

## European experience in organizing physical education and promoting a healthy lifestyle in educational institutions

Oleksandra Tsybanyuk<sup>1\*</sup>, Larysa Slyvka<sup>2</sup>, Alim Batiuk<sup>3</sup>, Tatiana Liasota<sup>1</sup>

<sup>1</sup> Yuriy Fedkovych Chernsvtsi National University, Ukraine

<sup>2</sup> Vasyl Stefanyk Prycarpation National University, Ukraine

<sup>3</sup> Kryvyi Rih State Pedagogical University, Ukraine

\* Correspondence: Oleksandra Tsybanyuk; [o.tsibanyuk@chnu.edu.ua](mailto:o.tsibanyuk@chnu.edu.ua)

### ABSTRACT

In this article, the European experience of organizing physical education and promoting a healthy lifestyle in educational institutions is analyzed. The research aims to identify the main features of the concepts of physical education and sports that dominated Western Europe in the late twentieth and early twenty-first centuries. It is noted that the basic concepts of physical education and sports of the 1970s in certain countries have been transformed into more balanced ones. It is indicated that the main content of the Bologna declaration is that 47 member countries have committed themselves to bring their educational systems in line with a model that is transparent and easily comparable. This allows for the issuance of European-style diplomas over time. The analysis of the development of PE and sports in Western Europe allows us to draw some conclusions that may be useful for the leaders of various state authorities and sports organizations to improve the system of physical education and sports. Actions aimed at improving the physical fitness of young people, preserving and developing the need for physical activity, increasing the enrollment of students in sports clubs, and participating in competitions are of utmost importance, as they distract young people from various harmful hobbies typical of the academic sphere.

**KEYWORDS:** Physical education; European experience; Bologna process; Valeological education; Extracurricular physical activity; Globalization.

## **1. INTRODUCTION**

Nowadays, globalization has deeply influenced the education sector, contributing to the integration of national education systems. The development of higher education in the EU countries is focused on the implementation of the Bologna Declaration. This process is aimed at expanding access to European education. The main content of the Bologna Declaration is that the participating countries have committed themselves to bring their educational systems in line with a transparent model that is easily comparable and allows them to issue European diplomas over time. Thus, at this stage, European integration goes beyond politics and economics and enters the educational sphere, increasingly contributing to the formation of a European identity.

International legal documents regulating physical education and sports do not use the term "physical culture". They refer to physical, aesthetic, and moral education and sports. Thus, this term reflects the peculiarity of our understanding of relations in the field of physical education and sports.

State involvement in sports became a reality in the 70s and 80s of the last century, and a necessity in the 90s and early 21st century. It is about both financial participation and state influence on this sphere of activity and a correct understanding of the role of sport in the life of modern society.

Each country has its forms of state involvement in physical education and sports, but there are two main ones: investment participation of the state, regional, municipal, and local authorities in the development of physical education and sports; development of legislation in the field of physical education and sports.

In developed foreign countries, the sphere of sports is divided into mass sports, or sports for all, sports of higher achievement (Olympic), and professional sports. And these types of sports activities are conducted by different sports organizations. Moreover, the development of top-level sports is the prerogative of the state and national state and public sports organizations. The development of grassroots sports is the prerogative of the state through municipal and local authorities, sports organizations, and institutions at this level, and, of course, through the population itself. The development of professional sports is carried out by private commercial entities with a small share of assistance from municipal and local authorities. Funds are allocated from the state budget for the development of top-level sports in amounts that depend on the goals and objectives set by the state and the government. In the budgets of national sports federations in many countries, state subsidies range from 50 to 80%, depending on the sport.

Municipal and local budgets spend between 1% and 3% of their total budget allocations on the development of mass and youth sports. Moreover, in countries with a high standard of living, the

population itself invests significant funds in their health improvement. In some European countries, municipal governments support professional sports or teams. However, the share of these subsidies, for instance, in the budgets of European football teams, does not exceed 10-20%. In almost all foreign countries, the rights to broadcast competitions in many sports are sold to television companies. And these funds are one of the main sources of funding for top-level and professional sports.

In recent years, in some countries, there has been a tendency to increase the role of the state and local authorities in the development of mass sports and their recreational types to overcome the demographic crisis. In light of the above, it is relevant to study the formation of modern variable concepts of physical education and sports in Western Europe in the late 20th - early 21st centuries. This research aims to identify the main features of the concepts of physical education and sports that dominated Western Europe in the late 20th and early 21st centuries.

## **2. METHODS**

To achieve the objective of the research, the following research methods were used: theoretical analysis and generalization of scientific and methodological literature, documentary materials, and general historical research methods. General scientific methods were used in the work on the analytical material: descriptive-analytical, deductive, inductive, and comparison methods. Following the purpose and objectives, the descriptive-analytical, contextual, and interpretive methods, and the method of comparison were used.

## **3. RESULTS AND DISCUSSION**

Many scientific works are devoted to the problem of physical education. Thus, scientists consider the methodological features of the subject of physical education (Arnold, 1989; Bailey, 2005; Barton, 1993; Broeke, 2007; Pühse & Gerber, 2005). Particular attention is paid to the popularization of sports among the youth (Coakley, 2002; Colabianchi, 2012), social aspects of sports popularization (Collins, 2014; Eid, 2007, 2012; Eitzen, 1992; Flintoff, 2003; Franke, 1990; Sollerhed, 1999; Speednet, 1999; Steenbergen & Tamboer, 2002; Talbot, 2001; Tomiek & Pospiech, 2010; Williams, 1985; Wuest & Bucher, 1995), etc.

In most Western European countries, the goals and objectives of youth physical education and the development of children's and youth sports are set at different levels. In Belgium, Italy, Luxembourg, Portugal, and France - at the state level. In Germany, Spain, and Switzerland - at the regional or local level. However, in all these approaches, the EU countries, Austria, Switzerland, and the Scandinavian countries put the personality of the child and young person, their social development, and sports activity in the first place. The Council of Europe, the oldest and largest of the European governmental organizations, provides great assistance in the field of physical education and sports. Based on the provisions of the European Convention on Culture, adopted in 1940, it enshrined the right of everyone to engage in sports. Since 1978, the Council of Europe has had a Committee on the Development of Sport. In the early 1970s, a large-scale European-wide movement called "Sport for All" was recognized. This phenomenon was reflected in the European Sport for All Charter in 1975 in Brussels. Within the framework of this Charter, sports ministers meet at conferences every three years. In 1991, it was decided that the most important priority in the field of European sport should be a program of mutual assistance to the countries of Central and Eastern Europe. This activity is reflected in a major program for the development of sports in these countries called "Sprint" (sports reform, innovation, training). All European countries share the same opinion on sports values: no manipulation of athletes to achieve political goals, full support for the idea of recreational sports for all, and strengthening the importance of sports in the education of the youth.

In May 1995, a conference of European ministers responsible for sport in Lisbon adopted the European Youth Manifesto. It declares that granting young people the right to engage in sports should lead to the constructive use of free time and the solution of such social problems as intolerance, aggression, alcoholism, and the treatment of social diseases. The desire to encourage new partnerships to engage the youth in self-education, self-improvement, and self-expression through sport was also expressed.

In May 1992, the 7th Rhodes Conference adopted a new European Sports Charter and a resolution on sports cooperation. Calling on public authorities to establish cooperation with the sports movement to support the values and benefits of sport, the Conference noted the great work of public authorities in many European countries to support the sports movement through the implementation of special programs. In Austria, this is the Ozie Sports program, which focuses on the partnership of young families, teachers, and coaches; they are united by the postulate that children are taught physical culture skills.

In Finland, there is an Association for physical education and health work with preschoolers and young mothers. The Association offers several courses: "Gymnastics for Babies" – from one

month of age to two years; " Grown-up Child" – from 2 to 4 years, and "Magic Gymnastics" – from 4 to 6 years. In the UK, Purcell's Funfit, a program designed to give kids flexibility, coordination, and hardening, is effective. Gold, silver, and bronze medals are awarded to children who complete the program. In Belgium, Germany, Luxembourg, and France, schools follow official physical education programs and guidelines.

In the UK, Norway, Sweden, and Finland, there is the freedom to choose the forms and content of sports activities. Senior and graduate students are involved in the development of the curriculum. The content of classes in these cases covers almost all known types of sports activities and physical exercises. In recent decades, in many Western European countries, the sport has begun to replace physical education (school lessons). In many countries, there are obligatory, optional sports classes of choice, given students' aptitudes for a particular sport, in school sports associations or unions.

There are more than 40 thousand sports clubs in Sweden (with a population of about 9 million people). Membership in the clubs is open and accessible to everyone. The Swedes are engaged in these clubs with their whole families: sometimes parents act as coaches (instructors) whose children are engaged in training among their wards. A member of a club can be either a highly skilled athlete or a person who uses sport as a means of improving physical fitness and, at the same time, as a means of expanding his or her social circle. There are 2.5 million people involved in sports clubs, which is about a quarter of the total population. Among young people, the percentage of those who go to clubs are even higher: 70% of boys and 50% of girls under the age of 19.

The most popular sport in Sweden is football. There are 3.5 thousand clubs and 700 thousand amateur football players. Traditional winter sports are popular, primarily skiing and hockey, as well as summer sports such as gymnastics, athletics, and golf.

Meaningful physical education and recreation work is carried out in Finland. Physical activity and sports for children and the youth is an opportunities for development in a friendly atmosphere. The following principles have been developed for sports clubs: to develop competitive sports for children based on the principle that children are primarily children, and then athletes, and coaches are primarily educators, and then coaches; to involve more instructors and trainers from among the youth involved in the club or using other local opportunities; to ensure the economic stability of sports clubs through paid services; to try to exempt part-time coaches from taxes;

Finnish schools have the following requirements for physical education: to encourage schools to organize physical activity breaks as opposed to unnaturally long sitting in theoretical classes; to provide opportunities to gain positive experience in sports and physical activity, especially

for those children and teenagers for whom physical education at school is the only form of physical activity; to increase the capacity of school physical education to stimulate interest in physical activity and help children and adolescents find their form of physical activity.

In Denmark, Germany, the Netherlands, Luxembourg, Belgium, the UK, and France, schools and their sports associations are usually provided with public indoor and outdoor sports facilities for their classes. Germany is a typical example of a well-developed school sport. All schools in the German states, thanks to a differentiated approach to the organization of compulsory sports activities, have three to four physical education lessons per week. The program includes more than ten sports. There are seventeen of them in Bavarian schools. The traditional place where children and adolescents go for sports is a sports club. The guidelines for the development of physical education in schools published by the state ministers responsible for this area of work include a section on cooperation between schools and clubs. According to the nature of the sporting activity, club sections are divided into the following: 347 options - practicing a certain sport with a competitive orientation; 260 options - practicing a certain sport as a form of active recreation.

Many societies, ministries, unions, associations, churches, academic institutions, and parties are involved in the development of youth sports in Germany. School competitions are often sponsored by well-known companies.

Under the slogan "A Child's World is a World of Movement" a campaign is underway to promote children's participation in physical education. It is about the influence of families, kindergartens, and other educational institutions in promoting the role of movement in childhood.

A project has been developed for educational institutions and local authorities called "Friend of movement from childhood". Movement education should be "planted" in parents' homes and places where children are every day as an initial pedagogical principle.

According to German experts on healthy child development, movement, games, and sports are increasingly disappearing from children's activities. This is due to the technologization of everyday life, which has severe negative consequences for the formation of a child's personality. In the age of high technology, the danger of losing spiritual, physical, and social experience is growing alarmingly.

Currently, the four main vectors of European physical education can be defined as follows: vector of the cultural heritage of physical culture, vector of sports education, vector of motor education, and vector of healthy lifestyle education.

In the 1990s, all four directions became more balanced in countries where a single concept had previously dominated. In Germany, for instance, the former concept of sports education became

more balanced through integration with the concept of motor education. This led to the creation of a new curriculum in 2000. In England and Wales, there is a movement towards the concept of sports education. Curriculum reforms in Sweden in the 1990s shifted the emphasis towards health, which is reflected in the name of the subject "Sport and Health". Among European countries, the development of the health-oriented direction of physical education is strongest in Finland. In the 1990s, the health vector in Finnish curricula became much more focused than it had been before. Nowadays, the Finnish curriculum includes a separate study of two disciplines related to the improvement of human physical nature – "Movement Education" and "Valeological Education".

Finally, the other main vector is the vector of traditional physical education, which has been supplemented by children's and youth sports. This direction is developing in France, Spain, and Portugal. The renewed physical education in the Czech Republic, as well as in some other countries, after the Velvet Revolution, is moving in the direction of valeological education, in Austria – in the direction of motor education.

#### **4. CONCLUSIONS**

Thus, the basic concepts of physical education and the sport of the 1970s were transformed into more balanced ones in certain countries. At the same time, in other countries, the basic concepts of "motor education" and "valeological education" continued to develop and became even more focused. The process of diffusion of the former concepts continues and may lead to the harmonization of physical education in Europe and the creation of a single European system. The analysis of the development of physical education and sport in Western Europe allows us to draw some conclusions that may be useful for the leaders of various state authorities and sports organizations to improve the system of physical education and sport. Actions aimed at improving the physical fitness of the youth, preserving and developing the need for physical activity, and increasing the involvement of students in sports clubs and participation in competitions are of great importance, as they distract the youth from various harmful hobbies typical of the academic sphere.

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