

TEACHING SPORTS IN PHYSICAL EDUCATION

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Abstract: *The methodology used in sport teaching influences not only the students' technical and tactical learning, but also psychological and social dimensions such as enjoyment. We aimed to analyze the effects of interventions using conventional and non-conventional sport teaching methodology on students' enjoyment/fun, through a systematic review and meta-analysis.*

Key words: *Warm up, cool-down, endurance, agility, strength, flexibility, balance, technique*

Introduction

The search was carried out following the PRISMA Statement in the databases of Web of Science, PubMed, Scopus, Sport Discus, Eric and Psyc Info. A total of 1,481 documents were obtained, with the addition of 5 more which were identified in the reference lists of the articles found in the databases. Eleven articles were considered to meet the inclusion criteria. The meta-analysis yielded a moderate effect size of 0.72, and a 95% CI from 0.48 to 0.96 in favor of non-conventional teaching methods, highlighting the model of sports education.

Methods

Nevertheless, the heterogeneity of the interventions was large and the quality of the evidence, according to GRADE, was very low. In conclusion, the use of non-conventional models in sport teaching with the aim of increasing the enjoyment/fun of boys and girls is advised. These offers could be useful for teachers and sport coaches to increase the enjoyment/fun of their trainees during sport practice.

Over the last years, the Attainment Goals Theory (Nicholls, 1989) together with the Self-Determination Theory (Deci and Ryan, 2000) and Vallerand's (2001) Hierarchical Motivation Model have examined the motivational process of physical education students, highlighting that the interpersonal style of the coach may influence this process. It is known that during adolescence there is a significant decrease in the motivation and participation of boys and girls (Sallis and McKenzie, 1991). This issue is vitally important when boys and girls learn to play a sport (sport initiation), in physical education classes. At this stage of training it is essential that boys and girls have fun practicing sports, as this will facilitate adherence (Ortega et al., 2014).

Although, the teacher faces the difficult challenge of getting their students to enjoy and have fun in physical education. This question is essential, since enjoyment/fun are fundamental aspects of learning (Baena-Extremera et al., 2012b). In this sense, sport can

be a means of great value, as it is often seen as a facilitator of enjoyment and fun in boys and girls. On the other hand, although enjoyment/fun and motivation are closely related, they are not concepts meaning the same thing (Wiersma, 2001). In this way, Scanlan and Lewthwaite (1986) and Fairclough (2003) consider that enjoyment/fun differs from motivation and should therefore be seen as a broader and more inclusive construct. In addition, enjoyment/fun has also been associated with intrinsic motivation (e.g., feeling of affiliation with peers, positive social interactions), with extrinsic aspects (e.g., competition, social recognition of sports achievement) and with a flow state (Wiersma, 2001). Moreno et al. (2009) define enjoyment/fun as the meaning people give to the activities performed, while motivation, according to Valle et al. (1997), is what makes an individual decide to do something in order to achieve a goal he or she has set for him or herself. Enjoyment is “a positive affective response to the sport experience that reflects generalized feelings such as pleasure, liking, and fun” (Scanlan et al., 1993, p. 6). Accordingly, Harwood et al. (2008) state that the individual goals students set for themselves can affect their motivation, effort, enjoyment, and level of physical activity. Sometimes there is a tendency to differentiate between play and learning, which is why teachers may sometimes consider motivation and enjoyment/fun to be unrelated (Gros, 2009). However, as Ntoumanis (2005) believes, when individuals have fun, they tend to be intrinsically motivated and tend to attribute more importance to the subject matter and, as a consequence, they learn more. In this sense, enjoyment gives rise to a positive reaction to participation, and may enable researchers and practitioners to ensure a positive experience for young athletes (Wiersma, 2001).

Result

Similarly, Hassinger-Das et al. (2017) consider enjoyment/fun to be a key element in engaging children, maintaining their interest, and enhancing their learning, while Baena-Extremera et al. (2012b) state that motivation, satisfaction, and fun are crucial in order to learn. Along these lines, Riera (2010) claims that the characteristics of the tasks, the functionality of the student, the dispositional factors and the information conveyed are factors influencing the student's enjoyment/fun when learning a particular sport. For this reason, Alarcón et al. (2010) consider that the tasks should be sequences in an ascending progression in difficulty, as this facilitates the learning of a certain skill, which helps to avoid frustration and boredom of students. Accordingly, Baena-Extremera et al. (2016) consider that it is essential for students to enjoy and feel satisfied with Physical Education class, since the intention to practice sport is usually related to enjoyment/fun (Moriani et al., 2006). In this vein, studies carried out by Côté (1999), and Côté and Hay (2002) reveal that enjoyment/fun is a vital determinant of long-term sport participation. In addition, research such as Cairney et al. (2012), Leptokaridou et al. (2015), and Jaakkola et al. (2017) show that higher levels of enjoyment/fun in physical education classes lead to more motivated and engaged participation, and a significant increase in regular physical activity outside of school.

Discussion

When I play football, I become more active and attentive. This enhances my concentration in class and improves my academic performance. The exposure I gained through sports has also helped me to learn more about culture through interaction with people from different social backgrounds making it easier to tackle examinations related to social studies, Fatuma Baya – Moving The Goalposts (MTG) beneficiary.

Those who engage in sports also acquire virtues and positive attributes such as team work, self-discipline, increased self - esteem, hard work and determination. Sports also creates a better platform for learners to get education scholarship to achieve their career goals.

Having been a good footballer during her primary education, Mariam Samini from MTG was selected to join one of the best performing secondary schools in the coastal region of Kenya. She was appointed as a leader due to her confidence and leadership skills she expressed during her time in school. Mariam is currently pursuing her higher education supported by MTG; a sport for development organisation that empowers girls and young women through football.

The use of drills have proved to be very effective in passing information across all age groups especially among children and adult learners including those in vocational schools. Physical exercise and a combination of football drills with life skill messages make learning fun and enjoyable among learners. It makes it easier for them to grasp content on complex and sensitive topics like sexual reproductive health among other topics thus can be adopted by other sectors to promote specific learning objectives, such as science, technology, engineering and mathematics subjects that people presume can only be handled by genius students.

Conclusion

However, when not controlled, sports women and men may feel misused and wasted when they spend most of their time travelling from one region to another to participate in ball games and other organised sports activities. This might result in limited study time resulting in poor performance in their education. To avoid this in the future, learning institutions can adopt a workable plan to ensure that students who participate in sports are allocated extra time for tuition and revision that will enable them catch up with others. Mentorship and motivational talks should also be held to sports people to help them realise that sports without education cannot take them any further.

As Nelson Mandela once said, sport has the power to change the world. When used effectively, sports can not only help us achieve Global Goal 4; Quality Education, but also act as a powerful tool in achieving the other 16 SDGs. It has the power to transform and nurture talents, promotes working team and enhances togetherness.

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