

**CLASS CARD****Theory of Physical Education**

| Basic classes                | Code in the study plan | ECTS |
|------------------------------|------------------------|------|
| Theory of Physical Education | PEI-14                 | 5    |

|   |                       |
|---|-----------------------|
| Education profile                                     | practical             |
| Faculty and field of study                            | Physical Education    |
| Studies program in which the subject is realized      | 2024-27               |
| Professor's name                                      | Sylwia Nowacka-Dobosz |
| Level of studies (eg. bachelor, master)               | bachelor              |
| Study year and semester                               | I/II                  |
| Language  | English               |
| Method of realization (stationary/ distance learning) | stationary            |
| Lectures/classes hours                                | 30                    |
| Form of passing classes                               | exam                  |
| Type of subject (obligatory/ facultative)             | obligatory            |
| Prerequisites   | none                  |

**DETAILED INFORMATION****Course aims and objectives**

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| A1 | justification of the place of physical culture in general culture and physical education in education  |
| A2 | to create the basis for systematising knowledge about the subject of physical education, allowing to understand the legitimacy of actions in this area   |
| A3 | presentation and explanation of theories and laws describing the mechanisms of physical action on the body and social measures on personality in the process of education and physical education |
| A4 | Modern postulates in physical education and humanistic values in shaping the student's personality   |

**LEARNING OUTCOMES IN KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES FOR CLASSES**

| Learning outcome  | Subject's learning outcomes                            |
|---|--|
| <b>KNOWLEDGE</b>  |  |
| K_W04 Familiarity and comprehension of alternative educational concepts, conditions, functions and meaning of education in human life, as well as its main objectives and | The student knows how to justify the place of physical |

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| <p>tasks, as well as the associated basic processes and mechanisms.</p> <p>K_W05 Familiarity with basic concepts, theories and stages of human development and the meaning of cognitive social and motivational processes in planning and implementation of educational processes.</p> <p>K_W10 Familiarity and comprehension of the basic concepts and models of health and comprehension of the aims and functions of health education in social prevention.</p>   | <p>culture in general culture and physical education in education,</p>  |
| <p>K_W04 Familiarity and comprehension of alternative educational concepts, conditions, functions and meaning of education in human life, as well as its main objectives and tasks, as well as the associated basic processes and mechanisms.</p> <p>K_W06 Familiarity and comprehension of reasons and conditions underlying physical education targets and behavioural patterns in relation to the human body. Comprehension of the meaning of cultural competence in education with respect to diverse meanings of the value assigned to human body.</p>  | <p>He knows the subject of physical education, allowing him to understand the legitimacy of activities in this area.</p>  |
| <p>K_W04 Familiarity and comprehension of alternative educational concepts, conditions, functions and meaning of education in human life, as well as its main objectives and tasks, as well as the associated basic processes and mechanisms.</p> <p>K_W05 Familiarity with basic concepts, theories and stages of human development and the meaning of cognitive social and motivational processes in planning and implementation of educational processes.</p> <p>K_W06 Familiarity and comprehension of reasons and conditions underlying physical education targets and behavioural patterns in relation to the human body. Comprehension of the meaning of cultural competence in education with respect to diverse meanings of the value assigned to human body.</p> | <p>He knows and understands the evolution of values, patterns, norms and behaviors towards the body - he formulates the goals and tasks of physical education</p> |
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| <b>SKILLS</b>  |   |
| <p>K_U14 Ability to implement basic legal rules (in sport and education) under the binding applicable legal framework and to work under elementary legal regulations about the profession.</p>   | <p>Uses praxeological links in the design of practical activities. Designs and adapts a physical</p>  |

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|  | education program that takes into account the conditions of the internal and external environment.                                |
| K_U14 Ability to implement basic legal rules (in sport and education) under the binding applicable legal framework and to work under elementary legal regulations of the profession.   | He selects means, methods and forms for the needs of the process of physical education.   |
| K_U11 Ability to use the basic theoretical knowledge associated with sport and related disciplines to analyse and evaluate educational effects and problems (education and physical education) as well as diagnose and design practical activities.  | Verifies educational effects and problems using knowledge about the physical education process.                                   |
| <b>SOCIAL COMPETENCES</b>  |   |
| <p>K_K05 Developing and advancing knowledge and skills individually.</p> <p>K_K07 In the implementation of individual and team events, acts under the law and cares about the safety and health of all the participants. Consciousness of responsibility for own safety and that of participants.</p>  | Keeps track of changes in educational concepts and programs, emphasizing self-education and self-education.                       |
| <p>K_K03 Rejecting unethical behaviour in both professional and private life, and working and living by following legal regulations. Developed a positive attitude towards people with special and individual needs.</p> <p>K_K08 Rejecting behaviour that might be hazardous to life and health, assuming the role of a promoter of recreational and health events in his local community. Assuming a proactive attitude in terms of sport and health.</p> <p>K_K09 Becoming involved in ecological activities in their own local community and his/her educational work.</p> | Individualizes the educational offer, taking into account the needs and abilities of students.                                    |
| <p>K_K02 Reaching assigned objectives and tasks, planning and implementing educational activities in different social environments individually as well as in a team.</p> <p>K_K04 Acting as an inspiration and source of advice to others in terms of movement recreation and encourages to take up individual physical activity in different stages of life. The graduate is ready to act as animator and create free time activities (associated with recreation and health events).</p>  | Implements projects and educational activities for teams of various social groups in the field of recreation and health training. |
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## SUBJECT PROGRAM CONTENT DIVISION BY FORMS OF IMPLEMENTATION

| <b>FORM OF CLASSES – LECTURE – subject</b>  | <b>Reference to subject-specific learning outcomes</b>           |
|---|--|
| <p>Theory of physical education, its subject, content, evolution and functions in the curriculum.</p> <p>The opposition of the world of nature and culture. Culture as an expression of human development. Subjective and objective culture.</p> <p>Physical education is an intergenerational transmission of patterns of values and patterns of behaviour towards the body. Inculturation.</p> <p>Evolution of views on the essence and goals of physical education. Model of physical education of the National Education Commission and Jędrzej Śniadecki. Biotechnical version, pedagogical version.</p> <p>Shaping technological competences in the field of body care in the aspect of immediate and distant tasks of physical education.</p> <p>Influence of movement on the human body. Human motor skills, its basic concepts, aspects, types and individual conditions (outline).</p> <p>Implementation of the physical education process, its conditions and critical evaluation of practice.</p> <p>Physical education in the narrow sense. Goals of physical education.</p> <p>Models and theories of attitude change.</p> <p>Pedeutological and pedological aspects of the physical education process.</p> <p>Educational relationship, its sides and conditions. Physical educator (parent, teacher, instructor, trainer).</p> <p>Praxeological foundations of physical education. Structure of the educational process and physical education.</p> <p>Modernity, permeability and coherence of the physical education process.</p> | <p><b>P_W01-06</b><br/> <b>P_U01-04</b><br/> <b>P_K02-03</b></p> |

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| Directions of changes in the physical education process (adaptation to changes in social conditions). |  |
| Discussion of the effects of the implementation of classes.<br>Evaluation survey                      |  |

## PLANNED METHODS/FORMS/TEACHING MEANS

| Program content  | Teaching methods/forms  |
|--|---|
| <b>Lecteurs/classes 1-30</b>   | problem-based lecture/ auditorium session, conversational lecture, case study<br><br>didactic discussion<br><br>subject exercises/ auditorium session<br>teamwork, task-based form<br>team project, development of teaching materials (presentations, evaluation cards, multimedia) in task groups, self-expression form (formulating opinions and comments on classes, critical analysis |
|  |   |
| <b>Teaching resources:</b> computer, MS Teams software, Quizizz, Quizlet, Mentimeter multimedia projector, thematic multimedia presentations, educational films and other multimedia materials, worksheets, teaching aids proposed by students |   |

## METHODS OF VERIFYING THE EXPECTED LEARNING OUTCOMES ACHIEVED BY THE STUDENT

| Learning outcomes for classes | Assessment methods |
|-------------------------------|--------------------|
|                               |                    |
|                               |                    |

## CONDITIONS FOR PASSING CLASSES:

Attendance at classes

Students' preparations for two presentations

Independent work in class

Homework, Exam

## SAMPLE ASSESSMENT/EXAMINATION TOPICS

Understanding the concepts of: scientific theory; science; functions of science: descriptive, explanatory, predictive, interventionist; immediate shaping of the body, shaping of personality in terms of caring for the body; formal, real sciences;

Understanding the concept of culture; the ability to interpret the adjectives cultural and cultural (Latin cultura and cultus); the ability to indicate and discuss the layers of culture; man and culture (subjective and objective culture); spiritual culture and physical culture (dualism of concepts) and their relationship to physical education.

Understanding the concepts of attribute and criterion. Indication of the criteria for assessing physical culture and its characteristics. Knowledge and ability to characterise the components of physical culture (physical education, physical recreation, sport, physiotherapy).

Understanding the concepts of education, inculturation, physical education, physical education and physical education. Understanding the term competence. Ability to identify the concepts of axiological competence and technological competence as effects of educational activities. Identification of terms: prosocial attitudes and prosomatic attitudes. Ability to discuss the relationships between the analyzed elements of the education process. Ability to characterise changes in views on the role and tasks of physical education observed in the Polish theory of physical education. Ability to characterise the process of physical education as "Education of the body", "Education through body training" and "Education to care for the body".

## ENGLISH BIBLIOGRAPHY

|                   |  |
|-------------------|--|
| <b>Basic</b>      | <p><b>Curriculum Theory in Physical Education</b> Ann E. Jewett <i>International Review of Education</i> Vol. 35, No. 1, Sports and Physical Education (1989), pp. 35-49,<br/> <a href="https://www.jstor.org/stable/3444619?seq=1#page_scan_tab_contents">https://www.jstor.org/stable/3444619?seq=1#page_scan_tab_contents</a></p> <p><b>Knowledge, Practice and Theory in Physical Education</b><br/> <a href="https://journals.sagepub.com/doi/10.1177/1356336X9600200202">Andrew Reid</a><br/> <i>European Physical Education Review</i><br/> <a href="https://journals.sagepub.com/doi/10.1177/1356336X9600200202">https://journals.sagepub.com/doi/10.1177/1356336X9600200202</a></p> <p>Przewęda R., Dobosz J., Growth and physical fitness of Polish youths in two successive decades, [in:] "Journal of Sports Medicine and Physical Fitness", nr 4/2003, pp. 465-474.</p> |
| <b>Additional</b> | <p>Studies in the theory of physical education and sport. Vol.1,2 1987, 1993<br/>         Polish Scientific Publisher</p>  |

## SELF STUDY

| Full-time studies                        |      | Type of activity                             |
|--|------|--|
| Number of hours to complete the activity | ECTS |  |
| 30                                       | 1,5  | Contact classes                              |
| 10                                       | 0,5  | Students' preparations for the presentations |

|    |   |  |
|----|---|--|
| 20 | 1 | Self-study as preparation for the written exam       |
| 40 | 2 | Self-study as reading a text prepared by the teacher |

**Number of ECTS points that a student obtains in classes developing practical skills: .....5.....**

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|----------------------------------|--|
| <b>Author of the class card:</b> | <b>Name, surname and email</b>                             |
| <b>Date: 24 042025</b>           | <b>Sylwia Nowacka-Dobosz<br/>Sylwia.nowacka@awf.edu.pl</b> |