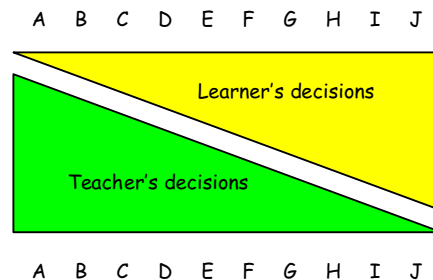


How can you alter your style of teaching to meet the demands of different practice and competitive situations for individual, racket and team activities?

In order to answer this question I am going to break the question down into components. The way I am going to tackle this is by describing and comparing the different styles of teaching and relating them to individual, team and racket activities. By doing this I will then sum everything together and come to a conclusion.

Teaching is about giving experiences or advice that will aid learning. Mosston (1986) has produced a classification, which has been labelled the "Spectrum of Teaching style". It suggests at one end of the spectrum (A) the teacher makes all the decisions and the other side (J) the learner's make the decisions. At E and F its equal teachers and learners decisions.



Although there are 10 different styles of teaching I am going to concentrate on 3 different styles of teaching, which are: **Command;**  
**Reciprocal;**  
**Discovery.**

**Command Style Of Teaching**

Command Style of teaching is Style A in the spectrum. This is style of teaching is used when the teachers wants control over the learners. Command style of teaching would be useful during individual activities, as the teacher only has to inform the individual what to do. But also it depends on the ability of the learners. If the ability of the learning were cognitive then it would be a good style of teaching but if the ability of the learner is autonomous the learner would not increase their ability in the activity. It would have limitations for developing the activity is an open skill, which would not be adapted due to this.

Command style of teaching would not be as helpful in a team game due to different strategies and different skills that would be used in the game. It would differ between team training sessions and team competitions. In a competition you could not tell the team what to do, because for example in a game of basketball and the ball is being towards your defence, you can't tell each player what to do because as the player turned round to listen to the command the ball would already be gone to basket. But in training situations such as learning to do a lay up you could give commands due to the ball will have no defensive to worry about.

Command style of teaching may be a good style in a badminton game due to it's a very small court and only one player. The way it could be helpful is shouting out which shot would be a good finish due to the teacher could see the position of the opponent.

**Reciprocal Style Of Teaching**

Reciprocal Style of teaching is Style C in the spectrum. This style allows the learners slightly more freedom. The teacher would inform the learners a task for example how to throw a discus and the learners would split into pairs and one throws the discus and the other observes and tells the other what they did incorrect and what they did correct. This style ensures that all members of the group are involved throughout. The weaknesses of this style maybe that the feedback from the other learner maybe incorrect and the other learner who is doing the task may not be keen to listen.

This maybe is a good style for racket activity due to the observer can give advice on movement of the arms. For example in a back hand in tennis, the learner which is performing the activity when receiving the back hand shot their arms are very close to their body and is too fast of the performance on the swing the observer

learner could suggest to stretch out the performers arms more and slow down the reaction to hit the ball back.

This style in team activity may be useful during team situations if you are practising a skill such as a lay-up in basketball which would be probably useful in a competitive situation as the skill has been practised and improved by the observer telling the performer what they do wrong.

#### Discovery/ Problem-Solving Style Of Teaching

This style is H, J and I in the spectrum. This style involves the teacher setting a task such as creating a game, which hasn't been created before using hockey sticks, tennis ball, posts, and a rounder's bat. In style H the teacher would give some limitations of which could be the game is only to involve to 4 players, 2 on each side. At style J the teacher has no say apart from the objective of the task.

The advantages of this style of teaching are the learner solves the problem at there own level and the learner becomes more independent. The disadvantages of this style of teaching are individuals may not concentrate on their task and that it is time consuming. Also it is dependant of the activity being an open skill or a close d skill. I don't think discovery would work very well if the learner were cognitive as they would have a low understanding of the activity, but would be good for an autonomous learner as there understanding would be higher. I think discovery style of learning would be good in all 3, racket, individual and team activities but only if the learner is autonomous. In racket the learner could improve their way of performing a drop shot in badminton or a smash doing this by continuously trying different ways of approaching the shot. In an individual activity such a gymnastics discovery style of teaching would be useful as the performer could alter the way they did the activity by trying different ways and using the best one that suits them, practising the activity repeatedly would also improve. In a team situation it would be a good for discovery style due to the team will adapt to each other's ideas and ways of performance and also good in practises as then they can improve on there discovered ways of the skill.

Command style is a good style of teaching during situations, which the learners level is cognitive, this reduces danger, as the learners have no freedoms for decisions. Command style is not useful in competitive situations due to the learners attention is in the activity, not at the teacher. I don't think command style of teaching is good for autonomous learners due to lack of freedom, which the learners would find boring. Reciprocal allows the learner more freedom and can be used for cognitive and autonomous learners, which then you do not have to worry about the ability of your class, the only drawback maybe the wrong feedback from learners. And Discovery should be used more for autonomous learners as it allows more freedom but discovery should not be used with cognitive learners due to there would be lack of learning.

From this I have come to a conclusion that reciprocal in my opinion is the better style of teaching because it can be used with both cognitive and autonomous learners.

Word count= 1,181