

PHYSICAL AND HEALTH EDUCATION IN THE MODERN PRIMARY SCHOOL

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Abstract. *From the aspect of personality development, physical and health education (PHE) has a special role and is of particular importance in primary school since it is the period of the most intense growth and development of children. Given the specific characteristics of this age group and the potential that PHE has during this period, this paper aims to determine primary school students' opinions on the achievement of the main objectives of PHE. The sample is intentional and includes 160 fifth grade and eighth grade students. The study used a three-level assessment scale whose items related to the four main objectives of physical and health education expressed by age-adjusted formulations. The results of the research show that the pedagogical objective of physical education is the most dominant one, while health and hygiene, and the recreational objective are less present in the teaching process. The educational objective of PHE and its achievement in the classes is the most sensitive issue of the primary school practice studied. The findings have served as a basis to draw a number of conclusions and pedagogical implications aimed at improving the status of the issue analyzed by this study.*

Key words: *Physical and Health Education, Contemporary Primary School, Personality, Objectives, Primary School Education.*

INTRODUCTION

Keeping in mind the characteristics of the modern era, its pace and lifestyle discernibly determine its quality, so it can be said that movement and physical activity (PA) are the main manifestations of human life, as well as that these pervasive human activities are followed by the most complex mechanisms of human consciousness. Physical and health education (PHE), as an important field within pedagogy, contributes both to

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the biological and reproductive, as well as to the overall development of an individual, and, more broadly, it affects the overall progress of civilization. PA is actually an important "part of the cultural and civilizational heritage of the society, since their effects influence the collective health, stability and development" (Ivanić, 2001: 22). Today, society is faced with numerous and rapid changes that affect each person, which results in a lack of time to engage in PA. This necessarily results in various physical deformities, mental and emotional impairment and impaired social interaction. Of particular concern in this context of physical education (PE) is that the above mentioned impairments are most commonly encountered in primary school children, which is the period when it is needed to create habits related to this field of education, as these habits last a lifetime. For this reason, there have been an increasing number of experts who have contributed to the popularization of healthy life and active lifestyle trends, which clearly indicates the need for the reorganization of the teaching process, which would result in the curriculum and the entire physical health education striving to achieve this goal. With regard to this, there are four dimensions of the definition of the concept of the contemporary approach to physical and health education: the dimension of the cultural heritage of physical education, the dimension of sports education, the dimension of physical movement education and the dimension of health education. The main goal of these dimensions is to raise awareness among primary school students of the importance of using physical and health principles based on different teaching tasks that affect the development of health, movement culture, motor skills, etc.

Numerous studies confirm the role and importance of PE for student personality development, emphasizing that it positively influences school success, educational aspirations, activist attitudes, self-esteem and the work ethic (Landers, Feltz, Obermeier, & Brouse, 1978; Andrews, 1998; Broh, 2002; Marsh & Kleitman, 2003). Therefore, this paper studies PHE in primary school as the period of the most intense development of an individual.

The aim of this paper is to determine the opinions of primary school students regarding the achievement of the main physical and health education objectives.

METHODS

The sample is intentional and includes 160 fifth-grade and eighth-grade students selected by PE teachers as those who excel in this subject. The study used a three-level assessment scale whose items related to the four main objectives of physical and health education expressed by age-adjusted formulations. The items were formulated according to the objectives as follows: (1) Pedagogical objective: PE affects the overall development of a student's personality by fostering tolerance, consistency, confidence, a competitive spirit, cooperation, mutual support and understanding; (2) Health and hygiene objective: PE affects the improvement of health, proper nutrition and hygiene habits of students; (3) Recreational objective: PE classes encourage students to engage in recreational sports and PA; (4) Educational objective: In PE classes, students acquire the knowledge, skills and habits of PA and develop psychomotor skills. In the conducted research, students' gender and age were used as independent variables. The sample characteristics with respect to the analysed independent variables are shown in Table 1.

Table 1 The sample characteristics with respect to the analysed independent variables

Gender	Female		Male		Total
	N	%	N	%	
	64	40.00	96	60.00	160
Grade	5 th grade		8 th grade		Total
	N	%	N	%	
	49	30.63	111	69.38	160

RESULTS

PE objectives and their achievement in the classroom were analysed in relation to the variables of the participants' gender and age.

Table 2 The opinions of students regarding the achievement of the physical and health education (PHE) objectives (based on gender)

<i>PE affects the overall development of a student's personality by fostering tolerance, consistency, confidence, competitive spirit, cooperation, mutual support and understanding.</i>	Female		Male	
	N	%	N	%
Completely	56	87.50	69	71.88
Not at all	0	0.00	5	5.21
Partially	8	12.50	22	22.92
Total	64	100.00	96	100.00
$\chi^2=6.756$, df=2 p<0.05, C=0.2				
<i>PE affects the improvement of health, proper nutrition and hygiene habits of students</i>	N	%	N	%
	41	64.06	51	53.13
Not at all	12	18.75	20	20.83
Partially	11	17.19	25	26.04
Total	64	100.00	96	100.00
$\chi^2=2.22$, df=2, p=0.33, C=0.12				
<i>In PE classes, students acquire the knowledge, skills and habits of PA and develop psychomotor skills</i>	N	%	N	%
	18	28.13	28	29.17
Not at all	29	45.31	35	36.46
Partially	17	26.56	33	34.38
Total	64	100.00	96	100.00
$\chi^2=1.517$, df=2, p=0.468, C=0.1				
<i>PE classes encourage students to engage in recreational sports and PA</i>	N	%	N	%
	19	29.69	38	39.58
Not at all	18	28.13	26	27.08
Partially	27	42.19	32	33.33
Total	64	100.00	96	100.00
$\chi^2= 1.887$, df=2, p=0.389, C=0.1				

Legend: PE - Physical Education; PA - Physical Activity

The research on students' opinions on the PE objectives shows that there is a statistically significant difference in the participants' understanding of learning objectives achievement depending on the participants' gender $\chi^2=6.756$, $df=2$ $p<0.05$. It is evident that students of both genders recognize the pedagogical objective of PE as the most dominant one, with girls emphasizing this task more than boys (female: 87.50%, male: 71.88%). It is interesting to mention that none of the girls had a negative opinion about the achievement of the pedagogical objective of physical and health education. The Contingency coefficient obtained ($C=0.2$) indicates a poor, that is, low correlation.

Table 3 The opinions of students regarding the achievement of the physical and health education (PHE) objectives (based on age)

<i>PE affects the overall development of a student's personality by fostering tolerance, consistency, confidence, competitive spirit, cooperation, mutual support and understanding.</i>	5 th grade		8 th grade	
	N	%	N	%
Completely	41	83.67	84	75.68
Not at all	2	4.08	3	2.70
Partially	6	12.24	24	21.62
Total	49	100.00	111	100.00
$\chi^2=2.079$, $df=2$, $p=0.354$, $C=0.11$				
<i>PE affects the improvement of health, proper nutrition and hygiene habits of students</i>	N	%	N	%
Completely	28	57.14	64	57.66
Not at all	14	28.57	18	16.22
Partially	7	14.29	29	26.13
Total	49	100.00	111	100.00
$\chi^2=4.714$, $df=2$, $p=0.095$, $C=0.17$				
<i>In PE classes, students acquire the knowledge, skills and habits of PA and develop psychomotor skills</i>	N	%	N	%
Completely	16	32.65	30	27.03
Not at all	17	34.69	47	42.34
Partially	16	32.65	34	30.63
Total	49	100.00	111	100.00
$\chi^2=0.916$, $df=2$, $p=0.663$, $C=0.07$				
<i>PE classes encourage students to engage in recreational sports and PA</i>	N	%	N	%
Completely	19	38.78	38	34.23
Not at all	11	22.45	33	29.73
Partially	19	38.78	40	36.04
Total	49	100.00	111	100.00
$\chi^2=0.921$, $df=2$, $p=0.631$, $C=0.08$				

Legend: PE - Physical Education; PA - Physical Activity

From the perspective of the health and hygiene objective, there is no statistically significant difference in students' opinions on this issue with respect to their gender $\chi^2=2.22$, $df=2$, $p=0.33$. Although a positive attitude about the achievement of this PE objective is the prevalent one (53.13% and 64.06%), the fact that almost 20% of the participants of both

genders only partially (17.19% and 26.04%), or not at all (18.75% and 20.83) do not recognize the achievement of the health and hygiene objective of PE is also worth analysing.

According to the data obtained during the research, the educational objective of PE is the least present, because only about one third of the participants (28.13% and 27.19%) claim that this objective is met. On the other hand, the negative response is the most common one in both groups of participants (45.31% of the girls and 36.46% of the boys). It is apparent that boys have a more even distribution of all three responses than girls. Although the perceived difference can be analysed from the gender perspective, it still does not have a statistically significant character: $\chi^2=1.517$, $df=2$, $p=0.468$.

The recreational objective of PE that should encourage students to engage in recreational PA and sports is not sufficiently recognized among primary school students. Although there was no statistically significant difference in students' opinions on this particular objective ($\chi^2=1.887$, $df=2$, $p=0.389$), it is evident that it is mostly girls who partially recognize this objective (42.19%), unlike boys who most frequently had a positive response (39.58%).

The research on primary school students' opinions on the PE objectives depending on the participants' age shows no statistically significant difference in the participants' opinion about any of the four analysed objectives. The participants had a generally positive opinion about the achievement of the pedagogical objective, with the younger students more frequently having very positive opinions (83.67% vs. 75.68%), unlike the older ones who mostly said that this objective is partially present (21.62% vs. 12.24%). The perceived difference does not have a statistically significant character ($\chi^2=2.079$, $df=2$, $p=0.354$).

The health and hygiene objective of PE is perceived by the students of both age groups in an almost identical way. The most frequent answer about the achievement of the health and hygiene objective was affirmative in both groups of participants (57.14% and 57.66%). The difference between the two groups of participants is not statistically significant ($\chi^2=4.714$, $df=2$, $p=0.095$, $C=0.17$), although the younger students were more likely than their older peers to choose the negative answer about the achievement of this objective (28.57% vs. 16.22%).

The recreational objective of PE is perceived by the students of both age groups in almost the same way. Fifth grade students emphasize a positive and partially positive attitude (38.78%), while eighth grade students show a slight inclination towards a partially positive attitude (36.04% vs. 34.23%). Both groups of participants most rarely had a negative opinion about the recreational objective of PE (22.45% and 29.73%, respectively).

DISCUSSION

PHE is an important field of pedagogy that successfully ensures the overall personality development as an imperative of modern education. However, according to Šekeljić (2014: 245), many authors dealing with this topic are united in their opinion that: (1) school age children from this modern age are less physically active than children who lived in the past; (2) the children's level of PA constantly decreases with their age; (3) the level of PA of children depends on the season (less PA is recorded in winter); (4) boys are more physically active than girls; (5) there are differences between boys and girls in the type and intensity of PA; (6) there are differences between boys and girls from

urban and rural areas in the type and intensity of physical activities (children from urban areas are less physically active).

Given the fact that the primary school period is the period of the most intense development of students' personality, this paper is focused on the study of physical and health education in the modern primary school. The operationalization of the goal of this paper was conducted through the theoretical grounding of this issue and the empirical study of the achievement of PE objectives in primary school.

In order to emphasize the importance and significance of physical and health education in primary school children, it is necessary to focus on the reasons that prevent, limit or impede the constant stimulation of their activity. The reason for this can be found in the organization of education itself, such as students sitting for several hours and insufficient PA and exercise, and it is "crucial for the overall genesis of children's perception of exercise, the development of their physical, psychological and emotional competencies, but also the perspective of their development" (Višnjić, Jovanović, A., Miletić, 2003: 13). Exercise is "a systematic display of a large number of disciplines based on scientific knowledge, methods and claims, which implies that even though it is not a science, PE must not be contested and neglected in the overall personality development" (Martinović, 2003:17). For exercise in school to have real meaning and impact, all its phases need to be properly carried out. This includes the pre-exercise phase, the exercise phase, and the post-exercise activities. Such exercise is complete and has a positive effect on strengthening and stretching the muscles, bones, joints, as well as initiating the respiratory system, endocrine glands, digestive system and cardiovascular system. These exercises must be planned and well thought out, and each exercise must have its purpose and effect on a particular part of the body. Regardless of whether exercise equipment is provided in schools, it is necessary to combine different exercises, of different intensity and different number of repetitions. In accordance with that, a didactic and methodical organization of the lesson is crucial in order for the lesson to have an introductory phase, central phase, as well as a final phase, whose goal would be to develop the physical and health related abilities in students. An equally important teaching objective is to raise awareness of the importance of exercise and of knowledge related to health.

As for the cognitive development of primary school children, Piaget laid the key foundations. His most significant findings included "the conclusion that children up to 2 years of age have a limited set of data, abilities, skills and capacities (the sensorimotor stage); children between 2 and 11 years of age are at the preoperational stage, and the concrete operational stage starts at the age of 11 or 12, while the formal operational stage starts from the age of 12" (Stanisavljević & Radonjić, 2009: 19). It can be said that students at this stage of development know that they have to take care of their health, and also that not engaging in physical activity can have consequences. Primary school children recognize the benefits of PA but do not see the broader picture that exercise has a number of other benefits for their body. Therefore, "parents, as well as teachers, and the entire system of education, whose role is to constantly emphasize the benefits of regular exercise, play an important role" (Nikolić, 2011: 27).

The concept of motor development is based on the development of intellectual abilities, because "for a child to develop an understanding of how to do something physical, it is necessary to be able to acquire, process and apply the perceived information" (Trajkovski, Tomac, & Marić, 2014: 25). Motor development depends on the child's stage of development and the intensity of the child's progress, but also on how the child

acquires motor skills. That is why it is extremely important for children at an early age to establish exercise habits so that all parts of the body develop properly. The impact of motor development on children's health plays a crucial role, as "all manipulative activities are believed to be crucial for the physical, social and psychological health of children" (Rajović, 2016: 9).

Affective development of primary school children can be linked to the child's health and upbringing, but we have to mention the attitude of various authors that bodily (physical) changes play an important role in experiencing emotions. It is for this reason precisely that "the overall affective development leads to the development of emotionally intelligent reactions that are the product of cognitive, psychological and mechanical maturation" (Brković, 2011: 285). This author also claims that children's affective reactions: can easily change, can be slow and difficult to change, and that they depend on the child's maturity level; therefore, he believes that children will have a proper emotional reaction to the principles of PHE if they are taught to control their own emotions and recognize good emotions, as opposed to bad and unnecessary emotions.

Pedagogical literature provides different approaches to the structure of the PHE objectives, which include health improvement, the development of skills, habits and motivation, as well as the development of the emotional and volitional side of the personality. However, according to the majority of authors, the main objectives of this field of education are: pedagogical, educational, health and hygiene, and recreational.

The pedagogical task of physical and health education is reflected in the overall development of students' personality. This means that the pedagogical aspect of PE must provide each student with a sense of social responsibility for their own actions, as well as with guidance on proper social actions. That is why these lessons encourage "the search for ways to empower each student's potential, the emancipation through the process of adjustment to the community, the effort to enable them to understand their dependency on society and to accept the responsibility to actively maintain and improve their individual and social life, but also to become independent and an autonomous personality at the same time" (Tadić & Bodroški-Spariosu, 2017: 19). PE and its contents and learning methods provide numerous pedagogical effects. "Curriculum of PE provide a broad framework for the development of socio-moral, intellectual, aesthetic and other values and abilities of students" (Kulić, Rajčević, Arsić, & Minić, 2019: 158). It has been proven that "sports and PA contribute to the development of physical and aesthetic body qualities and to strengthening personality traits such as consistency, self-confidence, discipline and tolerance" (Petrović, Cenić, & Dimitirjević, 2018: 422), persistence, perseverance, willingness to cooperate, moral stability, independence, etc. The course curriculum is aimed at introducing the students to the principles of moral behaviour, which means developing in them moral attitudes about behaviour in class, but also in all sports activities, which further establish the norms of human action in social interactions. Therefore, PHE classes aim at providing the students with a view of the world, that is, at showing them everything that surrounds them and with teaching them how to live and work in a given social environment.

PE classes encourage the stimulation of students' social development through teamwork among students; however, the teachers also have an important role as they create scenarios and opportunities for the development of students' social skills through the development of mutual relationships by engaging in various activities (Jevtić, Đorić, & Milošević, 2019: 262).

According to Pismensky and Alyanov (2016), participation in physical and sports activities contributes to the improvement of intellectual abilities, as well as the formation of positive emotional and volitional traits. Primary school students need to develop an awareness that PHE classes are "the basis for the development of intellectual skills, since learning about the way each sport should be observed, how to understand the game, rules and principles, fundamentally prompt permanent intellectual development" (Stanisavljević & Radonjić, 2009: 29). One of the roles of PHE should be to increase the ability to work, and as such, it is associated with work education. The essence of this connection lies in the students' understanding of the purpose of work and the practical use of knowledge they acquire in school, but also the importance of continuing education and self-improvement at work. This will help them to understand their own needs and goals which would further lead to "the transformation of the process of pedagogical management of physical development into self-development, education into self-education, training into self-improvement" (Vilensky, 2016: 7). The PHE curriculum in the modern primary school must also meet the students' needs for beauty, which is where we can see its connection with aesthetic education, which must not be neglected. It is through these contents that students are taught how to perceive, understand, and experience their own and others' aesthetic values. The best example of this connection is the emphasis that regular exercise will result in a well-shaped body, which further evokes a sense of joy and satisfaction in the student. By summarizing the pedagogical objectives of physical and health education, it can be concluded that it refers to the development of human relationships among students, healthy psycho-physical development that enables the removal of obstacles in their period of growing up and prepares them for future life. It is certain that PHE in primary school is designed so that students recognize their abilities and qualities, and to encourage them to further improve themselves. This supports the self-development objective that is mentioned by a large number of authors who study PHE, relying on Maslow's theory of self-actualization (Daniels, 1982).

The educational task of PHE refers to the acquisition of knowledge, skills and habits and the development of psychomotor abilities of students. Knowledge of psycho-physiological concepts, as well as of the mechanisms of influence of physical activities on the health and development of the individual, and the formation of children's personality are particularly important for achieving this objective. The most important goal of PE classes at the primary school age should be to teach the students about the rhythm of work and rest, about hygiene, as well as about the proper functioning of the body as a whole. When it comes to the health aspect, this primarily involves their knowledge of "the benefits of a healthy diet, but they still do not adhere to all the norms, that is, they do not apply the principles of a healthy diet in everyday life" (Mirković, 1998: 604). According to Kulić et al. (2019: 158), the most important skills and habits developed in students are various locomotor, non-locomotor and manipulative skills, many of which are applied in sports games, gymnastics, various sports activities, etc., such as: walking, throwing, climbing, jumping, running, etc. Abilities development refers to strength, endurance, speed, body dexterity, coordination of movements, etc. This objective can be achieved through numerous games organized at school. According to Milanović (2004), these are: walking and running games (wolf and fox, running and overtaking, who will be the first to get to the opposite side, running through the forest, who is more agile and faster); jumping, hopping and skipping games (fast jumps, long jumps, jumping in sacks, jump from one circle drawn on the ground into another); climbing, crawling, pulling games (slide games, steal the ball, crawl under the bridge game); throwing,

catching, passing the ball games (palm to palm, hiding the ball, who can throw the farthest, hopscotch); games of precision, orientation, dexterity (sheep and wolf game, strike me, ball in the hoop, the fastest catcher, hopper); water games; snow games; classroom games; music games; counting-out games.

The health and hygiene related objective of PHE is to improve the health of each student. Health is influenced by "PA, proper nutrition, hygiene and regular medical check-ups" (Kragujević & Rakić, 2004: 135). All the factors that directly or indirectly affect health, such as: nutrition, hygiene, living conditions, physical activity, the rhythm of work and rest, the awareness of the importance of health improvement, knowledge of diseases and harmful effects of alcohol, cigarettes, stimulants, narcotics, etc. can be found in the PE curricula in modern primary schools. The notion of hygiene refers to the awareness of the importance of body cleanliness. Personal hygiene and health hygiene play a "preventative role in maintaining health and improving the quality of life by eliminating the impairment factors by adhering to its rules" (Kragujević, 2006: 150). Primary school children have an increased need for food, so the increased consumption of unhealthy food is a problem. Fast food directly affects muscle mass and how the digestive system works, which has a negative effect on the overall development. This is why physical and health education classes are designed to make students familiar with their own body, its needs, and ways to meet those needs properly. PE lessons should teach students that PA has a positive effect on the digestive system, the skeletal system, the muscular system, the blood system, the nervous system, as well as the endocrine system. PHE classes are of great pedagogical value, because nowadays, health is not only discussed from the aspect of absence of diseases, but from the aspect of functional ability, affirmation and stimulating an active lifestyle. What we are witnessing is that a large number of students do not actively participate in physical and sports activities due to a lack of motivation and interest, which in turn results in numerous deformities as well as in poor functioning of the body as a whole. That is why "a healthy lifestyle" is considered the most important goal of PE in European countries (European Commission, 2013: 21).

When speaking about *the recreational objective of PHE*, it should be emphasized that students start with recreation quite early, from the moment they become able to independently perform certain motor activities. Certain contemporary studies by different pedagogues and psychologists believe that the regular recreational activities of children help to eliminate social and psychological disorders. Therefore, the recreation topic is currently becoming more and more relevant as awareness of the need and importance of exercise and recreation creates healthy habits and foundations which serve as guidelines for the students' future development. "These activities are not only seen as active rest, but participating in them also allows students to acquire knowledge and habits that they will practice in their leisure time as well" (Kragujević, 2005: 124). According to Tobolka & Latov (2000) if children are engaged in sports and regular recreational activities in school and extracurricular programs from early childhood, the ratio of body proportion, muscles and body fat is balanced, but there are also changes in sleep and wake cycles. Recreational activities, therefore, improve cognitive, affective and social development. Through regular sports activities, students learn how to act in competitions, respect their opponents, control their feelings in victory and defeat, learn about fellowship and team spirit.

Bearing in mind the positive effects above mentioned, it is important to emphasize that organized PHE in Serbia mostly takes place in schools in PE classes and in a number of different extracurricular physical and sports activities. The contents of PHE are an integral part of the curriculum and are related to enhancing and improving students' health. The curriculum also includes sections relating to tradition, so national games and

sports are present too, as well as a number of elective physical and sports activities. Given its role and importance, it is important to note that the concept of PE requires continuous monitoring and innovation to keep pace with the ever-changing needs of young people in contemporary society. These tendencies are widespread and manifested in different demands for change such as the following: "some school programs include additional PE classes or additional activities (active breaks, activities before or after classes), others are based on curriculum changes. Increasing frequency and duration is not always possible, given the competitive requirements of the curriculum, so it is important to stimulate PA within classes and breaks, and to develop strategies for more efficient use of PE classes" (Cvejić & Ostojić, 2017: 438). In order to improve the PE of young people in Serbia, one part of the PE program is organized through extracurricular activities (camping, swimming, excursions), organized by sports associations and clubs.

CONCLUSION

Based on the results of the research, the following conclusions can be drawn: 1) Primary school education is characterized by the achievement of the pedagogical, educational, health and hygiene, and the recreational objective of PHE; 2) In practice, the pedagogical objective of PHE was the most frequently recognized, as students see it as a tool to develop their personality; 3) Better operationalization and actualization of the pedagogical objectives of PE depend on raising awareness about its role and importance in boys who, due to their specific development at this age, show less interest in this aspect of physical education. Reduced interest in pedagogical values and a focus on rivalry, a sense of victory and superiority in boys significantly reduces sensitivity to the pedagogical aspect of physical education. In this regard, it is important to raise awareness of the pedagogical values of PE in boys and to put it in the service of proper and overall personality development, 4) Primary school education practice indicates the need for a guided pedagogical and didactic-methodical intervention with regard to reinforcing the health and hygiene, and recreational objective of PE. Although there is no doubt that these objectives will be met, the results nevertheless show that the existing level of their achievement should be improved because these aspects of PE ensure the development of healthy lifestyle abilities, skills and habits that are a prerequisite for proper growth and development of young people; 5) The educational objectives of PHE and their achievement in class are the most sensitive issue of the primary school practice studied. Primary school students do not sufficiently recognize the physical and health education lessons as a tool to acquire knowledge, skills and habits regarding physical activity, and to develop psychological and physical abilities. As this objective creates the basis for a successful achievement of the main goals and objectives of physical and health education, as well as the basis for future lifelong continuing development and education, it is important to act systematically in this field. PE teachers in primary schools should be provided with expert assistance and encouraged to improve their skills which would help them to efficiently meet the educational objectives of PE, by mastering the techniques of indirect influence of education which allow the teachers to convey the necessary knowledge which is the basis of these activities to the students, and the potential for future progress and advancement during various PA; 6) The prerequisite for the quality and success of PHE is an integrated approach to teaching, which implies the unity of pedagogical, health and hygiene, educational and recreational development and improvement of each student.

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FIZIČKO I ZDRAVSTVENO VASPITANJE U SAVREMENOJ OSNOVNOJ ŠKOLI

Sa aspekta razvoja ličnosti, fizičko-zdravstveno vaspitanje (FZV) ima posebnu ulogu i značaj u periodu osnovnoškolskog obrazovanja, kao periodu najintenzivnijeg rasta i razvoja dece. S' obzirom na osobenosti ovog uzrasta i potencijal koji FZV u njemu ima, rad ima za cilj da utvrdi stavove učenika osnovnoškolskog uzrasta o ostavriavanju osnovnih zadataka FZV. Uzorak je nameran i obuhvata 160 učenika petog i osmog razreda. U istraživanju je korišćena trostepena skala procene čiji su se ajtemi odnosili na četiri osnovna zadatka FZV izraženih formulacijama prilagođenim uzrastu učenika. Rezultati sprovedenog istraživanja pokazuju da je u nastavnoj praksi dominantan vaspitni zadtak FZV, dok su zdravstveno-higijenski i rekreativni zadaci manje prpoznatljivi. Obrazovni zadaci FZV i njihovo ostavarivanje u nastavi predstavljaju najosetljivije pitanje istraživane osnovnoškolske prakse. Utvrđeni rezultati su poslužili kao osnova za izvođenje niza zaključaka i pedagoških implikacija usmerenih na unapređivanje istraživanog problema.

Ključne reči: fizičko-zdravstveno vaspitanje, savremena osnovna škola, ličnost, zadaci, osnovnoškolsko obrazovanje