shall single out the essential element in them to which all researchers address. This concept is «tradition». By «tradition» they understand the totality of elements of social and cultural heritage that are passed down from generation to generation and preserved in a certain society, classes and social groups for a long time and cover objects of social heritage (material and spiritual values) as well as processes and methods of their transmitting» [10].

The mechanism of the formation of the tradition is as follows:

- the basis of any tradition is the experience of the social group to which the tradition belongs;
- in the course of time the most valuable part of the general experience is selected and fixed with the help of a stereotype. A stereotype is a typical solution to a typical situation;
- tradition is a set of stereotypes, but it is important that they are not random, they are interrelated and mutually extractable because only such a system allows to ensure the transition from one situation to another.

Thus, we can make the following pattern of tradition formation: the accumulation of experience → selection → stereotyping of experience → transmitting of a stereotype → re-creation of a stereotype. This scheme shows that the traditional culture is oriented primarily not towards creation of something new, but towards re-creation of the already known and preservation of the most valuable knowledge.

Several generations are involved in the formation of traditional culture elements, but this does not exclude the contribution of an individual within the framework of the culture elements that society has developed. Thus, the final result is a synthesis of collective and individual experience based on tradition.

At the same time, in a feudal society there were no traditions acceptable for all groups of society. The psychology of social groups, everyday experience, behavior, clothing, and forms of relationships were strictly regulated both within the group and between different social groups, which makes certain traditions senseless or inaccessible to representatives of other groups. Each social group had its own tradition in the sphere of culture and considered it unique.

It is necessary to mention variability as an important regularity of traditional culture. The number of options is large, but they all have equal value and the measure of the value of each option is different. It is necessary to distinguish the concepts of «tradition» and «traditional». E. S. Markaryan defines the common and distinctive in the terms «tradition» and «cultural tradition». «Tradition is a way of fixing, transmitting, and re-creation of culture in social memory», but «cultural tradition» is a social group experience that takes the form of a stereotype.

Tradition should be considered by the subjects of activity, i.e. the bearers of tradition. In the framework of the ethnographic and class approaches in the scientific methodology of the USSR period, the traditional culture, which was more often called «folk», was attributed only to the proletarian strata of the society and, above all, to the peasantry. This approach, formulated by V. Ya. Propp [6] and conserved by the Marxist-Leninist methodology, completely denied involvement of such subjects of medieval society as the nobility and townspeople in traditional culture. Traditions existed in all layers and groups of medieval society. Examining the subculture of only one social group – the peasantry, we impoverish the culture of the nation as a whole [2].

Thus, traditional culture is a historical systemic formation consisting of three significant subsystems [7]. This is a subsystem of the feudal elite of society (nobility, gentry, chivalry, Cossacks, etc.); subsystems of urban and peasant traditional cultures.

The aim of the research is to substantiate the essence, types and structure of the traditional physical culture of Belarusians.

Materials and methods of research: analysis of literary sources and archival materials, analysis and synthesis, induction and deduction, and historical method.

Results of the Research. Discussion. The laws and principles that formed the traditional culture of the Belarusian Middle Ages fully apply to the traditional physical culture. Traditional physical culture is an ethnic tradition, a combination of elements in material and spiritual life, as well as the ways of its transmission.

The values of physical culture were transmitted from the older generation to a new generation. Forms and types of traditional physical culture were relatively stable: a new generation repeated what their ancestors did. Anyhow, in the system of traditional physical culture there are gradual changes connected with a change in the culture and practical life of society.

The development of traditional physical culture by a new generation took place in the process of life activity: labour, participation in wars, hunting, games, dances, and rituals. Traditional physical culture should not be reduced to a peasant one. It took place in the life activities of all classes, social strata and social

groups of the Belarusian medieval society. The basic forms and types of traditional physical culture within the boundaries of one class were supported by the majority of its representatives, fixed in a system of concepts, moral attitudes, ideals, and images that were role models. The task of traditional physical culture is to ensure the physical development of a personality according to the ideals of a particular social group or class.

Traditional physical culture was experimental-empirical in nature. Elements of physical culture were developed and tested by historical practice. They were combined and improved through the selection and development of the most valuable and necessary ones based on the principle of utility for a particular social group, its ideal of a personality.

Traditional physical culture is a part of the culture of traditional society and it existed in syncretic unity with other forms of traditional culture. At one time, it was not considered as something independent, it's like modern physical culture and sport are perceived nowadays. And this trend persisted not only in Belarus, but also in other Slavic countries [5; 8].

Traditional physical culture differs from modern one in form and content. Therefore, the direct transference of the concepts of modern physical culture to the traditional one is not permissible. The physical culture of the Middle Ages is specific in form and content.

Let's outline the time frame for the existence of traditional physical culture of Belarus. This is a period from the 10th to 18th century. In the 10th –13th centuries, the physical culture of the feudal elite and the layers of society adjacent to it already became an independent trend of life activity. Later (the end of the 14th century) the formation of traditional physical culture of townspeople began. Peasant traditional physical culture remained almost unchanged until the beginning of the 19th century [4].

What main goal was pursued, what motivated the use of traditional physical culture in the Belarusian medieval society? The goal of traditional physical culture is physical development of a person according to the ideal of the social group of a medieval society. The main ideal of each social group of the traditional society of Belarus was an owner (*gaspadar* in Belarusian). All social groups put the following meaning in this concept: an owner is a man who can be the head of a family or a clan, who is able to use property for the benefit of the family and the clan. The main content of the concept of «owner» was the same in all social groups of the Belarusian medieval society, but each of them specified it with additional elements related to the specificity of life activity and the position of the social group.

The Belarusian feudal lords highly valued physical strength and health. Feudal lords were not physically weak people who spent their lives in comfort and idleness, as it was believed in the Soviet period of our history. The formation of the mentality of an owner and a warrior, who was able to stand up for his own and «take someone else's belongings with a sword» did not leave room for physical weakness, psychological instability, and lack of will. The patrimonial morality demanded from an heir preservation and augmentation of property, and he was brought up to own, to inherit ancestral property and protect family's honour.

An owner and a knight were ideals, which the Belarusian feudal lords tried to form, raising their descendants. The main element was professional military training. Male gentry were the only social group of the Belarusian medieval society, who, practically all, performed military service. Service in the army and participation in wars were the main duties of the gentry. That is why every nobleman had to have a certain level of physical and military training. The noblemen considered the concept of a master (*gaspadar*) to be a priority. The Grand Duke of Lithuania had the title «*Gaspadar (an owner)*». The expressions «*We, gaspadar ...*», «*our gaspadarstva*» were used in many articles of the Statute of 1588. The szlachta (nobility) not only considered themselves owners of the country, but also codified their aspirations in legal documents.

The nobleman's second concept was the one of knighthood associated with knightly deeds, and it did not contradict the first concept: «If a son performs his knight service and his father, who stays at home, dies during his son's absence, the son must take the estate and property in his hands when he returns from a foreign land» [9].

A townsman-craftsman could become an owner, having good physical conditions, which allowed him to master a craft in order to continue his family business. A town craftsman was obliged to participate in militia service in the period of 14–18 centuries. Rich townsmen, who owned land, performed military service on the same conditions as nobility. During that period certain changes occurred in physical culture of townspeople. They were connected with the development of crafts, the duty of a citizen to perform military service, as well as the specifics of urban life. At the end of the fourteenth century Belarusian cities began to receive Magdeburg law (the first one was Brest in 1380), according to which they were given self-management in solving pressing issues of urban life. At the same time, city citizens and elected city authorities were

assigned tasks to defend the city. A characteristic element of the physical culture of townspeople was applied military and physical training necessary for the city defense and guard service.

The population of cities increased not only because of natural growth, but also at the expense of peasants coming from villages. Therefore, some elements of the traditional physical culture of the Belarusian peasantry functioned among townspeople. The physical education of urban youth was a family affair, closely related to the father's craft and the family's belonging to a trade guild. The family transferred all cultural traditions to a young generation: practical skills in craft, moral and religious values and values of everyday life. Sons as heirs inherited not only their fathers' business but also the duty to replace them in military service.

An owner was an ideal for all social groups of townspeople. Each craftsman was an owner of apprentices, pupils and members of his own family. Sons of the owner could become owners, having mastered the craft of their father and continuing family business. For this, they required not only professional, but also physical readiness and health.

A peasant ran an individual farm, which was based on physical strength of his family. It is no accident that the peasants said: «With good health, there'll always be work». A significant number of children's games imitated peasant's labour. Physical education was utilitarian and practical. Peasants were interested in a person's ability to work in agriculture. Physical education was subordinated to this goal and first it was in the form of play, and later of work [1].

According to the Belarusian folklore, the cult of physical force was a part of peasant's life. The main character of many fairy tales is asilak, i.e. a person endowed with unusual power, but at the same time he is highly moral, open, and honest. It is noteworthy that physical force is not idealized by itself, asilak is always a defender of people [3].

The development of feudalism and the reliance on nobility in the military affairs allowed the Belarusian state to seek assistance from peasants in rare cases and to a small extent in the 14th and 18th centuries. The bulk of the peasants practically did not know military service and they did not have motivation to master military-applied physical culture. Besides, peasants were forbidden to have weapons. To raise an owner, who can support a family, was the main task of parents. The need to be an owner and to run a farm so deeply rooted in the mentality of the Belarusian peasants that in the 19th century (year 1863) during the period of K. Kalinovskiy's uprising, he, encouraging peasants to support the rebels, appealed to the sense of *gaspadar* (an owner) and signed himself «*Yasko, an owner, from Vilnius*» in his appeals in «*Muzhytskaya Pravda*» [4].

In view of the above and without being exhaustive, we suggest a definition of traditional physical culture: «Traditional physical culture is an activity of traditional society intended to form, develop and support physical qualities of a person with the goal of educating an owner, and a defender of a family and a clan.»

Traditional physical culture is a complex, dynamic and open system, including three main subsystems that correspond to the three main classes of Belarusian society: gentry, townspeople, and peasants. Between these subsystems there was a certain exchange and interaction (primarily in games), but at the same time, each of them retained its isolation during the Middle Ages, from the 10th to the end of the 18th centuries.

Traditional physical culture of a particular historical period, class or social group is a concrete way of existence of systemic relations in the unity of the general and the specific, the necessary and the random. The author has analyzed the object «traditional physical culture» and has identified the most significant and characteristic elements of the structure that are fixed in all periods of functioning of traditional society and are more or less present in all social groups [9]. We believe that traditional physical culture of Belarusians includes the following basic subsystems.

- I. General physical culture.
- II. Professionally-applied physical culture.
- III. Remedial Fitness
- IV. Social institutes of physical culture.
- V. Spiritual values of physical culture.

The first three subsystems correlate with the types of traditional physical culture. The fourth subsystem enables the functioning of traditional physical culture in social groups. The fifth subsystem defines the value dimension of physical culture as a socially-oriented phenomenon, which gives purposefulness to the entire system of traditional physical culture and helps to identify generic human qualities. As we can see, in the structure of traditional physical culture there is no subsystem of a material and technical base, compared to a modern model of physical culture. There was practically no special sports equipment used for the formation of physical qualities. Professional, household and natural objects were used instead.

General Physical Culture. This subsystem includes the following elements: everyday physical skills (horse riding, swimming, hunting, games, dancing); physical recreation (active rest). The main function of

this subsystem is the formation of general physical culture of a person according to the ideals of the society or a social group. At the same time, general physical culture performed educational and recreational functions.

A person of traditional society received significant physical activity, in comparison with a modern man. Horse riding, hunting, the need to walk a lot, and physical work required motor activity, considerable physical efforts even from privileged classes. The bearers and transmitters of general traditional physical culture were, first of all, parents, relatives, and educators.

Professional-applied Physical Culture (in the Broad Definition of the Concept). The subsystem of this type of traditional physical culture includes elements of special physical training related to professional activity, which, like a tradition, was transmitted within the family, or in the process of training by an experienced, outside professional. The main function is individual's socialization. Within the framework of this subsystem we distinguish the following areas:

- military-professional physical culture which was used in the system of troop training. It was relevant to knighthood, armored boyars, Cossacks, and gentry;

- military applied physical culture, i.e. military physical training of the urban militia, certain social groups of peasants and townspeople who were required to perform military duties when it was needed: farm servants, hajduks, chosen infantry (peasant infantry of the Radzivil family), and urban militia;

- professional physical culture, i.e. physical training necessary for the performance of some professional activity. Peasants prepared themselves for agricultural work, handcrafts or certain types of craft. Townspeople trained to become artisans.

Remedial Fitness. This kind of physical culture involves the use of certain exercises for diseases treatment. Its main function is recovery of a person. Remedial fitness included not only physical exercises, but also magical and sacred means, which was the norm, in accordance with the ideas of the medieval society. This subsystem of traditional physical culture of Belarusians is fixed by scientists, first of all, in the system of peasant traditional physical culture [1] and specific female gymnastics – gymnastics of the Belarusian charmers. Massage as an element of remedial fitness has been widely used among urban residents since the 16th century [3].

Social Institutes of Physical Culture. State and educational organizations, as well as specialists who controlled and participated in the processes related to the functioning of traditional physical culture. Specialists who conducted military-professional training included rotmisters, fencing masters, and riding masters. Military-applied training of citizens was conducted by officers of the garrisons. Compulsory gymnastics classes have been recorded in the statutes of educational institutions and the schedules of training sessions since the 16th century.

Spiritual Values of Traditional Physical Culture. This subsystem includes ethical and aesthetic elements of traditional physical culture, formation of the owner's personality, knightly etiquette, ideas of different layers of traditional society about physical beauty of an individual, reflection of the ideology of strength, health, and military qualities in literature and journalistic works. The verbal folklore of peasants reflected traditional physical culture in fairy tales and songs through the ideology of strength, health, and courage.

Traditional physical culture performed fewer functions than modern one. The functions with identical goals had different content because they realized the needs of specific social groups of the traditional society of Belarus. We have identified the most significant functions. The function of physical transformation relates to the development and formation of physical qualities of a person through the motor skills and abilities necessary in the life activity of a particular social group. The function of socialization is the acquisition of social experience and social status in the sphere of traditional physical culture of a social group. The worldview function is the formation of a system of views on the physical culture, its place in the life of a person and social group. The aesthetic function was manifested through the ideas of physical beauty, health and strength, in accordance with the requirements of a social group of traditional society. The communicative function was realized, first of all, within a social group of traditional society as an exchange of empirical knowledge in traditional physical culture.

Conclusions and Prospects for Further Research. Traditional physical culture has been the main type of physical culture of the Belarusian people for about a thousand years. It has been regarded as the activity of society in the formation, development and support of physical qualities of a person with the goal of educating the personality of an owner, a protector of the family, and the clan. Traditional physical culture includes the following basic subsystems: general physical culture, professionally applied physical culture, remedial fitness, social institutions of the physical culture, spiritual values of physical culture and it performed world-view, aesthetic, communicative, and transformative functions.

In the future it is necessary to investigate traditional means of the physical culture of Belarusians.

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Стаття надійшла до редакції 29.09.2017 р.

HISTORY OF WOMEN'S FOOTBALL WORLD CHAMPIONSHIP IN 1991–2007

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<https://doi.org/10.29038/2220-7481-2017-03-122-127>

Abstract

The aim of this article was to show the initial stage of development of women's world football through the analysis of first five tournaments within the World Championships. Such beginning in the form of world class tournaments has allowed strengthening the position of women's football in the world, giving it international prestige. First tournament took place in China in 1991. Joao Havelange, a then FIFA president, was a great promoter of the establishment of the FIFA World Cup. The next world championships were played in Sweden. It was a perfect tournament in terms of organization. A turning point in women's football was a tournament played in 1999 in the United States. It was a great media success of women's football. This tournament broke the audience record of sport competitions involving women, as the final match was watched by more than 90 thousand spectators at the stadium. The next championships strengthened the position of football in the world. Currently, there is a need to monitor and register important events in women's football, as it happens in men's football.

Key words: women's football, world championship, history.

Анджей Сорока. Історія жіночих чемпіонатів світу з футболу в 1991–2007 рр. Мета роботи – показати початковий етап розвитку жіночого світового футболу за допомогою аналізу перших п'яти турнірів на чемпіонаті світу. Такий початок (у формі турнірів світового рівня) дав змогу зміцнити позиції жіночого футболу у світі та надати йому міжнародний авторитет. Перший турнір відбувся в Китаї в 1991 р. На той час великим популяризатором проведення турнірів на Кубок світу був тодішній президент ФІФА Жоао Гавеланг. Наступні чемпіонати світу відбулись у Швеції. Це був ідеальний турнір із погляду організації. Переломним моментом у жіночому футболі став турнір у 1999 р. у Сполучених Штатах. Це був прекрасний медіа-успіх жіночого футболу. Цей турнір за участю жінок у спортивних змаганнях побив рекорди, оскільки за фінальним матчем спостерігало понад 90 тис. глядачів на стадіоні. Наступні чемпіонати посилили позиції футболу у світі. На сьогодні існує потреба в моніторингу та реєстрації важливих подій у жіночому футболі, оскільки це відбувається в чоловічому футболі.

Ключові слова: жіночий футбол, чемпіонат світу, історія.

Анджей Сорока. История женских чемпионатов мира по футболу в 1991–2007 гг. Цель работы – показать начальный этап развития женского мирового футбола путем анализа первых пяти турниров на чемпионате мира. Такое начало (в форме турниров мирового уровня) позволило укрепить позиции женского футбола в мире и предоставит ему международный авторитет. Первый турнир состоялся в Китае в 1991 г. В то время большим популяризатором проведения турниров на Кубок мира был тогдашний президент ФИФА Жоао Гавеланг. Следующие чемпионаты мира прошли в Швеции. Это был идеальный турнир с точки зрения организации. Переломным моментом в женском футболе стал турнир, который состоялся в 1999 г. в Соединенных Штатах. Это был прекрасный медіа-успех женского футбола. Этот турнир с участием женщин в спортивных соревнованиях побил рекорды, поскольку за финальным матчем наблюдали более 90 000 зрителей на стадионе. Следующие чемпионаты усилили позиции футбола в мире. В настоящее время существует потребность в мониторинге и регистрации важных событий в женском футболе, так как это происходит в мужском футболе.

Ключевые слова: женский футбол, чемпионат мира, история.

Introduction. Philosophers treat sport as an amazing phenomenon of the twentieth century, especially referring it to football. No sport discipline has taken over the world just like football and no one has managed to gather such a large number of fans (Grzegorzczuk et al. 1991). Football is a very communicative game, easy to understand even if participants or spectators do not know the rules, as the whole sense of the game boils down to scoring a goal. It seems that through its simplicity and ability to trigger strong emotional and intellectual experiences in participants of the game, it has become a phenomenon of modern times (Soroka 2005).

Football's phenomenon is proved also by the fact that its popularity returned in the early 70s of the 20th century among women after the ban period, which was issued in the 1920s. This is a classic example of how difficult it is to forbid something that people care about and what are really interested in (Soroka, 2005).

The extent and scope of football's phenomenon has caused that it has been explored for a long time by sociologists, psychologists as well as representatives of other science disciplines, however to a small extent

by historians as the analysis of individual tournaments remains only in the form of statistics of individual federations. Therefore, it is important to analyze the most important tournaments such as the world championships in order to document the most interesting phenomena occurring at the turn of the century and then to compare them together.

The aim of this article was to show the initial stage of development of women's world football through the analysis of first five world cup tournaments. Such beginning in the form of world class tournaments has allowed strengthening the position of women's football in the world, giving it international prestige.

China 1991. The Real Glow of Women's Football

Women's football got real glow in November 1991, when there was an inauguration of the world championships in this sport. Joao Havelange, a then FIFA president, was a great promoter and initiator of the establishment of cyclic tournaments with participation of the best female teams in the world, out of which would emerge the best one for the period of four years.

The organizer of the first tournament was the People's Republic of China, where women's football was very popular in the 1980s. Teams from all over the world were welcomed with unquestioned enthusiasm of football fans and Chinese authorities, which undoubtedly raised the prestige of the whole tournament.

In the final tournament there were 12 national teams selected through qualifications from 46 teams that expressed their desire to participate in this meeting. They were divided into three groups, out of which two best teams and two out of three with the highest number of points advanced to the knockout phase. Subsequently, the promotion was conditioned by a better ratio of goals. Apart from footballers, six football female referees appeared on the pitch. Klaudia de Vasconcelos, a Brazilian referee was the first woman in FIFA history that led a match on such a high level as the main referee. It was the match for the third place in the tournament.

A final match for the title of the first world champion in female football gathered in the stadium 63,000 fans. The meeting ended with the victory of American female footballers after scoring two goals by Michelle Akers against Norwegians. The first world championship tournament was dominated by teams from Europe – there were five. Three European teams played in semi-final matches, although the most important trophy was won by the American team. There were also one team from Brazil, three teams from Asia, one from Africa and one from Oceania. Matches were watched in the stands by 510,000 fans, with an average of nearly 20,000 fans per match, what impressed the organizers and FIFA authorities.

Sweden 1995. Europe Welcomes the World's Best Female Footballers

If the tournament in China in 1991 could be called an organizational improvisation, the second women's world championships played in 1995 in Sweden were organized at the highest world level. It was a combination of world prestige and provincial fun due to playing matches at the Swedish National Stadium Rasunda in Stockholm as well as in small provincial venues. Football teams even from distant continents won supporters from the local community, where they lived and played their matches.

These were championships where FIFA introduced an experiment with time breaks. The team could take advantage during the match of one two-minute break in each half of the game to rest or correct team's setting or tactics. However, during matches such convenience was rarely used by trainers. The specificity of these championships was also frequent meetings of main referees with line ones, which also aimed at allowing players to rest and regenerate. All these actions were because of the high temperature of the air during the tournament in Sweden.

Out of 25 referees who led matches during the tournament, 14 were women. For the first time in the history of women's world championships the final match was led by a Swedish referee, Ingrid Jonsson, who perfectly fulfilled her duty.

It was a tournament not only for the world championship, but also for qualifications to the Olympics Games in 1996, where the national women's teams were to take part in for the first time. One could say that the inauguration of world-class women's football tournaments led football to be introduced in the Olympic disciplines.

There were 53 national teams that participated in the qualifying matches for the final tournament of the II Women's World Football Championships. The formula of twelve teams in final matches was preserved. There was only a change in scoring. If a team won a match, it gained 3 points, whereas for the game unresolved only one point. A match for third place won the team from the United States after scoring one goal in each half against Chinese team. The final match of the world championship played between the teams of Norway and Germany was watched by over 17 000 fans, who were cheering for both teams in the rain, while the entire tournament was watched in the stands by 112 000 spectators.

USA 1999. Media Championships

If the championship tournament in 1995 was perfect due to its exemplary organization, the 1999 championships were a breakthrough in women's football because of their huge audience and media attention. The matches in stadiums were watched by almost 1 200 thousand of spectators. There were 2500 journalists accredited at the championships. All 32 played matches were broadcast live on television, and they were watched by almost billion viewers in 70 countries around the world. It was a breakthrough in the popularization of football in the world.

The final match in 1999 at the stadium in Pasadena in California was watched in the stands by a record number of fans – 90,185. So far no other sport event with women's participation gained such audience. Even a then president of the United States Bill Clinton came to watch the finals match on July 10.

For the first time the number of teams in the final tournament amounted to 16. They were divided into four qualification groups, out of which two best teams advanced to the next round. Further phase of the tournament was held according to a formula developed at the previous world championships, which is a cup system.

The same as in the previous championship, it was a triumph of American team as it won for the second time the world cup. The inaugural match of A group between the hostess team of the championships – USA and Denmark was watched by nearly 80 000 fans. In the second round, there were over 65 000 fans watching the match of American team against Nigerian one. The semi-final match with the hostesses of the championship saw over 73 000 fans, where Americans beat Brazilians 2–0. In the second semi-final match, China won 5–0 against Norway.

After the defeat in the semi-final match, the Norwegian team was not motivated enough to fight for the third place of the championships against the Brazilian team. Despite extra time ordered, neither team could score at least one goal that would give a victory. The penalty shots were better performed by Brazilian players and they became third team in the world. Similar situation appeared in the final match. In this match American players dominated the middle zone of the field and controlled the game, but in no way were able to break very strong Chinese defense. In the extra time, the Chinese team might have been tempted to win the match. At the penalty shootout, the third shot of Chinese player was defended by American goalkeeper Brandi Chastain, what allowed the USA to win the final match.

The biggest number of goals in the final tournament was scored by Brazilian player Sissi and Chinese player Sun Wen – 7 each. Brazilian player was also chosen the best player of the championship. In the III World Championships there were scored 120 goals. On average, there were over 37 000 fans in the stands watching each match.

USA 2003. Again on the American Continent

Despite the nomination of China as the host of the IV World Tournament in 2003, eventually, it was held again in the United States, due to Asian SARS virus. The tournament was originally scheduled to start on May 26, 2003, but due to the epidemic, it was moved to the United States to maintain the cyclicity of the tournament. The compensation for China was the maintenance of automatic qualification for the final tournament in the United States and designation by FIFA this country as the host of the next tournament in 2007. The World Cup in 2003 was played in an identical formula as in 1999.

The semi-final meeting, especially its end, played between the teams of Germany and the USA, two favorites to the title of world champions was very surprising. Both teams played at the similar level and was filled with many attempts to score a goal. Both teams scored 11 times on the field goal, but in this match only the German players won the match, finally winning 3–0. Each team scored the goal 11 times, however in semi-final meeting only German players scored the goals, winning the match 3–0. In the second semi-final match Swedish team with a strong advantage beat Canadian team 2–1.

With more than 25 000 fans in the stands, American team won the match for the third place, defeating the Canadian team 3–1. The final match was dominated by actions of German players, but they managed to win in extra time.

China 2007. China Again

Due to SARS epidemic, FIFA decided to move the World Championships from China to the United States, automatically choosing China to become a host of the next tournament in 2007. It was held between 10 and 30 September 2007. The host country chose five cities, where there were held 32 meetings. As in tournaments held in 1999 and 2003, 16 national teams were divided into four groups. Two best teams from each group were promoted to the cup phase.

In one of semi-final matches there was a confrontation between European teams, while in the second between American teams. The favorites of the meeting German team beat Norway 3–0. The second semi-final match between Brazil and the United States also ended with a high victory, where Brazilian players beat Americans 4–0.

In the fight for the bronze medal of the World Cup from the beginning the US team achieved decisive advantage, who defeated Norwegian team 4–1.

Undoubtedly, two best teams met in the final match. German team had not lost a single goal, shooting 19 goals to the opponent teams, winning four meetings and one match drawing without scoring any goals with English team in the group phase. The Brazilians won five matches by scoring 17 goals and losing only two. In the match both teams created many dangerous situations, but effective were two shots that ended with scoring goals by German team.

The tournament in China was viewed in the stands of five stadiums by 1 190 thousand of fans, which gave the average attendance for the match over 37 000 spectators. These figures clearly demonstrate the demand of fans for women's football and its immense importance in the world.

Kristen Lilly, an American player, appeared to be a phenomenon in women's football. The World Cup in China was the fifth in a row in which she participated.

Statistics of Five World Championships

While analyzing five world championships, the US team appeared to be the most titled as it returned with a medal from every championship. In 1991 and 1999 she won gold medals, while in 1995, 2003 and 2007 bronze ones. It is worth mentioning that the US team is also the winner of the Olympic Games in 1996 and 2004. Another world's top representation that is German team won three medals of world championships: two gold medals and one silver. The teams of Norway, Sweden and Brazil won two medals each at that time: Norway with one gold medal and one silver, while Sweden and Brazil with one silver medal and one bronze. Chinese team won silver medal in 1999 (table 1).

Table 1

The Winners of the Next World Championships

Country organizer	Year	I Place	II Place	III Place	IV Place
China PR	1991	USA	Norway	Sweden	German
Sweden	1995	Norway	German	USA	China PR
USA	1999	USA	China PR	Brazil	Norway
USA	2003	German	Sweden	USA	Canada
China PR	2007	German	Brazil	USA	Norway

So far, the players scored 533 goals in all five tournaments. The highest average of scored goals in the match was achieved in 1995 and 1999 at amounted to 3,8. Most female footballers with high goal scoring played in the US representations, which achieved in tournaments 85 effective shots to the goal. German and Norwegian teams scored each 84 goals, China PR scored 55 as well as Sweden and Brazil – 46 each (tab. 2).

Table 2

The Number of Goals Scored in the Next World Championships

Year of Organization of the World Championship	Number of Teams Participating	Number of Matches Played	Number of Goals Scored	Average of Goals Scored in a Match
1991	12	26	97	3,7
1995	12	26	99	3,8
1999	16	32	120	3,8
2003	16	32	106	3,3
2007	16	32	111	3,5

After each world championship tournament, there are selected three top and most valuable players. The first place is awarded with the prize in the form of «golden ball», the second place with «silver ball» and the third with «brown ball». Only two players, Michelle Akers and Birgit Prinz appeared twice in the top three players of the championship. In 1991 Michelle Akers was awarded with the «silver ball» and in 1999 with the «brown ball» of the world championship. In 2003 Birgit Prinz was named the best tournament player, and in 2007 she was awarded with the «silver ball» (tab. 3).

Table 3

Classification of the Best Players in the World Championships

Year of Championships	«Gold Ball»	«Silver Ball»	«Bronze Ball»
1991	Jennings Carin (USA)	Akers Michelle (USA)	Medalen Linda (Norway)
1995	Hege Rise (Norway)	Gro Espeseth (Norway)	Aarones Ann Kristin (Norway)
1999	Sun Wen (China PR)	Sissi (Brazil)	Akers Michelle (USA)
2003	Prinz Birgit (Germany)	Svensson Victoria (Sweden)	Meinert Maren (Germany)
2007	Marta (Brazil)	Prinz Birgit (Germany)	Christiane (Brazil)

The classification of the best snipers is also run on every world championships. The first place is awarded with the «golden shoe», the second with «silver shoe» and the third with «bronze shoe». So far, there have been six «gold shoe» awarded as in 1999 two Brazilian players Sissi and Chinese player Sun Wen took first place in the classification, due to the same number of scored goals. Among the awarded players two times was Norwegian player arones Ann Kristin, who in 1995 was the best goal shooter with 6 scored goals and in 1999 was awarded with third place wining «bronze shoe» (tab.4).

Table 4

Classification of Players with the Biggest Number of Scored Goals During world Championship

Year of Championship	«Gold Shoe»	«Silver Shoe»	«Bronze Shoe»
1991	Akers Michelle (10) (USA)	Mohr Heidi (7) (Niemcy)	Jennings Carin (6) (USA)
1995	Aarones Ann Kristin (6) (Norway)	Hege Rise (5) (Norwegia)	Shi Guihong (3) (China PR)
1999	Sissi (Brazylia) (7) Sun Wen (China) (7)	Nie przyznano	Aarones Ann Kristin (4) (Norway)
2003	Prinz Brigit (7) (Germany)	Meinert Maren (4) (Niemcy)	Katia (4) (Brazil)
2007	Marta (Brazil)	Abby Wambach (USA)	Ragnhild Gulbrandsen (Norway)

In the classification of the best goal shooters in the history of world championship in football the first positions are occupied by German player Brigit Prinz, who scored 14 goals in four tournaments in which she participated. American player Akers Michelle scored 12 goals and German player Bettina Wiegmann – 13. It should be noted that both German players scored goals in four tournaments and American player only in two in 1991 and 1995 (tab.5).

Table 5

The Best Goal Shooters in the History of the Women's world Championships

Place	Name and Surname	Nationality	Number of Scored goals	Participation in Championships
1.	Brigit Prinz	Germany	14	1995,1999,2003,2007
2.	Akers Michelle	USA	12	1991,1995
3.	Bettina Wiegmann	Germany	11	1991,1995,1999,2003
4.	Heidi Mohr	Germany	10	1991,1995
4.	Kristin Ann Aarones	Norway	10	1995,1999
4.	Sun Wen	China PR	10	1995,1999,2003
4.	Marta	Brazil	10	2003,2007
8.	Abby Wambach	USA	9	2003, 2007
9.	Linda Medalen	Norway	8	1991,1995
9.	Rise Hege	Norway	8	1995,1999
9.	Mia Hamm	USA	8	1991,1995,1999,2003

Conclusions. Women's football as a new phenomenon in world sport has become an important sport discipline thanks to vast interest of a large number of fans in tournaments of global or continental rank. The example of the first five tournaments shows the increasing interest of fans and media, which in modern world create all kind of events, both local and worldwide. Currently, the world cup are held in three age categories up to 17 and 19 and in the senior category. There were created games embracing not only the national teams, but also club competitions at the range of individual continents. Due to such organized competition, there is a need for in-depth analysis of the female game from technical and tactical side as well as to document football events. The presented work is the first part that documents the women's world championships. Further with even richer dramaturgy should encourage next generations of fans to watch sport events with participation of women.

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Стаття надійшла до редакції 28.09.2017 р.

УДК 796.01

OLYMPIC AND SPORTS MOVEMENT IN POLAND (1918–1939)

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<https://doi.org/10.29038/2220-7481-2017-03-128-132>

Abstract

After gaining Poland's independence in 1918 the government of the country began an active work on the establishment of a national system of physical education for children and youth. Among important aspects of reforming this area was the implementation of an important task – the development of mass sports in the country. In 1919 the Polish Olympic Committee was set up whose task was to popularize the Olympic movement in the country, the representation of Polish sports in Europe and the world, the development of sport among different age groups of society, creating optimal conditions for physical education and sports, assistance in preparation of Polish athletes to participate in the summer and winter Olympic Games.

In a short period (1919–1921) the federations were established in the country: track and field, football, cycling, speed skating etc. which contributed to the development of the sports movement in Poland. In 1935, 473,000 athletes regularly trained in 4500 sports clubs and sections that functioned in different regions of the country. In Poland a wide network of sports medicine centers was created in which 770 doctors of sports medicine worked.

Since 1924 Polish athletes have taken an active part in the summer and winter Olympic Games and get prizes in different sports. In the post war years Poland's national teams perform in the most prestigious competitions at all the Olympics. The Polish Olympic Committee actively participates in the world Olympic movement and promotes the further development of the mass sports in the country.

Key words: Poland, Olympic Games, movement, sport, physical culture, sports competitions.

Едуард Вільчковський, Володимир Пасічник. Олімпійський і спортивний рух у Польщі (1918–1939 рр.).

Після отримання Польщею незалежності в 1918 р. уряд країни розпочав активну діяльність щодо створення національної системи фізичного виховання дітей та молоді. Серед важливих аспектів реформування цієї галузі – вирішення питання про розвиток масового спорту в країні. У 1919 р. створено Польський олімпійський комітет, завданням якого стала популяризація Олімпійського руху в країні, представництво польського спорту в Європі та світі; розвиток спорту серед різних вікових груп суспільства; створення відповідних умов для занять фізкультурою та спортом; сприяння в підготовці польських спортсменів до участі в літніх та зимових Олімпійських іграх.

За короткий період (1919–1921 рр.) у країні створено федерації легкої атлетики, футболу, лиж, велосипедного, ковзанярського спорту та ін., які сприяли розвитку спортивного руху в Польщі. У 1935 р. 473 тис. спортсменів регулярно тренувались у різних регіонах країни. У Польщі створено досить широку мережу спортивно-лікувальних центрів, у яких працювали 770 лікарів спортивної медицини.

Починаючи з 1924 р., польські спортсмени брали участь у літніх та зимових Олімпійських іграх, отримуючи перемоги в різних видах спорту. Польський олімпійський комітет бере активну участь у світовому Олімпійському русі й сприяє подальшому розвитку масовості спорту в країні.

Ключові слова: Польща, Олімпійські ігри, Олімпійський рух, спорт, фізична культура, спортивні змагання.

Эдуард Вильчковский, Владимир Пасечник. Олимпийское и спортивное движение в Польше (1918–1939 гг.).

После получения Польшей независимости в 1918 г. правительство страны начало активную деятельность по отношению создания национальной системы физического воспитания детей и молодежи. Среди важных аспектов реформирования этой области была реализация важной задачи – развитие массового спорта в стране. В 1919 г. создан Польский олимпийский комитет, задачами которого стали популяризация Олимпийского движения в стране, представительство польского спорта в Европе и мире; развитие спорта среди разных возрастных групп общества; создание оптимальных условий для занятий физкультурой и спортом; содействие в подготовке польских спортсменов к участию в летних и зимних Олимпийских играх.

За короткий период (1919–1921 гг.) в стране созданы федерации по легкой атлетике, футболу, лижному, велосипедному, конькобежному спорту и др., которые содействовали развитию спортивного движения в Польше. В 1935 г. 473 тыс. спортсменов регулярно тренировалось в 4500 спортивных клубах и секциях, которые функционировали в разных регионах страны. В Польше была создана широкая сеть спортивно-лечебных центров, в которых работали 770 врачей спортивной медицины.

С 1924 г. польские спортсмены берут активное участие в летних и зимних Олимпийских играх и занимают призовые места в разных видах спорта. В этих самых престижных соревнованиях сборные команды Польши выступают на всех Олимпиадах, которые проводились в послевоенные годы. Польский олимпийский комитет активно участвует в мировом Олимпийском движении и способствует дальнейшему развитию массовости спорта в стране.

Ключевые слова: Польша, Олимпийские игры, Олимпийское движение, спорт, физическая культура, спортивные соревнования.

Introduction. The ideas of Olympism and the mass sporting movement development overcame a well-educated part of the society of different countries in the world in the second half of the XIX century. The enormous labour, the talent for organization and the enthusiasm of Pierre de Coubertin, the French teacher and a prominent physical cultural worker, and those of his comrade-in-arms, made it possible to conduct in June of 1894 the International congress of the Athletics union, where the International Olympic Committee (IOC) was selected.

At the congress the concept “Olympism” was coined, the aim of which is the use of sport for the person’s harmonious development and the stimulation of the person for the improvement of a peaceful coexistence of different societies, that are grounded on the honouring of human dignity. Pierre de Coubertin’s Olympism includes: democracy, liberty of spirit, dignity, respect to every personality, fraternity, observance of positive moral norms regardless of the person’s race and religion. The realization of Olympism concept necessarily envisaged the popularization of sports movement in the country, the development of different sports disciplines, the promotion of the regular sports trainings, the creation of sports industry, the training of pedagogical personnels in this industry etc.

It should be noted, that during this historical period Polish lands were shared between three states: Russia, Austria-Hungary and Prussia and the Polish people were under long-term occupation of these countries. Therefore the ideas of olympic motion impressed the patriotic part of the Polish society. They found a positive response and the desire to realize the idea of Olympism in the system of physical education of children and students.

The research goal is to analyse the development of Olympic and sports movement in Poland in 1918–1939.

Research Results. Discussion. In the second half of the XIX century, a period of perceptible influence of the West-European gymnastic systems on Polish physical education, the personal interest of students and intelligentsia in the ideas of ancient Greek Olympic games grew considerably. At the end of the XIX and at the beginning of the XX of centuries in Poland the speed-up process of creating sports societies and clubs in different types of sport started. In 1908 the societies of academic rowers (created in 1878), cyclers (1886) and skaters (1893) functioned actively in Warsaw. Considerable popularity had also football and track-and-field clubs, which were founded in different regions of Poland. On the eve of the World War I sports clubs «Venetia» in Ostrovzi (1908), «Warta» in Poznan (1912), «Unia» in Leshno (1913), «Wisła» in Krakov (1906) and others functioned actively [7, s. 273–274].

During that period the interest in physical culture and sports began to spread among great masses of population, and the first to get interested were the workers of industrial enterprises (especially in cities). In 1910 the society of Activists of the development of physical education was founded in Lodz. In 1911–1913 this society conducted systematic trainings in sports sections of football, gymnastics (separately for men, women and children), fencing etc. Similar sporting societies began to operate actively in other Polish cities, like Piotrków Trybunalski, Zgierz, Sosnowiec and others [7, s. 279–280].

In this period the amount of the articles about Greek agonistics, that were published in press (magazines, newspapers), grew considerably. In the articles Pierre de Coubertin’s ideas of Olympism and conceptions of Olympic sports were promoted, the course and the results of modern Olympic Games came into question.

The idea of Olympism was popular in Polish society since olden times. At the end of the XIX and at the beginning of the XX centuries a considerably great number of publications about the Greek system of physical education of children and young people, as well as articles about Olympic movement in other countries of the world were given out. The ideas of Olympism and necessity of revival of modern Olympic Games were analyzed in them; the organization and the results of the Olympic games, beginning from 1896 (Athens) were discussed. The special attention was paid to Polish magazines and Olympic games that were held in Stockholm in 1912. The special delegation that consisted of sports figures and journalists drove out to Sweden to learn the program of the Olympic Games and receive the necessary information on realization of these competitions. This was of great importance in the conditions when the Polish sportsmen could not participate in the Olympic Games in the national team under the national flag. Some Polish sportsmen, as, for example, an athlete V. Ponurski, riders K. Rommel and S. Zahorski, participated in Stockholm Olympic Games in the teams of Austria-Hungary and Russia.

It is notable, that Organizing Committee of the V Olympic Games did not have formal grounds to invite the Polish sportsmen to participating in competitions as an independent delegation. In connection with that Poland, next to some other countries, which at that time did not have their own National Olympic Committee and representatives in the International Olympic Committee, could not get official invitation to participating in these Olympic Games.

The Olympic Games in Stockholm caused wide resonance and personal interest of population of different age groups in Poland. Considerable and various information that was related to these Olympic Games assisted the best understanding by the wide layers of society the role and the value of sport in the vital functions of humanity and the importance of the participation of the Polish sportsmen in the Olympic games under the national flag. According to the program of the Olympic Games All-Polish sports competitions were initiated in Lodz and Warsaw. There begins the acceleration of the process of associating Polish sports movement and creating national organizational sports structures. The greater role was played in this process by the representatives of sports circles of Warsaw and Krakov. The necessity of participation of Polish sports delegation in the Olympic Games was raised in September 1918 at the First convention of Sports and Gymnastic Societies of Poland, that took place in Warsaw.

At this convention among many important questions related to the development of the physical culture and sport in the country, the question of creation of Polish Olympic Committee and obligatory participation of the Polish sports delegation in the next Olympic Games was considered. One of interesting suggestions, in the context of popularization of olympic ideas among a population, was that of the organization and realization in 1919 the national Olympic Games aimed at the improvement of the preparation of the Polish sportsmen to participating in international competitions [2, s. 7–10].

Soon, taking into consideration the fact of calling the next convention of the representatives of tourist, ski and track-and-field societies on October 11–12, 1918 in Krakov, there was created a Committee engaged in the preparation of the Polish sportsmen to participating in the next Olympic Games. The Committee included well-known sports figures: S. Kopchinski, M. Orlovich, T. Kukhar, L. Hristelbauer, and K. Hemerling. The representatives of the ministries of health and labour participated in the work of this Committee also. It was foremost made decision to take up the creation of sporting societies in the most popular kinds of olympic sport, and to begin an active preparation for the participating of the Polish sports delegation in the Olympic Games in Antwerpen.

Polish Committee of Olympic Games was founded on October, 12, 1919, and in 1925 it was renamed into Polish Olympic Committee (POC). The posts of the head and co-head of the Committee were taken by J. Galer and T. Yanishevski respectively. J. Pilsudski was selected the honoured chairman. The presidium asked the International Olympic Committee to admit Poland to the membership [3, s. 16–25].

POC determined its basic directions of the activity for that historical period: development and popularization of Olympic movement in Poland; representation of Polish sport in Europe and the world; the development of amateur sport in the country; the creation of necessary conditions and assistance in preparation of the Polish sportsmen to participating in the Olympic Games; fight against corruption in sport.

It's notable that in 1937 Poland was the organizer of the IOC session in Warsaw, where the members of a new Executive Committee were approved, and the Japanese city of Sapporo was chosen to accept the next winter Olympic games in 1940. However, as a result of the beginning of World War II, and extremely tense political situation in the world, those Olympic Games were not held at the appointed time. Sapporo became the capital of the Olympic Games only in 1972. The session also considered the suggestion of A. Zamoiski – the Chairman of Gymnastics International Federation, to grant the teachers of gymnastics the status of amateurs. It gave them the opportunity to participate in Olympic competitions. The conferences considered also the problems of collaboration of the IOC with National Olympic Committees of the countries and created a commission on the matters of racial discrimination. That fact was of a great value for the world sports movement that functioned in the period of spreading chauvinistic and nazi world-views in Germany and Italy (in 20s–30s of XX century a chauvinistic world-view was spread in Japan as well). A program project to create the Olympic museum in Lausanne was considered too.

After gaining the independence, Poland's first steps of the development of the national physical culture and sports movement were extraordinarily difficult. In spite of this the sports movement in the country during an intermilitary period (1918–1939) was developing rapidly. During 1919–1921 there were founded the following federations: football, tennis, track-and-field, skiing, cycling, skating and rowing. In October, 1921 the Polish Federation of Sport was created. In 1924 the following federations began their activity: swimming, boxing, fencing, yachting. Compare: in 1921 there were 70,000 sportsmen registered, in 1924 their number increased to 115,000, and in 1935 there were 473,000 sportsmen that trained in 4500 sports organizations [6, s. 295–300]. A considerable role in the development of physical culture and sports in the country in this period was played by the Society of Polish Youth. It registered 185,000 members, out of which 32,800 went in for sport systematically [5, s. 31].

An active role in the popularization of sport was played also by the Rural Youth Union, which largely popularized physical culture and sports in the rural regions of the country. Track-and-field dominated the popularity among the members of this Union. In rural regions numeral track-and-field competitions were held at different levels – from district to interregional. In 30s the best results were shown by sportsmen from Bilostock and Lubelsk provinces. Athletes of the Rural Youth Union also took part in the national championships and won prizes more than once.

It is necessary to mention, that with the development of the Polish sport the Polish sports medicine was improving at rapid rates. In 1936 on the territory of the entire country there functioned 94 sports medicine centres under the authority of the regional (voyevoda) sports committees; 4 sports medicine centers were founded at universities, 5 sports medicine centres of profile character operated at sports clubs. At that time about 500 doctors, who had completed the special sports medicine courses and 270 doctors who had taken the courses at the Central Institute of Physical Culture in Warsaw, worked in sports medicine. In general, according to H. Kunski, approximately 40% of young people engaged in physical culture and sports, were under the systematic doctors' care. This fact, taking into account an extraordinarily difficult for Poland political and economic period of 1919–1925, was a considerable achievement [4, s. 9].

The Polish Olympic Committee from the beginning of its existence had high public rating and became a dominant organization in sports movement, introducing Polish sport to the international scene, promoting Olympic ideas among the wide layers of population, binding sports movement to social and cultural life and art, playing an important and decisive role in organization of sport in the first years of independent Poland. Playing the role of the initiator of the activity of sports societies, and carrying out events, which added to the popularization and the organization of sport in the country, the Olympic Committee, by the time of foundation of the Polish Sports Union in 1922 and the State Department of Physical Education and Military training in 1927, occupied a central place in sports movement of Poland [3, s. 16–25].

The Olympic Committee as early as in 1919 began an intensive preparation to participating of the Polish sportsmen in the Olympic Games. Already in 1920 the national team of Polish sportsmen was ready to take part in the Olympic Games, but in the consequence of continuous Soviet-Polish war it could not participate in VII Olympic Games in Antwerpen. Polish connection with the Olympic Games was shown only by the national flag of Poland symbolically hung out at the olympic stadium.

The first official start of Poland in the Olympic Games was in 1924 at I Winter Olympic Games in Chamonix-Mont-Blanc (France). Sports honour of the country was secured by eight skiers (with one woman among them) and one skater. The same year the Polish team participated in VIII summer Olympic Games in Paris, where it got the first honoured rewards: 1 silver medal in cycling and 1 bronze medal in equestrianism. At the IX Olympic Games in Amsterdam in 1928 a disk thrower G. Konopatska got the first in history of Polish sport gold medal. Two more gold medals were got by the Polish sportsmen at the Olympic Games in Los Angeles – S. Valasievich for the 100 m race and Ya. Kukhotsinski for the 10000 m race. As a whole, besides 3 gold medals Polish sportsmen got 6 silver and 11 bronze medals at the Summer and Winter Olympic Games during the intermilitary period [7, s. 346–347].

Great success in this historical period was obtained by Polish fencers. At the Summer Olympic Games in 1928 and 1932 the national fencing team got bronze medals, and in 1936 (Olympic Games in Berlin) took the 4th place. Besides success in sport Polish fencing got also an organizational success: in 1934 Poland served as host for the championship of Europe in this kind of sport.

The most popular kind of sport in Poland was football. The Polish Soccer Union at the beginning of 20s officially registered 2,500 football players in 126 clubs. The best result of Polish football at the Olympic stadiums was obtaining the 4th place in Berlin in 1936. It should be mentioned, that the Polish national team also participated in the football world cup championship in 1938 in France, where in the match of the first stage in a dramatic fight only in extra-time it lost to the team of Brazil 5:6.

It is notable, that at the XI Olympic Games in Berlin Poland presented one of the largest in number national teams. It was one of the best organized Olympic Games, beginning from 1896. At these Olympic Games the transmission of a torch with Olympic flame from ancient Olympia to Berlin was initiated. 4 gold medals were got at once by a legendary black-skinned athlete Jessy Owen Sam from the USA. These Olympic Games are noted also by first televisional translations of sports competitions from the Olympic stadium and other places. However, unfortunately, at the Olympic Games the organizers tried to conduct a wide propaganda of the nazi ideology among sportsmen and foreign tourists from different countries and to show political and economic superiority of Fascist Germany. At these Games Polish sportsmen took the 4 place in basketball and in fencing.

Besides the basic sports competitions of the XI Olympic Games other sports events took place. Youth (mainly, students) sports delegations were invited to Berlin. 30 delegations arrived from different countries of the world, they lived in international sports camps. Among them there was a Polish youth delegation that presented the students from the Warsaw Central Institute of physical education and faculties of physical education of Poznan and Krakiv universities. Besides sports competitions the Polish students participated in the International congress where the questions of physical education and development of mass sport among young people came into question [1, s. 12–21].

It should be noted that the Polish Olympic Committee played a considerable role in the collaboration of state and public institutions that were related to physical education and sport, Polish organizations and foreign associations (Polonia). This collaboration became stronger due to the successful performances of the Polish sportsmen, that participated actively in the meetings of sports delegations with the representatives of the Polish foreign diasporas. In 1934 the POC rendered a considerable help to the diasporas of different countries of the world in the organization and holding of sports competitions [3, s. 16–25].

Conclusions:

– regardless of a difficult social, economic and political situation in Poland after gaining the independence in 1918, there started a great work of public establishments and sports figures on the creation of state and public organizations of physical culture and sport;

– a considerable role in the development of the Olympic movement and its popularization in the country was played by the Polish Olympic Committee established in 1919. Nowadays, it is one of the oldest national Olympic Committees in Europe that participates actively in the world Olympic movement;

– from 1924 the Polish sportsmen begin to participate in the summer and winter Olympic Games;

– simultaneously with Olympic movement the development of mass sport begins in Poland. Federations, societies and clubs in different kinds of sport, that assist the organization of mass sports movement in all regions of the country are founded .

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Стаття надійшла до редакції 05.09.2017 р.

УДК 797.2(027)

TRADITIONS OF SWIMMING IN THE PHYSICAL CULTURE OF GALICIA UNTIL BEFORE 1939

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<https://doi.org/10.29038/2220-7481-2017-03-133-139>

Abstract

The purpose of this study was to identify the features of the development of swimming in Galicia in the interwar period (20–30 years of the twentieth century). To this end, a historical study and analysis of scientific literature on the development of navigation in the central and eastern regions of the Ukrainian lands, as well as in Galicia, was conducted.

It was established that during the period of Galicia being found in the II Rzecz Pospolita (20–30th years of the 20th century) among Ukrainians there was a spread only on volleyball and football. Track and field athletics, skiing, but also swimming.

The first swimming competitions in Galicia took place in June 1923 in Lviv on a natural reservoir. Both during the first and subsequent swimings (R. Shukhevych, O. Priphan, O. Dutkevich, Valko, O. Dzjaba) competed in all kinds of swimming (free style, bracelet, butterfly, relay swimming) and showed sports The results of which were at the level with athletes of the Ukrainian people's republic. The formation and development of swimming in Galicia is closely linked with the sports clubs «Carpathian Leshtyaryan Club», «Sokol», «Chernik», «Sokol-Father» in the cities of Lviv, Stanislaviv, Ternopil. Przemysl.

Key words: swimming, sports clubs, interwar period.

Станіслав Заборняк, Богдан Мицкан, Тетяна Мицкан. Традиції плавання у фізичній культурі Галичини до 1939 року. Мета дослідження передбачала виявлення особливостей розвитку плавання в Галичині в міжвоєнний період (20–30 рр. XX ст.). Із цією метою проведено історичне дослідження та аналіз наукової літератури щодо розвитку плавання як у центральних і східних регіонах українських земель, так і в Галичині.

Установлено, що в період знаходження Галичини в складі II Речі Посполитої (20–30 рр. XX ст.) серед українців набули поширення не лише волейбол, футбол, легка атлетика, лижний спорт, а й плавання.

Перші змагання з плавання в Галичині відбулися в червні 1923 р. у Львові на природній водоймі. Як під час перших, так і наступних змагань із плавання плавці (Р. Шухевич, О. Припхан, О. Дуткевич, Валько, О. Дзьоба) змагалися у всіх видах плавання (вільний стиль, брас, батерфляй, естафетне плавання) і показували спортивні результати, які були на одному рівні з досягненнями спортсменів європейських країн. Становлення та розвиток плавання в Галичині тісно пов'язані зі спортивними клубами «Карпатський Лещетарський клуб», «Сокол», «Черник», «Сокол-Батько» в містах Львів, Станіславів, Тернопіль, Перемишль.

Ключові слова: плавання, спортивні клуби, міжвоєнний період.

Станіслав Заборняк, Богдан Мыцкан, Татьяна Мыцкан. Традиции плавания в физической культуре Галиции до 1939 года. Цель данного исследования предусматривала выявление особенностей развития плавания в Галиции в межвоенный период (20–30 гг. XX в.). С этой целью проводятся историческое исследование и анализ научной литературы по развитию плавания как в центральных и восточных регионах украинских земель, так и в Галиции.

Установлено, что в период нахождения Галиции в составе II Речи Посполитой (20–30-е гг. XX в.) среди украинцев имели распространение не только волейбол, футбол, легкая атлетика, лыжный спорт, но и плавание.

Первые соревнования по плаванию в Галиции состоялись в июне 1923 г. во Львове на естественном водоеме. Как во время первых, так и последующих соревнований по плаванию пловцы (Р. Шухевич, А. Припхан, А. Дуткевич, Валька, А. Клов) соревновались во всех видах плавания (вольный стиль, брасс, баттерфляй, эстафетную плавание) и показывали спортивные результаты, которые были на одном уровне с достижениями спортсменов европейских стран. Становление и развитие плавания в Галиции тесно связаны со спортивными клубами «Карпатский лещетарский клуб», «Сокол», «Черник», «Сокол-Отец» во Львове, Станиславе, Тернополе, Перемышле.

Ключевые слова: плавание, спортивные клубы, межвоенный период.

Introduction. Swimming in Ukraine is one of the oldest sports discipline. There were the favourable natural conditions: a network of deep rivers, many ponds and lakes, picturesque Black Sea and Azov Sea coasts. Since ancient times, Ukrainian liked to swim. Anyone who lived near the water considered to learn swimming, because swimming in everyday life was related to gaining food, fishing and other economic affairs on water.

Eager and staunch swimmers of the year were Ukrainians – Slav nations. Their tactic of mindfulness in their work «Tactics and Strategy» leads Byzantine Mauritius: «They are in particular able to cross the river, because longer and better than other people are able to stay on the water» [3].

In the ancient epics «The Tale of Igor's Campaign» the meaning of the Slav nations that can swim was given in detailed form. There is historical data that, in campaigns for Byzantium, especially for the siege of Constantinople, numerous Oleg Red's troops crossed on boats along the Dnieper and the Black Sea. During fights, when the Greeks set fire to their «fire» towers, slavs threw themselves into the water and crossed in full armament several hundred meters to other boats and continue to fight with the enemy.

The swimming in that time was important and used in the military sphere. In written documents it is mentioned how Slavic soldiers with the arms crossed the river and set up ambushes. In small places they went under the water, and breathed through the jungle tube, one end took in the mouth and the other pulled out to the surface. In such way they could wait for hours, or unknowingly sneak up to the enemy.

In historical literature there is a story about playing on water. This is one of them. In the beginning of July, near the ancient Kiev, gathered the best diving–divers. In the evening they jumped into the water and started fishing with their's bare hands, throwing it to the shore. Fishing continued until the evening dusk, until the last rays of the sun were gone. Who managed to catch the most fish, became winner. As a reward, the winner received a silk fishing net, a carefully woven royal squash. Similar games – water classes were built on health items [1].

Legends tell about the extraordinary skills of the Zaporozhian Cossacks, who courageously and desperately crossed the thresholds on their kayaks. In kayaks, they fought in skill and intelligence. Of course, the warlike advances of the Cossacks to the Dnieper and the Black Sea were possible thanks to the fact that they had a good mobile training [1]. Interesting is the statement by A. Kuzmina in his book «The Zaporozhian Sich» (1802) that Cossacks were experienced swimmers who could almost be in the water all day, diving without fatigue and freely flowing Dnieper river in the widest place.

These examples evidenced that swimming in the 16th and 17th centuries in Ukraine was very widespread and used as important military-use skills, useful exercise and a valuable hygienic–healing measure [1]. Admittedly the official swimming competition in today's sense of this term with concrete definitions of methods and techniques in swimming, distances and recordings began at the end of the 19th century [1; 2]. Geography of sports swimming in Ukraine was spread quickly. In the early XX century in Kiev, Mykolaiv, Odessa private swimming schools were formed. From 1910 to 1912 years sports competitions began in Chernihiv, Kharkiv, Kyiv, Sevastopol, Mikolaiv, Mariupol and other cities [6; 7; 8].

The relatively high level of the development of swimming in Ukraine proved that the first Russ competitions took place in July 1913 at the first Russian Olympic Game in Kiev. There were about 60 competitors from Petersburg, Moscow, Kiev, Odessa and other cities. As expected, swimmers Szuvalivsk's school. The Ukrainian swimmer Verkhoviec was the second in 100 m. on his back. In 1918–1920 the first clubs and swimming schools were established in various cities of the State. Later, Ukrainian swimmers took part in competitions held in Moscow, Leningrad, Crimea [1]. The first clubs and there swimming schools were created in 1921–1925, where young workers popularized such kind of sport. In 1922 was held a «sport week» in Kyiv, which included the programme of swimming competitions. In 1924 and 1925 years the collective swim team of Ukraine was presented in a League and occupied the 3rd place. Among the first masters in swimming were Ukrainian swimmers V. Furmaniuk and B. Bojko [1]. In the 20s, the kroll swimming became popular. Among those who had mastered it, was the Ukrainian swimmer Konrad Furmaniuk. Since 1921 till 1925 he was a champion of the former Soviet Union at distances of 100 m and 400 m freestyle. The champions of Ukraine at that time were Olexander Garbatych, Igor Grigoriev, Nadiia Gasan, Anna Akimova and others [2].

Already at the beginning of 1926, swimming pools in Kyiv, Kharkiv, Odessa, Mykolaiv and other cities are being built. The expansion of the material base and the active work of sports organizations had attracted youth to swimming. In 1927, the first swimming championship was held in Mykoiv. In addition to the numerous urban competitions, in Ukraine, were starting in 1929, the annual championship of the Republic was held in swimming, jumping into the water and water polo. Until 1938 all the championships of the Republic took place in Mikolaiv, which was a pivotal center of sport in Ukraine, then in Warsaw, and after World War II – in Kyiv and Lviv. In 1931 in Kharkiv and in 1937 in Kyiv are opened winter swimming pools (in Kharkiv is a swimming pool by the bike factory), which allowed the Ukrainians to swim, jump into the water and waterpolo train throughout the year and favorably reflected on the growth of sports–technical indicators.

In Kharkiv in 1933 the first Institute of Physical Culture in the USSR was opened, where a higher school of trainers was established. In the same year in Kyiv began to work the Technical School of Physical Culture. The formation of these trainings schools helped to create in Kharkiv and Kyiv not only good swimmers but also a lot of trainers and teachers. Young cadres of teachers performed great work for the further development of swimming in Ukraine, help swimmers to promote the sport–technical results [3]. Ukraine has becoming a traditional place for organizing different events. Thus, in 1934 in Kyiv the competitions of the Soviet Union took place in the championship of the Sports Association «Spartacus» in swimming, jumping into the water and water polo.

Young sportsmen were successful in the big competitions. Thus, in 1937. the USSR champion became W. Garbatych, who won the absolute championship and had set a record of Europe at 400m in classical style.

Research goal is to define the characteristics of swimming development in Galicia until 1939.

Research methods: There were used the methods of theoretical analysis and historical methods

Results. The information of swimming instructions, among young Ukrainians, dated back to the First World War, involving conducting classes in the «Chaika». The first swimming competition was held on September 15–16, 1923, in Lviv, in the “Svitiaz” suburban pond (See photo 2), where distance was determined for the passage. At a distance of 100 m, Roman Shukhevych, the later participant in the development of swimming among the Ukrainians in Lviv, was an optional participant. R. Shukhevych (See photo 1) paid special attention to sports. He played well in basketball, volleyball, football and water polo, jogging, swimming, racing and gliding, and occupied the high places. He even organized a sports club «Syrena», where football, volleyball and basketball competitions were held. On September 15–16th, 1923 at the IVth Zaporizhia Games in Lviv at the junior competitions R. Shukhevych had set a record in the 400 m race with obstacles and at 100 m, defeated in the 100 m in swimming with a time of 1 min 54.7 sec., took the podium seat in the throwing a disk and a kernel. He also repeatedly performed in the Lviv School competition among the swordsmen.

During the Vth of the Zaporizhia Games in 1924, there were division into age groups: juniors and seniors. The juniors swam at a distance of 50 m, among them were the best – L. Tsehelski and J. Shukhevych [9]. Among seniors swimmers at a distance of 100 m, was O. Gronski from «Berkut» of Przemyśl. In the interwar period, among the Ukrainian society the development of water sports was started. The beginning of swimming in sport form is related to the program of the IVth Z–Summer Games organized in 1923. Firstly, the program of these competitions was introduced in the time of the Kozaczyna, particularly the competition in swimming. The participants learned swimming by their own.

After the establishment of the «Swimming Proceedings», the Lviv Ukrainian Sports Alliance, which had been operating since 1925, had created the sport structure of this discipline. Judging courses were conducted, the publishing house was introduced, the regulations on sports were published, and training courses for swimming instructors from Lviv clubs were organized. The separate discipline, like a swimming was distinguished from the Zaporizhya Games. On September 12th, 1926, only swim competitions were held, where women competed for the first time.



Photo 1. Full Pond in Lviv in the Interwar Period, Where Summer Swimming Competitions and Hockey in Winter Were Held

In the 1930–1933 years during the swimming competitions in Lviv, Volodymyr Slipko representative of the «Plast», among others, on October 29th, 1930, won a record time of 1.35.0 min at a distance of 100 m in the freestyle, and the brothers Volodymyr and Tadei Jurchuk from the «Dniester» Zalishchyky (Ternopil

region) won at the Lviv Championship in 1931, among other competitors of USSR, they recorded the first place. Numerous swimmers in that period were: V. Slipko, J. Shukhevych and B. Slavetski [9]. The high level of Ukrainian swimmers at the turn of the 20's and the 30's centuries of the interwar period was connected with the popularization and the floating of the water and the use of natural water bodies in the form of rivers, lakes and ponds in Lviv, Prhemysl (See photo 3,4) Stanislav and Stryj. The lack of training staff was a major obstacle to greater athletic progress. Since 1933 (excluding Lviv), other cities in the Eastern Borderlands of Ukraine had seen a decrease of interest in swimming. In Lviv, a renewed interest in swimming raised a dedicated swimming pool. Apart from «Sokila–Bat'ko» and the UZS, the Carpathian Leshchetarsky Club (CLC) was also included in the organizers of the swimming competition. CLC was the organizer of a numerous of swimming events where not only their members were participated.

In 1935 the best Ukrainian results of the winners were: Baczynskii, 100 m freestyle – 1.45,02 min, Mamchka, 100 m in classical style – 1.57,6 min and USSK relay 4 x 50 m – 3.26,6 min. Among women, Pankievich was the best, who won at a distance of 50 m in free style – 1.27,6 min [13].

The following results were organized by CLC's swimming competitions on June, 10 1937 – at distance of 100 m in classic style – Karpiak 1.50.7 min; 200 m in free style – B. Slavetskii 3.04,7 min; 50 m freestyle junior – Voloshyn 46,5 s; 100 m dorsal style – Peljushchak 1.56,5 min; 3x50 m junior style – CLC team, represented by Trach, Oles, Voloshyn 2.50,5; 100 m freestyle – Slavetskii 1.19,7 min; 5x50 m style CLC represented by: Senchyna, Rybachek, Paljushchak, Bojko, Slavetskii 3.17,5 min; 3x100 m with variable style: Bojko, Slavetskii, Karpiak 5.00,0 [20]. In the program of the competition, also the swimming competitions for juniors were concluded. At the end of the competition a water ball was played between CLC and «Chernik» with the victory of the last with a score 4:3. On June, 26–28 1937, the company organized another competitions, where the most of the Ukrainian swimmers were participated. [11]. Besides complaining about the lack of good coaches, underlined the good preparation of the players. Both competition's program and the results were indicated on a good preparation for the competition. Another interesting fact of the swimming competition was that CLC (Carpathian Ski Club) organized the competition. Roman Shukhevych (1907 – 1950) – an active nationalist and participant of armed conflicts in Lviv and the Eastern Borderlands in the period of 1918–1919 years, Commander of the Ukrainian Battalion «Nachtigall» in 1941, Commander of the Ukrainian Insurgent Army UPA (1943–1950) [10]. Among Ukrainian society increased interest in swimming competitions. In the regional swimming championships organized by the «Sokil» on August 21, 1938, at the pond «Switiaz» not far from Lviv, 17 representatives from «Sokil–Bat'ko» (8 + 1 woman), «Sokil» Rudna (1), «Sokil» IV of Lviv (1), «Sokil» of Mshana (5), «Sokil» of Rudna (1). Firstly, in the history of Ukrainian swimming sport, the competitions at the «Switiaz» pond near Lviv, were held on September 9, 1938, where more than 50 competitors were gathered. These competitions took place within the framework of the IVth National Sokil's Sports Competition [19]. Trainers and swimmers made efforts to develop water jumps. In 1935, at the «Czernik» Sports Club, a water ball team was formed. However, there were exceptional situations, the lack of a sports base, the training staff evoked the inabilities further development. According to the 1938 Report for the Ternopil activity of «Sokil», the general meeting of the members of this organization, held on January 15, 1939, organized two swimming events on June 16, and July 9, 1938 at the distances of 30 and 60 metres.

Table 1

The Best Record Achievement in Swimming Competition CLC, Lviv, 1937 [18]

Competition	Participant	Result	Club
Mężczyźni			
200 m free style	Boiko	2.59,8 min	CLC
400 m free style	Boiko	6.46,2 min	CLC
800 m free style	Slipko	1.33,5 min	«Chernik» Lviv
1500 m free style	Walko	28.59,6 min	«Chernik» Lviv
200 m classical style	Slipko	3.31,7 min	«Chernik» Lviv
400 m classical style	Slipko	7.33,2 min	«Chernik» Lviv
200 m dolphin style	Stakhiv	4.42,8 min	CLC
4 x 50 m		2.31,4 min	CLC
4 x 100 m		14.20,3 min	CLC
Kobiety			
100 m free style	Rozhankowskaj	1.56,9 min	CLC

Table 2

**The Results of the Swimming Competition on the Pond «Switiaz»
Lviv, 21.08.1938 [15]**

Competition	Participant	Result	Club
Women			
50 m free style	Dzioba	1.19,1 min	«Sokil–Bat’ko»
Meżczyźni			
50 m free style	Modla	52,5 s	«Sokil» Mshana
100 m free style	Zalizniak	1.32,2 min	«Sokil Bat’ko»
400 m free style	Kushnik	9.52,0 min	«Sokil»Mshana
100 clascal style	Yanchar	1.43,0 min	«Sokil»Lviv
4 x 50 m free style		3.30,0 min	Sokil–Bat’ko»

In the same year, on July 24th, it was also the organizer of the Regional Swimming Competition, where participants were from Ternopil, Trembovla and Zbarazh.

In addition, representatives from Ternopil took part in the swimming competition on September 9th in the first National Swimming Championship in Lviv, where they took one the first place, three – the second places, and one – the third places.

In swimming matches on 26.06.1938 the swimmers achieved the following results: in distance of 50 m in classic style for women – 58,2 s Marta CLC; Among men in distance of 100 m in dolphin style – 1,40,4 min RU Bohdaniivski CLK; 100 m classical style – 1,44,4 min Slipko; 100 m free style – 1,24,7 min Bohdaniivski CLK; in 4x50 m – 2,30,0 min RU Varcaba, Zalaniak, Pripckhan, Kozachok «Sokil»; in 3x100 m – 5,02,3 min CLC.

It should be emphasized that the swimming sections were active in such Lviv`s clubs as CLC, Plai, USSK, Pshemysl, Dnister, Berkut and in Stanislav, Stryi, Ternopil [20].

They also developed within the UZS business, and after its dissolution in 1936 their activity was limited.

Table 3

The Results of the Swimming Competition on the Pond «Switiaz». Lviv, 21.08.1938 [14]

Competition	Participant	Result	Club
Women			
50 m free style	Dzioba	1.19,1 min	«Sokil–Bat’ko»
Men			
50 m free style	Modla	52,5 s	«Sokil» Mshana
100 m free style	Zalizniak	1.32,2 min	«Sokil–Bat’ko»
400 m free style	Kusznik	9.52,0 min	«Sokil» Mshana
100 free style	Janczar	1.43,0 min	«Sokil» IV Lviv
4 x 50 m free style		3.30,0 min	«Sokil–Bat’ko»

Table 4

**Competition Results in Swimming at the 4th National Sokil's Sports Competitions.
Lviv, September 9, 1938 [17]**

Competition	Participant	Result	Club
Men			
100 m free style (21 participants)	O. Pripkhan	1.25,8 min	«Sokil» Stanislav
100 m classical style	A. Melnyk	1.52,6 min	«Sokil» IV Lviv
100 m dolphin	O. Pripkhan	2.06,8 min	«Sokil» Stanislav
400 m free style	O. Pripkhan	8.51,2 min	«Sokil» Stanislav
200 m free style	O. Pripkhan	3.49,8 min	«Sokil» Stanislav
4 x 50 m free style		2.29,4 min	«Sokil» Lviv
Women			
50 m free style	O. Dutkewich	1.04,7 min	«Sokil–Bat’ko»
50 m classical style	O. Dutkewich	1.07,8 min	«Sokil–Bat’ko»
50 m dolphin	O. Chubaty	1.12,1 min	«Sokil» Ternopil
100 m free style	O. Chubaty	2.39,9 min	«Sokil» Ternopil
4 x 50 m variable style		3.55,4 min	«Sokil» Ternopil



Photo 2. Roman Shukhewych in his Students Years. Lviv, 1926



Photo 3. Prhemysl 1937. Swimming Section of the UCS «Berkut» on the San River in Pshemysl [16]

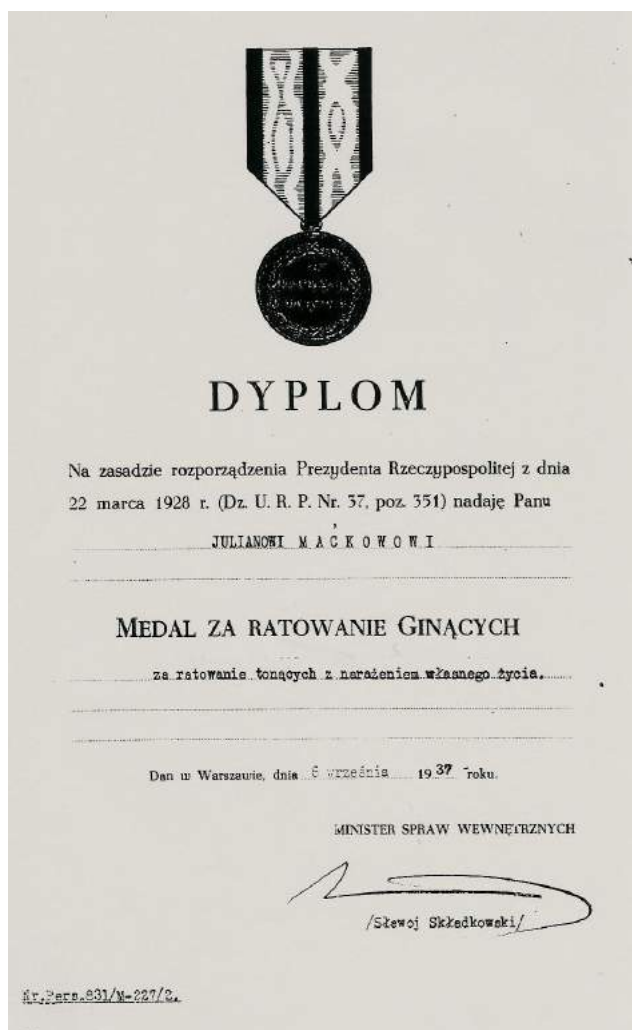


Photo 4. Diploma for Julian Machkiv, a Member of the UCS «Berkut» in Prhemysl Awarded with the Medal for Rescuing of the Drowning People, on September 6, 1936, by Minister Internal Affairs of Slawa Skladkowski

Conclusions. The development of the swimming among youth of Galicia began after the I World War. The first swimming sections were established in the early 1920s in Przemysl, Lviv, Stanislav, Ternopil, so in 1923 the first swimming competition took place in the natural pond.

The swimming sections in 20–30 years functioned as the Sports Clubs? The most popular were: «Carpathian Leshchetarskii Club», «Chernik», «Sokil – Bat'ko», «Sokil» Mshana, «Sokil» Stanislav, «Sokil» Ternopil.

The sportsmen competed in different distances: 50, 100, 200, 400 m in free style” 50,100 m in classical style, 50 m, 100 m in dolphin and relay, 4x50 in free and split style. The members of the outstanding Swim Team were Prypkhan, Shukhevych, Dutkevych, Dzilba, Valko working in different sports, like football, volleyball, athletics, skiing, etc. For that time, they showed high sports results in all swimming disciplines.

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Стаття надійшла до редакції 08.09.2017 р.

Технології навчання фізичної культури

УДК 796.011.3

PERSPECTIVES FOR IMPLEMENTATION OF NEW VARIATIVE MODULES OF «PHYSICAL CULTURE. GRADES 5–9» TRAINING PROGRAM

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<https://doi.org/10.29038/2220-7481-2017-03-140-146>

Abstract

Today, the Ukrainian school is on the verge of profound educational reforms. A significant step towards a new Ukrainian school is to update the programs of the main school, taking into account the competence approach. The study of the prospects for the introduction of new variable modules of the educational program «Physical Culture. Grades 5–9» requires a detailed analysis to improve the physical education of pupils. The history of the formation of new types of sports for physical education lessons and the state of their current development in Ukraine are described. Among them: rugby, korfbal, pétanque, fencing, military sports games, step aerobics and cheerleading. The attitude of teachers of physical education to the possibilities of introducing new variable modules is researched. The interests of pupils and their interest in their learning were studied. The analysis and summary of literary sources, questioning-diagnostic and mathematical-statistical methods are used. A survey of teachers of physical education of middle grades (36 people) and pupils of grades 5–9 (120 people) of secondary schools of Lutsk was conducted. It has been established that 56,25 % of the pupils would like to diversify physical education lessons because they are not always interesting (46,25 %). 20 % of the teachers do not always take into account the interests of their pupils when planning physical education lessons. Among the kinds of sport that arouse the greatest interest of the teachers and the material and technical possibilities for their implementation are: step aerobics (50 vs. 40 %), military-sports games (20 vs. 5 %), cheerleading (15 vs. 10 %) and rugby (10 versus 15 %). Pupils showed a desire to study military-sports games (38,75 %), rugby, step aerobics, fencing (28,75, 27,75 and 27,5% respectively) and cheerleading (23,75 %). Korfbal, pétanque and fencing are not of interest to any of the teachers; pétanque and korfbal arouse the lowest interest among the pupils. During the courses of higher education in institutes of postgraduate pedagogical education it is offered to introduce special courses on the main innovations taking into account peculiarities and traditions in the development of physical education in a particular region.

Key words: curriculum, physical education, new variational modules, teachers, pupils.

Наталія Белікова, Світлана Індика, Наталія Ульяницька, Світлана Подубінська, Венера Кренделєва. Перспективи впровадження нових варіативних модулів навчальної програми «Фізична культура. 5–9 класи». Нині українська школа перебуває на хвилі глибинних освітніх реформ. Значним кроком до нової української школи є оновлення програм основної школи з урахуванням компетентнісного підходу. Дослідження перспектив впровадження нових варіативних модулів навчальної програми «Фізична культура. 5–9 класи» потребує детального аналізу для вдосконалення фізичного виховання школярів. Схарактеризовано історію становлення оновлених для уроків фізичної культури видів спорту та стан їх розвитку в Україні на сьогодні. Серед них – регбі, корфбол, петанк, фехтування, військово-спортивні ігри, степ-аеробіка та чирлідінг. Досліджено ставлення вчителів фізичної культури до можливостей впровадження нових варіативних модулів. Вивчено інтереси школярів та їхню зацікавленість у їх вивченні. Використано аналіз та узагальнення літературних джерел, опитувально-діагностичні та математично-статистичні методи. Проведено опитування учителів фізичної культури середніх класів (36 чоловік) й учнів 5–9-х класів (120 осіб) загальноосвітніх навчальних закладів міста

Луцька. Установлено, що 56,25 % учнів хотіли б урізноманітнити уроки фізичної культури, тому що вони не завжди проходять цікаво (46,25 %). 20 % учителів не завжди враховують інтереси учнів при плануванні уроків фізичної культури. Серед видів спорту, які викликають найбільшу зацікавленість у вчителів, та за наявності матеріально-технічних можливостей для їх упровадження – степ-аеробіка (50 проти 40 %), військово-спортивні ігри (20 проти 5 %), чирлідінг (15 проти 10 %) та регбі (10 проти 15 %). Учні виявили бажання вивчати військово-спортивні ігри (38,75 %), регбі, степ-аеробіку, фехтування (28,75; 27,75 і 27,5 % відповідно) та чирлідінг (23,75 %). Корфбол, петанк і фехтування не цікавлять жодного з учителів; петанк і корфбол викликають найнижчу зацікавленість в учнів. Запропоновано під час курсів підвищення кваліфікації в інститутах післядипломної педагогічної освіти впроваджувати спецкурси з основних нововведень з урахуванням особливостей та традицій у розвитку фізкультурної освіти того чи іншого регіону.

Ключові слова: навчальна програма, фізична культура, нові варіативні модулі, учителі, учні.

Наталья Беликова, Светлана Индыка, Наталия Ульяницкая, Светлана Подубинская, Венера Кренделева. Перспективы внедрения новых вариативных модулей учебной программы «Физическая культура. 5–9 классы». В настоящее время украинская школа находится на волне глубинных образовательных реформ. Значительным шагом к новой украинской школе является обновление программ основной школы с учетом компетентного подхода. Исследование перспектив внедрения новых вариативных модулей учебной программы «Физическая культура. 5–9 классы» требует детального анализа для совершенствования физического воспитания школьников. Охарактеризовано историю становления обновленных для уроков физической культуры видов спорта и состояние их развития в Украине на сегодняшний день. Среди них – регби, корфбол, петанк, фехтование, военно-спортивные игры, степ-аэробика и чирлидинг. Исследуется отношение учителей физической культуры к возможностям внедрения новых вариативных модулей. Изучены интересы школьников и заинтересованность в их изучении. Использованы анализ и обобщение литературных источников, опросно-диагностические и математико-статистические методы. Проведен опрос учителей физической культуры средних классов (36 человек) и учащихся 5–9-х классов (120 человек) общеобразовательных учебных заведений города Луцка. Установлено, что 56,25 % учащихся хотели бы разнообразить уроки физической культуры, потому что они не всегда проходят интересно (46,25 %). 20 % учителей не всегда учитывают интересы учащихся при планировании уроков физической культуры. Среди видов спорта, которые вызывают наибольший интерес у учителей и для которых имеются материально-технические возможности для их внедрения – степ-аэробика (50 против 40 %), военно-спортивные игры (20 против 5 %), чирлидинг (15 против 10 %) и регби (10 против 15 %). Ученики изъявили желание изучать военно-спортивные игры (38,75 %), регби, степ-аэробіку, фехтование (28,75; 27,75 и 27,5 % соответственно) и чирлидинг (23,75 %). Корфбол, петанк и фехтование не интересуют ни одного из учителей; петанк и корфбол вызывают самую низкую заинтересованность учащихся. Предлагается при проведении курсов повышения квалификации в институтах последипломного педагогического образования внедрять спецкурсы из основных нововведений с учетом особенностей и традиций в развитии физкультурного образования того или иного региона.

Ключевые слова: учебная программа, физическая культура, новые вариативные модули, учителя, ученики.

Introduction. The primary attention from the state to the development of national education is an extremely urgent response to the challenges of the time, as the Ukrainian school is now undergoing a wave of in-depth educational reforms designed to overcome the incongruence of the general secondary education in Ukraine with the needs of the 21st century society. A significant step towards a new Ukrainian school is to update the programs of the main school, taking into account the competent approach. Their implementation will begin on September 1, 2018, however, certain elements of the future standard should be implemented in the primary school in the 2017–2018 academic year.

The updated curriculum «Physical Education. Grades 5–9» was approved by the Order of the Ministry of Education and Science of Ukraine of 07.06.2017 number 804. The curriculum is built on a module system and contains an invariable and a variable component. Almost every sport can be represented as a variable module. In the curriculum, 7 new variable modules: rugby, corfflon, petanque, fencing, military sports games, step aerobics, and cheerleading have been added to the existing 16 ones.

The content of the variable component is formed by the educational institution independently from the modules offered by the curriculum. A variable program module is a variable component that reflects specialised training based on one of the sports selected by the students and their parents. As a rule, in grades 5–6, students have to master 4–6 variable modules, in grades 7–8 – 3–5, in grade 9 – 3–4 modules. Specialists of physical education can develop their variable modules, curriculums of which are to undergo an examination, get the classification of the Ministry of Education and Science of Ukraine and be made public. Therefore, it is assumed that the number of variation modules over time should increase. However, as practice shows, physical education teachers are limited to the introduction of several traditional modules, noting that they are experiencing professional difficulties in working on a modular program [3]. Therefore, the question arises as to whether the updated list of sports for physical education classes will have a significant impact on this state

of affairs, and whether they can cause interest to students and the interest of teachers? This gives grounds to conclude that the study of the prospects for the introduction of new variational modules of the curriculum «Physical Education. Grades 5–9» is timely, multidimensional and requires detailed analysis to improve the physical education of pupils.

An analysis of recent research on this problem suggests that the introduction of a curriculum based on the principle of variability is intended to improve the physical education of pupils as planning takes into account the interests of children and the material and technical base of the school (T. Yu. Krutsevich, S. M. Dyatlenko). Meanwhile, there are problems that arise in the process of introducing a variable component of the curriculum, among which: unsatisfactory state of the material and technical base of educational institutions; lack of organisational and methodological assistance to specialists; lack of proper conditions for the qualitative conducting of physical education lessons (O. I. Shiyan, N. S. Kravchenko). Scholars have examined the actual state of implementation of the variation modules of the current curriculum. The obtained results show that the most interesting for students of grades 5–9 are the following variable modules: athletics – from 85 to 94 %, in rural and urban schools; gymnastics – from 58 to 87 %; basketball – from 56 to 87 %; volleyball – from 66 to 81 %; football – up to 94 % [3]. The least interesting variable modules are professional-applied training, handball and tourism. Such variable modules of the curriculum, such as aerobics, aqua aerobics, campuses and weight training, have not been implemented by any of the teachers surveyed [3; 4].

At the same time, the professional literature does not reflect the data that would indicate knowledge and interest of physical education teachers and secondary school pupils in new sports such as rugby, korfbal, petanque, fencing, military sports games, step aerobics and cheerleading introduced in the form of new variational modules in the program of physical education for grades 5–9.

The purpose of the research: to establish and analyse the possibilities and prospects of the introduction of new variable modules of the physical education curriculum for grades 5–9.

Objectives of the study:

1. To characterise the history of the development of the updated version of the updated physical education program of new sports in the world and in Ukraine.
2. To study the attitude of teachers of physical culture to the possibilities of introduction of new variable modules.
3. To study the interests of schoolchildren and their interest in the study of new variable modules.

Material and methods of research: analysis and summary of literary sources, questioning and diagnostic (questionnaires, interviews), mathematical and statistical methods. In order to determine the prospects for the introduction of new variable modules in the educational process, a survey of teachers of physical culture of middle grades (36 people) and pupils of grades 5–9 (120 people) of three general educational institutions of Lutsk was conducted.

Research Results. Discussion. A conceptually new physical education curriculum for pupils of grades 5–11 was introduced in general educational institutions of Ukraine in the academic year 2009–2010 [2]. Research by scholars indicates that the level of implementation of the variable modules of this program does not always correspond to the interests of students and is constrained by such negative factors as unsatisfactory state of the material and technical base of educational institutions and sports equipment; lack of proper conditions for qualitative conducting of physical education lessons; the lack of interest of teachers of physical culture in the implementation of new variable modules [3]. So is there any sense in introducing new variable modules, when the aforementioned factors, basically, serve as criteria for their selection: availability of material and technical base, regional sports traditions, staffing and desires of students? The study of the history of the formation of updated sports education lessons and the state of their development in Ukraine nowadays can give a partial answer to this question.

Rugby. The name of this kind of sport comes from the name of the British city of Rugby, where in 1823 one of the college students violated the rules of the game of football – grabbed the ball and ran away. At the moment, this is an Olympic sport, a sports team game with an oval ball, which players of each team, transmitting it each other with their hands and feet, try to land it in the opponent's field or hammer it into the H-shaped gate (above the crossbar). Rugby is popular all over the world, but especially in the countries of the British Commonwealth.

In Ukraine rugby is not the most popular sport, but it has been developing for over a century. The Ukrainian Rugby Federation was founded on December 16, 1991. Since 1993, the national teams of Ukraine have taken part in the qualifying matches of the European Championship and qualifying stages for the World Cup. Children-youth competitions in four age groups are permanently held. The best young Ukrainian rugby

players participate in the European Championships every three years. The Federation of Rugby Ukraine currently has 18 clubs. This sport has become the most widespread in Kyiv, Odesa, Kharkiv and Lviv, as well as in the Crimea and twelve regions of Ukraine.

In school conditions, it is recommended that rugby classes be conducted under simplified rules, where there are no elements of power contact struggle – this is a game in tag rugby and tactile rugby. You can play the game on the playground, in the gym, on the football field. The estimated size of the site depends on the number of players in the team.

Korfball is a mixed team game sport. It appeared in 1901 in the Netherlands – ten years later than basketball in the United States. The team consists of 4 men and 4 women. Goal: to throw the ball into a basket that is 3,5 meters high. The rules completely prohibit contacts and power elements. Korfball can be played in the gym, as well as in the open air. The game does not require expensive equipment.

In Ukraine, korfball has been developing since October 2012. There is one federation – the Lviv regional federation of korfball, which in 2013 was admitted to the International Federation of Korfball, becoming its 60th official member. It has the right to represent Ukraine at international competitions in this sport. The game is actively distributed among young people in the western regions of Ukraine.

Pétanque (from the French «la pétanca» – «legs together») appeared in 1907 in Provence, in the south of France – one of the varieties of boules, the purpose of which is, standing in the circle, to throw hollow metal balls as close as possible to a small wooden ball – cochonnet. This game is customarily played on hard soil or gravel. In Ukraine pétanque began to be played at the beginning of 2000 in Kiev and Uzhhorod. In 2007 the Pétanque Federation of Ukraine was established in Uzhhorod. At the moment, the federation includes 9 clubs and 14 regional subdivisions. In 2011 at the European Championship the Men's Ukraine team took the 5th place in the Nations Cup, which allowed it to get qualification and be selected for the World Championship. It was one of the first achievements. One of the most famous championships in Central Europe, which is held in May, is Uzhhorod «Sakura». Pétanque is currently developing most actively in Khmelnytsky, Kiev, Kharkiv, Dnipro and Zaporizhzhya.

In 2014, the first student pétanque club opened at the National Economic University in Kharkiv. In 2014, the pétanque is implemented in the school curriculum as a separate module in the general comprehensive school in Kyiv. In 2015, an open championship of the city of Kiev for pétanque among children was held.

Fencing as a sport originates from the end of the 18th century, but the sources of its origin go as far back as the distant past. Even among the peoples of ancient India there was a holy book on the principles of exercises with weapons; In those days, training in fencing on bamboo sticks was widespread in Japan and China. Fencing in Ancient Greece and the Roman Empire began to be held in about 4 centuries. before the first Olympic Games. In the Middle Ages fencing had a pronounced class character: the aristocracy representatives were mainly engaged in fencing. As a sport it was included in the program of the first modern Olympic Games in 1896.

There are such kinds of sport fencing depending on the weapon: fencing foil, fencing swords, saber, and fencing heavy bladed weapon. In Ukraine, fencing as an Olympic sport has passed three relatively independent stages in its development: pre-revolutionary (late 18th century – 1916) Soviet (1917–1991), and contemporary (from 1992 up to now). The most recent victories of Ukraine were achieved in May 2017: Ukrainian athletes became two-time world champions in historic fencing competitions held in Denmark; In July, Olga Harlan became the three-time world champion in saber fencing, winning for the third time in the German Leipzig individually. Today in Cherkasy secondary schools pupils teach the art of sword fencing.

Military sports games is one of the varieties of children's games, which is a historically formed means of military patriotic education of children. Their wide arsenal makes it possible for the Games to implement the Concept of national-patriotic education of children and youth, which contributes to raising the level of students' patriotism and their physical preparedness, and interest in physical education lessons. In 2009–2012, the situation with patriotic education of schoolchildren began to gain a systematic character. Nowadays in Ukraine all-Ukrainian patriotic military-sports games such as «Sokil» («Dzhura»), «Khortynh», «Kozatsky Hart», «School of safety», «Zirnytsya», «Kotyhoroshko» and others are held.

All-Ukrainian children and youth military patriotic game «Sokil» («Dzhura») has been implemented in educational institutions of Ukraine since 2003. This year, the All-Ukrainian stage of the game was held in Kharkiv. The National children and youth military sport game «Khortynh-Patriot» is a form of gaming activity in the military-sports field, in which the knowledge of military service, general discipline, understanding of the surrounding world is deepened, competitive skills necessary for successful future work activities, volitional qualities and organizational skills are cultivated. In this game, the social relations of the

Ukrainian soldiers are reflected in a simplified form that is understandable to a child, and an atmosphere is typical of military exercises, modelling combat operations. All-Ukrainian stage of the game «Khortynh-Patriot» is annually held in May.

Regional competitions of the sports and recreation patriotic complex «Kozatsky Hart» and the regional stage of children and youth military-sports patriotic game «Sokil» («Dzhura») are traditionally held in Volyn.

Cheerleading is both sport and art (from English «cheer» – «cheerful, encouraging yell», and «lead» – «lead, manage.») It originated in the United States in the 1870s and has become widespread in Europe in the 70's and 80's of the twentieth century. The European Cheerleading Association (ECA) was founded in 1995. The first European Cheerleading Championship was held in Germany in 1995. In 2001, the International Federation of Cheerleading was formed, Ukraine is also its member.

Cheerleading for Ukraine is a new, «young» sport, which is rapidly gaining popularity among young people. All-Ukrainian Federation of Cheerleading was officially registered in our country on November 24, 2004. On February 22, 2005, cheerleading was granted the status of a sport officially recognised in Ukraine. On October 15, 2005, in Kharkiv, the first cheerleading championship was held, attended by more than 14 teams from Kyiv, Odessa, Poltava, Sumy, Dnipropetrovsk, Kharkiv, Uzhgorod and Luhansk. In Kharkiv, the first professional teams were created. The rules of the competition were developed at the Kharkiv Academy of Physical Culture. It is also worth mentioning that the city organized a local cheerleading competition among schoolchildren of secondary schools in Kharkiv, which was completed by a large-scale flashmob with the registration of the record in Ukraine by the number of participants and which entered the Book of Records of Ukraine [1].

Cheerleading is one of the affordable and inexpensive kinds of sport, thanks to entertainment, emotionality and beauty, it is able to capture boys and girls. It contains a wide arsenal of various intensive movements that include elements of choreography, acrobatics, sports and artistic gymnastics, sports and folk dances. By teaching cheerleading, a teacher can independently make complex exercises from the presented basic movements. Also, cheerleading does not require expensive sports equipment, therefore it is promising to be introduced in general educational institutions.

Step aerobics is one of the simplest and most effective styles and directions of aerobics, it is rhythmic ups and downs from a special platform (step-platform) for dance music. The peak of the development of health programs in Europe and in Ukraine falls in the mid-80's and 90's of the twentieth century. In this period, there was a significant commercialisation of the fitness industry. The desire to engage more and more people lead to a variety of programs. Revolutionary in this regard was the emergence of step aerobics, which received scientific and methodological substantiation by the University of Reebok. An American specialist Jean Miller played an important role in the development and popularisation of step aerobics. The cyclical ups and downs on the step-platform have become a safe alternative to the high-impact jumping load of classical aerobics.

Now the competitions in fitness aerobics in Ukraine are held under the aegis of FISAF (since 1993 Ukraine is a permanent member of this international federation). The competition program consists of three nominations: fitness aerobics (basic); step aerobics; funk (hip-hop) aerobics. Competitors are divided into age groups: children (9–11 years old); juniors (12–15 years old); adults (16 years and older). The team consists of 6–8 participants, regardless of gender.

Step aerobics is gradually gaining its place in the physical culture of schoolchildren. This is favoured by the positive emotional background of classes, compulsory music accompaniment, an unusual combination of movements associated with an unusual object – the platform. The effectiveness of step aerobics is the complex development of motor skills of schoolchildren. It is clear that the implementation requires the availability of step-platforms.

Summarising the results of the questionnaires of teachers, we found that 90% of the teachers interviewed are acquainted with the updated curriculum on physical education for pupils of grades 5–11. It should be noted that 80 % of teachers are interested in the schoolchildren's opinion when planning the variational component of the educational process: 75 % of them define the interests of children through oral questioning, 5 % – by means of a written questionnaire; 20 % of the polled teachers do not always take into account the pupils' opinion. The teachers are mostly acquainted with the new kinds of sport offered for study as variable modules. However, only 45 % of teachers know korfbal and petanque, and 55 % – cheerleading. From the list of selected kinds of sport the teachers chose those ones that could be studied in their educational institution, taking into account the availability of the necessary material and technical base: in 15 % of cases – rugby; 5 % – korfbal, fencing and military-sports games; 40 % – step aerobics and 10 % – cheerleading (any of the teachers did not mention petanque). Besides, from the list mentioned above, the

teachers chose those kinds of sport in which they would be personally interested, if there were such an opportunity to introduce them: the greatest interest was only shown in step aerobics (50 %), military sports games (20 %), cheerleading (15 %), and rugby (10 %) (figure 1).

Having analysed the data of the questionnaires of the pupils, we found that 52,5 % of the respondents indicated that their physical education lessons were interesting; 1,25 % of respondents said that they were not interested in physical education classes and 46,25 % of the pupils answered «not always». A significant number of pupils – 56,25 % – would like to have their lessons of physical culture diversified with new sports. Answering the question «Do your physical education teachers give you an opportunity to independently choose kinds of sport you want to study, taking into account your interests?», 37,5 % of the students gave a positive answer; 23,75 % denied, and 38,75 % did not respond at all. The following kinds of sport from the list are familiar to pupils: for 32,5 % – rugby; for 6,25 % – korfbal; for 2,5 % – pétanque; for 61,25 % – fencing; for 45 % – military-sports games; for 28,75 % – step aerobics; and for 27,5 % – cheerleading. At the same time, the pupils would like to study the following kinds of sport at the lessons of physical culture: 28,75 % – rugby; 11,25 % – korfbal; 5 % – pétanque; 27,5 % – fencing 38,75 % – military sports games; 27,75 % – step aerobics; 23,75 % – cheerleading (fig. 1).

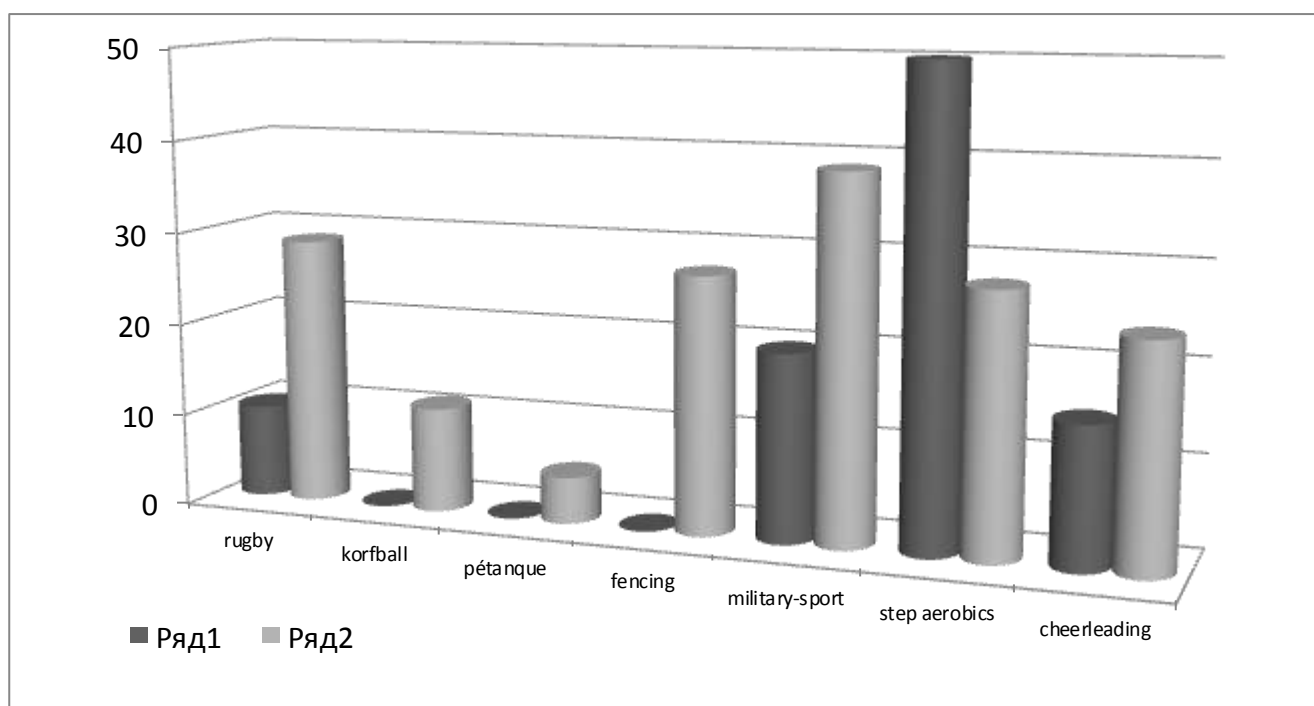


Fig. 1. The Level of Teachers' and Pupils' Interest in Learning New Variation Modules (%)

The conducted research is a trial one, and in order to understand this problem, it is necessary to attract more respondents and more comprehensive coverage of general educational institutions. At the same time, some trends can already be noted at this stage. In particular: 56,25 % of the pupils would like to have their lessons of physical education diversified because they are not always interesting (46,25 %). 20 % of the teachers of physical culture do not always take into account the interests of pupils when planning lessons of physical education. The pupils' answers to this question testify that in 23,75 % their opinion is not taken into account at all, and in 38,75 % it is not always taken into account. Among the kinds of sport that attract the greatest interest of teachers and have the material and technical possibilities for their implementation are: step aerobics (50 vs. 40 %), military sports games (20 vs. 5 %), cheerleading (15 vs. 10 %) and rugby (10 versus 15 %). Pupils expressed their desire to study military-sports games (38,75 %), rugby, step aerobics, fencing (28,75; 27,75 and 27,5 % respectively) and cheerleading (23,75 %). Korfbal, pétanque and fencing are not of interest to any of the teachers; pétanque and korfbal arouse the lowest interest among the pupils.

Conclusions and perspectives for further research.

1. The study of the subject «Physical Culture» implements a competence approach in the context of the principles of the «New Ukrainian School». In the program of physical culture for grades 5–9 7 new variation modules are added to the existing 16 ones: rugby, korfbal, pétanque, fencing, military-sports games, step aerobics and cheerleading.

2. A significant proportion of physical education teachers are not interested in introducing new variable modules, even if there is proper material and technical basis of educational institutions. Instead, military sports games, rugby, step aerobics, fencing and cheerleading are the most interesting subjects for pupils.

3. In order to improve the teaching of physical culture at school, it is necessary: during specialisation courses in institutes of postgraduate pedagogical education, to introduce special courses on the main innovations declared in the curriculum, taking into account the peculiarities and traditions in the development of physical education of the region; to strengthen organisational and methodical assistance to specialists; to increase pupils' awareness of the possibilities of studying a wide range of alternative modules other than those that have already become traditional.

In the future, it is planned to investigate the reasons for the lack of interest of teachers of physical culture in diversification of physical education lessons taking into account the interests of pupils.

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Стаття надійшла до редакції 04.09.2017 р.

УДК 37.091.3:796.035(043.3)

PEDAGOGICAL PRINCIPLES OF METHODOLOGICAL SYSTEM OF APPLICATION OF HEALTH-IMPROVING TECHNOLOGIES IN THE PROCESS OF STUDENTS' PHYSICAL EDUCATION

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Abstract

Actuality. The application of principles is a prerequisite for improving the quality of teaching activity. Didactic principles are the basis for studying all disciplines and to a large extent determine their content, form of organization, process and educational methods. Specific principles reflect the specifics of physical culture and recreational activities extend and supplement the didactic principles. One of the main principles of physical education is the principle of health-improving orientation, the content of which is to provide a health-improving effect in the process of training and is of major importance for the students' physical education today. **Tasks of Work.** To analyze the state of the problem in question in pedagogical theory and practice. To substantiate theoretically the didactic and special principles of the methodical system of application of health-improving technologies in the process of physical education of students in a special educational department. **Results of Research Work.** In the process of forming readiness for the use of health-improving technologies in physical culture and recreational activities, the following principles are singled out: harmonious personality development; communication with life; consciousness; subject-subject orientation of the educational relationships; health-improving orientation; individualization; innovation; continuity. The specific principles, that reflect the specifics of the methodical system of applying health-improving technologies in the process of psychological and physiological preparation for future professional activities, are characterized: dominant and motivational guideline; integral spatial and temporal integration; specialization; multidirectional rhythm; feedback. **Conclusions.** It is determined that there are various approaches to definition the number of educational principles, their content and ways of implementation in practice. In the research work the principles are synthesized in the system of a unified pedagogical process, contributed to the creation of an updated methodical system of health-improving technologies and ensured its successful implementation in the health-preserving educational space of a higher educational establishment.

Key words: students; physical education; health-improving technologies; methodical system; principles.

Олена Кузнєцова. Педагогічні принципи методичної системи застосування оздоровчих технологій у процесі фізичного виховання студентів. Актуальність. Застосування принципів – необхідна умова, яка сприяє підвищенню якості педагогічної діяльності. Загальнодидактичні принципи, покладені в основу вивчення всіх дисциплін, значною мірою визначають їх зміст, форми організації, процес і методи навчання. Специфічні принципи відображають специфіку фізкультурно-оздоровчої діяльності, розширюють та доповнюють загальнодидактичні принципи. Один із головних принципів фізичного виховання – принцип оздоровчої спрямованості, зміст якого полягає в забезпеченні оздоровчого ефекту в процесі тренувальних занять, – є сьогодні вкрай актуальним для фізичного виховання студентської молоді. **Завдання роботи** – проаналізувати стан досліджуваної проблеми в педагогічній теорії та практиці, теоретично обґрунтувати загальнодидактичні та спеціальні принципи методичної системи застосування оздоровчих технологій у процесі фізичного виховання студентів спеціального навчального відділення. **Результати роботи.** У процесі формування готовності до застосування оздоровчих технологій під час фізкультурно-оздоровчої діяльності виокремлено такі принципи: гармонійного розвитку особистості; зв'язку із життєдіяльністю; свідомості; суб'єкт-суб'єктної спрямованості виховних відносин; оздоровчої спрямованості; індивідуалізації; інноваційності; неперервності й наступності. Охарактеризовані специфічні принципи, які відображають специфіку методичної системи застосування оздоровчих технологій у процесі психофізичної підготовки до майбутньої професійної діяльності: домінують-мотиваційної настанови; цілісної просторово-часової інтеграції; спеціалізованості; різноспрямованої ритмічності; зворотного зв'язку. **Висновки.** Установлено, що існують різні підходи до визначення вченими кількості принципів навчання, їх змістовного наповнення та способів реалізації на практиці. У дослідженні принципи синтезовано в систему єдиного педагогічного процесу, що сприяло створенню оновленої методичної системи застосування оздоровчих технологій та забезпеченню успішного її втілення в здоров'язбережувальний освітній простір вищого навчального закладу.

Ключові слова: студенти; фізичне виховання; оздоровчі технології; методична система; принципи.

Елена Кузнєцова. Педагогические принципы методической системы использования оздоровительных технологий в процессе физического воспитания студентов. Актуальность. Использование принципов является необходимым условием, которое способствует повышению качества педагогической деятельности. Общедидактические принципы положены в основу изучения всех дисциплин и в значительной степени определяют их содержание,

форми організації, процес і методи навчання. Специфічні принципи відображають специфіку фізкультурно-оздоровчої діяльності, розширяють і доповнюють загальнодидактичні принципи. Один з головних принципів фізичного виховання – принцип оздоровчої спрямованості, зміст якого заключається в забезпеченні оздоровчого ефекту в процесі тренувальних занять, – є надзвичайно актуальним в фізичному вихованні студентської молоді. **Завдання роботи** – проаналізувати стан досліджуваної проблеми в педагогічній теорії і практиці. Теоретично обґрунтувати дидактичні і спеціальні принципи методичної системи використання оздоровчих технологій в процесі фізичного виховання студентів спеціального навчального відділення. **Результати роботи**. В процесі формування готовності до використання оздоровчих технологій в фізкультурно-оздоровчій діяльності виділені наступні принципи: гармонічного розвитку особистості; зв'язу з життєдіяльністю; свідомості; суб'єкт-суб'єктної спрямованості виховальних взаємовідносин; оздоровчої спрямованості; індивідуалізації; інноваційності; неперервності і преемственності. Охарактеризовані специфічні принципи, що відображають специфіку методичної системи використання оздоровчих технологій в процесі психофізичної підготовки до майбутньої професійної діяльності: домінуючо-мотиваційної установки; цілісної просторово-часової інтеграції; спеціалізованості; різноспрямованої ритмічності; зворотного зв'язу. **Висновки**. Встановлено наявність різних підходів до визначення науковцями кількості принципів навчання, їх змістового наповнення і шляхів реалізації на практиці. В дослідженні принципи синтезовані в систему єдиного педагогічного процесу, що сприяло створенню оновленої методичної системи застосування оздоровчих технологій і забезпечило успішне її втілення в здоров'яохоронюючому освітньому просторі вищого навчального закладу.

Ключові слова: студенти; фізичне виховання; оздоровчі технології; методична система; принципи.

Introduction. Among the priorities of the state policy on the development of higher education in the context of European integration of Ukraine the problems of constant improvement of the education quality, modernization of its content and forms of organization of the educational process, introduction of innovative technologies were determined [4, p. 3]. One of the problems of applying innovative health-improving technologies in the pedagogical process is the absence of the clear methodological settings [1, p. 31; 2, p. 147; 3]. The settings are enshrined in the principles of the studies and are implemented through didactic rules. Principles reflect the normative bases of the educational process that is why they are mandatory and should be implemented in a complex manner, that is, not consistently one after another, but simultaneously, organically, inseparably. With the help of the didactic rules of the implementation of the education principles theory is combined with practice, the rules proceed directly from the principles that often reflect the new experience.

The process of students' physical education is based on general-methodical and specific principles – the main provisions defining the content, organizational forms and methods of implementing health-improving technologies in the process of students' physical education.

Educational principles as a didactic category are observed by A. Aleksyuk, V. Yevdokimov, A. Zilbershteyn, L. Loginova, V. Lozova, V. Omelianenko etc. Principles of implementation of health-preserving technologies in educational space of higher educational establishment are considered by N. Belikova, D. Voronin, S. Garkusha, M. Goncharenko, G. Hryban, M. Grinyova, A. Duhobay, O. Yezhova, V. Efimova, N. Zavydivska, O. Miheyenko, S. Prysazhnyuk, S. Futorny and others. Specific principles of physical education, that ensure implementation of health-preserving technologies in physical education of students in special educational department are substantiated in the investigations of G. Hryban, A. Dubogay, V. Manko, G. Malakhova, E. Yehorycheva, S. Prysazhnyuk, E. Tarabaryna.

S. V. Harkusha believes that the formation of readiness of future specialists in physical education to the use of health-preserving technologies must be designed and implemented on the grounds of basic laws and principles of humanistic education [2, p. 149]. Having elaborated the system of general-didactic and specific principles, the scientist formulated specific principles of formation of readiness of future specialists in physical education to the use of health-preserving technologies: health centrism, subjectivity, free trajectory, continuity, scholarship, prevention, integration, systematicity and pertinence, heuristic interaction, creativity [2, p. 150].

Developing the author's concept of forming a students' healthy way of life in the process of physical education using innovative technologies, S. M. Futorny relied on methodological (the principle of psychological and physiological unity of the personality, the principle of using the culture conformity of the content of physical culture activities) and technological principles (complexity; systematicity; integrity; intra-university integration and coordination of interaction; long-term) [14, p. 20].

O. I. Miheyenko combines principles into two groups: general-didactic (scholarship, systematicity and consistency, availability, communication education with life, consciousness and activity, visibility, individual approach, continuity) and specific (professional orientation, inter-discipline, unity science and educational activities of departments and teachers, stimulation of health-invigorative activity, innovation, and emotion) [8, p. 269–275].

S. I. Prisyajnyuk considers a complex of principles as a construct of «pyramidal» type: in the basis – the principles of students' national education; further – general methodical principles; then – the principles of students' physical education; on the top of the pyramid – the specific principles of physical education, which ensure the implementation of health-preserving technologies in the physical education of students in a special educational department [11, p. 130].

G. P. Griban singles out the principles of physical education in a special educational department: consciousness; activity; visibility; individualization; availability; consistency; differential-integral optimum; systematicity; durability; health-improving and medical-preventive orientation [3, p. 406].

Scientists emphasize that the application of principles is a prerequisite for improving the quality of pedagogical activity. Didactic principles are the bases for studying all disciplines, to a large extent determine their content, form of organization, process and educational methods. They operate at all stages of education. In accordance with the general goals and rules, they regulate the main components of the educational process. Specific principles reflect the specifics of physical culture and recreational activities extend and supplement the general-didactic principles.

The Aim of the Research is to determine and characterize the principles that will ensure the implementation of the methodical system of application of health-improving technologies in physical education and lifetime. **The main tasks** of the research are defined.

1. To analyze the state of the research problem in pedagogical theory and practice.
2. To justify theoretically the general-didactic and special principles of the methodical system of application of health-improving technologies in the process of physical education of students in a special educational department.

Research Results. The methodological block of the structural-functional model of the methodical system of application of health-improving technologies in the process of students' physical education is system-forming, that defines the functions of all other components of the system and includes the purpose, the hierarchy of tasks, source methodological approaches and principles.

Under the «*principles*» (from the Latin *principium* – the beginning) in the theory of physical education is understood the most general theoretical positions that reflect objectively the essence and fundamental laws of education and comprehensive personality development [12, p. 46]. Their implementation in the organization of educational process improves the efficiency of the process of physical education significantly. The content of the principles defines the basic requirements for the construction, content, methods and organization of the process of forming the physical culture of the individual, regulating the extent of the joint activity of the teacher (the subject of pedagogical action) and the one who is engaged (object of action). Historically, they were determined in a complex organizational system of principles through the accumulation of scientific knowledge about the interaction of social and natural in the development of values of physical culture, scientific-pedagogical and medical-biological foundations of the formation of physical culture of society and personality [12, p. 46].

To the *general-methodical principles* scientists in the field of theory and methodology of physical education include the following: *general* (humanistic orientation, harmonious personality development, communication with life, health-improving orientation) [12, p. 49–51; 3, p. 406–407, 11, p. 130]; *methodical* (consciousness, a subject-subject orientation of educational relations, visibility, activity, individualization, systematicity [12, p. 51–55; 3, p. 406–407, 11, p. 130], and *related to the construction of studies* (age adequacy, sequence, continuity, cyclicity) [12, p. 55–59; 3, p. 406–407]. The implementation of these principles has a number of characteristic features, caused by the specifics of the methodical preparation of a given contingent of students. In the context of the research it is necessary to identify the specific principles that expand and complement the general-methodical ones. The results of the theoretical analysis of the scientific works [3, p. 406–407, 6, 9, p. 15–16, 10] made it possible to determine such *general specific principles* that ensure the implementation of health-improving technologies in the physical education of students in a special educational department: health-improving, preventive direction; the principle of individualization in the use of physical culture depending on the nature and consequences of structural and functional abnormalities in the organism caused by pathological process; professionally applied orientation of educational classes on physical education (the principle of communication with life); multilingualism, which involves the creation of conditions in a higher educational establishment (HEE), of a wide choice of physical education for training and participation in physical culture, recreation and sporting events that would correspond with their preferences, interests, health, physical and technical readiness.

Thus, the use of health-improving technologies in the physical education of students in a special educational department, like any other educational process, is subject to a system of general-didactic and special principles unified to the research problem. In the process of formation of readiness for the use of health-improving technologies in the process of physical education the following principles were singled out: harmonious development of personality; communication with life; consciousness; subject-subject orientation of the educational relationships; health-improving orientation; individualization; innovation; continuity [6].

The principle of harmonious development of personality means that physical education should take place in a person's life proportional to the needs of society on the one hand, and the person's interests on the other.

Application of the principle of *communication with life* determines the applied function of physical education in society – to prepare future specialists for activities in the manufacture, and, if it is necessary to participate in military operations, as well as to ensure the appropriate level of vital activity of the individual in the environment.

The principle of conscious involvement of students in the values of physical culture is fundamental, since it defines the direction of students' cognitive activity and its management. The principle is realized in accordance with the goals and objectives of physical education classes, features of experimental learning, which include an understanding and a creative approach to knowledge acquisition. The observance of this principle provides a conscious attitude to the training process, understanding its goals, tasks, rational use of methods, the ability to analyze the classes, their evaluation, and the desire to raise the level of theoretical and practical awareness, systematic self-improvement.

The principle of subject-subject orientation of educational relationships involves increasing interest and activity in self-improvement, stimulating the individual self-education during physical education classes. The application of this principle in the process of attracting student youth to the values of physical culture improves interaction between students and ensures the intensity of emotional reactions, restructuring students' own behavior. The implementation of this principle presupposes the application of such pedagogical conditions in classes on physical education in which students have the opportunity to take an active personal position and fully reveal not only as an object of education, but also as a subject capable of creative self-improvement. The person's position of subjects (student-teacher) of educational and pedagogical activity is a factor that allows solving problems of creating a new methodical system of applying health-improving technologies in the process of students' physical education.

The principle of health-improving orientation reflects the humanist orientation of physical culture in society. The content of this principle is that physical culture should contribute to health promotion. Formation of students' physical culture should be correlated with its psychological and physiological possibilities. For students in a special educational department not only systematic physical exercises are important, but also the targeted correction of the violated functions of the body by the health-improving algorithms, providing a growing therapeutic and health-improving effect on the body. The implementation of this principle is facilitated by the use of health-improving technologies in the students' physical education, which takes into account the students' individual characteristics and provides for a clear dose of physical activity in accordance with the diagnosis in combination with preventive and health-improving means of recovery of the body. Thus, the pedagogical process should be planned and regulated in accordance with scientifically grounded approaches to strengthening the body.

The principle of individualization in working with students in a special educational department provides for rational dosage of physical activity, which is selected and based on their physical and functional capabilities. It also takes into account the individual psychological and emotional features of the individual, psychological and physiological requirements for future professional activities. It is important to remember that there is no load of high or low intensity, there is a load that corresponds or does not correspond to the capabilities of the body. An individual approach takes into account both physiological and mental aspects.

Innovation as a principle of pedagogy provides conditions for the individuals' development, ensures their right to individual creative input, personal initiative, freedom of self-development and the achievement of their own and social goals. The benchmark is the theoretical model of the «innovative person» tested in the world. Innovative person – a person of such social and cultural development, which is capable of creative competitive work in the present conditions [4, p. 3]. Accordingly, the educational process must be transformed in the direction of individualizing educational interaction, learning, forming creative thinking and increasing the students' independent work.

The principle of continuity is connected with an important condition for higher education – ensuring the reliability of education as a probability that a specialist will perform his professional functions creatively and initially and continue to study after graduation.

Since the application of this principle is the most relevant and necessary in the implementation of the methodical system, let's describe it more deeply. In the broadest sense under *the sequence* is considered an objective necessary, a link between the new and the old in the development process, which involves not only the elimination of the old, but the preservation and further development of that progressive and rational, which has been achieved in the previous stages, without which it is impossible to move forward neither in development, nor in knowledge. Sequence has been seen as a link between the new one and the old through some progressive elements and a smooth transition in the context of the present with the past and the future [7]. Continuous education in pedagogy is interpreted as the purposeful assimilation of knowledge, the formation of cognition methods, the experience of creative activity throughout life, both in educational establishments and through self-education [5]. The purpose of the general continuous physical education is the formation of the scientific outlook of youth in the field of physical culture, their mastery by means, methods and forms of individual motor activity, the ability to use this activity purposefully for their own spiritual and physical improvement, strengthening and preservation of health.

Thus, continuous physical education is considered as «the process of creating individual spiritual, cultural, historical and ideological values, pedagogical technologies and methods of activity that ensure the accumulation and development of intellectual, economic, social and cultural potential» [5]. It implies the continuity of physical education programs for all age groups. This will allow the purposeful formation and consolidation of conscious, based on profound knowledge and beliefs, motivation and needs, personal physical culture and desire to take care of one's own health constantly, gain knowledge and develop abilities.

However, in the context of the research, it is necessary to distinguish specific principles that reflect the specifics of the methodical system of applying health-improving technologies in the process of psychological and physiological preparation for future professional activities: a dominant and motivational instruction; integral spatial and temporal integration; specialization; multidirectional rhythm; feedback.

The principle of dominant and motivational instruction in the pedagogical process of psychological and physiological training determines: the duration of the direction of physical training; activation of motivation for performing certain exercises and loads; the correspondence of pedagogical influences (phases) to the final target activity. It is necessary to use means of physical training in such a way as to avoid simultaneous parallel domination of pedagogical processes.

The principle of spatial and temporal integration involves the formation of means of physical influence on the body and the sequence of their alternation, which ensures the formation of a certain adaptation complex of changes in the body. According to this principle, the spatial and temporal characteristics used in physical training correspond to the system of psychological and physiological training. The volumes and structure of general, special and professional means applied to physical training are determined.

The principle of specialization determines the quantitative characteristic of the use of physical means for the formation of certain qualities in accordance with the requirements of the functioning of the body and future professional activities. According to this principle, the correlation between different types of psychological and physiological training is established.

The principle of multidirectional rhythm involves the alternation of loads of different nature, their total volume, the ratio at each stage of preparation with their other components (sensory, mental and vegetative).

The principle of feedback is implemented in the system of training by determining the necessary, in accordance with the program, psychological and physiological qualities, their comparison with the programmed results that are necessary to achieve the ultimate goal. This allows making adjustments to the program.

Such a comprehensive approach in psychological and physiological training enhances the effectiveness of the formation of professional skills, reduces the tension of the psychological and physiological state during professional activity, ensures the reliability of professional functions in extreme conditions, strengthens health, increases working capacity, promotes the continuation of professional longevity.

Conclusions and perspectives of further research. It is established that the educational principles are the research subject of a large number of scientists. There are various approaches to determining the number of educational principles, their content and ways of implementation in practice. In the research the principles are synthesized in the system of a unified pedagogical process. The task of the following scientific investigations can be the creation of an updated methodical system of health-improving technologies in the process of students' physical education and its successful implementation in the health-preserving educational space of a higher educational establishment.

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Стаття надійшла до редакції 19.09.2017 р.

Фізична культура, фізичне виховання різних груп населення

УДК 613:796(066)

THE WAYS OF EDUCATION AND SELF-EDUCATION OF CHILDREN AND YOUNG PEOPLE, WHO ARE PRONE TO USE DRUGS DURING THE SPORT AND TOURISM ACTIVITIES

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<https://doi.org/10.29038/2220-7481-2017-03-154-158>

Abstract

The Current Relevance of the Research. The article highlights the ways of education and self-education of children and youth who have a tendency to use drugs in the sports and tourism activities. It is pointed out that sport and tourism are one of the few industries possessing a large arsenal of methods and means of influencing the human body, and therefore their proper use will contribute to the proper organization of leisure, the formation of a culture of free time and the observance of a healthy lifestyle, and the refusal to use drugs in particular. Healthy lifestyle is not only an integral part of human physical health, but also one of the most problematic components: whether to follow the principles of a healthy lifestyle or not always depends on more or less conscious choice of a person. The main «enemies» of a healthy lifestyle can be called cultural superstition, some social factors, as well as the use of narcotic drugs. Sport and tourism are intended to weaken and neutralize the effect of this negative manifestation, which each year leads to an increase in mortality and a deterioration of the general health of the younger generation. The purpose of the work is to highlight individual research findings in terms of finding effective ways of education and self-education of children and youth who are involved in sports and tourism and, unfortunately, are prone to drug use. **Methods:** the study of literary sources, pedagogical observations during sports training and competitions, the method of independent characteristics, the study of documentation of planning and consideration of educational work in the youth sports schools and children's sports clubs at the place of residence, retrospective analysis, questionnaires, and pedagogical experiment as the main method of research, during which experimental groups used methods of psychodiagnostics. **Results.** For the purpose of pedagogical correction the structure of the technological stages of forming the negative attitude towards the drugs of those young athletes and tourists who have ever used or occasionally use narcotic substances is proposed. The correction technology, which has been tested during 10–12 months by trainers of the youth sports school and heads of tourist sections of Lutsk, includes three stages, each of which has two blocks. **Conclusions.** In order to prevent drug abuse among children, adolescents and young people engaged in various sports and tourism who are prone to or occasionally take psychoactive substances, it is necessary to broaden the psychological and pedagogical influences such as beliefs, examples, involvement in healthy lifestyles, teaching methods of autosuggestion, self-study, self-monitoring and others, which have a direct relation to the methodology of education and self-education. It is recommended to adhere to the structure of the technological stages of pedagogical correction (preparatory stage, information stage, and correctional stage). Each stage includes two blocks, the preparatory stage includes macro-social and family units, the information stage includes personal and remedial units, and the corrective stage includes behavioral and motivational units.

Key words: drug addiction, athletes, tourists, educator, coach.

Ігор Бакіко, Олег Гребік, Лілія Потапюк, Олександр Панасюк, Анатолій Хомич. Шляхи виховання й самовиховання дітей та молоді, які мають схильність до вживання наркотиків, у процесі занять спортом і туризмом. **Актуальність.** У статті висвітлено способи виховання та самовиховання дітей і молоді, які мають схильність до вживання наркотиків, у процесі занять спортом та туризмом. Указано, що спорт і туризм належать до тих небагатьох галузей, які володіють великим арсеналом методів і засобів впливу на

організм людини, а отже, їхнє правильне використання сприятиме належній організації дозвілля, формуванню культури вільного часу та дотриманню здорового способу життя, зокрема відмови від уживання наркотиків. Здоровий спосіб життя – невід’ємна частина фізичного здоров’я людини, а також і найпроблематичніша складова частина: чи дотримуватися засад здорового способу життя, чи ні – завжди залежить від більш чи менш свідомого вибору людини. Головними «ворогами» здорового способу життя можна назвати культурні забобони, деякі соціальні чинники, а також уживання наркотичних засобів. Спорт і туризм покликані послабити та нейтралізувати дію цього негативного прояву, який щороку призводить до зростання смертності й погіршення загального стану здоров’я підростаючого покоління. **Мета роботи** – висвітлити окремі результати дослідження в плані пошуку ефективних методів виховання та самовиховання дітей і молоді, які займаються спортом та туризмом, і, на жаль, схильних до вживання наркотиків. **Методи дослідження** – вивчення літературних джерел, педагогічні спостереження під час спортивних тренувань і змагань, метод незалежних характеристик, вивчення документації планування та обліку виховної роботи в ДЮСШ і дитячих спортивних клубах за місцем проживання, ретроспективний аналіз, анкетування, педагогічний експеримент як основний метод дослідження, у ході якого в експериментальних групах застосовувалися методи психодіагностики. **Результати роботи.** Для педагогічної корекції пропонується структура технологічних етапів із формування негативного ставлення до наркотиків тих юних спортсменів і туристів, які коли-небудь уживали або епізодично вживають наркотичні речовини. Технологія корекції, яка апробована протягом 10–12 місяців тренерами ДЮСШ і керівниками туристичних секцій м. Луцька, уключає три етапи, у кожному з яких – по два блоки. **Висновки.** Задля профілактики наркоманії серед дітей, підлітків та молоді, котрі займаються різними видами спорту й туризмом, мають схильність або епізодично вживають психоактивні речовини, потрібно ширше використовувати психолого-педагогічні впливи, такі як переконання, приклад, залучення до здорового способу життя, навчання методів самонавіювання, самоаналізу, самоконтролю та інших, що мають безпосередній стосунок до методики виховання й самовиховання. Рекомендовано дотримуватися структури технологічних етапів педагогічної корекції (підготовчий, інформаційний, корекційний етапи). Кожен із них уключає два блоки: у підготовчому – макросоціальний і сімейний, в інформаційному – особистий та коригувальний, у корекційному – поведінковий і мотиваційний.

Ключові слова: наркоманія, спортсмени, туристи, педагог, тренер.

Игорь Бакико, Олег Гребик, Лилия Потапук, Александр Панасюк, Анатолий Хомич. Пути воспитания и самовоспитания детей и молодежи, имеющих склонность к употреблению наркотиков, в процессе занятий спортом и туризмом. Актуальность. В статье освещаются пути воспитания и самовоспитания детей и молодежи, имеющих склонность к употреблению наркотиков в процессе занятий спортом и туризмом. Указывается, что спорт и туризм являются теми немногими отраслями, которые обладают большим арсеналом методов и средств воздействия на организм человека, а следовательно, их правильное использование будет способствовать надлежащей организации досуга, формированию культуры свободного времени и соблюдению здорового образа жизни, в частности отказа от употребления наркотиков. Здоровый образ жизни является неотъемлемой частью физического здоровья человека, а также его главной составляющей: придерживаться ли принципов здорового образа жизни или нет – всегда зависит от более или менее сознательного выбора человека. Главными «врагами» здорового образа жизни можно назвать культурные предрассудки, некоторые социальные факторы, а также употребление наркотических средств. Спорт и туризм призваны ослабить и нейтрализовать действие этого негативного проявления, который ежегодно приводит к росту смертности и ухудшению общего состояния здоровья подрастающего поколения. **Цель работы** – осветить отдельные результаты исследования в плане поиска эффективных путей воспитания и самовоспитания детей и молодежи, занимающихся спортом и туризмом и, к сожалению, склонных к употреблению наркотиков. **Методы исследования** – изучение литературных источников, педагогические наблюдения во время спортивных тренировок и соревнований, метод независимых характеристик, изучение документации планирования и учета воспитательной работы в ДЮСШ и детских спортивных клубах по месту жительства, ретроспективный анализ, анкетирование, педагогический эксперимент как основной метод исследования, в ходе которого в экспериментальных группах применялись методы психодиагностики. **Результаты работы.** С целью педагогической коррекции предлагается структура технологических этапов по формированию негативного отношения к наркотикам тех юных спортсменов и туристов, которые когда-либо употребляли или эпизодически употребляют наркотические вещества. Технологія корекції, которая апробирована в течение 10–12 месяцев тренерами ДЮСШ и руководителями туристических секций г. Луцка, включает три этапа, в каждом из которых имеется по два блока. **Выводы.** С целью профилактики наркомании среди детей, подростков и молодежи, занимающихся различными видами спорта и туризмом, которые имеют склонность или эпизодически употребляют психоактивные вещества, необходимо шире использовать психолого-педагогические воздействия, такие как убеждение, пример, приобщение к здоровому образу жизни, обучение методам самовнушения, самоанализу, самоконтролю и другим, имеющих непосредственное отношение к методике воспитания и самовоспитания. Рекомендуется соблюдать структуру технологических этапов педагогической коррекции (подготовительный, информационный, коррекционный этапы). Каждый этап включает два блока, в подготовительном – макросоциальный

и семейный блоки, в информационном – личный и корректирующий, в коррекционный – поведенческий и мотивационный.

Ключевые слова: наркомания, спортсмены, туристы, педагог, тренер.

Introduction. The drug addiction is one of the serious problems of our society, which has caused the urgent need for the complex scientific research. In the opinion of scientists who deal with the problem of preventing the drug addiction, in our country we observe the transition from purely medical forms of influence on the drug addicts and on the people who are prone to take drugs to the developing the scientifically substantiated social, psychological and pedagogical recommendations. It is generally acknowledged that a healthy lifestyle, the physical culture, sport, and tourism are the most powerful means of combating this evil.

Many aspects of preventing the drug addiction among children, adolescents and youth, including the prevention by means of physical culture, sport and tourism are examined in the publications and books [1–7, etc.].

The purpose of this article is to highlight some results of searching the effective ways of education and self-education of children and youth who are involved in sport and tourism and, unfortunately, are prone to take drugs.

During the study, **the following tasks have been solved:** the study of pedagogical, psychological and medical literature on the prevention of drug addiction; revealing the level of knowledge of young athletes and tourists of junior, middle and senior school age about different types of drugs; defining the stages of pedagogical correction aimed at the formation of a healthy lifestyle; preparation of the practical recommendations for the teachers who work in the field of physical culture, sport and tourism in the direction of preventing drug addiction.

During the research **the following methods have been used:** the study of literary sources, pedagogical observations during the sport trainings and competitions, the method of independent characteristics, the study of documentation of planning and consideration of the educational work in the youth sport schools and in the children's sport clubs according to the place of residence, retrospective analysis, questionnaires, and pedagogical experiment as the main method of research, during which the experimental groups used the methods of psychodiagnosis.

In the study of educational work with young athletes and tourists, that has been conducted on the basis of institutions of additional education of the sporting profile of Lutsk city and the department of physical education of the Lutsk National Technical University, it has been found out that among the children who are regularly engaged in sport and tourism there are the pupils and the student youth who have had some experience in taking drugs, who have tried or have occasionally taken them. We will not analyse the causes of such a paradox, but the facts speak for themselves.

The younger pupils-athletes answering the question «What narcotic substances do you know?» name different drugs, tablets, powders, and paints that can be sniffed, besides wine, vodka, beer and cigarettes. Usually children are very frank with their coach. Some of them have admitted in the confidential conversation that they have taken some drugs.

Young athletes and adolescent tourists answering the same question are more competent. They know such «drugs» as hashish and marijuana that are smoked being mixed with tobacco. During a hiking trip in a confidential conversation with a teacher some teenagers have told not only that they have taken some drugs, but they even have showed their competence regarding the place of hemp growth and even some technologies for its preparation.

Older pupils who have a solid sport experience (up to 10 years) among the narcotic drugs have named almost all known drugs as hashish in its variant titles, opiates, tranquilizers, psychostimulants, and the main types of toxic substances, ranging from analgesics to glue. Students have even a greater competence in this matter.

For the purpose of pedagogical correction we suggest a structure of the technological stages for the formation of the negative attitude towards drugs among those young athletes and tourists who have ever taken or occasionally take narcotic substances. The correction technology, which has been tested for 10–12 months by the coaches of the youth sport school and by the leaders of the tourist sections of Lutsk city, includes three stages, each of which has two blocks (fig. 1).

In the course of implementation of the pedagogical correction technology of the schoolchildren inclinations during the regular sport and tourism activities, the psychological and pedagogical conditions have been tested, in which the number of pupils, who occasionally take drugs, has significantly decreased.

These conditions imply:

1. Organization of a wide propaganda of non-medical use of drugs, that is, creation of an appropriate informational environment with the help of teachers of institutions of the additional education, teachers of physical education, psychologists and medical workers

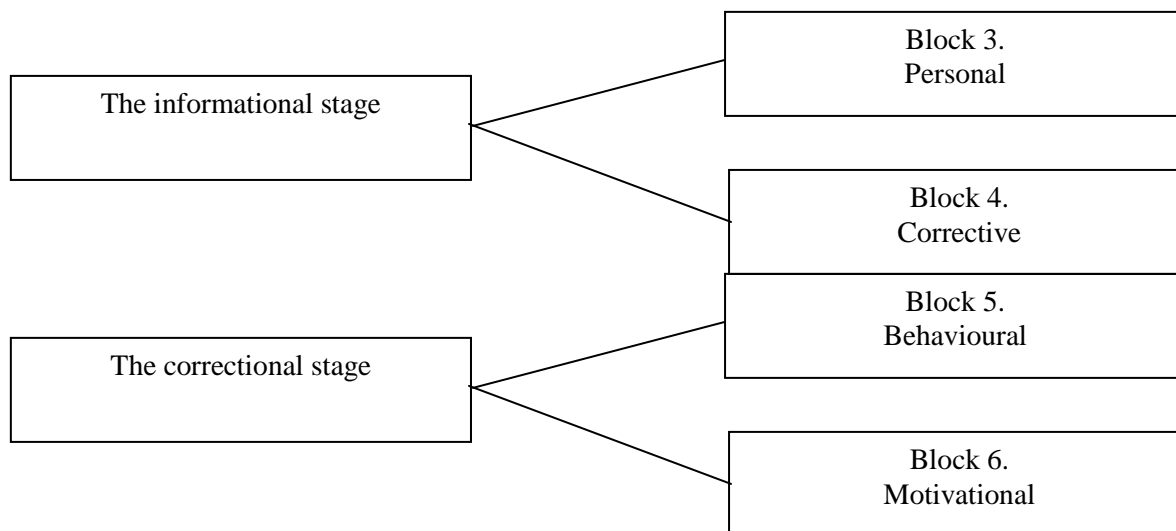


Fig. 1. *The Structure of Technological Stages of the Pedagogical Correction Aimed at the Formation of a Healthy Lifestyle of Teenagers who Occasionally Take Narcotic Substances*

2. Organization of the joint work in the form of «cooperation pedagogy»: discussions, communication trainings, disputes, KVK (Club of the Funny and Inventive People) on the topic «How much is the opium for the people?» and other similar topics, role games, etc.

3. Children's and young people's values and motives leading to the negative attitude towards drugs, even towards the episodic taking of them are formed on the basis of the first two conditions.

At the same time children's and young people's motivational sphere changes, namely their mindsets change from «for pleasure», «for delight», «for the buzz» to such mindsets as «for health», «for myself, for my personality», «for business», «for the achievement of a high sporting result», «for my happiness and for the happiness of my children in future», etc.

Conclusions. In order to prevent drug addiction among children, adolescents and young people engaged in various kinds of sport and tourism, who are prone to take or who occasionally take psychoactive substances, it is necessary to use such psychological and pedagogical influences as convincing, exemplifying, involvement into a healthy lifestyle, teaching methods of autosuggestion, self-study, self-monitoring and others that are directly related to the methodology of education and self-education.

It is recommended to adhere to the structure of the technological stages of pedagogical correction (the preparatory stage, the information stage, and the correctional stage). Each stage includes two blocks. The preparatory one includes macro-social and family units, the information stage includes personal and remedial units, the correctional one includes behavioural and motivational units.

The perspectives for the further research are focused on the development of the ways of getting rid of bad habits among the students, who use drugs by means of physical education and sport.

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Стаття надійшла до редакції 28.08.2017 р.

EFFECTS OF ACTIVE SPORTS ACTIVITIES ON THE ADAPTIVE CAPABILITIES OF THE BODY OF STUDENTS OF THE MEDICAL UNIVERSITY

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<https://doi.org/10.29038/2220-7481-2017-03-159-162>

Abstract

The problem of adaptation of the student's body, timely diagnosis, prevention and correction of transitional states is one of the most important issues in biology, physiology, medicine, pedagogy and sports. In connection with this, studies of the functional state of the body, psychophysiological determination of quality and quantity of health are relevant. **Goal of research:** the purpose of the study was to evaluate the adaptive capabilities of the bodies of students engaged and not engaged in active sports. **Methods of research:** the study involved 47 students aged 19-24 years. To assess the functional state of the body, the sports and medical tests were used which allow to directly characterize the state of the cardiovascular and nervous system, as those systems of the human body respond most quickly to emotional and physical stress. Students were divided into two groups: 1 – was not engaged in active sports during the summer; 2 – was engaged in active sports. **Research results:** the results of the study showed a decrease in the adaptive capacity of the body at the end of the school year in the subjects of the 1st and 2nd groups. An increase in the adaptive capacity of the organism with the most pronounced effect is observed among the students of the 2nd group who were engaged in active sports during the summer. **Summary:** the obtained results prove the effectiveness of the influence of active sports classes on the adaptive capabilities of the bodies of students. They have a positive effect on the tolerance of excessive psycho-emotional loads during the school year.

Key words: adaptation, active sports activities, students.

Тетяна Глебова, Наталія Ушко, Марія Вінтоняк, Оксана Машкова, Роман Машков. Вплив занять активними видами спорту на адаптаційні можливості організму студентів медичного університету. Проблема адаптації організму студента, своєчасної діагностики, профілактики та корекції перехідних станів залишається однією з важливих у біології, фізіології, медицині, педагогіці та спорті. У зв'язку з цим дослідження функціонального стану організму, психофізіологічне визначення якості й кількості здоров'я належить до актуальних питань. **Мета дослідження** – оцінити адаптаційні можливості організму студентів, які займаються та, які не займаються активними видами спорту. **Методи дослідження.** У роботі взяли участь 47 студентів віком 19–24 роки. Для оцінки функціонального стану організму використано спортивно-медичні тести, які дають змогу безпосередньо надати характеристику стану серцево-судинної та нервової системи. Сааме ці системи організму людини швидко реагують на емоційне й фізичне навантаження. Студентів поділено на дві групи: 1 – ті, які не займалися активними видами спорту протягом літніх канікул; 2 – особи, котрі займалися активними видами спорту. **Результати дослідження.** Результати дослідження свідчать про зниження адаптаційних можливостей організму студентів у кінці навчального року в обох групах. Більш виражене підвищення адаптаційних можливостей організму простежено в студентів 2-ї групи, які займалися активними видами спорту протягом літніх канікул. **Висновки.** Отримані результати свідчать про позитивний вплив занять активними видами спорту на адаптаційні можливості організму студентів і підвищення стійкості до психоемоційних навантажень протягом навчального року.

Ключові слова: адаптація, активні види спорту, студенти.

Татьяна Глебова, Наталья Ушко, Мария Винтоняк, Оксана Машкова, Роман Машков. Влияние занятий активными видами спорта на адаптационные возможности организма студентов медицинского университета. Проблема адаптации организма студента, своевременной диагностики, профилактики и коррекции переходных состояний остается одной из важных в биологии, физиологии, медицины, педагогике и спорте. В связи с этим исследование функционального состояния организма, психофизиологическое определение качества и количества здоровья – это актуальные вопросы. **Цель исследования** – оценить адаптационные возможности организма студентов, занимающихся и незанимающихся активными видами спорта. **Методы исследования.** В исследовании приняли участие 47 студентов в возрасте 19–24 года. Для оценки функционального состояния организма использованы спортивно-медицинские тесты, которые позволяют непосредственно предоставить характеристику состояния сердечно-сосудистой и нервной систем. Именно эти системы организма человека

быстро реагируют на эмоциональные и физические нагрузки. Студентов разделили на две группы: 1 – те, которые не занимались активными видами спорта в течение летних каникул; 2 – лица, занимающиеся активными видами спорта. **Результаты исследования.** Результаты исследования свидетельствуют о снижении адаптационных возможностей организма студентов в конце учебного года в обеих группах. Более выраженное повышение адаптационных возможностей организма наблюдается у студентов 2-й группы, занимавшихся активными видами спорта в течение летних каникул. **Выводы.** Полученные результаты свидетельствуют о положительном влиянии занятий активными видами спорта на адаптационные возможности организма студентов и повышения устойчивости к психоэмоциональным нагрузкам в течение учебного года.

Ключевые слова: адаптация, активные виды спорта, студенты.

Introduction. The modern idea of the adaptation of a human body, engaged in various types of motor activity, is constantly developing and improving. Change in the functional state of the body when adapting to various physical loads allows you to effectively and purposefully manage the training process, and improve adaptation models [1]. In modern conditions, the importance of the effectiveness of sports training for students increases. One of the ways of solving this problem is focused on taking records of the functional capabilities of the bodies of students, which, accordingly, can not affect the training process, which are an important element of the sports training system in the conditions of higher educational institutions.

The problem of adaptation of the student's body, timely diagnosis, prevention and correction of transitional states is one of the most important issues in biology, physiology, medicine, pedagogy and sports today [2, 3]. Students of the university are influenced to significant psycho-emotional and physical stress. The need for studying the adaptation of students to the increasing educational load is actualized due to the worsening of their adaptive potential, determined by health indicators [2; 4].

Currently, there are a number of organizational and regulatory problems in raising the physical education of students associated with the independent choice of students of physical culture and sports activities, as well as the growing popularity of extreme sports and tourism among students. In connection with this, studies of the functional state of the body, psychophysiological determination of quality and quantity of health are relevant [5].

The organism of a person engaged in extreme sports and tourism experiences serious overloads and a marked tension of adaptive capabilities. The evolution of human has always been accompanied by adaptation to the change of seasons, natural disasters, and the lack of sufficient food in lean years, epidemics. Modern people suffer most from excessive environmental and information loads, professional and social stresses [4; 5; 6].

During extreme sports and tourism, a person experiences a high level of emotional stress, which affects all the important functional systems of the body. This should be taken into account when organizing outdoor activities using extreme means, especially for people who have health problems [6]. A weak point in the organization is the planning of the route paying attention to psychological factors and conditions of the environment, of which students, as a rule, have minimal knowledge [3; 5].

Adaptation processes occur continuously; however, the prolonged influence of unfavorable factors reduces the adaptive capabilities of the human body. There is an opinion that chronic stress is a constant companion of a student life [1; 3]. The student life is full of emergency situations. Students experience a special neuropsychic tension during the examination session. In this regard, tourism is one of the harmonizing sports.

Practical solution of the tasks related to the process of student adaptation is an important social task that involves the development of diagnostic methods for their adaptive capabilities and abilities, the level of adaptation, the regime and organization of the educational process, and the development of the ways of optimization the process of adaptation to educational activities. Therefore, the study of the process of adaptation and physical health of students to the educational process in the university is very relevant.

The study of the adaptive capabilities of the bodies among students, of their motivational sphere is necessary:

1. In connection with the growing popularity of extreme sports and tourism in the system of the higher education;
2. In connection with the fashion for different types of tourism and its commercialization with a sufficiently large financial turnover;
3. Due to the fact that extreme sports are direct communication with the natural environment and technical means, which are an indispensable condition for tourism;
4. Scientific study of this phenomenon will allow to solve a number of social problems related to the improvement of students' adaptation in the society, including those with disabilities.

However, the influence of tourism on the adaptive capabilities of the bodies of students experiencing a constant impact of stressors during their studies at a higher educational institution is not sufficiently

investigated in the scientific literature. The same is true about adaptive effect of stressful influences, caused by psycho-emotional stress in the learning process that requires a certain clarification. In this regard, tourism is one of the most effective means among active sports. Tourism in the university is considered as a part of the recreational physical culture, presented in the active recreation mode, which narrows the range of sports and health tourism in the physical education of students.

The study of adaptive changes in the bodies of people combining training with sports is necessary for the development of health-saving technologies, both in educational and training processes. All of the above was the basis for formulating the purpose and objectives of the study.

Goal of Research. The purpose of the study was to evaluate the adaptive capabilities of the bodies of students engaged and not engaged in active sports.

Methods of Research. The study involved 47 students aged 19–24 years old. To achieve the goal of the study, a number of sports and medical tests were used, which, on the one hand, are available in execution, and, on the other hand, the most objective and informative. To assess the functional state of the body, the following sports and medical tests were used which allow to directly characterize the state of the cardiovascular and nervous system, as those systems of the human body respond most quickly to emotional and physical stress: 1) testing using a test package reactive and personal anxiety; 2) determination of the index of vegetative reactivity in the clinic static test; 3) determination of the functional state of the autonomic nervous system (Kerdo index); 4) a survey for complaints about the feelings of fatigue, drowsiness, reduced efficiency.

Students were tested at the end of the school year, and then after the holidays at the beginning of the next school year. Also, according to the results of the survey, students were divided into two groups: 1 – was not engaged in active sports during the summer; 2 – engaged in active sports.

Research results. The results of the study showed a decrease in the adaptive capacity of the body at the end of the school year. The subjects of the 1st and 2nd groups have an average level of reactive anxiety $33,06 \pm 1,86$ points and personal anxiety $42,44 \pm 1,26$ points; indices of vegetative reactivity in the clinic static test – $13,27 \pm 1,15$ beats / min; complaints about the feelings of fatigue, drowsiness, decreased efficiency were found in 84,5 % of students. According to the analysis of the Kerdo index 53,5 % of the students of the 1st and 2nd groups had atony, 42,9 % of these groups showed a tendency to sympathicotonic reaction, the vagotonic reaction prevailed in 3,6 % of the students. The data obtained indicate a decrease in the level of vegetative regulation of cardiovascular functions in these students.

An increase in the adaptive capacity of the organism with the most prominent effect is observed among the students of the 2nd group who were engaged in active sports during the summer. A statistically significant decrease in the level of reactive anxiety to $20,22 \pm 1,12$ points (low) and personal anxiety with up to $30,12 \pm 1,46$ points (moderate), $p < 0,05$; normalization of indices of vegetative reactivity with a clinic static test to $6,64 \pm 1,12$ beats per minute, $p < 0,05$. Reduction of complaints about the feelings of fatigue, drowsiness, decreased efficiency was noted both in the 1st and 2nd groups, respectively, to 45,4 % and 23,3 %.

Conclusions and Prospects for Future Research. It is established that when active sports are involved, functional changes in the bodies of students are manifested in increasing the adaptive capacity to mobilize functional reserves in stressful situations of both sports and educational processes, which indicates the improvement of the central regulatory mechanisms.

The obtained results prove the effectiveness of the influence of active sports classes on the adaptive capabilities of the bodies of students. They have a positive effect on the tolerance of excessive psycho-emotional loads during the academic year.

Recommendations. 1. It is recommended to determine the motivation of students and the corresponding adjustment of the orientation of the training process.

2. Use the methods of functional diagnostics to monitor the functional state of the bodies of students to prevent disruption of adaptation.

3. To conduct also testing of the functional state of the organism during hikes, this will expand the understanding and control of adaptive reserves.

4. It is recommended to develop a scale for assessing the level of health for predicting changes in the adaptive capacity of the bodies of students in the higher education system.

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Стаття надійшла до редакції 28.09.2017 р.

THE STATE OF FUNCTIONAL CAPACITY AND HEALTH OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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<https://doi.org/10.29038/2220-7481-2017-03-163-168>

Abstract

The relevance of the research lies in the fact that the individualization of students' physical education has occupied a prominent place in scientific studies. *The goal of the research* is to study the state of the functional capacity and health of students of higher educational institutions. *Materials and methods of the research*: analysis and generalization of literary resources, testing and surveys. Results are as follows: the average group parameters of systolic and diastolic blood pressure level of students are within normal limits. The vital capacity of lungs of young men is within the range of 3,98–4,3 liters. *Conclusions of the research*: the obtained data testify that 2,5 % of students have a low level of physical capacity and health, 5,1 % – have a below midium level of physical capacity and health. Most of the boys (70,9 %) are referred to the normal level of physical capacity and health, 20 % have an above medium level of physical capacity and health and only 1,5 % have a high level of physical capacity and health.

Key words: state of health, functional capacity, physical education, students, individualization.

Олександр Сабіров, Василь Пантік, Андрій Шевчук. Стан функціональних можливостей та здоров'я студентів вищих навчальних закладів. Актуальність дослідження зумовлена потребою індивідуалізації фізичного виховання студентів. **Мета дослідження** – вивчити стан функціональних можливостей та здоров'я студентів вищих навчальних закладів. **Матеріал і методи дослідження** – аналіз та узагальнення літературних джерел, тестування, функціональні обстеження. **Результати роботи.** Середньогрупові показники рівня систолічного та діастолічного артеріального тиску студентів перебувають у межах норми. Життєва ємність легенів у юнаків – у межах 3,98–4,3 л. **Висновки.** Отримані дані свідчать, що 2,5 % студентів мають низький рівень фізичного здоров'я, 5,1 % – нижчий за середній. Більшість хлопців (70,9 %) віднесено до середнього рівня фізичного здоров'я. 20 % обстежених мають рівень фізичного здоров'я вищий за середній і лише 1,5 % – високий.

Ключові слова: стан здоров'я, функціональні можливості, фізичне виховання, студенти, індивідуалізація.

Александр Сабиров, Василий Пантик, Андрей Шевчук. Состояние функциональных возможностей и здоровья студентов высших учебных заведений. Актуальность исследования обусловлена необходимостью индивидуализации физического воспитания студентов. **Цель исследования** – изучить состояние функциональных возможностей и здоровья студентов высших учебных заведений. **Материал и методы исследования** – анализ и обобщение литературных источников, тестирование, функциональные обследования. **Результаты работы.** Среднегрупповые показатели уровня систолического и диастолического артериального давления студентов находятся в пределах нормы. Жизненная емкость легких у юношей находится в пределах 3,98–4,3 л. **Выводы.** Полученные данные свидетельствуют, что 2,5 % студентов имеют низкий уровень физического здоровья, 5,1 % – ниже среднего. Большинство юношей (70,9 %) отнесены к среднему уровню физического здоровья. 20 % обследованных имеют уровень физического здоровья выше среднего и только 1,5 % – высокий.

Ключевые слова: состояние здоровья, функциональные возможности, физическое воспитание, студенты, индивидуализация.

Introduction. Scientific researches has proved that physical education plays an important role in preserving and strengthening health of young people, in increasing their physical capacity, in increasing the length of their lives, in forming professionally important qualities of a personality [3; 6; 8; 10; 11]. Under current conditions, a thorough research on the improvement of physical education in higher educational institutions has been carried out [1; 4; 9; 13; 14; 16; 17; 19]. Scientists [5; 12; 15; 18] note that in order to improve the performance of exercise, it is necessary to take into account the level of capacity and the state of health of students.

The goal of the research is to study the state of the functional capacity and health of students of higher educational institutions.

Material and methods of research – analysis and generalization of literary sources, testing, surveys.

Results of research. Discussion. The basic parameters of human functional capacity include the functional state of the cardiopulmonary system [2; 6; 7]. Determining the state of the cardiovascular system, we measured blood pressure with the help of standard method, calculated pulse pressure, counted the frequency of cardiac contractions (FCC).

As a result of the research, it was found out that the average level of systolic and diastolic pressure was within normal limits. Average pulse pressure was within the mark as well. The results of the functional capacity of the cardiovascular system of students are presented in table 1.

Table 1

The Results of the Functional Capacities of the Cardiovascular System of Students

	The Year of Study							
	1		2		3		4	
	\bar{X}	$S\bar{x}$	\bar{X}	$S\bar{x}$	\bar{X}	$S\bar{x}$	\bar{X}	$S\bar{x}$
Systolic blood pressure, mm Hg	121,7	3,1	123,4	2,9	118,9	2,8	120,3	2,1
Diastolic blood pressure, mm Hg	80,2	1,2	82,4	1,2	79,9	1,11	81,1	1,1
Pulse pressure, mm Hg	35,4	2,3	38,0	1,8	36,7	1,1	38,9	2,1
FCC, beats/min	76,4	1,2	77,1	1,8	68,5	2,1	74,7	1,9

However, with thorough investigation of the experiment's data it has been found out that there is a group of students who have some deviation from the normal functioning of the cardiovascular system.

Thus, 18 % of first-year students, 13 % of second-year students, 15 % of third-year students and 18 % of graduates are characterized by increasing in systolic blood pressure. The increase in diastolic pressure was recorded in 14 % of first-year students, 8 % of second-year students and third-year students, and 10 % of fourth-year students. The percentage of hypotensive persons was less in number than that of hypertensive ones: among first-year students, it accounts for 6 %; among second-year students, it equals to 8 %; among third-year students and fourth-year students, it comprises 4 % of the overall students. Moreover, 10 % of freshmen, 11 % of second-year students, 10 % of third-year students and 12 % of fourth-year students have their pulse pressure above the mark. The decrease in pulse pressure was not observed. Student's frequency of cardiac contractions (FCC) has not changed greatly over the years of their study. The initial and final results are approximately the same.

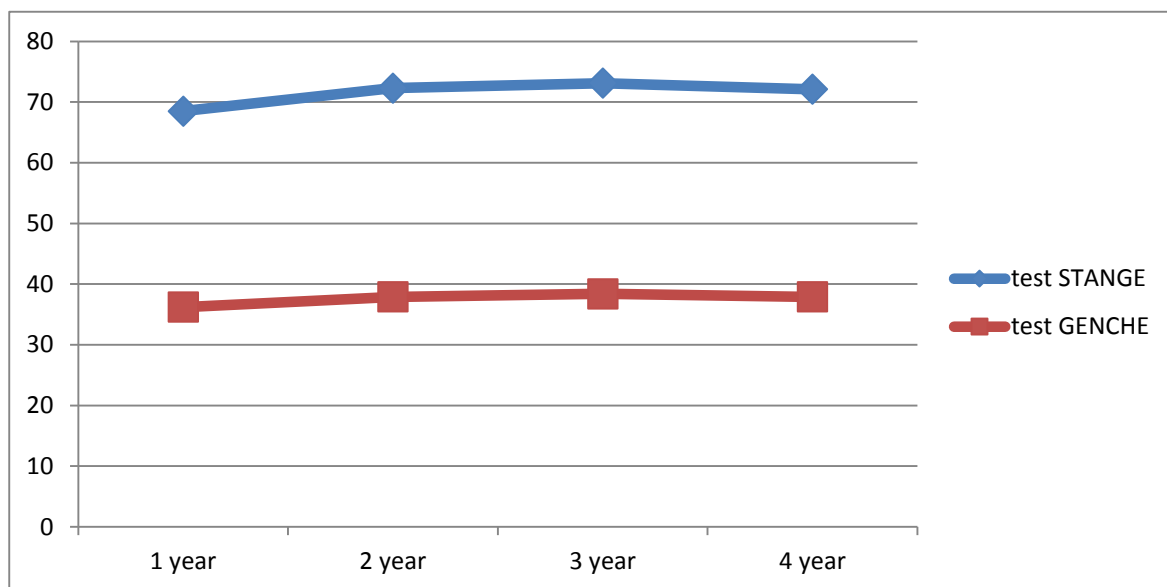
The functional potential of students' respiratory system has been investigated with the help of Stange and Genche tests and measuring VCL (the vital capacity of lungs). The results of tests demonstrate that the average parameters of the respiratory system are within normal limits (table 2).

Table 2

The Functional Potential of students' respiratory System

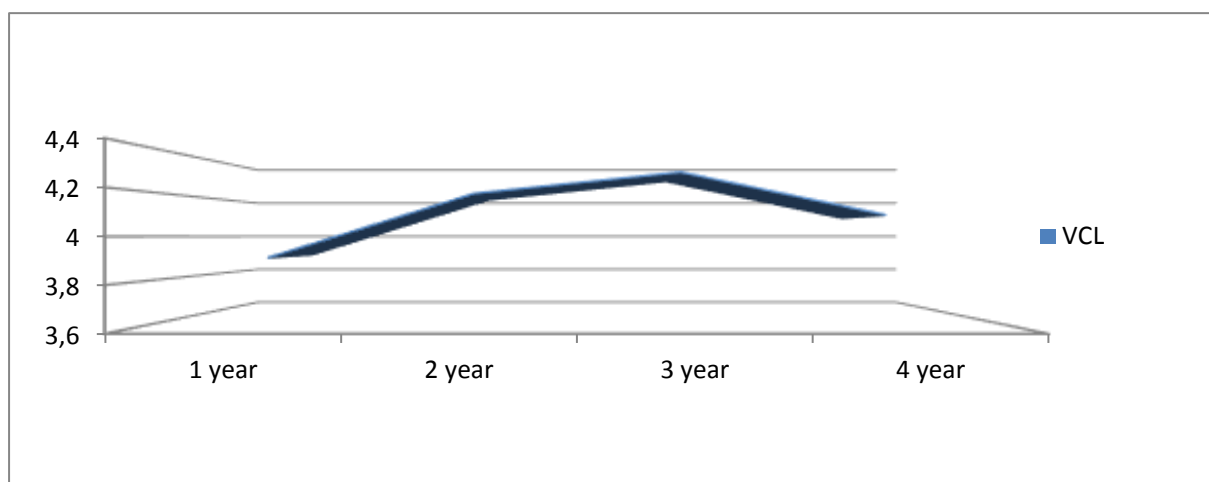
	The Year of Study							
	1		2		3		4	
	\bar{X}	$S\bar{x}$	\bar{X}	$S\bar{x}$	\bar{X}	$S\bar{x}$	\bar{X}	$S\bar{x}$
Stange test, s	68,5	1,3	72,3	1,4	73,1	1,8	72,8	1,5
Genche test, s	36,2	0,9	37,9	0,8	38,4	0,6	37,9	0,6
VCL, l	3,9	0,1	4,2	0,1	4,3	0,1	4,1	0,11

The average value dynamics of the basic characteristics of the respiratory system functioning indicates an improvement of characteristics over the first and the second years of study, a relatively stable dynamics over the second and the third years of study and a slight decrease in dynamics at the end of the third year of study. (picture 1).



Pic. 1. The Average Value Dynamics of the Basic Characteristics of the Respiratory System Functioning, s

Students' vital capacity of lungs is within 3,98–4,3 l. Over the years of studying the dynamics has shown that, alongside the other functional tests, VCL has improved over the first years of study and decreased over the last year, but with a parameter higher than the initial figure.



Pic. 2. The Dynamics of Students' vital Capacity of Lungs, l

According to the average norms, the majority of students have the figure of VCL which is within the mark.

Thus, the obtained data stated the increasing in the cardiorespiratory system functional capacities of the students after entering the university that is connected with the reconsidering of the lifestyle and the attitude to their motor activity. The parameters, however, stabilized and even decreased after the second year of study.

The level of physical health in a quantitative sense was estimated according to Apanasenko's system, due to which there are five levels of physical health: low, below medium, medium, above medium, and high. The research has defined that 2,5 % of students have a low level of physical health, 5,1 % of students have a below medium level; the vast majority of students (70,9 %) have a medium level of physical health; 20 % of the surveyed have an above medium level of physical health, and only 1,5 % of students have a high level of physical health (table 3).

The Distribution of Students According to the Levels of Physical Health

The Year of Study \ The level	1		2		3		4		Total	
	n	%	n	%	n	%	n	%	n	%
Low	3	3,0	2	1,9	2	2,1	3	3,2	10	2,5
Below medium	5	5,0	8	7,5	2	2,1	5	5,3	20	5,1
Medium	78	78,0	77	71,9	68	71,6	57	61,3	280	70,9
Above medium	14	14,0	18	16,8	20	21,1	27	29,1	79	20,0
High	-	-	2	1,9	3	3,1	1	1,1	6	1,5

The detailed analysis of the results, depending on the year of study at universities, has shown that over the first year there is the highest percentage of students who have a middle level of physical health but over the studying, the percentage of such persons has decreased from 78 to 61,3 % due to the increasing in the number of students who have an above medium level of physical health (from 14 to 29,1 %).

Conclusions and Perspectives of Further Research. The students' average parameters of systolic and diastolic blood pressure are within the mark. The average pulse pressure is within normal limits as well. However, at the detailed analysis of the investigated indexes, it was found out that there is a group of students with a deviation from the norm. The vital capacity of lungs is within the range of 3,98–4,3 liters.

The obtained data testify that 2,5 % of students have a low level of physical health, 5,1 % of students have a below medium level of physical health. Most of the students (70,9 %) belong to the medium level of physical health. 20 % of the surveyed have a level of physical health which is above medium. Only 1,5 % of young people have a high level of physical health.

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Стаття надійшла до редакції 28.08.2017 р.

THE ATTITUDE OF SECONDARY SCHOOL STUDENTS OF UKRAINE TO THE VALUES OF THE OLYMPIC SPORT

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<https://doi.org/10.29038/2220-7481-2017-03-169-172>

Abstract

Topicality. The modern Olympic Games are a school of education and upbringing, lifestyle and self-affirmation, a means of national identity and great politics, an arena of culture, everyday life and leisure. **Task.** To investigate the perception of the general cultural values of the Olympic sport by students of comprehensive secondary schools. **Methods.** Analysis of literary sources, method of comparative analysis, sociological method (questioning, questionnaire), methods of mathematical statistics. **Results.** The results of our research have made it possible to state that, generally students have an idea of the important principles of the Olympic sport and give them a different estimation. **Conclusions.** The humanistic potential of the Olympic sport promotes the forming of universal values, develops a sense of mutual respect, friendship and embodies the pursuit of the harmonious development of the personality.

Key words: Olympism, sport, humanism, values, schoolchildren.

Оксана Вацеба, Світлана Степанюк, Віра Ткачук, Марія Чермерис. Ставлення українських учнів основної школи до цінностей олімпійського спорту. **Актуальність.** Сучасні Олімпійські ігри – це школа освіти й виховання, способу життя та самоствердження, засіб національної ідентифікації та великої політики, арена культури, побуту, дозвілля. **Завдання** – вивчити сприймання загальнокультурних цінностей олімпійського спорту школярами загальноосвітніх навчальних закладів. **Методи** – аналіз літературних джерел, метод порівняльного аналізу, соціологічний метод (опитування: анкетування), методи математичної статистики. **Результати.** Результати проведеного нами дослідження дали змогу встановити, що загалом учні мають уявлення про важливі принципи олімпійського спорту, даючи їм різну оцінку. **Висновки.** Гуманістичний потенціал олімпійського спорту сприяє формуванню загальнолюдських цінностей, розвиває почуття взаємодопомоги, взаємоповаги, дружби, утілює прагнення до гармонійного розвитку особистості.

Ключові слова: олімпізм, спорт, гуманізм, цінності, школярі.

Оксана Вацеба, Світлана Степанюк, Віра Ткачук, Марія Чермерис. Отношение украинских учащихся основной школы к ценностям олимпийского спорта. **Актуальность.** Современные Олимпийские игры – это школа образования и воспитания, образа жизни самоутверждения, способ национальной идентификации, а также большой политики, арена культуры и быта. **Задания** – изучить отношение украинских учеников основной школы к ценностям олимпийского спорта. **Методи** – анализ литературных источников, метод сравнительного анализа, социологический метод (анкетирование), методы математической статистики. **Результати.** Результаты проведенного нами исследования подтвердили, что в целом ученики имеют знания про важнейшие принципы олимпийского спорта, но при этом оценивали их по-разному. **Выводы.** Гуманистический потенциал олимпийского спорта помогает формированию общечеловеческих ценностей, развивает чувство взаимопомощи, взаимоуважения, дружбы, воплощает стремление к гармоническому развитию личности.

Ключевые слова: олимпизм, спорт, гуманизм, ценности, школьники.

Introduction. Integration of Ukraine into the European and world community implies the comprehensive development of the individual, his spiritual and physical culture and self-improvement. It determines the main ways of the modernization of the modern educational process. To give pupils knowledge about the Olympic sport in comprehensive secondary schools is one of the most important objectives.

The bases of state policy in this area are formulated in the Law of Ukraine «On Physical Culture and Sport», the Concept of Physical Education in the System of Education of Ukraine, the State Target Social Program for the Development of Physical Culture and Sports for the period up to 2020, the Code of Honor of Olympian of Ukraine, developed on the basis of norms and the requirements of the Constitution of Ukraine, the current legislation of Ukraine in the spheres of education, physical culture and sports, the provisions of the Olympic Charter, the Ethical Code of the International Olympic Committee and the Anti-Doping Code [7].

In Ukraine, a powerful Olympic state, the idea of disseminating knowledge of the Olympic theme has become widespread in the late XX – early XXI century [2].

The researches of V. Arefiev, G. Arzyutov, M. Bulatova, B. Vedmedenko, L. Volkov, V. Draghi, M. Dutchak, K. Zhukotynsky, K. Kozlov, S. Kanishevs'ky, T. Krutsevych, V. Mudrik, V. Platovnova, Yu. Poholinchuk, V. Sergeyeva, V. Stolyarova, N. Turchina and others outline, that growing awareness of the Olympic Movement is aimed at solving the contradiction between the high development of sport and the low level of physical culture, knowledge of the Olympic ideals and the values of Olympism among pupils and students [4; 6].

Due to the works of M. Antipova, V. Boloban, V. Visotsky, A. Gladoschuk, A. Domashenko, V. Kindenko, E. Kulinkovich, L. Lubysheva, P. Naul, V. Novoselsky, A. Suchylina, L. Suschenko, O. Tymoshenko, O. Chygyryn, A. Schwajkowska and others, the growth of knowledge about the Olympic theme is also intended to solve one of the most actual problems of physical culture – to increase the interest of children and students in physical exercises, which are the basis of health, physical development, motor activity and a healthy lifestyle.

S. Bubka, M. Bulatova, A. Vatseba, S. Guskov, A. Deminsky, V. Yermolova, L. Ivanova, V. Platonova, V. Ponomarenko, I. Popescu, S. Prysiazhniuk, A. Rybkovs'ky, Y. Shanin, B. Shyianis underline in their studied that the Olympic education is based on the concept of Olympism. According to the Code of Honor of Olympian it is a philosophy of life that glorifies and unites in the harmonious unit the highest qualities of spirit, will, soul, mind and body, forms respect for universal fundamental ethical principles and puts sport at the service of harmonious human development.

Sport is the bioenergetic and social power of a society, which by its effective influence on a person and the ability to reveal his innate qualities, determines the way and style of the person's life. A young person who regularly goes in for sports, standings out at work with a high sense of responsibility, the ability to appreciate time, take decision, participate actively in the public life of both his team and society as a whole. It is easy for him to find a common language with colleagues, opponents and fans [1; 3].

Therefore, the Olympic education is a pedagogical process of mastering and gaining knowledge of the Olympic themes [5], Olympic values, principles, Olympic ideals, norms and requirements stated in the Code of Honor of Olympian of Ukraine. According to these requirements students who go in for sports must learn to constantly strive for self-improvement, persistently conquer the heights of the skill of the future profession and work daily on the development of their spiritual, mental, volitional and physical abilities. These students must remember that they are in constant moral debt to their parents and therefore they must respect, appreciate, take care of them in all ways, and enrich the glory of their ancestors. They have to live, study and train with great faith in their land, their people, their Motherland, to love and honor a man, to do their best for the good of their development and prosperity. They also have to remember that their native land, the evolutionary heritage of the Motherland give them the opportunity to reach the peak of their athletic skills, temper their character, strengthen their health, lead a healthy lifestyle.

That is why we have set the **goal** to study the perception of the general cultural values of the Olympic sports by pupils of comprehensive secondary schools.

Material and Methods of Research. Theoretical bases of research are scientific principles of the general theory of activity (B. G. Ananiev, L. S. Vygotsky, G. S. Kostiuk, A. M. Leont'ev), the problem of motivation (V. G. Ageev, I. D. Bech, V. S. Ilyin, D. O. Kiknadze, S. L. Rubinstein), the modern works on the Olympic sport and physical education (S. N. Bubka, M. M. Bulatova, L. V. Volkov, S. I. Gus'kov, T. Yu. Krutsevich, V. M. Platonov and others).

Methods of research –*theoretical*: studying and analysis of scientific sources on the problem of research, normative and program documents, comparison, systematization, classification, generalization of the obtained theoretical and experimental data in order to study the essence, structure and features of the formation of knowledge of the Olympic subjects of students; *empirical*: methods of pedagogical diagnostics, including a questionnaire, conducted with the aim of studying the perception of the values of the Olympic sport by schoolchildren; *statistical*: method of mathematical statistics (determination of average arithmetic).

Research Results. The researches were conducted by means of a questionnaire drawn up by an international research group as a part of the international project «Physical Fitness, Sporting Lifestyle and Olympic Ideals: Cross-Cultural Studies on Youth Sport in Europe». It contains 28 questions. In a total 470 schoolchildren of Ivano – Frankivsk secondary schools answered the questionnaire. They all were 12 and 15 years old. The results of our questionnaires make it possible to state that, in general, 32,6 % of the interviewed students indicate that one of the important ideals of sport is the respect of the opponent, 25,6 % of respondents indicate the adherence to the rules and 17,4 % of schoolchildren – a fair play. At the same time, we would like to emphasize that the Olympic principles are little known to 43 % of students. One of

the important ideals of sport is the principles of a fair play («Fair play»). In the questionnaire, the students were asked a question to determine the personal attitude towards certain items related to the principle of a fair play. The pupils had to decide whether they agreed with eight positions given in the questionnaire.

The results are presented in table 1:

Table 1

**Attitude of 15-Year-old Schoolchildren Towards the Principle of fair Play
(% of Answers, n = 230)**

№	Positions	Positive attitude, %	Negative attitude, %
1	You cannot avoid the offence of Your opponent in some sports	11.6	28.5
2	If your opponent is competing unfairly, then You can also compete unfairly	39.5	19.2
3	It is impossible to do well in sports, playing fairly	13.6	50.0
4	A fair game is present in sports competitions of different levels	57.0	14.2
5	Violence is indispensable in some sports	27.9	27
6	It's okay to be selfish in sports	17.4	17.8
7	I would use banned drugs to win a gold medal	13.6	71.4
8	You can win by playing fairly	65.1	14.2

The results of our questionnaire made it possible to determine that in general, students have a positive attitude towards one of the important principles of the Olympic sport – «fair play». More than half the interviewed students, namely 65,1 %, are convinced that they can win in sports competitions, playing fairly. We have also found out the interesting results that show that 13,6 % of the schoolchildren can use forbidden drugs for the Gold Olympic Award.

More than half the students believe that it is possible to win in sports, playing honestly. Almost the same number of interviewed schoolchildren, in particular 57 %, think that «fair play» is present in competitions of different levels. Therefore, we see students` support for the principle of «fair play» because they behave honestly not only on sports grounds, but in life in general.

Besides non-alternative questions, the questionnaire involved alternative ones. One of them was aimed at determining the associations connected with the Olympic games, that is, the student had to choose out of 17 proposed associations those that he fully agreed and those that, in his opinion, the Olympic games did not reflect. The number of student-selected associations was not regulated. The results of the answers are presented in table 2.

The analysis of the data presented in Table 2 shows that the vast majority of students (77,9 %) fully agree that the Olympic Games, first of all, are the competitions.

Table 2

Associations that, According to 15 Year old Students, the Olympic Games Reflect or not Reflect (n = 230)

№	Associations	Reflected in the Games Associations, %	Not reflected in the Games Associations, %
1	Beauty	27,9	15,1
2	Competition	77,9	4,7
3	Freedom	13,6	10,5
4	Fair play	25,6	7
5	Optimism	10,5	7
6	Pride	39,5	7
7	Honesty	53,5	26,7
8	Popularity	46,5	19,8
9	Power	34,9	10,5
10	Getting Profits	0	15,1
11	Communication	3,5	7
12	Professionalism	17,7	3,5
13	Aristocracy	7	19,8
14	Attractiveness	18,6	7
15	Mutual assistance	10,5	22,1
16	Moral principles	34,9	3,5
17	Behavior of gentlemen	32,6	13,6

More than a quarter of the students believe that the Games are associated with pride (39,5 %), honesty (53,5 %), beauty (27,9 %), popularity (46,5 %), strength (34,9 %) and moral principles (34,9 %). To a lesser extent, the respondents agree that the Olympic games are associated with beauty (27,9 %) and only 10,5 % of students believe that the Olympic games are attractive. It should be noted that due to the questionnaire, we have failed to find any student who agrees that the Games are associated with the profits. It's interesting that 15,1 % of the interviewed students agree that the Games are associated with aristocracy and optimism.

Conclusions and Perspectives of Further Research. Thus, our research has made it possible to find out that the Olympic Games bring up different associations among pupils, in particular the largest number of students (53,5 %) believe that the Games reflect honesty. More than a quarter of respondents believe that the Games are held according to moral principles and 25,6 % believe that the Games reflect the principle of fair play. At the same time, only 10,5 % of students agree that the principle of mutual assistance is realized in the Games. We think that the answers to such questions could be higher. The obtained results confirm the necessity of expanding the schoolchildren's knowledge about the cultural and educational opportunities of Olympism, the humanistic potential of the Olympic sport.

Our research does not cover all aspects of this problem. Among the further promising areas, we outline the study of the content, structure, tasks, principles of the Olympic education of preschoolers, schoolchildren and students; training personnel for the implementation of the Olympic education programs; the promotion of Olympism and the ideals of the Olympic Movement; the involvement of Olympians and veterans of sports into the educational work among children and youth, etc.

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Стаття надійшла до редакції 28.09.2017 р.

Лікувальна фізична культура, спортивна медицина й фізична реабілітація

УДК 796.035+615.82

EFFICIENCY OF PHYSICAL REHABILITATION OF PATIENTS WITH CHRONIC OBSTRUCTIVE PULMONARY DISEASE

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<https://doi.org/10.29038/2220-7481-2017-03-173-179>

Abstract

The analysis of the effectiveness of physical rehabilitation of patients with chronic obstructive pulmonary disease is carried out. Chronic obstructive pulmonary disease remains one of the most important health problems. In medical, social and economic terms, it is one of the main causes of morbidity and mortality worldwide; people suffer from this disease for years and prematurely die of it or its complications. Chronic obstructive pulmonary disease has a significant negative impact on quality of life, imposing restraints on working capacity, normal physical activity, home occupations, social and family activities, and sleep patterns. The purpose of the research is to study the effectiveness of the proposed method of physical rehabilitation of patients with chronic obstructive pulmonary disease. A comparative analysis of the data of a survey of 162 patients with chronic obstructive pulmonary disease of moderate severity in the process of treatment and physical rehabilitation was conducted. Patients in control groups underwent treatment according to the protocol and rehabilitation according to the generally accepted method, and patients in treatment groups underwent treatment according to the protocol and rehabilitation according to the proposed method. The effectiveness of rehabilitation was assessed by determining changes in the function of external respiration and quality of life parameters during the study. The use of physical rehabilitation in patients with chronic obstructive pulmonary disease has led to an increase in functional capabilities of patients, which was shown by an increase in the mean values of the parameters of external respiration in the study group at the end of the study, which indicate its effectiveness. By virtue of application of the proposed program of physical rehabilitation, it became possible to achieve a significant increase in the overall quality of life and health in patients of the main group by increasing parameters in problem areas and sub-sectors. Physical rehabilitation should be recommended to patients with chronic obstructive pulmonary disease to help control symptoms, improve quality of life and increase physical activity.

Key words: patients, chronic obstructive pulmonary disease, physical rehabilitation, function of external respiration, quality of life.

Микола Майструк. Ефективність проведення фізичної реабілітації хворих на хронічне обструктивне захворювання легень. Проведено аналіз ефективності фізичної реабілітації хворих на хронічне обструктивне захворювання легень. Хронічне обструктивне захворювання легень залишається однією з найважливіших проблем охорони здоров'я. У медико-соціальному та економічному плані воно є однією з основних причин захворюваності та смертності в усьому світі; люди страждають від цього захворювання роками й тому передчасно вмирають унаслідок або від її ускладнень. Хронічне обструктивне захворювання легень має суттєвий негативний вплив на якість життя, уключаючи накладання обмежень на працездатність, нормальне фізичне навантаження, домашні заняття, соціальні та сімейні заходи, а також режими сну. **Мета дослідження** – вивчити ефективність запропонованої методики фізичної реабілітації хворих на хронічне обструктивне захворювання легень. Проведено порівняльний аналіз даних обстеження 162 хворих на хронічне обструктивне захворювання легень помірного ступеня тяжкості в процесі лікування та фізичної реабілітації. Хворі контрольних груп проходили лікування згідно з протоколом та реабілітацію за загальноприйнятою методикою, а хворі основних груп – лікування згідно з протоколом та реабілітацію за запропонованою методикою. Ефективність реабілітації оцінювали за допомогою визначення змін функції зовнішнього дихання й показників якості життя впродовж дослідження. Застосування фізичної реабілітації у хворих на хронічне обструктивне захворювання легень призвело до нарощування функціональних можливостей хворих, що виразилося збільшенням середніх значень показників функції зовнішнього

дихання в досліджуваних основної групи наприкінці дослідження, які засвідчують її ефективність. Завдяки застосуванню запропонованої програми фізичної реабілітації для кожного хворого на хронічне обструктивне захворювання легень удалося досягнути достовірного підвищення загальної якості життя й стану здоров'я у хворих основної групи за рахунок збільшення показників у проблемних сферах і субсферах. Фізичну реабілітацію потрібно рекомендувати хворим на ХОЗЛ, щоб допомогти контролювати симптоми, поліпшити якість життя та збільшити фізичну активність.

Ключові слова: хворі, хронічне обструктивне захворювання легень, фізична реабілітація, функція зовнішнього дихання, якість життя.

Николай Майструк. Эффективность физической реабилитации больных хронической обструктивной болезнью легких. Проведен анализ эффективности физической реабилитации больных хронической обструктивной болезнью легких. Хроническая обструктивная болезнь легких остается одной из важнейших проблем здравоохранения. В медико-социальном и экономическом плане она является одной из основных причин заболеваемости и смертности во всем мире; люди страдают от этого заболевания годами и преждевременно умирают от него или от его осложнений. Хроническая обструктивная болезнь легких оказывает существенное негативное влияние на качество жизни, включая наложение ограничений на работоспособность, нормальную физическую нагрузку, домашние занятия, социальные и семейные мероприятия, а также режимы сна. **Цель исследования** – изучить эффективность предложенной методики физической реабилитации больных хронической обструктивной болезнью легких. Проведен сравнительный анализ данных обследования 162 больных хронической обструктивной болезнью легких средней степени тяжести в процессе лечения и физической реабилитации. Больные контрольных групп проходили лечение по протоколу и реабилитацию по общепринятой методике, а больные основных групп – лечение согласно протоколу и реабилитацию по предложенной методике. Эффективность реабилитации оценивали с помощью определения изменений функции внешнего дыхания и показателей качества жизни на протяжении исследования. Применение физической реабилитации у больных хронической обструктивной болезнью легких привело к наращиванию функциональных возможностей больных, выразившееся увеличением средних значений показателей функции внешнего дыхания у исследуемых основной группы в конце исследования, подтверждающие ее эффективность. Благодаря применению предложенной программы физической реабилитации, для каждого больного хронической обструктивной болезнью легких удалося достичь достоверного повышения общего качества жизни и состояния здоровья у больных основной группы за счет увеличения показателей в проблемных сферах и субсферах. Физическую реабилитацию следует рекомендовать больным хронической обструктивной болезнью легких, чтобы помочь контролировать симптомы, улучшить качество жизни и увеличить физическую активность.

Ключевые слова: больные, хроническая обструктивная болезнь легких, физическая реабилитация, функция внешнего дыхания, качество жизни.

Introduction. The respiratory system disease is one of the most common pathologies of the internal organs, which is characterized by a tendency to intensification. The most notable of these pathologies is chronic obstructive pulmonary disease (COPD), that remains one of the biggest health care problems nowadays. In medical, social and economic terms, it is one of the main causes of morbidity and mortality worldwide; people suffer from this disease for years and prematurely die of it or its complications. There is a rapid increase in COPD all over the world due to the long-term effect of risk factors and aging of population. The proportion of COPD as one of the leading causes of death is constantly increasing. COPD affects from 8 to 22% of adults aged 40 years or more [2; 5; 9; 12].

It is estimated that in the European Union, the total direct expenses on respiratory system diseases accounts for about 6 % of the total health care budget, while the expenses on COPD treatment amounts to 56 % of these expenses (€38,6 billion). In the USA, direct expenses on COPD treatment accounted for \$29.5 billion, while indirect expenses were \$ 20,4 billion. The greatest economic damage comes from the treatment of exacerbations of COPD. It is not surprising that there is a distinct direct correlation between the severity of COPD and the expenditures on its treatment, and as the disease progresses, a redistribution of costs occurs [6; 7; 10; 13].

COPD has a significant negative impact on quality of life, imposing restraints on working capacity, normal physical activity, home occupations, social and family activities, and sleep patterns. In addition to these problems, there is obviously a large amount of suffering associated with hospitalizations caused by exacerbations [1; 8; 11; 14; 15].

Despite the growing therapeutic and rehabilitation capabilities of modern medical ways and methods of treatment, the problem of medical rehabilitation of patients with COPD does not lose its relevance, so there is a need to search for new methods to improve their effectiveness.

The Purpose of the Research is to study the effectiveness of the proposed method of physical rehabilitation of patients with chronic obstructive pulmonary disease.

The Material and Methods of the Research. The research was conducted on the basis of pulmonology department of Rivne Regional Clinical Hospital. Accumulation of the results was carried out as patients were

hospitalized. Patients (COPD, II stage, moderate severity) were randomized to control (CG 2 – consisted of females (n = 40) and males (n = 44)) and treatment (TG 2 – consisted of females (n = 38) and the males (n = 40)) groups in accordance with the principles of bioethics. All patients were examined at the beginning and at the end of the research and were under the supervision of doctors. The COPD stage and the degree of respiratory failure were determined in accordance with clinical changes in patients, functional condition and spirographic data. Quality of life was defined with the help of the questionnaire WHOQOL-100, designed to assess the quality of life of the adult population of Ukraine. Patients of the control groups received the protocol treatment and rehabilitation according to the standard method, and patients of the treatment groups received the protocol treatment and rehabilitation according to the proposed method [3].

Research Results. Having analyzed the average variables of the ERF indices of patients with COPD of both groups at the beginning of the research, it was found out that they were below normal and did not differ significantly, which indicated a poor functional ability of the lungs and bronchial permeability. The findings indicate unsatisfactory functional state of patients' health and require appropriate treatment and early rehabilitation measures.

The effectiveness of treatment and physical rehabilitation was determined according to a number of parameters, the most important of which were fluctuations in the volume of forced expiration in the first second (FEV₁), forced vital capacity (FVC), which are traditionally considered the best parameters for assessing the degree of airflow obstruction. To determine the recurrency of airway obstruction (RAO), a bronchodilator test with β_2 short-acting agonists was performed according to the bronchial reactivity indices. ERF researches are the most informative parameters for assessing the severity of airflow obstruction, the severity and progression of COPD, the effectiveness of treatment and physical rehabilitation.

The results of physical rehabilitation on the background of the standard treatment for all the patients were examined in dynamics, which allowed us to objectively establish the effectiveness of the traditional and the proposed rehabilitation measures. Positive dynamics were previously observed in TG 2 patients: the decrease of dyspnea, the improvement of expectoration, disappearance of pulmonary rale, improvement of sleep and general state. It is particularly important that the disease has become controlled which is confirmed by a statistically significant increase in average ERF parameters in comparison.

At the beginning of the study the average FEV₁ in female CG 2 patients with COPD was $69,11 \pm 0,50$ %, TG 2 was $69,04 \pm 0,23$ %; at the end of the study, respectively, $70,84 \pm 0,47$ % and $81,68 \pm 0,51$ % ($p < 0,05$). Average FEV₁ at the end of the study in female TG 2 patients with COPD, who followed developed concept of physical rehabilitation, exceeded those in CG 2 patients.

Average parameters of FEV₁ at the beginning of the study in male CG 2 patients with COPD were $67,11 \pm 0,38$ %, TG 2 $69,81 \pm 0,48$ %; and at the end of the study, respectively, $68,03 \pm 0,36$ % and $81,00 \pm 0,48$ % ($p < 0,05$). The use of physical rehabilitation led to the developing of the functional capacity of patients, resulting in an increase in the average FEV₁ in male TG 2 patients with COPD, which exceed those in CG 2 patients.

Analyzing VC of lungs, it was found out that at the beginning of the study it was in female CG 2 patients – $73,47 \pm 0,42$ %, in the TG 2 – $73,34 \pm 0,35$ %; at the end of the study, $75,02 \pm 0,43$ % and $83,23 \pm 0,12$ % ($p < 0,05$), respectively.

Average parameters of LCV at the beginning of the study in male CG 2 patients with COPD were $73,05 \pm 0,32$ %, in TG 2 – $74,47 \pm 0,47$ %; and at the end of the study, $73,31 \pm 0,27$ and $86,30 \pm 0,70$ % ($p < 0,05$), respectively. We can observe a significant increase in the lung capacity ratio in the female and male TG 2 patients at the end of the study.

At the beginning of the study the average RAO in female CG 2 patients with COPD was $22,07 \pm 0,10$ %, TG 2 was $23,27 \pm 0,01$ %; at the end of the study, respectively, $13,38 \pm 0,10$ % ($p < 0,05$) and $9,48 \pm 0,01$ % ($p < 0,05$). Average RAO of TG patients with COPD, who followed the developed concept of physical rehabilitation exceeded those in patients with CG 2.

At the beginning of the study the average RAO in male CG 2 patients with COPD was $23,47 \pm 0,10$ %, TG 2 – $3,40 \pm 0,10$ %; at the end of the study, respectively, $10,91 \pm 0,06$ % ($p < 0,05$) and $10,64 \pm 0,10$ % ($p < 0,05$). Average RAO of TG 2 patients with COPD, who followed the developed concept of physical rehabilitation exceeded those in patients with CG 2.

Therefore, we can state that significant changes in bronchial reactivity parameters in female and male TG 2 patients with COPD, which statistically significantly decreased after the implementation of physical rehabilitation programs ($p < 0,05$), which did not happen in the control group.

Discussion Analyzing the average values of the ERF parameters in patients with COPD of both groups, we see that these parameters were below the standard at the beginning of the study, did not differ significantly

from each other. At the end of the study they increased in TG 2 patients (approached the proper ones), which indicates an improvement in small bronchial permeability, which is especially important for patients. We can clearly see a slight increase in the average values of FEV₁ (by 1,73 %), VC of lungs (by 1,55 %) and sufficient RAO (by 8,69 %) in female CG 2 patients; and in male CG 2 patients: a slight increase in FEV₁ (by 0,92 %), VC of lungs (by 0,26 %) and sufficient RAO (by 12,56 %) at the end of the study. At the same time, in TG 2 patients, the stable positive dynamics can be traced: a significant ($p < 0,05$) major increase in the average parameters of FEV₁ (by 12,64%), VC of lungs (by 9,89 %), RAO (13,79 %) in female patients and FEV₁ (11,19 %), VC of lungs (11,83 %) and RAO (12,76 %) in male patients at the end of the study. The implementation of physical rehabilitation has led to a rise in the patients' functional capabilities, which was shown by the ERF average increase in the analyzed TG 2 at the end of the research. Improvement of the functional state of the respiratory system in the analyzed TG 2 indicates the positive effect of physical rehabilitation classes according to the elaborated technique on the motor abilities of patients with COPD. In general, it can be noted that treatment and physical rehabilitation of all TG 2 patients have led to the ERF normalization.

To define the effectiveness of physical rehabilitation according to the quality of life international standards, we used the Ukrainian version of quality of life questionnaire of the World Health Organization (WHOQOL-100), designed to assess the quality of life of the adult population of Ukraine [4].

Using the quality of life assessment methodology, we defined the quality of life of each patient at the output level at the end of the research, in order to monitor the changes and evaluate the effectiveness of the measures taken.

A low average output level of overall quality of life and health was indicated within the patients with COPD of both male and female groups.

Thus, in CG 2 it reached $48,13 \pm 0,61$ points in male patients. In particular research spheres, the parameters were as follows: sphere I (physical sphere), $6,51 \pm 0,11$, sphere II (psychological sphere) – $9,25 \pm 0,11$, sphere III (level of independence) – $5,98 \pm 0,09$, sphere IV (social relations) – $7,83 \pm 0,14$, sphere V (the environment) – $7,93 \pm 0,08$, sphere VI (spiritual sphere) – $10,64 \pm 0,35$.

The same low average output level of the general quality of life and health – $49,28 \pm 0,55$ – was observed in male patients of TG 2. In particular spheres of study, it comprised: sphere I (physical sphere) – $6,77 \pm 0,11$, sphere II (psychological sphere) – $9,34 \pm 0,12$, sphere III (level of independence) – $5,98 \pm 0,09$, sphere IV (social relations) – $8,05 \pm 0,11$, sphere V (environment) – $7,98 \pm 0,08$, sphere VI (spiritual sphere) – $11,18 \pm 0,33$. As we see, the decrease in the quality of life was due to the impact of the disease on all the subspheres of patients' life.

At the beginning of the research, the same low average output level of overall quality of life and health was noticed in female patients of both groups. In patients of CG 2 it was $47,77 \pm 0,51$ points and $49,39 \pm 0,51$ points in female patients of TG 2. Parameters of definite spheres in patients of CG 2 were as follows: sphere I (physical sphere) – $6,46 \pm 0,10$, sphere II (psychological sphere) – $9,03 \pm 0,90$, sphere III (level of independence) – $6,01 \pm 0,10$, sphere IV (social relations) – $8,01 \pm 0,13$, sphere V (environment) – $7,92 \pm 0,08$, sphere VI (spiritual sphere) – $10,35 \pm 0,27$.

In the particular research spheres, the output level of overall quality of life and health of TG 2 patients was: sphere I (physical sphere) – $6,69 \pm 0,09$, sphere II (psychological sphere) – $9,24 \pm 0,11$, sphere III (level of independence) – $6,01 \pm 0,11$, sphere IV (social relations) – $8,11 \pm 0,12$, sphere V (environment) – $7,99 \pm 0,08$, sphere VI (spiritual sphere) – $11,34 \pm 0,29$. The decrease in the overall quality of patients' life was due to the negative impact of the disease on all the subspheres of human life.

At the end of the research the average level of overall quality of life and health in male patients of CG 2 changed slightly to $48,42 \pm 0,58$ points. In certain spheres, the parameters were close to the output ones, with a slight improvement: sphere I (physical sphere) – $6,57 \pm 0,12$, sphere II (psychological sphere) – $9,30 \pm 0,09$, sphere III (level of independence) – $6,10 \pm 0,08$, sphere IV (social relations) – $7,87 \pm 0,12$, sphere V (environment) – $7,94 \pm 0,08$, sphere VI (spiritual sphere) – $10,64 \pm 0,35$ points – at the same level.

As for the male patients of TG 2, their average level of general quality of life and health significantly increased to $56,14 \pm 0,38$ points ($p < 0,05$) at the end of the research. In certain spheres of study, the parameters became significantly higher than output ones and reached: sphere I (physical sphere) – $9,25 \pm 0,07$ ($p < 0,05$), sphere II (psychological sphere) – $9,91 \pm 0,09$ ($p < 0,05$), sphere III (level of independence) – $7,70 \pm 0,06$ ($p < 0,05$), sphere IV (social relations) – $9,24 \pm 0,10$ ($p < 0,05$), sphere V (environment) – $8,46 \pm 0,07$ ($p < 0,05$), sphere VI (spiritual sphere) – $11,58 \pm 0,29$ points. So, a significant increase in the overall quality of life and health in TG 2 patients was observed in all spheres and subspheres of quality of life, except spiritual one.

At the end of the study the average overall quality of life and health in female patients of CG 2 became slightly higher and counted $48,06 \pm 0,45$ points. Particular parameters of the research spheres were: sphere I (physical sphere) – $6,58 \pm 0,09$, sphere II (psychological sphere) – $9,04 \pm 0,08$, sphere III (level of independence) – $6,07 \pm 0,09$, sphere IV (social relations) – $8,08 \pm 0,11$, sphere V (environment) – $7,94 \pm 0,07$, sphere VI (spiritual sphere) – $10,35 \pm 0,27$ points.

Over the scope of the spheres, the level of overall quality of life and health of female patients of TG 2 significantly increased: sphere I (physical sphere) – $9,82 \pm 0,07$ ($p < 0,05$), sphere II (psychological sphere) – $10,53 \pm 0,09$ ($p < 0,05$), sphere III (level of independence) – $8,15 \pm 0,09$ ($p < 0,05$), sphere IV (social relations) – $9,20 \pm 0,10$ ($p < 0,05$), sphere V (environment) – $8,52 \pm 0,08$ ($p < 0,05$), the sphere VI (spiritual sphere) – $11,74 \pm 0,21$ points – insignificantly. The average level of overall quality of life and health increased to $57,96 \pm 0,28$ ($p < 0,05$) points. A definite increase in the overall quality of life and health of TG patients took place in all spheres and subspheres, with an exception of the spiritual one.

Discussion. From all mentioned above, it is obvious that at the beginning of the research the level of general quality of life both in male and female patients of both groups was approximately the same. Analyzing the results of questionnaire survey of patients with COPD as to the overall quality of life and health at the beginning of the research, we see, in comparison with the average data of healthy population, that in CG 2 and TG 2 patients almost all parameters of spheres and subspheres of quality of life are reduced, which requires an appropriate rehabilitation. The obtained data prove the necessity of the individualized physical rehabilitation implementation, taking into account motor abilities, in complex with social and psychological rehabilitation of this category of patients.

After the implementation of the proposed physical rehabilitation program for each patient with COPD, we observed an increase in overall quality of life and health of TG 2 patients due to the increasing rates in problematic subspheres. Patients of TG have pointed out discomfort diminishment, increase in vitality and energy, positive feelings, improvement of sleep pattern, thinking, self-esteem, negative emotions reduction, enhancement of mobility, efficiency, ability to perform daily routine, sexual activity, betterment of personal relationships, use of transport. Only parameters of the spiritual sphere increased slightly. Significant changes in quality of life and health have not been noted in patients of CG.

Conclusions. Physical rehabilitation plays an important role in the complex treatment of patients with COPD. Implementation of physical rehabilitation allows to achieve the positive changes that can not be achieved only with the help of medical therapy. In particular, in patients of the treatment group, this led to an increase in patients' functional capabilities, which was shown by an increase in the average parameters of an external respiration function at the end of the research, that proves its effectiveness. Improvement of the functional state of the respiratory system in the treatment group patients indicates the positive effect of physical rehabilitation practice according to the elaborated technique on motor abilities of patients with COPD. Due to the implementation of the proposed physical rehabilitation program, it was possible to achieve a significant increase in the overall quality of life and health of patients in the treatment group by increasing parameters in problematic spheres and subspheres. Physical rehabilitation should be recommended to patients with COPD to help control symptoms, improve quality of life and increase physical activity.

Further research is needed to verify practical realization of the main issues of physical rehabilitation of patients with COPD construct.

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Стаття надійшла до редакції 22.09.2017 р.

CONCEPTUAL BASIS OF THE CONCEPT OF SPATIAL ORGANIZATION OF BODY OF CHILDREN 6–10 YEARS WITH SENSOR SYSTEMS DEPRIVATION IN THE PROCESS OF PHYSICAL EDUCATION

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<https://doi.org/10.29038/2220-7481-2017-03-180-185>

Abstract

Topicality. Physical education process in special boarding schools for children with sensory systems deprivation (SSD) has not yet been sufficiently studied and developed therefore requires the implementation of new tools, forms and methods aimed at preventing and correcting violations of spatial organization of body (SOB) of children with SSD that has become a prerequisite for the substantiation and development of the author's concept. **Objectives of the study:** determine the structure and content of the concept of the spatial organization of the body of children 6-10 years old with SSD in the physical education process in special boarding school. **Research Results.** The concept of the study is the provision for the formation of the correct spatial organization of the body of children aged 6–10 years from the DSS, taking into account individual abilities, types of impaired posture, indicators of physical condition and the use of subtle differentiation, depending on the degree of sensory impairment, secondary layers, concomitant diseases of children 6–10 years old with DSS, which significantly affect their psychophysical and psycho-emotional state, adaptation and social integration of children with special needs in the society of healthy peers. **Conclusions.** The basic constituents of the concept of the formation of SOB of children with SSD are its prerequisites, conceptual approaches, conceptual foundations, technology of prevention and correction of violations of SOB of children with SSD, comprehensive diagnostics of components of SOB of children, programs for prevention and correction of infringements of SOB of children 6–10 years with VD and HD, control and criteria of its effectiveness.

Key words: concept, spatial, organization, children, deprivation, sensory, system.

Світлана Савлюк. Концептуальні основи розробки концепції просторової організації тіла дітей 6–10 років із депривацією сенсорних систем у процесі фізичного виховання. Актуальність. Процес фізичного виховання в спеціальних школах-інтернатах для дітей із депривацією сенсорних систем (ДСС) сьогодні ще недостатньо вивчений і розроблений, а тому вимагає впровадження нових засобів, форм та методів, спрямованих на профілактику й корекцію порушень просторової організації тіла (ПОТ) дітей із ДСС, що стало передумовою для обґрунтування й розробки авторської концепції. **Завдання дослідження** – визначити структуру та зміст концепції просторової організації тіла дітей 6–10 років із ДСС у процесі фізичного виховання спеціальної школи-інтернат. **Результати дослідження.** Концепцією дослідження є положення про формування правильної просторової організації тіла дітей 6–10 років із ДСС, ураховуючи індивідуальні можливості, типи порушення постави, показники фізичного стану та застосування більш тонкої диференціації залежно від ступеня порушення сенсорного аналізатора, вторинних нашарувань, супутніх захворювань дітей 6–10 років із ДСС, які суттєво впливають на їхній психофізичний і психоемоційний стан, адаптацію та соціальну інтеграцію дітей з особливими можливостями в соціум здорових ровесників. **Висновки.** Фундаментальними складниками схеми концепції формування ПОТ дітей із ДСС є її передумови, концептуальні підходи, концептуальні основи, технологія профілактики й корекції ПОТ дітей із ДСС, комплексна діагностика компонентів ПОТ дітей, програми профілактики й корекції порушень ПОТ для дітей 6–10 років із ДЗ та і ДС, контроль і критерії її ефективності.

Ключові слова: концепція, просторовий, організація, діти, депривація, сенсорний, система.

Светлана Савлюк. Концептуальные основы разработки концепции пространственной организации тела детей 10 лет из депривацией сенсорных систем в процессе физического воспитания. Актуальность. Процесс физического воспитания в специальных школах-интернатах для детей из депривацией сенсорных систем (ДСС) сегодня еще недостаточно изученный и разработанный, а поэтому требует внедрения новых средств, форм и методов, направленных на профилактику и коррекцию нарушений пространственной организации тела (ПОТ) детей из ДСС, что стало предпосылкой для аргументирования и разработки авторской концепции. **Задача исследования** – определить структуру и содержание концепции пространственной организации тела детей 10 лет из ДСС в процессе физического воспитания специальной школы-интернат. **Результаты исследования.** Концепцией исследования является положения о формировании правильной пространственной организации тела и улучшение показателей физического состояния детей 10-ти лет из ДСС, учитывая индивидуальные возможности, типы нарушения осанки, показатели физического состояния и применения более тонкой дифференциации в зависимости от степени нарушения сенсорного анализатора, вторичных наслоений, сопутствующих заболеваний детей из ДСС, которые существенно влияют на их психофизическое и психоемоциональное состояние, адаптацию и социальную интеграцию детей с особыми возможностями в социум здоровых сверстников. **Выводы.** Фундаментальными составляющими схемы концепции формирования

ПОТ детей из ДСС есть ее предпосылки, концептуальные подходы, концептуальные основы, технология профилактики и коррекции ПОТ детей из ДСС, комплексная диагностика компонентов ПОТ детей, программы профилактики и коррекции нарушений ПОТ для детей 10 лет из депривацией слуха и зрения, контроль и критерии ее эффективности.

Ключевые слова: концепция, пространственный, организация, дети, депривация, сенсорный, система.

Statement of a Scientific Problem and its Connection with Important Scientific or Practical Tasks.

The Constitution of Ukraine in art. 53 guarantees all citizens the right to education. The Law of Ukraine «On the Protection of Childhood» in art. 26 «Protection of the Rights of Children with Disabilities and Children with Disabilities in Mental and Physical Development» affirms that «Discrimination against disabled children and children with intellectual or physical disabilities is prohibited. The state promotes the creation, for children-invalids and children with intellectual or physical defects, the necessary conditions equal to other people opportunities for full-fledged life and development ...» [6; 10; 11].

According to numerous studies (Dmitriev A. A., 1991 [5], Rostomoshvili L. N., 1997 [12], Shapkova L. V. 2007 [14], Joseph P. Vinnyk [4], 2010, etc.), an abnormal development of the child is always accompanied by a violation of motor functions, lag and deficit of the motor sphere. That is why the organizational and methodical aspects of adaptive physical culture in the system of rehabilitation of children with sensory systems deprivation (SSD), which is the main component of their successful self-realization, formation and social adaptation, require scientific development [4; 5; 12; 14].

Specific features of the psychomotor development of children with SSD require the development of special methods and techniques of work on physical education, having a single target orientation – correction and development of the motor sphere of the child (E. M. Mastjukova, 1997; A. A. Dmitriev, 2002 [5]). Data from studies on the prevention and correction of violations of the spatial organization of pupils with vision and hearing deprivation indicate that the process of physical education in special schools for junior pupils with limited capabilities of sensory systems is still not sufficiently studied and developed therefore requires the implementation of new tools, forms and methods. aimed at the prevention and correction of violations of the spatial organization of the body of children with SSD [7], which was a prerequisite for the substantiation and development of the author's concept.

The aim of the study: to ostend the conceptual foundations of the concept of spatial organization of the body of children 6–10 years old with sensory systems deprivation in the physical education process.

Objectives of the study: to determine the structure and content of the concept of spatial organization of the body of children 6–10 years old with vision deprivation in the physical education process of a special boarding school.

Research methods – analysis, synthesis and generalization of literary sources, practical experience of specialists.

Presentation of the Main Research Material. The legal basis for the concept was: the provisions of the Ukraine's Constitution (Articles 3, 21, 23, 49), legal acts of the Ukraine's President, legislative acts, decrees of the Ukraine's President, decisions of the Cabinet of Ministers of Ukraine, «On the Protection of Childhood» (2402–14), «On Rehabilitation of Disabled Persons in Ukraine» (2961–15), central organs of executive power of Ukraine, aimed at solving the problem of education of *a fully-harmoniously developed personality of a child with special needs* in development [6; 10; 11]. Thus, the problem of the preservation, strengthening and formation of health of children with special needs has become a strategic state task in recent years, which requires the participation of all interested ministries, departments and public organizations in its decision.

The concept (from the Lat. *conceptio* (perception, system of views, evidences) – the main idea of the work, the set of leading ideas, the theoretical provisions for the coverage of all kinds of activities, phenomena; the ideological plan of the work [3]. The author's conception of the development of SOB of the children with SSD is based on the need to improve the organization and content of their motor activity in special educational institutions. The fundamental constituents of the *concept* of the formation of SOB of children with SSD are its prerequisites, conceptual approaches, conceptual foundations, technology of prevention and correction of SOB of children with SSD, complex diagnostics of components of SOB of children, programs for correction of infringements of SOB of children 6–10 years old with VD and HD, control and criteria of effectiveness (pic. 1).

The developed *concept* is a *set of views*, united by the *fundamental idea, the leading idea and purpose*. Its conceptual framework, in addition to the fundamental idea, aims at a brief *description of the ideas and principles* that contribute to understanding its systemic mechanisms, the algorithm of construction and functioning. The use of system analysis, the generalization of the data of special literature, the experience of specialist of boarding schools and the empirical data we have obtained made it possible to develop *the structure and content of the concept* of SOB of children 6–10 years with SSD. (pic. 1).

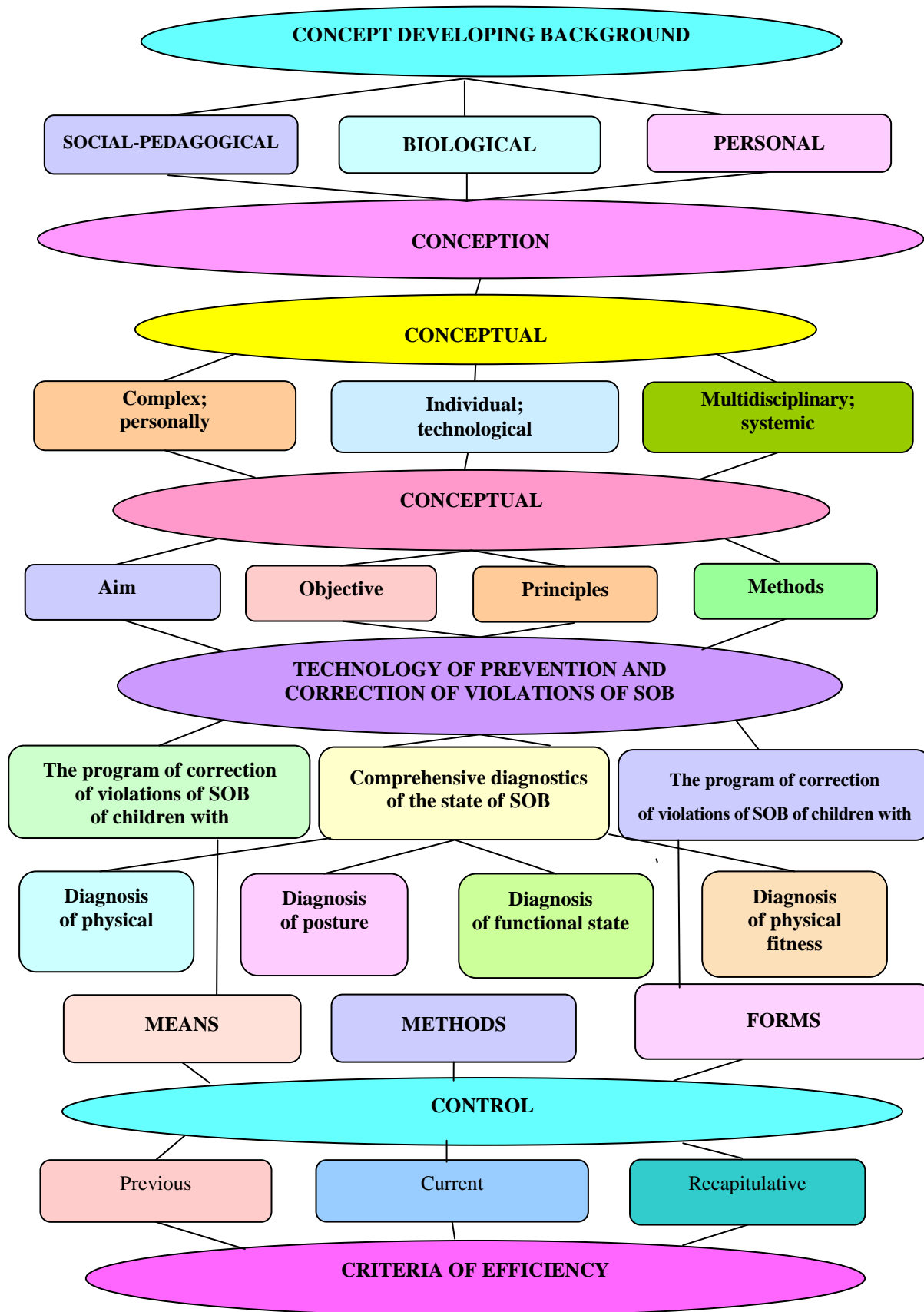


Fig. 1. Structure and Content of the Concept of Formation of SOB of Children 6–10 with SSD in the Physical Education Process

The main component of the *concept* was the goal – to theoretically substantiate and practically implement the technology of *prevention and correction of violations* of SOB of children aged 6–10 years with DSS in the physical education process of a special boarding school. The author's *concept* solves *three main groups of tasks*:

1. Pedagogical:

- raising the level of *interest of children* with the SSD to the values of physical culture;
- education in children of a *conscious attitude to their own health*, the formation of a proper SOB of children, adherence to the norms and rules of a *healthy lifestyle*.

2. Intelligent – facilitate the assimilation of children theoretical knowledge and related skills and habits of healthy lifestyle, prevention and correction of SOB violations.

3. Biological:

- the formation of the need for motor activity of children with SSD;
- the formation of proper SOB of children with SSD.
- prevention and correction of visual impairment;
- improvement of *physical development* indicators;
- raising the level of physical preparedness with the help of purposeful development of *physical qualities*.

Proceeding from the goal, the *concept* is based on *general pedagogical* and *branch ideas and provisions, general and methodical principles* of the AFC, adapted to its specifics.. Its distinctive features in connection with the characteristics of children with DSS are: *taking into account the basic diagnosis, concomitant diseases, secondary deviations of health status, sexual and age characteristics, motives, interests, the status of SOB of children taking into account the indicators of the physical condition of children* with SSD. Depending on the form of the disease in the allocation for *the stages of learning goals, means, methods, techniques*, respectively; morphofunctional maturation – to reconcile with him the parameters of physical exercises; *dosage of exercises* depending on the *individual* and predetermined form of the disease of the *motor, functional capabilities, the type of posture breach, the results of the factor structure* of the SOB of children with SSD. The basic basis for constructing a concept is the addition of a new content to general scientific conceptual approaches, which formed the basis of the proposed concept. In designing, substantiating and implementing the concept, the following **conceptual approaches** were used: *a complex, person-oriented, individual, technological, multidisciplinary and systematic approaches*[2; 9].

The comprehensive approach envisaged the solving of such tasks as the formation and improvement of the child's personality with SSD, the development of a complex of various tools, methods and organizational forms of the physical education process of junior pupils with SSD, health promotion, the formation of proper SOB of children, development of basic motor qualities, increasing the efficiency of children, acquiring by them the necessary theoretical knowledge on the subject «Physical Culture», etc.

Person-oriented approach involves the allocation of certain typological groups of children and the development, in relation to these groups, of specific techniques, methods, teaching methods, building certain logic of movement of learning material, the application of specific methods of control and evaluation [1; 2; 13].

An individual approach is to develop the child's individuality, which is understood as the process of self-formation based on internal activity[9]. The individual approach contributed to the actualization of the personal motor abilities of children with SSD, taking into account the nature of the, pathological processes, conditioned by main diagnosis, sexual, age and conditioned by forms morbidity of features of morphofunctional ripening, the development of components of SOB, as well as the interests and desires of children when choosing means, methods, dosage of physical exercises used during classes.

The multidisciplinary approach to the problems of the child with SSD envisaged, first of all, a comprehensive diagnosis of the state of SOB of children with SSD and personality-oriented learning. The assessment of the status of SOB children with SSD was considered by us as a basis for an in-depth understanding of the competences and potential of the child and the organization of the educational process. The results of a comprehensive study of children are the basis for the development and implementation of scientifically based programs for the prevention and correction of violations of SOB of children with SSD, aimed at the formation of proper SOB of children, development of motor skills, correction and compensation of disturbed functions, motor activity increase, as well as improvement and prevention the emergence of new deviations in the state of health of children 6-10 years old with SSD.

Solving the issue of educational effectiveness, many teachers use the **technology approach**, which is one of the areas for improving the quality of physical education of children with SSD. The main problem that is to be solved with a technological approach is *controllability of the learning process*. The peculiarity of the *technological approach* to education is manifested in the fact that with this approach a constructive scheme, which offers and ultimately achieves the planned results, is proposed [13].

The term «*system approach*» is, in essence, a group of methods by which real phenomena are regarded as systems. *System* means *a set of elements that are in relationships and connections with each other and form a integrity, unity* (V. R. Afanasyev, 1991). A *system approach* is a research approach in which any system (object) is considered as *a set of interrelated elements* (components) that has output (goal), input (resources), connection to the external environment and the return path [1; 2].

The purpose and objectives of the concept of the formation of SOB of children with SSD should be based on the basic rules, leading requirements for activities and behaviour and pedagogical principles. According to the dictionary, the **principles** – (from the Lat. principium – the basis, the beginning) central explanation; component part of the methodology – the basis, the first principle, which reflects the requirements of optimization of pedagogical activities, determines its directions and the final result of activities [3; 8]. *Principles* contribute to the *integration of means, forms, methods and techniques* in purposefulness, determine the strategic direction of a holistic approach to solving the tasks of the pedagogical process.

The basic principles of the developed concept were: social: the principle of the humanistic orientation of the pedagogical process, the socialization and integration of children with SSD into the society of healthy peers [14]. General pedagogical– the principle of purposefulness of the process, the principle of respect for the personality of the child combined with reasonable diligence to him or her, the principle of reliance on the positive in human [12; 14]. General-methodological – consciousness, activity, visibility, accessibility, systematicity, sequence, progression of the influence of motor activity, dispersed muscle loading, cyclicity and durability, and others – contain the features and rules of implementation in the process of learning, education and development in the motor activity practice [14]. The methodological principles – diagnosis, differentiation and individualization, correction-developing and compensatory orientation, age adequacy, optimality and variability of pedagogical influences are the general fundamental laws and basic theoretical positions that should be guided during designing of the practice and the construction of the technology of the prevention and correction of violations of SOB of children with SSD [14]. Special principles of AFE: connection of knowledge, abilities with life and practice; educational and developing orientation; comprehensiveness, harmony of the content of knowledge, skills, habits; concentration in learning: the distribution of learning material with characteristic repeatability of the subject and deeper coverage of the topic at each new stage [13; 14].

Principles of special correctional and pedagogical activity: the principle of systemicity of corrective, preventive and developing tasks; principle of diagnostics and correction unity; activity principle of correction, the principle of integrated use of methods and techniques of correctional and pedagogical activity; the principle of integrating the efforts of the closest social environment [5; 14]. The development of conceptual principles has led to the definition of organizational and didactic conditions for the implementation of the concept.

Organizational conditions:

- analysis of interests, motives and needs of children 6–10 years with SSD for individual and differentiated approaches of involving them in correctional and preventive activities;
- creation of micro environment for the development of interests, a comfortable attitude of children with SSD to their health, prevention and the formation of the correct posture, usage of knowledge acquired in everyday life;
- creation of the material and technical base for the implementation of the author's concept, which provides the most effective theoretical and methodological preparation of children with SSD in the physical education process of a special boarding school.

Didactic conditions for the concept implementation: preparation of methodical manuals, methodical recommendations, didactic materials, multimedia-information-methodical programs, etc.

Conclusions. Consequently, the concept of the study is the provision for the formation of the correct spatial organization of the body and improvement of the physical state of children 6-10 years with SSD, taking into account the types of posture disturbances, indicators of physical development and the use of secondary deviations, concomitant diseases of children with DSS, which have a significant effect on their psychophysical and psycho-emotional state, adaptation and social integration of children with SSD into the society of healthy peers. Prospects for further research are the implementation and realization of the developed concept in the process of physical education of children 6-10 years with SSD of a special boarding school.

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Стаття надійшла до редакції 15.09.2017 р.

УДК 797.122

MORPHOFUNCTIONAL INDICATORS OF 9–12 YEAR-OLD CANOE AND KAYAK ROWERS

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<https://doi.org/10.29038/2220-7481-2017-03-186-191>

Abstract

The problem of selecting young canoe and kayak rowers can not be successfully solved unless the medical and biological aspects are subjected to a thorough analysis. The basis of individual differences of development and improvement preconditions of the sportsman's motor abilities is his morphological features. For kayaking and canoeing, the most informative are the following indicators: body length, arm length, arm spread, body length, when kneeling with arms outstretched, body length when sitting arms up and body length up to the 7th cervical vertebra.

Key words: rowing, sport selection, kayak, canoe, morphofunctional indices.

Володимир Давидов, Володимир Шантарович, Олександр Журавський, Дмитро Пригодич. Морфофункціональні показники хлопчиків 9–12 років, які займаються веслуванням на байдарках і каное. Проблема відбору юних веслярів на байдарках і каное не може бути успішно розв'язана, якщо не будуть схильні до глибокого аналізу її медико-біологічні аспекти. Основою індивідуальних відмінностей як передумов розвитку й удосконалення рухових здібностей спортсмена є його морфологічні особливості. Для веслування на байдарках і каное найбільш інформативними є такі показники: довжина тіла, довжина руки, розмах рук, довжина тіла, стоячи на колінах із витягнутими вгору руками, довжина тулуба сидячи руки вгору й довжина тулуба до 7-го шийного хребця.

Ключові слова: веслування, спортивний відбір, байдарка, каное, морфофункціональні показники.

Владимир Давыдов, Владимир Шантарович, Александр Журавский, Дмитрий Пригодич. Морфофункциональные показатели мальчиков 9–12 лет, занимающихся греблей на байдарках и каное. Проблема отбора юных гребцов на байдарках и каное не может быть успешно решена, если не будут подвержены глубокому анализу её медико-биологические аспекты. Основой индивидуальных различий как предпосылок развития и совершенствования двигательных способностей спортсмена являются его морфологические особенности. Для гребли на байдарках и каное наиболее информативными являются следующие показатели: длина тела, длина руки, размах рук, длина тела, стоя на коленях с вытянутыми вверх руками, длина туловища сидя руки вверх и длина туловища до 7-го шейного позвонка.

Ключевые слова: гребля, спортивный отбор, байдарка, каное, морфофункциональные показатели.

Introduction. The level of results in modern sports is so high that in order to reach them, a sportsman needs to have rare morphological data, a unique combination of the complex of physical and mental abilities that are at the highest level of development [1]. Such a combination is very rare even with the most favorable construction of many years of training and the availability of all the necessary conditions. Therefore, one of the central training systems for sportsmen of higher qualification is the problem of sports selection [3].

In modern conditions of higher sport achievements, the identification of the most talented promising sportsmen acquires special significance, since record achievements are typical to the athletes with the most optimal indicators characteristic for this kind of sport [4; 5].

Methodology and Research Objects. The study included 9–12 year-old boys doing canoeing and kayaking. 190 sportsmen were examined altogether.

The survey included anthropometric measurements of total, longitudinal, partial body size (Popesku's tests) and analysis of components of body mass [J. Matieka, 1921].

Measurement of the longitudinal dimensions of the body was carried out by anthropometer Martin according to the general methodology [V. V. Bunak, 1941]. The body weight was determined using medical

scales with the scale factor 50 g. The tests of Popescu include measuring arm length (cm), body length when sitting arms up (cm), the length of the body, kneeling with arms outstretched (cm) and body length up to the 7th cervical vertebrae (cm). Also, the casting dynamometry of the strongest arm was measured with the help of a cyst dynamometer (kg) and lung vital capacity using a spirometer (ml).

Results And their Discussion. When solving the primary task, i. e. the selection of the most promising rowers from the number of those not going in for sports and assessing their predisposition to this sport, as well the most promising sportsmen, it is necessary to take into account, first of all, the stable indicators: body length (cm), arm length (cm), arm spread (cm), body length when sitting with arms up (cm), body length when kneeling with arms up (cm) and body length to the 7th cervical vertebra (cm) [2].

The analysis of the main indicators of morphofunctional development of 9-year-old boys doing canoeing and kayaking is presented in table 1. When comparing the indicators of morphofunctional survey, it was revealed that the greatest values of body length were noted for kayak rowers ($133,9 \pm 9,4$ cm), the smallest – for canoe rowers ($131,8 \pm 6,9$ cm). The differences are reliable ($p < 0,05$).

Body weight is also the largest among 9-year-old rowers of kayaks ($27,1 \pm 2,9$ kg). The smallest values of body weight were noted by canoers ($25,8 \pm 2,3$ kg), which was the difference in body weight of 1,3 kg ($p > 0,05$).

The lowest relative fat weight (%) was observed in kayakers ($11,75 \pm 1,86$), the greatest among canoers ($16,94 \pm 2,46$), the differences are significant ($p < 0,05$). The greatest indices of the relative muscle mass have kayakers ($37,78 \pm 6,47$), the smallest have canoers ($34,37 \pm 9,18$), the differences are significant ($p < 0,05$).

Table 1

Basic Morphofunctional Characteristics of 9-Year-old Boys

№	Morphofunctional Values	Kayaker (n = 28)		Canoer (n = 22)	
		$\bar{X} \pm \sigma$	min-max	$\bar{X} \pm \sigma$	min-max
1	Body length, cm	133,92±7,44*	129,2-137,3	131,84±6,95*	128,3-135,9
2	Body weight, kg	27,13±2,93	25,6-30,4	25,83±2,35	20,3-36,5
3	Arm length, cm	62,24±4,83	57,3-65,7	61,82±3,54	57,6-66,3
4	Arm spread, cm	134,66±5,14	129,6-137,8	132,45±4,32	128,3-138,1
5	Body length when sitting with arms up, cm	111,05±4,06	108,5-116,7	–	–
6	Body length when kneeling with arms up, cm	–	–	127,74±3,92	123,6-131,2
7	Body length to the 7th cervical vertebra, cm	49,73±1,95	42,6-53,9	49,05±3,25	42,3-55,3
8	Fat weight, %	11,75±1,86*	10,2-13,7	16,94±2,46*	11,9-20,3
9	Muscle mass, %	34,37±9,18*	30,4-38,3	37,78±6,47*	33,6-45,8
10	Lung vital capacity, ml	1762,4±0,31*	1623,1-1864,3	1509,3±0,45*	1352,1-1750,2
11	Carpal dynamometry, kg	4,52±1,52	3,6-6,4	5,28±1,83	4,5-7,9

Note: t – Student's criterion * $-p < 0,05$.

The greatest values of lung vital capacity (ml) were noted in kayak rowers ($1762,4 \pm 0,31$), the least significant difference between 9-year-old canoers ($1509,3 \pm 0,45$) was significant ($p < 0,05$). Among the other indicators of 9-year-old canoe and kayak rowers the difference is not reliable ($P > 0,05$).

The main indicators of morphofunctional development of 10-year-old canoe and kayak rowers are presented in table 2.

When comparing the morphofunctional indices of the survey, it was revealed that 10-year-old kayak rowers have larger indications of body and arm length, i.e. conservative indicators, and canoe rowers have higher rates of body length.

The body length of kayak rowers is the greatest ($143,92 \pm 2,46$), the smallest body length have canoers ($140,87 \pm 3,94$), the differences are significant ($p < 0,05$). The differences are significant ($p < 0,05$) in indicators of body length, arm spread, relative muscle mass (%), lung vital capacity (ml).

Table 2

Basic Morphofunctional Characteristics of 10-Year-old Boys

№	Morphofunctional Values	Kayaker (n = 28)		Canoer (n = 24)	
		$\bar{X} \pm \sigma$	min-max	$\bar{X} \pm \sigma$	min-max
1	Body length, cm	143,92±*2,46	140,3-152,7	140,87±3,94*	133,5-148,6
2	Body weight, kg	36,73±2,94	34,1-57,0	35,85±4,36	29,6-40,2
3	Arm length, cm	64,27±1,26	60,2-68,3	62,84±1,45	57,3-68,2
4	Arm spread, cm	148,65±3,14*	143,5-151,8	143,45±2,36*	139,4-150,7
5	Body length when sitting with arms up, cm	115,03±2,82	111,3-124,1	-	-
6	Body length when kneeling with arms up, cm	-	-	147,7±3,29	130,5-152,4
7	Body length to the 7th cervical vertebra, cm	52,73±1,94	48,3-55,6	51,07±3,26	45,6-55,7
8	Fat weight, %	12,74±1,85	11,2-13,9	11,94±2,43	10,2-14,8
9	Muscle mass, %	44,34±9,15*	41,5-48,2	47,77±6,46*	40,5-53,7
10	Lung vital capacity, ml	2374,21±0,31*	2100,7-2430,6	2685,42±0,45*	2430,0-1890,3
11	Carpal dynamometry, kg	4,58±1,52	3,2-7,5	5,29±1,83	4,2-8,4

Note: t – Student’s criterion, *–p<0,05.

Table 3 presents an analysis of the main morphofunctional indices of young 11-year-old rowers of canoes and kayaks.

When comparing the indicators of morphofunctional analysis, it was revealed that the largest values of body length were recorded of young canoers (151,3 ± 4,82 cm), while young canoe rowers have the length of the body 147,3 ± 10,09 cm. In average, the difference was 4 cm. However, the differences are not reliable. It should also be noted that 11-year-old boys practicing kayak rowing predominate in body weight and carpal dynamometry over canoers. The differences are statistically significant (p < 0,05). The remaining morphofunctional indices of the kayak rowers had a slight advantage over the canoers with the exception of muscle mass (for canoeists 50,53 ± 1,88, for canoeists 48,0 ± 4,07). The differences are not reliable.

Table 3

Basic Morphofunctional Characteristics of 11-Year-old Boys

№	Morphofunctional Values	Kayaker (n = 22)		Canoer (n = 20)	
		$\bar{X} \pm \sigma$	min-max	$\bar{X} \pm \sigma$	min-max
1	Body length, cm	151,3±4,82	142,5-160,3	147,3±10,09	135,4-159,8
2	Body weight, kg	44,9±6,73*	36,0-57,0	37,6±8,44*	29,2-45,9
3	Arm length, cm	69,5±3,05	65,3-74,9	67,0±2,54	63,7-69,2
4	Arm spread, cm	152,9±9,06	138,3-165,5	149,3±7,48	138,5-155,6
5	Body length when sitting with arms up, cm	116,3±5,87	108,3-124,2	-	-
6	Body length when kneeling with arms up, cm	-	-	150,1±11,16	136,4-163,7
7	Body length to the 7th cervical vertebra, cm	50,2±3,68	44,5-55,9	49,2±4,76	44,0-55,5
8	Fat weight, %	13,6±4,34	7,2-21,0	10,73±3,25	8,3-15,2
9	Muscle mass, %	48,0±4,07	38,8-57,5	50,53±1,88	48,2-52,7
10	Lung vital capacity, ml	2308,3±490,74	1500,0-3000,7	2100±294,39	1800,2-2400,5
11	Carpal dynamometry, kg	9,5±3,91*	5,5-16,5	6,25±3,50*	2,2-10,0

Note: t – Student’s criterion, *p<0,05.

An analysis of the main morphofunctional characteristics of 12-year-old canoe and kayak rowers is presented in table 4.

Analyzing the data of the morphofunctional indicators of 12-year-old canoe and kayak rowers, it should be noted that the greatest values of body length were recorded of canoe rowers ($158,5 \pm 2,37$).

But the largest values of body weight ($50,6 \pm 13,46$) and muscle mass ($47,7 \pm 3,20$) were recorded of kayak rowers. The average difference is 1.8 kg and 1,9 %, respectively. The differences are not reliable. The other morphofunctional indicators of canoers also had a little advantage over their peers – kayakers. However, they were insignificant.

Table 4

Basic Morphofunctional Characteristics of 12-Year-old Boys

№	Morphofunctional values	Kayaker (n=24)		Canoeer (n=22)	
		$\bar{X} \pm \sigma$	min-max	$\bar{X} \pm \sigma$	min-max
1	Body length, cm	158,2±11,70	140,4-180,6	158,5±2,37	154,6-160,8
2	Body weight, kg	50,6±13,46	32,0-80,0	48,8±8,66	39,4-63,2
3	Arm length, cm	70,5±4,36	62,7-79,3	71,9±2,37	69,0-75,3
4	Arm spread, cm	155,9±13,67	135,7-180,2	158,2±1,57	156,3-160,5
5	Body length when sitting with arms up, cm	122,8±9,78	110,6-140,6	-	-
6	Body length when kneeling with arms up, cm	-	-	162,4±0,92	161,6-163,7
7	Body length to the 7th cervical vertebra, cm	53,1±4,76	44,5-62,5	53,4±2,53	50,5-57,2
8	Fat weight, %	13,1±4,75	5,9-22,2	13,76±5,99	8,8-23,8
9	Muscle mass, %	47,7±3,20	42,5-53,8	45,8±3,99	42,2-50,6
10	Lung vital capacity, ml	2500,0±777,57	1600,2-3700,6	2620±164,31	2500,0-2900,0
11	Carpal dynamometry, kg	12,4±7,63*	4,2-24,0	16±6,48*	10,0-24,0

Note: *t* – Student's criterion, * $p < 0,05$.

But it should be noted that there exist the statistically significant differences of carpal dynamometry between canoe rowers ($16,0 \pm 6,48$) and kayak rowers ($12,4 \pm 7,63$) ($p < 0,05$).

Evaluation of morphofunctional development of rowers was carried out using special scales for assessing the morphofunctional suitability of 9–12 year-old rowers using the method of V. Yu. Davydov with others [1]. The final assessment of the morphofunctional state was calculated as the average sum of indicators according to the scale indices.

The distribution of 9–12 year-old kayak rowers according to their morphological development is shown in figure 1.

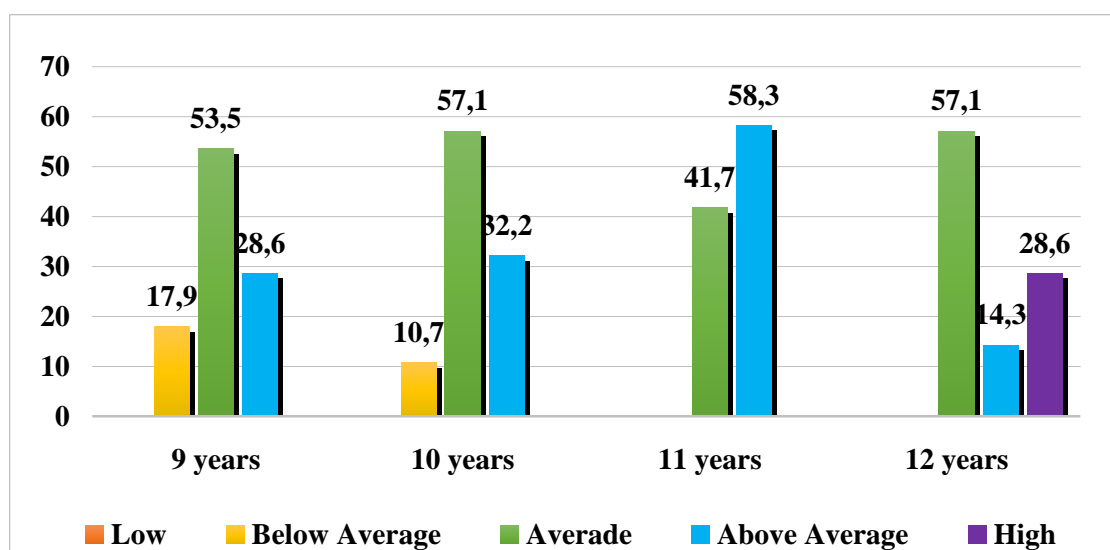


Fig. 1. The Indices of Morphological Development of 9–12 Year-old Kayak Rowers (%)

9,9 % of 9 year-old kayak rowers are below the average morphofunctional development, 53,5 % – the average and 28,6 % – above the average morphofunctional development.

10,7 % of 10 year-old kayak rowers are below the average morphofunctional development, 57,1 % – the average and 32,2 % – above the average morphofunctional development.

41,7 % of 11 year-old kayak rowers are the average morphofunctional development, 58,3 % above the average morphofunctional development.

57,1 % of 12 year-old kayak rowers are the average morphofunctional development, 14,3 % – above the average and 28,6 % – high morphofunctional development.

The distribution of 9–12 year-old canoe rowers according to their morphological development is shown in figure 2.

27,3 % of 9 year-old canoe rowers are below the average morphofunctional development, 45,5 % – the average and 27,2 % – high morphofunctional development.

25 % of 10 year-old canoe rowers are below the average morphofunctional development, 54,2 % – the average and 20,8 % – high morphofunctional development.

20 % of 11 year-old canoe rowers are below the average morphofunctional development, 60 % – the average and 20 % – high morphofunctional development.

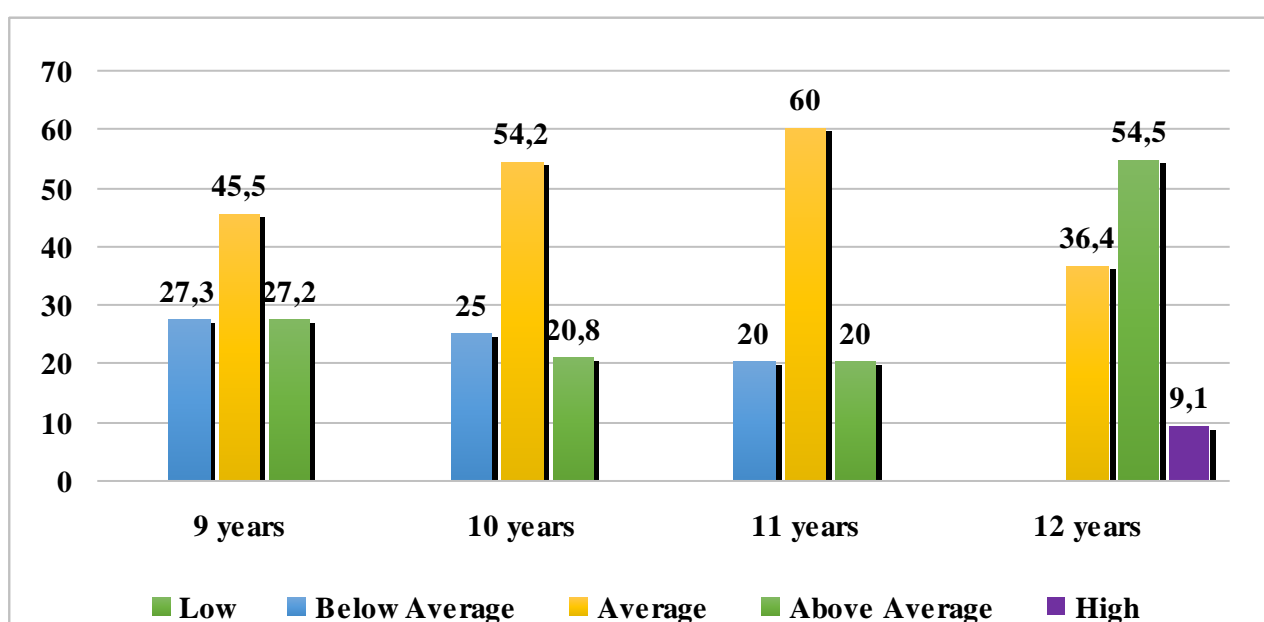


Fig. 2. The Indices of Morphological Development of 9–12 Year-old Canoe Rowers (%)

36,4 % of 12 year-old canoe rowers are the average morphofunctional development, 54,5 % – above the average and 9,1 % – high morphofunctional development.

In total, 12,6 % of all surveyed rowers are below the average, 49,5 % – the average, 32,6% above the average and 5,3 % of high morphofunctional development.

Conclusions. The survey of 9–12 year-old canoe and kayak rowing made it possible to form an original rower model based on anthropometric indicators.

The age dynamics of the development of morphofunctional indices of kayak and canoe rowers aged 9–12 is revealed.

As an informative criterion for assessing canoe and kayak rowers, it is advisable to use Popescu's tests, which allow to determine the basic parameters of a person. These include the body length, arm length, arm spread, and also for kayakers (length when sitting, arms up) and for canoers (length when kneeling, arms up).

For kayak rowing high young sportsmen with a long body should be selected (height is exceeded due to the body length).

While selecting, you can use relative indicators of morphological development: kayakers should have a ratio of body length to the length of the upper and lower limbs, the canoers should have a greater ratio of arm length to the body length and leg length to body length.

It is determined that the majority of the surveyed rowers aged 9–12 refer to the average (49,5 %) and above the average (32,6 %) level of morphological development.

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Стаття надійшла до редакції 18.08.2017 р.

УДК: 796.012.656+796.412+796.015.134

THEORETICAL AND METHODOLOGICAL BASIS OF CHOREOGRAPHIC PREPARATION IN TECHNICAL-AESTHETIC SPORT

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<https://doi.org/10.29038/2220-7481-2017-03-192-196>

Abstract

The research goal is to model a system of choreographic training in techno-aesthetic kinds of sport. *Materials and methods:* systematization of scientific sources on the problem under study; method of pedagogical modeling. *Results:* In this paper, the scientific and methodological justification of the choreographic training system as a purposeful controlled process proceeds from the theory of general training of athletes. It ensures the unity of the stages and unites them into a continuous pedagogical process, makes it possible to consider choreographic training as an integral system with the prediction of choreographic preparedness control in evaluating the indicators of the component criteria; selection of choreographic instruments taking into account the levels of formation of criteria for choreographic preparedness; content and variational methodological support for choreographic training at various stages of multi-year training. *Conclusions:* a modelled system of choreographic training, which can simultaneously be considered as a separate independent element, and as a component of the general system of training of athletes.

Key words: choreographic preparation, stages of sports training, system of training, techno-aesthetic kinds of sport.

Валентина Тодорова, Тетяна Пасична. Теоретико-методичні основи хореографічної підготовки в техніко-естетичних видах спорту. Мета статті – змодельовати систему хореографічної підготовки в техніко-естетичних видах спорту. **Матеріали й методи** – систематизація наукових джерел із досліджуваної проблеми; метод педагогічного моделювання. **Результати.** У цій роботі науково-методичне обґрунтування системи хореографічної підготовки як цілеспрямованого керованого процесу виходить із теорії загальної підготовки спортсменів. Вона забезпечує єдність етапів та об'єднує їх у безперервний педагогічний процес, дає можливість розглядати хореографічну підготовку як цілісну систему з передбаченням контролю хореографічної підготовленості за оцінкою показників складників критеріїв; підбору хореографічних засобів з урахуванням рівнів сформованості критеріїв хореографічної підготовленості, змісту та варіативного методичного забезпеченням хореографічної підготовки на різних етапах багаторічної підготовки. **Висновки.** Змодельовано систему хореографічної підготовки, яка може одночасно розглядатися і як окремий самостійний елемент, і як складова частина загальної системи підготовки спортсменів.

Ключові слова: хореографічна підготовка, етапи спортивної підготовки, система підготовки, техніко-естетичні види спорту.

Валентина Тодорова, Татьяна Пасична. Теоретико-методические основы хореографической подготовки в технико-эстетических видах спорта. Цель статьи – смоделировать систему хореографической подготовки в технико-эстетических видах спорта. **Материалы и методы** – систематизация научных источников по исследуемой проблеме; метод педагогического моделирования. **Результаты.** В данной работе научно-методическое обоснование системы хореографической подготовки как целенаправленного управляемого процесса исходит из теории общей подготовки спортсменов. Она обеспечивает единство этапов и объединяет их в непрерывный педагогический процесс, дает возможность рассматривать хореографическую подготовку как целостную систему с предвиденным контролем хореографической подготовленности по оценке показателей составляющих критериев; подбор хореографических средств с учетом уровней сформированности критериев хореографической подготовленности; содержанием и вариативным методическим обеспечением хореографической подготовки на различных этапах многолетней подготовки. **Выводы.** Смоделирована система хореографической подготовки, которая может одновременно рассматриваться и как отдельный самостоятельный элемент, и как составляющая общей системы подготовки спортсменов.

Ключевые слова: хореографическая подготовка, этапы спортивной подготовки, система подготовки, технико-эстетические виды спорта.

The Problem Statement. In the process of sports training in techno-aesthetic kinds of sport, choreography is used as one of the most important means, and choreography training is used in combination with other types of training on the basis of their interaction in order to achieve the maximum possible sports results due to the specifics of techno-aesthetic kinds of sport, combining sporting skill with a high artistic orientation in

performing activities. In spite of this, there is no clear system of choreographic training in sport till now. Therefore, the *purpose* of our study is to create a model of the system of choreographic training in technical aesthetic kinds of sport.

The Relationship Between Work and Scientific Programs, Plans, and Themes. The work has been carried out according to the theme of the research work «Theoretical and methodological bases of management of the training process and competitive activities in the Olympic, professional and adaptive sport» in accordance with the plan of the LSUFK for 2016-2020. (State registration number: 0116U003167).

The purpose of our research is modeling the system of choreographic training in technical aesthetic kinds of sport. In the course of our research we have solved the following tasks: 1) to conduct an analysis of the special literature on the structure of the system of training of athletes in technical aesthetic kinds of sport; 2) to substantiate the system of choreographic training in techno-aesthetic kinds of sport.

Materials and methods – the method of analysis of scientific sources from the investigated problem is applied to determine the theoretical background of the research; the system of choreographic training was presented using the method of pedagogical modeling.

Results of the Research and their Discussion. The system (from the Greek σύστημα – «combination», «whole», «connection») is a set of interrelated elements that form a single entity, interact with the environment and among themselves, and have a purpose. The system approach is considered to be a general scientific basis for the study of the problem of creating a holistic system of choreographic training (CT) in technical aesthetic kinds of sport. From the standpoint of this approach, this process involves identifying its constituent elements, establishing system-forming factors and relationships between components, defining the functions of the system as a whole.

The system of CT in the techno-aesthetic kinds of sport is the interconnectedness of principles, methods and methodical methods of solving the problem of increasing athletic skill through the use of all possible arsenal of means of choreographic preparation.

Methodologically, the system of CT is based on the fundamental background of the general training of athletes in the Olympic sport (V. C. Keller, 1995, L. P. Matveev, 1999, 2001, V. M. Platonov, 2004, 2010), general theoretical and methodological background of the training of athletes in technical and aesthetic kinds of sport (V. M. Boloban, 1998; I. O. Viner, 2012; Yu. K. Gaverdovsky, 1997; L. A. Karpenko, 2007; V. M. Khudolii, 2007), general patterns of teaching techniques of execution choreographic exercises (A. Ya. Vaganova, 1963) and the foundations of the theory of motion control (M. O. Bernshtein, 1947).

The CT system in sport is constructed in accordance with the laws of the general system of training of athletes, it has a goal-oriented orientation and a dynamic character. Taking into account its main properties, we assume that choreographic training has all the grounds to be viewed a system. Choreographic training as a system of interconnected knowledge, presupposes defining and substantiating the main functions that will be fulfilled in its implementation.

The functions of the system of CT are based on the definition of the role of CT in the framework of the system of multi-year sports improvement of athletes, which is realized through the direct activity of the subject of training activities and its interaction with other participants in this process.

The integral-auxiliary function is the universality of the means of choreographic training. Means of choreography (as auxiliary) can be used in all kinds of sports training. For example, in physical education, the means of choreography are used for the development of flexibility, agility, strength, endurance and speed.

Educational function is realized in the fact that knowledge and skills acquired in the process of choreographic training affect the consciousness and behavior of people and set the goal of forming a set of social values.

Competitive function is expressed in the fact that the level of athletic achievements serves as a kind of measure (standard), an example of the maximum level of choreographic fitness of an athlete in sport with high requirements for choreography, and at the same time it is a guide to further disclosure and improvement of the effectiveness of the competitive activities.

Emotional-spectacular function. Choreographic training helps to create emotional character and attract attention of a huge number of spectators to the competitions. At the expense of high-quality choreographic training, athletes can create emotional images that are responsive to the perception of fans. Due to choreographic training, competitive programs influence the collective mood of the audience, their interests, and bring together large groups of people.

Aesthetic function. Choreography in sport has a great aesthetic effect on the athlete and the spectator. In the process of sports activities athletes form certain aesthetic feelings, tastes, ideals, and aesthetic abilities. This finds expression in the beauty of the constitution, in the beauty of performance, artistic and expressive technical and tactical techniques and combinations, etc.

The motivational function is determined by such organization of the choreographic training of athletes, in which there is a stimulation of improvement of individual (team) results, the development of responsibility for fulfilling their functional responsibilities, creating an atmosphere of healthy competition, the formation of in-depth motives (needs) of training activities, which eventually in the process of gradual purposeful activity will contribute to the formation of interests both for self-improvement and for future professional activities in sport.

Self-realization function. This function is manifested in the athlete's realization of his/her capabilities, self-actualization, satisfaction of the person's desire for the most complete identification and development of his/her abilities, the formation of an internal active trend of his/her development, the desire to achieve the result which an athlete can objectively claim.

The design-constructive function consists in the anticipation and planning of sporting activities, as well as the formation of their own activities and behavior, the perspective solution of specific individual characteristics, determination of the scope and content of sports activities, methodological development of individual areas in their own sporting activities.

The diagnostic-correction function indicates the causes of the complications that arise in athletes during choreographic training and competitive activities, the identification of gaps in skills and abilities, personal development and the development of corrective actions aimed at eliminating deficiencies on this basis.

The boundaries of certain functions are conditional. They intermingle each other, forming a holistic system of choreographic training. The system of training athletes in general and choreographic training are closely linked to the specific didactic principles and the specific principles of sports training, which were taken into account when creating a system of CT in sport. These groups of principles are substantiated in many fundamental studies [1; 2; 7]. Specific didactic principles adequately reflect the general-didactic principles, as well as regularities that are important for the practice of sport, whose account is particularly important in the work on complex motor skills. In this case, it is necessary to consider in detail the specific principles of CT: verbal-plastic learning, the principle of early education in choreography, the strict system of choreographic training; unity of choreographic and other types of sports training in techno-aesthetic kinds of sport [6].

The purpose of the CT system in sport corresponds not only to the conditions of this moment, but also to the general direction of development of the process or the phenomena under study.

In the development of the CT system in sport, we were guided by the principal points of V. N. Platonov [4] on the management of sports training, on the basis of which the tasks of the CT system were set: the identification of quantitative and qualitative indicators of choreographic preparedness; evaluation of competitive programs of athletes; control over the level of choreographic preparedness and making necessary corrections; development of choreography classes at various stages of many years of athletes training.

A prerequisite for the creation of a CT system is the concept of training athletes in general with its target-oriented orientation and the guidelines of the teaching and training process, the duration and structure of which depends on the following factors: the individual and gender characteristics of athletes, the rates of their biological maturation and the growth rate of athletic skills; the age at which the athlete started the class, as well as the age when he began a special training; the structure of competitive activity and fitness of athletes, which provides high sports results; the patterns of formation of various aspects of sports skills and the formation of adaptation processes in the leading functional for the given sport; the content of the training process, i.e. the set of the means and methods, the dynamics of loads, the construction of various structural units of the training process, the use of additional factors (special nutrition, simulators, remedies that stimulate performance).

These factors determine the overall duration of long-term training, the time required to achieve high sports results, age zones in which these results are usually displayed.

The basis of the CT system became phenomena and processes (categories), which determine its specificity in the technical and aesthetic kinds of sport and in fact itself. As noted by most experts in the theory of sport (including techno-aesthetic), the training of athletes should be implemented in a complex set of training effects. They are implemented during the stages of long-term training and take into account the specifics of competitive activities, the effectiveness of which is provided by the following types of training of athletes: technical, physical, tactical, psychological, and integral [3]. This suggests that the developed system of CT should take into account the complex interrelationship between choreographic training in techno-aesthetic kinds of sport and other types of sports training, as well as the stages of many years of training of athletes.

Implementation principles of the CT system contain the following elements: methods, means, forms, conditions and forms of the implementation of choreographic training and its control. Together with the content of the elements, certain types of training of athletes and the specified stages of multi-year training

allow the development and compilation of differentiated choreographic training programs. They are based on purposes and objectives, immediate implementation and control, which differ in the light of the stages of many years of training of athletes.

Effective presentation of the system of sports injuries involves consideration of its main components. In accordance with the hierarchy of consideration and the interconnections of the constituent systems, we propose discussion of means and methods.

Under the means of CT we understand a dance movement which is the integrity of harmoniously and musically consistent elements (postures, positions and movements of the hands and feet, the head, the body, as well as facial expressions). In unity, they reflect the image, action, emotions, feelings and have a special training and aesthetic-physical influence. This enables the accumulation, processing and awareness of a system of knowledge and skills in choreography that directly or indirectly influences the decision of the main tasks of the system of long-term training of athletes.

The methods of CT are determined by the objective and subjective parts of the choreographic training. Verbal and visual methods are used in sporting activities. Among the commonly used methods of sports practice in the CT are: repetition, game and competition [5].

Method of content-shaped acquaintance with movement. This method can be specified by a number of techniques: a standard motion display by a teacher, a holistic and elementary display, an analysis of musical accompaniment, explanations, figurative comparisons, etc.

The method of training should be supplemented by methods of interpretation, ideomotor training, polarization, competition, contact execution, informal tasks, etc.

At the stage of improving motor skills, reproductive and productive methods and techniques should be used: self-control, change of conditions of implementation, introduction of the learned movement to improvisation, creative interpretation of the movement.

The form of implementing principles in the CT is the construction, the way of organizing training influences and pedagogical interaction with the transfer, perception and awareness of athletes of the system of special knowledge and skills characteristic of the external appearance of this process, related to its essence and content. For the CT system, we identified choreography classes as the main form of implementing principles. It is a direct form and is determined by the personal interaction of athletes with knowledge transfer subjects (trainer-choreographer) for obtaining and mastering the system of special knowledge, skills and abilities, which is the content of the CT.

The conditions for the implementation of choreographic preparation of a specified level provide for those circumstances in which it may occur. First of all, they belong to the training process, the specific conditions for the organization of training activities, extra-curricular process. The conditions for the implementation of the training process include all workloads within the training sessions in different structural units (individual classes, micro, meso and macrocycles) that take place in accordance with the program of training of athletes. In detail, the conditions of implementation are worthwhile in the formation of differentiated choreographic training programs, which are created in accordance with a number of specific factors (task, stage of preparation, specificity of the sport, age, gender, individual characteristics of athletes). There are no scientific data that would allow taking into account the number of participants for improving the efficiency of choreographic training in sport. Therefore, we conducted structuring and identified the possibility of individual, group and team choreography training.

Control is one of the important components of choreographic training system, which solves a number of important tasks. It is a feedback in subject-object relations of choreographic training. We emphasize that in the current system of choreographic training, the control segment is the final component in differentiated programs of choreographic training.

The cumulative effect of the choreographic training system is determined by its outcome, which consists of individual components. The technical-aesthetic, musical-expressive, conditioning (physical), intellectual and integral components of the result of the system of choreographic training in technical aesthetic kinds of sport are singled out.

The scientific and methodological justification of the system of choreographic training as a purposeful controlled process, as noted above, proceeds from the theory of general training of athletes. It ensures the unity of the stages and unites them into a continuous pedagogical process, makes it possible to consider choreographic training as an integral system with the prediction of choreographic preparedness control in evaluating the indicators of the component criteria; selection of choreographic instruments taking into

account the levels of formation of criteria for choreographic preparedness; content of the CT; variable methodological support of CT at different stages of long-term training.

Conclusions. On the basis of the analysis of domestic and world experience, the problems and directions of scientific and methodological support of choreographic training in technical aesthetic kinds of sport, the significance and features of choreographic training in techno-aesthetic kinds of sport were identified, choreographic preparation as a compulsory component of the process of preparation of athletes was characterized.

In order to increase the value of choreographic training as one of the most important components in the system of sport training in techno-aesthetic kinds of sport, a choreographic training system is simulated that can be distinguished from the sports activity environment at a certain time to provide a comprehensive study of the respective aspect of the training of athletes.

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Стаття надійшла до редакції 28.09.2017 р.

Рецензії, хроніки та персоналії

ДО 70-РІЧЧЯ ВІД ДНЯ НАРОДЖЕННЯ ПРОФЕСОРА ЮРІЯ ЄРЕМІЙОВИЧА ЛЯХА



Лях Юрій Єремійович народився в місті Слов'янськ Донецької області. У 1965 році закінчив середню школу № 15 міста Часів-Яр Артемівського району. У 1970 році отримав вищу освіту в Донецькому університеті за фахом «біофізика». У 1975 році закінчив аспірантуру на кафедрі нормальної фізіології Донецького медичного інституту й у цьому ж році на вченій раді інституту захистив кандидатську дисертацію. Доктор біологічних наук, професор. Весь час працював на різних посадах у Донецькому медичному інституті: асистентом кафедри нормальної фізіології, доцентом, завідувачем кафедри, заступником керівника науково-дослідного сектору інституту, де керував виконанням 15 науково-дослідних тем із річним фінансуванням 1,5 млн руб. Уперше в практиці наукових досліджень проводив радіотелеметричну реєстрацію ЕКГ у шахтарів безпосередньо під час роботи в підземних

умовах вугільних шахт. Ці результати й покладено в основу кандидатської дисертації.

Розробив методику експрес-діагностики функціональних станів водіїв вантажних автомобілів під час проведення передрейсового медогляду та впровадив її в автопідприємствах України, Казахстану, Росії, що привело до суттєвого зниження аварійності, пов'язаної зі станом здоров'я водія. За цикл робіт із цієї тематики протягом 1978–1986 років нагороджений Золотою, Срібною й трьома Бронзовими медалями ВДНГ СРСР, Дипломами першого та третього ступенів ВДНГ України, Знаком ЦК ЛКСМУ й став лауреатом Премії ім. М. Островського. Неодноразово нагороджувався Почесними дипломами Центрального правління Медико-технічного товариства СРСР.

За цей же період ним виконано серію робіт із психофізіологічного відбору військовослужбовців для виконання спеціальних завдань. Результати опубліковано у відомчих методичних вказівках та кількох статтях у спеціальних військово-медичних журналах.

На основі всіх цих наукових розробок підготовлено й захищено в Київському національному університеті імені Т. Г. Шевченка докторську дисертацію.

Із середини 80-х років почав активно займатися розробкою методів діагностики, аналізу та прогнозу протікання різних патологічних процесів і станів у людини. При цьому створено статистичний пакет MedStat, який використовують сотні науковців у галузі біомедицини. У співдружності з клініцистами розроблено експертні комп'ютерні медичні системи в комбустіології, онкології, неврології, реаніматології, терапії, хірургії, дерматології, офтальмології, що дало змогу суттєво підвищити ефективність діагностики та лікування. Так, наприклад, медична комп'ютерна експертна система для діагностики раку молочної залози захищена патентами, пройшла клінічні випробування, отримала дозвіл МОЗ України на використання в лікувальних закладах і серійно випускається спеціалізованим підприємством. Значний внесок зробив Юрій Єремійович у розв'язання проблеми вивчення низькотемпературних впливів (–110 градусів) на організм людини. Під його керівництвом виконано на замовлення МОЗ України дві НДР і захищено дві кандидатські дисертації за цією тематикою. У результаті досліджень уперше побудовано моделі, за допомогою яких з'явилася можливість розраховувати необхідне дозове навантаження, час утрчання й прогнозувати ефективність низькотемпературних реабілітаційних впливів. За цикл науково-дослідних і практичних робіт нагороджений двома Грамотами МОЗ України, став лауреатом Премії імені В. П. Протопопова науково-практичного товариства неврологів, психіатрів і наркологів України. Брав активну участь у роботі Всесвітнього психіатричного конгресу в Йокогамі (Японія), Всесвітнього біофізичного конгресу в Монпельє (Франція), семінарі з доказової медицини в Уппсалла (Швеція). За суттєвий внесок у біомедичну науку нагороджений орденами Михайла Ломоносова й М. І. Пирогова.

Остання посада в Донецькому національному медичному університеті – завідувач кафедри медичної біофізики, медичної інформатики, біостатистики з доказовою медициною.

Із листопада 2014 року працює завідувачем кафедри фізичної реабілітації в Східноєвропейському національному університеті імені Лесі Українки. Під керівництвом професора Ляха Ю. Є. проведено реорганізацію кафедри здоров'я людини та фізичної терапії. Налагоджено співпрацю з лікувально-профілактичними закладами м. Луцька, із практикуючими фахівцями лікувально-профілактичних установ міста й області з метою практичної підготовки фахівців із фізичної терапії. Здійснюється співробітництво з провідними навчальними та науковими установами Польщі й України щодо спільної наукової діяльності й підготовки фахівців у галузі фізичної терапії.

За час роботи на посаді завідувача кафедри створено Волинський консультативний центр допомоги учасникам АТО та членам їхніх сімей, на базі якого відбувається підготовка студентів-волонтерів.

Активно займається науковою роботою та впроваджує в практику виконання наукових досліджень із біостатистики й доказової медицини та реабілітології. Ю. Є. Лях – член редакційних рад 4-х провідних наукових журналів, ним підготовлено понад 20 кандидатів і докторів наук. Юрій Єремійович – автор понад 450 наукових праць, у тому числі семи монографій, семи інформаційно-методичних документів. Близько 100 праць опубліковано за останні вісім років, у тому числі три нововведення, 14 патентів. Питання педагогіки висвітлено в 15 роботах, у тому числі в чотирьох підручниках із грифом МОЗ України та в чотирьох навчальних посібниках. Співавтор підручника англійською мовою з медичної інформатики (2012 рік). Входив до складу розробників чотирьох типових навчальних програм, затверджених МОЗ України.

Основні напрями наукових досліджень – аналіз і прогнозування функціональних станів, математичні моделі біологічних процесів та сигналів, нейромережеве моделювання, доказова реабілітологія й медицина, біостатистика, кріомедицина, термомамографія.

Юрій Єремійович удаю поєднує в собі глибокий розум ученого та потужні організаторські здібності. Грамотний фахівець, принциповий, вимогливий, завжди відкритий для спілкування, готовий підтримати у важку хвилину словом і ділом. Будучи зразком інтелігентності й високих еталонів культури вченого, Юрій Єремійович постійно самовдосконалюється та є прикладом самовідданого служіння науці.

ІНФОРМАЦІЯ ДЛЯ АВТОРІВ

Наукове видання «Фізичне виховання, спорт і культура здоров'я у сучасному суспільстві» містить такі рубрики:

- ✓ Історичні, філософські, правові й кадрові проблеми фізичної культури та спорту.
- ✓ Технології навчання фізичної культури.
- ✓ Фізична культура, фізичне виховання різних груп населення.
- ✓ Лікувальна фізична культура, спортивна медицина й фізична реабілітація.
- ✓ Олімпійський і професійний спорт.

Щоб мати можливість подавати рукописи в журнал та перевіряти їх поточний статус, потрібно зареєструватися на сайті (<http://sport.eenu.edu.ua>) або надіслати матеріали на e-mail: sport@eenu.edu.ua. Матеріал публікації повинен відповідати тематиці журналу.

Журнал приймає до розгляду наукові статті за умови, що робота:

- не була опублікована раніше в іншому журналі;
- не перебуває на розгляді в іншому журналі;
- усі співавтори згодні з публікацією статті.

Статті приймаються тільки з оригінальним авторським текстом, запозичення в обсязі не більше 10 % повинні бути оформлені із зазначенням посилань на джерела.

Подаючи статтю в журнал, автор тим самим:

- висловлює згоду на розміщення повного її тексту в мережі Інтернет;
- погоджується з рекомендаціями Всесвітньої асоціації медичних редакторів і стандартів COPE

відповідно до принципів етики наукових публікацій. (https://publicationethics.org/files/International%20standards_authors_for%20website_11_Nov_2011.pdf)

Автори дають згоду на збір й обробку персональних даних із метою їх уключення в базу даних згідно із Законом України № 2297-VI «Про захист персональних даних» від 01.06.2010. Імена та електронні адреси, які вказуються користувачами сайта цього видання, використовуватимуться виключно для виконання внутрішніх технічних завдань; вони не поширюватимуться та не передаватимуться стороннім особам.

Мова рукопису – українська, російська, англійська, польська.

ЗАГАЛЬНІ ВИМОГИ ДО ОФОРМЛЕННЯ РУКОПИСІВ

Стаття повинна супроводжуватися анотацією, ключовими словами й містити пристатейний список використаних джерел.

Файл рукопису повинен містити:

- ✓ індекс УДК статті (верхній лівий кут)
- ✓ назву статті (до 12 слів прописними літерами);
- ✓ прізвище, ім'я автора (-ів), афіліацію (науковий ступінь, вчене звання, посада, місце роботи або навчання, місто, країна);
- ✓ e-mail контактного автора;
- ✓ анотацію (230–250 слів, структуровану таким чином (із виділенням підзаголовків напівжирним шрифтом): актуальність теми дослідження, мета й методи або методологія дослідження, результати роботи та ключові висновки; ключові слова (5–6 слів або стійких словосполучень, за якими надалі виконуватиметься пошук статті), які відображають специфіку теми, об'єкт і результати дослідження та жодне з яких не дублює слова з назви статті.

- ✓ текст статті;
- ✓ висловлення вдячності (за необхідності);
- ✓ джерела та література.

Метадані (анотації) подаються мовою оригіналу статті та англійською (якщо мова статті англійська, то метадані – англійською й українською/російською).

Використання комп'ютерного перекладу не допускається.

Неприпустимим є використання нерозшифрованих абревіатур і вперше введених термінів. Усі абревіатури повинні бути розшифровані при першому вживанні. Якщо абревіатур багато, то можна зробити список із розшифровкою кожної з них перед текстом статті.

Текст статті повинен відповідати формату IMRAD (Introduction, Methods, Results, Discussion), тобто потрібно виділити такі розділи: вступ; мета дослідження; матеріал і методи дослідження; результати дослідження; висновки.

Вступ (постановка наукової проблеми та її зв'язок із важливими науковими чи практичними завданнями, аналіз досліджень, у яких започатковано розв'язання цієї проблеми й на які спирається автор; виокремлення не розв'язаних раніше частин загальної проблеми, які розкриває означена стаття).

Мета дослідження (метою повинно бути розв'язання проблеми або отримання знань щодо неї. Мета дослідження орієнтує на його кінцевий результат, завдання формулюють питання, на які потрібно отримати відповідь для реалізації мети дослідження. Для формулювання мети бажано використовувати слова **встановити, виявити, розробити, довести** та ін.)

Матеріал і методи дослідження. Цей розділ повинен бути коротким, але достатнім, щоб дати змогу іншим дослідникам повторити дослідження, та містити три підрозділи (можна додати інші підрозділи, якщо є така потреба)

(1) Учасники:

Указати кількість учасників, вік, спортивну кваліфікацію досліджуваних. Відзначити, що від усіх учасників отримано інформовану згоду на участь у цьому експерименті.

(2) Організація дослідження:

Це резюме повинно бути коротким, точним і логічним (коротка інформація про кожен крок виконання досліджень, тривалість і послідовність проведення експерименту). Указати використовувані прилади, обладнання, тести.

(3) Статистичний аналіз:

У підзаголовку «Статистичний аналіз» автори повинні пояснити, які статистичні методи використано під час аналізу представлених даних у розділі «Результати дослідження», та обґрунтувати їх застосування. Статистичні методи повинні бути описані детально, щоб забезпечити перевірку представлених результатів. Статистичні значення мають бути показані разом із даними в тексті, а також у таблицях і малюнках. У кінці статистичного аналізу автори повинні вказувати рівень значущості та використані статистичні програми.

Звертаємо увагу авторів, що просте перерахування використаних методів дослідження редакцією не приймається.

Протокол збору даних, процедури, досліджувані параметри, методи вимірювань й апаратура повинні бути описані досить докладно, щоб дати змогу іншим ученим відтворити результати. Мають бути представлені посилання на використовувані методи. Маловідомі та істотно модифіковані методи повинні бути описані докладно, назви використаних пристроїв – супроводжуватись інформацією про виробника (назва, місто й країна), зазначеного в дужках.

Надання інформації про учасників експериментів (пацієнтів) вимагає наявності їхньої офіційної згоди. Дослідження пацієнтів і добровольців вимагають усвідомленої згоди, документованої в тексті рукопису. За участі дітей в експериментах потрібно мати отриману письмову згоду їхніх батьків, про що зазначаємо в цьому розділі. У звітах щодо експериментів на людях має бути зазначено, чи проводилася процедура відповідно до етичних стандартів відповідального комітету з прав (експериментів або інституційного регіонального) або Гельсінської декларації 2008 року.

Редакція залишає за собою право запросити будь-які вихідні дані від авторів на будь-якій стадії в процесі розгляду або публікації, у тому числі після публікації. Відмова від надання запитуваної інформації може призвести до затримки публікації або скасування прийому.

Результати дослідження. Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів (результати досліджень з обов'язковою статистичною обробкою даних потрібно подавати у вигляді таблиць, графіків, діаграм. Дані, які відображаються в таблицях, мають бути суттєвими, повними, достовірними. Заголовок таблиці, назва графіка або діаграми повинні відповідати їхньому змісту. Переказувати словами дані таблиць і графіків неприпустимо. Результати дослідження мають бути обов'язково проаналізовані. Варто провести паралелі з даними, отриманими іншими вітчизняними й закордонними вченими.

Дискусія. Цей розділ повинен містити інтерпретацію результатів дослідження, а також результати, розглянуті в контексті підсумків в інших дослідженнях науковців, котрі займаються вивченням цієї проблеми. Потрібно включити в дискусію питання, що впливають із висновків, а також зазначити, яким чином дослідження інших авторів підтверджують правомірність Вашого дослідження. Слід виділити новизну Ваших результатів.

Висновки та перспективи подальших досліджень у цьому напрямі (подається коротке формулювання результатів дослідження, осмислення та узагальнення теми, а також перспективи для майбутніх досліджень. Висновки повинні бути лаконічними, конкретними, обґрунтованими, відповідати меті дослідження та впливати з основного змісту роботи).

Після тексту статті повинен міститися пристатейний список використаних джерел.

Усі джерела зі списку літератури повинні бути процитовані в тексті статті, в іншому випадку відповідний елемент має бути вилучений. Якщо стаття, на яку є посилання, має цифровий ідентифікатор doi (<http://www.doi.org/index.html>), його обов'язково потрібно вказувати.

Список літератури повинен містити достатню кількість сучасних (за останні п'ять років) джерел за проблемою дослідження.

До списку потрібно включати наукові статті українських і зарубіжних авторів.

Допускається посилання на власні роботи авторів статті (самоцитування), але не більше ніж 25 % від загальної кількості джерел.

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ФІЗИЧНЕ ВИХОВАННЯ, СПОРТ І КУЛЬТУРА ЗДОРОВ'Я У СУЧАСНОМУ СУСПІЛЬСТВІ

Збірник наукових праць

Східноєвропейського національного університету імені Лесі Українки

№ 3 (39)

Редактор і коректор: *Г. О. Дробот*
Верстка *Л. М. Козлюк*

Свідоцтво про державну реєстрацію КВ № 19773-9573ПР від 15.03.2013 р.
Сайт збірника наукових праць: <http://sport.eenu.edu.ua>

Засновник і видавець – Східноєвропейський національний університет імені Лесі Українки.

Формат 60×84¹/₈. Папір офсетний. Гарн. Таймс. Друк цифровий.

Обсяг 23,54 ум. друк. арк., 23,71 обл.-вид. арк. Зам. 3128-А.

Виготовлювач – Вежа-Друк

(м. Луцьк, вул. Винниченка, 14, тел. 29-90-65).

Свідоцтво Держ. комітету телебачення та радіомовлення України
ДК № 4607 від 30.08.2013 р.

