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Future trends and challenges in physical education and sports sciences

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Abstract

The aim of this paper is to identify the current trends and challenges in physical education and sports and based on these current challenges, future trends and challenges would be discussed. There are various factors which are diminishing the interest of students in physical education activities. Although the physical education is being taught as a part of curriculum in all the schools but lack of adequate time and trained teachers, good facilities are responsible for little interest in this field. The future challenges to make this field interesting involves an adequate curriculum, sufficient funds allotment for holding various competitions and role of technology to create awareness about the importance of physical activities and sports in our daily life. All these issues have been discussed in the present study.

Keywords: Physical education, sports, curriculum, technology.

1. Introduction

Pupils from primary school through junior colleges are required to have 2 hours of PE every week, except during examination seasons. Pupils are able to play games like football, badminton, captain's ball, and basketball during most sessions. Unorthodox sports such as touch ball, fencing, and skateboarding are occasionally played. In more prestigious secondary schools and in junior colleges, sports such as golf, tennis, shooting, and squash are played. A compulsory fitness exam, NAPFA, is conducted in every school once every year to assess the physical fitness of the pupils. Pupils are given a series of fitness tests (Pull-ups/Inclined pull-ups for girls, standing broad jump, sit-ups, sit-and-reach and 1.6 km for primary [10-12 year-olds]/2.4 km for secondary and junior college levels [13-18 year-olds]). Students are graded by gold, silver, bronze or fail. NAPFA for pre-enlistees serves as an indicator for an additional 2 months in the country's compulsory national service if they attain bronze or fail.

Pupils from primary schools to secondary schools are expected to do 2 periods or 1 hour of PE throughout the year except a week before examination. In most secondary schools, games like badminton, sepak takraw, football, basketball and tennis are available. Pupils are allowed to bring their own sports equipment to the school with the authorization of the teacher. In most secondary schools, physical exams are rarely done, but schools record pupils' height, weight and number of push-ups they can do.

Students ranging from Kindergarten to High School have PE integrated with their curriculum. Kindergarten until Grade 3 of Elementary students have gymnastics, starting from Grade 4 of Elementary School, students will be introduced into traditional martial arts Pencak Silat and some team games such as badminton, tennis, soccer, futsal, rounders, basketball, etc. Starting from Junior High School, Both gender are separated during PE class. PE find its place in extracurricular forms, where students can specialize themselves in one kind of sports they choose. Sport Festival can be held during vacuum period, usually after examination. At this time students can compete each other by bringing own class' flag. Some universities such as ITB include PE in curriculum for freshmen. Many games such as Basketball, volleyball, cricket, tennis, badminton, kho kho, kabaddi etc are played. Several drills and physical training are taught.

Current trends in school PE and sports

Physical education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like bowling, walking or hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep-breathing and tai chi. Tai chi, an ancient martial arts form focused on slow meditative movements is a relaxation activity with many benefits for students. Studies have shown that tai chi enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. ^[Which?] It also provides psychological benefits such as improving general mental health, concentration, awareness and

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positive mood. It can be taught to any age student with little or no equipment making it ideal for mixed ability and age classes. Tai chi can easily be incorporated into a holistic learning body and mind unit. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse in, for example, the South western United States, students can also learn about the Native American cultures of the North eastern United States and Eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which may now be required of many P.E. teachers. The four aspects of P.E. are physical, mental, social, and emotional.

Another trend is the incorporation of health and nutrition to the physical education curriculum. The Child Nutrition and WIC Reauthorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. Today many states require Physical Education teachers to be certified to teach Health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards health education is beginning in the intermediate level, including lessons on bullying, self-esteem and stress and anger management.

Incorporating local indigenous knowledge into physical education can lead to many meaningful experiences and a way of learning about other cultures. For example by incorporating traditional knowledge from varying indigenous groups from across Canada students can be exposed to a many concepts such as holistic learning and the medicine wheel. A unit could be focused on connecting to a place or feeling while outdoors, participating in traditional games, or outdoor environmental education. These types of lesson can easily be integrated into other parts of the curriculum and give Aboriginal students a chance to incorporate their culture in the local school community. Studies have been done in how physical education can help improve academic achievement. In a 2007 article, researchers found a profound gain in student's English Arts standardized testing students who had 56 hours of physical education in a year compared to like students who had 28 hours of physical education a year.

In Brazil, the physical education curriculum is designed to allow school pupils a full range of modern opportunities, half a dozens of sports. They said they offer martial arts classes, like wrestling in the United States, and Pencak Silat in France, Indonesia, and Malaysia, are taught to teach children self-defence and to feel good about themselves. The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, rhythms, and dance. In these areas, a planned sequence of learning experiences is designed to support a progression of student development. This allows kids through 6th grade to be introduced to sports, fitness, and teamwork in order to be better prepared for the middle and high school age. In 1975, the United States House of Representatives voted to require school physical education classes include both genders. Some high school and some middle school PE classes are single-sex. Requiring individuals to participate in physical education activities, such as dodge ball, flag football, and other competitive sports remains a controversial subject because of the social impact these have cases physical education programs have been cut.

Future for physical education

Physical education should be individualized. One size does not fit

all. This is extremely challenging, but with creative tools like Physical Best, Fitness for Life, and Fitness gram, physical educators are becoming more like personal trainers than coaches. We should focus on activity and nutrition leading to good health and wellness. If we can't do everything, we need to at least do this.

Therefore, while playing age appropriate games is important, our emphasis needs to be on building lifelong skills and attitudes. Being active and eating well is vital at any age, but it becomes a matter of life or death as we get older. We can't put fitness in the bank and use it later; we have to keep active and eating well to maintain the benefits.

We also need to emphasize participation and stop the trend toward becoming a nation of spectators, with a few highly skilled athletes playing and everyone else watching. All students should be provided opportunities to both cooperate and compete in physical activities. Both are important life skills, and both can be fun. Our students should graduate with an understanding of the key principles of fitness and nutrition. They should be informed consumers of activity, nutrition, and wellness and be ready to assume self-responsibility for their own health through prevention.

And, please, let's make sure our K-12 schools provide a logical scope and sequence—let's teach articulated curriculums and not just bump the volleyball for 13 straight years.

Finally, we have to embrace technology to effectively communicate our message and get people moving. New innovations can help kids become physically active while playing video games and provide motivation for those who otherwise wouldn't be active.

The future of physical education: we must change now

The following are some recommendations for change which we can make NOW:

1. We must adopt the philosophy that physical education is- for all people, regardless of ability. We must recognize that skills and fitness are important only as they help students to become fully functioning healthy individuals.
2. We must put every effort into requiring elementary school physical education in every school (with a qualified physical education teacher). If physical education is important at any level it is most important here. The 1990 goals for the nation support this contention. We must become activists on this issue.
3. At the middle, junior, and senior high school level we must provide problem solving courses in fitness which teach all students to become good fitness and exercise consumers. Such courses must be based on personal needs, interests and abilities (Corbin, 1978).
4. We must modify middle, junior, and senior high school programs to allow students to make personal choices of skills and activities. For too long our students have been turned off to activities which they know they will never do after they get out of school. We need to ask students what they want to learn.
5. We must modify classes so that longer periods allow longer dressing time to allow students to have time to dry their hair and get ready for the remainder of the school day. We must put an end to the military type locker room. Many locker room experiences are what produce feelings about physical education. As adults we would not put up with common dress codes and locker room policies. Why should we ask kids to? Would you join a health club which was run like many physical education classes?
6. We must realize that physical education does not stop after the school years. Those who will work in fitness centers, hospitals and other similar settings are teachers even though they will not teach in schools. They are NOT exercise scientists or exercise physiologists as they would like to call themselves! If we do not teach these professionals to realize that they are teachers who must meet the needs of their clients, we will lose out to less qualified "exercise" enthusiasts.
7. We must police our profession. We must certify all professionals to make sure they are qualified. We must do something to rid ourselves of those who do not do the job.
8. We must make sure our teacher preparation institutions do the

job. This means preparing professionals with a good understanding of the exercise sciences AND teaching skills. All physical educators, in schools or out of schools, must first be experts in the multiple disciplines of physical education. But by itself, a study of the disciplines is NOT enough. We must make sure that we teach professionals how to teach and how to work with the public.

If we are to succeed in the future we must adopt the "new wisdom" of the animal school. Every person can benefit from physical education if we accept the fact that each person can be no better than his or her potential will allow. Physical education can help each of us look our best, feel good, enjoy life, and be healthy. It can only do this, however, if we recognize that we can't all be champions, but we can each be the best we can be. The time to change is NOW!

Role of technology

Technology use in physical education new technology in Physical education is playing a big role in classes. One of the most affordable and effective is a simple video recorder. With the use of a video recorder students can see the mistakes they're making in things such as a throwing motion or swinging form. Studies show that students find this more effective than having someone try to explain what they are doing wrong, and then trying to correct it. Educators also found the use of other technologies such as pedometers and heart rate monitors very successful, using them to make step and heart rate goals for students. Using heart rate monitors in physical education is important because it helps students understand how exercise affects their body. Other technologies that can be used in a Physical Education setting would include video projectors, GPS and even gaming systems such as Kinect, Wii Fit and Dance Dance Revolution. Projectors can be used to show students things such as proper form or how to play certain games. GPS systems can be used to get students active in an outdoor setting and active exergames can be used by teachers to show students a good way to stay fit in and out of the classroom setting.

Another type of technology that is commonly used in Physical Education is the use of pedometers. Pedometers do not necessarily track how far a person is going, but it lets them know the number of steps they are making. It will let them know how many steps on average they are making

Conclusion

A clear conclusion drawn from all the evidence thus far is that, perhaps along with music and MFL, a subject specialist should be introduced into primary schools nationally. It is therefore suggested that specialist primary PE teachers are trained, and that this be introduced as a national strategy (Blair and Capel, 2008; Carney and Howells, 2008). These should still be primary teachers with the knowledge and understanding of the holistic nature of this profession, not 're-badged' secondary teachers. As such, the HE sector needs to embrace this vision and perhaps, a) create a structure where there are appropriate, and specific, undergraduate programmes in primary PE which feed into an existing PGCE route, GTP or SCITT, and b) create better cross subject links between the subjects of primary education and PE provision to enable this creation. This may also help to alleviate the problems created by the governments current drive away from the traditional college based undergraduate teaching degrees towards the more post graduate, classroom based education being mooted by Gove (2010).

Finally, better CPD for the existing primary sector will be needed in the interim period specifically for those who would want to take on this role until the first specialists are trained. Although much evidence gathered for this study indicated that this could 'de-skill' primary teachers of their ability to deliver curriculum PE, the vast majority of those involved in this research believed it would result in the best learning experience for the child, and this must surely be the most important factor in the development of children.

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