

## INDUCEMENT OF COGNITIVE CONFLICT IN THE TEACHING OF GAMES TACTICS IN PHYSICAL EDUCATION

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### Abstract

Physical Education has been -and is still- dominated by the behaviorist philosophy's technical approach to teaching and learning, which focuses on the development of technical skills in isolation from the context in which they unfold, i.e. the game situation. A growing number of scientists and researchers in the field claim that this has resulted in the inability of students to transfer the technical skills in the actual game. Moreover, it has effected reduced participation and alienation of students from physical activity. According to constructivist theory, students come to class with existing conceptions or preconceptions regarding the world around them and, if ignored by the teacher, they are simply suppressed, not eliminated. Also, learning is viewed as a process of changing student preconceptions to meet accepted conceptions in each scientific discipline or, to use the commonly accepted term, as a process of conceptual change. The inducement of cognitive conflict constitutes a commonly used instructional strategy in sciences for the achievement of conceptual changes in students' cognitive structures. A necessary prerequisite to inducing cognitive conflict is the elicitation of student preconceptions so that they are taken under consideration for the design and implementation of subsequent instructional interventions. Additionally, the constructivist philosophy's tactical approach to teaching in Physical Education, advocates a more holistic approach to learning. It incorporates the cognitive dimension into the learning and teaching of Physical Education. It focuses on the understanding of the game and on game tactics in the realistic context of game-playing, before the learning and development of the technical aspect. The aim of the present paper is to highlight the potential of using the instructional strategy of inducement of cognitive conflict between student preconceptions on game tactics and accepted conceptions in the discipline, in the context of the tactical model of teaching and learning in Physical Education.

**Keywords:** Cognitive conflict, Preconceptions, Physical Education, Tactical Model, Conceptual Change, Constructivism.