

MOTOR ACTIVITY BASED ON LEARNING – CONTEMPORARY TRENDS IN SCHOOL WELLNESS

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INTRODUCTION

With the increasing prevalence of sedentary lifestyles, physical activity-oriented learning has become more important. Incorporating movement into education has been shown to improve cognitive function, increase academic performance, and promote overall health and well-being (Dimitrova, 2018a; Dimitrova, 2019b; Tomova et al., 2023). By prioritizing physical activity in the classroom, we can set our students up for academic and personal success (Markov et al., 2019). Stay up-to-date with current trends in this area to ensure your teaching practices are informed and effective (Dimitrova, 2023;). Physical activity-oriented training is rapidly evolving, and keeping up with the latest trends is crucial (Markov, 2019). Staying up-to-date with these trends can help you achieve your fitness goals more efficiently. So, it's essential to research and incorporate the current trends in your physical activity-oriented training routine. The secondary school discipline "Physical education and sport" studies physical culture as a social phenomenon, its means, forms, and their impact on the motor and intellectual-emotional development of the child. The importance in determining the content of the study discipline "Physical education and sport" is its circumstantial definition as a conscious pedagogical process for sports education and the development of motor potential (Ignatova, Iliiev, 2020; Ignatova, 2022; 2020). In elementary school, the foundations of the students' physical culture are laid, and interests, motivation, and needs for systematic activities with motor-oriented exercises are formed. This is also the age for mastering the basic components of motor activity and mastering a rich arsenal of motor coordination skills for performing various motor exercises (Dimitrova, 2019a; Nesheva, 2022; Nesheva, 2023). At primary school age, almost all motor qualities of adolescents show high rates of development. This is typical for the period from 6 to 9 years of age (Dimitrova, 2018; Dimitrova, 2019; Nesheva, 2023a). The material has a scientific-applied character, and its purpose is to get to know the pedagogical auditory with contemporary trends in school wellness based on motor-oriented training of students in the initial stage of the basic educational degree. The proper application of optimized motor activity is the basis for the development of the motor capacity and intellectual-emotional potential of children. Children in the period of growing up and their motor development should be trained in a positive attitude towards motor activity by increasing their level of intellectual and motor potential.

METHODS

The initial stage of the basic educational degree is the period in which some of the basic values of our civilization are mastered, including the knowledge, preservation, and development of the human organism and its motor abilities, recovery, and a healthy lifestyle. A healthy lifestyle and physical activity are the main forms of mastering the inner and outer nature of a person, a way to create harmony in his existence.

In the SES for physical education and sports in the initial stage, it is foreseen that the general educational preparation will be carried out in basic and additional cores of the educational content. The main cores - athletics, gymnastics, and sports games confirm the traditions of physical education in the Bulgarian school. The additional cores provide conditions for non-traditional but preferred sports of the new generation such as water sports (swimming), tourism, dance, martial arts, and maybe another type of sport depending on the base.

RESULTS

In the initial stage of the basic educational degree, the goal is to achieve basic sports literacy (education) and a certain level of motor activity of the students. Some of the basic principles are used in the learning process at the elementary level, such as:

- Adequacy of the educational content and mode of motor activity with the age and individual characteristics of the child;
- Optimization of educational activities;
- A certain degree of freedom in the student's choice of forms by personal inclinations and abilities

To a significant extent, this takes place in the main cores of the learning content.

Athletics - this core includes athletic exercises and games, including walking, running, jumping, and throwing. Strength, speed, and endurance are developed, allowing the student to learn a certain range of motor skills and coordination abilities, which are the basis of motor activity.

Gymnastics - a system of specially selected exercises of a mostly natural-applied nature, which contribute both to the general development of the body and strengthening the health of the students, and to solving several specific motor tasks with a corrective-preventive focus and impact. An essential part of this system is generally developing and structural exercises. Gymnastic exercises have a selective effect on different parts of the body, the possibility of accurate dosing of the load, the use of various devices, and musical accompaniment.

Sports games - this core includes games and game exercises with light balls of different sizes. The goal is the initial exploration of motor activities catching, passing, and striking a ball (shooting). In general, the game activity has a complex nature, improves the coordination of movements, provides an opportunity to show resourcefulness and self-initiative, supports to a significant extent

the building of abilities for interactions in a group, and leads to the priority development of motor qualities, such as agility, speed, and endurance.

Additional cores help to enrich the learning material and get closer to the interests and needs of the students.

Swimming - getting used to the water environment, movements, and games in the water have a comprehensive impact on the body of those involved. Water exercises improve the coordination of movements, and develop speed, strength, and endurance. When swimming, the cardiovascular, respiratory, and bone systems improve their functions and strengthen, and the body is hardened.

Tourism - tourism activity in its diversity can be practiced in all seasons of the year. It allows for learning sports skills and developing motor skills in nature. Walking and exercise during outings and hikes, combined with exercises and games in different weather conditions are the basis of a healthy lifestyle and the formation of a love for nature.

Dances - motor actions against the background of an instrumental accompaniment or a song, realized in rhythmic-dynamic exercises, musical games, choirs, and dances, although at a very elementary level, not only increase the emotionality of the activities but also solve several issues of musical-motor education to the students.

The curriculum for the discipline of physical education and sports determines the structure and volume of the learning content for each class. Develops consistently and meaningfully set goals, on previously specified requirements and conditions, and they are:

- Specifying the expected results at the curriculum level - thematically for the development of natural-applied movements and skills, as well as for the level of motor activity
- Mastery of certain terminology and concepts to handle during training, necessary to move to the next grade
- Cross-curricular integration, expressed in the construction of cross-curricular and integration links with other areas of education

The student achievement assessment system gives the teacher an idea of exactly where a student stands about the standard of the learning content. Assessment is an integral part of the learning process and should be given serious attention, not a formality! The final assessment is cumulative and reflects the results achieved in the following three directions:

1. Assessment of the correct performance of the studied motor actions (quality performance),
2. Assessment of the reached level of motor activity (quantitative result),
3. Evaluation of the positive attitude shown and the efforts made (expressed in growth in

quantitative and qualitative terms):

- Quality performance - expressed in an expert assessment, is set by the teacher at the end of the year. It can be presented as an ongoing control during the study of cores and topics. The weight of this assessment is the least of the three criteria.

- Quantitative score - determined using four tests, the score is obtained by comparing the achieved score with the normative requirements for age and gender. This is the criterion with the greatest weight (2/3) of the final grade.
- Quantitative and qualitative growth – or positive effort rating. Through it, the student who does not have the gifted genetic predisposition to sports activity, but tries hard and shows a positive attitude towards the learning process in physical education and sports, is encouraged.

DISCOUSSION

The four tests are:

1. *Running 50m* - the students take places on the starting line with a high start and at the signal from the teacher they start. This test is to check the maximum speed capabilities of the students and is run 2-3 times.

2. *A long jump from a place with two feet* - is done on a level area with a hard surface, on which the bounce line and the jump sector are drawn. Each student jumps alone standing behind a bounce line, in a slightly straddled stance, the distance being measured from the bounce line to the nearest mark left after landing.

3. *Throwing a dense ball over the head* - a flat site, with pre-drawn lines and a field for throwing. The student is behind the line in a slightly straddled stance. The dense ball is thrown with both hands above the head. No hopping or shuffling is allowed. The measurement is the same as in the jump from a place - from the last mark left.

4. *Running 200m* - the starting method is the same as for 50m, but with this test, the general speed endurance of the students is checked.

CONCLUSION

From the above, it can be concluded that the educational work aimed at the development of the student's speed and strength abilities, his general motor readiness with a preferential focus on the development of a wide range of motor coordination skills, turns out to be the most adequate for the age characteristics of the child in this basic period of the development of his motor potential.

Note:

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