



02 My Feeling on Physical Education in Japan after An In-Person Watch

For the Chinese, the year 2008 was a year worth to be proud of. The Olympic Games and the 51 pieces of twinkling and dazzling golden medals which brought worldwide attention allowed the whole world to take a new look at Chinese Nation's physical education achievements. This stage aroused the concern of many Chinese on physical education. But sport competition was only one part of sport. The Beijing Olympic was over. How should we continue the passion and interest of students in physical education? How should we cultivate the abilities of students in all aspects through physical education functions? These were the concerned issues of Macao physical education workers.

Recently, the writer was lucky to visit Japan to observe the situation of school physical education development there. It brought a great benefit and inspiration to me, a physical education worker. Although Japan and Macao were not exactly the same in term of objective conditions e.g. culture, social environment and educational system, Japan's new teaching principles and diversified teaching modules is worth for Macao physical education teachers' reference in thought exploration.

The Development of Physical Education in Japan

The educational policy of Japan emphasized very much on the physical educational development of students. In order to ensure the basic training for students, the "Ministry of Education, Culture, Sports, Science and Technology" in Japan (Educational Department) was going to change the minimum standard of weekly average physical training time from 2.6 hours to 3 hours. The Japanese physical education curriculum was different from Macao which set each class as one unit. In Japan, physical education curriculum was divided into two kinds of classes, compulsory and elective. The compulsory class was given 3 hours a week and additionally students were allowed to choose according to his interest an elective class of one hour a week. Schools were allowed to divide curriculums into three kinds according to different contents: "to give lesson for one class", "to give lesson for different classes together" and "to give lesson separately for boys and girls", in order to meet the needs for different contents of students due to interest and sex differences. The writer was left with deep impression after an observation of physical educational lesson in a primary school.

The writer observed the physical education lesson of grade five class of "Kai Shin Primary School" in Tokyo. The teaching content was similar to general teaching content of schools in Macao "Basketball". When the bell rang, the students wore practice vests orderly and were divided into different teams according to colors which definitely increased students' class feeling of concentration and team concept. The teachers used moveable whiteboard to

explain the goal of lesson to students in the stadium. They guided students to understand and play different roles in the basketball team which included team member, team leader, coach, referee and recorder etc. They also inspired the students to design and discuss the strategy of competition, especially the planning of game tactics which was also the learning important point of this lesson.

After the explanation of teacher, students started the game by teams. The primary grade five students controlled the basketball smoothly and the girls were stronger than I expected. They might not be well-trained in skills but they were absolutely devoted with efforts. By observing in detail, I found the basketball stand was smaller and shorter than the normal one and the basketball was so designed for primary students "light-weighted basketball". This basketball eliminated greatly the limitation of body conditions for preliminary learning of basketball because the weight and the height of a standard basketball and basket stand respectively were hard to cultivate interest for primary students and would create psychological obstacle for female students. I recalled that Macao students' passion on basketball was limited to a minority of male students and school team members. It was hard to make all to concentrate and learn happily in a relaxed manner.

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The area of the playground could not afford more than 30 students to undergo competition in teams at the same time. Students who were not participating in competition would play different roles of the game under the leading of their teachers. Two students were being the judges; two students were being the coaches and shouting tactics and dispatching members besides the playground; still there were five to six students holding the "Physical Education Homework Book" and recording the scoring, fouling, secondary attacking and using of tactic. There were diagrams of the stadium on every page of the "Physical Education Homework Book", allowing students to record the tactics and contents learned from each session.

When the game was over, the team members held a discussion under their captain. With the help of the interpreter, the writer knew that they were analyzing the tactics in every segment. One of the captains said "You had not done enough running, thus there was difficulty in passing the ball and the team could not shoot the ball into the basket accurately!" As primary five students, they could conclude the analysis logically. It proved that physical education not only affected their physical bodies, it also better cultivated their independent thinking and team cooperation.

Physical education was the most common channel for students to contact sports. The influence was not only about the time of two lessons, but also about whether it could cultivate the correct sports principle for students. Generally Macao's physical education was targeted to learning of body skills and

enhancement of body quality through teaching on physical educational items and segments of skills. After the observation in Japan, the writer found that the teaching principle of Japan was similar to the fundamental elements of Macao's. Japan paid special attention to train students on the organizational, analytical and assisting ability to cultivate their interest in sports, confidence and team spirit. Students learned to cultivate diversified abilities through assuming different posts. For example: being a judge and recorder, they learnt the ability of judgement and the spirit of fairness; being a coach and team leader, they cultivated confidence and leadership ability; in the process of discussion and planning tactics they were trained with analyzing and expressing abilities.

In recent years, I felt that the physical sport consciousness of Macao students was weak, with most of them lacking initiative. If it kept on this way, the physical body conditions of our next generation would be going down. Being the Macao schools, teachers and parents, we should keep on instilling correct physical body training consciousness into them. Specially, being workers, we should use our professional knowledge correctly to absorb the experiences of other pioneer countries and plan more interesting and attractive physical courses for our students, allowing them to cultivate a good sport habits in a relaxing and happy environment and develop different kinds of potentiality through participation of physical educational activities.

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澳门推动阅读的愿景与方法

宋儒朱熹在〈观书有感〉一文中曾说：“半亩方塘一鉴开，天光云影共徘徊，问渠那得清如许？为有源头活水来！”知识的源头活水来自于读书，全民阅读不仅是迈向终身学习社会的重要途径，更是提升国家竞争力的利器，需要整个社会的关注，更有待全民的重视。

一般人皆认为，由家庭来启迪个人的阅读兴趣，由各级学校负责培养阅读的能力和习惯，由社区筹组阅读团队或读书会来带动学习气氛，由职场和企业单位来营造员工阅读和学习的环境，以至于整体社会来全面提升阅读的风气。

然而，阅读是一种动机、一种能力、一种习惯、一种风气，不仅是个人的责任，更是社会的责任。因此推动全民阅读的具体做法，首先要激发个人的阅读动机，培养民众的阅读能力，养成人民的阅读习惯，并且要塑造整体社会的学习风气，才可能开展社会大众的爱智心灵。

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