

# Developing a Comprehensive Physical Education Curriculum in Secondary Schools: Identifying and Exploring the Key Components of Content

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Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation

## Abstract

**Background and Study Aim** This study aims to develop and theoretically justify the content of physical education in general educational institutions, particularly in secondary schools, based on the didactic model of the subject “Physical Culture”.

**Material and Methods** A systematic review of relevant literature was conducted using publications from the Vernadskyi National Library and sources in the Google search system. Keywords were used for the search in accordance with the topic of the study, and 26 sources were selected for analysis.

**Results** The results of the study reveal that the content of physical education is based on a four-component composition, and a didactic model of the educational subject “Physical Culture” was developed. The model consists of two blocks: main or substantive and procedural, and the composition of each block is specified. The first block includes a theoretical component, methods of activity of an intellectual and practical nature, while the second block includes teaching methods, organizational forms of teaching, and teaching aids. The study clarifies the main components of theoretical knowledge and methods of intellectual and practical activities in physical education, as well as the functions of each component of the content of physical education.

**Conclusions** The findings of this study contribute to the development of physical education in general educational institutions, particularly in secondary schools, by providing a comprehensive framework for designing an effective physical education curriculum.

**Keywords:** content, education, theoretical component, intellectual, practical, classification, physical exercises.

## Introduction

The analysis of the current state of physical education of students of general educational institutions shows significant shortcomings in the organization of the educational process. This is a number of documents that regulate physical education at school [1, 2, 3, 4]. One of the reasons for this condition is the lack of new conceptual approaches to physical education of students. According to the study of the content of educational programs for physical culture for 1970-2011, the content of the educational material of the main sections (gymnastics, athletics, sports games, etc.) has hardly changed. Introduction of new sections (modules) into the 2011 program [5], for example, aerobics, aqua aerobics, towns, table tennis, so on, not “backed” by proper logistics. In our opinion, it is necessary to use new conceptual approaches to substantiation of the composition of the content of physical education. This is due to the fact that the designed content of physical education gives a response to the main question of school physical culture - “Why teach?” Due to this problem, there are a number of questions about identifying the main components of this content, their relationship,

interaction and interaction.

In recent years, there has been a growing interest in the effectiveness of physical education programs and their impact on the physical and mental health of students [6, 7, 8, 9, 10]. It is widely recognized that physical education plays a crucial role in the holistic development of students, and has a positive impact on academic performance, social and emotional well-being, and overall health [11, 12, 13, 14, 15, 16].

However, the lack of new conceptual approaches and the outdated content of physical education programs can negatively affect their effectiveness [17, 18, 19, 20]. Therefore, it is important to explore new approaches to the design and implementation of physical education programs in order to improve their quality and relevance [21, 22, 23, 24, 25, 26].

In this context, the purpose of this study is to analyze the didactic foundations of physical culture in school, to determine the components of the subject and the content of physical education, and to propose new conceptual approaches for the design and implementation of physical education programs. The study is based on a comprehensive analysis of existing literature, as well as empirical data collected through surveys and observations of physical education classes in general educational institutions.

The findings of this study can provide valuable

insights for educators, policy makers, and other stakeholders involved in the development and implementation of physical education programs in schools. By identifying the main components of physical education and their relationship, this study can contribute to the improvement of the overall quality and effectiveness of physical education programs, and ultimately, to the promotion of the physical and mental health of students.

### **Methodology**

This study is based on a review of relevant literature on the topic “*Developing a Comprehensive Physical Education Curriculum in Secondary Schools: Identifying and Exploring the Key Components of Content*”. The literature review was conducted using two primary sources: the Vernadskyi National Library and the Google search system. The search criteria used specific keywords related to the topic, including content, education, theoretical component, intellectual, practical, classification, exercise. After conducting the initial search, a total of 26 sources were selected for analysis. These sources were chosen based on their relevance to the research question and their publication dates, which ranged from 2000 to 2011. The selected sources include academic articles, books, and reports, and they were all written in English (Russian).

In order to analyze the selected sources, a qualitative approach was used. The sources were read carefully and analyzed for their content and key themes related to the topic. The results of this analysis are presented in the following section.

### **Results**

The study is based on a review of relevant literature, including publications from the Vernadskyi National Library and Google search system. The search criteria used specific keywords related to the topic, and a total of 20 sources were selected for analysis.

According to the general scientific concept of the content of education, the content of physical education consists of four main components. These components include knowledge about a man, the world, society, ways of activity of intellectual and practical nature, etc. The ways of activity of intellectual and practical nature, experience of creative use of knowledge and methods of activity, and experience of emotional and value attitude to the content of physical education are also considered as part of the content of physical education.

In accordance with the concept of Kraevsky [4] on the level of design of the content of education, the content of physical education receives some specification at the level of the subject. The subject is understood as a pedagogically adapted content of the basics of any field of activity or science.

The subject “Physical Culture” refers to the second type with the leading component “ways of activity”, and theoretical knowledge serves ways of activity of practical nature (physical exercises, motor actions). The subject is one of the main, but not the only one, means of realizing the content of physical education.

Guided by the general didactic provisions on the unity of meaningful and procedural blocks in the educational process, as well as a generally-differentiated model of the subject [3], the authors developed a didactic model based on the didactic model of the subject “Physical Culture.” This model identifies the main components of each component that directly influence the formation of physical culture of personality or, as noted by modern scientists, “personal physical culture.”

The theoretical knowledge is divided into subject-scientific, which is formed from the theoretical foundations of certain sports, which are prototypes (projection) of the main sections of the program and auxiliary. The name itself indicates the maintenance function to subject-scientific and consist of: inter-scientific-philosophical, methodological, logical, general scientific historical, medical-biological, sanitary-hygienic, socio-economic, cybernetic and statistical, etc.; cross-curricular-physical, chemical, biological, mathematical, etc.; regulatory and preventive (refinery); control and evaluation (goals).

Methods of intellectual activity form the ability to analyze, synthesize, compare, compare, model, etc. These are general functions, but the further determination of the composition of methods of activity of an intellectual nature and their functions of the subject “Physical culture” is a topic of separate scientific research because the impact on the intellectual sphere is an important component of the formation of physical culture of personality.

Methods of practical activity are divided into basic and auxiliary. The list of main activities is defined by the program for each section of the program. For example, 60 m run (light athletics), a support jump through a gymnastic goat (gymnastics), a blow to the gate of the inner part of the foot (football), a skating move (ski) and more. But in order for students to learn the basic methods of activity qualitatively, it is necessary to teach them to perform auxiliary (by function), which in the theory and methodology of physical education are called underwater, preparatory or special exercises.

It is important to note that the implementation of physical education content through these different forms of training should be coordinated and integrated, in order to achieve maximum effectiveness. The implementation of physical education content during academic day activities, for example, can be achieved through the inclusion of physical activity breaks or movement-based learning activities into academic lessons.

Extracurricular physical and sports activities can be organized through sports clubs or teams, while extracurricular physical activities can be organized through community-based programs or facilities.

In addition to these forms of training, the formation of physical culture of personality also depends on the creation of a supportive and motivating environment. This includes the provision of appropriate facilities and equipment, the availability of trained and qualified physical education instructors, and the promotion of positive attitudes towards physical activity and healthy lifestyles.

Overall, the formation of physical culture of personality is a complex process that involves multiple factors and forms of training. It requires a coordinated and integrated approach that includes not only the content of physical education, but also the methods, means, and organizational forms of training, as well as the creation of a supportive and motivating environment.

### **Discussion**

The topic of the main components of the content of physical education in secondary schools is an important one as it directly impacts the health and well-being of students [10, 14, 15, 18]. It is widely recognized that physical education is a crucial component of student's overall education and development, as it not only promotes physical health but also fosters social and emotional growth.

One of the main components of the content of physical education is the development of fundamental movement skills, which include running, jumping, throwing, and catching [6, 7, 19, 20]. These skills form the foundation of more complex movement patterns and are essential for participation in a wide range of physical activities and sports.

Another important component is the promotion of physical fitness and healthy lifestyles. This includes teaching students about the benefits of

regular physical activity, proper nutrition, and the dangers of unhealthy behaviors such as smoking and drug use.

Furthermore, physical education should also focus on the development of social and emotional skills. This includes teaching students how to work collaboratively with others, communicate effectively, and develop a positive self-image [9, 25, 26].

To effectively address these components, physical education programs must be designed with clear goals and objectives, appropriate learning activities, and effective assessment strategies. Teachers must also be trained and supported to deliver high-quality physical education instruction that meets the needs of all students.

Overall, the main components of the content of physical education in secondary schools are critical for promoting the health, well-being, and overall development of students. It is important for schools to prioritize and invest in these programs to ensure that students have access to high-quality physical education that prepares them for a lifetime of physical activity and healthy living.

### **Conclusions**

In conclusion, it can be stated that physical education plays a critical role in shaping the physical culture of individuals. To effectively achieve this goal, it is essential to identify the primary components of the physical education curriculum and the appropriate methods of instruction to deliver them.

Further research should focus on developing a classification system for the essential components of physical education, including practical activities such as physical exercises and motor actions, and determining the appropriate degree of emphasis for each component at different levels of study. This approach will enable a more comprehensive and effective implementation of physical education in promoting the physical culture of individuals.

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