

THE CORRELATION BETWEEN TEACHING OF THE NATURE AND SOCIETY AND THE PHYSICAL EDUCATION IN THE CLASS-TEACHING

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(Professional paper)

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Abstract:

The acquirement of knowledge, in terms of adoption of facts and generalization, is not enough to pupils because general education consists of use the most effective methods of the study of educational contents which are the basis for development intellectual, creative, moral, physical and other abilities which are adaptable to age of pupils and theirs prior knowledge and experiences. Teaching in younger classes in the primary school, because of psycho-physical characters of pupils of that age who have to look the world around themselves and understand as entirety unique, gives various abilities for application of correlation different school subjects, teaching area and contents. This work is about the abilities of correlation of contents of physical education with contents of signature the nature and society and also about her importance in the class-teaching.

Key words: *physical abilities, intellectual abilities, school subjects, nature, society*

The notion and meaning of correlation in teaching process

The notion correlation comes from latin word *correlation* and in basic meaning represents congeniality between two phenomenons, mutual dependence, mutual connection. In teaching process the correlation is connection functional between different school subjects which are similar or which are suplementing mutually. Therefore, an essence of correlation in teaching represents connection in which each subject keeps its features, in other words, don't lose its independence, and on that way pupils accept determined contents, phenomenons and processes better, progressively and more complete. Nowadays the teacher should become organizer in process of learning increasingly, and not just instructor, because of that its obligations in preparing of teaching become more broader and more important. For that reason, for successful realization in correlation between determined teaching

content, starting with planning and creating to concret realization on the classes, it is very necessary professional, didactic-methodological abilities of teachers, and also it is important its knowledge of all subjects which are studied in teaching per subjects, as well as per classes.

In connection with that, in contents of programme about nature and society in forth grade, as instruction for teachers in realizing of teaching contents (Official Gazette in Serbia, 2006, pg.3, 46) is emphasized: "When teachers make plans and realization for class, it's expected from them to realize **integrated thematic admission** with independent election of coherent and compatible contents from listed themes. The teacher has possibility to combine contents inside the subject, as well as those at grade level, from the other subjects and based of them apply multidisciplinary access for building of conceptions. Thus, it should be respected determinants of principle of correlation at all levels (levels of

subject, class and inter subject) respecting all school and non-instructional activities at school and outside of the school”.

Simultaneously, it should be pointed out that correlation doesn't apply on every class, which means that connection of correlative relation between two subjects is not always possible, because that relation should be "normal, natural, functional, understandable and primarily necessary for mutual benefit" (Poljak, 1965).

The importance of correlation is reflected in its better understanding of individual contents, in review of certain problems and parts of material from different aspects, in development of habits of pupils in order to look phenomena, processes and relations in their environment more complete as unique system between connected and mutually dependent elements. Motivational part of correlation is very important for those pupils who are not interested in some subject at all, so connecting it with other interesting subject we can motivate them for the first subject. One of the methods for development interests for something new and interesting, unknown and not clear, is also its connection with something known, interesting, with those which pupils have already understood through the other subjects. Relations between subjects allow to pupils unique and more complete world review because with correlation it could be achieved double benefit: "achieved knowledge in one subject has influence reciprocally on increase of cognitive circle in other subject" (Poljak, 1965).

The specificities in teaching about the nature and society

In modern school the subject about nature and society is medial teaching subject and it is the base for development of many abilities which are prerequisite for discovering legalities of appears and processes in nature and society where every person lives. Contents and methods of work in school subjects about nature and society should be enable for students of younger primary school grades to meet its environment-the nature and society. Therefore, the methods and contents of this subject are complete, comprehensive-complex, due to inside of it there are contents about alive and not alive nature, geography, physics, chemistry, sociology, protection and promotion of environment, there are also education about transport, about health...

Teaching about nature and society in consideration of its specificity it should be organized so that its trough contents and methods of work pupils can acquire complete knowledge about natural and sociable phenomena in their environment. In this way they satisfy interests for complete introduction of environment. This school subject is directly connected with experience and prior knowledge which pupils have about nature and world around them, and it's very important to think how make them systematized, corrected and applicable. The value of this teaching can be seen from difference between what a child knows about its environment before starting school and after which has learned through teaching, which make it more capable for other cognitions about nature and society.

From the importance of teaching comes aim and assignments of teaching about nature and society stated in teaching programme and which teacher shapes for every teaching unit. There is talking about educational and practical meaning of teaching about nature and society, regardless of different starting points in determination of meaning of teaching.

Educational meaning represents acquirement of knowledge about nature and society (material part of teaching), about development of cognitive abilities of pupils (perception, opinion, memory psychophysical abilities), as well as application of knowledge in their lives (functional part of teaching). The contribution of teaching about nature and society is reflected in relaxation of general educational value (cognitive, moral, esthetic, natural-health, work-technical, existential). Teaching about nature and society is connected with other different shapes of practical activities of pupils. Practical works in this subject are very important in process of acquirement of knowledge, abilities, habits and also their use in life, because in that way they have real value.

Using different teaching strategies, the teacher develops interests for school subjects, adopts contents to different style of learning of pupils, develops individual interests which is helping pupils to develop wish for initiative and own sense of values. Thus, teaching about the nature and society contributes to complete development of pupil as intelligent, moral and spiritual being.

The specificities in teaching physical education

Physical education represents exceptionally important field of content about educational activity, because comprehends cognitive and affective component, and as such has bigger importance and role in whole educational influence on young people. Because of that, meaning of physical education has to be process of conscious and sociable useful forming of some person in period of childhood, in other words it represents the forming of children and youth. And because of this, if we take into account contribution of physical education in some aspects of development, as well as in development of personality in general, it's acceptable that it should be primarily speaked about "education through physical education". According to this view, physical education is turning to rich and various activities which have influence in development of muscles, coordination of movements and wholeness of one person.

By programme of teaching physical education it's defined the aim which is related to needs of pupils for moving, to contribution of increasing of adaptive and creative abilities in modern conditions of life and work. The aim is also related to development of physical cultures which are necessary for healthy life and creation of permanent habits which make possible that physical education becomes part of our daily lives and part of culture of life.

Among the assignments of physical education in teaching plan and programme for students of younger school grades there is assignment which is referring to pupils "who have to develop their culture about health in order to effective keeping of health, increased resistance on harmful effects of modern life and work", and also in operative assignments.

Forming moral-willing qualities of person (positive relation to work, acceptable forms of behavior, features of will), as well as development of health of children and youth which are surely one of the most important assignments of physical education.

The realization of health and hygiene tasks of physical education implies certain election of exercises and games, permanently following of increase and development of pupils, control of health, organization of healthy life style and work of pupils, regular food, as well as development of conscience about noxiousness of smoking, drugs...

Simultaneously with this, the pupils have possibility to make the acquaintance of natural conditions, and that is knowledge about use of natural resurs in development of physical abilities, knowledge about importance of clean space, fresh air and moderate use of sun.

Therefore, the acquirement of habits and development of conscience about use regular physical exercise and conversion habits into abilities is very necessary moment for bulding healthy and complete person, and that just can be achieved with continually work, starting with students of younger primary school grades.

The possibilities of correlation between subject about the nature and society and physical education

The assignments of teaching about nature and society are based on knowledge about very important facts and notions about phenomenons, processes and relations in nature and society and it's impossible to make that assignments without logical relation with other school subjects. The other hand, physical activities at school are integral part of education process which are useful for development of psychomotor potentials of pupils, but it's very important that they accept physical activity as work which dignify human being, and also enlarge their knowledge about world around them. Because of that, teaching physical education can help in realization of aims and assignments in teaching about nature and society.

After analysis of teaching themes and teaching units in school subject The world around us The nature and society from first to fourth grade for students of younger primary school grades, there are observed possibilities for connection with teaching contents of physical education. In this way, through teaching themes "Me and others", "The school", "The nature around us" are achieving assignments which are useful for pupils who can recognize themselves as natural and sociable being, who can also recognize and respect similarities and differences between individuals per age and appearance. They develop also responsible relation to themselves, to other people, forming healthy culture, keeping their things, developing responsible relation to plants and animals, and it's important that pupils recognize primary features of water, air, land and their importance for human beings.

From these assignments it's evident possibility

of connection with assignments of physical education which imply security of healthy hygienic conditions for regular growth, health and functioning of body. Regular food, use of natural factors of development (sun, water, air), regular relation to nature where are happening activities of physical education have importance in development of healthy life style, which are common assignments of these school subjects.

More possibilities for connection are being made also by ecological contents which are incorporated in teaching about nature and society. Knowledge and abilities which pupils acquire through process of physical education, and which increase ecological culture and ecological conscience are various and they are about: use natural resources in development of physical abilities, knowledge about influence of natural factors on human body, knowledge about importance of clean space, fresh air, regular use of sun, knowledge about forming movements and other habits.

The correlation between physical education and nature and society is possible in many segments and these classes are more successful, interesting, dynamic and effective than the others without correlation, and because of that they should be more represented in practice.

The knowledges of pupils which are acquired through relations and connections of contents from this subject, in case the correlation is realized correctly, integrate in the system which for many times resists from process of forgetfulness, because that knowledges on one side are evident and permanent, but on the other side they have contribution on positive "influence of one learning to other learning".

Conclusion

In conclusion we can define that correlation between school subjects, in this case between teaching about nature and society and physical education, has important part in teaching process and first of all because:

- motive pupils for high-grade study
- develop their activity and independence in concluding
- make possible transfer of knowledge
- using connection of different teaching fields, pupils can form more complete view on the world
- develop thoughtful operations
- make possible more complete realization of phenomena, processes and relations in environ-

ment and daily life of every pupil

Therefore, the advantage of this view of teaching and its contribution about high-grade process of study, where can be easier surmounted teaching contents, either there are words about acquirement of new knowledge or repetition of knowledge which the pupils have already acquired.

The correlation of these subjects helps to pupils to interest in sport, recreation, to nature on some special way, which it will make them more interested, curious for observing of phenomena, processes and changes in whole nature.

For all of these, it's very necessary education of teachers and professors of physical education for using that shape of work which will help them planning, to organize and realise their school subjects. With extra education they will be prepared for including of correlative view of teaching which is necessary for achievement educational assignments of these subjects, but also because "the correlation" represents space where they can demonstrate their creative ideas and abilities.

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КОРЕЛАЦИЈА НА НАСТАВАТА ВО ПРИРОДА И ФИЗИЧКОТО ВОСПИТУВАЊЕ ВО ОДДЕЛЕНСКАТА НАСТАВА

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(Сѝручен ѝруд)

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Апстракт:

Стекнувањето на знаења во смисла на усвојувањето на бројни чиниелели и генерализација, само по себе, не е доволно за учениците, поради што оштото образование подразбира примена на најделотворни начини за проучување на оние воспитно-образовни содржини кои се темел за развојот на интелектуалните, творечките, моралните, физичките и друштвене способности, присособени со возрастта на учениците и засновани на нивните предзнаења и искуството. Наставата во помладите одделенија во основните училишта, поради психофизичките карактеристики на учениците во таа возраст, светот да го гледаат и сфаќаат како единствена целина, дава повеќе разновидни можности да се оствари корелација меѓу различни наставни предмети, области и содржини. Во ирудот се прешираат можностите за корелирање на содржините на Физичкото воспитување со содржините на предметот Природа и оштество, како и нивното значење за одделенската настава.

Клучни зборови: *физички интелектуални способности, наставни предмети, природа, оштество*