

THE PLACE AND ROLE OF LEISURE TIME ACTIVITIES AND SCHOOL COMPETITIONS IN PHYSICAL EDUCATION AND THEIR RELATIONS TO SCHOOL SPORT

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SUMMARY

Timeliness of this topic is not decreased by the fact that it was a subject of discussion on several symposiums from several aspects the authors opted for. This time, the starting point is the fact that physical education teachers, as a professionally responsible experts in physical education, are obliged to contribute to further discussion on following topics:

- Professional understanding of the essence of conceptual and terminological determination of some organizational forms of work in physical education which are implemented as leisure activities and competitions and their relation to what is called school sport or sport activities in the school
- Planned and organized orientation of leisure activities and competition functions towards implementation of the common physical education goal.
- Compared to the current curricula or sport orientation, what is the scale of educational features of these forms (leisure activities and competitions), which trendier in the practice
- To what extent is interest of teachers and students one of the assumptions for such organization of leisure activities and competitions to enable rational and efficient fulfilment of students' leisure time.

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The First part of this paper presents the statues of leisure activities and competitions in current program concept of physical education in the schools, and aforementioned issues as a subject of professional public permanent interest. As school sport and relation with leisure activities and competition are concerned, some opinions of distinguished experts form higher education institutions were expressed, which were quoted in this paper supporting views of most pedagogists in the school system.

Sports and school sport activities similarities and differences represented in the charts.

The second part of the paper presents the results of two questionnaires where one is related to the institutional position of sports activities in the school, organization, type and competition system, as well as the rope and obligation of the teacher in implementation of the sports activities in the school. The other questionnaire presents the result of some of the educational values of the competition within the school sport.

Key words: school sport, leisure activities, school competitio

INTRODUCTION

The current interest in this topic has risen due to the fact that several professional conferences have focused on this subject matter from various aspects. On this occasion, our discussion beings with the fact that physical education pedagogues are required to, as professionally responsible experts in physical education in schools, based on their own pedagogical practice, contribute to the further discussion of the following issues:

- An expert conception of the essence of the conceptual and terminological determinations of certain organized forms of work in physical education classes, which are realized as extracurricular activities – *leisure time activities and competitions* and their relations to what is known as *school sport or sport in school*.
- Guiding the function of leisure time activities and competitions in a planned and organized manner towards the realization of the general goals of physical education.
- The extent to which these forms of work (leisure time activities and competitions) primarily have an educational character compared to the prescribed curriculum, or a greater tendency towards developing sport, as is increasingly more present in practice.
- The extent to which one of the assumptions behind such an organization of leisure time activities and competitions is the level of interest of the students and teachers, which will enable the rational and effective use of the students' free time.

THE SIGNIFICANCE OF THE CONCEPTUAL BASIS OF THE EXISTING PHYSICAL EDUCATION CURRICULUM FOR THE POSITION AND ROLE OF EXTRACURRICULAR ACTIVITIES

“Conception refers to the extensive compilation of goals, strategies and measures for carrying out a larger and thus strategically planned project. It contains the necessary information and justifications, and often an analysis of the extent of risk and opportunities, and thus a timely action plan, which includes the distribution of resources such as time, money, material and staff” - Wikipedia (our translation).

As part of the conception of the existing curriculum designed for elementary schools (but also the curriculum in its entirety), *two significant values* have been included, among other things, which indicate the consistency of all organized forms of work, as the precondition for the realization of the goals of physical education in relation to the needs and interests of society in physical education in schools.

They include:

- The programmed conception of physical education in elementary (or high) school is such that it does not solely represent a school subject, that is, a class which is part of the organized school curriculum along with other subjects; instead, for the realization of the optimal effectiveness of the set goal, various content for the extracurricular and after school organization of work has been planned, which renders physical education a special field of education. This includes outings, cross, camping in summer and winter, **leisure time activities, competitions**, corrective-pedagogical work, sports days, and public performances.
- This fact points to the unique and functional connection between all organized forms of work in physical education, even though the class itself, as the basic operationalized form of work, has been provided with the necessary preconditions for work (space, a curriculum, program, professional work,...).

The following issues are important for the realization of this conception:

- the competent role of the physical education teacher;
- the obligation of the school to provide space, equipment, didactic material,.....;
- the obligation of the environment in which the school operates to enable work;
- to guide its interests and needs based on the function of physical education in school.

LEISURE TIME ACTIVITIES AND COMPETITIONS AS EXTRACURRICULAR AND AFTER SCHOOL ACTIVITIES

“Extracurricular activities include every activity outside of the regular physical education classes (*the didactic aspect*); are realized on the premises of the school and its ambient or outside of the school, in its sports facilities (*the venue criterion*); ... starting from these attitudes we can distinguish between extracurricular and after school activities. Accordingly, based on these two criteria, regarding leisure time activities and competitions, as organized forms of physical education work, belong to the space of extracurricular and after school activities” (B. Bokan, our translation).

The physical education curriculum is closely defined by the means of its realization.

Leisure time activities – school clubs are organized at least once a week, according to a work plan designed by a professional committee and the physical education teacher who is in charge of that club. At the beginning of the school year, the students choose one of the activities for which the school has met the necessary requirements to organize. The leisure time activity classes are organized for numerous types of sport.

School and other types of student sport activities make up an integral component of the process of physical education, through which the student evaluates and affirms the results of his work. The school is obliged to provide the material, organizational and other conditions in order for school competitions to be available to all students. At the beginning of the school year, the school board devises a plan of competitions (propositions, schedules, levels...). Interclass and intraclass competitions are mandatory in *athletics, floor exercises and bar exercises, as well as one sports game*. The students also take part in competitions which are included in the program provided by the Ministry of Education.

Leisure time activities - concept, aims, tasks

Leisure time activities are thought to have been introduced into pedagogical theory in 1959, since obligatory classes, as the dominant form of work done in schools, could not satisfy the needs of the educational functions of physical education as a whole, which meant that in that respect the contribution of leisure time activities would be significant. In earlier terminology leisure time activities included all ‘extracurricular activities’ and ‘after school activities’ of the students, only for their place and role in physical education to be determined in more modern terminology as a field in the entire system of education. The terminological and conceptual determination of leisure time activities is that they are planned and systematic activities which direct the students to freely make their choices in terms of taking part in physical activities outside of school,

irrespective of their personal abilities. These activities are not separated from regular classes, and they permeate and depend on one another.

Several of our theoreticians have defined the goals and tasks of leisure time activities, and are mainly in agreement regarding the following:

- that students expand and evaluate the knowledge they acquired as part of the obligatory curriculum;
- that there is an impact on the socialization of students (*building mutual relations, acquiring social experience, discipline, attitudes towards a group*);
- that the school is through leisure time activities linked to the social milieu;
- that independence and a creative initiative is developed;
- that the students are given the opportunity to spend their free time in a planned and organized way;
- to ensure that a personal choice of extracurricular physical activity will later influence the improvement of the functional abilities of motor skills.

Competitions - concept, aims, tasks

Competitions represent a sports activity in which an individual or a group attempts to achieve the same goal, but with a qualitatively better measurable result than other individuals or groups. Competitions should not have winning at all costs as their main aim, but should be powerful educational means that help to develop the following:

- *voluntary and emotional characteristics (perseverance, consistency, courage, boldness, a healthy sense of pastime, optimism, a sense for the beautiful);*
- *to be able to cope with various situations, discipline;*
- *independence when faced with multiple choices...*

Sport - concept, aims, tasks

“...[S]port originates from 16th century old English and is etymologically a shortened version of the word “disport” whose meaning is ‘to move for pleasure, to enjoy oneself, to frolic’. In the 18th century, also in England, various competitions are organized, and the spectators bet on certain competitors, and if they won, they were rewarded. For a long time, sport was the habit of wealthy ruling circles in England, but it soon spread throughout the world, with various aims, depending on the characteristics of the society in which it was practiced. All

definitions of sport from the 19th century, until today, have a shared trait – basis, and that is that sport is an activity which is based on competition” (J. Leskošek, our translation)

School sport – Sport in school

The term *school sport*, which is used in everyday communication, as well as the formation of sports associations, required methodologists and theoreticians to provide an appropriate articulation of this issue, both in a terminological, and a conceptual definition, since the meaning of SPORT, as a social phenomenon, includes the achievement of results which under competitive conditions provide prestige; thus it is expected that schools should form sports organizations (clubs), work with students, and professionalize and establish a special competitive regimen.

In numerous academic debates, many authors have presented their own views of the terminological and status determination of school sport, but no uniform definition has been provided.

For example, *S. Ivanović* (1) believes that school sport does not exist, and that only sport in schools exists.

N. Živanović (2) believes that “school sport” based on the inclusion of the attribute “school”, requires that education be put in the forefront. In school sport, the sport result, as an indicator of success in a sports competition, is an important tool for the teacher which he can use to further motivate students to continue with their physical education; for the students it represents additional motivation to take part in physical exercise and training, always striving to *be the best and excel among others*.

D. Ban (3) poses an interesting question, whether school sport is solely a part of physical education, or any kind of sports activity which takes place in school (for example, clubs) and proposes a “new structure of organized sport for students, based on student sports clubs whose specific characteristic is its membership - students and programs (rather than it being located on the school premises). Clubs are grouped into a national sports association which articulates and represents the interests of this population before the state and other factors in society”.

D. Arunović (4) proposed a definition of the aim of “school sport”: the aim of school sport is to, during systematic training as part of a school physical education club and sports competition, satisfy the needs of interested students for participation in such sports activities, depending on their individual abilities, as well as to contribute to the all-around development of one’s personality.

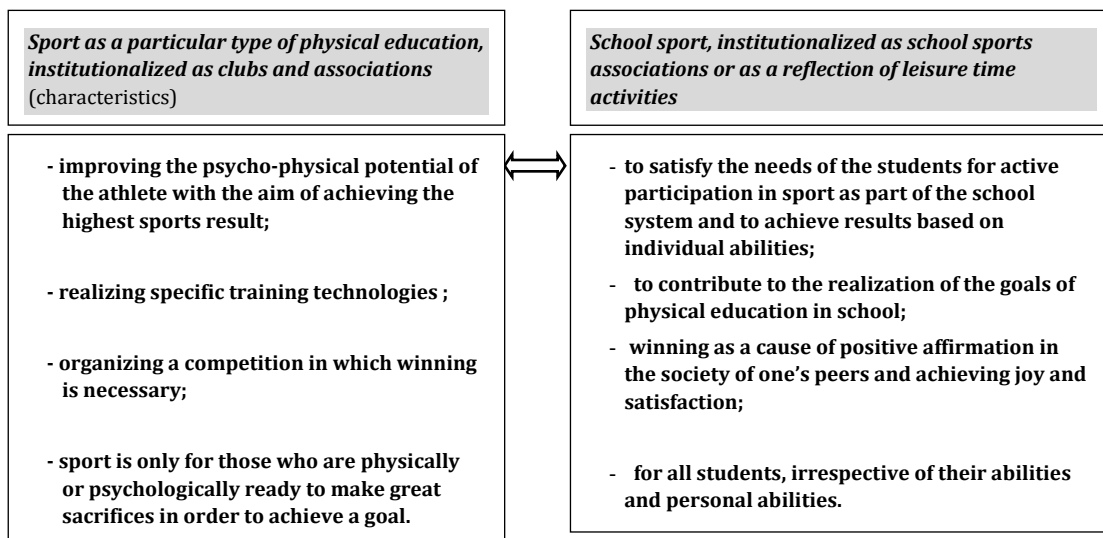
The concept and term of “school sport”, which is being used today, cannot be found in the current physical education curriculum; instead, the legal framework

is based on extracurricular forms of work – *leisure time activities and competitions* – as obligatory organized forms of work in the physical education curriculum for elementary and high schools; thus *the affiliation of school sports competitions in the educational system* and its current operationalization as “school sport” is in part found in that system (intramural competitions) and in part in sports associations for school sport. Thus, on the behalf of the Serbian Society of Physical Education Pedagogues, an amendment to the draft of the Law on Sport from 2015, article 143, section 1, was delivered to the Ministry of Youth and Sports, with the aim of legally defining the actual current status, if none of the suggestions proposed by the experts have been taken into consideration. The amendment reads as follows:

“School sport includes school competitions in the field of physical education which the Ministry of Education, Science and Technological Development will delegate to the Ministry of Youth and Sports based on the legal framework through which their mutual relations are regulated.”

For example: *The rulebook on school sport will provide more details regarding the obligations of sport associations, operational programs, the status of the school, students and teachers, financial support, equipment and healthcare.....*

SIMILARITIES AND DIFFERENCES



School sport clubs

Work done as part of leisure time activities should be realized within *school associations*, and the basic bearers of these activities are the school clubs which are meant to gather larger numbers of students irrespective of their personal abilities. School clubs have the task of organizing groups of students who want to devote their free time to physical education with the aim of expanding their knowledge of the sport which interests them. School clubs should have their own management made up of students, teachers, parents and sports professionals, who will design a plan and program, and along with the school board provide the working conditions needed for the clubs and competitions.

Some current issues of organization, the place and role of leisure time activities, competitions, and the status of physical education teachers

In order to gain better insight into some of the issue related to leisure time activities and school competitions, a study was carried out where data was compiled via two QUESTIONNAIRES, one of which was filled out by elementary and high school physical education teachers, while the other was filled out by researchers while observing competitions in several cities. Here we present a shorter version of this research, without a table form of the results.

The subject matter of the research included:

1. The prevalence of certain sports in local municipal competitions.
2. Managing competitions at the municipal level;
3. Organizing leisure time activities in schools – school sports associations;
4. The system of realized competitions (a cup or point-based system) – at the municipal level;
5. The duration of competitions based on certain types of sport;
6. Evaluating the work of the teachers as part of leisure time activities and competitions;
7. The educational effects of school sports activities – competitions.

THE RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The results of both questionnaires indicated the following conclusions:

A. QUESTIONNAIRE 1

1. Of a total of 82 elementary and 28 high schools, most participated in football competitions (96,34% of the elementary and 39,28% of the

high schools), followed by volleyball, athletics, basketball, and significantly less swimming and sports gymnastics.

2. There are no school sports associations, or there are some which had previously been formally registered, but whose registration is practically no longer valid.
3. Municipal sports competitions are mostly organized by the school sports associations (in 37,80% of the locations), followed by municipal sports associations (32,92%), professional teacher organizations (28,04%) and secretariats for sport or other institutions (1,21%). The level of education of the managers is mostly a university education (89,65 %), followed by a somewhat smaller prevalence of a high school education, or the respondents did not know the level of education of the managers in charge of competitions (10,34%).
4. Most of the responses indicate that the municipal competitions were held as part of a cup system (81,27%), and much fewer competitions as part of a point system (18,72%).
5. The teachers indicated that in 28,04% of the cases they had on occasion received some form of compensation in the form of per diem expenses, more frequently for competitions held at the municipal level; those who had qualified for a higher rank of competition, 50,00% of them, stated that they had covered the costs of transportation and per diem expenses for their students, or provided the funds for their meals, since this had not always been provided by the organizers.

B. QUESTIONNAIRE 2

1. All of the competitions took place during class. The schools did not allow the students who wanted to cheer the competitors on to leave class.
2. The competition organizers in most cases provided the optimal conditions for the competitions, which had a positive effect on the behavior of the students towards property items and hygiene habits. A smaller number of teams had the same gear and equipment with their school name printed on it.
3. Protocol was mostly followed before the competition and the teachers behaved responsibly in that respect (registering the teams, providing documentation, determining the system of competition, drawing pairs....).
4. At most competitions, no official opening ceremony was organized, no team presentations, mutual greetings among the competitors, the heads of the teams, referees,....

5. No inappropriate forms of behavior were noted on the parts of the teachers towards their students, opponents and referees.
6. Most of the competitions took place without an audience, i.e. without the presence of the competitors' peers, and where spectators were present, they manifested the inappropriate behavior that occurs at league competitions.

SUGGESTIONS

1. All competitions, at all levels, should be organized on a Saturday, Sunday and during school breaks. Issues which are related to the realization of this concept of competition should be addressed, so that the participants could be given the opportunity to spend their free time in a planned and organized form, and the competitors given an opportunity to affirm themselves in the presence of their peers, and with them experience joy and satisfaction, and thus eliminate the negative occurrences among spectators from larger sports events which young people sometimes replicate.

2. More professional staff should be motivated to form a larger number of school sport clubs, so as to satisfy the need of the students for active participation in sport as members of their school, and their need for achieving results in relation to their individual abilities;

3. Institution-based solutions should be provided for the place and role of leisure time activities within the school by reopening school sports associations with the help of an umbrella association (The Association for School Sports – an example of the procedure for founding an association) in order for the work that takes place during leisure time activities – or as a part of sports clubs - to be organized within the school system, and so that as many students as possible could be gathered, irrespective of their individual abilities.

4. An advantage should be given to the educational character of leisure time activities by guiding students to build positive mutual relations, acquire social experience, discipline, a responsible relationship towards a group, and respect for their opponents at competitions irrespective of the achieved results.

5. An obligatory protocol for commencement ceremonies at competition should be established.

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МЕСТО И УЛОГА СЛОБОДНИХ АКТИВНОСТИ И ШКОЛСКИХ ТАКМИЧЕЊА У ФИЗИЧКОМ ВАСПИТАЊУ И РЕЛАЦИЈЕ СА ШКОЛСКИМ СПОРТОМ

САЖЕТАК

Актуелност ове теме не смањује се чињеницом што је на више стручних скупова ова проблематика била предмет расправе са различитих аспеката за које су се аутори определили. Овог пута полази се од чињенице да су педагози физичке културе обавезни да, као професионално одговорни стручњаци у школском физичком васпитању, на основу своје педагошке праксе, доприносе у даљој расправи оследећим питањима:

- Стручно поимање суштине појмовног и термилошког одређења неких организационих облика рада у настави физичког васпитања који се реализују у ванчасовној организацији рада - *слободне активности и такмичења* и њихове релације са оним што се назива *школским спортом или спорт у школи*.
- Планско и организовано функције усмеравање слободних активности и такмичења ка реализацији општег циља физичког васпитања.
- Колико ови облици рада (слободен активности и такмичења) имају претежно васпитно-образовни карактер у односу на прописани актуелан план и програм или на спортску усмереност што је све актуелније у пракси.

- У којој мери су интересовања ученика и наставника једна од претпоставки за таквом организацијом слободних активности и такмичења којом ће се омогућити рационално и ефикасно испуњавање слободног времена ученика.

У првом делу овог рада приказан је статус слободних активности и такмичења у актуелној програмској концепцији школског физичког васпитања, и, у вези са тим, питања која су напред наведена као предмет перманентног интересовања стручне јавности. Затим, што се тиче школског спорта и релацијама са слободним активностима и такмичењима, изнети су неки ставови истакнутих стручњака са наших висоскошколских институција, који су наведени у овом раду као подршка погледима већине педагога у школском систему.

Табеларно су приказане сличности и разлике карактеристика спорта и школског спорта.

У другом делу овог рада приказани су резултатаи два упитника од којих се један односио на институционални положај спортских активности у школи, организацију, врсту и систем такмичења, као и улогу и обавезу наставника у реализацији програма школског спорта. У другом упитнику представњени су резултати неких васпитних вредности такмичења у оквиру школског спорта.

Кључне речи: школски спорт, слободне активности, спортска такмичења

ЗНАЧИМОСТЬ ДОСУГОВЫХ МЕРОПРИЯТИЙ И ШКОЛЬНЫХ СОРЕВНОВАНИЙ ДЛЯ ФИЗИЧЕСКОГО ВОСПИТАНИЯ

АННОТАЦИЯ

Актуальность этой темы обусловлена и тем, что на нескольких симпозиумах она была предметом обсуждения по нескольким аспектам, выбранным авторами. В основу исследования положен факт, что учителя физической культуры, как ответственные специалисты и профессионалы в области физического воспитания, обязаны внести свой вклад в дальнейшее обсуждение следующих тем:

- Профессиональное понимание сущности понятийно-терминологического определения некоторых организационных форм работы в физическом воспитании, которые реализуются как досуговые мероприятия и соревнования, и их связь с тем, что называется школьным спортом или спортивной деятельностью в школе;
- Планируемые и организованные досуговые мероприятия и функции соревнований должны быть направлены на реализацию общей цели физического воспитания;

- По сравнению с действующими учебными планами или спортивной направленностью, воспитательные особенности этих форм (досуговые мероприятия и соревнования), должны быть определены как нововведения в практике;
- В какой степени интерес преподавателей и студентов является одной из предпосылок для такой организации досуга и соревнований, позволяющих студентам рационально и эффективно проводить свободное время.

В первой части данной статьи представлены состояние досуговых мероприятий и соревнований в действующей программной концепции физического воспитания в школах, а также упомянутые вопросы как предмет постоянного профессионального интереса общественности. Что касается школьного спорта и его связи с досуговой деятельностью и соревнованиями, то были высказаны некоторые мнения отдельных специалистов высших учебных заведений, которые были процитированы в данной статье в поддержку взглядов большинства педагогов школьной системы.

На диаграммах представлены некоторые различия и сходства спортивной и школьной спортивной деятельности. Во второй части статьи представлены результаты двух опросов, один из которых связан с институциональным положением спортивной деятельности в школе, организацией, типом и системой соревнований, а также обязанностями педагога, реализующего спортивную деятельность в школьном образовательном процессе. В другом опросе представлены результаты анкетирования, касающиеся некоторых воспитательных ценностей соревнований в рамках школьного спорта.

Ключевые слова: школьный спорт, досуговая деятельность, школьные соревнования.

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