

## PHYSICAL EDUCATION SYLLABUS AT REFORMED POLISH SCHOOL

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### Introduction

The first of September 1999 initiated the reform of educational system in Poland. New outline of comprehensive education was introduced. In the reorganized system of education at each level of education, larger number of physical education lessons has been introduced (within possible funds). The new reformed school makes a challenge for ambitious teacher author's syllabus in the result of work of many of them. Innovations of the programme assign a student as an individual, not scientific knowledge any longer, the point of reference in building the syllabus and selecting teaching substance. It means that since now not the students are to adjust themselves to the syllabus which results from the state of knowledge of the world but the choice of information included in the syllabus and the whole of the syllabus constructed should prove favourable for the development of pupils. Such a change made it possible to get rid of conditions and strictness imposed by specific, methodical and settled way of scientific description of the world (MEN 1998). Studies of Polish youth showed undesirable ways of behaviour regarding health. The causes are the following: little effectiveness of physical education lessons, wrong procedures and work frame of the teacher, insufficiency of school sport base, preferential treatment of best students, wrong system of valuating pupils and not very attractive and insufficiently intensive motor activities.

### Analysis of the material

Modern pedagogy perceives the pupil as the subject of the process of training and education. In the National Health Programme from the year 1996 we can read Polish society is typified by low physical activity. Only 40% children and youth and less than 10% adults practise different forms of exercises of an effort meeting basic physiological needs of human constitution. It was assumed that up to the year 2005 various forms of physical activity in free time would be practised by 50% children and youth, five hours of physical education would be introduced to all types of schools and that at least 75% schools would have gym halls. (Reform Library 2000)

Because pupils differ in inherent developmental potential and living conditions influencing the way it is used there is need for differentiating teaching substance and requirements as to mastering it.

Physical education is an essential part of general education and considerably contributes to comprehensive development of a pupil. Reform of education requires new, humanistic bonds of physical education at school. According to many theoreticians and practitioners it is based on "raising physical education to its rightful importance, coming out of magic circle of school subject and passing to the system of activities offering the children and young people wide possibilities of comprehensive development-somatic, mental and social!

Before the school reform was introduced, each teacher had been teaching under one compulsory programme of teaching physical education. Now the teacher can choose from

various author's syllabuses approved by the Ministry of Education. They are conformable to general conception of education and include officially defined programmatic minimum. Such an offer gives the teacher possibility of selecting such a programme which would best correspond with potentialities and needs of the pupil and take into account abilities of the teacher and school conditions.

Relatively few author's programmes of physical education are characterized by wide variety regarding the shape of general and particular aims and selection of teaching and learning substance which should serve achieving the aims.

Authors share the opinion that elements of particular sport disciplines should be treated as means for achieving the aims of physical education.

Teaching at Polish school has been divided into stages. Decree of Minister of Education dated February 15<sup>th</sup>, 1999 regarding programmatic foundation of general education contains information of physical education at each stage of schooling.

The first stage of education applies to children from forms I-III (aged 7-9). In the syllabus of integrated teaching at this stage it is assumed that it will be a lenient transition from pre-school education to school education. The lesson itself is not the basic organizational form, and the teacher is to select the substance from various fields. The substance of physical education is realized in various forms, e. g. physical- recreational education, motor activity, music- motor education etc. This way of accomplishing tasks and achievements of the aims of physical education, besides obvious advantages, has also in the opinion of many practitioners and theoreticians of physical education disadvantages. It may happen that physical education will become an element of education of secondary importance and not as it is assumed, the process of physical education. Current author's programmes are comprehensive and the substance included points out the need for accomplishment of the process of physical education. Each teacher carries on physical education according to his own established schedule, adjusting the time of classes and breaks to pupils' activity. It is advisable to arrange didactic process in such way that every day there will be some motor activities. The programme of motor activities described by both elementary form teachers and sports teachers offers comprehensive preparation of the pupils for entering the subsequent stage of education. Education should include, among others, issues and educational activities from the wide sphere of games and recreation, field exercises, walking tours.

The second stage involves children from forms IV- V (aged 10-12). Programmatic base of the second stage of education introduces beside subjects and subject blocks, educational substance of educational -didactic character. From among educational paths, pro -health and physical education are fundamental for physical education teacher. The aim of education is, among others, to develop and improve motor efficiency and physical vigor of the pupils. And the duty of school to create conditions for improvement of fitness and physical form. Of programmatic substance pupils should get to know general elements of technique and tactics of games, dancing and swimming. They should get to know rules and principles of organization of motor activities, testing and valuating the development and efficiency of body according to principles of sport rivalry.

In this stage elements of the programme introduce the pupil into the world of culture and recreation. It includes the sphere of sport culture, awakening of sport interests, and the duty of their regular, proper formation. One of the aims of education is to improve training efficiency, and the duty of school is to stimulate development of pupils, and to include activities from selected recreational- sporting and touristic spheres. It should include



marching, running, climbing, lifting, jumping, gymnastics, sport-recreational games.

Beside detailed educational aims and the procedure of achieving them there is also suggestion of possible pupils' achievements and of their valuation for particular forms.

The third stage of education is the time spent in gymnasium (age 13-15). The syllabus of physical education for gymnasium recommends taking the student into, among others, the world of culture and science. It includes the sphere of sport culture, awakening of interests in sport, ability of their proper formation. One of the aims of education is to improve training and co-ordinate efficiency, and the duty of school is to stimulate various forms of physical activity of the pupils supporting their development, organize activities from selected recreational-sporting and touristic spheres. It should include marching, running, climbing, lifting, jumping, gymnastics, and sport-recreational games.

Beside detailed educational aims and the procedure of achieving them there is also suggestion of possible pupils' achievements and their valuation for particular forms. In the first form of gymnasium the pupil should master motor abilities indicated in the syllabus.

The fourth stage is the stage of the fixture which will be introduced to reformed school in September 2002. The aim of this stage is the principle of rational care for health and fitness, forming moral and social attitudes basing on values inherent in sport, recreation and tourism: persistence, regularity, responsibility, regard for the opponent, ability of appropriate behavior in the face of win and defeat. The task of school is to train the pupil to individual self-dependent activities in favour of physical development and care for proper level of fitness and also to prepare the pupil for the role of promoter and active participant in various forms of motor activity. The basic substance of the fourth stage of reformed school includes: body building exercises, weight exercises, exercises improving utilitarian and recreational-sporting abilities, organization of sport, recreational and touristic activities and meets, teaching to relax, relaxation exercises, teaching the ability of self-observation and self-valuation of development.

### Conclusions

Programmatic warrant is an obligatory document for all teachers and standards of pupils' achievements during physical education lessons presented by the Ministry can be a useful and subsidiary instruction. Summing up it may be said that the programme points out the direction, character and the substance of didactic – educational work, it appoints the choice of teaching substance, its range and structure. The value of this program – the document which is to be obligatory and operative for many years is the greater as it corresponds better with topical and foreseen needs of life. Work on the syllabus is hard and complex. It needs taking into account a number of factors; disregard of any of them decreases the value and usefulness of the programme. Changes in school physical education result from directions of development of civilization, impendence over health and search for new, interesting ways of spending free time. Lowered physical efficiency is the basic factor of impendence over physical and mental health; therefore interests should be directed in the way which would prepare pupils for constant care of their body, health and fitness. To again the planned aims in accordance with the spirit of the reform of education there is need for dynamic construction of school- and non-school sport buildings, care for better equipment and better use of the present one. Lack of these contributes to often little efficient and little attractive motor activities. Good conditions of work are the promotion of sporting life style. Sport results of school athletes cannot be the criterion of valuation of physical education teachers. To realize pupils' expectations about school training the teacher should offer fashionable and attractive forms of motor activities.

means and methods should be used which would be acceptable by pupils. However, the important element of the creator of physical and motor development of children and realize of the programme – the teacher of physical education.

### Bibliography:

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Ministry of Education on the reform, Warszawa 1998.

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Initiated in 1999 reform of the system of education in Poland brought a new conception of comprehensive education. It introduced greater number of physical education lessons, and teaching in Polish schools was divided into stages. Innovation is grounded on the fact that the teacher can choose between several different projects of author's syllabus approved by the Ministry of Education. They correspond with general idea of education and include the programmatic minimum, clearly defined. An offer of that type gives the teacher the chance to choose such a syllabus that will be best suited to the possibilities and needs of the pupil and will comply with the wishes of the teacher and the conditions of the school.

## РЕГІОНАЛЬНА ІСТОРІЯ СПОРТУ У НАУКОВО-ДОСЛІДНІЙ РОБОТІ СТУДЕНТІВ

О. ДЕМІНСЬКИЙ, В. КАНУННИКОВ, Р. ШОМІГОЛОВ, Є. ДЕНІСОВ,  
О. ЦВІГУН

*Донецький державний інститут здоров'я, фізичного виховання і спорту*

Історія спорту окремих регіонів – важлива складова частина спортивної науки в Україні. Як відомо, в окремих частинах України рівень її дослідження різний. Зокрема, стосно відношення і до Східної України [2]. Автори цієї статті вважають, що залучення особливо студентів, майбутніх фахівців оздоровчого, фізкультурно-спортивного характеру, аматорів олімпійського руху і освіти до цієї творчої роботи може дати позитивні результати у вихованні творчої людини, а також зробити деякі кроки у вивченні історії спорту в Україні. Це підтверджується 10-річним досвідом вивчення історії регіонального фізкультурно-спортивного комплексу (ФІЗФВіС) і у Донецькому училищі олімпійського резерву ім. С. Бубки.

Досвід такої роботи знайшов тезисне висвітлення у ювілейному виданні історії національного університету. Після цього практика поєднання навчально-наукового процесу з науково-дослідницькою діяльністю студентів з вивчення історії