

## Summary

The aim of the research was to take into account the impact of environmental conditions on the effects of education in the field of education resulting from the effect and the effect ending in a characteristic primary class, after taking into account the functioning cycle of the core curricula implemented in the school year 2009/2010. The learning outcomes of the researched educational issue determine: the state of knowledge of pupils and students about real culture and the level of their motor skills. The conditions took into account the rural and urban environment, the level of methodological knowledge of teacher education and the state of teaching aids for physical activities.

In addition, an assessment of the implementation of physical education lessons in terms of its various aspects was carried out.

The research was carried out in 28 classes of rural schools and 10 classes of urban schools, which covered 512 people, including 262 schoolgirls and 250 schoolboys.

The following were used in the research: Drawing test for students of grades I-III "Knowledge of physical culture" (WOKF) and Test of motor skills for students of grades I-III of primary school (TUR) and survey questionnaires: Implementation of physical education in integrated education (RWFWKZ) and Directors on physical education in integrated education (DOEFWKZ).

Pupils completing the first stage of education showed an average level of knowledge about physical culture and a high level of motor skills. Research shows that the level of knowledge of students has an impact on the level of skills.

Early childhood education teachers presented a very low level of knowledge in the methodology of physical education and a small pool of specialist competences to conduct physical activities with children of younger grades.

The surveyed schools generally had an average level of didactic resources for the sole purpose of conducting physical education lessons in early school education. However, comparing the results of research from different periods, it can be stated that the school sports infrastructure is systematically improving.

Depending on the place of residence, the learning outcomes in the field of physical education of third-grade students of early childhood education were varied in some areas and comparable in others.

As in the case of environmental conditions, gender also differentiated the results in the above-mentioned categories of effects.