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CRICKET: HISTORY, TECHNICAL-TACTICAL FEATURES AND EDUCATIONAL POTENTIAL

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The article is devoted to the analysis of the historical origins, technical and tactical features, and educational potential of cricket as one of the most popular sports in the world. The relevance of integrating this sport into the system of physical education and professional training of specialists in physical culture and sports is substantiated. The multidimensional nature of cricket is revealed as a sporting, cultural, and educational phenomenon that contributes to the development of physical, psychological, and social competencies. The main stages of cricket's evolution from a folk pastime to a modern global phenomenon are outlined, the structure and rules of the game are analyzed, and the technical and tactical features of players' activity in different roles are characterized. A comparative analysis of the three main formats (Test Match, One Day International, Twenty20) is proposed, which makes it possible to trace differences in dynamics, duration, and target audience. It is emphasized that the educational potential of cricket lies in the formation of communication skills, strategic thinking, emotional resilience, and the ability to work in a team, which corresponds to modern educational strategies for developing "soft skills." The practical significance of the study lies in the possibility of using cricket as a tool for expanding the range of team sports in the educational process, as well as in the professional training of future specialists in physical culture. Prospects for further research are related to the adaptation of cricket training methods for different levels of education and the comparison of its effectiveness with traditional team sports.

КРИКЕТ: ІСТОРІЯ, ТЕХНІКО-ТАКТИЧНІ ОСОБЛИВОСТІ ТА ОСВІТНІЙ ПОТЕНЦІАЛ

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Ключові слова: крикет, історія спорту, командна гра, техніко-тактичні особливості, формати гри, освітній потенціал, soft skills, фізичне виховання.

Стаття присвячена аналізу історичних витоків, техніко-тактичних особливостей та освітнього потенціалу крикету як одного з наймасовіших видів спорту у світі. Обґрунтовано актуальність інтеграції цього виду спорту у систему фізичного виховання і професійної підготовки фахівців із фізичної культури і спорту. Висвітлено багатовимірний характер крикету як спортивного, культурного й освітнього феномена, що сприяє розвитку фізичних, психічних і соціальних компетентностей. Розглянуто основні етапи становлення крикету – від народної гри до сучасного глобального феномена. Проаналізовано структуру та правила змагань, охарактеризовано техніко-тактичні особливості діяльності гравців різних амплуа. Запропоновано порівняльну характеристику трьох основних форматів гри (Тест-матч, One Day International, Twenty20), яка дозволяє простежити відмінності у динаміці, тривалості та цільовій аудиторії. Наголошено, що освітній потенціал крикету полягає у формуванні комунікативних навичок, стратегічного мислення, емоційної стійкості та здатності до командної взаємодії, що відповідає сучасним освітнім стратегіям розвитку «soft skills». Практична значущість дослідження полягає у можливості використання крикету як засобу розширення спектра ігрових видів спорту в освітньому процесі, а також у професійній підготовці майбутніх фахівців із фізичної культури. Перспективи подальших досліджень пов'язані з адаптацією методик навчання крикету для різних освітніх рівнів та порівнянням його ефективності з традиційними ігровими видами спорту.

Introduction. Cricket is one of the most widespread sports in the world, combining centuries-old traditions with modern trends of development. Its history dates back to the 16th century in England; however, today cricket has gained global popularity, becoming the national sport for a number of countries in Asia, Australia, Africa, and the Caribbean. With more than 2.5 billion fans, cricket ranks second only to football, which highlights its cultural and social significance on a global scale.

The specific features of cricket contribute to the development of a complex set of physical, psychomotor,

and intellectual qualities in athletes. A high level of teamwork, strategic thinking, and emotional resilience make this sport valuable not only in terms of athletic achievements but also in the context of educational and formative processes. Cricket fosters the development of competencies such as communication, responsibility, and the ability to perform under stress, which aligns with modern educational strategies for cultivating “soft skills” and fostering socially active individuals.

The relevance of the study lies in the necessity of scientifically comprehending the educational potential

of cricket and the possibilities of its integration into physical education and sports curricula. This corresponds to global trends in promoting innovative approaches to shaping a culture of health and developing youth through team sports [5].

The analysis of contemporary literature indicates that cricket is a multifaceted phenomenon that combines historical traditions, sporting innovations, and pedagogical potential.

Firstly, fundamental works on the history of cricket (*History of cricket*, 2025; ICC, n.d.) emphasize its origins in the 16th–17th centuries and its spread alongside the British Empire. Research shows that colonial influence was instrumental in transforming the game from a local English pastime into a global sport that became a symbol of national identity in Asian and Australian countries.

Secondly, the issues of the evolution of techniques and rules are thoroughly covered in *Encyclopaedia Britannica* (2025) and *Laws of Cricket* (2025). These sources highlight the role of rule standardization in ensuring the integrity of the game at the international level. Particular attention is paid to the development of bowling, batting, and tactical combinations, which demonstrate a high level of specialization and the complexity of players' training.

Thirdly, academic studies focused on strategy analysis (*Evolution of Cricket Techniques and Strategies*, 2024) reveal the dynamics of the transition from long-lasting strategic battles in Test matches to the fast-paced T20 formats oriented toward spectators and television audiences. This shift illustrates the adaptability of cricket to the demands of modern society and the commercial trends in sport.

Fourthly, the educational potential of the game is reflected in works such as *Teaching Cricket in PE* (2025) and *The Importance of Cricket Activities in Schools* (2024). The authors emphasize the significance of cricket as a means of developing physical and social competencies among schoolchildren and students. The practice of including this sport in physical education classes contributes to the formation of teamwork, communication, strategic thinking, and stress resilience skills, which correlate with the concepts of “soft skills” development within the education system.

Thus, the analysis of the literature confirms that cricket is a multidimensional phenomenon that combines historical and cultural context, sporting

specificity, and educational opportunities. Scientific research reveals a tendency toward an interdisciplinary approach, which allows cricket to be considered not only as a sport but also as a social and pedagogical tool.

The purpose of the study is to identify the historical prerequisites, technical and tactical features, and educational potential of cricket as a global sport and to substantiate the possibilities of its use in the system of professional training of specialists in physical culture and sports.

The object of the study is the process of development and functioning of team sports in modern society.

The subject of the study is cricket as a means of forming physical, psychological, and social competencies in the context of educational and professional training and youth development.

Research Results. Cricket originated in the 16th century in England as a popular pastime and gradually acquired the status of an organized sport. As early as the 17th century, the first official matches were held, and by the 18th century the game had gained widespread popularity across all social strata. With the growing influence of the British Empire, cricket spread to its colonies – India, Australia, South Africa, and the Caribbean. In these regions, it became a national sport and an important element of cultural identity. Today, cricket has more than 100 national federations and is included in the list of Olympic sports, having returned to the program of the 2028 Games.

Cricket is a team game involving two teams of 11 players each. The central element of the field is a rectangular area (pitch), where the main interaction between the bowler (the player delivering the ball) and the batsman takes place. The objective of the game is for the batting team to score as many runs as possible, while the fielding team aims to dismiss all opponents or limit their score. Runs are accumulated by the batsmen running between the wickets, as well as through effective strokes of the ball that allow additional points to be scored.

Success in cricket is largely determined by a combination of individual skill and team tactics. Bowlers must master different types of deliveries – fast, spin, and mixed – which can confuse the batsman. At the same time, batsmen must demonstrate a high level of coordination, reaction, and situational awareness on the field. Strategic decisions made by

Table 1

Comparative characteristics of cricket formats

Format	Duration	Features	Target audience
Test Match	Up to 5 days	Classic format, strategic depth, high endurance demands	Professional athletes, traditional fans
One Day International (ODI)	About 8 hours (50 overs per team)	Dynamic play, balanced between strategy and entertainment	General audience
Twenty20 (T20)	3–4 hours (20 overs per team)	Maximum speed, emphasis on spectacular moments	Youth, TV audiences, new fans

the coach and team captain (for example, determining the sequence of bowlers or changing field placements) directly influence the outcome of the match.

Modern cricket is represented by several formats that differ in duration and the nature of game dynamics (Table 1). Table 1 summarizes the key characteristics of the three main cricket formats – Test Matches, One Day Internationals (ODI), and Twenty20 (T20). This structuring makes it possible to highlight the essential differences between them and to demonstrate the evolution of the game from its classical form to a modern, television-oriented format.

The comparative characteristics of the formats are important for understanding cricket's adaptability to different sociocultural and commercial contexts. Test Matches symbolize tradition and depth, ODI – versatility and a balance between strategy and entertainment, while T20 represents innovation and mass-culture orientation. Such an analysis demonstrates the multidimensionality of cricket and highlights its potential as an educational tool: from fostering endurance and strategic thinking in classical formats to developing creativity, flexibility, and stress resilience in fast-paced formats.

Test Matches – is the historically first format of cricket that has survived to the present day. It lasts up to five days and requires athletes to demonstrate high endurance, concentration, and strategic thinking. This format is dominated by tactics, positional battles, and multi-level team strategies. Test matches attract traditional audiences and are considered the “benchmark” of cricket, as they most fully reflect the depth and complexity of the game.

Cricket is a unique pedagogical model that encompasses a wide range of educational objectives: from fostering endurance and strategic vision in classical formats to developing creativity, flexibility, and stress resilience in fast-paced ones. This multidimensionality reflects not only the pedagogical but also the physiological potential of the game, as each format requires athletes to activate different energy systems and psychophysiological resources.

In long Test Matches, aerobic energy predominates, ensuring the ability to sustain performance over several days. A high level of general endurance is developed through prolonged loading of the cardiovascular and respiratory systems, as well as through the ability to maintain concentration and attention at a low level of intensity but over an extended period of time. This contributes to the cultivation of “strategic endurance,” which is essential both in sports and in the educational process.

For instance, during a five-day Test Match, a batsman may remain on the field for more than 6–7 hours, performing hundreds of strokes and runs between the wickets. To maintain performance, he must ration his energy, control his breathing, and avoid psycho-emotional exhaustion. Such a work regime requires the

comprehensive engagement of the body's aerobic capacities and psychological resilience, serving as a model for the development of long-term endurance and concentration skills that are equally essential in both learning and professional activities.

One Day International (ODI) emerged in the mid-20th century as a response to the need to shorten the duration of matches and increase their entertainment value. The format provides 50 overs for each team and lasts about eight hours. Unlike Test Matches, it combines strategy with dynamism, making the format more appealing to a wider audience. ODI contributed significantly to cricket's breakthrough into global television and mass media.

In the ODI format (50 overs), aerobic and anaerobic energy systems are combined, as the game requires both prolonged energy supply and periodic bursts of high intensity – fast running actions, powerful strokes, and reactive movements. This contributes to the development of speed-strength endurance, the ability to recover after short periods of intensive work, and also trains the regulatory mechanisms of the cardiovascular and nervous systems. In the pedagogical dimension, ODI fosters the ability to work under time constraints while balancing strategic stability with the necessity of rapid response.

Example: A bowler may deliver more than 60 balls during a match, each requiring explosive effort. Between overs, however, he must recover his breathing and heart rate to maintain effectiveness until the end of the game. Such conditions demand not only muscular power but also efficient energy management and psychophysiological control. For instance, repeated high-intensity efforts interspersed with short recovery intervals train the body's aerobic-anaerobic transition zone and enhance resilience to fatigue. This physiological adaptation serves as a model for educational processes, where students must repeatedly switch between intense intellectual tasks and short recovery phases, thereby strengthening both their endurance and decision-making efficiency under pressure.

This Twenty20 (T20) format was officially introduced in 2003 as an innovative product aimed at attracting younger audiences and adapting the game to the requirements of television broadcasting. Each team has 20 overs, and the match lasts only 3–4 hours. T20 emphasizes spectacular moments – powerful strokes, rapid tactical changes, and high intensity. It has greatly increased cricket's commercial appeal and made the game accessible to new fans worldwide.

In the T20 format, the predominant energy pathway is anaerobic glycolysis, as the match lasts only 3–4 hours but demands continuous high-intensity efforts. Players are required to execute explosive strokes, sprints, jumps, and rapid tactical adjustments within extremely short time intervals. Such activity empha-

sizes creativity, flexibility, and stress resilience, since the fast pace and unpredictability of the game leave little room for prolonged planning. Physiologically, this format stimulates the neuromuscular system, enhances reaction speed, and develops the ability to maintain emotional stability under acute physiological stress.

From a pedagogical perspective, T20 serves as a model for fostering adaptive thinking, improvisation, and leadership qualities. Students engaged in activities resembling this format are trained to operate effectively in conditions of limited time, uncertainty, and psychological pressure – contexts that mirror modern professional and social challenges.

Example (extended): A batsman in T20 may face bowlers delivering balls at speeds exceeding 140 km/h, with only a fraction of a second to decide whether to defend, play a controlled shot, or attempt a risky boundary strike. This decision must be made under high metabolic stress, as repeated sprints between the wickets and powerful strokes rapidly deplete muscle glycogen stores. Similarly, a fielder may need to cover 30–40 meters in a sprint, dive to intercept the ball, and immediately throw it with precision, all within a few seconds. These rapid sequences of explosive activity demand not only muscular power but also psychophysiological composure, as errors under pressure can drastically alter the match outcome. Such a regime parallels academic and professional environments where individuals are often required to make quick, high-stakes decisions with limited preparation time, thereby underscoring cricket's value as an educational and training tool for resilience, creativity, and adaptive problem-solving.

Cricket has significant educational and formative potential. In educational institutions, it can be used as a means of developing students' key competencies: physical (endurance, coordination, speed-strength

qualities); psychological (emotional resilience, self-regulation, concentration); and social (teamwork, responsibility, tolerance, strategic thinking).

The inclusion of cricket in educational programs contributes to the expansion of students' cultural horizons, familiarizes them with international sporting traditions, and promotes the development of soft skills that are highly in demand in modern society.

Conclusions. Cricket is a unique sport that combines historical heritage with modern trends of development, encompassing more than two and a half billion fans worldwide. Its multidimensional nature is manifested not only in athletic competition but also in its educational and formative potential. The analysis of the historical prerequisites, rules, and technical-tactical features of the game shows that cricket ensures the comprehensive development of the individual and promotes the formation of physical, psychological, and social competencies essential in modern society.

The proposed characterization of cricket formats makes it possible to understand its diversity and adaptability to the needs of different audiences – from classic multi-day matches to dynamic short formats targeted at younger generations. In this context, cricket can be integrated into the system of physical education and professional training of sports specialists as an effective means of developing teamwork, strategic thinking, and emotional resilience.

Thus, cricket serves not only as a global cultural phenomenon but also as an innovative tool in the field of education and upbringing. Promising areas for further research include the adaptation of cricket teaching methods for educational programs at different levels, comparison of its effectiveness with other team sports, and verification of its impact on the formation of competencies among student youth.

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