

ФІЗИЧНЕ ВИХОВАННЯ РІЗНИХ ГРУП НАСЕЛЕННЯ

EVALUATION AND SELFEVALUATION OF WRITTEN PROFESSIONAL LANGUAGE SKILLS OF PHYSICAL EDUCATION AND SPORTS TEACHERS AND STUDENTS



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Аннотация

В статье представлены результаты оценки уровня письменной профессиональной речи (WPL), который определен у студентов факультетов физического воспитания, преподавателей университетов и учителей средних школ. Представлены результаты опроса. Определены факторы, которые влияют на уровень письменного профессионального языка.

Ключевые слова: студент, физическое воспитание, профессиональная речь.

Анотація

У статті представлені результати оцінки рівня писемної професійної мови (WPL), який мають студенти факультетів фізичного виховання, викладачі університетів і вчителі середніх шкіл. Представлені результати опитування. Визначено фактори, які впливають на рівень писемної професійної мови.

Ключові слова: студент, фізичне виховання, професійна мова.

Communication is studied as an inseparable condition for the pedagogical process and activity in general, being the most important factor in actions and mutual understanding between the teacher and the pupils.

Included in the whole system of human communication, regarded as a fundamental form of psychosocial interaction, professional communication also implies «the effort of each interlocutor to get out of their own system, the establishment of common reference frames and common experience repertoires, so that through mutual recognition, each partner would get to know the relationships of the other person» [4].

The issue of pedagogical communication is reflected in the teacher's relationship with the pupil. The approach to the problem of pedagogical communication is determined by the empirical level of the research - by its methodological aspect, and it is examined as a technique of the teacher's art. [1, p.45].

Regarding the existing pedagogical professional training, the volume and the structure of students' knowledge from the physical education and sport faculty are ensured by the entire area of theoretical and technological disciplines, which also form the students' professional language. [2, 3, 5].

In order to respond to the rigor



of accurate and effective professional communication appropriate to professional situations, the student must be able to communicate freely, orally and in writing.

In order to evaluate the level of oral and written professional (pedagogical) language skills (WPL) in students of physical education and sports faculties, in academic staff

and school teachers and to determine the factors influencing this level, we conducted a socio-pedagogical survey with 112 students from the SUPES (State University of Physical Education and Sport), 107 university professors and 137 school teachers of Physical Education, thus conducting a cooperative research. The questionnaire con-

tained 21 general and specific questions in regards to knowing/learning different aspects of professional communication.

The survey was conducted on arbitrarily selected lots, the engaged groups being removed from any external influence.

The questionnaire concerns itself with the issue of communica-

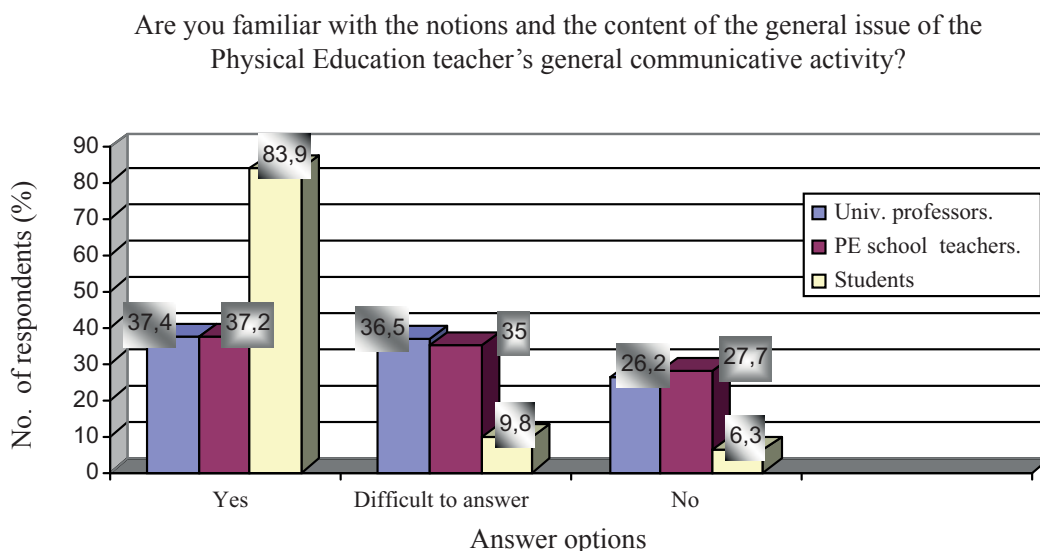


Fig. 1. The respondents' opinions regarding the familiarization with the notions and content of the general problematics of Physical Education teachers' professional communicative activity

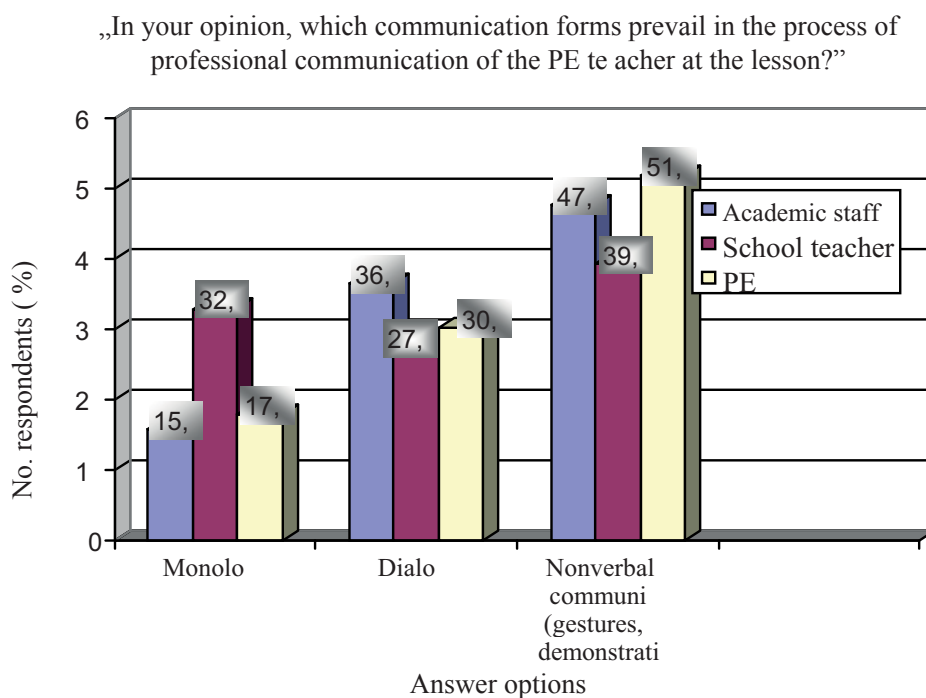


Fig. 2. Repondents' opinions in regards to determining the predominant speech forms in professional communication of PE teachers during their lessons



„In your opinion, what is the general time spent on communicationcomunicării în general, al profesorului în communication during the PE lesson?”

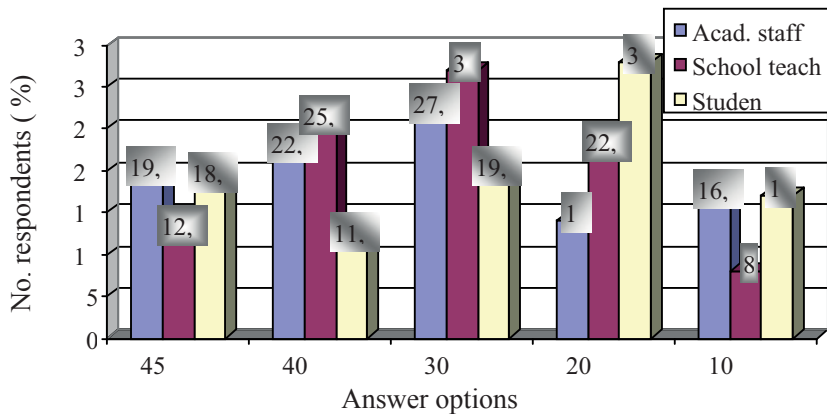


Fig. 3. Data regarding the time dedicated to didactic communication of the research subjects

„In your opinion, which curricular areas had the biggest impact in forming your own level of written professional language?”

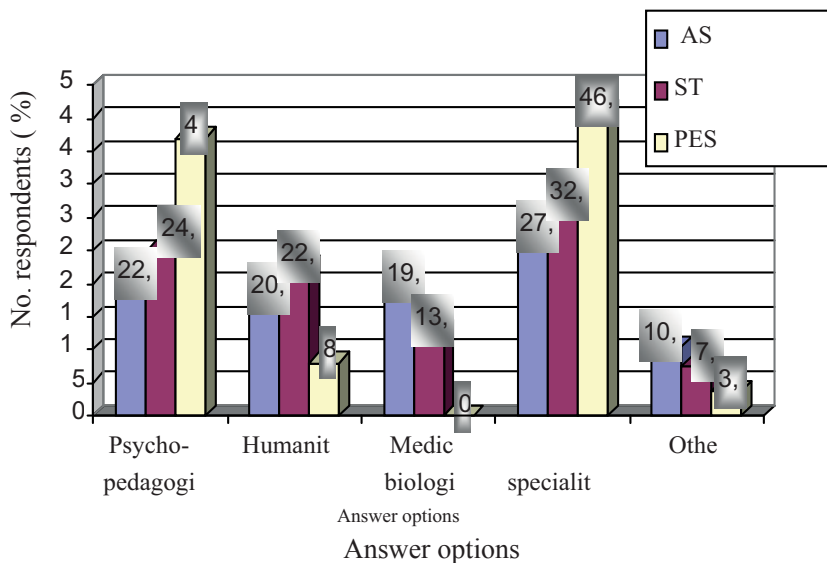


Fig. 4. Data regarding the curricular area of forming WPL

tive activity among physical education teachers. The analysis of the answers to the questions in the questionnaire reveal that the majority of the interviewed students (84%), 37.4% of the Physical Education and Sports university professors and 37.2% of the physical education and

sports teachers state that they are familiar with the concepts and content of the general issue of the Physical Education teacher’s communicative activity (Figure 1).

To this question, 36.5% of the Physical Education and Sports academic staff (AS) and 35% School

Teachers (ST) chose the Difficult to Answer option. Only 6.3% of the Physical Education Students (PES) responded negatively.

Data shows that the gap between PES answers (84%), AS (37.4%) and ST (37.2%) is significant, so students have overestimated their knowledge in this regard.

Generalizing the data obtained from the question Which speech forms prevail in the PE teacher’s professional communication during the lesson? (Figure 2), we can assess that 32,9% ST consider that monologue is predominant in their professional communication during the class; 36,5% AS have indicated dialogue as the predominant form.

Regarding the communication time during the lesson 33% PES mentioned that it takes 20 minutes, ST (32 %) and AS (27,1 %) consider that it takes 30 minutes (Figure 3).

The data in the chart indicates a 20-40 time window for didactic communication.

The quantity and quality of the didactic communication depend on the curricular area in which it takes place, influencing and shaping the WPL of the research subjects (Figure 4).

Students (46,4 %) indicated that specialized curricular areas formed the basis of WPL skill level, but at the same time, 42% of them stated that psycho-pedagogical disciplines played an essential role in acquiring these competences.

The same opinion share ST (32,1%) and AS (27,1%).

Analyzing the data obtained from the question Which part of the PE lesson is the most complex in regards to professional communication? (Figure 5), we conclude that the majority PES (50,1%), AS (53,3%) and ST (42,3%) consider that the main part of the lesson is the most complex in conducting the professional communication.

A big part of the students (45,5%) and school teachers (33,6%) consider the Warm Up in PE to be the most complex in conducting the profes-



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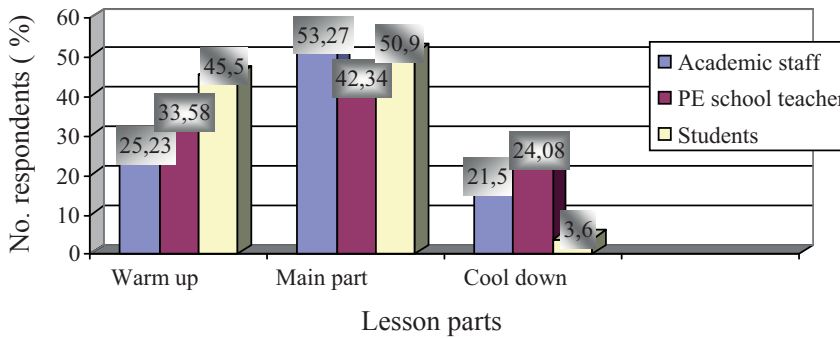


Fig. 5. Data regarding the complexity of the parts of the PE lesson in conducting the process of professional communication

„Are you satisfied with your own professional written communication level unteți satisfăcut de nivelul propriu de posedere și stăpînire a textului level in conducting the Physical Education lesson?”

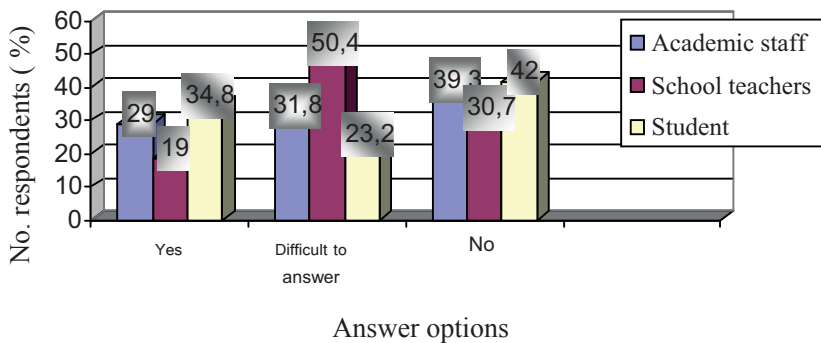


Fig. 6. Data regarding the attitude towards their own professional discourse during the Physical Education lesson

“Have you passed additional training to improve your written professional language skills?”

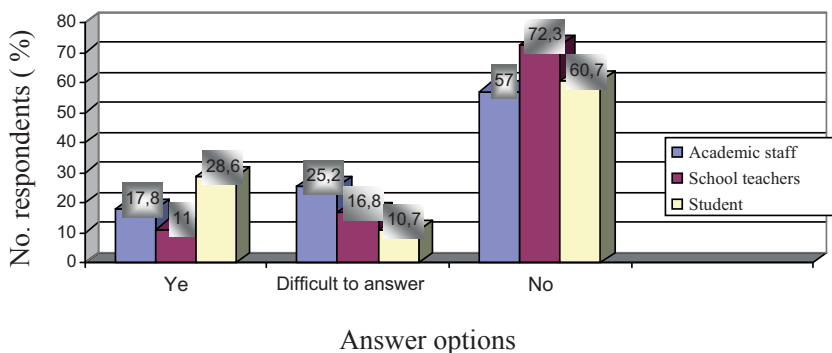


Fig. 7. Data regarding the improvement of WPL

sional communication.

Generalizing the data obtained from the question Are you satisfied with your personal level of possessing and controlling the communicative professional text in written form for teaching the Physical Education lesson? (Figure 6), 50,4% ST stated that it is difficult to answer, 42% PES and 39,3% AS answered that they are not satisfied with their own discourse during the Physical Education lesson.

From all subjects, 28,6% PES and 17,8% ST stated that they underwent additional

training for improving their professional communication skills (Figure 7).

Data from Figure 7 shows that most subjects – 72,3% ST, 60,7 % PES and 57,0% AS haven’t taken additional courses of improving WPL, which begs the question regarding the compliance of the PES professional communication training to the requirements of school practicums and internships (Figure 8).

As a result, 52,7% students and 46,7% AS affirmed that the current training process for Written professional communication at the Physical Education and Sport faculties correspond partially to the requirements for the school practicum, and a big part of ST (49,7%) consider that this training does not correspond to these requirements. This situation made us ask them the question Do you consider it necessary to introduce the special subject for teaching WPL among students of Physical Education? the answers to which are represented in Figure 9.

Therefore, 81,3% students and 51,8% ST consider it to be necessary to include a special class for teaching WPL among Physical Education students; 45,8% of AS had no clear statement on the matter.

In conclusion. The reference framework of the Physical Education and Sport teacher, the normative acts and the related didactic tool do not put forward concrete require-



In your opinion, does the training for written professional language of the students of PE and sports faculty comply to the requirements of the school practicum and internships?"

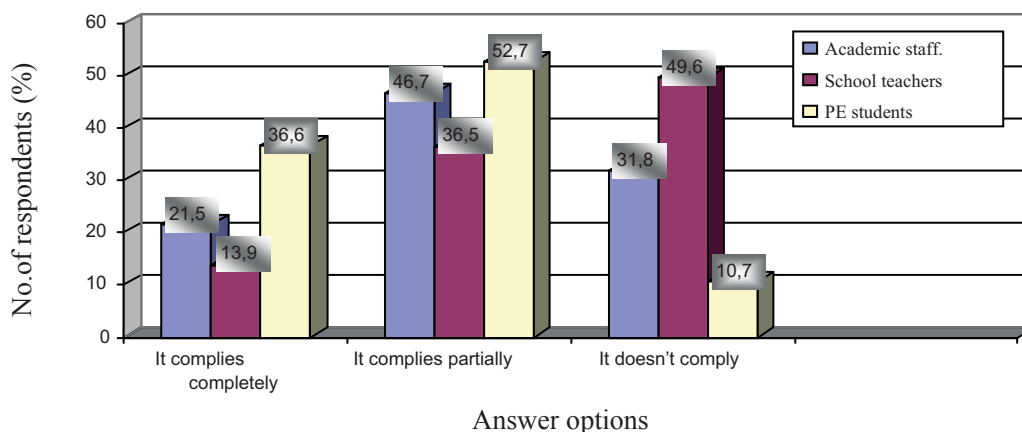


Fig. 8. Data regarding the compliance of PES professional training for WPL requirements of school practicum

ments for the formation of written professional language and professional communication.

As a result, circa one third of academic staff and school teachers of physical education and sports are familiar with the notions and general issue of the professional communication activity, which not only stagnates the development of their WPL, but also constitutes a serious impediment to acquiring theoretical basis for their profession and to the

formation of specific professional skills.

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