



## Discussion

# THEORIES OF THE PHYSICAL EDUCATION AND SPORT DEVELOPMENT

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## ABSTRACT

History of human civilization indicates that movement activity has been a part of lives of all people down through the ages. Barrow has mentioned - Exercise is the basic need of life. Participation in movement activity has been proved to be beneficial for development of physical, psychological, social and many other dimensions of human life. Theories of the physical education and sport development have been proposed to explain their philosophy of development on the basis of participation *goal* of human beings for physical exercise.

This development was caused by different social circumstances in which they were developed. At the end of 17<sup>th</sup> and 18<sup>th</sup> century there had been many revolutions, which had exerted a great influence on different dimensions of social development. In the period of the Enlightenment the attitude of the church and its control of education, emphasizing the study of the history of the ancient times, theology, Greek and Latin languages, were sharply criticized. New people, the philosophers, represented the opinion that - modern history, new languages, science should be studied, instead. A conceptual change regarding education was also proposed. Prominent figures for the development of child-centric education were John Locke and Jean Jacques Rousseau. This induced the development of ‘play way method’ of education as the beginning of physical education. Their numerous followers- Pestalozzi, Felenber, Basedow and such others were inspired by their work.

## Theories of physical education and sports development

The five theories of physical education and sports development proposed at different phases of social change are:

- i. Theory of biocentrism
- ii. The theory of ethnocentrism
- iii. The theory of egocentrism.
- iv. The theory of anthropocentrism
- v. The theory of theo-anthropocentrism.

### **i. Theory of biocentrism**

The theory of biocentrism dated back in the early 18<sup>th</sup> century. It recognizes that man is a biological being and has natural impulse to move. Movement is the biological necessity for him. He discovers himself and his world through movement experiences. He feels freedom in movement. These movement activities are natural

movements like walking, running, jumping, throwing, lifting, climbing etc. Such ideas and thoughts appeared to be new in the works of Locke (1632-1704), and Rousseau (1712-1778). Their ideas were accepted by thinkers and educators like Basedow (1724-1790), Pestalozzi (1746-1827), Saltzman, and GutsMuths (1759-1839). In recent years, these ideas have been more elaborated by: Laban (1879-1958), Dalkroze, and Montessori (1890-1952). Laban had built his *expressive gymnastics* on a natural desire of a child towards movement and a spontaneous play.

## ii. The theory of ethnocentrism

This theory recognizes 'Fitness' as the participation goal of human beings for physical exercise involving movement activities. Ethno means group. This theory recognizes that human beings participate in movement activities not only for him but also for the need of the community to be fit. It was originated during the turbulent times of the 19th century, when the international conflicts dominated Europe. Nations were getting stronger, and the period of the professional armies was passing by. In such a situation there was a growing need for improvement of the physical fitness of citizens, who would be the new troops, if necessary. The movement activities were not natural. These were gymnastic type of movement activities to make the participants stronger so that they could fight for the social goals and ideals. And even today there is physical exercise that is organized on the ideas of the ethnocentrism.

The representatives of this school are: Franz Nachteggall (1777-1847), Pehr Ling Henrik (1776-1839), Friedrich Ludwig Jahn (1778- 1852), Miroslav Tirs.

## iii. The theory of egocentrism

This theory recognizes performance as the participation goal of human beings for movement activities. It is based on man's quest to build his personality by emphasizing his ego, his identity. As one of the areas of physical education sport provides competition as opportunity for individuals to express his individuality. This is why sport has experienced a great expansion in modern time.

During the 19th century a specific system of games and sports began to exist in England. It was accepted in public schools but gradually spread out throughout the British Empire and even beyond its borders. Activities were of different types controlled by rules and regulations to provide final result as the pride of glory, fair play, dignity, individual effort and courage. A lot of credit for *the development of school sport* goes to Thomas Arnold, the priest, educator and administrator of the Rugby College, and his followers.

In late 19th century (in 1884) Pierre de Coubertin visited England and got familiarized with games and, after returning to France, started propagating this sport. As a result the Modern Olympic Games started in 1896 in Athens. Today, this competitive sport is experiencing a large and rapid development throughout the world.

## iv. The theory of anthropocentrism

This theory recognizes health and happiness as the participation goal of human beings for movement activities. Anthropocentrism is a philosophical view which believes that the nonhuman world has value for human beings only if it directly or indirectly serves human interests. Applying to physical education and sports, this theory suggests that participation in movement activities in form of physical exercise, game and sports is of great value for human beings because it is beneficial for them. This theory unifies all the previous theories of development: biocentrism, ethnocentrism, and egocentrism. Its main recognizes that participation in organized movement activities may help in:

- i. Development of physical abilities and health,
- ii. Increase in social development (progress)
- iii. Improving the level of knowledge and skills in sports and games,
- iv. Development of leading capabilities and increasing opportunities for the co-operation with others,
- v. Development of broad-based recreational skills, especially for leisure time during the holidays.

These characteristics of the anthropocentric approach to physical exercise represent new desires and thoughts about the necessity of human health and happiness. It is suggested that *health and happiness* are important for individuals and that everybody should participate in any form of the physical exercise for health and happiness. At present this idea has developed fitness programs.

This philosophy of physical exercise first appeared in Scandinavia and North America. In the second half of 20<sup>th</sup> century Astrand (1922-2015), and Kenneth Cooper developed a program of physical exercise having primarily in mind

the needs of man.. Later James Fonda revolutionized the fitness industry with fitness programs for women.

## v. The theory of theo-anthropocentrism

The theory of theo-anthropocentrism is the youngest among the theories of the physical education development and that is the end of the 20th and the beginning of the 21st century. This theory expresses that human movement activities are helpful to unfold the inborn potential of the individual and develop his personality. As each individual is born with some unique talent or potential the teacher

should emphasize on the shaping of the personality of child more than the child himself or the subject matter during teaching of physical education activities. Basic function of teacher is to bring out the best of the child. He should provide necessary environment for that. So the teaching/coaching programs should be developed according to the need and capacity of the child. This theory has been presented by Nenad Zivanovic and Zoran Milosevic (Serbia).

### **Conclusion**

During last one hundred years the field of physical education has been expanded and has become an area of inter-disciplinary field of study and research. Many sub-

disciplines have emerged and grown up as independent areas of studies. Fitness science, sports science, health & wellness studies are a few examples of this. Theories of physical education and sports development provide an explanation regarding their philosophy of development. These theories supplement the theories of play to justify development of human movement activities into different forms specialized areas on the basis of participation goal.

### **Reference**

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