

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
UNIVERSITY “GOCE DELCEV” SH TIP
FACULTY OF EDUCATIONAL SCIENCES



**ОБРАЗОВАНИЕТО ВО XXI ВЕК
– СОСТОЈБИ И ПЕРСПЕКТИВИ –**

**МЕЃУНАРОДНА
НАУЧНА КОНФЕРЕНЦИЈА
– ЗБОРНИК НА ТРУДОВИ –**

**EDUCATION IN XXI CENTURY
– CONDITIONS AND PERSPECTIVES –**

**INTERNATIONAL SCIENTIFIC
CONFERENCE
– PROCEEDING BOOK –**

Штип, 24 – 25 Септември, 2015
Shtip, September, 24-25, 2015

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LADIES AND GENTLEMEN, DEAR GUESTS!

With great honor and pleasure I welcome You on behalf of all teachers, associates, employees and students of the Faculty of Educational Sciences at the University "Gotse Delchev" in Shtip and I wish You pleasant moments during this solemn event organized to mark 20 years of university education of teachers.

But in fact, the Faculty of Educational Sciences basis its twenty years of existence on 146 year continuous development of formal education of teachers and preschool teachers in the region. The achievements of the Pedagogical-Seminary school founded in 1869, the existence of which is linked to the name of the creator of the first primer and the first textbook for teachers - School Pedagogy - Josif Kovachev, and to the name of the great teacher Gotse Delchev, followed by the School for Teachers established in 1946, Higher Pedagogical School founded in 1959, and the Pedagogical Academy (1961) are woven into the tradition and development of our Faculty.



In 1995 the two-year formal education of teachers and preschool teachers developed into four-year university studies.

In 2007 the Pedagogical Faculty became part of the State University "Goce Delchev" in Shtip, said to be the fastest growing university in Macedonia.

Following the global trends in teacher education, modern trends in education policymaking in Europe and in the world, respecting the knowledge of the history of civilizations as an important intellectual resource for social development, as well as scientifically and experientially diagnosed educational challenges that have emerged as a result of deep changes of values in our society and globalization trends (scientific, educational, technological, and economic) the Faculty of Educational Sciences has designed study programs for I, II and III cycle of studies in accordance with the organizational - pedagogical quality standards in compliance with the principles of the Bologna Declaration and European credit-transfer system with a high level of recognition in the area of European Higher Education.

If 20 years ago our Faculty started to implement teaching with 5 PhDs and 3 masters as regular employees, today we can proudly say that our academic community is comprised of 20 PhDs and one master.

Today our students have the opportunity to educate themselves at the faculty which sees its future as a continuous development aimed at:

- Strengthening and expanding international partnerships
- Popularization of mobility of students and staff,
- Internationalization and improvement of scientific research work,
- Improvement of pedagogical approaches to teaching and links with practice, putting students at the center of the educational process.

Ladies and Gentlemen,

I take this opportunity to thank you for coming today to celebrate with us the teaching profession and our contribution to it.

We are quite aware that the road to success is long and winding and it is easier to travel with joint forces. That is why we wanted to mark this celebration by organizing a scientific conference dedicated to education in the 21st century. Let us share our knowledge, understanding and experiences regarding the situation and perspectives and suggest possible ways of modernization. 89 papers have been submitted and there are authors from 8 countries. This is really promising!

Once again, I wish you all a warm welcome and successful work.

Dean,
Prof. dr. Sonja Petrovska
24. 09. 2015., Stip

ПОЧИТУВАНИ ...

Со голема чест и задоволство, Ве поздравам во името на сите наставници, соработници, вработени и студенти на Факултетот за образовни науки при Универзитетот Гоце Делчев во Штип и Ви посакувам пријатни моменти во текот на оваа свечена манифестација организирана по повод 20 годишно факултетско образование на наставници и воспитувачи.

Факултетот за образовни науки своето постоење го темели на 146 годишниот континуиран развој на формалното образование на наставници и воспитувачи на овие простори. Во традицијата и развојот на нашиот факултет се вткаени достигнувањата на Педагошко-богословското училиште основано во 1869 год. Со чие постоење се врзува името на творецот на првиот буквар и првиот учебник за наставници – Школска педагогија – Јосиф Ковачев, и името на големиот учител Гоце Делчев, па Учителската школа основана во 1946 год, Вишата педагошка школа формирана во 1959 год, Педагошката академија (1961 год.).

Во 1995 година формалното двегодишно образование на наставници и воспитувачи прераснува во четиригодишно факултетско образование.

Во 2007 година Педагошкиот факултет стана дел на државниот Универзитет „Гоце Делчев“ во Штип, кој го носи епитетот најбрзорастечки Универзитет во Р Македонија.

Следејќи ги глобалните тенденции во образованието на наставници, современите тенденции во креирањето на образовните политики во Европа и во Светот, респектирајќи ги знаењата за историјата на цивилизациите како значаен интелектуален ресурс за општествениот развој, како и научно и искусствено дијагностицираните воспитни предизвици кои се појавија како резултат на длабоките вредносни промени во нашето општество и глобализациските тенденции (научни, образовни, техничко-технолошки, економски) ФОН дизајнираше студиски програми за I, II и III циклус на студии согласно организациско –

педагошки стандарди за квалитет, согласно принципите на Болоњската декларација и Европскиот кредит-трансфер систем, со високо ниво на препознатливост во Европскиот високообразовен простор.

Ако пред 20 години нашиот факултет започна да ја реализира наставата и вежбите со 5 доктори на науки и 3 магистри, како редовно вработени, денес со гордост можеме да кажеме дека оваа академска заедница ја сочинуваат 20 доктори на науки и 1 магистер.

Денес нашите студенти имаат можност да се образуваат на факултет кој својата иднина ја гледа како континуиран развој во насока на:

- зајакнување и проширување на меѓународните партнерства,
- омасовување на мобилноста на студентите и на вработените,
- интернационализација и подобрување на научно-истражувачката работа,
- унапредување на педагошките пристапи во наставата и врските со практиката, поставувајќи ги студентите во центарот на образовниот процес.

Почитувани присутни,

Ја користам оваа прилика, да ви се заблагодарам што дојдовте денес заеднички да го чествуваме учителското дело и нашиот придонес во него.

Ние сме сосема свесни дека патот до успехот е долг и кривулест но и дека полесно се патува со заеднички сили. Затоа ова наше празнување сакавме да го одбележиме со Научна конференција посветена на образованието во 21 век, да ги споделиме нашите знаења, разбирања и искуства во врска со состојбите и перспективите како и да предложиме можни начини за негово осовременување.

Уште еднаш, На сите Ви посакувам топло добредојде и успешна работа!

Декан,

Проф. д-р Соња Петровска

24. 09. 2015. година Штип

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THE PRACTICE OF TAEKWONDO AS A PREDICTOR OF MOTOR ABILITIES

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Abstract

The research was conducted on a sample of 50 male and female students attending the first grade of primary school (the approximate age was 7 years). The children were divided into two subgroups according to the criterion of their participation in taekwondo as an extracurricular kinesiology-related activity. One subsample consisted of children who were not involved in any extracurricular kinesiology-related activity and had never practiced any sports, their only kinesiology-related activity being physical and health education lessons. The second subsample consisted of children who were training taekwondo for one hour twice a week in addition to regularly attending physical and health education lessons. The aim of the research was to determine the differences in motor variables and their system between the subsamples defined on the basis of participation in the above mentioned extracurricular activity. Descriptive statistics for 5 motor variables, confirmed by univariate and multivariate confirmative method of data processing (t-test and linear discriminant analysis) showed significant differences in the results obtained for motor tests, hand and foot tapping, long jump, sit-ups, sit-and-reach. Based on the results, acknowledging all the possible limitations pertaining to their interpretation, we can point out the need for the inclusion of pupils at primary education level into different organizational forms of exercise, since physical and health education lessons, which cannot be fully compensated in any way, are simply not sufficient for achieving the set objectives and cannot adequately meet the requirements of the modern living conditions. Dealing with this issue has become particularly important in the context of the modern trend characterized by a decrease in any form of physical activity and insufficient time spent in organized exercise. Creating a habit of daily exercise is the primary educational objective, the prerequisite for which is the basic organizational form of exercise, i.e. physical education lessons, but also the involvement of students and young people in other organizational forms of exercise as a special contribution to the individualization, but also the realization of the objectives set within the field of physical and health education.

Keywords: *extracurricular activities, kinesiology related activities, martial arts, motor abilities, organizational forms of exercise.*

Introduction

Taekwondo is the art of hand and foot fighting, an eastern martial art and an olympic sport. One of its most important ways of training is taekyon, which means sparring or rehearsing the fight. Due to the heavy hits and kicks and the overall high intensity of the fights, the competitors wear special padded equipment, shin and forearm protectors, helmets and mouthguards. The equipment is red or blue, in order to help the referee tell the opponents apart and follow the match. One can start practising taekwondo at the age of 4 in a children's taekwondo school and continue into old age (Penev, 2010). In today's time, which is characterized by insufficient exercise, every motor activity is welcome. A class has a special significance as a basic organizational form of work (Findak, Prskalo & Babin, 2011). Even though it can be said that the amount of physical and health education classes for the youngest children, which includes the subjects of this research, is insufficient, it is clear that even with a more suitable number of classes, kinesiological goals also need to be fulfilled through other organizational forms of work. There is an array of scientific researches that confirm the

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effects of exercise on the reduction of obesity as a pathogenic state or the pathogenic premise of the modern lifestyle (Mišigoj-Duraković, Duraković, Ružić, Findak & Delija, 2003; Flynn, McNeil, Maloff, Mutsingwa, Wu, Ford, Tough, 2006). The choice of appropriate physical activity should primarily be guided by the child's interests, because that is the only way to ensure the best educational effects of exercise and making exercise a lifelong habit. This research aims to point out the benefits of including children at the age of 7, which is the age when organized and obligatory physical exercise begins through physical and health education classes that are held only 3 times a week, into physical extracurricular activities for 60 minutes two times a week.

1.1. Aims

The aim of this research is to determine the differences in the structure of motor skills in first grade primary school pupils at the age of 7 who practise taekwondo twice a week and the pupils whose only organized form of exercise are physical and health education classes. The alternative hypothesis is as follows:

H1: Male and female pupils who practise taekwondo twice a week achieve better results in motor skill tests than the pupils whose only organized form of exercise are physical and health education classes.

1.2. Research Methodology

The sample consists of 50 male and female students of the first grade of primary school (age 7) divided into two subsamples of 25 pupils, defined according to whether practise taekwondo twice a week or whether their only organized form of exercise are physical and health education classes. The subsamples were given the following tests: hand and foot tapping, long jumps, sit-ups and sit-and-reach (Metikoš, Hofman, Prot, Pintar, i Oreb, 1989; Findak, Metikoš, Mraković & Neljak, 1996). The obtained data were processed with descriptive statistical methods. A t-test was also applied, as well as linear discriminant analysis and a test of normal distribution.

1.3. Results and Discussion

The results of the descriptive analysis of subsamples defined on the basis of practising taekwondo twice a week, or exercising only in physical and health education classes are shown in Image 1, as well as the results of the t-test.

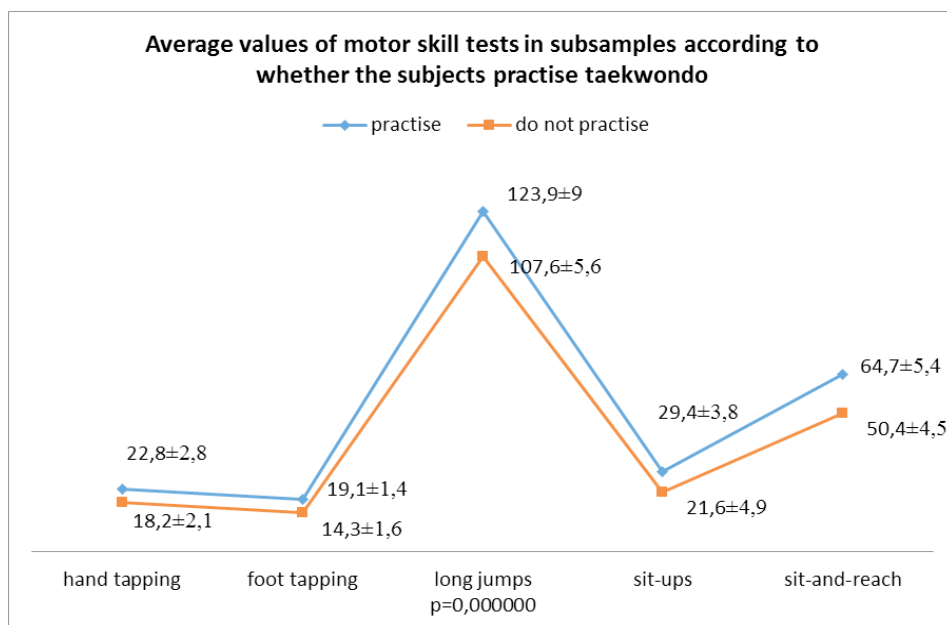


Fig. 1 – Average values of motor skill tests in subsamples according to whether the subjects practice taekwondo

The shown descriptive statistics show that there is a significant difference in all the applied motor skills tests in favour of the pupils who actively practise taekwondo twice a week in comparison to those whose only organized exercise are physical and health education classes. Since children are naturally active (Burdette & Whitaker, 2005), and including them into kinesiological programmes is linked with providing an environment for activity (Prskalo, 2007), this fact should be utilized to provide children with a biological advantage and respond to the detrimental conditions of the modern lifestyle, at the same time not giving up on the inevitable need for increasing the number of physical and health education classes. Table 1 shows the results of the linear discriminant system analysis of the motor skills test variables in relation to the subsamples according to whether the subjects practise taekwondo.

Table 1 Results of the linear discriminant system analysis of the motor skills test variables in relation to the subsamples according to whether the subjects practise taekwondo

| Discriminant function | Eigen- | Canonial R | Wilks' Lambda | Chi-Sqr. | df | p-level |
|-----------------------|--------|------------|---------------|----------|----|---------|
| 0 | 6,36 | 0,93 | 0,14 | 90,82 | 5 | 0,00 |

Table 2 Factorial structure and centroids of the linear discriminant function

| | Factor |
|----------------------------|---------------------|
| Hand tapping | 0,38 |
| Taping nogom | 0,64 |
| Standing long jump | 0,44 |
| Sit-ups | 0,36 |
| Sit-and-reach (legs apart) | 0,59 |
| | Centroid projection |
| Control group | -2,47 |
| Actively practising | 2,47 |

The linear discriminant analysis shows a high level of discrimination with a 0.93 coefficient, which is statistically relevant. The centroid projections show the domination for the pupils who actively exercise and the factorial structure of the discriminant function shows the domination in the discrimination of the foot tapping and sit-and-reach variables, which can be explained with the structure of the kinesiological activity that is taekwondo.

This research can confirm the connection between practising such an activity and the motor skills test results. However, complete causal connections of exercising and the motor structure cannot be proven. The existence of such a connection does not tell us of the direction of the causal connection, since the changes of the system and changes of individual variables can be consequential to exercising, but also the predisposition for taekwondo could be what directed the pupils towards choosing this programme. For more precise results, an experimental model should be used, which would include longitudinal monitoring from the moment the pupils begin attending the programme and a similar control group.

1.4 Results and Discussion

Researching with the goal of determining the differences in motor variables and their system in subsamples defined according to the pupils' practice of taekwondo twice a week for an hour and in subsamples whose only organized form of kinesiological activity are physical and health education classes has shown significant differences in motor skills tests, and in foot tapping, standing long jump, sit-ups and sit-and-reach with legs open. With all restrictions applied in interpreting these results, we could stipulate the need for including primary school pupils in various organized forms of exercise, since the number of physical and health education classes is insufficient for realizing kinesiological goals and is not a strong enough response to

the modern lifestyle conditions. This issue is again made current due to the modern trend of diminishing activity levels and insufficient amounts of organized exercise. Making exercise a daily habit is the primary goal of education, for which physical and health education classes are a precondition, along with including pupils and youth into other organized forms of exercise, which contribute to individualization, but also the realization of the goals of physical and health education.

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