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## Physical education as an element of the pedagogical system in a historical perspective

### **Abstract**

The aim of the article is to study the genesis, identify the main tendencies and organizational and pedagogical peculiarities of the pedagogical process of physical education of students in educational institutions of vocational education of Ukraine in 1950-1990 and to find ways of possible revival in the educational sphere of present-day sports and health innovations that were implemented in the process of mastering the values of physical culture, the use of historical and pedagogical experience to create a modern model of compulsory physical education of future skilled workers. This article contains researches on a proved thesis that physical education as a part of educational system results in a formation of physical qualities among students, necessary for successful mastering the future profession and achievement of high professional experience. Article deals with forms and methods of physical education in Ukraine, historical and pedagogical experience of physical training and legal documents and regulations on development of physical education. In the article author used historical and pedagogical experience to create a model of compulsory physical education of future skilled workers based on example of Ukrainian workers in 1950-1990. In the article author used among other methods such as analysis, synthesis, comparison, generalization, systematization that contributed to study of historical and educational phenomena, facts, creative works of scientists in the sphere of theory and practice of the vocational schools student's' physical education during the investigated period.

## Introduction

In modern Ukraine, against the backdrop of civil society development and the revival of national traditions and spiritual life, irreversible integration processes are taking place in the European community. This necessitates a profound study of the historical, scientific and cultural heritage, especially cultural and pedagogical achievements of the Ukrainian nation and their use in solving contemporary social problems.

Among the issues that require an urgent solution, taking into account national traditions and historical experience, is the improvement of the national system of physical education and improvement of children and youth. The main guidelines for organizing the quenching of young people, the formation of their motor skills and skills are laid down in the Concept of the National Target Social Program for the Development of Physical Culture and Sports for 2012-2016<sup>108</sup>.

Particular attention deserves physical education in vocational schools, because it contributes to the training of future skilled workers to work. The health of workers is considered today as the main component of national capital, an important resource of personal and professional growth. Due to physical education in the vocational education institutions students develop the physical qualities necessary for successful acquisition of the chosen profession and achievement of high professional skills, efficiency and labor productivity. In addition, future qualified workers are trained and refined with mental and volitional features, knowledge and skills; professionally important sensory, mental, motor and organizational skills develop; provides a high level of functioning and reliability of all major organs, systems, mental processes of the organism<sup>109</sup>.

At the initial stage of the formation and development of the process of physical education of students of vocational education institutions as a pedagogical system, its tasks were determined, which included: promoting harmonious development of students and preserving and strengthening their health, instilling the necessary knowledge and skills in implementing physical education in the life of students, involvement of students in sports. It was in the 50's and 90's of the 20th century that the subject of physical training was introduced

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<sup>108</sup> Koval, V. (2015). *Rozvy`tok fizy`chnogo vy`xovannya uchniv navchal`ny`x zakladiv profesijno-texnichnoyi osvity` Ukrainy` (1950-1990 rr.)*. [Development of physical education of students of vocational education institutions of Ukraine (1950-1990 years)]. (PhD Thesis)., p. 18

<sup>109</sup> *ibid.*, p.18

for the first time in the curriculum, sports and health innovations that deserve a revival in the educational field of the present.

The urgency of the study is due to the existing contradictions between the current requirements for the physical training of skilled workers in the vocational education system of Ukraine and the inadequate level of their endurance, the ability to transfer physical activity and is enhanced by the search for new ways of developing vocational education based on the achievements of the past and the inadequate use of historical experience of physical training. future skilled workers in the modern educational sector. Facilitates the further modernization of the pedagogical system of physical education that the development of vocational education is attributed to the priority directions of the implementation of state policy in the educational sphere defined by the National Strategy for the Development of Education in Ukraine until 2021, the Concept of the National Target Social Program for the Development of Physical Culture and Sports for 2012-2016 and the State Target Program for the Development of Vocational Education 2011-2015<sup>110</sup>.

The aim of the article is to study the genesis, identify the main tendencies and organizational and pedagogical peculiarities of the pedagogical process of physical education of students in educational institutions of vocational education of Ukraine in 1950-1990 and to find ways of possible revival in the educational sphere of present-day sports and health innovations that were implemented in the process of mastering the values of physical culture, the use of historical and pedagogical experience to create a modern model of compulsory physical education of future skilled workers.

In view of the importance, the question of the physical education of the students was studied by domestic and foreign scientists, in particular V. Arefiev<sup>111</sup>, E. Vilchkovsky<sup>112</sup>, etc. . The development of general principles of physical culture and sport of youth and vocational and physical training of students of vocational schools was studied by Y. Antoshkov<sup>113</sup> , V.

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<sup>110</sup> Koval, V. (2015). *Rozvy`tok fizy`chnogo vy`xovannya uchniv navchal`ny`x zakladiv profesijno-texnichnoyi osvity` Ukrainy` (1950-1990 rr.)*. [Development of physical education of students of vocational education institutions of Ukraine (1950-1990 years)]. (PhD Thesis)., p.18

<sup>111</sup> Arefyev, V. (1996). *Metodyka vykladannya fizychnoyi kultury v shkoli* [Methodology of teaching physical education in school]. Kyiv: Instytut systemnykh doslidzhen'., p. 192

<sup>112</sup> Vilchkovsky E. (1968) *Programma po fizicheskomu vospitaniyu uhashchikhsya prof-tekh uchilishch*. [Physical education program for students of vocational and technical schools]. (1968). Moscow: VDSO "Trudovyye rezervy"., pp. 5-9

<sup>113</sup> Antoshkiv, Yu. (2002). *Osoblyvosti profesiyno-prykladnoyi fizychnoyi pidhotovky kursantiv pozhezhno-tekhnichnykh navchalnykh zakladiv MVS Ukrainy* [Peculiarities of professional and applied physical training for cadets of fire-technical educational institutions of Ukraine's Ministry of Internal Affairs]. *Moloda sportyvna*

Belinovich<sup>114</sup> and others. However, these studies of physical education as a pedagogical process in the selected chronological limits were not the subject of a special system of historical and pedagogical study.

The chronology of the study covers the period from 1950-1990, due to the introduction of the subject "physical training" in the curriculum for the training of workers in artisan and railway schools (1946-1950), the introduction of professional-applied physical training (PPFP) into the educational process of physical education, and in the second half of the twentieth century. - fundamental changes in the system of vocational education in Ukraine and the gradual introduction of new types of educational institutions<sup>115</sup>.

### **Education of physical qualities**

The analysis of the theoretical foundations of the development of physical education of skilled workers showed that in this process, using complexes of physical exercises formed special knowledge, motor skills and skills, brought up the necessary physical qualities necessary for the socialization of the individual and his professional growth. Physical education as a socially conditioned, pedagogically organized process of mastering the values of physical culture proceeded within the framework of a certain social organization - the system of physical education, which was arranged in a manner organized by the totality of elements of physical culture<sup>116</sup>.

In the investigated historical period, a specific system of physical education was formed, which, at ideological, scientific, methodological, program-normative and organizational principles, ensured the comprehensive development of the young person and promoted the formation of physical, moral and volitional qualities<sup>117</sup>. Thus, the formation of the system of physical education was due to ideological and political requirements for the younger generation.

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*nauka Ukrainy: zb. naukovykh prats' z haluzi fiz. kultury ta sportu. [The young sport science of Ukraine: a collection of scientific works in the field of physical education and sports]. Lviv: USA. pp. 141-142*

<sup>114</sup> Belinovich, V. (1967). *Voprosy organizatsii fizicheskogo vospitaniya uchashchikhsya proftekhuchilishch s uchetom professional'noy podgotovki [Issues concerning the creation of physical education for students of vocational schools, as addition to vocational training]. Moscow: Vysshaya shkola., p. 47*

<sup>115</sup> Belinovich, V. (1967). *Voprosy organizatsii fizicheskogo vospitaniya uchashchikhsya proftekhuchilishch s uchetom professional'noy podgotovki [Issues concerning the creation of physical education for students of vocational schools, as addition to vocational training]. Moscow: Vysshaya shkola., p.47*

<sup>116</sup> Apanasenko, G. (1985). *Fizicheskoye razvitiye detey i podrostkov: metodicheskoye posobiye. [Physical development of children and adolescents: methodical manual]. Kyiv: Zdorov'ye., p.80*

<sup>117</sup> Andreyev, V. (1988). *Dialektika vospitaniya i samovospitaniya tvorcheskoy lichnosti. [Dialectics of upbringing and self-education of a creative person]. Osnovy pedagogicheskogo masterstva. [Fundamentals of pedagogical craftsmanship] Kazan': Izdatelstvo Kazanskogo universiteta., p. 229*

Similarly, the European international working-class sports movement, which attracted thousands of workers from different countries (sports, gymnastics and tourism), also developed. The first national sporting unions and clubs of workers in Western European countries arose in the second half of the XIX century. The socialist parties used sports organizations as legal forms for carrying out political work among the workers. Physical culture, gymnastics games and sports were defined as a means of proletarian class struggle. Was introduced a sports complex "Ready for a class struggle"<sup>118</sup>.

Fulfillment of the tasks of physical education in educational institutions of vocational education of Ukraine in the historical period of the study was ensured and closely linked with the organization of the performance of the sports complex of the GPO (Ready for Labor and Defense) and the work of the All-Union Voluntary Sport Society (ALDE) "Labor Reserves"<sup>119</sup>.

At the same time, in the charters of the State Employment Service "Labor Reserves", starting from the moment of its creation in 1943, the main tasks were determined - to involve members of the society (in the composition of students of vocational education and training institutions) in physical education and sports and sports competitions of members of the society. In fact, the State Employment Service "Labor Reserves" in its activity was a sports-oriented public organization.

Proceeding from the tasks and organizational technologies of their implementation, it can be argued that the content of physical education of students of vocational education institutions of Ukraine was determined at the initial stage of its development: formation of knowledge of physical education in students; general physical training (lessons and implementation of the GPO complex); involvement of students in mass sports and increase their athletic skills (through the work of the AVDST "Labor Reserves" during extracurricular time)<sup>120</sup>.

A similar interpretation of the content of physical education of students in vocational education is given by P.F. Savitsky, who in the "Guide to Physical Culture" determines that the content of physical education in the designated institutions is: the formation of the necessary

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<sup>118</sup> *Körperkultur und sport. Kleine Enzyklopädie. Herausgeber Kollegium: G. Erbach, G. Bormann, T. Buggel, H. Dobler, K.-J. Schonfelder, F. Trogisch, G. Wonneberger. (1982). Berlin., p. 375*

<sup>119</sup> Arefyev, V. (1996). *Metodyka vykladannya fizychnoyi kultury v shkoli [Methodology of teaching physical education in school]*. Kyiv: Instytut systemnykh doslidzhen', p. 192

<sup>120</sup> Veselov, A. (1961). *Professional'no-tekhnicheskoye obrazovaniye v SSSR: ocherki po istorii srednego i nizshego proftekhobrazovaniya [Vocational and technical education of USSR: Essays on the history of secondary and tertiary vocational and technical education]*. Moscow: Proftekhizdat., p. 435

theoretical knowledge in the field of physical education; general physical training; professional-applied physical training<sup>121</sup>.

The author's statement on the presence of a sports-oriented component in the structure of the content of physical education of students of vocational education institutions is explained by the requirements for the obligatory performance of a sports category from any type of sport for a high final score from the subject "physical education" or the implementation of the standards of the GPO complex (ГЗБ (Ready to protect the homeland) according to age) and 2 or 1 youth category from any type of sport; in the second year of training to comply with the norms of the complex GPO, "Tourist USSR" and 2 or 1 youth category of any kind of sport<sup>122</sup>.

In order to create conditions for the training of high-class athletes, a decent reserve for the teams, in combination with the successful acquisition of the students by the chosen profession, it was allowed to create at secondary schools vocational education groups with sports tilt<sup>123</sup>.

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### **Contents of the pedagogical process of physical education**

On the basis of the conducted historical research, we can state that the content of the pedagogical process of physical education in the system of vocational education included the following directions: the formation of the necessary level of theoretical knowledge of physical education; general physical training; professional-applied physical training; involvement in

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<sup>121</sup> Savitskiy, P. (1976). *Spravochnik fizkul'turnogo rabotnika* [Directory of the physical education employee]. Kyiv: Zdorov'ya., p. 267

<sup>122</sup> Savitskiy, P. (1990). *Sputnik rabotnika fizicheskoy kul'tury i sporta*. [A companion for an employee of physical education and sports]. Kyiv: Zdorov'ya., pp. 116-117

<sup>123</sup> Ivonin, V. (1977). *Sputnik fizkul'turnogo rabotnika: sbornik* [The companion of physical education employee: collection]. Moscow: Fizkul'tura i sport., p. 269

<sup>124</sup> *ibid*, p. 269

mass sports and sports improvement of the best physically trained students in their chosen sports<sup>125</sup>.

Appropriate development also had the forms and methods of physical education of students. For the first time, physical education as an educational subject appeared in the curricula of the artisan and railway schools in 1946-1950. These educational institutions were created in the system of the State Labor Reserves of the USSR. Institutions of the system of labor reserves maintained rigorous discipline, the statutes of the artisan, railway schools did not give students any rights, but defined only the responsibilities and responsibility for non-fulfillment. The system of labor reserves was a closed paramilitary organization based on the principles of authoritarian pedagogy. The basic organizational form of physical education in the mode of the school day since the introduction into the pedagogical process of the subject "Physical training", was a lesson<sup>126</sup>.

Famous Methodist in Physical Education, author V.V. Stolbov<sup>127</sup> noted that in the late 40-ies of the twentieth century. Physical education was introduced into educational programs of educational institutions of labor reserves as an independent educational subject, the main forms of educational and independent work were determined. In addition to training, regular morning gymnastics, physical culture pauses during training and work, hardening, walks became regular. Significantly improved mass sports and sports work, conducted by the company "Labor Reserves". All educational institutions of the system of labor reserves created groups of physical culture, organized preparation for the passing of the norms of the complex GCO. Thus, the basic form of physical education in the educational system of the system of labor reserves at extracurricular time was sectional training sessions on various types of sports<sup>128</sup>.

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<sup>125</sup> Koval, V. (2015). *Rozvy`tok fizy`chnogo vy`xovannya uchniv navchal`ny`x zakladiv profesijno-texnichnoyi osvity` Ukrayiny` (1950-1990 rr.)*. [Development of physical education of students of vocational education institutions of Ukraine (1950-1990 years)]. (PhD Thesis)., p. 18

<sup>126</sup> Stolbov, V. (1989). *Istoriya fizicheskoy kul`tury* [History of physical education]. Moscow: Prosveshcheniye., p. 175

<sup>127</sup> *ibid*, p. 175

<sup>128</sup> *Proftekhosvita Ukrayiny: XX stolittya: Entsyklopedychne vydannya*. [Vocational and technical education of Ukraine: XX century: Encyclopedic edition]. (Ed. N. Nychkalo. (2004). Kyiv: Vydavnytstvo "ArtEk"., p. 876

As the well-known methodologist, author of methods of physical education L.P. Matveev<sup>129</sup>, in the urban and rural vocational schools, physical education forms an integral part of the educational process. In conjunction with vocational education, moral and aesthetic education, it must provide training for healthy, fully spiritual and physically developed young skilled workers for the national economy of the country.

The theoretical material of the program included basic knowledge of physical education and sports<sup>130</sup>. The practical part of the program includes materials from gymnastics, athletics, ski training, sports games and swimming. Educational standards have been established for each type. In the dormitories of the schools, morning hygienic gymnastics is performed daily. For students who live at home, gymnastics is organized for classes. During the breach of production training, physical training was carried out, usually within 1.5-2 hours before the end of the working day. In colleges a significant place was allocated to amateur physical culture and educational and sports work. It is organized by the collective of the "Labor Reserves"<sup>131</sup>.

Simultaneously, during this period, the content, principles, organizational and pedagogical forms and methods of professionally directed physical education for the proper level of physical preparedness of students to a specific labor profession are formed. Professionally directed direction of physical education in our country has developed in two ways: in the preparation of youth to work (PPFP) and in the process of production (industrial gymnastics)<sup>132</sup>.

The further development of the forms and methods of physical education of students of vocational education of Ukraine was reflected in the "Program of physical education of students of urban and rural vocational schools (with recommendations on professional-applied physical training)", which was introduced in 1971. The Program determined that Physical education is

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<sup>129</sup> Novikov, A. Matveyev, L. (1967). *Teoriya i metodika fizicheskogo vospitaniya [Theory and methods of physical education]*. Vol. 1: Obshchiye osnovy teorii i metodiki fizicheskogo vospitaniya. [General principles of the theory and method of physical education]. Moscow: Fizkul'tura i sport., p.398

<sup>130</sup> *Kompleksnaya programma fizicheskogo vospitaniya uchashchikhsya srednikh proftekhnicheskikh uchilishch. [Complex program of physical education for students of secondary vocational schools]* (1986). Moscow. Proftekhizdat., p. 31

<sup>131</sup> Novikov, A. (1968). *Teoriya i metodika fizicheskogo vospitaniya [Theory and methods of physical education]*. Vol. 2: Metodika fizicheskogo vospitaniya lits razlichnogo vozrasta. [Method of physical education for persons of different age]. Moscow: Fizkul'tura i sport., pp. 119-120

<sup>132</sup> Antoshkiv, Yu. (2002). Osoblyvosti profesiyno-prykladnoyi fizychnoyi pidhotovky kursantiv pozhezhno-tekhnichnykh navchalnykh zakladiv MVS Ukrayiny [Peculiarities of professional and applied physical training for cadets of fire-technical educational institutions of Ukraine's Ministry of Internal Affairs]. *Moloda sportyvna nauka Ukrayiny: zb. naukovykh prats' z haluzi fiz. kultury ta sportu. [The young sport science of Ukraine: a collection of scientific works in the field of physical education and sports]*. Lviv: USA. pp. 141-142.

carried out during the entire period of study, covering all spheres of pupils' life activities in the mode of the school day, in extracurricular time, in everyday life, during the practice (Physical education programs for students of urban and rural vocational schools<sup>133</sup>.

Additional classes were intended for students who are not well prepared for the implementation of any norms and requirements. The Program noted that the types of production gymnastics are gymnastics for classes and physical culture pauses. The main task of industrial gymnastics was not only maintaining health and improving the ability of students, but also the formation of skills in organizing and conducting it in conditions of future professional activities.

One of the forms of mass physical culture and health work was health-sports or health-labor camps organized by the educational institution. In the "Program for the Physical Education of Students of Urban and Rural Vocational Schools" in 1977, attention was drawn to the fact that all forms of work in physical culture and sport are organically interconnected and address the objectives set before the educational institution<sup>134</sup>.

As V.A. Ivonin, the physical education of students in vocational schools, in accordance with the 1977 program, was carried out throughout the period of studying students in the school day, in extracurricular time and in the period of production practice<sup>135</sup>. The program stressed that in the mode of the school day, the main forms of physical education are the lessons of physical education, compulsory for all students; additional classes; Industrial Gymnastics<sup>136</sup>.

Section sessions in physical culture, sports and tourism supplemented the work of physical education of students in the mode of the school day. The preference was given to sections of those sports that were especially significant for the education of physical qualities and the formation of motor skills necessary for successful occupation of a particular profession.

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<sup>133</sup> *Programma fizicheskogo vospitaniya uchashchikhsya gorodskikh i sel'skikh professional'no-tekhnicheskikh uchilishch (s rekomendatsiyami po professional'no-prikladnoy fizicheskoy podgotovke)*. [Physical education programs for students of urban and rural vocational schools (with recommendations on vocational and applied physical training)]. (1971). Moscow. Retrieved (20/06/2017) from: <http://www.statearchive.ru>, p. 166

<sup>134</sup> *Programma fizicheskogo vospitaniya uchashchikhsya gorodskikh i sel'skikh professional'no-tekhnicheskikh uchilishch (s rekomendatsiyami po professional'no-prikladnoy fizicheskoy podgotovke)*. [Physical education programs for students of urban and rural vocational schools (with recommendations on vocational and applied physical training)]. (1971). Moscow. Retrieved (20/06/2017) from: <http://www.statearchive.ru>, p. 94

<sup>135</sup> Ivonin, V. (1977). *Sputnik fizkul'turnogo rabotnika: sbornik* [The companion of physical education employee: collection]. Moscow: Fizkul'tura i sport., pp. 116-118

<sup>136</sup> *Programma fizicheskogo vospitaniya uchashchikhsya uchebnykh zavedeniy prof-tekh obrazovaniya* [Physical education program for students of educational institutions of vocational and technical education]. Vsesoyuznyy nauchno-metodicheskiy tsentr prof-tekh obucheniya molodezhi [All-Union scientific and methodological center for vocational and technical training of youth]. (1977). Moscow: Trudovyye rezervy., p. 94

Supplemented the extra-curriculum physical activity "Days of Health", which were held in schools once in 2-3 months. All forms of work for the physical education of the students were organically interconnected and solved the common tasks identified in the preparation for the future labor profession<sup>137</sup>.

Significant experience in the development, testing and implementation of various forms of organization of physical education of students in the institutions of vocational and technical education of Ukraine during the study period became a prerequisite for the creation of a workable and effective model of the system of organizational forms of physical education that was defined in the Comprehensive program of physical education of students of secondary vocational- Technical Schools (SPTU), adopted in 1986.

Thus, in this program, all organizational forms of physical education of vocational school students were divided into four groups: lessons of physical culture, physical education and recreation activities in the mode of the school day, physical education, sports and tourism in extracurricular time, basic general school physical culture, sports and tourist events. All organizational and methodological forms of the lesson pursued the goal: to rationally use time to achieve maximum productivity of occupations<sup>138</sup>.

The educational process of physical education was planned comprehensively, taking into account all forms of conducting classes. Mandatory documents for the planning of the educational process of physical culture was a schedule of educational process, which determined the order of mastering the educational material; lesson summary. Planning documents (in addition to the abstract) were approved and supervised by the Deputy Director for Educational and Production Work. The main documents of the accounting of the results of the training process on physical education was the journal of theoretical training of the study group, a card of physical preparedness of the student<sup>139</sup>.

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<sup>137</sup> Ivonin, V. (1977). *Sputnik fizkul'turnogo rabotnika: sbornik [The companion of physical education employee: collection]*. Moscow: Fizkul'tura i sport., pp. 116-118

<sup>138</sup> *Kompleksnaya programma fizicheskogo vospitaniya uchashchikhsya srednikh profetkhnicheskikh uchilishch. [Complex program of physical education for students of secondary vocational schools]* (1986). Moscow. Proftekhizdat, p.72

<sup>139</sup> Puzanov, M. (1980). *Ocherki istorii professional'no-tekhnicheskogo obrazovaniya v Ukrainiskoy SSR [Essays on the history of vocational education in the Ukrainian SSR]*. Kyiv: Vishcha shkola., p. 23

## **Conclusions**

Physical education of students can be characterized as a pedagogically organized process of mastering the values of physical culture, which in the institutions of vocational education of Ukraine in the 50-90-ies of the XX century had socially defined tasks, corresponding content, as well as an effective system of organizational forms, methods and means of training and education.

On the basis of the study of theoretical and methodological foundations of physical education in educational institutions of vocational education, it has been established that in the investigated historical period, the age-old peculiarities of pupils' development were an important condition for organizing a pedagogical process based on appropriate differentiated and personally oriented organizational models. So, programs on physical education in institutions of professional education were created on the basis of a complex of GPO, built on the age principle.

Age peculiarities of pupils' development were also taken into account in the organization of physical education through the established system of a differentiated approach in loading the load on the lessons of physical culture. Depending on the state of morpho-functional development and health, students of educational institutions of vocational education of Ukraine were allocated for physical exercises for medical groups: basic, preparatory, special, which provided the natural basis for these activities.

The study of the pedagogical process of physical education of future skilled workers revealed the specifics of the development of his model in the context of tasks, content, forms and methods of teaching. It has been proved that the pedagogical system of physical education included directions of general, sport oriented and professionally directed physical education, which were united by the sole purpose, tasks and principles.

An effective system of organizational forms of physical education was created, which included physical education lessons; physical education and recreation activities in the mode of the school day; physical education, sports and tourism in extracurricular time; general school physical culture, sports, and tourism events, etc.

The tendency of the development of physical education as a pedagogical process determined the combination of its constituent content: the formation of the necessary theoretical

knowledge of physical education; general physical training; professional-applied physical training; involvement in mass sports and sports improvement of the most physically trained students in their chosen sports.

However, curricula for the physical education of students of vocational education at that time in partly determined the structure of the content of this pedagogical process, since it did not take into account the sport-oriented component.

The practical significance of the results obtained is that the analyzed and generalized experience of the development of physical education in educational institutions of vocational education of Ukraine of the studied period can be used for further historical and pedagogical research; extrapolation of it into the modern concept of physical training of students of vocational education; increase of professional competence of teachers of physical education and others like that.

Positive ideas of the historical experience of physical education, physical culture in vocational education institutions of Ukraine in the 50-90s of the XX century, deserve the revival and introduction in the modern model of compulsory physical education of future skilled workers, which will contain elements of national patriotic education. The pedagogical process of modern physical education of students of vocational education institutions of Ukraine needs to improve the methodological basis and a unified system for assessing the level of effectiveness of physical training of workers, the creation of physical culture and recreation programs for involving the public, the volunteer movement and youth organizations of military-sports orientation.

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