

ATTITUDES OF STUDENTS OF FACULTY OF SPORT AND PHYSICAL EDUCATION FROM BELGRADE ABOUT ALPINISM ACTIVITIES INFLUENCE ON GROUP SOCIALIZATION AND FUTURE PROFESSIONAL WORK

Vladimir Miletic¹, Zeljko Rajkovic¹ and Hadzi Milos V. Vidakovic²

¹Faculty of Sport and Physical Education, University of Belgrade.

²Faculty of Sport and Physical Education in Leposavic, University of Pristina with temporary settlement in Kosovska Mitrovica.

UDK 796.035.01

SUMMARY

In frame of subject Outdoor activities, as mandatory practical teaching, students of sport and physical education from Belgrade have ten days summer camp. From twelve different practical contents 43% represent base for implementation of alpinism activities. Alpinism activities and its base means: camping, hiking, navigation, mountaineering and alpinism. Socialization is process, in which members of society became capable for life in social community. The main goal of socialization is adoption of characteristically behavior with the ability to adapt to new environmental with personality preservation. Professors of PE through their subject need to adapt their expertise to opportunities of their pupils and direct then to the essence of sport and PE. Beside transfer of knowledge and skill, professors have a task to follow and evaluate development of pupil, to cooperate with colleagues and pupil parents, to organize workshops, excursions, competitions... Research was implemented during last day of camp, with five grade rating scale. Results shows high awareness of student population regarding alpinism activities in relationship with nature and frustrations that nature gives to us.

Correspondence author

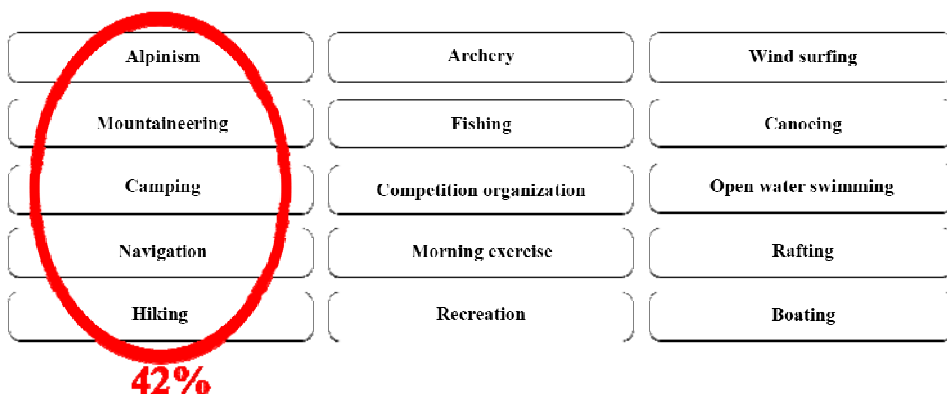
Vladimir Miletic
vladaprof@gmail.com

This is one more confirmation that shows importance of existing this educational contents. Its necessary to elaborate program activities with more details and diversity in order to have offer of better quality, and realization in higher percent of these activities.

Key words: outdoor activities, camping, professor of sport and physical education

INTRODUCTION

Students of Faculty of sport and physical education from Belgrade have got ten days long summer camp, as mandatory practical lessons, within subject Outdoor activities. From overall twelve different obligatory program contents, five of them (42%) represents base for implementation of alpinism activities (picture number 1). Beside alpinism as a referent point, contents that gravitate to same issues are camping, hiking, orienteering, and mountaineering. Observing global structure of mentioned program it could be concluded that highest percent of contents is reserved for alpinism activities. For organizing alpinism as a education process, it is recommended that students are already armed with basic knowledge and skills needed for further education, which will satisfied pedagogic principles of learning.



Picture number 1. Program activities represented on practical classes of camping in summer season of 2015. and activities that are considered basic for the implementation of alpinism activities.

THEORETICAL FRAMEWORK

Alpinism activities considered all actions, skills and procedures, directed to safe and efficiently overcoming demanding mountain terrains, which includes camping, and manipulation of specific technical equipment, in order for fulfilling specific tasks (approach to rock, conquering mountain peak, evacuation in rescue missions and other dedicated tasks).

Strictly speaking, these are methodical lessons, implemented within alpinism training, precisely defined with plan and program of Faculty of sport and physical education from Belgrade. (free climbing, descending, traversing, self - rescue...)¹.

Broadly speaking, learning alpinism activities could be achieved on natural way, through easier contents, by respecting basic pedagogic principles. Because of this, in frame of alpinism, all segments of mountaineering will be included, as a foundation for further upgrade to a quality education. The essence of all these activities represents teaching lessons mentioned above, that are in program on Faculty summer camp.

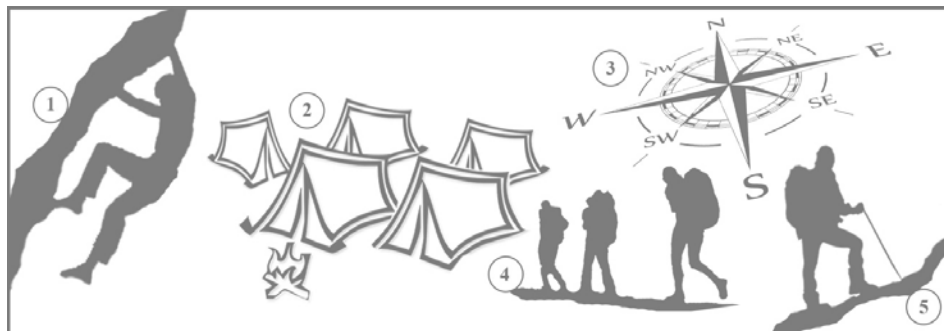
Alpinism as a totality (picture number 2), characterized extremes of all mentioned contents:

1. Alpinism techniques (basic moving techniques, and activities performed on a rock);
2. Close cooperation between team members on terrain (camping life);
3. Moving through unknown areas, by using conventional and improvised instruments (navigation);
4. Intensive and long term straining and fatigue (hiking);
5. Using more demanding techniques of approach and moving, regarding basic ones (mountaineering).

Alpinism as a program activity, according to attitudes of students and guests, dominate under all present different contents. Although it is a presentation

¹ Владимир Милетић, *Практикум предмета Активности у природи* (Београд, Факултет спорта и физичког васпитања Универзитета у Београду, 2016), 62-67.

of several methodical units', richness of those activities remains remarkable trail, accompanied with adrenalin answer on every participant.



Picture number 2. Alpinism (1) as basic activity and display of its integral parts – alpinism activities: camping (2), navigation (3), intensive hiking tours (4) and mountaineering (5).

Attitude is relatively permanent relation to somebody or to something, which manifest itself as a tendency to think, feel and act in certain ways. Attitude as a mental disposition has large influence on observation, thinking, and social behavior. Juhas at all (2011) believes that „because of their emphasized explanatory and predictable power, term attitude is used in various fields of social sciences“².

According to Rot (2003) „attitudes are permanent systems of positive or negative evaluation, feeling, and tendency for taking action for or against, and regarding different objects“³

Socialization is a process, in which members of society becomes capable for living in social community. Basic goal of socialization is adaptation of characteristic type of behavior, with possibility of acceptance on new living conditions with saving individuality.

Socialization according to Nilsen: *“Individual being is primary, while social being is secondary and result of external influence of outer environment. Education should give to this egoistic and asocial being, which is born, another being which is*

² Ирина Јухас, Ана Орлић, Душанка Лазаревић, Ненад Јанковић и Милан Матић, “Став студената Факултета спорта и физичког васпитања према кросу”, *Физичка култура*, Вол 65, бр.1 (2011): 46-51

³ Никола Рот. *Основи социјалне психологије*. Београд: Завод за уџбенике и наставна средства, 2003.

capable to run social and moral life, as fast as possible. This is a main task of education..”⁴

Socialization is most commonly identified with English term *teambuilding*, while Radenović (2014) defines socialization on next way: *”It’s more significant determination is in general term of education. In the broadest sense socialization represents social integration of individual in different contexts of social reality. In anthropological interpretation of socialization prevails integrative transmission of culture, psychological insist on determination of socialization as development impulse of self control, while sociological interpretation define socialization as learning social role”*⁵. Radenović also quotes proposed definitions of socialization as process of acquiring skills, knowledge, motives, and attitudes which is needed for fulfilling present and future roles of person in society.⁶

Table number 1. Segment of diary of work for physical education professors, where it is possible to apply contents connected with alpinism.

		Conection physical education with live and work									
		Excursion		Cross				Competition			
Semester		Autumn	Spring	Autumn	Spring	Wintering	Camping	School	Municipal	Regional	Republican
	I										
II											

⁴ Иван Ивић и Ненад Хавелка. *Процес социјализације код деце*. Београд: Завод за уџбенике и наставна средства, 1982: 15-37

⁵ Сандра Раденовић. *Спорт и друштво, социјологија са социјологијом спорта, социјологија спорта*. Београд, Факултет спорта и физичког васпитања Универзитета у Београду, 2014: 43

⁶ Сандра Раденовић. *Спорт и друштво, социјологија са социјологијом спорта, социјологија спорта*. Београд, Факултет спорта и физичког васпитања Универзитета у Београду, 2014: 44

Professors of physical education through lessons should adapt their expert knowledge to pupil's possibilities, and to direct them into the very essence of sport and physical education. Beside transfer of knowledge and skills, professors have task to follow and evaluate pupil's development, to cooperate with other professors, and parents, to organize workshops, competitions, trips, excursions, camping, and other kind of activity in nature. This could be noticed, also in official school documentation, where one of segments of "*Physical education diary of work*"⁷ is reserved for areas connected with different alpinism contents, and activities (table number 1).

Besides different things, researchers studies was dedicated to attitudes of participants in physical culture, specifically to special physical education on Police academy⁸, Vučković i Dopsaj (2011), certain activities – cross⁹, Juhass at all (2011), nutritive supplements¹⁰, Ђорђевић - Никић, Ђорђевић (2006). Samples were student of Police academy, students of Faculty of sport and physical education. Participants declare about intensity of attitudes regarding physical activities, and importance of specific activities.

In previous researches about attitudes of students regarding physical education in different cultural environments, and in contexts of different education systems, results consistently indicates that majority of students in adolescence period have positive attitudes. Most results shows that in older ages attitudes are lesser positive, Lazarević, 2015)¹¹.

According to Dabović at all (2009), majority of students in both shifts, evaluated camping as significant for their future, where usefulness of activities was better evaluated in first shift, where in this case important factor was weather

⁷ Група аутора. *Дневник рада наставе физичког васпитања*, Београд: Спортски савез - Спорт траде, 2015.

⁸ Горан Вучковић и Миливој Допсај, "Ставови студената криминалистичко-полицијске академије о настави специјалног физичког образовања", *Физичка култура*, Вол 65, бр.2 (2011): 33-41

⁹ Ирина Јухас, Ана Орлић, Душанка Лазаревић, Ненад Јанковић и Милан Матић, "Став студената Факултета спорта и физичког васпитања према кросу", *Физичка култура*, Вол 65, бр.1 (2011): 46-51

¹⁰ Марина Ђорђевић-Никић и Ана Ђорђевић, "Употреба и мишљење студената Факултета спорта и физичког васпитања о нутритивним суплементима", *Физичка култура*, Вол 60, бр. 2 (2006): 188-196

¹¹ Душанка Лазаревић, Ана Орлић, Биљана Лазаревић, Снежана Радисављевић Јанић, "Ставови ученика раног адолесцентног узраста према физичком васпитању, *Физичка култура*, Вол 69, бр.2, нов (2015): 88-98

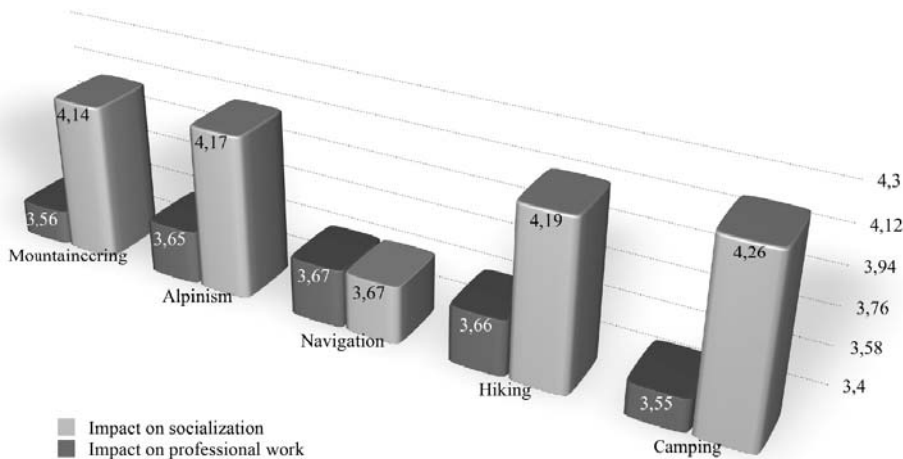
conditions¹². As entirety of summer faculty camp was estimated positively and significant, it was interested to research attitudes of students and their understanding of specific program contents on different social phenomenons. Namely, alpinism activities and future professional work was taken into consideration in this article.

METHODS

Research was done on the last day of summer faculty camp. Subjects were 96 students (from 120 present) from third year of Faculty of sport and physical education in Belgrade, after end of sixth semester in school year 2014/2015. Research used closed type of inquiry specially made for this occasion, with five degree scale. Students that participated voluntarily, choose only one answer from several offered. For this article results were processed by descriptive statistic.

RESULTS WITH DISCUSSION

Graph number 2. Attitudes about influence of alpinism activities on socialization and future professional work.



¹² Милинко Дабовић, Слободанка Добријевић, Красоменко Милетић, Драгољуб Вишњић и Владимир Милетић. "Оцена значаја и организације практичне наставе логоровања од стране студената Факултета спорта и физичког васпитања у Београду". *Физичка култура*, 63(1), (2009): 102-108

Students attitudes shows high importance of mountaineering for future work (3,56) and for socialization (4,14). Student recognized higher importance of organized group moving on different mountain configuration for socialization. Somewhat larger values of alpinism activities importance were recorded for future professional work (3,65) and for socialization (4,17). Navigation realized same influence through attitudes of students on future work and on socialization (3,67). Importance of hiking, similar to other activities was highly recognized, and slightly higher for socialization (4,19) then for future professional work (3,66). Although one day, onetime activity it is conceived, including all participants, to simultaneously produce physical, psychological, emotional, and sensor fatigue, of high intensity, which direct students on mutual interaction. It is logical that camping, as 24 hours per day, 10 days long activity produces highest influence on socialization (4,26), and something smaller influence on future professional work (3,55). Usual activities with smaller intensity, such as organization of life in non standard conditions accumulate individual effects which results with higher values of students estimations.

There is a widespread perception that the alpinism activities have individual character. Results of this research proves opposite. Subjects are facing with series of problems during summer camp such as: fear from unknown, fear from falling from height (acrophobia), intensive physical activities, lack of comfort (camp conditions), exposure to environmental influences, difficulties in fulfilling affiliative motives through practicing given tasks, enormous responsibility on group activities during insurance and spotting, when lives of their partners are in student hands... So, students are experimentally exposed to mentioned situation, because of sufficient provocation and reaction in planned direction.

Attitudes of students are very important because they will be base of future students decisions in educational process, sport or recreation which could significantly influence on entire process of formal and informal education.

Juhas at all (2011) thinks that *“Attitudes represent important component of motivation sphere of personality. On behalf of knowledge about attitudes on specific objects, behavior could be predicted”*¹³.

Individual person as integral part of group, on different ways reacted on imposed stimulation. For qualitative change of body in training, and also for qualitative change of personality, sufficiently powerful stimulation is needed. In

¹³ Ирина Јухас, Ана Орлић, Душанка Лазаревић, Ненад Јанковић и Милан Матић, "Став студената Факултета спорта и физичког васпитања према кросу", *Физичка култура*, Вол 65, бр.1 (2011): 46-51

this case change of psychosocial characteristics of personality is achieved by application of demanding contents in critical situations in control conditions.

On behalf of mentioned results, it could be ascertain that students of Faculty of sport recognizing contents of alpinism activities, as highly significant for their socialization and future work. Defined results could lead to reviewing presence of mentioned contents in overall program on Faculty of sport and physical education.

Results in this research also gives basic assumptions, that students positive attitude regarding alpinism activities, will contributed to their future engagement in school, so that they will encourage their future pupils on positive changes of personality, applying sufficient treshold stimulation.

CONCLUSIONS

Sometimes is needed to emphasize, even something that is totally clear and understood, so this article has served too for that purpose. Attempt of measuring relevance of specific alpinism activities on socialization and future professional work, through student's attitudes, finished successfully. Attitudes of students are positive and applying alpinism activities were highly estimated, for socialization and also for future professional work. Student's attitudes don't talk directly about specific phenomenon, but talks about awareness of students about importance of considered phenomenon, which is almost equally important. Beside this, attitudes could represent sort of indirect evaluation of specific part of educational system.

Usually, on summer camp students are overloaded with obligations and different activities, faced with adoption of new knowledge and skills, while they are unaware of the very essence of common stay in nature. Often, impressions are arranging even after several years, so this article could be understood through, intention for accelerating maturation process of participants. One of several goals of this article is paying attention on connection between real task, which must include internal changes in psychological and sociological sense, and specific instrument which is consisted of mentioned activities and every day camp life.

Professors and associates of Faculty of sport and physical education frequently asks themselves, what is the factor that frivolous first year student's, after several years of study, change into serious, mature people, that fights for progress of community and overall society. Students mostly remembers activities that were dangerous, with high intensity, uncomfortable, when it was needed to overcome different kinds of fears, through bringing right decisions, with numerous moral and ethical dilemmas through team work. One of activities that

provide opportunities for mentioned reactions are alpinism activities on summer faculty camp.

Results of this research indicate on high awareness of student population, about relevance of alpinism activities in relation to the nature, and frustrations that she gives us. **Alpinism activities generally influence on turning people to each other, that is opposite to competitive contents which turns people against each other.**



Picture number 3. Program activities as an instrument for achieving planned higher goal.

All mentioned contents of alpinism activities represents only an instrument in achieving final goal (picture number 4), and this is qualitative future professional work, socialization of professor of physical education in all social activities, and therefore the transfer of socialization skills to future students, through all forms of teaching physical education in elementary and high school.

REFERENCES

1. Милинко Дабовић, Слободанка Добријевић, Красоменко Милетић, Драгољуб Вишњић и Владимир Милетић. "Оцена значаја и организације практичне наставе логоровања од стране студената Факултета спорта и физичког васпитања у Београду". *Физичка култура*, 63(1), (2009): 102-108
2. Горан Вучковић и Миливој Допсај, "Ставови студената криминалистичко-полицијске академије о настави специјалног физичког образовања", *Физичка култура*, Вол 65, бр.2 (2011): 33-41
3. Група аутора. *Дневник рада наставе физичког васпитања*, Београд: Спортски савез - Спорт трaде, 2015.
4. Душанка Лазаревић, Ана Орлић, Биљана Лазаревић, Снежана Радисављевић Јанић, "Ставови ученика раног адолесцентног узраста према физичком васпитању, *Физичка култура*, Вол 69, бр.2, нов (2015): 88-98

5. Иван Ивић и Ненад Хавелка. *Процес социјализације код деце*. Београд: Завод за уџбенике и наставна средства, 1982.
6. Ирина Јухас, Ана Орлић, Душанка Лазаревић, Ненад Јанковић и Милан Матић, "Став студената Факултета спорта и физичког васпитања према кросу", *Физичка култура*, Вол 65, бр.1 (2011): 46-51
7. Марина Ђорђевић-Никић и Ана Ђорђевић, "Употреба и мишљење студената Факултета спорта и физичког васпитања о нутритивним суплементима", *Физичка култура*, Вол 60, бр. 2 (2006): 188-196
8. Милетић, Владимир. *Практикум предмета Активности у природи*. Београд: Факултет спорта и физичког васпитања Универзитета у Београду, 2016.
9. Раденовић, Сандра. *Спорт и друштво, социјологија са социјологијом спорта, социјологија спорта*. Београд: Факултет спорта и физичког васпитања Универзитета у Београду, 2014.
10. Рот, Никола. *Основи социјалне психологије*. Београд: Завод за уџбенике и наставна средства, 2003.

СТАВОВИ СТУДЕНАТА ФАКУЛТЕТА СПОРТА И ФИЗИЧКОГ ВАСПИТАЊА ИЗ БЕОГРАДА О УТИЦАЈУ АЛПИНИСТИЧКИХ АКТИВНОСТИ НА СОЦИЈАЛИЗАЦИЈУ ГРУПЕ И НА БУДУЋИ РАД У СТРУЦИ

САЖЕТАК

У оквиру предмета Активности у природи као обавезну практичну наставу студенти ФСФВ из Београда имају организовано десетодневно летње логоровање. Од укупно 12 различитих програмских садржаја, 42% представљају базу за спровођење алпинистичких активности. Под алпинистичким активностима и њиховом базом подразумевају се: логорски живот, пешачка тура, оријентационо кретање, планинарство и алпинизам. Социјализација је процес, у којем се чланови друштва оспособљавају за живот у социјалној заједници. Основни циљ социјализације је да њени чланови усвоје карактеристичан тип понашања уз могућност адаптације на нове животне услове, уз очување индивидуе. Професори физичког васпитања у оквиру свог предмета треба да прилагоде своје стручно знање могућностима ђака и упуте их у суштину спорта и ФВ. Осим преноса знања и вештина, професори имају задатак да прате и вреднују развој ученика, да сарађују са другим професорима и родитељима ђака, да организују, радионице, излете, такмичења и екскурзије. Истраживање је спроведено последњег дана логоровања, петостепеном скалом. Резултати указују на високу свест студентске популације о значајности алпинистичких активности у односу са природом и осујећењима којима нас она дарује. Ово је још једна у низу потврда која указује на значај постојања овог образовног садржаја како за студенте тако и за децу у школама. Потребно је детаљније и разноврсније разрадити програмске садржаје како би дошло до квалитетније понуде и реализације већег процента наведених активности.

Ключне речи: активности у природе, логоровање, професор спорта и физичког васпитања.

ПОНИМАНИЕ СТУДЕНТАМИ ФАКУЛЬТЕТА СПОРТА И ФИЗИЧЕСКОГО ВОСПИТАНИЯ ИЗ БЕЛГРАДА ВЛИЯНИЯ ЗАНЯТИЙ АЛЬПИНИЗМОМ НА СОЦИАЛИЗАЦИЮ В СТУДЕНЧЕСКОЙ ГРУППЕ И БУДУЩЕЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

АННОТАЦИЯ

В рамках дисциплины «Занятия спортом на открытом воздухе» студенты факультета спорта и физического воспитания из Белграда проходят десятидневную обязательную педагогическую практику в летнем лагере. Из двенадцати различных практических занятий 43% учебного времени отводится альпинизму. Занятия альпинизмом включают: проживание в палаточном лагере, туристические походы, ориентирование, восхождение на горы и преодоление препятствий. Социализация – это процесс, в котором член общества подготавливается к жизни в социальном объединении. Главная цель социализации – адаптировать привычное поведение студентов к жизни в новых условиях при сохранении качеств личности. Профессор, преподающий физическое воспитание, должен адаптировать свои знания к способностям студентов и затем направить их на познание сущности спорта и физического воспитания. Помимо передачи знаний и умений профессору необходимо наблюдать и оценивать развитие студента, сотрудничать с коллегами и родителями студента, организовывать практикумы, экскурсии, соревнования... Исследование проводилось в последний день проживания в лагере по пятибалльной шкале оценивания. Результаты показывают высокий уровень знаний студентов об организации занятий альпинизмом в условиях природной среды, в том числе в невероятно сложных для выживания условиях. Это еще раз подтверждает важность и значимость данного образовательного компонента. Необходимо разрабатывать программу занятий более детально и вариативно для организации и реализации более качественной подготовки студентов.

Ключевые слова: занятия спортом на открытом воздухе, кемпинг, профессор спорта и физического воспитания.

Received on May 16, 2016
Accepted on September 19, 2016