

ADAPTABILITY AND CHALLENGES OF AGING PHYSICAL EDUCATION TEACHERS IN MODERN LEARNING ENVIRONMENTS

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Physical education (PE) teachers over 50 have distinct problems in today's constantly evolving learning environment. Physical education has seen considerable changes, including competitive sports, teacher social development, curricular colonization, digital technology, and a health and well-being focus, showing the pandemic's influence (Zhang, 2023). Comparatively, Wallace et al. (2022) stated that physical education teachers possess challenges in incorporating digital technology, emphasizing the complicated interaction between pedagogy and technology and requiring further study and development. The transition to digital learning, which includes virtual PE classes, exercise applications, and online evaluations, can be especially difficult for teachers who are unfamiliar with modern technology. Catching up with these developments necessitates more training and dedication, which may seem burdensome for seasoned teachers.

Yet another significant challenge is the physical barriers of teaching physical education. Unlike other topics, physical education needs teachers to show exercises, conduct activities, and sustain a high level of energy throughout the day. As teachers grow older, they may encounter decreasing stamina, joint discomfort, or other health conditions that make physically demanding activities more difficult to do. Additionally, Lipponen et al. (2022) explored the challenges that senior PE teachers in Finland experience, such as mental and physical health concerns. Despite this, they find the career pleasant and devoted, and recommend that prospective PE teachers be aware of the risk factors. Adapting to these limits while being engaged in class can be difficult,

necessitating the use of alternate approaches such as students or technology that can help with education.

Additionally, changes in student behavior and learning preferences pose difficulties. Modern students are more engaged with technology and often prefer interactive, gamified experiences over traditional physical exercises. PE teachers over 50 may find it challenging to connect with students who are more accustomed to digital entertainment and less motivated for physical activity. In like manner, Martínez-Rico et al. (2021) believed that digital literacy among Physical Education teachers varies by age and level of experience, with younger teachers displaying greater use of digital devices in the classroom. Bridging this generational gap requires flexibility, creativity, and a willingness to learn new instructional methods that resonate with today's learners. As a matter of fact, Chaika (2024) suggested that the transition to conventional to modern education offers difficulties in blending old knowledge with contemporary advancements, demanding a value-based approach to ethical ideals, analytical thinking, and compassion.

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Despite these challenges, experienced PE teachers bring invaluable wisdom, discipline, and mentorship to their students. Their years of expertise in sports, teamwork, and character development remain essential in shaping well-rounded individuals. Schools and educational institutions must support these teachers by providing professional development, technology training, and accommodations for physical limitations. By embracing both tradition and innovation, PE teachers over 50 can continue to inspire and guide students toward a healthier, more active lifestyle.

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