PLANNING TEACHING PHYSICAL EDUCATION – SELECTED SPORT

Abstract
The primary goal of this project was to provide assistance and support for teachers of physical education in order to strengthen the competencies of this teaching area, subject matter and methods of teaching physical education and empower teachers in process of programming, planning, implementation and assessment / evaluation of teaching physical education. On the basis of the insight into the school program and curriculum for physical education and physical education – selected sports in 52 primary schools, the protocol were regarded as basic curriculum and basic document, the global and operational work plans. The objective was to review the level to which teachers synchronized and integrated programming, planning and implementation of educational standards and graded the minimum educational requirements in teaching physical education - chosen sport. Based on these results, it can be concluded that the teaching practice was not fully put to use: curriculum, curriculum for mandatory physical education and mandatory optional subject Physical Education - chosen sport, through the integration and harmonization of programs. In fact, the curriculum does not contain the required offer of teaching, extra-curricular and extracurricular activities in both subjects. No regard is taken of coordination between content and timing, individual differences of students and standards of achievement are not respected, no regard is taken over horizontal and vertical correlation; there is no planning for checking the realization of set educational standards in physical education and profiling the minimum educational requirements in teaching physical education - chosen sport. Also, there is lack of continuous monitoring and evaluation of horizontal and vertical linkage of programs, achievements and interests of students.

Key words: SCHOOL PROGRAM / INTEGRATION / HARMONIZATION / EDUCATIONAL STANDARDS / EFFICIENCY / EFFECTIVENESS / CONTINUITY

INTRODUCTION

Modern education systems encourage teachers to look for different ways of teaching, helping them to create an educational environment that supports learning and personal development of students, and provide standards that would enable all students at the end of a certain educational level to have the same quality of knowledge. The teacher must keep track with new ways of learning, which means that the focus will be on how to lecture, but on what is learned and, equally important, how is learned. This change of direction requires teachers to rethink their job. Add to this the need to keep up with changing curricula, new technologies and new ways to assess student progress, and an already demanding job becomes even more complex. The accumulation of practical experience and analysis, continuous examination of their practice and retaliating against it with the theory greatly contributed to the development of methods of work of teachers and improve the work of the profession. Evaluation of teachers is almost non-existent.
It is necessary, in teaching, that goal rise above of physical efficiency so that students acquire knowledge, attitudes and specific behaviors. Knowledge of physical exercise and physical education are the terms used in physical exercise, knowledge of basic exercise principles and rules of sports games and individual sports, the impact of physical exercise on the personality and sense of physical education. Evaluation of physical activity and physical education of the students are beliefs, attitudes and values that the student has at the end of primary education on physical exercise and physical education. The acquisition of knowledge, attitudes, and developing its own motor and psycho-social skills students need help in choosing a healthy lifestyle. The teacher should encourage and develop teamwork skills, develop critical thinking, creativity and the adoption of certain beliefs, interests and self-actualization of students in physical exercise. By leaving out these goals the educational role of teaching both subjects is extinguished.

**SCHOOL PROGRAM**

One of the important questions of the methodological foundations of physical education is certainly a plan of educational work as a whole, a most complex and challenging for professionals is undoubtedly part of the thematic planning related to the planning of didactic-methodical and technical elements of a program unit, physical education and physical education - chosen sport. The teacher, now in the process of planning and preparing their work in community with other colleagues in school, as part of the larger field of professional subjects, should have clarified the picture through a number of documents that follow one from another, but also the interconnections that need to be noted that they reach a higher level of quality.

First and foremost is the adoption of the curriculum, as well as the basic source document from which others derive pedagogical documents for planning specific teaching and non-teaching work at the school. The school program is a kind of school’s offer to service users, students and their parents, and it is adapting curriculum adopted at the national level of the operating conditions within the school. This adjustment relates to the available human resources, material resources, teaching resources and everything that allows a richer realization of the teaching process (or the educational process). The content of the curriculum is comprehensive and in it can also be found the segments, which may not be realized, but they stand as an opportunity to implement (e.g., an optional program, the chosen sport, an optional language, etc.). Very often schools in curriculum classify only those selected sports that have already been chosen by the student or supplement the school program, after the procedure of choice, and it often happens that there are general programs under the title chosen sport, without knowing which sport is in question. Therefore, the curriculum is necessary to be concerted implementation of all the possibilities, but whether they will get there is the next step in planning. A proposal to offer the sport to students and their parents are prescribed (Official Gazette RS - Educational Gazette, No.6/09) and this is the only real direction in the implementation. Otherwise, the curriculum is a document that expresses the autonomy and specificity of the school, in fact, variety offer of sports that can be implemented in a particular school.

The following documents are mandatory work plans: annual, according to grades and cycles, higher vocational plan, plan extra curricular and extracurricular activities and monitoring their implementation, which is the concretization of what the school program offers. The overall global plan of work includes all forms of work organization in class, extra-class and extracurricular work organization with the operational elements for specific conditions and specific school. Plan and program of extra curricular and extracurricular activities, proposed by higher professional physical education teachers, more teachers adopt, as part of the annual school plan (Official Gazette RS - Educational Gazette, No.6/09). Teachers Council confirms the result of higher professional and represents the latest step in the verification of professional planning. These documents are also agreed in the pedagogical college.

The most convenient way to operationalize types of plans that are used in schools is again the diversity of styles and approaches to work from school to school, but observing the realization of educational programs from the curriculum, too. Furthermore, it is necessary to link these documents to the school development plan, with those elements relating to the
implementation of specific curricula, extra-curricular and extra-school activities. In physical education we can talk about the implementation of activities: regular teaching of both subjects; corrective - pedagogic work, forms of course work, sports activities relevant to the social environment; marathons; competition - school and other sports competitions, winter, camping, outdoor activities - sections. Special attention is paid to activities arising from the implementation of the Framework Action Plan for Violence Prevention in educational - training system, and to the provision of preventive and protective role of sport and recreational activities of students in the function of preventing violence. Implementation of their activities in the school building is encouraged to develop positive attitudes and social skills of students. The process of school self-evaluation, which is implemented by following seven key areas, should be closely associated with the planning work. In addition to the results of self-evaluation by key areas in each planning is necessary to enter the self-evaluation in general (in the broadest sense), or in terms of monitoring activities and taking the necessary measures for the feedback correction flow. In the key area of support to students, the area of evaluation that is substantially integrated into the programming classes is monitoring the physical, health and emotional status and social needs of students. The teacher is required to prepare each student for the working card and form data for processing: the state of physical fitness, the implementation of programs in class and extra-class organization of work (Official Gazette RS - Educational Gazette, No.6/09).

After all this, the teacher finally moves on to direct the preparation work and the preparation of the planned implementation process, which takes place mainly through the implementation of instruction through the lessons, as a comprehensive basic unit of organization. Educational preparation for the class is last written pedagogical document that embodies the upcoming individualized teaching activities and adapt conditions: space, time, gadgets, props and composition students. Therefore, in some ways, written preparation for class should be different from department to department and in the realization of the same lessons, for a variety of motor skills with students of one class to another. In this way methodical approach to students is towards qualitative development of students.

The last step is to analyze the performance, completion of the process, according to current / adopted programs, plans (at school) and personal preparation and installation of a new process for planning and preparation (hereinafter Content and timing).

All these documents bring together a unique annual school plan, in which there are some of these documents (other than the school curriculum, school development plan). It is also a document for work which contains all the information about the place, ways, objectives, tracking, corrections of actions / processes in the school, but also about people who are responsible for activities.

All the documents are necessary to carry out the procedure for granting opinions within the participation of students - Students’ Parliament and the parents - the parent’s council for final approval to the school board.

At school, next to the field of higher vocational subjects, pedagogical college, Teachers Council, the assets for development planning, team assessment and development activities for the school program, which is very important in the field of directing toward quality of work and improve work processes for the entire school through changes in curriculum, as one of the elements of the process inputs, process, or the whole school, holistic observed.

The curriculum of compulsory physical education elective course - chosen sport through the integration and harmonization of programs

As the teaching of the subject physical education – is required by the chosen sport at the national level, schools and higher vocational teachers of physical education for every sport who have put in a bid to create a program / content within the curriculum, are taking into account the prescribed objectives, general and operational tasks, objects, and other relevant instructions from the national level. Knowledge, experience and teachers’ creativity are an important prerequisite for the development of quality programs of the subject who should be in function of the overall quality of physical education students. An important component is the communication that is established in work together on the professional level and that more needs to be a reflection of respect for persons and professionalism. School program for physical education-selected sport is the key for planning the
teaching, on annual, monthly and weekly basis. Integration and harmonization of subject physical education and physical education - chosen sport is achieved through interfacing and harmonization of teaching of both subjects relevant programming and planning so they become a unique resource for achieving the objectives of physical education in elementary school, in the broadest sense. Realization of two classes, in terms of content, integrated and harmonized subjects is contributing time compliance, more efficient and effective use of available teaching materials (machinery and equipment), application of diverse methods, techniques and forms of work based on the individual differences of students and motor development in the form verification achieved.

Integration and harmonization of programs of physical education and physical education - chosen sport is a fundamental prerequisite for achieving quality goals, objectives, general and specific operational tasks in both subjects.

The content and timing

Example: the chosen sport is the same in all four grades (handball, basketball, volleyball)

Distribution of program content prescribed in the fifth grade in the subject physical education was conducted in three cycles (Official Gazette RS - Educational Gazette, No.6/07), a department that declared the handball as selected sport (the first year of teaching). The teacher is challenged to plan and work program for the department for both subjects so that the content and timing are synchronized with the full realization of the correlation, horizontal and vertical. It is necessary to achieve full integration and harmonization of programs at the time of the parallel realization of the prescribed cycle of handball (mandatory content in program of physical education is implemented in the spring) and composed program of the physical education - handball. The moment when programs catch up from physical education and physical education - handball is the 49th physical education class (first class cycle handball) and 25th class of physical education - handball. The teacher is required to continually record and evaluate student achievement during the implementation of a total of 60 classes of handball during the school year, in fifth grade.

If same class selects handball sport as chosen sport in the sixth grade too, curriculum implemented in the fifth grade is the basis for drawing up the program for sixth grade (second year) to fund 36 classes. A teacher’s records and assessments of student achievement from handball are elements for new planning program content. Since all students are not able to simultaneously achieve the planned level of individual techniques and tactics, basic tactics of chosen sport and the rules chosen sport, all recorded indicators engage teacher that in further work on a large scale application of the differentiated form of work in accordance with the knowledge and students’ abilities acquired during the 60 hours of handball realized in the fifth grade. Programming for the sixth grade should be designed in accordance with an assessment of the scope and quality of content acquired in the fifth grade, so that the plan includes motor forms for beginners and advanced. When planning programming forcing practicing techniques and tactics than through play and motor form approximate to requirement of game. In work in class, it is necessary to make teams - teams according to ability. At certain time intervals is desirable to conduct the competition between the teams.

Through the lessons of chosen sports it is possible to notice students who are especially talented handball players and involve them in work and school sports section, and then refer to the clubs. Systematic and planned work in a chosen sport subject, provide to select the team for the school and school competitions so that sporty image of the school can be made.

After the realization of 60 classes of handball in the fifth grade, and 36 classes in the sixth grade student practiced 96 classes of handball, mastered certain sports and technical knowledge and skills, theoretical education of the handball, handball rules, participated in the departmental and inter-department competitions. If the same department retained the Handball as chosen sport in the seventh grade too,
the teacher is at very complex task that for that department develop a new program for 36 classes (third year of study) based on realization of 96 classes of handball and on the basis of individual records of achievement for each student. The teacher is challenged to the methods, techniques and methods of work to implement in order to be effective teaching and, to make teaching interesting, while still maintaining student interest and meet the need to pursue handball. On the basis of realized 96 classes of handball it is important that focus of work should be directed to the technique and its application to situational conditions. Accordingly, motor forms should be more complex and demanding work of mastering both individual techniques and tactics, and group techniques and tactics. It is desirable to devise exercises for triplets, quadruplets, with specific motor task, and at the departmental level to make teams - teams according to ability and change them often, plan to be at any time conduct a competition between the teams, and orchestrated the conditions used in the two-goal game with a mandatory application of learned motor form of group tactics and individual technique.

If students choose handball in the eighth grade too, and in the physical education for handball as a sport game, the teacher is facing the task to create a new 34 class of handball in the subject physical education - handball and one cycle of 23 classes in subject physical education, in total of 57 classes, and has previously carried out 132 classes (V, VI and VII grade). The program content in this class (fourth year of study) should reflect the real image of the skills and knowledge on the basis of realized 132 classes of handball, teacher records achievements of students in handball. In the programming and planning, the teacher must see the moment of catching up with program content of physical education - volleyball and handball cycle of physical education per student orientation. After 23 classes of realized physical education - handball (from fifth grade to this moment in the eighth grade it is carried a total of 155 classes of handball) and after realized 45 classes of programming from physical education, is beginning to realize the cycle of handball in the determination of physical education per student selection. From this point the student to the end of the school year has three classes a week for handball, which is another 34 classes. In total, this department, from the fifth to eighth grade, engaged to 189 classes of handball.

Planning and programming model is based on integration and harmonization of programming two subjects, when the chosen sport is basketball from 5th to the 8th class, methodology is the same, but different moments when you catch up program content from the physical education program content and made from PE - basketball. The dynamics is as follows: teacher in 5th grade makes program for cons 36 hours of basketball as selected sport (the first year of learning), in the 6th grade on the basis of realized 36 classes of basketball makes another 36 classes of basketball as selected sport (second year), taking into account the fact that moment will come when it will appear the series of basketball in PE as mandatory programming. The moment when realized parallel programs contents is 60th class of physical education - basketball and 49th class of physical education c - the first class of the cycle’s basketball. From that point the student of 6th Grade has 3 class of basketball by the end of the school year. Assuming that the Department reserves the chosen sport and in the 7th grade, a teacher, realized on the basis of 96 classes of basketball and personal records of student achievement, is planning another 36 classes of basketball as selected sports (third year of study). If the Department retains the basket as the chosen sport in the 8th grade too(fourth year of study) and chooses to play basketball as a sport of physical education, teacher on the basis of already implemented 132 classes of basketball, programs and plans new 34 classes of physical education – basketball and series of 23 classes from physical education, taking into account the time when starting a parallel implementation of basketball as chosen sport and basketball cycles of physical education subject. That moment is when the realization starts with the first class cycle of basketball – 46th classes of physical education and 155th class (23rd class in the eighth grade) basketball in the physical education – basketball. This fifth to the eighth grade department would practice 189 classes of basketball.

In a situation where the fifth grade students determine that chosen sport is volleyball, then teacher in fifth grade programs and plans 36 classes of volleyball (first year of teaching). If department keep the volleyball as a selected sport in sixth grade too (second year), the teacher based on realization of 36 classes of volleyball, programs and plans program content for another 36 classes. The Department reserves the volleyball as selected sport in the seventh
grade too (third year of study), a teacher based on realisation of 72 classes of volleyball programs and plans programming for another 36 classes of physical education - volleyball and one cycle of 24 classes of volleyball as a mandatory program content of physical education in the 7th grade. In the process of programming and planning program content, teacher has to observe a moment of catching up program content for the two subjects, and that is 49th class of physical education in seventh grade (first class of volleyball in the cycle) and 96th class of Physical Education - volleyball. The department decides that in the eighth chosen sport is volleyball (fourth year of study) and determines that the physical education sports game is volleyball. The teacher based on realization of 132 class of volleyball in this department programs and plans physical education - volleyball in the fund of 34 classes of volleyball and one cycle of 23 classes in physical education. In this situation the teacher has to observe a moment when to programs content catch up for both subjects. And this is the moment of realization 46th class of physical education (the first class cycle volleyball) and 155th volleyball class from PE-volleyball. And this department of the fifth to eighth grade would practice 189 classes of volleyball.

These examples are extracted in order to indicate more clearly the need for direct connection of programming and planning of the content of these two subjects when the corresponding sport continuously studied for four years in the compulsory and selected course and in certain grades of compulsory subjects. The total number of classes of appropriate sport must be considered as a whole in order to achieve efficiency and effectiveness of instruction and ultimately achieve quality. Continuity of exercising / training a sport in class in two subjects is the reality in which the teacher based programming and planning of teaching both subjects, as well as related methodological and didactic solutions, method of monitoring and verification of achieved. In this way the two subjects makes a harmonious whole aimed to achieving the general objectives of education and its objectives. Students have the right to change the sport in each school year; in this situation teacher will plan and program program content from the beginning.

Example: Selected sport follows sports games from the program content of physical education

In addition to the examples shown, in practice, there can be situations in which the chosen sport is changed in each class, from V to VIII, to coincide with the sport that the curriculum is realized in physical training.

In situations where the chosen sport coincides sports game which is realized by a prescribed program content in physical education, and that’s handball in the fifth grade, teacher is required to prepare a program of 60 classes of handball, taking into account the time when program content in these two subjects catch up, and that s 49th class of physical education (the first class of handball from the cycle of sports games) and 25th class of physical education - handball. This catching up of programs is important for teachers, because students are already over 24 classes of physical education-handball, mastered the basics of technique, individual tactics and specific rules and on the basis of contents taught, teacher programs and plans the next 36 classes of handball by the end of school year.

In 6th grade by the program content of physical education one cycle of 24th classes of basketball is realized and basketball as choose sport in the fund by 36 classes. The moment is parallel to implement the program of subjects is the same as described in the case of handball. The same situation is repeated in the case of volleyball in the 7th grade.

In class VIII students choose for one of the sports games that are practiced in the past as a mandatory program content of the subject physical education.

The moment when in the realization program content are catching is relevant to the teacher in the programming and planning of programs does not plan elements of sports games of classes implemented in selected sports but provided a prescribed program content listed in the sports games of physical education.

Profiling the minimum educational requirements

The obligation is, based on works composed, to determinate minimum educational requirements for each chosen sport and for each school year, no matter how many years students practiced selected sport. Minimum educational requirements includes: mastering the basic techniques and its application, knowledge and application elements of
tactics, knowledge and application of rules, engagement and participation of students in competitions in selected sports. Teachers of physical education, team and individual, operational plans implementation of programs in this subjects which they have developed, taking into account the basic principles in the planning teaching of physical education, established the minimum educational requirements, specific grade divisions, the conditions in which the teaching is carried out, and other specifics that may be significant. In addition, it is particularly important in programming and planning of the teaching of physical education - chosen sport is seen as an integral part of physical education for students in the second cycle of education. Therefore, planning should be based on unity, integration and harmonization of teaching both subjects.

**Educational standards for physical education a compulsory subject**

The established educational standards for the subject of physical education for the end of compulsory primary education are directly related to the implementation of goals and objectives, general and specific operational tasks defined by the national curriculum for fifth, sixth, seventh and eighth grades, for subject physical education. These standards provide significant support to ensuring the quality of teaching physical education (Radojević, 2011). In addition, the standards associated with all elements of national curriculum physical education subjects - chosen sport, and so the realization of this course are expected to contribute to the achievement of educational standards as an integral part of physical education in elementary education. Through the educational standards goals and objectives, general and specific operational tasks of the national curriculum physical education and physical education - chosen sport translate into a much more specific language that describes the achievements of students, their knowledge, skills (see Regulations on general standards of achievement - Education Standards the end of compulsory education, education standards for the subject of Physical Education, Official Gazette RS - Educational Gazette, No.5/10.). The main feature of the educational standards is that they are defined in terms of measurable student behavior. Based on empirical data, and degree of their achievement may be year after year (from V to VIII grade), empirically checked. According to what is happening in practice it is necessary that goal rise above the physical efficiency so that students accept healthy and active way of life. Standards’ role is to direct teachers to the choice of appropriate content, methods and forms of work that will not only enable students to develop their own motor and psycho-social skills, but also to acquire knowledge, attitudes and specific behaviors that will be needed in choosing a healthy lifestyle. Implementation and monitoring of educational standards the teacher receives information on whether the action taken by the educational process give expected results. Sending students to the daily physical activity and healthy habits acceptance depends not only on schools and teachers. Students should learn how to identify different forms of participation in physical activities in their own environment and how to prevent dangerous situations related to their participation therein. The teacher encourages students towards building a sense of self-responsibility when it comes to their physical and medical condition, to develop physical and cognitive skills, critical attitude necessary for practicing a healthy lifestyle and positive attitude in interpersonal relationships. This approach will help the teacher to clearly see a hierarchy of educational goals and objectives, general and specific operational tasks in physical education and physical education - chosen sport, and to direct efforts towards finding those forms of teaching, methods and tools which largely contribute to their achievement. If we add that the need to keep up with changing curricula, new technologies and new ways to assess student progress, a demanding job becomes even more complex. The integration and harmonization of the two cases is therefore a necessity in achieving the function of educational standards.

**CONCLUSION**

Planning and programming of physical education and physical education - chosen sport is largely formalized, teachers routinely write curriculum. They do not recognize the true significance of this phase of the educational - learning process. The school program is not used as a basic and a basic document in the planning and programming of teaching both subjects and does not contain the required offer of
teaching, extra-curricular and extracurricular activities both subjects. Planned teaching topics are not systematized and interconnected. Teaching units are inaccurate and insufficient concerted, and the have various degrees of generality. Used formulation of lessons is not sufficiently precise, overly broad and often vague. Imprecise operationalization of objectives makes their evaluation hard because they have not specified the expected student performance that is measurable. Planning and programming of teaching and extra-teaching work includes operation of objectives and tasks for both subjects, the choice of methods, forms of work and means of work, selection of content, integration and harmonization of programs both subjects, specific programs and plans to the characteristics of schools, departments and prescribed educational standards. By analyzing the plans it shows that targets are not sufficiently operationalized, therefore the connection between the general and specific operational tasks could not be seen in both subjects. That results neglectation of general operational tasks and focusing only on specific operational tasks that leads to losing the educational component of physical education.

Programming of physical education and physical education – chosen sport teacher should constitute in a way in which he is using: curriculum, curriculum physical education compulsory and optional subjects Physical Education - chosen sport, taking into account the time contained and compliance, taking into account individual differences of students and standard achievement. Process of planning and programming taking into account the availability of sports facilities, equipment, apparatus and equipment for physical education within schools and the local community. The teacher plans and programs for the content of the teaching taking into account the horizontal and vertical correlation. He plans to use different methods, techniques and methods of work and available resources for effective teaching of physical education, plans to verify the realization of set educational standards in physical education. Also, teacher establishes goals and objectives, general and specific operational tasks of teaching both subjects, in accordance with general principles, objectives and educational standards, adapting them to individual characteristics and abilities of students. Methodological procedures harmonized with the contents of both subjects, age characteristics, individual abilities and needs of students. Continuing through the second cycle of compulsory education, monitor and evaluate student achievement, using a variety of ways of evaluation. Monitor and take measures to support students on an analysis of the achievement of educational standards. Continuously monitors and evaluates the achievement of horizontal and vertical integration and harmonization of programs in both subjects.

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