

ORIGINAL RESEARCH PAPER

SPORT LESSON FROM STUDENT VIEWPOINT

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Abstract

Qualitatively organized sport education in schools contributes to not only the student physical preparedness and health, but also helps them to understand the impact of physical activity on the personality and their application throughout their lives – as one of the values in sport education. The aim of the research was to observe the implementation of sport lesson content and pedagogical principles from student point of view. In contemporary sport lesson the teacher uses didactic principles, enabling students to gain knowledge and skills to improve the quality of their lives. In the study was used the method of survey – questionnaire. Overall, the questionnaires completed 336 students (149 boys, 187 girls). The findings were analyzed with the method of descriptive statistics; the variable under investigation was mode – the value of the variable with the highest frequency of occurrence. From the summarized student views on the processes in sport lesson with the method of induction were drawn the conclusions. Results and conclusions: students strive for in-depth, explanatory assessment of their physical preparedness that they could use to develop their problematic aspects. Another important focus presented by the survey results, is emotional tie formation with the teacher or on the contrary – the absence of it; student look forward to an assessment that is not only academic, but also personal, expressed in personalized terms.

Key words: *pedagogical principles in sport lesson, attitude, physical activity, raising awareness*

Introduction

Qualitatively organized sport education in schools contributes to not only the students' physical preparedness and health, but also helps them to understand the impact of physical activity on the personality and their application throughout their lives as one of the value education basic standings in sport.

Sport education and its implementation helps students raise the awareness of their body physical and mental unity, providing a comprehensive picture of the "rules of the game" that students can easily use in other subjects or life situations.

Seymour Papert, US mathematician, computer scientist, educator, artificial intelligence project pioneer and Logo programming language author, in Imperial College London on 2 June 1998, said: "The model that says that you learn the skills that will be useful later in life, learn while you're in school while you're young – it is no longer in sight. These skills will not be applicable at the time when you will be in your workplace, except for one: *one really competitive skill is a skill to learn*. It is a skill not to give the correct answers to the questions which you have learned in school, but to respond to situations that are out of the school curriculum. "

Lesson quality is affected by teacher preparation for it, because it provides teacher and student targeted cooperation, creative working atmosphere, discipline and safety.

The aim of the research was to observe the implementation of sport lesson content and pedagogical principles from student point of view.

With the means of sports is encouraged the growth of a person that able to adapt to various changes, ready to learn, acquire new knowledge, skills and build awareness that taking care of one's health and physical capital is the value in the long term (Čuprika & Fernāte, 2016).

For students to regularly engage in physical activity, is necessary an available appropriate infrastructure, however, to foster comprehension, promote motivation and interest, a decisive role plays physical education in schools and high-quality processes in sport lessons, because sport lesson is the main form of study work organization.

The main objectives are to create for students an opportunity to engage in the systematic physical activity according to the learner's state of health, strengthening and improving health, developing physical abilities, promoting a harmonious physical and mental development, raising awareness about mutual interaction of health, physical ability, environment and specific sport exercises.

It is of paramount importance how Standards in the subject of Sport (6 August 2013 the Cabinet of Ministers Regulations No. 530 "Regulations on state basic education standard, basic education subject standards and examples of curriculum in basic education" and 21 May 2013 the Cabinet of Ministers Regulations No. 281 "Regulations on the state general secondary education standard, study subject standards and curriculum samples") are being implemented in life, in what proportions students acquire knowledge,

skills, what psychological climate prevails in lessons, how students are motivated to get involved in sport lessons, to what extent are promoted self-expression skills, how processes in sport lesson affect students' self-assessment and self-esteem, how lessons help restore mental working capacity in the long school day.

At present, the practical sport education process in sport lesson includes two controversial aspects. They are the implementation of the traditions of conservatism in the behavioral approach, the essence of which is professional teacher and students implement the program, students without objections try to accept it and act accordingly.

In competence approach based education system: student knows what to do with the acquired knowledge and skills, where and when they will be used.

Sport lessons will be more effective if students will be focused on *the growth of the dynamics of their results*, rather than on the comparison with the results of other students.

In sport education, as well as in general education as a whole, has happened the transition of focusing on *definite norms for everyone and assessment according to the tables* to the learning process, in which the student is given the opportunity to explore and develop oneself, learn to think and solve problems from the aspects of their personal mental and physical development.

In practice, often is observed the following error: teachers believe that in order to assess the level of the development of a physical characteristic should be used a norm. The attainment of the norm, however, often depends not on one characteristic, but on a whole complex of physical properties. In normative tests a half of students get below the midline and feel like losers, no matter how good is their physical performance. Thus, the assessment with norms is constantly undermining the learners' self-confidence, which already is low. *Teachers should consider that the desire to find the winners in all age groups is the main factor limiting student physical development, because functional preparedness, so important for student health, is not being developed.* Failure to take into account the peculiarities (sensitive periods) of student age group development can lead to injuries and problems in physical preparedness.

Sport lesson should be based on the pillars of the pedagogical principles, the theoretical background of which is the paradigm of Bloom taxonomy: knowledge, comprehension, application, analysis, synthesis and evaluation:

- exercise, practice and experiment (Gardner, 2006). Students should be given a lot of opportunities to practice, invent new exercises and interact with classmates.

- evaluate and analyze their achievements (Bruner, 1996, Piaget, 2001). The most important is self-assessment of own achievement, self-esteem, asking students the question: *"What did you learn in sport lesson?"*

- Act responsibly (Children's Rights Protection Law), physical activity in the lesson do with responsibility, thinking of one and classmates security.

-Capture learning joy and satisfaction (Edwards, Gandini & Forman, 1996)

-Develop students' abilities corresponding learning environment by selecting the appropriate inventory.

- Special attention pay to the creation of learning environment – friendly and positive (Montessori, 1999)

- Allow students feel joy from the performance of physical exercises in sport lessons.

- Implement child-centered learning (Lieġeniece, 2002). What I gained from sport lesson?

- Relate to the age group, interests and needs (Flemmen, 1996). Each exercise corresponds to each child's needs.

- Successfully achieve the aim set (Woogler & Power, 1993). Achieve at least some results of developed knowledge and skills.

In the contemporary sport lesson teacher implements in the pedagogical process the principles, as the result of which students gain the knowledge and skills to improve their quality of life.

Material and methods

In order to clarify the implementation of pedagogical principles in sport lesson, it is essential to explain the behavior of the students, what and why they do it. The approach is based on the Theory of Planned Behavior (Ajzen, 1991), in which are distinguished three beliefs: beliefs about behavior (external manifestation of an action, behavior, attitude), normative beliefs (to a person important people support or denial in a certain behavior) and controlling beliefs (factors determined by the experience, which controls what is being done).

Therefore, the student behavior in this study is characterized as attitude, specific action or activity and to support of the activity, which the student can express also as a specific opinion, based in individual understanding and in attitude.

In the study was used a kind of a survey: a questionnaire. The questionnaire consists of precisely defined questions, because the respondents had to answer them independently, without assistance of the

interviewer. To investigate the students' views on sport lessons in general secondary education (Grade 1 – Grade 12), was used a 16 questions questionnaire, 5 of which focused on the interests of the children, 5: the needs of the children and 6: the children's views on the processes ongoing in sport lessons. 10 of the questions were open, 3 – semi-closed and 3 – closed questions. In the survey participated Grade 1 – Grade 12 comprehensive secondary school learners from Riga, Valmiera and Rezekne.

In total, the questionnaire was completed by 336 students (149 boys, 187 girls). The findings were summarized with the help of mathematical statistics; the researched indicator was the mode: the value of the feature with the highest frequency of occurrence. From the analysis of the students' views on the processes ongoing in sport lessons, with induction or cognition method were drawn the conclusions.

Results

Below are illustrated the obtained student answers to the questions of the questionnaire.

Grade 1 to Grade 12 students – both girls and boys – most often marked that sport lesson is the one that they would like to attend every day (students chose the lesson from their existing timetable, the lesson of SPORT is in all grades) (fig.1).

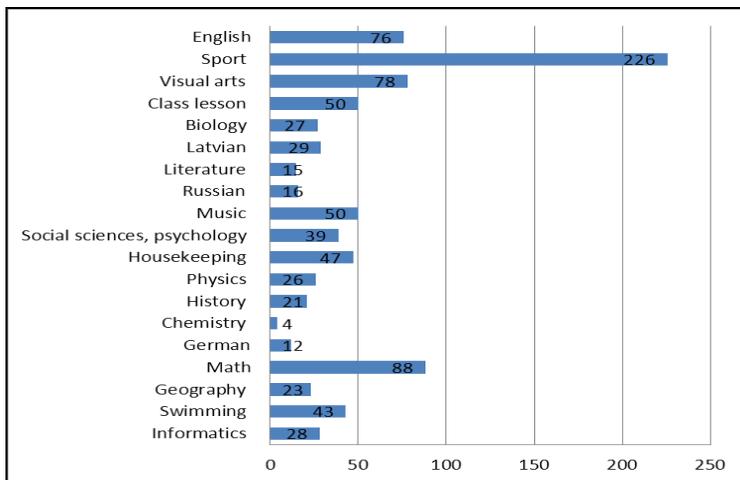


Figure 1. Girls, boys, together. What lessons would you like to have every day?

In response to the question "What do you usually do in the sport lesson?" the most frequently marked response (142 respondents) among girls and boys is "do sport, develop skills in different sports." (fig.2.)

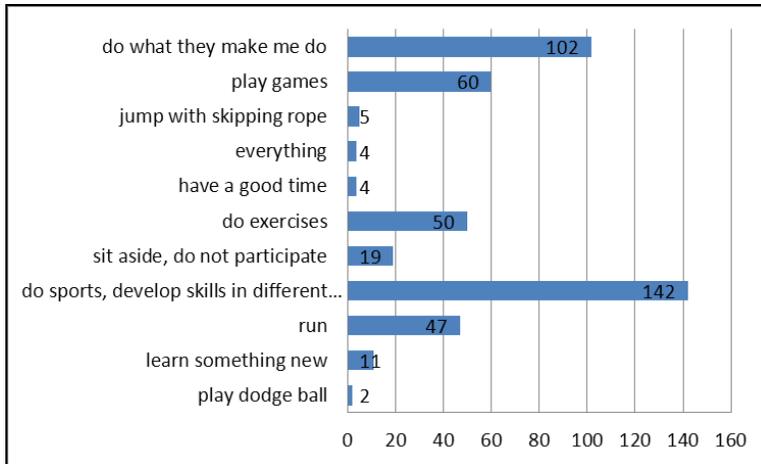


Figure 2. Girls, boys. What do you usually do in the sport lesson?

The first response is generalized, since it could involve a lot of specific activities, such as running, jumping, playing sport games and performing gymnastics exercise, all of which are included in the sport lessons at school. Answer "develop skills in different sports" could be a sign of mastering different sports as the main activity in sport lessons. The next most frequently chosen answer (102 respondents) is "do what they make me to do". This may suggest that students do not understand the aim or meaning of activities performed in sport lessons, instead of it they simply follow the teacher's instructions.

The question "What would you like to do in sport lessons?" (Tab.1) was an open question, and the students could choose from 23 multiple choice questions. From Grade 1 to Grade 12 the most selected response to the question was "Play games to make our class more cohesive" (41 respondents). The largest proportion of these responses was from Grade 5 to Grade 9, among girls (7 replies). It should be noted that this response was dominant among girls (31 respondents), while the boys chose to "play football" (28 respondents) as the main desired employed sport lessons. Considering that Grade 5 to Grade 9 students are adolescents, there dominate such dimensions as friendship, romance.

This may suggest that for adolescents, it is important to be aware of, to feel their place in the social environment – at school, in the classroom.

Table 1

What would you like to do in sport lessons?

No.	What would you like to do in sport lessons	Girls	Boys	Total
1.	Master a sport more in depth	8	7	15
2.	Do sport	8	11	19
3.	Do pull-ups	3	5	8
4.	Play games to make our class more cohesive	31	10	41
5.	Perform strength exercises	24	12	36
6.	Do nothing, I do not like sport, I am exempted	2	3	5
7.	Learn acrobatics	7	4	11
8.	Play basketball	7	23	30
9.	Play football	6	28	34
10.	Have yoga classes, do aerobics, rhythmic	8	5	13
11.	What we are made to do; everything we do	7	8	15
12.	Jump with a skipping rope	10	1	11
13.	Run	7	3	10
14.	Do what I myself like the most	5	5	10
15.	Play volleyball	6	7	13
16.	Play dodgeball	13	20	33
17.	Play floorball	1	15	16
18.	Play badminton	3	2	5
19.	Ski in winter	1	1	2
20.	Do not know	1	0	1
21.	Play relays	3	0	3
22.	Track and field	0	1	1
23.	Swim	1	3	4

They want to make new friends, get along well with them, therefore there is such a desire to play team sport games in sport lessons. Such class-building games could be movement games – such as "fishing net", those which include also verbal communication.

The question „What did you learn in the last sport lesson" (Tab.2) was an open question, were obtained 22 dominant responses. Many responses were grouped under one subgroup according to the same or similar feature, for example the response "improve physical preparedness" was grouped together with "perform strength exercises", because many students mentioned the execution of various physical exercises, such as pull-ups, abdominal press exercises, and all these activities imply the improvement of physical preparedness. Most frequent response „Play basketball, dribble, two-step lay-up, shots, play streetball, basketball rules" was given 58 times.

These results show that during the last sport lesson several grades were taught basketball and its elements.

Table 2

What did you learn in the last sport lesson?

No.	What did you learn in the last sport lesson?	Girls	Boys	Total
1.	Play volleyball (volleyball passes)	27	23	50
2.	Play floorball (handle the ball), techniques	10	18	28
3.	Improve physical preparedness, perform strength exercises	26	8	34
4.	How to be cohesive, team cooperation	4	0	4
5.	Nothing	14	17	31
6.	Properly run, properly breathe while running	5	14	19
7.	Perform forward roll	4	0	4
8.	Jump with a skipping rope	4	5	9
9.	New warm-up, cool-down, stretching exercises	1	1	2
10.	Play basketball, dribble, two-step lay-up, shots, play streetball, basketball rules	27	31	58
11.	Improve dodgeball skills	7	2	9
12.	Play movement games	1	0	1
13.	Climb the rope	1	1	2
14.	Throw the ball against the ground, against a wall	0	4	4
15.	Run obstacle course	1	0	1
16.	Play sport games	0	2	2
17.	Better, faster, run; run sprints; correctly perform crouch start	1	2	3
18.	Play football, kick at goal, passing, football history, rules	0	7	7
19.	Aerobics	1	0	1
20.	I already know everything	3	10	13
21.	From the last class I was exempted	4	0	4
22.	Badminton	7	14	21

Most frequently the answer was provided in the fifth grade. 15 girls and 12 boys answered that last lesson they had mastered the basketball technique. In the Standard of the subject of SPORT from Grade 1 to Grade 9 basketball is mentioned as a compulsory content of the subject. The next most frequent answer was "improve physical preparedness, perform strength exercises", it was produced 34 times. This response was dominant among girls.

In drawing up this questionnaire, the initial aim of the question "What about would you like to hear more from your sport teacher?" was to find out student attitude and expectations regarding the content of sport lesson. (Tab. 3) From the students were expected such answers as "I would like to hear more about the history of the kind of sport, about floorball rules or volleyball technique." However, the obtained results of the surveys and student answers indicated something quite different – they wanted to comment on the teacher's attitude in communication, from the teacher they wanted to hear more praise, encouragement and kind words, as well as to

tell how they succeeded in performing the tasks of the lesson of sport and about their level.

We, adults, are so busy that we forget to praise children, but it for them is very necessary.

Table 3

What about would you like to hear more from your sport teacher?

No.	What about would you like to hear more from your sport teacher?	Girls	Boys	Total
1.	<i>I am satisfied with the information provided by the teacher</i>	16	14	30
2.	<i>On healthy eating</i>	4	1	5
3.	<i>Nothing, information is enough</i>	28	42	70
4.	<i>More about the kind of sport, techniques, history of the sport, the most outstanding athletes in the sport</i>	9	10	19
5.	<i>On the theme of the next lesson</i>	1	1	2
6.	<i>Support (praise) and advice (ideas); motivation</i>	40	32	72
7.	<i>About swimming technique</i>	0	0	0
8.	<i>How to run, breath properly</i>	4	3	7
9.	<i>Dealing with sports injuries</i>	6	2	8
10.	<i>An assessment of how exactly I work</i>	8	2	10
11.	<i>How to warm-up, cool-down properly</i>	7	3	10
12.	<i>How to keep myself in good shape; what exercises to perform at home</i>	6	2	8
13.	<i>On the proper execution of exercises, the importance, essence of exercises</i>	21	12	33
14.	<i>On marathons</i>	2	0	2
15.	<i>On sport games, competitions</i>	5	3	8
16.	<i>Larger load</i>	7	4	11
17.	<i>Do not know</i>	1	2	3

Question „What about would you like to hear more from your sport teacher? Was an open question were summarized 17 versions of responses. Grade 1 to Grade 12 students most of all would like to hear Support, praise, advice, ideas, motivation; this reply was mentioned 72 times. The greatest proportion of the answer was found in Grade 2 (9 girls), Grade 5 (12 girls), Grade 5 (10 boys) and Grade 9 (6 boys). In Grade 2 girl surveys were identified such answers as "some comforting", "sincerity" and "support". This could indicate that the 6 – 7 year old children still expect some comforting and empathy of the teacher, like in the pre-school education institutions. The next most frequently mentioned response was "Nothing, information is enough" – 70 respondents. This may suggest that in the schools where survey was carried out, the information provided by teacher is sufficient; the students do not want to hear anything more.

In Table 4 are summarized the responses to the question „Why do you go to sport lesson?“ This was an open question, from respondents 12 versions of responses.

Table 4

Why do you go to sport lesson?

No.	Why do you go to sport lesson	Girls	Boys	Total
1.	<i>Because I want to</i>	35	47	82
2.	<i>It is a compulsory subject</i>	45	40	85
3.	<i>I like to be sporty, move, actively spend time, exercise; to do sport</i>	33	48	81
4.	<i>In order to stay in shape; I want to I have muscles</i>	8	18	26
5.	<i>In order to be healthy; people need to move</i>	27	10	37
6.	<i>Because I am learning something new</i>	5	20	25
7.	<i>Because in the subject are put grades</i>	4	5	9
8.	<i>To have a good time with classmates</i>	3	3	6
9.	<i>Not to get the entry "No assessment"</i>	12	2	14
10.	<i>Not to become fat</i>	1	3	4
11.	<i>Because I want to get Grade 10</i>	0	4	4
12.	<i>In order to "put out" energy</i>	2	2	4

It was found that students go to sport lessons because it is a compulsory subject; this answer was given by 85 respondents (45 girls, 40 boys). This may suggest that students do not understand why sport lessons are necessary, therefore they attend it only driven by obligation, and they do not feel enough motivation to go to sport lessons voluntarily. To the question "Why do you go to sport lesson?" 82 students (33 girls, 48 boys) responded "Because I want to, I like it." This trend is positive, it shows that nearly a third of the surveyed students understand why sport lessons are necessary and feel the motivation to attend them, therefore they do it voluntarily. The next three most frequently chosen responses "In order to be healthy; people need to move "(37 times)," In order to stay in shape; I want to have muscles" (26 times) and "Because I am learning something new" (25 times) indicate a positive trend that students understand the importance of sport and its effect on health, as well as they do it because they want to learn something new.

We wanted to find out what student motivation to attend sport lessons in each Grade group, the results are summarized in Table 5, in which are displayed each Grade dominant responses.

Summary of the results, presented in table 5 shows that from Grade 1 to Grade 5 the response trend is positive – students at this age like to move, to do sports, actively spend time, they are interested in it, and they want to do it, and they also know that the movements have positive effect on human health.

Table 5

Student motivation to attend sport lessons

<i>Grade, girls, boys</i>	<i>Dominating answer</i>	<i>No. of respondents</i>
1.	<i>In order to be healthy; people need to move</i>	2
2.	<i>I like to be sporty, move, actively spend time, exercise; to do sport</i>	6
3.	<i>I like to be sporty, move, actively spend time, exercise; to do sport</i>	2
4.	<i>I like to be sporty, move, actively spend time, exercise; to do sport</i>	3
5.	<i>Because I want, I like</i>	9
	<i>I like to be sporty, move, actively spend time, exercise; to do sport</i>	9
6.	<i>It is a compulsory subject</i>	8
7.	<i>I like to be sporty, move, actively spend time, exercise; to do sport</i>	27
8.	<i>It is a compulsory subject</i>	23
9.	<i>It is a compulsory subject</i>	12
10.	<i>Because I want, I like</i>	11
11.	<i>I like to be sporty, move, actively spend time, exercise; to do sport</i>	13
12.	<i>Because I want, I like</i>	12

The author Rasma Jansone says that the body of primary school children (Grade 1 to Grade 3) drastically differs from the senior student body – the younger the student, the closer is a direct correlation between the movements and child mental development. Students at this age are very active, natural desire for movement activities is large – at this age children should move from three to four hours a day. If this amount of movement activity is not reached, it can affect not only the child's physical, but also mental development. Movement activity is also needed because at this age occurs very rapid growth, which without adequate amount of movement activities can be impeded. Grade 4 and Grade 5 students have also answered they attend sport lessons, because movement activities give them pleasure, and they want to be active. Not so positive answers are in Grade 6: "It is a compulsory subject" – 8 answers. This may suggest that students are not interested in sport lesson activities. Probably, they do not like sports lesson, but they attend it, because it is included in school program. Grade 7 students have most of all answered that they like to move and spend time actively (27 times), but Grade 8 and Grade 9 students have also answered "It is a compulsory subject." This trend can be explained by changes that occur in teenage body during Grades 8 and 9. The greatest growth manifestation or growth "spurts" is observed in adolescence, which is due to puberty, when

during two-year time the height increases by 15 cm. This growth "spurts" in girls is generally observed at 10 – 12 years of age and in boys at 12 – 14 years of age. Such changes in the body lead to the decrease also in the body's physical ability diminishing in such physical characteristics as speed, strength, flexibility, coordination. Students become clumsier, thereby they psychologically feel incomplete. These factors could be the reason for their reluctance to attend sport classes. In secondary school Grades (Grade 10 – **Error! Not a valid link.**12) reappears positive trend "Because I want, I like" and "I like to be sporty, move, actively spend time, exercise; to do sport." If sport pedagogue can explain young people why they need physical activity during sport lessons and outside them, and if the motivation is based on the recognition that sport is health promotion, knowledge acquisition and physical preparedness tool for future long-term loads, which are necessary in any professional activity after graduation then it creates in students reasonable interest to participate in sport lessons. This factor - students (youth) interest – could be an explanation of why they attend sport lessons. This factor – students (youth) interest – could be an explanation of why they attend sport lessons.

Table 6 shows the results of the students' answers to the question "How do you usually feel after sport lessons?" This was an open question, and students have responded to it with 20 versions.

Table 6

How do you usually feel after sport lessons?

No.	How do you usually feel after sport lesson?	Girls	Boys	Total
1.	<i>tired</i>	63	68	131
2.	<i>good</i>	64	44	108
3.	<i>bad</i>	15	0	15
4.	<i>super</i>	2	4	6
5.	<i>my legs hurt</i>	3	1	4
6.	<i>I want more</i>	0	2	2
7.	<i>alert</i>	6	1	7
8.	<i>I want to drink water</i>	8	3	11
9.	<i>I want to die</i>	1	0	1
10.	<i>hot</i>	3	2	5
11.	<i>normally</i>	15	8	23
12.	<i>great</i>	1	3	4
13.	<i>energized</i>	5	6	11
14.	<i>relaxed</i>	2	0	2
15.	<i>hungry</i>	2	2	4
16.	<i>easy, no load</i>	5	10	15
17.	<i>it depends, sometimes tired, sometimes not</i>	4	8	12
18.	<i>sweaty</i>	8	19	27

This was an open question, and students have responded to it with 20 versions. The dominant answer was “tired”. This result indicates that mostly students after sport lessons feel physically tired, which is also one of the tasks of sport lesson – give students a lot of different exercises, in the result students learn a variety of movement skills, forming movement acquirements and promoting the development of physical characteristics, leading to health strengthening.

Discussion

In the framework of the investigation about the popularity of competitiveness or sporting spirit among students was investigated the issue about result comparison among students of the Grade (fig.3).

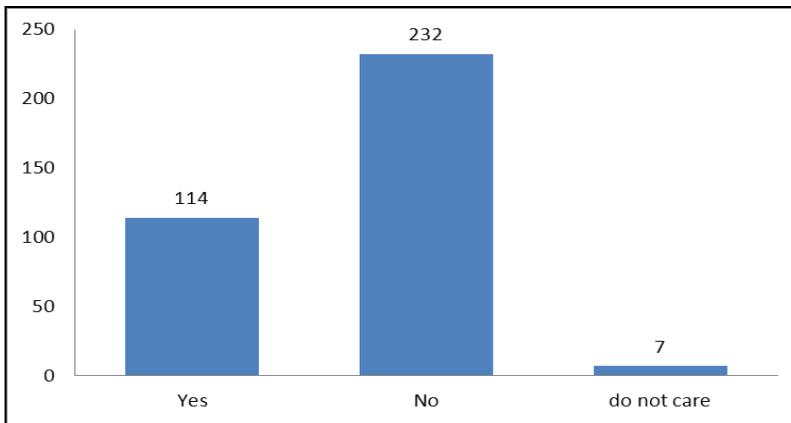


Figure 3. Girls, boys. Would you like your results to be compared with your classmates' results?

By contrast, in the publication "Letters to parents from 6 to 10 years", issued by the Ministry of Welfare, says that children want to get an assesment of their performance and that they want to be compared with others, and they just want to know what their level is. This study does not confirm the results of other studies because students talk about what is necessary for them and they do not want to be compared with other students. They are worried about what others think and also afraid of looking bad and not showing themselves from a good side and, therefore they do not want their results to be compared with the ones of their classmates.

Studies of similar nature in Latvia have been carried out by other educational institutions, dealing with the problems of value education in society. *Gunta Ošeniece*, Latvian University and the Latvian Academy of

Culture lecturer in the newspaper "Education and Culture" issue from March 6, 2008, reviewing the results of the study, wrote: "On average, learners may finish school with poor basic knowledge, skills and inadequate, labor market demands not meeting state of health." Learning, knowledge, and care for their physical health is becoming increasingly superficial. Empty calls to be well prepared physically, morally and ethically is just as "effective" as parents persistent accusations "do not do it" and "do not do that." Instead of this should come a true understanding of the motivation and a model, which, at least in part has already become an example to emulate for the learner, not the educator.

Some answers from an anonymous survey:

- *"First September associates with a hideous time and robbing your liberty, when you are forcibly being pulled back into the building known as SCHOOL"*
- *"Especially unnecessary seem to me mathematics, chemistry, physics and physical education, which, unfortunately, are a must"*
- *„I do not know any doctor, and are not entitled to other allowances too, so I'm forced to learn what they make us to and in the amount they make us to. Everything is so tiresome, tedious and long known "*

Class teacher says that the desire to learn and go on to sport lessons emerges when there is motivation. However, the teacher could not say how to find motivation already in basic school. I guess everything will come with time (Ošeniece, 2008).

Conclusions

Studying the implementation of sport lessons in general secondary education from student point of view (Grade 1 – Grade 12), we came to the following conclusions:

At present students do not care anymore about the compliance with the Standard, or maybe they rather do not want to explore the Standard. Students strive to obtain in- depth, explanatory assessment of their physical preparedness, such an assessment that they could use to develop, work on problematic aspects. Another important focus presented by the survey results, is the formation of emotional connections with the teacher, or on the contrary – the absence of such ties with the teacher, that is – the student wants the assessment to be not only academic, but also personal, expressed in personalized terms.

In public and social media found views at large do not coincide with the ones obtained from student surveys, because adult point of view is based on the memories about the experience in Latvian education system at soviet and national awakening times, but actual happenings in schools seem to

have naturally evolved, the situation has changed and the focus of current student problematic is different.

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