

**SPECIFICITY AND CONTRIBUTORY
ESSENCE OF THE STAGED DEVELOPMENT
OF COMPETENCES OF DIDACTIC
PLANNING OF THE FUTURE TEACHERS
OF PHYSICAL EDUCATION**



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Анотація

В статье рассмотрены вопросы формирования компетенций дидактического проектирования у студентов факультетов физического воспитания и спорта в рамках факультативного курса «Дидактическое проектирование в школьном физическом воспитании». Определены содержание и структура программы факультативного курса «Дидактическое проектирование в школьном физическом воспитании».

Ключевые слова: компетенции, физкультурное образование, педагогическое проектирование, дидактическое проектирование, целостные компетенции, образовательный процесс, поэтапная подготовка.

Анотація

У статті розглянуті питання формування компетенцій дидактичного проектування у студентів факультетів фізичного виховання та спорту у рамках факультативного курсу «Дидактичне проектування у шкільному фізичному вихованні». Визначено зміст і структура програми факультативного курсу «Дидактичне проектування у шкільному фізичному вихованні».

Ключові слова: компетенції, фізкультурна освіта, педагогічне проектування, дидактичне проектування, цілісні компетенції, освітній процес, поетапна підготовка.

The analysis and generalization of the theory and practice of professional university education in the field of physical education demonstrates that the existing process of pedagogical professional development of future specialists of physical education does not realize to the full extent the systemic orientation towards working activities, towards acknowledged professional motivation, where the orientation towards result prevails, but not towards the interaction between the participants of the pedagogical process, the qualitative analysis of the results of this activity is missing. In this regard, it was necessary to review the means to be used in the training of future teachers of physical education for the teaching activity. One of these means, as stated by many authors [2, 4, 5] can serve the activity of didactic planning and its pedagogical skills.

The professional development of future specialists of physical education must have a strong link between the general core of knowledge based on the specific of the higher education institution and the differentiation and individualization of the instructional-educational process [8, 10].

The aware professional activity of the teacher, according to O. A. Абдулина, [12, 13], S. Danail [6, 7] is the action of planning the

forecast activity based on the awareness of the purpose and processes of performing it, of the choice of principles in elaborating these processes. The professional activity of a teacher may be manifested as re-productive, reproductive-creative, creative-reproductive and creative levels, in the process of which all its objectives are achieved. The didactic activity of a teacher of physical education is performed through a set of actions carried out concomitantly while taking into account the specificity of the relations having the subject-object-subject character.

The analysis and generalization of the information in the specialized literature, of the «TMPE» (Theory and Methodology of Physical Education) curricula and the «Teaching Practice» for the faculties of physical education and sports, as well as the results of the public opinion survey conducted allowed us to elaborate the structure of the experimental curriculum of development of the competences of didactic planning within the «Didactic planning within school physical education» optional course.

Based on the above arguments within the experimental investigation of this research the curriculum of the «Didactic planning within school physical education» optional course was developed in the system of lessons predestined for «Teaching



Practice», which has as methodical orientation the development of the competences of didactic planning of the students in the 3rd - 4th years of study for the didactic activity.

The results of the analysis of the curricula of the faculties of physical education and sports, of the public opinion survey conducted with teachers from different educational courses and with the students, allowed us to determine the optimal calendar time for the implementation of the experimental curriculum in the educational process – the 6th and 7th semesters of study.

This period of study is the fundamental basis for the professional-pedagogical training of students, where the competences of pedagogical planning of the teacher of physical education are developed. The proposed course refers to the vast possibilities of intensive training of future teachers of physical education regarding the development of the competences of didactic planning by improving – adjusting the didactic planning process, which corresponds to the integrity and continuity of the current process of study.

For clear presentation of the concept which must become the methodological-constructive basis of the program of development of the competences of didactic planning of future teachers of physical education, we have developed and applied «The general educational concept of the physical education instruction»: Fig. 1

Thus, the curriculum of development of competences, based on this construct refers to three stages, in which the first stage refers to [1, 3, 9, 11] (fig. 2):

1. “Formations” (knowledge, skills and abilities, values, attitudes, qualities), as an initial baseline for the development of the related general competences.

2. (Cognitive, attitudinal operational) “competences”, which ensure the performance of some or more actions.

3. “Integrative competences” – as a universal and multifunctional formation, which ensures the performance of an integrative activity.

Therefore, the experimental curriculum of development of the competences of didactic planning provides 3 stages of development of knowledge, skills and abilities of didactic planning:

- general training stage;
- specialized training stage;
- training stage under natural conditions

The general training stage aims at developing general professional-pedagogical competences from the theoretical and methodical points of view. As a result, at this stage, the student must obtain theoretical knowledge and methodological skills of planning, design and description of didactic situations related to professional-pedagogical training of future teachers of physical education.

The specialized training stage aims at developing, within the integrative educational system of lessons, knowledge and skills of formulation, training, analysis and correction of the components of the didactic planning activity.

In another train of thoughts, the objective of this stage is the special theoretical, methodological and practical training of students - future specialists in the field in terms of audience, by performing the following types of lessons: lectures (theoretical knowledge), methodical lessons (theoretical and methodological knowledge), practical lessons (related to the modelling of stages and of the entire lesson), laboratory lessons (refer to planning and modelling of didactic situations at any stage and during the entire lesson), optional lessons (designed to improve special knowledge and skills), independent lessons (aim at removing some gaps from the professional-special training and at improving the knowledge and skills related to the selected profile), record lessons (related to the assessment and eval-

uation of the level of knowledge and skills already acquired).

The stage contributing to further development of the competences of didactic planning – special training stage under natural conditions (within pedagogical practice), refers to the development of the competences of didactic planning and their application in the “Physical education lesson” pedagogical system.

The curriculum of staged training for the didactic planning activity covers the following compartments of the “Didactic planning within school physical education” optional course: the concept of didactic planning, the determination of operational objectives which allow the development of sub-competences, processing and structuring of the scientific content, the elaboration of the didactic strategy, the elaboration of the processual structure of the lesson, school performance, evaluation, self-control and self-evaluation of the competences of pupils, etc.

These compartments are designed to achieve their topics during the lessons planned in the curriculum of the “Didactic planning within school physical education” optional course in compliance with its specific structures and technologies.

The curriculum of the optional course provides 24 lectures, 6 seminars, 18 optional lessons and 8 independent lessons. In total, the curriculum includes 68 lessons, out of which 60 lessons are assigned for all the variety of lessons except the 8 independent lessons (Tab. 1).

The topic plan of the optional course, shown in Table 1, contains 8 general topics.

After analysing the curricula of the faculties of physical education and sports, the period with the best impact of the experimental curriculum implementation in the educational process was established. We considered that this optimal period may be the 6th - 7th semesters, as argument being the following set of factors:



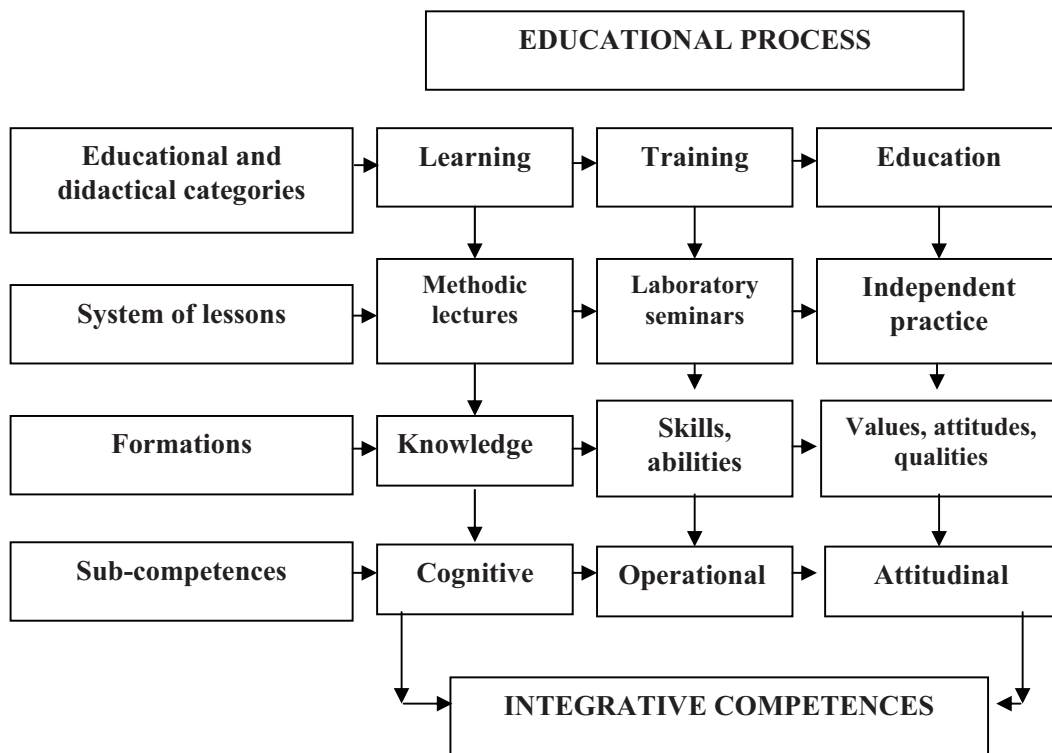


Fig. 1. General concept of physical education instruction oriented towards the development of the basic categorical didactic competences

1. For most specialized practical disciplines the 6th - 7th semesters constitute the period of organization and performance of the teaching practice in the field of the "School physical education lesson."

2. During this period, the planning and modelling of the school "Physical education" lesson takes place.

3. Teaching practice in the 3rd year of study provides the organization and performance of the gymnastics compartment from the curriculum of physical education lessons in school.

4. In this semester, the interest of students about everything related to the instruction process in schools raises, specifically the teacher's work with the pupils during the physical education lesson.

During the 2011-2012 year of study (6th - 7th semesters), the instructional-educational process with the students of the Pedagogi-

cal Faculty within the integrative-pedagogical system of lessons of the "Didactic planning within school physical education" optional course (68 lessons) and of the methodological elaborations was carried out. The lessons were attended by 23 students (experimental group), who chose this course as an optional discipline. The other students - 23 constituted the control group.

In order to determine the level of general training for the didactic planning activity and for the establishment of the homogeneity of groups where the theoretical and practical competences were assessed. The assessments of the theoretical compartment were carried out in the form of test-papers consisting in answering four questions which were related to:

1. Knowledge of the theoretical and methodological bases of organization of the educational process (learning, training, education).

2. Knowledge of the theoretical and methodological bases of planning the educational activity ("teaching - learning" activity).

3. Knowledge of the technological bases of didactic planning.

4. Knowledge of objectives of didactic planning (planning of the theoretical learning of the pupils; planning of the practical training system of the pupils; planning of the extra didactic activity system of the pupils; planning of the instructional-educational process as an integrative system; lesson planning; planning of didactic situations; planning of the individual pedagogical system): (Tab. 2)

The assessments of the practical compartment were carried out in the form of presentation of didactic plans:

1. Project of planning the instructional-educational process at the "Physical education" discipline during a semester.



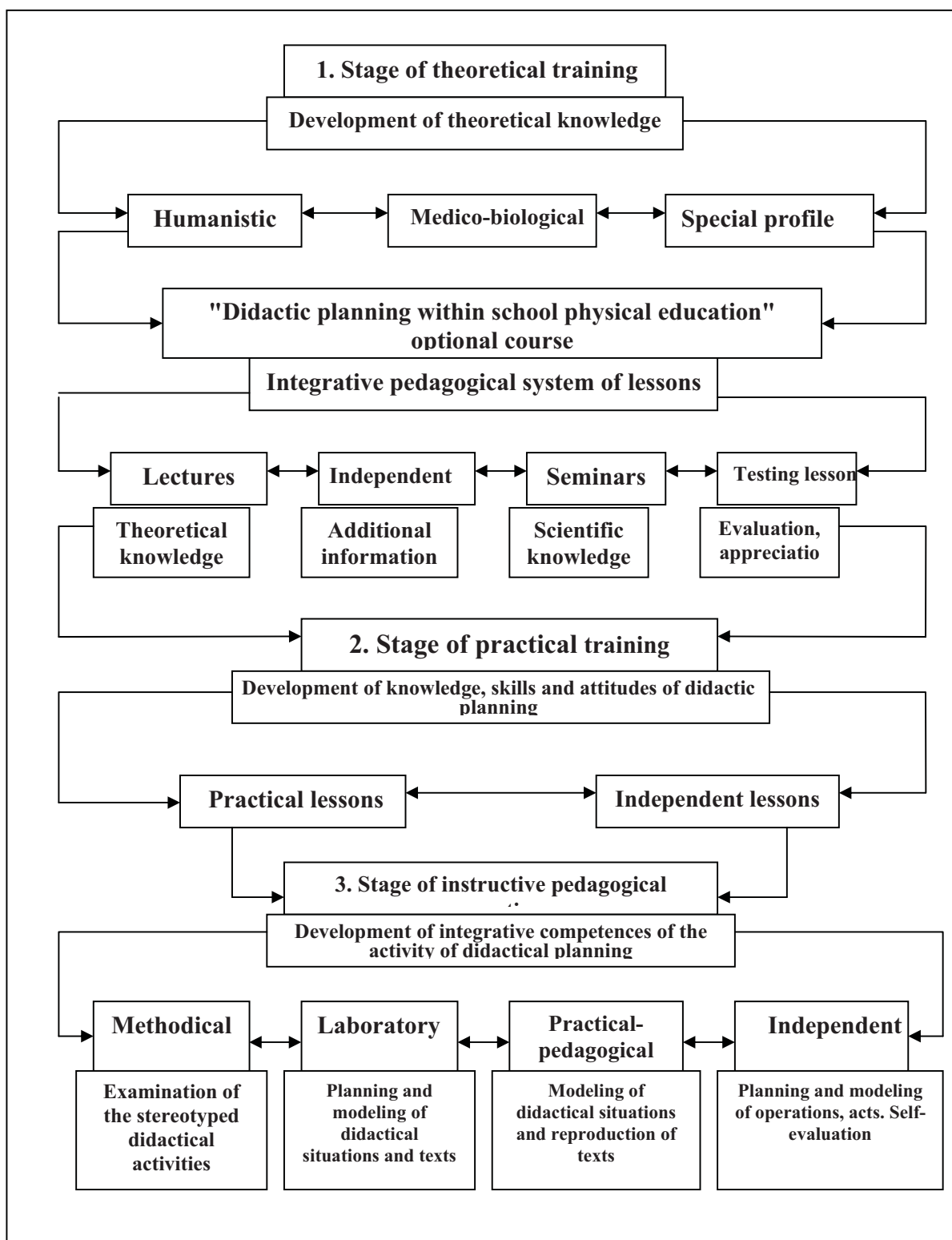


Fig. 2. Structure of the staged training of the students of the faculties of physical education and sports for the development of the competences of didactic planning



The curriculum of the "Didactic planning within school physical education" optional course

Table 1.

Nr.	The basic content of the course (general topics)	Number of lessons				Total
		Lectures	Seminars	Optional lessons	Independent lessons	
1	The concept of competence.	2	2	2	-	6
2	Classification of the lesson or of the didactic activity under the system of lessons or the topic plan.	2	1	1	1	5
3	Didactic planning.	4	3	3	2	12
4	Establishment of the operational objectives that allow the development of sub-competences.	2	2	2	-	6
5	Processing and structuring of the scientific content.	2	2	2	1	7
6	Elaboration of the didactic strategy.	4	2	2	2	10
7	Establishment of the processual structure of the lesson.	4	4	4	-	12
8	Awareness and evaluation of school performance; establishment of the testing and evaluation methods used by the teacher; establishment of the self-testing and self-evaluation methods used by the pupils.	4	2	2	2	10
Total:		24	18	18	8	68

the experimental group was carried out (Tab. 4, 5).

The results of the testing at this stage regarding the evaluation of the theoretical and practical competences of the didactic planning activity, allow us to state a veridical difference ($P < 0.001$) in all criteria, which confirms the effectiveness of the educational content of the curriculum and methodological elaborations performed with the students from the experimental group.

The general and professional-pedagogical training system within the university profile creates the initial guidelines for the pedagogical and didactic activity of the physical education teacher. Teaching practice is an important factor within the framework of professional training of future teachers of physical education. During the teaching practice, the theoretical competences, not only take shape but they also are transformed into professional competences of the pedagogical activity. The experience shows that the success of the practical training of the students depends more on the adequacy of the university instructional-educational process in relation to teaching practice.

Within this approach, we set the concrete objectives presented to the students-practitioners from the faculties of physical education and sports, which differ from the instructional objectives of the university educational process. At the finalizing stage of the training pedagogical experiment, the following objectives were achieved:

1. The level of didactic training of the students-practitioners for the instructional-educational activities in the system of physical education lessons, conducted with the pupils in the first week of practice, was determined.

2. The correction pedagogical activities were determined in order to influence selectively the development of a group of competences of the students for the didactic planning activity.

2. The didactic plan of the physical education lesson, on a topic aimed at developing physical qualities and motor skills by means of the discipline's curriculum (secondary school).

3. Project of the evaluation sheet of the didactic process (pedagogical and physiological aspects at the physical education lesson).

4. Project of assessment of the pedagogical influences on the pupils, which covers aspects of physical development and psychomotor training of the pupils at the initial stage and at the final stage of the instructional-educational process of the entire system of lessons in the annual education cycle (Tab. 3).

As shown by the general picture of the evaluation, the students from the control group and experimental group possess theoretical and practical competences at the reproductive level, and the comparative statistical data confirm the homogeneity of their training levels.

Subsequently, the lessons with the experimental group were carried out in compliance with the methodological elaborations of the curriculum of the "Didactic planning within school physical education" optional course. At the finishing stage of the instructional-training experiment, the evaluation of the level of development of theoretical and practical competences of the students from



Evaluation of theoretical competences of the students, experimental and control groups

Questions	Control group	Experimental group	T	P
	$\bar{X} \pm m$	$\bar{X} \pm m$		
1.	7,2±0,23	7,00±0,14	0,89	> 0,05
2.	7,1±0,19	7,1±0,14	0,62	> 0,05
3.	7,2±0,14	7,0±0,14	0,78	> 0,05
4.	7,0±0,19	7,1±0,14	0,81	> 0,05

Table 2

Evaluation of practical competences of the students, experimental and control groups

Questions	Control group	Experimental group	T	P
	$\bar{X} \pm m$	$\bar{X} \pm m$		
1.	6,8±0,24	6,7±0,18	0,82	> 0,05
2.	7,0±0,18	7,0±0,16	0,74	> 0,05
3.	7,1±0,15	6,9±0,14	0,83	> 0,05
4.	7,2±0,18	7,0±0,17	0,78	> 0,05

Table 3

3. The level of the competences of didactic planning of the students from the experimental group was determined at the final stage of the teaching practice (fourth week).

Methodological lessons were conducted during the teaching practice with the students from the experimental group, in which the analysis of the didactic activities in the system of physical education lessons was made. On this basis the task for the independent instructional activities was elaborated, which intended to eliminate the disadvantages of the didactic planning activity. In general, these disadvantages were related to the proper construction of planning, of the didactic plans for the lessons from the curriculum.

The use of tasks for a specific purpose during the lessons contributed to the conscious planning and their best combination within the lesson depending on the objectives.

At this stage, during the methodical meetings, the correction of the shortcomings and disadvantages of the results of the independent

activities was made. Planning and modelling which were carried out in a fixed form - lecture notes, which, subsequently contributed to the indicative development of the competences of didactic planning in terms of their modelling (practical realization).

The evaluative data obtained at the finalizing stage of the teaching practice and the presentation of work documentation of the students from the experimental and control groups allow us to mention veridical statistical differences ($P < 0.001$; $P < 0.01$) between the examined groups (Tab. 6).

It is necessary to mention that for the objectification of the students' success, the content of all the compartments which constitute the structural didactic competences form the general framework were diversified at the level of the main constituent triads. In this regard, we followed the algorithmization principle from general to particular, while observing the sequence: cognitive aspect - aptitudinal aspect

- attitudinal aspect as constituent parts of the integrative competence.

The results of the comparative analysis of the statistical data obtained in terms of "Mark for the planning competences" (Tab. 6) allow us to find the veridical superiority of the experimental group compared to the control group. Also, we mention the superiority of the success of the students from the experimental group in terms of the "Gradual planning of the didactic process at the "Physical education" discipline for the secondary school" triad component where they obtained the qualificative of the superior mark (9.08 ± 0.13). In the same context, it is also necessary to comment on the relatively modest success in terms of "General planning of the managerial pedagogical activities in the physical education process", the period allocated for performing the teaching practice being insufficient for the development of integrative (strategic) competences.

The evaluative statistical data of the successes related to the compartment "Marks for the planning competences" (Tab. 6) demonstrate the significant superiority ($P < 0.001$) of the students from the experimental group compared to the control group in general and at all the components of the constituent triads. At the same time we mention that none of those presented here did not pass in the category of superior marks, settling at the level of the indices (8.86 ± 0.12 to 8.94 ± 0.16) in the experimental group, where the most modest success refers to the "Administration of physical effort in the basic structures of the entire lesson" component. This, in our opinion is due to the insufficient number of lessons, which are necessary in order that the students obtained experience in the practical activities directly related to performing the lessons at the "Physical education" discipline.

Referring to the statistical picture which represents the successes in the compartment of "Marks for



Evaluation of theoretical competences of the students from the experimental group

Questions	Control group	Experimental group	T	P
	$\bar{X} \pm m$	$\bar{X} \pm m$		
1.	7,00±0,14	8,7±0,14	5,0	< 0,001
2.	7,1±0,14	8,8±0,09	5,16	< 0,001
3.	7,0±0,14	8,6±0,14	4,18	< 0,001
4.	7,1±0,14	8,8±0,14	4,78	< 0,001

Table 4

Evaluation of practical competences of the students from the experimental group

Questions	Control group	Experimental group	T	P
	$\bar{X} \pm m$	$\bar{X} \pm m$		
1.	7,00±0,14	8,6±0,14	4,18	< 0,001
2.	7,1±0,14	8,9±0,09	5,38	< 0,001
3.	7,0±0,14	8,7±0,14	2,96	< 0,01
4.	7,1±0,14	8,8±0,09	3,92	< 0,001

Table 5

the evaluation competences” we mention the significant superiority of the success indices of the experimental group compared to the control group (P < 0.001). At the same time, we highlight the uniformity of the success indices at all the constituent components of the triad in the experimental group which fall under the indices from 8.99 ± 0.15 to 8.90 ± 0.12 . At the same time, the results of the statistical analysis and of the generalization of successes in terms of “Mark for the competences of physiological evaluation of the psycho physical effort” (Tab. 6) allow us to state that the students obtained superior marks (9.03 ± 0.08 - 9.08 ± 0.11) which demonstrates the connection and the positive influence of the evaluative components at the level of the cognitive-attitudinal context on the attitudinal competences, that ensure the practical realization of the didactic tasks in the natural activities of the teaching practice.

Professional pedagogical training of the future teacher of physical

education in the crystallized sense is focused on developing a core competence - which can be expressed by a global concept - “Physical education lesson” which reflects the integrative range of all factors that ensure education at the moment.

Thus, analysing the successes of the students in terms of “Marks for the performance of the testing lesson” (Tab. 6) we can observe the level of the superior marks at all the structural components of the integrative competence (9.02 ± 0.15 to 9.08 ± 0.13). This fact, as we think, is due to both the student’s responsibility for the open lesson and to the competence of choosing the most successful experience in order to obtain the maximum mark for the teaching practice.

Also, we note the successes in the structural triads of the compartments “Mark for the competences of professional communication”, where the success falls between 9.0 ± 0.16 to 9.02 ± 0.12 , “Mark for the cognitive and operational planning competences” (8.80 ± 0.11 to 8.84

± 0.09), “Mark for the aptitudinal competences of completion of the plan”, “Mark for the competences of planning the training lesson” (8.72 ± 0.12 to $8,78 \pm 0.16$) which, in our opinion, contributed to the the level of the “Physical education lesson” integrative competence in the dimensions of superior assessments.

The results of the analysis and generalization of the evaluative data in terms of “Mark for the competences of evaluation of the pupil and of the group” (8.82 ± 0.13 to 8.87 ± 0.15) ensured, in our opinion, the level of superior marks regarding the compartment “Mark for the fulfilment of the tasks of the Pedagogy and Psychology compartment” (9.23 ± 0.11).

The comparative statistical analysis of the experimental data allows us to see that the curriculum of the “Didactic planning within school physical education” optional course and of the methodological elaborations of its application is effective and contributes to the development of the competences of didactic planning at the productive level, productive level with elements of creation (confirmed by “8.8-9” marks) of the students from the experimental group, when the production with creative elements of the objectives related to didactic planning and design activities occurs. Also, we note the reproductive level (“7-8” marks) of the students from the control group, when the didactic activities with operational achievement methods, without creative elements, under standard conditions, are reproduced.

Generalizing those mentioned above, it can be said that the curriculum of the methodological elaborations of the optional course contribute to the development of the competences of didactic planning at the productive level with creative elements.

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Table 6

Statistical data of the evaluation of the students from the experimental and control groups at the final stage of the training pedagogical experiment (conducted)

Nr.	Test-papers	Control group n-23	Experimental group n-23	t	P
		$\bar{X} \pm m$	$\bar{X} \pm m$		
MARK FOR THE DESIGN COMPETENCES					
1.	1. General planning of the managerial-pedagogical activities in the physical education process	7,44±0,24	8,93±0,15	5,32	<0,001
	2. Overall planning of the educational process at the "Physical education" discipline for secondary school	7,49±0,23	9,00±0,14	5,59	<0,001
	3. Gradual planning of the didactic process at the "Physical education" discipline for secondary school	7,48±0,22	9,08±0,13	6,40	<0,001
MARK FOR THE PLANNING COMPETENCES					
2.	1. Determination and formulation of the reference objectives for the system of lessons	7,70±0,21	8,94±0,16	4,77	<0,001
	2. Establishment of the strategies and determination of the educational contents within the "Lesson" didactic system	7,63±0,20	8,91±0,15	5,12	<0,001
	3. Management of the physical effort within the basic structures of the lesson and entirely	7,62±0,17	8,86±0,12	5,90	<0,001
MARK FOR THE COMPETENCES OF PERFORMING A TESTING LESSON					
3.	1. Level of the managerial component of the activities which ensure the performance of the lesson	7,94±0,16	9,02±0,15	4,91	<0,001
	2. Level of the achieved didactic activities during the performance of the lesson	7,85±0,13	9,08±0,13	6,83	<0,001
	3. Level of possession and achievement of the progressive methods during the performance of the lesson	7,78±0,13	9,04±0,15	6,30	<0,001
MARK FOR THE EVALUATION COMPETENCES					
4.	1. Degree of possession and application of the methodology, prior pedagogical testing	7,97±0,21	8,99±0,15	3,92	<0,001
	2. Level of the skills of application and achievement of the pedagogical testing methods	7,90±0,19	8,91±0,14	4,21	<0,001
	3. Level of possession of the evaluative pedagogical testing methods	7,87±0,18	8,90±0,12	4,68	<0,001
MARK FOR THE COMPETENCES OF PLANNING THE EDUCATIONAL ACTIVITY					
5.	1. Annual planning of the educational activities with the secondary school pupils	7,94±0,22	8,93±0,15	3,67	<0,001
	2. Planning and performance of an educational lesson with the secondary school pupils	7,84±0,19	8,91±0,11	4,86	<0,001
	3. Planning and performance of a socio-cultural activity with the secondary school pupils	7,79±0,17	8,86±0,16	4,65	<0,001
MARK FOR THE COMPETENCES OF EVALUATION OF THE PERSONALITY OF THE PUPIL AND OF THE GROUP					
6.	1. Possession of psycho diagnostic and sociological methodologies for evaluating the personality of the pupil and of the group of pupils	7,58±0,25	8,90±0,15	4,55	<0,001
	2. Level of achievement of the technique of psychological evaluation of the pupil's personality	7,55±0,23	8,84±0,14	4,78	<0,001
	3. Level of achievement of the technique of socio-pedagogical evaluation of the group of pupils	7,54±0,22	8,82±0,12	5,12	<0,001



Table 6. (continuation)

MARK FOR THE COMPETENCES OF PHYSIOLOGICAL EVALUATION OF EFFORT					
7.	1. Possession of physical diagnostic methodologies for the evaluation of the physical pedagogical impacts of the physical effort	7,85±0,24	9,08±0,11	4,73	<0,001
	2. Level of administration of the components of physical effort during the performed lesson	7,81±0,23	9,05±0,09	4,96	<0,001
	3. Level of possession of graphical and statistical representation of the motor density achieved during the performed lesson	7,79±0,21	9,03±0,08	5,63	<0,001
MARK FOR THE COMPETENCES OF PLANNING THE TRAINING LESSON					
8.	1. General planning of the training process within the annual cycle of secondary education	7,98±0,23	8,78±0,16	2,86	<0,01
	2. Gradual planning of sports training lessons	7,95±0,25	8,74±0,15	2,63	<0,05
	3. Planning and performance of the training lesson in school sports department	7,93±0,20	8,72±0,12	3,43	<0,01
MARK FOR THE COMPETENCES OF PLANNING THE EXTRA DIDACTIC ACTIVITIES					
9.	1. Planning of physical education extra didactic activities in the annual cycle	7,77±0,22	8,87±0,15	4,07	<0,001
	2. Planning of extra didactic activities in the educational day regime	7,66±0,18	8,84±0,15	5,13	<0,001
	3. Performance of an extra didactic activity of physical education	7,51±0,17	8,83±0,13	6,28	<0,001
MARK FOR THE COMPETENCES OF PROFESSIONAL COMMUNICATION					
10.	1. Level of possession of the written professional language	8,15±0,24	9,00±0,16	2,93	<0,01
	2. Level of possession of didactic communication in the lesson system	8,13±0,23	8,99±0,15	2,85	<0,01
	3. Level of freedom (independence) in the process of communication with the group of pupils, parents and colleagues	8,12±0,22	9,02±0,12	3,60	<0,001
MARK FOR THE COGNITIVE AND OPERATIONAL PLANNING COMPETENCES					
11.	1. Knowledge of the pedagogical and managerial principles of didactic planning	7,69±0,22	8,84±0,09	4,79	<0,001
	2. Knowledge of the algorithms for learning the motor tasks	7,72±0,24	8,82±0,08	4,40	<0,001
	3. Algorithmic planning of a motor task in terms of indicative, executive, testing and evaluative bases	7,67±0,23	8,80±0,11	4,52	<0,001
MARK FOR THE APTITUDINAL COMPETENCES OF COMPLETION OF THE PLAN					
12.	1. Possession of different ways of didactic planning in physical education instruction	7,54±0,23	8,71±0,15	4,33	<0,001
	2. Selection and analytical determination of the appropriate way of planning the specific educational contents of physical education	7,50±0,22	8,67±0,12	4,68	<0,001
	3. Planning of educational activities within a basic structural competence of physical education	7,51±0,24	8,56±0,16	3,62	<0,001
AVERAGE MARK FOR THE PRACTICE					
13.	1. Average mark for presentation of the agenda of the student-practitioner	7,80±0,21	9,28±0,09	6,43	<0,001
	2. Mark for the testing lesson performed	7,78±0,19	9,25±0,08	7,00	<0,001
	3. Mark for the fulfilment of the tasks of the Pedagogy and Psychology compartment	7,68±0,17	9,23±0,11	7,75	<0,001

Mark: P - 0,05; 0,01; 0,001.
f - 54; t - 2,005; 2,671; 3,487.



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