Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva / Italian Journal of Health Education, Sports and Inclusive Didactics - ISSN 2532-3296 - Anno 5 n. 1 Supplemento - gennaio - marzo 2021 - ISBN 9788860224011 - CC BY-NC-ND 3.0 IT - : https://doi.org/10.32043/gsd.v5i1_sup.395

EDUCATIONAL OPERATION IN RELATION TO TEACHING METHODS IN PHYSICAL EDUCATION

L'AGIRE DIDATTICO IN RELAZIONE AI METODI D'INSEGNAMENTO IN EDUCAZIONE FISICA

Gaetano Altavilla
University of Salerno, Italy
galtavilla@unisa.it

Abstract

In the field of teaching, when we talk about method we generally refer to a series of intentional and organized actions that are implemented to achieve the set objectives, through the choice and use of means and contents that can favor learning. . The teaching action of the teacher will be all the more effective the more adequate the working method is adopted. The term "method" is often connected to the terms "deductive" and "inductive", therefore the distinction made between directive and non-directive style places the accent on the direct intervention of the teacher, while the other on the assumption by students of many aspects of the teaching function. Physical education teaching methods find their origin in the two classic forms of deduction (managerial style) and induction (non-directive style). The teacher must know how to adopt different styles and methods according to the didactic needs, as there are no better styles and methods than others but choices suitable for achieving different objectives.

Nel campo dell'insegnamento quando si parla di metodo ci si riferisce generalmente ad una serie di azioni intenzionali e organizzate che vengono messe in atto per raggiungere gli obiettivi prefissati, attraverso la scelta e l'utilizzo di mezzi e contenuti che possono favorire l'apprendimento. L'agire didattico dell'insegnante sarà tanto più efficace quanto più adeguato sarà il metodo di lavoro adottato. Il termine "metodo", viene spesso collegato ai termini "deduttivo" e "induttivo", pertanto la distinzione fatta tra stile direttivo e non direttivo pone l'accento sull'intervento diretto dell'insegnante, mentre l'altro sull'assunzione da parte degli allievi di molti aspetti della funzione docente. I metodi d'insegnamento dell'educazione fisica trovano la loro origine nelle due forme classiche della deduzione (stile direttivo) e dell'induzione (stile non direttivo). L'insegnante deve saper adottare stili e metodi diversi in base alle esigenze didattiche, in quanto non esistono stili e metodi migliori di altri ma scelte adatte al raggiungimento di diversi obiettivi.

Key words

Methodology, Learning, Objectives, Assessment.
Metodo, Apprendimento, Obiettivi, Valutazione

Introduction

Moving to learn is the most shared purpose in the school environment (Gallahue & Cleland, 2003), it includes the learning of motor skills and gestural and mimic skills, knowledge regarding the activities performed (relationships between tasks performed, tools used, regulations, spaces, ways to be physically active, etc.); therefore physical education is conceived as a context and means to learn (Colella, 2011). Teaching has as its central goal the learning process. The teaching activities of the teacher must ensure that the students' learning follows the educational paths and realizes the contents and the established objectives. Therefore, the curricular design of physical education requires teaching based on scientific evidence and recognized good practices to highlight the contribution to students' learning processes, define objectives, methodologies, and interdisciplinary relationships (Colella, 2016). For this purpose, the teaching activities of the teacher will be the more influential, the better the working method (Raiola et al, 2016) is adopted. One of the aspects to consider in the teaching of physical education (D'Elia, 2020) concerns how to perform the functions that belong within the teacher's role and more precisely, defined as teaching styles (Bozzaro, 2000). In general, the common element of the various approaches is the decision-making aspect and the assumption of responsibility, within a range that goes from maximum directivity to non-directivity; different graded styles about the number of decisions and responsibilities assumed by both the teacher and the pupils, based on the planning of the process, the execution of activities and evaluation (Mosston & Ashworth, 1994). Other models, such as that of presenting six different forms of teaching (Siedentop & Tannehill, 2000) and that of Sotgiu and Pellegrini (1989), in the latter, regarding the typical concepts of the teaching style, the term "method" is used, linked to the words "deductive" and "inductive". The idea of style appears broad in educational assignments. There are several interpretations, but in general, the common element of the various approaches concerns the decision-making aspect and the assumption of responsibility (Madella et al, 1994); therefore, the distinction made between directive and non-directive style places the first on the direct intervention of the teacher, while the other on the assumption by the students of many aspects of the teaching function (Rink, 2002). In directive teaching, maximum importance is given to the role of the teacher (D'Elia, 2019), who is always able to control the activity he carries out and both the group of students. This modality guarantees at all times awareness not only of what is being done but also of how and why it is done; it allows effective use of teaching time and is essential when it is necessary to check the safety in the execution of certain activities. This can, however, lead to low student involvement and a low level of autonomy. In non-directive teaching, the teacher must always be in possession of adequate information to be transmitted to their students, but it is the latter who, according to their abilities, independently discover the knowledge and, with the guidance of the teacher, have adequate experiences different developmental and maturation stages reached. A non-directive mode favours the development of autonomy and stimulates spontaneity and creativity (Altavilla et al, 2014); allows the participation of each student according to their possibilities (D'Isanto & Di Tore, 2016) and determines a high cognitive and emotional involvement, which in turn encourages greater awareness of the results achieved.

The teacher has some motivating reasons for having to use more than one teaching style:

- each teacher, in the course of their experience, structures a preferred teaching style (Altavilla & Raiola, 2017), based on their personality characteristics, on what they think, and on personal beliefs relating to the teacher / student relationship. In some situations, however, this method may be inadequate, and the possibility of interacting differently with students becomes necessary. Furthermore, the desire of teachers to further enrich their educational skills leads them to experiment and use other forms of intervention;
- each student is a specific individual, with their own needs, characteristics, aspirations and learning methods. If the teacher wants to try to give an answer to each one, he must go beyond his own idiosyncratic style and thus favour the development of the potential of all students;
- The scholastic curriculum is rich in objectives related to a wide range of skills and

abilities: for example, it can include the learning of specific technical skills of sports disciplines, the synchronization of movements in-group choreographic activities, the acquisition of skills expressive, the development of skills in the area of health and well-being (Tiziana et al, 2017). This wide variety of objectives requires the use of different teaching styles, each with its own specific structure that favours particular learning aspects;

- Finally, the need for a conceptual framework for teaching (Gaetano, 2012). The teaching styles refer to two fundamental aspects of human motility: the ability to reproduce pre-existing movements and models and to discover new movements, create original models, generate new knowledge. All people, with varying degrees of depth and speed of processing, possess these skills. Every physical and sport activity contains aspects that can and must be taught with teaching methods that stimulate production, discovery and creativity. The fundamental question in teaching is not the best style, but rather the appropriate style to achieve a given goal in a certain contextual situation.

Methodological approaches

One of the main points of the complex teaching-learning process is represented by the methodological problem, that is, how to organize and implement all the proposals that will serve to achieve the proposed objective, what attitude to adopt, when and how to intervene in corrections. The current teaching methods of physical education have their origin in the two classical forms of deduction and induction.

Deductive methods (directive style)

- prescriptive - directive method
- mixed method (synthetic-analytical-synthetic)
- method of assigning tasks

These methods give great importance to the role of the teacher who not only proposes but indicates the solution of the motor task to be solved. The advantages are represented by the easy control of the development of the learning time program, making corrections more targeted to the single actions and / or to the single gesture. However, they also have disadvantages such as excessive prescriptiveness and directivity, which limits and often inhibits pupils' creativity.

Inductive methods (non-directive style)

- method of solving tasks
- method of guided discovery
- method of free exploration

These methods are characterized by the freedom left to pupils in finding the solution to the motor task, albeit with a guide that the teacher can provide, but not inhibiting the creative intellectual commitment. An obvious advantage is that they enhance the pupils' creativity, while they have the disadvantage of not efficiently controlling the progress of the program and the learning times are quite long.

Description of deductive methods

The prescriptive-directive method gives extreme importance to the role of the teacher and is centred on the hypothesis that he possesses knowledge and experience to be transmitted to his athletes and generally involves four phases: Explanation, Demonstration, Implementation and Correction.

The mixed-method (synthesis-analysis-synthesis) refers to two traditional deductive moments, synthesis and analysis, integrating and combining them. The teacher-instructor offers students an overview of the game or exercise, then analyzes the individual parts and then puts it all back together. This allows you to acquire sports techniques in a short time and facilitates the individualization and correction of errors.

The method of assigning tasks consists of assigning to athletes, both individually and in small groups, specific motor tasks that are performed independently once the methods of execution have been established. It involves an explanation of what will have to be done, a demonstration of the activity to be carried out and the execution by the athletes, independently, of the assigned tasks. There are risks of executive approximation if left very free, of low spontaneity of the athletes and excessive repetitiveness.

Description of inductive methods

The method of problem-solving would consist in the teacher's solution, motor situations and not well defined that could be faced by the pupils. It may happen that children will find different solutions to the same problematic situation; furthermore, the teacher will not have to provide any executive model; his speech will be aimed at an intense and meaningful verbal interaction with the students. In a problem-solving context, the game embodies the cognitive aspects in sensory-motor action; they integrate body-mind into situated actions, that is real, non-standardized, in which they participate with personalized contribution, each according to their own means and their own possibility (Ceciliani, 2018). This characteristic seems to support the pedagogical concept of methodological obliquity (Canevaro & Rossini, 1983), according to which the educational proposals must not focus on the level of performance achieved but on the possibility of engaging all the subjects in the proposed task, each on their own level of performance. With the method of free exploration, children are the main protagonists of this inductive method, which essentially consists in the free search for motor experiences. If the teacher is unable to manage the consequences, the teacher runs the risk of playing an almost irrelevant role; its task is to direct the attention and interest of the pupils to a specific motor situation from time to time. There is a serious risk of activating motor and behavioural anarchy. The method of guided discovery has notable similarities with the method of solving problems from which it differs in the "delimitation" of the solution hypotheses of the motor situations posed. The delimitations are set by the teacher within the framework of a series of objectives that he intends to pursue. The problems posed will therefore be determined by the objectives to be achieved; on the other hand, the execution of the actions useful for achieving the objectives set will be left to the creativity, imagination and elaboration of the children. If it is true that there are no absolute answers in the choice of methods, as the discourse is linked to different situations and contexts, objectives, contents and means, it is equally true that no absolute method is to be preferred; perhaps this is true, unique, and correct methodological choice. In primary school, the differences between pupils in the various classes are considerable and require careful reflections and choices (D'Isanto, 2019); in fact, in addition to the evident differences in age, growth and development, different needs emerge on a playful and motor, emotional and relational level (Altavilla & Di Tore, 2016). In a virtuous path, which leads to the end of the fifth primary class towards a high percentage of students "passionate and motivated" towards the practice of physical education, it is necessary to identify some "good practices" that reduce the "communication accidents" that they can take children away from this discipline.

Operational proposal

The significant aspects that the teacher must look for in his teaching activities, for the purposes of learning and development, are represented by versatility and multilateralism. Versatility (linked to methodological aspects), i.e. in the use of different methodologies, always trying to enhance the potential of each method and multilateralism (linked to teaching), i.e. planning and implementation of development activities for all motor skills and learning of the maximum number of motor skills. An example of versatility: it is possible to use various methodological choices in relation to an established path.

Using a mixed route consisting of:

- 10 cones
- 4 circles

- 2 bosu balance
- 1 mattress

A - Mixed method (deductive type choice):
- let's see how the path works
- we show how the various parts of the route are carried out
- we run each part of the route
- we run the entire path.

Multi-purpose effect: poor on a cognitive and emotional level, children are not very involved; good on a motor level.

B - Guided discovery method (inductive type choice):
- let's build the path together
- we "transform" it into a great "game"
- we ask the children how we can use the various tools

Multi-purpose effect: elevated on a cognitive, emotional, social level; less relevant on the motor level.

The teacher who works professionally will have to use both methods "dosing" the intervention:
- it will start from the inductive ones and then move on to the deductive ones (modulating the prevalence)
- will alternate moments of induction with moments of deduction
- will go from easy to difficult
- will go from simple to complex

All these didactic-educational actions must never neglect the observation of the learning context in order to reduce barriers and increase facilitators, so as to make the learning environment as inclusive as possible.

Final considerations

Physical education teaching concerns how to perform the functions that fall within the role of the teacher, and more precisely defined as teaching styles. The methodological approaches analyzed present antithetical aspects, in directivity and non-directivity, different styles graduated in reference to the number of decisions and responsibilities assumed by both the teacher and the pupils, based on the planning of the process, the execution of the activities and the evaluation. The teacher must know how to adopt different styles and methods based on teaching needs, the age of the pupils and educational needs. There are no ideal styles and methods but choices suitable for achieving different objectives. All this can contribute to increasing the positive experiences of students and allow the required opportunities for maximum educational success for all (DPR n.275/1999, Law n.53/2003 and Law n.107/2015). Physical education is being increasingly supported by pedagogy and special pedagogy, for an approach that responds to educational needs, referring to the developmental age and to personal and contextual functional needs; therefore, it is necessary to have and know how to implement a didactic action to always and in any case seek the quality of the training action.

References

Altavilla, G., & Raiola, G. (2017). Qualità dell'insegnamento: influenza dello stile comunicativo in classe. *Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva, 1(Suppl.1),17-25 – Edizioni Universitarie Romane – ISBN: 978-88-6022-332-6.*

Altavilla, G., & Di Tore, P.A. (2016). Physical education during the first school cycle: a brief social psycho-pedagogical summary. *Journal of Physical Education and Sport, 16(2),340-4.*

Altavilla, G., Tafuri, D., Raiola, G. (2014). Some aspects on teaching and learning by physical

activity. *Sport Science, 7(1),7-9.*
Bozzaro, P. (2000). Psicologia Didattica Apprendimento. *Catania: Casa Ed. La Tecnica della Scuola.*
Canevaro, A., & Rossini, S. (1983). Dalla psicomotricità a una diversa educazione fisica. *Torino, Omega.*
Ceciliani, A. (2018). Didattica integrata quali-quantitativa, in educazione motoria-sportiva, e benessere in età evolutiva, *Formazione & Insegnamento XVI – 1 – ISSN 1973-4778*.
Colella, D. (2011). Stili d'insegnamento e competenze motorie in educazione fisica. *CQIA, III, Ottobre, 85-93.*
Colella, D. (2016). Stili di insegnamento, apprendimento motorio e processo educativo. *Formazione & Insegnamento XIV – 1, 24-33 - ISSN 1973-4778*.
D'Elia, F. (2020). Teachers' perspectives about contents and learning aim of physical education in Italian primary school, *Journal of Human Sport and Exercise, 15 (Proc2), S279-S288.*
D'elia, F. (2019). The training of physical education teacher in primary school, *Journal of Human Sport and Exercise, 14, S100-S104.*
D'Isanto, T. (2019). State of art and didactics opportunities of physical education teaching in primary school, *Journal of Physical Education and Sport, 19, 1759-1762.*
D'Isanto, T., & Di Tore, P.A. (2016). Physical activity and social inclusion at school: A paradigm change, *Journal of Physical Education and Sport, 16, 1099-1102.*
Gaetano, R. (2012). Motor learning and didactics into physical education and sport documents in middle school-first cycle of education in Italy, *Journal of Physical Education and Sport, 12 (2), 157-163.*
Gallahue, D.L., & Cleland, F.E. (2003). Developmental physical education for all children, *in Human Kinetics.*
Madella, A., Cei, A., Londoni, M., Aquili, N. (1994). Metodologia dell'insegnamento sportivo. *Roma: CONI SDS.*
Mosston, M., & Ashworth, S. (1994). Teaching physical education (4th ed.). *Columbus, OH: Merrill Publishing Company.*
Raiola, G., Tafuri, D., Lipoma, M. (2016). Teaching method indication for education and training of sport skills, *Mediterranean Journal of Social Sciences, 7(2 S1), 421-424.*
Rink, J.E. (2002). Teaching physical education for learning. *New York: McGraw-Hill.*
Siedentop, D., & Tannehill, D. (2000). Developing teaching skills in physical education (4th ed). *Mountain View, CA: Mayfield Publishing Company.*
Sotgiu, P., & Pellegrini, F. (1989). Attività motorie e processo educativo. *Roma: Società Stampa Sportiva.*
Tiziana, D., Antonetta, M., Gaetano, A. (2017). Health and physical activity, *Sport Science, 10(1), 100-105.*