COMMUNICATION CHARACTERISTICS DURING TEACHING PHYSICAL EDUCATION AND SPORT

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Abstract

The didactic process is a social process which is constituted on the didactic interaction manifested in the specific pedagogical conditions of the scholar collectivity. Consequently, the interaction we are talking about is realized through didactic communication, through which the teacher intervenes between the subject of the education and the taught subject. The idiom used is not just a way of communication in the didactic activity of the teacher, but it is also its essence. Without the idiom the didactic aims and targets would not be reached, and the entire didactic process wouldn’t take place (I.O. Pânișoară, 2003).

Key words: communication, language, dialogue, gymnastics terminology

Introduction

If in the traditional didactics the teaching process was seen as a communication of the knowledge activity, in the contemporary didactics it is seen as having new meanings. It is considered to be more of problem about the organization and leading the learning processes, which needs a complex of functions and activities of planning, control and evaluation, decision, innovation and continuous research of the teaching process. But teaching will be in most cases an activity which implies communication of the new knowledge, because it could never be replaced with the individual studying which student can do. Moreover, teaching also needs communication as a succession of sentences through which the teacher: - Fixes the directions of the teaching (states the goals); - Makes the connection between the students and the new contents; - Organizes the teaching activities and the right conditions needed for learning; - Imposes the succession of the phases/events of learning (level of the tasks, dosage of the effort); - Guides the experiences/learning operations; - Stimulates the interest and encourages the effort of the students; - Appreciates results, evaluates; - Ensure the retention and transfer of knowledge; - Corrects the mistakes; - Directs the direction of learning. In this way, the physical education teacher has to do the following things as to be active in the didactic activity specific to the subject taught: - Have the capacity to establish student-teacher relations in order to optimize the didactic communication and the didactic activity.

Functional approach

As a result, one can’t talk about teaching without keeping in mind the preparation of the student’s activity and then evaluation/auto-evaluation. We can notice more aspects of the idiom from the point of view of the aspects of its interconnection (S.N. Danail, 1993; S. Cristea, 2004): - Instruction and idiom as a studying area; - Idiom as socializing mean; - Idiom as way of transmitting didactic texts. Each studying area has its own terminology (not idiom): special notions, specific terminological operationalizations, which enriches the idiom of the subject taught. For all subjects in general and for the physical education in particular, the idiom is the first way through which the didactic communication takes place. In each subject there are terms, which are understood and make sense only when specialist in the field of research use them. Each subject has its own scientific terms, which favorizes the communication within the research field. So, the terminology of physical education and sports is a normal result, taking into consideration the role of the generalizing and systematizing of all terms used in the description of the motor positions and actions; apparatus, installations, materials and equipment used. Accumulation and correct usage of the physical education terminology is crucial for the future activity of the physical education and sports teacher. The communicative ways of teaching represent themselves instruction ways, which contribute at the didactic process. During the didactic activity, the instruction has a dialogue character, time in which an student-teacher; teacher-student; student-student exchange of information. (M. Stroe, T. David, A. Predescu, 1987; N. Tomșa, 1999; M. Stoica, 2002). Didactic communication is a bilateral process, which is examined as an interaction and influence process and it is seen as a mandatory condition for the profession pedagogical activity. Many approaches on the didactic activity of the physical education and sports teachers have underlined a communication problem on the level of the main group, having as common way the didactic
process (S.N. Danail, 1993, L. Șoitu și colab., 1996). The personality of the teacher, his communication style, his possibilities of expression have an important role in the didactic communication process (A. Dancsuly, 1972; I. Cerghit, 1976; A. Neculau, 1983; N. Tomșa, 1999). All verbal activity and verbal actions which have a didactic-pedagogical orientation are part of the teacher communication sphere. As it follows, we can distinguish the methods of didactic communication (N. Stanton, 1995; L. Șoitu, 1997): 1. The communicative method of presenting the teaching material: information, stories, writing, imagination etc.; 2. The communicative method of activation – guiding of the instructive process: tasks, demands, questions, problems etc.; 3. The communicative method of the didactic-educative reglementation of the didactic-communicative process: actualizing, correcting, repetition, appreciation forms. The same authors underlined the levels of communicational idiom: - Didactic – communication with the scope of didactic operationalization; - Professional – communication has as purpose the transfer of terminology specific for the certain subject; - Esthetic – artistic communication, usage of literary idioms; - Usual – communication has as basis the usual language with the purpose of enlarging the communication possibilities between the teacher and the student.

The instruction process is orientated towards the actions of gaining and knowing the information/skills and habits, so, the examination of the aspects of the didactic activity of the teacher analyses, first, the main problem – communication in the instructive-learning process. Reaching the goals of this process is possible through the fact that the students becomes aware of what is happening and the positive result is conditioned by the detention level of the pedagogical technique the teacher has. Communicative activity of the physical education teacher is seen in professional-motor activity, as a specific form of the didactic communication. This, the didactic communication of the physical education teacher is the result of the mixture between the verbal and kinesthetic activity, which represents an important component of the didactic skills. Another main component of the didactic skills is represented by the skills the teacher has in coordinating the didactic communication with the physical demonstration of the exercises (S.N. Danail, 1993). During this process of realizing both the verbal communication and the physical demonstration of the exercises, the concomitant implication of the hearing, seeing takes place, all being articulated with the superior cognitive process of thinking which assures the transfer of the information, so that the internal enumeration can take place for the internal enumeration to happen, which is needed in the process of respecting the rhythm and the tempo of the movements, actions and the volume of the motor actions.

A general construction can be crystallized, constituted on six main levels, which represent the determinant factors in preparing the students of the Physical Education and Sports Faculty, as a following of the sum of aspects specific to their activities. Similar research in the area of analytical projection of the knowledge and skills needed by the physical education teacher for integrating the processual components in the pedagogical system of the “Lesson” have played an important role in this crystallization. These levels are: 1. Level of didactic projection.; 2. Level of didactic construction.; 3. Level of didactic organization.; 4. Level of didactic communication.; 5. Cognitive level.: 6. Kinesthetic level. These levels represent the main objectives which must be kept in mind during the didactic skills forming process of the students during the “Basic Gymnastics” module, under the aspect of optimum integration of the student in the didactic activity specific for the pre-university education. On the basis of these findings some of the dominant can be revealed, so that the content of the didactic knowledge and skills can be structured on, in the case of the physical education and sports students.

Conclusions

One can end that the pedagogical technique is an important factor through which the coordination of the organizational, behavioral aspects with the technological, managerial, educational aspects takes place, or, put another way, the way the personalities of the teachers merge with the rigors of the subject taught, in the instructive-educative process, so that in this way the pedagogical idea can finally find it’s shape.

References

KARAKTERISTIKE KOMUNIKACIJE ZA VRIJEME NASTAVE TJELESNOG ODGOJA I SPORTA

Sažetak
Didaktički process je sociološki process koji je konstituiran na didaktičkoj interakciji vidljivoj u specifičnim pedagoškim uvjetima školskog kolektiviteta. Posljedično, interakcija o kojoj se govori se realizira kroz didaktičku komunikaciju, kroz koju učitelj intervenira između subjekta edukacije i sadržaja. Pri tome, korišteni idiom nije samo način komunikacije u didaktičkoj aktivnosti učitelja, nego također i sama suština. Bez idioma didaktički ciljevi i namjere ne bi bili dostignuti, i cijeli didaktički process ne bi uslijedio (I.O. Pânișoară, 2003).

Ključne riječi: komunikacija, jezik, dijalog, gimnastička terminologija

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