



HOW TO GET HIGHER QUALITY SCHOOL PHYSICAL EDUCATION WITH A RETROSPECTIVE ON STANDARDS IN EDUCATION?

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Abstract:

There is no improvement in the quality of school physical education without establishing standards in education. Basic problems, questions, and models of effective teaching of physical education (PE) are presented. The goal of this topic is that after the adoption of the standards, the professional public gets to know, prepare, and activate them for their application in practice. Through a comparative analysis of the valid goal and program of physical education for primary education, recommendations for the way of implementation, and characteristics of educational standards for primary education and upbringing, educational goals and tasks are made concrete through student achievements - visible outcomes in behavior and reasoning. This is the answer to the question of how to achieve better effects and increase the quality of physical education, the capacities we have at our disposal. Focus on: competence in skills, knowledge in physical exercise and physical education and evaluation of physical exercise and physical education by students, standards that objectify assessment and grades, make them comparable and provide a basis for developing instruments for self-evaluation. One of the significant contributions to the achievement of teaching in accordance with educational standards is the activation of teachers, students, parents, the school and the local community. Dilemmas were raised in connection with specific problems in the

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educational field of physical education, and above all the conditions for the implementation of the physical education program, as well as the implementation of teaching content, within the first cycle of basic education, which directly reflect on the possibility of reaching the standard by the end of the mandatory of education.

Keywords: goal and tasks, physical education, standards, quality

1. Introduction

The main problems of higher quality school PE relate to the connection between the following statements and actions, such as: the discrepancy between what should be done and the way it is carried out ("I know but I don't do it"), then the scope of knowledge about quality and valuable physical education implementation of expected actions by teachers towards visible effects, as well as weak commitment in teaching students, motivation and approaches to teaching and learning styles (Mosston, Ashworth, 2010). The often-present traditional physical education in schools has a formal character, which is characterized by the so-called display or reproduction of teaching contents and in all school ages, in three forms such as: logical-formalistic, romantic-recreational, and organically functional forms of realization of teaching. The teaching task proposed by the teacher and the actual level of students who fulfill these tasks is the main contradiction in the current phase of PE teaching. In order to fundamentally resolve this contradiction, we must find the reason in both the teacher and the student. The teacher, as a subject in the teaching process, must better understand the connotation of physical education teacher's ability and learning. Reasonably building a system of education and skills of physical education teachers will definitely meet the current needs in physical education (Hellison, 2003; Krum, 1993; 2012).

Back in 1960, Mitzel constructed a form for the quality of the teaching average (efficiency and effectiveness of teaching) which helps in understanding the teaching and enables research findings to be presented concisely. Many teaching theorists have modified, refined, and used this pattern. The model for effective teaching of physical education includes segments: formation, contents, process, and results (Ilić, Zdanski, & Galić, 2009).

The formation process refers to the teacher's characteristics: his formative and practical experience, his personality, and other personality traits. The process or content segment refers to the teaching environment (which is especially important in physical education), teaching materials, teaching aids, working conditions, and the formed experience of students.

The education process segment refers to activities (what happens in the class, in the hall, on the school playground), and the education results segment refers to immediate and cumulative effects. Research that is not based on processes of only formation and results in this context provides modest knowledge that can be used in teaching practice. The emphasis and priority of the research must be shifted to the

dimension or segment of the process, according to what happens in the department (not the class) in order to be able to understand the teaching (Krsmanović, Berković 1999; Findak, 1999; Višnjić, Jovanović, Miletić, 2004; Branković, Dragić, 2007).

This direction of research in physical education began to appear in 1980. If we wanted to take a brief look at the effectiveness and quality of teaching in physical education, we could say that it is made up of "behavior", and refers to:

- 1) **Observation of the teacher's behavior** (atmosphere in the class, interventions of the teacher-organizational functions, interventions in the content, and the same connected with feedback),
- 2) **Student behavior** (systematic observation of students in physical education classes is still rare, and there are very few developed observation systems) in terms of:
 - a) duration of exercise - academic learning time (ALT) e.g., elementary school students were active in class 29.9% of the total time available in the class (exercise 15.3%, play 10.3%; exercise 3.6%; movement exploration 0.2%; expression-communication 0.5%). There is a large and significant inconsistency in relation to the activity being practiced: sports games, athletics, exercise on equipment and on the ground, dances, etc.,
 - b) time spent on organization and set-up - placement and manipulation of props (physical education teachers have a hard time navigating this segment as well),
 - c) students' attitudes about the lesson and the implementation of teaching content (existing and available assessment instruments),
 - d) unproductive time - the number of attempts at the skill and inadequate behavior, for which one should give as much time and attention to what the students do, as attention was paid to what the teachers do, this applies to everyone and to physical education teachers).
- 3) **change in teacher behavior** (analysis, first of all, of teaching as an independent criterion, interaction, approach, and learning styles, through instruments, pedagogical documentation, corrective feedback, etc.)

The goal of this topic is to inform, prepare, and activate the professional public immediately after the adoption of standards (criteria, forms) for the process of their incorporation and application, as well as to emphasize the possibilities for improving the condition and functioning of important segments for physical education. Standards define statements about the basic knowledge, skills, and abilities that students should acquire to a certain level of education. Standards articulate the most important requirements of school learning and teaching and express them as visible outcomes of student behavior and reasoning (Krsmanović, 1996; Najšteter, 1997; Kragujević, 2005; Bronikowski, 2010).

As instruments of the overall educational process, standards study or deal with its most sensitive part - learning outcomes (effects) and become part of the quality assurance mechanism. Educational standards for the end of compulsory education have the character of a final evaluation. For physical education, it would be significant to

formulate process standards as part of the evaluation that is carried out earlier and provides the possibility of influencing the further course of the educational process. In physical education, general and scientifically unfounded judgments are often made, from extremely negative evaluations of the material working conditions, teaching work, and the content of the program to statements that our physical education is the same as education in general, to rare positive evaluations that are based on good examples from practices (Bokan, & Kebin, 2003; Ilić, Zdanski, & Galić, 2009).

Standards for basic education should be developed and approved by the Ministry of Education and Culture and the Republic Pedagogical Institute (adopted by the National Education Council of Bosnia and Herzegovina and Republic Srpska), which will contain standards for all subjects in which physical education is part of general education.

We do not know what the real situation is and which of the mentioned characteristics prevails in school physical education classes. Although there were, and still are today, criteria (areas, thematic areas) in school physical education based on which the success of students, teachers and schools is evaluated, until now there was no systematic, and based on generally accepted standards (present norms of growth and development) basis ensured process of evaluation of learning outcomes after a certain level of schooling in relation to: goal, tasks, learning outcomes and standards. Because of this, it was not possible to carry out a more objective (only) evaluation, as well as to compare the results of one's own work (especially the growth and development of motor skills and postural status) and the work of others, at the level of the school, the local community, the wider community - the region, and even the national level (Bokan, & Kebin, 2003; Bjeković, 2012). Applying national standards will make these processes possible. However, it should be borne in mind that, when it comes to physical education, meeting the standards depends on a number of factors that dictate adjustments and, in a large number of schools, reduce the possibilities of their realization.

The need to establish the evaluation of the educational process and, within that, physical (sports) education and upbringing in the sense in which we interpret it today, was defined, in Europe, by analyses, reviews, and concepts almost half a century ago. For example, it is described by need and terms (goal): thinking and problem-solving strategy, as well as communication (Luxembourg), learning strategy (Spain, Italy, Netherlands), taking into account individual needs (Great Britain), and individual development and its integrity (Denmark), focusing on the feeling of well-being, popularly speaking benefit, and pleasantness (Austria, France, Belgium). In the Russian Federation, the need to evaluate the educational process is based on the activity and socio-cultural approach of students, which represents a kind of innovation in the reform of school physical education (Dmitriev, 2010). Older teachers remember it from 1984-1994 as a forerunner of learning outcomes in physical education, minimum educational requirements appear as an integral part of the subject areas and thematic units by classes, which indicates that the profession followed the processes in physical education outside our area.

In numerous researches of the past decades, a "crisis of physical education" was established and various solutions were proposed, some of which were applied in

practice, while some remained in the realm of theory. Thus, in the past 30 or so years, we have remained without student physical education. Due to a number of objective and subjective reasons, there has been a stagnation and decline in investment in the material base and the abandonment of facilities, inappropriate use of teaching aids, and ultimately a decline in the quality of school (student) physical education. Reports and analyses that, in parallel with the consideration of the position, goal, and tasks of physical education, also consider the elements of the organization of sports, as well as the connection between the education system and the sports system, samples, samples, displays, displays that we know in our country.

It is known that in Serbia there are three classes in the first cycle, and 2 classes per week plus 1 class for the chosen sport in the second cycle of education, as well as extracurricular activities and school sports. It could be said that physical education is well positioned in the educational system and that this position needs to be defended, maintained and a lot of energy invested in order for school physical education to be of higher quality or more advanced (Višnjić, Jovanović, & Miletić, 2004; Radojević, 2011). Today, in the program for older elementary school classes, there is one class (the third in the weekly fund) of physical education, as a compulsory elective. But that doesn't mean it will stay that way. Or that class PE is most often replaced with some other "more important" subjects (mathematics, nature and society, informatics, native or foreign language, etc.)

Let's take the example of Slovenia, where students and teachers were left without one lesson a week in the upper grades of primary school and now have two lessons a week. Of course, this is not a good idea, because students 'suffer' from health and developmental problems, declining immunity, increased overprotection, obesity, anomalies of different (perceptive) types, age of facilities, and fewer and worn out (outdated) teaching aids, established by norms. So many times, in different formulations, the repeated statement that modern life with insufficient movement brings exclusively unfavorable influences on young people in terms of: obesity, postural status, juvenile diabetes, cardiovascular disorders, that is, in chronic non-communicable diseases, psychosocial problems, would be misused if it were not "Painfully" accurate, and that it does not appear in the younger school age. To remind: "Movement is food, medicine for the body, spirit and soul".

Why are we talking about these problems in the Physical Education Standards at the end of compulsory education? Because the process of physical education, outcomes, and standards can hardly be achieved if there is no vertical connection between teaching contents and outcomes, by (teaching) cycles, of children of younger and older primary school age.

For physical education, often insufficient implementation of the curriculum in the first cycle of education, for 70 years (with exceptions), there have been problems that are almost impossible to overcome or compensate for in older classes or the second cycle. "What is missed is hard to make up for when it comes to growth and development".

As for other educational fields, including physical education, work in the younger school age is of inestimable importance, so that the same can be systematically continued in the older age. It is possible that high-quality school physical education in the first cycle would influence the formation of habits and students' need for physical exercise so that various health and psychosocial problems and difficulties would not be manifested to such an extent in the second cycle (Bokan, & Kebin, 2003). Our problem is that we complicated basic education by conditionally dividing it into a so-called triad within the framework of 9-year basic education and upbringing) where the 5th grade passed into the scope of work of teachers and classroom teaching, and the creation and allocation of curricula and programs of classroom teaching was left to teachers (Ilić, Zdanski, & Galić, 2009). Based on the results of research related to: insufficient physical activity and obesity, physical growth and development, and postural status of children of the first cycle. German experts believe that the problem must be solved from the aspect of the efficiency of classroom teachers. There is little to be done about it, because for a long period of 30 years or more, teachers have not been further trained in physical education, at least when it comes to Bosnia and Herzegovina (Bjeković, 2009).

In the discussion about standards in physical education, two options were distinguished. The *first* is aimed at education through physical activity and sports, the purpose of which is socialization and an integral approach with psychological support, and the *second* insists on the goals of education and upbringing through physical activity and sports aimed at physical growth and the development and improvement of motor skills, which is part of health.

The question arises, which option is more important?! At this moment, we do not know which option will prevail in the future. It is clear that one cannot do without the other.

It is interesting to say in the forecast of German experts, given the importance of physical education and sport in society (but not as it is today), bearing in mind its social and health role, regardless of the pedagogical goal, the need for public health will prevail. It will be the leading incentive for the future development of physical and sports education. We would also like to point out the Russian example, which is very interesting when the reforms of physical education with an anthropological approach to children and youth are reflected in a unified activity and sociocultural approach to school physical education. Numerous authors in our region, based on the results of current research, increasingly insist on solving the problem of quality physical education in preschool and younger school age. However, we have the least educated workers there. The initial education of physical education teachers and their permanent (non-formal and informal) professional education, especially on current topics, are such that they would enable significantly better-quality physical education at younger ages (Branković, & Dragić, 2007; Radojević, 2011).

There are numerous sources that help to understand the need to ensure the quality of education, the connection between the goals of the educational process and outcomes and standards, self-evaluation at all levels, recent literature and sources (laws,

regulations, reform acts of Serbia, Russia, Europe, etc.), which are among other things, helped in the formulation of these findings and recommendations.

2. Elaboration

2.1 On the goal and standards of physical education

Physical education pedagogues, teachers, professional and scientific workers who deal with issues of school physical education, the goals and tasks of physical education are known, but we will still mention them for two reasons.

The first reason for discussion and written materials on defining goals and tasks in educational subjects and physical education (as an integral part of general education) that express critical evaluations are, for example, the "declaratively stated educational goals" are (were and remain) so generalized and distant from the real conditions of work, the prescribed curriculum and the program of professional training and education and harmonization of physical education teachers, that they could not represent a point of reference in the relationship on which it would be possible to evaluate the quality of educational processes and achievements at the level of the school network, specific schools, individual teaching programs, teachers and students.

Before such a negative general assessment of the definition of goals and tasks in educational subjects, the committee for the creation of the new Physical Education Curriculum had previously formulated the general goal of physical education, as well as general and special operational tasks, with the explanation that "... without of a global goal, without a theoretical determinant, without a leading paradigm on the global understanding of physical education in school and social reality, there is no valid basis for reform." Even then, the goal of physical education was aimed at building generative (giving birth) and transfer knowledge, skills, and abilities.

"The goal of physical education classes is to contribute to the integral (psychomotor, cognitive, and affective) development of the personality, the development of motor abilities, the acquisition, mastery, and adoption of motor skills, habits and basic theoretical knowledge in everyday and specific conditions of life and work" (Višnjić, Jovanović, & Miletić, 2004), especially *"monitoring and evaluation of the same"* (Ilić, Zdanski, Galić, 2009).

The **general operational tasks** (Krsmanović, 1996; Višnjić, Jovanović, Miletić, 2004; Kragujević, 2005; Ilić, Zdanski, Galić, 2009):

- encouraging growth and development, proper body posture,
- development and improvement of motor skills,
- acquisition of motor skills provided for in the curriculum and the theoretical knowledge necessary for their realization,
- the formation of moral-volitional characteristics of the personality, the development, rather, the education of conative personality traits (four conative factors out of a total of 18 traits from the part of pathological conative factors in coded labels: Anxiety - A1: a state of indefinite fear, anxiety and insecurity, Inhibitory conversion - I7: control excitatory-inhibitory processes, egoism, illusion,

Aggressiveness - T15: with reactions of desirable aggression, anger, destruction, intolerance, and disintegration of behavior - L17: indifference, disproportionate reactions, disorientation, distraction, with perceptual disorders,

- enabling students to use the acquired experiences on a daily basis,
- acquiring and improving awareness of the need and benefit of preserving and improving health, protecting nature, the human environment, cleanliness, and correctness of mutual relations.

Special operational tasks (Najšteter, 1997; Findak, 1999; Višnjić, Jovanović, Miletić, 2004; Ilić, Zdanski, Galić, 2009):

- development and education of basic motor skills,
- acquisition and improvement of motor skills and habits from the curriculum,
- application of acquired knowledge, skills, and habits (in games and competitions)
- fulfilling social needs for group and personal confirmation,
- aesthetic experience and expression through movement,
- adoption of ethical values and education of will among students.

Another reason for stating the aims and objectives of physical education stems from their essential connection with outcomes and standards. Between the standards as set in this paper and the goals stated in the teaching programs, there are differences both in their function and in the degree of operationalization and precision of statements. The goals of physical education as well as general and special operational tasks are formulated in such a way that they provide all the elements for quality learning outcomes and contain the predicted indicators that were created in the past period in our region, especially in Serbia. (Standards for the end of primary education - physical education).

Until the adoption of the standards, there were no clear evaluation mechanisms, especially in the part related to theoretical knowledge about physical exercise and physical education and evaluation of physical exercise and physical education by students (belief about the values of physical education). In this regard, the Russian Federation has very enviable professional experience, which should be used.

When it comes to the goal and general and special operational tasks, it can be stated that they are formulated in such a way as to cover the functions that physical education should have in the education system. Consideration of problems related to the incorporation of elements related to education and upbringing through sports is forthcoming.

Processes that achieve a functional connection between, on the one hand: the subject of physical education, (eventual mandatory elective subject: physical education - *chosen sport*, extracurricular activities and school sports, and on the other hand sports activities, in which a close connection is created with the local community and sports clubs, they are not simple nor can they be easily and quickly achieved. There are no such experiences in practice in our region, or there are very few. The fact is that certain forms of these connections exist and that it is necessary to investigate and establish the quality of the existing connections. It is possible that the standards at the school level, with their future clear requirements in some of the following changes, will define the connection

between school and sports, and thus encourage significant changes in the field of "education through sports".

2.2 Educational standards in physical education during and up to the end of primary education

We will list the general characteristics of the standards as well as the possibilities of their application within the standards in physical education.

2.2.1 Verifiability of specified educational outcomes

The first (not coincidentally) educational standard relates, we remind you, concretely, not always measurable, for physical education are specific skills, knowledge and skills of students.

a. Competence in skills e.g. for 6th grade students:

- **Qualification in skills, Track and Field:** running 100 and 1000m for male students and 60m and 800m for female students (participation in cross country); long jump/high jump - to the result.
- **Exercises on devices and on the ground:** for male students: teaching content of the program of exercises on the ground, vaulting of the gymnastic horse, one device in a vertical position; for female students: teaching contents of the program of exercises on the ground, vaulting of the gymnastic horse and the gymnastic beam (low).
- **Dance and folk dance:** with musical accompaniment, play a folk dance or a modern dance.
- **Handball:** game (participates in competitions).

b. Knowledge in physical exercise and physical education:

- Knowledge about physical exercise, physical and health education: meaning, impact, safety, and benefits of exercise and health.

c. Valuation of physical exercise, physical education:

- Valuation of physical exercise, physical education: attitudes, needs, beliefs, interests, teamwork, development of self-actualization (identification, individualization, and personalization). Valuation of motor skills: in relation to gender and age. Keeping a diary of daily physical activities.
- Focus on fundamental knowledge,
- Cumulativeness,
- Differentiation,
- Understandability,
- Feasibility,
- Obligation for all.

2.2.2 Requirements for fulfilling physical education standards, their contribution to better organization within the profession

Future research on physical education standards should be conducted in schools with favorable working conditions and then conclude the quality of the standards. It would be a step backward if the standards, as well as physical education programs at the national level, were to be adjusted indefinitely to work conditions, primarily because the outcomes in education should be adjusted to the abilities and potential of the students.

- a) From the narrower context of requirements for fulfilling the standards, on this occasion, attention will be paid to: school, local community, parents, and physical education teacher
 - Ensuring school functions,
 - Vertical connection of the realization of goals and outcomes of the first and second cycles of basic education,
 - School cooperation with the local community and involvement of parents,
 - Hiring teachers.
- b) From the wider context of requirements for fulfillment of standards, it is important, among other things, to bear in mind the process of application and improvement of standards at the national level and the role of professional and scientific workers from the scientific field of physical education and sports in that process. For the standards to be applied, it will take time to publish them in the Official Gazette and inform the professional public that the standards have been published, as well as for education (educational advisors) and teachers. Of course, there will be difficulties, as was the case with the professional development program for teachers in the past period. However, when looking at the overall context of the powerful means that the standards provide for efforts to ensure quality, elements of the teaching process (material working conditions, goals, outcomes, self-evaluation, and external evaluation), other significant elements for improving the standards themselves can be expected. In the future, the standards will include other, significant effects for physical education. Their formulation will require the implementation of numerous projects that are either directly related to the standards or directly affect the quality of physical education outcomes, for example:
 - **Defining new indicators, indicators, and standards.** It is important for school physical education to include other important learning outcomes, such as the state and improvement of motor skills, peculiarities of body posture, and peculiarities of social behavior of students, which are directly related to the realization of the process of physical education, so if we want, safety and childcare. A positive contribution can be made if a conscious process is taken into account in all dimensions of the student's personality development. In the standards for physical education for the end of compulsory education, in every place where it is in context, there is a note that it is necessary to carry out special research and propose tests for the national battery of tests.

- **Database formation.** Along with the parameters from the database (PE info-system) and the corresponding program, the process of evaluating the results (effects) of the students, criteria are formulated on the basis of which the student is referred to the movement or sports activities in which he can have and what he can do (which can have) and in what way evaluation, getting its full meaning.
- **Projects aimed at improving the standards and programs of PE.** The implementation of projects related to improving the standards and programs of physical education basically depends on the selection, quality, and updating of the entered parameters in the database for physical education within the unique professional information system. For these tasks, it would be useful to cooperate on relations: Republic Pedagogical Institute (bar sector) for evaluating the quality of education and upbringing, Institute (sector) for the improvement of education and upbringing, Faculties of Physical Education, etc.
- **Projects aimed at connecting physical education with other activities that deal with prevention, movement, and play activities and sports.** In order for physical education to be part of the overall process by which physical education is offered to the social community as an educational and educational area of special interest, it is necessary to further implement projects that connect physical education with programs: sports and school sports strategies, laws on sports where personnel are mentioned, material base, infrastructure, as well as their availability to all students and under equal conditions. Framework action plan for the protection of children and youth from school violence and other documents that can be the basis for research projects.
- **Projects that systematize and publicize the previous results in the scientific field of physical education and sports.** Of particular importance would be the implementation of projects that systematize the significant effects of previous research projects and works, which have been achieved in the scientific field of physical education and sports, and which would be representatives, institutions, institutions, institutions of professional assets and societies of physical education pedagogues, psychologists, pedagogues, sociologists, institutions dealing with education issues.
- **Project to improve the organization and work of the association of physical education pedagogues and the school association for physical education.** Realization of projects aimed at improving the work of the Association of Physical Education Pedagogues and the School Association for Physical Culture and the connection of all within these professional associations (bodies), where goals, tasks, learning outcomes are realized, meeting the standards of PE is essential importance and depends on, as well as (self) evaluation. They are an additional incentive for better work in physical education.

3. Conclusions

The standards provide significant support for efforts to ensure and improve the quality of school physical education (material working conditions, goals, tasks, learning outcomes, self-evaluation, and external evaluation. They also raise the question of whether physical education should also carry the important term education in its name).

Entrance standards: material, spatial, and technical conditions, the quality of teaching aids, and other resources that ensure motivated implementation of teaching, which are significant limiting factors for meeting the educational standards for the end of primary education, especially at a younger age.

General characteristics of standards: differentiation, comprehensibility, feasibility, and obligation for all are fully applicable to standards in PE. Due to the lack of a set of tests accepted at the national level, the characteristics of the condition and development of students' motor skills were not taken into account, which is a serious lack of standards.

Cumulativeness as a general characteristic of standards is very problematic for physical education. A series of competencies that a student should acquire in the first cycle of education is mostly not achieved, so this unfavorable situation is reflected in the quality of the outcome at the end of primary education. That is why it would be important to develop a proposal for standards in physical education for the first cycle of education. The standards determined by the outcomes directly affect the program, and the program requires teacher competencies. Limiting circumstances stem from the quality of the initial education of physical education teachers and classroom teaching, the lack of working conditions, as well as insufficient interest in the implementation of physical education teaching, especially due to the lack of knowledge of teaching technology - a key quality in work.

The provision of professional work in the first cycle largely depends on the school, because the possibility of professional work is left to it depending on the school's work plan. The association of physical education pedagogues should have its own strategy for ensuring quality work with the youngest, bearing in mind and referring to the obligation for everyone to meet the standards of education and upbringing, as well as the fact that independence and responsibility for the quality of the physical education process is not borne only by the PE teacher, but also other teachers, parents and the local community.

The physical education teacher is responsible for the quality standards of the output of knowledge, skills, and habits after the end of schooling. This is made possible by quality initial formal (non-formal and informal) education and professional development, self-evaluation, and evaluation.

In the future, the standards will include other outcomes that are significant for physical education. Their formulation must be scientifically based. This refers to the definition of indicators and standards of the condition and development of motor skills, characteristics of postural status, and sociocultural behavior and personality traits of students. Future research related to standards should be conducted in schools that have favorable (adequate) working conditions and then draw conclusions about their quality.

A step backward would be to align the standards and physical education programs at the national level with working conditions, which seems to be the case. That is why it is important to organize classes according to the level of complexity (in three or at least two groups).

The traditional approach does not lead to an increase in the quality of school PE. Students who are capable of much better results than those achieved in today's working conditions, which adversely affects their integral development. Formulated standards contribute, on the one hand, to the motivation of every teacher (practitioner), student and school, local community, but also motivate professionals and experts to finally see the importance of physical exercise and physical education. One should be aware that rarely in the materials, acts of the Ministry of Sports or the Ministry of Education, related to the reform of education and teacher training, faculties are recognized as institutions whose programs have always been, and still are, aimed at the pedagogical and theoretical-methodical training of future students, pedagogue of physical culture. This attitude initiates and encourages the profession to engage in quality positioning within the education system.

At present, an important and urgent measure in school physical education includes the innovative ability of physical education teachers, effective educational and scientific research ability, the art of self-practice and demonstration, the ability of self-summarization and reflection, creating the best environment in the physical education hall, good observation with critical thinking ability, review of knowledge and the ability to use modern teaching technologies.

The education and teaching ability of the physical education teacher can be considered as the ability to educate the child's personality. It is the ability to promote the physical and mental health of students. Teachers should first love their work and devote a lot of time and effort to their achievements. A good moral of the teacher is also an interpretation of the ideological and moral education of the students.

Of course, in connection with the situation in physical education, there are significant differences between countries in this regard, which we must always keep in mind, and even between individual and nearby schools. In some, school physical education is flourishing and on the rise, but there are few of them, and in some it is unrecognizable, and in which the following problems and shortcomings always appear around the world:

- 1) Low student-teacher status (and the role of the subject in teaching),
- 2) Decline, alienation, and marginalization of student-subject
- 3) Reducing the time (out) of the curriculum (action) for exercise,
- 4) Neglecting health and physical education as part of education in primary, secondary and higher education,
- 5) Poor conditions/availability of: teaching aids, facilities, exercise space,
- 6) Lack of competencies of PE teachers, even their elementary ignorance (because we did not pass the regulation on competences),

- 7) Low standard of the program (bad curricula, inappropriate, unclear goals, tasks and learning outcomes),
- 8) Weak, outdated, spontaneous and undeveloped training programs for PE teachers,
- 9) Modest organization and implementation of classes,
- 10) Lack of connection between the school (absence of a physical culture society and a society of physical culture pedagogues) with parents, the local environment, associations, clubs, etc.,
- 11) Gap in credibility (trust) of all actors of the teaching process and wider social community or environment.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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