

Historical, Philosophical, Legal and Staff Problems of Physical Culture and Sports

UDC 371.72 (438)

SYSTEM OF PHYSICAL EDUCATION IN SCHOOLS OF THE CZECH REPUBLIC AT THE PRESENT STAGE

Eduard Vilchkovski¹, Volodymyr Pasichnyk²

¹Lesya Ukrainka Eastern European National University, city Lutsk, Ukraine

²Yan Kohanovskii University in Kielcah, Poland. wlod_pas@o2.pl

<https://doi.org/10.29038/2220-7481-2018-02-5-12>

Abstracts

The Czech Republic has a long tradition in creating a national system of physical education and sport. As well as the original system of Sokol gymnastics, which in second half of the nineteenth century gained wide popularity not only in European countries, which were located in the geographical location near the Czech Republic, as well as in Russia, France, UK, USA and other countries of the world. **Objectives of the Study.** Determine the modern system of physical education of schoolchildren in the Czech Republic. **Research Results.** The system of physical education Czech schools consists of two complementary units: the educational process of physical education, which involves three lessons per week and extracurricular sports and mass work, which is conducted optionally for all students. Physical education programs include: basic gymnastics; sport games; dance exercises; swimming, skating (in winter), a dispute if the school has conditions for conducting these classes. The Ministry of Education, Youth and Sports issues basic physical education programs for students of all types of schools. **Conclusions.** In Czech schools, starting from the 90s of the twentieth century, innovative concepts are widely implemented: «School of Health» and «Sport for All». They are aimed at active struggle against negative phenomena in society: alcoholism, drug addiction, tobacco smoke, as well as work on the establishment of preventive measure against civilian diseases that have become a pandemic in last 30 years in Europe and other continents of the World. The state program «Sport for All» provides for the widespread use of sports not only among schoolchildren, their parents, youth and other age groups of the Czech population, mass creation in active recreation of the whole society, as well as selection and preparation of reserve for the national team of sport teams of the country. The modern system of physical education of pupils in the Czech Republic is aimed at strengthening the health, improving physical development and motor education of children and young people by increasing the hours for physical education and sport activities in extra time, organizing regular sporting activities and sports complementation with the help of sports clubs, the creation of sports classes in schools for capable students, which the future is a reserve of qualified athletes in various sports disciplines.

Key word: physical education, system, sport, students, school.

Едуард Вільчковський, Володимир Пасічник. Організація та зміст фізичного виховання в чеських школах. Чехія має давні традиції у створенні національної системи фізичного виховання й спорту, а також оригінальну систему сокольської гімнастики, яка отримала в другій половині XIX ст. широку популярність не тільки в європейських країнах, що розміщувалися поблизу Чехії, а й також у Росії, Франції, Великобританії, США та інших державах світу. **Завдання дослідження** – проаналізувати сучасну систему фізичного виховання школярів у Чехії. **Результати дослідження.** Система фізичного виховання в чеських школах складається з двох взаємодоповнювальних блоків: навчальний процес із фізичного виховання, який передбачає три уроки щотижня та позакласну спортивно-масову роботу, що проводиться факультативно для всіх

бажаючих учнів. Програми з фізичного виховання включають основну гімнастику; спортивні ігри; танцювальні вправи; плавання, лижі, ковзани (взимку), якщо школа має умови для проведення цих занять. Міністерство освіти, молоді і спорту видає базові програми з фізичної культури для учнів усіх типів шкіл. **Висновки.** У чеських школах, починаючи з 90-х років ХХ ст., широко реалізуються новаторські концепції: «Школа здоров'я» й «Спорт для всіх». Вони спрямовані на активну боротьбу з негативними явищами в суспільстві (алкоголізмом, наркоманією, тютюнопалінням), а також на роботу зі створення профілактичних заходів проти цивілізаційних захворювань, які стали пандемією за останні 30 років у Європі та інших континентах світу. Державна програма «Спорт для всіх» передбачає поширення занять спортом не лише серед учнів шкіл, але і серед їхніх батьків та інших вікових груп чеського населення, створення масовості в активному відпочинку всього суспільства, а також селекції та підготовці резерву для збірних спортивних команд країни. Сучасна система фізичного виховання школярів у Чеській Республіці спрямована на зміцнення здоров'я, покращення фізичного розвитку та рухової підготовленості дітей і молоді збільшення годин на уроки фізичного виховання, поширення масовості занять фізкультурою та спортом у позаурочний час, організації регулярних спортивних занять і змагань за допомогою спортивних клубів, створення в школах спортивних класів для здібних учнів.

Ключові слова: фізичне виховання, система, спорт, учні, школа.

Эдуард Вильчковский, Владимир Пасечник. Система физического воспитания в школах Чешской Республики на современном этапе. Чехия имеет давние традиции в создании национальной системы физического воспитания и спорта, а также оригинальную систему сокольской гимнастики, которая стала во второй половине ХХ в. популярна не только в европейских странах, которые соответственно размещались вблизи Чехии, но также и в России, Франции, Великобритании, США и других стран мира. **Задача исследования** – проанализировать современную систему физического воспитания в чешских школах. **Результаты исследования.** Система физического воспитания в чешских школах состоит из двух взаимодополняющих блоков: учебный процесс физического воспитания предусматривает три урока в неделю а также внеклассную спортивно-массовую работу, которая проводится факультативно для всех желающих учеников. Программы по физическому воспитанию включают основную гимнастику, спортивные игры; плавание, лыжи, коньки (зимой, если школа имеет соответствующие условия для проведения этих занятий). Министерство образования, молодежи и спорта издает базовые программы с физического воспитания для учеников всех типов школ. **Выводы.** В чешских школах, начиная с 90-х годов ХХ в., реализуются новаторские концепции «Школа здоровья», «Спорт для всех». Они направлены на активную борьбу с негативными явлениями в обществе (алкоголизмом, наркоманией, курением), а также на профилактические работы против цивилизационных заболеваний, которые стали пандемией в последние 30 лет в Европе и на других континентах земного шара. Государственная программа «Спорт для всех» предусматривает не только широкое распространение занятий спортом среди учеников школ, но и среди их родителей и других возрастных групп чешского населения, создание массовости в активном отдыхе всего общества, а также селекцию и подготовке резервов для сборных команд страны. Современная система физического воспитания учеников в Чешской Республике направлена на укрепление здоровья и улучшение двигательной подготовки детей и молодежи путем увеличения занятий по физической культуре и спорту во внеурочное время, организацию регулярных спортивных соревнований при участии спортивных клубов, создание в школах спортивных классов для способной молодежи.

Ключевые слова: физическое воспитание, система, спорт, учащиеся, школа.

Introduction. The Czech Republic has ancient traditions in creating a national system of physical education and sports, and the original system of Sokol gymnastics, that gained a wide popularity not only in European countries, which were located near the Czech Republic, but also in Russia, France, the United Kingdom, the United States, and other countries of the world in the second half of the 19th century.

The aim of the study – is to analyse the modern physical education system of the Czech Republic's secondary school students.

Research methods. Observation of literary sources, documentary and archival materials, theoretical analysis and synthesis of the obtained data.

Research results. After the Velvet Revolution, the Czech Republic government has taken urgent measures in the field of school education, and educational institutions were de-ideologized and liberalized, the 6–8 year old gymnasia were opened, as well as private and church schools and the term of secondary education increased to 13 years of study.

The modern system of Czech school education has the following structure. At the age of three, a child enters a pre-school institution (About 85 % of all children from 3 to 6 years attend kindergartens). From the age of six, the child goes to the primary school, which is obligatory and free for all children and the studying process lasts for 9 years: five years for the first degree, and four years for the second one. Also a student can finish the second degree of studying in a gymnasium, entering it after the end of grade 5 or 7 (respectively, the second degree is the first four years of the eight-year gymnasium, or the first two years of the six-year one. You can also enter the gymnasium finishing the second degree in the primary school.

After 9 years of compulsory education in the elementary school, pupils study at a gymnasium for another 4 years and finish it at the age of 19. These years are not the part of compulsory secondary education. All students entering a high school take part in the competition, because they intend to study in higher educational institutions in the future.

Education in the gymnasium ends with the examinations on the certificate of maturity (in Czech – maturita). These exams provide two compulsory subjects: Czech language and literature, foreign language, and two other subjects to choose from. It should be noted that each gymnasium has its own educational profile: humanitarian, natural and mathematical. Successful passing of the exams provides students with the opportunity to enter universities. For the Czech Republic, typically is that more than 80 % of school leavers continue their studies in a vocational schools and colleges.

9th grade pupils have to lodge an application by March,1 with the indication of the educational institution they want to study at. The duration of studying in vocational schools is between 2 and 4 years. In those institutions where the duration of training is 4 years, the graduate also receives a state certificate (after passing maturity) and as in the gymnasium, they have the right to enter higher education institutions (mainly polytechnic institutions).

There are approximately 3 % of private schools in the Czech Republic. They are financed by parents and sponsors, but public education bodies compensate a part of the costs.

The school year in all types of schools begins on September,1 and lasts 196 days. Students study at the schools 5 days a week. Marks are displayed on a five-point grading scale. Current marks are putting in the process of learning in the classroom, and the final results at the end of each semester and the academic year.

In order to enter a higher educational institution a competition of certificates is held. However, some higher education institutions have special prelims, for instance in the following academies: music, physical education, art, theater, etc.

The vast majority of teachers working in schools have higher education (a master's degree). However, in the Czech Republic there is the following tradition. The school director concludes a labor agreement with each teacher for each year from September,1 to June,30. This condition is confirmed annually, if there are no claims to the teaching work. Therefore, a significant part of schools do not pay salaries to teachers for 2 summer months (in July and August). They get an unemployment reward in this period. They do this to save school money for future salaries and insurance of the teachers.

The Ministry of Education, Youth and Sports of the Czech Republic is responsible for implementing the general policy of school education in the country. Also it develops the concepts of a strategy of improving school and higher education and represents it to the Government every 4 years to approve the plan for the further development of educational systems.

The main functional tasks of the Ministry of Education, Youth and Sports include:

1. Concerns related to the current state and the concept of further modernization of the school and higher education system.
2. The definition of the content of education, the approval of study programs on various subjects, accreditation of programs for schools, vocational schools and higher educational establishments.
3. The responsibility for the policy of educational system financing in the country, for the preparation of the annual budget and making a decision on its allotment.
4. The responsibility for the educational activities of all types of educational institutions.
5. The responsibility for the preparation and improvement of the skills of various subjects teachers.

In the Czech Republic, there are 14 regions with broad autonomy and each of them has established the education bodies responsible for school education in each of them. Every 4 years they work out a

strategy for the further development of education for children and youth (pre-school institutions and schools).

In 2005, the Basic School Education Standard has been approved by the Ministry of Education, Youth and Sports and started functioning from the 2007–2008 school year. In its structure, it consists of the general purpose and main objectives of school education; the contents of the knowledge, skills and abilities that students must learn at the each stage of their education. On its basis, each teacher creates his subject program. The technology of the compilation of author's programs is taught to students in every pedagogical institution of higher education.

The Basic School Education Standard defines 9 major neoteric directions and each of them consists of one or more topics; the interdisciplinary content of studying; additional education topics and key competences of the graduate of each stage of school education.

The main directions of the education content are : language and communication, mathematics and its applications, information technologies, people and their world, people and society, people and nature, culture and art, people and health, people and the world of work. The interdisciplinary content consists of social and personal education, education in a democratic society, education aimed at thinking in a European global context, multicultural education, environmental science, and the science of media (mass media).

In the 80s and 90s of the 20th century, the number of so-called civilizational diseases significantly increased in the country, and their spread was closely linked to the ecological state of the environment, as well as to the unhealthy lifestyle of a large part of society. According to medical research data, the majority of the population of Czechoslovakia was characterized in a such way : malnutrition (high intake of sugar and energy food), high levels of stress, the systematic use of alcoholic beverages (especially strong beer), tobacco use, low mobility (hypokinesia), and others.

At that time, the Czech Republic was ranked as the first in Europe due to the number of the cardiovascular system diseases, as well as a significant number of respiratory diseases, especially among people living in a large industrial agglomerations. Also, a medical statistics indicate the increase level of cancer diseases among the population. The most common cases are lung cancer, gastrointestinal tract cancer and breast cancer in women. Due to the negative changes in the lifestyle of children and youth they face body posture defects, flatulence and obesity.

Therefore, the most effective way that can correct a negative situation with the spread of civilized diseases is to increase a motor activity, which should be a compulsory component of every person healthy lifestyle, regardless of the age.

Thus, we can assume that the system of physical education of the younger generations, which existed in Czechoslovakia, was not effective. This system, basically, as in most post-socialist countries, was aimed at training athletes who would have been successful at the international competitions and the Olympic Games and mass physical culture and recreational sport were in a second place. For the past government of the country the main goal was to win prizes in gymnastics, athletics, hockey and other sports. Also, they had to clearly show the superiority of a socialist society over capitalism in sport.

Only 5 % of the Czech population (mostly children and students) were systematically engaged in physical education and sport (at least 3 classes per week) in 1990. It can be stated that the country failed to effectively influence on the level of society's physical activity. Recommendations in this regard provided by the state and public organizations did not work on improving the physical activity of children and adults.

Czech scientists have shown that under the influence of systematic and long-term motor activity, not only the state of human health is improving , but also its physical and mental work, based on the medical-biological, psychological and pedagogical research that were carried out at the end of the 20th century. These changes have a positive effect on dietary habits, psychophysical state, emotional and social aspects of the individual.

The negative situation that happened with the health level in the country required urgent changes associated with the modernization of the system of physical education for both children and youth, the growth of physical education and sport in the form of regular sports training and active participation in recreation classes. It should be noted that the Czech scientists and experts in physical education and sports have developed a number of innovative concepts for improving the health of students and young people,

and they have been introduced it not only in their schools, but in other European countries too (Slovakia, Poland, Bulgaria, etc.). One of them is the creation of a «School of Health». So what is the main difference between this school and the ordinary one?

These schools provide proper hygienic conditions, organize nutrition for students, and control the range of school buffets, form the positive conditions for mass extracurricular activities, various forms of valeological education are used, taking into account the age of pupils, etc.

In the «School of Health», teachers of all subjects must implement the health-improving tasks into the educational process. The director of the school appoints a tutor, who coordinates the activities of the entire teaching staff in solving health issues and these functions are entrusted to a teacher of physical education or biology. The general health education program for all students is approved by the pedagogical council at the beginning of the school year.

This program includes certain thematic blocks aimed at preventing illness and improving the health of schoolchildren. For example, the block «Prevention and control of tobacco, drugs and alcohol use», «Prevention of overweight and obesity among schoolchildren», «Motor activity of pupils during extra-time hours», «Providing first medical care in a case of injuries and accidents», «Formation of the correct posture», «Student's social and personal hygiene», etc.

Certainly, each teacher has his own capabilities in implementing this program. However, during the training lessons, all teachers should pay attention to the correct posture of children, conduct gymnastics not only in the junior classes, but in the senior ones too. To follow the proper hygienic conditions of the classroom (lighting, especially in winter, ventilation of the class, etc.) as well as to be an example of a healthy lifestyle for students.

Doctors who present lectures or medical conversations are invited to report useful information for students in this area. Also, the pedagogical school team tries to actively collaborate with the parents, because it is impossible to solve issues related to improving the youth health without the help of the family. Therefore, at parental meetings, issues related to the prevention of unprofitable habits, proper nutrition, motor recreation for children and young people are also considered as well as bringing them an important pedagogical postulate that they are an example in the upbringing of their children.

The second concept, the practical implementation of which was aimed at improving the state of health and physical fitness too, was «Sport for All». It envisaged the increasing level of the mass of sport among children and youth not only through systematic training in different sports sections, but also through the use of various recreational forms of sports disciplines : various kinds of tourism (foot, water, ski, bicycle, etc.), sports games, fitness, sports dances, etc.

Let's consider the specifics of the physical education system of children and youth in the Czech Republic. The use of physical culture means begins with a pre-school institution. Children participate in various forms of physical education: morning gymnastics, tempering procedures, mobile games, independent exercise of physical exercises, games during outdoor walks and so on. The preparation of the pre-school children for school studying involves not only their intellectual and mental development, but their physical, motor development and good health too.

In order to modernize the physical education system in secondary schools, an appropriate strategy was developed, which included the following provisions:

1. Use actively the positive foreign experience of physical education of pupils at schools in different countries of Europe and all around the world.
2. Cooperate with post-socialist countries that have had the similar physical education systems for pupils and achieved some successes in their improvement.
3. Do not repeat the mistakes of pupils' physical education at secondary schools of other European countries.
4. Develop positive national traditions of physical culture and sports, as in the Czech Republic.
5. Distribute and develop international cooperation in the field of school physical education.
6. Look for effective ways of improvement the motivation of children and youth for systematic physical education and sport exercises.
7. Try to create modern physical education systems, which will stimulate the improvement of motor activity of pupils in the free period of study.

The system of physical education in Czech schools consists of two complementary units: the educational process of physical education, which involves three lessons per week and extra-curricular sports-mass work, conducted selectively for all students.

Programs of physical culture in primary schools include basic gymnastics; moving elements of sports games; dancing exercises; swimming, skis, skates (in winter), if the school has conditions for conducting these activities.

In the secondary schools of the first education degree, this program material is complemented by elements of acrobatics, gymnastics and athletics.

In educational programs for students of gymnasiums also increase the amount of sports games (basketball, handball, football, volleyball, hockey). Traditionally until the 80's of the twentieth century more attention was paid to gymnastics (students were trained to perform exercises on gymnastic devices) in Czech schools. However, these classes did not give them proper positive emotions in comparison with the lessons on which sports games were offered. This became a specific feature of most European schools, in which, over the past 20–30 years, teachers have adopted the widespread use of the sports-interactive method in athletics lessons, ski training etc.

Ministry of Education, Youth and Sports announces basic physical education programs for pupils of all types of schools. An important aspect is the inclusion of state standards in this field of education (the main requirements for this subject, the specific years of pupils studying). This is a certain criteria for pupils self-control and the possibility of more accurate pedagogical control over the level of their knowledge, skills and abilities.

However, the teacher, taking into account the specifications of his school (sports base, climatic and geographical conditions of the region, pupils interests, teacher's personal specialization, etc.) can produce 30 % of individual material or create individual programs that take into account the educational standards of the Physical education. This provision had positive effect on the increasing interest of pupils of all age groups to the lessons of this discipline. According to the survey of pupils of the first and second grades, 82 % of respondents note that they enjoy PE lessons and physical education is interesting for them and useful for health.

Secondary school pupils have 3–4 hours of outdoors lessons with elements of tourism twice during the school year. The main aim of such lessons is to develop pupils' skills and abilities, as well as to give basic knowledge of the organization of tourist trips. It is necessary for young people to know how to organize independent recreational walks and various types of tourist trips.

It should also be noted that in most Czech schools there are good conditions for physical education lessons. Czech Republic also produces a variety of sports equipment, clothing and footwear for educational, sectional and recreational activities in physical education and sports.

The program «Sport for Everyone» has a significant influence on the distribution of recreational activities among children and youth. In the realization of its tasks involved public organizations, sports associations, city authorities and schools are involved. One of the objectives of this program is to create better conditions for physical education and sports by developing sports infrastructure in different regions of the country (stadiums, swimming pools, sports grounds, etc.). Active propaganda of knowledge about a healthy lifestyle and active physical recreation in press, radio and television has also a great importance.

Among the public sports organizations that carry out active sports and mass work with pupils of the Czech school are the Association of Sports Clubs, as well as the Sokol Sports Organization, which has over 1000 clubs throughout the country. The main goal of the clubs is the popularization of physical education and sports among pupils, promotion of a healthy lifestyle, health care, physical development, motor training of children and youth, formation of a stable motivation to a systematic physical education and sports in various sports sections, independent recreational activities, tourism activities, etc.

Sports clubs improve pupils' organizing abilities in conducting various kinds of competitions, sports judging, conducting physical exercises and games with pupils of primary school, dynamic breaks between lessons, gymnastics before the beginning of lessons, hiking trips, etc.

In extracurricular sports-mass work with students, which is conducted by clubs, school competitions for children and youth, sports games tournaments and matches (football, volleyball, handball, hockey, etc.) are very popular. Sports competitions of young sportsmen of different levels (primacy

of the region, city, country) are conducted under the guidance of the Czech Association of Physical Education.

Significant sporting work is carried out by sport clubs during the winter, spring and summer holidays. At this time, students visit the sports and recreation camps, tourist hikes (hiking, water and bicycles sports, skiing, etc.), as well as the active rest – various forms of motor activity: active and sports games, excursions, hiking, swimming lessons, etc.

For over 50 years the programs for students with physical and mental disabilities are made in the Czech Republic. They are designed for special and general schools, in which there are students of special medical groups. Classes with them are held in extra-curricular time in schools or health facilities where there are specialists in these diseases.

The Czech system of physical education makes it possible to develop the student's sports abilities. Beginning with younger children, sports talented children who are revealed on the basis of motor tests, are invited to take classes in sports sections under the guidance of physical education teachers or trainers. In order to have regular sports, some work is done with parents, who should bring their children to these classes and provide favorable home conditions (food meals, rest, etc.). Sports sections are also created in all gymnasiums. They work 3–4 times per week.

Starting from the 5th form there are sports classes in schools with good sports base, which include children with sport skills. These classes are accepted by students who have fulfilled the requirements of the test and have positive findings of in-depth medical examination, as well as agreement from parents. sports classes have fewer students (no more than 20). This makes it possible to implement an individual approach to children.

Students of sports classes mainly specialize in such sports: athletics, gymnastics, football, ice hockey, swimming, skiing. Pupils of the 5th grade, except general subjects, are engaged in sports for 8 hours, and starting from the 6th form, for 12 hours each week.

Thus, together with the depoliticization of the education system after 1989 in the Czech Republic, there have been radical changes in the ideology of education and the content of the didactic process in secondary schools. The system of physical education for schoolchildren and the further development of the mass of children's and youth sports have constant support from the Czech government, local organs, social sports organizations and clubs.

Conclusions. In the Czech schools, starting from the 90s of the twentieth century, innovative concepts are widely implemented: «School of Health» and «Sport for All» They are aimed at active struggle against negative phenomena in society: alcoholism, drug and tobacco addiction, as well as work on the establishment of preventive measures against civilizational diseases that have become a pandemic in Europe and other continents of the world over the past 30 years. The State Program «Sport for All» provides for widespread sports not only among schoolchildren, their parents, young people and others Czech-term groups, create mass active rest of society, but also for the selection and preparation of reserve for modular sports team.

Modern system of physical education of pupils in the Czech Republic aimed at the health promotion, improvement of physical development and motor training of children, young people by increasing hours for physical education classes, increasing the mass of physical education and sports activities in extra-time, organizing regular sports lessons and competitions with the help of sports clubs, creating sports classes in schools for capable pupils, who are a reserve of qualified athletes of various sports disciplines in the future.

References

1. Pangelova N. Ye. Istorija fizichnoyi kulturi [History of physical culture]: navch. posib. 2-ge vid. K. : Osvita Ukrayini, 293.
2. Gik E. (2007). Populyarnaya istoriya sporta [Popular history of sport]. M.: Akademiya, 448.
3. Himmel B. (2005). Wychowanie fizyczne i sport szkolny w Czechach i na Słowacji. *Kultura Fizyczna*, no 5–6, 21–24.
4. Hodan B. (1997). Aktualny stan i perspektywy rekreacji ruchowej w Republice Czeskiej. *Przeobrażenia kultury fizycznej w krajach Europy Środkowej i Wschodniej / pod red. B. Wojnarowska, Z. Krawczyk*. Warszawa, 106–109.

5. Horak S. (2001). *Zdrowa szkoła. Efekty kształcenia i wychowania w kulturze fizycznej* / pod red. J. Ślężycki. Katowice : PTNK-AWF.
6. Koliska P. (1997). Aktualny stan i problemy wychowania zdrowotnego, Stan zdrowia a styl życia Czechów. *Przeobrażenia kultury fizycznej w krajach Europy Środkowej i Wschodniej* / pod red. B. Wojnarowska, Z. Krawczyk. Warszawa, 118–122.
7. Paluch P. (2005). Wychowanie fizyczne i sport w Czechach. *Kultura Fizyczna*, no 5–6, 21–24.

Received: 05.05.2018.