

## Features of the Methods used in Physical Education

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### 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.

**Keywords:** teaching, methods, students, primary school, physical education

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. 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. 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. 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. 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. 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.

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