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THE CHALLENGES GENERATED BY THE POST-PANDEMIC CONSEQUENCES REFLECTED IN THE PUPIL'S EDUCATION OF GRADES III rd AND IVth

DINU ANIȘOARA[1], PLĂSTOI CAMELIA[2]

[1] Professor 1st grade, Crușeț Gymnasium School, Gorj, dinu_any75@yahoo.com

[2]Associate professor, Dr., Faculty of Medical and Behavioral Sciences, "Constantin Brâncuși" University of Tg-Jiu, cami_plastoi@yahoo.com

Abstract:

The context of the pandemic has launched a real challenge in approaching the teaching of the discipline Game and movement based on team games and interaction between teammates. Education in general, and some disciplines in particular, have undergone temporary imbalances due to restrictions imposed at national level, with major repercussions on some of the disciplines. Among them there is also the discipline Game and Movement integrated in the curricular area Physical Education, Sports and Health, which has the task of completing the influences that Physical Education exerts at the level of the child's personality, making a considerable contribution to his/her socio-affective development by capitalizing on the valences of movement games. Moreover, the game involves rules and their observance, so the discipline Game and movement should contribute to the moral development of the child allowing him a better social and school integration. During the game, due to the favourable/unfavorable situations, the student will experience a wide range of affective states: joy, sadness, contentment, pleasure, enthusiasm, states that he has the opportunity to know and understand and learn to control in order to have a balanced behavior in school and in society, having the role to develop emotional intelligence as well. Legislative impositions, for a certain period of time, restricted the performance of this activity in the classroom, therefore the entire contribution of the subject content could not be materialized, the tasks aimed at the development and education of children being unfulfilled, and the educational goals could not be quantified.

Keywords: education, play and movement, postpandemic consequences.

Introduction

The discipline Game and movement was introduced in the school curriculum in the third and fourth grades of primary education starting with the 2014-2015 school year (OMEN no. 3418/2013) being provided in the framework plan of the curriculum area Physical education, sports and health.

The purpose of this new discipline is to emphasize the role of playful activities in the process of raising and developing children, capitalizes on the natural tendency of children to move and facilitates its integration into school activity. "Thus, the instructive-educational potential of movement games as a didactic means specific to the period of young schooling is emphasized by the fact that it capitalizes on the natural tendency of children for movement.

The discipline Game and Movement integrated in the curriculum area Physical Education, Sports and Health has the task of completing the influences that Physical Education exerts at the level of the child's personality, making a considerable contribution to its socio-affective development by capitalizing on the valences of movement games. Dynamic games have a special instructive-educational potential, supporting the development of children's emotional intelligence and at the same time a better adaptation to the demands of the social and school environment.

The new school programs for primary education propose a reconsideration of the ratio between the disciplinary approach and the integrated approach of learning, focusing on key competences having as a curricular implication the recognition of the need to build varied interdisciplinary bridges.

The general competencies of the Game and Movement discipline are:

1. Participation in organized or spontaneous movement games depending on the psycho-motor capacity and individual interests;
2. The manifestation of adequate social behaviors in playful activities

The learning contents are progressively structured according to years of study and are the operating basis for skills training. They are grouped into the following areas:

a. Psychomotor capacity;
b. Communication skills and teamwork;
c. Fit & Active lifestyle.

The teacher has the task to choose his/her learning activities and, if necessary, to modify them, to shape them as he/she wishes, as he/she will believe that it is best for a successful activity (2;5).

Methodology

In the school year 2020-2021, the Game and Movement activity was carried out, 2 hours a week, in a system simultaneously with the third grade of 4 girls and 4 boys and the fourth

grade of 4 girls and 4 boys in a total of 16 students, group consisting of an equal number of girls and boys.

Organization of sports activities

Students will be instructed not to interact physically (they will not hug, touch each other's hands or stand close to each other);

There will be no contact/ball games or activities involving the exchange of objects. Play structures whose contact surfaces cannot be disinfected will also be avoided.

- Only sports games that allow physical distancing, exclusively in the open air, can take place;

- Sports equipment will not be used to be handled by all students (or the handling will be carried out only by an adult); otherwise, an adapted disinfection will be regularly ensured;

- Hours of physical education carried out in the gym must be limited to sports activities that do not involve medium/intense effort, with the mandatory provision of a minimum physical distance of 1.5 meters, in which case the wearing of the mask is not indicated;

- For physical education classes, students will be instructed that throughout their activity they should not touch their face, mouth, eyes, nose with unhygienized hands;

- At the beginning and end of physical education classes, all students must perform hand hygiene with an alcohol-based disinfectant.

The purpose *of the research is to highlight the impact of the COVID-19 pandemic on the acquisition of specific skills and attitudes in third- and fourth-grade students generated by movement games.*

It is obvious the major importance of all categories of games and relays of movement in the lesson of play and movement, which through their specific content of competitive-individual analytical influence, has the potential of psycho-motor abilities and attitudes of self-affirmation, self-evaluation and value orientation of personality (3; 4; 6). The context of the pandemic has launched a real challenge in approaching the teaching of the discipline Game and movement based on team games and interaction between teammates.

Hypothesis

The effect generated by the COVID-19 pandemic context may limit the performance of the activities specific to the GAME and MOVEMENT discipline both in the pandemic and

postpandemic, which will require a restructuring of the content of the teaching activities due to their impossibility to apply to the classroom.

In the context of the pandemic and the sanitary restrictions of social distancing and the impossibility of using certain objects, the *problem of selecting the movement games and adapting them to achieve the general and specific competences of the Game and Movement syllabus in the third and fourth grade classes arises.*

Table no. 1, games used in third and fourth grade.

MOTION PLAY	**USED BEFORE THE PANDEMIC**
Measurements takers	**x**
The bouquets	**x**
Take your place	**x**
The mail's going.	**x**
Needle with thread	**x**
The snake catches its tail	**x**
The coachman and the horse	**x**
Number race	**x**
Vowel Race	**x**
The hunter, sparrow and bee	**x**
The third one runs away.	**x**
Hopscotch	**x**
Watch your head	**x**
Watch your feet.	**x**
Double bobbin case	**x**
Hunters and ducks	**x**
Shepherd protects his sheep	**x**
The sharpshooters	**x**
Between two fires	**x**
Hawks and pigeons	**x**
Take your place	**x**
Flying circles	**x**

Don't give up, brother.	**x**
Plane	**x**
Wheelbarrow	**x**
Tag on squat	**x**
Hello friend	**x**

Table no. 2 Movement games during the pandemic in Discipline Game and movement class III and IV.

MOTION PLAY	USED IN THE PANDEMIC	NOT USED IN THE PANDEMIC
Measurements takers	**x**	
The bouquets		**x**
Take your place		**x**
The mail's going.		**x**
Needle with thread		**x**
The snake catches its tail		**x**
The coachman and the horse		**x**
Number race		**x**
Vowel Race		**x**
The hunter, sparrow and bee		**x**
The third one runs away.		**x**
Hopscotch		**x**
Watch your head		**x**
Watch your feet.		**x**
Double bobbin case		**x**
Hunters and ducks		**x**
Shepherd protects his sheep		**x**
The sharpshooters		**x**

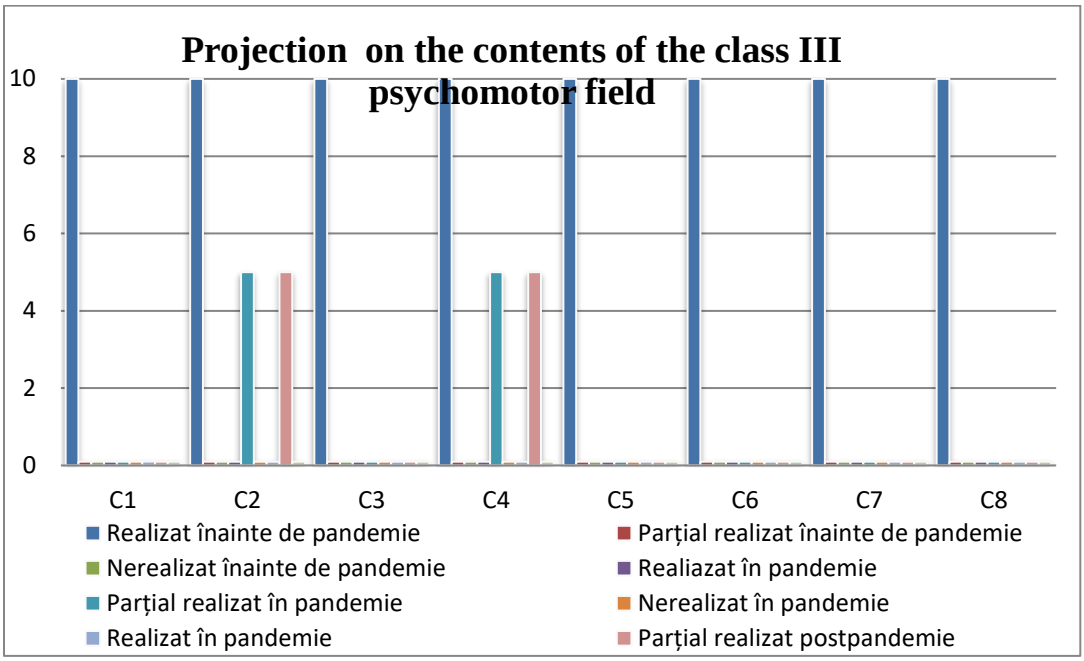
Between two fires		**x**
Hawks and pigeons		**x**
Take your place		**x**
Flying circles		**x**
Don't give up, brother.		**x**
Plane		**x**
Wheelbarrow		**x**
Tag on squat		**x**
Hello friend		**x**

Table no.3 Movement games in the post-pandemic period to Discipline Game and movement class III and IV.

MOTION PLAY	USED POSTPANDEMIE	NOT USED POSTPANDEMIE
Measurements takers	**x**	
The bouquets		**x**
Take your place	**x**	
The mail's going.		**x**
Needle with thread		**x**
The snake catches its tail		**x**
The coachman and the horse		**x**
Number race	**x**	
Vowel Race	**x**	
The hunter, sparrow and bee		**x**
The third one runs away.		**x**
Hopscotch	**x**	
Watch your head	**x**	
Watch your feet.	**x**	

Double bobbin case		**x**
Hunters and ducks		**x**
Shepherd protects his sheep		**x**
The sharpshooters		**x**
Between two fires		**x**
Hawks and pigeons		**x**
Take your place	**x**	
Flying circles		**x**
Don't give up, brother.		**x**
Plane		**x**
Wheelbarrow		**x**
Tag on squat		**x**
Hello friend		**x**

Chart 1.



Highlighting the impact of the pandemic context is also performed by obtaining, following the study conducted on the classes, the degree of achievement on the contents of the psychomotor field (class III and IV, respectively) 100% before the pandemic, in the 25/12% pandemic partially achieved, 75/82% not achieved and discipline specific skills 100%before the pandemic, in the 40/60% partially achieved, 60/40% not achieved in the pandemic.

In this paper we used observation as a research method, besides other research methods used, following the educational facts as they unfold in normal or pandemic conditions. The scientific observation consisted in recording the data and findings as presented, which basically provides additional data on various aspects of the investigated phenomena. The conditions for carrying out the activities have been created within the classes of the Game and movement, so that the natural course of the observed events should not be altered. The observation implies the ascertainment of things and phenomena as nature gives us in the usual way. "1

[1]Muster D. Methodology of research in education and education. p50, Litera Publishing House 1985

Using the method of observation we collected the factual material in connection with organized or spontaneous movement games and manifestations of appropriate behavior in playful activities.

Through the act of observation, we targeted the child's behavior in all created or spontaneous situations, gathering information about: attention, perception and thinking strategies in performing tasks, training basic and utilitarian skills, attitude towards colleagues, partners, teammates and play.

Conclusions

The formation and consolidation of motor skills and qualities through the games practiced during the hours of play and movement ensures the education of attitudes, behaviors, feelings, attributes, skills and habits of moral behavior: honesty, perseverance, dignity, modesty, self-control, initiative.

Following the analysis, processing and interpretation of the information material obtained by observation in order to draw conclusions and to form generalizations, we consider as a formative component in the intellectual and moral plane of the child's personality the need to approach some teaching strategies in order to train them the general competences in the training profile of the graduate of the fourth grade.

The results obtained from the study allowed the achievement of the purpose, the fulfillment of the tasks and the validation of the proposed hypothesis, namely that the effect generated by the COVID-19 pandemic context may limit the performance of the activities specific to the GAME and MOVEMENT discipline both in the pandemic and postpandemic, which will require a restructuring of the content of the teaching activities due to their impossibility to be applied in the classroom.

The COVID-19 pandemic context had a major influence on the organization and development of the Game and Movement teaching activity, which generated the need to adapt the specific contents of the discipline. In the same respect, the impact of these movement games on children's development has determined a deficiency in their physical, mental and motivational manifestation.

Also, some contents could not be modified (relays, "throw-catch", "touch" and those with objects), which generated a significant reduction in the area of the games applicable both in terms of methodical-practical, cognitive and integrative. The repercussions on children are

multiple, the evolutionary aspects at this age being also restricted, and the acquisition of specific skills and attitudes becoming limited or even eliminated.

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