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## PREPARATION OF TEACHERS FOR TEACHING PHYSICAL EDUCATION AT FIRST EDUCATIONAL STAGE

In recent years, there have been revolutionary changes in the Polish educational system. The reform of the mature exam, whether the confusion related to compulsory education of six-year-old children, as well as the need to adapt our education to the requirements resulting from EU membership, have resulted in the need of a modification of the educational system and the teacher training.

The issue of the education of teachers has been an important point in the pedagogical literature from years. Pedeutology abounds in a rich collection of concepts, models and orientation of teaching the candidates for teachers. The report from the Teaching and Learning International Survey in 2013 (IBE, 2013) presents that Polish teachers are well educated and well prepared theoretically for their job. In addition, 99% of them are university graduates that have a better formal education than teachers in many other countries. The Regulation on the standards for teacher education of 1 October 2004 emphasizes that the process of the teacher training is to enable them to acquire such competencies: didactic, pedagogical and social, in terms of self-education, creativity, adaptation, mobility and flexibility, effective planning, organization, implementation, supervision and evaluation of education, communicational, efficient use of the information and language technologies (minimum one foreign language at an advanced level) (Dz.U. 2004 Nr 207, poz. 2110). In addition, the teacher education must enable their maximum professional development and, as a consequence, raise the level of education and teaching at school. At Polish universities dominates the educational model, the essence of which is the implementation of studies in terms of a selected field of knowledge, supplemented with the pedagogical preparation. In the schools of higher education imparting the teaching qualifications, subject specialists are trained in the field of the chosen academic discipline. Universities offer these people as part of the facultative courses, a pedagogical, psychological and methodological block supplemented with 150-hour practices. This understanding of the teacher competences, and thus the way

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of defining the professional role of the teacher, results from the Regulation of the Ministry of National Education and Sport of 7 September 2004.

How does the current education system of future teachers function? Aiming at obtaining a response, and thus trying to identify a physical education teacher competence in working with students at the first stage of education, a review of the framework of plans for studies of the randomly selected college was carried out.

According to the accepted assumptions, the review covered the plans of studies for the selected eight universities educating in the field of physical education. The aim of this analysis is to learn the specifics of the training process of candidates for the profession of physical education teacher, including the preparation for the implementation of physical education at the first stage of education. The point of reference during the review of the documents from the above universities was the characteristics of the process and organization of the training of candidates for teachers and the effects of this process determined in the standards of educating the candidates for teachers issued by the Ministry of Science and Higher Education (Dz.U. 2012 Nr 164, poz. 1365, z późn. zm.).

Observation of the descriptions of the effects of teaching and the plans of studies at particular universities presents that the determinants of the outcomes of education for the area of medical sciences, health sciences and physical culture sciences have been used, as well as the guidelines indicated in the Regulation of the Ministry of Science and Higher Education of 17 January 2012 on the standards of education that prepares for performing the profession of a teacher (Dz.U. 2012 Nr 164, poz. 1365, z późn. zm.). In addition, the review of the effects of education towards physical education at individual universities shows the inclusion in these documents of the content contained in the Decisions of the Minister of Science and Higher Education.

The particular framework plans of studies in the faculty of physical education show that young people in the full education cycle, just as in the field of pedagogy, have to implement a program enabling them to obtain at least 180 ECTS points in accordance with Art. 164 paragraph 2 of the Act (Dz.U. 2012 Nr 164, poz. 1365, z późn. zm.), including a specific number of ECTS points and the number of classes provided for 1, 2 and 3 modules. The detailed number of teaching hours in the examined universities is presented in Table 1.

**Table 1.** The number of didactic hours implemented at particular universities

Name of university (faculty of physical education)	Number of didactic hours	Name of university (faculty of pedagogy)	Number of didactic hours
AWF GDAŃSK	2402	UAM POZNAŃ	2196
AWF WARSZAWA	2133	UMCS LUBLIN	1920

AWF POZNAŃ	2100	UNIwersYTET WARSZAWSKI	2074
AWF KRAKÓW	2549	UNIwersYTET OPOLSKI	2040
AWF WROCŁAW	2138	PWSZ ELBLĄG	2385
PWSZ OŚWIĘCIM	2295	PWSZ OŚWIĘCIM	2100
PWSZ KONIN	2194	PWSZ SANOK	2075
AJD CZEŚTOCHOWA	2020	PWSZ KONIN	2069
		DSW WROCŁAW	2250
		AJD CZEŚTOCHOWA	1790
		UPH SIEDLCE	1895
		APS WARSZAWA	1969

Source: the study of authors.

Taking into account the above data, it can be noticed that students of physical education in the full cycle of education are obliged to implement programs covering from 2020 to 2549 teaching hours in a stationary mode. There are differences in the dimension of didactic classes carried out in specialist universities (Academies of Physical Education) and state higher schools (universities, academies and state higher vocational schools), as well as in the particular specialisations. Moreover, the number of didactic classes implemented by students of physical education faculty is greater than the number of classes that stands for students of the faculty of pedagogy. The juxtaposition of didactic hours carried out in these two faculties shows that the proces of educating a professional teacher is different because the number of hours allocated for the implementation of the particular content is different. The confirmation of this is the number of hours implemented in these fields of study (Table 1).

The analysis of the grid of didactic hours intended for the realization at the particular stages of studies at the selected universities indicates the first year of studies as the most burdened with didactic classes. Most of the time for obligatory classes, which is as many as 28 hours a week is spent by the student of AWF Kraków. The discrepancy between the number of obligatory classes in all grades of studies between students of the surveyed universities amounts to 6 hours per week (28 hours per week for AWF Kraków, 22 hours per week for AJD Częstochowa).

The studies in the field of physical education prepare the student for being the “guide to the world of physical culture.” In addition, the studies prepare for didactic and educational work in accordance with the teaching standards envisaged for the profession of a teacher. The graduate, apart from gaining the theoretical knowledge, has the ability to master the skills of teaching the motion and improving the body. The above characteristics of studies in the field of physical education allow to distinguish the areas of preparation for work in the profession (physical education teachers).

**Table 2.** The courses carried out at the University of Physical Education serving the preparation of teachers of physical education

<b>A group of courses preparing in the field of</b>		
<b>psychology and pedagogy</b>	<b>didactics</b>	<b>substantive</b>
basics of pedagogy psychology developmental psychology	general didactics basics of the theory and methodology of elementary education methodology of remedial exercises theory and methodology of athletics theory and methodology of swimming theory and methodology of gymnastics theory and methodology of handball theory and methodology of football theory and methodology of volleyball rhythmics and dancing movement games and activities health education	methodology of physical education theory of physical education anatomy biology biochemistry physiology anthropometrics biomechanics vocal pedagogy first aid

**Source:** the study of authors.

In order to determine the degree of preparation of students of the physical education faculty to work at the first stage of education, a comparative analysis of the implementation of specific groups of subjects was made.

The table above shows that at universities educating in the field of pedagogy, the number of subjects preparing the future teachers of the early education in terms of psychology and pedagogy is greater than in the field of physical education. In the other two areas, the number of hours and subjects is similar, but it differs in the specifics of the field of studies (methodology).

The preparation in the psychological and pedagogical area is an important element in educating the future teacher, especially the one working with the child at the early education stage. The analysis of general pedagogical content provided by the students of pedagogical faculty shows that, apart from the knowledge about the regularities and pathologies of the development of the individual, there are issues related to interpersonal communication (conducting dialogue, perceiving and resolving conflicts). The considerations regarding the conditions of various behaviour of the students, the correctness of educational processes or pedagogical prevention methods occupy a lot of space.

Table 3. Implementation of preparatory subjects in the field of psychology and pedagogy

A group of preparatory subjects in the field of psychology and pedagogy	
Faculty of physical education	Faculty of pedagogy
basics of pedagogy basics of the theory and methodology of elementary education psychology developmental psychology	basics of pedagogy early school education contemporary trends in education introduction to psychology developmental psychology biomedical basics of development and education health education theoretical basics of education theoretical basis of education theoretical basis of early school education basics of speech therapy teacher's workshop

Source: the study of authors.

The number of didactic hours allocated to the implementation of the general pedagogical content is much greater in the field of pedagogy. In addition to pedagogical subjects there is a number of additional subjects preparing students to work with the pupils at the first stage of education (school readiness, working with a child with special educational needs, basics of elementary theory and methodology, psychological and pedagogical preparation at the first and second stage of education). Taking into account the information on psychological and pedagogical preparation in both fields of study, it would be advisable to include the issues related to conducting classes with children at a younger school age in the AWF (the Academy of Physical Education) study programs. The participation in didactic classes in psychology enables the students of the University of Physical Education to acquire basic competences and qualifications that enable psychological means to influence the physical education process. They learn the basic concepts and psychosocial mechanisms related to health and its protection. The preparation in the substantive scope for teaching the first subject (conducting classes) includes arming the University of Physical Education students with knowledge in the field of physical, chemical and biological basis of physical culture sciences. The student acquires the substantive knowledge necessary to conduct physical education classes.

Table 4. The number of didactic hours in general pedagogical subjects

Names of Universities (teaching in the faculty of physical education)	Subjects	Number of didactic hours	Subjects	Names of Universities (teaching in the faculty of pedagogy)
AWF GDAŃSK	General pedagogy	60	60 45 45 30 15 45 - Basics of pedagogy - Theoretical basis of education - Theoretical basis of early school education - History of pedagogical thought - Pedagogical systems - Preschool / early school education pedagogy	UAM POZNAŃ
AWF WARSZAWA	General Pedagogy	75	30 60 15 - Introduction to pedagogy - Theoretical basis of education - Theoretical basis of early school education	UMCS LUBLIN
AWF WROCLAW	General pedagogy	75	30 30 20 - Basics of pedagogy - Theoretical basis of education - Early school education pedagogy	UW
PWSZ OŚWIĘCIM	General pedagogy	60	36 36 60 36 60 - Introduction to pedagogy - History of education - Theoretical basis of education - Pedagogical systems - Theoretical basis of early school education	PWSZ OŚWIĘCIM
PWSZ KONIN	General pedagogy	60	50 50 - Basics of pedagogy - Theoretical basis of education	PWSZ KONIN
AJD CZĘSTOCHOWA	General pedagogy	75	60 45 45 45 45 - Introduction to pedagogy - History of education - Theoretical basis of education - Preschool education pedagogy - Early school education pedagogy	AJD CZĘSTOCHOWA

Source: the study of authors.

Table 5. A group of subjects preparing teachers in the substantive field

Group of subjects preparing in the substantive field	
Faculty of physical education	Faculty of pedagogy
methodology of physical education theory of physical education anatomy biology biochemistry	theory and methodology of elementary education Polish language education mathematical education environmental education information technology
physiology anthropomotors biomechanics vocal pedagogy first aid	technical education musical education art education physical education with health education

Source: the study of authors.

In the direct confrontation of the above plans it can be seen that the future graduate of the Academy of Physical Education will be characterized by a higher level of preparation (theoretical and practical one) for physical education, because the number of hours allocated to the implementation of the content from physical education is much greater than in the faculty of pedagogy. The younger school period is essential for child's physical development. It is a particularly dynamic stage of physical and motor development. In order for this time to be well used for the development of a child, the person responsible for the implementation of physical education should know the natural physical needs of the pupils. It is also a moment of intense development of psychological dispositions, an increase in cognitive activity and a period of the highest sensibility to educational influences. Is a graduate of the Academy of Physical Education competent to develop elementary motor skills within junior class students? The analysis of the number of hours and content intended for the implementation in this block clearly indicates that the graduates possess qualifications to conduct the physical education process.

**Table 6.** A group of subjects preparing in the didactic field

Group of subjects preparing in the didactic field	
Faculty of physical education	Faculty of pedagogy
general didactics methodology of remedial exercises theory and methodology of athletics theory and methodology of swimming theory and methodology of gymnastics theory and methodology of handball theory and methodology of football theory and methodology of volleyball rhythmic and dancing movement games and activities health education	general didactics methodology of early school education methodology of Polish language education methodology of mathematical education methodology of environmental education methodology of Information Technology methodology of technical education methodology of musical education methodology of art education methodology of physical education and health education theory and methodology of games rhythmic movement games and activities

**Source:** the study of authors.

The group of subjects preparing in the field of didactics to teach physical education is aimed at arming the Academy of Physical Education students with basic skills in teaching methodology and techniques of performing various sports disciplines, various forms of physical activity at the preschool educational stage and at the first and second educational stage.

Juxtaposition of hours devoted to the implementation of methodological content in the field of physical and health education presents a large difference that is in favor of the Academy of Physical Education students. The depiction of this phenomenon is, inter alia, the opinion of the examined by Skrzydlewski (2002) teachers and pri-

mary school students, who reported the fact that the subject of physical education methodology was poorly implemented, suggesting its marginal treatment.

The analysis of the study plans shows that the particular universities in a fairly diverse way have adapted to individual groups of classes in the field of preparing candidates for the teaching profession. The number of subjects and hours is determined by many factors. First of all, the specificity of the subject, which will be conducted by the student after graduation, has a big impact. Methodological and didactic content portrays professional skills that are typical for the study fields.

Every parent of a student standing at the doorstep of school education would like his child's teacher to be someone special, a model of behavior, someone perfect. The results of own research carried out in 2015 in Siedlce (Gutkowska-Wyrzykowska, 2017) may also be interesting in this respect. The study involved 12 primary schools, including 129 students, 135 parents, 121 teachers of early childhood education, 96 physical education teachers, 12 head teachers of these schools and 2 methodical consultants. The research shows that nearly 81.0% of parents thought the physical education teacher was the right person to conduct the process of physical education at the first stage of education. Only 26 parents (19.0%) were of a different opinion, indicating the teacher of the early education stage. The research shows that for most parents it is important that the physical education process is led by a specially qualified teacher who knows the physical needs and capabilities of children at a younger school age. Referring to the opinion of the respondents: physical education is important in the development of the young body, and hence should be supervised by someone who has the appropriate methodical and practical knowledge and passion for sport. The parents point out that "there is nobody that knows and is able to do everything" – there should be a teacher of an adequate specialisation. Only a small number of parents indicated an early childhood teacher as a person who should be responsible for conducting the physical education process at the first stage of education. The parents believed that the most important feature of the person implementing the physical education is to be a sports animator, a specialist and a competent expert in the physical culture. Quite important are such features as: efficiency in acting and being athletic. The analysis of the conducted research clearly indicates that parents expect the teacher to be fully professional, even perfect, in performing such an important role as creating a child's attitude towards physical activity. The parents, being aware that the teacher's performance is guarantee of the effectiveness of the physical education process, they indicated the features of the professional. Similarly, according to the surveyed majority of physical education teachers, they have the most appropriate qualifications for conducting physical education classes at the level of early school education. In addition, physical fitness and knowledge of the methodology of the subject speak in favour of the teacher of physical education.

Nearly 92% of the surveyed physical education teachers recognized themselves – a graduate of the Academy of Physical Education as a person who should deal with conducting the physical education process at the first stage of education. Only eight



people were of a different opinion. They justified their indications with appropriate preparation for the implementation of this process. They suggested that as specialists they are able to quickly detect students' learning defects because they know the child's anatomy and are able to diagnose physical development. In case of any irregularities they know the ways to proceed. The respondents claimed that early school teachers have so many responsibilities related to educating and bringing up their pupils on so many levels that they lack energy to prepare and conduct physical education classes. They are convinced that they have better substantive preparation to implement this subject than the teacher of the first stage of education. A similar opinion was expressed during the expert interview by the methodological consultants who are also the practitioners in the field of physical education (they teach physical education in schools). A teacher who teaches at the first stage of education plays a key role in the child's education. It is largely the child's success in his school career that depends on the teacher's work. "Never again does the teacher play such an important role in the development of the student's personality and is no longer a significant authority for him as at this stage of education" (Żegnałek, 2008, p. 431). That is why the image of the teacher is very important.

The research results presented above, clearly contrast with the statements of the students, the early school education teachers and the school head teachers. In the vast majority (91.0%), the pupils were in favor of having physical education classes conducted by their educator. Only 9.0% of pupils wanted physical education classes to be conducted by a physical education teacher. They were boys who additionally took part in specialized gymnastics classes and in football training sessions conducted by these teachers. The teachers of the early school education had similar views. In the opinion of 87% of them, the person responsible for conducting the physical education process at the early childhood education stage should be an integrated education teacher. Only 13% were of the opinion that the graduate of the Academy of Physical Education was the best prepared to carry out this process. Also the school head teachers in which the research was conducted unanimously indicated early education teachers as persons implementing physical education and they claimed that these teachers are very good at it. They know the class team well, thanks to which there is a mutual acceptance between the teacher and the student, as well as trust. In the opinion of the head teachers, the students feel good in the presence of their educators, which guarantees a good atmosphere for learning new skills. The head teachers were of the opinion that early education teachers have a good formal preparation for the implementation of this process.

Kurzak (2009) notes that formal preparation for conducting the physical education process does not always involve having the required pedagogical skills or theoretical knowledge.

According to the core curriculum, the first stage of education covering grades I-III of the primary school is implemented in the form of integrated education. Pursuant to the provisions of the Regulation on the core curriculum of general education in

the particular types of schools in junior grades of primary school, the education of children is entrusted to one teacher. However, this document allows teachers of other specialisations to be included in the process. Therefore, physical education classes at this stage may be conducted by a physical education teacher. The decision to entrust a graduate of the faculty of physical education to conduct physical education classes belongs to the school head teacher (Dz.U. 2004 Nr 256, poz. 2572, z późn. zm.). The graduates of the physical education academy are very well prepared specialists to conduct physical education classes at the early school education stage, but too demanding for the students at this stage of education. These teachers can direct physical education of younger children, provided that they are better prepared from the direction of methodology of the early school education by universities. Summing up the previous considerations, one can come to the conclusion that the ideal creator of school physical culture in grades I-III would be an empathic professional who knows the child's level of mental development.

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## PREPARATION OF TEACHERS FOR TEACHING PHYSICAL EDUCATION AT FIRST EDUCATIONAL STAGE

**Keywords:** teacher training, the qualification standard, education standard, physical education

**Abstract:** The way PE in early education is regarded seems concerning. Many of those examining the phenomenon have raised the questions: are integrated education teachers sufficiently prepared for teaching PE? Or perhaps PE at this particular stage ought to be handled by PE teachers only? Analysis of the research of many authors (including own research) indicates that physical education graduates are very well prepared specialists, but too demanding for students at this stage of education. However, school principals very rarely entrust them with conducting physical education classes in grades 1-3 of primary school, because in their opinion, teachers of early school education perform them well.

## PRZYGOTOWANIE NAUCZYCIELI WYCHOWANIA FIZYCZNEGO DO PROWADZENIA WYCHOWANIA FIZYCZNEGO NA PIERWSZYM ETAPIE EDUKACYJNYM

**Słowa kluczowe:** kształcenie nauczycieli, kwalifikacje, standardy edukacyjne, edukacja fizyczna

**Streszczenie:** Sposób, w jaki postrzegane jest szkolne wychowanie fizyczne na etapie edukacji wczesnoszkolnej, wzbudza zaniepokojenie. Wiele osób podejmujących tę problematykę zadało sobie pytanie: czy nauczyciele edukacji wczesnoszkolnej są wystarczająco przygotowani do realizacji procesu wychowania fizycznego? A może lekcje wychowania fizycznego na tym etapie edukacji powinni prowadzić nauczyciele wychowania fizycznego? Analiza badań wielu autorów (w tym również badań własnych) wskazuje, iż absolwenci wychowania fizycznego to osoby bardzo dobrze przygotowane specjalistycznie, lecz zbyt wymagające dla uczniów na tym etapie edukacji. Jednak dyrektorzy szkół bardzo rzadko powierzają im prowadzenie zajęć z wychowania fizycznego w klasach I-III szkoły podstawowej, gdyż ich zdaniem dobrze je realizują nauczyciele edukacji wczesnoszkolnej.