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Physical Education and Sports – a Field more Valuable and Actual than Ever. Editorial

Cristian Mihail RUS¹

Abstract: Contemporary society, with all its notable technological, medical and political developments, also leads to a regress in the level of outdoor activity, a fact which will have a negative impact on future generations that are currently in the educational system. As such, when the word „technology” is mentioned, one automatically thinks about well-known developments: automobiles, tablets, phones and TVs, all of which limit our motive activities. Medical technology and pharmaceutical products have invaded the media space with rapid promises of spectacular and immediate results. Discussions on this matter are quite obvious. The political space, as it is segmented in four-year intervals, brings to our attention many strategies and initiatives, each one more utopian than the last.

Keywords: physical education, sport, transdisciplinarity, educational system.

Despite these harsh realities, the Physical Education and Sport field, as part of the General Educaion field, has the necessary means to attain the goals of the educational system. Physical Education and Sports must be assessed beyond their limits of the focus placed on gaining physical skills, as it covers a broader array of abilities, some of which are of an emotional and social nature, while others target the cognitive and motivational processes as well as moral concepts. As such, almost all countries in the European Union recognise the principles of Physical Education and Sports as crucial for the physical, personal and social development of youth (EACEA, 2013).

In the context of an attainable goal, a question begins to form: How can the Physical Education and Sports field be a favourable base for multidisciplinary and even transdisciplinary education?

Instead of giving a straightforward answer, we highlight three main courses of action which can be discussed.

First and foremost, this field allocates essential importance to developing physical and motor abilities. It utilises means to compensate for childrens' lack of movement, which is imposed by their position while sitting

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in the classroom. As such, physical education classes are included in their timetable and discourage the more sedentary lifestyle nowadays preferred by some pupils.

Physical development is closely connected to promoting health and a healthy lifestyle, including gaining the pleasure of practicing physical education both independently and as part of a group throughout their lives.

Second of all, this area contributes to the personal development of young people, as well as to physical awareness and to belief in one's own physical capabilities, which in turn develops a sense of physical wellness and esteem. If we highlight the development of will, sense of responsibility, capability of being patient and decision-making, we already have sketched some of the multidisciplinary values crucial for an ideal social profile.

Third of all, social development can be maintained with the means made available by Physical Education and Sports. A broad array of skills can be attained during the hours spent practicing physical education and sports, such as developing the sense of solidarity, social interaction, team work and team spirit, being fair and respecting rules for the sake of others. On the same level we can also mention the understanding of broader themes, such as the relationship between humans and nature. Physical education and Sports through its means may make children and the youth understand the responsibility one has for their own life and the broader social community. Preventing violence is also worth mentioning in this context. Sports events may be analysed as a cultural component, a fact which portrays sport as a public and communal interest.

In this context, which has perhaps been presented too succinctly, we need to mention a study published by V.P. Lopes (Lopes, Stodden & Rodrigues, 2017), who analysed the beneficial impacts of an extra hour of Physical Education and Sports added to the curricula from the point of view of motor skills and physical fitness. In order to draw the correct image of the realities in physical education and sports, we base our research on countries such as France and Austria, where a total of 105 physical education classes are allocated to the school year of 35 weeks (meaning that there are 3 classes per week), and then comparing it to Romania, where a total of 70 classes are allocated to the primary school system, resulting in two classes per week. For the secondary school system, the number of classes is also variable, usually tending to decrease.

Instead of conclusions, the physical education and sports field offers us sustainable, agreeable, captivating and challenging means to attain the multidisciplinary education objectives imposed by society. This must, however, be understood and accepted by the decision-makers who come up

with the education strategies and initiatives, then by the parents, schools, and their directors, and last but not least, by the professors and the pupils.

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