

Course - Bachelor of Physical Education

Year - IInd (Part-1)

Paper Name - Methods of Physical Education

Topic Name - Methods of Teaching

Topic No. - Sec - A (2)

Paper No. - IIIrd

Lecture No. - 3

Lecture Title

Command Method of Physical Education - Part I

FAQ's

Q- 1What is command style?

Ans- Command style is precision performance—reproducing a predicted response or performance on cue. In the anatomy of the Command style the role of the teacher is to make all the decisions, and the role of the learner is to follow these decisions on cue

Q- 2What is Impact Set?

Ans- The impact set is the actual face-to-face implementation time. The purpose of the impact set of decisions is to engage the learners in active participation and to execute—follow through with—the decisions made during the pre-impact. It is the time to put the intent into action.

Q- 3What are the behavioural objectives of command style?

Ans- To socialize the individual into the norms of the group, to achieve conformity, to achieve uniformity, to build group identity and pride—a sense of belonging, to enhance esprit de corps, to follow directions on cue, to achieve specific aesthetic standards, to develop habits and routines, to perpetuate cultural traditions, ceremonies, and rituals, to control groups or individuals, to install safety procedures

Q- 4What is a common assumption in the command –precision Practice?

Ans- A common assumption in the command–precision practice is that “over learning” needs to occur to produce automaticity. The following suggestions relate to using the command–precision practice. When learners are inexperienced and new to the content, the task should deal with one stimulus at a time

Q-5 What command style behaviour implies in an episode?

Ans- Whenever a Command style behavior is used in an episode, it implies that: The teacher can design experiences for group synchronization and success. The teacher can design a stimulus-response experience that produces developmental benefits. The teacher is aware of the need for conformity to certain principles for safety, or movement proficiency, or for accuracy in performance. The teacher is able to develop group cohesiveness.