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Teaching methods and their importance in the performance of a physical education teacher.

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Abstract:

Our study revolves around the importance of teaching methods in the performance of the teacher of physical and sports education. The method chosen by the professor in teaching is considered the main tool on which he relies to bring about learning and provide the learner with different experiences and skills. And this is evident through the appropriate method that he chooses in his teaching, because the abilities of the student differ from one student to another due to the existence of individual differences between the students, and from here the teacher must choose the appropriate teaching method or method to activate the real capabilities of the student, so he treats their weaknesses and .develops their scientific capabilities

Keywords: teaching methods, performance, teacher, physical education and sports.

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Introduction:

The teaching method is one of the most important elements of the curriculum in achieving its goals. There was a traditional view of the teaching method as teaching lessons by the professor to the learners. The teaching methods that were prevalent in the eighteenth and nineteenth centuries represented a process of delivery or lecture presented by the teacher and on The students listen and listen to it, using words and the blackboard, and that the teacher represents the positive element in the teaching process, while the student does not make a positive contribution to the teaching and learning process. With the progress and development in the field of education, psychology, and other fields, educational studies have concluded that there is no optimal method suitable for teaching all subjects and all students at various levels of education, so the effort expended in modern teaching methods has shifted from the teacher to the learner and his activity in the learning process. The method is nothing but steps that you prepare to implement and do something. The teacher has his own way of explaining the lesson to his students, and every profession has a way of completing his work, and methods in general are either improvised or organized, and an organized method is more economical than trying. And the error; Because it reaches results in the shortest time and with the least effort. The status of teaching is achieved when every teacher can speak with confidence and faith about the role of education in preparing the future generation and arming them with scientific and practical skills and experiences. Many educators have diagnosed a deficiency in the professional performance of teachers and attributed this to the inadequacy of the methods adopted in preparation, and called for the search for more methods. Development enables the professor to perform his teaching skills at a level. Studies in the educational field have proven that using teaching methods helps the professor discover individual differences among his students, which will facilitate the process of indoctrination and work to raise the level of his students to a similar level in a competitive framework free of any view of inferiority. For any student in the class. The teacher must graduate from the known to the unknown. The student cannot comprehend new information unless it is linked to previous old information, resulting in coherent facts. Therefore, the teacher must take advantage of the students' previous information in order to excite them and arouse their interest when teaching them a new skill, such as shooting in basketball or Handball must begin first by teaching them the skill of throwing, and the progression from simple to complex. This rule is based on the fact that the mind perceives things as a whole first and then discerns the parts and details after that. The teacher then begins to teach the student the high jump from the jumps before learning the approach steps, and moving from the practical to Theoretically, the teacher must take this rule to guide the students to research the facts to reach the



meaning of what surrounds them. The teacher must teach group games such as basketball or volleyball in practice before delving into the laws that govern the game theoretically, and from here this article came to shed light on It is necessary to use various teaching methods to discover and rectify the shortcomings occurring among the students of the physical education and sports teacher. Are teaching methods important in the performance of the physical education and sports professor?

1. The concept of teaching methods:

Method means the language of doctrine and biography, and the path you take to reach the goal. It means, idiomatically, the set of means used to achieve educational goals. It is an effort made to achieve an end. (Muhammad Mahmoud Al-Haila, 2002, p. 49) The method is also known as the method followed by the teacher to make students understand any lesson in any subject. It is the plan that we set for ourselves before we reach the classroom, and we work to implement it from a distance in that room. (Muhammad Mahmoud Al-Haila, 2002, p. 49) Teaching methods, or what is known as teaching methods, are a set of characteristics that impose themselves on the personality of the professor while presenting the lesson to his students. The teaching style of the professor differs from others, even though the teaching method used is the same. The teaching style is the set of teaching styles that are specific to the professor and that he prefers. The actions taken by the student in implementing a teaching method in order to achieve the specific objectives of the educational subject (Saleh Diab, Hisham Amer, 1999, p. 109). Teaching methods are also defined as: the approach taken by the professor in conveying the knowledge, information, skills and activities stated in the textbook or curriculum to the learner easily and conveniently, so that this teaching method ensures interaction between the professor and the students and between the students and the subject in order to bring about relatively permanent positive change. In learner behavior (Afnan Nazir, 2000, p. 176). Teaching methods are defined as all the methods taken by the professor in conveying the knowledge, information, skills and activities stated in the course to the learner easily and conveniently, so as to ensure interaction between the professor and the students, between the students and the academic subject, the students with each other, and then between the students and members of the local environment with the aim of bringing about change. Positive behavior in the learner and providing him with the desired experiences (Afnan Nazir, 2000, p. 176). The teaching method is the way the professor approaches the teaching method while carrying out the teaching process, or it is the method the professor follows in implementing the teaching method in a way that distinguishes him from others (Atef Al-Saifi, 2009, p. 27). It is the various procedures by which the professor deals with the

teaching process during the lesson, which includes actions, behaviors, signs, phrases, and patterns of dealing with the student.

2. Criteria for choosing the teaching method in physical education and sports:

Every teacher must choose the teaching method that he deems appropriate for his students and the standard applied to his teaching, in the physical education and sports class. To achieve this, he must take into consideration the following factors and standards:

1. The curriculum: The curriculum used affects the choice of the teaching method, as there are many types of curricula, as is known, such as the separate subject curriculum, the interconnected subject curriculum, the broad areas curriculum, the activity curriculum, the axial curriculum, and so on.
2. Available capabilities: The choice of teaching method is also influenced by the available human and material capabilities, such as the library, the learning resource room, laboratories, conscious management, the degree of freedom given to the professor, as well as the time of the class, and the conditions of the classroom environment such as the capacity of the classroom, the nature of the seats, lighting, windows, and the use of educational aids. Which helps take into account individual differences among learners, and works to attract their attention to the subject, and the more educational methods are used that address the largest number of learners' senses, the greater the benefit from the lesson (Saeed Abdullah Lafi, 2012, p. 19).
3. The nature of the academic subject: Each academic subject has its own nature, as the nature of literary subjects differs from the nature of scientific subjects, and accordingly the nature of the subject differs according to the nature of the material it follows, and explaining the constructive subject differs from explaining the subject of review or training.
4. The professor's abilities and skills: The professor's abilities, skills, interaction, and relationship with the learners affect the selection of the method and its efficient use in the classroom. The higher these abilities and skills are, the more he has the ability to use appropriate teaching methods, and the more constructive his relationship with the learner is, the more capable he is of using the successful teaching method. That matches the characteristics of this learner.
5. Learners' abilities: Learners' abilities vary, whether inside or outside the classroom, and this requires the use of an appropriate teaching method that is compatible with these abilities. If the professor senses a weakness in the level of these learners, he must use methods that rely on demonstrations, models, models, and situations. Applied and as their mental level advances, they can use abstract teaching methods such as discussion and recitation (Saeed Abdullah Lafi, 2012, p. 14).



6. University educational (academic) level: The university professor's choice of teaching method is subject to several factors, the most prominent of which is the educational level, and it relates to: Bachelor's, Master's, Master's, Doctorate, and the professor must choose the method according to the educational level of his students. As the level increases, the professor must Choose the most elegant and appropriate method for his students.

7. Educational goals: desired and set goals. What goals do I seek to achieve? Is the goal for students to acquire human information and knowledge? Or developing scientific thinking and teaching thinking? Or do students acquire educational and manual skills? Or the formation and development of scientific trends and interests (inclinations)?

8. Classroom size: How many students are registered in the course? Is the class size too large (more than 120 students)? Or large (less than 120 students)? Or medium size (less than 60 students)? Or small in size (less than 35 students)? Or very small (15 students or less) (Ayesh Mahmoud, 1995, p. 171).

3. Objectives of using teaching methods in physical education and sports:

Through his knowledge of the totality of teaching methods, any professor seeks to achieve a set of goals, the most important of which are:

- Choosing the most appropriate methods for teaching physical education and sports.
- Helping the professor understand the aspects of motor activity related to teaching different movements.
- Identify general and private teaching methods.
- Identify ways to transfer knowledge to students.
- The most appropriate use of educational means to meet the desires and needs of students.
- Choosing the most appropriate teaching methods and methods.
- Enabling the professor to understand the learner's characteristics and stages of development and thus take into account individual differences among students.
- Helping the professor to analyze the learner's educational behavior as it occurs (Ahmed Jameel, 2008, p. 183).

4. Elements of the teaching method:

The method is based on a set of elements, the most important of which are:

4.1. Delivering: The delivering process is carried out according to well-studied scientific rules, especially when the studies are based. The communication process is of great importance in the educational process. Presenting information, facts, theories, concepts, and principles requires good and thoughtful delivery.

4.2. Accurate simile: The simile method in education depends on the teacher's effectiveness in the educational process, so that he can use a group of methods to

reach the learner's mind, such as the triangular circle that we liken to a commodity.

4.3. Establishing evidence: Before knocking on the doors of presenting knowledge to his students, the teacher always seeks to establish a relationship of evidence to support his statements and the contents of his lesson, in order to try to facilitate understanding and simplify the meaning. For example, understanding (the phenomenon of sunrise and sunset), which requires showing the relationship between the Earth, the sun, and the moon, and establishing evidence for the existence of A relationship between them, which facilitates understanding for the student. Using evidence and evidence during the lesson helps in interpretation and clarification. (Naji Tamar, Abd al-Rahman bin Barika, p. 96).

4.4. Reading and gesturing: Human societies would not have had a deep civilizational characteristic and a clear rapprochement among them if there were not all kinds of means of communication that helped in reading, which is a process that aims to find the link between the classical language, symbols, and writing, which consists of meanings and words that lead to highlighting meanings and defining concepts. .

5.4. Writing: Abdel Moneim Ibrahim says: Writing is one of the fine, fine arts that sharpens enthusiasm and talents, cultivates taste, sensitizes the senses, and enhances beauty and coordination. This is why the importance of writing in the educational process becomes essential because no matter how much the teacher relies on other means, he finds himself forced to use writing to clarify, explain, and bring understanding closer. From the learner. (Naji Tamar, Abd al-Rahman bin Barika, p. 96)

5. Types of teaching methods in physical education and sports

Among the most prominent methods in this type we find:

5.1. Direct teaching methods and methods:

The direct teaching method is defined as the type of teaching method that consists of the professor's personal (private) opinions and ideas. It directs the learner's work and criticizes his behavior. This method is one of the methods that highlights the professor's use of authority within the classroom.

In this method, we find that the professor seeks to provide learners with the educational goods and skills that he deems appropriate. He also evaluates their levels of achievement according to specific tests aimed at identifying the extent to which they remember the information he provided to them. (Mohsen Muhammad Homs, Nawal Ibrahim Shaltout, 2008, p. 8).

In order to achieve a good understanding of the group of methods, each method must be analyzed separately as follows:

5.1.1. Imperative method:

It is the method that presents its total content in the material presented to the learner in a final, somewhat complete form, and the student's role is limited to



receiving and receiving the knowledge and skills that are presented to him only (Zainab Ali Omar, Ghada Jalal Abdel Karim, 2008, p. 122).

This method has the following advantages:

- Used with young learners.
- It is used with beginners to learn the skill.
- It is used in difficult activities to control the learning process.

It also has disadvantages, the most important of which are:

- Failure to take into account individual differences.
- It limits learners' participation in decision-making.
- It does not contribute to the learner's creativity in the activity. (Mustafa Al-Sayeh Muhammad, 2009, p. 81)

There is a degree of independence in this method depending on the decision-making process by the learner:

- From a physical perspective: The student does not make the decision about his physical development as long as his role is to follow and implement.
- The social aspect: the same thing. The teacher does not leave the opportunity for interaction and cooperation among the students.
- The behavioral aspect: Here it is possible to distinguish between two cases: There is a type of student who likes to follow orders and feels great joy, and therefore their position in this channel tends to the highest level, while the second type is exactly the opposite, so their position is in the negative direction.
- The mental aspect: The only intellectual work in this method is remembering, and therefore there are many things that this method does not provide, so the student's position is in the lower direction. (Atallah Ahmed, 2006, p. 90)

5.1.2 Reciprocal method:

In this method, students learn as much responsibility as they bear, rely on themselves, work in pairs, absorb information and explain it to their classmates, and so on in exchange, where communication skills between students are strengthened. This method is useful in developing physical, social, and emotional concepts in the student's life, and this leads to the formation of a relationship. A trilogy as follows: performer, observer, and teacher. (Mahmoud Abdel Halim, 2006, p. 251)

This method has the following advantages:

- Allows learners to engage with application tasks.
- Provides room for learning how to give feedback.
- Helps develop effective leadership.

It also has disadvantages, the most important of which are:

- Difficulty controlling the implementation of duty.
- It requires many devices and tools. (Mustafa Al-Sayeh Muhammad, 2009, p. 89)

5.1.3. Teaching method:

This method is used directly after the demonstration teaching method, that is, upon completion of the process of diligent learning of the specific skill, meaning when trying to improve the technical performance of the skill and master it. In this method, implementation decisions are transferred from the teacher to the student, so that the role of the teacher is to make all planning and evaluation decisions. , without giving any

Orders given to a student so that he has the opportunity to learn how to make implementation decisions. (Zainab Ali Omar, Ghada Jalal Abdel Karim, 2008, p. 125)

This method has the following advantages:

- It can be used with a large group of students.
- Helps demonstrate individual skills.
- Gives sufficient time for repetition and practice.
- Taking care of individual differences.

The disadvantages of the teaching method are:

- It requires many devices and means
- It is not possible to control the real movements of a student
- It takes a long time from the lesson and requires a good background on those skills. (Atallah Ahmed, 2006, p. 100)

5.2 Indirect teaching methods and techniques:

5.2.1. Dialogue and discussion method:

The lecture method did not perform the desired role in providing learners with information, developing their abilities, and meeting their needs in a way that leads to their comprehensive growth. One of the reasons for this is the interest of this method in the teaching material, and its use being limited to the teleprompter only. To address this problem, new methods were thought about that give space to the learner. To participate in explaining topics effectively, from here arose the discussion method, which can be defined: It is the process of communication that takes place between the teacher and the learner, through which information is transmitted between the two parties (Saeed Abdullah, 2012, p. 19).

This method has the following advantages:

- The method of discussion and dialogue makes students actual participants in the scientific subject, and thus their appreciation for the science they are learning increases, and the students' mental abilities are stimulated (Sonia Hanem, 2012, p. 66), so they become at their best, given the state of scientific challenge that the students experience in the classroom.
- The method of dialogue and discussion develops among students respect for the opinions of others, appreciation for their feelings, and accustoming them to confronting situations, and not being afraid or embarrassed to express their opinions.



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- Discussion helps students acquire communication skills, communication and interaction, especially the skills of speaking, speech, expression, and managing scientific dialogue. It may also contribute to the learner acquiring the democratic style based on respect for the opinion of others, and not rushing to issue sweeping judgments, as this contributes to the formation and development of some positive trends and inclinations among the learners. .
- The method of dialogue and discussion requires that the university teacher's relationship with his students be a relationship based on mutual respect, which means seriously appreciating and respecting the topics and teaching issues raised, thus enhancing teaching-learning attitudes and highlighting their importance to the learner and the professor alike.
- Discussion arouses students' interest and inclinations in the lecture by directing their attention to preparation and prior preparation for discussing topics and scheduled or open lectures.
- The method of dialogue and discussion is one of the methods that makes the student feel proud and honored because he has added a new dimension to his colleagues' balance of knowledge, and it also develops in him the spirit of teamwork.
- The questions and answers presented and exchanged in dialogue and discussion are useful in assessing students' attitudes, the extent of their understanding of the subject and their ability to think, as well as the types of behavior that students have acquired as a result of studying the teaching subject itself (Ayesh Mahmoud, 1995, p. 182).
- The method of dialogue and discussion contributes to accustoming learners to not being fanatical towards their opinions and proposals (Sonia Hanem, 2012, p. 67), because by opening the discussion, each one tries to express his opinion at the beginning, and with the intervention of other colleagues at the same point, the process of intellectual friction begins between the students, so they try Each one defends his opinion, and little by little the student feels that his opinion is not always the correct one and that he must hear the opinions of others, then respect their opinion just as they respect his opinion, then become convinced that every student, male or female, has his own opinion and his own distinct angle from which he views the same subject. Then he is convinced that The idea of fanaticism and exaggeration in opinion is not a method that should be relied upon, as the person with the opinion will follow every time he defends and fanaticizes his opinion, and then the learner gets used to not being fanatical about his opinion and proposals.
- The method of dialogue and discussion contributes to taking into account individual differences among learners, by using various types of questions from the professor that suit these differences. It also helps to develop means of linguistic communication between learners, form a spirit of democracy, and

accept other opinions. It also develops leadership skills among learners. (Saeed Abdullah, 2012, p. 21).

Because individual differences are the differences that occur between individuals in the degree of a trait (physical or psychological) among individuals, measured by the percentile score, if the goal is to know the differences between individuals and determine the level of each individual in a certain trait, measured by the standard score, if the goal is to know the differences within the individual in more As a characteristic, because one of the characteristics of the standard scores of any frequency distribution is that its mean equals zero and its standard deviation equals one (Adeeb Muhammad Al-Khalidi, 2003, p. 30).

The disadvantages of this method are:

- If the professor does not organize the time during the class and control the students' interventions, the time element of the speakers may be stolen due to their large number (Sonia Hanem, 2012, p. 68.)
- A professor who does not know the personalities of his students may lose control, such that a group of them dominates the conversation, especially when the professor does not control the dialogue and discussion among the students, so the lesson turns into a place of chaos in which everyone speaks as they please.
- The method of dialogue and discussion is defined as merely an oral dialogue, and therefore it is difficult to achieve some goals, such as in manual skills that require the use of educational laboratory tools and devices.
- A university professor may sometimes go to extremes in asking questions and ask them too many to the point that this may lead to students' thoughts being scattered or deviating from the desired goal to be discussed or taught and learned.
- If the questions and questions posed to the students are not well prepared or prepared, then they encourage speculation and conjecture that are not based on an acceptable scientific basis.
- It is difficult to evaluate all students using one criterion because of the level of questions directed to another student.
- If the professor is unable to support the material he is teaching through discussion in the oral dialogue method and activate it with audio-visual educational means... then the situation may not differ much from it in the lecture or oral delivery method (Ayesh Mahmoud, 1995, p. 183.)

5.2.2 Divergent thinking (problem solving) method:

This method is considered one of the most positive and useful teaching methods for the learner. It is based on scientific thinking and aims to train learners to think and develop their skills. This method is defined as a set of organized activities and steps that he takes. Learners study a particular problem and arrive at solutions or sound results for that problem.



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Training learners to solve problems is necessary, because problem situations may occur in their lives, whether inside or outside the educational institution (Saeed Abdullah, 2012, p. 38)

We find the problem-solving method, as the importance of this method is evident in providing students with social skills that lead to social adaptation and raise their level of performance (abderrazak faid and others, 2021, p.68)

A problem is every ambiguous issue that requires a solution, and the problem-solving method is a method used when there is a problem or issue for which an appropriate solution is to be found. The problem may be small or large and may not be repeated in a person's life except once, or it is a situation in which the learner feels Certainty, confusion, or ignorance about a particular issue. This **method depends on several steps:**

- Sensing the problem and identifying it.
- Collect information about the cause of the problem.
- Imposing assumptions (solutions).
- Testing the validity of hypotheses.
- Reaching the desired solution or result.

The problem-solving method has advantages:

- This method stimulates students' thinking and pushes them to explore.
- Develop the scientific thinking orientation of students through sound scientific thinking.
- It helps learners adapt to society, accustoms learners to self-reliance, and not to seek outside help except to a limited extent.
- Learners become accustomed to subjectivity and realism in thinking.
- It works to consolidate the information that learners acquire.
- It contributes to satisfying the needs, desires, and inclinations of learners, thus developing the spirit of cooperation and teamwork (Sonia Hanem, 2012, p. 87.)
- Through this method, students become active and work positively.
- It prepares the student to face life's problems and train on how to solve them. The learner is trained to face life situations, especially in our present time, when our societies suffer from many problems, and thinking about solving these problems helps the learner to achieve, deduce, innovate, criticize, and evaluate.
- The learner accustoms himself to accuracy and not accepting solutions without actually testing them by imposing hypotheses and verifying their correctness and errors (Saeed Abdullah, 2012, p. 40.)

The disadvantages of the problem-solving method are:

- The lack of scientific material that students obtain in the long time it takes to study the problem.
- A complex method, because it forces the learner to try and make mistakes until he learns.
- Learners do not feel the importance of some of the problems presented to them, which makes them lose their motivation to participate in solving them.
- It is not valid for all academic situations and subjects, and therefore it can only be applied in specific topics and subjects.
- The unavailability of references and sources in many cases, which does not help in solving the problem (Saeed Abdullah, 2012, p. 41.)



Conclusion:

Finally, it can be said that there is not one typical method that can be adopted in every lesson in physical education and sports, to achieve the desired goals of the lesson. There is a successful and effective method in a certain educational situation, but it is unsuccessful and ineffective in another educational situation.

The basis for choosing the teaching method depends on several factors, because choosing the teaching method is linked to the learning objectives. Each method contributes to achieving a specific goal. The appropriate method for achieving the objectives in acquiring knowledge is not useful in developing practical skills or in giving them inclinations and attitudes. In order to develop the thinking skill, such as the method Solving problems. The factor of the level of the learners must be taken into account, so that when choosing the method we take into account the individual differences between the learners in terms of learning and thinking styles, as well as taking into account their ages, gender and social backgrounds. The factor of the scientific content of the lesson has a great influence. The content in choosing the teaching method has a content and characteristics that are intended. Special methods for teaching it. Since the subject is diverse, it is necessary to diversify the methods to suit the nature of the subject and its content. Scientific studies on teaching methods have proven that they include the level of performance shown by individuals in various educational situations, including thinking activities and problem-solving skills. Teaching methods are considered one of the most important cognitive aspects that help us understand how students perceive and learn, the varying levels of achievement, and the degrees of various types of learning. The tests they pass, depending on the nuances of senses, temperament, understanding, mental makeup and degree of acquisition of experiences.

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