

ФІЗИЧНЕ ВИХОВАННЯ РІЗНИХ ГРУП НАСЕЛЕННЯ

SOCIOLOGICAL SURVEY OF PHYSICAL CULTURE SPECIALISTS REGARDING THE CONDITIONALITY OF THE FORM, THE VARIETY OF LESSON CONDUCTING FORMS AND STUDENTS' ACQUIRED PROFESSIONAL SKILLS



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Анотація

Майбутні фахівці фізичної культури повинні знати нормальні фізіологічні процеси і умови для правильного функціонування організму і його працездатності під час фізичної активності в різних умовах. Вони повинні розуміти процеси відновлення під час фізичного навантаження і після неї. Знання функціональних змін особливо важливо для оцінки адаптації, в тому і толерантність до фізичного навантаження і допоможе майбутнім фахівцям поліпшити процес відновлення тіла спортсмена.

Ключові слова: фізична активність, соціологічне дослідження, процес навчання, «Фізіологія спорту»

Аннотация

Будущие специалисты физической культуры должны знать нормальные физиологические процессы и условия для правильного функционирования организма и его работоспособности во время физической активности в различных условиях. Они должны понимать процессы восстановления во время физической нагрузки и после нее.

Ключевые слова: физическая активность, социологическое исследование, процесс обучения, «Физиология спорта»

At this stage, the practice of Physical Education and Sports requires a multidisciplinary and in-depth physiological argumentation, linked to the growth of sports performance dynamics. Observing physiological changes represents an important link in building the sports organism, which allows the study of its adaptation to effort requirements in the sports industry, as well as the stability of the existing functional limits and reserves.

Future specialists in the field of Physical Culture need to know the normal course of physiological processes in order to give correct evaluation for the functional states of the human body and its physical work capacity under different conditions. They have to understand the processes of recovery during the effort and after the effort [1, 2].

The study course «Human physiology, Ergo-physiology» will help future specialists with the selection of athletes and with sports specialized orientation, with the prognosis of athletes' competitive activity, with the rational planning of the training process, with ensuring the individualization of the physical effort, and with defining the possibilities of efficient usage of the body's functional reserves. Possessing knowledge of functional changes is



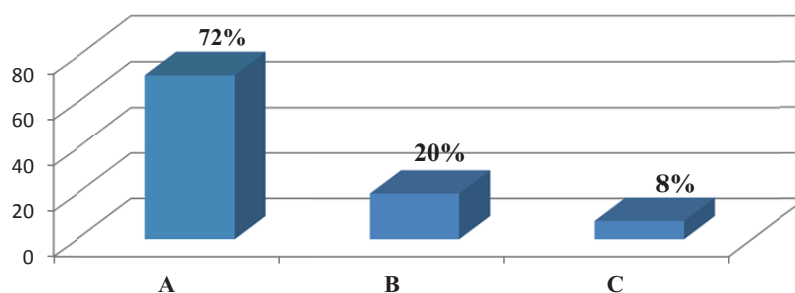
of particular importance for the assessment of adaptation processes, fatigue and physical effort; moreover, it will help future specialists in improving the recovery processes in the athlete's body. «Human Physiology, Ergo-physiology» is a basic scientific discipline for the physiology of sports, hygiene, biochemistry, psychology, pedagogy, sports medicine, etc. [3, 4].

In order to assess the level of professional training in coaches and school teachers and to determine the factors that influence this level, we conducted a socio-pedagogical survey, conducted on 97 teachers, coaches from different institutional centers - thus carrying out a cooperative research. The questionnaire contained 15 general and specific questions regarding the knowledge/learning of teaching/training aspects in the Physiology of Sports discipline. The survey was conducted on arbitrarily selected lots, the groups involved excluding any external influence.

While developing this questionnaire for Physical Education teachers and coaches from different types of sports, we tried to formulate questions that would elucidate their opinion regarding their past experience with student education and contemporary practical skills, the most pressing problems of the educational process in «Physiology sport» for the 1st cycle students of SUPES, where there is an urgent need to reform the content of studied subjects.

The results of the respondents' opinions regarding the question "Which could be the most effective form for conducting seminar lessons for students in sports medicine subjects?," is represented in Figure 1.

As can be seen from Figure 1, the respondents mentioned their answers to each variation of the proposed ambivalent question. Thus, most respondents consider (Option A - up to 72%) that seminar lessons with students should take the form of dialogue, coupled with practical examples. However, another part of



Note: A – as a dialogue, combined with practical examples.
 B – conducting only theoretical control lessons.
 C – conducting tests.

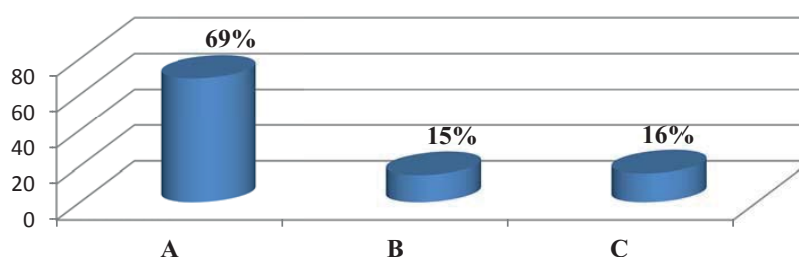
Figure 1. Answer options for the question: «Which could be the most effective form for conducting seminar lessons for students in sports medicine subjects?»

respondents (Option B – up to 20%) think that it is possible to successfully conduct such lessons only through thematic written tests. And an insignificant part of them mentions (Option C - up to 8%) that checking students' knowledge and their fixation can take the form of tests. We support the opinion of most respondents, that the most effective form is live dialogue with students, while the other forms of "guessing" and "cheating" do not end in adequate educational outcomes.

The results of the respondents' opinions to the question „In order to raise the students' knowledge level, is it necessary to use the thematic of

bachelor theses in the field of Sports Medicine, including Physiology of Physical Activity and Sports?" are presented in Figure 2.

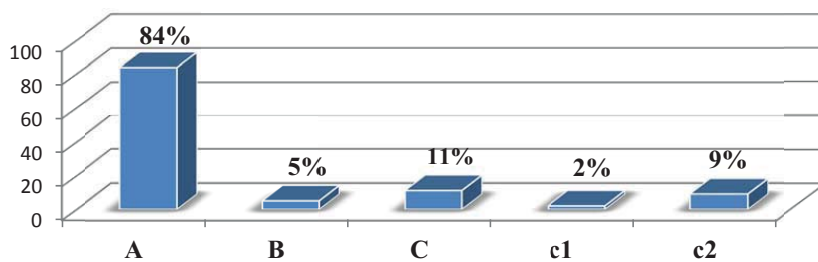
As can be seen from Figure 2, the respondents have given their answers for each option to the proposed question in an unequal fashion, which is understandable, seeing as from their point of view, each response has its meaning. We support the opinions of the respondents who mentioned option A (up to 69%) and option C (up to 16%), who consider that in order to raise the level of professional knowledge in students, it is necessary to investigate the problems they are interested in, and



Note: A – it's obligatory; B – no, it's not obligatory; C – an oriented profile is to be desired.

Figure 2. Answer options for the question: «In order to raise the students' knowledge level, is it necessary to use the thematic of bachelor theses in the field of Sports Medicine, including Physiology of Physical Activity and Sports?»





Note: A – yes, it's mandatory; B – no, it's not mandatory; C – using internet and library resources can compensate the missing pieces of knowledge.

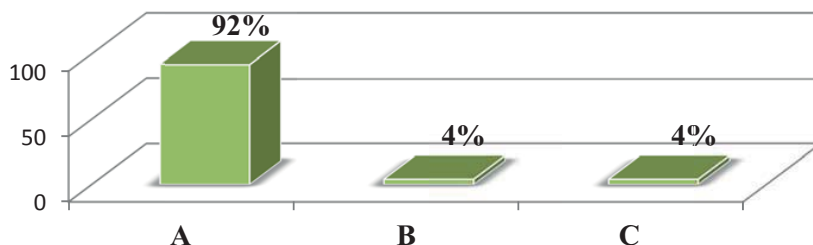
Figure 3. Respondents' answer options to the question «Is the students' attendance to Sports Physiology lessons mandatory?»

which are related to their profile orientation and to the interaction with practical chairs. At the same time, only 15% of the respondents (Option B) mention that in order to raise the students' knowledge level, they do not need to draw attention to the bachelor's thesis, but rather to study the material in books.

The results of the respondents' opinions to the question „Is the students' attendance to Sports Physiology lessons mandatory?” are represented in Figure 3.

As shown in Figure 3, the majority of respondents (Option A - up to 84%) have replied that for the acquisition of students' constant knowledge it is indeed necessary to continuously and systematically attend lessons, because a

better educational form than a live dialogue with the teacher has not yet been invented and other pedagogical forms of this process can not replace it. At the same time, (and thankfully) an insignificantly small number of respondents (Option B – up to 5%) consider that students (they probably thought of advanced students) don't need to trouble themselves with attending lessons regularly, so much so, that Internet and library resources would be enough to compensate and complete the missed lessons (option C – up to 1 %). Moreover, out of these 11% of pedagogues' answers, their opinions divided the following way: 2% (option C-1) considers that unattending students can compensate their knowledge gaps through



Note: A – it is necessary; B – no, it is not necessary; C – it's enough to present it to the study group.

Figure 4. Respondents' answer options to the question «Is the preliminary defending of the thesis necessary in medical-biological subjects (at the respective chairs)?»

other learning forms, but 9 % of the teachers have affirmed that internet and library resources can fill in the gaps only partially. We, too, share the opinion of the majority of respondents (Option A). We believe that students should attend lessons unconditionally, thus training their discipline and gathering constant knowledge through communicating with the teacher.

The results of the respondents' opinion in regards to the question „Is the preliminary defending of the thesis necessary in medical-biological subjects (at the respective chairs)?” are represented in Figure 4.

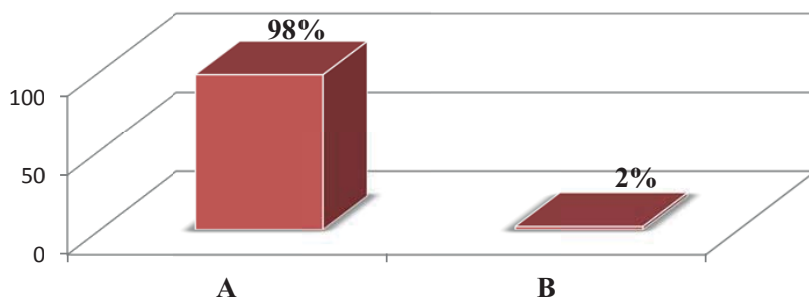
As shown in Figure 4, the majority of the respondents (option A - up to 92%) have advocated for the mandatory character of preliminary defending of the bachelor theses at the respective chairs, given that such “official” procedures imply a certain level of responsibility, and also offer professional observations and help in removing the shortcomings for the official public defending of the conducted research thesis.

Other groups of respondents (B and C, - each up to 4%) pointed out that such a procedure should not be obligatory conducted by the chair, suggesting that it is enough to perform presentably and formally at the level of the study group. In this case we agree with the opinion of the majority of teachers (option A), who are enveloped by the sense of responsibility for the professional training of students.

The results to the respondents' opinions regarding the question „Do teachers and coaches need the knowledge of the age-based development laws in children in order to use appropriate and effective methods in strength training?” are illustrated in Figure 5.

As shown in Figure 5, a big part of the respondents opted (A - up to 98%) for the students to receive knowledge about the child's developmental laws with the purpose of reasoned and practical implementation of adequate and effective





Note: A – yes, they need it; B – no, they don't need it.

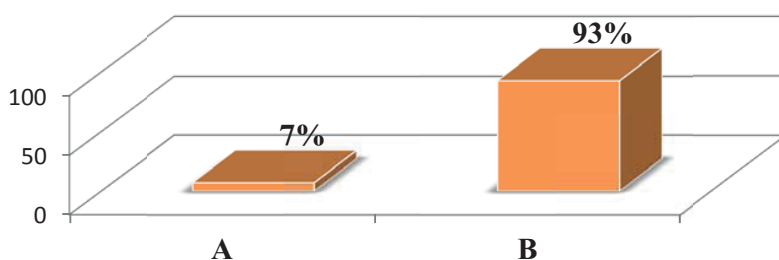
Figure 5. Response options for the question: «Do teachers and coaches need the knowledge of the age-based development laws in children in order to use appropriate and effective methods in strength training?»

methods in training children in the future professional activity. In the same time, a small number of pedagogues (Option B – up to 2%) have expressed the opinion regarding the fact that such important knowledge isn't necessary and mandatory, taking into account the fact that they might not have to deal with such age category. We do not share the opinion of these educators (Option B) because, even if they do not have to work with junior athletes in their basic professional activity, such knowledge will be necessary for their own children in their families. This is why we support the opinion of the majority of respondents (Option A).

The respondents' opinions to the question „Will it be useful for stu-

dents to have knowledge about the particularities in children's physiological development at different ages and about the assessment of functional and adaptive possibilities for physical activity?" are illustrated in Figure 6.

As shown in Figure 6, the majority of respondents (Option B - up to 93%) have expressed their opinion, that such knowledge will be useful for students and will help them navigate correctly the process of designing appropriate tasks in the teaching-training lessons with children. It will also contribute to overload prevention during optimal physical activity, during exercising and recovery processes. However, only 7% of respondents (Option A)



Note: A – it might be useful; B – it will certainly be useful.

Figure 6. Answer options for the question: «Will it be useful for students to have knowledge about the particularities in children's physiological development at different ages and about the assessment of functional and adaptive possibilities for physical activity?»

have expressed their opinion that such knowledge might be useful to them, meaning that they are likely to get employment in management positions in the future.

We also share the point of view of most of the teachers (Option B) and we believe that such knowledge will certainly be useful to them in the future, for different professional needs.

We totally agree with their opinion, meaning that the contemporary life demands from the future specialist the ability to navigate the surrounding reality in order to become successful in the social and professional areas.

This way, the analysis of the results obtained in the survey showed that the majority of respondents have positive attitudes towards the 1st cycle students taking the course "Physiology of Physical Activity and Sports", including Physiology of Ages. They also consider these subjects mandatory in order to be professionally prepared for building the teaching-training process children of different ages.

The prevalent number of respondents also replied that the most effective traditional forms of student training are: lessons, seminar lessons and practical laboratory lessons with a systematic attendance for solid knowledge achievement. Students develop their competences through writing the bachelor thesis on the specialized sports profile in accordance with the physiological arguments of the processes in the athlete body during physical activity.

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