

Methods of teaching physical education

The teaching method of physical education is not same with that of teaching other general subjects. Here the teacher does not always need a class room to teach. Apart from class room instruction a physical education teacher has to take classes in play ground, gymnasium, swimming pool, Yoga hall, track and field for doing various indoor and outdoor activities. Therefore the teacher needs to apply different methods while teaching such activities. No single method is adequately suited to teaching all activities. Besides, the selection of methods for teaching physical education is also influenced by a number of factors. Some are stated below -

Factors affecting selection of teaching physical education:

- Level of students
- Category of institution
- Availability of facilities
- Availability of time
- Provision of space
- Content to be taught
- Efficiency of the teacher

Thus in order to make teaching effective the teacher needs to consider those factors and make judicious selection. The methods of education can broadly be divided into two parts -

A. Methods in teaching the cognitive phase of physical education - It includes the following methods:-

- i. Lecture method
- ii. Discussion method
- iii. Demonstration method
- iv. Project method
- v. Whole method

B. Methods in teaching the psycho motor phase of physical education - It includes the following methods:-

- vi. Inductive method
- vii. Deductive method

Some of the above mentioned important methods are briefly discussed below-

- i. **Lecture Method:** Lecture method is one of the oldest and common methods of teaching physical education. It lays emphasize on verbal presentation of teaching contents by the teacher to a large group of students. Here the teacher is more active and the students remain passive listeners. It has limited use in

teaching physical education. Only while giving theoretical or historical background of various games and sports, physical exercises it is used by the teacher or health instructor. Lecture method is more effective in teaching physical education when it is combined with other methods.

- ii. **Discussion method:** It is mostly applicable for senior standard. In physical education it is used for collaborative exchange of ideas among teacher and older students. Analysis on rules of games and sports, tactics and techniques of performance of game strategies and officiating, time and space management for physical activities do require a good discussion. The exchange of ideas and experience trains the students to stimulate reflective thinking, examine and assimilate the minutest details of the activities they are required to learn and perform.
- iii. **Demonstration method:** This is the most preferable method of teaching physical education. It is an aspect of command method and has its roots in the theory of learning by Imitation. Demonstration implies the presentation of a pre arranged series of events to a group of students for their observation. The physical teacher practically demonstrates how to do exercises with right postures, kick a ball, run in the field, smash a shuttle etc. It enables the students to acquire knowledge in first hand form and to perform independent exercises and sports activities later on. This way the students acquire necessary theoretical and practical knowledge and skills together.
- iv. **Project method:** This is one of the modern methods of teaching where the students occupy the pivotal position in the teaching learning process. It is carried out in a natural setting and takes the the four walls of class room. This method encourages investigative, realistic and experimental learning. The projects are planned and executed by the students groups under the guidance of In physical education the teacher may use this method by keeping it open ended where students are allowed to create something new. For example create a new game for the class, designing and using a running course around the campus, create a plan for the healthy life style etc.
- v. **Whole method:** It is the use of analytical and synthetic methods. It is used by the teacher if the exercises that are being adopted cannot be simplified without disturbing the coordination essence. Firstly the skill is demonstrated and then practiced as a whole from the staring to the end. It helps the students to get a feel for the skill, timing and action. It is best suited for fast skills like javelin throw, high jump where the skill cannot be separated into sub parts.
- vi. **Inductive:** Inductive method makes use of student 'noticing'. According to this method parts of the skills are practiced in isolation before being linked together and expanded. It keeps motivation and focus on specific elements of the skill For instance in the triple jump, the hope is practiced and learned individually before the skip. Finally the jump will be learnt individually and then tagged on the end of the skip.
- vii. **Deductive method:** In deductive method rule is first accepted and then applied to a number of specific physical activities. The student does not discover the

rule but develops skills in applying the same. In physical education the teaching method can either be inductive or deductive or some combination of the two.
