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It traces the changing conceptions of the body, in philosophy and theology, that have influenced our understanding of physical education and sport, and investigates the important role that embodiment and movement play in learning about, through and in physical education. Physical education is defended as a vital and necessary part of education because the whole person goes to school, not just the mind, but the thinking, feeling and acting facets of a person.

The Philosophy of Physical Education: A New Perspective ...
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Philosophy of education is that knowledge which describes the definition and decides the definition and decides the aims, objectives and criterion of education. When philosophy of education is applied to a particular field, such as, psychology, biology, history, physical education, sociology, anthropology, economics, etc. it seeks to bring practice into harmony with basic thinking in that field.

What is the Role of Philosophy in Physical Education?
Physical Education In Secondary Schools My philosophy of physical education in the secondary setting deals with students becoming physically fit. Also that students learn how to communicate with others, especially in a team setting. My philosophy also holds in it different teaching methods.

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Physical education is also a well-rounded education that gives us knowledge of the body and the mind. The most important part of my philosophy is managing my students while they learn. This will be the most crucial aspect of my philosophy, to keep the students focus as much as possible and make sure they learn the subject matter.

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Philosophy of Physical Education Many physical education teachers in the United States follow curriculum content standards and outcomes. You may wonder, then, why a physical education philosophy is important if you will be teaching to the standards. A personal teaching philosophy helps shape your values and areas of emphasis.

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In contrast to Reid's axiological account of physical education as essentially hedonistic, and to Parry's gestures toward an Olympic humanism, I point to the need for an explicitly normative social philosophical account of education which incorporates those sporting practices that comprise part of a rich, non-individualistic, communitarian inheritance.

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