



PHYSICAL EDUCATION AND SPORT PEDAGOGY

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ABSTRACT

The motivation behind this article is to give a prologue to the most common way of composing for distribution in Physical Education and Sport Pedagogy, where three issues specifically are broke down. The first makes sense of how for compose an article for a global logical distribution, drawing the consideration that it should be in understanding to the points and the degree of the diary and that guidelines in regards to construction ought to be adhered to, as well as articles should be clear with respect to hypothesis, technique, results, ends, rundown and watchwords. The subsequent issue is a bit by bit manual for the survey interaction, which includes the supervisor's most memorable choice, the choice to return the accommodation to the writer or select two commentators to overhaul the article; the criticism given by the commentators to the proofreader, which chooses and imparts the writer; and, in the event that the writer must re-accommodation the article, the way the way in which it works out. Last issue makes sense of how Physical Education and Sport Pedagogy acts with respect to articles written in English as an unknown dialect.



KEYWORDS: *cognition, preadolescent, exercise, standardized testing.*

INTRODUCTION :

Sport Pedagogy offers an essential starting point for anyone who cares about sport, education and young people. It offers invaluable theoretical and practical guidance for studying to become an effective teacher or coach, and for anyone who wants to inspire children and young people to engage in and enjoy sport for life. The book also focuses on you as a learner in sport,

prompting you to reflect critically on the ways in which your early learning experiences might affect your ability to diagnose the learning needs of young people with very different needs. Sport Pedagogy is about learning in practice. It refers both the ways in which children and young people learn and the pedagogical knowledge and skills that teachers and coaches need to support them to learn effectively. Sport pedagogy is the study of

the place where sport and education come together. Sport Pedagogy is the joining of education and sport. In its broadest context sport pedagogy includes physical activity, physical education, wellness and sport for all age groups. It is evidenced-based and practice-focused, built on a foundation of effective teaching and coaching, and aimed at promoting participants' learning. Sport Pedagogy encompasses three

dimensions, 1) knowledge in content, 2) learners and learning, and 3) teachers/teaching and coaches/coaching. Studies on Sport Pedagogy and sports marketing present different "theoretical approaches" and different levels of depth, and a reflection on the bindings between them is timely. It is not new that the relationship between Physical Education and Sport has been surrounded by a lot of polemics. It is undeniable that the current moment of sport in the world is characterized by a dissemination of sports habits in a context of massification at different levels, for different audiences and by different languages, and any analysis of the social significance of sport that do not refer to the processes of commercialization, professionalization, and spectacularization are incomplete. At first glance, one can believe that these themes do not have direct binding with the teaching of sport for children. But it should be noted that the broadcasting of games on television, the sponsorships to top athletes, the sports organization model, and the public investment in sport are elements that make up the contemporary sports universe and shape the social representation of each sport. In addition, children can be seen as potential consumers of the sports fact which justifies a particular concern for the critical role of sport educators (refers to the Physical Education professionals who work in teaching/training children and young people as teachers, coaches, or physical educators, and that can use the knowledge about Sport Pedagogy to develop their work proposals) when approaching the topic. It can be said that sports marketing seeks to induce wishes that go beyond the basic needs of people and that it is reflected in many environments, in the different manifestations of sport. Its importance can be perceived in the strategies adopted by the sports industry, defined as markets in which the products offered to buyers are related to sport, fitness, recreation or leisure and may include activities, goods, services, people, places or ideas (4:5). This media and promotional content is present quite intensely on a daily basis in the lives of children and has influence in different ways in their preferences. Sport pedagogy, in turn, has discussed, in a rather deep way, questions related to the methodological possibilities for sports education, aiming to overcome methods focusing only on technical education and allow the participant to be protagonist in the sports practice, through knowledge of the internal logic, with problem solving and decision making⁵⁻¹⁵. These studies have directed research in the scientific field of Sport Pedagogy, but we believe that this area of knowledge must also observe the external relations and intervene through educational actions to provide more critical conditions and affect the educational process in the teaching of sport. Some studies^{16,17} point the need for research on Sport Pedagogy that also consider the conceptual and attitudinal dimensions in teaching sport, and Machado Galatti and Paes¹⁸ highlight the importance of including the historical-cultural background as a possibility of educational action. Despite the challenge of approximating different theoretical frameworks, it is possible and necessary to create a theoretical reflection about the linkages and tensions in the relationship between the pedagogical practice in the field of sport and the influence exerted by the actions of sports marketing on children in different social contexts, from the understanding of contemporary sport phenomena, especially the sport-spectacle. We start from the premise that external elements affect the teaching of sport and that the role of Sport Pedagogy is discussing and contemplating these aspects highlighted in the systemic complexity of the current sport. Therefore, this article aimed to discuss the challenges for the educational practice in this field and the positioning of the educator face of changes in contemporary sport induced by sports marketing.

METHODS

This study was based on literature search for the theoretical basis, which made the delimitation of the topic possible. The survey and careful selection of arguments and information available in books, articles, theses, and dissertations¹⁹ allowed us to gather a set of theoretical framework and identify important concepts to understand the configurations of contemporary sport and its relationships with sports marketing and Sport Pedagogy. The formulation of the problem was based on the accumulated experience with sport teaching for several groups of children and adolescents, in particular in the city of Campinas. Thus, we sought to ground the discussion with concepts widely used in the national and international literature and, at the same time, to stimulate critical reflections from the knowledge obtained through the professional performance²⁰.

SPORT PEDAGOGY IN PESS

Sport pedagogy is a core area of the Physical Education, Physical Activity and Youth Sport (PE-PAYS) Research Centre that resides within the Department of Physical Education and Sport Sciences (PESS). The University of Limerick is considered both a national and international leader in Sport Pedagogy demonstrated through both involvement in, and leading research and practice in, the field. Our current research themes include the study of initial teacher education and teacher educators, quality physical education, teachers' and teacher educators' professional development and learning, and education and physical education policy analysis and critique. Sportpedagogy school of Education related links in EHS), have been Coaching made Ireland with the and Research the National Centre Council for Education for Exercise and and Professional Fitness. Links Practice have (in alsothe forged with the Centre for Physical Activity and Health (which resides in PESS).

In general, it refers to the impact on the development of growing individual, and thus it is a field of study to enhance the quality of human life. Due to the term used is a complex concept, therefore the theoretical perspectives used in sports pedagogy often consists of interdisciplinary relation between "Pedagogy" and "Sport Science" (such as sport psychology, exercise physiology, sport sociology, sport history, sport humanity).The research issues in Sport Pedagogy Include three aspects:

1. The theoretical basis of sport pedagogy: The purpose of study, mainly from a stand of higher view point, focus on the significance of related physical education principle, play, movement, performance, health, leisure, and other physical concepts, as well as the inherent issues of sports pedagogy itself, as to clarify and verify the practice and action of sport pedagogy.
2. Curriculum and Instruction: The main focus is on curriculum of sports pedagogy, instruction, and learning theory and practice, and to apply the findings to advance the development and innovation in physical education, after-school sports, and the extra-curricular physical activities.
3. Teacher Education: The purpose of study, mainly focus on the physical education teacher training program, physical education teacher professional development, and the move towards the goal of quality physical education teachers training program. In addition, this field of study adopted multiple-approach research method, such as empirical study, interpretive-analytic, critical-interpretive, and others, to examine the above mentioned research topics.

CONCLUSION

In conclusion, the values and beliefs of sport pedagogy is nothing more than humanistic concern. The sport pedagogy research team values highly the person-centred and the human-oriented sport pedagogy, in the process Of exploring the sport pedagogy objective, thus enhancing the quality of human life and educational purpose.

Sport from a pedagogical perspective "I cannot teach anybody anything. I can only make them think"(Socrates). In order to yield the best results from sports, it is important to realize and to recognize that sport has 'two faces'. As stated, there is a large burden of proof that the key to both enhancing desired behavior and combatting undesired behavior can be found in the way in which sports is offered, and that the solution can primarily be found in 'the way that coincides best with the development of the child'. This is the heart of research within the (sport) pedagogical science. This chapter will further discuss the interpretation of the contents of (sport) pedagogy and what we mean by a Pedagogical climate. It provides the theoretical context for comprehensive research. Sport pedagogy. The term Pedagogy refers to the practice of education.

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