

## Expectations of Prospective Class Teachers From Physical Education and Game Teaching Lesson

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### Abstract

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The aim of this research is to determine the expectations of prospective class teachers in order to reach the goals of Physical Education and Game Teaching lessons which are given in the Classroom Teaching Departments of Faculties of Education. In this research made in a qualitative model, interview form has been used as a data collection tool. Our study group include 165 (95 women, 70 men) prospective class teachers who are studying in the Department of Classroom Teaching at Gaziantep University and volunteer for this research. The acquired data have been interpreted by gathering close data, particular concepts and topics which occur in consequence of being handled by the content analysis method that is often used in qualitative research methods. As a result, the expectations of prospective class teachers are about that the lesson is given due importance, the course is taught practically, the instructor who teaches the course is more effective, the plays which are for children's education as well as their physical and mental development are diversified, the importance of the plays is evoked, course hours are increased and this course is a vital need for prospective class teachers.

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**Keywords:** Prospective Class Teacher, Physical Education and Game Teaching, Expectation

### 1. Introduction

In today's systems and understandings of education, it is aimed to take cognitive, physical, psychomotor, and habitual aspects of the child and the individual together and to improve them relatedly through the process of education. To take individuals in terms of their physical, mental, emotional, and social aspects and to train those as a whole are the primary goals of education. Actually, games take place in the individual's life from birth till death.

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The changing thing is just the way of game. The game has an important place especially for children who are in the developmental age. Above all, the game is a requirement for the child. The game can be seen in the actions and activities which enable encouragement, creativity, and learning to occur in high levels as well as the game can be related to messing up.

Physical education is the building block of general education (Aracı, 1998). It is an ideal area in which acting in unison, competition in convenient degrees, social and individual mission are taught (Pettifor, 1999). Therefore, exercises that are organized in the game structure which is in the primary school degree and that prepare the types of sports and activities that the children will do in the coming ages are absolutely important. In this period, the teaching of athletic skills in the game form should be provided by founding child's movement education which is enriched with educational games (Koç and Çobanoğlu, 1994). Acquiring the movement education, new skill and sport habits that are not taught to the child before a particular period are very difficult or impossible (Tamer, 1987). Because the child generally starts to know himself and his environment in this period, physical education should begin in the primary school age in which the child need movement and game mostly (Nebioğlu, 2004).

Within the scope of sense of modern education, a need for supplying teenagers' physical and psychological developments as well as their mental developments occurs in the educational activities. Physical education is a part of general education, and a complementary parallelism comes into question among their purposes. Students need physical education lessons in the sense that their minds and bodies make progress pre-eminently. Physical education and sports programs should ground on all the features and needs of students in maturity ages. Therefore, physical education lesson teaches how the student can use his body in an effective and productive way and contributes to the positive development mentally and sensuously (Sönmez and Sunay, 2004).

In our age, immotility that occurs with the technological development and health problems that increase correspondingly make a lot of countries seek solutions. These countries that aim healthy generations take measures in order to make their citizens gain the habit of regular physical exercise. With the conscious that it is useful that the basis of life style, sports habits and abilities which are not left in the coming years is grounded in the early years like pre-school and primary school, they have tried to find a solution by making new arrangements related to physical education and sports education at schools (Gülüm and Bilir, 2011). Sedantary life style and a lot of cardiovascular diseases occurring because of the low-level physical activities especially in the childhood period (Olds, et al., 2001; Ball et al., 2001; Evans et al., 2005) draw attention (Mengütay, 1997; Aarnio, 2003; Saygın and Mengütay, 2006). In addition to this, there are findings pertaining to that being over-weight in the adolescence period will be related to metabolic and cardiovascular diseases in the next periods of their life (Van Dam et al., 2006). Increasing the power-level capacity with the physical education activities that will be done consciously and wishfully beginning from the early ages (Muallimoplu, 1998) and adopting the philosophy of life-long sport instead of sedantary life-style that becomes prominent recently with the usage of visual education materials by getting support from media (Ayan, 2007) are possible.

It is a known fact that regular physical activity contributes to numerous metabolic adaptations and it can be seen as an important factor in the prevention of metabolic diseases associated with obesity (Wilmore, Costill and Kenney, 2008). In short, physical education activities are wide range activities that are for protecting physical and mental health and improving physical abilities and that are changed according to environmental conditions as well as participants' features and that the rules of them can be stretched when required, and that include all the exercises which are sports oriented like gymnasium (İnal, 2003). The game which has an important place in the development and education of the child through the education process and in everyday life has been described differently by various scientists and educators. As a kind of educational action, game that the children sometimes do extemporaneously and sometimes by obeying the rules in order to reach the desired goals (Terr, 2000; Uluğ, 1999), which requires participation of all the players, entertainment and espousing (Grineski, 1996); is all the actions done freely and based on voluntariness, stimulating all the developmental levels of children, being the source of happiness, and in addition to all these improving sense and emotions (Razon, 1985).

Game which is an educational appliance is both a teaching method and a teaching device in all the areas of basic education, physical education and sports. In basic education, people perform learning not by thinking but according to their experience and gains. As a result of play education, basic gains that individuals learn stay in mind mostly, their features of effective thinking and deciding instantly and aptly improve and this affects their behaviours positively (Aracı, 1998). Games are the activities which are goal oriented, which are done with physical and mental abilities in a particular time and place by obeying some typical rules, which improve social adaptation, intelligence and ability and which rest and entertain the individuals at the same time (Çoban and Ünveren, 2007).

While Gözütok (2007) describes game as the pleasant, entertaining, artistic and aesthetic ability developing regulations in which some competitions are involved in order that the students reach their learning goals; Yavuzer (1998) explains game as the actions which provide the child learn all kinds of topics from his own experiences and which are done for entertainment purposes without thinking their methods and results. Through the game that has an important place in knowing and analyzing the child, it is possible to observe his mental structure, his state of mind dynamics, his consistent attitudes in evaluation of social events and his developmental disorder if there is (Hazar, 1996). It is known that children can express themselves more easy while playing a game and they are more free and creative in the setting of game. And therefore, game usage requires an obligation in order to improve student's creative abilities in educational environments (Ayan and Dündar, 2009).

"Game is the activities that are done in a limited place and time with the physical and mental abilities for a particular purpose; that improve social adaptation and emotional maturity; that rest upon ability, intelligence, attention, skill and coincidence; that do not take any pecuniary advantage and give pleasure" (Hazar, 1996). "Children leave active game and sports activities because of the constricted play grounds in consequence of the ever-increasing population, computer games depending on technological developments and irregular urbanization, and these hitches lead to some health problems like obesity in children" (Ayan and Memiş, 2012).

As a learning device for children, the game has not reached to a desired level of importance at the present time and it has not come into a well-deserved place in educational environments exactly. Setting of the game and the activities are the learning domain and activities that provide attaining the specified goals. If the importance of the game for the child is taken into consideration, the necessity for the educators' fund of knowledge relevant to this issue will occur (Koçyiğit, et al., 2007). From this point of view, the aim of this study is to evaluate the opinions of prospective class teachers who has physical education and game teaching lesson and to determine their expectations from this lesson. Accordingly, in this study the following questions are searched for an answer:

1. What are the gains of prospective teachers in the study group related to this lesson?
2. Do you think that this lesson contributes to your field education?
3. How should this lesson be given according to you?
4. What are your general opinions about this lesson?

## **2. Method**

### **2.1. Research Model**

Research is a descriptive study that is done in order to state the opinions, evaluations and expectations of the prospective class teachers having physical education and game teaching lesson about the teaching of this lesson. Researches which aim to reveal a situation as is at the present time and to explain, compare and describe the attitudes and the behaviours (Karasar, 2000). In this study, the opinions of the prospective class teachers who teach "game and physical activities lesson" have been described and evaluated. In the study, content analysis technique that is included in the qualitative method has been used. As one of the techniques used mostly in researchs, content analysis is described as a technique in which qualitative data becomes quantitative data by Stacey (1970) while it is defined as the analysis of available data by summarizing, comparing and classifying by Smith (1975). In short, content analysis is a review technique which converts judgment, writing and speech of individuals into quantitative data and confines the context to these writings and speech (Gür, 2011).

### **2.2. Research Group**

Research group includes 165 voluntary participants studying in the department of classroom teaching at Gaziantep University, Central Faculty of Education and Nizip Faculty of Education. When we look at the demographic information of the prospective teachers, their age groups are between 20 and 25 and they are third and fourth grade prospective class teachers. The research group consists of 95 female and 70 male prospective teachers. 85 of these prospective teachers state that they have had education at the third grade and 80 of them at the fourth grade.

### **2.3. Data Collection**

While collecting data, a semi-structured interview form which is composed of open-ended questions developed by researchers has been used.

At the stage of preparing questionnaire, the topics that will be investigated have been determined and a question pool has been created firstly. Expert opinions related to these questions have been taken and the final form of these questions have been used after they have been evaluated and approved by these experts again.

#### 2.4. Data Analysis

The collected data has been saved separately per question and have been codified after being classified. These classifications and codifications have been presented to the domain experts and their final states have been given and prepared according to the evaluations. When starting to analyze, frequency and percentages have been calculated for each group and the tables have been created. Finally, they have been reported and the findings have been introduced.

### 3. Findings

**Table 1:** What are your gains related to physical education and game teaching lesson?

Comments	N	%
We have learned the kids games	115	28,7
We have realized how important the games are for children	92	22,9
We have learned a lot of skills related to psychomotor development, medical knowledge and lesson	62	15,5
We have learned the things that we should be careful about while communicating with children	48	11,9
We have learned the classroom management	37	9,2
We have developed the sense of responsibility	36	8,9
Others	12	2,9
Total	402	100

Table 1 shows the comments of prospective class teachers having physical education and game teaching lesson about the gains of this lesson. In total, %28,7 of teachers state that they have learned the kids games. The percentage of the teachers saying that they have realized how important the games are for children's development is %22,9. That "we have learned a lot of skills related to psychomotor development, medical knowledge and lesson" is expressed by %15,5 of them.

While the percentage of the teachers saying that they have learned the things that they should be careful about while communicating with children is %11,9, the percentage of the teacher expressing that they have learned the classroom management is %9,2. Approximately %8,9 of the prospective teachers state that they have developed the sense of responsibility. The percentage of the prospective teachers commenting on "others" is %2,9. When we look at Table 1 generally, most of the prospective teachers express a positive opinion about the gains, productivity and effectiveness of this study.

**Table 2:** Do you think that physical education and game teaching lesson contributes to your field education?

Comments	N	%
Yes	142	59
We have realized teaching with game	86	35,7
No	13	5,3
Total	241	100

In Table 2, there are comments related to whether physical education and game teaching lesson contributes to the prospective class teachers' field education.

While %59 of prospective teachers say "yes, it contributes to our field education", %35,7 of them opine that they have realized teaching with game in this lesson. Besides, %5,3 of them express that the lesson which they have does not make any contribution to their field education. When we look at this table generally, almost all the teachers advise that physical education and game teaching lesson is necessary for the prospective class teachers and this lesson contributes to this field, and they give positive opinions.

**Table 3:** How should physical education and game teaching lesson be given according to you?

Comments	N	%
It should be given practically	118	44,1
By making the importance of lesson feel	42	15,7
By considering children's features and ages	36	13,5
With more types of game	32	11,9
Lesson time should be increased	28	10,4
Others	12	4,4
Total	268	100

The comments of prospective teachers on how to give this lesson can be seen in Table 3. While %44,1 of the prospective teachers express that this lesson should be given practically, %15,7 of them state that this lesson should be given by making the importance of it feel. In addition to this, %13,5 of the prospective teachers say that this lesson should be given by considering the children's features and ages. While %11,9 of the prospective teachers state that this lesson should be given with more types of game, %10,4 of them opine that the lesson time should be increased. The percentage of the prospective class teachers commenting on other topics is %4,4. When we look at the comments on how to give this lesson, a great majority of them express that this lesson should be given practically.

**Table 4:** What are your general opinions about physical education and game teaching lesson? Explain.

Comments	N	%
It is an important lesson for a prospective class teacher	128	25,6
It should be given practically	120	24
It is an enjoyable and productive lesson	82	16,4
The lesson should be given more importance	72	14,4
It has improved our psychomotor abilities	42	8,4
It is an effective lesson on the basis of socialization	38	7,6
We have got information about health knowledge and healthy life	18	3,6
Total	500	100

Evaluations of the opinions of prospective class teachers in study group about physical education and game teaching lesson are seen in Table 4. %25,6 of the prospective teachers state that this lesson is important for a prospective class teacher. According to %24 of them, this lesson should be given practically. Additionally, %16,4 of the prospective teachers think this lesson is enjoyable and productive while %14,4 of them express that this lesson should be given more importance. Besides, the percentage of the prospective teachers saying that this lesson has improved our psychomotor abilities is %8,4. While %7,6 of them consider that this lesson is effective in terms of socialization, %3,6 of them say that they have got information about health knowledge and healthy life.

#### 4. Discussing and Conclusion

In this study, with respect to this lesson and its teaching; opinions, expectations and evaluations of prospective class teachers studying in the department of classroom teaching at the faculty of education of universities and having the physical education and game teaching lesson have been examined. This study has been done with a study group including 165 prospective class teachers studying in the department of classroom teaching at Gaziantep University, Faculty of Education.

This study, in which the prospective class teachers' evaluations about physical education and game teaching have been examined, has been done by using content analysis technique that is involved in qualitative method. That the topic has been taken up with an integrated approach and examined by different methods and techniques with the domain experts, academicians, prospective teachers and the other sharers is necessary on the basis of revealing the topic at all points.

According to the findings related to the first sub problem of the study, most of the evaluations of prospective teachers consist of gains pertaining to the lesson. Prospective teachers state that they have learned a lot of new games in this lesson. In addition to expressing that they have learned how important this lesson is for children's development and education; they have observed new abilities related to the psychomotor development, health knowledge and the lesson; they have learned which topics they should be careful about; the prospective teachers also say that they have got various informations about classroom management.

Besides, the prospective teachers who state that they have gained the sense of responsibility also express that they have got positive gains related to the physical education and game teaching lesson. In reference to the findings of the second sub problem, prospective teachers comment mostly on contribution of this lesson to their own fields as well as they tell that they have realized the teaching with game by means of this lesson.

In the third sub problem, the prospective class teachers are asked for expressing their opinions concerning how this lesson should be given. While the greater part of the prospective teachers state that this lesson should be given practically, they also add that the importance of this lesson should be felt with respect to the field and the children's ages and features should be taken into consideration in the activities. The prospective teachers present the opinions respecting that there should be more types of game and the time of the lesson should be increased.

In the fourth sub-problem, the prospective teachers are asked for commenting on what their general thoughts are about this lesson. The prospective teachers state that physical education and game teaching lesson is an important lesson for prospective class teachers in their teaching careers. That this lesson should be given practically is also expressed by the prospective teachers. In addition to this, they say both this lesson is productive and enjoyable and also it deserves more importance. The prospective teachers who enounce that the psychomotor abilities improve more in this lesson also state that this lesson is an effective tool for socialization and that they have got enough information about health knowledge and healthy living.

When the related literature is examined, in the study done by Can (2011), with regard to the Physical Education and Game Teaching, opinions of the students who have got Physical Education I-II, Physical Education and Game Teaching lessons and who is studying in the Department of Primary School Teaching of the Faculty of Education at Muğla University have been analyzed and they state the necessities that the prospective teachers should attend the lessons and also they should be enabled new settings according to their interests and needs and they should be given opportunities, too (Can, 2011). Our study corresponds to the results obtained from this study.

Lüschen, Roberts and Sutton-Smith are of the same mind about sports, game and entertainment reflect the main culture and sports and culture are indissociable (Lüschen, 1967; Roberts and Sutton-Smith, 1962). Besides, according to the findings of Mead and Piaget's study, entertainment and games provide children form their own behaviours by learning the ideas, norms, rules and public expectations (Mead, 1934; Piaget, 1962). This shows that entertainment, games and sports are connected with the process of socialization in terms of history. McPherson observes that an individual can learn the social values, norms, traditions and behaviours by means of attending entertainment, games and sports activities because sports models consist of these facts (McPherson, 1981). As a conclusion, the game which is a n essential complement and part of the education is one of the basic needs and the most effective learning methods.



The child, who learns by trying social roles and improves communication skills by knowing his environment, finds an opportunity to experience and reiterate what he has learned because he is in a natural learning environment at the same time in addition to all these positive features of the game, it also pays dividends for teachers. The fact remains that the game makes teachers gain insight about the mind structure, state of mind and emotion, readiness level in addition to that the game serves cognitive purposes like teaching the things easily and providing the things learnt permanent. Game activities having an important place in supplying movement needs for the development of the child (Ayan, 2013) also make a significant contribution to the socialization process of the child as well as that they are enjoyable (Ayan and Ulaş, 2015; Gökdağ, 2002).

In our study, the prospective class teachers having physical education and game teaching lesson whose aim is to provide children level up their social adaptations, mental and physical developments and emotional maturities (Tamer, 1987) express the necessity of this lesson by laying emphasis on it. Furthermore, the prospective teachers emphasises that this lesson is effective on the basis of the education and the development of the children and state that it is necessary for class teachers avocationally. In this case, some tasks fall to the instructors teaching the given lesson. First of all, the importance of this lesson should be emphasized in terms of child development by arousing attention of the prospective teachers to this lesson, and then it should be diversified with more examples as well as its theoretical parts and the prospective teachers should be encouraged in order to make them practice the educational games that they have learned through the school experience and probation. New studies on the game and education having an undeniable place in raising the healthy individuals who comply with the changesbringing with the modern world are quite necessary. Both the Ministry of Education and the Ministry of Youth and Sports should be supported more and the results of the given studies should be given wide coverage both in the social and printed media in order to reach the families thinking the game as a waste of time and free time activities.

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