

Defining the Structure of Physical Education Lessons in Secondary Schools: A Didactic Problem and Its Solutions

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Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation

Abstract

Background and Study Aim The organization of physical education lessons in secondary schools presents a didactic problem that requires choosing an optimal structure for the training session. This article aims to analyze the theoretical approaches of various scientists towards the typology of lessons, both in general didactic aspect and in relation to the educational subject of Physical Culture.

Material and Methods The study employs a literature review using sources from the Vernadskyi National Library and Google search system, with 20 sources selected for analysis. The study focuses on the components of communicative competence and the assessment of its levels.

Results Results showed that the concept of “lesson structure” has been defined with investigation on relevant stages, components, and elements included. The study proved that the types of lessons, age of students, and level of education influence the choice of structure. The study explored the theoretical issues of defining the concept “lesson structure,” including the relevant stages, components, and elements. The article provides definitions of these concepts and highlights how different types of lessons, student age, and educational level influence the structure of a physical education lesson.

Conclusions The study highlights the need for further attention towards determining the structure of physical culture lessons in general educational institutions by specialists in the field of theory and methods of physical education.

Keywords: structure, lesson structure, physical culture lesson, stages

Introduction

Physical education is an essential component of every student's holistic development, as it promotes physical fitness, mental well-being, and social skills. In secondary schools, physical culture lessons form a crucial part of the curriculum, and the structure of these lessons plays a significant role in ensuring students receive a comprehensive education in physical culture [1, 2, 3, 4]. The physical culture curriculum in secondary schools typically covers a wide range of activities, from traditional sports like basketball and soccer to non-traditional activities like yoga and martial arts [5, 6, 7, 8]. In this article, we will explore the structure of physical culture lessons in secondary schools, highlighting the components of a well-rounded physical culture curriculum and the benefits of physical education for students.

The effectiveness of learning and its outcomes largely depend on the structure and typology of lessons [7, 9, 10, 11]. However, in the theory and practice of modern lesson planning, determining the appropriate structure and typology of lessons is not always straightforward, especially in school physical education didactics [12, 13, 14, 15]. This is because, unlike other subjects, the theory and methodology of physical education have not received as much attention in terms of defining

the structure and typology of lessons. While a few researchers have delved into this area, including Shiyani [12, 16], Moskalenko [9, 17], and Vaskov [1, 8], there is still a lack of clarity on how to categorize and structure physical education lessons. Currently, there is no consensus on the components of macro and microstructures of physical education lessons, and there is a lack of theoretical definitions of the concepts of components and elements of physical education lessons.

Therefore, the purpose of this study is to examine the various approaches taken by different researchers to provide theoretical justification for the typology of lessons, both from a general didactic perspective and in relation to the specific subject of “Physical Culture”. By doing so, we hope to contribute to the ongoing discourse on the structure and typology of physical education lessons, and ultimately improve the quality of physical education in secondary schools.

Methodology

This study is based on a review of relevant literature on the topic “*Defining the Structure of Physical Education Lessons in Secondary Schools: A Didactic Problem and Its Solutions*”. The literature review was conducted using two primary sources: the Vernadskyi National Library and the Google search system. The search criteria used specific

keywords related to the topic, including Content, education, theoretical component, intellectual, practical, classification, exercise. After conducting the initial search, a total of 20 sources were selected for analysis. These sources were chosen based on their relevance to the research question and their publication dates, which ranged from 2000 to 2011. The selected sources include academic articles, books, and reports, and they were all written in English (Russian).

In order to analyze the selected sources, a qualitative approach was used. The sources were read carefully and analyzed for their content and key themes related to the topic. The results of this analysis are presented in the following section.

Results

The concept of “structure” is fundamental in determining the quality of a lesson, including in physical education. According to various sources, the structure of the lesson can be defined as the integration and connection of components, a set of stable connections that ensure the integrity and identity of the lesson, and the internal structure and sequence of individual stages [1, 6, 7, 8]. Moskalenko [9, 17], proposes that didactic stages of the lesson can be categorized into macro and microstructures, with the former representing the overall procedural segment and the latter representing the individual components within each stage.

In physical education lessons, the structure is often categorized into three parts: preparatory, basic, and final. The distribution of these parts is based on physiological, psychological, and pedagogical patterns. The choice of lesson structure is also influenced by the biological patterns of the body’s functioning, which determine its performance.

Khan [18] notes that the difficulty of building a lesson is due to the lack of recommendations for building a lesson based on age group and other factors. The duration of each part of the lesson is influenced by the age of students, the type of lesson, and other didactic, psychological, and physiological factors.

Overall, the quality of the lesson structure has a significant impact on the effectiveness of learning and its outcomes. It is therefore essential to carefully consider the structure of physical education lessons in secondary schools, taking into account various factors that influence the choice of structure. By doing so, we can improve the quality of physical education and ultimately enhance the health and well-being of students.

After analyzing the approaches of different scientists to the theoretical substantiation of the typology of lessons in physical education, it can be concluded that there is no universally accepted definition of the components and elements of physical education lessons. However, most studies

agree that the quality of the lesson structure is crucial for the effectiveness of learning and its outcomes.

According to Babanskij [19], the lesson structure is a set of elements that ensures the integrity of the lesson and the preservation of the main directions in different variants. Podlaty [13] defines the structure of the lesson as its internal structure and the sequence of individual stages. Moskalenko [20] proposes that didactic stages of the lesson can be categorized into macro and microstructures.

Another study [8] suggests that the structure of the physical culture lesson can be divided into three parts: preparatory, basic, and final. The distribution of these parts is based on physiological, psychological, and pedagogical patterns.

Shiyan [16] emphasizes the importance of considering the biological patterns of the body’s functioning when choosing the structure of the lesson. Moreover, Khan [18] notes that the choice of lesson structure is influenced not only by the type of lesson and its type but also by the age of students and other didactic, psychological, and physiological factors.

Overall, it can be concluded that the structure of physical education lessons in secondary schools should be carefully designed and take into account various factors that influence the effectiveness of learning. By doing so, we can improve the quality of physical education and ultimately enhance the health and well-being of students.

Discussion

The structure of physical culture lessons in secondary schools is a complex topic that requires a thorough understanding of various didactic, physiological, and psychological factors that influence the effectiveness of learning. The analysis of different studies on this topic [14, 16, 17] shows that there is no universally accepted definition of the components and elements of physical education lessons, but there is a consensus that the quality of the lesson structure is crucial for the effectiveness of learning.

One of the key factors that should be taken into account when designing the structure of physical education lessons is the age of students. As Khan [18] notes, the duration of each part of the lesson should be adjusted based on the age of students and the type of lesson within one age group. This is because the physiological and psychological characteristics of students change as they grow and develop, and their ability to learn also evolves. For example, younger students may need more time for warm-up and cool-down activities to prepare their bodies for physical activity, while older students may require more time for actual exercise and skill development.

Another important factor to consider when

designing the structure of physical education lessons is the type of lesson and its type. Different types of physical activities require different structures of lessons, and the same type of activity can have different types of lessons depending on the learning objectives and the level of students' physical fitness. For example, a lesson on swimming may have a different structure than a lesson on basketball or running.

The distribution of the parts of the physical culture lesson, as suggested by some studies, also plays a significant role in determining the effectiveness of learning [1, 8, 12]. The preparatory, basic, and final parts of the lesson should be designed in a way that ensures a gradual increase in the intensity of physical activity and allows for sufficient rest and recovery periods. Moreover, the choice of exercises and activities in each part of the lesson should be carefully selected based on the learning objectives, students' physical abilities and fitness levels, and other relevant factors.

In conclusion, the structure of physical culture lessons in secondary schools is a complex issue that requires a multidisciplinary approach. By considering various didactic, physiological, and psychological factors, teachers and educators can design lessons that are effective, engaging, and enjoyable for students. Ultimately, a well-designed structure of physical education lessons can help students develop their physical fitness, enhance their health and well-being, and promote lifelong habits of physical activity.

Conclusions

In conclusion, the structure of physical culture lessons in secondary schools is a fundamental

aspect that determines the effectiveness of learning and its results. The typology and structure of the lessons are complex and require careful analysis and planning. The existing research on this topic has revealed different approaches to the theoretical substantiation of the typology of lessons, as well as their macro and microstructures.

The concept of structure has been defined by various authors as the integration and connection of the components of something, building, location, order, and a set of stable connections of the object that ensure its integrity and identity. The structure of the lesson is a set of elements that ensure the integrity of the lesson and the preservation of the main directions in different variants. It has been noted that the quality of the lesson structure depends on the quality of the lesson, and the difficulty of building a lesson is due to the lack of recommendations of building a lesson of one type or another depending on the age of students, the place of the lesson in the school mode and other factors.

Factors that influence the choice of the structure of the lesson of physical culture include biological patterns of functioning of the body, which determine its performance, the age of students, the type of lesson within one age group, and the didactic, psychological, and physiological aspects.

In light of the above, it is necessary to pay attention to the structure of physical culture lessons in secondary schools and ensure that it is well-planned and organized. Further research is needed to identify the most effective typology and structure of physical culture lessons in secondary schools, taking into account the various factors that influence the learning process.

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