

REALIZATION OF THE CURRICULUM FROM THE COURSE OF PHYSICAL AND HEALTH EDUCATION IN THE CLASSROOM

Makfirete Ameti¹, Lulzim Mehmedi²

¹*Department of Pedagogy, Faculty of Pedagogy, MK

²Department of Philosophy, Faculty of Philosophy, MK

*Corresponding Author: e-mail: makfirete.ameti@unite.edu.mk

Abstract

The time we live in is characterized by intense and dynamic life which does not allow multiple movements. Considering that in a considerable part of the students occur different deformities that require intensive physical activities, the Ministry of Education and Science of the Republic of Macedonia added a weekly and annual fund of the physical and health education courses, from 2 or 72 hours per year, to 3 hours per week, or 108 per year.

Sports and physical activities are an important part of everyday life, whose purpose is systematically to influence in the development of functional and psychomotor skills, as well as to influence in students the habits for daily exercises and sports activities. In this way it is affected by the health protection and harmonic development of the entire body without bodily deformities. The Physical and Health Education Program is conceived so that the students can master well the elements they have learned before and build up with new exercises and specific movements, as well as skills in the field of athletics, gymnastics and rhythm, football, volleyball, basketball, handball, table tennis and swimming. Daily physical activities will enable the students to become healthy and versatile. Through this paper we will provide data on the professional preparation of the classroom teachers in terms of the realization of the curriculum in the course of physical and health education.

The research involved 6 primary schools in Tetovo and Kicevo region (3 + 3). The results obtained from this paper provide a sound basis in the field of realization of the curriculum from the course of physical and health education, especially in the period when reforms are being implemented in the classroom and it is expected that the physical and health education teaching hour to carry out in tandem the class teacher and a professor who has completed physical and health education.

Keywords: Curriculum, physical and health education, lessons, reform.

Introduction

In the Republic of Macedonia, the concept of content and organization of primary education was introduced in 1996 and in the same year has been implemented gradually the new curriculum with new curricula. The new curricula's have been prepared by special commissions composed of professional faculty professors for special courses, professors from schools and advisers from the Bureau for Educational Development. The curriculum contains general goals for learning (according to the course) and teaching tasks thereby characterizing the general goal. (Concept for Primary Elementary Education, pg.22, received on April 11, 2018 by <http://bro.gov.mk/docs/Binder2.pdf>)

Based on the Law on Primary Education (Law on Primary Education "Official Journal of RM No. 103/2008), the education system in the Republic of Macedonia from eight years passes to nine years and is divided into three cycles, cycle I from class I-III, cycle II class IV-VI and cycle III class VII-IX. The Ministry of Education and Science of the Republic of Macedonia, through the new curricula defined mandatory and elective courses that will be taught in each classroom.

From the analyzes made from the Concept for Primary Education and elementary education concerning mandatory and elective courses in elementary grades by analyzing experiences from different European countries as well as in our country, in relation to the realization of physical and health education, it results that 8.98% of the total number of hours has been allocated in the schools of Denmark, in Finland 9.37%, Austria 10.86%, Germany 11.11%;

Slovenia 13.79%; Croatia 15.27% and in Macedonia 16.21%. (Concept for Primary Elementary Education pg.13, received on April 11, 2018 from <http://bro.gov.mk/docs/Binder2.pdf>)

For this reason it was decided that from the academic year 2008/09 to increase the weekly fund of classes in physical and health education in elementary schools and from 2 respectively 72 hours per week, to 3 hours per week, respectively 108 per year. On the basis of the normative for the education framework, the course of physical and health education from the 1st – 4th class is realized by the teacher of the class. This is because the teacher of the class is the person who knows better child's life in his / her class. With parents they have more conversations from grade I to V, respectively from grade VI to IX. (Concept for primary school education, nineteen, p.70, received on April 11, 2018 from <http://bro.gov.mk/docs/Binder2.pdf>)

The importance of the course of Physical and Health Education for students

Physical and Health Education builds students' knowledge, skills and attitudes for health. Through it the student learns about physical, mental, emotional and social health. This motivates them to improve and maintain their health, to prevent illness and to reduce dangerous behaviors. The curricula and guidelines of physical and health education help students develop skills that will enable healthy lifestyles throughout their lives. Effective curricula result in positive changes in the behavior of student such as: alcohol, cigarettes and drugs and others, alcohol, cigarettes and other drugs, prevention of injuries, mental and emotional health, nutrition, physical activity, disease prevention and sexuality and family life.

Physical and Health Education encourages learning in other courses! A study showed that reading and math scores of third and fourth grade students that attended general health education were significantly higher than those who did not attended. In general, healthy students learn better. Numerous studies have shown that healthier students tend to have better results at school. They have higher attendance, have better grades, and perform better tests. (https://www.education.nh.gov/instruction/school_health/health_coord_education.htm, received on April 12, 2018)

Physical and Health Education has a special place in the educational process in the primary education process. The Physical and Health Education program in the teaching process is realized with content, exercises and special games that physically activate the locomotion apparatus and directly affect in the symmetric growth and student development improves their physical ability and health and promotes them for a healthy life. Also, the activities planned by this Program promote and develop students' cognitive, psychomotor, emotional and social development. (Curriculum for the first grade of nine years of primary education, pg.197, received on April 20, 2018 from: http://bro.gov.mk/docs/osnovno-obrazovanje/nastavni_programi/I_odd_nastavna_programa_MK-ALB.pdf)

Based on the Curriculum, the topics that are being taught in the first class are:

1. Meet the ...
2. Exercises for organizational placement and movement
3. Exercises for body formation and movements
4. The basics of athletics
5. The basics of gymnastics
6. Games (Curriculum for the first grade of nine years primary education, pg.19, received on 20.04.2018 from: http://bro.gov.mk/docs/osnovno-obrazovanje/nastavni_programi/I_odd_nastavna_programa_MK-ALB.pdf)

In the second and third grades, the following topics are conducted:

1. Exercises for organizational placement and movement
2. Exercises for body formation and movements
3. Basics of athletics
4. Basics of gymnastics
5. Games (Curriculum for the second and third grade of nine years primary education, pp.176-180, received on 20.04.2018 by: http://bro.gov.mk/docs/osnovno-obrazovanje/nastavni_programi/IIodd_nastavna_programa_MK-ALB.pdf; http://bro.gov.mk/docs/osnovno-obrazovanje/nastavni_programi/IIIodd_nastavna_programa_MK-ALB.pdf)

In the fourth grade, the following topics are conducted:

1. Exercises and games for proper physical training and development
2. Athletics
3. Gymnastics and rhythmic
4. The basics of dancing
5. Basics of sports games - Basketball
6. Volleyball

7. Handball
6. Football (Curriculum for IV grade of elementary education, pg.139-144, received on April 20, 2018 from: http://bro.gov.mk/docs/osnovno-obrazovanie/nastavni_programi/IV-oddelenie/4_nastavni%20programi%20na%20albanski%20jazik.pdf)

In the fifth grade, the following topics are conducted:

1. Exercises and games for proper physical training and development
2. Athletics
3. Gymnastics and rhythmic
4. Modern dancing
5. The basics of dancing
6. Basics of sports games - Basketball
7. Volleyball
8. Handball
9. Football (Curriculum for V grade of elementary education, pg 170-175., received on 20.04.2018 from: http://bro.gov.mk/docs/osnovno-obrazovanie/nastavni_programi/IV-oddelenie/4_nastavni%20programi%20na%20albanski%20jazik.pdf)

Within the framework of all the curricula from I-V, are expected to be conducted the elective topics that are realized in cooperation with the parents:

1. Activities in the water
2. Snow activities
3. Kick scooter, bicycle, roller skates
4. Outdoor activities: Picnics and Walking
5. School sports
6. Sports schools and projects

Teaching topics in co-operation with parents are planned based on the conditions for school work and the local environment, parents are surveyed, are formed groups, prepares a special program for realization, and if needed besides the teacher is engaged another professional person. Teaching topics are conducted in the presence of one parent or tutor. (Curriculum for the first grade of nine years primary education, p.210, received on April 20, 2018 from: http://bro.gov.mk/docs/osnovno-obrazovanie/nastavni_programi/I_odd_nastavna_programa_MK-ALB.pdf)

It should be mentioned that with the decision of the Minister of Education and Science of the Republic of Macedonia no. 10-1601 / 1 dated on June 19, 2009, it is allowed the use of the book for Physical and Health Education for IV grade in the nine year primary education, and a year later, with the decision of the Minister of Education and Science of Republic of Macedonia no. . 22-2403 / 1 dated on April 21, 2010 is also allowed the use of the book for Physical and Health Education for grade V in the nine-year primary education. Regarding the first, second and third classes, we still do not have any textbooks.

Having into the consideration the curriculum and the ability of the classroom teaching successfully to complete the program, we also looked at study programs where classroom teachers are being prepared. At the University of Tetova, students receive their competences for the realization of the course of Physical and Health Education within the course of Basics of Physical Education, with Methodology I and II, which is conducted in the VII semester with 2 + 1 hours and the VIII semester with 2 + 1 hour. (<https://unite.edu.mk/faculty/faculty-pedagogical/>, received on April 22, 2018)

At the Faculty of Pedagogy in Skopje, students gain their competences in the course of Basics of Physical Education in the VII semester with a fund of 2 + 2 + 1, as well as Methodical Physical Education in the VIII semester with a fund of 2 + 2 + 1, as well as the course Physical Education in the I and II semester with a fund of 0 + 2. (http://www.pfsko.ukim.edu.mk/?page_id=102, received on April 22, 2018).

At the "Goce Delcev" University in Shtip, within the IV campus - Educational Sciences, the study program classroom teaching, the students receive their competences in the semester 5 within the course Physical and Health Education with methodology I with a fund of 2 + 2 + 1 hours, as well as in semester VI within the subject Physical and Health Education with methodology II with fund of 3 + 2 + 2 hours. (<http://arhiva.ugd.edu.mk/mk/fon/studiski-programi/oddelenska-nastava.html>, received on April 22, 2018).

At the Faculty of Pedagogy in Bitola, students take their competences for the realization of the course of Physical and Health Education within the course of Basics of Physical and Health Education in the V semester with a fund of 3 + 1, as well as in the VII semester in the course Methodology of teaching Physical and Health Education with a fund of 3 + 1. (<http://www.pfbt.uklo.edu.mk/en/ELEMENTARY%20school%20teacher.pdf>, received on April 22, 2018).

Research Methodology

Having into the consideration the importance of the successful realization of the course of Physical and Health Education as a problem of our research we chose the impact of the initial education and professional development of the classroom teaching in successfully completing the course of Physical and Health Education from the I-V grade of primary education.

Research Hypothesis

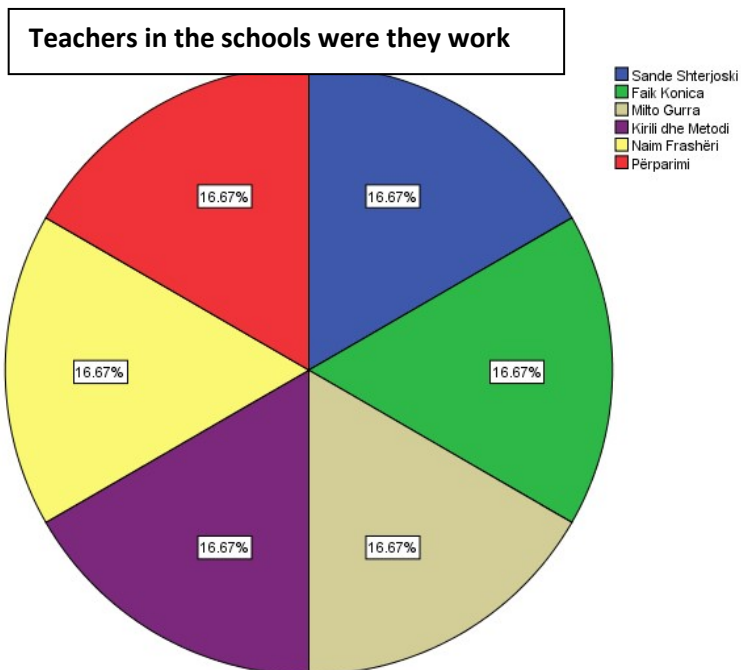
Hypothesis 1: In the framework of initial education (undergraduate), students acquire the necessary competences to successfully complete the course of Physical and Health Education.

Hypothesis 2: The professional excellence of classroom teaching professors affects the most successful realization of Physical and Health Education from class I-V.

In order to have a clear picture of the success of the course of Physical and Health Education, we conducted research and surveyed 120 teachers/professors, while the data were processed quantitatively in the SPSS program. The teacher questionnaire consists of a total of 15 questions, while answers to questions are given in the form of Likert scale of 1-4, where 1 -means disagree, 2-slightly disagree, 3-slightly agree and 4-strongly agree. During the processing of the results are presented the data of the correlation analysis between the initial education and the professional development of the teachers.

Table 1. The school where the surveyed teachers work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <i>Sande Shterjoski</i>	20	16.7	16.7	16.7
<i>Faik Konica</i>	20	16.7	16.7	33.3
<i>Milto Gurra</i>	20	16.7	16.7	50.0
<i>Cyril and Methodius</i>	20	16.7	16.7	66.7
<i>Naim Frashëri</i>	20	16.7	16.7	83.3
<i>Përparimi</i>	20	16.7	16.7	100.0
Total	120	100.0	100.0	

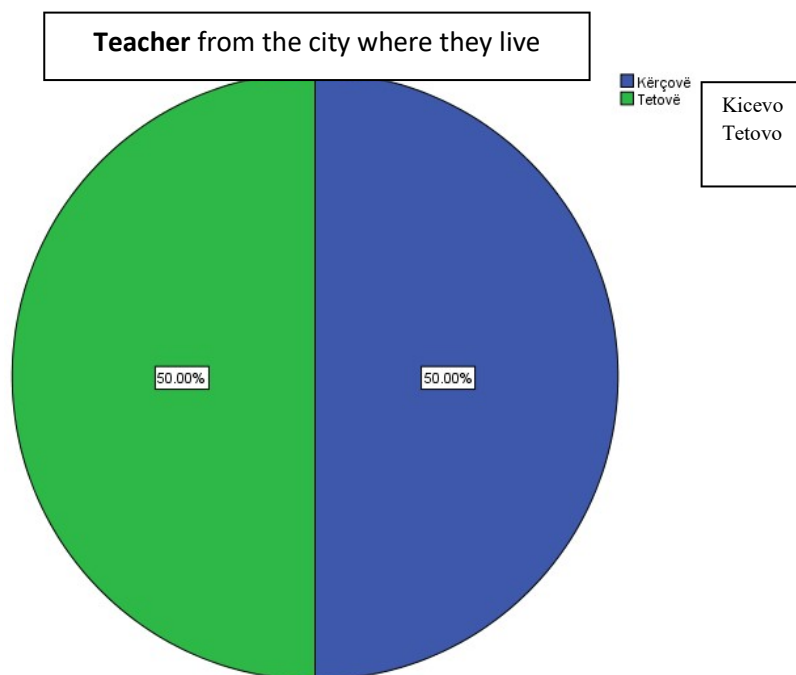


Graph 1. Teachers in the schools were they work

From Table 1 and Graph 1 we found that we included an equal number of professors in schools, 20 professors from Primary Schools Sande Shterjoski, Faik Konica, Milto Gurra, Cyril and Methodius, Naim Frasheri and Përparimi, a total of 120 professors.

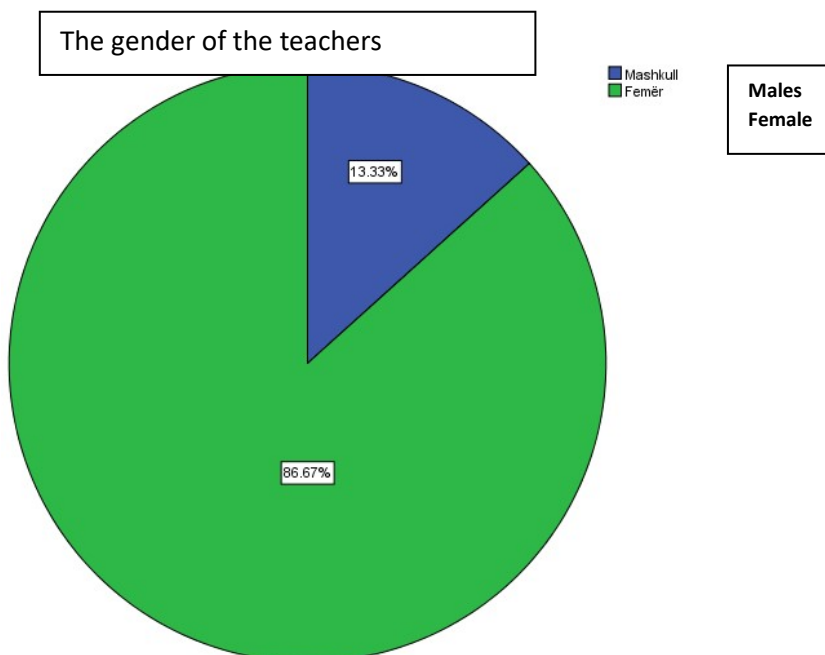
Table 2. The city where the surveyed professors work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<i>Kicevo</i>	60	50.0	50.0	50.0
	<i>Tetovo</i>	60	50.0	50.0	100.0
	Total	120	100.0	100.0	



Graph 2. Professors from the city where they live

Table 2 and Graph 2 give an overview of the cities where the surveyed professors work, as seen by the number of professors from primary schools in the Municipality of Kicevo and the primary schools of Municipality of Tetovo is equal, i.e. 50% of each municipality.



Graph 3. The gender of the teachers

Graph 3 shows that from the surveyed professors' dominate female professors with 86.67%, while male professors are only 13.33%, because in primary education in the classroom in the Republic of Macedonia women dominate significantly.

Table 3. ANOVA for comparison of initial education averages in the educational process according to the city where they work

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum	F	Sig.
Initial education	Sande Shterjoski	20	17.9500	3.26827	.73081	13.00	24.00	12.179	.000
	Faik Konica	20	21.5000	2.64575	.59161	16.00	24.00		
	Milto Gurra	20	17.6000	2.08756	.46679	12.00	21.00		
	Cyril and Methodius	20	16.3000	1.55935	.34868	13.00	19.00		
	Naim Frashëri	20	16.4500	2.06410	.46155	12.00	20.00		
	Përparimi	20	18.0500	2.48098	.55476	13.00	23.00		
	Total	120	17.9750	2.92328	.26686	12.00	24.00		
Professional development of professors	Sande Shterjoski	20	15.7500	4.03765	.90285	11.00	23.00	9.156	.000
	Faik Konica	20	20.6500	2.85205	.63774	16.00	26.00		
	Milto Gurra	20	17.7500	1.01955	.22798	15.00	19.00		
	Kirili dhe Metodi	20	16.8500	1.92696	.43088	15.00	22.00		
	Naim Frashëri	20	17.4500	1.82021	.40701	13.00	20.00		
	Përparimi	20	18.2000	1.70448	.38113	16.00	22.00		
	Total	120	17.7750	2.81491	.25697	11.00	26.00		

Based on the descriptive values presented in Table 4, the achieved professors' averages in the variables of initial education and the professional development of professors' in the educational process by the school where they work, the highest achieved average of initial education are professors' in "Faik Konica" Primary School with ($M = 21.50$, $SD = 2.65$), unlike the professors who working in the "Përparimi" Primary School with ($M = 18.05$, $SD = 2.48$), professors working in "Sande Shterjoski" Primary School with ($M = 17.95$, $SD = 3.27$), professors working in "Milto Gurra" Primary School ($M=17.60$, $SD=2.09$), professors working in "Naim Frashëri" Primary School ($M=16.45$, $SD=2.06$), professors working in "Cyril and Methodius" Primary School with ($M=16.30$, $SD=1.56$), this value is also statistically supported by $F = (12.179)$, $p < 0.01$. Meanwhile, the average achieved by the professors of the variable of professional development of the professors in the educational process by the school where they work, the higher average reach the professors who work at "Faik Konica" Primary School with ($M = 20.65$, $SD = 2.85$), unlike the professors who work in the "Përparimi" Primary School ($M=18.20$, $SD=1.70$), at the "Milto Gurra" Primary School with ($M=17.75$, $SD=1.02$), at the "Naim Frashëri" Primary School with ($M = 17.45$, $SD = 1.82$), at "Cyril and Methodius" Primary School ($M=16.85$, $SD=1.93$), unlike the professors working in Sande Shterjoski Primary School with ($M = 15.75$, $SD = 4.04$), this value is also statistically supported by $F = (9.156)$, $p < 0.01$.

Table 5. Correlative analysis between initial education and professional development of teachers

		Arsimi_inicial	Arsimi_fizi k
Initial education	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.000
	N	120	120
Professional development	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.000	
	N	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

In the Table 5 are presented the data on the correlation analysis between initial education and vocational development of primary school teachers in the cities of Kicevo and Tetovo, where the respective values show that there is a strong and statistically significant correlation between initial education and professional development of professors ($r = .541$, $P < 0.01$).

From this we conclude that:

Hypothesis 1: In the framework of initial education (undergraduate), students acquire the necessary competences to successfully complete the course of Physical and Health Education, is verified.

Hypothesis 2: The professional excellence of the classroom teachers influences the successful completion of the Physical and Health Education from class I to V class, is verified.

Recommendations

1. Pedagogical faculties to follow the changes in elementary schools and to revise the study programs in the subject of Physical and Health Education conforming to the requirements for new competences that will be proper for the professors of the 21st century by preparing the students practically to be trained for the successful realization of the course of Physical and Health Education.
2. The Bureau for Development of Education should pay more attention to the realization of the course of Physical and Health Education in the classroom from the I to V grade by making visits to the professors in the classroom and to take care of the conduct of the Contemporary Professional Development Programs of professors within this course.
3. Primary Schools in the program for professional development of professors should also provide vocational training and literature for successful realization of the course of Physical and Health Education in the classroom, and during the observation of classes in the classroom to observe the realization of lesson of Physical and Health Education.
4. Ministry of Education and Science in cooperation with the Bureau for Development of Education and Primary Schools, to see the possibility of realization of the course of Physical and Health Education in the classroom in tandem, by the primary professor and by the professor of physical education and which would play the role of facilitator in successfully completing the course.

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