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## **Pedagogical heritage of development of physical activity in preservation of indigenous population of the West Siberia / Pedagogiczne dziedzictwo rozwoju aktywności fizycznej w obronie rodzimej ludności Zachodniej Syberii**

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**Key words:** pedagogical property, physical activities, traditional games and competitions, indigenous population of the west Siberia.

**Abstract:** The article is based on the materials received in ten ethno-pedagogical expeditions (1990-2006) in places of residing of the indigenous population of the West Siberia. In the result of ethno-pedagogical expeditions the basic means of pedagogical heritage and property of physical activities were identified. Pedagogical heritage of physical activities included more than hundred of traditional games and competitions. The implementation of traditional games and competitions will allow enriching considerably the spiritual life of not only the indigenous population but other peoples of the west Siberia and the whole Russia as well.

In recent years there has been a necessity to overcome isolation of contemporary education of indigenous population from their national roots and natural ethno-pedagogical process. It is a global challenge. UNESCO shows concern in terms of rapid extinction of the most important traditional pedagogical methods and means. In particular, development and support of physical activity (traditional types of trades, games and sports) in the way of life of many ethnoses. At its 33<sup>rd</sup> session UNESCO adopted the Resolution 33C/R.21 on their protection and implementation in contemporary educational systems [Collective consultation aimed at creating an international platform for the promotion and development of traditional sports and games. Paris, 13 March 2006, UNESCO Headquarters].

The federal special-purpose program for economic and social development of indigenous populations of Siberia till 2015 includes the parts on providing the conditions for development of motion activities. The function of movement activities as an essential part of pedagogical heritage in physical education of indigenous

population of the West Siberia was not studied, systematized and was not given a comprehensive theoretical overview. And consequently it was not realized in the contemporary context. Motion activity is understood as any directed muscular activity enabling to develop, maintain and keep good physical form, improve general state, provide more energy, give an additional impetus to life and opportunity to adapt to weather and social conditions. Concern for child's welfare and mutual development was aimed at improvement of physical activity. And it has always been the issue of tireless efforts in family education [“The concept of the Federal Target Program “Economic and social development of indigenous population of the North, Siberia and the Far East till 2015”].

The valuable information about the means of physical activity of Siberian ethnoses can be divided into pedagogical heritage and pedagogical property. The latter is referred to as historical, cultural and socio-pedagogical facts, subjects, description of events and phenomena significant to its times only and particular ethnic and climatic conditions. Ethno-pedagogical property in the field of personal

physical activity development was important not only in socialization and formation of spiritual and moral, esthetic, labor and physical qualities but in ethno genesis of indigenous population as well. But today we cannot use the ethno-pedagogical property in the modern system of physical education of Siberian indigenous population. The ethno-pedagogical property must be carefully preserved and given from one generation to another. Perhaps in future as national identity of indigenous population of the West Siberia arises and develops, the ethno-pedagogical property can be used as pedagogical heritage being defined as an original physical training containing practical facilities which are quite applicable in modern education for a significant improvement of motion activity.

Pedagogical heritage of indigenous population of the West Siberia being rich in forms and matter must be studied, recreated, reconstructed and implemented in modern conditions.

Pedagogical potential of traditional games and competitions for educating the younger generation of indigenous peoples of Siberia, censures – old pedagogical experience of these nations are necessary to the new generation since positive national uniqueness and unity of the nation is realized through it. In this way we can preserve high national spirit that is valuable for all present population of the north of the West Siberia.

A great number of means of physical activities such as traditional games and sports, methods of health improvement, physical training for industrial and economic activities, accumulated in the process of trade, military campaigns, in everyday life, provided all necessary conditions to form the younger generation that is sound of body and mind. The means of physical activity were used not only in everyday life but for preparation and holding national holidays which revealed the national uniqueness of motion activities in the traditional games. Sport events gathered and united the representatives of indigenous populations of the West Siberia who lived at considerable distance from each other. As ancient Greeks living in different parts of Oecumene were united by the Olympic Games, and competitive spirit enabled them to realize and maintain their national unity for thousands of years.

In contradictory conditions, when humanization of social life and reinforcement of national identity of indigenous populations of Siberia are being combined, a particular organization of the educational process is needed to motivate people to turn to the study and implementation of their pedagogical heritage that is considered as original

and valuable cultural experience including all the best that had been accumulated for the long history of development not only in educational system and pedagogical thought but in family education, that can be reconstructed and effectively used in modern conditions.

Appealing to the pedagogical heritage and property will allow to overcome an extremely negative tendency of vigorous decrease of a family physical education in formation of physical activity of the youngsters. It is needed to increase importance and responsibility of secondary and high schools for providing required physical activity of school students. However, the educational system in conditions of the North fails to do it in full extent. In recent years researches have revealed that physical activity of Russian schoolchildren is 40% and senior high school students 70% below the required rate. Medical investigation has showed that only 4% out of senior high school students do not have health deviations. The situation in national secondary school is much worse [Prokopenko 1992, pp. 73 h.; Shamaev 2003, pp. 22].

To provide deep and thorough research of pedagogical heritage of physical activity of the indigenous population the following methods of field ethnography were used: supervision, interrogation, conversation, and interview. We carried out a retrospective analysis of the traditions connected with physical training of young generation. It is illustrated by photos and videos taken during Russian Federation Final Cup on North combined events from 2004 to 2006. Also the long-term research materials (from 1990 to 2006) on physical activity of indigenous populations of the West Siberia in places of compact residing (Khanty-Mansiysk, Yamalo-Nenetsk autonomous regions) were analyzed.

Our research work has showed that the unique cultural experience of many West Siberian indigenous populations has almost disappeared. Nowadays physical training based on imitation of Olympic kinds of sport in national schools and in establishments of extended education does not correspond to the national idea and living conditions of the Siberian indigenous population and does not include centuries-old traditions of physical culture of these nations for whom a vital function of physical activity was to survive in hard climatic conditions of Siberia.

Providing the reconstruction of pedagogical heritage in modern conditions we should take into consideration that formation of physical activity of children and teenagers was based on the principle of gradual acquisition of hunting and housekeeping skills, characteristics of age and gender, diminishing

the size of trade tools for training, introducing elements of fairy tales in games. It is reflected in folklore, it was also connected with customs observed during ritual and religious practices.

Our research includes the following ethnopedagogic field materials: description and analysis of means and methods of development of physical activity, conditioning, physical exercises for trade and economic activities. Besides, it was written down according to indigenous population about 200 traditional games and competitions. Pedagogical analysis of literature sources and collected ethnopedagogical materials allowed to justify the need in the national “school” of physical training of ethnos where the physical activity of young generations was formed and improved [8–9].

“The maternal school” of the West Siberian ethnos covered children at the age from a birth till 5–6 years. In this period of physical activity formation the mother was exclusively engaged. She made toys and taught the children the rules of active games which reflected trade and household activities. At the age of 6–7 the father started to teach boys and the mother was engaged into education of girls. It was the way the principal of the separation in gender and age was realized in the “family” school.

Beside their industrial purpose, games and competitions promoted the development of vital physical features, trained intensive motion skills and educate morality, group work skills and spirituality. At training in “communal” and “patrimonial” schools teenagers were taught the skills of collective hunting and military science. Thus, health improvement and education environment was created. It can be divided into the following levels: individual, local (family level), group (tribe level), regional (community level) and national.

Brief information regarding the means and methods of physical activity improvement of native Siberian is to be found in works by [Zuev 1947, pp. 96; Finish and Bram 1882, pp. 484].

In the early 20<sup>th</sup> century a more detailed study on culture of Siberian peoples was carried out. It undoubtedly allowed to obtain some information on the development of physical activity of children and teenagers. Several means of improvement of physical activity are described in the research works by Shukhov [1915, pp. 37–56] and Dmitriev-Sadovnicov [1914, pp. 13–14]. The main weakness of the works mentioned above is in their fragmentary and descriptive character.

The most active studies of pedagogical heritage and means of development of physical activity of Siberian peoples in particular began in the 20–

30-ies the 20<sup>th</sup> century. There were published the works by Pevgova [1939, pp. 37], Reinson-Pravdin [1944–45, pp. 350], Absolyamova [1962, pp. 210] on traditional education, games and methods of their application in national schools of the North.

It should be noted that in recent years there have been published the works containing the analysis of original physical training and means of development of physical activity of indigenous populations in Siberia. It has been carried out by Krivuly [2003, p. 25], Krasilnikov [1998, pp. 160–161; 2001, pp. 115], Sinavskiy [2005, pp. 406]. All of them have made a great contribution to revealing the national peculiarities of physical culture, original physical education, functions and meaning of traditional games and sports. The authors listed above express great concern about the lack of attention to the problem of studying, preservation and implementation of traditional forms of motion activities of indigenous populations of the west Siberia in modern conditions and their role and importance in the contemporary education process.

Most of researchers of physical culture of native Siberian such as Zuev [1947, pp. 96.], Ostroumov [1903, pp. 76], Pavlovsky [1930, pp. 19], Podolskiy [1930, pp. 76], Simonova [1883, pp. 101] have pointed at their short height of 150–155 cm, their weight of 55–64 kg. But they say that their height was not an obstacle for formation of solid body of these nations.

Most of researchers of the North such as Zuev [1947, pp. 96], Gondatti [1888, pp. 69–70], Irinarkh (hegumen) [1909, pp. 497–498], Mitusova [1939, pp. 350], recorded a long life span (from 60 till 100 years old) that couldn't be possible without high level of physical activity. Besides, they pointed out the high level of vital motion skills (considering the specific character and national ethnic features of the Siberian region) like walking, running, jumping, crossing of barriers in taiga, tundra, combination of different kinds of motions during industrial activity, gathering and other kinds of household activities.

Other motion skills such as coordination and conditional were developed simultaneously. Besides, the basic knowledge about personal hygiene, the impact of physical exercises on general well-being; they developed capacity for work and motion skills in conditions of nomadic and seminomadic life, industrial practices, military skills. They acquired the notion about traditional competitions, equipment and national attributes, observation of safety rules during traditional games and competitions.

The scientific data acquired show that the main

goal of original physical training was to convince the young generation in their loyalty to spiritual and material values of indigenous peoples of Siberia that are in the national folklore and religious practices. The goal was not achieved without bringing only physical qualities but spirituality and morality as well. It couldn't be possible to educate the will without training strength, agility, speed, flexibility, emotional control, discipline, kindness, honesty and self-possession, initiative, quick-wittedness, and response, dominance of esthetic and spiritual needs over the material ones.

The analysis of historical literature and the materials of ethnographic expeditions in places of compact residence in Khanty – Mansiysk, Yamalo - Nenetsk autonomous regions have revealed the following initial data:

For many centuries the indigenous peoples of the West Siberia had formed empirically original physical training with its specific national forms, methods, and means for development of physical activity as ethno-pedagogical heritage.

These ethnoses created a logic system of traditional games and sport competitions that covered all age groups of native Siberian (from toddlers to the oldest representatives of these ethnoses). Traditional games and sports were not of spontaneous character (as it was noted in works of some researchers of these nations). They had clear and educational goals and tasks such as health improvement, preparing to industrial and military activity. There were certain traditional games and sport competitions for every age stage of a personal physical and mental development.

The main goal of development of physical activity was to prepare the young generation to labor (mainly to crafts such as hunting, reindeer breeding, fishery, gathering), household and military activities that enabled them to survive in severe climatic conditions of the North of the West Siberia.

Taking these data into consideration we can judge about the extent and importance of motion activity for survival, its social role in education of the younger generation of native Siberian. Besides, they can be used not only for scientifically based organization of contemporary educational process of indigenous population of the west Siberia but for physical training of the children whose parents are involved into industrial development of natural resources of the North and the Far East as they live at the same weather conditions.

The results of theoretical analysis and ethno-pedagogic research allow passing to the whys and therefore, of the present stage of development of physical activity of indigenous populations

of the North of the West Siberia due to the need of educational establishments in training and educational programs of the younger generation with traditional games and competitions in its variety part. They were approved at the international congress in Switzerland in 2005, at the 4<sup>th</sup> International Symposium in Slovenia; they recognized among the best works at the open contest of Russia "Pedagogic innovations 2005" in Moscow and awarded a diploma and a medal of Yanush Korzhak.

The field ethnopedagogic materials were used during the work on "Complex program on physical education in junior school" (Khanty, Mansy) in 1996, in development of methodological manual "Games, competitions and original physical exercises of populations of the north" for coaches, PhT teachers published by the Surgut pedagogical institute.

For "healthcare" and "health improvement" in harsh conditions of the north of the West Siberia we should consider the number of specific peculiarities allowing to use traditional games and competitions in the educational process of children, teenagers and the youngsters. They are as follows:

Begin teaching moving exercises providing development of physical qualities as early as possible. It is quite possible in case the children have been trained the traditional games since pre-school. They are "The game with sticks", "Hide and seek", "Shooting from a bow for children", "Hare's traces". They were aimed at children and teenagers to involve as soon as possible them into such collective labor activity as hunting, gathering, reindeer breeding, economic activity.

Involve into traditional competitions. They were for all ages due to nomadic and seminomadic life on nature that demanded good physical form from the age of 10 till old age. These games are as follows, "Shooting from a bow at aim", "Pulling of a stick", "The throwing of a lasso on a trochee". It should be noted that a teenager was engaged into competitions for adults in case he had a good physical form.

Distinguish between traditional games and competitions for boys and girls (from 6 till 7 years old). Boys competed in skiing, chasing, throwing a lasso on the trochee which allow to involve them into industrial activities from the earlier age. Girls practised in such games as "the Hearth", "Dolls", which helped women to run the house. This physical activity demanded as much moving activity as hunting and fishing.

Hold the following games and competitions all year round despite weather conditions: "Sliding sticks", "Catching a trochee", "Jumping over the

sledge”. They provided good conditioning and were caused by their industrial activities in all weather and living conditions in taiga and tundra.

Tight connection of traditional games, competitions with customs and rituals, national festivals. Not a single holiday was held without such traditional games and competitions as wrestling, archery, shooting from a rifle. They were traditional during “The bear holiday”. It helped to unite families, maintain contacts between the communities. It should be noted that children and teenagers were allowed to attend religious rituals and holidays. There they could get accustomed to the national culture and even perform some functions according to their age and abilities. They helped to prepare a ground for wrestling and bring sport equipment.

We suggest the following stages of implementation of reconstructed pedagogical heritage through introducing the system of traditional games and competitions into the contemporary educational process of the national educational establishments of the indigenous populations of the West Siberia.

In junior school games for agility and speed are preferred due to weak aerobic and muscular systems at this age. We recommend the following games for children of this age “Bear run”, “Hide and seek”, “The throwing of a lasso on a trochee”, “Who is the fastest”, “Throwing a stick at the aim”. These games arouse interest not only among the children of native Siberian but everybody. These games can be effectively applied in the basic part of a lesson and warm-ups as well. But we do not recommend them at the lessons of skiing and athletics.

In middle and high schools at PE classes more complicated games, силовые единоборства, and original physical exercises can be used due to intensive development of muscular and respiratory systems at this age and beginning of training children and teenagers to efficient trade and economic activities. These are “Jumping over a boat”, “A snow arrow”, “The rings”, “Catching a deer”, “Drop the fellow”. We would recommend these games for the basic part of the lesson or for the whole lesson.

1. Games during an active time break. These games take from 8 to 10 minutes. They stimulate moving activity of children, enable them to have an active rest and grasp the material easily at the next lesson. You cannot lead tiring and exciting games. During the time break you can effectively use the following games “Games with a ring”, “Let’s play the pits”, “The throwing of a lasso on a trochee”, “Playing with a ball”, “Hare’s traces”, “The woman of the bog”, “Wooden log”.

2. Games for afterschool. Sports hour is included into the structure of the educational process of these children that is why it is aimed at revision and improvement of the material taught at PE classes. Besides, these games are recommended to organize in the open air to improve children’s condition. During this hour you can conduct from 3 to 5 games. For example, “Game with a hoop”, “A snow arrow”, “Games with a stick”, “The monster”. These games relieve psychological tension and prevent physical inactivity.

3. Games for “all-over competition of the North” in sport school for children and the youth. First of all, this is the number of games providing the development of special motion skills and physical qualities that are necessary for training all-round events of the north. During the educational and training process the following games can be used: “Jumping over the sledge”, “Jumping”, “Throwing a lasso at distance”, “Throwing a lasso on the image on the snow”. To develop agility and strength in the preparatory part it is necessary to include the following games “Pulling with a neck”, “Pulling with fingers”, “Catching a trochee”.

4. Games in summer labor and health camps. The aim of physical culture lessons in extended education establishments is health improvement of children, and it is the basis for further sportive improvement of physically trained children and teenagers (физически подготовленных). We recommend the following action games: “Hide and seek”, “Bear and berry-field”, “Hobgoblin”, “Discus throwing”, “Playing with a discus”. They should be used at a certain time (в отведенное время) for physical exercises. It is necessary to include them in to the Olympics programs of the camp. It is also obligatory for children and teenagers to master such a new kind of sport as all-over competition of the North. With this aim in view it is needed to build special playgrounds, to buy lassoes, special sticks for running, models of sledge, a field for throwing a hatchet, places for training a national triple jump.

Theoretical and field ethnographic research reveals that pedagogical heritage and property of indigenous populations of the West Siberia contain rich potential of original means, methods and forms of development of physical activity which have been providing training industrial and household activities, formation of spirituality, socialization and connection with their own history.

Traditional active sports and games is the most important means of training of vital movements, development of such physical qualities as speed, strength, agility, flexibility. They educate determination, courage, smartness, collectivity, team spirit, morality help to survive in harsh

geographic and climatic conditions of the north of the West Siberia. The revival of the pedagogical heritage and its implementation in contemporary educational process of national schools, boarding schools, sport schools for children and the youth will allow to enrich its content significantly, and optimize movement activity of children, teenagers and young people of native Siberian, and other nations of the Russian Federation.

Involving children of newcomers, who are engaged into industrial development of natural resources of the North, into traditional physical training of the indigenous populations of Siberia does not break any national foundations. On the contrary, it will help to establish international tolerance, mutual understanding and harmony not only among children but their parents as well.

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**Ключевые слова:** педагогическое достояние, двигательная активность, традиционные игры и состязания.

#### **Абстракт**

Статья была подготовлена на основе материалов десяти этно-педагогических экспедиций (1990–2006) в места постоянного проживания коренных малочисленных народов Западной Сибири. В результате этно-педагогических экспедиций были установлены основные средства педагогического наследия и достояния двигательной активности. Использование традиционных игр и состязаний позволит значительно обогатить духовную жизнь не только коренных народов, но также других народов Западной Сибири и России в целом.