

OPTIMIZING PHYSICAL EDUCATION LESSONS IN THE SECOND AND THIRD TRIENNIUM OF ELEMENTARY SCHOOL

Abstract

Since we are forced, by our lifestyles, to sit down most of the time, it is of extremely important to carry out physical education (PE) at the highest level possible. PE is, to many children, the only organized, professionally guided physical activity they will experience. The purpose of our investigation was to establish the duration of individual elements within PE lessons and to present elements that would, through optimization of their work, help teachers put more attention on physical activities. Observations of 65 physical education lessons were performed and statistical data was processed with SPSS 16.0 for Windows. According to the results, the introductory time of the lessons is usually much shorter than suggested and not enough attention is put to special warm-up. The main part of the lessons is, theoretically, of appropriate length, whereas the last part of the lessons is again too short. Since teachers do not optimize the time spent on unnecessary activities, PE lessons are, as a rule, shorter than 45 minutes. As a consequence of the above factors, students' effective involvement during physical education lessons is lower than expected. The results also show that time usage during physical education lesson could easily be improved, merely by applying some minor modifications to teachers' processes and by raising awareness of the importance of physical education among teaching staff. Sufficient physical activity is crucial for child's healthy development.

Key words: *physical education, PE, lesson optimization, physical education teachers*
