

Sportovní hry a jejich zařazení do školních vzdělávacích programů na základních školách

Incorporating sports games into School Educational Programmes for Basic Education

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Abstrakt

Cíle práce: Příspěvek dokumentuje pohled učitelů na zařazení sportovních her do Školních vzdělávacích programů, způsob jejich využívání v hodinách tělesné výchovy a současně postoj žáků 2. stupně základních škol ke sportovním hrám.

Metoda: Základní metodou bylo anketní šetření. Anketa obsahovala otázky uzavřené, škálové, popřípadě ještě doplněné vlastní odpovědí.

Výsledky: Učitelé na sledovaných školách v České republice preferují v hodinách TV sportovní hry před jinými činnostmi. Počet zařazených sportovních her do výuky na základních školách se zvyšuje. Výsledky ukázaly, že z pohledu žáků 2. stupně jsou sportovní hry nejoblíbenější činností v hodinách TV.

Abstract

Objectives: The paper aims to present teachers' perspectives on incorporating sports games into School Educational Programmes, the use of sports games in physical education classes and also the attitude of pupils of the secondary level of basic school to sports games.

Research Method: The basic research method was represented by questionnaire-based survey. The survey contained closed and scaled questions, as well as questions that respondents could supplement with their own responses.

Results: The observed group of Czech basic school teachers prefers sports games to other activities in physical education classes. The number of sports games in physical education classes in primary schools is increasing. The results have shown that sports games are pupils' favourite activity in physical education classes.

Klíčová slova: Sportovní hry, Školní vzdělávací programy, analýza obsahu učiva

Key words: Sports games, School Educational Programmes, analysis of school curriculum

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INTRODUCTION

The last project before school educational programmes came into existence was called Educational Programme Basic School (Jeřábek et al., 1998). This programme suggested that schools, as circumstances allowed, would incorporate a minimum of two types of sports games for secondary level of basic education into the PE curriculum. If a school was well-equipped with sports facilities, the programme suggested sports like softball, korfbal, ringo, floorball, ringette, ice hockey, tennis, table tennis, lacrosse, etc. alongside football, handball, basketball, and volleyball. However, two years earlier, in 1996, the same educational programme (Jeřábek et al., 1996) only suggested sports games like football, volleyball, basketball and handball. It only mentioned extending the curriculum to enlarge the scope of physical abilities in those four sports games. Within the Framework Educational Programme, the school subject of Physical education has become a part of the educational area called "Humans and Health" together with the subject of Health Education. The educational

field of Health Education is supposed to provide pupils with rather more „theoretical” information about humans health and cover areas such as human relations and forms of coexistence, life changes and reflecting upon change, healthy lifestyle and health maintenance, health prevention, etc. (Jeřábek and Tupý, 2005). The educational field of Physical Education then focuses more on the “practical” application of the educational area. The information on sports games are summarised in the activity areas below:

- activities affecting the level of physical skills
practice of individual sporting activities, combination of sports, sport systems, matches using rules for pupils (Jeřábek and Tupý, 2005)
- activities promoting physical learning
related to sports games, communication between players sports games, theoretical knowledge of individual sports and games

Sports games also affect the subject matter of “activities affecting health” which forms the basis of the whole physical education field. Schools are absolutely independent when it comes to the choice of sports games to put in their curriculum. The rule of a minimum of two sports games in the curriculum remained the same as with the previous curriculum.

Objectives

The paper aims to present teachers’ perspectives on incorporating sports games into School Educational Programmes, the use of sports games in physical education classes and also the attitude of pupils of the secondary level of basic schools to sports games.

METHODS

Observed population

The first observed population consisted of 76 teachers (47 women and 29 men) from various basic schools in the Czech Republic. This sample cannot be considered random, because the selection depended on the participation of teachers at the seminar “Tělo Praha 2010/Body Prague 2010” as well as distribution by students of Charles University’s Faculty of Physical Education and Sport as part of their teaching practice at secondary schools. The return rate of the surveys was 48%. Table No. 1 shows the length of practice of the teachers.

Tab. 1. Character of the observed population –length of practice

Length of practice	[%]	Length of practice	[%]
Up to 5 years	10,5	11 – 20 let	36,8
6 – 10 years	23,7	nad 20 let	26,3

The second observed population consisted of students of the Faculty of Physical Education and Sport at Charles University of Prague totalling 273 (184 men and 89 women). The character of the second population is shown in Table 2.

Tab. 2. Character of the second observed population

	Age	Height	Weight
mean	21,3	176,8	71,4
SD	1,4	8,4	10,6

For comparison purposes, the author of this paper also provides the results of the surveys carried out by the Faculty of Physical Education and Sport of Charles University between the years of 2007 and 2009, published in dissertations in cases where the supervisor was the author of this paper. The first population consisted of secondary level teachers at basic schools in Plzeň and their pupils from 6th to 9th grades, in the school year of 2006-2007 (Šrámek, 2007). In total, there were 23 teachers of physical education and 445 pupils. The second population (Máca, 2009) consisted of secondary level physical education teachers from basic schools in the South Bohemian Region and their pupils, in total 26 physical education teachers and 714 pupils of 6th to 9th

grades. The third population consisted of 979 secondary level pupils and 31 physical education teachers from the Třebíč area in the Vysočina Region (Kučera, 2008).

Research methods

The research is a descriptive study based on a survey. For the purpose of this paper the author uses data from the survey created within the subject matter of dissertation works aimed at basic school teachers (Šrámek, 2007; Kučera, 2008 a Máca, 2009).

The suggestions of Jeřábek (1998) were used when making the questions for the survey.

The survey for physical education teachers consisted of 16 closed questions. Part of the survey was aimed at pupils and consisted of 10 closed questions.

The analysis of results was based on the analysis of the frequency of the answers together with the quantitative description of possible reasons.

RESULTS AND DISCUSSION

The first research/survey question asked for the percentage of typical physical activities suggested for School Educational Programmes. The list of suggested physical activities is shown in Table 3.

Tab. 3. Physical activities (PA) in School Educational Programmes

	Basic School					Grammar School (multi – 6 or 8 years)				
	Percentage of PA									
	5	6	7	8	9	5	6	7	8	9
Athletics	23,9	28,6	29,1	28,3	28,2	22,2	25,9	25,6	24,2	26,8
Gymnastics	20,2	19,6	20,4	20,8	20,2	20	19,1	20	18,9	18,2
Swimming	6	5	3,5	0,8	3,5	0	5,9	4,4	0,6	1,2
Sports games	32,9	32,5	32,7	35,2	35,2	39,4	35,9	37,1	33,3	37,6
Outdoor activities	4,6	6	6,2	5,6	5,6	6,9	6,9	7,1	6,9	7,4
Others	7,1	8,2	7,3	7,6	7,5	11,5	6,4	5,8	16,1	8,8

As the table shows, most of the teachers are rather conservative and mostly include traditional physical activities such as athletics, gymnastics and sports games in physical education lessons. Swimming is taught only in cases where the school has its own pool or the pool is situated in the close vicinity of the school premises (except for the compulsory swimming courses for 5th and 6th grades).

The low percentage of outdoor activities, though increasingly popular, is not a surprise since they have mostly the form of courses. Other physical activities related to nature are to be found in the “Other” section of the table. These activities for example include orienteering, inline skating and ice-skating or indoor climbing. When comparing the programmes for basic schools (grades 5 to 9) with the first five grades of grammar schools we can observe that there is no significant difference in the percentage of time spent within the individual physical activities. Table 1 shows that sports games take the maximum of time in each grade compared to other physical activities and their percentage is never less than 30.

The first set of questions on sports games in PE classes focused on the facilities and equipment intended for it. The results are shown in Table 4. For comparison purposes of all the following questions, the author of this paper also provides the overall results of the surveys carried out by the Faculty of Physical Education and Sport of Charles University between the years of 2007 and 2009 that were published in dissertations. The relevant results for each survey are labelled by the name of the dissertation author whereas the column with the results of this survey is labelled with the sign 2010/11.

Tab. 4. *The comparison of school equipment for physical education*

The equipment for your PE lessons are:	KUČERA	MÁCA	ŠRÁMEK	2010/11
High quality and regularly used	74,2	38,5	52,2	63,2
High quality, but used only partly	9,7	7,7	30,4	15,8
The equipment for max. of 4 sports games	16,1	38,5	8,7	15,8
Inappropriate equipment (for less than 4 sports games)	0,0	15,4	8,7	5,3

With the exception of results in the South Bohemian Region (Máca, 2009) the results show that the equipment for sports games are sufficient and correspond to the extent of their incorporation into the curriculum of physical education classes. The material equipment is closely related to the sports facilities for sports games at each of the schools. This was observed in two questions (Table 5-6). The first question asked for the size of the gymnasium (Table 5) and the second question asked for the size of outdoor facilities (Table 6).

Tab. 5. *The size of the gymnasium*

The indoor physical activities are held in:	KUČERA	MÁCA	ŠRÁMEK	2010/11
gymnasium which is at least the size of basketball court	45,2	69,2	43,5	65,8
gymnasium which is at least the size of volleyball court	48,4	30,8	43,5	34,2
gymnasium which has smaller size than volleyball court	6,5	0,0	13,0	0,0
room which is not gymnasium	0,0	11,5	0,0	0,0

In the case of the size of the gymnasiums the results of this research show significant differences in comparison to the Vysočina Region (Kučera, 2008) 45.2% and the results from Plzeň schools (Šrámek, 2007) 43.5%. In the case of the South Bohemian Region (Máca, 2009) the results were comparable (69.2% a 65.8%). (We may conclude that in relation to this criterion the material facilities of schools are not sufficient.)

Tab. 6. *The size of outdoor facilities*

The outdoor facilities of your school are represented by:	KUČERA	MÁCA	ŠRÁMEK	2010/11
multifunctional playground/court with artificial surface	25,8	23,1	73,9	52,6
playground with grass or asphalt surface intended for sports activities	35,5	46,2	21,7	31,6
School neighbourhood not adapted for physical education lessons and sport activities	35,5	30,8	0,0	13,2
park or other public spaces	3,2	0,0	4,3	2,6

The results of the survey of outdoor facilities point out the general improvement of conditions for the outdoor physical education lessons thanks to the regional grant politics. The critical results in this field were acquired in the Vysočina Region (Kučera, 2008) and also in South Bohemian Region (Máca, 2009). On the contrary the results of our survey in Plzeň (Šrámek, 2007) show positive values.

The choice of sports games in observed populations is shown in table 7.

Tab. 7. *Percentage of sports games incorporated in physical education classes*

	KUČERA	MÁCA	ŠRÁMEK	2010/11		Students of FTVS	
				Men	Women	Men	Women
football	64,5	80,8	82,6	73,7	18,4	90,8	53,9
basketball	100,0	96,2	100,0	78,9	68,4	82,6	79,8
handball	54,8	34,6	60,9	18,4	15,8	31,5	16,9
volleyball	93,5	84,6	91,3	65,8	76,3	65,8	70,8
softball/baseball	71,0	57,7	56,5	28,9	26,3	42,4	34,8
floorball	90,3	96,2	82,6	71,1	52,6	75,5	68,5
ringo	41,9	26,9	65,2	15,8	26,3		
frisbee	16,1	11,5	26,1	15,8	7,9		
dodge ball	25,8	19,2	0,0	26,3	39,5	88,0	89,9
swap	22,6	30,8	0,0	10,5	42,1		

The results are not surprising. Among sports games traditionally taught in physical education classes such as football, basketball, volleyball and handball (Jeřábek, 1996), we may observe decrease in popularity of handball. On the other hand floorball receives the highest preference among all sports games.

Bat sports (softball and baseball), nowadays also joined by bren ball - an unknown game in the past, acquired average values. It may be surprising, though, that the secondary level of basic schools still has quite high rate of dodge ball game in comparison with past results (represented by the opinion/answers of students from Charles University – Table 7).

When comparing all the surveys we may not find significant differences in research results despite the fact that the samples were not representative. For the purpose of comparison the author provides Table 8, which summarises the research results of Kučera (2008), Máca (2009) and Šrámek (2007). Table also shows the popularity rate of individual physical activities among the pupils (secondary level of Basic School).

Tab. 8. *Popularity of physical activities*

Physical Activities	KUČERA	MÁCA	ŠRÁMEK
Individual sports (athletics, gymnastics, swimming...)	19,7	18,9	15,4
Sports games (football, ice.hockey, floorball...)	62,3	65,8	64,9
games (obstacle course, competitions...)	14,3	10,6	12,9
does not enjoy any physical activity	3,7	4,8	6,8

The results clearly show the superiority in popularity of sports games in physical education classes among the pupils of secondary level of Basic schools. To oppose the current criticism of the state of physical education the results of all the surveys show rather low percentage of pupils who do not enjoy any of the sports taught in the physical education classes. From the popularity perspective traditional approach prevails. The most popular sports games among boys are football, basketball and floorball and dodge ball and floorball among girls.

CONCLUSION

The future research needs to focus more on pupils' opinions. It shall not search only for descriptive characteristics but also focus on the attitudes and causes of the active or passive approach to physical education classes both with the pupils and the teachers. Our research may therefore serve as a probing into current issues of sports games and their incorporation in physical education curriculum and as a starting point for the next research.

The results of our research have shown that Czech teachers, as well as pupils, from observed schools prefer sports games to other physical activities in physical education classes. The number of sports games incorporated in the curriculum of Basic schools is increasing. The results have also shown that from the secondary level pupils' perspective sports games are the most popular activity in physical education classes.

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