

A DISCUSSION OF IMPLEMENTATIONS OF LITERACY ON SCHOOL PHYSICAL EDUCATION COURSE IN TURKEY AND TAIWAN

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Abstract

In recent years, the concept of sports literacy has gained more and more attention in many countries and is included in education and sports policies. The original meaning of "literacy" is a kind of reading ability, which refers to the skills of individuals to read and understand relevant knowledge in the field of learning, including the functions of absorbing, sharing, transforming and creating knowledge. Sports literacy refers to lifelong participation and attention to physical activity, and demonstrates motivation, confidence, physical ability and knowledge. Many scholars have already conducted research on literacy-oriented school physical education curriculum. The development process of sports in Taiwan and Turkey is quite similar. There are also many overlapping in the international competitive sports of the two countries. Furthermore, the attitudes toward sports participation in these two countries are similar, but the reasons behind them may be different. Therefore, this study compared the differences in physical education curriculum between the two countries to understand the similarities and differences of physical education in different cultures. This study used document analysis to analyse the content of the physical education curriculum from elementary school to high school compiled by Taiwan and Turkey in 2018. This study found that Taiwan and Turkey both believe that the assessment method should be diversified, and students should be the core element in PE class. Both curriculums emphasized the interaction with the environment and culture. However, Taiwan's 2018 latest curriculum emphasized literacy orientation. Instead, Turkey's curriculum does not include "literacy" as vocabulary. Turkey values the use of games in the curriculum of the primary school. But there are no games in Taiwan's curriculum. In addition, Turkey's curriculum didn't emphasize gender equality, marine education, healthy diet and sports appreciation, but Taiwan's curriculum did. Last but not least, Turkey's curriculum emphasized that since "literacy" is a reading ability, it must be combined with other disciplines, such as Turkish, mathematics, nature, music and other social sciences. However Taiwan's curriculum didn't mention this part. In summary, regardless of the wording, the internal spirit of the two courses is quite close. The sports participation rate of Taiwan and Turkey is not high, and the public's concept of sports needs to be strengthened. Therefore, through the implementation of the new curriculum, we can observe whether the next generation of students can generally have higher sports literacy and promote the popularity of national health and sports participation. It is recommended that follow-up studies can further investigate the effectiveness of the implementation of the new curriculum and analyzes the cultural background and other factors behind the changing of curriculums. It is also suggested that interviews and observation methods can be conducted to gain an in-depth understanding of the implementation of physical education courses in the two countries.

Keywords: curriculum, culture difference, PE, literacy, sport participation

1 INTRODUCTION

The purpose of school physical education is to cultivate healthy citizens, and at the same time acquire the knowledge related to correct sports and develop the habit of lifelong exercise. The implementation of national sports aims to train the people's sound physique, cultivate national morality, carry forward the national spirit and enrich the national life. School sports are the cradle for cultivating the physical and mental integrity of the people and students, improving the national physical fitness, and serving as the basis of competitive sports. In addition, developing the habit of lifelong exercise and maintaining health and athleticism can reduce social costs; reduce medical burden, increase happiness and human capital (Lawson, 2005).

However, Taiwan's physical education faces some unresolved issues, including the need to complete sports administrative regulations and organizations, the cultivation of physical education and training systems for sports majors, and the need to strengthen physical education curriculum and teaching. The lack of continuous improvement of teachers' professional knowledge, the diversification of sports textbooks and the lack of integration are key points for the improvement of physical education curriculum and teaching at all levels. In addition, past research also pointed out that there are several problems in Taiwan's physical education, including (1) curriculum content and plans without creativity or innovation, (2) one-way teaching, lack of cognitive thinking, (3) teaching venues and equipment are not standard, and (4) lack of professional competence of physical education teachers. Furthermore, physical education in Taiwan was mostly centered on teachers. The teaching form and content are mostly in accordance with the teacher's teaching plan. Therefore, the emphasis on teacher demonstration and student imitation makes the physical education content outdated and makes students lack interest in physical education. Even some students with weak athletic ability can't keep up with the progress and give up learning or are even intimidated and refuse to learn (Pan, 2017).

Therefore, in the new curriculum announced by the Ministry of Education of Taiwan in 2018, it has been greatly revised in the field of fitness, and it is expected that the quality of physical education in Taiwan can be improved. The new curriculum in the field of health and sports focuses on the development of sound nationals with knowledge, abilities and attitudes for healthy living and lifelong sports, with special emphasis on cultivating students' core literacy and independent learning. In the three aspects of "spontaneous", "interactive" and "be good together", it will implement the three main objectives of "student-centered", "communication between people and groups and the environment" and "implementing health promotion through action" (Ministry of Education, 2018). In addition, the new curriculum also emphasizes the cultivation of students' connotations of health literacy and interaction with the environment. In addition, the Ministry of Education also hopes that schools can design elective courses according to local characteristics, so that students can understand the local culture and environment, and avoid the framework of past performance-oriented sports, competitive sports and challenging sports, but also focus on strengthening the body. The literacy-oriented physical education allows sports to lay a healthy foundation for the young students.

"Literacy" refers to the individual's ability to read and understand knowledge related to the field of study (Cope & Kalantzis, 2000). Therefore, literacy skills include the development of functions that absorb, share, transform, and create knowledge (Kickbusch, 1989). "Physical literacy" is motivation, confidence, physical ability, knowledge, and understanding and responsibility for the commitment to lifelong physical activity (International Physical Literacy Association, 2015; Zhan, 2017). From the perspective of multiculturalism, the understanding and dissemination of sports knowledge, the process of thinking, and the exchange of meaning through physical learning can all be considered using "text." That is to say, according to the ability of individuals to diversify through the knowledge of text, the meaning of sports can be read, understood, manipulated and transmitted to various degrees. Physical literacy is key to health presentations such as cardiovascular health, physical fitness, motor skills, obesity, and a wide range of behavioral, psychological, social, and physical factors associated with it (Edwards, Bryant, Keegan, Morgan Cooper, & Jones, 2018), while sport literacy is a lifelong engagement that values physical activity and demonstrates motivation, confidence, physical ability, and knowledge (Green, Roberts, Sheehan, & Keegan, 2018). In recent years, the concept of sports literacy has gained increasing international political attention and has been incorporated into several educational and sports policies (Jurbala, 2015).

Arnold (1979) argues that the rethinking of physical education involves another aspect of "cognition". Apart from the narrow scope of teaching pedagogy to teach students the skills of sports, using multicultural theory to describe sports literacy as the final result of physical education. He proposes three aspects, namely "Education in sport": acquiring skills (strategy and technology) in physical education to enable students to act effectively and efficiently; "Education through sport": learning interpersonal interaction through sports, group

and Self-identity, moral and emotional thinking, and "Education about sport": Recognizing that sports are constructed in a specific direction and that they implement specific things. Mandigo, Francis, & Lodewk (2007) propose four concepts of literacy theory related to physical education: 1. Exercise is an application, practice and fitness; 2. Exercise is a meaningful body of knowledge that can be interpreted, Understanding and using; 3. The movement establishes an operational text that can be communicated, communicated and read in various forms; and 4. It takes a learning process to develop a physical literacy.

Hellison (2011) believes that physical education is not limited to the transfer of motor skills, but also an educational form that helps students develop comprehensively through physical activities and interpersonal interactions. The application of TPSR in sports is not aimed at poor behaved students, but for students of any qualification and ethnicity. In applying this model, teachers must be required to have the following five basic beliefs and skills: accepting students' various traits, diversity of "identity", internalizing responsibility learning into the "integration" of physical education, and providing for students in the classroom. The "empowerment" of the master and the practical opportunity, the performance of the student's responsibility can leave the gymnasium, implement the "migration" in life, and have a positive and respectful relationship between the teacher and the student. Lin & Ding (2013) also pointed out that "Physical education" is a kind of education for the body.

It allows students to learn and internalize through physical activity. Sports also have a high degree of emotional and behavioral interaction. This can be further used to develop ways for children to develop good character. It can be seen that scholars at home and abroad agree that sports and physical education should break away from the traditional thinking of physical skills, but should add more literacy, moral and ethical perspective.

In fact, in many countries in the world where sports development is more advanced, the concept of literacy has been implemented in the curriculum of physical education, combining the characteristics of local culture to design the content of physical education curriculum. However, cultural differences will cause attitudes of different ethnic groups to participate in sports, and will also affect the arrangement and design of education and even physical education. Western countries such as the United States, despite the slight difference in the curriculum between states, are not far from the national norm. The high school physical education curriculum not only includes basic physical fitness training, but also includes sports nutrition, safety, ethics and culture such as social dance and other connotations (Wallhead, Hagger, & Smith, 2010). Part of the European Union is managed by the European Commission's EACEA (Education, Audiovisual and Culture Executive Agency), which manages part of the education, culture and audiovisual sectors. They have repeatedly emphasized the social values of sports and sport participation in various documents, arguing that physical education should not be limited to physical skills training or entertainment. By participating in many sports activities such as game rules, fair play and respect, tactical and physical awareness, and social awareness associated with individual interactions and team efforts in many sports, goals beyond sports, such as good health, can be achieved. Good personal development and social inclusion can be achieved and the importance of incorporating this theme into the school curriculum is further emphasized (European Commission, 2013).

In contrast, in Eastern countries like Japan, they take traditional culture as an important part, and the Bushido spirit also has a great impact on Japanese culture. Therefore, in the new edition of the "Learning Guidance Outline" published by the Japanese Ministry of Science and Technology, it is pointed out that schools should use martial arts education such as judo, kendo and stab, so that students can have a deeper exposure to Japanese tradition and inherent culture. The Korean curriculum is divided into three sub-subjects, including sports and healthy life, sports culture, and sports science. In the sports culture, sports spiritual culture, sports competitive culture, and festival celebration culture are included, in addition to sports ethics and morality. In addition to the tactics related to judgment and competition, there are also relationships and functions of sports activities, festivals, and media. In Korea, taekwondo is a kind of fighting martial arts that combines physical fitness, self-defense and spiritual cultivation. It is called Korean national technique, except for the compulsory courses in the school physical education class (Yang, Cui, Zhu, Dong, & Ji, 2017).

The development process of sports in Taiwan and Turkey is quite similar. At present, there are many overlapping projects in the international competitive sports area. The attitudes of the two countries on sports participation are similar, but the reasons behind it may be different. Therefore, this study compared the differences in physical education curriculum between the two countries to understand the similarities and differences of physical education curriculum planning in different cultures.

2 METHOD

This study used the document analysis method to analyse the content of the physical education curriculum compiled by Taiwan and Turkey in 2018. After the translation, the researchers analysed the content of the 1-12 grades in Turkey, as well as the new curriculum of Taiwan elementary school, middle school and high school, and compared the differences between the new curriculum contents of the two countries to understand the design of different cultures.

3 RESULTS

The development of sports between Turkey and Taiwan is similar, and the participation and popularity of the sports of the two countries are far less than that of many Western countries. From the point of view of cultural differences, Taiwan belongs to the circle of influence of Chinese social culture. In the past, it is believed that only reading is the most important. Therefore, only children who do not perform well in class or who are not studying can go to play sports or attend sports class. This also distorted national perceptions of sports and the status of sports in the country. As for Turkey, perhaps influenced by the politics of the military and Islamic religion, most people also believe that the sport is for training and is not interested in sports participation. Because of this, the obesity index of Taiwan and Turkey is exceeding the standard, and the health of people is also in danger. Although Turkey and Taiwan are very far from each other in geographically distance, the culture is also very different. However, as far as Hofstede's point of view is concerned, Taiwan and Turkey have similar scores in various facets, indicating that the cultural distance between the two countries is not as great as the imagination. It is no wonder that the attitudes of the two courses on the physical education curriculum are so similar.

3.1 The PE curriculum in Taiwan

In Taiwan, the academic system is different from that of Turkey's 4-4-4, which is six years in the elementary school, three years in the middle school, and three years in high school. Therefore, in the preparation of the curriculum, it is also distinguished by the elementary school, the middle school and the high school. It is divided into five learning stages. The national elementary school has the first to third learning stages, the middle school is the fourth learning stage, and the high school is the fifth learning stage. The name of each stage is "health and sports". It can be seen that the main purpose of physical education in Taiwan is health promotion and physical education. Taiwan's new 2018 curriculum emphasizes the concept of "literacy", with its basic concept including three important connotations. One is the education policy of student-centered and whole-person health, combined with the integrated learning of life situations to ensure everyone's participation in physical activities. Second, the use of life skills to explore and solve problems, develop health and sports awareness, affection, skills and behaviors appropriate for their age, so that students' physical and mental potential can be properly carried out and become lifelong learners. The third concept is to establish a healthy lifestyle to cultivate various physical activity abilities in daily life and to have a sports culture and literacy such as international outlook and appreciation, to exercise the body and mind and cultivate competitiveness. In order to achieve these three basic concepts, the Ministry of Education has set a special goal of nine courses. In addition to cultivating students' knowledge, attitudes and skills for healthy living and sports, and developing the habits of regular exercise and healthy living, we will further construct sports and healthy aesthetic appreciation, fostering caring life, social and environmental awareness and civic responsibility, creating a healthy and exercising community, but also cultivating good interpersonal and teamwork spirit, and developing a cultural perspective related to health and sports.

This new curriculum divides learning performance into four aspects: "cognition", "sentimentality", "skills" and "behavior". There are four sub-items under each facet. The sub-projects of "cognition" are "health knowledge", "skill concept", "sports knowledge" and "skills principle". The sub-projects of "Affection" are "Healthy Perception", "Healthy Positive Attitude", "Sports Learning Attitude" and "Sports Appreciation". The sub-items of "skills" are "health skills", "life skills", "skills performance" and "strategy use". The sub-projects of "behavior" are "self-health management", "health initiative advocacy", "sports plan" and "sports practice". The learning content includes nine items that are "growth, development and fitness", "safe living and sports protection", "group health and sports participation", "personal hygiene and gender education", "people, food and health consumption", "health and disease prevention", "challenge type sports", "competition type sports" and "performance type sports". There are also two to five sub-projects under each major project. There are detailed narratives of learning performance requirements and learning content at different stages of learning. For example, the content of "Safe Living and Sports Protection" in the first stage of learning has four sub-projects. The second sub-project is "Drug Education", which includes "Common Drug Use and Impact" and "Smoking and Drinking". The "Performance Type Campaign" is divided into three sub-projects "Gymnastics",

"Dance" and "Folklore". The first phase of the learning content is mostly "Basic Actions and Games".

Interestingly, in the first and second stages of learning, most of the learning content will be based on participation, games and awareness. The third stage of learning will focus on understanding, awareness, basic movements and tactics. In the fourth stage, which is the middle school stage, students are required to study assessment, reflection and self-monitoring. In the fifth stage, high school students are required to be able to master a variety of techniques and knowledge, and to think systematically, and make critical suggestions and creativity.

Different from the previous "knowledge"-oriented curriculum, such as motor skills and rules, the 2018 curriculum adds more "literacy"-oriented spirit to the content, such as giving students more opportunities to think, analyse and apply. This further combines the content of physical education with life, interpersonal communication and environmental interaction. It also emphasizes diverse content such as cross-culture, race, gender and religion, and cultivates students' ability and habits that have an international vision and are more concerned about international sports and health issues.

3.2 The PE curriculum in Turkey

After the end of World War II, Turkey incorporated physical education into its national policy in order to keep fit. Later, the war gradually decreased, and the importance of health and leisure for people increased. The motivation and content of physical education curriculum also changed. The content of the physical education curriculum began to link the concept of public health and health (Demirhan, Bilgin, Akyar, & Yüksel, 2018). Turkey's physical education curriculum has also undergone several revisions. Among them, the biggest reforms in 2012 and 2017 have greatly simplified the physical education curriculum, and changed from the original sports skill orientation to life skills, physical activities and health-oriented courses. Therefore, in the 2018 version of the curriculum, we can find that the Turkish curriculum content is not as detailed as the Taiwan version.

Turkey's academic system is four years in elementary school, middle school and high schools. The layout of the curriculum is also divided into three phases according to the academic system. The physical education courses in elementary school in Turkey are called "Body Education and Games." As for the middle school and high school, it's called "Physical Education and Sports". The course name reflects the content of the Turkish physical education curriculum. The goal of the curriculum in Turkey is also to cultivate students' habits of regular exercise and to provide students with problem-solving, critical thinking, and promote the qualities entrepreneurial, stable, communicative, empathetic and helpful to the essence of society and culture.

In the Turkish curriculum, 12 implementation points have been set. For example, students should be the main body, students should be sensitive to the environment and nature, and the primary school curriculum should be based on games, but attention should be paid to individual differences and courses. It is necessary to consider the characteristics of the individual, the society and the overall environment, and to find the most appropriate teaching mode. However, two of the implementation points are not mentioned in the Taiwanese curriculum. The first is to suggest that physical education courses should be combined with other disciplines. For example, Turkish classes, music lessons, life sciences, social studies, etc., because the ability to read and write is also very important for students to understand physical education, and students should understand and identify their environment and create suitable sports opportunities. The second is to recommend the implementation of physical education curriculum in addition to teachers and students, to cooperate with other stakeholders, including schools, local governments, sports federations, clubs, provincial and municipal health bureaus.

The above two points go hand in hand with the concept of "literacy". Literacy is the ability to read, and athletic literacy is the ability to read knowledge in sports-related fields. Therefore, although the Turkish curriculum does not directly use the term "literacy", the spirit is the same. Physical education, if combined with other courses, including physics, biology, mechanics, mathematics, aesthetics, music, etc., allows students to understand the sports skills and the reasons behind sports performance through different scientific knowledge bases. Therefore, researchers believe that this is part of the Taiwan physical education curriculum. However, in terms of implementation, there may be considerable difficulty. In addition, since the physical education curriculum includes health and public health, it is particularly important to combine the strengths of the relevant units. In the past, the responsibility of physical education classes fell on the physical education teachers, but if the relevant units can work together, it will strengthen the importance and popularity of physical education classes, and let more people care about physical education classes.

4 CONCLUSION

In the past, most people were under the assumption that physical education courses only taught everyone how to exercise, and even how to train to achieve good sports performance, but they ignored the concepts of health, rehabilitation, and maintenance. In fact, the purpose of participating in sports is not only to win the game, to achieve good results, but for lifelong health. Therefore, the importance of physical education curriculum should be to understand your own body and know how to design appropriate exercise plans and health plans for yourself. Comparing the curriculum of Taiwan and Turkey, we can find that Taiwan's curriculum emphasizes literacy orientation, but the curriculum in Turkey does not appear in the vocabulary of literacy. Turkey attaches importance to games and interactions with the environment in the curriculum of primary schools, but does not emphasize gender equality, marine education, etc. Taiwan's curriculum places special emphasis on gender equality education and emphasizes the importance of interacting with society and the environment. In addition, the Turkish curriculum believes that physical education curriculum should be combined with other disciplines, such as Turkish, mathematics, nature, music and other social sciences, and Taiwan does not mention this part. The similarity between the two countries is that both sides believe that the evaluation method should be diversified. The teaching should be based on students, emphasizing the interaction between the individual and the environment. At the same time, it is also required that the physical education curriculum should combine the local cultural characteristics and develop a sports suitable for oneself the way. In addition, the curriculum of the two places has changed in the past to focus on the teaching of motor skills and the way to improve student performance, and instead focus on the "participation" of sports and the development of a correct and healthy attitude towards life.

Regardless of the wording, the spirit of the content of the two countries is quite close. The participation rate of Taiwan and Turkey is not high, and the public's concept of sports needs to be strengthened. Therefore, through the implementation of the new curriculum, we can observe whether the next generation of students can generally have higher sports literacy and promote the popularity of national health and sports participation. It is recommended that follow-up studies can further follow up on the effectiveness of the implementation of the new curriculum. In addition, it is also suggested that follow-up studies can use interviews and observation methods to gain an in-depth understanding of the implementation of physical education courses in the two countries from the teachers and teaching sites.

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