

The values of physical education in the process of education and personality development of children and adolescents based on selected books published in Poland after 1989

Wartości wychowania fizycznego w procesie edukacji oraz rozwoju osobowości dzieci i młodzieży na podstawie wybranych książek wydanych w Polsce po 1989 roku

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Abstract

The paper presents the values of physical education in selected books published in Poland in the last thirty years. The values of physical education are a very important element of sport pedagogy. They give a new quality of education and take an important place in it. Different values are realised by sports activity. It influences the formation of appropriate moral attitudes and socially valuable behaviours, teaches the principles of fair play, diligence, hard work, perseverance, courage, overcoming weaknesses, fellowship, cooperation skills, loyalty, and helps resocialise young people. It improves physical fitness and health. The bibliographic, analytical, descriptive and axiological method was used in the study. The content and interpretative potential of the axiological dominant of books were taken into account. The interpretation of axiological content allowed to show the value of physical education in the process of education and the development of the personality of children and adolescents contained in these books.

Keywords: axiology, education, physical education, personality, values, books

The values that sport brings are an important element of sport pedagogy. They give a new quality of education and take an important place in it. Participation in physical education classes at school is associated with personality-forming values and education of children and adolescents. Sport activity educates, because it is an area where different values are realized. It influences the formation of appropriate moral attitudes and socially valuable behavior. It teaches the principle of *fair play*, diligence, hard work, perseverance, courage, overcoming weaknesses, fellowship, cooperation skills, loyalty, and also helps in the resocialization of adolescents. It increases physical fitness and affects health. The educational values of sports activity can be implemented on several levels, such as: education in sport, education through sport and for sport.

The values of physical education were known several thousand years ago. In ancient Greece, it was thought that in the process of educating young people, physical effort should be combined with mental education and emphasis was placed on

comprehensive education of citizens: physical, mental and moral education [1]. In modern times, the English philosopher John Locke understood physical education as an integral function of the entire educational process. He based his concept of education on happiness. He believed that worldly happiness depends on good education and physical health, and physical education is an integral factor in comprehensive education. *A healthy mind in a healthy body is a concise, but complete description of a happy state in this world. The one who has meets these two conditions has little left to desire; the one who lacks one of them, can only get little happiness thanks to other things* [2].

Jędrzej Śniadecki commented on the subject of physical education, who argued that physical exercises, as well as play and practical classes should be given a proper place in the process of education. He believed that human education should be conducted in such a way that all parts of the body were strong and shapely, and the senses perfect. Also, do not forget about forming the mind and heart of a man. He emphasized the importance of the social role of integral education [3]. The creator of modern Olympism Pierre de Coubertin, also treated sport as an excellent means of educating the character of adolescents, moral and

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social improvement. He was convinced that sport has a positive effect on school adolescents, exercises their character, influences temperament and conscience, promotes and teaches the principles of ethical competition, interaction with other people, sensitizes to beauty and art, raises mental abilities and strengthens physical fitness and health [4].

Sports activity is a space bringing together different values. Józef Lipiec divides them into existential, essential and ornamental [5]. Educational values take a special place in – as Lipiec writes – a large family of values. They include all types of instructing, teaching and educating in which the person being educated and the person educating as well as the entire education process take part [6].

Numerous representatives of physical culture sciences, especially theoreticians of physical education, sport pedagogy, philosophers and sociologists of sport emphasize the importance of physical education and sport in the lives of young people. They believe that physical education should take an integral place in the entire education system.

Based on own studies, several dozen books on physical education issues were selected, which were published in Poland after 1989. Publications in the field of pedagogy of the entire physical culture were also selected, which also address the subject of physical education of school children and adolescents, because physical education next to sport, both professional and amateur, physical rehabilitation, tourism and recreation, belongs to the vast area of physical culture. The bibliographic, analytical and descriptive as well as axiological method was used in the study. The analysis and interpretation of axiological content in the selected books allowed to show the value of physical education and sport in the process of education and the development of the personality of children and adolescents. The paper contains a selected collection of concise publications, because a full presentation of all the obtained study results would require a much broader study, therefore a certain representative part was selected based on the content and interpretative potential of the axiological dominant.

Outstanding experts in sport pedagogy, Zofia Żukowska and Ryszard Żukowski have repeatedly commented in their publications on the role, importance and value of physical education in the process of education of children and adolescents. They also emphasized the value of Olympic education, its axiological potential and impact on the education of young people. In 1993, the Polish Scientific Society for Physical Culture (PTNKF) published in the series *From Study Workshops. Health and Physical Culture* materials from the scientific conference edited by Zofia Żukowska entitled *Ku tożsamości pedagogiki kultury fizycznej* (Towards the identity of physical culture pedagogy) [7]. The monograph contains the achievements of physical culture pedagogy from several decades, discusses its driving force in education, pathways and development directions as well as the process of self-empowerment as one of the pedagogical and

physical culture sciences. When properly directed, it should cover by its studies the pedagogical aspects of both physical education and school sport as well as competitive sport, leisure and rehabilitation. These should cover all levels of the education system. Pedagogical studies should also be focused, which should concern physical education teachers, coaches, leisure instructors and rehabilitation specialists. Pedagogical studies should take into account the needs and motivation for physical activity as well as the presently functioning system of values. In 1996, PTNKF together with the Estrella publishing house issued a publication edited by Zofia Żukowska entitled *Fair play – sport – edukacja* (Fair play – sport – education) as part of the series *Library of the Polish Scientific Society for Physical Culture* [8]. The meaning and genesis of the concept of *fair play* has been discussed in it. The idea of *fair play* was presented as an indicator of ethical and aesthetic attitudes in sport and Olympism, and Olympism itself as global education. Against this background, Olympic education has been included as a practical implementation of these values in the education of adolescents, which constitute a foundation for the humanistic values of sport. The publication was prepared on the occasion of the European Fair Play Congress. In 1997, materials from this conference, edited by Zofia Żukowska and Ryszard Żukowski, appeared. *Fair play – sport – education, European Fair Play Congress and II General Assembly of the European Fair Play Movement, 12–15 September 1996, Warsaw, organized by the Polish Olympic Committee – Fair Play Club and the Office of Physical Culture and Tourism* [9]. The Estrella Publishing House together with the Fair Play Club of the Polish Olympic Committee and the Department of Humanities of the University of Physical Education in Warsaw issued in 2000 a collective publication edited by Zofia Żukowska and Ryszard Żukowski *Edukacja olimpijska w reformującej się szkole* (Olympic education in school under reformation process) [10]. The inspiration to take up this topic was the increasingly widespread introduction of Olympic education to school syllabuses. The values supported by Olympism are highly accepted by adolescents, and this in turn can be a chance for education and schooling. In the following years, further publications edited by Zofia Żukowska and Ryszard Żukowski appeared, in which issues focused on the essential values of Olympic and sport education as well as the importance and role of *fair play* values in the education of children and adolescents were raised [11].

the publishing house of the University of Physical Education in Warsaw issued a collective publication in the series *Studies and Monographs* dedicated to Professor Roman Trzeźniowski on the ninetieth anniversary of his birth, edited by one of the leading representatives of Polish Olympic thought and sports pedagogy Krzysztof Zuchora. *Mysli i uwagi o wychowaniu fizycznym i sporcie* (Thoughts and comments on physical education and sport) [12]. The book contains a collective reflection of eminent scholars on the shape of physical culture, especially physi-

cal education and sport. It includes opinions of such persons as: Marian Bukowiec, Maciej Demel, Henryk Grabowski, Kajetan Hądzelek, Zbigniew Krawczyk, Tadeusz Maszczak, Wincenty Okoń, Wiesław Osiński, Andrzej Pawłucki, Maria Rotkiewicz, Henryk Sozański, Tadeusz Ulatowski, Stefan Wołoszyn, Krzysztof Zuchora, Zofia Żukowska. The subject of the Olympic educational values was included in the next book written by Krzysztof Zuchora entitled *Edukacja olimpijska ku wspólnym wartościom* (Olympic education towards common values), which was published in 2006 by the Olympic Education Center Foundation and the Heliodor publishing house [13]. *Olympism is a doctrine based on centuries of humanistic tradition, which sees a living source of progress in the process of education, shaping the imagination of a man in such a way that he is able to build a future based on the Kant's imperative "Perpetual Peace"* [14]. In 2009, the Publishing House of the Józef Piłsudski Academy of Physical Education in Warsaw and the Heliodor Publishing Company published a book written by Krzysztof Zuchora entitled *Nauczyciel i wartości. Z filozofii kultury fizycznej i pedagogiki sportu* (Teacher and values. From the philosophy of physical culture and sport pedagogy) [15]. According to the author, a physical education teacher should educate first and then teach. Mutual respect and subjective view of the student, parents and teachers lay at the core of sport pedagogy, because the school is primarily people. In 2016, the Olympic Education Center Foundation published a book written by Krzysztof Zuchora entitled *Dialogi olimpijskie. O pięknie i pokoju, etyce i polityce, solidarności i edukacji* (Olympic dialogs. On beauty and peace, ethics and politics, solidarity and education) [16]. It contained deliberations and reflections on the Olympic idea, dating back to ancient times as well as the philosophy of modern Olympism and its educational, social and cultural values. Pierre de Coubertin's Olympic signposts were presented, for whom the pitch was an open theater and symbolized a new type of good school. Zuchora regards sport as an important element of global education. He writes about modern Olympism that it is of a pedagogical nature. According to him, physical education is a continuous process that introduces the rich world of human values, culture and ethics. It contributes to the emotional and aesthetic development of a man, giving a sense of physical wealth and natural harmony with the universe. The autotelic goals of sport, resulting from its very nature and instrumental goals, complement each other creating a social and cultural climate for pedagogy. Sport creates beauty, also serves it, defines its own rights and principles, while teaching respect for rights and general principles. Friendship born in the field of sport transfers to areas far beyond, as does the principle of *fair play*. It develops individual talents and perfects virtues as well as teaches how to incorporate them into the "common treasury of values" [17].

the Publishing House of the University of Physical Education in Warsaw published in the series *Studies and Monographs*, a book entitled *Sport i olimpizm w systemie dydaktyczno-wy-*

chowawczym współczesnej szkoły (Sport and Olympism in the didactic and educational system of contemporary school) written by an eminent author and editor of many publications in the field of pedagogy, Jerzy Nowocień [18]. It contains the author's discussion on sport and Olympism as a social phenomenon and an effective means of raising and socializing children and adolescents. He took up the topic of the importance of the idea of *fair play* in sports and education as well as the issues of the role of Olympic education, the value of sport and Olympism in the opinion of students, and also the educational opportunities created by sport and Olympism introduced into the didactic and educational system of primary schools. In 2003, PTNKF issued a publication edited by Jerzy Nowocień entitled *Wkład nauk humanistycznych do wiedzy o kulturze fizycznej. T. 2, Szkice z pedagogiki kultury fizycznej* (The contribution of the humanities to the knowledge of physical culture. Vol. 2, Outlines from the pedagogy of physical culture) [19]. It outlines strategies, needs and development trends in contemporary physical culture pedagogy. Pedagogy of physical culture gathers knowledge on the use of person-forming possibilities of physical education, sport, leisure and rehabilitation in achieving the goals of human education. The accumulated knowledge also serves the efficient organization and implementation of educational processes in specific areas of physical culture. Another publication written by Jerzy Nowocień dealing with this issue *Studium o pedagogice kultury fizycznej* (Study on the pedagogy of physical culture) [20], was published in 2013 in the series of *Studies and Monographs* of the University of Physical Education in Warsaw. Pedagogy of physical culture, according to the author, creates specific social, personality and cultural values that are associated with concern for the multilateral development of the individual, especially in the area of care for their own health, body, hygiene as well as the development and maintenance of physical fitness. Jerzy Nowocień is also an editor and co-editor of collective publications issued since 2003 as part of the series *Socio-educational aspects of modern sport and Olympism*. They are the aftermath of scientific conferences held by the Department of Humanities of the Józef Piłsudski Academy of Physical Education in Warsaw in cooperation with the Polish Olympic Academy and the Foundation of the Olympic Education Center. 19 volumes have been published so far as part of this series. In these publications, philosophers, sociologists, pedagogues, psychologists, physiologists and theoreticians of physical education have repeatedly spoken about the subject of sport and physical education for children and adolescents.

Important publications on physical education of such experts as Wiesław Siwiński and Wiesław Osiński were issued by the Publishing House of the University of Physical Education in Poznań. In 1989 and 1997, a book entitled *Metody badań pedagogicznych w dziedzinie kultury fizycznej i turystyki. Zarys problematyki* (Methods of pedagogical studies in the field of physical culture and tourism. Outline of problems), written by

Wiesław Siwiński was published in the series *Textbooks* [21], while in 1992 and 2000, a publication entitled *Pedagogika kultury fizycznej w zarysie* (Pedagogy of physical culture as an outline" [22]. The textbooks include a wide range of pedagogy issues, covering individual components of physical culture. *The subject of the studies of physical culture pedagogy, apart from didactics* – according to Siwiński – include: *physical education through sport and for sport, psychophysical determinants of pedagogical processes in sports, leisure and rehabilitation* [23]. In 1990, a monograph entitled *Teoria wychowania fizycznego* (Theory of physical education) written by Wiesław Osiński was published in the series *Monographs, Textbooks, Scripts*, while in 2011, the next edition was published in the series *Textbooks* [24]. In 1996 and 2002, *Zarys teorii wychowania fizycznego* (Outline of the theory of physical education), written by Wiesław Osiński was published in the same series [25]. The publications specify the roles and tasks of physical education theory, physical culture, and physical education goals. The focus was on the main concept of physical education in the ideas of health promotion and popularization of the desired lifestyle as well as the importance of physical activity in education. Physical education cannot rely only on training of physical endurance, muscle strength, agility and flexibility of the body, correct posture, preventing obesity, but it should also be subordinated to general care for human well-being, happiness and comprehensive development. In 2000, a collective publication, edited by Wiesław Osiński and Radosław Muszkieta, appeared: *Physical education and sport in scientific research* [26], resulting from a scientific conference on the subject of physical education and sport organized by the University of Physical Education in Poznań.

In 2001, the Publishing House of the University of Physical Education in Poznań issued a publication edited by Michał Bronikowski and Radosław Muszkieta entitled *Dylematy wychowania fizycznego w edukacji dzieci i młodzieży* (Dilemmas of physical education in the education of children and adolescents) [27]. It contained materials from a scientific conference at which the issues of the place and role of physical education in education were discussed. In 2010, the Polish Olympic Committee, together with the eMPi2 publishing house, published a handbook for teachers Michał Bronikowski and Małgorzata Bronikowska entitled *Edukacja olimpijska dla gimnazjum* (Olympic education for junior high school) [28]. The handbook is a proposal for achieving the objectives and content of physical education and ethics, which are included in the school core curriculum. It discusses the education objectives and teaching content of physical education and ethics at school. Proposals of classes were presented relating to knowledge on Olympics, the Olympic Games, objectives and tasks of the Olympic movement. In 2015, the Publishing House of the University of Physical Education in Poznań issued a collective publication on the use, significance and value of modern technologies in the process of physical education edited by Michał Bronikowski, enti-

tled *Wychowanie fizyczne a nowoczesne technologie* (*Physical education and modern technologies*) [29].

The Publishing House of the University of Physical Education in Kraków published books of the leading expert in physical education, Henryk Grabowski, on physical education, sport pedagogy and educational values of sport. They discussed the theory of physical education, including subject, content, methodology, function in education as well as ontological, axiological and teleological foundations, physical education as an intergenerational passage of value models and behavioral models regarding the body, social character and cultural determinants of the process of education and physical education, and also pedeutological and praxeological and natural and humanities issues. In 1990, this author's book entitled *O kształceniu i wychowaniu fizycznym* (On education and physical education) was published [30], in 1994, another one appeared: *Teoria wychowania fizycznego* (Theory of physical education) [31]. In 1993, a publication edited by Henryk Grabowski, entitled *Społeczno-pedagogiczne problemy kształcenia w uczelniach wychowania fizycznego* (Socio-pedagogical problems of education in universities of physical education) was issued [32], while in 1996, a publication entitled *Metody empiryczne w naukach o kulturze fizycznej* (Empirical methods in physical culture sciences) was issued [33]. In 2002, a collective publication edited by Henryk Grabowski, entitled *Perspektywy poznawcze i praktyczne nauk o kulturze fizycznej* (Cognitive and practical perspectives of physical culture sciences) was issued in the series *Studies and Monographs* [34]. In 1997 and 1999 Wydawnictwa Szkolne i Pedagogiczne published Henryk Grabowski's book *Teoria fizycznej edukacji* (Theory of physical education) [35]. Physical education is a process that involves a function of affecting the somatic and motor area, called physical teaching as well as the personality and affective sphere of life, called physical education. The subject of physical education is both the problems of body shaping (physical teaching) and shaping a personality favorable to the body (physical education) [36]. In 2000, Impuls Publishing House issued a publication written by Henryk Grabowski entitled *Co koniecznie trzeba wiedzieć o wychowaniu fizycznym* (What you must know about physical education) [37]. The author believes that: *In modern understanding, the goal of individual fields of education is not to shape separate sides of personality, but to prepare the whole man – including his cognitive, motor and emotional sphere of life. Consequently, the responsibility for preparing young generations to participate in mental culture lays on mental education, on aesthetic education – in aesthetic culture, and on physical education – in physical culture* [38].

In 2008, the Publishing House of the University of Rzeszów published a jubilee book dedicated to Kazimierz Obodyński edited by Wojciech J. Cynarski, Andrzej Nowakowski and Stanisław Zaborniak, entitled *Studia z historii i teorii kultury fizycznej* (Studies in the history and theory of physical culture) [39], while in 2013, a collective publication edited by those per-

sons, entitled *Szkice z teorii i historii wychowania fizycznego, sportu i turystyki* (Outlines of the theory and history of physical education, sport and tourism) was issued [40]. They discussed issues related to the historical aspects of physical education and physical culture as well as axiological and social contexts, including considerations of philosophical and social disciplines of physical culture sciences, values and subject education, free time, body concepts, health, praxeological determinants of leisure, pedagogy of eastern martial arts and sport law.

The Publishing House of the University of Physical Education in Katowice has been publishing, together with the Polish Scientific Society of Physical Culture, materials from scientific conferences entitled *Effects of teaching and education in physical culture since 1989*. In 2003, materials from 10 publications were issued. Jubilee, International Scientific Conference edited by Władysław Mynarski and Jan Ślężyński, entitled *Efekty kształcenia i wychowania w kulturze fizycznej* (The effects of teaching and education in physical culture) [41]. In 2011, a jubilee publication appeared, edited by Jan Ślężyński, entitled *Efekty kształcenia i wychowania w kulturze fizycznej. Jubileusz prof. dr hab. Jana Ślężyńskiego – 80-lecie urodzin, 60-lecie pracy naukowo-pedagogicznej, 40-lecie zatrudnienia w katowickiej AWF* (The effects of teaching and education in physical culture. Jubilees of Jan Ślężyński, PhD, DSc, ProfTit – 80th birthday, 60 years of scientific and pedagogical work, 40 years of employment at the University of Physical Education in Katowice) [42]. The Publishing House of the Academy of Physical Education in Katowice issued publications of a reputable expert in the theory and methodology of physical education by Stanisław Strzyżewski. In 1989 and 2002, Stanisław Strzyżewski's book entitled *Rozwój myśli o wychowaniu fizycznym i jego metodach* (Development of thoughts about physical education and its methods) appeared [43], in 1990, the publication entitled *Proces wychowania w kulturze fizycznej* (The process of education in physical culture) was issued [44], while in 1996 and 2013 its reissue was published entitled *Proces kształcenia i wychowania w kulturze fizycznej* (The process of teaching and education in physical culture) [45].

In 1995, the Publishing House of the University of Physical Education in Wrocław published materials from the scientific conference edited by Wojciech Wiesner and Mirosław Fiłon, entitled *Oddziaływanie wychowawcze na uczniów poprzez sport szkolny i kulturę fizyczną* (Educational impact on students through school sport and physical culture) [46]. It contained the views, remarks and tips of theoreticians and practitioners of school sport and physical culture regarding the educational aspects of children and adolescents. In 2006, a book of Tadeusz Rzepa entitled *Humanistyczne i poznawcze wartości aktywności z piłką w wychowaniu fizycznym* (Humanistic and cognitive values of ball-based activity in physical education) was published in the series *Studies and Monographs* [47]. In 2009, the second amended edition appeared *Aktywność ruchowa z piłką a eduk-*

acja do kultury fizycznej w aspekcie wartości humanistycznych i poznawczych (Ball-based physical activity and education for physical culture in the aspect of humanistic and cognitive values) [48]. They discussed the theoretical foundations and empirical studies on the concept of the innovative use of the value of physical activity with the ball in physical education, factors determining the preparation of a physical education teacher for the profession and specifying his/her pedagogical skills as well as teaching teacher skills using ball games. According to the author, constant progress that is made in the theory and didactics of physical education as well as the theory of team games is an important element determining the new quality of school physical education. *Reaching for the achievements of modern psychology and pedagogy allows for holistic recognition of the pupil in the didactic and educational process, his/her comprehensive personality development and preparation for life in the modern world* [49].

In 1992, the Publishing House of the University of Physical Education in Wrocław published a book written by Andrzej Pawłucki, one of the main theorists of modern physical education in Poland, entitled *Wychowanie jako kulturowa rzeczywistość. Na przykładzie wychowania do wartości ciała* (Education as a cultural reality. Based on the example of education for body value) [50]. In 2013, another book written by Andrzej Pawłucki appeared: *Nauki o kulturze fizycznej* (Physical culture sciences) [51], published in the series *Studies and Monographs* by the Publishing House of the University of Physical Education in Wrocław. Impuls Publishing House issued a revised publication in 2015 [52]. This author's book entitled *Osoba w pedagogice ciała* (Person in body pedagogy) [53] was published by the Olsztyn College in 2002, 2005 and 2007. Andrzej Pawłucki is a physical education theorist who also includes philosophical reflection in his works. His considerations are based on issues in the field of pedagogy, sociology and on the assumptions of personalism. He presents the theory of physical education in a holistic way, based on ontological, pedagogical, sociological and axiological theses. He emphasizes the importance of body value and development in the context of the emerging personality, relations with the social, cultural and natural environment and believes that physical education should be focused primarily on the properties of the body. In the process of physical education, the role of the teacher and pupil is important as well as social relations between them, and also the environment in which the entire education process takes place. The source, sense and axiological context of the body value and its importance for the pupil are also important. Pawłucki is a supporter of the humanistic version of physical education, the creator of the original theory of physical education, which he called education for the body value. He based it on anthropological and axiological assumptions of Catholic personalism. According to him, the axiological foundation for education for the body value is the axiological system, which originates from personalistic anthropology, re-

ferring to the teaching of John Paul II.

In 2006, the Publishing House of the Mikołaj Kopernik University issued a book written by Piotr Błajet, entitled *Ciało jako kategoria pedagogiczna. W poszukiwaniu integralnego modelu edukacji* (Body as a pedagogical category. Searching for an integral education model) [54]. The author deals with the problem of the body in education, its subjectivity, the reference to the essence of being a body for education: *The body as one of the levels of consciousness and unable to separate from the soul, determines our subjectivity in the essential sense. Therefore, the body can and must be the object of education* [55]. In 2008, the Publishing House of the University of Economy in Bydgoszcz published a book written by Piotr Błajet, entitled *Szkice o wychowaniu agonistycznym* (Outlines of agonistic education) [56]. Another book of this author entitled *Od edukacji sportowej do olimpijskiej. Studium antropologiczne (From sport education to Olympic education. Anthropological study)* was published by Impuls Publishing House in 2012 [57]. An attempt was made to anthropologically justify the significance of sports and Olympic education as well as to integrate the problems by showing the unity of experience and to emphasize the importance of sports activity for the integral development of a man, his physical, mental and spiritual sphere of life. Sport is a form of education to the body, but also education of a physical man [58].

In 2012, the Publishing House of the University of Physical Education in Warsaw published a book written by Joanna Femiak, entitled *Cielesność w teorii wychowania fizycznego. Od materializmu do holizmu (Physicalness in the theory of physical education. From materialism to holism)* [59], in the series *Educational Publishers*. It discusses issues related to human physicalness in pedagogical work. The influence of anthropological views, with particular emphasis on the impact of the concept of physicalness, on the formation of axiological and methodological assumptions based on the example of the theory of physical education is shown. The implications of adopting the concept of the body in biotechnical and humanistic orientation as well as the holistic understanding of the body and health in physical education are shown. The concept of the body was also characterized in the works of Karol Wojtyła.

Thanks to sports activity, socially maladjusted adolescents, manifesting learning difficulties and adopting the principles and rules of social life can find their place among their peers. In 2010, the Ministry of the Interior and Administration and the University of Łódź together with the Publishing House of the Police Training Center published a book written by Jolanta Kowalska and Arkadiusz Kaźmierczak, entitled *Zasada fair play jako wartość wychowawcza w edukacji szkolnej i w przeciwdziałaniu chuligaństwu na stadionach. Raport z badań w ramach projektu pilotażowego „Jestem fair” realizowanego w łódzkich szkołach” (The principle of fair play as an educational value in school education and in counteracting hooliganism at stadiums. Study report as part of the pilot project “I am fair” implemented*

in schools in Łódź [60]. The book discusses a program whose general purpose was to promote the idea of *fair play* in sports, at stadiums and in everyday life as an educational element in combating racism, xenophobia, anti-Semitism and various prejudices, overcoming stereotypes and teaching positive support principles among children graduating from primary schools. The idea of *fair play* carries educational strength and it constitutes a strong means of influence that enables combating pathological attitudes among children and adolescents and teaches tolerance in which understanding of diversity, different culture and religion is inscribed.

Participation in various forms of physical activity and sports activities can also contribute to reducing the level of aggression among children and adolescents. Marek Babik's book *Szkoła wobec subkultury pseudokibiców* (School towards the subculture of hooligans) [61] shows sport supporters' subcultures as well as the phenomenon of sport supporting among adolescents as a wide area of pedagogical work. The book also contains the Act on the safety of mass events. It was published in 2010 by the WAM Publishing House and the Ignatianum College of Philosophy and Pedagogy.

In 2015, Bonus Liber published a book written by Adam Podolski, entitled *Misja sportu w przeciwdziałaniu przemocy i agresji w szkole* (The mission of sport in counteracting violence and aggression at school" [62]. The author states, citing the studies of the Institute of Psychology of the University of Łódź, that 73% of primary school pupils and 53% of junior high school students have experienced aggression at school. One of the ways to counteract this phenomenon is to properly orient the behavior of children and adolescents through sport, based on properly selected syllabuses implemented in physical education classes and on the cooperation of coaches with school communities [63]. Physical and mental school violence manifests itself on several levels: it can be teacher's violence against students, students against teachers, and also students against each other. The source of school aggression can include external socio-economic factors and factors inherent in school. In the book, *the author bends over a pastoral view on the mission of sport, which, when properly directed, can effectively stop violence and aggression among school kids* [64].

Publications dealing with the subject of sport education, Salesian pedagogy, education through sport and faith, the theory of pedagogical and health values in sport and physical education of adolescents are published by the Salesian Sports Organization of the Republic of Poland, which conducts educational activity among adolescents. The organization's program includes activities to develop the educational, cultural and social aspects of sport, as part of a recognized model of a man and the society, inspired by the Christian vision and the richness of the tradition of Salesian pedagogy as well as the popularization of physical education, sport, leisure and tourism among children and adolescents as important factors that contribute to the development

of their personalities. The objectives of the Salesian Sports Organization also include promoting and strengthening Christian competition models in and outside sport, based on a personalistic norm as well as promoting the idea of volunteering in the sport of children and adolescents [65].

In 1992, the Salesian Sports Organization issued a collective publication edited by Zbigniew Dziubiński, entitled *Sport i wychowanie* (Sport and education) [66], in 1993, *Wychowawcze aspekty sportu* (Educational aspects of sport) [67], in 2004, *Edukacja poprzez sport* (Education through sport) [68]. The books contain texts from renowned sports theorists regarding pedagogical aspects of sports activity in a philosophical, theological, sociological, psychological and historical perspective. The papers contain various theoretical and methodological opinions, sometimes contradictory, while they all address the issues of the educational values of sport. The papers include such authors as Andrzej Pawłucki, Maciej Demel, Stefan Wołoszyn, Zbigniew Krawczyk, Krzysztof Zuchora, Zofia Żukowska, Ryszard Żukowski, Stanisław Kowalczyk, Józef Lipiec, Wojciech Lipoński, Jerzy Nowocień, Jerzy Kosiewicz, Halina Zdebska, Ewa Kałamacka, Tomasz Sahaj.

The educational dimension of sports activity is also shown in the monograph published in 2014 by the State Higher Vocational School in Chełm edited by Piotr Mazur, entitled *Wychowanie poprzez sport. Wielość spojrzeń i doświadczeń* (Education through sport. Multiple views and experiences) [69]. It discusses the psychological aspects of education through sport and the pedagogical qualities of physical education, it presents the importance of sport and physical education in the views of European educators, and attempts to outline the educational role of sport from the perspective of selected European countries.

Physical education is a process that does not cease upon graduation, but is seamlessly integrated into the overall system of physical culture of the society [70]. In this process, care for the physical, psychological and social development of pupils is necessary. The values of physical education play a significant role in the education process, contributing to the proper, holistic development of children and adolescents.

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Streszczenie

W artykule zaprezentowano wartości wychowania fizycznego w wybranych książkach wydanych w Polsce w ciągu ostatnich trzydziestu lat. Wartości wychowania fizycznego są bardzo ważnym elementem pedagogiki sportowej. Dają nową jakość edukacji i zajmują w niej istotne miejsce. Różne wartości są realizowane przez aktywność sportową. Wpływa ona na kształtowanie właściwych postaw moralnych i zachowań społecznie wartościowych, uczy zasady fair play, sumienności, pracowitości, wytrwałości, odwagi, pokonywania słabości, koleżeństwa, umiejętności współpracy, lojalności, a także pomaga w resocjalizacji młodzieży. Zwiększa fizyczną sprawność i zdrowie. W badaniach wykorzystano metodę bibliograficzną, analityczną, opisową i aksjologiczną oraz technikę analizy treści. Kierowano się treścią i interpretacyjnym potencjałem dominanty aksjologicznej książek. Interpretacja treści aksjologicznych pozwoliła na ukazanie wartości wychowania fizycznego w procesie edukacji oraz rozwoju osobowości dzieci i młodzieży zawartych w tych książkach.

Słowa kluczowe: aksjologia, edukacja, wychowanie fizyczne, osobowość, wartości, książki
