

## 2<sup>ND</sup> EUROPEAN CONGRESS – FIEP

By NENAD ZIVANOVIC - Serbia

*The participants of 1<sup>st</sup> Serbian Congress Pedagogists of Physical Education and 2<sup>nd</sup> European Congress – FIEP, held in September, 2<sup>nd</sup> to 5<sup>th</sup> 2004, in Vrnjacka Banja, discussed the conditions and the problems in the physical education as well as its incorporation into certain European institutions.*

*Based upon the presented expert expose and the corresponding discussion the following has been proclaimed.*

### DECLARATION

Support of the social efforts in further democratisation and reforming of the educational system in order to contribute to the realisation of the systematical conditions – material, programme, expert – which will enable the integral development of the children's and the young people's personality. By the connection and cooperation with the European education – schools and other institutions – and by the mutual exchange of the experience and observations, pedagogists of physical education are trying to focus their future tasks upon the solving of the common problems and reducing the differences among the people all over the European countries which represent a natural unit.

#### I

1. The pedagogists of physical education will do their best that in the reformed school the basic program conception of the physical education at schools will be based upon:

- defining the goal of the classes of physical education so that realising of the operational tasks will enable the integral development of the pupils (cognitive, affective and motorical), the development of the motoric abilities, acquiring, developing and applying the motoric skills and habits as well as the necessary theoretical knowledge needed in everyday life and some specific life and work conditions;
- respecting the positive experience from up to now practice and the current plans and programs as well as the archived level of the classes of the physical education;
- respecting the present and economical conditions, actually the material basis, the physical education is performed upon schools, but also the introducing of the other forms and contents of the teaching, that will require the engagement of the social authorities in order to supply and enable the space and material work conditions and the legislative and status propositions for their realisation;
- unity of program contents realised in school-class, out of class and out of school organisation of the work enabling thus the continual, every day physical exercising;
- activity adapting the program contents and the work methods to the critical development periods of some anthropological characteristics, primarily motoristics concerning all growing up periods in which the sensibility of structural functions are expressed (anatomical, morphological, neurophysiological) to changes caused by exercising;
- respecting the individual difference in the approach so that the teacher would be able to instruct his pupils which activities in class, out of class and out of school organisation to choose according to their interests;
- the fact that the physical training aim can be achieved only by the activity and conscious participation of the pupils in all work forms that's why the program must contain particular theoretical knowledge upon which the physical exercising is based, adapted to the intellectual maturity of the pupils and their general knowledge acquired in other school subjects.

2. The pedagogists of physical education agreed that the efficacy of teaching work can be achieved by the continual improving of teaching methods and the complete work process during the regular classes as well as other forms of the organised work such as:

- topic planning – functional connection of all parts of one school class or a few that follow;
- choice of the teaching methods offering greater educational values;
- use of the computer technology (software);

- use of the modern visual equipment;
  - application of the common methodology of following, evaluation and registration of the work effects (measuring instruments, statistic methods, tables of approximate values meant for identification and explanation of the program acquired in the form of a grade being an administrative and legislative obligation of the school;
  - motivating and supporting the pupils in their personal engagement in exercise process and formation of the positive attitude towards the importance of the physical activity.
3. The Congress participants agree that the most urgent thing to do is to regulate and define the status of some important problems concerning the educational work in the subject physical education such as:
- supply all the schools with material and special conditions as specified by the law regulations;
  - obligatory introducing of the subject classes beginning with III form in all the schools in order to avoid the discrimination of the pupils compared with the ones who have already got it;
  - there classes at least in the regular schooling;
  - introducing the same teaching documentation;
  - supplying manuals for the teachers and the pupils professional reference books, video and computer technology;
  - define the ways of letting out the sport halls, gymnasiums meant for performing physical training to other users;
  - making adequate conditions for the work with the talented pupils to support creation;
  - make possible the permanent improvement of the professional teachers according to the actual needs of the teaching and social practice, the better and more cooperation with the faculties educating the teachers of physical training as a school subject as well as the elementary school teachers teaching all the subjects;
  - define the position and role of the school sports as well as the status of the professional managing of the sport sections.
4. In the educational system physical education in the pre-school institutions has an important role in forming the basis for further directing the children of that age towards physical activity. That is the reason why the program conception has to be improved for the pre-school age and professional cooperants should be involved in order to offer their expert assistance in realising the program to the educators.
5. The university students, population is the weakest ring in the chain of the educational system, so the pedagogists of physical education insist on paying the attention to this problem working on the program and organisational conception.
6. The Congress participants pointed out the need for the expert-educational supervision in schools realising the necessary monitoring and assisting in performing the educational process.

## II

In the process of the theory and philosophy of the physical culture or the theory and the philosophy of sports in the world, the need for the establishing of the similar discipline with us is pointed out, in the scientific – research as well as academic sense. The theoretical – philosophical aspect of the physical culture is the trial and the wish to make this complex phenomenon totally accepted in the interdisciplinary approach, because the specialised expert disciplines used to deal with the aspects of the physical culture in segments each on its own field so that its ontological and phenomenological wideness couldn't be covered. The Congress participants claim that this outstep from the theory in the favour of the philosophy of the physical culture is approable and necessary with us as well, especially if the question of humanitarian and ethic aspect of the top-sport is concerned.

## III

The modern life impact upon the health of the population demands the more active attitude of the community towards achieving the conditions for the young people in having regular, every day physical activities. This can be achieved by establishing other institutions besides the registered, existing physical education, which would offer and enable diversified program for recreational activities.

The Congress participants specially ephersise the problem and the speciality of the work with

the handicapped pupils and the young people as well the complexity of resocialisation of the children in the World Health Organisation. To realise this it is necessary that the professional schools and colleges educating the physical training teachers and instructors should take part in the educational work of this sense, and that the highest educational qualification should be registered for this kind of work. Besides this, sport clubs and unions are recommended to create the work program of the more intensive participation of the handicapped in different activities corresponding their specific abilities.

The pedagogists of physical education point out the importance of the physical education being an integral constituent of the educational system which turns it into the educational fields by the abundance of its different contents.

In the permanent and dynamic development of our society towards democratisation and European integrities, the following period will be characterised by the contribution to the general, social efforts in reforming the educational system in which the same conditions for all young people in all kind and grade of educational system to developed their physical and mental potential will be supplied.

*The participants of 1<sup>st</sup> Serbian Congress Pedagogists and physical education and 2<sup>nd</sup> European Congress – FIEP*



VISIT FIEP\_SERBIA WEBSITE  
<http://www.fiep-congress.org.yu>