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HISTORICAL ANALYSIS OF DEVELOPMENT OF HUMANISTIC APPROACH IN SPORTS EDUCATION

Abstract

Creation of modern efficient theory of sports education makes it necessary to carry out thorough scientific-pedagogical analysis of all the previous experience. The authors present a historical overview of systems of education of athletes from the historical perspective. The authors have studied the domineering systems and approaches towards education of athletes in diverse historical periods of time and analysed the main trends in physical training, starting from the Ancient Greece, including Medieval times, Renaissance and nowadays. Particular attention is paid to the analysis of philosophical understandings and the main conceptions of training of athletes in the ancient East, based on the philosophy of Zen Buddhism and Taoism. Particular emphasis is paid to the humanistic and holistic education of students as practiced in the Oriental philosophies, where the main attention is paid to all aspects of a person - physical, moral, spiritual, and aesthetical. The authors offer suggestions for education of athletes in Latvia on the basis of the best experience that is disclosed in the Oriental philosophies in regards to education of athletes.

The methods of the given research are as follows: theoretical analysis – distinguishing of peculiarities and formation signs of physical education systems; generalization – definition of main characteristics of physical education in the Orient and West; analogy – to reveal probably similar phenomena in the systems of physical education in the West and Orient. Also the principle of historical approach for investigation of beginning, formation and development of physical education systems in chronological sequence has been applied.

Key words: Humanistic Approach, Education of Athletes, Oriental philosophy.

Introduction

Nowadays humanization of pedagogical process is proclaimed as the main functioning principle of system of education and realization of personality educational possibilities (Belickis, 1995; Jansone, Krauksts, 2005). Observation of a number of principles which determine attitude of a teacher to a child is of a great importance in order to realize humanistic approach in pedagogical activity. The principles are as follows:

- Strengthening of attention to personality of every person as to the highest social value; transformation of a pupil from an object of social – pedagogical influence of a pedagogue into a subject of active creative activity on the basis of the development of inner motives for self-perfection and self-definition, ability to act intellectually and critically, that is directed to deep realization of role and meaning of their activity;
- Democratization in relations of a teacher and pupils;
- Formation of person's motivation to develop into harmonious personality.

The main aim of a teacher who uses humanistic approach is help in personality growth in order to help children acquire personal sense of their actions (Rogers, 1959). In other words, the aim of pedagogical activity on the basis of personality – humane approach is to lay the mechanisms of self-realization, self-development, adaptation and self-education, which are necessary to become an original personality that is able to interact with people, nature and

culture. In accomplishment of transition from normative approach to humanistic one it is necessary to pay serious attention to a system of physical development and organization of physical activity of children and teenagers. The corner-stone of humanistically – oriented approach in sports education is the concept of optimal sport model which provides development of active, creative, versatile and harmonious personality and humane relationships (Čapulis, 2010).

Creation of modern efficient theory of sports education makes it necessary to carry out thorough scientific- pedagogical analysis of all the previous experience. In the course of long philo – genetic development of the mankind we can notice significant interest in the solution of this problem both theoretically and practically.

The first data about developed systems of physical education in Europe were discovered in Ancient Greece, their peculiarities were such values as independence, freedom and aspiration to achievements. Medieval norms of physical development in knights' institutions were defined by high physical requirements (Саф, 1997). In public consciousness an ideal was an image of a suffering person, who aspires to the spiritual life and despises corporal and physical existence. In the epoch of Renaissance humanization of educational systems happened (Столяров, 1995).

J.A.Komensky (1992) considered, that physical education promoted the formation of character, spiritual and aesthetic development. He noted that body was the dwelling of soul. He included physical education of children into teaching programme, combining it with the lessons of theoretical subjects.

There was a necessity to draw a historical parallel of the development of physical education in the East. That is why the aim of the given research is a comparative analysis of the development of physical education in Western and Oriental cultures from the position of humanistic approach in context of martial arts.

Methods

The methods of the given research are as follows: theoretical analysis – distinguishing of peculiarities and formation signs of physical education systems; generalization – definition of main characteristics of physical education in the Orient and West; analogy – to reveal probably similar phenomena in the systems of physical education in the West and Orient. Also the principle of historical approach for investigation of beginning, formation and development of physical education systems in chronological sequence (Кузнецов, 2004) has been applied.

Discussion

Athens system of education in the antique times implemented the idea of harmonious development of a personality via mental, physical and aesthetic education. The highest point of physical culture of Ancient Greece is the conduction of the Olympic Games, at that time people considered that personalities harmonious in body and spirit win (Сапаф, 1997).

The first whole system of physical education in Ancient Greece together with martial arts determined the direction of physical culture in many respects both in antique and modern Europe (Сапаф, 1997). In education specific role was devoted to the mental development, as well as to the physical activity, running, fencing, riding, fighting, javelin throwing, swimming and hikes.

Harmony and aesthetics of Renaissance in Europe consisted of ideal plastic organization of human body, mutual penetration of the outward and inward, in agreement of parts and the whole (Сапаф, 1997).

The early Christianity had a very negative attitude to antique culture as to pagan one, and that is why it blamed sports contests and spectacles, which were an important part of contests. It is necessary to mention, that from the times of the early Middle Ages Christian ideology affirmed the cult of asceticism and priority of the spiritual over the corporal (Сапаф, 1997).

The grounds of physical education development in Europe at the end of the 19th century promoted wide spreading of sport as a competitive activity. The principles of victory over an adversary, demonstration of superiority, aspiration to result became the main and determining idea of sport (Столяров, 1995).

These are the main moments of sports education in western culture. Then let us analyze the main moments of sports education in Oriental culture. In the 4th – 3rd centuries BC the foundation of all martial arts systems was founded in the Oriental – philosophical views of Dao thinkers Lao-Zi, Chzuan-Zi, that found their reflection in humanitarian and natural sciences. Dao people perceived the world in its unity, but the purpose of person's life was considered joining the world's harmony via achievement of inner equilibrium, for that it is necessary to direct and improve people's potential abilities (Cynarski, 2003). In the Orient re-comprehending of way of spiritual and physical improvement of a person is connected with Zen. The aim of Zen is the way to natural and harmonious life, to acquirement of spiritual connection and unity with nature. We can note, that analogous to the Western Europe epoch of knighthood it existed also in the Orient. This social class included samurai. The grounds of mastering martial arts for samurai are as follows – physical perfection, humanity, justice, wisdom, truthfulness, moral purity and height of intentions (Дюлин & Попов, 1991).

In the 17th century the grounds of karate are founded in the Orient. In the 20th century the spiritual revival of martial arts began in Japan (Nakayama, 1983). In the pursuit of spiritual support founders of modern karate, judo, aikido applied the idea of combination of honour and humane feelings, aspiration to universal harmony and merging of a person with nature (Obodynski & Cynarski, 2004).

In the course of analysis we can distinguish the following characteristic features of martial arts (Cynarski, 2003):

- (a) breathing exercises: breathing is the basis of physical training, that develops hidden energetic possibilities of organism;
- (b) gymnastics exercises: warming-up exercises, exercises of general training for the development of motion abilities and collection of technical foundation movements;
- (c) mastering of energetic resources of organism with the help of breathing exercises and forms of motion acquired earlier.

Conclusions

Summarizing analysis it is necessary to distinguish several aspects of humanistically – oriented upbringing in sport education. Sport has become an expression of humanistic trend in the development of culture and perhaps it even marks the beginning of this trend. It is becoming one of the first forms of person's freedom and activity, which is motivated by person's own aim and acquires the highest public recognition. In the grounds of sports activity there is aesthetic attitude of people to themselves and to the world as a whole. Sport is becoming an important sphere of activity, which forms individuality and its self-consciousness. That is why institute of sport arises only in that historical epoch, when they began to realize self-value of person's individuality, when perfection as personality characteristics began to play a paramount role in the culture of the society. As it is known, such conditions turned out in the epoch of antique democracy. However, sport having appeared as a form of humanistic culture does not guarantee maintenance and development of this approach. As we can see, it changes its content and its direction rather easily and quickly depending on the changing social – historical conditions. High functionality, perfection of physical, motive and plastic possibilities of a person achieved in the sphere of sport and by means of sport can be used differently and for different purposes. In other words, having high humanistic potential sport is able to reveal and realize it under certain social conditions and within historical framework.

Generalizing analysis of sports education in Oriental culture it is necessary to note, that for many centuries systems of different martial arts were not absolutely scientific but in most

cases they were based on nature – philosophical views and they rather included practical generalization of empirical accumulation of knowledge about nature of a person and its efficiency.

Any of entomological grounds of martial arts is vulnerable for scientific critics, but their creators probably did not care of infallibility of their statements. These theories were completely subordinated to practical tasks of perfection of a personality, where in our opinion they succeeded.

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