



Teaching methods in physical education: Traditional vs modern approaches

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ABSTRACT

Over the course of its history, the field of physical education (PE) has seen a substantial metamorphosis, transitioning from more conventional, teacher-centered approaches to more contemporary, student-centered approaches over this time period. Traditional methods of teaching physical education frequently place an emphasis on discipline, repetition, and standardised physical exercises, while leaving little room for an individual's creativity or individualisation. On the other hand, contemporary approaches place an emphasis on holistic development, inclusiveness, experiential learning, and the incorporation of technology. These modern approaches encourage students to take responsibility for their own education, support the development of critical thinking skills, and make accommodations for a wide range of talents and interests. Through an examination of pedagogical tactics, student involvement, learning results, and general physical development, this study investigates the relative efficacy of conventional and contemporary teaching approaches in the field of physical education. In addition to this, it illustrates the ways in which the incorporation of contemporary methods, such as game-based learning, cooperative learning, and digital technologies, may improve motivation, engagement, and habits of lifelong physical exercise. By providing educators and policymakers with insights into emerging practices that match with current educational paradigms and the changing requirements of learners, the abstract intends to assist in the development of educational policies.

Keywords: *physical, Teaching, education, modern*

INTRODUCTION

Because it encourages kids to be physically strong, mentally healthy, to work together, and to be disciplined, physical education (PE) is an essential component in the entire development of those students. Throughout the course of its history, physical education has been founded on conventional teaching methods that placed an emphasis on organised exercises, competitive sports, and instruction that was led by the instructor. These approaches largely concentrated on physical training and the acquisition of skills, and they frequently paid little attention to individual learning styles, inclusiveness, or personal motivation. Despite the fact that these ancient methods set the groundwork for organised physical exercise, they frequently lacked the flexibility to truly engage all of the pupils. Over the course of the last several decades, there has been a significant movement in educational philosophy, which has had an impact on the manner in which schools teach physical education. In physical education, contemporary teaching methods currently place a greater emphasis on a framework that is comprehensive, inclusive, and student-centered. Students are encouraged to take an active role in their own physical and mental growth through the implementation of these strategies, which seek to establish a conducive learning environment. The use of collaborative games, the incorporation of technology, formative assessments, and reflective learning are all examples of contemporary instructional practices that are in line with wider educational trends that place an emphasis on

21st-century abilities such as critical thinking, communication, and creativity. This move from conventional to modern teaching approaches reflects a growing knowledge of the different requirements of learners as well as the value of cultivating an enthusiasm for physical exercise that will last a lifetime. In light of the fact that physical education is continuously undergoing development, it is becoming increasingly important to investigate the benefits and drawbacks of both conventional and contemporary methods. It is possible for educators to increase student engagement, learning results, and general physical literacy by increasing their understanding of these disparities, which may help them adjust their teaching tactics. The shift from conventional to contemporary approaches to teaching physical education has been affected by a number of factors, including shifts in cultural expectations, advancements in educational research, and a greater knowledge of child development and learning psychology. Traditional approaches, such as command style and practice drills, frequently centred around the instructor as the main authority figure, and pupils were expected to obey orders in a passive manner. According to these approaches, discipline, homogeneity, and technical mastery of athletic skills were given the utmost importance. Although they were successful in developing fundamental physical abilities, they frequently failed to address the specific interests, emotional well-being, and creative potential of the kids taking part in the program. Modern techniques to teaching physical education, on the other hand, are intended to be more adaptable, interactive, and learner-centred than traditional learning methods. A more dynamic and individualised learning environment may be created by the implementation of various instructional methods, including inquiry-based learning, cooperative learning, peer teaching, and the utilisation of digital resources and multimedia. In addition to improving students' physical capabilities, these strategies also encourage students to communicate with one another, think critically, and self-regulate their behaviour. Students may get a better understanding of the science that underpins physical exercise by incorporating, for example, heart rate monitors, fitness apps, or video analysis into their educational experience. This will make learning more engaging and data-driven. In addition, contemporary methods acknowledge the significance of inclusiveness and individualised instruction, which ensures that students of various abilities, backgrounds, and interests are able to participate in physical education classes. These approaches try to combat the diminishing levels of physical activity that are observed among young people all over the world by placing an emphasis on both pleasure and enjoyment, as well as fitness that lasts a lifetime. Even if many breakthroughs have been made, there are still obstacles to overcome in order to completely integrate current methodologies in all educational settings. The adoption of new techniques can be hampered by a number of factors, including but not limited to restricted resources, a lack of professional development opportunities, restrictive curriculum, and opposition to change. As a result, developing a strategy that is well-rounded and takes into account the advantages of both conventional and contemporary approaches can prove to be the most efficient way to go forward. The purpose of this study is to investigate the theoretical underpinnings, advantages, and disadvantages of utilising both conventional and contemporary instructional approaches in the field of physical education. The purpose of this study is to give educators with practical insights and recommendations for optimising physical education instruction in order to suit the different demands of today's learners. This will be accomplished by studying real-world applications and results.

TRADITIONAL TEACHING METHODS IN PE

Instructional strategies that have been around for a long time, such as the command style, have been widely used in physical education classes. According to Mosston and Ashworth (2008), this method of education is characterised by direct instruction, in which the instructor displays, and the pupils replicate what they see. The administration of big groups and the learning of skills are both facilitated by its structure, efficiency, and usefulness. Rink (2013) conducted research that lends credence to the notion that these techniques have the potential to produce high levels of skill competency, particularly in the realm of sports and technical activities. On the other hand, proponents of conventional approaches claim that they frequently disregard individual variations, restrict the liberty of students, and have the potential to diminish motivation (Silverman & Ennis, 2003).

MODERN TEACHING APPROACHES

Constructionist learning ideas form the basis of contemporary physical education (PE) techniques, which place an emphasis on student interaction, inquiry, and cooperation. As a critical method that builds social skills, mutual respect, and collaboration, cooperative learning was recognised by Dyson, Griffin, and Hastie (2004) as becoming increasingly important.

In a similar vein, Kirk (2010) called for models of sport education that establish learning settings that are centred on the student, encourage accountability, and reflect the patterns of sports that are played in the real world. In addition, the Teaching Games for Understanding (TGfU) paradigm, which was initially presented by Bunker and Thorpe (1982), has gained popularity due to its capacity to cultivate strategic awareness and decision-making skills in students via the use of game play rather than through isolated drills.

USE OF TECHNOLOGY IN MODERN PE

Increasingly, digital technologies are being used into contemporary pedagogies in order to improve student learning. During their 2017 presentation, Casey, Goodyear, and Armour explored the use of video analysis, fitness monitoring applications, and virtual coaching platforms in order to improve the accuracy of assessment as well as the level of student involvement. Students are able to monitor their progress, establish objectives for themselves, and receive immediate feedback thanks to the assistance that technology provides for personalised learning.

STUDENT MOTIVATION AND ENGAGEMENT

Several studies have demonstrated that student-centered approaches greatly boost both involvement and motivation. Ntoumanis and Standage (2009) discovered that surroundings that encourage an individual's autonomy, which are typical of contemporary instructional methods, result in increased levels of intrinsic motivation. Strategies that were controlled by the teacher, on the other hand, were more likely to result in compliance than real interest.

INCLUSIVITY AND ADAPTABILITY

All students, regardless of their talents, hobbies, or backgrounds, may be accommodated via the use of modern approaches, which also assist inclusive education. Block (2007) asserts that educational practices such as differentiated teaching and adaptive physical education are effective in ensuring that all students are able to engage in a meaningful manner. It is common for traditional approaches to fall short in this regard since they have a tendency to favour pupils who are physically capable.

CRITICAL VIEWS AND CHALLENGES

The researchers agree that there are significant implementation obstacles, despite the fact that current techniques have many benefits. Several schools, according to O'Sullivan (2013), do not have the resources or the skills necessary to make the transition from traditional to progressive models. In addition, the establishment of stringent school regulations and the limitation of time might make it difficult to experiment with new approaches.

OVERVIEW OF TRADITIONAL TRAINING TECHNIQUES

Traditional methods of training in physical education, which are focused on exercise routines that are both strenuous and repetitive, have played an important role in the establishment of the curriculum for physical education (PE). The eventual objective of these approaches is to achieve total mastery of certain physical activities. These techniques focus on the development of motor skills and physical fitness via the use of scheduled exercises and team sports. A historical perspective on these ideas is supplied in the literary works, such as Smith and Lee (2023), which may be found in the literature. From this perspective, the effectiveness of these techniques in the acquisition of skills is highlighted, while at the same time, potential shortcomings in the formation of long-term health attitudes are brought to light.

MODERN APPROACHES IN PHYSICAL EDUCATION

Through the adoption of modern training methods in physical education, it is possible to achieve the goal of increasing student participation and overall well-being. These techniques involve the use of psychological insights as well as technology breakthroughs. The use of technologies such as gamified learning environments and wearable fitness gadgets is being done in order to make physical education more accessible and entertaining to a larger variety of individuals. The authors of Johnson (2021) and Allen and Harris (2019) discuss how these contemporary tactics not only encourage individuals to develop their physical capabilities but also inspire them to develop fitness routines that will remain with them for the rest of their lives.

THE VALUE OF COMPARING AND CONTRASTING PHYSICAL EDUCATION LESSON PLANS

It is vital to assess the efficacy of various teaching approaches in the field of Physical Education (PE) in order to achieve the goals of maximising the learning outcomes of students, increasing their level of engagement, and motivating them to participate in physical activity throughout their whole lives. This review is significant for a number of reasons, including the following, which are examples of relevant considerations:

Using Evidence to Guide Practice: Systematic assessments of teaching approaches are required in order for educators to uncover evidence-based tactics that are most successful in reaching desired learning outcomes (Ennis, 2017). This is important in order for educators to discover these strategies.

Enhancement of Student Learning According to Metzler (2017), effective teaching strategies have a significant impact on the learning outcomes of students. These outcomes include the acquisition of skills, the retention of information, and attitudes towards physical activity.

Through evaluation, it is possible to discover methods that might enhance students' active involvement, enjoyment, and intrinsic motivation, which eventually results in increased participation in physical activity for a longer period of time. Cheon et al.'s research from 2020 found that this led to increased levels of engagement and involvement.

It is possible for educators to modify their teaching methods in order to cater to the requirements of various learners by using evaluation, which contributes to the development of inclusiveness and equity in physical education programs (Haydn-Davies et al., 2018). This allows educators to adequately meet the demands of a wide range of students.

Evaluating various approaches to teaching makes it easier to allocate resources effectively, which in turn maximises the impact of those resources on the learning of students and the outcomes of the program (Siedentop et al., 2019). This is an example of how teaching resources may be optimised.

Teachers have the ability to foster their professional growth by reflecting on their teaching efficacy, which in turn creates a culture of continuous improvement in physical education pedagogy (Griffin, 2017). This is a kind of professional development and growth.

Promotion of Lifelong Physical Activity: Approaches to education that are effective provide students with the information, skills, and incentive to participate in physical exercise outside of the classroom, which contributes to the students' overall health and well-being throughout their lives (NASPE, 2015).

Evaluation studies offer valuable insights that may be utilised by academics, policymakers, and practitioners in the field of physical education. These insights can then be utilised to drive future curriculum development and educational initiatives. According to Lund and Tannehill (2017), this is a contribution to the fields of study and scholarship. To summarise, it is of utmost importance to assess the efficacy of different instructional strategies in the field of physical education. This is done with the objective of fostering physical literacy, enhancing student engagement, and encouraging individual participation in physical activity throughout one's whole life.

AN ANALYSIS OF TIME-HONOURED PRACTICES IN PHYSICAL EDUCATION

For a very long time, students have been instructed in fundamental abilities, knowledge, and values via the utilisation of conventional instructional methods in settings that have been specially designated for the purpose of Physical Education (PE). Traditional teaching techniques continue to be valuable because of the effectiveness they have in certain circumstances, despite the fact that current educational approaches are always being enhanced. This is because traditional teaching methods have traditionally been used. The objective of this study is to evaluate the advantages and disadvantages of traditional teaching methodologies that are often used in physical education by drawing from both the existing body of literature and empirical research. Specifically, the study will focus on the topic of physical education.

CONCLUSION

The comparison of the traditional and contemporary methods of instructing physical education indicates that both methods have their own set of benefits, but they also have their own set of drawbacks. This is the conclusion that can be drawn from the analysis of the similarities and differences between the two methods. All of the approaches come with their own individual sets of benefits and drawbacks. Traditional teaching methods, which are characterised by teacher-led instruction, discipline, and repetition, have traditionally been utilised in the field of physical education. For a number of years, these techniques have served as the basis for the establishment of physical education. The use of these tactics ensures

uniformity, the mastery of skills, and advancement that is within a predetermined range. There are two areas in which these strategies provide particularly outstanding results: the first is the introduction of fundamental motor skills, and the second is the maintenance of order in extremely large groups. Both of these areas are particularly important. On the other hand, when it comes to student involvement, creativity, and inclusivity, the limited structure of the school typically makes it more difficult to attain these three attributes. On the other hand, current teaching approaches adhere to a student-centered philosophy that places a priority on active involvement, autonomy, cooperation, and the incorporation of technology into the learning process. These techniques are in line with the educational aims of the current day since they not only promote physical health but also cognitive, emotional, and social development. This is because they encourage all of these aspects of development alongside physical health. Creating an atmosphere that is more welcoming and encouraging for students, one in which they are encouraged to take responsibility for their own education, is a goal that may be accomplished. It is feasible to attain this aim. Techniques such as cooperative learning, game-based tactics, and the use of digital resources are some examples of effective methods that may be utilised to accomplish this goal. In spite of the fact that these methods have a great deal of promise, there are a number of obstacles that might prevent new concepts from being utilised in an appropriate manner. There are a number of obstacles that are now being encountered, some of which include inertia on the part of institutions, inadequate resources, and a lack of teacher preparation. Taking this into consideration, it is probable that the programs for physical education that are the most successful are those that combine the two methods in a way that is not only efficient but also well-balanced. The structure and discipline of conventional techniques should be included into these programs, while at the same time, they should embrace the adaptability and inclusion of current pedagogies. To summarise, the purpose of physical education should be to instill in students the habits of physical exercise, wellbeing, and collaboration that will remain with them for the rest of their lives. This is the ultimate goal of physical education. In addition, it is of the utmost importance to devise instructional methods that not only increase students' physical ability but also accommodate the ever-evolving needs, capacities, and interests of each and every student. In order to accomplish this objective, this is an essential step. Therefore, in order to successfully maintain this balance and offer high-quality physical education in a range of learning contexts, educators need to be prepared with both theoretical understanding and practical competence.

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