

The evolution of theoretical understanding of physical recreation in the context of history

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Abstract

Objective of the study was to discern the characteristics of the evolution of scientific understanding in the realm of physical recreation.

Methods and structure of the study. The foundation of this research was a compilation of scholarly articles that explored the issues of physical rehabilitation. The total number of sources was 85.

Results and conclusions. The theory of physical recreation is the product of merging knowledge from the fields of pedagogy, sociology, and biology. The foundations for understanding physical recreation emerged in various aspects of social practice and became a natural part of people's daily lives.

Through a historical examination, the authors have determined that the foundations for creating a scientific theory and methodology for physical recreation have now been established. Consequently, the expansion of its conceptual framework, the organization of methodological approaches, and the establishment of principles and theoretical foundations for scientific theory as a form of physical culture and physical education are now crucial.

Keywords: *physical recreation, historical roots, physical and mental development of man.*

Introduction. The theory of physical recreation is the result of the integration of knowledge in the fields of pedagogy, sociology and biology. Essentially being an interdisciplinary science, it solves the problems of forming the health and culture of sports leisure of the population [2].

The prerequisites for the emergence of knowledge about physical recreation appeared in different branches of social practice and were included in the natural process of people's lifestyle.

The study of the process of formation of physical recreation as a scientific discipline will allow systematization of knowledge and experience of healthy life of people and sports leisure.

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Results of the study and discussion. The concept of physical recreation, the main function of which is to restore human health, has been established for a long time and has deep historical roots.

The prerequisites for knowledge about physical recreation in Russia began to take shape in the second half of the 18th century. During the reign of Anna Ioannovna, special noble schools were created – cadet corps, which prepared nobles for military and secular service. In the land cadet corps, along with educational training, cadets were engaged in horse riding, fencing, dancing and music. In the cadet corps, physical education classes were combined with visits to cultural institutions – a library, a cadet museum, participation in theatrical performances, etc. Entertainment, fun games, fist fights were an integral part of all holidays. The closest associate of Peter 1, Feofan Prokopovich, in his pedagogical statements pointed out the need to include walking, body movements, water games in the daily life of people, since they are important means of



hygienic measures, health promotion, organization of life and free time of seminary students. In 1764, the first Russian academician-anatomist A.P. Protasov made a report at a ceremonial meeting of the Academy of Sciences, «On the Necessity of Movement for Health». The greatest representative of Russian pedagogical thought in the second half of the 18th century, A.N. Radishchev (1749-1802), pointed out the close connection between the physical and mental development of a young person. At the beginning of the 19th century, the great Russian surgeon T.I. Pirogov (1810-1881) initiated the introduction of daily morning health exercises in the Odessa educational district under his wardship. Many figures in Russian pedagogical thought attached importance to conducting outdoor games among children, on open areas, considering them an important means of physical and emotional influence on the human body and psyche (D.I. Pisarev, K.D. Ushinsky, L.N. Tolstoy, etc.). In their works, they repeatedly emphasized that physical education should not be limited to the school, because school classes do not take into account the individual characteristics of students, their needs and interests in various forms of motor activity. Thus, physical recreation arose in the depths of pedagogical science and was considered a type of physical education. The main and consistently developed idea was that physical education should be considered as one of the most important aspects of a person's holistic education – «education through the physical». Sports and playgrounds appeared in educational institutions, and gymnastics classes began to be created in schools. Developing the ideas of I.M. Sechenov on the compensatory and restorative function of physical exercises, he substantiated the most important pedagogical requirement: the need to change and alternate mental activities with physical exercises and outdoor games. P.F. Lesgaft included physical exercises in the basis of the physical education system he proposed for school-age children that met the anthropological, anatomical, psychological characteristics of those involved, their state of health. He emphasized the need to take into account the national characteristics of children, i.e. the personality-oriented approach was the main thing in the system he proposed. His provisions on the need to emphasize the health-improving nature of the physical exercises used in children's physical education, their accessibility, arbitrariness, the need to take into account the individual characteristics of those involved, their state of health were important features of the emerging social

phenomenon - physical recreation [1]. In 20th century Russia, the idea of the comprehensive development of a person, strengthening health, organizing recreation through the use of physical activity was reflected in the leisure of the population. The Department of Health Protection created under the People's Commissariat of Health (1918) recommended making wide use of the possibilities of the natural environment: parks, squares, gardens, believing that these conditions have a beneficial effect on the physical and mental health of those involved. The main focus and content of physical activity was health-improving.

It is no coincidence that the People's Commissariat of Health and the People's Commissariat of Education supervised the physical education of people, and the very fact of the appointment of the People's Commissar of Health N.A. Semashko as Chairman of the Supreme Council for Physical Culture emphasizes the special attention of the state to the health of the population. This was facilitated by the rapid development of natural science disciplines - anatomy, physiology, hygiene, etc., a direction in the theory of physical culture appeared - health-improving physical culture, but it had not yet acquired the status of a scientific discipline. Medical control over the physical health of those involved was strengthened. A significant contribution to the development of knowledge about physical recreation was the adoption of a number of important state documents of physical culture and sports – regulatory framework for physical culture, GTO complexes (1931) and physical training complexes for students of educational institutions BGTO (1934). The undoubted advantage of the introduced complexes was the fact that their main goal was to attract broad masses of the Russian population to active motor activity – from early childhood to old age. The envisaged standard indicators of the complexes were oriented towards the age and gender characteristics of those involved, their state of physical health.

Holding physical culture parades on national holidays, mass demonstration performances of physical culture athletes demonstrating physical health have become an integral part of the life of Russian society.

Summarizing the advanced pedagogical experience of some of the most prominent domestic educators and public figures of the late 19th - early 20th centuries, we can say that they made an important conclusion about the importance of physical education in the development of social relations, strengthening the health of the nation, a particular person.



Physical education allows us to successfully solve specific problems: upbringing and education of the younger generation, organizing the free time of the population, preventing crime among young people, preparing them for professional work, service in the armed forces.

The provisions put forward by progressive educators on the important role of physical education and sports in the education of children and adolescents, unfortunately, did not find their logical advancement in the pre-war years. In the post-war years, the domestic system of physical education of people was restored fairly quickly. In 1949, the monograph by A.D. Novikova, in which the author particularly emphasized the idea of the unity of the physical and mental. Another limitation of existing definitions of physical culture is that its main purpose of functioning and results are traditionally considered as a means of preparation for labor combat activities with maximum benefit for the state (A.D. Novikov, L.P. Matveev, 1959). The entire process of evolution of knowledge about physical recreation in the domestic system of physical education shows that the main source of knowledge was its focus on the physical preparation of the population for work and defense of the Motherland. A qualitatively new stage in the development of knowledge about physical recreation in the 21st century is its consideration not only as a means of philosophical and religious educa-

tion or the formation of physical strength, health, but also a means of comprehensive human development [3]. Enrichment with social experience, universal values of psychosocial and mental health occurs not only due to the influence of social institutions, but also self-influence, independent use of motor activity for these purposes.

Conclusions. Based on historical experience, the prerequisites for building a scientific theory and methodology of physical recreation have now been formed. In this regard, the expansion of its conceptual apparatus, the systematization of methodological approaches, the formation of principles and conceptual foundations of scientific theory as a type of physical culture and physical education are being updated.

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