

EVALUATION AND APPRECIATION OF STUDENTS IN THE COURSE OF PHYSICAL EDUCATION

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Abstract

Problem statement. The educational process in the discipline of physical education has the purpose of ensuring the formation of general and specific competencies, and the evaluation is the way in which we verify if these desideratums are achieved and to what extent.

We believe that in physical education there should be evaluation and appreciation criteria that offer the possibility: exploring personal resources for physical exercise in different situations, such as: situation of inferiority, superiority, incorrect arbitration, evaluation of group cooperation behavior, evaluation of active and conscious participation, evaluation and appreciation of the way of integration and action in the group.

Research hypothesis. We consider that if we apply indicators of evaluation and appreciation of the student's behavior and attitude in the lesson, we will contribute to the optimization of this evaluation activity, but also of teaching so important for the physical education teacher.

The purpose of the paper. We want to optimize the process of evaluation and appreciation of students in the discipline of physical education, through certain indicators, which aim especially at the attitude and behavior of the student in the lesson.

Research methods: observation method, questionnaire survey, presentation method, analysis and interpretation of results.

Conclusions. These values and attitudes can be appreciated, and the respective scores will contribute to the awarding of the final grade. The results recorded in the previous research lead us to the proposal to apply in the evaluation in the physical education lesson of some indicators that offer the possibility of exploring personal resources, aimed at optimizing communication and emotion management during sports.

Evaluation of the attitude towards the physical education lesson, active and conscious participation, perseverance, involvement in the lesson, group cooperation behavior, observance of regulations, fair play, along with the classic grading criteria present, grade for technical performances or assessment of motor qualities, are the criteria and indicators that propose to complete the evaluation and appreciation in the physical education lesson at the gymnasium cycle.

Keywords: appreciation, evaluation, students.

Introduction

Evaluation is a mandatory step in the activity of any institution, through which you can get information about certain tests and levels of those who perform the activity and about certain instructive-educational and training conditions, or about certain effects that physical exercises can offer.

The domains of evaluation are situated at both levels of evaluation, being social, economic, political, occult, anthropological, etc. However, the pedagogical evaluation is the real object of the educational evaluation, being focused on the educational process and being a didactic exercise (Lisievi, 2002; Manolescu, 2008,; Stoica 2003; Stanciu, 1999).

The evaluation includes a series of actions in which the teacher informs the student about the achievement of the objective and the results of the assessment of the student's activity.

If in other areas of human activity the "binomial" evaluation (objective) results, the educators will be able to evaluate the value of a "small trinity", given the value of the "trinomial".

In our field we consider that there is no emphasis on the importance of the effects of evaluation on students' motivation, so most teachers evaluate all students involved in the educational process with the highest grade, this causing the loss of the motivating effect of the evaluation result. Assessment has a regulatory role for training students as well as for improving teaching strategies.

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The evaluation in the physical education lesson consists in a system of concepts and techniques related to the measurement and appreciation of the results within the educational process, having a regulatory role for the training of students, as well as for the improvement of teaching strategies (Carstea, 2000; Dragomir, Scarlat, 2003).

We consider that if we apply indicators of evaluation and appreciation of the student's behavior and attitude in the lesson, we will contribute to the optimization of this evaluation activity, but also of teaching so important for the physical education teacher.

We want to optimize the process of evaluation and appreciation of students in the discipline of physical education, through certain indicators, which aim especially at the attitude and behavior of the student in the lesson.

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Results

In school physical education there is a close link between the objective and the irrational results of schooling. It is, however, a word that is rigid or algorithmic, with small parts, but gives a rational, flexible one, which offers the evaluation of the student's ability to learn.

The school results are concretized in:

- prestatii (sequences of action related with objective excesiv operaționalizate);
- reinforcements, as a suite of operations;

- competente, as a result of the school result.

In addition, the connection between the objectivity and the learning content is closely linked. Namely, from the macro-educational perspective, the objectives have an ascendant to the continents, while from the micro-educational receptive, the contents are very different from the other. The substance of the school result, all the more common today, is due to all the objectives and the content of the contents of the learning of the object.

In an opinion poll conducted in educational units in the city of Pitesti on the issue of the importance and role of assessment for physical education and sports, outlined a general picture from the point of view of 100 students, but also the responsibility and seriousness shown by students towards the discipline physical education.

From the students' point of view, physical education lessons are considered pleasant - about 80%, 10% consider them boring and 10% do not answer. All respondents participate in physical education classes and at the evaluation tests.

The rules and regulations of sports activity are observed in a percentage of 60% of students, which indicates respect for rules and regulations, fact also revealed by the observance of fair play rules - 80% of those surveyed.

Physical education lessons are considered enjoyable and about 70% believe that the activities carried out within them influences the way they respond to evaluation

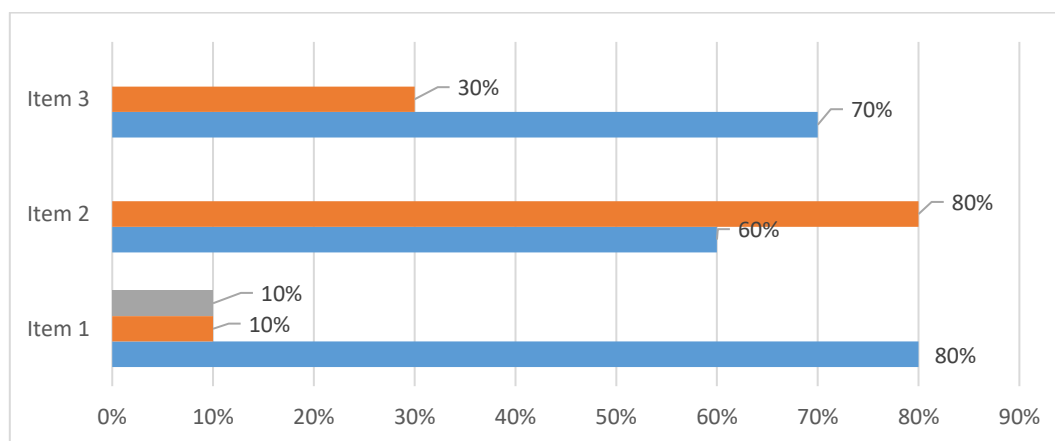


Figure 1. Student survey representation

The survey of 20 teachers gave us the opportunity to outline a general picture of the

role and importance of evaluation and appreciation in the educational process.

Table 1 Statistical processing of the answers to the questionnaire

Nr. crt	Content of the questionnaire	Answer options	answer	
			nr	%
1	How important is evaluation in the educational process?	It is of maximum importance because it shows us the level of preparation of the students.	20	100%
2.	What do you think is the role of assessment in the discipline of physical education?	Evaluation of motor qualities	6	30%
		Determinant role in the application in practice of the acquired elements.	10	50%
3.	From your experience, do you think that physical education class is loved by students?	Role of measuring the acquired knowledge	4	20%
		It depends a lot on the teacher	8	40%
4.	Please argue the answer to the previous question.	Yes	6	30%
		not	4	20%
		He is more beloved in primary school	2	10%
		It is enjoyable when the teacher actively involves all students through various methods.	8	40%
5.	In the educational unit where you activate what kind of changes would be necessary for the evaluation process to be better.	She is loved for that involves students' participation in sports competitions.	4	20%
		It's boring in the learning phase	2	10%
		She is not loved because the students are not aware of the competition with themselves, but only with the opponent	4	20%
6.	Elevii dvs. participă cu plăcere la orele de educatie fizica ? Do your students enjoy participating in physical education classes?	Students do not like monotonous efforts (eg resistance)	2	10%
		Better material base	8	40%
7.	What are the reasons for this?	Criteria closer to student behavior	4	20%
		Improving students' attitudes towards physical education	8	40%
8..	Do students know the control tests and the scales for them?	Yes	2	10%
		Not	10	50%
9.	How do you perform the evaluation?	Yes, primary school students	2	10%
		Depending on the theme of the lesson and the means chosen	4	20%
10	What recommendations do you have to improve assessment in the physical education lesson?	Yes, if there is an emulation state	2	10%
		Lack of diversification of means	8	40%
8..	Do students know the control tests and the scales for them?	The monotony of exercise	6	30%
		Adversity in sports games	6	30%
9.	How do you perform the evaluation?	yes	8	40%
		no	4	20%
10	What recommendations do you have to improve assessment in the physical education lesson?	not always	8	40%
		Through games without putting pressure on the student in primary school	8	40%
10	What recommendations do you have to improve assessment in the physical education lesson?	Using the recommendations of the national evaluation system	12	60%
		To take into account the accuracy of the exercises	12	60%
		To take into account the student's attitude	4	20%
		The effort made by the student to accomplish the tasks of the lesson	4	20%

The survey of 20 teachers gave us the opportunity to outline a general picture of the role and importance of evaluation and appreciation in the educational process.

When asked about the importance of assessment in the physical education lesson, all respondents considered that assessment is of great importance and shows the level of preparation of students.

Regarding the role of evaluation in the physical education lesson, we obtained the following answers: important for the evaluation of motor qualities: 30%, determining role in the practice of the acquired elements 50%, role of measuring the acquired knowledge 20%.

The specialized teachers consider that the evaluation in the physical education classes must be efficient and pleasant, the students to get involved and to wish the good results.

Teachers apply assessment in the physical education lesson, using specific games, methods and means, by assessing the level of physical training, according to the national assessment system.

Recommendations to improve the evaluation in the physical education lesson: to take into account the accuracy of the exercises, to take into account the student's attitude.

Physical education teachers believe that the attractiveness of lessons and the desire to participate with pleasure depends on the teacher, having recommendations to improve assessment in the physical education lesson such as; to take into account the accuracy of the execution of the exercises, to take into account the attitude of the student.

We propose, based on the previously studied, the following aspects that we consider must be taken into account in order to achieve the correct and objective evaluation in the school physical education lesson:

Proposed evaluation criteria:

- ✓ attitude towards the discipline of physical education
- ✓ perseverance in achieving the tasks of the lesson
- ✓ active and conscious participation
- ✓ initiating and maintaining interpersonal relationships through the practice of physical education and sports
- ✓ self-control manifested in competitions,
- ✓ tolerance towards competing partners;
- ✓ respect for partners and opponents,
- ✓ critical attitude towards inappropriate behaviors during the lesson.

Conclusions

The evolution of each subject will be recorded in an individual file, which will include the current and final records, on all indicators

included in the research, except for the note, added later.

We propose that in physical education lessons teachers aim to stimulate self-knowledge processes, strengthen self-confidence, increase self-efficacy, develop communication skills, relationship skills, tolerance, civilized behavior, respect for rules, rules.

It is important that in selecting the evaluation and assessment criteria to take into account their possibility to provide information on how exercise can be practiced in different situations, self-organization, self-management, self-assessment of motor act, integration and group action.

These values and attitudes can be appreciated, and the respective scores will contribute to the awarding of the final grade. The results recorded in the previous research lead us to the proposal to apply in the evaluation in the physical education lesson of some indicators that offer the possibility of exploring personal resources, aimed at optimizing communication and emotion management during sports.

Evaluation of the attitude towards the physical education lesson, active and conscious participation, perseverance, involvement in the lesson, group cooperation behavior, observance of regulations, fair play, along with the classic grading criteria present, grade for technical performances or assessment of motor qualities, are the criteria and indicators that propose to complete the evaluation and appreciation in the physical education lesson at the gymnasium cycle.

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