



SPORTS, YOGA, EXERCISE AND PHYSICAL EDUCATION: THE FOUNDATION OF THE WHOLE COMMUNITY IN DAY TODAY, LIFE ACTIVITY

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Abstract:

Many who have been denied their basic human right to physical education and college sports participation are to blame for the current state of physical inactivity among people (PES). Growing up without the basic human right to unrestricted mobility and involvement in sports allowed pupils to maintain a sedentary lifestyle. This study aimed to investigate the current state of knowledge on PES's involvement in all areas of human development and the Sustainable Development Goals (SDGs) and to increase public awareness of PES, which has been found to be declining. An external desk research approach was used to collect pertinent internet data from multiple electronic databases, including reports, policies, charters, recommendations, and other pertinent publications, in order to boost the study's overall efficacy. In order to augment the overall effectiveness of the study, an external desk research methodology was utilized to procure pertinent online data, including reports, policies, charters, recommendations, and other pertinent articles, from diverse electronic databases and websites of global organizations accountable for PES, culture, and health. Benefits of PES are explored in every area of human development, including moral, cognitive, psychosocial, and physical and mental health. Despite being crucial to human

development overall, PES has received little attention since the end of the 20th century. As a result, PES awareness has grown to be the cornerstone of the 21st-century community, helping to convert the organization's goals and objectives into practices and realities.

Keywords: Physical Education and Sports, cognitive, physical, affective, health, social, moral, culture, SDGs

Introduction:

The idea that declining PES causes a commensurate drop in physical activity (PA), which in turn causes a rise in hypokinetic disorders in college-age children and adolescents, is one of the most important current issues in physical exercise and public health. SHAPE America states that PES is a planned, sequential K–12 standards-based program with written curricula and appropriate instruction designed to develop the motor skills, knowledge, and behaviors of active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Bailey adds that PES may also significantly support the development of children's social skills and behaviors, self-esteem, and precollege attitudes, as well as the development of academic and cognitive development under certain conditions.

According to Guedes, the main objective of PES is to make its pedagogical approach of educating the body permanent by teaching kids about movement and helping them acquire the skills they need to become proficient in a variety of PAs. It also aims to foster an interest in PA and help them develop the patterns that are vital for healthy development and lay the groundwork for an adult's healthy lifestyle, as reported by ICSSPE. The development of motor skills, knowledge, and behaviors related to active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence is the aim of PES, according to SHAPE America.

Rasberry et al. have also documented an increasing number of detrimental effects in a variety of areas, including the physical (poor bone density, strength, and flexibility), psychological (increase in major depression, poor concentration and self-esteem, negative bullying), and academic (drop in standardized test grade). Above all, out of the six risk factors, physical inactivity came in third place, contributing to 7% of DALYs and 19% of global mortality. Furthermore, physical inactivity is linked to 21–25%, 27%, and 30% of the burden of diabetes, ischemic heart disease, and breast and colon cancer, respectively, according to WHO.

An Overview of Physical Education and Sports:

According to Van Dalen and Bennett, the early societies' educational philosophy was "education for survival," which is where PES got its start. In this sense, education served to guarantee society's survival. As a result, the curriculum included lessons on hunting, throwing, running, jumping, and other activities that would help people find food and defend their family from dangerous animals and other calamities.

Similarly, the idea of dualism served as the philosophical basis for education for the ancient Greeks, and according to Laker, this concept was included in the Greek curriculum under the categories of academics and gymnastics. Education, thus, was essentially about guaranteeing the physical and aesthetic growth of the body through sport; Sparta, for example, encouraged PES by emphasizing military fitness, while Athens focused on a more comprehensive education.

Methodology Used:

In order to improve the overall efficacy of the research, this review was carried out using Mangal and Shubhra's external desk research approach. A thorough search was conducted in order to find pertinent papers, policies, charters, guidelines, international position statements, support statements, and other relevant documents and publications for this study. A search procedure was created beforehand in order to record the inclusion criteria and analytic methodology. By doing this, a search technique was created to find relevant publications in the literature that have key phrases in both their title and abstract.

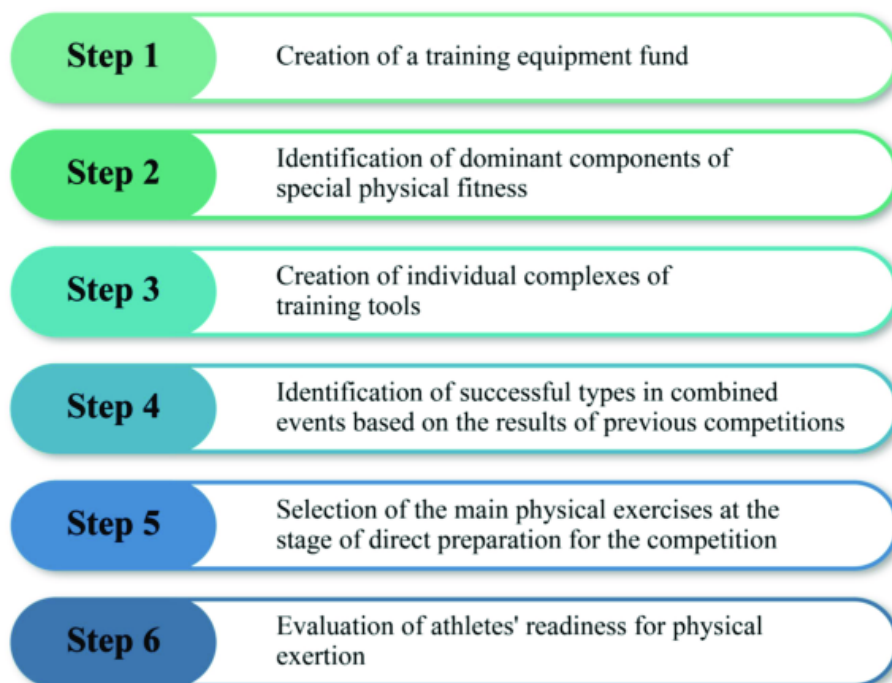


Fig 1.1 An algorithm for creating a personalized competition training regimen

The English-language literature that has already been published on PES's function in the social and health sciences was the primary focus of the search. It was therefore limited to the topics of PA, sports, recreation, dance, and recess. To guarantee authenticity and reliability, the researchers included study articles, reports, statistics, and information from census or other scientific data-collection techniques. Therefore, information and data from personal diaries, newspapers, and periodicals were not included in this study in order to avoid personal bias. Similarly, to avoid assuming that the necessary data would be available, the researchers made sure that the pertinent data were available before moving forward with this study.

Advantage of Physical Education and Sports:

Effective PA and PES are proven essential components in the formative growth of children and adolescents, as well as an evidence-based approach to improving academics and benefiting students' physical, cognitive, and mental health. PES, according to SHAPE America, creates a framework of life skills that shapes the whole person, encouraging smart choices and cultivating a healthy lifestyle. Thus, the role of PES under the SDGs and the areas of cognition, physicality, emotion, health, society, morality, and culture was examined in the part that follows.

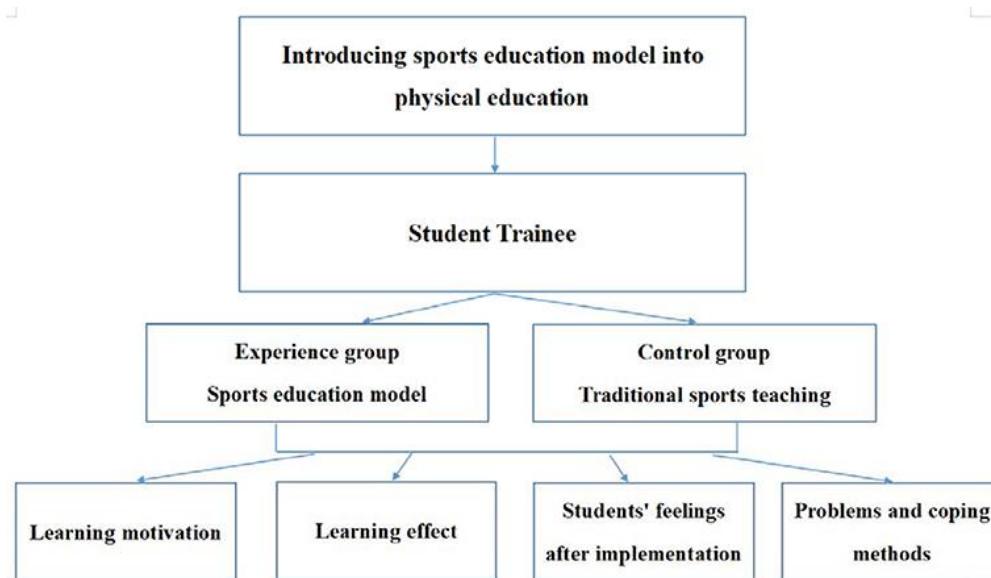


Fig 1.2 The Impact of the Education Model on Students' Learning Behavior in Physical Education

Physical Activity of Physical Education and Sports:

Bailey's perspective is supported by growing findings from other researchers who asserted that engagement in high-quality physical education programs enhances participants' body mass index and helps them maintain a normal weight both during their college years and after. Effective PES engagement reduces the likelihood that children would experience a mass increase in the future, as shown by Fernandes and Sturm. "More physical education is associated with lower Body Mass Index scores," according to Madsen et al. Relatedly, Cawley et al. shown that PES reduces male kids in grade five's body mass index and likelihood of obesity.

Physical Education Vs Sport

Characteristics	PE (Physical Education)	Sports
Definition	Instructions are given in push, for the development and care of the body.	Activities that involves physical exertion and skill where an individual or team competes against each other for entertainment or rewards
Acquisition	This is acquired using a linear pedagogy. This style is not strict and focuses on enjoyment, health and fitness promotion	Acquired through non-linear pedagogy where the teaching is focused on the player.
Application	This is part of many education systems in primary and secondary schools	Sport can be an optional activity and is not involved in the regular education system as a subject

In light of this, it is evident that PES must be continued and that it should provide the students with all of the affective benefits covered in the literature described above. While much research remains to be done to determine the true mechanism and best type of PA that will most likely benefit students affectively, qualified, experienced, and capable teachers are required to guide students through some curriculum models that have been shown to support the affective domain, such as sports education, teaching social responsibility, personal and personal development, cooperative learning, etc.

Parallel to this, the Europe report claimed that PES is the only organization that gives students the chance to interact with people, communicate with them, and grow as leaders. More significantly, it teaches the participants pertinent social skills like respect for others, tolerance, and adjusting components of collectivism like cooperation, teamwork, and coherence, to mention a few, as stated by Svoboda. Bailey et al. presented an alternative perspective that bolsters this claim. They examined the impact of PES on the existing global divide and contended that PES can serve

as a bridge between children from diverse social and economic backgrounds, as well as other countries.

The quality PES provided by professionally trained and qualified PES teachers adopting some of the current pedagogical models acknowledged to promote moral aspects of the students through their constructivism approach is important to note despite these contradictions in the moral benefits accruing from PES participation. One such model is sports education, which focuses on both duty and playing roles and has been acknowledged to serve the needy under the moral domain. PES must therefore be accepted in colleges in order to fulfill all moral benefits associated with it.

Conclusion:

This study offers a significant chance to further our knowledge of the role that physical education and play (PES) play in encouraging physically active lifestyles in college-age children and adolescents as well as the larger community. In order to strengthen PES in colleges and ensure that it fulfills its intended purpose for all students worldwide, it is crucial to alert governments about PES enforcement. PES has been shown to be so important to holistic education that it is now regarded as the foundation of the entire community in the twenty-first century. This is because college-age children and adolescents are the ones who eventually grow up to be adults and, eventually, elderly members of their communities. In other words, providing college-age children with high-quality PES also serves to promote an active lifestyle for the community as a whole. The benefits of PES in all domains of human development—that is, the mental, physical, affective, health, social, moral, and cultural facets of life—are the basis for this, as this study has demonstrated.

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