

Training of Students' Applicative-Coordivative Abilities Towards Successfully Solve the Issue of Certain Possible Inadequate Situations in Contemporary Society

Demcenco Alexei^a

^a State University of Physical Education and Sport, Chisinau, Republic of Moldova

Abstract

This article presents information on the results of a sociological survey applied to a group of physical education teachers, as well as personal opinions regarding the characteristics of contemporary society and the incapacity of school children to face some inadequate factors, which adversely affect their motor activity, with all their consequences. It has been proved that the current organization of physical education in schools does not ensure to children the necessary strength for the social environment to which they belong. It was factually justified the opinion regarding the necessity to educate students (starting from the 5th grade) based on more accessible teaching strategies, applicative coordinative capacities, using mostly basketball means.

Keywords: students, applicative character, coordinative capacities, contemporary society, inadequate situations, social environment, children vital functions, motor activity, physical development, physical preparation level, secondary level, training of abilities, physical education

Introduction.

In the contemporary conditions of the human vital activity, the need is very current to increase the body's strength to adverse economic, ecologic and social environmental conditions, noticeably reducing its motor functionality and of course it is expressed by maintaining health inadequately and reducing work capacity [4]. At the same time, a special attention must be given to student motor activity, which is an essential biological characteristic of the pupil's body functional preparation, to a successful positioning in contemporary society [1; 4].

It is well known that the basic social institution, having an important role in the state development, is school, where education is provided to the growing generation, including the physical one, at the same time skills and necessary motor abilities being developed. It is also known that school, as a state organization, is a subject of negative influences of society and tries to survive in not too adequate present conditions. It is natural that such a situation negatively influences the didactic process even in the best organization, increasing the volume of didactic contents and also reducing education quality.

All these exert a negative influence on pupils' physical education in most schools in the Republic of Moldova as these do not have a technical, material, financial and adequate staff resources. As a result, the main objectives of physical education of pupils are poorly achieved, which implies an insufficient motor development and consequently a level of inadequate age preparation, aggravation of health and reduction of academic performance in other disciplines of study.

Moreover, at this stage, the population lives in a complicated social and natural environment, fact which imposes certain order intellectual and physical requirements. Thus, the political, economic and ecologic instability in society, the specifics of everyday life require special dexterities of people, active analytical thinking, possession of affordable and achievable self-protection motor skills, called "applicative coordinative capacities". Physical education of pupils can and must successfully achieve this important goal of nowadays.

However, traditionally, the content of physical education of pupils usually aims only at the basic objectives of physical training (athletics, gymnastics, sports or dynamic games, sometimes wrestling), that are not always adjusted to the age interests of each pupils and largely exclude the applicative character training of motor activities, necessary to get a good position in contemporary society and an appropriate place in the surrounding natural reality [1; 4].

For these reasons, it is necessary to continue a scientific approach of the ways and possibilities of reforming school physical education, which, thanks to the innovative applicative character of motor activity, will contribute to opposing of direct or indirect strengths against inadequate situations of the surrounding reality, where it is possible their participation.

To determine the way of reforming pupils physical education on the analyzed issue, as well as to confirm or rule out our assumptions, an anonymous sociological survey was organized addressing specialist-teachers of physical education from the schools of the Republic of Moldova. The sociological survey was conducted according to an enquiry that we develop, containing a series of questions that reflect the professional researched aspect. The questionnaire was applied to

a group of 110 subjects. The recorded responses were processed and analyzed by the percentage method of mathematical statistics. The results were later presented discreetly [3].

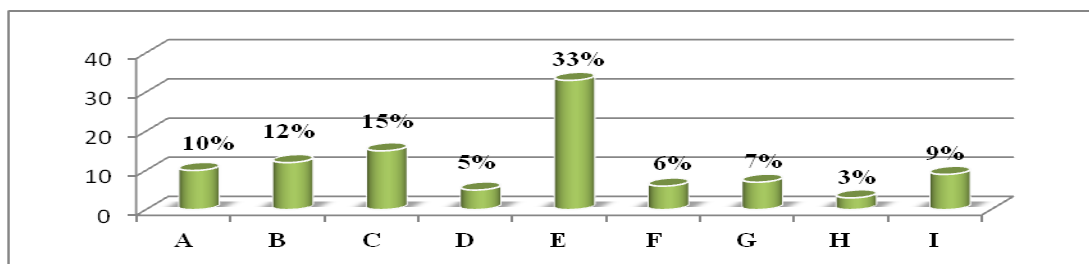
Results of sociological research. From the plurality of questions included in the survey, we present only those whose answers reflect the essence of the researched phenomenon.

When asked "What are the circumstances of life where negative factors specific to surrounding contemporary reality are manifested, that the students may face?", respondents' opinions were grouped in much equal proportions, about two negative factors: social (58%) and natural phenomena (42%), the social ones prevailing. Our view agrees with that of the respondents: indeed, negative factors are possible for students in natural and social reality; the only difference consists in tackling each of them. Thus, we believe that the most negative social factors are assessed artificially, but those natural, mostly, are natural. Also respondents listed the main social factors that act negatively on the pupils, with their possible participation:

- Road heavy traffic and violation of traffic rules by drivers and pedestrians (41%);
- Inadequate solving of conflicts in groups of "friends" in clubs and bars as well as in cinemas, when aggressive films run (33%);
- Bad behavior of mob (26%).

We share the opinions expressed by teachers to the researched question, because heavy traffic, overcrowding in public means of transportation, particularly in cities, cause discomfort and danger for the pupils' movement, especially when safety road rules are violated by drivers and pedestrians. Moreover, having relations and interests in youth groups, frequenting clubs, bars, cinemas, young people (including students) can find themselves in a situation to clarify the relationships in an inappropriate way, starting usually from some minor mistakes and ending with all sorts of skirmishes. According to our observations, lately, the political organizers are trying to attract, provocatively, students and pupils of different ages at meetings and demonstrations, solving in this way the current political ambitions, without thinking about their possible tragic consequences for children involved in the mob.

Respondents also mentioned that currently the negative natural factors generally have a periodical character of the weather conditions: winter (heavy snow, silver thaw, extremely low temperatures, insufficient heating of rooms - 44%); spring, summer and autumn (showery rains, events relating to the specific of hurdling horizontally or vertically natural obstacles - running on rough ground; long jump over a ditch or swamp, high jump, hurdling some obstacles and many other similar situations - 56%). We consider that the statements of respondents to this question reflect the need to train the children the ability to orient correctly and safely in space and time and to exit from crisis with less efforts and avoiding injuries. In Figure 1 are presented the opinions of the respondents to the question "What kind of factors of contemporary society do furthest stand for the motor activity of the pupils' development?". According to Figure 1, we have proposed to the teachers-coaches typical forms of organizing the leisure time, which the modern pupils frequently use and replace, temptingly, by the necessary motor activity and targeted physical education. Also, we note that in the line of presented opinions, a minimum number of respondents was found (3%) who innocently believe (possibly to be right) that there are students that the excessive carrying out of home tasks prevent them to carry out all necessary motor activity.



Note: A – spending leisure time outside without a certain aim; B - pastimes in bars and clubs; C – pastimes and conversations with people of the same social group; D – forced participation in meetings and manifestations; E – lack of possibility to practice sport; F – family discomfort; G – lack of an appropriate motivation; H – lack of leisure time, caused by the achievement of teaching tasks; I – excessive home work while helping parents.

Fig. 1. Respondent opinions to the question "What kind of factors of contemporary system do further stand against the development of pupils' motor activity?"

In Figure 1 are also shown other opinions of respondents on inadequate forms of spending leisure time by pupils, forms that do not allow them to develop their motor activity (D, F, G, I, A, B, C).

Among the negative factors listed, we are alarmed by such opinions as the ones expressed in variant G, which, although it was mentioned by a small number (7%), it does occur in teaching physical education in a number of schools (from 5th grade), where students' independent motivation to practice physical exercises lacks, situation caused by

monotony and the unattractive nature of the lessons. In the same time, most of the respondents (the letter E - about 33%) believe that, besides studying, the most effective form of work organization of motor activity and physical development of pupils could be their sporting improving with directed nature (in sports sections), but such a driving development, unfortunately, is unachievable for most children due to the continued marketing of these forms of motivation development. With this thesis we can not disagree.

To the question "Do you consider that in your area, the school physical education provides for children a motor activity specific to their age and sufficient physical development during the school year?", respondents' opinions were divided unevenly. Thus, only 31% of subjects, about one third of their total number, believe that education gives students an age-specific school physical activity and a sufficient physical development during a school year. We recognize that this fact gladdens us to some extent; given that in some schools this process is done at the appropriate level and provides the necessary physical development of children. On the other hand, we are alarmed by the other side of the views, prevailing (69%), according to which school physical education does not give students the necessary motor activity. Also, they mention various arguments which, generalized, looks as follows: lack of adequate motivation of pupils; low quality of lessons conducted in terms of the motor objectives achievement; insufficient endowment with sports equipment; frequent absences from classes due to temporarily illness of pupils, including on the basis of false medical certificates.

The vast majority of respondents also note that from the total number of students, contingent of healthy children make up about 30-45% and the most common chronic diseases among them are different degrees of scoliosis, platipodia and obesity.

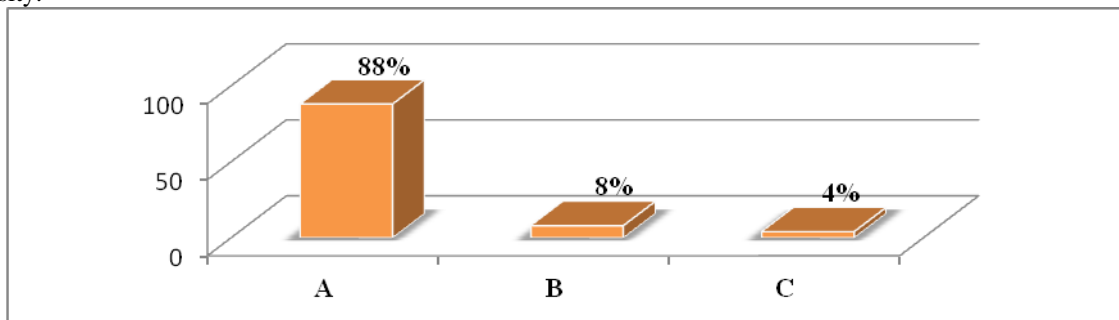
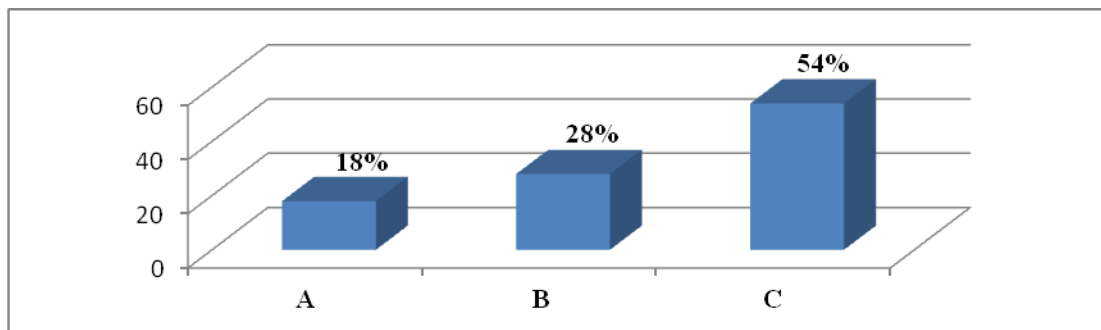


Fig.2. Answers to the question "To deal with unforeseen situations of contemporary society and the natural weathering, is it necessary, in addition to general physical basic education, to form in students applied coordinative abilities?"

As is evident from Figure 2, the highest number of views reflect the idea that, in such societal circumstances, it is necessary, indeed, in addition to general basic physical education of pupils, to form their applied coordinative capabilities (letter A - about 88%). A small number of respondents (letter B - 8%) believe that it is not mandatory to form such capabilities in students, as coordinative qualities are enough developed within each form of physical training provided by curriculum. But it may be considered paradoxical the opinion of other respondents (letter C - 4%), who believe that students can be protected from the negative factors of contemporary society through indifference to events that happens. We disagree with the view that teachers probably do not account for the peculiarities of functional development of the central nervous system of students, especially those in the upper-stage, characteristic for permanent interests and factors of surrounding reality.

Figure 3 presents the opinions of respondents to the question "How should it be planned, within teaching physical education process, the development of applied coordination abilities of students?". According to these data, the best means of development of applied coordination abilities of students is to organize, outside the hours of study, voluntary work or training (letter C - 54%). However, there are also other opinions of respondents (a number almost two times lower), who believes that within annual didactic process of the physical education it can be organized an additional compartment (due to lower other practical compartments) to form applicative coordination abilities necessary for pupils (letter B - 28%). In addition, other respondents intend to formulate and solve a specific extra burden on the development of coordination abilities in every kind of physical training and each lesson (letter A - 18%).



Note: A – to formulate and solve a concrete additional task in each type of physical training and at each lesson; B – to organize, in annual teaching process at physical education an additional compartment (reducing other practical compartments); C – to organize training and instruction hours outside the lessons (optional).

Fig.3. Distribution of respondents opinions to the question "How should be planned, in teaching physical education process, the development of coordination abilities of students?"

In our opinion, the meaning of the opinions stated by respondents is that, in teaching process at physical education, within each studied compartment provided in the curriculum are formed certain coordinative specific capabilities, therefore it is not necessary to include overtime curricula classes, breaking the continuity of the learning process, because it appears the possibility of reducing the effectiveness of physical qualities development and basic motor skills of students, provided in the curriculum. In our view, it would be more effective if these applied coordinative capabilities were developed within hours of instruction and optional training, held outside the hours of study and according to students' interests.

Figure 4 illustrates the subjects' answers to the question "What are the types of motor training from which it is necessary to use physical exercise to build applied coordinative capacities?"

From the total number respondents, only 13% (letter B) believe that it should be used only means of entertainment types activity for training the applied coordinative abilities of the students. A higher proportion of subjects (letter A - 21%) expressed their opinion on the use of funds from all kinds of physical training.

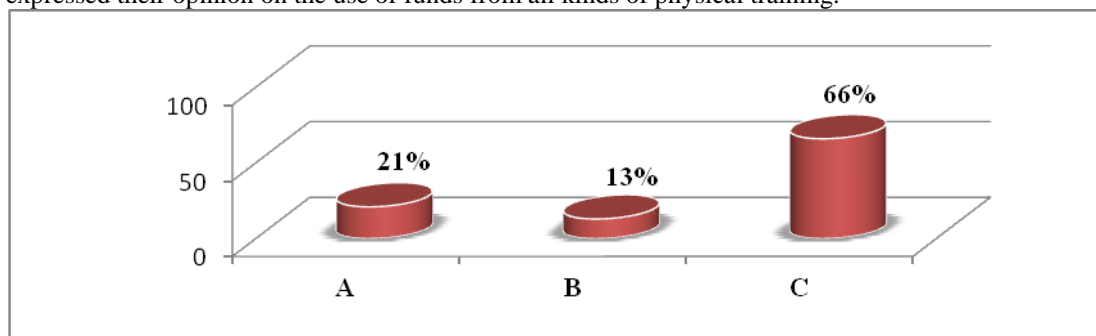


Fig.4. Answers to the question "What are the types of motor training from which it is necessary to use physical exercise to build applied coordinative capacities?"

A special attention should be given to the main group of respondents (letter C - 66%), who believe that motor means must be used in an adjoint way, from each type of training, predominantly being a broad spectrum of basketball means. In our opinion, primarily are the views of respondents (letter C) who consider that, compared to other forms of training (athletics, gymnastics, wrestling, etc.), but not excluding it, basketball has a universal range, more broad, of motor coordination possibilities for its training in students.

Regarding the proper period to start this activity, the overwhelming majority of respondents (about 98%) believe that the formation of goal-coordination abilities of students should start since the 5th grade. However, only a small number (2%) subjects mentions the possibility of forming these capabilities to any school age. In our view, which coincides with the opinions of other authors [5], the affirmations of the latter are a little reckless, because the motor training of children is conducted in accordance with the physiological age of all body systems training. Without analyzing in details the specific conduct of all physiological processes in the pupils body, we should still emphasize, however, that learning movements by children should begin predominantly by imitation of motor activities since primary education ("Do as I do"), before the stage at which happens the conscious formation of motor skills (the 5th grade) and subsequently,

conscious improvement of skills (in upper grades). Therefore, we also believe that the training of applied coordinative abilities at the level of conscious skills must start from the 5th - 6th grades, their continuing improvement being developed till the later stages of school education.

Conclusions. Thus, the total results of the sociological research carried out should be highlighted as follows:

- Contemporary social conditions as well as the specificity of the natural environment in which people live are determined in addition to the positive factors, by a number of negative factors, which influence their vital work, including motor one. The most vulnerable quota is represented by the young generation, including pupils of all ages;

- Currently it became acute to train the applied coordinative abilities of students in order to successfully cope with the negative phenomena of contemporary society and natural weathering;

- Physical education of contemporary pupils does not respond in full measure to the motor development needs specific to age and can not provide the possibility of training namely the applied coordinative capabilities.

- The practical feature of successful motor manifestations of students, needed to cope with difficult situations in the surrounding reality, should be formed within the educational institution, outside the curricula, during classes or optional training, beginning with the 5th grade.

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Developing the Foreign Language Communicative Competence in Physical Education Students

Natalia Nastas^a

^a State University of Physical Education and Sport, Chisinau, Republic of Moldova

Abstract

The professional study of a foreign language contributes to the development of abilities, knowledge and professional competencies, through exploration of disciplines in other domains with different contents. In the teaching-learning process of a professional foreign language professional competencies are developed, but through the strategies reference and learning individual activity, adoption and creation, characteristically to foreign languages, on the other hand to those of their mother tongue, is created a unitary ability about the language functioning as a primordial element of communication. For that purpose, it is defined the elaboration necessity of a communication competence development model for the students in physical education domain within the teaching-learning process of foreign languages. At present a foreign language aims the goals and contents of teaching-learning not only in terms of language, but also in terms of communication, the competence of communication, according to the speaking necessities of an actual activity. It is in the case of students in physical education domain from the professional education: the communication competence within the teaching-learning process of a foreign language is related to their job. At the same time, the students have the possibility to the communication in the respective collectivity. The functional foreign language is relevant to the specialized vocabulary and an education based on competencies, the knowledge of a language, it also means the knowledge of more things about many other languages, without being forever aware of it. Knowing foreign languages ordinarily allow the stimulation of this knowledge and to do them more consciously, a factor that follows to be rather valued than neglected as if it does not even exist.

Keywords: foreign language communicative competence, physical education students, foreign languages, professional language, teaching-learning process
