Need for diversification of courses in physical education - Professional preparation of leaders in scientific physical education

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Abstract
Physical activity in children has been shown to be associated with positive effects on the musculoskeletal health, cardiovascular disease factors, adiposity, as well as self-concept, anxiety, depression and academic performance. Consequently physical activity is effective in preventing diseases. Physical education provides students with the skills and knowledge needed to support participation in a wide variety of physical activities that contribute to an active lifestyle. Physical education provides building blocks for skill development, skill analysis, physical fitness, stress reduction, decision-making, and positive social skills. Students learn to assess and set goals, evaluate their own physical fitness, and use the knowledge to maintain or improve their current fitness level. Students who participate in physical education on a regular basis learn the benefits of physical activity and its contribution to a healthy lifestyle.

Keywords: Physical Activity, Diversification, Scientific Physical education, Social Approaches

1 Introduction

Informational approaches focus on increasing physical activity by providing information to motivate and enable people to change their behavior and to maintain that change over time. The interventions primarily use educational approaches to present both specific information about physical activity and exercise and general information (e.g., ways to reduce the risk of cardiovascular disease). The information is intended to change people’s knowledge about the benefits of physical activity, increase their awareness of opportunities for increasing physical activity, explain methods for overcoming barriers and negative attitudes about physical activity, and ultimately increase physical activity. Behavioral and social approaches focus on increasing physical activity by teaching behavior management skills that can be used in many settings and by structuring the social environment to provide support for people trying to change their health and activity habits. These interventions often involve group behavioral counseling and may also involve an individual’s friends or family members. Skills focus on recognizing cues and opportunities for physical activity, ways to manage high-risk situations, and ways to maintain desired behaviors and prevent relapse. These interventions also involve making changes in the home, family, school, and work environments. Physical Education is that integral part of total Education which contributes to the development of the individual through the natural medium of Physical activity— Human movement, It is a carefully planned sequence of learning experiences designed to fulfill the growth, development and behavior needs of each individual in order to assist him/her to:

a) Develop skills of movement
b) Skills for everyday life,
c) Understand concepts of space, time, force etc.,
d) Express proper social behaviour.
e) Condition vital organs of the body
f) Interest in personal well being,
g) Interest in lifetime recreational activities.

Figure 1: Logic framework illustrating the conceptual approach used in systematic reviews of physical activity.

As it is very evident from the most modern and scientific concept of physical education as propounded by Dr. R.B. Frost, one must understand that Physical Education ‘as a discipline and also ‘as a profession’, has certain salient characteristics, which are summarized below:

Physical education’s body of knowledge would be the many bits of facts derived from many disciplines and interwoven into an integrated unit related to physical education. Such a body of knowledge would be derived from disciplines of Biology, Anthropology, Sociology, Psychology, Philosophy, Physiology, Physics, Health etc. Physical Education must be concerned with all the components which belong to its body of knowledge. Since Physical Education is both a discipline and a profession, it includes areas such as A) Human Engineering, B) Physical Therapy, C) Recreation, D) Educational Athletics, E) Dance F) Physical Medicine, G) Mechanics of Sports Coaching and Sports Training, H) Human Ecology etc. Therefore, Physical Education can be termed as “Human movement” It is worth—while to mention here, that Physical Education a a profession, is designed to contribute to the development of individuals by teaching people what they need to know to make a

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better world. ‘The professional person needs more than an ‘Abstract knowledge’. She/he needs to know how to do things, how to teach, how to motivate, and how to inspire. The Physical Education teacher must be able to organize and manage classes, plan lessons, evaluate progress and formulate curricula. She/he should know the basic principles of administration, supervision, budget making and public relations. The professional in physical education should have a sense of vocation’, recognize opportunities for service and accept responsibilities.

2 Planning Considerations

Table 1: Planning Consideration to teach physical education

<table>
<thead>
<tr>
<th>PLANNING</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
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<td><strong>Activity</strong></td>
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<td><strong>Assessment</strong></td>
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<tr>
<th>DELIVERY</th>
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<tr>
<td><strong>Free Play</strong></td>
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<tr>
<td><strong>Opening and Warmup</strong></td>
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<tr>
<td><strong>Skill Exploration and Development</strong></td>
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<td><strong>Practice and Application</strong></td>
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<td><strong>Closure and cooldown</strong></td>
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The table provides a general outline to assist teachers in preparing to teach physical education at any grade. Accordingly it is conceivable that Physical Education is both a discipline and profession and has a body of knowledge which can be mastered by a true professional. It involves the skills, abilities etc., needed by the teacher and coach. Daryl Sicdentop states that ‘the aim of Physical Education is to increase human abilities to play competitive and expressive motor activities’.

The above concept is summarized under:

1. Developmental Objective: (State of readiness for playing the activities in Physical Education).
2. Counseling objectives: (Opportunities to match interest and abilities to various activities).
3. Skills objective: (To develop competencies in the individual’s chosen activities).

3 Diversification of Courses in Physical Education professional Preparation

Professional preparation of leaders in Physical Education today does not confine to historical, organizational and methodology courses only. Much of scientific aspect from allied disciplines such as A) Biomechanical concepts) Physiology of exercise, C) Sports Medicine and D) Sports Psychology areas are included to make the professional preparation very comprehensive, scientific and purposeful.

A) Bio-Mechanical Concepts and Importance for a Physical Education Worker

Any teacher in physical education who has a good knowledge of ‘Motor Skills’ can probably teach them to his/her student. If in addition he/she has a good knowledge of ‘Kinesiology’ (Scientific study of human movement), he/she will be in a better position to select effective techniques and methods and to diagnose and remedy individual difficulties. He/ she will be’ thus improving his/her method of teaching his/her students, how to learn new skills and how to improve their performance. This is desirable but it does not go far enough. Some students may be satisfied with it, but the more intelligent students want to know the ‘Why’ of directions given by ‘the instructor/coach? The students want to understand the reasons for what they do and why one approach is better than the other

Physical Education students should become familiar with terms describing ‘Human movement’ or motion of human body. An understanding of the following terms and their application to sports, games are very essential.

a) Abduction
b) Acceleration
c) Adduction
d) Anatomical position
e) Angular motion
f) Articulation
g) Concrete contraction
h) Cauded
i) Cephalad
j) Circumduction

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k) Depression
l) Distal
m) Dorsal
n) Extension
o) Flexion
p) Isometric Contraction
q) Isotonic Contraction
r) Levers and their classification
s) Equilibrium
t) Newton’s Laws of Motion
u) Analysis of Motor skills/human movement based on mechanical concepts/principles.

B) Physiology of Exercise (Exercise Physiology)

Nothing can be more significant to the living and working Human organism than the functions of the heart, the blood vessels, the Lungs and, the respiratory tract. according to a Stainhav (4—P43) “Five to six quarts of blood, distributed through 5 billion tiny Tubular vessels (capillaries) with a total length of 1500 miles, bring oxygen and food to all parts of the body and carry of their wastes. At rest the blood makes between one and t trips a minute from heart to lungs, back to the heart; then to all body parts and back to heart, airing strenuous exercise it may make mine such trips in a minute”

Cardiac Cycle, cardiac output, stroke volume blood pressure, heart rate etc., are terms which every Physical Education teacher should get acquainted with. These become meaningful when dealing with ‘conditioning and training as well as ‘Physical fitness’ of sportsmen/sports women. Therefore, physiology of Exercise is ‘to be a part and parcel of Physical Education professional curriculum.

4 Sports Medicine Areas

a) The individual as an athlete/sportsman or sportswomen

b) The sportsman/sportswoman as an individual

c) Various scientific measures in dealing with the conditioning and Training aspects of the individual for competitive sports.

d) Prevention, Treatment and Rehabilitation of athletic injuries.

d) Nutrition diet and other such factors related to the health of the individual.

In advanced countries, this area is part and parcel of certification requirements of Physical Education personnel, coaches and sports trainers. Hence in relation to Modern context it is of utmost importance to have the subject of Sports medicine in the curriculum of professional preparation of Master’s Degree students in Physical Education.
5 Sports Psychology Area

This discipline is of great importance in the present day world of sports in view of the implications related to the application of Psychological principles in sports competitions. Several researches have been done in advanced countries in the area of ‘Sports Psychology’ and such factors as:

a) Motivation and arousal
b) Homeostatic
c) Satisfaction of needs
a) Self concept
e) Level of aspiration
f) Expectations
g) Frustration, challenge and self discovery
z) Arousal
i) Personality and Athletic performance
j) Psychomotor phenomena (cue recognitions reaction time movement time and performance time).

The Physical Education student needs to know some of the theoretical Psychological concepts and principles relating to his/her field. Even more important is the application of those principles in professional work. The field of ‘Sports Psychology’ is immense. This is in keeping with the infinite complexity of man. Coaches and physical education teachers not only deal with the pragmatic realities of day to day activities but also are concerned with the intangible realm of Personality and sports.

6 Conclusion

It can be said that physical education and sports activities tare a kaleidoscope. They exhibit an infinite variety of ‘Human emotions’ ‘Movement’ ‘defeats’ ‘Triumphs’ and ‘Fantastic exploits’. Physical Education and Sports include experiences which modify human organism. To develop physical education workers for the present and future in all their pluralities, the Physical education teacher education should be updated keeping abreast of developments in advanced countries. Therefore, there is an urgent need to examine instruction and its impact on students, to make physical education teacher education relevant to social conditions and the latest knowledge and to make professional programmes in physical education relevant to those who are preparing to teach are certainly worthy of continuing emphasis.

7 References