

ASPECTS RELATED TO THE CONDUCT OF THE PHYSICAL EDUCATION CLASS IN PRIMARY SCHOOL

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Abstract: Physical education, a subject included in the core curriculum in all educational cycles, with different number of hours, aims at training students attitudes and habits, specific to its field, also targeting other areas of education. The current pre-university education in Romania, including the physical education classes, joined the European standards of education. These require further reforms in both the organizational documents and the deployment methodology in the educational process in all university institutions. It is known that physical education lessons are conducted in dedicated facilities (sports court, gyms) but what solution is there when we do not have these spaces? The classroom remains a loophole rescue, a space to be exploited with more creativity and motivation. This paper proposes a series of teaching strategies to achieve the objectives of physical education in primary school.

Key words: physical education, primary school, classroom, teaching strategies

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INTRODUCTION

Physical education, a subject included in the core curriculum in all educational cycles, with different number of hours, aims at training students attitudes and habits, specific to its field, also targeting other areas of education (Stănescu, et. al. 2009). It is the first kind of education that exerts its influence on the body. Physical education targets the human biological side (Cucoș, 1998). Rață, 2008 states that physical education is "a component of general education that through exercise, conducted voluntarily, in an organized manner or independently, can produce the change of human behavior in a motor, cognitive, social, moral, emotional and aesthetic way". Also, practicing physical exercises will contribute to motivation and interest for the movement, leading ultimately to the enrichment of social existence and control of individual life (Rață, 2008). Society is changing and with it the education systems. This explains the fact that almost all the countries have held educational reforms. In Romania, the reform has proposed a more efficient education, more pragmatic to meet the contemporary requirements (Cristea, 2015).

SCOPE

The explosive development of technology in recent years has produced, in the society, a diminishing share of exercise in the daily programme of the individual, generating trends of

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overeating, sedentary and an increasing number of cases of children with heart disease and obesity (Pop, Stef, Luçsan, 2012). The same authors show that 45% of 3rd grade students in the study are of normal weight, 21% are overweight, 27% are obese and 7% are underweight and among the 4th grade students, 35% were normal weight, 38% are overweight and 27% are obese. This aspect, not at all gratifying, can be put on the lack of adequate materials, which ensure optimum working conditions (Cristea, D., Cristea, A., 2015).

The current pre-university education in Romania, including physical education, joined the European standards of education. It requires new reforms, both in organizational documents and the deployment methodology in the educational process in all university institutions (Dragomir, Scarlat, 2004). Paradoxically, there is always a discussion about change, modernization, high standards, but what happens if we do not have optimal working conditions, adequate spaces for conducting physical education lesson? All these goals will remain utopia. There would be a key concept of the contemporary world, namely flexibility, which means adapting to change (Hava, 2015).

By analyzing the basic documents (curriculum, syllabus, etc.) that ensure the organization and conduct of physical education, the fact that the core focus is on increasing the normal and harmonious development of body, motor skills development and training students motion skills is highlighted (Scarlat E., Scarlat M., B., 2002).

No matter of the place where the physical education lesson is unfolding, the organisation of the learning environment is an important aspect of the planning and delivery of teaching. Organisation should focus on students, and on the teacher himself/herself, the space, the equipment and the best use of time. We can identify three key organisational points: before the lesson starts, during the lesson and once the lesson has finished (Lawrence, Whitehead, 2010).

Another aspect, not without importance, is the safety and protection of students during the physical education classes. The role of PE teacher is to ensure development of a culture of teaching safely, creating and managing a safe learning environment (Chappell, Katene, 2010). This must be managed carefully and responsibly, especially since the physical education class is conducted in poor working conditions, in this case, in the classroom.

Ways of conducting physical education lessons in school education

Lessons conducted in optimal conditions, with the following characteristics (Dragnea, et.al. 2006):

Links to "Prepare the body for effort" and "Selectively influencing musculoskeletal apparatus" can unite their content;

Sometimes the third link can be waived, but the objectives will be achieved through age appropriate means, the level of training of the staff and the typology of the lesson.

The harmoniously developing physical exercises (DFA) made of sturdy gym in major positions and derivatives of the body can be replaced with moving exercises (variants of walking, running) specific to train the body for the effort to engage all body segments in complex movements.

There are alternative means of going through these two links by using background music, of the aerobic type.

In primary and secondary education, the presence of rigorous working groups, allowing the possibility of observing the discipline / correction executions is recommended.

Also, in this type of deployment, the third link in the lineup can be done freely, without the counting of the teacher, in their own rhythm, but with a dosage required by the leader. To contribute to self-organization and self-management skills training, the best solution is for a student to lead some sequences of lessons under the guidance of the teacher.

Motor skills can be educated through specific athletics, gymnastics, sports games, dance and other disciplines in the curriculum. The presence of objects in sports games gives the

opportunity and means of increasing the number of variants used, on the one hand and ensuring the lesson, on the other hand. The optional type lessons may include integrated approach to other disciplines such as eurythmy, classic or modern dancing, , ballet, pantomime, dance theme, the art of acting.

Physical education lessons conducted in "special" conditions:

Physical education lessons held outdoors in the "cold" season:

They ensure the quenching of the body; the temperature is not less than 10 degrees.

Methodological requirements: Work must be dynamic; lesson density will be obtained through the front exercises in groups or homogeneous groups; major breaks will be avoided, the tendency is for a continuous activity; no new skills will be learnt; skills / motric activities will be addressed during consolidation or improvement, without interruption for explanations or demonstrations; it is indicated that the topics should be in the moving qualities such as speed or endurance involving almost continuous movement and an increased tempo; exercises that can cause accidents will be avoided.

Lessons held indoors in improvised spaces (classrooms, corridors, etc.) include: arranging the workspace; selection of means, adequate working forms, methodical practice-front groups, in pairs, individually; the venue should be downstairs not to disturb other activities; hygiene measures are required (ventilation, dusting ...); activities are aimed at developing forms of speed, the capacity to coordinate elements of acrobatic gymnastics (static elements) and jumping with support devices (if they exist).

OBJECTIVE

This paper proposes a series of teaching strategies to achieve the objectives of physical education in primary school.

MATERIALS AND METHODS

Bibliography study method that was developed theoretical foundations of this work. Also studied materials helped us to formulate ideas and reflections with which we have clarified the issues and uncertainties arising during the work.

Observation method was performed throughout the research observations so spontaneous and intentional.

Exercises and indicated games: to increase the attractiveness and efficiency of the physical education class indoors (classroom), we propose some exercises and games such as:



Figure 1. Used materials
(Source: personal archive)

Exercises to captivate attention, exercises to develop rhythm: clapping on the bench, thighs, feet, on the ground, carried out individually or in pairs with the fellow student (e.g. 2 clapping of hands, two beatings on the bench, two beatings with the hands on the thighs, 2 stamping of the feet); practising fast: hands on his head, hands over the eyes, hands on his

forehead, hands on ears, hands on hip and other parts of the body, etc; reverse order in which the student executes what is said, not what is shown (e.g. the command of the teacher: hands on his head (the teacher will put hands on shoulders confussing the students)); carrying out the previously mentioned exercises by the teacher at a number of beats of hands accomplished by the teacher (e.g. individual clapping in 4-stroke 8 times; at 2 clapping of hands, two claps in pairs, face to face; at 3 clapping of hands, 3 beating on the bench)

Exercises for harmonious physical development: free exercises; napkin exercises; balloon exercises; tennis balls exercises; large plastic 18-20 cm balls exercises.

The exercises can be made in the standing position beside the bench or the sitting position in the bench, with or without arching, such as:

Standing beside the bench: lifting of arms in front; bending and simultaneous and alternative stretchings of the arms in front and upwards; individual twisting of the trunk or interacting with the pair pupil (fig.2); bending of the trunk by supporting the hands on the bench; lifting up and sitting down of a bent leg on the chair.



Figure 2. Exercises in the sitting position with the interaction of the pair pupil
(Source: personal archive)

Sitting on the bench: lifting of arms; bending and simultaneous and alternative stretchings of arms in fornt and upwards; individual twisting of the trunk or interacting with the pair pupil; bending of the trunk; alternative lifting of the legs by clapping the hands under the knees (fig.3);



Figure 3. Exercises of back to back sitting
(Source: personal archive)

Games: with ball; shares in front of the length of the bank from sitting in the bank: running the ball on the bench to the desk mate and vice versa; running the ball high off the bench to the desk mate, collecting the ball and handing the ball with both hands to the mate (fig.5); running the tennis balls simultaneously on the bench;



Figure 4. Pair exercises with the big ball
(Source: personal archive)

Shares from the backbone: Sending the ball over the head with different variants of return

With the balloon: keeping the balloon in the air as much time using hands, fists, elbows, head or combined; keeping the balloon in the air as long as possible by blowing in it; chase with the balloon by standing face to face, freely and in the form of competition; demolition of the glasses by using air balloons inflated in advance as a competition;

Throwing on target: in sustained circles; to the paper stick on the wall; throwing of the sacks on a free plain or marked surface; hitting the balls, these being the targets, with other balls.

Relays: running and drawing on the board of different objects (a house, a ship, words if the children know how to write, geometrical shapes); running and doing a puzzle; exercises to develop coordinate abilities – *relays with glasses* e.g.; running with 6 plastic glasses, one in the other ones in one hand and their placing on the table in a pyramid construction (fig.5);



Figure 5. Glass constructions as a competition
(Source: personal archive)

Running with 2 plastic glasses, each glass in one hand and a tennis ball in it; running with 2 glasses in one hand, one kept in the hand, the other one turned over the one in the hand, by keeping them both in balance (fig.6); running with the ball sustained by 2 plastic glasses on their lateral sides (fig.6);



Figure 6. Relays by manipulating glasses
(Source: personal archive)

Exercises to develop different muscular groups in different positions, free or with different objects depending on the age and level of training: sitting down; sitting on a chair or the bench; high supporting while lying.



Figure 7. Exercices for strength training
(Source: personal archive)

CONCLUSIONS

To organize and conduct a physical education lesson in the classroom is a challenge for the physical education teacher who is forced to adapt teaching content to unsuitable conditions.

Imagination, divergent thinking, permanent concern can be an asset of the physical education teacher, who has to find relevant solutions adapted to those conditions.

The classroom should not constitute a barrier to the physical education class at primary school, on the contrary it can be a successful option for the practicing beginners students who must get used to master large collective of students (25-33 students). The workplace enables them to monitor the team.

Even if space is not very generous, students remain hopeful during the physical education class as long as the proposed activities are attractive and pleasant.

The spirit of emulation is present in all the activities proposed and the attention should be directed toward those students with lower motor potential that can be highlighted here.

Lessons conducted in the classroom require more elaborate preparation of the teacher's side to find suitable material resources.

Even if at first glance physical education would seem impossible to achieve in the classroom, this study demonstrates the opposite and moreover offers a generous range of activities made possible.

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