

**SOCIOLOGIC QUESTIONNAIRE
AMONG PHYSICAL EDUCATION
SPECIALISTS REGARDING THE
CORRELATION BETWEEN FORM AND
SUBJECT MATTER OF LESSONS, SEMINARS
AND PRACTICAL LESSONS AND STUDENTS'
ATTAINED PROFESSIONAL SKILLS**



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Анотація

Аналіз отриманих результатів анкети показує, що переважна кількість студентів позитивно ставиться до вивчення теми «Фізіологія фізичної активності та спорту», в тому числі «Фізіологія спорту» на першому курсі університету. Крім того, вони вважають, що ці предмети є обов'язковими для досягнення максимальної професійної кваліфікації при побудові процесу навчання дітей різного віку.

Ключові слова: фізичне виховання, опитування, анкетування, методи навчання, «Фізіологія спорту», знання, навички.

Аннотация

Анализ полученных результатов анкеты показывает, что преобладающее количество студентов положительно относится к изучению темы «Физиология физической активности и спорта», в том числе «Физиология спорта» на первом курсе университета. Кроме того, они считают эти предметы обязательными для достижения максимальной профессиональной квалификации при построении процесса обучения и обучения детей разного возраста.

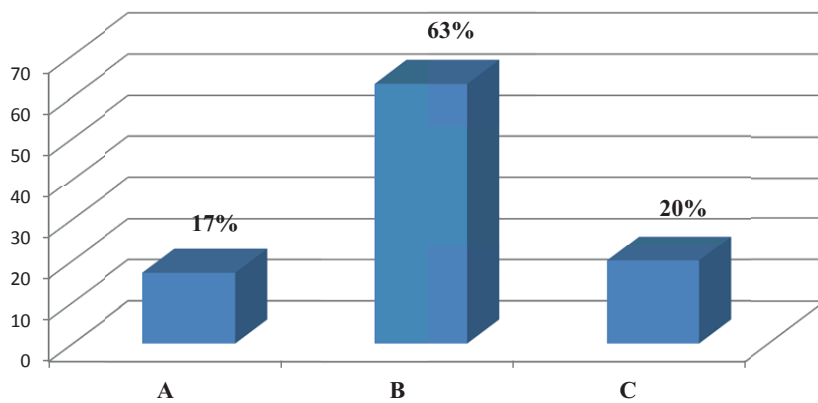
Ключевые слова: физическое воспитание, опрос, анкетирование, методы обучения, «Физиология спорта», знания, навыки.

Human society, in its various stages of development, has always been concerned with the physical aspect of its community members, with the improvement of physical development and motor capacities. Physical education is an «activity that systematically capitalizes on all forms of physical exercise in order to increase mainly the biological human potential in accordance with social requirements» [2, p. 19]. It relates to physical development, on one hand, and on the other to perfecting certain physical capacities.

The accumulated information in the field of Physical Education and Sports has led to the establishment and consolidation of a sciences system that studies human motricity, contributing to an increased educational efficiency of these activities, expressed by superior performances in sports and by a specific capacity of adapting to new physical and mental stresses. This process led to the creation and the imposition of a new branch of scientific knowledge - Sports Science, which has an integrative and interdisciplinary character, and systematically analyzes the sport phenomenon [1, 5].

Physical education and sport are physical activities that improve or





Note: A – knowledge in Human General Anatomy and Physiology; B – knowledge in Human Anatomy and Physiology of ages; C – knowledge of the functionality in sports related physical activities.

Fig. 1. Respondents' answer options for the question „What specialty knowledge is necessary for the first year students in the chosen sports specialties?” (%)

keep people in good physical and mental conditions. Both have a playful character and allow the subject to express oneself or to confront oneself or other participants. [2, 3, 4].

In order to assess the level of professional training of coaches and school teachers and to determine the factors that influence this level, we conducted a sociopedagogical sur-

vey, involving 97 teachers, coaches from different institutional centers, thus conducting a cooperative research. The questionnaire contained 15 general and particular questions regarding the knowledge / acquisition of teaching / coaching issues in the subject “Physiology of Sport”.

The survey was conducted on arbitrarily selected lots, the engaged

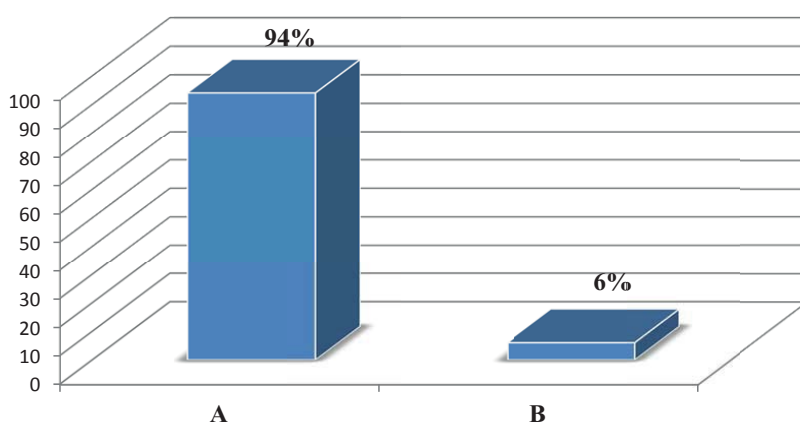
groups being removed from any external influence.

By elaborating the questionnaire for physical education teachers and coaches specialized in different types of sports, we tried to formulate such questions, that would elucidate their opinion, extracted from past experiences as students and present practical skills as teachers and trainers, on the most pressing problems of the educational process in «Physiology of Sport» for the first year students at SUPES, in which there is an urgent need to reform the subject matter of the studied disciplines.

Thus, in Figure 1, we've represented the results of the respondents' opinions on the question: «What is the necessary specialty knowledge for the first year students in university for the chosen sports specializations?»

As can be seen from Figure 1, the respondents identified their answers with the answer options for the proposed question. Most of the respondents (option B - 63%) mentioned knowledge in human anatomy and age-related physiology to be the most necessary for students. At the same time, only 20% of the respondents (option C) mentioned the necessity of knowledge regarding the functionality in sports related physical activities, and only 17% (option A) respondents suggested that, initially, students could require knowledge only of general human anatomy and physiology.

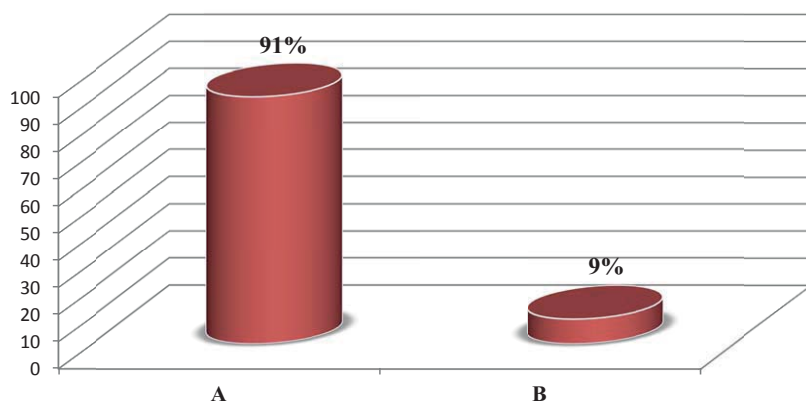
Having expressed their opinion, we consider that a predominant number of respondents were oriented correctly (Option B) in their answers, so that the first year students' knowledge of all specializations related to human anatomy and physiology of ages (compared to the «general» one) is specific to the objects of their future professional activity (working with children). However, at the beginning of their studies, one cannot make students learn right away about the functionality of sports related physical activ-



Note: A – it has great significance; B – it is insignificant.

Fig. 2. Respondents' answer options for the question: „In your opinion, what is the significance of sports physiology for sports specialty students?” (%)





Note: A – mandatory lab lessons and academic seminars during one year of study; B – optional courses

Fig. 3. Respondents' answer options to the question "In modern conditions, what studying method for medico-biological disciplines could be the most effective?"

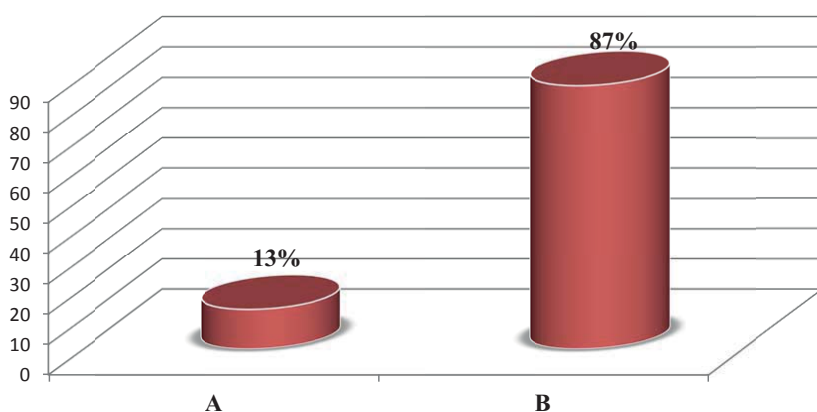
ities - without first introducing them to the general course.

The results of the opinions on the question: „In your opinion, what is the significance of sports physiology for sports specialty students?„ are represented in Figure 2.

As shown in Figure 2, the respondents mentioned their answers for each option with the predominant preference (option A - up to 94%) for the students' need to receive such knowledge for their sports specialty. At the same time,

only a small part of the respondents (option B - up to 6%) mentioned the insignificance of sports physiology for students. With this, the notion of the respondents' «insignificant» was determined to be «superficial», meaning their study of physiology lacks a deeper understanding of the unfolding processes.

However, we share the point of view of the majority of respondents (option A) and we believe that the students' awareness of the intensive physiological processes during



Note: A – no, I'm not satisfied; B – yes, I am satisfied.

Fig.4. Respondents' answer options to the question: "Are you satisfied with the current teaching system of Sports Medicine disciplines to 1st year students?"

physical activity and sports will help improve their professional qualification and specialization competences in their future professional activity.

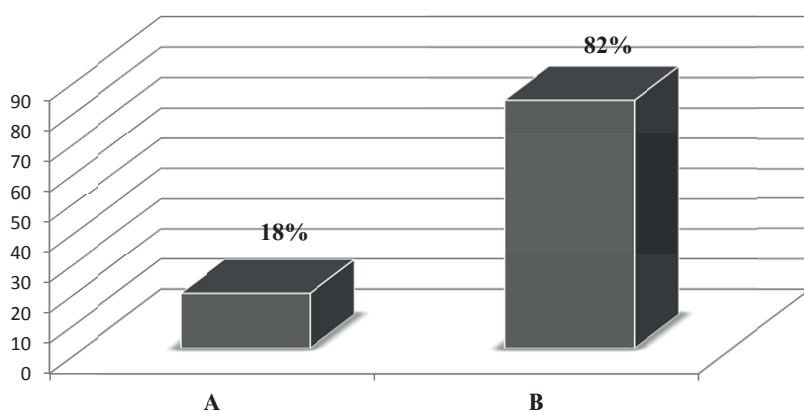
Figure 3 illustrates the results of respondents' views on the question: «In modern conditions, what studying method for medico-biological disciplines could be the most effective?».

As shown in Figure 3, the respondents indicated their answers as follows: an absolute majority of those questioned (option A - 91%) emphasized the necessity of mandatory courses with the 1st year students (lessons, lab lessons, academic seminars). At the same time, only a small group of specialists (option B - up to 9%) consider the optional courses to be a currently possible form for students to acquire knowledge in medico-biological subjects. We share and support the opinions of the majority of respondents (option A) and we believe that students who acquire knowledge at basic academic lessons will be better prepared for the studied subject.

Figure 4 illustrates the results of the respondents' answers on the question: "Are you satisfied with the current teaching system of Sports Medicine disciplines to 1st year students?"

As can be seen from Figure 4, the specialists' answers divided unequally between both options of the proposed question and it was thus proven, that the majority of the respondents (option B - up to 87%) is satisfied with the current academic system of teaching the disciplines of sports medicine at SUPES, both in regards to organizational issues and to subject matter characteristics. At the same time, a smaller part of the respondents mentioned that the currently used system is not satisfying (option A - up to 13%), arguing that the system is too formal, strict and undemocratic. We also support the opinion of the majority of respondents (option B) on this question, because students can be actively involved in the process of studying in





Note: A – structured as 2 distinct disciplines “General Physiology” and “Sports Physiology”

B – the subject matter interdependently combined in one discipline “Physiology of Physical Activity and Sports”

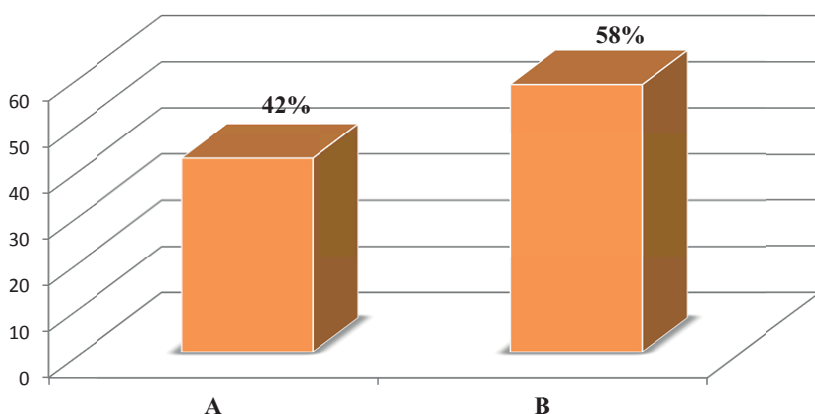
Fig. 5. Respondents' answers to the question "How should the studying process be structured in relation to the subject matter in General Human Physiology and in Sports Physiology?"

the university only in such an organized academic manner.

Figure 5 presents the results of the respondents' views on the question: «How should the studying process be structured in relation to the subject matter in General Human

Physiology and in Sports Physiology?»

As shown in Figure 5, the respondents encircled their answers for each option of the proposed question. However, a large number of respondents (option B - up to



Note: A – relying on lessons about basic physiological processes that take place in the body during rest; B – combined, as appropriate themes, related to intense physical sports activity

Fig. 6 Respondents' answer options to the question "In what way does the curriculum for Physiology of Physical Activity and Sports need to be modified?"

82%), through their opinions, determined that 1st year students should be taught a complex discipline under the name “Physiology of Physical Activity and Sports”. A much lower percentage of respondents (Option A -18%) believe that having two distinct subjects («General Physiology» and «Sports Physiology») is sufficient to gain the necessary knowledge.

However, our opinion is similar to that of the respondents (Option B), who consider that teaching the separate and interdependent physiological aspects of intensive physical manifestations to 1st year students, a discipline with a general, combining title is required – hence, «Physiology of Physical Activity and Sports».

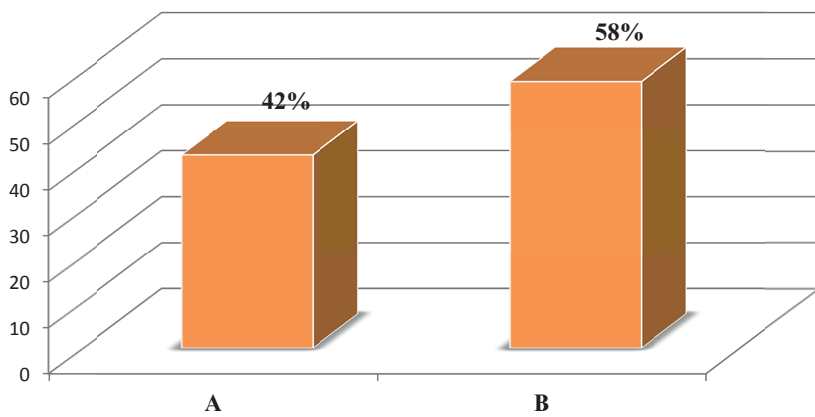
Figure 6 illustrates the results of the respondents' views on the question: “In what way does the curriculum for Physiology of Physical Activity and Sports need to be modified?”

As we can see in Figure 6, the respondents marked their positive answers to each option for the proposed question, and most of them consider (option B - up to 58%) that the studying process should be conducted in a complex discipline that would link the appropriate topics with those related to human intensive physical activity. At the same time, a smaller part of the respondents (option A - up to 42%) consider it necessary to rely on lessons about basic physiological processes that take place in the body during rest. We support the majority of the respondents (option B) and we believe that the main components of all knowledge acquired during the Physiology lessons should focus on the intense physical sports activity and all processes related to it.

Figure 7 presents the results of the respondents' opinions regarding the question “Which are the most effective forms of conducting medico-biological lessons?”

As can be seen from Figure 7, respondents mentioned their opinions



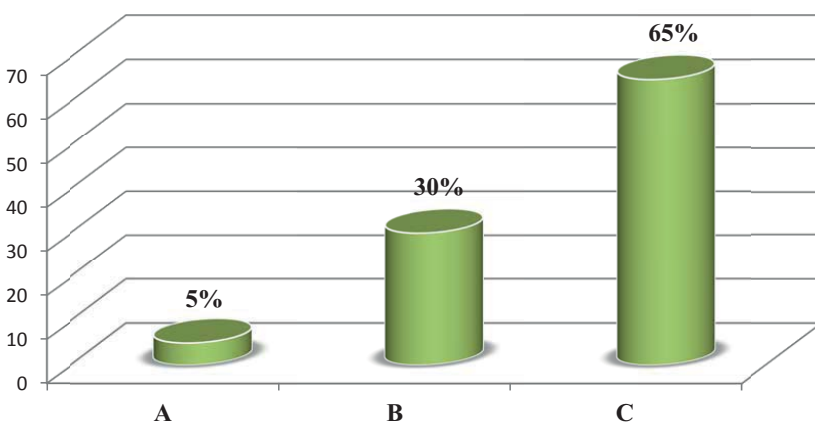


Note: A – in the form of 2 academic lessons combined in one single day once a week; B – in the form of 2 lessons – academic seminars during the week; C – in the form of one single academic lesson during one week, which would incorporate characteristics of seminar lessons and lab lessons.

Fig. 7. Respondents answer options to the question “Which are the most effective forms of conducting medico-biological lessons?”

by choosing an option to the given question. This way, 63% of the respondents (option B) mentioned that the most effective form of studying is by taking two lessons per week - academic seminars. At the same time, a significantly lower percentage of respondents (option A - up to 27%) believe that the most rational

scheduling way would be two academic lessons in a single day, once a week. Another narrow group of respondents (option C - up to 10%) mentioned that it is also possible to organize the studying process in an academic lesson once a week, which would combine features of seminars and laboratory classes.



Note: A – no, it is not mandatory; B – it is desirable, but not mandatory; C – yes, such knowledge is mandatory.

Figure 8. Respondents’ answer options to the question: “Is it mandatory for the future Physical Education teachers and sports coaches to possess knowledge about age-specific particularities, which are included in the subject Physiology of Sports Physical Activity?”

In our opinion, based on practical experience, in terms of knowledge accumulation and its subsequent fixation, the most constant, rational and effective form of scheduling lessons is to organize 2 academic lessons, seminars in one study week – which is what the majority of respondents have answered as well.

Figure 8 illustrates the results of the respondents’ views on the question: “Is it mandatory for the future Physical Education teachers and sports coaches to possess knowledge about age-specific particularities, which are included in the subject Physiology of Sports Physical Activity?”

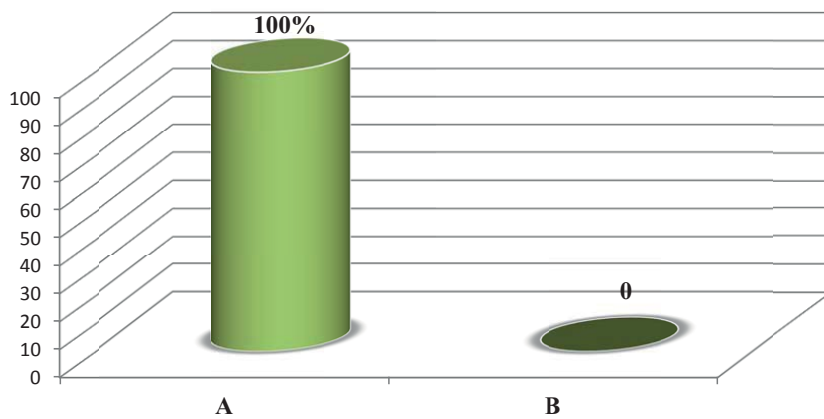
As shown in Figure 8, a significant percentage of respondents (Option C - up to 65%) indicated its strict necessity. A smaller part (Option B - up to 30%) believe that such knowledge is desirable but not mandatory, and a small number of respondents - for unknown reasons - have declared such knowledge not obligatory. We share the point of view of the majority of respondents (Option C) that this type of knowledge is extremely necessary for students, future specialists, to ensure that they will not lead their pupils to overtraining (especially in strength training with youth).

Figure 9 shows the results of the respondents’ opinions regarding the question: „Is it necessary for the graduating students to study the work field aforetime, in order to successfully realize their professional competences accumulated during the study years in university?”

As Figure 9 clearly shows, all participants in the questionnaire (option A - 100%) unanimously expressed their opinion that the graduate students are required to study the work field in advance for a successful realization of the skills developed during university years.

We agree completely with their opinion, given that in the contemporary life, the future specialist is required to find orientation in the surrounding reality in order to be





Note: A – yes, it’s necessary; B –no, it is not necessary.

Fig. 9. Respondents’ answer options for the questions: „Is it necessary for the graduating students to study the work field aforetime, in order to successfully realize their professional competences accumulated during the study years in university?”

successful in social and professional aspects of life.

This way, the analysis of the results obtained in the survey has shown that a prevailing number of respondents manifest a positive attitude towards studying human Physiology of Physical activity and Sports, including the Physiology of ages. In addition, they also consider these subjects to be mandatory, in order to be fully prepared professionals who successfully build the teaching-training process with chil-

dren of all ages.

To the question about fusing the «General Physiology» and «Physiology of Sport» in a single discipline «Physiology of Physical Activity and Sports» most of the respondents answered positively, considering that this will allow students to better understand the mechanisms and inner workings of different states of the organism during their chosen sports activity.

The prevailing number of respondents also consider the tradi-

tional forms of teaching to be the most effective for obtaining solid and durable knowledge – this way lessons, seminars, practical and laboratory lessons with systematic frequency work best. A better level of competency is achieved by students through the writing of bachelor theses in their sports specialty, in accordance with the physiological arguments that correlate the processes in the body of the athlete during their sports activity.

In addition to direct professional knowledge, the current market economy proposes new economic achievements between the employer and the employee and it is therefore necessary and important for graduate students to analyze the sports-pedagogical field of work, in order to always be successful and in demand.

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