56 - Educational Projects for Physical Education Teachers Organized by The Ministry of Education, Science, Research and Sport of the Slovak Republic

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The Analysis

Currently there is a progressive trend of using EU Structural Funds. To support the teachers` education there are proposed educational programs that teachers can attend based on their interest or the approbation. These projects were organized by The Ministry of Education, Science, Research and Sport of The Slovak Republic which was in charge of these projects in the program period of 2007-2013 with the possibility to perform this activity until the end of 2015. The education process was regulated by the state, budget and contributory organizations. The projects related to the education process of PE teachers are organized by state, budget organization of National Sport Centre and Methodology and Pedagogy Centre. Discussing the education projects as means of assistance for the educational system reform we refer to the national projects organized on national level. These are extensive, system projects covering whole area of The Slovak Republic. (www.minedu.sk, www.nsrr.sk).

The teaching staff of The Slovak Republic is covered by Act No. 317/2009 coll. the act on the teaching staff and specialists. According to this act the teaching staff is divided into several categories: a teacher, a master of vocational education, a tutor, teacher assistant, foreign teacher, sports school coach, sports class coach, corepetitor. Professional staff includes: a psychologist, school psychologists, school speech therapist, special education teacher, school special education teacher, terrain special teacher, remedial teacher and social pedagogue.

The specificity of the PE teacher personality was significantly captured by Nádvorník (1981) who claims that there is a difference between PE teacher and the teacher of another subject. At this time, there were regular international conferences organized, called “The personality of PE teacher”, that were expressing his value in various aspects. The personality of teacher is specific according to above mentioned author and the character of the teaching process is also specific. There is a different environment from the usual one according to this author. They have a chance to know the pupils better to get through the social distance. They can influence pupils educationally not only in the school environment but also in various courses or by organizing sport competitions. The demands and the requirements for the effective performance of teaching profession is included in professiografic analysis where Rychtecký (2002) describes its main components: functional activities that teacher performs e.g. educational, managerial and organizational. The second component refers to the demands for psychical performance i.e. resistance and emotional stability as the result of psychical tension related to high attention concentration, the education of pupils with a different ability and higher requirements for the safe performance of activities or the specific interaction with pupils in constant movement. The last component refers to the requirements for physical ability and performance – the perfect mastery, wide variety of physical activities. PE teachers are in constant movement whole day, with higher energy expenditure, there is a constant physical condition maintenance, especially when they get older. The summary of requirements for psychical and physical resistance of PE teacher is enhanced by the impact of exogenous influences such as weather conditions, coldness and mostly the noise which inevitably belong to PE educational process.

Comparing to other subjects there are several advantages in PE. Sport is attractive as such and it has the significance of wide range. The subject is popular however its attractiveness is decreasing. The result of the research of the author Medeková (2012) from 2011 - 2012 undertaken by 1 160 secondary school students reveals the most frequent reasons of disinterest in PE lessons. The results show that significant amount of presented reasons was connected to the perception of pedagogic influence of the teacher. There were also reasons such as passivity and no interest in significant activity at PE lessons etc. Following pieces emphasize the importance of the teacher`s personality in the educational process. The author Peráčková (2001: 114) writes that: "the integrity of the effective teacher influence is topped by good human dimension of his own personality". The personality of teacher is according to Zusková (2007) the significant factor of the attitude development to the particular subject. It can influence what kind of attitude to the physical activity during the educational process of PE the person obtains. The research of Lazarová and coll. (2006) from 2003 - 2005 proofs that the ability and the willingness to participate on the process of lifelong learning and the innovation of practice is limited primarily by the personality of the teacher. The authors Martinčeková, Ďurajková, Dulinová (2013) discuss the personal and social development of the teacher and they refer not only to academic development but also to personal and social abilities that support the academic development. The aim is to develop self - reflection (think about yourself), self-understanding, self-esteem, self - confidence and responsibility for own actions connected with it, personal life and self - education, to learn how to apply own rights as well as respect opinions, needs and rights of others and to maintain personal integrity, to maintain good interpersonal relationships, to develop social abilities needed for life or cooperation or to support prevention of socio - pathologic phenomena in school.

The part of pedagogic activity performance is profession competence which is necessary to maintain and develop according to The Act number 317/2009 coll. on continuous education. The profession competence is characterized there as "proven competence required for competent performance of educational activities" (www.minedu.sk). The authors Kasáčová, Kosová (2006: 46) differentiate 3 broad- based groups of the teacher competence: "The student-oriented competence, "the competence oriented to the education process" and "the competence oriented to teacher`s self-improvement". The above-mentioned authors refer to the notion of “competence preparation of teachers” when discussing the teacher`s competence which consists of six key competencies: psycho - didactic, communicative, organizational and managerial, diagnostic and interfering, counselling and the last part is self-reflection. The authors emphasize psycho - didactic education and the general maturity of the teacher.

The papers of the authors who highlight necessity of the influence of teacher`s personality in the educational process are focused on the need for practical solutions of this problematics. Therefore, we are interested in the impact of the educational projects and their programs on the area of psycho - social competence of PE teachers.

The aim of the article

The aim of the article is to analyze the education projects that are organized by The Ministry of Education, Science, Research and Sport of The Slovak Republic with regards to the personality of the teacher and particularly to the area of the competencies related to self- improvement of PE teacher.

The methods of obtaining research data

1. Study of project documentation - The selection of national projects was preceded by

the register of 22 national projects. We analyzed 2 projects out of them as they satisfy the requirements of the target group of PE teacher. In the first project organized by The National Sports Centre "The Improvement of the PE and Sports teacher`s qualification" the selection criterion was the target group of educational staff - the category of teacher - the subject of PE. In the second project organized by The Methodology and Pedagogy Centre "Professional and career growth of the teaching staff" the target group is educational staff - the category of teacher - other subjects including the subject of PE. The information about particular educational programs in the projects resulted from the internal sources of The Ministry of Education, Science, Research and Sport of The Slovak Republic, from the data published on the website of The Methodology and Pedagogy Centre and the Central register of contracts.

2. The study of selected project - Primarily we focused on the education programs of the

second national project (Professional and career growth of the teaching staff). The main reasons are the programs of personal and social development of the teacher that are the component parts of 550 accredited educational programs. By means of the selection of programs for teaching staff, the category of teacher (without regards to personal and social development of the teacher and PE teachers), the master in vocational education, teaching assistant and by means of the selection for professional staff we created 2 groups of programs:

a) The programs for teachers of not specified subjects with regards to the personal and social development of teacher in relation to himself/herself and to students - in details;

b) The programs for PE teachers in the area of sport - outlined the areas of their education.

The methods of processing research data

1. Statistical methods - we sorted the qualitative data by the frequency of the occurrence of target research characters and we also used percentage expression.

2. Logical methods - we used them for constructive interpretation and an analysis.

The results and discussion

In the program period of 2007 - 2013 finalized to the date of January 31st 2016 there was one national program implemented - "The Improvement of the PE and Sports teacher`s qualification". Another organization The Methodology and Pedagogy Centre implemented the project of "Professional and career growth of the teaching staff" that was designed to educate also the teachers of PE (Fig. 1). It is necessary to mention that none of these projects is primarily related to the psychosocial competence of the PE teacher.

1. Project (www.crz.gov.sk)

The title of the project "The Improvement of the PE and Sports teacher`s qualification" refers to the improvement of the qualification with regards to the expertise improvement. The aim is to perform and lead more qualified PE and the support of changes in teaching of PE so that it is much more motivating experience for the current generation of children and youth. Specific project objectives are newly created education programs for teachers of PE organized with an aim; to enlarge the knowledge about new approaches to PE teaching; to improve understanding of the importance of health for the individual and for society; to increase the knowledge of the legislation that directly affects PE teachers; to motivate youth to physical activity, to ensure the ability to integrate new knowledge and skills in the teaching process; to upgrade the knowledge and skills of technique i.e. the methods of physical activities, sports, sport disciplines as well as fitness and coordination abilities; to gain practical experience with modern means for evaluation of physical needs and physical ability of children and youth.

The intention of 5 programs is based on the identification of exercise predispositions and the needs of children and youth, based on current trends in teaching of PE abroad, experiential way of learning, specifics of working in this subject. It is assumed it will lead to the improvement of the educational process with regards to own health care, forming relationships for a lifetime physical activity, the improving of life quality etc. In content programs are primarily focused on the innovation in the subject of PE.

Fig. 1. Basic information about the projects and the educational programs (www.crz.gov.sk; www.mpc-edu.sk)

	1. Project	2. Project
	The Improvement of the PE and Sports teacher`s qualification - The National Sports Centre	Professional and career growth of the teaching staff - The Methodology and Pedagogy Centre
The period	01/12/2012 - 31/12/2015	15/10/2009 - 31/12/2015
The amount of allocated funds		46 389 391,82 €
The target group of teaching and professional employee	3 400 3 400 PE teachers	18 500 teachers including PE teachers
The number of created programs out of the scheduled programs	5/5	550/625
The programs in the area of personal and social development	0	53/550
The number of created programs for teachers of PE, from the area of sports	5/5	25/550

2. Project (www.crz.gov.sk; www.mpc.edu.sk)

The authors of all accredited educational programs of the project "Professional and career growth of the teaching staff" refer to the accurate identification and analysis of educational needs or the requirements and expectations of teaching and professional staff. All of the programs were created and accredited in the period of 15.10.2009 – 30.10.2015 (Fig.2).

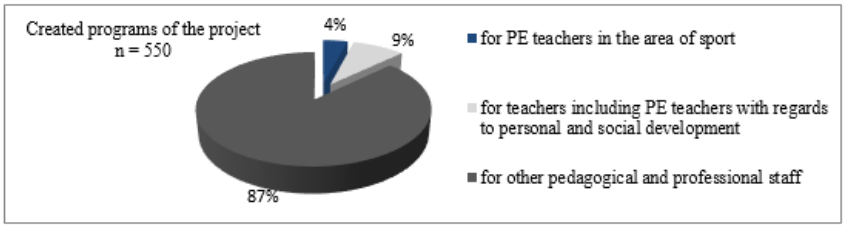


Fig. 2 the representation of target groups in the project “Professional and career growth of the teaching staff” in percentage expression

In the list of accredited educational programs of (www.mpc-edu.sk) there are 550 available educational programs. 87 % out of these programs covers the education of the teaching staff which (excluding PE teachers and personal, social development of teachers) and professional staff. In the cases of the teaching staff we discuss the development of professional competence of the teachers in the area of various subjects, the master of vocational education competence, the competence of tutors, teaching assistants etc. It is e.g. the area of: information - communication technologies in teaching, language learning, reading literacy, financial literacy, free time out of school hours, work in the school library etc. In the cases of professional staff there are educational programs that focus on the development of profession competence of e.g. school psychologists, special education teachers, social educators etc. Next 9 % were created with the aim to engage teachers to the education process, including PE teachers with regards to the improvement of personal and social abilities. Last 4% out of these programs were created primarily for PE teacher with the aim to develop professional competence in the area of sport education. The last two areas will be the subject of the analysis of specific training programs for PE teachers (Fig. 3).

Currently, the increasing number of activities is focused on the assessment of the teacher's work and his personality is thus judged from various aspects. We believe that the personality of each teacher is one of the most powerful tools to influence students. Therefore, we primarily focus our attention on training schemes whose content includes personal and social development of PE teacher. Secondarily we focus on the programs related to sports activities and motoric area (Fig. 3).

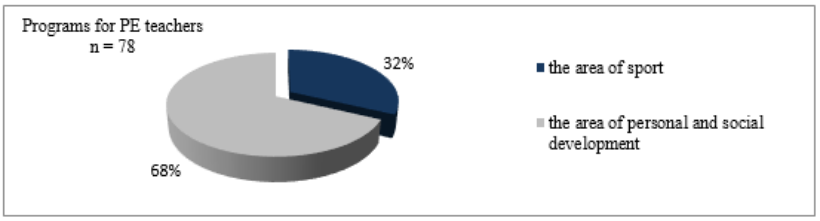


Fig. 3 The focus on the training programs for PE teachers in percentage expression

The selection of programs was created based on particular program annotation, which included key words and brief summary related to the improvement of personal and social capabilities. The part of the brief summary is also content, aims, range and target group for which the program is intended. In terms of detailed analysis 78 programs intended for the target group of teacher, including PE teacher we found out that 68 % covers the area of personal and social capabilities of the teacher. The most highlighted are the demands oriented to the development of teacher`s personality in relation to teachers themselves, in the interaction to indirect target group of pupil, to the development of personal and social capabilities needed to develop self - reflection, self - understanding, self - esteem, self - confidence, also needed to learn how to apply their rights, respect the opinions needs and rights of others and maintain personal integrity, to develop social skills and support the prevention of socio - pathological phenomena at school. Relying on the above mentioned facts and the main objectives of the training programs that are deepening, improving and maintaining professional competence required for the standard of teaching performance, we would state particular examples of programs in the following areas: Communication and its programs “The rhetoric in teaching practice", "The communication of teacher in the learning process", "The effective Communication". Another area is conflict management, aggressive situations management and the programs such as "The conflict resolution in classrooms", "Pedagogical possibilities of reducing aggression of children", "The prevention of socio - pathological phenomena", We would emphasize the area of the self-development of teachers and the programs "The teacher personality creation", "The auto-integration training", "The prevention strategies in managing stress and burnout in the teacher's profession", "Portfolio as a mean of self-evaluation and development of teaching staff ".Next area includes pupils with special education needs in ordinary schools or pupils from socially disadvantaged environment and the programs "The school integration", "The effective integration of primary and secondary education" or "The multicultural education in the inclusive education". Depending on the objectives of the programs we agree that all these education types reflect the current needs and requirements of teaching staff. Currently they are the essential component of the teaching process and their appropriate integration can play an important role in the development of key competences, for example: psycho-didactic, communication, diagnostic and intervention, counseling or a self - reflection.

Secondarily our attention was focused on the range of programs for PE teachers in the field of sport, which represents 32 % in this analysis. These programs contribute to the development of knowledge of physical performance and physical abilities, they promote the activity of the Olympic Movement in the education area. The Olympic ideals are spread, pedagogical knowledge and skills in the problematics of injury prevention and safety policies in the educational process are improved. The pedagogical knowledge and the skills in sporting activities such as downhill skiing, snowboarding, orienteering, swimming, cross country skiing, floorball are improved. Furthermore they deepen the professional competence in the use of relaxation, breathing, concentration and physical exercise etc.

By means of the comparison of the created programs and by their selection in the area of improving psychosocial competence, we would like to highlight the imbalance of the formation. The area of the research oriented on lifelong learning, with specific content of the competence increase in the area of personal and social development of PE teacher, is the problematics which is not being investigated enough.

Conclusion

Based on the results of our research we conclude that none of the projects is primarily focused on personal and social development of PE teachers and we refer to the low number of programs established in this category. We consider the modernization of the teaching using these projects really needed, the significant is also the experience in the teaching process

and we also agree with the creation of programs to motivate young people to move. We believe that these steps depend on the individuality of each teacher. It refers to the attitude to pupils, to any changes in the process of PE teaching, to the respect of teachers themselves including the area of self- improvement. This is subsequently reflected in the quality of teaching.

Based on our analysis we recommend to create the education program related to the personal and social competence development of PE teacher or incorporation of such programs in the curriculum of the Ministry of Education, Science, Research and Sport of The Slovak Republic.

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Abstract

The aim of the article is to analyze the existence of projects and programs related to the personal and social development of Physical Education teachers that are organized by The Ministry of Education, Science, Research and Sport of the Slovak Republic. We found out that from 22 projects undertaken in the program period 2007 - 2013, whose activities could continue to be implemented until the end of 2015, none was primarily related to this area of education. Only 53 programs under 2 selected projects were related to the personal and social development. Personality development of PE teachers is one of the key factors in making the educational process successful.

Keywords

Physical Education teacher, Physical Education, personal and social development, education projects