

Review: Józef Węglarz, [*Intellectualization in Physical Education. Sample Teaching Materials*], Oficyna Wydawnicza “Impuls”, Kraków 2022

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Book review

It has been nearly half a century since Maciej Demel formulated the postulate of intellectualization in the process of physical education. In theoretical and practical works its significant role in physical education of children and youngsters has been frequently emphasised. At present as well it is essential in this process since as Henryk Grabowski writes ‘it ensures the continuity between the education under the teacher’s supervision and independent recreational activity at later stages of life.’

As is generally known a teacher can take advantage of many ways (methods) of conveying knowledge during a physical education lesson. However, the difficulty consists in the selection of knowledge and its processing, and considering the lack of physical education handbooks the preparation of thematic content consistent with the lesson aims becomes even more complicated.

In view of the above considerations I have welcomed the teaching materials concerning intellectualization in physical education proposed by Józef Węglarz with satisfaction. The title of the book itself does not reveal the excellent idea of the Author, who masterfully taking advantage of storytelling introduces the reader to multithematic knowledge addressed to participants of physical education.

In the first chapter the Author explains the notion of intellectualization and provides its definition referring to selected sources. He explains its place and significance for student intellectual development at different stages of education and also discusses the direct transmission of knowledge during physical education lessons and related problems. In the following part of the chapter the Author briefly and clearly presents one of the methods of sharing



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knowledge, i.e. storytelling. He also emphasises the threats and opportunities resulting from obtaining knowledge from different sources. It particularly refers to independent search for information by students, e.g. in the Internet, without the teacher's control and verification. The content of this chapter is completed by the guidelines addressed to the reader, which if taken into account, the Author thinks, can bring intended and expected results in didactic and educational work.

The second chapter includes six subchapters varied in terms of content. Each of them comprises several sets of stories. The Author competently prioritized the themes of the stories, although as he himself suggests 'one can use each topic randomly, in appropriate educational situations, and the only condition is most often the justification of the circumstances that have arisen in the educational process as well as the tasks performed' (p. 14).

I would like to emphasise the unique advantage of the content prepared by the Author, where 'each of (...) the stories was given an appropriate educational aspect which stimulates a student to reflection or encourages him / her to act for the presented value' (p. 14).

Having examined comprehensive materials the Author carefully selected the most essential themes, which when consolidated became a brief and clear transmission of information on a specific subject, understandable to every reader. It is visible that the stories refer to cross-curricular integration and their 'content is adjusted mainly to the level of child general knowledge

acquired in other areas of education, although some of them reach a little further, concern older students as well, and in details enrich their knowledge' (p. 34). In my opinion this task required not only conscientiousness but above all the vast knowledge and teaching experience of the Author.

It should also be noted that the content of the stories can be used in many ways, e.g. as material for discussion or an inspiration for the creation of new texts.

In the final words of the book the Author conveys a message to teachers with hope that there will be continuators of his idea of student intellectualization, perhaps implementing it in another unconventional way and 'when intellectualization becomes an educational norm, then students, understanding its sense, will take on the role of speakers on an established subject interesting to them' (p. 104).

I am convinced that Józef Węglarz's book *Intellectualization in Physical Education. Sample Teaching Materials* will be extremely helpful to teachers in the knowledge sharing process in physical education as well as extra-curricular classes, and for students as participants of physical culture will be a source of interesting and reliable information.

References

- [1] Grabowski H. *Teoria fizycznej edukacji*. Warszawa: Wydawnictwa Szkolne i Pedagogiczne; 1997:135.