PUPILS’ ROLE IN THE APPLICATION OF MORE EFFICIENT DIDACTIC AND METHODOLOGICAL PROCEDURES IN PE TEACHING

INTRODUCTION

The problem of the intensification of working processes in PE teaching is in the constant focus of experts in its various aspects, mainly from the point of optimizing the curricula, i.e. application of more efficient didactic and methodological operations in the PE class and recently the application of up-to-date technical and information technology, all leading to a more successful realization of PE class objectives in general. It is evident, however, that the pupils’ active role of in the teaching process is neglected, not only by the teachers themselves but also in the interaction of teachers and pupils.

This paper represents a synthesis of several scientific papers dealing with the effects of those organizational and didactic and methodological procedures in learning and practicing the PE curricula aiming at the optimizing of the technology of working processes in PE classes and emphasising the significance of the active role of the pupils in it.

I

1. The teaching process, as the most organized form of education, encompasses three factors: a teacher and a pupil, who make up a type of sociological form of work meant to implement the designed curricula as the third factor of this process. The teacher is, of course, indispensable when talking about managing the technology of PE teaching process. In terms of optimizing, foremost didactic and methodological basis of working processes, one of the basic tasks of the teacher is to plan the implementation of the more rational didactic and methodological procedures in the class, such as braver abandoning of didactic formalism in structuring the class, opting for the more educationally valid exercises, timely application of basic forms of work, appreciating individual differences of the pupils as a criterion for a more differentiated choice of exercises, etc.

In this process, the vital role is ascribed to pupils’ personal engagement and their wish to acquire the necessary knowledge, skills, and habits envisaged by the
school curricula, which in turn will bring about their higher motivational aspirations to be active in the process of teaching and practicing, and the significance of inner motivation is also to be stressed:

- curiosity for the learning materials which should be attractive and interesting for the pupils
- academic achievement motive as an aspiration to master contents of the curricula and the challenge to open up and present all the abilities, to fulfil the wish to compete, and to be better than others
- to aspire to the ultimate aim to master the given task and different levels of performance.

Curiosity, first of all, inquisitive and creative person is stimulated by the information about the contents that will be learned through given didactic material taught in class, these being: sketches and contourgrams of the biomechanical structure of the planned tasks including short instruction texts appropriate to the age of the pupils (sports gymnastics), films (rhythmic gymnastics, athletics, sports games), working files with the methods of improving physical abilities by means of individualized dosing and the charts of the referential values for these abilities.

For the pupil to invest personal effort in order to complete the assigned tasks, it is necessary to urge his or her motivation for the academic achievement so as to develop knowledge of the personal abilities and the wish to affirm himself or herself and to compete with others. Having this as the aim, several already mentioned studies conducted different organizational, and didactic and methodological procedures of which we want to emphasise the one conducted on the sample of elementary schoolchildren (30-33 pupils per class in six schools of the North Banat and North Middle–Banat regions).

First of all, the pupils were divided into three homogenous groups by means of discriminative analysis based on the measurement of motor abilities relevant for the sports gymnastics (static strength of the shoulders, repetitive strength of the trunk, explosive strength of the legs). Cognitive abilities were estimated on the basis of the results of the balance, coordination and general achievement of the pupils. By forming homogenous groups, pupils develop awareness of group belonging– group of people with similar abilities and needs to achieve the goal mutually.

Initial motor status of the pupils represents the basis for the pupils’ curiosity about the target values of this status and the obligation of the teacher to provide the pupils with this information. In order to achieve this, charts with the preliminary values of motor abilities according to the standard group method were drawn up and they contained standard points – norms – expressed according to numerical grading scale.
Thus pupils were able to determine their possible achievements in relation to the target ones.

Then, as already mentioned, pupils were acquainted with the didactic and methodological procedures for the accomplishment of the set objectives in relation to the target values of the motor abilities shown in the charts, and through the working files, containing programmed exercises for the single large groups of muscles. These were ordered in such a manner to alternatively burden certain groups of muscles while the intensity and volume of exercising is individually dosed.

As for the academic achievement, motive as an aspiration to master the contents of the curricula, a set of tasks with different levels of complexity was designed for each group in addition to didactic material – sketches and contourgrams showing tasks (gymnastics elements as a whole and with the individual parts), so as to indicate to the pupils the ultimate aim of the achievement and the methodological procedures to accomplish them. During exercising, pupils could change their groups according to their own estimation. Apart from the contourgrams, during the class, films were played from time to time.

Different types of objectives during exercising determine the level of pupils’ aspirations, which means that in a way, they decide themselves what exactly they want to achieve and thus determine their willingness and readiness to achieve these aspirations without any compulsion or control.

2. Frontal organizational form of work was used, and then depending on the mastering of the single tasks, group form of work was introduced with different tasks. For each group, besides the main task, additional three tasks were set from the working files for those muscle groups responsible for the completion of that task. In this way the contents of the work at each working station were consistent with the defined objective of the achievement in respective working stations. Thus structured contents into certain units represent strong motivational factor for the pupils’ leaning, especially if the teacher directs the pupils to grasp the principles and laws governing the performance of the mentioned tasks.

II

On the basis of the research in psychology and pedagogy, inner motivation of the pupils is one of the basic prerequisites of achieving good results in the teaching process, and supposing all conditions for the active role of pupils in the teaching process are met, they will be willing to master all the contents from the PE curricula, thus providing PE to achieve the results that are expected from the physical education as an educational area.
To estimate the effects of the applied didactic and methodological operations used to stimulate motivational readiness of the pupils to achieve desired accomplishments, the following parameters were considered:

- Mark for the accomplishment of the curricula contents in sports gymnastics;
- Results of the motor abilities estimated from the point of the defined standard points;
- Interviewing;
- Notes with the applied technique of observation and registering the progress of pupils who used sketches and contourgrams to better familiarize themselves with the task.

Results of the mastering the *curricula contents* show that the first group of pupils mastered the exercises of more complex composition with high marks, while in the second group one notices greater variability in the level of task mastering, showing girls as more successful and earning higher marks in rhythmic gymnastics exercises (floor and beam) and showing boys more successful in the exercises requiring strength in all its forms (parallel beams, jump over).

Academic achievement of the pupils in both first and second group was excellent and very good, which points to the significance of the cognitive factor in the process of acquiring tasks of the psycho-motor type. The pupils in the third group mastered exercises of low complexity planned on the basis of the initial motor status and the cognitive factor as well. These pupils mainly showed academic excellence.

In *motor abilities* significantly better results were achieved in all three groups, which is explained foremost by the individual dosing and the readiness to achieve desired values in these abilities shown in the tables.

The purpose of the administered interview was to determine the extent to which the applied organization of the teaching process exerted any effect on the pupils to get motivated and to show greater engagement in achieving desired results which implied the following:

- informing the pupils on the desired achievements in motor abilities and acquisition of the curricula contents;
- respecting the individual differences in programming of the contents, and didactic and methodological procedures in the class.

The following results were obtained:

- Showing a wish to know the desired results and thus determine their personal level of aspiration and respectively their engagement in the class was a response of almost all the pupils – 99,9%;
Technical solution of presenting the curricula contents adapted to their individual abilities stirred their curiosity to master the contents, was a response of 96% of the pupils in all three groups;

Favouring the inclusion into a homogenous group was a response of the girls making up 92%, while 62% of the boys revealed that they tended to cling with better pupils as a means to stimulate them to master the set tasks and smaller percentage 22% said they would like to be better than the rest of the pupils (group leaders).

The overall organization of the classes has mainly enhanced their initiative, independence and self-reliance in their work without any excessive verbal direction on the side of their teachers, was the answer of 93.4% of the first group pupils (excellent mark records), 78.3% of the second group pupils (excellent and very good mark records) and 58% of the third group pupils (good mark record) which was expected to have in mind the significance of the cognitive factor in the teaching process.

Observation technique helped register more frequent approaches of the pupils in all groups during the class to the drawings and contourgrams with short textual instructions if new contents were taught, and later smaller interest while in the phase of marking the pupils would only notice charts with values of the motor abilities.

CONCLUSION

The aim of this paper was to draw the attention of the expert audience, primarily of the practising PE teachers to the vital role of the pupils in the phase of the implementation of more efficient working procedures in PE teaching process if all conditions for the stimulation of their motivation are met in such a way to stir them to master the curricula contents according to the desired achievement.

To accomplish this, a teacher is trusted with a serious obligation to plan the technology of the working process during the class itself and these are:

- Determination of the initial status, forming homogenous working groups and different approach in the choice of the curricula contents tailored according to the homogenous groups and individual exercising;

- The right choice of the methodological procedures while teaching new contents for each separate group;

- Drawing up technical material in order to make pupils familiar with the level of their desired engagement in the teaching process.

To sum up, favourable results in the teaching process shown in this paper point to the need of the engagement not only of the PE teachers but pedagogues and
psychologists as well in the endeavour to find possible methods to motivate pupils to engage in the physical education teaching process.

**REFERENCE**

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**ABSTRACT**

The problem of the intensification of working processes in PE teaching is in the constant focus of experts in its various aspects, mainly from the point of optimizing curricula, i.e. application of more efficient didactic and methodological procedures in the PE class and recently the application of up-to-date technology and information technology, all leading to more successful realization of PE class objectives in general. It is evident, however, that the pupils’ active role in the teaching process is neglected, not only by the teachers themselves but also in the interaction of teachers and pupils.

The teaching process, as the most organized form of education, encompasses three factors: a teacher and a pupil who make up a type of sociological form of work meant to implement the designed curricula as the third factor of this process. The teacher is of course indispensable when talking about managing PE teaching process. In terms of optimizing, one primarily refers to didactic and methodological basis of working processes during PE classes, such as braver abandoning of didactic formalism in structuring classes, opting for more educationally valid exercises, timely application of basic forms of work, appreciating individual differences of the pupils as a criterion for a more differentiated choice of exercises, etc.

In this process, it is important to acknowledge the personal engagement of the pupils and their wish to acquire necessary knowledge, skills and habits envisaged by the school curricula, which in turn will bring about their motivational aspirations to be active in the process of teaching and practicing. Another important point that
needs to be emphasised is the significance of internal motivation: being curious about the learning materials which should be attractive and interesting, academic achievement motive in the sense of aspiring to master the contents of the curricula and the challenge to open up and expose all the abilities, to fulfil the wish to compete, and to be better than others, to aspire towards the ultimate aim to master the given task and to achieve different levels of performance.

Abundant scientific papers cite the effects of applied organizational and didactic and methodological procedures in learning and practicing PE curricula aiming at the optimizing the technology of working processes in PE classes and the significance of the active role of the pupils in it.

**Key words:** pupils’ role, didactic and methodological procedures, PE teaching process