

**Comprehending the Cycle two of the Basic Education Learning Physical Education:  
Literature Review of the Physical Education Omani Curriculum**

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**Abstract:**

This paper considers comprehending the cycle two student of the basic education learning physical education. General reviews will utilize the learners' motivation and ability to reflect on the general Omani educational goal. The literature was review all the physical education curriculum cycle two from basic education. Also review to the physical education

Also result shows that there is no doubt, that the current physical education curriculum needs improvement regards razing motivation of learners and need to develop a new concept of learning physical education to student in cycle two of basic education in Oman. The study recommends many recommendations, where the most important were the need of give more effort in identify new definition involves many important designations which are stated by persons in physical education today. These are like, the physical education has designation as education, as physical development, as motor skill, as health, as growth and development as big muscle movement and as activity as human movement.

Keywords: learning Physical Education, cycle two students, basic education, curriculum.

**Introduction:**

Almond (1989, p. 13) believes that "physical education contains a number of activities like sports, dance and adventure a activities which are human practices of great significance that affect people in a very pervasive manner and have become a fundamental part of human heritage and culture".

A Schools' Council paper (1968) presented the view that "PE was concerned with the balanced growth of each individual by developing physical resources advancing the skilled efficient use of these resources, the development of capacity foe creative and imaginative works, assisting the development of initiative, moral and social attitudes, and responsible behaviour, providing purposeful and enjoyable experiences in a sufficient range of activities, encouraging in creased responsibility in a choice of activities in, schools, and providing a sense of achievement and positive attitudes towards participation in post-school recreation".

Almond (1989, p. 15) adds to the definition of physical education in the schools “physical education in schools provides the means by which people can learn how to participate and become involved in sporting activities, dance and adventure activities (I, e purposeful physical education activities) so that they are able to make choices and select activities which can contribute to the enrichment of their lives and enhance the quality of their lives”.

Brown and Cassidy (1963, p. 36) offer a definition of physical education which is:

“Physical education is the school program of the study art and science of human movement needed in today’s world designed for development through movement, and human performance restricted of environmental reality”.

### **Aims of the Study:**

The aim of this study was to provide a general review of learning physical education. The reason for including this historical perspective is to give a wider view of considers comprehending the cycle two student of the basic education learning physical education. General reviews will utilize the learners’ motivation and ability to reflect on the general Omani educational goal. The literature was review all the physical education curriculum cycle two from basic education. This historical survey will include the physical education in different concepts and characteristic of learners in physical education,

### **The importance of this study:**

The study is to give an overview reflecting in the physical education Omani Curriculum. Its highlighting the strength and weakness of the curriculum, and helps to improve. Its enhance the importance learning motivation of learners to learn. As well as this study reflect on physical education philosophy of design curriculum under been from the Omani education general national aims.

### **Methods of the Study:**

In order to provide a general reflecting in the physical education Omani Curriculum review of comprehending the cycle two student of the basic education learning physical education. General reviews will utilize the learners’ motivation and ability to reflect on the general Omani educational goal will utilize the learners’ motivation and ability to reflect on the general Omani educational goal. The literature was review all the physical education curriculum cycle two from basic education. The literature was review all the physical education curriculum cycle two from basic education., a literature review was conducted. This review is the result of this extensive literature survey

**Literature review:****Importance of Learning Physical Education:**

There are important needs which should be provided for in the physical education curriculum Trudeau, F., and Shephard, R.J. (2008).

Brown and Cassidy (1963, p. 4) have offered clear views of why physical education is important “the derivation and the importance of these needs are seen within the scientific-philosophical foundations of human development. If particular learning’s are to be integrated within the individual, these conditions must be provided”. These needs are identified as Brown and Cassidy (1963) think, into two parts. Which are:

- a. The nature of the learning needed for a fully functioning or self-actualising individual Ministry of Education (1991).
- b. Necessary and material for health growth and development AL Sinani, Y. (2014).  
Under each of these needs there are many factors, which are:
  - a. The nature of the learning needed for a fully functioning or self-actualising individual. Phillips, D.Hornak,J ,(1999).

Here are few of these needed of why physical education important:

- Prepare students with skills for future leisure pursuits through exposures to various individual, team and alternative activities.
- Formulate activity patterns that can extend into adulthood.
- Reduce risks for specific health problems, including: coronary heart disease, hypertension, colon cancer and depression as well as lower all cause death rates Ministry of Education (2002a), (2002b).
- Increase cardiovascular efficiency.
- Improve one’s physical literacy AL Sinani, Y. (2014).
- Develop students’ sense of security with their own body.
- Improve overall mental health.
- Reduce stress and increase energy-enriching quality of life.
- Produce a positive effect on structural growth.
- Contribute to academic progress by boosting self-esteem.
- Provide students with a better understanding of the why behind movement.
- Provide understanding of health related fitness concepts.
- Teach safety techniques reducing accidents outside of school.
- Provide an outlet for creativity and self-expression.
- Increase awareness of physical opportunities within the community.
- Decrease anger, fatigue and confusion.

b. Materially and conditions necessary for health growth and development:

Brown and Cassidy (1963) has suggested the materials needed which are summarised in the following: air, food, rest, sleep, liquids, freedom for activity, success, respect, safety Ministry of Education (1991), (1993) creativity and creating a wide range of extending of interests, and problem solving thinking.

Moreover, the thing that makes me agree with this list is my belief that physical education can really reach this point successfully Taba, H. (1962). What I mean here is that the successful the student demonstrates knowledge and skills Ministry of Education (2002a), (2002b), confidence in the way they look and the way they behave, and techniques skills which are provided by physical education to the student AL Sinani, Y. (2014). However, physical education provides all these through physical education activities or by showing the different sports and movements Phillips, D.Hornak,J ,(1999). .

What Are the Aims of cycle two in basic education in Physical Education?

Before talking about the aims of physical education, it is better to have an explanation about the difference between aims and objectives. “They are basis of educational planning. Aims provide overall purpose and direction, and therefore relate to more general intentions Ministry of Education (2002a), (2002b). There are aims for the curriculum (for example, the National curriculum in England and Wales) and for the subject, physical education. The aims or purposes of the subject from the starting point for devising units of work and lesson plan, each of which has specific objectives. Objectives are more specific purposes and intentions. Thus, put together, result in the achievement of an aims”. (Capel, 1999, p. 19).

(Herdy in Evans 1986, p. 53) attempts to define the objectives of physical education, “accepting it as part of education as a whole rather than as a separate discipline, have been made in the past”.

### **Result and desiccation:**

Review of Aims for Cycle Two Basic education in Physical Education

1. To provide the student with the necessary physical skills and specialised knowledge pertaining to physical education and the sport activities scheduled in the curriculum in a way that matches the mental abilities and physical development of the student Ministry of Education (2002a), (2002b).
2. To understand the factors affecting healthy growth and development through movement, to identify the problems and solve these problems through physical education Ministry of Education (1993).
3. To develop the basic and instinctive physical movements of the student.

4. To promote certain athletic skills for some of the sport activities, and provide the opportunity for practice through indoor and outdoor competitions.
5. To develop the performance of the outstanding students.
6. To nurture students with special skills.
7. To develop the personality of the student, and instil sport ethics and values through sport.
8. To develop and promote creativity and excellence in students' motor movement.
9. To develop understanding and skills to influence, control, change, or manage the physical world through movement.

#### Physiological and Psychological Goals:

1. Nurturing the psychological growth of students through proper guidance to bring out their potential. Creativity as may be expected for this stage of life.
2. Preventive health measures through practising all activities of the physical education program and working towards developing a healthy body in collaboration with the school departments concerned with public health Ministry of Education (2005).
3. Maintaining a balance between individual needs, different growth and work, play, training, relaxation, rest and tiredness.
4. Developing in learning the characteristics of a good figure and avoiding any incorrect postures Alleger, A.N., (1993).
5. Developing good, healthy habits through practical exercises before, during and after the sport activities.
6. Developing an awareness of the importance of safety and security during physical exercise.
7. Maintaining the spirit of sportsmanship and an emotional balance which conduces to self-control during competitions. (Caple, 1997).
8. To provide opportunities for students to become aware of and contribute to social need through helping others solve their human movement problems Ministry of Education (2005).
9. To develop new social understanding and new means of communication with others through movement. (Brown and Cassidy, 1963).

During the process of physical education, I tried to recognise the developmental practices that accommodate the student is changing capacity to move. The aims of physical education which I choose give the student some of the psychomotor skills that relate to lifetime fitness skills Ministry of Education (2005), AL Sinani, Y. & Al Rawahi, N.Y. (2012). I think also this list will offer also the student the basic cognitive skills that will encourage the development and refinement of the

more complex skills of the future. Hopefully, this knowledge will lead to the ultimate enjoyment of physical education activity for its own sake Ministry of Education (2002a), (2002b).

## 2. The Teacher of Physical Education

The Relationship of the Physical Education Teacher with Colleagues In The Field Of Education

This is multifaceted: some are formal, prescribed by the rules and regulations and some are informal, stemming from the nature of the subject, its non-complexity, and its attraction to others.

Relationship with The School Administration

This should be built on understanding and co-operation in line with the prevalent educational style at the school. A successful teacher wins the support of the school principal to the side of physical education Ministry of Education (2005). This is done through devotion to work and abidance by laws and regulations. Teachers should not underestimate the experience of the school principal in relation to many sport issues such as sports activities, festivals, and student's problems. (Evans 1986). The principal has a vested interest in the success and progress of the school. Examples of co-operation between the physical training teacher and the school principal take the following forms (as in Lindeburg, 1978).

- Participation in the admission and registration process of the students in the beginning of the year when requested.
- Co-operate with the administration in reforming students' outrageous behaviour through guidance and advice taking into consideration his intimacy with the students.
- Undertaking the administrative responsibilities assigned to teachers and participating in official tasks required for the school.

Relationship with Inspectors of Education

The inspector provides help and technical support to the teacher. He disseminates and develops experience through class visits, individual and group meetings, and training sessions. The purpose of these visits is to guide and advise, to enable the teacher to perform his role efficiently. The role of the inspector may have been misunderstood by some teachers who think of him as a fault finder Ministry of Education (2005). This is not the case and we should strive towards changing this outlook and establish it as a technical relationship between teacher and inspector focusing more on the human element before any other consideration.

Relationship with Faculty

This should be based on mutual respect and co-operation in availing the students of human

knowledge regardless of its nature and on the understanding that all kinds of human knowledge are interdependent and inseparable supporting each other. Below are some examples which clarify this relationship:

#### Relationship with Students

A balanced approach guarantees a good relationship with students. The teacher should avoid being too formal and at the same time should not get too involved in a relationship where the partners are not equal Ministry of Education (2005). Consistency should be the rule, and teachers must learn the names of the students quickly as this helps to foster relations. practical experience has shown that most of the problems arise due to excessive familiarity with students Mosston, M. and Ashworth, S. (1986). Teachers should not be provoked by students' behaviour as this reduces their performance and motivation for work.

For example, there is a match between the school team and another school. The students are scheduled for a programme in another subject which happens to corresponds with the date of the match Ministry of Education (2002a). It is imperative that the students participating in the match postpone the test to another date Massengale, J. D. (1987). It is the responsibility of the physical education teacher to convince the other teacher to offer the test on another date, which of course will require further preparation time for the test AL Sinani, Y. & Al Rawahi, N.Y. (2012).

#### Knowledgeable Teachers in Physical Education

The idea of knowledge in physical education is perplexing, even though it has received significant scholarly attention. Underwood, G. L. (1983).

(Colin, and mick 1999, p. 188) point out that “there have been struggles to limit to terms with what can knowledge do mean or refer to? It is about what can we referred teachers' knowledge in PE”.

. These endeavours might be characterized as texts that deal with knowledge for teaching physical education. To regard knowledge for teaching physical education as a composite of other knowledge and to talk of teachers' knowledge as through it was absolute or arbitrary is of limited use.

Educational specialists agree that the following studies are necessary for the preparation of a qualified physical education instructor:

1. History, philosophy and principles of physical education.
2. The physiology of muscle work.
3. Psychology, especially in relation to the nature of the growth process, and its distinguishing

features throughout the different stages, as well as understanding of human nature and what problems a child may encounter.

4. Characteristics of the community where he/she lives.
  5. Organisation and administration of physical education and its activities.
  6. Personal hygiene.
  7. School hygiene and the environment.
  8. A national language, and maybe a foreign language.
  9. Evaluation and assessment measures in physical education.
  10. Discipline and punishment.
  11. Foundations of education.
  12. Practical education.
- (Lindeburg 1978).

#### Characteristics of A Successful Physical Education Teacher:

1. Must be truthful verbally and in deed.
2. Must love his/her job and believe in its role as a way of raising the young generation and exerts an effort to do so.
3. To know human nature, to be fair, to help and encourage the weak students, and to recognise the efforts of the hard working student.
4. He/she must accept human nature and try to trim it without being violent, and should not take students' naughtiness as a personal insult but a characteristic of a certain age.
5. Should be a good organiser and administrator.
6. Should be able to perform the movement skills at above average level. This is a prerequisite for a beginning teachers but gets less important with age and experience.
7. Should be productive and devoted to work.
8. Should have a sound mind and a calm disposition.
9. Should be understanding, tolerant and forgiving.
10. Should not always complain and protest but show content and satisfaction.
11. Should be him/her self without any pretences.
12. Should be able to control his/her emotions, most of the time especially in situations where such a quality is needed.
13. Should always be neat.
14. Should be tolerant and have a flair for fun.
15. Should be pleasant spoken and choose his words carefully.
16. Should be able to express him/her self well both verbally and in writing.



17. Should be able to maintain order without oppression.
  18. Should be intelligent and tactful.
  19. Should be aware of the social structure of the society and its order.
- (Lindeburg 1978).

### 3.4 Responsibility Of Physical Education Teacher

There are many different responsibilities of the physical educator which are:

#### 3.4.1 Responsibility Pertaining To The Lesson

Since the lesson is the backbone for the curriculum it is important that that its preparation and execution be done in the best manner to guarantee the expected benefits. The following are factors in making these lessons successful:

1. The goals should be clear, conforming with its activities and suitable for the weather condition, student abilities, time and available facilities.
2. The teacher should be a role model in terms of appearance and attitude so that he/she can urge the students to dress properly, be punctual and perform well.
3. Should take into consideration the element of fun and diversity of activities to avoid boredom. He/she must keep the students occupied all the time taking into consideration individual differences when doing group work.
4. Students should be given the opportunity to train for leadership as well as subordinate positions, and to compete fairly.
5. The lesson should be sequenced and should run smoothly so that students can progress from one activity to the other easily.
6. The lesson should have short term behavioural objectives which constitute part of the general goals of the curriculum.
7. Evaluation of the educational skill units should be made immediately, through tests and other suitable measures, with the view of recording comments at the end of the lessons.
8. When teaching children, attitudes that promote corporation, discipline, patience, loyalty and patriotism should be tough in the context of the lesson and should simulate real life situations.

#### **Recommendation:**

#### 3.4.2 Responsibility Pertaining to The General Administration And Organisation Of The Subject:

1. The importance of the general plan for the subject and its activities, allocating a suitable schedule over the year taking into consideration the basic elements of the plan: goals, content, methods and evaluation.

2. Giving the importance to the morning assembly, hoisting of the flag, and the special procedures for this period of the day.
3. Starting the internal activities and the preparation of the school teams at the beginning of the school year AL Sinani, Y. & Al Rawahi, N.Y. (2012).
4. Organising sport days and activities during the academic year both inside the school and through exchange of visits with neighbouring schools.
5. Supervising tools, equipment and other sport facilities and reporting its condition immediately to the concerned departments.
6. Preparing the necessary records for the subject, most importantly: lesson plans, records of in house activities, records of external activities, sports office records, assessment records, incoming and outgoing mail records, inventory record, health record, sports media records.
7. Use of assessment measures and to ensure the realisation of the program goals with respect to plan time, facilities, students' general performance, negative and positive aspect of the applications of curriculum, and sport teams competence.

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