

THE EXCESSIVE SPORTIVIZATION OF PHYSICAL EDUCATION LESSONS ON THE GYMNASIUM SCHOOL LEVEL

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Abstract: *This paper presents an analysis of the physical education class at the gymnasium level from the perspective of the eventual excess of sports content and the effects of this aspect. The school curriculum at this level was analysed and questionnaires were applied to some teachers and students to identify their opinions on the previously mentioned theme. The general conclusion that emerged from this study was that, indeed, sports-type contents are the majority (over 80% in each class), and the teachers seem to agree with this structure. The opinion of the students is not unified; approximately half feel various aspects that make them be reserved regarding the pleasure of participating in these physical education classes.*

Key words: *didactic content, adaptation to school, effects of sport*

1. Introduction

The word "sportivization", in the opinion of some specialists [6], [8] refers to a process of transformation of a framework element of the field of physical education (and not only) in one that leans more towards (elements of the referential framework of sport) the area of sport. Here we can talk about both physical and moral, psychic elements.

Teachers, who have in their classes at least one student who practices or has practiced a performance sport, are not

evaluated for their work, but for the work of the coaches who work with these young people in the specialized units for performance sport. The accentuated sportiness of school physical education lessons activates a mechanism of segregation: good-bad; selected-unselected; representative-unimportant.

At the same time, the assessment of students in physical education and sports classes through tests, scales and control norms results in the emergence of competitive ranking. From this point of view, grades in physical education and

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sports become a demotivating factor for sedentary, overweight, obese children, victims of the current lifestyle and diet.

Thus, the results are demotivation, absenteeism, parental dissatisfaction and the progressive increase in cases of medical exemptions for proof that the student is not fit to participate in physical education and sports classes.

From the perspective of an operational feedback within a unified vision, the component of obtaining the objectives specific to Physical Education is conditioned by the participation of the students, by the correspondence of the contents of the lessons by reference to the methods and means used in the act of teaching, as well as in the evaluation process.

The word itself does not acquire its negative meaning until it is treated gradually. Excessive or accentuated sports seriously damage the bio-physical, social and mental health of students.

Although in some countries the name physical education and sport is used in school, in others only physical education, they refer to the didactic activity carried out within the school as a form of formal education and independently under the name of both physical education and physical activity, we consider that a clear conceptual delimitation of the field of Physical Education is appropriate, respectively Sport (as a performance activity).

In an effort to synthesize, it can be stated that physical education is a component of education, objectified in the form of an instructive-educational process or in an independent way, a motric-type activity, intended for different categories of subjects, through which influences the processes of somatic, functional, motric and mental development. At the same time, this field

of activity is constituted as a complex system of education by capitalizing on physical exercises in order to harmoniously develop the personality and increase the quality of life [1], [5], [7].

Sport is a competitive activity which is based on a set of motor actions differentiated into sports branches, carried out in an institutionalized or independent framework, by which seeks to improve the morpho-functional and psychological, embodied in performances obtained in competitions, in the form of: record, overtaking own or of partners [9], [11].

A general classification of this field includes: sport for all, performance sport and adapted sport. Competition represents the main skill of sport, and character its competitive does not exclude valences formative. Another defining characteristic for sports is that it is accessible only to those with skills in this direction.

A clearer delimitation of the two fields: physical education versus sport can be highlighted from the analysis of the general objectives related to the sector of activity in Romania. Thus, for physical education we will have [2, p. 32]:

- a) "maintaining an optimal state of health of those who practice physical exercises consciously and systematically, as well as increasing their work and life potential (in some cases, the issue of "improving the state of health" is also raised);
- b) facilitating the processes of growth and optimization of the corporal/physical development of the subjects;
- c) development/education-basic motor skills and those specific to sports;
- d) the correct formation of a wide system of skills and motor skills, as well as capitalizing on the sport-performance plan;

- e) training and improving the ability and habit of systematic, correct and conscious practice of physical exercises, especially in human free time;
- f) the effective contribution to the development of intellectual traits and qualities, aesthetic, moral, civic, etc.”

For sport (especially for performance), the general objectives are the following: [5, p.90]

- a. “development of motor qualities (skills) and their combinations;
- b. perfecting all skills and motor skills, respectively technical elements and procedures and technical-tactical actions;
- c. development of cognitive, affective, motivational capacities;
- d. creating the mood for achieving performance (availability for effort, ambition, perseverance, tolerance to frustration, etc.);
- e. preventing or compensating physical deficiencies due to specific effort;
- f. favoring social integration.”

The research question from which we started in the current research was that sportsification is a real and current problem in the physical education system in Romania, being a disruptive element both in order to optimize the quality of life and in the psycho-social health of students aged between 10-14/15 years. Physical education is for all, sport is for the chosen ones.

2. Material and Methods

2.1. Materials and procedures

The current research aimed, on the one hand, to analyse the school curriculum in Romania for the discipline of Physical Education at secondary school level, in order to identify the percentage of sports content stipulated in this document, and on the other hand, 2 questionnaires were developed and applied (one for teachers, another for students). These tools covered 12 questions for each questionnaire, the answer options being closed only, being applied only once.

2.2. Participants

There were 50 teachers who answered the questionnaire items; they work in various school units in the cities: Bucharest, Miercurea Ciuc, Cluj-Napoca, Sfântul Gheorghe, Odorheiu Secuiesc, Covasna and Mures. 70 students answered the questions of the questionnaire dedicated to them. For both categories of participants, the answers were anonymous to ensure confidentiality, the method of completion being done with the help of the Google Forms platform.

3. Results

Table 1

The percentage of sports vs. physical education-type didactic content in the school curriculum at the gymnasium [12]

Class	Sports didactic content (%)	Didactic content - physical education (%)
5 th grade	78	22
6 th grade	80	20
7 th grade	91	9
8 th grade	82	18

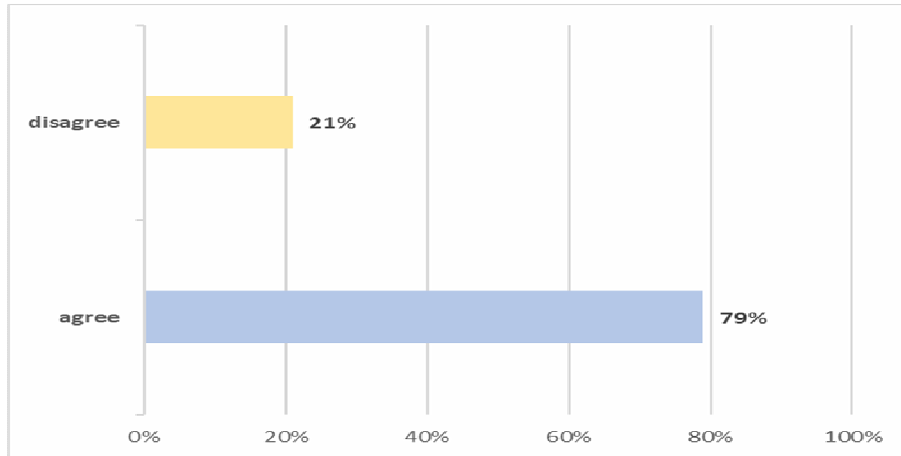


Fig. 1. *Teachers' agreement/disagreement regarding the current version of the Physical Education school curriculum regarding the percentage of sports content*

From the analysis of table 1, and especially of figure 1, we can see a majority percentage of sports content and the fact that 79% of the teachers who work in secondary education believe that the current school curriculum (at this level) for the discipline of physical education includes too many contents specific to some sports branches, in general. The other respondents, i.e. 21%, understand that these proportions of contents are in an optimal ratio.

Figure 2 illustrates the distribution of the answers to the participants' questionnaire, capturing the ideal percentage that they consider optimal in terms of sports-type content that the school curriculum should include at the level of secondary school classes. It can be observed that most of the respondents (30) consider that 30% would be the appropriate value, and at the opposite pole there are 3 of them who indicated a value of over 90%.

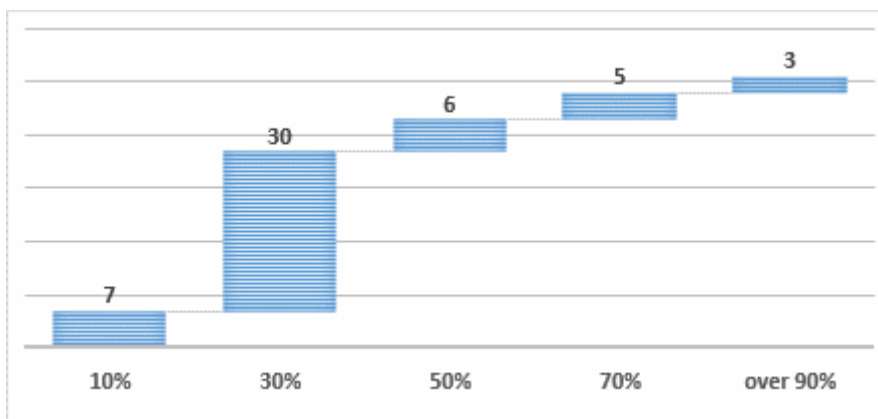


Fig. 2. *The number of respondents (teachers) and the indicated percentage values regarding the ideal content of a school curriculum with sports content*

The results presented in figure 3 indicate on the one hand the fact that almost half (48, 40%) of the surveyed students approve of the physical education classes, and the other respondents are between a

passive attitudes (12,90%), respectively they feel separated (19,40%) or even with a strong desire against this didactic discipline 19,30%).

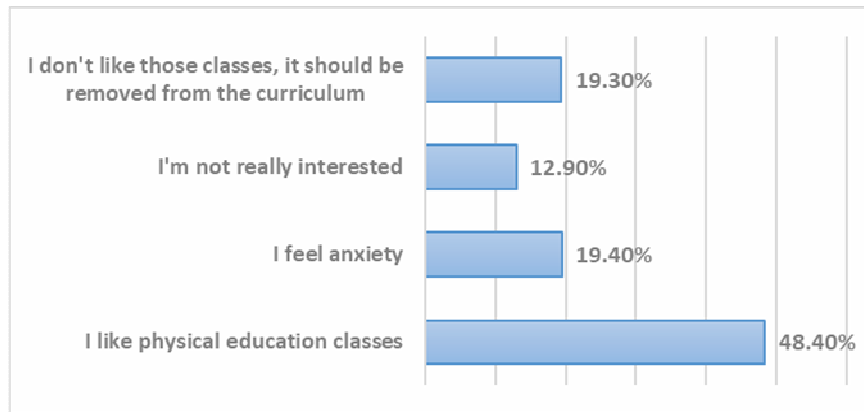


Fig. 3. *The proportion of gymnasium students' responses regarding the feelings with which they participate in Physical Education class*

From the dissatisfaction category in figure 3, in figure 4 we have illustrated the percentages of the main reasons of the students regarding dissatisfaction with physical education classes. The main reasons are the fact that the students do

not feel like good athletes (26,40%), respectively the fact that they cannot meet the specific standards (24,40%), and at the opposite pole, the improper behaviour of the teachers is indicated (9,10%).

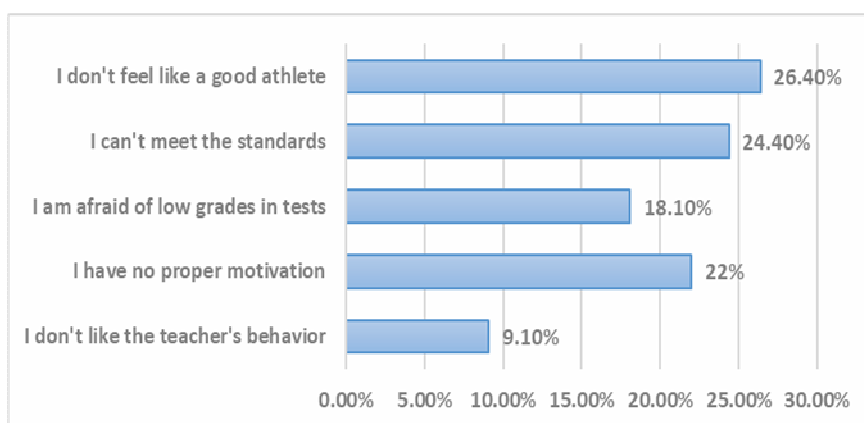


Fig. 4. *The proportion of gymnasium students' responses regarding the feelings with which they participate in Physical Education class*

4. Discussions

Excess of sports-type didactic content of the lessons activates a mechanism of segregation: good - weak; elected-unelected; representative - unimportant. It reveals that only a very few, the "winners", fall among the indicators that define quality of life. The other side seems to be defeated, referring to the majority. What was actually intended to be an incentive, ended up being an exclusive mechanism?

The distinction from an institutional point of view is objectified by the fact that both physical education and sport have clearly defined fields and substantiated by thorough methods and means of intervention and evaluation methods adjacent to each field of the two. Physical education involves the concept of externalizing and reporting individuals for their knowledge, and sports competition involves reporting other perceptions. Physical education is a discipline that refreshes the body and offers a break from the other didactic lessons that take place within the school; it is presented as a pleasant, stimulating and interesting community movement activity as long as the students and their level of training are not compared between them. If this minimum condition is not respected, the affective states caused by the negative climate in which the evaluations/tests in the discipline of physical education take place, generate demotivation, disappointment, anxiety and the desire to avoid active and affective participation in the following lessons.

Unfortunately, in school, physical education time is reduced to competition. The mechanism behind this approach is that professional recognition and grades

are acquired through such criteria. The set of behavioural, moral and civic values understood as didactic objectives become a condition in the sense of personality formation in the direction of developing respect for peers in the spirit of tolerance. [3], [4], [10]. In the formal education system, in Romania, on the contrary, the emphasis falls on obtaining the results of the control tests.

The concept of "quality of life", according to a definition given by WHO (1994) [14], it is the perception that a person forms regarding his own existence, through a direct relationship to his objectives, expectations, concerns and value system, in the cultural and spiritual context in which he lives. The excessive sportivization of school physical education lessons excludes the concept by delimiting everything only to quantity and not to quality. (This fact is also visible in the evaluation scales for the physical education discipline [13].

Unfortunately, there is still no progress in amending the legislation to increase the number of hours of physical education and sports, so achieving positive effects on students can only be done by making teaching methods more efficient and through an affective and active participation of students.

We consider that the limits of this research would be, first of all, the small number of participants (both students and teachers), so that we cannot generalize some of the data. For example, with a limited title, we can invoke the pleasure of students for participating in physical education classes in a certain weight, it could be extended as a general idea only if there would be a relevant number of students who would answer such a question, of course in a sincere way. At

the same time, this limitation can constitute for us a new direction of research for the future, so that we can clarify both this secondary aspect and find out more effects of sports in the physical education class in Romanian schools at the gymnasium level.

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