

## CONTRIBUTION OF PHYSICAL EDUCATION IN PRIMARY EDUCATION ON STUDENTS PERSONAL DEVELOPMENT

Review

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### Abstract

*The main goal of physical education is not only development of movement qualities and motor abilities but is also related to overall development including socio-emotional, cognitive aspect, development of moral qualities as well as the positive impact on health and overall well-being. In this regard is very important to work and emphasizes the effects that PHE contents have on the development of personal characteristics using the contents of physical and health education. Therefore, this paper aims to analyze the impact of PHE on developing student's personality and building character through analyzing the goals (a main and specific one) determined in the Physical and Health Education curriculum for elementary education (1st – 5th grade). A theoretical analysis of PHE curricula has been used as a basic working method. Curricula for physical and health education for 1st to 5th grade in primary education were analyzed. The following category of goals related to personal development was identified: development of knowledge, skills and habits, development of positive attitudes, development of personal characteristics, development of emotional skills, development of social skills, aesthetic skills, predispositions and well-being. It can be concluded that contents in physical education can have a very important influence on developing a different aspect of student's individuality and character. Especially, they can be very beneficial and give a good foundation for achieving some of the long-term academic, personal and social goals.*

**Keywords:** *physical and health education curriculum, character building, personal development*

### INTRODUCTION

Education is one of the most important segments in human life. Education determines the future of each human and each country. It provides knowledge and experiences which are important for personal overall development. On the other hand, the process of development is a complex and long-lasting process that is influenced by numerous factors. One of the segments of development is building the character and personality of the students, which complex, long-lasting and ongoing process. It includes developing positive personal characteristics, moral values, attitudes, and building the character. Achieving these complex goals is based on the foundation of achieving specific goals in each of the components of education, i.e. Intellectual, moral, work, aesthetic and physical education (Barakoska (Баракоска), 2013; Doležalová & Janiš, 2014). Each of these five areas has its specifics/characteristics, tasks and requirements, and adds additional value to the individual's overall development. Yet, they are all interconnected and achieving each of them separately, contributes to achieving the final goal. Taking into consideration the broad areas to be influenced, it is noticeable that a systematic approach in developing a student's personality and strong character is required.

As an important part of the overall development and in this regard, as an integral part of the educational system, physical education has great value in creating a fully developed and complete personality. Physical education is focused on the development of motor competences, movement habits and motor performance but not only this. Physical education is much more than the only movement aspect. It is not only about developing physical abilities. It has a lot more to offer and can contribute to achieving student's individual development and character building. PE is important because it improves not only physical condition and well-being, but also contributes to an individual's cognitive, social and moral development. It can improve academic performance and has a lot of educational benefits such as building character, developing emotional and social skills, better integration in the community, etc (Bailey, 2006). The values and importance of quality physical education are recognized by many international institutions. UNESCO recognizes physical

education as "the most effective means of providing all children and youth with skills, attitude, values, knowledge and understanding for lifelong participation in society" (Quality PE report, 2013: pp 6). European Commission also recognizes and emphasizes the values of physical education that are not only related to physical and motor development but also referring to good health, personal development and social inclusion (Euridyce report, 2013). In the White paper of sport (European Commission, 2007) it is underlined that "time spent in sport, whether in school physical education lessons or extracurricular activities, could result in substantial education and health benefits"

According to Bailey (2018), restricting PE only on the body as an object and omitting the existential dimension of moving, excludes important aspects of the experiences of sports, dance, play and other elements of PE that can contribute to education for human flourishing. (Bailey, 2018: 57). He also points out the difference between children's physical activity and their physical education curriculum experiences, stating that there is a significant distinction between them. Namely, children's physical activity can take place in different settings that are not related to school and understood in this context, even if settled in schools, still reduces the area of physical education. (Bailey, 2018). Because of this, the educational potential of PE in school settings should not be overlooked. In this regard, many studies report on the benefits of different forms of school-based physical activity. Within the PE curriculum, physical education contents are implemented and applied as an effective strategy for holistic learning (Popeska & Jovanova, 2016) and also improving classroom behaviour (Podnar, Novak & Radman, 2018) academic achievement (Donnelly et al, 2016). Furthermore, many studies report on the positive effect of PA as extracurricular forms such as active break during the classes (Glapa et al, 2018; Popeska et al, 2018; Uzinoz et al, 2017), active recesses and other school-based forms having several benefits including cognitive function (Mullender et al, 2015)

All previously mentioned aspects emphasizes the importance of physical education, indicating that complete, overall and holistic development of young people and it is vital to improving their physical, social and emotional health (Sport, Education and Child &

Youth Development, 2009: 3) which can be achieved through well planned and organized physical education classes.

In this regard, the focus of this paper is to point out different educational benefits, in a means of how contents and activities at physical education classes can contribute in developing each student's individuality and character building, as one of the main educational goals. Upon this, it is said that "The best way to conceptualize the aims of education is in terms of well-being or human flourishing" (White 2011; Bailey 2018). The focus on our paper is to analyze how contents and different activities from the physical education curriculum can contribute to other related educational areas in achieving overall higher quality in developing a student's character and personality. Considering the huge number of PHE contents, and knowing the fact the first step of this analysis is analyses of goals defined in the physical and health education curriculum for primary education.

### ***The goals of physical education***

The main goal of physical education is focused on the acquisition of abilities that will enable normal physical and mental development and adoption of certain motor knowledge, skills and habits as well as theoretical knowledge of the physical culture that students can successfully apply in everyday life (Popeska & Jovanova Mitkowska, 2016). The overarching goal of the PE can be defined as satisfying the bio-psycho-social needs for movement as a way of enhancing adaptive and creative abilities in contemporary conditions of life and work (Findak, 2006). The same is realized through content that enables students to acquire new knowledge, skills, motor habits and enables the development and improvement of motor abilities. Involvement in the process of physical exercise and the application of contents of PE have a positive impact on overall health and development of children (functional, socio-emotional and cognitive development). According to Whitehead (2001) "physical education creates literacy in movement, which is as vital to every person as literacy in the verbal expression itself". (Whitehead, 2001).

Regarding the Macedonian educational system, the main goal of physical and health education is following the main educational goal: holistic and harmonies development of children according to their abilities and development characteristics (Conception for nine-year compulsory education (Концепција за задолжително деветгодишно образование), 2007). As underlined in national conception for education of Republic of Macedonia (2007), physical and health education curriculum is realized with different physical education contents and fundamental motor activities that activates the locomotor system and have a positive impact and influence on symmetric growth and proper holistic development of the children, improving their physical and motor abilities, promoting health and active lifestyle. Other specific goals of PHE are determined as the acquisition of a system of motor knowledge and skills, efficient and creative functioning, development of social conscience, national and cultural identity, development of conscience for care and protection of health and importance of maintaining a healthy environment. These specific aims of PHE are following the main goal. More important than just theoretical determinations of the goals of the PHE education curriculum is its realization, implementation in practice and effects that this implementation has on children.

The goals set in the national PHE curriculum are in line with general directions for PE promoting not only the movement aspect but also health benefits from regular physical activity. In this regard, seen from a broader perspective, PE in elementary education can help in setting the foundation for developing positive attitudes and installing habits for regular physical activity in later life. On the

other hand, irregular physical activity and unhealthy habits can have a very long list of negative consequences. The EU Council conclusions about Childhood Overweight and Obesity 2017 recognizes that overweight and obesity in childhood are associated with serious health consequences both in the short and longer-term, including increased risk of Type 2 diabetes, asthma, hypertension and cardiovascular disease. It is also associated with low self-esteem. Because of this, healthy children are better equipped to learn and develop at school which improves their capacity for personal development and enhanced productivity later in life (Council conclusions Childhood Overweight and Obesity, 2017). According to the WHO, children and youth aged 5-17 years should accumulate at least 60 minutes of moderate to vigorous-intensity physical activity daily. These types of activities should be incorporated at least 3 times per week. Given that in most European countries children spend close to a third of their daily life within the educational environment, healthy diets and physical activity must be promoted in educational settings (Council conclusions Childhood Overweight and Obesity 2017). The process of developing habits for regular physical activity starts at an early age. Good foundations built in this period will reflect in positive incomes later in life. Therefore, physical education as a school subject gives the best opportunities for a systematic approach in promoting physical activity and a healthy lifestyle.

WHO recommendations for physical activity as well as appointed goals of physical education as a school subject, fits in time and goals allocated for PHE in the Macedonian setting. Regarded time allocation, in Macedonia, within the national education system, physical education has an important place and role. In primary education, the subject is named "Physical and health education" and it is realized with three school hours per week, or 108 school hours during the school year (1 school hour has a duration of 40 min.) or 16,21%. According to the Report of Recommended Annual Instruction Time in Full-Time Compulsory Education in Europe 2018/2019 in elementary schools (Eurydice, 2019), in other European countries, the number of PE hours varies in the range from 36-136 hours. For Macedonia, from the total number of classes, three school hours during the week for all three cycles could be consider as good representation compared with other subjects or example art and music which are realized with 2 school hours per week in the first to cycles (72 hours instruction time) and one school hour in the third (Malcev & Popeska, 2016); natural sciences with 2 hour per week or 72 per year, society one hour per week or 36 per year (Popeska & Jovanova, 2016). On the other hand, instruction time in the Macedonian language for Reading, Writing and Literature is 216 hours (5 school hours per week) and 180 hours for Math (4 hours per week) and 108 for Physical and Health Education. Yet, is not just the number of classes of PHE. More important is the quality of realization, deliverability of allocated goals and effects of the implementation of the program.

Well planned and quality delivered PE classes should give possibilities for students to be equipped with the knowledge, positive habits, skills and attitudes that will help them in setting foundations for good health, physical condition and a healthy lifestyle. In this regard, our interest was focused on the structure of the national PHE curriculum for primary education. Particularly, does our national curriculum set concrete goals that are oriented toward the overall development and development of the personality of the students or its more focused on the acquisition of movements and motor development? Because the selection of contents in the national PHE curriculum is made based on appointed goals (general and particular ones), we decided to use goals as the starting point for our study. Therefore,

the subject of our study was to analyse the main goals for the subject Physical and Health education defined in the national curriculum for elementary education (particularly first two cycles: 1st – 3th grade for the first cycle and 4th and 5th grade from the second cycle) as well as particular goals defined for each grade separately.

## METHOD

The purpose of this study was to analyze the goals (a main and specific one) determined in the Physical and Health Education curriculum for elementary education (1st – 5th grade) as well as to identify the goals that are oriented toward personal development of the students.

A theoretical analysis of PHE curricula has been used as a basic working method. Particularly, curricula for physical and health education for 1st to 5th grade in the primary education developed by the Bureau for Development of Education of the Republic of Macedonia was analyzed (PHE Curricula for 1st, 2nd, 3th, 4th, 5th grade (Наставни програми за прво, второ, трето, четврто, петто одделение), (2007).

The analyses were focused on defined goals: the main goal for each cycle and specific goals for each grade. Graphic 1., gives an overlook of the structure of the National PHE curriculum and the structure of goals.

Particularly, we analyzed the structure of the goals and based on their focus, divide them into the following groups:

- Development of knowledge, skills and habits
- Development of positive attitudes
- Development of personal characteristics
- Development of emotional skills
- Development of social skills
- Aesthetic skills, predispositions
- Well-being



Graphic 1: Structure of goals defined within national PHE curriculum (1st to 5th grade)

## RESULTS AND ANALYSES

As previously mentioned, according to the structure of the national PHE curriculum (Graphic 1.), the goals are first defined as general goals for the development cycle (first and second cycle), followed by goals for each particular grade, starting from 1st to 5th accordingly. Furthermore, goals for each particular grade are additionally concretized and defined for each thematic union separately and supported by main terms, contents and suggested activities. To get a complete overlook of the structure of the curriculum, the thematic union for each grade is presented in Table 1. The grades from sixth to ninth are excluded from the table because they are not a subject of our analyses.

As described in the method section, goals were analyzed and classified in seven different categories, each one related to a different segment of the personal development of the students. The following are the defined categories: development of knowledge, skills and

habits; Development of positive attitudes; Development of personal characteristics; Development of emotional skills; Development of social skills; Aesthetic skills, predispositions and Well-being. The separation of goals based on defined categories is presented in Table 2.

Analyzing the PHE goals, it can be noticed that the curriculum consists of a long list of contents adequate for the age of the students. Here we will focus our attention on instructional goals and contents and their connectedness/interrelatedness with student's overall personal development/holistic development.

The first defined area is developing knowledge, skills and habits related to physical education. As presented in Table 2., objectives in this area are referring to: students to learn how to take care for their body and to develop healthy and hygienic habits, to learn how to maintain proper body posture, to recognize the impact and positive influence of sport activities on the body, to develop interest for different sport activities and to motivate them to choose activities following their interest, to learn to recognize and evaluate his/her physical and sport abilities, to know and to respect the rules and routines on the classes, to learn how to behave appropriately and in safe manner in nature. These concrete goals that should be achieved in the period from I-V grade are very closely connected with the long-term goals of student's development, i.e. developing a positive image of self, self-awareness, self-evaluation and self-esteem. In this regard, we can conclude that developing the ability to know our body and to develop healthy and hygienic habits contributes to good health and physical condition.

Developing positive attitudes toward sport and physical activities create a good foundation for regular participation in physical activities. Contents in the curriculum are aimed at fostering student's positive attitudes toward physical activity and its positive effects on student's development, as a basis for achieving a healthy lifestyle.

The number of goals is identified in the area of developing positive characteristics. According to the curriculum, prescribed activities should be carefully planned and directed toward a systematic influence on developing positive personal characteristics, to contribute to student's moral development and character building. These activities have enormous educational potential and can influence positively in developing persistence, responsibility, determination, decisiveness, persistence, honesty, fairness, self-discipline.

In the process of development of student's individuality, emotional aspects are very important. Contents in PE contribute to developing emotional skills through activities that aim to help students to learn to recognize positive and negative emotions and develop abilities on how to express them appropriately, ability to control and monitor their behaviour and manner of expressing especially during sports matches. PHE classes offer lots of possibilities for individual and group activities, and different games that can help students to learn to perceive physical activities as pleasant and to have and express positive emotions. In the long-term, these concrete goals affect developing a positive attitude toward physical activity which can contribute to an individual's well-being, but also give plenty of opportunities for fostering self-control and anger-management. Students can learn how to control and express positive, but also and negative emotions and learn how to behave in situations when win or lose.

Social skills are the next area where physical education contents have educational value. In the period from I-III grade the specific goals are aimed at allowing students through group activities to develop communication skills, to learn to cooperate, to help to other

Table 1. Representation of compulsory thematic unions in PHE curricula from 1st to 9th

Cycle of studies	Compulsory thematic union	Grade
First cycle	Get know yourself (my body – my high, my weight, what can I do with it, how it can move)	1st grade
	Lining and organized movements	1st, 2nd 3rd grade
	Movements for body shaping	1st, 2nd 3rd grade
	Basics of athletics	1st, 2nd 3rd grade
	Basics of gymnastics	1st, 2nd 3rd grade
	Movement Games	1st, 2nd 3rd grade
First and second cycle	Movements for proper motor development and physical preparation	4th, 5th, 6th 7th 8th 9th grade
	Athletics	4th, 5th, 6th 7th 8th 9th grade
	Gymnastics and rhythmic	4th, 5th, 6th 7th 8th 9th grade
Second cycle	Fundaments of dances	4th, 5th grade
	Bases of sports games – basketball, handball, volleyball, football	4th, 5th grade

Table 2.: Identification of goals based on the impact of personal development

GENERAL GOALS (3 years)	SPECIFIC GOALS I-III GRADE	SPECIFIC GOALS IV and V GRADE
Developing knowledge, skills and habits	<ul style="list-style-type: none"> <li>- To develop health and hygienic habits;</li> <li>- To learn how to behave appropriately and in a safe manner in nature;</li> <li>- To develop ecological consciousness;</li> <li>- To know and to respect the rules and routines in the classes;</li> <li>- To learn how to take care of the body;</li> <li>- To motivate students to choose activities following their interests;</li> </ul>	<ul style="list-style-type: none"> <li>- Students to be familiarized with different sports;</li> <li>- To develop an interest in different sports activities;</li> <li>- To able to recognize and evaluate his/her physical and motor abilities;</li> <li>- To learn about the effect of physical activity;</li> <li>- To allow the students to recognize personal preferences and interest in some particular sport;</li> <li>- To learn how to improve health through good health and hygienic habits;</li> <li>- To learn how to maintain a good body posture</li> </ul>
Developing positive attitudes		<ul style="list-style-type: none"> <li>- To develop positive attitudes toward sport and physical activities;</li> </ul>
Personal characteristics	<ul style="list-style-type: none"> <li>- To make an appropriate evaluation of individual motor abilities;</li> <li>- To discover a personal interest in different sport disciplines;</li> <li>- To develop responsibility;</li> <li>- To be disciplined in fulfilling tasks;</li> </ul>	
Emotional skills	<ul style="list-style-type: none"> <li>- To develop abilities to express emotions through games and other forms of physical activities;</li> <li>- To develop the ability for positive emotional feelings and to perceive physical activities as pleasant;</li> <li>- To develop the ability to express positive emotions within the group;</li> <li>- To develop the ability to control and monitor own behaviour and manner of expressing feelings (both as participant or spectator) especially during competitions</li> </ul>	
Social skills	<ul style="list-style-type: none"> <li>- To participate in play and team activities;</li> <li>- To respect the rules of play;</li> <li>- To cooperate in group activities;</li> <li>- To develop communication skills;</li> <li>- To develop abilities to help other people;</li> <li>- To learn to respect other people's opinion</li> <li>- To learn to respect other people's needs;</li> <li>- To develop abilities for a constructive approach to conflicts and conflict resolution;</li> <li>- To develop abilities to participate in collective decision-making process;</li> <li>- To learn to help peers in discovering motor abilities;</li> <li>- To learn how to express emotions during competitions;</li> <li>- To develop abilities for supporting own team, cheerleading;</li> <li>- To be encouraged to participate in school sport activities</li> </ul>	<ul style="list-style-type: none"> <li>- To develop a culture for appropriate behaviour in sport, as a participant, cheerleader, as a winner and loser.</li> <li>- To learn the meaning of fair-play</li> <li>- To learn how to approach and resolve conflicts</li> </ul>
Aesthetic skills, dispositions	<ul style="list-style-type: none"> <li>- To be introduced with aesthetic and elegant body movement</li> <li>- To develop feelings for aesthetic physical body movements;</li> <li>- To be able for aesthetic posture and body movement.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able for movements according to the rhythm of the music;</li> </ul>
Well-being		<ul style="list-style-type: none"> <li>-To learn to cope with stress through physical activity.</li> </ul>

students, to show respect for their needs and different abilities, to develop skills to participate in collective decision-making process, to learn to respect and play by the rules. Goals for the period from IV-VI grade are more complex and aim at developing abilities for a constructive approach to conflicts and conflict resolution, learning the meaning of the fair play and developing a culture for appropriate behaviour in sport, as participant, cheerleader, but also and as a winner and loser. In the long-term, these contents can be beneficial at developing communication skills, skills for teamwork

and cooperation.

Physical education is closely related and can have a positive effect on other components of education, such as aesthetic education. The specific goals in this area are to enable students to be introduced with aesthetic and elegant body movement, to develop feelings for aesthetic physical body movements and to be able for movements according to the rhythm of the music.

The last, but not less important segment of goals related to the personal development of children is related to well-being. This

goal should be achieved through all previous mentioned goals and contents since well-being requires knowing, positive attitudes and skills that will enable individuals to strive toward well-being. Since this is a more complex goal to achieve, the results can be seen later in life. Here we will point at the goals prescribed for the period of IV-VI grade where the aim is to help students to learn how to cope with stress through physical activity.

PHE curricula for the period of elementary education also include some didactic guidelines aimed to point at the most important things teachers should take into consideration. They emphasize the need to be attentive and pay attention on student's health, especially in cases of physical deformities, to organize different activities based on student's interests, to organize group activities that will help students to develop social skills, to develop culture of respect, to motivate students for physical activity regularly, and to learn how to take care for the body.

Regarding the process of assessment, guidelines indicate that evaluation is descriptive and it should especially take into consideration student's individuality, which means that the teacher cannot define any norms because students have different physical abilities and each student is individual and different. Accordingly, assessment should be done based on student's active participation during classes, personal level of involvement during activity, persistence, cooperation and willingness to help, respect the norms for fair-play, works on the achievement of hygienic and health goals and discipline. The final point and aim of Physical and health education classes are to create a relaxed atmosphere.

## DISCUSSION

Based on results from our analyses, many goals within the PHE curriculum are oriented toward building student's character and personality and fostering their personal development and positive self-perception. As previously stated, the following categories were identified as areas for impact: development of knowledge, skills and habits; Development of positive attitudes; Development of personal characteristics; Development of emotional skills; Development of social skills; Aesthetic skills, predispositions and Well-being. This classification is similar to the one suggested in "The Sport in Education (SpinEd)" project, were based on analysis of the national curricula from 52 countries, following broad aims were defined: physical development; lifestyle development; affective development and cognitive development (Bailey & Dismore 2004).

Later, Bailey (Bailey, Hillman, Arent & Petitpas, 2012; Bailey, 2016; 2018) based on analysis of the aims or outcomes of physical education claimed by published theories, outlined the following aims: Physical health, physical skills, affective, social, cognitive aims, creativity and lifestyle/leisure. Based on this, he developed the Human Capital Model (HCM) (Bailey, 2018). It is a framework for "thinking about the outcomes and processes of physical activity, and is an assertion that the stock of competencies, knowledge and attributes are embodied in the ability to take part in physical activities, and that these activities produce values that are realized through increased well-being." The main hypothesis is that physical activity is an investment capable of delivering valuable returns. This model represents the view that physical activity is essential for healthy human development and functioning. It is seen in terms of different forms of "capital" like Physical, Emotional, Individual, Social, Intellectual and Financial capital. They are seen as resources that can be built on throughout the life-course.

The assumption is that physical activity is a key driver for different types of capital, but they also, in turn, influence on physical

preparation and other capitals, "forming a synergistic feedback network whose whole is greater than the sum of its parts." (Bailey et al, 2012; Bailey, 2016; 2018).

Based on our analyses of the curriculum for PHE for I-V grade in elementary school, similar seven areas were defined. Concrete goals in each of these areas, if planned carefully and applied systematically, can contribute to achieving the long-term personal and social goals in the process of developing student's individuality and building character. In this regard, the goals in the area of knowledge and skills are very closely connected with the long-term goals i.e. developing positive image of self, self-awareness, self-evaluation and self-esteem. Developing the ability to know our body and to develop healthy and hygienic habits contributes to good health and physical condition. Developing the ability for the right posture of the body can have long-lasting effects, not only for the physical condition of the body but is also important in the period of adolescence when young people create the image about themselves which can be reflected on later self-esteem. Regarding this, some studies have shown that physical activity and self-esteem are related and that physical activity plays important role and influence positively in self-esteem (Alfermann & Stoll, 2000; Zamani et al. 2016) To be aware of the body, its potentials and limits, helps to develop self-awareness about possibilities for growth and improvement and to discover personal preferences in some sport disciplines. It helps the students to become self-aware and to learn how to recognize their personal needs, interests, and specific abilities, but on the other hand, to be able for self-evaluation, as the first step in self-improvement. In the end, learning the rules and routines in the classes fosters discipline and creates a good foundation for self-discipline. In the long-term, these concrete goals affect the development of positive attitudes toward physical activity. This can contribute to the improvement of personal well-being, but also gives plenty of opportunities for fostering self-control and anger-management. Students can learn how to control and express positive, but also and negative emotions and learn how to behave in situations when win or lose.

In the long-term, PHE activities are beneficial for student's social and moral development. It can be said that physical activities also have a social character since they are strongly linked to building social cohesion and social capital among young people and in communities, (Sport, Education and Child & Youth Development, 2009) and they offer possibilities for developing communication skills, skills for teamwork, mutual understanding, cooperation and pro-social behaviour. Social interaction that occurs during sports activities also has a positive impact and on moral development and character-building. If appropriately planned, they can foster positive personal characteristics, like honesty, fairness, persistence, consistency, courage, empathy, etc. (Mouratidou, Goutza & Chatzopoulos, 2007). In this regard, it must be recognized the positive impact of PE activity as a mean in reducing delinquency and deviant behaviour among children and youth (Bailey, 2006). Based on these, it can be concluded that at PHE classes, students are not just improving their motor skills, but they also learn how to think critically and reason morally. This can positively contribute to children's moral development (Pennington, 2017).

Furthermore, concepts associated with physical activity, such as fair play, empathy, social responsibility, role-taking and pro-social behaviours are related to morality and contribute to promoting moral values. All of the mentioned points, emphasize the role of PHE and its potentials to offer a stimulating environment, attractive setting for gaining important knowledge, skills, values and attitudes that contribute to students' well-being, both now and in the future (Bailey, 2018: 59).

## CONCLUSION

The purpose of this study was to analyze the goals (a main and specific one) determined in the Physical and Health Education curriculum for elementary education (1st – 5th grade) as well as to identify the goals that are oriented toward personal development of the students. According to the study purpose, curriculum goals were classified in seven areas: developing knowledge, skills and habits, developing positive attitudes, personal characteristics, emotional and social skills, developing aesthetic skills, and well-being. Considering our opinion, the realization of goals identified in these seven segments has an impact on personal development and character building. The analyses showed that a very broad list of goals are defined to be achieved through the contents in physical and health education.

Based on this, it can be concluded that PHE contents can have a very important influence on developing a different aspect of student's individuality and character. Especially, they can be very beneficial and give a good foundation for achieving some of the long-term academic, personal and social goals. Through regular physical activity and various team activities used in the physical education teaching process, teachers can help students in developing self-awareness, self-esteem, self-evaluation, self-control, as well as developing skills for team-work, conflict-resolution, anger management, to learn the meaning of fair play and importance of well-being. It should be also emphasized that all of these are long-term goals that require a systematic and planned approach, not only from the teachers in some specific subject but from all school subjects.

The list of specific goals in physical education can have a very positive influence in developing a student's personality and character and can have multiple effects in further life. Physical and health education allows students to become aware of their body and to be capable to accept themselves as they are, with all their abilities but also limitations, what can have a very big impact on further self-awareness and positive self-esteem. Sports activities and especially competitions, give very valuable possibilities for students to learn how to cope with success and failure not only in sports activities but also and in everyday situations. Respecting the norms and rules of behaviour, as well as the rules of games, give a foundation for developing the culture of fair-play. Developing and fostering habits for regular physical activity and a healthy lifestyle is the first step toward well-being. Through participation in sport and physical education, young people learn about the importance of key values such as honesty, teamwork, fair play, respect for themselves and others and adherence to rules. Sport can also provide healthy alternatives to deviant behaviour such as drug abuse, violence and crime (Sport, Education and Child & Youth Development, 2009: 3-4).

It can be concluded that Physical and health education has very big educational potential, which if planned and implemented appropriately, can have a major positive impact on developing student's individuality and character.

In the end, it must not be forgotten that the teacher is the key driver that assures that all of these complex goals will be achieved. Teacher's knowledge and positive attitudes regarding the educational goals and potentials of physical activity will contribute to incorporating them into everyday activities of the students. Because of this, this issue should be addressed as earliest as possible, especially in the initial teacher education of future teachers in PE (Mitevaska Petrusheva & Popeska, 2016).

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