

## TEACHING GAMES FOR UNDERSTANDING: A DIDACTIC AND PEDAGOGICAL TEACHING APPROACHES

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Teaching techniques are tools that teachers can use to guide their instruction of learners. Teachers can use teaching methodologies and approaches to inform how they teach their students. Didactic teaching, which is one of the two main teaching disciplines, is structured and a teacher-centered approach to delivering lessons to students. Didactic instruction is frequently effective for instructing students who learn best when given clear instructions and for teaching fundamental subjects. The philosophies and theories that inform their instruction are frequently highlighted by teachers who employ pedagogical approaches. The didactic teaching method places a greater emphasis on curriculum content, whereas the pedagogical teaching approach places a greater emphasis on how teachers can use various tools and strategies to teach their students. Direct knowledge transfer to students is a primary goal of didactically oriented teachers. Didactic games are increasingly popular and well-received in educational settings such as schools and institutions. Learning with them has undisputable didactic merits in comparison to the traditional teaching model according to Surdyk (2009) and Kapp (2012).

However, pedagogically, teachers place more emphasis on the process and art of teaching. Through these approaches, the teacher becomes more able to connect with his/her theories of learning and test the validity of his/her assumptions, either demonstrating a concept or practical and hands-on learning. Teaching Games for Understanding is a child-centered approach where the leader acts as a facilitator and the participants make their own adaptations to maximize the level of challenge and fun.

Within the fields of PE teaching, Tan et al. (2008) sought to increase school efficiency, accountability, and demonstrable outcomes; Dyson & Rubin (2003) focused on practices of active and cooperative learning; O'Donovan et al. (2004) tested the efficacy of model-based practice (2011).

This type of approach, called "Teaching Games for Understanding," puts the student at the center of PE instruction and makes use of structured gameplay to help students acquire concepts and skills in a purposeful and coherent manner. Its founding principle is that when students participate in games or game activities that have been appropriately modified to meet their physical, social, and cognitive development, they will gain positive experiences that will help them understand and successfully apply lesson principles and strategies Dania et al (2016). Harvey (2009) stated the importance of the delivery of learning opportunities within a Teaching Games for Understanding structure is the notion of getting the game right so that students think more about, and within, the game. This then has the potential to enhance the development of psychomotor, cognitive, affective, and social skills relevant to gameplay.

However, according to Pill (2011), the adoption of such pedagogical approaches into routine PE practice is still limited since teachers do not view them as anything more than good teaching techniques. Additionally, the idea of non-linear pedagogy and the fact that the Teaching Games for Understanding approach combines various didactic approaches and ideas through the guided discovery approach make it easier to understand and apply in practice. It is a suitable framework for enhancing teachers' ability to create non-hierarchical, learner-focused lesson activities and predict learning outcomes. It can also assist PE teachers in developing a strategy they will use to adapt their content knowledge to their subject matter, regardless of any competing tasks or environmental constraints.

The main conclusion of the various research is that there is no single blueprint for good PE instruction because students do not behave uniformly or learn in the same ways

or have the same experiences. Teachers must therefore employ a variety of instructional strategies that will radically transform the way PE is now taught and guarantee equal opportunity for all students.

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