STUDY REGARDING THE ROLE OF INTUITIVE MEANS IN THE QUALITATIVE GROWTH OF THE MASTERING OF THE CONTENT OF THE PHYSICAL EDUCATION LESSON

Talaghir Laurentiu-Gabriel, **Mereuta Claudiu**, **Manolache Gabriel**
Faculty of Physical Education and Sports Galati, "Dunarea de jos" University, ROMANIA

Resume: In the performed study we wanted to present the manner in which the application during the lessons of physical education in the scholastic program (apart from the classic means of teaching) of the means with an intuitive character, contributes to the acquirement of higher results on behalf of the pupils, in the evaluation tasks in the nation system.

Key words: quality, physical education, intuitive means.

Introduction: In the scholastic instructive-educative process, the use of learning methods and means represents the essential condition of obtaining the different degrees of the skills and efficiency of the lesson on the whole value scale, from sufficient to exceptional.

The used categories of means by the teachers are oriented on more direction of which some are directly included in the process of practical exercise and others are unspecific means, that regard intuitive and informational aspects.

In order to demonstrate the possibilities of qualitative growth of the lesson in accordance with the efficiency of the use of the intuitive means during the lessons of physical education, we made up two groups of boys each consisting of 30 subjects, on which was acted differently. The used criterion for the sampling of the two groups was their homogeneity.

Methods of research: The used methods of research were the method of tests, the method of statistical-mathematical analysis, the method of graphic representation.

Conclusions: From the researches made, we observed that the work hypothesis was confirmed and it was validated in practice the fact that, the use of the means with intuitive character in the lesson of physical education in the secondary cycle, especially with the pupils in the fifth grade, leads to the increase of the efficiency of the lesson, a fact proved by the results of the experimental group in the final test.

Introduction:

The continuing challenge of teaching physical education and sport was the improvement of various methods of teaching specific content (G. Cârstea, 1997; T. Badiu, ş.a. 1999; T. Badiu, C. Mereuţă, L. Talaghir, 2000;). This was emphasized along with the threshold age at which students are required different actions of a more complex and narrow specialization (V. Jurat, 1999; C. Hânsa, L. Călin, 2004).

That's why many research scholars have tried experimenting with new methods, (F. Konukman, E. Petrakis 2001) some of unconventional nature, conducive to student achievement goals of discipline studied according to the specialized curriculum. Our research sought to register the same trend in teaching methods enhanced.

Seeking to demonstrate that using an intuitive means has a positive effect on motor learning we have made a difference between the mode of action of the two groups involved in the study.

Thus, as for the control group there were not significant interventions in their physical education lessons. Lesson content and technologies used in practice were those in the planning of school early.

Regarding the experimental group they have complied with the approved curriculum but in terms of teaching methods the intuitive nature of the activities was monitored at different times of the lesson. Using intuitive techniques had a varied nature.

Students from both groups were subject to testing under the national curriculum specialist "Physical Training" for the fifth grade at the beginning and end of time held research (M.E.C. 1998, 1999).

The results of these tests are presented briefly in table 1 and table 2 and they are the basis for the mathematical-statistics interpretations that we subsequently conducted to see if differences were recorded between the test outcomes were significant.

Based on these graphics the expression of the progress of each group was done (R. Gallagher, S. Fountain, L. Gee, 1998,) and comparative observations were made on progress in the two cases, but the performance achieved compared with scales for grade 10, something that created the image of school success in this discipline.

Tabel 1

TEST RESULTS - CONTROL GROUP					
Statistical parameters	Running in a uniform tempo	Throwing and catching the ball at the wall	Jump with knees up	3x10m Shuttle	Throwing oina ball

	TI	TF	TI	TF	TI	TF	TI	TF	TI	TF
Average	2.49	2.13	8.07	9.47	11.17	13.03	12.66	12.23	18.22	19.36
Standard deviation	0.53	0.23	1.26	1.28	1.90	1.38	0.78	0.51	1.79	1.25
Coefficient of variation	21.13	10.91	15.59	13.51	16.97	10.56	6.18	4.15	9.80	6.45

Tabel 2

TEST RESULTS - EXPERIMENTAL GROUP										
Statistical parameters	Running in a uniform tempo		Throwing and catching the ball at the wall		Jump with knees up		3x10m Shuttle		Throwing oina ball	
	TI	TF	TI	TF	TI	TF	TI	TF	TI	TF
Average	2.50	2.10	8.03	10.07	11.10	13.93	12.69	12.04	18.23	19.85
Standard deviation	0.47	0.25	1.25	1.28	2.01	1.46	0.91	0.55	1.91	1.08
Coefficient of variation	18.99	12.07	15.50	12.76	18.07	10.48	7.18	4.53	10.50	5.46

As it can be seen from the data of the event driving graders is close. (Did that performance). This, perhaps because, of browsing the content of physical education lessons in the previous cycle.

Results that distinguish the two groups under study arise at the final test, where the experimental group has significantly increased from the initial tests but also in relation to the control group.

Thus, in "Running in a uniform tempo" stage the control group got a14,45% better performance in the final testing in contrast with the initial testing while at the experimental group received an advance of 16,06% in the final test l. Graphical representation of the results of this test is shown in figure 1.

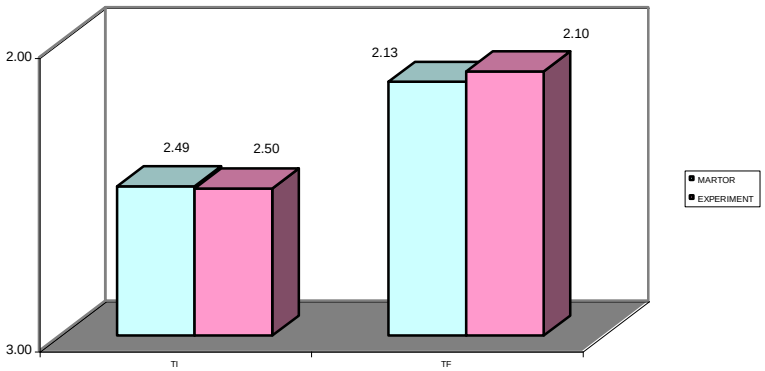


Figure 1 - Development of test results from running in uniform tempo

Regarding the progress of the student on the scale of grading, the control group for this performance test score lower than 10 by 6,5% while the experimental group showed a lower average performance by 4,5% compared to the maximum extent possible.

For the second sample included in the tests „Throwing and Catching the ball at the wall", the control group showed an improvement in final testing performance with 17,36% of the initial testing. In relation to the scale for grade 10, the results show an average 5,4% lower than it, which can be considered a good result. These results can be seen in figure 2.

In terms of the experimental group, its performance has improved significantly compared with 25,23% initial testing. It is thus apparent that the intuitive nature of media used had a positive influence in understanding the actions that have increased the efficiency of the practiced lesson. Compared with the grading scale to grade 10, the average performance of experimental group is higher by 0,6%, meaning that result is very good.

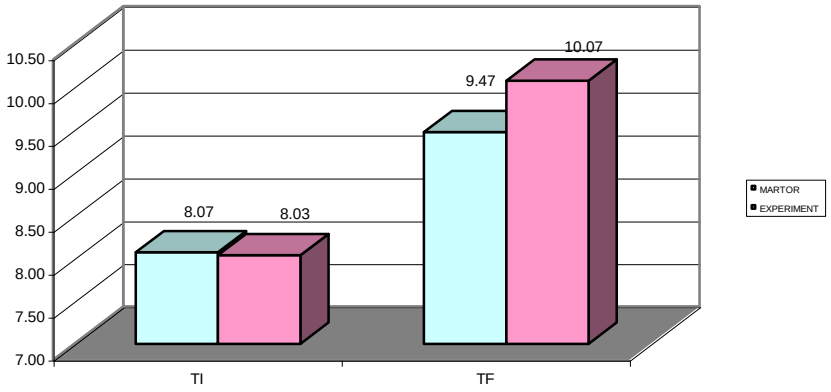


Figure 2 - Development of test results at the wall throwing and catching ball

In the sample of "Jumping knees up", both groups involved in the research progressed to the final tests. Group control improved an average of 16,69% in final testing, while the experimental group progressed by 25,52% over the same test.

Figure 3 shows that although both groups showed increases in performance, the experimental group's are higher than reported for other groups.

For this sample it was found that compared with the scale prescribed for grade 10, the average performance in its final testing is lower for the experimental group 0,5% and 6,9% for the control group, which once again confirms the advantage of intuitive use of nature resources.

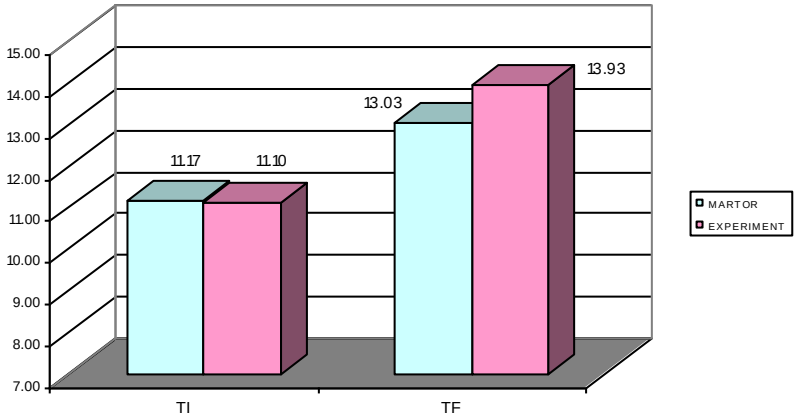


Figure 3 - Development of test results from above knee jumping

Sample "3x10m Shuttle" was another test of our study. For this test, the final results of the control group showed an increase in performance by 3,47% compared to the initial testing while the experimental group improved their results to a rate of 5.12% in the same test (figure 4).

The scale provided for grade 10 is reached by the control group, with its performances is lower than 1,83%. Similarly any experimental group fails to obtain maximum results, which is lower by 0,33%.

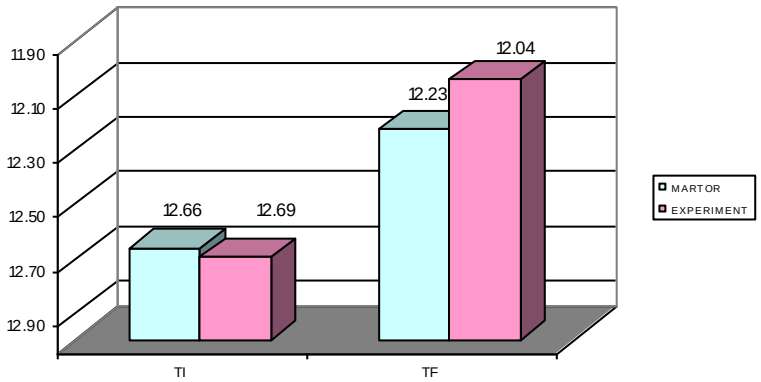


Figure 4 - Evolution 3x10m shuttle test results

Last sample of the tests performed by us was the "throwing the rounders ball (figure 5).

Within this same general trend we have seen evidence that both groups have increased from initial tests. Thus, the final performance of the control group improved by 6,2% compared to the original while progress reported for the experimental group was 8,88%. Comparative analysis of the two results show that the percentage obtained by experimental group is higher.

Compared with the grading scale, the average is lower than its control group by 3,25% and the experimental group is less than 0,75%.

Figures 6 and 7 have achieved the graphic form of polar diagrams for both the control and experimental groups, the success recorded in the two tests in physical education discipline.

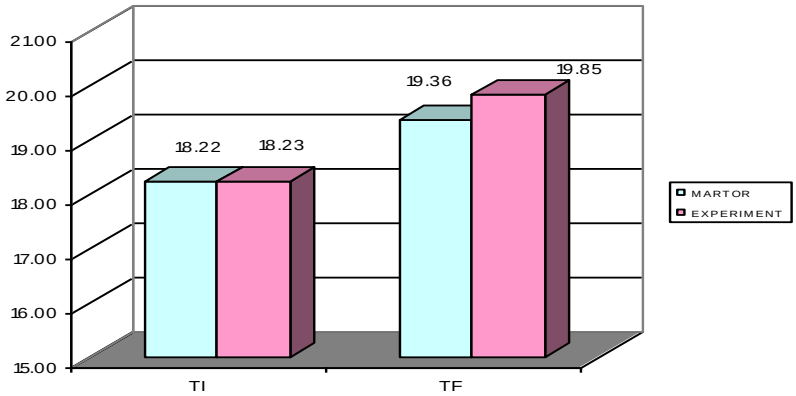
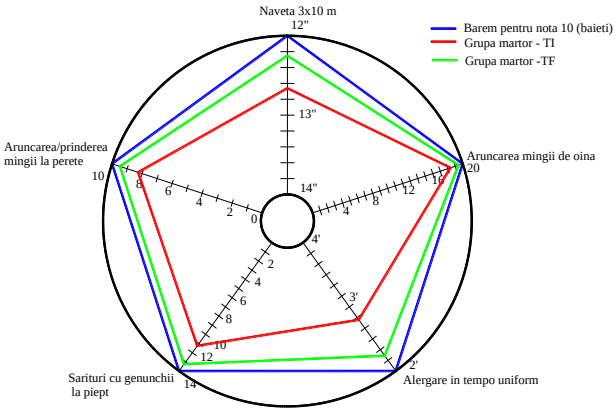


Figure 5 - Evolution of the oina ball throwing test results



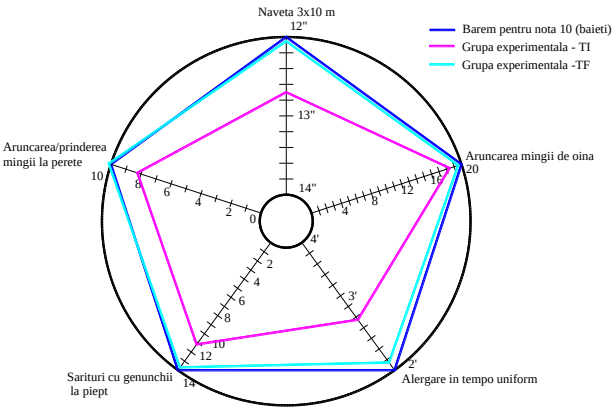


Figure 6

Figure 7

The area where the axes intersect the circle represents the maximum grading scale, grade 10 respectively.

Beyond the superior performance recorded in the final testing by the experimental group there is the question whether this leads to higher success of students in this discipline, as a confirmation of improving the quality of the work in the lesson.

That, the line in Figure 7 in the final testing overlaps almost entirely over the blue line, which represents the scale for grade 10, compared to Figure 6, where it does not touch the line representing the scale, leads us to conclude on improving the quality of the training process using intuitive techniques.

Conclusions and discussion

By means of using the intuitive techniques of training in practical work with students in secondary schools, namely the fifth grade, one can say that efficiency has increased. Thus, the basis for the study was confirmed by the results achieved during the research as they have led students of the experimental group to record a higher success in scores obtained than the control group.

Therefore, we think that, especially in small classes, the work with secondary schools is recommended for professionals involved in greater use of such means, clearly accompanied by explanation, contributing to a better understanding of exercise.

Bibliography

BADIU, T. ş.a. **1999**, *Physical education and school children (ways and means)*, Editura "Geruda Art, Chişinău.

BADIU, T., MEREUȚĂ, C., TALAGHIR, L., **2000**, *Methods of physical education of the young generation*, Editura "Mongabit", Galați.

CÂRSTEA, G., 1997, *Physical education "theory and methodology bases"*, A.N.E.F.S. Bucureşti.

FERMAN KONUKMAN, ELIZABETH PETRAKIS 2001, *Verbal and Visual Teaching Cues for Tennis,* The International Electronic Journal of Health Education.

HÂNSA, C., CĂLIN, L., **2004**, *Basketball Technical and Tactical*. Editura Fundației „Dunărea de jos", Galați, 87-192

JURAT, V., 1999, *Driving skills training to middle class students in the phased implementation of training programs in physical education lessons (gimnastică)*. Chişinău, INEFS, 5-24 .

ROSEMARIE GALLAGHER, SALLY FOUNTAIN, LINDA GEE, **1998**, *Physical Education through diagrams,* Oxford, Anglia

M.E.C. 1998, *National Curriculum for compulsory education. Reference framework*, Bucureşti,.

M.E.C. 1999, *Curriculum for classes V-VIII,* Bucureşti,.