The Views of Academics Working in Physical Education and Sports Teaching Departments on Teaching Approaches

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Abstract
This study was conducted to determine the teaching approaches used in the education process in line with the views of the academics working in the physical education and sports teaching department. The population of the study consists of academics working in physical education and sports teaching departments from all geographical regions in Türkiye. Here, 50 academics were reached by using the purposive sampling method. The academics stated that they prepared for the lessons mostly by researching resources and literature and adopted the question-answer method to ensure students' participation and attention, and expected students to be active in the lessons. They preferred teacher-centered methods the most and used traditional assessment and evaluation techniques the most. As a result, it was determined that the academics adopted teacher-centered approaches. However, it was determined that they did not use methods and techniques suitable for only one approach during education; they used both teacher-centered and student-centered approaches depending on the duration of the lesson and the current situation of the class. In the physical education and sports teaching department, the courses in the curriculum should not only be classified as practical and theoretical but also categorized according to cognitive, affective and psychomotor domains. Thanks to this categorization, it can be ensured that the advantages and disadvantages of the approach, the field, and the aimed course can be known instead of the superiority of the teaching approaches adopted in the courses. In all these processes, the central goal should be the active learning of the student.

Keywords: Academics, prospective teachers, teaching approach, physical education, sports.

Introduction

The needs of societies and individuals as the smallest element of society and the innovations and developments in the education system affect the learning, teaching and training processes. Within the change that takes place with this interaction, individuals are expected to be able to solve problems, take responsibility for their learning, research, find and produce information, question, think critically and analytically, be active, apply what they have learned, have communication skills, be useful and empathetic. For this reason, the conditions under which pre-service teachers, to whom we will entrust our future generations, receive education have become an important issue to be emphasized. The curricula of the faculties or colleges of the universities where prospective teachers receive education are important in terms of having the ability to gain the roles that society expects from individuals.

The effectiveness of teaching processes depends on the application of teaching approaches. How to ensure permanent learning is one of the most important questions in the world of education. For this reason, different teaching approaches and teaching theories have emerged from past to present. Teaching approaches are used in teaching processes according to theories, strategies and techniques created according to the results of research (Bulut, 2015). Teachers have two different beliefs about teaching. The first one is teaching as transferring knowledge and the second one is teaching to guide students to construct knowledge (Samuelowicz & Bian, 2001; Teo et al., 2008). When the historical development of teaching approaches is examined, it is seen that the oldest known approach is the "behaviorist approach". In this approach, which considers that learning can only take place between stimulus-response, the data obtained as a result of experiments on animals were used. Especially in this theory put forward by Pavlov and Skinner, the process of learning reflexive behaviors under certain conditions is mentioned. Another approach that emerged in the same period as behaviorist approaches is the cognitive learning approach. A group of scientists who investigated the effect of mental processes that affect learning and cannot be directly observed, such as behavior, on learning, obtained different results in this regard and replaced the behaviorist approach. Cognitive approaches, which started with

Gestalt, became widespread and became an approach with the studies of scientists dealing with education such as Piaget, Bruner and Ausubel (Bulut, 2015; Küçükahmet, 2014).

Some researchers in the field of education have stated that innovative and different teaching approaches can help students learn, provide lasting learning and apply what they have learned (Shepard & Brew, 2005; Stinchfield, 2006). The teacher-centered approach is associated with traditional educational philosophy. In this approach, since the teacher is at the center, he/she is in the role of transferring knowledge and their primary goal is to convey the topics in the content (Brown, 2003). Since the teacher is the owner of the knowledge, he/she is the fulcrum and the most important point of the learning environment in terms of the subject taught at the point of students' lack of knowledge and inexperience. Due to this distinction, a hierarchical structure is formed between the teacher and the student. The teacher's relationship with the student is shaped according to the role of the student as a passive receiver of knowledge as opposed to the role of the teacher as the transmitter of knowledge created by the teacher (Wright, 2011). Instructors who adopt a teacher-centered approach rely heavily on the lesson and the subject matter. In the evaluation phase, they gain knowledge by checking to what extent the content has been learned by the students (Brown, 2003). While lecturing is defined as a tool to encourage students, teachers who adopt a predominantly lecture approach, that is, teachers who focus on the subject matter, create an effect to ensure that students learn superficially (Diseth, 2007). In the student-centered approach, learners are considered individuals who can think in the learning process and generate ideas for problems. In student-centered teaching environments, students think that the knowledge they have already acquired affects the knowledge they will learn in the future and therefore previous learning should be strengthened. In this model where the student is at the center, an approach in which the student is predominantly active in teaching activities, as well as information processing, learning and teaching processes, is adopted (Estes, 2004). Froyd and Simpson (2010) revealed in their study that lecturers working in different faculties found, developed and used many different teaching techniques suitable for the student-centered approach. The student-centered approach has been more adapted to higher education in recent years. It has been proven to positively affect students' development in terms of knowledge, skills and qualifications (Derting & Ebert-May, 2010). However, some studies indicate that this approach is not easy to implement in higher education. This is because the crucial factor for the success of this approach in educational policies is teachers and their voluntary or active participation in this process (Tran, 2017). Teachers' adoption and participation in a teaching approach may be linked to their belief in their ability to fulfill teaching tasks in specific areas (Klassen & Chiu, 2011).

Traditional teaching approaches are implemented through in-class activities in which the teacher only provides content knowledge and transfers the information directly to the students (Tsai, 2002). However, constructivist or student-centered approaches do not accept that the learning process is a one-way process from the teacher to the student. They argue that learning is an active process in which students make connections between what they have already learned and their ideas and interactions with the environment (Millar & Driver, 1987). With the transition from traditional understanding (teacher-centered) to contemporary understanding (student-centered), the processes of measuring students' achievement of the targeted outcomes have also changed. So much so that while the evaluation of the student in teacher-centered teaching processes was only result-oriented, with the student-centered teaching approach, the necessity to evaluate the process has emerged. It has become clear that a decision cannot be reached only with the final evaluation of the student, but that a decision

can be reached by gaining the goals in the process, measuring the deficiencies and giving feedback, and then evaluating all these processes. Changes in the field of education, technological advances and scientific studies have pushed traditional education to be replaced by a new understanding. Education programs have realized this transformation by moving from a teacher-centered process to a learner-centered process. In Türkiye, the traditional teaching approach (teacher-centered) was abandoned in 2005 and the contemporary approach (student-centered) was adopted. In the first stage, the primary education curriculum was updated in line with all these developments, technological advances, administrative differences, globalization and compliance with the European Union criteria (Özdaş et al., 2005). The new curriculum, which was put into practice in the 2004-2005 academic year, is based on constructivism, active participation and learner-centered teaching (Gömleksiz, 2005).

Teaching approaches in physical education are multidimensional and complex due to the course structure with practical and theoretical processes (Graham, 2008). In physical education and sports lessons, teachers use different teaching processes to achieve the objectives of the lesson. In a study examining the teaching quality of physical education and sports lessons, teachers set measurable and feasible goals and design a lesson plan to achieve these goals (Gallahue & Cleland-Donnelly, 2007). Mosston and Ashworth's spectrum of teaching styles can be used in the applicability of these designs, in teachers' coping with student diversity and in achieving the goals of the curriculum (Sanchez et al., 2012). There are at least eleven teaching styles in the spectrum of teaching styles, each with different learning outcomes (Goldberger, et al., 2012). Different perspectives have been proposed in studies on the spectrum of learning styles. Mosston, and Ashworth (2002) described the spectrum of teaching styles as a continuum in which the decisions during the implementation of the lesson change between the teacher and the student. Here, two different clusters of teaching styles, teacher-centered and student-centered, are presented (Mosston & Ashworth, 2022). In the cluster of teacher-centered teaching styles, the concept of "reproduction" is used since it refers to the process of restructuring or reproducing the knowledge and skills presented by the teacher by the student. However, in the cluster of student-centered teaching styles, the concept of "production" is used since it is a process in which the teacher encourages students to produce and discover knowledge and skills (Goldberger et al., 2012). The production-based teaching style cluster provides students with different motor responses by allowing them to perform different movements, compare their movements with their peers, and experience different experiences (Nichols, 1994).

The implementation of a student-centered approach in universities is considered to be especially important for teacher training programs. Because the individuals studying in teacher training programs are prospective teachers and they will serve as teachers in the future. When considered as a cycle, all processes and individuals can affect each other positively or negatively. Therefore, the use of student-centered teaching approaches in higher education institutions where pre-service teachers are educated is of great importance for raising individuals trained at the level of knowledge, skills and competencies. In this context, this study aims to examine the views of instructors in physical education and sports teaching departments on teaching approaches in the education-training process. The teaching approaches were tried to be determined by content analysis of the opinions of the lecturers about the teaching approaches they adopt and use in the learning-teaching processes. It is thought that this information obtained will contribute to the field and researchers.

Method

Research Model

Phenomenology design was used in the study. Instructors' views on teaching approaches were discussed within this framework. Phenomenology is a research method that utilizes people's experiences to reveal information about a phenomenon (Kocabıyık, 2016). In this context, face-to-face interviews were conducted with the sample group.

Population-Sample (Study Group)

The population of the study consisted of lecturers working in physical education and sports teaching departments from seven geographical regions in Türkiye (Muğla Sıtkı Koçman University, Sakarya University of Applied Sciences, Karabük University, Hacı Bektaş Veli University, Adıyaman University, Kahramanmaraş Sütçü İmam University, and Fırat University). It was aimed to reach a total of 70 lecturers, 10 from each university. Here, "maximum diversity sampling", one of the "purposive sampling" methods, was used. In this sampling technique, the aim is to reflect the diversity of the sample that will represent the universe to the maximum extent (Suri, 2011). As a result of the diversity of the sample and the diversity of the lecturers who gave their opinions to the questions, it was aimed to reveal the differences and sides in the best way (Yıldırım & Şimşek, 2006). However, 50 volunteer lecturers working at the universities mentioned above were reached. Demographic information about the sample group is shown in the table below (Table 1).

Table 1. *Frequency distribution of the research group according to demographic variables*

	Demographic Information	N	f (%)
Gender	Female	14	28.0
	Male	36	72.0
Age	24-30	7	14.0
	31-40	18	36.0
	41-50	17	34.0
	51 +	8	16.0
Marital Status	Married	35	70.0
	Single	15	30.0
Academic Title	Instructor	17	34.0
	Assistant Professor	14	28.0
	Associate Professor	16	32.0
	Professor	3	6.0
Years of Service	0-5 Years	13	26.0
	6-10 Years	10	20.0
	11-15 Years	5	10.0
	16-20 Years	8	16.0
	21 +	14	28.0
University	Adıyaman University	10	20.0
	Hacı Bektaş Veli University	5	10.0
	Kahramanmaraş Sütçü İmam University	8	16.0
	Fırat University	7	14.0
	Muğla Sıtkı Koçman University	3	6.0
	Karabük University	9	18.0
	Sakarya University of Applied Science	8	16.0
Total			100

Data Collection

In the study, phenomenology design, one of the qualitative methods, was used to obtain the views of the lecturers in the study group on teaching approaches. The phenomenological design is a design that focuses on phenomena that we are aware of but do not have in-depth knowledge of (Yıldırım & Şimşek, 2011, p. 72). For this purpose, the opinions of the instructors about the teaching approaches they apply in the courses were obtained using a semi-structured interview form. In this form, there are five questions in addition to personal information. During the preparation of these questions, studies on teaching approaches in the literature and especially scales developed on this subject were examined (Aksoy et al., 2018; Goh et al., 2014; Monroy et al., 2015; Stes et al., 2008; Tezci, 2017). These questions developed by the researcher were evaluated and finalized by experts in sports sciences and educational sciences. After the expert opinions in the field of educational sciences and sports sciences were received regarding the research questions and the answers given, the answers were transferred to the transcript (Experts in the field of educational sciences have academic studies in the fields of curriculum and curriculum development, and experts in the field of sports sciences have academic studies on physical education and sports course curriculum). The transcripts were then shared with the participant lecturers for confirmation and thus internal validity was aimed to be ensured. In terms of the reliability of the research questions and the answers from the participants, a different expert other than the researchers was consulted while coding and creating themes. In line with these ideas, categories were created and misconceptions were corrected. The reliability value was calculated as 0.84 with the formula of Consensus / (Consensus + Disagreement) proposed by Miles and Huberman (1994). It is stated that a reliability value of .70 and above is reliable for the research (Miles & Huberman, 1994). These questions are as follows:

- What do you do to prepare yourself for lessons?

- How do you ensure that your students actively participate in the lessons?

- How do you expect students to behave in lessons?

- What kind of methods and techniques do you use in your lessons?

- With what kind of measurement and evaluation structures do you ensure that students have achieved the desired outcomes?

The answers to the questions were obtained through face-to-face interviews with the lecturers for 5-15 minutes. By analyzing the data obtained, it was tried to determine with which teaching approach the instructors carry out their educational activities. After the necessary data were obtained within the scope of the research, the analysis of the data obtained was carried out through qualitative content analysis stages. Lichtman (2006) stated that content analysis can be conducted in six steps. These steps are coding, checking the coding, creating main ideas and categories, reviewing categories, creating main and sub-categories, and transitioning from categories to themes. The data obtained in this context were first processed in Microsoft Word and Excel programs and the first arrangements were made here. Here, coding was made in line with the data in the literature. Then, themes and categories belonging to themes were created. The opinions of 50 instructors were coded as Instructor 1 Female (Aü-1), Instructor 2 (Sü-5), …. to represent the instructors and the data were transferred to the computer environment. Then, the licensed QSR NVIVO-10 program was used for data analysis and modeling of the situation (Figures 1, 2, 3, 4 and 5).

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation=Fırat University Rectorate, Social and Human Sciences Research Ethical Board

Date of ethical review decision=17/10/2019

Ethics assessment document issue number=36/6

Findings

Within the scope of the research objectives, the findings obtained from the opinions of the lecturers working in the physical education and sports teaching departments of universities are given below. Within the scope of the research, lecturers' views on teaching approaches used in learning-teaching processes were discussed. Firstly, the lecturers participating in the research were asked the question "What do you do to prepare yourself for the lessons?". The opinions of the participants on this question were analyzed. The themes obtained from the analysis results and the categories related to these themes are given in Figure 1.
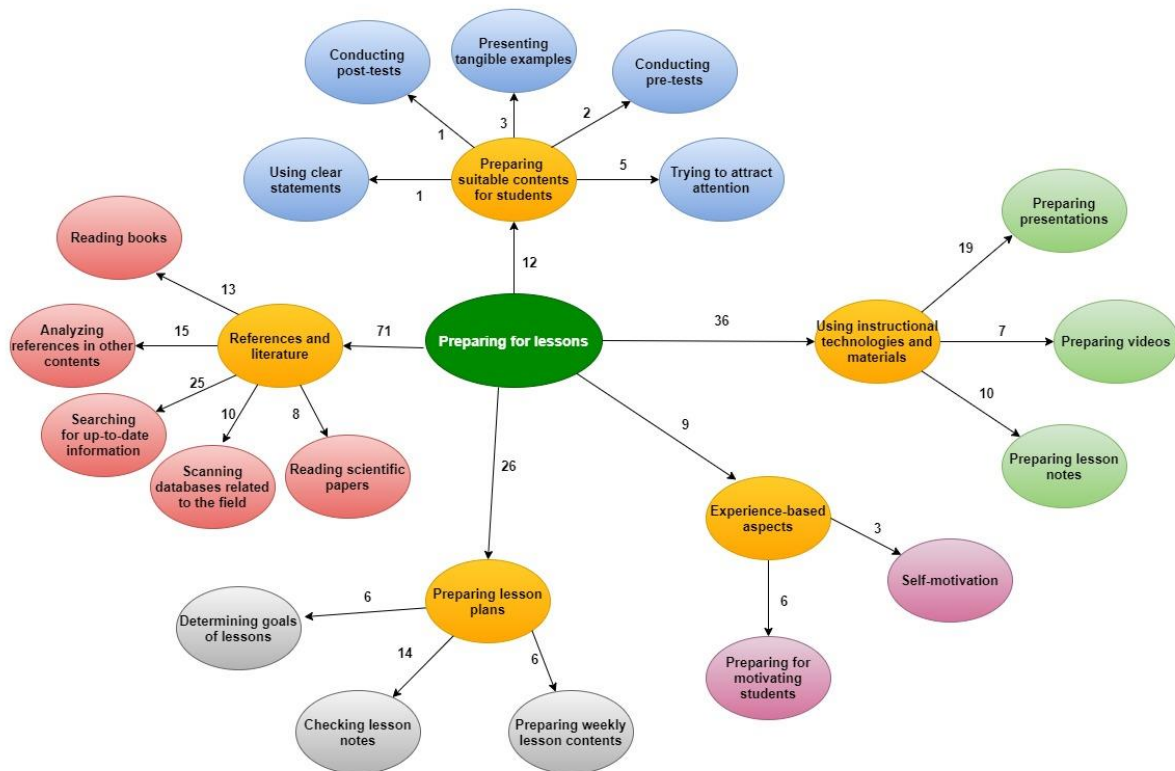

Figure 1. Analysis of the opinions of the research group on preparation for lessons

The views of the instructors on the theme of preparing for the lessons were divided into five themes: resources and literature (f=71), using instructional technologies and materials (f=36), making

a lesson plan (f=26), preparing content suitable for the student (f=12) and preparation for experience (f=9) (Figure 1). Some excerpts from the participants' views are as follows:

"I create a presentation file of general topics by scanning domestic and foreign sources related to the course content. If the content is theoretical, I do a literature review. If it is an applied lesson, I repeat the movement pattern I plan to teach. If available, I prepare visual content related to the relevant subject." (Aü-6)

"First of all, I consider the daily plan. I complete my material deficiency in the subject I will explain. I repeat the subjects that I think I will be incomplete while explaining. I take a look at the latest news about my field to increase the examples I will give." (Sü-5)

"First of all, we need to be motivated. Attending classes with high energy and motivation affects the students positively. They should come prepared for the theoretical and practical content of the course, slide presentations and current reinforcements should be prepared." (Sü-1)

Secondly, the instructors were asked the question "How do you ensure that students actively participate in the lessons?". The opinions of the participants on this question were analyzed. The themes obtained in the analysis results and the categories related to these themes are given in Figure 2.
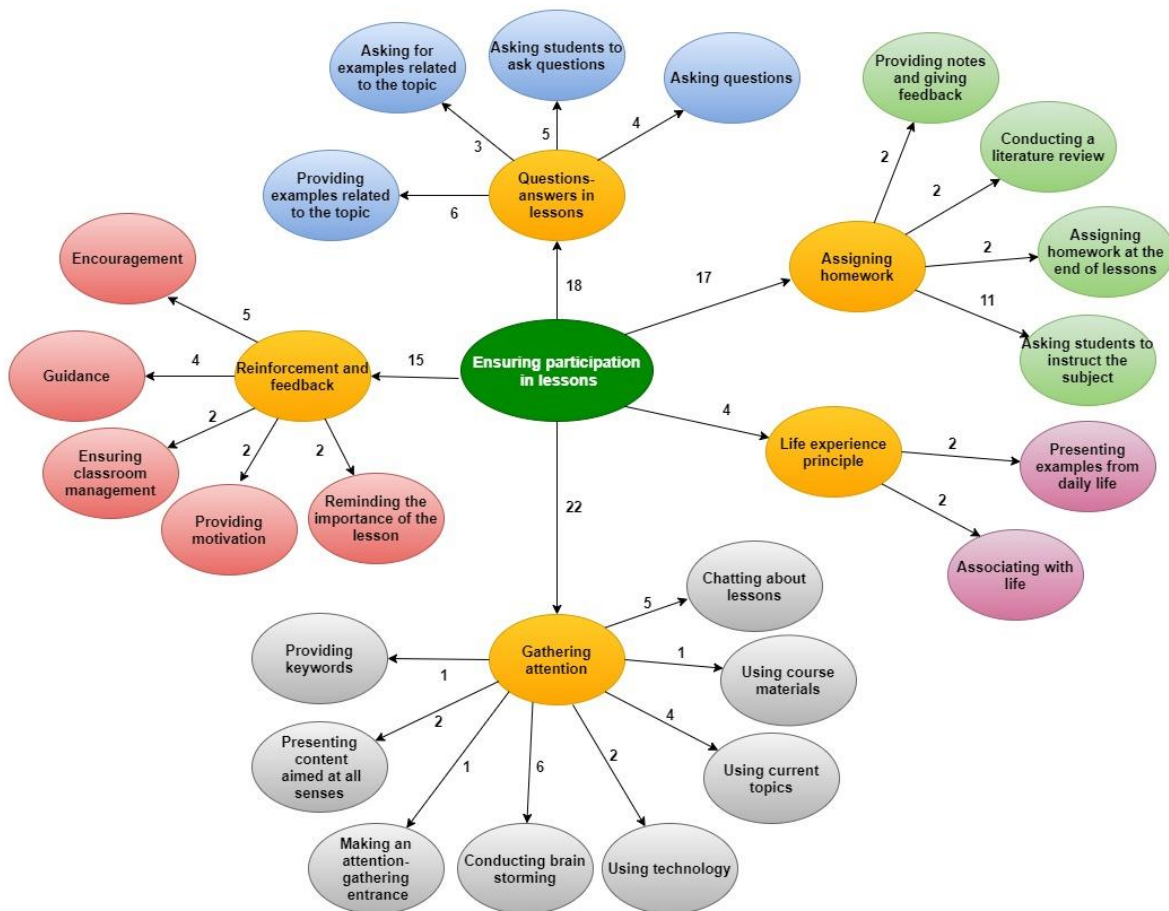

Figure 2. Analysis of the opinions of the research group on ensuring their participation in the lesson

The opinions of the lecturers on the theme of "Ensuring their participation in the lessons" were divided into five themes: focusing attention (f=22), question-answer in the lesson (f=18), giving

homework (f=17), reinforcement and feedback (f=15) and the principle of vitality (f=4) (Figure 2). Some excerpts from the participants' views are as follows:

> *"I try to keep the students active through methods such as preparing and explaining some chapters by the relevant students, answering questions about the topics during and at the end of the lesson, and preparing games and puzzles involving the course topics." (Mskü-1)*

> *"By giving students the right to speak all the time. Using the show-and-do method in applied lessons ensures active participation. I give reinforcements and encourage students even when they give wrong answers." (Aü-7)*

> *"It is necessary to greet the students and welcome them to the lesson with a smiling face. Then, drawing attention to the importance of the subject to be explained in that lesson for them, focusing on where they will use it, emphasizing the necessity of the lesson and starting to present the subject, active participation in the lesson is ensured." (Sü-1)*

Thirdly, the instructors were asked the question "How do you ensure that students actively participate in the lessons?". The opinions of the participants on this question were analyzed. The themes obtained from the analysis results and the categories related to these themes are given in Figure 3.
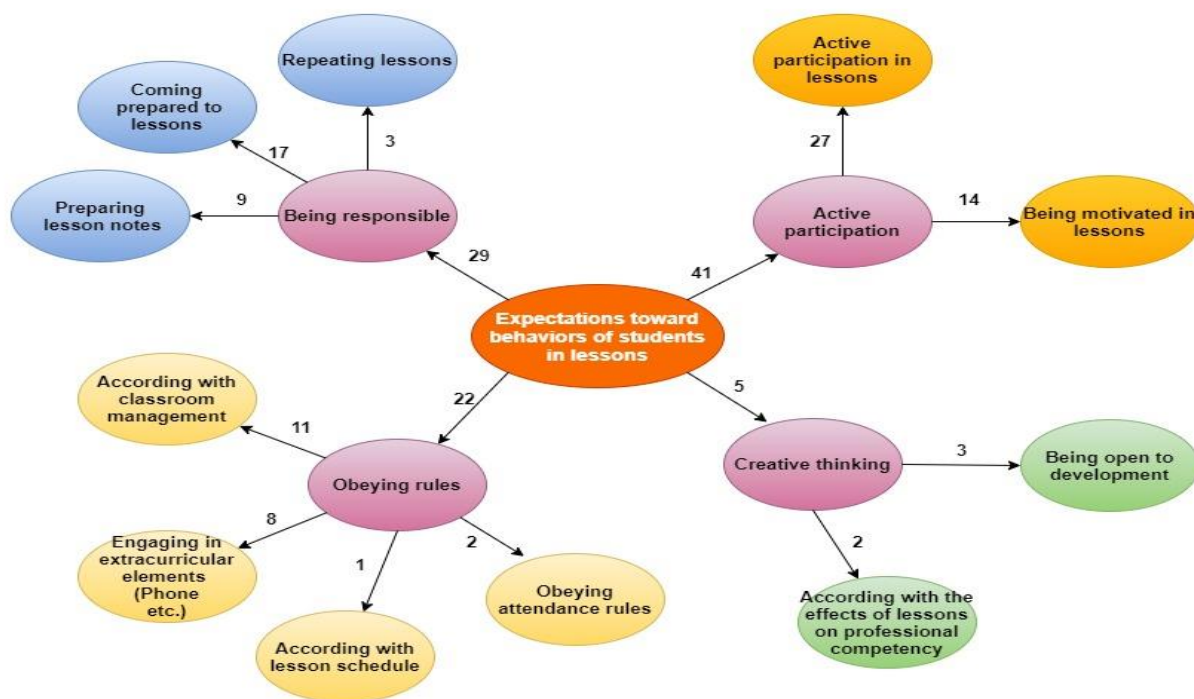

Figure 3. Analysis of the opinions of the research group on the expectations of students regarding their behavior in classes

The opinions of the instructors on the theme "Expectations for students' behaviors in the lessons" were divided into four themes: active participation (f=41), being responsible (f=29), following the rules (f=22) and creative thinking (f=5) (Figure 3). Some excerpts from participants' views are as follows:

> *"They should be respectful and responsible. It will be beneficial to come to class prepared by reviewing the general topics related to the course. In this way, a sense of responsibility will develop in students and they will add something to themselves. Coming to class*

prepared will cause them to look at what they have learned in the lesson with skepticism and filter the information through their filters." (Mskü-3)

"I expect them to see the lessons not only as passing exams but also as professional equipment, to be prepared for the subjects related to the lesson in advance, not to be interested in cell phones or anything else outside the lesson, to be active in the question and answer section, to be able to transfer knowledge-skills between the lessons, to ask questions such as how I will use this information in my professional life." (Mskü-1)

"They should act in a disciplined manner, in a way that they will not disrupt the classroom management and in a manner befitting a university student." (Efü-1)

Fourthly, the instructors were asked the question "What kind of methods and techniques do you use while teaching your lessons?". The opinions of the participants on this question were analyzed. The themes obtained from the analysis results and the categories related to these themes are given in Figure 4.
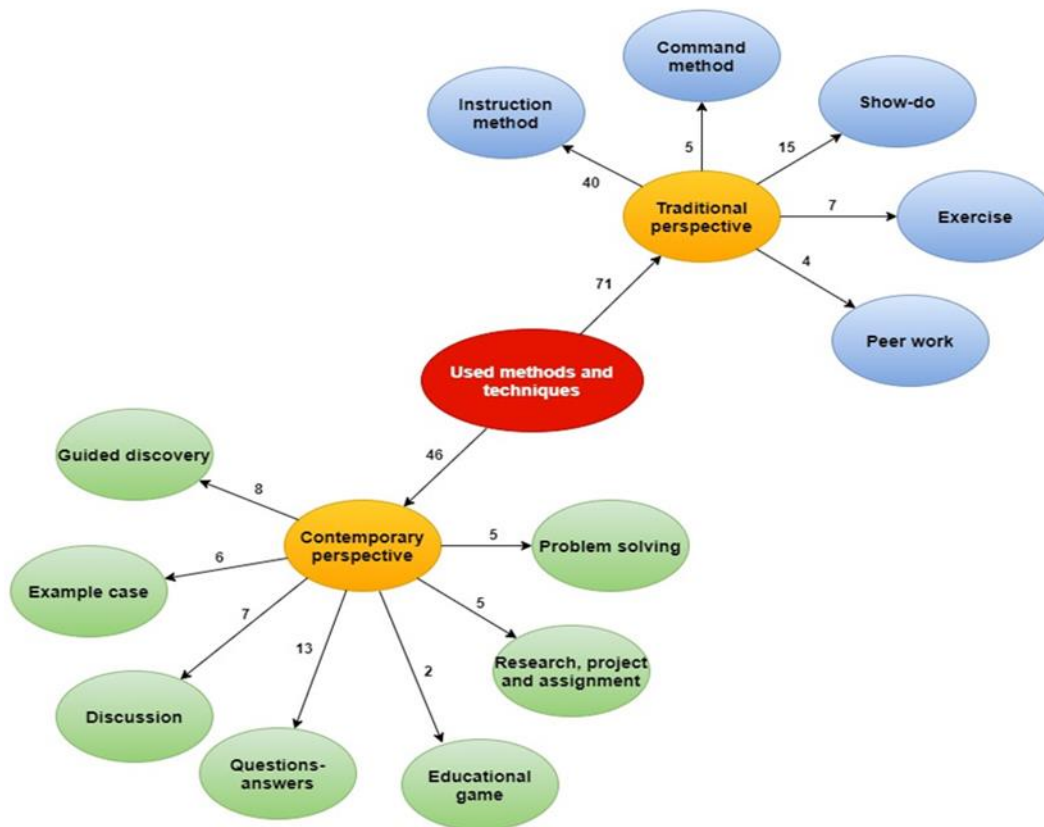

Figure 4. Analysis of the opinions of the research group on the methods and techniques they used

The opinions of the instructors on the theme of "Methods and techniques used" were divided into two themes: traditional approach (f=71) and contemporary approach (f=46) (Figure 4). Some excerpts from the opinions of the participants are as the following.

"Since my course is applied, I teach it by showing and practicing it myself. In practical lessons; command method, demonstration and other materials related to the course. In theoretical lessons; PowerPoint presentations, guided discovery and problem-solving" (Kü-6)

"Although it varies in practice and theoretical lessons, in general, I use methods and strategies such as lecture, exercise, demonstration, command, self-assessment, problem-solving, guided discovery, etc., which we use in physical education and sports, and I make use of complex and individual learning models and mostly student-centered studies." (Sü-1)

"While teaching, I usually support the theoretical subjects with visual presentations, videos, etc. In applied courses, I use the demonstration method. I generally prefer methods to develop problem-solving, lateral thinking and reflective thinking skills." (Aü-6)

Fifthly, the instructors were asked the question "What kind of measurement and evaluation structures do you use to ensure that students achieve the desired outcomes?". The opinions of the participants on this question were analyzed. The themes obtained in the analysis results and the categories related to these themes are given in Figure 5.
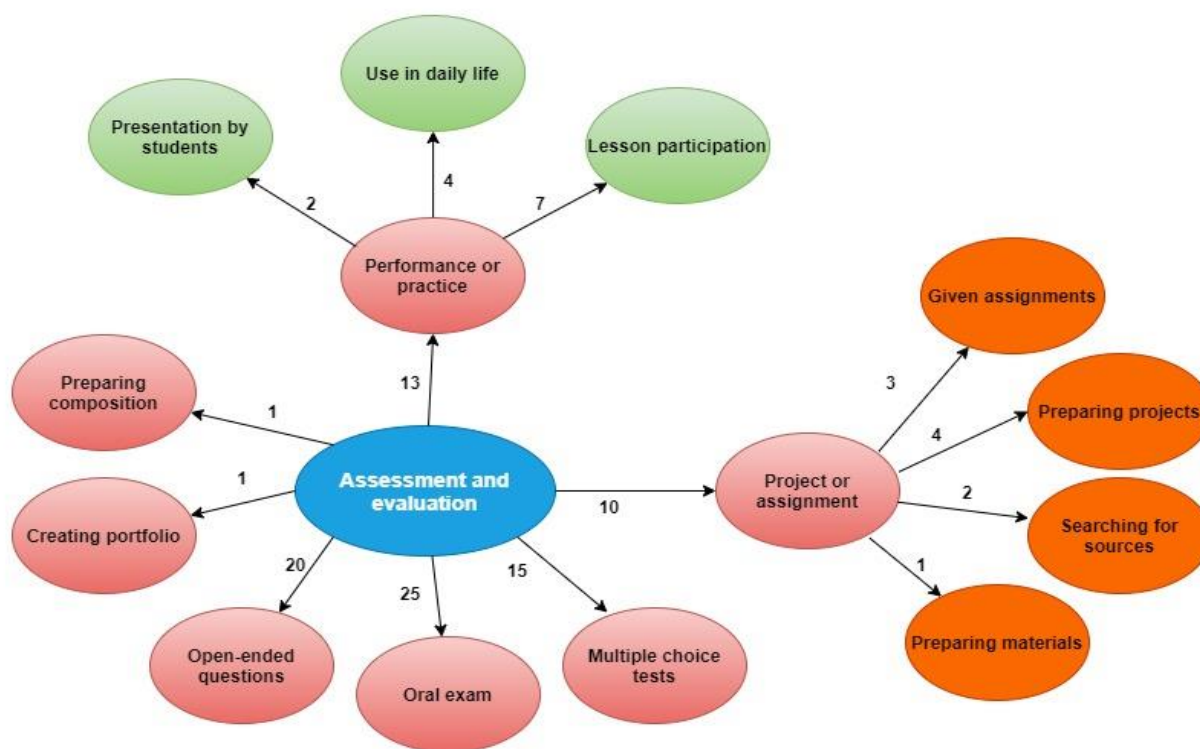

Figure 5. Analysis of the research group's views on measurement and evaluation

The "Assessment and evaluation-themed opinions" expressed by the instructors were divided into seven themes: oral exams (f=25), open-ended questions (f=20), multiple-choice tests (f=15), performance or practice (f=13), project or homework (f=10), portfolio formation (f=1) and composition (f=1) (Figure 5). Some excerpts from the participants' views are as follows:

"A lesson is successful if at least 70-80% of the students have gained at least 70-80% of the teaching in a lesson when they easily understand the subject with active participation in the lessons. For the gain of the remaining students, the subjects are reinforced with repetition. At the end of the lessons, I open a question-and-answer section for the supported subject. I assess the learning level of the class to make sure that the lesson has been learned. I do intermediate quizzes (oral)." (Efü-6)

"At the end of the lesson, I summarize the key topics and information of the lesson and do short question-answer sessions with the students. At the beginning of the lesson, I remind the students of the previous topic and measure their motivation, and then I make a connection to the new topic. In the meantime, when I realize that the information to be learned is missing, I ensure the active participation of the students by giving examples and create environments that will enable the students to express themselves." (Nhbvü-4)

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Discussion and Conclusion

In the study, the opinions of the instructors were analyzed by content analysis. After analyzing the opinions, important results were obtained about teaching approaches. The instructors were asked the question "What do you do to prepare yourself for lessons?" and the answers were analyzed under the theme of "preparing for lessons". This theme was divided into themes such as resources and literature, using instructional technologies and materials, making lesson plans, preparing content suitable for students and preparations for life (Figure 1). When the statements in the theme of resources and literature and the statements in its content were examined, it was seen that the instructors who prepared for the lessons by scanning resources and literature made preparations such as reading books, examining sources outside the field, researching current information, searching databases related to the field and reading scientific articles. The most common type of preparation for the lessons expressed by the instructors is resource and literature review. When the statements in this theme are analyzed, it is seen that professional reflexes such as research examination and scientific studies, which are among the main duties of instructors, emerge. Boyer (1991) stated that lecturers, or in other words academics, have four main duties. These are; accessing new knowledge, integrating old and new knowledge, application and teaching. The first two tasks show the academician's research, examination and synthesizing activities. In the application task, the academician uses his/her knowledge and experience to serve society. In teaching, they share knowledge with students by managing a teaching process through in-class activities (Odabaşı et al., 2010). It is thought that research and teaching processes have an important place in the university education system and especially in teacher training programs. For this reason, it can be said that instructors have responsibilities such as presenting up-to-date and accurate information in their courses and increasing the efficiency of teaching processes, so following the most up-to-date sources and literature can be said to be the first and most important stage of course preparation. The role of teaching, which is one of the main duties of instructors, requires bringing about changes in students' behavior, increasing their cognitive capacities and revealing their abilities. It aims to develop students' active, participatory, questioning and creative characteristics by enabling them to construct and transfer knowledge rather than transmit information (Boyer, 1991). To increase the cognitive capacities of students and to provide accurate information, instructors prepare for lessons by scanning sources and literature (Prosser et al., 2008); they try to fulfill important objectives such as attracting students' attention in lessons, gathering attention, ensuring the comprehensibility of the

lesson by using visual aids such as videos, pictures, slides, using clear expressions, giving concrete examples, and increasing the retention of knowledge by linking the learned information with real life. Organizing the teaching process by putting the student at the center will enable students to construct knowledge by providing permanent trace learning. The first stage of putting the student at the center can be considered as preparing well for the lessons and doing the necessary activities to increase students' interest in the lesson during the teaching process. The instructors were asked the question "How do you ensure that students actively participate in the lessons?" and the answers given were analyzed under the theme of "ensuring their participation in the lesson". This theme was divided into the following themes: focusing attention, question-answer in the lesson, giving homework, reinforcement-feedback and the principle of vitality (Figure 2). The theme of focusing attention was the most frequently reported theme by the instructors in their opinions on ensuring their participation in the lesson. When this theme and the statements in its content are examined, it is seen that there are opinions such as giving keywords, presenting content for all senses, and making an introduction that will attract attention. These expressions have objectives parallel to the first stage of the preparation process stated by the instructors in their opinions on lesson preparation. In this regard, Zaman (2004) states that instructors should guide students not to be passive recipients in this process and guide them to discover and construct knowledge. In this sense, higher education institutions should be institutions where students develop themselves by actively participating in the processes of producing and structuring knowledge instead of passively receiving information from instructors and learning this information as it is (Verburgh et al., 2007). We can say that the views expressed in the content of the theme of making a lesson plan, which is included in the views on ensuring their participation in the lesson and preparing for the lesson, have largely the same aspect as the views expressed in the content of the theme of making a lesson plan. This is because the lecturers reported that they also considered questions such as how to involve students in the lesson, how to attract attention, how to provide feedback, and how to establish relationships with daily life while making lesson plans. In this context; Gagne and Driscoll (1988) stated that the teaching of a lesson should consist of activities such as attracting attention, explaining the target learning of the lesson, activating prior knowledge, giving reinforcements, guiding the student, making the student active, giving feedback, evaluating the process and transferring the knowledge to daily life by making it permanent. Since the aim of this process is to make the student active, the student is at the center of the goals set, while the instructors are at the center of the teaching process as the implementer of the activities. As a matter of fact, Kuh et al. (2006) placed teachers and teaching at the center of ensuring student participation and emphasized the importance of attitudes and behaviors, encouraging and encouraging discourses that ensure participation. When the reinforcement and feedback theme and the statements in the content of the views on ensuring student participation in the lesson are examined, it is seen that they are in line with the views of Kuh et al. (2006). Similarly, Mearns et al. (2007) stated that if teachers are perceived to be accessible to students and sensitive to students' needs, students will be more willing to study, participate and express their own opinions.

When the question-answer theme in the lesson and the statements in its content are examined in the analysis of the opinions on ensuring their participation in the lesson; it is seen that there are opinions such as asking questions about the subject, asking them to ask questions, giving examples about the subject and asking for examples. We can say that the aim of the lecturers' opinions about the question-answer method is to encourage students to think and question by involving them in the

teaching process. The functions of question-answer activity have important effects on students such as creating an environment that encourages thinking, arousing interest in the lesson, guiding the knowledge that the student will construct, thinking analytically, organizing thoughts, and enabling students to make self-evaluation (Oğuzkan, 1989). Demirel (2011) stated that the most common technique used by teachers in teaching activities is the question-answer technique. The question-answer technique can be adapted and applied to both student-centered and teacher-centered approaches. If we are aiming for students' answers to single-answer questions, this process will be suitable for the teacher-centered approach. However, if we want students to reach a point through a brainstorming technique with open-ended questions that encourage students to think, this method will be suitable for the student-centered approach. According to Dell'Olio and Donk (2007), in the question-and-answer method, students use high-level cognitive skills such as analysis, synthesis, evaluation and application to understand the relationship between question and answer. The question-and-answer method also provides students with the ability to think and express themselves. With thinking and self-expression, the student constructs the information himself/herself and provides permanent learning (Çelenk, 2016). It is thought that the instructors' asking students to ask questions and exemplify them in the question and answer technique expressed by the instructors to ensure the active participation of the student in the lesson may enable the student to take responsibility for his/her learning and to construct knowledge. When the themes of assigning homework and the expressions in the content of the lecturers' views on ensuring student participation in the course are examined, it is seen that they have opinions such as providing feedback on the notes, having students research resources, assigning homework at the end of the course and asking students to explain the topics. The specific purpose here is to enable students to learn by doing and experiencing. Asking students to research a subject and then expecting them to share their findings with their friends in the classroom is thought to ensure that the student is at the center of the teaching process as it develops both the student's ability to access information and the ability to transfer information by experiencing it.

The instructors were asked the question "How do you expect your students to behave in the lessons?" and the answers were analyzed under the theme of "expectations for students' behavior in the lessons". This theme was divided into the following themes: active participation, being responsible, following the rules and creative thinking (Figure 3). The theme of active participation was the theme with the highest number of opinions expressed by the instructors regarding the expectations for students' behaviors in the lessons. When this theme and the statements in its content are analyzed, students are expected to be active and motivated in the lessons. Baxter, and Gray (2001) stated that for effective learning, approaches in which students actively participate in the learning process should be adopted. It is now considered sufficient for students to be active instead of passive recipients of information and for teachers to be in a supportive and guiding role, even if they are not experts in certain subjects. With the contemporary understanding of education, the roles of both teachers and students have changed. The most important behavior that teachers expect from their students is to be active participants in classroom activities and to be motivated to the lesson without being interested in extracurricular elements. This is also the behavior that instructors expect from students in educational institutions that train prospective physical education and sports teachers. As a matter of fact, when the themes and categories prepared in line with the opinions of the lecturers were examined, the most expected behaviors were participating in the lesson and being motivated to the lesson. Avcı and Durmuşçelebi (2014), in their study on the expected student characteristics according to teachers'

views, found that teachers expect students to be active in the lesson, to respect both their friends and the teacher during the lesson, not to exhibit irregular behaviors that would disrupt classroom management, and to fulfill their homework and responsibilities in classroom practices or teaching processes. In this respect, we can see similar attitudes when compared with the views of the lecturers. The active participation of students in the lessons, as expressed in the opinions of the instructors, will enable them to learn by doing-living and help them to express themselves.

When the expectations for students' behaviors in the lessons are examined with the themes of following the rules and being responsible and the expressions in its content; opinions consisting of the main ideas of coming prepared for the lesson, creating lesson notes, repeating the lesson, complying with classroom management, not being interested in extracurricular elements, complying with the class time and complying with the absenteeism rule were stated. In the statements belonging to this theme, especially the views of coming prepared for the lesson and obeying the rules of the classroom were mentioned. Applying the student-centered approach in classroom activities, especially in crowded classes, depends on students who know the rules and responsibilities. For this reason, it is a natural result to have these expectations when the classes of the participant lecturers are considered. Neumann et al. (2002) stated in their study that to increase the applicability of the student-centered approach, it is necessary to reduce the number of students in the classes and to create uncrowded classes. Similarly, Yalçın İncik and Tanrıseven (2012) stated that crowded classes constitute an obstacle in the opinions of both students and instructors regarding the student-centered approach. For this reason, it can be seen as a normal result that instructors expect students to follow the rules and come to class prepared while organizing in-class activities following the student-centered approach. As can be understood from the theme of expectations for students' behaviors in the lessons and the statements in the content of our research, we can state three important behaviors that instructors expect from pre-service teachers. These can be summarized as active participation in the lesson, coming to the lesson prepared and obeying the rules. From this point of view, it can be said that the behaviors that are appropriate for the student-centered approach are active participation and coming prepared for the lesson. However, we can say that a statement such as obeying the rules, which may pose a risk to prevent students from expressing themselves, was said as an opinion to manage the teaching processes of crowded classes.Fourthly, the instructors were asked the question "What kind of methods and techniques do you use while teaching your lessons?" and the answers given were analyzed under the theme of "methods and techniques used". This theme was divided into two themes: traditional understanding and contemporary understanding (Figure 4). When the opinions of the instructors about the methods and techniques used are examined, it is seen that the most commonly used methods and techniques are teacher-centered approaches belonging to traditional understanding. When the expressions in the content of the traditional understanding theme were examined, it was determined that there were opinions about the expression method, demonstration, drill, command and pair work methods. Çelenk (2016) analyzed teaching methods under three headings. These are teacher-centered methods (lecture and demonstration), student-centered methods (project development, problem-solving, experimentation and simulation) and interaction-centered methods (question-answer, brainstorming, brainstorming, group work, active learning, cooperative learning, case study, role-playing, creative drama, storytelling, game learning and observation trip). Mosston and Ashworth (2002) examined the range of teaching styles used in physical education and sport teaching under two headings: teacher-

centered methods (drill, pair work, command, self-assessment and participation) and student-centered methods (problem-solving, student design, guided discovery, student initiation and self-teaching).

In educational institutions that train physical education and sports teacher candidates, courses include sportive practices and theoretical subjects. For this reason, instructors sometimes carry out teaching activities in the classroom environment and sometimes in the sports hall following the curriculum of the courses they are responsible for. In the opinions on the methods and techniques used in our research, in the traditional understanding theme, while the lecture method is preferred in the teaching processes carried out in the classroom environment, command, demonstration, practice and pair work methods are used in the teaching processes carried out in sports halls. When the opinions on the methods and techniques used are examined in the traditional understanding theme, it is seen that the instructors transfer the subject by preferring the direct expression method in the first place. The lecture method is the oldest and most widely used teaching technique belonging to the teacher-centered approach in which the content is transferred by the teacher to the students who are passive recipients (Çelenk, 2016). While teaching with this method, behaviors in the knowledge dimension of the cognitive domain, the receptive and response dimension of the affective domain, and the arousal step of the psychomotor domain are gained (Sönmez, 2007). This method, which is used especially when transferring information at the beginning of the lesson and making a summary at the end of the lesson, is preferred in the presence of limited time and crowded classes (Çelenk, 2016). In our study, results supporting this finding were found in the statements of the instructors on this theme. Especially due to the limited time and crowded classrooms, the lecturers stated that they preferred the lecture method in their lessons. It was obtained from the opinions that the instructors used command, show-and-perform, practice and pair work methods by using sports halls in the parts of the lessons that require practice. These methods, which are specific to physical education and sports lessons, are the most commonly used methods by teachers at all levels of education (İnce & Hünük, 2010). When the findings related to teaching approaches are examined, it is seen that instructors prefer teacher-centered approaches more, especially in the opinions about the methods and techniques used. The data obtained from our study have similar results to the studies conducted abroad (Cothran et al., 2005; Kulinna, & Cothran, 2003) and in Türkiye (Demirhan et al., 2008; İnce & Hünük, 2010). In light of these findings, it is thought that the necessity for instructors to teach their courses with student-centered approaches in teacher training programs (Aksoy et al., 2018) may enable pre-service teachers to use similar methods when they start their duties. For this reason, while it is seen from the statements of the lecturers that the methods they use are mostly teacher-centered, it is also seen that activities that will make students active are organized from time to time in the lessons. From this point of view, we can infer that the instructors do not carry out teaching activities by adhering to only one method during a course, but also provide active learning environments in some parts of the course. When the contemporary understanding theme and the statements in its content are examined in the opinions on the methods and techniques used, it is seen that the instructors use student-centered; guided discovery, case study, discussion, question-answer, educational game, research-project-homework and problem-solving techniques in their teaching processes. When the common purpose of these methods is analyzed, we see that the student is included in the teaching processes and learning with active experience. As a matter of fact, the selection of teaching methods that will make all students active in the teaching process is the most important point of being a successful teacher. Thanks to the suitability of the methods to be chosen in the acquisition of target behaviors, it will be easier to achieve the objectives (Büyükkaragöz & Çivi, 1999;

Eker, 2001). In teacher-centered methods, the direction of teaching is only from teacher to student, whereas in student-centered methods, the teaching process is not unidirectional. The methods used in the activities are from teacher to student as well as from student to teacher and even more so from student to student. Especially in the project-based research and homework method, collaborative working environments are offered and group work among students contributes to the structuring of knowledge. After a comprehensive literature review, it was found that some researchers have obtained important findings about student-centered methods. Froyd and Simpson (2010) found that lecturers working in different faculties found, developed and used many different teaching techniques suitable for the student-centered approach. These teaching techniques include active learning (Bonwel and Eison, 1991), cooperative learning (Bruffee, 1984), research-based and collaborative learning (Johnson et al., 1991), problem-solving and peer-based group work (Tien et al., 2002), peer teaching, inquiry-based and project-based teaching (Mazur, 1997). These results support the results of our study. Ünal, and Ergin (2006) stated that using the guided discovery method in physical education lessons will increase the student's interest in the lesson and make them more active. In the findings related to educational games, it was determined that instructors used educational games in applied or theoretical lessons, especially when students were distracted. In parallel with the findings of our study, studies have revealed that in addition to the educational benefits of the game, it has motivational and motivational effects (Rosas et al., 2003) and develops a more willing attitude to learning (Lou et al., 2001). In the opinions on the methods and techniques used, important findings that affect the choice of method in teaching processes emerged from the statements belonging to the themes. While teacher-centered techniques belonging to the traditional understanding are used if the class is crowded, time is limited and depending on the content of the subject to be taught; we can say that student-centered methods belonging to the contemporary understanding are preferred for purposes such as student involvement in the process, active learning, practice in applied lessons, the lesson is not ordinary and they learn to access information. From the findings obtained, we can say that teaching approaches can have an integrated structure in teaching processes. Because in a lesson process, the instructor can teach the lesson both with methods appropriate to the traditional understanding and methods appropriate to the contemporary understanding. For example, the instructor may start the lesson with the lecture method to summarize the information, use the question-answer method to attract students' attention, then use educational games to prevent students from getting bored, and finally end the lesson by assigning a research project to support their ability to access information and collaborative work. As can be seen, the application of teaching approaches in a lesson process is not independent of each other, and instructors prefer an integrated approach according to the conditions of the lesson and the situation of the students. Fifthly, the instructors were asked the question "What kind of measurement and evaluation structures do you use to ensure that students achieve the desired outcomes?" and the answers were analyzed under the theme of "measurement and evaluation". When this theme and the statements in its content were examined, it was divided into seven themes: essay preparation, portfolio creation, open-ended questions, oral exam, multiple-choice tests, performance or practice, and project or homework (Figure 5). When the themes in the opinions on measurement and evaluation are analyzed, two groups emerge clearly. The first one is result-oriented assessments, which is the traditional approach assessment, and the second one is process-oriented assessments, which is the contemporary approach assessment. Since one of the main purposes of this distinction is to determine which teaching approach the instructors use in line with their views, the measurement and evaluation process also

contains views that will serve this purpose. The differences between traditional assessment and evaluation designs and contemporary assessment and evaluation designs are expressed as follows (McMillan, 2004): Measurement and evaluation in the traditional understanding; result-oriented, measurement of independent skills, recalling memorized information, measuring a single correct answer because the information is absolute and single, applying it after teaching, giving little feedback, classical exams (open-ended, multiple choice, fill-in-the-blank, oral, etc.), applying only one method for measurement. Measurement and evaluation in contemporary understanding; process-oriented, measurement of interrelated skills, structuring and application of knowledge, differentiated responses from person to person due to the structuring of knowledge, application during teaching, immediate feedback, performance-based methods, use of more than one measurement tool. The most common measurement and evaluation methods mentioned in the opinions on measurement and evaluation are oral exams, open-ended questions and multiple-choice tests. These student-centered themes in the opinions on measurement and evaluation weigh approximately 67% within the general themes. Considering that these methods make result-oriented measurements, it will be revealed that traditional measurement and evaluation methods are preferred. Birgin, and Gürbüz (2008), in their study on pre-service classroom teachers, found that pre-service teachers mostly used measurement and evaluation methods belonging to the traditional teaching approach such as written exams, multiple-choice tests, true-false, and matching tests. These findings of the study revealed similar results to the findings of our study. Other studies have obtained similar results (Çakan, 2004; Güven & Eskitürk, 2007; Özsevgeç et al., 2004). The measurement and evaluation statements include student-centered measurement and evaluation methods in the form of essay preparation, portfolio creation, project or homework, performance or practice themes. Among these themes, the research and homework theme includes homework assignments, project preparation, resource research and material preparation. In the performance or application theme, the student's presentation, use in daily life and participation in the course are included. When the answers given by the instructors to the questions in this theme are examined, it is seen that measurement and evaluation methods in accordance with contemporary understanding are used with a small intensity (33%). These findings coincide with the findings of another study conducted on pre-service teachers (Birgin & Gürbüz, 2008). In addition, Struyven et al. (2005) measured the perceptions of university students about measurement and evaluation and found that students preferred exams with multiple-choice tests more than essay-like exams that require long answers. The lecturers' use of traditional assessment and evaluation tools shows that they adopt a result-oriented approach. However, when the opinions of the lecturers on this question are analyzed, there are statements that they use both contemporary and traditional assessment and evaluation tools. As explained in the content analysis of the methods and techniques used, the type of assessment and evaluation tools used may vary depending on criteria such as time, place, student status, course status and the number of students in the class. As a result, it has been determined that instructors mainly use traditional measurement tools and assessment methods, and to a lesser extent, they use contemporary measurement tools and assessment methods.

As a result of the findings obtained from the opinions of the lecturers working in physical education and sports teaching departments about teaching approaches, the following conclusions were reached. It was determined that lecturers have two main duties in universities as research and teaching. It is thought that the reason for the intensity of the opinions about the research dimension is due to the academic professional reflexes of the lecturers. It was determined that the lecturers used remarkable

activities to make students active and used question-answer practices to involve them in the process. It is thought that they reported these opinions based on the idea that the first step to ensure students' active participation in the lesson is to attract their attention to the lesson. It was determined by the analysis results in the findings section that the instructors expected three important behaviors from the pre-service teachers: active participation in the lesson, coming to the lesson prepared and obeying the rules (Figure 3). It can be inferred that although expectations such as active participation and coming to class prepared are appropriate for the student-centered approach, the expectation of following the rules is more appropriate for the teacher-centered approach. It can be said that the reason for the expectation of following the rules is to carry out the teaching processes of crowded classes in a healthy way. The results obtained in the study coincide with the findings of previous studies (Cothran & Kulinna, 2008). Due to the multidimensional structure of physical education and sports courses, it has been stated that various factors can affect the teaching preferences of instructors (Cothran & Kulinna, 2008). As a matter of fact, in our study, it was determined that instructors do not adhere to only one approach during a lesson process, and their preferences for teaching approaches change according to the situation of the lesson, the student, the class and the time. Jenkins, and Byra (1996) emphasized that the participation method is more effective in terms of permanent learning of skills than self-control and practice methods. In another study, it was revealed that teaching tennis skills with the self-control method was more effective than the command teaching technique (Patmanoglou et al., 2008). In his study, Alhayek (2004) stated that the drill method was more effective than the cooperative learning style in teaching basketball skills. In another study, it was stated that the command teaching method was preferred due to the high number of students during dance education, but the problem-solving method improved students' critical thinking skills (Chen & Cone, 2003). It is possible to say that the teaching approaches and styles preferred by instructors in their courses differ according to many variables. As a matter of fact, Dyson (2002) stated that the implementation of a collaborative learning style is not a simple and smooth process for the teacher. It was emphasized that changes in teaching approaches used by instructors would lead to difficulties in classroom control and course organization (Dyson, 2002). From the findings, it can be interpreted that the teaching methods are not independent of each other in the implementation of teaching methods, they are integrated, and the instructors switch between approaches according to the conditions. We can also state that the fact that the courses have theoretical and practical objectives also affects this process. As a matter of fact, Garn and Byra (2002) stated that cognitive, affective, social and moral learning in physical education and sports curriculum will provide effective learning with student-centered approaches. However, in course designs with motor skills and physical development goals, it was stated that teacher-centered approaches would provide better learning (Garn & Byra, 2002; Goldberger, 1995; Mosston & Ashworth, 2002). From this point of view, it is not possible to conclude that all teaching approaches can effectively achieve all the objectives of a lesson (Syrmpas et al., 2017). In the differentiation of teaching approaches, it can be stated that instructors choose the most appropriate style depending on the objectives of the course. It is possible to say that the approach chosen in line with the objectives and outcomes of the lesson and the method suitable for this approach can change even in instantaneous situations. As a result, it is necessary to state that methods suitable for the teacher-centered approach are preferred, especially due to the factors of ensuring classroom control, limited time, and objective and easily measurable evaluation. As a result of the results obtained, it emerges as a normal situation that instructors approach teaching approaches in a multidimensional way due to the multidimensional structure of physical education and sports courses.

Recommendations

As a result of the results obtained from the research, instructors in educational institutions that train physical education and sports teachers have predominantly adopted teacher-centered traditional approaches. It is known that physical education and sports courses address different areas (cognitive, affective and psychomotor) when the target acquisitions are taken into consideration. To reach the objectives in all these areas, it is not possible to determine a fixed teaching approach during the course. For this reason, in institutions that train physical education and sports teachers, course practices that emphasize this flexibility should be emphasized. The courses in the curriculum should not only be classified as practical and theoretical but also categorized according to cognitive, affective and psychomotor domain objectives. Thanks to this categorization, the advantages and disadvantages of the teaching approaches adopted in the courses can be known for which course and in which area, instead of their superiority over each other. In all these processes, the central goal should be the active learning of the student.

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Genişletilmiş Türkçe Özet

Beden Eğitimi ve Spor Öğretmenliği Bölümlerinde Görev Yapan Öğretim Elemanlarının Öğretme Yaklaşımlarına İlişkin Görüşleri

Giriş

Öğretim süreçlerinin etkinliği öğretim yaklaşımlarının uygulanmasına bağlıdır. Kalıcı öğrenmenin nasıl sağlanacağı eğitim dünyasında cevap aranan soruların başında gelmektedir. Bu nedenle geçmişten günümüze farklı öğretme yaklaşımları ve bu yaklaşımlara bağlı olarak öğretme kuramları ortaya çıkmıştır. Öğretme yaklaşımları yapılan araştırmaların sonuçlarına göre oluşturulmuş kuramlara, stratejilere ve tekniklere göre öğretim süreçlerinde kullanılmaktadır (Bulut, 2015). Öğretmenlerin öğretim ile ilgili iki farklı inançları bulunmaktadır. Bunlardan ilki bilgiyi aktaran olarak öğretim, ikincisi ise öğrencilerin bilgiyi yapılandırmasına rehberlik etmek için öğretimdir (Samuelowicz & Bian, 2001; Teo vd., 2008).

Eğitim alanında yaşanan değişimler, teknolojik ilerlemeler ve bilimsel çalışmalar geleneksel eğitimin yerini yeni bir anlayışa bırakmaya itmiştir. Eğitim programları öğreten merkezli bir süreçten öğrenen merkezli bir sürece girerek bu dönüşümü gerçekleştirmiştir. Türkiye'de ilk olarak 2005 yılında geleneksel öğretim yaklaşımından (öğretmen merkezli) vazgeçilerek çağdaş yaklaşıma (öğrenci merkezli) geçilmiştir. İlk etapta ilköğretim programı; yaşanan tüm bu gelişmeler, teknolojik ilerlemeler, yönetimsel farklılıklar, küreselleşme ile gelen Avrupa Birliği kriterlerine uyum ile birlikte güncellenmiştir (Özdaş vd., 2005). 2004-2005 eğitim-öğretim yılında uygulamaya konulan yeni öğretim programının temelinde yapılandırmacılık, aktif katılım, öğrenen merkezli öğretim yer almaktadır (Gömleksiz, 2005).

Beden eğitiminde öğretme yaklaşımları uygulamalı ve teorik süreçlere sahip ders yapısından dolayı çok boyutlu ve karmaşık bir yapıdadır (Graham, 2008). Beden eğitimi ve spor derslerinde dersin hedeflerine ulaşmak için öğretmenler farklı öğretme süreçlerini kullanmaktadırlar. Beden eğitimi ve

spor derslerinin öğretim kalitesini inceleyen bir çalışmada öğretmenlerin ölçülebilir ve uygulanabilir hedefler koyduğunu ve bu hedeflere ulaşmak için bir ders planı tasarladıklarını belirtmiştir (Gallahue & Cleland-Donnelly, 2007). Bu tasarıların uygulanabilirliğinde, öğretmenlerin öğrenci çeşitliliği ile başa çıkabilmesinde ve dersin müfredatın belirttiği hedeflere ulaşmasında Mosston ve Ashworth'un öğretim stilleri spektrumu kullanılabilmektedir (Sanchez vd., 2012). Öğretim stilleri spektrumunda her birinde farklı öğrenme çıktılarının olduğu en az on bir öğretim stili bulunmaktadır (Goldberger vd., 2012). Öğrenme stilleri spektrumu ile ilgili yapılan çalışmalarda farklı bakış açıları önerilmiştir. Mosston ve Ashworth (2002) öğretim stilleri spektrumunu dersin uygulaması esnasındaki kararların öğretmen ve öğrenci arasında değiştiği bir süreklilik olarak ifade etmiştir. Burada öğretmen merkezli ve öğrenci merkezli olmak üzere iki farklı öğretim stili kümesi ortaya konulmuştur (Mosston & Ashworth, 2022). Öğretmen merkezli olan öğretim stilleri kümesinde öğretmen tarafından sunulan bilgi ve becerilerin öğrenci tarafından yeniden yapılandırılması veya üretilmesi süreci ifade edildiğinden "yeniden üretme (reproducation)" kavramı kullanılmaktadır. Ancak öğrenci merkezli olan öğretim stilleri kümesinde ise öğretmenin öğrencileri bilgi ve becerileri üretmeye ve keşfetmeye teşvik ettiği bir süreç olduğundan "üretme (production)" kavramı kullanılmaktadır (Goldberger vd., 2012). Üretmeye dayalı öğretim stili kümesi öğrencilere farklı hareketleri yapmalarına, akranlarıyla kendi hareketlerini karşılaştırmalarına ve farklı deneyimleri yaşamalarına olanak sağlayarak farklı motor tepkiler vermelerini sağlamaktadır (Nichols, 1994).

Öğrenci merkezli yaklaşımın üniversitelerde uygulanması, özellikle öğretmen yetiştiren programlar için önemli olduğu düşünülmektedir. Çünkü öğretmen yetiştiren programlarda öğrenim gören bireyler öğretmen adaylarıdır ve gelecekte öğretmen olarak görev yapacaklardır. Bir döngü olarak düşünüldüğünde, tüm süreç ve bireyler birbirini olumlu ya da olumsuz etkileyebilmektedir. Bundan dolayı, öğretmen adaylarının eğitim aldıkları yükseköğretim kurumlarında öğrenci merkezli öğretme yaklaşımlarının kullanılması bilgi, beceri ve yetkinlikler düzeyinde eğitilmiş bireylerin yetiştirilmesi adına büyük önem taşımaktadır. Bu kapsamda yapılan araştırmanın amacı, beden eğitimi ve spor öğretmenliği bölümlerindeki öğretim elemanlarının gerçekleştirdikleri eğitim-öğretim sürecinde öğretme yaklaşımlarına yönelik görüşlerini incelemektir. Öğretim elemanlarının öğrenme-öğretme süreçlerinde benimsedikleri ve kullandıkları öğretme yaklaşımlarına yönelik görüşlerinin içerik analizi yapılarak öğretme yaklaşımları belirlenmeye çalışılmıştır. Elde edilen bu bilgilerin alana ve araştırmacılara katkı sağlayacağı düşünülmektedir.

Yöntem

Araştırmada olgu bilimsel (fenomenoloji) deseni kullanılmıştır. Öğretim elemanlarının öğretme yaklaşımlarına yönelik görüşleri bu çerçevede ele alınmıştır. Olgubilim, olguyla ilgili bilgiler ortaya koymak için insanların deneyimlerinden yararlanan bir araştırma yöntemi şeklidir (Kocabıyık, 2016). Bu kapsamda, örneklem grup ile yüz yüze görüşme yapılmıştır.

Araştırmanın evrenini Türkiye'deki yedi coğrafi bölgeden beden eğitimi ve spor öğretmenliği bölümlerinde görev yapan öğretim elemanları oluşturmaktadır. Bu üniversitelerden 10 kişi olmak üzere toplam 70 öğretim elemanına ulaşılması hedeflenmiştir. Burada "amaçlı örneklem seçimi" yöntemlerinden "maksimum çeşitlilik örneklemesi" kullanılmıştır. Bu örneklem tekniğinde amaç evreni temsil edecek örneklemin çeşitliliğini maksimum derecede yansıtmaktır (Suri, 2011). Örneklem çeşitliliğinin fazla olması ve sorulara görüş bildiren öğretim elemanlarının çeşitliliği neticesinde farklılık

ve tarafların en iyi şekilde ortaya konulması amaçlanmıştır (Yıldırım & Şimşek, 2006). Ancak belirtilen üniversitelerde görev yapan gönüllü 50 öğretim elemanına ulaşılmıştır.

Araştırmada çalışma grubunda yer alan öğretim elemanlarının öğretme yaklaşımlarına yönelik görüşlerini elde edebilmek için nitel yöntemlerden olgubilim (fenomenoloji) deseni kullanılmıştır. Olgubilim deseni temelde farkında olunan ancak derinlemesine bir bilgiye sahip olmadığımız olgulara odaklanan desendir (Yıldırım & Şimşek, 2011, s. 72). Bu amaçla öğretim elemanlarından derslerde uyguladıkları öğretme yaklaşımlarına yönelik görüşleri yarı yapılandırılmış görüşme formu kullanılarak elde edilmiştir. Bu formda kişisel bilgilere yönelik bilgilerin yanında beş adet soru bulunmaktadır. Bu soruların hazırlanması aşamasında literatürdeki öğretme yaklaşımları konulu çalışmalar ve özellikle bu konuda geliştirilmiş ölçekler irdelenmiştir (Aksoy vd., 2018; Goh vd., 2014; Monroy vd., 2015; Stes vd., 2008; Tezci, 2017). Araştırmacı tarafından geliştirilen bu sorular spor bilimlerindeki ve eğitim bilimlerindeki uzmanlar tarafından değerlendirilmiş ve son haline getirilmiştir. Daha sonra katılımcı öğretim elemanları ile paylaşılarak teyit alınmış ve bu şekilde iç geçerlik sağlanması amaçlanmıştır. Araştırma sorularının ve katılımcılardan gelen cevapların güvenirliği açısından araştırmacılar dışında farklı bir uzmandan kodlama ve tema oluşturulurken fikir alınmıştır. Bu fikirler doğrultusunda kategoriler oluşturulmuş ve kavram hataları düzeltilmiştir. Miles ve Huberman (1994) tarafından ortaya konulan Görüş Birliği / (Görüş Birliği + Görüş Ayrılığı) formülü ile güvenirlik değeri .84 olarak hesaplanmıştır. Güvenirlik değerinin .70 ve üzeri olmasının araştırma için güvenilir olduğu ifade edilmiştir (Miles & Huberman, 1994). Bu sorular aşağıdaki gibidir:

- Kendinizi derslere hazırlamak için neler yaparsınız?

- Öğrencilerinizin derslere aktif katılmalarını nasıl sağlarsınız?

- Öğrencilerin derslerde nasıl davranmasını beklersiniz?

- Derslerinizi işlerken ne tür yöntem ve teknikleri kullanırsınız?

- Öğrencilerin istenilen kazanımları elde ettiklerini ne tür ölçme ve değerlendirme yapılarıyla elde edersiniz?

Sorulara verilen cevaplar öğretim elemanlarıyla 5-15 dakika arası yüz yüze görüşme sonucunda elde edilmiştir. Elde edilen veriler analiz edilerek öğretim elemanlarının hangi öğretme yaklaşımıyla eğitim-öğretim faaliyetlerini yürüttükleri belirlenmeye çalışılmıştır. Araştırma kapsamında gerekli veriler elde edildikten sonra, elde edilen verilerin çözümlenmesi nitel içerik analiz aşamalarıyla yürütülmüştür.

Bulgular

Araştırma amaçları kapsamında, üniversitelerde beden eğitimi ve spor öğretmenliği bölümlerinde görev yapan öğretim elemanlarının görüşlerinde elde edilen bulgular aşağıda verilmiştir. Araştırma kapsamında, öğretim elemanlarının öğrenme-öğretme süreçlerinde kullanılan öğretme yaklaşımlarına yönelik görüşleri ele alınmıştır. İlk olarak araştırmaya katılan öğretim elemanlarına "Kendinizi derslere hazırlamak için neler yaparsınız? sorusu yöneltilmiştir. Katılımcıların bu soruya yönelik belirttikleri görüşler analiz edilmiştir. Analiz sonuçlarında elde edilen temalar ve bu temalara ilişkin kategoriler Şekil 1'de verilmiştir.
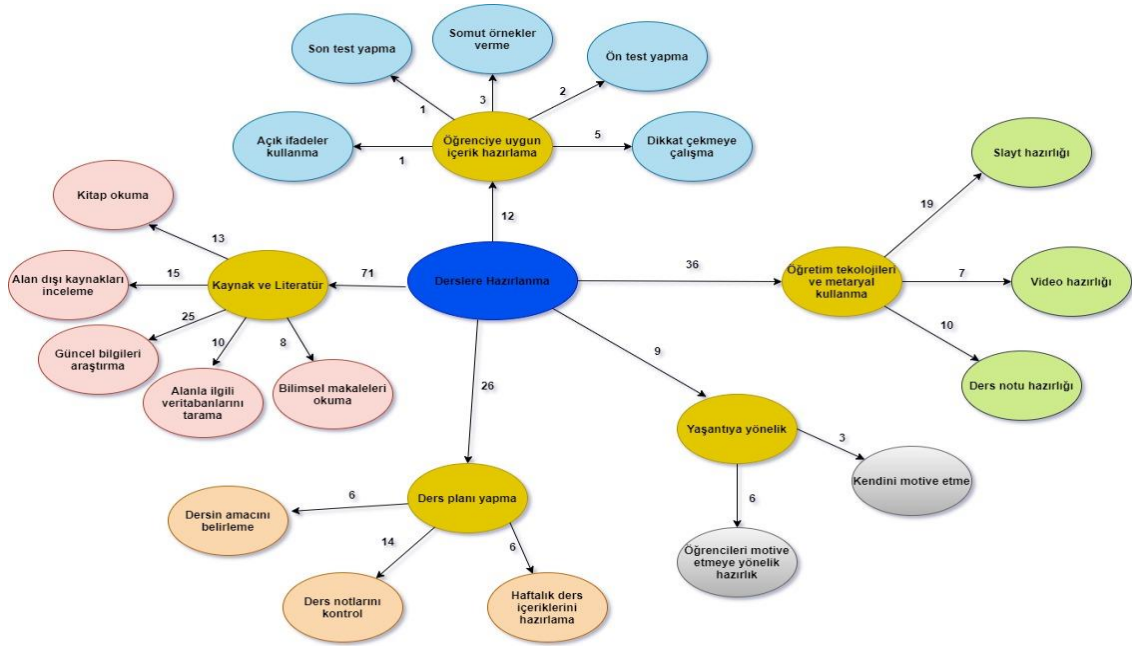
Şekil 1. Araştırma grubunun derslere hazırlanma ile ilgili görüşlerinin analizi

Öğretim elemanlarının belirttikleri Derslere hazırlanma temalı görüşleri; kaynak ve literatür (f=71), öğretim teknolojileri ve materyal kullanma (f=36), ders planı yapma (f=26), öğrenciye uygun içerik hazırlama (f=12) ve yaşantıya yönelik (f=9) hazırlık olmak üzere beş temaya ayrılmıştır (Şekil 1). İkinci olarak öğretim elemanlarına "Öğrencilerin derslere aktif katılmalarını nasıl sağlarsınız?" sorusu yöneltilmiştir. Katılımcıların bu soruya yönelik belirttikleri görüşler analiz edilmiştir. Analiz sonuçlarında elde edilen temalar ve bu temalara ilişkin kategoriler Şekil 2'de verilmiştir.
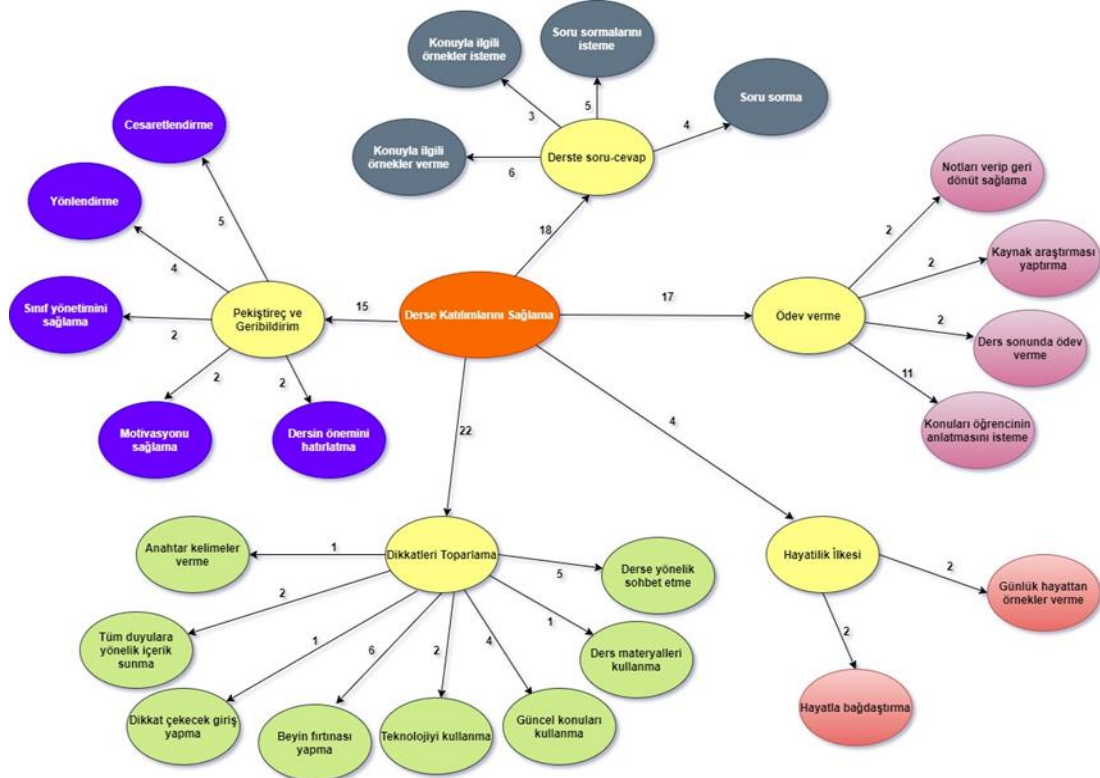

Şekil 2. Araştırma grubunun derse katılımlarını sağlama ile ilgili görüşlerinin analizi

Öğretim elemanlarının belirttikleri "Derslere katılımlarını sağlama" temalı görüşleri; dikkatleri toparlama (f=22), derste soru-cevap (f=18), ödev verme (f=17), pekiştireç ve geribildirim (f=15) ve hayatilik ilkesi (f=4) olmak üzere beş temaya ayrılmıştır (Şekil 2). Üçüncü olarak öğretim elemanlarına "öğrencilerin derslere aktif katılmalarını nasıl sağlarsınız?" sorusu yöneltilmiştir. Katılımcıların bu soruya yönelik belirttikleri görüşler analiz edilmiştir. Analiz sonuçlarında elde edilen temalar ve bu temalara ilişkin kategoriler Şekil 3' te verilmiştir.


Şekil 3. Araştırma grubunun öğrencilerin derslerdeki davranışlarıyla ilgili beklentilerine yönelik görüşlerinin analizi

Öğretim elemanlarının "Öğrencilerin derslerdeki davranışlarına yönelik beklentiler" temalı görüşleri; aktif katılım sağlama (f=41), sorumluluk sahibi olma (f=29), kurallara uyma (f=22) ve yaratıcı düşünme (f=5) olmak üzere dört temaya ayrılmıştır (Şekil 3). Dördüncü olarak öğretim elemanlarına "Derslerinizi işlerken ne tür yöntem ve teknikleri kullanırsınız?" sorusu yöneltilmiştir. Katılımcıların bu soruya yönelik belirttikleri görüşler analiz edilmiştir. Analiz sonuçlarında elde edilen temalar ve bu temalara ilişkin kategoriler Şekil 4' te verilmiştir.
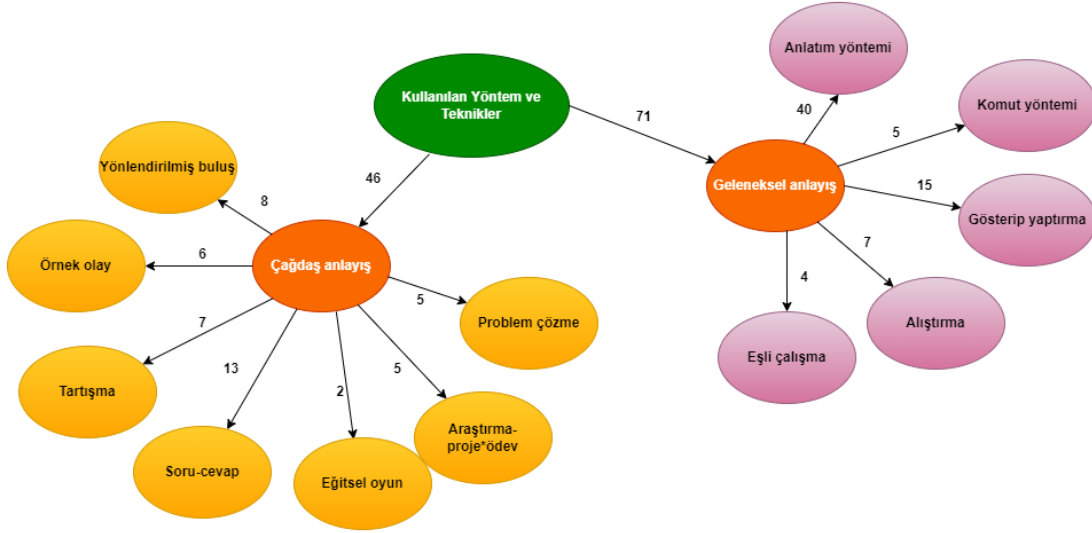
Şekil 4. Araştırma grubunun kullandıkları yöntem ve tekniklere yönelik görüşlerinin analizi

Öğretim elemanlarının belirttikleri "Kullanılan yöntem ve teknikler" temalı görüşleri; geleneksel anlayış (f=71) ve çağdaş anlayış (f=46) kategorisinde olmak üzere iki temaya ayrılmıştır (Şekil 4). Beşinci olarak öğretim elemanlarına "Öğrencilerin istenilen kazanımları elde ettiklerini ne tür ölçme ve değerlendirme yapılarıyla elde edersiniz?" sorusu yöneltilmiştir. Katılımcıların bu soruya yönelik belirttikleri görüşler analiz edilmiştir. Analiz sonuçlarında elde edilen temalar ve bu temalara ilişkin kategoriler Şekil 5' de verilmiştir.
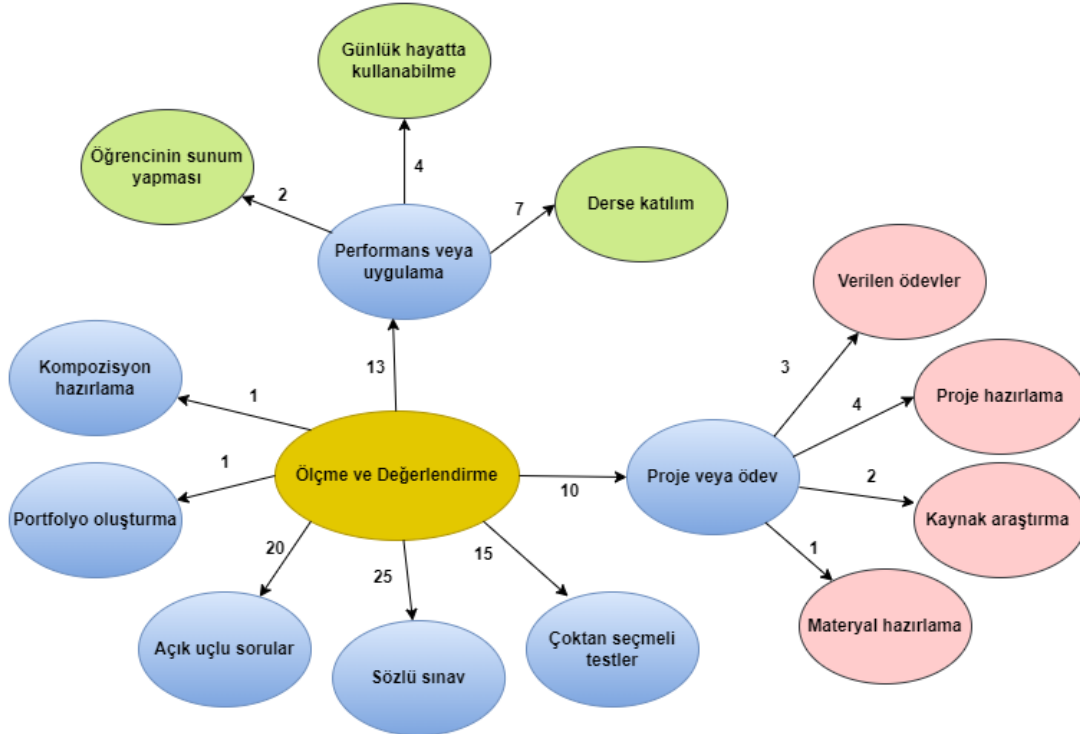
Şekil 5. Araştırma grubunun ölçme ve değerlendirmeye yönelik görüşlerinin analizi

Öğretim elemanlarının belirttikleri "Ölçme ve değerlendirme temalı görüşleri"; sözlü sınav (f=25), açık uçlu sorular (f=20), çoktan seçmeli testler (f=15), Performans veya uygulama (f=13), proje

veya ödev (f=10), portfolyo oluştuma (f=1) ve kompozisyon oluşturma (f=1) olmak üzere yedi temaya ayrılmıştır (Şekil 5).

Tartışma ve Sonuç

Araştırmada öğretim elemanlarının görüşleri içerik analizi yapılarak çözümlenmiştir. Ortaya konan görüşlerin çözümlenmesinin ardından öğretme yaklaşımları ile ilgili önemli sonuçlar elde edilmiştir. Öğretim elemanlarına "Kendinizi derslere hazırlamak için neler yaparsınız?" sorusu sorulmuş ve verilen cevaplar "derslere hazırlanma" teması altında incelenmiştir. Bu tema; kaynak ve literatür, öğretim teknolojileri ve materyal kullanma, ders planı yapma, öğrenciye uygun içerik hazırlama ve yaşantıya yönelik hazırlıklar olarak temalara ayrılmıştır (Şekil 1). Öğretim elemanlarının temel görevlerinden olan öğreticilik rolü öğrencilerin davranışlarında değişiklikler meydana getirebilmek, bilişsel kapasitelerini artırmak ve yeteneklerini ortaya çıkarmayı gerektirir. Bilgiyi iletmekten öte bilginin yapılandırılmasına ve transfer edilmesine imkân vererek öğrencilerin aktif, katılımcı, sorgulayıcı ve yaratıcı özelliklerini geliştirmeyi amaçlamaktadır (Boyer, 1991). Öğrencilerin bilişsel kapasitelerini artırmak, doğru bilgileri verebilmek için kaynak ve literatür taraması yaparak derslere hazırlanan öğretim elemanları (Prosser vd., 2008); öğrencilerin derslerde ilgisini çekmek, dikkatleri toplamak, video, resim, slayt gibi görsel destekleyicilerle, açık ifadeler kullanarak, somut örnekler vererek dersin anlaşılabilirliğini sağlamak ve öğrenilen bilgileri gerçek hayatla bağdaştırarak bilginin kalıcılığını artırmak gibi önemli amaçları yerine getirmeye çalışmaktadırlar. Öğrenciyi merkeze alarak öğretim sürecini düzenlemek, kalıcı izli öğrenmeleri sağlayarak öğrencinin bilgiyi yapılandırabilmesini beraberinde getirecektir. Öğrenciyi merkeze almanın ilk aşaması derslere iyi bir şekilde hazırlanmak ve öğretim süreçlerinde öğrencilerin derse olan ilgilerini artırmak için gerekli etkinlikleri yapmak olarak düşünülebilir.

Öğretim elemanlarına "Öğrencilerin derslere aktif katılmalarını nasıl sağlarsınız?" sorusu sorulmuş ve verilen cevaplar "derse katılımlarını sağlama" teması altında incelenmiştir. Bu tema; dikkatleri toplama, derste soru-cevap, ödev verme, pekiştireç-geribildirim ve hayatilik ilkesi olarak temalara ayrılmıştır (Şekil 2). Derse katılımlarını sağlamaya yönelik görüşlerde dikkatleri toplama teması öğretim elemanları tarafından en çok görüş bildirilen tema olmuştur. Bu tema ve içeriğindeki ifadeler incelendiğinde; anahtar kelimeler verme, tüm duyulara yönelik içerik sunma, dikkat çekecek giriş yapma vb. görüşlerin olduğu görülmektedir. Bu ifadeler öğretim elemanlarının derse hazırlanmaya yönelik görüşlerinde belirttikleri hazırlık sürecinin ilk aşamasına paralel amaçları taşımaktadır. Bu konuda Zaman (2004), öğretim elemanları bu süreçte öğrencilerin pasif alıcı olmamalarını ve bilgiyi keşfederek yapılandırmalarına rehberlik etmelidir ifadelerini kullanmaktadır. Bu anlamda yükseköğretim kurumları öğrencilerinin pasif bir şekilde öğretim elemanlarından bilgi alarak ve bu bilgiyi olduğu gibi öğrenerek geliştirmek yerine, aktif olarak bilginin üretilmesi, yapılandırılması süreçlerine katılarak kendilerini geliştirdikleri kurumlar olmalıdır (Verburgh vd., 2007). Derse katılımlarını sağlamaya ve derse hazırlanma yönelik görüşlerde yer alan ders planı yapma temasının içeriklerinde ifade edilen görüşlerle büyük oranda aynı düzleme sahiptir diyebiliriz.

Öğretim elemanlarına "Öğrencilerinizin derslerde nasıl davranmasını beklersiniz?" sorusu sorulmuş ve verilen cevaplar "öğrencilerin derslerdeki davranışlarına yönelik beklentiler" teması altında incelenmiştir. Bu tema; aktif katılım sağlama, sorumluluk sahibi olma, kurallara uyma ve yaratıcı düşünme olarak temalara ayrılmıştır (Şekil 3). Öğrencilerin derslerdeki davranışlarına yönelik beklentilere yönelik görüşlerde aktif katılım teması öğretim elemanları tarafından en çok görüş

bildirilen tema olmuştur. Bu tema ve içeriğindeki ifadeler incelendiğinde öğrencilerden derslerde aktif olmaları ve derse motive olmaları beklenmektedir. Baxter ve Gray (2001), etkili öğrenme için öğrencilerin öğrenme sürecine aktif katıldıkları yaklaşımların benimsenmesi gerektiğini belirtmiştir. Artık öğrencilerin pasif bir bilgi alıcı olmasının yerine aktif olmaları ve öğretmenlerin de belirli konularda uzman olmasa bile destekleyici ve rehberlik eden rollerinde olması yeterli görülmektedir. Çağdaş eğitim anlayışıyla birlikte hem öğretmenlerin hem de öğrencilerin rolleri değişmiştir. Öğretmenin öğrencisinden beklediği en önemli davranış sınıf-içi etkinliklerde aktif katılımcı olması, ders dışı unsurlarla ilgilenmeden derse motive olmasıdır. Beden eğitimi ve spor öğretmeni adayı yetiştiren eğitim kurumlarında öğretim elemanlarının öğrencilerden bekledikleri davranışlar da bu yöndedir. Nitekim öğretim elemanlarının görüşleri doğrultusunda hazırlanan tema ve kategoriler incelendiğinde derse katılım gösterme ve derse motive olmalı davranışları en çok beklenen davranışlar olmuştur. Avcı ve Durmuşçelebi (2014), öğretmen görüşlerine göre beklenen öğrenci özellikleri ile ilgili çalışmasında öğretmenlerin sınıf içi uygulamalarda veya öğretme süreçlerinde öğrencilerden derste aktif olmaları, ders esnasında hem arkadaşlarına hem de öğretmenine saygılı duymaları, sınıf yönetimini bozacak kural dışı davranışlar sergilememeleri ve ödev ve sorumluluklarını yerine getirmelerini beklemektedirler. Bu bakımdan öğretim elemanlarının görüşleriyle karşılaştırıldığında benzer tutumları görebilmekteyiz. Öğrencilerin derslere öğretim elemanlarının görüşlerinde ifade ettiği gibi aktif katılımcı olması onların yaparak-yaşayarak öğrenmelerini imkân verecek ve kendilerini ifade edebilmelerine yardım edecektir.

Dördüncü olarak öğretim elemanlarına "Derslerinizi işlerken ne tür yöntem ve teknikleri kullanırsınız?" sorusu sorulmuş ve verilen cevaplar "kullanılan yöntem ve teknikler" teması altında incelenmiştir. Bu tema; geleneksel anlayış ve çağdaş anlayış olarak iki temaya ayrılmıştır (Şekil 4). Öğretim elemanlarının kullanılan yöntem ve tekniklere yönelik görüşleri incelendiğinde en çok kullanılan yöntem ve teknikler geleneksel anlayışa ait öğretmen merkezli yaklaşımların olduğu görülmektedir. Burada yer alan geleneksel anlayış temasının içeriğindeki ifadeler incelendiğinde; anlatım yöntemi, gösterip yaptırma, alıştırma, komut ve eşli çalışma yöntemlerine ait görüşlerin olduğu tespit edilmiştir. Araştırmamızın kullanılan yöntem ve tekniklerine yönelik görüşlerde geleneksel anlayış temasında sınıf ortamında gerçekleştirilen öğretim süreçlerinde daha çok anlatım yöntemi tercih edilirken, spor salonlarında gerçekleştirilen öğretim süreçlerinde ise komut, gösterip yaptırma, alıştırma ve eşli çalışma yöntemleri kullanılmaktadır. Kullanılan yöntem ve tekniklere yönelik görüşlerde geleneksel anlayış temasında anlatım yöntemi ile ilgili görüşler incelendiğinde öğretim elemanlarının konuyu ilk etapta bu şekilde düz anlatım yöntemini tercih ederek aktardıkları görülmektedir. Anlatım yöntemi içeriğin olduğu gibi öğretmen tarafından pasif alıcı durumundaki öğrencilere aktarıldığı bilinen en eski ve en çok kullanılan öğretmen merkezli yaklaşıma ait öğretim tekniğidir (Çelenk, 2016). Bu yöntemle ders işlerken bilişsel alanın bilgi boyutu, duyuşsal alanın alma ve tepki boyutu, psikomotor alanın uyarılma basamağındaki davranışlar kazandırılır (Sönmez, 2007). Özellikle dersin başında bilgiyi aktarırken ve dersin sonunda kısa bir özet yaparken kullanılan bu yöntem, zamanın kısıtlı olduğu ve kalabalık sınıfların varlığında tercih edilmektedir (Çelenk, 2016). Araştırmamızda öğretim elemanlarının bu temadaki ifadelerinde bu bulguyu destekler sonuçlara ulaşılmıştır. Özellikle zamanın kısıtlı olması ve sınıfların kalabalık olmasından dolayı öğretim elemanları derslerinde anlatım yöntemini tercih ettiklerini belirtmişlerdir.

Beşinci olarak öğretim elemanlarına "Öğrencilerin istenilen kazanımları elde ettiklerini ne tür ölçme ve değerlendirme yapılarıyla elde edersiniz?" sorusu sorulmuş ve verilen cevaplar "ölçme ve

değerlendirme" teması altında incelenmiştir. Bu tema ve içeriğinde ifadeler incelendiğinde; kompozisyon hazırlama, portfolyo oluşturma, açık uçlu sorular, sözlü sınav, çoktan seçmeli testler, performans veya uygulama ve proje veya ödev olarak yedi temaya ayrılmıştır (Şekil 5). Ölçme ve değerlendirmeye ilişkin görüşlerdeki temalar incelendiğinde iki grup belirgin bir şekilde ortaya çıkmaktadır. Bunlardan birincisi geleneksel yaklaşım değerlendirmesi olan sonuç odaklı değerlendirmeler, ikincisi ise çağdaş yaklaşım değerlendirmesi olan süreç odaklı değerlendirmelerdir. Bu ayrım araştırmamızın temel amaçlarından biri olan öğretim elemanlarının görüşleri doğrultusunda hangi öğretim yaklaşımını kullandıklarını tespit edebilmek olduğundan, ölçme ve değerlendirme süreci de bu amaca hizmet edecek görüşleri barındırmaktadır. Geleneksel ölçme ve değerlendirme tasarımıyla çağdaş ölçme ve değerlendirme tasarımlarındaki farklılıklar şu şekilde ifade edilmiştir (McMillan, 2004): Geleneksel anlayışta ölçme ve değerlendirme; sonuç odaklı, birbirinden bağımsız becerilerin ölçümü, ezberlenmiş bilginin hatırlanması, bilginin mutlak ve tek olması sebebiyle tek bir doğru cevabın ölçülmesi, öğretimden sonra uygulanması, geri bildirimin az verilmesi, klasik sınavlar (Açık uçlu, çoktan seçmeli, boşluk doldurma, sözlü vb.), ölçüm için sadece tek bir yöntemin uygulanması. Çağdaş anlayışta ölçme ve değerlendirme; süreç odaklı, birbiriyle ilişkili becerilerin ölçülmesi, bilginin yapılandırılması ve uygulanması, bilginin yapılandırılmasından dolayı kişiden kişiye farklılaşan cevaplar, öğretim esnasında uygulanması, anında geri bildirim, performansa dayalı yöntemlerle ölçümler, birden fazla ölçüm aracının kullanılması. Ölçme ve değerlendirmeye ilişkin görüşlerde en çok görüş bildirilen ölçme ve değerlendirme yöntemleri sırasıyla; sözlü sınav, açık uçlu sorular ve çoktan seçmeli testlerdir. Ölçme ve değerlendirmeye yönelik görüşlerde yer alan öğrenci merkezli bu temalar genel temalar içerisinde yaklaşık % 67'lik bir ağırlığa sahiptir. Bu yöntemlerin sonuç odaklı ölçümler yaptığı göz önünde bulundurulursa geleneksel ölçme ve değerlendirme yöntemlerinin tercih edildiği ortaya çıkacaktır. Birgin ve Gürbüz (2008) sınıf öğretmeni adayları üzerine yaptığı çalışmada öğretmen adaylarının çoğunlukla yazılı sınav, çoktan seçmeli testler, doğru yanlış, eşleştirmeli testler gibi geleneksel öğretim yaklaşımına ait ölçme ve değerlendirme yöntemlerini kullandıklarını tespit etmiştir. Yapılan araştırmada elde edilen bu bulgular araştırmamızın bulgularıyla benzer sonuçları ortaya çıkarmıştır. Ayrıca benzer sonuçları elde etmiş başka çalışmalarda mevcuttur (Çakan, 2004; Güven & Eskitürk, 2007; Özsevgeç vd., 2004).

Beden eğitimi ve spor derslerinin çok boyutlu yapısı dolayısıyla çeşitli faktörlerin öğretim elemanlarının öğretim tercihlerini etkileyebileceği ifade edilmiştir (Cothran & Kulinna, 2008). Nitekim araştırmamızda öğretim elemanlarının bir ders süreci boyunca sadece bir anlayışa bağlı kalmadıkları dersin, öğrencinin, sınıfın ve zamanın durumuna göre öğretme yaklaşımları tercihlerinin değiştiği saptanmıştır. Jenkins ve Byra (1996) yaptığı çalışmada katılım yönteminin kendi kendini kontrol etme ve alıştırma yöntemlerine göre becerilerin kalıcı öğrenmeleri noktasında daha etkili olduğunu vurgulamıştır. Bir başka çalışmada ise tenis becerilerinin kendi kendini kontrol etme yöntemiyle öğretilmesinin komutla öğretme tekniğinden daha etkili olduğu ortaya konulmuştur (Patmanoglou vd., 2008). Alhayek (2004) ise yaptığı çalışmada basketbol becerilerinin öğretilmesinde alıştırma yönteminin işbirlikli öğrenme stiline kıyasla daha etkili olduğunu ifade etmiştir. Bir diğer çalışmada ise dans eğitimi sırasında öğrenci sayısının fazla olması dolayısıyla komutla öğretim yönteminin tercih edildiği ancak problem çözme yönteminin ise öğrencilerin eleştirel düşünme becerilerini geliştirdiği ifade edilmiştir (Chen & Cone, 2003). Öğretim elemanlarının derslerinde tercih ettikleri öğretme yaklaşımları ve stillerinin birçok değişkene göre farklılaştığını söylemek mümkündür. Nitekim Dyson (2002) işbirlik öğrenme stilinin uygulanmasının öğretmen açısından basit ve sorunsuz bir süreç

olmadığı belirtilmiştir. Öğretim elemanları tarafından kullanılan öğretme yaklaşımlarındaki değişiklerin sınıf kontrolünde ve ders organizasyonunda zorluklara yol açacağı vurgulanmıştır (Dyson, 2002). Elde edilen bulgulardan öğretim yöntemlerinin uygulanmasında birbirinden bağımsız olmadıkları birbiriyle bütünleşik bir yapıda oldukları şartlara göre öğretim elemanlarının yaklaşımlar arasında geçiş yaptıkları yorumunu yapabiliriz. Ayrıca derslerin teorik ve uygulamalı hedeflere sahip olmasının da bu süreci etkilediğini ifade edebiliriz. Nitekim Garn ve Byra (2002) beden eğitimi ve spor ders müfredatındaki bilişsel, duyuşsal, sosyal ve ahlaki öğrenmelerin öğrenci merkezli yaklaşımlarla etkili öğrenmeler sağlayacağı belirtilmiştir. Ancak motor beceriler ve fiziksel gelişim hedeflerine sahip ders tasarımlarında ise öğretmen merkezli yaklaşımların daha iyi öğrenmeler sağlayacağı ifade edilmiştir (Garn & Byra, 2002; Goldberger, 1995; Mosston & Ashworth, 2002). Buradan hareketle öğretim yaklaşımlarının bütünüyle bir dersin tüm hedeflerini etkili bir şekilde gerçekleştirebileceği sonucuna varmak mümkün değildir (Syrmpas vd., 2017). Öğretme yaklaşımlarının farklılaşmasında öğretim elemanlarının dersin hedeflerine bağlı kalarak en uygun stili seçtikleri ifade edilebilir. Dersin hedef ve kazanımları doğrultusunda seçilen yaklaşımın ve bu yaklaşıma uygun yöntemin anlık durumlarda bile değişebildiğini söylemek mümkündür. Sonuç olarak özellikle sınıf kontrolünün sağlanması zamanın kısıtlı olması ve değerlendirmenin objektif ve kolay ölçülebilir olması faktörlerinden dolayı öğretmen merkezli yaklaşıma uygun yöntemlerin tercih edildiğini belirtmek gerekmektedir. Elde edilen sonuçlar neticesinde öğretim elemanlarının beden eğitimi ve spor derslerinin çok boyutlu bir yapıda olması dolayısıyla öğretme yaklaşımlarına çok yönlü yaklaşmaları olağan bir durum olarak ortaya çıkmaktadır.

Öneriler

Araştırmadan elde edilen sonuçlar neticesinde, Beden eğitimi ve spor öğretmeni yetiştiren eğitim kurumlarında öğretim elemanları ağırlıklı olarak öğretmen merkezli geleneksel yaklaşımları benimsemişlerdir. Beden eğitimi ve spor derslerinin hedef kazanımları dikkate alındığında farklı alanlara (bilişsel, duyuşsal ve psikomotor) hitap ettiği bilinmektedir. Tüm bu alanlardaki hedeflere ulaşabilmek için ders süresince sabit bir öğretim yaklaşımı belirlemek mümkün değildir. Bu nedenle beden eğitimi ve spor öğretmeni yetiştiren kurumlarda bu esnekliğin ön plana çıktığı ders uygulamalarına ağırlık verilmelidir. Müfredat içerisindeki derslerin yalnızca uygulama ve teorik olarak sınıflandırılmasının yanı sıra bilişsel, duyuşsal ve psikomotor alan hedeflerine göre de kategorize edilmesi sağlanmalıdır. Bu sınıflandırma sayesinde derslerde benimsenen öğretme yaklaşımlarının birbirinden üstünlükleri yerine hangi ders için hangi alanda hangi yaklaşımın avantaj-dezavantajları bilinmesi sağlanabilir. Tüm bu süreçlerde merkezcil hedefin öğrencinin aktif öğrenmesi olmalıdır.