

I. ТЕОРИЯ І МЕТОДИКА ПІДГОТОВКИ СПОРТСМЕНІВ

SELF-EDUCATION OF PHYSICAL EDUCATION TEACHER: MOTIVES AND LEISURE TIME FORMS OF PHYSICAL ACTIVITY

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Abstract

The frequency of exercising of physical education teachers are 2-3 times a week in the leisure time. We observed that female physical education teachers were more often engaged in sports activities due to their attitudes concerning the importance of physical health in their professional activities and their body image.

Аннотация

Данные результатов опроса показали, что учителя физической культуры самостоятельно занимаются физической культурой 2–3 раза в неделю. Учительницы (женщины) чаще, чем (мужчины) самостоятельно занимаются для улучшения физического здоровья и коррекции фигуры.

Тем самым учителя физической культуры (мужчины), чаще, чем женщины отказываются от самостоятельных занятий из за заболеваний и отсутствия свободного времени.

The article deals with a study concerning the importance of self-education of physical education teachers as an example which is emphasized by educational philosophers in the epoch of radical modernity (Giddens, 1987), when teachers fulfill the social order of encouraging pupils to perceive the social value and significance *artimiesiems* (Bitinas, 2004; Zwozdiak-Myers et al., 2004; Fernandez-Balboa, 2005) of their health enhancement and physical development. We observe that researchers pay more attention to the peculiarities of organizing physical education lessons (Bagdonienė, Blauzdys, 2005; Capel, 2004), the interface between the content of physical education programs and children's needs (Piech, Wojnar, 2002; Garn, Cothran, 2006), professional socialization of teachers (Beighle, Pangrazi, 2001; Karbočienė, Alūzas, Norkus, 2005; Горунов, 2005); and less attention is devoted to their self-education in physical activities in their leisure time (Puišienė, Ciegienė, 2005; Vizbaraitė, Česnaitienė, 2006; Nawarecki, Jagusz, 2006), though in general physical self-education receives much attention (Burton, Turrell, 2000; Rogaitė, Matonytė, 2007; Гуревич, Радиловская, 2003).

The problem question of the research was as follows: what are the motives of physical self-education of physical education teachers and what are the dominant forms of it in their leisure time? **The aim of the research** was to reveal the physical activity motives and forms of physi-

cal education teachers due to their self-education in physical activities.

Research methods. The independent sample consisted of 56 physical education teachers (31 men and 25 women, or 55.4 and 44.6 %), who agreed to participate in the study, i.e. 69.13 % form the whole population of Siauliai city physical education teachers (79.48 % of males and 59.52 % of females). The questionnaire for physical education teachers included a block of social demographic questions, 13 questions and statements according to the following groups: sports and physical activity, attitude towards the physical education lesson, pedagogical purposefulness, abilities of ethical competence, social communication attitudes and quality of life. The article presents the collected data about sports activities and frequency of exercising of physical education teachers. The study was performed in September – October, 2008 with permission of the Education Department of Siauliai city and approval of the administration of schools. The research participants were informed about the peculiarities of the questionnaire and the instructions of filling the questionnaire in. The survey followed the ethical and legal principals of the research. The questionnaires were distributed personally after the agreement of the date of their return.

The research findings revealed that the motives of sports participation of physical education teachers were conditioned by the behavioral



Note. $X^2 = 11.9$; $df = 4$; $p < 0.02$

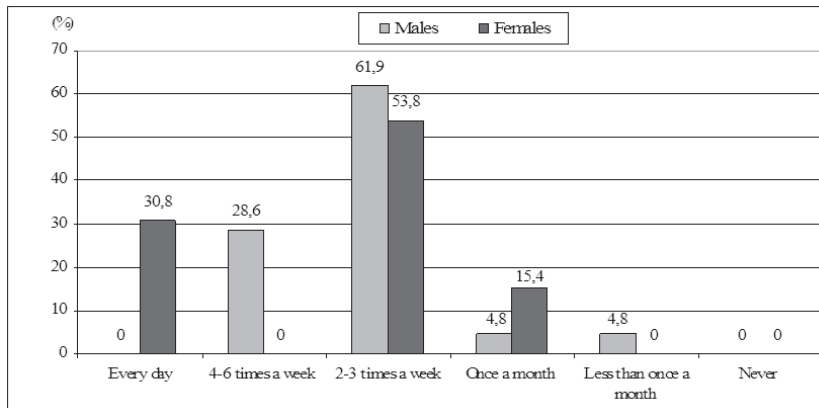


Figure 1. Frequency of self-exercising (per cent).

Note. * – $p < 0.05$ comparing the data of males and females.

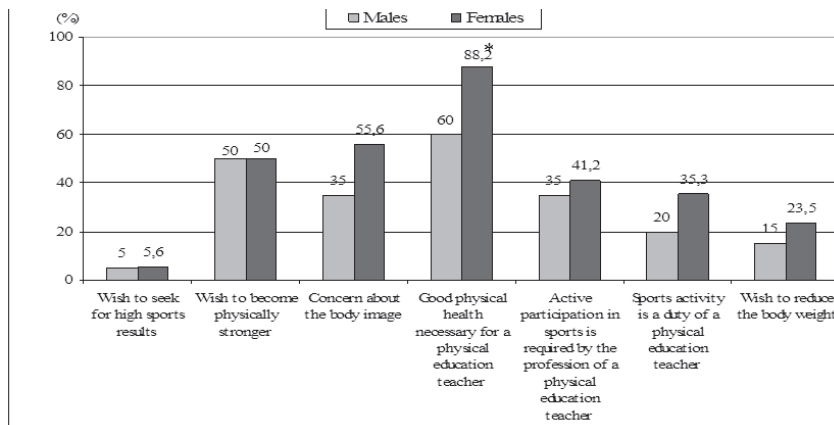


Figure 2. Motives of active participation in sports of physical education teachers (per cent).

contexts, i.e. they perceive the importance of physical health in the development of children's positive attitude towards their self-education in physical activities. Besides, the frequency of exercising of physical education teachers could be treated as their habits due to various personal values resulting in independent exercising 2-3 times a week in the leisure time (as shown in the Figure 1). We observed that female physical education teachers were more often engaged in sports activities due to their attitudes concerning the importance of physical health in their professional activities and their body image (as shown in the Figure 2). Male physical education teachers more often than females withdrew from sports activities because of

illness and lack of time, and more women exercised independently.

Keywords: self-education of physical education teachers in their leisure time, example of physical education teachers, motives of physical activity, forms of physical activity.

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