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### PECULIARITIES OF MOVING ACTIVITY IN MEN OF FIRST MATURE AGE, WHICH ARE INVOLVED IN MENTAL WORKING ACTIVITY

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Peculiarities of moving activity in men of first mature age are being grounded in the article. Reasons of low physical loading upon the men organism are being defined, reasons, which prevent men of first mature age from conductance of physical exercises are being defined.

### REALISATION OF SYSTEM ASSUMPTIONS FOR PHYSICAL EDUCATION CLASSES IN PRIMARY SCHOOL ACCORDING TO STUDENTS' OPINIONS

### РЕЗУЛЬТАТИ ОПИТУВАННЯ СТУДЕНТІВ ЩОДО ОПИТУВАННЯ НОВОЇ СИСТЕМИ ФІЗИЧНОГО ВИХОВАННЯ В ПОЧАТКОВІЙ ШКОЛІ

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According to the Ruling of Ministry of Education (Rozp. MEN, No 14, dated 15.02.1999), on September 1, 1999 a new system of education was introduced into Polish schools. The reforms of the education system refer to four sections: structure of education, tasks of schools, education and upbringing programmes and system of grading (internal and external).

On the basis of the analyses conducted so far as to the programmes of education (introduced since the start of the reforms), it can be noticed that there is more historic substance which is no longer current and updated and there is much less substance pertaining to the present, not to mention to the future. In that way young generation gained knowledge and skills with reference to the past, thus not being able to solve contemporary problems. It appears that the aim of school should be preparing for future, for the life to be, and not for the past life (Oko, 1999).

The document called 'System basis', which has been obligatory since September 1, 1999, recognises four stages of education: Stage I (forms 1 to 3) and Stage II (forms 4 to 6) are part of 6-year primary school. Stage III (forms 1 to 3 of gimnazjum, which is post-primary school) and Stage IV (3-year secondary general and secondary profile schools and 2-year vocational schools). Before 1999 the Polish education system was different. Stage I comprised 8-year primary school and Stage II post-primary schools (4-year secondary schools, 4-year professional secondary schools, 5-year technical schools and 2-year vocational schools). Children who were born in 1985 form the last age group who are in the 'old' system of education. Those students were the 'last' to finish 8-year primary school which was liquidated. For that reason it seemed appropriate to conduct on them an experiment with regard to effectiveness of education in general and physical education in particular, especially in the range of mobile skills.

On the basis of results of cross-sectional research, which has been conducted by the author for six years with regard to realisation of system assumptions (assumptions laid out in the programme) for physical education classes in primary school, it has been assumed that the opinions of boys and girls on the issue above are different (Rokita, 1997). In order to verify this hypothesis, the following research issues were to be addressed:

1. Which of the mobile skills mentioned in Programme ... 1985 (according to students' opinions) were realised and to what extent (great, small) in primary school?
2. Do opinions on the realisation of system assumptions in physical education depend on the sex of the students?

The research material was 253 students from forms I from Secondary School No 7 in Wroclaw (among them 158 girls and 95 boys) (table 1). The average age of the examined was 15 years and 4 months.

Table 1. Number of the examined students

Sex / form	IA	IB	IC	ID	IE	IF	IG	IH	Σ
Girls	19	20	19	20	23	20	21	16	158
Boys	10	9	12	13	13	12	11	15	95
Σ	29	29	31	33	36	32	32	31	253

The method employed was diagnostic survey, and the technique was a survey 'Programme Minimum' (Rokita, 1997). The survey was conducted in order to reveal opinions of students on the state of realisation of system assumptions for primary school in the range of skills which an average student should possess after its finishing. It consisted of seven sections of skills: gymnastics, athletics, basketball, volleyball, handball, football, rhythm – music – dance and swimming – skiing – ice-skating (see: Programme ...1985). The respondent's task was to put X next to those mobile activities which the person (in his/her own judgement) was capable of doing. The survey was conducted during the first lesson of PE classes in forms which started education in the post-primary school.

According to the programme of PE classes, the student on finishing the primary school should be able to perform on his/her own certain mobile activities (Programme...1985).

On the basis of students' opinions which were obtained by means of answers to questions in the survey 'Programme Minimum', it could be noticed that the students were best prepared in basketball, swimming and volleyball. Over 84% of boys and 72% of girls that they could perform on their own only those mobile activities described in the minimum for basketball. It can be assumed (on the basis of our observations) that the students' opinions on the skills they possess in basketball refer to the students' own (out-of-school) activity. The cross-sectional research that the author has been conducting since 1995 with reference to students' interest on mobile activity, basketball is the most popular form of mobile activity among young people (Rokita, 2000). As many as 83% of boys and 79% of girls state that they can swim. It seems to stem from the utilitarian values of swimming, not necessarily acquired during PE classes in schools (taking into account the fact only few schools have their own swimming pools). Similar results were obtained with regard to volleyball. The students maintain (75% of boys and 65% of girls) that they can perform on their own (prescribed by Education Programme...1985) mobile activities in the range of volleyball. Only low level of skill was detected among the examined students for handball. The lowest level of skill in the case of the girls was for football and with the boys for dancing (figure 1; table 2). We can make an assumption that this fact is caused by the students' dislike for the forms of mobile activity mentioned above. According to Mdrzycki (1978), a human being tends to perform these activities which are associated with the feeling of pleasure experienced in the past.

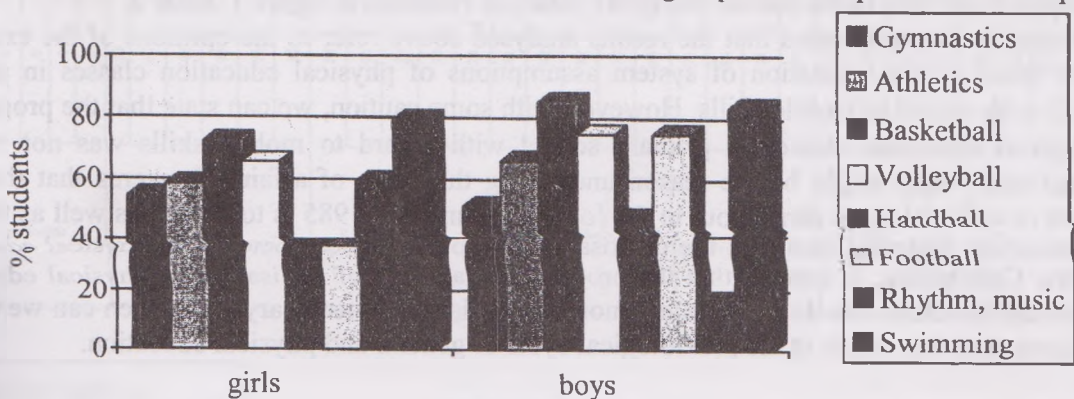


Figure 1. Mobile activities possessed by the students according to their own opinions

By means of chi-square Pearson test we have verified the hypothesis of the independence of the opinions on possessed mobile skills of the sex of the examined. It turned out that on the level of significance  $\alpha = 0.05$  the sex of the examined students the choice of 20 mobile skills (4 in

gymnastics; 4 in athletics; 3 in basketball; 2 in volleyball; 1 in handball; all 4 in football; all 2 in rhythm – music and dancing), whereas it did not influence the choice of the remaining 10. Therefore, the further analysis was conducted with the division into the group of boys and the group of girls.

#### **Realisation of system assumptions for physical education classes in primary school according to the opinions of girls**

Mobile activities in gymnastics, according to the opinions of girls, could be performed by the girls on their own by 54% of the examined (namely 81% could perform a forward turnover on their own, 49% combined backward turnovers, only 31% could perform combined sideways turnovers). The girls had similar opinions on the possessed mobile skills in athletics. 53% of the examined girls could on their own perform mobile activities prescribed by the Programme...1985. The majority, that is 91% claim that they can perform a short run with a proper start (figure 1; table 2).  $\frac{3}{4}$  of the examined think they can perform the change of relay race baton and that they can throw objects of various weights forward. Almost  $\frac{3}{4}$  of the examined girls claim that they can perform on their own mobile activities taught in primary school with regard to basketball and volleyball. The girls feel they received the worst preparation as far as handball and football are concerned (correspondingly 36% and 36,5% of the girls express such opinions). 79% of the girls claim they can swim (figure 1; table 2).

#### **Realisation of system assumptions for physical education classes in primary school according to the opinions of boys**

Mobile activities in gymnastics, prescribed in the Programme...1985, can be performed by 51,3% of the examined boys on their own (i.e. 3,2% less than in the case of girls). 82% of the male students claim they can perform on their own forward and backward turnovers, while only 28% of the examined can perform combined sideways turnovers (similarly to the girls). The difference between male and female students in the case of mobile activities in athletics is 7,8% to the advantage of boys. As many as 98% of boys can perform a short run with a proper start (similarly to girls), whereas only  $\frac{1}{4}$  of the examined can perform a triple jump. The analysis has proved that male students are better prepared for all team games than female students. 84.75% of the examined boys claim that they perform on their own certain mobile activities in basketball (figure 1; table 2). It may stem from the fact that this is the game which is the most popular among young people (Rokita, 1997, 2000).  $\frac{3}{4}$  of the examined boys can perform mobile activities prescribed in the Programme... 1985 for volleyball and handball. In the case of team games, the lowest level of ability was detected for handball (which corresponds with girls' results). The boys received the worst preparation in their primary schools as far as rhythm – music – dancing skills are concerned (16,5% of the boys expressed such opinions). 83% of the examined male students claim they can swim (4% more than in the case of the girls), which is reflected in figure 1; table 2.

It must be borne in mind that the results analysed above refer to the opinions of the examined on the issue of the realisation of system assumptions of physical education classes in primary schools with regard to mobile skills. However, with some caution, we can state that the programme of physical education classes in primary school with regard to mobile skills was not realised (carried out). What might be the reason underlying that state of affairs? It seems that the great amount of material to be carried out in the 'old' Programme ...1985 is to blame, as well as the lack of appropriate financial means at the disposal of schools and incompetence of physical education teachers. *Concluding, it appears that the process of diagnosis of realisation of physical education programme in school has its purpose and moreover, it is really necessary. Only then can we expect to achieve goals set fourth in the praxiological cycle of general and physical education.*

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**РЕЗУЛЬТАТИ ОПИТУВАННЯ СТУДЕНТІВ ЩОДО ОПИТУВАННЯ НОВОЇ СИСТЕМИ ФІЗИЧНОГО ВИХОВАННЯ В ПОЧАТКОВІ Й ШКОЛІ**

*У статті подані результати опитування студентів щодо опитування нової системи фізичного виховання в початковій й школі*

Table 2. Mobile activities possessed by the students, according to their own opinions (in %)

Mobile activities / Sex	Gymnastics						Athletics						Basketball						Volleyball						Handball						Football						Rhythm, music, dancing						Swimming											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40														
Average	54,5						Not applicable						58,5						72,5						65,75						36						36,5						59,5						79					
Boys	0	0	0	0	0	0	62	62	46	28	55	35	98	61	57	73	28	81	92	87	72	88	71	84	73	72	57	66	40	84	64	69	83	26	7	83	83	83	83	83														
Average	Not applicable						51,3						66,3						84,75						75						47,6						75						16,5						83					

Describe table 2.

**Gymnastics (girls)**

1. forward turnover started with standing position and ended on hands combined with another turnover;
2. combined backward turnovers ended with a position with legs astride;

3. combined sideways turnovers;
4. standing on hands combined with a forward turnover (with support);
5. a simple set of exercises on a balance board (jump on, free elements, jump off) according to individual skills of a student;
6. simple gymnastics set with the use of commonly known forming exercises, acrobatic and dancing elements.

### **Gymnastics (boys)**

7. backward and forward turnovers with another person or with a tool;
8. climbing up a rope or other utensils until a certain height is reached, according to individual skills of students;
9. standing on hands combined with a forward turnover (with support);
10. combined sideways turnovers;
11. walking on balance boards (while in motion); e.g. a beam supported on ropes, footbridge, thicker branches;
12. simple gymnastics set with the use of commonly known forming exercises, acrobatic and dancing elements.

### **Athletics**

13. short run on the distance of 60 metres with a proper start;
14. running the distance of 1200 metres – girls, 2000 metres – boys, combined with achieving a convenient running position and proper overtaking while running;
15. changes of a baton in the area of changes during a relay race;
16. long jump and high jump with a full running start in a freely chosen way;
17. alternate triple jump without running start on the elastic background (boys);
18. forward throws of objects of various weights (up to 5 kg).

### **Basketball**

19. situational passes and grips of the ball;
20. rebounds;
21. quick attack and 'individual one-to-one' defence;
22. throwing the ball to the basket from jump.

### **Volleyball**

23. directing the ball in the upper way onto a specified point on the opponents' field;
24. ball reception after the serving;
25. serving in the upper way from beyond the field line;
26. passes and hitting the ball in twos.

### **Handball**

27. goalkeeper's play – movements in the goal, defence;
28. throws of the ball into the goal from various positions;
29. freeing from the defence by bypassing or feint.

### **Football**

30. situational strike of the ball;
31. leading the ball with bypassing of the opponent by feint;
32. goalkeeper's play in defence and attack;
33. *kick of the ball into the goal from a pass.*

### **Rhythm music dancing**

34. motion to the rhythm with the use of tools;

35. performance with a partner of a free own composition of a chosen national dance.

36. **Swimming, ice-skating, skiing**

**REALISATION OF SYSTEM ASSUMPTIONS OF PHYSICAL EDUCATION  
IN PRIMARY SCHOOL ACCORDING TO SECONDARY SCHOOL  
STUDENTS' OPINIONS AND THE PLANNING OF THE BUDGET  
OF HOURS DEVOTED TO BE CLASSES**

**РЕЗУЛЬТАТИ ОПИТУВАННЯ УЧНІВ СЕРЕДНЬОЇ ШКОЛИ ЩОДО  
ЗАПРОВАДЖЕННЯ І ПЛАНУВАННЯ НОВОЇ СИСТЕМИ ФІЗИЧНОГО  
ВИХОВАННЯ В ПОЧАТКОВІЙ ШКОЛІ**

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According to scientific research conducted on attitudes towards physical culture, it can be assumed that the need to look after the body and the process of its rational formation does not exceed the limit of the values declared. Results of surveys show that merely 6 – 8% of adult members of our society takes an active part in physical culture. In school situations, only 3 % of students show a high degree of involvement in physical exercises. For the majority of school children (60%), the only organised form of physical activity is taking part in PE classes 2 hours a week. The results of research have also shown that primary school does not give children a rich range of mobile skills and, moreover, secondary school does not provide enough good training in mobile skills during PE classes. Sports which get only marginal treatment are the ones that correspond with pro-health behaviours during post school age and these are: swimming, skiing, tennis – so called, whole life sports' (Maszczak 2000).

To prevent the phenomenon described above, it seems advisable for the teacher to act according to praxiological cycle of education and physical education. As crucial elements of organisational cycle to be taken up by the PE teacher, the following need mentioning: diagnosis, prognosis, regulation, realisation, estimation and pedagogical conclusion (Grabowski 1997; Osiski 1996).

Diagnosis deals with individual features possessed by the student in the range of health, ability, resistance and efficiency of the organism as well as talents, interests, aspirations and mobile needs; there are also non-individual features being at the tutor's disposal.

Prognosis is a mental process which by means of deduction and previous recognition, aims at specifying the results possible to be achieved.

Realisation is the most spectacular element of the physical education process. In contrast to diagnosis and prognosis where efficiency depends on the teacher's knowledge and skills, the educational element of the process of physical education poses for the teacher requirements which are beyond the sphere of intellect and ability. Here the effects depend mainly on the personal features of the teacher – his/her personality.

The estimation of the effects, as the last element of activity in the process of forming and physical education, provides the only opportunity for the improvement of teacher's work on the basis of rational premises by means of confronting achievements with expectations. At the same time, it can be treated as the basis for the point of departure, that is diagnosis, to the next cycle of activity (Grabowski 1997).

It seems that, in order to act effectively in the process of education and physical education, it is necessary to observe the rules of elements of praxiological cycle. Therefore, the author set out to diagnose the realisation of system assumptions of primary school in the range mobile skills. The diagnosis was conducted in order to find out the opinions of students on the state of realisation of system assumptions of the primary school programme as regards the skills which a student should