

O potrzebie indywidualizacji w wychowaniu fizycznym

On the need for individualisation in physical education

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Absract

Individualisation in the process of physical education is a contemporary challenge. The forms of conducting classes used so far, based on collective, most often homogeneous effort without taking into account the diverse abilities of students, do not stand the test of time. This may cause problems, mainly in terms of behaviour, as the student's rights at school have been strengthened and his/her dissatisfaction with the curriculum has an impact on the course of the didactic process. It is necessary to think in advance about possible manifestations of such reluctance or lack of acceptance of the proposed offer so that the authority of the school does not suffer and the pupils are satisfied that the offer meets their expectations. This will be possible when the curriculum of physical education takes into account, more than before, the needs of the individual.

Keywords: individualisation, physical education, programming

Introduction

Everyone has different life opportunities. They are determined by the features and predispositions recorded in the genetic code, which differentiate the population morphologically and functionally. The rest is completed by living conditions as well as upbringing, teaching and education, own activity; sometimes also by chance. Therefore, various results are achieved when preparing the individual for independence. The essence of all efforts aimed at the fullest use of individual potential is to equip each person with optimal competences, allowing them the most complete, valuable, mature life. This implies challenges for education, it should recognise the needs and capabilities of the individual, that is, to apply, as widely as possible, individualisation in teaching, upbringing and education. In this optimum there should be a place for smart body care, because this is the goal of physical education.

Draft image of modern physical education

Compared to the period before transformation, current physical education has gained a lot of reinforcement. It is a much better material base for the implementation of its process, i.e. cubature facilities, universal open pitches, as well as modern equipment. In recent years their number has clearly increased. Solutions popularising various types of activities conducted in natural conditions, lessons in substitute facilities, as well as unconventional auxiliary equipment for their implementation as well as

related methodological indications are slowly becoming history. They were for many years, in some environments, leading curricula as a necessity of those times, because shortage in schools was a common phenomenon. At that time, many ambitious practitioners and researchers sought unconventional solutions to make the physical education process effective and attractive to students. Some of them like: J. Bielski, Z. Cendrowski, A. Kalinowski, E. Madejski, W. Pańczyk, S. Strzyżewski, S. Sulisz conducted scientific research, experiments, innovations in this area, created guides, curricula and published methodological solutions. Today, each school, with the appropriate involvement of those responsible for its functioning, may equip facilities for physical education at the suitable level. This does not mean that modern physical education is supposed to eliminate those achievements from the curricula, because the values of many ideas developed are of unquestionable value.

However, not much has changed in terms of perception of the role of physical education in the education process of the young generation. This segment of school reality is still marginalised, because the pedagogy about this „upbringing” is consistently silent and its goals have been unchanged for years. The current core curriculum is an announcement of a „fresh view” on physical education, but by reading its content, it is difficult to find that „freshness”. And it is not just about the scope of expected student competences, but about seeing the student-subject in this process. The lists of proposed student achievements are unified and addressed to everyone equally, at every stage of school education [1]. The needs of an individual are barely noticeable in this document. More could be read from the previous core cur-

ricula of 2008. There, an attempt was made to extend the *spectrum* of impact on a student in several forms of activity (sport, recreation, tourism, dance) and, importantly, different expectations, interests and possibilities of educated individuals were also noticed. It is a pity that not much is left of these records, because the choice of a given form of classes as part of the „offered strategy” was at the discretion of the individual decision of students [2]. It was necessary to follow this path and improve it.

It is also the case of the training of physical education personnel. The universities preparing for this teaching specialisation have become „solid” in terms of their curricula and it is difficult to expect a radical change in the near future. Colleges and universities will now be more focused on implementing new legislation on higher education than working on education curricula. Changes are necessary, however, because nowadays mastered methodological courses in teaching even multiple motor skills, technology for developing motor skills, knowledge of lesson types, teaching planning skills, basics of sport training, canons in student assessment, etc. are no longer sufficient to physical education teachers. We need a deeper reflection on what the last quarter of a century has brought us, how the scale of values for modern man has changed. A teacher should know, understand and be able to correctly recognise expectations of students, and then conduct the education process so that it is satisfying to them.

There is a reason why teachers' knowledge characterising above all psychological-pedagogical preparation was mentioned first. This is the beginning of the path leading to this profession. Each vocational education first equips the candidate for the position of specialist with general knowledge in a given field, which is the foundation of competence, and only then introduces him/her to the detailed areas of the theory and practice of a given profession. In the case of educating the physical education personnel, the situation is exactly the opposite – first a specialist, then a teacher. H. Grabowski noticed this problem years ago when he wrote that in teacher training syllabuses only a few percent include psychological-pedagogical knowledge as well as didactics, while the rest is completed by subject education [3]. A university graduate enters the world of school education prepared for teaching motor skills and developing physical fitness, but mostly helpless in the face of student problems.

And another, the last sphere of school reality, after the facilities, curricula and people determining its existence – the most important, i.e. the student. He/She completes the educational space and for him/her this institution was established. The school has been unchanged in its role for centuries, as it is supposed to prepare him/her for making valuable choices, defining his/her own identity, acquiring competences needed for life, including positive changes in themselves and surrounding reality. This young, knowledge-absorbing human being crosses its walls first for formal reasons (school age), and then with the emerging hope that after leaving it he/she will be ready for

independence. The effects of education depend on the person's ability and motivation, and are adequate to the effort. Among them there should be motivated knowledge and skills in terms of own health care, efficient and capable body, as well as mastered procedures of this care as the final achievement of physical education. In the current reality, the path to such an attitude is almost equal for everyone, and the capabilities of the educated individuals are varied.

The need for individualisation

The interpersonal differences mentioned above imply the need to change the view on physical education. It is necessary because in it, more than in other areas of education, differences in student capabilities are visible. The level of motor skills on the potential and effective side directly determines the performance capabilities, and the body's efficiency and capability are the determinants of the proper selection of means of impact on the body. When venturing deep into the the considerations regarding the problem of individual treatment of students, we have many justifications in general didactics inclining to such behaviour as well as suggestions of methodological solutions and stages of its creation on the curriculum basis. Pursuant to these arrangements, teacher's activities boil down to being a guide and animator of student activities. In the opinion of many, individualisation should be a means of strengthening education, because it is not necessary for it to be its primary goal [4].

So the main question comes up: is individualisation possible in physical education, and if so, to what extent? It is possible and necessary in the widest scope. Even a brief observation of school reality gives the picture of students becoming increasingly more reluctant towards movement. Schematic solutions that form the core of this process do not trigger the desire for physical activity, but suppress it. There is no stream of various stimuli stimulating the student to be active, because the unified offer does not meet everyone's preferences. Currently, incentives that were used for years are not enough. These include: competition, high grades, educational rewards, proposed models of behaviour, persuasion. Also not effective are: encouraging submission, coercion or educational punishment, because parents and public opinion are increasingly defending students treated in such ways. In such circumstances, the teacher is on his/her own, and the only solution for him/her are concessions that compromise his/her authority. To avoid them, an in-depth reflection on the curriculum and organisational changes are needed that would satisfy the majority, and preferably everyone. The content of the curriculum must include solutions that are attractive enough to satisfy the general public. The educator should be a reliable person. Here, his/her comprehensive competences, based on two pillars of knowledge – psychological-pedagogical as well as specialist, are needed.

Ways leading to individualisation in physical education

It is necessary to expand the scope of teaching knowledge and skills, which will include ways of individual procedures for working with pupils. There are at least two ways to equip teachers with such *instruments*. The first one is a solid thematic cycle on individualisation in the course of personnel training during higher education. There is a need to transfer psychological-pedagogical as well as methodological knowledge covering this area. Subjects in the field of caring and special pedagogy, as well as planning and evaluation skills for this segment of school reality are also becoming necessary. Therefore, this is a reorientation of the process of educating future educators. The second way is to build a nationwide curriculum for active teachers and introduce various forms of their professional development, in which the leading topics should be, among others individualisation issues. This process may be implemented and its framework defined through relevant departmental regulations. Obviously, such changes in the process of physical education will not be a one-off act, but a long-term plan, divided into stages, supported by solid promotion and incentives for implementation.

It does not seem possible to create a universal, nationwide core curriculum covering all issues related to individualisation, which would be a ready interpretation for all environments. Central control is already a relic of any type of power. In this case, teachers' knowledge on dealing with this phenomenon may constitute a broad basis. It is necessary to build curricula on it, as H. Grabowski wrote, *...so that students are not required to serve the program, but that the program would serve their needs* [3 p. 136]. Modern physical education is sterilised because it is rooted in tradition and therefore needs new impulses that would set it in the current reality. Therefore, radical changes must be made, mainly in the diagnosis, which should become an interpretation of how this process should be created and implemented. Quantity should be changed into quality. The following example constitutes confirmation of this fact: in order to achieve the intended effect in improving cardiovascular fitness, effort is required during which the heart rate reaches a specific physiological parameter of favourable changes (HR around 130). Then, most often, running or walking is applied, which for many is an onerous and tedious effort. A similar effect can be achieved, for example, in a joyful game involving a ball, roller-skating or cycling, intensive walking uphill during a tourist trip, swimming using any technique, fighting on tatami, running games, trudging through deep sand or snow. This example may also be used to state that it is not necessary to equip students with an extensive range of motor skills to be prepared to participate in physical culture. Most of the acquired skills are forgotten after completing education, and only those that were interesting and gained the subject's approval remain. Even one discipline, but chosen by the student, accepted and trained without coercion, bringing satisfaction,

pleasure and curiosity, is enough to achieve this overarching goal of the physical education process. This will happen when that which is mastered is recognised, remembered and applied. One can successfully function in everyday life without the ability to do a cartwheel, throw a ball into the basket with a layup, perform an instep kick, low start and passing a relay baton, forward flip, dribbling, etc. However, one cannot live fully without a minimum physiological dose of movement.

It is necessary to recognise students' interests and preferences, which should be met in the educational process as closely as possible. The methodology of physical education includes the forms of conducting classes based on the students' individual work. However, they are rarely used because of organisational difficulties in the class-lesson system. The large number of exercising groups is another obstacle. For individualisation to have a universal dimension, it is necessary to strengthen the elective classes and expand their scope. The organization of classes in terms of different age and co-educational groups should also be taken into consideration, and their content should be the types and forms of movement selected by students. Optional classes are the beginning.

Conclusion

Finland, in order to achieve the current state of education and excellent teaching competence, combined with due social prestige for this profession, did so consistently for almost forty years. Today, it is proud to have the best school in Europe, and who knows whether or not in the world where individualisation is a key standard. The successes of this country, in preparing its citizens for adult life, are based on the individual treatment of students, freed, to a large extent, from the system of all *universals* and severity of grades. Such education, which puts the dialogue and partnership between the teacher and the student at the first place constitutes a model for the entire Europe, because it legitimises the diversity of human possibilities [5]. If the words of M. Demel from many years ago, namely: *...The postulate of individualisation will not be fulfilled by the schematic forms of school classes, but the diverse forms of extracurricular work, especially the individual student's personal work programme* (bold face by the author), *suggested by the teacher according to the needs of the individual* [6 p. 22], were treated with due seriousness – we would have now a different image of modern physical education.

A physical education lesson, in which the individual form is used, could be compared to the performance of a work by a symphony orchestra. In the orchestra, a musician, depending on the instrument he/she plays, has his/her own score. However, only the joint performance allows us to hear the complete sound of the work created by the composer. Such a lesson is a symphony played, i.e. an effort that different for each person, to reach a common goal. We know that Beethoven and Schubert created

unfinished symphonies that are also performed. But it will be better when the process of implementing individualisation is completed. Because it is worth it...

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Streszczenie

Indywidualizacja w procesie wychowania fizycznego jest współczesnym wyzwaniem. Nie wytrzymują próby czasu dotychczas stosowane formy prowadzenia zajęć, oparte na zbiorowym, najczęściej jednorodnym wysiłku, bez uwzględniania zróżnicowanych możliwości uczniów. To może być powodem problemów, głównie wychowawczych, gdyż prawo ucznia w szkole uległo wzmocnieniu i jego niezadowolenie z programu może utrudniać przebieg procesu dydaktycznego. Należy uprzedzać ewentualne przejawy takiej niechęci lub braku akceptacji dla proponowanej oferty, by autorytet szkoły na tym nie cierpiał, a uczniowie mieli satysfakcję, że spełnia ona ich oczekiwania. Będzie to możliwe wtedy, kiedy program nauczania z wychowania fizycznego uwzględni, bardziej niż dotychczas, potrzeby jednostki.

Słowa kluczowe: indywidualizacja, edukacja fizyczna, programowanie
