

## **PHYSICAL EDUCATION LESSON IN THEORY AND PRACTICE - THE ORIGINAL EXAMPLE OF THE DETAILED TASKS REALIZATION IN INTRODUCTION, MAIN PART AND FINAL PART OF THE LESSON**

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### **Keywords:**

- lesson,
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### **Abstract:**

The basic organizational and methodical unit of physical education is a lesson. The lesson has always a certain structure and construction. System of physical education, expertise and methodical preparation and proper selection of exercises, have significant impact in terms of realizing the operational objectives of education and physical education. In this way, there is a maneuver of operationalization, which is the conversion of the overall objectives of physical education for the directional and instrumental purposes. We can also be argued that through the physical education it takes place the actual process of preparing the younger generation to a conscious and active participation into adulthood by all forms of physical activity and movement. Thus, the lesson also plays an important role in preparing children and youth for lifelong care and concern for the body [Grabowski, 1997: 63]. A great sense of responsibility and full conviction about the importance of teachers and rank of each teaching unit, may play a fundamental role in the context of the expected effects of physical education process.

This article is an attempt to present the author's idea of the specific tasks of teaching and education – as a successive parts of the course of the physical education lessons

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### **INTRODUCTION**

The structure of physical education - for spaces in decades - has had many studies in both theoretical and methodological sense. It could be said that only in respect of the tripartite concept of the construction of teaching unit (introduction, main part and final), theorists, methodologists and practitioners of physical education were fully agree. However, the mere approach to the lesson course and training tasks was not so clearly defined and described in substantive and methodological literature. In this field we observe a variety of methods, exemplary constructions of lessons, specific courses of classes and original proposals for the implementation of physical education tasks. At this point it is worth to quote the chosen definitions of physical education lesson course.

According to Adam Kalinowski, the course of physical education shows training materials selection to ensure the most comprehensive impact on the practitioner as possible.

On the other hand Janina Kutzner believes that the course of physical education is respecting the principles of lesson construction. In this way, you can define a framework of lessons, and it is relevant for the proper construction of the methodical unit.

Ludwik Denisiuk suggests understanding presented course as some general guidelines given in the form of transparent scheme consisted of three different parts.

Stanislaw Strzyżewski defines a course of physical education as a series of specific teaching tasks [Umiastowska 1998: 28].

In terms of Michael Bronikowski, a course is a set of successive steps of teacher and students, including exercise, fun, games and elements of organizational and methodological lessons conditioned by the teaching and educational content as well as pedagogical lessons tasks [Bronikowski 2002: 40].

Course of physical education lessons can also be understood as a certain diagram of different kinds of lessons [Siatka-Janikowska, 2006: 10].

According to Joseph Tatarczuk each lesson is a logical unit having a certain order. Such a system is called the course of the lesson. It therefore constitutes a kind of scheme, the skeleton, in which it is determined the order of particular exercises during classes. Course plays the role of a "compass" that indicates how thoroughly choose the exercises, as well as information about the order of a group exercise to ensure the rational course of the so-called curve of the effort intensity during lessons [Tatarczuk 2004: 124].

The summary of this part of consideration of physical education lesson course will be described by the words of Lesława Lachowicz, who believes that each lesson has a specific construction and internal structure, and proceeds according to some general regulations. The basic knowledge of the teacher about the lesson and practical skills includes also understanding which of these factors are fixed and immutable, and that differ in hundreds and thousands of the lessons. Understanding this things helps the teacher to realize what should be preserved and taken into account in each lesson and what can and should be changed, creatively evolved. [Lachowicz 1995: 59].

From a practical point of view, it can be assumed that the course of physical education is a deliberate selection of certain tasks of teaching and educational purposes subordinated to methodical units, taking into account the principles of construction of physical education and ensuring the optimum conditions for personal development, physical and motor exercisers. [Pańczyk, Warchoł, 2008: 113].

### **THE METHODOLOGY OF PHYSICAL EDUCATION ADOPTED THREE-PRONGED STRUCTURE OF THE LESSON**

Therefore, in the construction of teaching unit we distinguish the initial, main and final part. These three parts of the lessons differ from each other by:

- specific tasks
- content
- organization
- duration.

It should be noted, however, that the structure of the lessons is inferior to the lesson task [Lachowicz, 1995: 77].

### **THE TASKS OF PHYSICAL EDUCATION LESSON IN INITIAL PART**

The initial part of physical education is carried out in the interval from 10 to 15 minutes. The purpose of the introductory is to organize groups for classes, provide basic information on lessons, build the appropriate atmosphere and mood to exercise and prepare comprehensive psychophysical major tasks for lessons. The basic tasks of teaching during introductory part of the lessons include:

1. Gather a group
2. Control the health, well-being and preparation for lessons.
3. Present the lesson topic (major tasks).
4. Discussion of the other lesson objectives concerning: motor skills, skills, knowledge, attitudes and health (e.g. issues of health education nowadays).

5. Motivation for active and conscious participation in the lesson.
6. Warming up - psychomotorical preparation for lessons.

**1.** Almost 99% of teachers of physical education in Poland starts every meeting with children and young people from the gathering the group - regardless of the stage of education. This is a very important organizational moment, which often determines the further course of the lesson. To gather them together in a group, we use the most common form of group gathering method - basic alignment (see. Organizational forms of the process of physical education). It should be noted, however, that the lesson of physical education can also be started from gathering the group seated on a bench, in a loose group or during a walk. All this depends on the creativity and innovation of the teacher. In turn unconventional ideas are well received by practitioners. It comes from many years of teaching experience of the author of this study. Implementation of the first tasks of lesson's introduction may include:

- appropriate greeting of the group,
- a preliminary analysis of emotional and psychophysical state of a group or individuals,
- building a positive mood,
- a brief conversation with the class on topics not necessarily related to the same lesson of physical education,
- the teacher's comment on the current sports events on the global, continental, national, regional, local or even school level,
- informing the group about important events, recreational and sports, related to physical education.

**2.** Checking the health condition, well-being and preparation for lessons are in the broad terms of health functions of physical education lessons. This is a very important pedagogical step of the teacher, because it has a direct or indirect relationship with health of practitioners and their safe participation in lessons. If the lesson task are superior with respect to its structure, the health of children and their safe participation is more than other elements of the lesson organization. I believe that the lack of awareness of some of that physical education teachers has already led to a number of dangerous accidents, injury, trauma, and even to death. Therefore, proper control of the health, well-being and preparation for lessons is realized through:

- checking the medical certificates,
- interview with school's hygienist,
- conversation with their parents or legal guardians on the health of their child,
- verification of child's exemptions from parents and legal guardians,
- independent exemption of a student by a teacher from the course in case of a visual statement of his malaise,
- release a practitioner from classes at his request due to poor health,
  - release a practitioner from a part of the tasks of the lesson that would be dangerous to his health or life (after prior consultation with the doctor, parent or legal guardian)
- draw attention to the outfit of students in context of their safe participation in classes,
- preventing a situation in which students practice in watches, inappropriate shoes or dress, rings, bracelets, earrings, without hair tense etc.

**3.** Subject of physical education is often the main task of the lessons (operational objectives of classes). Therefore, when formulating the lesson topic you should indicate on a specific aspect of the development of instrumental personality disposal (physical education) or directional disposal of personality, which means upbringing.

For this reason, correctly formulated themes of physical education lessons will concern the following issues:

- ability to shape health condition (eg., "Developing speed through games and movement"),
- training on coordination abilities (eg. "Improving the dribble in basketball with the use of two balls")
- develop flexibility (eg. "We meet a set of exercises that shape flexibility"),
- introduction of new technical elements (eg. : "Throwing a handball on the run", "Improving squatting jump over the box with crosswise alignment")
- learning or improving tactics (eg. "Training fast offense in football," "Practicing defense zone in handball")
- introduction of new forms of movement games (eg. "Learning a fun called a flood"),
- development of skills and physical fitness through various forms of physical activity (eg., "Developing strength and exercise capacity through field run/walk")
  - implementation of specific features of physical education (eg. "Hardening the body through games and physical play in the snow")
- learning specific methods of physical education (eg. "We get to know the method of peripherally-station in strength training")
- use of utensils and equipment to shape the physical fitness (eg. "Exercises with medicine ball as an aid in the shaping of arm strength"),
- health, hygiene, safety (eg. "Acquainted with the rules of the indoor swimming pool", "We learn ways to help and belaying with gymnastic exercises)
- self-control and self-esteem (eg. "Self-control and self-esteem of physical fitness with the use of the Index of Physical Fitness of K. Zuchora")
- organization and conduction of activities (eg. "We prepare and conduct a warm-up for the lesson").

4. The vast majority of physical education teachers finish the informing activities of introductory part just by telling the subject of the lesson. In my opinion this is a bug in the art of teaching procedure, since other operational objectives related to e.g. development of physical fitness, attitudes, messages are just as important as the chosen topic involving teaching or improving certain motor skills. Therefore, in the initial part of the lesson, you should discuss all detailed tasks of teaching and education, so that the practitioner have a full picture of what will be taught, for what purpose, using which methods, forms, means and how this particular lesson may be affected their comprehensive development. In other words, if the subject of the lessons will be a test run at 1000 m, the subject of the process of physical education should know: if the completion of this distance is dictated by another elimination to represent the school in order to represent it on championships at various levels, whether it's a test for comparison of its previous result, or it is only serve to improve endurance and physical performance, and maybe it is the awakening of passion for running as one of the simplest but most effective forms of physical activity. Hence, properly conducted performance in initial part of the lesson may be as follows: The subject of today's lesson is learning the high jump by "flop" technique, for this purpose you will know exercise methodology that will allow you to master the correct reflection of one leg and transfer the body back to the bar, you will know how to perform proper run. An important task of the lessons will be also a jumping exercise. With the recent lessons we recall the technique of low start and will conduct a competition for the fastest sprinter in the classroom. After these exercises, each of you - for fixation techniques - execute three javelin throws during march. Please remember that according to athletics provisions the high jump competition for a particular player continues until he knocks down bar three times in attempts. While the second and third attempt can be transferred to a higher level. The first and so far the only Polish Olympic champion in the high jump was Jacek Wszoła at the Olympics in Montreal. I ask all of you for active doping during performing a jump by the next practitioners - "Feel the atmosphere of the recent European Championships in Athletics in Barcelona." The best of you

on this day and the next class will be called upon to represent the school at the Individual Championships in Athletics in Przeworski District, while all others will receive a positive evaluation for their active participation and achieved their own results.

5. Undoubtedly, a very important task in the introductory lesson is also a motivation for the active and conscious participation in the classes. Some of the teaching content of the program of physical education, for example gymnastics or athletics cause reluctance and lack of motivation for any involvement of practitioners, which in turn may lead to difficulties with education and teaching. For this reason, implementing one of the basic principles of teaching - learning, which is the principle of consciousness and activity of teaching duty of every teacher is the right motivation to conscious and active participation in the ongoing activities. This can be achieved by:

- selection of attractive forms, methods and means of teaching,
- use of interesting accessories and instruments,
- showing the utilitarian value of the operational objectives of the lesson
- motivational way of rewarding, monitor, and evaluate students.
- implementation of difficult and less interesting exercise alternated with exercises attractive,
- put a difficult tasks in front of the students,
- highlighting even the smallest achievements and progress of the practitioner during the course,
- presenting certain relationships between practical action and the theory of physical education,
- teaching methodology for developing physical fitness,
- assigning additional roles and functions to the students, etc.

6. Psychomotor preparation for the tasks of the main lessons begin physical activity of children and youth in the class. This part of the lesson, is called by the teachers and students warm-up, and in case of teaching basic gymnastics, it is called shaping exercises. The main task of the warm-up is smooth and gradual preparation of the body, its individual systems, organs and bodies to the effort. The form and content of the warm-up, or volume, intensity, resource exercises or their duration depends among others on: age, gender, physique, individual preferences, as well as the ambient temperature, weather conditions, type of effort, the material conditions etc. Therefore, it is difficult to talk about prescription for a universal warm-up model. However, important are its basic principles, based on which you can implement specific training resource. My own warm-up system is presented below, which works well in the perspective of several decades of my practical experience:

- animating fun or trot,
- RR exercise on the run or walk,
- NN exercises on the run or walk,
- neck exercise in sagittal, frontal, transverse and complex place,
- T exercises in sagittal, frontal, transverse and complex place,
- exercises with supports,
- lying forwards and backwards exercises,
- jumping exercises,
- individual student activity.

To improve the attractiveness of the warm-up it could also be used utensils or perform warm-up exercises on a variety devices. Warm-up time usually takes 10 to 15 min and depends mainly on the nature of the exercises, which will be implemented in the main part. It should be remembered that well conducted warm-up protects athletes from injury and trauma.

## **THE TASKS OF PHYSICAL EDUCATION CLASSES IN THE MAIN PART**

The main part of the physical education classes is a time to perform a main and additive tasks, which are the result of the adoption of certain operational objectives in the school's physical education program. Currently, these are the particular requirements contained in the core curriculum of physical education. These tasks shape the physical and motor development, practicing good posture, develop creativity, preparing for creative attitude with regard to health and fitness. Other important tasks of the main part of the lessons is to control and evaluation of the objectives of the teaching and educational, self-control and self-assessment of physical fitness and motor skills, shaping personality exercisers, as well as targeted and intentional transmission of basic knowledge related to physical culture.

The main part of the lesson takes about 20 to 25 minutes. Having in mind the nature of the curriculum reform (introduced since 2009), physical education teachers should also pursue the contents of health education in the main part (on junior high school and high school level). That is why there is a need to use many teaching methods that go far beyond the methods for teaching or shaping motor habits only. This is some novelty in the school physical education, for which many teachers of physical education are not fully convinced.

The main task shapes the physical and motor development, practicing good posture, develop creativity, preparing for creative attitudes with regard to health and fitness. Another important task is the main part of the lesson, control and evaluation of teaching and educational objectives, self-control and self-assessment of physical fitness and motor skills, shaping personality exercisers, as well as targeted and intentional transmission of basic knowledge related to physical culture.

The basic tasks of the main part of the lesson are:

- learning and improving motor skills (utilitarian, sports and leisure)
- raising the level of motor skills,
- implementation of tasks and creative problem,
- diagnosis and evaluation of physical and motor development, as well as students knowledge
- self-control and self-esteem,
- training correct posture (corrective exercises)
- developing good habits of hygiene and pro-health attitude
- familiarize students with the methods of belaying their exercises mate and self-assurance,
- presenting children and young people the principles of good cooperation, independence and evaluation,
- implementation of health education contents,
- teaching the principles of fair play,
- preparing practitioners for fair play sports competition
- organizing class or interclass competitions and sports events
- carrying out active tourism forms,
- participation in environmentally important events linked to sport or recreation,
- perform minor cleanup work related to the preparation and maintenance of the base material of school physical education,
- promote physical activity, sport and recreation in the school environment, eg. by preparing newsletters, articles, interviews,
- control health or posture of the students, eg. random check out in order to the create groups of corrective and compensatory.

It should be emphasized that the main lesson part due to the exercises with a big physical and mental load is considered to be the most difficult. There is great variety in the operation, which is specific for each type of motor tasks. Course of the main part of the lesson will largely depend on the type of physical activity.

## **THE TASKS OF PHYSICAL EDUCATION IN THE FINAL PART**

The final part lesson takes 3 to 5 minutes. Its primary task is to bring the practitioner's body to relative calm. In this part should be applied exercises conducted in the march and in place, in the positions that have a positive impact for the rest, or correction of posture. It could be also exercise and fun of a relaxant, sedative, and relaxing nature. The task of the final part of the lesson is to sum up all activities, clean a gym and encourage to after-school and private physical activity.

Main pedagogical activities in the final part of the lesson include:

- clean a gym (place of the lesson)
- gather a group
- discuss about achieving objectives and tasks of the lesson
- comment the behavior of students,
- award the best athletes,
- give tips about methods, forms and means of work on motor skills and physical fitness for exercisers who have specific difficulties and problems in mastering the basic programs,
- commend a progress in the individual improvement of all students - particularly those with low level of fitness and physical activity,
- convey the messages
- health education,
- control of theoretical knowledge - passed during the course,
- lesson evaluation
- encourage to after-school and private physical activity (eg. motor exercises in home)

## **SUMMARY**

Presented tasks of initial, main and final part of physical education classes have been portrayed in such a way to ensure proper implementation of directional, instrumental, and operational objectives of education and physical education process. Every teacher needs to remember that physical education is an obvious example of legitimacy of the physical education process, as well as meeting the needs of development and health of children and youth.

In my opinion, the quality and effectiveness of physical education in school is also determined by the level of content, methodology and organization of physical education lessons. Unfortunately, many contemporary school physical education teachers often forget this.

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