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THE ORGANIZATIONAL-PEDAGOGICAL CONDITIONS OF TRAINING OF BACHELORS IN PHYSICAL EDUCATION AT THE HIGHER EDUCATIONAL ESTABLISHMENT OF THE II LEVEL OF ACCREDITATION

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This article reveals the process of establishing and development of colleges in the system of the foreign high school education and finds out the main organizational conditions of their successful functioning.

VILLAGE SCHOOL DIRECTOR AND HEALTH ORIENTATED EDUCATION

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Introduction

Reformed school where health orientated education found its place has the task to prepare its pupils to lead a kind of life that will be improving not only their own health but also of the other members of the society in physical, psychical and social dimensions (Słowska 2001, Kasperek 2002). Among many circumstances of the realization of this task the competency of village school director belong to the most influential factors (Woyanrowska and Kowalska 1999). Because the form and dimensions of health orientated education will depend upon the director in village schools that are still functioning in characteristic conditions which in its turn influence the specification of health orientated education of children and youth. To realize its function

the director has at his disposal qualified staff appropriate supervision of which, support and inspiration for further scientific and didactic development gives a chance to improve the pattern of village school and to gain its appropriate place in modern polish reality (Żukowska 1999, Świątek 1999).

Research aim

The aim of the research is to find the level of implementation and realization of health orientated education in village primary and grammar-schools.

Materials and research methods

90 percent of primary and grammar-school directors in number of 57 people from Southern Podlasie that expressed their interests in problems of health orientated education were questioned. The method of diagnostic poll was used as the research instrument with applying the questionnaire "Health orientated education in school" which concerned the following questions:

- The range of health orientated education in school, its hitherto realization and the role of school nurse in that process.
- The activities undertaken by schools in order to implement health orientated education and establish health promoting school.
- Preparation of school directors and teachers to the implementation of health orientated education.
- The factors that impede and facilitate the realization of health orientated education.

Additionally one of the questions concerned teachers' opinion as to their preparation for implementation of health orientated education and it also required from the school directors to conduct poll with the teachers. 83% of the general amount of teachers in examined schools took part in the poll.

Research results

1. The range of health orientated education in school, its hitherto realization and the role of school nurse in that process.

Among all the directors (97%) considered health orientated education to be very important and one of 'important school' tasks, and only a few (3%) considered the subject to be quite unimportant. Almost three quarters (72%) of directors evaluated hitherto realization of health orientated education in school as satisfactory, but the rest (28%) evaluated it as less than satisfactory or unsatisfactory. As the more detailed analysis of the research results showed the role of the directors' staff that was questioned and positively evaluated the activities hitherto undertaken in the range of subjects that are being discussed, worked in primary schools compared with smaller group members of which worked in grammar-schools. In more than half of all schools (53%) the nurse was realizing her own plan of implementation of health orientated education, and only in every sixth school, what made 15%, the above mentioned activities were integration part of the school plan within the limits of health orientated education.

2. The activities undertaken by schools in order to implement health orientated education and establish health promoting school.

The majority of schools (85%) have undertaken activities aiming to implement the mentioned above plan, but the rest (15%) intend to do this in the nearest future. The following activities were mentioned the most often as parts of those activities: binding the teachers to health orientated education to the programs of their subject plans (PS – 89%, G-S – 85%), organizing lessons on the subject of health (PS – 77%, G-S -71%), appointing a person to deal with the implementation or electing a group to deal with health orientated education (PS – 70%, G-S – 55%).

Table 1.

The activities undertaken by schools in order to implement health orientated education and establish health promoting school.

Type of activities	Primary school (PS)	Grammar-school (G-S)
Binding the teachers to include health orientated education to the programs of their subject plans	89	91
Shows on health subjects	77	71
Appointing a person or a group to the post of the coordinator of health matters.	51	55
Lessons with professionals	49	53
Providing materials and equipment	21	13
Preparation of health orientated education plans in schools	7	8
Schooling of teachers	21	13
Implementation of new education plan	7	12

Directors of the examined schools appointed a person to the post of the coordinator of health orientated education matters and in case of 49% of schools that position was held by the biology teacher, (23%) a teacher of any other subject, (17%) vice-director or the director, (8%) the nurse, and only in 3% of schools that was someone else than above mentioned people.

In school year 1999/2000 92% of schools were realizing the plan of health orientated education that were prepared by some other institutions and only 8% were realizing their own author's plan. Programs that were ratified by the Ministry of National Education and other institution were realized more often in primary schools than in grammar-schools.

Among the programs that were realized the most often were ones that dealt with chosen subjects. In primary school the following subjects were regarded very often: personal and peer hygiene, alcohol prophylactic, safety. In grammar-schools it was: addiction means, psychical health and prevention of sexually communicated diseases, also AIDS.

More than half of the examined schools have undertaken activities aiming to establish health promoting schools: 51% were creating health promotional school in own capacity (PS – 54%, G-S – 48%); 28% intended to undertake activities aiming to establish health promoting school (PS – 26%, G-S – 30%), next 15 % of schools did not undertake any activities in that domain or the workers knew nothing what was health promoting school (PS – 11%, G-S – 4%).

3. Preparation of school directors and teachers to the implementation of health orientated education.

Among the school directors 53% of questioned considered themselves to have excellent or good preparation for health orientated education, almost every third (37%) evaluated his own preparation as satisfactory, and every tenth (11%) evaluated it as unsatisfactory. More teachers evaluated their preparation as satisfactory in primary schools (39%) compared to (31%) in grammar-schools.

The results of the polls that was done by the directors among the teachers it was stated that 90% of teachers included subjects connected with health to their teaching programs, 65% are interested in raising their own qualifications, 56% use promotional methods in their teaching, 40% feel to be ready for realization of health orientated education, 18% took part in a schooling on that subject during last two years. Teachers that work in grammar-school are in higher

are convinced that they possess appropriate competency in the domain of realization of health orientated education tasks than those teachers that work in primary schools.

Tables 2.

Opinions of directors and teachers that work in the examined schools as to their preparation for implementation of health orientated education in school.

School directors opinions	Primary school	Grammar-school
Not prepared to implementation of health orientated education:		
- excellent	6	11
- good	45	44
- satisfactory	40	33
- not satisfactory	9	12
Teachers opinion		
Added matters of health orientated education to the program according their subject	87	93
Used active methods in health orientated education	50	62
Are prepared to the realization of health orientated education	37	43
From 1996-1998 took part in a schooling in the domain of health orientated education	21	15
Are interested in raising their qualifications in the domain of health orientated education	61	68

4. The factors that impede and facilitate the realization of health orientated education.

Among the factors that impede implementation and realization of health orientated education in school the directors mentioned the most often the following: lack (or deficiency) of funds (62%), lack of education equipment or didactic materials (36%), non sufficient preparation of teachers (21%) and lack of support from parents (3%). Directors consider that using a multiple educational equipment, schooling of teachers (free of charge schooling) and financial support the realization of health orientated education in school will be facilitated considerably. They also suggest that an appropriate coordination institution should be appointed in this domain.

Table 3.

Factors that impede and facilitate the implementation of health orientated education in examined schools (%)

Factors that impede health orientated education	Primary School	Grammar-school
Lack of funds	62	45
Lack of equipment and materials	41	51
Unprepared teachers	25	29
Lack of support from parents	10	15
Unavailability of subjects connected with health	7	12
Factors that facilitated health orientated education		
Multiple equipment (Video cassettes, specialized literature, school books, didactic materials)	72	75
Free of charge schooling	51	63
Financial support	42	25
Free of charge lunch of school	14	16
Appointment of school nurse	12	3

Inferences

In the opinion of village school directors the place of health orientated education in school is quite high but up to 65% of them considered hitherto realization of it to be sufficient.

1. Examined schools have an intention to undertake or have already undertaken activities that aim to implement health orientated education in village school that is being reformed.

2. In order to facilitate the realization of health orientated education in school help in the form of support from Ministry of National Education, local municipal governments and parents is needed, the last do not always show wholesome attitudes in everyday life.

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COMMONLY OBSERVED LOW LEVEL OF HEALTH ORIENTATED EDUCATION PARTICULARLY IN VILLAGE ENVIRONMENT IS THE RESULT OF MANY IMPEDEMENTS.

Polish schools must be the environment which particularly propagates healthy life style and health prevention. Director is the person responsible for the realization of the program and his duty to supervise it. The aim of the research was to define the levels of implementation and realization of health orientated education in village primary and grammar-schools. The results show that in village school directors' opinion the place of health orientated education in school is quite high, but up to 65% of them considered hitherto realization of it to be sufficient.

KOMPETENCJE NAUCZYCIELI WYCHOWANIA FIZYCZNEGO

Janusz BIELSKI

1. Potrzeba zmian w oświacie

Dynamicznie zmieniająca się sytuacja społeczna, gospodarcza i polityczna nie pociąga za sobą potrzebę zmian w oświacie i to zarówno w zakresie programów, organizmów szkolnictwa, metod pracy, jak i kompetencji nauczyciela.