

THE LEVEL OF USING DIFFERENT COMPLEXES OF SHAPING EXERCISES IN PREPARATORY PHASE OF PHYSICAL EDUCATION LESSON

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(Preliminary communication)

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Abstract

Physical education has a special place in the overall curriculum of elementary school, because physical education pervades largely in all other aspects of education. The aim of this study is to determine the level of representation of the application of different forms of shaping exercises in the preparatory stage of physical education lesson. The study sample included 19 teachers and 18 elementary school teachers in Jagodina. The survey instrument was a questionnaire with 12 questions related specifically to use different shaping exercises in the preparatory class. The results suggest different models of the shaping exercise complex, depending on the competence of the teacher as well as material and spatial conditions in the school.

Keywords: *elementary school, teachers, elementary school, questionnaire, teachers, psycho-physical abilities, percentages*

INTRODUCTION

In physical education, and in modern teaching, generally, teaching class is a basic form of organizational units. Physical exercise class has a leading status in the organizational form of physical education and is commonly used. It is implemented by pre-defined curriculum which determines the number of hours per year and per week. It is performed under the control of the teachers. Every class of physical education is an independent organizational unit with clearly defined tasks. In order to rationalize hours, its structure is, more or less, divided into four parts. Its second part, or the second phase of the set, almost all methodologists and theorists called the preparatory phase of the class. This part of the lesson, is a beginning of the educational work in the real sense and is oriented in the proper development of the organism and development of motor skills. Physical exercise can be changed - just the preliminary part of the class is always the same.. While the opening and the primary stage is available for a wide variety of system-body movement exercises, and various effects, and the form, preparation phase consists of only so called shaping exercises. Based on sources,

Polic introduced the term - shaping exercises in 1938.

The shaping exercises are basic means of the preparatory part of class both at the organizational and content level, and they are synonymous for this stage of the lesson. The objectives and tasks of these stage are achieved through exercises. In the opening phase of the class the entire system of wide variety of physical exercises and movements are available, with different effects and title, while the preparatory work hours are only shaping exercises. The content of the preparatory work hours is realized through a complex of shaping exercises. The complex of shaping exercises consist of a series of movement related to a unit in a certain order. According to Kovacevic, "The complex of shape exercises is a reasonable number of exercises selected according to certain conditions in order to process the entire apparatus of movement, which we intend to exercise at a certain hour of physical exercise and in the second part to process the mechanism to move a certain muscle groups".

Number of shaping exercises that are given to students at this stage is about 10. Every exercise must be repeated 8 to 10 times in 10 minutes. It

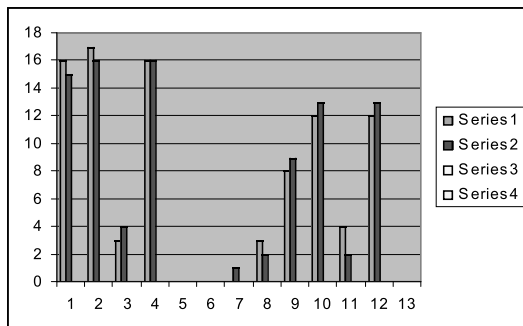
Table 1. The results of the teachers from fifth to eighth grade

	1	2	3	4	5	6	7	8	9	10	11	12
à	16 88.89 %	17 94.4	3 16.67%	16 88.89	0 0%	0 0%	0 0%	3 16.6%	8 44.4%	12 66.67%	4 22.22%	12 66.67%
á	2 11.11 %	1 5.56	13 72.22%	2 11.11	18 100	16 88.89	2 11.11	15 83.3%	10 55.5%	4 22.22%	13 72.22%	1 5.56%
â	0 0%	0 0%	2 11.11%	0 0%	0 0%	2 11.11	4 22.22	-	-	2 11.11%	1 5.56%	5 27.78%
ã	-	-	-	-	-	-	12 66.66	-	-	-	-	-

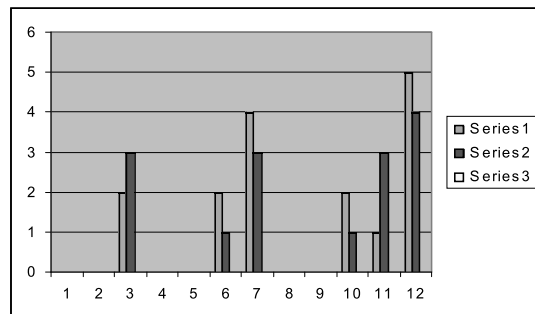
Table 2. The results of teacher

	1	2	3	4	5	6	7	8	9	10	11	12
à	15 78.95	16 84.21	4 21.05	16 84.21 %	0 0%	0 0%	1 5.26%	2 10.53 %	9 47.37 %	13 68.42	2 10.53	13 68.42
á	4 21.05	3 15.79	12 63.16	3 15.79	19 100	18 94.74	1 5.26%	17 89.27 %	10 52.63 %	5 26.32	14 73.68	2 10.53
â	0 0%	0 0%	3 15.79	0 0%	0 0%	1 5.26%	3 15.79	-	-	1 5.26%	3 15.79	4 21.05
ã	-	-	-	-	-	-	14 73.68	-	-	-	-	-

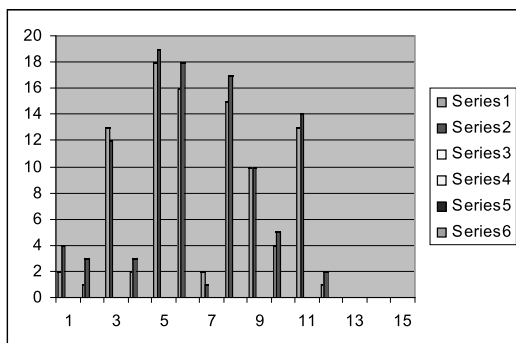
Graph 1. Diagram of answers column a for teachers



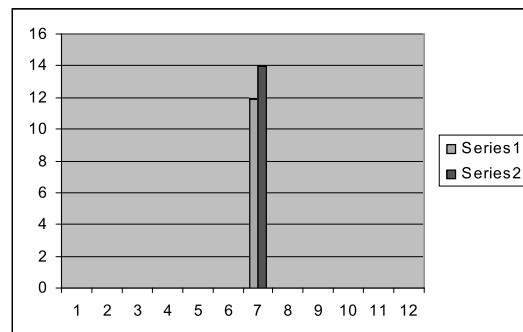
Graph 3. Diagram of answers column v for teachers



Graph 2. Diagram of answers column b for teachers



Graph 4. Diagram of answers column g for teachers



depends on the age of pupils, the complexity of each exercise, the level of power to perform one repetition and the nature of the tasks in the main part of the lesson, which in practice is a preparatory stage of preparation.

The exercises in this part of the class usually perform individually, in pairs and rarely in larger groups. The most common exercises are performed without the tools and less often with props-rope, bats, balls, hoops.

Training of students in organizational terms can be orchestrated and free. Showing technique of performing the exercises can be directly or indirectly. Giving the tact while performing exercises may be: rhythmic chanting of numbers or linguistic symbols (words), or musical accompaniment.

Shaping exercises can be applied in terms of prevention, correction and compensation. Providing the importance of physical exercise on the development of psycho-physical abilities and morphological characteristics of primary school age children and no doubt that in this part of the shaping exercises play an important role in every lesson of physical education, in the preparatory phase of the lesson, there are different approaches to designing exercise: biological, anatomical, physiological, biomechanical, healthcare, methodological.

Shaping exercises can be classified on the of functional impact, the typological basis, by complexity, by the way of performance. Because of the importance of shaping exercises that are performed in the preparatory part of the class, we did research on their representation and diversity of applications in this stage of the lesson.

We studied how teachers use shaping exercises and how often do they change them during the classes or they use ready-made examples of shaping exercises as a models.

The aim of study is to determine the level of representation of different complex of shaping exercises in the preparatory phase through physical education lesson structure. The results can be a motivation for greater involvement by the teacher if it is a high level of representation, or otherwise the need for change in the way of thinking and working.

METHODS

The research was conducted in the second term of 2010-2011 school year in elementary school "17 October" in Jagodina with students between 1

and 4 grade, where we interviewed 19 teachers and in six elementary schools in Jagodina ("17 October", "Milan Mijalković", "Rada Miljković", "Small Rada Miljković", "Bosko Djuricic") and with students between grades 5 and 8), where we interviewed 18 teachers. The study used survey techniques, and it is used a questionnaire. The results are analyzed and presented in tables and graphics by using a histogram.

THE RESEARCH RESULTS

Analysis results are shown in tables and accompanied by appropriate graphs, which allows easier access to the results of the answers given by teachers. Table 1 shows the results of teachers from fifth to eighth grade, Table 2, teachers from first to fourth grade; Graph 1 shows the results of teachers and answers a to all questions; the Graph 2 b respond to all questions, Graph 3 responses under c all questions and Graph 4 responses under d to all questions.

The results of teachers are presented in Table 1 and Table 2 and they gave answers to 12 questions from the questionnaire. Based on the results we can conclude that all teachers and teachers use exercises to design physical education classes, we show the results in Table 1 and 2 at the first answer.

Shaping exercises are used just after heating, and these forms of shaping exercises are commonly used: workout in lines, then in a circle and the least of free choice, which shows the results of the responses of two and three.

Teacher is facing students while demonstrate shaping exercise, as we can see the results in the following response. Based on the results in the following three responses (5, 6, 7), we can conclude that all teachers do the shaping exercises up to 10 minutes, that the complex of shaping exercises includes to 10 exercises, and most teachers of each class uses different complexes of shaping exercises. Most teachers arrange students to do exercises individually and their performance can be without the equipment and props, and but props are most often the balls, and rope and hoop less often. They sometimes use music while doing the shaping exercises, and most of the exercises are used both with boys and girls, except in certain situations when they have to use different exercises forms.

The graph 1, 2, 3, and 4 shows the results of teachers, where the numbers from 1 to 12 show the

answers, in blue shows the results of teachers (from fifth to eighth grade) and teachers' results in red.

According to results, we can conclude that there is no significant difference in the use of various forms of complex shaping exercises in the preparatory stage of physical education class, in the work of teachers in lower secondary schools and teachers in primary schools.

Because of the importance of shaping exercises that are performed in the preparatory phase of the class, we did this research on their distribution and diversity of applications in this stage of the lesson. We studied how teachers use shaping exercises in their work and how often they change them during their classes and we received positive responses to representation and implementation.

The research results suggest different models of the complex design of exercises, depending on the expertise of the teacher as well as material and spatial conditions in the school.

CONCLUSION

The research was conducted in the second term 2010-2011 school year in elementary school "17 October" in Jagodina in the lower grades (first to fourth), where we interviewed 19 teachers in six elementary schools in Jagodina ("17 October", "Milan Mijalković", "RadaMiljkovic", "Small Rada Miljkovic", "Bosko Djuricic") in the upper grades (fifth to eighth), where we interviewed 18 teachers.

The study used survey techniques, and a questionnaire as its instrument. The results were analyzed and percentages are represented in tables and graphics by using a histogram.

The aim of this study is to determine the level of representation of different complex of shaping exercises in the preparatory phase through physical education lesson structure.

The results show that a large number of teachers in their work use a variety of shaping exercises in the preparatory phase of the class, which creates a more positive image and reveals the misconceptions about the use of the same or finished examples of shaping exercises as prescriptions

and models.

The research results indicate different models of the complex shaping exercises, depending on the expertise of the teacher as well as material and spatial conditions in the school.

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НИВОТО НА ЗАСТАПЕНОСТА НА РАЗЛИЧНИ КОМПЛЕКСИ ВЕЖБИ ЗА ОБЛИКУВАЊЕ ВО ПОДГОТВИТЕЛНАТА ФАЗА НА ЧАСОТ ПО ФИЗИЧКО ВОСПИТИУВАЊЕ

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(Прейходно соопштение)

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Апстракт

Физичкото воспитување заама посебно место во целокупниот План и Програмата во основните училишта, бидејќи физичкото воспитување во голема мера е присутно во сите други видови воспитувања. Целта на истражувањето беше да се утврди нивото на застапеноста во примената на различни форми на комплекси вежби за обликување во подготвителната фаза на часот по физичко воспитување. Примерокот на истражувањето беше сочинет од 19 учители и 18 наставници од основните училишта во Јагодина. Како инструмент на истражувањето беше применет анкетен лист со 12 прашања кои беа конкретно поврзани со користењето на различни комплекси вежби за обликување во подготвителниот дел на часот. Резултатите на истражувањето покажаа дека користењето различни модели на комплекси вежби за обликување, е во зависност од стручноста на наставникот и од материјално-просторните услови на училиштето.

Клучни зборови: *основно училиште, учители, наставници, анкетен прашалник, психофизички способности, проценти*