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UDC 373.016:796.011.3]-159.922.73«7»«19/20»(045)

DEVELOPING PHYSICAL EDUCATION: CONCEPTIONS OF THE AGE PERIODISATION OF CHILDHOOD IN THE TWENTIETH AND TWENTY-FIRST CENTURIES⁶

Summary. *The article analyses scholarly approaches to the age periodisation of childhood in the twentieth and twenty-first centuries as an important theoretical and methodological basis for organising the physical education⁷ of children and adolescents. It identifies the principal approaches to delineating the age-related stages of a child's development, taking into account anatomical and physiological, psychological, pedagogical and social criteria. The study establishes that, throughout the period under examination, conceptions of the age boundaries of childhood were transformed in line with the advancement of scholarly knowledge about the regularities of physical and mental development, the processes of bodily maturation, leading types of activity and age-related neoformations.*

It is shown that the definition of age boundaries is of considerable importance for physical education, since it makes it possible to take into account the morphological and functional capacities of the body, the pace of physical development, the features of the psycho-emotional sphere and the nature of the leading activity of children and adolescents when selecting the content, forms, methods and means of physical upbringing.

The article characterises the features of contemporary approaches to assessing the physical development of children and adolescents as set out in the recommendations and standards of the twenty-first century, in which indicators of height, body weight, physical development and the functional capacities of the body acquire particular importance.

It is demonstrated that scholarly conceptions of the age periodisation of childhood in the twentieth and twenty-first centuries constitute an important foundation for identifying the regularities of physical and mental development, age-related crises, leading activity and individual rates of maturation, and thereby contribute to a well-founded selection of the means of physical upbringing and to the creation of conditions for the harmonious development and preservation of the health of the younger generation.

Keywords: *age; age-related characteristics; adolescents; health; physical development; mental development.*

Problem statement. At the present stage, questions relating to the regularities of children's growth, maturation and health preservation, to the features of their physical and mental development, their level of physical fitness, their motor capacities and their adaptation to the changing conditions of the surrounding environment have acquired particular relevance. These aspects are of considerable importance for the developing physical education, since the definition of its content, forms, methods and means is directly bound up with taking into account the age-related and individual characteristics of the child. Matching physical loads to the functional capacities of the body, selecting optimal types of motor activity and ensuring the health-promoting orientation of physical upbringing all require a clear understanding of the regularities of children's development at the various stages of childhood.

The problem of age differentiation acquires particular significance under conditions of change in the indicators of children's physical development and health. In view of this, there is a growing need to take a comprehensive account of the anatomical, physiological, mental and social features characteristic of particular age stages, as well as of the phenomena of acceleration and of shifts in the pace of physical and mental development. Within this context, age periodisation emerges as an important theoretical foundation of physical education, since it makes it possible to align pedagogical influence, the content of physical upbringing and the level of physical load with the real capacities of a child's body at a specific stage of development.

Throughout the twentieth century, the problem of child development occupied a prominent place among the strands of interdisciplinary research in pedagogy, psychology,

⁶ Розкриття інформації про використання ІІІ: При підготовці статі інструменти ІІІ використовувалися для підбору синонімів слів задля уникнення повторів.

⁷ Translator's note: "Physical education" renders фізкультурна освіта (the educational domain); "physical upbringing" renders фізичне виховання (the pedagogical process).

physiology, medicine and other fields of scholarly knowledge. The approaches to defining the age boundaries of childhood put forward in different historical periods were based on a range of criteria: anatomical and physiological, psychophysiological, psychological, pedagogical and social. Accordingly, the transformation of scholarly conceptions of childhood and its individual stages also influenced the understanding of the regularities of a child's physical development, of their motor capacities and of the appropriate means of pedagogical influence.

In the twenty-first century, the problem of age periodisation has lost none of its relevance, since childhood is a period of the intensive formation of physical qualities, motor skills and abilities, mental processes, personal characteristics and patterns of behaviour. At the same time, within pedagogical and psychological scholarship, conceptions of the child and of the boundaries of particular age periods are regarded not as fixed but as dependent on specific historical, social and cultural conditions. This makes it necessary to undertake a retrospective analysis of the evolution of conceptions of the age periodisation of childhood in the twentieth and twenty-first centuries and to determine its significance for the development of physical education.

The aim of the article is to historically analyze the evolution of childhood age-periodization models across the twentieth and twenty-first centuries in relation to physical education advancements.

Review of research findings relevant to the topic of the article. Considerable attention to the study of age periodisation in the twentieth and twenty-first centuries was paid by S. Freud, S. Rusova, D. Elkonin, E. Erikson, Ya. Chepiha-Zelenkevych, V. Sukhomlynskyi, A. Makarenko, H. Vashchenko, H. Kostyuk, I. Bekh, S. Maksymenko and others. The scholarly works of these authors examine the problems of a child's physical and mental development at different age stages, of leading activity as a factor in the formation of personality, of age-related 'crises', mental neoformations, the regularities of the transition from one stage of development to another, and the influence of the social environment, teaching and upbringing on the process of maturation.

In the studies of S. Rusova, Ya. Chepiha-Zelenkevych, A. Makarenko, H. Vashchenko and V. Sukhomlynskyi, a special emphasis was placed on the need to take account of the age-related and individual characteristics of children in the process of teaching and upbringing, and to ensuring that pedagogical influences correspond to the level of their physical, mental and social development. Questions of physical development, motor

activity, the strengthening of health and the creation of favourable conditions for the harmonious formation of personality at the various stages of childhood occupied an important place in the pedagogical legacy of these scholars.

The psychological regularities of age-related development are presented in the works of S. Freud, D. Elkonin, and E. Erikson, which put forward different criteria for distinguishing the stages of the formation of personality. The respective periodisations are grounded in changes in mental development, the nature of the leading activity, the features of the child's interaction with the social environment, and the emergence of age-related neoformations and crisis periods. In the studies of H. Kostyuk, I. Bekh and S. Maksymenko, the problem of age-related development is considered in connection with the processes of teaching, upbringing, socialisation and the formation of personality.

At the same time, an analysis of the scholarly literature reveals the existence of different approaches to defining the criteria and chronological boundaries of the individual periods of childhood. The age boundaries proposed in pedagogical, psychological and medico-biological periodisations do not always coincide, which is due to the difference in the criteria on which they are built. The problem of generalising and comparing conceptions of the age periodisation of childhood in the twentieth and twenty-first centuries in the context of their significance for organising the physical education of children and adolescents remains insufficiently explored, and this is precisely what makes further investigation of the stated problem necessary.

Research methods. The following research methods were employed: historical and pedagogical analysis (to examine the transformation of age-based periodisation of childhood throughout the twentieth and twenty-first centuries); historiographical analysis (to determine the extent to which the problem has been addressed in the scholarly literature); conceptual and categorical analysis (to clarify the content of the key research concepts, namely "age", "periodisation" and "age-related characteristics"); and retrospective analysis (to trace the transformation of scholarly conceptions of the age-based periodisation of childhood throughout the twentieth and twenty-first centuries and to determine their significance for the development of physical education).

Principal findings of the study. In the Explanatory Dictionary of the Ukrainian Language, the concept of 'age' is defined as the duration of the life of a human being, an animal or a plant (Словник, 2026), and

'periodisation' as division into periods (Словник, 2026). In V. Shapar's Modern Explanatory Psychological Dictionary, age appears as a psychological category serving to denote the temporal characteristics of individual development (Шапар, 2007). S. Honcharenko's Ukrainian Pedagogical Dictionary treats the concept of 'age-related characteristics', which is interpreted as the anatomical, physiological and psychological features characteristic of one age period or another (Гончаренко, 1997).

At the beginning of the twentieth century, the question of age periodisation remained open; subsequently, various scholars (S. Freud, J. Piaget, E. Erikson, L. Vygotsky, D. Elkonin) proposed their own original periodisations based on different criteria (biological, psychosocial and activity-based).

One of the early approaches to the age-based division of childhood in the twentieth century was grounded in the identification of successive stages of a child's development in accordance with the anatomical and physiological changes of the body. Within such a periodisation, a distinction was drawn between the period of intrauterine foetal development, the neonatal period, the period of breastfeeding (infancy, or the younger nursery age), the period of the milk teeth (the middle and older nursery age and the preschool age), the juvenile period (otrotstvo) (younger and middle school age) and puberty (older school age). This approach reflected an aspiration to differentiate childhood according to the changes in physical development and functional capacities of the body characteristic of each age stage (Поміч, 2016).

At the Seventh All-Union Conference on the Problems of Age-Related Morphology, Physiology and Biochemistry of the Academy of Pedagogical Sciences of the Union of Soviet Socialist Republics in 1965, an age periodisation was adopted that set out eleven periods of human life (table. 1).

Table 1
Age periodisation
of the Academy of Pedagogical Sciences in the
USSR (1965)

Period	Age range
Newborns	1–10 days
Infant (nursing child)	10 days – 1 year
Early childhood	1–2 years
First period of childhood	3–7 years
Second period of childhood	8–12 years (boys); 8–11 years (girls)
Adolescence	13–16 years (boys); 12–15 years (girls)
Youth	17–21 years (boys); 16–20 years (girls)

Today, pedagogy and psychology continue to draw on the historical systems of age periodisation developed by L. Vygotsky and E. Erikson, which characterise the physical and mental changes of the child, as well as the periods of stable development and of crisis (table. 2).

Table 2
Age periodisation
of L. Vygotsky and E. Erikson

L. Vygotsky's periodisation	E. Erikson's periodisation
Crisis of the newborn (up to 2 months)	Infancy (birth to 1 year)
Crisis of 1 year	Early childhood (1–3 years)
Crisis of 3 years; preschool age (3–7 years)	Preschool (play) age (4 to 6–7 years)
Crisis of 7 years; school age (7–13 years)	School age (7–8 to 12 years)
Crisis of 13 years; pubertal age (13–17 years)	Youth (13–19 years)

D. Elkonin's age periodisation sets out six periods of a child's development, from infancy to youth. The leading activity of each stage is, respectively, communication with adults, role play, study, communication with peers and learning-and-vocational activity (Скрипченко та ін., 2001) (table. 3).

On the basis of the periodisations presented, two principal age periods of children's development may be distinguished: childhood and school age, which are characterised by a change of activity (object-based, play-based and learning) and by changes at the bodily and mental levels.

In the twenty-first century, the World Health Organization developed programmes and projects defining the norms of children's development at each age stage, with descriptions of height-and-weight indicators and of the changes in the functional, mental and physical capacities of children of different ages.

At present, approaches to defining the age boundaries of childhood continue to develop and to become more differentiated depending on medico-biological, psychological, pedagogical, social and legal criteria. The absence of a single, universal age classification makes it possible to define age boundaries in accordance with the aims of a particular study, as well as on the basis of a combination of WHO recommendations, national pediatric standards and legislation (the Laws of Ukraine 'On Preschool Education', 'On Education' and 'On the Protection of Childhood', the State Educational Standards, the Labour Code, the regulatory documents of the Ministry of Health of Ukraine, demographic standards, and so on).

Table 3

Age periodisation of D. Elkonin

Period	Age	Leading activity	Neoformations
Infancy	up to 1 year	Communication with adults	Interaction with the surrounding world; emotional communication with adults
Early childhood	up to 3 years	Object-manipulation activity	Development of visual-active thinking; self-cognition through the surrounding world; awareness of the ability to influence the surrounding world
Preschool age	up to 7 years	Role play	Mutual understanding and interaction with others; acceptance of norms, conditions and rules
Younger school age	up to 11 years	Study	Control of one's own behaviour and adherence to rules; self-control; an internal plan of action
Adolescence	up to 15 years	Communication with peers	Emergence of self-esteem; search for a place within the group
Youth	up to 17 years	Learning-and-vocational activity	Choice of a profession and type of activity; formation of responsibility for one's own future

A comparative analysis of the approaches to age periodisation presented above shows that, over the course of the twentieth and twenty-first centuries, the criteria for defining the age boundaries of childhood gradually broadened. Whereas the early classifications were dominated above all by anatomical and physiological features associated with the growth, maturation and functional changes of the child's body, the subsequent development of psychological and pedagogical scholarship contributed to the inclusion, among the criteria of periodisation, of the features of mental development, leading activity, age-related neoformations, crisis periods, the nature of social interaction and the formation of personality. In this way, a gradual shift took place from a predominantly biological interpretation of age towards a comprehensive understanding of it as a multidimensional characteristic of a child's development.

Within the context of physical education, such a transformation of scholarly conceptions of age is of fundamental importance. A child's physical development proceeds unevenly, and each age stage has its own particular morphological and functional, psychophysiological and psychological features. Accordingly, the organisation of physical education requires that account be taken not only of chronological age but also of the level of physical development, the functional capacities of the body, psycho-emotional maturity, the nature of the leading activity and the individual rates of a child's development. This makes it necessary to differentiate the content

of physical education, the volume and intensity of physical loads, the forms of organising motor activity, the methods of teaching motor actions and the modes of pedagogical interaction.

Thus, the development of theories of age periodisation in the twentieth century created the scholarly preconditions for the gradual differentiation of physical education in accordance with the age-related characteristics of children. Taking account of the regularities of growth and development made it possible to justify different content of motor activity for preschoolers, younger schoolchildren, adolescents and senior pupils, to determine the permissible nature of physical loads and to select age-appropriate means of physical upbringing. Consequently, age periodisation may be regarded as one of the theoretical and methodological preconditions for constructing the content of physical education.

At the same time, the development of conceptions of childhood was not completed in the twentieth century. In the twenty-first century, the problem of defining age boundaries retains its relevance in connection with changes in children's living conditions, in the pace of their physical and psychosocial development, and in the nature of their motor activity and educational environment. The contemporary approach increasingly points to the need to take account not only of chronological but also of biological, psychological and social age. For physical education, this means a transition from the uniform determination of physical load solely on the basis of age

towards a more differentiated approach that takes into account the state of health, physical development, physical fitness and individual capacities of pupils (Ashanin et al., 2015; WHO Guidelines, 2020).

The scientific novelty of the research lies in the retrospective analysis of the transformation of scholarly conceptions of the age-based periodisation of childhood throughout the twentieth and twenty-first centuries through the lens of the development of physical education; and in the synthesis and systematisation of the principal approaches to determining the age boundaries of childhood on the basis of anatomical and physiological, psychological, pedagogical and social criteria.

Conclusions. The retrospective analysis carried out here of conceptions of the age periodisation of childhood in the twentieth and twenty-first centuries has shown that the approaches to defining age boundaries and to characterising the individual stages of a child's development have undergone a substantial transformation. It has been established that the age periodisations proposed during the twentieth century did not share common criteria or identical chronological boundaries. The differences between them were determined by the methodological positions of the researchers and by which characteristics of a child's development, whether physiological, psychological, activity-based or social, were recognised as leading. In particular, in the psychological conceptions, considerable importance came to be attached to the change of leading activity, the emergence of mental neoformations and the passage through age-related crises, which substantially broadened scholarly conceptions of the regularities of child development.

It has been found that, in the twenty-first century, the problem of defining the age boundaries of childhood has not lost its relevance. On the contrary, contemporary approaches are characterised by variability and by the use of multiple criteria, and age boundaries may be defined in accordance with medico-biological, psychological, pedagogical, social and legal criteria. This makes it appropriate to regard chronological age not as the sole indicator of a child's development but in connection with the child's biological, psychological and social development.

Within the context of physical education, age periodisation acquires particular theoretical and methodological significance, since it provides a scholarly foundation for differentiating its content in accordance with the regularities of children's growth and development.

Taking account of age-related characteristics makes it possible to determine appropriate types of motor activity, the volume and intensity of physical loads, the methods of teaching motor actions, the forms of organising lessons and the modes of pedagogical interaction with children of different ages. Age periodisation may therefore be regarded as one of the theoretical and methodological foundations for the development of physical education, one that ensures the implementation of the principles of age adequacy, accessibility, differentiation and the health-promoting orientation of physical upbringing.

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**УЯВЛЕННЯ ПРО ВІКОВУ ПЕРІОДИЗАЦІЮ ДИТИНСТВА У XX-XXI СТОЛІТТЯХ
У КОНТЕКСТІ РОЗВИТКУ ФІЗКУЛЬТУРНОЇ ОСВІТИ**

У статті здійснено аналіз наукових підходів до вікової періодизації дитинства у XX–XXI ст. як важливої теоретико-методичної основи організації фізкультурної освіти дітей і підлітків. Визначено основні підходи до розмежування вікових етапів розвитку дитини з урахуванням анатомо-фізіологічних, психологічних, педагогічних і соціальних критеріїв. З'ясовано, що упродовж досліджуваного періоду уявлення про вікові межі дитинства трансформувалися відповідно до розвитку наукових знань про закономірності фізичного і психічного розвитку, процеси дозрівання організму, провідні види діяльності та вікові новоутворення.

З'ясовано, що визначення вікових меж має важливе значення для фізкультурної освіти, оскільки дає змогу враховувати морфо-функціональні можливості організму, темпи фізичного розвитку, особливості психоемоційної сфери та характер провідної діяльності дітей і підлітків під час добору змісту, форм, методів і засобів фізичного виховання. Встановлено, що зміна уявлень про вікові періоди розвитку пов'язана не лише з удосконаленням наукових підходів, а й із процесами акселерації, змінами умов життя, навчання, рухової активності та соціалізації підростаючого покоління.

Визначено особливості сучасних підходів до оцінювання фізичного розвитку дітей і підлітків, представлених у рекомендаціях та стандартах XXI ст., у яких важливого значення набувають показники росту, маси тіла, фізичного розвитку та функціональних можливостей організму. Порівняння історичних і сучасних підходів засвідчує відсутність єдиної універсальної системи вікової періодизації та необхідність комплексного врахування біологічних, психологічних, педагогічних і соціальних характеристик розвитку дитини.

Доведено, що наукові уявлення про вікову періодизацію дитинства у XX–XXI ст. становлять важливе підґрунтя для визначення закономірностей фізичного та психічного розвитку, вікових криз, провідної діяльності й індивідуальних темпів дозрівання сприяє обґрунтованому вибору засобів фізичного виховання та створенню умов для гармонійного розвитку й збереження здоров'я підростаючого покоління.

Ключові слова: вік; вікові особливості; підлітки; здоров'я; фізичний розвиток; психічний розвиток.

Одержано редакцією 07.08.2026
Прийнято до публікації 22.08.2026

 <https://doi.org/10.31651/2524-2660-2026-3-227-233>

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**ФОРМУВАННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ХОРЕОГРАФІВ
НА ЗАНЯТТЯХ З КЛАСИЧНОГО ТАНЦЮ ЯК НАУКОВА ПРОБЛЕМА**

Мета статті полягає в з'ясуванні місця методичної компетентності майбутнього хореографа у системі професійної підготовки ЗВО, уточненні її сутності та специфіки формування на заняттях з класичного танцю.

Результати проведеного дослідження засвідчили, що методична компетентність майбутнього хореографа є важливим складником його професійної компетентності. На основі глибокого аналізу наукових джерел з теми було

встановлено, що методична компетентність становить собою певну категорію, котра орієнтована на здатність майбутнього хореографа у подальшій практичній діяльності застосовувати набуті в ЗВО професійні знання, уміння, навички та методичні прийоми для ефективного навчання хореографії.

У ході дослідження було з'ясовано, що процес формування методичної компетентності майбутнього хореографа необхідно розглядати як