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THEORETICAL-METHODICAL ASPECTS CONCERNING THE ORGANISATION OF SCHOOL PHYSICAL EDUCATION AT THE LEVEL OF PRIMARY SCHOOL

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Abstract

Background. In the last years, both in Romania, as well as in other European countries, a series of changes were operated in the training process, including at the subject of Physical Education of pupils in the primary school, when actually the foundation of their multilateral development is formed. In order to achieve the basic objectives of physical education at the level of primary school, here are some suggestions of modern methodologies to change the training process of the above-mentioned subject. Therefore, in this paper there are described the basic requirements as related to the training process of pupils in the primary school at the subject of Physical Education, as well as the ways to optimize this, aiming to successfully meet the basic goals at the given subject and ensuring the multilateral-scoped training of the graduate of primary school.

Keywords: *physical education, pupils, primary school, physical training, physical development*

Introduction

The general objectives of Physical Education, including at the level of Primary School, are to maintain a proper health status, ensuring a harmonious physical development, favouring the development of basic motor qualities, as well as of those specific to some sports branches, forming up a system of habits and motor skills necessary for life, forming up the interest towards practicing the physical exercise, developing some moral-volitional qualities and intellectual traits, of the esthetical system and of social responsibility [1, 2, 9].

It is precisely these aspects that, for a long time now, make up the topic of numerous pedagogical research in the field of school Physical Education, including at the level of Primary School [4, 7, 8, 10], where it is highlighted that the optimization is based on the scientific organization of the activity of the teaching staff and of pupils, oriented not just towards a simple increase of the effectiveness, but also towards obtaining some optimized results, as related to the actual conclusions.

In the context of those described before, we mention that the Physical Education represents the forming-developing activity of the human personality projected and achieved by complete capitalisation of the physical, physiological and psychological potential of the human body, under the specific circumstances for the modern society. It is the health, power and energy, the children's state of mind and education which facilitate the school yield. The main importance of the Physical Education classes is that of developing, from early childhood, life skills in children for a healthy, durable and harmonious growth [1, 8, 9].

Some specialists [3, 7, 8, 9] focus on the so-called Pattern of the graduate of Primary School, who according to them, must show a proper and harmonious physical development, has to master the basics of general motricity, to execute correctly and with increased efficiency the basic motor skills and utilitarian-applicative ones (walking, running, jumps, throws, catches, climbing, crawling, carrying weights and so on), to perceive correctly and easily the spatial-time components, to be aware of his/her possibility of action, to handle a minimum system of means of the Physical Education (exercises of physical education, games), knowledge and expertise of organisational order, which he/she uses in the game activity in the spare time and within other forms of practising physical exercises.

At the end of the Primary School cycle, the child must be endowed with knowledge and habits of individual elementary hygiene and with the custom of applying them in the systematic practice of physical exercises. The graduate of the primary school has to be an active participant in mass sportive and touristic actions and through his/her entire conduct must show interest and love for the organized motor activity [2].

According to multiple researches [1, 7, 8, 10], the pupils of the primary school are particularly active, and in most part they act autonomously. With them it is predominant the tendency to perform actions, or to practice

dynamic games with different objects. The practising of games with suggestions has an essential importance for the physical development of pupils in the primary school. The free moves are not usually formed, they are not premeditated, but have an incidental direction. At this age appears the capacity to note a certain resemblance with the model, imitating it, yet without observing the precise form of the correct move.

Towards the end of the primary school studies, pupils exercise the moves more freely and easily, they give them a tempered, rhythmic nature which enhances their positive emotional attitude towards the motor action, allowing them to repeat autonomously the previously-performed moves.

Still in the primary school, it is necessary to continue taking care of strengthening and protecting the pupils' health, to create good conditions for the proper development of each pupil, their positive emotional state and active behaviour [2, 5, 6, 9].

At that age, meaning 7 – 11 years, it is very important to mind the physiological and pedagogical regularities of forming the habits and motor expertise. Both one, as well as the other, contribute to the elaboration of some systems of nervous links, the formation of some dynamic stereotypes. At the initial base, when the nervous links are barely created, the brain cortex participates effectively to this process. Pupils have to focus their attention and will on the moves which they are just beginning to learn. In this stage, there appear useless or wrong reactions.

Being about a series of moves by which the respective action is achieved, in the initial stage each move is declared separate and constitutes an independent conditioned reflex. For instance, at the climbing exercise, first it is specified the action of grabbing the apparatus, of placing the leg on it and only then of forwarding the arm and the leg one step higher. In the automatization stage, the following changes are noticed [5]:

- Conscience is to a certain extent generated by the responsibility of participating in the accomplishing of the respective action, the moves are mostly performed automatically;
- In the process of the habit automatization, the useless or wrong moves are ruled out and the proper actions are imprinted. This process of selection is a result of the inhibition of differentiation and of the inhibition of extinction. The initial irradiation of excitation is opposed by a process of concentration and imprinting of the excitation in certain cortical formations;
- In the course of forming habits, there takes place a procedure of organisation and systematisation of moves, which become links of a more complex action.

Because the series of stages of a complex move is always repeated and in the same order, a dynamic stereotype is made up and as a result, each link of the move once imprinted, becomes excitative for triggering the next link. All these transformations lead to the unification, systematisation of the temporary connections specific for the respective motor habit, and to the creation of a unitary ensemble of a dynamic stereotype [5, 6, 9].

The motor habits are formed in a closely-linked mutual connection. The acquiring of some new moves by the pupils of primary school is possible only based on the previously-formed nervous links, of the coordination relations. Therefore, the new habits are formed depending on those previously developed, including some of their elements. In turn, habits pending formation exercise influence over those existing ones, contributing to their imprinting (the effect of the positive transfer of motor habits and expertise).

For example, the formation of habit for the standing long jump is based on that already formed of the standing jump "like the ball", "like the sparrow". This is why, for the pupils in the primary school, the syllabus provides from the beginning the acquiring of the standing jump with both feet, then based on it, the standing long jump. Likewise, the acquiring of the long jump with momentum is based on acquiring the high jump over obstacles, because with the latter, children form the habit of take-off which favours the reanimation of the long jump with momentum.

In the process of acquiring a motor action in primary school, one can distinguish the following stages, having a successive nature, actually making up the stages of the training [2]:

- getting accustomed with the action to be acquired;
- analytical acquiring of the motor action;
- forming the habit;
- strengthening and improving the habit.

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Part of the specialty educators [1, 4, 9, 10] claim that the physical education activity cannot take place unless it is based on a complex theoretical training, to clarify in the pupil's conscience the purpose, meaning, content and utility of the motor actions, and of physical exercises. This entails an active and conscientious participation by removing the mechanical imitation and imprinting a durable nature to the acquired knowledge. Combining the intellectual work with the physical work becomes a life principle under the circumstances of modern civilization.

In the process of physical education, pupils acquire knowledge about the rational procedures of performing the motor actions. Some specialists [2] think that when the pupil understands what he/she has to do and especially why, he/she participates actively and out of his/her own initiative to the learning process.

Some researchers [2,3] range top among the reasons for failures in execution the lack of understanding, respectively an insufficient luggage of theoretical knowledge, habits and motor expertise. They tackle very seriously the matter of forming theoretical knowledge and consider that the intellectual qualities have an important role in the direction of processing information and rationally guiding the behaviour.

The higher the level of knowledge, the more learning can be more thorough. With pupils in primary school, some types of general knowledge would be:

- the role and importance of psychical exercise;
- the body's reaction to physical exercise;
- rules of collective and individual hygiene during the practising of physical exercises;
- rules of behaviour at the activity class of physical education.

These types of knowledge, as well as other, contribute to understanding the phenomenon of physical education, to creating the motivation of participating in physical exercises, in forming the conviction of necessity of the physical education.

The formation of a system of knowledge within the lessons of physical education broadens the intellectual horizon of the pupil, activating the learning process, where the pupil becomes aware of the assigned task and turns towards achieving it. Furthermore, it helps to perfect motor skills and habits, and the activity of physical education is dominant in the formation process of motor expertise, which we mentioned earlier. To teach a pupil a physical exercise means to create him/her the possibility to execute it correctly.

The role of the theoretical knowledge in forming the motor skills and habits is important by the fact that it accelerates the process of their acquiring and ensures a better quality of acquiring new ones. The knowledge acquired by the pupil during the execution of the move, directed by the teacher, leads to using habits in the most varied situations. The learning process has an informative and formative action on pupils. The informing action materializes in the conveying of knowledge, whereas the forming one into changing the behaviour [4].

Talking about the physical particularities at the level of pupils in primary school, more specialists [5, 6] think that at this age, there are formed the attention capacity, the spirit of observation, memory is developed, decision, imagination, will, moral qualities and features etc.

The general objectives of Physical Education are maintaining a proper health status, ensuring a harmonious physical development, favouring the development of basic motor qualities, as well as of those specific to some sports branches, forming up a system of habits and motor skills necessary for life, forming up the interest towards practicing the physical exercise, developing some moral-volitional qualities and intellectual traits, of the esthetical system and of social responsibility. [1, 5, 6].

It is precisely these aspects that, for a long time now, make up the topic of numerous pedagogical researches in the field of school Physical Education, including at the level of Primary School, [1, 7, 8, 10]. They emphasize the fact that the optimization is based on the scientific organisation of the activity of the teaching staff and of pupils, oriented not just towards a simple increase of the effectiveness, but also towards obtaining some optimized results, as related to the actual conclusions.

The optimisation does not represent a method or a certain learning process. It represents a precise approach mode of the structure of the learning process, based on the unity of learning principles, of particularities and real possibilities of learning for the pupils in the grade it is worked with.

Also, some authors [2, 3, 9] understand by optimization, the measure of correspondence between the organizational part of the system and the objectives for whose achievement the system was built. As a common

feature in the cited authors we can highlight the necessity of choosing the optimized version of running the learning process.

The systematic analysis of all these elements leads us to the conscientious choice, scientifically-based (and not incidental) of the best structural version of the learning process in relation to the actual given circumstances; in such approaches, the teaching staff chooses the best version of the lesson plan, to ensure utmost effectiveness under the actual given circumstances of the learning process. From here, we can draw the conclusion that the optimisation is not done "in general". The optimization is possible only in relation to the existing running duty, meaning from the point of view of the criterion chosen by us and it imposes the exact representation of the parameters which must meet the necessary level depending on the aimed goal [1, 4, 9, 10].

To optimize the instructive-educational activity, the teacher has a wide range of means and ways, starting from the didactic projecting, related to the human resources and the materials they have. Specifying the pedagogical objectives, structuring logically the content, establishing the intra-disciplinary and pluri-disciplinary relations, making the content essential, updated and proper for the pupil's level of understanding, using modern learning means and active-participative methods, achieving the didactic principles in lessons and of the learning laws are also important ways to optimize the process of teaching-learning-assessing [9].

As most specialists think [1, 2, 3, 9, 10], the basic form of the instructive work in Primary School is the lesson of Physical Education. The number and duration of Physical Education lessons per week differ depending on the pupils' age. They are conditioned by the development particularities, their degree of physical training and independence, depend on the distribution of the entire time during the day. The activity of Physical Education – sanitation includes the morning gym, dynamic games and exercises during strolls (morning and evening), the minute of physical education and others.

Conclusions

Therefore, within the physical education of pupils in the primary school, there are many ways, means and methods to achieve the goals set before the specialty teaching staff. All these can be accomplished by motivating pupils to practice the exercise, by stimulating them through different means, by the active implication of parents in the instructive-educational process, especially at the subject of "Physical Education".

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