

## РЕФОРМА ЗАНЯТИЙ ПО ФИЗИЧЕСКОЙ КУЛЬТУРЕ В ВОСПРИЯТИИ ПЕДАГОГОВ

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### Аннотация

Целью исследования является выявление мнения учителей относительно качества занятий в связи с проведенной реформой. На основании полученных результатов можно утверждать, что введение новой программной основы только частично улучшит качество занятий по физической культуре. Результаты введения новой программной основы педагоги оценивают неоднозначно. По мнению мужчин, такое реформирование не принесёт существенной пользы. Женщины же считают, что она стимулирует творческий потенциал педагога. Факультативные занятия воспринимаются женщинами как существенная форма улучшения качества занятий. Действия директоров школ и учреждений, поддерживающих введение реформы в жизнь, оцениваются экспертами как мало динамичные. Введение занятий по оздоровительному физическому воспитанию, по мнению женщин-учителей, существенно повлияет на улучшение поведения учеников, связанного со здоровым образом жизни.

**Ключевые слова:** физическое воспитание, реформа, экспертный опрос.

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## REFORM OF PHYSICAL TRAINING IN THE PERCEPTION OF TEACHERS

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### Annotation

Research objective is identification of opinion of teachers concerning quality of occupations in connection with the carried-out reform. On the basis of the received results it is possible to claim that introduction of a new program basis only will partially improve quality of classes in physical culture. Teachers estimate results of introduction of a new program basis ambiguously. According to men, such reforming won't bring essential benefit. Women consider that it stimulates the creative potential of the teacher. Women perceive facultative occupations as an essential form of improvement of quality of occupations. Experts estimate actions of directors of schools and the establishments supporting introduction of reform in life, as a little dynamic. Introduction of classes of health-improving physical training, according to female teachers, will significantly affect improvement of behavior of the pupils connected with a healthy lifestyle.

**Keywords:** physical training, reform, expert poll.

### INTRODUCTION

Almost all education workers use the concept of quality of school or the quality of education. However, this term is often understood as different aspects of school activities. According to the parents, a quality school is a place where teachers educate well and the children are safe. According to media reports, a quality school is one that effectively prepares for examinations or is placed very high in the rankings [5]. Despite various changes in the education sys-

tem, teachers' environment expresses criticism on reforms carried out for 30 years in physical education at schools that brought not many changes [1-4, 6, 7-9]. These opinions express important signal that rise reflection on directions of changes in the education system and the need to determine the profile of well-educated student in physical education. Indeed physical education can create space for confrontation on various teaching approaches. The final effect of the teaching process as a fulfillment of social expectations largely depends on teachers, on effective implementation of the curriculum objectives.

The reform of the education system carried out in 1999 introduced lower secondary schools (gymnasium), by which the general education was elongated by one year, providing nine years of general education for every student, which ends with external exam. It was the most significant and at the same time, the most criticized change in the education system. According to new curriculum, objectives proposed by the Minister of Education, six years of primary education and three years of lower secondary school will be complemented by a compulsory pre-school education and combined curricula of lower and upper secondary schools. And the entered revision of the core curriculum is mainly based on replacing the content of education and upbringing, by strictly defined standards of knowledge and skills that will be required at the end of a given stage of education. The objective of this reform is to improve the quality of school education through adjusting the process of education and upbringing to individual abilities and needs of students and to their educational aspirations. This is crucial about such specific course that is physical education. Compliance with this postulate shall be ensured by providing physical activities that can be chosen by students (faculties: sport, recreation, dance, tourism). An integral part of the core curriculum in physical education, also compulsory for all students, is the health module, implemented as a 30 hours course in one semester, specified by the headmaster. The objective of this research is to examine opinions of the teachers' environment on improving the quality of school in physical education due to the introduced changes by the reform.

In the research study were raised following research questions:

1. Does the new core curriculum significantly improve the quality of physical education, how teachers assess expected effects?
2. Does the introduction of optional courses enhance the attractiveness of school activities?
3. How teachers assess the involvement of school administrators and institutions promoting the implementation of the tasks of the new core curriculum?
4. What is the teachers' opinion on the introduction of the health education in schools? How teachers assess their preparation level to teach this course?

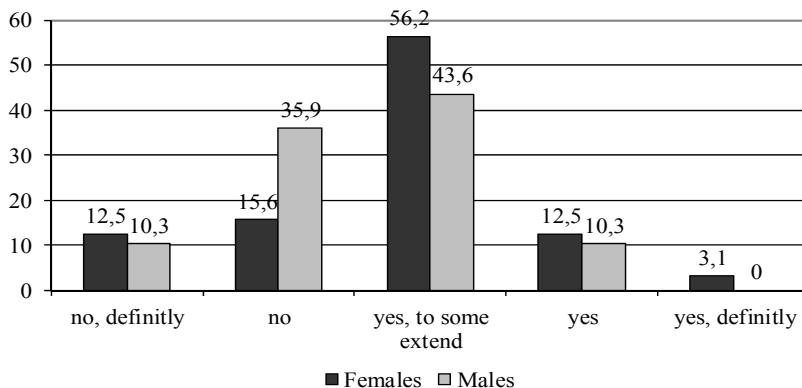
#### MATERIAL AND METHODS

The survey was conducted in nineteen primary and secondary schools of the Opole Voivodeship; it involved 120 physical education teachers (65 males and 55 females). Work experience of teachers ranged from one year to thirty years. The research employed diagnostic survey method and surveying technique; in the questionnaire was applied five-point Likert scale and statistical significance of discrepancies was computed using the chi-squared test.

#### RESULT ANALYSIS

Analysis of the research material was launched by verification of teachers' opinions on the new core curriculum. Respondents were asked: Does the new core curriculum improve the quality of physical education? Based on the results it can be concluded that the highest percentage of respondents 56.2% of females and 43.6% of males believe that it is possible only to some extent. A group of males representing 35.9% and 15.6% of females indicate that this change will not bring significant benefits in school physical education. Only 12.5% of females and 10.3% of males see a potential to improve the quality of the class conducted by them due to

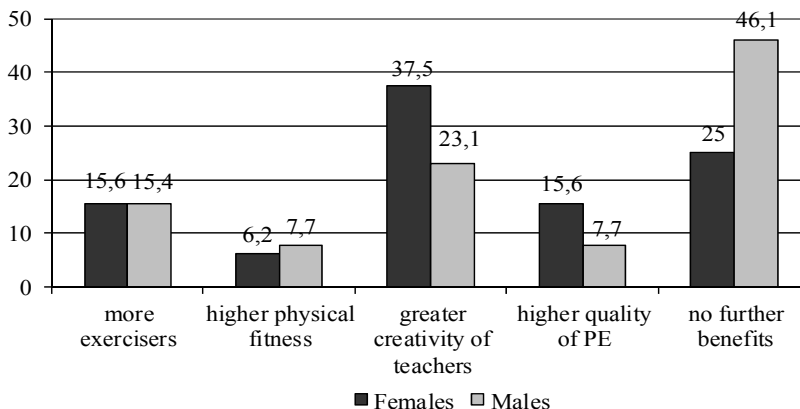
changes contained in this document (Fig. 1).



$\chi^2=4.63; df=4 p> 0.05$

Fig. 1. The teachers' opinion on physical education improvement through the introduction of a new core curriculum

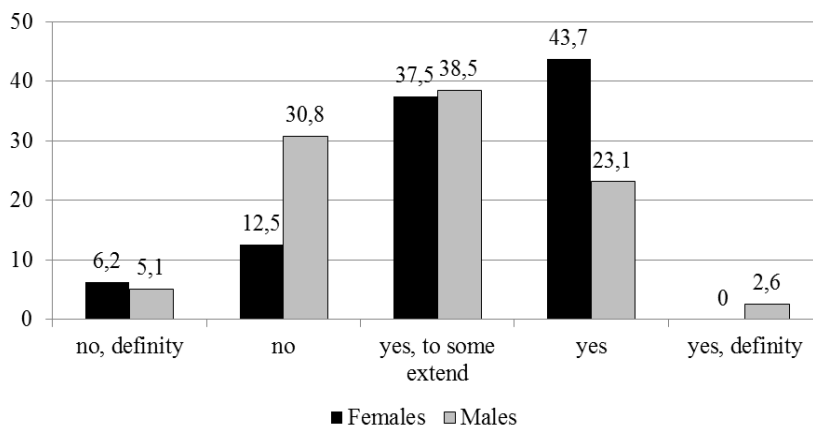
Another stage of the research was to determine the effects caused by introduction of the new core curriculum. Five categories were presented to respondents, which allowed expression of their opinions in more detailed manner. The given responses indicate large distance of males to changes caused by the reform, 46.1% believe that the most important document associated with the reform will not bring anything positive. Mainly females as bringing positive effects of changes notice other categories. They believe that the reform will cause greater creativity among teachers, and thus increases the quality of physical education. Teachers also foresee improvement in attendance due to organizational changes (Fig. 2).



$\chi^2=4.41; df=4; p>0.05$

Fig. 2. Expected effects of introducing a new core curriculum

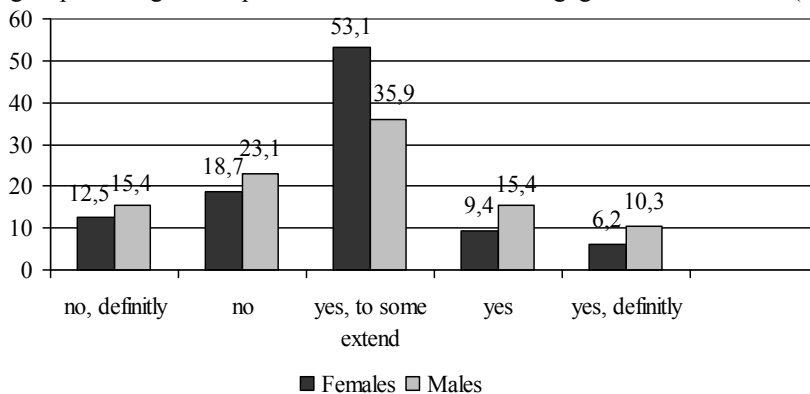
The study raised issue on optional courses involving significant changes in organization of classes. Majority of responses focused around the mean value, which indicates that this change is perceived as an opportunity for partial improvement in the attractiveness of physical education classes. Female group, representing 43.7%, believe that optional classes with the option to select favorite form of activity give benefits and can increase physical activity of students who participate in the classes. Males' opinion (30.8%) on introducing this modification is slightly different. They consider that it will not introduce significant changes for this course (Fig. 3).



$\chi^2=5.75$ ;  $df=4$ ;  $p>0.05$

Fig. 3. Effect of optional classes on improvement of physical activity

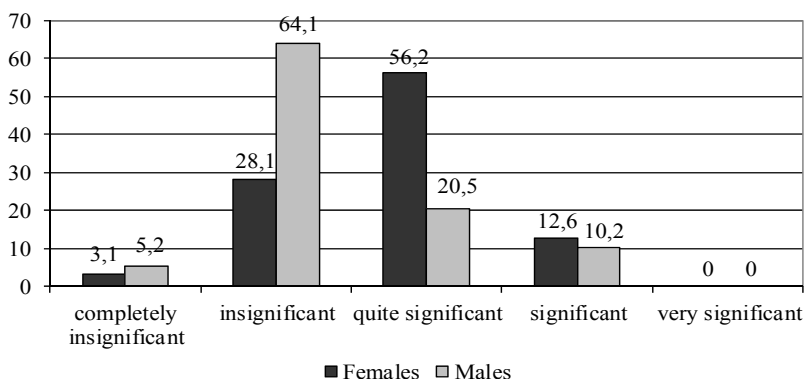
Successful implementation of changes in the education system will not possible without the support of local authorities and involvement of school management. Teachers were asked to assess actions of these bodies. Submitted answers allow concluding that opinions are divided, but the largest percentage of respondents assesses them as engaged to some extent (Fig. 4).



$\chi^2=2.31$   $df=4$   $p>0.05$

Fig. 4. The involvement of school administrators and institutions that support implementation of actions introduced by the reform

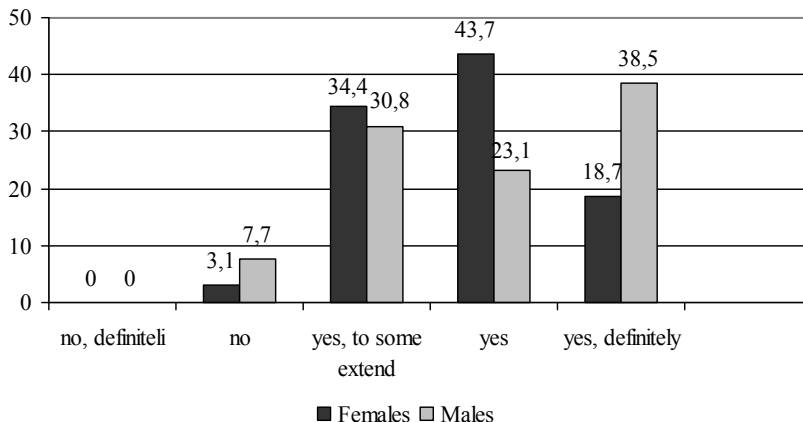
One of the most significant changes is to introduce health education in schools, the submitted teachers' opinions on this issue differ (statistically significantly); males (64.1%) consider that this course will not significantly improve students' awareness on the issue of health behavior, while females (56.2%) assess this change as "very significant" (Fig. 5).



$\chi^2=11.11$   $df=4$   $p<0.05$

Fig. 5. The teachers' opinion on the effects arising from the introduction of health education

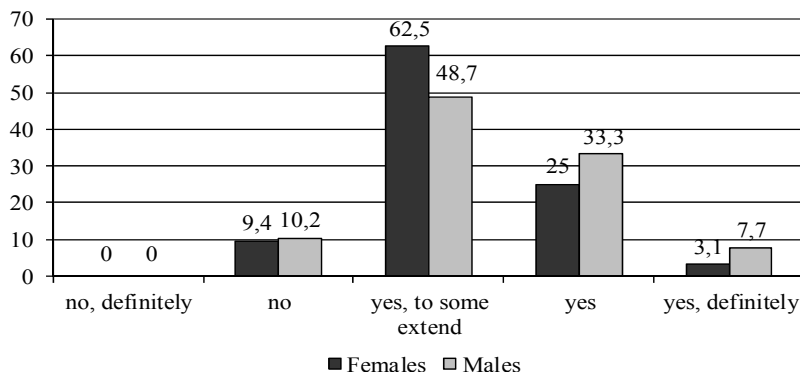
Despite male skeptical approach to the introduction of health education in schools, 38.5% of them declare clear willingness to conduct these classes. Also, female respondents assess their level of preparation as good (43.7%) or satisfactory (34.4%) (Fig. 6).



$\chi^2=5.34$   $df=4$   $p>0.05$

Fig. 6. Teachers' opinion on the preparation to conduct classes in health education

Due to the large autonomy of schools and teachers, respondents were asked whether they feel a need to create own teaching programs tailored to the needs of schools and the environment in which they work. The largest number of responses focused around the mean value and it indicates that teachers have their own opinions on this issue. A small group of males (33.3%) and females (25%) gave affirmative answers, which indicate the desire to create own programs (Fig. 7).



$\chi^2=1.68$   $df=4$   $p>0.05$

Fig. 7. Teachers' opinion on the need to create authorial teaching programs

### DISCUSSION

The results obtained based on the survey carried out among 71 teachers do not authorize the author to put forward unequivocal conclusions. However, respondents' opinions are an important indication describing the initial feelings of the teacher's environment caused by the physical education reform. The presented results of the survey are consistent with opinions of teachers who participated in the meeting with the authors of the reform, which took place in Opole in November 2009. Numerous opinions of teachers and methodical consultants, presented during the seminar, clearly showed the distance of teachers' environment to changes being introduced; teachers with long work experience mainly expressed uncertainty and fear related to changes.

The results presented in this study provide a skeptical approach to reform expressed by males. They see slight benefits of introducing the new core curriculum. At the same time, the question is how many teachers were profoundly acquainted with the content of the new document before giving an opinion?

Opinions of the surveyed females allow concluding that they recognize many benefits and potentials for improvements of physical education by introducing the proposed changes. It should also be noted that by introducing the health education in schools not only students but also teachers will benefit by raising their status in the school environment and importance of physical education, which will also include a theoretical foundation for health-related activities. Optional courses, due to organizational problems evoked much controversy, but students who want to have the right to select their favorite type of physical activity within the class desire them. This is confirmed by the studies carried out by the author on analysis of reasons for aversion of students to physical education [7]. The obtained results may initiate the debate on this subject matter and encourage further research.

### CONCLUSION

1. According to respondents, introduction of the new core curriculum improved the quality of physical education only to some extent.
2. The expected effects of introducing the new core curriculum are assessed by teachers differentially. According to males, it will not bring significant benefits, and in the opinion of females, it will stimulate the creativity of teachers.
3. Elective courses are perceived by females as an important form of physical education improvement, males predict less benefits from this change.
4. Actions that are undertaken by school administrators and implementation bodies of the reform are not so dynamic, according to respondents.

5. The introduction of health education will significantly improve student health behaviors – according to female teachers, while male respondents declare good preparation to pursue this course.

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## **ПРЕДПОЧТЕНИЯ УЧАЩИХСЯ ОТНОСИТЕЛЬНО ЦЕЛЕЙ ФИЗИЧЕСКОГО ВОСПИТАНИЯ**

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### **Аннотация**

Мировой опыт, касающийся школьного физического воспитания, показывает снижение интереса к этому предмету. В связи с этим предпринимаются многочисленные меры с целью повышения мотивации и качества образования. Начиная с 2009 г., в Польше проводится очередная реформа, целью которой является улучшение качества образования через индивидуализацию процесса как основополагающего дидактического принципа. Зная ожидания учеников к данному предмету школьной программы, представляется возможным в процессе реформирования избежать расхождений между научной теорией и школьной практикой. С помощью модифицированной анкеты, разработанной Европейским физическим обществом, мы опросили 541 учащегося. Выявленная иерархия целей физического воспитания показывает, что самой важной целью для учащихся является подготовка к активному и здоровому образу жизни.

**Ключевые слова:** физкультура, обучение, физическая активность.

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## **PREFERENCES OF STUDENTS ON THE PURPOSE OF PHYSICAL EDUCATION**

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### **Annotation**

The world experience concerning school physical education shows decrease in interest to this subject. In this regard, numerous measures for the purpose of motivation and quality of education increase are undertaken. Since 2009, in Poland the next reform which purpose is improvement of quality of education through process individualization as the fundamental didactic principle is carried out. Knowing expectations of pupils to this subject of the school program, it is obviously possible to avoid in the course of reforming divergences between the scientific theory and school practice. By means of the modified questionnaire developed by the European physical society, we interrogated 541 pupils. The revealed hierarchy of the purposes of physical education shows that the most important purpose for pupils is preparation to active and healthy lifestyle.

**Keywords:** physical education, teaching, physical activity.