

## Design and Validation of a Physical Education Curriculum Model for Elementary School Children Based on the Fundamental Transformation Document

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### Abstract

**Background:** The purpose of this study is to provide a model of physical education curriculum for primary school children based on the biophysical field of the document of fundamental change.

**Methods:** This study applies the mixed method in its design. In the qualitative part, semi-structured interviews were conducted with 16 experts and specialists of the physical education curriculum through a theoretical sampling method until the theoretical saturation was reached. In the next stage, 384 physical education teachers in Tabriz were randomly selected and evaluated using a questionnaire obtained from the obtained indicators. Research tools included library study, interviews and questionnaires. In the qualitative part, the open, axial and selective coding method based on the Glaser model was used, and in the quantitative part, the structural equation method (Smart PLS software) was implemented.

**Results and conclusion:** The belief, socio-emotional, cognitive, biological, sports, skill-physical, informational and educational elements were identified as the basic components of the physical education curriculum of elementary school students based on the biophysical field of the fundamental transformation document. Therefore, it is recommended to use the results of this study to improve the physical education curriculum of students.

**Key Words:** Document of fundamental transformation, Elementary school, Glaser model, Iran, Model, Physical education curriculum, Structural equation Modeling (SEM).

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## 1- INTRODUCTION

Regular physical activity underlies the training process to achieve human perfection. Poverty of movement and reduced physical activity is one of the consequences of mechanical life and technological advances in the present century (1). In the context of a very complex socio-economic system, the field of physical culture and sports in society plays a very important social function, relevant to all age groups of the population. As a result, the social potential of physical culture and sports with the least tools and maximum effects can contribute to the harmonious moral and physical development of all individuals in the short term. In this regard, physical education is a science and experts call it an activity that systematically uses all physical exercises in order to increase mainly human biological potential (optimizing physical growth, supporting physical efforts, increasing effort ability, improving motor skills, etc.). It uses, defines, and influences cognitive, voluntary, and emotional aspects in accordance with social needs and is an integral part of the public education system. So that all experts agree that physical education and sports are very important areas in the process of shaping the personality of individuals and the basic goal of any educational system (2-7). Physical activity is integral in higher education. It plays a very important role in improving students' physical quality and comprehensive ability (8).

Therefore, physical education is one of the key areas of education that plays a key role in achieving educational goals. In fact, physical education is an essential part of education that facilitates growth in all aspects of human existence through movement and physical activities and the flourishing of talents (9, 10). Physical education, as one of the branches of educational sciences, plays an effective

role in achieving the goals of educating children and adolescents (11). So that today, sedentary lifestyle due to machine life, etc. has led to the occurrence of some musculoskeletal abnormalities, overweight, and decreased respiratory volume in students. Therefore, to guarantee and ensure healthy generations, physical education lessons should be considered. Studies show the positive effects of physical education on student growth, academic achievement, and the school system. Stead & Nevill (12) addressed the positive impact of physical education on academic achievement, cognitive performance, classroom behavior, psychological and social effects, and school motivation. This physical education is not limited to the curriculum but also refers to the aspect of children's thinking about the subject and the inclusion of cultural trends in society. Bailey (13) presented the results of physical education participation in student development in life's physical, emotional, social, and cognitive aspects. The potential role of physical education in the development of each of these aspects is evident, especially to the extent that youth feel connected to school, the extent of positive social behavior at school, and the development of skills (14).

Young (15) highlights the question, "What right do students have to learn?" Whether in elementary school, college, or pursuing a vocational education program, it is a vital starting point for discussing curriculum theory. Similarly, Lund and Tannehill (16) ask what students need to know and be able to do at a certain point in their lives. When these questions are considered specific to the subject of physical education, many authors have offered different focuses depending on what is perceived as the optimal or main purpose of the subject. For example, Metzler et al. (17) state that the overall goal of physical education curricula should be to teach knowledge, skills, and talents to children

and young people to lead an active and healthy lifestyle. In addition, Lund and Tannehill (16) emphasize that curriculum models that focus on the subject and reflect a particular philosophy are the most effective way to provide meaningful and coherent physical education programs. They highlight the benefits of curriculum models that have evolved over time "through implementation and review by teachers" and have been adapted to meet the needs of teachers and learners. Accordingly, to achieve this overall goal they explain that students must learn to value and enjoy physical activity and exercise, develop adequate motor skills and abilities, and develop knowledge and awareness by increasing the use of these skills in the areas of physical activity and participation with others (18). In general, it can be said that physical education is an integral part of education of young people and students and as a result of learning physical education, students can increase their enjoyment, confidence and competence in a wide range of physical activities. They can learn about health-related fitness and take responsibility for physical activity now and in the future. In general, they can have a positive attitude towards physical activity and its importance in a healthy and satisfying lifestyle (19). Physical education creates positive emotions related to physical activity and thus strengthens students' self-esteem and personal identity (20). Physical education as one of the main areas of learning in the educational system of most countries and one of the areas of education in the document of fundamental change in education in Iran under the title of physical bio-construction has a high role and importance, especially among students (21). The document of fundamental change has been prepared as a plan and constitution of education in Iran in six areas in order to achieve the higher goals of education, including the field of religious, devotional and moral education;

Aesthetic and artistic education; Social and political sphere; Economic and vocational education; It is the field of scientific and technological education and the field of bio-physical. In the meantime, the bio-physical realm of insight into the chosen lifestyle and the evaluation of its consequences for oneself, society and nature based on the standard Islamic system; Individual and collective efforts to maintain and promote the health and safety of society at the local, national and global levels based on the Islamic standard system and continuous individual and collective efforts of the environment and respect for nature based on the Islamic standard system (22). Despite the fact that in the past decades, many efforts have been made by those involved in the education system to reform and improve physical education curricula, the physical education curriculum in our country is not accompanied by scientific progress and teaching this course is done in a traditional way and we have a long way to go to reach the desired point that is, at the level of our country. This is more referable between the document of fundamental transformation of education as a mother resource, which has been prepared as a plan and constitution of education to achieve the higher goals of education based on Islamic teachings. Physical education has also been considered along with other aspects of education. In line with the researches conducted in this field, Zolfaghdari et al. (23) in their research on designing and validating the model of physical education and health curriculum of the first year of high school with a cultural-educational approach showed that the obtained model consists of three parts: basics, strategic elements and Acker's ten elements. Goodarzi (24) in his study on the document of fundamental change in education, philosophy and status of physical education showed that in the prospective document of education, special attention is paid to physical education and

it has been mentioned as an important tool for education. Haobo (25) in his research on physical education curriculum models for selection showed that technical and vocational colleges should create a physical education curriculum based on an integrated model. Hashemi et al. (26) in their research on the effect of physical education courses on students' social health showed that the implementation of physical education courses is effective on students' social competencies. Nazari et al. (1) in their study evaluated the current physical education curriculum of primary schools (first and second grade) in Iran. The results showed that the current physical education curriculum in schools is not desirable in terms of goals, content and curriculum, teaching-learning strategies and methods of evaluating knowledge, skills and attitudes and does not fully meet the expectations of physical education. Experts suggested using the studies and experiences of leading countries and local, national and regional capacities based on an international perspective on the current state of the physical education curriculum, needs assessment, flexibility and building the necessary infrastructure in schools. Dudley et al. (27) in Australia showed that the content of physical education textbooks is not qualitatively and quantitatively appropriate, so that if teachers can use the content of books for effective teaching, the content of the teacher guide should be reviewed by experts. The results showed that these books need to be revised in motor skills and curricula.

This acquaintance is the result of using the teacher's guide for physical education over the years. On the other hand, the researchers concluded that some teachers with little knowledge or information do not believe in the effectiveness of the assessment tool because the content of the teacher guide is not of high quality. On the other hand, Zhang (28) examined the physical education curriculum's

modification from the competency-based education perspective.

Considering the importance of the field of physical education as a key issue with the horizon of (2025) and the emphasis on the document of fundamental change and on the other hand the insufficiency of efforts and research in this field, the present study has tried to study theoretically, internal and external documents, as well as interviews with experts, provided the basis for identifying elements of a physical education curriculum based on biology. The results can meet and adapt educational spaces and requirements of Iranian Islamic culture and climatic and geographical conditions, improve the design, construction, equipment, and sports space in all schools and naturally strengthen students' society's physical health and vitality. Biophysical education is the comprehensive education of students with the tools of exercise and physical activity and is the most sustainable and most accessible method of social education for students. Considering the role and position of physical education in students' physical and mental health, the document on the fundamental transformation of education has paid particular attention to the importance of sports and physical education and the need to create the necessary infrastructure and spaces, given that the basis of physical education is formed in schools. Hence, they need to pay attention to the position of teaching physical education and biology in our schools, which is of particular importance because one of the critical and long-term goals of Physical education is the optimal level of physical fitness for students in the coming years—considering that in the Iranian educational system, no model has been provided in connection with the design of the physical education curriculum of the elementary school based on the biological and physical field of the document of fundamental transformation. Also, the world of science is changing

rapidly; biophysical education must keep pace with the progress of science and technology, change methods and teachings, criteria and standards, and design various models for physical education. The issue of physical and biological education and ways to improve the attitude of those involved in this matter is so vital that it is one of the most important goals of the education system. However, unfortunately, there has been no severe determination to achieve this important goal and no accurate pathology of the methods used by the education system and parents. Therefore, the physical education curriculum must be presented following the changes and progress of science, and in the meantime, compiling a document on the fundamental transformation of education and providing a roadmap can be a good platform and source for designing and presenting the desired model of physical education in our country.

In addition, considering that in the Iranian educational system so far, no model has been provided in relation to the design of the physical education curriculum of the elementary school based on the biological and physical field of the document of fundamental change, the main question of the research is, is it possible to design a suitable model for the elementary school physical education curriculum based on the biological and physical field based on the Klein model?

## **2- METHODOLOGY**

The present study was applied in terms of purpose and descriptive-survey in terms of data collection method. Also, this research was mixed based on the research approach. In the first stage, the qualitative method of content analysis was used to construct the model and the descriptive-analytical quantitative method based on the structural equation model was used to test the model.

The research method was a mixed exploratory type; That is, it was first qualitative and then quantitative. The statistical population of the research in the qualitative section includes experts and specialists in the field of curriculum; Teachers and physical education experts were elementary school students who were selected through purposive sampling. Data collection continued until theoretical data saturation and 16 semi-structured individual interviews were conducted. Also, the statistical population in the quantitative section included primary education teachers of Tabriz city in the academic year (2021-2022), of which 384 people were selected as the final sample based on random cluster sampling method and filled out the research questionnaire. In order to collect data, in addition to library studies, in-depth qualitative and semi-structured interviews with experts and in a small part of the interview questionnaire, which included 23 questions of 5 Likert scale (very high = five to very low = one point), was used. In this study, in the qualitative section to examine validity, four criteria of conventional quantitative research of Lincoln and Guba (1985) (internal and external validity, reliability and objectivity) were reviewed and approved. In order to calculate the reliability of the interview, another coder was asked to cooperate as a coder in researching and measuring the reliability of the interviews by means of intra-subject agreement. The researcher then coded three interviews with this research colleague and the percentage of agreement within the topic that is used as an indicator of the reliability of the analysis was equal to 0.82, so the data is reliable. In the quantitative part, regarding content validity, validity was confirmed using content validity forms of content validity index and relative content validity coefficient. The relative content validity coefficient with respect to the number of professors and curriculum specialists who

had papers in this field (15 people) was 0.79 and the value of content validity index was more than 0.80. Therefore, the content of our tools was confirmed. Divergent and convergent validity related to structural equations were measured. Qualitative research data were analyzed by the Glaser method. The data analysis process was performed through open coding, axial coding and selective coding and ended with the presentation of a logical paradigm or a visual representation of the developing theory. In the interview analysis section, Max Kyoda software version 12 was used. In the quantitative stage, two sections of descriptive statistics and inferential statistics were used. In the descriptive statistics section, descriptive tables and graphs were used to express the demographic and descriptive characteristics of the research. From elongation and skewness indices to check the distribution of data (normal or abnormal) and to review and answer research questions and draw and develop a

measurement model and structural model of SPSS software version 24, Smart PLS version 0.2 was used.

### 3- RESULTS

The results of 16 interviews that continued to the point of theoretical saturation and were analyzed through content analysis and open, pivotal and selective coding are presented. First, the interviews were entered in the form and analyzed and the initial codes were extracted from it. The results of the qualitative part of the research showed that after identifying the sub-themes of the text of all interviews, a total of 224 sub-themes were created. Some of these codes were similar and were repeated in different interviews, so that in the analysis stage, 84 independent codes (themes) were created.

Here are some concept codes to become a category. **Table 1** shows the results of open coding based on concept codes and categories.

**Table-1:** Open source and axial coding

Open Coding	Axial coding	Axial category
Acceptance of the province of religious leaders and imams	Elements of belief	Basic elements of students' physical education curriculum
Self-knowledge and knowledge		
Religious and moral identity		
Orientation to beliefs, values and practices		
Avoiding moral vices		
Cultivation of faith and religious, devotional and moral attributes		
Maintaining unity and understanding	Socio-emotional elements	
Proper communication with others		
Legality		
Fostering professional ethics		
Responsibility		
Social participation		
Harmony and empathy		
Preservation of the environment and respect for nature		
Social understanding		
Social justice		

Nurture emotions and feelings	Cognitive elements	
A variety of ways to express emotions		
Ways and means of coping with stress		
Control and overcome anger		
The growth of imagination and imagery		
Enhance aesthetic taste		
Conflict management and negotiation		
Increase the level of courage and opposition to the imposition of demands		
Strengthen a sense of confidence and ability		
Fight against weakness and pathogens	Biological elements	
Maintain and promote health		
Physical and mental health		
Impact of physiological changes		
Healthy physical activity		
The issue of individual differences		
Introduction to body anatomy		
Healthy behavior and impact on physical growth		
Healthy eating and exercise		
Proper physical condition for life		
Cognitive about the dangers of drugs	Sports elements	
Continuous interaction of soul and body		
Teaching a variety of individual and group disciplines		
Teaching professional ethics of sports and heroic character		
Finding sports talent at the school level		
Develop a national sports curriculum		
Rules and how to perform sports		
Indigenous and local games		
Ability to skillfully perform sports skills (at least one sport)		
Application and effects of exercise		
Knowledge of sports equipment		
Sports safety in schools		
Student competitions in various fields		
Focal group		
Teacher competencies		
The right amount of time to exercise per week	Physical-skill elements	
Foundations of the Student Sports Federation		
Rejuvenation Committee through Exercise		
School sports infrastructure		
Basic sportive movements		
Perceptual-motor concepts		
Imagination		
Maintain and improve the dimensions of		

physical fitness		
Maintain and improve the dimensions of motor fitness and agility		
Pay attention to other factors of physical fitness		
Balance-coordination exercises		
Steps to achieve the goal of the exercise		
Study of metabolism and body mass index BMI		
Evaluation of musculoskeletal abnormalities		
New methods to improve physical fitness (such as aerobics, Pilates, etc.)		
Ethical principles of using the Internet	Information elements	
Visual literacy of students		
Student media literacy		
Information literacy		
Internet privacy		
Promote sports and virtual networks		
Impacts of media and communication networks		
Stages of teaching from beginner to advanced	Educational elements	
Compile and adjust appropriate headings		
Proportion of steps and training materials		
The fit of educational topics with the tendency to sports		
Conceptualization of educational steps		
New educational methods		
Creating a training environment and group problem solving		
Participation in training		
Student sports support		
Self-assessment		
Continuous monitoring of the training process		
Creating enthusiasm and interest among students to participate in the educational process		

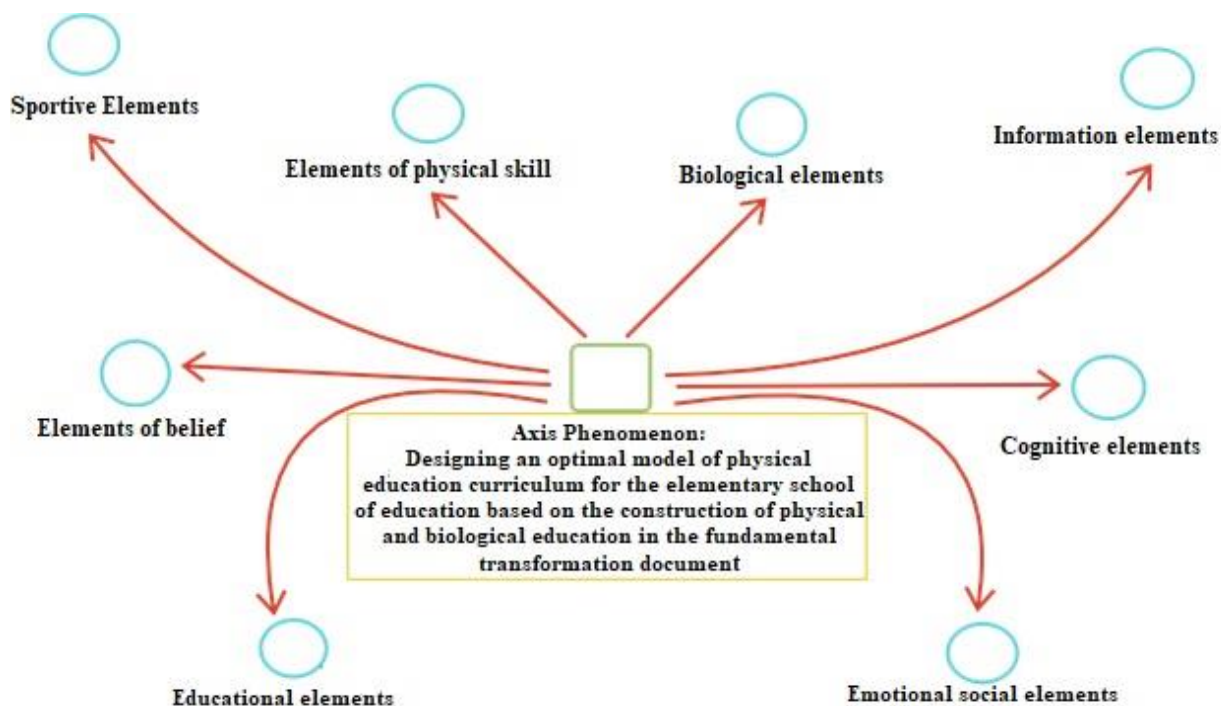
Based on the results of axial coding and common concepts between the 8 categories, namely: belief elements, socio-emotional elements, cognitive elements, biological elements, sports elements, skill-physical elements, information elements and educational elements in designing the desired curriculum model. Physical education for the primary education period

was identified based on the field of physical education and biological education and the document of fundamental change. In order to draw the final model of the research and after extracting and exploring the main categories, the axes, concepts according to the proposed model, which is designed based on the Glaser model, has finally



shown in the figure below as the dimensions of physical education curriculum elements for primary school

based on physical and biological area and document of fundamental change.



**Fig. 1:** Dimensions of the elements of the physical education curriculum for primary education based on the field of physical education and biological education document of fundamental change.

In the following, through structural equations, the relationships in the research model are examined using PLS software. At first, skewness and elongation were used to distribute the data normally. The results showed that the skewness is between 3 and 3 and the elongation is between 5 and 5.

To evaluate the fit of measurement models, three criteria of reliability, convergent validity and divergent validity are used and reliability is performed by examining factor load coefficients, Cronbach's alpha coefficients, and combined reliability. The criterion for the appropriateness of factor load coefficients is 0.4. For all questions, most of the factor loading factors are more than 0.4, but the factor loadings of the questions are professional ethics, social understanding,

social justice, various ways of expressing emotions, and cognition of the dangers of drugs, continuous interaction of body and soul, and knowledge. Sports equipment conceptualization of training steps has been removed from the analysis process because it is less than 0.4. The value of Cronbach's alpha and the combined reliability of the variables in the research variables is higher than 0.7, which indicates the appropriate reliability of the model. In this study, the reliability of the variables is at the desired level. The second criterion is the convergent validity measurement model, which examines the correlation of each variable with its questions. According to Fone and Larker methods, which have introduced the appropriate value for the mean variance extracted as 0.4 or higher, the mean value of the extracted variance is greater than 0.4

for all research variables. Divergent validity is another criterion for fitting the measurement model. In this study, the questions related to each variable are more correlated with the variable itself than with other variables. On the other hand,

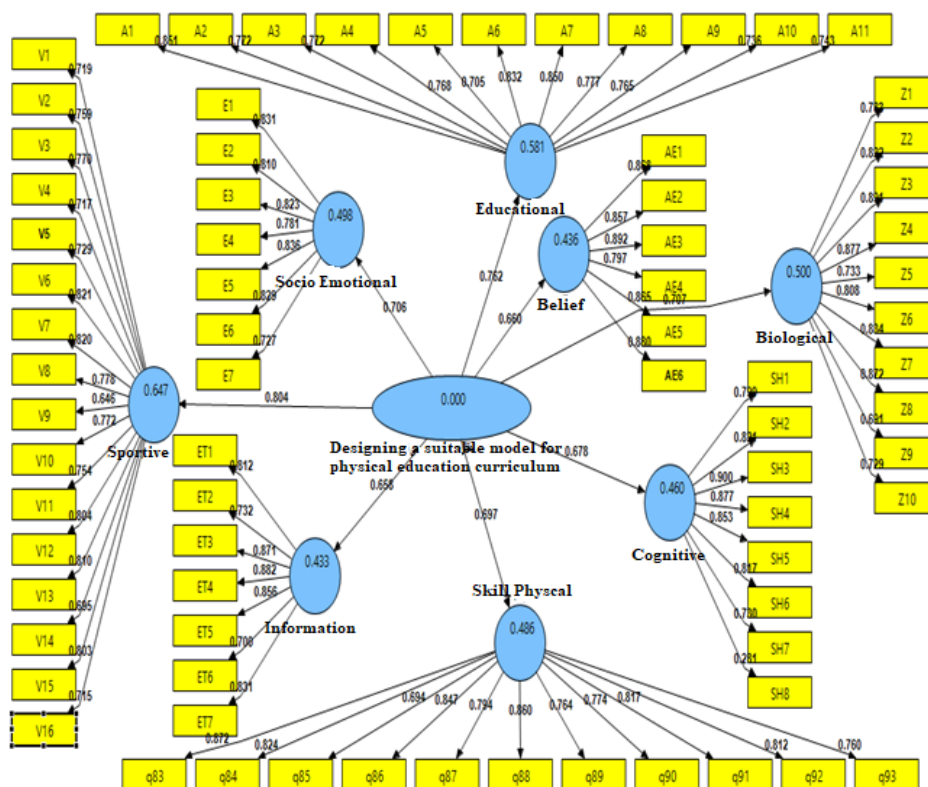
divergent validity is acceptable when the mean of the extracted variance for each variable is greater than the common variance between that variable and the other variables in the model that were confirmed.

**Table-2:** Cronbach's alpha, combined reliability and mean variance extracted.

Research variables	Combined reliability	Cronbach's alpha	Mean variance extracted
Elements of belief	862562.0	856834.0	610036.0
Socio-emotional elements	839051.0	821431.0	574460.0
Cognitive elements	862129.0	802466.0	483547.0
Biological elements	884530.0	840067.0	545982.0
Sports elements	851263.0	845385.0	503782.0
Skills-physical elements	860467.0	825893.0	578982.0
Information elements	884492.0	834720.0	557340.0
Educational elements	867824.0	814962.0	557340.0

After examining the fit of measurement models, it is time to fit the structural model of the research. In the following, the structural model of the research in **Fig. 2**

had been given. Also, the shape of T coefficients of the same model is reported in **Fig. 3**.



**Fig. 2:** Structural model of research

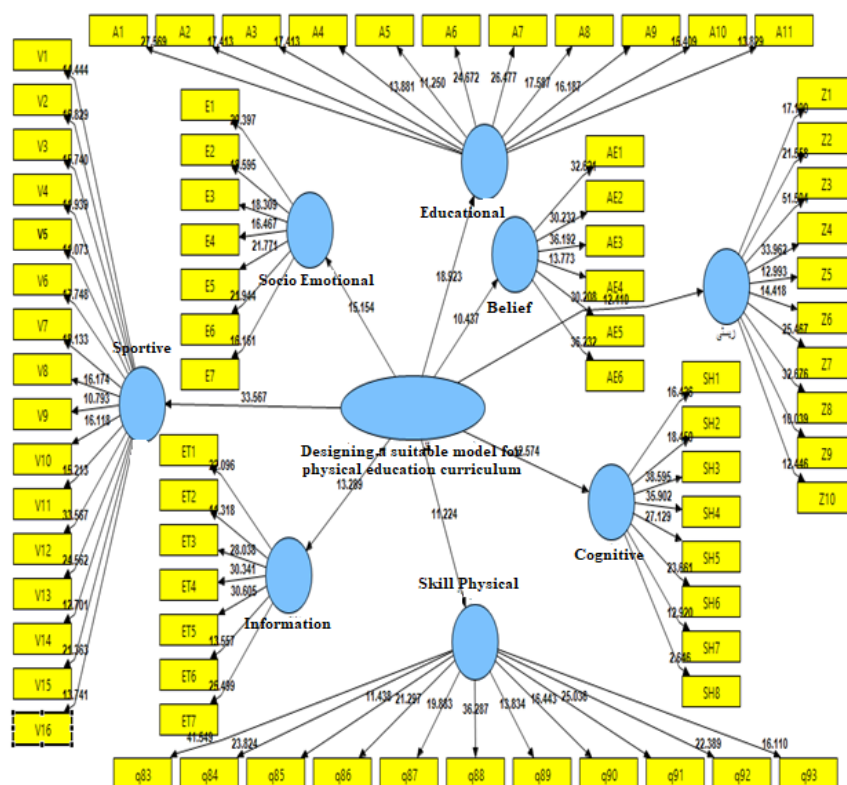


Fig. 3: T coefficients of structural model of research

To evaluate the fit of the structural model of the research, several criteria are used, the first and most basic of which are the significance coefficients of t or the same values of t. If the value of these numbers is more than 0.95, it indicates the correctness of the relationship between the variables

and, consequently, the confirmation of the relationships at the confidence level of 1.96; Of course, it should be noted that the numbers only show the correctness of the relationship and the intensity of the relationship between those variables that cannot be measured with them.

Table-3: The relation of path coefficients and significance coefficients of t (t values)

Independent variable	Dependent variable	Path coefficient	T-VALUE
Basic elements of students' physical education curriculum	Elements of Belief	660.0	110.12
	Socio-emotional elements	706.0	154.15
	Cognitive elements	678.0	12.574
	Biological elements	707.0	10.693
	Sportive elements	0.804	33.567
	Skills-physical elements	0.697	11.224
	Information elements	0.658	13.289
	Educational elements	0.762	18.923

The results of the above table showed that due to the fact that the T-value of all relationships are greater than 1.96, so at the level of 0.95, each of the relationships in the research model was confirmed.

**R2 value:** This criterion is used to evaluate the fit of the structural model in research. R2 coefficients are related to the endogenous (dependent) latent variables of the model. 0.33 and 0.76 are considered as criteria for weak, medium and strong values. The value of R2 for exogenous or independent variables is zero. The results of R2 value for all variables are higher than 0.587 which is moderate and strong.

**Q2 value:** This criterion determines the predictive power of the model and if the value of Q2 for one of the endogenous variables acquires three values of 0.02, 0.15 and 0.32, respectively, it indicates a weak predictive power, moderate and strong variable or related exogenous variables. This criterion for the three endogenous variables of the model is more than 0.32, which indicates that the exogenous variables (independent) are strong in predicting the dependent variable and the appropriate fit of the structural model of the research is somewhat reaffirmed.

**GOF criterion:** The general model includes both the measurement and structural model parts, and by confirming its fit, the fit check in a complete model is completed. Considering the three values of 0.01, 0.25 and 0.36, which are introduced as weak, medium and strong values for GOF, in all 5 variables, more than 0.36 was obtained, which shows a strong overall fit of the model.

#### 4- DISCUSSION AND CONCLUSION

Physical education is a formal content field for study in schools. Curriculum models for physical education programs also include motor training, which emphasizes the importance of basic motor skills as a prerequisite for participating in

physical activity throughout life. Developing a physical education curriculum provides more motivational opportunities for students to engage in lifelong physical activity. Physical education as part of education, provides the only opportunity for all children to learn about physical movement and engage in physical activity. In addition, physical education has become a content field with diverse learning goals that facilitates the all-round development of children. Accordingly, the present study has been written with the aim of compiling the elements of the physical education curriculum based on the physical biological field of the fundamental transformation document. The field of bio-physical education is part of the formal and public education that oversees the maintenance and promotion of health and observance of physical and mental health of educators towards themselves and others, strengthening physical and mental strength, arguing with the causes of weakness and disease, environmental protection and respect for nature. In other words, the bio-physical field is concerned with maintaining and promoting physical and mental health of oneself and others, strengthening physical and mental strength, combating the causes of weakness and disease, protecting the environment and respecting nature (22). Biophysical education is the comprehensive education of students with the tools of exercise and physical activity and is in fact the most sustainable and easiest method of social education for students. Given that the basis of physical education is formed in schools, the need to pay attention to the position of teaching physical education and biology in our schools, is of particular importance.

The designed model has been fitted according to the experts and information from a questionnaire on influential factors and elements in 8 categories of belief elements, socio-emotional elements,

cognitive elements, biological elements, sports elements, skill-physical elements, information elements, and educational elements, identified and content factors been validated by structural equations. The results of the fit evaluation of the designed model indicate the proper fit of this model and show that if the appropriate context for the growth of belief elements, socio-emotional elements, cognitive elements, biological elements, sports elements, skill-physical elements, information elements, and educational elements should be considered. As this is also mentioned in the document of fundamental change, the education of primary school students will be more effective. In this regard, the results of the research of Hashemi Nikoo et al. (6) showed that if the religious, religious, and moral factors, socio-political, biophysical, aesthetic and artistic, economic and professional, scientific and technological with a happy approach and if vitality is to be considered, education will be more effective, which is in line with the present research. Also, Goodarzi (24), in his study on the document of fundamental change in education, philosophy, and the position of physical education, showed that in the vision document of education, special attention is paid to physical education, and it is mentioned as an essential tool for education and training.

Haobo (25) showed that vocational schools should create a physical education curriculum based on an integrated model. Consistent with the present study, Zolfaghari et al. (23) showed that the resulting model consists of three parts: basics, strategic elements, and ten elements; Zhang (28) examined the modification of the physical education curriculum from the perspective of competency-based education, consistent with the present study. Religious, devotional, and moral education oversees the growth and strengthening of an acceptable level of religious and moral

aspects of the good life of educators. It includes all measures and actions to cultivate faith and conscious and voluntary commitment of educators to a set of beliefs. Values, actions, attributes, worship, and morality to develop and exalt their religious and moral identity. The social and political education field seeks to acquire competencies that enable educators to be active and knowledgeable citizens and participate in political and social activities. The field of aesthetics and art is a part of the formal and public education that oversees the growth of imagination and the cultivation of educators' emotions, feelings, and aesthetic tastes. The field of economic and vocational education is part of the process of formal and public education, which is related to one of the essential aspects of human life, namely the economic and livelihood dimension of human beings. The scientific and technological education field is part of the formal and general education process, which seeks to acquire competencies (attributes, abilities, and skills) that train educators in recognizing, using, and developing the results of human experiences in science and technology. Also, the field of biophysical education is a part of the formal and public education that oversees the maintenance and promotion of health and observance of physical and mental health of educators towards themselves and others, strengthening physical and mental strength, combating the causes of weakness and disease, environmental protection and respect for nature (22). As a result, it is necessary to consider each of the dimensions and components.

In this regard, it can be said that the specific goals of physical education include the training of religious, physical and skill, muscle, emotional and social dimensions, which shows the attention to different dimensions of human existence. So it can be said that sports and physical

education are tools. Undoubtedly if this essential and attractive tool is used correctly, it will have good results. Stepping in this direction, due to the particular sensitivities and characteristics of sports and its great attractiveness for different groups, especially students, and on the other hand, the unknown philosophy of its existence, even for many physical education professionals, maybe programs designed for reaching the document distorts the transformation and the vision. With its emphasis on physical, mental, emotional, and social fitness, if Physical education is trained correctly, it can play a significant role in education (29).

According to the author and based on the results, the planning of physical education and sports in primary school should be done in a way that is not limited to the growth and development of physical strength and should include all aspects of the child's personality, including emotional, psychological, social and so on. Accordingly, Sangarido (30) in a research study, studied point of views and primary school teachers on the main challenges of physical education in Cypriot schools and stated that participants believe that the main goal of physical education in the early years should be to create opportunities for children. For their psychological, cognitive and social skills development, and physical education should be one of the important topics in the school curriculum that is in line with the present research.

Physical education and sports are one of the main courses in the elementary school, which, if properly planned, will help students learn all the courses and provide the basis for achieving the overall goals of education. Physical education should be able to facilitate the growth and development of physical strength, mental, emotional and social abilities and talents of students through physical activities and

various exercises and sports. It is suggested a safe and secure environment for school sports hours by constructing sports facilities and spaces or securing the school environment, as well as telling instructive sports stories from the lives of imams for students during physical education hours by prioritizing moral and religious values and provide worship as well as attention to socio-cultural elements. Elementary school coaches and teachers should also present physical fitness items in a way that encourages students to do physical exercises and activities even outside of school.

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