

INTRODUCTORY ADDRESS

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On the basic topic:

CURRENT SITUATION OF PHYSICAL EDUCATION AND SPORTS ACTIVITIES IN CLASS TEACHING

13th International Scientific Professional Conference

Veles, 17th – 18th April, 2015

Analysis and knowledge acquirement about the physical education situation, as well as kinesiology activities, particularly in class teaching, and on this basis conceiving their programming and development, is a continually actual issue in all social and civil environments. It is quite understandable, because in this way dominant functions in this fields are realized both in personal and social interests of all age population.

For this reason, and due to the insufficiently quick development in these fields, the basic topic of this Conference has been defined. Actually, it is one of the permanently current topics that occupy the sports pedagogues' attention. In this occasion, we will address only some questions about the situation that require taking possible measures for its improvement.

In this respect, we will be guided by the presumption that these questions are of public interest and they can be discussed by all of us, but only qualified professional staff can make a great contribution for solution of most of them.

Recently, significant results have been made in realization of children's physical education and sports activities in class teaching. However, it would be meaningless to stop taking further appropriate measures and program activities for the current situation improvement.

In this respect there is a particular need, because it is about specific age children in class teaching. Actually, this age has been defined with most sensitive biological and psycho-physical changes that require high quality physical education and sports activities.

This fact is an obligation for paying greater professional and scientific-research attention in programming and realization of both methodological procedures and work forms in class and out class activities of physical education and sports activities. It is inevitable because of the specific interest for psycho-physical development and preservation and improvement of that age students' health.

Among others, these procedures and forms include the following:

- *Diagnostics, following, management and monitoring, and on that basis programming of activities in class and instructional contents for improvement of dimensions and characteristics of the anthropological status (anthropometric, motor, functional, cognitive, conative and other characteristics). At the same time, a special care should be taken in selection and application of tests with satisfactory measuring characteristics adapted to the sex and age of students.*

- *Prevention, diagnostics, correction and elimination of poor body posture and physical deformities among students. In this respect, applica-*

tion of modern methodic procedures is necessary and their inclusion in program activities, with application of complex physical exercises in cooperation with kinesiology therapists and physiotherapists.

- Realization of class and out class activities in physical education and sports activities with structural contents for greater efficacy and effectiveness in physical movements adoption, as well as for optimal and bigger physical load in transformation of the anthropological status dimensions. In this frames, there is a more remarkable need for effectiveness measuring and determination ("effective") work time, that is the motor density, as well as the functional class burden. Here professional responsibility and autonomy of class teachers should be taken into consideration as regards dosage and the maximum level of physical load.

- Validation and assessment of the quality and quantity success in physical movements realization by students with exact figures. For that purpose valid and reliable objective methodological procedures should be used, based on multi variant statistical methods. Both students and their parents should be regularly informed about validation and assessment results.

- Proper selection and application of methodic and methodological forms of work that contribute to realization of individualization, differentiation, intensification and optimization in the teaching process, as well as to the physical exercise humanization.

These forms of work should be conceived and applied on the basis of the results and concluding remarks in so far researches.

The aforementioned needs for inevitable application of high methodological and methodic procedures in realization of the physical education teaching process and sports activities, do not exhaust the entire list for successful realization of their function.

However, they point to the fact that the class teachers' higher degree of professional knowledge is a precondition for a greater success in that process. It is certain that it implies a higher degree of class teachers' competence, that comes from their specific cognitive, that is professional capacity in the field of physical education and sports activities.

A significant part of the teachers possess high competences in these fields. However, there is understandable effort for their competence increasing to the maximum limits in the next period.

Their competence and legally regulated status for class teaching performance are mainly defined with completion of the Faculty of Pedagogy or

studies in pedagogy on the Faculty of Philosophy. With regard to the scope and level of competence in respect of acquiring professional and scientific knowledge in physical education and sports activities, there are certain differences between class teachers with completed studies on the Faculty of Pedagogy and those with completed Faculty of Philosophy.

The class teaching study program on faculties of pedagogy provides knowledge in the subject of physical education with methods, which is not the case with the pedagogy study program on faculties of philosophy.

Professional staff with completed faculties of physical education and sports, and faculties of kinesiology, possess high competence for physical education realization, as well as for sports activities performance.

Although predominantly based on acquired knowledge in social, biological and medical science, which is of a particular importance in students' health preservation and improvement, their competence is not defined for permanent legal employment in class teaching.

There are small exceptions with incomplete and appropriate engagement in this respect as regards professional staff with completed second cycle special studies on faculties of physical education and sports activities.

The situation with engagement of staff with completed faculties of pedagogy, philosophy and teaching studies in teaching activity processes should not be treated from the competition aspects in respect of the modern social, scientific and educational conditions. In this sense, there is a need for harmonization and inter disciplinary cooperation.

After all, the Recommendations of the General Administration for Education and Culture of the European Commission refer to the principles for training and qualification that give open possibilities for inter university and inter faculty cooperation.

However, class teaching in the process for advanced training of the graduated teaching staff requires realization of a continual education.

In the same direction, there is a need for a bigger participation of class teachers in the work of scientific meetings, such as congresses, symposia, conferences, seminars, etc.

Teachers' participation in preparation and real-

ization of scientific and research projects is also an imperative need. In this respect, no less important is the need for use school sports halls and courts. In some cases they are used rationally. However, in other cases, this is not at the required level. Accordingly, for example, due to non-existence of appropriate school sports halls and courts, the physical education classes and sports activities have not been included in the school teaching timetable. In such situations giving classes has been almost neglected.

Besides this inconvenient situation, also can be mentioned the insufficient or inadequate realization of certain methodic organization forms of work, that are a compensation for neglecting classes of physical education and sports activities for students.

In this context insufficient realization of out class forms can be added, such as sports and recreation manifestation, games, walks, sports performances, sports competitions, etc.

This is connected with the number of classes in physical education and sports activities per a week. The present number of classes clearly shows that it is not sufficient for satisfying anthropological and

health needs of students. For that reason, it is necessary to remind once again that the number of classes in developed countries all over the world is compatible with the biological and psycho physical needs of students for daily physical exercise.

Not specifying other current issues in the aforementioned situation concerning the topic of this meeting, and having in mind the need for a high professionalism of class teachers, there is another question to be pointed out. It is the responsibility and humanity for successful task realization in physical education and sports activities.

For that reason, there is also a big responsibility of competent social institutions for expressing social interest and taking measures for improvement of situation in physical education and sports activities for students in class teaching.

The aforementioned issues are only a part of those that integrate the current physical education and sports activities in class teaching. However, it is certain that they are a supplement and important contribution in taking more adequate measures for improvement of the psycho physical and health situation of students in class teaching.