

MODEL FOR ASSESSMENT OF METHODOLOGICAL – PRACTICAL CONTENTS' ACQUISITION OF ATHLETICS TEACHING AT UNIVERSITY

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Preliminary scientific communication

Abstract

In preparation of normative documents for new standards in our education, special attention is paid to creative activities in the educational process, by both the educator and the student. This new role of the student in the educational process of knowledge creation requires skills and access to teacher-student relationship. By training students at faculties of sport and physical education by the means of athletics disciplines, the appropriate theoretical knowledge and application of practical and methodical content for future teachers of physical education should be ensured. In the effort of theme development the working hypothesis is built on the assumption that the definition of the level of methodical and practical knowledge in athletics lectures will give students objective criteria to control and determine the final mark in this subject. The aim of this paper is to define the classification structure model of methodical-practical knowledge level in athletics lectures. Based on the observations of 135 students of the Faculty of Sport and Physical Education, at the University of Novi Sad, the pedagogical levels are formed and the criteria for adequate assessment of athletics teaching are described.

Key words: athletics, teaching process, methods, structure of levels

Introduction

Arising socio-economic changes in our society set new demands on the educational system. Approaching Europe, there is the necessity of using new concepts, contents and the selection of new curricula. In this regard, the authorities took the position regarding the management of educational processes at different stages of education. In preparation of normative documents for new standards in our education, special attention is paid to creative activities in the educational process, by both the educator and the student (8, 11). This new role of the student in the educational process of knowledge creation requires skills and access to teacher-student relationship (1, 4, 10, 13). Another important change is delimitation and changing from previous reproductive knowledge and education of students to the ability of self-informing and self-control. Applied to the teaching process, that is achieved through specific pedagogical and didactic criteria that are directed to the establishment of improvement in the teaching process (2, 6, 7). Logically, it follows that the analysed changes require the actualising of curricula and preparation methods of future pedagogues and teachers of physical education (5, 9, 12, 14). By training students at faculties of sport and physical education by the means of athletics disciplines, the appropriate theoretical knowledge and application of practical and methodical content for future teachers of physical education should be ensured (3). Future teachers' education has two stages (15): firstly, the adoption of athletics disciplines' techniques, and mastering methodical and practical skills used for the teaching of athletics disciplines in school physical education, at the second stage.

The aim and objectives

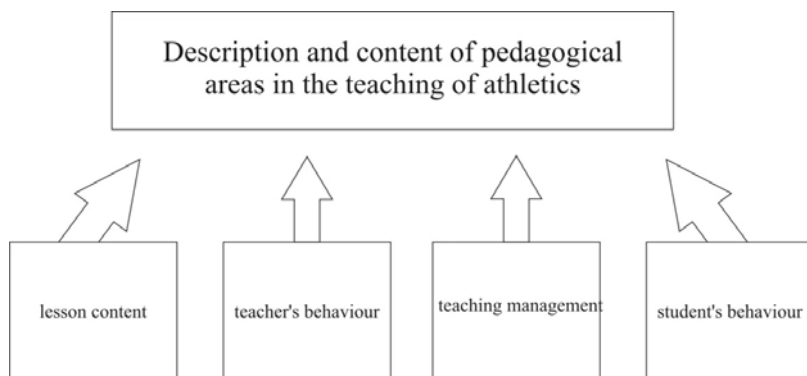
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To achieve this target the following tasks are set:

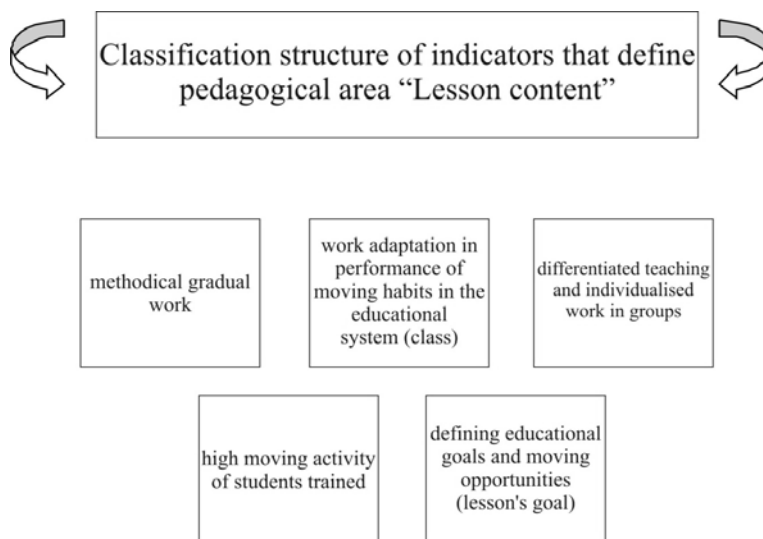
1. Setting of problems supported by literary data obtained from the appropriate sources.
2. Systematization and defining of pedagogical areas.
3. Horizontal hierarchy for pedagogical areas determination by the structural level of teaching
4. Selection and defining of the exact criteria applied and vertical hierarchy of pedagogical areas.
5. Classification structure of methodical-practical knowledge of athletics teaching.

The subject of this paper is based on the area of pedagogical activity as a set of criteria for determining the level of methodical-practical knowledge in athletics lectures. The research is based on: 1) Theoretical indicators, to determine the pedagogical areas and criteria for their definition, and 2) Practical indicators, obtained by observing 135 second year students of the Faculty of Sport and Physical Education, at the University of Novi Sad, who were involved in the teaching of athletics.

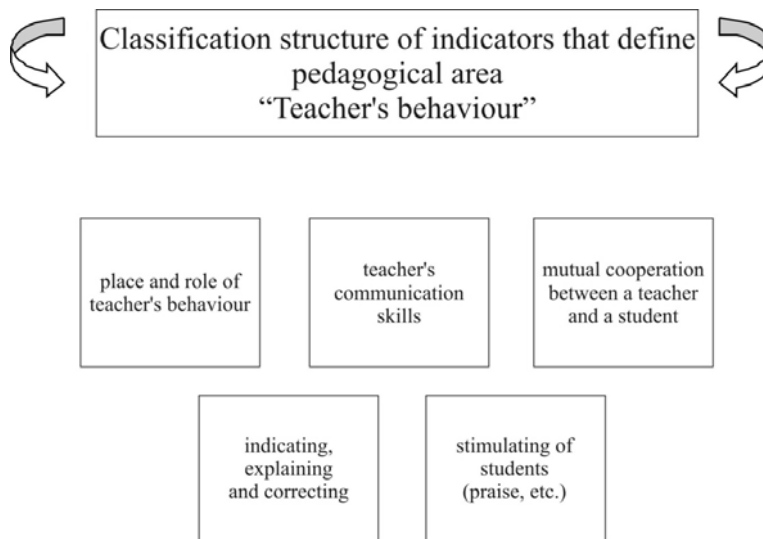
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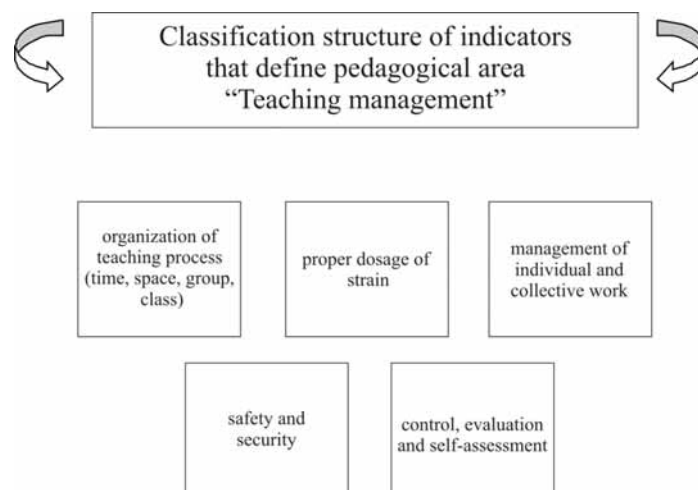
Scheme 1: Description and content of pedagogical areas in the teaching of athletics



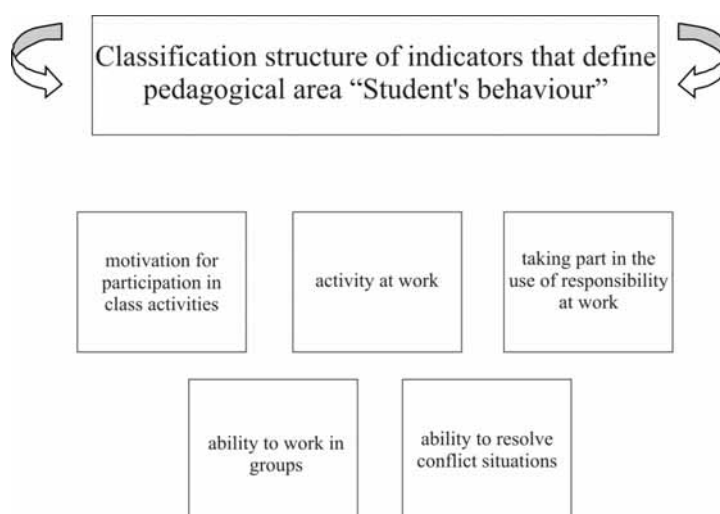
Scheme 2: Pedagogical area "Lesson content"



Scheme 3: Pedagogical area "Teacher's behaviour"



Scheme 4: Pedagogical area "Teaching management"



Scheme 5: Pedagogical area "Students' behaviour"

Table 1: Standards for the assessment of methodical - practical knowledge level of athletics teaching

| levels | Lesson content | Teacher's behaviour | Teaching management | Student's behaviour |
|----------------------------|---|--|--|--|
| First level: weak | missing methodical and systematic differentiation in groups, adaptation of moving habits according to education level | missing obedience in class, discipline, attention, bad spoken communication between teachers and students | missing organization, waste of spatial facilities, lesson duration imbalance, bad strain dosing | weak moving activity, lack of motivation, inattention during the execution of tasks, does not want to work in a group |
| Second level: satisfactory | does not follow the concept of lesson, imprecise training target, poorly defined moving tasks for the appropriate educational level | poor student-teacher cooperation, difficulties in selecting assets and demonstrations | management present, but there is a lack of precise dosage and duration of different parts of lessons | random and spontaneous motivation only in some activities, bad group work and participation in tasks solving |
| Third level: good | difficulties in methodical order and the differentiation of group work, but the internal conception of lessons preserved | mild occurrence of pedagogical relation to inclusion in moving activity, lacking feedback, and the variability of means of communication | periodic difficulties in management, but often improved through concrete indications of dosage and criteria for control | different presence of motivation in moving tasks performance, but visible positive tendency |
| Forth level: very good | properly formulated objectives, methodical sequence, adapted work, good concentration, working with clearly differentiated groups | teacher-student relationship established, proper positioning of the department, appropriate communication | systematisation and mastering the elements of class management: optimal dosing, organization and proper criteria for control | great interest in teaching content and activities, motivation, mutual respect and support, resolving conflicts, self-control |

Scientific analysis is based on several experiences from previous practice and it allows us to concretize the four areas of pedagogical activity. They include the basic teaching process with particular attention to teacher-student relationship. Facing the European trends in teaching, in physical education teaching as well, and discovering new demands of state standards in the general education system, we suggest the following definition of certain pedagogical areas.

Criteria for the recognition of teachers' abilities during the lesson:

- teachers' lessons are interesting and dynamic,
- there is a high moving activity of students in lessons,
- motivation of student for participation in the work,
- provoking good behaviour and positive impact on students,
- encouraging creativity,
- using students' participation in the final self-evaluation,
- positioning and meeting the individual development of students,
- encouraging specific success detection in pedagogical process,
- forming students' ability to use individual and collective responsibility.

Criteria for teacher's behaviour:

- Stimulating students to work- challenging students' positive thinking and action,
- having accurate, clear and concrete indications of errors,
- motivating students in all activities.

Criteria for the recognition of teachers' skills in teaching management:

- appropriate using, if necessary, prolonging or shortening of the length of lessons and parts of lessons,
- making the most of existing space for exercise,
- using various forms of organization in lessons,
- knowledge of how to properly arrange students in groups within a department according to their abilities,
- individualising the extent of strain in a given group,
- accurate determining in the process of training,
- ensuring the safety and security of children during exercise

Criteria for the observation of teachers' behaviour in managing students' behaviour:

- establishing knowledge, skills and attitude at work,
- proposing situations for the implementation of individual and collective solution,
- creating skills for spotting rules of conduct,
- motivation achievement through the creation of knowledge

and self-management, - creation of knowledge and skills for safe operation and assistance.

Based on the analysis of the proposed pedagogical areas and criteria for implementation and creative interpretation of the curriculum, four levels of methodological and practical knowledge can be established in athletics lectures (Table 1): the first level is the weakest, and the fourth is the best. The level order is determined by teacher's ability (teacher-to-be). Every teacher has to overcome the difficulties and problems that are described in four educational areas and to adapt to the criteria exposed by process management of athletics lectures. The criteria for each pedagogical area are given vertically and separately for each level.

Criteria for methodical - practical knowledge assessment for integral teaching in all four areas are presented horizontally. In conclusion, we can say that the proposed criteria from pedagogical areas make methodical and practical knowledge assessment objective in athletics lectures in the school system. In the teaching practice of students who are involved in athletics teaching at the Faculty of Sport and Physical Education, at the University of Novi Sad, the scoring in relation to the above four levels proposed in the table is used, optimised by adding other points won in other activities. This allows the assessment of methodical-practical knowledge in lectures after a six-grade scale.

Conclusion

Based on the observations of 135 students of the Faculty of Sport and Physical Education, at the University of Novi Sad, the pedagogical levels are formed and the criteria for adequate assessment of athletics teaching are described. Thus, such an analysis allows the formulation of the following conclusions: 1. we systematized and defined four areas of pedagogical work in athletics lectures 2. we exactly specified measurable criteria for pedagogical areas, 3. we set horizontal and vertical architecture on the structural level of lectures after pedagogical areas, 4. classification structure of methodical-practical knowledge in athletics lectures, 5. normative tables for criterion assessment on a six-grade scale were obtained. This is one of the attempts to improve the teaching process, which refers to teaching after specific pedagogical and didactic criteria that are directed towards the establishment of improvement in the teaching process (2, 6, 7).

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MODEL ZA PROCJENU USVOJENOSTI METODIČKO-PRAKTIČNIH SADRŽAJA NASTAVE ATLETIKE NA FAKULTETU

Sažetak

U pripremi normativnih dokumenata za nove standard u edukaciji, posebna pozornost se poklanja kreativnim djelovanjima u edukacijskom procesu, i od strane edukatora a i učenika. Ova nova uloga učenika u edukacijskom procesu kreacije znanja zahtijeva vještine i pristup relaciji učitelj-učenik. U pripremi studenata na fakultetu sporta i tjelesnog odgoja uz pomoć atletskih sadržaja, moraju biti osigurani odgovarajuće teorijsko znanje i primjena praktičnog i metodičkog sadržaja budućih učitelja tjelesnog odgoja. U nastojanjima razvoja promišljanja, realno je za pretpostaviti da definicije razine metodičko-praktičnih znanja iz atletike mogu dati učenicima objektivne kriterije kontrole i određenja finalne točke u ovoj temi. Cilj ovog članka je definicija klasifikacije strukturnog modela razine metodičko-praktičnih znanja nastave atletike. Na temelju praćenja 135 studenata Fakulteta sporta i tjelesnog odgoja Univerziteta u Novom Sadu, formirane su pedagoške razine i opisani kriteriji za odgovarajući pristup vrednovanju nastave atletike.

Ključne riječi: atletika, nastava, metode, struktura razina

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