

DIFFERENTIAL APPROACH TO REALISATION OF PROGRAM CONTENTS IN ATHLETICS AT SCHOOL

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ДИФЕРЕНЦИРАН ПОДХОД ЗА ОСЪЩЕСТВЯВАНЕ НА ПРОГРАМНОТО СЪДЪРЖАНИЕ ПО ЛЕКА АТЛЕТИКА

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Идеята за диференциран подход в реализирането на спортна дейност в училищата теоретично предполага оптимизиране на връзките между следните фактори:

- индивидуални характеристики на учениците;
- избор на програмно съдържание;
- методически подход в научаването и упражняването на тези дейности;
- условия, при които тези дейности се провеждат.

Ученикът не е обект, а активен субект, на който се помага от учителя да овладее нова моторна информация и да подобри нивото на психосоматичните способности. Това означава, че разграничен подход към спортната активност отхвърля всякакъв модел и, че индивидуалните различия и нужди на учениците се взимат под внимание.

Introduction

The curricula in school sport (physical education) have existed for over 40 years with minor and slight corrections. Transformation of sport (physical culture) has resulted in including school sport into the list of subjects. Namely, experts and researchers in the field of sports have made enormous efforts during the past 10 years to change the term of physical education to school sport, which has also affected the curricula to a great extent. Without going deeply into the complete program of school sport, we have directed our attention to transformation of athletic contents in view of the fact that they tend to be increasingly neglected in schools. There are many reasons for neglecting athletics in schools, starting from a slow reform of education, via stereotypes of the competent authorities, uninterested teachers, bad motivation of pupils, all the way to insufficient buildings and material equipment in schools. It is not the secret that school education is undergoing a difficult crisis. The most serious effects therefrom are found in individual, i.e. basic sports, and athletics as one of them.

Problem and aim of research

Research and attempts to coordinate education reform, i.e. curricula with the extent of their impact on

the human organism have not given the expected results. Namely the attempts to start a reform of education have not acknowledged the social and economical maturity of population which has resulted in inadequate evaluation of the needs. The pupils replace the natural biological needs for movement (sports activities) with other diametrically different needs and direct themselves towards negative activities (drug addiction, alcoholism, pornography, etc.), which is an extremely dangerous alternative for the society.

Future of school is in the process of a fast reorientation and examination of the current tendencies of educational development aspired to by Europe and the whole world. Thus, for example, the analysis of school sport in the developed countries shows that the accent has been put on the size and intensity of sports engagement, giving priority to creation of the movement activity which the pupils accept with pleasure. With such an aim the psychological balance of the pupils can be preserved towards the up-to-date conditions of living. It is recommended that the major part of the teaching program in school sport ensures activation of the sensitive and perceptive capacity of the child. With such thoughts, it is obvious that the program contents in schools must be modified and adjusted to the requirements, which satisfy all factors affecting the schooling age in a positive manner.

Model of an experimental program

Unfortunately, the athletic contents in schools in Serbia have not been changed even after 50 years. If we ask ourselves, i.e. the informed part of the population (not the pupils) a question concerning the effects of athletic contents on the human organism, we would probably agree that there is no great difference between long jump, high jump and triple jump, and yet all these events make a part of the curriculum. The same is true of throwing and running events. It is these repetitions that provide room for a differentiated athletic program in schools. Assuming that the long jump provides approximately the same effects on the development of psycho-physical skills of pupils as the high jump or ball

evaluation of realisation of the experimental program was given in terms of an expert mark by the teacher within all three groups of pupils, provided that the achieved results in specific events were not taken into account during evaluation.

Conclusion

On the basis of the conducted experimental program and application of the expert mark by the teacher, the following conclusions have been drawn:

1. The applied model was acceptable for school conditions.

2. Interest of pupils owing to the possibility of selection of the program contents has increased their motivation,

Model example

FOR 5TH FORM: Athletics 22 classes (two cycles)

a) Autumn cycle: – long distance running 5 classes
 – long jump, high jump, triple jump (selected) 5 classes

total 10 classes

+ sports activities 5 classes

b) Spring cycle: – long jump, high jump, triple jump (selected) 4 classes
 – shot put, discus throw, javelin throw (selected) 4 classes
 – long distance running 4 classes

total 12 classes

+ sports activities 6 classes

FOR 7TH FORM: Athletics 20 classes (two cycles)

a) Autumn cycle: – shot put, discus throw, javelin throw (selected) 4 classes
 – long jump, high jump, triple jump (selected) 6 classes

total 10 classes

+ sports activities 5 classes

b) Spring cycle: – relay race 6 classes
 – long jump, high jump, triple jump (selected) 4 classes

total 10 classes

+ sports activities 5 classes

throw or discus throw, we have conducted an experimental research in primary schools in Vojvodina under the title Differentiated program of athletics in the primary school for the 5th and 7th forms. Based on the structured model and the existing curriculum, an optional differential program contents in athletics was realised, which consisted of one jumping event (selected), one throwing event (selected) and running, with the total number of classes which was foreseen for two jumping, two throwing events, and running short and long distances. Apart from these criteria, the pupils were classified in three groups based on individual abilities, which were defined as: pupils for minimum program, pupils for medium program, and pupils for maximum program. Experimental program lasted for four academic years, whereas the control and

and it has also shown a great cooperativity in realisation of the teaching. All pupils have selected those program contents to which they have been most attracted.

3. Teachers of physical education have shown greater interest for realisation of program contents.

4. Realisation of program contents in groups formed according to the abilities of pupils has yielded statistically significant positive effects in realisation of the program contents, since the pupils with lower motor abilities could find their place in their own groups, which was a great motif for them.

5. Pupils have shown specific interest to compete in selected program contents (athletic events).

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