

EXPERT EVALUATION OF THE ORGANIZATION OF PHYSICAL EDUCATION IN EDUCATIONAL INSTITUTIONS WITHIN THE GENERAL SECONDARY EDUCATION SYSTEM

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Abstract

The current relevance of the research is due to a decrease and sometimes lack of motivation in students, especially high school age, to exercise so as the time limit for extracurricular forms of organization of physical education. *The goal of the study* was to determine the opinions of teachers of physical culture, on the organization of physical education in educational institutions of secondary education. The results of the research paper present data obtained from the survey author Physical Education teachers working in various schools of secondary education in Ivano–Frankivsk, on the organization of physical education in school. *The research found* that 21,2 % of teachers still do not take into account the views of students in choosing the variant modules. Identified guidance to teachers introduced new variant modules of the program of physical education. Described list of diseases that are ill students and other features of the educational process with physical training. *The findings* obtained in the study provide an opportunity to «look through the eyes of teachers» in the process of physical education in schools of general secondary education, recommendations for improving curriculum. The material can serve as methodical teacher to develop planning documents for schoolboy of all ages. The actual survey allows luggage improve teacher of physical culture in school.

Key words: the teacher, physical culture, the organization of process of physical education, high school.

Михайло Перегінець, Людмила Долженко. Експертна оцінка щодо організації процесу фізичного виховання в навчальних закладах системи загальної середньої освіти. *Актуальність* нашого дослідження зумовлена зниженням, а подекуди відсутністю мотивації в школярів, особливо старшого шкільного віку, до занять фізичними вправами як на урочних, так і на позаурочних формах організації процесу фізичного виховання. *Мета дослідження* полягала у визначенні думки вчителів фізичної культури щодо організації процесу фізичного виховання в навчальних закладах загальної середньої освіти. *Результати роботи.* У статті представлено наукові дані, отримані в результаті авторського дослідження поглядів учителів фізичної культури, які працюють у різноманітних закладах загальної середньої освіти м. Івано-Франківська щодо організації процесу фізичного виховання. Дослідженнями вставлено, що 21,2 % учителів досі не беруть до уваги думки учнів під час вибору варіативних модулів. Визначено рекомендації вчителів до запровадження нових варіативних модулів до програми фізичного виховання. Описано захворювання, на які хворіють школярі, та низці інших особливостей організації навчального процесу з фізичного виховання. *Висновки.* Дані отримані в ході дослідження, дають можливість «поглянути очима вчителів» на процес фізичного виховання в навчальних закладах системи загальної середньої освіти, отримати рекомендації щодо вдосконалення навчальної програми. Матеріал може слугувати як методичний для розробки документів планування вчителів із фізичної культури для школярів різного віку. Фактичний багаж опитування дає змогу покращити роботу вчителя фізичної культури в школі.

Ключові слова: учитель, фізична культура, організація процесу фізичного виховання, загальноосвітні навчальні заклади.

Михаил Перегинец, Людмила Долженко. Экспертная оценка организации процесса физического воспитания в учебных заведениях системы общего среднего образования. *Актуальность* нашего исследования обусловлена снижением, а иногда отсутствием мотивации в школьников, особенно старшего школьного возраста, к занятиям физическими упражнениями как й урочных, так на внеурочных формах организации процесса физического воспитания. *Цель исследования* – определение мнения учителей физической культуры по организации процесса физического воспитания в учебных заведениях общего среднего образования. *Результаты работы.* В статье представлены научные данные, полученные в результате авторского исследования взглядов учителей физической культуры, работающих в различных учреждениях общего среднего образования г. Ивано-Франковская, по организации процесса физического воспитания. Исследованиями установлено, что 21,2 % учителей до сих пор не принимают во внимание мнение учащихся при выборе вариативных модулей. Определены рекомендации учителей к внедрению новых вариативных модулей к программе физического воспитания. Описаны заболевания, которыми болеют школьники, и ряд других особенностей организации учебного процесса по физическому воспитанию. *Выводы.* Данные, полученные в ходе исследования, дают возможность «взглянуть глазами учителей» на процесс физического воспитания в учебных заведениях системы

общего среднего образования, получить рекомендации по совершенствованию учебной программы. Материал может служить как методический для разработки документов планирования учителей по физической культуре для школьников разного возраста. Фактический багаж опроса позволяет улучшить работу учителя физической культуры в школе.

Ключевые слова: преподаватель, физическая культура, организация процесса физического воспитания, общеобразовательные учебные заведения.

Introduction. One of the tasks outlined in the «National Education Doctrine of Ukraine» is to ensure harmonious and full education of the individual, the development of skills and talents, and so that the enrichment of the intellectual potential of the people, their spirituality and culture. Solution of these educational tasks is assigned to comprehensive schools of different kinds (lyceums, gymnasiums, educational complexes, etc.) that form the foundation for adulthood and provide personal intellectual, spiritual and physical enrichment. However, the growth of the intellect and abilities of students primarily depend on the skills and creativity of teachers, because whatever advanced academic programs can be, they are only weapons in the hands of the teachers [1; 2; 3].

There is a number of scientific works in the context of professional work of the teachers, for example, works of such scientists as V. Balsevich A. Borschevsky V. Valiev, MI Vilna, E. Zakharin, L. Ivanov, L. Lubyshva, J. Nifaka G. Panchenko O. Svyertynyev and others.

A. Graf, E. Hohunova T. Krutsevych, B. Martyanova, B. Shiyan, were interested in organizational components of the professional work of the PE teachers [6].

PE teacher is a specialist in Physical Culture and Sport, who organizes and carries out educational work with students of comprehensive schools [5].

Certainly, teachers should improve their skills all the time, because when one believes that he has just reached everything after years of studying, degradation starts. Teachers also should participate in school's social life, always take care of the improvement of their general and cultural level. They should have broad outlook to find approaches to students easily. The teacher should show the perfect attitude to family and people around him while educating high moral and volitional qualities in students.

As any other professions, PE teacher's work activities are filled with a number of features that distinguishes it from the other specialties.

The process of physical education takes place in the gym or outdoors that is bigger than any audience, where background noise is quite enough, and all this requires a clear teacher's command voice whom students have to hear often on the background of children's cries.

In addition to this, PE teacher has to have knowledge of the use of special or non-standard sportive equipment and inventory that is quite extensive during the physical education lessons.

It is obligatory to have a high motor component which requires a display, demonstration exercise and insurance of the students in complex exercise performing. Therefore, it should be noted that the teacher of physical culture requires comprehensive physical acquirments of the sports provided by curriculum [4]. So teaching profession of physical training unites different social roles, and is designed to solve several problems that unfortunately need to be solved at all levels of the educational process.

The goal of the study was to determine the opinions of PE teachers about the organization of physical education process in comprehensive schools.

Materials and methods of the study. A set of complementary research methods, adequate to the task was used; as well as the theoretical ones: analysis of scientific literature, synthesis, comparison and synthesis of data; in the practical part the following methods were employed: observation, interview, experiment, the author surveys; methods of mathematical statistics. In general, the study involved 33 physical training teachers of Ivano-Frankivsk comprehensive schools.

Discussion and the results of the study. Teachers that participated in our research, worked in educational institutions of Ivano-Frankivsk, and had different educational experience and sportive professions. Teachers responded to the proposed list of questions that were designed to find out the teacher's opinions about the organization of physical education process and to compare with the student's vision of the physical culture lesson.

In particular, teachers' answers, namely to a question under which serial number they want to see a physical education lesson, have been analysed. In primary school 33,3 % of experts preferred the first and third lessons, 23,3 % – the second lesson and 10 % – the fourth lesson. At high school the third and fourth lessons were chosen and have got 30,3 % of teachers' support, least of all wanted to see a physical education lesson as a first because only 9,1 % of teachers have supported it. In the high school, 27,3 % of teachers have noted the third lesson as the best for teaching physical culture too, and the first and fifth have got less

supports – 6,1 %. So it is possible to sum up that the third physical education lesson is recommended as in a number of scientific and methodical literature as by the PE teachers by the fact that the lesson in the middle of school day gives the chance to school students to make a pause in cerebration, to have an active rest and to continue training with new forces (table 1).

Table 1

Recommendations on Physical Education Lesson Scheduling, %

№ of the Lesson	Primary School		Secondary School		High School	
	n=30	%	n=33	%	n=33	%
1	10	33,3	3	9,1	2	6,1
2	7	23,3	4	12,1	6	18,2
3	10	33,3	10	33,4	9	27,3
4	3	10	9	27,3	2	6,1
5	–	–	7	21,2	4	12,1
6	–	–	–	–	4	12,1
7	–	–	–	–	6	18,2
Total	30	100	33	100	33	100

Opinions of teachers, about the number of classes of physical culture within a week, differed but still the majority agreed that three physical education lessons would be optimal for all age groups (table 2).

Table 2

Number of Physical Education Classes Per Week, that Teachers of Physical Training Recommend, %

Number of the Lessons	Primary School	Secondary School	High School
1	3,3	–	–
2	36,7	30,3	45,4
3	46,7	54,5	48,5
4	13,3	15,2	6,1

From data that we have received in our research, it is possible to confirm the statement of scientists [4] that during school studying from first to the eleventh class the health of pupils worsens and the percent of school students with various diseases increases (table 3).

Table 3

Distribution of Students by Medical Groups of 2015–2016 Academic Year, %

Schoolage	X min	X max	\bar{X}	S	m
Basicmedicalgroup					
Primary school	68	96	85,7	8,5	2,5
Secondary school	70	95	81,4	7,2	2,1
High school	60	96	76,6	9,1	2,7
Preparationalmedical group					
Primary school	4	27	13,8	7,5	2,2
Secondary school	5	25	15,9	6,5	1,9
High school	4	32	19,9	7,8	2,3
Specialmedical group					
Primary school	5	–	5	–	–
Secondary school	3	10	4,8	2,4	0,7
High school	3	10	6,3	2,9	0,8

On a question «Is it necessary to carry out an assessment of physical education of school students?» 96,7 % of teachers have claimed that it is necessary and only 3,03 % haven't supported them.

Choosing the estimate system, 54,5 % of teachers have made a choice in favor of the existing, recommended training program of system «low, below an average, an average, above average and high levels». Twelve-ball system of estimation was supported by 30,3 % of the teachers, 15,2 % of the teachers would use «is reckoned», «isn't reckoned».

Classes with pupils of special medical groups, which 78,8 % of teachers approve, are carried out together with pupils of the main and preparatory medical groups. And only 21,2 % of teachers give such classes separately from the basic and preparatory groups.

Among leaders of the diseases which are most often found at pupils of primary school: respiratory diseases – 33,3 % and cardiovascular diseases – 20 %. In the high school 21,2 % of the digestive system and cardiovascular system diseases are observed (table 4).

Table 4

**List of the Most Widespread Diseases that Occur in Students, %
(A Survey of Teachers of Physical Culture)**

Types of Diseases	Primary School		Secondary School		High School	
	n=30	%	n=33	%	n=33	%
Respiratory system	10	33,3	6	18,2	5	15,1
Digestive system	4	13,3	7	21,2	8	24,2
Cardiovascular system	6	20	7	21,2	7	21,2
Vision system	3	10	1	3,03	–	–
Musculoskeletal system	1	3,3	6	18,2	4	12,1
Laziness	1	3,3	–	–	3	9,1
I don't know	5	16,7	6	18,2	6	18,2

If not to consider material support of educational institution, the choice of training program variable modules is caused: 21,2 % by traditions of educational institution, 15,2 % by a professional level of teachers, and by the desire of children and commitment of teachers to sports have got 12,1 % of the teachers' support. There was also a big percent of teachers (39,4 %), that didn't know about the choice of variable module, thus there was an assumption that some teachers worked according to the outdated scheme of physical training educational process and don't pay attention to wishes of pupils.

The following question was «do you consider interests of pupils while choosing of variable modules by means of questioning». This question was in the answered affirmatively by 78,8 % of teachers, other 21,2 % – didn't consider opinion of pupils.

Proposals of teachers were different about the variable modules that should be removed from the training program. The indicator didn't exceed 6,1 %, except the variable module «Tourism» where 18,2 % of teachers wished to exclude it from the training program, and explained it with the fact that this module was characterized by the increased injuries and demanded very careful pedagogical control of pupils during training (fig.1).

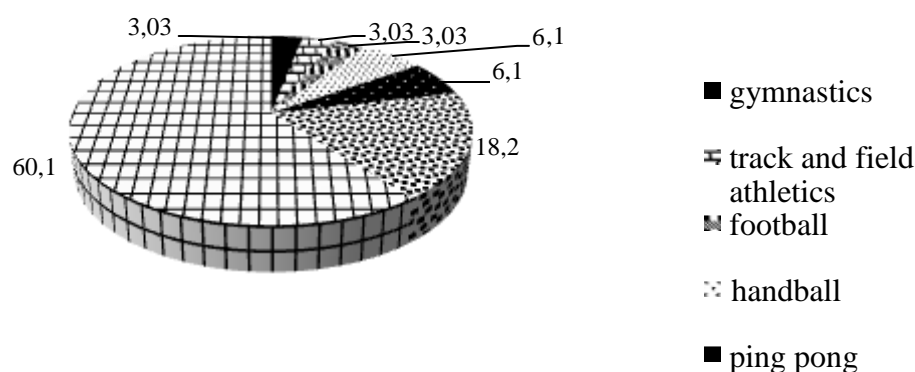


Fig. 1. Types of the variable modules that should be removed from the program of physical education, %

Generally, teachers recommend including several new modules in the program of physical culture. The greatest supports were got by modules: athleticism, sportsorientation and swimming (fig. 2).

Most of the teachers – 66,7 % have pointed that the 45-minutes lesson is enough for physical education. The idea of increasing the duration of the lesson in 60 minutes was supported by 33,6 % of the teachers.

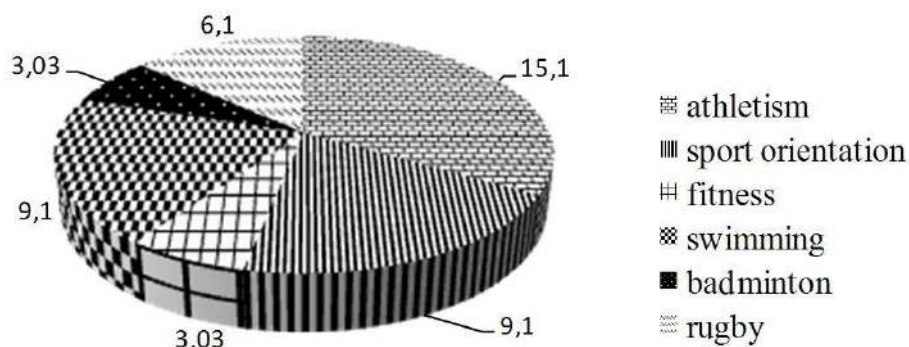


Fig. 2. Types of the variable modules that are recommended by teachers

Teachers often used among the types of motor activity for girls – volleyball 27,3 % and boys liked football and basketball 54,5 % to 15,1 %. 30,3 % of girls in high school liked volleyball, but 36,4% of boys liked football in the secondary and high school (table 5).

Table 5

The Most Common Types of Exercise Used in Physical Education Classes, %

Girls			
Secondary School		High School	
Volleyball	27,3	Volleyball	30,3
Football	–	Football	6,1
Gymnastics	21,2	Gymnastics	24,2
Trackandfieldathletics	9,1	Trackandfieldathletics	6,1
Badminton	3,03	Badminton	3,03
Basketball	12,1	Basketball	18,2
Relayrace	12,1	Relayrace	–
Types of sportsgames	12,1	Types of sportsgames	9,1
Pioneerball	3,03	Pioneerball	3,03
Boys			
Volleyball	–	Volleyball	18,2
Football	54,5	Football	36,4
Basketball	15,1	Basketball	21,2
Typesofsportgames	9,1	Typesofsportgames	9,1
Relayrace	9,1	Machines	15,1
Trackandfieldathletics	12,1	Trackandfieldathletics	–

The most common forms of classes that teachers use in after school sports were: sports competitions (30,3 %) and sports holidays (27,3 %), hours care in day care for younger pupils (18,2 %), other forms were not so supported.

Logistical support for most teachers, that make 63,6 % – isn't important, 27,3 % of teachers have almost everything they need and 9,1 % say that there is no maintenance and they lack basic ropes, jump ropes, varieties of balls and other equipment.

Teachers were asked, «What could they contribute for improving the implementation of the curriculum in physical education», we received the following answers: 27.3% was according to the desire of children and that their parents could help to improve the implementation of the curriculum (table 6).