

THE ANALYSIS OF TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL

Mihai CIUBOTARU¹

Florin LEUCIUC²

¹ Ph.D candidate The University of Physical Education, Chisinau, Rep. Moldova
mihai ciubotaru11@yahoo.com

² Ph D professor "Stefan cel Mare", University, Suceava, Romania
f_leuciuc@yahoo.com

Abstract: *The educational system in Romania, a continually changing system, aims at innovation of the educational process through the necessity of applying a reform. The idea of reform is based on the fact of creating the objectives that lead to the development of the personality of the student specified in legal documents.*

The discipline of physical education and sport is an important area for secondary school students.

The framework of the educational system in Romania includes physical education with two hours per week, included in the main plan of the curriculum, one additional hour taught as optional lesson, sports teams with additional lessons for training the representative teams of the school. Physical education subject gained an imposing status for the secondary school.

In order to accomplish this work, I used the method of study of the specialized literature. Documenting is the activity of collecting, searching, sorting out all the information that can help us to reach the goal.

The purpose of the paper is to verify a teaching strategy that is very useful during the physical education and sports lessons by using methods to achieve the objectives of physical education, school curricula and increasing the effectiveness of the lesson.

The knowledge gathered from the specialized literature highlights the different opinions of the authors stating that we must carefully choose the contents that we use in the educational process in order to have a good efficiency in teaching physical education.

Keywords: *pupils/students, lesson, secondary school/gymnasium.*

Introduction

Physical education and sport are important activities with an increased role in maintaining health, harmonious physical development, increasing the progress of strength, practicing free exercises. Being part of general education, physical education has the role of contributing to the realization of the educational ideal, the harmonious development of personality, participation in the activities of society.

Because of its practical and applicative character, physical education is one of the school subjects that can achieve the general objectives of education. It prepares children for greater work capacity, develops the specific qualities of strength for any activity, the habit of teamwork, giving respect to their colleagues or opponents, the formation of life principles.

The contribution of physical education to the healthy development of pupils, to the functional and structural improvement of the developing organism, is only possible when the whole physical education process is based on the knowledge of the

anatomic, physiological and psychic particularities of the student body in relation to age and sex.

The introduction of physical education and sport in school, the practice of physical exercises takes place in an organized place, new sports structures appear, in social life the role of sport becomes very important and exercises are also carried out in the leisure time of the various types of population.

Physical education is not limited only to training and developing physical skills without a creative dimension. The involvement in various physical activities brings a type of knowledge and understanding focused on principles and concepts such as fair play and respect, awareness of tactics and physical awareness linked to the personal interaction and the efforts developed in the team, in many of the subjects that are not limited to physical education and sport, such as harmonious development of the social sport.

At school, health, harmonious development represent the main elements of the quality in sport, capacities and school characteristics. Improving health status, increasing the possibility of the

body's effort, by systematically exercising the vital functions and adapting to the environment, as well as providing individual and collective hygiene skills, constitute the basic models for the need and the value of school education.

The Romanian education system, under a continuous change, aims at the development of the educational process by introducing a reform. The idea of the reform is based on the creation of objectives that lead to the development of the personality of the individual presented in legal documents.

Cristea C. (Cristea C., 1994, p. 46) believes that "physical education represents body development and training activities necessary to provide to human health the state of balance and the functioning of the body."

In Carstea G.'s (Cârstea, 2000, p. 10) view, physical education is part of general education, along with intellectual, moral, aesthetic and technical-professional education. All these components of general education are dependent on each other having a mutual relationship.

In the vision of Cucos C. (Cucos C., 2006, p.108-110) physical education is a part of general education, along with intellectual, moral, aesthetic, technical and professional education, all these components of general education are interconnected, having a mutual relationship between them.

Several scholars in his work support the fact that physical education contributes to motor development and improvement of the pupils, shapes spiritual values, improves the functions of the locomotor apparatus by performing physical exercises and maintains an optimal state of health. (Chiriță, p. 15-45, Dina, 2006, nr. 6 p.21-26, Epuran, 1990, p. 27-48, Săvescu, 2005, p.196)

Depending on the educational level, the Ministry of National Education draws up the school curricula. The educational plan is represented by an official document that contains common country wide activities, providing equality between participants as well as optional activities that give students the opportunity to highlight individual qualities each student should acquire.

The school curriculum for the physical education discipline is an official document in which the curriculum is offered for school cycles and classes (preparatory classes and grades I-II, grades III-IV, grades V-VIII, grades IX to XII). This discipline is part of the curriculum Physical Education, Sports and Health, and is provided in the preparatory class and in grades I-VII two hours a week, in the 8th grade, one hour per week, and in the highschool classes one hour or two hours depending on the line. As a structure, the curriculum is organized as follows: general competencies, specific skills, content, methodological suggestions.

Competences are knowledge-based structures with a high degree of complexity acquired through

learning, which can solve problems or certain problems in a given field.

The general competencies are represented by the total knowledge gained during an educational cycle. We can say that they aim at maintaining an optimal state of health, harmonious physical development, educating strength skills, forming skills for practicing free exercises.

Specific competences are parts of general competences and are represented by the values acquired over a period of time in a school year. Having a shorter period of time can generate a process of accumulation of knowledge by students from one year to another.

Content is divided into sport activities, sports activities hygiene, behaviors and attitudes.

The methodological suggestions present concepts of didactic design, strategies and evaluation elements.

Taking into account the requirements of the school curriculum for physical education, the teacher should use in the organization of lessons the most appropriate and effective methods and means to achieve the final competencies by ensuring general motor development, acquiring strength skills, knowledge that lead to the practice of free physical exercise or the easy practice of a sport.

The design and evaluation of the didactic approach are two important activities in order to achieve an efficient didactic process. Given that the two activities are different, the design is represented by the teacher's creativity by effectively designing the actions to achieve the competences specific to each school year, and the assessment identifies the knowledge, progress or regression of the students appropriated during the teaching of a unit learning, semester or school year we can say that there is a functional relationship between the two activities.

The design and evaluation of the didactic approach are two important activities in order to achieve an efficient didactic process. Given that the two activities are different, the design is represented by the teacher's creativity by effectively designing the actions to achieve the competencies specific to each school year, and the assessment identifies the knowledge, progress or regression of the students appropriated during the teaching of a unit learning, semester or school year we can say that there is a functional relationship between the two activities.

Lesson planning, from the point of view of physical education, includes the didactic model of the discipline and another adapted model of the school according to the material basis, the specificity of the area, the tradition of the school and the students' options. In order to achieve the model of physical education discipline, we must take into account the actual conditions in which each school operates and will be designed by all members of the specialized department. The

methodology of conception of the didactic model is composed of two stages. In the first stage, information is gathered on the organization and conduct of outdoor or indoor lessons, depending on the atmospheric factors in the area, the analysis of the sports base, the analysis of the didactic material, the establishment of the classes where the simultaneous physical education is taught. In the second stage, the curricula, compulsory and optional content are consulted and deepened both at the department level and at the individual study.

Following the elaboration of the lesson planning, a gradual phase follows, carried out by each individual teacher. The layout design includes the documents: the half-year calendar plan, the annual layout of the learning units, the didactic project and the design of the learning units. These documents are developed in accordance with the curricula, the curricula, the evaluation system, the material basis and the level of education of the pupils. In order to be able to draw up these documents, we must take into account: the structure of the school year, the setting of the working stages both in the open air and in the hall, the introduction of the contents according to the learning cycle, the knowledge of the students in terms of value and numerical, analyzing the results obtained in the previous year at the same contents.

The calendar plan is developed by the teacher, it is an official document composed of specific curricular content and competencies, mentioning the time period of a stage or unit of learning. The calendar plan has a special structure in relation to the other documents because it is personalized, it is elaborated according to the curriculum, it takes into account the material basis and the available materials and contains calendar dates of the semester, the school year, specific competences, learning units, thematic contents, number of lessons allocated, time period (weeks).

The annual stages of learning units is a document specifying learning units over a period of time, weeks, hours allocated, primary, secondary, or evaluation units.

The teacher's project or draft sketch is done by the teacher for a single lesson and contains information on the school where the class is held, the grade at which the work is done, the number of pupils, boys and girls, the date. The content of the project should mention lesson themes, a theme, two or even three themes, the organization of the lesson on links with the duration of each, the content of the learning, working groups, methodical indications, the dosing of the exercises.

The design of the learning unit is a methodical document that contains detailed activities of a learning unit, including the number of hours allocated, the period of realization, the materials used and the content subject to training. Each unit of learning is finalized with summative assessment.

Assessment is appreciated as a training method for controlling and assessing knowledge at certain time intervals - semestrial, annual or final - at the end of a level of education. It is known as a complex didactic action, integrated with the whole education process, in which the feedback principle operates.

Evaluation is the process of obtaining information about the student, about the teacher himself or about the educational program, and on capitalizing on this information in view of assessments which, in turn, will be used to make decisions. (Tenbrink. 1974, X, p.493)

Material and method

To accomplish this work I used the method of study of the specialized literature. For research, we used sources of information such as: specialized articles, books, monographs, virtual / digital documents.

The purpose of the paper is to verify a teaching strategy in the physical education and sports lessons by using means to achieve the objectives of physical education, school curricula and increasing the effectiveness of the lesson.

Discussions

The school subject of physical education and sport is an important area for secondary school students. Through its presence in the two-hour curriculum and an optional additional hour, or sports ensemble, or overtime for the preparation of the representative teams of the school, it has gained an impressive status in this educational cycle of education.

For the highest quality of teaching, we have to take into account the sport base, the available materials, both for indoor and outdoor activities, or for a gym or classroom.

The content of physical education and sports is very well defined in curricula for each cycle of study with a view to achieving European-level competencies for compulsory general education in all EU countries. Following these arguments, school curricula have formed general and specific skills aimed at a new vision of teaching at this level of education. The Ministry of Education in the curriculum has introduced mandatory requirements for teaching content regardless of the school unit and the conditions in which it carries out the instructive-educational process.

At each school unit, there is an obligation for each specialized teachers of school subjects to make teaching specifically to the sport base and the available materials on approaching an efficient teaching process of the number of disciplines or sports samples and meeting the requirements of the program during the school cycle.

The teaching of physical education and sports at secondary school level depends very much on the professionalism of the didactic framework at

the primary school hours. During that time, the student accumulates basic information and skills, making it very easy for them to go to another level. The quality and efficiency of acquiring information, basic skills and the skills specific to sports games in primary school comes as a complement to the gymnasium cycle. For this reason, the teacher of physical education who teaches at the gymnasium cycle must establish the level of knowledge, the level of basic and specific skills learning and the stage of harmonious development of students in the previous cycle in order to develop a didactic teaching strategy.

At this level of education, with particular importance, teaching is done taking into account the transition from childhood to adolescence, the accelerated growth of the body, sometimes with some physical deficiencies. In his paper, Scarlat Eugeniu, (Scarlat E., 2011, p.18), stated that the boys have insufficient accelerated growth, supported by an optimal musculature, especially for the trunk, in comparison with the girls who at the end classes have a fatty mass caused by sedentaryism, these mainly focusing on the theoretical part for access to the high school cycle.

Preparing the lesson requires the teacher to have a consistent bag of knowledge, to know the sporting base and materials for that time, and to take into account the students' level of education, age and sex. In order to have a high efficiency, after the elaboration of the documents specific to the lesson planning, the lesson must be prepared professionally and conscientiously.

The lesson is coordinated by the teacher, who, in their activities, must create an attractive, optimal conditions for movement and with maximum efficiency in the exercises they perform. The atmosphere of activity must be one based on mutual respect, in this way preventing conflicts between teacher and students. The teacher's orders must be clear, concise, uttered on an imposing tone.

From a methodological point of view, a good organization of the lesson offers a high efficiency of the pupils in relation to the lesson's links, the objectives and themes proposed, the type of lesson, the level of effort, the age, the sex and the level of training of the participants in the activity.

The lesson consisted of several structures: four parts, three parts and now links. The lesson, as a structure on the links, is formed as follows:

1. Organization of the group of pupils with a duration of 2-3 minutes

The first link has as main objective the organization of the students' group in order to begin the physical education lesson. This part of the lesson is influenced by the duration and content of the cycle or level of education, the place where it is held, in the open air or in the room, the weather conditions, the mental state of the students.

Students will be on a line where the teacher checks the sports equipment, the presence at the hour, the health condition, presents the themes of the lesson and records the heart rate. Checking equipment and health is mandatory at each lesson, as avoiding possible injuries or accentuating a past disease. Depending on the information obtained, the teacher decides which of the students can participate in the active hour, who will be sitting in the bank, or which of them may have tasks for arbitration, marking the results or other tasks.

Students who do not have the appropriate equipment will be listed in the teacher's personal catalog, in case of repetition, disciplinary action will be taken. Depending on the condition of the student, the teacher will approach the beginning of the lesson as follows: if the students are agitated, slightly indisciplined, the teacher will use the means of capturing the attention with firm orders, and if the students are tired, bored without working equipment, the teacher has to apply actions to dynamize the group of students through breaks of bands, competitions, short-term exercises.

The presentation of the themes of the day's lesson must be precise and motivate students to participate actively in the hour. The report is an optional action that does not have a positive effect on the pupils, and in the time it is allocated it can introduce front exercises and bands that help capture the attention.

2. Preparing the body for an effort of 5-8 minutes

The second link of the lesson aims at engaging the great functions of the human body, cardiovascular and respiratory in effort, activating the locomotor system targeting the joints, muscle groups and tendons for the demands of time of physical education with the proposed themes, as well as triggering the output of the nervous system.

In this link, students are placed in the column one column, two columns, on a single line or multiple lines, on the width or length of the field. Exercises used are running school, jumping school, exercises used to warm the great functions of the human body. In the heating part, you can make different variants of walking, running, jumping, targeted exercises with the back, shoulders, ankles.

The teacher should warn students of the correct execution of the exercises in this link, avoiding injuries such as sprains, sprains or muscle ruptures.

Another very important requirement is represented by the variety of means and bands used during the lessons. It is necessary to keep in mind the pupils' learning cycle, making a difference at the distances used and the working volume, and the working groups can be diversified, working on a single line, pairs, crossing several lines or columns.

To increase the effectiveness of this link, the teacher will design heating programs with or

without balls, dance rhythms, depending on workspace and weather conditions. At high school level, this link can be led by a student.

3. Selective influencing of the locomotor apparatus with a duration of 5-10 minutes

In this part of the lesson, we will use analytical exercises with emphasis on each segment, muscle group, articulation, performed free, with partner, with balls, sticks, or groups for harmonious physical development having as main objectives the selective influence of the locomotor apparatus, influencing joint mobility and muscle elasticity, applying a correct body attitude and educating a correct respiratory act.

If we want a good efficiency at this link, we will approach a front structure or pairs where all children actively participate, where the teacher directs the group of students with an optimal work pitch, sets the number of repetitions and the time spent on pauses.

The exercises used in this link must effectively require the group or muscle chain in which they are working. Each exercise is carried out following a count in time, in the previously established directions with maximum amplitude, maintaining a correct body position. The dosing of each exercise will be four or eight times, repeating three or four times. The effectiveness of the exercises is given by the morphological parameters, the formation of the correct bodily attitude reflexes and the development of the muscular groups.

The teacher has to adopt a correct body attitude, accurately and terminologically present each exercise, demonstrate exercise complexes and inform students about each movement what role it plays in influencing muscle groups. For this link, it is advisable to use a set of exercises over a longer period of time to gain time for the other links. In order to diversify, larger distances, sports materials, different teams must be introduced.

In order to achieve the goal of this link, to accommodate the effort, to make students participate actively and consciously at the hour and for a good mood, it is possible to introduce within the lesson the execution of music exercises. Music imparts a physical and mental state of well-being that combats fatigue, stress and motivates each student to engage in physical exercise to adapt to physical effort.

Taking into account the weather conditions and the workspace, the sports hall, the length of this link can be diminished or expanded when the lessons take place in an improvised setting.

4. Educate / develop motor skills, speed or skill

5. Learning, enhancing, improving or verifying motor skills and / or skills

6. Educating / developing motor skills strength or strength

Within the links 4, 5 and 6, 20-40-minute lessons are introduced. The themes of the lesson

are taken from the annual calendar plan of primary, secondary, or as part of a training cycle. Given the planned theme, made in the room or free acer, there may be several lesson options:

- by value groups where students perform the same content;

- on two groups where each group has its own task (both perform different sports games);

- at the same time, with all the students of the class performing content for developing a motoring skill, learning a driving skill for learning acrobatic gymnastics.

From a methodological point of view, in the first part of the lesson, motor skills, speed or skill, learning, strengthening, improving or verifying motor skills and / or skills are developed, and in the second part the development or education of motor skills, strength or strength.

It is very important that planning content that contains the means to develop skills where the teacher has to document and choose the most effective exercises should have positive effects on students. An effective way to use content specific to motor skills is by practising motor skills and / or skills, speed-specific sports games, complexity, number of repetitions and different breaks.

In athletics, students have to work on small groups so that each one has a large number of repetitions, leaning on each other, correcting and recording their performance.

In acrobatic gymnastics, two groups or a frontal disposition are used mostly in one direction to avoid injuries among students. In acrobatic gymnastics classes, it is recommended to use insurance and self-help skills to avoid incidents. The teacher has to be a good demonstration of gymnastics elements, the effect on students is to raise interest and motivate them to perform correctly.

In teaching sports games, in order to achieve good efficiency, the teacher has to establish strict rules on learning / consolidating / refining the techno-tactical techniques of the game taught. In sports games, the teacher must follow the following methodical steps: explanation of the procedure, imitation of the movement, binding in a complex of exercises of the pursued procedure, working with partner, by groups, assisting games, fewer rules, bilateral games under normal conditions, with strict rules.

Density within this link is performed at elevated parameters if a large number of materials are used, lesson-themed devices, no dead time, organizing the team is very good. It should be made clear that the teacher must stimulate the pupil through praise by organizing competitions, staples and motivated self-indulgence.

7. Return of the body after an effort of 1-2 minutes

Although this link has such a small duration, it is of particular importance, because it uses low intensity exercises that aim at the partial recovery

of the human body targeting the large functions and muscle relaxation. Slow movements, breathing exertions, relaxing muscles, and attention capture exertions are used.

8. Ending the lesson with a duration of 2-3 minutes

The teacher follows in this connection the presentation of positive or negative individual, group or global assessments of the work done by students during the lesson, giving current notes to those who have been highlighted. The teacher will appreciate how to perform the exercises at the time, the active and conscious participation of the students.

To achieve effective density, the teacher must be aware of the level of effort required to take action to increase or decrease it, and to fulfill all methodological and organizational tasks.

Considering the amount of effort involved in working at the hour, we can say that density plays a rather important role in determining the quality of the lesson. Depending on the quality and amount of physical effort in line with the duration of the physical education lesson, motor density and pedagogical density are distinguished.

The density is given by the ratio of the work done by the student (the time allocated for the exercises) and the actual duration of the lesson multiplied by 100.

As Carstea G. (Carstea G., 2000, p.121) states in the lesson of physical education in which motor skills are strengthened, motor density prevails, compared to the activities where initiation takes place.

For students in our schools, almost any activity they participate in is a game in which they develop their skills in a proper manner. In an environment invaded by the rules of the parents, children cannot go freely, taking into account the playful instinct and the desire to play, practicing an activity in which they intervene a few times, is not sure what they are doing, they are not performing correctly, themes of your own forces.

Conclusions

Physical education and sports activities contribute efficiently and directly to the correct and multifaceted formation and development of personality, they exert remarkable influences in the direction of preserving and improving the health, biometric and spiritual potential of man, even supporting training for work.

The information gathered from the specialized literature highlights the different opinions of the authors stating that we must carefully choose the contents that we use in the educational process in order to have a good efficiency in teaching physical education. Physical education specialists attach utmost importance to the contribution of sports game through its specific means, in the formation and consolidation of a of

basic skills and in the education of students' physical skills.

The teacher must have tactful behavior towards the child in order to counteract the crisis of shyness, anxiety, fear of ridiculing the members of the training group resulting from the incorrect execution of the exercises. Encouragement should be introduced, praising that each student should participate in sports activities.

Motivating students to practise physical exercises and sports games during physical education and sports classes is a gain in achieving the highest level of efficiency in lessons.

In order to increase the efficiency of the physical education lesson for the secondary school students, it is recommended first of all to increase the pedagogical density of the lesson, which will lead to improvements in the developing of skills and functional density.

Bibliography

1. ***Legea nr.128 din 12.VII.1997 cu modificările și completările ulterioare. In: Legislație privind învățământul. București: Lumina Lex, 2000, nr.69, p.4-67.
2. ***Instrucțiunile privind organizarea și desfășurarea activităților de educație fizică și sport în învățământul preuniversitar - M.E.C.T.S, 2007, p.46.
3. ***Planuri - cadru de învățământ, pentru învățământul preuniversitar. Consiliul Național pentru Curriculum - Ghid Metodologic, M.E.C. București: Aramis, 1999.
4. ***Educația fizică. Curriculum național. Chișinău, 2010.
5. ***Programa școlară pentru Educație fizică clasa pregătitoare, clasa I și clasa a II-a, București, 2013
6. ***Programa școlară pentru Educație fizică clasele III-IV, București, 2014
7. ***Programa școlară pentru disciplina Educație fizică și sport clasele a V-a – a VIII-a, București, 2017
8. ***Programa școlară pentru Educație fizică clasele IX-XII, București, 2009
9. ***Legea educației naționale nr. 1/2011, în vigoare de la 09.02.2011
10. ***Lecția de educație fizică și sport <https://www.scribd.com/doc/32562036/Lec%C5%A3ia-de-educa%C5%A3ie-fizic%C4%83-%C5%9Fi-sport> accesat 24.08.2018
11. ***Bartos Tácsa Zsolt Levente - Densitatea lecției de educație fizică și sportivă <http://mesageruldecovasna.ro/densitatea-lectiei-de-educatie-fizica-si-sportiva> accesat 07.09.2018
12. Cârstea G. Teoria și metodică educației fizice și sportului. București: Editura AN-DA, 2000, p.10, p. 118, p. 121
13. Cristea S. Fundamente pedagogice ale reformei învățământului. București: Editura Didactică și Pedagogică, 1994, p. 46.
14. Dragnea A., Bota A., Stănescu M., Teodorescu S., Șerbănoiu S., Tudor V. Educație fizică și sport – teorie și didactică. București, Editura FEST, 2006 p. 49
15. Popovici I. M. Elemente de psihopedagogie cu aplicații în educație fizică și sport, Iași, Editura Universității „Alexandru Ioan Cuza”, 2015, 62 p.
16. Scarlat E., Scarlat B. M. Tratat de educație fizică, București, Editura Didactică și Pedagogică, 2011, 12, p., 18 p.
17. T. TENBRINK, Evaluation. A practical guide for Teachers, New York, M. Graw - Hill Book Company, 1974, X, 493 p.
18. Chiriță G. Optimizarea lecției de educație fizică. București: ed. Stadion, 1983, p. 15-45

19. Dina G. Componenta psihologică a acțiunii de joc. În: Materialele Revistei A.N.E.F.S. de cultură, educație, sport și kinetoterapie. Discobolul, București: ANEFS, 2006, nr. 6 p.21-26
20. Epuran M. Modelarea conduitei sportive. București: Sport-Turism. 1990, p. 27-48
21. Săvescu I. Proiectarea demersului didactic la educație fizică pentru clasele de liceu. Craiova: Aius, 2005,196 p.

22. Cucuș C. Pedagogie. Ediția a II-a revăzută și adăugită. Iași: Polirom, 2006, p. 108-110
23. Scarlat E., Scarlat B. M. Tratat de educație fizică, București, Editura Didactică și Pedagogică, 2011, p. 12.