

**PHYSICAL EDUCATION ESSENTIALLY IN FINNISH SCHOOL SYSTEM AND IN NORMAL LYCEUM OF HELSINKI**

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**ABSTRACT**

This paper presents system of physical education in Normal Lyceum of Helsinki. It is based on Constructivist view of learning. It allows students in very independent way to choose different kinds of physical activities, and make a special program of physical education. There are physical courses common to all students and elective courses.

**Keywords:** physical education, constructivist learning, Finnish school system, curriculum

**INTRODUCTON**

In physical education as in also in other subjects in Finnish school system the student is the builder of his own learning. So it is also with other skills and world view. Education is increasing co-operation and it is encouraging interaction and honesty. The goal is that students learn their rights and obligations and grow to the adult responsible for their own choices and actions. The student should gain experience in high school course on how to build a future with common decisions and work. Upper secondary education mission is to provide broad general education and to prepare for further studies (Upper secondary education curriculum in Finland 2003).

Understanding of learning is based on constructivist learning concept. Learning is the result of the student's active and goal-oriented activity in which he is interacting with other students and teachers and with the environment and the previous data structures for the bottom handles and interprets the received information. It depends on what is learned in his previous knowledge and strategies they use.

Learning is frequently used to mean both what has been learned and the process through which learning occurs. To describe the process the concept of learning is suitable. (Krokfors 1998, 73., Krokfors 2012). Describing the process is suitable for studying the concept of physical education, which educational goals are difficult to use as evidence. Unique transaction educational goals are individual freedom and independence. A social occasion again as solidarity, altruism, and joint participation. There has been highlighted in recent years in theoretical conversation of learning the benefits of collaboration and community learning. (Eteläpelto, Tynjälä 1999, 18. Eteläpelto 2013.) There has been talked about co-operative learning and teaching methods. Students as partners recognizes the educational process, because the students like the teachers are seen as thinkers, planners and decision-makers.(Wittrock et al.1986) In the so-called prosocial behavior is essential interaction between many students and the fact that part of the teachers responsibility has become to of pupils' and students' responsibility

Constructivist view of learning stresses that the individual learner doesn't build his inner world of social vacuum, but deep learning takes place in social interaction, and through community involvement.(Heikkinen 1999, 218.) In recent years, increased co-operative teaching and learning emphasizes individual work instead of learning together. In sports community is in the spirit of pulling together. Constructivist learning theory emphasizes the student's own activities as well as the interaction between the student and the environment. (Husu 1999, 16. Rauste von Wright, von Wright 1996, Eteläpelto 2013.) This view emphasizes the fact that pupils, students will no longer be considered as individuals, but rather as active members of the teaching process. In physical education this means that direction of the activity is not only of the teachers planning or more pupils' reactions. Constructivist understanding of teaching emphasizes teacher's work from the perspective of the learning process when a teacher has an important role to play, when he is planning his teaching by defining the objectives and when he is implementing of teaching in line with these objectives. (Kansanen 2000.)

The physical education in normal lyceum of Helsinki is based on this concept of learning. And it makes possible for the student very independent way to choose different kind physical exercise and make the program of Physical Education of his own. We have physical course common to all students and elective courses.

**P.E. CURRICULUM IN NORMAL LYCEUM OF HELSINKI***Exercise high school diploma*

Exercise high school diploma completion condition is that the student has completed at least five physical the course. The student gives evidence of his physical fitness and special skills in their chosen discipline. The student makes a choice where he gives the evidence of knowledge of Physical Education by making a thesis. As well as working on a thesis portfolio of high school early in physical skills learning process for evaluation. Students' special skills are also evaluated.

**Required Courses**

- LI1 Skill and condition (LI1)
- LI2 Exercise, individually and collectively (LI2)

**Advanced courses**

- LI 3 Refresh yourself in physical activity
- LI 4 Together with moving (Together with moving the so-called old dances course the student is counseled to take good and versatile dancing skills. The course deals with the different eras dance, learn dance history and related ways in and out. During the dances selected dances presented in the old days are practiced. Dancing out to parents and the school and participate with other high schools in the show).
- LI 5 Fitness Training

**School-Advanced Courses**

- LI6 Ball Sports
- LI7 Racquet Sports (The course includes the following racket games: badminton, squash, tennis, golf. The course teaches the basic strokes technique, movement, game tactics and rules. Species practiced and played. If the student wishes, he can focus on particular species and to leave less other species).

**Applied courses**

- LI8 Sports High School Diploma Course (During the course, the student gives the screens of his physical fitness and special skills in their chosen discipline. The student makes a choice where he gives the evidence of knowledge physical education by making a

thesis, as well as working on a thesis portfolio of high school early in physical skills learning process for evaluation. Students' special skills are also evaluated).

LI9 Downhill Skiing Course 1

LI10 Wilderness skills and knowledge of the nature

LI11-Norssi- Ressu – fighting day course I (Students participating in the Norssi-Ressu – fighting day matches in at least two species, of which at least the other is a team game. Students practice matches for the species concerned technique and tactics in game situations).

LI12 Dance and Choreography Course (The course shall be drawn up either by self-choreographed dance or gymnastics, or participate in a presentation by the choreography of someone else. The course includes the dance exercise program and the training and presentation the dance to the school, at a party or other events).

LI13 Downhill Course 2 (The course requires access to the ski course one is made. The course content is skis trip to one of international destinations such as Åre. The course is preceded by a theoretical part of the school, the content of which is the slope behavior, travel arrangements, and equipment. Students pay for their trips, ski tickets and equipment rentals).

LI14 Floorball 1 (Course hours are the hours of the game, where the game's technical and tactical training is the key. The aim is to create a school floorball team, which plays in friendly matches and the different schools with. Students' physical fitness training is the key. The course provides a counterbalance to the rest of high school work. The course detailed program will be designed at the beginning of the course).

LI15 Floorball 2 (The course requires access to floorball 1 is made. Students practice techniques of the game and tactical. Lessons and play floor hockey team to participate in the high school floorball league, as well as played in friendly matches. The course detailed program will be designed at the beginning of the course).

LI16 Norssi – Ressu – fighting day II (The course requires access to Norssi – Ressu fighting day I. when the course I is made. Students participating in the Norssi-Ressu fighting day matches in at least two species, of which at least one is a team game. Students practice for the matches more of technique and tactics).

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