

ŠIAULIAI UNIVERSITY

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**THE LINK BETWEEN PHYSICAL EDUCATION
TEACHERS' PROFESSIONAL AND PUPILS'
SUBJECT-RELATED POSITION
DURING THE LESSON**

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Social Sciences, Education (07 S)

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INTRODUCTION

Relevance of the topic and the research problem. Training philosophers, when reasoning about what important skills for humans in the 21st century are, raise physical activity as the prerequisite for human health (Kirk, 2002). Research works reveal influence of lack of activity not only on children's physical, emotional and cognitive activity (Zaborskis, 2005), but on person's development in general as well (Adaškevičienė, 2004). It is of major concern that in consumer and fast communication and information technologies' society, the life style of young people can be more often described as passive (priorities are for fast food, leisure activity spent with a computer) rather than physically active, when healthy nutrition rules are regarded, harmony with other people is to be reached.

Even in childhood various chronic health diseases are noticed due to lack of physical activity (Bacevičienė, 2005; Cavill, Kahlmeier, Racioppi, 2006). It was also noticed that pupils' physical activity is in crisis all over the world. One of the indicated reasons is lack of interesting activity forms during physical education lessons as well as after them in comparison with extracurricular activities or sports events which children can watch on TV (Panczyk, 2005; Cavill, Kahlmeier, Racioppi, 2006). The above mentioned situation allows us to more deeply understand why society health educators as well as physical education philosophers raise physical activity as a prerequisite for well-being (Gard, Meyenn, 2000; Trost, 2004) and pay training strategists' and education policy-makers' attention physical education at school. The latter one, apart from physical activity, provides pupils with good conditions to master difficulties, develops their resolution, self-control and encourages to step by step seek their aim (Bitinas, 2004). However, only a qualified physical education teacher that aims at developing and improving his/her competencies can realise this purpose of the subject (Wong, Louie, 2002). Apart from this, according to S. Šalkauskis (1991), this teacher is to have positive mind towards his/her own physical training as well as personal shape.

At school physical education is a part of general pupils' education, especially when trying to help them perceive the versatile value of this subject to health and social integration (Coelho, 1999; Bitinas, 2004). It should be noted that formation of a positive attitude towards active physical activity was and still is an important objective of education programmes (Kardelis et al., 2001; Короткова, Архипова, 2002; Ryan et al., 2003; Bagdonienė, 2005). This proves that it is necessary to be aware of the factors that may have influence on pupils' attitude towards physical education as a subject when aiming to encourage pupils' physical activity all life long.

The research survey of pupils' physical education at school shows that in regard to the historic perspective, programmes have not been sufficiently related to society's formation of healthy lifestyle, encouragement of physical activity and health strengthening (Kardelienė, Kardelis, 2006). This is why Lithuania is one of the last among the countries where a number of physically active pupils raises slowly (WHO, 2002). This attitude is confirmed by scientists' conclusions which claim that usually physical education passes with aims of national health strategies related to qualitative and quantitative education of physical activity during physical education lessons (Pacenka, Kardelis, 2000; Fleming, 2004).

Various environmental factors determine scientists' opinion about physical education as a subject. Research works show that two factors – teacher's behaviour and the content of the subject programme – can be named as the main ones that determine pupils' attitude towards physical education (O'Reilly et al., 2001; Ward et al., 2008). The meaning of teaching methods as well as teaching content when forming a positive or negative pupils' attitude are highlighted by M. D. Luke, L. D. Cope (1994), S. Ryan with colleagues (2003), O. Batutis (2003), L. Bagdonienė (2005), meanwhile Д. В. Фонарев et al. (2004) claim that pleasant surprises during physical education lessons are important as well.

Challenges of post modern society to a specific subject highlight teacher's qualification and competencies that enable him/her to realise society's social order – to encourage as well as to develop the need of physical activity that strengthens pupils' health (Macdonald, 1999; Бурлакова, 2000; Kardelienė, Kardelis, 2006; Šiaučiukėnienė et al., 2006). Since nowadays, youth's life is full of tension (Sketerskienė, Šurkienė, 2006; Garcia-Lopez, Ingles, Garcia-Fernandez, 2008), this encourages society's health educators (Tinning, 2004; Petrauskienė, 2008) as well as education policy-makers, strategists (Bendrosios programos ir išsilavinimo standartai, 2003) to regard physical education teachers as educators of children's health (Bitinas, 2004; Grechus, Docheff, Conn, 2007).

Research works on school physical education and sports show that it is necessary to discuss professional readiness of a teacher when firming personal style of education (Kardelis et al., 2001; Chen, 2003), (Nicaise et al., 2006), especially the following manifestations of it: abilities of ethical competences of pupils' motivation and support to them, attitude of social communication and related communication with pupils during physical education lessons (Kardelienė, Kardelis, 2006). The research also revealed that, when pursuing society's social order on youth's health literacy, between a teacher of physical education and his/her pupils, not only mutual satisfaction

is encountered (Kviklienė, Vilkas, Kontoravičienė, 2005; Nicaise, Cogérino, Bois, Amorose, 2006) but as well as the lack of perception of the gist on the whole (Fominienė, 2007; Biddle, Mutrie, 2008). This factor is determined by not only physical and pragmatic conditions of the educational environment, but pedagogical interaction as well (Fominienė, Kardelienė, Kardelis, 2006; Biddle, Mutrie, 2008). When analysing its action, it is becoming obvious that the main obstacle is the attitude of a physical education teacher as well as a pupil towards the *fun* principle of physical education activity (Garn, Cothram, 2006), meanwhile physical education philosophers' search for education technologies that may help develop educational environment raising pupils' optimism are the most important motives (O'Reilly, Tompkins, Gllant, 2001; Fominienė, Kardelienė, Kardelis, 2006).

It should be noted that the researchers pay more attention to discuss the peculiarities of organisation of physical education lessons, education programmes' content and children's needs' analysis as well as teacher's professional socialisation. More rarely physical education teachers' professional and their pupils' subject-related position is being discussed, although all the time society's physical self-education in general is of major concern, pedagogical interactions in which importance of pedagogue's professional readiness is tackled. Comparison of the variables of physical education teachers' professional readiness with pupils' attitude towards physical education lessons allows us to show that the teacher's professional position may have influence on a positive pupils' attitude towards physical education lessons. Lack of this kind of research proposed the following **problematic question**: *what is the relation between physical education teachers' professional and their pupils' subject-related position during the lesson?*

When trying to answer this question, the following hypothesis has been raised: *during the physical education lesson the subject-related position is more conspicuous of those pupils whose teacher's professional position tends to positively evaluate their abilities of ethical competence and attitude of social communication.* A person's position as the attitude towards subjects of social reality as well as holistic psychic formation allows discussing pupils' subject-related and physical education teachers' professional position during the physical education lesson. This inductive hypothesis is raised and the results of its testing are being discussed on the basis of the following **theoretical assumptions**:

- The activity theory that allows regarding teenager's becoming of value orientations as well as development as formation of controlled activity of pupils' social activity (Hart, Atkins, Ford, 1999; Bitinas, 2004) because a teenager's personal position is formed in

practical productive activity after quick outcome has been achieved;

- The tructurisation theory that encourages to regard social and physical constrictions which cannot be changed by an individual person (Giddens, 1984), thus, in any situation of professional activity only a certain set of ability realisation choices is available to the physical education teacher.

The hypothesis is being tested empirically, carrying out a questionnaire-based survey in a written form with pupils and their physical education teacher.

The subject of the research is physical education teachers' professional and their pupils' subject-related position during the lecture. The scientific solution of this subject of research that corresponds with the **research point** that is being directed to the revelation of the link between physical education teachers' professional and their pupils' subject-related position during the lesson.

In the scientific analysis research subject has been operationalised. The position of the physical education the teacher has been evaluated according to the following *dependent variables*: the ethical competence of pupils' motivation as well as support to them, pedagogical singleness, pedagogical communication and the attitude of social communication – according to the indexes of physical and psychosocial health as well as the chosen attitude towards the lesson of physical education. Social demographic characteristics of the investigated have been named *independent variables*.

The chosen variables allow to test the research hypothesis and to achieve the **aim** – to reveal the relation between physical education teachers' professional and their pupils' subject-related position during the lesson.

In order to achieve the set aim, the following **objectives** have been formulated:

1. To discuss the position of the physical education teacher during the lesson.
2. To evaluate pupils' subject-related (the subject of physical education) position when finding out their attitude towards physical education lessons.
3. To find out the professional position of the physical education teacher by identifying the ethical competence and evaluating pedagogical singleness.
4. To reveal the relation between physical education teachers' professional and their pupils' subject-related position during the lesson showing the relations among those variables and social demographic factors.

Scientific novelty and the practical value of the research

The character of the investigation proves the scientific novelty of the research because the professional position of physical education teachers and its revealed relation to pupils' subject-related position is being evaluated for the first time; pupils' attitude towards physical education lessons, encountering educational environment that has been created by the teacher is the key manifestation of the link. The ascertained relation highlights one of the main terms of physical education axiology – importance of physical education among other subjects.

The research emphasised a positive role of the ethical competence of the physical education teacher to the expression of pupils' subject-related skills. The role of the ethical competence is strengthened by purposeful pedagogical singleness of the teacher as well as a positive attitude of social communication. In the research new to the science of education, obtained data on physical education teacher's professional position's influence on pupils' satisfaction have been gained; the latter orients their achievements during the lesson, supplements the theory of activity grounding the research on formation of teenagers' position by productive activity.

Physical education teacher's efficiency during the lesson is determined by his/her professional position, and its positive change is determined by deepening of the ethical competence; this suggests the *practical value of the research*. Another factor of the practical value claims that the meaning of professional readiness of physical education teachers is revealed by the research data about pupils' attitude towards the activity in which they experience fun of movement and satisfy their natural need.

Pupils' answers about peculiarities of pedagogical communication during physical education lessons show the role of abilities of ethical competence of a teacher when deepening the pupils' perception about possibilities of physical self-education when linking them with health strengthening and self-expression.

The research data revealed that purposeful pedagogical singleness as well as conspicuous ethical competence allow the physical education teacher to create the educational environment during the lesson on the basis of the principle of physical education axiology – pleasure in physically active actions when orienting the pupil towards individual achievements.

The statements to be defended

1. The professional position of physical education teachers during the lesson is described by abilities of the ethical competence of pupils' motivation and support to them, pedagogical singleness,

- attitude of social communication, evaluation of obstacles for education.
2. Pupils' attitude towards physical education lessons and physical activity at leisure time highlights their subject-related (the subject of physical education) position.
 3. The relation exists between the physical education teacher's professional and the pupils' subject-related position during the lesson: the pupils appreciate the lessons of this subject due to the teacher's purposeful pedagogical singleness and conspicuous skills of ethical competences as well as the positive attitude of social communication.

Approval of the research results:

1. Kardelienė, L., **Masiliauskas, D.**, Kardelis, K., Trinkūnienė, L. (2009). *Kūno kultūros mokytojų saviugda: fizinio aktyvumo motyvai ir formos laisvalaikiu* // Ugdymas • kūno kultūra • sportas, 2 (73). P. 35. ISSN 1392-5644.

2. **Masiliauskas, D.** (2009). *Skirtingo fizinio aktyvumo paauglių sąvės vertinimas* // Jaunųjų mokslininkų darbai, 2 (23), 162-166. ISSN/ISBN 1648-8776.

3. **Masiliauskas, D.**, Kardelienė, L. (2009). *Dešimtujų klasių (bendrojo lavinimo mokyklos) mokinių dalyvavimo kūno kultūros pamokose motyvacijos sąsajos su etiniais mokytojų gebėjimais* // Mokytojų ugdymas, 13(2), 122-134. ISSN 1822-119X.

4. **Masiliauskas, D.** (2010). *Bendrojo lavinimo mokyklos dešimtu klasių mokinių sportavimo laisvalaikiu raiška* // Mokytojų rengimas XXI a.: pokyčiai ir perspektyvos: konferencijos medžiaga. P. 137-142. ISBN 978-9986-38-993-4.

Content survey

The Dissertation comprises the introduction, the survey of theme-related literature, the description of the research methods, the research results, the discussion on them, the conclusions, the list of references (130 sources), 2 annexes, and the list of publications theme-related. The volume of the Dissertation is 115 pages; 57 tables have been presented.

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1. INSIGHTS OF PHYSICAL EDUCATION TEACHER'S PROFESSIONAL AND PUPILS' SUBJECT-RELATED (THE SUBJECT OF PHYSICAL EDUCATION) POSITION DURING THE LESSON

1.1. The Position of Physical Education as a Subject in the Curriculum

Axiologists of physical education regard physical education lessons as key and the only obligatory means which involves majority of children and teenagers into physically active movement (Siedentop, 2002; Zwozdiak-Myers, Whitehead, Capel, 2004). Scientific research works show that at school only limited time is devoted to physical education lessons, but it is not enough for children to experience the value of motion fun (Zwozdiak-Myers, Whitehead, Capel, 2004; Hardman, 2008).

In Lithuania one of the research works on pupils' attitude towards physical education as a training subject (Blauzdys, Bagdonienė, 2007) shows that physical education teachers here search for relations between educational challenges and reality of pupils' physical (self-)education. The researchers point out that physical education teacher's competences do not allow to qualitatively change pupils' physical (self-)education. It turned out that the teachers put too much emphasis on the subject-related content of the lesson, meanwhile novelties of physical (self-) education technologies seem to be not that important to them. According to V. Blauzdys and L. Bagdonienė (2007), pupils' positive attitude towards physical education lessons is determined by applied interdisciplinary training and training in small groups because in this way perception of pedagogical and social physical (self-)education is encouraged. It is stated that Lithuanian physical education teachers have to care about their competence in order to be able to properly follow general programmes of primary and basic education at all stages of educational processes (2008).

The stated propositions show that influence of physical education lessons is very important when encouraging pupils to choose physical activity at leisure time and to continue it all life long. This means that physical education teachers are to help them to gain skills that are necessary to various physical activity forms and help pupils find strong points. In this way pupils' strengthened self-reliance is being achieved.

1.2. Physical Education at School: Reality and Insights due to Implementation of Its Aim

The prevailing position of training communities concerning physical education lessons shows lack of social responsibility when educating pupils'

positive attitude towards physical activity that strengthens their health. This kind of approach is not only strange but inexplicable as well because scientific research has proved that physical activity is related with various healthy life style variables of children and teenagers (Kristjansdottir, Vilhjalmsson, 2001; Trost, Tees, Dzewaltowski, 2008; Šukys, Jankauskienė, 2008; Vainienė, Kardelis, 2008; Trinkūnienė, Rutkauskienė, Emeljanovas, Alubauskas, 2009; Rakauskienė, Kardelienė, 2009).

During physical education lessons, it is being proposed to differentiate and individualise tasks according to the level of physical readiness (Pradinio ir pagrindinio ugdymo bendrosios programos, 2008). This is how importance of help (as the ethical competence ability) to the pupil emerges so that he/she would be able to recognise his/her own expectations and try to achieve them being encouraged by his/her teacher. Apart from this, conditions for pupils should be provided not only to focus on several kinds of activity and to develop special skills, but to self-actualise as well, to find one's own strong features, to clear out needs and hobbies. Necessity of this kind of ability is based on research (Puišienė, Kardelienė, Kardelis, 2008).

Attention to humanistic manner of relationships allows speaking about the ethical competence of the physical education teacher to provide the pupil with the environment that helps him/her to experience fun of knowledge. Here the problem of choice of educational aims and methods arises, it is related with responsibility due to different needs, skills and learning styles of pupils as well as opportunities to satisfy trainees' expectations. This ability as well implicates the key way of the pupil's personality education – humanistic relationships. In the pedagogical aspect, this means that the pupil often evaluates him/herself according to how his/her teachers evaluate him/her (and other adults, of course). Thus, environment has an educational impact and a benefit on a child, and the physical education teacher, when searching for good features of the pupil's personality or firsts of it and appealing to them, finds ways in it (i.e. the environment) to improve the pupil's objective competence regarding his/her individuality.

1.3 Physical Education Teacher's Professional Position during the Lesson: Motives and Obstacles

Axiologists of physical education (of course, society's healthcare specialists, as well) raise the following question: what factors and considerations have the influence on physical activity?

The key duty of the physical education teacher is when working with pupils to help them understand the essence of the subject, to be able to choose

an exercise on their own, to develop and ground methods when performing it, analyse and discuss when decreeing. Apart from this, it is necessary to invoke integral knowledge of various fields when analysing and deciding what kind of physical activity should be chosen at leisure. The stated didactic attitudes show that teenager's development of subject-related competences needs a prerequisite, i.e. the lessons that include active learning. Thus, "General Curricula highlight the change of the teacher's role so that the pupil could develop his/her competence only when he/she is consciously and actively learning and the teacher's duty is to help him/her on the basis of real practice of life." (Motiejūnienė, Žadeikaitė, 2009: 90).

When going deeper into ethical competence skills to help pupils and encourage systemic and physical activity that strengthens their health all life, it turns out that the above mentioned application of the pedagogical law or key feature – the responsibility in professional activity – enables physical education teachers to develop the system that grounds teenagers' learning and ensures prevention of social disjuncture. This ability, the manifestation of ethical competence, becomes more important due to a variety of inhabitants' social and economic position in the state.

Research of physical education lessons show that the relationships between the teacher and pupils lack strictness of humanistic manner when the teacher in all educational process stages – planning, organising and assessing – does everything so that the teenagers could gain enough knowledge about healthy lifestyle and the knowledge that helps to form and understand the value of motion skills in order to master tactics as well as technique of sports branches, including unconventional physical activity as well. Educational philosophers as well as axiologists of physical education emphasise that the teacher has a moral right to demand from his/her pupils as much as he/she has taught (Laker, 2000; Bitinas, 2004; Kardelienė, Kardelis, 2006).

Subject-related pupils' position during physical education pays attention to manifestations of the teacher's professional position. This means that skills of the ethical competence are to be deepened. This attitude is based on the research that have been done in other countries; they highlight that physical education teachers are welcome to deepen and develop their professional competence (Hill, Brodin, 2004; Zwozdiak-Myers, Whitehead, Capel, 2004; Bectel, O'Sullivan, 2006; Ward, O'Sullivan, 2006).

1.4 Pupils' Subject-Related (the Subject Physical Education) Position and Obstacles of It Realisation

In Lithuania, when applying the method of a questionnaire in a written form to the pupils of the 6th, 8th and 11th forms, it has been found out what rela-

tions between pupil's activity as well as working out at leisure and social-economic factors – parents' placement at work, education and life conditions are (Šukys, Bagdonas, 2007). It has been revealed that higher family's social and economic status is not the factor that encourages pupils' going in for sports. The authors point out that a counter tendency has shown up – the teenagers whose parents neither have higher education nor job are more likely to go in for sports. It is assumed that this tendency may have been determined by an opportunity to attend training in some sport branches free of charge (especially at school). Returning to the being described research, it is obvious that at leisure time those teenagers whose both parents have higher education and those who have better life conditions are more likely to go in for sports.

After having read the described research conclusion by G. Kristjansdott and R. Vilhjalmsson (2001), importance of physical education lessons is becoming more conspicuous. Thanks to them, teenagers of various social and economic groups are being included into physically active occupation at least thrice per week (p. 432).

On the basis of other scientists, G. Kristjansdott and R. Vilhjalmsson (2001) regard physical education lessons as the factor that has positive influence on teenagers' physical occupation at leisure. Apart from this, this kind of influence is possible if the pupils gain positive experience during those lessons and in the educational content attention is paid to the queries of exercise and mastering of tactics as well as technique of sports branches.

It is assumed that a pupil's autonomous experience during physical education lesson encourages him/her to involve him/herself into physically active occupation at leisure and this is the way to lifelong physical activeness programme. This proposition can be confirmed by the research result of the above mentioned authors that the environment that grounds anatomy of teenage girls encouraged their inner motivation. Apart from this, other researches as well show that this kind of educational environment increases children's autonomy, a wish to achieve results and this is why their inner motivation is getting stronger (Prusak, Treasure, Darst, Pangrazi, 2004). It should be highlighted that the pupils feel themselves pleasant and experience satisfaction during physical education lessons when they can apply elements of educational content in a real life; when a variety of branches of physical activity and forms is being revealed to them; when children's personal tasks are being regarded and it is being attempted to implement them (Ward et al., 2008).

2. PHYSICAL EDUCATION TEACHER'S PROFESSIONAL AND PUPILS' SUBJECT-RELATED POSITION DURING THE LESSON: EPISTEMOLOGY OF RESEARCH OF LINKS AND RESEARCH METHODS

2.1 Epistemology of the Research

Logic and epistemology of problematic queries as well as tasks that result from them are based on the nomothetic (normative) paradigm of social sciences that invokes on quantitative attitude towards the research, in which the scientific value in this case is being outlined by quantitative indexes, i.e. attempt to reveal links of pupils' opinion about the physical education teacher and his/her lessons.

With motivation to participate in physical education lessons as well as links of this motivation with the teachers' pedagogical singleness, skills of ethical competence and attitude of social communication. Apart from this, such research works ensure inner as well as external validity, because due to bigger extent of data, basic features of the research phenomenon (inner validity) are being explicitly and entirely revealed, meanwhile external validity is determined by more objective generalisation of the results (Calfee, 1999) as well as an opportunity to extrapolate them to the entire researched population (Kardelis, 2002).

2.2 Participants of the Research

Two independent samples have been compiled in order to tackle research tasks which are related to solution as well as assessment of indexes of the quantitative research subject. The first (random) sample in which pupils' attitude towards physical activity and physical education lessons has been set, their opinion about the teacher of physical education as well as communication with him/her and other peculiarities during physical education lessons have been assessed, has been comprised of 470 pupils of the 10th form (246 boys and 224 girls) that have been learning at secondary schools in Šiauliai.

The researched sample represents the entire population of this age in Šiauliai – this has been proved by its size that has been calculated in two ways. We grounded on one of them when calculating the researched sample on the basis of the results of trial research ($n = 45$) which have been graded.

We followed the instructions of standard declination of total grade average of separate questionnaire scales as well as preciseness of freely chosen desirable data which in separate scales fluctuated from 1 to 5 grades. It has been set that the size of the sample of boys should be formed from 53 to 85 boys and the size of girls – from 48 to 74 girls. However, a part of the questions that were presented in the questionnaire were calculated in per cent, thus it was a must to assess the researched sample on the basis of distribution of per cent data that were gained during the trial research. Frequency of answers to the given queries of per cent distribution on the basis of standard declination showed that when there is allowable 5 per cent of data preciseness and 95 per cent of their reliability, the biggest sample among boys was 162 cases and 193 cases were among girls. The sample size of per cent data is calculated separately to each question and is set according to the biggest meaning of it (Kardelis, 2002). Thus, the general size of the calculated sample – 355 pupils – exceeded the number of the researched pupils that has been determined by the teachers' sample.

The latter one was basic because only those pupils whose physical education teachers participated in the research have been researched. This factor has been determined by the research idea to compare pupils' attitude towards physical education lessons with pedagogical singleness of the teachers that teach these lessons, their ethical competence and attitude of social communication and peculiarities of communication with the pupils during physical education lessons.

The fact that the pupils of the 10th form have been chosen for the research was determined by some factors. One of them is that in this age the natural need for physical activity in comparison with younger teenagers is reduced, thus more often other leisure forms that are not related with physical activity are chosen. Although the process of physical self-education is possible at any stage of personal ontogenesis, early adolescence is supposed to be the most suitable for it (Быков, 2000). Thus, apart from other factors, the teachers of physical education (whose professional activity as well as gained pedagogical competencies should stimulate pupils' need for physical self-education and train their physical training) may encourage physical activeness of senior teenagers as well as to educate their positive attitude towards physical education lessons (Kardelienė et al., 2009). Apart from this, senior teenagers are able to more objectively (critically) assess physical education lessons, communication with the teacher during them and his/her skills of ethical competence because in this age criteria of assessing oneself as well as other people change, i.e. they become more objective and stable (Крайр, 2002).

The second independent sample has been made of 56 physical education teachers that agreed to participate in the research (31 men and 25 women or 55.4 per cent and 44.6 per cent).

2.3. Methods of the Research

In order to pursue the research two questionnaires have been made, one of them was meant for questioning pupils and the other – for physical education teachers. The questionnaire that was meant for the pupils was compiled of 24 questions and attitudes that were subdivided into separate blocks: working out and physical activeness, motivation to take part in physical education lessons, attitude towards school, working out, physical education teacher as well as psychosocial health and communication with the teacher during physical education lessons. The questionnaire that was meant for the teachers was compiled of 13 questions and attitudes that were (like in the one meant for the pupils) subdivided into separate blocks: working out and physical activeness, attitude towards physical education lesson, pedagogical singleness, skills of ethical competence, attitude of social communication and quality of life. The block of social demographic questions was comprised of independent variables of the research that were described in the teachers' sample.

2.4 Procedures of the Research

The research was carried out from September to December in 2008, after having agreed on it with the Department of Education of the city and after having received the approval from administrations of the schools. All the researched people have been informed about the research and the instruction of questionnaire filling form has been introduced to them. The survey has been accomplished according to ethical and juridical principles of the research.

2.5 Statistical Analysis

SPSS for Windows 14 programme has been used to calculate the data of the research. Number characteristics of various indexes have been calculated according to the methods of descriptive and inferential statistics (frequency of data distribution in per cent, averages, medians, standard biases and declinations, confidence intervals and other) as well as criteria of statistical significance. Using parameter and non-parameter methods of statistical cal-

culatation, hypotheses about equality of data averages, compatibility of distribution of data with their normal distribution and other have been checked. Student t criteria as well as Chi square have been used in order to check the hypotheses, the Cronbach-alpha coefficient has been calculated, non-parameter Mann-Withney U test has been applied. The results have been acknowledged to be statistically significant in case the meaning of bias possibility was $p \leq 0.05$ given 95 per cent of reliability.

When assessing physical education teachers' possibility to have more conspicuous skills of ethical competence, the method of binary logic regression has been applied. All the researched teachers were distributed into two groups. In the first one there were the people whose higher grades of the ethical competence showed their better skills, meanwhile the pedagogues whose grades were lower belonged to the other group. The possibility to belong to the group of those whose ethical skills were more conspicuous was assessed when applying the above mentioned regression analysis. When using this method, primary independent features that may have had the biggest influence when distributing the teachers into the groups were sorted. *Forward Stepwise LR* sampling was applied using $p \leq 0.05$ criterion to reject variables. The following independent variables were included into the model of logistic regression: sex, pedagogical singleness, attitude of social communication, working out, quality of life, experience of pedagogical work. Proportions of possibilities and 95 per cent of their confidence intervals were calculated. Proportion of possibilities was considered to be statistically significant in case the unit was not included into the confidence interval.

3. RESEARCH RESULTS ON THE LINKS BETWEEN PHYSICAL EDUCATION TEACHER'S PROFESSIONAL AND THE PUPILS' SUBJECT-RELATED POSITION DURING THE LESSON

3.1. Features of Pupils' Subject-Related (the Subject of Physical Education) Position

Research data that have been gained after we received the answers about their physical activeness that becomes evident through working out (attendance of the training sessions of the chosen sport branch) as well as other physically active forms of activity confirm the already known fact about a smaller hobby of girls than that of boys to be physically active at leisure. But it is important to emphasise that even 43.3 per cent of the researched girls of the 10th form and 15.0 per cent of boys are physically passive in general. Attention should be paid that according to the pupils' opinion (girls' as well as boys') their parents as well as teachers too little encourage them to actively work out. If parents' role when forming a positive children's attitude towards physical activeness is decreasing when the age of the children is increasing, then, according to some researchers, the role of physical education lessons as the only physically active occupation in which pupils must participate is the key issue when including pupils into physically active occupation (Siedertop, 2002; Zwozdiak-Myers, Whitehead, Capel, 2004).

When starting to discuss about the role of the physical education teacher when encouraging physical activity that strengthens pupils' health, self-education of his/her self observation and self-control, there is the purpose to review these results of pupils' research that reveal their subjective assessments about physical education lessons. The gained data show a more positive attitude of boys and girls of the 10th form towards physical education lessons. They say that these lessons seem interesting and funny to them, they can show their best during the lessons because there is a great variety of physical activity and the most important thing in the context of our research is that a bigger part of the pupils (especially girls) tend to like their physical education teacher. What pupils do not like during physical education lessons is more linked not to the content of the lesson as well as the teacher's activity during it, but with organisational peculiarities (most often too short time meant for the lesson as well as the problems related with changing clothes are indicated).

Since the role of the physical education teacher is basic, there is the purpose to return to the research results which reveal how the pupils assess

their teacher's pedagogical activity as well as his/her personal features. The research data showed that the researched girls as well as boys tend to positively assess communicational skills as well as high competence of the subject in their teacher. The pupils also positively assess such personal features of their teacher as friendliness, quietness and sense of humour. Attractive physical appearance of the teacher seems to be less important (especially for boys). They rarely singled out physical their teacher's traits of character and features of his/her pedagogical activity that seemed to be unfavourable to them. Boys more often than girls seem not to like the issue that their physical education teacher not always pays attention to their wishes and demands to meet normative requirements. Girls in turn more often tend to single out their teacher's unwillingness to communicate, impatience and usage of offensive remarks. However, frequency of negative assessment of these features in the answers of the girls about peculiarities of communication with their physical education teacher during the lesson does not differ from the boys' frequency of assessment. The gained data confirms the necessity to approve of the attitudes about a positive role of physical education lessons as well as physical education teacher so that to form a positive opinion about physical education in general.

It has been mentioned that what boys do not like most during physical education lessons is that the teacher not always pays attention to their wishes. Some others (Ward et al., 2008) on the basis of the results of the pursued research suggest to give pupils the right of choice during physical education lessons. According to their opinion, this kind of the physical education teacher's position strengthens the pupil's self-efficiency which enables the teacher to develop educational environment that supports autonomy.

The fact that the researched girls and boys of the 10th form like physical education lessons because they have fun during them can be regarded as one of the assumptions that may have a positive influence on their inclusion to physical activity, because, according to the literary sources (Proschaska et al., 2003), if children and teenagers lack positive emotions in physical activity, their passiveness is encountered. This shows that lack of positive emotions during the lesson is assessed as a negative expression of physical education training process.

The data of the research about what encourages pupils to participate in physical education lessons showed that inner stimulants, i.e. a wish to learn more, interesting things are being learnt, determine boys' and girls' participation in physical education lessons most. Such stimulants of participation in physical education lessons as ambition to succeed and avoidance of failure

were less important to the pupils. It is important to emphasise that pedagogical responsibility of the physical education teacher is what encourages pupils' participation in physical education lessons most.

Positive links of pupils' physical activeness with indexes of their psychosocial health and attitude towards school as well as physical education lessons confirm the importance of positive pupils' attitude towards physical education training during physical education lessons. Thus, we have to return to the role of the physical education teacher and characterise these teachers whom pupils assess positively and those who, according to the pupils' opinion, do not justify their expectations during physical education lessons.

3.2. Features of Physical Education Teachers' Professional Position during the Lesson

When developing the discussion about physical education teachers' competence, it is necessary to discuss physical education teacher's ethical competence and expression of its abilities that is revealed through the physical education teacher's attitude towards organisation of physical education lessons which has already been pointed out in our research. In order to reveal this ethical competence or, in other words, motivation and support for pupils, seven scales describing it have been singled out. Having compared ethical data of the skills of physical education teachers to the pupils' answers about what their physical education teacher should look like, we have noticed that the teachers that are able to train pupils' self-assessment as well as trust in themselves, i.e. to develop their general competences, seem to be liked more often. The teachers that are better at providing their pupils with the environment that helps them to experience joy of learning as well as to solve problems that are related to a simple learning motivation have been mentioned as well.

It has also been set that pupils more positively assess the physical education teachers that have more conspicuous ethical abilities according to their pedagogical activity that they like during the lesson as well as personal features than the teachers that have superficial abilities of this kind. The teachers that have more conspicuous ethical abilities seem to as well more motivate participation in physical education lessons, they more rarely occur among the teachers whose pedagogical activity during the lessons was described by the pupils as negative.

The results of the research data of physical education teachers' ethical competence of motivation and support for pupils showed that majority of male and female teachers of physical education approve of the proposition that

show pedagogues' ability to develop pupils' self-assessment as well as trust in themselves. This is being achieved through communication with the pupils in which male teachers more often than female ones approve of hierarchical and conventional communication with their pupils. This shows that some teachers identify efficiency of physical education lessons with manipulation of pupils in which humane attitude to a pupil as well as pedagogical tact are being ignored. In these cases (the hierarchical manipulation law of educational axiology which demands to optimistically assess a pupil is being violated (Kardelienė, Kardelis, Rakauskienė, 2010).

When analysing expression of other abilities of ethical competence, a positive attitude of physical education teachers towards such ability of ethical competence like the ability to develop the environment supporting pupils' learning that ensures prevention of social disjuncture has been set. This is very important due to the variety of social and economic position of the inhabitants of our state. Development of this kind of ability demands responsibility from the physical education teacher in his/her professional activity.

The ability of ethical competence of the physical education teachers that expresses itself through pupils' willingness to learn the delivered subject is important. The research revealed that in the expression of this ability the researched physical education teachers expressed a favourable attitude towards the abilities that are characteristic to a pedagogue to have the pupils interested in the delivered subject when supporting their motivation, however, a third of the researched people suppose that content of learning is little being orientated to education of important competences of the pupils.

Differentiation as well as individualisation of the tasks during the physical education lessons, paying attention to the level of the pupils physical readiness, demands such ability of ethical competence from the teacher as help for the pupil so that he/she could recognise his/her own expectations as well as being encouraged to pursue them. The research data show that the researched physical education teachers when expressing their attitude towards this ability of ethical competence approve of determination of the pupils' learning needs and assessment of theoretical knowledge. This shows that in physical education training the pupils are to have an opportunity to ascertain and understand what exactly they have to learn. Other researchers (Puišienė, Kardelienė, Kardelis, 2008) also highlight the necessity for this ability.

3.3. The Link between Physical Education Teacher's Professional and Pupils' Subject-Related Position during the Lesson

Research data of professional competences of physical education teachers regard a positive teachers' attitude towards such abilities of profes-

sional development competence as excellent knowledge of the delivered subject. These abilities have been well developed in the researched physical education teachers – this is shown by the data of the pupils’ survey. When assessing physical education teachers’ pedagogical activity during the lesson as well as their personal features, the pupils prefer (assess the most positively) excellent knowledge of the delivered subject. Physical education teachers positively assess their abilities of communication as well as cooperation competence. These abilities of the teachers have been developed as well – this has also been confirmed by the results of the pupils’ survey. When indicating the features that they do not like in their physical education teacher, the researched boys put the teacher’s communication with the pupils, in addition to other peculiarities of pedagogical activity as well as negative assessment of personal features, only in the eighth position, meanwhile the girls put the ability of the teachers’ communication as well as cooperation competence in the last – the tenth – position. Other data of the research of physical education teachers and pupils correspond as well. There when answering the question about what pupils’ features trouble them to effectively deliver physical education lessons, the teachers, in addition to others, single out pupils’ indifference to the lessons and laziness. In turn, the pupils when indicating the factors that, according to their opinion, determine their insufficient physical activeness very often indicate laziness as well.

The revealed congruence between the opinions of physical education teachers and pupils allow speaking about the importance of such manifestations of physical education teachers’ professional sameness as subject-related and communication abilities.

Peculiarities of physical education teacher’s communication in social situations may have influence on pupils’ and teachers’ communication during physical education lessons. Having juxtaposed physical education teachers’ expression data of manifestation of social communication with the peculiarities of data of their pupils’ communication during physical education lessons, it has been noticed that these physical education teachers whose attitude towards social communication is likely to be more positive distinguish by a more positive attitude towards communication with the pupils during physical education lessons. Apart from this, they have more conspicuous abilities to provide their pupils with the environment that helps them to experience the joy of learning and as well distinguish by other ethical skills.

CONCLUSIONS

1. In the current epoch of radical modernity, the physical education teacher's professional position that enables realising society's social order – to encourage pupils to perceive the social value as well as significance of health strengthening and physical development – is being raised. Physical education teacher's position as a factor of competence allows him/her to form a pupil's subject-related position when developing educational environment that supports his/her autonomy, when developing this environment ethical competence of motivation and support for pupils is important because it determines the teacher's actions so that the pupils could experience satisfaction that has been given the name of pleasure and fun and treated as the multidimensional condition (that determines pupils' orientation to achievements in physical self-education by physical education axiologists).

The described manifestations of the physical education teacher's professional position show that the teacher helps the pupils to learn and they learn together. This means that the professional position of the physical education teacher is a factor for the pupils' subject-related (the subject of physical education) position and its development.

2. Having assessed the pupils' subject-related (the subject of physical education) position, according to their attitude towards physical education lessons, it has been revealed that the pupils in these lessons envisage manifestations of physical education teacher's professional position as the abilities of ethical competence: the teacher is able to develop the environment that supports learning as well as the environment in which fun of learning motion is being experienced, to maintain the mood for self-training.

3. Physical education teacher's professional position during the lesson is being revealed by such kind of manifestation as pedagogical singleness: positive assessment of various activities, an opportunity to convey knowledge to the pupils, reveal his/her own abilities what induces their positive emotions; hierarchical communication style is often chosen when achieving teaching results.

During the physical education lesson, highlighted abilities of ethical competences also show the teacher's professional position because the teacher creates the environment of learning of motion joy to his/her pupil, in this way giving him/her fast and constructive feedback. Deepness of the ethical competence is determined by sports base that meets the requirements of the content of education as well as hygiene, different skills and learning styles of the pupils, individual perception of the learning environment.

4. Links of the research variables show connections between physical education teachers' professional and the pupils' subject-related position during the lesson:

- The teachers that have expedient pedagogical singleness in comparison with those teachers that have situational pedagogical singleness are more physically active at leisure time, optimistic attitude towards current stage in their lives, a positive attitude towards life are more characteristic to them, during physical education lesson they more often create educational environment that has the educational effect as well as educational use for the children.
- The teachers of more conspicuous abilities of ethical competence more often have their students interested in the delivered subject, dispose them well to physical self-education.
- It is characteristic of positive social communication teachers to develop positive pedagogical communication.

The connection between the indexes of pupils' subject-related position and social demographic factors revealed that the girls whose mothers have higher education like physical education lessons, meanwhile links of manifestations of professional position of physical education teachers and social demographic indexes show that the link between such manifestation of professional position as conspicuous abilities of ethical competence and expedient pedagogical singleness is characteristic to men. Among women, the link of conspicuous abilities of the ethical competence and expedient pedagogical singleness has been fixed. Physical education teachers of a positive attitude of social communication have the experience that is not less than 20 years, they are more physically active at leisure, regard life optimistically, expedient pedagogical singleness is less characteristic to them. On the basis of the research data, it is likely that the teachers of positive social communication have conspicuous abilities of the ethical competence.

INFORMATION ABOUT THE AUTHOR

Education

From 1999 to 2003, Darius Masiliauskas studied at Šiauliai University and graduated from the Physical Education and Sports Pedagogy study programme at the Faculty of Education. He acquired Bachelor's Degree in Sports and Professional Qualification of the Teacher.

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Under the order of the Rector (No. D-19, 1st December, 2006), Darius Masiliauskas was admitted to the third cycle studies in the Field of Education at Šiauliai University and affiliated to Department of the Physical Education and Sports Education.

Work experience

Since 2005, he has been working as an assistant at the Department of Physical Education and Sports Education at the Faculty of Education of Šiauliai University.

KŪNO KULTŪROS MOKYTOJŲ PROFESINĖS IR MOKINIŲ DALYKINĖS POZICIJOS SĄSAJA PAMOKOJE

REZIUOMĖ

Ugdymo filosofai, samprotaudami apie XXI amžiuje žmogui svarbius gebėjimus, fizinį aktyvumą iškelia kaip asmens sveikatos sąlygą (Kirk, 2002). Tyrimai atskleidžia ne tik judėjimo stokos įtaką vaikų fizinei, emociinei bei pažintinei veiklai (Zaborskis, 2005), bet ir apskritai asmenybės plėtrai (Adaškevičienė, 2004). Pabrėžtina, kad vartotojiškoje ir sparčių komunikacinių bei informacinių technologijų visuomenėje jaunų žmonių gyvenimo būdą dažniau galima apibūdinti kaip pasyvų (prioritetas skiriamas greitam maistui, laisvalaikiui prie kompiuterio) negu kaip fiziškai aktyvų, kai paisyta sveikos mitybos taisyklių, siekiama darnos su kitais asmenimis. Dėl fizinio aktyvumo trūkumo jau vaikystėje išryškėja įvairūs lėtiniai sveikatos sutrikimai (Bacevičienė, 2005; Cavill, Kahlmeier, Racioppi, 2006). Taip pat pastebėta, kad moksleivių fizinis aktyvumas visame pasaulyje išgyvena krizę. Viena jos priežasčių nurodomas įdomių veiklos formų trūkumas per kūno kultūros pamokas ir po pamokų, lyginant su užmokyklinėmis pratybomis arba sporto renginiais, kuriuos moksleiviai stebi per televizorių (Panczyk, 2005; Cavill, Kahlmeier, Racioppi, 2006). Minėta situacija leidžia geriau suprasti, kodėl visuomenės sveikatos ugdytojai ir kūno kultūros ugdymo filosofai iškelia asmenybės fizinį aktyvumą kaip geros savijautos sąlygą (Gard, Meyenn, 2000; Trost, 2004) ir kreipia ugdytojų bei švietimo politikų dėmesį į mokyklinę kūno kultūrą. Mat pastaroji, be fizinio aktyvumo, sudaro mokiniams geras sąlygas įveikti sunkumus, ugdyti jų ryžtą, savitvardą bei pratina nuosekliai siekti užsibrėžto tikslo (Bitinas, 2004). Tačiau tokią mokytojų dalyko paskirtį geba realizuoti tik kvalifikuotas kūno kultūros mokytojas, siekiantis plėtoti ir tobulinti savo kompetencijas (Wong, Louie, 2002). Be to, anot S. Šalkauskio (1991), toks mokytojas turi būti palankiai nusiteikęs rodyti savo asmeninę kūno kultūrą.

Mokykloje kūno kultūra yra bendrojo mokinių lavinimo dalis, ypač siekiant padėti jiems suvokti įvairialypę šio dalyko vertę sveikatai ir socialinei integracijai (Coelho, 1999; Bitinas, 2004). Pažymėtina, kad pozityvaus požiūrio į aktyvią fizinę veiklą formavimas buvo ir yra svarbus ugdymo programų uždavinys (Kardelis ir kt., 2001; Короткова, Архипова, 2002; Ryan et al., 2003; Bagdonienė, 2005). Tai rodo, kad siekiant skatinti mokinių fizinį aktyvumą visą gyvenimą, būtina išmanyti veiksnius, galinčius daryti įtaką jų požiūriui į kūno kultūrą, kaip mokomąjį dalyką.

Moksleivių kūno kultūros ugdymo mokykloje tyrimų apžvalga rodo, kad žvelgiant iš istorinės perspektyvos programos nepakankamai sietos su visuomenės sveikos gyvensenos įgūdžių formavimu, fizinio aktyvumo skatiniu, sveikatos stiprinimu (Kardelienė, Kardelis, 2006). Būtent todėl Lietuva užima vieną paskutiniųjų vietų pagal lėtai augantį fiziškai aktyvių mokinių skaičių (WHO, 2002). Ši požiūrį patvirtina mokslininkų išvados, kad paprastai kūno kultūros ugdymas prasilenkia su nacionalinės sveikatos strategijos tikslais, siejamais su kokybiniu ir kiekybiniu fizinio aktyvumo ugdymu per kūno kultūros pamokas (Pacenska, Kardelis, 2000; Fleming, 2004).

Įvairūs aplinkos veiksniai sąlygoja mokinių nuomonę apie kūno kultūrą, kaip mokomąjį dalyką. Tyrimai rodo, kad du veiksniai – mokytojo elgsena ir dalyko programos turinys – gali būti įvardinti kaip pagrindiniai, lemiantys mokinių požiūrį į kūno kultūrą (O'Reilly ir kt., 2001; Ward ir kt., 2008). Mokyimo metodų ir mokyimo turinio reikšmę, formuojant teigiamas arba neigiamas mokinių nuostatas išryškina M. D. Luke, L. D. Cope (1994), S. Ryan su kolegomis (2003), O. Batutis (2003), L. Bagdonienė (2005), o Д. В. Фонарев ir kt. (2004) pabrėžia, kad svarbūs ir malonūs netikėtumai per kūno kultūros pamokas.

Postmoderniosios visuomenės iššūkiai konkrečiam mokomajam dalykui aktualizuoja mokytojo kvalifikaciją ir kompetencijas, įgalinančias realizuoti visuomenės socialinį užsakymą – skatinti ir ugdyti mokinių sveikatą stiprinančio fizinio aktyvumo poreikį (Macdonald, 1999; Бурлакова, 2000; Kardelienė, Kardelis, 2006; Šiaučiuikėnienė ir kt., 2006). Kadangi šiandieninį jaunimo gyvenimą lydi įtampa (Sketerskienė, Šurkienė, 2006; Garcia-Lopez, Ingles, Garcia-Fernandez, 2008), tai skatina ir visuomenės sveikatos ugdytojus (Tinning, 2004; Petrauskienė, 2008), ir švietimo politikos strategus (Bendrosios programos ir išsilavinimo standartai, 2003) kalbėti apie kūno kultūros mokytojus, kaip vaikų sveikatos ugdytojus (Bitinas, 2004; Grechus, Docheff, Conn, 2007).

Mokyklinio kūno kultūros ugdymo ir sporto tyrimai rodo, kad įtvirtinant ugdymo asmenybinį pobūdį būtina aptarti profesinį mokytojo pasirengimą (Kardelis ir kt., 2001; Chen, 2003), ypač tokias jo apraiškas: etinės mokinių motyvavimo ir paramos jiems kompetencijos gebėjimus (Nicaise ir kt., 2006), socialinės komunikacijos nuostatą ir su ja susijusį bendravimą su mokiniais per kūno kultūros pamokas (Kardelienė, Kardelis, 2006). Tyrimai taip pat atskleidė, kad vykdant visuomenės socialinį užsakymą dėl jaunimo sveikatos raštingumo, stebimas kūno kultūros mokytojo ir jo mokinių ne tik abipusis pasitenkinimas (Kviklienė, Vilkas, Kontoravičienė, 2005; Nicaise,

Cogérino, Bois, Amorose, 2006), bet ir bendros prasmės suvokimo trūkumas (Fominienė, 2007; Biddle, Mutrie, 2008). Ši reiškinį lemia ne tik edukacinės aplinkos fizinės bei pragmatinės sąlygos, bet ir pedagoginė sąveika (Fominienė, Kardelienė, Kardelis, 2006; Biddle, Mutrie, 2008). Analizuojant jos vyksmą, aiškėja, kad pagrindinis trikdys – kūno kultūros mokytojo ir mokinio požiūris į kūno kultūros veiklos malonumo principą (angl. *fun*) (Garn, Cothram, 2006), o svarbiausi skatuliai – tai kūno kultūros ugdymo filosofų paieškos tokių ugdymo technologijų, kurios padėtų kurti edukacinę aplinką, keliančią mokinių optimizmą (O'Reilly, Tompkins, Gllant, 2001; Fominienė, Kardelienė, Kardelis, 2006).

Pažymėtina, kad tyrėjai daugiau dėmesio skiria kūno kultūros pamokų organizavimo ypatumams aptarti, ugdymo programų turinio ir vaikų poreikių analizei bei mokytojo profesinei socializacijai. Rečiau kalbama apie kūno kultūros mokytojo profesinę ir jų mokinių dalykinę poziciją, nors nuolat gilinamasi į visuomenės fizinę saviugdą apskritai, aktualizuojama pedagoginės sąveikos, kurioje išryškėja pedagogo profesinis pasirengimas, svarba. Kūno kultūros mokytojo profesinio pasirengimo kintamųjų palyginimas su mokinių požiūriu į kūno kultūros pamokas leistų parodyti, kad mokytojo profesinė pozicija gali daryti įtaką teigiamam mokinių požiūriui į kūno kultūros pamokas. Tokio pobūdžio tyrimų stoka lėmė **problemينو klausimo** iškėlimą: *kokia yra sąsaja tarp kūno kultūros mokytojo profesinės ir jo mokinių dalykinės pozicijos per pamoką?*

Atsakant į šį probleminį klausimą, keliami tyrimo **hipotezė**: *kūno kultūros pamokoje dalykinė pozicija ryškesnė mokinių, kurių mokytojo profesinei pozicijai būdinga teigiamai vertinti savo etinės kompetencijos gebėjimus ir socialinės komunikacijos nuostatą. Asmenybės pozicija, kaip požiūris į socialinės tikrovės objektus ir kaip holistinis psichinis darinys, leidžia mokinių dalykinę ir kūno kultūros mokytojų profesinę poziciją aptarti kūno kultūros pamokoje. Ši indukcinio pobūdžio aprašomoji hipotezė keliami ir jos tikrinimo rezultatai aptariami remiantis šiomis teorinėmis nuostatomis:*

- veiklos teorija, kuri leidžia paauglio vertybinių orientacijų tapsmą ir raidą aiškinti kaip pedagogiškai valdomos ugdytinių socialinės veiklos padarinį (Hart, Atkins, Ford, 1999; Bitinas, 2004), nes paauglio asmenybės pozicija formuojasi praktinėje produktyvioje veikloje pasiekus greitą rezultatą;
- struktūracijos teorija, raginančia atsižvelgti ir į socialinius, ir į fizinius veiklos suvaržymus, kurių individualus veikėjas negali pakeisti (Giddens, 1984), todėl bet kurioje profesinės veiklos situaci-

joje kūno kultūros mokytojui prieinamas tik tam tikras veiksnio realizavimo pasirinkimų rinkinys.

Hipotezė tikrinama empiriškai, atliekant mokinių ir jų kūno kultūros mokytojo apklausą raštu.

Tyrimo objektas – kūno kultūros mokytojų profesinė ir mokinių dalykinė pozicija per pamoką. Mokslinis šio tyrimo objekto sprendimas, atitinkantis **tyrimo dalyką**, nukreiptas į kūno kultūros mokytojo profesinės ir mokinių dalykinės pozicijos sąsajos atskleidimą pamokoje.

Mokslinėje analizėje operacionalizuotas tyrimo objektas. Kūno kultūros mokytojo profesinė pozicija vertinta pagal šiuos *priklausomus kintamuosius*: etinė mokinių motyvavimo ir paramos jiems kompetencija, pedagoginis kryptingumas, pedagoginė komunikacija ir socialinės komunikacijos nuostata, o moksleivių dalykinė pozicija – pagal fizinės ir psichosocialinės sveikatos rodiklius bei pasirinktą požiūrį į kūno kultūros pamoką. Socialinės demografinės tiriamųjų charakteristikos įvardintos kaip *nepriklausomi kintamieji*.

Pasirinkti kintamieji leidžia patikrinti tyrimo hipotezę ir siekti **tikslo** – atskleisti sąsają tarp kūno kultūros mokytojo profesinės ir mokinių dalykinės pozicijos per pamoką.

Siekiant numatyto tikslo, darbe keliami pagrindiniai **tyrimo uždaviniai**:

1. Aptarti kūno kultūros mokytojo profesinę poziciją per pamoką.
2. Įvertinti mokinių dalykinę – kūno kultūros – poziciją, išsiaiškinant jų požiūrį į kūno kultūros pamokas.
3. Išsiaiškinti kūno kultūros mokytojo profesinę poziciją identifikuojant etinę kompetenciją ir įvertinant pedagoginį kryptingumą.
4. Atskleisti sąsają tarp kūno kultūros mokytojo profesinės ir mokinių dalykinės pozicijos per pamoką, parodant ryšius tarp šių kintamųjų ir socialinių demografinių veiksnių.

Tyrimo mokslinis naujumas ir praktinis reikšmingumas

Mokslinį tyrimo naujumą įrodo darbo pobūdis, nes pirmą kartą vertinama kūno kultūros mokytojų profesinė pozicija ir atskleidžiama jos ir mokinių dalykinės pozicijos sąsaja, kurios pagrindinė apraiška – mokinių požiūris į kūno kultūros pamokas, įskaitant mokytojo kuriamą edukacinę aplinką. Išsiaiškinta sąsaja aktualizuoja vieną iš pagrindinių kūno kultūros aksiologijos terminų – kūno kultūros pamokos svarbą tarp kitų mokomųjų dalykų.

Tyrimas išryškino teigiamą kūno kultūros mokytojo etinės kompetencijos vaidmenį mokinių dalykinių gebėjimų raiškai. Jį sustiprina tikslingas

mokytojo pedagoginis kryptingumas bei teigiama socialinės komunikacijos nuostata. Tyrime gauti nauji edukologijos mokslui duomenys apie kūno kultūros mokytojo profesinės pozicijos poveikį mokinių išgyvenamam pasitenkinimui, orientuojančiam į jų pasiekimus per pamoką, papildo tyrimą grindžiančią veiklos teoriją apie paauglių pozicijos formavimą produktyvia veikla.

Tyrimo praktinį reikšmingumą nusako tai, kad kūno kultūros mokytojo veiksmingumą per pamoką lemia jo profesinė pozicija, o jos pozityvią kaitą sąlygoja etinės kompetencijos gilinimas. Kita praktinio reikšmingumo aplinkybė teigia, kad kūno kultūros mokytojų profesinio pasirengimo reikšmę atskleidžia tyrimo duomenys apie mokinių požiūrį į veiklą, kurioje jie patiria judėjimo džiaugsmą, tenkina natūralų poreikį.

Mokinių atsakymai apie pedagoginės komunikacijos ypatumus per kūno kultūros pamokas rodo mokytojo etinės kompetencijos gebėjimų vaidmenį gilinant mokinių fizinio ugdymosi galimybių suvokimą, jas siejant su sveikatos stiprinimu ir saviraiška.

Tyrimo duomenys atskleidė, kad tikslingas pedagoginis kryptingumas ir ryški etinė kompetencija leidžia kūno kultūros mokytojui kurti edukacinę aplinką pamokoje vadovaujantis kūno kultūros ugdymo aksiologijos principu – malonumas fiziškai aktyvioje veikloje orientuojant mokinį į individualius pasiekimus.

Ginamieji teiginiai

1. Profesinę kūno kultūros mokytojų poziciją per pamoką apibūdina etinės mokinių motyvavimo ir paramos jiems kompetencijos gebėjimai, pedagoginis kryptingumas, socialinės komunikacijos nuostata, ugdymo kliūčių vertinimas.
2. Mokinių požiūris į kūno kultūros pamokas ir fizinis aktyvumas laisvalaikiu išryškina jų dalykinę – kūno kultūros – poziciją.
3. Egzistuoja ryšys tarp kūno kultūros mokytojo profesinės ir mokinių dalykinės pozicijos per pamoką: mokiniai vertina šio dalyko pamokas dėl mokytojo tikslingo pedagoginio kryptingumo ir ryškių etinės kompetencijos gebėjimų bei teigiamos socialinės komunikacijos nuostatos.

IŠVADOS

1. Dabartinėje radikaliai modernybės epochoje akcentuojama kūno kultūros mokytojo profesinė pozicija, įgalinanti realizuoti visuomenės socialinį užsakymą – skatinti mokinius suvokti sveikatos stiprinimo ir fizinio tobulėjimo socialinį vertingumą bei reikšmingumą. Kūno kultūros mokytojo profesinė pozicija kaip profesionalumo veiksnys, leidžia formuoti mokinio dalykinę poziciją kuriant jo autonomiją paremiančią edukacinę aplinką. Kuriant šią aplinką, svarbi mokytojo etinė mokinių motyvavimo ir paramos jiems kompetencija, nes ji lemia mokytojo veiksmus, kad pamokoje mokiniai išgyventų pasitenkinimą, kūno kultūros aksiologų dar įvardinamą kaip malonumą, džiaugsmą ir traktuojamą kaip multidimensinę būseną, sąlygojanti mokinių orientaciją į kūno kultūros saviugdą pasiekimus.

Aprašytosios kūno kultūros mokytojo profesinės pozicijos apraiškos rodo, kad mokytojas padeda mokiniams mokytis, ir jie mokosi kartu. Tai reiškia, kad jo profesinė pozicija yra veiksnys mokinių dalykinei – kūno kultūros – pozicijai ir jos raidai.

2. Įvertinus mokinių dalykinę – kūno kultūros – poziciją pagal jų požiūrį į šio dalyko pamokas nustatyta, kad šiose pamokose mokiniai išvelgia kūno kultūros mokytojo profesinės pozicijos tokias raiškas: mokytojas geba kurti mokymąsi palaikančią, kurioje išgyvenamas judėjimo pažinimo džiaugsmas, geba palaikyti savęs ugdymo nusiteikimą.

3. Kūno kultūros mokytojo profesinę poziciją pamokoje atskleidžia pedagoginis kryptingumas: įvairios veiklos teigiamas vertinimas, galimybė perteikti mokiniams savo žinias, atskleisti savo gebėjimus, kas sukelia jų teigiamas emocijas, o siekiant mokymo rezultatų dažnai pasirenkamas hierarchinio bendravimo stilius.

Kūno kultūros pamokoje mokytojo profesinę poziciją rodo ir etinės kompetencijos gebėjimų ryškumas, nes mokytojas sukuria mokiniui judėjimo džiaugsmo pažinimo aplinką, suteikdamas jam greitą ir konstruktyvų grįžtamąjį ryšį. Etinės kompetencijos gilumą sąlygoja ugdymo turinį ir higienines sąlygas atitinkanti sporto bazė, skirtingi mokinių įgūdžiai ir mokymosi stiliai, individualus mokymosi aplinkos suvokimas.

4. Tyrimo kintamųjų sąsajos rodo kūno kultūros mokytojų profesinės ir mokinių dalykinės pozicijos pamokoje ryšius:

- tikslingo pedagoginio kryptingumo mokytojai, lyginant su situacinio pedagoginio kryptingumo mokytojais, fiziškai aktyvesni laisvalaikiu, jiems būdingesnis optimistinis požiūris į dabartinį savo gyvenimo tarpsnį, teigiama socialinės komunikacijos nuostata, jie

dažniau kūno kultūros pamokoje sukuria mokymosi aplinką, turinčią edukacinį poveikį ir edukacinę naudą mokiniams;

- ryškesnių etinės kompetencijos gebėjimų mokytojai dažniau sudomina mokinius mokomuoju dalyku, nuteikdami juos kūno kultūros ugdymuisi;
- teigiamos socialinės komunikacijos mokytojams būdinga kurti pozityvią pedagoginę komunikaciją.

Moksleivių dalykinės pozicijos rodiklių ir socialinių demografinių veiksnių ryšys atskleidė, kad kūno kultūros pamokos patinka merginoms, kurių motinos turi aukštąjį išsilavinimą. Kūno kultūros mokytojų profesinės pozicijos apraiškų ir socialinių demografinių rodiklių sąsajos rodo, kad vyrams būdingas ryškus etinės kompetencijos gebėjimų ir tikslingo pedagoginio kryptingumo ryšys. Fiksuotas moterų ryšys ryškių etinės kompetencijos gebėjimų ir situacinio pedagoginio kryptingumo. Teigiamos socialinės komunikacijos nuostatos kūno kultūros mokytojai turi mažesnę nei 20 metų pedagoginio darbo stažą, yra fiziškai aktyvesni laisvalaikiu, savo gyvenimą vertina optimistiškai, rečiau pasižymi tikslingu pedagoginiu kryptingumu. Remiantis tyrimo duomenimis, tikėtina, kad teigiamos socialinės komunikacijos mokytojams būdingi ryškūs etinės kompetencijos gebėjimai.

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**THE LINK BETWEEN PHYSICAL EDUCATION
TEACHERS' PROFESSIONAL AND PUPILS'
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THE LESSON**

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