

Ключевые слова: общая физическая подготовленность, многоборцы, развитие физических качеств.

DYNAMICS OF INDEXES OF GENERAL PHYSICAL PREPAREDNESS OF MULTIATHLONISTS OF VIYSKOVO-SPORTIVNOGO COMPLEX DURING SETUP TIME OF ANNUAL CYCLE

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Abstract. Comparative efficiency of two programs of the differentiated physical preparation of multiathlons in setup time was studied.

Key words: general physical preparation, military mulythlon, the accented development of physical qualities.

SELF-ASSESSMENT PROFESSIONAL COMPETENCE OF PHYSICAL EDUCATION TEACHERS

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Introduction. H. Grabowski (2000) defined a teacher as a specialist in the field of human behavior whose work consists in intentional motivation to change it according to socially required tendency. According to Z. Żukowska (1993), a teacher is a profession and a mission, it involves both inborn and acquired abilities, it is a set of personality traits, temper, it is an ability to devote oneself to other people, and it is love for children. This profession must bring a teacher enjoyment and satisfaction, no matter the circumstances and situations (i.e. financial status). W. Konarzewski (1998) stated very clearly that a teacher is a noble profession; unfortunately most of the teachers do not gain in line with the position. A teacher is idealized and humiliated at the same time. The society – according to both educated and non-educated – worships the abstract idea of teaching and as enthusiastically criticizes, admonishes, and ridicules the representatives of this profession (Konarzewski 1998).

The principles of the reform of education system in Poland clearly determine the general tasks of school. According to these, teachers should aim at comprehensive (multidirectional) development of a student as a key participant of educational work. School education consists in teachers' harmonious realization of the tasks within the framework of teaching, developing skills and education. These tasks are complementary

and equivalent aspects of the work of every teacher (Ordinance of MENIS 1997). Implementation of these tasks must be based on fundamental idea of functioning contemporary schools, according to which a student is a subject of every activity of a teacher (school).

The introduced reform of education system in Poland must correlate with changes in a training of educational specialists. Therefore, an awareness of competence and the requirements for future educators are of particular importance (Demel 1998, Okoń 1999). Furthermore, such features as an ability of assessment, the level of knowledge and didactic, educational, and organizational skills of the students in physical education, future teachers-tutors, are of high importance. A student is supported in his development by a teacher in the three following areas: emotional, intellectual and physical (Grabowski 1997 and 2000). A physical education teacher has a considerable influence on multidirectional and well-balanced development of a student in the above-mentioned areas (Cendrowski 1996, Grabowski 1997, Demel 1998). Thus, a crucial task of the academies is to develop highly specialized and competent personnel that are able to cope with high requirements of the present-day life and, most of all, education – learning and teaching.

Research material

Fully qualified teachers of physical education (women – N=282; men – N=298) working in primary, grammar and secondary schools in Poznań (N=204), Wrocław (N=171), and Łódź (N=205) have been examined. In general, 580 teachers were examined in the years 2000-2001.

An average age of the examined teachers was 35, average age of women was higher – 36.4 and men – 33.3. The highest percentage of the examined group was the teachers at the age of 31-45 (49.5%).

Research methods

The studies on the condition of the physical education teachers' monitoring and assessment activities were carried out with a method of diagnostic survey in questionnaire form created by the authors of the work. Questionnaire includes open and closed questions.

Analysis of research results

An important factor influencing the quality of teacher's work is an ability of self-assessment of numerous components of this work. One of such components is an assessment of the level of living condition of the studied individuals and their families. Only 7.2% of the group estimated the level of their living condition as good, 37.4% - satisfactory, 47.2% - average, and 8.1% - poor. Taking into account the sex of the examined individuals, it may be stated that men more often estimate their living condition satisfactory and average, while women estimate the average levels that is very good or poor. The results of the studies do not confirm the commonly accepted opinion concerning poor or low level of teachers' living conditions (Table 1).

Table 1

**Self-assessment of living conditions of the examined teachers
and their families [%]**

City	Type of school	Sex	N	Self-assessment of living conditions			
				very good	satisfactory	average	poor
Wrocław	PS+GS +SS	W	89	13,5	32,6	47,2	6,7
		M	82	9,8	39,0	48,7	2,5
Łódź	PS+GS +SS	W	109	9,2	31,2	49,5	10,1
		M	96	2,1	33,3	56,3	8,3
Poznań	PS+GS +SS	W	84	4,8	41,7	39,3	14,3
		M	120	5,0	45,8	42,5	6,7
				$\chi^2 = 28,3 \quad \alpha = 0,020^*$			
Wrocław	PS+GS +SS	W+M	171	11,7	35,7	48,0	4,7
Łódź	PS+GS +SS	W+M	205	5,9	32,2	52,7	9,3
Poznań	PS+GS +SS	W+M	204	4,9	44,1	41,2	9,8
				$\chi^2 = 17,5 \quad \alpha = 0,008^{**}$			
<i>Total</i>	PS	W	124	6,5	33,1	48,4	12,1
		M	132	3,0	50,0	43,9	3,0
	GS	W	79	10,1	41,8	43,0	5,1
		M	80	12,5	35,0	45,0	7,5
	SS	W	79	12,7	30,4	44,3	12,7
		M	86	2,3	29,1	59,3	9,3
				$\chi^2 = 36,7 \quad \alpha = 0,001^{**}$			
<i>Total</i>	PS+GS +SS	W	282	9,2	34,8	45,7	10,3
		M	298	5,4	39,9	48,7	6,0
				$\chi^2 = 7,6 \quad \alpha = 0,056$			
<i>Total</i>	PS+GS +SS	W+M	580	7,2	37,4	47,2	8,1

Legend: PS – primary school, GS – grammar school, SS – secondary school, W – women; M – men.

According to pedeutologists, a physical education teacher should have good level of the following features: health, physical fitness, motor and organizational skills, required methodological, tutoring educational, and pragmatic competences. The studied teachers made a self- assessment of the above-mentioned features.

86.6% of the group have very good and good level of physical fitness (30.5% - very good, 56% - good). Only 13.1% of the teachers considered their physical fitness average. None of the individuals stated to have poor level of physical fitness. Two teachers from Poznań considered their level of physical fitness considerably poor (1.7%). 35.6% of men and 25.2% of women have very good physical fitness level. Similar values have been noted for women and men who consider their physical fitness level good (56.7% of women, 55.4% of men). More women (18.1%) than men (8.4%) stated that their physical fitness level is average. The teachers' high self-assessment of the level of physical fitness can be regarded as a very positive indication of teacher predispositions (Table 2).

Self-assessment of actual level of physical fitness of the examined teachers (%)

City	Type of school	Sex	N	Self-assessment of physical fitness				
				very good	good	average	poor	very poor
Wrocław	PS+GS	W	89	18,0	65,2	16,8	0	0
	+SS	M	82	36,6	63,4	0	0	0
Łódź	PS+GS	W	109	22,0	59,6	18,4	0	0
	+SS	M	96	27,1	54,2	18,7	0	0
Poznań	PS+GS	W	84	36,9	44,1	19,0	0	0
	+SS	M	120	41,7	50,8	5,8	0	1,7
				$\chi^2 = 60,7 \quad \alpha = 0,000^{***}$				
Wrocław	PS+GS +SS	W+M	171	26,9	64,3	8,8	0	0
Łódź	PS+GS +SS	W+M	205	24,4	57,1	18,5	0	0
Poznań	PS+GS +SS	W+M	204	39,7	48,0	11,3	0	1,0
				$\chi^2 = 29,6 \quad \alpha = 0,000^{***}$				
Total	PS	W	124	24,2	67,7	8,1	0	0
		M	132	33,3	59,1	7,6	0	0
	GS	W	79	34,2	41,8	24,1	0	0
		M	80	42,5	47,5	10,0	0	0
	SS	W	79	17,7	54,4	27,9	0	0
		M	86	32,6	57,0	8,1	0	2,3
				$\chi^2 = 66,9 \quad \alpha = 0,000^{***}$				
Total	PS+GS	W	282	25,2	56,7	18,1	0	0
	+SS	M	298	35,6	55,4	8,4	0	1,7
				$\chi^2 = 21,0 \quad \alpha = 0,000^{***}$				
Total	PS+GS +SS	W+M	580	30,5	56,0	13,1	0	1,3

Legend: PS – primary school, GS – grammar school, SS – secondary school, W – women; M – men.

The teachers assessed their health condition very high. Nearly 87% of the teachers stated that they are very healthy and healthy. 14.2% of women and 11.1% of men considered their health condition average. Only 1% of the group claimed that their health condition is poor or considerably poor. The teachers from Wrocław estimated the highest values concerning their health condition, while the lowest was in case of Poznań teachers. A better level of health condition was noted for the teachers of primary schools, grammar schools, and secondary schools, respectively (Table 3). It would be crucial to correlate the self-assessment of health condition with its actual state, which has not been accomplished in this paper. It was assumed that self-assessment of health condition is an important factor concerning the quality of teacher's work, probably even more important than the actual state.

A physical education teacher should have the proper level of numerous motor skills (sports and recreational skills, motor habits), which are indispensable elements of methodologically accurate physical education and training lessons. The universities

physical education pay special attention to this element of student's competence. It is reflected by the Ministry standards of teaching at "physical education" faculty and academic programs of the studies.

Table 3

Self-assessment of health condition of the examined teachers [%]

City	Type of school	Sex	N	Self-assessment of health condition				
				very good	good	average	poor	very poor
Wrocław	PS+GS +SS	W	89	22,5	65,2	10,1	2,2	0
		M	82	34,2	58,5	7,3	0	0
Łódź	PS+GS +SS	W	109	16,5	71,6	11,9	0	0
		M	96	25,0	60,4	12,5	2,1	0
Poznań	PS+GS +SS	W	84	23,8	54,8	21,4	0	0
		M	120	36,7	51,7	10,0	0	1,7
				$\chi^2 = 31,9 \quad \alpha = 0,010^*$				
Wrocław	PS+GS +SS	W+M	171	28,1	62,0	8,8	1,2	0
Łódź	PS+GS +SS	W+M	205	20,5	66,3	12,2	1,0	0
Poznań	PS+GS +SS	W+M	204	31,4	52,9	14,7	0	1,0
				$\chi^2 = 11,4 \quad \alpha = 0,078$				
Total	PS	W	124	19,4	68,6	12,1	0	0
		M	132	33,3	57,6	7,6	1,5	0
	GS	W	79	29,1	57,0	13,9	0	0
		M	80	32,5	57,5	10,0	0	0
	SS	W	79	13,9	65,8	17,7	2,5	0
		M	86	30,2	53,5	14,0	0	2,3
				$\chi^2 = 26,9 \quad \alpha = 0,043^*$				
Total	PS+GS +SS	W	282	20,6	64,5	14,2	0,7	0
		M	298	32,2	56,4	10,1	0,7	0,7
				$\chi^2 = 15,9 \quad \alpha = 0,007^{**}$				
Total	PS+GS +SS	W+M	580	26,6	60,3	12,1	0,7	0,3

Legend: PS – primary school, GS – grammar school, SS – secondary school, W – women; M – men.

As in case of self-assessment of health condition and physical fitness, the physical education teachers assessed their level of motor skills very high (Table 4). Very good level of motor skills was noted for 30.7% of the group (24.6% of Wrocław teachers, 25.4% of Łódź teachers, and 41.2% of Poznań teachers), 58.4% considered it good (66.7% of Wrocław teachers, 60% of Łódź teachers, and 50% of Poznań teachers), and only 10.5% considered it average (8.8% of Wrocław teachers, 14.6% of Łódź teachers, and 7.8% of Poznań teachers). The place of employment and residence considerably differentiate the studied material. Furthermore, significant statistic differences between women and men were found. 36.2% of men and 24.8% of women appeared to have very good level of motor skills, 54.4% of men and 62.8% of women – good level of motor skills, and 8.7% of men and 12.4% of women – average level of motor skills. There are no low and the lowest self-assessments of motor habits, except for the men from Poznań (1.7%).

Self-assessment of the level of motor skills of the examined teachers [%]

City	Type of school	Sex	N	Self-assessment of motor skills				
				very good	good	average	poor	very poor
Wrocław	PS+GS +SS	W	89	18,0	71,9	10,1	0	0
		M	82	31,7	61,0	7,3	0	0
Łódź	PS+GS +SS	W	109	22,0	65,1	12,8	0	0
		M	96	29,2	54,2	16,6	0	0
Poznań	PS+GS +SS	W	84	35,7	50,0	14,3	0	0
		M	120	45,0	50,0	3,3	0	1,7
				$\chi^2 = 50,4 \quad \alpha = 0,000^{***}$				
Wrocław	PS+GS +SS	W+M	171	24,6	66,7	8,8	0	0
Łódź	PS+GS +SS	W+M	205	25,4	60,0	14,6	0	0
Poznań	PS+GS +SS	W+M	204	41,2	50,0	7,8	0	1,0
				$\chi^2 = 29,7 \quad \alpha = 0,000^{***}$				
Total	PS	W	124	27,4	64,5	8,1	0	0
		M	132	43,9	47,0	9,1	0	0
	GS	W	79	25,2	55,7	19,0	0	0
		M	80	32,5	52,5	15,0	0	0
	SS	W	79	20,3	67,1	12,7	0	0
		M	86	27,9	67,4	2,3	0	2,3
				$\chi^2 = 51,1 \quad \alpha = 0,000^{***}$				
Total	PS+GS +SS	W	282	24,8	62,8	12,4	0	0
		M	298	36,2	54,4	8,7	0	0,7
				$\chi^2 = 14,1 \quad \alpha = 0,007^{**}$				
Total	PS+GS +SS	W+M	580	30,7	58,5	10,5	0	0,3

Legend: PS – primary school, GS – grammar school, SS – secondary school, W – women; M – men.

The most frequently given grade concerning methodological background in physical education lessons was very good and good. None of the individuals stated that his or hers methodological preparation for professional work is very poor. However, 6.7% of men admitted to have poor level of skills and methodological knowledge. The women ranked their methodological competence higher than the men (women: very good – 30.9%, good – 55.7%; men: very good – 18.1%, good – 50.3%). The study shows that men more frequently than the women ranked their methodological background average, particularly in case of Wrocław and Poznań. It was found that the higher the education level presented by the teachers the higher self-assessment of methodological competence (Table 5).

Table 5

Self-assessment of methodological preparation of the examined teachers for carrying out physical education lessons [%]

City	Type of school	Sex	N	Self-assessment of methodological preparation				
				very good	good	average	poor	very poor
Wrocław	PS+GS	W	89	24,7	57,3	18,0	0	0
	+SS	M	82	19,5	46,3	31,7	2,4	0
Łódź	PS+GS	W	109	22,9	66,1	11,0	0	0
	+SS	M	96	16,7	52,1	16,7	14,6	0
Poznań	PS+GS	W	84	47,6	40,5	11,9	0	0
	+SS	M	120	18,3	51,7	26,7	3,3	0
				$\chi^2 = 94,1 \quad \alpha = 0,000^{***}$				
Wrocław	PS+GS +SS	W+M	171	22,2	52,1	24,6	1,2	0
Łódź	PS+GS +SS	W+M	205	20,0	59,5	13,7	6,8	0
Poznań	PS+GS +SS	W+M	204	30,4	47,1	20,6	2,0	0
				$\chi^2 = 25,2 \quad \alpha = 0,000^{***}$				
Total	PS	W	124	25,0	60,5	14,5	0	0
		M	132	13,6	57,6	22,7	6,1	0
	GS	W	79	29,1	58,2	12,7	0	0
		M	80	10,0	47,5	30,0	12,5	0
	SS	W	79	41,8	45,6	12,7	0	0
		M	86	32,6	41,9	23,3	2,3	0
				$\chi^2 = 76,2 \quad \alpha = 0,000^{***}$				
Total	PS+GS	W	282	30,9	55,7	13,5	0	0
	+SS	M	298	18,1	50,3	24,8	6,7	0
				$\chi^2 = 39,7 \quad \alpha = 0,000^{***}$				
Total	PS+GS +SS	W+M	580	24,3	52,9	19,3	3,5	0

Legend: PS – primary school, GS – grammar school, SS – secondary school, W – women; M – men.

Educational activities constitute at least 1/3 of the teacher's work, including physical education. Therefore, it would be crucial to identify the level of teachers' preparation for realization of educational tasks in school. Similarly to the assessment of previously discussed competence and behavior, also in this case the assessment is very high. There was no very poor methodological preparation for the realization of education tasks found. 25% of the examined teachers (0.7% of women and 6% of men) appeared to have poor educational skills. Over 73% of the studied men and women are aware of very good and good preparation for professional work in school. Tutoring competence was ranked higher by the women (very good: women – 22.7%, men 13.1%; good: women 58.9%, men – 53.4%). The higher the educational level the higher educational competence level. The studied men used more frequently that their skills for realization of educational tasks are average, particularly in case of Wrocław and Łódź teachers (Table 6).

Self-assessment of methodological preparation of the examined teacher for carrying out educational tasks [%]

City	Type of school	Sex	N	Self-assessment of methodological preparation			
				very good	good	average	poor
Wrocław	PS+GS	W	89	25,8	56,2	18,0	0
	+SS	M	82	12,2	53,7	31,7	2,4
Łódź	PS+GS	W	109	15,6	66,1	16,5	1,8
	+SS	M	96	12,5	43,8	29,2	14,6
Poznań	PS+GS	W	84	28,6	52,4	19,0	0
	+SS	M	120	14,2	60,8	23,3	1,7
				$\chi^2 = 70,4 \quad \alpha = 0,000^{***}$			
Wrocław	PS+GS +SS	W+M	171	19,3	55,0	24,6	1,2
Łódź	PS+GS +SS	W+M	205	14,2	55,6	22,4	7,8
Poznań	PS+GS +SS	W+M	204	20,1	57,4	21,6	1,0
				$\chi^2 = 20,7 \quad \alpha = 0,002^{**}$			
Total	PS	W	124	16,9	62,1	19,4	1,6
		M	132	10,6	54,6	28,8	6,1
	GS	W	79	22,8	57,0	20,2	0
		M	80	7,5	42,5	37,5	12,5
	SS	W	79	31,7	55,7	12,7	0
		M	86	22,1	61,6	16,3	0
				$\chi^2 = 71,8 \quad \alpha = 0,000^{***}$			
Total	PS+GS	W	282	22,7	58,9	17,7	0,7
	+SS	M	298	13,1	53,4	27,5	6,0
				$\chi^2 = 26,8 \quad \alpha = 0,000^{***}$			
Total	PS+GS +SS	W+M	580	17,8	56,0	22,8	3,5

Legend: PS – primary school, GS – grammar school, SS – secondary school, W – women; M – men.

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SELF-ASSESSMENT PROFESSIONAL COMPETENCE OF PHYSICAL EDUCATION TEACHERS

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Summary. According to the self-assessment of the examined teachers, both male and female, working in different types of schools in Wrocław, Łódź and Poznań, their level of physical fitness, health condition, motor skills, methodological qualifications, and professional preparation for carrying out educational tasks in school are very good.

A fundamental problem of the Polish teachers, including physical education teachers, is avoiding responsibility for the low level of learning and education, lack of educational effects, inaccurate assessment of the students, failing to achieve the set educational aims. According to the teachers, the reasons for such situation in most cases are the students, their attitudes, low intellectual, psychomotor or emotional level or inadequate backup facilities and equipment conditions. Disregarding their own failings and teacher competence inadequacy result in considerable disorders of teachers' professional attitudes, which consequently may bring about inability to improve work of an individual and of a school in which he works. Subjective and incorrect teacher assessment of the effects of learning and education process will definitely decrease an influence on well-balanced and comprehensive development of a student, the most important educational element.

Keywords: physical education, teacher, self-evaluation, competence

PROCES UTRZYMYWANIA RÓWNOWAGI PRZEZ CZŁOWIEKA PROCESS OF PROVIDE FOR BY MAN THE EQUILIBRIUM

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Człowiek jest jedynym przedstawicielem świata zwierzęcego charakteryzującym się pionową postawą. Postawa pionowa kształtowała się w procesie ewolucji, gdzie kończyły