

## THE DEVELOPMENT OF PROGRAMS TO IMPROVE PHYSICAL CONDITION IN A FUN WAY FOR STUDENTS AGED 10-11

<https://doi.org/10.35219/efms.2024.1.12>

POPA, C.,<sup>1</sup> VOICULESCU, V.E.<sup>2</sup>

<sup>1</sup>Doctoral School of Social Sciences and Humanities, Faculty of Physical Education and Sport, Craiova University, Str. A. I. Cuza nr.13, Craiova, România, RO-200585.

<sup>2</sup>Naval Tactics and Armament Department, Faculty of Marine Engineering, Mircea cel Batran Naval Academy, 900218 Constanta, Romania.

\* [corina\\_2677@yahoo.com](mailto:corina_2677@yahoo.com)

**Abstract:** *Problem statement. The presented study aims to introduce attractive programs in the physical education and sports lesson to stimulate children's interest in the activities carried out.*

*Research methods. Having a permissive character, the content of the school curriculum gives the physical education teacher the opportunity to be creative by integrating into the educational instructional process some programs for the development of the physical condition in a playful way.*

*Conclusions. The different approach of the physical education lesson regarding the modeling of the physical condition through the application of playful methods builds a learning mechanism for the children with ease, being aware of the movements performed incorrectly, giving them the opportunity to correct them in an optimal time.*

**Key Words:** *physical condition, students, movement games, playful methods.*

### INTRODUCTION

The physical education and sports lesson is the discipline that ensures the balance between intellectual and physical effort, between sedentarism and dynamic activity, responding to the movement needs of each child included in the learning process. It also contributes to the success of the school activity, by acting on the components of psychomotor skills, achieves harmonious physical development, strengthens the state of health and, last but not least, by applying playful methods in physical education classes, helps students relax and unwind. ([https://ibn.idsi.md/sites/default/files/imag\\_file/503-510\\_1.pdf](https://ibn.idsi.md/sites/default/files/imag_file/503-510_1.pdf)).

Regarding the contribution of physical education to the development of skills, two directions can be distinguished: one refers to the consolidation of general skills, such as: speed of thought, the power of concentration, the spirit of observation, etc., and the other consists in the training of said of some psychomotor attributes, such as: physical strength, rapidity of movements, static balance, dynamic balance, coordination of movements, mobility, skill, all of which are closely related to the attributes and components of human personality.

[https://staticlb.didactic.ro/uploads/assets/66/0/7/caracteristicile\\_dezvolt\\_258\\_rii\\_psihic\\_e.doc](https://staticlb.didactic.ro/uploads/assets/66/0/7/caracteristicile_dezvolt_258_rii_psihic_e.doc).

"In a team sport you learn that not everything depends on one individual. It depends on the work that the whole team puts in, it depends on the power to accept some decisions and the acceptance of the fact that each individual has different abilities", states Ross Morrison, sports expert for the NSW Department of Education and Communities in Australia. <https://www.bestkids.ro/blog/sporturi-pentru-copii-cum-alegem-unul-in-functie-de-varsta-si-temperamentul-celui-mic>

## RESEARCH METHODS

The topic of the research focuses on the advantages of modern methods in physical education and sports classes in modeling generations of students with outstanding abilities.

The school represents an important framework in the formation and development of the students' personality. We believe that the educational instructional process must be flexible, in order to be adaptable according to the requirements of modern society. Through the contribution of the discipline of physical education and sport on the development of students, we want to be able to achieve the acquisition of key skills in creating their psychological profile, and the attractive offers within the classes to guide and discipline them in terms of lifestyle.

The role of the physical education and sports teacher is to have effective communication in teaching, which implies a correct transmission of information, but also giving them the opportunity to express and intercept concepts, thoughts, feelings, facts and opinions.

As we apply the methods and procedures specific to the field of Sports Science by correlating related disciplines, students will be able to better understand the needs of the main characteristics of their development. During physical education and sports classes, the most effective methods will be found to make students have a spirit of initiative, to put their ideas into practice through creativity, innovation and to have the ability to manage various situations that arise during the activity .

The situations that arise can be winning or losing a test performed both individually and in a group. Students will have the ability to manage their emotions and feelings both as a winner and as a loser and also to be able to continue towards a new achievement.

Through the physical activities that we will carry out, the children will learn to collaborate, empathize and accept each other, the final goal being the development of capacities and the manifestation of creativity by applying playful methods in physical education lessons. The constant systematization of the activity of physical education and sport in school determines the identification of new methods, procedures and means by which to act in practice, through the use of playful methods as well as the continuous improvement of the existing, traditional ones. The authors, Joan L. Duda, and Nikos Ntoumanis, 2003, show that in recent years there has been a growing concern about the number of children and adolescents adopting a sedentary lifestyle (Biddle, Sallis and Cavill, 1998 ). Not only does inactivity have profound effects on youth health (Sallis, Patterson, Buono, & Nader, 1988), but such an inability to engage in physical activity when young can have lifelong health ramifications. (Sallis & McKenzie, 1991)

Furthermore, it has been suggested that a physically active lifestyle in adulthood may stem from an active lifestyle in the teenage years (Shephard & Trudeau, 2000). A context in which improving health through the stimulation of physical activity can be achieved and extended to virtually all children (PE; Haywood, 1991; Sallis et al., 1992). A fundamental concern for researchers is the motivation of young people in practicing physical activity that can have an impact on physical well-being among the general population, and implicitly the various motivations for all levels of students.

Muska Mosston and Sara Ashworth, 2008, noted the fact that the gap between what we say we want to do and what we do in practice was and still is the main problem in physical education, as it is in many branches of education. The numerous specialized

books present objectives and methodologies, which list different types and methods of teaching. There is substantial consensus among physical education experts that the most important goals of the field are to promote lifelong physical activity and to support the physical, psychological, and social development of school-age students. In more concrete terms, these goals mean, among other things, developing intrinsic motivation for physical activity, strengthening self-concept, learning to take personal responsibility, and adopting cooperative skills. When these types of goals are provided, students learn to be independent, make decisions about their learning process, and feel responsibility for themselves and others. This is precisely one of the basic ideas, which is to shift decision-making and responsibility, little by little, from the teacher to the student.

Movement games implemented in the physical education lesson according to the school curriculum are an integral part of general and specific skills. These must constitute an important and accessible factor for teachers, through which they will carry out the tasks of physical education in order to fulfill the objectives proposed from the annual grading of thematic units at the level of primary school students.

In their study, Potop L. and Jurat V., 2017, wanted to evaluate the main skills and competencies based on the teacher's and students' options that must be carried out in the Physical Education and Sport curriculum area in primary education. During the research, the samples included in the National School Evaluation System were applied to the discipline of Physical Education and Sport, having a predominant regulatory role both for the assimilation activity of students and for the improvement of didactic strategies. Following the application of the evaluation system according to the teacher's and the student's options in the stage of finding the research, it led to the accessibility and diversification of the use of gymnastics contents in order to improve the curricular area of physical education and sports in the primary school.

Dobrescu T., 2019, brings to the attention of specialists and trainers the opportunity and efficiency of one of the most dynamic methods and means of physical education activity, namely the movement game. The author starts from the assumption that the movement games implemented in the physical education lesson in a rationalized and rigorously selected manner, contribute to influencing the aptitude fund of primary school students. The objectives of the research concerned the development of operational models for

capitalizing on the movement game in the physical education lesson, the application and adaptation of the selected models at the level of primary school students, the verification of the influence of movement games on the motor behavior of primary school students. The results of the research confirm the role of the movement games used in the physical education lesson in a rationalized and rigorously selected way according to the objectives pursued, in educating the psychomotor indicators of primary school students. The opportunity for active methods to be used during physical education classes gives primary school students the opportunity to be consciously involved in the training process.

From the multitude of means at the teacher's disposal, the playful method is the most stimulating in practicing physical exercise and is recommended for students in physical education lessons at the primary level.

## **OBJECTIVES**

The physical education teacher, by the nature of the profession, can be considered a character polisher. For this reason, all the objectives, methods and actions undertaken in physical education classes have a common goal, that of shaping future children and having successful generations.

Modeling the physical condition is a component of the educational instructional process, very little researched and especially confused with some dimensions of general physical training. The school curriculum capitalizes on examples of learning activities that allow the transition from focusing on contents to focusing on learning experiences. In order to train skills, it is recommended that the didactic strategies used in the teaching of the Physical Education subject focus on the progressive construction of knowledge specific to the field, on the flexibility of approaches and the differentiated course. Taking into account the particularities of the students, teachers can use approaches that make the content of the physical education lesson accessible and attractive. The game becomes a method, a means and a form of organization, carried out in the form of a competition, adapted to the motor and mental capacities of the students, focusing on working in pairs and in groups favoring integration, helping and mutual stimulation.

In the perspective of an educational approach centered on competences, it is recommended the continuous use of assessment with an emphasis on the valorization of learning results by reporting on the school progress of each student. Teachers will comply with the provisions of the National School Evaluation System for the discipline of physical education and sports. Depending on the particularities of the class of students and their options, under the conditions of the school's material base, teachers can develop other forms of assessment. The physical education lesson remains a creation of each teacher, which must reflect his professional skills, the ability to adapt to the concrete conditions of the teaching activity and the particularities of the students.

[file:///C:/Users/Cristi/Downloads/Educatie%20fizica\\_clasele%20a%20%20III-a-a%20IV-a.pdf](file:///C:/Users/Cristi/Downloads/Educatie%20fizica_clasele%20a%20%20III-a-a%20IV-a.pdf)

Physical activity in physical education classes has an extremely important impact on children's progress, representing a tool in the socio-behavioral modeling of students used by the teacher in the educational instructional process. The children will have a harmonious development, managing to improve their performances, regeneration and metabolism capacities, maximizing their biological potential with which they are endowed since birth, and which must be trained to achieve the modeling of the ideal physical condition. As far as socio-behavioral advantages are concerned, in the first stage of life, the child is formed by the parents in the family, then by the activities carried out at school, by each individual teacher, in a rational framework. The physical activities carried out in an environment conducive to socio-behavioral development that teaches the child social interaction in an indirect way, resonates with the linking of collaborations during the sports activities that will lead to long-lasting friendships.

As a result of the physical activities carried out, the student develops the spirit of competitiveness, the desire to win, to become victorious, the ambition to stand out in the class group, all of which trigger in the child's body a storm of complementary psychosomatic manifestations with a positive impact on behavior in society.

In team sports, basketball, football, volleyball, handball, fair play teaches children the importance of solidarity, teamwork, as well as the verbal and non-verbal communication they must have with their colleagues, but the most important aspect for children it is the rapidity of neural processes as well as the development of different stimuli, peripheral

vision and last but not least, respect for human value, which creates a strong character necessary for society. <https://www.revistagalenus.ro/practica-medicala/rolul-sportului-dezvoltarea-copiilor/>

The movement games represent a means by which an important part of the tasks that fall under the physical education lesson is carried out. In addition to the large baggage of elementary motor skills, the games develop in students the sense of collectivity, creativity and especially knowledge. The judicious application of playful methods in the physical education lesson contributes to the achievement of educational tasks in the formation of the child and the stimulation of interest in competitive activities, favoring the achievement of the proposed objectives.

Playful methods facilitate the formation of organizational capacities, by involving students in the creation and development of routes, in the cultivation of friendship and collaboration relationships, ensuring the education of attitudes, behaviors, feelings, skills, skills and habits of moral behavior.

<https://edict.ro/contributia-jocului-de-miscare-la-cresterea-eficientei-orelor-de-educatie-fizica/>

## RESULTS

The field of physical education, with a very wide range of opportunities for students, leads them in learning and practicing the acts and motor actions necessary to develop and maintain physical condition with the aim of strengthening the state of health throughout life.

The development of physical condition in primary school students, in addition to knowing and understanding the basic mechanisms of physical exercises, brings a set of rules that are based on respect, fair play and a social awareness of physical education correlated with social interaction. The importance of physical activity must be imprinted in the minds of children from a young age to motivate them to be active throughout their lives. At the international level, emphasis has been placed on the practice of physical exercises in a formal way as well as on the social value of sport in an informal way,

bringing substantial benefits for strengthening the state of health and forming a correct behavior in society.

In the physical education lesson, in addition to the motor characteristics pursued, an important factor for achieving the proposed objectives are the physiological indicators with which the teacher juggles for an optimal improvement of the somato-functional parameters in the performance of playful activities.

In primary education, the game is a didactic method used, especially, in some school subjects based on practical action. At the same time, it is a didactic procedure integrated into the structure of the methods employed in achieving the objectives of school subjects for primary education.

The analysis of the game from a pedagogical perspective can be carried out under the conditions of the positive formative exploitation of its psychological resources, covering all the age periods of childhood. Pedagogical functions give the game the quality of a "playful method", intervening in the specific action of "learning through play". Their quality depends on their pedagogical integration capacity in the structure of the training activity as methods or didactic procedures. The improvement of the educational/didactic game is supported, in recent years, by computerized informational means.

[https://ibn.idsi.md/sites/default/files/imag\\_file/Jocul\\_o%20perspectiva%20pedagogica.pdf](https://ibn.idsi.md/sites/default/files/imag_file/Jocul_o%20perspectiva%20pedagogica.pdf), page 55-56. Starting from these considerations, which, combined with the study of specialized materials with a theme in the physical education lesson, with the experience of over 18 years of teaching activity carried out in pre-university education in mainstream schools, as well as with the experience accumulated in special education during 2006-2013, I felt the need to deepen the field, for the implementation and systematization of the most effective specific and non-specific methodical methods and procedures in physical education classes. Throughout this period where I was with the children, I could observe that each child has individual peculiarities, traits that require a personalized approach and a differentiated treatment.

In this sense, we have found that the themes in the lessons are much easier to apply, if games are introduced to achieve the objectives proposed according to the school curriculum. These preferences give me the opportunity to contribute in an innovative way in the choice of the research topic.



## CONCLUSIONS

Conducted in this way, physical activity will not be seen by students as a compulsory activity, but as an attractive way to play in an organized way with other peers.

Following the presented studies that demonstrated the effectiveness of the use of movement games in physical education and sports lessons, playful methods can be implemented within the educational instructional process, trying to change the way sports activities are carried out, as well as the resistance to changing the way of teaching from the physical education and sports teachers, but also trying to change the students' perception of physical activity. In this context, the proposed research pursues a different approach to the physical education lesson that offers new openings, with qualitative and quantitative approaches to the technical and rational way of fulfilling the objectives of physical education and sports in primary education, applying playful methods.

Creating a favorable climate that motivates them and makes them feel safe can determine the active and affective participation of students in physical education and sports classes.

## REFERENCES

1. Dobrescu T., (2019), *Influences of Physical Education Lesson Movement Games on the Motor Behavior of Primary School Pupils*, GYMNASIUM, Scientific Journal of Education, Sports, and Health, Vol. XX, Issue 1 Supplement, pag. 22-23.
2. Joan L. Duda, and Ntoumanis N., (2003), *A Model of Contextual Motivation in Physical Education: Using Constructs From Self-Determination and Achievement Goal Theories to Predict Physical Activity Intentions* Martyn Standage, *Journal of Educational Psychology*, Vol. 95, No.1, 97–110.
3. [http://selfdeterminationtheory.org/SDT/documents/2003\\_StandageDudaNtoumanis\\_JEP.PDF](http://selfdeterminationtheory.org/SDT/documents/2003_StandageDudaNtoumanis_JEP.PDF)
4. Potop L., Jurat V., (2017), *Evaluation Of "Physical Education And Sport" Curricular Area In Primary School*, *Multidimensional Education and Professional D.* 10.15405/epsbs.2017.07.03.78, <https://www.europeanproceedings.com/article/10.15405/epsbs>.
5. Trudeau F, Shepard RJ., (2008), *Physical education, school physical activity, school sports and academic performance*. *J Behav Nutr Phys Activity* 5, 10, *International Journal of Behavioral Nutrition and Physical Activity* 5(1):10, <file:///C:/Users/Cristi/Downloads/AMJLifestyleMed.pdf>
6. ([https://ibn.idsi.md/sites/default/files/imag\\_file/503-510\\_1.pdf](https://ibn.idsi.md/sites/default/files/imag_file/503-510_1.pdf))
7. [https://staticlb.didactic.ro/uploads/assets/66/0/7/caracteristicile\\_dezvolt\\_258\\_rii\\_psihice.doc](https://staticlb.didactic.ro/uploads/assets/66/0/7/caracteristicile_dezvolt_258_rii_psihice.doc)

8. <https://www.bestkids.ro/blog/sporturi-pentru-copii-cum-alegem-unul-in-functie-de-varsta-si-temperamentul-celui-mic>
9. [file:///C:/Users/Cristi/Downloads/Educatie%20fizica\\_clasele%20a%20%20III-a-a%20IV-a.pdf](file:///C:/Users/Cristi/Downloads/Educatie%20fizica_clasele%20a%20%20III-a-a%20IV-a.pdf)
10. <https://www.revistagalenus.ro/practica-medicala/rolul-sportului-dezvoltarea-copiilor/>
11. <https://edict.ro/contributia-jocului-de-miscare-la-cresterea-eficientei-orelor-de-educatie-fizica/>
12. [https://ibn.idsi.md/sites/default/files/imag\\_file/Jocul\\_o%20perspectiva%20pedagogica.pdf](https://ibn.idsi.md/sites/default/files/imag_file/Jocul_o%20perspectiva%20pedagogica.pdf),  
pag.55-56.
13. [http://selfdeterminationtheory.org/SDT/documents/2003\\_StandageDudaNtoumanis\\_JEP.PDF](http://selfdeterminationtheory.org/SDT/documents/2003_StandageDudaNtoumanis_JEP.PDF)
14. [https://spectrumofteachingstyles.org/assets/files/book/Teaching\\_Physical\\_Edu\\_1st\\_Online.pdf](https://spectrumofteachingstyles.org/assets/files/book/Teaching_Physical_Edu_1st_Online.pdf)