

required erudition, critical analysis of the testimonies, systematic restitutions, on account of methodical training. As history meets "the need for order" (Zub, 1991, p. 36), it also represents an attitude toward time, based on building a self-image through others, on the grounds of respect, interest and capability to reconstruct and understand the past.

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EXPECTATIONS OF POLYTECHNIC STUDENTS FROM THE PHYSICAL EDUCATION AND SPORT TEACHER

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Abstract

As a partner in the instructive educational process, the student is an adult with a well-defined system of values. Knowing them in the most complex manner possible is an important stage for the actual and future efficiency of the effects on multiple plans of the intervention of the teacher in university education.

Purpose

This study aims to objectify the expectations of technical university students from the professional and human features of the physical education and sport teacher, as well as the ways of structuring them according to the gender and lifestyle peculiarities.

Methods

The main research method used is the investigation in the form of questionnaire.

74 students of the Aerospace Engineering Faculty from the Polytechnic University of Bucharest participated in the research.

The research took place during 7 March – 7 May 2015 within the Sports Complex of the Polytechnic University of Bucharest.

Results

The results obtained following this research highlight the fact that gender feature and "university experience" affect the expectations of students from the physical education and sport teacher.

Conclusions

The current and future impact of the teacher in the training on multiple plans of the student is strictly determined by his/her respect and appreciation for the instructor.

Specifying the defining aspects of the students' system of values in relation to physical education and sport teachers, structuring the relationship student – teacher according to these represent a proof of the respect for the student, with direct effects on increasing long and short term impact of the physical education and sport teacher's activity.

Keywords: expectations, student, physical education and sport teacher

1. Introduction

Change is the only permanent aspect of existence.

The speed with which changes occur geometrically grows in recent years.

Major changes in social life causes decisive changes of mentality and lifestyle choices even deeper as the age is lower.

We are involuntarily "formatted", in overwhelmingly most of the time, by determined aspects of our society we live in.

Training and education is essential to be prospective to prepare the pupil / student today for professional and social requirements of the future 10, 15 years, goal almost impossible to achieve, due to the changes speed and the difficult prognosis of their directions.

Between what the physical education and sports lesson provides and what would like from it the ones it is intended to is often a difference, also determined by material limitations, but not only.

Knowing what do young people seek both in the lessons of physical education and sports in higher and non-profile education and from the teacher, specialist in physical education and sports, is a real and realistic beginning in increasing the attractiveness and effectiveness of this activity.

This knowledge is all the more necessary as investigated age category (18 -25 years) is characterized by a superior ability of perception and awareness, crystallization of inner life and consciousness of own identity", through introspection and insight tendency, analysis and self-analysis of experienced states" (Verza, and col. 2003).

„Social organization is impossible without communication" (GA Miller – quoted by Ezekiel L. 2002), society itself "consists of groups that communicate" (Claude Levi Strauss quoted by Ezechil L2002), this communication is the more efficient as their partners know and respect each other's values.

More objective knowing of the student, its perceptions and values, decisively contribute to turning it into a real partner of the educational process.

2. Material and method

1.1. Research goal

This study aims to highlight the expectation structure of students from Politehnica University of Bucharest against the teachers, specialized in physical education and sports, as well as the changes the gender peculiarities and "university experience" induce in this area.

1.2. *The objectives of the research* were: (1) Selecting teachers skills that were considered to be useful and current for students; (2) Structuring these skills by three areas, which were further formed in classes of items; (3) Mentioning the items of each class; (4) Writing the questionnaire; (5) Explanation and application questionnaire; (6) Processing of results; (7) Drawing conclusions

1.3. Prerequisites for research

This study started from the premise that the effectiveness of training in physical education and sports, on higher technical education level, is increased if the qualities the teachers exhibit are positively correlated with the expectations the students have towards them.

The first step in this process is to know them, as well as their degree of relevance.

1.4. The research hypothesis

Peculiarities of gender and "university experience" determine significant differences in the expectation systems, defined in student-teachers relationship, specialist in physical education and sports in technical higher education.

1.5. *Research methods used* were: scientific-methodological literature study, survey as questionnaire, statistical and mathematical methods.

In this research participated 74 students of the Faculty of Aerospace Engineering selected by simple random randomization (Epuran, 2005. p. 228)

The questionnaire survey method as the main method of research, as "questionnaire is a testimony that gives the researcher access to information otherwise inaccessible and difficult to obtain by other means" (Epuran, 2005. p. 225). The type of questionnaire used was of opinion, by content, with items with a four-speed scale (in terms of form, and by the application method it was managed by operator (Epuran, 2005. p. 224)

The statistical method obtained data was tabulated and percentage processed.

The graphic method, opting for graphics as 2D bar

1.5. Procedure

Review Questionnaire [3] was applied directly and comprised 14 items with enclosed answers, grouped in four classes. The questionnaire focuses on the following three issues related to students' expectations towards the specialist in physical education and sports in higher education: Professional skills (group A); Motivation skills for independent activities (group B); Networking skills (group C);.

For each point of interest between three and six five questions were addressed on different expectation aspects. Thus the items are for Group A are: A₁- Good demonstrator, A₂- Good educator, A₃ - Good theorist.

For Group B the following items were established: B₁- Emulation capability for independent practice, B₂- rich knowledge in related fields, B₃- intelligence, B₄ - sense of humor

Group C contains items: C₁- Fairness, C₂ - Communication, C₃ - Punctuality, C₄ - Firmness, C₅ – Understanding, C₆ - Pleasant appearance.

The evaluation was conducted on a scale of 1-4 (1 least important – 4 the most important).

Results obtained following the questionnaire application were quantitatively evaluated by percentage comparison of the UPB students' versus female students' choices, in first year versus second year, on applied items.

1.6. Subjects, duration and location

In this research participated 74 subjects, including 49 students, out of which 27 in the first year and 22 second year and 27 female students, 13 in the first year and 14 in the second year of the Faculty of Aerospace Engineering of the Politehnica University of Bucharest. The research was parted in the period March 7th to May 7th, 2015 in the Sports Complex of the Politehnica University of Bucharest.

1.7. Results

In Figures 1, 2 and 3 are quantitative results presented structured in three groups of items, processed from the applied questionnaire.



Figure 1. Professional skills – quantitative analysis

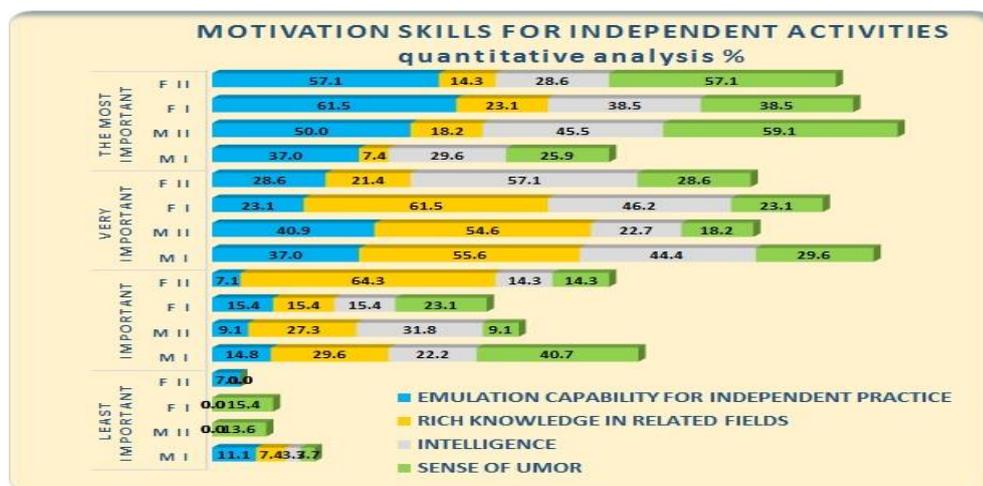


Figure 2. Motivation skills for independent activities - quantitative analysis

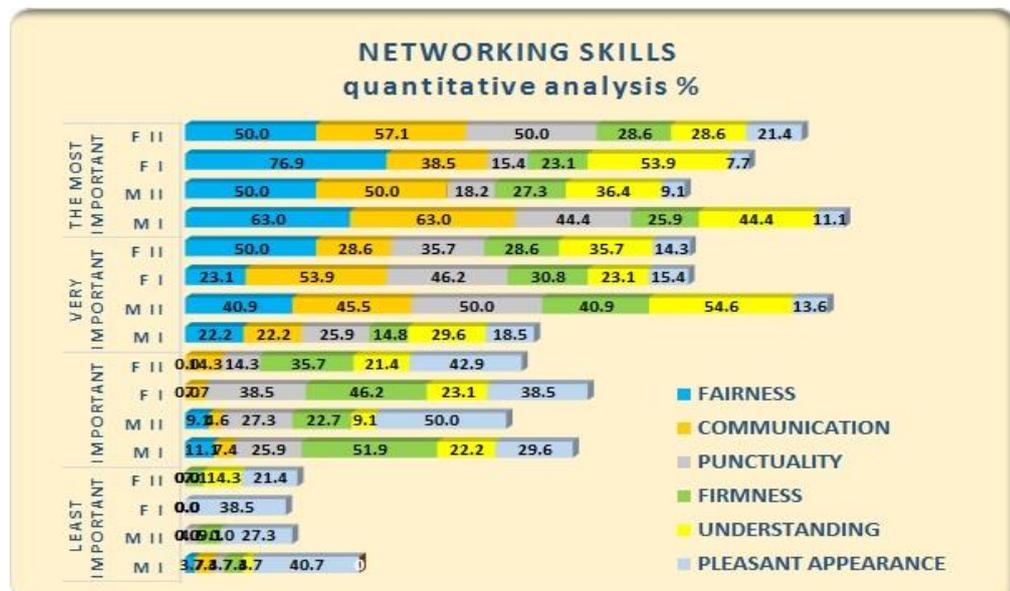


Figure 3. Networking skills - quantitative analysis

2.9 Discussions

The obtained results, shown in Figures 1,2 and 3, show a balanced expectation configuration, but structured according to the gained gender and "university experience" level characteristics.

The percentages recorded for the three groups of items of the applied questionnaire, highlight differences between the opinions of students and female students.

The group of items on the importance that the investigated subjects give to the professional skills of teachers highlighted that the most important both for students (first year - 40.7%, second year - 36.4%), but especially for female students (first year - 69.2%, second year - 57.1%) are theoretical quality explanations versus driving acts demonstration (first year students - 18.5%, second year - 18.2%, the first year female students, students - 15.4%, second year - 21.4%). Pedagogical skills of teachers are considered very important by second year students (59.1%) and first year female students (53.9%).

In the field of networking skills of the teacher the correctness is considered the most important, both for students (first year - 63%, second year - 50%) and for female students (first year - 76.9%, second year - 50%). We note the difference that exists on this item between first year female students (76.9%) and second year female students 50%). Sensitively equal as being the most important networking skill for a teacher both for students and for female students is communication (first year students - 63%, second year - 50%, first year female students, students - 38.5%, second year - 57.1%). Punctuality is more appreciated by female students in the second year (the most important & very important 85.7%) than by those in the first year (most important & very important - 62.1%). There is no difference in this item between first year and second year students, a 68% considering it as very important. Firmness is considered both by students and by female students as just important, in a greater proportion of subjects in the first year than in the second year (first year students - 51.9%, second year - 22.7%, first year female students, students - 46.2 %, second year - 35.7%). Understanding, tolerance is considered as being the most important in a higher percentage by the subjects in the first year (98.3%) than the subjects in the second year (65%). Appearance is considered both by students and by female students as being least important for teachers, specialists in physical education and sports in the technical university education (students I & II 69.2%; female students I & II 48.6%) being yet more important to female students than for students.

The group of items related to teacher skills to motivate students to practice independent body activities, both students and female students believe that the volume of knowledge in related areas is very important, but not most important, there being a difference for students in second year (54.6%) versus the same year female students (21.4%). Ability to stimulate interest in independent sports practice is considered the most important for a significant percentage of investigated subjects, higher in the first year students (61.5) than in the second year (57.1%) in second year students (50 %) than in the first year (37). This quality is more appreciated by female students than the students. Intelligence is regarded as most important by both the students (the year I & II 75.4%) and female students (67.1% year I & II) there being a significant difference in favor of second year students (45.5%). A sense of humor is the most important quality for this group of items only for second year subjects (students (59.1% and 57.1% female students). On this item the greatest diversity of views.

3. Conclusions

We believe that this study has achieved its purpose and that the research hypothesis has been confirmed.

The configuration of the expectation structure of students towards teachers, specialists in physical education and sports, show differences generated both by gender specificities and the gained "university experience".

Knowing what the student considers to be important for a teacher of physical education and sports, structuring teacher - student complex networking, both during curricular and extracurricular activities in line with this, are a major resource to increase efficiency in physical education and Sports training and a prerequisite to achieving its objectives in higher technical education.

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