INTRODUCTION

It has been confirmed that teaching in today’s schools is not organised as the rest of the learning process, and thus, valorisation of accomplishments does not follow each step of realisation of teaching activities. A traditional system of validity has been presented for a long period of time. Contemporary-reformed education in the area of validity of accomplishments has started to implement an educational standard having a greater attention to it, since for a successful working process the interest is not only of the professors, but of a broader pedagogue public in the Republic of Serbia. All these driving forces have significantly influenced onto the system of valorisation and improvement of educational-upbringing work of all teachers, and also of Physical Education professors.

The programme contents of Physical Education teaching have been integrated into a whole that includes educational standards, where the self-valuation work of teachers and students can be evaluated. These standards shall assist teachers to reconsider accomplishments of educational aims and tasks, and have an insight of what students should learn and define the checking standards.

The subject of research and studying of this Paper is evaluation of qualities of Physical Education teachers in valorisation of accomplishments of students’ skills of (sport games, athletic skills, exercising in different pieces of equipment and floor, dance and rhythmic gymnastics, swimming), for the end of an obligatory education in Physical Education teaching period.

Based on the research subject and issues, the establishment research aim has been related to determination of a condition in the area of validity of students’ accomplishments, evaluation of a progress and definition of marks in adjustment of effects the educational system has accomplished.

Based on the established issue of the research, defined by the subject of the research, the following tasks have derived:

a. Examine the informing of PE teachers on establishment and content of educational standards for teaching subject of Physical Education
b. Examine professors’ views on their own participation in validity and following on the teaching subject
c. Estimate the development level of basic physical and functional abilities of VIII grade students
d. Estimate students’ accomplishments on improvement and abilities in sport-technical education
e. Estimate each students’ accomplishments for:
   - Athletics (long-running technique, jumping, long jumping, throwing)
   - Gymnastics (floor exercises, different pieces of sport equipment exercises)

VALIDITIES OF STUDENTS’ ACCOMPLISHMENT IN PHYSICAL EDUCATION TEACHING

(Preliminary communication)

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Abstract

In the Paper, the views of teachers on students’ accomplishment validities have been reconsidered in having skills at the end of the primary educational process. Based on the research aim, the tasks have been determined and hypothesis derived. To check the established hypotheses, we have used surveys method in data collection. In a sample of 34 teachers of PE teaching to students of ⁸th grade of a Primary School, we have tried to reach the facts related to the views of teachers on implementation of certain standards in Physical Education teaching. The surveys have contained multiple answers, consisted of 14 questions that included, besides general data on the examinees, the evaluations of physical and mental development, sport-technical education and marking component.

Keywords: questionnaire, physical and mental development, sport-technical education, sports activities, physical abilities, functional abilities, descriptive method, percentages, reconsidered, interests, physical education pedagogues, physical education

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- Dance and rhythmic (social dances, folk dances, exercises on different kind of equipment)
- Sport games (basketball, volleyball, handball and football)

f. Determination of a model of values for monitoring of accomplishments, using different techniques.

Based on determined research aim, a general hypothesis has been established: teachers should validate the accomplishments in the highest number traditionally, and thus marks are not objective enough, but having introduced standards, the conditions for objective validation are being created. Based on determined tasks, the following has derived:

1. A number of teachers have not been introduced on standards in Physical Education
2. Students' level of knowledge is not a satisfying level degree
3. Teachers do not pay enough attention to all dimensions determining the purpose of students' valuation
4. Teachers do not apply all possible valorisation techniques in accomplishments
5. Primary School teachers do not monitor and mark all components of students’ work
6. Teachers mostly monitor and valuate students’ knowledge stereotypically

METHODS

The way we have operated the subject of the research and given contribution in the area of validity of students' accomplishments in Physical Education teaching through asked questions and offered answers having implemented theoretical methods, the analyse methods and descriptive method, we have gained the knowledge and results related to validity of students' accomplishments pursuant to the standards prescribed for this form of teaching.

With the assistance of a prepared questionnaire, we have collected data that allowed gaining to the facts related to teachers’ views on implementation of determined standards for the final part of an obligatory education in Physical Education teaching. The research value in the questionnaire has been checked in a preliminary research. The expected difficulties in data processing to questions of multiple choices. The questionnaire has been composed of 14 questions related to: general data on examinees (examinees’ gender, working years in teaching, the level of teachers’ education), the ways of teachers participation in valuation of students’ accomplishments, evaluation of students’ accomplishments in their psychophysical development of students, evaluation of accomplishments in sport-technical skills, types of students’ marking, monitoring components, measuring as well as valorisation of students’ accomplishments.

According to the research aim and established hypothesis, the evaluation of a level of values and variable for each examinee has been performed, accompanied by appropriate tables and graphs, with the adequate implementation of descriptive statistics, percentages have been calculated and also arithmetic middle and a standard deviation.

RESULTS

The first answers of the research question being asked to teacher examinees have been related to the subject they teach, i.e. their knowledge on educational standards for the final part of their obligatory education in PE, and the question included the value of knowledge on development of schooling in the Republic of Serbia as a project component, standard development and appropriate. Through this question, we have gained to the results on teachers’ information on implementation and adoption of educational standards by the National Education Council.

Having reconsidered PE teachers’ views, the gained data emphasised that teachers have not been introduced with development of educational standards in a high number, and also their implementation in teaching. The percentage of 42, emphasised that it is urgent to react, so as PE teachers would be informed in details on the content of educational standards (why are they needed, their characteristics and purpose), and also the implementation of the ones in Physical Education teaching.

It has been noticed that a small number of teachers have been introduced with the standards for the final part of obligatory primary education and it has been only 14%, 21% has not given any answer, and it has been supposed to be teachers that are not introduced with Physical Education teaching standards.

The second task in the research has been related to evaluation of own teachers engagement in valuation of accomplishments in Physical Education teaching. The evaluation has been performed based on a personal observation. The most often answer-monitoring elements have been related to their interest for these classes, valuation and improvement of health, their relation towards work and development of practical abilities.

The estimated value has emphasised that examinees, in a highest number of 35%, have pointed onto students’ interest in class. The answers of Physical Educa-
tion pedagogues have been similar. The interest has been particularly related to validity, it represented a pleasant feeling of students towards the aim, and this has been very significant for their further motivation, “The interests sprout from students’ needs, and they become a stimulating factor that demands smaller efforts to gain the aim”.

Based on collected data on the level of development of physical and functional abilities, we have learnt the level of their estimated development. Collected data on the level of development physical and functional abilities has been shown in three levels of accomplishment.

These standards have been made based on the results of an empirical researches created according to students’ accomplishments. A number of examinees has emphasised that a middle level, i.e. 53% of students, has reached development of physical and functional abilities, and this has been a result similar to the one of the Republic level. Teachers have emphasised that they have regularly followed their accomplishments, recorded of their physical and functional abilities (anthropological features, body features, motoric abilities, motoric skills, theoretical knowledge and personal characteristics).

The following research task has been related to examination of views and opinions of PE teachers of Primary Schools on accomplished abilities of certain sport-technical areas. Teachers have ranked students’ accomplishments mostly in classes of Physical Education, especially their skills. The questions of evaluation of accomplishments of students in Athletics the teachers have emphasised-evaluated the results of students in three levels, and thus jumping has been emphasised the basic level of 65%, middle level in 26%, while the advance level has been shown only in 9%, and this also has shown that students have been educated very little related to jumping.

Within long jumping, the results of examinees have been as follows: 53% of cases the educational level has been the basic one, i.e. 41%, in middle level it has been 44%, and advance one 15%. The estimated value of throwing has shown that 50% belongs to basic level, 29% to middle, and 21% to advance one.

Students’ accomplishment validity according to the views of teachers emphasised the results we have gained to. The abilities of students in certain areas-skills of Athletics has been specifically significant, and it has been related to certain techniques given by a programme, and these skills have been quite unfamiliar to students (back jumping technique, stepping technique and spinning one within long jumping, giving of a relay racing, O’Brien technique of throwing, and other equipment techniques).

The evaluation of students’ accomplishments in sport games.

This research task has been related to examination of Physical Education teachers’ views on evaluation of accomplishments of VIII grade students in sport games. Teachers have also evaluated the abilities of students in three levels for each sport skill separately. The estimated values of students’ accomplishments in basketball have been: in the basic level 24%, the middle one has been 56%, and advance one 20% of students.

In examining the ability level in volleyball, teachers have decided for middle level in 64%, 21% for basic one and 15% for advance level. The estimated values of students’ abilities in the level made of teachers’ views for the area of handball has been the following one: the basic level has been evaluated with 56%, 29% to middle one and 15 to advance level. Within football skills, teachers have thought for students to be skilful with 18% in basic level, 53% in middle one, and 29% in advance level.

The evaluation of students’ accomplishments of VIII grades in sport Gymnastics.

Teachers’ answers and their evaluation can be ranked and made an insight into students’ abilities in certain areas of sport Gymnastics. Through gained answers, it has been especially emphasised the level of accomplishments being characteristic for Gymnastics pieces of equipment, where a high level of answers emphasised that students possess basic level, and even less than this. It can also be included that pieces of equipment have been very unfamiliar to female population, where the educational level has been very low. Teachers have emphasised that this has been a consequence of a difficult material reasons, i.e. schools do not possess these pieces of equipment. One part of teachers has emphasised that the reason could be students’ safety (injuries possibilities).

The answers related to VIII grade students’ accomplishments in dance and rhythmic gymnastics.

Based on the analysed research results, it can be concluded that teachers in their evaluation of social dances in the basic level have emphasised that the basic level has been from 59%, and this has shown onto a great difference compared to middle and advance level of students’ accomplishments. According to the statements of teachers on evaluation of students’ education towards folk dances, the first two levels have been quite similar, with an expressed deviation of 3%, while advance levels has been expressed within 21%.

Rhythmic has been included in curricula with a number of classes, and it has been especially related to female gender. Having used teachers’ evaluation, it has been emphasised onto neglecting of this skill and it has been essential in evaluation of answers to this question. The research part related to evaluation of development of physical abilities emphasised that these abilities represent the base for further reconsideration of development of educational standards in Physical Education teaching. According to the research results, we have gained to the following answers related to development of motoric abilities for each one separately. Teachers have validated that students’ strength has been in the basic level in 35%, 41% in middle level and 24% in advance one. The results of stamina and coordination have been similar, the flexibility has been smaller in the basic level, while the balance has been expressed in percentages and it has been the smallest in the basic level, while in most cases,
it has been expressed in middle level.

The answers related to the way of accomplishment in classes of Physical Education have been presented in five different approaches to students' valorization accomplishments in PE classes. Teachers have mostly compared students' accomplishments with other students, i.e. 44% of examinees, and this comparison has been made in 47% as the most often, while 9% do not compare students' accomplishments.

It is especially significant to emphasise that very few teachers implement standards within students' accomplishments and it has been in 61%, very few teachers also perform testing of accomplishments, while very often the combination of different ways of valuation has been applied, but it has also been emphasised that a number of teachers use completely different ways in valuation of students' knowledge.

Teachers have emphasised that they use different techniques in validity of students' accomplishments in classes. The answers of examinees have been particularly specific towards combination of techniques in valuation of students' accomplishments. Thus, teachers use these techniques in 54% of cases, while numeric marking has been used in 40%, descriptive one in 20% and 15% use marking in points. The question related to valuation of validity of accomplishments of students from the area of sport and Physical Education has been expressed through five components of it. It has been especially emphasised the answer where 12 examinees or 35% have emphasised onto the influence of sport and Physical Education in development psycho-physical abilities, 9 examinees-teachers or 26% have emphasised development of habits as being very useful in physical exercising, 6 examinees or 18% see the usage of sport and Physical Education in gaining knowledge on this, 4 or 12% of examinees see doing sport and Physical Education as a stimulus for involvement into a competitive part of sport, while 3 examinees or 9% have emphasised a combination of several components for useful ones in valuation of accomplishments in Physical Education teaching.

The examinees have given their suggestions related to the validity of accomplishments in Physical Education teaching. The opinions of the examinees have been related to the following segments on desirable changes in validity of accomplishments pursuant to educational standards for the final part of the obligatory education for a teaching subject of Physical Education:

- It is necessary to have personal involvement and engagement of each individual teacher od PE in implementation of existing educational standards for valuation, and also making of new ones, and have them implemented in the future
- It has been suggested a discussion on organisation of the concept of implementation of standards in all educational institutions
- Having had the increase for validity of students' accomplishments, it has been needed a permanent informing of both social community and relevant institutions, as well the students and their parents
- To gain the most appropriate results in validity of students' accomplishments, the existing practice should be analysed as soon as possible, and eliminate all obstacles and shortages
- The attitude of certain teachers in criteria in evaluation should be changed, and also a personal involvement in valuation and activities of students
- The standards should be adjusted to material school conditions
- A monotonous and stereotype motivation of students have to be changed
- And also methodological properness of teachers to be evaluators of students' knowledge.

**CONCLUSION**

Social changes have brought to significant changes of relations towards sport and Physical Education. These changes have reflected in validity of students' accomplishments, onto implementation of standards for the final part of the basic obligatory education in all teaching subjects, and thus in Physical Education.

The current changes have been related to implementation of standards and they have not been fully accepted, teachers in schools do not have enough knowledge with the levels of validity accomplishments, either. Through this research, the views of Physical Education teachers have been reconsidered related to accomplishments and their valuation in different skills (basketball, volleyball, handball, football, rhythmic gymnastics, athletics, exercises and swimming).

Teachers emphasise that education is necessary and this could lead to better practical implementation. The gained results of this research shall serve to those who study the scientific-research part of this area. The established hypotheses of this research have been verified in a high degree. It has been emphasised onto a traditional valuation of upbringing-educational work, and it has been based on evaluation of work of students and directed towards the existing practice, and less onto the implementation of new one.

The research emphasises that teachers have formal approach on the evaluation process, with no continuous monitoring of it. They are not reconsidering certain circumstances during the teaching process as well as the monotonous and stereotypical behaviour of teachers has been a reason for this.

The teacher should be the evaluator of students' abilities, to overcome the practice of having one-way communication, to accent the didactical-pedagogic preparation and the entire pedagogic work on the relation teacher-student.

The aim of this paper was to highlight the approach of certain basic issues related to validity of accomplishments in PE teaching. The current issues related to educational process seek for answers of the pedagogic-psychological service, as well as to emphasise onto a new role and new approach in improvement of Physical Education teaching.
REFERENCES


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