

ROLE OF PHYSICAL EDUCATION IN SENTIMENTAL & PHYSICAL DEVELOPMENT OF STUDENTS

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Abstract

It is suggested that physical education have the latent to make distinctive contributions to the development of children's fundamental movement skills and physical competences, which are necessary precursors of participation in later lifestyle and sporting physical activities. This paper investigates the contributions and benefits of physical education in schools for both children and for educational systems. Survey is presented in terms of children's development in a number of domains: physical, lifestyle, affective, social, and cognitive. The review suggests that physical education have the potential to make significant and distinctive contributions to development in each of these domains. They also, when appropriately presented, can support the development of social skills and social behaviors, self-esteem and pro-school attitudes, and, in certain circumstances, academic and cognitive development. Contexts that emphasize positive experiences, characterized by enjoyment, diversity, and the engagement of all, and that are managed by committed and trained teachers and coaches, and supportive and informed parents, significantly influence the character of these physical activities and increase the likelihood of realizing the potential benefits of participation.

Keywords : *Physical education, physical development, Sentimental development, domains*

INTRODUCTION

Campaigners of physical education have enlisted numerous benefits associated with the physical education. Consider the example, Talbot claims that physical education helps children to develop respect for the body—their own and others', contributes toward the integrated development of mind and body, develops an understanding of the role of aerobic and anaerobic physical activity in health, positively enhances self-confidence and self-esteem, and enhances social and cognitive development and academic achievement. Writing specifically about sport, a Council of Europe report suggests that it provides opportunities to meet and communicate with other people, to take different social roles, to learn particular social and that it provides

experience of emotions that are not available in the rest of life. This report goes on to stress the important contribution of sport to processes of personality development and psychological well-being, stating that there is strong evidence on the positive effects of physical activities on self-concept, self-esteem, anxiety, depression, tension and stress, self-confidence, energy, mood, efficiency and well-being". Such claims have often been criticized for lacking empirical foundations and for confusing policy rhetoric with scientific evidence.

This paper seeks to explore some of the scientific evidence that has been gathered on the contributions and benefits of physical education for both children and for educational systems. In doing so, it will be using a framework and some of the data derived from a recent international research project, which drew evidence from over countries, including a meta-analysis of statements of aims and standards, and national curricula. It that the outcomes of physical education can be understood in terms of children's development in 5 domains: Physical, Lifestyle, Affective, Social and Cognitive. As its title suggests, this article is concerned with "physical education and sport". Since the relationship between the concepts "physical education" and "sport" continues to be a cause of debate, it is worthwhile clarifying the use of the terms in this review.

In many, predominantly Anglophone, countries, the term "physical education" is used to refer to that area of the school curriculum concerned with developing students' physical competence and confidence, and their ability to use these to perform in a range of activities. "Sport" is a collective noun and usually refers to a range of activities, processes, social relationships, and presumed physical, psychological, and sociological outcomes. In this presentation, there appears to be a relatively clear conceptual distinction between these 2 terms. However, cross-cultural studies have revealed significant differences in the use of terminology in this area, and many educational systems use the terms synonymously, or simply use "sport" as a generic descriptor. For this reason, and in line with international agencies like the United Nations Educational, Scientific and Cultural Organization (UNESCO),¹⁰ the inclusive term "physical education and sport" will be used to refer to those structured, supervised physical activities that take place at school and during the school day.

• **SENTIMENTAL DEVELOPMENT**

Physical education on the theme of the relationship between physical education and attitudes to school, it ought to be acknowledged that not all pupils enjoy such activities, at least when presented in certain ways. Emotional or sentimental development is very crucial in everyone's life. Regular physical activity helps to reduce stress, anxiety, and depression. All of these lend support to the claim that well-planned and presented physical education can contribute to the improvement of psychological health in young people. One especially relevant set of findings, in this regard, relates to the development of perceived physical competence. It has been suggested that self-esteem is influenced by an individual's perceptions of competence or adequacy to achieve, and that It is also worth considering the growing interest in the relationship

between physical education and students' general attitudes toward school. Physical education programs would make the school experience more attractive. More positively, though, there is a great deal of research showing that when physical education activities are presented in attractive and relevant ways to girls, they can enjoy participation as much as boys. For example, many girls acquire a progressive lack of expectation with certain aspects of physical education and totally unlock from participation as they move through secondary schooling. So it would be misleading to suggest that physical education will necessarily contribute toward positive attitudes to school in all pupils as inappropriate provision might actually increase disaffection and truancy.

• **PHYSICAL DEVELOPMENT**

Physical education in school is the main societal institution for the development of physical skills and the provision of physical activity in children and young people. For many children, school is the main environment for being physically active, through either physical education programs or after-school activities. There is evidence that for a growing number of children, school provides the main opportunity for regular, structured physical activity as a combination of economic pressures and parental concerns for safety means that fewer children are able to play games in nonschool settings. Moreover, school-based physical education offers a regulated opportunity for usually qualified, accountable teachers to introduce physical activities and lifestyle skills and knowledge in a structured way to all children, within a safe and supportive environment. The physical health benefits of regular physical activity are well established. Regular participation in such activities is associated with a longer and better quality of life, reduced risk of a variety of diseases, and many psychological and emotional benefits.

There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability, and reduced quality of life across the developed world. Evidence is starting to appear suggesting a favorable relationship between physical activity and a host of factors affecting children's physical health, including diabetes, blood pressure, bone health and obesity. Basic movement skills, like those developed in physical education, form the foundation of almost all later sporting and physical activities. There is evidence that those who have developed a strong foundation in fundamental movement skills are more likely to be active, both during childhood and later in life. There is also a frequently cited, but under researched, hypothesis that the development of a broad range of these basic movement skills through physical education programs is a necessary condition for excellence in sport. Conversely, children who have not been able to acquire an adequate base of movement competences are more likely to be excluded from participation in organized sports and play experiences with their friends because of a lack of basic physical skills. So, as one of the most highly valued aspects of many children's and young people's lives, such omission from the activities that make up physical education is likely to have far-reaching and harmful consequences to the development and education of many children.

CONCLUSION

Physical Education to act as campaigners for its place as a necessary feature of the general education of all children. They need to argue not just for the inclusion of Physical Education within the curriculum, and for the provision of sufficient time, but also to stress the importance of the quality of the program and share information on the benefits of Physical Education among administrators, parents, and guidelines producers. However, in each of the domains discussed- physical, lifestyle, affective, social, and cognitive-there is evidence that Physical Education can have a positive and profound effect. In some respects, such an effect is unique, owing to the distinctive contexts in which Physical Education take place. Consequently, there is a duty for those who teach and acknowledge the value of Physical Education to act as campaigners for its place as a necessary feature of the general education of all children. They need to argue not just for the inclusion of Physical Education within the curriculum, and for the provision of sufficient time, but also to stress the importance of the quality of the program and share information on the benefits of Physical Education among administrators, parents, and guidelines producers.

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