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# Considerations regarding pedagogical practice of physical education students at gymnasium

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**Abstract.** European integration perspective determines major changes in the Romanian economy and society. Education has become, in the turn, the field that starts to know major changes imposed by the new European standards. Considering these statements, the present paper aims to identify issues related to how physical education students are perceived by the middle school pupils in professional practice. Our study is based on a questionnaire with 12 items, applied to secondary school pupils (105 students, 43 girls and 62 boys) from a unit of application activity to improve teaching practice.

**Keywords:** physical education students, pedagogical practice, gymnasium

## Introduction

European integration perspective determines major changes in the economy and Romanian society. Education has become, at the turn, the field who has undergone major restructuring imposed by new European standards. In the spirit of contemporary education, the teacher is no longer just a source of learning, it is also the organizer, coordinator, evaluator of resources (staff, material and human) and conditions (social, psychological, pedagogical) necessary to achieve the objectives instructional and educational.

A particularly important aspect in the development of the activity of pedagogical practice of students is related to social competence. According

McKenzie, 2007, a teacher without adequate preparation, is very difficult to create physically educated youngsters. Social competence of the student practitioner can be identifying both with students and with the group of students during the course of directing teaching and learning, and in the way of relating to the manner in which colleges and receives suggestions, comments etc. (Carlson, 1995; Sas & Popa, 2004).

Approach the training and self-training of students has a complex character and aimed at both side of accumulation, analysis, processing, interpreting information and also relay the information (Rață & Rață, 2007).

A decisive aspect for the future of teacher, aimed specialized knowledge and skills, to which must be added pedagogical competence manifested in specific conditions formative activities or competitive. (Carreiro da Costa & Onofre, 2005; Tsangaridou, 2006; Cojocaru et al., 2015). An important aspect, highlighted by Hardman and Marshall, 2000, is the status of physical education and physical education teachers worldwide.

The problem concerns the initial training of teachers throughout European society at this level creating a veritable network of information on training teachers, known as Eurydice. Since 1999, the Bologna Declaration has established a unique system of training of university students focused on three levels: bachelor, master, doctorate (Blândul, 2008).

Pedagogical tact is, from a psychological perspective, the knowledge and understanding of psychological characteristics of students (Iurea, 2008). The mentor is a teacher from the school application that provides initial guidance and preparing students for a teaching career. He must provide relevant models, positive, correct relationship, honest, and competent in science for future teacher. The mentor is the key element that helps ensure teaching awareness to support developments in teaching practice by concrete work in schools (Pasca, 2008).

Classroom management can be defined as all educational practices used by the teacher in the classroom to establish and maintain favorable conditions for carrying out the educational process. An effective class management enables optimum use of time devoted to teaching and ensuring the proper implementation of teaching (Lungoci & Boc-Sînmărghișan, 2008).

Starting from these considerations and based on our experience we supposed that the activity of the students in physical education classes is influenced by the presence of practitioners students.

In this way, we proposed through this research to evaluate the opinions of the students form secondary school about the physical education classes conducted by the practitioners students and the way is influenced by them.

### **Materials and methods**

For getting useful data and having the premises of valuable results, we used questionnaire method, which was conducted by specialists in the field and which was composed of 10 questions, pretested before being applied for getting the research data. After applying questionnaires, we obtained information that we have analyzed by the statistical and mathematical point of view.

There were questioned 105 students (43 girls and 62 boys) from classes V-VIII of the Greek Catholic High School from Oradea which were practiced physical education classes with practitioners students.

### Results

Physical education class is regarded as important by 48 students and very important by 57 students, that not a single considers unimportant the student physical education class. Regardless of the age/class, students consider physical education lesson as important and very important. Thus: Class V to - 100% Class VI - 96.71%, Class VII and VIII -100% (fig.1).

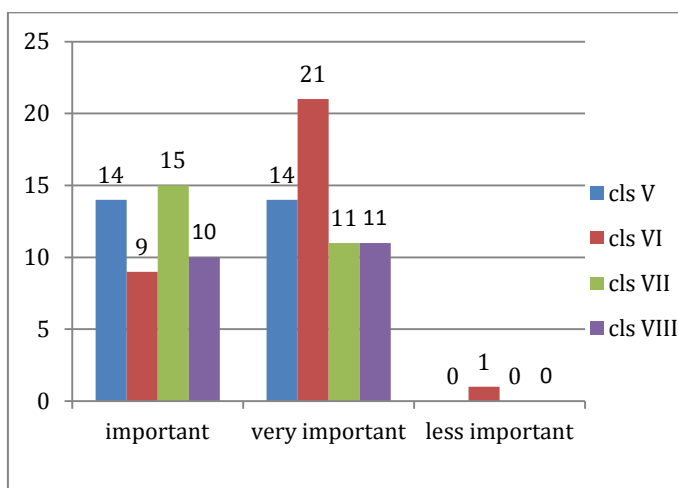


Figure 1. Chart comprising importance of physical education lesson for students

Students consider that practitioners students have good and very good training in physical education class, so 53 students (50.47%) believe they have a good preparation and 46.66% believe they have a very good preparation. Only 2.85% said students are less prepared. Such is seen preparing students to each class: Class V and VII believes in 100% of the students are good and highly trained Class VI - 93,54% and class VIII -95% say they are well prepared and very well (fig. 2).

How students manage to convey information verbally and practice pupils it is essential in the teaching approach. Thus, students consider the 91% that students explain and demonstrate appropriate lesson content, only 8.57% believe that they are not properly explained and demonstrated the lesson. Class V consider students to explain and demonstrate deemed appropriate lesson content, class VI at a rate of 90.32% Class VII - 96.15% and Class VIII - 97% (fig. 3).

Student-pupil relationship, 17.14% considers tolerant, 2.85% consider exigency, 4.76% consider rigid/uncomprehending, but 75.23% believe that the relationship as opened/understanding. The relationship student- pupil is perceived by pupils of V was as open/tolerant in 60%, 64% class VI, 82% in class VII and 95% in class VIII.

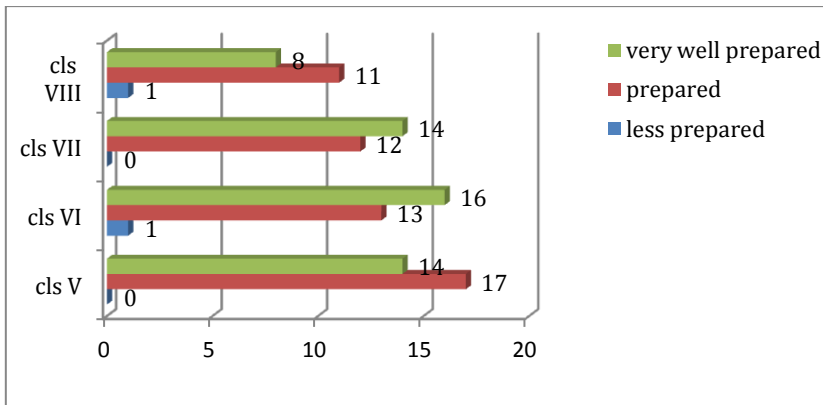


Figure 2. Chart including the opinion of students regarding the training of the practitioners

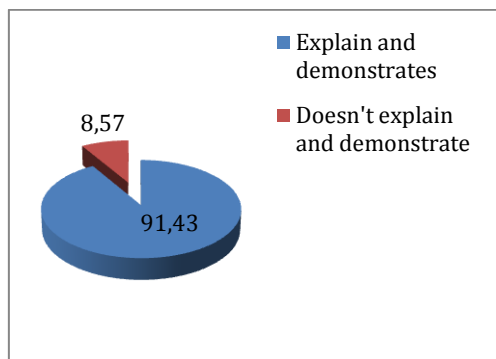


Figure 3. Chart opinion of the students regarding explanations and demonstrations of the practitioners students

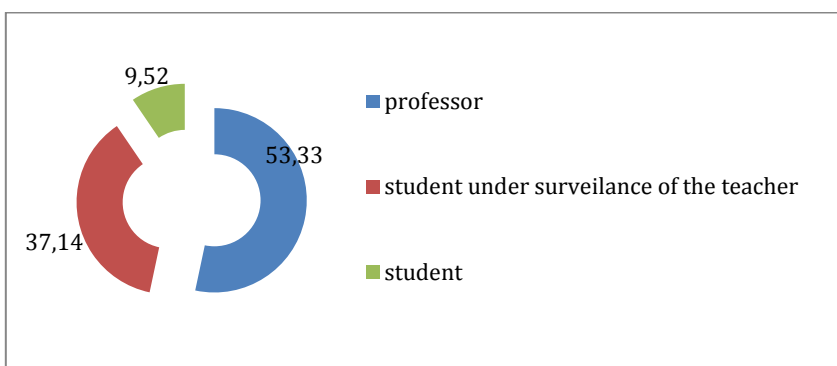


Figure 4. Chart students about driving preferences including physical education classes

Student preferences are divided between the lessons with the attending professor - 53.33% in the presence of students and professors - 37.14% and 9.52% with only one student. Noteworthy is the students' opinion about the preferences conduct physical education classes with students or professors practitioners. Thus, students of classes VI and VI prefer classes conducted with professors and students

of classes VII and VIII conducted with students prefer classes, but with the professor holder (fig. 4).

Students are very interesting findings regarding the attitude of students in the classes. Here are some of them: understanding, friendly, open, serious, trained, respectful, demanding but also bring new games, explains very well.

### Discussions

Lesson management is one of the major concerns of teachers at the beginning of their careers. Even before engaging itself, students future teachers, as a result of experience from teaching practice, are questioning how they will "restrain" students, how will impose their authority with the students, as they will listen (Chouinard, 2008). Managing tense situations ask the teacher a number of qualities such as the ability of discernment, the ability to see beyond appearances, intelligence, spontaneity, experience, diplomacy, etc., qualities that will be earned in time (Țoca, 2002). Another very important aspect that should not be neglected at the discipline physical education is connected to the material resources, supplemented by ability, skill, interest of the teacher which determine the increases of attractiveness of the lesson (Cristea et al., 2013).

### Conclusions

The importance of practicing physical exercise as physical education lesson is underlined by more than 90% of pupils in classes V-VIII Greek Catholic High School. Students practitioners are trained and highly trained in the concept of middle school students. Accompanying explanations and demonstrations students teaching approaches and are appreciated by students, thus preparing students in this direction is essential. Pupils enjoy the company of students which shows a favorable approach to sport. Impact on teaching practice in secondary school students is positive.

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