

Defining the Teaching styles of Physical Education in Spectrum theory suggested by Muska Mossten among Physical Education Teacher

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Introduction:

This review will focus on the literature related to used of teaching methods in physical education of Spectrum theory Edward, S.L. (2010). First the concept of The methods

used in physical education will be discussed and the reflection on related literature in Spectrum theory by Muska Mosston, since teaching has been a feature of basic and improvement in the *AL Sinani, Y. & Al Rawahi, N.Y. (2012)* physical education for over ten of years.

1. Individual Differences

4.1.1 Physical Characteristic

1. Physical growth rate is relatively slow.
2. Boys and girls at this age reach their full physical maturity.
3. Girls show a slight growth in height when they are 15. Most of them reach their full height by 16.
4. Girls show a very slight growth in height after 17.
5. Boys' weight and height are higher than the girls, and continues until 18 or 19.

6. At this (18-19) age, their understanding of the physical changes they go through increase.
7. Improved muscular and nervous co-ordination.
8. A tendency towards independent thinking and behaviour, and a feeling of equality with older people.
9. Sex appeal develops.
10. Sexual maturity.
11. Different mental abilities mature, individual differences appear, artistic, cultural, and sport aptitudes unravel and a desire for excellence in sport may be seen.
12. An inclination towards discovering their environment, taking risks, mobility, and unprompted speech.
13. Inclination for group parties and team games especially where the two sexes are involved.
14. Need for play, rest, relaxation and proper nutrition.
15. Need for active exercise with colleagues.
16. Need for adequate general culture, and practical skills, along with the social skills necessary for life.

4.1.2 Physiological Characteristics

1. Distinguishing physical marks in both male and female students.
2. Developmental growth in the muscles of the trunk, chest, and legs.
3. Males who are also characterised by their height and weight.
4. Females' muscles are softer and more flexible.
5. A high level of muscular and nervous co-ordination.
6. High acquisition rate of motor skills.
7. Females potential activity is less than males.

4.1.3 Psychological Traits

1. Increased curiosity and gathering of information is a distinguishing feature.
2. Diversity of hobbies influenced by the level of intelligence.
3. Individual differences are reflected in tendencies, aptitudes and abilities.
4. Retention and concentration rates increase.

4.1.4 Social Characteristic:

1. Males are inclined towards games which require a high level of energy.
2. Females prefer entertaining activities which are less risky.
3. Attraction towards the other sex and an interest in neatness and excellence.
4. Integration with the group and a display of loyalty.

5. An admiration of outstanding colleagues both academically and in sport.
6. Seeks recognition of the group.
7. Bravery and initiative.
8. Pride.
9. Independence from the family and childhood restrictions.
10. Less rebellious, and more balanced behaviour.

Result and discitation:

The analytic of Teaching style in Physical Education

5.1 Teaching styles as Mosston and Ashworth (Mosston and Ashworth 1986) agreed:

5.1.1 The Command Style

This is a very interesting method of teaching physical education and requires a great effort on the part of the teacher, since he has to prepare all sections of the lesson, and define the skills and activities to be taught, before he instructs the students to follow. This style is used in the following situations:

- ◆ When the students are young.
- ◆ If the skill to be learnt is difficult and dangerous.
- ◆ If the teacher is new in school.
- ◆ If it is the beginning of he/she academic year.

Advantages of the style:

- It ensures the safety element since some of these skills have to be done according to specific instructions to avoid injuries.
- Ease of control of students since they have to abide by the teacher's instructions.

Disadvantages of the style:

- ◆ It ignores individual differences because the teacher specifies the number of times an activity has to be repeated notwithstanding students' differences.
- ◆ It deprives the students of the opportunity of choosing their own groups according to their physical abilities and skill.

5.1.2 The Practice Style

Similar to the teacher's style in executing the precise unit, where we notice that the teacher allows the players to perform the suitable repetitions, suitable for their abilities and physical potential.

Advantages of the style:

- Freedom to choose partners training for a specific skill. Timing the activity instead of counting and repetitions when doing the exercise. For

example, a student does an exercise for strengthening the abdominal muscles for 30 seconds, and then all higher skilled learners as well as the weaker ones can do the maximum number of movements.

- It gives the students the opportunity to perform the skills in the place and at the pace suitable for their abilities. They determine the best place in the court, and the distance that complies with their physical and technical potential.

Disadvantages of this style:

Not suitable for young children though good enough for secondary school students.

The teacher decides on the topic of the lesson and its objective.

The teacher determines the role of the students and his role too.

5.1.3 The Reciprocal Style

Depends on allocation of work between two students whereby the teacher prepares the material intended to be taught on an assessment sheet and writes on it:

The skill.

A description of the skill and an explanatory diagram.

The sequential steps of the technical skill.

The necessary repetitions.

Observations and instructions if any.

The student receiving the assessment sheet, is known as observer, and the other student performs the skill according to the instructions of the observer. The teacher's role is to supervise feedback to his fellow practising student and then they exchange roles.

Advantages of the style:

It depends on creativity as studies suggest that imagination plays a good role in boosting performance.

This style encourages students to improve the performance of their colleagues and benefit from the corrective feedback.

This style helps to establish a good social relationship among students.

It develops students ability to discuss and accept instructions and guidance.

It develops the ability to understand through reading of a text on the assessment sheet.

Disadvantages of the style:

Is not suitable for young students but is good enough for secondary and university students.

The teacher prepares the assessment sheet and the student does not have a role in choosing the subject matter.

Sometimes two students may agree and the performance may not be

correct.

5.1.4 The Self Check Style

This style depends on the student himself, as his individual potential to improve his performance reaches his utmost after recognising his potential.

In this style the teacher prepares a particular homework distributed to all students and the student records his own result. The teacher follows up and provides students with feedback after performance. This style is similar to the practice style.

Advantages of the style:

Gives the students the freedom to develop themselves.

Develops self-reliance.

Allows for individual differences since each student performs according to ability and potential.

Is used to train teams according to game positions.

Disadvantages of the style:

Needs a lot of equipment and facilities, since every student needs a ball if the skill to be practised is intended for a team game.

This style cannot be used in the first and second stages of basic education and is suitable for 3 and 4 of secondary school.

Does not realise the safety measures required for the lesson

especially when the skill is difficult.

5. 1.5 The Guided Discovery Style

This depends on the teacher asking questions to enable the students to identify the skill they are going to learn, its steps and the method of performance. The style depends on recognition of the movements, and the teacher's responsibility is to prepare a list of questions before the start of the lesson. The questions should be sequenced so that the answer to each question is the key to the next question.

We demonstrate here a practical example of a lesson in basketball where the defence skill is shown. The teacher can prepare the following questions:

What do we do when we want to restrict the movement of the players in the competing team?

How can we, without foul play, restrict the movement of the opponent and prevent him from scoring?

The teacher gets the following answers:

(the player must be close to the opponent without graphing him).

What is the physical position during the observation and follow up?

Where does the defender stand?

What is the correct position for the defence player?

What is the position of the hands and feet?

What do we call this skill?

Can we apply it together?

The students practise this skill in pairs, and the teacher chooses the best two to perform before their colleagues.

Advantage of the style:

- It motivates the students and challenges their physical and mental abilities.
- It opens up the chance for students to think and find solutions.
- The style is suitable for all ages. With youngsters, the following questions can be asked:

How does the rabbit jump?

How does the bird fly?

Who stands on one station?

On two or three stations?

Disadvantages of the style:

- Students need to be prepared to understand how to perform.
- Some introverts may not participate in the activity.
- It is difficult to apply this style to all schools due to the differences in

teachers' abilities and potential.

5.1.6 The Co-operative Learning Style:

This is considered one of the most modern teaching styles in physical education and has been used in different formats. When using this style the following should be noted:

The students should be divided into mixed ability groups so that each group constitutes the three levels: advanced, intermediate and low. This classification is based on the teacher's experience and a quick test at the beginning of the lesson.

Every student has a specific responsibility in the group and takes the lead for a certain period. The teacher determines the group's locations in the court. Each student is required to explain a specific skill. The low-level student is assigned a simple skill which increases with the increased efficiency of the student.

For example, a lower-level student chooses the skill of catching the ball;

Another chooses the skill of receiving the ball;

An average student chooses the skill of bouncing the ball;

A higher-level student chooses the skill of chest pass;

Another good student chooses the rebound skill.

This formation takes place in groups of six in a lesson in a basketball

game.

The students perform the skill and each student observes his colleague, suggests corrections and gives support.

When the team members are satisfied with their performance, they move to another skill in turns until everyone finishes.

In case of disagreement among team members, the teacher or a sketch should be consulted.

Students should teach their colleagues in preparation for a competition with the other groups.

There is a redemption activity conducted by the teacher at the end of the group sessions. A basketball game is organised among the groups where the taught skills are practised (catching, receiving, bouncing, chest pass, rebound pass), the teacher acts as a referee, and the student who does not execute the skill accurately loses a point for his team. Points are counted and the team with the least points is the winner. The losing team quits the game. Groups continue the games in another lesson.

Advantages of this style:

- Used to review many skills thereby saving time and effort.
- Develops the spirit of team work among students and motivates them to help each other.
- Gives them self-confidence through taking responsibility for the group

for a specific time.

- Promotes listening skills and respect for others' opinions.
- Encourages students to research and learn independently.
- The teacher's role is to guide and correct.
- Used in training school teams.

Disadvantages of the style:

- May not be beneficial for creative students.
- Is not used to teach difficult skills and movements.
- Requires tools and facilities suitable for group numbers.
- Does not provide enough discipline.

5.1.7 The Appropriate Teaching Style

Each teacher of course has his own style which stems from the teacher's personality and his proficiency in the subject matter. As such, it reflects his personality. We cannot prescribe a specific style and describe it as the best, but some criteria could be mentioned:

- Clarity of the relationship between the style and the objective.
- Utilising students' motivation for learning.
- Actual participation of the students in administering the lesson's activity.

- Taking into consideration the starting level of the student.
- Taking into consideration the physical and proficiency levels of the students in the same class.
- Relating the curriculum to the social and environmental life.
- Giving immediate results after the lesson.
- Allowing these results to be carried over home and then to the area and the club.
- Progressive, suitable for the skill intended to be taught; for example, teaching football is different from gymnastics and track and field.
- Enjoyment and involvement of students during the lesson.

I believe that a review of the above style emphasises the fact that effective teaching is based on the diversity of approaches. In one lesson, a teacher can use more than one style, and vary the activities and student formations taking care that the students get the necessary support in terms of negative or positive feedback.

Conclusion:

According to Massengale (1987, p. 44) “the field of physical education has already changed a great deal in the past 25 to 30 years. During this period, the focus shifted from a predominantly singular mission teaching to more complex mission involving research in sub disciplines as well as teaching”.

This study has outlined Defining the Teaching styles of Physical Education in Spectrum theory suggested by Muska Mossten among physical education teacher in the secondary school. It considered their different characteristics. The last factor has examined the different styles for teaching physical education in the style suggested by Muska Mossten (1986).

I conclude that teaching styles are closely related to content and to the requirement of effective teaching Trudeau, F., and Shephard, R.J. (2008). Taba, H. (1962). In this way the role of the teacher in physical education is related to pupils’ learning and to the overall aims of physical education educator.

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ملخص البحث

التعرف على استخدام طرائق التدريس في التربية الرياضية التابعة لنظرية الطيف لصاحبها موسكا موستن لدى معلمي التربية الرياضية**الدكتورة يسرى بنت جمعه السناني***

هدفت الدراسة الى التعرف على استخدام طرائق التدريس في التربية الرياضية التابعة لنظرية الطيف لصاحبها موسكا موستن. باستخدام طريقة مراجعة الادبيات والمراجع المتعلقة بهذه الطرائق في نظرية الطيف لتحليلها من حيث أهدافها، والتخطيط لها، والممارسات التعليمية والتقويم.

أظهرت النتائج شعبية استخدام هذه النظرية وطرائقها لدى معلمي التربية الرياضية عالميا واستمرارها لفترة طويلة من الزمن، الا انه توجد عدد من الصعوبات التي تواجهها والتي تحد من استخدامها بالشكل الأمثل.

وخرج البحث بعدد من التوصيات منها وضع برنامج عملي ميداني يتضمن طرائق تدريس التربية الرياضية في نظرية الطيف تعتمد على الملاحظة وكيفية تطبيق الابعاد النظرية في الواقع.

الكلمات المفتاحية: درس التربية الرياضية، نظرية الطيف، طرق التدريس في التربية الرياضية، التعليم.

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Research Summary

Defining the Teaching styles of Physical Education in Spectrum theory suggested by Muska Mossten among Physical Education Teacher

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The study aims were to discover the used of teaching methods in physical education of Spectrum theory. The methods

Used by reflection on related literature in Spectrum theory by Muska Mosston.

The study was focusing in the teaching methods of the objectives, planning and capacities and evaluation by each style. Result indicated publicity used of methods among physical education teachers. Its also obtained that there were some differences that faceting applying the methods in its appropriates way.

The study suggests to insist of establishing a practical program of cognitive sessions formulated on the spectrum theory.

Keywords: Physical Education Lesson, Spectrum theory, teaching methods in physical education, learning

Aims of the Study:

The aim of this study was to provide a general historical review of evaluation to the general education system in the Sultanate of Oman with Western school-based models. It will also focus on the teaching and learning of physical education by women in the Sultanate of Oman.

Methods of the Study:

In order to provide a general historical review of evaluation in Oman, a literature review was conducted. This review is the result of this extensive literature survey covering various research articles, Ministry-released information and various other sources of information.

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