

ТЕОРИЯ И МЕТОДИКА ПОДГОТОВКИ СПОРТСМЕНОВ

SOME ASPECTS REGARDING POSSESSING AND EDUCATING WRITTEN PROFESSIONAL COMMUNICATION SKILLS AMONG STUDENTS OF PHYSICAL EDUCATION AND SPORT DEPARTMENTS



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Аннотация

В статье раскрываются особенности профессионального педагогического образования, а именно вопросы построения конструкций коммуникативных компетенций на основе деятельностного подхода к категории «общение» как сопряженного вида и стороны образовательной деятельности. Выявлено, что процесс и результат формирования коммуникативной компетентности обеспечивает актуализацию единства личностных и профессиональных качеств будущего учителя физической культуры, где педагогическое взаимодействие равноценных субъектов предполагает личностно ориентированный контекст в едином пространстве взаимоотношений, взаиморефлексии и взаимопонимания.

Ключевые слова: коммуникативные компетенции, основные категории образования физической культуры, программа поэтапного обучения, поэтапное формирование компетенций.

Анотація

У статті розкриваються особливості професійно-педагогічної освіти, а саме питання побудови конструкцій комунікативних компетенцій на основі діяльнісного підходу до категорії «спілкування» як асоційованого виду та сторони освітньої діяльності. Виявлено, що процес і результат формування комунікативної компетентності забезпечує актуалізацію єдності особистісних і професійних якостей майбутнього вчителя фізичної культури, де педагогічна взаємодія рівноцінних суб'єктів передбачає особистісно орієнтований контекст в єдиному просторі взаємин, взаєморефлексії і взаєморозуміння.

Ключові слова: комунікативні компетенції, основні категорії освіти фізичної культури, програма поетапного навчання, поетапне формування компетенцій.

Any speech act fits into the context of a real situation, in any of the social fields. The issue of forming communication skills is approached by many authors – L. Soitu (1996), L. Iacob (1994), L. Ionescu-Ruxandoiu (2003), И.А. Зимняя (1985) – who examine it from epistemological, pedagogical and social perspectives. The developments in this direction reflect the vision changes in regards to conceptualizing the notion of competency and skill (L. Soitu, 2007; S. Moirand, 1985; C. Kerbrat-Orecchioni, 1998; D. Coste, 1979; F. DEbyser, 1980,1982; J.-L. Clark, 1980; J.-C. Mothe, 1989). This skill is to be understood as more than just a type of necessary knowledge, required and used for efficient communication (A. Afanas, 2009). Pedagogical communication, as a form of interaction, implies achieving and activating professional competency, which is both inherent and acquired (C. Kerbrat-Orecchioni, 1998)

The language is an organized system of symbols on different levels, a system which offers the speaker a set of structures, possibilities and functional oppositions (F. Coseriu, 2004) from which one may “choose” what is necessary and appropriate for expressing certain ideas at a specific moment in time,



and using specific discourse for that purpose.

In the professional pedagogic education, communication skills represent a theoretical construction which brings out the value of the communication process in general, and the didactic communication in special (A. Afanas, 2009).

First of all, competency appeals to the organization of an ensemble of resources: knowledge, experience, schemes, automatisms, abilities, savoir-faire of different types etc. The communicative context becomes decisive in applying pedagogical behavior, designed not only as a device for pedagogical interactions, but also as an object of pursuit regarding the professional development of the teacher. Therefore, developing the didactic communication skills in pedagogy students answers to the communicative approach to education and to completing the specialty skill set of the teacher.

According to the authors И.А. Зимняя (1985), S. Danail (1992) – the didactic-verbal communication represents a system of texts, which manifest themselves through delivery by the externalization of the internal speech (textual formations learned at the level of pedagogical abilities).

In other words, the said system is nothing more than a specific project which, through externalization, results in a certain quality as a process.

In this context, the realization of the didactic communication process targets the mandatory use of the following algorithms in didactic project making: the development of the text at the level of ideas and representations (internal generalized speech), the written structure of the text (specific externalized speech), the assimilation of the written text (internalized specific speech) and delivering the text (specific communication-speech). In relation to the concepts of actions and notions' phase development (П. Я.

Гальперин, 1959) and of the management knowledge assimilation (Н.Ф. Талызина, 1975), developing written professional communication skills can be represented the following way (fig. 1)

Thus, the didactic communicative skills (competences) can be developed only as a result of textual practice, which implies permanent and obligatory practice of internalized specific speech.

Developing the skills and especially the written professional skills system in students – the future educators - becomes possible through teaching/learning/evaluating in subjects related to pedagogy. On one hand, this process requires developing some abilities, skills and professional attitudes at the written level of the didactic discourse, and, on the other hand - developing relational behavioral patterns, facilitating thus the integration of the future teachers in the field of modern education.

The analysis and generalization of both theory and practice of the pedagogical professional training in departments of Physical Education and Sport proves that educational institutions of relevance do not pay enough attention to the matter of developing written professional communication skills in their students. That is why, the majority of their graduates obtain these skills at least five years after graduating from said institutions in the process of the actual pedagogical activity (С. Данаил, 1992, N. Tomsa, 2003, С. Nanu, 2006).

In order to determine the level of developing/possessing /using the written professional speech and communicative projecting skills in students of the Physical Education and Sport departments and pursuing the objective of determining the factors that influence this level, we have created a test, based mainly on determining the communicative skills and the level of possession and visual recognition of synonyms. The said test was conducted on a sample of SUPES students,

and the Physical Education and Sport departments in Iasi, Galati and Bacau. This way a cooperative research was realized. The studied sample constituted 174 students in the third year of study. For the conducting of the vocabulary testing, 4 tests had been created, each one of them having specific goals, containing directions, answer examples, a points column for each exercise, the total score for the test and the assessment grid. Test 1. Verbal speed; Test 2. Recalling synonyms; Test 3. Recognizing synonyms, Test 4. Understanding the terms.

It is a permanent concern of any educator to specify, activate and enrich the students' vocabulary and help them express it in proper form. This direction toward enriching the vocabulary and defining its nuances can be found in any didactic activity, in any subject.

The more words the student knows and is able to use, the better he possesses the language and has at his or her disposal the most significant tool for learning about and communicating with the surrounding reality.

Knowing synonym relations as a phenomenon helps students – future specialists in the field – to avoid upsetting repetitions. Synonymy offers the opportunity to find the word “that expresses the truth” to its most subtle nuances, seeing as absolute synonyms rarely exist inside the limits of one language, and this leaves, therefore, a loose semantic margin for differing synonymic terms.

Decoding the meaning of some idioms, finding synonyms and highlighting them in contrast with word opposite in meaning (antonyms), using them in differentiated semantic contexts give the sentence (however complex) a formative value. For calibrating ideas, and for varying one's expressing patterns, the vocabulary of our language offers a great amount of highly suggestive elements, where by synonymy represents an inexhaustible source for



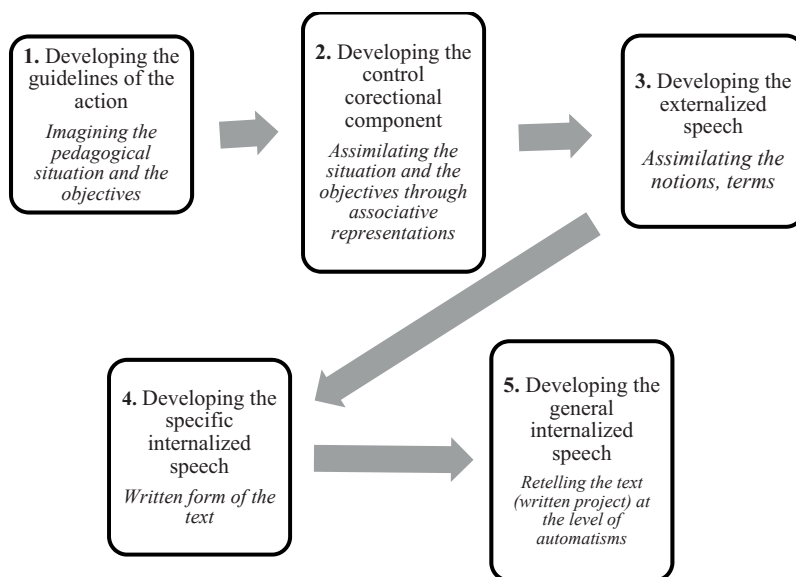


Fig. 1. Phasing the development process of written professional communication skills under the aspects of “developing the notions and actions by phase” (Н.Я. Гальперин, 1959)

stylistic refreshing, and for avoiding the monotony of aimless insignificant repetitions.

One of the main qualities of an efficient communication is fluency or the capacity of having flowing speech, when words come one after the other without being hesitant or falling into long pauses. In other words, it is how fast the speaker can select from his or her memory the necessary word or expression at the time of communication. In fact, the speed with which one is able to find the appropriate word for expressing one’s thoughts, intentions, demands etc, as well as the cursive, fluent character of the speech are both extremely important.

If the respondent needed more than 3 second to find the suitable word/term at the appropriate moment in time, it is probable that he or she had difficulties in expressing thoughts, speed and precision being very important in communication.

Analyzing the data obtained in Test 1. “Verbal Speed” (Grill 1), it is to be mentioned that only 66,1% students received “sufficient” and “good” marks, the other students

(33,9%) manifesting a low level of knowledge (“insufficient marks”) in regards to finding the antonym in a limited time. This can be explained by the fact that students rarely consult terminological, synonymic, antonymic and explanatory dictionaries, which reflects itself negatively on their level of knowledge. Most students who took the tests, did not fit in the proposed time frame, this being explained by the fact that they are not used to practicing such types of testing.

By comparing the resulted data in the tests 1. ”Verbal speed” and 2. “Recalling synonyms”, the same tendency was observed, this reflecting itself through the similar results in both tests. This similarity results from the fact that students, future specialists in this field, are poorly prepared in regards to knowing and possessing the specialty professional language at a high level of skill and competence.

The analysis of the data resulted from the second test “Recalling synonyms” established that 66,1% from the tested sample received “sufficient” and “good” marks, the other

33,9% ended up with “insufficient” marks. Therefore, one can conclude that students are not familiar enough with the phenomenon of synonymy and this reflects negatively on their level of possessing the specialty terminological vocabulary.

Regarding the results from the 3rd test “Recognizing synonyms” one observes that 64,9% from those who took the test were given “good” and “sufficient” marks, whereas 35,1% students – “insufficient” marks. Again, this is proof that the future specialists in this domain, the students, do not yet have the acquired communicative skills and competences of determining and grouping synonyms, nor do they possess to its full extent the competence to visually recognize the synonym pairs in the proposed time limit.

Approximately the same tendency can be noted after performing the 4th testing “Understanding the terms”, where students were required to explain a given term and its respective definition. Here the statistic data is as follows: “sufficient” and “good” marks – 66,1% and “insufficient” – 33,9%. It is to be mentioned that 33,9% of those who undertook the tests do not know the terminology of their own specialty (in definitions), do not possess communicative skills that would facilitate determining, understanding and correct usage of the terms that are directly related to their field and chosen specialty. The level of understanding the terms is extremely low. Students do not possess the capacity to explain the term as it is defined and vice versa. This can be explained through the fact that students do not resort to using explanatory dictionaries in their day to day activities.

After the performed study we’ve come to the conclusion that the majority of those who were tested possess a low level professional vocabulary, and extremely slow thought process and expressing power; they know the language phenomena only



Grill 1. The statistic results of testing students in order to unravel the verbal speed and the ability to possess and visually recognize synonyms (n=174)

Tests	Insufficient marks	Sufficient marks	Good marks
	%	%	%
Test 1 "Verbal speed"	33,9	12,1	54,0
Test 2 "Recalling synonyms"	33,9	42,0	24,1
Test 3 "Recognizing synonyms"	35,1	9	35,0
Test 4 "Understanding the terms"	33,3	42,0	24,1

on the surface and almost completely lack the knowledge of written professional language.

Reviewing the work documentation of the interning students of SUPES, both involved in the pedagogical internships and practices of 3rd year, as well as the 4th year of study, has proved the fact that the vast majority of the future educators encounter different difficulties in regards to pedagogic project developing of different compartments in their professional activities. As a result, their attitude towards planning and project developing is lacking, and the reason for many pedagogic operations and measures not being properly carried out is that the young specialists lack understanding and skills in expressing educational content in written form. That is why, 93,9% of those surveyed (180 students involved in internships) consider didactic and pedagogical projects nothing more than formal acts. Over 70% admit the fact that most of the didactic plans and pedagogical projects had been partially copied from colleagues or from other sources. The results of the performed control over the didactic projects for the Physical Education class among interning students (in gymnasiums and lyceums) lead us to the realization that 89,5% from 134 projects (134 projects of

the monitored lessons) cannot be appreciated as more than sufficient ("5" and "6" marks) in grammatical and editorial aspects.

Generalizing the data of the bibliographic study, the pedagogical observations and the empirical approaches we can conclude with certainty the following:

1. The lack of theoretical and methodical developments in regards to developing written professional communication skills in students of institutions specialized in Physical Education and Sport during the process of pedagogical professional training represents the main factor that determines the low level of possessing the respective skills in future specialists of all cycles at the respective departments.

2. Creating and introducing the specialized course "Developing the written professional language in Physical Education and Sport students" during the process of professional pedagogical training of the departments of Physical Education and Sport could become the decisive factor for obtaining a system of professional skills in future specialists

3. The method of applying the course "Developing the written professional language in Physical Education and Sport students" can be efficient due to its interdisciplin-

ary feature, concerning itself with the corresponding compartments of specialized profile subjects.

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