

Petr Kutáč, Vojtěch Gajda,
Miroslava Přidalová
Czech Republic

The Body Composition of a PE Teacher

Abstract

The study deals with one of the characteristic features of a PE teacher. It concerns the area of motional competences, which also includes body composition. Because of the difficulty in collecting data from working PE teachers, we decided to focus on future PE teachers – university students of PE and sports. The data collected indicates typical features of the future PE teacher.

Key words: *personality of a teacher, students, body composition, somatotype, fractionation of body composition*

1. Introduction

The personality of a teacher in the educational process represents one of the most significant components which influence the teacher's success (Frömel, 1987). The teacher's success is determined by his/her professional competences. The general notion of 'competence' was defined by Matoušek and Růžička (1978) who understand it as an ability to behave and act defined by certain standards. These standards are further defined as educational standards and professional legislative and personal standards. Professional competence in the area of pedagogy is defined by Čebišová, Jančurová and Paulík (1998) who divide them into five areas: moral, subject, pedagogic, self-educational and medical competences. Vašutová (2001) divides the competences into the following six areas: subject field; didactic and psychodidactic; general pedagogic; diagnostic and interventional; social, psycho-social and interventional; managing and normative. Spilková (2004) and Průcha (2002) and even the European Council define professional competences.