

SMART EDUCATIONAL MODELS OF WELLNESS PRACTICES

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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). By prioritizing physical activity in the classroom, we can set our students up for academic and personal success. 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. 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 (Gigova. 2021; Tomova et al., 2023). 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, 2022; 2023). 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; 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, 2019; Nesheva, 2023a). In the last ten years, technology has entered the field of education extremely quickly, and now also in physical education and sports. The development of technologies allows greater interactivity, initiative, independence, and self-control on the part of the student (Dimitrova, 2017). Technology has taken a central place in education and provided the only way to conduct an educational process in the conditions of the pandemic. All this affects the possibilities and appearance of physical education and sports training. Rapid changes aimed at optimizing the conduct of the educational process in physical education and sports were necessary. Difficulties appeared for the testing of motor activity, the holding of sports holidays and sports competitions.

Distance learning in an electronic environment has opened up new horizons for the development and application of innovative methods, expressed in wellness practices, for maintaining health and physical activity (Dimitrova et al 2021). Distance learning in an electronic environment in physical education and sports has established itself as a method of maintaining the life and health of students, as it alternates between mental and motor activity (Dimitrova, 2019; Dimitrova et al., 2020). Theoretical knowledge in the field of sports was also touched upon in the physical education and sports lessons (Dimitrova, 2018). Mobile fitness apps and YouTube channels of fitness instructors have become extremely popular. The need for research activities in physical education and sports lessons has increased. New horizons are being opened for researching the results and consequences of the suspension of the conventional learning process and conducting activities in an electronic environment (Ignatova, 2023). Distance learning in an electronic environment had an impact on mental, social, and communicative skills, as well as on motor and emotional processes (Ignatova, 2023a). The educational process in physical education and sports is an organized pedagogical activity in which the teacher as a subject and the student as an object and subject of the process participate (Ignatova, 2021). The process is two-sided and aimed at the acquisition of specific motor qualities, physical and theoretical knowledge, and skills, development of coordination and motor performance by the students, and is aimed at the formation of various personal qualities and learning of the learning material. In the conditions of distance learning in an electronic environment, the two-sidedness of the process is preserved, but there are also differences since electronic technologies are present. On the one hand, they help the process – tests are possible and are submitted in electronic form until the end of the lesson, but on the other hand, the level of knowledge is sometimes called into question due to the impossibility of ensuring authenticity and independence in written works. Often, parents help in this process by injecting their knowledge into their children's work to achieve a higher grade. During synchronous learning in Distance Learning in an Electronic Environment, the quality of feedback depends on the functionality of the electronic devices, cameras, and microphones. Due to the spontaneity of the changing conditions, it is impossible to implement and match the program material. The goals of physical education and sports in modern society are to achieve physical improvement of the person, and the criteria for this are his state of health, physical ability to work, and creative longevity (Ignatova, 2023b).

METHODS

The methodological requirements in physical education and sports lessons include the adequate physical load and density of the lesson, taking into account the anatomical, physiological, mental, and emotional characteristics of the students. Physical load includes the volume or amount of motor activity - number of attempts, distance traveled, duration of physical activity, and also intensity of physical exercises and their dosage. The physical load also depends on the part of the lesson in which it is applied. In the preparatory part, it increases to prepare the organism for work, reaches a maximum in the main part, and decreases in the final part to reach an optimal level of the organism.

Methods for the development of motor activity:

- Frontal (everyone performs the same exercise together) - most often used in synchronous training, because it saves time and is best for observation;
- Changed (sequential execution of an exercise by different groups, due to lack of sufficient equipment or space or to ensure adequate rest);
- Group (several groups perform different exercises);-stationary (high density and intensity during in-depth study and improvement - rarely used in an electronic environment, unless a task is set for an independent performance by each student at his own pace), circular (targeted for the development of motor skills, simpler exercises are chosen, less applicable, but well applicable in an electronic environment if it is performed as an independent task or together with the whole class)
- Individual method (when working with students with special educational needs);
- Combined (combination of the organization methods listed so far) for motor activity (explanation, description, analysis, summary, discussion) visual (demonstration, tables, photos, drawings, videos, electronic boards, display by teacher or student).
- Auxiliary-motor (fixation, accompaniment, support, use of landmarks - impossible in distance learning in an electronic environment, unless there is competent intervention and assistance from a parent for each student).
- For testing, verification, and evaluation - during on-site training - testing (test battery for motor performance from the Ministry of Education and Science) meeting standards. In both types of training, we have the opportunity to monitor performance, check knowledge (oral knowledge test, talk), evaluate technique, rule knowledge, and verbal evaluation (hourly, usually positive). In distance learning in an electronic environment, there is the possibility of assessment through a written assignment or a test.

RESULTS

The goals of physical education and sports are revealed in the following main tasks:

- The educational tasks include purposeful and planned activities for the formation of motor skills and habits, as well as the imparting of different types of knowledge about physical exercises, their importance, and use. Along with the enrichment of the wellness culture of the students, the development of motor qualities is also affected - speed, strength, flexibility, agility, and endurance. The knowledge that is given in the training in physical education and sports refers to terminology, technique, and applied meaning of physical exercises, their impact on the human organism, knowledge of personal and public hygiene, and knowledge of independent use of motor exercises in the daily routine.
- Wellness tasks are mandatory for each lesson. They provide the necessary sanitary and hygienic conditions and requirements for the health effects of physical exercises. These include the provision of hygienic halls and sports grounds, equipped according to the age of the students. The requirements for the implementation of the rehabilitation tasks also include constant care for

stimulating the correct physical development, maintaining a good body posture and hardening the body, correct breathing when performing motor exercises, and building hygienic habits (Ignatova, 2023c).

In the conditions of synchronous distance learning in an electronic environment, the possibility of determining the state of health is reduced, due to the impossibility of direct observation of the student. The teacher relies on the sincerity of the student whether to continue the lesson or to stop it. In asynchronous distance learning in an electronic environment, the health status of the student remains a completely independent decision. In Distance Education in an electronic environment, the duration of the lesson in physical education and sports is reduced so that students do not stay long in front of electronic devices (Ignatova, 2018). During Distance Learning in an electronic environment, team games are also excluded, but there is an opportunity to learn the basic rules and the history of a given type of sport through presentations and videos. Despite the opportunities to acquire technical knowledge, the opportunity for physical activity is reduced, as a large number of junior high school students are unwilling to turn on the cameras of their electronic devices. A very small part is those who work (do the exercises but without the camera on). Working students are mainly those who do the exercises with the teacher and have the camera on. In this way, the balance between physical activity and theory is disturbed. Work on basic motor skills, which are the basis of most physical education and sports lessons, cannot be carried out in Distance Learning in an electronic environment, although a variety of fitness exercises are applied.

- The educational tasks in the lesson are carried out in direct connection with the studied physical exercises, the variety of which provides rich opportunities for impact. The specific organization of the lesson and its content, combined with the teacher's requirements, help build moral and willpower qualities. Mastering certain motor tasks develops will, perseverance, persistence in overcoming difficulties, determination, and courage. Several requirements contribute to the cultivation of cultural behavior, honesty, righteousness, a sense of duty and responsibility, and a caring attitude toward sports equipment and facilities.

An important task is, in parallel with the accumulation of knowledge and motor experience, to form the need to systematically use physical exercises. In this way, motor abilities and qualities will be improved, which will contribute to a high general working capacity. It is characteristic of the physical education and sports lessons that they take place against the background of positive emotions, especially during the game activity, which is a favorable condition for higher training efficiency, for more complete implementation of the set tasks. Motor exercises and varied motor activities are related to the tasks of the lesson, the available sports facilities, age, gender, part of the lesson, climate (if outdoors - natural forces - air temperature) safety of performance, individual and general physical and mental condition, and individual capabilities. Yoga, fitness, and dance exercises are used in distance learning in an electronic environment. Towards the end of the lesson, breathing and relaxation exercises are applied, as well as calming games.

Analysis of the results of the diagnostic procedure

Mean value and arithmetic mean expressed in charts were used for data processing. The results of the research are presented tabularly and graphically. The graph is used to visualize the difference in the students' weight in the respective years. A bar chart is used as a graphic form. The line on which the columns lie contains the years during which the study of the students' kilograms in the study was carried out. From 2019 to 2023 inclusive, height and weight measurements were taken at the beginning of each school year. The variation of weight and height was determined in the study.

The results are presented in tables, which visualize the idea of the results and the connections between them. The numbers of the students who participated in the study were entered in random order. The following is the weight data of the tracked contingent during the five-year study period. Table 1 shows that the average value of the kilograms of the students who took part in the study was the highest in 2022, right after the training was carried out in an electronic environment at a distance.

Table 1. Average values - kilograms

№	2019	2020	2021	2022	2023
1	50	49	51	39	38
2	50	49	53	55	45
3	55	51	47	48	52
4	47	50	45	49	39
5	50	47	59	61	52
6	56	59	52	63	53
7	50	60	54	55	53
8	48	50	49	65	51
9	55	30	44	51	57
10	40	50	52	55	65
11	35	37	49	37	57
12	30	39	43	45	45
13	47	47	51	51	48
14	60	46	39	55	51
15	48	51	37	47	52
16	65	43	49	35	46
17	32	38	44	48	54
18	43	51	49	44	51
19	29	36	48	42	35
20	41	44	52	64	45
21	42	47	47	52	44
22	45	48	49	38	40
23	45	33	52	54	51
24	43	45	39	39	43
25	35	49	43	49	38

Average 45.64 45.96 47.88 49.64 48.2

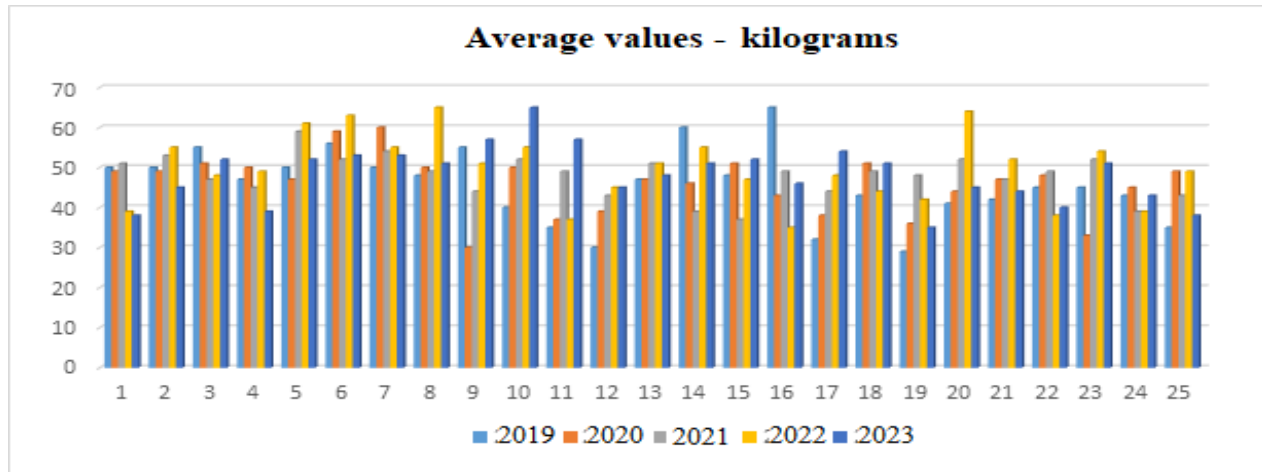


Diagram 1. Average values - kilograms

The following school year, the average weight decreases as students regain their physical activity in physical education and sports classes, as well as extracurricular sports activities. Diagram 1 shows the average values of kilograms. The highest results were reported in 2022 after the completion of the training in an electronic environment at a distance, which gives reason to say that the training led to an increase in body weight, consequence; immobilization, deprivation of daily motor activity, irrational eating, stress. Motor and mental development is impaired.

Table 2. Average height values - centimeters

No	2019	2020	2021	2022	2023
1	146	156	148	158	148
2	152	151	162	160	153
3	153	163	171	181	171
4	157	147	147	157	147
5	140	149	138	158	148
6	156	166	151	141	149
7	150	142	159	164	139
8	148	148	153	143	153
9	145	158	151	171	171
10	143	154	147	149	178
11	145	172	155	145	161
12	160	176	163	173	165
13	167	168	147	157	131
14	170	158	159	151	141
15	148	166	138	135	146
16	165	158	155	145	151
17	172	167	162	152	144
18	163	148	163	153	153

19	152	158	152	162	162
20	171	146	173	173	173
21	177	158	180	170	161
22	173	149	163	140	131
23	149	158	159	137	176
24	163	170	153	163	181
25	157	148	154	170	178
Average	156.9	157.4	156.1	156.3	156.4

Table 2 shows the average height values during the five-year study period. No drastic changes in height were observed, influenced by learning in an electronic environment.

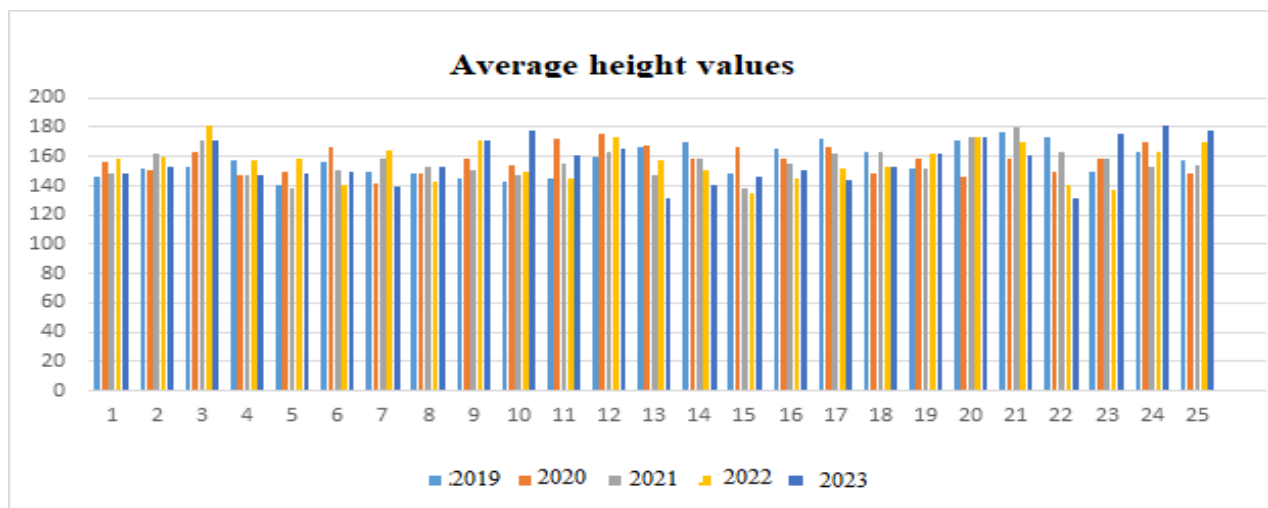


Diagram 2. Average height values

Diagram 2 shows the height values. The results are displayed in the bar chart. From the obtained result, it is established that in addition to weight gain during training in an electronic environment at a distance, there is also a decrease in height, which is a consequence of the lack of physical activity.

DISCUSSION

In distance learning in an electronic environment, weather conditions do not matter, except for students who are in a yard, garden, or sports field. Most of them participate in the training from the apartments in which they live. Facilities are missing. A very small number of students have access to equipment (elastic bands, ropes, weights, yoga mats). It is not always safe to use equipment at home, as some students are prohibited from wearing sneakers at home and participate in socks, which can lead to slipping on parquet floors or dropping weights on their feet. The means represent an active motor load for developing motor performance and motor actions. They organize the students towards the tasks of the lesson. Here are generally included - developing exercises, 4-8 beats, aerobic exercises, posture exercises, and mobile games. Alternate higher-intensity exercises followed by lower-intensity exercises, with flexibility or rest exercises in between. In the

present form, basic exercises from gymnastics, athletics, football, basketball, handball and, if possible, swimming are used.

CONCLUSION

- Our research confirmed that the decrease in students' motor skills during e-distance learning led to an increase in students' body mass and stunted growth.
- Decreased motor activity in distance learning in physical education and sports classes was reported. Communication between students, their sports activities, and games is limited. This has its consequences in wellness development, affecting motor, emotional, and mental health.
- According to a study conducted by the Regional Department of Education, during distance learning in an electronic environment, the state of wellness worsens, having a complex impact on motor health and mental health, as well as a lack of social support.

If a tendency towards overweight appears, promptly reconsider the way of feeding and raising the child. Correct upbringing from an early age plays an extremely important role in reducing obesity. To reduce the weight of students, it is recommended to increase physical activity, not relying only on physical education and sports classes, but to engaging in sports outside of school, taking walks in the mountains, and playing outdoors. Parents should have a greater impact on orientation and motivation in sports-training activities.

Note:

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