

Didactic Analysis of Initial Development Programs for Physical and Sports Education Instructors in Congo

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ABSTRACT

In the Republic of Congo, there is no national training & development program for Physical and Sports Education (PSE) instructors. There are three (3) Teacher Training Colleges (Écoles Normales des Instituteurs)(ENI) in the nation and each of these colleges designs its own program to train PSE instructors.

Objective: The aim of the study is to analyze the initial training programs for instructors in Physical and Sports Education (PSE) by identifying the nature of teaching contents and highlighting didactic skills. The theoretical framework used was the joint action model of Sensevy which made it possible to define the study in terms of the environment influencing didactic transactions, of which knowledge constitutes the transactional goal

Materials and Methods: The study was carried out during the period from January 1 to March 13 in 2020 at the 3 Teacher Training Colleges in the Republic of Congo. These Teacher Training Colleges are located in three cities, Brazzaville, Dolisie and Owando. A qualitative survey type developed by Amade-Escot and Marsenach was used. It consisted of highlighting the competencies delivered in a teaching program.

Results: The results obtained by instruction level show that the content on which the initial PSE instructor training is based is mainly theoretical (82.15%) compared with 17.85% practical in the first year of the two-year PSE instructor training program and 53.33% of theoretical content vs. 46.67% of practical content in the second year. Theoretical contents focus primarily on the preparation of pedagogic documentation and the definition of concepts related to PSE. Practical contents refer to the learning of games and the delivery of PSE lessons during an internship.

Conclusion: This predominance of theory over practice would undoubtedly be the basis of the recessiveness shown by Physical and Sports Education instructors in the teaching-learning process.

Keywords: Initial training, teaching content, theoretical content, practical content, didactic skills, motor skills

INTRODUCTION

Physical and Sports Education (PSE) is English for Éducation Physique et Sportive (EPS) (Lubuka, A et al., 2016). The training of Physical and Sports Education (PSE) instructors has been very hectic, with a constantly evolving content as described by Doyle et al. (2004). In reality, the didactic thoughts and plans delivered to train instructors were not well organized. The development was based on the appropriation of a simply transmitted content and lacked reflexive facts. An instructor applies pre-specified procedures and contents and focuses more on application rather than adaptation. Neither does the training ensure that the instructor has the skills to reflect and prove his choices. As can be seen, the

question of PSE instructor training remains one such continuity that it clearly cannot provide simple solutions and decisions (Esterel, 1998, 2005).

Nowadays, the development program for PSE instructors can be understood as a combination of two complementary methods: the acquisition of a scholarly culture through university training on one hand and the acquisition of a culture in action during various teaching experiences on the other. (Gal-Petitfaux & Ria, 2002).

Scholarly culture is based on the understanding of scientific disciplines, curricula commonly provided by tertiary institutions of training and development such as pedagogy, didactic of Physical and Sports Activities (PSA) (Lubuka, A et al., 2016) and PSE, etc. This scientific knowledge forms the common and universal culture that surpasses the singularity of PSE instructors' action in a classroom environment. The upstream acquisition of this culture is based on the model of technical rationality.

Conversely, using the practical reason model, junior PSE instructors acquire hands-on experiential knowledge in reference to idiosyncratic intervention situations. At the end of the initial training program, a PSE instructor should acquire a situational knowledge skill which is the beginning of an overall development involving multiple capacities. (Cizeron et al., 2005)

In the Republic of Congo, there are three (3) Teacher Training Colleges (Écoles Normales des Instituteurs)(ENI) (Lubuka, A et al., 2016) and there is no national training & development program for PSE instructors. Each Teacher Training college designs its program to train PSE instructors according to Tsangaridou (2008) who stated a qualified instructor is essential for developing trainees' skills. Moreover, concluding their work, Amans-Passaga and Devos (2011) highlighted the importance of initial instructor development programs on their curriculum in action both in the social functioning of the classroom and in the analysis of associated action. Hence the following research questions: What are the didactic skills delivered by the initial PSE development programs at different Teacher Training Colleges (ENI) in the Republic of Congo?

The answer to this question testifies to the relevance of this article whose goal is to analyze the PSE instructor development programs at the three Teachers Training Colleges by understanding and classifying the teaching contents by nature, both theoretical or practical, and finally to identify the didactic skills likely to be acquired by these PSE instructor-trainees.

Theoretical Framework

Playing an essential role in the production of a vocabulary, the joint action model produces systematic descriptions of the teaching and learning processes. Developed by Sensevy et al. in 2005 and 2007, this model considers the production of instructor and student discourse as a manifestation of didactic transactions of which knowledge is the transactional object. These transactions allow the mutual recognition of interlocutors as well as the participation in a joint game which consists of constructing and changing the world through more or less specific training games.

The option of this model is explained by the fact the joint action, refers to what participants do onsite where teaching and learning take place. In fact, the term 'to teach', in a certain way, is accompanied by the term 'to learn' and vice versa. (Sensevy et al., 2007). As a result, the joint action, is organically cooperative in the sense that a student finds a place in each of his instructor's action and the same can be described of a student's every action. This relationship is anchored upon a very clear and precise outcome: knowledge must be transferred. In the present case, the initial training programs for PSE instructors constitute knowledge-transfer. Thus, joint action is produced during the process with the purpose of a ternary relationship among knowledge, professor and student. The interactional dynamic, which is the result of the joint action of the professor and the students, is at the origin of the teaching and training content and allows for the update of the curriculum origin.

According to Schubauer-Léoni, Leutenegger and Forget (2007), this model develops many concepts including the environment.

The Environment

For Brousseau (1998), situation theory does not take the universe as a whole as a medium. This absolute holistic

ambition would clearly be condemned. It models only the specific environment of knowledge or one of its aspects. But this modelling is necessary because students' knowledge and that of professors obviously work differently in the corresponding scholarly knowledge. Here, the environment provides the feedback that one can be qualified in relation to the student's cognitive system. When the students record the response of the environment, he constructs the relationships which enable him to adapt.

For Chevallard (1985, 1998), the environment is defined as the assured starting point of the didactic contract. It is designed and constructed as a bit like the roots or the base branches of a tree which change progressively as the tree grows. In this theory, the environment appears to offer rather negative regulations, always from the point of view of the student's cognitive system function.

An environment is also considered as all elements which form part of a student's training ground and all items with which a student establishes a relationship at the time of learning. To build the environment, is to guide a student's action, both materially and intellectually, in a certain defined direction.

Expressed in plural, the concept reveals a double meaning.

It is defined as the cognitive context of the didactic action. It constitutes the collection of all skills acquired before the action which means, the set of material or conceptual objects which serve as the basis for the didactic action. This is what Sensevy et al (2002) and Sensevy (2002) calls the specific background of the learning activities/games considered in the didactic action. In long jump, for example, the pupil needs the techniques acquired in sprint to build up his momentum. These acquired skills constitute the environment.

It is considered an antagonist system. It constitutes the current cognitive contrary context and causes an adaptation or an accommodation of the student. Stated otherwise, it is the collection of resources and constraints which guide the student to action. In short, it is a problem situation.

METHODOLOGY

To conduct our study, we followed the procedure listed below.

Study Framework

The study was carried out during the period from January 1 to March 13 in 2020 at the 3 Teacher Training Colleges in the Republic of Congo. They are l'ENI Ndinga Oba de Brazzaville, l'ENI Camille Kipemosso de Dolisie and l'ENI d'Owando located in the cities, Brazzaville, Dolisie and Owando respectively.

Mode of Operation

In order to find the answer to the research question, a qualitative survey type developed by Amade-Escot and Marsenach (1995) was used. It consists of highlighting the competencies delivered by a teaching program in a form. To this end, the documentary research made it possible to identify the various training programs and subsequently to:

List the contents identified onsite;

Identify the physical and collective sports activities;

Identify the physical and individual sports activities; and

Categorize the contents by type/nature: those following the logic of theoretical knowledge about action and those following the logic of practical knowledge.

Treatment of Data

The teaching contents, identified and categorized by nature/type, were transcribed in table format to illustrate their relevant skills. The corpus of the collected data was analyzed quantitatively.

RESULTS

Analyses of Physical and Sports Education Initial Development Programs

Table 1. 1st Year PSE Development Program ENI Brazzaville, Owando and Dolisie.

ENI	Chapter (100 %)	Teaching Contents (100 %)	Required Skills (100%)
ENI Ndinga Oba and ENI Owando	General (21.42 %)	- Qualities developed in PSE. - Classification of Physical and Sports Activities - AIDS Reminder	Know the importance of PSAs and learn health maintenance.
	Sports Method (21.42 %)	- Definition.-Class Structuring. - Organisation of competition.	Generate a class and organize a sports competition.
	Pedagogical Organization (21.42%)	- PSE Awakening Class Lesson. - PSE Formation Class Lesson. - Organisation of PSE lesson.	Master various parts of the PSE lesson and their conduct.
	Educational Sheet (21.42%)	- Definition. - Pedagogical sheet components. - Model of pedagogical sheet.	Learn to prepare the pedagogical sheet for application.
	Observation PSE Lesson (14.28%)	- Analysis of written preparation (worksheet and results sheet). - Analysis of teaching practice.	Learn how to analyze a PSE lesson.
ENI Camille Kipemosso	Conceptual Definition (16.66 %)	- Session – Cycle – Training – Competition – Club - Team – Sports Animation.	Have a good knowledge of PSE concepts.
	Importance PSE (16.66 %)	- PSE and health – PSE and moral values – Contribution of PSE to intellectual development.	Know the importance of PSA practice in a child’s life.
	Sports facilities, equipment and material (16.66 %)	- Creation and Management of pitches, tracks and jumping fields. - Identification of sports equipment and materials.	- Know how to lay out the sports facilities - Use sports equipment and materials.
	Educational Sheet (16.66 %)	- Structuring of the pedagogical sheet.	Prepare the pedagogical sheet in view of its application.
	Program Handbook (16.66 %)	- Different parts constituting the program handbook	Prepare the pedagogical sheet in view of its application.
	Games (16.66 %)	- Organization of game types.	Master game development.

Table 1 illustrates the teaching content such that the competence achieved in the first year of PSE instructor training at ENI of Brazzaville, Owando and Dolisie. It points out the ENI of Brazzaville and of Owando use the same program of which the majority of the content is theoretical (85.72%) as opposed to 14.28% practical. Whereas at ENI of Dolisie, the instructor-trainees are not entirely subject to Physical and Sports activity practice. 25% of the practice is related to games training. 75% is about theory which is related to the understanding of concepts used in PSE, the importance of PSE, the knowledge of program handbook and the tracking of sports facilities.

Table 2. 2nd Year PSE Development Program ENI Brazzaville, Dolisie and Owando

ENI	Chapter (100 %)	Teaching Contents (100 %)	Required Skills (100%)
ENI Ndinga Oba	Chapter I (25%)	Reminder on the Education Sheet	Prepare the pedagogical sheet in view of its application.
	Chapter II (25%)	- PSE Awakening Class Lesson. - Play and reaction to signals.	Know the theory of and conduct APSA practice in a teaching/training context.
	Chapter III (25%)	- PSE Formation Class Lesson. - Speed race, relay race, obstacle course, long jump.	
	Chapter IV (25%)	- Internships in situation	Teach PSE in a school context.

ENI Camille Kipemosso	Program Curriculum (25%)	-Introductory texts. - Program Content.	Master the program handbook.
	Educational Sheet (25%)	- Structuring of the pedagogical sheet.	Know how to prepare PSE lessons.
	Game Session (25%)	Organization of game sessions (rules, resultsheetkeeping, materialpreparation, class-structuring).	Able to conduct a game session
	Tournament Session (25%)	-Organisation d'un tournoi (Règlement, rôle du maitre, constitution des équipes, déroulement des rencontres).	Able to organize a tournament as part of the school sports activities.
ENI Owando	Teaching - Theory (50%)	- Educational Sheet - Use of INRAP Program Handbook - PSE Awakening Class Lesson. - PSE Formation Class Lesson.	- Master the pedagogical sheet. - Know how to use the program handbook. - Able to prepare PSE lessons.
	Teaching - Practice (50%)	- Racing games - Throwing games - Long jumps - Gymnastics	Self-expressing through running, throwing, long jumps and gymnastic competitions.

Table 2 presents the PSE training program of the senior year students of the ENI of Brazzaville, Dolisie and Owando. It highlights the different programs present content that is more related to the theoretical knowledge about action. The physical and sports activities designed in the curriculum concern only athleticism, the organization of games and tournaments in a context of internal training based on self-supervision. In the first year as well as the second year, the instructor-trainees at different ENI are not actually subjected to PSA practice.

Table 3. Summary of skills delivered by various PSE Instructor Initial Development Programs ENI Brazzaville, Dolisie and Owando

Level	ENI /Brazzaville	ENI/Dolisie	ENI/Owando
	Skills delivered	Skills delivered	Skills delivered
1 st Year	Know the importance of PSAs and learn health maintenance.	Have a good knowledge of PSE concepts.	Know the importance of PSAs and learn health maintenance.
	Learn to generate a class and organize a sports competition.	Know the importance of PSA practice in a child's life.	Learn how to generate a class and organize a sports competition.
	Master various parts of the PSE lesson and their conduct.	Know how to lay out the sports facilities.	Master various parts of the PSE lesson and their conduct.
	Master various parts of the PSE lesson and their conduct.	Know how to use sports equipment and materials.	Learn to prepare the pedagogical sheet in view of its application.
	Learn to prepare the pedagogical sheet in view of its application.	Learn to prepare the pedagogical sheet in view of its application.	Learn to analyze a PSE lesson.
	Learn to analyze a PSE lesson.	Know how to use the program handbook.	
		Master game development.	
Level	Skills delivered	Skills delivered	Skills delivered
2 nd Year	Learn to prepare the pedagogical sheet in view of its application.	Master the program handbook.	Master the pedagogical sheet.
	Know the theory of and conduct APSA practice in a teaching/training context.	Know how to prepare PSE lessons.	Know how to use the program handbook.
	Teach PSA practice in a school context.	Able to deliver a game session.	Able to prepare a PSE lesson.
		Able to organize a tournament as part of the school sports activities.	Self-expressing through running, throwing, long jumps and gymnastic competitions.

Table 3 presents the set of skills delivered by various initial training programs at the ENI's in the Republic of Congo. There is, however, an inter-ENI pedagogic cooperation, which is justified by the similarity of skills in the first year curriculum between the ENI's in Brazzaville and Owando.

Analysis of Results

The results presented in Tables 1, 2, and 3, relating to the analysis of initial PSE instructor training programs in Congo, show that the content on which the training is based, is primarily theoretical (82.15%) as opposed to 17.85% practical in the first year and 53.33% theoretical content vs. 46.67% practical content in the final year of this two-year training program.

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The theoretical contents are essentially centered upon the elaboration of the pedagogical form and the definition of concepts. As for the practical contents, they refer to game training and PSE lesson delivery in an internship situation. However, the teaching and learning contents are conditions for developing actions and new skills which optimally relate to the environment in a practical situation. (Marsenach et al., 1987)

This predominance of theory over practice would be the root cause of recessiveness shown by instructors in the teaching-training process. It is due to the fact that PSE follows the logic of practical knowledge about action and therefore implies a development program whose contents must be primarily practical (PSA and internship) and non-theoretical (concept definition, preparation of pedagogical form or sheet) as pointed out by Schubauer-Léoni (2008).

In addition, PSE contents are not concept-related but rather based on the transformations of motor skills and physical agility. (Amade-Escot, 1991). Movements of stronger muscles or motion are defined as motor skills. (Mahar, 2014) (Murugan, 2020) Eventually, in the same perspective, Delignières (1991) maintains that PSE training is produced as a highly intellectualized approach which must lead not only to the acquisition of motor skills but also to the construction of knowledge, operational principles and principles of action.

Despite the predominant nature of theoretical contents, the initial development programs for PSE instructors do not present disciplines related to the science of education. These results are not in agreement with the work of Collinet (2005). He emphasizes that for PSE instructors, the relationship to PSE and the absence of scholarly knowledge cause them to mobilize scientific understanding which they initially find useful for practice in their profession. Among these scientific understandings, there is a good area which is related to educational science. In fact, nowadays, the discourse on instructors, evokes the necessity for an instructor-apprentice to mobilize theoretical understanding in order to analyze his practice and prove reflexivity. This presupposition requires that the instructor-trainee be familiarized with education science concepts and various didactic disciplines. However, the analysis of different initial development programs shows no conformity to the literature.

In this problem's dynamic, Gal-Petitfaux and Ria (2002) argue that nowadays, PSE instructor development programs can be understood as having two complementary methods: the acquisition of a culture of knowledge in the university setting and the acquisition of a culture in action such as instructors' diverse experiences. The culture of knowledge lies in the understanding of scientific disciplines, such as pedagogy, didactic of PSA and PSE, etc. In contrast, the culture in action allows PSE instructor-trainees to acquire a current experience in reference to the situations of idiosyncratic intervention. In addition, Cardinet (1982) believes that, at the end of the initial training, the teacher should acquire a skill (knowledge in situation) which is the beginning of the global development, putting multiple capacities in action.

The results in Tables 1 and 2 are contrary to the literature. For example, the results for Owando's second year's training program do not provide PSE application. For the others, physical and sports activities are not designed in their programs. These results show that the initial PSE training does not present a culture in action. How can one understand that, during the two years spent at ENI, the trainees had no practical connection with the PSA and in an internship? For Charlot (1997), the results obtained at various training program levels obscure the initial PSE development. That is why Amade-Escot (1991) showed a plurality development model plurality which corresponds to a heterogeneity of acquired didactic skills.

Indeed, interested in the method a trainee appropriates knowledge, this author shows the direction and how a trainee professionally constructs his first teaching experiences. He uses the notion of relationship to knowledge as a conceptual tool to connect this set of relationships. It is through the alternation of PSE and internship, which always covers knowledge and practice, that the instructors learn and transmit knowledge, practices and practical know-how. Moreover, Tsangaridou (2008) defends the idea that in PSE, a qualified instructor is needed for developing learners' skills. He evokes the necessity in the initial training program, to promote early teaching experiences in order to foster teachers' professional development and to initiate an understanding of experience.

On this topic, in his scheme of educative action, Bertsch (1991) affirms that development plays a role of helping the teacher to perceive the relevant indices in each teaching situation; to add the available stock in memory of sub-functions which constitute teaching skills, by increasing and consolidating the knowledge which will enable him to decide and design his interventions; to strengthen his abilities to regulate educational action.

It is important to point out that there is no national PSE instructor training program in Congo. The various programs which exist in the ENIs are internally designed by respective research and pedagogical action groups formed by instructors themselves.

Addressing this problem, Gomez (2001) reports that nowadays, the training of PSE instructors is not fundamentally driven by research. The mechanism that could engage trainees, vis-à-vis with researchers and practitioners, to introduce the development of educational research work, does not really function. This gap between research and development is partly explained by the instructors' status and their conception of teaching development. Most of them are not trained in research. These arguments explain mostly the weaknesses that exist in various ENI's training programs. Indeed, the PSE instructors or PSE trainers at the three ENIs do not have researcher status. They are appointed to their positions due to their seniority, which implies a rich experience gained in the profession.

It is as well as Lang (2002) has put in evidence, the fact that the trainers' professional identity, is above all marked by experiential dimension and by the strong relationship with concrete classroom situations. From the same perspective, Lamy (2002) notes that, among the skillset that the trainers consider essential for carrying out their mission, none makes explicit reference to the knowledge and the use of research products. For Schön (1994), at this responsibility level (trainer development), trainers must develop a stance of practitioner-researcher such that data from educational research are integrated into the design work.

Indeed, research, development and teaching are closely knitted. Educational research usually follows the logic that the production, the transfer and the dissemination of knowledge in both development stages and teaching practices, are welcome since certain paradigms, research methodology objects (Marcel et al., 2002) concern teaching and development practices and could be considered valuable to trainers.

As can be seen, the absence of collaboration between trainers and researchers creates problems. It is due to the fact that the research group of a scholarly institute is asked to observe institutional prescriptions by designing strategies which take into consideration the activities retained by the state on the one hand, and by putting in place approaches and knowledge used in didactic research for the construction of professional skills which are reinvested in professional practices on the other.

It should be noted that the PSE development programs at various ENI's do not follow the institutional guidelines in anyway. According to the program curriculum, primary school teaching consists of 2 cycles of knowledge: the awakening cycle (CP1, CP2, CE1) and the formation cycle (CE2, CM1, CM2). To this end, primary school programs stipulate that PSE training should enable the learner, at the end of the awakening cycle, to develop communal survival ability and to express oneself through physical activities such as pre-sports games. Thus, the learning content in the awakening cycle focuses on different forms of motion (walking, running and jumping).

Regarding the formation cycle, a PSE training should enable the learner, at the end of the cycle, to be capable of presenting a coherent sport party among others, to collaborate with his teammates and demonstrate sportsmanship. Here, the training contents focus on corrective gymnastics movements; individual sports such as jumping, running, long-jumps; collective sports, e.g. handball, basketball and football. (Programme INRAP 2013).

It is understood that, in order to achieve the PSE targets fixed at the primary school level, instructors must possess a recognized competence in the area of motor skills and abilities. Unfortunately, this competence is never found in

didactic interactions. One can attribute this absence to the inadequacy between the initial instructor training programs and the primary school curriculum.

The last few points define the training content which unfortunately cannot be mastered by instructors. Intervening this act, Hadji et Baillé (1998) report that it is not enough to declare that educational or didactic researchers, constitute a control allowing for professionalizing trainers, adequate methods must also be available, such that the agreement between trainers and researchers is as productive as possible in order to establish new alliances between research and development.

Still on this point, Durant (2000) highlights that it is necessary to identify the connections between the logic of action (belonging to trainers) and the logic of research, without subordinating the former to the latter as envisaged by the deductive perspective or practical perspective: the question of the dissemination of education research work can only function under the condition that they not be given an overshadowing status. The analysis of Tables 1, 2, 3, 4, 5 and 6 reveals that the competency expected after the instructors' initial development is highly related to theoretical knowledge.

However, according to Chevallard (1985), PSE vocation does not provide for scholarly knowledge transfer. It relies on a set of practices organized for its teaching purpose which is the cultural representativeness of the discipline. That's why the relationship that these instructors should establish and foster with PSE remains special.

PSE programs at ENI's should maintain a strong professional dimension with training contents anchored upon the process of transmission-appropriation of practical know-how (Hirschhorn, 1993). According to this, Brau-Antony and Grosstephan (2003) hold that development programs must witness the presence of didactic skills capable of delivering outputs created to design and animate teaching situations.

However, it is regrettable to point out that the skills expected at the primary teaching program level cannot be delivered to pupils by instructors. Indeed, there is an inadequacy seeing a wide mismatch between the content in instructors' initial training and that of the apprentices, the latter of which are called upon to give to pupils. The case of ENI Camille Kipemosso de Dolisie is deplorable (Table 3). The development programs from the first year to the second year do not prescribe any PSA. It is seen as physical activities as well as games. However, PSE in the Republic of Congo rests upon the sportive method. It is necessary to use PSA as an object and a way in PSE.

CONCLUSION

The study just pointed out the weaknesses which exist in the PSE development programs at various ENI's. The predominance of theoretical content (conceptual definitions and preparation of pedagogical form/sheet) over practical content (Physical and Sports Activities and internship), constitutes a factor limiting didactical transposition process. PSE does not have the transfer of theoretical know-how for vocation. It rests upon a set of practices organized for its teaching which is described as the cultural representativeness of the discipline.

AUTHORS' CONTRIBUTION

The authors prepared the original version of this research article in French. The fourth author translated the original French version into English, reviewed and edited the final version for publication. All authors have approved the final version of this article.

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