



TEACHING PHYSICAL EDUCATION

Abdul Mahfudin Alim

**FAKULTAS ILMU KEOLAHRAGAAN
UNIVERSITAS NEGERI YOGYAKARTA**

What your style when you teach PE?

Create Mind Mapping

- About **TEACHING STYLES** of a **PHYSICAL EDUCATION TEACHER**
 - 5 people /group **?OK**
 - Presentation **10** minute/group

- Explain Teaching Style of a PE Teacher
- Advantages and disadvantages



1. COMMAND

- The command style is the most teacher-directed style of the seven styles (Mosston, 1992). 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 (Nichols, 1994).

2. PRACTICE

- The practice style is one of the most common teaching strategies used in physical education (Mosston, 1992). 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. For instance, the students may decide where they will practice and if they will be working with, or without, a partner (Nichols, 1994). At the end of the session the teacher may review what they did, emphasizing the essential points to have learned.

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 (appendix A) 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 (Nichols, 1994). 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.

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 (Mosston, 1992). 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 (Nichols, 1994).

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 (Mosston, 1992). 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 (Nichols, 1994). This allows the students to experiment with different movements in order to achieve the desired goal. It will also increase their understanding of why certain movements are more advantageous and

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 (Nichols, 1994). 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 (Nichols, 1994). Any movement response that fits within the guidelines is totally acceptable.

7. EXPLORATION

- Exploration is the most student-centered style on the continuum (Nichols, 1994). With this style the students are permitted to move as freely as they desire, while staying within the limits of safety. The style is similar to that of problem solving, except the students are exploring the movements in a less restrictive and more natural environment with much less teacher direction (Nichols, 1994).

Conclusion

- Physical education teachers have several methods of teaching that may be employed.
- Some methods are teacher-centered (command style and practice style)
- Reciprocal style the students have to take on more responsibility.
- The task style shares the decision making, The teacher decides how and what will be learned, and the students choose the task or level at which they will begin working on,
- The teacher guides the students through an assortment of activities eventually leading to the discovery of the proper movements for a specific task, in the guided discovery style.
- Problem solving and exploration strategies are the most student-centered

RECOMMENDATIONS

- **If the goal of the lesson is to be extremely organized, have a unified response, save time, or have a quick direct route to the task then the command or practice styles are recommended.**
- **If the purpose is for the students to develop responsibility, social skills and/or analytical skills then the reciprocal or task style is recommended.**
- **It is recommended that the guided discovery method be utilized if the objective is to have the students think for themselves and develop a greater understanding of the proper movements**
- **When the intent of the lesson is not to teach a particular outcome, but instead to improve development in conceptual, cognitive, and problem solving areas, as well as enhance creativity in the movements then the style of problem solving is surely recommended.**
- **In the event that you are working with young children who are involved with their first physical education experience it is more appropriate to allow them the freedom to work and explore movements on their own, thus it is recommended that the exploration method be used for this situation.**

References

- Muska Mosston & Sara Ashworth. 2008. *Teaching Physical Education*: first online edition.
- http://www.mun.ca/educ/ed4361/virtual_academy/campus_a/dykek/page7.html

Thank You