

THE EFFECT OF THE IMPERATIVE METHOD IN TEACHING PHYSICAL EDUCATION CURRICULA FOR THE PRIMARY STAGE

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Abstract

Physical education is considered a science like the rest of the other sciences, as most of these sciences depend on the mathematical sciences, and sports also depend on these sciences, whether they are educational, human, or pure sciences. Therefore, it can be said that sports have a direct relationship with the rest of the sciences and influence them and are affected by them. The relationship is close and has strong ties. Multiple. The extent of the progress of the sports movement depends on the nature and level of school sports, which is considered the broad base and foundation for the development of the sports movement () and that school sports depend essentially on sports movements. Through the lesson, we can discover the potential and abilities of students physically, skillfully, or socially, and point out the talents of the students that can be taken care of and employed. In serving the students, and the success of the lesson depends on the development of these capabilities and benefiting from incorporating them into the activities and activities of the lesson. The diversity in the use of different methods and methods of teaching works to relieve students' boredom resulting from the use of one method, and the successful teacher is the one who is good at applying more than one method, and is interested in taking into account the inclinations and tendencies of the students because these inclinations and tendencies represent motives to stimulate the individual and those. The methods that recent studies have proven to be useful in increasing and speeding up education and developing skills more quickly than other methods are competition methods. However, we will discuss an old and wonderful method at the same time that is applied until now in almost all Iraqi schools. This method depends primarily on the teacher. It is the imperative method, and I chose this method for this stage because this method is one of the important methods in teaching younger ages, especially. Due to the vitality of this age stage, the teacher's primary duty is to organize and control the

course of the study to achieve its set goals and thus bring about the correct learning process for the students.

Introduction

The level of school sports has declined in Baghdad Governorate in general and in Al-Dura district in particular. It is a sad reality. This decline and decline in the physical education lesson for the primary stage is due to the many difficulties facing this lesson. In order to address and overcome them, they must be studied in a scientific and accurate manner, and what distinguishes this lesson. The primary stage is the cornerstone of all the rest of the stages. The difficulties faced by this stage are the basis of the difficulties faced by the rest of the stages in the physical education lesson. Knowing these difficulties and trying to find appropriate solutions to them is certainly a big step and a bold attempt to raise the level of school sports, and one of these difficulties is implementing a lesson. Physical education in the primary stage requires the teacher to fully control the young students and integrate their great energy and vitality to serve the lesson. There are many methods and methods that work on this, but in the researcher's opinion, the imperative method is one of the best methods in teaching the physical education lesson for the primary stage.

Research objective

Identifying the advantages of the imperative method in teaching the physical education lesson for the primary stage.

Research hypothesis

There is a relationship between the imperative style and the lesson of physical education in the primary stage

Research areas

- The human field: physical education teachers in Al-Karkh Secondary Education.
- Time frame: from 1/21/2023 until 4/5/2023
- Spatial area: Primary school schools for boys in Al-Karkh Secondary Education

Definition of terms

Primary stage

This stage is called late childhood and begins with the child entering primary school and ends at the age of twelve years.

Theoretical studies

Physical education lesson in the primary stage

This stage is called the late childhood stage, and it begins with the child entering primary school and ends with its end, at the age of twelve years. Therefore, this stage can be divided into two parts- :

The first section

From six to nine years of age, which corresponds to the first, second and third grades of primary school. Physical growth at this stage is characterized by increased growth of the torso and the

rest of the organs, the growth of the large muscles in the arms and legs increases, and the chest begins to expand and round. As for motor development, the child is always in motion and does not stay in one position for a long time. Over time, the child's control over his movements increases. He is also able to focus his attention for long periods on performing a specific activity. The child's movements show signs of accuracy and correct timing in performing his activity, and a difference also appears in the performance. Some movements between boys and girls. The physical education lesson at this stage may contribute to raising the level of motor development to a great extent, as at the end of this stage the student masters most of the basic motor skills such as walking, running, jumping, jumping, throwing, and standing. At the end of this stage, the student can be given some complex movements. Such as throwing, standing, and running, for example. At this stage, the student has the ability to respond to motor performance that is linked to different types of timing and rhythm. Therefore, students must be taught some motor skills using simple rhythms.

The second section

From ten to twelve years of age, which corresponds to the fourth, fifth, and sixth grades. The physical and motor characteristics in this period are clear. Growth in terms of height and weight is characterized by stability, small muscles grow clearly, the growth of the heart and lungs approaches normal size, and individual differences in height and weight appear among students. At the end of this stage, internal changes begin in the composition of the body and glands, and the periods of onset of sexual maturity vary clearly. Motor development increases during this period, as the child is able to increase control over his movements and their agility and speed increase. At this stage, the phenomenon of learning appears at first glance, which causes the performance of motor skills without mastery, which requires a great effort from the teacher in teaching the skill or re-teaching it correctly. At this stage, the students' levels of motor experiences vary due to many factors, and the student's environment may have the greatest impact, and most indicate Studies indicate that this stage is one of the important stages in gaining experience in various sports games and movements and can be considered the appropriate stage for early specialization in sports activities.

Objectives of the physical education lesson in the primary stage

Physical education has physical, social, and mental values that are not achieved by simply involving students in play, but rather requires certain special directions and appropriate selection of goals, the effectiveness of which is demonstrated through curriculum materials, the application of work plans, and their correct use through rational teaching methods in order to facilitate the process of students acquiring the physical abilities and motor skills that they require. He benefits from it physically, mentally, and socially. Objectives, in their general sense, are considered basic matters and crucial components in building the curricula to be applied through selecting lesson materials to achieve the specific purposes that are intended to be achieved. Therefore, it is necessary to choose clear objectives for physical education that determine for the teacher the direction in which he must move to achieve the following objectives.

1. Rooting national and patriotic principles in the souls of students, stoking their enthusiasm, directing their drive to love the homeland, and introducing them to its gains.
2. Preparing students according to society's requirements and aspirations to contribute to its development and progress and increase its production efficiency.
3. Achieving the continued integrated development of students by practicing activities and sports and directing them to take care of public health.
4. Teaching students the basic principles of basic skills for games and activities, developing physical abilities, such as strength, length, and speed, and improving their motor accuracy.
5. Improving social relations, developing the work spirit, and providing the appropriate atmosphere for the development of educational characteristics such as a sense of responsibility, cooperation, love, belonging, and loyalty to the group.

The importance of the physical education lesson in developing school sports

“Physical education, like other academic subjects, is considered one of the educational means in the school field. The physical education lesson contains many activities, skills, and physical and skill activities, all of which are taught to the students in order to raise their physical, motor, and skill levels within a single methodological vocabulary. To this is added the teacher's experience, ability, and scientific, educational, and athletic abilities, and then employing that in order to develop the lesson first, and then developing physical education. At the school level. The necessary attention and care required for the daily lesson is the first and important step to ensuring the achievement of the goals set, whether for the students or the school, including raising the level of students skillfully, physically, and socially, then working to raise the athletic level in the school through developing school sports teams. Thus, the level of students can be raised athletically and During the growth of school sports, this contributes to the development of school sports in general.

The physical education teacher and his role in the success of the physical education lesson plan

The teacher plays an important role in the school because he possesses the qualities of wise leadership. He is also considered one of the beloved personalities among the students and influences them, which has a distinct peculiarity from the rest of the school subjects, because he deals with them in a manner of kindness, gentleness, patience, and firmness. He also contributes his personal efforts to giving He provides some guidance and instructions to make their work successful, and he is “a social pioneer who helps in raising them in the physical, psychological and social aspects and thus results in them growing up healthy in body and soul ”Among the qualities that determine the role of the teacher in the lesson and that he must possess are:-

- To love his profession and be familiar with its theoretical and applied nature.
- He must have good health, ability and physical ability.
- To be a role model and a good role model in everything.
- To be familiar with his subject and teaching methods.
- To take into account the inclinations and desires of the students.
- Continuous care and maintenance of its tools, equipment, arenas and sports fields.

- To cooperate with the school administration in implementing the prescribed curriculum.

Therefore, the physical education teacher has an effective role in activating the sports movement inside and outside the school, which contributes to activating the role of students in practicing sports activities with great acceptance and enthusiasm, through good preparation for all requirements for the success of the daily lesson, preparing sports teams, and involving them in extracurricular activities inside the school.

Physical Education Curriculum

A good sports curriculum in any school must take into account the following matters

- The nature of the students who will participate in the program activities.
- Characteristics of the community in which students live.
- The time available and allocated to the sports program.
- The available material and human capabilities.
- Classification of students according to school grades.

Components of the physical education curriculum

The physical education curriculum in all schools is divided into three sections:

The basic or (school) curriculum

This curriculum is considered the academic course in which all physical education subjects are implemented in an organized manner through the daily lesson schedule and in which all students participate.

Internal sports activity

This activity provides an opportunity for all students to participate in sporting activities outside of official working hours and is considered one of the complementary parts of the physical education lesson. Its purpose is to satisfy the students' desires and inclinations and refine and train sports skills.

Outdoor sports activity

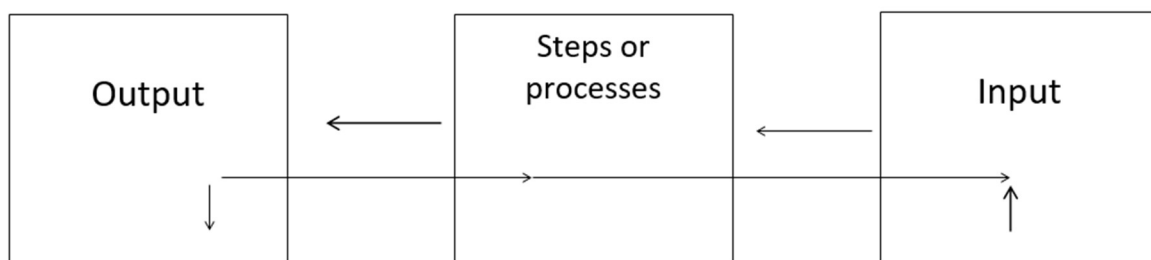
Sports activities provide opportunities for students to express natural desires and measure the strength and skill that have been acquired through the physical education lesson. This activity requires good leadership by the teacher to exert their maximum efforts to achieve educational values. This activity is considered optional and students are not forced at school to participate in it. This activity is considered an integral part of the comprehensive general program for physical education, and the races that take place take place according to agreed-upon rules and conditions for the purpose of identifying the winners among the participants, raising morale, and strengthening the bonds of the relationship between the students and the school on the one hand and between the school and society on the other hand.

Teaching a physical education lesson

Teaching is an educational means to achieve cultural communication for the human race by transferring experience, skills, and ideas to future generations. It is a diverse, repeated experience to study the human soul and society and learn about their capabilities and mutual influence. It is also a type of mental exchange between two parties, both of whom benefit from the mental

encounter that refines his intelligence and develops his personality. When the teacher helps the student to gain experience, he suffers from the differences in the students' abilities and finds himself forced to treat members of a society of individuals who are independent of each other. The teacher may sometimes find an aversion to his knowledge and an asceticism in his efforts, which forces him to review himself and discover the reasons for this. Teaching is a communicative activity that aims to stimulate learning and facilitate the task of achieving it. Teaching behavior includes a set of communicative actions and decisions that are exploited and employed in an intended manner by the teacher. The teaching process is a dynamic process during which interaction takes place between the sender (the teacher) and the receiver (the learner) through (an idea, information) and measuring its impact on the recipient. The teaching process is defined as "a set of skills and plans that can be practiced and rehearsed in order to reach their goals "The teaching process is also defined as "a purposeful and planned human activity, in which interaction takes place between the teacher, the learner, the learning subject, and his environment. This activity leads to the growth of the cognitive, skillful, and emotional aspects of both the teacher and the learner, and this activity is subject to a comprehensive and continuous evaluation process ". Teaching examines the objectives, duties, and content of the lesson, as well as the foundations, organization, means, methods, and methods of teaching. Teaching aims to achieve two basic goals

1. Achieving unity between the teaching process and the educational process, meaning that teaching is a theory of teaching and pedagogy in the classroom in general.
2. Achieving unity between knowledge, theory and practical application, that is, between theory and practice. Being satisfied with acquiring theoretical knowledge without giving the student the opportunity to apply this knowledge to practical reality makes him disconnected from the reality of his social life on the one hand, and also leads to the student losing his interest in this knowledge on the other hand. Figure (1) shows the role of teaching in creating learning



..Figure (1) shows the teaching process as an integrated system

The teaching process can be expressed as an interactive process between two main parties, the teacher and the learner. It is no longer a one-sided process that depends on the role of the teacher, and the learner no longer exercises a negative role as he now has sufficient experience and many topics and needs many questions. It is concerned with organizing learning situations and forming an environment for the learner. In a way that enables him to learn to practice a specific behavior, the teacher's responsibility crystallizes in providing an educational environment that enhances

the correct and desired behavior among the learners through careful organization and the provision of information in an organized and planned manner. This would develop in the learners self-development, cooperation and positive communication, which leads to better learning.

Methods of teaching physical education lessons

In the early sixties, special interests and ideas emerged regarding the necessity of using teaching methods and methods that care for the learner and moving from old concepts that emphasize the role of the teacher as being directly responsible for teaching behavior, which is “a series of decisions that are unilateral to serious educational concepts and to creating new relationships between the teacher and the student.” the process of interaction between the teacher and the student always reflects a certain behavior and a special educational behavior. Teaching methods are a series arranged together, and this theory has been widely applied in the field of physical education, and since that time teachers have been working with it successfully. Teaching methods have been defined as “a group of the teacher’s own and preferred teaching styles that are closely linked to the teacher’s personal characteristics ”The teacher's transition between teaching methods is an important part of the educational process. These methods have varied and a group of teaching methods has emerged that has adopted the methods and methods of teaching physical education, and this is what we notice in him (Mustin, Doherty, Peterson, and Bonanno), noting that (Mustin) comes at the forefront of these in He presented new methods and methods, especially with regard to the level of motor performance, and he continued to develop this trend since 1960 without changing the foundations and principles on which these methods were previously built. These ideas of his have found great popularity and acceptance among those working in the sports community.

Types of methods

Muston's methods were divided into

Direct methods: - in which the effect of the teacher’s behavior is clear, which are:

The imperative style.

The reciprocal (cooperative) method

Training method.

Method of introduction and inclusion (motor duties)

Self-examination method (self-review)

Indirect methods: in which the effect of the student’s behavior is clear, they are:

- Guided discovery method.
- Self-training method.
- Derivation method.
- The branched method.
- Diversified learning style.
- Learning style in the individual program.

These methods are based on foundations and principles that depend on who makes the specific decisions at each stage of the teaching process, which are the pre-teaching stage, the teaching stage, and the post-teaching stage. That is, any method is known by the teacher or the student, or

both, by distributing the specific decisions taken or prepared by The teacher, the student, or both in the teaching process involved, and Muston points out that each method has a specific duty in the student's development from the physical, social, behavioral, and mental aspects

Imperative style

After all, this method is one of the methods that are still used in teaching physical education skills, and it is the first method in the group of methods, in which the teacher is the only controller who makes all the decisions in the pre-lesson stage, the lesson implementation stage, and the post-lesson stage, and the student must obey those orders and implement what He is asked and the essence of this method is the incentive and command signal from the teacher that precedes any motor achievement by the student - and the response issued by the student. Accordingly, all decisions, whether they are about taking the place, the start time, or the duration of the exercise, are all taken by the teacher And if we want to explain how The process of making decisions in this method, as defined by Muston, will be as follows:

Imperative style	Stages of the teaching process
teacher	Pre-teaching stages
teacher	Teaching stages
teacher	Post-teaching stages

Figure (2)

Demonstrates the transfer of decision making in this method

Advantages of this method

1. This method can be used with young students.
2. It can be used with beginners in practicing the profession.
3. This method can be used in difficult events in order to control the course of action.
4. It can be used to correct common errors in events and individual errors.

Objectives of the imperative method

1. Direct response
2. Accuracy in response
3. Control of achievement
4. Control the students administratively, discipline, and work.
5. Maintaining the rules set for the lesson.
6. Avoid choices.
7. Economic in time.

Research methodology and field procedures

Research methodology

The researcher used the descriptive survey method to suit the nature of the research.

The research community and its sample

The research community consists of (22) primary schools for boys within Al-Karkh Secondary Education. The research sample was tested using a random (regular) method. It included (15) physical education teachers in primary boys' schools.

Methods of data collection

Sources

- A questionnaire form for experts and specialists.
- Questionnaire form for sample members.
- Personal interviews.

Determine the paragraphs of the questionnaire

The researcher designed a questionnaire form, after it was presented to a group of (3) experts specialized in physical education. The researcher distributed this form to the research sample to answer it. The form included the most important and prominent basic topics through which appropriate solutions can be found. she has.

Scientific transactions for the questionnaire

Validity of the form

The researcher proved the validity of the questionnaire by presenting it to a number of experts, and asking them to answer it in the form (valid, invalid, modification). Some paragraphs were modified and others were reformulated, and according to the agreement of the experts, the agreement rate was (75%), and accordingly, it was deleted. Some paragraphs and other paragraphs were added, so that the number of paragraphs in its final form was (46)

The stability of the form

To determine the reliability of the questionnaire form, the researcher resorted to using the retest method to calculate the reliability coefficient using the Pearson correlation coefficient, which reached (79%)

Objectivity of the form

Objectivity means that the questions have the same meaning for the different members of the sample to whom these questions are directed, meaning that the question does not accept interpretation or controversy. Asking the questions to the sample confirmed their sobriety and ease of understanding. Thus, the researcher may have confirmed the objectivity of the questionnaire.

Exploratory experience

The researcher conducted a survey experiment on (4) teachers from the research community, selected randomly, in order to identify the suitability of the form and identify the time required to answer it.

Application of the main experiment

After ensuring the validity of the questionnaire, the questionnaire form was distributed to the research sample for the period (1/21/2022) until (4/22/2022), where some teachers were assisted in the process of distributing the questionnaire to be answered by the sample.

- **Statistical methods**
- **The researcher used the following statistical methods**
- **percentage**
- **Simple correlation lab (Pearson)**

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