

A STUDY ON THE IMPORTANCE OF PROFESSIONAL LANGUAGE IN TEACHING PHYSICAL EDUCATION AND SPORT CLASSES

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Abstract

Each science, domain or branch of activity has its own language, certain specialized terms that are used by people to communicate, to create a full picture and to use their content. In the Explanatory Dictionary of the Romanian Language (9), terminology is defined as the sum of all the specialized terms used in a discipline or branch of activity.

Keywords: Professional language, educational process, communication, skills

The professional educational training of the academic system specialists confirms their professional competencies necessary for a superior educational process, which improves the communication between the participants who attend the teaching-learning process. *Communication* is a group of actions aimed at conveying information through messages, news, signs and symbolic gestures, written texts etc. between two or more people (4).

Each science, domain or branch of activity has its own language, certain specialized terms that are used by people to communicate, to create a full picture and to use their content. In the Explanatory Dictionary of the Romanian Language (9), *terminology* is defined as the sum of all the specialized terms used in a discipline or branch of activity.

Terminology must always be closely related to the content, theory, methods, practice, development and improvement of the scientific branch it represents. In Physical Education and Sport discipline, the correct terminological description of the exercises is very important for understanding the meaning of physical activity and for creating a realistic picture of it, thus improving the learning process and facilitating the communication between students and teachers, sportsmen and coaches, competitors and referees etc., due to its specific educational contents and personalised educational systems of communication.

The hereby subject highlights the need for a more efficient and a better professional training for Physical Education and Sport students concerning the acquisition of educational language due to their future role of teachers and models to their students.

The *Object of Study* is represented by the teacher's educational activities of communication during physical education and sport classes.

The basis for the *working hypothesis* is based on the supposition that using specific professional communicative competencies during the instructional educational process, in general, and during the gymnastic classes, in particular, will help shaping the professional language of the students - future physical education and sport teachers.

The following *research methods* have been used: the theoretical analysis and the generalisation of the literature, classroom observation, questionnaire-based investigation, graphical and tabular representation of data, statistical-mathematical methods for analysing and collecting the data. The *scientific endeavour* took place between the 1st of March 2012 and 1st of June 2012, on a sample of 152 students (97 boys and 55 girls) from Physical Education and Sport Faculty, Galati, by administering a questionnaire-based investigation. From the point of view of gender distribution of the students from Physical Education and Sport Faculty Galati and of the responders, a male preponderance can be noticed- 63,8%, whereas 36,2% represent the feminine gender.

The questionnaire administered to the Faculty of Physical Education and Sport students is made up of 10 questions with 3, 4 or 5 choices of answers, offering the possibility of selecting only one answer, depending on the importance of the subject under debate and on personal opinions - table 1.

The answers offered a great volume of information on the opinions students have about the accessibility and impact of gymnastic classes regarding the acquisition of specialised language, and a series of relevant conclusions have been drawn.

The efficiency of the instructional educational process is remarkably improved when the teacher uses an adequate specialised terminology - 87, 5% answered affirmatively, 73,6% highlight the importance of terminology for sending and receiving correct information between teacher and student/pupil, and 68,4 % of responders believe that a correct image of a physical activity that is about to be learnt can be created using a common vocabulary. At question number 4, 74.3% of responders consider that the teacher's personality can influence the instructional educational process, whereas 25.7% of

responders believe that the teacher's personality has no impact on the learning process.

78.3% of the responders consider to have formed their professional language due to the main subjects in the curriculum plan, whereas 21.7% due to the teaching practice. Out of these, 65.7% opted for gymnastics as the main subject helping to acquire a specialised professional language, 7.3% of the responders have chosen athletic sports, 5.3% have selected game sports and 21.7% of responders have opted for teaching practice - fig.1

QUESTIONNAIRE				
Nr. crt.	Question	Choice	Replies	Percentage
1.	Do you think that using a specialised language improves the efficiency of the instructional educational process?	a. yes; b. no; c. I do not know;	a. 133 b. 19 c. -	a. 87,5% b. 12,5% c. -
2.	Do you consider that specialised terminology facilitates communication between teachers and students?	a. yes; b. no; c. creates difficulty in communication;	a. 112 b. 23 c. 17	a. 73,6 % b. 15,1% c. 11,3%
3.	Can one create a correct image of a physical activity that is about to be learnt without using a specialised terminology?	a. yes; b. no; c. I do not know;	a. 104 b. 29 c. 19	a. 68,4% b. 19,0% c. 12,6%
4.	Do you think that the teacher's personality has any impact on the process of acquiring a specialised knowledge?	a. yes; b. no; c. other answers;	a. 113 b. 39 c. -	a. 74,3% b. 25,7% c. -
5.	What classes have helped you acquire a professional language?	a. humanities; b. psycho-pedagogical c. medical - biological d. specialized; e. pedagogical practice	a. - b. 48 c. 26 d. 45 e. 33	a. - b. 31,5% c. 17,2% d. 29,6% e. 21,7%
6.	Which one of the practical specialised disciplines has a fundamental role in acquiring the terminology needed by the future physical education and sport teachers?	a. gymnastics; b. athletics; c. sports games; d. lifter; e. pedagogical practice	a. 100 b. 11 c. 8 d. - e. 33	a. 65,7% b. 7,3% c. 5,3% d. - e. 21,7%
7.	Which one of the groups that gymnastics works with has a crucial role in forming the specialised language?	a. exercises frontline order and bands; b. exercises general physical development; c. application exercises d. acrobatic exercises;	a. 90 b. 40 c. 12 d. 10	a. 59,2% b. 26,5% c. 7,8% d. 6,5%
8.	Do you think that there are subjects in the curriculum plan that should be taught unilaterally in order to ease the process of acquiring a specialised educational language?	a. yes; b. no; c. I do not know;	a. 94 b. 36 c. 22	a. 61,8% b. 23,6% c. 14,6%
9.	Do you think that a higher number of gymnastic classes help learning a specialised educational language faster?	a. yes; b. no; c. I do not know;	a. 139 b. 13 c. -	a. 91,4% b. 8,6% c. -

10.	Could practical assignments of specialised subjects teaching practice help you become better specialists?	a. practical work; b. pedagogical practice c. teaching experience.	a. 104 b. 38 c. 10	a. 68,4% b. 25,0% c. 6,6%
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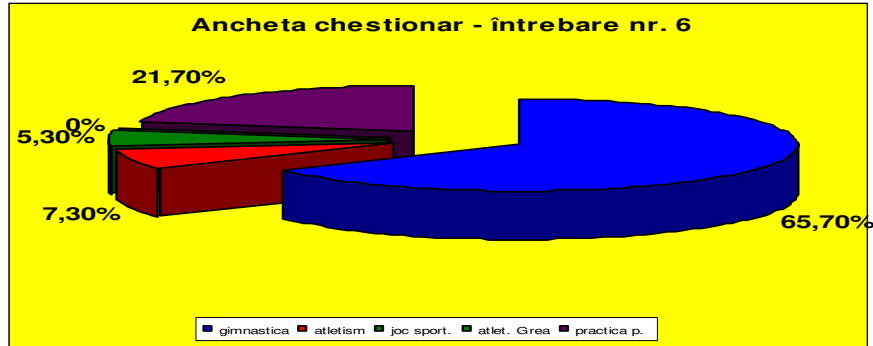


Fig.1. Replies students regarding practical subjects involved in the formation of specialized language

With regard to the importance of educational content of gymnastics, 59.2% of the responders consider that front, order and formation exercises play an important role in acquiring a professional language, 26.5% think that the group of exercises helping the general physical development is more important, 7.8% voted for the group of practical exercises and 6.5% opted for acrobatic exercises.

61.8% of responders are in favour of a unilateral teaching of the subjects included in the curriculum plan, whereas 91.4% of responders believe that a higher number of gymnastic classes would help them learn a specialised language and identify the terminology acquired during classes that will also be used in the professional language.

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