



# Ita. J. Sports Reh. Po.

Italian Journal of  
Sports Rehabilitation and Posturology

## Teaching methods in teaching physical education

Nikola Aksović<sup>1</sup>, Bojan Bjelica<sup>2</sup>, Ljubinko Jovanović<sup>3</sup>, Ljubica Milanović<sup>2</sup>, Milan Zelenović<sup>2</sup>

<sup>1</sup>*Faculty of Sport and Physical Education, University of Niš, Serbia*

<sup>2</sup>*Faculty of Physical Education and Sport, University of East Sarajevo, Bosnia and Herzegovina*

<sup>3</sup>*Primary school „Branko Radičević“, Kraljevo, Serbia*



**Abstract.** *Physical education as a specific educational area, in addition to didactic methods, has a need for special methods in educational work. The primary purpose of this review is to show the importance and role of teaching methods and methods taken from sports training in the teaching of physical education. The method of practical practice is considered the most important because most tasks are accomplished through practice, while the method of living words and the method of demonstration are more used in the initial phase of learning. Also, the methods taken from sports training (methods of standard repetitive exercise, methods of variable exercise) have an important role. Original longitudinal research provides a greater opportunity to discover new scientific laws, which is a recommendation to future researchers on this topic.*

**Key words:** *teaching, methods, students, primary school, physical education*



**Citation:** *Nikola Aksović, Bojan Bjelica, Ljubinko Jovanović, Ljubica Milanović, Milan Zelenović - Teaching methods in teaching physical education; Ita. J. Sports Reh. Po. 2023; 10 (24); 3; 3; 2452 – 2464 ; ISSN 2385-1988 [online]; IBSN 007- 11119-55; CGI J OAJI 0.201). Published Online. Open Access (OA) publishing.*  
**Authorship Credit:** *“Criteria authorship scientific article” has been used “Equal Contribution” (EC).*  
**Correspondence to:** *Dr. Bojan Bjelica, Faculty of Physical Education and Sport, East Sarajevo Alekse Santica 3, 71420 Pale, Bosnia and Herzegovina - Tel.: +38765057961 - Email : vipbjelica@gmail.com*



## Introduction

One of the basic problems in physical education classes is the realization of the curriculum. The distribution and concretization of program tasks in the teaching of physical education for a large number of teachers is complex and even difficult when the requirements of modern teaching are taken into account. In physical education, there are programs and methods that enable the complex study of personality as well as their relative transformations. It is certain that general attitudes and physical development are shaped in school and throughout life through various influences. It is quite justified to ask the question: Does organized and programmed exercise affect physical development and to what extent? Considering that the programs of physical education classes in primary schools were based on the attitude that a larger amount of motor information is obtained from a larger number of various physical activities, students are not able to master them, and due to the insufficient amount of repetition, it does not have a major effect on physical development. The current efficiency of physical education classes in primary schools is not at the required level<sup>1,2</sup>. The quality of physical education in primary schools, based on the available data, is such that it not only does not sufficiently express the desire for comprehensive physical exercise, but it lacks adequate intensity and explicitly better organization (lack of gyms, teaching aids). and props, insufficient material resources for their procurement, lack of motivation of students with the development of modern technological innovations and Internet social groups that create hypokinesia in students). A large number of tasks in the curriculum cannot be realized even by the planned annual work programs in schools for objective reasons. Organized physical exercise has a positive effect on the anthropological status of students, in order to transform it in the desired sense and scope<sup>1,3</sup>.

Certainly the most important factor in the teaching of physical education of all anthropological abilities and characteristics are motor abilities. Recent scientific research shows that physical exercise is an effective tool that has a positive effect on the development of motor skills of students<sup>4-10</sup>. However, Jovanović (2013) points out the lack of exercise, especially in sensitive periods of development, when physical exercise is decisive in the formation of motor abilities<sup>1</sup>. The negative effects of insufficient weekly hours can only be mitigated by adequate planning and implementation of each physical education class, improvement of material and spatial conditions



for the implementation of planned contents and permanent training of staff with mandatory monitoring of their work and evaluation of student achievements in motor skills transformation and sports-technical achievements. Zrnzević (2007) also points out that physical education classes are not efficient enough, ie they have little impact on motor skills<sup>11</sup>.

The primary purpose of this review of current literature is to show the importance and role of teaching methods and methods taken from sports training in the teaching of physical education.

## **THEORETICAL CONSIDERATION OF THE PROBLEM**

### **The concept of teaching methods and practical experience**

Learning different movement techniques and elements from various sports in the teaching of physical education are closely related to education, so it can be said that the education of students does not go without education. Learning in the teaching of physical education is a change of the individual caused by exercise and the environment, and caused by the needs of the individual who is changing. Given that the physique class education lasts 45 minutes, "transitional operational provision of teaching and physical education teachers, then we have enough reason to deal with teaching structures and norms whose application may result in the lesson being better formally shaped and technically correct, and more importantly that the essential effects of that class on the anthropological status of students be greater"<sup>2</sup>. Questions about the most effective ways of learning in physical education classes that raise the success of learning to a higher level, can be seen in teaching methods and consistent application of teaching principles. The term teaching method represents "scientifically verified ways and procedures of work of teachers and students in the teaching process, which provide optimal conditions for rational and efficient teaching, full realization of teacher or expert didactic creativity, maximum manifestation of the student's or participant's individual-collective activity and complete development of the student's or participant's personality"<sup>12</sup>. Leskošek (1980) tries to explain the same concept as: "The system of procedures, ie ways and means by which individuals are taught knowledge, habits and skills, and by which individuals determine these"<sup>13</sup>. The final explanation of the term method = path, way) is that they are most often understood as a path, a planned procedure in the study of facts or most often as a way of presenting the teaching content. More precisely, they are the basic way in which the goal of teaching and many tasks of the teaching process are realized. However, in the



classroom, information, instructions and messages must be constantly exchanged between teachers and students (interaction), which tells us that teaching methods in the modern approach can be understood as a process of exchanging messages and information in class. In any case, teaching methods will determine the course of the teaching process as well as the realization of certain contents of physical education classes. Didactics, as a science of education, has created several teaching methods that are used in general education subjects in primary and secondary schools. A detailed description of teaching methods will be presented in the following chapters.

## **TEACHING METHODS IN TEACHING PHYSICAL EDUCATION**

With the development of physical education, teaching methods also developed. Bearing in mind that through the teaching of physical education can only influence the proper growth and development of students, their motor and functional abilities, the choice of effective methods is a real problem. Teaching methods derive from teaching practice because each teacher is constantly researching and supplementing them with various innovations. Which teaching method the teacher will use depends on the specific tasks in the class, on the character and specifics of the teaching contents, on the level of abilities and preparation of the students, motor abilities and external conditions. Experience from practice shows us that all methods are interconnected, often complementary and often used interchangeably. In the teaching of physical education, methods taken from general didactics are mainly used, but since physical education as an educational area has its own specifics, therefore there is a need for special methods in educational work with primary school students. It is up to the teacher to decide which methods to apply, which gives him the opportunity to constantly research and innovate in the methods he applies.

Kragujević (1987) points to the following teaching methods in the teaching of physical education<sup>14</sup>:

- the method of verbal communication or the method of "living words",
- demonstration or illustrative method,
- method of practical exercise,
- combined method,
- play as a method,
- method of imitation and dramatization.



Milenković and Simić (2009) distinguish the following methods in teaching physical education<sup>2</sup>:

- living word methods (oral presentation, verbal communication),
- methods of presentation and observation (obviousness, demonstration, showing and illustration),
- methods of practical exercise - analytical, synthetic and complex method.

In the following chapters that follow in this review, the teaching methods of Milenković and Simić (2009) will be presented and explained in more detail.

### **The method of living words - verbal communication**

The method of living words has an important role and can be used in all forms of teaching, because choosing the right words at the right time can have a very stimulating effect on the motivation and work of students. It should be constantly emphasized that physical education classes are not just mechanical movement and movement of the body and parts of the human body in a certain space, but that it is a process that is initiated, regulated as an exchange of opinions, as communication that has certain effects on children and youth. that it is “verbal communication. The living word of the teacher is irreplaceable when students are asked three questions that are crucial for every physical movement: What is physical movement? What is it for? How is it used?

2,15,16

In the teaching of physical education, the word has: a formative, corrective and stimulating role, so this method is applied through description, explanation, analysis and conversation. Describing is applied in the initial stages, before the beginning of the training of an element. When students need to create a true picture of a given movement, it is also the first step by which students get acquainted with what and how a given action should be done. Explanation is the dominant form of this method used in the initial stages of training, especially when demonstrating given elements. The explanations that go along with the interpretations must be clear, understandable, accurate and precise, adapted to the age of the students, and their psychophysical abilities. Professional terms should be used that must be understandable to students in order for all this to have a positive effect. By analyzing in terms of efficiency and effectiveness, the teacher can achieve a lot by emphasizing possible mistakes. By talking and analyzing with the students, the



teacher makes a correction and stimulates the students with correctly chosen words before, during and after exercise. There is another special group of (methodical) procedures present in teaching that are included in the verbal method. We usually call these verbal contacts impulses, and we use them with the aim of encouraging or directing the students' attention to certain moments that can be of crucial importance for successfully mastering the exercise<sup>2,15,16</sup>.

### **Method of presentation and observation-Demonstrations**

This method plays an important role in the processing of new material when students need to gain a visual idea of the exercise that they need to reproduce later. In order for children to learn a certain exercise, it is not enough to just give a description of it and ask the children to do it, but it is also necessary to show or demonstrate it. In the professional literature, this method is also called the method of obviousness. In the teaching of physical education, it is most represented in the form of a direct demonstration (presentation) by the teacher himself, which tells us that in addition to the fact that the first step between students and exercises is realized in words, visual communication is most present. It is used in the initial stages of training certain physical movements or exercises. It contains the following forms: showing, showing and illustration in a physical education class. Demonstration (demonstration) is the basic method in the process of training a new element. However, it is necessary to distinguish between showing and showing and illustration in which there is also visual communication<sup>2</sup>.

Showing is seeing the authentic, that is. observation of moving activities that take place, for them, in authentic conditions (sports fields, gymnasium, stadium, competition). This means that when we want to show students a phenomenon, we have to put them in a situation to see it in all its authenticity. If we are not able to show a certain phenomenon, then for a good part of the program content from physical education, instead of showing, we will use showing<sup>2</sup>.

Demonstration is an attempt by a teacher to present certain phenomena or movements as technically correct as possible, but in conditions where the physical education class is realized. In this way, the teacher can successfully present certain motor forms that will enable students to better and more successfully understand and comprehend the technique of an element or physical movement. It can be said that the presentation is the basic didactic method in the physical education class. The presentation in the physical education class can take place in two ways: directly and indirectly<sup>2</sup>.



As a didactic term, illustration is very close to representation. The illustration should not be understood in its original meaning and should not be equated with the use of any artistic contribution. The illustration is related to a detail that is part of that whole, but for some reason it is less visible or even invisible, and it is very important. The relationship between representation and illustration can be presented as a relationship between the general and the special. It is related to indirect presentation, because it is the only way to deal with one isolated and isolated part of the exercise<sup>2</sup>.

### **Methods of practical exercise**

The method of practical exercise is based on practical exercise in order to acquire motor skills, habits and abilities. The goal of the training is for students to master motor skills, abilities and habits as soon as possible after multiple repetitions. This method connects theory and practice in which students acquire the necessary practical and theoretical knowledge, skills and habits in the field of physical education, as well as to directly train students for later independent exercise and sports activities, which, of course, increases motor levels, functional and sports-technical achievements of students. The teacher is obliged to plan, organize and implement these methods with his direct control of the work. The practical exercise of students is determined by several methods that are created by observing them from the aspect of whether certain movements that are processed are performed and practiced as a whole or in parts, or whether a combination of the first and the second is present. In that sense, we distinguish: synthetic, analytical and combined method<sup>2,15</sup>.

### ***Synthetic method***

The synthetic method of practical exercise enables the training of the exercise as a whole, as it is demonstrated and as the idea of it is created. At a younger school age, this method enables children to perform motor tasks in their entirety in their own way, without disturbing the logical connection of individual phases. Students of this age generally observe all phenomena in their entirety and their abilities of analytical thinking are still quite modest. Teaching contents for this age are simpler, which enables their faster adoption in its entirety. This method is considered the leading one and is most often applied in the final phase of training in the adoption of motor skills, skills and habits. In the initial phase of training, it is applied only if the movement task is simple and can be fully trained or if it is not possible to logically break it down into parts. At a younger





school age, there may be some difficulties in applying this method, which can be overcome by performing exercises in easier conditions (reduction of performance speed, obstacle height, size of resistance) or elimination of certain details that hinder further progress of students in performing the exercise<sup>2,16</sup>. The synthetic method appears in two variants: "copying or supporting what is demonstrated as a whole", and "the transition of practice from a simplified form of a whole to increasingly complex forms without touching the essence of the whole."

### *Analytical method*

The analytical approach to the method of practical exercise is most often applied when the motor task is practiced in parts, broken down into logical wholes, which can be performed without any additional movements. It is used in complex motor tasks when breaking down into parts helps to facilitate the adoption of a motor task, students learn the essence of the structure of a motor exercise, adoption seems more concrete and easier, which contributes to greater motivation and commitment to master a particular exercise. So, the analytical method is to practice the exercise in parts that must represent logical wholes<sup>1,2</sup>.

However, care must be taken that this method is used to a limited extent, because long-term training in parts can lead to automation of parts, which will make it difficult to assemble them into a whole. In order to prevent or mitigate the possible disadvantages of this method, it is recommended to use one variant of this method, analytical-constructive. It implies that the exercise is broken down so that each part that is processed can be combined with the already learned part. The analytical method itself implies that the separated parts of the exercises or elements are eventually connected as a whole and that this part should not be confused with the synthetic method<sup>2,15</sup>.

### *Complex method*

A complex or combined method is the use of analytical and synthetic methods. It is used if the exercises that are being adopted cannot be simplified without disturbing the coordination essence. Exercise is performed by the synthetic method, and only certain movements that are too difficult or certain mistakes are corrected by the analytical method to the level required and enables relatively permanent adoption of the exercise.

## **TEACHING METHODS TAKEN FROM SPORTS TRAINING**



Considering that the teaching of physical education, among other things, has the task of working on developing the motor skills of students, in practice there are some of the methods that have been taken over from sports training. Matveev and Novikov (1976) group methods for the development of motor skills into two large groups<sup>17</sup>:

- standard repetitive exercise methods,
- variable exercise methods.

The methods of standard repetitive exercise are repeated without any significant changes in both the structure and external parameters of the load. This group of methods would include: methods of standard continuous exercise methods of standard interval exercise<sup>2,17</sup>.

Variable exercise methods are characterized by properly directed changes of all factors that act during exercise. The essence of the work of these methods is based on the fact that in some way the ability of the student's organism to adapt to exercise is prevented, by putting him in new, unknown and increasingly complex conditions that require increased effort and increased functional capabilities in order to to answer. This group includes: methods of variable continuous exercise and methods of variable interval exercise<sup>2,17</sup>.

The methods we have listed so far can be used individually, but they are also often used by combining them with each other. The most common combinations have led to the emergence of the following methods:

- method of repetitive - progressive exercise,
- standard-variable exercise method,
- the method of repeated exercise with reduced intervals.

## CONCLUSION

The results of this review primarily provide information on teaching methods in physical education, and ways and guidelines for innovation of the teaching process can be suggested. In general, it can be said that in physical education classes, the method of practical exercise is preferred because most tasks are accomplished through practice, and the other two methods (living words and the method of presentation and observation) are used more in the initial phase of learning. auxiliary methods. Methods taken from sports training (methods of standard repetitive exercise, methods of variable exercise) also play a very important role in the teaching of physical education. Original research on this topic in a longer time interval would achieve a higher degree



of generalization of results and would provide an opportunity to discover new scientific laws, which is a recommendation to future researchers on this topic. The scientific contribution of the obtained results is in the domain of practical applicability, which enables the optimization of the educational-teaching process in the domain of regular physical education classes for primary school students. It can be concluded that the realization of tasks in physical education classes cannot be realized without adequate teaching methods that have a very important role in the process of planning, programming and evaluation of physical education classes.



### **Declaration of conflicting interests**

Declaration of conflicting interests The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

### **Funding**

The author(s) received no financial support for the research, authorship, and/or publication of this article. All authors have read and agreed to the published version of the manuscript.

### **Editor's disclaimer**

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.



## REFERENCES

1. Jovanović Lj. Didactic-methodical content of physical education classes. Master thesis. Novi Pazar: Faculty of Sport and Physical Education, 2013; In Serbian
2. Milenković V, Simić M. Methodology of physical education. Leposavic: Faculty of Sport and Physical Education, 2009. In Serbian
3. Višnjić D. Teaching physical education from 5th to 8th grade of primary school: a manual for students, teachers and professors (Physical education classes: from 5th to 8th grade of primary school: a handbook for students, teachers and professors). Belgrade: Institute for Textbooks and Teaching Aids, 2006. In Serbian
4. Aksović N, Andjelković I, Jovanović Lj. The influence of physical education teaching on the explosive power of students. IV International Scientific Conference “Anthropological and theo-anthropological views on physical activity from the time of Constantine the Great to modern times” (pp. 96-103) 2017; Leposavic: Faculty of Sport and Physical Education of the University of Pristina - Kosovska Mitrovica. In Serbian
5. Aksovic N, Jovanovic Lj, Bjelica B, Zelenovic M, Milanovic Lj. Didactic principles in physical education teaching. Italian Journal of Sport Rehabilitation and Posturology 2021; 10 (24): 2422-2435.
6. Aksović N, Bjelica B, Jovanović Lj, Zelenović M, D'Onofrio R. Methodological-organizational forms of work in physical education teaching. Italian Journal of Sports Rehabilitation and Posturology 2021; 10 (24): 2436-2451.
7. Strong WB, Raspberry RM, Blimkie CJ et al. Evidence based on physical activity for school-age youth. Journal Pediatric 2005; 146: 732-737.
8. Pate RR, Davis MG, Robinson TN, Stone EJ, McKenzie TL, Young CJ. Promoting physical activity in children and youth - A leadership role for schools. Circulation - Journal of the American Heart Association 2006; 114: 1214-1224.
9. Morrow JR, Ede A. Research quarterly for exercise and sport lecture statewide physical fitness testing: A big waist or a big waste? Research Quarterly for Exercise and Sport 2009; 80 (4): 696-701.

10. Pržulj R, Bjelica B, Aksović N et al. Effects of training with medicine ball to motor abilities of elementary school students. VII International Scientific Conference "Anthropological and theo-anthropological views on physical activity from the time of Constantine the Great to modern times" (pp. 165-169) 2020; Leposavic: Faculty of Sport and Physical Education of the University of Pristina - Kosovska Mitrovica.
11. Zrnzević N. The influence of physical education classes on students' motor skills. XX International Scientific Conference "Fis Communications 2017" in Physical Education, Sport and Recreation (pp. 9-14) 2007; Nis: Faculty of Sport and Physical Education of the University of Nis. In Serbian
12. Prodanović T, Ničković R. Didactics. Belgrade: Institute for textbooks and teaching aids, 1980. In Serbian
13. Leskošek J. Theory of physical culture. Belgrade: Nip Partizan, 1980. In Serbian
14. Kragujević G. Methodology of teaching physical education for the IV year of the Pedagogical Academy (Methodical of teaching physical education for the IV year of the Pedagogical Academy). Belgrade: Institute for textbooks and teaching aids, 1987. In Serbian
15. Matić M. Exercise class. Belgrade: NIP Partizan, 1978. In Serbian
16. Berković L. Methodology of physical education. Belgrade: NIP Partizan, 1978. In Serbian
17. Matveev LP, Novikov AD. Theory and methodology of physical education. Moscow: Physical Education and Sport, 1976.