

## CHANGES IN VALUE JUDGMENT OF SCHOLASTIC MAJORED STUDENTS IN TERMS OF PHYSICAL EDUCATION

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*Physical education and sport have three distinctive spheres of values. These are health, personality development and body culture. Our study examined the background knowledge of scholastic students on these values. First grades consider health equal to physical education. On the other hand the acquisition during training had a great influence on what students think about the effects of physical education on personality development and on the values of body culture. Parallel to this sport and physical education were esteemed higher and higher even in their and their students' life.*

**Keywords:** values of Sport, health, body culture, personality development

Age 6-10 is extremely sensitive period in children's life. In this period their personality is being formed, additionally those skills are under birth, which can have influence on their success in life. They are open, able-minded for new knowledge. Scholastic majored turn their attention to their students in a period which is considered to be foundation period from every angle (Coppenolle et al., 2003). If they are able to provide a development or education, which lie on steady values; then they will be contribute to the successful life of becoming adults (Sebőkné, 2002).

Physical training is an extremely important part of foundation. For primary school children moving or being active is as important as sleeping enough or satisfactory alimentation. These are demands for body improvement, growth of the bones and organs as well as the harmonic improvement of muscle-system. Furthermore regular outdoor activities are essential for being and remain healthy. Sporty lifestyle contributes to establishing essential habits such as rational daily routine, healthy alimentation or body hygiene. If these habits are built in a child's lifestyle, then they will contribute to a healthy, A one life.

Leading a healthy life is not merely a demand for physical well-being. The link between active life and the development of intellectuality has been certified. The most critical period for motion development is at the age from 6 to 12. The main issue behind it is that children's motion development and the stabilization of the connection between neural cells are simultaneous. Additionally, this stabilization process can be influenced by external stimulus from the environment. Without appropriate stimuli the functional stabilization might not or partly be realized. In other words the maturation - including the formation of cerebral characteristics - will not be optimal (Radák, 2007). To be simpler it means that the basis of the improvement level of the ability to reason is the universal improvement of motion.

Naturally after the development of the nervous system is finished the active way of life still has an effect on the improvement of intellectual, after all the sportsmen get themselves involved together with their intellectuality in doing sports. The improvement of cognitive characteristics was realized through the information of physical education and sport; as well as through the process of acquisition of information (Rétsági, 2004). These boring and developing intellectual skills function as accurate and successful in any situations during life.

Let's see some examples. Even the simplest games during physical education lessons put a huge requirement towards *attention* and *attention division*. Different information coming from different senses simultaneously and their perception, interpretation, put them in order based on their priority are such factors which can contribute to a successful execution of tasks. The whole process of a certain type of motion must be happened numerous times (practice) in order to make this motion's general characteristics interpreted and stored in the sportsman's own cognitive system. Although in motion the action factor has a huge role, there is a huge amount of information of the carriage of motion, its usage, how can make the most of it and of the rules. This amount of information is the part of the verbal acquisition. The experiences in sport lead to the birth of the *anticipated skill* (pre-book), which provides help to make decision relatively fast above those information which can be perceived easily. *Memory* and *recall* make possible to choose and adapt the most convenient motion solution by having a restored motion experience. Act of decision making and situation recognition are linked here.

Sport has got dominant role in personality development as well. Doing sport is such an activity which is based on attempt, action, decision and it educates to them. Some of the branches of sport and games require and at the same time develop self-dependence, assurance. Furthermore it gets us accustomed to make decision fast. Only careful, disciplinary decision makes success, even though the time period in every situation for decision is extremely short. Additionally every game and motion situation is unique and for its execution independent decision making, problem solution, pattern free solution, *creativity* is required. Creative personality, which is under development during sport, remains open in any other actions. It is the characteristic of the sporting activity that gives immediate feedback of success. Therefore it assists the real self-evaluation, which makes the adaptation to a group easy. The variety of sporting activities, games - to a certain extent - require cooperation therefore they contribute to a tolerant and collective behavior.

Preschool or early childhood age is the most active part of life so the responsibility if teacher is huge. Basic forms of motion should be taught and practiced within diversified circumstances in this age in order to become such skills, which can be use anytime. The teacher is the role model with his/her lifestyle and his/her value judgment (Nahalka, 2004). Therefore this makes the following question much more crucial: How does the teacher conceive of the importance of sport and physical education? Does he/she appraise them to an extent that he/she can have successful P.E lessons by doing the best of his/her knowledge.

The aim of our study is ambiguous. First, get to know the type of knowledge of the values of sport that the students of scholar major have. As well as the place of sport in their own value scale. Both factors were studied in the whole educational procedure, recording the changes. The governing force behind it is to find the most precious values and methods of physical education in the scholastic training.

## Methods

The study was conducted between 2005 and 2008. The pattern was taken from students who started their scholastic studies in autumn of 2005 (n=48). The questionnaire was filled by the students every September when the autumn term begins. Questionnaires included both open and close questions. The questions, which were changed yearly, concentrated on their judgment of sporting values, their knowledge of sport and their own sporting habits.

Scholastic majored students gained mainly practical knowledge in the PE lessons with their mates in the first year. In the second year the practical lessons were combined with lectures and methodology was given a greater emphasis. The third year gave the opportunity to have and participate schools' PE lessons.

*We assume that* students' knowledge about sport will extend in all the three value factors thanks to experiences and the acquired knowledge during training. Furthermore *we assume* that the education for us as teachers is at the top rank, the improvement of personality will be that value factor whose evaluation is raising to a great extent.

The answers per questions are grouped (health, personality improvement, body culture) - as mentioned in the instruction - into three and their distribution as percentage was established. This percentage rate was summarized regarding the whole questionnaire on a yearly basis.

## Results

During the measurement in 2005 the basic level of comprehension of first-year students and the value judgment laid on previous experiences was stored. During the next two measurements the impact could be discovered. This impact was born out of the theoretical and practical acquired knowledge.

*Table 1. The distribution of students' answers in each factor*

	2005	2006	2007
<b>Health</b>	62.37%	69.90%	39.66%
<b>Personality development</b>	29.41%	15.00%	25.07%
<b>Body culture</b>	8.14%	15.09%	35.27%

It can be generally agreed about the students enrolled in 2005 that they only know two essence of sport. They are: leading a healthy life and preserve one's health (62.37%). In the domain of personality development the social relationships, the amount of time spent with mates and the free time spent with sports were measures. Knowing some branches of sport, the knowledge of various kinds of motion as skills has value itself, but this fact was discovered in some of them (8.14%).

The first year's training material - which is basically practice oriented - rearranged the relevant part of answers to personality development and body culture. Among the aims of the training - knowing of the material of primary

education - were gaining of experience of moving and gaining success in sports. Consequently - as an effect - the knowledge and the percentage appreciation (15.09%) related to body culture was duplicated. The trend how students judge and consider the values of leading a healthy life was conserved even during the measurement of 2006.

The analysis of 2007 showed a harmony between the judgment and knowledge of sporting values in comparison with previous years. Sport is still considered by the students most as a mean of getting active (39.66%). On the other hand the results of knowledge and judgment of body culture have been doubled (35.27%). As the results showed there is a growing trend concerning to what extent students know the personality improvement characteristics of sport.

## Discussion

Judgment and knowledge of sporting values of students of scholar major is being under a continuous change in the past three years. This situation really shows the actual theoretical and practical subject-matter.

For secondary school students physical education and sport was known as a mean to preserve health. It is terribly sad that students did not judge the body cultural value of sports. It is sad because it would be the task of the secondary schools to convey body cultural knowledge to young students. Doing this successful sporting activities can be provided them even when they become adult.

Within the values of *body culture* the growth of percentages demonstrates that a respectful amount of information has been conveyed to students in this topic. The educational material of first year students is game and practice centered, which introduces students the experience of doing sports, besides its advantage. Researches reveal more crucial factors. The third year, when students can gain experience and information within educational sphere, helps students to recognize the fact that sports cannot be substituted by anything in a child's life.

The most interesting results can be found within the domain of *personality development*. At the point of starting measurement this value factor was at the second place far behind health. It is known from the written answers that common activity, entertainment and time spent with the peers were valued by the students in personality development. On the other hand at the time of the second measurement the percentages of personality development were half as big. Therefore it is generally agreed that this distribution of percentages is a direct consequence of the rapid flush of body culture. It is a characteristic for first grades that they are pretty busy. They have hardly any spare time to do sports; therefore basically they have no any sporting experiences, which they could do together with peers. Additionally, at the time of the third measurement the value judgment related to personality development has been growing. According to the written answers in the background stands the experience among children. When students reach third year, they have the possibility to get to know the advantageous effects and possibilities of sports even in the personality and community development too.

## Conclusions

The first hypothesis of the study- that scholastic students' knowledge concerning sport is extending -, is certified. The written answers supported this - in terms of quality and quantity - growing and expanding knowledge. The becoming teachers see the effects of sport, its correlations both in their own and in their students' life.

It is a pleasure to see that body culture has the greatest lead. This keeps faith in students fulfilling their tasks with responsibility in the domain of sports and physical education.

Concerning personality development the second hypothesis was not certified. More precisely the values were increasing but not in a way as it was expected. As the written answers showed the students have something about the effects of sports on personality development in their mind. Actually, on the contrary neither in their own nor in their students' life they are able to grab this great opportunity.

As a conclusion it can be stated that the framework of physical education concerning scholastic training is usually acceptable. In the other hand the study pointed out that personality development among the values of sports is the area which needs to be improved.

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