

# The Role of the Lesson Plan in the Class of Physical Education in the Student's Development

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**Abstract:** *Teaching process of physical education and young school children's education and its contribution to the all-round harmonious development of the individual, is not the subject of research, analysis and discussions only in the circles of competent professionals and people involved in that activity, but also in the wider social community. Results, mostly indicate physical education in younger school age and is not sufficiently efficient meeting the targets. One of the reasons cited are lack of preparation and dedication of the teacher for physical education classes that often follows de-motivation superficial approach and improvisation. Traditionally the class is a recreational exercise, and the content of the lesson is mostly based on the children's games that are not consistent with the objectives and needs and the role of the teacher in the class, which often comes down to leading and managing students, instead of teacher's management i.e. the teacher participating in the management processes of exercise. Our survey was aimed at discovering two significant components of physical and health education classes: what is the organization of the class and whether the applied forms and methods justify expectations and physically challenged students of the younger school age.*

**Keywords:** development, abilities, shapes, teaching

## 1. Introduction

Good organization of the lesson, the appropriate games' selection and exercises for body shaping are closely related to better preparedness and education of teacher's lesson of physical education. Knowing the bio-metrical space, the impact of exercise on individual parts of the body, energy consumption, proper breathing and the loads that have to be controlled are the key indicators in the teacher's work to proper and smooth development of students from younger ages. It is generally known that the teaching of physical education in the lower grades of primary school aims to provide students a well conceived and controlled basis for proper physical and mental growth and development. Creating a good basis for preserving and improving the health, can be done with morphological characteristics and motor skills, raising the level of adaptive and development capabilities in modern living conditions and the level of educational and sports-technical education.

Predicting the concept of physical education and education enables freedom and expression of creativity of the teacher in the planning of teaching process, where based on their expert assessments elects the contents of the teaching planning, taking into account the age categories of students.

Experience suggests that schools still do not realize the proper meaning and the essence of physical education. So the overall care for the physical development of students remains to the teacher's creation, which current capacity question is to what extent, can the desired effect meet the needs and demands of students. A number of authors in their research papers regularly alert dissatisfaction with the quality of teaching among students of younger school age in primary schools. Explaining this situation, they often deal with insufficient capacity and lack of commitment of teachers [6]. Analogously there are side effects as a result of inadequate teaching on the subject of physical and health education, and not only educational, but they all follow certain negative health connotations.

The subject of our research were the statements, attitudes and opinions of teachers given in order to properly organize the lesson of physical and health education among students of early school age. The aim was to determine the importance and contribution of the applied teaching forms and methods of psychological and physical development of children.

## 2. Research Methodology

The received scientific knowledge results and paper research, we hope to find adequate theoretical and practical application in improving the work of teachers and the development of students. Our intention is to investigate several components that are essential for the proper performance of the lesson of Physical education among students from lower classes as follows:

- Application of the exercises for body shaping lesson of Physical education;
- Game as a part of the lesson and
- Polygon - in function of Physical education lesson;

### 2.1 Exercises for shaping and their application class in physical education and education

One of the primary tasks of the teacher in Physical education lesson is the right purpose and application exercises for shaping. Proper prevention and correction of deformities side that mostly appear in early school age are largely dependent on the teachers' knowledge, which demands accurately knowledge of adult developmental skills of students. In case of lacking the proper teaching method, very often comes to the appearance of certain deformities and deviations of the true development of students. In researching a sample of 1105 citizens (aged 5-12 years) in 11 primary schools in Sarajevo (Bosnia and Herzegovina), using the method for measuring curving a vertebra by the criterion of Napoleona Wolanski from 1975, it is established that there is a statistically significant representation of deformities among students of school youth age [3]. Bodily deformities which are not corrected promptly at early school age, remain as a

permanent disable child which very importantly impact on the further overall development. Their early detection, especially in the period of development of children increases the chances of correcting them.

Exercises for shaping are integral part of the lesson in Physical education and school education because they resolve part of the set assignments. The teacher is required to organise the exercises for body shaping organized in the preparatory part of the lesson accurately and precisely in order to achieve the desired effectiveness and efficiency, i.e. properly to affect both the individual parts of the body and the overall development of the student.

Commonly and not frequently used forms and methods of body shaping students is remedial gymnastics, which has been able to achieve two important goals, namely:

- Aimed at the prevention of certain deformities and
- Aimed at correcting certain bodily deformities.

The most lacking thing today for the students of this age is physical activity, exercise, for the normal development (physical, psychological, social, spiritual), i.e. for health in the wider sense. Exaggeration of the usage of TV receivers, computers, vehicles, improper seating and posture, wearing inappropriate bags and backpacks etc., lead to accelerated appearance of deformities that are characteristic of this age (chopouses, lordosis, scoliosis, X and O feet, flat feet etc.). The role of the teacher in this period is invaluable and is of great significance, because he/she has followed the growth and development of students.

## **2.2. The game and its importance for hours of physical and health education**

Taking into consideration the natural affection and positive emotions of students at this age to the game, teachers easily make decisions to choose as a method to perform a lesson of Physical education. Students are quite successfully activated and motivated, retaining their attention more or less, but often this kind of performing can not sufficiently comply with their essential requirements. This approach is often largely superficial and does not sufficiently match the defined objectives in the development, often initiating adverse effects in morphological development also in motor skills and functionality. But the game can be a very powerful tool in the proper students' development, so therefore a priority objective of teachers should be the needs of the students in choosing and creating the game.

The correct choice of game can be seen in several aspects, mostly in biological and pedagogical side. Biological aspects can be seen that through the game, students can be fully engaged preventively intervene and prevent or stop certain deformities and unwanted anomalies, to positively influence in the development and function of certain organs, to encourage the development of some of the predisposition to acquire new motor skills and habits and so on. Pedagogical aspects can be seen through successfully overcoming certain obstacles, to know how to distribute power to learn how to respond properly and timely to gain the necessary courage when to resist, knowing how to act in a team and so on.

The game can be a good educational tool only when selecting the game starts from the needs and possibilities of the children and if it is applied at the right time and if it is thoughtfully organized [4]. Because of the great attraction and influence that games have on students it is desirable their greater usage in the educational process. General the game is seen as an active venture to one or more persons where there are certain rules and limits, lasting tendency in achieving more or less defined clear goals. It is considered a pleasurable activity which aims to reaffirming the individual and collective capacities.

## **2.3 Polygon as an organizational form of work**

The young school-age is a period of intensive and rapid development, under strong influence of external and internal factors and largely followed by negative and positive downs. This period is precisely typical when child care must be main concern of parents and also by the school i.e. teachers. What we must consider is taking all necessary measures that will ensure children proper and normal body growth and development, which is actually one of the main aims of teaching the subject of Physical and health education.

Specific changes in students in this period occur in motor skills. Motor movements that are at a much higher level compared to the previous period express far better quality of automation of complex movements, especially in team games and overcoming certain obstacles in the application of polygons, coordination, explosiveness (speed and jumping) throws, upload rates, accuracy and other skills. The degree of complexity in the structure of the driving biomechanics' manifestations put a condition in the setup in terms of choosing the order of lessons in Sports and technical education [2]. In detailing the curricula and programs on the subject of Physical and health education will inevitably have to take into account the biomechanical complexity in driving events. The need for different physical activity in this period is strongly emphasized to the class teacher, who should have in mind his/her pedagogical work.

Previous findings indicate that "young school age is one of the most sensitive periods in the development of motor skills in general, especially when it comes to adopting and acquiring new knowledge and habits" [5]. It is generally known, what the authors suggest - children in this period are fairly independent when it comes to physical activity, and their coordination, balance and precision and are improved over time, along with speed, strength and endurance. Among other methods and organizational forms of work, the use polygon is quite widely spread in the teaching of younger school - age students. Actually, it is due to the trainings which perform different exercises with a purpose and goal. Basically, there are some obstacles often combined with certain deal or props that students need to master or properly perform. The number of exercises, or overcoming obstacles are complied depending on the age of the students. The election of activities, depend on which goals and objectives are planned to be achieved. I will be better the exercises and requirements in the students' performance, previously to be familiar, so the effectiveness of expectations should be increased, the performance should be accurate, and the motivation and the interest of a very high level. It is

understandable then between students to appear rivalry and proving both for its competitive edge.

### 2.4 Sample of respondents

The survey was performed in late 2016 and early 2017 in the area of Pelagonian region in R. Macedonia. The survey included 40 respondents (teachers of elementary school working in different conditions) in rural and urban areas of different sex with different experience and age. The sample of respondents was made at random. According to the selection, our respondents perform classes of elementary school (I - IV) in primary education.

### 2.5 Research tools and methods

On order to provide the necessary relevant indicators and data it was used a questionnaire in which through given statements and attitudes, statements and estimates there were derived relevant indicators. In the overall study, there were made two packages of survey questions, the first composed of attribute issues and the second provided claims and assessment (in the preparation of our paper it is used only the second package) with the scale of assessment from one to five.

In addition are given the applied indicators:

*Claims and assessments ( 1 - almost never, 2- rarely, 3 - sometimes, 4 - often, 5 -always):*

- VAR00001- On the lesson of Physical and health education we perform exercises for body shaping;

- VAR00002- corrective gymnastics is used as a mean of prevention and correction of deformities among students;
- VAR00003- In teaching we using various games depending on the objectives of the lesson;
- VAR00004- We use exercises to strengthen certain parts and muscle groups of the students' body;
- VAR00005- We apply exercises for developing motor skills in our lessons (strength, speed, endurance, flexibility, accuracy, resourcefulness, ...);
- VAR00006- The selection of exercises in the training area as an organizational form of working class are familiar to students (climbing bench, walking on the beam, insertion through hoops etc.). The interest is bigger, there is a spirit of competition and the performance of the exercises is accurate;
- VAR00007- Realization of teaching lessons on the subject of Physical and health education is in accordance with the lesson plans;

Determining the relationship between the indicators and their mutual relations is determined by applying Pierson's correlation coefficient. The influence of the applied system of indicators on the criteria is established by using regression analysis. In data processing application program are used Microsoft Office Excel and SPSS.

### 3. Results and Discussion

From the analyzed results (Table. 1), it may be noted that most of the values obtained are around arithmetic mean without major deviations, with a range between one and two.

**Table 1: Descriptive Statistics**

|                    | N         | Range     | Minimum   | Maximum   | Mean      | Std. Deviation | Variance  |
|--------------------|-----------|-----------|-----------|-----------|-----------|----------------|-----------|
|                    | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic |
| VAR00001           | 40        | 1,00      | 4,00      | 5,00      | 4,90      | ,304           | ,092      |
| VAR00002           | 40        | 2,00      | 3,00      | 5,00      | 4,00      | ,453           | ,205      |
| VAR00003           | 40        | 1,00      | 4,00      | 5,00      | 4,85      | ,362           | ,131      |
| VAR00004           | 40        | 2,00      | 3,00      | 5,00      | 4,75      | ,543           | ,295      |
| VAR00005           | 40        | 1,00      | 4,00      | 5,00      | 4,65      | ,483           | ,233      |
| VAR00006           | 40        | 2,00      | 3,00      | 5,00      | 4,50      | ,816           | ,667      |
| VAR00007           | 40        | 2,00      | 3,00      | 5,00      | 4,80      | ,516           | ,267      |
| Valid N (listwise) | 40        |           |           |           |           |                |           |

The relationship between the system of applied indicators that define the proper performance of the lesson of Physical and health education among students from lower elementary education (Table no. 2), is determined by applying Pierson's coefficient (Pearson Correlation) correlation. According to the analyzed data between dependent or as criteria variable

and independent variables it is determined low negative and positive and highly positive impact. Also given in the review it may be noted that among certain independent indicators there is no correlation, while in most there is a low, medium and high level of positive correlation.

**Table 2: Correlations**

|                      |                     | VAR0007<br>Kriterij | VAR0001 | VAR0002 | VAR0003 | VAR0004 | VAR0005 | VAR0006 |
|----------------------|---------------------|---------------------|---------|---------|---------|---------|---------|---------|
| VAR00007<br>Kriterij | Pearson Correlation | 1                   | ,196    | (,439)* | ,110    | ,183    | ,123    | -,243   |
|                      | Sig. (2-tailed)     |                     | ,225    | ,005    | ,500    | ,259    | ,448    | ,130    |
|                      | N                   | 40                  | 40      | 40      | 40      | 40      | 40      | 40      |
| VAR00001             | Pearson Correlation | ,196                | 1       | 0,000   | ,327*   | ,466**  | ,454**  | ,207    |
|                      | Sig. (2-tailed)     | ,225                |         | 1,000   | ,040    | ,002    | ,003    | ,201    |
|                      | N                   | 40                  | 40      | 40      | 40      | 40      | 40      | 40      |
| VAR00002             | Pearson Correlation | (,439)**            | 0,000   | 1       | ,313*   | ,417**  | ,234    | 0,000   |

|          | Sig. (2-tailed)     | ,005  | 1,000  |        | ,049   | ,007   | ,145   | 1,000  |
|----------|---------------------|-------|--------|--------|--------|--------|--------|--------|
|          | N                   | 40    | 40     | 40     | 40     | 40     | 40     | 40     |
| VAR00003 | Pearson Correlation | ,110  | ,327*  | ,313*  | 1      | ,849** | ,572** | ,261   |
|          | Sig. (2-tailed)     | ,500  | ,040   | ,049   |        | ,000   | ,000   | ,104   |
|          | N                   | 40    | 40     | 40     | 40     | 40     | 40     | 40     |
| VAR00004 | Pearson Correlation | ,183  | ,466** | ,417** | ,849** | 1      | ,635** | ,173   |
|          | Sig. (2-tailed)     | ,259  | ,002   | ,007   | ,000   |        | ,000   | ,284   |
|          | N                   | 40    | 40     | 40     | 40     | 40     | 40     | 40     |
| VAR00005 | Pearson Correlation | ,123  | ,454** | ,234   | ,572** | ,635** | 1      | ,455** |
|          | Sig. (2-tailed)     | ,448  | ,003   | ,145   | ,000   | ,000   |        | ,003   |
|          | N                   | 40    | 40     | 40     | 40     | 40     | 40     | 40     |
| VAR00006 | Pearson Correlation | -,243 | ,207   | 0,000  | ,261   | ,173   | ,455** | 1      |
|          | Sig. (2-tailed)     | ,130  | ,201   | 1,000  | ,104   | ,284   | ,003   |        |
|          | N                   | 40    | 40     | 40     | 40     | 40     | 40     | 40     |

According to the research results conducted with regression analysis of applied system criteria variables (VAR00001, VAR00002, VAR00003, VAR00004, VAR00005, and VAR00006) that define performance of Physical education lesson in teaching in primary education with the criteria (Table no. 3) points out that a common correlation coefficient is  $R = .698$ , and the coefficient prediction  $R^2 = .487$ , which means it explains common variability with about 49%. This connection indicates statistical significance level of  $P = .001$  ( $Sig. = 0,001$ ). The remaining 51% in explaining the total variability remains of other factors and indicators that are not the subject of our research. Besides the joint

connection of the system, individually negative statistically significant impact of high and medium level based criteria, have noticed the second indicator (*VAR00002 - Corrective gymnastics is used as a means of prevention and correction of deformities among students*;  $BETA = -, 659$ ;  $Sig. = .000$ ) and sixth indicator (*VAR00006 -Election the exercises in the training area as an organizational form of working class students are known (climbing bench, walking the beam, insertion through hoops, etc.)*). makes interest larger and there is a competitive spirit and performance of the exercises is correct;  $BETA = -, 393$ ;  $Sig. = .011$ ).

**Table 3: Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |                   | Standardized Coefficients  | t      | Sig.               |
|-------|------------|-----------------------------|-------------------|----------------------------|--------|--------------------|
|       |            | B                           | Std. Error        | Beta                       |        |                    |
| 1     | (Constant) | 6,579                       | 1,536             |                            | 4,284  | 0,000              |
|       | VAR00001   | -0,024                      | 0,259             | -0,014                     | -0,092 | 0,928              |
|       | VAR00002   | -0,752                      | 0,163             | -0,659                     | -4,62  | 0,000              |
|       | VAR00003   | -0,184                      | 0,354             | -0,129                     | -0,519 | 0,607              |
|       | VAR00004   | 0,479                       | 0,276             | 0,504                      | 1,735  | 0,092              |
|       | VAR00005   | 0,231                       | 0,197             | 0,216                      | 1,17   | 0,250              |
|       | VAR00006   | -0,248                      | 0,092             | -0,393                     | -2,695 | 0,011              |
| Model | R          | R Square                    | Adjusted R Square | Std. Error of the Estimate |        | Sig.               |
| 1     | 0,698      | 0,487                       | 0,393             | 0,40223                    |        | 0,001 <sup>b</sup> |

One of the components that can significantly impact the influence of certain deformities among students of younger school age is the lack of sport. It is a result which derives from the modern lifestyle. Presumably, if in the further periods it not paid more attention and is not taken seriously the importance the lesson of Physical and health education, the number of deformities will move upwards, i.e. they will be on the rise. It is necessary to understand how big the need is and the significance of overcoming certain obstacles to the creation of polygons in physical exercise for this population, especially proper, continuous exercising which should create habits for everyday activities.

abnormalities and deformities, but to serve as a basis to create habits of regular exercising and sporting activities outside of school, that will help children in their proper growth and development.

#### 4. Conclusion

The teacher himself should realize the lesson of Physical and health education in order to understand it as part of a dynamic process in the whole educational system. His position as leader has a role to make available to all students and adapt to their needs and requirements.

Realizing the seriousness of the anomalies and disorders to which you may come, and taking into account the practices of past activities in children's lives, we can freely say that the teachers' care and especially parents' is at a very low level. So, a priority in the future, especially of the educated young teachers, should be the creation of proper life habits of young people. Implementation of various forms and methods of work (exercises for shaping, corrective gymnastics, sports games and polygons, etc.) on Physical and health education's lessons should be not only in order to prevent any

Despite this research provided from theoretical and practical aspects relevant to the structure of the lesson of Physical education can be viewed from another aspect, which has a much broader meaning in the overall mental and physical development of students the very school young age. All made research, correctly underlined the lessons' structure and the role of the teacher in its proper performance, while practical significance can be seen through the immediate application of the data that were reached during the research. The results of the applied indicators can be used as a basis

for modelling the structure of the lesson, i.e. they give us a roadmap and a correction in the proper choice of curricula. And one of the most important characteristics or conclusions we can mention, are based on our research:

- The realization of teaching lessons in accordance with the plans and students' needs;
- The use of exercises to shape and strengthen the body parts of students and corrective exercises which are used as a means for the proper development and prevention of adverse anomalies and deformities;
- The use of games and training's area as an organizational form of working class in physical and health education are accomplished many goals that are aimed at the students (increased motivation and interest pm; accurate and precise performance of movements, raising motor skills and habits, develop motor skills, as well as progress and development of the individual and the overall psycho-bio-movement space);

From the research we can be distinguished the following special conclusions:

- According to the results that he wanted to see what kind of connection the implementation of the lesson of Physical and health education is done with the indicators (variables) that define the structure and organizational form of work on that, it was concluded that there is a connection of low and high level. The relationship between the indicators which exclusively define the structure and organizational form is of low medium and high level, but is also evident that among certain indicators there is no connection.
- The analysis of the influence of organizational form and structure of the lesson on the implementation of it was found that there is a common connection and influence of applied package that space is explained by about 49%. Also in certain indicators it is concluded that there is a single high and low impact (*VAR00002- Corrective gymnastics is used as a means of prevention / prevention and correction of deformities among students; VAR00006- selection of exercises in the training area as an organizational form of the working class students are known (climbing bench, walking the beam, insertion through hoops, etc.)*). and the interest is higher, there is a competitive spirit and performance of the exercises is appropriate.

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