

The role of the physical education teacher in the education process based on selected Polish books published after 1989

Rola nauczyciela wychowania fizycznego w procesie edukacji w oparciu o wybrane polskie książki wydane po 1989 roku

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Abstract

The subject of the article is the presentation of the role of physical education teacher in selected books published in Poland after 1989. A physical education teacher plays an important role in contemporary pedagogy. His tasks include not only the development of physical fitness of his students, but also the harmonious development of their personality, especially the moral and social sphere, in accordance with the principle of holistic pedagogy. The teacher should take care of the proper image of himself. He has to introduce his pupils to the world of values of physical culture and be a guide on the values of sport activity. The bibliographic, analytical, descriptive and axiological method was used including the content analysis technique, considering the content and the interpretative potential of the axiological mode of books. The interpretation of axiological contents has shown the role of physical education teacher in the education process.

Keywords: physical education teacher, education, physical education, personality, values, books

A physical education teacher plays an important role in contemporary pedagogy. His tasks include not only the development of physical fitness of his students, but also the comprehensive and harmonious development of their personality, especially the moral and social sphere, in accordance with the principle of holistic pedagogy. In the work of a physical education teacher, the sense of value and importance of educational activities in the area of physical culture and education is extremely important. The teacher should take care of the proper image of himself, because he may be an authority for his pupils and be perceived by them as a role model. Relevant character traits, creativity, commitment, as well as knowledge, skills, sporting achievements and the ability to establish contacts with students and proper preparation for the profession are also important. Physical fitness and appearance, which correlates with generally accepted norms of sport aesthetics, is also of great importance. The teacher's authority and students' perception of him is an important element in the educational process.

The teacher's personality plays an extremely important role in the education process. He may be a physical education teacher or trainer who directs the activities of a young athlete. The

teacher should motivate his students, indicate the right choices and values, such as: truth, goodness and beauty as well as support, accompany and accept his pupils, and not impose the rules of proper conduct through orders [1]. According to Henryk Grabowski, a teacher should have such qualities as: emotional balance, self-acceptance, ingenuity, credibility, empathy, love towards children [2]. Wiesław Osiński believes that a teacher's sense of value and sense of action, ability to teach, verbal and non-verbal communication, ability to motivate students, and having the right personality traits are important [3].

On the basis of own research, several dozen books published in Poland after 1989 were selected and analysed regarding the physical education teachers. The selection process was dependent on the content and the axiological potential of publications. This article does not present the full results of the research, because it would require a much broader study, therefore for the purposes of the considerations contained here a certain representative part was selected. The bibliographic, analytical-descriptive and axiological method was used in the research. The content analysis technique was used, with consideration of the interpretative axiological dominant, focused on the role, significance and axiological potential of the physical education teacher in the process of educating and raising children and youth.

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The University of Physical Education Publishing House in Warsaw published in 1996 in the series “*Studia i Monografie*” (“*Studies and Monographs*”) a book by Bohuslav Hodaň and Zofia Żukowska entitled *Nauczyciel wychowania fizycznego i jego społeczno-wychowawcze funkcje* (Physical education teacher and his socio-educational functions) [4]. It outlines the role of physical culture in the life of an individual, shows the relationship with school and the importance of the physical education teacher in the process of his development. The role of the physical education teacher’s personality and the possibilities of shaping the predisposition to the profession in the context of the effectiveness and efficiency of his social and educational roles were discussed. “The latest educational trends give rise to the need to consider the personality and work of the physical education teacher in full cooperation with a pupil and in the scope of perceiving the social conditions of his development in successful educational interaction” [5].

In 2009 Krzysztof Zuchora’s book was published in cooperation with Heliodor entitled *The teacher and values. Philosophy of physical culture and sport pedagogy* [6]. According to Zuchora, the physical education teachers fulfil the basic obligations of a teacher, such as development and joy, ability and happiness. They decide on the scope of using the creative function of fun and the educational power of joy, combining the education of the student with his development. They introduce pupils to the world of knowledge, help in making decisions, teach independence and readiness to actively participate in social and cultural life. The educator “is characterised by ethical sensitivity, readiness to help and cooperate with others on the basis of love of neighbour and *fair play*” [7].

The University of Physical Education Publishing House in Kraków published in 1993 in the series “*Wydawnictwo Monograficzne*” (“*Monographic Publishing House*”) a book by Waclaw Srokosz entitled *Psychospołeczne uwarunkowania czynności lekcyjnych nauczyciela kultury fizycznej* (Psychosocial determinants in terms of the physical culture teacher’s lesson activities) [8]. It discusses the effectiveness of the physical education teacher’s work, lesson activities and their psychosocial determinants, as well as teachers’ opinions about their own professional roles. The teacher’s psychosocial activities included: his personality type, sex, length of service.

The University of Physical Education Publishing House in Wrocław published in 1999 in the series “*Studia i Monografie*” (“*Studies and Monographs*”) a publication edited by Julian Jonkisz entitled *Rozwój samorządności młodzieży na tle edukacyjnych i społecznych potrzeb modernizacji kształcenia pedagogów kultury fizycznej* (The development of youth self-governance against educational and social needs of modernising the education of physical culture educators) [9]. The publication contains materials on the issues of local school and academic youth in the context of the role and place of the idea of self-governance, team action around the issues of local communities in

physical education pedagogy, especially in the field of physical education and sport in physical education schools and colleges, where after 1990 they began student government activities. In the same series, in 2005, Wojciech Wiesner’s book entitled *Komunikacja dydaktyczna na lekcjach wychowania fizycznego a poziom autorytaryzmu nauczycieli* (Didactic communication during physical education lessons and the level of authoritarianism of teachers) [10]. The book addresses didactic communication between the physical education teachers and students. Authoritarianism can limit the effectiveness of didactic communication. Research conducted by the author shows that the physical education teachers are characterised by traits closer to democratic personality. The University of Physical Education Publishing House in Katowice published in 2010 a book by Krystyna Górna-Lukasik entitled *Transmission of messages in the process of physical education. Practical recommendations* [11]. It also addresses issues related to teacher and student communication and its importance in the didactic process.

The University Publishing House of the University of Physical Education and Sport in Gdańsk published in 2002 a publication by Tomasz Frołowicz entitled *Edukacyjne intencje nauczycieli wychowania fizycznego* (Educational intentions of physical education teachers). *Between declarations and activities* [12]. In 2008, a collective publication, edited by Tomasz Lisicki and Tomasz Frołowicz, was published entitled *Nauczyciel wychowania fizycznego wobec wyzwań edukacji* (Physical education teacher in the face of education challenges) [13]. They present the results of research on the implementation of personality tasks, the functioning of the physical education teachers and their educational intentions.

Many scientific publishing houses publish publications on assessing student achievements and the effectiveness of teachers’ work. Eugeniusz Piasecki Foundation of the Academy of Physical Education in Poznań and the Polish Scientific Society of Physical Culture published in 2004 a book by Radosław Muszkieta entitled *Ocenianie osiągnięć uczniów przez nauczycieli wychowania fizycznego* (Assessment of student achievement by physical education teachers) [14]. Jan Kochanowski Pedagogical University in Kielce published in 1996 a book by Janusz Bielski entitled *Uwarunkowania efektywności pracy nauczyciela wychowania fizycznego* (Determinants of the effectiveness of the physical education teacher’s work) [15]. The publishing house of the Świętokrzyska Academy published in 2000 a book by Janusz Bielski entitled *Teoretyczne i metodyczne podstawy efektywności pracy nauczyciela wychowania fizycznego* (Theoretical and methodical grounds for the effectiveness of physical education teacher’s work) [16]. Many factors determine teachers’ didactic and educational successes. The teacher creates and enriches his workshop throughout his entire professional career, therefore professional development at work is the key to achieving didactic and educational success. The effectiveness of the physical education teacher is influenced by his teaching attitude,

attitude to professional duties, students and to himself, as well as the level of knowledge and fitness as well as professional skills.

The quality of teaching depends on the professional preparation of teachers. The competences of the physical education teachers play an important role in the education process. According to Kazimierz Denek, the challenges of the 21st century can only be met by a competent, comprehensively educated person, able to think in innovative categories, efficient, energetic and sensitive to values, which he considers as signs directing his own behaviour. A teacher who will be able to perform assumed functions should be equipped with standard professional competences during the education. He must have praxeological competences, expressed in effectiveness in planning, organising, evaluation of educational processes, communication competences, i.e. he must have knowledge of interpersonal communication, the ability to listen to his pupils and empathically understand the intentions and content of their statements, as well as improve the correctness and readability of their own statements. Cooperation competences are manifested by the effectiveness of pro-social behaviour and the efficiency of teacher integration activities. Creative competences distinguish a teacher who is characterised by innovation and non-standard activities, IT competences are expressed by efficient use of modern sources of information, moral competence means that he has the ability to deepen moral reflection in assessing any ethical act, also knows his own ethical obligations and wants to meet their requirements as well as is able to think and act for the benefit of his pupils [17].

Issues related to the education of the physical education teachers and preparation for contemporary requirements set for the implementation of social and educational tasks were taken up by many authors, scientists and specialists representing various universities at which physical education specialists are educated.

The monograph containing a historical approach to pedeutological issues was published by the UPE Publishing House in Poznań in the series “Monografie, Podręczniki, Skrypty AWF” (“Monographs, Manuals, Scripts of the UPE”) in 1991 by Leonard Nowak entitled *Geneza i rozwój kształcenia nauczycieli wychowania fizycznego w Polsce do 1939 roku* (The origin and development of education of physical education teachers in Poland until 1939) [18].

The Pedagogical University in Zielona Góra published a collective publication in 1995, containing materials from a scientific conference, edited by Józef Tatarczuk entitled *Kształcenie kadr na potrzeby kultury fizycznej, oraz stan i perspektywy rozwoju sportu szkolnego* (Training staff for the needs of physical culture, as well as the status and development perspectives on school sport) [19]. The purpose of the conference, which was attended by academic and teaching staff from universities educating the physical education specialists, also from teacher training centres and members of the European Sports Academy, was to discuss the issues of proper preparation for the work of the physical educators and to determine the direction of further

development of physical culture of children and youth against changes taking place in school sport structures in Eastern European countries.

The Scientific Publishing House of the University of Szczecin published in 1996 in the series “Rozprawy i Studia” (“Dissertations and Studies”) a publication by Henryk Laskiewicz entitled *Niektóre problemy kształcenia i doskonalenia kadr kultury fizycznej w środowisku naturalnym* (Some issues regarding education and improvement of physical culture staff in the natural environment) [20]. It discusses the role of the theory of physical education and sport implemented as part of the camp classes in the process of educating staff, including historical issues, experience in training of physical culture staff, the quality of didactic and educational work within training camps, and issues in the scope of school physical education programmes. It also contained analyses and reflections on the position of summer and winter sports in methodological textbooks.

The UPE Publishing House in Warsaw published in 1991 in the series “Z Warsztatów Badawczych” (“From Research Workshops”) a book by Ryszard Cieśliński entitled *Przygotowanie do zawodu i pozycja społeczna nauczycieli wychowania fizycznego* (Preparation for the profession and social position of physical education teachers) [21]. The author believes that the role of the teacher cannot be narrowed only to didactic and educational activities and instrumental education, aimed at improving the physical fitness of the pupil, because he does not work in isolation and the school is an open social system. The physical education teacher performs many roles and functions in the school’s educational and pedagogical system, and physical education lessons are not only complementary to the student’s intellectual programme. He carries out sport, health, organisational and social tasks and functions. The teacher and his professional qualifications, level of professional preparation, personality and culture, involvement in work, professional status and social position have an impact on the teaching and educational effects of the school. It is the teacher who has the greatest impact on whether educational values will move from theory to practice. In 2005, in the “Studia i Monografie” (“Studies and Monographs”) series, a publication by Ryszard Cieśliński entitled *Sytuacja społeczno-zawodowa nauczycieli wychowania fizycznego* (Socio-professional situation of physical education teachers) [22] was published. It addresses the living and working conditions of the teachers and the role they play in school and society. The physical education teachers introduce the students to the world of instrumental and autotelic values of sport and prepare for life, which is why proper axiological qualifications of the physical educators are necessary, as well as providing them with appropriate working conditions and social position.

ZamKor Publishing House published in 2001 a publication by Grażyna Kosiba and Eligiusz Madejski entitled *Praca innowacyjno-badawcza w rozwoju zawodowym nauczyciela wychowania fizycznego* (Innovation and research work in the professional

development of a physical education teacher) [23]. It introduces the basic principles and rules for designing and organising research work on the example of a pedagogical experiment. “Reforming education is not only transforming the structure of the school system or introducing necessary changes in terms of content and methods of education, but also activities aimed at improving the image of a Polish teacher who, according to its assumptions, should constantly modify and modernise his didactic and educational activities, as well as continually improve his qualifications” [24].

The UPE Publishing House in Kraków published in 2009 in the series “Studia i Monografie” (“Studies and Monographs”) Grażyna Kosiba’s book entitled *Doskonalenie i rozwój zawodowy nauczycieli wychowania fizycznego* (Improvement and professional development of physical education teachers) [25]. It includes the analysis of the idea of teacher development and professional development in the context of selected personality concepts as well as types of human rationality and teachers of other specialities. The development and professional improvement of the physical education teachers from various perspectives, both in social and individual dimensions, are shown. According to the author, “for a comprehensive, holistic impact on the student in the implementation of ad hoc and prospective goals and tasks of physical education, it becomes necessary not only to complement the technological and personality sphere of physical education, but also because of the intellectualisation of this process as well as the function of the teacher as an advisor and guide after body culture, enriching the intellectual and axiological dimension of education, work and professional development of the physical education teachers” [26].

Impuls Publishing House published in 2004 a book by Henryk Grabowski entitled *Uwagi krytyczne o wychowaniu fizycznym i kształceniu nauczycieli* (Critical remarks on physical education and teacher education) [27]. It discusses the ontological, axiological and teleological foundations of the modern concept of physical education and the importance of the role of the physical education teacher in the education process. The following requirements are imposed on the teachers: talents in the field he teaches, understanding incapable students, high self-esteem and eagerness to self-improvement, life experience and an attractive model for children and youth. The Opole University of Technology Publishing House in 2007 published a collective publication edited by Kazimierz Burtny and Stanisław Szczepański entitled *Wybrane zagadnienia jakości w wychowaniu fizycznym (aspekty jakości – atrakcyjność zajęć i jej mierzenie)* (Selected quality issues in physical education (aspects of quality – attractiveness of classes and its measurement)) [28]. The materials contained in the publication are the aftermath of the 5th Scientific and Methodological Seminar organised by the Department of Physical Education Methodology of the Faculty of Physical Education and Physiotherapy (WWFiF) of the Opole University of Technology. The aim of the Seminar was to show

in the practical aspect the essence and role of quality in physical education, because achieving better quality of school work is not only a priority task in education, but even a requisition of the civilization [29]. In 2014, a book by Stanisław Szczepański entitled “Studia i Monografie” (“Studies and Monographs”) was published entitled *Kompetencje metodyczne nauczycieli wychowania fizycznego w świetle badań* (Methodological competences of physical education teachers in the light of research) [30]. The book presents the results of pedeutological research on the profession of the physical education teacher, which shows the level of self-assessment of key methodological competences of the physical education teachers and the changes that occurred in the course of their pedagogical work.

The Greater Poland Higher School of Tourism and Management in Poznań published a monograph in 2009 edited by Radosław Muszkieta, Marek Napierała, Aleksander Skaliy and Walery Żuków entitled *Kształcenie kadr w zakresie kultury fizycznej* (Training of personnel in the field of physical culture) [31]. The publication was written by outstanding specialists in the field of physical culture representing significant higher schools in Poland, Great Britain, the Czech Republic and Ukraine, who discussed selected problems regarding the preparation of the future specialists in physical education, sport, recreation, tourism and physiotherapy to contemporary requirements, goals and tasks that they must meet in their professional work.

The Teachers Training College in Zgierz published in 2012 a publication edited by Paweł Kijo and Paweł Ławniczak entitled *Współczesne wychowanie fizyczne i praktyka nauczycielska* (Contemporary physical education and teaching practice) [32]. It outlines contemporary methods of physical education, as well as the requirements and expectations of the physical education teachers, their role in the education process and their usefulness in the process of shaping the young generation.

In the modern area of education, the physical education teacher plays an important role in the process of raising children and youth. This is related to the growing interest in physical activity and fitness among young people. This opens an opportunity to increase the use of the value of sport activity in education in which the competences, skills and professional preparation of the physical education teachers have a significant impact on pedagogical success.

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Streszczenie

Tematem artykułu jest prezentacja roli nauczyciela wychowania fizycznego w wybranych książkach wydanych w Polsce po 1989 roku. Nauczyciel wychowania fizycznego odgrywa ważną rolę we współczesnej pedagogice. Do jego zadań należy nie tylko rozwój sprawności fizycznej uczniów, ale także harmonijny rozwój ich osobowości, szczególnie sfery moralnej i społecznej, zgodnie z założeniami pedagogiki holistycznej. Nauczyciel powinien dbać o właściwy wizerunek swojej osoby. Musi wprowadzać swoich wychowanków w świat wartości kultury fizycznej i być przewodnikiem po wartościach aktywności sportowej. W badaniach wykorzystano metodę bibliograficzną, analityczno-opisową i aksjologiczną oraz technikę analizy treści, kierując się treścią oraz interpretacyjnym potencjałem dominanty aksjologicznej książek. Interpretacja treści aksjologicznych ukazała rolę nauczyciela wychowania fizycznego w procesie edukacji.

Słowa kluczowe: nauczyciel wychowania fizycznego, edukacja, wychowanie fizyczne, osobowość, wartości, książki