

PUPILS ASSESSMENT OF SPORTS PEDAGOGY SPEEDS WITHIN THE MODULE "BETWEEN DISCIPLINES" AS A FACTOR OF INTERIOR RELATIONS

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Abstract:

The experience in the teaching practice indicating on the relationship between pupils and sport's pedagogues, are not as should be, therefore, resulting in the negative reflection on the quality and outcomes of the educational process. Frequent misunderstandings, conflicts in communication, interaction between pupils and sport's pedagogues, were strong arguments to thoroughly investigate these issues. Specifically, the investigation of the sport's pedagogue's qualities in the framework modalities "attitude towards discipline", as a factor of the relationship with pupils, had an aim to actualize the importance of this issue in the educational process, make it every day subject assessment, continues work and as a result there is the democratization of the relationship between direct factors as well as improvement of the entire educational process.

Keywords: educational process, sport's pedagogue, qualities

INTRODUCTION

Changes in society, educational activities, science, technology did not significantly affect the teacher's being and not being an inevitable person and an immediate factor of teaching. Plato's thought delivered over two thousand and five hundred years ago, which reads:

"The state will not do much harm if the shoemaker does not have a clue about his craft, but if teachers fail to fulfill their obligations, then they will create a generation of ignorant and married people who will ruin the future of the fatherland" (according to Džaferović, Dž.Ž., 1968: 347). To some extent, it absolutates the role of teachers, it is to a certain extent true and current, even today, because the movements in society still largely depend on the creativity of young generations, their proper education and education. Teacher-teacher (teacher Lehrer, Russian teacher) - "a person recognized by society and educational authorities as being qualified for the education and training of children, youth and elderly" (Pedagogical Encyclopedia, 1989: 103). In some countries they are called teachers and teachers, and in second-level schools, analyzing rich pedagogical heritage, we have observed different terms for people who are educating and educating.

Sumer teachers called the minds (brother, friend, elderly man who teaches), the Hebrew rabbi (teacher, Jewish priest, scholar, scholar), the old Athenians didaskali (didaskalija-nauk) and the Greek grammatikus, but somewhat later The Romans come up with the term pedagogue (paidagogos, paidos-child, boy, and age-guide). The teacher is a professionally-educated person for the planning, preparation and execution of a didactic-methodically based, complex and dynamic teaching, or the entire educational work in a school or other pedagogical institution, (Group of Authors, 1999: 97). Having in mind the above definition, we find that the teacher in the educational process performs various activities.

The teacher acts, teaches, educates, educates, plans, programs, prepares, realizes, explains, shows, instigates, engages, demonstrates, interprets, demands, analyzes, synthesizes, generalises, checks, evaluates, evaluates, In this sense, the teacher is still the leading factor in the teaching process, because it reveals and explains scientific truths. With their pedagogical, didactic-methodical skills, they motivate students to activate themselves more actively in the process of teaching thoughtfully.

In the process of realizing content activities, the teacher enables students to independently view, perceive, analyze and synthesize, generalize, acquire images, memorize, comprehend and understand, understand causation-related relationships, make conclusions, give definitions, evaluate, evaluate, evaluate. The teacher asks the students to participate in the preparation, plundering, programming, realization, verification and evaluation of the results of teaching work and free activities.

Theoretical approach to the problem

The pedagogue of sport as a factor of student relationship

We can define relationships in school as the interaction effects that occur between learners during school life and work. From the stated definition of relations in school we can conclude that the specificity of educational work is based on the quality of the established relationship between the factors of the teaching process, in our case it is about activity and relation to the relations between the pedagogue of sports and pupils, students and students, teachers and teaching content , students and teaching content with interaction.

When these activities become aware, intended for partners, for pupils and teachers who are recruited as direct participants in the educational process, when they carry certain definitions, the communication-interaction impacts form the basis of the rela-

tionship between the direct participants of the teaching and other activities in the school.

In our work, the relationship between pupils and pedagogues of sports is shortly defined as their interdependent perception, experiencing, reacting and acting in mutual contacts and interactions in the process of teaching, school and beyond.

In our work, we will define pedagogues as educators in the field of sports, educators, trainers, experts who plan, prepare, program, monitor, measure, evaluate, direct, manage the process, assist students in learning and be responsible for the outcomes of the educational process, realizes the plan and program of the planned contents and activities in the field of sports, physical and health education, and we consider it necessary to put a special emphasis on its characteristics in the context of studying the relationship between pupils and pedagogues of sport within the modality of "attitude towards discipline".

Modern civilization changes require a completely different person in the face of a sports pedagogue, which should be primarily: educator, associate, leader, organizer, coordinator, experimenter, practitioner, mentor, advisor, planner, programmer, innovator, lecturer, assessor, diagnostician, expert educated person, to have love for children, and so on. The aforementioned qualities of sports pedagogue can be supplemented by broad general culture, pedagogical education, love for their vocation and children, constant aspiration for professional development, etc. which are necessary for the process of education itself and thus determine the building of adequate relationships between students and teachers.

METHODOLOGY OF WORK

Problem, Objective, Objective and Task of Research

The problem of our research was to study and investigate the modality of "attitude towards discipline" within the framework of the personal characteristics of the pedagogue of sport as a factor of the relationship that influences the quality of the educational process, efficiency, communication, interaction and relations between direct factors. The subject of our research was to investigate, study and analyze the presence, display modalities of attitudes towards discipline, the characteristics of pedagogues of sports that significantly determine relationships with students, and disorders that determine conflicts and misunderstandings.

Our aim was to identify the presence of the most common indicators of modality, attitudes towards discipline, the characteristics of the pedagogue of sports that determine the relations with students during the educational process, and the task of determining whether there are significant deviations in the use of instruments and the processing of the obtained results. the empirical and expected

frequencies of the assessment of pupils of rural, suburban and city schools of indicators of modality, attitude towards discipline, the characteristics of pedagogues of sports that determine relations with students.

Research hypothesis

In the hypothesis in our research, we assumed that the random deviations of the empirical ones from the expected frequencies in the results of assessments of pupils of rural, suburban and city schools of modalities of attitudes towards the discipline of the personal characteristics of the pedagogue of sports that determine the relations between the direct factors in the educational process.

Methods, techniques and research instruments

In this research work we applied the following methods of research: the method of theoretical analysis, the method used and the descriptive method. In order to obtain concrete data that were relevant to our research problem, we used scaling techniques, analysis of pedagogical documentation, compilation and statistical data processing. The scale of the assessment we have built up determined the attitudes, opinions, frequencies, the students' assessment of the presence of the indicators of the modality, attitude towards discipline, the characteristics of the pedagogue of sports.

Population and sample of respondents

The population of our research was made up of students of the 7th grade of elementary schools in the Eastern part of the city and the municipalities of Mostar in Herzegovina-Neretva Canton. The eastern part of the city and municipalities of Mostar covers 22 primary schools with about 9971 pupils deployed in grades I-VIII. 933 pupils attend classes in grade VII. The sample of the survey included students from three city, suburban and rural schools, and the total number of students enrolled was 471 or 50.48, which means that each other pupil of the 7th grade is included in the research. Since the sample is neither too large nor too small, we used a percentage with a percentage in the research, because we thought we would get results that could give a fairly safe picture and point out the essential characteristics of the relationship between pupils and pedagogues of sports in the educational process.

RESULTS OF RESEARCH

In our empirical research, the task was to analyze the indicators of pupils' assessments in rural, suburban and city schools, ascertaining the existence of differences in the frequency of assessing the presence of modalities indicators, attitude towards discipline, the personality characteristics of the peda-

gogue of sports that determine relationships with students.

The assessment of the indicators of the modality "attitude towards discipline" of the characteristics of the pedagogue of sports was carried out by the students with a scale of assessment where they assessed the presence and manifestation of the indicators of the said modalities in the teaching process, so that the sign "X" or in some other way declared in the envisaged space the frequency of manifestation in the cells: for all teachers-A, for most teachers-B, I can not estimate-C, for a smaller number of teachers-D and for no teacher-E. The students' answers were scored in cells A = 5, B = 4, C = 3, D = 2 and E = 1 point.

In assessing the characteristics of the personality of the pedagogue, the students assessed in the framework of the modalities of "attitudes towards discipline" indicators under number 8: self-determination, primacy, stiffness, 9: objectivity, reliability, 10: optimism, activity, safety, 16: enthusiasm, optimism, consistency, security, 17: indifference, pessimism, 19: inconsistency, irresponsibility, 20: falsehood, stubbornness, inertness, 23: inclination of gossip, defamation and lies, 24: understanding, respecting oneself and others, 31: patience, , 35: Mobility and Interest.

The results of the assessment of the pupils of the characteristics of the pedagogue of sport within the modality "attitude towards discipline" are presented in Table 1.

Table 1. Results of student assessment of indicators of personal characteristics of sports pedagogue modality, attitude towards discipline

City, suburban and rural schools - collectively																
No.	I N D I K.	Pedagogical Features: The attitude of sports pedagogue to discipline														
		A		B		C		D		E		SV	SV bod	M	st. dev.	rang
		f	fx5	f	fx4	f	fx3	f	fx2	f	fx1					
1	8	52	260	131	524	133	399	112	224	43	43	471	1450			3
2	9	47	235	128	512	112	336	129	258	55	55	471	1396			5
3	10	28	140	138	552	120	360	119	238	66	66	471	1356			7
4	16	26	130	113	452	118	354	138	276	76	76	471	1288			8
5	17	56	280	127	508	119	357	112	224	57	57	471	1426			4
6	19	74	370	133	532	110	330	94	188	60	60	471	1480			1
7	20	63	315	135	540	122	366	108	216	43	43	471	1480			1
8	23	62	310	137	548	119	357	106	212	47	47	471	1474			2
9	24	42	210	120	480	132	396	113	226	64	64	471	1376			6
10	31	31	155	102	408	119	357	149	298	70	70	471	1288			8
11	35	34	170	92	368	124	372	144	288	77	77	471	1275			9
	SV	515	2575	1356	5424	1328	3984	1324	2648	658	658	471	15289	32,46	10,79	

In the aggregate table of the results of the assessment of the indicators of modality "attitude towards the discipline" of pupils of rural, suburban

and city schools, they declared themselves present in the following way:

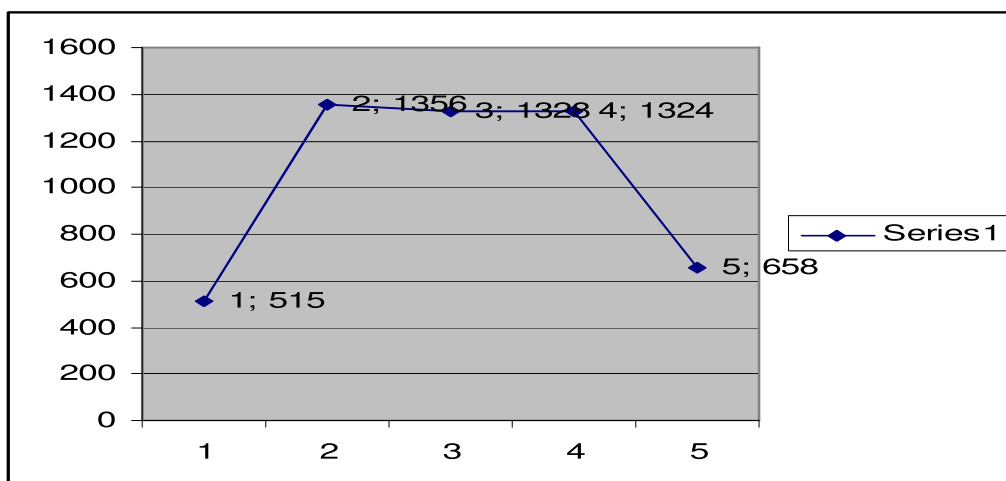
with all teachers	515 (9.94%)
for most teachers	1356 (26.17%)
I can not assess	1328 (25.635)
with a smaller number of teachers	1324 (25.555)
with no teachers	658 (12.705) students

The assessment of the frequency of the manifestation of the characteristics of the pedagogue of sports within the modality of "attitude towards discipline" in teaching practice determines the conclusion that their presence in all and most of the teachers has been identified, in 36.11 cases; with a smaller number and no teacher

38.25; 25.63 students answered that they could not evaluate the indicators and identify this modality in teaching practice.

The frequency of the students' estimation of frequency in the emission of indicators within the given modality, on the characteristics of teachers, was shown in Chart 1.

Chart 1: Frequency of assessment of pupils of modalities indicators, paragraph pedagogue of sport according to discipline



The distribution of the frequency of the results of a student's assessment of the modalities of the "teacher's attitude towards discipline" is positively-asymmetric, i.e. that in the work of the majority of teachers with students, in the realization of program contents and activities, in teaching and free activities, the characteristics dominate (indifference, pessimism, inconsistency, irresponsibility, tendency to gossip, libel and lying, then powerlessness, primacy and stiffness) which negatively affect on the quality of relationships between students and teachers. It should be noted that the presence of certain negative characteristics expressed through the indicators is generally high in the category "in

most cases, and in relation to the positive ones, they are dominant as shown in Chart 1.

Our task of the research was to determine whether there is a statistically significant difference between the obtained empirical frequencies from the expected, estimated faces of the pedagogue of sport modality, the attitude of the sports pedagogue to discipline, by calculating the value of the Hi-square test.

The calculated values of the Hi-square test, the frequency of the students' assessment of the modalities of the attitudes, the attitude of the sports pedagogue towards discipline, are shown in Table 2.

Table 2. The features of pedagogy - the attitude of a pedagogue of sport to discipline-value χ^2

Schools	A		B		C		D		E		SV	χ^2	df
	f0	ft	f0	ft	f0	ft	f0	ft	f0	ft			
rural	210	165	444	435	430	426	394	424	183	211	1661	1,67	
suburban	147	174	451	458	396	448	486	447	269	222	1749	2,15	
city	158	176	461	464	502	454	444	453	206	225	1771	0,79	
SV	515		1356		1328		1324		658		5181	4,61	8

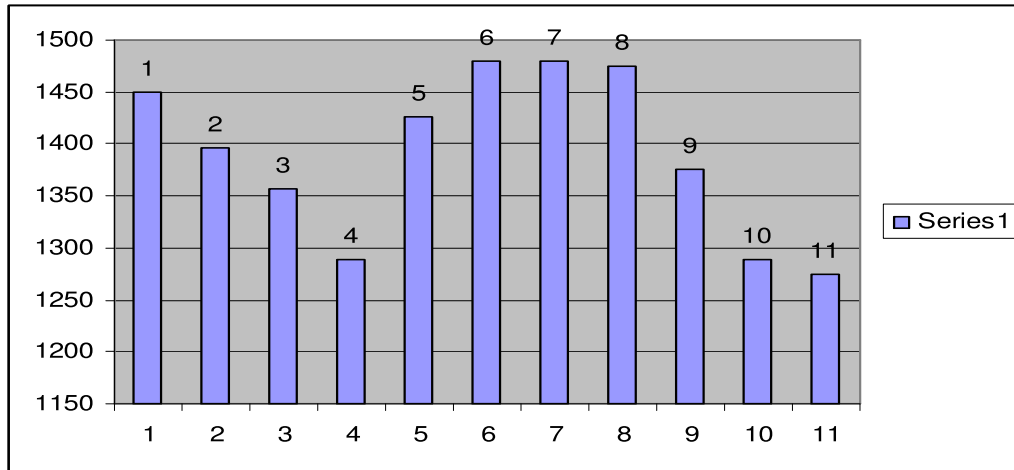
The calculated value $\chi^2 = 4.61$ at the significance level of 0.05% does not exceed the limit value $\chi^2 = 15.50$ for $df = 8$ degrees of freedom, indicates that the deviations in the assessment of pupils of the modalities indicator of the attitude of the sports pedagogue to the discipline in the frequencies expected, they are random. At the significance level of 0.01 the calculated value $\chi^2 = 4.61$ is less than the limit value $\chi^2 = 20.09$, for $df = 8$ degrees of freedom, which means that the difference in pupils' estimates between the empirical and theoretical frequencies at this level is not statistically significant, that the expected deviations are expressed in the frequen-

cies of the students' assessment of the modalities of the attitudes of the sports pedagogue towards discipline. Based on the presented indicators, the students' assessment of the attitude of the sports pedagogue to discipline and the calculated values of the χ^2 test confirmed our hypothesis by assuming that the random deviations of the empirical ones from the expected frequencies in the results of the assessments of pupils of rural, suburban and city school indicators, the attitude of the sports pedagogue to the discipline of the modality of personal qualities as a factor in the relationship in the educational process, that is, the majority of the students

assessed that in the teaching practice of elementary schools the characteristics of teachers are more dominant, which does not encourage the establishment of democratic relations in the educational

process. The cumulative results of the assessment of pupils of rural, suburban and city schools, indicators of the "attitude of teachers towards discipline", were presented in Chart 2.

Chart 2: Assessment of students' modalities of attitudes, attitude of sports pedagogue to discipline



According to the students' assessment of the modalities of the attitude towards discipline, according to the intensity and the presence in the first rank, the characteristics of pedagogues of sports under the number 6 and 7, that is, indifference, pessimism, inconsistency and irresponsibility, are included. The second rank occupies the qualities under number 8. That is, the tendency to gossip, defamation and lying. In the third rank, the qualities are evaluated under the serial number 1. i.e. the qualities of teachers are self-centered, principled, and cruel. The last ninth ranking according to the assessment of pupils of rural, suburban and city schools, occupies the characteristics of pedagogues mobility and interest under number 11. The task of our research was to determine whether there is a statistically significant difference in the frequency of the assessment of pupil indicators in

the modality "attitude of the teacher towards discipline" on the characteristics of the personality of the pedagogue of sports expressed through frequency in the expression of positive and negative characteristics of teachers, statistically processed, graphically in the following tables. Within the modality, the attitude of sports pedagogue towards discipline, students of rural, suburban and city schools carried out an assessment of the indicators of positive characteristics of teachers, under the following serial number 9: objectivity, reliability; 10: optimism, activity, security, 16: enthusiasm, optimism, consistency, security, 24: understanding, respecting oneself and others, 31: patience, consideration, justice, 35: mobility and interest. The results of the students' assessment of the positive characteristics of the sports pedagogue are shown in Table 3.

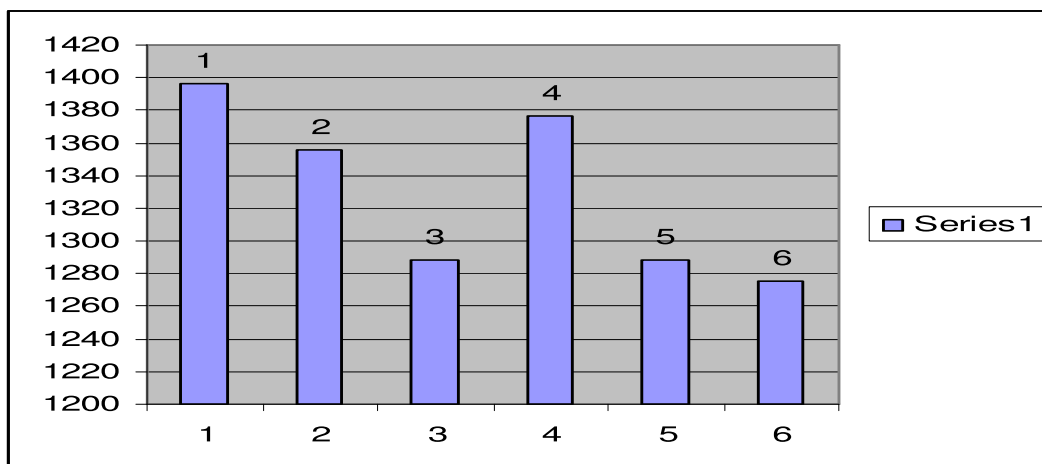
Table 3: Assessment of pupils' indicators to the modality, attitude of sports pedagogue to discipline - positive traits

City, suburban and rural schools - collectively-positive traits																
No.	I N D I K.	Pedagogical Features: The attitude of sports pedagogue to discipline														
		A		B		C		D		E		SV	SV bod	M	st. dev.	rang
		f	fx5	f	fx4	f	fx3	f	fx2	f	fx1					
1	9	47	235	128	512	112	336	129	258	55	55	471	1396			1
2	10	28	140	138	552	120	360	119	238	66	66	471	1356			3
3	16	26	130	113	452	118	354	138	276	76	76	471	1288			4
4	24	42	210	120	480	132	396	113	226	64	64	471	1376			2
5	31	31	155	102	408	119	357	149	298	70	70	471	1288			4
6	35	34	170	92	368	124	372	144	288	77	77	471	1275			5
	SV	208	1040	693	2772	725	2175	792	1584	408	408	471	7979	16,94	34,03	

In Chart number 3, we presented the results of the student's assessment of the modality, "the attitude

of the teacher towards discipline", the positive characteristics of the teachers they demonstrate in teaching practice.

Chart 3: Assessment of students' modalities of attitudes, attitude of sports pedagogue to discipline - „positive characteristics“



According to pupils' assessment, the highest frequency and intensity of manifestation in the educational process are the characteristics of the pedagogue of sport, objectivity and reliability, and occupy the first rank. In the second ranking according to the frequency in emulation, the qualities are under the number four understandings, respect for oneself and others, and the third rank occupies the quality of teachers optimism, activity, security. The last ranking of positive features that were assessed by students, takes up the mobility and interest of pedagogues. In the framework of the modalities

of the "attitude of teachers towards discipline," the students evaluated the indicators of the negative characteristics of teachers under number 8: self-determination, primacy, stiffness, 17: indifference, pessimism, 19: inconsistency, irresponsibility, 20: inertness, 23: the inclination of gossip, slander and lies.

The cumulative results of the pupil's estimation of frequency in expressing the negative characteristics of teachers in teaching practice are shown in Table 4.

Table 4: Assessment of students' negative characteristics of sports modalities "attitude towards discipline"

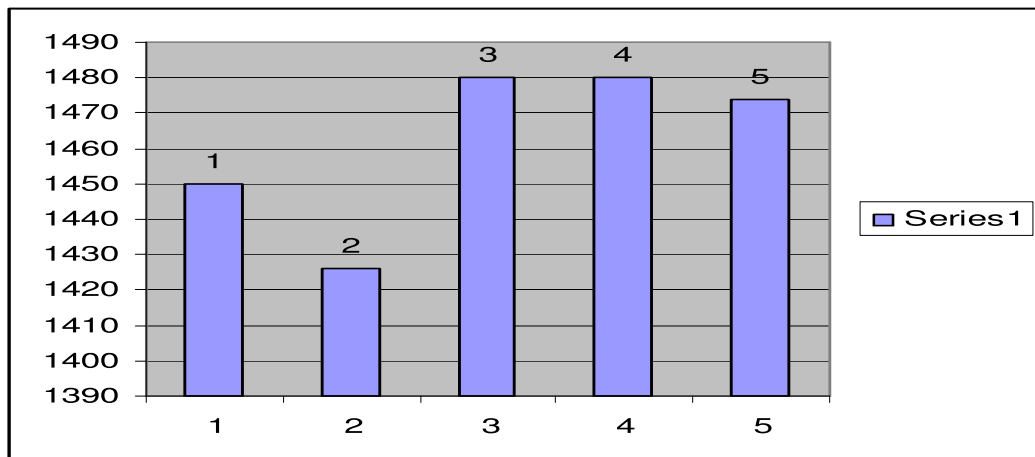
City, suburban and rural schools - collectively-negative traits																
No.	I N D I K.	Pedagogical Features: The attitude of sports pedagogue to discipline														
		A		B		C		D		E		SV	SV bod	M	st. dev.	rang
		f	fx5	f	fx4	f	fx3	f	fx2	f	fx1					
1	8	52	260	131	524	133	399	112	224	43	43	471	1450			3
2	17	56	280	127	508	119	357	112	224	57	57	471	1426			4
3	19	74	370	133	532	110	330	94	188	60	60	471	1480			1
4	20	63	315	135	540	122	366	108	216	43	43	471	1480			1
5	23	62	310	137	548	119	357	106	212	47	47	471	1474			2
	SV	307	1535	663	2652	603	1809	532	1064	250	250	471	7310	15,52	43,68	

The frequency of the results of the assessment of pupils of rural, suburban and city schools, the negative characteristics that are displayed in the teachers in teaching and free activities, were converted into points, calculated the arithmetic

mean that is $M = 15.52$, and the standard deviation $\sigma = 43.68$.

In Chart 4 we presented the results of the students' assessment of the negative characteristics of the teacher about the modality "attitude of teachers towards discipline".

Chart 4: Results of the assessment of pupils of the modalities indicators, attitude of the sports pedagogue according to discipline - „negative traits“



According to the student's assessment of the frequency and intensity of manifestation of the negative characteristics of the pedagogue of sport within the modality of "attitude towards discipline", inconsistency, irresponsibility, falsity, stiffness, inertia, under the number three and four that occupy the first rank. The second ranking occupies the qualities under number 5, that is, the characteristics of teachers, the tendency to search and slander. In the third rank are the qualities under the serial number 1. i.e. the qualities of teachers are self-centered, principled, and cruel.

The last fourth ranking according to the frequency estimates of pupils of rural, suburban and city schools are the characteristics of pedagogues of sport indifference and pessimism under the serial number 2.

In Table 5, the table shows the cumulative frequencies of students' assessments of the positive and negative characteristics of the modality, the attitude of the sports pedagogue towards discipline.

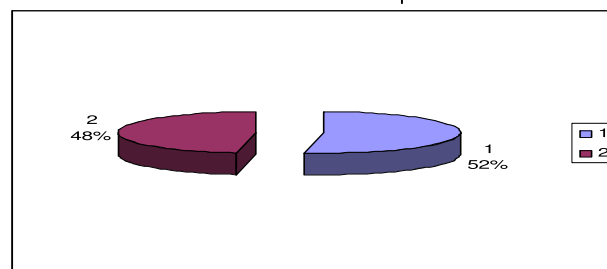
Table 5: Frequency estimates of pupils of positive and negative modalities "the attitude of sports pedagogue to discipline"

Urban, suburban and rural schools - Collective results - positive and negative characteristics																
No	INDIK.	Pedagogical Features: The attitude of teachers towards discipline														
		A		B		C		D		E		SV	SV bod	M	st. dev.	rang
		f	fx5	f	fx4	f	fx3	f	fx2	f	fx1					
1	poz	208	1040	693	2772	725	2175	792	1584	408	408	471	7979	16,94	34,03	1
2	neg	307	1535	663	2652	603	1809	532	1064	250	250	471	7310	15,52	43,68	2

The results of the assessment of the pupil indicators of positive and negative characteristics of the indica-

tors in the modality "attitude of the teacher according to discipline" are presented in Chart 16.

Chart 5: Assessment of students' positive and negative characteristics of pedagogues of sports modality "attitude towards discipline"



In this table and Graph 5 we present the estimates of students' positive and negative characteristics of the pedagogue of sports within the modality of the

attitude of the teacher towards discipline, and we note that somewhat greater presence of positive (52.00%) than negative (48.00%) the characteristics

of the pedagogue of sports in the educational

CONCLUSION

On the basis of obtained results of the research on pupils 'assessments of the characteristics of the personality of sports pedagogues expressed through the presence of indicators of the modality "attitude towards discipline", we have come to the following conclusions to calculate the value of differences in the arithmetic meanings of students' estimates of negative and positive characteristics of pedagogue sports modality, attitude towards discipline, , DM = 1.42, and the standard error of arithmetic mean difference is SEDM = 2.54. The calculated t-value is 0.55 and for df = 940 at the significance level 0.05% is 1.96; on the basis of which we conclude that there is no statistically significant difference in the assessment of pupils of negative and positive characteristics of teachers of the modality "human qualities of teachers" at a level of significance of 0.05% with 940 degrees of freedom. By calculating the values of χ^2 and t-values, we did not find significant deviations from the estimated empirical ones from the expected frequencies, that is, there is no statistically significant difference in the

process.

assessment of the presence of students in the expression of the indicators of this modality, thus establishing that we have confirmed our hypothesis that it was: significant deviations in the estimation of empirical predictions from the expected frequencies and statistically significant difference in the assessment of pupils of modalities indicators, the attitude of sports pedagogue to discipline as a factor of the relationship between factors in the educational process.

The dominant characteristics of the pedagogue of sport (indifference, pessimism, inconsistency, irresponsibility, tendency, slander, lying, self-control, primacy and stiffness) assessed by pupils of rural, suburban and city schools within the modality of attitude of sports pedagogue towards discipline often determine subordinate, autocratic, inhuman, chief, repressive, conformist, rigid, distrustful, hierarchical relationships between pupils and teachers with a distinct teacher domination, who are largely insufficiently pedagogically stimulating, demotivating, followed by coercion, physical punishment, disdain, discomfort, tension and monotony working atmosphere.

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