

Pohybové aktivity v přírodě a jejich zařazení do školních vzdělávacích programů

Physical activities in nature and their inclusion in school curricula

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Abstrakt

Cíle práce: Cílem příspěvku je ukázat, jaký význam v hodinách tělesné výchovy kladou učitelé na pohybové aktivity v přírodě a jakým způsobem řeší jejich zařazení do výuky v zaváděných Školních vzdělávacích programech na základních a středních školách v České republice.

Metoda: Veškeré údaje byly získány pomocí anketního šetření. Anketa obsahovala otázky uzavřené, škálové, popřípadě ještě doplněné vlastní odpovědí.

Výsledky: Ve srovnání se zimními kurzy se letními turistickými a vodáckými kurzy ve školách využívá podstatně méně. Zajímavým zjištěním je, že tyto kurzy jsou více v oblibě na středních školách, než na základních školách. Předpokládáme, že je to převážně z důvodů bezpečnostních, zejména při kurzech vodní turistiky. Z výsledků vyplývá, že prakticky ve všech školách našly lyžařské kurzy své místo ve školních vzdělávacích programech a jsou pravidelně realizovány. V organizaci kurzů nadále přetrvává tradiční způsob, kdy kurz po všech stránkách zajišťuje pořádající škola. Stále větší důraz je kladen na personální zabezpečení lyžařského výcviku.

Abstract

Objective: The objective of this paper is to show what importance teachers place on physical education in nature during physical education classes and how they solve their inclusion in tuition as part of the school curricula introduced in basic and secondary schools in the Czech Republic.

Method: All data was obtained by survey-based investigation. The survey contained closed and scaled questions, as well as questions that respondents could supplement with their own responses.

Results: Compared with winter ski courses, summer tourism courses and water tourism courses are held significantly less frequently at schools. An interesting finding is that these courses are more popular at secondary schools than they are at basic schools. We assume that this is largely for safety reasons, especially for water tourism courses.

The results show that ski courses have found their place in virtually all school curricula and are implemented on a regular basis. The traditional method remains in use for the organisation of courses, with all aspects of a course being put together by the organising school. An increasing degree of emphasis is being placed on the staffing and organisation for ski training.

Klíčová slova: *Aktivity v přírodě, vodní turistika, turistika, lyžování, tělesná výchova, rámcové a školní vzdělávací programy*

Key words: *Outdoor activities, water tourism, tourism, skiing, physical education, general and school curricula.*

This study was carried out with the support of the Research Project Grant MSM 0021620864 of Ministry of Education, Youth and Sports of the Czech Republic and grant UK - PRVOUK no. 39.

INTRODUCTION

On 7 April 1999, the Czech Government approved the main education policy objectives. These objectives formed the basis of the “Plan for Education and the Development of the Education System in the Czech Republic”

published by the Ministry of Education, Youth and Sports (MEYS) on 13 May 1999 (Kotásek et al, 2001). The final vision of the National Programme for the Development of Education was approved at a meeting of the Government of the Czech Republic on 7 February 2001. A new system of curricular documents for the education of students between 3 and 19 years of age is incorporated into the education system on the basis of the Education Act and the White Paper. These curricular documents are compiled at two levels – state and school. The state level is represented by the National Education Programme (NEP), which sets the requirements for education, which are applicable in initial education as a whole. Also included are “Framework Education Programmes” (FEP), which set binding education frameworks for its individual stages (for pre-school, basic and secondary education). The school level is then represented by the “School Education Programmes” (SEP), according to which education is provided at individual schools. The compilation and approval of the FEP proceeds gradually according to the level of education (Jeřábek, Krčková and Hučínová, 2007). The implementation into practice of the framework and consequently the school education programme was divided into several phases. All basic schools were obliged to commence teaching pursuant to the new plan by September 2007. Schools that had already compiled an education programme commenced tuition in Years 1 and 6 in September 2005. The MEYS approved the FEP for grammar schools on 24 June 2007. Schools were obliged to start teaching pursuant to their SEPs by 1 September 2009 at the latest, namely in the first years of four-year grammar schools and the corresponding years of grammar schools consisting of more than four years.

Objective

The objective of this paper is to show what importance teachers place on physical education in nature during physical education classes and how they solve their inclusion in tuition as part of the school curricula introduced in basic and secondary schools in the Czech Republic.

METHODS

This is a descriptive study conducted at selected basic schools in the Czech Republic. For comparison purposes, we used the results of two independent studies. The first of these was created for the purposes of compiling a Bachelor’s thesis, supervised by the author of this paper. The second study was part of a larger survey conducted as part of the Faculty’s Research Objectives. The research was conducted by way of a survey in both cases. In most cases, the survey contained closed and scaled questions, as well as questions that respondents could supplement with their own responses (Jeřábek, 1998). The actual questions, as well as their order, were created solely for this survey.

An analysis of the results was carried out by analysing the frequency of responses to survey questions with a qualitative description of the possible causes.

Observed population

The first observed population consisted of teachers from 34 schools in the Central Bohemian Region. The survey was distributed to both urban and rural schools. Of this, 20 surveys were returned from urban schools and 14 from rural schools. The Central Bohemian Region website (www.kr-stredocesky.cz) was the basis on which schools were selected. We selected several basic schools at random from each district, emailing the survey to 75 schools. The total return rate of this survey was 45.3%. The second population consisted of 75 secondary school teachers (43 women and 32 men) and 76 basic school teachers (47 women and 29 men) throughout the Czech Republic. This selection cannot be considered random, as it was dependent both on the teachers’ participation in the seminar entitled “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 questionnaires was 48%. Table No. 1 shows the length of practice of the teachers surveyed.

Tab. 1. Character of the monitored set – length of practice

Length of practice	PS (1) [%]	PS (2) [%]	SS [%]
Up to 5 years	14,7	10,5	22,9
6 – 10 years	14,7	23,7	14,3
11 – 20 years	17,6	36,8	20
over 20 years	52,9	26,3	42,9

Note: PS (1) are basic school teachers from the first monitoring period (Central Bohemian Region), PS (2) are basic school teachers from the second monitoring period and SS are secondary school teachers from the second monitoring period

RESULTS AND DISCUSSIONS

Physical activities in nature are gaining popularity in society. Table No. 2 shows how they are included as part of school curricula.

Tab. 2. Physical activities as part of school curricula

	PS								
Class	5	6	7	8	9				
Athletics	23,9	28,6	29,1	28,3	28,2				
Gymnastics	20,2	19,6	20,4	20,8	20,2				
Swimming	6,0	5,0	3,5	0,8	3,5				
Sports games	32,9	32,5	32,7	35,2	35,2				
Activities in nature	4,6	6,0	6,2	5,6	5,6				
Other	7,1	8,2	7,3	7,6	7,5				
	Multi-year grammar school					Grammar school			
Year	5	6	7	8	9	1	2	3	4
Athletics	22,2	25,9	25,6	24,2	26,8	23,1	23,1	23,4	19,6
Gymnastics	20	19,1	20	18,9	18,2	19,8	17,1	17,6	15,2
Swimming	0	5,9	4,4	0,6	1,2	3	3,9	2,1	2,1
Sports games	39,4	35,9	37,1	33,3	37,6	38,7	41,5	41,5	48,2
Activities in nature	6,9	6,9	7,1	6,9	7,4	7,5	6,9	7,1	5,9
Other	11,5	6,4	5,8	16,1	8,8	8	7,6	8,3	9,1

Note: data in all tables is given in %

The low percentage of their inclusion is not surprising, as they appeal mostly in the form of courses. Other physical activities related to the natural environment were also quoted by teachers in the item headed “other”. One example included foot orienteering or climbing on artificial walls. Likewise, in several cases teachers also reported skating, both on ice as well as inline skates. As is evident from Table No. 2, a certain degree of conservatism prevails as far as teachers’ inclusion of traditional physical activities, such as athletics, gymnastics and sports games. Swimming, with the exception of the statutory inclusion in the curriculum (years 5 and 6), is included in cases when the school has its own swimming pool or has one in the close vicinity.

Water tourism is the activity least included from the viewpoint of the individual courses of activities in nature selected. The results are shown in Table No. 3 and they clearly show the absolutely distinct approach employed at secondary and basic schools. A third of secondary schools include water tourism on a regular basis, which is certainly pleasing. The reason for the less frequent inclusion of these courses as part of the curriculum of basic schools is proving to be not only the poor material equipment of these schools (Table No. 4), but in particular the great safety demands ensuing from participation in such courses. This is the reason that they are probably included more often as part of the curriculum at exclusive secondary schools.

Tab. 3. *Organisation of water tourism and tourism courses*

	Water tourism course		Tourism course	
	PS	SS	PS	SS
Yes, regularly	5,9	33,3	19,4	47,6
Yes, irregularly	5,9	9,5	5,6	16,7
No	91,2	57,1	66,7	28,6

Tab. 4. *Equipment for water tourism courses*

Do you have your own equipment?	PS	SS
Yes	0,0	9,5
No, we borrow it	5,7	28,6
We use a travel agency	5,7	4,8
No, we don't and we don't borrow it	88,6	57,1

Essentially the same situation prevails in the case of organising summer tourism courses. Even though almost half the respondents from secondary schools stated that they include tourism courses as part of their tuition, it is being shown that emphasis on safety also prevails during the organisation of these physical activities. The character of the courses organised also corresponds to this fact – with courses held in one place prevailing (Table No. 5), which is certainly simpler from the viewpoint of both organisation and safety.

Tab. 5. *Character of tourism courses*

	PS	SS
In one place	50,0	84,6
Travelling	25,0	7,7
Combination	25,0	7,7

The most common physical activity, from the viewpoint of courses conducted in nature, is skiing. We supplement the research results with the results of the Bachelor's thesis compiled by a student of Charles University's Faculty of Physical Education and Sport (Křikavová, 2010). The results of the survey question (Table No. 6) on organising skiing courses clearly demonstrate that skiing courses continue to be included as part of the education system of basic as well as secondary schools and that they are also organised annually by these schools.

Tab. 6. *Response to the question: "Do you hold a skiing course?"*

	PS	PS – Central Bohemian Region	SS
Yes, annually	88,6	91,2	95,2
Yes, irregularly	8,6	2,9	2,4
No	2,9	5,9	2,4

In addition, it is also pleasing that there are no differences between urban and rural schools (Křikavová, 2010). Despite their handicap compared to urban schools (smaller numbers of students, more complicated economical situation in rural areas, etc.), rural schools are able to hold skiing courses.

Tab. 7. *Response to the question: "In what locality do schools hold skiing courses?"*

We hold our course:	PS	PS – Central Bohemian Region	SS
only in the Czech Republic	94,1	81,8	61,9
only abroad	0,0	3,0	7,1
in the Czech Republic and abroad	5,9	15,2	28,6

Whereas basic school teachers tend to give preference to Czech locations, at secondary schools a shift is also evident in the quality of skiing conditions, i.e. skiing abroad (Table No. 7). The research in the Central Bohemian Region shows that rural basic schools make exclusive use of Czech locations (Křikavová, 2010). Comparable results also ensue from the work conducted by Binterová (2008). Respondents namely highlight the continuing price difference, emphasise knowledge of the terrain or, conversely, the language barrier in the case of locations abroad. Last but not least, they mention the educational focus of getting to know the Czech mountains. The authors are fully aware of the fact that the results cannot be generalised, and the situation in border areas, for example, which are closer to alpine ski resorts, may well be different.

Tab. 8. Response to the question: "Who is the instructor on ski courses?"

	PS	SS
Only PE teachers	29,4	38,0
School teachers	32,3	40,4
Hired instructors + teachers	38,2	19,0

In the research conducted in the Central Bohemian Region we posed this question somewhat differently and the results showed that schools do not merely use hired instructors for instruction purposes, but always use the school's teachers (only the school's teachers in 51.5% of cases, and a combination of hired instructors and other teachers from the school in the remaining 48.5% of cases).

CONCLUSION

The creation of the Framework Education Programmes and the implementation of school education programmes have resulted in certain changes at schools. Whereas the curricula thus far have included courses of activities in nature, whether summer or winter, firmly into the teaching outline, a framework education programme gives a school the option to elect whether or not to include these courses as part of its curriculum. It turns out that, in the case of skiing courses, most schools include these courses as part of their SEPs. Long-standing tradition at our schools speaks in their favour (skiing courses), whereas the relatively high one-off investment, often without any follow-up, stands against them.

It is pleasing to discover that skiing courses have found their place in the school education programmes of virtually all schools and are held on a regular basis. These courses continue to be organised in the traditional manner, with all aspects of the course being taken care of by the organising school and instructors being selected from among the school's teachers. Ever more emphasis is being placed on the staffing quality of the ski training, on the course participants' safety and the provision of medical supervision. Compared to winter courses, water tourism and tourism courses are organised significantly less frequently. An interesting finding is that these courses are more popular at secondary schools than at basic schools. We assume this is mainly due to safety reasons, both as far as water tourism courses are concerned, as well as during tourism courses and nature-based activities. The equipment required for water tourism, which most schools do not own, may also play a definite role. The reasons may also be financial, if schools hire the equipment needed from equipment hire companies.

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