

Analysis of Curricular Structure of Physical Education for the High Schools of Macedonia

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Abstract

The analysis of the educational complementary program of physical education has to do with the reforms of the curriculum that are taking place recently in the high schools of Macedonia, according to the program of the reformed high school for Sport and sportive activities. The selection of the program gives certain characteristics that fulfill the principles of objectivity, actuality, economy and rationalism. The students choose the sport in which they please their bio-psycho-social desires, where they achieve the given purposes. The school provides to the students sports and sportive activities (at least 5) for which the school has possibilities of realizing. With this the system for the pursuit and evaluation of the achievements of the students will be formed on scientific and democratic basis where will be fulfilled the interests and needs of the students. The main purpose is that the student, after finishing the high school, must have knowledge, abilities and competences in order to practice a certain sport in an average form that will bring to him the preservation of the health, vitality, functional and psychomotor abilities and the positive emotional and social environment of living. The content of the program – the selected subjects are selected and realized according to the level of the motoric (sportive) knowledge and according to the physical abilities of the students. The program gives to the student the basis of the choice as well as the pre-disponibility of the student towards the modular approach of the work and its transformation into modules that will be more practical in class, realization, pursuit and evaluation of the work.

Key words: *curriculum, sport and sportive activities, high school, psychomotor abilities, positive emotional and social environment*

1.1.1.- Initial basis

The curricular activity of Sports and sportive activities is framed with the incorporation of the curricular structure for the middle education in the Republic of Macedonia in 1996 and in the curricular document of the Ministry of Education and Science Reformed High School – Subjects by choice and the Senior Year, published by the Biro for the development of education in 2001.

With the programmed structure for the middle education, the educational subject of physical education is transformed into a chosen programmed activity of sport and sportive activities.

The framing of the educational subject of sports and sportive activities came as a need to surpass the by-then educational program as a stereotype. This is as a result of the needs of the students of the high school for a program richer in its contents and more contemporary.

The stereotype of education and of the educational program of physical educational was connected to a number of weaknesses where dominant was the commanding system of education and as well a number of problems that had to do with evaluation and the realization of the goals in the educative aspects. (1,2,3,4,5,6,7)

1.1.2.- The Purposes of the program

The purposes of the program have to do with:

- Perfection of the learned elements in the elementary school and the acquirement of new sportive elements;
- The development of physical and intellectual abilities;
- The achievement of theoretical knowledge for the influence of sports in the health and in the good shape of the physical abilities;
- The pursuit and control of physical development and psychomotor abilities;
- The student as an active subject in the class and to be created positive socio-emotional effects.

(1,2,3,4,5,6,7)

1.1.3.- The development of the contents (linear, spiral, cyclic or other form, dependent from the program)

The content in the program, presented in a modular way, and in reality, every study subject (sport or sportive activity) aims to develop more the program structure towards the modules.

The modular concept has to please, enlarge and surpass, in some components, the given conceptual goals of high school with what the vertical connection with the educational program of the elementary school is in right *spiral correlation*.

(1,2,3,4,5,6,7)

1.1.4.- The principles of selection (validity, rationality, actuality, economy, the correlation with other subjects)

The selection of the program gives certain characteristics that fulfill the principles of objectivity, actuality, economy and rationalism. The students choose the sport in which they please their bio-psycho-social desires, where they achieve the given purposes. The school provides to the students sports and sportive activities (at least 5) for which the school has possibilities of realizing. The approach is rational; it doesn't require special investment and the providing of other special conditions other than the ones that the school already has. There is a connection with the other school subjects in the direction of the development of the students and the achievement of their psycho-motor and functional abilities and as well as the achievement of the social values in the micro-social environment (in the classroom and in the school).

(1,2,3,4,5,6,7)

1.1.5.- The adaption of the program with the age of the students

The content of the program – the selected subjects are selected and realized according to the level of the motoric (sportive) knowledge and according to the physical abilities of the students.

Starting from first year all throughout to the fourth, the sportive, psychomotor and functional demands decided with the purposes of the program are set according to the knowledge of the students from elementary school and continue in permanent grow of the knowledge and practical, organization and theoretical skills.

In the beginning of the year, the teacher conducts some measurements (by using standardized psychomotor and functional tests), analyses and observes the abilities of the student, the health status, and on the basis of this knowledge the teacher plans the curriculum and realizes the class in sport for the students during the school year.

In the education for sports is also included the global individualization for the students throughout the education which is compound from gradual achievement of new knowledge and abilities from the student.

With a chosen sport starts the *first year* and should be achieved the knowledge and abilities listed below:

- Good execution of the elements of the chosen sport, perfection and learning of new elements;
- Learns how to connect the elements and is part of the game;
- In the second half-year, the student thinks to have a job and to prepare the organization for physical activities and sports;

In the *second year* the student continues the active participation in classes and as a subjects:

- The students knows the rules of the chosen sport and thinks to guarantee the level of abilities that the student disposes;
- The student knows the rules and is prepared to referee in a game;
- The student actively participates in the game or participates in a sport with a full right of respecting the rules of the game;
- The student thinks to referee the game and to participate in the pre-organizational preparation of the game.

In the *third and fourth year* the student as a subject in class, should participate in about 70%. The student thinks of evidencing and measures the psychomotor abilities, helps in class, thinks of working in a team, to be part of the organization of the game (race), thinks to referee, to lead the team, etc.

The purpose of the individualization in sports is for the student to be equipped with knowledge and abilities that, after the finishing of the high school, he can use the sport in function of keeping a good health, good physical abilities and working. (1,2,3,4,5,6,7)

1.1.6.- The directions of choosing the program

The program gives to the student the basis of the choice as well as the pre-disponibility of the student towards the modular approach of the work and its transformation into modules that will be more practical in class, realization, pursuit and evaluation of the work.

The past period had obstacles in the way how was the class realized from the perspective of educational curriculum. It is another thing the concept of sportive learning and it is another thing the preparation of the educational frame for the realization of the purposes and the decided concept.

In reality, the practice showed that a part of the classes in high school are not enough educated for selective learning for the sport in a choosing concept;

Second, to the students dominates the sportive education in commanding style of the work which is in objection with the nowadays concept and for sure, against the future concept of didactic-methodic work of high schools where the student in high school should be treated and be set as a active subject in all the components of the education, by respecting the European tendencies for the development of democratic processes in education. (1,2,3,4,5,6,7)

1.1.7.- The stimulation for enhancing the knowledge of the students

The conceptual presentation of the program and class for the sports gives broad opportunities for the connection of with other areas for the enlargement of the knowledge with content which the physical development, psychomotor development, the functional abilities, the maintenance and improvement of the morphologic status of the student is followed, for which they have special interest as in the connection of the subject with other scientific fields especially with general anatomy, the physiology of the charge in physics, sportive medicine, hygiene and the hygiene of physical charges, with general kinesiology of psychology, biology, biochemistry, biomechanics, chemistry, the execution of the kinesiology knowledge in psychology and sociology, etc. All this gives to the student the opportunity to know more for the practical application and the influence of the sports in health, growth and development of the health, healthy eating and the self-isolation from the negative habits of civilization. (1,2,3,4,5,6,7)

1.1.8.- The final observations for the program

- In the concept of the program of sports and sportive activities, now there are influencing the European tendencies for the democratization of teaching, the undeniable role of the student

and parent in education and in that way the reforms are in a good direction. For this reason, there should be organized meetings with teachers with which the concept will be improved.

- Especially necessary is the process and the steps for the standardization of the educational programs for sports and sportive activities, the controlled framing of motoric taxonomy and on the basis of this are formed the educational standards.

With this the system for the pursuit and evaluation of the achievements of the students will be formed on scientific and democratic basis where will be fulfilled the interests and needs of the students.

- In school there must be created conditions to exercise many sports.
- The educational staff must be educated in a permanent way with the new ways in which they should gradually concentrate. Especially it is important the approach of the work with students which need to be able to be active subject in class.
- Of a special importance is the further procedure for the following of the physical abilities where there should be invested more professionally during the work and on the basis of this should be planned and organized education in sports.
- The subject should have the name Sports and Sportive Activities, it's about the sportive content dedicated for the opportunities of the students who can sport, and them who can't sport, can choose content of sportive-recreational and with success can make true certain goal, respectively the positive influences of the organization with the education for sports.
- The recommendation is special to not be returned in stereotype of the commanding system at working;
- The choice should remain and the curriculum should be with tendencies of sportive modules and recreational sports.
- The evaluation should be with numbers.
- The advancement of the student should be followed in three main components: **following the physical advancement** (the psychomotor and functional abilities, the morphological status of the student); **following the sportive knowledge and following the affective achievements** as an influence of the sport.
- It is very wrong the thought that during the classes in sports and sportive activities it is not necessary the book and that the sport is only a practical subject and not also a theoretical subject as well.

It is correct that the class is practical and that the classes should not be misused with theoretical questions.

The questions are submitted: How will the student go to the theoretical knowledge for the maintenance of the psycho-motor and functional abilities? How will be retained the body well-being, with what exercises and how many exercises? How will be the system of loads in order not to damage the system of the heart and of the blood-vessels? Etc.

All these, the teacher should execute during the class and should give explanations. The **book** is necessary for sports and sportive activities and the use of other type of literature from which the students can learn the rules of sporting and get other information for food, hygiene, physical development, for clothing and other standards for the utilization of sportive objects, the grounds, the requisitions and equipments. (1,2,3,4,5,6,7)

1.2.- THE CHARACTERISTICS OF THE OLD CURRICULUMS OF PHYSICAL EDUCATION

One of the most important characteristics of the subject of physical education is that it is not involved in the education of the high school because:

- The definition for physical education is dedicated to the subject and to the curriculum of elementary school and this is a time when is attained a foundational expression for the physical education;
- The title education in the western literature doesn't exist, education as a term is component of the schooling, and this is one of the reasons why the education as a category is not measurable;
- The methodic-didactic work in the physical education is over fulfilled. This is a stereotype in which the class cannot be organized because of the harsh commandment, order and discipline like in the army;
- The student in this kind of stereotype class is just an object, listens and obeys to orders, has no right to comment and the form of the practice is frontal;
- The content in the curriculum for elementary education and high school education repeats itself (athletics, gymnastics, sportive games, etc.).
- What is learned in the elementary school from the subject of physical education as sports knowledge and the basics of sports are applied also in the high school.

These are the main characteristics and the causes of the change of the concept of the subject in high school, starting from the fact that in elementary school are attained the elements of the sports and in high school comes the education in sports that are practices earlier in the elementary school. (1,2,3,4,5,6,7)

1.2.1- The concepts of the school subject of the sport and of the sportive activities for the high school

The concept of the school subject and the concept of the classes with choice mean that the student chooses the sport that he practices which means that the student participates in the classes of the sport in basis of his abilities and knowledge. According to the purposes, the student is stuck in some elements of the chosen sport and the teacher organizes exercises for learning these elements.

As a school subject in general, it has no pretending of creating a sportive quality for races in some systems. The main goal is the sport to improve the physical and functional abilities, to influence in the right morphological development, to save and improve the health as the only subject that engages the student in a physical and intellectual way in a special environment of choosing the answer of the problems according to the rules and certain criteria.

Gradually, starting from the first year, the student goes to individualized classes, knows and incorporates the exercises for the organism, as he can also use them outside the school. The student, in the education for sports and sportive activities it is not object, bur an active subject, doesn't blindly obeys the orders but he participates with engagement in the realization of the classes for sports.

The accomplishments of the student are followed and are evaluated with numbers. It is followed the physical, psychomotor, functional and morphological development. The class is realized with the contemporary didactic-methodic progress in school and outside the school.

The main purpose is that the student, after finishing the high school, must have knowledge, abilities and competences in order to practice a certain sport in an average form that will bring to him the preservation of the health, vitality, functional and psychomotor abilities and the positive emotional and social environment of living. (1,2,3,4,5,6,7)

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