

# Investigating the Effect of Exercise on Students' Life and Future

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**Abstract:** A healthy lifestyle is a way of life that provides, maintains and promotes health and well-being of an individual and has provided a valid approach to expand the definition of health so that it includes the areas of physical, mental and social health. The purpose of this study is to investigate the effect of exercise on students' life and future. **Research method:** In this research, library resources, articles and theses written in this field have been used. **Findings and conclusion:** Since exercise and motor experiences have a significant effect on motor skills and it has been seen that people who have good exercise positions are more successful in performing motor skills, so the reason for the observed motor weakness can be attributed to new life patterns, the lack of suitable educational spaces and the absence of specialized physical education teachers in primary schools, etc.

**Keywords:** Exercise, Life, Future, Student

## Introduction

Motor is instinctive and plays a pivotal role in a child's development. This role is vital in various areas of development such as cognitive development, emotional development and motor development. If a good program is designed and taught properly during physical education classes, it will certainly make a good contribution to the overall development of children. An appropriate physical education program is rooted in the needs, interests and level of development of children. Motor allows children to interact with the environment and respond to stimuli around them. With the help of motor, the child develops his ideas about himself and the world around him. Adults express their meanings and intentions easily through words, while children can better express their meaning through motor. The great martyr Rajaei says in this regard: "As much as you physical education teachers can train children on sports field, they really can't be trained in the classroom because I have said many times in my class that children put themselves together and one does not understand what their nature is."

Accepting the fact that motor plays an important role in the overall development of human beings as individuals with full and comprehensive function helps us to examine the quality of the physical education program as a useful educational tool. This device can help in achieving a wide range of educational goals in two ways:

1. By helping children to learn how to use their organs more usefully and effectively.
2. By helping them to know their world and what is in it with the help of motor.

The physical education program in elementary schools should be considered a vital part of the complete school program. Physical education should not be construed as a sideline or an appendage that can be easily removed from the school program. It should be noted that physical education in primary schools does not mean to play freely or a break between the two classes. The physical education classroom is like a laboratory, during which the child is involved in the important task of learning motor and learning through motor.

The word education means forward guidance. Physical education is that aspect of the education process in which both body training and training through the body are discussed.

### **The real concept of physical education in schools**

Physical education seeks more preparation and better performance of certain sports skills that are objectively observable and measurable. Although getting a better result in any physical education program is one of the important goals that is pursued, this attitude should not be so strong that it is considered a main goal by teachers and physical education programs are generally result-oriented. In fact, the main goal of motor education should not be only to achieve better results, but more importantly, the effect that the process of training and motor experiences has on the development of a single student. Perhaps one of the reasons for teachers' lack of attention to the process of education through motor is the difficulty of observing and measuring the effect that motor experiences have on the development of students' integrity.

Obviously, developing the level of skills and increasing physical fitness levels are among our short-term goals, but in order to achieve these quantitative and result-oriented goals, there are certainly values that are far more important to us than the results themselves. It should be noted that the development of motor skills and physical fitness is very important for us, and we as physical education teachers must make such quantitative and qualitative changes in them. But more important is the fact that the development of motor skills and physical fitness should be studied as a means to an end and to a greater and more valuable goal of preparing students for a better life.

Emphasis on results rather than the one on the process of motor experiences may be important to better understand them when performing or watching motor skills, but the real value of what we do under the name of physical education in schools is in the motor opportunities and experiences that create the necessary grounds for them to understand their own motors and the beauties of the motors of others. In general, we as physical education teachers in schools should be able to provide the conditions in a satisfactory and enjoyable way so that students can eventually:

1. Introduce participation in physical and sports activities as a health habit and try to do it not only to prevent non-communicable diseases and heart attacks, but also to enjoy motor, to feel in control of different parts of our body and to understand its inner impact in our daily life plans.
2. Participate in physical and sports activities not only because of gaining skills and physical fitness but also because of feeling excited, challenged and achieving our potential talents.
3. Understand the beauty of our own motor and that of others and enjoy it.
4. Experience win and lose and understand the concept of success and failure in practice.

Ultimately, the final goal of education of school students through motor should be to help them better understand themselves and their multiple abilities and full experience of life. Obviously, only our device in achieving this important goal is motor and physical activities. Therefore, education through motor should never be limited to physical and motor preparations; rather, these experiences should be meaningful in such a way that they feel the need to move and realize the desire to participate in physical activity throughout their lives. In other words, they feel that in the process of physical activities, not only they achieve physical fitness and health, but also learn many life skills.

### **Objectives of motor and sports education**

#### ***The importance of setting goals in motor and sports planning***

Motor and sports education are part of educational and recreational programs in the formal and informal education system. Therefore, it also contributes to the realization of some of the general goals of education.

Understanding the general goals of education, recognizing the specific goals of motor and sports education and their relationship with each other is essential for coaches because the specific goals of motor and sports education are in line with the general goals of education and in this regard has a valuable place in educational programs.

Therefore, in curriculum planning, it is necessary to pay attention to the goals of motor and sports education in the formal education system or to formulate a goal for each of the sports programs in each season, month and week, and even in a training session or sports activity.

It also clarifies the purpose of the program. While paying attention to the general goals of education and specific goals of motor education (main and basic goals), teachers and coaches of motor and sports education to implement their program and activities must be able to clearly and explicitly state their behavioral goals for each program or activity to announce.

Coaches can set one or more goals in their activities; For example, the purpose of indigenous, local or group games can be social development and familiarity with local culture (social purpose) or the purpose of skill games can be used as a prelude to the development of skills in a sport.

### **Goals of physical education in schools**

Physical education training in school sports bell can have significant educational results in educational programs, and if physical education programs are controlled and regulated by physical education teachers, it will have a significant impact on the general developmental stages of the youths. Physical education programs have specific goals. Understanding these goals and putting their principles into practice can have a worthy and effective effect on the coach when the coach is familiar with these goals and has chosen the right policy in implementing them. In fact, it is the knowledge and method of teaching the coach that can create the necessary enthusiasm in students and remove the teaching environment from any boredom and weakness that causes aversion to physical motors.

Therefore, considering the goals that physical education is responsible for in the valuable system of Islamic education, every teacher is required to make full use of sports and games in accordance with the age conditions of students.

The goals of physical education in schools can be examined in the dimensions of physical, intellectual, moral and social education dimensions, which we will discuss here to clarify the matter:

#### **A) Physical development**

Numerous studies have proved that regular exercise increases muscle volume, strength and endurance. The reverse is also true, and muscle volume, strength, and endurance decline due to inactivity. Bone requires the use of minerals such as calcium and phosphorus, and due to physical activity and appropriate pressure on this organ, the use of minerals in the bone structure is more complete. Complete development of the circulatory and respiratory systems is also enhanced by strenuous physical activity. As a result of physical exercise, blood flow is increased, the blood delivers oxygen and nutrients to the muscles faster, and the waste is removed. During strenuous physical activities, more oxygen is needed to burn calories in the muscle, which requires a strong breathing apparatus to be used to provide the oxygen needed for metabolism.

#### **B) Intellectual development**

Obviously, one of the basic dimensions of education in humans is the development of the intellectual dimension, which can be nurtured along with the physical education program by performing motors and games and learning skills. For example, implementing executive methods and coordinating motors, tactics, and techniques requires intellectual creativity and perceptive powers. In the curriculum of physical education, we can significantly help in the development of this human aspect in the adaptation of the duties of the members with the intellectual powers in acquiring skills.

A child who encounters the specific problems of the same motor and skill while performing the motors and learning the necessary and social skills, engages in reasoning and thinking in solving it, and after learning these motors, uses his rational aspect and it makes the activity and strengthens it and makes decisions as soon as possible. It is possible for a student to have a lot of creativity and talent, but he does not find a suitable place for those talents to flourish, so physical education is a suitable environment due to the spirit of harmony that is preserved in the program. To know it, it has the talents and the power of perception, and as a result, it flourishes.

#### **C) Social development**

In the sports environment, one can learn social skills such as a sense of responsibility, following the law, cooperation, friendship, perseverance in achieving a goal, leadership, competition, and beautiful human qualities, and follow moral and Islamic values through daily practice. Sports bell have very good situations in which the social skills of human traits and the secrets of better living in a group or individual are taught.

Research has shown that physical position is very important in a child's social life. Psychologists believe that children who succeed in games and physical activity gain social popularity and value with their peers. This is especially true for boys.

Hardy, a psychologist, concluded in her study (Social Cognition in Elementary Schools) that the most popular students are children who have mastered and succeeded in ordinary games. Students learn the social characteristics of goodness while performing motors and motor skills, and during sports games they learn how to perform a motor in a coordinated manner and how to use their force to perform those motors and role for a self-sacrificing spirit. They also learn the role of cooperation, friendship and brotherhood in playing games.

#### **D) Moral development**

The course of physical education has a suitable opportunity to cultivate morals and moral qualities. In this lesson, committed teachers have a very important role in educating students. They can introduce students to standards and norms in the performance of sports activities and correct many inappropriate and immoral behaviors.

Students practice their abilities by performing individual sports activities, and with group activities discipline, honesty, respect for the rights of others, self-sacrifice, respect for elders, effort and cooperation to achieve the goal actually before responsibility to support the weak and defend against the oppressors.

#### **Growth at different ages and its relationship with sport**

##### ***The benefit of knowing the principles and stages of growth***

Familiarity with the principles and developmental stages of education and training officials helps to identify and understand the needs of children and adolescents and possibly eliminate their difficulties and behavioral inconsistencies, and helps them to plan and use facilities, nurture and consider their abilities, needs, characteristics, and differences, and distinguish normal behaviors from abnormal ones, thus expectations that are appropriate and appropriate to the age, situation, and characteristics of children and adolescents. Failure to recognize this issue will sometimes cause irreparable damage. Since growth in the early stages is the foundation of prosperity in the later stages of life, it is essential for teachers to be aware of this, especially in physical education.

#### **Physical-motor characteristics of 6-9-year-old children**

- Control of motors and large muscles is superior to small and delicate muscles.
- Child dominates almost all basic motor patterns although there may be errors in the implementation of some of these patterns.
- Performing basic motors in combination is difficult.
- Superior organs in activities is clear that the child acts in his favor and individually in the game
- The range of attention is small and the child is also very interested in motor activities.
- Fatigue is premature and resolves quickly.
- The child in the game is interested in maximum communication and being in the activity.
- It is active and full of energy and makes a lot of noise during activities.
- Children produce more heat during intense play and exercise and get tired very quickly in hot weather. There is no decrease in children's aerobic fitness until the age of ten. The total maximum oxygen consumption of boys from the age of 6 is constant with an average of 35-50 ml per kilogram of body weight per minute. In 8-year-old girls this amount reaches 50 ml, in 12-year-old 45 ml and in 16-year-old 40 ml.
- The body type of children is fixed at about 8 to 10 years old.
- The child enjoys playing with large balls and repeating motors and pays less attention to physical fitness factors.

#### **Cognitive and mental characteristics of 6 to 9-year-old children**

According to Piaget's theory, children aged 6 to 9 have little cognitive capacity to learn and teach. Therefore, due to cognitive limitations and the ability to process information, the motors and educational skills should be simple and short, and instead of analyzing the motors or a lot of verbal explanation, the emphasis should be on imitation and repetition. The rules of the game should also be simple. Some of the cognitive features of children in this period are as follows:

Scientific principles and concepts related to physical education knowledge can be taught to children in simple and clear language.

- Children do not enjoy much explanation about games and motors.
- They are familiar with the mental concepts of distance, length and volume and can use or develop these concepts in various games.
- In the fourth and fifth grade, they understand the rules of the game or the principles of motor and perform their duties accordingly.
- His intellectual independence gradually increases; But his understanding is still based on the appearance of phenomena
- Gradually, he considers things and phenomena from different aspects, and different types of memory, such as his motor memory, grow.

### **Emotional-social characteristics of 6 to 9-year-old children**

Elementary school children are emotionally calm. Children try to develop their efficiency, merit, abilities and talents in academic and non-academic contexts and to show them to others. Healthy mental development in this period depends on the active and successful participation of the child in social activities and especially in academic achievement. Feelings of inadequacy and inferiority lead to inferiority. Participating in games and sports, along with other educational programs, provides a good platform for experiencing individual performance and success that may not be provided for the child in other academic and artistic fields or may not have the necessary ability and efficiency in those fields.

Elementary school children are summarized as follows:

- The tendency to play in small groups is more and they can not wait long for the turn.
- The rules and regulations of the game are accepted, but in the early stages of elementary school, many children do not adhere to it.
- They are responsible and accept simple and easy guidance.
- Change and variety in the game and division of labor and responsibilities are interesting to them and they enjoy both fun and competitive aspects of the game.
- They act very emotionally. In competition, these feelings show themselves in a talkative way, boasting and seeking supremacy.
- In the first and second grades, the gender factor is considered important in the type of play and activity.
- Late in elementary school, social relationships with others are limited, but unlike girls, there is an interest in participating in larger groups.
- A lot of attention is paid to physical changes in older girls and boys.
- Group acceptance, desire for victory and aggression are seen more in boys.
- Girls talk less about their skill, motor or physical characteristics than boys.
- Girls behave more orderly and sensibly than boys and there is less adventure in them.
- The rate of obedience and obedience is lower in boys and their sense of independence is higher.
- Social and extroverted children communicate and interact more with others and are easily active in different social groups such as sports groups. If children are with limited and closed social relationships, they turn to individual or two-person activities.
- Girls' verbal skills are more than boys. Girls are more prone to verbal arguments. Boys fight more than girls, use more physical force, and have more accidents.

Towards the end of elementary school, active and group activities are very popular; Hence, the factor of competition in games and sports is considered important. In addition to being competitive, girls prefer simple games and are calmer than boys.

### **Teaching physical education lessons for 9 to 11-year-old children and adjusting the program according to the needs**

Children at this stage need group games and activities. Therefore, it is necessary for the physical education teacher to be careful enough and try not to divert children from the real path, and even children who are one-sided and somehow avoid group activities to be returned to the group play group and sent to participate in a real community to lead and guide.

In group games, in addition to completing the physical and mental strength of the child, his moral characteristics are also developed, and while playing on the natures and characteristics such as cooperation, patience, honesty,

friendship, stability and a sense of group dependence, courage, forgiveness, self-sacrifice, chivalry, self-help and attention to the rights of others, the child becomes familiar and temperamental.

Respected teachers should try to teach more games that increase children's creative power. Games for girls should be anticipated that require more restraint because girls at this age have a special interest and enthusiasm to show their skills and participate seriously and actively in their training. For boys, activities and games should be included in the sports program to enable the seriousness and growth of their hidden talents. This is because it is considered as the main stimulus for their cooperation and active participation in sports and competition hours.

In competitions that are played in the form of group games, children's skills and agility are of paramount importance, so while teaching various sports skills, endurance, strength, speed, and especially coordination, mobility and agility of children should be developed.

Therefore, in addition to basic motors such as walking, running, jumping, etc., it is necessary to do exercises related to relief running, obstacle running, jumping disciplines, group games and competitions, gymnastics with equipment such as rope, vaulting, ground motors, parallelism, swimming, basic exercises in sports games, rhythmic motors, etc. must be included in the training program of this age group.

It should be noted that in order to familiarize children with various sports equipment such as balls, ropes, etc., as well as how to use them properly, it should be enough to make it more and more difficult to perform exercises and games, and in addition on learning motor skills and increasing children's physical ability, their thinking and decision-making power should be strengthened by choosing the right training methods.

It is also recommended that the exercise teacher teach students how to do exercises without equipment, so that children gain more confidence and courage and increase their physical strength productivity with more enthusiasm and without feeling tired. Because the talent and ability of children in this age group has reached a point where they can directly control their motors and desires to some extent, so it is better for the coach to ask them to correct their motors while playing and practicing.

### **Characteristics of students' physical and sports activities**

Physical and sports activities as a natural need have been approved by experts in education and physical training. Given the beneficial effects that physical and sports activities, especially in the current situation, can have on improving the level of health of students as a significant part of society, related programs should be developed and implemented in such a way that children and encourage adolescents at these critical and critical ages to grow and learn continuously. In this article, we are going to briefly discuss some of the important features of physical activities as well as the principles that should be observed in developing these programs for students.

Students need to spend their free time with a program that fits their natural physical and mental needs in order to be prepared to perform the tasks of daily life optimally and to maintain vitality. Basically, engaging in any recreational and leisure activities should be in harmony with the natural physical and mental needs of human beings. Lack of physical activities in children is increasing, and this is now accelerated and expanded due to the human way of life and school curricula, which are often theoretical in nature.

For this reason, education officials and planners are advised to try along with theoretical training by considering scientific courses such as sports and physical activities and teaching how to use them in their leisure time to compensate. On the other hand, in order for physical and sports activities to be a suitable alternative to other sedentary leisure and leisure activities, it must have certain characteristics.

Some education experts believe that paying attention to individual differences is one of the important principles that should not be forgotten in setting students' motor and sports programs because individual differences are something that is always seen in many physical and mental aspects of students. For this reason, in order to provide a suitable sports program for school students, planners must first determine the needs of students according to the principle of individual differences and then according to the available facilities to formulate and implement the above programs, they take action. Age, gender, personal interests, cultural and social backgrounds are also among the factors that should be considered in developing these programs.

Such programs can strengthen the power of innovation and creativity in students. These programs should also have the necessary variety and flexibility so that if students' interests change, they can easily change the type of sports activities and choose the desired activities, and finally another principle to consider. In this case, it is important to maintain safety and pay attention to the health of students when participating in these activities.

While paying attention to the above basic principles, they should make the necessary predictions to provide the budget and facilities, as well as more accurate monitoring of its implementation process. Obviously, any training program in this field, if the above principles are observed and its effects are continuously evaluated, can help education organizations to achieve their goals.

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### **Evaluating students' academic achievement in physical education**

In physical education curriculum planning, goals are presented in 3 areas of knowledge, skills and attitudes. Obviously, when goals are considered in these three areas, the way students' academic achievement is evaluated should also be in line with the logic of the goals. Therefore, in evaluating skills and attitudes, students should be studied during learning activities, that is, only when students are involved in an activity, the teacher can observe his activity, evaluate him from different dimensions of skill or attitude.

Evaluating the systematic collection of information about what students know they are able to do and pursue. Evaluation methods include student self-assessment, performance review, case evaluation, and conferences.

Physical education is also a coherent program as one of the school courses, so its evaluation and evaluation should have three main components of the physical education educational program. For example, when assessing motor skills and concepts, teachers should also assess active learning and individual and social responsibility. Providing consistent feedback is critical to the successful development of motor skills and the development of a positive attitude toward performing physical activities throughout life. When their students also participate in evaluation, they gain a lot of benefits. Some of the evaluation tools are:

- Attending classes
- Achieving goals and exercises
- Short-term and long-term observations
- Self assessment
- Peer evaluation
- Performance and skill test
- Evaluation of the performance of ethics
- Projects
- Active life
- Writing test

The following examples illustrate how some of these tools are used to evaluate students in a physical education class:

For example, in the eighth grade in Colombian schools, games and motors and rhythmic motors are the main components of physical education, while in the tenth grade, games such as basketball and volleyball are the main components of the curriculum and are evaluated.

### **Eighth grade physical education in Colombian schools**

- Movement of games, individual and social responsibility

#### **Motor**

Students are expected to be able to;

- Select, combine and execute motor concepts and skills to create participatory and competitive games and activities

- Use the main offensive and defensive strategies.

### **Individual and social responsibility**

Students are expected to be able to;

- Express desirable social behaviors while participating in group activities with each other.
- Choose and apply safety rules, regulations and practices in a variety of activities

In addition, the teacher measures each student's leadership skills and group participation using the scales of responsibility.

### **Planning for evaluation**

Students participate in a variety of participatory and competitive games. They practice offensive and defensive strategies in two-player games and group activities in large and small groups. They apply specific motor skills in well-known, participatory and competitive games. As students participate in participatory games, the teacher creates

opportunities for self-assessment for themselves and their peers. Students demonstrate the components of participatory games (responsibility, participation and active presence, fun, participation, equality and success). They choose the right manipulation skills (throwing, receiving, hitting, dribbling, collecting and carrying). They choose some tools to perform manipulation skills. They put their body in the right position for exercise. They consider strategies that emphasize safety. They participate when they play together so that everyone can learn the game. They use reasonable guidelines.

### **Assessing and evaluating student performance**

The teacher evaluates the students according to the mentioned criteria. Feedback is noted on a piece of paper by the teacher and students after the games have been played by the whole class.

Students evaluate themselves and pay attention to whether they have participated in the games and achieved the specific goals of the game or not? The teacher also observes the students and reminds them of group communication skills.

### **Research results**

According to the findings of the study, it was observed that boys out of 27 subtests performed, in six cases without differences with the norm, they were weaker in 15 cases and in six cases they were stronger than the norm. While the performance of girls in four cases without differences is weaker in the norm and in 13 cases they were weaker and stronger in 10 cases than the carpenter.

Since training and motor experiences have a great impact on motor skills and it has been seen that people who have good training positions are more successful in performing motor skills, so the reason for the observed motor weakness can be attributed to new patterns of life, lack of suitable spaces, attributed the lack of education and the presence of specialized sports teachers in primary schools and so on.

Compared to girls and boys, in general, in all three age groups, boys perform better than girls in the sub-tests of jumping, squatting, standing, swimming with a chair, and running agility. Some people in several sports can be found in factors such as physical shape, parental encouragement, experience and practice.

In view of the above mentioned, the knowledge and expertise of sports coaches in order to develop the basic motor skills of children are the most important issues that those involved in sports should pay more attention.

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