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**MODELING OF CURRICULAR PROJECTS, SPECIFIC TO THE  
PHYSICAL EDUCATION LESSON**

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*Abstract*

The implementation of some dynamic and varied sporting activities at curricular content will make progress in terms of motricity development in primary school pupils. Objectives. Design and model training content in an interdisciplinary view, with a view to streamlining primary education training. Methods. Research focuses on modelling the content of curriculum projects through the implementation of a variety of means (games, stacks, applicative paths) to develop the level of motricity. Research methods used: bibliographic study method, direct observation method, test method and statistical mathematics. Results. At sample 1. "naveta5x5", we have a significance threshold  $p > 0.421$ , at sample 2 "long jump", we have a significance threshold  $p > 0.393$ , at sample 3. "dorsal trunk holes", we have a significance threshold  $p > 0.539$ , at sample 4. "extensions of the facial lump trunk", we have a significance threshold  $p > 0.267$ , which indicates a significant increase in final testing compared to the initial one. Conclusions. 1) The National Redevelopment of Physical Education is developed according to a new curricular design model, competence-centered (knowledge, skills and attitudes developed through learning), which provides students with both motor and psychological development. 2) A series of education-centered directions can be observed, with reference to acquisitions in the motor development plan.

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## 1. Introduction

Physical education varies in different European countries in terms of terminology (with physical education and sport in English, but it is also a training in French and sports in German) and it varies in PE teacher training and the way it is taught. Teaching it also differs in concepts from a traditional teacher-centred, school-based and sport-like model approach to physical training evolving towards movement based concepts (Pârvu, Mihăilescu, & Vişan, 2012). In some countries, the national curriculum has been changed to meet the needs of the changing environment outside of education to create a better future for today's children.

The overall approach to the curriculum needs to be altered in such topics as movement and physical literacy, physical activity, health and fitness, competition and cooperation, challenge in a multidisciplinary approach to teaching and learning in physical education.

The aim of the physical education curriculum is to contribute to the motor development, child health and inclusive development of the coordination requirements of the teaching methods (Mechling, 1999).

**1.1.** Curriculum design is a multidimensional and correlated multi-component process that guides the main educational milestones (finalist, content, process, action, etc.) that will guide the actual process of instruction and education (Cucuş, 2002).

School has a crucial role in providing opportunities for children to engage in physical activity, thus improving physical fitness (Story, Kaphingst, & Mand, French, 2006; Lee, Burgeson, Fulton, & Spain, 2007) and serve as an ideal setting for school based intervention (Kriemler et al., 2007).

**1.2.** One of the few alternatives to "education through the physical" philosophy is movement education (Siedentop, 2007).

States that in the teaching process, more precisely in the physical education lesson, the teachers focus on the development: physical, motor and psychomotricity, of pupils in primary school classes (Nechita, 2003).

Semester Design "performs a layout (synthetic model) or a breakdown (the analytical model) of the annual design. It aims at highlighting the correlations between: finalities - content - temporal resources and didactic strategies in a very explicit manner (Cojocariu, 2004).

That increasing sedentary habits in our daily lives is becoming one of the major threats to the health status of the human population (Vouri, 2004).

## 2. Problem Statement

Physical Education is the context for providing individuals with challenges at the level of their capacities both in the artificial environment of the gym, as well as in the more natural social context of sporting events. In both contexts, the person is given the opportunity to build social skills and self-confidence in situations involving physical effort.

The change from performance-oriented concepts to health-related ones is becoming not only necessary but also visible in most European countries, especially with the recent health (a) ware model of teaching, combining physical and health education (PDF) Physical Education teaching and learning.

Following the study of Romanian literature, the curriculum of Physical Education is developed according to a new model of curricular design, competence-centered (knowledge, abilities and attitudes developed through learning), which provides pupils in primary education with a development from both motor and psychological (Stancu, 2004). Also, a number of education-centered directions can be observed with reference to acquisitions in the development of motricity and personality development of primary school pupils through a flexible offer that allows the teacher to modify or replace the activities of learning within physical education and sports lessons, but respecting the curriculum.

The learning process was centered on learning experiences in diverse learning contexts that later help children in developing general and specific motrices, as well as of the skills necessary for a healthy life and a harmonious physical development.

- 2.1. In addition to improving motor skills, regular physical activity has beneficial, immediate and long-term effects on health, weight control, lower blood pressure, better cardiorespiratory function, high self-esteem, and well-being. Active children tend to become active adults. Thus, national programs should include as many children as possible, and should focus on skills training rather than winning matches (the AAP Commission for Sports Medicine and Good Physical Fitness, 1997, the Council for Sports Medicine and fitness, and the School Health Council, 2006, as cited in Papalia, Olds, & Feldman, 2010).
- 2.2. The literature suggests that: although motor skills improve less spectacularly in middle-aged children than before, these years are a perfect time to develop strength, resistance and achievement of an expert level in motor skills (Papalia, et al., 2010).

### 3. Research Questions

Please replace this text with context of your paper. The EU promotes physical activity by exchanging and promoting good practices between EU countries and stakeholders. EU health policy also promotes physical activity in various forms: integrated into physical education (respecting curricula), as an extracurricular activity, integrated into a sports club / association, have been a way of maintaining the state by systematically practicing different types of activities.

- 3.1. The Council of the European Union, on a proposal from the European Commission, makes the following recommendations on practicing physical education and sport. Physical activity is recommended by the World Health Organization (WHO) as being important for all age groups and especially for children, the active population and the elderly.

Physical activity, as a prerequisite for a healthy lifestyle and for a healthy workforce, contributes to the achievement of the key objectives defined in the Europe 2020 Strategy, especially in terms of growth, productivity and health. Physical inactivity was identified as a major risk factor for premature mortality.

Physical education in schools can be an effective tool for raising awareness of the importance of health-enhancing physical activity (HEPA), and schools can be easily and effectively targeted to introduce such activities.

- 3.2. School-based physical education is effective in increasing physical fitness and improving physical fitness. However, to accomplish major health changes, one hour of daily physical

activity organized as play in the schoolyard or in physical education lessons is necessary. Interventions including physical education only two or three times a week have only shown minor health improvements.

The increased amount of physical activity can be attained by increasing curricular or extra-curricular time in school and should not be detrimental to other subjects in the school curriculum. School-based physical education is the most widely available source to promote physical activity among young people.

Therefore, every effort should be made to encourage schools to provide physical activity on a daily basis in all grades, inside or outside the curriculum. This is the first step in the field of physical activity in all pupils.

Health and physical education programs throughout the world are challenged to provide meaningful and relevant learning experiences for children and youth.

In the 21st century, learning strategies will be dramatically different, requiring children and youth to gain critical thinking and problem-solving skills; operated with agility and adaptability; effectively analyze information; communicate in various oral and written forms; reflect greater curiosity, imagination, and innovation in their thinking; and develop healthy active lifestyles (Gut, 2011; Kay & Greenhill, 2011).

#### **4. Purpose of the Study**

Design and model the contents of physical education training in an interdisciplinary view, with a view to increasing the efficiency of the primary and second class training and observing the level of motorcycle acquired.

##### **4.1. Veriga and 4 a. Theme 1 T1. Speed run. Strengthen the acceleration step**

Departures from different positions (from knee support, sitting back in the direction of running, vertical jumping, facial, etc.), at a distance of 15 m.

Repeat the start of the leg and go to the visual signal on the distance of 10 - 15 m, in the form of a race;

Start-up departures with accelerated running on the distance of 20 - 25 m and continue running with tempo decrease on the distance of 10 m. Meet two by the distance of 25 m.

##### **4.2. Veriga and 4th. Theme 2. Sports game Handball Dump at the place and on the road.**

Exercise of the throw at the port from the place preceded by dribbling on the distance of 3-4m;

Exercise in two steps (halfway through the ground), throwing at the port;

Target throws (drawn on the wall);

Dragging to the door from easy running;

Executing the 7 to 9m port throw.

Bilateral game.

#### **5. Research Methods**

The actual research was carried out during one semester (September - January), and aimed at shaping the content of the training during physical education classes by introducing as many variations as

possible (games, games, competitions), respecting, curriculum education at primary education level. The research was targeted at the female sample (n = 20), a 2nd grade, within the Diaconu Coresi School, Brasov. The female sample was tested (initial and final), respectively, at the beginning of the semester and at the end of the first semester. Through this test, we wanted to analyze and observe whether there are differences at the level of motricity (reaction and execution speed, explosive force, abdominal and back force). Between the two tests, operational projects with different contents were applied twice / week, 50 minutes each.

**5.1.** The control samples were four: - 5x5 m; - abdominal force - facial lump trunks; - back force - extensions of the facial lump trunk; - Long jump on the spot (selected according to the "Primary education assessment system").

**5.2.** Calculation of the values recorded for each sample was performed using SPSS ver.10.

## 6. Findings

The statistical analysis of the data obtained in the current study (Table 01) showed that, following the application of curricular type products (lesson plans), 2x / week for one semester, there was a significant increase in the general motricity level of the female sample.

At sample number 1, "5x5 m ship", an improvement of the execution and displacement speed is recorded, the average being obtained at T.F. 2.403, compared to T.I. where the recorded value is 2.213. Thus, at a sign of significance  $p > 0.421$ , the results of the two tests differ significantly.

At sample number 2, "Jumping on the spot", there is an improvement in the explosive force at the lower limbs, the average obtained at T.F. being 2.918, compared to T.I. where the recorded value is 1.401. Thus, at a significance threshold  $p > 0,393$ , which shows that the results of the two tests differ significantly.

At trial number 3. "Trunk Lifts", an improvement in abdominal strength is recorded, the average obtained at T.F. being 3.416, compared to T.I. 2614. Thus, at a significance threshold  $p > 0.539$ , the results of the two tests differ significantly.

At sample number 4, "Extensions of the facial lump trunk", there is an improvement in the force at the level of the muscles of the back, the average obtained at T.F. being 2.918, compared to T.I. 1.401. Thus, at a significance threshold  $p > 0.267$ , which shows that the results of the two tests differ significantly.

**Table 01.** Comparative analysis of the results obtained in the initial and final testing, following the evaluation of class a - II - a

Variables	S	Cv	Dif.	t	p
	Pre-test / Post-test	Pre-test / Post-test	Pre-test / Post-test	Pre-test /Post-test	Pre-test /Post-test
Naveta 5x5 m (seconds)	0.692±0.703	22.163±20.06	0.28±0.16	0.72±0.51	0.438±0.421
SLL (cm)	0.767±0.713	29.162±24.10	0.9.±1.01	1.61±2.18	0,418±0.393
RTCD no. repetitions of 15	0.764±0.579	31.938±26.181	0.82±1.06	2.29±1.12	0.627±0.539
ETCF no. repetitions of 15	0.856±0.692	21,822±19.001	0.38±0.21	1.11±0.54	0.326±0.267

## 7. Conclusion

The national rethinking of Physical Education is developed according to a new model of curricular design, competence-centered (knowledge, skills and attitudes developed through learning), which provides students with both motor and psychological development.

There can be seen a series of education-centered directions with reference to acquisitions in the development of motricity

From a theoretical point of view, school education and physical education programs need to be re-analyzed and reorientated towards knowledge, integration and promotion of new sports disciplines.

Knowledge of concepts related to the benefits of practicing physical, systematic and continuous activities, for increasing the quality of life.

The possibility of change at the curricular level the way of approaching and practicing the practical lessons, in the physical education discipline.

**7.1.** Thus, from the point of view of our experiment, there can be noticed a significant improvement between initial and final testing at each of the four samples (5x5m shuttle, lengthwise jump, dorsal trunk holes and trunk extensions from facial expression), in terms of the following indicators: reaction and execution speed, explosive force, abdominal and back force.

**7.2.** Please replace this text with context of your paper. Effectiveness of operational projects can also be observed through the use of a variety of tools (games, roles, applicative paths), which gives primary school children a number of driving purchases, abilities, skills and educational experiences.

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