

Material-space conditions for the realization of physical education

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Material-space conditions for the realization of physical education: *The goal of this research was to find material-space conditions in schools in the Republic of Serbia. The results show that the lessons are realized in very different material-space conditions which result in different effects of physical education. A great many schools do not have adequate conditions, and with it physical education teachers are not disposed to realize the programme contents. Inadequate conditions are serious factor which influences that female students evade physical education lessons.*

Key words: education, physical education, material-technical conditions

INTRODUCTION

Physical education teaching is a unique educational process which demands engagement of all strengths and abilities, of students and teachers together. It is normal because it is the question of integral influence on students and their abilities.

Dynamic movement activities as a specific thing of this educational process have a constant risk form possible injuries, health damage and sometimes loss of life. The teacher is obliged to think about these facts and to take care of students 'safety as better as possible. Led by the later reasons, teacher is obliged to plan safety measures when preparing a lesson. The attitudes of our most prominent methodic experts of physical education show that safety measures on physical education lessons are as follows: health hygienic measures, control of technical accuracy of equipment, exercise machines and court itself, saving and helping and order and discipline during the realization process.

Besides many health hygienic conditions which should be taken care of by the teacher, he or she should also take care of floors for the realization of planned contents. In closed spaces floors are washed and cleaned with disinfectants. Outer courts are cleaned form litter and leaves. Courts are also washed if they are made of asphalt and they are watered if they are made of soil. A great number of schools do not have halls and outer courts so that planned lessons are realized in corridors or classroom and they need additional teacher's engagement (Markovic, 2011).

This research had as its goal to research material-spacial conditions in seventeen schools in the Republic of Serbia. As a basis the research of Petrovic et al (1995) and their categorization of school objects. Six categories of objects were formed. The first category demands from school to have the following material premises: sports hall whose minimal size is formed according to the size of basketball court (minimum of 450 square meters), small sports hall (minimum 150 square meters) or adapted space, outdoors handball court, outdoor basketball court, outdoor volleyball court, free surface (grass or asphalt), for athletics – circular 200 meter lane for running, jump pit, throwing field, two changing rooms, two bathrooms, two toilets, equipment room and teacher's office.

The first category is made up of buildings which are used for the realization of all planned physical education curricula which are proposed by the Ministry of Education of the Republic of Serbia. The sixth category is made up of objects which do not fulfill the conditions for the realization of physical education lessons.

EXPOSITION

The research was realized in the second term of 2011/2012. school year and it included 17 schools in the Republic of Serbia. In this research the technique of survey was used. Survey list was used as an instrument with fourteen questions of closed type with multiple choices. The survey was done by physical education teachers at schools which were included into research.

THE RESULTS

On the basis of the results general statement is that none of seventeen schools does not possess all material goods and cannot be included into first category. Only schools with the first category can completely realize physical education lesson plan. The outdoor basketball, handball and volleyball courts have the biggest frequency at schools, which influences that school activities are planned in autumn and spring part of a school year. A very small number of athletic courts and gymnastics courts is worrying, which influences that most schools do not plan and do not realize gymnastics (equipment exercises) and athletic lessons.

Table 1.

Frequency in numbers and percents material goods

Material goods	es	%	o	%
Sports hall whose minimal size is formed according to the size of basketball court (minimum of 450 square meters)		52.94%		47.06
Small sports hall (minimum 150 square meters) or adapted space,		23.35	3	76.68
Outdoors handball court,	5	88.23		11.77
Outdoor basketball court	6	94.11		5.89
Outdoor volleyball court	6	94.11		5.89
Free surface (grass or asphalt)	5	88.23		11.77
For athletics – circular 200 meter lane for running		11.77	5	88.23
Jump pit		11.77	5	88.23
Throwing field		5.89	6	94.11
Two changing rooms	2	70.58		29.42
Two bathrooms		41.17	0	58.83
Two toilets		52.94		47.06
Equipment room	5	88.23		11.77
Teacher's office	1	64.70		35.30

Grass and asphalt surfaces are mostly present in school yards, and they are used for the realization of extracurricular activities, as well as the activities before, in the meantime and after lessons (Markovic and Visnjic, 2008). By the analysis of the state in all 40 secondary schools in the Republic of Montenegro, it is stated that useful spaces for exercising in indoor and outdoor courts are far more under the limit for optimal use of surfaces for the realization of programme contents of physical education, and floors for the realization of physical education lessons are under health-hygienic and urban minimum.(Brajkovic, 1996).

From 280 primary and secondary schools in Belgrade, fifty of them do not have sports hall, and average age of equipment is 30 years. In the research which was done by the Council for Sport of the Municipality of Cukarica, is showed that boys and girls aged 7-14 are physically not fit comparing them to their friends in Europe. Technical readiness of objects and equipment is not only in the function of efficient, but also safe exercising. From many stages that teacher is obliged to do before each lesson start on the first place is the check of sports hall floor our outdoor court (to check if it is slippery, if it has holes or any other problems) which can obstruct students'safety during physical education lesson.

Inadequate floor of school sport courts is the most common cause of students'injuries. Secretariat for sport and youth in the Autonomous region of Vojvodina has passed a rule about the supervision of sport buildings'safety. Supervisors control especially the existence of damages or other anomalies on the floors (indoor and outdoor) as well as the existence of other disadvantages which can lead to students' injuries.

CONCLUSION

It is general statement that floors on which planned lessons are realized are the most important as the aim of increasing the safety of diminishing of risks of injuries. The female students do less sport activities on grass and asphalt floors. Soft floors, apart from higher safety, will influence the frequency of coming to lessons, because the frequency of presence on physical education lessons depends on ambient surroundings, i.e. material-spacial equipment. Constant care of the state and all employees in schools is constant improvement for the realization of physical education teaching.

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