2. Застосування запропонованої комп'ютерної технології дозволяє більш ефективно впливати на стан постави дітей молодшого шкільного віку.

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EFFECTIVITY OF USING COMPUTER TECHNOLOGIES FOR FORMING POSTURE OF BOYS AGED 6-8

OLEG BUBELA

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Using computer technologies by teachers and parents allows to improve process of forming correct posture of children aged 6-8.

THE WORLD OF LIFE VALUES AMONG STUDENTS OF INSTITUTE OF PHYSICAL EDUCATION AND SPORT, ACADEMY OF PHYSICAL EDUCATION, IN BIAŁA PODLASKA

ЖИТТЄВІ ЦІННОСТІ У СЕРЕДОВИЩІ СТУДЕНТІВ ІНСТИТУТУ ФІЗИЧНОГО ВИХОВАННЯ І СПОРТУ АКАДЕМІЇ ФІЗИЧНОГО ВИХОВАННЯ У БЯЛІЙ ПОДЛЯСЦІ

WITOLD JAN BURZYNSKI

INTRODUCTION

The problems of youth and systems of values have been widely discussed both theoretically and empirically. The studies upon the subject focus on academic youth for many reasons. One of them is their feature of high dynamism which makes the come back the research on their culture, choices, interests, what in turn, up-dates the knowledge and reveals tendencies of development. The other reason, among many, is the change of the place and role of young intelligence in the process of transformation of

Poland and its integration with Europe. Here comes another thought upon youth, its targets and attitudes, which is also a requirement of time, namely, the search to answer a complex question on cultural integration.

Youth, being an integral part of a society, will be viewed in this research as a concrete part of a social - cultural reality. Such an approach requires to recall, for the purpose of the research, the basic notions i.e. culture, and to signal its complexity and its reference to physical culture. The character of this publication allows to, due to its limited volume, focus on quoting the newest and widely accepted definitions of culture which have the basic relation with the conducted empirical research. Undoubtedly, the definitions of A. Kłoskowska, Z. Krawczyk and J. Kosiewicz are among them.

In the view of A. Kłoskowska " culture is a relatively integrated entity containing human behaviours which proceed common for a social community patterns made up in the process of interaction, and which encompass products of such behaviours."1) The quoted definition of culture concerns mainly accentuation on cultural identity being a factor of social integration which is left by the past, and that past indicated in a defined range of different human behaviors that are participants of a given culture (e.g. a Polish one). A similar view is found in J. Kosiewicz 2) who also underlines the assumption of the reduction character of culture.

It is obvious that cultural heritage is a significant factor influencing on our attitudes, targets, aims and aspirations. However, such new phenomena as globalisation processes, diffusions of culture and others cannot be omitted. Thus, these new phenomena actively influence upon our lifestyle, and together with the first ones create a real picture of targets and aspirations, finally, making up a quality - diversified axiologic orientation among youth.

Values belong to these terms which in the literature of the subject have acquired many differentiating definitions and classifications. A definition of Milton Rokeach', theoretician and value researcher, bears a trait of highly cognitive significance. In his view "a value is a constant conviction that defined a way of a conduct or a final state of existence is personally or socially preferred in relation to the alternative way of a conduct or a final state of existence" Such a definition of values is divided by the author into autoletic ones (final, having values in themselves) and instrumental ones which simultaneously become means for final targets.

Undoubtedly, specific values are these, which can be placed in physical culture, as a symbolic-cultural type of a social practice. In such a view, sport is a value, as it is evaluated (positively or negatively) for it has a content given to values, it has a dimension of intent and intention. It functions in the system of culture, in the consciousness, as a preferred object and it is expressed verbally and actively (it is an exceptionally legible communicate). Combined with other values (integral dimension) it is an object and an expression of needs.

The definition of physical culture in the view *ot* Zbigniew Krawczyk is also an evaluating one. It assumes that "Physical culture is a relatively integrated and established system of behaviours in the field of physical development, motorial fitness, health, beauty, physical perfectness and human expression, following a pattern of socially accepted behaviours, results of such behaviours in a given society."

The above definition is broadened and made more precise by J. Kosiewicz, who starts with J. Kmota's and A. Kłoskowska's synthesis of assumptions of culture, and

basic statements of Z. Krawczyk, M. Demel, A Whole and their definitions of physical culture. J. Kosiewicz builds up a holistic concept of physical culture which is perceived as "the entirety of human output of a society in the sphere of ideal, material or relational of the output created in the course of historical development or a defined epoch, being in a given environment, both means and a result of physical culture and personal culture of individuals belonging to such an environment. This quotation does not require any further interpretations, thus the attention is paid, in Z. Krawczyk's definition, to "the world of values implying certain activities dependently upon standards and patterns; the world being influenced by subjective criteria of manifesting values and shaping in the relations of subject - object and object- subject." 6)

The above considerations and quoted views of culture and physical culture, and notions of values in social - cultural reality, despite their diversity and different emphasis patterns, define culture as " a configuration of values, evaluative targets, the source of the rules of choice and value preferences, and also a configuration of patterns, ideas and norms by means of which a social control and the process of socialization takes place...(7)

In the empirical part of the research the main focus is put on pursuits and targets, that is, to values which can be practically grasped, and their ways of fulfilment (directives); in this research the symbolic part of culture is focused on assumptions and life targets of youth which is a clearly defined and interpreted consciousness of students.

II. METHODOLOGY AND RESULTS OF AUTHOR'S OWN FINDINGS

The problem of the research of axiologic orientation of students is placed in time of the above mentioned system transformation in Poland and new de-evaluations. The research was conducted in 1999 among the students of Biala Podlaska, it was to present the relation of this youth to the basic transformations of the contemporary world and Poland, and how, at the background of these transformations, needs, aspirations, attitudes, life choices are shaped.

The subject of the research was the youth who are students at Institute of Physical Education and Sport in Biala Podlaska and who mainly come from the so called "eastern wall", so they are the youth from small towns, villages, families of relatively low incomes. It can be assumed that the choice of their education, the process of education and the vision of their future job in physical culture form the questioned, making up a specific evaluation of sport, different from the students, others than those of Academy of Physical Education.

The research *problem was analysed in relation to the following social* - demographic variables: sex, social origin, permanent domicile, presence in physical culture (professional -competitive one or recreational one) and relation to faith. A diagnostic sounding was applied as a method of research, particularly a questionnaire allowing for anonymousness.

The research was conducted in majority, by an oral questionnaire. The students showed interest in the subject of the research and were serious as respondents. The research was carried out on students of Institute of Physical Education and Sport in Biala Podlaska, Daily Studies. It was conducted on a group of random chosen students, on the month of April and May 2000. 116 correctly filled in questionnaires were collected which makes 11,6% of the whole population of students at this higher school. In this

whole population women constituted 27% and men 73 %. Such a proportion of sex is typical for the Institute.

A significant number of these students live in towns (10 to 100 thousand inhabitants) i.e. (86 persons) -76% and (27 persons) 24% live in the country. Education of parents - secondary one and higher one reaches 50% of the questioned, with the fact that fathers in 17 % have principal vocational education. Very often parents do not perform the profession they learnt but a different one.

Analysed professions of respondents' parents reveal their diversity; from a housecleaner to a medical doctor and few managers of secondary level of management. This can also reflect the question as to their material position which in the view of the above profession seems to be low and medium.

The variable of sex in a very low degree differentiate the hierarchy of pursuits and targets (Chart 1). The patterns of answers presents that the respondents express mainly strong pursuit for family happiness, perfectioning of their personalities, acquiring maximum general and professional knowledge, performing the job which brings satisfaction, independence, and quiet life. On the contrary, fame, high social-political position lag behind the preferred pursuits and targets. Fulfilling the aims, among women, is mainly conditioned by a job, knowledge, family and financial status, among men, by material situation, education, happiness and own personal attitude.

CHART 1 Students' Targets & Pursuits in their Hierarchy of Values

Answer category	Female	Male
	Rank	Rank
A Own personality perfection	1	5
B Performing of a job giving satisfaction	1	2
C Assurance of social- professional promotion	6	6
D Reaching a high social-political position	9	9
E Reaching prestige & respect in one's society	5	6
F Acquisition of maximum general & professional knowledge	3	5
G Possibility to acquire personal independence	1	3
H Achieving family happiness	2	4
I Assurance of a quiet life	1	4
J Fame	-	-
K Reaching material stability	4	1
L Reaching higher material position than parents	7	7
M Getting the right to experience own biography (own adventure)	7	8
N Running own income bringing enterprise	8	9
0 Others (which?)	-	10

Chart 1 presents the hierarchy of existential values of the respondents. But it should be noticed that first ranks do not mean that the respondents disregard other values. The collected results do not principally differ from the hierarchy of values approved by other social groups.

The responds on features and traits which should make up a profile of a contemporary Pole occurred to be interesting ones.(Chart 2)

Men and women, in the first place, highly value those features which express care of family life and well upbringing of children. They appreciate tolerance, pursuit for moral improvement, personal courage, life optimism, and care for nature. Among the features, the important ones are those which concerns transformation and market economy: enterprising activities, thriftiness, openness for changes and innovations, economy, endurance; they are ranked highly in the respondents' evaluation.

In the Chart 3 the areas of life were enlisted and the questioned were asked about the degree of fulfilment of their own aspirations. Female respondents mainly fulfil their aspirations in: intellectual development, sport and tourism, development of their own interests and family life and social contacts; the similar findings concern the men, thus the variable of the sex does not differentiate aspirations of the questioned much. The enlisted aspirations belong to those which are particularly socially approved and they reflect extraordinarily positively the portrait of a young Pole.

CHART 3 Degree of Fulfillment of Aspiration in the Enlisted Spheres of Life

	Ranking							
Spheres of life	In highest & high				Sufficient & low			
	F	%	M	%	F	%	M	%
Family life	25	75,7	59	71	10	30,3	21	25,3
Economic creation	11	33,3	20	24,1	23	69,6	54	65
Social contacts	29	87,8	56	67,4	5	15,1	25	30,1
Religious life	15	45,4	33	39,7	18	54,5	41	49,3
Development of own interests	28	84,8	58	69,8	6	18,1	14	16,8
Social involvement	9	27,2	29	34,9	24	72,7	48	57,8
Improvement of financial situation	19	57,5	40	48,1	16	48,4	39	46,9
Intellectual development	29	87,8	64	77,1	5	15,1	16	19,2
Sport life	28	84,8	59	71,0	8	24,2	29	34,9
Social activity	7	21,2	12	14,4	16	48,4	38	45,7
Development of own competence	18	54,5	46	55,4	10	30,3	35	42,1
Sport and tourism	29	87,8	72	86,7	4	12,1	8	9,6
Professional career	19	57,5	43	51,8	10	30,3	21	25,3

It is worth observing the answers to questions: which factors and institutions influence, and in what degree, the relation to the contemporary world.

The hierarchy of the highest influence was achieved by the following: individual work, church, influence of mass media, parents, classes and lectures at institute, knowledge acquired at school, events in Poland and abroad and literature. The influence of the Church is ranked highly (35,5%), at fifteen answers totally negating the influence of the Church on making up the relation to the contemporary world.

knowledge acquired by different means orders to treat declarative and verbal declaration and their manifestations very carefully, for they are not always reflected in the sphere of operative behaviors.

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3. M. Rokeache.; *The nature of human values. The free press. New York, 1973, p. 5.*
4. See B. Karolczak - Biemacka.: *Wartości sportu- sport wśród innych wartości. Kultura Fizyczna NR 11-12, 1996.*
5. Z. Krawczyk.: *Aksjologia ciała, Roczniki Naukowe AWF, Vol. XVI Warsaw 1979.*
6. Cop. J. Kosiewicz op.cit.p.5.
7. Z Putek.: *Kultura w refleksji socjologicznej [in] Socjologia w Polsce, ed. Z. Krawczyk, K.Z. Sowa, Wyd. WSP Rzeszów 1998, p.60.*

MIEJSKA I WIEJSKA MŁODZIEŻ SZKOLNA A ICH HIERARCHIE WARTOŚCI

ІЄРАРХІЧНІ ВАРТОСТІ МІСЬКИХ І СІЛЬСЬКИХ ШКОЛЯРІВ

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Zdrowie i życie człowieka przynależą do tych wartości, które są powszechnie, [illegible] akceptowane. O nie troszczą się lekarze, higieniści i inni. Wszystkie jednak [illegible] koncentrują się na przeciwdziałaniu chorobom i zagrożeniom zdrowia. Rzadziej [illegible] zastanawiamy się i działamy w kierunku szeroko pojętej profilaktyki - od [illegible] dziecka, urodzenia i w kolejnych fazach jego rozwoju. Jest to szczególnie [illegible] wszak w procesie tego rozwoju mamy szansę tworzenia podstaw do świadomych [illegible] dziecka oraz młodzieży i ukierunkowania ich na troskę o zdrowie.

Proces kształtowania się owych wyborów - celów, to trudna droga tworzenia [illegible] wartości, uwarunkowanych wieloma czynnikami; między innymi dyspozycją [illegible], warunkami ogólnospołecznymi i warunkami najbliższego środowiska [illegible] grupy rówieśniczej).

Ze względu na rozległość problematyki ograniczymy się tu do analizy [illegible] się preferencji wartości ze względu na wpływ środowiska. W naszych [illegible] będziemy opierali się głównie na socjologicznej koncepcji środowiska [illegible], a bliżej środowiska lokalnego. Stanowi ono całokształt warunków [illegible] danej miejscowości, w której jednostka żyje i wychowuje się (miasto, [illegible]. Zróżnicowanie między środowiskami miejskim i wiejskim jest jeszcze dość [illegible] wskazują na nie czynniki, które te środowiska charakteryzują (np. dostęp do [illegible] kultury, infrastruktura sportowa, kulturalna, horyzonty zainteresowań, [illegible] zawodowe, poziom wykształcenia, rola tradycji, zróżnicowanie wzorów [illegible] i ich możliwości wyboru oraz poziom materialny i inne). Chociażby z tego [illegible] zestawienia, wynika, że są to dwa wyraźnie różniące się światy.