

## COMPARISON OF APPLICATION OF METHODOLOGICAL ORGANISATION FORMS OF WORK IN TEACHERS' WORK AND TEACHERS OF PHYSICAL EDUCATION WORK

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(Preliminary communication)

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### Abstract

*Realisation of programme contents of Physical Education teaching has been conditioned by didactic-methodological approaches, and also by application of organisational forms of work. It has been compared application of methodological-organisational forms of work of teachers in primary schools and Physical Education teachers. It has been seen their claims, views and opinions related to organisation of work, and also some of the specifics of Physical Education teaching. The aim of the research is: to perform analyse of application of the proving ground in Physical Education teaching, determine the influence of the proving ground onto development of motoric abilities of students, see activities of teachers in realisation of organisational forms of work in Physical Education classes, examine material and spacious abilities in realisation of contents of organisational forms of work. The research has been conducted in a random sample of 56 examinees, where based on the project work, has been respected all methodological procedures. The researches have shown that head teachers have given answers to certain questions that have been different and shall serve for further detailed analyses related to certain contents demanding more complete education.*

**Keywords:** survey, claims, views, opinions, motor abilities, polygon

### INTRODUCTION

By studying of current theoretical practice, we have come to knowledge that didactic-methodical organisation of teaching becomes a significant indicator of approach towards organisation in application of organisational - methodical forms of work in realisation of Physical Education teaching, day after day.

The subject of this work is application of methodical-organisational worms of work, with special emphases onto application of a proving ground of obstacles in teaching and also some of the specifics related to views, opinions and claims of teachers and Physical Education teachers.

The aim of the research is to: perform an ana-

lyse of preparation of the proving ground in teaching of Physical Education, determine the influence of the proving ground onto development of motoric abilities of students, see the activities of teachers in realisation of organisational forms of work in Physical Education classes, examine material and spacious possibilities in realisation of contents of organisational forms of work.

Based on the subject and research aims, we have established the following tasks: determine preparation of organisational forms of work in Physical Education teaching, mark the condition of expert-pedagogical work in application of modern organisational forms of work, determine views and differences among teachers towards application of

organisational forms of work in Physical Education teaching, with the emphases onto proving grounds, determine differences in claims of teachers and Physical Education teachers towards some of the specifics in Physical Education.

## METHODS

It has been chosen and applied a descriptive and comparative method in this research, being pursuant to the nature of the issue, the subject aims and tasks of the research, and also to the established hypotheses. It has been used a survey technique and an instrument-a questionnaire for teachers and Physical Education teachers in teaching of Physical Education, being specially created for the needs of this research.

The research has been performed on a random sample of teachers. The sample has consisted of 28 teachers from the primary schools in Novi Pazar and 28 Physical Education teachers from primary and secondary schools from Novi Pazar, creating the sample of 56 examinees.

We have started from a general hypothesis in the research that teachers and Physical Education teachers shall express differences in using organisational forms of work in Physical Education teaching.

Special Hypotheses: It is being expected that teachers use less different forms of group work, especially related to different kinds of proving grounds. The expert pedagogical work of teachers asks for more education in Physical Education area. Material conditions represent a great obstacle in realisation of programme outcomes.

The data gained through the research instruments have been arranged and processed in Tables, separately for teachers and Physical Education teachers, and therefore it shall be shown a detailed analyse within these two groups. The analyse of the gained results has been based on the basic descriptive and statistic parameters.

## RESULTS AND DISCUSSION

The first part of the survey is related to general data on an examinee, and also on ten questions where the examinees circle the answer.

Question no. 1. I apply methodical organisational group forms of work in Physical Education teaching "proving ground" or "track": a) Once a week, b) Twice a week, c) Once in two weeks, d) Once in three weeks. By analysing a Table show of

the answers of the question 1. we conclude that teachers use proving ground less in Physical Education teaching, in more cases. Thus, Physical Education teachers use proving ground more in it. The statistical indicators expressed in percentages show that 32% of the examinees apply methodical-organisational group form of work in Physical Education teaching, "proving ground" or "track" is being used twice a week.

Question no. 2. I apply the most often the following proving grounds: a) Ability proving ground, b) Turning proving ground, c) Handling proving ground and d) Combined proving ground. By seeing results of the question 2, we conclude that teachers use the handling proving ground more in comparison to Physical Education pedagogues, the difference is noticeable in application of handling proving ground within teachers in older classes. In percentages, it has been ranged and expressed the most often used the combined proving ground, within 32% of teachers.

Question no. 3. When we establish the proving ground, the scheme of the working position can be: a) In semi-circle or a circle, b) In Square or a rectangle form, c) An ellipse or eight form, and d) A combined form. By analysing answers onto question no.3, we conclude that teachers establish the combined proving ground the most often, in 39% of cases, while Physical Education teachers decide to use the square and rectangle proving grounds more often, and also ellipse and eight form proving grounds.

Question no. 4. What part of the class the proving ground as a methodical-organisational form of work is being used in? a) Mostly in A part of the class, b) In the first part of the class, c) In the main B part of the class. Using of the proving ground in Physical Education class structure is quite similar within teachers of both ages. Physical Education teachers use the proving ground in A part of the class, the most often.

Question no. 5. The division of the proving ground to the space of performance can be: a) The gym proving ground, b) The nature proving ground, c) School playground proving ground, d) The proving ground on snow, e) The proving ground on water and f) Different combined proving grounds. By analysing answers on the question no.5, the examinees-Physical Education teachers have given a special significance to the gym proving ground, while the teachers have

Table 1. The results of the survey of the claim list of teachers.

No.	CLAIMS	I completely agree	I mostly agree	I am not sure	I mostly disagree	I completely disagree
1	It has been given a special attention to PE in my school	10	6	2	6	4
2	PE gives a great contribution to abilities of thinking and memorising within the students	7	6	5	4	6
3	I suggest for PE to be done everyday	5	6	2	7	8
4	Body deformities can be successfully corrected through PE classes	8	7	5	4	4
5	Students should be taught to control their abilities by themselves	9	6	2	6	5
6	The work in small groups should be emphasised in PE classes	6	8	5	4	5
7	It is important for students to be stimulated to exercising by teachers	8	6	7	4	3
8	The instructions during PE classes should be more précised and often	6	9	4	5	4
9	The marks in PE should be given based on a knowledge level and one's improvement	7	9	6	3	3
10	Physical Education influences onto the learning quality	6	7	6	6	3

Table 2. The results of the survey of the claim list of PE teachers.

No.	CLAIMS	I completely agree	I mostly agree	I am not sure	I mostly disagree	I completely disagree
1	It has been given a special attention to PE in my school	4	6	7	8	3
2	PE gives a great contribution to abilities of thinking and memorising within the students	11	10	3	2	2
3	I suggest for PE to be done everyday	16	9	-	2	1
4	Body deformities can be successfully corrected through PE classes	15	8	2	2	1
5	Students should be taught to control their abilities by themselves	16	9	1	1	1
6	The work in small groups should be emphasised in PE classes	13	12	1	1	1
7	It is important for students to be stimulated to exercising by teachers	14	12	2	-	-
8	The instructions during PE classes should be more précised and often	11	10	1	3	3
9	The marks in PE should be given based on a knowledge level and one's improvement	12	11	1	2	2
10	Physical Education influences onto the learning quality	10	12	2	3	1

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decided for the school playground proving ground in 39% of the cases.

Question no. 6. I use the most often the following group forms of work: a) Work in pairs, b) Work in triples and fours, c) Work in units, d) Circle form of work, e) Parallel class work, f) Parallel turning form of work, g) Work with additional forms of exercises. By analysing answers on the asked question no.6, we conclude that

teachers do not use work in pairs, and also additional form of exercise. It has been also noticed the presence of circle form of work within teachers, while Physical Education teachers use additional forms of exercises.

Question no.7 How does the work in units divide the class into? a) Two-three students, b) Four to five students, c) Five to six students. By analysing answers on the question no.7, it can be

Table 3. The results of mutual claims of teachers and Physical Education teachers

No.	CLAIMS	I completely agree	I mostly agree	I am not sure	I mostly disagree	I completely disagree
1	It has been given a special attention to PE in my school	14	12	9	14	7
2	PE gives a great contribution to abilities of thinking and memorising within the students	18	16	8	6	8
3	I suggest for PE to be done everyday	21	15	2	9	9
4	Body deformities can be successfully corrected through PE classes	23	15	7	6	5
5	Students should be taught to control their abilities by themselves	25	15	7	6	5
6	The work in small groups should be emphasised in PE classes	19	20	6	5	6
7	It is important for students to be stimulated to exercising by teachers	22	18	9	4	3
8	The instructions during PE classes should be more précised and often	17	19	5	8	7
9	The marks in PE should be given based on a knowledge level and one's improvement	19	20	7	5	5
10	Physical Education influences onto the learning quality	16	19	8	9	4

□

concluded a similar answer from both of the groups.

Question no. 8. The work in pairs demands the following conditions: a) Forming to gender, b) Approximate taking of body weight and body height, c) Approximate ability of students and d) Depends of some of the specifics. From the offered results of the examinees, it has been especially emphasised forming to gender, specifically in older classes.

Question no. 9. The groups can be determined in several ways: a) Conducted in groups, b) Chosen in random, c) Mechanically chosen, d) Homogenous groups. It has been especially noticed the percentage of 32% examinees of teachers who emphasise the importance of homogenous groups in class work.

Question no. 10. What does the application of methodical-organisational forms of work depend on? a) From the aim and class tasks, b) From previous students' knowledge, c) From material conditions and d) From several mutual components. The answers given by the examinees on question no.10 are especially different within the group, therefore the teachers have given the answer mostly under d), related to several mutual components conditioning the application of methodical-organisational groups in Physical Education class, while Physical Education pedagogues based their answer onto this question under b)

answer, on previous students' knowledge.

The second part of the survey has been composed on suggested claims related to some of the specifics of Physical Education, where the examinees marked their answers by "X". The claims have been composed of ten questions.

By the comparative analyse of teachers' claims, we can conclude that claims express a line of different views towards the subject of Physical Education. The examinees have entered their answers into suitable rows predicted by the mark for their opinion. By ranging the answers on the sample of 28 examinees, it has been determined the percentage of claims' value. The shown results of the research deserve to be the theme of a discussion within the schools where the survey has been conducted.

The claims expressed in the sample of 28 Physical Education teachers-professors of PE have been expressed numerically according to the size of the scale value. Each claim has its own value and points onto valorisation and contribution of Physical Education. The enclosed results of the examined claims deserve to be the theme of a discussion in schools where the survey has been conducted.

The results of the research onto claims on some of the specifics of Physical Education have been expressed by the teachers and Physical Education teachers on the sample of 28+28, shown in a

mutual Table point onto the views related to Physical Education. The gained results have been very important for a further analyse in the institutions whose competence has been bounded to improvement and valuation of Physical Education. The claim "I mostly disagree" has been especially current for the answers under numbers 1, 3, 4, 5, 10. Also, the claim "I completely disagree" has been expressed in Table shown and implies numerous reasons for the research conclusions.

## CONCLUSION

Methodical-organisational forms of work demand a wide spectrum of demands related to the application of didactic-methodical forms of organisation in Physical Education, firstly. The application of these forms of work with students has been conditioned by a number and content of the group. The experiences in the work especially emphasise the standard social groups-organisational forms of work we have being researched related to the work in groups. The proving ground, as a form of group work, emphasises a successful application in realisation of complex motoric activities. The researches have shown that head teachers have given answers to certain questions that have been different and shall serve for further detailed analyses related to certain contents demanding more complete education.

The established hypotheses have been confirmed in most cases. The specifics of this work is related to methodology of Physical Education, to efficiency in application of sport-technical edu-

ation in an adequate way, to usage of different models of proving grounds that have been emphasised lately by the methodologist of Physical Education in their publications. Improvement of Physical Education in the process of modernisation of educational work in Physical Education has been relied to new technologies and modern concepts that increase the responsibility, especially to teachers of Physical Education-teachers related to application of Physical Education programmes.

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## СПОРЕДБА НА ПРИМЕНАТА НА ОРГАНИЗАЦИОНИТЕ ФОРМИ НА РАБОТА НА НАСТАВНИЦИТЕ ОД ПРЕДМЕТНАТА И ОДДЕЛЕНСКАТА НАСТАВА НА ФИЗИЧКОТО ВОСПИТУВАЊЕ

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### Апстракт

Споредена е примената на организационо-методските форми на работата на наставниците од одделенската настава - училишните и наставниците од предметната настава по физичкото воспитување. Согледани се нивните тврдења, ставови и мислења кои се поврзани со организацијата на работата, како и нејзините специфичности во физичкото воспитување. Целта на истражувањето беше: да се анализира примената на моделот во наставата по физичкото воспитување; да се утврди влијанието на моделот врз развојот на моторните способности на учениците; да се согледа активноста на наставниците во реализацијата на организационите форми за работата на часовите по физичкото воспитување; да се испитаат материјалните и просторните можности при реализацијата на содржината на организационите форми на работата. Истражувањето покажа дека одделенските настава-вници кај одделни одговори на прашањата, дадоа забележителен број на соодветни одговори кои можат да послужат за натамошни анализи за некои содржини кои бараат целосна едукација.

**Клучни зборови:** анкетирање, тврдења, ставови, мислења,  
моторни способности, моделот