

Short Communication

What Kind of a Physical Education Teacher: A Pedagogue or a Coach?

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Abstract

This compilation is made to discuss physical education concepts, applications and teachers and their places in education systems in the world and Turkey. In the developing and changing world, movement education, sports and physical activity have become a part of human life. The effort to act in a more qualified way has always found its place in both daily life and education. Movement, physical education, and gymnastics activities within the education system that started in 17th century Europe and spread to the world will continue to search for direction. Today, when digitalization is constantly revising human life, it emerges as a result of revising the quality problem of physical education teachers. It may be suggested to train physical education and sports teachers who have gained competence by integrating mechanical muscular skills with metacognitive skills.

Keywords: Physical education, Teacher training, Pedagogy

1. Introduction

Vocational education is one of the subjects that every country is working on. Educational approaches that are up-to-date and that plan for the future are the common endeavors of those who manage education. The search for better, highly qualified and distinctive educator training programs that existed in the past, is present today and will continue to exist in the future. Unusual new situations (such as the COVID-19 outbreak) require new perspectives on vocational education. The training needs of the trainers are changing and developing day by day.

1.1 Pioneering Initiatives in Movement and Physical Education

The movement and physical education philosophies, which form the basis for physical education programs in schools, have always given clues about whether the physical education teacher will be trained as a pedagogue or trainer in the sector. Trends in the world also determine the direction of the physical education teaching profession. With the models and studies they have developed to spread movement (physical) education in the fields of dance, aesthetics, health, military and education; Johann Christoph Friedrich GutsMuths (1759-1839), Friedrich Ludwig Jahn (1778-1852), François Alexandre Nicolas Chéri Delsarte (1811-1871), Luise-Charlotte (Liselott) Diem (1906-1992), and Rudolf von Laban (1879-1958) are considered pioneers. GutsMuths (1793), and Jahn (2010) studied gymnastics-oriented modeling. Concentrating his works, which he named as applied aesthetics, in the field of art; Delsarte, who contributed to critical ideas about the connections between mind, body and soul, also saw the movement as a unity of time, space and movement and was very influential on American dance aesthetics at the time, is considered one of the first of movement (body) education (Brown & Sommer, 1969). Delsarte put forward the idea of parallelism with the movement of two body parts in the same direction and one after the other at the same time. He laid the foundations for many of the future ideas in the field of movement education by laying down the rules of height, force, motion, sequence, direction, form, speed, reaction and extension. Rudolf von Laban, whom movement educators regarded as the true pioneer, was a movement theorist who focused specifically on the concept of effort. Laban believed that the body as a means of expression. Emphasizes that movements that serve a purpose in daily life have a purpose as well as helping everyday life tasks such as sports and games. The four factors of motion (weight, space, time, and flow) defined by Laban formed the basis of what is known as movement education (Abels & Bridges, 2010). Lisolett Diem and her husband Carl, who brought a different perspective to the theorists who modeled ways to use the body effectively such as art, aesthetics, and gymnastics; in the mid-1930s, they established an internationally renowned college (Deutsche Sporthochschule Köln) in Germany to train sports and physical education teachers. The college taught “children to act naturally and effectively in all situations”. Children were encouraged to explore the movement freely, in their own way, according to their developmental stages. The role of the teacher was to provide an environment that supports and nurtures this focus. The teacher used simple equipment such as balls, sticks, ropes, boxes, and benches to help children develop a wide variety of movement responses individually, with partners, or in small groups. By asking questions such as “Who can do this?”, “How can this be done differently?” and by demonstrating an approach that encourages creative thinking, problem-solving, and critical thinking, it can be said that teachers (Brown & Sommer, 1969) lead children to improve their quality of movement.

These views on movement education have contributed significantly to shaping future-oriented educational understanding. The views of movement education pioneers were also reflected in the studies of researchers who worked in this field after them (Gilliom, 1970; Kirchner, 1977; Stanley, 1977; Logsdon et al., 1984). However, it can be said that these studies have critical effects while creating Physical Education curriculums in formal

education.

1.2 Pioneers of Movement and Physical Education in Turkey

While the above-mentioned theorists were carrying out their studies in the 17th century Europe, where movement education found its place in multi-disciplinary fields such as art, aesthetics, gymnastics, and dance, “physical education” activities were carried out in the Enderun School, which was a kind of “Palace School” in the Ottoman Empire. The Enderun School formed the military, civil, bureaucratic, scientific and artistic staff of a six-hundred-year-old empire, and also served as a source for the current American education system, in addition to various cognitive courses, sports training such as wrestling, jumping, running, and archery (Işık & Güneş, 2017). In 1839, some political and social arrangements were made in the Ottoman state system with the Tanzimat Edict, and as a result of these regulations, many new schools were established and teacher training vocational schools were opened. Under the name of gymnastics lesson, European-based physical education and sports were included in the curriculum of military schools and military high schools. The process that started with the education of Selim Sırrı Tarcan in Sweden at the beginning of the 1900s led him to focus on Swedish gymnastics, where physical education and sports practices can be carried out by everyone. Courses were opened for the training of physical education trainers from the Republic period and in the course program; Physical education theory, physiology, anatomy, health science lessons and sports practice lessons (Altuntaş, 2019). Students who are successful in the years 1930-1960 have received training in physical education sent to training to various countries in Europe (Arun, 1990), and thus after the return of these students to Turkey, the creation of qualified manpower in the upbringing of Physical Education teachers in higher education is provided. With the contribution of these staff, studies were carried out on the physical education curriculum in primary, secondary, and high schools, and the first version was implemented in 1968. This curriculum was revised in 1987 and continued until 2006. The contents of the program, in which gymnastics, individual sports, and team sports are taught as “compulsory”, reached 2004 as a cycle from the 19th century. Starting this year, education in Turkey is planned and carried out according to the constructivist philosophy. The curriculum, which was prepared in accordance with the constructivist approach for physical education and sports lessons at all educational levels, has been implemented since 2006. In the curriculum of the relevant courses; it has been stated that it is among the expectations that it guides and supports students in developing their mobility skills, acquires active and healthy living habits, and also enables them to develop their self-management, social, and thinking skills (Ministry of National Education, 2013).

In Turkey, the training of physical education and sports teachers and physical education practices in institutions in formal education; were made depending on the trends in the world. Of course, there are physical education and sports practices with minor changes, although there are no major differences. This situation does not change the perception of the general physical education teacher’s quality.

Physical education; Although under different names such as sports education, physical activity, physical education, and health education, the main goal in training trainers is to train

people in all aspects and create curriculums in which life skills are associated with health.

1.3 Training of Physical Education Teachers

In many countries around the world, the three pillars of teacher training which are vocational knowledge, academic field knowledge and general culture lessons are given. The training of physical education teachers in Turkey is mostly done in the Departments of Sports Teaching at Faculties of Physical Education. This means that teachers are trained with an understanding that is disconnected from Education Faculties. Teacher candidates in sports science faculties cannot make enough use of faculty members from different faculties related to these three pillars.

It is important to make the most effective use of different faculties and academic staff of universities in conducting basic field knowledge and general culture lessons in teacher education. Otherwise, the current situation causes the training of teachers who have insufficient general culture and field knowledge. It is impossible for a pre-service teacher whose general knowledge and field knowledge are insufficient to receive a very good teaching profession (Sağdıç, 2020). In a recent study on the qualifications of a physical education teacher (Saçlı et al., 2009), teachers' personal qualities; Being open to criticism, understanding the student in every subject, and having a broad perspective are among the most important ones.

In Turkey, the criterion to be a physical education and sports teacher is to be a graduate of higher education. For this, candidates must first get at least 150 points from the higher education entrance examination (YGS), which is conducted at the national level, in which academic skills are measured. Secondly, candidates must take the special talent exams conducted by universities and be successful. Special talent exams are conducted according to the criteria determined by each university's own senates (Kamuk, 2019) in higher education, physical education teachers who are competent to carry out the primary, secondary and high school physical education curricula, which are defined above, are trained.

2. Results

Models such as STEM (Science, Technology, Engineering, Mathematics) and PYP (Primary Years Programme), which give physical education and sports activities a complementary role in the education system, emphasize that all elements should be guided in the construction of knowledge in students. It questions whether the physical education teacher, who will guide models such as STEM, PYP, TGfU (Teaching Games for Understanding), which are among the rising trends of education in recent years, has this competence. Especially in the COVID-19 pandemic process, digital competence is another issue that physical education teachers are also questioning. It is clear that in formal education institutions, which are seen as the source of future athletes, physical education teachers have quite complex but also multiple job descriptions. Here is the question; is a physical education teacher a professional person with a strong pedagogical aspect in a complementary role in education systems, or is he a sports-oriented coaching counselor?

Countries that have curriculums that can be quickly adapted to the changing world conditions,

and physical education professionals who are cognitively competent, who have metacognitive skills, who can transfer interdisciplinary applications to their field knowledge will shape the physical education and sports of the future.

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