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University of Balearic Islands
State Higher Vocational School
in Raciborz



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Contents

Original Papers

Deborah A. Garrahy, Margaret M. Coleman <i>Physical Education-Teacher Education in the United States: Preparing Tomorrow's Teachers for America's Classrooms</i>	5
Herbert Zoglowek <i>Physical Education in Norway</i>	17
Seyhan Hasırcı <i>Physical Education in Turkey</i>	27
Luca Eid, Nicola Lovecchio, Marco Bussetti <i>Physical and Sport Education in Italy</i>	37
Iryna Turchyk, Mykola Lukjanchenko, Tetjana Krucevych, Sergii Djatlenko <i>The Peculiarities of Physical Education Programme (5–9 Grades) in Ukraine</i>	43
Xavier Ponseti, Pere A. Borràs, Josep Vidal, Jaume Cantallops, Pere Palou Sampol <i>Physical Education Teachers in Spain</i>	49

Information

Physical Education Teacher	56
Information for the Paper Authors	57



Physical Education-Teacher Education in the United States: Preparing Tomorrow's Teachers for America's Classrooms

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Abstract

The purpose of this article is to examine university programs that prepare physical education teachers in the United States of America. Information will focus on accredited versus non-accredited programs and the status of physical education and physical activity of school aged youth in America.

Key words: physical education, teacher education, accredited programs.

Introduction

Certification programs for physical education teachers are designed to empower

For the first time in American history, youth 20 years of age and younger, are not expected to outlive their parents. Between 1980 and 2004, the rate of obesity "tripled among children and adolescents, with 1 in 3 children overweight or obese" [3]. Of children 6-11 years old in the United States, 33% are categorized as overweight and 17 % are obese. Youth between the ages of 12 -19, 34% are listed as overweight, while 17.6% are obese [11]. Many variables come into play in relation to the health problems children and youth are having related to a lack of physical activity. America's youngest citizens are driven to and from school, consume fast food (e.g. McDonald's, Kentucky Fried Chicken), play video games, and lead sedentary lives. Studies indicate that "65% of all high school students did not meet the recommended levels of physical activity which include 60 minutes per day on five of the previous seven days. Additionally, "fewer than 1/3 of all children 6-17 years old engage in vigorous activity..." [11]. Finally, factors such as the reduction or elimination of physical education from the school curriculum must be considered as well.

As diverse as the United States is, so are the expectations for physical education in our

public schools. Many variables come into play to explain this. For example, 82% of states (n=42) require physical education teachers to be licensed at the elementary level. However, 57% of states (n= 29) allow an elementary classroom teacher to teach elementary physical education [11]. Permitting a classroom teacher, who does not possess any specialized preparation in physical education, to teach elementary physical education is very problematic. Another variable relating to this is the recommended amount of time students should be receiving in physical education each week in the United States. The National Association for Sport and Physical Education (NASPE) recommends 30 minutes per day (150 minutes per week) at the primary school level and 45 minutes per day (225 minutes per week) at the secondary level. However, to date, only one state, Alabama, meets these national recommendations at the kindergarten through 12th grade (K-12) level [11]. Finally, while the amount of time K-12 students spend in physical education has decreased, their sedentary time has increased. On an average school day 25% of high school students spend three or more hours using a computer (not related to school work) or playing video games. Thirty-five percent also spend three or more hours watching television on an average school day [11]. This being said, parents are beginning to realize the importance of physical education in American schools. In a

survey conducted by NASPE “95% of parents surveyed believed that daily physical activity helps with academics and should be part of the curriculum in K-12,” while seventy-six percent of parents thought that more physical education could control obesity [11]. The health related outcomes of the future generation of American citizens is at stake. In 2010, America spent approximately \$344 billion (€ 242.5 billion) on obesity related medical expenses [11]. Thus, it is even more important that physical education-teacher education (PETE) programs prepare future teachers with innovative and effective pedagogical practices.

The above statistics reveal the difficulties in not having a national curriculum for physical educators to implement. While The National Association for Sport and Physical Education has defined quality learning experiences through kindergarten through 12th grade physical education standards, the United States does not have a national curriculum. Thus, it is imperative that physical education-teacher education programs prepare teacher candidates who are qualified to implement these standards (Appendix A). The purpose of this manuscript is to examine the university programs that prepare future physical educators, focusing on accredited versus non accredited programs. Additionally, an analysis will be provided on how one accredited physical education- teacher education program prepares future physical education teachers.

University students in the United States have many options when selecting Physical Education-Teacher Education (PETE) as their area of study. Ayers and Housner noted there were approximately 200 PETE programs within the 50 states [2], including public and private universities. There are two main tracks for teacher education in the United States: non-accredited and accredited programs. Non-accredited programs are not required to undergo any type of external review process on a regularly scheduled basis, nor are they obligated to meet the standards established by their professional organizations. In the case of Physical Education-Teacher Education in the United States, that professional organization would be NASPE. An “accredited” university

teacher education program has “met national standards set by the teaching field at large and has undergone rigorous external and impartial review by professionals, policymakers and representatives of the public [4].” Additionally, an on-site evaluation is completed by three to eight examiners over a three day visit to the university. Accredited universities are certified as having demonstrated “best practices,” which are the most up-to-date instructional strategies as related to specific fields of study (e.g. PETE). Metzler [8] identified several best practices that have emerged in teacher education over the last several years including:

recruiting better students, providing a balance between content and pedagogy, assessing candidates from admission to graduation and through their first few years of teaching, providing early and longer field experiences, assessing university programs to demonstrate how well they meet standards.

Best pedagogical practices in physical education-teacher education have been developed by The National Association for Sport and Physical Education (NASPE). The 2008 edition of the National Standards and Guidelines for Physical Education-Teacher Education include six standards and 28 elements (See Appendix B for a complete listing). For a PETE program to be accredited, the faculty and students must meet all of the standards and elements established by NASPE. These standards, which outline the minimal competencies expected of a new physical education teacher, include [10]:

- Scientific and theoretical knowledge: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
- Skill based and fitness based competence: physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 standards.
- Planning and implementation: Physical education teacher candidates plan and implement developmentally appropriate

learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

- Instructional delivery and management: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Impact on student learning: Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.
- Professionalism: Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

For accredited universities, this process is lengthy, rigorous, involves years of data collection on teacher candidates, an electronic report submission by faculty and on-site visits by the accrediting organization. The accreditation process has many stakeholders. These include the university teacher education program as a whole in addition to the individual teacher education content areas (science, mathematics, etc.). So, why would a university and PETE program seek accreditation? Multiple reasons exist, depending upon who is asked. From the University's perspective, reasons focus on an on-going reflective practice assessing the quality and improvement of the program, access to federal funding, and acknowledgment the program is teaching and implementing up-to-date pedagogical practices [13]. Additionally, the university's teacher education program receives the "seal of approval" from the accrediting body in having met the national standards [4].

The National Council for the Accreditation of Teacher Education (NCATE) states that a graduate of an accredited program benefits from such an experience in that "Many states have reciprocity agreements based on graduation from NCATE accredited schools, so graduates of NCATE accredited schools will generally find it easier to apply for licensure when they move out of state" [4]. For example, a graduate of Illinois State University's PETE program will only be licensed to teach physical education in the State of Illinois. If the graduate were to move to the

state of New York, they must meet the licensing requirements for the state of New York.

As of this writing, there are two accrediting institutions in the United States: The National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE was established in 1954 and accredits approximately 640 institutions, while the Teacher Education Accreditation Council (TEAC) started in 1997, accredits approximately 90 universities. However, in October, 2010, both agencies merged to form one organization: The Council for the Accreditation of Educator Preparation (CAEP), representing a unified perspective on teacher education. The merger of these two organizations is expected to be complete by 2012.

While there are national standards and accrediting bodies, each university has the academic freedom to establish their own assessments for measuring each standard. Thus, there is a high level of individuality from each institution. Once students are accepted into a teacher preparation program, course assignments and assessments are associated with the accreditation process. At Illinois State University, PETE faculty incorporate the National Standards and Guidelines for Physical Education-Teacher Education into their course content (Appendix C). All accredited material is submitted through an electronic portfolio maintained by each teacher candidate. This information is used to generate program reports which include aggregated data submitted for accreditation purposes. As a specific example, KNR 158: Instructional Strategies in Physical Education is the first major class a teacher candidate completes at Illinois State University. Candidates are taught the mechanics of designing a lesson plan, participate in peer teaching, and complete analysis of teaching performance. Examples of assignments in this course include, but are not limited to, designing and implementing four lesson plans and self-analysis of DVD recordings of each teaching experience. The professor analyzes each DVD recording as well and a grade is assigned. The fourth lesson is submitted as evidence to the teacher candidates' electronic portfolio and their

final grade for this assignment is recorded for accreditation purposes by the professor. These particular assignments relate to the National Standards and Guidelines for Physical Education-Teacher Education # 3: Planning and Implementation and #4: Instructional Delivery and Management. It should be noted that professors are responsible for recording data on each physical education-teacher education major every semester. Data are analyzed in relation to each standard, reports completed and submitted. Through this reflective process, programmatic changes are made as determined by the analysis of the data.

The typical timeline for an accreditation process includes ongoing data collection, a seven year review cycle, and a report submitted one year prior to the on campus visit by board examiners. In addition to the faculty time and resources dedicated to the accreditation process, which is above and beyond typical faculty workloads, there is a financial cost to each university. The fees assessed a university seeking accreditation are determined on a sliding scale. For instance, a university graduating 1150 or more new teachers each year would pay an annual fee of \$4,695 (€3279) to NCATE. Over a course of seven years, a university would pay a total of \$32,865 (€22,953) prior to an on-site visit by the board of examiners. This does not include any additional fees for the on-site visit. The number of examiners visiting the university can range from three to eight, with an average cost of \$1750 (€1222) for each examiner visiting the campus. If eight examiners are assigned, the total cost to the university would be an additional \$14,000 (€9778) for the onsite visit. Requirements also include that the university pay for hotel accommodations, transportation, meals, supplies, computer rentals and workrooms at the hotel [5]. Decisions based on the review of the written report and the onsite visit by the board of examiners can lead to programs being accredited or having their accreditation revoked.

Physical Education-Teacher Education at Illinois State University

Teacher education has a long and rich history at Illinois State University. At its founding in 1857, it was stipulated that the school would

be the Illinois State Normal School. The primary purpose of a normal school was to train teachers for the state's common schools. Over time, normal schools evolved into teachers colleges and finally into multipurpose universities. Unlike many other schools, however, Illinois State University has maintained its normal school identity into the 1960's by retaining the word normal in its name [7]. The Physical Education-Teacher Education (PETE) program has been in existence for over 100 years and has established itself as one of the largest teacher education programs in the country, with over 250 undergraduate students currently enrolled in the program.

State Requirements

In the United States, education programs are overseen by the individual states rather than through the federal government. In the state of Illinois, education of children in grades Kindergarten through High School (12th Grade) and teacher education is governed by the Illinois State Board of Education (ISBE). The ISBE is the state agency that certifies licenses to teacher education graduates and sets standards for teacher education programs that must be met in order for candidates to receive their teaching licenses. These standards include technology competencies and the successful completion of three state level examinations. Technology competencies help to ensure that teacher candidates are proficient in a variety of technology exercises from spread sheets to desktop publishing. With regard to examinations, the first is the State of Illinois Basic Skills Test and is required to be taken relatively early in a teacher candidate's program of study. This test measures the mathematics, reading and writing skills of future teachers. A minimum grade must be achieved before the teacher candidate is allowed to proceed in the program of study. The Academic Content Area Exam is the second state level exam and is taken approximately midway through the program of study. Each program of study requires successful completion of its Academic Content Area exam. Thus, each teaching field, whether it is physical education-teacher education, history, art, English, foreign

languages, mathematics or any of the 29 teacher education programs on campus has a state level exam specifically designed to assess content knowledge in that field. During a teacher candidate's final semester at the university, the Assessment of Professional Teaching Exam is taken to measure the pedagogical skills of the teacher candidate relative to their program of study. A teacher candidate must pass the pedagogy exam in order to receive a teaching license in the state of Illinois.

College of Education Requirements

At Illinois State University, all teacher candidates, regardless of their field of study, are required to take coursework through the College of Education. The mission of the College of Education is "the preparation and continuing professional development of teachers" [1]. The series of five courses taken by all teacher candidates helps to ensure that content and class experiences are consistent for all programs. The content of these courses include child growth and development, issues in secondary education, literacy in the content area, instructional methods at the secondary level and philosophical foundations of education.

Additionally, in 1992 the College of Education began the implementation of a campus-wide Performance-Based Assessment (PBA) System. "The PBA system establishes critical points at which teacher candidates will be assessed" [1] and has identified various accreditation standards and requirements established by the Illinois State Board of Education. This collection of assessments and requirements were developed to ensure that all teacher candidates possess the knowledge, skills, and dispositions required for successful teaching careers. In addition, it ensures that Illinois State University teacher education programs meet the Illinois State Board of Education and national accreditation requirements [6]. These PBA standards are linked to course requirements in the College of Education as well as to course requirements in the Physical Education-Teacher Education program. Linking state certification and accreditation requirements with coursework helps to make these requirements relevant and

ensures that they are taught and assessed at appropriate points in the teacher candidate's program of study.

Lastly, the College of Education oversees the final field experience, student teaching. Student teaching is an intensive field experience where a teacher candidate spends a semester (16 weeks) in a school setting with varying responsibilities for the delivery and assessment of course content in their field of study. In PETE, teacher candidates are certified in grades K-12, resulting in two student teaching placements. Thus, during the 16 week semester, a teacher candidate will be placed for 8 weeks at an elementary site (grades K-5) and the other half of the semester (8 weeks), is spent at a secondary site (grades 6-12). Every effort is made to place teacher candidates at schools that will provide an optimal learning experience for all concerned, the teacher candidate and the pupils at the school.

Kinesiology and Recreation Requirements

The School of Kinesiology and Recreation at Illinois State University offers five major areas of study: Recreation Management, Therapeutic Recreation, Athletic Training, Exercise Science and Physical Education-Teacher Education. Students enrolled in Athletic Training, Exercise Science and Physical Education-Teacher Education complete a common core of Kinesiology classes. These courses include Human Anatomy and Physiology, Principles and Applications of Field-Based Assessment, Socio-Psychological Perspectives in Physical Activity, Motor Learning, Exercise Physiology, and Biomechanics. This common core reflects the faculty's belief in the importance of understanding the academic discipline of kinesiology as a whole and provides students with a broad understanding of the various sub-disciplines in the field. At some universities these classes are taught in a variety of departments such as biology or psychology. A strength of the program at Illinois State University is that these courses are taught by professors of kinesiology.

Physical Education-Teacher Education Requirements

PETE teacher candidates at Illinois State University undergo a rigorous course of study in the pedagogy of teaching physical education. Course content represents cutting edge research in the field of pedagogy and is taught by professors with active research agendas and physical education teaching experience in K-12 public schools. Just as with the College of Education requirements, Physical Education-Teacher Education courses are designed to provide teacher candidates with the skills, knowledge and dispositions to become effective teachers of physical education.

Towards that end, the faculty have designed courses that emphasize two broad areas: pedagogical content knowledge and pedagogical knowledge. Pedagogical content knowledge focuses on the ability to teach a variety of skills and activities to K-12 students. To accomplish that, teacher candidates enroll in four courses: Teaching Team Sports, Teaching Individual/Dual Sports and Activities, Teaching Dance and Tumbling/Gymnastics Forms and Promoting Physical Activity and Fitness in Physical Education. It is important to note that while skill acquisition is certainly a desirable outcome of these courses; the emphasis is on attaining the necessary pedagogical skills to teach activities. Teacher candidates learn effective skill progressions, cues, equipment needs, and strategies to use in their future teaching.

Pedagogical knowledge is attained through a series of three methods courses, where teaching skills are taught and implemented. An initial course, Instructional Strategies in Physical Education, focuses on effective teaching practices that are unique to the field of physical education. Content development, management skills, use of feedback, writing of objectives and lesson planning are stressed. This information is applied by the teacher candidates in a series of four peer teaching experiences throughout the semester. Each teaching experience is digitally filmed and the teacher candidate completes an extensive self-evaluation prior to a final evaluation by the professor. The second

methods course is Teaching Elementary Physical Education where the content of the initial class is built upon with an emphasis on elementary (K-5) physical education. Developmentally appropriate activities and curriculum for children are stressed. As in the initial methods class, the information is applied in an elementary field experience where teacher candidates are placed in an elementary school to observe and assist an elementary physical education teacher as well as instruct children at the school. The final methods class is Secondary Methods and Practices in Physical Education. Again, the foundational knowledge acquired in the Instructional Strategies course is built upon but in this course, the emphasis is on effective teaching practices at the secondary (grade 6-12) level. Adolescent development, secondary curricular practices and developmentally appropriate curriculum at the secondary level is stressed. This course also has an intensive field experience where teacher candidates are placed at the middle school level (grades 6-8) and teach a series of classes to pupils. As in the previous class, each teaching episode is digitally recorded for evaluation by the teacher candidates as well as the class professor.

The emphasis on analysis of one's own teaching through digital recording is a unique strength of the program. It should be noted that the evaluation rubrics used to assess both lesson plans and teaching experiences are standardized. Teacher candidates begin to use these rubrics in the initial methods class and continue to use them through the elementary and secondary methods classes as well as in their student teaching. Familiarity with faculty expectations and a consistent programmatic message help develop a teacher candidate who truly represents the philosophy and goals of the PETE program. Learning to continuously self-evaluate and interpret data collected during self-evaluations help teacher candidates learn what it means to be a reflective teacher and chart their own development as a teacher. Additionally, the data derived from the teaching evaluations is an invaluable source of continual program assessment for the PETE program.

Prior to a teacher candidate's 16 week student teaching experience, during the last semester of studies, all PETE majors will have completed a minimum of 100 clinical hours in Pre-school through 12th grade settings. These settings range from observing and assisting in the gymnasium to teaching physical education lessons. In addition to the courses previously mentioned in this paper, there are two specific requirements that are unique to the PETE program at Illinois State University. The first is completed early in the program of studies (second semester) in Motor Development. During this course, teacher candidates are required to plan and implement physical activities for pre-school aged children (3-5 years of age). Activities are based on developmentally appropriate motor skill progressions and theories of human motor development. The second experience occurs in the candidates' last year on campus, in Adapted Physical Education. The Adapted Physical Education course focuses on teaching physical education to students with disabilities. Federal education laws in the United States require that all students with disabilities must receive physical education based on their unique need. Thus, every physical education candidate should be prepared to work with students with disabilities in the public school setting. A distinctive feature of this course is that each candidate completes a 14 week clinical experience in a public school setting working with students with disabilities. For a complete list of course requirements at ISU, please see the program of study in Appendix D.

On a final note, the current economic climate of the United States makes for a challenging job market with public schools having to lay off teachers to save money. Even with this economic downturn, Illinois State University PETE graduates are still enjoying a high placement rate when seeking jobs. For a teacher preparation program, this means it is even more imperative to graduate teachers who are as competent and prepared as they possible can be. A well prepared teacher who is teaching a quality physical education program will stand a better chance of keeping his or her faculty position.

The purpose of this manuscript was to examine university programs that prepare future physical education teachers, specifically focusing on accredited programs. It is hoped that an examination of one high quality teacher preparation program in physical education can open a dialog with other pedagogy specialists. In the United States, there is one major accrediting agency that identifies competencies for teacher candidates. Since individual programs are allowed to determine their own methods of assessment, there is a tremendous variety of university requirements, state examinations and program requirements. While every program in the United States and in Europe have their own unique characteristics, an exchange of ideas and best pedagogical practices can help inform all who are responsible for preparing physical education teachers.

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Appendix A

Moving into the Future: National Standards for Physical Education (for students in K-12 physical education) (NASPE, 2004, p. 1)

Standard 1: Demonstrates competency in motor skills and movement patterns need to perform a variety of physical activities.

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Reprinted from *Moving into the Future* with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191. www.NASPEinfo.org.

Appendix B

National Standards and Guidelines for Physical Education-Teacher Education (2008)

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements - Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.
- 1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

Standard 2: Skill-based and Fitness-Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards.

Elements - Teacher candidates will:

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
- 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Elements - Teacher candidates will:

- 3.1 Design and implement short- and long-term plans that are linked to program and instruction goals, as well as a variety of student needs.
- 3.2 Develop and implement appropriate (e.g. measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
- 3.3 Design and implement content that is aligned with lesson objectives.
- 3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements - Teacher candidates will:

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning

Physical education teacher candidates use assessment and reflection to foster student learning and inform decisions about instruction.

Elements - Teacher candidates will:

- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.
- 5.3 Use the reflective cycle to implement change in teacher performance, student learning and/or instruction goals and decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

Elements - Teacher candidates will:

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity.

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Appendix C

Physical Education Teacher Education Course Assignments included in the Accreditation Evaluation

KNR 156: Introduction to Physical Education-Teacher Education

- Physical fitness testing of majors

KNR 158: Instructional Strategies in Physical Education

- Lesson plan evaluation and teaching evaluation (by professor)
- Self -evaluation of teaching experience
- Reflection of teaching experiences

KNR 225: Motor Development

- Designing and implementing preschool level motor activities in a day care setting
- Lesson plan evaluation (by professor)
- Assessment of teacher candidates' fundamental motor skills (Test of Gross Motor Development-2)

KNR 221: Teaching Elementary Physical Education

- Designing and implementing elementary level motor activities in a public school setting
- Lesson plan evaluation and teaching evaluation (by professor)
- Self -evaluation of teaching experience
- Reflection of teaching experience

KNR 242: Secondary Methods and Practices in Physical Education

- Designing and implementing elementary level motor activities in a public school setting
- Lesson plan evaluation and teaching evaluation (by professor)

- Self -evaluation of teaching experience
- Reflection of teaching experiences

KNR 247: Promoting Physical Activity and Fitness in Physical Education

- Lesson plan evaluation and teaching evaluation
- Fitness assessment administered by KNR 247 students to KNR 156 majors
- Fitness self- assessment

STT 399: Student Teaching – Eight weeks at an elementary school and eight weeks at a secondary school

- Designing and implementing elementary level motor activities in a public school setting (8 weeks)
- Designing and implementing secondary level motor activities in a public school setting (8 weeks)
- Lesson plan evaluation and teaching evaluation (by professor)
- Lesson plan evaluation and teaching evaluation by public school teacher
- Self-Evaluation of teaching experience
- Reflection of teaching experiences

Appendix D

Physical Education-Teacher Education Plan of Study

Kinesiology core requirements:

COURSE	COURSE TITLE	CREDIT HOURS
KNR 181	Human Anatomy & Physiology	3
KNR 182	Human Anatomy & Physiology	3
KNR 240	Principles & Applications of Fitness Training	2
KNR 254	Socio-Psychological Perspectives Physical Activity	3
KNR 257	Motor Learning & Performance	3
KNR 280	Exercise Physiology	3
KNR 282	Biomechanics of Human Movement	3

Physical Education-Teacher Education Major Courses

KNR 156	Introduction to Physical Education-Teacher Education	2
KNR 158	Instructional Strategies in Physical Education	3
KNR 221	Teaching Elementary Physical Education	3
KNR 225	Motor Development	3
KNR 242	Secondary Methods & Practices in Physical Education	3
KNR 244	Teaching Team Sports	3
KNR 245	Teaching Individual/Dual Sport and Activities	3
KNR 246	Teaching Dance, Tumbling/Gymnastic Forms	2
KNR 247	Promoting Physical Activity & Fitness in Physical Education	3
KNR 341	Assessment in Physical Education	3
KNR 364	Senior Seminar in Physical Education	3
KNR 383	Adapted Physical Education	3

Professional Education Courses within the College of Education

PSY 215/C&I 210	Educational Psychology or Child Growth and Development	3
C&I 212	Issues in Secondary Education	2
C&I 214/216/216.08 or C&I 289.75/216.08	Reading in the Content Areas of Secondary Ed and Instructional/Eval Methods in Secondary Education or Secondary Ed. Lab for PE and Instructional Assessment and Literary Practices for Secondary Ed	6
EAF 228/231/235	Social or Historical Foundations or Intro to Philosophy of Education	3
	K-12 Student Teaching:	
STT 399.74	Secondary Student Teaching Section	6
STT 399.75	Elementary Student Teaching Section	6
	Recommended Electives:	
C&I 233.01	Middle Level Education & The Young Adolescent	3
PSY 302	Adolescent Development	3

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Physical Education in Norway

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Abstract

Physical Education has a long tradition in the Norwegian Educational system, which is based on different rationales and arguments for legitimation. After a brief historical description and a status presentation the focus will be leaded the main three perspectives, which are emphasized through the actual curriculum. The explanation and discussion of these perspectives is summarized with some comments about new perspectives in the physical Education teacher training.

Key words: educational system, physical activities, educational competence, curriculum 2006, legitimating, superordinated goals, physical education teacher.

Introduction

The general data and facts in this article about the Norwegian educational system are in the maintain based on website publications provided by the Norwegian Ministry of Education¹ and the “Norwegian Board of Education”². In addition were used the curriculum guidelines for Norwegian compulsory schooling (K’06)³ and the overview article by T. Moser et al. [14].

The Norwegian compulsory schooling, which is valid for all children in the age from 6 to 16, was introduced in 1997 after the so-called “Reform 97”. From 1889 to 1959 the compulsory education was only 7 years; in 1960 two years were added. The reform of 1997 transferred the school beginning age from 7th to 6th years old and there-with one year more was added. Nowadays the structure of the Norwegian compulsory education consists of three periods: the primary stage (1st–4th grade), the intermediate stage (5th–7th grade) and the lower secondary stage (8th–10th grade). These 10 years of comprehensive compulsory school (“grunnskole”) are obligatory and equal for all children.

Almost 100% of all children in Norway from the age of 6 to 16 attend compulsory school. In 2009/2010, this group consisted of 614000 pupils; 98% of them attended state schools [14, p. 514]. This group included also all children with foreign citizenship or immigrants, who have the same rights and conditions as the Norwegians.

The current curriculum (“Kunnskapsløftet K’06”) includes the following subjects: Norwegian, Mathematics, English, Social Studies, Natural Science and Environmental Subjects, Arts and Crafts, Music, Home Economics, Christian Knowledge and Religious and Ethical Education, and Physical Education. In addition there are periods dedicated to special topics, which can be used for physical activities and on the intermediate grade (5th–7th) pupils have 76 hours physical activity over the course of three years.

It is necessary to start with terminological explanation for to get the right understanding of the subject Physical Education in Norway. The first point is the name of the subject, which have had different denotations. The earliest was *legemsøvelser* (“body exercises”), then for a period *gymnastikk* (“gymnastics”) or gym, as the pupils sometimes still call it today. Since 1939 the official

¹ <http://www.udir.no>

² <http://www.ls.no>

³ http://www.ls.no/K06/K06_eng/

name is *kroppsøving* (“physical education”). This denotation is quite consciously used in distinction from *idrett* (“sports”) for to denote the educational orientation, which looks at the individual personal development. The skill and achievement orientation, which is usually the connotation to sports, is just a subordinated aspect in this understanding.

The other differentiation is to see in elongation of the first point. Formally it is to distinguish between Physical Education and physical activities. Physical Education requires an educational competence, which is not necessary for physical activities, even if it possible to attribute a certain educational importance physical activities. The meaning of education or activity will in any case have consequences for the lessons in school, consequences in choice of the content, the purpose and the methodical approach and realization. And it is one of the most problematical aspects of Physical Education in Norwegian School today.

Physical Education in the Norwegian Educational System

Physical Education has a relatively long tradition in the Norwegian school system, even if in the first educational law in Norway, which was formulated already more than 250 years ago, it was not by a long stretch a place for Physical Education. At this time, body, movement, bodily development and all kinds of physical activities were seen as a natural part of children’s daily life and growing up. Therefore it was no need to take care, to emphasize or to educate. Quite the contrary, emphasizing the body and engagement with the body were not allowed and even related to sin. Mainly it was the political situation and military needs, which changed the opinion, and in the middle of the 19th century for the first time body exercises were named as a subject in school. But, of course, this subject was only for boys, and mainly it was related to preparation of military training and building up a strong body for to be able to defend the country. In 1848, “gymnastics” became an optional subject, and in 1889, it became compulsory for all boys in city schools. Pupils in rural schools didn’t get the same option before

1939. This and other remaining differences between urban and rural schools disappeared only 1959, when the “Common School Law” came out [6].

The importance of Physical Education increased extremely after the First World War, under the influence of the development and spreading of sports and recreation activities in the society. And again it increased after the Second World War, when values and pedagogical intentions of Physical Education and sports obtain a big relevance in the Norwegian educational system – as in the society in general. Until today the subject has a high acceptance and significance both in public and professional educational discussions. Following political and public trends, the main focus has changed from time to time, which means that Physical Education was reasoned and legitimated in different ways.

The actual major focuses are:

- a learning perspective: preparation readiness for learning at all; e.g. supporting attention and concentration; preventing dyslexia; developing social attitudes and competencies, etc;
- a health perspective: problems with overweight, anorexia or unhealthy growing up; prevention of physical and psychological diseases; mental and psychosocial wellness, etc;
- a lifestyle perspective: preparation and implementation of an active and healthy lifestyle; lifelong sport engagement; “friluftsliv”; “body and soul”; etc.

These topics and their intentions will be described and discussed after. Summing up Physical Education was partly a subject only for boys, in periods different for urban and rural schools, and in periods also different for boys and girls. In the last fifty years Physical Education has become an emancipated subject for mutually boys and girls. And the present situation is that the particular school has the option to decide for to give common or different offers for boys and girls.

Physical Education Today

The Volume

Physical Education is one of the 10 obligatory subjects in the actual Norwegian curriculum (Læreplanverket Kunnskapsløftet 2006). The syllabus assigns a particular number

of 60-minutes periods as a sum to each subject. It is impossible to say something about the actual hours per week, because every school individually has to distribute these periods convenient to the local plans, circumstances and possibilities. The sum for the whole compulsory period is:

Subject	primary stage (1 st – 7 th grade)	lower secondary stage (8 th – 10 th grade)
P.E.	478 hours	228 hours

Calculated on the basis of 38 weeks of school per year it will be approximately 2–3 hours per week. In reality the pupils in the first stage (1st–4th grade) have fewer hours than the pupils in higher stages. At first sight it may surprise, but in addition to the ordinary hours in Physical Education the pupils have periods of “free activities”, and “school and pupils options”. These periods include usually a lot of physical activities.

The reason for this allocation is given on the one hand in a greater flexibility in scheduling and planning, which gives a possibility for concentration or focusing on special topics or for a special period. On the other hand, it is because of the structure of the country, which shows a very big spread in rural population. Around 40% of pupils attend so-called small schools (multi-graded schools), where different ages and grades learn together.

It can be concluded that the situation for Physical Education in Norwegian compulsory schools has not changed in the last fifty years. There was no significant change in the number of lessons, but it must be also noticed that Norway has been all the time among the countries with the lowest number of lessons in Physical Education in Europe [4, 15].

The Aims

In the syllabus from 1997 were defined four major aims for physical education, which are still leading as “learning perspectives” also for the actual curriculum from 2006:

“General aims for the subject are:

- for pupils to experience the pleasure of movement and by exploration, performance and

creative activities learn to master a broad range of activities.

- for pupils to gain impressions and practical experience of the natural outdoor environment and develop their knowledge and understanding of man’s place in nature.
- for pupils to acquire positive experience and knowledge of various forms of play, sport, dance, outdoor adventure activities and other physical activities as part of their culture and as a foundations for a physically active lifestyle.
- for pupils to build up knowledge of the human body in order to understand and respect different abilities, and to be able to safeguard and promote their own health. Pupils should develop a positive attitude to the body.”

(Curriculum guidelines for compulsory education, L97, Physical Education⁴).

Physical Education is seen as a very important part of the general education. Physical activities are essential to the physical, mental and social development of children. The school environment should be able to compensate the lack of normal movement possibilities, which are partly disappeared because of e.g. changes in ways of life and leisure facilities. Children spend less time to physical activities, play, sports and outdoor adventure activities. Here Physical Education should prevent this negative circle and initiate a positive circle for movement engagement.

In the actual curriculum the special goals are formulated very broad as “competence aims”.

⁴ http://www.ls.no/L97/L97_eng/

These competence aims are not related to each year, but to the stages, that means, given after the 4th, the 7th and the 10th grade. How to reach and in which kind of movement or sport subject the goals will be fulfilled, lies in the responsibility of the Physical Education teacher. The methods can alternate between voluntary exercise, set assignments, instruction, and pupils' experimentation and creativity.

The Domains

The subject Physical Education is structured in main domains, which become more differentiated in realms from stage to stage, and which are built up on each other. These realms must be regarded as integral parts of a comprehensive curriculum. At the same time they are intended to show distinct directions which are explored in depth.

Grade	Main Topic		
1 st -4 th	Activities in different situations and arrangements		
5 th -7 th	Sports activities and dance	Friluftsliv	
8 th -10 th	Sports and dance	Friluftsliv	Activity and lifestyle
11 th -13 th	Sports and dance	Friluftsliv	Training and lifestyle

The main realms are formulated very broad. That is in according to the flexibility of the time schedule. The schools are very free and flexible to fill the broad realms with their concrete topics which should be related to the local and cultural needs, wishes and possibilities.

It is not quite easy to understand the subject and its implicit intentions just by looking at the several objectives and contents. It can be understood as a compromise of the two general pedagogical principles and legitimating for Physical Education: Physical Education as training of the physical (the biological ideology) and Physical Education through the physical (the educational ideology) [2, 19].

Physical Activity must be based on the experiences and interests of girls and boys alike. A special point should be to emphasize that pupils should be brought into contact with each others' interests. To build up a climate of mutual condense and trust, so that they will feel safe enough to dare to try out their skills in areas which they have not mastered. All pupils should experience types of physical activities and exercise, which are adapted to their abilities and physical capacities. Therefore all methods have primarily to start and to be related to physical activities. Also in case of the primary goal is focused on knowledge or theoretical understanding, it is demanded a starting point from practical experiences. This means learning

of the body, about the body and through the body [1, 22].

Another principle is "learning by playing". Play activities should be the dominant activity, especially at the primary stage, but principally it is important at all stages. Play is seen as a basic learn activity for all learning, not only for body development. Children learn with all their senses and by actively using their bodies. They must therefore be given plenty of time for play throughout the school day, not only in Physical Education periods, also e.g. in breaks between lessons. Play is a way of maintaining traditions, giving the pupil mastery of his or her own body, and developing creativity. Play is a natural starting point for physical education. Beyond that play should support and consolidate the automatization and specialization of basic movements and speciality movements.

Status and Perspectives for Physical Education

In generally there are no threats to Physical Education today, even if a discussion about necessities, aims, values or legitimating of this subject starts periodically. There is no doubt about necessity of daily movement and activity of pupils. Research about people's health, changing of movement areas and increasing of inactivity has several times underlined the importance of movement [15, 16]. Health providing work and

continuous motivation for physical activity were named as Physical Education's most important goal. Physical Education has a high reputation among the pupils, independent age and type of school. Also Physical Education teachers', their colleagues' and not least the principals' view on Physical Education is very positive and the subject is well accepted [10, 11]. "In principle, Physical Education is accepted on a par with other subjects in Norwegian compulsory schools. Its marks, for instance, are of similar importance to those of any other subject" [14]. This quite high status can be seen in the context of that the Norwegians' attitude to sport activities is quite favourable. The enthusiasm for sports influences also the attitude to Physical Education, even if there is a not too low difference between these both subjects.

Of course, the society has taken note of permanent changes in leisure activities, which for the most part are reason of changes in facilities and possibilities for physical activities. To react on this and to try to compensate the Norwegian state has used in the last decades a lot of money for to improve and to upgrade the school gardens and the environments around the schools, for to stimulate to more varied activities and movement at all. The intentions with the actual superordinated goals will now be presented and discussed.

The Learning Perspective (Basic Skills)

Approximately ten years ago, the government had launched a "quality reform" [18], which partly was influence of the non-satisfactory results of the Pisa-Study, and which should look for an enhancement of the teaching and learning situation, with the perspective to produce better results. The actual curriculum (K06) is the first result of this reform, which has a significant impact on *physical activity*, but not implicitly on Physical Education. One of its central issues is a major focus on the development of *basic competencies* in compulsory education. These competences include skills in communication, writing, reading, numeracy and arithmetic and digital technology. In addition to these basic skills there are named competencies as social competence, learning strategies and motivation (effort and stamina). These last named, in

conjunction with the increase of number of lessons at the primary stages, lead to reflections about other methods or anyhow a variation of methods and activities. In these thoughts the reform dedicated more time to physical activity, because the increase of theoretical subjects has to be accompanied by more breaks and possibility for movement. The pupils should have a "period of varying physical activity in the middle of those days on which the pupils do not receive any form of physical training" [18, p. 20] (translation: HZ).

Another result of the reform is a "daycare service" at the primary stage. Before and after school time pupils can stay in school environment, have different activities, and most of them are physical activities. But persons, who are in charge of these activities, must not necessarily have any formal education in Physical Education. And here it shows a principal problem or disadvantage: it will be not seen as essentially or mandatory that people who providing physical activities and movement for children must have special qualities and competencies. A significant number of these persons have indeed not any formal training in Physical Education. The same problem still accompanies the Physical Education lessons. Especially on the primary stage there is little formal competence among teachers. In spite of several reforms and changing in teacher education, the formal competence of Physical Education teachers is not really increased the last 30 years. Nearly the half of Physical Education teachers has no formal training [10, 21]. The formal competence of ca. 25% is only corresponding to 15–25 ECTS, which means the minimum of what is possible.

In this perspective the understanding of Physical Education as compensation for academic learning situations has to be seen as a disadvantage of Physical Education's possibilities and objectives. The learning perspectives – learning of, about and through movement [1, 20] – come off badly, and in this view the (academic) status of the subject is designated a poor value. That may be also the point that Physical Education is not named with its special competencies in phrasing of the superior aims, the "basic competencies".

Although motor skills and senso-motoric competence has to be seen as basic for writing, numeral understanding and developing of learning strategies at all, they are not named explicitly. In other words: Physical Education can contribute only slightly to the academic learning and development. This understanding can interpret that Physical Education is first and foremost physical activities which are merely a device for recreation and a compensation for the academic subjects. "There is no reflection noticeable in conjunction with the activity, let alone an understanding of its pedagogical possibilities and values" [14].

The Health Perspective

The primary argument for increasing physical activities has been all the time a good health. The ancient education perspective "a healthy soul in a healthy body" is still valid. Today it's much more important to find compensation and measures, which are regarding children's poor movement environment and passive everyday life activities. The school is the only institution, which gets hold of all children and youth. Therefore school must have a key position to activate and to motivate to a more active life. Physical Education itself uses this argument more and more for the legitimating of itself: to learn and active stimulate physical and psychosocial health. This is nothing quite new – already in the curriculum from 1939 good health was one of the main aims – but the perspective and the approach have changed actually during the time. Actually the main health argumentation is to compensate the poor movement because of poor daily environment of the children, to compensate the poor movement because of increased use of TV- and computer-activities of the children, and to build up more knowledge about the body and a more conscious use of the body. Questions and discussions about overweight as well as bulimia, or other actual bodyweight problems have to be approached as important problems of the modern society. Good personal health is the premise of good public health and a healthy lifestyle.

The Lifestyle Perspective: "Friluftsliv"

Friluftsliv is a special Norwegian or Scandinavian subject, which can be translated to "outdoor adventure" or "outdoor life activities". But all translation can not catch at all the real meaning of this subject. Outdoor life activities have always had a big importance for the Norwegian people, in Norwegian society as well as in Physical Education. Friluftsliv is a special way of Norwegian lifestyle, which is strongly connected to the Norwegian life into and with the nature. Friluftsliv today has two roots: the first is the very old fashioned tradition to work in and to use the nature for to survive, e.g. hunting; gathering fruits, nuts, herbs, mushrooms; fishing; working with wood, water, snow and ice. The other is to use the nature as a recreation area in leisure time. This, the second root, the Norwegians have overtaken from the English upper class people, who started these activities in the end of the 18th century. Today this recreation aspect is the main reason for friluftsliv activities, added more and more of high sensation activities in the nature like canoeing, rafting, climbing, off-piste skiing, and other "survival activities".

Already in the syllabus of 1939 friluftsliv was named, however just in this meaning that physical activities should be mainly in friluftsliv areas. In the 70th of the last century, the importance of friluftsliv in leisure time increased extremely, also in school. Friluftsliv became an own subject, in equality with e.g. skiing, ballgames or swimming. Since that time the status and the significance of friluftsliv was constantly increasing. In the curriculum of 1996 friluftsliv represents a quarter of Physical Education, and in the actual curriculum from 2006 friluftsliv is a half or a third part of teaching lessons in Physical Education. The syllabus emphasizes: "Outdoor adventure activities figure prominently in Norwegian life. This activity must promote the pleasure taken in physical activity and in our magnificent natural scenery, as well as promoting concern for the vulnerable parts of the natural environment. The impressions made on pupils can help them to understand their own role as parts of nature and develop in them responsive attitudes to natural and environmental protection"

(Curriculum guidelines for compulsory education, L97, Physical Education, <http://www.ls.no/L97/L97eng/>).

The formal structure and distribution of the subjects follows herewith two strategies: the school and special Physical Education has to compensate the lack of friluftslivs activities, which in earlier times the families have arranged. At the same time the pupils should be prepared for this healthy lifestyle, which still should be the main focus in Norwegian society. The other reason is that with such open activities it is much easier for the schools to organize the school schedule in such way that for the first pupils can get outdoor activities and movement every day, and for the second that the weekly lessons in Physical Education can be gathered up so that it is possible to have a whole “friluftsliv day” every month or several times in the school year.

Friluftsliv and the model of “outdoor school” – that means to move parts of the lessons or the whole day outdoors – gives the schools a good

possibility to fulfill the demand of daily physical activities, without an increased number of lessons in Physical Education.

Summary and Perspectives

The major goals make obvious that the Norwegian Physical Education has a certain priority on the educational perspective. They show a very clear tendency that the understanding of Physical Education is predominantly characterized as recreation and non-academic compensation. This may also explain the low formal professional status of the Physical Education teacher. Been well accepted, but no need or necessity for special competency for his task. Only in the secondary stage, when special sport subjects come more in the focus, special sport competencies are required. Up to the 7th grade the teacher as a “generalist” can manage the needs of the Physical Education lessons. This has also characterized the teacher education.

The actual teacher training is a four year study with the following schedule:

Year	Autumn			Spring		
1.	Pedagogy 10 ECTS	Norwegian 10 ECTS	Religious / Ethical edu. 10 ECTS	Norwegian 10 ECTS	Religious / Ethical edu. 10 ECTS	Mathem. 10 ECTS
2.	Pedagogy 10 ECTS	Norwegian 10 ECTS	Mathem. 10 ECTS	Pedagogy 10 ECTS	Reading / writ- ing/ numeracy 10 ECTS	Mathem. 10 ECTS
3.	Optional 30 ECTS			Optional 30 ECTS		
4.	Optional 30 ECTS			Optional 30 ECTS		

Physical Education can be an optional choice in the third and/or fourth study year. That means the students can choose 60 or 120 ECTS Physical Education. In this system the teacher student can choose certain school subjects, but in general it would be expected that they could teach in all school subjects. The teacher training in Norway is mainly interested to produce “generalist”, teachers who should be able to teach all subjects in school. The consequences especially for Physical Education were shown above.

In the course of the reform, which meets both the school and the higher education, the teacher education is actually in a reform, too.

Mainly two points are in the focus: The formally 4-years education will be 5-years Master education. The general teacher education was valid for the whole compulsory school (1st–10th grade). The new teacher education has two different aims: a teacher for primary part (1st–7th grade) and a teacher for lower secondary part (5th–10th grade). The new education and teacher training give also the possibility to choose certain subject, but only in these study subjects the students are allowed to teach. This is without doubts a big improvement and it will increase status of Physical Education. But in addition, the further training of Physical Education teachers will be one of the most important tasks and

challenges. At all, one can expect that these measures will lead to a qualitative improvement of the Physical Education lessons, so that

Physical Education will be more than recreation and non-cognitive compensation.

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Physical Education in Turkey

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Abstract

By the establishment of a special unit established within the Ministry of Education, called the “Maarif-i Umumiye Nezareti” [1] in 1871 and the reforms emerged in 1924 when the tasks of this special unit were taken by the Ministry of Education itself have triggered numerous variations on physical education teacher’s education.

In Turkey it has been possible to study physical education in order to give lessons at schools since 1915, yet only male students above 18 have been permitted to these studies [10].

Between 1908 and 1920 there was another reform of physical education and as a consequence of Selim Sirri Tarcanin’s efforts physical education at schools became much more important than before. In 1933 an institute for the education of physical education teachers was established at the college of education in Ankara, where female students were admitted access for the first time. Then, some additional sports academies were founded during the 1970’s and 1980’s. Between 1975–1976 the very first implementation of physical education in universities has been realized by Ege University through its Sports Academy. In 1982, physical education studies into the curriculum of common universities were reintegrated so that now there are 65 institutes for physical education at all of the country’s universities [4].

The candidates who want to study PE teacher’s education at universities are tested for specific criteria as their physical appearance and their basic skills in athletic games and gymnastics. If these students are accepted to this programme, they will be garanted a four-year bachelor degree including a schedule above 140 credits with the aim of being a physical education teacher [5].

Key words: physical education, Turkey.

Introduction

To contribute to a better understanding of the present situation of physical education in Turkey I will first give a brief overview on the history of the subject:

On April 29th 1871 there was a special unit established within the Ministry of Education, called the “Maarif-i Umumiye Nezareti”, which was responsible for the scholar system as well as teachers’ education. Yet when the Turkish Republic was founded on March 3rd, 1924, this special unit was abolished and its tasks were taken on by the Ministry of Education itself [4].

After primary school had been 5 years for a long time it has been extended to 8 years some time ago. This has also affected the curriculum as well as physical education teachers’ education.

In Turkey it has been possible to study physical education in order to give lessons at schools since 1915, yet only male students have been permitted to these studies. The education covered the theoretical questions of physical education, e.g. sports medicare, health education and didactics of sports, as well as the practical part. In the practical part students were trained in gymnastics, “small” and “big” games, throwing and swimming.

Between 1908 and 1920 there was another reform of physical education and as a consequence of Selim Sirri Tarcanin’s efforts physical education at schools became much more important than before [6].

In 1933 an institute for the education of physical education teachers was established at the college of education in Ankara, where female students were admitted access for the

first time. Some additional sports academies were founded during the 1970's and 1980's.

Yet in 1982 the decision was made to reintegrate physical education studies into the curriculum of common universities so that now there are 54 institutes for physical education at all of the country's universities [4].

The Impact of Politics on Physical Education

Physical education is a schedule course in primary, secondary, high levels and universities. The course is compulsory for primary school pupils and during the first high school years. For university students physical education is an elective subject which is rather recreation-oriented. There are approximately 12,000 physical education instructors across the country [2].

During the first three years at primary school physical education courses are to be held by class teachers according to educational principles. Due to a lack of properly educated physical education teachers class teachers maintain responsibility for the physical education for the following two years as well. Only at advanced and private schools, physical education instructors are employed at all levels [1].

Physical education lessons have become important with the foundation of the Turkish Republic and the unification of the educational system. However, schedules mainly contained lessons in gymnastics and folkloric dances.

Paying more and more attention to up-to-date standards of physical education, the activities started to vary from 1968 on. In 1987 a program admitting more freedom to the teacher and considering the development, participation, demands and characteristics of the individual was modelled. This program is still in use [7].

There is a particular institution within the Ministry of Education which is responsible for physical education courses and instructors. It is called "The Department for Physical Education for Schools, Sports and Scouting". This institution takes care of the problems of physical education instructors and provides continuing education. Furthermore it focuses on some projects aiming at the leisure and holidays of kids and young people. This institution has been cooperating with

universities to research and to organize scientific conferences.

The perspective of the Turkish government is not very different from the one of other countries' governments. In the present situation, physical education, music and art courses are not held at a satisfactory level [9]. Education policies change due to the changes of government. In periods of an active administration projects featuring activity and in periods of a passive administration passive projects do prevail.

Performance sports and physical education activities are in fact distinct. However, as most of the school teachers simultaneously work as trainers in sports clubs schools are the source of professional athletics. Yet there is still no cooperation between performance sports and education units.

In addition, the strong emphasis on scouting and ceremonies in Turkey should be mentioned. Thus one goal of physical education is to prepare special performances for April 23rd, the "holiday of the children", an May 19th, the "day of sports and youth" [8].

Obstacles to Qualified Physical Education

The main problem of physical education in Turkey is lacking or badly equipped facilities on the one hand along with the bad education of instructors on the other hand. Though the problems are more serious in rural areas they do exist in urban areas as well.

As a reason it can be put forward that already the institutes in charge of instructors' education are badly equipped so that they are not able to provide an appropriate education.

With 54 institutes at 65 universities offering a university degree at physical education there are 2,000 to 3,000 physical education teachers graduation every year of whom only about 200 can be employed due to the state's suffering from financial problems.

The problem of the extreme inequity of those graduating from university and those really finding a job could be solved if more lessons were given at schools. One possibility to achieve this might be to divide the classes for physical education. At the moment classes in Turkey have

a size making qualified sports didactics impossible, anyway.

To face the bad level of instructors' education the government offers continuing education seminars for teachers to improve the quality of physical education at schools which, of course, can only lead to a success if class size declines [1].

Problematic Legitimization of PE in Spite of a Wide Support

The separation of sexes is still obstructing physical education in practice as consequently teachers mustn't teach students of the opposite sex. Furthermore teachers are still facing problems concerning the girls' clothing.

The only material problem physical education has in Turkey is a financial one: Due to changes in administration the system of physical education has often been altered. Thus the number of lessons per week had recently declined to a very low amount. With the government having recently acknowledged the necessity of physical education, four lessons per week were scheduled. In fact there is a vast majority among the population supporting an extension of physical education but actually there is no money to realize such projects.

Physical Education at Different Levels of School

For a better understanding I will give a brief outline of the Turkish educational system.

Aged 3 to 6 years children go to kindergarten which is often a private institution. Afterwards there are 8 years of primary education (children of 7 to 14 years) leading up to 3 years of high school education. In case students wish to go on to university at the end of high school they have to pass an entrance examination as the university only have a limited capacity to accept students [5].

Physical education does already start in kindergarten, yet it is not taught by professional instructors. A sports lessons takes about 40 to 45 minutes.

At the high schools education is focused on the preparation of students for the entrance examination so that physical education is not made compulsory for high school students.

In general sports lessons are held by physical education teachers and they are seldom cancelled as even teachers of other subjects like physical instruction because they consider it an easy job.

Primary education

class 1–5: 2 hours compulsory

class 6–8: 1 hour compulsory

High school

class 1: 2 hours compulsory

class 2–3: 2 hours optional

First year of vocational schools

1 hour compulsory

Universities

3 hours optional.

Opinions on Diminishing Physical Education at Schools

There has been a study on this subject two years ago which has led us to the present situation. However, some studies could be made on the subject at any given time which is obvious if you look at the many alterations that have been made to the system of physical education in the past.

Yet I do not believe physical education courses to be cut in the near future because at present people are very conscious of the importance of this subject to motivate students to life-long physical exercise. Furthermore physical education is a way of physical compensation of the brain work done in other subjects. Finally these courses give students the opportunity to figure out which kind of sports they like most.

Thus for the reasons mentioned above I do not believe there will be less physical education lessons per week in the future.

Goals of Physical Education and How They Are Realized

The goals of the physical education course are clearly defined by the Ministry of Education and the committee of teaching and training. According to their guidelines, physical education is intended to improve the physical, social, emotional and psychological skills of the individual as well as students' endurance. Moreover their self-confidence is meant to be built up and they are to be taught at working in a

team. A further aim is to improve communication by teaching students the values of fairness and respect of the other.

Unfortunately, physical education courses are often misused. Some schools only intend to keep children busy in group activities to prepare performances for national ceremonies (like the 19th of May or the 23rd of April). Others put a focus on a soccer team of 11 kids and ignoring all the rest of the school kids.

Aiming at Several Fields of Life

For each type of school the curriculum does explicitly mention which exercises have to be done during the lessons. Teachers have to obey this curriculum and they have to meet stipulations concerning the amount of time scheduled for different exercises.

The goals of physical education courses are cited in the curriculum published by the Ministry of Education.

These goals may be subdivided into the groups of political ones, ones with a background of healthcare, ones aiming at the development of social skills and finally such ones intending to improve the development of students' personality.

Concerning the political issue physical education on the one hand physical education is supposed to clarify and explain the statements of Atatürk and scholars concerning sports and on the other hand it is meant to awaken patriotism by creating an enthusiasm about joining national activities.

As far as healthcare is concerned students are trained in first aid and they are told about the contribution of sports to health and leisure to provide an incentive for them to practise regularly. Furthermore there are some practical goals such as the improvement of the organic system's functionality and the interplay of nerves, muscles and joint systems. A good posture is another issue physical education puts a focus on.

In the social field students shall learn to respect values like cooperation, leadership responsibility and fairness. Moreover they are educated to act democratically, to protect public property and to cope with winning and losing.

Students' personality is referred to in physical education by building up their self-confidence and improving their ability to decide rapidly.

Finally, to counterbalance the rather serious goals mentioned so far, students are also introduced to rhythmically moving with music and they are taught to love nature and being in open field.

These goals are, briefly:

- to clarify and explain the sayings of Atatürk and scholars concerning sports,
- to improve the functions of the organic system,
- to develop the interplay of nerves, muscles and joint systems,
- to provide a good posture,
- to impart fundamental information on sports,
- to act according to music and rhythm,
- to create an enthusiasm about joining national activities,
- to know about the contribution of sports to health and leisure and to create an incentive for practising,
- to learn first aid,
- to love nature and use open field,
- to teach cooperation and leadership; to take responsibility and to accept duties; to build up self-confidence; to encourage rapid decisions; to play fair; to cope with winning and losing; to oppose cheating,
- to act democratically and to efficiently use and protect public property [2, 3].

How the Goals Are Enforced

In Turkey physical education courses are regularly monitored by state inspectors. They write a report on the quality of physical education in which they also make proposals how it might be improved. In some cases the teachers have to participate in continuing education seminars.

The Contents of Physical Education

There is a curriculum put up annually whose stipulations should be met in the courses. However, teachers have to consider the weather as well as the availability of equipment and facilities and then act accordingly. Furthermore the contents of physical education differ depending on the geographical setting of a school

(whether it is for example located on the sea or in the mountains).

For the two national holidays on April 23rd (holiday of the children, primary school) and on May 19th (festival of sports and youth, high school) students prepare special performances throughout the weeks preceding these events. Students' parents and some of their friends visit the schools on these days to have a look at the results of the students' practising.

Principle contents of physical education:

- track and field events,
- gymnastics,
- rhythmic moving (coordination exercises, folkloric dances),
- first aid and health information,
- games (basketball, soccer, handball, volleyball, badminton, chess, educational games),
- wrestling,
- folkloric dances,
- scouting,
- national ceremonial activities.

Positive Approaches to Physical Education

There have been positive and negative approaches to physical education.

Neither the political system nor the family structures have economically and emotionally contributed to extending physical education thought both are convinced of the necessity of physical education. There is no serious effort to remedy the lack of equipment and facilities and no one is about to seek a solution to the problem of a too little number of instructors. Any effort in these directions requires good will and money. Good will is present but money is not. And the willingness also declines with conservative governments ruling the country.

At present, many politicians take a positive point of view concerning physical education. So does the majority of the headmasters. Yet in the end the quality of physical education depends on the individual attitude of each headmaster. Although many of them seriously try to improve the conditions of physical education at their schools there is still a minority considering physical education to be of little importance.

Thus whether conditions are improved depends on the willingness of teachers, headmasters and not the least of administration itself to take the initiative.

Moreover regular physical exercise is not very wide-spread among society. The image of sports has only slowly but continually developed in recent years, especially due to successes in international contests e.g. in football, weightlifting, wrestling or taekwondo.

Equal Esteem of PE and Teachers in Comparison to other Subjects

Physical education is mostly considered similarly to painting and music courses. However, it usually has a higher value than these because every kid features the will and demand to move.

Another advantage is that physical education courses is a source of talented athletes for performance sports. However, the fact that no questions related to physical education finds its way into the university exam diminishes the incentive for families and students to get involved. Even if you ask the students mathematics, sciences and social sciences are considered to be more valuable for university education.

As far as the teachers are concerned they are absolutely equal to those of other subjects: they give the same number of lessons and receive an equivalent salary.

The Didactic Model of Physical Education

There one central institution called TKK which has developed a didactic concept in cooperation with the Ministry of Education of Sports. This concept is handed down to the schools to be carried out by the teachers.

Although it features a progressive approach to school programs and the education of instructors, application is dominated by "status quo" approach. As a consequence of the wide-spread military influence among Turkish population one focus of physical education is discipline which is counteracting the ministry's coeducational and rather liberal concept. Furthermore games and a playing kind of teaching sports prevail in the courses and

teachers concentrate on the mechanical issues of movement. Other aspects like intellectual and emotional progress or individual physical condition are not taken into account. That is why methods related to problem solving and discovery are rarely applied.

According to recent surveys teachers frequently use the command method [2].

Coeducation in Physical Education

In primary school (1st to 8th grade) boys and girls have joint physical education courses. After 8th grade they are separated for physical education. Usually girls are instructed by females and boys by male instructors.

To my knowledge there are presently no debates on the coeducational courses promoted by the ministry. But in fact teachers as well as their students would prefer separated physical education courses from 1st grade on.

Little Importance of Physical Education Grade in Practice

Performance in physical education courses is graded just as it is in all the other subjects, too. However, I have never heard of a case in which a student has not been moved up due to a bad physical education grade. In fact these grades are only given to maintain the students' motivation to participate in the courses. Thus physical education is assigned an equal level of importance in comparison to the other subjects.

In physical education courses teachers do regularly give a feedback to their students. As a consequence there is very often a very personal relationship between physical education teachers and their students so that these teachers are very often the favourite ones of a class.

Additional Elective Physical Education Courses

The Ministry of Education and Sports suggests offering additional sports courses at schools. These courses are offered by physical education instructors after the regular school time has ended or on weekends. For these courses teachers receive an additional payment by the government.

In addition to these possibilities some schools cooperate with sports clubs to offer extended training possibilities to particularly talented and motivated students. Thus physical education is connected to the field of performance sports [8].

Controversial Debates on the Rectification of PE

There have been fierce debates on the acceptance of physical education in the first years of the Republic. However, it has been put on the schedule from the beginning on. The most important argument supporters of physical education referred to was the Roman saying of "mens sana in corpore sano". In other words they were of the opinion that children had to take care of their health along with their mental capabilities. Thus they argued that children had to be given an incentive to physically exercise all their life. Another argument which was put forward in favour of physical education was the fact that it provides a platform to impart social values such as tolerance, respect and the ability to cooperate to the students.

In the first years, German gymnastics was predominant on the schedule followed by Swedish gymnastics. But from the 1930's on the variety of activities has increased. The first school to educate physical education teachers was founded in 1932. Before, the courses had been held by teachers who had received 3 to 6 months of additional instruction to enable them to teach physical education [5].

About Health Education in Physical Education

Although it would be justified to combine health and physical education as the two fields are closely related to each other, health education does not play an important role in physical education at present. In fact the curriculum requires teachers to do health education in their classes. However whether a teacher does what he is required to or not still heavily depends on his or her personal attitude towards health education. Thus some students do receive a health education whereas others do not.

Recently, frequent debates have arisen on the question whether healthcare should be

integrated into physical education courses or not, especially because obesity among students is a fast-growing problem. Thus a majority has realized the importance of health education in order to provide better information to students so that the spreading of obesity might be contained. In so far it seems to highly probable that health education will soon be a common thing also in the practice of physical education.

The Situation of Social Learning and Fair-Play

In cooperation with the National Olympic Committee a group of sports scientists has been set up publishing books on social learning in which such topics as fair-play and education by sports are treated. Furthermore the group works together with teachers of other subjects to make sure that social learning will not only become part of physical education but will also be implemented in other subjects.

Only a short time ago universities have added the fields of social learning and the sociology of sports to the education of physical education teachers, which has already had a positive impact on the quality of physical education courses.

How PE Should Be Improved in the Future

First of all, the physical, cognitive, emotional and social progress and socio-cultural characteristics of individuals should be analysed in detail and the targets should be reformed according to these analyses. Briefly one could say that a program should be developed which should be aimed at the personal requirements of the students and should no longer try to adjust students to the requirements of the curriculum.

Going more into detail there are many aspects sports teachers should change the most important of which might be that the military imprint of physical education courses should be abolished. Furthermore all students should be treated equally which means that teachers should no longer only care about the most talented students but they should also pay attention to the less talented ones.

The main objective of physical education is to improve the skills of the individual so that it is

essential for good education to pay attention to each student's individual talents during the courses and especially in times when performance is to be graded. Furthermore the contents of the courses should vary so that every student is in a way attracted by physical education and all talents are somehow referred to.

Student-oriented programs offer more room for pupils to play games or exercise on their own so that they get the opportunity to make individual experiences with sports.

These measures have to be put into practice by every teacher. They have to put themselves into second places and give their special attention to their students.

Precautions to Be Met in Order to Improve Public Acceptance

First and foremost it is important to involve the families into the concept of physical education so that they learn about the advantages sports in general and physical education in particular. This might be done by means of sports days or tournaments in which the whole family can participate. Extra course hours would be another possible way to increase family involvement into physical education.

Another problem is that presently universities do not ask any questions related to physical education in the entrance examination. In case they did so public attention for sports would rise and it would no longer be considered as unimportant as today. As I have already mentioned, above, there are no compulsory physical education courses at high schools simply because teachers, students and parents have the opinion that only what might be subject of the entrance examination is what really counts and everything else, such as sports, may and even should be neglected.

Furthermore the cooperation of different subjects should be improved so that education is no longer limited to only one subject but can overcome the classic borders between different subjects. In that way the students' knowledge would have a much wider and more solid basis. One means to achieve a better cooperation with subjects such as mathematics or social science would be to encourage the teacher of the latter

ones to choose their examples from the field of sports. Thus sports would receive a much greater importance in students' eyes as they would recognize its relevance for different fields of life.

Moreover, students should be taught facts and figures about their body and the organic system to convey a better imagination of the vital processes. In this context there should be efforts to make students understand that sports is not only important at school in order to get good grades but that it is also an essential part of every-day life. Teachers should actively encourage the integration of sports into every-day life.

Finally teachers have to take care they do not forget about the variety of sports. Even though football might be very popular in Turkey at the moment they must resist the temptation to only teach football. In such a situation it is still very important to realize the unabridged concept and to show the students the whole range of possibilities sports have to offer.

Summary and Personal Notes

At the moment the biggest problem of physical education in Turkey is money. No matter what project ideas are put forward, financial support is missing. Very often physical education at schools is hardly possible as they do neither

have enough equipment nor can they dispose of enough space.

Anyway the education of physical education teachers must experience an utter improvement. Administration has to make sure that no longer every university has the right to install an institute for the education of teachers in case it cannot prove their sufficient degree of expertise.

Another problem that I have already mentioned, above, is that classes are heavily oversized. Thus class size has to be reduced in order to improve the quality of physical education, in fact that of every kind of education.

At the moment improvements of physical education appear to be very close as these days there are a lot of sports scientist who are very committed on behalf of improvement.

The education of teachers is presently reformed and also the dialogue between scientists and has experienced an extension so that now a serious cooperation is likely to emerge.

However, physical education is a universal concept. Thus, the cooperation of the institutions in charge of the subject in different countries should be extended. Joint programs with supra national organizations would be very useful to support efforts at international cooperation.

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Physical and Sport Education in Italy

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Abstract

Physical Education in Italy, as a school subject, was introduced in 1859, formerly named "Gymnastics", then "Physical Education" and now "Motor and Sport Sciences".

In the primary school no physical education teacher is required so PE is taught by the general teacher. In some schools a PE teacher works with the generalist teacher. Recently the Ministry of Education introduced a PE graduate specialist role in the primary school in order to improve action and give to physical education equal dignity compared to the other disciplines.

The national curriculum specifies the essential level that must be granted by all school, the number of compulsory hours and the quota reserved to the autonomy of each school. On the secondary level PE is taught by Physical Education specialist teachers.

Extracurricular sports activities are supported through the special funding from the Ministry of Education. The sports activities combine in the definition of the student's curriculum and acquired competences as well as in the final mark attributed to the state exams. In the 1970s, the cooperation between the Ministry of Education and C.O.N.I. allowed the beginning of introducing into sports practice elementary and first-level secondary school children.

To qualify as a Physical Education teacher a university master degree is needed, plus one year of teaching training (3+2+1). This is provided by faculties of physical education.

Keywords: Italy, teacher, physical education, board.

Public Health and Lifestyle

Italy is an European Parliamentary Republic of about 60 million people, it is a over 1000 km boot shaped peninsula that in the second half of the 20th century improved from an economical point of view: mainly in the northern area of the country.

In particular, Italy is a member of the group of the most industrialized nations (G8 and G20 organizations) with a Gross National Product which comes for a 33% from industry, for a 63% from services and for a 4% from the agricultural sector. Italy is still experiencing a significant development and richness gap between the northern industrial regions, where the unemployment rate is around 10% and the southern agricultural ones where in some areas it is even over the 20%.

Despite a well developed and almost cost-free social welfare, which has reduced the rate of child mortality, the country has a limited birth rate. Nowadays, only the 20% of the population is aged below 20 years, and a 23% is aged more than 60.

Today [6], 75% of all deaths involve age classes of 70+ and just 1.8% classes of less than 30. As elsewhere, the main causes of death are represented by cardiovascular diseases (42.8%) and cancer (28.5%). In particular during last decade, 36.2% reported suffering from at least one chronic disease, 12.5% from hypertension, 8.4% from allergic diseases, 6.6% from osteoporosis and 3.8% from diabetes [6]. Like in other UE countries, the prevalence of obesity is increasing rapidly and it is now estimated around 14% in adults. Over half of the adult population appears to be overweight. Obese and overweight subjects are those with the highest prevalence of

other chronic disorders, such as arthrosis and related disorders, hypertension and diabetes. The consumption of alcohol appears to be increasing. Rates are much higher in males than females. The number of smokers is also still relevant. An estimated 11 million people practise sport on a regular basis, corresponding to 19% of the population. In contrast, 41% report they never practise any sports. Sedentary habits are increasing [6].

Educational Framework

State schools are free, but State-authorized private schools also exist, where tuition fees are required. Education is compulsory for children aged 6 to 16, involving five years of primary school, three years of lower secondary school, higher secondary education of five or more years being provided traditionally by classical or scientific high schools, to which technical and vocational schools were gradually added [4]. The university, according to Bologna Process (1999), is generally based on two levels: a 3 years bachelor's degree and a 2 years master's degree with the options of further special courses. A reform has been introduced recently (2002–2003) to achieve the EU standards. The organisation of study programmes (12 years education divided into two cycles) and timetables is the responsibility of the individual school institution in the context of the national regulations and guidelines.

Physical and sport education is under the responsibility of the Ministry of Education and is a compulsory study subject in the various level, even for the disabled people, with appropriate adaptations. PE was introduced in 1859, formerly named "Gymnastics", then "Physical Education" and now "Motor and Sport Sciences".

Physical education at different levels of school

Physical Education in Primary School

Even though national programmes refer to the need to foster movement and sport competences in the child, no physical education teacher is required in the primary school, which sees 2,6 million students with an average of 20 children per class. The Physical Education (PE)

programmes are defined and implemented by the local school institutions in collaboration with a number of stakeholders, such as local administrations, C.O.N.I. (Italian National Olympic Committee), national sport federations and local clubs, both in the context of school activities and out-of-school programmes. This causes a wide diversity of variously co-financed initiatives that frequently lack of systematic approach and continuity, mainly because year over year budgets are not always maintained. Only recently, with the 2003 school reform, the Ministry of Education introduced a PE graduate specialist role in the primary school in order to improve action and give to sport sciences equal dignity compared to the other disciplines.

Guidelines: 'The body as a value'. So, it is not a dress but a whole way of being and acting in the world and the society.

Targets: construction of his own identity in relation to his self-knowledge and to the others and the orientation of his own life project.

Contents: parts of the body, senses and perceptions, motor and postural schemes (learned through games), nutrition guidance, personal care, environmental problems and unhealthy habits (pollution, smoking, sedentariness).

Evaluation: an evaluation document including a portfolio of individual skills and assembling all the documentation collected during the entire school period.

Teacher: PE is taught by the general teacher. In some schools a PE specialist teacher works with the generalist teacher.

Physical Education in the Lower Secondary School

Physical Education has a minimum of 54 and up to 66 hours per year, which generally means 2 hours per week. The course is compulsory and individualised educational plans are defined for the disabled, whereby they can also be partly or totally exempted from practice. Teachers must have a degree in PE or a degree in Motor and Sport Sciences. In order to become a permanent state teacher a qualifying examination is required and a 2-yr Master degree (in the 3+2 university system) is now needed. Although PE teachers and school

structures/ administrations are the basic actors of the Student's sport activity in the Secondary school, their effort is lacking of the necessary effectiveness because of the limited lesson time per week. They are only able to help and encourage those students that are already self-practising sports in external Sports Clubs (in the sports federations or non-profit sports associations), with only limited success in their mission to improve the 'sports mentality' among the students. The regular sports practice is common among the 55% of the surveyed sample aged 11–14 [7], but many children drop-out of sports practice around adolescence (age 14–18), mainly because of uneasiness and troublesome situations.

Guidelines: the national curriculum specifies the essential level that must be granted by all school, the number of compulsory hours (2 hours per week) and the quota reserved to the autonomy of each school (up to a maximum of the 20% of the whole curriculum).

Targets: becoming aware of his own physical efficiency through self evaluation and basic rules for accident prevention.

Contents: improvement of coordination and motor skills, self evaluation of skills and performance, highway code for cycles and motorcycles, training methods, body expression and communication.

Evaluation: a mark of 6 out of 10 or more allows to pass to the next class; a lower score entails a 'debt' that will need to be fulfilled at the beginning of the new year; at the state exams (taking place at the end of the cycle) the evaluation can also involve PE with a written or oral test.

Teacher: physical education is taught by PE specialist teachers.

Physical Education in the Higher Secondary School

The compulsory teaching hours are subdivided in the same way. The teaching of sport and motor sciences is compulsory over the five years of the second-level secondary school and involves 2 hours per week. Additional hours of sports practice can be made available through the same school teachers, included in the

school's Educational Offering Plan and are chosen by the parents.

Guidelines: the same of the middle school.

Targets: learning the basic principle and techniques for sport performance, well-being and physical improvement.

Contents: structure and rules of individual and team sports, basic principles of training theory and methodology, principles of nutrition in physical activity, doping health problems versus an appropriately physical training.

Evaluation: the portfolio of the acquired skills combines to form the final credit score that will contribute to the result of the final evaluation at the state exam (maturità).

Teacher: Physical Education is taught by PE specialist teachers.

Extracurricular Sports Activities

Already in the primary school, the children can join physical education and introductory sports activities that are free and elective. They are supported through the funding for the widening of educational offerings.

In the secondary school, sports activities are well structured and are supported through the special funding from the Ministry of Education and the Regional School Offices for the widening of educational offerings, allowing students to train and prepare for competitions in the various sports selected. This is done through the teachers of physical education assigned to the school or involving teachers of other schools. Forms of sport integration are organised for disabled students.

The sport activities combine in the definition of the student's curriculum and acquired competences as well as in the final mark attributed to the state exam.

The sports most widely practised are: Cross Country Races and Track Races, Swimming, Gymnastics, Alpine Skiing, Orienteering and among the team sports: Volleyball, Soccer, Basketball.

In the 1970s, the cooperation between the Ministry of Education and C.O.N.I. allowed the beginning of introducing into sports practice elementary and first-level secondary school children, through the realisation of the Youth Games, an important event in which every year

thousands of young people took part, and for whom the programmes of the various sports specialities were especially adapted.

Physical Education Evaluation

In the primary and lower secondary school, the evaluation of pupils takes place through:

- an evaluation document called “the pupil Personal Record”, recording the periodic assessments and the final assessment made at the end of years 1, 3 and 5;
- a Summary Report reporting whether the pupil has been admitted to the next class;
- the Portfolio of Individual Competencies, which is the document where the educational team, the pupil and the family record the documentation assembled during the entire school path.

For disabled pupils, an *Individual Educational Plan* is designed jointly by the educational team with the family and the responsible medical officer. The evaluation refers to the differentiated path the pupil must have followed with the help of a support teacher.

In the higher secondary school each teacher makes specific periodical and final assessments through a mark in tenths. A mark of 6/10 or over allows access to the next class, otherwise a lower mark entails a “debt”. The periodical assessment made by PE teachers involves the areas of motor learning and the pupil’s physical abilities. The assessment is generally organised as an integrated process combining:

- observational techniques and motor tests, so as to evaluate the motor competencies attained;
- the written and oral tests to evaluate the knowledge of disciplinary contents.

At the State Exams taking place at the end of the cycle, the evaluation can also involve motor and sports sciences. The calculation of school credits includes the sports credits acquired in out-of-school context and contribute to the final evaluation.

Extracurricular Physical Activities

The initiatives that are taken in the school context, though taking place outside of the school hours, are recognised for their educational value by the school. This typically refers to school sports

activity, conducted by PE teachers with school pupils, even with classes different from their own. They typically refer to the promotion and practice of an educational sport, which involves competition but in which competition is not seen as an aim of its own and which rather offers the opportunity to play and feel well with the others, promoting social cohesion, responsibility and the sharing of common aims.

Extra-School Physical Activities

The school gymnasium is sometimes offered to sport associations which organise various sport or game activities. In this case, the family pay a share of the costs. When the associations are recognised by C.O.N.I. or a Sport Federation, the instructor is a technician certified by the Federation.

Out-of-School Physical Activities

Sport Associations, Federations and private subjects can organise sports centres offering introductory courses to the various sports. There are generally no contributions for these activities and the families must bear the costs of participation. One of the most widely practised activities is soccer.

Training

Physical Education Teachers

To qualify as a PE teacher a University master degree is needed, plus one year of teaching training (3+2+1). This is provided by Faculties of Physical Education. Physical Education teachers generally also have additional competences acquired with the sports organisations and National Federations.

Sports instructors

They are trained from the National Sport Federations in a multi-level qualification path, from the initial level of Assistant Instructor, after several intermediate steps, to Federal Technician. Access does not require any school degree.

Volunteering is a valuable asset, particularly for the non-élite sports sector. This involves large associations which promote sports (practised at all ages and in all conditions) all over the country and a variety of minor ones. Almost all are

non-profit sports associations, typically very small and run by volunteers. A sports association can be established without necessarily having a qualified sport technician, although those who work as instructors generally have a qualification issued by National Federations or recognised associations. Sport is here understood largely as

a tool for the prevention of social pathologies, and educators, coaches, technicians and managers combine in offering organised and systematic sports activity to overcome such problems as solitude and fear, youth deviation and dependencies.

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The Peculiarities of Physical Education Programme (5–9 Grades) in Ukraine

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Abstract

This work's aim to present the peculiarities modern of Physical Education Programme (5–9 Grades) in Ukraine. The carried out analysis of the launched PE program of Ukrainian (2009) allows us to confirm that the given program is characterised by its direction towards variant principle realisation that foresees teaching materials planning in accordance with age and sex peculiarities of students, their interests, financial and technical provision of the teaching process and personnel supplying. Programme is aimed at the realisation of educational, upbringing, health-improving, developing target in PE teaching process as well as keeping to didactic principles of teaching: understanding and activity, visual aids, comprehension and individualization, system and sequence, durability and scientism.

Key words: Physical Education, Program, Ukraine, 5-9 Grades, module.

Introduction

The beginning of the 21st century in Europe is characterized by a considerable change in educational policy and a number of significant reforms in the field of education. The present day is characterised by a clear-cut tendency of the majority educational systems' integration into the European space of general education. The reforming of Ukrainian educational system hasn't become on exceptional, which has touched upon Physical Education as a subject, being natural part of teaching and upbringing process at school and benefiting the all-round development of school children including their health strengthening and physical and spiritual qualities improvement.

The practical solution of these tasks is possible only in case of educational process effective planning which to great extent depends on quality of program. At the same time many scientists think that the existing PE programs in Ukraine didn't meet the school children's demands and was not suitable for the formation of durable interest to PE classes [1, 4, 7, 8, 9].

Thus, during the thesis research made by Г.В. Безверхня (in 2004) it was found out that, unfortunate, about 50% of Ukrainian children lack their durable interest to PE classes [2].

The main reasons are as follows:

- as physical exercises choice the schoolchildren interests are not taken into consideration being strictly regulated by the state program;
- modern means of physical and health-improvement work are not being used;
- age-group individual development peculiarities are being ignored;
- physical loading concerning children's health state, and level of their physical preparedness are not being differentiated;
- the level of schools' financial and technical provision is being low;
- the pupils' effective assessment system has not been worked out yet.

That's why, active search for new methods that could activate pupils' interest to PE classes has been recently done in Ukraine. As a result, a new program (5–9 Grades), based on theoretic-

cal and practical acquirement of Ukrainian specialists and leading European countries experience in the field of PE, has been worked out.

The aim of the research paper has been to analyze the new PE teaching programme (5–9 Grades) functioning in Ukraine.

In the process of the given investigation there have been used the following research methods: methods of theoretical analyses and generalization of scientific methodical literature data and official documents.

Physical Education Programme

Since 2009/2010 academic year in Ukrainian schools, there has been launched the new PE program [6].

It's worth mentioning that like in the majority of European countries in Ukrainian schools after the reforms children stay at school for 12 years. Teaching period (one academic hour equals 45 minutes) in grades 5–9 corresponds to the following age limits:

- grade 5 – 10 years old,
- grade 6 – 11 years old,
- grade 7 – 12 years old,
- grade 8 – 13 years old,
- grade 9 – 14 years old.

Typical teaching plans for secondary educational establishments of Ukraine allocate for PE subject [5]:

- in grades 5–7: 2,5 hours per week (in Ukraine language secondary educational establishments) and 2 hours per week (in Russian language or other national minority language schools or in Ukraine language plus two foreign languages schools),
- in grades 8–9: 3 hours per week,
- in grades 5–7, the following variants of hours division are the most popular in Ukraine schools:

Variant 1: Week 1–2 hours, week 2–3 (Term 1 and Term 2).

Variant 2: Term 1–2 hours per week; Term 2–3 hours per week (or vice versa)

Variant 3: While learning track-and-field athletics materials and sports games at the stadiums and play grounds (the beginning of the first term and the end of the end of the second term) – 3 hours.

While learning gymnastics materials, sports games in school gyms (the end of the first and she beginning of the 2nd term) – 2 hours.

The main documents of the teaching process in Ukrainian schools are the following ones:

- teaching programme;
- teaching plan of a secondary school;
- scheme of materials division and coverage;
- working plan of a teaching programme realization, which is made for half a year or the whole year;
- detailed plan of a lesson or a system of lessons.

A lesson is the main form of physical education teaching process organization in a secondary school of Ukraine.

At physical education lessons in Ukraine schools there takes place interrelationship between such subjects as Anatomy and Physiology of a Human Being, Hygiene, Physics, physical education theory and teaching methods, History of Physical Education and Sports, music, choreography and etc.

The contents of physical education as the subject are aimed at the formation of key competences in schoolchildren; such as: sociable (ability to cooperate solution of life problems, mutual understanding social activity, formation of physical culture in individual; basics of healthy lifestyle); motivation (formation of societal and individual understanding of excellent health prestige and physical preparedness, ability to study/learn, display of creativity in various movements in conditions of different complexity levels, adaptability) and functional (ability to make use of the knowledge on natural movement activity, knowledge of Physical Culture and Sports history, enrichment of movement experience with the aim of physical qualities and movement skills in accordance with age peculiarities, mastering of terminology and methodology competences), which illustrate the hierarchy of demands as for sporting activities that are gradually developing and improving.

However, the complex solution of physical education students' tasks foresees not only class forms of lessons in Grades 5–9, but out-of-school ones as well.

To the main out-of-class Physical Education forms belong:

- health improving classes in the day routine (sports minutes, sports breaks during teaching process, health hour, etc.);
- after classes lessons (competitions in accordance with school programme, sport-artistic holidays, health days);
- out-of-school activities (classes in sports groups and sections, sports schools, out-of-school sports organization interest clubs, under parents' guidance, etc.).

Ukraine school teachers of physical education are obliged not only to run physical education compulsory lessons, but provide teaching methods, organization and carrying out-of-class health improving and sporting work that foresees:

- composing a set of physical education minutes and assistance in their organization realization during lessons;
- giving methodical assistance both teachers and schoolchildren as for carrying out other forms of health-improving and sporting work within a school day;
- organization of a sports club activities and joint preparation for sporting events and competitions confirmed by a school council, including the kinds of sport foresees by school programme;
- organization of a sports section work based on either traditional for the given school kind of sport or chosen by students;
- training organization and provision school teams participation in different competitions.

Before a new academic year starts schoolchildren must go through a thorough check up. In accordance with its results of medical check-up temporary Ukrainian school children are subdivided into PE medical groups: the main, preparatory and special ones.

To the main group belong the children without health deviations or with some insignificant deviations but with enough deviations or with some insignificant deviations but with enough physical training.

The prep medical group is composed of the pupils who have some insignificant deviations in their health and physical development, but lack physical training.

To the special medical group belong the children with considerable deviations in their

health with disagree with serious loading. Such pupils are taught in accordance with a special program.

Those pupils who become of their health state haven't been listed in the main medical group, are to attend PE classes in case they do correction exercises or those ones for their general development that agree with them.

The new PE program in Ukraine is based on module system. It is composed of two compulsory modules: theoretical-methodical knowledge and general physical training plus some variant modules: track-and-field athletics, gymnastics, swimming, football, basketball, handball, tourism, aerobics, badminton, etc.

Theoretical and methodical knowledge embraces four units students must master: knowledge connected with a healthy mode of life, knowledge of organizing and methodical character, the basics of self-control, as well as Olympic education problems. For example, the fifth-grade students must know: the general characteristics of a healthy mode of life; hygiene and sanitation rules observation during physical education classes, types of stature discords and their avoidance, safety rules in class and out-of-class, to have an idea about physical development physical training and self-control basics during the performance of physical exercises, as well as to be informed about physical education in Ancient Greece.

Practically, each sports can be represented as a variant module. PE specialists can make variant modules of their own for this program. These variant modules can undergo the Ministry for Education and Science of Ukraine expertise. Hence, the number of variant modules will grow meanwhile.

The contents of the subject "Physical Education" are made of variant modules by an educational establishment independently. However, means of theoretical and physical training, foreseen by the program for each grade and variant module, are compulsory.

In Grade 5–6: students must cover 4–6 variant modules, in Grades 7–8: 3–5 modules, and in Grade 9: 3–4 ones. More or less equal quantity of time is allotted to the coverage of all modules. Thus, in Grade 5 with 6 chosen modules and 105 hours per year, 18 hours are

given per module. But, the new PE program in Ukraine permits to increase or decrease the number of hours allotted to each module.

Variant module program are made for a 5-year period. They contain an Explanatory Note, teaching materials contents, state demands to secondary school students training, oriented standards and a list of sports equipment necessary for the module coverage.

At the beginning of an academic year the protocol of school methodical of Ukraine confirms the schedule-plan of PE variant modules for each grade. The plan contains variant modules to be covered by students, the year of their study and the number of allotted hours. The study process starts in Grade 5.

The criteria of variant modules selection include: the availability of financial and technical base, regional sports traditions, personnel staff and students wishes. The students' wishes are defined by a compulsory questionnaire at the end of an academic year. The questionnaire results should be added to the school methodical group protocol.

In the process variant modules may be modified.

For example, students study:

- in Grade 5 – football (first year), volleyball (first year), track-and-field (first year), swimming (first year) and skiing training (first year);
- in Grade 6 – football (second year), volleyball (second year), swimming (second year) and skiing training (first year), track-and-field (second year) and badminton (first year);
- in Grade 7 – football (third year), track-and-field (third year), swimming (third year) and badminton (second year);
- in Grade 8 – football (forth year), table tennis (first year), gymnastics (first year), and basketball (first year);
- in Grade 9 – football (fifth year), gymnastics (second year), and basketball (second year).

If it is necessary, in Grades 6–9 the program foresees the coverage of a 2-year material within one variant module.

If two variant modules are studied within one academic year or in case the module studies begin later (not in Grade 5) a teacher should correct the modules contents and their assessment.

Home tasks play an important in Ukraine schools' physical education classes organization. It should be directed at the improvement of movement regime in free time, as well as, achievement of recreational and health-improving effect. In case of physical development qualities lag, a teacher (in Grades 8 and 9 together with a student) should make an individual programme of physical health-improving classes which define tasks, physical exercises, their performance sequence, repetition number, breaks for rest, means of self-control, performance assessment. Independent classes, based on the individual programme will give a student extra bonuses while assessing the result/achievements.

It is not recommended to double physical education lessons or run then day after day while composing a time-table. The majority of physical education lessons should be taught in the open air.

The assessment of PE students achievements in Ukraine should be performed in the following way:

- acquiring physical exercises technique;
- the performance of standards (considering the dynamics of personal results;
- performance of tasks during a lesson;
- gaining theoretical and methodical knowledge.

What is more, the mark given for the standard performance isn't a dominant one during thematic, term or year assessment.

For the assessment of physical qualities there have been used program standards created for each academic year. Test standards are only oriented ones. The order of their realization is defined by a teacher in accordance with his/her calendar thematic planning.

The achievement level (beginner, average, sufficient, high) is defined by standard indicator, and then by technical index of movement performance and theoretical knowledge resulting in assessment points [3].

When assessing PE standards, school teachers of Ukraine should keep to the following demands:

Program standards are demonstrated by the main medical group students who don't complain of their poor health, at the moment of their demonstration.

Each test exercise should be preceded by physical training (at least during 2 classes).

Before the test, teacher should warm the students up, then do refreshing exercises.

Students are allowed to retake their standards test at the lesson defined by the teacher.

A teacher must provide absolute safety rules keeping and their realization during standards demonstration.

When assessing PE achievements there should be taken into consideration the following things: individual achievements of a student within academic year; the degree of their activity; out-of-class PE lessons encouragement; participation in all kinds of contests. On the basis of the above mentioned indexes teacher can apply different "bonus" points system. For example, if a student did the test exercise at a certain level, but at the same time his/her individual result of that exercise performance has improved in comparison with the earlier result, a teacher is allowed to give him/her 1 or 2 points more than it is foreseen by program standards.

Between the first of September and the first of October, annually, in order to adapt students to PE lessons loading, the test standards are not assessed; but PE classes are of recreational

and health-improving character, with moderate loading.

Conclusions

Thus, the carried out analysis of the launched PE program of Ukrainian (2009) allows us to confirm that the given program: is aimed at the realization of educational, upbringing, health-improving, developing target in PE teaching process as well as keeping to didactic principles of teaching: understanding and activity, visual aids, comprehension and individualization, system and sequence, durability and scientism; allows teachers to make a differentiation approach to the teaching process organization considering students health state, stages of their physical development, movement preparation and sex, as well as, their motifs and interests to perform physical exercises; forms in students skills and abilities to do physical exercises on their own; is characterized by its direction towards variant principle realisation that foresees teaching materials planning in accordance with age and sex peculiarities of students, their interests, financial and technical provision of the teaching process (a gymnasium, school sports grounds, a stadium, a swimming pool, etc.) and personnel supplying.

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Physical Education Teachers in Spain

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Summary

This article analyzes the evolution in teaching physical education and curriculum in Spain since the first proposals for development that have received the Physical Education teachers with both the first specialized centre for teacher training, the key to its evolution since the mid-nineteenth century to General Management Act 1990 Education System entrusting the teaching of physical education teachers in primary education specialists in the field of Physical Education and which is developed through a Royal Decree of August 30, 1991, establishing the Master degree official in Physical Education and legislation for teacher education Physical education today.

Key words: education, legislation, education system, history, physical education, Spain

Evolution of Physical Education in Spain

The training of teachers of physical education has traditionally been towing laws declaring compulsory subject, but did not provide the necessary means for the training of teachers. This shortcoming of the Government in training teachers has harmed Physical Education. On many occasions it has had to resort to people without qualifications or with inadequate qualifications.

This work aims to determine roughly what has been the evolution of physical education in the Spanish legal framework.

It was not until the mid-nineteenth century for Physical Education (Gymnastics) began to appear in the curriculum. The Liberal government would create the Central School of Gymnastics Teacher in Madrid (1883–1892), passing a military-oriented physical education school based in France and Germany.

The most significant reform was triggered by the Physical Education Act of 1961 that recognized his teaching, looking for a modernization of future studies and approval of materials with the National Institute of Physical Education (INEF).

The following civilian centres would be the National School of Physical Education, "San Carlos", created in 1933 and the Academy of Physical Education of Catalonia, founded in 1936.

During the Franco Physical Education was classified in the institutions of the Movement, and managers of delivery were prepared at the National Academies Youth Front (ANJA).

From 1964–1965 the ANJA course is organized into three sections: Teachers, youth leaders and Physical Education. The latter section would be renamed College of Physical Education ANJA.

Physical Education Act of 1961 entrusted the National School "Julio Ruiz de Alda," the task of forming INEF female teachers, while recognizing the validity of all qualifications issued by the Central School of Physical Education of the Army, National Academy of controls "José Antonio" National School "Julio Ruiz de Alda, and Centers of the Ministry of National Education.

The INEF was created by Law 77/1961. Bet from the beginning by the specificity. His academic activity started in 1967 with a curriculum of four years.

The Royal Decree 790/1981 raised a new regulation INEF, where it could develop its own curriculum following the guidelines set by Order

of July 16, 1981, which provided the academic load and the compulsory subjects.

In the late eighties, the new curriculum being created INEF adapting to new social demands, evolving timidly towards other horizons.

The Royal Decree 1423/1992 of 27 November would authorize the Government to adapt the courses taken in INEF as provided in the University Reform Act of 1983.

Soon after, the Royal Decree 1670/1993 established the general guidelines of a new curriculum, based on which different institutions would develop their respective plans.

Physical Education has been present in greater or lesser extent, in nearly all the curricula of the curriculum of teacher training, but since 1989 when it begins to establish the specialty of Physical Education in Schools Teacher Training University GBS under the Law on Physical Culture and Sport 1980.

The decree has served to mitigate the heterogeneity of the curriculum between the different schools, but it has continued to exist and the criteria for the development of the curriculum have not always been optimal.

Physical Education in the Current Educational System

Curriculum is defined as the set of objectives, content, teaching methods and assessment criteria of each of the levels, stages, cycles, grades and conditions governing the education system teaching practice, therefore, to clarify terminology we can say that the concept of curriculum is the modern equivalent to what has traditionally been called programming and the definition of the Ministry, is marked for the whole country an official position about the educational curriculum in general and the PHYSICAL EDUCATION in particular, which is configured with the curricular elements that address the following questions:

1. Why teach: Objectives.
2. What to Teach: Content.
3. When teaching: Planning, sequencing of objectives and content, and courses cycles (timing).
4. Teaching: Activities. Methodology and Resources.
5. What, how and when to evaluate: Assessment.

Table 1. Outline of curriculum elements (Chinchilla and Zagalaz, 2002)

Level of detail	Responsible Agent	Function	Designation
First	Educational Administration through MEC and the Autonomous Communities with responsibility for education and their respective teams of experts.	Definition and development capabilities in the form of general behavior for an educational stage and each of its core curriculum.	General objectives of Stage. General objectives of area.
Second	Team teaching of a particular school (Faculty, Department, coordination of the cycle, etc.).	Contextualization of the objectives in the center and on the stage, and educational level cycle through the sources: Analysis of context. Prescriptive targets Other curricular materials	Objectives of the cycle. Level Objectives (On-PCC)
Third	Classroom Teachers	Contextualization of the objectives and realization of observable behaviors that students must achieve at the end of the study unit.	Learning objectives.

After reviewing the basic assumptions to develop the teaching action and outline the elements of the curriculum, we must make mention of the three levels of detail curriculum set by the legislature for the development of teaching-learning process (Zagalaz, 2002):

1. Curriculum Design Base (DCB). It is the first level of detail, corresponds to that set by the Ministry of Education and Science, which opted for an open curriculum model, ie on the minimum established by the Ministry itself for the entire national territory, be applied in successive concretions, by the appropriate

bodies, reaching the final contextualization of the curriculum into the classroom, adapting to the Autonomous Communities with responsibility for Education. It includes general objectives and cycle stage, curriculum areas and its overall objectives and final objectives. Should, therefore, what to teach, how to teach and how to assess, but the flexibility that allows teachers characterized develop their own classroom programming.

2. Curriculum Project Centre (PCC). Second level of specificity, issued by the school according to the DCB, collects basic goals and priorities, performance, methodology, contents, facilities, faculty, students and educational needs.

Classroom Scheduling (PA). Third level of detail, and the responsibility of teaching equipment and lecturer, is the planning of activities and tasks, model selection and preparation of teaching materials, which will result in appropriate programming, based on the elements of the curriculum.

Physical Education in Primary Education

According to Royal Decree 1513/2006, of December 7, laying down the curriculum for primary education teaching Physical Education will aim to help develop in students the skills that are in the following paragraphs.

1. Know and value their bodies and physical activity as a means of exploration and enjoyment of driving opportunities, relationships with others and as a resource for organizing leisure time.
2. Assess physical activity for welfare, showing a responsible attitude towards oneself and others and recognizing the effects of physical exercise, hygiene, food and postural habits on health.
3. Use their physical abilities, motor skills and their knowledge of the structure and functioning of the body to adapt the movement to the circumstances and conditions of each situation.
4. Purchase, choose and apply principles and rules engines to solve problems and take effective and autonomous practice of physical activities, sports and artistic expression.

5. Regular and dosing the effort, reaching a level of self-according to their possibilities and nature of the task.
6. Using the expressive resources of body and movement, aesthetic and creative manner, communicating feelings, emotions and ideas.
7. Participate in physical activities sharing projects, establishing relations of cooperation to achieve common goals, resolving conflicts through dialogue that may arise and avoid discrimination based on personal characteristics, gender, social and cultural rights.
8. To know and value the diversity of physical activities, games and sports as cultural elements, showing a critical attitude in the perspective of both participant and spectator.

Furthermore, as stated in the Royal Decree 1513/2006, of December 7, laying down the curriculum for Primary Education Physical Education will help to develop the following skills:

The area of physical education contributes significantly to the development of competition in the knowledge and interaction with the physical world through perception and interaction appropriate body, in motion or at rest in a determined area to improve their chances driving. It also contributes through knowledge, practice and assessment of physical activity being indispensable for preserving health. This area is key for children to acquire healthy habits and improving and maintaining physical condition accompanying them during the school and most importantly, throughout life.

In today's society progresses towards the optimization of mental and physical effort, it is essential to the practice of physical activity, but above all their learning and assessment as a means of psychophysical balance as a factor in preventing risks of inactivity and also as an alternative occupation of leisure time.

The characteristics of physical education, especially those concerning the environment that develops and class dynamics, make it conducive to social skills education, where educational intervention effect in this regard. Physical activities and in particular those that are made collectively are an effective means to facilitate interaction, integration and respect, while

contributing to the development of cooperation and solidarity.

Physical education helps students learn to live together, primarily in regard to the development and acceptance of rules for collective operation, with respect for personal autonomy, participation and appreciation of diversity. Activities aimed at the acquisition of motor skills require the ability to take on the differences and the opportunities and constraints and others. Compliance with the rules governing the games works in the acceptance code of conduct for interaction. Competitive physical activities can generate conflicts that need to be negotiated is based in dialogue as a means for resolution. Lastly, note that it helps to know the cultural wealth by practicing different games and dances.

This area contributes to some extent to the acquisition of cultural and artistic competition. The expression of ideas and feelings creatively contributes through the exploration and use of the possibilities and resources of the body and movement. The appreciation and understanding of cultural fact, and an appreciation of its diversity, it does through the recognition and appreciation of specific cultural human movement, such as sports, traditional games, activities and dance and expressive consideration as a heritage of peoples.

In another sense, the area provides an approach to sport as entertainment phenomenon through analysis and critical reflection about violence in sports or other situations contrary to human dignity that occur therein.

Physical Education helps the achievement of autonomy and initiative to the extent that calls upon students to make decisions with progressive autonomy in situations where they must express self-improvement, perseverance and positive attitude, also do, if given prominence the students in aspects of individual and collective organization of physical activities, sports and expressive.

The area contributes to competition learn how to learn by knowing oneself and one's own possibilities and shortcomings as a basis of motor learning to develop a varied repertoire to facilitate their transfer to more complex motor task.

This allows the establishment of achievable goals whose attainment generates confidence. At the same time, joint projects in group physical activities facilitate the acquisition of resources for cooperation.

On the other hand, this area works, from an early age, critical appraisal of the messages and stereotypes regarding the body, from the media and communication, which can damage the body image. From this perspective goes some way to competition on the processing of information and digital competition.

The area also contributes, like the rest of learning, the acquisition of linguistic communicative competence, offering a variety of communicative exchanges, the use of the rules that govern them and the specific vocabulary that the area provides.

According to Royal Decree 1513/2006, of December 7, laying down the curriculum for primary education content blocks are five Physical Education,

- Block 1, The body image and perception corresponds to the content to allow the development of perceptual-motor skills. It is particularly aimed at acquiring knowledge and control of one's body that is crucial both for the development of body image and for the subsequent acquisition of motor learning.
- In Block 2, motor skills together content that allow students to move effectively. They will be involved for both purchases related to the domain and motor control. Highlight the content that facilitate decision-making to adapt the movement to new situations.
- In Block 3, artistic and expressive physical activities are incorporated into the content intended to promote expression through the body and movement. Communication through body language has also been taken into account in this block.
- Block 4, Physical Activity and Health is made up of those skills necessary for physical activity is healthy. In addition, incorporate content for the acquisition of physical activity habits throughout life, as a source of comfort. The inclusion of a bloc that brings together content related to physical health from the perspective of physical activity is intended to emphasize the necessary acquisition of a

learning which obviously include all of the boxes across.

- Finally, Block 5, Games, Sports, presents material related to gambling and sports activities understood as cultural expressions of human movement.

Whether the game can be used as the methodological strategy also necessitates consideration as content for their anthropological and cultural value. On the other hand, the importance, in this type of content, gain interpersonal aspects of the proposal made remarkable here of attitudes directed towards solidarity, cooperation and respect for others.

In relation to the assessment and taking back to the 1513 decree Criteria evaluation, these are expressed per block specific content and educational cycle.

Physical Education in Secondary Education

According to Royal Decree 1631/2006 of 29 December, establishing the core curriculum for compulsory secondary education, physical education should contribute not only to build capacity and generate instrumental habits continued practice of physical activity, but also must link it to a scale of values, attitudes and norms, and knowledge of the effects on personal development, thus contributing to achieving the overall objectives of the stage.

The focus of this matter, has an inclusive and includes a multitude of functions: cognitive, expressive, communicative and well-being. First, the movement is one of the fundamental cognitive tools of the person, both to know themselves and to explore and organize its immediate surroundings.

Through the organization of their perceptions breasts-drive, become aware of one's body and the world around them, but also by the movement itself is improved motor skills in different situations and for different purposes and activities, enabling even show skills and overcome difficulties.

Furthermore, while the person uses his body and body movement to interact with others, not only in the game and sport, but in general all kinds of physical activities, promotes the art account of both instruments communication,

connection and expression. Likewise, through physical exercise contributes to the preservation and improvement of health and fitness, prevention of certain diseases and disorders and psychological balance, to the extent that people, through the same release tensions, leisure activities and enjoy their own movement and their effectiveness body. This is even more necessary given its role to compensate for environmental restrictions and the usual sedentary lifestyle of today's society. The physical education in this sense acts as a factor in prevention of first order.

The body and movement are, therefore, the basic axes that focus on educational activities in this area. It is, first, education of the body and movement in the direction of improving the physical and motor and hence the consolidation of healthy habits. Secondly, education throughout the body and movement to acquire skills and affective relationship, necessary for life in society.

The contents are organized around four major blocks: Block 1, physical and health condition, Block 2, games and sports, Block 3 and Block 4 Body language, Activities in the natural environment.

The teaching of physical education at this stage will aim to develop the following capabilities:

1. Knowing the characteristics that define a healthy physical activity and the beneficial effects that this has for the individual and collective health.
2. Rate and systematic practice of physical activities as a means of improving the health and quality of life.
3. Perform tasks aimed at increasing the chances of engine performance, improved physical fitness for health and improvement of the functions of adjustment, control and body control, adopting an attitude of self-demanding in its execution.
4. Meet and build healthy habits, basic techniques of breathing and relaxation as a means to reduce imbalances and relieve stresses caused in daily life and sports physical practice.

5. Planning activities to meet the demand in terms of physical abilities and specific skills from the initial assessment of the level.
6. Perform physical and sports activities in the natural environment with low environmental impact, contributing to its conservation.
7. Know and sports and recreational activities individual, collective and adversarial, applying the statutory technical and tactical fundamentals in game situations, with progressive autonomy in implementation.
8. Show skills and attitudes of respect, teamwork and sportsmanship in participation in activities, games and sports, regardless of cultural, social and skill.
9. Design practice and expressive activities with or without musical background, using the body as a means of communication and creative expression
10. Adopt a critical attitude towards the treatment of the body, physical activity and sport in a social context.

The Physical Education Teacher in Spain

To exercise physical education teaching in Spain (6–12 years primary education and secondary education 12 to 18 years) are necessary different university degrees.

Primary education: in order to practice the profession of physical education at the primary level is necessary to hold the degree in primary education (240 ECTS) may be issued only universities.

Primary Education is a compulsory stage of education, which courses between the six and twelve years of age, divided into three steps. The purpose of this stage is to contribute to personal and social development of school children through the teaching and learning in content area of artistic, scientific, ethical, linguistic, mathematical, and technological driving and action by appropriate mentoring.

Teachers must be able to participate actively in the design and development of innovative projects that contribute to the ongoing qualitative and quantitative improvement of the educational system.

The mandatory nature of this educational stage ensures the continued demand for

teachers for professional performance in public, private and private.

The projected increase in population will have to preschools families from other countries, and the future need to fill vacancies in the education sector due to the renovation of a large number of teachers (according to the Ministry of Education estimates that it will take more than 200,000 new teachers by 2015 to 2016 ongoing).

To teach physical education in primary school students should study the subjects that correspond to the respective "reference", in addition to the practicum in the teaching.

Secondary Education; the necessary qualifications to teach in secondary physical education in science is the degree of physical activity and sport, or sports science degree (240 ECTS), students must also complete a master in training faculty in the specialty of Physical Education (60 ECTS).

The Science Degree in Physical Education and Sport is the official university degree entitling the holder to work in areas like sports training, tourism and sports animation, corrective and remedial gymnastics, management companies and sports centers, rehabilitation functional effort and education. Linked to the Health Sciences, this course can gain skills in teaching methodologies, while the student sports activities related to training programs materials.

The number of teaching hours in primary s assigned 25 hours a week and 17 hours weekly secondary.

The retirement age in Spain is at 65.

Conclusions

Until the nineteenth century, do not begin to lay the foundations of Spanish education. From the end of that century, physical education began to be considered in the Spanish Educational System. During the twentieth century physical education is introduced with more or less interest in all levels of education, thus providing a definitive end of the century, thanks to the LOGSE and the demands and social acceptance it enjoys (Zagalaz, 2001) The LOE, in regard to physical education remains a sense of continuity and regressive because it reduces the number of hours devoted to physical education.

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Journal of Physical Education & Health

Social Perspective

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We are planning to issue a volume including materials concerning **education, improving qualification and work of physical education teacher in different countries.**

We would like to invite to prepare an article on the above mentioned topic, characterizing the situation in your country. It could be a case study regarding entirety of the above mentioned topic or selected issues in this scope, such as:

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- qualifications entitling to realize the program of physical education on respective levels of school education;
- the number of didactic classes per week;
- the age of retirement;
- results of researches as well as characteristic of problem publication concerning this profession;

2. Studies preparing to the above mentioned profession

- types of schools educating physical education teachers;
- structure of studies programs (names of studies subjects, scope of classes to realize their programs);
- professional titles of graduates;
- results of researches and characteristic of problem publications concerning education of physical education teachers;

3. Improving professional qualifications of physical education teachers

- normative settlements regarding this problem;
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