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# ACTA UNIVERSITATIS MATTHIAE BELII

## PHYSICAL EDUCATION AND SPORT



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**No. 1/2015**



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# **OPINIONS OF 6TH GRADE STUDENTS ON KINETIC GAMES REALIZED DURING PHYSICAL AND SPORTS EDUCATION**

**ADAMČÁK ŠTEFAN**

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## **SUMMARY**

The aim of this work was to determine the views of pupils 6th year to file motion games made for hours of physical education and sports during the research period of 6 months. The results of our work clearly showed that playful activities are for elementary school students increasingly popular activity carried out on hours of physical education and sport. Based on the results we can also conclude that pupils motion games attracts most physical activity and games are the most popular in the preparation and the main part of an hour.

Game in the development of children means improvement of child's physical, motor and cognitive functions. It is a mean of knowing the world, of emotional and social development. In a game, taken as a basic activity the child recognizes function and correlation of the world that surrounds him, as well as function of human relationships in his social universe (Oravcová, 2004). As in childhood, adolescence and even in the older age, game belongs to a category where we do not change only ourselves, but also our surroundings in a much more significant way than we often realize. Through game we resolve conflicts; socialization takes place at a level of a strong live through atmosphere and is changing personality of the individual in an unconscious but simultaneously in a sound and consistent way, we do not often even realize "(Mazal, 1991).

School's physical and sports education is dominated by playful activities in form of kinetic and sport games. The benefit of kinetic games is visible in enriching the lives of students with new activities, acquiring new skills, knowledge, and finally creating new or strengthening already acquired contacts with classmates, as well as teachers. In all its forms

and variations, kinetic games for the most part provide the joy of movement, emotional feeling of action in game, diverting attention from the problems of everyday life and distraction. They promote a sense for team and friendship; have high communication and socialization effect. With proper selection and reasonable course of action, movement games help to win for greater kinetic activity even those students, who for the considerable part of their life did not engage in sports (Argaj, 2011). Players with their movement and thinking activity take an instant opinion on any situation being addressed in the game. These situations are dealt either with special moves, which are pre-established, exercised or also movements which players select or execute based on their own sole discretion and immediate understanding of the situation in the game (Adamčák-Nemec, 2010). Also for these reasons, kinetic games are becoming an excellent teaching tool.

**KEY WORDS:** motion games, sports and physical education, administration, educational resource.

## **OBJECTIVE**

The aim of our study was to assess the views of primary school students on a file of kinetic games regularly conducted during physical and sports education. The article was prepared within solution of the VEGA 1/0758/14 project grant.

## **METHODOLOGY**

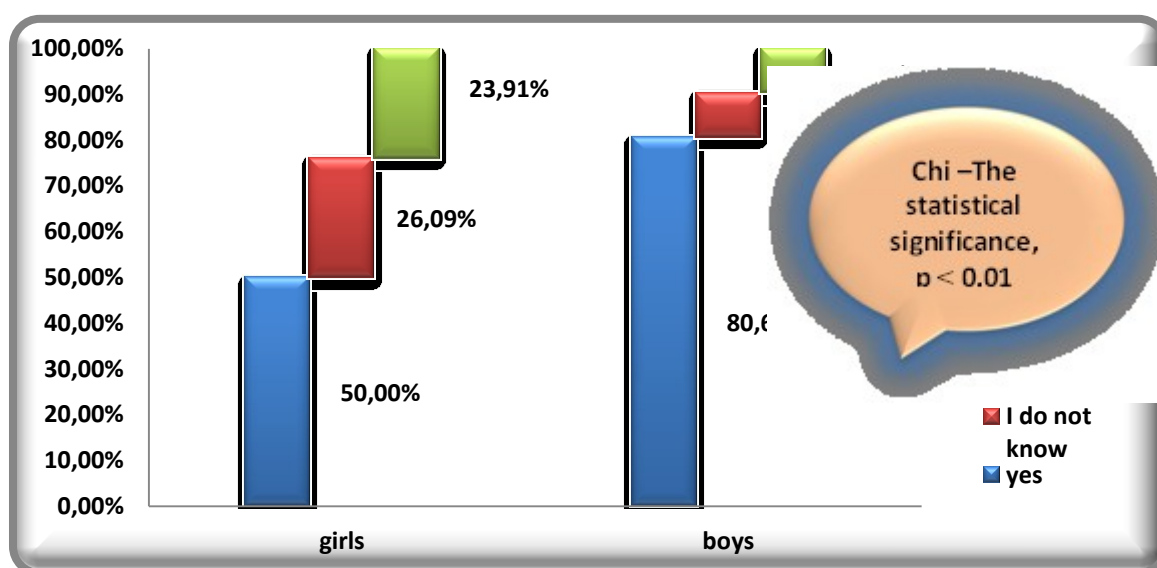
The sample was 6 grade primary school students from the Orava region. Supporting method for obtaining factual material was a survey, which we used as a mean of obtaining feedback from the students on the realized classes during the research. Experimental factor was a set of kinetic games that were regularly applied during physical and sports education. Research sample consisted of 135 respondents. Their closer characteristics are presented in Table 1. Statistical significance was investigated from the perspective of intersexual differences.

**Table 1 Research sample of students - characteristics**

<i>School</i>	<i>boys</i>	<i>girls</i>
<b>ZŠ MUTNÉ</b>	32	25
<b>ZŠ TVRDOŠÍN</b>	42	36
<b>together</b>	74	61

## RESEARCH RESULTS

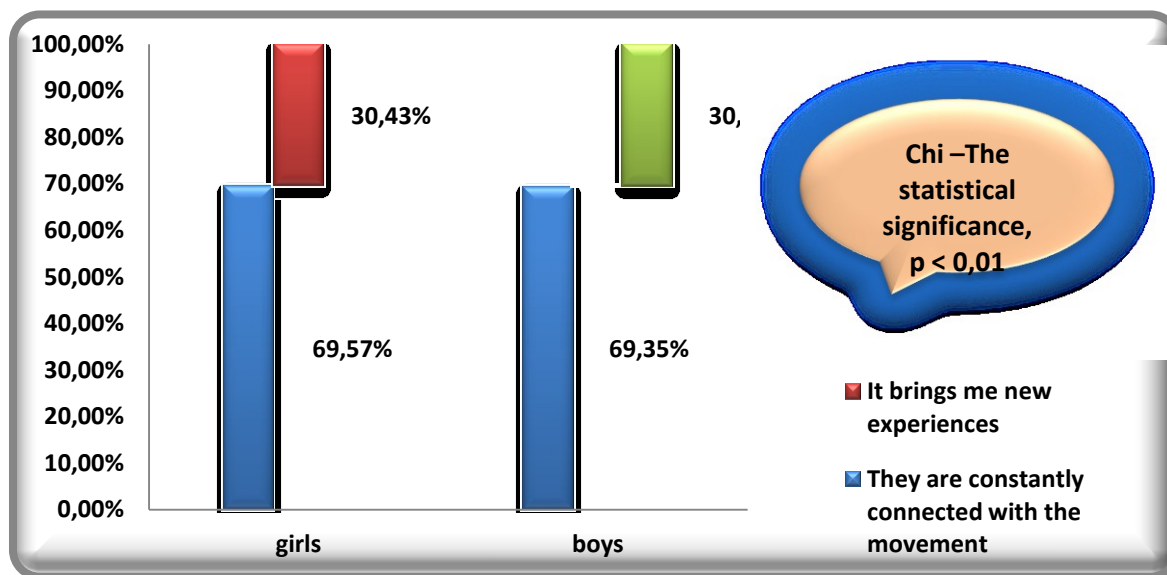
The first question of our survey was to find out whether the school physical and sports education is the most popular subject between the surveyed respondents (Pic. 1). Evaluating the survey results, we found out that school physical and sports education is among the favourite subjects by half of the surveyed female respondents and by 80.65% of male respondents. From the point of intersexual differences, statistical differences in the responses were significant at the level of  $p < 0,01$ . The picture also shows that for 24% of students (boys and girls) the subject of physical and sports education is not among the favourite subjects and thus their relationship to movement as such will be lower. Innovative curricula provide sufficient space for teachers' application of even less used physical activities. It depends primarily on the professional preparedness of teachers and their willingness to implement the less known and unconventional means of physical and sports education in the teaching process (Krška, 2007, Kazimírová, 2008, Baránek-Hrnčiar, 2009).



**Figure 1 Popularity of the physical and sports education subject**

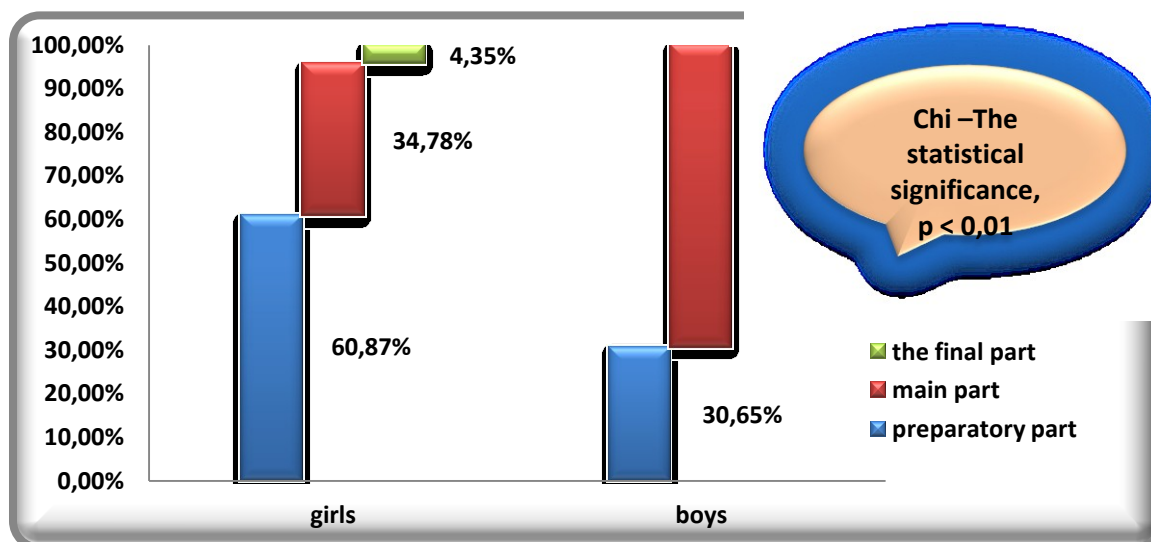
In the next question of our survey, we tried to find out why the students like kinetic games (Pic. 2). As we expected, students (69.35% boys and 69.57% girls) like kinetic games primarily because they are associated with the movement. The remaining percentage of girls (30.43%) replied that kinetic games bring new experience. In boys' responses (30.65%) dominated the response "to compete", in the second place. Also according to Zapletal et al. (1990) games and playful activities help children to satisfy their desire for human society, draw them from loneliness and allow them to communicate with others. Students find in the games new friends but also foes that they may work with or also compete. Games provide

them with exciting and joyful experience; they experience tension of a fight but also blissful moments of victory.



**Figure 2 Popularity reasons for kinetic games among respondents**

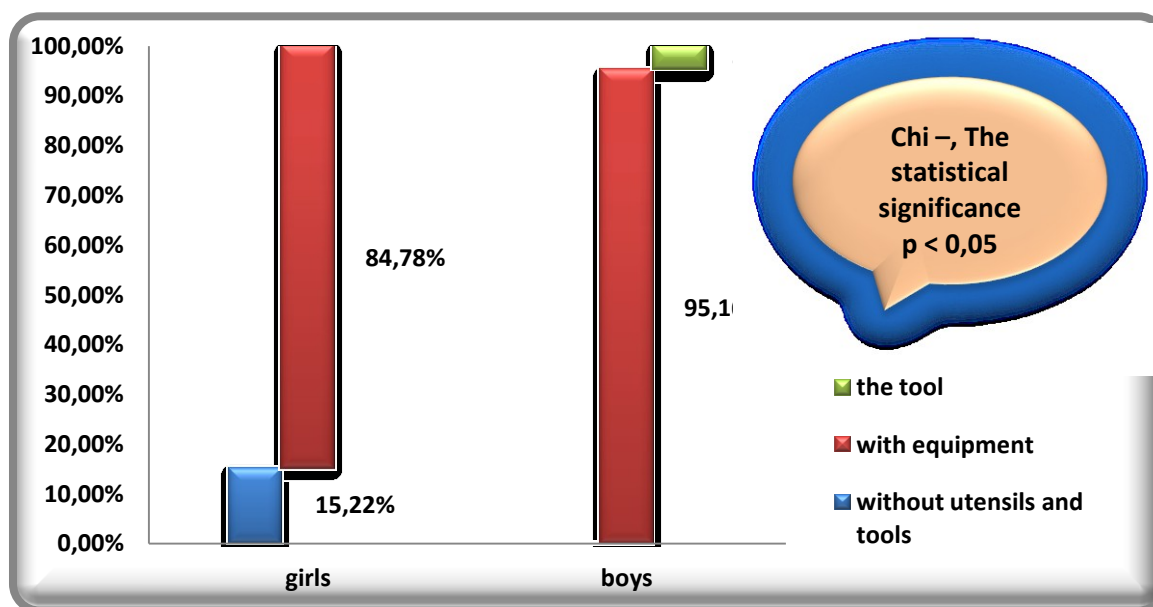
From picture 3 we can conclude that the popularity of kinetic games among surveyed respondents varies through different parts of lessons. Comparing the results, we found out that 60.87% of girls liked kinetic games in the preparation part of lesson, while boys (69.35%) enjoyed the realization of kinetic games through the main part of the lesson. From the acquired results, it is further evident that kinetic games were least popular games in the final stage of the lesson. Evaluating this issue, we gained statistically significant differences in the responses of boys and girls at the level of  $p < 0.01$ .



**Figure 3 Popularity of kinetic games implemented in different parts of the lesson**

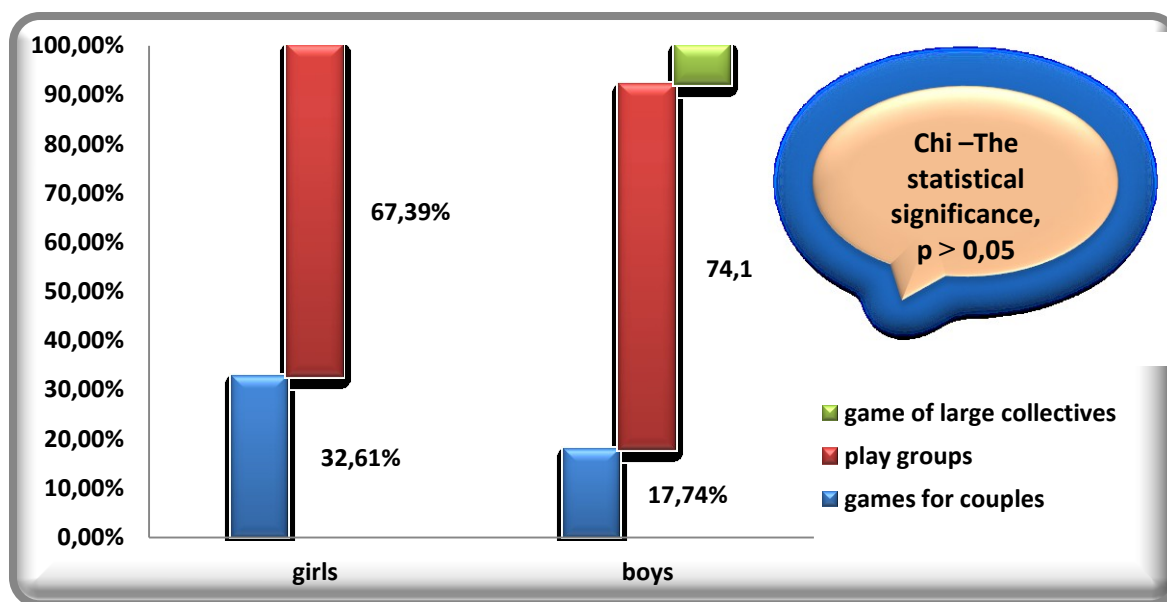
We agree with the opinion of Novotny-Blahutková-Ottmárová (2007) according to which, physical game where students use a variety of tools positively motivates students to

new activities. Therefore, we investigated the following question: which kinetic games in connection with the use - not use of exercise equipment or tools were the most popular among respondents. A clear majority of respondents (boys - 95.16% and 84.78% girls) reported that among the most popular games realized during the research were clearly kinetic games with equipment like balls, skipping ropes, etc... (see Pic. 4). This certainly is also connected with sport games realized through the surveyed hours of physical and sports education.



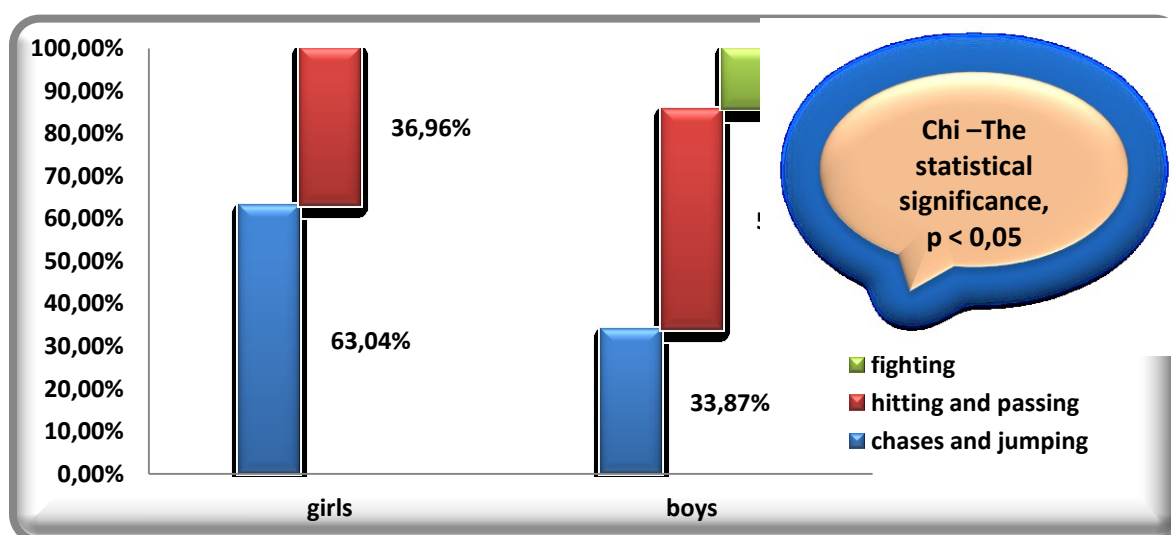
**Figure 4 Popularity of kinetic games which use - do not use tools and equipment**

Many researchers (Novotna-Adamčák, 2002 Peráčková, 2008, Frömel - Bauman, 2006; Adamčák 2009; Kružliak, 2011; Kozanáková, 2011; Michal, 2010) examining the impact of physical games on the learner believe that through physical game students quickly liaise with classmates. This fact should be preferably used during puberty, because according to Vágnerová (2005), in this period the most important group for teenagers is becoming their peer group, which generates the necessary emotional and social support, forms friendships, and first loves. In the group appears hierarchy, which has its leader. During our research, we have pursued not only physical but also individual, pair and group games, even games of big teams. Because of this issue, the fifth question of our survey we investigated was which physical game realized during our research was the most popular from the perspective of our respondents. Evaluating the results, majority of our respondents (67.39% girls and 74.19% boys) claimed group games were among the most popular, what we assumed as well. From the perspective of boys and girls, the answers to this question were not statistically significant.



**Figure 5 Popularity of kinetic games from the aspect of quantitative representation in the game**

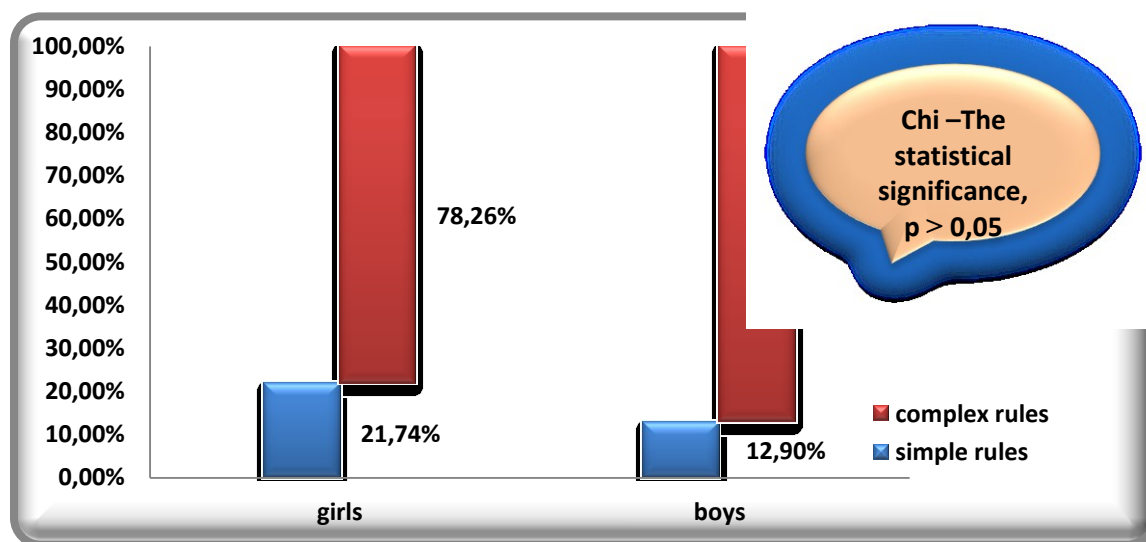
We were creating a package of physical games, and that in a way it included kinetic games of different nature. In the sixth question of our survey, we asked the respondents which kinetic games were during the hours of physical and sports education their most favourite. As you can see in Picture 6, among girls (63.04%) chasing and jumping were the most popular. The most popular in the group of boys were hitting and passing (51.61%). From the perspective of intersexual differences, there were statistically significant responses at the level of  $p < 0.05$ .



**Figure 6 Popularity of kinetic games from the aspect of activity focus in the game**

Every teacher knows that the basis for a successful implementation of a kinetic game is based on its thorough and clear explanation, so that each and every student understands not

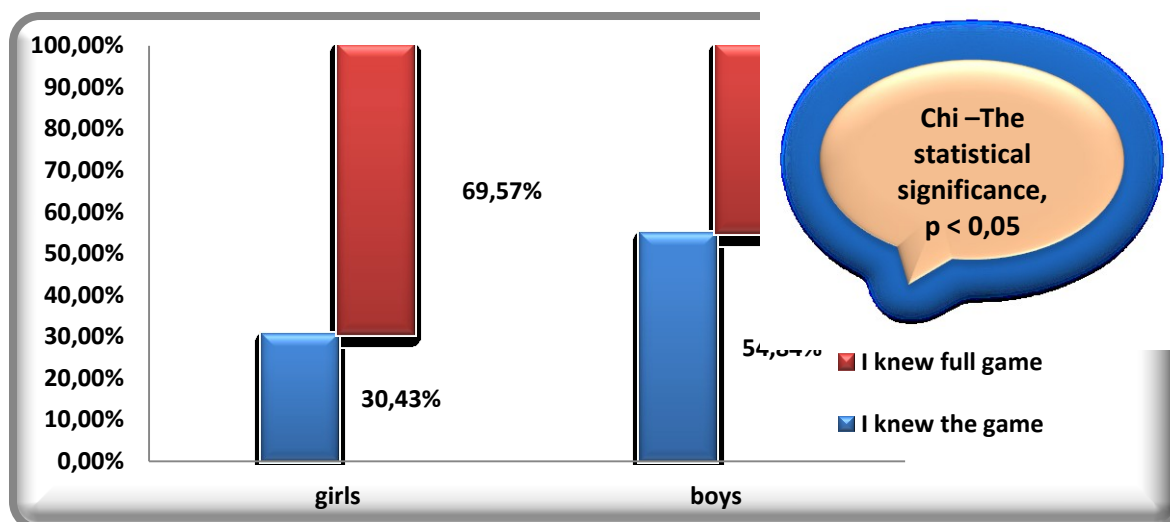
only the rules but also what will be required from him in the game. It is therefore important that every teacher knows his students and adapts the game of choice to age specifics (Mazal, 2000 Argaj, 2001). In our experiment, we tried to apply not only simple kinetic games but also games with more demanding rules. Therefore, other investigated issue was which game among the respondents were the most popular. From the above, it is clear that our respondents were more interested (87.10% boys and 78.26% girls) in kinetic games with more complex rules. Games with simpler rules were interesting only for a small percentage of respondents (Pic. 7). Statistically significant differences in the responses of boys and girls were not recorded. Our recorded facts only confirm the allegations of Argaja (2004) that students at the second level of grammar school gradually begin to be interested in more complex and challenging games, as many of them have the opportunity to play them in their free time.



**Figure 7 Popularity of kinetic gaming from the aspect of game difficulty**

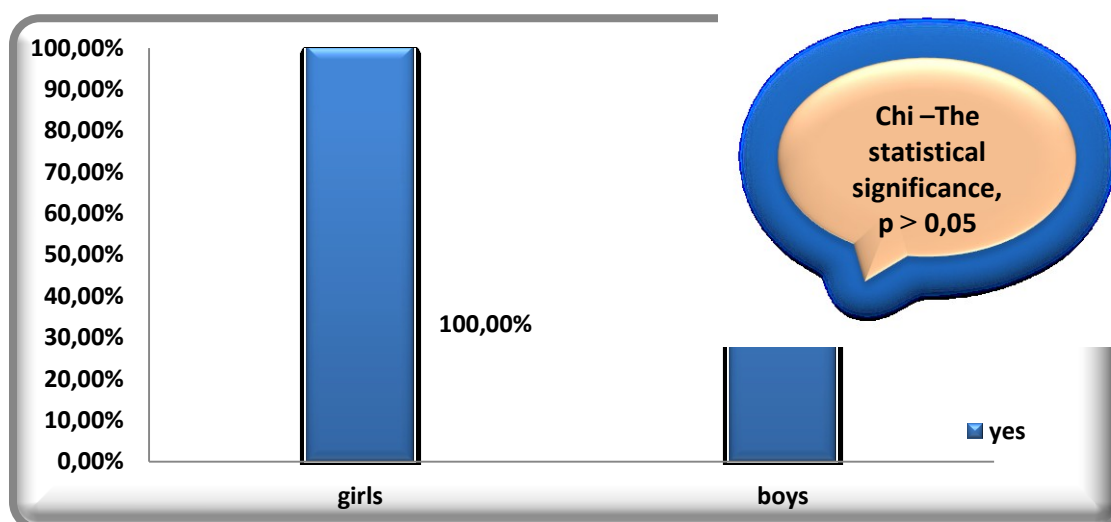
In the penultimate issue the respondents surveyed answered the question if the games implemented during our research were known to them, less known or they have played them for the first time. Comparing the results of boys and girls, we found out that boys more often encounter with kinetic games as we had a rather positive outcome in this response (See Pic. 8). We believe that this is also influenced by the fact that most of the boys are attending sport interest groups. While determining statistical significance from the aspect of gender, we recorded statistically significant differences at the level of  $p < 0.05$ .





**Figure 8 Knowledge level of kinetic games realized during the research**

At the end of our survey, we tried to determine whether students have an interest in the application of regular kinetic games during hours of physical and sports education - for each hour in the preparation, main and final part of the lesson. We have highly appreciated the results we have achieved, since all respondents (as well in the group of boys and group of girls) we recorded a 100% interest in the application of regular kinetic games (Pic. 9). This is a positive finding, as it is a task of each and every teacher of physical and sports education to acquaint students with a wide range of kinetic activities and use them not only as a positive action for motivation but also as a positive mean of achieving the lessons objectives. A remarkable idea was expressed by the author Němec (2002) which states: "People always like to play, voluntarily and gladly and it is highly irresponsible of teachers that activities which students adore are just rarely included in the teaching process."



**Figure 9 Interest in regular application of kinetic games during hours of physical and sports education**



## CONCLUSION

The results of our work clearly showed that playful activities for elementary school students are an increasingly popular activity performed during physical and sports education. Physical and sports education teacher should be a key factor in motivating students from primary schools to carry out regular kinetic activity and help to increase the popularity of this subject physical; and as the J.A. Comenius said: "Teachers should not be like a pillars next to the road that shows where to go but do not move on their own." Jan Amos Comenius already involved games into education and upbringing process as an energizing mean of understanding and managing work activities. Game was taken as a mean through which a child acquires knowledge in a not boring way. In this sense, game becomes one of the most important methods of education (Adamčák, 2009).

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## ZHRNUTIE

Cieľom našej práce bolo zistiť názory žiakov základných škôl na súbor pohybových hier pravidelne realizovaných na hodinách telesnej a športovej výchovy. Výsledky našej práce jasne ukázal, že hravé aktivity sú pre žiakov základných škôl stále populárnou činnosťou vykonávanou na hodinách telesnej a športovej výchovy. Na základe výsledkov môžeme konštatovať, že žiaci majú neustále záujem o pohybové hry a sú najobľúbenejšie v príprave a hlavnú časť vyučovacej hodiny.

**Kľúčové slová:** pohybové hry, telesná a športová výchova, vzdelávacie prostriedky.

# **ATTITUDE AND RELATIONSHIP OF STUDENTS OF TECHNICAL UNIVERSITY IN ZVOLEN TO SPORT NEED IN THEIR FREE TIME**

**BAISOVÁ KARIN - KRUŽLIAK MARTIN**

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## **SUMMARY**

This article deals with the category of college students and their relation to various physical activities and Physical Education at Technical University in Zvolen. We are interested in their own scale of values, reasons for interest or lack of interest in sport and exercise.

**KEY WORDS:** Physical Education (PE), sports and recreational activities, motivation for lifelong sport.

## **INTRODUCTION**

The increasing lack of physical activities, wrong lifestyle, quick time full of unexpected changes and the stress generate negative pressures on human health and open the way towards civilization diseases in each age category. Inadequate compensation of mental exertion by spending free time actively push physical activities to the sidelines so they become useless for the people. More and more often we can see this attitude and therefore it is necessary to create a relationship to regular sport and need of movement as part of the lifestyle since childhood. Of course the success lies in teachers and parents persuasion and support of the physical activity necessity. If we are talking about a group of teachers it is actually on their efforts to develop and promote the relationship to movement during lessons of Physical Education or within courses at primary, secondary school or college.

Nowadays many universities reduce the number of Physical Education lessons or they do not provide it at all. Other universities see PE as voluntary subject without possibility to obtain credits. Somewhere it is credited and sometimes it even acts as a compulsory subject. The students have advantage if the chosen subject is credited because it will help them to reach the number of credits that must be obtained for a certain time period and they also do something for their health.

In terms of PE teacher at university it is an ideal time when his professional acting on the individual (student) can interfere with the forming of personality. One of the many motivating factors for achieving the objective (which may be a change in lifestyle of undergraduate) are sports and recreational activities in school hours or outside of them.

Physical Education at Technical University in Zvolen is not compulsory but it is credited within two optional subjects. Students can choose the type of sport, teacher and also the time of lesson according to our time schedule. Both subjects include two lessons per week. A wide range of sports allows each candidate to choose the sport he did in past or try a new sport.

The value orientation of college students and their interests in the leisure time, attitude to their own health, the importance of physical activity and its impact on every individual has been the research subject of many of our and foreign authors (Bendíková, 2009; Kršiaková, 2009; Kružliak, 2006; Chebeň, 2011; Sigmundová, D. – ZACPAL, J.- Sigmund, E. 2010 a iní).

Similar research was realized at Technical University in Zvolen in the academic year 2010/2011 under the grant VEGA Ministry of Education SR no. 1/0180/10.

## **OBJECTIVE**

Through the questionnaire we wanted to determine the relationship of students of the Technical University in Zvolen to the sports-recreational activities as well as their attitude to the issue of school Physical Education.

## **PROBLEMS AND RESULTS**

The Institute of Physical Education and Sport (IPES) at Technical University in Zvolen, as one of the educational departments, offers courses for all students to register Physical Education optional subject in the form of two separate items:

- Physical education and sport
- Selective sport and health

Each subject has value of 1 credit per semester. One and half hour lessons are held once a week. It is possible to choose from these optional subjects: basketball, volleyball, football, canoeing, swimming, strengthening, aerobics, exercise on fit ball, bouldering, tennis, badminton, table tennis, floorball. IPES offers courses (without credits): skiing courses focused on cross-country and downhill skiing, course of outdoor physical activities, hiking, mountain biking course and movement in nature, course of canoeing and rafting on river Hron.

We realised research conducted within the Ministry of Education grant project VEGA No.. 1/0180/10 at TU in the academic year 2010/2011. This research was focused on the interest of students in physical and recreational activities not only in leisure time but also as optional subject of Physical Education.

We used anonymous questionnaire method. Students answered 14 questions that revealed view of the interest in sports and recreational activities to project research investigators. 15 of 223 questionnaires were discarded for non seriousness when filling.

There were 208 respondents, 137 men and 71 women. Students were chosen from all faculties at TU in Zvolen: Faculty of Forestry, Wood Technology, Faculty of Ecology and Environmental Sciences, Faculty of Environmental and Manufacturing Technology, Whole University Study Programmes.

Completed questionnaires were individually evaluated in terms of sex (men – women), researched students attended 1. and 2. school year.

#### ***MEN:***

The results interpreted in this report are from male respondents.

In determining the order of importance the respondents signed health on the first place, then family, happiness, friendship, money, education and sport and movement were on the 7<sup>th</sup> place.

**Table 1 The priority list of values**

1.	Health	4.	Friendship	7.	Sport and Movement
2.	Family	5.	Money	8.	Recognition
3.	Happiness	6.	Education		

Sport and recreation activities are part of life in 75 % of respondents, 25 % of them belongs to the occasional issues

Surprisingly, 52.63 % of respondents were actively devoted to sport and 47.37 % were not.

The main reasons why respondents still do not actively sport reported that 50.15 % of them are interested in other activities, 41.67 % lack of free time, 8.33% financial problems, 8.33% do not have a suitable partner for sports.

**Table. 2 Reasons to disregard the regular sports**

1.	Interest in other activities	50.15 %
2.	Lack of free time	41.67 %
3.	Financial problems	8.33 %
4.	Do not have a partner for sport	8.33 %

Similar research was done at TU in Zvolen in the academic year 2004/2005.(Kružliak, 2006), where the results showed that at the time 60% of respondents sported regularly, 2% were respondents with a total lack of interest in sport, 22% did not considered regular sports. They justified their total indifference in environment for the sport, missing sport leader and the total indifference and dislike to sports.

In comparison with research Valjent (2004) on sample of students at Czech Technical University (CTU) similar reasons why students do not spend leisure time with physical-recreational activities were revealed. The main reasons students gave were difficult inclusion of Physical Education into the schedule of other subjects 45.9 %, the distance between venues and accommodation buildings CVUT 20.6%, a general aversion to sports activities 14.1 %, a small selection of sport possibilities 12.5 %, not suitable conditions at gym 6.2 %, teacher's approach 0.7 %.

**Table 3 Disregard the movement by Valjent**

1.	Difficult inclusion of PE into the schedule of other subjects	45.9 %
2.	Distance between venues and accommodation buildings	20.6 %
3.	General aversion to sports activities	14.1 %
4.	Small selection of sport possibilities	12.5 %
5.	Not suitable conditions at gym	6.2 %
6.	Teacher's approach	0.7 %

Respondents prefer study in their leisure time than sports, education 41.67 %, work with PC 33.33 %, passive recreation, reading, cultural events, leisure activities in another field, television, etc.

**Table 4 I prefer ..... to sports**

1.	Study and education	41.67 %
2.	Work with PC	33.33 %
3.	Passive recreation	19.25 %
4.	Reading, culture and other activities	5,75 %

Sports and recreational activities preferred in leisure time were mainly fitness and strengthening 66.67 %, hockey (floorball, hockeyball, ...) 58.33 %, skiing 50.25 %, football 43.12 %, swimming 40.33 %, running - jogging, hiking 33.33 %, basketball, volleyball, table tennis 8.33 %.

**Table 5 Interest in sport activities in leisure time**

1.	Fitness and strengthening	66.67 %	5.	Swimming	40.33 %
2.	Hockey (Floorball, hockeyball)	8.33 %	6.	Running – jogging	33.33 %
3.	Skiing	50.25 %	7.	Basketball, volleyball, table tennis	8.33 %
4.	Football	43.12 %	8.	Hiking – cycling	7.92 %

The results of Valjent research (2000) shows us that students at CTU prefer cycling, running, jogging, swimming, fitness enhancing, football, hiking, skiing, tennis, basketball and volleyball.

**Table 6 Interest according to Valjent research**

1.	Cycling	4.	Fitness enhancing
2.	Running - jogging	5.	Football, volleyball, basketball
3.	Swimming	6.	Hiking, skiing

The frequency of respondents spending their leisure time by sport and recreational activities was: 1 x 16.66 %, 2 x 25 %, 3 or more times 50 %, do not sport 8.33 %.

The reasons for choosing optional subject Physical Education to their schedule were: exercise and sport as part of the life of 51.25 %, form of health support 49.16 %, body forming and regulation 41.67 %, a suitable form to fill free time between teaching blocks 25.43 % of respondents.

Respondents prefer these activities from the sports within hours of Physical Education: badminton 91.67 %, strengthening and fitness 83.33 %, 66.67 % football, volleyball and table tennis to 33.33 %, 25.12 % swimming, basketball 16.67 %, bouldering, tennis and hockey less than 10 %.

**Table 7 Interest in sports offered by IPES at TU**

1.	Badminton	91.00 %	5.	Swimming	25.12 %
2.	Strengthening and a fitness	83.33 %	6.	Basketball	16.67 %
3.	Football	66.67 %	7.	Floorball	12.21 %
4.	Volleyball and table tennis	33.33 %	8.	Tennis	10.03 %

Respondents would welcome wider offer within hours of Physical Education. They would like to attend sports as hockey, shooting and hiking.

66.67 % of respondents would like to have PE lessons more times a week, while 33.33 % are satisfied with one lesson during the week.

66.67% of the respondents sport in their leisure time, occasionally 25 % and 8.33 % do not sport outside school lessons.

In terms of time respondents would prefer to have lessons of PE in the early evening 51.25 %, 23.75 % in the afternoon, 16.67 % in the morning, 8.33 % in the evening.

**Table 8 Inclusion of PE in terms of time**

1.	Early evening	51.25 %
2.	Afternoon	23,75 %
3.	Morning	16.67 %
4.	Evening	8.33 %

16.67 % of respondents consider Physical Education within school lessons as a motivation to further sports, 75 % did not know, 7.83 % sported regularly before the start of university, 1 % do not consider PE as a motivation.

### **WOMEN:**

The largest group of respondents study at the Whole University Study Programme. Compared to men, the most of them study at Faculty of Wood Technology and Sciences. The reason is the economic direction of Whole University Study Programme which are women - girls interested in. The average age of our research group is 21.6 years.



The priority list of students values shows the leading positions of family, health and friendship. Followed by happiness, education and money and at the end we find sport and recognition. Female students are aware of the fact that health is part of a satisfied life but need to take care of the health through sport does not feature among them as one of the leading options. Explanation lies in their choice where more important is happiness, education and money, what belong to student life at the college (pass the test, lack of funding for the study and successful completion of their study). That is why sport is behind these values.

**Table. 9 The priority list of values**

1.	Family	4.	Happiness	7.	Sport and Movement
2.	Health	5.	Education	8.	Recognition
3.	Friendship	6.	Money		

None of the respondents considered movement, sport and recreational activities unnecessary to life which of course pleased us. But only for 39.22 % students physical activity is a part of life. More than 60% of them do this kind of activity rather occasionally.

In comparison with a sample of men in which 75% consider the movement and sport as part of their lives we can see that women are less active in this area. However in past there was 45.1% of women who sport actively especially in individual sports - swimming, athletics, aerobics, fitness, skiing, hiking, table tennis. Team sport they liked were handball and volleyball.

Generally there is decrease of physical activity in all age categories. Our respondents are not exceptions. The evidence in tabel.10

**Table 10 Reasons to disregard the regular sports**

1.	Lack of free time	49,02 %
2.	Do not have a partner for sport activities	21,57 %
3.- 4.	No place to sport	19,61 %
3.- 4.	Preference to other activities	19,61 %

The main reasons to disregard the regular sports are lack of free time, missing partner for sport activities, no adequate place to sport, preference to other activities and lack of money. We are pleased to know that no respondent claims the sport does not have a sense and it is useless. We think that students have enough knowledge about positive effect of

movement and sport to health and human body and their current attitude towards physical activity is only temporary.

When comparing our results with the results of more detail research of Czech author Valjent (2010) we face the similar reasons that do not allow students to engage in active physical activity. The highest percentage of Czech respondents had lack of free time and they miss the partner with whom they would sport.

**Table 11. I prefer ..... to sports**

1.	Study and education	47.06 %
2. - 3.	Work with PC	31.37 %
2. - 3.	Music	31.37 %
4.	Culture and other activities	25.49 %

Respondents prefer different kinds of activities to sports in their leisure time, they are documented in Chart n. 11. It is obvious that the majority of respondents (47.02%) spend leisure time by daily preparation and education in university studies. Many students are dedicated to sedentary activities: music and computer work represent more than 30% of respondents. More than 20% of them use offer of various cultural events, reading or watching television. Nearly 10% - which we consider a high representation - rest passively doing nothing at all. Others deal with the creative and leisure activities in another field.

Students interest in various sports, physical and recreation activities in their leisure time are given in Chart n. 12.

**Table. 12 Interest in sport activities in leisure time**

1.	Swimming	50.98 %	5.	Aerobic	35.29 %
2.	Hiking	48.95 %	6.	Volleyball	26.01 %
3.- 4.	Skiing	39.05 %	7.	In-line skating	22.11 %
3. - 4.	Badminton	39.05 %	8.	Jogging	19.79 %

Most preferred sport chosen by more than a half of the respondents (50.98%) is swimming. Obviously, the individual sports are much preferred than team sports, especially swimming which has a high representation and has popularity among students as hiking, skiing and aerobics. Today sports industry offers a wide range of different types of dance and fitness. Therefore 35.29% of our female respondents are interested in it.

Team sports are successfully represented only by volleyball - 25.49%. Basketball, handball, floorball, football and hockey are at the end of the chart. The main reason is sample of students used for the research because interest in these team sports is quite rare for female students. In the male sample my colleague Kružliak evaluated the results of questionnaires and it confirmed our assumption. The respondents preferred bodybuilding, followed by hockey and floorball, football, basketball and volleyball.

7.84% of respondents do not sport at all during the week. Most of the respondents sport twice a week - 39.22%, or only once a week - 37.25%. 15,69% sport three times a week, which is less in comparison with the results from the Czech Republic. Valjent (2010) indicated an average of 17% students who sport three and more times a week in the first and higher grades.

The second part of the questionnaire was focused on Physical Education as an selective subject at TU in Zvolen. We were interested in the reason for choosing this subject. We found that exercise and sport is part of life only for 7.83% of students which is too little in comparison with a men sample where this option is chosen by 50% of them. We are not pleased that 13.73% choose the PE just because of credits. On the other hand we are pleased with the fact that 37.25% of the women see PE as a form of health and fitness support, 31.37% can see it as appropriately and comfortably spent time between lessons and 29.41% see the opportunity to shape and modify their figure at lessons of PE.

Our research sample shows interest in various sports we offer.

**Table 13 Interest in sports offered by IPES at TU**

1.	Bodybuilding and a fitness	83.33 %	5.	Swimming, table tennis	5.88 %
2.	Aerobic	29.41 %	6.	Bouldering	3.92 %
3.	Badminton	27,45 %	7.	Hiking	1.96 %
4.	Volleyball	7.81 %	8.	Basketball	1.96 %

Girls did not show the interest in tennis, football, hockey and non-traditional sports. First place is clearly in favor of fitness which is chosen because of bodybuilding, figure shaping, strengthening and possibilities of getting more familiar with compensation and relaxation exercises. They like music and dancing with fitness exercises. Therefore aerobic is second. The next is badminton which is becoming more and more popular every year. Some students would welcome the offer of yoga, gymnastics and shooting lessons in our PE.

62.75% students prefer lessons of PE in the morning. 17.65% in the afternoon and the same percentage in the early evening. This evidence is in Chart n. 14. But it does not suits

them in the evening time. Our institute offer various lessons in different day time during whole week. We wondered how many students took the advantage of choosing the sport in time which fit them. More than 35% say they would definitely use the offer, occasionally 37.25%, 17.65% was not sure and 9.8% answered negatively.

Physical Education as an optional subject takes place mainly in the morning and students have the opportunity to attend lessons more times a week. It will be appropriate to continue this way with plans to extend the offer of a new (archery, in-line skating) and old-new sports (hiking, cycling, non-traditional sports).

**Table. 14 Inclusion of PE in terms of time**

1.	Morning	62.75 %
2. -3.	Afternoon	17.65 %
2. -3.	Early evening	17.65 %
4.	Evening	1.95 %

Outside the PE lessons 56.86% students sport in their free time. This fact surprised us even though more than 43% of the others do physical activity only occasionally. It is encouraging that more than a quarter of respondents were motivated by PE to regular physical activity also outside of PE lessons. Our goal will be to still increase this indicator and convince students about the need for regular exercise and sport which should be part of their lives.

## CONCLUSION

From The respondents answers we found that students at Technical University in Zvolen like sports. Regular exercise is a part of life for most of them and they would welcome if they had created better condition to visit gym more often within hours of Physical Education. In comparison, this report presents results of Valjent research (2004) on sample of students in higher grades at Czech Technical University where Physical Education is included in the first and second year as a compulsory subject. The research results show several reasons why students exercise and sport more in in higher grades of study:

- a) they found related group of students to organize sport at higher grade of their study,
- b) many kinds of sports today are also a question of money, students in higher grades have more money,
- c) during their study they took few extra pounds to their weight, so they deal with it trying to do something,

- d) students in higher grade can better organize their time,
- e) compulsory Physical Education in the first and second year really help them to kick off the need for regular exercise which they realise in next years in form of sports activities according to their preferences and needs,
- f) they realize that school lessons are free, offered in great variety and because of it they try to use it,
- g) today they know sport helps them physically, mentally, improve their health, sport is the best relax and they also learn faster,
- h) they understand that it is almost time for final decision about their future careers, physical appearance, fitness and health disposition will help them to get the best work position.

It is difficult to compare the conditions of higher education in the Czech Republic where Physical Education at most schools is a part of study in the first and second year with the conditions of Slovak universities where the scheduling of Physical Education is diverse (as a compulsory subject, the subject with credits, no credit subject, or subject with other limitations). However one thing was confirmed in research findings. Young people do not lose their taste in sports, they realize the need of sport as a lifelong activity and they are willing to accept the subject of Physical Education as part of the study. All the researches show that the movement nowadays is not a basis of healthy lifestyle for the majority of the population.

Sport and movement in the hierarchy of values among students in Zvolen did not occupy a prominent position, but clearly it is valuable for their health. Through physical activities and applying the proper lifestyle it is possible to keep your health, 40% of students believe it. Therefore we try to continuously increase the percentage of "sport active" students, to increase their endurance, enhance health and compensate the mental burden by physical exertion.

Our results are important to select the best-fit offers, content and timing of PE lessons for students at TU in Zvolen. We have to accept decrease in interest of students in team sports such as basketball, handball, football. We will not exclude these sports, just reduce the number of hours in the schedule. We will try to offer them attractive new sports or to widen the range of sports. The primary task is to attract the student in regular exercise, have wide range of different types of sport, time, space and the necessary material, organize courses, sport events and competitions within the university and its representation at home and abroad.

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## **POSTOJE A VZŤAH ŠTUDENTOV TECHNICKEJ UNIVERZITY VO ZVOLENE O ŠPORT VO SVOJOM VOĽNOM ČASE**

### **ZHRNUTIE**

Článok sa zaoberá kategóriou vysokoškolákov a ich vzťahu k rôznym pohybovým aktivitám a telesnej výchove na Technickej univerzite vo Zvolene. Autori zisťovali záujem o pohybové activity a ich vlastný rebríčku hodnôt, dôvody záujmu o šport a cvičenia.

**KLÚČOVÉ SLOVÁ:** Telesná výchova, športové a rekreačné činnosti, motivácia k celoživotnému športu.

# **SPORTS CONTACTS OF FEMALE COMPETITORS FROM CZECHOSLOVAKIA AND POLAND IN 1920S IN THE LIGHT OF POLISH SPORTS PRESS**

**DROZDEK-MAŁOLEPSZA TERESA**

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## **SUMMARY**

The aim of this article has been to present sports contacts of competitors from Czechoslovakia and Poland in 1920s in the light of two sports magazines: "Przegląd Sportowy [*Sports Review*]" (from the years 1921-1930) and "Start" (from the years 1927-1930). Czechoslovakia and Poland were members of the International Women's Sports Federation. Women's sports competition between Czechoslovakia and Poland intensified mainly in the 2nd half of 1920s. Women of the two Slavic countries competed mainly in sports games, athletics, skiing, swimming, tennis and in other sports disciplines. Sports competition, especially at the international level, resulted in the development of athletic performance. The exhibited sports level in individual disciplines, of female representatives of Czechoslovakia and Poland, was quite high. Specifically, this was true of sports games (Czech handball, basketball), as well as athletics.

**KEY WORDS:** Women's sport, Czechoslovakia, Poland, 1920s, sports press

## **INTRODUCTION**

The aim of this paper is to present sports contacts of female competitors from Czechoslovakia and Poland in 1920s in the light of Polish sports press. As far as the state of research is concerned the most important are publications by Teresa Drozdek-Małolepsza (Drozdek-Małolepsza 2012; Drozdek-Małolepsza 2013a). These publications relate to the subject of the article only to a minor extent. The paper has been prepared with the use of the preliminary research into Polish sports magazine "Przegląd Sportowy" from the years 1921-1930 and "Start" from the years 1927-1930. Sports competition of female competitors from



Czechoslovakia and Poland intensified mainly in the 2nd half of 1920s and primarily referred to sports games, athletics, swimming and skiing.

## **METHODS AND RESEARCH PROBLEMS**

The research has used the following methods: analysis of historical sources, induction, deduction, synthesis, and the comparative one. The following research areas have been put forward:

1. In what sports disciplines did female representatives of Czechoslovakia and Poland compete?
2. Did the level of women's sport in Czechoslovakia and Poland increase in 1920s?

## **RESEARCH RESULTS**

In the issue 30 of "Przegląd Sportowy" from 1921 a piece of information was published concerning the establishment of the the International Women's Sports Federation - IWSF ("Przegląd Sportowy", 1921, no. 30, p.15). The Federation was set up in Paris, and its signatories were representatives of the following countries: Czechoslovakia, France, Spain, USA and United Kingdom. It was an important event in terms of organization, contributing to the development of women in Europe and in the world (Drozdek-Małolepsza 2013b). In Czechoslovakia an independent federation of women's sport operated, while in Poland the establishment of such a federation in the period discussed met with no success (Drozdek-Małolepsza 2014b). Poland was a member of IWSF. In 1928 IWSF included: Belgium, Estonia, France, Japan, Luxembourg, United States, Switzerland, United Kingdom, Italy - in these countries there were independent national federations of women; Argentina, Austria, Czechoslovakia, Greece, the Netherlands, Yugoslavia, Canada, Lithuania, Latvia, Germany, Poland, South Africa, Sweden - represented by men's national athletics associations ("Start", 1928, no. 22, p.10; Drozdek-Małolepsza 2012).

An important event for the organization and development of women's sport was the Congress of IWSF, held during the Women's World Games in Gothenburg in August 1926. ("Przegląd Sportowy", 1926, no. 37, p.3). The session, chaired by Alice Milliat, was attended by representatives of the following countries: Austria, Belgium, Czechoslovakia, France, Japan, Latvia, Germany, Poland and Sweden. At the Congress it was also decided that the 3rd Women's World Games would be held in Prague in 1930. On 11 January, 1928, in Amsterdam, a meeting of IWSF was held. During the meeting, activists of IWSF appointed persons to referee women's competition in athletics at the Olympic Games (OG) in

Amsterdam (1928). The following referees were appointed: Lynn (United Kingdom), Passavant (Germany), Valousek (Czechoslovakia) and Capt. F. Sterba - Poland ("Przegląd Sportowy", 1928, no. 3, p.5).

On the pages of the May issue of "Przegląd Sportowy" of 1929 information was published on the programme of the 3rd Women's World Games (WWG) to be held in Prague in 1930. ("Przegląd Sportowy", 1929, no. 27, p.6). The programme of WWG included athletics competitions: 80 m hurdle race, 60 m run, 100 m run, 200 m run, 800 m run, long jump, high jump, shot put, discus throw, javelin throw, 4 x 100 m relay and athletic triathlon (100 m run, javelin throw, high jump). Every country could enter two sportswomen in each competition (except for the relay race, where every country could enter one team). In addition, the programme of WWG included sports games: Czech handball and basketball. As we read in the magazine: "The tournament will be held with the use of the cup system, in the American and European zone, and the winners will fight the final battle in Prague during the 3rd Women's Games" ("Przegląd Sportowy", 1929, no. 27, p.6).

The most important sports event in 1930 attended by women was WWG in Prague. In the May issue of "Przegląd Sportowy" from 1930, we find information about entering the following representations in WWG: Austria, Belgium, Czechoslovakia, Estonia, Japan, Yugoslavia, France, the Netherlands, Latvia, Germany, Poland, Switzerland, Sweden, USA, United Kingdom and Italy ("Przegląd Sportowy", 1930, no. 37, p.6).

Starting from 1929 national teams of Czechoslovakia and Poland and club teams competed in team games. The national Czech handball team of Czechoslovakia in 1929 came to Poland for matches with the team of Łódź and Warsaw, achieving victories. A year later (1930) the team of Czechoslovakia - "Victoria" Żiżków beat in Warsaw teams of Students' Sport Association (SSA) Warsaw (5:3) and "Polonia" Warsaw - 8:2 ("Start", 1930, no.12, p.12). As editors of "Start" write: "Matches with female players from Czechoslovakia have been played several times so far always with a negative result for Polish women, which is quite understandable: in Czechoslovakia Czech handball is a national game played for many years" ("Start", 1930, no. 12, p.12). In addition, in press reports female Czech handball players from Czechoslovakia were "presented" as players with better technique of playing, faster and finer passes and better game tactics. Polish Czech handball national team participated in WWG in Prague ("Przegląd Sportowy", 1930, no. 73, p.2). The Polish team suffered a crushing defeat to Czechoslovakia (0:17) and lost to Yugoslavia. The team of Czechoslovakia took the title of the world female champions defeating Yugoslavia (9:5) in the final.

The final tournament of the European Championships in women's basketball was held in 1930 in Strasbourg (France). In the match for the entrance to the final tournament, which was played on 12 July 1930, the Polish national team beat Czechoslovakia 14:8 ("Przegląd Sportowy", 1930, no. 57, p.2; "Start" 1930 no. 14, p.11). The team of Czechoslovakia included: Ulbrichova, Brabcova, Houskova, Jandourkova, Topolcanova and Capova. The following day – July 13 – the final match was held, in which teams of France and Poland met. The match ended with the victory of the French female players 33:17. The team of female European champions was composed of: Lunnet, Marinnet, Moreau, Radideau, Roche, while the Polish team was represented by: H. Czerska, Irena Jaśnikowska („Jasna”), Kwaśniewska, B. Połomska, J. Wolicka and H. Woynarowska („Przegląd Sportowy”, 1930, no. 55, p.2; 1930, no. 58, p.1). The best team in Europe - France appeared in the final of WWG in Prague in 1930 competing with the best team from the American continent - Canada ("Przegląd Sportowy", 1930, no. 74, p.2). The Canadians won 18:14 (14:8).

In 1920s sports competition of female athletes from Czechoslovakia and Poland was established. The result of these activities was an increase in athletic performance. In May 1925 in Brno (Moravia, Czechoslovakia) international athletics competition took place with the participation of 50 female athletes from 10 sports clubs ("Przegląd Sportowy", 1925, no. 21, p.8). The competition was attended by Polish women, members of clubs and associations from Warsaw: Students' Sport Association (SSA), "Polonia" and the Gymnastic Society (GS) "Falcon", achieving results at a good level. In the 200 m run a female athlete from Czechoslovakia - Prokosova won ahead of Helena Wojnarowska (Poland); in 83 m hurdle race athletes from Czechoslovakia - Vidlakova (15.0 sec.) and Lidia Havlickova (15.1 sec.) were the winners, the 3rd place was taken by Smidówna - Poland (15.2 sec. - the best result in Poland); in 4x75 m relay the 1st place was taken by "Slavia" Brno, ahead of "Polonia" Warsaw relay; the high jump competition winner was a female athlete from Czechoslovakia - L. Havlickova (137 cm), Witkowska (134 cm - the best result in Poland) was ranked in the 2nd - 4th place; in long jump Smolova - Czechoslovakia (489 cm) was the winner, Lubecka from Poland took the 4th place with the result of 430 cm; the shot put competition winner was Vencova - Czechoslovakia (926 cm), Halina Konopacka took the 2nd place (906 cm - the best result in Poland); the winner of discus throw was Olmerova - Czechoslovakia (27.58 m), the 3rd place went to H. Konopacka (27.05 m).

During the 2nd Women's World Games in Gothenburg in 1926 H. Konopacka took the 3rd place in shot put with both hands (3628 g. - weight of the shot) with the result of 19.25 m.

The first place in this competition was taken by a female athlete from Czechoslovakia - Maria Vidlakova (19.54 m).

Sports competitions were played on the occasion of the All-Slavic Falcon Rally in Poznań in 1929. ("Przegląd Sportowy", 1929, no. 38, p.30; "Start" 1929 no. 14, p.6). The competition was attended by athletes of "Falcon" from Czechoslovakia, Yugoslavia and Poland, and the Polish "Falcon" in exile. For the first time in Poland Stanisława Walasiewicz gave a performance, achieving very good results. S. Walasiewicz took the 1st place in the following competitions: 60 m run (7.8 sec.); 100 m run (12.6 sec.); in long jump (504 cm). In other competitions, the best results were obtained: in the 80 m hurdle race - Pospisilova (12.8 sec.) - Czechoslovakia; in high jump - J. Janowska (140 cm) - Pabianice; in discus throw - Mierkis (32.14 m); in shot put - Schabińska (939 cm); in javelin throw - Peskova (27.36 m) - Czechoslovakia, in the 4 x 75 m relay female athletes from "Falcon" of Czechoslovakia. Female falcons of Czechoslovakia (250 women) also participated in gymnastic shows and sports competitions in gymnastics and swimming. In sports competitions in gymnastics and swimming the winners were female falcons from Czechoslovakia ("Start", 1929, no. 14, p.6). On 24 - 30 June 1930 in Belgrade the All-Slavic Falcon Rally was held ("Start", 1930 no. 15, pp.7-8). As part of the rally women's competitions in gymnastics and athletics were conducted. The best in sports competitions proved to be female falcons from Czechoslovakia, among others: Lorencova, Dekonova and Jaruckova.

In 1929 the first ever international match in women's athletics Poland - Czechoslovakia was held ("Przegląd Sportowy", 1929 no. 53, p.1). The competition ended with the victory of Polish women (72.5:32.5). S. Walasiewicz greatly contributed to this success with her win in the 60 m run (7.6 sec. - equalized world record); in the 100 m run (12.8 sec. - result better than the Polish record); in the 200 m run (26.6 sec. - result better than the Polish record) and together with A. Breuer, A. Hulanicka and W. Sadkowska - in the 4 x 100 m relay (51.8 sec.). In other competitions of the match, the best athletes were: in the 80 m hurdle race - F. Schabińska (13.1 sec.); in the 800 m run (2.34 min.); in javelin throw and shot put (10.33 m) - I. Jaśnikowska "Jasna"; in discus throw - H. Konopacka (35.94 m); in long jump - Ronsarova (Czechoslovakia - 506 cm); in high jump - J. Janowska and S. Krajewska (Poland) and Homdova and Tomankova) shared the score achieving 146 cm.

Female skiers from Poland and Czechoslovakia had quite numerous contacts. In Vesterov (Czechoslovakia) in February 1923 the 9th International Skiing Competition took place. In the women's ski run the winner was M. Bialek. The best Polish woman - Hanna Schielowa (Skiing Section of the Polish Tatra Association – SS PTA), took the 3rd place

("Przegląd Sportowy", 1923, no. 6, p.15). A year later, on 22 February 1924 in Vesterov another international skiing competition was held („Przegląd Sportowy”, 1924, no. 9, pp.12-13). The ski run was attended by 8 women. The first three places were taken by female competitors from Czechoslovakia. The winner was Schwager ahead of Gruda and A. Szczepański. The 4th place was taken by Wanda Dubieńska. The organizer of the sporting event was the Carpathian Society of Kežmarok (Drozdek-Małolepsza 2014a).

In 1925 Elżbieta Ziętkiewicz won the international ski competitions in Stary Smokovec (Czechoslovakia) in the 4 km ski run ahead of Reichard (Karpathenverein) and E. Heinz - Opava ("Przegląd Sportowy", 1925, no. 3, p.12 ). In other skiing competitions - the 9th International Tatras Championship Competition, organized in Vesterov on 27 - 28 February 1925, female skiers from SS PTA participated: H. Leszczyńska, J. Sawczak, H. Schielowa and E. Ziętkiewicz („Przegląd Sportowy”, 1925, no. 10, p.12). In the women's 6 km run E. Ziętkiewiczowa gave a very good performance taking the 1st place, the 2nd place went to Anna Szczepański (HDW), and the 3rd one to - Grethe Grude (HDW). In the girls' ski run (age category 14 - 16 years of age) Polish competitors proved to be the best ones - H. Leszczyńska and J. Sawczak.

Polish female representatives once again took part in the competition held annually in Czechoslovakia "For the championship of Tatras" in Vesterov (Stary Smokovec) in January 1926. The competition was organized by the Carpathian Society. In the women's 4 km ski run the winner was Janina Loteczka (14.34 min.), the 2nd place went to Jolesch (Vienna - 18.33 min.), while the 3rd one to - Ledlinsky (Opava - 24.13 min.). The commentary to the event reads as follows: "Mrs Loteczka today is already becoming, thanks to strenuous training, one of the best Polish competitors" ("Przegląd Sportowy", 1926, no. 3, p.5). During the next international ski competitions - held in 1927 - in Vesterov (Stary Smokovec), the 1st place in the 3km ski run was again taken by J. Loteczka, the 2nd place went to Szczepańska (Cieszyn), and the 3rd one to - Thorn - Vesterov ("Przegląd Sportowy", 1927, no. 9, p. 2). Another Polish female skier - Elżbieta Ziętkiewicz won the 3.5 km women's run in Vesterov (Stary Smokovec) in the competition held in 1928 („Przegląd Sportowy”, 1928, no. 10, p. 3). The run was attended by 17 competitors.

On 12 - 13 January, 1929 in Zakopane winter sports competitions of the Union of Slavic Falcon Movement -USFM took place ("Przegląd Sportowy", 1929, no. 3, p. 2). The women's ski run was attended by competitors from the skiing division of GS "Falcon" in Zakopane and Female Falcons from Czechoslovakia. The competition ended with a decisive victory of B. Staszek-Polankowa. The consecutive places were taken by: the 2nd place-

Ganstelnova (Czechoslovakia), the 3rd one - Hanna Gregorova (Czechoslovakia), the 4th one - Zofia Lorenc (Poland), the 5th one - B. Nemecka (Czechoslovakia).

The most important competitions in the 1929 ski season were those of FIS held at the beginning of February in Zakopane ("Przegląd Sportowy", 1929, no. 6, p.3; 1929 no. 7, p.1; "Start", 1929, no. 4, p.6). The women's 6 km ski run took place on February 7. 16 foreign female skiers and 11 female skiers from Poland were entered in the competition. The competition was attended by female skiers from Czechoslovakia, Poland, Switzerland, Hungary and Italy. The competitors from Czechoslovakia who participated in the ski run included: Olga Kozakova, Hede Miemitz, Inge Renner, Bela Friendlanderova-Havlova and Maria Richterova. In the women's ski run the winner was B. Staszal-Polankowa (31.34 min.) ahead of Bella Friedländer-Maslova (Czechoslovakia, Svaz) - 34.29 min., Elżbieta Ziętkiewicz (35.20 min.), the 4th place went to - Zofia Stopkówna (36.30 min.), the 5th one to - Zofia Lorenc (36.52 min.), 6th place - Anna Sawczak-Fischer (37.09 min.), 9th - Hede Miemitz, 13th - Maria Richterova, 15th - Olga Kozakova, 16th - Inge Renner. Commenting on the competition, the editors of "Przegląd Sportowy" wrote: "The victories of Polish women sparked unprecedented enthusiasm among the audience (...)The phenomenon of its own kind is the winner Polankowa. She came to the finishing line without a trace of fatigue. The difference of three minutes ahead of the next one speaks for itself. Stopkówna also came in great form" ("Przegląd Sportowy", 1929, no. 7, p.1). B. Staszal-Polankowa won the ski competitions of the German Association in Czechoslovakia (HDW) in Štrbské Pleso ("Przegląd Sportowy", 1929, no. 10, p.1).

Polish Skiing Championships were held on 15 February 1930 in the international formula ("Przegląd Sportowy", 1930, no. 15, p.2). Women competed in the 6 km ski run. 20 competitors were entered in the competition, of whom 13 female skiers ran. The Champion of Poland was Bronisława Staszal-Polankowa (GS „Falcon” Zakopane), the 2nd place was taken by Zofia Stopkówna (Skiing Section of the Polish Tatra Association – SS PTA), the 3rd one by – Zofia Giewontówna (Strzelec). A female skier from Czechoslovakia - Klara Hensche (HDV, Karpaten-Verein) participated in the competition and took the 4th place.

The 2nd half of 1920s was marked by the development of athletic competition in swimming between female representatives of Czechoslovakia and Poland. A prestigious competition in swimming for Poland was a Slavic three-way swimming meet: Czechoslovakia - Yugoslavia - Poland. The first edition of this competition was held in 1927 in Belgrade ("Przegląd Sportowy", 1927, no. 36, p.3). Among women Poland was represented by, among others: R. Kajzer, Schonfeld and A. Tratt. The best performance was given by R. Kajzer who

took the 2nd place in swimming competitions in the 100 m backstroke race and in the 200 m breaststroke race – 3,41.8 min. (Polish record). In individual events the winners were the following: in the 100 backstroke race- Tautermanova - Czechoslovakia (1,42.7 min.); in the 100 m freestyle race - Roje - Yugoslavia (1,29.5 min.); in the 200 m breaststroke race - Brabcova- Czechoslovakia (3,41.2 min.); in the 400 m freestyle race - Friedlanderova - Czechoslovakia (7,17.1 min.). In the 4 x 100 m relay race the best female swimmers proved to be those from Yugoslavia, ahead of Czechoslovakia and Poland. The competitions (both for women and men) ended with the victory of Czechoslovakia (242 points), ahead of Yugoslavia (174 points) and Poland (94 points).

Between 20 - 21 July 1928 the three-way swimming meet was held in Prague ("Przegląd Sportowy", 1928, no. 30, p.2). In the women's category the best results were achieved by female competitors from Czechoslovakia: in the 100 m backstroke race the winner was Dopplerova (Czechoslovakia)- 1,38.2 min., the 3rd place went to K. Nowak - Poland (1,49.8 min.), while the 4th one to- R. Kaiser (Poland); in the 400 m freestyle race the 1st place went to Friedlanderova (Czechoslovakia) - 6,59.4 min., the 4th one to Fitzówna - Poland (7,51.1 min.), the 5th place was taken by - A. Trat (Poland); the 100 m freestyle race brought a victory to Roje (Yugoslavia) - 1,24.4 min., the last but one - 5th- place went to M. Iżycka - Poland (1,35.8 min.), while the 6th one went to K. Nowak; in the 200 m breaststroke race the winner was Brabcova (Czechoslovakia), the 3rd place went to R. Kajzer (3,40.0 min.), the 4th one to - Fitzówna (3,46.0); in jumps off springboard the best competitor turned out to be Krongelgerova (Czechoslovakia), the 3rd place was taken by - J. Schlesinger (Poland); in the 4 x 100 m relay the winner was Yugoslavia, the last 3rd place went to Poland, with the result better than the Polish record (6,48.0 min.). In the match (in the total classification of men and women) Czechoslovakia was again the winner (277 points), ahead of Yugoslavia (148 points) and Poland (123 points). Polish women's results in the three-way swimming meet were slightly worse than in the previously held Polish Championships in Królewska Huta. Despite significant progress in women's swimming results, the distance dividing the level of swimming in Poland and the European swimming only slightly decreased.

The most important international swimming event in 1929 was a three-way swimming meet held on 17 - 18 August in Warsaw: Czechoslovakia - Yugoslavia - Poland ("Przegląd Sportowy", 1929, no. 51, p.4). The winners were swimmers of Czechoslovakia (232 points), ahead of Yugoslavia (187 points) and Poland (131 points). In the women's competition, in the 100 m backstroke race the winner was Dopplerova (Czechoslovakia) - 1,35.0 min., ahead of

Krystyna Nowak (Poland) - 1,38.7 min. (the result better than the Polish record by 1.2 sec.) and Volfart (Yugoslavia). A participant in this competition Rozalia Kajzer (Poland) took the 6th (last) place. In the 400 m freestyle race Olga Roje (Yugoslavia) was the winner - 6,38.4 min.; Polish women took the last two places - R. Kajzer - the 5th one (7,41.8 min.), and A. Trat - the 6th place. The Yugoslav Roje proved to be the best one in another competition - the 100 m freestyle race - 1,22.2 min.; Polish women again took the two last places; M. Iżycka - the 5th place (1,35.2 min.) and K. Nowak - the 6th one. (1,37.6). In another competition - the 200 m breaststroke race Hanslova (Czechoslovakia) was the winner- 3,31.2 min., ahead of her compatriot Nezavdalova (3,33.0), Volfart (3,34.5 min.) and R. Kajzer (3,43.4 min.). In the competition of jumps off towers the 1st place went to E. Schnatzkówna (Poland), whereas in jumps off springboard the best competitor turned out to be Marklova (Czechoslovakia); E. Schnatzkówna took the 5th place. At the end of the combat the 4 x 100 m relay was held, in which the competitors from Czechoslovakia won (Svitakova, Besterova, Havlova, Hanslova) - 5,37.5 min. (the record of Czechoslovakia), the 2nd place went to - the relay of Yugoslavia (O. Roje, Zupan, Godina, Volfart) - 5,59.6 min. (the record of Yugoslavia), the 3rd place - to Poland (M. Iżycka, Tomaszewska, Schöpfungówna, K. Nowak) - 6,37.0 min. - result better than the Polish record ("Przegląd Sportowy", 1929, no. 51, p.4). In spite of the development of Polish women's swimming level, the gap between Poland and the two fraternal Slavic countries was not narrowing.

An important international sporting success of Poland in swimming in 1930 was the victory in the international match against Czechoslovakia 51:50 ("Przegląd Sportowy", 1930, no. 69, pp.1-2). The national teams consisted of women and men. In the women's competition the following results were achieved: in the 100 m freestyle race the winner was Zdenka Svitakova (Czechoslovakia) - 1,25.0 - the record of Czechoslovakia, ahead of A. Szczerba (1,28.5 min.) and Friedlanderova-Havlova (Czechoslovakia ) - 1,30.2 min.; in the 100 m backstroke race the winner was Nezavdalova (Czechoslovakia) - 1,39.8 min., ahead of Maria Svitakova (Czechoslovakia) - 1,41.9 min. and L. Reicher (1,43.8 min.); in the 200 m breaststroke race the winner was A. Jarkulisz (3,28.8 min.) ahead of Nezavdalova (3,38.6 min.) and Maria Svitáková (3,43.0 min.); in the 400 m freestyle race the 1st place was taken by Friedlanderova-Havlova (7,12.2 min.), the 2nd place went to A. Jarkulisz (7,13.3 min. - the result better than the PR), 3rd place to - Zdenka Svitakova - 7,28.7 min.; in women's jumps off springboard the best competitor was Krongelgerova (Czechoslovakia), ahead of Polish women - L. Klaus and E. Schnatzkówna; in jumps off tower L. Klaus won ahead of Krongelgerova (Czechoslovakia) and E. Schnatzkówna; in the 3 x 100 m medley relay the



team of Czechoslovakia won – 4,48.6 min. (Nezavdalova, Maria Svitakova, Zdenka Svitakova), the 2nd place went to the Polish team – 4,55.8 min. – the result better than PR by 15 sec. of Giszowiec relay (L. Reicher, A. Jarkulisz, K. Raszdorf); in the 4 x 100 m freestyle relay the 1st place was taken by the team of Czechoslovakia– 6,04.2 min. - the record of Czechoslovakia beaten by 23 sec. (Friedlanderova-Havlova, Hanslikova, Z. Svitakova, M. Svitakova), the 2nd place was taken by the team from Poland – 6,13.0 min. - the result better than PR by 20 sec. (R. Morawska, Thomme, K. Raszdorf, A. Szczerba).

Another discipline in which women from Czechoslovakia and Poland competed was tennis. In singles final of the 8th International Tennis Tournament in Opava (Czechoslovakia), held in 1926, W. Dubieńska beat Lobkowitz (Prague) ("Przegląd Sportowy", 1926, no. 33, p.5). Wanda Dubieńska in 1929 was the winner in singles at the tournament in Bratislava, while at the tournament in Moravian Ostrava she lost in the final to Merhaptova (Czechoslovakia) and in doubles (with G. Friedetzky) she advanced to the semifinals ("Przegląd Sportowy", 1929, no. 42, p.4).

Women from Czechoslovakia and Poland competed in other sports disciplines. In 1929 the 8th Rally of the Polish Automobile Club was organized („Przegląd Sportowy”, 1929, no. 37, p.4). The winner of the rally was Adam Potocki (with Austro-Daimler car), while the 21st place was taken by the female representative of Czechoslovakia - Wiera Zahradnik (Laurin-Clement).

## CONCLUSION

After the end of World War I, in 1920s sports contacts were established between female representatives of Czechoslovakia and Poland. Both countries were members of the International Women's Sports Federation. In 1920s there was an increase in the level of women's sport, particularly evident in the 2nd half of the period. The improvement in athletic performance was associated with the development of athletic competition, beginning from friendly competitions, through international matches to competitions at the Women's World Games. The sports level presented by female representatives from Czechoslovakia and Poland was quite high, especially noticeable in sports games and athletics. The team of Czechoslovakia was the best in the world in Czech handball. Women from Czechoslovakia exhibited quite a good sports level in swimming and Polish women in skiing.

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## **KONTAKTY ŠPORTOVÝCH ČESKOSLOVENSKA A POĽSKA V DVADSIATYCH ROKOCH XX. STOROČIA VO SVETLE POĽSKÝCH ŠPORTOVÝCH NOVÍN**

### **SÚHRN**

Cieľom článku bolo prezentovať športové kontakty športovkýň Československa a Poľska v dvadsiatych rokoch XX. storočia vo svetle dvoch športových novín "Sport Review" (z rokov 1921-1930) a "Štart" (z rokov 1927-1930). Československo a Poľsko boli členmi Medzinárodnej športovej federácie žien. Športová súťaž žien medzi Československom a Poľskom zosilnela hlavne v druhej polovici dvadsiatych rokov XX. storočia. Ženy z dvoch slovanských krajín súťažili predovšetkým v športových hrách, atletike, lyžovaní, plávaní, tenise a v ďalších športových disciplínach. Športová súťaž, a to najmä na medzinárodnej úrovni viedla k zlepšovaniu športových výsledkov. Prezentovaná športová úroveň v jednotlivých disciplínach, zastúpená športovkyňami Československa a Poľska, bola pomerne vysoká. Predovšetkým sa to prejavilo v športových hrách (hádzaná, volejbal, basketbal) a taktiež v atletike.

**KLÚČOVÉ SLOVÁ:** šport žien, Československo, Poľsko, dvadsiate roky XX. storočia, športové noviny.

# **TEACHER AS A FACTOR IN THE SHAPING OF ATTITUDES TO PHYSICAL ACTIVITY**

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## **SUMMARY**

The aim of our research is to determine the attitudes of students towards physical education and sports activities during the study on secondary school for secondary school students, as well as the identification of the main factors for the learning process of students attitudes to physical education and sport. As the main method of our research, we used the questionnaire method, as it is one of the most important methods of social research. We chose it with respect to the number of respondents. Although the strictness of teacher and exactly defined the conditions for students to influence their attitudes. The strictness of the teacher is a positive factor. Students with strict teachers show positive attitudes to sport and physical education as students in which the teacher is not strict.

**KEYWORDS:** teacher attitudes, physical activity

## **INTRODUCTION**

In terms of creating the foundations for the implementation of physical activity of the individual throughout the life is crucial age children and youth. During this period the foundations for lifetime physical activity, creates a positive relationship to the activities of a recreational character, their strong integration into the lifestyle, attitudes and motives of adequate procedures.

According Bebčákovej et al. (2002) Physical education is its focus specific compulsory subject because it focuses on the physical, functional, physical, psychological and intellectual improvement of students. Students do not receive only theoretical and practical education from selected branches of physical education and sport, but one of its goals is to stimulate lifetime bio-psychosocial effective exercise regimen and prevention of civilization

diseases and the development and formation of positive attitudes of students towards sports activities and physical education. In this complex system of creating attitudes, in which many factors act on students should just be a teacher as a major positive agent who shows students the right way of physical activities and not just during PE classes, but also in the everyday life of students and herewith that he will offer quality, interesting and varied physical education lessons. Creating a positive attitude towards physical education, to physical activities is also important due to the students actively involved in the process of physical education not just during PE classes but also beyond.

Improvement of the teaching process in physical education is not possible without knowledge of objective empirical knowledge acquired from subject directly affected - from teacher and pupil (Strešková, 2001). The issue of students attitudes of primary school to physical education and sport are dedicated to Michal (2001, 2003, 2005, 2007), Adamčák - Nemec (2011), Bartik (2005, 2009). Between the research in state of detection in secondary school for students to physical education and physical activities are mainly the work of Sigmund-Frömela-Sigmund (2003), Slezak (2009), Michal-Kollar-Kružliak (2010), Michal (2009) and other authors.

## **AIM**

The aim of our research is to determine the attitudes of students towards physical education and sports activities during the study on secondary school for secondary school students, as well as the identification of the main factors for the learning process of students attitudes to physical education and sport. The article was prepared within solution of the Vega 1/0606/15 project grant.

## **METHODOLOGY**

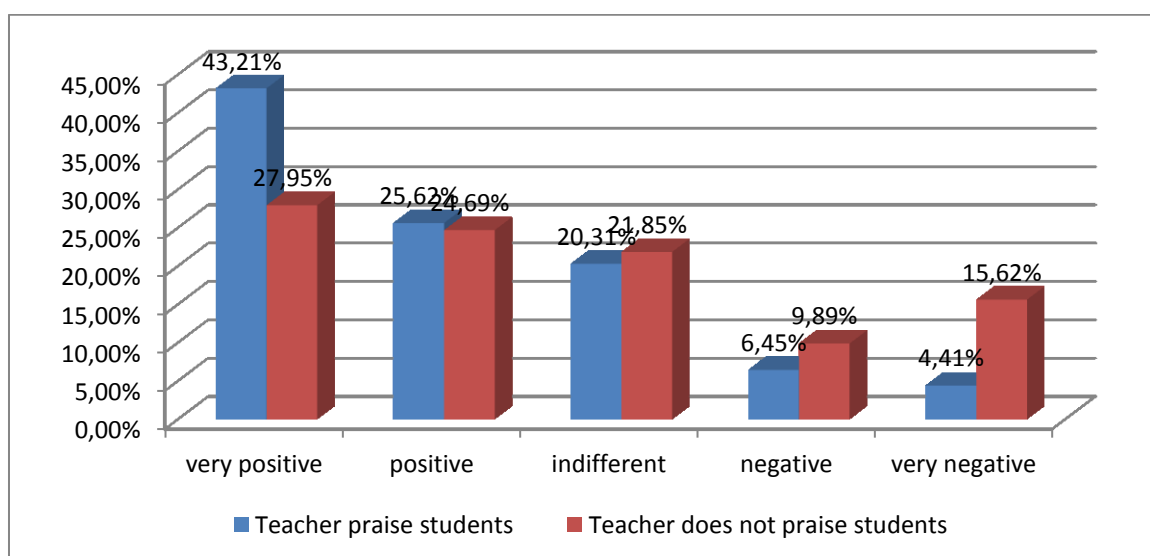
In Slovakia, we realize our research in 15 secondary schools. Questionnaire was completed by 852 students, of which 12 students did not complete the questionnaires correctly. Correctly completed the questionnaire 840 pupils of whom 231 were boys and 509 girls. As the main method of our research, we used the questionnaire method, as it is one of the most important methods of social research. We chose it with respect to the number of respondents. The evaluation of the data we use basic logical method, that is, sorting, analysis, synthesis, comparison (comparison), induction, deduction and mathematical - statistical methods (calculation of the arithmetic mean, chi-square, Wilcoxon double test).

## INTERPRETATION OF THE RESULTS OF RESEARCH

The first of the major actors of the teaching process we are interested in the impact on teacher attitudes of students. We know that the teacher can motivate the students. He may be a model for them, or vice versa. We wanted to find out, if there is any relationship between how teacher act, when he praises students when he is chummy, or strict and attitudes of students towards physical education and sports. Up to 41,20% students confirmed that a teacher of physical education and sport is popular .With 58,62% students, the teacher s chummy. In this case we were interested in the relationship between if the teacher is sociable and popular. In this case, we confirmed that friendly teacher is popular in 88,23%.

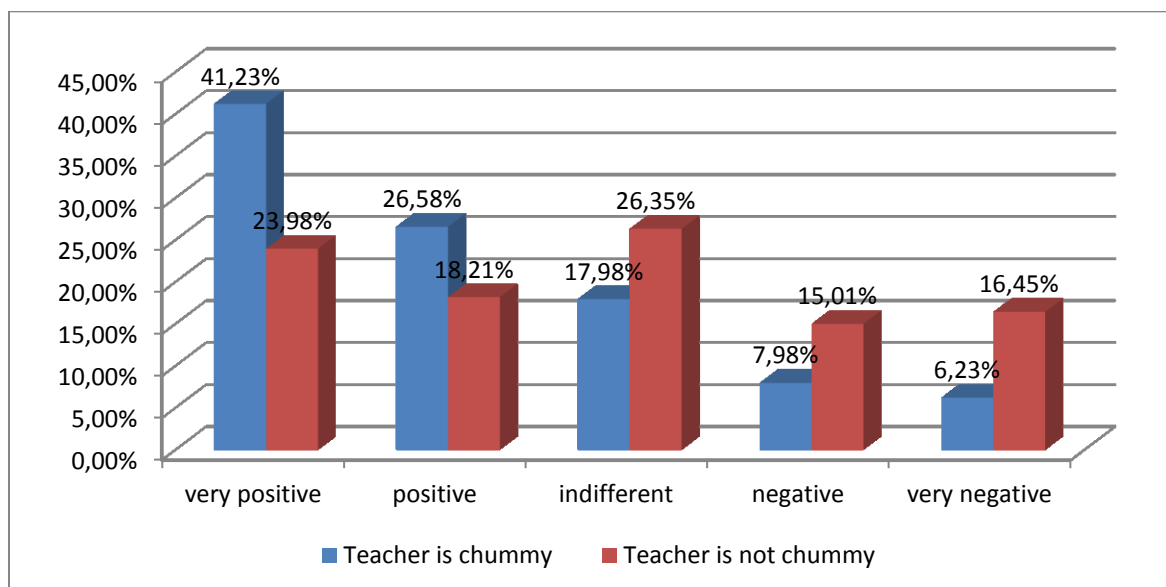
We examined attitudes of students in case if the teacher praises students in lessons. In 590 cases (49.04%), or nearly half of the surveyed students teacher praises students in classes. These students had 43.21% very positive attitude, positive attitude 27,95% and 20,31% indifferent attitude. Only 11% of teachers praised students and negative or very negative attitudes ( Fig. 1).

If the teacher does not praise students, positive attitudes are less negative, and above all highly negative attitudes are higher (9,89% and 115,62%). It was confirmed to us then, logically resulting from practice in teacher praised the students are more positive attitudes toward physical education and sports than students whose teachers does not praise. In contrast with does not praised students are more negative attitudes toward physical education and sports.



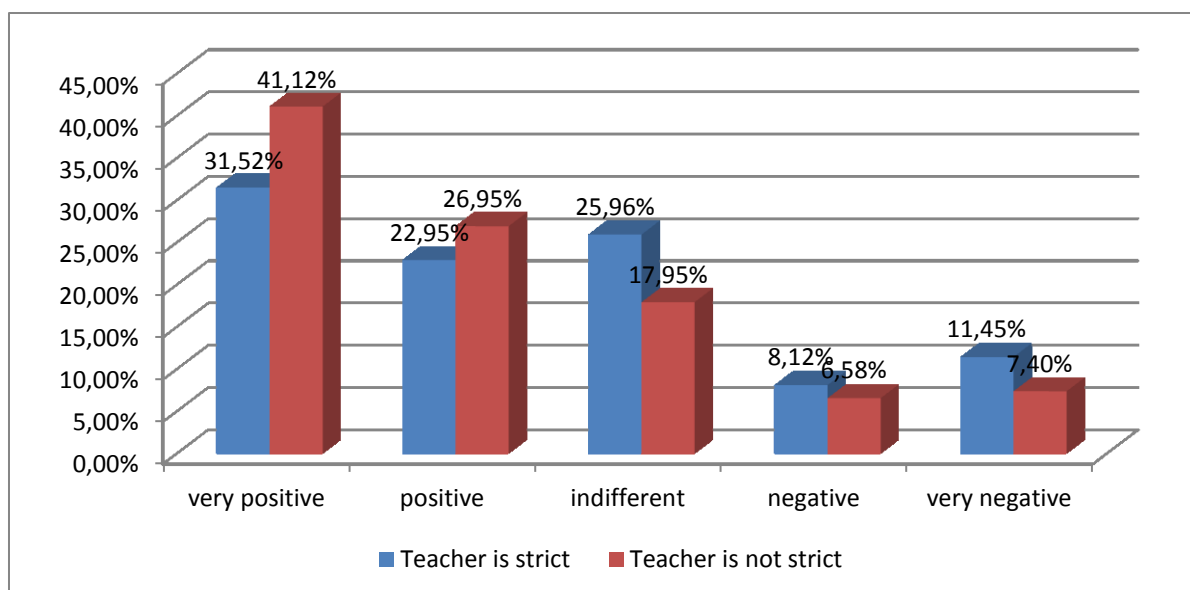
**Figure 1. Attitudes to PE if the teacher praises / does not praise students**

As in the previous case, and now we have investigated whether the approach is related to physical education and sport with chummy teacher to students. In the chummy approach the teacher of physical education and sports to students there are more positive attitudes than otherwise ( Fig. 2). When attitudes are more negative as in case where the teacher is chummy to students.



**Figure 2. Attitudes to TSV if there is / is not chummy teacher**

Furthermore, we wanted to know the influence to attitudes of students towards sports and physical education if teacher is strict. In this case there was no significant difference between attitudes of physical education and sport for students whose teacher is strict and for those where teacher is not strict (Fig. 3). The only significant difference is in a very positive attitude. This is when the teacher is not strict 41,12% and the 31,52% is strict. In this case, strictness of the teacher is not demonstrating factor that greatly affects attitudes in a positive or negative direction of students to physical education and sport.



**Figure 3. Attitudes to PE if teacher is / is not a strict**

Study Americans Luke - Sinclair (1991) examined the major factors affecting attitudes to 488 adolescent to school physical education. The results identified five major factors (content, teacher, class atmosphere, and the inclusion of a student). The teacher is an important determinant. For girls, the teacher was regarded as an important factor in the choice of school physical education. The boys and girls reported that they appreciate teachers whom are with chummy approach who praising students for their achievements in lessons and not only play games, but they can motivate them to action. Students need challenge. In this study came to much the same result as we do in our research. The attitudes of pupils per teacher depend on how the teacher acts. The teacher has in many cases difficult task. In case that the conditions for the teaching of physical education and sport are not ideal, or in some cases inadequate, teacher must uses his own creativity. Not only from our research, but the research of other authors, the teacher is very important factor in relation to physical education and sport. Stated by Bartík (2009) teacher must have thought through each lesson, so that students did not have time to stand without noticing an environment, which involves lesson of physical education is not standard. Its mission is to develop in students a positive attitude towards physical culture, so that the relationship spilled over into everyday life outside of school and does sport in their free time. If he's successful, it means that his lessons are interesting and positive effect persists long after finishing school.



## CONCLUSION

Furthermore, we found that student attitudes depend on access teacher to students. If the teacher is chummy to students there is a prevailing positive attitude to physical education and sport. If a teacher during PE and sport education praises students for achievement it affects their attitudes toward physical education and sports. Although the strictness of teacher and exactly defined the conditions for students to influence their attitudes. The strictness of the teacher is a positive factor. Students with strict teachers show positive attitudes to sport and physical education as students in which the teacher is not strict.

Classmates are another factor that influences the lesson of physical education and sports for the student. Classmates can motivate you to perform better, the lesson of physical education and sport to develop cooperation and camaraderie. As we examined our students we find out that in physical education and sports there is very positive attitude, the reason is that it will not affect students and demotivate inactivity and untrained of schoolmates.

## RECOMMENDATIONS FOR PRACTICE

Emphasized from an early age the significance of physical sporting activities so that students perceived the important role of sport in the life of a man and take the movement as an integral part of their life.

For both sexes is in physical sports activities important to emphasize the fun and theme "I do sports because I enjoy it" it clearly plays the most important role in the participation of youth in sports activities.

Motivate youth ranking of their favorite sports activities.

More involved young people in the movement of sporting activities with a wide range of sports clubs that will meet the interests of students.

Due to the structure of the popularity of youth sports interests would be appropriate to consider more subsidies movement-hour sports activities which, according to our findings, popular as hockey, snowboard, aerobics, inline skating, cycling, dancing to teach future teachers of physical education and sport.

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## **UČITEĽ AKO ČINITEĽ FORMOVANIA POSTOJOV K POHYBOVEJ AKTIVITE**

### **SÚHRN**

Cieľom nášho výskumu je zistenie postojov žiakov k telesnej a športovej výchove a pohybovým športovým aktivitám počas štúdia na strednej škole u žiakov stredných škôl, ako aj zistenie hlavných činiteľov vyučovacieho procesu na postoje žiakov k telesnej a športovej výchove. Ako hlavnú metódu nášho výskumu sme použili dotazníkovú metódu, nakoľko patrí k veľmi dôležitým metódam spoločenského výskumu. Zvolili sme ju aj s ohľadom na počet respondentov. Aj prísnosť učiteľa a jeho presne určené podmienky pre žiakov vplývajú na ich postoje. Prísnosť učiteľa je pozitívnym faktorom. Žiaci s prísnyim učiteľom prejavujú pozitívnejšie postoje k telesnej a športovej výchove ako žiaci na ktorých učiteľ prísny nie je.

**KEĽÚČOVÉ SLOVÁ:** učiteľ, postoje, pohybová aktivita

# INCREASING MOTIVATION IN LEARNING TO SKI AND SNOWBOARD BY PLAYING PHYSICAL GAMES

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## SUMMARY

Based on the method of studying literary sources, the authors of this paper present the need of searching for new untraditional ways of selection and realisation of physical games for ski and snowboard training. Using qualitative methods in the results they analyse available literary sources and propose selected physical games usable for training and improvement of ski and snowboard skills and abilities. The selection of the physical games was focused on the unknown and not so often used kinds of games complying with inner skiing (snowboarding).

**KEY WORDS:** physical games, motivation, learning, inner skiing (snowboarding).

## INTRODUCTION

With the ever increasing popularity of skiing, the appropriate **ski training** organization is becoming more and more important. *Public ski schools, ski trainings and training centres for young people and adults* provide ski lessons for people at different ability levels. Nowadays ski and snowboard instruction for children, young people and adults is in great progress. A large number of public ski schools which represent competition for each other increase the ski instruction standards of all age groups and ability levels. The course of ski lessons is determined by the surroundings, forms of organization and especially by different (older or modern) information sources concerning **lessons methodology** of different age groups. In majority of the cases, ski and snowboard trainings are mostly attended by children and teenagers at the age of 6 to 15. Considering the division of education according to age, these are children at the 2<sup>nd</sup> and 3<sup>rd</sup> stage of education. Rarely do younger children and adults take part in the training.

## ISSUE

Skiing, snowboarding and other winter activities are more demanding on all the functions and systems of our organism. Considering the amount of physical strain, the greatest demands are placed on lower limbs (dynamic strength and reaction time). They also require physical coordination abilities, spatial orientation and rhythm of movements. When performing these activities a certain amount of joint mobility as well as adequate endurance are needed. (Adamcak, 2006) Therefore, it is obvious that if we want to ski or snowboard, we have to choose exercises which have a suitable effect on the systems and functions mentioned above and at the same time provide us with the appropriate level of motivation. The most common motivating tools used in education process are games. Several studies point out to the fact that playing games at sport and physical education classes are very popular among pupils (Adamcak – Nemec, 2010; Argaj, 2001; Brtnik – Neuman, 2008; Mazal, 1991; Macura, I. – Macura, P., 2001; Michal, 2010; Michal, 2009; Nemcova – Skvarkova, 2006; Bartik, 1999 etc.)

Game is a spontaneous activity that includes a physical competition of the participants who play individually or in a team according to the fixed rules (or the ones agreed upon before playing). Game has been accompanying men since our origin seeing that playing is natural for every human being. Game is a source of entertainment as well as one of the ways to adopt all kinds of skills and improve different abilities. Physical game is considered to be the basic type of a game. It can be characterised as means to provide entertainment, pleasure and refreshing relief associated with pleasant emotions. It is a social activity which requires one or more players. What is more important, physical game provides for smooth shift from playful and spontaneous activities to more complex and exacting ones, i.e. sports. When choosing an appropriate physical game one needs to consider the following factors (Adamcak – Nemec, 2010):

- form of organization and its focus,
- adequacy (age, abilities, duels etc.),
- game equipment and the surroundings,
- time needed for the realization of the physical game,
- number of players,
- age of players.

Despite of the diversity, manifoldness and variety of physical games the instructor is expected to choose such kind of game which creates conditions requiring as much stimuli as possible (according to the level, age and capabilities of the participants).

## **OBJECTIVES**

Practice and improvement of basic ski and snowboard movements at different ability levels require implementing of such didactic methods, forms and procedures which are the most efficient and appropriate for the particular phase of learning and ensure the most effective transfer of knowledge to practice. In our paper we focus on the selection and presentation of untraditional physical games considering their motivation effect in the process of learning to ski and snowboard. The article was prepared within solution of the VEGA 1/0758/14 project grant.

## **METHODOLOGY**

The method of studying literary sources was primarily used in our research to review and survey the untraditional physical games laying emphasis on their positive effect on the motivation of pupils. Moreover, we used several qualitative logical methods for analytical and synthetic information processing.

## **RESULTS**

According to Paugschova et al. (2004), the following principles should be followed before and during ski and snowboard training:

- keep one physically and mentally relaxed (one of the main principles of inner skiing),
- start the process of teaching on the flat surface and at the default place,
- teach to gain control over skis and snowboard on the flat surface and easy slope,
- proceed to a steeper slope providing that the beginners have control over the skis and snowboard movements.

We found out that game is one of the most important activities for children and often for adults as well. By means of games it is possible to teach the basic skills and abilities in relaxed air. This often contributes to fast and effective learning of new skills and abilities which is important especially for winter activities. The advantage of this method is that

participants often adopt the effective technique of a particular physical activity without even realizing it. Besides its educational attributes, physical games make the participants feel content, comfortable and amused. The same is true for snow games and activities. An appropriate physical game allows us to fully enjoy all the aspects of skiing, snowboarding and other winter activities.

Several authors (Brtnik – Neuman, 2008; Michal, 2003; Pribramsky – Krcmar, 1999; Binter et al., 2012; and others) find the emotional aspect of games very important. Instructors have to assure that during a physical activity each participant (even at different ability level) feels successful and trusts other members of the group. The indicator of good selection and introduction of a game is the interest, pleasure, motivation and active engagement of the participants.

When studying and searching for less traditional approaches, we discovered that *inner skiing* can ensure the highest rate of progress and adopting new physical habits and skills. The purpose of inner skiing, according to its inventors T. Galwey and B. Kriegel, is to make skiing and snowboarding more attractive and eliminate the hardship and discontent for the beginners. (Adamcak – Nemec, 2010) The point is to involve both body and soul into the process of learning and use them as a whole. This method should encourage everyone who starts learning to ski and snowboard so that they do not evaluate their attempts from the point of view of sport skills (biomechanical model) but consider their own physical activity as something that should please them. It arises from the assumption that all the fears, apprehension and doubts automatically transfer to body movements which leads to stiffness, tension, clumsiness and other negative effects that obstruct the smooth motion and correct evaluation of the surroundings. The principle of “inner game” is similar for the majority of sport activities though each sport has its own internal and external challenges (problems to overcome). The biggest challenge and opportunity in skiing and snowboarding is experiencing and overcoming the fear of losing the stability and firmness of the base and the fear of steep terrain. Beginners need to be convinced that they want to learn to ski and snowboard not only to overcome fear because it slows the process of learning.

In the next chapter, we offer a list of selected physical games which are untraditional, highly motivational and follow the principle of body and soul as a whole. At first, we will introduce physical games suitable for ski training and subsequently the ones for snowboard teaching.

## **Examples of motivational physical games for ski training**

### *1. Creativity of expression and movements games:*

- during skiing a child is whistling, singing, “rapping” to the rhythm of the ride
- when making turns and performing other exercises a child is ordered to choose a word denoting a certain quality and consequently to imitate this quality by his/her movements (e.g. aggressive, smooth, easy, swift, etc.)

### *2. Concentration games:*

- during skiing on one or both skis a child is concentrating on imaginary things (e.g. a headlamp shining on the path, skiing under a tunnel, skiing with a weight on a chest, etc.)
- during skiing down the intermediate slope a child describes to the instructor where s/he feels the tension on his/her feet.

### *3. Scale games:*

- a child chooses his/her scale of edging when making the snowplough turn (e.g. from 0 to 5) and subsequently tries to adjust his/her activity at stopping according to this scale, s/he does the similar thing while carving a turn,
- a child is given symbols for speed from one to five (analogously with the car gears).

### *4. Games strengthening senses:*

- children are asked to “draw” a turn with one (inside or outside one) or both skis,
- children are asked to make the loudest turn,
- children are asked to make the highest snow wave (when making a carved turn),
- a child tries to adjust the rhythm of the ride to the ride of his/her partner skiing directly behind him.

### *5. Games requiring communication among children:*

- children ski in pairs and “order” each other to do particular movements,
- children ski in pairs (in a row) down the intermediate slope, one child navigates the other one who has his/her eyes closed.

## **Examples of motivational physical games for snowboard training**

### *1. Concentration games:*

- during snowboarding a child describes what s/he sees (skier in a blue jacket, children, mountains, etc.),
- during snowboarding a child describes the actions from the correct technique of snowboarding s/he is performing (what direction s/he is looking, his/her arm position, how s/he is shifting weight, etc.).



*2. Coordination games:*

- a child is on a flat surface in a starting position with his/her eyes closed and his/her partner tries to put him/her out of balance (by pulling his/her hand or pushing him/her forwards and backwards),
- children try snowboarding down the fall line of an intermediate slope with only one foot tightened up, the other foot imitates firm bounding with the snowboard but it actually leans on the back binding,
- when snowboarding down the fall line children imagine they are being pushed and because of this “pressure” they are repeatedly alternating the starting position and knee bend (same thing applies to snowboarding across the slope).

*3. Games strengthening senses:*

- a child is asked to “draw” as many semi turns by the slope as possible (alternative: as many sliding turns as possible),
- a child is asked to use snowboard as ploughshare and roll away as much snow as possible when slowing down.

*4. Games requiring communication among children:*

- children are in pairs; the instructor build the slalom course on the flat surface, one child with his/her eyes closed has only the front foot tightened up, the other one navigates him/her to pass the slalom course by imitating the ride on a scooter (this can be made into a competition),
- children are again snowboarding down the fall line or across the slope in pairs while a child with his/her eyes closed trust his/her partner who navigates him/her (applies to frontside as well as backside)
- children are snowboarding in pairs and “order” each other to do particular movements
- children are snowboarding in pairs, whilst one of the pair determine the direction and style of the ride, the other one tries to follow his/her partner's track.

*5. Weight shifts games*

- a child is standing on a flat surface in the starting position with his/her eyes closed, he/she is putting his/her weight over the left or right leg according to what part of the body and on what side of the body his/her partner touches (e.g. left ear, right arm, left hand, right leg etc.)
- snowboarding down the fall line a child shifts his/her weight from one leg to another according to the instructions (to the left, back, to the right) and herewith shifts to snowboarding across the slope.

## CONCLUSION

The game selection is adjusted according to the surroundings, needs and ability level of the group (pupils) as well as the potential and abilities of the instructor. It is important to have the adequate and safe equipment. Another important aspect influencing the selection of an appropriate game is the time needed for the preparation and realisation. We are recommending such untraditional physical activities which improve children's attitudes toward these activities. We also suggest the instructors to use resources which would enrich and increase the motivation of pupils. The important task is to make instructors eager to operate with the curriculum in the way that they would make its content more attractive to the pupils and to increase the children's willingness to learn and move. Every instructor should have an arsenal of tried-and-tested physical activities on hand.

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# **PUPILS' ATTITUDE TO SWIMMING AND ITS RELEVANCE TO PARTICIPATION IN BASIC SWIMMING COURSES IN SELECTED REGIONS**

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## **SUMMAR**

The author of the article deals with the issue of pupils' relation to swimming as well as their participation in swimming courses at elementary schools. The evaluation of the results of our research showed that pupils of country elementary schools of both regions showed higher percentage representation of positive attitude towards swimming.

We also want to point out that in the selected elementary schools there is no statistically significant relation between the attitude towards swimming and taking part in swimming courses. In the conclusion we present suggestions for improving the relationship towards swimming and aquatic environment.

**KEY WORDS:** swimming, swimming training, elementary school pupils, pupils' attitude to swimming

## **INTRODUCTION**

Swimming is a specific art. It is not only a designation for a kind of sports but also a description of a technique of movement which should save people from drowning. It is also a way of receiving the tightest contact with water and its changeability. As all kinds of sports swimming has undergone a long way of transformation. Its realization, application, and usage by society are a reflection of the human society development. In the past swimming represented one of the basic human skill which helped people to survive. According to Macejková (2005) swimming is nowadays understood as a physical activity, a motor skill gained by learning to solve a particular task in water environment. However, the society and its demands on sportsmen regard swimming as a motor performance itself, which does not express the complexity of this physical activity. The real value of swimming results from the fact that swimming is a suitable motor activity which can be realized at any age not only by

healthy individuals but also by people with physical impairment or a physical disability. Swimming is an activity which without doubt belongs to the healthiest and most frequent sports done by active swimmers as well as other active sportsmen who use swimming as a part of their regular training programme, i.e. as an additional sport. Swimming is also used a lot as a post-traumatic rehabilitation as well as a treatment for physical or mental disorders. In the far past swimming was a basic skill to help a man to survive. Nowadays it is an inseparable part of physical culture and as one of the most frequent sports helps in completion and improvement of many people's lifestyles.

## ISSUE

Although at first sight it may seem that knowing to swim is natural and simple (almost all animals can swim) it is not easy to teach a child to swim and it should not be a trauma for the child. Based on the general knowledge that the younger the person the less afraid of water and less ability to judge a possible risk and danger, it is logical that the sooner the child gets acquainted with water and learns to swim the easier and more pleasant for the parents. Training and improving swimming at pre-school children and pupils involve not only achieving swimming skills but also activity, creativity, socializing and most of all emotionality which is nowadays valued and praised the most. According to Giehrl, Hahn (2000) knowing to swim and have a pleasant feeling in water is a very desirable experience for a child and a young person. First experience with water comes with parents' care and education. Parents are the most important actors who can substantially influence a child's attitude to water environment either positively or negatively (Čechovská 2002). Creation an attitude to water environment and swimming is one of the tasks of the educational process via planning and realization of the basic and advanced swimming courses (BSC, ASC). Macejková (2009) states that teaching swimming should take place mainly at elementary schools. There are many ways how to encourage children's positive attitude to water and to involve swimming in their free time. For example regular organization of swimming courses, modernization of swimming teaching methods by using different aids, by human approach to pupils, and professional skills of the swimming instructor. Very important is also the increase of hours for basic and advanced swimming courses. According to Merica (2011) the organization and realization of teaching basic swimming at elementary and secondary schools is at present times insufficient.

## **AIM, TASKS AND HYPOTHESES**

The aim of this work is to find out the attitude of pupils from selected schools to swimming and their participation in swimming training organized by schools. The research included also finding the relevance of the attitude towards swimming to the participation in basic swimming courses.

Following tasks emerge from the above mentioned aims:

- to find out the level of participation in BSC at selected elementary schools,
- to find out pupils' attitude to swimming at selected elementary schools,
- based on the results to find the relevance of the attitude towards swimming to the participation in BSC,
- based on the results to suggest possibilities for creating the relationship towards swimming and for motivating pupils for BSC.

We suppose that:

**H 1:** the prevalence of positive attitude towards swimming in pupils of country elementary schools is much higher than in pupils of city elementary schools.

**H 2:** there is relevance between the selected schools pupils' attitude towards swimming and participation in basic swimming courses at elementary schools.

## **TEST GROUP AND METHODOLOGY**

The monitored group (n=156) consisted of pupils of selected elementary schools in Považská Bystrica and Piešťany. Two city elementary schools and two country elementary schools from each region were involved in the research. 76 pupils from the region of Považská Bystrica and 80 pupils from the region of Piešťany participated in the research (table 1). We used the method of a questionnaire to gain the data. Mainly closed questions with a possibility of choice of answers were used. The results are presented in graphs in the results part. For the evaluation of the results MS Excel was used. To find out whether there is a significantly important dependence between variables (relationship to swimming and participation in BSC) a chi-square test of independence was used with the 5% alpha level of significance. The entry data were occurrences of measured data in tested variables. In graphical outcomes we present tables with percentage of each variable, column graph and a p-

value of correspondent  $\chi^2$  test of independence. From the logical methods we used the method of analysis, synthesis, inductive, and deductive processes.

All elementary schools involved in the research realize basic swimming courses in the frame of their curricula. The courses are supervised by professionally trained swimming instructors.

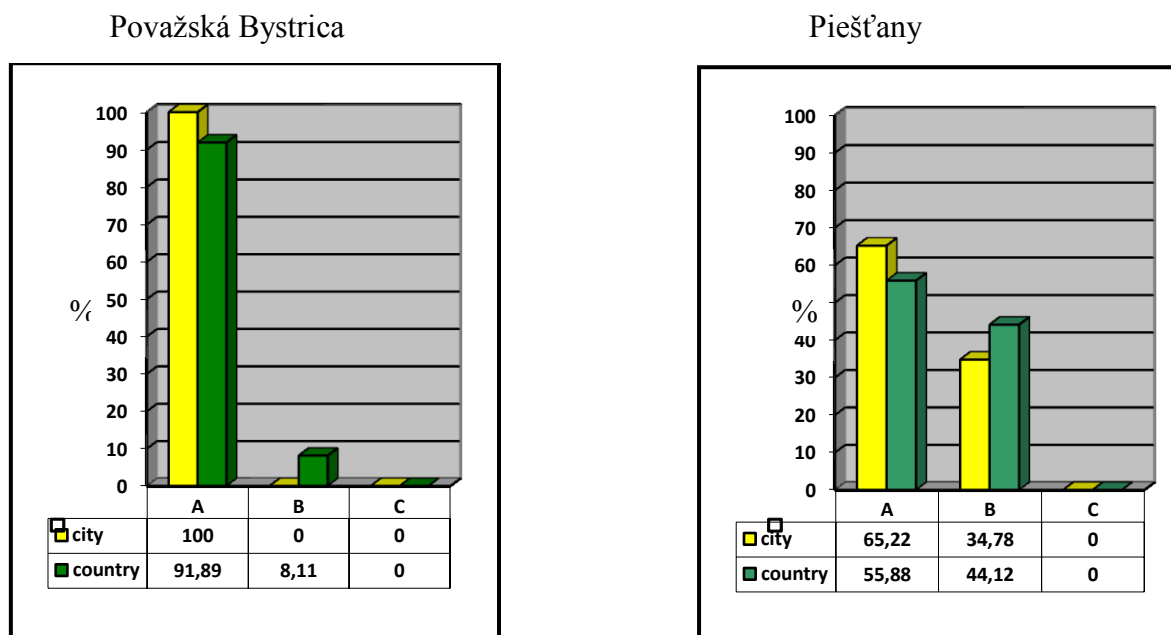
**Table 1 Pupils participation in the research**

Elementary school	n	boys		girls	
		n	%	n	%
3. ZŠ (city) PB	39	19	48,72	20	51,28
Domaníža (country) PB	37	16	43,24	21	56,76
<b>Total for PB</b>	<b>76</b>	<b>35</b>	<b>46,05</b>	<b>41</b>	<b>53,94</b>
4. ZŠ (city) PN	46	21	45,65	25	54,35
Moravany/country PN	34	12	35,29	22	64,71
<b>Total for PN</b>	<b>80</b>	<b>33</b>	<b>41,25</b>	<b>47</b>	<b>58,75</b>
<b>Total PB+PN</b>	<b>156</b>	<b>68</b>	<b>43,58</b>	<b>88</b>	<b>56,42</b>

## RESULTS AND DISCUSSION

One of the main presuppositions for participation in BSC at elementary schools is pupils' interest and their positive attitude to swimming. By the means of a questionnaire we were exploring pupils' opinions and relation to swimming in selected regions. The results are presented after a thorough analysis in the graphs in combination with descriptive statistics for the comparison of cities and country and of the two regions: Považská Bystrica (PB) and Piešťany (PN).

First items in the questionnaire were oriented to the participation in BSC. The results were very satisfactory mainly in the region PB/city where 100% (39) took part in BSC and PB/country where 91.89% (34) pupils took part in BSC (figure 1a). In the region PN/city 65.22% (30) pupils claimed to have attended BSC organized by school and 34.78% (16) pupils did not participate in BSC in the city of Piešťany. The situation in the country was worse. 55.88% (19) pupils attended BSC and 44.12% (15) pupils did not attend BSC organized by school (figure 1b).



**Figure 1a, b Participation in BSC**

**Legend:** A – yes, B – no, C - I do not know

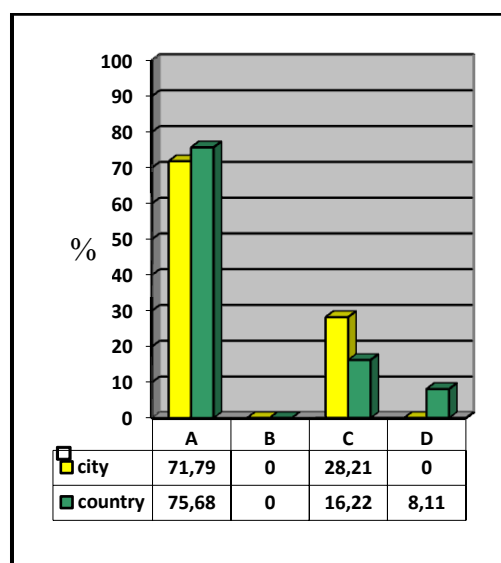
Based on the results we can state that the situation concerning attendance in BSC in the region PB is excellent, which reflects the quality and success of the institution which for a long time organizes all kinds of swimming courses including courses for adults. Apart from a kind and very human approach to children, which is an essential part of any instructor, there are very good facilities for realizing swimming courses. In the region PN the situation is quite different. At present the swimming pool is closed due to the reconstruction so there are not suitable facilities for realizing swimming courses. Different pools of spa houses are being used which do not fulfil required criteria in general in spite of the fact that in the city of Piešťany there are hotel pools where safe realization of swimming courses is possible.

Next item of the questionnaire focused on the feelings and emotions of pupils regarding BSC. We were interested in knowing whether the subjects liked BSC. In the region PB 71.79% (28) pupils like the courses. This option was selected by 75.68% (28) pupils in the region PB/country, which again confirms the good quality and professional approach (figure 2a). In the region of PN there were some negative emotions connected with the participation in BSC organized by the school. According to figure 2b 10.87% (5) pupils from the region PN/city and 8.82% (3) pupils from PN/country do not like the course. Positive emotions from BSC organized by elementary schools were reported by 17.39% (8) pupils from the region PN/city and 35.29% (12) pupils from PN/country. The research showed that pupils from

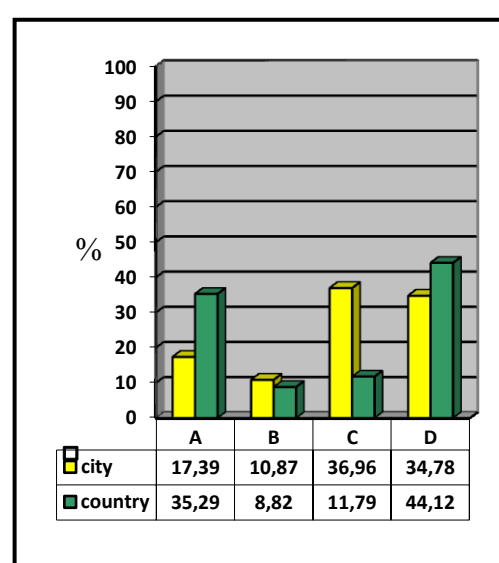


country of both regions report more positive emotions from swimming courses which may result from the lack of opportunities for swimming in a pool as opposed to city children. We also found out that pupils in the region PB have more positive feelings from BSC organized by the school than pupils in the region PN.

Považská Bystrica



Piešťany

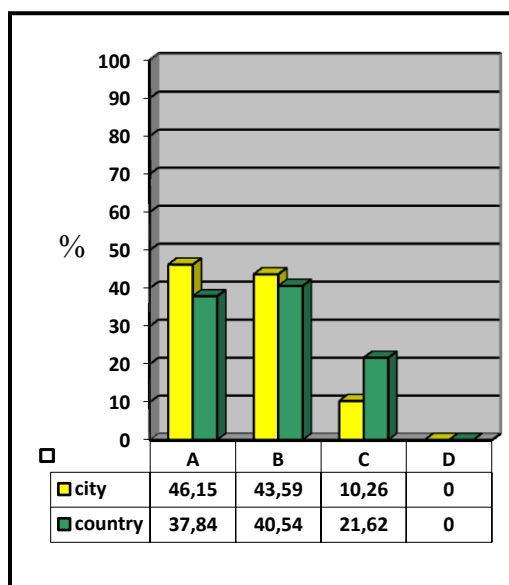


**Figure 2a, b Pupils attitude towards swimming courses**

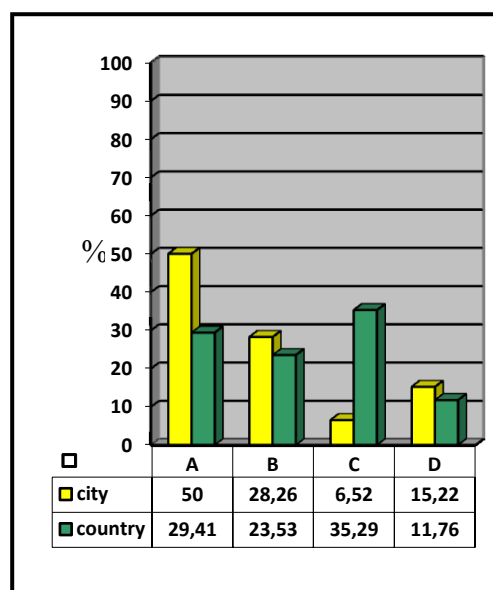
**Legend:** A – I like, B – I do not like, C - Depends on situation, D - I do not know

We tried to find out why pupils wanted to attend the swimming course. We were interested in their motives. In the region PB/city 46.15% (18) pupils and in PB/country 37.84% (14) pupils want to attend the course to avoid classes at school. In order to swim and play in water 43.59% (17) PB/city and 40.54% (15) PB/country pupils want to attend the course. 10.26% (4) pupils in PB/city and 21.62% (8) pupils in PB/country selected the option that they want to learn to swim (figure 3a).

Považská Bystrica



Piešťany



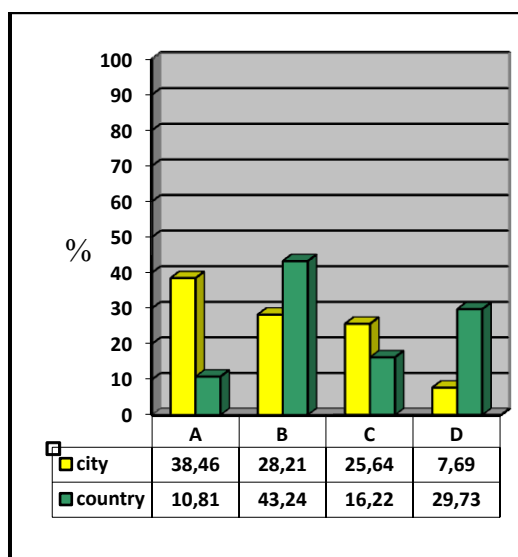
**Figure 3a, b Reasons for participation in swimming courses**

**Legend:** A – we will not go to school, B – I will have a swim and play in water, C – I will learn to swim, D – I do not want to go to a course

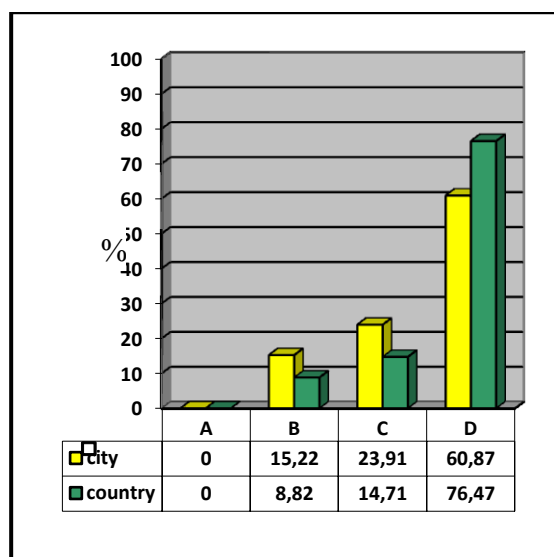
In the region PN/country 35.29% (12) pupils marked the option that they want to go to the course in order to learn to swim. It is a paradox that in PN/city the same option was marked by only 6.25% (3) pupils. Surprisingly in the PN region there are some pupils who do not want to attend the swimming course. This option was chosen in PN/city by 15.22% (7) pupils and in PN/country by 11.76% (4) pupils. Quite disappointing is that 50% of pupils from PN/city want to attend the course to avoid classes at school (figure 3b). Based on the results of the survey we can claim that at city schools in both regions the basic motivation for attending the swimming course is to avoid classes at school. Country school pupils look forward to playing in water and learning how to swim.

Swimming is a motor activity which has a beneficial effect on a human body. Apart from improving physical fitness and motor performance in general, regular swimming tightens musculature, builds body, vitalizes heart and blood circulation, and eliminates stress. For this reason we included in the questionnaire a question about the frequency of going to a swimming pool. In figure 4a it is evident that 29.73% (11) pupils from country and 7.69% (3) pupils from city in the region of PB do not go to a swimming pool at all. 10.81% (4) pupils from country and 38.46% (15) pupils from city of the PB region go to a swimming pool regularly.

Považská Bystrica



Piešťany



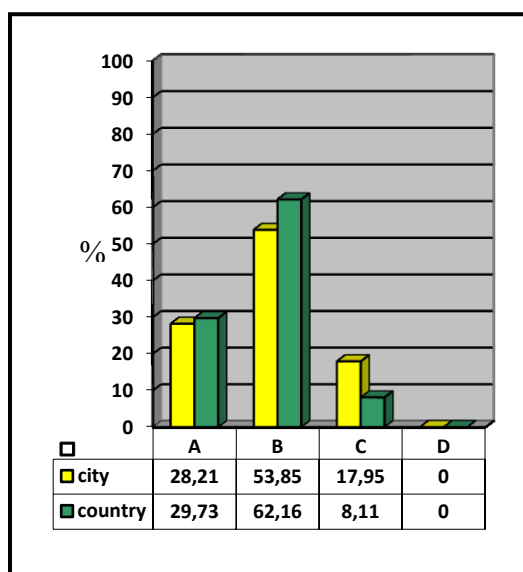
**Figure 4a, b Frequency of visiting swimming pool**

**Legend:** A – regularly, B – sometimes C - rarely, D – never.

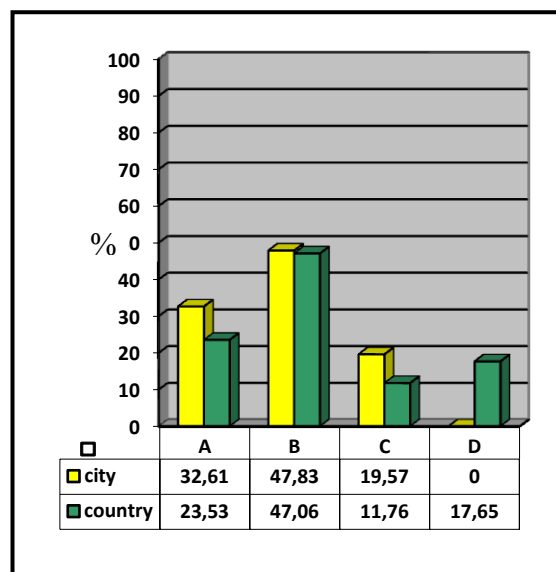
As for going to a swimming pool the situation in the PN region is worse than in PB. In PN region 76.47% (26) pupils from country do not go to a swimming pool at all and from city it is 60.87% (28) pupils. None of the pupils from PN designated the option of regular going to a swimming pool (figure 4b).

There are many different motor activities in water environment. We were curious which activities pupils prefer in swimming pools. This part of the research should differentiate pupils who enjoy swimming per se from those who prefer playing in water which is understandingly a typical and favourite activity for youngsters bearing in mind the fact that playing has an important role in swimming training and is an essential part of the learning process. In the region PB/city 53.85% (21) pupils prefer playing in swimming pools. The result of 28.21% of pupils in PB/city who claim that their favourite activity in a pool is swimming is very consolatory.

Považská Bystrica



Piešťany



**Figure 5a, b Favourite activities in a swimming pool**

**Legend:** A – swimming, B – playing, C - diving, D - I do not know

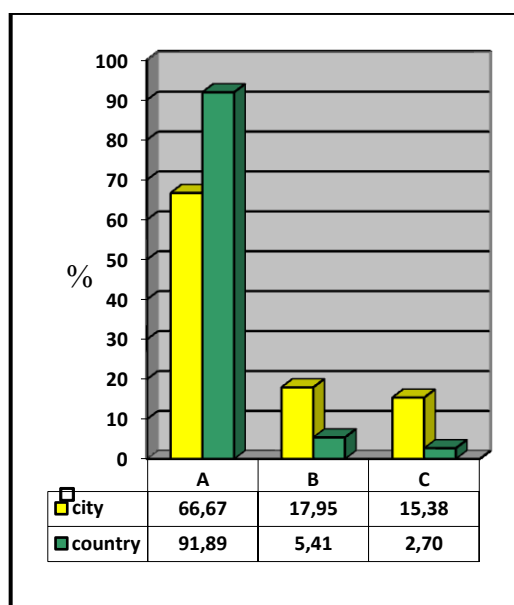
As many as 11 pupils from city school in PB preferred swimming to playing and diving, which we perceive as their positive attitude to swimming per se. Nevertheless we do not contradict the fact that pupils who prefer playing in water and diving do not have a positive attitude to swimming. In the region PB/country 29.73% (11) pupils stated that they prefer swimming and 62.16 (23) pupils stated they prefer playing in water (figure 5a). The research showed that in the region PN/city the greatest percentage of pupils prefer playing (47.83%, 22 pupils) and 32.61% (15) pupils prefer swimming. In the country of PN we found out that 23.53% (8) pupils prefer swimming and 47.06% (16) pupils prefer playing (figure 5b). The research confirms that swimming pools are used by pupils not only for having fun and playing in water but also for swimming per se.

Next we were interested in knowing what attitude the pupils have towards swimming in general. Creating an attitude towards swimming is affected by many different factors. One of the most important factors in creating an attitude to water environment is conscious support and awareness of importance of swimming from the part of parents, as a matter of fact their personal guidance followed by nice and friendly approach from instructors of BSC realized by elementary schools. So says the theory. In real life we can see quite often that incorrect and blunt approach of instructors discourages pupils and such experience results in a negative attitude towards water environment and swimming. In the region PB/city 66.67% (26) pupils have a positive attitude to swimming and in PB/country it is 91.89% (34) pupils. However,

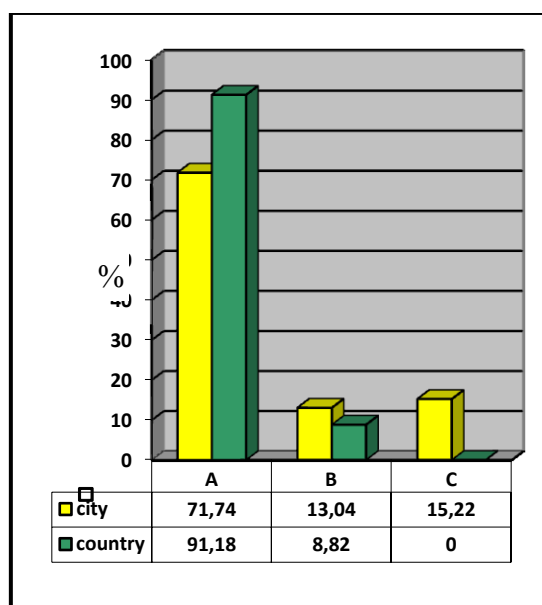
there were some pupils with a negative attitude to swimming. This was in PB/city 17,95% (7) pupils and 5.41% (1) pupils from country (figure 6a). In the PN region we found out that 71.74% (33) pupils from city have a positive attitude to swimming and as many as 91.18% (31) pupils from country. Six pupils from PN/city have a negative attitude to swimming (13.04%) and 8.82% (3) pupils from PN/country marked the option of a negative attitude to swimming too (figure 6b).

The results of this part of the research are quite satisfactory since the majority of the subjects claimed to have a positive attitude to water environment and swimming.

#### Považská Bystrica



#### Piešťany



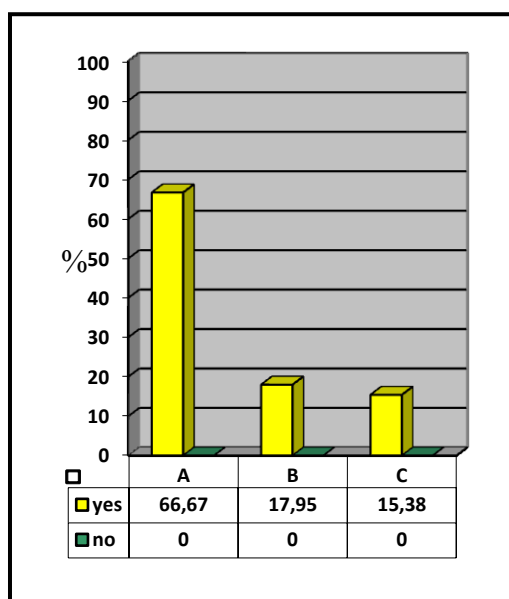
**Figure 6a, b Pupils' attitude to swimming**

**Legend:** A – positive, B – negative, C - none

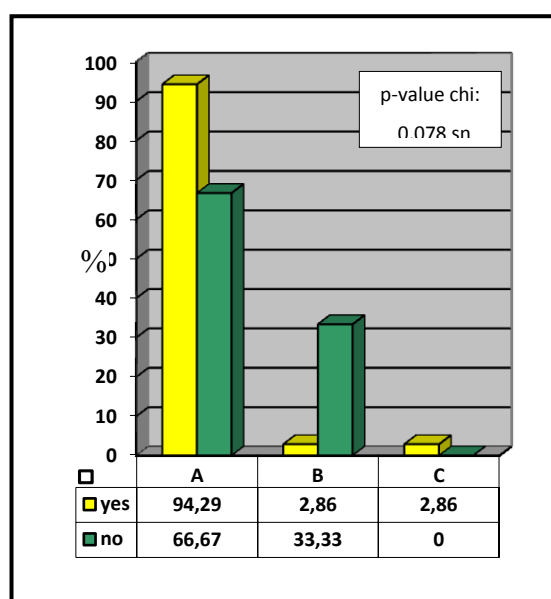
Based on the results of the research we claim that in both regions more pupils from country express a positive attitude to swimming than pupils from city. This confirms **H1**.

In the questionnaire we made it possible for pupils to express their relation to swimming as well as their participation in BSC. We wanted to see if there exists any relevant dependence (relation) between two variables: the attitude to swimming and the participation in swimming courses. The variable “attitude to swimming” has three levels: positive, negative, and none.

Považská Bystrica – city



Považská Bystrica - country



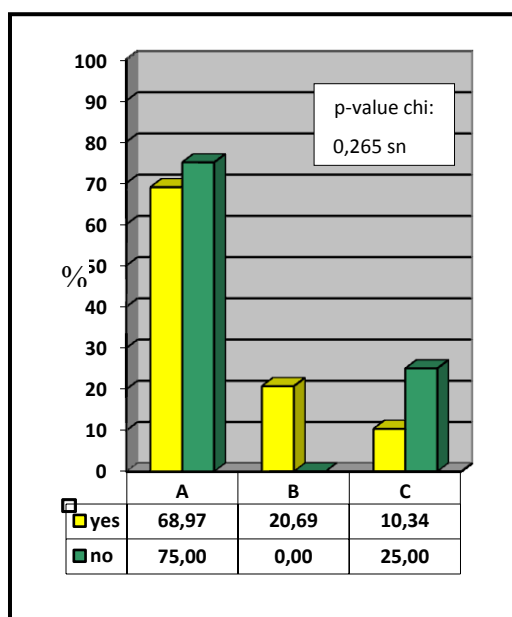
**Figure 7a, b Dependence of attitude towards swimming on participation in BSC in PB**

**Legend:** A – positive, B – negative, C – none

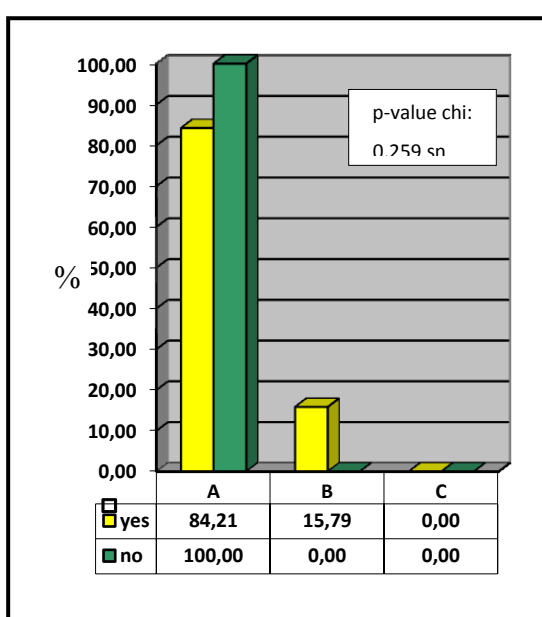
In the region PB/city it is not possible to compute the statistically significant dependence between the attitude to swimming and participation in BSC because the occurrence in the category of pupils who did not take part in any BSC is zero (figure 7a). We used the Chi-square test of independence to calculate the p value, the lowest level of dependency. The calculated p value is 0.078 is a high level thus we cannot reject the zero hypothesis that there is no significant dependence between the two variables (attitude to swimming and participation in BSC) at the alpha level 5%. In the region PB/country we did not find a statistically significant dependence between variables the attitude to swimming and participation in BSC.

In the region PN /city the calculated p value is 0.265 and in PN/country  $p = 0.259$ , which are very high values. Thus the zero hypothesis  $H_0$  (the two variables are independent) cannot be rejected (figure 8a, b). We confirm that there is not a significant dependence between the attitude to swimming and participation in swimming courses at elementary school pupils in PN.

Piešťany - city



Piešťany - country



**Figure 8a, b** Dependence between attitude towards swimming and participation in BSC in PN

**Legend:** A – positive, B – negative, C – none

Based on the analysis of the results of the research we confirm that there is no statistically significant dependence between the attitude to swimming and participation in BSC at elementary school pupils in the regions of PB and PN. The **H 2** was thus not confirmed. We suppose that the findings in the regions of PB and PN are influenced mainly by the fact that pupils do not build their relation to swimming (either positive or negative) based solely on the swimming courses. Their attitude to water and swimming is formed and developed by a person who teaches a pupil to swim and later by pupil's interest in swimming, by teaching pupils about positive effects of swimming, and by implementing swimming into the physical activities of pupils. We hereby state that the attitude towards swimming is not relevant to the participation in BSC. The attitude towards swimming is not the only factor influencing participation in BSC.

## CONCLUSION

In our survey we deal with the issue of pupils' attitudes to swimming and swimming courses at selected elementary schools. By evaluating the results of the research we found out that the participation in BSC in PB region is excellent (over 90% for both city and country), in the region of PN the participation in BSC is weaker (over 55.88%) in comparison with the PB region. The analysis of the results shows that country pupils from both regions demonstrated

higher percentage representation in positive attitude to swimming (91.54%) as opposed to pupils from city schools (69.41%). The reasons for such results can be most probably found in the fact that the city of Piešťany does not have suitable swimming facilities for realization of swimming courses. Suitable conditions for realization of swimming courses are one of the basic factors for creating an attitude to swimming and water environment (Michal 2002). The reasons why pupils develop a negative attitude to swimming are diverse. Merica (2011), Michal (1993) state mainly the following reasons: unpleasant experience with water in the past, fear from water, forcing pupils in swimming courses to such water activities which are unpleasant for them, and insufficient encouragement from parents. Macejková (2009) claims that a professional approach of the swimming instructor in swimming courses helps pupils to gradually get acquainted with water environment and to feel in water comfortably.

The aim of swimming courses is not performance swimming but making use of the positive influence of swimming on healthy psychological and physical development of youngsters. Apart from other benefits regular swimming hardens the body thus increasing its resistance against different diseases, positively affects motor apparatus, increases overall fitness, and improves breathing (Bence et al., 2005). For these particular reasons it is important to motivate pupils for developing a positive attitude to swimming and water environment. Based on our findings we give the following recommendations for developing a positive attitude to swimming and water.

- human approach relative and correspondent to a pupil's age in order to improve pupils motivation and interest in swimming,
- to motivate pupils by implementing games, plays, and competitions in BSC,
- to increase pupils' interest in BSC to involve different swimming aids and leave some space for pupils to play with them,
- the training should be performed only by a professional swimming instructor who does his job with responsibility and has a positive attitude to children,
- elementary school teacher who accompanies pupils in BSC is not just a passive observer of swimming training but by his active approach (praising children for good performances in water, encouraging pupils to swim, monitoring an instructor's work ) helps to develop a positive attitude to swimming,
- to organize annually basic swimming courses supervised by professionally trained swimming instructors.



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## POSTOJE ŽIAKOV K PLÁVANIU A ICH VÝZNAM PRE ÚČASŤ NA ZÁKLADNÝCH PLAVECKÝCH KURZOCH VO VYBRANÝCH REGIÓNOCH

### SÚHRN

Autorka príspevku sa zaoberá problematikou vzťahov žiakov k plávaniu ako aj absolvovanosťou základných plaveckých výcvikov v rámci základných škôl. Vyhodnotením výsledkov výskumu sme zistili, že väčšie percentuálne zastúpenie kladného vzťahu k plávaniu preukázali žiaci vidieckych základných škôl oboch regiónov. Poukazujeme na skutočnosť, že neexistuje štatisticky významná závislosť medzi vzťahom k plávaniu a absolvovaním základných plaveckých výcvikov vo vybraných základných školách. V závere navrhujeme možnosti na zlepšenie vytvárania vzťahu k plávaniu a k vodnému prostrediu.

**KLÚČOVÉ SLOVÁ:** plávanie, plavecké výcviky, žiaci základných škôl, vzťah žiakov k plávaniu

## **SECONDARY SCHOOL STUDENTS' OPINIONS ABOUT PHYSICAL AND SPORTS EDUCATION**

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### **SUMMARY**

The aim of the research was to obtain the actual data, by means of which we will be able at least partially analyze the opinions of girls and boys at secondary schools in Žilina about school Sports and Physical education. By means of a questionnaire designed for students we found out what students' interest and attitude towards school Physical education as well as outside the school are. Based on the research, we found out that only 78% of girls would alter the program of Physical education or the Physical education teacher's approach.

**KEYWORDS:** students, opinions, physical activity

### **INTRODUCTION**

The main objective of the subject Physical education, in addition to the development of movement abilities and acquiring motor skills, is also to gain the necessary theoretical knowledge. It is necessary to form students' positive attitude towards movement activity and sport since an early age. Within the process of physical education, mainly theoretical knowledge is an inevitable precondition for successful implementation of practical activities, shaping attitudes towards physical education and lifelong movement activities and also healthy lifestyle.

In emphasizing the importance of adequate movement activity for people's health and quality of life is necessary to use all available means and at the same time it is inevitable to point out the harmfulness of passive lifestyle (Frömmel, 1999). A man naturally needs a certain amount of movement - neither more nor less.

Movement and exercise is one of the necessary means how to maintain and improve one's health status. Students of primary and secondary schools are still in the development stage, which means that the deficiencies in their physical development can be properly

influenced. The efforts to develop and increase active muscle mass and the elimination of passive mass, consisting of subcutaneous fat, should become the main focus. This goal can be achieved by affecting the development of strength abilities of students. Purposeful movement activity can reduce the proportion of subcutaneous fat and on the contrary, this proportion increases at the absence of movement activity and increased food intake (Sýkora 1995, Hošek 1995). It is therefore appropriate to develop and promote students' interest in sports and movement activity.

School Physical education significantly contributes to biological development of an individual and to creating a healthy lifestyle. We cannot consider two lessons of Physical education a week to be sufficient enough. One of the main tasks of Physical education at school is to teach students the most appropriate way to develop movement skills, abilities and exercise regimen in their free time and outside school Physical education.

A modern concept of school Physical education emphasizes search for individual movement predisposition, cultivation of movement abilities and development medically oriented fitness. An important requirement is positive experiencing of movement activities and fostering positive attitudes towards them. In the background there is a one-sided focus on movement performance and competitiveness, sometimes wrongly considered to be dominant in motivating students in Physical education (Michal, 2003; Michal, 2008).

The importance of meeting the performance requirements in the curriculum is suitable for physically more talented children. In this perceiving of Physical education, a vast number of average and under-savvy children feel frustration, feelings of loss of dignity, fear of failure and leads to the need to avoid participation in Physical education. It is most often seen in overweight, clumsy and at home movement-deprived children, who in turn need most stimuli in movement activities. By avoiding physical activity, their physical deficiency deepens (Michal, 2010).

School Physical education must strive to respect individuality of a student. It is necessary to create an atmosphere of trust and affection, which gives students the courage to release their needs, ideas and carry them out in collaboration with other classmates. Team-work in cooperative movement games and creativity in creative movement games are positive elements of school physical education (ISCED 3, 2009).

A typical feature of continuity between Physical education at secondary school and Physical education at primary school is gradual increase in quality of objectives and content of all core activities. It is necessary to maintain this gradation also between particular grades. Differentiation of the content for boys and girls and intellectualization of the acquisition

process and movement skills consolidation of motor skills and development of movement abilities of students is much stronger (ISCED 3, 2009).

## AIM

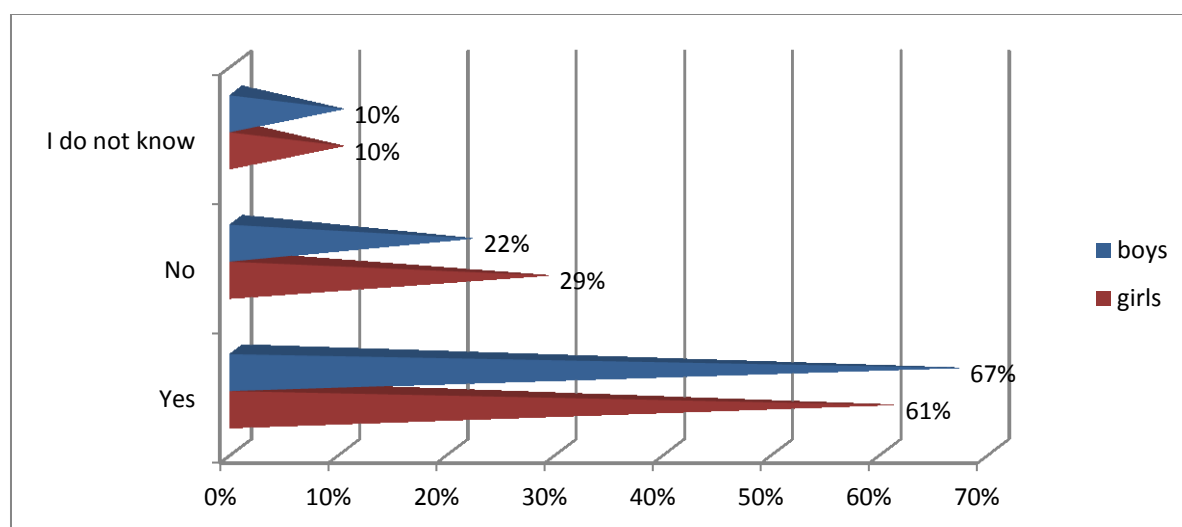
The aim of the research was to obtain real data, by means of which we can at least partially analyze the opinions of girls and boys at secondary schools in Žilina about school Physical and Sports education. The article was prepared within solution of the Vega 1/0758/14 project grant.

## METHODOLOGY

There were 188 participants of the research who were 17-19 year-old secondary school students. We delivered the questionnaire designed for students to three secondary schools in Žilina. There were 90 boys and 98 girls out of 188 students. By means of a questionnaire, we wanted to obtain information what their attitudes towards school Physical education are, and what they would change.

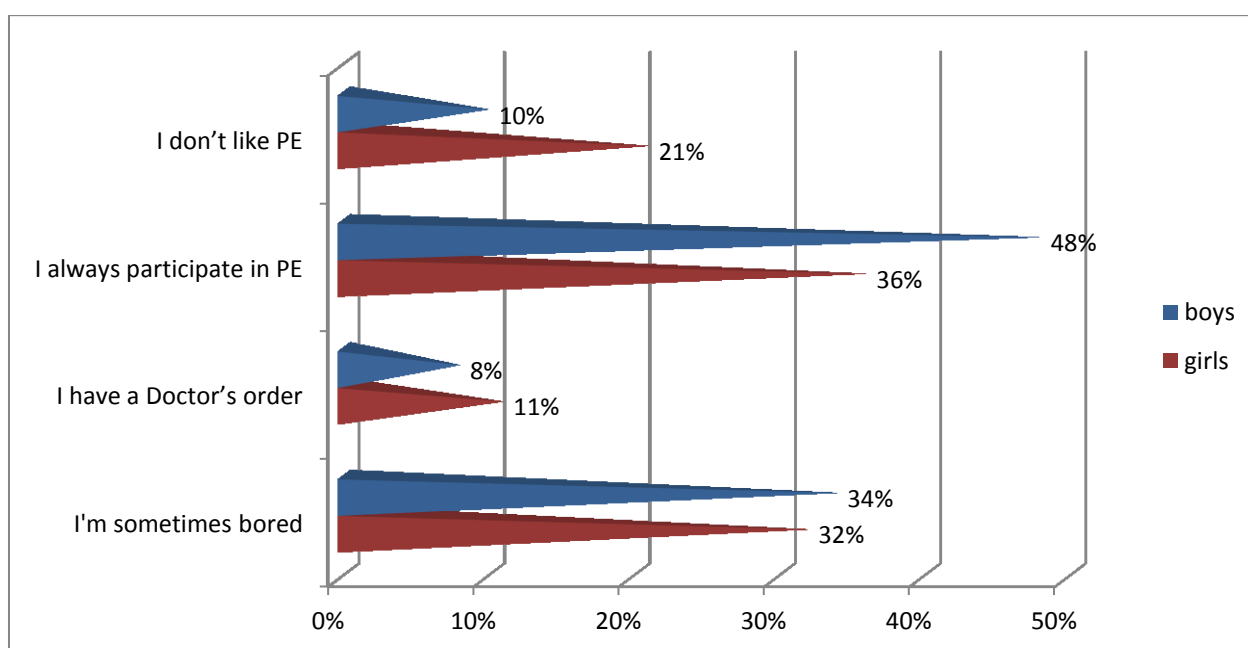
## RESULTS

In this part of our research, we wanted to find out boys' and girls' opinions about compulsory lessons of Physical education at secondary schools, their satisfaction or dissatisfaction with Physical education lesson's diversity. We also wanted to know their opinions about teacher's work, why students try to avoid Physical education lessons and if they could what they would change about Physical education lessons.



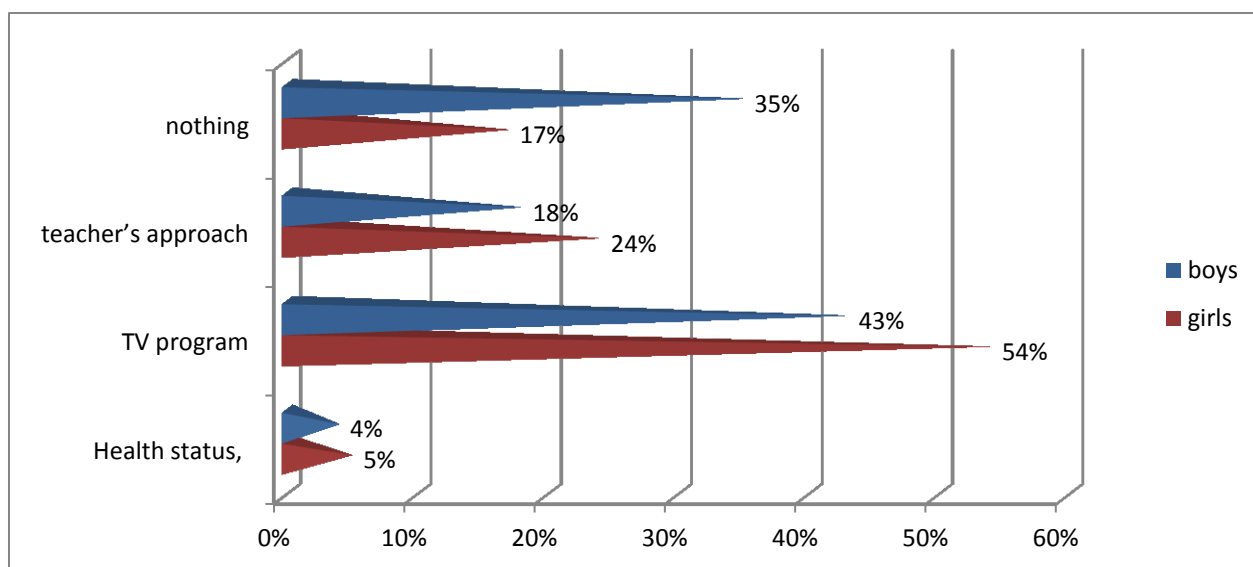
**Figure 1 Amount of movement which is provided by compulsory PE is insufficient**

In Figure 1 we can see that 61% of girls and 67% of boys agree that the amount of movement during PE lessons is insufficient, 29% of girls and 22% of boys disagree with this and see the amount of movement provided by compulsory TV as sufficient and 10% of girls and boys didn't present their opinions and stated I do not know. We were pleased with these findings because secondary school students realize the importance of the implementation of sports activities, whether for health improvement, fitness or entertainment.



**Figure 2 The most frequent reason for not participating in PE**

In Figure 2 we can see that most students almost always participate in PE, 36% in girls and 48% of boys. Another group of students stated that they sometimes get bored which is 32% of girls and 34% of boys, 11% of girls and 8% of boys had doctor's order not to have PE lessons, 21% of girls and 10% of boys did not like Physical education.



**Figure 3 What would you change about PE lessons so that you participate in?**

In Figure 3, we can see that only 54% of girls and 43% of boys would alter the PE program at secondary schools, so that the lessons of PE became more interesting, 24% of girls and 18% of boys would like to change the teacher's approach, 5% of girls and 4% of boys would like to improve personal health, 17% of girls and 35% boys like almost everything. As we can see, mostly girls would alter the PE program. In most cases, they reported that they spend the majority of lessons playing volleyball against other classes because of the lack of space. They would be interested in aerobic exercise such as aerobics, zumba, stepaerobics, body styling. The boys would like to have better school equipment in gym, for floorball, martial arts and so on.

## CONCLUSION

In this work, we assumed that girls are less satisfied with Physical education lessons at secondary schools than boys. Based on the research, we found out that up to 78% of girls would alter the PE program or the approach of Physical education teacher, because up to 53% of girls report that they get bored in school Physical education or they do not like it at all. 60% of boys are dissatisfied.

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## NÁZORY ŠTUDENTOV STREDNÝCH ŠKÔL K TELESNEJ A ŠPORTOVEJ VÝCHOVE

### SÚHRN

Cieľom výskumu bolo získanie skutočných údajov, prostredníctvom ktorých sa mi podarí aspoň čiastočne analyzovať názory dievčat a chlapcov na stredných školách v Žiline k školskej telesnej a športovej výchove. Pomocou dotazníkov určených pre študentov sme zistili aký záujem a postoj majú k školskej telesnej výchove i mimo školy. Na základe výskumu sme zistili, že až 78% dievčat by zmenili program telesnej výchovy alebo prístup učiteľa telesnej výchovy.

**KEÚČOVÉ SLOVÁ:** študenti, názory, pohybová aktivita

# **USE OF SNOWBOARDING IN TEACHING PROCESS OF PHYSICAL EDUCATION IN PRIMARY AND SECONDARY SCHOOLS IN MARTIN AND ITS VICINITY**

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Matej Bel University in Banská Bystrica, Slovakia*

## **SUMMARY**

The aim of this work is to determine to what extent the extended winter snowboarding training for primary and secondary schools in Martin and surroundings, check erudition teachers in schools for the training of snowboarding and pupils' interest in the sport.

The aim of the text is to become familiar with the new sport sector, snowboarding, its methods, teaching practices, and in particular the level of teaching in physical education and school-level teachers as instructors snowboarding school.

**KEY WORDS:** snowboard, snowboarding, teacher, pupil, physical education, teaching unit, ISCED 2008.

## **INTRODUCTION**

Snowboarding is fascinating for the third generation of young people, and its popularity does not decrease even after more than 40 years. During this period snowboarding has grown into a massive structure which consists of three basic parts: 1. Sports area with more than 10 disciplines, 2. Recreation area with number of riders which sometimes equals the number of skiers, 3. Snowboard training area with schools and snowboard courses firmly anchored in the curriculum of all types of schools. For many young people was snowboarding the right impulse to change their lifestyle. The popularity of snowboarding is proved by the fact that it is the only individual winter sport which threatens the hegemony of the ski world. This pressure stimulated the birth of carving skis, freeride and freestyle as alternatives



modeled by snowboarding. Today, many people can both ski and snowboard, which largely contributed to the rapprochement of these irreconcilable worlds (Michal, 2009; Michal, 2010).

Snowboarding is an inspiring part of life for many people of different orientation, age and gender. It gives them pleasure as well as mental and psychological health. Snowboarding is a phenomenon that indelibly marked on our time period.

## **OBJECTIVE**

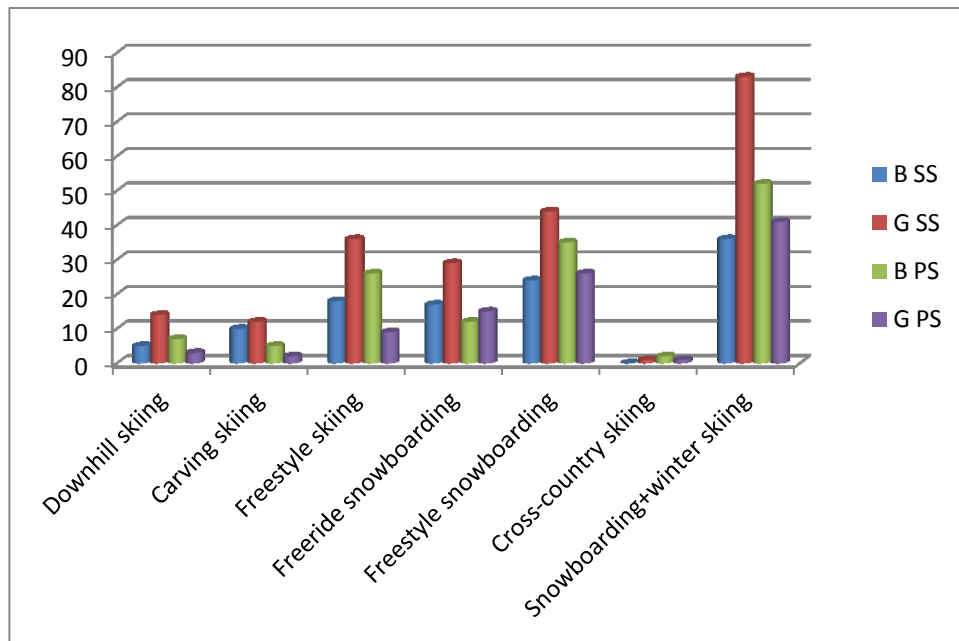
We would like to find out if it is possible to realize a winter training of snowboarding for primary and secondary schools in Martin and surroundings. Also to find out if the students are interested in this. The article was prepared within solution of the Vega 1/0606/15 1/0758/14 project grant.

## **METHODOLOGY**

To obtain the survey data, we chose a questionnaire as one of the research methods. Questionnaire was distributed for pupils at two elementary schools and three high schools in Martin. We distributed 270 questionnaires while 154 questionnaires was completed by pupils of primary school Hurbanova and primary school Jahodnicka. Other 116 questionnaires was completed by students of Secondary school of business in Martin, Secondary school of trade and services in Martin and GVPT in Martin. The survey was conducted in January, February and March 2012.

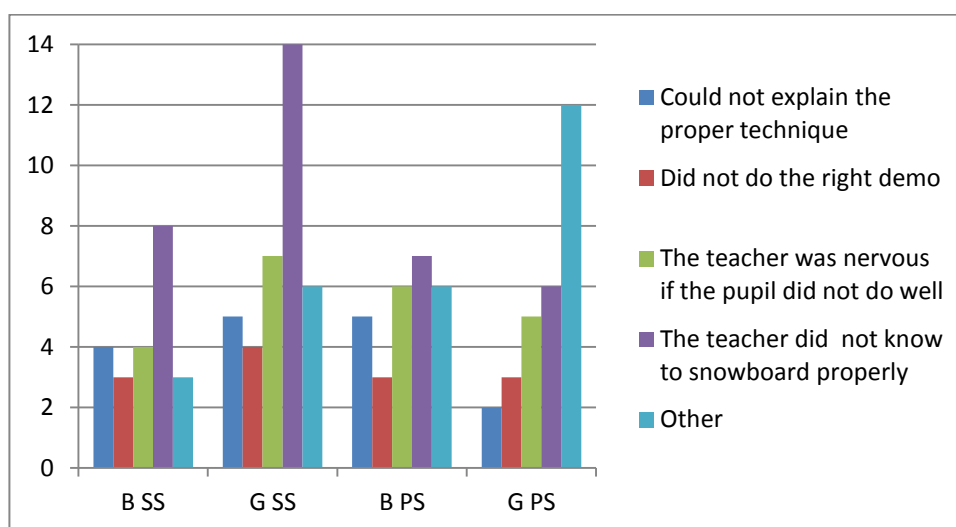
## **RESULTS**

In this article we have investigated on which level is winter training of snowboarding extended on primary and secondary schools in Martin and vicinity. We used a questionnaire method. We were interested in attitudes and opinions of students on snowboarding and their experience with the courses.



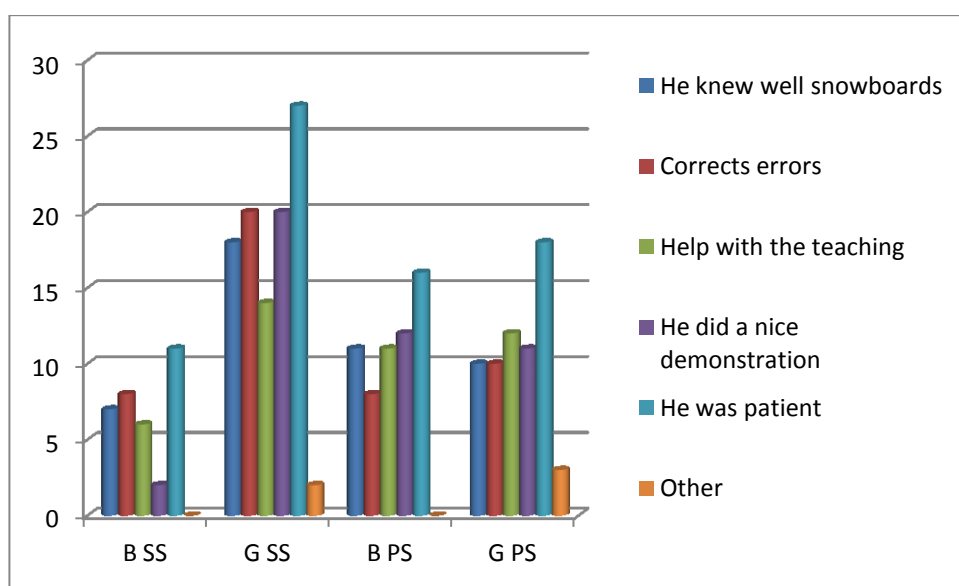
**Figure 1 Interest for winter course**

Most students would choose a combination of snowboarding + winter skiing course - 212 students (37.5%) as the second most desired would be freestyle snowboarding course - 129 students (22.8%), as a third course would be freestyle skiing - 89 students (15.8%), and the fourth is freeride snowboard with 12.9%, or 73 students. Consistent is the downhill skiing and carving, which consistently chose 29 students (5.1%) and the least desired course is cross-country skiing, which chose only 4 students (0.7%). This shows that due to new trend and massive interest in freestyle disciplines the traditional disciplines are slowly subsiding. What we are very pleased is that interest in snowboarding is really great.



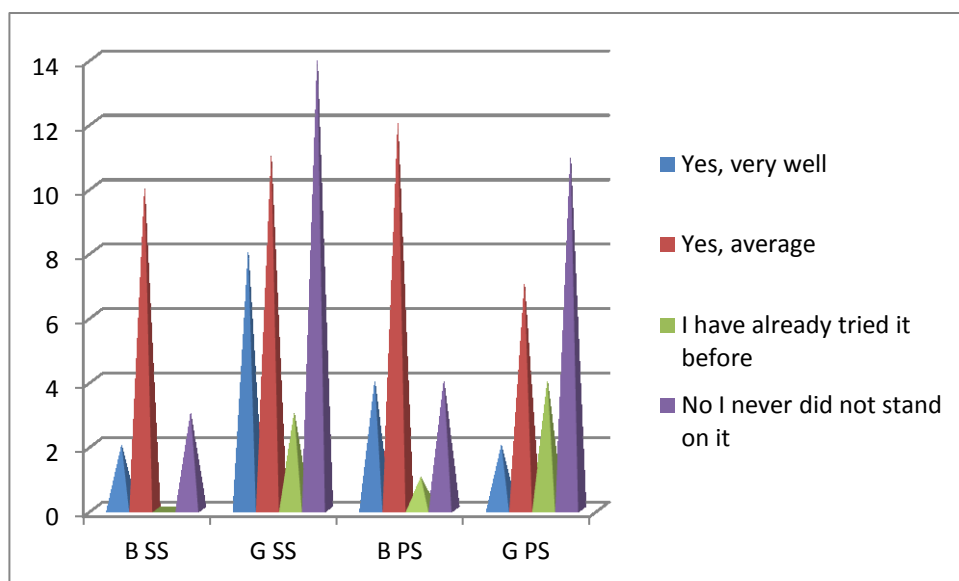
**Figure 2 Negative quality of teacher of snowboarding**

As the biggest negative feature students consider the fact that the teacher did not know to snowboard properly - 35 students (30.9%) which means that teaching needs a professional approach to be effective and interesting. 27 pupils (23.9%) identified other response, where most of them stated that they were satisfied with the teacher. For the second largest negative is considered that the teacher was nervous if the pupil did not do well - 22 students (19.5%). This also leads to the incorrect approach, and such an error should be removed as soon as possible. 16 pupils (14.2%) said that the teacher did not explain the proper technique and 13 students (11.5%) that the teacher did not behave correctly in a sample, which is also considered as the basic error that should not happen in the implementation of the winter course.



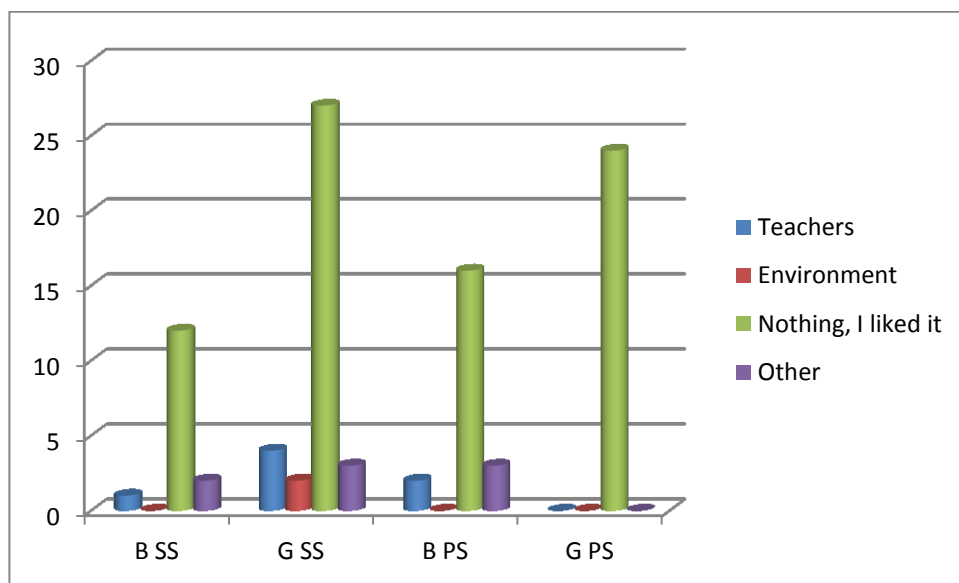
**Figure 3 Positive quality of teacher of snowboarding**

For the most positive quality students consider that the teacher was patient - 72 (28%). Almost the same number of students like that the teacher corrected their mistakes and knew to snowboard well 46 (17.9%), did a nice samples 45 (17.5%), helped by the teaching 43 (16.7%). Only 5 students (2%) identified other answer and stated that they did not like teacher at all.



**Figure 4 Snowboarding skills before winter course**

16 pupils knew to snowboard before winter course (16.7%), 40 students knew to snowboard on average level (41.7%), 8 students (8.3%) tested snowboarding already and 32 students (33.3%) never tried snowboarding.



**Figure 5 Changes suggested by students**

We wanted to find out what students did not like on the course, what would they change in the future. Despite the large number of teachers who have no experience of teaching snowboarding 79 students (82.3%) said that they would not change anything on the course. 7 students would change teacher (7.3%), 2 students would change the environment

(2.1%) and 8 students (8.3%) reported response – other and wrote that they would like teacher or instructor of opposite sex ..

## CONCLUSION

Last few years are characterized by the decreasing importance of training courses. Whether it is because of financial difficulty, overall organization or student disinterest in any sports it should be noted that the original trend, snowboarding, changed the preview on winter sports.

For our research it was important to determine how is the teaching of snowboarding widespread at primary and secondary schools, and if schools organize training courses in winter. The obtained results shows that all of the respondents include courses in their educational programs. We examined the pupils' interest in winter courses, and most students have expressed interest in the snowboarding 37.5% and freestyle skiing 15.8%. In addition to the methodology and techniques of snowboarding students learn to respect the principles and rules of safety stay in the mountains and ski slopes. What goes hand in hand with certain standards of social behavior.

All respondents 100% agreed that the winter training definitely should take place.

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## **VYUŽÍTE SNOWBOARDINGU V TELOVÝCHOVNOM PROCESSE NA ZÁKLADNÝCH A STREDNÝCH ŠKOLÁCH V MARTINE A JEHO OKOLÍ**

### **SÚHRN**

Cieľom tejto práce je zistiť, v akej miere je rozšírený zimný výcvik snowboardingu na základných a stredných školách v Martine a okolí, zistiť erudovanosť učiteľov na školách pri výcviku snowboardingu a záujem žiakov o tento šport.

Cieľom textu je zoznámiť sa s novým športovým odvetvím, snowboardingom, jeho metódami, didaktickými postupmi a predovšetkým úrovňou vyučovania v školskej telesnej výchove a úrovňou učiteľov ako inštruktorov školského snowboardingu.

**KEĽÚČOVÉ SLOVÁ:** snowboard, snowboarding, učiteľ, žiak, telesná výchova, vyučovacia jednotka, ISCED 2008

## **THE IMPACT OF PHYSICAL ACTIVITY ON THE ASSESSMENT OF QUALITY OF LIFE IN STUDENTS OF UNIVERSITY OF THE THIRD AGE**

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MIROŚŁAWA**

*Kazimierz Wielki University in Bydgoszcz, Poland*

### **SUMMARY**

The purpose of this study was to assess the quality of life in female students of the Third Age University engaged in physical activity. The study was conducted among female students of the Third Age University in June 2014. The women involved in the study answered 30 questions listed in a survey. They were asked about the condition of their health and well-being before taking up physical activity and during the time when they were involved in it. As a result of the research conducted, a beneficial influence of regular physical activity on the psychophysical state of respondents was identified.

**KEY WORDS:** physical activity, university of third age, old age, quality of life

### **INTRODUCTION**

Tomasz Kostka wrote: *‘The aging of European and Polish population is probably the major health and sociopolitical challenge in the coming years. It is expected that people aged 60-79 will account for one quarter of the entire population of the European Union in 2050. Preservation of health and physical well-being of seniors, including enhancing their employability and reducing the costs of medical treatment are the priorities of the European Commission’* (<http://www.pamietajosercu.pl>).

Active leisure comprises a significant element of life influencing the health of the modern person. Movement – is a biological need of the body which should be satisfied every day. Physical exercises ensure proper biological and mental functioning as well as a satisfactory level of efficiency. Movement prevents diseases and may replace medication, yet no medication can replace movement. Therefore, physical activity and exercises are priorities, the fundament for a good health.

The role of physical activity is an essential factor preventing various diseases, for example, cardiovascular, respiratory or locomotor system diseases [m.al. Bendikova and Kostencka 2013, Łubkowska at al. 2014, Osiński 1996, Sędalska at al. 2014, Woynarowska 2000, Żukowska and Kostencka 2010]. Physical activity should be strictly connected with the lifestyle of an individual. A properly dosed physical effort, apart from sociopsychical and dietary factors, affects proper and effective prevention of many maladies. Physical exercise increases aerobic capacity, extends systolic heart function, reduces arterial pressure and improves well-being and sleep and therefore reduces the risk of depression. It is physical activity that comprises a natural regulator stimulating all and any processes of the body during human development whereas in adult life it becomes a prophylactic measure [Osiński 1996]. Woynarowska [2000, p. 313] claims that ‘physical activity along with a healthy diet is one of basic human needs and a key condition of preserving and improving health throughout all periods of life’. Apart from that, Napierała (2004) states that ‘Physical activity is the best way to achieve a good health, one of the cheapest ways, and most importantly, most retired people can afford such a way’.

Over recent years, there has been growing public awareness of the impact of physical activity on the psychophysical state of a person thanks to the promotion of healthy lifestyles. The range of sport and recreational activities on offer aimed at different age groups is growing. A lot of campaigns are conducted on the positive influence of physical activity on daily activities (shopping, cleaning, climbing stairs, etc.).

## **AIM**

The aim of this study was to assess the quality of life in female students of the Third Age University who are engaged in physical activity.

## **HYPOTHESIS**

Physical activity plays a very important role enhancing the quality of health and well-being for female students of the Third Age University. Active leisure improves physical condition while every day activities become much easier.

## **METHODOLOGY**

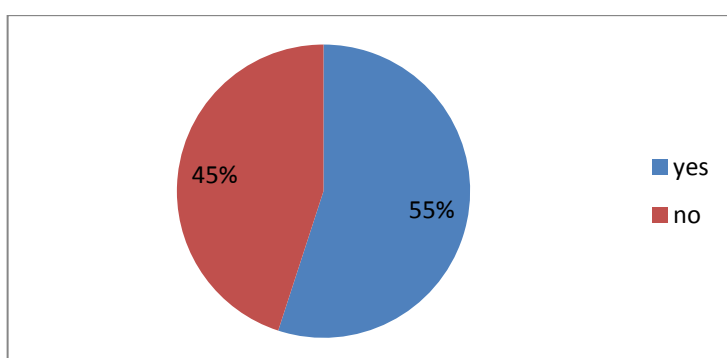
The study was conducted among female students of the Third Age University in June 2014. An assessment of the impact of physical activity on the quality of life in the females surveyed was undertaken.



The women involved in the study answered 30 questions listed in a survey. They were asked about the condition of their health and well-being before engaging in physical activity and during the time of being involved in it. The study was performed using the method of diagnostic survey and a questionnaire sheet. The survey was anonymous and consisted of 30 questions. All the questions were close-ended.

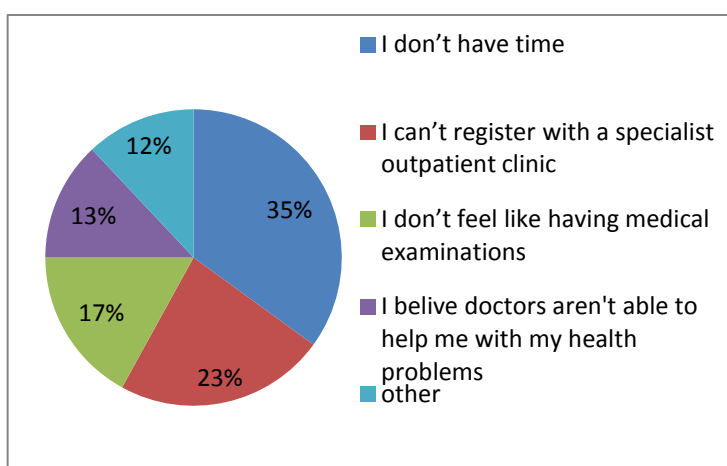
## RESULTS

The answers to the survey questions were assessed and the study results have been presented by means of diagrams. The first question concerned regular medical examinations (diagram 1).



**Diagram 1. Frequency of women's involvement in medical examinations**

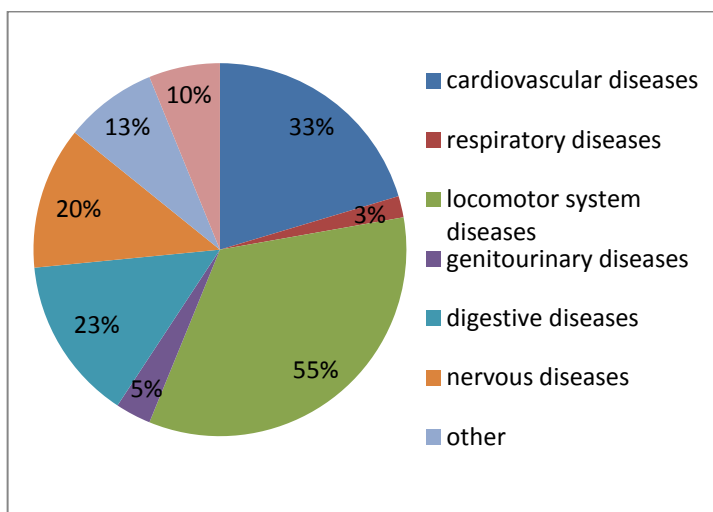
When analyzing the above diagram, it can be concluded that more than half of the respondents (55%) participate in medical examinations on a regular basis. A large part of those involved in the study (45%) do not have regular medical examinations and the reasons for such a situation have been released in Diagram 2.



**Diagram 2. Reasons why women do not undergo medical examinations**

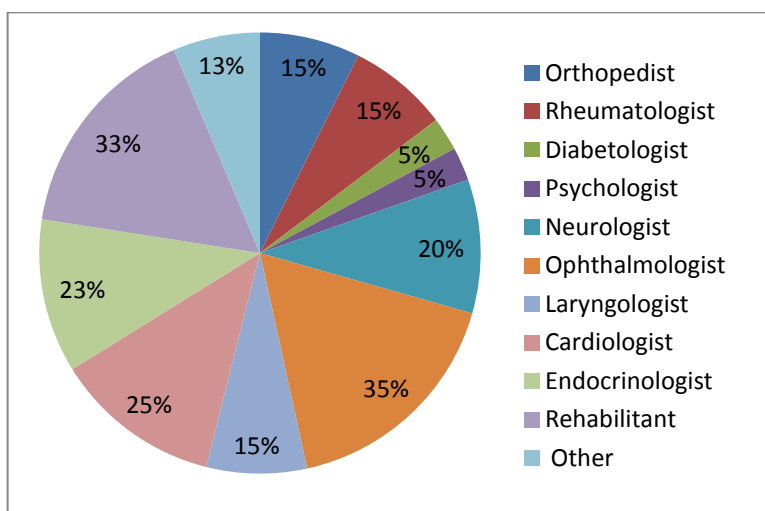
The most common reason for failing to undergo a medical examination among the respondents is the lack of time – 35%. Another reason is the lack of possibility of registering

with a specialist outpatient clinic – 23% and unwillingness – 17%. The next question was about diseases diagnosed in the women involved in the study (Diagram 3).



**Diagram 3. Frequency (%) of diseases diagnosed in female respondents**

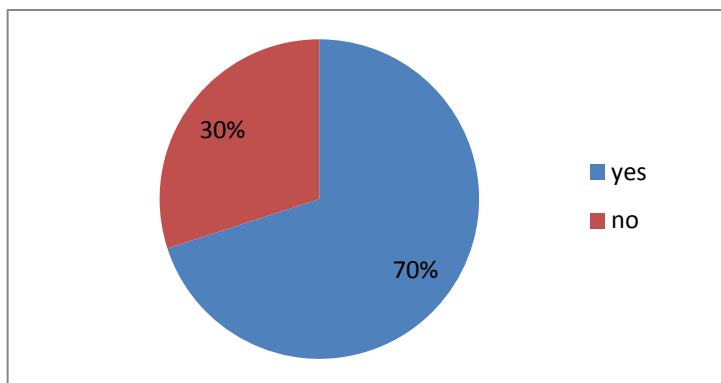
The most common maladies in the Third Age University students were locomotor system diseases – 55%, then cardiovascular diseases – 33%, and digestive system (23%) and nervous diseases (20%) respectively. The next question dealt with the type of specialist from whom the respondents received specialized healthcare (Diagram 4).



**Diagram 4. Frequency (%) of healthcare provided to the students of the Third Age University by medical specialists**

The biggest number of the respondents are under the care of an ophtalmologist (35%), followed by a rehabilitant (33%), cardiologist (25%) and endocrinologist (23%).

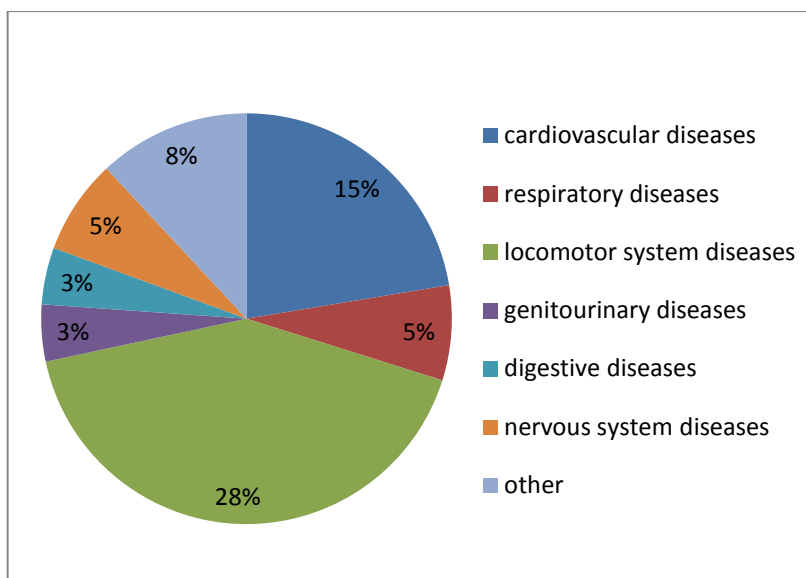
Diagram 5 displays the answers of the TAU female students concerning their participation in rehabilitation holidays.



**Diagram 5. Frequency of (%) women's participation in rehabilitation holidays**

As the diagram reveals, a vast majority (70%) of questioned respondents do not take part in rehabilitation holidays on a regular basis.

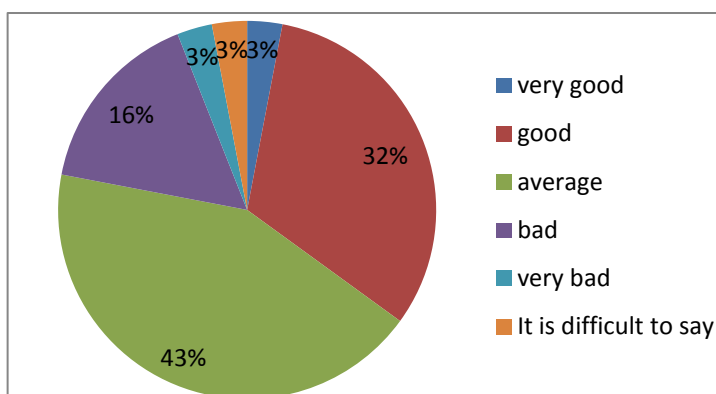
Diagram 6 shows responses to the question about the type of diseases which are the reason why respondents are referred to inpatient rehabilitation programs.



**Diagram 6. Frequency (%) of the type of diseases treated during inpatient rehabilitation programs**

When analyzing Diagram 6 it can be concluded that inpatient rehabilitation programs are mainly focused on the treatment of locomotive system diseases, i.e. 28%. Then there are cardiovascular diseases 15%. Other diseases treated on rehabilitation holidays concern the nervous system diseases (5%), respiratory system diseases (5%), urogenital system (3%) and digestive system diseases (3%).

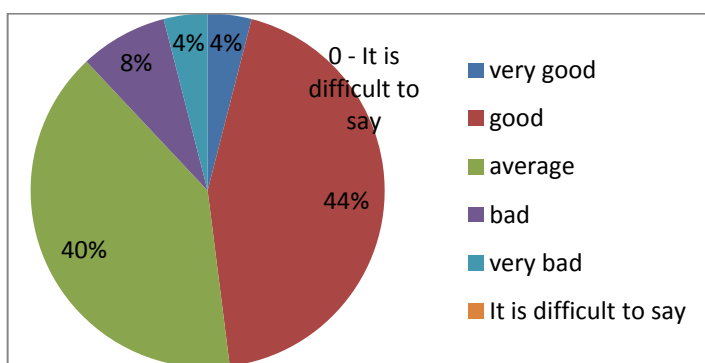
The next question referred to the subjective assessment of the health condition of the TAU students before they were involved in physical activity (Diagram 7).



**Diagram 7. Frequency (%) of the assessment of the health condition before getting involved in physical activity**

The largest group, that is nearly half of the respondents (43%), assessed their health condition as average, 32% of the females regarded it as good and 16% as weak.

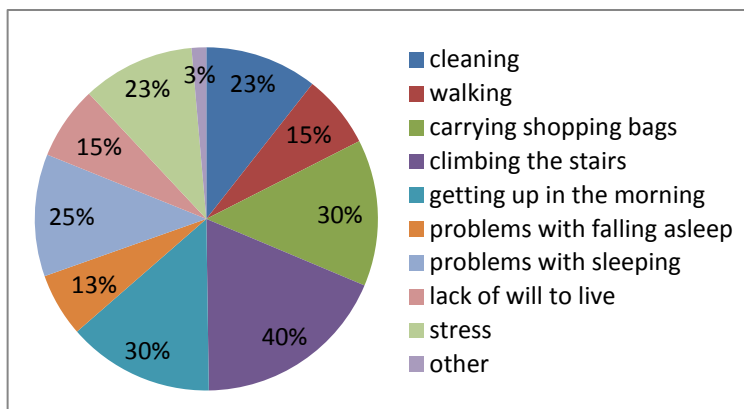
The next question asked about the evaluation of well-being before engaging in physical exercises by the TAU students (Diagram 8).



**Diagram 8. Frequency (%) of respondents' own assessment of their well-being before beginning physical activity**

As in the previous question, most female respondents thought their well being had been good (44%) or average (40%) before they took up physical activity.

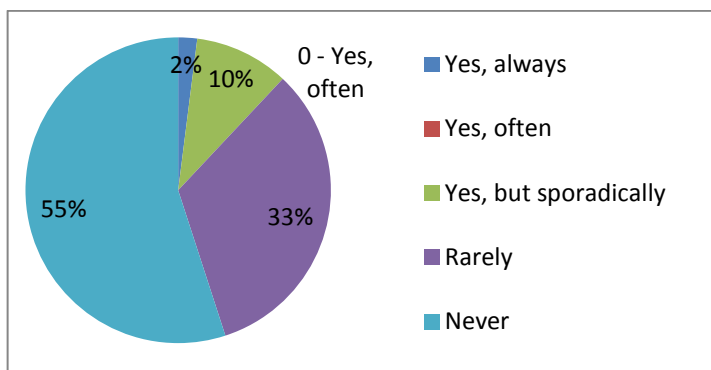
The subsequent question concerned problems with which responded women dealt in everyday life.



**Diagram 9. Frequency (%) of problems with basic everyday activities before taking up physical activity**

Among different everyday activities, climbing the stairs turned out to be most problematic – 40% of survey answers. Carrying shopping bags and getting up in the morning caused problems to 30% of respondents whereas cleaning and stressful situations to 23%.

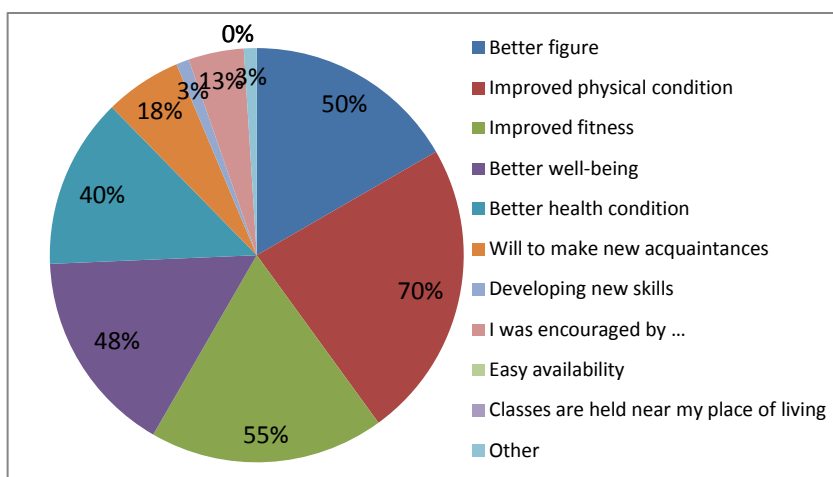
The TAU students answered the question how often they needed someone else for help in everyday tasks. The replies have been presented in Diagram 10 below.



**Diagram 10. Frequency (%) of relying on someone else for help in basic everyday tasks**

A large part (55%) claimed they never needed another person's help, 33% of women said they had seldom relied on support, 10% sporadically, and only 2% of the respondents always needed another person's support.

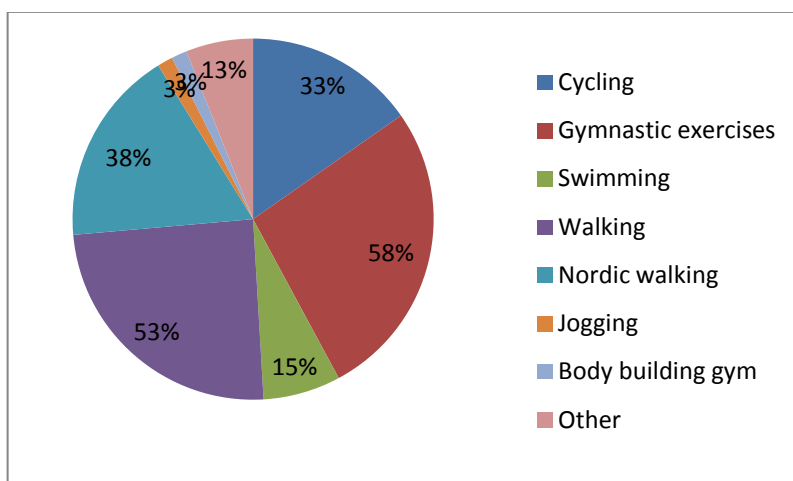
The next question asked about the reasons for taking up physical activity (Diagram 11).



**Diagram 11. Frequency (%) of the reasons for taking up physical activity**

The main reason why respondents engaged in physical activity was improving physical condition - 70%, and respectively improving physical fitness - 55%, figure - 50%, well-being 48% and health state – 44%.

The next question concerned preferences for the type of physical activity (Diagram 12).

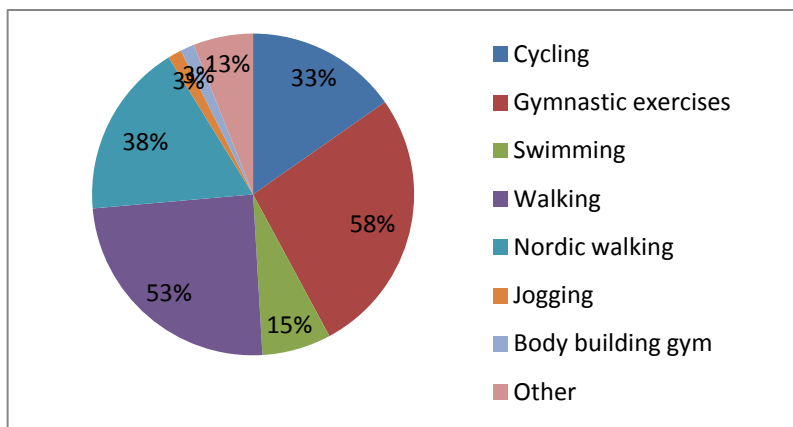


**Diagram 12. Preferred type of physical activity**

When analyzing the Diagram, it can be concluded that walks are considered to be the most preferred form of physical activity – this answer was chosen by 65% of respondents.

Equally popular were gymnastic exercises - 60% of respondents chose this form of activity. It turned out that there was less interest in nordic walking (40%) and cycling (45%).

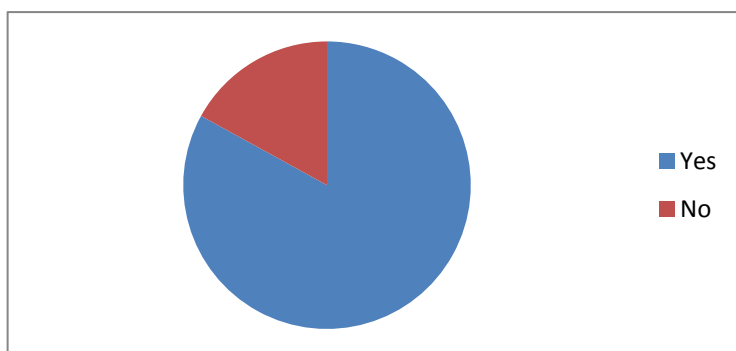
Then the women involved in the study provided answers to the next question about the form of physical activity they were currently engaged in.



**Diagram 13. Forms of physical activity respondents were currently engaged in**

As the Diagram reveals gymnastic exercises and walks are on the top of the list – these forms of activity were chosen respectively by 58% and 53% of respondents. Besides, cycling (33%) and nordic walking (38%) were again ranked quite high.

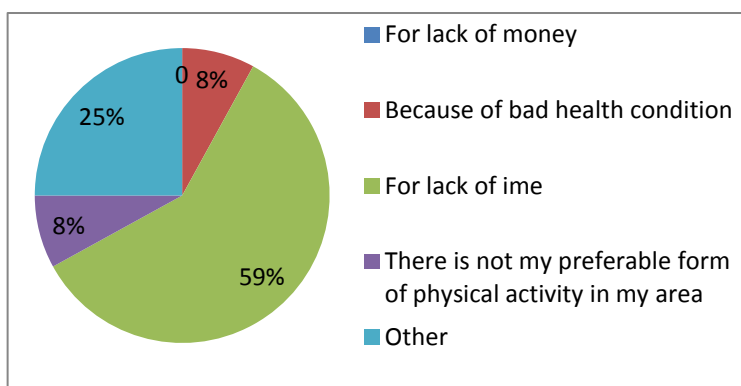
Then the TAU students answered the question as to whether participating in physical exercises was the form of physical activity they preferred (Diagram 14).



**Diagram 14. Frequency (%) of satisfaction with the chosen form of physical activity**

The majority (83%) of women participated in the form of physical activity they preferred, and only in 17% of respondents their preferences differed from the form of physical activity they were currently engaged in.

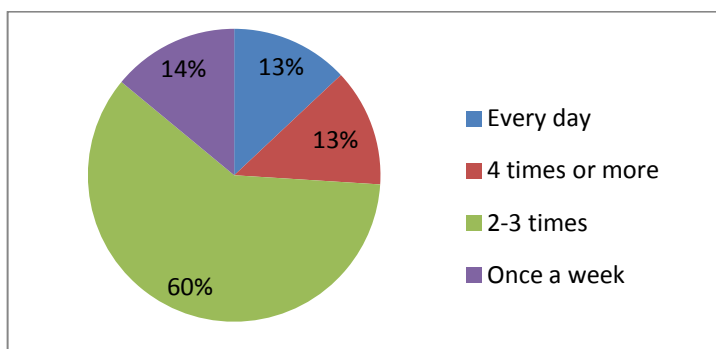
The reasons why respondents' preferences did not overlap with the type of physical activity they took up are displayed in Diagram 15 .



**Diagram 15. Frequency (%) of the reasons for dissatisfaction with the chosen form of physical activity**

The majority (59%) of respondents did not participate in the preferable form of physical activity due to lack of time.

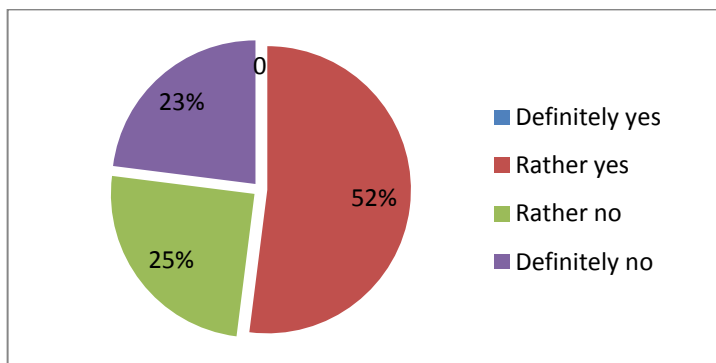
Respondents were also asked how many times a week they performed the physical exercises they had chosen (Diagram 16).



**Diagram 16. Frequency (%) of time spent on physical activity**

A large part of those involved in the study (60%) performed physical exercises 2-3 times a week while 14% of them only once a week.

Then, the TAU students were asked about their opinion about the amount of time they spent on physical activity (Diagram 17).

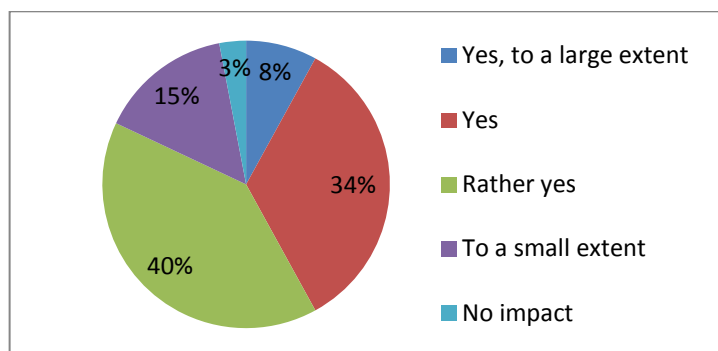


**Diagram 17. Frequency (%) of the amount of time spent on physical activity**



When analyzing the above Diagram it can be concluded that 52% of women regarded the amount of time spent on active leisure as sufficient, 48% thought they did not spend enough time on physical activity, of whom 23% definitely did not spend enough time on physical activity and 25% rather not.

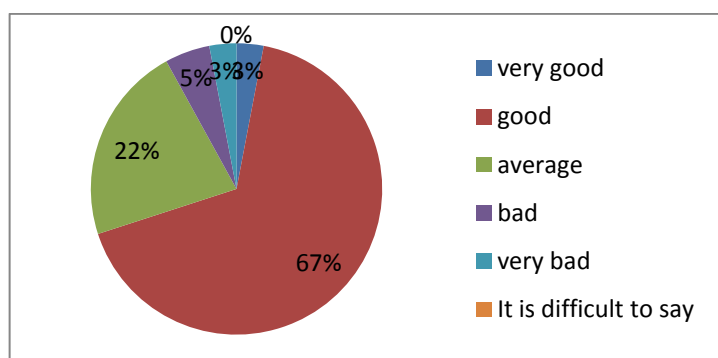
The next question asked if physical activity had an impact on improving health state (Diagram 18).



**Diagram 18. Frequency (%) of the impact assessment of physical activity on women's health**

A large part of the surveyed females (82%) noticed a positive impact of physical activity on health, of whom 40% - rather yes (or fairly positive), 34 yes and 8% definitely yes. 15 % of respondents found their health condition improved only to a small extent.

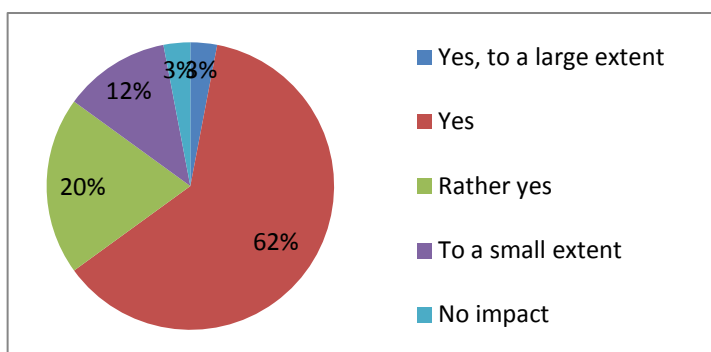
The next question concerned the subjective assessment of health state during the time respondents were engaged in physical activity (Diagram 19).



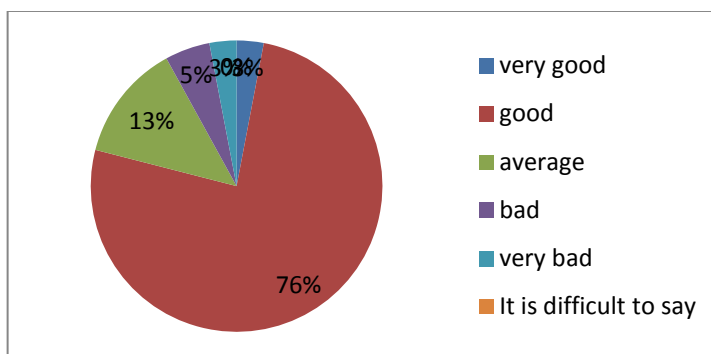
**Diagram 19. Assessment of women's health condition**

Most respondents evaluated their health condition positively during the time they were involved in physical exercises (70%).

The responses concerning the impact of physical exercises on the TAU students' well-being have been presented in Diagram 20 and 21.



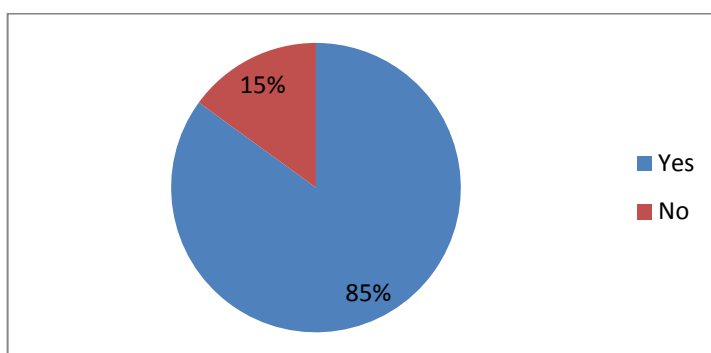
**Diagram 20. Impact of physical activity on respondents' well-being**



**Diagram 21. Subjective assessment of respondents' well-being during the time they were engaged in physical exercises**

The majority of respondents (97%) noticed the impact of physical activities on their well-being, and 79% of them evaluated this impact positively.

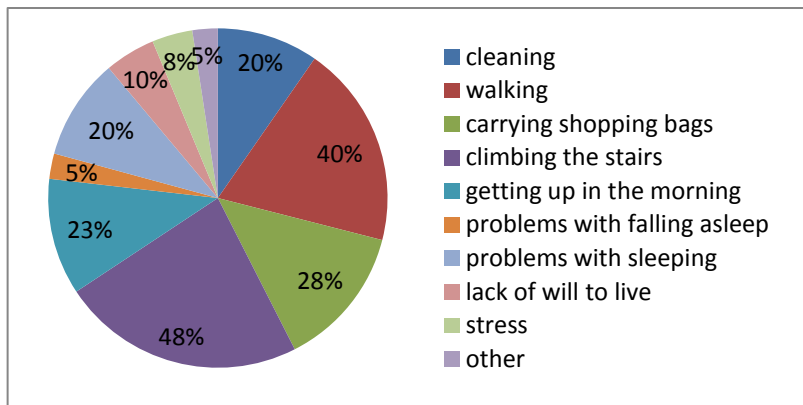
The next question concerned the influence of physical exercises on the ability to better cope with everyday tasks (Diagram 22).



**Diagram 22. Influence of physical activity on everyday tasks**

85% of female respondents thought they better coped with everyday tasks thanks to physical activity. Only 15 % believed physical activity had no impact on the way of dealing with these tasks.

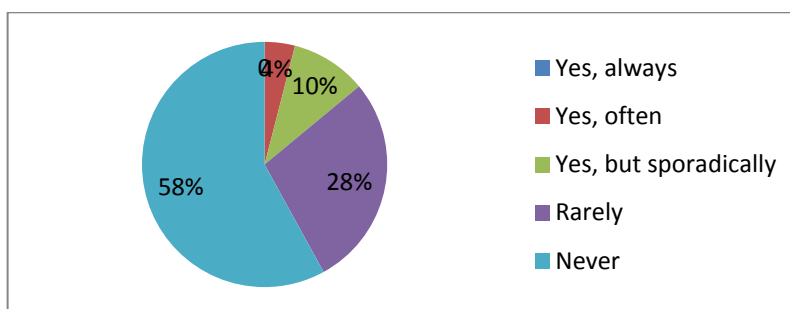
The following Diagram presents the responses concerning everyday activities which were positively affected by physical exercises.



**Diagram 23. Impact of physical activity on selected everyday activities.**

Physical activity had a positive impact on better coping with everyday tasks. Due to physical activity 48% of respondents noticed an improvement in climbing the stairs whereas 40% in walking. Nearly 30% found it easier to carry shopping bags and about 20% had fewer problems with sleeping and getting up in the morning.

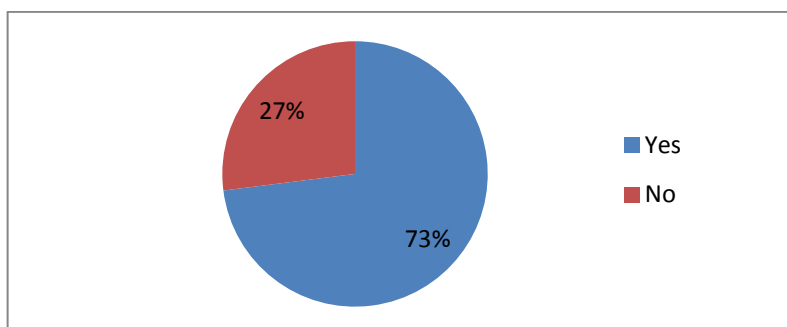
The next question was about support provided by someone else “Do you still need someone else for help in everyday tasks” (Diagram 24).



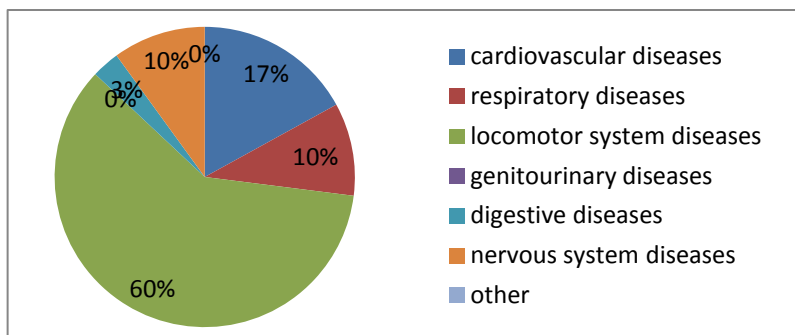
**Diagram 24. Frequency (%) of the need of another person for help during the time of being engaged in physical activity**

The majority of respondents 58% revealed they never needed such help, while 28% rarely needed some else for help.

Diagrams 25 and 26 present answers to the question concerning the impact of physical activity on the maladies experienced.



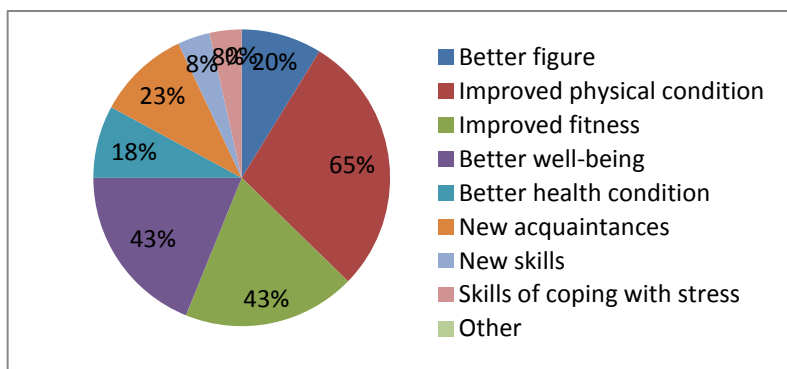
**Diagram 25. Impact of physical activity on the maladies experienced**



**Diagram 26. Frequency (%) of reducing health problems within particular systems in female respondents.**

73% of respondents revealed that their maladies decreased when they started being active, whereas 27% claimed their health problems did not reduce. Physical exercises had the biggest impact on the locomotor system with 60% of respondents who noticed positive changes, followed by cardiovascular system diseases (17%), then nervous system diseases (10%) and respiratory system diseases (10%).

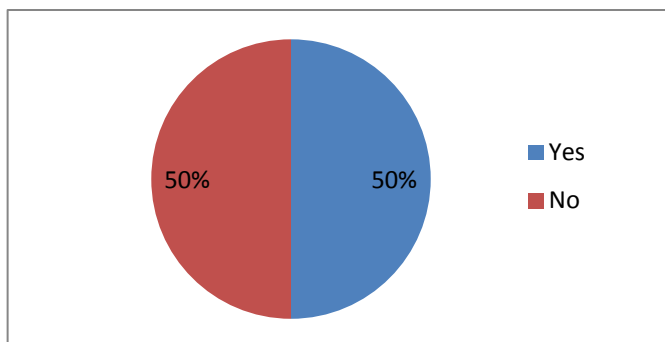
Then respondents were asked about the benefits of physical activity (Diagram 27).



**Diagram 27. Impact of physical activity on selected aspects of life**

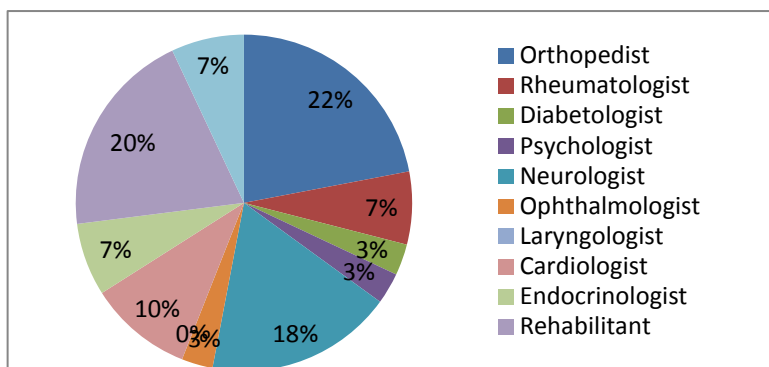
Taking up regular physical activity had a positive impact on improved physical condition in 65% of respondents, while in 43% on better fitness and well-being. 23% of female respondents were satisfied with new acquaintances and 20% with improved figure.

The next to the last question in the questionnaire concerned health changes noticed by the practitioner. Beneficial changes were noticed by the specialist in 50% of respondents (Diagram 28).



**Diagram 28. Health changes in physically active women noticed by medical specialists**

The women who claimed that their doctor had noticed a positive impact of physical activity, answered one more question. They were asked about the medical specialist who had noticed changes in their health. The largest part, i.e. 22% of females revealed that the doctor was a specialist in orthopedics, 20% of them mentioned a rehabilitant. A neurologist noticed such changes in 18% of respondents (Diagram 29).



**Diagram 29. Assessment of selected medical specialists who noticed changes in health**

## CONCLUSION

The aim of this study was to reveal the findings of the study concerning the assessment of the quality of life in female students of the Third Age University who were engaged in physical activity. The women involved in the study answered 30 questions listed in a survey. They were asked about the condition of their health and well-being before engaging in physical activity and during the time of being involved in it. The survey also contained questions about preferable forms of activity and the time spent on selected physical activity.

The hypothesis of this paper has been proven true as the state of health and well-being in physically active women has improved. Ever since the women involved in the study took up physical activity, they have observed changes in their bodies. Active lifestyle has provided many benefits to respondents. According to them the maladies of different systems have

decreased. The women have found it easier to cope with everyday tasks, for example, doing shopping, walking, cleaning or climbing the stairs.

Physical activity, rational diet, maintaining personal hygiene are only some of the behaviours which Woynarowska and Mazur [2000] classify as pro-health behaviors, that is health conducive. Our research confirms that participating in physical activities on a regular basis has a positive impact on physical and psychological well-being.

### Conclusions

Based on the study conducted the following conclusions have been drawn:

- 1) the TAU students were motivated to take up physical activity by improved health state (physical fitness and condition) and better figure.
- 2) Due to taking up physical activity:
  - respondents' health and well-being have considerably improved,
  - the maladies of different systems have decreased,
  - respondents better cope with everyday tasks therefore they rely on someone else for help to a smaller extent.

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## **VPLYV POHYBOVEJ AKTIVITY NA HODNOTENIE KVALITY ŽIVOTA U ŠTUDENTIEK UNIVERZITY TRETIEHO VEKU**

### **SÚHRN**

Cieľom tejto štúdie bolo posúdiť kvalitu života u študentiek univerzity tretieho veku a ich fyzickú aktivitu. Štúdia bola vykonaná u študentiek z univerzity tretieho veku v júni 2014. Študentky odpovedali na 30 otázok uvedených v dotazníku. Boli dotazované o stave ich zdravia a pohode pred nástupom na fyzickú aktivitu a počas doby kedy sa nej podieľali. Výsledkom výskumu bolo zistenie prospešného vplyvu pravidelnej fyzickej aktivity na psychomotorický stav respondentiek.

**KLÚČOVÉ SLOVÁ:** pohybová aktivita, univerzita tretieho veku, staroba, kvalita života.

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*The ACTA UNIVERSITATIS MATTHIAE BELII PHYSICAL EDUCATION AND SPORT* is a peer-reviewed scientific journal. The content of the magazine is focused on presentation of research notifications and theoretical studies connected with the problems of science of sport. The Editorial Board is looking forward to all manuscripts written on the above subject.

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Title of the contribution, name(s) of its author(s), workplace, summary of the text in English, key words.

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We look forward to our further cooperation.

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science editor

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