

Review: Józef Węglarz, [*About Creativity in Physical Education. Thoughts, Suggestions, Implications*], Oficyna Wydawnicza “Impuls”, Kraków 2022

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Book review

As the Author correctly observes, “the essence of creativity in physical education is not giving students control over what is most important in this process and constitutes its fundamental content, [...] but taking advantage of their creativity for the shared creation of satisfying programmes, which will lead to the set goals” (p. 38). The development of physical education participants’ creativity cannot exist without the teacher creators’ active participation, where their basic role – as the Author emphasises – “will be supervising the rational course of the process so that one can make the most of it” (p. 39). At this point it is worth mentioning that undertaking ventures creative in nature is currently one of the requirements for teachers’ professional development and promotion. What is most expected are innovative activities, regarded as a kind of pedagogical creativity, which can have an impact on the development of both theory and practice. That is why the mere concept of the work prepared by Józef Węglarz deserves recognition. What is particularly valuable is “collecting in one compact unit fundamental creative thoughts and methodological recommendations concerning physical education, which are of universal character” (p. 14).

The structure of the work is coherent and well-conceived. Apart from the introduction and conclusions the book consists of three chapters in which creativity is the leading theme.

In the first chapter entitled *Creativity in education with body values in the background*, the Author familiarises the reader not only with the notion of creativity but also its significance in teaching and education emphasising the fact that “creativity promotes individuals who do not limit themselves to activities that consist in the reproduction of the learned procedures but



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who can wisely make changes for the better on the basis of the said procedures” (p. 17). In the next part of this chapter the Author moves the readers to the world of body values in the context of the cultural changes taking place currently as well as the threats for the human corporeality resulting from them. Very briefly but accurately he defines the place of creative physical education in the light of contemporary pedagogical thought. He indicates how creative behaviours of an individual should be developed at the anaphase stage and how important assertiveness and empathy are in the said process.

The second chapter entitled *The place and manifestations of creativity in the process of physical education*, which includes six subchapters, is extremely valuable. In the very beginning the Author explains the role of creativity in the context of the physical education teacher’s methodical conduct, suggesting that its essence “does not consist only in the teacher’s selection of methods, but also the selected educational strategy” (p. 42). The content of this part of the said chapter implies that the teacher’s creativity constitutes important support in the process of students’ education at each stage of their ontogenetic development.

Teachers and trainee teachers will find the subchapter 2.5 really useful as it includes examples of

many interesting ideas with creativity in the background, which could be incorporated into the content of multi-thematic lessons. The Author does not provide ready-made lesson plans but subtly suggests what teachers should pay attention to and what strategy could be accepted while planning a lesson with the motif of creativity. Such a solution is particularly valuable for beginner creators.

The final part of the chapter is devoted to the assessment of student creativity in the process of physical education. The Author’s doubts and reflections are justified as “the basic difficulty [...] is the fact that contemporary didactics does not have any standardised assessment tools for it and does not say much about it” (p. 78).

The third chapter is the Author’s prognostic view of the place of creativity in student physical education, training teachers for future creators and preparing every individual for a conscious and satisfying lifelong participation in physical culture.

I particularly recommend Józef Węglarz’s book *About Creativity in Physical Education. Thoughts, Suggestions, Implications* to teachers and students of physical education who see creativity as an opportunity for development and professional success as well as an efficient way of motivating students to participate in physical culture during and after completing their education.