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**DEVELOPMENT OF PHYSICAL EDUCATION
IN EUROPEAN UNION: LITERATURE REVIEW**

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The literature review on the development of physical education in European Union had been conducted in the article. The author used four directions to review the literature. In order to develop Direction 1 (theoretical background to research in physical education concepts in the EU countries), a number of sources in the field of comparative pedagogical researches have been analyzed. In order to develop Direction 2 (roots and developments of physical education in the EU countries), mostly have been used historical pedagogical and philosophical researches. In order to develop Direction 3 (practical applications of the physical education concepts in the EU countries), a number of modern sources and applied researches findings have been considered. In order to develop Direction 4 (current situation in the physical training education in the EU countries), the author has analyzed a range of researches (normative documents of the European Commission, OECD analytical materials etc.).

Key words: physical education, interdisciplinary research, European Union, physical education concepts

Introduction

The research of physical education development is definitely interdisciplinary in its nature. Moreover, it has been researched at different levels, and thus for a complex analysis we should view the issue at different angles (see table 1).

Table 1

Directions of research in physical education concepts in the EU countries

<i>Aim: to establish links of physical culture concepts and current situation with physical education in the EU</i>	
Research directions	
<i>Direction 1.</i>	Theoretical background to research in physical education concepts in the EU countries
<i>Direction 2.</i>	Roots and developments of physical education in the EU countries
<i>Direction 3.</i>	Practical applications of the physical education concepts in the EU countries
<i>Direction 4.</i>	Current situation in the physical training education in the EU countries



In order to develop **Direction 1** (theoretical background to research in physical education concepts in the EU countries), a number of sources in the field of comparative pedagogical researches have been analyzed. In this context, methodological works should be taken into account.

Of particular interest to the research is the work by M. Bray, B. Adamson & M. Mason, titled «Comparative Education Research: Approaches and Methods» [10]. The book first published in English was translated into Chinese, Farsi, French, Italian, Japanese, Spanish and Russian [1]. It offers a new vision of traditional approaches to conducting comparative pedagogical researches. The material is divided into units, namely, comparison of territorial objects, comparison of systems, comparison of times, comparison of races, classes and genders, comparison of cultures, comparison of values, comparison of education policy, comparison of curricula, comparison of pedagogical innovations, comparison of learning styles, comparison of academic achievements.

L. Vakhovskyi, who is the author of the preface to Russian edition (carried out within the framework of the Association's activities on the problems of comparative pedagogy), focuses on [1, pp. 5-6]:

- the need for conducting a multilevel analysis presented as Bray and Thomas cube. The authors believe that educational phenomena should be considered at least in three dimensions in order to perform their coherent assessment;
- theoretical foundations on correlation between quantitative and qualitative methods of comparative pedagogical researches, which will help to avoid ignoring the process of knowing the subject's impact on educational phenomena and processes;
- the need for conducting case studies based on the material of several countries or a group of countries and focused on analysis of specific educational problems and search for effective solutions to them.

Another source of methodological generalizations is the book, titled «Comparative Education: The Dialectic of the Global and the Local», edited by R. Arnove, C. Torres & S. Franz, whose fourth edition was published in 2012 [4]. It presents a new vision on dynamic interconnections between global, national and local processes that define functions and results of education systems. The authors suggest rethinking the approach to a country as a basic unit of analysis on the relationship between school and society. However, they emphasize the need for considering social movements and their impact on education reforms. In addition, they highlight the importance of feminist, postcolonial and culturally sensitive approaches to studying the potential of education systems through influencing personal development and social changes. The authors pay special attention to the need to take into account the influence of the global economic crisis and European integration processes while researching the dynamics of changes in education systems.

The mutual influence of global problems and comparative pedagogical researches has been studied in the work by W. Bignold & L. Gayton titled, «Global Issues and Comparative Education» [8]. In the book, comparative education is presented as a branch of educational theory, which deals with analysis and interpretation of educational practices and policies in different countries and cultures [8, p. 5].



The authors indicate that educational comparisons are conducted by collecting qualitative and quantitative information about:

- the nature of curricula;
- accountability and responsibility;
- administration practice;
- the level of achievements and state standards;
- problematic categories of children;
- decentralization and the level of teacher autonomy;
- equal educational opportunities, inclusiveness and multiculturalism;
- education and training of specialists.

According to the authors, such data can provide objective information, which is the basis for unbiased conclusions. Such an analysis will help to identify the origins of differences and will serve as the basis for accepting them [8, p. 7; 10].

The work of the famous comparativist M. Bray, titled «Comparative Education: Continuing Traditions, New Challenges and New Paradigms», draws attention to the changes that took place in the approaches to conducting comparative pedagogical researches in the early 21st century.

The collection of comparative pedagogical works, edited by D. Baker and A. Wiseman, titled «The Impact of Comparative Education Research on Institutional Theory» [5], shows how the neo-institutional approach used earlier in sociology and economics can determine the content and the form of comparative educational researches. Institutional theory in sociology is based on the idea that actors and types of activities in local situations mainly depend on cultural values and organizational forms of the global level. If this provision is applied to education, it is said that education systems of certain states reproduce the world-wide trends that determine development. Regarding organizational structures within an education system, these structures are isomorphically imposed on world structures and simultaneously change with the changes in these structures.

Edited by J. Schriewer, the work, titled «Discourse Formation in Comparative Education» [57], draws attention to the non-institutional approach that allows to characterize educational processes under the conditions of an interconnected world society. First of all, it is stated that the neo-institutional approach, reconstructed by J. Meyer and F. Ramirez based on the constant interaction between comparative data and theoretical analysis, is more often applied not only to educational researches, but also social, cultural and political generalizations. On the other hand, the authors have demonstrated a number of critical approaches to non-institutionalism in view of its propagated isomorphism and an increased attention to large-scale quantitative researches and data provided by registered national institutions. It is opposed to qualitative comparative historical researches. As a result, the need to combine several approaches while conducting comparative pedagogical researches has been emphasized.

In order to justify the concepts associated with the concepts of physical education, we considered a number of lexicographic sources that allowed to compare approaches to understanding the concepts in different cultural traditions and develop a conceptual-categorical apparatus of this work. According to the logic of



the research, these sources will be characterized in more detail in paragraph 1.2. In order to study the problem comprehensively, a considerable attention has been paid to the documents of international organizations of different levels, among which, first of all, are:

- UNESCO (The United Nations Educational, Scientific and Cultural Organization);
- the Organization for Economic Co-operation and Development;
- the WorldBank;
- the World Health Organization (WHO);
- the European Commission.

Each of these organizations has its own peculiarities and the nature of their researches varies over time and depends on the region and the goals set.

According to the UNESCO's Medium-Term Strategy for 2014–2021 [63], the organization is to:

- develop education systems in order to expand opportunities of quality continuing education for all;
- provide pupils with opportunities to be creative and responsible citizens;
- set the goals and the objectives of education in the future.

These goals also apply to physical education. Key UNESCO publications, namely, Revised International Charter of Physical Education, Physical Activity and Sport [62] and Quality Physical Education (QPE) [61], define approaches to formulating regional and national policies in physical education. Their analysis serves as the basis for understanding the processes taking place in physical education nowadays and helps to draw the conclusions expected in all areas of the research.

In addition, UNESCO contributes to understanding the issues of comparative pedagogy by publishing two important journals. One of them is «International Review of Education». Despite the fact that it does not have the word «comparative» in its title, the journal is positioned to be «an international periodical on theory and practice of comparing formal and non-formal education» [51]. Since its foundation in 1931, it had undergone various periods of instability, until it became subject to an institution, which was called the UNESCO Institute for Education in 1955. The second journal is called «Prospects: Quarterly Review of Comparative Education» published by the International Bureau of Education, UNESCO in Switzerland. The journal was created in 1969 in France, titled «Prospects in Education: Quarterly Bulletin». In 1972, however, it was renamed into «Prospects: Quarterly Review of Education». The word «comparative» was added only in 1995.

In 1961, the Organization for European Economic Co-operation was reorganized into the Organization for Economic Co-operation and Development (OECD). Education is a top-priority direction of this organization's activities. According to the official statement of the OECD in 2008 [53, pp. 19–20], «the organization helps member countries to provide high quality education in all the areas related to personal development, stability of economic development and social cohesion». Typically, it is about the ways to assess and improve educational results, promote quality education and establish social relationships through education [1, p. 34].



Also the OECD has published a yearbook, titled «Education at a Glance [52]. The researches presented constantly improve methodology, as they allow to develop techniques for aggregation and approximation of data in order to ensure convenience of their using in comparative researches. The OECD's administration of international statistics provides charts that clearly represent current trends in the world. The units of analysis are mainly individual countries (with the exception of Belgium that is represented by three separate communities). Such large-scale studies help to formulate ideas about the trends in secondary education development thus concerning physical education that is the subject of this research.

Since the early 1960s, the World Bank has focused on the education sector. In 2013, the World Bank said that it was one of the most important external financiers in education in developing countries. Like UNESCO, the World Bank is mostly interested in the projects related to development and education for all. As a result, it primarily aims to practically apply comparative education, and the bulk of analytical work is focused on individual countries. In addition, the World Bank presents a range of analytical researches both in its programme documents and studies on specific topics. According to the mandate of the organization, most of these researches are dedicated to less developed countries. Since 1990, the World Bank's focus, apart from other regions, has been Eastern and Central Europe. Given its specificity, the World Bank, in its published studies, pays most attention to economics and funding, rather than pedagogy and curricula.

The goal of the World Health Organization (WHO) is to create a better and healthier future for people all over the world. By acting through offices located in more than 150 countries of the world, the WHO staff work with governments and other partners to ensure the highest achievable level of health for all. One of the ways to achieve this goal is to organize high-quality physical education for all, which is why a number of the organization's key publications have been dedicated to this issue. Among those aimed at regulating physical education in the EU countries, we can distinguish the following: actual data on physical activity (annually by country), *Young and Physically Active* (2012) [68], *Physical Activity Strategy for the WHO European Region 2016–2025* [65], *Promoting Physical Activity and Active Living in Urban Environments* (2006) [66], *Promoting Sport and Enhancing Health in European Union Countries: a Policy Content Analysis to Support Action* (2011) [67]. As can be seen from the titles of publications, they relate to physical education through the prism of its potential to ensure preservation and improvement of health. They mostly represent conclusions drawn from the applied researches and are a valuable source of generalizations to cover contemporary concepts of physical education in the EU countries.

In order to develop **Direction 2** (roots and developments of physical education in the EU countries), mostly have been used historical pedagogical and philosophical researches, which can be classified in several directions:

- research findings by scholars from different countries on certain aspects of physical culture and sport;
- comparison of some aspects of physical education development in individual countries;



- theoretical generalizations on innovative directions of physical education development;
- theoretical reflections on classification of the concepts of physical education;
- works by the creators of the concepts of physical education;
- works on the history of physical education in the world;
- general philosophical works on education.

Taking into account the expected results, we should pay more attention to those works, which became the source of generalizations on them. In our case, it is about the history of physical education in the world. We believe it necessary to characterize them in chronological order.

First of all, we must note that F. Leonard's book, titled «A Guide to the History of Physical Education» [47], published in 1923, has a significant value for our research. This valuable publication became available in full text in 2009 owing to the Alfred P. Sloan Foundation. The author of the book was a professor at the Department of Hygiene and Physical Education at Oberlin College (Ohio). The author dedicated the book to Dr. Edward Nartwall, who was first in the United States to publish a work on the history of physical education. By that time, in the United States there were not so many data on development of this phenomenon in Europe and, therefore, there was clearly a need for a thorough study. So, F. Leonard carried out a range of long-term educational trips to Europe (from February to June 1913), visiting such key for the development of physical education countries as Germany, Switzerland, Scandinavia and Great Britain. The structure of the publication and the materials themselves had been tested during Professor Leonard's work with Oberlin College students, as well as with Harvard summer school students for 13 years. The author considers the history of physical education beginning from ancient Greece and Rome, dedicates several chapters to asceticism in the early Christian church, monasteries and cathedral schools, chivalry and the universities of the Middle Ages. Regarding the Renaissance period, main attention has been paid to the approaches of Vittorino da Feltre, Girolamo Cardano, Girolamo Mercuriale, Rudolf Camerarius, Jan Amos Comenius, Francois Rabelais and Michel de Montaigne, Thomas Elyot and John Milton, who greatly influenced formation of the concepts of physical education in various European countries (Italy, Spain, France and England). A chapter is dedicated to analysis of educational works by J. Locke and J.-J. Rousseau. In the context of the beginnings of modern physical culture education in Germany, the legacy of C. A. von Basedow, Ch. Salzmann and J. GutsMuths has been studied. In order to cover further development of physical education in Germany, the contributions of F. Jahn (Chapter XI) and A. Spiess (Chapter XII), physical training in the Prussian schools (Chapter XII), the playground movement (Chapter XIV) have been analyzed. The development of physical education in Sweden is described through G. Ling (Chapter XV) and his followers' achievements (Chapter XVII), as well as physical education in the schools of Sweden (Chapter XVII). Certain chapters are dedicated to the development of physical education in Denmark (Chapter XVII) and Great Britain (Chapter XIX). In detail, the author describes the activities of international organizations aimed at developing and promoting sport and physical education (Chapter XX). Considering the fact that they were founded predominantly



at the end of the 19th and early 20th centuries, the author as a real participant in those events provided rather detailed information that has an undeniable value for our research. In addition, F. Leonard provides a completely unbiased assessment of European processes, not emphasizing the greater impact of individual countries.

Similar approaches were also used by D. Dalen and B. Bennett, who presented the world history of physical education in a cultural, philosophical and comparative perspective [15]. If F. Leonard tends to present facts with a subsequent analysis of the influence that certain processes have made on development of physical education in the United States, the above-mentioned authors focus on comparison of cultural historical processes at the global level and the levels of individual countries and how they influenced development physical education.

L. Kun's work, titled «General History of Physical Culture and Sport» [2], was the first foreign author's book on this subject translated into Russian and published in the Soviet Union. This became possible due to the ideological basis, since «the methodological basis of L. Kun's work is dialectical and historical materialism. Dialectical materialism allowed the author to consider the entire course of physical culture and sport development in different epochs associated with various aspects of social life. Relying on a dialectic method of history comprehension, he shows physical culture and sport in a continuous movement, changes and considers their development as a result of the struggle between the new and the old, where the new always wins» [2, p. 9]. This quotation from the preface to the publication clearly demonstrates this work's ideologizability, since it justifies a successful model of socialist physical education and criticizes «disparity in the capitalist camp» not emphasizing «individual achievements» in development of physical education in European countries.

The popular review on the history of physical culture is presented in the works of N. Kulinka, titled «The History of Physical Culture and Sport» and V. Pelmanev & O. Koneeva, titled «The History of Physical Culture». The latter is a course of lectures and quite subjectively represents the position of the authors who implicitly assert falsity of individual theories and approaches, not allowing readers to formulate their own positions. In these sources, the history of physical culture abroad largely serves as a background in order to represent physical culture development in Russia. Quite valuable is also B. Holoshchapov's textbook on the History of Physical Culture and Sport published in Russia in the late 20th century that presents a structured overview with diagrams and drawings.

In Poland in the 1960^s, the problems associated with the history of physical education, is found in the widely quoted work of M. Demel & A. Skład, titled «Teoria wychowania fizycznego dla pedagogów» (The Theory of Physical Education for Teachers (1976)) [16], as well as L. Denisiuk, F. Kazimierz & M. Krawczyk's book, titled «Elementy teorii i historii wychowania fizycznego» (The Elements of Theory and History of Physical Education) [17], published in 1969.

Later studies are mainly dedicated to various aspects of physical culture in Poland in different historical periods. So, such works include a research by Z. Grota & T. Ziółkowska, titled «Dzieje kultury fizycznej do roku 1918» (The History of Physical Culture till 1918) [30], published in 1990, a research by W. Cynarski,



A. Nowakowski & S. Zaborniak, titled «Szkice z teorii i historii wychowania fizycznego, sportu i turystyki» (Studies on Theory and History of Physical Education, Sport and Tourism) [14], a research by K. Hądzelek, titled «Wychowanie fizyczne i sport na ziemiach polskich przed odzyskaniem niepodległości» (Physical Education and Sport in the Polish Lands before Independence) [32], published in 1993, a research by L. Mrocza, titled «Społeczne aspekty rozwoju kultury fizycznej w Galicji» (Social Aspects of Physical Culture Development in Galicia) [48], published in 1993, a research by K. Hądzelek, J. Gaj & B. Woltmann, titled «Stan, kierunki i ośrodki badań dziejów wychowania fizycznego i sportu w Polsce» (The State, Trends and Research Centers in the History of Physical Education and Sport in Poland) [31], published in 1993, a research by L. Szymański & Z. Schwarzer, titled «Z najnowszej historii kultury fizycznej w Polsce» (The Latest History of Physical Culture in Poland) [60], published in 1996, a research by R. Wroczyński, titled «Powszechne dzieje wychowania fizycznego i sportu» (Promoting Physical Education and Sport) [69], published in 2003, a research by R. Szubert, titled «Kultura fizyczna w przemianach wsi polskiej w latach 1944–1956» (Physical Culture in the Changes of Polish Villages in 1944–1956) [59], published in 2010, a research by J. Bielski & E. Blada, titled «Zdrowie i kultura fizyczna na przestrzeni dziejów» (Health and Physical Culture in the Historical Perspective) [7], published in 2014.

Interdisciplinary researches are mostly in English. An example of such researches is the work of M. Geyer & J. Paulmann, titled «The Mechanics of Internationalism: Culture, Society, and Politics from the 1840s to the First World War». Although this book is indirectly related to the history of physical education, it presents a cultural and historical background that explains the mechanisms for promoting its concepts in different countries and the mechanisms for creating national and international organizations related to physical culture and sport [28].

The bibliographic description of the works related to the history of physical culture and sport in the bibliographical index compiled by I. Svistelnik [3] is presented rather sufficiently, however, it is limited to the period up to 2003 and includes the works only in Ukrainian and Russian.

Unfortunately, there are not many works related to formation of national systems of physical culture in the Eastern European countries (first of all, Ukraine and Poland) that were translated into English. As a result, the world community has no access to information on the history of physical education in these countries. The only exceptions are international studies (by the OECD, the World Bank, etc.), which are mainly related to the present.

In order to develop **Direction 3** (practical applications of the physical education concepts in the EU countries), a number of modern sources and applied researches findings have been considered. The study of practical implementation of these concepts is complex due to involving the sources from different directions and using the methodology of various research disciplines:

- general issues in personality development;
- movement education;
- the values on which physical education is based;
- methodical aspects of physical education;



- interdisciplinary connections in the study on physical education;
- comparison of the concepts of physical education;
- the theory of physical education;
- encyclopedic and bibliographic editions.

In order to deeper understand the outlined sources, we believe it necessary to describe in more detail the works related to comparing the concepts of physical education. Considering them on a chronological basis, one can trace development and continuity of ideas in understanding practical implementation of theoretical concepts in the practice of school education in different countries.

So, B. Crum, a professor at Free University of Amsterdam, has paid attention to the need to classify existing concepts of physical education and to conduct international comparisons. His works, titled «Competing Orientations for P. E. Curriculum Development: the Trend towards a Consensus in the Netherlands and an International Comparison» [13] and «A Critical Review of Competing P E Concepts» [12] were published in the early 1990^s. B. Crum also emphasizes the fact that there is no unity of approaches to defining «a concept of physical culture education», and as a consequence, to classifying different concepts. Therefore, scholars should pay more attention to the process of defining the conceptual-categorical apparatus of the research.

It must be noted that the author's division of the concepts of physical education into «existing concepts of physical education» and «ideally typical, discursive concepts of physical education» [12, p. 518] is rather valuable for our research. Actually, it is said that during the process of practical realization, these theoretical concepts undergo subjective modification (under the influence of the approaches of an individual teacher) and are subject to the influence of more objective factors embedded in theoretical and methodological paradigms. As a result, the concepts of physical education in individual countries are not determined by the reference points of the curriculum, however include the community's general perception of the movement culture. Therefore, we consider practical approaches at different levels, namely, from personal to public, providing examples of specific implementation of approaches in Polish schools. The theoretical basis is the concept of Health – Related Fitness, described by W. Osiński in the work, titled «Konceptja «Health – Related Fitness» (The Concept «Health – Related Fitness»», published in 2000, «as the theoretical basis in the modern system of physical education» [54] and by W. Mynarski & R. Tomik in the work, titled «Konceptja «sprawności fizycznej kierunkowanej na zdrowie» jakopodstawa edukacji fizycznej» (The Concept of Physical Fitness Aimed at Health as the Basis of Physical Culture Education) [49]. Of great importance in the study on physical education practice is its comparison with the works on movement education. First of all, it is about the works of such authors as W. Romanowski & A. Eberhard, titled «Profilaktyczne znaczenie zwiększonej aktywności ruchu człowieka» (Prophylactic Significance of High Activity of Human Movement) [56], published in 1972, and «Fizjologia człowieka z elementami fizjologii ruchu» (Human Physiology with the Elements of Physiology of Movement) [55], published in 1973; H. Kuński, titled «Ruch i zdrowie» (Movement and Health) [46], published in 1987; Z. Chromiński, titled «Aktywność ruchowa dzieci i młodzieży,



zalozenia metodyczne i organizacyjne wychowania fizycznego i sportu» (Motor Activity of Children and Youth, Methodical and Organizational Foundations of Physical Education and Sport) [11], published in 1987; E. Bannmüller, titled «Grundlagen und Perspektiven ästhetischer und rhythmischer Bewegung erziehung» (Fundamentals and Perspectives of Aesthetic and Rhythmic Movement Education) [6], published in 1990; P. Schnohr, P. Lange, H. Scharling & J. Jensen, titled «Long-Term Physical Activity in Leisure Time and Mortality from Coronary Heart Disease, Stroke, Respiratory Diseases, and Cancer. The Copenhagen City Heart Study» [58], published in 2006; E. Goffman, titled «Rytuał interakcyjny» (Interactive Ritual) [29], translated by A. Szulżycka, published in 2006; D. Dziamska, titled «Edukacja przez ruch. Zabawy z papierowym wachlarzem» (Education Through Movement. Paper Fan Games) [20], published in 2008, and «Edukacja przez ruch. Zabawy z linią» (Education through Movement. Lines Games) [19], published in 2009; etc.

Also, one of the most important theoretical works on comparing the concepts of physical education in Europe is R. Naul's publication, titled «Conception of Physical Education in Europe» [50], published in 2003. It actually influenced our choice of the research topic, given that it proved that there still was a large undeveloped stratum, which implied drawing a line from the depths of the birth of physical education to the present. Indeed, R. Naul's publication directed our research interest in comparing the concepts of physical education both at diachronic (historical) and synchronic (in different regions and countries) levels, with the focus both on theory and practice of their implementation.

In order to develop **Direction 4** (current situation in the physical training education in the EU countries), we have analyzed a range of researches, which can be classified in several directions:

- normative documents of the European Commission;
- normative documents of the European Federation of Adapted Physical Activity;
- OECD analytical materials;
- analytical publications of project team members;
- information on the state of various aspects of physical education by country (mainly within international projects);
- websites of national and international associations related to physical education;
- strategies for physical education by country;
- publication of national and international organizations.

As shown above, the sources of generalizations in this direction are the materials of international and national institutions. It transparently demonstrates the tendency to unite the interests of countries in achieving goals that are becoming increasingly common both for European countries and globally. These goals are primarily defined by the European Commission in documents of various levels: communications (the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Developing the European Dimension in Sport) [22], information documents (the European Commission White Paper on Sport) [41],



reports (Physical Education and Sport at School in Europe [25]; Sport [26]); work plans (European Union Work Plan for Sport for 2014–2017 [23]); Eurydice reports (Physical Education and Sport at School in Europe [25]); resolutions (Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 21 May 2014 on the European Union Work Plan for Sport (2014–2017) [24]); guidelines (EU Physical Activity Guidelines. Recommended Policy Actions in Support of Health-Enhancing Physical Activity [27]). The presented documents demonstrate the consistent policy of the European Union as for implementing the European dimension in physical education.

The understanding of European approaches to physical education may also be strengthened due to the materials of the European Federation of Adapted Physical Activity [21; 64] and the Organization for Economic Co-operation and Development [42], focused on introduction of an inclusive dimension, namely, «physical education for all». To ensure implementation of consistent policies, the European Commission has funded a number of projects realized by the international teams of experts. The publications by project team members are a valuable source of generalizations related to the subject of our research. The most cited are the works by M. Dinold, titled «Challenges of (Inclusive) Physical Education (IPE) in Europe» [18], published in 2013; K. Hardman, titled «Physical Education within the School Curriculum» [34], published in 1993, «School Physical Education: Current Plight and Future Directions in International Context» [36], «The Fall and Rise of Physical Education in International Context» [37], «Threats to Physical Education! Threats to Sport for All» [39], published in 1998, «Reconstruction and Partnership: Strategies to Sustain School PE for the Future» [35], published in 1999, «Current Situation and Prospects for Physical Education in the European Union» [33], published in 2007, «The Situation of Physical Education in Schools: a European Perspective» [38], published in 2008, «W(h)ither School Physical Education Provision in Europe: Two Decades of Research Evidence» [40], published in 2013; M. Kudláček et al., titled «European Inclusive Physical Education Training» [44], «EUSAPA: An Introduction» [45], «Adapted Physical Education in School» [43]), etc.

Conclusions

As seen from the review of the sources, it is important to take into account both the national view on the problem and the pan-European approaches, which are covered in large-scale comparative studies, in order to analyze the concepts of physical culture education in the EU countries. Individual researchers do not possess those tools needed to collect such an array of data, therefore, the most valuable source of information is the integrated multidisciplinary projects that unite various researchers from different countries.

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