

## SCIENTIFIC CRITICISM, CONTROVERSY

**Daniela Cicovic,**

Faculty of Philosophy East Sarajevo,

**UDK: 37.034**

Doi: 10.7251/SHTEN1402021C

### MUTUALLY CONNECTION AND CONDITIONALITY OF PHYSICAL AND MORAL EDUCATION

#### **Abstract:**

*In this paper is analyzed the interconnectedness and conditionality of physical and moral education concerning their contribution to a diverse (harmonic) development of personality. The versatile development of personality implies the growth and development of spiritual and physical strength, creative capabilities and the development of physical, intellectual, volitional, moral and emotional dimensions of personality. Completeness and versatility of personality development is incorrectly interpreted as a balanced development of all personality dimensions and skills in quantitative and qualitative potential. The versatile personality development is understood as providing conditions for intensive individual personality development and intensive development of those tendencies, predispositions and abilities that express the individuality of the individual. Concretization that is based on the concept of versatile development of personality is based on the five essential definition of man (man's physical, intellectual, working, moral and aesthetic creature). The task of full development of personality is based on the fact that nurture shapes and develops these areas or components of the entire personality. That is why we have decided to consider the interconnectedness of content, tasks, methods and forms, Physical and Moral Education, which can serve as a paradigm of observation and study of interdependence other components of education.*

**Key words:** *versatility, physical, moral, education, connections.*

#### **1. INTRODUCTION**

The basic components of education of a versatile free personality, which is taken as the goal of our education, stem from the essential definition of man as a human being and education as very important determinants of its existence and becoming. There are five such determinants of man and according to that there are five components of education: physical, intellectual, labor, moral, and aesthetic. It is usually thought that Physical Education has for the basis the human organism and health, intellectual - intellect, work - human activity, work and creativity, moral - human morality, aesthetic - a sense of harmony and beauty (Cokorilo, 2012: 109).

Physical Education as part of the general culture refers to the totality of material and spiritual goods, that part of the human practice that is realized by free physical activities of man in order to satisfy its biological and social needs. Aristotle's notion of physical is not only connected with a man's body, but the human being as a whole (physis, gr. = Original

force that gives birth to all existent). Similarly, *natura*, in Latin, is giving birth to nature, which carries the force of its development. If so, it seems only reasonable, we understand that Physical Education really is a central component around which the other sides of a versatile personality are gathered. At this point of understanding emphasizes Physical Education from the earliest times to the present day. Likewise, strengthening the body exercise movements and movements contributes to the health of the starting point to develop a personality in all its forms and manifestations. Regardless of the enlightenment and the other advanced ideas Physical Education was not given necessary attention until World War. In the period between the World Wars in the curriculum there was gymnastics as a school subject (skills). There were provided neither personnel nor material assumptions.

It was only after the Second World War physical education received equal status with other Subjects.

Today, Physical Education in our educational practice exists as both Moral Education and teaching subject at all levels of education and at the same time as a component of a comprehensive personality. That's enough reason why Physical Education presents base and framework to the other components of education, for which there are no special subjects.

## **2. METHOD**

In this paper it is used the descriptive, analytical and synthetic methods by which we are subjected to analysis two components forming a comprehensive personality (physical and moral education) indicating their mutual causal relationships and conditioning.

## **3. RESULTS AND DISCUSSION**

### **3.1. Historical perspective of association between physical and moral education**

The idea of a connection between the Physical and Moral Education is very old. Physical education facilities occupied a prominent place in the ancient educational ideal.

In Sparta Physical Education had solely a function in military preparations and therefore it was focused on strengthening the strength, agility, skill and perseverance in the effort. Simultaneously with the so-oriented Physical Education was accentuated the Moral Education that mirror the harsh discipline and respect for the elderly, laconic speech, developing voluntary and character traits and above all, courage, courage, humility and endurance.

Physical Education in Athens was a component of the harmonic development of personality. They connected it with music, beauty of design movement, symmetry of the body, and it was the basis for dealing with other skills. Much like in Sparta, Athenian youths from 18 to 20 years received their military training with an emphasis on mutual closeness of the Physical and Moral Education.

In the Middle Ages education was mainly directed to the religious life, but in the military-physical education of secular feudal lords it was studied the seven knightly skills and virtues (*Septem artes probitates*): horse riding, swimming, shooting arrows and spear, sword fighting, hunting, chess and composing the verses.

In the Humanism and the Renaissance the reputation of physical education was renewed again. So Michel Montaigne says he does not educate neither soul nor body, but man. Physical exercise provides the body's resistance and prevents the spirit not to succumb efforts. These

ideas are further developed in the works of famous teachers. J. A. Comenius was the first to introduce physical exercise (different types of motion) in the system of education. In particular, he emphasized the importance of the game for the development of the body, group life...

Dz. Locke was the first who wrote about the theory of Physical Education. In particular, he stressed the importance of children's games in the fresh air and sun (every day and in every season of the year) and to achievement of body's form. He gave a series of practical tips how to deal with a child: do not warm it too, do not dress it in too tight clothing, clothing should be light but bed should be hard, we need to go to sleep early, get up early and do not lie down so much,, the food should be moderate (without strong spices and intoxicants), the child should be strengthened and kept that it do not smear.

Z.Ž. Rousseau saw a man with the united "sense of the wise and strength athletes" in his educational ideal. He also advocated for Physical Education of young women emphasizing the aesthetic dimension of movement in terms of charm and grace. He believed that physical activity should be organized in nature, the sun and fresh air.

J. H. Pestalozzi realized the goal of education as development of human forces that are self-acting – and they are seeking to development and self-development.

The three main tasks of this goal are education of the head (intellectual education), education of the heart (moral education) and education of the arm (physical and work education). According to Pestaloci Physical Education is seen as a part of the overall education. He determined to it the following tasks: development of physical strength and agility, the development of aesthetic forms, morals and learning about different uses of your own body. It is recommended complete development of the body through skills, physical exercise and gymnastics.

Interestingly, the founder of pedagogy as science, I. Herbart, directed his pedagogical system to intellectual education and civic education, so that Physical Education was neither considered important for the accomplishment of these tasks, nor he was occupied with it. He reduced it to the instructions of physical life, keeping health, etc.

Progressive educators of the XIX century (A. Disterveg, F. Dites, H. Spencer, VG Belinsky...) re-affirmed the importance of Physical Education as an important factor of development of students in school.

The educational ideal of the classics of Marxism stands "total man", whose versatility and universality are built on the basis of intellectual, physical and occupational education.

Representatives of humanistic Enlightenment thought in the eighteenth and nineteenth century affirmed the idea of establishing a harmony between body and soul. In this respect they pointed to the special importance of the physical and moral education (up. Zlebnik, 1970).

According to Dositej Obradovic, aim of education is derived from the goal of life, as perfection how much your own also of your neighbor's. Among the soul and body is supposed to be established harmony (great consensus and Perfection). Therefore, the goal of education is to develop physical strength, decorate character, minds enlighten and heart dignify. From Dosi-tejevskis views on education we perceive the lines of physical, intellectual and moral education.

Vasa Pelagic sharply criticized the education of that period and among other things, proposes the introduction of new subjects - physical education and manual labor. He requires complete Physical Education of the young generation and to this end recommends the use of sun, air and water. In particular, promote gymnastics and indicates the importance of children's games in physical education.

Djordje Natosevic emphasized and implemented a number of new teaching ideas in practice. Among them, an important stage is the idea of teaching Physical Education. As director of the Serbian grammar school in Novi Sad he initiated and introduced school gymnastics on an optional basis, and he was at one time the main teacher.

Modern pedagogical-psychological sources criticize the practice by which physical education is reduced to achieve physical perfection, without considering its essential connection with the moral, voluntary and aesthetic side of personality (up. Ilyin, 2000: 12). Physical Education and physical fitness, as its essential component, is connected with the military and patriotic education and preparation for the defense of the motherland according to the some authors. (Sidorov et al, 2000: 222-227).

### **3.2. The association of tasks between physical and moral education**

The tasks of Physical Education are very numerous, but scientists usually classify them into several groups. Here are some classification tasks of Physical Education that are more common in our literature, which can be linked to the tasks of moral education.

Famous Russian theorist of Physical Education, LP Matveyev (1991), the tasks of physical education divided into three groups:

- Tasks of physical education in the narrow sense;
- Special educational tasks;
- General tasks for the formation of personality (Tasks related to upbringing moral character, consciousness and behavior to suit the requirements of society).

Our famous theorist of Physical Education, J. Leskosek (1976), the tasks of physical education divided into two groups:

- Biological or medical-biological tasks and
- Pedagogical (educational and pedagogical) tasks.

*Pedagogical tasks* are divided into educational and behavioral.

Educational tasks include: developing of co-ordination of movement, developing motor habits, fixing of motor habits, developing of strength, speed, agility and endurance, developing of creative activities, training of the sense organs and the provision of theoretical knowledge.

Educational tasks include: education will, character and conscious discipline, creating a positive attitude towards work, getting used to a disciplined and conscious relationship to the collective group, developing a positive attitude towards public property, the development of patriotism, internationalism, humanism, providing entertainment and developing a sense of nice.

The standard textbooks pedagogy usually identifies a few important tasks of physical education that are associated with the education of a versatile personality. The most common are processed following tasks: health, hygiene, biological, educational, recreational, moral, aesthetic, etc. Some of these tasks (hygiene, health and biological) physical education achieves more independently, and some (moral, educational and aesthetic) relying on other components of education, or on related subjects.

*The moral task* of physical education is realized in the educational practice, in act and not in word. By mastering certain efforts with conscious discipline positive personality traits are built. By persevering exercise character traits are developed (perseverance, determination, consistency ...), egoism and selfishness are reduced. In group games feeling of belonging to the team is developed- the power of community, companionship, friendship and sacrifice for the team and similar. Physical Education must contribute to the socialization of emotions that are manifested in the success or failure of the school team, favorite sports team, and the

national team ...so that emotions would not cause unacceptable forms of behavior in the form of hooligan, chauvinistic, racist and similar failures. The most important tasks in moral terms are the formation of the positive traits of character, getting used to the cultural behavior, fair play and sporting spirit. These tasks through physical education should be fostered in future athletes and sports fans (up. Cokorilo, 2012: 113-115).

The tasks of moral education arise from his goal, which is usually defined as a building of free, humane and moral personality. In connection with the tasks of physical education the following tasks of moral education can be achieved in a specific way: the development of moral consciousness, self-awareness, conscience, developing of moral feeling and forming of habits of moral behavior and actions.

The development of moral consciousness, self-awareness, conscience and moral beliefs is dependent of knowledge that is acquired primarily by studying social sciences and literature. Habits of moral behavior and action of physical education are areas in which many moral virtues can only build. The physical movements cause the initiative, using them to learn how to master difficulties, and competition to build resourcefulness, endurance, perseverance, grit and independence. The building of moral behavior and activity involves developing of desirable traits of will and character. To be moral, learned moral competence must be converted into habits. It is necessary for the simple reason that man cannot evaluate consequences every time when a moral problem is appeared, because moral action must be trained (get used to respond to life situations). Aristotle claimed that virtue comes from habit and that the moral becomes a moral action. The exercise of moral habits, especially in school sports, mostly depends on the consistency of Physical Education teachers. They must be aware that for moral behavior and action is very important to develop desirable (positive) features will and character (up. Cokorilo, 2012: 130).

### **3.3. Developing of moral (and voluntary character) personality traits in Physical Education**

'Encountering the obstacles and overcoming them appears as a necessary condition for the occurrence and development of the will, especially when the process is regulated by the teacher. Teacher should never think instead of students, all the time the student should develop independence of his thought and action forcing self to find way out of every situation, to find solution to each problem... Technique of regulation of voluntary effort from the start includes a way of self-organization and self-mobilization. The first is aimed to arranging activities and condition of athletes, economy of force, correction of techniques involved in the movement, that is dragging on and switching attention, motor readiness, and concentration on technology trends, regulation of breathing and more. The second is related to the self-confidence, self-approval, self necessity, self-ordering, etc. '(cp. Derkac and Isaev, 1981: 204).

Pedagogical skills of teachers or coaches can be seen just in how much they are able and willing to promote and "control" the flow of education and self-education will of students, whose ultimate goal is that as soon as possible become a "master of themselves," to govern their actions themselves.

*Character* is often defined as "... an integrated system of features that enable an individual, despite the obstacles, act on a relatively consistent manner, precisely in relation to moral principles and moral beliefs of a society" (Roth, 1981: 63). In these qualities moral attitudes come to the fore, power of will is manifested together with the constancy and firmness of man. Conventional about an individual is described as a "character", referring to

his personality as a whole and competence to harmonize evaluation with treatment. Character is formed during the development of personality and expresses its integrity and personality. To strengthen the character, as well as to strengthen the will, the most important is overcoming the difficulties with the primary purpose of self-discipline and self-realization.

Mutually developing of awareness, feelings and will in Physical Education is closely related and conditioned. Awareness in some way "cultivates" the content and depth of feeling. Sports experiences are unusually strong and associated with the formation of will (goals, aspirations, athletic success). Experienced moral values develop a personal relationship to moral conduct that is individualized and it produces liability and criticism, and acts retroactively on the building of moral consciousness and strengthening of the will. (Cokorilo, 2012: 132). From the jagged areas of moral personality traits we will provide arguments for those who are in the function of developing willing-character traits that can be efficiently built in physically education (up. Vukasovic, 1974: 215-220).

*Reliability* is the foundation on which companionship and friendship are built, so it is necessary in sports team. The positive qualities of reliability are confidentiality, loyalty, responsibility, and negative traits are treason, irresponsibility and provocation.

*Moderation* implies finding the right measure (*golden mean*) in eating, drinking, smoking, sexual relations and even in the physical enjoyment. Positive qualities are: sobriety, temperance and self-control, and negative traits: gluttony, greed and debauchery.

*Objectivity* is expressed in fair and objective evaluation of methods in Physical Education classes. Positive qualities are: the ability of criticism and self-criticism and negative traits: subjectivity, bias, etc.

*Companionship and friendship* in Physical Education express individual positive attitude towards team members that bind common interests, desires and goals. Positive qualities are: attention, helping, cooperation and respect for the other person, and negative properties arise from the lack of qualities listed above.

*Modesty* is reflected in the attitude towards yourself and your school team. Positive qualities are: self-critical, high demands on yourself, self-denial, communication and cooperation, not exaggerating personal merit and recognition of others' merits and negative traits: conceit, arrogance, sick ambition, self-love and boasting.

*Determination* is manifested in the positive qualities, such as: the hustle and constancy. The lacks of positive qualities lead to volatility, uncertainty and indecision.

*The resistance* is reflected in the fact that started work or intention is successfully achieved. Positive qualities are: perseverance, persistence and intransigence and negative traits: giddiness, indulgence and weakness.

*Patience* (Patient - saved) is characterized by positive qualities: self-control, planning, waiting and recognizing "the right moment" while the negative properties are: impetuosity, rashness and lack of organization.

*Audacity* is one of the oldest moral categories. Its positive qualities are fearlessness, courage and self-sacrifice. They have always been valuable virtues of strong character. Negative characteristics are: weakness, volatility and weariness.

*Courage* is a significant feature of character. Numerous examples of the heroes of our liberation wars facilitate the development of these qualities in physical education. The most important positive characteristics of courage are: boldness, virility, bravery, grit and courage, while the most common negative traits: cowardice, timidity, fear, panic, anxiety, anger, defiance, cruelty and tyranny.

*Diligence* in Physical Education means that each task should be well and efficiently achieved. Positive qualities are pleasure, love and dedication to the sport, and negative traits: laziness, etc. parasitism.

*National pride* is reflected in the national consciousness, national feelings, respect for national sporting traditions and modern achievements in sports. Undesirable characteristics are: lack of national consciousness, lack of interest for the national cause, lack of national feelings and others.

*Autonomy* is manifested in the ability to set a goal independently and work towards its accomplishment. This feature is the result and the crown of moral personality traits in Physical Education. It is estimated that the independence is achieved if developed three essential features are achieved: 1) enterprise, as the pursuit of activity, dynamism and innovation methods and forms of work; 2) responsibility for their actions, scruple, critical attitude towards themselves and others, to the exclusion of negative characteristics frivolity, uncritical and lack of seriousness and 3) resourcefulness, which is reflected in the diverse and unique sporting situations. Its positive qualities are ingenuity, intuition, dexterity and convenience, and negative characteristics awkwardness, conservatism and lack of spirit.

Presentation of basic moral personality traits that can be developed in Physical Education has for its aim to arouse interest among coaches and teachers of PE and to raise awareness about them. On that it would be easier to recognize, appreciate and develop positive and suppress, repress and to change the negative moral qualities in personal practice. Although not comprehensive, our systematization can serve as a paradigm for developing moral personality profile of athletes in Physical Education and school of sport.

#### **4. CONCLUSION**

Analysis of the association of Physical and Moral Education has shown that Physical Education as a subject and a component of the formation of a comprehensive personality represents a solid basis for Moral Education of students from infancy to the completion of institutional education. In historical perspective from Spartan and Athenian Education and up to the modern age, it is possible to follow the unbreakable bond between these two aspects of the formation of personality. Due to the fact that Physical Education existed as a subject in school long time ago, and that Moral Education did not exist, it was logical to look for elements of morality in Physical Education. We showed that the habits of moral conduct and activities are most efficiently built in Physical Education. Throughout the game, school sports and school competition the intellectual, emotional and willing engagement is intensified, which easily helps that character traits of personality can be adopted by integral human being. Some of these features, such as boldness and courage cannot be adequately (deed and not in word) built up in other subjects as well as in Physical Education and sport. And the other moral virtues, positive behavior and actions constructed in Physical Education in positive transfers allow students to be in their model behavior in other life situations.

## 5. REFERENCES

1. Cokorilo, R. (2012). *Pedagogy and pedagogy of sport*. Novi Sad: Faculty of Sport and Physical Education, University of Novi Sad.
2. Derkach, AA, Isaev, AA (1981). *Pedagogičeskoe masterstvo trenera* . Moscow: Physical Training and Sports.
3. Ilyin, P. E. (2000). *Psychology of Physical Education*. Saint - Petersburg: Izdatel'stvo RGPU, AI Herzen.
4. Leskosek, J. (1976). *Theory of Physical Culture*. Belgrade: Partizan.
5. Matveyev, LP (1991): *Theory and methodology of Physical Culture*. Moscow: Fizkultura and sport.
6. Rot, N. (1981). *Personality Psychology*. Belgrade: Institute for textbooks and teaching aids.
7. Sidorov, AA, Prokhorov, BM, Sinjuhin, D. B. (2000). *Pedagogy*. Moscow: Terra - Sport.
8. Vukasovic, A. (1974). *Moral education*. Zagreb: Liber SN.
9. Zlebnik, L. (1970). *General History of education and pedagogical ideas*. Naucna, Belgrade.