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Published in the Russian Federation
European Researcher
Has been issued since 2010.
ISSN 2219-8229
E-ISSN 2224-0136
Vol. 104, Is. 3, pp. 184-192, 2016

DOI: 10.13187/er.2016.104.184
www.erjournal.ru



Pedagogical sciences

Педагогические науки

UDC 37

Leisure Time of Children and Youth in Slovakia and Brazil through Physical Education and Sports

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Abstract

This study aimed to compare the leisure time of children and youth in Slovakia and Brazil, through Physical Education and Sports. Partial knowledge of contribution presents theoretical basis, findings and present research results which clearly point out the widening trend of consumer lifestyles of children and youth in Slovakia in relation to leisure time of physical education and sports as one of the major factors in addition of participating to create in family a positive relation to lifelong physical activity. At the same time physical education and its forms in relation to health of pupils is one of the primary elements of human existence which are resulting in increased

quality of lifestyle of everyone in adulthood through the appropriately selected active recreation of leisure time in relation to prevention.

Keywords: physical education, leisure time, interests, pupils.

Introduction

Leisure time is a dynamic social phenomenon which provides space for self-realization in activities and actions according to their needs and interests. Creating of sufficient opportunities for positive leisure time activities for children and youth and cultivating the right attitude of leisure time as a significant individual and social value is an assumption for a productive and prosperous society.

The beginnings of the definition of leisure time came from ancient Greece and philosopher Aristotle whose perception in other developmental stages of humanity underwent and passed social, political and economic changes. Patronage of leisure time now falls under the World Leisure Organization. In this context undoubtedly important determinants are involved in the creation of relation to lifelong physical activities in addition to the family and the school through the physical education and sports and their forms where we present the research results and findings from the theoretical resources.

The current population of adolescents, children and youth are less interested in the possibility of organizing regular interesting and other leisure time activities as it was back in the 1980's. Children and youth give priorities to occasional events according to individual interests and particular spontaneous use and survival of leisure time in a friendly informal peer groups, parties but also in passivity and boredom.

Aim. This study aimed to compare the leisure time of children and youth in Slovakia and Brazil, through Physical Education and Sports.

Theoretical resources. The current lifestyles among children and youth has changed basically the regime of work and rest entered hypokinetic character with the absence of structured physical activities in leisure time which translates in their regime of exercises (Lukšík, Dieskova, Uhrová, 2005).

The current physical activity of population of European Union which are age between 15-24 years, shows Antala, Labudová (2011), are based on the Eurobarometer (2010), referring to the fact that one of the problems in Slovakia is continuing a larger number of students who regularly do not do any sports or for whom sport is not the preferred physical activity in leisure time (Table 1).

Pan-European television survey UPC (2007) reports that 37% of children and youth in Slovakia spend watching television in average from 1.5 to 3 hours a day but 22% of them spend watching television more than 3 hours a day (Vitáriušová et al., 2009). Regularly organized physical activities devote only every third student points out Ministry of Education of the Slovak Republic (MŠ SR) (Antala, 2011).

According to the research and findings of health statistics in Slovakia lack of physical activity starts in the primary schools and continues in secondary schools (Soos, Šimonek, Biddle, Hamar, 2010). Currently, pupils complete in primary and secondary education in average 13 000 teaching hours in which up to 93% are devoted to theoretical training and only about 7% of physical activity through physical education and its different forms (Slezák, 2009), which is due to an increase of intensity of study priorities and interests of students which include: TV, DVD players, computer games, internet, cell phones and social networks that contribute to the further growth of the locomotor deficit of pupils (Malina 2001; Welk, Blair, 2002; Zdravotná štatistika, 2007), but also expanding social and pathological features.

Ministry of Education of the Slovak Republic in this context further point out that 70% of pupils and youth spend four hours of leisure time working on computers, internet, watching TV, or playing with cell phones (Antala, 2011). What is above stated is in favor of the authors Bendíková, Kostencka (2013).

Table 1: Physical activity of children and youth of EU in age between 15-24 years (Antala and Labudová, 2011)

Group of respondents	Regularly doing sports	Doing sports with a certain regularity	Sometimes doing sports	Not doing any sports
Population of EU	9 %	31 %	21 %	39 %
15 – 24 years old	14 %	47 %	22 %	17 %
Male	10 %	33 %	22 %	34 %
Female	9 %	28 %	20 %	43 %

Source: EÚ – European Union

Soos, Šimonek, Biddle, Hamar (2010) investigated representation of physical activity and sedentary lifestyle in the daily routine of young people in eastern Slovakia. They found out that watching TV and shopping/ staying in the city contribute to passive leisure time during week as well as on the weekend. Boys and girls through the week spend active travelling (walking) but the boys spend more time by playing sports and exercises than girls. During week boys spend daily 41, 5 min. and girls 11 min. although during weekends boys spend 71.7 min and girls 11.7 min. Girls generally spend more time than boys with sedentary activities during the week as well as during the weekends.

Dobrý (2008) reports that spontaneous physical activity of children and youth falls mainly in girls after 14th year and boys between 16th - 18th years. Sigmund et al. (2009) find that preschool children are more physically active than 12-17 years old adolescents. Those findings confirm also other results from 1990 and 2010 (Antala, 2011) which show that in organized forms of physical activities outside the school is currently involved about 45% of boys and 40% girls.

A significant change occurred in the group of children and youth who have a compulsory physical education and sports in schools which is only execution of physical activities for them. Today it is about 25% of boys and girls in Slovakia, while in the past it was in average only 8.5% of boys and 11.3% of girls (Antala, 2010). Unlike in the past it is three times increase in boys and more than two times among girls (Antala, Labudová, 2011). We believe that the phenomenon arises of possible overloading of pupils at schools or at home and a lot of other interests which are in addition to sports activities with no time or improper organization of leisure time.

A serious problem in primary and secondary schools in Slovakia is a drastic increase of students who do not participate in physical education and sports. Currently according to the findings of the Ministry of Education of the Slovak Republic about 30% of children regularly apologize from physical education and sports because the subject is not classified. Bebčáková, Lalíková (2003), Slezák (2004) found that the number of boys who do not exercise is between 27.7% and 39.6% and the number of girls who do not exercise is from 38.2% to 48.1%. To the above Buková (2002) states that 15-25% of pupils is applying for partial or complete exemption from physical education classes. Similarly, the findings of Šimonek (2010) show a higher percentage of girls who do not exercise than boys and more in the countryside than in the city.

The reality points out the fact that the condition is associated with a number of subjective and objective factors (personality of teacher, pupil and doctor). Among the most frequent reasons for the active or passive (non) participation of female pupils in primary and secondary schools during physical education and sport education, which states Bendíková (2011) include: menstruation, the content of subject, lack of motivation, lack of movement on the whole, comfort, weak will, poor fitness, health problems (convalescence after influenza, tonsillitis), personality of the teacher, the hygiene conditions in schools (showers), lack of time for hygiene but also really silly manners such as (make up, gel nails, changing clothes, sweat, fatigue, order of the lesson, inadequacy of the zero/ first lessons but also the last lesson, preparation for examinations, or other objects).

Medical examinations also confirmed that the most common and central reason for non-inclusion of pupil and exemption from classes of physical education and sports are supporting disorders of musculoskeletal and respiratory systems (allergies). Thus this increasing of the requests for release and exemption of pupils from classes of physical education and sports became

as health deviations. Although the actual exemption of approved doctors is often "meaningless" against which it is currently a problem to object (Šimonek, Halmová, Kanášová, 2005).

Primary schools are attended by 4-6% of pupils with health disorders and secondary schools are up to 13% of pupils. If the number of pupils exempted from classes of physical education and sports in schools increases therefore there should be working sections of health physical education in accordance with trends of challenges of European Union. Analytical study of the situation and issues of health physical education as teaching subject in schools documented results by Labudová (2003).

Majerský, Hellebrantová (2006) state that integrated teaching of health physical education in the school year 2004/2005 was preferred than the actual teaching of pupils with physical weakness. Beččáková, Lukáč (2005) add that to them tends to 52% of teachers from eastern parts of Slovakia. Findings of Šimonek (2010) in this context indicate that only 2.5% of urban and 1% of rural schools comply with the statutory number of two hours of health physical education in all grades of primary schools. And 93.5% of urban and 98.0% of rural schools is not organized at all exercises with medically weakened pupils. In comparison with the findings of 10 years ago it is worsening by up to 33.5% - 38%. The shifts are not obvious nor the implementation of an integrated physical education.

The fact that hypokinetic way of life as an expression of the current form of interest and motivation then knowledge is a prerequisite for the formation of interest preferences, control and forecasting interests to become an important positive factor of leisure time in the structure of values of children and youth (Mandigo, Holt, 2000). The found results concerning the structure of the sport interests, confirmed previous research monitoring of the work: Peráčková (2008), Beččáková et al. (2011) which are focused on the application of various forms and devices (aerobics, pilates, zumba, aquapower, fresbee) and in physical education and sport (Kyselovičová 2007; Kampmillerová et al., 2010) which are confirming the positive impact whether the changes of the level of physical development, motor performance and functional ability of the pupils' organism (Chovanová, 2010) or interest about the subject.

The lack of interest of pupils of the movement as well as the subject arises precisely because of the lack of innovation and revitalization of the content of the offer subject and physical education and sport, which can also be a factor in the prevalence of civilization diseases among pupils in Slovakia. Trends in physical education and sport should be based on a respect sphere of interest of leisure time activities of pupils as well as the position and movement relative to the subject (Bendíková, Kostencka, 2013).

While monitoring the interests of children and youth about physical activities in the context of physical education and its form and physical activities in leisure time referred that several studies show that boys prefer dynamic sports with direct contact with the opponent ($p < 0.01$). Girls are seeking for more of physical activities of individual character, aesthetic orientation which are without direct contact ($p < 0.01$) (aerobics, zumba, pilates). Children and youth in Slovakia prefer leisure time whether in organized or unorganized forms of physical activities in relation to the options of part of the traditional and non-traditional character through sports games (football, basketball, volleyball, handball, hockey, field hockey, korfbal, baseball) also swimming, skiing, biking, hiking, ice skating and ice hockey. The above findings partly correspond with longitudinal research of Frömela et al. (1999) which confirmed this tendency towards physical activities that can be implemented even in their leisure time.

New understanding of physical education and sports in schools presumed influence of current, traditional "way of managing the learning process and changes in its structure. Ways of learning and creating conditions for the effective realization of the educational process in addition of incorporates a program teaching methods are also creative oriented procedures to the trend towards experience, emotional and relationship of pupils to sport activities and the social status and role of the pupil in the learning process (Bendíková, 2009b).

Teacher in teaching physical education should apply various forms of motivation which leads to an accentuation of the health aspects of specific exercises for the pupils (Cuddihy, Corbin, Dale, 2002) in conjunction with carefully chosen and applied didactic styles (Mosston, 1992; Mosston, Ashworth, 2002) methods and forms which are applied in the active leisure time. Therefore the demand for a change of undergraduate training of teachers will be as well as continuing education. What is important is cooperation of theory and practice where physical education and sport

directly but also indirectly creates space for diversification and implementation of innovative content filling lessons (Bendíková, 2009a). To liberalize the curriculum content of physical education and sports also indicate Labudová (2004), Majerský, Hellebrandtová (2006) which is currently imposed on teachers of physical education and increased demand and the choice of new, non-traditional movement activities and thus the space diversify offer of physical activities. The benefit should be that lessons within the school curriculum heterogeneous nature affecting indicators of health, with positive consequences on the physical, functional and motion progress of pupils and health-oriented physical prowess.

In addition to the unorganized activities for children and youth in leisure time generate interest offer of sporting activities in Slovakia through school sport clubs, school facilities through scheduled and non-interest activities. While in the years 1986 - 1990 in organized physical education was involved 56% of the pupils, unorganized activities carried out 69% of pupils. Greater interest in this activity, greater satisfaction with its content with the overall level of pupils expressed as the grammar schools, both boys and girls. By contrast, 69% of pupils were dissatisfied with the organization and management of activities in schools (Sýkora, 1991).

The current concept states that in 2010 registered the Department of Education and Forecasting 296 public leisure time facilities (69.81% of the total number of facilities), church leisure time facilities was 54 (12.74%) and 74 private (17.45%) (Overview CVČ, 2011). Of the total by the number of 424 leisure time facilities was 211 leisure time centers and 213 school centers of activity. Leisure time facilities and interest time activities of children and youth in 2010 reported on 15/9/2010 with 16,523 staff of regular school activities of which only 5,690 bodies have focused on the area of physical education and sport in which a significant distance followed departments which focused on culture and art with a number of 3726. In the context of physical education and sports departments were registered 121,301 members which is representing 44.32% of the total membership base time activities in a given year. Of this number, 121,301 members were 88,004 boys and 33,297 were girls. For interest time activities, including sports since 2004 can benefit from the education vouchers in accordance with § 7 sec. 8 of act no. 597/2003 on financing primary schools, secondary schools and school facilities, as amended, and amending certain acts. Educational voucher represents an annual contribution of state per pupil for school for special-interest education not just for sport. The value of education voucher for 2011 was 2.8 euros per month (€ 28 / school year). Financing of education vouchers in 2010 were for educational vouchers totaling € 17,783,774. These funds were provided by the provider of interest education. Most funds received communities (€ 10,494,614) and Higher territorial unit (€ 4,732,534). There is no available information, what percentage of finances was used for sporting activities (Management report, 2010).

In the non-governmental sector leisure time sport activities organized by other legal entities such as schools and school facilities in villages and towns, and especially various sports clubs and sections. The Slovak Republic has registered 10,020 sports clubs. Movement activities of their children in sports clubs are mostly financed by parents and those physical activities they can benefit from educational vouchers (Antala, 2011).

And what is the situation of Brazilians' children and young people? The Ministry of Sports of Brazil (2015) carried out a national diagnosis trying to identify the profile of physical activity practitioner and sedentary people. It was noticed that 45.9% of Brazilian population is sedentary, which correspond to 67 million people. Among young people between 15-19 years old, this physical inactive percentage is lower: 32.7%. However, this index grows up to 38.1% between 20-24 years old people, and keeps growing along with the age range.

Another alarming fact: 26.8% of people up to 15 years and 45% of people between 16 and 24 reported that they practiced physical activity, but abandoned it. But why does this happen? The reasons for this abandonment are presented in Table 2. As the table 2 shows, the lack of time for study, work or family was reported by 69.8% of respondents, and is the main reason for the abandonment of physical activity. This may be an indication that most people practiced some physical activity in their leisure time, but with the everyday obligations, they were forced to abandon such practices.

How can we change this situation? Investing in policies that encourage the practice of physical activities and sports. Thus, it is necessary to know when and where most people start the sports practice.

The survey conducted by the Brazilian Ministry of Sports (2015) pointed that 48% of people start the practice of sports at school, under the supervision of a teacher. Furthermore, 37.9% start practicing sports between 6 and 10 years old, and 31.4% start between 11 and 14 years old. This means that primary and secondary school, and consequently the Physical Education teachers, have significance for people starting to practice physical activities and sports.

Table 2: Reasons of physical activity abandonment (Brazilian Ministry of Sports, 2015)

Reasons	Percentage
Lack of time for study, work or family	69.8%
Problem in practice, lack of results and socialization	6.1%
Health or age problems	12.5%
Economic reasons	1.4%
Lack of space (facilities) to practice	3.2%
Fatigue, laziness or lack of motivation	7%

Source: Brazilian Ministry of Sports.

This is confirmed by the “Design to Move” report (MacCallum, Gopu, Howson, 2013). The authors pointed that:

For children, schools provide the most accessible, and sometimes only, opportunity for regular, structured play, physical education, physical activity and sports. This is particularly true of those with financial and/or transportation challenges, and those with parents who lack the time to enable their children’s participation due to work commitments. In addition, the institution of school—and its messages, expectations and the availability of positive physical activity options — is also enormously influential during a child’s primary and school years. That said, schools exert the most positive influence when the school as a whole works to encourage participation” (MacCallum, Gopu, Howson, 2013, p. 23). In addition, MacCallum, Gopu, Howson (2013, p. 23) portray the importance of the Physical Education teachers. This workforce is vital, so it is necessary to offer them high-quality initial training and ongoing professional development. This is essential to assure that they will “work to a common set of principles, both within and beyond the school curriculum”.

So, through this literature review, it was possible to notice some common points between children and youth in Slovakia and Brazil. One of these points is the lack of interest practicing physical activities and sports, which is influenced by several factors, such as lack of time and motivation. In both cases, one of the solutions suggested to try to reverse the growing inactivity framework is to encourage physical activity and sport in school, the place where many children and adolescents have contact with such practices. If this contact is positive, children and youth will have better chances to bring that experience to your life, to your leisure time.

Currently, leisure time is a major social problem where in practice the problems - excess and lack of leisure time. The difficulties caused by the lack of opportunities, interesting possibilities for use of leisure time, as well as missed opportunities, lack of interest in its meaningful use and abuse of leisure times, direct government indifference, and public reports on issues of leisure time of children and youth, lack of support for the creation and development of centers of activities of children and youth, lack of awareness of the possibilities of using leisure time, leisure time facilities for children and youth are not equally available to the population of children and youth in rural and urban areas, inconsistencies in theoretical and practical training of workers in leisure time, low support for the establishment of new sports facilities, health resorts in the region. In many cases, the possibility of leisure time for children and youth in Slovakia depend on the financial possibilities of parents as well as other important factors - distance from the town/ village, availability of information, but also the impact of the educational level of parents and others.

We believe that the complex causes of lack of interest of the movement, whether within classes of physical education and sports and leisure time has considerable variability, both in terms of gender and age of children and youth in Slovakia. Undoubtedly the results of action are biological, economic, political, philosophical and social factors of the society. The prevalent causes probably have deeper roots often related to biological and mental abilities of individuals falling in

physical education in the family related to the level of learned physical habits, skills and quality of the musculoskeletal system including the level of physical education at schools at a younger age and appropriate use leisure time in the family.

The problem of physical inactivity of children or youth and seeking opportunities to change the above mentioned negative trend is the subject of scientific research, debates and meetings of experts in various fields of social life. Searching for ways and means to attract children and youth to the regular physical education and sports activities are improving their lifestyle at a later age in life.

Conclusion

Although the reform was carried out at different levels and have different forms, it will be necessary to incorporate the mandatory content of teaching physical education and sport in schools of the latest scientific knowledge, leading to more efficient educational work of teachers which would in turn be reflected in pupils' competence with intentions to health, lifestyle, active rest and full use of leisure time. It follows that the school is one of the key position to influence attitude, leisure time preferences of pupils in addition to the family where motivation is a factor that determines the pupil for certain objectives, orientation, certain activities that provokes him to act in accordance with its aspiration of leisure time.

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УДК 37

Досуг детей и молодежи в Словакии и Бразилии, рассматриваемый через призму физического и спортивного воспитания

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Аннотация. Целью настоящей статьи является анализ и сравнение досуга детей и молодежи в Словакии и Бразилии через восприятие значения физического и спортивного воспитания в их жизни. В статье приводятся исходные данные и результаты исследований, которые отчетливо говорят об углублении тенденций потребительского образа жизни детей и молодежи в Словакии и Бразилии, что касается досуга, физического и спортивного воспитания – одного из важных факторов наряду с семьей, которое участвует в создании позитивного отношения к спортивной активности на всю жизнь. При этом физическая подготовка и ее разновидности являются одними из главных элементов жизни человека, переходящее в качество образа жизни каждого из нас в зрелом возрасте, рассматриваемое через призму соответствующего активного отдыха на досуге применительно к профилактике.

Приведенные первичные данные являются составной частью проекта-гранта ВЕГА: 1/0376/14 *Принужденные двигательные деятельности как профилактика здоровья для населения Словакии.*

Ключевые слова: физическая подготовка, увлечения, свободное время, ученики.