

INCREASING THE ATTRACTIVENESS OF PHYSICAL EDUCATION LESSONS BY USING SPECIFIC MEANS AT THE PRIMARY CYCLE

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Abstract: Starting from the fact that children lose their attention and focus very quickly we really wanted the lessons to be designed in such a way as to capture and maintain the children's interest throughout the lesson. By increasing the attractiveness of the lesson, we can contribute to a more efficient achievement of the objectives of school physical education. In this way, students' interest in movement in general develops, by creating conditions that facilitate learning and strengthening motor acts. Fun games and activities capture children's interest, making them participate enthusiastically, keeping them interested. The introduction of specific means in physical education lessons contributes not only to physical development but also to social development, cognitive, emotional development, adaptability, and inclusion. Thus, we considered it appropriate to treat the introduction of movement games, relays, and application courses, studying it as efficiency at the level of the primary cycle, at the 2nd grade, through the analysis and interpretation of the results carried out in the present study.

Key words: motor skills, movement games, physical education lesson

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INTRODUCTION

School has always been the main instrument through which the educational ideal has been realized in an organized, active, and conscious form. Games are present in sport, physical education and various activities of daily life. Through its structure and organization is becoming increasingly prominent as a vector in consolidating regional and global issues that transcend from the very nature of the human being and have evolved constantly over time (Herman et al, 2018). "The discipline of physical education and sport, through its very content, is the only school discipline in which most students participate/should participate with the greatest interest, because it can offer them various satisfactions on multiple levels: emotional-affective, recreational, strengthening health" (Scarlet E., Scarlat, et al, 2006). Organized physical education has a profound and multidimensional impact on the development of children and young people. A

physical education program that includes a variety of games, relays, applied pathways and innovative exercises captures children's attention and interest, keeping them motivated and engaged. Through the movement of games and relays the tasks of multilateral physical development and health strengthening are solved. At the same time, they produce satisfaction, create a good mood. The undeniable educational value of games is that, although they appear to be playing, children learn and develop. "A well-designed game is capable of mobilizing all forces, keeping children's interest awake, and achieving maximum efficiency. The importance of games as a means of psychological disconnection should also be emphasized. Games are the best form of active rest" (Zapletal Milos, 1975). The more harmoniously the fun and useful elements are combined, the greater the value of the exercises and, ultimately, the value of the physical education lesson.

AIM

To experiment with the introduction of movement games, relays, and application paths into the structure of physical education lessons in the second grade in order to increase their attractiveness. By increasing the attractiveness of the lesson, we can contribute to a more effective realization of the objectives of school physical education. In this way we develop pupils' interest in physical education and movement in general by creating conditions that make it easier for them to learn and strengthen their motor skills, ensuring success and preventing or eliminating failure. Introducing movement games and application pathways into physical education lessons will significantly improve:

- pupils engagement.
- physical development, motor skills.
- problem-solving ability and group cohesion, leading to a more holistic and formative learning experience;
- fun games and activities capture children's interest, making them enthusiastic participants;
- activities that provide immediate feedback are more satisfying for children, keeping their interest;
- the emotional toning that comes from movement games removes boredom and makes the lesson even more engaging;

METHODS

Sequence I - of action applied to the experimental group the following thematic structure of the lesson, during the period of September 19 - October 19, 2023. The content included movement games and relays for learning the technical elements of correct running and speed development. Specific games for learning the technical elements of correct running and speed development.

Sequence II - of action applied to the experimental group carrying out the following thematic structure in the lesson from March 12 to April 11, 2024 The content included movement games and relays used to develop basketball skills and also to achieve the objectives of the experiment class .

Sequence V - of action applied to the experimental group performing the following thematic structure of the lesson, from May 14 to June 13, 2024. The content included preparatory exercises used in the form of games and relays to develop basketball skills and also to achieve the objectives of the experimental class.

RESULTS

Table 1. 25m speed running

CLASS	SEX	INITIAL				FINAL				X _F -X _I
		\bar{X}	S	CV	Em	\bar{X}	S	CV	Em	
Control group	Girls	5,25	0,44	8,38	0,13	5,12	0,42	8,20	8,12	0,13"
	Boys	5,06	0,42	8,30	0,12	4,84	0,42	8,68	0,11	0,22"
Experimental group	Girls	5,33	0,28	5,25	0,90	4,92	0,34	6,91	0,10	0,41"
	Boys	5,28	0,54	10,23	0,15	4,80	0,48	10	0,13	0,48"

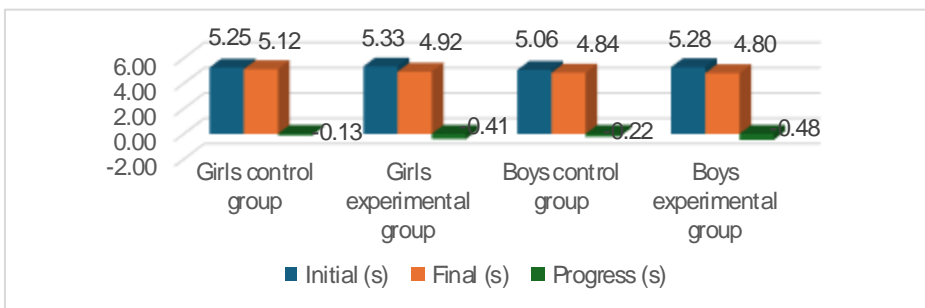


Figure 1 Representing the dynamics of the average value recorded in the 25m speed running event

The 25m speed running is an event that tests the traveling speed. As can be seen in the centralizing table and the graph, the absolute values of the arithmetic means are higher for boys than for girls at both test times. At the initial testing time both girls and boys in the control class outperform the boys and girls in the experimental class (F5.25" B5.06") in arithmetic mean (F5.25" B5.06"). At the final time based on a very high rate of progress (0.42"), the boys in the experimental class manage to outperform the boys in the control class, who make less progress (0.22"), in arithmetic mean. Also the girls in the experimental class on the basis of a very high rate of progress (0.41) manage to outperform the girls in the control class, who progress less (0.13). In terms of homogeneity as indicated by the CV-coefficient of variability values, apart from the boys in the experimental class at the initial moment, all the groups at both test moments perform very well, i.e. the dispersion of the pupils' results is very small. In fact also the CV values for the boys in the experiment class at the initial testing (10.23) is very close to very good homogeneity.

Table 2 Driving the basketball 15m back and forth

CLASS	SEX	INITIAL				FINAL				X _F -X _I
		X	S	CV	Em	X	S	CV	Em	
Control group	Girls	11,13	2,42	21,74	0,70	10,16	1,59	15,65	0,46	-0,97
	Boys	9,95	1,70	17,09	0,49	9,16	1,74	19	0,50	-0,79
Experimental group	Girls	10,78	1,68	15,58	0,49	8,41	0,84	9,99	0,24	-2,37
	Boys	10,12	1,66	16,40	0,60	8,35	1,38	16,53	0,38	-1,77

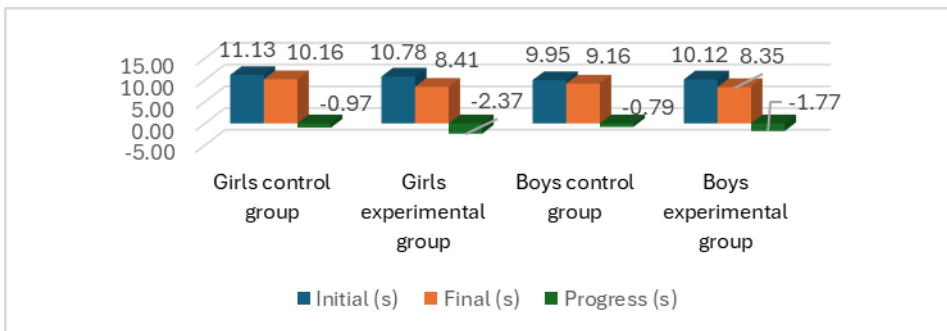


Figure 2 Dynamics of the average value in the driving the basketball 15m back and forth event

Driving the basketball - is a test of general and specific upper-limb skills. As shown in the centralizing table and the graph, the absolute values of arithmetic means between the groups of boys in the control and experimental class there is no significant difference at the time of the initial test (9.95" ; 10.12"). At the final moment on the basis of a very high rate of progress (2,37" ; 1,77") both girls and boys of the experiment class manage to outperform the boys of the control class in arithmetic mean (girls and boys of the experiment class 8,41" 8,35" - boys of the control class 9,16"). Girls and boys in the control class progress much less than the experimental class (with progress rates (0,97 and boys 0,79). In terms of homogeneity as indicated by the values of the coefficient of variability CV, on the initial test, the girls in the control class show poor homogeneity and the other three groups show average homogeneity. Although the girls in the control class at the initial testing had a homogeneity with poor values, at the final testing they reach an average homogeneity. And the homogeneity values for the group of girls in the experimental class increase from average values to very good homogeneity. That is, the dispersion of the students' results is very poor.

Table 3 – Driving the basketball between the goalposts 15m, back and forth

CLASS	SEX	INITIAL				FINAL				X _F -X _I
		X	S	CV	Em	X	S	CV	Em	
Control group	Girls	14,72	1,74	11,82	0,50	13,11	1,69	12,89	0,49	1,61
	Boys	13,13	2,57	19,57	0,74	11,81	2,17	18,37	0,63	1,32
Experimental group	Girls	15,40	1,56	10,13	0,45	12,04	1,89	15,70	0,55	3,36
	Boys	14,76	2,74	22,83	0,76	11,62	2,31	19,25	0,64	3,14

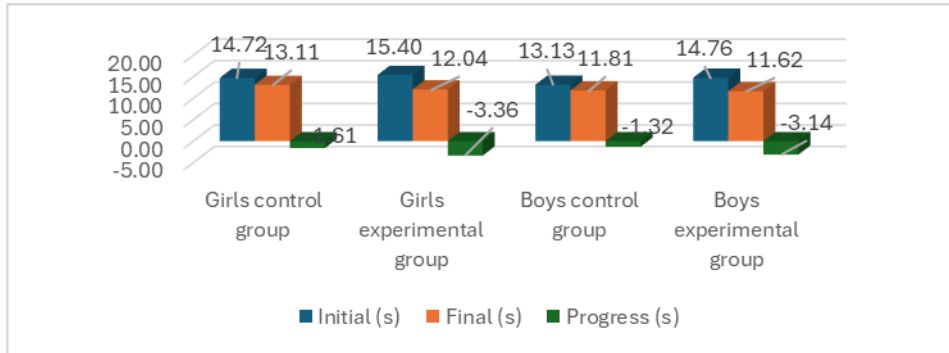


Figure 3 Dynamics of the average value in the test of driving the basketball between the posts 15m, back and forth event

Driving the basketball between the posts - is an event that tests general and specific upper-limb skills. As can be seen in the centralizing table and in the graph the absolute values of the arithmetic means in both classes in boys (13,13"; 14,76") are higher than in girls at the initial moment (14,72" ; 15,40"). At the final moment on the basis of a very high progress rate (3,14) the boys in the experimental class manage to outperform the boys in the control class (11,62 11,81), their evolution being evident because at the initial test they were much weaker than the boys in the control class (14,76 13,13). In terms of homogeneity, as indicated by the coefficient of variability values, the boys in the experimental class have a weak homogeneity and all the other groups show average values at the initial test. At the final test the boys in the experimental group are also average as the other groups. That is to say, the dispersion of pupils' results is small.

THEORETICAL CONCLUSION

In the process of physical education organized at the school level the use of specific means such as movement games, relays and applied courses occupy an important place, through which the lessons become more attractive, which contributes to the achievement of the proposed objectives. Increasing the attractiveness of PE lessons at primary level can be achieved by integrating games and playful activities, using positive role models, meeting the need for autonomy and competence, providing hands-on experiences and developing positive relationships between teachers and pupils. These theoretical approaches emphasize the importance of a learning environment that is enjoyable, relevant and supportive for young children. The specific means of physical education used in this study allowed for the complex manifestation and fostered the simultaneous development of basic and specific motor skills, motor qualities as well as moral-volitional skills and abilities.

PRACTICAL CONCLUSIONS

In the experimental lessons we aimed, among other tasks, to develop movement speed, dexterity, upper and lower limb strength, abdominal and back strength by using the execution of motor actions that required these qualities in game conditions. The fact that the experimental class obtained superior results in all tests, leads to the conclusion that solving motor tasks in the lesson using specific means of physical education is more effective, thus confirming the hypothesis. Analyzing the statistical data we can see that the absolute values of arithmetic means are higher for boys than for girls in the experimental class in all tests, but they are close in value.

The activity and effort of these lessons was increased by carrying out the activity in the form of games, relays and applied courses working in the same manner, we found that the students in the experimental class were more attentive to the lessons, showed greater concentration, showed

increased interest in initiative, participated consciously and actively. They began to show self-confidence, courage, and enjoyed physical education lessons, looking forward to them. According to the paper, we hypothesized that there is still great potential for increasing the attractiveness of physical education lessons at school. The hypothesis was successfully confirmed by experimental research, proving the possibility of achieving the operational goals of school physical education on the basis of the ways and means envisaged in the context of the paper.

Aknowlegments

We found that after such attractive lessons, the students' work capacity and intellectual effort always register higher indexes, which is why we propose their use throughout the school year. We also propose to generalize the experience gained to the whole school and to find new ways and means to further increase the attractiveness and effectiveness of the lessons.

All authors make equal contributions.

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