

THE METHODS IN THE PROCESS OF PHYSICAL EDUCATION

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Abstract:

Actualistic and prospective effects of physical education depend largely on the chosen methods, that is, ways and means of proceeding. Selection of methods for physical education classes is determined by many factors. The choice of a particular method depends above all on methodological and substantive factors. Physical education is a specific type of school education, which requires the teacher to use not one, but multiple methods - even if we consider a single lesson unit. At this point it is worth quoting the situations and circumstances that will require from physical education teacher to select an appropriate procedures and actions. The element which diversifies the use of certain methods of physical education is certainly the school education level on which the lessons or other physical activities are carried out. Physical education classes in early childhood education or block training should be based on independent and creative methods. In turn, the stage of high school or secondary schools is the time when physical education classes are conducted with more rigorous methods and task forces. Motor skills training and development of physical fitness is also carried out using some other methods. The level of training intensity during the lesson makes that recreational, sport and leisure or health physical activities should be also carried out using different methods or amended measures within the same methods. This article is an attempt to show the basic classification of physical education methods, with a view to the problem with development of physical activity and mobility, or implementation of specific objectives of physical education. Author of this article - physical education teacher with twenty-five years of experience aimed mainly at discussing the problem taken in view of the practice of school physical education.

The word “method” comes from the Greek word “methodos”, which means the way or proceeding. However, not all ways of proceeding can be called method. In general sense it will be a conscious choice and repetitive actions. For the purposes of teaching, we can use the concept of the method by W. Okoń, who describes method as tested and consistently applied system of activities, teachers and students and choice of means and procedures, in order to cause the assumed changes in the personality of the student. [Okoń 1984: 121]. It is also important to bear in mind the problems which require a specific methods to be solved. Therefore, the methods are used to solve problems, not the other way around. [Tomaszewski 1970: 244].

Physical education is an area in which co-exist systematic actions on physical, mental and personal activity of each student. Hence, in the process of physical education, we use a number of methods.

The essence of the process of physical education requires not one, but many methods that are indispensable factor and condition for the realization of complex tasks of physical education. Traditional methods of physical education, such as: method of Agnette Bertram, method of Niels Bukh, method of Józef Thulin, method of Jerzey Demeny, method of Jerzy Hebert, method of Karol Gaulhofer and Małgorzata Streicher, method of Walerian Sikorski, method of Romuald Czyżewskie, method of Rudolf Labana or method of Kniesowie were identified with gymnastics and implementation of a method of physical education as a school subject [Strzyżewski 1996: 142-143]. Today's physical education understood as a physical activities and education, requires a variety of methods for physical education process, related not only to the teaching of physical activities [Grabowski 1997: 51-52].

Having in mind the objectives of which are reaching the specified methods - in the process of physical education the following methods we distinguish: methods of education and physical education, teaching methods of physical exercises, methods of control activities, methods of acquiring and transferring knowledge and methods of sports training [Barankiewicz 1998: 168-189].

Directions of searching optimal solutions in the field of methods to achieve the objectives of education and physical education, were always the theory and methodology of physical education. The result of this search are original concepts and classifications of methods of physical education [Pańczyk, Warchoń 2006: 92-94].

CLASSIFICATION OF METHODS OF PHYSICAL EDUCATION

One of the founders of systematic methods is Janusz Bielski, who stands:

I. Methods of feeding:

- strictly imitative method ,
- method of programmed learning and improvement.

II. Methods of problem (searching):

- method of the tasks,
- method of direct activity expediency,
- problem method,
- method of sports.

III. Expressive methods:

- method of active story-telling,
- playful method,
- method of mobility improvisation,
- method of C. Orff [Bielski 1982: 89, Bielski 2012: 143-159].

An attempts to classify the methods of physical education was earlier undertaken by Waclaw Gniewkowski, who presented his concept:

I. Creative methods:

- spontaneous activity as a factor enriching psychomotor experiences of the child (student)
- attempts to apply the most appropriate movement solutions in different situations (trial and error method)
- thematic and design fun.

II. Methods of teaching:

- method of active story-telling
- gymnastics of physical creative expression - (R. Laban)
- school operation by K. Orff.

III. Reconstructive methods of physical education:

- imitative playing,
- method of imitative-fun
- method of closed motor tasks

- strict method,
- method of programmed learning and small circuits.

IV. Methods and forms of intensifying physical education, through the use of modern organizational solutions:

- method a station,
- additional tasks,
- obstacle course and naturopaths,
- work in small groups,
- competition as doping intensive effort
- binding of moving with the music.

V. Methods of teaching movement:

- synthetic method,
- analytical method
- complex method [Gniewkowski 1983: 7-8].

Currently, the most popular method used in physical education is the version proposed by S. Strzyżewski who based his own attempt classification on the reactivity - proactivity criterion. Because of the degree of independence of students in the teaching learning process, the motor tasks accent is moved from play and follow movements through a play activity, to the creative behavior.

The system method in this scheme is as follows:

I. Methods of reconstructive (reproductive)

- strictly imitative method
- strictly task method
- method of programmed learning,
- method of programmed improving.

II. Proactive methods:

- method of imitative-fun
- classical – fun method,
- method of direct activity expediency,

III. Creative methods:

- method of physical creative expression - R. Laban,
- problem method [Strzyżewski 1996: 140-142, Strzyżewski 2002: 78-79].

Due to the aims and objectives of school physical education, the following distribution methods can be offered:

♣ methods of motor tasks implementation:

- methods of reproductive (reconstructive)
- proactive methods (creative)
- creative methods

♣ teaching methods of movement:

- analytical
- synthetic
- mixed

♣ methods of communicating messages of physical culture:

- demonstration and explanation
- talk
- discussion
- lecture

♣ methods of obtaining news of physical culture:

- work with a book, magazine or newspaper
- radio, TV, Internet

- interview
- describing and drawing characters
- ♣ methods of upbringing:
 - the impact of a personal teacher
 - the situational impact
 - social Impact
 - management of self development

Movement teaching

In contrast to the outlined above methods of tasks motor, that is, ways of conducting the entire physical education or specific fragments, methods of teaching movement are related to the concept of learning specific tasks and movement skills. Generally, teaching methods of movement can be classified as following:

- synthetic method,
- analytical method
- mixed method.

Synthetic method involves teaching motor tasks as an one part, while maintaining the full structure of the movement. This procedure is reasonable to apply in situations of less complex teaching, or simple motor tasks in gymnastics, athletics, team sports and so on. Another example of the synthetic method occurs when structure of movement would be difficult to divide into meaningful parts because of the specific substance. Pedagogical teacher's proceeding with synthetic method includes: demonstration and verbal explanation of exercises, performing motor tasks entirely by students, evaluation of movement control level [Umiastowska 1998: 121-128].

Teaching motor skills using **analytical method** consists in dividing the specific motor skills into smaller parts. Using this method in physical activities and lessons we based on the so-called systematics of teaching specific motor tasks (skills) in the individual and team competitions. Analytical method is widely used in the process of physical education. Especially while teaching of complex and sophisticated movement skills. Working with this method, the teacher achieves its objective through a number of intermediate steps (auxiliary and preparatory exercises).

The teacher's proceeding in the analytical method includes:

- Demonstration and explanation of verbal exercises,
- Preparatory and auxiliary exercises (methodical string)
- Execution of exercises in their entirety,
- Assessment of exercise knowledge level.

The **mixed method** is a combination of synthetic and analytical methods for teaching motor exercises. This takes into account the degree of difficulty of the exercise, the level of physical fitness and motor skills of students. In gymnastics, for example, while jumping over obstacles, bouncing from obstacle and jumping phase can be learned as a one part, but running start, bouncing from springboard, taking a swing and landing can be taught in analytical way. Mixed method also gives large effects in teaching tactics of attack and defense in team games, while teaching of technical events in athletics and so on. In mixed method, educational activities of the teacher can have the following course:

Version I:

- Demonstration and explanation of the exercise,
- Teaching motor task as a whole,
- Teaching exercises in analytical way,
- Execution of exercises in their entirety,
- Assessment of the skills mobility level.

Version II:

- Demonstration and explanation of the exercise,
- Teaching motor task in an analytical way,
- Teaching an exercise in a synthetic way,
- Execution of exercises in their entirety,
- Assessment of the skills mobility level.

Physical education implemented in relation to children and young people with high level of motor abilities, fitness aptitudes or physical fitness only, can sometimes take the form of advanced training. Taking into account a physical effort, these methods are divided on continuous, variable and interval.

The continuous methods are characterized by long, constant effort and low intensity and the load. These methods are used primarily for shaping strength and can be used at all levels of school education.

Repetitive method is an example of the method of variable-intermittent. It involves performing exercises of varying intensity, with full recreational breaks. The use of this method in school physical education focused on the development of strength, speed and endurance.

A characteristic feature of interval method is a split of whole distance into shorter sections, overcome with greater speed and intensity. A short breaks within exercises don't let a practitioner to completely rest [Barankiewicz 1998: 190-192].

SUMMARY

Physical education teacher pursuing complex objectives and tasks of the modern process of physical education is required to use many teaching methods. For many years in physical education it occurred a widespread and excessive use of strict methods of teaching movement techniques. Physical educators were teaching everything - even the simplest of movements like the students were unable to solve any motor task alone.

Therefore, the lessons were boring, passive and ineffective. This was a consequence of excessive faith in the power of motor habits, which were supposed to be used after the termination of a structured process of education. Currently, the prevailing view is that the next short-term goals of fitness, which are the most tangible and visible in the work of physical education teacher is also important to forge lasting attitudes and habits of physical activity [Strzyżewski 1996: 143-145]. In other words, the current operational objectives are important, but even more important are prospective objectives and tasks of physical education. The process of physical education is implemented using a variety of methods and teaching aids, which should be matched to the objectives of the course and character of the teaching material, as well as the capabilities and characteristics of students. The methodological solutions used by the teacher depends on his teaching competences, which he acquires, learning all the wealth of the teaching methods with a feed, seeking and activating character. Selection of methods in the process of physical education is determined by the interdisciplinary objectives and content of the program of physical education. It is important that methods within the scope of the wide workshop of physical education teacher take into account also real needs of development and the health of children and young people and, above all, their shaping personality. In this way we can support the health and development of modern school student.

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