


Chapter 3

Can the new Pedagogical Trend in Physical Education and Sports Teacher Education be Blended Learning?

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ABSTRACT

Humans cannot teach without learning by nature. For this reason, it is important how teacher candidates who will teach learn. It is known that teachers who are suitable for the era can only be trained with approaches that are suitable for the era. With this argument, it should be understood that education should be open to change and get rid of its limited aspects. A mixture of the reflection of the technological developments of our age on education and our traditional understanding is needed at this point. Blended learning is an approach known for combining the strengths of online education and traditional approaches, compensating for the limitations of each other. This approach is unique, especially for areas such as physical education, where theoretical and practical courses coexist. Blended learning is perfect for teacher education to increase the focus and time on practical courses in the education process of teacher candidates who will teach practically when they graduate. It will not be surprising that it will be an integral part of the future of physical education and sports teaching.

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INTRODUCTION

The traditional, conventional approach in physical education and sports classes is to plan and conduct the lesson by preferring special teaching methods where the teacher is at the center. This understanding provides advantages for crowded classes, introducing new skills, and ensuring authority or newly encountered groups. It also brings with it limitations that can have a great impact on the learning process, such as overlooking individual differences but are also overlooked.

Although the need for renewal of education policies worldwide was occasionally felt and some revisions were made, since the habits of the learning process stakeholders were not touched in a healthy way, there were problems in the outputs of the preferred policies reaching the public. After the pandemic that shook all of humanity, we gained the experience of conducting remote processes that would cause many changes in our lives. Of course, at the beginning of this process, the education system was first paused, then continued remotely, and finally tried to provide an intermittent-controlled return.

When we look at history, it can be seen that disasters created an environment for changes that we can describe as positive when viewed from today. We can say that during the pandemic process, we discovered that our traditional understanding of education did not work fully, which parts were disrupted, and how we could adapt innovations.

TRADITIONAL PHYSICAL EDUCATION

It is an undeniable fact that humans have tried to dominate their bodies and develop their potential since their existence. It can be read from historical sources that the desire to establish superiority over creatures of their kind and obstacles of nature such as predatory wild animals, water sources that seem insurmountable, and foods in high places have created the need to increase the efficiency of the body. It will have been discovered at some point that the developing and changing human body provides benefits in terms of winning against nature and rival creatures, and it has been felt necessary to do this systematically.

It is common knowledge that humans do drills in order to survive and establish superiority. At this point, we come across physical education in its most primitive form. Experts working on the subject combine movements that will allow all kinds of development of the body under the name of “physical education”. At this point, we see that people's awareness and efforts to improve their individual bodies are combined for groups with similar goals. After a certain point, probably in order to save time, those who are more experienced than other people may have made others

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