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Etymological and social context of the term physical culture and sport

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Summary

The basis for isolating the concept of physical culture and the educational role of sport from the field of contemporary culture is a number of factors that are a consequence of socio-cultural, civilizational-technical and economic changes. The relationship between culture, physical culture and sport has been and will probably continue to be the subject of scientific considerations of many representatives of social sciences, humanities and, above all, physical culture sciences. Nowadays, it seems that the majority of experts on the subject advocate the recognition of physical culture and sport as elements of an autotelic social system, which, together with other fields of culture, promote education of the value of the body as a paradigm necessary for human development. The objective nature of physical culture and sport in achieving general goals refers to such values as: health, lifestyle, education for an active life, care for a beautiful and fit body, a high level of physical fitness.

Physical culture and its social dimension

The contemporary concept of physical culture created due to the needs of social policy and scientific orientation distinguishes four of its fields: physical education, sport, recreation and physical rehabilitation. It is not difficult to notice that the indicated codification combines the basic manifestation of human functioning, i.e. physical activity (muscle movement) with the entire potential of specific goals and forms of interaction in the mentioned areas of physical activity [1, p. 76].

The choice of the socio-cultural criterion for human activity inspires to search for different and more specific segments of physical culture in the literature on the subject, which to a large extent refer to many varieties of sport activity: competitive sport, mass sport, amateur sport, women's sport, school sport, sport of people with disabilities. In addition, as part of the specification of the areas of physical culture, there are mentioned: games and activities, physical recreation, recreational tourism, competitive tourism, pilgrimage tourism, therapeutic gymnastics and, above all, physical education, introducing the student to the area of full participation in physical culture.

The definition of this concept has undergone many transformations in the process of over a hundred years of evolution. According to available sources, the term 'physical culture' appeared for the first time in the first issue of the American magazine 'Physical Culture' in 1899, edited by Bernard Macfadden, an active promoter of physical activity, who is now referred to as 'father of physical culture', a promoter of continuing training of physical fitness, healthy nutrition, outdoor exercise and natural treatment of diseases. In his activities, he inspired millions of people around the world to lead an active and healthy lifestyle. In one issue of the journal from 1906, he pointed to its socio-cultural functions by writing: [...]. when the importance of physical culture is recognized, when men and women become aware of its importance, then it enters every stage of human life. There is no question in life that physical culture would not be part of" [2, p. 8].

Not much later in the Polish nomenclature, the term physical culture appeared at the turn of the 19th and 20th centuries during the dynamic development of sport disciplines, being identified at the same time with the commonly used concept of body culture. The initiating role in this process was played by the publication "Physical culture and the daily press"

published in 1908 in the biweekly "Ruch", a magazine referring to the topic of physical education and body hygiene [3, p. 177]. The basic factor in adopting the term physical culture in Polish literature were progressive intellectual trends that originated in Polish culture, from Western European countries, referring in their scientific narrative to the social functions of the culture of the nineteenth century. According to W. Dudek, Polish physical culture had a national identity and tradition, including the times of the partitions and the Second Polish Republic. Pointing to the genesis of physical culture in the Polish language, the author writes: [...] at a given stage of social development, while maintaining the common features of European physical culture, native physical culture, as a separate sphere of existence of separate nations, had individual features reflecting traditions as well as customs "[4, pp. 9-10].

Admittedly, J. Kosiewicz indicates that despite including the adjective cultural in the definition of physical culture, for a number of years obtaining real knowledge about the indicated social reality seemed possible only through scientific cognition, identifying the acquired knowledge with natural sciences [5, pp. 9-10]. Regardless of the ontological origin of the concept of physical culture or the evolutionary concepts of its definition, several heterogeneous areas should be defined regarding the concept of explaining the essence of this culture. The analysis of the extensive theoretical and cognitive achievements in the field of physical culture research prompts us to indicate three basic orientations related to the understanding of this concept: individualistic-valuing, sociological-universalistic and holistic. The individualistic-valuing concept should be associated with the definition of physical culture in the approach of M. Demel, which he presents as:

[...] the expression of a specific attitude towards one's own body, conscious and active concern for one's development, fitness and health is the ability to organize and spend time with the greatest benefit for physical and mental health "[6, p. 11].

The main idea of this concept is to emphasize a rational attitude towards one's own body by pedagogising activities for the multilateral development of interests and improving skills and habits in the area of physical activity and health attitudes. In this aspect, participation in physical culture takes over perfectionist values, which are a manifestation of fitness and person-forming values, i.e. they appreciate moral principles, effectiveness of actions and the urge to develop desired behaviors and acquire new competences along with the elimination of unwanted attitudes. The pursuit of excellence in this field is a fundamental social challenge for the individual, resulting from the biological and social needs of human nature. According to M. Demel, the subject of education in physical culture should not only be the body, but above all the personality of the pupil. This understanding of the state of

affairs has enabled the reintegration of physical education into modern educational sciences, without abandoning their identity in this process. It is worth remembering that the concept of "education for physical culture" comes together with the theory of M. Demel, with a clear emphasis on the prospective goals of physical education and the marginalization of its ad hoc functions.

The definition given by Z. Krawczyk is consistent with the sociological and universalistic concept, which describes physical culture as:

[...] a relatively integrated and consolidated system of behaviors in the field of care for physical development, mobility, human health and beauty, following the patterns adopted in a given community, as well as the results of these behaviors [7, p. 28].

In this approach, physical culture is a system of universal values, and at the same time refers to activities and their heterotelic products, depending on existing cultural trends and social needs. According to this concept, physical culture is part of the area of culture in which the potential arising from specific forms of behavior characteristic of a given community and deciding on its social effects is significant.

Finally, the holistic concept has been aptly reflected in W. Osiński's definition in the following context:

[...] Physical culture is a total of products of a material and immaterial nature, in the field of care for the body and physical functioning of a person, values and practices recognized in it, which have been objectified, accepted and can be transmitted in a given community [8, p. 33].

The indicated definition distinguishes physical culture as an inseparable part of human activity, subjectively related to his physical, mental and social sphere of development. There is a close relationship between these areas, which is manifested by the hierarchy of actions taken, motivated in a given community by social needs and aspirations, and the determination of a specific course of action to achieve the intended goal.

Sport and its educational aspects

As a rule, educational values of sport appear from at times in the minds of those responsible for education in the face of the upbringing crisis, the crisis of educational environments (families, schools), lack of authorities caused by more or less conscious actions. Shaping the right attitudes in sports activity, in accordance with the adopted system of values, is an important manifestation of education, to which are attributed canons referring to ancient

calokagatia, i.e. health, fitness, beauty, peace, honesty and wisdom. The indicated values are also a complement to the key assumptions of Olympism and the principle of fair play commonly used in educational systems around the world.

The beginnings of sport are dated to ancient times - mainly ancient Greece, while its modern model originates from nineteenth-century Europe. The etymology of the word "sport" is equally ancient, as it is derived from the Latin word *disport*, meaning fun, games and all outdoor activities outside the gates of the cities of ancient Rome. In Polish, the word was first documented in 1856 in the one-act comedy *Horse Racing in Warsaw* by the prose writer and poet Konstanty Gaszyński. Numerous attempts at defining the concept of sport by many researchers focus on indicating its basic advantages constituting the desired range of activities such as competition, adherence to specific rules and regulations, striving for perfection, manifestation of achieved fitness in the sports arena and to a high degree of shaping the person's potential. Since the time of the Hellenic agonist, sport, seen as an effective tool for shaping civic attitudes, has also been an integral part of Greek *Paideia*. Nowadays, among the advantages of its social utility, the following features can be mentioned: 1) ideological neutrality, 2) freedom from racial discrimination, 3) inclusion of disabled and socially maladjusted people, 4) widespread acceptance by people of all ages, 4) being one from significant manifestations of human life in the psychophysical, ethical, political, economic, social and educational dimensions.

When indicating all the beneficial socio-educational aspects of sporting activity, it is difficult to ignore the thesis that modern sport develops in conditions of extremely variable and dynamic reality, which on the one hand is an opportunity for the global consolidation of desired values, and on the other is a real threat and a challenge for acquired and preserved by the evolution of humanistic sport paradigms. Contrary to the accepted rules, sports competition - both among players and supporters - began to demonstrate the power of individual countries and to achieve their political goals as well as the increase of phenomena: commercialization, doping among athletes, victory at all costs or xenophobic behavior.

Sporting activity, comprehensively influencing the physical, emotional and social sphere of an individual's personality, fundamentally constitutes social attitudes (goals, style, quality of life) in adulthood. In this context, the role of sport pedagogy as a relatively young pedagogical subdiscipline seems significant, which in the area of research methodology has set three main directions of exploration; hermeneutic, empirical and design. In European higher education, sport pedagogy has been recognized as an important academic discipline in

the field of sport sciences, which aims to support the educational activities of people participating in sport training and other forms of physical activity, regardless of where and when they are implemented throughout their lives. Pedagogy of sport as an interdisciplinary science has three basic dimensions constituting the basis of its didactic and research interests: 1) knowledge in the historical, political and social context, 2) relationships (cooperation) of pupils in the field of sport activity and its pedagogical consequences, 3) social interactions in the trainer / teacher - pupil relationship [9, pp. 698-707].

Summary

Summing up the above considerations, it should be noted that the subject of interactions in physical culture and sport is a person whose bodily (physical) potential is to some extent an expression of objective needs (values) that dominate at a given stage of civilization development, and thus determine specific behavior patterns to fulfill your intentions. In this context, it should be emphasized that physical culture and sport do not only relate to certain behaviors, but are also an expression of shaping social awareness in the context of the diagnosis and assessment of the physical capabilities of one's body.

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