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ORIGINAL RESEARCH

STUDY OF RETHINKING THE STRUCTURE ON THE PROJECT USED FOR TEACHING THE LESSON OF PHYSICAL EDUCATION

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INTRODUCTION

DIDACTIC PROJECT - binding document is developed by the teacher for each lesson in physical education, the underlying activities to obtain final grade in the education and training of teachers to students by making teaching practice because the activity gives teachers guidance on scientific normative character.

Design is the lesson of anticipation and premonition of the business to be conducted in order to achieve its objectives and the teaching material is the result of solving the theme / lesson themes.

Any type of project is being developed "from the end", is 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).

Advantages develop operational projects curricular type:

- Promotes thinking by objectives;
- Prevents unwanted events and risks;
- Exploit psychological learning resources;
- Causes and motivations of students recover;
- Prepare the message of dialogue and communication with students;
- Done, aware of the activities teaching - learning-assessment.

PURPOSE OF PAPER - is to rethink the project used in teaching the lesson of physical education at the primary cycle.

EXPERIMENTAL REPRESENTATION:

During the period 1 March-15 April 2009 I experienced a new structure for developing didactic operational projects (described below) in 3 schools in Arges county on a number of 10 teachers (School no. Câmpulung 3 and Titesti School) and School no. 11 Pitesti on a number of 10 students in the teaching practice undertaken by them to identify the structure of the main events or educational links to the operational structure of project teaching.

Olympiad DIDACTIC lesson design proposed for the proposed physical education are the main constituents of the teaching scenario. Lesson of physical education at primary cycle causes the following educational events:

- Capture the attention throughout the lesson;
- Statement of objectives and tasks and attractive to the pupils;
- Updating knowledge from previous lesson;
- Presentation of new content and direction of learning;
- Producing expected outcome (performance);

- Evaluation;
- Providing feedback map;
- Ensuring and enhancing retention and transfer;
- Return after the effort.

Show the representative examples of educational events presented above as follows:

- each setting means proposed as part of the learning content, from the operational objective for the lesson topic to be conducted;

Theme - Strengthening skill to crawl on forearms and knees and crawl low

O 1 to run in rapidly crawl on forearms and knees, maintaining the trunk parallel with the ground;

O 2 to perform the low crawl own pace, maintaining trunk parallel with the ground;

Teacher Activity	Student Activity	Strategy Teaching				Eva lua tion
		Bands of	Dosage	Me thods	Obj ective	
<ul style="list-style-type: none"> ❖ Presents correct movement and position the arms and trunk ❖ Introduce exercise corrects timing and arm-leg ❖ Explain the year, follows the pace of implementation and correct position of the arms and trunk ❖ Watch trunk position during movement, the pace of travel and speed of execution 	❖ Run: crawl on the forearms and knees on the mattress for sleeping pad		5x		O 1	For ma tive
	❖ Run crawl low on the mattress sleeping pad		5x	Exerci ses	O 1	
	❖ Run the milestones in a relay race, bypassing a landmark and crawl back through the knees and forearms.		5x	Conver sation	O 2	
	❖ Run the ball, changing direction, pirouette, low creep, and throwing to the target of running with the ball		5x	Shows	O 2	

Replacement content links current effort to prepare the body and selectively influencing the locomotory through time teaching alternative called updating knowledge, which is composed of media content related already assimilated specific theme of lesson;

Subject	Content lesson likely to be updated
Throw back to the basket	<ul style="list-style-type: none"> ➤ Fundamental position; ➤ Field trips; ➤ Care and catching the ball with two hands at chest; ➤ Throw back to the basket.
Creep on the forearms and knees and crawl low	<ul style="list-style-type: none"> ➤ It is moving in an applied course with different obstacles that require the help of other team members to be passed over or under; ➤ In the relay race, shuttle with the ball rolling on the ground and carrying an object to the place of return;

Make a point of feedback in the lesson after the conveyance of learning;

Subject lesson	Operational objective	Feedback is proposed
Topic 1 - Strengthen deprenderii to crawl on forearms and knees and crawl low Topic 2 - Educating the spirit of teamwork and competition	<ul style="list-style-type: none"> ❖ execute in their own pace crawl low, keeping trunk parallel with the ground; ❖ driven to perform actions and intellectual carried in pairs; 	❖ running the relay race with milestones, jump on one foot and both low creep. At the other end waiting for their colleagues and get back together, one of my colleagues had allowed to touch the ground.

Develop a retention time and transfer to the final lesson;

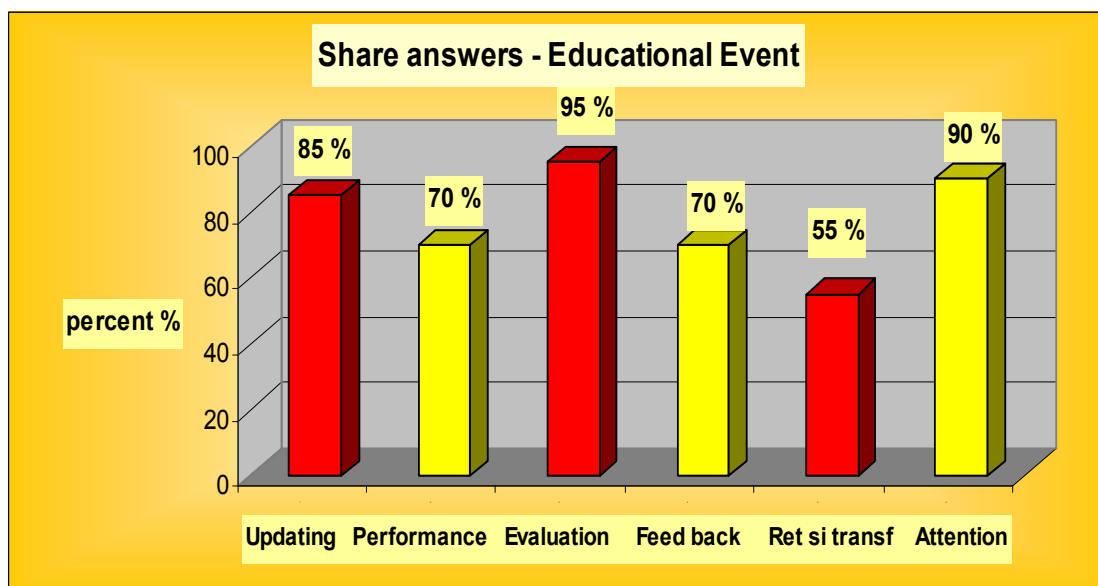
Subject lesson	Operational objective	Proposed retention and transfer
<p><i>Topic 1</i> - Strengthen skill to crawl on forearms and knees and crawl low</p> <p><i>Topic 2</i> - Educating the spirit of teamwork and competition</p>	<p>❖ to perform the low crawl own pace, maintaining trunk parallel with the ground;</p> <p>❖ driven to perform actions and intellectual carried in pairs;</p>	<p>❖ through a maze of strings by crossing with or without the help of colleagues through: jump, crawl, climb, climbing, etc..</p>
<p><i>Topic 1</i> - The development of skill as other quality driven</p> <p><i>Topic 2</i> - acquiring a suite of steps on a musical</p>	<p>❖ to handle as speed objects, building and solving intellectual tasks;</p> <p>❖ to perform in a one minute musical;</p>	<p>❖ Course applied to solve a rebus</p> <p>❖ Execute steps shindy other songs and combine with other gestures of the body (fights of hands on knees, etc.).</p>

RESULTS OBTAINED

In the table below are the results obtained from processing choices made by the 10 teachers and 10 students for each time practicing teaching in the proposed project structure

Table no. Results 1 Rethinking educational structure projects

Teachers proposed event	School 3 Câmpulung	School Titesti	School 11 Pitești	TOTAL	PERCENT
Updating previous knowledge of lesson	5	5	7	17	85 %
Obtaining the expected outcome (performance)	4	4	6	14	70 %
Evaluation	5	5	9	19	95 %
Provide feed-back	4	3	7	14	70 %
Ensuring and enhancing retention and transfer	3	3	5	11	55 %
Capture the attention	5	5	8	18	90 %



Graph no. 1 - The share answers on the project teaching

CONCLUSIONS

Promotion and implementation of a teaching project described above creates conditions for innovative streamline the educational process in the primary cycle as follows:

1. Replacing the old mentality Educators "seeing and doing" with "precision and rigor" design science;
2. Represents the path of achieving full instructional objectives proposed to be conducted in accordance with the time available (hourly, lesson, lessons, or system of units of learning modules, semester, year, training lesson, micro period, middle period, macro period, Olympic cycle) and minimum cost;
3. It is an excellent opportunity for (auto) processing especially for young trainers;
4. Instruments that ensure the quality and effectiveness of training conducted;
5. Promotes "thinking by objective", is activities of teaching-learning (training) objectives are focused on educational / instructional and well defined, to be resolved require some resources, content, execution conditions, strategy (methodology) and assessment tools. They are removed by "instructional ballast", is remove operations and / or means useless and fully exploit the teaching available to solve objective. Develop it self to any type of project teaching begins with a very serious preliminary information:
6. Knowing the conditions for business and the requirements imposed by the forums of the management of physical education or sports performance, purpose, objectives and content specified in planning documents and records of the previous period;
7. Thorough analysis of physical education activities conducted prior to (cycle school, school year, semester, module, number of lessons, the previous lesson. Interested in particular: the objectives achieved, and performance skills acquired, level of training, strong points, weaknesses, opportunities, threats, etc.;
8. Ranking data and build (or improve) the model of preparation for the next cycle mode, number of lessons. In large measure here is the final set of instructional project;

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