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## **THE TRAINING SYSTEM OF A FOOTBALL COACH-LECTURER (HISTORICAL ASPECT)**

The article focuses on historical background of the origin and development of a football coach-lecturer training system. It was logically ascertained that the system reveals to have durable timeline up from the end of the XIX c. until nowadays. All the crucial stages of the successful implementation of football into the educational system of Ukraine were deeply clarified.

Actually, the profound interest in football as powerful means of physical education has been exposed in Western Ukraine since 1890. He was Oleksii Butovskyi, a head of training courses for physical education specialists in Cadet corps, who explored British football content and game instructions firstly in the domestic practice of physical education. The football training programme for pupils of 5–8 grades was initiated by Uzhhorod gymnasium gymnastics teacher I. Medretskyi, while E. Tsenar and H. Yordan as professors at Lviv teacher's gymnasium presented the first programme of the football implementation in gymnasiums.

The fact that training courses, produced and adopted in 1896 by Petr Lesgaft (Lesgaft Courses), became higher educational institution to master leaders and organizers in physical education was under in-depth analysis. It was also pointed out that foundation of the physical education faculties (PEF) within pedagogical institutions of higher education manifested a significant stage to solve the problem of training scientific-pedagogical staff. They actually started a regular training of physical education teachers as well as coaches-lecturers for educational institutions. The role of public organizations in training football coaches-lecturers under the up-to-date terms was thoroughly examined.

**Key words:** *football; coach (coach-lecturer); training of specialists in physical education; educational institutions.*

**Setting the problem point. Analysis of relevant research and publications.** Actually, the formation and evolution of the training system of a football coach-lecturer tends to be a complicated multidimensional process interrelated for a considerable historical period with a successful solution for a whole set of problems of social, scientific, pedagogical, and organizing nature. The football, alongside with the gymnastics, has been drawing close attention since the end of the XIX c., the period, which can be interpreted as a beginning of regular teaching of physical education in the domestic system of general secondary education as well as taking advantage of using football elements in physical training of the population.

The spectrum of the physical culture issues, particularly medical-biological, psychological, pedagogical aspects likewise teaching mass football [Vatseba, O. M., 2003; Vatseba, O. M., 1997], was under the thorough research of pedagogues Valentin Gorinevskiy, Leon Orbeli, Aleksey Krestovnikov, Petr Rudik, Mikhail Ivanitskiy et al. The foundation of educational institutions to train specialists in

physical culture appeared to be due to Petr Lesgaft (1837–1909), an author of the singular system of the physical education [Filia, S. (eds.), 2003]. Basics of the army physical training exercises have been ascertained by General Mykhailo Drahomyrov (1830–1905) and Oleksii Butovskyi (1838–1917) (Zubalii, M. D., Zubalii, V. M., 2005). A singular system of body education was an object of deep study and a creation of Hryhorii Vashchenko, the prominent Ukrainian researcher and creator of a modern time home pedagogy, who highly estimated a play with a kick ball to be a powerful means of the physical, spiritual, moral, and intellectual means of youth education (Vashchenko. H., 2001).

The previous analysis of specialized periodicals assures the great need in qualified staff, able to train youth in physical education. The articles highlighted the fact that teachers of physical education had to get higher pedagogical education themselves; it was also pointed out that the necessity to found physical education departments within pedagogical institutes tended to be extremely high (Filia, S. (eds.), 2003).

Thus, the training system of a football coach-lecturer represents a durable period up from the end of the XIX c. until now. Today it urgently requires renovation on the base of self-education and self-creation of each person just like ensurance of optimal conditions for harmonic all-embracing evolution of specialists. There are few core historical-pedagogical aspects of the football implementation into the education practice and the training process of coaches; they are, primarily, constant interest of pedagogues (scientists, teachers, lecturers of physical culture, and coaches) in the game of football as a mighty pedagogical means of forming the mass physical culture likewise future professional becoming of each person. Secondly, it is about ascertaining of the domestic training system of the football coaches as specialists in physical culture and sport within European integration.

The **aim** of the given research reveals to present a historical aspects analysis of the football coach-lecturer training in a professional education practice on the timeline from the mid XIX c. to the day.

The investigation of periodicals and archive materials in the physical culture history were among the core methods within the presented work with the help of comparative-historical analysis of diverse studies in pedagogy and psychology, detailed probes in football as a kind of sport.

**Main body of the research.** It is our point that fundamentals of the content, organizing forms' and methods' search of training of the domestic specialist in physical culture and sport go back to the mid of the XIX c. The Russian Empire, the part of which was the main territory of Ukraine at that time, faced public movement targeting significant transformations of the state, especially in the sphere of education. Therefore, that happened in 60s of the XIX c. that tsarism was forced to provide school reform under the pressure of progressive public. Namely, in 1864 gymnastics and sport games managed to be settled as optional subjects due to "Regulations on primary public schools" and "Charter of gymnasiums" for the next 25 years. Joined persistent efforts of the pedagogical publicity led to the "Teaching instructions and programmes in gymnastics for men's educational institutions" ratification in April 25, 1889, where the courses were declared compulsory subjects, the fact we consider the very beginning of regular teaching physical culture in the domestic system of education (Filia, S. (eds.), 2003).

Oleksii Butovskyi was among the pioneers of the sport branch of youth education development, so all the nuances of physical education and physical training of the future officers and youth, getting prepared to military service, formed the base of his pedagogical and scientific search. In 1892, he headed courses in the physical education specialists training for a Cadet corps, meanwhile making profound disquisition in content and rules of the British football firstly in the domestic practice of the physical education. In addition, Oleksii Dmytrovych has got himself acquainted with the state of training gymnastic and athletic disciplines in educational institutions of England (Zubalii, M. D., Zubalii, V. M., 2005). Merely at the time, such in-depth attention to football as an instrument of the physical education was paid throughout Western Ukraine. To be specific, in 1890 the professor of Lviv teachers' gymnasium E. Tsenar visited Great Britain to examine the content and gamed instructions of the British football and brought the first football balls into Lviv with his colleague H. Jordan. Right the next year he managed to explore the very first football evolution programme for gymnasiums, published in Polish in the monograph "Gymnastic games of the school youth", where he ascertained the content and instructions of the football game. In 1891 the English football instructions have been manifested in Russian in the book "English outdoor games" by E. Demytyev; the volume was published in Moscow and spread all over Ukraine. June 5, 1892, the group of teachers made a release of some football elements during the break between demonstration gymnastic exercises, being a part

of the first Halychyna all-regional achievements exhibition programme (Zarozhdeniye zapadnoukrainskogo futbola (1890–1918); Mykhaliuk, Yu., Melekh, R., Nazarkevych, Yu., 1999; Futbolnyi atlas Ukrainy, 2001).

Yet in 1893 the first football balls arrived to Transcarpathia from Budapest brought by teachers of gymnastics of Uzhhorod, Mukachevo and Berehove gymnasiums who participated in All-Hungary seminar for gymnastics lecturers. In 1893 the programme for training football pupils of 5–8 grades was developed by Uzhhorod gymnasium gymnastics teacher I. Medretskyi. Guided by I. Medretskyi and F. Shyrher, pupils played “English leather ball”, as it was mentioned in gymnasium directory for 1893–1894 academic year (Zarozhdeniye zapadnoukrainskogo futbola (1890–1918); Futbolnyi atlas Ukrainy, 2001). The same year I. Medretskyi with the help of his colleagues designed the football field to conduct football training sessions with 5–8 grade pupils of Uzhhorod gymnasium. The main play set was held in summer, when students, obtaining their education in Budapest, came on vacation. Professor Ivan Boberskyi (1873–1947) got himself deeply acquainted with content and football instructions during his study at Universities of Vienne and Graz (Austria) in 1898–1900. In fact, the term “kick-ball” he introduced as a Ukrainian equivalent for “football” in the brochure “Entertainments and motor games” (Zarozhdeniye zapadnoukrainskogo futbola (1890–1918)). Game instructions for kick-ball and the brochure were popular among football fans of Halychyna region; they contributed to a significant spread of the game all over the school and student youth as well as formation of new football clubs and teams in Halychyna. The newest football game instructions were primarily published in Lviv, 1900, in Ukrainian by V. Lavrivskyi (1850–1934), one of the founders of “Falcon” Lviv gymnastic society, by his own expense. They had a title of “The kick game” – Association football after Osyp Klenka”. In 1902, Ivan Boberskyi introduced games and entertainments with ball to the curriculum of junior grades of Lviv First academic gymnasium; he also provided theoretical education and trainings with kick ball in 5a and 5b grades (Zarozhdeniye zapadnoukrainskogo futbola (1890–1918); Mykhaliuk, Yu., Melekh, R., Nazarkevych, Yu., 1999).

According to the results of the study, the first football match in Poltava took place in July 1909, when a group of boys played at Pavlenky Square (today there is Poltava community secondary school “Taras Korolenko School-gymnasium № 9” situated here). They had dug pillars with ropes stretched on top on each side of the Square, playing with a “rag” ball. The participants were teams of scholars from Realschule and Zemstvo colleges. The match organizer was Ferdinand Steiner, the lecturer in gymnastics from St. Petersburg. According to the “Poltava Voice” newspaper № 968, in October 1, 1910 there started “...exercises how to play football in the Poltava Second (noble) gymnasium”. Actually, it is considered the first football team in Poltava, managed by F. Steiner. The next year such football teams were organized in the First men’s gymnasium, Realschule college, and Cadet corps. They held their first tournament that year; the winner was the team of Second gymnasium (Lomov, A. H., 1999; U istokov ukrainskogo futbola v Rossiyskoy imperii (1878–1918)).

As for St. Petersburg, the Society for promotion of physical development (SPPD) was logically held in 1893, where Petr Lesgaft became its scientific secretary. In March 1895, he suggested to manage specialized training courses for those, who were able to provide physical exercises lessons to children, on one of the sessions. As a result, the special commission elaborated a charter and a programme of these courses to come. The SPPD sessions of January 1896 adopted “The charter on temporary courses for physical exercises and games trainers” and headed Petr Lesgaft as its master (Filia, S. (eds.), 2003). Up from 1896 the courses turned into merely higher educational institution for training physical education leaders and organizers (Lesgaft Coursers, as they were called in Russia). That period also represented some instances of youth physical education ideas’ implementation in the form of specialized sport educational institutions. For instance, in 1902 the trustee of Petersburg’s educational district awarded the lecturer of the military college K. Alekseev with the certificate of entitlement to establish gymnastic schools in St. Petersburg, where scholars from the military and civilian educational institutions could get their training sessions.

The issue of training pedagogues-specialists in physical culture and sport has been drawn much more thorough attention after the October Revolution of 1917 in Russia. Thus, in April 1919 the First All-Russian Congress of Physical Culture and Pre-Service Training Instructors claimed the beginning of regular children’s training in physical education as well as foundation of sport, especially, football, clubs, and network expansion of educational institutions for instructors’ training as dominant up-to-date goals. There were nine-month courses in St. Petersburg, later – sport instructors’ courses, opened in Kyiv, Kharkiv, Poltava, Moscow, etc.; the programmes and manuals, based on research results of the

prominent scientists Petr Lesgaft, Valentin Gorinevskiy et al., were ascertained in succession (Filia, S. (eds.), 2003).

Rather peculiar form of the physical culture evolution was presented by supporters of Proletariancult, denying “the bourgeois exercise system” up to the absurd. For instance, in 1925 the article on the pedagogical nature of football was published, proclaiming the game to be an invention of English bourgeoisie and therefore harmful, because it teaches the soviet youth to deceive. They said, feint is a deception, so going in for this kind of sport makes a negative influence on human character. Instead of such “the bourgeois exercises” people were recommended to do “labour gymnastics”, scilicet imitative forms of labour movements (raking coal, sewing, planning, etc.).

In June 1918, there were half-year courses produced for school instructors in physical education, re-organized in December 1920 into higher educational institution – State central institute of the physical culture (SCIPC). In Petrograd it was Petrograd Petr Lesgaft Institute of the physical education (now – an academy), founded in October 1919 on the base of Petr Lesgaft higher courses. These establishments provided thorough scientific research in the field of the physical education and sport at the beginning of 20s of the XX c. Later, Petr Lesgaft’s apprentice and adherent Valentin Gorinevskiy, as well as Leon Orbeli, Aleksey Krestovnikov, Petr Rudik, Nikolay Bernshteyn, Mikhail Ivanitskiy, etc. made a great merit in working up medical-biological, psychological, and pedagogical issues of physical culture and sport.

Implementing physical education as compulsory discipline into curriculum of the majority of schools caused the great need for qualified teachers in this field of science. First attempts of systematical general pedagogical training of teacher (lecturer) staff in physical education have been taken at higher pedagogical institutions of Ukraine in 1925.

In 1927, the newest programmes in physical culture were adopted in 2<sup>nd</sup> degree schools, whilst in 1930 the higher educational institutions of the state involved the course of “physical education” with 2 obligatory trainings in physical culture a week. As for our country, in 1930 the State Institute of Physical Culture of Ukraine (SIPCU) was founded, been located up to 1941 in Kharkiv. After returning from the evacuation, the institute was replaced in Kyiv. Nowadays it is a National University of Physical Culture and Sport. In 1933, it was Central Research Institute of Physical Culture (CRIPC) founded as core scientific institution on issues of physical culture and sport in the USSR. Nevertheless, there were neither specialists with higher physical culture education nor coaches-lecturers prepared for secondary schools in the USSR up to the 1946, meanwhile before the World War II there functioned only 6 institutes of the physical culture throughout the state (Filia, S. (eds.), 2003).

The postwar years revealed the staffing problem as one of the most acute ones, that’s why many higher and secondary educational institutions of physical education were established. Thus, in 1945 such foundations started in Armenia (Yerevan Institute of physical culture), Kazakhstan, Lithuania, and Latvia. The year 1946 the second biggest in Ukraine (after State Institute of Physical Culture of Ukraine) Lviv Institute of Physical Culture was opened, later it was about Omsk, Smolensk, Volgograd, Krasnodar, Chelyabinsk, Khabarovsk, Moscow Regional (Malakhovka), and Dnipropetrovsk (third in Ukraine) (Derzhavnyi arkhiv Kharkivskoi oblasti F-P-203). At the time of 80s of the XX c. there functioned 23 institutes of physical culture in the USSR, training over 50% of specialists with higher specialized education. The issue of training scientific-pedagogical staff resulted in the creation of physical education faculties (PEF) within pedagogical institutions of higher education, where the process of training started for physical culture teachers of secondary schools, and for coaches-lectures. The two first PEF appeared to mention at Moscow N. Krupskaya Regional Pedagogical University and Leningrad O. Gertsen State Pedagogical Institute. Since 1947, they gradually appeared in Kharkiv, Luhansk, Zaporizhzhia, Simferopol, Odesa, Mykolaiv, Kamianets-Podilskyi, Drohobych, later – in Kremenets, Ternopil, Lutsk, Vinnytsia, Chernihiv, Kirovohrad, and other cities of Ukraine. Technical schools of physical culture continued their activity in Kharkiv, Dniprodzerzhynsk, Ivano-Frankivsk, Donetsk, etc., the same – as for pedagogical colleges. Their merit lies in the fact that they became a leading link in developing the training methodology for educational institutions of Ukraine in producing teachers and coaches-lecturers of physical culture with higher pedagogical education. Those PEF provide the training of highly qualified staff for pedagogical institutions of the country by means of post-graduate education (Filia, S. (eds.), 2003; Kravchuk, T. M., 2002).

Up-to-date Ukraine operates educational institutions’ powerful network to solve the problem of staff and scientific-methodological support of the branch of physical culture and sport. In fact, 72 higher educational institutions provide the training of a coach-lecturer (specialist in “Physical

culture and sport”), among them are two, located in Poltava Region – Poltava V. G. Korolenko National Pedagogical University and National University “Yuri Kondratyuk Poltava Polytechnic”. All these establishments qualify football as crucial aspect in physical training of the future coach in football.

In 1997 there was Scientific-Methodological Department (Technical Committee), founded subordinate to the public organization of the Football Federation of Ukraine (FFU), aiming at training specialists under coaching license programmes and diplomas for professional, youth and women’s football, improvement of educational programmes for children and youth sports schools as well as schools of Olympic reserve, publishing of specialized literature, etc. Starting from 2002, Ukraine supports its own coaching education system of Ukrainian Football Association (UAF). The Licensing Centre of the latter together with regional football associations likewise Institute of Football (on the base of National University of Physical Education and Sport of Ukraine) support programmes of training specialists and obtaining coaching licenses and diplomas of all levels (“D” and “C” for initial, “B” for basic, “A” for higher, and “Pro” stands for professional).

**Conclusions.** The implementation of football into the educational system of Ukraine goes back to the end of the XIX c., which is usually interpreted as the beginning of football coach training system. Especially, the training of teachers-coaches to manage football as sports school game was initiated almost synchronous with training lecturers of physical culture and establishing the proper educational institutions to support this activity. Due to merits of many prominent pedagogues in Western Ukraine and Russian Empire, the constituent of which was the main part of our country, football became component of physical education process among children and youth. As for now, the basic training of coaches-lecturers in football (specialists in “Physical culture and sport”) is being provided by 72 higher educational institutions in Ukraine. The training process of a coach-lecturer in football also requires an active participation of public organizations from the regional to international level.

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