
Teaching Styles in Physical Education

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Abstract

Teachers teach. Teaching at its most literal level - educating, imparting knowledge - is the most fundamental part of a teacher's job. Teaching includes all the activities of providing education to other. Teaching means interaction of teacher and students.

The purpose of the research article is to shed light on the teaching styles in physical education.

Physical Education is a course that focuses on developing physical fitness in the youth and the ability to perform and enjoy day to day physical activities with ease. It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy life style. The teacher uses different methods for giving best knowledge to his students. His duty is to encourage students to learn the subjects.

There are many approaches to teaching skills and strategies in physical education. Teachers need to have a variety of tools in their "teaching belts", so they can create lessons that allow all students learn. Physical Education teachers have several methods of teaching that may be employed.

It is difficult to say which style offers the maximum potential for learning, because not all people will receive optimal learning by use of the same style.

In short, modern methods of teaching require different types of teachers - from the analyst/ organizer to the negotiator / consultant.

Keywords: *Teaching, Teacher, Physical Education, Teaching Styles.*

Introduction:

Teaching at its most literal level - educating, imparting knowledge- is the most fundamental part of a teacher's job. Teaching includes all the activities of providing education to others. Teaching means interaction of teachers and students. They participate for their mutual benefits. Both have their own objective and target is to achieve them.

What is Education:

Education is the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. It is the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. A teacher must bring common sense and judgment, plus knowledge and skills to the situation and combine these attributes to present worth- while learning experiences.

What is Physical Education:

Physical Education is a course that focuses on developing

physical fitness in the youth and the ability to perform and enjoy day to day physical activities with ease. Physical education is "education through the physical", it aims to develop students physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy life style. It also develops students' confidence and generic skill, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. Regular physical education classes prepare students to be physically and mentally active. Physical education develops fitness and fosters the desire for lifelong participation in physical activity. Physical education classes teach the health benefits of regular exercise and healthy food choices along with the risks of inactivity and poor diet. Physical education also helps students develop social skills. For example- team sports help them learn to respect others, contribute to a team goal and socialize as a productive member of a team.

The Goals of Physical Education:

The goals of physical education can be achieved only through the teaching process that is the execution of a

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well-made plan. The teacher in the physical education programme is one link between the students and their accomplishment of the goals and it is therefore the teacher's responsibility to set up the learning situation in direct relation to these overall objectives. This can be done only through careful and thoughtful planning of every physical education experience, so that it may be a purposeful one for each student and a step toward the attainment of the goals.

Teaching Styles:

The styles of the teaching that an instructor, coach, or teacher adopts depends upon its own personality and ability, the activity and skill being taught, the learners ability, motivation, age and the learning environment. Teaching styles refers to the teaching strategies and methods employed plus use of certain kinds of rhetoric. But often, the literature only focuses on one of these dimensions. Teaching style can be defined as an instructor's preferred "set of teaching tactics". Research has also found that, at least initially, teachers prefer to teach the way they have been taught. Just as people have individual learning styles, teachers have teaching style that works best for them. It is important to be aware of your preferences when creating and delivering instruction.

Different Teaching Styles and how they affect your Students:

No two teachers will teach in the same way, just as no two students learn something in the same way. A teacher's teaching style is based on their educational philosophy. Your teaching style says something about you. It's based on your values towards education and the philosophy you hold about education. To know how your students learn can also play a key role in your teaching style. If you can discover your teaching style early on in your career, both you and your students will be better off for it. You will know exactly what your teaching preferences are and know just how to reach your students learning preferences.

Teaching Styles in Physical Education:

Students vary in their levels of skill proficiency, maturity, independence, responsibility and other aspects that impact their ability to learn. Teachers need to have a variety of tools in their "teaching belts", so they can create lesson that allow all students learn.

There are many approaches to teaching skills and strategies in physical Education.

Physical Education teachers have several methods of teaching like - Direct teaching, Teacher feedback, Peer feedback, Self-feedback, convergent discovery,

Divergent discovery, Jigsaw learning, Student teams-Achievement divisions, Command, Practice, Reciprocal, Task, Guided Discovery, Problem Solving, and Exploration.

When teaching, there is an assortment of styles or methods a teacher may choose from. Among these, the most popular teaching styles in physical education are command approach, followed by Practice, Reciprocal, and the Task approach. Thereupon it will continue with increased student-centered methods, such as Guided discovery, Problem solving, and Exploration.

1. Command

The command style is the most teacher-directed style of the seven styles. In this type of style the teacher is the exclusive decision maker. Decisions on what to do, how to do it, and the level of achievement expected are all determined by the teacher. With this style, the teacher will give a demonstration of the expected performance, as well as emphasize and explain specific important points of the movement. The demonstration gives the students an opportunity to see the skill performed accurately and observe the critical elements of the task. The teacher may guide the class through the various steps in carrying out the task. The students repeat the performance many times as they put the movements together in the proper sequence and timing. The teacher also makes additional helpful commits to a student or a group of students when necessary.

2. Practice

The practice style is one of the most common teaching strategies used in physical education. It is very similar to the command style in that the teacher is the primary decision maker, and the task will also start with a demonstration and description of what is to be achieved. The demonstration does not necessarily have to come from the teacher; it may come from another student or even from audiovisual aids. The students then practice the skill, either on their own or with a group, as the teacher observes their performance and offers feedback. The difference between the command and practice style is that the practice style does permit some decision making by the students. The practice style is very useful, especially when coaching. For example, if the coach is showing the team how to forearm pass a volleyball he/she would first explain the forearm pass, telling when and why it is used and describing the critical fundamental points of the forearm pass.

3. Reciprocal

The reciprocal style allows more decision making by the students as compared to the command and practice styles,

which are much more teacher dominated. With this style the teacher develops a reciprocal task sheet which describes the task to be performed and points out what the observer should be looking for to see if the performer is executing the task properly. The students are the observers and are responsible for viewing the performance of their classmates and providing feedback on each attempt. The reciprocal task sheet may include pictures and a description of the task to assist the observer. It should also explain the role of the performer and observer, as well as give the amount of time or number of trials to be given in each practice session.

The session is usually initiated with a demonstration, a description of the skill, and an interpretation of the reciprocal sheet. . With this style the duty of the teacher is to walk around observing the students and clarifying the tasks for both the performer and observer.

4. Task

The task style still has the teacher deciding the content of what will be taught, however it allows the students some decision making and provides them with the chance to work at their own pace. This type of style has the teacher designing an arrangement of tasks leading up to the unit outcomes. The tasks are then broken down into a group of activities, each at a different level of difficulty, in which the students' progress to achieve the final task.

The first level of difficulty should be below the most poorly skilled students and the activities should gradually increase to a level above the most highly skilled students.

At the second level, the teacher looks at the ability level of individual students and based on their level the teacher will assign specific tasks.

The third level (highest level) requires the greatest amount of decision making and responsibility by the students. The students need to be able to determine when a task has been accomplished.

5. Guided Discovery

The guided discovery method crosses over into the student-centered section of the continuum. This approach continues to use teacher-designed movement tasks. However, it is done in a way that allows the children to make individual decisions about how to move. In other words, the teacher defines the intended outcome of the movement response, but does not determine how it will be attained. This method is useful if the teacher is trying to get the students to discover the most desirable movement for a certain task or to develop a new skill. It will also increase their understanding of why certain movements are more advantageous and effective than others. This method is also an ideal way for students to

discover possible strategies of specific games.

6. Problem Solving

The strategy of problem solving is very similar to the strategy of guided discovery except for one important difference. With the guided discovery approach there was only one proper way of performing the final movement or task, therefore the final outcome would always be the same. With the problem solving approach several solutions can be the end result. In problem solving, as with guided discovery, the teacher will present a movement challenge that has certain guidelines. The guidelines may be a limitation on the use of space, directions, or movements permitted. The goal is not to find a single correct answer as with guided discovery, instead the objective is for the students to find as many different solutions to the challenge as possible.

7. Exploration

This style can be very beneficial when introducing concepts, ideas, and new equipment. It is also a good way to obtain fresh unique responses and ideas from the students. Because this style provides the students with a great amount of freedom to work at their own pace and do what they want it is important to understand that the teacher does not simply set up the equipment and let the students play totally on their own. The teacher does have some say in what the students do.

Advantages and Disadvantages of each Teaching Style:

The **command and practice** styles have very similar advantages and disadvantages. One of the most important advantages of the styles is that it provides a very direct path to the objective, as a result this gives the students a clear picture of how the expected performance is to be attained.

The command and practice styles of teaching have many significant disadvantages as well. Most importantly they are both insensitive to individual differences and needs.

The **reciprocal** style advantages include such things as the clarity of the task for everyone and the opportunity for feedback with each trial, which would practically be impossible if the teacher were the only person providing feedback.

The disadvantages of the reciprocal style can be found within the complexity of the task and the developmental level of the student.

The benefit of the **task** style is that it is very favorable in terms of recognizing particular needs and allowing for personal differences among the students.

Disadvantage of the style - Giving the students this much freedom can only work if they are willing to be responsible enough to carry out the task.

The advantage of the **guided discovery** method is it truly entices the students to think for themselves.

The greatest disadvantage to this kind of style is the tremendous amount of time it demands.

Problem solving, like guided discovery, involves a great deal of cognitive activity and allows the students to display even more of their individualism through the movement responses.

The main disadvantage is once again the time consumption involved in developing the lesson and reaching the lesson objective.

The **exploration style** is best used with young children involved in their first physical education experience.

The major drawback is the inappropriateness of the method if a particular movement outcome is desired.

Conclusion:

Physical education teachers have several methods of teaching that may be employed. It is difficult to say which style offers the maximum potential for learning because not all people will receive optimal learning by use of the same style. A teacher should always try to meet individual needs and personal differences of each student. In short, modern methods of teaching require different types of teachers from the analyst / organizer to the negotiator / consultant. We must find the style that works best for our students. Try different styles to meet different objectives, and always challenge ourselves to find ways to reach each student.

Recommendations:

Teachers should be able to proficiently and effectively use all of the teaching styles depending on what the situation calls for. There are benefits and drawbacks in each of the styles, therefore it is important for the teacher to know when to use a specific style.

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