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Changing views on the role of physical education teachers and sports coaches in Polish sports pedagogy literature up to 2015

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Zmieniające się poglądy na rolę nauczycieli wychowania fizycznego i trenerów sportowych w polskiej literaturze z zakresu pedagogiki sportu do 2015 roku

Streszczenie

Przez stulecia społeczeństwa na całym świecie poszukiwały ideału nauczyciela. W wyniku tych poszukiwań zmieniały się oczekiwania względem tego zawodu. W XIX wieku ludzie szukali sposobów na poprawę zdrowia i warunków życia. Powstał wówczas ruch higienistów, który w oświacie i higienie szkolnej dostrzegał szansę na poprawę sytuacji zdrowotnej, powstała nowa specjalność nauczycielska – nauczyciel zajęć ruchowych.

W tym samym czasie miał miejsce rozwój sportu m.in. dzięki organizacji nowożytnych igrzysk olimpijskich. Powyższe czynniki przyczyniły się do powstania nowej specjalności w nauczaniu ruchu – nauczyciela wychowania fizycznego. W drugiej połowie XX wieku z powodu zwiększenia funkcji tego zawodu, a przede wszystkim w wyniku rozwoju sportu, pojawił się zawód trenera sportowego. W perspektywie lat zmieniały się poglądy co do roli nauczycieli wychowania fizycznego.

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nego i trenerów sportowych. Ważna jest nie tylko wiedza i umiejętności trenera, ale kim on jest jako specjalista, jako pedagog i jako człowiek. Zdaniem autora, trener w każdej sytuacji powinien mieć na uwadze dobro zawodnika. Ponadto wskazano, że sport amatorski i profesjonalny są ze sobą nierozzerwalnie połączone.

Słowa kluczowe: nauczyciel wychowania fizycznego, trener sportowy, uczeń, Polska.

Abstract

For centuries societies all over the world have been searching for the ideal of a teacher. As a result of this search, expectations of the profession have changed. In the 19th century people were looking for ways to improve health and living conditions. At that time a movement of hygienists arose, which saw an opportunity to improve the situation in education and school hygiene, and a new teaching speciality was created, i.e. the physical activity teacher.

Meanwhile, there was an intense development of sports, among other things, due to the organisation of the modern Olympic Games. The above factors contributed to the emergence of a new specialisation in teaching physical education. In the second half of the 20th century, due to more focus on the role of physical education teachers, and above all, as a result of the development of sport, the profession of sports coach emerged. Opinions on the role of physical education teachers and sports coaches have been changing over the years. Not only are the knowledge and skills of the coach important, but also who they are as a specialist, as an educator and as a person. According to the author, the coach should have the player's best interests at heart in every situation. In addition, it was pointed out that amateur and professional sport are inextricably linked.

Keywords: physical education teacher, sports coach, student, Poland.

Introduction

There is no pedagogical system in the world that would neglect the role of the teacher in the educational process. It is universally acknowledged that good education and good upbringing can be the work of a good teacher-educator.¹ The process of upbringing has been analysed at many levels, and numerous pedagogical currents concerning upbringing have emerged in a historical perspective. However, it should be emphasised that one of the oldest forms of nurture was education through movement and play, which was already practised in ancient Egypt, China and Greece. Thus, it can be considered that physical education was one of the first forms of nurture. The development of civilisation and culture led to the need of passing on the achievements of mankind which was achieved through new forms of education, e.g. the art of war or apprenticeship.

In the 19th century, health and hygiene education was attempted in Europe due to the disastrous sanitary situation. Education was seen as an opportunity

¹ E. Kozak, *Nauczyciel jako dydaktyk, opiekun i wychowawca*, [in:] S. Popek, A. Winiarz (ed.), *Nauczyciel, zawód, powołanie, pasja*, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2009, pp. 158.

to reach numerous social groups.² Activities in the theory and practice of health and physical education were launched. Associations of doctors, natural scientists and educators popularised physical education and sport as factors for improving health.

In Poland, the process of education and the system of training specialist teachers proceeded differently than in other European countries, it was hampered by political conditions. The political situation of Poland in the 18th century was unstable, and in 1732, a secret agreement between the neighbouring powers of Prussia, Austria and Russia was signed concerning the succession to the throne of Poland. These powers carried out three partitions of Poland, dividing the Polish territory between them and began to suppress all signs of Polishness. As a result of these events, Poland was erased from European maps for 123 years.³ The situation changed in 1918, after the end of the First World War, when Poland regained its independence. Parallel to the rebuilding of Polish statehood, discussions took place on the model of school physical education as an important part of the educational system.⁴ Eugeniusz Piasecki, the founder of modern physical education, had significant merits in this field as well as in the development of health sciences. It should be noted that the launch of the research process to define the silhouette of a physical education teacher⁵ was also significantly influenced by the organisation of the first modern Olympic Games in 1896. In Poland, survey in this area began in 1918, was interrupted by the outbreak of the Second World War, and was continued after its end by Zbigniew Krawczyk (1958) and Oskar Żawrocki (1959).⁶ In the second half of the twentieth century, as a result of the increasing scope of influence of physical education teachers and the development of sport, the concept of the sports coach emerged.⁷

The expectations of this profession have changed over the years. At the end of the 20th century, the terms sports coach and sports teacher were differentiated. The main task of the sports teacher was to educate as many physically fit pupils as possible in order to give them a basis for further sports development, while sports development was handled by the sports coach.⁸

² M. Demel, *Pedagogiczne aspekty warszawskiego ruchu higienicznego 1864–1914*, Zakład im. Ossolińskich, Wydawnictwo Polskiej Akademii Nauk, Wrocław – Warszawa – Kraków 1964, p. 1.

³ J. Zdrada, *Historia Polski 1795–1914*, PWN Warszawa 2005, p. XXI, XXII.

⁴ J. Chełmecki, *Reformy programu szkolnego wychowania fizycznego w Polsce w 1918 roku*, [in:] J. Nowocień (ed.), *Szkolne wychowanie fizyczne w dobie reform edukacyjnych*, AWF Warszawa 2014, p. 116.

⁵ J. Nowocień, *Trener sportowy w perspektywie pedagogicznej*, [in:] H. Sozański, J. Sadowski (ed.), *Trener wczoraj, dziś i jutro*, AWF Warszawa, Wydział WFIS w Białej Podlaskiej 2013, p. 102.

⁶ *Ibid.*, p. 104.

⁷ R. Żukowski, *Trener wobec zagrożeń współczesnego sportu*, [in:] H. Sozański, J. Sadowski (ed.), *Trener wczoraj, dziś i jutro*, AWF Warszawa, Wydział WFIS w Białej Podlaskiej 2013, p. 49.

⁸ J. Nowocień, *Trener sportowy w perspektywie...*, p. 104.

State of research

Studies on various aspects of the teaching and coaching profession have been carried out extensively both in Poland and worldwide. They have resulted in interesting scientific and popular-scientific publications describing in detail issues related to this topic⁹. It should be noted, however, that despite many works dealing in detail with various aspects related to the issues of the profession of physical education teacher and sports trainer, there is no study to date, which would illustrate the changing views on the role of physical education teachers and sports coaches in the Polish literature on sports pedagogy.

Therefore, the author has attempted to analyse how expectations concerning the role and tasks for people working in the above mentioned specialisations have been shaped in the Polish historical perspective and in the present time.

Purpose, methods and research problems

The aim of the publication is to present the changing views on the role of physical education teachers and sports coaches in the Polish sports pedagogy literature.

Research questions:

1. When did the first reflections on the role and tasks of a teacher appear?
2. How did the expectations of specialists in physical culture sciences and social expectations towards the profession of a physical education teacher change in Poland in the 19th and 20th centuries?
3. What competences should a physical education teacher and a sports coach have in the 21st century according to Polish specialists in sports pedagogy?

The article is a review in accordance with the principles of historical research methodology. The author has analysed historical sources and available literature, statements and views of prominent educators and coaches, and conducted a search of library resources. She thoroughly evaluated them in terms of their usefulness for further survey, applied the method of synthesis, induction, deduction and comparative method.

⁹ J. Lipiec, *Traktat o trenerze. Wartości, funkcje, normy*[in:] H. Sozański, J. Sadowski (ed.), *Trener wczoraj, dziś i jutro*, AWF Warszawa, Wydział WFiS w Białej Podlaskiej 2013; J. Nowocień, *Trener sportowy w perspektywie...*; R. Żukowski, *Trener wobec zagrożeń współczesnego sportu*, [in:] H. Sozański, J. Sadowski (ed.), *Trener wczoraj, dziś i jutro*, AWF Warszawa, Wydział WFiS w Białej Podlaskiej 2013; H. Grabowski, *Co koniecznie trzeba wiedzieć o wychowaniu fizycznym*. Wydawnictwo Impuls Kraków 2000; T. Ulatowski, *Teoria i metodyka sportu*, Sport i Turystyka, Warszawa, 1971.

Results and discussion

Origins of the physical education teaching profession

The teaching profession is one of the oldest in the world and for many years has been the subject of interest of psychologists, pedagogues and philosophers from various countries.¹⁰ In primitive times, the younger generations learned through imitation and observation of everyday life, and functioning in social groups and families was a primary objective.¹¹ In ancient times, the ideal was a man with a comprehensively developed personality. The wisdom and knowledge of the teacher were considered the foundation of the value of man.¹² In ancient Egypt, games, plays and sports were an important part of social life and were practised by both men and women. Besides, children's games were regarded as a conscious and planned means of education. The basic educational institutions and pedagogical concepts that developed during the Ancient Greek period set the course, so to speak, for the development of European pedagogy and education. In Athens, there was a system of upbringing that prepared a young man for participation in public life, care was taken of his all-round development, expressed in the concept of *kalokagathia* – beautiful and good.¹³ This was in contrast to the military upbringing in Sparta, which shaped the qualities and fitness of a good soldier¹⁴ and the desire to maintain power over the autochthones.

In the medieval period, the teacher had *ex officio* an unlimited power over his pupil and he enjoyed absolute authority.¹⁵ In this era, education also took place within corporations, or so-called guilds.¹⁶ In addition, a special system of education for the noble youth was established, i.e. knight education. A candidate for a knight was supposed to attain strength and fitness for battle, which was, as it were, his goal and destiny.¹⁷

¹⁰ E. Kozak, *Nauczyciel jako dydaktyk, opiekun i wychowawca...*, p. 158.

¹¹ D. Apanel, *Słowo wstępne-krótka refleksja historyczna*, [in:] D. Apanel (ed.), *Być nauczycielem-opiekunem-wychowawcą. Perspektywa historyczna*, Wydawnictwo Adam Marszałek, Toruń 2012, p. 6.

¹² D. Apanel., *Zawód nauczyciela w perspektywie temporalnej*, [in:] D. Apanel, E. Morawska (ed.), *Pozostawić ślad w biografjach innych, Nauczyciel – mentor, mistrz, lider zmian*, In Memoriam Profesor Ewy Bilińskiej-Suchanek, Słupsk 2012, p. 20.

¹³ R. Wroczyński, *Powszechne dzieje wychowania fizycznego i sportu*, BK Wydawnictwo i Księgarnie Wrocław 2002, pp. 31–32, 41, 61.

¹⁴ *Ibid.*, p. 43.

¹⁵ D. Apanel, *Słowo wstępne-krótka refleksja historyczna...*, p. 7.

¹⁶ H. Samsonowicz, *Cechy rzemieślnicze w średniowiecznej Polsce: mity i rzeczywistość*, "Przegląd Historyczny" 75/3, 1984, pp. 551–567, <https://docplayer.pl/48587191-Samsonowicz-henryk-cechy-rzemieslnicze-w-sredniowiecznej-polsce-mity-i-rzeczywistosc.html> [access 29.08.2022, 15.00]

¹⁷ R. Wroczyński, *Powszechne dzieje ...*, p. 43.

During the Renaissance in Poland, reflections on the teaching profession were undertaken, among others, by Leonard Coxe, who developed a pedagogical treatise according to which a teacher should have a thorough education.¹⁸ Besides, the first substantial reflections on physical education in Poland were appearing at that time. This was mainly due to Sebastian Petrycy of Pilzno (1554–1626) who made extensive use of the thought of ancient philosophers, especially Aristotle, Plato and the sophists.¹⁹ He pointed out that physical exercise treated as fun and rest is necessary for everyone, because it makes an individual reborn and refreshed.²⁰

Both the achievements of West European and Polish pedagogical thinkers were used by the Commission of National Education (hereinafter: the KEN) in its work on shaping the teaching profession. On the basis of several hundred papers prepared by members and associates of the KEN, *Ustawy dla stanu akademickiego na kraje Rzeczypospolitej przepisane* were drafted and published in 1873. It was the first school code in Europe.²¹ Drawing from the KEN's experiences in the field of elementary education, Grzegorz Piramowicz published the work *Powinności nauczyciela*²² in 1787.

Physical education teacher in the 19th and early 20th centuries

In the 19th century physical education was particularly represented in Polish pedagogical thought by Bronisław Ferdynand Trentowski (1808–1869), who believed that through education it would be possible to rebuild the Polish nation that would free itself from the partitions.²³ Jędrzej Śniadecki in his pedagogical treatise *O fizycznym wychowaniu dzieci*, “referring to the resolutions of the KEN [...] directed the attention of physical education teachers to respecting the child's right to individual development in accordance with its own nature [...]. He proclaimed that physical education should take particular care of health and

¹⁸ T. Bieńkowski, *Naukowe środowisko krakowskie w początkach XVI wieku (1500–1590)*, “Studia i Materiały z Dziejów Nauki Polskiej”, seria A 13, p. 40.

¹⁹ Were mainly active in Athens in the 5th–4th centuries BC; the object of interest of the sophists was the human being and they are therefore considered the first humanists in the history of ancient philosophy; <https://encyklopedia.pwn.pl/haslo/sofisci;3977259.html> [access: 29.08.2022, 15.30].

²⁰ J. Nowocień, *Wychowanie fizyczne w polskiej myśli pedagogicznej w perspektywie 90-lecia*, [in:] J. Nowocień, K. Płoszaj, A. Samełko (ed.), *Myśl pedagogiczna i psychologiczna o wychowaniu fizycznym i sporcie w warszawskiej Akademii Wychowania Fizycznego*, AWF Warszawa 2020, p. 77, 79, 81, 83.

²¹ R. Wroczyński, *Powszechne dzieje...*, p. 86.

²² G. Piramowicz, *Powinności nauczyciela*, [in:] S. Wołoszyn (ed.), *Źródła do dziejów wychowania i myśli pedagogicznej w zarysie*, Warszawa 1965, p. 685.

²³ J. Nowocień, *Wychowanie fizyczne w polskiej myśli...*, p. 77, 79, 81, 83.

influence one's lifestyle."²⁴ Giving physical education a humanistic dimension, he referred to the professional code defined by Grzegorz Piramowicz in *Powinności nauczyciela*, in which he included a chapter on physical education and maintaining health.²⁵

Representatives and activists of the hygiene movement, associations of doctors, natural scientists and pedagogues carried out events popularising physical education and sport as factors influencing the improvement of health.²⁶ Dynamic activities in this field were carried out by, among others: Stanisław Markiewicz, Janusz Korczak, Henryk Jordan and Stanisław Kopczyński.

Henryk Jordan emphasised the role of physical education teachers for the health and development of pupils. He encouraged candidates for educators to complete a university course in this subject in order to obtain relevant qualifications. On his initiative, such a course was launched at the Jagiellonian University in 1895.²⁷ E. Piasecki, also had a significant contribution to developing the formation of physical education teaching staff in Poland. He pointed out that "it is necessary to know the human organism, its structure and functions, its impact on the means we use. You also need to know how to dose these means. [...] You also need to know how to move around in the field of psychology and pedagogy."²⁸ Thanks to E. Piasecki's efforts, the Study of Physical Education was established as an independent unit functioning at the Faculty of Medicine of the Poznań University and E. Piasecki was appointed its director.²⁹

In January 1927, the Scientific Council for Physical Education was established, and at its meetings the guidelines for the development of general physical education and sport were formulated. A ban was introduced on young people belonging to 'adult' clubs. Sport could then only be practised in schools and inter-school sports clubs under the supervision of physical education teachers.³⁰ Young sportsmen and sportswomen did not agree with the authorities' recom-

²⁴ K. Zuchora, *Polskie drogi wychowania fizycznego i sportu od Komisji Edukacji Narodowej do 1939 roku*, [in:] Nowocień J., Płoszaj K., Samełko A. (ed.), *Myśl pedagogiczna i psychologiczna o wychowaniu fizycznym i sporcie w warszawskiej Akademii Wychowania Fizycznego*, AWF Warszawa 2020, p. 32.

²⁵ Ibidem.

²⁶ M. Rotkiewicz, *Wystawy sportowe w Europie na przełomie XIX i XX wieku*, „Wychowanie Fizyczne i Sport” 1974, nr 4, p. 170.

²⁷ D. Apanel, *Wychowanie zdrowotne dzieci i młodzieży na ziemiach polskich przełomu XIX i XX wieku – teoria i praktyka pedagogiczna*, [in:] D. Apanel, M. Pawłowska, R. Kaczmarek (ed.), *Opieka, profilaktyka-pomoc wymiar rodzinny i instytucjonalny na przykładzie wybranych placówek województwa zachodniopomorskiego i pomorskiego*, PWSZ Koszalin 2019, p. 20.

²⁸ E. Piasecki, *Wychowanie fizyczne*, [in:] B. Krakowski (ed.), *Zagadnienia opieki nad macierzyństwem, dziećmi i młodzieżą w Polsce*, nr 9, Polski Komitet Opieki nad Dziećmi, Warszawa 1930, p. 55.

²⁹ Z. Grot, *Katedra i Studium Wychowania Fizycznego na Uniwersytecie Poznańskim*, [in:] Z. Grot (ed.), *Dzieje poznańskiej Wyższej Szkoły Wychowania Fizycznego 1919–1969*, Poznań 1970, p. 43.

³⁰ J. Chełmecki, *Reformy programu szkolnego...*, pp. 116–120.

mendations, which was why they took part in club competitions under pseudonyms. It was important for the improvement of the hygiene and health situation to include physical education in school curriculum as one of the subjects of general education. As a result, the demand for teachers, specialists in this area, increased. The introduction of this subject to schools was preceded by the training of teaching staff in this field. The first teachers of physical education were mostly retired non-commissioned officers, without substantive pedagogical background, and members of the Gymnastic Association *Sokół*. In this situation, the first forms of physical education teacher training were proposed. They were carried out as short courses, lasting several months, then one year and two years. In Poland, the task of preparing gymnastics teachers for folk schools was undertaken by tutors' seminars in Lvov and Cracow.³¹ The Gymnastic Association *Sokół* also made a significant contribution to the preparation of teaching staff for secondary schools.³² In order to define the profile of a physical education teacher in the interwar period, research was undertaken, whose findings established that sports abilities and passion as well as physical fitness were preferred in this profession. In the early thirties, S. Krak and Walerian Sikorski emphasized the educational role of tutors, their all-round physical fitness, good health and hygienic lifestyle. W. Sikorski, propagator of physical education among the youth, organiser, commander and instructor of the Central Military School of Gymnastics and Sports in Poznań, was the author of the publication entitled *Gymnastics*, which was a methodological textbook for seminars and teachers' courses.³³ The issue of physical education and teachers' competence was also considered by Jan Władysław Dawid, a pioneer of educational psychology and experimental pedagogy in Poland. He can be considered a precursor of the spiritualization and socialisation of physical education.³⁴ The main objective of the studies and courses for candidates for tutors was to raise the level of their preparation for this profession, both substantive and pedagogical.³⁵ The 19th and 20th centuries were the times of numerous changes in the field of upbringing and education. Actions aimed at health improvement were closely linked to education, primarily physical education, and at the same time to the preparation of specialist teachers in this area.

Physical education teacher and sports trainer of the 20th and 21st centuries

Consequences of the Second World War were felt in every area of life in Poland, great losses were recorded among the population, including teachers,

³¹ R. Wroczyński, *Powszechne dzieje...*, p. 170.

³² *Ibid.*, p. 212.

³³ J. Nowocień, *Trener sportowy w perspektywie...*, p. 102.

³⁴ D. Apanel, *Wychowanie zdrowotne dzieci i młodzieży...*, p. 22.

³⁵ R. Wroczyński, *Powszechne dzieje...*, p. 171.

who found themselves among the most repressed professional groups by the invaders.³⁶ After 1945, the elimination of educational neglect was identified as a priority task: eradication of illiteracy, reconstruction of school facilities and continuation of education interrupted by the war.³⁷ Therefore, in order to gradually meet staff shortages, higher education was reactivated, including physical education.³⁸

In the years 1945–1950, ad hoc attempts were made in the Polish educational system to prepare tutors during holiday courses (1st, 2nd, 3rd degree). In selected pedagogical secondary schools physical education was added as a major, thanks to which over 3,000 physical education teachers were prepared for the profession. From 1954, two-year teacher training courses were introduced, with a specialisation in physical education.³⁹ A research process to determine the psychological profile of a physical education teacher was conducted as early as 1918–1939, e.g. by S. Krak and W. Sikorski and continued after the end of the Second World War by Z. Krawczyk (1958) and O. Żawrocki (1959).⁴⁰ As a result of this research, a model was constructed according to which a physical education teacher should be characterised by: general pedagogical and biological knowledge, a wide range of interests, physical fitness, passion for the profession, striving for self-education. Based on these characteristics, O. Żawrocki distinguished four attributes of teachers: coach, pedagogue, organizer, improver. At the same time, he pointed out that none of these types occurs independently, but they complement each other.⁴¹

Meanwhile, Sergey Hessen (1887–1950) initiated a new trend in pedagogical thinking about physical education, which can be described as cultural.⁴² In Poland, Stefan Wołoszyn was one of the most distinguished scientists in many fields. He influenced the shape of today's pedagogy, the pedagogy of physical culture and sport. He repeatedly emphasised the need to educate future teachers, coaches and other people involved in educating children and young people in the spirit of humanism.⁴³ He believed that the role of the educator goes be-

³⁶ J. Bugajska-Więcławska, *Kondycja zawodu nauczyciela dziesięciolecia 1945–1955 na podstawie województwa lubelskiego*, [in:] D. Apanel (ed.), *Być nauczycielem – opiekunem – wychowawcą. Perspektywa historyczna*, Wydawnictwo Adam Marszałek, Toruń 2012, p. 101.

³⁷ J. Chełmecki J., *Kształtowanie się i umacnianie związków wychowania fizycznego z higieną szkolną i wychowaniem zdrowotnym w Polsce w (1918–2013)*, [in:] J. Nowocień (ed.), *Szkolne wychowanie fizyczne w dobie reform edukacyjnych*, AWF Warszawa 2014, p. 122.

³⁸ W. Reczek, *XXV-lecie kultury fizycznej w Polsce Ludowej*, „Kultura Fizyczna” 1969, nr 7, p. 298.

³⁹ J. Chełmecki, *Kształtowanie się i umacnianie związków...*, p. 122.

⁴⁰ *Ibid.*, p. 102.

⁴¹ J. Nowocień, *Trener sportowy w perspektywie...*, p. 103.

⁴² J. Nowocień, *Wychowanie fizyczne w polskiej myśli...*, pp. 89–90.

⁴³ K. Płoszaj, *Stefan Wołoszyn – inicjator dialogu nauk o wychowaniu i nauk o kulturze fizycznej*, [in:] J. Nowocień, K. Płoszaj, A. Samełko (ed.), *Myśl pedagogiczna i psychologiczna o wychowa-*

yond the transmission of knowledge and skills, and involves inspiring self-education processes.⁴⁴ He advocated treating sports training as a pedagogical process, emphasizing the importance of multilateral development of players and the entities involved in sport. He indicated that a sports coach is not only a teacher of the game, but also a pedagogue.⁴⁵ Another Polish scientist who also carried out research in the discussed area was Zofia Żukowska. She focused, among others, on the quality of didactic and educational work of a teacher, their professional preparation, social and educational attitude, culture and personality as factors determining the course of the didactic and educational process at school.⁴⁶

As a result of the dynamic development of sport in the 1960s and 1970s, the profession of a sports coach was distinguished. At that time, professional specialisations appeared within the profession of a physical educator.⁴⁷ The system of training pedagogues for competitive sport was based on several levels of training and qualification improvement. The first documents dealing with the ordering of personnel matters in physical culture after World War II were published in 1946.⁴⁸ On 25 February 1948, a parliamentary Act called *O powszechnym obowiązku przysposobienia zawodowego młodzieży oraz organizacji spraw kultury fizycznej i sportu*⁴⁹ was introduced, and it also regulated the training of personnel in this area. Between 1950 and 1953, following the establishment of the Central Committee for Physical Culture, regulations were issued for 1st and 2nd class coach titles. They were awarded on the basis of verification of qualifications to outstanding former athletes and persons of merit for sports training. In 1984, the Physical Culture Act was introduced. It was the first state document referring, among others, to the qualifications of coaches and criteria for their promotion. The text of the Law on Physical Culture, amended in 1996, in the chapter *Physical Culture Staff*, introduced regulations for the training and im-

niu fizycznym i sporcie w warszawskiej Akademii Wychowania Fizycznego, AWF Warszawa 2020, pp. 125–126.

⁴⁴ P. Ławniczak, P. Kijo, *Uwagi do zdatości wychowawczej nauczyciela wychowania fizycznego*, [in:] J.E. Kowalska (ed.), *Zapobieganie wykluczeniu z systemu edukacji dzieci i młodzieży nieprzystosowanej społecznie. Perspektywa pedagogiczna*, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2014, p. 243.

⁴⁵ K. Płoszaj, *Stefan Wołoszyn...*, pp. 125–126.

⁴⁶ J. Drelich, *Profesor Zofia Żukowska nauczyciel akademicki i naukowiec w dziekańskiej tozde*, [in:] J. Nowocień, K. Płoszaj, A. Samełko (ed.), *Mysł pedagogiczna i psychologiczna o wychowaniu fizycznym i sporcie w warszawskiej Akademii Wychowania Fizycznego*, AWF Warszawa 2020, p. 172.

⁴⁷ J. Nowocień, *Trener sportowy w perspektywie...*, pp. 102–104.

⁴⁸ Dekret z dnia 16 stycznia 1946 r. o utworzeniu urzędów i rad wychowania fizycznego i przysposobienia wojskowego (Dz. U. Nr 3 poz. 25).

⁴⁹ Chełmecki J., *Reformy programu ...*, p. 124.

provement of professional competences of coaches. The Act of 25 June 2010 on Sport produced further regulations on the subject in question.⁵⁰ In 2013, the Ministry of Sport and Tourism introduced the deregulation of the profession of an instructor and a coach, as a result of which the profession of a coach ceased to be one that requires the acquisition of qualifications⁵¹.

The profession of a sports coach was formally established in the Act on Physical Culture and other official documents, but the scope of activities, rights and duties of a trainer was not clearly defined.⁵² Over the years, the expectations and tasks placed on those in the profession have changed. Specialists in the field of physical culture sciences have undertaken a number of studies to determine the tasks, characteristics of a sport teacher and a sports coach. Lesław Lachowicz believed that “out of the multitude of roles and tasks associated with the work of a coach, the correct attitude takes the form of advisor-friend.”⁵³ Tadeusz Ulatowski, on the other hand, emphasised that the education of coaches and instructors should be enriched with the content necessary to optimise sporting achievements, by extending this content with knowledge and skills in sports psychology. Henryk Grabowski believed that, in modern understanding, the aim of individual fields of education is not to shape separate sides of one’s personality, but to help develop the whole human being, taking into account their cognitive, motor and emotional spheres. Consequently, psychological studies are responsible for preparing young generations to deal with mental issues, aesthetic education to participate in aesthetic culture, and physical education in physical culture.⁵⁴ Ryszard Żukowski pointed out that in the system of shaping an athlete, the central figure at the highest level was, is and will be the coach. The role, place, social and professional position of the coach, the scope of their duties and competences are constantly changing. This leads to the improvement of professional knowledge and skills, the pursuit of high results with their charges and the participation and active presence in the team accompanying the training work of the athlete. In this context, the coach’s work appears difficult, complex multilaterally linked and conditioned, subject to ongoing evaluation not only profes-

⁵⁰ A Szumilewicz, H. Makaruk, K. Perkowski, M. Krawczyński, J. Żyśko, E. Niedzielska, A. Plińska, E. Piotrowska-Całka, M. Kania, J. Ratajczak, M. Siniarski-Czaplicki, J. Rosińska, R. Kowalski, *Sektorowa Rama Kwalifikacji dla Sportu*, Instytut Badań Edukacyjnych, Warszawa 2015, pp. 9–11, https://kwalifikacje.edu.pl/wp-content/uploads/publikacje/PDF/srk/wydawnictwo-IBE_OK9.pdf [access: 29.08.2022, 16.00].

⁵¹ Deregulacja zawodu instruktora i trenera 2013, Ministerstwo Sportu i Turystyki, <https://www.gov.pl/web/sport/deregulacja-zawodu-instruktora-i-trenera> [access: 29.08.2022, 16.30].

⁵² R. Żukowski, *Trener wobec zagrożeń...*, pp. 49–50.

⁵³ L. Lachowicz, *Rozwój zawodu trenera i osobowości trenera*, „Wychowanie Fizyczne i Sport”, 2, pp. 113–114.

⁵⁴ H. Grabowski, *Co koniecznie trzeba wiedzieć o wychowaniu fizycznym*, Wydawnictwo Impuls Kraków 2000, p. 36.

sionally but also socially.⁵⁵ Józef Lipiec believed that the work of a coach requires a special teaching talent and appropriate intellectual, moral and character qualifications. The innate predispositions of a coach, as well as acquired characteristics, are important.⁵⁶ According to Jerzy Nowocień, a tutor, a coach of modern times played the role of an advisor in the learning process. They should take into account the generational changes in the area of the system of values, authorities, listen to their charges' expectations and understand the needs of pupils, students and players. He pointed out that a teacher was also a coach, who needed axiological and communicative competences to be able to build beneficial relations with players or a team. This profession required not only knowledge, skills and competences, but also specific predispositions. It often took the form of a mission and passion.⁵⁷ Only a teacher or a coach who was able to assess their own competences, verify mistakes and take actions aimed at self-development and self-improvement would be able to lead an effective educational process directing a pupil towards independence in decision-making, actions and development⁵⁸. Henryk Sozański pointed out that a proper coach-athlete relationship was based on trust, understanding, which shall significantly contribute to achieving a common goal. He recalled that during his coaching career he worked with Krzysztof Marczak, a long jumper who lacked internal motivation despite his talent and the support of his coach. During one of the conversations the athlete confessed with surprising frankness that "his spirit was great, but his will was small." Such a confession was only possible as a result of mutual trust and a unique coach-player relationship.⁵⁹

Similar views in this respect were presented by Tadeusz Huciński, who emphasized that the coach-player relationship should be based on partnership, on the subjective treatment of players and the correct communication necessary for the implementation of these assumptions.⁶⁰ According to Artur Poczwardowski, "the main principle in the coach-athlete relationship was the principle of feedback: the more frequent the action for the athlete, the more frequent and intense the mutual exchange of positive content and greater attentiveness (care, trust, respect)."⁶¹ Witold Rutkowski believed that a coach "should first and foremost refer to the personal motivations and expectations

⁵⁵ R. Żukowski, *Sport - Fair Play - oczekiwania i rzeczywistość*, [in:] Z. Żukowska, R. Żukowski (ed.), *Fair Play w sporcie i Olimpizmie. Szansa czy utopia, Estrella*, Warszawa 2010, p. 105.

⁵⁶ J. Lipiec, *Traktat o trenerze. Wartości, funkcje, normy...*, pp. 86–87.

⁵⁷ J. Nowocień, *Trener sportowy w perspektywie...*, p. 114.

⁵⁸ *Ibid.*, pp. 105, 110.

⁵⁹ Oral account of Henryk Sozański, resident of Warsaw, of 14.06.2021.

⁶⁰ Oral account of Tadeusz Huciński, resident of Gdańsk, of 26.01.2021.

⁶¹ A. Poczwardowski, *Relacje pomiędzy trenerem i zawodnikiem. Jak je doskonalić?* „Sport Wyczerpany” 2000, 3–4, pp. 35–43.

of his charges.”⁶² Adolf Molak thought that the ability to lead the team in the profession of a coach was an important factor. He indicated the importance of the coach-player relationship in the training process. In his opinion, the coach should play the role of a guide who can integrate the team.⁶³

The considerations were analysed until 2015, and on their basis it has been concluded that the profession of a sports coach is connected with the necessity to possess appropriate social and pedagogical competences. A coach is a teacher, an educator, an authority, a companion in development, an ally on the road to success. The task of a coach is to motivate, enhance commitment, effort, regularity, perseverance and responsibility.⁶⁴ The basis for the professional preparation of a coach, in other words their pedagogical competences, is a system of key competencies, i.e. praxeological, communicative, cooperative, creative, IT and moral ones. It is important to *cut off* from the view that sports results are the only criterion for assessing the effectiveness of the sports coach's work.⁶⁵ For a coach – educator, what should count above all is the good of the athlete, and then the sporting success. If a coach prepares an athlete to achieve success to the best of their ability, and at the same time prepares their charges for life in society and for participation in culture, then sporting success can be an excellent means of personality development and the evolution of sporting culture⁶⁶.

Conclusion

This article presents the changing views on the role of physical education teachers and sports coaches in the Polish sports pedagogy literature. Starting from the presentation of the roles, tasks and functions of the teacher in different historical periods, through the emergence of the sports educator, to the emergence of the profession of a coach and expectations towards it. Expectations towards this profession have changed over the years, and have been conditioned by many factors, including social, cultural and political ones, but above

⁶² W. Rutkowski, *Znaczenie autorytetu trenera w jego oddziaływaniu wychowawczym*, „Sport Wyczynowy” 2003, 1–2, pp. 51–55.

⁶³ A. Molak, *Kierowanie zespołem sportowym – dominacja czy integracja?* „Sport Wyczynowy” 1968, 4, PKOl Warszawa; J. Nowocień, *Trener sportowy w perspektywie pedagogicznej...*, p. 104.

⁶⁴ M. Buchali, *Znaczenie kompetencji pedagogicznych i społecznych w zawodzie nauczyciela*, „Rynek pracy” 2017, nr 3 (162), Ministerstwo Rodziny, Pracy i Polityki Społecznej, p. 37.

⁶⁵ R. Żukowski, *Standardy kompetencji pedagogicznych nauczycieli sportu trenerów*, [in:] H. Sozański, J. Sadowski (ed.), *Trener wczoraj, dziś i jutro*, AWF Warszawa, Wydział WFIS w Białej Podlaskiej 2013, pp. 71–76.

⁶⁶ *Ibid.*, p. 105.

all by the dynamic development of sport. At present, the distinction between amateur and professional sport is slowly disappearing, which may change expectations regarding the competences and skills of a sports coach in the future.

Reflections on the teacher's role and tasks have appeared since ancient times, and in the 19th century, as a result of activities aimed at improving the health situation of the inhabitants of Europe, including Poland, a new specialisation of the physical education teacher emerged. At that time, research was undertaken into the desirable features of this profession, the conditions of the education and upbringing process. In Poland, activities in this area were led by people working for the development of science. Jędrzej Śniadecki drew the attention of physical education teachers to respecting the child's right to individual development in accordance with its own nature. H. Jordan pointed to the role of physical education teachers in effort to promote pupils' health and development. E. Piasecki emphasised the need to know the human body, its structure and functions. J. W. Dawid, a pioneer of educational psychology, indicated the need to socialise physical education. The focus at the time was primarily on the health and proper development of the child, physically, mentally and socially.

In the 20th and 21st centuries, the above-mentioned research continued in many dimensions. S. Hessen initiated a new direction in pedagogical thinking about physical education, S. Woloszyn influenced the shape of today's pedagogy, physical culture pedagogy and sports pedagogy. Z. Żukowska conducted a survey into the quality of the teacher's didactic and educational work. L. Lachowicz believed that the correct approach of a coach takes the form of an advisor-friend. Work on defining the desirable qualities of a sports coach was also conducted by specialists in sports theory (H. Sozanski 2000; 2013) and sports sociologists (e.g. Krzysztof Jankowski 2017, K. Jankowski and Michal Lennartowicz 2007). They analysed the methodological, sociological and pedagogical aspects of this profession. According to J. Nowocień, the profession of a sports coach derives from the ever-expanding functions of a physical education teacher. Consequently, coaches of the 21st century face a great challenge, as the function of sport in the life of a young person has altered. Besides, in the world of constant change, innovation and fast pace, challenges facing education are also becoming multidimensional. There is a growing need to take a broad view of the changes taking place and it is essential to understand their interdependencies and influences. The ability to combine multiple competences and skills in both the teaching and sports coaching professions is becoming important.

Today's sports coaches are not only expected to teach sport technically and tactically, but also to coach and develop individuals physically, emotionally and socially. Traits that are conducive to success in the sports coaching profession have been identified and they include personality features, values and beliefs

and key skills, primarily communication skills. A well-established coaching philosophy, the ability to listen, observe, ask questions, the ability to give feedback, reward and punish are the elements that determine coaching success. It can be concluded that in the 21st century, the expectations of the sports coaching profession have been expanded compared to the previous century. In addition to substantive knowledge, the significant importance of soft skills in the profession has been emphasised.

In order to improve the system of education and professional training of sports personnel in Poland (in view of the deregulation of professions in this area), the Polish Sectoral Qualifications Framework for Sport was developed in 2013. This created the possibility of comparing qualifications of sports coaches obtained in Poland with those acquired in other countries. This offers an opportunity to introduce the latest trends into the training programmes of coaching staff and to obtain world standards of sports training.

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