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Pedagogical approach in physical education

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Abstract

In modern times, Physical Education is one of the most exciting and dynamic subjects. This subject has changed dramatically during the last 50 years. It has expanded in different areas from school to non-school setting and from school-aged children to people of all ages. Earlier, physical education was generally understood as physical activities either in school time table or some free hand exercises, games, sports, racing, swimming, etc. If we look at the Indian history of physical education after Independence, a number of schemes were launched by the Government of India for schools, where every student must participate in physical activities. We can witness the growing interest in games and sports exemplified by the fitness boom and the wellness movement. Sports events receive worldwide coverage. In schools, students like sports and other forms of physical activities, which help to achieve and maintain their health and well-being.

The work of the school pedagogue has fundamental importance in the functioning of the educational process and no other educational and professional profile of a school worker can replace the work and function of the school pedagogue in schools. The benefit of physical activity is incredibly great and should not be missed in any developmental period. Any lack of physical activity, in different developmental periods, will catch you in the next one, and then the next one, and then there are serious repercussions in child's health.

Keywords: Education, physical, health, sport, student, teaching, teacher, pedagogue, family, institutions.

Definitions of Physical Education

The National plan of physical education (1956) states that, "Physical education should aim at making the child physically, mentally and emotionally fit and developing personal and social qualities which will help to live happily with others and build a good citizen". It further emphasises that the development of the total personality and achievement of worthy citizenship motivated for service should be the outcomes of physical education.

According to the Ministry of Education and National Planning for Physical Education and Recreation, "The aim of physical education must be to make every child physically, mentally and emotionally fit and also to develop in him personal and social qualities that will help to live happily with others. Physical education programme should also aim to build good citizens of the country."

According to the Central Advisory Board of Physical Education and Recreation, "Physical education is the process of education through physical activities. It is the development of the total personality of the child to its fullness and perfection in body, mind and spirit."

Sports, physical education and school pedagogues are an integral part of the learning process, and need to be included in the evaluation of performance. A nation-wide infrastructure















for physical education, sports and games are required in the educational field. The infrastructure consists of playfields, equipments, coaches and teachers of physical education. Available open spaces in urban areas can be used for playgrounds. Efforts should be made to establish sports institutions and hostels where specialised attention can be given to sports activities and sports-related studies, along with normal education. Appropriate encouragement should be given to those who have talent in sports and games. Due focus should be given on indigenous traditional games.

Charles A. Bucher has defined Physical Education as an “Integral part of total educational process, is a field of endeavour which has its aim — the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realise these outcomes.”

Motor Development

The objective of motor development refers to the neuromuscular relationship of nerve or nerve fibre to the one that connects the central nervous system with muscles. This in turn enables the movement of the body. To enhance the ability of the body to act, react and interact, it is necessary to exercise the muscles and nerves. In other words, physical development of a person is the foremost objective of physical education. Physical education is related to physical activities, which when performed, have an effect on various organ systems of our body. It leads to the improvement in size, shape, efficiency, etc., of various organs of these systems. An individual who is having good motor movements may perform daily routine work very effectively without undue fatigue and laziness and feels confident in life. It also promotes sound health which enables an individual to become a valuable asset for the society and nation.

The need and importance of physical education for every section of people in the modern society can be understood from the points given below:

-  Optimum development of child's physical growth
-  Intellectual development
-  Emotional development
-  Social development
-  Personal development
-  Character building
-  Physical fitness
-  Development as a disciplined citizen of the country
-  Neuromuscular development
-  Cultural development
-  Developing leadership qualities
-  Healthy and safe environment
-  Development of national integration
-  Better international understanding

Physical Education is one of the most exciting and dynamic subjects. This subject has changed dramatically during the last 50 years. It has expanded in different areas from school to non-school setting and from school-aged children to people of all ages. Earlier, physical education was generally understood as physical activities either in school time table or some free hand exercises, games, sports, racing, swimming, etc. If we look at the Indian history of physical education after Independence, a number of schemes were launched by the Government of India for schools, where every student must participate in physical activities. We can witness the growing interest in games and sports exemplified by the fitness boom and the wellness

movement. Sports events receive worldwide coverage. In schools, students like sports and other forms of physical activities, which help to achieve and maintain their health and well-being.

Mental Development

Mental development refers to the ability to think and solve problems effectively. Knowledge received by participating in physical activities about body movement, health, fitness, sanitation, nutrition, disease prevention and others may contribute to an individual's mental development. A mentally developed person takes wise decisions at the right time and in a right spirit. Mental development objectives deal with a person's ability to think correctly, act wisely and skillfully in all situations of life. Various activities conducted in physical education classes not only require physical strength but also need mental alertness, deep concentration, and precise movements. In this manner, physical education also sharpens the mind and makes it more efficient.

Emotional Development

This refers to a psychological situation of body and mind. Emotion is a drive to do something. Emotion covers experiences, such as, fear, anger, joy, love, sorrow, etc. It is usually a feeling which has specially become intense. For example, joy means intense pleasure. A child needs to develop confidence, a feeling of belongingness, and eliminate negative feelings through participating in games, sports, yoga, etc.

Social Development

This objective of physical education refers to the feeling of belongingness, adjustment of group living, social poise, social relationships, and social adjustment. Physical activities provide such opportunities to the children to fulfil basic needs like, recognition, self-respect, belongingness, and love. When these needs are fulfilled, the individual becomes a well-adjusted social person. While participating in physical activities including games and sports, an individual acquires social qualities, such as, cooperation, friendship, courtesy, empathy, team spirit, democratic living, sportspersonship, etc. These qualities are essential for social development.

Moral Development

Every game has a set of rules and regulations and it is the duty of each player to obey them. The players know that disobedience of any rule is a moral crime that can result in their expulsion from the team. Therefore, obedience of these rules becomes the moral duty of each player. Participation in games helps in moral development and equips them to differentiate between right and wrong with honesty. Hence, physical education also plays an important role in the moral development of a person.

Meaning and one of the key to the successful teaching of physical education is the use of a broad range of approaches and methodologies. As it is acknowledged that schools, classes and teachers will vary, some methods will suit particular circumstances better than others, and the nature of the strands themselves necessitates the use of a variety of teaching methods. There is a need to examine the teaching methods which will best enhance the achievement of the objectives, taking factors such as the content and context of the lesson into account, as well as the needs of the learner. Teaching means sharing, guiding, changing behavior, impressing, disciplining, counseling, directing and inspiring. Good teaching is a process of producing end products of...*show more content*...

An effective teacher is likely to switch and mix new approaches to suit the objectives of the unit of work or lesson. As objectives vary within a lesson, the effective teacher will move between different teaching approaches or methods. The teacher begins by deciding what he or

she wishes to achieve and then chooses the most appropriate method of realizing those objectives. By injecting pedagogical approach to teaching, students can have a better chance and can engage to physical education and sports. It is a viable tool for addressing the maximum participation of the child and can be a catalyst to ensure effective learning. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching skills and fields of knowledge than others. Some strategies are better suited to certain student backgrounds, learning styles and...*show more content...*

In his 1985 KERA presidential address, Lee Shulman identified a special domain of teacher knowledge, which he referred to as pedagogical content knowledge. He distinguished between content as it is studied and learned in disciplinary settings and the “special amalgam of content and pedagogy” needed for teaching the subject. These ideas had a major impact on the research community, immediately focusing attention on the fundamental importance of content knowledge in teaching and on pedagogical content knowledge in particular. Shulman defined pedagogical content knowledge as: The most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations in a word, the most useful ways of representing and formulating the subject that makes it comprehensible to others. Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that student of different ages and background bring with them to the learning of the most frequently topics and

- Physical education pedagogy is concerned with the study of teaching and learning processes of physical activity.
- Emphasis is placed on curriculum and instruction (i.e., teaching) and teacher education
- Quality physical education programs focus on increasing physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime.
- How much time are students engaged in physical activity throughout a PE class?
- How do different curriculum models enhance students’ participation, enjoyment, and learning in PE?
- To what extent does the social and public context of PE impact students’ experiences in PE?
- What strategies can pedagogues utilize to implement assessments within their instruction to learn if their students have learned?
- The national standards movement was not a quest to develop a national curriculum; rather, the charge was to formulate educational goals for the nation on ‘*what students should know and be able to do*’.
- Goal: decrease the achievement gap between the economically advantaged and disadvantaged, whites and minority students, immigrant children, and students with disabilities.
- A PE curriculum “includes all knowledge, skills, and learning experiences that are provided to students within the school program”.
- National standards is the focal point and the activity the medium through which instruction was delivered for students to achieve performance outcomes.
- What did you learn in physical education, and how do you know if you learned?
- Personal and Social Responsibility Model (PSRM)
- Focuses on the development of the whole student, including how students think, feel, and interact with others.

- Embraces students as individuals, provides them with a voice, allows them to make decisions on their own, and places less emphasis on skill development and academic achievement.
- Pedagogues and students can assess their personal and social responsibility based on five different levels:
 - Level I – Respecting the rights and feelings of others
 - Level II – Participation and effort
 - Level III – Self-direction
 - Level IV – Caring about and helping others
 - Level V – Outside of the gym

Sport Education Model (SEM)

- Purpose - create an authentic sport experience and educate and develop students to be competent, literate, and enthusiastic sportspersons.
- The main features of the model include: seasons, team affiliation, formal competition, record keeping, culminating event, and festivity.

Fitness Education

- Can include units on the health-related components of fitness, walking or hiking, or weight training.
- Concepts-based Fitness and Wellness Model
 - Students engage in classroom discussions, laboratory activities, and physical activity experiences.
 - Goal - for students to learn how to develop and execute their own physical activity programs that they can participate in and out of school.

Adventure Education

- Allows students to learn about themselves and their peers as they take on individual and group tasks and challenges.
- Teachers act as facilitators as students collaborate and problem-solve with one another to accomplish a task.
- Project Adventure - based on 5 philosophical concepts, which include: *challenge, cooperation, risk, trust, and problem-solving*.
- 3 Essential Practices:
 - *Experiential Learning Cycle*
 - *Full Value Contract*
 - *Challenge by Choice*

Outdoor Education

- What activities come to mind when you think of outdoor education?
- Occurs in the natural setting, where teachers and students have little to no control over the environment and potential hazards that may arise.
- Emphasis placed on skill development.
- Cost can be a factor for equipment.

Cultural Studies Curriculum in Physical Activity and Sport

- Emphasizes students' development as "literate and critical consumers of sport, physical activity, and the movement culture."
- Goal - for students to be able to observe, analyze, and critique physical activity and sport issues and topics in a variety of contexts.
- Learning experiences occur both in the classroom and the gymnasium.
- Mostly implemented in New Zealand, Australia, England.

In the picture bellow, is shown the curriculum Models in Physical Education:

Curriculum Models in Physical Education		
Models	Purpose/Goal	Grade Level
Skill Themes	Develops competence in fundamental movement skills and concepts; locomotor, nonlocomotor, and manipulative skills are taught within games/sports, gymnastics, and dance.	Elementary
Personal and Social Responsibility	Students assume more responsibility for their personal and social development in physical activity settings both in and outside of school.	Elementary Middle High
Teaching Games for Understanding/Tactical Games Model	Improves students' game performance by combining tactical awareness with skill execution to increase students' interest and excitement about games/sports.	Elementary – 2 nd and higher Middle High
Sport Education	Educates and develops students to be competent, literate, and enthusiastic sportspersons through the playing of sports and undertaking various roles within the sports environment, such as coach, manager, official, and players.	Elementary – 3 rd and higher Middle High
Fitness Education	Uses many different approaches to incorporate fitness and wellness content into physical education programs by developing students' knowledge and skills to be physically active for a lifetime.	Elementary Middle High
Adventure Education	Involves activities that promote holistic student involvement (physical, cognitive, social and emotional) in tasks that involve challenges and cooperation.	Elementary Middle High
Outdoor Education	Involves personal and group development, teamwork, trust, and taking on risks and challenges within a natural setting typically in an outdoor environment.	Elementary Middle High
Cultural Studies	Develops knowledge to observe, analyze, and critique (i.e., question and challenge) physical activity and sport issues and topics in a variety of contexts.	Middle High

Pic. 1.1. Curriculum Models in Physical Education in USA

Characteristics of Effective Teaching

- Use a variety of pedagogical skills and strategies to:
 - Ensure that their students are appropriately engaged in relevant activities a high percentage of the time
 - Hold positive expectations for their students
 - Create and maintain a classroom climate that is warm and nurturing.
- Salient teacher behaviors can be divided into several broad areas: organization, communication, instruction, motivation, and human relations.

Conclusion

The pedagogue is faced with responsible demands in front of students, parents, the director, the social environment. The pedagogue is required to be professional, to be an expert in his field, to pay attention to his professional development, ability to optimally use emotional and spiritual resources in the classroom; focus on permanent professional development; motivation for teamwork; ability for cooperative - participatory relations; monitoring the dynamics of the learning process in the classroom; as a high degree of achieved professional ethics. In the school system in the countries, in addition to the teaching staff, the schools also employ professional collaborators - pedagogues whose main task is to provide professional help and support to the participants in the work in the schools in order to be successful in the realization of school education and the effects that have been achieved to be better.

Their professional goal is aimed at encouraging development and in identifying and understanding the difficulties students face and helping in overcoming them, as well as preventing learning and behavioral difficulties. In addition, their professional role is realized through joint work with the teachers and the management of the school in order to ensure optimal conditions for learning and development (health) of the students.

It is necessary for pedagogues and teachers to direct and educate students about health and physical activities, by intensifying exercise in physical education classes, organizing various competitions, mountain tours, and activities outside school desks. Every person, if he wants to be healthy in the future, if he wants to contribute to the social culture, to the society and to change something in our mental set and the perception of those activities, we have to raise awareness about the promotion and the meaning of physical activity.

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