

THE ROLE OF ICE SKATING AND ICE HOCKEY EDUCATION IN EVERY DAY PHYSICAL EDUCATION

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ABSTRACT. Sport and physical education are strategically very important areas for the leaders of the country, which caused serious changes in the education during the last few years. In this study those difficulties were investigated which schools had to face because of the Public Education Act (accepted in 2011), and how the problems were solved, what kind of changes had to be done during the everyday work. The aim of this study was to assess the different opinions about the introduction of everyday physical education (PE) and to investigate why schools chose ice skating and ice hockey to replace the PE lessons. The results show that everyone considers PE lessons useful and that ice skating and ice hockey are popular activities among the participating schools.

Keywords: everyday physical education (PE), ice skating, ice hockey

Introduction

Physical education as an institutionalized form of sport activity is a special, complex area and as it gives foundation of the studies, it influences the whole personality of the students (Révész & Csányi, 2015). It positively influences the life of the students and helps to develop many useful skills and personal features. It enhances their self-confidence, vocation and endurance, too. Physical education and sports are a very important stage in the socialisation of the kids (Elbert, 2010). Beside its complex personality developing effect, PE is also responsible for the health and the training level of the students. Its aim is to form a health-awareness attitude in students that will escort them through their life (Révész et al. 2014). As mentioned in other studies, establishing a positive

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awareness attitude towards health had been of utmost importance until the 2010's, because our country performed badly in all physical activities (Eurobarometer 72.3, 2009). It significantly lagged behind the average of the EU member states in mental health indices, as well (Eurobarometer 73.2, 2010). Due to the physically more active lifestyle, the competitiveness of the country increases productivity and reduces the level of health expenses, which at the same time stimulates the economy of the country (Ács and Kovács, 2015). Therefore, it can be observed that huge changes started in school year 2011 in the physical education system that has been of great importance (kormany.hu 1).

Based on the order, everyday physical education had to be introduced first in the first, fifth and ninth classes in September 2012. At present, the whole system is in operation in all classes. These changes coincided with the curriculum reform and with the assuring of the needed financial background (kormany.hu 2) which is also important to know to understand the regional problems.

Principles and aims of 2012 National Core Curriculum (NAT) for physical education and sport

Before the introduction of the NAT in 2012, the requirements were not compulsory, they were only offers; the aim, tasks and requirements were not defined (Hamar, 2009). According to the 2003 and 2007 NAT regulations, the development quality of PE and sport was in relation to the possibilities of education organization and pedagogy. The aim was to foster local traditions, to improve the quality of facilities and equipment, because these significantly influence the efficiency of education. In NAT 2012, there were significant modifications in the domain of PE and sport. These were important changes compared to the previous one. A highlighted aim is to make regular sports and lifelong health-conscious physically active lifestyle is a demand in the students' life. The importance of this has significantly grown in proportion of all number of lessons thus ensuring the development of personality of the students through motor activity.

Putting into action and introduction

According to the Act of 2011 about Public Education, everyday physical education lessons have to be organized in an antecedent system as follows:

Table 1. Schedule of launching everyday physical education

School Classes	2012/2013	2013/2014	2014/2015	2015/2016
1.	5 lessons	5 lessons	5 lessons	5 lessons
2.	Everyday PE	5 lessons	5 lessons	5 lessons
3.	Everyday PE	Everyday PE	5 lessons	5 lessons
4.	Everyday PE	Everyday PE	Everyday PE	5 lessons
5.	5 lessons	5 lessons	5 lessons	5 lessons
6.	Everyday PE	5 lessons	5 lessons	5 lessons
7.	Everyday PE	Everyday PE	5 lessons	5 lessons
8.	Everyday PE	Everyday PE	Everyday PE	5 lessons
9.	5 lessons	5 lessons	5 lessons	5 lessons
10.	Everyday PE	5 lessons	5 lessons	5 lessons
11.	Everyday PE	Everyday PE	5 lessons	5 lessons
12.	Everyday PE	Everyday PE	Everyday PE	5 lessons

School year lesson everyday physical activity (Szakál, 2012)

In accordance with the data provided by this table, the daily PE lesson system had to be introduced first in the first, third and ninth grade. The five PE lessons per week were introduced in all classes in school year 2015/2016 causing difficulties in many schools (eduline.hu, 2013).

Ice hockey curriculum of studies

From the viewpoint of juniors, teaching of ice skating and ice hockey in the primary schools has a great role in the development of Hungarian ice hockey. Among the aims of education, the followings can be found: to gain positive and excellent experience through skating and hockey and proper age-related sports training acceptable by the profession. Primary school students can be divided into four age-groups: the supermini (class 1-2), mini (class 3-4), preparatory (class 5-6) and kids (class 7-8). The aim of training, the teaching material and the requirements are different matching the certain ages.

Based on the above-mentioned facts, the following questions can be formulated: 1.) What difficulties schools had to face due to the 2011 new Public Education Act 2.) How did they solve the problems and what changes did they have to do during their work?

Hypotheses

- H1: It is assumed that the students, parents, and the teachers have positive attitude to the introduction of everyday physical education programs.
- H2: It is assumed that the primary schools could not have been able to organize all the 5 PE lessons inside their schools.
- H3: It is assumed that choosing ice skating and ice hockey was a positive decision and it responds to the aims of the school and the NAT.

Methods

Data collection was carried out on the ice-rink of the Canadian Hungarian Ice hockey Club (1117 Budapest, Bogdánffy utca 12.) and in the primary schools of the 11th district of Budapest where ice skating and ice hockey education is common. The self-completion questionnaire and interview methods were applied in order to collect specific data (Babbie, 2003). Separate questionnaire was compiled for the students, for the parents and for the teachers. The questionnaire of students included only closed questions with two alternative answers (yes-no). In the parents' and teachers' questionnaire the five level Likert-scale method (5 meaning fully/completely, 1 absolutely not), and open questions were used. The first, second and fifth classes were assessed in the sample schools. Pupils/students from first and fifth classes started their ice skating and ice hockey education in September 2013, 3 months prior to testing. Pupils in the second classes had one year experience. The parents and teachers' opinions of the same school were also studied.

Altogether 253 persons ($N_{\text{students}} = 143$), 96 parents ($N_{\text{parents}} = 96$), and 14 teachers ($N_{\text{teachers}} = 14$) filled in the questionnaire. The data was processed with the MS Office Excel 2014 Program. Averages, standard deviations, proportions were calculated. Some diagrams have been prepared for the better understanding. Six interviews were made with school directors.

Results

Opinions on the introduction of daily physical education classes

The first question surveyed the opinion of parents, students and teachers about the increased number of PE classes.

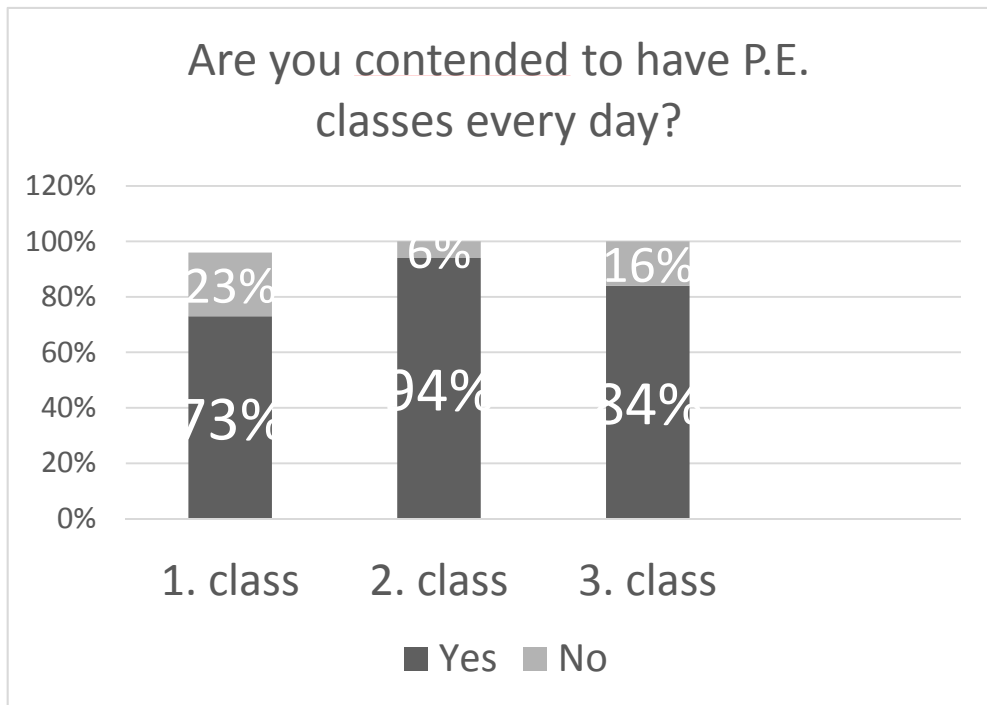


Figure 1. Opinions of the parents, students and teachers about daily PE classes

The majority of students like this frequency of PE lessons: 83, 67% of the asked students answered with yes. The Liker-scale questionnaire showed the same result: 85% of the parents and 86% of the teachers agreed with it.

Opinions on the difficulties of introducing daily physical education and on personnel and facility conditions

The surveyed schools are well-equipped and they have no personnel and facility shortages, but they would not have been able to teach the increased number of lessons in their own schools. Replacing two of the PE lessons with ice skate and ice hockey education out of school was very helpful for those schools. The personnel (eduline.hu, 2013) and facility conditions were not perfectly created for the introduction of everyday PE, as it caused a problem for even those schools which are better equipped than the average schools, not to mention the dressing rooms, hygienic and other conditions. The introduction of everyday physical education caused serious problems in about one quarter of Hungarian schools already in its first phase, as it turned out from the report prepared by the Ministry of Human Resources for the government.

Reasons for choosing ice skating and hockey as a supplement to daily physical education

Ice hockey is an extremely complex team sport, so it is suitable to develop several abilities required by other sports as well (Montgomery, 1988). From condition point of view it develops all types of strength/power, speed and endurance (Géczi et al., 2012). The basics of the sport, ice skating moves, several muscle groups and at the same time, develops/improves coordination abilities (www.sportagvalaszto.hu). In the process of learning ice skating, various balancing abilities are developed, mainly dynamic and mixed (dynamic-static) capabilities. Moreover it improves all coordination abilities: kinaesthesia, sense of rhythm, spatial orientation and other complex abilities (Brod’áni and Šimonek, 2008). Children’s mental and cognitive skills pass through significant improvement during the play.

Examining all these positive effects and the curricula of the sports (nupi.hu) it can be said that introduction of ice skating and hockey in certain classes of primary school makes the development of the children’s personality and the positive features necessary for preparing for life possible (Géczi et al., 2011).

Ice skating and ice hockey training classes as supplements

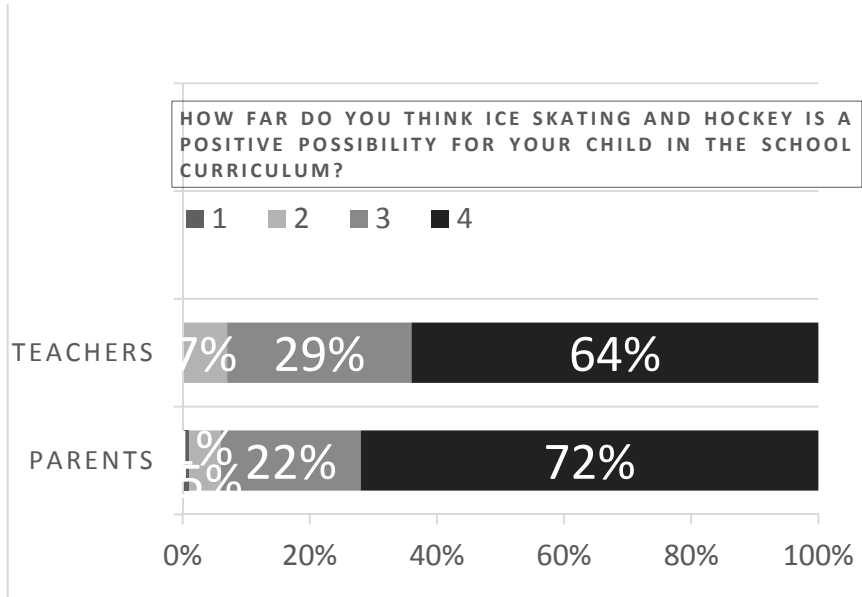


Figure 2. Opinions on ice skating and hockey education expressed by teachers and parents

In the questionnaire it was examined who and to which extent does someone think teaching of skating and hockey be positive. The idea was positively accepted by the pupils/students: 89.67% of the pupils/students like to go to skating education. A similar answer was received from both the parents and the teachers as in case of Hypothesis 2. Responses of teachers and parents are in Diagram 2.

94% of the parents and 93% of the teachers think that it is positive that the students take part in ice skating and ice hockey education within the frame of PE lessons, which is a remarkably high rate. We were also interested in the opinion of school directors about the attitude of the parents, teachers and students. We heard positive opinions from all groups. The students learned almost all tricks during the two months with huge enthusiasm and devotion and learned to skate confidently. The parents are watching their kids with interest and naturally, they are very helpful. The teachers like ice hockey very much, sometimes they even join the play, setting example to the kids.

In the study, all hypotheses are answered and justified. In Hypothesis I it was supposed that the introduction of everyday physical education bring about/evoke a positive reflection from pupils/students, parents, teachers and the management of the school. It can be stated that the first hypotheses has been proven.

Hypothesis II was that the schools would not have been able to solve the everyday physical education without outer help or support. In spite of the fact that the schools have very good facilities and infrastructural background, the help (2 ice skating and ice hockey lessons from the 5 PE lessons per week) was needed. Therefore, the second hypothesis was also proven.

In Hypothesis III the question was raised: was the choosing of ice skating and hockey a positive decision and did it correspond to the aims of the school and of the NAT. This assumption was proven by the answers of the headmasters.

Conclusions

In the study, the introduction of everyday physical education and its problematic background was studied, with a special focus on ice skating and ice hockey education as a possible solution for the mentioned problems.

The author thinks that there is a huge need for the introduction of everyday physical education in Hungary because of the health status of the citizens. A demand towards physical activity has to be created among the

children to do proper physical activities later on as well, according to their age and state of their body. Introducing ice skating and hockey in the teaching program of primary schools seems to be a perfect chance for reaching the mentioned aims, as children learn completely new movement forms and can have joyful moments. Based on all these it is thought that the schools have brought good decision when they introduced ice skating and ice hockey. The introduction of everyday PE lessons and the chances given by the NAT to replace two lessons from the five offers huge alternatives for the schools, thus influencing the relation of pupils/students to sport. The schools have to investigate the chances offered to them and have to find the best solutions.

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