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THE SOCIOMETRIC ANALYSIS OF THE IIND YEAR STUDENTS' VIEWS – F.E.F.S. GALAŢI- REGARDING THE SUBJECT "DIDACTICS OF THE SPECIALTY PHYSICAL EDUCATION AND SPORTS"

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Abstract:*The course "Didactics of the Specialty Physical Education and Sports" is included in the module of the subjects studied by students at the Department of the teaching staff training from the University Dunarea de Jos of Galati. These core subjects ensure psycho-pedagogical training for graduates in order to form the teachingskills for pre-university and university education, and it also includes: educational psychology, curriculum theory, the theory of assessment, teaching practices and classroom management.*
Questionnaire design has met all scientific provisions offered by the specialty literature. The questions included here cover the whole problem of subject: the importance and role of the subject in professional training, the thematic content covered, their difficulty or accessibility, the number of hours allotted to seminar and course activities, the bibliography consulted, the real time for individual study, the utility of the used teaching technique, the quality and objectivity of the assessment, reported deficiencies and development proposals of educational activities for future generations. The graphical representation of collected and processed data was made using the graphical editor Microsoft Office Word 2010. The study was conducted to optimize the transmission process of specialty information and to find ways to ensure a better teacher / student relationship, aspects that facilitate the efficiency of the teaching process.

Keywords:*questionnaire,school curriculum, didactic design, opinions,general and specific skills, assessment techniques.*

Introduction: The course*Didactics of the Specialty* presents students the main concepts related to the curricula and syllabi, planning documents, curricular and extracurricular activities, school evaluation, forms of practice, the characteristics,the objectives and development of motor skills by age. These contents and their distribution on the number of hours allocated are presented in detail in *Table 1*.This course has a total of 28 hours of classes - 2 hours / week and also 28 hours of seminars - 2 hours / week for students in one working

group, and is included in the curriculum for the second year, second semester, in the order notes received from DTST. The activity is assessed by an exam with grade and a number of 5 credits are awarded, leading to the existence of a number of 69 hours allocated to individual study and drafting essays working in teams.

In designing the course description and selecting the contents taught, information from the specialty literature was taken into account, as it results from bibliographical sources [5,8,10,11].

The effects of attending the courseare reflected in: the rapid identification of objectives to be achieved and adaptation of strategies in order to achieve them, the discovery of errors in the process of planning and evaluation, the development of organized working habits, increasing the overall capacity of intellectual effort capacity and improving efficiency in this type of activity, optimizing socialization processes and training responsibility for their own actions in solving common tasks, increased adaptability to diverse situations and problems encountered, achieving a much improved overall view on activities related to the field of human motricity,acting on a scientifical basis to improve own physical and motor skills development, optimal planning of known means in order to achieve diverse objectives consistent with work groups and age, the priorities and interests of the trainees, the transfer of basic knowledge acquired in the subsequent specializations.

Table1: Planned thematic and the number of hours allotted for seminars, according to course description

Definition of curriculum, types of curriculum, cycles and curricular areas, curricular reform, curriculum specific to physical education and sports. - 2 hours.
The concept of curriculum framework, syllabus for physical education and sports by different training cycles, the component elements of syllabi: the presentation note, general and specific skills, learning activities, contents and methodological suggestions.- 4 hours.
Didactic design in physical education and sports - design stages and operations -, arguments which demonstrate the difficulty and complexity of the process of drafting the planning documents. The content and methodology of drafting the annual thematic plan, the methodology of drafting the biannual plan in graphical or linear form, annex of biannual plan, the design of learning units and their content elements, methodology of makingthe didactic project by stages. - 10 hours
The general concept of evaluation, types or forms of traditional and complementary evaluation, presenting the main criteria of evaluation in school physical education, evaluation stages or operations, the functions of grades and evaluation, disruption factors that limit the objectivity of the act of evaluation, the presentation of S.N.S.E., commun tests and specific differences by cycles, years of study and gender, granting the number of grades / year and semesters depending on the time schedule.-4 hours.
The lesson as a form of basic organization of the instructive - educational process: general characteristics, arguments, presentation of the main typologies of lessons in school physical education, structure by parts and stages, objectives, content and average length of each stage, didactic requirements of the physical education lesson, structure and content for conducting the lesson in special conditions,motor, functional and pedagogical density, exercising frontally, in groups, in pairs or individually, preparation, organization, management and progressof physical education lesson. – 5 hours
Characteristics of teaching physical education by training cycles, according to the bio-motor and psycho-social potential of the pupils - primary, secondary, vocational, higher and special education. Methodical priorities / specific notes pursued in the physical education lesson for each level. - 5 hours.

Working hypothesis: The answers given by the students interviewed enable the discovery of critical points regarding the act of transmitting information, the optimal amount of knowledge that must be transmitted, the difficulty or the accessibility of some chapters, the degree of attractiveness of the taught subject. All these data facilitate the formation of a detailed picture of the quality of teaching, of the usefulness of information and difficulties that students face in the assimilation of data provided in the course materials, allowing the improvement of activities at courses and seminars for the following years.

The organization and conduct of the research: The research methods used are the following: the study and synthesis of information extracted from the specialty literature, the survey-based questionnaire, statistical and mathematical calculation methods, graphical and tabular method.[2,3,4,6,7,9,12,13,14].

Filling in questionnaires was carried out at the last seminar of the IInd semesterof the IIndyear / 2015, before taking the exam, by a group of 31 students belonging to the specializations Physical Education and Sports and Kinesiotherapy and Special Motricity, of a batch of 57 students enrolled initially in the Psycho – pedagogical training module. 26 students were eliminated from the study, representing 45.61% of the total number of those originally enrolled due to failure of complying with criteria related to attendance to courses and drafting essays, which aremandatory conditions for taking the exam. They could not have given viable answers to the questions in the questionnaire, for not being constantly involved in activities specific to the course.

The questionnaire is structured in 11 questions about the activity and the thematic content of the course Didactics of Specialty. The answer options are varied, depending on the nature of the question and the complexity of the theme addressed: free / open answers, answers with one or more items to choose from. To improve the degree of sincerity in answering, the names of studentswas not required to be mentioned, just the gender and age, data centralized and presented in *table 2*, where the characteristics of the working group are visible group.

The weight of the students - both girls and boys - is in the age group of 20-22 years for 74% of students, 26-30 years, respectively over 30 years for 13% of students.

Table 2: Repartition of the interviewed students by gender and age groups

Gender	**Number of cases**	**Per cent**	**Age-years / Number of cases**								
			19	**20**	**21**	**22**	**23**	**24**	**25**	**26-30**	**>30**
Girls	13	41,93%	-	5	5	1	-	-	-	-	2
Boys	18	58,07%	-	3	7	2	-	-	-	4	2
Total students	31	100%	-	8	12	3	-	-	-	4	4
Percent by age groups			-	25,80 %	38,70 %	9,67%	-	-	-	12,9%	12,9%

The questions of the survey are the following:

1.How do you assess the importance of the course Didactics of the Specialty Physical Education and Sports, in the system of courses that contribute to the shaping of professional teaching skills and knowledge? A: a. Very important / useful, essential course in the training

of professional skills. b. Important. c. Of average importance. d. Less important. e. Irrelevant / Insignificant for subsequent teaching activity.
2. Do you consider the 56 hours allotted to this course in the curriculum (28 hours of classes / 28 hours of seminars) are enough to cover the planned thematic content and to achieve the specific objectives? A: a. Yes, their number is optimal. b. NO, they do not allow to present and discuss in detail all the themes, it is necessary to supplement them. c. They are too many, the course material can be covered and understood in a smaller number of hours.
3. Where and when can you use the contents taught and assimilated at this course? A: a. Whencarry out more easily teaching practice activities conducted in secondary educationinstitutions. b. When taking and passingbachellor exams, tenure, permanent teacher certification exams and obtaining academic degrees. c. In the management, organization and scientific progress of all forms of motor activity.
4. Do you find that the information presented by this course contributes to the fundamental understanding of morpho-functional and psychological features and needs on the motor plan of each age stage, thus facilitating the organiziation - teaching - management - assessment process, facilitating the socialization with the groups that you are going to train? A: a. Yes, the course provides useful information about the teaching methodology, the characteristics of each stage of ontogenetic development, the objectives and skills associated with each training cycle. b. Only partially / not exhaustively. c. It is useful to a lesser extent. d. No, I think I can teach at an appropriate quality level without attending this course.
5. The course is assigned 5 credits in the curriculum, aspect that leads to a number of 69 hours of individual study, which are allocated for studying specialty literature, preparing for seminars, passing thecommon tests and design by working groups a project with a pre-established theme. How long have you really studied? A: a. The full 69 hours or even extra time. b. About half the time / 30-35 hours. c. Less than half the number of hours allocated or I have only studied the taught course materials. d. I have not prepared as it was required, the project was designed and written by peers in the group.
6. How many printed bibliographical sources - books, courses, textbooks, specialty programs, methodological guides, assessment systems and activity workbooks - or electronic - Internet links - have you studied / read to make the projects and prepare for the exam? A: a. More than 10 sources of information. b. Between 5 and 9 bibliographical sources. c. Between 2 and 4 bibliographical sources. d. A single source. e. I have not consulted a single reference source.
7. Do you think the used teaching technology (the use of the video projector, the presentation of text, graphs, diagrams, tables and charts by using Microsoft Office Power Point program) facilitates the understanding of the fundamental concepts taught? A: a. Yes, in full, it allows the reduction of learning time and the synthesis of information. b. Only partially. c. It does not allow understanding the taught themes; it does not facilitate the process of informationpresentation.
8.List the topics or chapters that attracted you more and you have easily understood and learned. A: ....
9. List the themes or unattractive chapters, where you had difficulties in understanding and assimilating information and which you consider it necessary to insist on by going back to themand additional explanations. A: .....
10. The evaluation and grading criteria presented - 100% attendance at seminars, passing the control tests and submitting the projects accounts for 20% of the grade, solving all the subjectsof the exam at least with grade 5 accounts for 80% of the grade - are objective in your opinion? A: a. Yes, they are clear and ensure full objectivity of assessment. b. They are only partly objective. c. I do not agree with these criteria, I propose other grading options ....

11.Identify and list the negative aspects you found during teaching this course (related to the topic covered, the opportunity , the difficulty and the information volume of the course, the communication style, the teaching quality and technology,exaggerated standards or too low requirements related to students' activity etc.) and propose solutions to improve / eliminate these problems. A.....

The results of the research:56% of the students consider that the course studied is essential /very important in professional training, 37% consider it important, by granting it a high importance, 7% state it is of average importance and no student believes that this course is irrelevant. From the data presented it results that the students are aware of the importance of this course for the future profession.–see figure1.

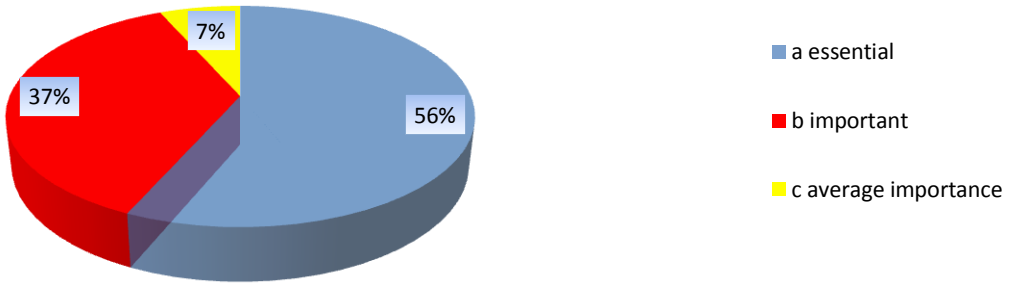

Fig. 1 The importance of the course Didactics of Specialty

Most of the students – 68%- believe that the number of allotted hours in the curriculum is optimal, while 22% believe that the number of classes and seminars is too reduced to cover the course in good conditions, 10% state that the number of hours is too high for the needs of this course and that the course can be covered more rapidly –see figure 2.

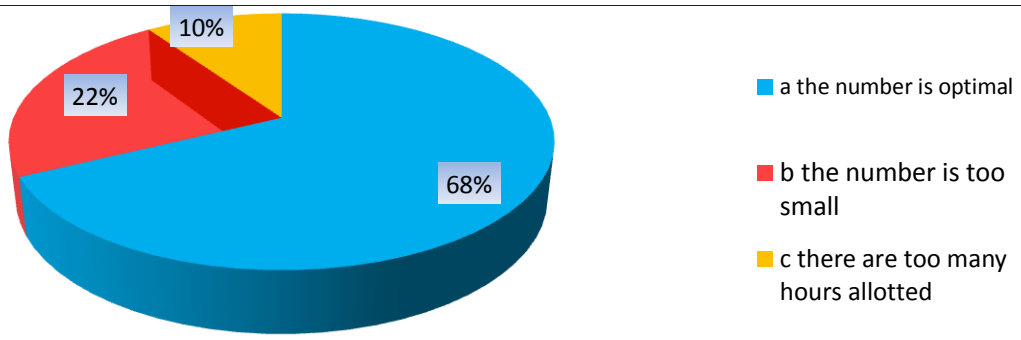

Fig.2 Number of hours allotted in the curriculum

48,38% of students believe that the course is beneficial for making teaching practice activities easier, 45.16% believe that is required for bachelor exams, tenure exams and teaching degrees, 38.70% believe that it would facilitate management and scientific deployment of various forms of motor activity. Only 12.9% noticed that all 3 previous variants are facilitated by completing the course. The percentages obtained are the result of the existence of multiple answers – see figure 3.

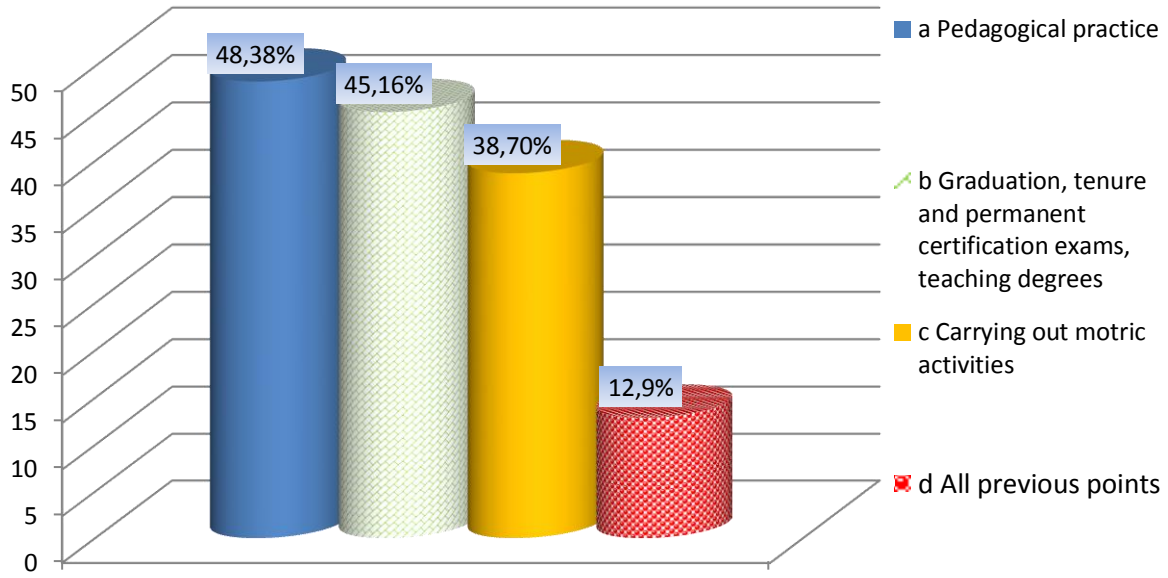

Fig. 3 Utility of taught information for the future career

Most students - 84% - believe that the course is necessary to facilitate the process of teaching and understanding the characteristics of groups with which they work, 13% find they are partially useful and only 3% say they can teach at an appropriate level, without receiving adequate training – see figure 4.

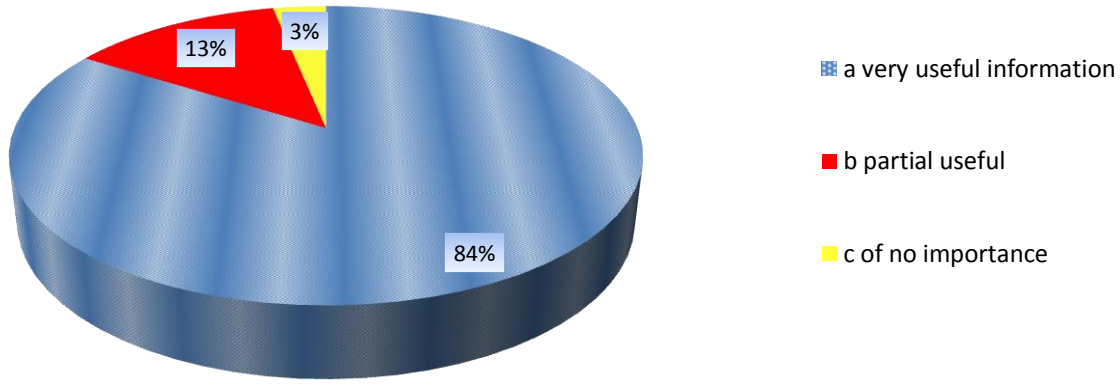

Fig. 4 Facilitating the process of teaching and assessing for different groups

Only 16% of students say they have valued the entire time interval - 69 hours - allocated to individual study, 26% say they have studied only half the necessary time, 48% that they studied less than half of the allotted time and 10% say they have not studied at all except for seminar discussions, the project being designed and written by teammates. - see figure 5.

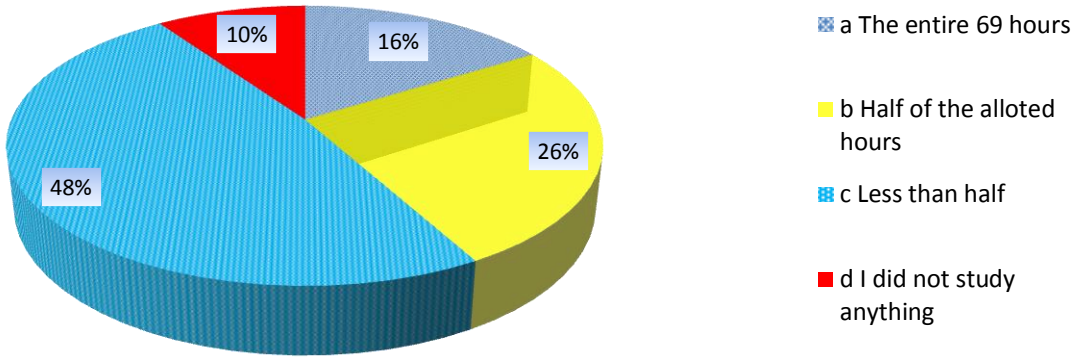

Fig. 5 Hours spent on individual study

Regarding the number of bibliographical sources studied, only 10% of students say they have studied more than 10 sources, 19% between 5 and 9 sources, 45% between 2 and 4 sources, 10% only the materials received during the course taught, while 16% say they have not read a single reference source for the drafting and preparing of mandatory activities for seminars.-see figure 6.

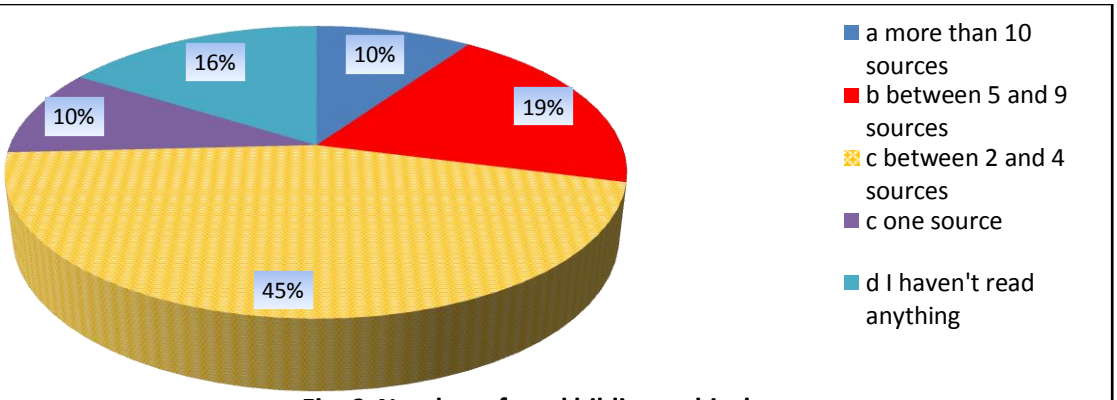

Fig. 6 Number of read bibliographical sources

Regarding the teaching technology in PowerPoint - used exclusivelyfor sending information - the majority of respondents -94% - believe that it enables a better presentation and understanding of the subject being taught, 3% say it ensures only in some respects / partially a better transmission of information and also 3% are disappointed by this means of of presentation, considering it totally ineffective and unnecessary-see figure 7. This variant, however, presentsundeniable advantages in comparison with traditional teaching methods, enabling superior selection of important information, the return to the paragraphs which must be insisted upon, easy and attractive presentation of graphs, figures and tables, it reduces monotonyetc.

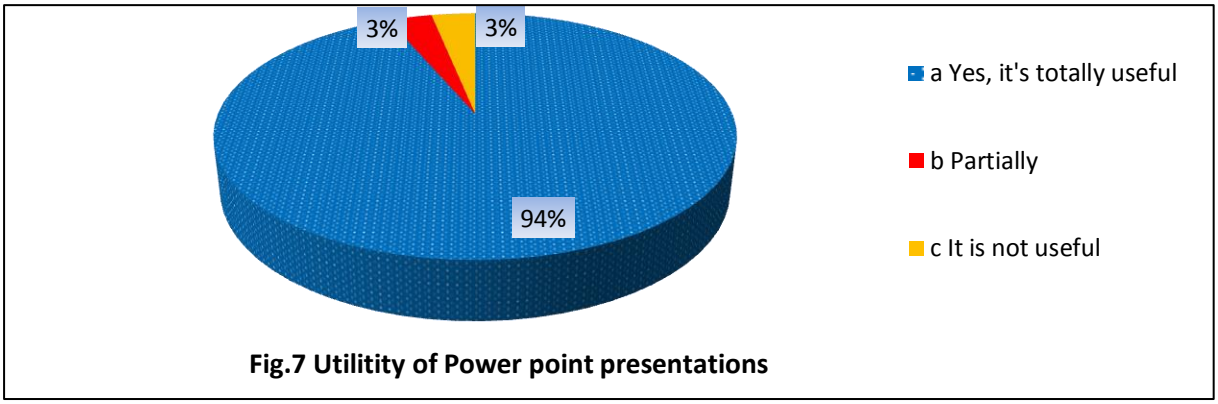

Fig.7 Utilitity of Power point presentations

Accessible themes, nice and easy to learn, refers to: 29% didactic design and planning elements, 29% physical education lesson, 22.5% elements of the school curriculum, 19.35% schoolassessment, 9.67% forms of practice. It should be noted that 22.5% of students did not answer this question, thus offering null answers. The large percentages obtained imply the permission and interpretation of multiple answers - see figure 8.

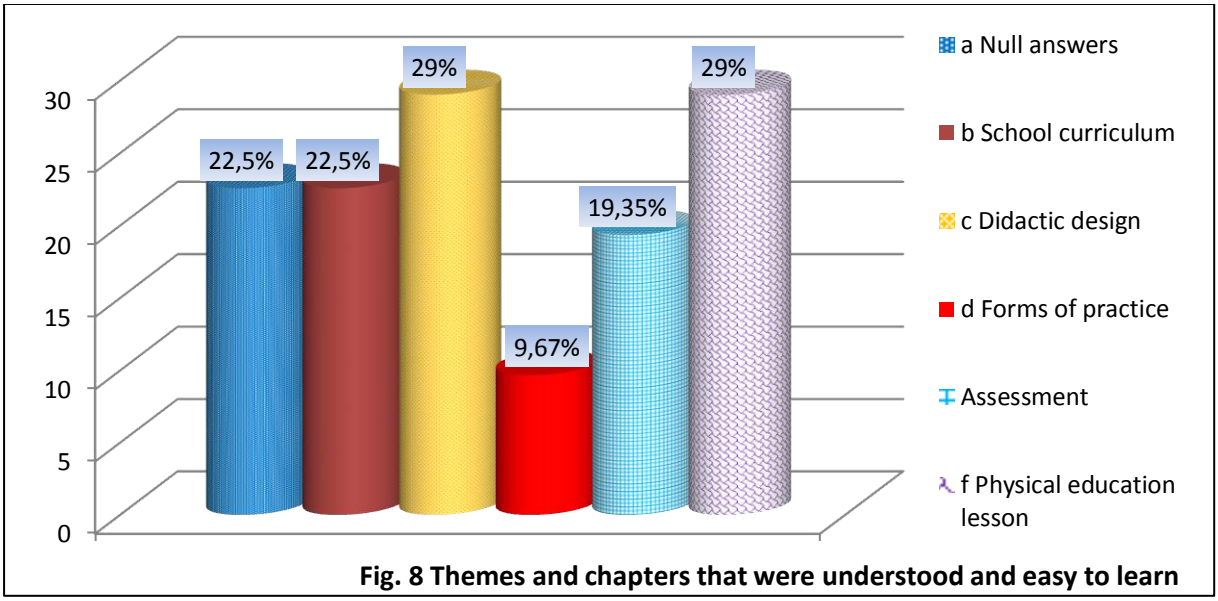

Fig. 8 Themes and chapters that were understood and easy to learn

It's surprising for the difficult,hardly accessible and less attractive theme, the large number of null answers or who declare that all chapters have been sufficiently precise 54.83%. Of the most difficult topics to assimilate, where it must be insisted upon at the seminars with additional explanations and therefore, with a reduced attractiveness, were: 35.48% school curriculum, 9.67% typology of physical education lessons, 3.22% didactic design, 3.22% the effort curve. The percentages are explained by the possibility of multiple answers - see figure 9.

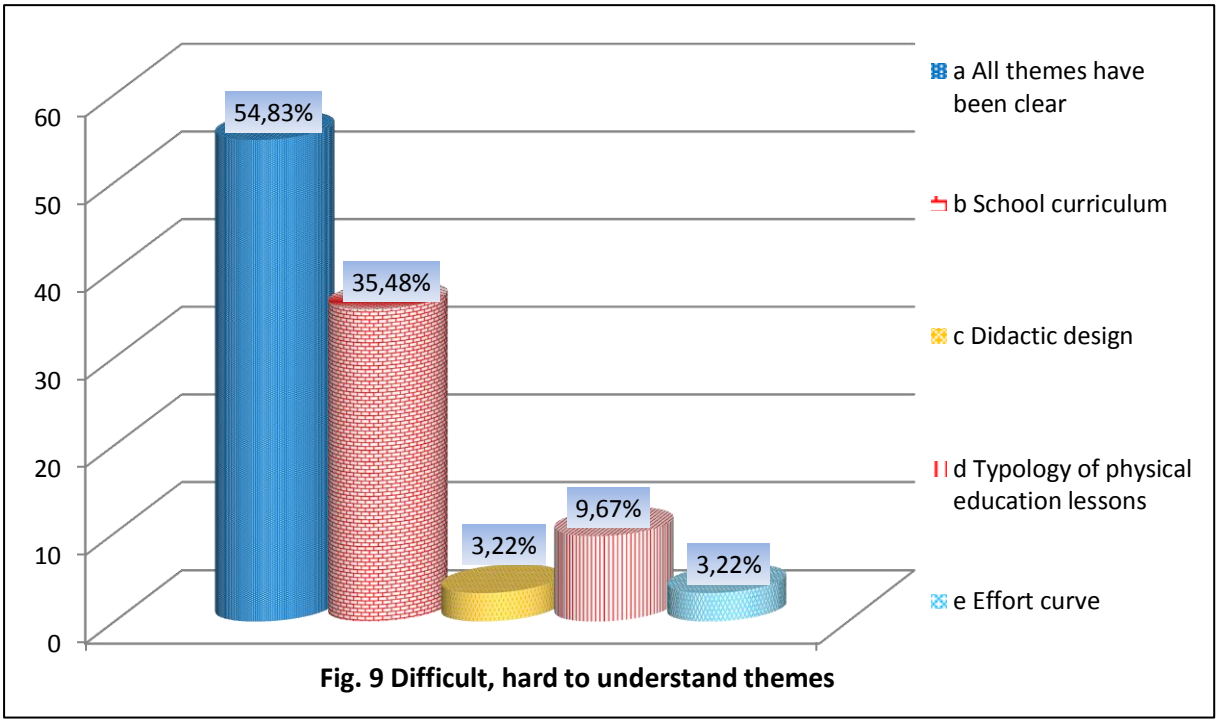

Fig. 9 Difficult, hard to understand themes

Assessment and proposed criteria for awarding marks in the exam and at projects submission are not perceived as discriminatory, having a clear objective for 74% of respondents. 26% say they are only partially objective and fair and no student perceives them as being discriminatory, in this respect there is no alternative to improve the evaluation criteria or the assessment process – see figure 10.

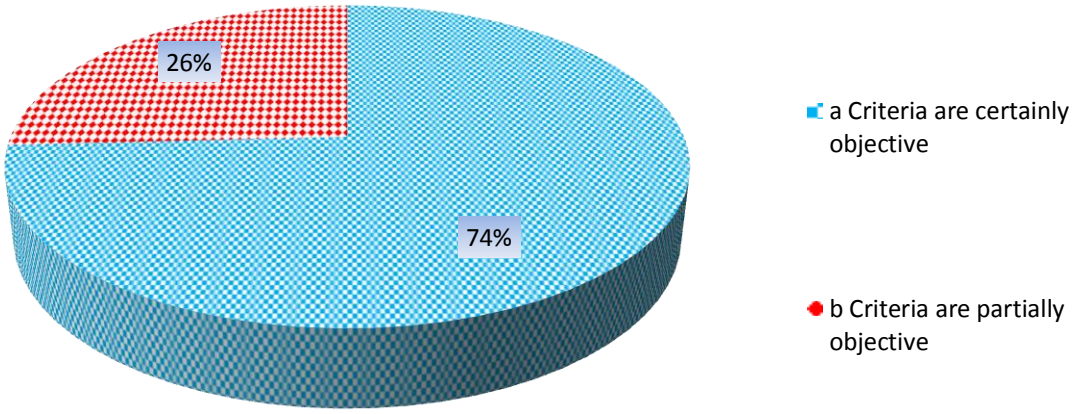

Fig.10 Equity of assessment

The shortcomings in terms of teaching process are not reported by 67.74% of students who say they are satisfied with the manner in which the activities take place at lectures and seminars. However, there are cases that have identified a number of gaps which need to be removed for the following years: 16.12% are dissatisfied with the too much volume of information taught, 16.12% are dissatisfied with the scientific and hard to understand language, 6.45% with unsustainable teaching pace, 3.22% with the requirements related to compulsory attendance at seminars, 3.22% with the too small number of hours allocated and to seminars and the impossibility of detailed presentation ofall the chapters taught–see figure 11.

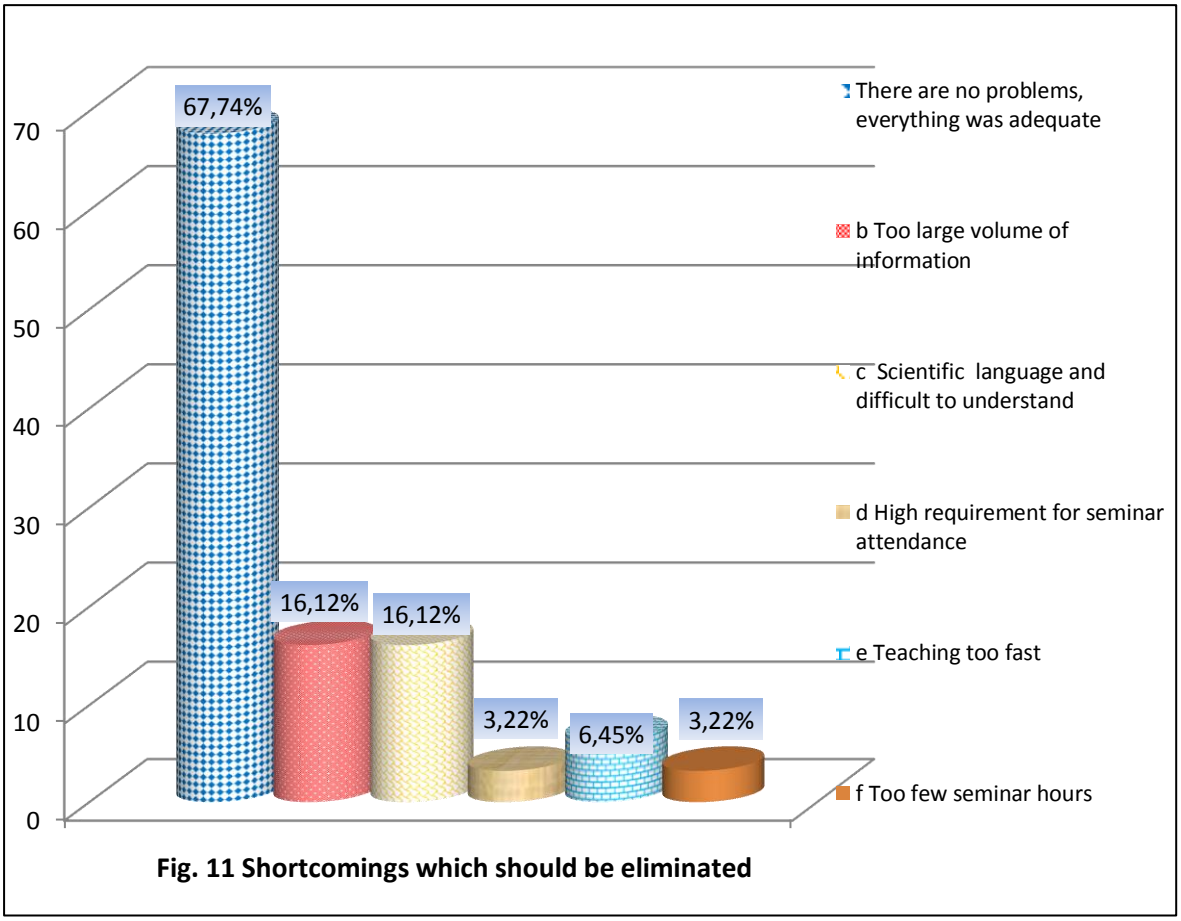

Fig. 11 Shortcomings which should be eliminated

Conclusions and recommendations:

- A negative aspect identified even before the survey is related to the increased number of students -45.61% - that do not comply with requirements for taking the exam for various reasons: firstly, they do not meet the conditions related to compulsory attendance at seminars,and secondly, they did not draft and present the project with the theme established at the beginning of the activity. One of the possible explanations for the low attendance at lectures refers to the fact that they work and they will be forced, according to the present methodology to redo the activity at the seminars in the following academic year.
- It is encouraging that most students questionedare awareof the importance and role of the course in their professional training as teachers. Without attending and assimilating its specific contents and other subjects from the psycho-pedagogical module, the students do not acquire the skills needed and do not have the right to teach.
- The utility of the course is appreciated by the majority of didactic staff questioned, the majority of them indicating just one of the variants. Only 12,9% of the students indicated all 3 items as being simultaneously possible: facilitating the covering of teachingpractice, preparing for bachelor exam, tenure exam, teaching degrees, organization and management of science-based physical activities.
- There are major problemsidentified atquestionsconcerningthenumber of hoursallocatedto individual studyandbibliographicalsourcesconsultedfor doingprojectsand for effectivepreparation in vue of theexam. Only 16% of students statetheyhavefullyusedthe 69

hoursallocatedto individual studyandonly 10% havestudied more than 10 bibliographicalsourcesrecommended. Moststudentswerecontenttostudy 1-2 bibliographicalsources, oftenonlythe electronic courseofferedand half of themstudiedlessthan half thenumber of hoursallocated. 16% of respondents admit thattheyhavenotreadanythingfromthebibliographyandtheprojectwasdonebyteammateswithoutthembringinganycontribution.

Thisisreportedatallcoursesinvolvingseminarsanddoingprojects, wherethesematerials are oftenfullydownloadedfromthe Internet,without personal contributions or effortsto select essentialaspectsandpresentthem in an original manner. The solutionmaybeto reduce thenumber of students in thegroup in ordertoallow individual projectpresentationandtofacilitate betterknowledge of thepossibilities of expressionandearlierdetection of theirdeficiencies.

- The fact that the majority of answers related to accessible and easily understood topics / chapters refer mainly to planning and to the chapter addressing the physical education lesson, can be explained by the fact that some information related to these topics have beentransmitted at the course*Practice and methodology of motor activities by age group* in the curriculum of 2nd year,1st semester. In most of the cases,students have assimilated minimal knowledge related to these chapters, having now the possibility to broaden and deepen the previously taught subject. More than half of the students stated that they had no problemsin understanding certain topics and all information provided was perceived as accessible.
- There are also cases in which certain chapters that require further study - as physical education syllabi and curricula - are reported as being difficult to approach and assimilate, both due to the high volume of existing information,not being familiar with the terms from these documents and the convenience of students who are not willing to sacrifice their time for in-depth study of the contents of these documents.
- Even if a quarter of the students believe that objectivity of grading criteria is only partial, not even a proposal is made to improve the assessment or not even a case is presented that challenges the existing criteria, namely: the full presence at seminars mandatory criterion for taking the exam, 10% of grade received at common tests, 10% for the writing and presentation quality of the project, 80% for the final exam paper.
- With regard to the issues raised and which should be rectified, two-thirds of students have nothing negative to report. However, there are some cases that identify gaps in the process of information transmission which is done too quickly, aspect which is related to the temperamental type of teacher and secondly, is related to the limitation of time atlectures, according to the course description. It is also mentioned the volume of information transmittedas being too large, aspect deriving from the the wealth of themes and the need to permanently update the course materials to be up to date with the latest news. Regarding the language used as being too scientific and too difficult, it can be said that there are still students who do not understand the need for a specialized terminology and that atuniversity level, the requirements of expression are something natural, so that the subjects taught can be published and accepted by the academic community.
- The interpretation of data in this survey has provided reliable information to increase the efficiency of the didactic approach to the subject taught, allowing the identification of

realities and problems that the university activity is facing in the context of harmonization and compliance of curricula with the demanding standards imposed at European level.

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STUDY ABOUT THE DEVELOPMENT OF THE CONDITIONAL MOTOR SKILLS AT THE MIDDLE-SCHOOL LEVEL - 6TH GRADE BOYS – BY APPLICATIVE TRACKS AND PATHS

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Abstract:*The whole variety of motor actions that someone performs in his everyday life or while practicing sports is more or less appropriately performed, according to the degree of development of his motor skills. Over time and until now, there is one idea that was spread and generalized, that in the students' process of physical training, the development of the motor skills is to be considered a secondary aspect for a large number of teachers. They mainly resume to the acquisition, enhancing and improving of some motor skills, specific to the sports branches provided by the curricula in force. Students are reluctant to the appropriate involvement in the development of speed, strength and force. Therefore, the motor skills, in all their forms of expression, can be favourably influenced at this age (10-14*