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Physical Education in Primary Education - Concept and Dimensions.

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Abstract:

In recent years, there has been a lot of talk within the educational system about the issue of including a teacher of physical education and sports in primary education. This was the result of repeated complaints from primary school teachers, either directly, or indirectly through social media or through educational unions that are active within the educational sector, and the argument of these educational actors was that primary school teachers are neither specialised nor qualified to teach and activate the subject of physical education and sports with all its contents, teaching methods, evaluation criteria and others.

In the academic year 2023/2024, holders of a bachelor's degree in physical education and sports were accredited to teach it in primary education as contract teachers, and this experience is in its second year, which raises a set of questions, which this intervention tries to identify and try to answer:

- * What is the concept of physical education and sports as a subject in primary education?
- * What is our definition of a teacher of physical education and sports and what are the most important qualities that must be met?
- * What are the prospects for teaching this subject at this educational level, and what is the fate of its contracted teachers?

Keywords: Physical Education and Sports, Physical Education and Sports Teacher, Primary Education.

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1. INTRODUCTION

The teaching of physical education and sports in primary education has caused a lot of ink to be spilled and many debates among educational stakeholders about the ability and competence of primary school teachers to teach this subject like other subjects. Until, on 16 April 2023, the Council of Ministers in Algeria decided to employ specialised teachers to frame school sports, thus adopting this approach and officially applying it in our schools starting from the academic year 2023/2025. This endeavour is also supported by the outcomes of the Council of Ministers on 22 September 2024: 22 September 2024.

It is clear from all of the above that the Algerian state has given importance to sport in general and to physical education and sports in particular, by giving it all this necessity and materialising it in the early age stages of students. This prompts an attempt to highlight the nature of this subject and those who teach it and their achievement of teaching competencies at a very sensitive age, namely childhood.

1- Firstly, the concept and nature of physical and sports education

2.1. Concept: The definitions of physical and sports education vary from one specialist and interested person to another, and the following can be mentioned:

Charles Boucher defines it: It is an integrated part of general education and an experimental field aimed at forming the individual physically, mentally, emotionally and socially fit, and is defined as technical methods and methods that employ theories, rules and principles to achieve a set of theories, rules and principles to achieve a set of values, ideals and choices to achieve the goals of the system (El-Kholy and Al-Shafiei, 2005, p. 29). This definition tried to capture its concept and make it in a general framework that does not take it out of education as a whole that has foundations that seek to achieve values within the overall system.

It is defined by Hassan Mouawad and Mr Hassan Shaltout: It is the integrated aspect of education that works on The development and adaptation of the individual physically, mentally, socially and emotionally through selected physical activities that are practised under the supervision of Under the supervision of a good leadership to achieve foundations with basic values. (Metwally Abdullah, 2008, pp. 18-19), which makes it include the human body with all its components according to specific guidance to achieve clear goals.

Ferry believes that physical education is an integral part of general education, as it occupies the motives of the activities present in each person, to develop him



organically, harmoniously, emotionally and mentally.(Ahmed Bouskra,2005,p. 5)Physical and sports education is the process of discovering the ability of the body, what it can do and how it can acquire various skills. (Amin Anwar Al-Khouli, 1997, p.17) .

Physical education and sports is a vital process in schools at different stages and has a fundamental role in developing the physical fitness of the student. (Amin Anwar Al-Khouli, 1997, p.18).

Through the previous definitions, it appears that it focuses on the human body with all its elements, mind, senses and emotions in order to reach values and standards that contribute to its adaptation to the environment in which it lives by exploiting all its capabilities.

Thus, physical and sports education is a process of refining and nurturing the body so that it acquires fitness and health consistent with his life with the reflection of this physical activity on his morals and behaviours individually and socially.

2.2- Its nature:The subject of physical education and sports in the primary education stage is a compulsory and prescribed subject, which is a weekly class with a time of one hour for the third, fourth and fifth years of primary education, while the first and second years are two weekly classes with a time of one hour. Thus, the teacher of physical education and sports has a maximum of 15 educational cohorts.

To highlight the nature of this physical activity practised by humans, it can be said that it can be reduced to three main systems:

- * As an academic discipline: The study of the phenomenon of human movement (physiology of physical activity, sports psychology, sports sociology, biomechanics).

- * As a profession: Training + fitness + sports rehabilitation etc.

- * As a programme : In a structured educational setting. (Amin Anwar Al-Khouli, 1997, p.18).

This last system is intended for the educational stages in the educational school, whether (primary, middle or secondary).

Physical and sports education allows students to express their feelings verbally and kinesthetically in front of others. In general, physical education and sports activities at the primary level are characterised by games: Pursuit, deliberation, confrontation, quiet (Abdelkader Osmani, 2008, p. 120).



Second / Objectives and functions of physical education and sports:

T. Bock and Walter T. divided the goals and purposes of physical education into four

2 - 3 _ Economic function La fonction économique : Aiming to optimise returns individual and collective in the field of labour.

La fonction socio-culturelle : The aim is to create and educate good citizens by developing the qualities of discipline, co-operation, sense of

Responsibility; commitment to fulfil civic duties. (El-Hajj Kadri, 2018, p. 46)

Specialists in physical and sports education believe that a set of objectives should be achieved in each

We summarise them as follows:

- Developing physical qualities such as strength, endurance, speed, agility and flexibility.
- Developing basic skills such as running, jumping, throwing, climbing and hopscotch.
- Developing special skills in basic sports such as athletics, gymnastics and team sports

such as handball, basketball and volleyball. (Mohammed Nasruddin Radwan, 2013, p. 26).

The functions of physical education and sports include maintaining weight, preventing obesity, preventing diabetes, hypertension and heart disease, strengthening the body's muscles, and alleviating the problems of joint diseases, rheumatism and osteoporosis. While giving the body flexibility and the ability of joints to move. (Abdul Hafeez Al-Alawi, 2007, p. 88) The objectives of physical education have been categorised by 1976 'Landsheere' into three types Major behavioural and include : The following areas - psychomotor; cognitive; and sensory - (El-Hajj Kadri, 2018, p. 52).

Aesthetic education also includes ensuring the cleanliness of the place, tools and clothes in the physical education and sports class 'so that students develop a sense of beauty even outside the physical education class and expands to include the beauty of the environment.

This is shown by choosing beautiful natural places to practice sports in leisure time. (Saad Nahid Mahmoud, 2004, p. 67).

Through physical education and sports, the child learns to belong to the group, abide by laws and regulations, respect others, accept failure, enjoy sportsmanship and cooperation (Abdul Hafeez Al-Alawi, 2007, p. 93). As this activity makes



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him in constant friction and communication with his peers and companions, which facilitates the process of social interaction with him and instils in him the spirit of sportsmanship and acceptance of competition with others and that every winner. Sport is an education for the soul before winning trophies.

The teaching of physical education and sports helps to develop the spirit of competition and the desire to compete among students, in addition to embodying the attitude of interaction between the student and the educator through fun for both of them.

Among the objectives of physical education and sports:

- * Facilitate motor development by developing body control.
- * The student's discovery of his body and its vital organs and their functions.
- * Recognise the importance of teamwork.
- * Controlling aggressive impulses and controlling his emotions. (Abdul Qader Osmani, 2008, p. 105)

3- The contents and objectives of the physical education and sports lesson:

Each subject in the educational curricula has its own lesson that reflects the knowledge, educational, moral and other targeted competencies, and the subject of physical education and sports, like other subjects, has its own lesson that distinguishes it from the rest of the subjects.

The physical education and sports lesson is a small unit of the physical education and sports programme and a form of academic material. (Abdelkader Osmani, 2008, p.108).

The physical education and sports curriculum at the primary education stage is clearly and thoughtfully prepared in accordance with the age groups dealt with, and even has goals and objectives set by specialists in order to harmonise with the nature of the intended age group and meet their desires.

4- The contents of the physical education and sports lesson:

The programme prepared by the specialised group for physical education and sports is the official document on which the teacher relies to plan the lessons of this subject. (Communication from the Ministry of National Education, 2023, p. 02).

This is done in the spaces where physical education and sports are practised: (school yard, playground, classroom) with the use of neighbouring facilities and spaces belonging to the school or other sectors. (Ministry of National Education Communication 2023, p. 03).



The content of the physical education and sports lesson can be summarised as follows:

- The introductory part:

It includes administrative procedures, warm-ups and exercises.

- The main part:

It includes educational activity and applied activity.

- The concluding part:

Calming down and returning to the classroom. (Metwally Abdullah, 2008, p. 141).

These three steps show their harmony and complementarity between them, so the teacher starts with his students by checking their attendance by calling their names, then a process of warming up and preparing for the start of the class, to proceed directly to the desired and prepared activity with all its elements, to conclude the class - the lesson - by calming down and returning to the classrooms.

5 - Objectives:

The practice of physical education and sports helps to improve the student's physical performance and acquire skills (Toumi Rahioui, Waleed Elsayeh, p.42).

The physical education and sports lesson aims to develop the following aspects:

5-1 Cognitive aspect:

It is mainly concerned with mental achievement (performance), which is related to the retrieval of information and the development of abilities and mental and cognitive skills mental and cognitive skills.

5-1-1 Sensorimotor:

One of the most important characteristics of the sensorimotor domain is that bodily responses focus on physical movements and how to control and direct them.

5-2 Psychosocial development:

The purposes of psychosocial development are important in the field of school physical education because they it targets many characteristics and qualities such as co-operation, leadership, honesty, discretion, good treatment, obedience, respect for rules and laws, authority and responsibility and other basic abilities. (Mohammed Nasruddin Radwan, 2006, p. 28).

The lesson of physical education and sports does not only address the human body, as many believe; it has mental and cognitive purposes - mind, science, thought, art and culture, and the practice of sports may be a reason for cognitive and mental development.

Thus, the physical education lesson is an integral part of the educational



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curriculum, but it differs from the rest of the subjects in that it provides the learner with motor skills and experiences in addition to covering health, psychological and social aspects. (Sami Abdul Qader, 2008, p. 54), and this is what makes physical education and sports one of the most important subjects that achieve many transversal competencies through its convergence with a number of subjects such as mathematics, geography etc..

Fourthly, the physical education and sports teacher and his/her responsibilities:

Perhaps what made it necessary for the authorities to adopt specialised teachers to teach the subject of physical education and sports and exempt other teachers is that they must have a set of features and characteristics. And his commitment to a set of responsibilities.

A dynamic and active teacher is desirable to children, especially in the childhood stage, and thus imposes respect and appreciation for his profession. (Abdul Qader Osmani, 2008, p. 58)

Among the responsibilities of the physical education and sports teacher:

- * Knowing and understanding the objectives of physical education and sports.
- * Planning physical education and sports programmes.
- * Determining the appropriate time. (Abdul Qader Osmani, 2008, p. 79).

The teacher of physical and sports education has a share of awareness of the importance of physical and sports education curricula in inculcating and strengthening moral and social values. He must also possess the three competencies, namely: Planning Competencies, Implementation Competencies and Evaluation Competencies. His teaching of this subject should not be seen as a mere running activity, but rather a subject like any other subject that has its own curriculum that includes: Content + teaching methods + teaching aids + evaluation criteria.

The teacher of physical education and sports must be fully aware that before he is a teacher, he is an educator and has a great responsibility, especially since the majority, if not all, of the students in the institution pass by him in the physical education and sports class, and all the messages he delivers will be reflected in their socialisation. The authorities did not neglect these aspects and entrusted the task of training and accompanying the teachers of physical education and sports in primary education to the inspectors of intermediate education, since they - the teachers - are still in the training phase and legally they work as contractors with the Ministry of National Education, while the training was entrusted to the inspectors of intermediate education until the availability of primary education



inspectors for physical education and sports.

6. CONCLUSION

The subject of physical education and sports has received great attention from the highest authorities in the country, and the competent authority represented by the Ministry of National Education, by adopting its framing at the primary education level with specialised teachers holding advanced degrees in the specialty - bachelor's and master's degrees - starting from the academic year 2023/2024 and continuing the work and experience for the current season 2024/2025, and this endeavour in order to install physical education and sports activity for young people. This is an experiment that deserves all encouragement and support to support the sports movement in society as a whole and in the school environment in particular to develop school sports.

This can only be achieved by giving the necessary importance to the preparation of physical education teachers in specialised colleges so that their preparation is allocated a comprehensive programme that includes, in addition to their academic training, a value formation with its various moral, aesthetic and social dimensions, all derived from society. In light of the above, our aspirations are for officials to pay attention to the subject, reconsider the training of teachers in this aspect and develop a curriculum programme appropriate to the age level and material capabilities of each school with the need for the concerned ministry to pay attention to physical education and sports at this elementary stage. In addition to the training of primary school teachers in the field of physical education and sports, as little as possible, as well as expediting their integration into their positions, as they are still contracted for the second year, so that they can stabilise their profession and perform their work in the best way, as the role and reflection of professional stability on the teacher's performance is not hidden.

It is also preferable to always provide a specialised framework in this subject, especially the provision of sports facilities and equipment within primary schools. This is still very little, if not non-existent, in most institutions..

This is due to its total dependence on the municipality's interests. Developing a programme appropriate to the equipment and age level of the school, according to a real baseline plan for teaching physical education and sports, because young people at this stage are the reservoir for sports elites..



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