



STUDYING ABOUT IMPLICATIONS & TERMINOLOGY USED IN THE SCENARIO OF PHYSICAL EDUCATION

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ABSTRACT

Physical Education, Sports and Yoga professionals, will contribute in bringing Health and Wellness at every aspect of one's personality. Thus, developing and proposing the syllabus framework for Physical Education, Sports and Yoga was an interesting assignment for the committee. We had to keep in mind the broad guidelines given by the UGC about making the citizens of 21st Century equipped with Critical Thinking, Problem Solving, Analytic Reasoning, Cognitive Skills, and Self-Directed Learning etc. The committee had several meetings to develop the curriculum framework and we have come out with a broad outline for the Colleges and Universities to take up the framework for Physical Education, Sports and Yoga.

Keywords: - Student, Game, Education, Skills, Sports

I. INTRODUCTION

In order to establish the standard, it is necessary to assemble and eloquent the statements of professional organizations. The fundamental survival of every human being is physical. It is very difficult to get any kind of education without stress on motor activity. It is not decorous in its objective. The most precisions gift by nature is human body, it is necessary to maintain its growth and development which is mostly depending upon the quality and quantity performance on centrifugal activity. The word 'physical' denotes an organic structure that signals all human features such as strength, pace, survival, health, execution etc. it is not easy to define the term physical education which is generally refers to the sports education. It is generally speculated that physical education is sports education. In simple words physical education is a way of imparting education through motor activities.

Concept of Education

According to some taught people, the word 'education' has been derived from the Latin term 'Educate' which means the act of teaching or training. A group of educationists say that it has come from another Latin word "educate" which means 'to bring up' or 'to raise'. According to a



few other, the words 'education' has originated from other Latin term 'Educate' which means 'to lead forth' or 'to come out'. All these meaning indicate that education seeks to nourish the good qualities in man and draw out the best in every individual.

II. PHYSICAL EDUCATION

- Is all about physical training only.
- Is only about the participation in games.
- Is about building body.
- Is performing drill.
- Is play.
- Has poor social status.
- Has no job or career prospects.
- Leads to indiscipline.
- Is wastage of money only?
- Has rest periods hence, no physical or mental earning.
- Is taken-up by left out group only.

Based on the review of literature relative to the importance of physical education and physical activity in our society, a number of guiding principles have been developed to assist in adjusting the focus for a new curriculum framework. The guiding principles are statements of belief about physical education as a subject within the educational system of our province.

Definitions of Physical Education

In ancient India, a Sanskrit adage stated that "Sharri Servant ShambhavDohe". The National plan of physical education (1956) states that, "Physical education should aim at making the child physically, mentally and emotionally fit and developing personal and social qualities which will help to live happily with others and build a good citizen". It further emphasizes that the development of the total personality and achievement of worthy citizenship motivated for service should be the outcomes of physical education. According to the Ministry of Education and National Planning for Physical Education and Recreation, "The aim of physical education must



be to make every child physically, mentally and emotionally fit and also to develop in him personal and social qualities that will help to live happily with others. Physical education programmed should also aim to build good citizens of the country.”

III. IMPLICATIONS FOR TEACHERS OF PHYSICAL EDUCATION

What does it mean to a teacher of physical education who accepts "Personal-Global" as the curriculum orientation for physical education in Newfoundland and Labrador? To be able to feel comfortable in the teaching of physical education from a Personal-Global orientation, the teacher must feel a sense of belonging with the values and beliefs that the orientation demands. It is anticipated that the future teacher of physical education would be less involved with transmitting specific sport skills to students and be more involved with encouraging student participation in a broad range of life-long physical activities on a daily basis.

The teacher would place less importance on measuring the physical performance of students than on teaching concepts related to health and wellness, and would spend more time facilitating individual student goal-setting, decision-making, problem-solving and problem-posing. Finally, the physical education teacher would be more involved with other members of the teaching staff in integrating physical education with other subject areas. Some examples of how the teacher would be professionally engaged in teaching physical education from a Personal-Global perspective include.

Primary-elementary level: the teacher of physical education would be involved with teaching students' movement concepts through their direct involvement in physical activity and the solving of movement problems. Students would be involved in exploring the movement potentials of their bodies, as well as learning about social relations, inclusion of everyone in all activities every day, learning games and activities of other cultures and developing themes which are integrated with other subject areas in the school or community (e.g., Winter Olympics, Year of the Family, Education Week).

Intermediate level: students at this level are in great need of activities (physical, cognitive and social) which explore and help create a stable identity. A PersonalGlobal orientation would direct students toward succeeding stages of self-control, involvement, self-responsibility and caring for others, as described by Author. Students would be engaged in individual, small group and large group activities that focus on the relationships which occur between the students while physically active. Traditional (basketball, volleyball, etc.) and non-traditional (cooperative games, initiative tasks, etc.) activities would be sequenced to provide a process of self-discovery and understanding related to physical activity preferences, strengths, limitations, identity and social acceptance (Personal-Global awareness).

High School level: at this level of education the student is able to accept an even greater responsibility for personal activity choices and preferences. The physical education teacher, depending upon the particular course being offered, would be primarily engaged in facilitating learning. In many instances the teacher would serve as a resource for ideas, learning strategies, content material and equipment, or specific technical literature.

At other times, depending again upon the nature of the activity and the background of students, the teacher would be involved in direct instruction of physical activity skills (canoe strokes, overhand serve, weight lifting techniques).

As well, the teacher would be involved in teaching cognitive material using various teaching strategies to support the learning potential of students.

IV. TERMINOLOGY USED IN PHYSICAL EDUCATION

1. Game

It is often considered as an activity played by more than two people combined as a team. There are defined objective, time, space, rules, and limited pattern of behavior, the outcome of which is to determine a winner or loser.



Figure 1.Children playing football

2. Sport

Sport is a wider term which acts as an institution involving all physical activities, individual skills, governed by a set of rules and often taken competitively.

3. Sports Training

Planned and systematic process of preparation of sportsperson or athlete for better performance, which is based on scientific principles, is called sports training. It improves specific fitness and sports specific skills, techniques, and tactics.

4. Gymnastics

Gymnastics include different exercises, without apparatus, and with apparatus. These exercises involve arm, leg, hand and trunk movements as well as performing jumping movements, and maintaining balance. It constitutes agility exercises done on various kinds of gymnastic apparatus like, parallel bars, horizontal bar, beam, pommel horse, ring, etc.



Figure 2. Players performing gymnastics

5. Physical Culture

In some of the countries, physical education is considered as ‘physical culture’. The culture is synonymous to our social belief, custom, and religious way of treating the body as temple. It also includes the concept of making the body beautiful by developing shaped muscles. Weight-training devices, and sharp and high intensity exercises are some of the means, used for muscle training so that the body looks muscular and in good shape.

6. Drill



Drill includes different kind of body exercises for developing good posture of standing, walking, fighting, etc., and disciplining the body and mind. In games and sports, drill is the process of repetition of activities done with beats, music, or verbal order.

7. Health Education

Health Education includes the knowledge about diseases, health, rest, sleep, sanitation, pollution and psychosomatic disorder. A healthy person is an asset for the society whereas an unhealthy person is a liability.

8. Recreation

Recreation includes playing, singing, camping, hiking, reading, gardening, dancing, and many more pleasure-giving activities. Through recreation one can regain the lost energy, vigor, and spirit. After hard work one can engage in different kinds of recreational activities for releasing mental stress and get rid of fatigue.

V. CONCLUSION

Implementation of physical education pedagogic technology for students with different nosology's in the process of their studying stipulates solution of training, health-related and educational tasks. It is possible through creation of conditions for motor actions' training and intensification of motor functioning during all period of study. Practical application of the technology and received results points at integration of disabled students in students' medium.

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