

“AN IMPERATIVE ANALYSIS ON THE EFFECT OF PROFESSIONAL FORMATION THROUGH PHYSICAL EDUCATION AND SPORTS”

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ABSTRACT

Physical education develops the body's strength and physical well-being and provides opportunities through which students can improve fine and gross motor co-ordination, concentration and listening skills, self esteem, self-confidence, games skills, creativity, and the ability to co-operate and communicate with others. It promotes the overall development of each student as a whole person. Each student is challenged at his/ her personal level. It is also a very sociable subject, involving a high level of appreciation and acceptance of others. If physical activity is professionally analyzed then it could be beneficial for each individual. In recent years, with the infiltration of new ideas in physical education, many new teaching methods have emerged. Multimedia, network and other technologies can be used to improve the teaching methods and tools. These not only enrich the form of physical education, but also play a supporting role in technical action learning. In this paper, we analyze the innovation of physical education teaching method and other related factors of physical education.

KEYWORDS- *Physical education, Concentration, co-ordination, communicate, network.*

1. INTRODUCTION

Academies, governments, and societies have not always acknowledged the contributions of physical activity to quality of life. Although the Greeks understood the relevance of a “sound mind in a sound body,” societies have placed more value on developing the intellect, emphasizing and prioritizing the study of mathematics, history, science, and philosophy over the art and science of human movement. This is true today in many countries that often overlook the relevance, enjoyment, and science associated with physical performances. Currently, however, health issues associated with sedentary lifestyles are causing great concern around the world (*Braveman, Cubbin, Egarter, Williams, & Pamuk, 2010*). As a

result, politicians, physicians, government administrators, and public health officials are revisiting the role of physical education and activity in schools and communities. **Chen (2013)** argues that physical education and activity can act as powerful “vaccines” to improve overall public health. No longer isolated in traditional conceptualization of “health education,” issues and concerns about national health are providing new opportunities for physical educators to contribute to their schools and communities.

With the development of computer network technology and its advantages, network survey will become one of the main ways of statistical survey in China, and it is also an important means to implement marketing strategies in all walks of life Compared with the traditional survey method, the network survey makes the whole process easier, and the distribution of the questionnaire information can be completed in a short time, the data can also be obtained at a lower cost and directly on the computer. Innovative education is the extension, expansion and deepening of quality education and it is an important way to cultivate creative talents with high quality. Through the research on the teaching methods of innovative education, it can not only promote the concept of sports teachers to update their ideas, change roles, improve teaching quality and efficiency, but also create a student independent thinking, the courage to explore, and constantly innovate the learning environment, to help students master the learning method, the formation of the correct attitude and sports values. The purpose is to promote the school sports theory research, enrich and innovate the modern sports teaching to provide reference.

The implementation of basic education is mainly through the teaching activities. The process of teaching activities is a process of the unification of the knowledge and experience of human beings, the subjective world and the harmonious development of the individual. Teachers and students together for the completion of the teaching tasks, the implementation of a series of methods, measures, so that students master the knowledge and skills, the development of the ability of the process. The teaching activities cannot be separated from the support of teaching methods. However, due to the impact of the old education concept, combined with the "inertia" of the teaching method, the teaching method and the talent training are not consistent, which led to the constant reflection on the teaching method.

Physical education develops the body's strength and physical well-being and provides opportunities through which students can improve fine and gross motor co-ordination, concentration and listening skills, self esteem, self-confidence, games skills, creativity, and the ability to co-operate and communicate with others. It promotes the overall development of each student as a whole person. Each

student is challenged at his/ her personal level. It is also a very sociable subject, involving a high level of appreciation and acceptance of others.

Many of these students experience difficulties with basic co-ordination, balance, left and right orientation, rhythm, spatial and body awareness, listening and responding, language, concentration, and self confidence. Activities suggested in the physical education guidelines provide opportunities to address these skills.

Because of the varied physical needs and abilities of many students with moderate general learning disabilities, considerable flexibility must be exercised in planning a programme that meets the needs of each particular school, class and student. Because of complex physical needs, some students may already have a comprehensive physiotherapy programme, and a team approach to the planning of physical education is often required.

Advice from other professionals may be needed to ensure the safety and well being of the student. At the same time, it is essential that every student is encouraged to gain access to the broadest possible curriculum in this area, as in all others. Each student should be enabled, to the full extent of his/her capacity and with as much help as is necessary, to experience physical activities safely and to explore a wide range of stimulating equipment. Regular opportunities to practice skills, along with access to a wide range of stimulating equipment and apparatus, will allow students to demonstrate progress and experience success. It is important that all students will have access to the broadest possible curriculum in physical education.

2. OBJECTIVES

1. To obtain basic knowledge on physical education.
2. To know the impact of teaching and professional formation on physical education.
3. To find the solution for better formation in physical education and sports.

3. LITERATURE REVIEW

The study and knowledge of the predispositions and behavioral features manifesting mechanisms in the people participating in the formative act, as well as the understanding and forming the belief that every activity is the result of heredity "opens a new window for knowing the human being" (*M. Epuran, 2008, page 4*), and new possibilities for its development. The professional formative process is based on

practical theories and methods that are very important for the teaching career, in school, athletic performance, rehabilitation, or recreation.

Man, "as a bio-psycho-socio-cultural being, is defined both by the endogenous, born elements, and the exogenous elements that are learned, acquired during our lifetime" (*M. Epuran, 2008, page 1*), hence developing according to them. Knowing the profession that suits an individual best, and training him/her in that direction constitutes in fact the key to professional success.

The success of the professional formation is determined by the use of certain student-centered programs, "supporting the learning, encouraging the mental, emotional and physical development, respecting the diversity of intelligences, abilities, learning styles, producing an extension of the reflexion on the life's essential matters" (*I. Neacșu , 2010, page 287*).

The heredity has "a polyvalent character, offering a matrix of possibilities for the mental development" (*I. Nicola 1996, page 84*) and motor development, hence its knowledge can ease and direct the teacher's work.

The teaching and learning quality outcomes are linked with the quality of training for teachers and educators. Thus, the type of training, in initial formation, received should be related to the quality of training programs and will, at the outset, have some consequences on teacher performance. The recent changes in educational policies have been creating new requirements, the level of teacher performance and the structuring of the respective training institutions. Thus, the major changes include the traditional performance of the teacher are located on two levels: on the goals to promote education in school; and in the processes of the organization and context of learning opportunities (*SKOK; RUSU, 2010*). The objectives are related to the new responsibilities of work in society, in the context of the knowledge society and the new challenges concerning the exercise of citizenship. Thus, the conceptual change teacher goes through the mastery of knowledge, skills and abilities, plus social and political demands of the globalized society demands (*PAECHTER; SKLIRIS; MACHER, 2011*)

4. METHODOLOGY

This Research paper is based on secondary data like Reference book, Reports-economic survey and websites.

5. FINDINGS OF THE STUDY

5.1 THE CONCEPT OF PHYSICAL EDUCATION

The word physical refers to the body. It is often used in reference to various bodily characteristics such as physical strength, physical development, physical prowess, physical health and physical appearance. It refers to the body as contrasted to the mind. Thus, when the word education was added to the word physical, it formed the phrase physical education. Laura, (2004) refers to the process of education that concerns activities which develop and maintain the human body. When an individual is playing a game, swimming, matching, working out on the parallel bars, skating, or performing in any one of the game of physical education activities, education is taking place at the same time. The author maintained that Physical education is an important part of educational process, it is not a “frill” “or an ornament” tacked onto the school program as a means of keeping students busy, but rather a vital part of education.

5.2 BENEFITS OF PHYSICAL ACTIVITY

The U.S. Department of Health and Human Services (HHS) recommends that young people participate in at least 60 minutes of moderate to vigorous physical activity (MVPA) daily to obtain multiple health benefits, such as decreased likelihood of developing heart disease, type 2 diabetes, and obesity. For overweight and obese youth, physical activity can reduce body fatness. Additionally, participation in physical activity is associated with academic benefits such as improved concentration, memory, and classroom behavior.

5.3 THE CURRENT STATE OF PHYSICAL EDUCATION

Physical education (PE) is an effective strategy to increase physical activity among young people. HHS recommends that students engage in MVPA for at least 50% of the time they spend in PE class—one of the most critical outcome measures in determining the quality of a PE program. Nine studies have documented that, in typical PE classes, students engage in MVPA less than 50% of class time.

PE teachers use too much of their class time for activities related to administrative and management tasks (e.g., taking attendance, making announcements). Student MVPA rates are lowest during these types of activities. One study found that 15-26% of PE class time was spent on management tasks.

5.4 IMPROVING THE QUALITY OF PHYSICAL EDUCATION

Studies have shown that programs designed to improve the quality of PE can increase the amount of time that students are engaged in MVPA to more than 50% of PE class time.¹⁸⁻²³ For example: The Child and Adolescent Trial for Cardiovascular Health (CATCH) intervention, implemented in 96 elementary schools in four U.S. cities, increased average percentage of time spent in MVPA during PE classes from 37.4% at baseline to 51.9% at follow-up.¹⁹ A middle school PE intervention, implemented in six middle schools in four U.S. cities, led to an average of 58.7% of class time being spent in MVPA.

5.5 KEY STRATEGIES FOR IMPROVING THE QUALITY OF PHYSICAL EDUCATION

These are the two steps to improve the quality of physical education in any field:

- 1) Implement a well-designed curriculum.
- 2) Provide teachers with appropriate training and supervision.

6. CONCLUSION:

Physical education is developing with the development of education. Sports teaching method is gradually developing along with the development of the discipline, from the training and mentoring of missionary methods become the method system of its own characteristics. It not only contains the general education method, and contain the sports special subject specific method. The continuous development and improvement of sports teaching methods, enrich the content of physical education class, realize the goal of physical education, and complete the task of physical education teaching. Its history also to us left a profound reflection: first, the teaching methods of physical education is along with the development of school education and continuous development; second, sports teaching method of native complex rubbing phenomenon is obvious. It not only shows the local function of instruction, and highlight the cultural characteristics of Western; third, the teaching methods of physical education from pedagogy, psychology, physiology and subject concept has more and more influence, transplantation method is also increasing.

Physical education teachers have a central role to play as Fitness and Wellness Leaders within their schools and communities. Additionally, curriculum developers are designing innovative, coherent approaches to fitness-based physical education supported by strong evidence from randomized controlled research documenting increased student learning and physical activity in physical education. Physical education teachers are enhancing their professional competencies to teach disciplinary concepts

such as those in fitness/exercise physiology and to learn new instructional strategies necessary to teach student-centered constructivist approaches to physical education.

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