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## **MOTYWACJA UCZNIÓW DO WYCHOWANIA FIZYCZNEGO W SZKOLE PODSTAWOWEJ**

### **MOTIVATION OF PUPILS IN PHYSICAL EDUCATION AT 1ST GRADE OF PRIMARY SCHOOL**

**Słowa kluczowe:** uczniowie, stymulacja, wychowanie fizyczne, szkoła podstawowa

**Key words:** pupils, stimulation, physical education, primary school

**Streszczenie:** Pierwsze etapy ontogenezy życia dziecka są bardzo istotnym okresem do wytworzenia nawyków na całe życie, podstawowych umiejętności i wartościowych orientacji. Zwiększenie się procentu dzieci z brakiem równowagi w mięśniach zostało stwierdzone szeregiem badań (e.g. Bartík, 1995; Vařeková, 1999; Dostálová, 2000b etc.), świadczących o nieodpowiednim reżimie ruchowym dzieci. Badanie było skierowane na monitorowanie zmian środowiskowych stymulujących aktywność ruchową (bodźce materialne, przestrzenne, transportowe i socjalne) w następstwie podjęcia obowiązku uczęszczania do szkoły. Grupę badawczą stanowiło 74 dzieci (37 z miasta, 37 ze wsi). Wyniki pozyskano w oparciu o ankietę ESPA – Environmental Stimulus w zakresie wychowania fizycznego (Renson, Vanreusel, 1990; Miklánková, 2005). W tej części prezentacji przedstawiono dane w oparciu o uzyskane średnie wyników oraz w formie graficznej. Zwiększenie stymulacji do aktywności ruchowej w następstwie obowiązkowego uczęszczania do szkoły było zauważalne we wszystkich obserwowanych formach (bodźcach) stymulacji. Wzrost materialnych i przestrzennych bodźców do aktywności fizycznej był wyższy w rodzinie niż w szkole. Natomiast w zakresie przestrzennych i socjalnych bodźców stwierdza się pozytywny udział stopniowego preferowania chodzenia w sensie komunikacji do i ze szkoły, a także zwiększenie włączania się dzieci do szkolnych i pozaszkolnych, dziecięcych i sportowych organizacji.

## INTRODUCTION

It is found to be necessary to shape systematically attitudes of younger pupilage children towards physical activities from the very young age. In this sphere, influence of family and school should be integrated. We focused on the monitoring of material, spatial and traffic stimulation to the physical activity and on the development of stimuli of children's social participation after beginning of school attendance.

## PROBLEM QUESTIONS

At levels of realized motor activities of children playing important exercise beside biological also environmental factors. Which development trend of environmental stimulus to motor activities of children we can observe after entrance of obligatory school attendance?

## METHODS

A sample consisted of 74 children (37 urban, 37 rural) of the younger pupilage. Data were obtained by use of the ESPA – Environmental Stimulus for Physical Activity (Renson, Vanreusel, 1990) questionnaire. For evaluation of environmental stimulation to physical activities, we used the English version of „Environmental Stimulus for Physical Activity” questionnaire by Renson & Vanreusel (1990). This questionnaire assesses material, spatial and social stimulation of a child to physical activities pursued by family and school. The authors have confirmed in their previous researches, that level of physical fitness and its main components in youth differs according to cultural and social situation of examined persons (Renson, 1973, 1975; Renson et al., 1978, 1980a, 1980b; Mikláňková, 2005). The questionnaire registers following aspects to investigate differences between the stimulation levels to physical activities:

- Place and opportunities for informal physical activities and also more formal participation in sports activities from the family.
- Place and opportunities for informal physical activities and also more formal participation in sports activities from the school.

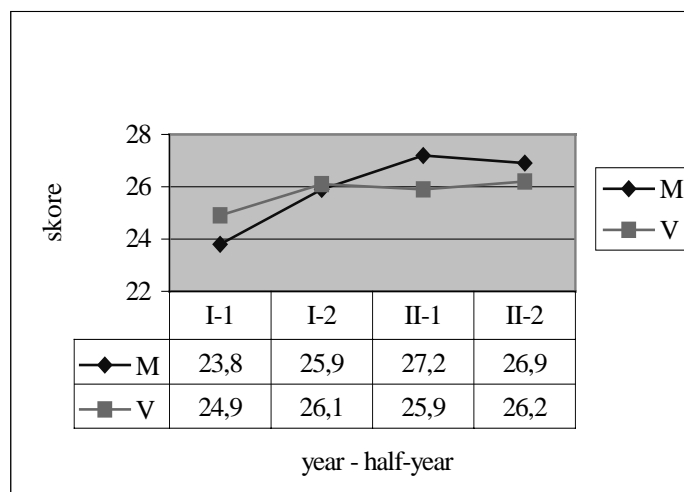
Resultant score of 47 points or less means very low level of stimulation, 48-60 points means low level of stimulation, 61-73 points means lower average, 74-86 points means higher average, 87-99 points means high level, and more than 99 points means very high level of stimulation to physical activities.

In this partial inquiry, obtained data are presented as simple averages of attained score and graphically.

## RESULTS AND DISCUSSION

At spatial stimulation reached children from village in 1st grade of primary school higher score than children from cities, but during the 2nd grade following stayed

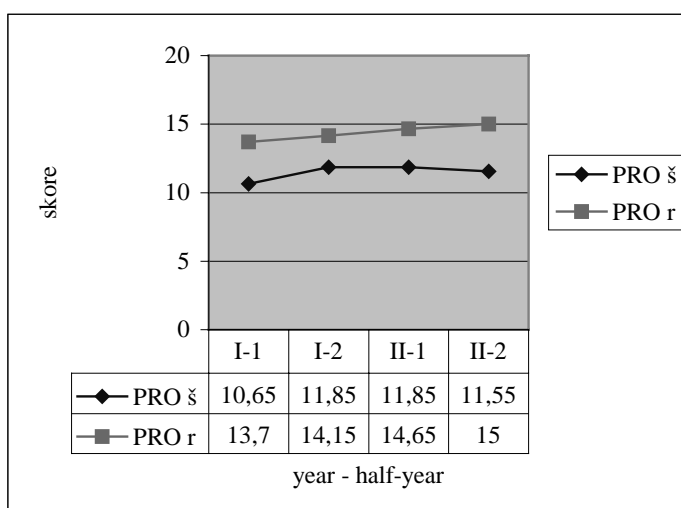
almost at the same level. In children from village schools level of spatial stimulation growthed (figure 1). We suppose that children of pre-school age in cities are visiting kindergarten, which is in near neighbourhood of their place. For obligatory attendance parents already voting also farther primary school, namely according to bearing of child or attractiveness of school programme (figure 1a).



**Figure 1.** Spatial stimulation: city – village

Legend:

- M city
- V village

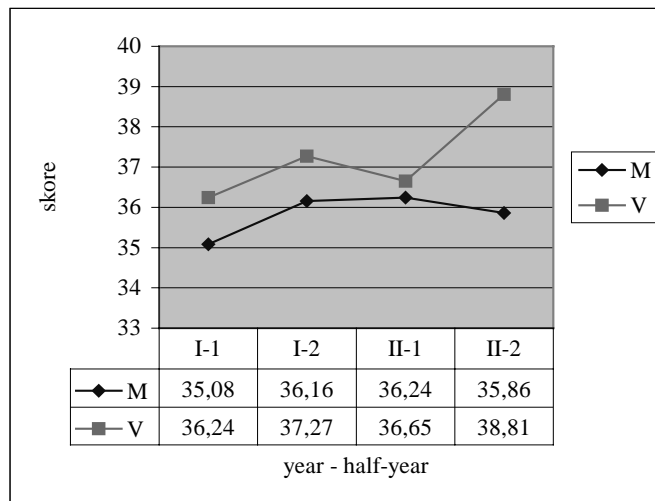


**Figure 1a** Spatial stimulation: school - family

Legend:

- PRO-š spatial stimulation at school
- PRO-r spatial stimulation in family

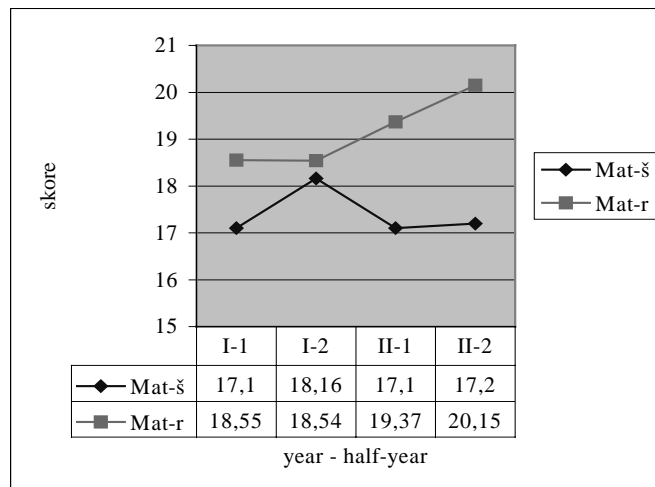
Material stimulation of children is, according to our findings, higher on village as well as after entrance for obligatory school attendance has rising tendency. In cities logically growthed after entrance of child to school, so in 1st half of year, but further first in cities stagnate (figure 2). Results are probably in connection with economic findings of families, in some case with different expenses for living and service of family in cities and on village (figure 2a). Nevertheless role of family with stimulation of child to motor activity played significant role (e.g. Bartik, 1995; Hrcka, Michael, Bartik, Krska, 2005 etc.). Significant difference was not found between city children and rural children.



**Figure 2.** Material stimulation: city – village

Legend:

- M city
- V village

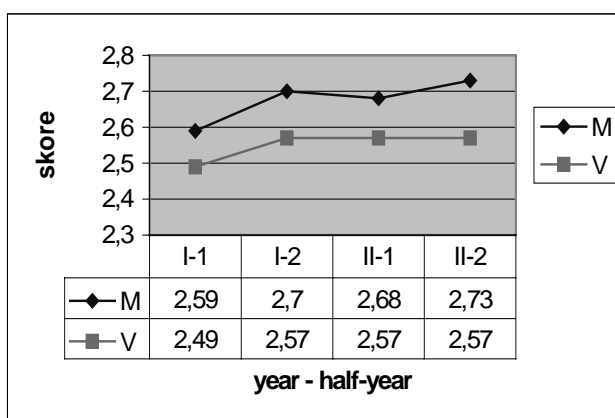


**Figure 2a.** Material stimulation: school - family

Vysvětlivky:

- Mat-š material stimulation at school
- Mat-r material stimulation in family

Traffic stimuli after entrance for obligatory school attendance are expressive changing in children in cities (figure 3). Decision of transport to school in children from village is realizing at first half of year of 1st grade of the year of obligatory school attendance: child is visiting school at his/her place of residence or has to commute to the other village, eventually to the nearest town. In cities parents are voting for children at first time safest way of transport: goes with child by car or voting traffic vehicle, which take child closet to the school. After several weeks of school attendance child will acquaint with neighbourhood of school and itself is searching for other, from his/her spectacle more effectively, possibilities of transport – at transport of child to the and from the school step by step grow preference of walk. At comparison of results of watched collection with researches of older age categories (e.g. Sigmund, Fromel, Neuls, 2005; Sigmund, Miklankova, Fromel, 2006 etc.) is possible to evaluate at younger children positively.

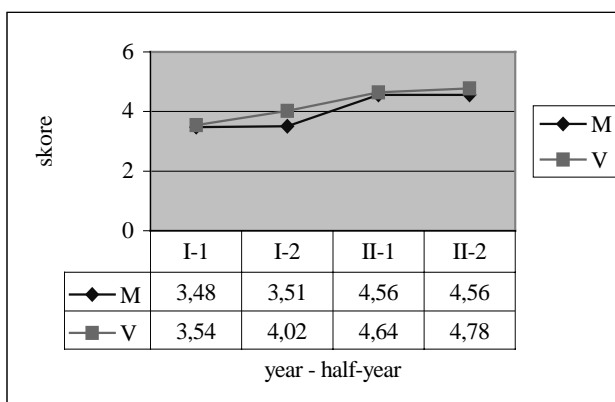


**Figure 3.** Traffic stimulation: city – village

Legend:

M city

V village



**Figure 4.** Social stimulation: city – village

Legend:

M city

V village

Score of social stimulus has during obligatory school attendance rising tendency, namely in children from cities and villages (figure 4). In spite of 1st half of year of 1st grade was score in children from villages superior than children from cities, during the 2nd grade of school attendance happen almost to composition. Offer of special interest formations on the part of different organizations is at present time relatively high, traffic availability grow and thanks to publicity and advertising growing knowing of parents about possibilities of activities for their children.

In comparison of the total score was found that children from cities and children from villages reach in total score in category lower average.

## CONCLUSIONS

The increase of stimulation of children to physical activities after the beginning of the school attendance was found in all the stimuli. The material and spatial stimulation was found to be considerably higher on the part of the family than on the part of the school. In teachers profession them necessary strong itself target to material and spatial stimulation to physical activity in teaching after the flesh education (e.g. fig. 5a-c). In the development of the traffic and social participation stimuli, as positive we assess successive preference of walking and also increase of integrating the children into school and out-of-school hobby groups intended on the physical activity.

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