

Univerzita Mateja Bela v Banskej Bystrici
Fakulta humanitných vied

ACTA UNIVERSITATIS MATTHIAE BELII
PHYSICAL EDUCATION AND SPORT
No. 1/2009



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Univerzita Mateja Bela v Banskej Bystrici
Fakulta humanitných vied



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THE OPINIONS OF PUPILS ON INTEGRATION OF FRISBEE INTO TEACHING PROCESS

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Key words: frisbee – physical education at schools – pupils of primary schools

INTRODUCTION

Despite the generally known fact – to be proved with many research works about the decrease of a regular physical exercise of pupils (Kopřivová, 1998; Michal, 1999; Mikláňková, 2002) in all age groups, the sport games are one of the most popular forms of physical exercise, also aggressive behavior in sport games is the subject of research of the specialists, who look for new – perspective ways of how to eliminate them (Bláha, 1999). This fact is related to their high emotionality and diversity from the point of view of performing of movements but also to a high diversity of game equipment (Bláha, 2005).

PROBLEM

With a progress in different areas of life the new types of sport games have been introduced and spread in Slovakia and in lessons of physical education at primary schools, secondary schools and also at universities. The offer of sport games is vast, many of them are not financially demanding and they can be practiced at varied surroundings. In reality it is often very difficult to choose the most suitable sport game, which would attract pupils' interest the most.

According to pedagogical-administrative instructions for the academic year 2008/2009 on behalf of a complex formation of pupils' personality and their health development it is possible to increase the number of lessons of physical education following conditions of school and region within formation of school educational programmes. This fact provides conditions for wide application of favourite activities that are unconventional sport games at primary schools.

AIM

The aim of our work which is the part of the project Vega 1/0377/08 – „*The Humanization of teaching of sport games as means of making educational process at primary schools more efficient*“, was to find out the interests of pupils at primary schools in the unconventional sport Frisbee at lessons of physical education and at the same time to extend their theoretical, but also practical knowledge about this unconventional sport game.

METHODOLOGY

To find out about the opinions of pupils on the inclusion of unconventional sport game Frisbee into teaching process we used the questionnaire, which pupils filled out after six lessons of physical education focused on Frisbee. At our work we applied a natural experiment, which was undertaken at six lessons of physical education in five classes of the seventh year of a primary school.

Introduction lessons were focused on methodology of drill – acquisition of the right technique of disk hold, right technique of throw and catch of a disk. Next lessons were aimed at improvement of work with disk by application of games. At lessons pupils worked in pairs, in a group of 3 pupils and in a team.

CHARACTERISTICS OF EXAMINED GROUP

Examined group was made up of pupils of the seventh year at the following primary schools in Dolný Kubín: Primary School of Andrej Radlinský, Primary School of Martin Kukučín, Primary School Nemocničná, Primary School Janka Matúšku, Primary School Istebné.

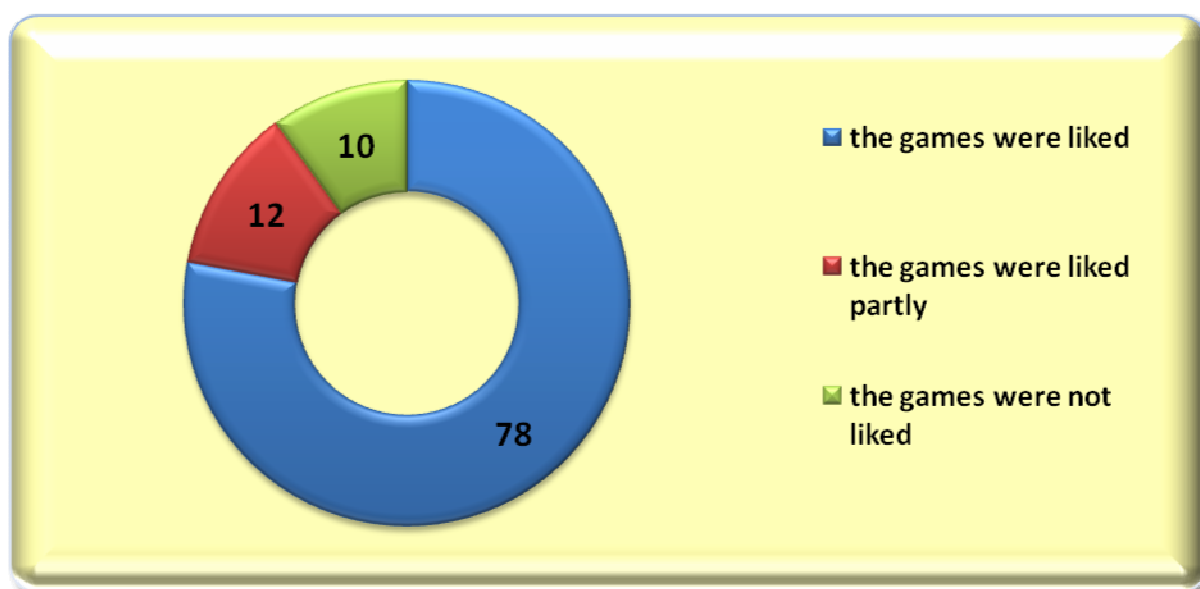
Examined group was made up of one hundred pupils – 27 girls and 73 boys.

RESULTS

By means of an opening question we wanted to find out whether pupils know what kind of tools is untraditional game Frisbee played with. Considering the fact that flying disks are becoming more attractive for the public, the most pupils gave a positive reply - 72% of pupils, 28% of pupils gave a negative reply.

With the second question we wanted to find out whether pupils have come across flying disks at the physical education lessons before doing our research. Evaluation of the answers showed

that 83% out of pupils have not come across flying disks at lessons of physical education. Closer analysis proved the fact that the remaining 27% of pupils have already played games with a flying disk and they also were from the same class. On the other hand, the flying disk was not an unknown educational PE aid for pupils, because 33% of pupils knew the flying disk from TV, 17% of pupils read about them in a magazine, 15% of pupils played with them on holidays, 15% know them from school and 20% came across them at some other occasions. The following question was focused on the fact whether pupils did like the games with flying disks, which they have played at physical education lessons. The games became very popular among pupils because of their unconventional nature and as a result, 78% of pupils replied that they liked all the games and 10% of pupils did not like the games. (picture 1).



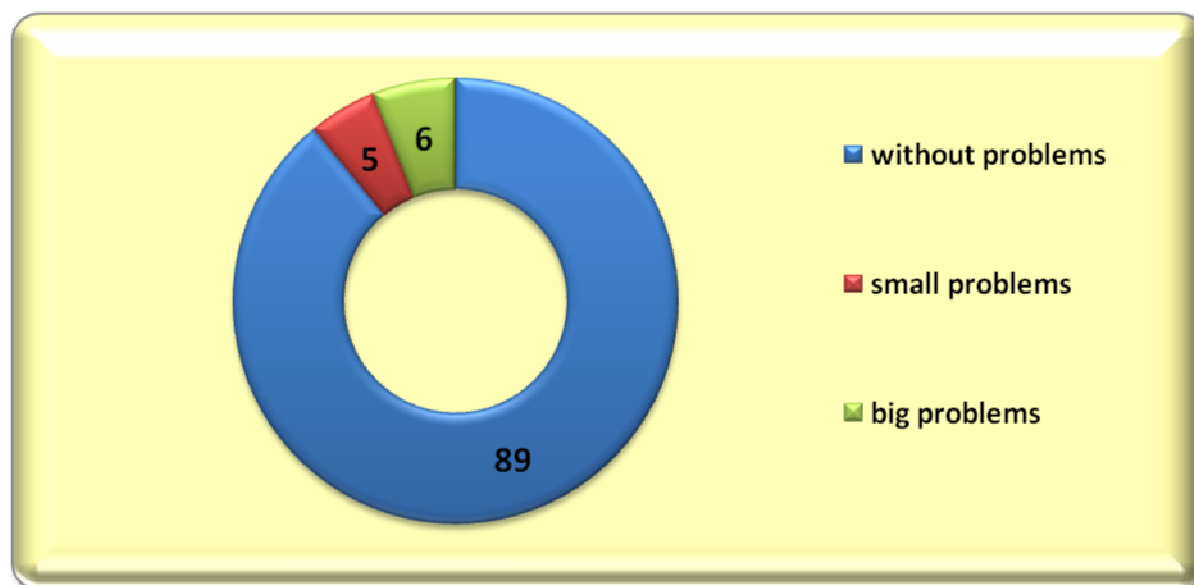
Picture 1 Popularity of games with flying disc by pupils in percentage

We were also interested in the game, which the pupils found the most attractive out of the listed set of games.

The most attractive games for pupils include plate of captains, cock-shot, disk throw, ultimate, game give-and-go.

The remaining games - on classes, hunting game in circle and game exchange run with siege and pass were attractive for 4% of pupils.

With the next question we wanted to find out whether the work with flying disk was difficult for pupils. The basis of work with flying disk is to handle technique of disk hold and disc throw, which was managed quite well by most of the pupils and therefore 89% of pupils responded that they had no problem to manage work with disk and 6% of pupils replied that the work with flying disk caused them considerable difficulties. (picture two).



Picture 2 The problems of disc catch by pupils in percentage

Although most of the pupils enjoyed all the games, they also found some of the games difficult. 33% of pupils considered the game give-and-go as the most demanding. For 21% of the pupils was the second most demanding game the game cock-shot. Fifteen percent of pupils considered the game Exchange run with siege and pass to be the most difficult, 11% of pupils found the game Ultimate the most difficult.

The last question was focused on the fact whether pupils would like to play with a flying disk at the next lessons of physical education too. Almost all pupils - 97% would be delighted to play with flying saucer at next lessons of physical education too and only 3 % of pupils do not want to play this game any more.

CONCLUSION

The results of our research were finding that pupils are interested in games with flying disk, these games are attractive and highly motivating for pupils taking the aspect of physical exercise onto consideration. We must mention the fact that the new – unconventional games are in many cases rarely practiced at the lessons of physical education, which was based on the pupil's answers of the second question from the questionnaire – only 17% of pupils have come across flying disk at the lessons of physical education. We believe that with innovated curriculum the lessons of physical education at the second stage of primary schools will be more interesting to many untraditional sport games among which is also Frisbee so the pupils will have chance to gain new physical skill, knowledge and last but not least these games will also enrich extra-curricula's physical activities.

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SUMMARY

The author in his article solves the problems of application of frisbee at Physical Education lessons in the 2nd stage of primary schools. The research found out that the set of physical games with flying disk was attractive, interesting and motivating for pupils.

STRETCHING EXERCISES IN SCHOOL PHYSICAL EDUCATION OF YOUNGER PUPILS

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Key words: *stretching – physical education at schools – pupils of primary schools*

The current curriculum for first degree of elementary school provides the teacher of physical education with opportunity to apply the new or less known methods, means and forms. From this point of view the stretching exercises offer teachers a lot of incentives. The big advantage of stretching exercises is the fact that they can be exercised in unfurnished facilities and we don't need to use any special equipment (Anderson, 2001).

According to Kos (1986) the stretching exercises in school physical education help to eliminate harmful effects of long-time sitting and pupil's posture over the desk by stretching stiff and shortened muscles, keeping the flexibility of muscles. It also helps to acquire a stereotype of correct body posture.

Kyselovičová a Strešková (1996) point out the importance of stretching exercises and the need to be involved in the warm-up as compensation for demanding physical activity or as a special block for flexibility development.

Generally there has been prevailing opinion that younger pupils are rather elastic, flexible, moveable. Therefore exercises for development of flexibility are rarely applied in physical education lessons. The works of many authors point out to the opposite fact (Thurzová, 1991; Krejčí, 1997; Novotná, 2000; Štulrajter-Pančík, 2001; Riegerová,-Sedlak-Kopecký, 2004; Kanásová, 2005; Bartík, 2006; Adamčák, 2007 a i.). According to Frömela-Novosada-Svozila (1999) only one third of teachers apply relaxing or other compensating exercises during teaching unit.

According to Kurz (2000) the stretching exercises can fulfill these health criteria at the physical education lesson:

the prevention of kinetic apparatus wear– the decreasing of normal extent of joint movements causes adverse distribution of weight, also harm of articular cartilage and consequently there is faster articular cartilage wear;

the injury prevention – unshortened elastic muscle stand bigger weight, they aren't so predisposed to injury than shortened muscle;

kinetic therapy – stretching exercises are suitable for preparation, relaxation and reviscent exercises.

It's necessary to follow these rules so that stretching exercises fulfill already mentioned health aspects (Štulrajter-Zrubák-Jánošdeák ,1998; Šebej, 1991; Vlasák, 1996):

to work gradually with all parts of body, all series of muscle;

to work always with right and left side;

to don't work with injured part of body (limb);

to stay in certain position during exercising without rolling;

to exercise according to own abilities, to avoid an extreme positions;

exercises can't be painful – it'll be necessary to interrupt exercising if there is a pain;

to breathe evenly, with softly extended breathing out, don't hold a breath;

each exercise is repeated three to four times – different variants are used.

Besides below mentioned general principles we suggest to abide following references according to pupils' age (Fialová, 2004; Adamčák, 2007):

- ▶ Stretching exercises are applied especially as compensation exercises to stretch breast muscles, hip muscles and back of femur muscles;
- ▶ Exercises should be accompanied with verbal commentation;
- ▶ Simply and easy to be performed exercises should be preferred;
- ▶ Hold time is about ten seconds;
- ▶ Practice of individual stretching positions is performed especially as mimic exercises, with appropriate motivation, terminology and verbal commentary;
- ▶ Method of gradual stretching and method of dynamic stretching are preferred.

Before integration of stretching into teaching unit it is necessary:

- ▶ To motivate pupils to correct mistakes during exercises performance;
- ▶ To explain theoretical resource of stretching;
- ▶ To point out positive contribution of stretching for organism;
- ▶ To know that nervous-muscular apparatus is the dominating one, it means:

Relaxation of shortened and stiff muscles;

their regeneration after stress;

Right body posture;

- ▶ To point out individual character of exercise with focus on feeling and signals during stretching exercise;
- ▶ To point out that the aim of stretching is not reaching maximal flexibility of trainee – do not compete;
- ▶ Do not compare results of pupils (also we do not encourage pupils to be competitive).

In particular part of teaching unit you should be aware of following circumstances (Šebej, 1991; Vlasák, 1996; Štulrajter a kol. 1998; Fialová, 2004; Adamčák, 2007):

☐ **In introductory part:**

- ▶ The stretching is applied as form of warm-up of body systems in introductory part of lesson;
- ▶ At first the particular stretch positions are trained with pupils;
- ▶ In this part is set of 12-15 exercises;
- ▶ We start with stretching big muscle groups by performing simple exercises;
- ▶ We exercise in appropriate position, which do not stress knee joints, hip and neck part of spine;
- ▶ Exercises are classed according to effectiveness;

- ▶ We choose appropriate number of repetition, rhythm and hold time;
- ▶ We use high and low position;
- ▶ During the exercise we put emphasis on correct breathing;
- ▶ The exercises focused on correct body posture are included;
- ▶ We watch and correct potential mistakes;
- ❑ **In main part:**
 - ▶ We perform short sets of stretching exercises focused on development of joint mobility and muscle strenght, when acquiring motoric skills;
 - ▶ We try to include various gymnastic apparatus (shell-board, bench, table, chairs), or different tools (canes, rubber expander, jumping ropes, full ball etc.);
 - ▶ Stretching can be performed in main part of lesson in case of monothematic lesson (for example P.T. lesson in unfurnished facilities) or in combination with other activities;
 - ▶ when creating primary sets at first we choose simple exercises and we also focus on their correct technical performance;
 - ▶ Antagonistic muscles are exercised one after another;
 - ▶ Stretching exercises are combined with exercises which build up muscles, therefore stretching exercises eliminate tension of tired muscles and accelerate regeneration;
- ❑ **In closing part:**
 - ▶ Stretching is applied to regenerate nervous–muscle system after strain;
 - ▶ This part of lesson includes set of six to eight exercises focused on the most strained muscle groups and shortened muscles;
 - ▶ the static relaxation method seems to be the most suitable;
 - ▶ longer hold periods during exercising are focused on relaxation of muscles (more than 30 seconds with low intensity of strain);
 - ▶ to beware too long duration of exercising, standing too long in one position and straining only one part of muscle for extremely long time.

Tools for stretch exercising

The advantage of stretching exercises is the fact that it can be practised in unfurnished facilities and also we do not need special equipment. On the other hand the different tools can make stretching more effective or varied. We can utilise current gymnastic equipment and apparatus.

The place of stretching exercises performance

Except for traditional place of physical education (gymnasium, school yard, swimming pool etc.) stretching exercises can be very effectively performed also outdoors in summer as well as in winter, during P. E. events, during travel by vehicle and during travel break, for example when travelling on the school trip by bus, or when returning from ski course. It is possible to perform stretching during break and also we can use whatever objects around us (for example we can practise during lessons of technical work or in the garden (Štulrajter-Zrubák-Jánošdeák, 1998; Anderson, 2001).

Taking in consideration aspects mentioned above the stretching exercises can be performed on various conditions and so one of the basic conditions for muscle defect elimination – the regularity of exercise (extinction of stretching effect after 48 hours) can be fulfilled. From this point of view practice of stretching exercises is profitable for everyone – for sportsmen as well as common people at different age.

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THE POSITION OF FLOORBALL AS A SPORTS GAME AT SELECTED COMPREHENSIVE SCHOOLS IN THE REGION OF BANSKÁ BYSTRICA

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Key words: Pupils, Sports game – Floorball, Comprehensive schools, Teaching, Interest

INTRODUCTION

Today, there are a lot of untraditional sports of foreign origin and they become popular also in Slovakia. More and more frequently they appear in physical education classes as an optional part of the subject. The new school law gives more space for practising them. Floorball as one of these games is integrated into school physical education classes much more often.

Floorball is a young, collective, dynamic, non-contact game which has become popular among boys and girls in Slovakia too. It is played indoor in sports halls on hard ground with special sticks and a ball and two goal areas are used.. It is similar to sports like ice-hockey, street hockey or ground hockey but it has its own specific rules. The basic one is, that it is not allowed to play to the body in an aggressive way. Scandinavian countries, i.e. Sweden and Finland are the best countries at floorball and the game was brought there from Canada and the U.S.A. by students. In Slovakia it appeared for the first time at the beginning of the 1990s.

These days various competitions are held at schools and the best teams take part in tournaments both in Slovakia and abroad. We think that pupils have become fond of it, they like playing it as an alternative for ice-hockey. It belongs to the most popular sports games in Slovakia.

The analysis of the present state of teaching untraditional sports and games in Slovakia is dealt by Adamčák (2005), Bláha (1993), Krška (2007), Paugschová, Jančoková, Ferianc (2004) and Žiga (1995).

OBJECTIVE

The objective of our survey was to find out the level of interest of the pupils in the selected comprehensive schools in this sports game of floorball.

HYPOTHESIS

Knowing the interest of pupils in this sports game of floorball at comprehensive schools we set the following hypothesis:

We suppose that most of the pupils are interested in floorball but we can see a problem in the fact that they are little informed about this game.

TASKS

To achieve the objective we set the following tasks:

- to find out the interest of comprehensive school pupils in floorball by means of a survey
- to verify the validity and the reliability of the survey through non-standard interviews with pupils
- to elaborate, evaluate and interpret the data found
- to show the present state of the implementation of floorball in physical education classes

METHODOLOGY

The target group of the survey were pupils between 11 -15 years of age of some selected comprehensive schools in the region of Banská Bystrica. The survey was conducted in February and in March 2009 at 7 comprehensive schools in the region of Banská Bystrica, 6 of which in the town and 1 school in the country. They included the following schools in the town: ZŠ Moskovská, ZŠ Spojová, ZŠ Sitnianska, ZŠ Okružná, ZŠ Tatranská, ZŠ Magurská and ZŠ s MŠ Brusno in the country. In the survey 350 pupils were addressed, 50 out of each school.

The data was gathered by means of questionnaires given to a random choice of pupils of the selected comprehensive schools. In the questionnaire we used questions of combined character (closed, halfopen and open). The questionnaire is shown in Appendix A.

Further information was gained by means of a non-standard interview with pupils.

The data gained is evaluated according to particular questions in percentage

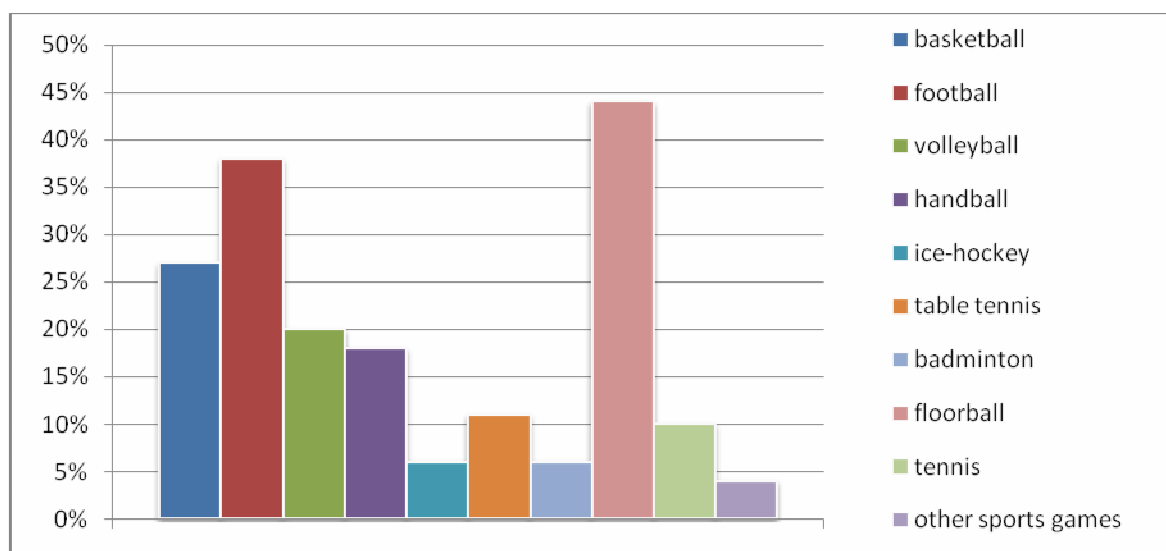
RESULTS

During the survey at comprehensive schools in February and in March 2009 the total number of respondents was 350, 235 of whom were boys (67%) and 115 girls (33%).

Evaluation of the survey:

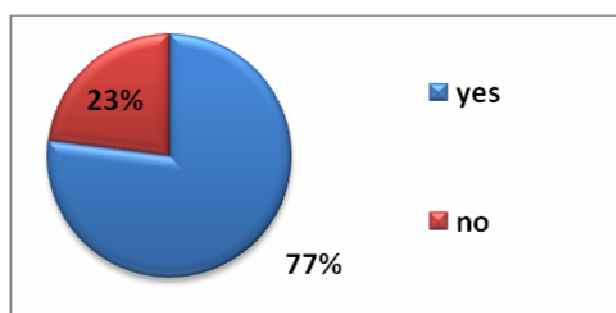
Question 1. Which of the sports game do you do the most at physical education classes?

Most of the pupils, as many as 44%, answered that they preferred playing floorball most of all, 38% football, 26% basketball, 20% volleyball, 18% handball, 11% table tennis, 10% tennis, 6% ice-hockey, badminton, and 4% of them gave other sports games like dodgeball, street hockey. (picture1).



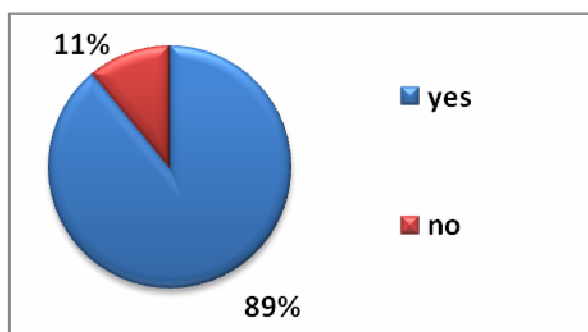
Question 2. Would you admit more untraditional – alternative sports (e.g. floorball, ringo, skittles, badminton, softball) within physical education classes?

It results from our survey that as many as 77% of pupils would accept more untraditional – alternative sports. They would appreciate softball, netball, bowling, ringo, badminton, street hockey, dodgeball, floorball, rugby, break dance, fighting sports. Only 23% of the pupils were not interested in more untraditional – alternative sports. (picture2).



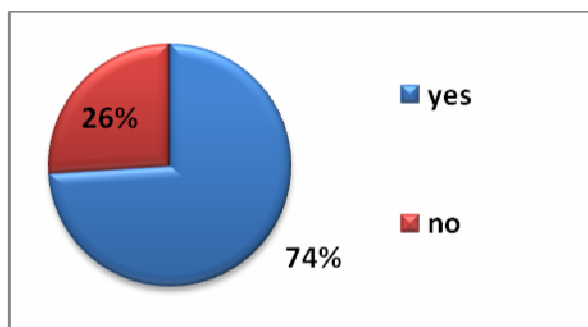
Question 3. Have you come across with the concept of floorball (a sport game alike hockey, hockeyball, which is played in a gym)?

For most of them, as many as 87%, the term of floorball was known. Only 11% never met the term before. (picture3).



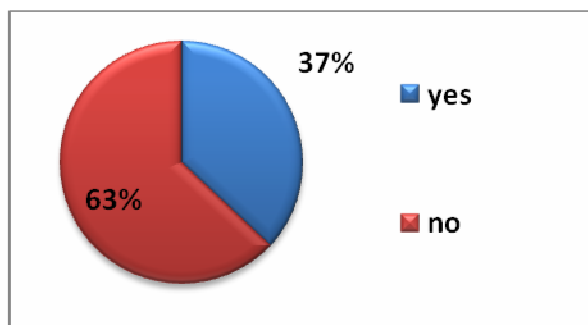
Question 4. Have you played, or do you play floorball at physical education classes?

75% of the pupils play or used to play floorball during physical education classes. 26% say they have never played the game. (picture4).



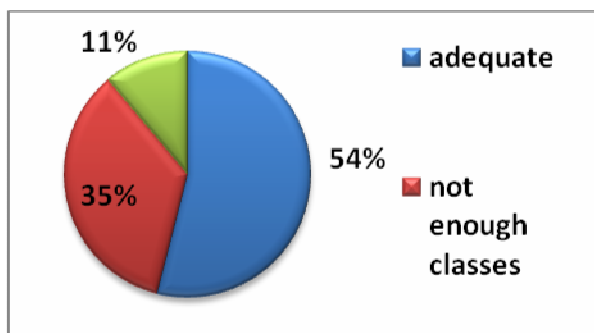
Question 5. Have you played, or do you play floorball within after-school physical education (courses and so on)?

It results from the survey that only 37% of the pupils play or used to play floorball during out-of-school activities. 63% of the pupils say they do not play this game after school. (picture5).



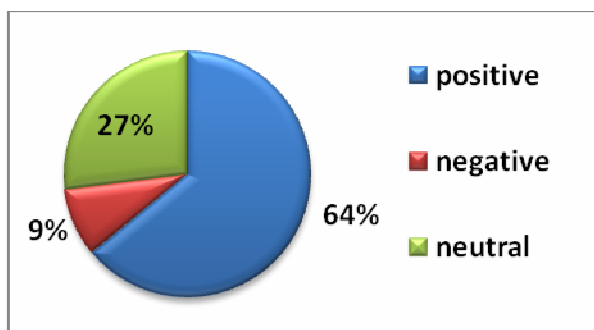
Question no.6 If yes, the amount of the lessons devoted to floorball was:

The majority, 54% of the pupils responded, that the amount of the lessons devoted to floorball was adequate. 35% responded, that the amount was low. Only 11% of the pupils responded, that the amount was high. (picture6).



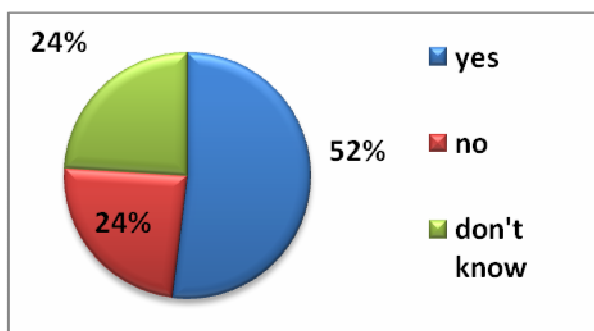
Question no.7 Placing of floorball as a sport game into Physical Education, you consider as:

Placing floorball into Physical Education consider 64% of the pupils as positive, 27% are neutral in their response and only 9% consider this as negative. (picture7).



Question no.8 Do you have the adequate amount of information about floorball as a sport game?

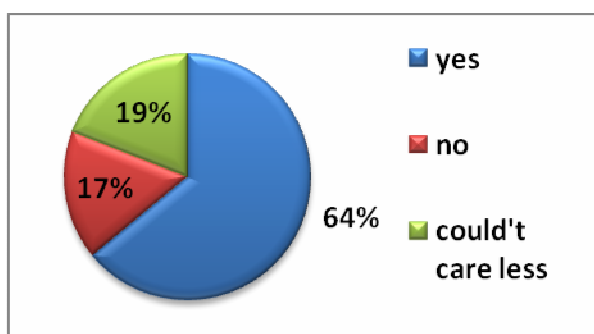
52% of the pupils have the adequate amount of information about floorball. 24% responded, that they do not have the adequate amount of information and also 24% were not able to characterize whether they do, or not. (picture8).



Question no.9 Would you assume more information about a sport game floorball?

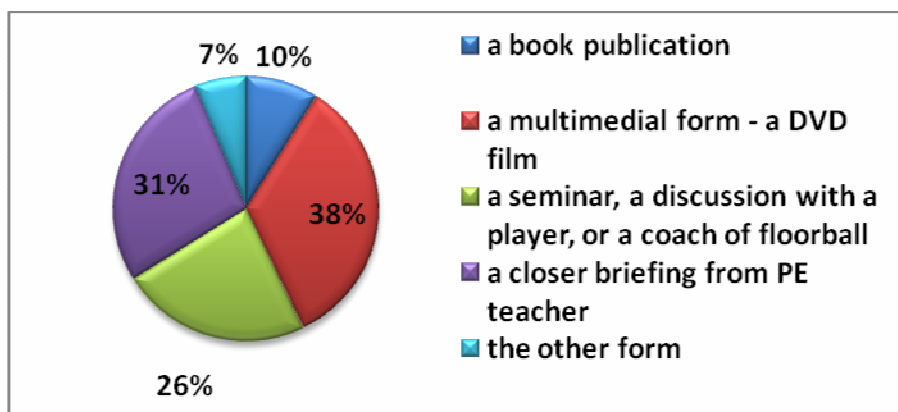
The survey resulted in, that the pupils have an interest in following education in the problems of floorball, because 64% responded, that they would gain more information about floorball. 19 % of the pupils responded, that they couldn't care less and 17% of them responded, that

they are not interested in gaining more information concerning floorball as a sport game. (picture9).



Question no.10 The additional information about floorball you would mostly like to gain in form of:

The most, 38% of the pupils would gain the additional information about floorball in a multimedial form – a DVD film. 31% would like a closer briefing from PE teacher, 26% would like a seminar, or a discussion with an active player, or a coach and 10% would like a book publication about floorball. Only 7% of the pupils would prefer some other forms like (TV, the internet, a match, or a real game), and 15 pupils did not show an interest in any of the above forms. (picture10).



CONCLUSION

This survey, which we carried out was focused on the pupils at chosen primary schools in region of Banská Bystrica about their interest in a spot game – floorball within an educational process and after-school activities.

We fulfilled the aim, however the hypothesis was confirmed partially. The interest of the pupils in floorball is marked concerning the educational process of PE, where it is surprisingly high, what resulted from the questionnaire, as it is the most favourite game. This has been supported with the fact, that 44% of the pupils responded, that they take in floorball

during PE lessons most likely, 38% take in football, 26% take in basketball, 20% take in volleyball and 18% take in dodgeball. 74% of the questioned pupils said, that they play floorball during PE classes and 37% of these pupils are interested in this sport game also in after-school physical education. A big surprise for us has been the fact, that 64% of the pupils find the engagement of floorball into the educational process of PE as a positive act.

Our hypothesis was not partially confirmed in the matter of the fact, that 52% of the pupils responded, that they have enough information about floorball. However, 64% would like to gain more information about the game, from which 38% in the form of the multimedia – a DVD film, 31% would like a closer briefing from PE teacher, 26% would like a seminar, or a discussion with an active player, or a coach and 10% would like a publication about floorball.

Discovering, that the pupils have the interest in floorball within PE classes and gaining more information about this sport game leads to the conclusion, that it is a need to continue carrying on the problems in the future.

I propose to detect the theoretical knowledge and the practical skills of the pupils in floorball in the future. We also propose to enable the other information about floorball to the pupils.

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SUMMARY

The authors of the article deal with the aspects of floorball as a sports game at comprehensive schools. Through questionnaires and personal interviews with pupils (children at the age of 11 -15 years) they are trying to find out the place of floorball at selected comprehensive schools in the region of Banská Bystrica. On the basis of the results they show relevant possibilities, shortcomings of the implementation of the game at comprehensive schools. The results gained have only informative character, but the authors believe they will help to improve the quality of education of this game.

ISSUES OF THE VISUALLY HANDICAPPED CITIZENS' ATTITUDE TO PHYSICAL ACTIVITIES

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Key words: *visual handicap, movement activity, conditions for sport*

INTRODUCTION

Modern society presents the effort to create better conditions for physical activities. The reason is not only to increase the number of possibilities for active use of leisure time but also to contribute to the quality improvement of citizen's life style. It is gratifying that participation on physical activities (PA) is perceived as one of the conditions for keeping fit (Program Health 21). This strong connection is reflected in various studies, which evaluate movement activities from various aspects (Bauman, Sallis, Dzewaltowski, & Owen, 2002, Bláha, 2004, Brown, Yore, Ham & Macera, 2005, Bunc, 1996, Pelclová et al., 2008, Rütten et. al., 2001, Sallis & Owen, 1999, Sigmund et al., 2008, Frömel et al., 2004, 2006, Jansa & Kocourek, 2002, Jansa et al., 2005). It is observable also on the phenomenon of physical activities of the visually handicapped citizens. This is valid even though it is primarily necessary to solve the matter of handicap, and the matters of participation on movement activities can seem as second-rate. Although this kind of handicap can be very serious and limiting in some cases, practice shows that optimal conditions can decrease the problems with spatial orientation, handling the objects and especially acquisition of movement skills to a large degree. The way how to achieve this is not easy and we have to find a solution at several levels, which are interrelated. An intensive stimulus for development of „sport of the handicapped“ was given by accepting the Sports for All Charter: Disabled persons (Council of Europe, 1987), whose conclusions and recommendations are accepted and accomplished at the level of responsible ministries (particularly Ministry of Labour and Social Affairs, M. of Finance, M. of Education, Youth and Sports, M. of Health) and concretized at the national and regional level

through the health facilities, education, sport and other institutions, non-profit organizations, etc. (Bláha, 2006). Taken measures are positively reflected at individual level on acquisition of new movement skills and improvement of individual performance, education and communication possibilities, etc. The question remains, what changes will come in the visually handicapped population. A bit disturbing seem the conclusions of studies which present lower level of frequency and quantity of performed physical activities of the visually handicapped and indicate the problem fields of its performance (Bunc et al., 1997). Movement programs for common population showed to be not successful because they were unable to attract wider circle of these citizens and to make them participate regularly in MA. The limits given by the handicap generally make worse the conditions for participation in physical activities (Bláha & Pyšný 2000, Janečka, 2001). The reason is a limit or absence of visual control over movement and spatial orientation. The visually handicapped have objectively worse conditions not only in terms of being offered more spectrum of jobs but also in participation in physical activities so they have less chances to experience a healthy life style. Nowadays we are able to offer a whole spectrum of physical activities for the visually handicapped (Bláha, 2006, Scherer, 2001, Bietz 2001). We are also finding the ways of integration into common P.E. lessons (Wurzel, 2001, Sinning, 2001). But we still hit the limits of participant's capabilities, their ideas, resoluteness and (lack of) motivation. These are often formed by a specific way of life of the visually handicapped and particularly by the number of activities which are related to spatial orientation and handling the objects. It is obvious that the factors which influence the way of MA performance of the visually handicapped are that of general character (i.e. valid for the society – population of corresponding age and gender) and those which can be connected with the handicap specifics. We can't ignore that, among the positive changes, the present society is influenced and formed by the trends and values which prevent from the optimal way of MA performance or which push MA aside. Unsuitable eating regimes at the background of growing technization and decrease of manual activities and subsequently also energy expenditure are good foundations for civilisation diseases, which can't be avoided neither by the visually handicapped population. The question remains, whether these phenomena are supported by the unique life style of this population and whether the risks connected with absence of MA are growing. In the presented survey we focus on the description of circumstances related to these specifics.

SURVEY OBJECTIVE

The survey objective was to contribute to the specification of conditions and circumstances which accompany MA performance of the visually handicapped citizens in the region of Usti nad Labem. By answering some questions chosen problems can be emphasized in training of the future specialists in the field of sport, physical education or movement recreation of the visually handicapped. We also suppose applicability of some results for control of chosen parameters within the municipal politics. And last but not least we hope that the results will provide with a stimulus for projects which would support the recreational physical activities of the visually handicapped citizens.

METHODS

The survey is carried out through two questionnaires. For providing with more precise data pedometers were used in 2008. In the study we present the results of the survey carried out in 2005-2008, always in a climatically suitable „balanced“ period. Presented data were acquired through the standard questionnaire focused on the specific problems of the visually handicapped. It was made standard by opponent evaluation of non-participating visually handicapped citizens and by repeated application to a chosen group of citizens of Usti nad Labem. Questionnaire construction was based on retrieval of basic identification data and application of the Likert scale. Statements related to the possibilities to use sport facilities, content of leisure time, spatial orientation, needs of the visually handicapped, motives of PA participation, etc. were assessed. The five-level scales expressing the level of agreement (definitely not – mostly not – not sure, perhaps, sometimes – mostly yes – definitely yes) or frequency (never – seldom – sometimes – often – very often) were primarily used. The respondents were mostly the clients of Tyflocentrum in Usti nad Labem and the visually handicapped members of chosen non-profit organizations or associations in the Usti region. During classification of the clients to the examined sample we tried to keep the framework of stratified random sampling. The reason for classification was also assigning a level of visual handicap (B1, B2, B3-B4). Higher number of older individuals is the result of different structure of the visually handicapped population from the common population. Distribution of the questionnaires was ensured by the trained staff of Tyflocentrum in Usti nad Labem and by the students of master studies who participated in movement programs for the visually handicapped. Data were processed by common statistic procedures according to the use of parametric data types in the program MS EXCEL. We present data from 59 men (M) and 94

women (W) in samples (structure of the examined sample in tab. 1). Age structure of the sample members was comparable according to the required statistic characteristics.

Tab. 1 Structure of the examined sample

Visual handicap	Examined sample					
	n - men	marking	n - women	marking	n – Sum.	marking
B1	31	MB1	40	WB1	71	MWB1
B2	10	MB2	19	WB2	29	MWB2
B3-B4	18	MB3-4	35	WB3-4	53	MWB3-4
Total	59		94		153	

Legend: B1, B2, B3-4 - degree of visual handicap

Results

The examined samples were not large. Differences in answers between the samples of men and women were minimal from the point of factual significance and they were significant only in the samples MB1 and WB1 in isolated instances (we present these instances). That's why we present chosen results according to the type of handicap regardless the gender.

We confirmed the assumption that the heavily visually handicapped perceive their handicap as a significant limiting and restricting factor for PA performance (tab. 2). It is interesting that 30 respondents from the group MWB3-4 don't feel any significant limiting effect of their handicap.

Tab. 2 Subjective feeling of the level of restriction – limitation in PA because of visual handicap

Visual handicap	Limitations and restrictions – does't limit. don't feel it					Total
	1	2	3	4	5	
B1	41	13	5	8	4	71
B2	1	15	7	4	2	29
B3-B4	3	3	17	7	23	53
Total	45	31	29	19	29	153

($\chi^2(15,51)= 92,33$ $p= .05$), $V=0,38$ - chi-square - tabular value - overall value – Cramer's coefficient)

Existence of heavy visual handicap is reflected in evaluation of other phenomena like e.g. desire for PA – more intensive sport-oriented physical activities or manual work (tab. 3) and particularly evaluation of importance of regular PA performance (tab. 4). It is interesting that these differences are not observable in opinions on suitability – unsuitability of performing PA (tab. 5). Resulting values confirm the divergence in leisure time activities of the samples with

various degree of visual handicap (tab. 6). The heavily visually handicapped don't look for these activities, they agree on inactive leisure time (tab. 7).

Tab. 3 Express your personal wish for participation in PA during last 7 days

Visual handicap	Definitely not – definitely yes					total
	1	2	3	4	5	
B1	20	29	7	10	5	71
B2	6	4	5	8	6	29
B3-B4	13	7	8	3	22	53
total	39	40	20	21	33	153

($\chi^2(15,51)= 35,85$ p= .05), V=0,24

Tab. 4 Express your opinion on suitability of PA with respect to age, handicap and status

Visual handicap	Undesirable, useless, unsuitable – necessary, suitable and very desirable					total
	1	2	3	4	5	
B1	2	28	14	20	7	71
B2	1	1	6	12	9	29
B3-B4	3	3	12	8	27	53
total	6	32	32	40	43	153

($\chi^2(15,51)= 46,04$ p= .05), V=0,27

Tab. 5 Level of your PA performance – „I follow what is beneficial for me...”

Visual handicap	Definitely not – definitely yes					total
	1	2	3	4	5	
B1	5	23	19	17	7	71
B2	2	3	9	6	9	29
B3-B4	11	7	9	10	16	53
total	18	33	37	33	32	153

($\chi^2(15,51)= 22,86$ p= .05), V=0,19

Tab. 6 Evaluation of chosen leisure time activity

Visual handicap	...sports, physical activity, manual work, work in the garden					total
	never	seldom	sometimes	often	very often	
B1	29	24	10	3	5	71
B2	8	8	1	7	5	29
B3-B4	7	5	12	11	18	53
total	44	37	23	21	28	153

($\chi^2(15,51)= 41,28$ p= .05), V=0,26

Tab. 7 Evaluation of chosen leisure time activities - inactivities

Visual handicap	...rest at home in sitting or lying position					total
	never	seldom	sometimes	often	very often	
B1	1	1	6	19	44	71
B2	1	1	9	9	9	29
B3-B4	6	5	6	14	22	53
total	8	7	21	42	75	153

($\chi^2(15,51)= 23,41$ p= .05), V=0,20

During looking for the reasons for not performing PA, we found identical and different causes according to the degree of visual handicap (tab. 8, 9, 10) including the existence of handicap - ($\chi^2(15,51)= 82,51$ $p= .05$), $V=0,37$). The summary of reasons and causes which prevent the visually handicapped from participation in PA is introduced in figure 1.

Tab. 8 Perception degree of unpleasant feelings during PA

Visual handicap	Moderation, fear, embarrassment or resignation					total
	never	seldom	sometimes	often	very often	
B1	28	6	6	9	22	71
B2	17	3	2	1	6	29
B3-B4	23	4	9	4	13	53
total	68	13	17	14	41	153

($\chi^2(15,51)= 7,57$ $p= .05$), $V=0,11$

Tab. 9 Perception degree of worry and fear of injury

Visual handicap	My health problems or fear of injury prevent me from performing PA					total
	never	seldom	sometimes	often	very often	
B1	8	3	6	7	47	71
B2	4	2	7	4	12	29
B3-B4	10	7	10	5	21	53
total	22	12	23	16	80	153

($\chi^2(15,51)= 13,85$ $p= .05$), $V=0,15$

Tab. 10 Perception degree of lack of skills

Visual handicap	Lack of skills prevent me from performing PA					total
	never	seldom	sometimes	often	very often	
B1	19	10	12	11	19	71
B2	16	5	2	3	3	29
B3-B4	25	10	11	6	1	53
total	60	25	25	20	23	153

($\chi^2(15,51)= 21,84$ $p= .05$), $V=0,19$

Within the survey we tried to determine the possibilities for improvement of current situation. We summarized these problems into the statements related to improvement of spaces and its accessibility (tab. 11). The attitude of the visually handicapped group B1 hasn't changed despite building the equipped sports fields. Better results were noticed in case of possible rebuilding of hiking trails, pavements and communications. This is a sensitive question especially for the heavily visually handicapped group, which is specified in tab. 12. It is evident that women wouldn't make use better accessibility to the sports fields, hiking trails, etc.

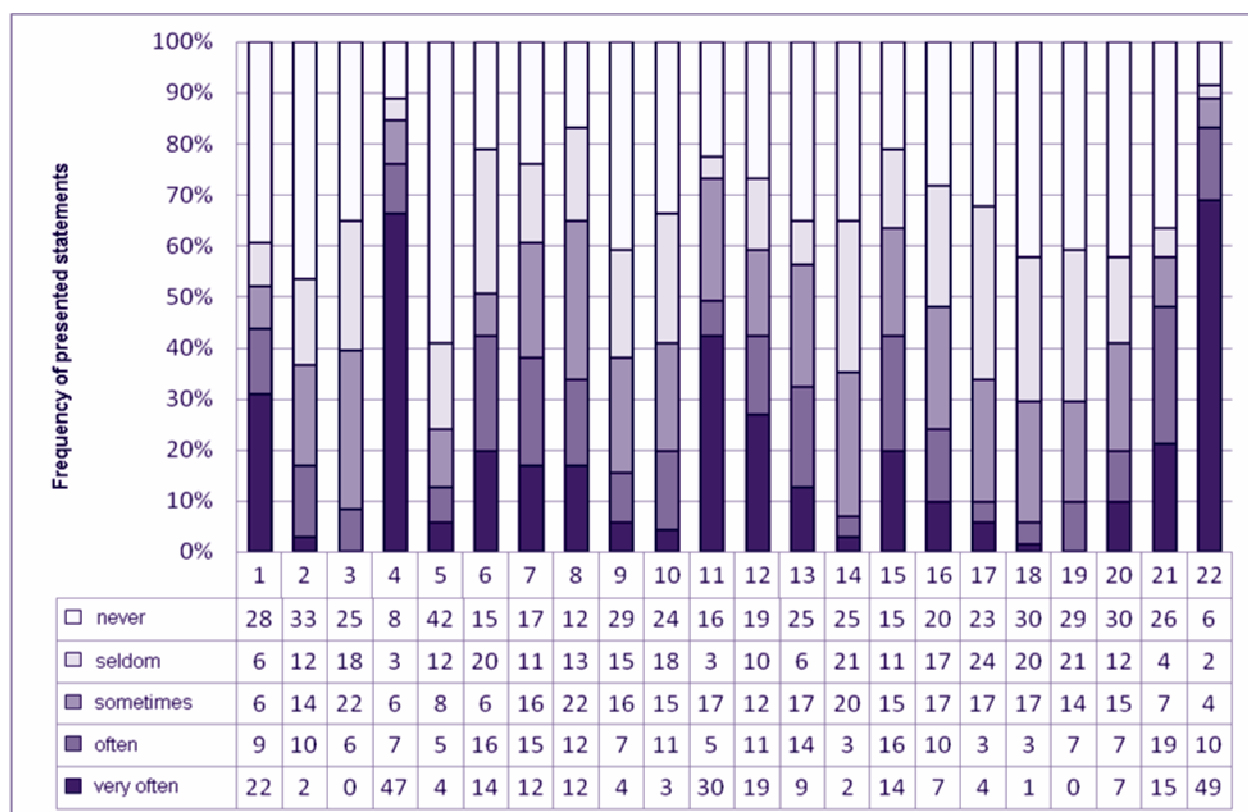


Figure 1 Evaluation of items preventing from active participation in PA

Legends

- | | |
|----|---|
| 1 | Moderation, fear, embarrassment or resignation |
| 2 | Immediate environment, family, children, wife/husband |
| 3 | Material conditions or lack of time |
| 4 | Health problems or fear of injury |
| 5 | Conditions for activities which are offered by my surroundings (district, city) |
| 6 | Lack of interest in exercise, I don't like exercising |
| 7 | Lack of self-control and will |
| 8 | Nobody who can I exercise with |
| 9 | I hate failure, that's why I don't try |
| 10 | Lack of equipment |
| 11 | Bad weather |
| 12 | Lack of skills |
| 13 | Lack of knowledge about exercise |
| 14 | Lack of space for exercise |
| 15 | Overweight |
| 16 | Exercise is boring |
| 17 | Lack of money |
| 18 | Work duties |
| 19 | Family and social duties |
| 20 | Access to the sports field |
| 21 | Surroundings, other people, society |
| 22 | My visual handicap |

Tab. 11 Perception degree of possible improvement in PA performance in case of accessibility to the sports fields, pavements and communication, etc.

Visual handicap	Mv attitude to PA would improve...					total
	def. not	mostly not	not sure	mostly yes	def. yes	
B1	90	31	35	31	26	213
B2	27	12	27	5	16	87
B3-B4	54	26	40	9	30	159
total	171	69	102	45	72	459

($\chi^2(15,51)= 22,19$ p= .05), V=0,19

Tab. 12 Perception degree of possible improvement in PA performance in case of accessibility to the sports fields, pavements and communication, etc. of the group B1

Sex and Visual handicap	Mv attitude to PA would improve...			total
	def. not, mostly not	not sure, perhaps	mostly yes, def. yes	
MB1	12	6	13	31
WB1	27	7	6	40
total	39	13	19	71

($\chi^2(5,99)= 7,40$ p= .05), V=0,23

We don't see any differences between MB1 and WB1 but in case of possibility to engage the guides ($\chi^2(5,99)= 3,27$ p= .05), living standard improvement ($\chi^2(5,99)= 4,16$ p= .05), improvement of conditions in the city, social organizations and education institutions ($\chi^2(5,99)= 1,46$ p= .05) or support from organizations for the blind ($\chi^2(5,99)= 3,07$ p= .05). It is gratifying that the guide personality provides with a potential of involvement of the heavily visually handicapped into physical activities (tab. 13).

Tab. 13 Perception degree of improvement in PA performance in case of guide's presence

Sex and Visual handicap	Use of the guide would improve mv attitude to PA			total
	def. not, mostly not	not sure, perhaps	mostly yes, def. yes	
MB1	7	7	17	31
WB1	8	17	15	40
total	15	24	32	71

Tab. 14 Change of relationship to movement activities with optimal conditions for its performance

Visual handicap	Relation to MA will remain the same – mv attitude to MA will improve					total
	1	2	3	4	5	
B1	32	17	9	8	5	71
B2	4	11	5	5	4	29
B3-B4	19	15	8	9	2	53
total	55	43	22	22	11	153

($\chi^2(15,51)= 10,88$ p= .05), V=0,13

We can observe rather sceptical view on the sensed support for PA performance from the state and government policy (tab. 15).

Tab. 15 Perception of support for PA performance from the state and government policy

Visual handicap	I feel support from the state and government policy... definitely not – def. ves					total
	1	2	3	4	5	
B1	24	27	16	4	0	71
B2	2	17	8	2	0	29
B3-B4	9	8	26	8	2	53
total	55	43	22	22	11	153

DISCUSSION

The results show that the level of visual handicap is often a limiting and restrictive factor for physical activities performance. On the other hand, it is obvious that some negative phenomena related to not very quality life style of the visually handicapped rise and that the visually handicapped are not able to use the offered possibilities. This is valid especially in case of the sports fields, hiking trails and other facilities and also non-profit organizations, education institutions, etc. The visual handicap significantly influences the life style. It is formed from the begining of the handicap, through the states of fear and worries of injury. This is also the excuse for not performing the physical activities. Unfortunately, related low energy expenditure results often in overweight which can be an argument for the heavily visually handicapped to reject further participation in PA. This is a social phenomenon when overweight drag people away to easy activities and even inactivities. Adult population has an idea about overweight problems, life style and life quality and accept a whole range of qualified recommendations. The problem is to convince this part of population that the appropriate conditions for physical activities performance can be used for enriching one's life not only in social respect. It is possible to add the necessary impulsion for keeping healthy which is supported by particular level of physical fitness. We could expect missing movement skills of a part of the visually handicapped but it is satisfying that knowledge of possible activities is not missing. The same as willingness to take part in it. Participation in physical activities applies potentially only to a smaller part of the visually handicapped population. This is obvious from lower interest in more quality access to the sports fields, swimming pools, hiking trails. Maybe the need of social contact plays a big part as it results from the requirement of a guide. The visually handicapped citizens don't belong generally to the most active part of population and this is probably reflected in a statement that there is no support for their activities. We conclude that it is often a generation problem which comes forth here much stronger than in case of the part of population which had to deal with changing social conditions.

CONCLUSIONS

- Various level of the visual handicap often means very different attitude to evaluation of the environment, conditions, immediate environment, possibilities for PA performance, etc.
- The visually handicapped do not take advantage of the possibilities and conditions they have.
- The visually handicapped do not use possibilities which are generally offered.
- The visually handicapped avoid movement activities often because of their fear of injury, some also because of feeling of embarrassment. In some cases the reason for avoiding movement activities can be the lack of will, interest, bad weather, etc.
- Building up sport facilities, better access to swimming pools and hiking trails would influence only a part of the visually handicapped. Although the current accessibility is not assessed well, they wouldn't do sports neither in better conditions. Some improvement could appear with a part of the heavily visually handicapped.
- Some problems are perceived differently by the heavily visually handicapped than by the persons with lower level of handicap. This applies to accessibility to the sports fields, movement skills and, naturally, the handicap limits.
- The heavily visually handicapped are very limited by their overweight which becomes one of the arguments for further rejection of PA.
- The heavily visually handicapped perceive a relevant need for a guide.
- Despite creating the optimal conditions for PA performance, most of the visually handicapped would not use this possibility to change their current life style.
- The visually handicapped do not perceive the support for PA performance from the state or government policy. It is obvious that the negative attitude to our politic scene is reflected here.
- The visually handicapped realize problems connected with practising physical activities. In some cases they request implementation of some measures. The question is, whether the improvement of the objective conditions for performing physical activities will bring the expected changes in the life style of the visually handicapped.

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SUMMARY

The visually handicapped have usually harder conditions for PA performance. This contribution tries to analyze the reasons for not exercising with the samples of adult citizens with various level of visual handicap and looks for the possibilities of improvement of this situation. It is obvious that the general social trends, which are highlighted by the specifics of movement possibilities of this part of population, are reflected in MA performance of the visually handicapped. The survey showed not only that most of the visually handicapped are not able to use the current potential of the sports fields, hiking trails, etc. but they also have problems to use the programs which are offered by various institutions and organizations.

INFLUENCE OF MOVEMENT PROGRAMME ON LEVEL OF KINESTHETIC-DIFFERENTIATING ABILITIES OF YOUNG BASKETBALL PLAYERS

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Key words: *basketball, coordination abilities, kinesthetic-differentiating skills, movement programme, training process*

INTRODUCTION

In the submitted contribution we present the results of monitoring of changes in level of selected kinesthetic and differentiating abilities of young basketball players which was facilitated by our experimental movement programme.

ISSUE

Sport as a significant factor of 21st century experiences great development all over the world. Its uniqueness resides especially in the fact that sport belongs to important human activities that positively influence motoric and psychological development of children as well as adults. Sport activities improve their physical fitness, resistance to tiredness, unkind climate conditions and moreover, helps to surmount various obstacles and strengthens immune system.

Currently, in the world of sport there exist several sport kinds whose movement activities have actually a single denominator – the movement, physical activity. Undoubtedly, basketball is one of them. For this sport kind acyclical movements, various load types and high demands for coordination abilities are typical. The better the level of coordination abilities, the better and more flexible is basketball players' reaction and the easier they can handle the ball even in complicated situations and adopt the ball activities to the game and its conditions that change very quickly (In: Vojčík, 1997).

In spite of the fact the coordination abilities are genetically determined research demonstrates that their improvement and development by means of systematic training are possible. Selection of appropriate methods is of great importance, the proportion of demands should be

gradually and continuously increased. The activities involve coordination exercises that improve the overall coordination or exercises focused on development of particular coordination abilities.

Our research deals with unspecific means of development of coordination abilities. We concentrate on several basic aerobic types (Low impact aerobic, Step aerobic) that are the core of our experimental movement programme. The selection criterion for aerobic was the fact that recently it has become one of the most popular physical activities especially among women but the choice was profoundly influenced also by our first-hand and long-term experiences in physical education teaching.

Working on our current knowledge on the subject, rich experiences as a player as well as a coach in practice we feel to be authorized to claim that within basketball training insufficient attention is paid to development and improvement of coordination abilities compared to development and improvement of physical condition. This has far reaching implications such as low quality of performance of our basketball teams when compared to European and world's best basketball players. Therefore in our work we tried to select appropriate means, forms and methods and attempted to optimize the development of coordination abilities in basketball.

GOAL

The aim of this research is to improve the level of selected kinesthetic and differentiating abilities by means of implementation of movement programme in the experimental team as well as to demonstrate possibilities of unspecific physical activities application within process of young basketball players training.

METHODOLOGY

The research was conducted in two teams: one of them was the experimental one, the other control. The experimental team consisted of 17 players of senior student basketball team BK UMB Banská Bystrica, their average decimal age was 13,54 years. Their average height was 168,65 cm. Their average weight was 57,06 kg. The control team consisted of 17 players of senior student basketball team AGM Banská Bystrica, their average decimal age was 13,15 years. Their average height was 166 cm. Average weight of the players was 52,5 kg. Players of both teams regularly participated in the training process in the season 2005 – 2006, trainings in main season took place 4 times per week in the afternoon in the gym of the Gymnázium J.G.Tajovského (experimental team) and in the gym of ZŠ Moskovská (control

team). In the first half of the season 2005 – 2006 (September – December 2005) one training unit was concentrated on unspecific and specific performance, the rest of the training units were aimed at game training and tactic training for champion match. In the second half of the season - January – May 2006 – where our experimental element (movement programme) was incorporated, the contents of the training units was changed in the experimental team. One training unit was focused on step aerobic (as an independent training unit with duration 20 - 30 min, its part is also short aerobic warm-up, it was realized always in the week when no champion match was on programme), and in the remaining three training units that were predominantly aimed at the same goal as the training units in the first half of the season 2005 - 2006 in two of them low impact aerobic in short interval 15 – 20 min was incorporated. Initial testing of coordination abilities conducted in both teams in January 2006 helped us when comparing levels of selected coordination abilities of selected players before and after movement programme. The movement programme took place from May 2006 (46 training units) only in the experimental team, always after initial exercises and warm-up in the main part of the training unit (this is one of the preconditions of development of coordination abilities as the tiredness of CNS and analysts appears quite soon). At the end of May 2006 we conducted final tests. For evaluation of coordination abilities we applied tests by Belej – Junger (2006), Kollárovits – Gerhát (1993) and Vojčík (1997):

- ✓ tests of kinesthetic and space differentiating ability,
- ✓ tests of kinesthetic and power differentiating ability,
- ✓ tests of kinesthetic and time differentiating ability.

Collected results of initial and final tests in both teams were statistically processed and evaluated by means of mathematical and statistical methods: arithmetical average (\bar{x}), variation range (R_{max} , R_{min}), standard deviation (s), median, Wilcoxon' non-parametric T – test for binary values comparison, Mann-Whitney's U – test for independent selections (significance of differences between medians).

RESULTS

When comparing average values of experimental and control team we detected considerable differences in final measurement in the test no. 4, „Step number estimation – right foot - 30 cm“ (EX – 30,31, KS – 29,29), further remarkable differences were detected in tests numbered 5, „Step number estimation – left foot - 30 cm“ (EX – 30,15, KS – 30,64), 8, „Long jump with legs together – accuracy demanded - 50 percent from maximum “ (EX –

0,46, KS – 1,29), 6 „ Step number estimation – right foot - 60 cm“ (EX – 59,85, KS – 59,07), 7, „ Step number estimation – left foot - 60 cm“ (EX – 60,00, KS – 60,43,) and in test no. 1 „ Catching hanging tennis ball “ (EX – 6,00, KS – 5,64), the results always favour performances of the experimental team, only in test no. 3 „ Distance estimation – 25 cm“ (EX – 23,38, KS – 24,07) the results were better in the control team(tab. 1). Despite the fact that changes in level of the experimental team are not statistically significant we can assume that level improvement in this team during the experiment was induced by introduction of our experimental programme as the initially worse level of the experimental team (working on the initial tests) when compared to the control team were better in the final tests in all categories except for tests no. 2 and 3, „Distance estimation – 50 and 25 cm“ and it achieved visibly bigger increase in comparison to control team.

As a result we can state that also in adolescence age which accounts for worsening of coordination abilities in the control team the development of selected coordination abilities is possible under certain circumstances.

Table 1

Experimental team – final tests, May 2006										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Arithmetical average	6,00	48,23	23,38	30,31	59,85	30,15	60,00	0,46	4,90	10,03
Standard deviation	1,780	3,193	1,557	1,109	1,772	1,144	1,414	1,56	0,603	0,58
Median	6,0	48,0	23,0	30,0	60,0	30,0	60,0	1,0	4,8	9,9
min.	3,0	41,0	21,0	28,0	56,0	28,0	57,0	-2,0	4,1	8,9
max.	9,0	55,0	27,0	32,0	63,0	32,0	62,0	3,0	6,3	11,4
Variation range	6,0	14,0	6,0	4,0	7,0	4,0	5,0	5,0	2,2	2,5
Control team - final tests, May 2006										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Arithmetical average	5,64	48,57	24,07	29,29	59,07	30,64	60,43	1,29	4,91	9,93
Standard deviation	1,646	2,441	1,774	1,816	2,018	1,008	1,785	2,79	0,459	0,76
Median	5,0	49,0	24,0	29,0	59,5	30,5	61,0	2,0	5,0	9,9
min.	4,0	44,0	22,0	26,0	54,0	29,0	57,0	-3,0	4,0	8,9
max.	10,0	53,0	28,0	33,0	62,0	33,0	63,0	6,0	5,7	11,6
Variation range	6,0	9,0	6,0	7,0	8,0	4,0	6,0	9,0	1,7	2,7
Non-parametric Mann – Whitney’s U – test										
Test	0,698	0,519	0,966	1,884	0,915	1,104	0,899	0,982	0,486	0,268

Interpretative notes: T1 Catching hanging tennis ball, T2 Distance estimation - 50 cm, T3

Distance estimation - 25 cm, T4 Step number estimation – right foot - 30 cm, T5 Step number estimation – left foot - 30 cm, T6 Step number estimation – right foot - 60 cm, T7 Step number estimation – left foot - 60 cm, T8 Long jump with legs together – accuracy demanded- 50 percent from maximum, T9 Time estimation by stopwatch – 5 seconds, T10 Time estimation by stopwatch – 10 seconds.

CONCLUSION

The aim of our research was to establish movement programme that could improve the level of selected kinesthetic and differentiating abilities of young basketball players. In spite of the fact that we did not obtain statistically significant results in the observed teams, we consider the movement programme as a suitable means to improve the level of these abilities as demonstrated in the experimental team, however, long term application of the programme and accompanying observation would be required. Working on the results obtained we conclude that we can recommend movement programme as a suitable physical activity within the training process focused on and designed for young basketball players.

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SOCIAL IDENTITY OF YOUNG MEN STUDY AT UNIVERSITY OF PHYSICAL EDUCATION

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INTRODUCTION

Definition of identity

Definition of identity lead in social sciences by E. H. Ericson. He project with that definition important area in social psychology. Questions like: Who you are? What makes the differences between me as a person from others? What is the reason in interaction between me and others and the way it goes? Who am I as a self person and as a social person? – that is the clue of identity (Witkowski, 2000).

Identity like it's written in New Pedagogical Dictionary (Okoń, 2004) is identical with understanding in logic sciences - that is reaction between some object and identity itself. In philosophy for example is what we think about object and what seems to be similar to another one.

We can talk about social, religious, national, philosophical, personal, cultural, psychological identity. A lot of authors gives their own definitions of identity. One for example says that identification/ identity is comparable with the way of self understanding; and what goes farer understanding whole world with interpretation of all reactions and visions. In that way identity is created by acceptance reality – more or less conscious as a way of self understanding and understanding past, present and future of the world (Homa 2005). Other author Znanecki (1971) use definition of identity by quote that identity is reality in our

consciousness in moment of reaction. When it's created than know our chances in environment and we know ourselves. The main thing in that way is biography of individual person as a social one.

Form of social identity

Social identity was made by appurtenance to different social catrgories. It is strictly close to cultural identity, where for each of us it's unique content of our identification (Sztompka 2006). Social identity is result of conduct of our ancestors, their culture and goals. It helps to act individual in collectivity and keeping in the same time his/ her individuality and peculiarity (Kamińska 2009).

“To have social identity means to have knowledge to recognize your own localization is social group, give a straight meaning to that and follow up conception of your own vision. For both kind of identity social and individual – continuation of social identification is highly important. That value grows during human evolution and it depend from culture” (Chomczyńska, 2002).

During result of self description – identification it start to be social identity of individual. Result of reflection of individual, self experiences, definition of ourself as social roles it makes conception in two aspects:

- Identification - category “we” – contrcategory “not we”
- Identization – category “me” – contrcategory “not me” (Malinowska, 2004).

There are many conception of self description. One of them recognized R. Turner: self picture as a visual photography. Person can see himself in specifical moment of life. Set of pictures in perspective of life is giving full picture of ourselves in different moments and situations in life. Here we can see situational ego – we can see ourselves in specifical moment of life and we can recognize biographical ego – relative strong and stable conviction individual person about himself/ herself (Bourdieu, 2005, 2004, Bourdieu – Passeron, 1990).

Man Stereotype

“Is more comfortable to say even regretting words - that boys are in nature more aggressive than girls are and each girl even in mothers body is dreaming about man [...] Stereotype is better than dimness” (Brannon, 2002 s. 14).

Sort of stereotype is made from beliefs regarding men and women habit of mind and correct action for each gender. Behaviors allot generic roles and stereotypes are beliefs and attitudes

in consideration of manhood and womanhood. In most of cultures manhood is associated with causative behavior (reaction) in opposite site to woman stereotype as a submissive and tributary one. Gender stereotype have postcultural character (ibidem).

With communal changes appears two new ideologies adhered to woman and man stereotype: Doctrine of Two Domains and Worship of Real Womanhood. The first one is conviction that woman and man interest does not covering. Woman domain is home, kids and man domain is work and external world (outdoor). Lewin ascertain that this opposition of domain of both genders is social foundation about vision of types to discover in psychology expressions to survey manhood and womanhood (Jones, 2003).

Attributes which are usually ascribed to man in west circle of cultures:

- Readiness to using violence
- Courage, readiness to run the risk and willingness to have adventures with low level of reflexivity
- Thews or strong habit of body, willingness to be rival or to be competitive, rudness, willingness to fight
- Predomination, willingness to be powerful
- Selfcontrol
- Ability to be well organize and technical ability
- Rationalism, abstractive thinking, obduracy (Kopciewicz, 2005).

To that we can give other attributes which we can compare in both genders in different ways. It is: arrogance – for man it's scorn for woman neglect, tendention to talk large; for man is visible by talking and for woman by wearing clothes, awareness of power plus lot of more attributes for both genders (Fuszary, 2008).

MATERIAL AND METHODS

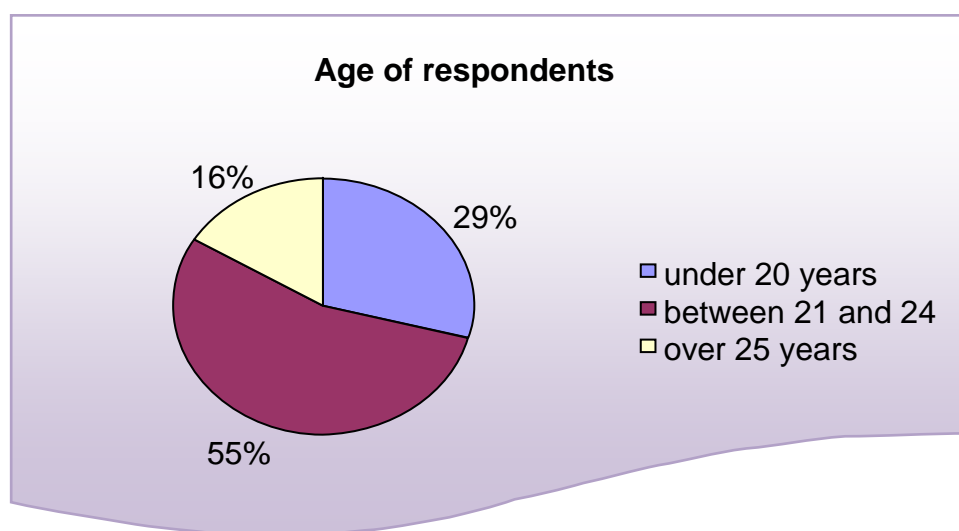
Self analysis

Our aim was examination and description occurrence of social identity of coeval young man. The main subject in my research was statement and opinion of coeval young man about their preferred values and their road of upbringing. The our problem in our research was question: How looks social identity coeval young man who are studying on AWFis (University of Physical Education and Sports) in Gdansk.

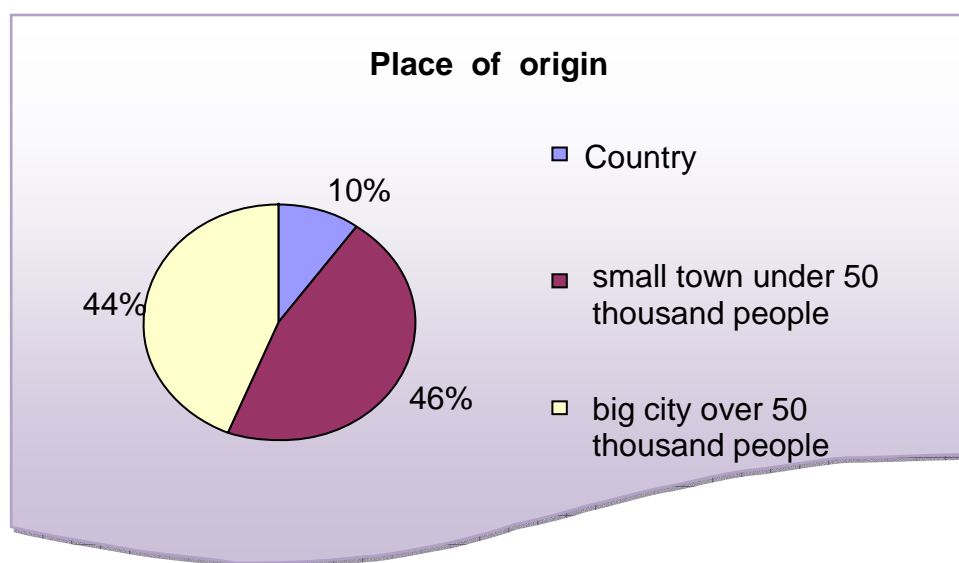
To give full answer to that question I created some other questions which helped me to find that answer:

1. What kind of values are important for young men?
2. In which place is religion in responding young men life?
3. How deep is patriotism for young responding men?
4. Which moments from childhood, home place are remembered by young responding men?
5. What kind of ideals had young responding men during their childhood?
6. What kind of opinion young responding men have about their your upbringing by their parents?
7. Does young responding men wants to upbringing their own kids in a way they grow up?
8. What plans for future have responding young men?

In our research I use open depended interview, sounding diagnosis and observation. All responding young men used to answer to my questions during classbreaks. In the group of respondents was 80 young men students from AWFis in Gdansk. One of public opinion poll was uncomplete and I didn't count that one in my research. In the group of responding young men were daily students, evening students and extramural students. I treated AWFis in Gdansk and responding students as a specific place and group in the area – which mostly where chosen by man to study. The age of respondents from AWFis looks as follow picture 1 and the place of origin looks as follow picture 2.



Picture 1. Age of respondents



Picture 2. Place of origin

RESULTS

Important values in young men life on background of their parents values

To understand better specific of researches on a group of young men is important to know that group better. I gave them initial question regarding their current occupation. I came from point that studying is not their only one berth. There was a lot of interesting and surprising answers. Most of young men says that studying is basic thing, but not the only one in their current life. They mention a lot of activities:

“I study and in the same time I’m helping my parents to menage their business” [1]
“Studying, working” [2] *“ I have trainings in carate and study” [5]* *“I have my own business and study” [9]* *“Studying, practising, working” [30]* *“I’m working in family business”[31].*

Some of respondents give their opinion by the things they used to make or by the positions they have. Most of them describe themselves by different roles, not only as a student, but there was not a person who could describe his house or family work.

“Student, snowboarding and skiing instructor” [14] *“Professional soldier” [17]* *“Interior design” [18]* *“Science and sport” [23]* *“ rigging of scaffolding” [38]* *“I’m working in shipyard and study on AWF” [44]* *“I’m study on AWF and training handball” [52]* *“Civil servant” [53]* *“Education, trainings, performance (or party)” [60]* *“I’m working on production” [71]* *“I’m working in gastronomy as a bartender” [78].*

Like we see above (as we can see) young study men on AWFIS usually have manual labor, but they mention sport as important part in their life. Young respondents from AWFIS in Gdańsk mention a lot of values which they see in their parents. Mostly appears values like:

“Honesty, patriotism” [1] “Sincerity, friendship, courtesy” [3] “Truth” [7] “Tolerance, love, health” [9] “Work, family, health” [11] “Smile, merriment” [14] “Faith, hope, love” [18] “Taking care of material life” [20] “Sincerity, goodness, consistency, property of passion ” [23] “Welfare and intellectual development ”[25] “Virtue, wisdom, justice, loyalty ” [33].

First of all, there are universal values. Sometimes values attributed appear that curious here woman's stereotype. Probably it is tied with fostering respondent by mothers or grandmothers. Values typically feminine are:

“Love, nice and warm home” [44] “Confidence, diligence” [68] “ Safety ” [70].

In lot of opinions appears adjective “good”:

“Good education, work and maintenance to keep family goods ” [41].

“Good upbringing” [56] “Good upbringing and estimate for oldest” [61].

“Good education, regularity, sport mode of life” [2].

Not all values valued in family house could find reflection in our own values. Surely values which are remembered by respondents from family house have huge influence according to personal values especial on statement concerning education personal child. Answers on questions about personal value are more extensive and they are different from former ones:

“People which I granted have big estimation” [1] “Love, satisfaction from myself” [2] “Family health and property of honor” [8] “Luck, lack of problems, material affluence” [10] “Lack of boredom, love and cash (due to cash office there is possibility to travel)” [14]”My luck and my close luck” [16] “Mother, training, sisters, girlfriend” [23] “I would like in order that everything was laid well, goods and family” [24] “Health, money, tranquility” [28] “ I would like in order in the end of the day to cope to all things I speculated during early morning” [29] “Achievements in sport and property” [36] “Independence, friendship, books” [50] “Sense of luck and capability of personal self-realization” [52].

Shows answers of individual students with former question we can't see cohesion between personal values and parents values. Surely greatest pressure is put in these statements on other person. Perhaps it has run out from respondents family house. *“Situation in family in order to be right and quietly. If everything in family is arranged in a properly way than is possibility to deal with other things well” [3].*

Children's ideals of survey young responding men

Ideal usually is some form we aim to be in the future, we want to be similar with that ideal. For questions: *"Which ideals you had in childhood? Who was your hero?"* mankind used to write about father, trainer, sportsman, actor, forms from fairy tales. Definitely prevailed persons of men's sex. Only two questionnaire men has mentioned women as children's heroines. Here it's possible to mention several categories of heros and ideals:

- Family, trainers: *"Ideal – father, hero – Spiderman" [1] "Father, hero – Bruce Lee" [5] "Rocky, dad" [8] "Father was ideal, but Damniste Hasek he was a hero, Czech hockey goalkeeper in IO in Nagano" [11] "Ideal – grandfather, but hero –mGandalf" [14] "Judo trainer, sister" [23] "Ideal – father , hero-elder brother" [27]*

"My influence was my trainer" [30] "Mum, sportsmans" [35] "Ideal – parents" [46].

- Sportsmans: *"Roberto Baggio" [3] "Van Damne, Michael Jordan" [6] "Jarosław Bako" [7] "My heros were always sportsmans" [17] "2 Pac, Allen Ivarson" [29] "Aleksandro Del Piero, Diego Maradona" [32] "Boniek" [48] "Zinedine Zidane" [50] "Ideal was Paweł Nastula, but hero my dad" [59] "Rebeto – assailant of Brazil representation" [74] "Beckham" [79].*

- Forms from fairy tales and movies, books: *"Spiderman" [2] "Alladyn" [10] "Ninja turtles" [13] "He – Man, Atos, Portos, Aramis" [18] "Winnietou, Winnietou" [21] "Jack Samurai" [25] "Winnie the Pooh" [34] "Arnold Schwarzeneger" [38] "Ideal – Spiderman, hero – Batman" [42] "Vegeta (Dragon Ball) [49] "In both cases "Tomek from Szklarski (such book)" [60] "Hero – Superman, ideal – Pamela Anderson" [61]*

Pubic persons: *"Ideal is JP2, but I never had a hero or I don't remember" [20] "Ideal JP II and hero – Batman" [22] "Jim Morrison he was hero, John Lenon he was ideal" [33] "Lech Wałęsa, Pope" [53] "John Paul II/ Sylvester Stallone" [73].*

"My hero in childhood...the first one probably was my uncle. Let's say uncle. He was policeman or better to say that in this times he was voluntary guard. Later I was informed that he was Jew. Because of that I think it was more curious, heroic. This times it was natural that I wanted to care of things/ order. While ago for me he was a hero, because of other respects". [Respondent no 2]

"I think that I spent a lot of time on soccer field and some of soccer players were my ideal which changed sometimes. For sure sportsman. Probably I didn't dream , but I was sure. Any kind, but I didn't know that. It has been changed".[Respondent no 5]

Several respondents has conceded that they don't remember or they never had heroes from childhood:

"I never had ideals that I aimed directly or some lack from several forms" [12]

"I never had any" [15] "I never had ideal and still it doesn't changed. Hero? I do not treated anybody as a hero" [52].

In depended conversations two men conceded that they never think about it. All of them were surprised with that kind of question. It caused fair – sized problem and it takes longer moment of thinking.

What is curious, many respondents has exerted interest in vocational professions in uniform (police, troop, boundary guard etc.). It presents accident surely children's ideals, but same dreams, values accustomed by fathers, as well as specificity of college. I conclude from personal observation of graduate of sports college, that many of they finds lack of research search in such services work be it exactly.

CONCLUSION

During examination of the research results, one cannot pass over its context, course, situation and the moment in which the respondents were at that time. The number of students of the University of Physical Education and Sports (AWFiS), who were examined, doesn't allow to go into details of particular cases (this is just the allure of collection of quantitative materials). What was shared among the students was a passion for sports and physical activity. Certainly, the specificity of the university also creates some definite profile and conduct of a student or a graduate. It's also a kind of stereotype of a man-sportsman, who value physical fitness on the first place, and not necessary intellectual nourishment. In common opinion, the sports universities, first of all develop the body, not the mind. Though, they are very popular.

Advancing cautiously further in the interpretation of the questionnaire survey results, one can draw an image of a typical AWFIS student, involved in the research. He is, first of all, a patriot coming from a city, whose hero in the childhood was a cartoon character (Spiderman was the most common). Apart from education, he is also absorbed by work, not necessarily requiring qualification, often physical work. Other people play an important role in his life, but also material properties, which he seeks. Not necessarily he shares the values of his parents. He recollects his childhood with affection (rather not mentioning his father - who was at the same time his ideal!), during which he planned to become a great sportsman or coach. (He fulfilled these dreams to some extent, by studying at a sports university). Faith and religious observances are less important for him, than for his ancestors. He sees an important, but not the most important, place for faith in his life, and not necessarily binds it to religious

observances. Though, he would like to raise his children the way he was raised. Future plans are not common among the respondents. The most common ones are starting a family or further education. The dreams of some of them coincide with the ones from the childhood.

Coming back to the theory of P. Bourdieu the desire to dominate in the world can be observed. The men not only want to hold important positions, but also to be the head of the family. Their ideals and models are mostly men! At the same time, they don't want to feel dominated by others. This may result from the values which were passed to them by their parents, although the respondents negate these values. The comparison of values of women at a similar age could be interesting. Although the respondents were raised by e.g. their mothers or alternatively their grandmothers, they don't describe them as their models. They also criticise their upbringing. The Respondent no. 3 blames, for his poor relations with father, the fact, that his father had better relations with his mother. Justification of the father can therefore be observed.

The problem of lack of models for young generations starts to be noticed. Especially the crisis of fatherhood is talked about more and more often. It is also inextricably connected with the increasing amount of divorces in Poland, in the last years. Although we still are regarded as a conservative country, in comparison with the West, great changes in the structure of family can already be observed. The increasing amount of single-parent families, remarried families, or informal relationships has an impact on development of young men's identity. Role of the father and husband, which is not clearly set, or maybe unreasonable expectations towards the family's main breadwinner, are the cause of perturbations and lack of specific borders. These problems were also revealed by my research.

To our assumption, in order to understand social phenomena, they should be in depth examined and learned. This was the idea lying behind, while planning the research. Though, now I think, that the research allowed me to take a closer look on just a narrow part of reality. The research also confirmed me in my belief, that AWFIS students are a specific group of people. Moving a step further, their identity can be examined, and how it changes during the time at the university, by examination of their values and views on life at the beginning, and at the end of their university career. It could be helpful in adjustment of methods, content and means for modeling a graduate profile. Perhaps the universities of this kind shape, not really socially desired, attitudes of dominating men. Let's hope it is not that way.

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SUMMARY

Our aim was examination and description occurrence of social identity of coeval young man. The main subject in my research was statement and opinion of coeval young man about their preferred values and their road of upbringing. The our problem in our research was question: How looks social identity coeval young man who are studying on AWFiS (University of Physical Education and Sports) in Gdansk.

In our research I use open depended interview, sounding diagnosis and observation. All responding young men used to answer to my questions during classbreaks. In the group of respondents was 80 young men students from AWFIS in Gdansk. One of public opinion poll was uncomplete and I didn't count that one in my research. In the group of responding young men were daily students, evening students and extramural students.

To our assumption, in order to understand social phenomena, they should be in depth examined and learned. This was the idea lying behind, while planning the research Though, now I think, that the research allowed me to take a closer look on just a narrow part of reality. The research also confirmed me in my belief, that AWFIS students are a specific group of people.

THE LEVEL OF SPECIAL STRENGTH ABILITIES IN FEMALE PUPILS' VOLLEYBALL TEAM

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Key words: *volleyball game, special strength abilities*

INTRODUCTION

One of the striking features of the current emphasis on volleyball is a dynamic movement of players and to ensure fitness of a potential player to be able to actively intervene in the game throughout the match, i.e. from its beginning to end cruising speed, with sufficient swiftness strokes and active movement on the court. It is obvious that volleyball will continue to move forward to a highly intense sport game and its demands on all aspects of preparation of players will continue to rise. On the one hand, the more progressive development of key abilities conditioning, which reflects higher jumping, robust arm swings for smashing, faster getting to the ball and quicker response occurring in game situations. On the other hand, the sophisticated development of coordination abilities and technical-tactical components of team and the individual. The contribution is based on the project VEGA 1/0840/09 - The effectiveness of new approaches fitness training in sports games.

PROBLEM

High dynamism volleyball games necessitates the development of movement abilities, which greatly limit the gaming performance of the cooperative game. In volleyball, having players of different ages is important for optimum strength level of special strength abilities (Paolini, 2000; Chu, 1996), which determine the dynamics of the game, influence the player's performance and ultimately make a very successful team. The overall dynamics of volleyball is the fact that a number of individual gaming action is performed with maximum intensity, using an explosive force in the shortest time interval. In terms of practice, experience is important as well as the ability to develop strength in particular activities and the choice and structure based on the knowledge structure of special mobility occurring in gambling

action.(Haník - Lehnert et al., 2004). Control of these special abilities in game activities and allows the team more aggressive play which greatly complicates the situation for the opponents.

Haník – Lehnert et al., (2004) also mention the basic gaming activities and special strength abilities, which apply to their implementation:

Serve with hand from above - explosive strength of arm and shoulder girdle, a dynamic wrist strength, abdominal and trunk positioning.

Pass - a dynamic force of the lower and upper limbs, locomotion strength speed associated with the reaction speed, strength speed of simple arm movements, reaction speed associated with peripheral vision.

Spike- explosive power of lower limbs (take-off explosiveness), amortization - braking force, spike-jumping endurance, explosive strength of arm and shoulder girdle (dynamic power wrist), reaction strength speed, dynamic abdominal strength and trunk.

Block - explosive power of lower limbs, amortization - braking force, block-jumping endurance, explosive strength of arm and shoulder girdle, dynamic and static strength of wrist and shoulder, reaction strength speed, strength speed of simple movements, locomotion strength speed with moving in directions, the dynamic strength of abdominal muscles and torso.

Defence in the court- locomotion and reaction strength speed, strength agility, dynamic strength of trunk and limbs.

In terms of optimal approach in planning sport training and preparation of effective training programs aimed at developing special strength abilities, is an important part of the regular diagnosis of their level (Vavák, 2007).

The aim of our contribution is to determine the level of special strength abilities in female pupils' volleyball team MŠK Žiar nad Hronom in preparatory period and to attempted to categorize the individuals on the basis of comparison of their performance with the performance standards set for female pupils of Slovak Volleyball Federation, they compared their performance with our established standards in terms of volume weekly training.

Achievement the aim envisaged, in particular the processing of an appropriate methodology for diagnosing, recording and evaluation of the level of special strength abilities, moreover determining the level of special strength abilities on an observed team, a comparison with performance standards for pupils under Slovak Volleyball Federation (SVF), their

categorization in relation to standards and comparison of their performance with our established standards.

We believe that determining the level of special strength abilities can show the direction in which the team can focus in training operation, in which special strength abilities teams reported a lower or higher performance and which players are forced to choose the individualized approach.

METHODOLOGY

Research sample consisted of 12 volleyball players of team MŠK Žiar nad Hronom. Older age group accounted for female pupils, whose average age was 14.6 years, body height 163 cm and weight 52.5 kg. They played Slovak Volleyball Competition – 1. grade pupil.

Determining of levels of special strength abilities we have implemented in the 2009/2010 season at the end of the preparatory period, in accordance with the period setting and measuring performance standards under the SVF. Measurement of ongoing conditions in the gym with the necessary equipment. The special strength abilities were calculated the explosive strength of lower limbs, respectively take-off explosiveness and explosive strength of upper extremities. To determine the levels we applied selected motor tests in SVF: vertical spike impact of start-up (factor of take-off explosiveness of spiking), vertical block impact of space (factor of take-off explosiveness of blocking) and throwing of an 1-kg ball (explosive strength of the dominant arm). Each player in each test completed 3 trials, with the best record. Performance criterion in the first two tests, is the height of vertical spike and block jump in the best experiment, which is calculated by deducting the height from the impact. By measuring, we also looked specifically for body variables in volleyball – spike and block impact of standing for the determination of the vertical jump.

In evaluating our results, we compared the level found in SVF standards that are intended for the category of older female pupils. However, due to a difference in the volume of weekly training - 16 hours older female pupils OŠG (according to which standards were prepared SVF) and the volume of weekly training in our team- 13 hours which is below about 20 %, we calculate the standard SVF well known. 80 % limit and we set a standard level of special

strength abilities for its more objective evaluation in our group. Standard SVF, we set standard and categorization of players in terms of SVF performance standards are set out in tab. 1.

To evaluate the data we used mathematical and statistical procedures (sum, difference, proportion, average, percentage significant values) and the basic logical methods.

RESULTS

In the vertical spike impact test of start-up, players reached in an average of 12,6 cm less performance and range represented in our players values from 279 to 255 cm, which is 24 cm. Even the best performance of our players did not reach the standard SVF, but lagged behind it by only 1 cm (0,3 %), while the worst performance by up to 25 cm (9,8 %). This was mainly explained by a disparity in the body height of both teams (our players had an average body height of 163 cm and the minimum body height of older female pupils OŠG was 175 cm and more) hence different levels of spike impact in standing. Vertical spike jump performance as a criterion in the test spike impact of start-up, the average performance of the team was about 9,1 cm below and the interval of performance in our players was from 44 to 29 cm (15 cm). When the players were tested for spike jumping their performance was much closer to the standards of the SVF as opposed to the spike impact tests. The player with the highest jump fell short of the standard by 1 cm (2,2 %) and the player with the lowest jump by about 16 cm (55,1 %). Here we compared our results with the standards we set and found that only 6 players meet it.

Based on this information we can reasonably recommend that the coach has increased the number of training units, aimed at reflecting the development of take-off explosiveness. In other words more time should be devoted to implementation of specific and non-specific devices when presenting the explosive exercises. It is necessary that the individual players joined themselves to the development of this special strength abilities to achieve better results reflecting the level of take off explosiveness.

The vertical block impact test of space, reached an average of 10,6 cm less performance and range of values was from 269 to 248 cm, which is 21 cm. Even in this test, no player has been unable to settle their performance standard SVF. The best performances were given in a range

of standard SVF difference 1 cm (0,3 %) and worst performance difference 22 cm (8,8 %). Again, performance of our players was found, as in the case spike impact, influenced by difference in height between our players and older female pupils OŠG. Neither the findings vertical block jump, which is the criterion of performance in this test, we have not seen any performance standard equal to the SVF. Vertical block jump on average by 10,4 cm less performance and range of players was observed in 48 to 22 cm (26 cm). Players with the highest block jump lagged behind the standard of 2 cm (0,5 %) and the player with the lowest block jump about 18 cm (81,8 %). Given our set did not meet the required performance standard 8 players and even this indicator points to shortcomings in preparation of players.

The fact is that the player's specialization - blocker, in terms of frequency characteristic is the largest jump-load and for this reason the blocker requirements the implementation of the training process even higher numbers jumping exercises with an emphasis on jumping endurance.

Table 1 Categorization of players in terms of meeting performance standards

	Vertical spike impact (cm)	Vertical spike jump (cm)	Vertical block impact (cm)	Vertical block jump (cm)	Throw 1-kg ball (m)
Norm SVF	280-285-	45-50	270-275-	40-45-	11,7-12,2
80% of norm	-	36,5-40,5	-	32,5-36,5	9,5-9,9
A	272	37	264	30	10,0
B	274	34	265	28	11,6**
C	256	35	248*	30	10,5
D	260	40	252	33	12,2***
E	278	44**	269**	38**	11,9***
F	270	33	262	25	9,2*
G	255*	38	248*	28	11,7***
H	270	33	263	27	10,2
I	273	41	268	38**	10,3
J	261	29*	254	22*	12,2***
K	279**	37	269**	33	11,8***
L	261	30	251	24	11,8***
Σ	267.4	35,9	259,4	29,6	11,1

Legend *performance approaching at least the standard SVF

**performance approaching at the most the standard SVF

*** performance meeting the standard SVF

The survey explosive strength of the upper extremities, in other words explosive strength of dominant arm in the test throwing a 1-kg ball, players reached an average of 0,6 m weaker performance and is positive that 6 players (50 %) achieved a performance level equal to the standards of SVF. Players' values ranged from 12,2 to 9,2 m, where the weakest player of the performance fell short of performance standards for SVF about 2,5 m (27,1 %). Only one player failed the standard we set in this test, which we evaluated positively.

CONCLUSION

Finally, we can conclude that the requisite level of special strength abilities in the team of older female pupils MŠK Žiar nad Hronom was met by 6 players, namely in aspect of explosive strength of upper limb - explosive strength of a dominant arm, whereas their performance met the standards of the SVF. With regard to the volume of weekly training of the tested team only 1 player did not reach the required performance. In connection with the level of explosive strength of lower limbs, or take-off explosiveness, we have not seen in any players performance equal to performance standards SVF and only 3 performances significantly approaching them. A positive finding is that more than 60 % of players meet our set standard.

Based on the results it is clear that the whole team should be more focused on the development of explosive strength of lower limbs and 50 % of players require increased attention to the development of explosive strength of upper limbs. Based on the finding of special strength abilities during the team older female pupils would have the adequate performance, recommended to adjust training program and implement it in terms of the club towards the development of various special strength components, optimal training methods and means. An important requirement is the adequate handling of loads in the activities of an explosive nature, and with due regard to the different needs of individual players' specializations.

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RESUME

The author in her contribution on the basis of measurements found the level of special strength abilities in female pupils' volleyball team and attempted to categorize the individuals on the comparison of their performance with the performance standards set for older female pupils of Slovak Volleyball Federation. They compared their performance with our established standards in terms of volume weekly training. Based on the results it is clear that the whole team should be more focused in improving the development of explosive strength of lower limbs and 50 % of players require increased attention in improving explosive strength of upper limbs. The results of the measurement can be used to evaluate the quality of volleyball training and also to streamline the planning of sports training.

IN-LINE SKATING AT THE PRIMARY EDUCATIONAL LEVEL

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Key words: dynamic activities, in-line skating, students of primary educational level, effectiveness of educational lessons

INTRODUCTION

From the beginning of 80's when in-line skating was established it belongs to the fastest developing sports. In-line skates found their fans among different types of sportsmen. They are also used instead of the ice skates outside of winter season for example: for playing hockey, for fans of ice-skating and run-skiing. Most people practise this sport first of all for the health, effects on body, active relaxation and sport experience. Basic skating includes all basic movements on the skates, skate activities and games (Fourny, 2000).

From the health aspect it is very convenient physical training. It helps to eliminate tiredness, mainly psychical, accumulated from all the day. Roller skating saves the joints and besides it is possible to put out 3 762 joules per hour while skating (Bobřík, Ondřejková, 2006).

This type of dynamic activity is ideal seasonal activity which is not consuming in space possibilities of the school. So far it does not have its place in the school schema but we believe (Michal, 1996) that the popularity of this sport will bring it to the school Physical Education at the primary educational level.

Physical Education has an irreplaceable role in the system of pedagogy and education which prepares student in the motional and health way. Within Physical Education we can systematically influence the motional development of children and young people mainly in the developing period which is the most sensible in movement influence. The most convenient age for developing conditioning and coordinating abilities with the right selection of exercises and their quantisation is the age of 6 – 11 years. In this period we are concerned especially on the right body-control, basic movement activities, speed development activities, enduringness, dynamic power and rhythmicity.

Physical Education at the primary educational level is concerned on theoretical and practical preparation of children in the area of dynamic activities and sports. School period for its length and fastness in child development is very fanciful. There is a high need of movement. The child needs to have the same time for movement as it spends at school. Children in the age of 7 – 10 years should practise dynamic activities 4 hours daily what means 30 hours per week. High dynamic activity is typical for children. It is decreasing with the age but it should never reach zero. In this period we can lead children to different forms of dynamic activities which can be later developed and perfected to the sport championship in different kind of sport.

THE AIM OF RESEARCH

The aim of research was to find out effectiveness of selected educational lessons specialised in in-line skating as a one from the forms of non traditional dynamic activities educated within Physical Education at the primary educational level.

METHODICS

We gained base materials from 132 students of 4th classes at elementary schools in the region Prievidza. They took a part at our research in academic year 2007/2008. It was the last year students had 3 lessons of Physical Education per week at elementary school. The teachers had possibility to include into Physical Education dynamic activities which students were interested in and the school had conditions to provide it. The number of students consisted of 71 boys (53.78 %) and 61 girls (46.22 %). We realised our research at Physical Education classes (September – first hour, June – second hour) concerned on in-line skating.

From the methodical view within Physical Education lessons students should learn specific information about skating on roller skates, equipment of skater, basic terminology, safety during exercises, hygiene and injury prevention. From motional activity they should learn how to skate forwards, backwards, on one leg, change the direction in the round, change direction with crossing legs forwards and backwards, the brake control, jump over small barriers, playing simple motional games and competitions on roller skates. Motional games which children meet at in-line skating lessons should be concerned on ability, fastness and enduringness.

During lessons the students should learn basic methodical sequence which contains basic exercises:

- walking in skates in the queue holding the wall, barrier or another stabile part,

- skating forwards with bounce from one leg,
- skating forwards with bounce in turns from right and left leg,
- skating in the round on both legs with change of body position,
- skating forwards with crossing the legs (right over left and left over right),
- braking with one-side and double-side turning, brake with T-stop,
- skating backwards,
- skating backwards with change of body position, crossing the legs,
- turn from skating forwards to backwards and turn from skating backwards to forwards,
- jumping over the barriers on one leg and both legs.

It is very important to include convenient motional games and competitions which can help students to exercise and improve particular motional activities of in-line skating.

In our research we tried to find out effectiveness of educational lessons concerned on in-line skating by chronometry. This method showed us active exercise time that is the only indicator of physical education process effectiveness.

The movement content is the important criteria for assessing the effectiveness of Physical Education lessons. It contains physiologic value of exercises that is shown in pulse frequency of student. Therefore we used also the method of pulse frequency measuring. The pulse frequency was measured by three devices Polar sport Tester on the first and second lesson of Physical Education at the 4th classes at elementary school. During every lesson three students were randomly chosen and change of their pulse frequency was monitored. Particular data were monitored from the devices before and after the ending of particular activities.

RESULTS

The first lesson was oriented on games concerned on crossing leg forwards, brake control and courage development when skating on the roller skates. This lesson was educated on the asphalt court.

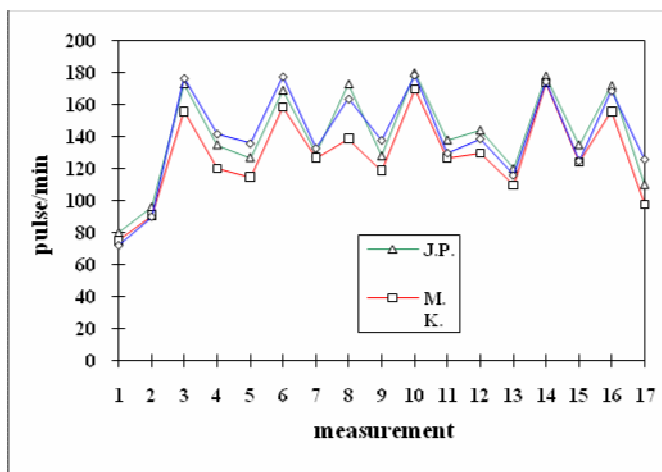
During lesson students have practised dynamic activities as: hunting game in triplets, warm-up on the roller skates with jumping ropes. 1. activity – “linkage rope” – skating forwards in triplets holding the rope. 2. activity – “skating in pairs” – exercise on movement coordination. 3. activity – “dragging the wagon” – exercise in pairs using the rope. 4. activity – “brake control using the plug and Stop-turn”. 5. activity – “repression of the wild horse” – skating

with crossing legs forwards using the rope. 6. activity – “international express” – game concerned on balance and movement coordination.

We measured students J.P., M.K. and Z.V. on Sport tester during in-line skating lesson. In the first chart and picture are shown results from the particular pulse frequency measurements. Maximal values of pulse frequency were indicated after the 3. activity. Student J.P. was measured 180 pulses/min. and Z.V. 179 pulses/min. Student M.K. was measured 174 pulses/min. after the 5. activity. Minimal values of pulse frequency were indicated after 4. activity. Student J.P. was measured 144 pulses/min., M.K. was measured 130 pulses/min. and Z.V. was measured 139 pulses/min.

The exercise time during first lesson was 25 minutes and 5 seconds what is 24 % of total exercise time.

n.m.	Measurement	J.P.	M.K.	Z.V.
1.	In the class	80	75	72
2.	After muster	96	91	90
3.	After warm-up	173	156	177
4.	After limbering-up	135	120	142
5.	Before activity 1	127	115	136
6.	After activity 1	169	159	178
7.	Before activity 2	130	127	133
8.	After activity 2	173	139	164
9.	Before activity 3	128	119	138
10.	After activity 3	180	170	179
11.	Before activity 4	138	127	130
12.	After activity 4	144	130	139
13.	Before activity 5	120	110	116
14.	After activity 5	178	174	175
15.	Before activity 6	135	124	125
16.	After activity 6	172	156	169
17.	After muster	110	98	126



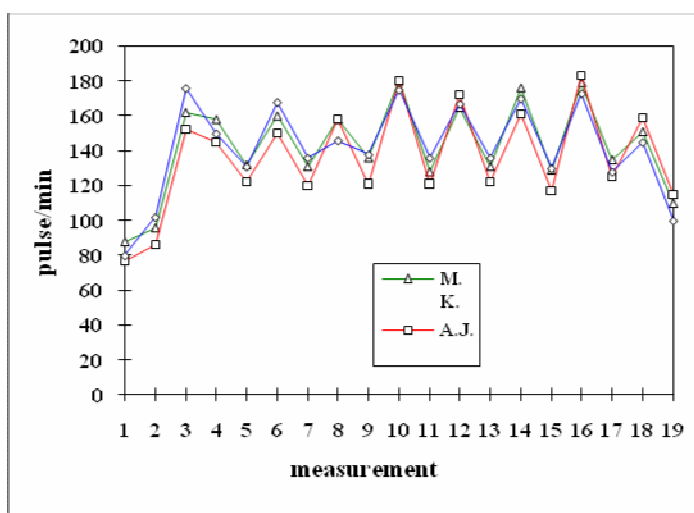
PICTURE 1 Measurement of pulse frequency of in-line skating dynamic activities during first lesson

CHART 1 Measurement of pulse frequency of in-line skating dynamic activities during first lesson

The second lesson of in-line skating was oriented on games concerned on coordination, ability and courage development when skating on the roller skates. This lesson was again educated on the asphalt court.

During lesson students have practised dynamic activities as: warm-up – “shadow hunting game”, limbering-up on the roller skates in pairs. 1. activity – skating forwards in sextuplets holding the hands. 2. activity – “fisher and fish” – game concerned on movement coordination. 3. activity - “snowballing” – speed competition of teams with six students. 4. activity – “carp” – game concerned on skating improve. 5. activity – “pressing the broken car” – exercise in triplets concerned on power development. 6. activity – “skating slalom” – game using step-out on the skates. 7. activity – figure skating pirouettes, games concerned on balance and movement coordination.

<i>n. m</i>	Measurement	<i>M. K</i>	<i>A.J</i>	<i>Z.F.</i>
1	In the class	88	77	80
2	After muster	96	86	102
3	After warm-up	162	152	176
4	After limbering-up	158	145	150
5	Before activity 1	132	122	131
6	After activity 1	160	150	168
7	Before activity 2	131	120	136
8	After activity 2	158	158	146
9	Before activity 3	136	121	138
10	After activity 3	180	180	175
11	Before activity 4	128	121	136
12	After activity 4	165	172	167
13	Before activity 5	131	122	136
14	After activity 5	176	161	170
15	Before activity 6	129	117	130
16	After activity 6	179	183	173
17	Before activity 7	135	125	128
18	After activity 7	151	159	145
19	After muster	110	115	100



PICTURE 2 Measurement of pulse frequency of in-line skating dynamic activities during second lesson

CHART 2 Measurement of pulse frequency of in-line skating dynamic activities during second lesson

We measured students M.K., A.J. and Z.F. on Sport tester during in-line skating lesson. In the second chart and picture are shown results from the particular pulse frequency measurements. Maximal values of pulse frequency were indicated after the 3. activity. Student M.K. was measured 180 pulses/min. and Z.F. 175 pulses/min. Student A.J. was measured 183 pulses/min. after the 6. activity. Minimal values of pulse frequency were indicated after 7. activity. Student M.K. was measured 151 pulses/min., Z.F. was measured 145 pulses/min. and A.J. was measured 159 pulses/min.

The exercise time during second lesson was 27 minutes and 58 seconds what is 62 % of total exercise time.

DISCUSSION

Form analyse of particular educational lessons parts concerned on dynamic activity provided by us we can allege that the preparation lesson part was not so difficult. The values of pulse frequency were in the range from 132 to 162 pulses per minute. The main part was maximally difficult. The values of pulse frequency were in the range from 174 to 183 pulses per minute. Difficulty of the final part was mild to middle. The values of pulse frequency were in the range from 115 to 149 pulses per minute.

Results of particular exercises showed that maximal values of pulse frequency were reached in the parts and games which included dynamic activities as: fast skating with the change of direction, skating against the drafty, speed starts and brakes etc. This kind of activities can be practised just for a shorter time. Then it is needful to practise motional activities which will bring pulse frequency back to aerobical work of organism.

We found out the effectiveness of Physical Education lessons concerned on in-line skating by measuring average exercise time. The total exercise included all movements of measured students during lesson if they had a character of dynamic activity. Our research reached average active exercise time 56 % which match the results of Trunčková research (1993). This research reached values from 45.44 % to 77.04 % measured during motional activities joined with music. The research of Michal (2000) measured the seasonal activity effectiveness in education at elementary school. The active exercise time was under 60 %.

In conclusion we can allege that our supposition was right. The meaningful insertion of in-line skating into the Physical Education at the primary educational level helps to improve

effectiveness of physical education process from the view of physiological organism reaction on difficulty during lessons.

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SUMMARY

Insertion of new not traditional forms of dynamic activities to the Physical Education lessons at the primary educational level can be helpful in motivation of students to dynamic activities. The aim of research was finding out the effectiveness of educational lessons with specialisation at in-line skating as one of the non traditional dynamic activities forms. The research was realised on the students of fourth class of primary level at elementary school. By measuring of pulse frequency and chronometry of two educational lessons of Physical Education we found out that meaningful insertion of in-line skating dynamic activity to Physical Education lessons at the primary educational level helps to increase the effectiveness of physical educational process from the view of organism physiologic reactions on the dynamic load and that active training time fits the results of another research.

FAXOUR OF THE SEASONAL ACTIVITIES ON THE SCHOOLS IN THE REGION LIPTOV

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Key words: seasonal activities, faxour

INTRODUCTION

In this present modern time, we dispose with numbers of sport areas. Even though people do sports linked with the nature. These sports are still attractive. The movement in the nature is not only for adult but mostly for children. It is the source of pleasure, pleasant experiences and the relaxation. We cant forget about the big sanitary influence of the sports, that are performed in the nature. The adoption of the knowledges and dynamic skills can tip the scales interest of the cildren about seasonal activities even in the future. The physical training can release the schoolchildren and give a rest for 45 minutes from the circulation of the lessons and receiving of the information. Just seasonal activities are something exceptional. No other subject can offer the week skiing for the schoolchild. Just seasonal activities are the activities, that schoolchildren like to do.

AIM

The aim of this work is to find out the attitude of the pupils to seasonal activities and the level of the theoretic knowledges from the seasonal activities in physical training introduction on the schools in the region Liptov.

TASKS

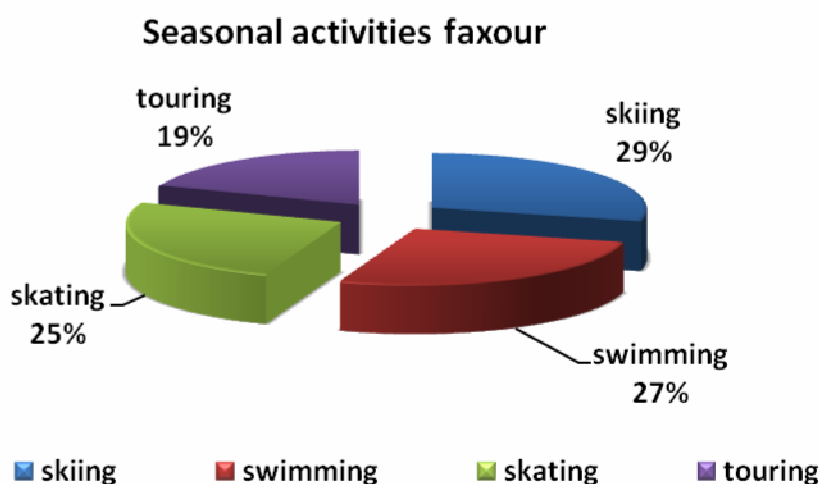
1. to find out the bearing of the pupils on the seasonal activities and the faxour of these activities
2. to find out theoretic knowledges of the pupils about the seasonal acitivities.

METHODICS

We used the questionnaire and the sciential test for the poops acquirement. The questionnaire was the main means by the finding out the information, so we used the basic logical methods- classification, analysis, synthesis and the basic statistic methods. The questionnaire with the sciential test was destined for the pupils, that completed seasonal activities. The research element consisted of 400 pupils, boys and girls from 10 urban and rural schools in the region Liptov. All the questionnaires were supplied, that is 100%.

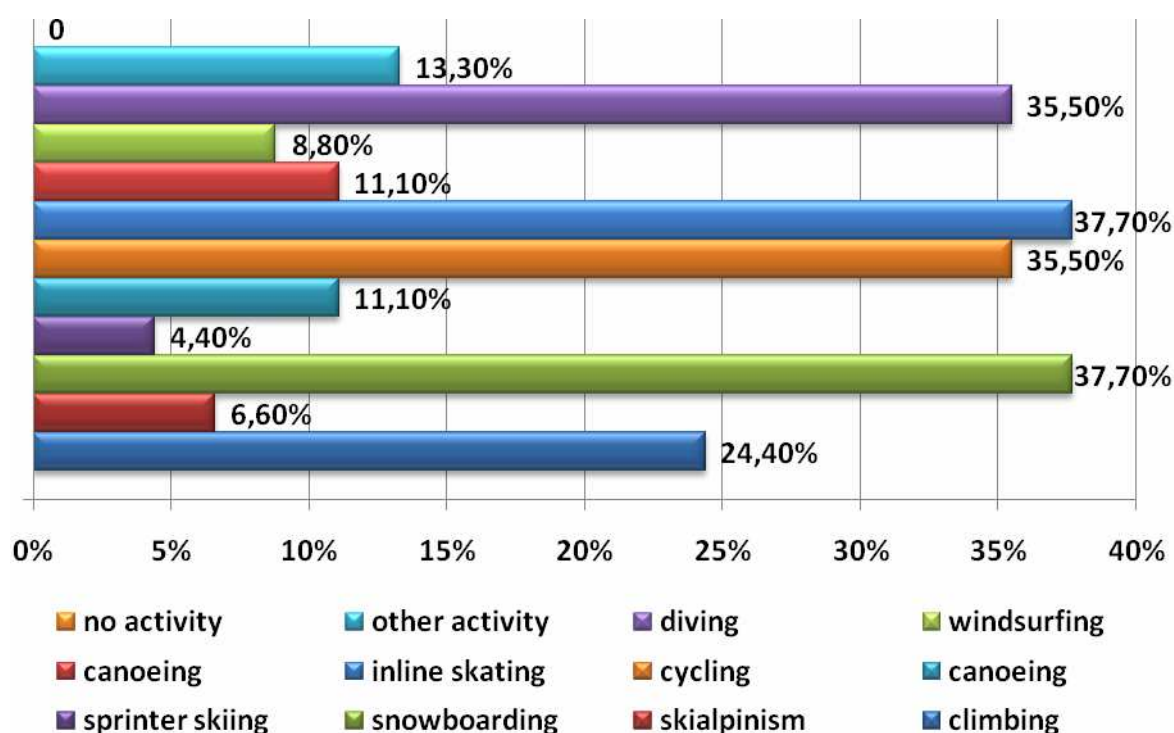
RESEARCH RESULTS

The questions were centred on finding of the most popular seasonal activity. The skiing is the most popular seasonal activity for the elementary schools. The second is swimming with 27% and the third is skating with 25%. The least favourite is touring with 19% (pict. 1).



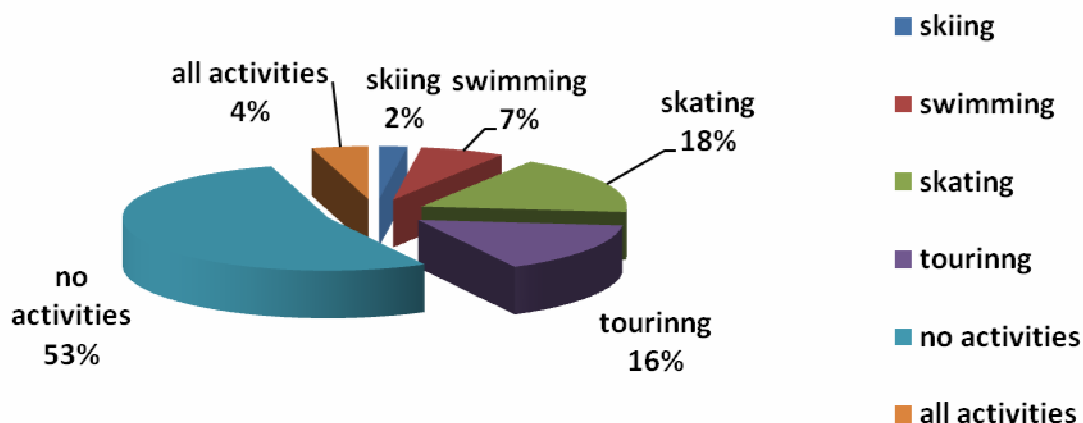
Picture 1 Seasonal activities faxour

Next, we were interested in application of the new seasonal activities to the tuitional process. The pupils interest in the new seasonal activities was big. The most of the pupils chase snowboarding and inline skating (37,7%). The second is cycling and diving (35,5%). Than climbing (24,4%), cycletourism and canoeing (11,1%) and than windsurfing (8,8%). Skialpinism (6,6%) and finally sprinter skiing. (4,4%). 12 pupils chase other seasonal activity (pict. 2).



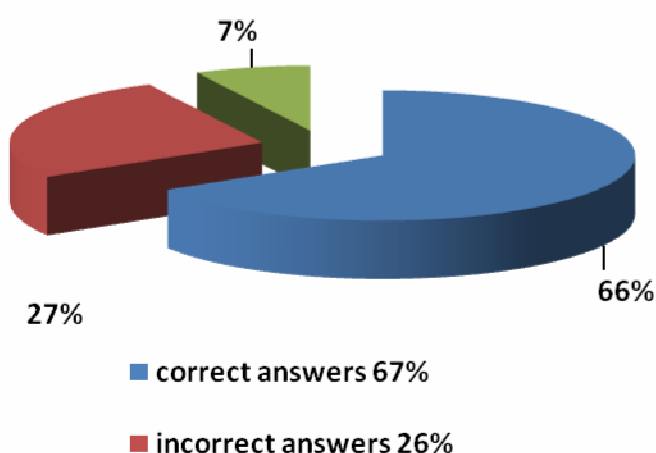
Picture 2 Subjects, that added to seasonal activities by pupils

The next questions were centred on seasonal activity finding, which the pupils don't like- or should be rejected from the required subjects. The seasonal activities are favourite, till 53% of the pupils wouldn't reject any seasonal activity. 18% of the pupils would reject skating, 16% touring, 7% swimming, 2% skiing. 4% of the pupils would reject all the seasonal activities (pict.3).



Picture 3 Subject, that rejected to seasonal activities by pupils

In the next part we used sciential test for finding of the pupils knowledges from seasonal activities area. Till 91% of the correct answers related to question about the stay in the naturen and antifire measure. The second most succesfull question was a question related to skiing. Almost more than 50% correct answers. The sciential test was very sucessful, because 67% of the answers were correct, 26% were incorrect. The half of the question was correct in 7%(pict. 4).



Picture 4 General evalvation of the sciential test

We can state, that the level of the pupils knowledges from the seasonal activities is sufficient. The reason of the sufficient knowing and good knowledges from the seasonal activities is the faxour of these activities.

CONCLUSION

The relation of the pupils to the seasonal activities is possitive, we can state it from the result of the work.

The pupils are well informed about seasonal activities. We can state, that the interest about new seasonal activities classification is big.

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DRUGS AND KINETIC ACTIVITY OF THE YOUNG

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Key words : *drugs, kinetic activity, physical education, young*

INTRODUCTION

Area, that is very actual, but very difficult and hard in the social- pathologic solution is problem prevention area with bearing on prevention of creation children and young drug dependences. Therefore is necessary, that society promptly react on this status in all key departments for this area.

Assumption of successful solution is obligation to know fairly this problems on the part of etiology, development, creation conditions, typology and prevention. In present time, this problem is in theoretical plain in our literature very well and adequate worked. The most frequently definition for the drug is: Drug is any substance, that after the entry to organism, is able to influence one or more its functions, it effects straight or indirectly on central nervous system and it can have admitted medicament position (Novomestský, 1995).

Drug is any natural or synthetical substance, which after regular using evokes dependence of the organism, so dependence on drugs, toxicomania (Doktorov, 1998).

Lietava (1997) mentions more senses of the term drug and lead two contingencies: a) rough-dry adjusted also unadjusted vegetal or animal origin, that is instrumental to production of medicaments or technical important substances, b) drud.

The concept prevention is all-society, targeted, systamatical and coordinated effort to preclude by measuers, systems and programs, that the people dont't use the drugs. It is an activity which defend the continuation periodic using in the substandart groups. The main attention is presented to upbringing, education, edification, but also to creation the area for helthy social activities.

Nešpor (2001) put the question: „ Family and school- allies or enemies? “ In case of the drug depence prevention in the elementary schools is the answer plain. What do the parents expect from school and counter? Who is responsible? Difficult answer. It's necessary to know our expectations and they should be realistic.

Children spend long time of day at school. It is time, when the child is influenced by pedagogues and contemporaries. Pedagogues should create an atmosphere, which protect the children against social pathology (if it is necessary) and help children to handle their problems.

Physical education reinforces the health, raises the physical robustness and kinetic performance. It provides basic theoretical and practical education from the branches of the physical education and sport. It helps to remove the shortages health-affected pupils. It subserves motivational function. It forms positive, active relation of the pupils to kinetic activity, physical education and sport. Sport serves as prevention resource of the socialpathological phenomenons. Sport isn't only to reach terminal performances, but sport is for pleasure, for good feelings and other. We can motivate it by the abstract diversity and sport activities forms and accesssibility, so talentless and untrained people can be involved to sport activity. We assume, that sport activity can be effective brake, which could obstruct the way of drug to the young (Hrčka-Michal-Bartík, 2004).

THE AIM OF RESEARCH

Many specialists are suggestive of lowering age limit of the young by the experiences with legal and illegal drugs. In area of the drug problem we aware, that drug problem isn't mater, that concern only people, who use drugs. On the contrary it is problem of all, whole society, even whole civilization.

All specialists claim, that schooldesks will be a place, where the result about of druf problem will be determined. Is concerned the young people, who decide to use or not to use the drug.

The aim of our research was to mention kinetic activity and sport- like one of effective resources of the fight against using drugs. Through our work, we detected the pupils oppinions of the elementary schools and we searched the influence of the kinetic activities and physical education as the resource in the drug prevention at pupils in central-slovak region.

METHODICS OF RESEARCH

The research was realized within grant project Vega 1/2505/05 „ Prevention of the drugs dependence in the conditions of school, family and society within sport active or inactive young. „ The poops collection was realized in years 2006- 2008.

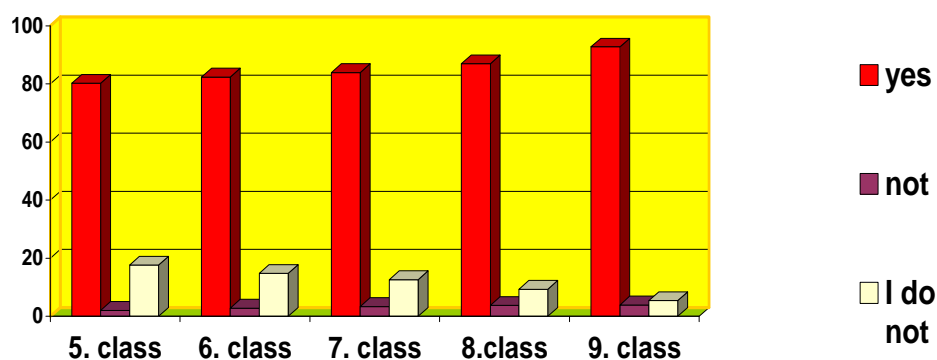
The research group were pupil II. level of the elementary schools in the central-slovak region, towns and areas: Martin, Lúčenec, Banská Bystrica, Zvolen.

15 organized elementary schools were involved in our research in afforecited areas. Thence 15 urban and 20 pastoral schools. The age limit moved from 11 to 15 years. 825 pupils were participated thence 55,4% boys and 44,6% girls. In the first preliminary phase we targeted the studium of the literature, whereby we used literally method. In the second phase of the research we used the questionnaire method. Questionnaires, that were used, we enclosing to supplement.

RESULTS OF RESEARCH

On the question that if alcohol is a drug and can influence their sport performance (picture number 1), pupils have clear opinion and the level of their knowledge about this problem varies from 79,8% to 93,4%. We can say that respondents have quiet enough knowledge about alcohol in connection to the sport events because negative answers ranged from 21,8% in 11-year olds to 12,8% in 15-year olds.

This fact must not be underestimated as we realize that 1/5 of 11-year old respondents thinks that appropriate to drink alcohol before sport activity. Relatively high percentage of respondents couldn't answer this question (from 18,3,2% in 15-year-olds to 32,1% in 12-year-olds). That's why we must ask the question "Why cannot our youth answer this question?"



Picture 1 Is alkohol a drug, which can influence sport performance? (%)

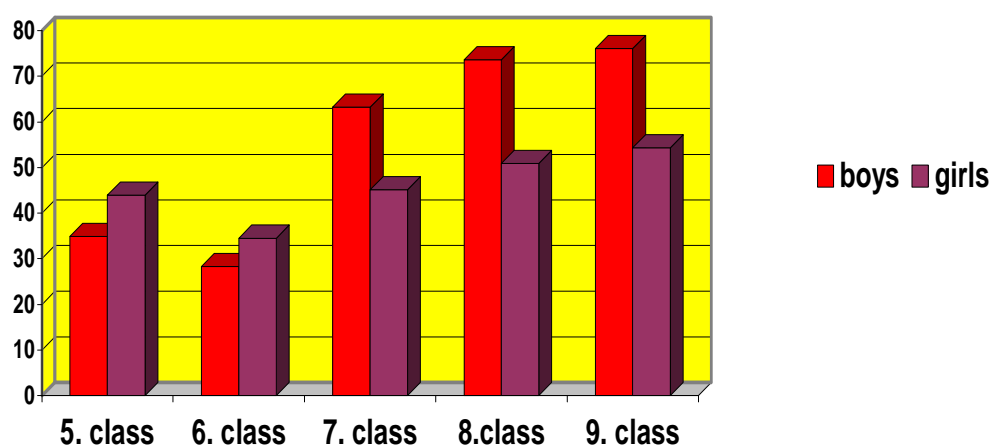
Evaluation of responses in picture 1 allowed us to find out relatively good knowledge of respondents about certain drug. High percentage of pupils realizes that they can become addicted due to drinking alcohol. They also know that alcohol is harmful to health and thus it can negatively influence the sport performance.

Coordinators of drug addiction prevention, school teachers, youth centers, medical centers have the specific merit in the beneficial reality because they communicate in

conferences lectures etc. and inform them with harmlessness and health consequences of drinking alcohol in growing organism.

Nearly all respondents are aware of smoking harmlessness and even this fact they try it. It is difficult to refuse cigarettes offered by a friend or group of young people. These requires great courage, and human being who is able to refuse an offered cigarette shows clearly that he has strong personality, who doesn't have to prove anything to anybody. According to some experts the person who didn't start smoking till the age of 20, will not start smoking in most cases. That is why the advertisements on tobacco products were focused mainly on youth. However, society realizing this fret, is trying to ban all tobacco advertising.

Despite all these affords smoking is still "popular" which was demonstrated in the results of our research.



Picture 2 Have you ever tried to smoke at least one cigarette? (%)

The next research question which was used to find out the pupil's experience of smoking resulted in conclusion (deduction) showing alarming specific empirizm of contact with a cigarette (picture number 2). It is difficult for us to determine whether there is critical percentage of 11-year old girls (24,8%), 13-year old boys (64,5%) or 15-year old boys (71,2%) and 15-year old girls (57,1%). All age groups are alarming

Upward curve of replies in Nociar's research (1998) as well as in ours reveals global acceptance of tobacco of pupils. We can say there is significant impact of tobacco concerns which dispose of great amount of finance, elaborated strategies how to gain new consumers. In such way children are influenced with mass media and with activities of tobacco concerns which even sponsor sport, different cultural and social events. Such as Formula 1. Not long

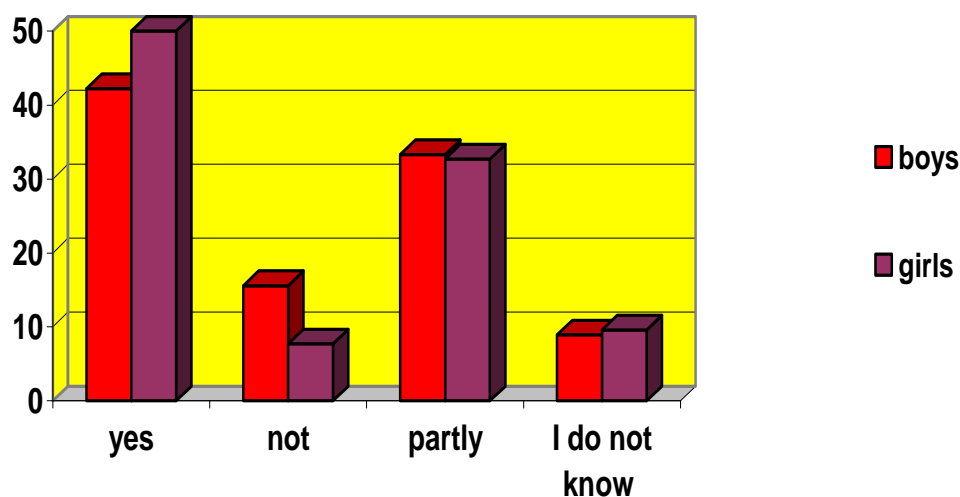
ago in our country the tobacco concern was even the general sponsor of one of the most attractive league competition – ice hockey.

We think the family and the school should have the great influence in creating of positive opinion on smoking harmfulness of pupils. Because a child spends the most of his time in family or at school.

It could be appropriate to find a solution how to eliminate this problem by means of bigger sport activities – to involve children in sports through either recreational or competitive.

The aim of our work was not only to find out pupils opinions and experiences with drugs but also to find out if they consider sport as preventive means in the fight against legal and illegal drugs.

In the picture number 3 we evaluated the answers of the respondents to the questions “Do you think the sport activities can be a good way how to prevent smoking?”. Nearly half of boy respondents (44,5%) and girls respondents (51,2%) answered “yes”. Only 12,5% of boys and girls couldn’t answer this question. It is delectable that pupils positively look at sport as drug prevention in the field of smoking.



Picture 3 Do you think that sport activities can be a good way how to prevent smoking?

CONCLUSION

The results of our research confirmed our hypothesis that most pupils agree with the idea that sport is appropriate preventative way against spreading of legal and illegal drugs as well. The question whether the sport can be appropriate preventative way was answered positively by 44,8% of boys and 65,8% of girls. However we suppose that low efficiency and

effect of solution of prevention of drug addiction through physical activities and P.E. lessons especially among boys because more than a half of them is not convinced enough of the fact that physical activity is suitable way of drug prevention.

Our claims are based on the result of research published in this work and also on experience obtained during long term practice of working with pupils. It is long term problem which is consist of several factors. The first and probably the most important factor is that is necessary to incorporate family in conjunction with the school if you want to solve this problem successfully. The school should have more resources, material resources and experience people who are willing to deal with this problem.

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SUMMARY

The aim of our research was to point at physical activity and sport – as one of the most effective way how to protect young people against taking drugs. In our work we verified opinions and attitudes of pupils in primary schools to this problem and furthermore we

focused on influence of physical activities and P.E. as a specific way in drug prevention in the society of older pupils in region of The Central Slovakia. 44,8 % of boys and 65,8% of girls reacted positively whether the sport can be suitable and preventative way. However there is low efficiency and effects of solution in prevention of drug addiction through physical activities and P.E. lessons especially among boys because more than a half of them is not convinced enough of the fact that physical activity is suitable way of drug prevention.

THE POPULARITY OF SWIMMING AMONG 11 – 14 YEARS OLD ROMANI PUPILS IN TERMS OF INTERSEXUAL DIFFERENCES

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Key words : *swimming, sport interests, Roma population*

The education of Roma population has a lot of differences and particularities directly following from the Romani culture, life philosophy and some other factors typical for the Roma communities life. A lot of Romani children are disadvantaged because of the language barrier. Moreover, they do not have appropriate education conditions in their home environment and they often are provided with learning aids and school supplies insufficiently. As a result, this disadvantagedness causes their integration into special schools very often. Also, a great amount of them leave school prematurely having only low level of education (Kotvanová et al., 2005).

The issue of the Roma ethnic education itself will probably be the same in the future as it is nowadays, as according to prognosis the number of Romani inhabitants in Slovakia should grow to almost 31 % until 2025. According to these estimations the number of Romani inhabitants should reach 525 000 and so the proportion of Roma population in Slovakia should increase from the present approximate 7% to 10% in 2025.

Table 1 The number of Romani children in the particular regions of the Slovak Republic; source: Sociographic mapping of Roma communities

Region	The Number of children	The percentage of the whole quantity
Trenčín	581	0,7 %
Bratislava	909	1,1 %
Žilina	1294	1,6 %
Trnava	2806	3,4 %
Nitra	6317	7,7 %
Banská	14165	17,3 %
Prešov	27875	34,0 %
Košice	27960	34,1 %
Together	81907	100,0 %

The fact that children and adolescents will represent a great part of this population is really alarming. At present the highest proportion of Romani children and adolescents is in the classes of the eastern Slovakia regions (table 1). Also, the proportion of Romani children in schools after primary schools is egregiously low. Only a very small part of Roma population finishes high school or starts university.

It is clear from the above mentioned facts that knowing Romani sport interests (favourite physical activities and sport disciplines) is necessary to motivate and activate Romani pupils. This is the priority of the Romani pupils' education, because all kinds of sport activities support, encourage and develop education aims. Moreover, these aims work as a strong social prevention factor (Vladovičová-Novotná, 2005).

RESEARCH AIM AND RESEARCH TASKS

The aim of our partial task within the project *VEGA 1/0806/09* carried out by the Department of Physical Education and Sports, The Faculty of Humanities of Matej Bel University in Banská Bystrica, was to find out the sport interests structure of Romani pupils related to swimming. Our research was carried out in selected primary schools in middle Slovakia.

Here are tasks arising from our aim:

- ↳ to carry out research about sport interests of Romani primary pupils related to swimming;
- ↳ to analyse obtained results.

RESEARCH METHODOLOGY

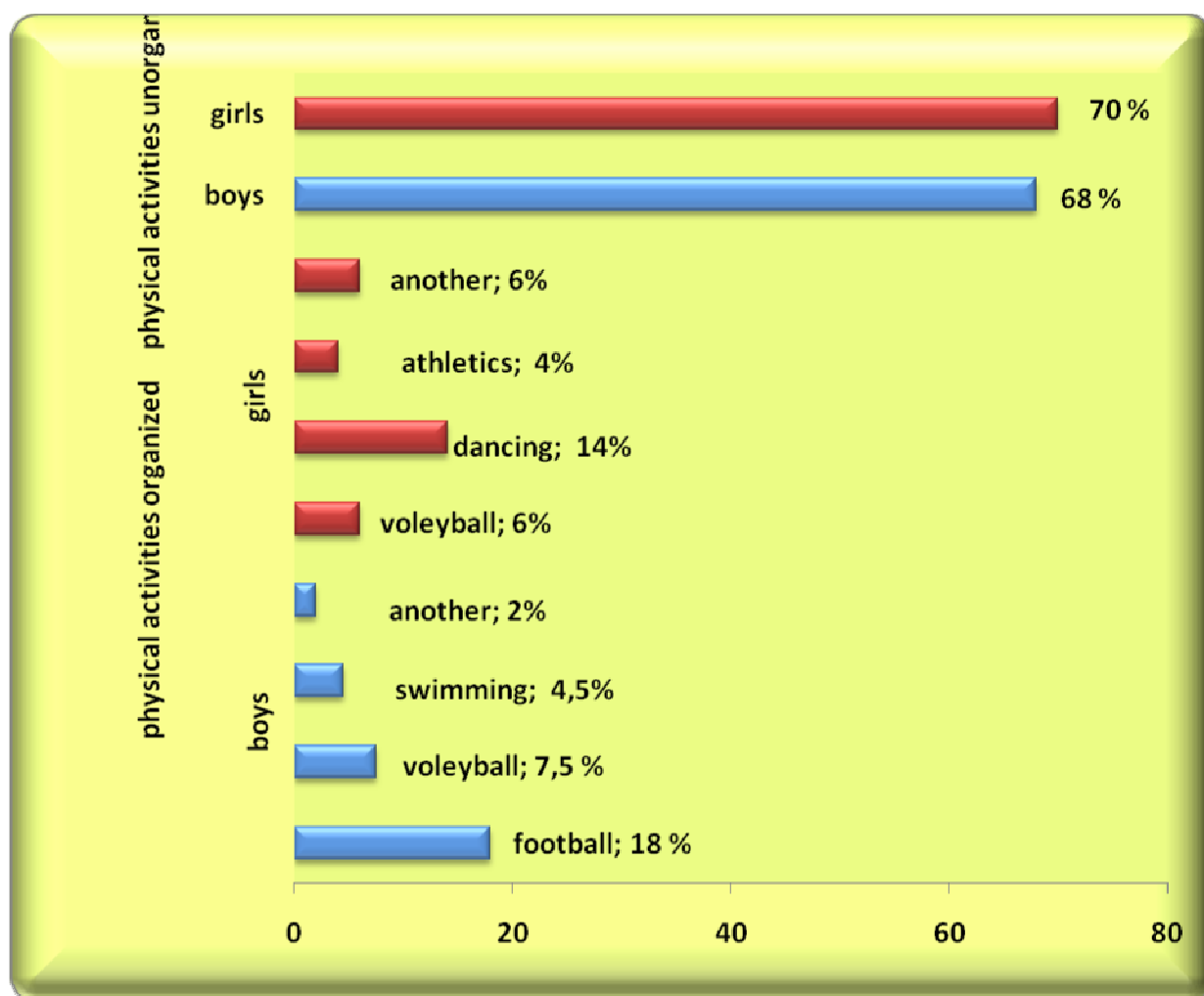
Sport interests were analysed using the standard questionnaire (Frömel et al., 1999) extended by the athletic issue. There was a group of 78 boys and 89 girls of 6. – 9. class to be questioned. The research was carried out in the school year 2007/2008 in the following primary schools: Primary school SNP Sučany and Special primary school Martin. The pupils filling in the questionnaire followed the methodical instructions of the research organisers and ordered the sport activities, disciplines and orientations to represent their own sport interests scale.

RESEARCH RESULTS

32% of boys engage in the organized physical activity regularly. Most of them are interested in football (picture 1). The unorganized physical activities are preferred by 68% of boys.

Again, they mostly play football in their free time, but also hockey and ice-hockey. In the category "something else" moto-cross, hockeyball and basketball were stated.

In our research we expected lower engagement of girls in the organized physical activities in comparison with boys. This assumption was confirmed as only 30 % of girls are regularly engaged in the organized physical activity out of school (picture 1). The group of girls is mostly interested in dancing (14%). Volleyball and athletics come after, which is considered to be a positive ascertainment. 6% of girls stated they preferred other physical activities.



Picture 1 The proportion of boys and girls engaged in organized and unorganized physical activities

In their unorganized free time (which comprises 70% of their free time) girls mostly play a kind of ball game (similar to pig-in-the-middle), dance or play football together with boys.

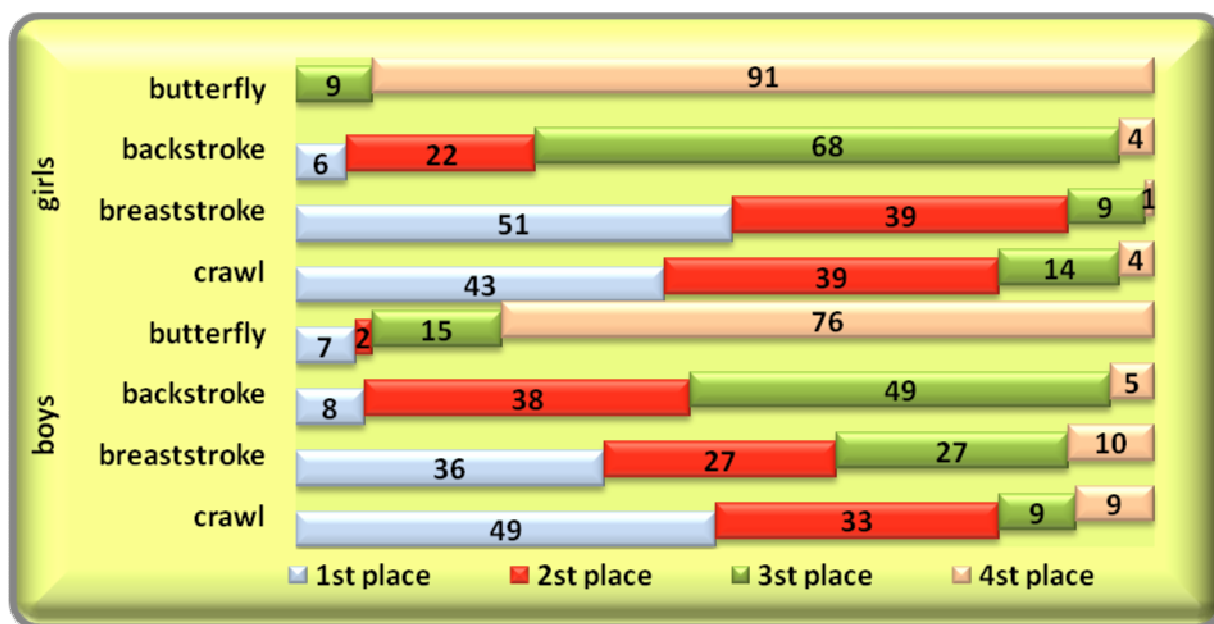
The next survey question aimed to analyse the popularity of individual sport disciplines among Romani pupils. It was found out that athletics is the most favourite sport activity among boys; in our questionnaire it was marked by 62%. Sport technical activities, skiing and

skating are quite favourite, too (54%). The swimming popularity rate among boys reached 46%. Conditional bodybuilding was not marked at all.

Dancing with 71% is the most popular sport activity among girls. Skating with 65% is quite popular, too. Swimming as the third most favourite activity was marked by 59%, which is a positive ascertainment. The popularity rate of other sport disciplines reached less than 50%.

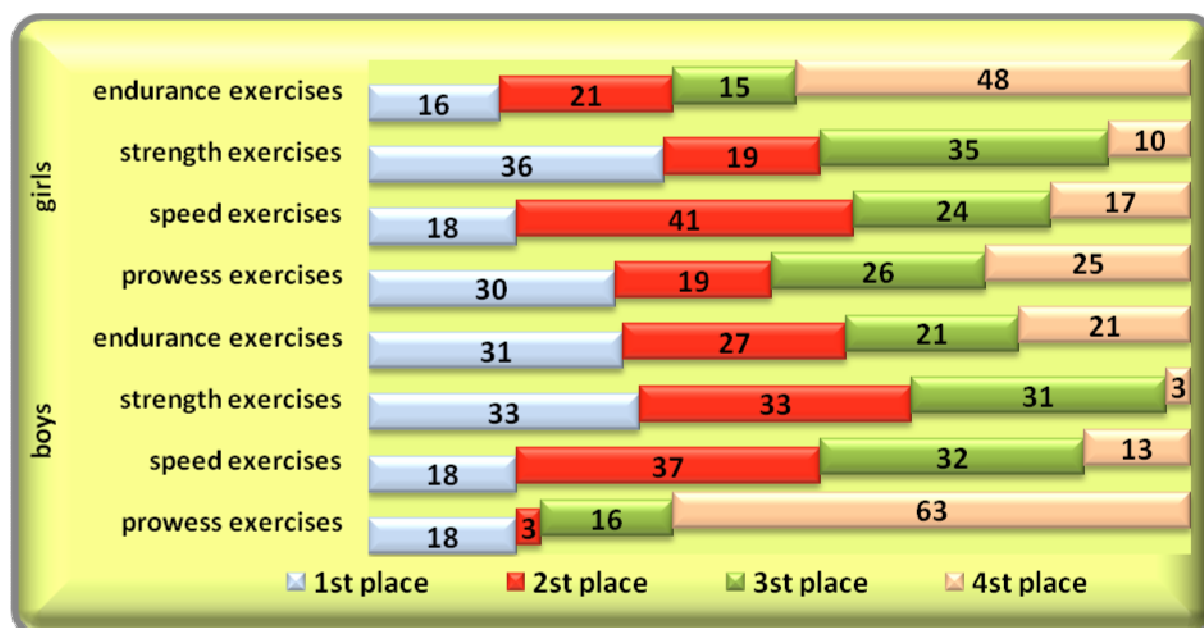
The popularity of sport technical activities, cross-country skiing, resistance exercises, hiking, canoeing, modern gymnastics, orienteering, sports gymnastics and windsurfing is below 25%. Again, conditional bodybuilding was not marked at all.

The popularity of individual swimming strokes can be seen in the picture 3. The most favourite swimming stroke among boys is crawl, marked with 1 by 49% of boys. The second one is breaststroke marked with 1 by 39% of boys. The situation in group of girls looks similarly. The most favourite swimming stroke is breaststroke (51%) and the second one is crawl (43%). The butterfly was mostly marked with 4 by boys as well as by girls (among girls not once a mark 1 or 2). From this result it is clear that butterfly is the less favourite swimming stroke.



Picture 2 The dependence of the swimming strokes popularity rate on intersexual differences

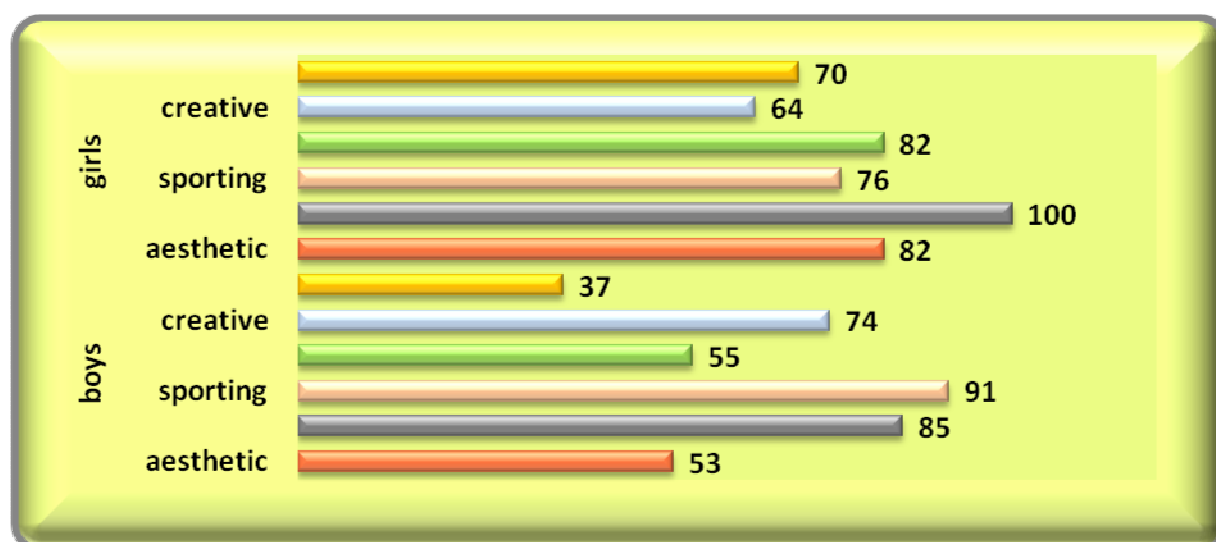
There is the popularity of physical activities categorized by locomotive faculties introduced in the picture 3. It is obvious that Romani boys are mostly interested in strength and endurance exercises (potentially activities) – picture 3 Agility exercises are the less popular.



Picture 3 The dependence of the physical activities popularity rate categorized by locomotive faculties on the intersexual differences

It was found out that girls are mostly interested in strength and agility activities. Their less favourite activities are endurance exercises (picture 4).

It is clear from the above mentioned facts that strength physical activities are favourite exercises of both, girls and boys, which can be used in their next development. To develop other forms of locomotive faculties it is necessary to look for the natural and easy forms developing these faculties – for example movement games.



Picture 4 Intersexual differences in the popularity rate of so called deliberate exercises

So called deliberate exercises are the next field we researched. Romani boys mostly incline to sport and fitness exercises (picture 4). Also, creative exercises are quite favourite activities

among boys – 74, 4%, which is a surprising result. As it can be seen in the picture, boys are not interested in medical exercises very much.

Within the deliberate exercises, girls mostly incline to fitness exercises – 100% (picture 4. Aesthetic and relaxing exercises took the second place of their popularity scale. The fact that boys as well as girls do not like medical exercises is considered to be a negative ascertainment.

Considering these facts we may note that these exercises are irreplaceable in terms of prevention, improving and keeping in health and it is necessary to search for forms and methods awaking bigger interest in doing this exercising - for example stretching and its best known methods. In realization of such exercises it is important to put emphasis on the educative factor and to use different gymnastic appurtenances and tools making exercising more effective and varied.

CONCLUSION

Swimming is one of the most important forms of relaxing activity (Michal, 2002). We are aware of the fact that swimming has an important role not only in keeping organism in the optimal state of health (big muscle groups training, putting a strain on musculature evenly), but it is also a great conditioning and illness prevention means as well as a convalescence means as the hydrostatic pressure effects keep the weight from the spine and the whole skeletal system (Mandzák - Misárošová, 2002). Our research results refer to the fact that although swimming is not the most favourite sport activity among Romani pupils, its popularity does not fall below 40%. We may consider this fact to be positive.

Nowadays the field of physical activities seems to be a topical problem and the field of prevention against pathological phenomena (such as cigarette, alcohol or drug use) with the help of physical activities seems to be a necessity (Hrčka – Michal - Bartík, 2004).

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SUMMARY

This study deals with the issue of the swimming popularity among 11 - 14 years old Romani pupils in some selected primary schools in the middle Slovakia region. The popularity rate of swimming among boys reaches 46 %; among girls the popularity rate is higher and reaches 59%. Crawl and breaststroke are the most favourite swimming strokes among Romani pupils.

SEARCHING AND APPLICATION OF NEW METODIC STEPS FOR INCREASING OF PREPARENESS OF FIREMEN WITH COOPERATION OF ALL FOR COUNTRIES OF V-4

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Key words: standardization, test, firemen

INTRODUCTION

Job of firemen – rescues is really considered for specially difficult. Activity in action is characteristic of combination of high and many times hard physical and psychical ballast (Polakovič, 2003). This activity gives specific requirements for physical efficiency and movable ability. On the basis of definition of specific way of working action in rescuing and with using of knowledge of testing of firemen in abroad, we create new specific motoric tests, for gaining of movable efficiency and we make their standardization. Testing of new testing battery we want to make in the ample of 1000 firemen in all four countries of V-4. In each country of 250 person in five age categories.

PROBLEMATIC

High physical prepareness – rescues is one of the basic conditions in fire action in rescuing. Ability of firemen to make high action working is influenced by many negative factors in which there is constant menace that except of psychical pressure for firemen follow from responsibility in rescuing persons, there can by serious damage of health of firemen – rescues (Gorner-Polakovič, 2004; Polakovič, 2006).

Among negative factors which increase menace, negative influence rescuing action, lengthen time of rescuing, there belong :

- high temperature of fire
- high humidity caused by water steam
- presence of toxic materials
- high weight of used technic means in rescuing
- extreme conditions of working place which require high movable efficiency and movable ability of firemen (steps into big highs, depths, steps down and up in shafts, actions

in complicated technologic wholes, moving in extreme field conditions – mainly in fires in forest vegetations)

- action activities in which we notice tries of firemen of high coordinative character (making of different obstacles, climbing of tight places in cabling, canals and so on we could describe big amount of next working activities which negatively influence the rescue) , (Polakovič, Kurasz, 2006).

All working activities require still high movable efficiency from firemen on account of that no rescuing situation is not able to plan but there come sudden not waiting (Polakovič, Šimonek, 2005).

Current legislative condition in fire – rescue unit command to firemen every year to verify their movable efficiency according to diagnostic means – motoric tests. There reveal state of movable efficiency of firemen in the field of speed, endurance and power movable abilities.

Development of technic means, rescuing of persons in more difficult situations show for still need of increasing of whole preparedness of firemen. Verified by us knowledge from abroad in preparedness of firemen and verifying of their movable ability show the need of preparedness and complementing of diagnostic means which will have the character of the most often of working activities of firemen in actions.

These diagnostic means have the way to reveal preparedness of firemen in connection with technic means – diagnosing reveals mainly moving abilities but also the degree of condition and coordinative preparedness.

On this project there will be cooperate :

- Presidium HaZZ MV SR
- TU VŠB FBI Ostrava
- HZS MSK Ostrava
- SGSP Varšava
- Medical search institute Ostrava
- TU in Zvolen
- Fire brigade Budapest

METHODIC

Standardization of new diagnostic means requires high requirements for statistic steps, big amount of measured motives – testing of big amount of persons.

We will prepare simple, not difficult for technic providing, responsible, objective diagnostic means so to realize in different conditions and so to realize in diagnostic reveal real preparedness of firemen. Suggesting of new specific motoric tests and making of standardization, we want to make basic requirements of tests among which there belong : belief, authenticity – these are data about validity of test, in another words, whether the test measures chosen ability, efficiency. Also we compare movable ability of firemen – rescues in the sample of approximately 1000 persons. We will test in five age categories, in which category 50 firemen.

- We will make suggestion of new diagnostic means into which we will complete features of rescuing
- We will make descriptions of methodic activities in individual tests
- We will make local places of search units of firemen in individual countries
- We will prepare technic conditions for testing
- We will make instructions of job with examiners and coordinators of testing
- We will test probands of all units

Main aim of our searching in creation of new motoric tests is :

- Objectivization of test so to we could make closer view of conditions to european place of countries of V-4
- Modification of finland test (“drill test”) for condition of V-4
- Test must contain so activities – features of which structure of character cooperates with fire activity
- To make test so to it could be applicable in all conditions

Test will be made from 4 disciplines which imagine real fire action or its modification.

Individual parts of test will be constructed so to they could cooperate with activity in rescuing but with its intensity which real we will measure as the reflection of beating action for ballast.

Working activities which will be completed into the test :

- View of object, searching (walking with – out, with ballast)
- Making more activity of cable system (moving in stairs without, with ballast)
- Fire attack –rescue of persons (maximal action)
- Secondary searching
- Viewing of places
- Preparedness of firemen to comeback

All activities which will complemented in new diagnostic test firemen will make in complete dress also with using of breathing machine with mask.

DESCRIPTION OF TEXT

As we mentioned in the previous part test consists of working activities which firemen do in the preparation and during a rescue. It consists of simple activities which will be realized in conditions of Fire and rescue Unit of V4 countries. It's realized in 4 disciplines. Firemen do this test in full equipment as they go into rescue action. Weight of equipment is 25 kilos. Except one discipline in next three they do their action in mask and they breathe through breathing apparatus.

After finish of each discipline the meantime is written and fireman has for his break one minute – during of which he moves to realization of next discipline. We measure achieved time in individual disciplines but also whole achieved time after finish of action. Test is specifically oriented into action of high building where there is smoked place and where there can be present also harmful toxic solids. Arrangement of individual groups must be so in order to distance among individual disciplines wasn't bigger as 10 metres. Intensity of moving activity – submaximal.

WHAT DO WE MEASURE BY TEST?

1. discipline – speed abilities, moving efficiency (connection of cable system)
2. discipline – speed abilities, endurance in power
3. discipline – speed of moving, endurance in power
4. discipline – speed of moving, moving coordination

1. discipline

It is about viewing of object where action will be done, preparation for rolling and connection of cable delivery system.

Activity: fireman starts for command of start on the track of length of 25 metres from one end to another and he individually transfers cable for one time, sharer for one time, streamline for one time. At the end of last sector after transfer of all 4 parts of cable system transfers:

- sharer with cable B
- streamline with cable C

(together he makes 8x25 metres – 200m)

After finish of first discipline fireman during 1 minutes break put his mask on, because next 3 disciplines he will do in mask on his face and he breathes air through breathing apparatus.

2. discipline

It is about next carrying of baskets with cables and technical means upstairs into high building.

Activity: for command of start fireman goes up and down on steppe of height of 25 cm which presents simulated activity on the stairs of building. He carries 2 canisters in both hands, each of weight of 20 kilos. Both canisters are filled with sand. Timekeeper of fireman measures amount of achieved repeated climbs and descents on steppe. Fireman in this discipline goes up and down on steppe for 40 times with this balast (1 repetition – climb with both legs on steppe and descent with both legs on steppe).

3. discipline

It is about rescuing of evacuation of injured persons from the place of fire into safe place.

Activity: fireman for command of start carries individually 4 bags which each of them is filled with sand with weight of 40 kilos. He must carry the bag not to drag. He carries bags on distance of 10 metres from one end to another.

4. discipline

It is about secondary viewing of finding of injured persons.

Activity: fireman for command of start catches the canister into his hands with weight of 5 kilos which presents thermocamera and he overcomes obstacles, which present (small gates in height of 0,6 m, width of 1 metre). There are 3 obstacles and they are places of very 2 metres. So the track has following shape. Aim (from which fireman starts), from it to distance of 2 metres is first obstacle, from it to distance of 2 metres is second obstacle, from it to distance of 2 metres is third obstacle, from it to distance of 2 metres is aim.

He adulates first obstacle, crosses second obstacle, adulates third obstacle, he turns round the aim and he does the same action to the backward. He puts the canister off on the level of starting aim and runs the distance of 25 metres where he disconnects cable system. Here timekeeper stops (measures) final action in test.

We will test population of firemen who go into rescue actions of fire and rescue unit. Firemen do for 3 times/a week physical preparation within their working changes, always in afternoon time in duration of one and half of time (if there is no rescue action at that time).

CONCLUSION

The most important in solving of problematic of suggested grant project is the fact that it solves serious task of practice in HaZZ in preparedness of firemen for action.

The second fact and also important is application of suggested diagnostic means into legislative norms HaZZ.

Solving of this problematic in conditions of fire unit of V-4 countries, it assumes also together solving of next tasks. Also it shows for international character of problematic of rescuing.

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SUMMARY

Author in their article describe concrete cooperation of countries of V-4 in solving of grant searching task with problematic of preparedness of fire units into fire action.

Concrete cooperation is the creation of new motoric tests by which will by finding out specific preparedness of firemen into fire action.

THE EXPLOSIVE STRENGTH ABILITIES OF BASKETBALL PLAYERS AT CATEGORY BOYS U 14

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Key words: *basketball, explosive strength abilities, tests, evaluation*

INTRODUCTION

Each of the top sports include sport preparation. Nowadays, they both need cooperation with most of the sport experts from different departments. It is very necessary to specialize human's movements and try to develop them. The strength abilities are one of the part of the primary movement abilities. Their systematic development creates basic sport training for youth.

All children of ages 10 – 12 should practice different kind of movement activities.

Muscular imbalance causes many injuries, when the children are growing up (Adamčák, 2007).

The most important part of preparation for young basketball players is athletic preparation.

The skills, which they should learn in basketball, are not different from tennis, volleyball, football or other sports. The young players need to develop their various movement abilities as a speed, coordination and flexibility (Bažány, 2007).

We support active learning for young basketball players and using our method: „develop what you trained“. In this way, we are preparing our basketball players for another, higher level. The movement programs work on the basic activities, which they can help us to reach much higher effect in training process (Bažány, 2007).

PROBLEM

The explosive power has a dominant position in basketball. The 15 years old basketball players' functions and motoric abilities were evaluated by their own trainers. The better players were disposed of higher level of speed reactive abilities and optimal level of aerobic abilities diagnostic by long distance run (Tománek – Moravec, 2005).

Most of the authors (Moravec – Šelingerová, 1987; Rošková, 2000; Michal, 2006) consider that the children ages 10 – 14 are able to develop their explosive power of bottom limb the best at these ages.

AIM

The primary aim of our research was to interpret a level of explosive power of bottom limbs of basketball players ages U14 for team ŠKP Banská Bystrica and Slovak national team of ages U14 and compare them each other with recommended standards.

METHODS

We made a measuring of explosive strength for the team ŠKP Banská Bystrica and the Slovak national team and we used references recommended by Moravec –Šelingerová (1987). The level of explosive strength, for the team ŠKP Banská Bystrica and the Slovak national team U14, was supposed to be same like selection for athletic jumps. Most of the facts showed us that many sportsmen and sportswomen from collective sports were successful in individual sports (example Athletic), and they were successful on the world competitions, as well. And therefore, their individual training methods must be on higher level.

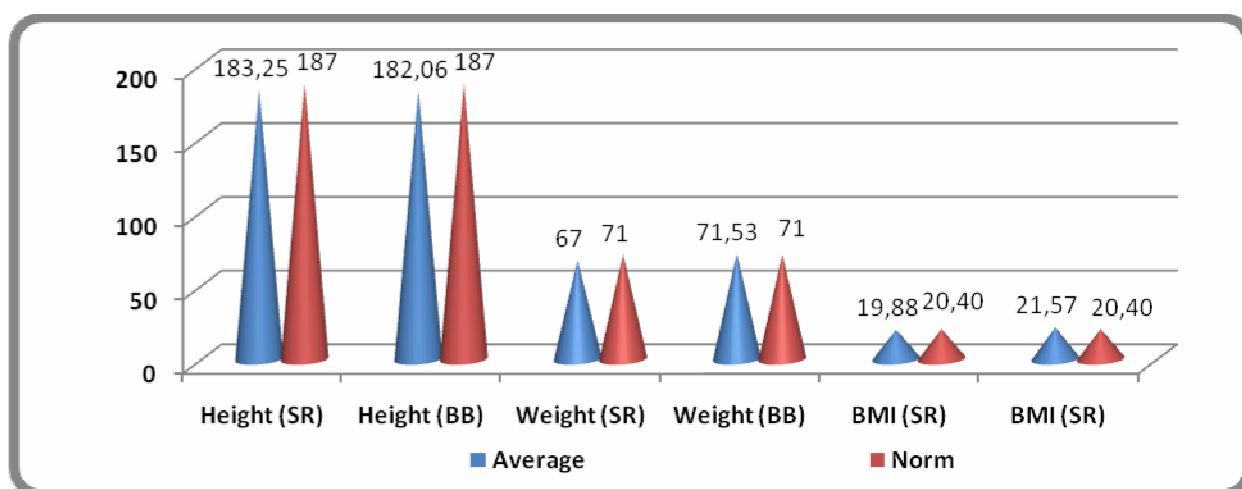
We were assessing somatic indicators (body height, body weight) and five tests of explosive power of bottom limbs (standing long jump, triple jump, standing triple jump, 5 – jumps with the leading leg, 5 – jumps take off leg) for the basketball players in category of ages U14. We did this measure in May and July 2008. The tests were in the gym. We evaluated the results from the measuring statistically. We were monitoring 14 boys from the team SKP Banská Bystrica and 17 boys from the Slovak national team in basketball at category U14 of decimal ages 14,74 and 14,30.

RESULTS

The testing and longitudinal monitoring of body development has very important place in the youth sport operation. In last few months many of the testing results have been absented in associations or in some leagues. We have been monitoring somatic indicators (height and weight) of our basketball players.

The average height is about 182,06 and 183,25 cm and the average weight is about 71,53 and 67kg. We compared weight and height with coefficient BMI 21,57 and 19,88. The fact is, that

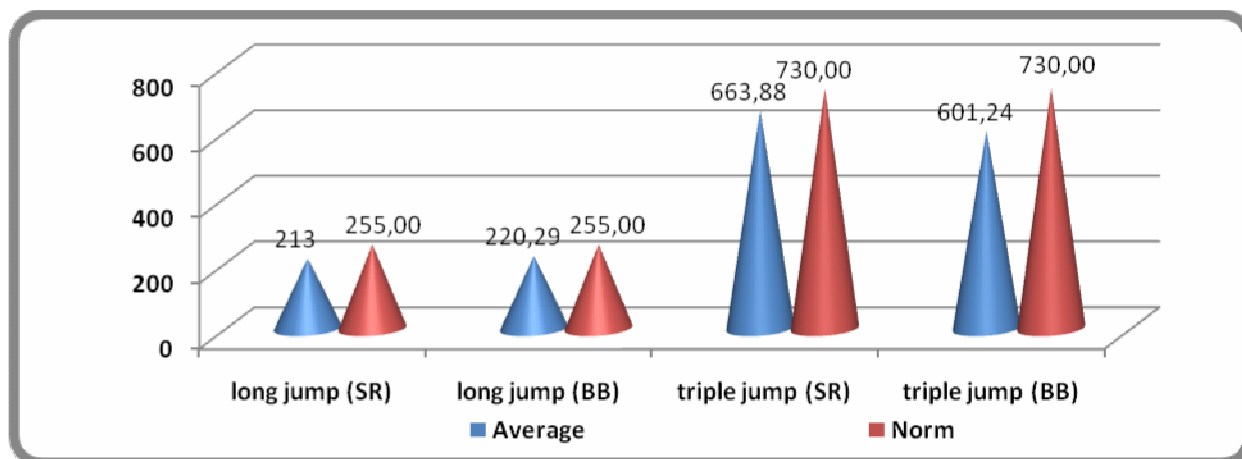
the basketball players ŠKP Banská Bystrica are lower and heavier than the basketball players from Slovak national team at category boys U14 (Picture 1).



Picture 1 Somatic characteristics (body hight, body weight, bmi) of basketball players ŠKP Banská Bystrica and Slovak national team in basketball at cathegory boys U 14

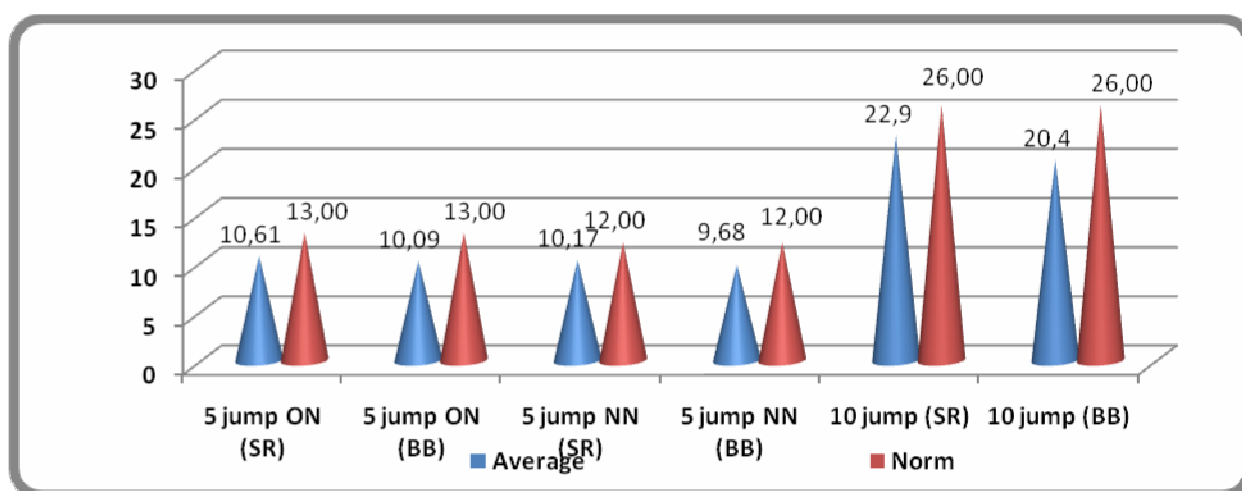
The body weight is on the optimal value 71,53 and 67 kg. When we compare it with the height – weight coefficient BMI 21,57 and 19,88, the result is that the basketball players from ŠKP Banská Bystrica are lower and heavier then the basketball players from the Slovak national team at category boys U14 (Picture 1).

When we checked the explosive strength of bottom limbs in standing long jump, triple jump, the results were much better for basketball players from ŠKP Banská Bystrica than the basketball players from the Slovak national basketball team at category boys U14 at standing long jump. When we compared the operation norms, the results were : no one reached out the desire value (Picture 2).



Picture 2 The evaluation of explosive strenght abilities (long jump and triple jump) of basketball players skp banska bystrica and slovak national basketball team at cathegory boys U 14.

The same results were, when we did the test of explosive straight for bottom limbs (5-standing jumps with leading leg and without leading leg and 10-standing jumps). We foud out that the Slovak national basketball team at cathegory boys U14 has better and higher activities than the basketball players from SKP Banska Bystrica. Unfortunately, no one from the monitoring team reached out the desire level of effect norm (Picture 3).



Picture 3 The evaluation of explosive strenght abilities (5- long jump and 10- jump with the leading leg and without leading leg) of basketball players skp banska bystrica and slovak national basketball team at cathegory boys U 14.

CONCLUSION

We recommend for basketball coaches to evaluate the explosive strenght of legs. The regular evaluation helps fo objective evaluation of performance of young basketball players. The

level of explosive strenght of legs is one of criterium for developing speed abilities of basketball players. Explosive strenght is dominating for performance in basketball play. We recommend especially means of athletic training for develpoing of explosive strenght.

Explózivnu silu považujeme za rozhodujúcu pri posudzovaní výkonu v basketbale. Ako hlavný prostriedok na rozvoj odrazovej výbušnosti doporučujeme prostriedky atletického tréningu.

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SUMMARY

In our project, we tried to solve the problems of evaluation explosive strength abilities of the Slovak national basketball team at category U14 and the basketball players SKP Banská Bystrica. We found out very low level at this movement abilities and recommended some examples for practice. Their activities were not very oriented for the professional game.

ANALYSE AND CAUSE OF INJURIES IN SMALL FATRA, IN SUMMER AND WINTER SEASON AND PERIOD OF YEARS 1993 - 2007

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Key words : *alpine hiking, injuries, alpine rescue service, summer and winter movement
activity*

INTRODUCTION

Alpine hiking is very famous and favorite sport, not only in Slovakia, but in all over the world. We can see nature everywhere around us, not only mountains but meadows, fields, forest too. The reasons, why people like alpine hiking are different. Somebody feels better, when the hiking is oriented on technical and physical terrain, the others like relaxing and watching and listening the beauty and the sound around them.

Alpine hiking give you a chance to relax without stress, rush and psychical exhaustion of this quickly time with people who like it too. Of course, we can not forget to remain for everybody, that each of you can meet many nice and kindly people maybe later friends in the nature, who have same hobbies and opinions (Adamčák – Mandzák, 2004).

Alpine hiking includes free movement in the nature. Junger and his company said:., The movement in free nature included healthy activities on a fresh air and at the free time.

Surrounding for free time activities in the nature can be light walking path or hard technical part of alpine walking, which require good equipment and very good alpine walking skills, knowledge and experience. It is logical, that it can happen strange and dangerous situation on alpine hiking.

The most common situation for hiking are injuries, exhaustion and losing the way. We can separate the causes of accidents on the mountains on two parts:

- 1 Part – subjective causes
- 2 Part – objective causes

The subjective causes are happened by person, who doesn't have proper equipment for alpine hiking, not enough experience or poor healthy preparation for alpine hiking.

The objective causes are happened by nature elements and unpredictable situation in the nature. But it doesn't mean, that we have to conciliate with the subjective causes. We should prevent them for example: watching weather forecast, website or meteorological conditions during alpine hiking, listening advances of alpine rescue service.

We don't have to walk on dangerous places like dangerous paths with steel chain or stay on the top of peak during the thunderstorm, etc (Neuman, 2000).

AIM

The aim of our project is to find causes of injuries on the mountains Small Fatra and separate these injuries by frequency and character.

METHODOLOGY

The primary method, what we used in our project are reading different literatures and use different important information from them. For example : analyze of alpine rescue service' s documentation, interview with members of alpine rescue service, who work in Small Fatra.

RESULTS

Analyze of collecting important information shows us that the most common causes of injuries in the mountain are :

- ✓ Overestimation of own abilities, poor physical, mental, theoretic and practice experience for alpine hiking
- ✓ The bad choice of hike, not enough time for safety return
- ✓ Ignorance of hike
- ✓ Hard movement in mountain hike
- ✓ Bad weather, visibility and another nature factors (low temperature, windy)
- ✓ Bad equipment for hiking

The objective assessment is, that all these factories are connected to each other. If there is a situation, when tourist has proper equipment, good physical and mental conditions, but the weather is getting worse with the combination of darkness, it doesn't have to seem bad and it is not important to immediately call alpine rescue service.

If there is a situation of inexperience tourist, who doesn't have proper walking equipment or doesn't have good physical and mental conditions, just only bad visibility can bring situation of immediately call alpine rescue service.

The question is : how many injuries are on Slovak mountain, and which rescue activities are performed by the alpine rescue service?

The important thing, what we should know is to separate a year on two seasons. Winter and summer season, which both are very different. The beginning of winter or summer is very difficult to find (Picture 1), because each year is specific and each locality had different position and altitude. But from the previous experience, the winter season starts in November and the end of winter is in April.

We can arrange the injuries by personal accident rate (the alpine rescue service actions):

- ✓ Searching for lost and missing people
- ✓ Traumas of bottom limbs
- ✓ Traumas of upper limbs
- ✓ Exhaustion and hypothermia
- ✓ Avalanche injuries

ACTIVITY	Number of injuries	%
Outdoor hiking	44	2,47
Outdoor alpine hiking	168	9,42
Downhill skiing	1065	59,70
Cross country skiing	3	0,17
snowboarding	211	11,83
Off pist skiing	142	7,96
Ride on the lift	2	0,11
Boarding and getting of form OHDZ	19	1,07
Sledging, bobsledding	3	0,17
paragliding	1	0,06
Ride on the mountain bike	4	0,22
Other activities	41	2,30
Free ride skiing	37	2,07
Ski hiking	5	0,28
Ride on the ski cars	1	0,06
profession	7	0,39
Cave science	1	0,06
Mountaineering	30	1,68
together:	1784	100

Picture 1 Evaluation of summer and winter movement activities, where the accidents happened

We can arrange the number of injuries (activities of alpine rescue service) in summer season like this:

- ✓ Traumas of bottom limbs
- ✓ Traumas of upper limbs
- ✓ Cardiovascular problems
- ✓ Anaphylaxis (several allergic reactions)
- ✓ No good movement ability in terrain
- ✓ Lost in terrain
- ✓ Thunderstorm's injuries

In the winter and summer season, the most of injuries are happened in the afternoon hours. We suppose the causes can be exhaustion, not good concentration, low visibility, temperature etc.

FRACTURE	441	22,76
contusion	186	9,60
Injury of joint	745	38,44
Open wound	259	13,36
Local frostbite	2	0,10
hypothermia	2	0,10
Heart failure	1	0,05
Injuries of internal organs	8	0,41
unconsciousness	12	0,62
exhaustion	5	0,26
Death	10	0,52
Without injuries	110	5,68
Other injuries	72	3,72
illness	9	0,46
concussion	76	3,92
together:	1938	100,00

Picture 2 Assessment and tpe of injuries in summer and winter season

CONCLUSION

The tourism in high mountains could be risking for children. It is important to have knowledge about tourism and possible dangerous in mountain. We recommend give instructions to parents and children about some risks in mountain and develop the prevention.

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SUMMARY

All these information about injuries and rescue activities, what we collected can say us, that the injuries of traumatic types are mostly happen in summer season. In winter season is very common situation of searching for lost people. The following accidents are the injuries of traumatic types.

Hiking and alpine hiking in the nature can leave in our hearts very nice experience, because the nature is something special for everybody. It can give us health, relax, beautiful views, fresh air, friends etc.

But on the other site we should still have in our mind that we must respect our nature and be carefully.

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Všetky príspevky budú recenzované. O zverejnení príspevku rozhoduje redakčná rada na základe posudkov.

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