

Science, Movement and Health, Vol. XXI, ISSUE 1, 2021

January 2021, 21 (1): 58 - 62

Original article

PHYSICAL EDUCATION AND SPORT LESSON IN PRIMARY AND GYMNASIUM CYCLE IN THE ON-LINE ENVIRONMENT DURING THE COVID-19 PANDEMIC PERIOD

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Abstract

Objective. The research aimed to identify ways to teach online physical education and sports lessons in primary and secondary school during the emergency, when teaching activities in education in Romania were interrupted, to prevent the spread of infection with the new SARS-CoV virus -2.

Method. Taking into account the situation created by the COVID-19 Pandemic, the study was conducted during the state of emergency, respectively in March-April-May 2020, when the activities were carried out on online platforms: ZOOM, MEET, SKYPE, where the participant it was pupils from the "Petre Ispirescu" Gymnasium School in Constanta. We wanted to observe during this period, how students can adapt to the new conditions and to the way of carrying out physical education and sports activities. The content of the physical education lessons was specially designed for this period and the typology of the physical education and sports lesson carried out indoors on improvised spaces was taken into account.

Results. During the physical education and sports lessons, the teacher focused mainly on attracting student's pupils to carry out online activities and maintaining their health by practicing adapted physical exercises.

Conclusion. The teacher conducted online physical education lessons, in compliance with the following rules:

- pupils participated in physical education and online sports lessons at home;
- the rules imposed by preventing the spread of the SARS-CoV-2 virus by sanitizing sports equipment before and after each use (balls, dumbbells, mattress fitness, chair), ventilating the spaces, using your own towel and indoor sports shoes;
- The time allotted for online lessons was 30 minutes to avoid spending a long time in front of the computer.

Keywords: physical education and sports, pupils, SARS-CoV-2 virus.

Introduction

Physical education and school sports are activities of great importance in the educational system of children and students in our country. This importance is given even by the Education Law no. 84/1995, in which the finalities of the Romanian education are established. One of these purposes is "Harmonious development of the individual through physical education, hygiene and sports education."

In the reform process, in the spirit of decentralization and democratization of education, the school has the opportunity to decide on a part of the national curriculum, generically called "Curriculum at the school's discretion". This right, however, applies equally to both factors involved in the educational set; the school curriculum board and students who are guaranteed the right to choice and decision. Thus, regarding physical education and school sports, superior conditions are created for extending the forms of practicing these didactic and extradidactic activities (Dumitru, 2003).

This "sports education" involves the formation of beliefs and attitudes that encourage them to practice sports through its many

institutionalized forms and beyond. This activity, with profound formative implications, must be understood by all educational factors as a solution that, through its content, achieves harmonious physical development, balanced training of students physically and mentally, strengthening health, strengthening and recreation of young people. included in the educational process (Bank, Nicolae, Gheorghe, 2008).

The positive valences of this activity have long been known and applied in civilized countries, the examples in this respect being numerous. In our society, however, although they are known, there is insufficient action to create the organizational and material framework that will arouse interest and ensure the practice of physical education and sports with continuity.

As a basic form of organizing the teaching approach, the lesson provides, in the current conceptual and methodological context, the most conducive framework for teaching-learning given the stability and relative homogeneity of the student body, the constancy of duration, number of hours per week, the position in the schedule, the technical-

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Received 16.09.2020 / Accepted 18.10. 2020

material base available, as well as preferably, during the entire educational cycle.

In order to be effective in physical education and sports lessons, teachers must permanently correlate the taught-learned contents with the possibilities of students to use them for personal benefit, in extradidactic activities. Learning skills and using them in complex structures, including in the form of competitions during lessons, is a good opportunity to recommend that children organize and participate in similar competitions in recreation, playgrounds in the children's community where they spend their free time (Dragomir, Scarlat, 2004).

Compared to the generalizations of the didactics regarding the typology, content structure, organization, etc., the physical education lesson also has numerous specific particularities that differentiate it from the other objects provided in the respective educational plan:

- objectives and contents from two different learning units are usually approached, but with complementarity valences, either as a motor structure or as a psychophysical request;
- the influence of physical development was a constant of the structure of the lesson, which can be achieved as a learning unit, as a training situation provided in each lesson, located after the preparation of the body for effort;
- development of motor skills; independent or combined; achieved either by designing specific learning units, or as a training situation scheduled constantly or periodically in the structure of the lesson or as an effect of practicing in specific conditions of effort the contents of the learning units addressed in the lesson, is also a stable concern of the teacher.
- the preparation of the students' body for the effort, as well as the return after its submission both during the lesson and at the end of it are specific and constant training situations.

Physical education and school sports are achieved through the lesson, each of them adopting ways of organization and specific contents (Bank, Nicolae, Gheorghe, 2008). Of all the existing forms, the lesson is the only definitive form as a didactic activity, the others being included in extradidactic activities.

Therefore, the lesson is the main form of organizing the instructive-educational process, it is the unitary pedagogical framework through which students accumulate knowledge, skills and abilities that lead to the formation of abilities, skills and attitudes specific to physical education and sports as educational disciplines. For these reasons, the lesson is considered the basic form of physical education and school sports (Cârstea, 2000).

The didactic experience gained in the subject of Physical Education and Sports, in the conditions of using different technological systems that allowed the continuation of teacher-student interaction (Internet, chat, etc.), is the basis of methodological landmarks for teaching Physical Education and Sports online.

In the conditions of conducting online physical education lessons, the contents of the training will be selected according to the environment in which students will practice physical exercises (indoors, outdoors), so that all physical safety requirements are met.

This experience is doubled by organizational and practical-methodological recommendations that illustrate the manner of application in the process of practicing physical exercises of modern methodological guidelines (Cârstea, 2000).

In our attempt to provide an image that reflects the variety of lessons due to the specifics of the activity and the diversification of the conditions of development, we focused on the following typology:

a. According to the thematic component approached:

a.1. lessons with topics in motor skills and / or abilities;

a.2. lessons on motor skills, also called "general physical training" lessons, which are not very common in school physical education and sports;

a.3. mixed lessons, with topics both from motor skills and / or abilities, as well as from motor qualities.

b. According to the type of motor skills and / or abilities approached thematically:

b.1. monosport lessons;

b.2. bisport lessons;

b.3. multisport lessons (common - especially - in other countries, which have "physical education and sports complexes" in schools, both outdoors and indoors).

c. After the stages of learning motor skills and / or abilities approached thematically:

c.1 lessons for learning primary initiation;

c.2. consolidation lessons;

c.3. refresher lessons;

c.4. verification lessons;

c.5. mixed / combined lessons (resulting from the combination of the four stages of learning, taken - at least - two at a time: consolidation with improvement, consolidation with verification, etc.).

d. After placement in the structure of the school year:

d.1. organizational / introductory lessons (at the beginning of the year and semesters, in which students take some control tests, constituting, based on the results, the value level groups);

d.2. current, weekly lessons;
d.3. balance lesson (usually the last of each semester; a special type of balance lesson can also be considered the "demonstration" or "open", conducted for methodical purposes to present to colleagues specialized level that can be achieved with a group of subjects, if working according to realistic planning.)

e. By location and conditions:

e.1. outdoor lessons, normal atmospheric and climatic conditions; ,

e.2. outdoor lessons in cold weather;

e.3. indoor lessons, normal conditions (physical education room and the corresponding annexes or materials);

e.4. indoor lessons on makeshift spaces (corridor, hallway, classroom with benches, etc.) and in cold weather.

f. By number of topics covered:

f.1. lessons with a theme;

f.2. lesson with two topics;

f.3. lessons with three themes;

f.4. lessons with four or more topics ("demonstrative" ones!).(Cârstea, 2000).

In the online physical education lesson we approached lessons with themes from motor skills, lessons of mastering primary initiation, consolidation, improvement, verification, mixed / combined, lessons with a theme or two depending on planning, indoor lessons on improvised spaces (in our case, everyone worked at home), organizing / introductory lessons (at the beginning of the year and semesters, in which students take some control tests) (Cârstea, 2000).

Physical education disciplines the child and gives him a certain structure, a guidance, a rigor that then creates a routine, and which is translated into other activities due to the mentality formed in this regard.

Develops motivation, team spirit, fair play, a sense of belonging to the group, strength of character and therefore, a better mental and mental resistance to failure and an orientation towards progress. It is a form of health education, promoting respect and care for one's body.

Physical education in schools ensures the formation of intellectual and practical skills or ethical and moral values that lead to better social integration of the child.

Deployment schedule

Class III a

Work program

Sept. 4.05-10.05

Online lesson:

- Preparing the body for effort:
- Walking on the spot;
- Exercises from the walking school performed on the spot;
- Easy running performed on the spot;

- Special exercises performed on the spot;
- Exercise complex for harmonious physical development.

Physical exercises for skill development; (teaching materials: apple, water bottle)

Exercises for the body to recover after exertion.

Class III a

Work program

Sept. 11.05-17.05

Online lesson:

Preparing the body for effort:

Walking on the spot;

Easy running performed on the spot;

Exercises from the walking school performed on the spot;

Special exercises performed on the spot;

Exercise complex for harmonious physical development.

Physical exercises for the development of coordination and mobility; (teaching materials: banana, chair);

Exercises for the body to recover after exertion.

Class III a

Work program

Sept. 18.05-24.05

Online lesson:

Preparing the body for effort:

Walking energetically on the spot;

Exercises from the school of walking on the spot;

Easy running performed on the spot;

Special exercises performed on the spot; (ankle play, knees to chest, leg swinging back)

Complex of exercises for harmonious physical development performed freely or with object;

Physical exercises for developing the strength of the upper and lower limbs; teaching materials: (0.5 l bottles, 0.5 kg dumbbells);

Exercises for the body to recover after exertion. (Stretching)

Class III a

Work program

Sept. 25.05-31.05

Online lesson:

Preparing the body for effort:

Walking energetically on the spot with the ball held in two hands;

Exercises from the school of walking on the spot; (lifting on tops with the ball held in two hands);

Easy running performed on the spot;

Special exercises performed on the spot; (play of the ankles, knees to the chest, swinging the back leg performed with the ball held in one or two hands);

Complex of exercises for harmonious physical development performed with the ball;

- Static / dynamic physical exercises for the development of resistance performed with the ball;
- Exercises for the body to recover after exertion. (Stretching)

Class III a
Work program
Sections 2.06 - 7.06

Online lesson:

- Preparing the body for effort;
- Easy running performed on the spot;

- Exercises from the walking and running school performed on the spot and moving on a distance of 2-3 steps; (lifting on tiptoes, ankle play, knees to the chest, swinging the leg back, combined with exercises to tone the arms);
- Selective influence of the musculoskeletal system;
- Static / dynamic physical exercises for toning the muscles of the lower limbs;
- Exercises for the body to recover after exertion. (Stretching)



Photo no. 1 Online lessons

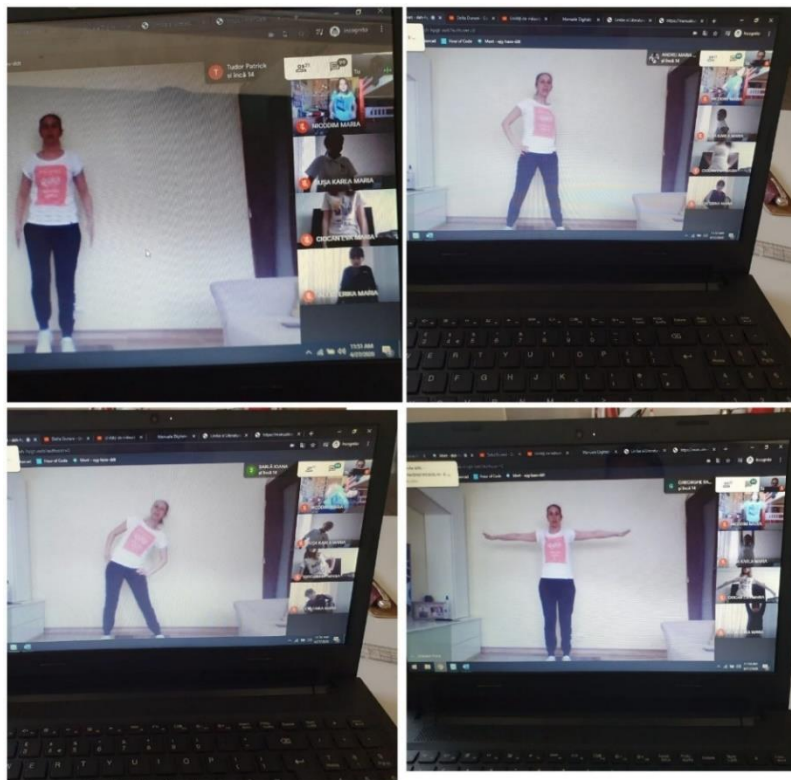


Photo no. 2 Online lessons



Photo no. 3 Online lessons

Conclusions

Physical activity includes all forms of active recreation, exercise, play, dance, etc.

During the COVID-19 pandemic, when many of us are very restricted in our movements, it is even more important to be as active as possible.

Regular physical activity benefits both the body and the mind.

Physical activity also improves bone and muscle strength and increases balance, flexibility and well-being.

For children, regular physical activity helps support healthy growth and development and reduce the risk of future disease, and through regular activity, children can develop basic movement skills and build social relationships.

- Observance of the norms, procedures of health and safety of work and of PSI for all types of activities carried out within the educational unit and in the online environment;

- Attracting children to movement by diversifying physical exercises and online, during the pandemic of (COVID-19), respecting the school curriculum;

- Choosing the right physical activities to reduce the risk of injuries in the online environment during the pandemic (COVID-19);

- Differentiated treatment of students;

- Choosing the right intensity depending on the level of physical training of children;

- Formation of basic notions in physical education and sports lessons.

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