

THEORY OF SAFETY NEEDS (ABOUT THE THEORY OF ARISE OF PHYSICAL EDUCATION)

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Annotation. *Purpose:* Existing theories of physical education are examined. *Material:* the analysis and synthesis of more than 20 literary sources and Internet information, reflecting the general patterns of occurrence and development of physical education during birth civilization. *Results:* Informed that early humans lived in a permanent state of the struggle for existence, associated with the satisfaction of primary needs. Ascertain in the process of obtaining food and ensuring their own safety, people began to use the means of physical education, resulting in a conscious understanding of the phenomenon and the importance effectiveness (the result) of doing (perform) the exercises preparation. *Conclusions:* First put forward and substantiated the theory safety needs as one of the top priorities and the likely causes of physical education and sport, as this needs arose almost simultaneously with the appearance of a person.

Key words: theory, appearance, physical, education, needs, security.

Introduction

Problems of appearance and development of physical education always attracted attention of scientists-historians, who deal with researches in this field. Physical education facilitates formation of required qualities, applied skills, considering specificities of certain historic period.

For better understanding of reasons of human activity it is purposeful to analyze demands, motives, which can be satisfied in sphere of physical education [6, 8; www.revista-apunts.com/en/library?article=494]. Thus, urgency of the research is conditioned by demand in more profound understanding of reasons of physical education's appearing, which shall consider such important factor as *demand in safety*.

History of physical education is an important sector of science and is a specific branch of historic and pedagogic knowledge. The subject of physical education's study is general regularities of its appearing and formation at different stages of development of society [5, 9, 11, 13, 15, 16]. At present time we know several theories of physical education's appearing:

1. *Theory of game* (Shiller, Biukher, Gross (Germany), Spenser (England), Letournant (France). According to this theory person developed physically and mentally owing to labor, while labor appeared from game. Main form of physical education was games. They were of naturalistic character and practically repeated labor process. Game activity facilitated appearing of culture, including physical culture and sports. Game is a form of physical development, facilitates strengthening of organism and perfection of human physical qualities [3, 5, 10; europeanvirtualmuseum.net/.../prototipo_route...].

2. *Theory of labor* implies that most of modern kinds of physical-culture and sport activity *origin* from labor activity as natural demand of human being [1]. *Materialistic Marx-Lenin's theory* states that social-historical basis of human being's development and origin of physical culture as culture in general is labor [4]. According to this theory physical education and physical exercises appeared owing to subjective and objective factors. *Objective factors* are, that in labor process (hunting, fishing,) person had to constantly develop physical qualities. Training, he perfected his physical qualities (dexterity, endurance, quickness, strength) [2, 4, 9, <http://www.studymode.com/>]. *Subjective factors mean human consciousness itself*. People invented exercises for preparation for labor activity, started to see connection between preliminary training and, for example, results of hunting [5, 10, 14; <http://lifeinhockey.ru/.../478-sushchnost-i-prichiny-vozniknoveniya-fizichesko>].

3. *Theory of magic* (founder was G. Rainak (England), his followers – K. Dim and V. Kerbe (Germany), B. Gillette (France), says that physical exercises and games has cult and animal-like origin. Motion actions, which were repeated in process of magic ceremonies, were directed on perfection of certain skills [1, 9; www.revista-apunts.com/en/library?article=494].

4. *Theory of extra biological energy* was put forward by American scientist G. Spenser, who says that primitive man had extra energy, which was released owing to different actions (games, dances) [1]. Main principle of this theory implies that physical culture is a kind of biological instinct [9; www.revista-apunts.com/en/library?article=494].

5. *Theory of war* (founder was E. Berk) declares that preparation to war facilitated specifying of certain functions, oriented on development of physical qualities and training of required movements [1].

Physical education was born in the depths of civilization and is a product of that social formation, in which it exists [3, 5, 10, 13; <http://www.studymode.com>]. Pre-history of physical exercises relates to time, when human life was devoted to ensuring of conditions for survival, i.e. eating and safety that was conditioned, first of all, by instincts [3;9; <http://www.studymode.com>]. In originating of physical exercises important role was played also by objective biological pre-condition – motion functioning is a natural demand of human being. In primitive society physical education was compulsory for everybody. It was understood not as a right but as an obligation of every member of society as one of means of person's preparation for labor functioning [2, 4, 14; <http://lifeinhockey.ru/.../478-sushchnost-i-prichiny-vozniknoveniya-fizichesko>; <http://www.studymode.com>].

Purpose, tasks of the work, material and methods

The purpose of the research: on the base of analysis and synthesis of literature and Internet sources, devoted to history of physical culture, to ground *theory of demand in safety*, as one of the most important reason of physical education's appearing.

Results of the research

Appearing of physical culture belongs to the earliest period in history of human society. Elements of physical education appeared in primitive society [5, 10, http://opace.ru/a/vozniknovenie_fizicheskogo_vospitaniya]. People found food, hunted, built dwellings and, in the course of natural and necessary activity, spontaneously perfected physical qualities – strength, endurance, quickness. It is evident that those members of tribe, who practiced active and mobile life style, who repeated for many times some physical actions and manifested greater physical efforts, were stronger, more endurable and workable. It permitted to understand what is *physical training*, which became a basis of physical education; besides people understood importance of *preliminary training*, which facilitated application of imitating movements (exercises) out of labor process (for example throwing of dart in picture of animal). Experience permitted for primitive man to understand demand in *purposeful trainings* in order to ensure successful influence on environment, to get food, to work, to defend [2, 3, 9, 10; www.preservearticles.com/.../primitive-human-...].

In nature there are inevitable such phenomena as struggle for survival, natural selection [9, 12]. Primitive men had to be in proper physical form, master practical skills of hunting and martial arts in order to survive. It was decisive for their existing in extremely difficult conditions of life [2, 3, 4, 9; www.preservearticles.com/.../primitive-human-...; europeanvirtualmuseum.net/.../prototipo_route...; www.revista-apunts.com/en/library?article=494].

Primitive people, in their permanent struggle, connected with getting food and fear of hostile environment [www.deep-ecology-hub.com/primitive-people...; sober.ucoz.com/blog/2009-03-05-3]. That is, they lived in permanent state of struggle for survival, connected with satisfying of primary demands. This fact is proved in works of other authors [www.revista-apunts.com/en/library?article=494; www.studymode.com]. In process of satisfying of primary demands (getting food and *ensuring of own safety*) man started to use means of physical education..

Practicing of physical exercises differs from other kinds of activity, first of all, by the fact that they are oriented on development of own *conditions* of a person: functional potentials, motion abilities, physical qualities. For successful counteracting to predatory animals or irresistible forces of nature, ensuring of own safety it was necessary to have preliminary trained fitness, simulation of different situations: standard (which happened earlier) and not standard (all dangerous, extreme situations are not standard), on which human health depend. Speaking in modern language (on example of sports) it is evident that, for example a sportsman, with equal weight and proportions of body will show better results than a person, who does not practice sports. That is why priority of *inner content* with approximately similar external forms is evident [7, 8].

In patriarchal society games take symbolic character; in them there remains imitation of labor processes, but animals are replaced with dummies, hunting inventory – with special, game one. There appear special forms of testing of physical fitness – ceremonies of initiation *in adults*, in which boys were trained to different techniques of labor activity; physical exercises were practiced as well as games. In period of primitive community's decomposition there happened different conflicts; duels became form of relations between tribes that is why elements of martial-physical training appeared. With appearing of private ownership physical exercises became more connected with martial training instead of preparation for labor. Physical education was used for involving of rising generation in active life and fulfillment of obligations of adults, in preparation to war and hunting [4, 9, 14]. However, to large extent, it was connected with demand in safety, *independent* on historical period.

Theory of war can be regarded, starting from period of class society's origin, when there appeared *enmity and necessity in war*. Primitive person started to practice physical exercises and targeted physical functioning even in ancient time, though he did it *primitively, at level of instincts of survival*. He perfected his knowledge, skills by principle “from simple contemplation to abstract thinking” in conditions of permanent threats from environment.

Historical science relates appearing of physical education to initial period of development of primitive community [1, 5, 8]. While *demand in safety* appeared practically at the same time with *appearing of human being*. Gradually man *appreciated effect of exercises* and role of preliminary training in the form of certain physical exercises (actions), which could ensure his safety. He became to understand that in dangerous situations he needs *certain* physical qualities, on which his life depended on: quickness and dexterity – to promptly and adequately respond to situation (for example quickly climb tree, rock, hide in a cave and so on); quickness – to cover short distance in minimal time; endurance and speed endurance – to run to tree, cave or other shelter, if he turns out to be in open area; skills of self-defense and certain algorithm of behavior – for counter act to sudden attack of, for example, predatory animal.

Thus, theory of demand in safety envisages struggle of human being for survival and, at certain historic stage, includes: safety itself (personal safety, safety of family and so on). In process of military actions (defensive or attacking) man thinks also, first of all, about own safety and strive to ensure it by any means.

Conclusions:

Basing on principles of existentialism (philosophy of existence) it is evident that physical education and all that concerns regularities of human life's activity, especially at initial stage of *his appearing* and development (since ancient time), reflect his struggle for existence.

Demand in safety as one of *primary* (basic) demands takes one of key positions in *hierarchy of demands*. A. Maslow underlines that, when *basic demands* are satisfied in general, man starts to satisfy other, higher demands [6].

From this it follows that demand in safety is a primary one, while game, labor and other reasons are secondary. Thus, *theory of demand in safety*, which is determined by *regularities and conditions* of human existence shall be regarded as *main one*, as *primary reason* of appearing and development of physical education.

The prospects of further researches imply studying of martial arts' development at different stages of human civilization.

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