

NEW CONCEPT OF PHYSICAL EDUCATION – A NEED OR A CAPRICE

(Original scientific paper)

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Abstract

The aim of this study was to analyze the learning effects point to the increasing marginalization of physical education. In a sample of 1000 high school graduates, evaluation of basic motor skills of volleyball and basketball. The obtained results indicate that about 77% of boys and 45% of girls evaluated skills performed without mistakes or minor errors in technique and posture. A significant number of young women (20-30%) and about 15% of boys motor skills performed with significant errors, but still perceive the basic characteristics of the technique. For 20-30% of girls and 15% of boys it can be said that in general do not possess the motor skills. Such poor results can be explained by a lack of motivation for teaching youth and their insufficient physical activity during leisure time. Physical education does not meet the specific preferences and needs, and facilities and activities do not correspond to the interest of young people, nor are they in line with their contemporary culture and social trends. Therefore, it is necessary to modernize curricula design and teaching practices through different time, extracurricular and school activities.

Keywords: *learning effects motor skills, volleyball, basketball, scale of evaluation, students, throwing with fingers, throwing with forearms, basketball two steps, female students, male students, percentages*

INTRODUCTION

One of the most important didactic questions is what the effects of educational process are. The answer to this question implies monitoring, studying and analysis of educational outcomes, since the students' accomplishments are one of the indicators of the state of education. By analyzing the effects of the education in their works, Arunović (1990), Bokan, Radojević & Radisavljević (1990), Martinović (2003), Sekeljić & Stamatović (2013), Stamatović & Sekeljić (2014) show that most girls and boys after secondary school education do not have even the elementary level of motor skills. Girls have significantly lower motor abilities and motor skills than they had during their primary school education (Sekeljić & Stamatović, 2013).

The effects of the education are such that we can ask a question on purpose if present concept of physical education teaching is suitable for students. According to the research of Ntoumanis, Pensgaard, Martin & Pipe, (2004), Brooks & Magnusson, (2006), the number of students in adolescence who take part in physical education activities drops by a half and there are more and more students who do not take part in physical education lessons, regardless of the specific attitudes, motives, beliefs, perceptions, structural and cultural barriers (Brett,

Heimendinger, Boender, Morin & Marshal 2002; Centre for Disease Control and Prevention (1999). It is clear that modern teaching of physical education does not meet specific entities and needs, and contents and activities do not correspond to the interests of the youth, nor are they in accordance with their modern cultural and social trends (Hardman, 2007, 2008). Therefore, there are more and more negative experiences during the physical education lessons, the feeling of incompetency or boredom (Vilhjansson & Thorlindson, 1998). It can be one of the reasons why 40% of high school students always or sometimes do not go to physical education lessons (Jorgić and Veselinović, 2008). Physical education cannot be out of cultural, social, economic, health, motivational, and even political, modern life trends. Because of that it is important to modernize curricula and strategies for the promotion of physical education. It is necessary to identify children's needs and expectancies in connection with physical education and design educational practice with different curricular and extracurricular activities (Flintoff & Scratona, 2001; Sekeljić 2008). It is necessary to improve physical education lessons in the way that will enable children and youth to achieve and advance motor abilities, theoretical knowledge and habits for which they have affinities and inclinations,

and which will help them to realize qualitatively their lives in the way they want to, in accordance with their abilities and needs. It is necessary to coordinate physical education with the basic right of every man to educate himself and to be raised on the basis of his or her needs and motives, and according to his or her ideals and models.

METHODS

The goal of this study was to study the level of basic motor abilities in volleyball (throwing out of a ball with fingers and forearms) and basketball (basketball two steps). These motor abilities are part of a curriculum which has been practiced since the third grade of primary school until the completion of secondary school. In the period between 2008-2014, 6 generations of female and male students who finished secondary school were tested. The research included 890 female students and 208 male students originating from southwest Serbia. In the evaluation of motor abilities we used the instrument with the scale of evaluation which has already been ap-

plied in previous studies by Martinović (2003), Sekeljić & Stamatović (2013).

RESULTS AND DISCUSSION

On the basis of the data in Table 1 and 2 it is clear that the effects of teaching are not on the level of the expected. Considering the fact that these basic volleyball and basketball elements are part of a curriculum since the third grade of primary school and represent the minimal educational standard for a sixth grade students, significantly better results were expected after their secondary school.

The data show that 35% of female students (Table 3.) did not achieve the minimum of educational demands, and about 10% did not even try to perform motor tasks. Probably the reason for such behaviour is because female students perform these elements very badly, so that they do not want to be the subject of mocking. Educational standards in the field of sport games predict that students in higher grades of primary school and during their secondary school education should master with

Table 1. Instrument with the evaluation scale for the evaluation of motor skills in volleyball and basketball

Grade	Performance
0	The candidate did not try to perform motor task.
1	Tried, but the task was not accomplished
2	The task is performed with mistakes in technique and body posture. It is hard to notice basic characteristics of a motor skill
3	The task is performed with mistakes in technique and body posture, but it can be considered that students accomplished the basics of motor skills.
4	The task is performed with minor mistakes both in technique and body posture.
5	The task is performed without mistakes in technique and body posture.

Table 2. Descriptive statistical parameters of male students

Grades	Throwing with fingers	Throwing with forearms	Basketball two steps
5	140 (67%)	104 (50%)	136 (65%)
4	36 (17%)	48 (23%)	24 (12%)
3	20 (10%)	32 (15%)	8 (4%)
2	8 (4%)	24 (12%)	28 (13%)
1	4 (2%)	0 (0%)	12 (6%)
0	0 (0%)	0 (0%)	0 (0%)
X	4.4	4.1	4.2

Table 3. Descriptive and statistical parameters of female students

Grades	Throwing with fingers	Throwing with forearms	Basketball two steps
5	252 (28%)	222 (25%)	173 (19%)
4	169 (19%)	152 (17%)	230 (26%)
3	173 (19%)	168 (19%)	186 (21%)
2	144 (16%)	164 (19%)	135 (15%)
1	48 (5%)	102 (11%)	94 (11%)
0	114 (13%)	82 (9%)	72 (8%)
X	3.1	3.0	3.0

more complex motor skills, for example, serve, smash, block, serve receive, which would enable them to play volleyball over the net with the application of rules, which is one of the goals of physical education in this educational segment. It seems that a lot of students do not succeed to master these motor skills which would enable them to play volleyball and basketball. Therefore, the question is raised which programme the teachers realize and which activities students do during physical education lessons in secondary schools. The question is justified because most of female and male students even after the third educational cycle and twelve years of education have not acquired basic motor skills which are planned to be mastered in the sixth grade.

Basketball two steps is in the curriculum for the third grade of primary school, and it is planned that students learn it in the sixth grade. 77% of the male students and 45% of female students got the grades 5 and 4 (Tables 2 and 3). 19% of male students and 34% of female students do not possess the minimum of educational demands. The average grade which was achieved by secondary school students in basketball and volleyball elements is significantly higher in relation to the average grade of the sixth grade students, which was stated by Martinović (2003). However, the average grade of graduated secondary school female students (3,0) is lower than the grade of the sixth grade female students (3.1). It was not expected since the curricula were created on the principle of concentrated circles, which implies that certain educational plans are repeated year after year and therefore the raise in motor skills is expected. Besides, the students are older, and this implies more qualitative anthropological characteristics, which should bring better sport education. However, the opposite is happening. During school years the quality of motor skills is dropping for children, which has been noticed in other works (Visnjić, 1990; Bokan et al., 1990; Martinović, 2003; Sekeljić & Stamatović, 2013).

The results have not been expected since volleyball, basketball and football are the most attractive sport activities for children in curricular and extracurricular time. (Sekeljić & Sturza-Milić, 2010; Sekeljić & Stamatović, 2011; Sekeljić & Marković, 2012; Marković, Sekeljić, Višnjić & Ilčev, 2013), so that a question can be raised, what are their motor skills like in areas that they do not like so much like athletics, handball, gymnastics and other.

Such bad results of female students can be explained by their problems of growing up and adolescence, insufficient motivation for lessons, insufficient physical activity in their free time. One of the reasons is higher marginalization of physical education, which is seen in the use of time, curricula, finances, material-technical basis, human resources, educational plans and their realization, interest of Ministry for the quality control of education (Hardman, 2008). This fall is happening in spite of the fact that the Council of Europe (Council of Europe, Committee of Ministers, Recommendation Rec,

2003) called upon the governments of the countries to put this system under serious and regular monitoring and started paneuropean research about politics, practice and the ways of surpassing bad situation in school physical education practice. Concretely, the European Parliament has demanded via Department for Culture the data about the state of physical education as a subject, the curricula goals, contents, lesson realization, departments in charge, educational plans and programmes, the state of lesson performers and their qualifications. It has raised question in connection with disabled, ethnic groups, sexual problems, expert improvement and so on. Despite the messages that the Council of Europe and International Olympic Committee sent to all national governments about the need for the improvement of the quality of physical education, the state of school physical education has not been improved yet. The predictions go to the direction that physical education is in hard position on all continents and that there is a danger in connection with the survival of school physical education in the third millenia (Marshall & Hardman, 2000).

However, we should not forget that human body is designed for movement. We are „homobiles” and not „virtual reality” cannot deny this fact. Characteristic of modern society in which people massively withdraw from their own lives in order to identify themselves with virtual characters from TV series, comic heroes and video games’ heroes must come to an end. Postmodernism will bring new cultural movement in which physical education will end its dangerous connection with pedagogy and return to its antique roots. Some paradigmatic myths must be revised in order to create new concepts and new ideas. It is the only way for a man to continue filogenetic way, since homosapiens is not possible without homobilies.

CONCLUSION

In this work, acquired motor skills from basic volleyball and basketball elements were evaluated for female and male students after they had finished secondary school. The motor skills are in curricula since the third grade of primary school and they represent educational standard for sixth grade students. The results indicate that around 77% of male students and 45% of female students perform the elements without errors or with minor errors in technique. A lot of female students (20-30%) perform these elements with significant errors, but we can see basic characteristics of a technique, while 20-30% do not possess these skills. Such bad results can be explained by insufficient motivation for education, insufficient physical activity in free time and higher marginalization of physical education in modern society.

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