

29 - HEALTH AND MOVEMENT, PHYSICAL AND SPORTS EDUCATION AND TANDEM TEACHING IN THE CURRICULAR REFORM IN SLOVAK PRIMARY SCHOOLS

**BRANISLAV ANTALA¹
LUBOR TOMÁNEK¹
IVETA CIHOVÁ¹
TIBOR BALGA¹
MARTIN DOVIČÁK²
ROBERT POLAKOVIČ¹**

¹Comenius University in Bratislava, Faculty of Physical Education and Sports, Bratislava, Slovakia

²Comenius University in Bratislava, Faculty of Mathematics, Physics and Informatics, Bratislava, Slovakia
branislav.antala@uniba.sk

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Abstract

Health and Movement, Physical and Sports Education and the Tandem Teaching in the Curricular Reform in Slovak Primary Schools

In 2020, a new curricular reform was launched in Slovakia, which in the first phase is focused on primary and lower secondary education in primary school (Antala 2021; Masaryková 2021; Pupala and Fridrichová 2022). In our article, we want to indicate the direction in which the planned changes should go and how they will also affect the educational field of Health and Movement and the subject of physical and sports education: educational field Health and Movement and its focus, the main goals of the educational field, components of the educational field and tandem teaching of physical and sports education and its application in the lower primary school.

Key words: physical education, tandem teaching

Resumen

Salud y Movimiento, Educación Física y Deportiva y la Enseñanza en Tándem en la Reforma Curricular en las Escuelas Primarias Eslovacas

En 2020, se puso en marcha una nueva reforma curricular en Eslovaquia, que en una primera fase se centra en la educación primaria y secundaria inferior en la escuela primaria (Antala 2021; Masaryková 2021; Pupala y Fridrichová 2022). En nuestro artículo queremos indicar el sentido en el que deben ir los cambios previstos y cómo afectarán también al campo educativo de la Salud y el Movimiento y a la asignatura de educación física y deportiva: el campo educativo de la Salud y el Movimiento y su enfoque, el principal objetivos del campo educativo, componentes del campo educativo y la enseñanza en tándem de la educación física y deportiva y su aplicación en la escuela primaria inferior.

Palabras clave: educación física, enseñanza tendem

Résumé

Santé et mouvement, l'éducation physique et sportive et l'enseignement en tandem dans la réforme des programmes dans les écoles primaires slovaques

En 2020, une nouvelle réforme des programmes a été lancée en Slovaquie, qui dans une première phase se concentre sur l'enseignement primaire et secondaire inférieur à l'école primaire (Antala 2021 ; Masaryková 2021 ; Pupala et Fridrichová 2022). Dans notre article, nous voulons indiquer la direction dans laquelle les changements prévus devraient aller et comment ils affecteront également le domaine éducatif de la Santé et du Mouvement et le sujet de l'éducation physique et sportive : domaine éducatif Santé et Mouvement et son objectif, le principal les finalités du champ éducatif, les composantes du champ éducatif et l'enseignement en tandem de l'éducation physique et sportive et son application au premier cycle du primaire.

Mots clés : éducation physique, enseignement tandem

Abstrato

Saúde e Movimento, Educação Física e Desportiva e o Ensino Tandem na Reforma Curricular nas Escolas Primárias Eslovacas

Em 2020, foi lançada uma nova reforma curricular na Eslováquia, que na primeira fase está focada no ensino primário e secundário inferior na escola primária (Antala 2021; Masaryková 2021; Pupala e Fridrichová 2022). Em nosso artigo, queremos indicar a direção em que as mudanças planejadas devem seguir e como elas afetarão também o campo educacional da Saúde e Movimento e o tema da educação física e esportiva: campo educacional Saúde e Movimento e seu foco, principal objetivos do campo educativo, componentes do campo educativo e ensino tandem da educação física e desportiva e sua aplicação no ensino básico.

Palavras-chave: educação física, ensino ágil

Introduction

In 2020, a new curricular reform was launched in Slovakia, which in the first phase is focused on primary and lower secondary education in primary school (Antala 2021; Masaryková 2021). In our contribution, we want to indicate the direction in which the planned changes should go and how they will also affect the educational field of Health and Movement and the subject of physical and sports education. At the end of 2021, the newly formed Central Subject Committee for the Health and Movement educational field at the State Pedagogical Institute prepared a proposal for an innovative focus on the educational field of Health and Movement for three new planned educational cycles of primary school as part of the starting points for changes in the primary education curriculum (Pupala and Fridrichová 2022).

Methodology

In article we use descriptive approach based on analyse of new curricular documents.

Results and discussion

From the document of Pupala and Fridrichoa (2022) we select:

Educational area Health and Movement and its focus

The educational field Health and Movement creates space for the development of movement literacy of students, including the development of lifelong movement competences, with a focus on the acquisition of knowledge and skills related to a healthy lifestyle, movement and sports activity. Students will understand the importance of movement and sports activity in strengthening physical and mental health and will recognize the effect of the performed exercises on the body. The educational field develops the social, emotional, intellectual and ethical side of the students. The educational field is implemented in accordance with the philosophy of an active school through the subject of physical and sports education, daily compulsory physical activities, course forms of teaching, as well as physical activities implemented within the school children 'club. An important mission of the educational field is the creation of a positive relationship of students to regular exercise and sports activities as a necessary basis for the active use of free time.

The main goals of the educational field

One of the main goals of the educational field is to understand the importance of movement as an essential part of everyday life and its impact on mental and physical health. Pupils should perceive physical activity as a primary way of spending their free time. In order to integrate physical activity into everyday life, it is necessary to acquire movement skills in various areas of movement and sports activities, which will subsequently create space for the development of overall movement literacy and lifelong movement competences. At the same time, students should have an idea of their own movement possibilities, they should have the opportunity to learn about the laws of the functioning of the human body and its movement possibilities within the framework of physical and sports education. These can be detected by regular monitoring of physical fitness and general movement performance, which will provide students with the opportunity to obtain information about their own movement possibilities. In this way, motor tests should be presented by teachers.

Components of the educational field

The components of the Health and Movement educational area are based on its characteristics and its goals. The fundamental components are:

- Health and Lifestyle,
- Movement skills,
- Physical fitness and movement performance,
- Sport and physical activity,
- Protection and safety of the life and health of the population.

The Health and Movement educational field naturally includes topics related to health and a healthy lifestyle. After completing primary education, students should understand the importance of movement in relation to promoting health and the balance between physical

and mental stress. **The health and lifestyle** include topics related to healthy nutrition, hygiene, prevention of addictive substances, cold plunge and mental balance. Nowadays, lifestyle is often associated with the concept of wellbeing, which includes many different dimensions. Wellbeing represents the ability to create a long-term feeling of fulfillment and satisfaction in one 's life, which can be achieved and built-in various ways. Sport and physical activity is one of the ways that can be proven to contribute to well-being and mental balance, and in the future it can 273por ti important component of rest and life balance for students.

The prerequisite for an active lifestyle is basic **Movement skills**, which can be considered a key component of this educational field. We understand movement competences as a set of movement abilities and skills that a person possesses in order to move economically and with confidence in various movement situations. In general, movement competences can be perceived as a common movement framework for participation in movement and sports activities, but on the other hand, movement competences are part of our everyday life, such as in walking, running, catching, throwing or maintaining balance. The development of the movement competences themselves is inevitably related to the culture and environment where the individual moves (Antala 2021; Masaryková 2021).

Another important component is **Physical fitness and movement performance**, which are related to the overall resistance of the organism and its ability to adapt to loads, both physical and psychological. We try to motivate students to improve their own level of physical fitness and movement performance, we appreciate their individual progress, the ability to achieve appropriately set goals, and we support the pleasant positive emotions of a sense of success that are associated with it.

Sport and physical activity as another component aim at motivating students to use movement in their free time, whether in an organized or unorganized form. 273por tis a phenomenon that has its own specific potential related to the development of students in various areas. Education and training through sport consists of the integration and implementation of elements of sport so that they can be used for educational purposes and build the personal and social competences of students. During sports education there is room for developing emotional skills and empathy, awareness of one's strengths and weaknesses, learning cooperation and effective communication with diverse people, or constructive resolution of potential conflict situations. The development of mutual respect, solidarity and understanding are educational goals that sport should fulfill through specific sports or movement tasks. Motor performance should not be of primary importance in this case, although it plays a significant role. The goal is for all children to gain experience in sports and be able to actively participate in it.

The purpose of the component **Protection and safety of life and health of the population** is to guide students to protect their health and life, as well as other people, through theoretical and practical knowledge, self-protection skills, providing help to others in the event of a threat to safety, health and life. At an age-appropriate level, it integrates the attitudes, knowledge, and skills of pupils aimed at their own and society-wide safety and the protection of life and health in crises.

One of the ways to apply the mentioned concept in practice is the use of tandem teaching.

Tandem teaching of physical and sports education and its application in the lower primary school

Tandem teaching is a form of management of the teaching process in which the process is conducted simultaneously by two teachers, and which is implemented mainly in the first years of elementary school. In physical and sports education, it can be the class teacher in cooperation with the physical and sports teacher or the class teacher and coach. Both are actively involved in teaching and have clearly divided competences. An example of tandem teaching is the **"Coaches in School"** program implemented in Slovak primary schools in the 1st and 2nd grades from the 2020/2021 school year.

The Coaches in School program, which you can find more detailed information about on the website <https://www.trenerivskole.sk/domov>, is based on the connection of sports that are performed in regular rotation during standard physical and sports education classes. The program, made up of varied movement activities from various sports, creates a relationship with movement activity and the student acquires basic movement habits.

An important principle of the program is that the child is not pressured into a specific sport, on the contrary, we want the child to gradually choose the sport he likes the most. In physical and sports education classes, the goal is to get all children moving in a playful way and to give space and the possibility of realization even to the less skilled ones. Emphasis is placed on cooperation with teachers and their active involvement in the process itself (Dovičák and Koblunický 2022).

The program provides regular internal training, which is the key to maintaining quality and enthusiasm in working with children. The entire program is in cooperation with experts from the academic community, trainers, psychologists, and the founders of the Czech program Coaches in School (Macháček et al. 2021). The program "Coaches in School" is under the auspices of the Slovak government's representative for youth and sports, with the support of the Ministry of Education, Science, Research and Sport of the Slovak Republic.

From the results of the pilot verification (coaches and teachers of the 1st-2nd grades) from the 2020/2021 school year, it follows that 72% of teachers are actively involved in the lessons in the majority of physical and sports education lessons, they are involved in the teaching in every lesson 14% and only rarely is 14% involved. Up to 70% of teachers report an improvement in their children's physical literacy since their participation in the Trainers at School program, and the children expressed the opinion in the majority (92%) that these classes are fun and they look forward to the next class (Dovičák and Koblunický 2022).

In the 2022/2023 school year, 192 schools, 950 classes, 22,000 children, and 150 trained coaches are involved in the program.

Conclusions

Curricular reform in primary schools in Slovakia have aim to increase quality of physical education teaching and creation of motivation of children and youth to physical and sport activities and lifelong participation. Tandem teaching is one way of management of the teaching process in which the process is conducted simultaneously by two teachers, and which is implemented mainly in the first years of elementary school.

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