

and the ROA, through the Olympic clubs, was reached.

c) *Approximately 4000 pupils* participated in **the literature competition "A pen called fair play"**. Organized on three age categories, the children's works were judged by Romanian language teachers. They judged the depth, and maturity of the pupils' approaches of the theme of the competition (a fact described also by the local newspapers, and the local televisions).

d) Between 4000 and 6000 pupils participated in every edition of the painting competition, "The Olympic Games in a child's imagination".

e) **The competition "Who knows Olympism, wins!"** involved the schools designating a team of five pupils with a good and very good general knowledge. This implied the organization of school competitions to select the best pupils, and determining a large number of teachers (not necessarily of physical education) to get involved in the Olympic activity. This way, this action enjoyed a special interest from both pupils and teachers who believed until then that Olympism means just sports. The competition managed to create an atmosphere of communication and emulation, which proved that the goal of the action was reached.

f) **The olympic cross** gathered only in Bacău, for example, 400 pupils from the local schools and high schools, and not only. Considering all the previously mentioned data, we believe that this

research reached its major aim, to highlight the ways in which the promotion of the Olympic spirit was done, confirming the fact that Olympism is constituted of a system of values that can penetrate the younger minds, influencing or even changing the pupils' behavior, being able to set itself as a high value educational factor, if the actions to promote the Olympic spirit become a constant preoccupation for all of the involved parties: the teaching institutions, the School Inspectorates, the County Directions for Youth and Sports. We believe also that the ROSC, together with the ROA succeeded in changing the belief that Olympism is just sports, aiming to transform this initiative in a priority activity for the next years, even more as the 2016 Rio de Janeiro Olympic Games could constitute an important booster for our work.

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STUDY REGARDING THE WAYS OF ORGANIZING THE PUPILS DURING LEARNING

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Abstract

The learning process is made of a set of processes associated with the practice and experience that lead to relatively permanent changes in a person's ability to respond. Physical education and sports becoming a daily preoccupation, and the positive appreciation it had throughout time was due to the complex content, which was marked, throughout history, by the particularities of various cultures and civilizations.

In order to verify the hypothesis, the study tried, through the observations that were made during the PE classes, to verify the effectiveness of the forms of organizations that were used, and to identify real solutions to eliminate or improve the organization mistakes.

The conclusions of this study must and can constitute a starting point for other future researches in the field of Physical Education in schools.

Key words: organization, pupils, learning

INTRODUCTION

Learning is a critical part of our existence. What would people do if they would not be able to capitalize on the experiences and practices they are engaged in. They would not be able to read the

words on this paper, they would not be capable to type the words that are typed right now, and they would not be able to talk. In short, they would be simple creatures if forced to behave in a world equipped only with the habits it inherited.

Presumably, learning produces permanent changes in the behavior; changes in the behavior caused by slight reversible modifications in one's way of being, motivation, or internal states (e.g. thirst) cannot be considered as being caused by the process of learning.

The learning process is made of a set of processes associated with the practice and experience that lead to relatively permanent changes in a person's ability to respond.

Throughout the evolution of various types of socio-economic organization, Physical Education has changed, in many ways its specific aims and goals, but its content elements have led always to the perfection of man's physical and motor skills development, and of using his leisure time as useful as possible. Physical Education and sports are very complex activities, in regards to their content, structure, organization, and development.

Physical education and sports becoming a daily preoccupation, and the positive appreciation it had throughout time was due to the complex content, which was marked, throughout history, by the particularities of various cultures and civilizations.

HYPOTHESIS AND TASKS OF THE RESEARCH

Starting from the hypothesis stating that the organization of the group of pupils in the parts of the lesson using the usual forms, such as frontal, paired, grouped (workshops), individual, can ensure the achievement of the operational goals of the lesson, this becomes an objective necessity that can lead to an increase in the quality and efficiency of motor activity used for the completion of the PE objectives related to the influence of body growth and development in children, consolidating their

health, forming their basic and specific motor skills, developing and educating the psycho-motor skills.

In order to verify this hypothesis, the study tried, through the observations that were made during the PE classes, to verify the effectiveness of the forms of organizations that were used, and to identify real solutions to eliminate or improve the organization mistakes.

The conclusions of this study must and can constitute a starting point for other future researches in the field of Physical Education in schools.

Out of the matters presented above, we can extract the following main tasks for this research:

- gathering data and information regarding the ways of organizing groups of pupils during the thematic parts 4, 5, and 6 of the Physical Education lesson in schools;

- analyzing and interpreting the results, as well as drawing the most important conclusions that have a theoretical and practical value, and can be of real help to the specialists in the field.

RESEARCH SUBJECT AND METHODS

The whole research was conducted between January and April 2012, under good conditions; the study of the bibliographical material was done mainly at the "Vasile Alecsandri" University of Bacau Library. The recordings were done in the sports gymnasium and courts of the "Ferdinand I" National College of Bacau, at grades 7th A and 8th A, with PE teacher R.G., the school being equipped with all the necessary materials for the Physical Education lessons; 40 PE lessons have been observed.

Presentation, analysis and interpretation of the data

For this study, 40 (forty) observation charts were created, using the following model:

OBSERVATION CHART FOR LESSON NO.....

EDUCATION INSTITUTION - SCHOOL NO.....

PUPIL TEACH.....

DATE.....GRADE.....

GROUP.....BOYS.....GIRLS.....EXCUSED.....

PLACE

LESSON THEMES:

1.

2.

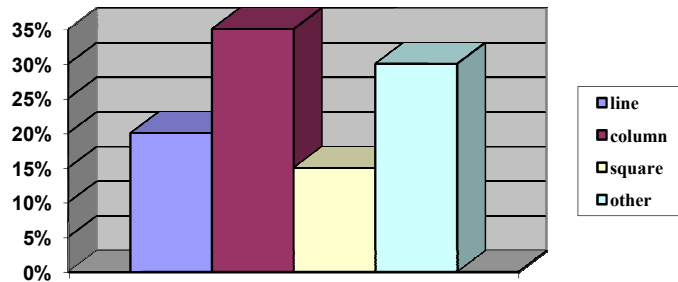
WORK FORMATIONS	LINE	COLUMN	SQUARE	OTHER
POS. OF TEACH. IN THE CLASSROOM				
HELPS	TEACHER		PUPIL	
GIVES FEEDBACK	VERBAL		NONVERBAL	OTHER
WHEN THE FEED	BEFORE	DURING	AFTER	

BACK IS GIVEN				
TYPE OF FEEDBACK USED	INTRINSIC		EXTRINSIC	
WAY OF PERFORMING THE EXPLANATION				
WAY OF PERFORMING THE DEMONSTRATION	TEACHER		PUPIL	
PUPIL RECEPTIVENESS				
MATERIALS USED DURING DEMONSTRATION				

The study was focused on ten indices of the Physical Education lesson that were observed throughout February 22 - June 25, 2012. The results were centralized, and graphical interpretations were made for each of these indices. The results are as follows:

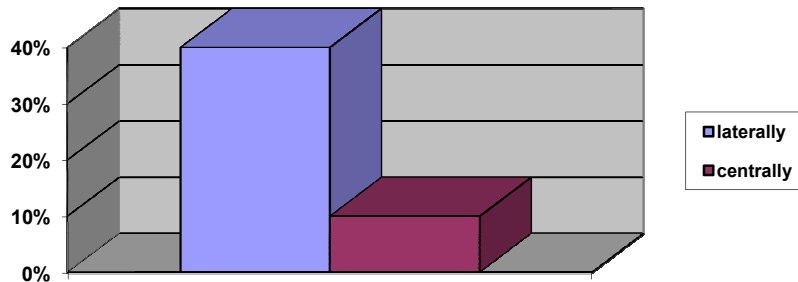
In regards to the work formations, the group of people was organized 8 times in a line, 14 times in a column, 6 times in a square, and 12 times in other types of formations; percentage-wise, the results are: 15%; 35%; 15%; 35%;

Figure 1 regarding the work formations:



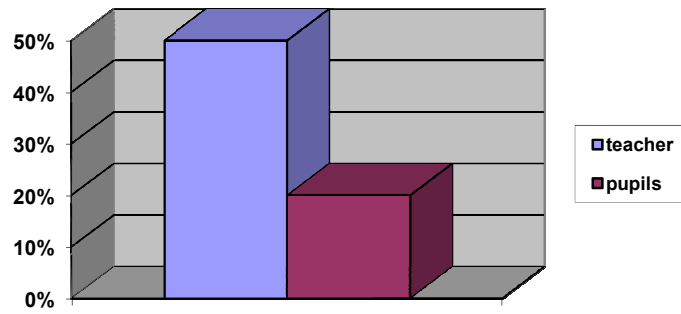
Regarding the teacher's position, he was positioned 16 times laterally and 4 times centrally in the classroom, which is 40% and 10%.

Figure 2 regarding the teacher's position in the classroom:



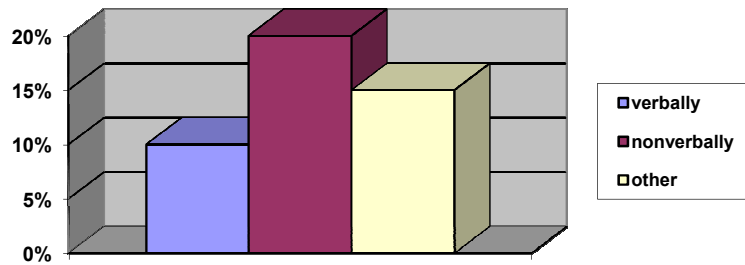
The teacher helped the pupils 20 times, and the pupils helped each other 8 times, which is 50% and 20%.

Figure 3 regarding helping during performance:



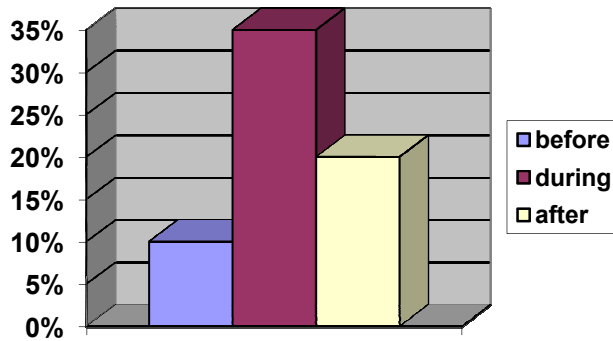
The feedback was given 4 times verbally, 8 times nonverbally, and 6 times in different ways, which is: 10%; 20%; and 15%.

Figure 4 regarding the type of feedback that was given:



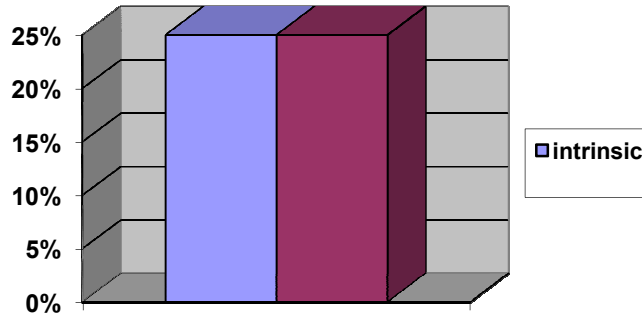
Regarding the time when the feedback was given, it was 4 times before, 14 times during, and 8 times after: 10%; 35%; 20%.

Figure 5 regarding when the feedback is given:



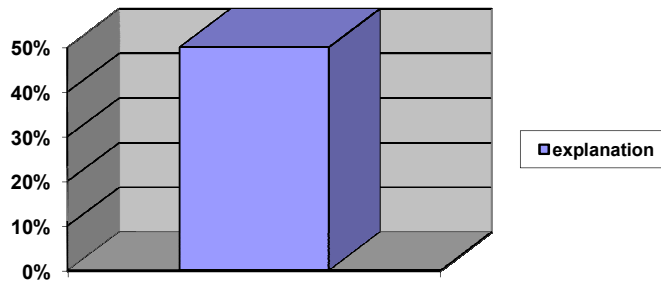
The feedback was 10 times intrinsic, and 10 times extrinsic: 25% and 25%

Figure 6 regarding the intrinsic and extrinsic feedback:



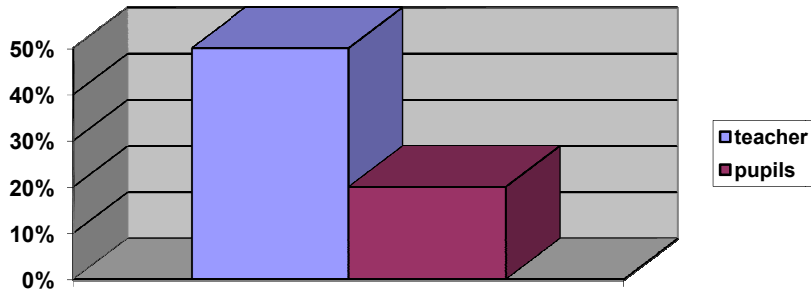
The explanation was short, clear, and concise 20 times, which is 50%.

Figure 7 regarding the explanation:



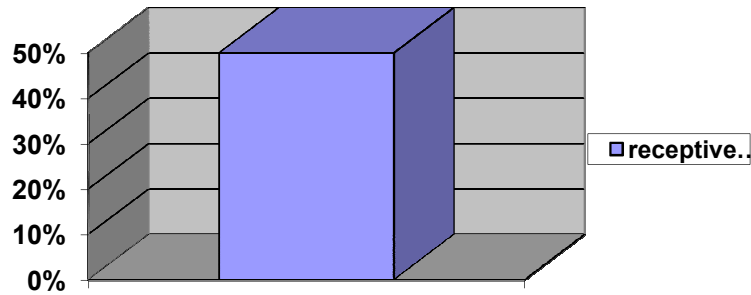
The teacher performed the demonstration 16 times, and the pupils performed it 10 times, which is 40% and 25%.

Figure 8 regarding the identification of the person who performs the demonstration:



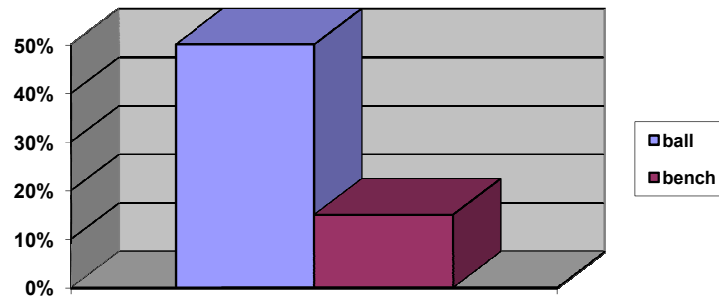
The pupils were receptive 20 times, 50%.

Figure 9 regarding the pupils' receptiveness:



Regarding the sports materials used in teaching the lesson, the ball was used 20 times, and the gymnastics bench, 6 times, which is 50%, and 15%.

Figure 10 regarding the sports materials used in teaching the lesson:



CONCLUSIONS

At the end of the study, we can say that the hypothesis stating that the organization of the group of pupils can ensure the achievement of the operational goals of the lesson, becoming an objective necessity that can lead to an increase in the quality and efficiency of motor activity, has been confirmed.

The observations we made throughout the research allow us also to draw the following conclusions:

2. Regarding the work formations, one can see that they change throughout the course of the lesson according to its parts, but out of these, the most "standardized" ones are the parts in the beginning of the lesson, during which we encountered the largest number of identical use of work formations, the line on two rows formation, and the gymnastics column clearly dominating the beginning of the lessons.

3. When referring to the teacher's position in the classroom, we tried to emphasize the predominance of a lateral, or a frontal position. Unfortunately, this study could not take into consideration other possible approaches, such as the teacher adopting a position on a high surface, in order to be seen by everyone, or a position in the middle of the group. We believe that the choices made by the teachers who were studied in this paper are explained by their need to be fully in control the whole time of the group of children, and less about the need to quickly teach the motor acts and actions.

4. When we focus our attention on the feedback that was given, we can see that there is an equal number between the intrinsic and the extrinsic feedback, which means that the teachers have focused on the support given to the pupil in equal measure in which the pupils have been aware of their body position during the performance of motor acts and actions.

5. The observations have proven that in most cases the teacher's explanation has been short and precise. However, we believe that during the lessons that are

near the end of the teaching module, there is a need for a more detailed explanation that would allow the pupils to understand better certain subtleties of the motor act that need to be learned.

6. One can see also that the teacher's demonstration predominates, but the number of uses of pupils for demonstration is also high. We believe that the pupils should be involved more in the demonstration; what would be also useful is the use of video tools for the demonstration, considering that the school in which this study was conducted has the necessary equipment (video projectors, etc.).

In the end, we can conclude that currently, the ways of organizing the groups of pupils during the parts of the lesson in middle-school are relatively standardized; there is a need for diversification, in concordance with the need for a modern Physical Education lesson, in compliance with the pupils' personalities, and the need for using the Physical Education lesson also as a relaxation means, not just as a tool to learn certain elements and procedures that are specific to various sports branches.

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