

RELATIONSHIP BETWEEN PROJECT AND REALIZATION FORMS OF CURRICULUM IN PHYSICAL EDUCATION AT PRIMARY SCHOOL

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Abstract: *The aim of this contribution is to compare the projected curriculum of physical education with practical implementation of physical education in schools. The research method is a questionnaire survey that covers a group of students in the 1st year of secondary school, i.e. the group of fresh graduates of primary school. The results point to an evident disharmony between projected (health oriented) and implemented curriculum of physical education. The results also bring topical piece of information about the respondents' relation to exercising activities. Acquired information could be a starting point for the possible curriculum amendment and for the preparation of physical education teachers or for relevant steps in school practice. The contribution emphasizes that physical education in primary school should be more focused on improvement of students' health literacy.*

Key words: *curriculum, curriculum, primary school, physical education, health education*

Theoretic bases

Current Czech school system undergoes a curriculum reform, which includes also implementation of a newly approached “health oriented“ physical education in schools of all types. This paper is focused on evaluation of curriculum frame in Czech Republic, on comparison of relevant domestic and international information and on verification of readiness to realize the new concept of the physical education in Czech primary school system.

In the broad sense of the word, the term *physical education* means a part of education and training system, in the narrow sense of the word it is one of education subject area defined in *education documents*. By *Standard of Basic Education* (1995)

the current physical education and *health education* disciplines should lead to higher health awareness and behaviour of population going to better *health literacy* as defined in Holčík (2004).

Research results presented here belong to a wide area of curriculum studies (which can be compared in Maňák, Janík, 2005, 2006, 2007). The term *curriculum* is here understood as the basic pedagogical category specified by Průcha, Walterová and Mareš (2003). By Průcha (2002), partial concepts of curriculum are *curriculum project form*, which is represented by really planned projects of education content (i.e. particularly education programs and others) and *curriculum implementation form*, which comprises content of education presented to education subjects (i.e. real acts of curriculum presentation).

In most cases the curriculum project form is examined by using content analysis of curriculum documents and the task of research workers is the interpretative analysis of the corresponding text. Observation is often considered as the most suitable research method for implemented curricula. Because of requirements for using this method in curriculum research practice, more often interviews and questionnaires are used.

The research team involved in the research intent, which comprises the topic described in this paper, has dealt with studies of relation between projected and implemented curricula in physical education (e.g. in Mužík, Trávníček, 2006, Mužík, Janík, 2007) and in health education (e.g. in Mužíková, 2006a, 2006b). Results of those studies indicated discrepancies between the projected and implemented forms of curriculum, with proposals of further possible studies of corresponding problems. Especially results from abroad can bring more inspiration (e.g. Egger, 2002) that deal with relationship between planned education and real teaching, with taking into account categories of teaching prerequisites, education goals and processes.

Research problem

Our research has been focused on examination of *relationship between the projected and implemented curriculum* in physical education. It was based on the content analysis of the projected form of the physical education curriculum as defined in Czech educational documents and the content analysis of international comparison of curricular and realization frame of physical education. The implemented curriculum was investigated only vicariously, by a retrospective reflection of pupils and graduates of primary schools (hereinafter PS). We have supposed that PS graduates, based on their experience, are aware of the role and function of physical education subject and are able to judge its mission.

It is evident that expected results and effects, i.e. required health literacy, can be achieved by accord between the projected and implemented curriculum. Therefore in physical education¹ it is desirable to achieve:

- concordance or acceptable similarity between the projected curriculum and teacher's concept of physical education subject,
- acceptable acquirement of projected knowledge by pupils,

¹ Author is aware that physical education branch is not realized at schools only by means of physical education lessons.

- acceptable acquirement of projected skills by pupils,
- acceptable relationship of pupils to this education subject and to physical activity,
- evaluation of pupils in accord with requirements of the projected curriculum².

Methodology

Research of the projected form of curriculum is based on non-quantitative content analysis of texts (Gavora, 2000). The basic set of Czech documents is *Standard of basic education* (1995) that is reflected in education programs for basic education, named *Basic school, General school, and National School* (MŠMT, 2006a), *Framework education program for basic education* (VÚP, 2005) and *School act* (MŠMT, 2006b). International knowledge sources are taken mainly from works of the following authors: Pühse and Gerber (2005), Wiegerová (2005) and Liba (2005).

Research of the implemented form of curriculum is focused on examination of current state of physical education realized in primary schools. However, the author has solved questions that go also up to result or effect forms of the curriculum (see Průcha, 2002). The structured questionnaire was used as the research method, with goal categories of the projected curriculum of physical education comprised in questionnaire (i.e. a partial result of the projected form of curriculum). The questionnaire consists of 27 closed questions with alternative answers in four steps scale: definitely yes (1), rather yes (2), rather no (3), definitely no (4). Several closed items are completed with open questions with possibility of free responds.

Our intent was to ask a relatively homogenous group of respondents. In this way the questionnaire was presented to students of the 1st class of the four-year gymnasium, i.e. the students – graduates of primary schools with comparable reached education results. By this intentional selection of respondents the outmost number of fresh graduates of primary schools was asked (in Brno region).

The questionnaire was distributed in all four-year gymnasia in Brno in the school year 2006/2007 325 completely fulfilled questionnaires were returned, responded by groups of 145 boys and 180 girls³. The questionnaire was anonymous in relation to respondents and the examined physical education subject and also to respective schools and physical education teachers.

Results were evaluated factually and statistically. Basic descriptive characteristics of respondent answers were found, statistical significance of the difference in answers rate between the group of boys and the group of girls (by χ^2 at five percent significance level) and correlation between studied variables.

² Author is aware that “realized curriculum“ can be influenced by “evaluated curriculum“, but this issue is not included in this paper. Principles of evaluation and marking of pupils were also accepted according to the regulation No. 48/2005 issued by MŠMT ČR

³ Author is conscious of the fact that the group of respondents is not very large and representative. This questionnaire research had to cope typical problems of field research, e.g. some gymnasium head teachers did not agree with distribution of questionnaires at their schools, some students were not ready to fulfil the questionnaire and /or to return it in time etc. Substantial portion of returned questionnaires had to be put out because of incomplete answers.

Research results of the projected curriculum of physical education

Content analysis of Czech curricular documents

By obtained results we can define a current *system of goal categories* of the projected curriculum for physical education specialization:

- 1 *Projected conception* of physical education specialization can be determined as "health oriented", with the goal to contribute to improvement of *population's health literacy* (Holčík, 2004).
- 2 *Projected knowledge* is focused on:
 - *Physical activities beneficial for health* (knowledge of using physical activities for health, condition training and health-oriented capability, compensation of one-sided load and correction of muscle imbalance or weakening etc.),
 - *Sport disciplines and games* (terminology used in sport branches, rules of sport disciplines and games, physical education terms, command technique, organization of sport competitions etc.),
 - *Hygiene and security by physical* (knowledge on physical activities in various environments, principles of rescue and assistance by physical activities, first aid fundamentals etc.).
- 3 *Projected skills* are focused on:
 - *Health and physical condition* (exercises used for neutralizing one-sided load of a human organism, its preparation for various movement activities and for setting suitable state after ending of movement activities, exercises for development of health oriented capability, for strengthening and releasing of body and its parts, for proper posture and elimination of muscle weakening, basic tests of health oriented capability and their use in common life etc.),
 - *Sport area* (skill of athletics, gymnastics, sport and movement games, combat sports; in suitable teaching conditions also skills of seasonal sports, i.e. walking and outdoor stays, swimming, skiing, skating).
- 4 *Projected attitudes and interests* should be projected in positive relationship to movement activities, in daily regime with sufficient volume of physical activity and in friendly interpersonal relationships that follow from movement activities (fair-play manners, cooperation and friendly relationships in groups, mutual respect, contribution to less-abled etc.)

Piece of knowledge: Projected curriculum of physical education in Czech Republic can be characterize as "health-oriented" one.

Content analysis of concepts from abroad

According to studies of international information sources we can classify curricular concepts of physical education of other countries in several concept variants.

Here we use results of the content analysis of foreign education concepts of physical education and health education that were published in (Mužik, Mužiková, 2007); the results can be summarized as follows:

1. Content of physical education is connected with health education, which is considered in complex context, but in the curriculum it is specified as a separate education branch and usually is taught as an individual subject. Physical education is composed as education to movement activities within healthy lifestyle. Sport performance and competitiveness are not dominant elements of physical education. This model is preferred in Finland and in USA.
2. Physical education is connected with health education in its content and in this sense it is also composed in the subject name (e.g. physical education and health education). Physical education is not focused on sport performance, but on health support (in Europe e.g. Sweden, in other parts of the world Australia, China, Japan, South Korea, New Zealand).
3. Physical education follows so called health oriented goals, but health education is not explicitly specified. Many topics of health education (e.g. principles of health nutrition, prevention of socially pathological phenomena, sexual education etc.) are dissolved in other learning subjects or are not included in the curriculum at all. Physical education pays close attention to basic hygienic rules, injury prevention etc. (this model was accepted in Europe in England, Belgium, Lithuania, Hungary, Germany, Norway, Portugal, Austria, Spain, Switzerland, Turkey, in other parts of the worlds in Brazil, Hong Kong, Ghana, Israel, Canada, Tunisia).
4. Physical education is focused mainly on physical capability and sport performance. Health education is only a part of general goals of physical education, specific topics for health education are not defined (e.g. in Byelorussia, Denmark, France).
5. Physical education fulfils predominantly the role of movement relaxation in time spent at school. Pupils can choose activities from the offer submitted by teachers (e.g. in the Netherlands and Nigeria).

Piece of knowledge: We can state that interconnection of physical education and health education is considered as very important within basic education in the most of countries. Physical education abroad, similarly to our country, is changing its former “sport“ orientation to “health supporting“ one. Contemporary curriculum of physical education in Czech Republic corresponds with international trends.

Research results of the implemented curriculum of physical education

Teaching of physical education at 2nd level of primary schools is not co-educated, so answers of boys and girls were evaluated separately. Statistical description of monitored variables are presented in descriptive characteristic data of Tables 1 to 10 (the average value registered in four steps scale, median, modus, minimal and maximal value of answers, variance, standard deviation and statistical significance of the difference in

answers rate of boys (B) and girls (G)). In interpretation of our results we have tried to evaluate factually the obtained data.

Did pupils perceive teacher's interpretation of physical education as "health oriented"?

In judgement of the teacher's interpretation of the physical education subject we can follow results of the previous research, which indicated character of the implemented physical education curriculum at primary schools more as active release or physical relaxation than an education subject in which the projected curriculum should be presented (MUŽÍK, TRÁVNÍČEK, 2006). The presented results of our research probe confirm the above mentioned piece of knowledge.

Most respondents answered that physical education at primary school has acted as a source of active relaxation and amusing movement (90 % respondents, boys and girls). Two thirds of respondents considered the subject to be focused also on improving sport performance, but by opinion of almost 40 % boys and girls physical education has not contributed to maintenance or improvement of health. The lowest average value of four steps scale was found for answers to the question "Did physical education at primary school serve as active relaxation and amusing movement?", for both boys (1,89) and girls (1,86).

The both groups of respondents answered nearly identically also to other questions, which is demonstrated in statistical data of Tab. 1 and 2.

Conclusion followed from the statistical data can be: the respondents have not a strong view on concept of the implemented physical education. However it is visible that the projected "health oriented" concept of physical education has not been manifested in teacher's interpretation of physical education, i.e. in realization level of the curriculum at primary schools.

Although the average value of answers to the question "Did primary school physical education serve mainly for another purpose?" is close to the answer "rather no" (average value of answers is 2,88 for boys; 2,74 for girls), answers are in the whole used scale (Min. 1; Max. 4). For positive answers to this question the respondents replied in most cases in sense of "improvement of group relationships".

Piece of knowledge: The projected "health oriented" concept of physical education has not been manifested in teacher's interpretation of primary school physical education, i.e. in its realization level (the pupils did not perceive it in such a way).

Tab. 1 How did pupils perceive teacher’s interpretation of physical education? Answers of boys (n = 145):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ answers B and G
Did primary school physical education serve mainly as active relaxation and amusing movement?	1,89	2	2	1	4	0,71	0,85	no
Did primary school physical education serve mainly for improvement of sport performance of pupils?	2,21	2	2	1	4	0,81	0,90	no
Did primary school physical education serve mainly for maintenance and improvement of pupils’ health?	2,32	2	2	1	4	0,81	0,90	no
Did primary school physical education serve mainly for another purpose?	2,88	3	3	1	4	0,70	0,84	no

Tab. 2 How did pupils perceive teacher’s interpretation of physical education? Answers of girls (n = 180):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ answers B and G
Did primary school physical education serve mainly as active relaxation and amusing movement?	1,86	2	2	1	4	0,47	0,68	no
Did primary school physical education serve mainly for improvement of sport performance of pupils?	2,12	2	2	1	4	0,61	0,78	no
Did primary school physical education serve mainly for maintenance and improvement of pupils’ health?	2,32	2	2	1	4	0,72	0,85	no
Did primary school physical education serve mainly for another purpose?	2,74	3	3	1	4	0,72	0,85	no

Was education process focused on knowledge for health support area?

Curricular documents show that physical education should not be focused only on skills (as it is usually practised) but also on acquiring knowledge significant for movement activities and health lifestyle.

Knowledge of rules for sports and games is most frequent in the evaluation scale (Tab. 3 and 4) – the average value is near “rather yes“, almost the same for boys and

girls: 2,06 and 2,04). The average value is near “rather no“ (see Tab. 3 and 4). For the answers referring directly to health support, i.e. to hygiene and security during movement activities, to principles of stretching and strengthening (anaerobic) exercise or to effect of endurance (aerobic) exercise human body. This result is to be considered very serious because aerobic exercise belongs to basic prevention of human cardiovascular system disorders.

Piece of knowledge: The results demonstrate that knowledge area - first of its all health-oriented aspects - is not adequately cultivated in primary school physical education). However this presumption should be more studied.

Tab. 3 What type of learning knowledge was preferred in physical education lessons? Answers of boys (n = 145):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ answers B and G
Did you acquire new knowledge on sport and game rules in physical education lessons?	2,06	2	2	1	4	0,91	0,96	no
Did you acquire new knowledge on muscles and principles of stretching and strengthening in physical education lessons?	2,54	3	2	1	4	0,18	1,09	yes
Did you acquire new knowledge on physical education terminology and command technique in physical education lessons?	2,62	3	3	1	4	0,93	0,96	yes
Did you acquire new knowledge on hygiene and security of moving in physical education lessons?	2,71	3	3	1	4	0,78	0,88	no
Did you acquire new knowledge on influence of endurance exercise on human body in physical education lessons?	2,72	3	3	1	4	1,09	1,04	yes
Did you acquire new knowledge on anything else in physical education lessons?	3,12	3	3	1	4	0,49	0,70	no

Tab. 4 What type of learning knowledge was preferred in physical education lessons? Answers of girls (n = 180):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ answers B and G
Did you acquire new knowledge on sport and game rules in physical education lessons?	2,04	2	2	1	4	0,88	0,94	no
Did you acquire new knowledge on hygiene and security of moving in physical education lessons?	2,69	3	3	1	4	0,69	0,83	no
Did you acquire new knowledge on muscles and principles of stretching and strengthening in physical education lessons?	2,77	3	3	1	4	0,87	0,93	yes
Did you acquire new knowledge on physical education terminology and command technique in physical education lessons?	2,86	3	3	1	4	0,60	0,77	yes
Did you acquire new knowledge on influence of endurance exercise on human body in physical education lessons?	2,94	3	3	1	4	0,70	0,84	yes
Did you acquire new knowledge on anything else in physical education lessons?	3,12	3	3	1	4	0,42	0,65	no

Was education process focused on skills for health support area?

Results displayed in Tab. 5 and 6 confirm that skills in sport field are preferred in physical education. Majority of respondents replied that they had learned new skills for playing sport games (more than 70 % boys and girls, with the average value of the answers 1,93 and 1,81). Completing answers specified skills for volleyball, followed by athletics (60 % of boys and girls) and gymnastics (more than 50 % boys and girls). The differences in answers rate between the both groups of respondents are not statistically relevant.

However, answers to questions on skills important for direct health support (health oriented capability) are not convincing. Only 17,6% of boys (the average value of the answers is 2,80) and 7,1 % girls (the average value of the answers is 3,05) answered “definitely yes“ to the question if they had learned any skills of condition training.

Piece of knowledge: Contemporary primary school physical education prefers mainly sport skills. Attention paid to health supporting skills/health oriented skills is not sufficient.

Tab. 5 What type of learning skills was preferred in physical education lessons? Answers of boys (n = 145):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ. answers B and G
Did you learn any new sport game skills in physical education lessons?	1,93	2	1	1	4	0,92	0,96	no
Did you learn any new athletics skills in physical education lessons?	2,15	2	1	1	4	1,08	1,04	no
Did you learn any new gymnastics skills in physical education lessons?	2,42	2	2	1	4	1,03	1,02	no
Did you learn any new skills of condition training?	2,80	3	3	1	4	1,09	1,04	no
Did you learn any new skills of another sport branch in physical education lessons?	3,18	3	3	1	4	0,48	0,69	no
Did you learn any new skills for walking and outdoor stays in physical education lessons?	3,28	3	3	1	4	0,51	0,72	no

Tab. 6 What type of learning skills was preferred in physical education lessons? Answers of girls (n = 180):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ. answers B and G
Did you learn any new sport game skills in physical education lessons?	1,81	2	1	1	4	0,72	0,85	no
Did you learn any new athletics skills in physical education lessons?	2,18	2	3	1	4	0,85	0,92	no
Did you learn any new gymnastics skills in physical education lessons?	2,43	2	3	1	4	0,97	0,99	no
Did you learn any new skills of another sport branch in physical education lessons?	3,00	3	3	1	4	0,43	0,66	no
Did you learn any new skills of condition training in physical education lessons?	3,05	3	3	1	4	0,74	0,86	no
Did you learn any new skills for walking and outdoor stays in physical education lessons?	3,12	3	3	1	4	0,71	0,84	no

Did physical education affect attitude of pupils to movement activities?

Our results demonstrate prevailing positive relationship of the respondents to movement activities. Neither boys nor girls answered “definitely no“ to the question “Do you like movement activities?“ (see the values Min. and Max. in Tab. 7 and 8).

Popularity of physical education subject is less conclusive, mainly for girls (average values of answers is 2,09; Max. value is 4). The completing answers specified (but with rather low total rate) that girls would prefer physical education less focused on sport performance.

Factual significance of difference between boys and girls was stated in answers to the question “Do you consider primary school physical education to be a important education subject?“. Here the modus value 1 was found for boys and 3 for girls.

The question oriented to more general goal of physical education subject, i.e. to forming and improvement of relation to movement activities was answered with results within the whole evaluation scale (1 to 4) and indicate factual and statistical significance of difference in answers of boys and girls (median and modus for boys has the value 2, for girls 3).

Piece of knowledge: The results demonstrate prevailing positive attitude of pupils to movement activities. Contemporary physical education concept does not impact more significantly on this attitude.

Tab. 7 Did physical education lessons improve pupils’ attitude to physical education and movement activities? Answers of boys (n = 145):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ. answers B and G
Do you like movement activities?	1,38	1	1	1	3	0,33	0,58	no
Was physical education your favourite school subject?	1,73	1	1	1	4	0,82	0,90	yes
Do you consider primary school physical education to be the important education subject?	2,06	2	1	1	4	1,22	1,11	yes
Did primary schools physical education improve your positive attitude to movement activities?	2,31	2	2	1	4	0,91	0,95	no

Tab. 8 Did physical education lessons improve pupils' attitude to physical education and movement activities? Answers of girls (n = 180):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ answers B and G
Do you like movement activities?	1,43	1	1	1	3	0,38	0,61	no
Was physical education your favourite school subject?	2,09	2	1	1	4	0,97	0,99	yes
Do you consider primary school physical education to be the important education subject?	2,31	2	3	1	4	1,09	1,05	no
Did primary schools physical education improve your positive attitude to movement activities?	2,54	3	3	1	4	1,00	1,00	yes

What items were considered for evaluation of pupils in physical education lessons?

Evaluation and marking are substantial activities of teachers that can impact on study results of pupils. For that reason we tried to find approximately what items were used in evaluation of our respondents in primary school physical education lessons. Corresponding questions are in Tab. 9 and 10.

Tab.9 What items were used by teacher in evaluation of pupils in physical education? Answers of boys (n = 145):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ answers B and G
Did your teacher classify your sport performance in running, jumping, throwing, climbing and similar disciplines?	1,58	1	1	1	4	0,65	0,81	no
Did your teacher classify your general health oriented capability?	2,62	3	3	1	4	1,12	1,06	yes
Did your teacher evaluate your fair-play behaviour towards your classmates?	2,72	3	3	1	4	0,87	0,93	no
Did your teacher classify anything else?	3,19	3	4	1	4	0,75	0,87	no
Did your teacher classify your knowledge on health supporting movement activities?	3,24	3	4	1	4	0,80	0,90	no
Did your teacher evaluate your movement activities in your leisure time out of school?	3,39	4	4	1	4	0,65	0,80	yes
Did your teacher evaluate your knowledge on sports and games?	3,39	4	4	1	4	0,69	0,83	no

Tab. 10 What items were used by teacher in evaluation of pupils in physical education? Answers of girls (n = 180):

Question	Average in scale 1-4	Med.	Mod.	Min.	Max.	Variance	Standard deviation	Differ. answers B and G
Did your teacher classify your sport performance in running, jumping, throwing, climbing and similar disciplines?	1,46	1	1	1	4	0,52	0,72	no
Did your teacher classify your general health oriented capability?	2,49	3	3	1	4	0,74	0,86	yes
Did your teacher evaluate your fair-play behaviour towards your classmates?	2,94	3	3	1	4	0,85	0,92	no
Did your teacher classify anything else?	3,00	3	3	1	4	0,79	0,89	no
Did your teacher evaluate your movement activities in your leisure time out of school?	3,20	3	3	1	4	0,58	0,76	yes
Did your teacher classify your knowledge on health supporting movement activities?	3,41	4	4	1	4	0,60	0,78	no
Did your teacher evaluate your knowledge on sports and games?	3,52	4	4	1	4	0,48	0,69	ne

The results demonstrate predominate evaluation of sport performance of pupils (the average value is 1,58 for boys, for girls 1,46; median and also modus value is 1). Evaluation of health oriented capability is evidently less often (the average value is 2,62 for answers of boys and 2,49 for girls; median and also modus value is 3). Here a significantly difference was registered for answers rate of boys and girls. Among others, the difference was detected in answers rate for clearly negative answers “definitely no“ for 24,7 % of boys and 11,4 % girls.

Evaluation of pupils’ knowledge on health supporting movement seems to be omitted, mainly for girls, with median and modus have the value 4.

Mainly negative answers to the question “Did your teacher evaluate your knowledge on sports and games?“ are surprising (the average value is 3,39 and 3,52). This fact supports the observed focusing of implemented curriculum on sport skills and performance.

Also evaluation of interpersonal relationships of participants in movement activities is not convincing; the average value of the answers, median and modus values document the prevailing answer “rather no“.

As stated before, physical education should support installation of movement activities to daily regime. Only 10,6 % of boys and 16,5 % of girls answered positively to the question “Did your teacher evaluate your movement activities in your leisure time out of school?“ (the average value 3,39 for boy answers and 3,20 for girls answers).

Interesting completing answers emerged to the question „Did your teacher classify anything else?“, namely the answers? “for attendance, for sympathy, for effort, for willingness“. Several answers were in the sense “mainly don’t make trouble“.

Piece of knowledge: In primary school physical education the pupils are evaluated mainly by sport performance. Their general movement activities and level of health oriented capability are not substantially considered in this evaluation.

Several results of mutual relations between variables

Determined values of correlation coefficients characterize dependence between studied variables; those values did exceed relatively low value 0,5. Exceptions were found for values 0,68 (boys) and 0,61 (girls) – both those data is related to obtaining knowledge (e.g. if respondents obtained knowledge on muscles, they also obtained knowledge on endurance exercise).

The relatively low correlation coefficient 0,53 demonstrates some dependence between “popularity“ and “significance“ of physical education subject (0,53 for boys; 0,58 for girls).

The dependence between positive attitude to movement activities and physical education popularity is characterized by the correlation coefficient 0,45 for boys and 0,46 for girls.

Other correlations are not factually relevant.

Piece of knowledge: If teachers pay attention to pupils’ obtaining knowledge on health support, then submitted information is usually interpreted in a complex way.

Summary and conclusion

The results of this research probe can not be either generalized or overestimated. Nevertheless, they advise of *inconsistency found between the projected and implemented curriculum of physical education at primary schools*. Several curriculum parts were described with indication and forms of this inconsistency.

Primary school graduates have inclined to opinion that the implemented curriculum of primary school physical education is realized as active release or physical relaxation. This result should be considered positive, if it would be followed by corresponding effects on knowledge, skills or attitudes of pupils. Substantial part of respondents has not perceived, whether the projected “health oriented“ curriculum was comprised in teacher’s interpretation of physical education.

Primary school physical education is not implemented with substantial accent on knowledge presentation. If knowledge is mediated to pupils in physical education lessons, it mainly concerns to sport and game rules, less often it is connected with movement activities beneficial to health (inclusive hygiene and security by movement activities).

Also learning new knowledge was not perceived by pupils more clearly. If it was perceived, it was in connection with knowledge of sport games, athletics and gym-

nastics. Answers of our respondents indicate that required attentions not paid to skills of condition training, which is taken as a basis of health oriented capability.

Principle goal of physical education is to form a positive relationship of pupils to movement activities. The results show that physical education has not evidentiary impact on improvement of relationship of pupils to moving activities. By the results, primary school graduates have positive relationships to moving activities, but they look with less favour to physical education.

By opinion of primary school graduates, pupils are evaluated mainly by sport performance. This result indicates discrepancy between implemented contents of education hours and evaluation of pupils. By respondents, the education, as stated before, has rather character of physical relaxation, but subsequently pupils are evaluated by sport performance. We suppose that teachers act in this way according to the regulation No. 48/2005 issued by MŠMT¹.

Physical education is also to provide basic knowledge and skills for pupils, by meaningful integration of movement activities to their daily regime, within healthy lifestyle. According to most answers of primary school graduates, movement activity in leisure time had been neither monitored nor evaluated by teachers.

By paying attention to differences between the implemented curriculum for boys and girls, no substantial factual differences were found, in spite of several cases of demonstrated statistical significance in rates of their answers; exception is a worse relationship of girls to physical education subject.

Conclusion: Based on obtained results we can state that primary school physical education has predominantly character of recreational movement activities. The movement activities are the most frequent contents of physical education lessons. The implemented level of physical education is in contradiction with the projected physical education curriculum – insufficient attention is paid to specific knowledge and skills of health support area.

Above mentioned pieces of knowledge can be important for curriculum implementation but also for projecting at basic education level. They should be considered also in preparation of physical education teachers. Nevertheless, the author takes them as a starting point to further, more detailed studies of this issue.

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¹ Regulation No. 48/2005, issued by MŠMT for subjects with majority of practical purpose, specifies that the teacher must have minimally three partials evaluations of *practical activities* available for making final evaluation of a pupil in the end of evaluation period. For physical education, by tradition, sport activities are taken as basic practical activities. So usually other categories of the projected physical education curriculum are not considered in pupil evaluations.

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VZTAH MEZI PROJEKTOVOU A REALIZAČNÍ FORMOU KURIKULA V TĚLESNÉ VÝCHOVĚ NA ZÁKLADNÍ ŠKOLE

Souhrn: Cílem příspěvku je porovnat projektované kurikulum tělesné výchovy s praktickou realizací tělesné výchovy na školách. Výzkumnou metodou je dotazníkové šetření provedené na výběrovém souboru studentů 1. ročníku středních škol, tj. na souboru čerstvých absolventů základní školy. Výsledky naznačují, že v tělesné výchově existuje patrný nesoulad mezi projektovaným (zdravotně orientovaným) a realizovaným kurikulem. Stať přináší také aktuální poznatky o vztahu respondentů k pohybu a pohybovým aktivitám. Získané poznatky mohou být východiskem jak pro případnou úpravu kurikula, tak i pro přípravu učitelů tělesné výchovy či pro příslušná opatření ve školské praxi. Příspěvek zdůrazňuje, že je třeba tělesnou výchovu na základní škole více zaměřit na zlepšení zdravotní gramotnosti žáků.

Klíčová slova: kurikulum, základní škola, tělesná výchova, výchova ke zdraví