



Social and Moral development with Physical Education among students : A review

Dinesh

dinesh.lathwal@gmail.com

Abstract:

While it's common knowledge that Physical Education and sports are good for your body, it's not always as well acknowledged that they're also good for your mind. Children who exercise regularly have improved mental health and cognitive development, which in turn increases the likelihood that they will grow up to be productive members of society (Sibley, 2003). Shields and Bredemeier (1995), Green (2003), and Capel (2003) all agreed that physical education instructors had a unique ability to understand and respond to their students' emotional and developmental needs (PSHE). But it is common belief that an educators have a far bigger effect on students and may affect them in many more ways, including but not limited to their spiritual, moral, cultural, intellectual, and social growth.

When presented properly, they may also help kids grow in areas like social and behavioral competence, self-confidence, and school spirit, and even academic and cognitive proficiency.

Keywords: Benefits, Outcomes, Physical Education, Sports, Schools.

Introduction

Proponents of PES have cited a wide variety of advantages of getting some exercise. For instance, Talbot argues that P.E. helps kids learn to respect bodies (their own and others'), helps them learn the importance of both aerobic and anaerobic exercise to overall health, boosts their “confidence and self-esteem, and improves their social skills, cognitive abilities, and school performance. A Council of Europe report on the benefits of sport makes some specific claims, including that it facilitates interpersonal communication, allows participants to try on new identities, teaches valuable social skills (such as tolerance and respect for others), and helps individuals adjust to team/collective objectives (through things like cooperation and cohesion). 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,the report continues to emphasize the important contribution of sport to processes of personality development and psychological well-being”. Such statements have been challenged for mixing policy rhetoric with scientific proof and for lacking empirical underpinnings.



For most people, when they think of physical education, they picture the school organizing a sports team or a gymnastics class. In certain classroom schedules, time is set out just for this topic. Students are often either left to their own devices to play games as they see fit or brought to the field to participate in a variety of sports without adult supervision during these times. Select students participate in sports including football, cricket, volleyball, hockey, basketball, etc., at various schools. Athletic competitions are held once a year, but again, only a select few pupils are allowed to take part. If you put it all together, you'll have a solid foundational knowledge of physical education. Insight into physical education's stated goals, objectives, and underlying principles, however, reveals that the field aspires to do far more than previously thought.

Our school's values of Endeavor, Respect, Courtesy, and Honesty are strongly related to the importance of encouraging students to participate in Physical Education (PE) from a young age. The national curriculum specifies the subjects to be taught in English schools and the relative weight of those subjects. The national curriculum guidelines encourage students' intellectual, social, emotional, moral, and physical growth as they go through school and into adulthood. Therefore, schools strive to equip students with the knowledge and skills they'll need to make the most of the many possibilities, responsibilities, and experiences available to them throughout their lives (DFE, 2013). According to the Independent School Standards, SMSC education should permeate the whole curriculum and be tied into the day-to-day operations of the institution. All students, especially those with special education requirements, deserve to have their educational experience tailored to their specific needs. According to Bailey (2005), students' engagement in PE and sports enhances their physical ability and promotes their social integration.

Review of literature

(Dacica 2015) studied “The formative role of physical education and sports” the results of our investigation, and The goal is to instill in young people a firm belief in the benefits of regular physical activity and an appreciation for the importance of time off for restorative, instructional, and entertaining pursuits, given the centrality of physical education and sports to a well-rounded education and training.

(Kazmi, Gunasekaran, and Dogra 2011) studied “Physical, Health and Sports Education” the results of our investigation, and The purpose of “the learning outcomes-based curriculum framework for a Bachelor of Physical Education and Sports Science (B.P.E.S.), Bachelor of



Arts (B.A.), or Bachelor of Science (B.S.) degree in Physical Education is to provide a broad framework within which the Physical Education programme responds to the needs of students and requirements. The goal of the framework is to ensure” that Physical Education degree programs are consistent and rigorous all throughout the nation.

(Raj 2017)studied “Recent Trends and Challenges in Physical Education and Sports Sciences the results of our investigation, and There has never been a time in history when the value of PE has been emphasized more than it is now. The answer to the epidemic of global obesity is a more physically active and healthier population, and this is where physical education and sports come in. The lack of instruction in physical education despite its inclusion in the curricula of most nations means that children and young people have less opportunities to engage in physical exercise. In contrast, good eating and regular exercise are habits that should be ingrained in kids from a young age. It is, therefore, of the utmost importance to ensure that all children participate in regular physical exercise, and schools are the only places where all children can be reached.

(Kumar 2017)studied “Benefits and Outcomes of Physical Education and Sport in Schools” the results of our investigation, and This study examines the research that has been conducted on the positive effects of PES on school-aged children and their educational environments. Physical, lifestyle, emotional, social, and cognitive aspects of a child's development are discussed, along with the results of related studies. The evidence presented in this analysis points to the possibility that PES may contribute significantly and uniquely to growth across all of these areas.

(Physical et al. 2016)studied “Physical Education” the results of our investigation, and For most people, when they think of physical education, they picture the school organizing a sports team or a gymnastics class. In certain classroom schedules, time is set out just for this topic. Students are often either left to their own devices to play games as they see fit or brought to the field to participate in a variety of sports without adult supervision during these times. Select students participate in sports including football, cricket, volleyball, hockey, basketball, etc., at various schools.

Spiritual Development

Developing a child's sense of who they are and their potential for success, as well as an appreciation for and knowledge of their unique abilities and motivations to succeed, are all



essential components of their spiritual growth (DfEE and QCA, 1999). Sports participation, which helps develop many talents, is facilitated by spiritual education. Students are able to use a variety of body movements to communicate their thoughts and feelings via dancing at school. We stress the importance of youngsters being physically active. For example, Bloom (2006) agrees that this might make it easier to show emotions like wrath, pleasure, and love. All humans, regardless of their spiritual background, need the opportunity to develop (Lavery and Hay, 2004).

Moral Development

In the classroom, there is no one right technique to instil moral principles; rather, instructors will use a variety of methods that are most appropriate for the content being taught (Theoduoulides, 2003).

Children may learn about teamwork, sportsmanship, and healthy competitiveness via physical education (Hellison and Templin 1991). Children benefit greatly from physical education because it teaches them the many ways in which regular physical exercise may improve their quality of life. You may do this by taking part in a sports team and attending exercise programmes. Practicing good sportsmanship, being rule-abiding, and respecting authority are all aspects of a well-rounded education that we emphasise. This is accomplished at Edenhurst by always shaking hands after games, not arguing with the referee, and playing by the rules for small-sided games. All students, beginning with those in the reception year, are urged to treat their peers and instructors with dignity and respect when playing sports. No of the final score, we always give the opposition side three cheers when the game ends. It is essential that students understand and follow the regulations established for all school-sponsored events. Children need to know that they will not always come out on top and that it is necessary to experience defeat on sometimes in order to grow as players.

Social Development

Physical education instructors may foster students' social development in three ways, according to research by Figley (1984). Some examples of these methods of instruction include student-created classroom communities, ethically challenging circumstances, and indirect instruction. These are just a few examples of the many teaching methods I've used so far this year, and I'm sure to pick up many more as the year goes on. Ofsted defines social development as the "ability to apply a range of social skills in a variety of contexts; to engage in a range of social situations;



to accept and incorporate other values and beliefs; and to include the essential British values." Teachers have a responsibility to foster students' social and emotional growth in all subject areas, not just physical education. Students get a feeling of community and accomplishment as they participate in a variety of team sports during physical education class. Children are given several opportunities to practise their social skills throughout their schooling, including pair work, small group projects, and whole-class teamwork.

CONCLUSION

In order to pique kids' interest in PE and sports, the status quo of teaching and learning has to be revised. Future difficulties will center on developing and implementing a suitable curriculum and securing sufficient funding from a range of sources to meet the needs of these bright but impoverished youngsters so that they may concentrate only on their play.

As a topic, Physical Education offers several advantages that promote students' personal growth and enrich their educational experience. However, the definitions of SMSC are always evolving as a result of global influences on society at large. Therefore, it is important to keep in mind that the curriculum will need to evolve over time as a result of societal influences so that all teachings are provided in a way that is inclusive to students and fulfils their unique requirements.

REFERENCES

- [1] Pate RR, Davis MG, Robinson TN, Stone EJ, Young JC. *Circulation* 2006; 114(11):1214-1224.
- [2] Sallis JF, Floyd MF, Rodriguez DA, Saelens BE. *Circulation* 2012; 125(5):729-737.
- [3] Rosen LD. *Understanding the iGeneration and the way they learn*, New York, St Martin's press, 2010.
- [4] Rosen LD. *Educational leadership* 2011; 68(5):10- 15.
- [5] Aplin N. Editor, *Perspectives on physical education and sports in Singapore. An eye on the Youth Olympics 2010*. McGraw Hill Education, Asia, 2009.
- [6] Darling-Hammond L, Bransford J. Editors, *Preparing teachers for a changing world*. JoseyBass, San Francisco, California, 2005.
- [7] Darst PW, Pangrazi RP. *Dynamic physical education for secondary school students*. San Francisco: Benjamin Cummings, 2006.
- [8] Kelly LE, Melograno V. *Developing the physical education curriculum: an achievement based approach*. Human Kinetics, 2004.