



THE STRATEGY FOR THE DEVELOPMENT OF A PROGRAM MODEL FOR THE DISCIPLINE OF PHYSICAL EDUCATION AND SPORT WITHIN THE CURRICULUM FOR THE DECISION OF THE SCHOOL IN HIGH SCHOOL EDUCATION

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Abstract: *AN ESSENTIAL ELEMENT OF THE CONTENT OF PHYSICAL EDUCATION THAT MUST BE EMPHASIZED IN THE HIGH SCHOOL CYCLE IS THE PREPARATION OF STUDENTS FOR INDEPENDENT ACTIVITY. IN THIS SENSE, DISCIPLINES SUCH AS DANCE, TAE-BO OR PILATES SATISFY THE NEED FOR CURRENT MOVEMENT, WHICH IS WHY THEY HAVE BECOME SO POPULAR. YOUNG PEOPLE AGREE TO THESE FORMS OF MOVEMENT FOR THE MUSICAL ACCOMPANIMENT, WHICH MAKES IT EASIER TO PERFORM PHYSICAL EXERCISES, BEARING FATIGUE MORE EASILY, BEING CLOSER TO THEIR WAYS OF HAVING FUN.*

Keywords: CURRICULUM, EFFORT, EDUCATION

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INTRODUCTION

By definition, curriculum is an integrative concept, which defines the totality of learning experiences proposed to students in a specific study program, in a profile or educational cycle, in a discipline or curricular area, in a semester or in an hour of course. Therefore, the study program (curriculum) articulates in a coherent structure the objectives (performance standards), the contents of the school activity, the forms of current activity, the didactic methods, the duration or the study schedule, etc.

Synthetically capturing the "state" of the concept, several authors have synthesized the following meanings of the formal curriculum: systemic group of courses or study subjects, the acquisition of which is necessary in order to obtain a formal qualification in a field of human knowledge or practice ; general plan of the contents or the subject that the school must offer to the educated, with a view to graduation or admission to a professional field; group of planned courses and



experiences that the student must complete under the coordination of the school or university; they can also refer to the whole experience lived by the educated under the coordination of the school.

The same dictionary delimits the concepts of "curricular content" (any subject of study, educational material, situation or experience that can help to develop cognitive and affective skills) and "curricular fact" (acts of the educator or the educated, with impact in specific situations of learning, orientation towards the reorganization of the latter's experience).

In formal and non-formal education, all individuals actually experience several categories of curriculum.

(1) Core curriculum or general education, designates that reality that provides a base of knowledge, skills and behaviors, mandatory for all students, during the first stages of schooling. Within it, specialization in relation to a particular field of activity is not targeted. The duration of general education varies in the education systems of each country, from primary education to secondary education and even beyond this level.

The contents of general education know a process of extension, through the addition and integration, in addition to the traditional curricular areas (languages, sciences and technology, social-humanistic fields, arts, physical education), and some interdisciplinary themes from the "new educations" (demographic, ecological, for communication, participation, economic, etc.). General education is the foundation on which special skills can be developed. (2) The specialized curriculum by categories of knowledge and skills (literature, science, music, plastic and dramatic arts, sports, etc.) is focused on enriching and deepening skills, on practicing high skills, on training specific behaviors to determine performance in particular fields.

(3) The hidden or subliminal curriculum derives, as a learning experience, from the psycho-social and cultural environment of the class/school/university. The academic climate, the teachers' personality, interpersonal relationships, the system of rewards and sanctions are important elements of the educational environment, and they influence the self-image, the attitudes towards others, the own value system, etc. The evolution of affective processes is especially influenced and formed by the unstructured and informal climate of life in amphitheatres.

(4) The informal curriculum goes from the learning opportunities provided by educational societies and agencies, mass media, museums, cultural and religious institutions, local community organizations, family.

In this sense, L.Cremin (1971) remarked: "Each family has a curriculum that it teaches almost deliberately and systematically, all the time. Every church and synagogue, every mosque has a curriculum... We can go further, until to declare that libraries, museums have their own curricula, just like the army, radio, television, and by these I do not mean only special educational programs, but also informative shows, which teach people to inform themselves, commercial shows, that teaches them what to want from the position of consumers or at musical shows, for example, at the opera, that update myths or general values".

Colibaba-Evulet (2007) systematizes the issue of curricular theory and methodology in two modules:

1. the conceptual module - which deals with the new way of approaching the issue of education and training. In this module, the fundamental theoretical issues (concepts) are treated, such as: the origin of the curriculum, the consolidation of TMC as an educational science, the definition of the curriculum, the evolution and development of the curriculum, the principles of the curriculum, the curricular areas (types, environments, cycles, areas), the reform curriculum, etc.

2. the praxeological (methodological) module for the elaboration of projects and curricular documents of general strategic and operational level. This will include: the dimensions of the curriculum design, the development of the general strategy of education/training in the long, medium



and short term, the development of the curriculum, programs and textbooks, auxiliary didactic materials, global and operational lesson projects.

MAIN TEXT

1.2. Physical education in high school education

The purposes of pre-university education derive from the educational ideal formulated in the Education Law. From this perspective, the aims of the high school propose the formation of a graduate in a position to decide on his own career, to contribute to the articulation of his own intellectual and professional development paths, to actively integrate into social life. In order to meet the demands of this level of education and the specific age of the students, the high school must provide the adolescent with:

- training the ability to reflect on the world, to formulate and solve problems based on the relationship of knowledge from different fields;
- the valorization of one's own experiences, in order to have an optimal professional orientation for the labor market and/or higher education;
- developing the capacity for active integration in different socio-cultural groups: family, professional environment, friends;
- the development of functional skills, essential for school success: communication, critical thinking, decision-making, processing and contextual use of complex information;
- cultivating expressiveness and sensitivity, for the purpose of personal fulfillment and promotion of a quality life;
- the formation of moral autonomy.

In the context of assuming these goals, the need to think of a new way of approaching the curriculum was imposed, starting from the specific elements of the curriculum policy and ending with those related to implementation and evaluation. The dimensions of the novelty considered in the curriculum design at the high school level are the following:

- the priority given to the learning process and the student's interests;
- the gradual diversification of the curricular offer and the multiplication of the student's possibilities to choose;
- the conception of the high school as a provider of educational services;
- centering the teacher on the behaviors specific to the roles of organizer and mediator of learning experiences;
- increasing the responsibility of the high school towards the beneficiaries of education, towards civil society and diversifying its involvement in the life of the local community;
- the transition from a universalistic general culture to a functional culture adapted to the purposes of each specialization.

It is recognized that, during the high school period, the adolescent changes his self-perception, including his body image, as an expression of his own identity. The body image gains consistency, polarizing the presence of the young man who constantly seeks to improve this image.

An essential element of the content of physical education that must be emphasized in the high school cycle is the preparation of students for independent activity. In this sense, disciplines such as dance, tae-bo or Pilates satisfy the need for current movement, which is why they have become so popular. Young people agree to these forms of movement for the musical accompaniment, which



makes it easier to perform physical exercises, bearing fatigue more easily, being closer to their ways of having fun.

The popularity enjoyed by dance, tae-bo or Pilates resides in the accessibility of the means used, the performance framework and, in particular, the beneficial effects on body harmony and on the psycho-physiological component.

The application of the programs is carried out on the training levels, because through their formative content they contribute to the achievement of the instructive-educational objectives, they contribute to the exclusion of "dead times", the intensity and density of the effort reaching optimal levels.

Thus, any of these disciplines can represent a means with multiple valences on the body and an effective form of optimizing the lessons with a didactic purpose.

The particularities of high school students

After puberty, the stage of growth and development follows, called the post-pubertal period, which is characterized by slow rhythms and reduced additions in the growth of transverse dimensions. Somato-functional peculiarities. In boys, height growth continues, and in girls it almost stagnates. Conversely, diameters and perimeters show a significant increase in both boys and girls. The bone structure approaches that of an adult, and the musculature registers a quantitative (volume) but also a qualitative (strength) increase, representing 44% of body weight in boys and 37% in girls. Body weight also registers an increase, being more pronounced in girls than in boys.

The balance found on the somatic level is also manifested on the functional level. The growth of the heart and vessels favors the improvement of cardio-respiratory functional indices. Thus, the vital capacity is between 3200-4000 cm³. At the beginning of puberty, the heart rate is high 90-100 beats/minute, while in those who participate in various sports activities, the average is 72-78 beats/minute.

Systolic volume, cardiac output and oxygen consumption approach those of an adult. In this way, tissue oxygenation improves thanks to the balance between the dimensions of the heart and the vessels. Their functional capacities result in a better adaptation to effort, ensuring premises for increasing the body's effort capacity.

The coordinating functions of the endocrine system develop, registering a maturation of the glands with internal secretion and the complete development of sexual characteristics.

The structure and functions of the nervous system are perfected, especially at the level of the cortex; the motor centers develop and improve; increases the inhibition capacity.

Psychic peculiarities in this stage of growth and development, an intense evolution of cognitive, volitional and affective processes is recorded. Her thinking and operability develop; logical reasoning is formed; the capacity for analysis, synthesis and differentiation is developed, the spirit of initiative is manifested.

On the level of motivation, new interests and inclinations appear that are maintained and tend to be completed. The data of some researches reveal the interest of pre-adolescents and adolescents for sports activity in school and outside it, all the more so since the support of this interest is the desire for affirmation, for overcoming that manifests itself at this age.

Motor peculiarities are manifested at this age through the body's ability to cope with motor tasks with increased speed, skill, and resistance indices, boys showing greater availability than girls. Due to the development of the capacity of the central nervous system and the motor indices in the cortex, a significant improvement of the motor coordination capacity and, consequently, the increase



of the skill level is recorded. They allow the performance of movements with a higher degree of coordination and at the same time favor the improvement of the execution of the acquired motor acts.

The physiological bases of speed development are determined genetically by an inherited somatic constitution, expressed by different segmental ratios, by the relations of the muscle mass with the lever system and by the functional lability of the central nervous system. The optimal distance for speed development is 60m at the beginning of puberty and 80m at the end.

Endurance effort, in a volume and with an appropriate intensity, represents a valuable stimulus for the development of large functional systems, especially those involved in the uptake, transport and use of oxygen at the tissue level. Long-term aerobic exercise (6-30 minutes) at a moderate intensity, which does not require a heart rate above 120-130 beats/minute, is recommended.

The strength effort should not be missing from the training of pubertal students. Relative strength (strength compared to body weight) stagnates or even regresses during this period (especially that of the extensors), which requires the wide use of strength exercises intended for these muscles.

CONCLUSION

1. The adaptation of the curriculum in the concept of school autonomy, offers each educational unit the opportunity to capitalize on its own potential, thus ensuring the optimal framework for achieving the objectives of school physical education.
2. The only quality that knows a regression is joint mobility, a more significant phenomenon in boys than in girls. This stage of life is one of the most favorable for the development of motor skills.
3. The teaching of physical education according to the motivations, interests and skills of the students, represents a viable way to create the possibility of a certain efficiency of the didactic approach.



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