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**INTERACTIONS CONCERNING PEDAGOGICAL APPROACHES IN
PHYSICAL EDUCATION**

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Abstract

Physical Education is one of the most exciting and dynamic subjects in modern times. This subject has changed dramatically during the last 50 years. It has expanded in different areas from school to non-school settings and from school-aged children to people of all ages. Earlier, physical education was generally understood as physical activities either in school timetables or some free hand exercises, games, sports, racing, swimming, etc. If we look at the Indian history of physical education after Independence, several schemes were launched by the Government of India for schools, where every student must participate in physical activities. The fitness boom and the wellness movement exemplify the growing interest in games and sports. 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 academic 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 the child's health.

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

Various Definitions of Physical Education:

The National Plan of Physical Education (1956) defines physical education as a means to ensure a child's overall well-being—physically, mentally, and emotionally—while also fostering personal and social attributes that promote harmonious living and responsible citizenship. The plan highlights that physical education should contribute to shaping well-rounded individuals with a strong sense of civic duty and service.

The Ministry of Education and National Planning for Physical Education and Recreation asserts that the primary goal of physical education is to enhance a child's physical, mental, and emotional fitness. Additionally, it should instil qualities that enable individuals to interact positively with others and contribute to society. The programme should focus on nurturing responsible citizens through structured physical education.

According to the Central Advisory Board of Physical Education and Recreation, physical education is an educational approach that utilizes physical activities to develop a child's complete personality, ensuring growth in body, mind, and spirit.

Sports, physical education, and related disciplines play a crucial role in the learning process and should be considered when assessing student performance. There is a need for a robust nationwide infrastructure to support physical education, including playgrounds, equipment, trained coaches, and qualified physical education instructors. In urban areas, available open spaces can be transformed into play areas. Establishing dedicated sports institutions and hostels can help provide specialized training in sports alongside academic education. It is also important to recognize and encourage students who excel in sports and to promote traditional indigenous games.

Charles A. Bucher defines physical education as an essential component of the overall education system. He describes it as a field aimed at fostering physical, mental, emotional, and social fitness through carefully chosen physical activities that align with these developmental objectives.

Motor Development:

The objective of motor development refers to the neuromuscular relationship of nerve or nerve fiber 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, affect 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 has good motor movements may perform daily routine work very effectively without undue fatigue and laziness and feel 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 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 settings and from school-aged children to people of all ages. Earlier, physical education was generally understood as physical activities either in school timetables or some free hand exercises, games, sports, racing, swimming, etc. If we look at the Indian history of physical education after Independence, several schemes were launched by the Government of India for schools, where every student must participate in physical activities. The fitness boom and the wellness movement exemplify the growing interest in games and sports. 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 makes wise decisions at the right time and in the right spirit. Mental development objectives deal with a person's ability to think correctly and act wisely and skilfully in all situations of life. Various activities conducted in physical education classes not only require physical strength but also 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 especially become intense. For example, joy means intense pleasure. A child needs to develop confidence, and 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 for 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 each player must 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 to 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 keys 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 that 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 behaviour, impressing, disciplining, counselling, directing, and inspiring. Good teaching is a process of producing end products 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 a pedagogical approach to teaching, students can have a better chance and can engage in 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, and learning styles.

Importance of Pedagogical content knowledge of teacher:

For a teacher to be good at what they do, they need to know enough about the subject they teach. A big part of what you need to know to teach PE is about the rules and conventions of the activity, as well as its strategies and skills. Shulman (1987) says that teachers should have general knowledge of students, general knowledge of how to teach, local knowledge about the students they teach, and knowledge of the curriculum's content. They should also be able to turn their knowledge of the curriculum into ways that help students learn. This kind of knowledge is called "pedagogical content knowledge." Content knowledge and pedagogical content knowledge help people decide what to teach and how to teach it. Teachers who are good at what they do must know a lot about the things they teach. Active teachers spend as much time as possible on teaching the material and give every student enough chances to learn.

Researchers (Dodds, 1994; O'Sullivan, 1996) have shown that teachers who know more about both the content and how to teach it are better able to help a wide range of students, organize activities, spot and correct common mistakes, and plan for remedial activities. Rink (1993), Siedentop (2000), and Tannehill (2000) all say that what a teacher does in a PE class can be put into three main groups. There are three types of these activities: those that teach students about the subject matter, those that organize and manage the learning environment and lesson so that students behave properly, and other activities that help create and keep an effective learning environment. Instructional activities are directly related to what the teacher knows about the subject and how to teach it. Active teachers create learning tasks that are interesting to students, give the right amount of information effectively and efficiently, and get students practicing quickly (Siedentop and Tannehill, 2000). Teachers' involvement in PE class can be well described by the above qualities of an effective teacher, which are directly linked to students' learning outcomes and their 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 are the focal point and the activity is the medium through which instruction is 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 sports 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 events, 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 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 is 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 sports issues and topics in a variety of contexts.

Learning experiences occur both in the classroom and the gymnasium.

Mostly implemented in New Zealand, Australia, and England.

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, and 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 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 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 to ensure optimal conditions for the learning and development (health) of the students.

Pedagogues and teachers must direct and educate students about health and physical activities, by intensifying exercise in physical education classes and 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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