

THE DISTRIBUTION OF BEHAVIOURAL ACTS FOR PUPILS/STUDENTS AS A NEW MANNER OF ANSWERING TO THE PROFESSOR'S TYPES OF COMMUNICATION

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Abstract

Problem Statement: The present research aims to bring to the forth a long debated issue, albeit less approached in practice, regarding the distribution of behavioural acts of pupils and students, which could represent a new manner of instruction and a new answer to the professors' types of communication.

Purpose of Study: This research has been undertaken within Physical Education and Sport lessons, on a group of 387 students from the Petroleum-Gas University of Ploiesti, and on a group of 396 pupils from the high schools of Ploiești (198 pupils from "Lazăr Edeleanu" Technical College from Ploiești, and 198 pupils from the Industrial Energetic Group, Ploiești).

Research Methods and techniques. The research methods and techniques used to address the purpose and research objectives are: Bibliographical method; Observation method; Statistical-mathematical method; Graphical method; Experimental method.

Findings: This paper started from the hypothesis according to which, if within operational projects (and here we refer to the didactic scenario), we anticipate and prepare messages, and then the receptive capacity of pupils/students will increase significantly, as well as the instructive efficiency.

Conclusions: The pupil /the student are the one to respond to the teacher's requests and have to enter into the flow and interaction-oriented action, knowledge, creation. The pupil must have initiative and take responsibility, value the experience in the learning process.

Keywords: pupils, students, professors, acts of conduct, Physical Education, types of communication

Introduction

Communication is a manner of interacting with people through the means of language, gestures, etc. The concept of communication, though, "...in a more general sense, refers to the process of emission, transmission and reception of information in different systems and situations..." (Ana Tucicov B., p.136, 1999/2000).

Behaviour gives birth to a new social relationship which will lead to the distribution of pupils'/students' behavioural acts as a new manner of answering for the professor's types of communication.

"The importance of this new approach perspective consists of considering communication a collective activity, driven by rules assimilated unknowingly. For this reason, it is necessary to emphasize a communication grammar, which makes it possible for us to coordinate each participant in the communication process" (Oprea V., p.11, 2009).

In other words "the communicator and interpreter must have a common system of abstraction and typicalization" (McQuail, D., p.65, 1999), event which determined us to approach this research, through which we aim to bring to the forth a long debated issue, but less approached in practice, regarding the distribution of behavioural acts for pupils/students, which may represent a new and efficient manner of

training and answering the professors' types of communication.

Research purpose

The purposes of this research are:

- Identifying the types of communication used in the relational sphere, specific to the Physical Education and Sport activity;
- To help choosing the means and methods most efficient in lessons;
- To distribute the pupils'/students' behavioural acts;
- To identify a new manner of answering the professor's types of communication;
- To attract the specialists' attention over the communicational sphere specific for the Physical Education activity.

The objectives which laid the basis of this study were the following:

1. Analyzing the situations when behavioural acts are exercised by pupils/students with the purpose of communicating in Physical Education and Sports activities;
2. Evaluating the efficiency of the specific means and methods for the communication act and distribution of the behavioural acts.

Research hypothesis

This research started from the hypothesis according to which, if within the operational projects (the didactic scenario) we will anticipate and prepare messages, then the reception capacity of pupils/students will increase significantly, event which will lead to a more efficient training for the Physical Education and Sports lesson.

The operational process

The entire research has been realized in the conditions of the didactic process, during practical Physical Education lessons of 1st and 2nd year students of the Petroleum-Gas University from Ploiești, as well as pupils from grades 9 and 10 enrolled in the Industrial Energetic Group Ploiești and from the Edeleanu Lazar's Technical College from Ploiești between 2008 – 2010.

Research methods and techniques

In our scientific approach we have used widely known research methods and techniques:

1. Bibliographic study method;
2. Observation method;
3. Measuring and recording method;
4. Graphical method;
5. Experimental method.

Subjects

This research has been realized on a group of 387 students enrolled in the Petroleum-Gas University from Ploiești, and on a group of 396 pupils from Ploiești high-schools (198 pupils enrolled in the Edeleanu Lazar's Technical College from Ploiești, and 198 pupils from the Industrial Energetic Group, Ploiești).

Data analysis and interpretation

In order to fulfill the research tasks, and to emphasize the distribution of pupils'/students' behavioural acts as an answer for the professor's types of communication, we have observed the manner in which the pupils/students are prepared/unprepared, attentive/indifferent when

receiving the message, we have seen the execution, how they ask for further explanations, have motric auto-corrections or are lacking discipline.

For this reason, and in order to present more clearly all the observed aspects, we have conceived two diagrams – Diagram No. 1 for pupils, entitled *The distribution of the pupils' behavioural acts as a response for the professor's types of communication*, and another diagram – Diagram No. 2 – *The distribution of the students' behavioural acts as a response for the professor's types of communication* – according to the protocol below.

As a result of the analysis for protocol no. 1, which contains the following indicators:

1. Pupils are *ready for receiving the messages*;
2. Pupils are *not prepared, not attentive, not interested*;
3. Pupils *present positive reactions in receiving the messages*;
4. *Frequently expect explanations*;
5. *Expect corrections*;
6. *Demand further explanations*;
7. *Perform with neglect*;
8. *Have motric auto-corrections*;
9. *Present manifestations of indiscipline regarding the distribution of behavioural acts, as a response to the professor's types of communication*, and we have recorded the following aspects:

- Pupils are *ready for receiving the messages* 31,868 %; (1)
- *Not prepared, not attentive, not interested* 11,188 %; (2)
- *Present positive reactions in receiving the messages* 12,202 %; (3)
- *Frequently expect explanations* 7,18 %; (4)
- *Expect corrections* 7,272 %; (5)
- *Demand further explanations* 6,994 %; (6)
- *Perform with neglect* 11,584 %; (7)
- *Have motric auto-corrections* 8,152 %; (8)
- *Present manifestations of indiscipline* 3,56 %.(9)



Diagram No.1 Results for the distribution of the pupils' behavioural acts as a response for the professor's types of communication

After the analysis of the observation protocol No. 2, identical with the observation protocol No. 1 regarding the observed indicators, but applied at another level – students – with the same purpose – *the distribution of the students' as a response at the professor's behavior acts*, the following results have been found:

➤ Pupils are ready for receiving the messages 44,014 %; (1)

➤ Not prepared, not attentive, not interested 10,014 %; (2)

➤ Present positive reactions in receiving the messages 7,418 %; (3)

➤ Frequently expect explanations 6,15 %; (4)

➤ Expect corrections 9,086 %; (5)

➤ Demand further explanations 9,146 %; (6)

➤ Perform with neglecting 6,578 %; (7)

➤ Have motric auto-corrections 7,272 %; (8)

➤ Present indiscipline manifestations 0,322 %; (9)

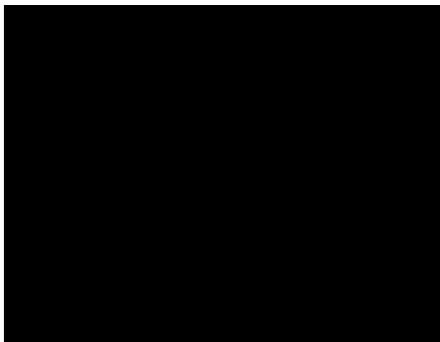


Diagram No.2 Results for the distribution of the students' behavioural acts as a response for the professor's types of communication

Analyzing the observation protocols No. 1 and No. 2 *the distribution of the pupils' behavioural acts (see diagrams No. 1 and 2) as a response for the professor's types of communication* we may observe the differences between the values of their behavioural acts:

➤ Pupils 31,868 % are less *prepared for receiving messages* than students 44,014 %; with 12,146 %;

➤ In the case of the conduct regarding the *not prepared, not attentive, not interested*, students 10,014 % register values smaller with 1,174 %, compared with pupils 11,188 %;

➤ Pupils present *an increased positive reaction in receiving the messages*, registering values of 12,202 % with 4,784% more than the students who have 7,418 %;

➤ The percentage for the *expecting explanations* conduct registers the value of 7,18 %

at pupils with 1,03% more than the percentage registered by the students 6,15 %;

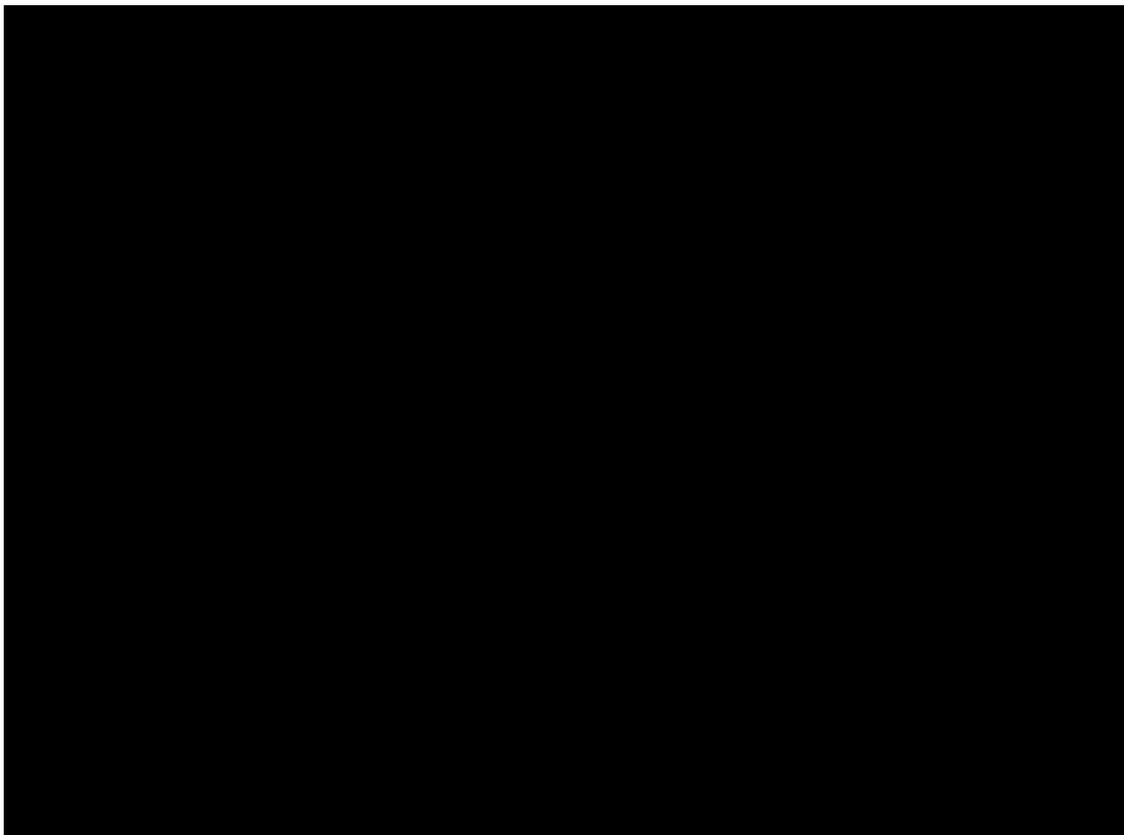
➤ At the conduct – *expecting correcting*, pupils 7,272 % present themselves with a percentage 1,814 % bigger than the students' 9,086;

➤ Pupils *demand for further explanations* in a lower percentage 6,994 % with 2,152% less than the students' 9,146 %;

➤ In what the conduct *neglecting the performance* is concerned, an increase of the percentage for the pupils 11,584 % with 5,006% more than 6,578 % at students;

➤ For pupils we encounter *motric auto-corrections* with a percentage of 8,152 % , 0,88 % higher than students 7,272 %;

➤ For the indicator regarding the *manifestations of indiscipline*, pupils 3,56 % have a value higher with 3,238% as compared to the students with 0,322 %.



Conclusions

- The professor is an active character, being the link of the relation and the stimulus of the lesson, and of the distribution of behavioural acts for pupils/students.
- Among the activities of behavioural distribution we most often find: explaining, demonstrating, demanding to participate, defining, comparing, stimulating, directing, and creating discipline.
- The professor is the character with the most numerous corrective reactions and with a direct involvement in the distribution of pupils'/students' behavioural acts.
- The repertoire of the decisions specific for the class activities is varied.
- Pupils/students are those who have answered to the professor's demands and who have entered in the flux of interaction oriented towards action, knowledge, creation, **which led to a significant multiplication of events which will, in time, end with a more efficient training in the lesson of Physical Education and Sports, thus confirming the hypothesis.**
- The pupil must have initiative and to hold responsibility, to cherish the experience gained during the learning process.
- For the learning process one must not ignore any of the positive means, and pupils/students must be advised to make an entire use of their capacities in this purpose.
- We attempt to relax the pupil/student through conversations with subjects of a general interest regarding the activity of Physical Education and Sports.
- When the pupil/student successfully learns a new motric act, and can

accomplish what the professor told him, the communicational flux is opened, which makes training more efficient, thus confirming the hypothesis.

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