

**Subject: Theory of Physical Education****I. General information**

<b>Organization unit</b>	Faculty of Physical Education Chair: Physical Education Department: Pedagogy and Psychology of Physical Culture Supervisor: Prof. Jerzy Nowocień
<b>Course name</b>	Theory of physical education
<b>Subject code</b>	11/1/I/PE
<b>Teaching language</b>	English
<b>Type of subject (obligatory/ facultative)</b>	Obligatory
<b>Level of studies (eg. bachelor, master)</b>	Bachelor
<b>Study year</b>	I
<b>Semester</b>	II
<b>ECTS points</b>	5
<b>Teacher/e-mail</b>	Sylwia Nowacka-Dobosz sylwia.nowacka@awf.edu.pl
<b>Studies program in which the subject is realized</b>	PHYSICAL EDUCATION
<b>Method of realization (stationary/ distance learning)</b>	Stationary
<b>Prerequisites</b>	unnecessary

**II. Detailed Information****Course aims and objectives**

A1	justification of the place of physical culture in general culture and physical education in education
A2	to create the basis for systematizing 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

Learning outcome	Subject's learning outcomes
<b>Knowledge</b>	
<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_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>The student knows how to justify the place of physical 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 has knowledge about the subject of physical education allowing 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>
<b>Skills</b>	
K_U14 Ability to implement basic legal rules (in	Uses praxeological links in the

sport and education) under the binding applicable legal framework and to work in accordance with elementary legal regulations pertaining to the profession.	design of practical activities. Designs and adapts a physical 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 in accordance with elementary legal regulations pertaining to 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>	
K_K05 Developing and advancing knowledge and skills in an individual way. K_K07 In implementation of individual and team events, acts in accordance with the law and cares about the safety and health of all the participants. Consciousness of responsibility for own safety and that of participants.	Keeps track of changes in educational concepts and programs, emphasizing self-education and self-education.
K_K03 Rejecting unethical behaviour in both professional and private life and working and living in accordance with legal regulations. Developed a positive attitude towards people with special and individual needs. 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. K_K09 Becoming involved in ecological activities in own local community and in his/her educational work.	Individualizes the educational offer taking into account the needs and abilities of students.
K_K02 Reaching assigned objectives and tasks, planning and implementing educational activities in different social environments individually as well as in a team. K_K04 Acting 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).	Implements projects and educational activities for teams of various social groups in the field of recreation and health training.

### Syllabus contents

No	Title
<b>Classes/ Practical classes</b>	

SC1	Theory and its status in the sciences of physical education.
SC2	Traditional and modern aspects on ideas of physical education. Part I
SC3	Traditional and modern aspects on ideas of physical education. Part II
SC4	Ontological, axiological and teleological basis of physical education in Poland.
SC5	Praxeological foundations of physical education.
SC6	Features of modernity of the physical education process.
SC7	Pedeutological aspects of the physical education process.
SC8	Axiological orientation in spheres related to man's somatic traits.
SC9	Relationship between medicine, health pedagogy and physical education.
SC10	Growth, physical fitness, motoric development and motor learning and control in population youth of Poland.
<b>Lectures</b>	
1	<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, <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>
2	Knowledge, Practice and Theory in Physical Education <a href="#">Andrew Reid</a> European Physical Education Review <a href="https://journals.sagepub.com/doi/10.1177/1356336X9600200202">https://journals.sagepub.com/doi/10.1177/1356336X9600200202</a>
3	<ol style="list-style-type: none"> <li>1. Bukowiec M. (oprac.): Wypisy do ćwiczeń z teorii wychowania fizycznego. Wydawnictwo Skryptowe nr 123, wydanie drugie, poprawione i uzupełnione, AWF, Kraków 2000.</li> <li>2. Demel M.: O trzech wersjach teorii wychowania fizycznego. Wydawnictwo Skryptowe nr 106, AWF, Kraków 1990.</li> <li>3. Demel M., Zuchora K.: Cele kształcenia i wychowania fizycznego oraz zdrowotnego. Kultura Fizyczna, 1975 nr 4.</li> <li>4. Grabowski H.: Teoria fizycznej edukacji. Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1999.</li> <li>5. Grabowski H.: Uwagi krytyczne o wychowaniu fizycznym i kształceniu nauczycieli. Wydawnictwo Impuls, 2004</li> <li>6. Maszczak T.: Edukacja fizyczna w nowej szkole. Wydawnictwa Dydaktyczne AWF, Warszawa 2007.</li> <li>7. Osiński W.: Zarys teorii wychowania fizycznego. Wydawnictwo AWF, Poznań 2002.</li> <li>8. Przewęda R.(red.): Wychowanie fizyczne w Polsce. Wydawnictwo AWF, Warszawa 1992.</li> <li>9. Śniadecki J.: O fizycznym wychowaniu dzieci. Wydawnictwo AWF, Kraków 1990.</li> <li>10. Zuchora K.: Wychowanie w kulturze fizycznej. MAW, Warszawa 1980.</li> </ol> Zuchora K.: (red.) Myśli i uwagi o wychowaniu fizycznym i sporcie. Wydawnictwo AWF, Warszawa 2000.
4	Studies in the theory of physical education and sport. Vol.1,2 1987, 1993 Polish Scientific Publisher

**1 ECTS point = 30 hours students work (contact + self study)**

<b>TYPES OF CLASSES</b>	<b>HOURS</b>
Contact hours	20
Self study	130
<b>Total = 150 hours = 5 ECTS</b>	