

## OUTSTANDING PEDAGOGICAL THINKERS ON SPORT AND PHYSICAL EDUCATION

(Professional paper)

**Redžep Škrijelj<sup>1</sup>, Kamala Beganović<sup>2</sup>, Fadilj Škrijelj<sup>1</sup>  
and Ahmet Međedović<sup>3</sup>**

<sup>1</sup>State University of Novi Pazar, Serbia

<sup>2</sup>High School, Prijepolje, Serbia

<sup>3</sup>Medical School of Novi Pazar, Serbia

### Abstract

*Fundamentals of sport and physical education were eµucmed since there was no human society at all, and since then it is constantly evolving and improving, changing its character and content. In consideration of the fundamental problems of sport and physical education, toward completing its function, it is necessary to analyze the development of the social character of education, taking into account its necessary historical dimensions and continuity of development. Along with the overall social development - changing the political and economic organization - there has been a fundamental change in the system of physical education. Sport and physical education in the advanced bourgeois pedagogical thought perceive the impact and contribution of prominent figures of pedagogical personality: J.A. Comenius, J. Locke, J.J. Rousseau, J.H. Pestalozzi, J.B. Bazedov, Guts-Muts, Francisco Amoros, J.F. Herbart, Adolf Disterveg, Herbart Spenser, De Vris.*

**Keywords:** youth education, pedagogical science, history of pedagogy figures, physical activity, motor skills, activities and habits, natural forms of bodily movements, gymnastic exercises

Physical education, as well as the entire educational system (in the first period of a new history), with the changing socio-economic relations, changes their attitude towards the education of the young. Especially is changing the attitude toward the physical education, so this part of the education is gaining significant place in the educational process. The largest contribution to the development of new theoretical thinking of civil society in the field of physical education given by: Comenius, Locke, Rousseau, Pestalozzi and others. For this period is characterized by the emergence of pedagogical direction called philanthropism.

Comenius is one of the most prominent and the most important figures in the history of pedagogy. The greatest of his accomplishments was argued that education is available to all children, regardless of financial and other requirements of life. Work that has entered the annals of all pedagogical thinking, "Great didactics," this distinguished educator has joined the ranks of the great humanist-educator.

Comenius merit is related to changes in the over-

all education of modern society, especially the idea of a unified school system and the characteristics of general education. The age at the time of his man:

- Childhood
- Youthful age,
- Adolescent phase...

Comenius, as one of the greatest teacher in history, explored the field of physical education. He set physical education as an equal of the subject to other forms of education. He sees the importance of physical education to eliminate the fatigue caused by straining learn in school – compartment and its role in the promotion of health. It is recommended that any spare time should be used for physical activity. Comenius in the field of games in physical education says that they are the best means for achieving the educational work that contains various types of movements that helps the proper growth and development, to develop the collectivism through the game, the game helps better spirit. He says: "When we Exercise body we Exercise and spirit." Recommends a moderate life, healthy food, physical exercise, work

and leisure time.

John Locke, a prominent educator and philosopher, had a big impact on education. The role of education and its importance is linked to the ideal of human life, "happiness or misery of every man are mostly his own work." Locke speaks of the man who would be capable, educated, happy, and ready to enjoy the prosperity. He describes such features as worthy of a "healthy gentleman."

As a proponent of the theory of knowledge he claims that children are born without innate ideas, "tabula rasa" - blank slates, and that upbringing prepares for further information. Locke is committed to the exercise being performed on the fresh air, outdoor, to wear loose clothing that does not constrict the body and to develop hygienic habits. He also advocates for the position, "Flourishing spirit of the muscular body", and adhere to the principle: "In a healthy body, healthy mind". Students need to be strong, go to bed early and early to wake up.

In his "Thoughts on Education", in addition to pedagogical attitudes about the education, he talks about the role of education, psychological foundations of the theory of teaching and physical education.

John Locke's teaching was directed toward children of the rich people who are prepared to governing on the English people. His ego is manifested through class interests and the personal prosperity of the ruling high class. The rest is written in his works, like it is necessary to strengthen the body, the will, and govern the content relates to swimming, swordplay, boating, horseback riding, dancing, etc..

Jean-Jacques Rousseau, a prominent educator and philosopher, ideologist of the French revolution. In his book "Emil", dedicated to the education, he published his pedagogical views. He said that all the problems that occur in society result from the human evil, and the evil, from the weakness of a man. He argues that the child is getting used toward battle with the forces of the nature. Therefore, using the phrase "natural man" he wants to emphasize the mutual relationship between the man and the nature.

Rousseau are making distinguishes between the three types of education:

- Education of nature
- Education of the people
- Education by the things.

He advised: "Observe the nature and go through what she stands for you". For Rousseau the physical education is the foundation that helps in the formation of "natural, free man." Physical and spiritual exercise always serves as a second home. "Emil," of the J. J. Rousseau, is a man in whom is the "wise mind united with the power of an athlete." He must be able to cope with different situations, to climb the trees, to swim.

Rousseau distinguishes the following periods in child development, in which each developmental age has its role and a mission:

- From birth to 2 year
- From 2 to 12 years
- From 12 to 15 years,
- From 15 to 18 years.

Pedagogical ideas of J. J. Rousseau are related to the physical and work education. He affixes a great importance to them. He also advises the mothers about the child care, so that children physically are getting strengthened. "The body must be strong if it wants to obey to the spirit." "Good servant must be strong". The body is weaker the more is commanding, when it is stronger, than is more obedient". Mentioned thoughts indicate Rousseau's commitment and his contributions to the physical exercise.

The process of physical education Rousseau viewed through three stages: first – strengthening of the body, the second - body getting stronger and is developing the senses, the third - toughening the body, improves and develops the senses, motion habits and skills.

Special care Rousseau gives to physical education of he female students. Contents with dance elements, which were prominent aesthetic movements was a part of this population. According to him, women should receive the first "religious and aesthetic education," to be a good housewife, "kind of a home decoration". Special importance and significance of exercise and outdoor activities in the sun and the fresh air, guided by a prominent educator. Modern physical education today recognizes its basic hygiene requirements.

Pestalozzi, a Swiss educator who is considered the precursor of scientific pedagogy, the author of many works of which the most famous of are: "Book for Mothers", "How Gertrude teaches her children", "On the construction of the body as a prelude to an attempt of one basic gymnastics" and others. Pestalozzi out his views and ideas about the physical education. He is advocating for that the comprehensive education should be acquired gradually (from simple toward complex), for education based on the gender needs, for even develop mental, physical and occupational capabilities, so we a harmonious development of the child could be accomplished.

For Pestalozzi the educational goal of the human is human forces development "toward development and self-development". As part of this goal, he distinguishes three main tasks of education:

- Intellectual education,
- Moral education,
- Physical and work education

He advocates for body work and manners, is fully developed body that will be used later for the professional training. Body of man considered a "servant of the mind and morals." A body that may make successful every task is healthy and strong.

Physical education is part of the child games, the homework, the elements of the joint's gymnastics, the natural forms of movement (walking, running, throwing, carrying, lifting, pushing, poking etc.).

Educational work of Pestalozzi mostly was re-

alized on his land, where he built a home for the poor and neglected children. Practical work is performed and elaborated methodically. He asked to perform exercises of various intensity; he gives simpler names to the exercises and to evident the drill first.

Pestalozzi's methodical guidelines emphasize the following:

- The teacher must use all kinds of exercise alternately,
- During the exercise, avoid excessive fatigue and disorder
- The exercise should be performed to the beat that no movement is taking too long to qualify for working out difficult exercise.

Pestalozzi proposed the gymnastics application for the industrial workers. These exercise extends the life and work productivity. More of his pedagogical ideas have not been realized during his lifetime. The realization of ideas and pedagogical work of Pestalozzi have been used by philanthropist and later toward the gymnastic educational system.

Johan Bazedov Berhard, a prominent German educator - philanthropist, in accordance with the ideas of Rousseau pays much attention to physical education considering the body exercise which is equal and important integral part of the educational system. His greatest merit as common philanthropic ideas, is introduced as "body workout" as a regular subject in school.

Under the guidance of this distinguished educator it was established an educational institute called Philantropinum. He stressed the importance of natural movements (jumping, wrestling tights, carrying). Particularly stressed body hygiene and ease in dressing. Modeled by the natural barriers he made gymnastic equipment (ladders, beams, pole, looms).

Influenced by Bazedov and Rousseau, Guts - Mut-su, a German educator, theorist and practitioner of physical education, in addition to introducing new gymnastic apparatus, he amended the tasks of duties "gymnastics" in 1793. In addition to the health, the harmonious development of the body, he emphasizes the development of physical skills along with the spiritual development activities - creating serenity of spirit and establishing harmony in the spiritual and physical development of the human personality.

This prominent educator in his book "Fitness" for the youth expounds the benefits of physical exercise. Systematized physical exercise is as follows:

- Real gymnastic exercises (jumping, running, climbing, weight
- lifting, wrestling, dance exercises, etc.)
- Handcrafts
- Board Games for the youth.

Francisco Amoros, the famous Spanish teacher and gymnastics theoretician, is and initiator and organizer of physical education in Spain and France. He believed that gymnastics develops the moral and physical strength of a man. Gymnastics is encouraging; it is a kind

of hard work, it is flexible and agile. He represented the view that each group practice exercise should start with simple exercises. And after these the exercises should be performed on the gymnastic equipment.

Johann Friedrich Herbart his pedagogical views and thoughts based on psychology and ethics. He "breaks" the souls and later connects it in a one whole which represents a base of a human's mental life. In this prominent thinkers come across ideas that are conservative and unscientific. He omits the physical education as an object of studying, and excludes it from the pedagogical system, believing that the physical education is not necessary toward achieving of the educational tasks.

Adolf Disterveg, a German pedagogical thinker, his conception of educational work is based on the development of body and mind. He looks at physical education as an integral part of education in general. Education takes place in "autonomy through independent activity", through teaching educational work that is based on: Self work, adaptation toward the nature and toward the culture. Most important for this thinker is to set up and develop the whole system of virtual didactic rules and principles. "Dides" has made a great contribution to the school's physical education as a subject. He emphasizes the influence of the exercises on the human health. The importance of physical exercise He emphasizes by law, the responsibility of schools to organize teaching physical education in both urban and rural settings. Gymnastics should be taught in schools, to male and female pupils as well.

This distinguished thinker gives a sequence of instructions that he suggests as a part of the educational work. Thus the physical exercise should be carried out wherever is possible. It should not need to stick with it as all was done, it will only remove the faults and keep the body in good health. The health of children must constantly watch out for. Therefore it is necessary that the teacher has anthropological knowledge, i.e. to know the body anatomy and to be sensitive.

Herbert Spencer, a prominent English pedagogical thinker, wrote a book about education in mental, moral and physical education, suggests that one should learn what is in line with its activities, what is necessary for man's survival.

Spencer proposed the following activities:

- Activities that maintain the physical fitness of a man
- Activities that indirectly is keeping alive the man
- Activities that keeps the kind and the family
- Activities related to social and political relations
- Activities that meet your vacation needs.

Spencer emphasis his ideas about the physical education. He said that the health and the strength are the basic condition of life. Success in wars is related to durability of the soldiers. This pedagogue does not represent prominent view of toughening the body and slight wear of.

The importance of learning Spenser's teaching is through the need for mobility, the need for physical

exercises, sports and games. He recommends less gymnastic exercises, said the monotonous and caused by a “mental stress.”

On the development of physical education has influenced progressive civic culture, advanced pedagogical theory, but the biggest impact achieved great pedagogical personalities, prominent scholars of different orientations. The role and importance of physical education in the works of prominent thinkers influenced the development and improvement and the understanding of physical education as a subject in our school system.

Modern society, physical education is viewed as part of the general culture, toward which should be paid more attention. It's been a requirement by each individual to develop their skills and acquire the knowledge to fill their physical education needs.

According to De Vries (1976) it is necessary to abide by the rules when it comes to a matter of health, “small bite, smaller sip, but bigger movement or a larger step”, indicating that the requirement of the energy consumption is higher than its production.

## REFERENCES

- Berković, L. (1978). *Metodika nastave fizičkog vaspitanja* [Methodology of teaching physical education. In Serbian]. Beograd: NIP “Partizan”.
- Berković, L. (1989). *Teorijske osnove fizičke kulture* [Theoretical foundations of physical education. In Serbian]. Novi Sad: Fakultet fizičke kulture.
- Leskošek, J., Nešić, L.J. & Živanović, Ž. (1970). *Podsetnik*

*fizičkog vaspitanja u srednjim školama* [Reminder of physical education in secondary schools. In Serbian]. Beograd: NIP „Partizan“.

- Mejovšek, M. (1969). *Fizički odgoj u osnovnoj školi* [Physical education in primary schools. In Croatian]. Zagreb: Školska knjiga.
- Međedović, E. (2006). *Mišljenje i stavovi razrednih učitelja prema vrednovanju (evaluaciji) i ocenjivanju u nastavi fizičkog vaspitanja* [Opinions and attitudes of classroom teachers toward evaluation and assessment in physical education. In Montenegrin]. Bijela: Crnogorska sportska akademija.
- Međedović, E. (2010). *Metodika fizičkog vaspitanja* [Methods of physical education. In Serbian]. Novi Pazar: DUNP.
- Pataki, S. (1951). *Opšta pedagogika* [General pedagogy. In Croatian]. Zagreb: Pedagoški književni zbor.
- Pelemiš, M. (2004). *Metodika nastave fizičkog vaspitanja* [Methodology of teaching Physical education. In Bosnian]. Bijeljina: Pedagoški fakultet.
- Stefanović, V. (1985). *Merenja i istaživanja kao predmet saradnje fizičke kulture i pedagoške službe škole* [Measurement and research as well as for co-operation of physical education and educational services in schools. In Serbian]. *Nastava i vaspitanje*, (1),70-82.
- Findak, V. (1976). *Metodologija planiranja i programiranja u tjelesnoj i zdravstvenoj kulturi* [Methodology of planning and programming in Physical and Health education. In Croatian]. *Obrazovanje i rad*, (1-2), 3-24.
- Hadžikadumić, M., & Mađarević, M. (2004). *Metodika nastave telesnog odboja* [Methods of teaching physical education. In Bosnian]. Zenica: Pedagoški fakultet.

## Correspondence:

Redžep Škrijelj  
 State University of Novi Pazar  
 Vuka Karadzica bb, 36300 Novi Pazar, Serbia  
 E-mail: rekasanacak@gmail.com