

Pigott, B., (1982). A psychological basis for new trends in games teaching. BAALPE, 18(1), 17-22. Summary by Kevin Snider

Issue/Focus

Empirical knowledge based on scientific research is rarely implemented when it comes to teachers selecting the curriculum content, organizing their lesson material, and when choosing appropriate teaching methods. This article attempts to reach an optimal level of games material organization by combining the concerns of both researchers and teachers.

Reasoning

The aim is that there will be future contributions towards creating and implementing an alternative approach that encompasses the two fundamental issues of research and practice. New trends in games teaching must emphasize the multiple, changing connections between cognition and action, where knowledge promotes movement and vice versa.

Assumptions

Pigott assumes that all children in a particular class are going to have the same cognitive capacities thus developing games understanding and skill equally and at the same pace in everyone. The author is also under the assumption that all children will be physically able to transfer skill acquisition into their understanding of the games.

Conclusions

It is upon teachers to identify what is being learned by the understanding approach as opposed to traditional instructional methods. This will allow educators to align themselves in a way that they will share their knowledge with students. In order for the understanding approach to be successful it is imperative that teachers contribute to future research in this field by documenting and identifying the pros and cons of this method of teaching.

Significant Information

- Practice conditions must be structured in a fashion that enables children to do the game
 - Children must master certain skills according to ability
 - They must be able to transfer these skills to match sudden game changes
- The games curriculum must be organized in a way that allows children to think for themselves
 - They must make appropriate decisions for their actions
 - They must have a greater understanding of the games they participate in

Personal Comments

The information provided is most invaluable to young teachers that were taught PE using older, less effective methods. Rather than trying to teach games from a “watch and mimic” standpoint, children can now learn games in a way that they can understand and that allows them to recognize their rapid improvement and enjoyment.