

A REVIEW OF IDENTIFYING THE EXISTING PROBLEMS OF PHYSICAL EDUCATION IN IRANIAN SCHOOLS

UMA REVISÃO DA IDENTIFICAÇÃO DOS PROBLEMAS EXISTENTES EM MATÉRIA DE EDUCAÇÃO FÍSICA NAS ESCOLAS IRANIANAS

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nas aulas de desporto nas escolas do Irão. O desporto é uma parte essencial do currículo oficial das escolas, pelo que o desporto estudantil é uma abordagem eficiente para aumentar a atividade física dos estudantes através de programas desportivos, atividades e eventos num ambiente seguro. Nesta pesquisa, as bases de dados Google Scholar, PubMed, e Scopus foram utilizadas para procurar artigos relacionados com o vocabulário de problemas, aulas de desporto, e escolas iranianas. De acordo com os resultados das pesquisas realizadas, concluímos que a infraestrutura física, mão-de-obra especializada, método de avaliação, conteúdo educacional, atitude em relação à avaliação e qualidade, e os problemas de falta de horas de aulas de desporto, falta de sistema para identificar, introduzir e apoiar talentos Os desportos escolares nas escolas do país estão entre os problemas a que as autoridades competentes devem prestar séria atenção.

Palavras-chave: Identificação de problemas. Aulas de desporto. Escolas iranianas.

Abstract: The purpose of this research was to review the identification of existing problems in sports lessons in schools in Iran. Sports are an essential part of the official curriculum of schools, so student sports is an efficient approach to increase the physical activity of students through sports programs, activities, and events in a safe environment. In this research, Google Scholar, PubMed, and Scopus databases were used to search for articles related to the vocabulary of problems, sports lessons, and Iranian schools. According to the results of the conducted research, we conclude that the physical infrastructure, expert manpower, evaluation method, educational content, attitude towards evaluation and quality, and the problems of lack of sports lesson hours, lack of a system for identifying, introducing and supporting talents School sports in the country's schools are among the problems that the relevant authorities should pay serious attention to.

Keywords: Identification of problems. Sports lessons. Iranian schools.

Resumo: O objetivo desta investigação era rever a identificação dos problemas existentes

Introduction

The progress and development of physical education and sports in our society is possible when a constructive and positive change is implemented in the current sports programs. Revision of the past and current program and formulation of a more effective and comprehensive program undoubtedly requires extensive and comprehensive research, the results of which can determine the policy of the new program and the accuracy of its compliance with the basic needs of the current society. to ensure the progress of Iran. Considering the necessity and importance of the role of human resources in the effectiveness and quality improvement of physical education lessons, the use of qualified and expert sports teachers in schools and the fields of attracting sports teachers to universities to continue their studies and gain the necessary efficiency are among the important measures in the direction of Quality is part of physical education lessons (Borojini et al., 2015). The historical presence of the physical education course in the curricula of schools and other formal and informal social institutions is indicative of the fact that the course of physical education has passed the test of time and has been accepted as an educational and research activity, so that educational institutions, The Scientific and Cultural Organization of the United Nations (UNESCO) recognized its position as one of the basic human rights in the 1978 charter and called for physical education programs to promote it in the educational systems of countries (Pilevar Mukher et al., 2016). Considering that the schools and scientific and research centers of the world are faced with new innovations every day in order to improve the quality of services and provide them to their customers. On the other hand, institutions and companies have well understood that the satisfaction of customers and service recipients, paying attention to their wishes and needs, has a direct effect on increasing their income and profit and social credibility, hence one of the operational goals of the document. The fundamental transformation of education is the establishment of a system of evaluation and quality assurance in public formal education, so it is necessary to continuously review the status of service provision and the quality of education and human resources in schools and scientific centers, so a preliminary study in the education sector The body of the country's schools is in need of conducting studies and evaluated interventions. Schools, as a social system, deliver students to the society through inputs and processes (Akbari et al, 2022). So that today in political assemblies, media and scientific environments and studies conducted in the field of student

sports, there is no room for doubt about the potential of school sports to solve the many social, psychological and educational problems of students (Put Chenak and Hilbordes, 2014). Therefore, it is necessary to manage the processes, that is, all the activities that are carried out in the school, with the aim that without having frequent checks during the work, it is not possible to identify errors and try to eliminate them. did, and resolved, in this regard, if we look at education from a macro perspective, we should try to improve the results during education. Therefore, the improvement of quality should not be limited to micro and macro results, therefore, it is necessary to consider increasing the social effects of the students, and finally, the goal of improving the quality in the school is to increase individual self-sufficiency, self-confidence, and self-reliance at the community level. and the self-management of individuals followed (Totani, 2003). Considering that the educational systems and the activities governing them, according to the progress of the societies, are always undergoing change and transformation, and the educational transformation is itself a result of the social transformation and the transformation of science and technology. Welti and Cohen (2016) stated that the success of school sports management depends on planning, communication, division of labor, stakeholder orientation, coordination, monitoring, and evaluation in order of priority. The speed of evolution of educational systems is so fast that once every few years a general transformation is created in the structure of the educational system. Acquiring complex sciences and techniques is possible under complex educational methods. For this reason, the duty and responsibility of the teacher are much heavier and more complicated today than in the past (Song, 2019). Physical education and sports in schools have long been of interest in Iran, physical education in schools by identifying student sports elites can lead to the promotion of championship and professional sports in the country. Sports and physical education in schools, in its first step, will bring health, happiness, and vitality to students, and this important function should be given more attention. As the future builders of the country, students are in great need of physical fitness and health development. In addition to this, the effective pillar of the development of sports and physical education in schools and among students is to create a culture to teach students that sports can be effective in their vitality and health. Dudley (2015) stated in the research that macro education policies should be aimed at developing physical education lessons in schools. Managers should try to develop physical education facilities and infrastructure. Educational planning of physical education lessons to make the physical education lessons of schools useful is one of the

educational priorities, it seems that the first step to have a healthy society and institutionalize the culture of sports and physical activities starts from schools. This article will clarify the importance of physical education in schools. The concern of many physical education managers and teachers is to hold physical education classes in schools as best as possible, but sometimes these efforts do not reach the desired end, and the hours of physical education in schools become a waste of students' time in class. It seems that one of the ways to formulate systematic programs and maintain the quality of educational experiences in physical education is to know the factors that influence the quality of physical education in different academic periods. Wood (2015) stated in a research that physical education lessons in schools should be based on more cheerfulness and distance from the classroom environment and be closer to games and entertainment. So, the closer we get from the formal learning environment to the entertainment environment, the more effective the physical education lesson in schools will be. Undoubtedly, finding talent in school sports will have a better approach when schools have suitable sports spaces or physical education classes are implemented in a practical and desirable way so that sports teachers can realize the pure talents of students. Identifying and discovering the talents of students can make the sports environment of our country more flourishing and prosperous. Ramezani and Zabihi, Ismail (2012) and Razavi (2015) also stated that they identified the lack of physical education lessons in schools as the most important factor in the lack of development of this lesson. Therefore, increasing the hours of physical education lessons to meet the movement needs of students on the one hand, and becoming aware of sports knowledge in theory classes on the other hand, and paying attention to the characteristics, needs and interests of students in formulating educational programs, is an important factor in the quality of education. It is a physical education course in schools (Razavi and Rouhani, 2013). The category of sports and physical education in schools is one of the pillars of the growth and health of students and a supplement for efficient education and having elite and healthy students. But despite all the efforts made, there are many problems and deficiencies in the field of physical education in schools. The research conducted indicates that there are still problems and deficiencies in the development of sports lessons in Iran, so many school students complain about the lack of sports spaces. Considering the issues and problems raised in the field of obstacles to the development of physical education lessons in Iranian schools, the purpose of this research was to review the identification of existing problems in physical education lessons in schools in Iran.

Research Methodology

In this research, in order to search for articles related to the research, the keywords of sports lessons, Iranian schools, lack of sports space, lack of human resources, evaluation, hours of sports lessons were searched from Google Scholar, PubMed, Scopus databases.

Results

The results extracted from the selected articles related to the research title are shown in Table No. 1.

Table 1: The results of the extracted selected articles

Research title	Year	Authors	Result
Designing the quality management model of the physical education and sports education system in schools	2022	Akbari et al	By using a systemic approach, paying attention to the inputs; The processes and outputs of the system took steps to improve the quality assurance of physical education and sports and considered all these processes as an integrated and related system in order to achieve desirable results in this field.
Designing the development model of student sports in Iran	2021	Mirzaei Kalar et al	Based on the results of the research, it can be said that the development of student sports is a dynamic process and to realize it and achieve the results of development, stakeholders, strategies, processes and paths of sports development work together. Therefore, policy makers and planners should pay attention to the stakeholders, strategies, processes and paths of sports development while formulating policies and plans for the development of student sports.
Designing a strategic model for the development of student sports	2021	Ghanbari Firouzabadi et al	Also, the findings showed that the development of student sports will have religious, religious and moral educational consequences, economic and professional, scientific and technological, social, biological and physical, aesthetic and artistic education, as a result, according to The development of human resources is one of the strategies for the development of

			student sports, as a result, it is possible to improve the conditions of student sports by holding orientation courses and training human resources specializing in physical education in schools.
Analysis of the process of managerial developments in physical education and student sports in the country from 1979 to 2019	2021	Samie et al	In general, the research shows that management changes in school physical education and student sports did not follow a sustainable policy and were mostly a function of structural changes in education. Therefore, it is necessary to review the division of work between departments and the way of participation of the stakeholders and trustees of the field of student sports.
Investigating obstacles to the development of sports in schools in Mazandaran province	2019	Pashakalai et al	The findings of the research have shown that in the internal environment of the organization, the managerial, human, financial, facilities and infrastructures and the structure of the education system are respectively the priority obstacles affecting the development of elementary school sports, on the other hand, in The external environment of the organization is the weakness in the cultural environment, lack of use of technology, unhealthy social environment, lack of laws and stagnation of the economic environment in order of priority. The lack of development of elementary school sports closes the way for the development of universal and championship sports, and by examining the obstacles, with the common thinking of all officials and policy makers, one should try to remove them.
Identification of internal and external opportunities and challenges of student sports in Khorasan Razavi province	2018	Pilevar Mukher et al	With the attention and importance given to student sports by the authorities, managers, experts and physical education teachers, the potential talents in this sector will be put into action, and as a result, the country's championship sports will be developed.
Identifying the existing problems of physical education in Isfahan schools and comparing the views of managers, experts and physical education teachers in Isfahan schools	2017	Nastern Borojni et al	The results showed that problems related to incorrect planning in physical education lessons in schools are among the most important problems in physical education and sports lessons in schools. The Ministry of Education should have a long-term plan for the development of physical education lessons in schools with regular planning and

			attention to the existing realities and deficiencies.
Examining sports problems of schools in Iran	2017	Pourshirzadi, Morteza	The problems are: unprofessional management, the unfavorable level of the sports field and its non-standardity, the large number of students in each class, the lack of sports spaces, the lack of good physical fitness of students, and the low level of training and reinforcement programs for teachers. Sport
Analysis of influential factors in the quality of middle school physical education lessons from the point of view of physical education teachers	2012	Razavi et al	The results showed that based on 10 factors affecting the quality of the physical education lesson, one factor explained about 45.8% of the variance. In addition, from the point of view of male and female sports teachers, the factors influencing the quality of physical education lessons in order of priority are: 1- evaluation 2- teaching method 3- expertise of sports teachers 4- educational program 5- facilities 6- educational content 7- attitude (officials, students and teachers) 8- Experience of sports teachers 9- Budget 10- Educational goals.
Investigating and comparing the importance and implementation status of physical education course from the point of view of administrators and teachers of physical education in public secondary schools in Orumieh city.	2008	Sanei Fard et al	The indicators of the importance of physical education lessons in the investigated schools are 94.7% and the qualitative status of physical education lesson implementation is 71.2% and the quantitative status of physical education lesson implementation is 70% higher than the average, based on the results of this research between the views of managers and physical education teachers. There is no significant difference in the qualitative and quantitative status of the physical education lesson in the community under investigation, but there is a statistically significant difference between the views of the population under investigation regarding the importance index of physical education lessons in schools, and it was also determined that between the views of the two gender groups of the society under investigation In terms of the quantitative index of physical education course implementation, there is also a statistically significant difference, and based on the

			results of the research, there is no statistically significant difference between the views of the two gender groups under investigation regarding the quality of physical education course implementation and its importance.
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Discussion and conclusion

Problems with the state of sports infrastructure in schools in the country

Sports facilities and spaces are one of the most important quality factors in the physical education curriculum and sports activities of students. The per capita sports infrastructure is an important indicator in determining the current situation and a criterion for drawing the future vision of student sports infrastructure and is always considered. The focus of planning is on the macro level. In this regard, the sports infrastructure can be considered one of the most important educational spaces, because the educational space is not limited to the classroom. In addition, the educational space does not end with the school environment and includes the spaces outside the school as well, which is important in providing space, equipment and technology in order to maintain and maintain the sports spaces, increasing the per capita sports infrastructure and increasing the profit. Economy and economy by using new spaces and sports constructions have always been emphasized (Deputy of Cultural Studies, 2022). Since students make up a large section of the society and the physical and mental health of any society is directly related to the health of this section, therefore, attention and study of the physical space, sports equipment and spaces, the standards and needs of this large section and determining the damage caused by the society They investigated the accidents in the sports and games fields and identified important factors, including sharp edges, excessive height of equipment, improperly installed equipment, the state of sports infrastructure of schools in the country in two categories of open infrastructure and indoor are divided, the lack of sports spaces is the main problem of students, Razavi et al. (2013) reported in a research that the lack of indoor space has made the sport of Chaharmahal and Bakhtiari schools a problem. In another study, the most important external factor of injury among students in school sports is the unfavorable surface of the sports field and its non-standard (Old Ilkhanlar, Balochi and Niknejad 2019). From this, it can be understood that physical education in schools can play

a significant role in the growth and development of students if the right policies are set and the facilities and facilities are suitable and sufficient, as well as the specialized forces in the educational positions. be Komova et al. (2015) in their research Ingun stated that the most important requirements for the development of sports in schools in Russia are proper sports facilities, equipment and infrastructure, specialized sports teachers and coaches, greater participation and responsibility of parents and society, and increasing the hours of physical education lessons. They are in schools. Paying attention to the research carried out regarding the sports spaces of schools in the country, it is worth mentioning that until now, sports spaces have not been given much importance, because the school renovation organization in the country has not paid attention to sports spaces and no rules have been considered for these spaces. Even the organizations supervising the construction of schools have not paid attention to this point, therefore, paying attention to sports spaces in the country's schools needs a new review (Arqami et al., 2013). Factors such as multiple, diverse and non-specialized use of sports spaces in schools so that in general the sports infrastructures of schools in the country have not been used specifically and solely for the sports of students, which can lead to the lack of development of sports in the country's schools. be very effective, because there is a lot of evidence that shows that these infrastructures are used for other practical-educational and recreational activities, which leads to a decrease in efficiency, an increase in the wear and tear of the space, and the loss of sports construction and performance. These places have become and the other thing is the low quality standard of the sports spaces and the possibility of physical harm to the students. It should be noted that the sports infrastructures of the schools lack the minimum standards of safety and health of the students from the beginning of their establishment and establishment. Improper and non-optimal use of these spaces has intensified their quality reduction and exposes students to various physical risks. The lack of regulation and clear standards for sports in government and non-government schools also adds to the severity of this problem, finally, the low per capita number of indoor sports spaces in schools and the weakness of social networking for the synergy of education and other institutions in the preparation The sports infrastructure of schools is one of the other factors in the lack of development of sports in the country's schools (Deputy of Cultural Studies, 2022). The next important issue is the need to pay attention to the institutional mapping and existing capacities Other institutions are for synergy and participation in school sports. While re-emphasizing the necessity of networking and using

the capacities of other institutions to provide student sports infrastructure, in the following, solutions for optimal use of existing spaces and taking measures to develop infrastructure and increase student sports per capita will be presented, which will include a range of It includes the responsible institutions (teachers, schools, provincial general offices, governorate, program and budget organization, and the Ministry of Education). The problems of the human resources of school sports in the country One of the most important indicators regarding access to opportunities for physical education and student sports is human resources in this field. The most important aspect of this index is the ratio of the total number of students to sports teachers. Unfortunately, according to the education statistics, the ratio of the number of students to sports teachers is 75.559, which indicates its unfavorable situation (Deputy of Cultural Studies, 2022). In some regions of the country, especially in the metropolis of Tehran, students do not have enough space to move and run during sports. In addition to the lack of physical education facilities and equipment, the lack of sports teachers, especially in the elementary school, has added to the problems. In their research, Razavi et al. (2013) evaluated the influential factors in the development of sports in Madras, teaching methods, expertise and experience of sports teachers. Because in some cases due to the lack of creativity and exhaustion of knowledge among sports teachers, we see teachers' inconsistency with current knowledge, lack of creativity and innovation in the implementation of physical education lesson plans. Dosti Pashakalai et al. (2018) and Ghanbari Firouzabadi et al. (2019). They have mentioned this issue in their research. Undoubtedly, education has placed this unit in the curriculum of students with specific goals. But unfortunately, this unit does not go in line with its main goals in schools, which will have many negative consequences. Due to some qualitative and quantitative issues, sports has not gained its main place in education. In their research, Aghapour et al. (2013) pointed out the inefficiency of human resources at different organizational levels in the lack of development of school sports. Therefore, it can be said that the importance of the role of sports teachers and school administrators in the development of school sports in the country can be very effective. Dakas et al. (2007) stated in their research that by examining the development factors and barriers to formulating strategies for the expansion of school sports, the key motivation factors of physical education teachers, the planning of managers and the structure and support of organizations can be suitable solutions. Considering the basic role of physical education and sports teachers, this point should not be forgotten that sports teachers will be most

effective in schools when their problems and issues to implement physical education lessons are minimized. Therefore, the lack of specialized human resources (sports teachers) in schools and the lack of creativity and knowledge loss among the majority of physical education teachers in schools are among the other problems of human resources in the development of sports in the country's schools. Physical education and sports science is one of the fields of education and research in the world, whose progress is rapidly spreading to all countries. One of the major weaknesses of the field of student sports in the country is the inconsistency of many sports teachers with current knowledge and creativity and innovation in implementing the plan of the sports lesson (Pilahor 2016, Sanei Fard et al., 2016).

Problems of evaluation method, educational content, attitude towards evaluation and quality of sports lessons in schools of the country

The role of evaluation factors, teaching method, expertise of sports teachers and educational program are among the other influential factors in the development of sports in the schools of the country, one of the biggest problems and dissatisfactions of students with the physical education program of schools; Uniform evaluation lacks innovation and boring physical fitness by school sports teachers. Perhaps the simplest solution for such a problem is the cooperation and sharing of the expertise of teachers from different schools of a city to evaluate students in their specialized and favorite sports. This does not negate the necessity of physical activity for students, but it can give some flexibility to the hard and exhausting structure of sports evaluation (Dosti Pashakalai et al., 2017). Considering the impact of evaluation on the quality of physical education lessons in schools, the quality of education lessons can be improved by revising the evaluation norms and different sports tests and the suitability of these norms with the age, sex, physical abilities and individual differences of students. increased the physical strength of schools (Razavi et al., 2018). In his research, Solmon (2014) stated that effective teaching in physical education course should be followed in the form of educational topics of physical education course and he concluded that drawing the future perspective of physical education course by examining the strengths and Weaknesses and opportunities and threats in the physical education course will be possible. Also, the gathering of physical education teachers to discuss and exchange opinions about their teaching methods in schools and teachers' use of

educational aids such as videos, tapes, posters, etc. in the exercise class is effective in the quality of physical education lessons. Naiberg (2014), in his research, according to the design of subjects required in the sports lesson, concluded that observing the teaching factors in the physical education lesson is very effective and necessary. Knowledge of the influencing factors in the quality of the physical education lesson from the point of view of the sports teachers in this research is related to the proper planning and progress of the physical education lesson in schools, and its information can be very effective. Razavi et al.(2013) in the research of the influencing factors in the quality-part of the physical education course evaluation, teaching method, expertise of sports teachers, educational program, facilities, attitudes (responsibles, teachers and students, experience of sports teachers, budget and goals educational) reported.

The problems of lack of hours of sports lessons, lack of identification, introduction and support system for sports talents in the country's schools

Increasing the hours of physical education lessons to meet the movement needs of students on the one hand and to be aware of sports knowledge in theory classes on the other hand and paying attention to the characteristics, needs and interests of students in developing educational programs is an important factor in quality. Part of the physical education course in schools is very needed and necessary. Improving the quality and increasing the effectiveness of physical education lesson hours and improving the motor literacy level of students, making school-oriented and generalizing extracurricular activities in order to realize the goals of physical education lessons and empowering and improving human resources, respectively. The first strategy is physical education and student sports. In their research, Kamova et al. (2015) mentioned increasing the hours of physical education lessons as the most important aspects of the development of sports lessons. On the other hand, the lack of hours of physical education lessons in schools will have an important effect on the lack of development of physical education lessons in schools in the future, so that Ramezani-Nejad and Zabihi (2013), Razavi and Rouhani (2013), Nastern Borujeni et al. (2015) and Pashakalai et al. (2015) also pointed to the lack of hours of physical education lessons in the country's schools as the most important factor in the lack of development of this lesson. Another important issue, which is called the identification and support of sports talents, can be the most important possible output through the

national program of physical education and student sports. Therefore, due to the lack of an executive, codified and specific program for such a matter, an effective output of the student sports program is not observed in the basic sports categories of the country (Deputy of Cultural Studies, 2022). So that the students who progress in sports exercises, get opportunities to participate in provincial teams and participate in national sports competitions. These opportunities improve students' functional abilities by participating in competitive activities in front of other students. Teachers and coaches allow the students to continue the education process at the levels of national competitions and the educational path is accompanied by sports participation (Ghanbari Firouzabadi et al., 2019).

Conclusion

Based on the findings of this report, the per capita outdoor and indoor sports infrastructure of the country is significantly different from the per capita student standards in the world. Therefore, paying attention to the development of sports in the country's schools in different areas requires very serious attention. Among them, we can refer to the physical infrastructure and expert human resources, evaluation method, educational content, attitude towards evaluation and quality, and the problems of lack of sports lesson hours, lack of identification, introduction and support system for sports talents in the country's schools. . The results of the research show that regarding the problems mentioned, there is no favorable situation in the implementation of sports lessons in Iranian schools. It is obvious that only paying attention to the quantity in the mentioned dimensions will not be very useful, and the issues of quality, innovation, creativity, knowledge enhancement, evaluation, increasing the hours of sports lessons and talent identification should also be seriously considered. Of course, it is appropriate to improve the skills and knowledge of school sports teachers more in accordance with the requirements and standards of school sports than championship and professional sports. The next issue, which is very important, is the optimal use of the existing infrastructure. As mentioned, non-specialized use of these spaces quickly reduces the efficiency, safety and quality of these spaces and causes possible harm to students.

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