



STUDY ON PROCEDURES FOR OPERATIONAL OBJECTIVES IN PHYSICAL EDUCATION

Florin Cojanu¹

¹University of Pitesti

Key words: physical education, operational objectives

INTRODUCTION

In general, educational goals and / or instructional purposes are pursued by the processes of education or teaching activities, such as learning skills and ability to drive the development of cognitive skills (understanding, application, analysis, synthesis) emotional (reactions, feelings, will, perseverance, inclinations) psychomotoric (collection, disposal, automatism, etc. driven side.) growing health training driving skills, etc. ..

They are a target or purpose teaching subjects to be conducted systematically and rigorously the process of conducting training or other education-training activities of the human personality.

Specifying the correct targets is a fundamental requirement of designing teaching activities. Specifying the objectives of education, training, information, etc., is achieved through logical operations or judgments, subsidized by the correct and precise answers to four fundamental questions, as follows:

1. "What we want to do? 2.
2. "What we know and will know what to do?" (Student) at the end of one or more units of learning (training) assembled systemic
3. 3. "What use what you learn, educate, dial"
4. 4. "What length of time is required?"

Any type of project is being developed "from the end", with the thought and image of the final product you want to realize it. This purpose may be placed at the end of a cycle of learning (school, school, university).

These types of targets determine the contents of various analytical programs of instruction (for the recovery of knowledge, ownership of new acquisitions and continuous improvement). Largely from physical education lessons are devoid of quality and efficiency expected, due to errors that are committed in the methodology of determining educational objectives-training or instruction.

PURPOSE - Determine the procedure for drawing up operational objectives used in the lesson of physical education at training establishments.

EXPERIMENTAL REPRESENTATION:

During the period May 1 to June 15 2007 I experienced two developing objectives (Mager and De Landscheere) presented in Tables number 1 and number 2, in 6 schools in Argeş County (School no. 3, number 7 and number 1 Campulung, Ţiteşti School, School and School No. Rădeşti. Piteşti 11) in order to identify the degree of operational status. The study consisted in choosing the procedure for drawing up operational objectives by a number of 40 teachers.

DEVELOPMENT OF PROCEDURES FOR OPERATIONAL OBJECTIVES

Mager's procedure - the first way in which we stopped for the formulation and operational objectives, it includes three components, as follows:

1. Description of the final behavior of the child in terms of observable and measurable procurement (use action verbs in the subjunctive);
2. Determining the conditions under which behavior will be (specify the material and / or psychological in which students will demonstrate that they have reached the expected change);
3. Setting the standard expected performance criteria.

Table no. 1 - Operational objectives – Mager

PROCEDURE MAGER			
Unit learning	Behavior expected	Conditions in	Standard performance
	1	2	3
Crawl, push, traction and development of teambuilding	to carry the entire team on the transport	distance of 10 meters	in 25 seconds
Ownership of skill throw-catch and mathematical calculation	execute five passing and catching	to solve five math operations	within 25/30 seconds (B / F)
Running speed and citizenship education	three objects to carry first aid	on the distance of 10 meters	in 18 seconds
Balance of skills and practical ability	to make cutting a form of animal	on the distance of 20 yards	by breaking paper on the contour

Regarding the procedure of De Landscheere - this comprises five components, as follows:

1. Who will produce the desired behavior (the student-teacher);
2. What is observable behavior (the purchase);
3. What is the product (performance);
4. Restrictions on behavior (what conditions must be conducted behavior);
5. Restrictions on performance (the standard expected, the performance achieved).

Table. no. 2 by example, tried to resolve the five conditions for the formulation of operational objectives, taking as examples two different learning situations: teacher and students.

Table no. 2 - Operational objectives - DE LANDSCHEERE

PROCEDURE FOR De LANDSCHEERE					
Unit learning	The subject	Behavior expected	Performance	Restrictions on behavior	Restrictions on the performance
	1	2	3	4	5
Crawl, push, traction and development of teambuilding	Student	to carry the entire team on the transport	distance of 10 meters in 25 seconds	at the stool	at least 2 seconds
	Teacher	to design the project teaching	to monitor the operational objectives	seeking planning	to reformulate the objectives based on assessment results
Ownership of skill throw-catch and mathematical calculation	Student	execute five passing and catching to solve five math operations	within 25/30 seconds (B / F)	by mental arithmetic	with a minimum of 3 seconds
	Teacher	to design the project teaching	to monitor the operational objectives	through the curriculum and planning semestrial	to reformulate the objectives based on assessment results
Running speed and citizenship education	Student	three objects to carry first aid	on the distance of 10 meters in 18 seconds	simultaneously	with minimum 2 seconds
	Teacher	to design the project teaching	to monitor the operational objectives	through the curriculum and planning semestrial	to reformulate the objectives based on assessment results
Balance of skills and practical ability	Student	to make cutting a form of animal	on the distance of 20 yards	by breaking paper on the contour	with a minimum of 2 inches
	Teacher	to design the project teaching	to monitor the operational objectives	through the curriculum and planning semestrial	to reformulate the objectives based on assessment results

RESULTS OBTAINED

In the table below are the results obtained after processing the elections made by the 40 teachers:

Table no. 3 - Results operational objectives

Unit learning	School no 1 Câmpulung		School no 3 Câmpulung		School no 7 Câmpulung		School no 11 Pitești		School Rădești		School Țițești	
	Mager	De Land	Mager	De Land	Mager	De Land	Mager	De Land	Mager	De Land	Mager	De Land
Crawl, push, traction and development of teambuilding	4	2	6	2	2	4	6	2	3	1	5	3
Ownership of deprinderii throw-catch and mathematical calculation	4	2	6	2	2	4	6	2	2	2	4	4
Running speed and citizenship education	3	3	4	4	4	2	5	3	3	1	5	3
Balance of skills and practical ability	4	2	6	2	2	4	6	2	3	1	5	3
TOTAL	15	9	22	10	10	14	23	9	11	5	19	13
PERCENTAGE %	62,5	37,5	68,75	31,25	41,6	58,3	71,8	28,12	68,75	31,2	59,3	40,6

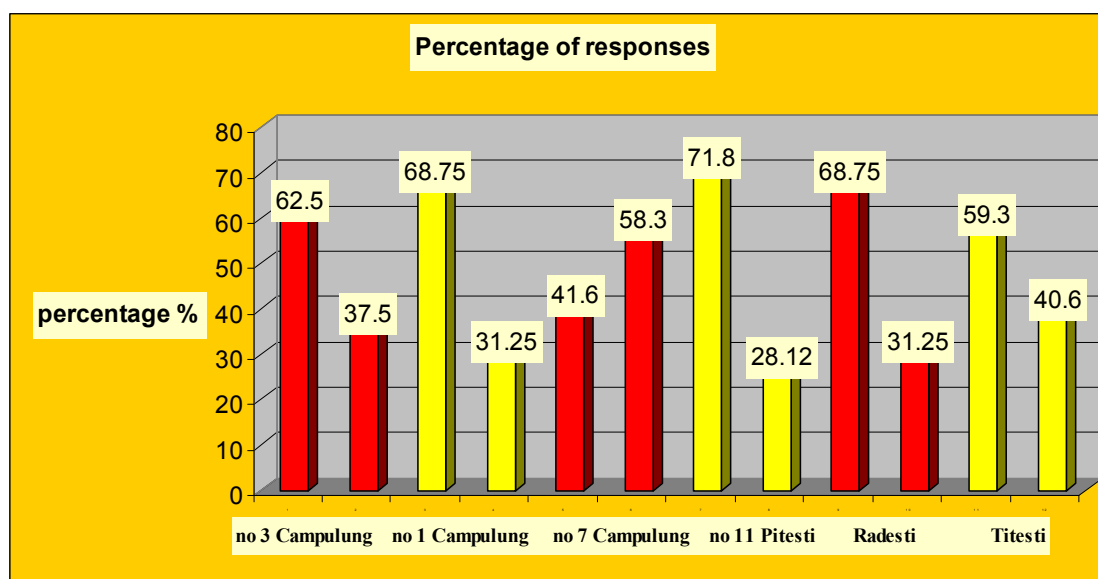


Figure 1 - The share answers on the choice of operational procedure

CONCLUSIONS

1. In instructional methodology operational objectives should take into account two fundamental coordinates namely:

- **coordinated teleological** which implies that all observable and measurable behaviors (the technical, physical, psychological, etc.). Shall be added which states favor them (emotional, volitional, cognitive, motivational), to be aligned on the route and final objectives operational (always directed towards the final goals and targets);

- **practical coordinated** - which involves the following requirements:

- identify and specify the observable behavior (from beginning to end);
 - establishing internal conditions of instruction (which can athletes);
 - establishing the external training (which can teacher - coach);
 - fixing of learning - training (at minimum, average, maximum, expected);
 - stimulate the incentives or restrictions and efficient use of time;
 - evaluation by rigorous criteria: behavior, expected performance and the evaluation at the end of lessons, number of lessons micro cycle, middle cycle etc. ..
2. Only by expressing instructional objectives in observable and measurable behavior can appreciate the quality and effectiveness of training conducted

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