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Social and relational interactions in different types of PE lessons during student teachers' practice teaching

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Abstract

The main goal of the study was to analyze social and relational characteristics of student PE teachers' practice teaching. The results should be used to increase the quality of pre-professional PE teachers' preparation from the interaction point of view and should allow the effective transfer of theoretical knowledge into school practice. The experiment included evaluations of student teachers from seven PE colleges in the Czech Republic and in Poland. The analysis was focused on the difference between habitual and progressive PE lessons evaluation. All mainc haracteristics of education were observed. Special emphasis was placed on social and relational factor in pupils according to different types of leadership in PE lessons and to changing pupils' role in school PE. Progressive interventions were positively valuated in both the social [$H (1, 18489) = 107.18$; $p = .00$; $\eta2 = .01$] and relational [$H (1, 18489) = 25.89$; $p = .00$; $\eta2 = .00$] dimension. Student teachers valuated relational dimension more positively in habitual PE lessons [$H (1, 18489) = 25.89$; $p = .00$; $\eta2 = .00$], but social dimension was evaluated by them more positively in progressive PE lessons [$H (1, 1270) = 48.94$; $p = .00$; $\eta2 = .04$]. Although there is distinction between PE teachers' preparation in the Czech Republic and in Poland, the difference in PE lessons evaluation was not significantly different.

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