

Chapter 5

LEARNING TO DELIVER HIGH QUALITY TEACHING IN PHYSICAL EDUCATION AND SPORTS

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ABSTRACT

Providing quality criteria for learning tasks at the time of instruction is fundamental to the learning process of students and athletes in physical education and sport. During the presentation of the tasks the quality criteria of the learning activities should be communicated, while the corrective feedback given by teachers/coaches should focus on the quality aspects of the task or process performance [1, 2]. The learning of the students/athletes may be more influenced by the combination of the presentation of quality tasks and the feedback given by the teacher [3]. The presentation of the tasks has to have the following fundamental quality components: a structure, a cognitive approach, a careful selection of information, an explanation and demonstration at the same time [4-6]. The presentation of tasks is one of the teacher's activities that has the potential to impact on the psychological health of athletes and not only as a pedagogical aspect that seeks sports performance [5]. An optimal teaching in physical education and sport it is not only influenced by the presentation of the tasks but also by the type and quality of the feedback, which should lead to improved motor performance and cognitive learning [7].

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However, providing corrective feedback, due to its negative nature, could lead to unwanted repercussions on students [1], which depends on how the corrective feedback is perceived by students [1, 2, 8, 9]. Providing corrective feedback using an interpersonal style that supports autonomy and is perceived as legitimate will allow athletes to be more willing to work on their mistakes rather than feel compelled to do so [1, 2, 10] and will consider the teacher's corrective feedback as an opportunity to learn and improve [2, 10]. In conclusion, it is important that the coach focuses on making clear the quality criteria of the learning tasks during the presentation of the tasks. It is also crucial that when corrective feedback is provided, and effort is being made to ease its acceptance by the students and that this is communicated in a fashion that supports autonomy and that it is related to the cognitive approach or practice intention transmitted in the presentation of the tasks.

Keywords: task presentation, corrective feedback, basic psychological needs, physical education, sports

INTRODUCTION

A common error of coaches when giving instructions is that they do so in a generic way, without specific reference to the quality criteria of the tasks [11], as well as having little clarity when addressing the athletes [5]. Clarity is a communicative competence that the coach must consider in order to express what he wants his players to achieve in the training/sessions and for the athletes to feel able to start participating in the learning tasks [5]. The communication of precise instructions is vital in the teaching of physical education and sport. In the presentation of the tasks, the quality criteria of the learning activities must be communicated, and the corrective feedback given by the teachers must focus on the quality aspects of the task or process [1, 2]. Students' learning may be more influenced by the combination of the presentation of quality assignments and the feedback given by the teacher [3].

An optimal presentation of the tasks should be considered by the teachers as an important aspect that impacts on the psychological health of the students and not only as a pedagogical aspect that seeks the development of cognitive-motor skills [6]. The presentation of the tasks [12], pre-practice information [13] or structure before the activity [14], is defined as the communication from the teacher to the players of "what to do and how to do it" before starting the practice of the tasks or activities [12]. The presentation of the task at the beginning of the session or at different times during the session should channel the attention of the athletes or students on the critical elements (signs) and make them aware of the main characteristics of the new learning task or skill [15]. It is an instructional activity that generally has the following structure: 1) an introduction where the meaning and importance of what is to be learned is communicated; 2) an organizational dimension where people, space, equipment and time for practice are organized; 3) the development of the task where it is explained and

giving corrective feedback, the teacher/coach must communicate it in a style that supports autonomy, so that regardless of the fact that the corrective feedback transmits a message of low competence, it is accepted by the students and they feel motivated to continue with the practice of the tasks. Taking these characteristics into account will help students/athletes to perceive themselves as more competent, autonomous in their actions and better related in the group, which in turn will promote psychological well-being in students/athletes in physical education and sport.

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