



Online Publication Date: 20 June, 2010

ORIGINAL RESEARCH

DESIGNING PHYSICAL EDUCATION LESSONS IN PRIMARY SCHOOL BY CONTENT TYPE FEED-FORWARD

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Abstract

In actual didactic design is need to anticipate problems that may arise during implementation of proposed interdisciplinary content in the physical education lesson in class, by projecting sequential forward type of content, there by ensuring quality and efficiency. Its necessary to include in the design content of physical education lessons in primary sequence type of feed-forward, to increase the quality and effectiveness of physical education lessons at the operational objectives achieved.

To development modern didactics of physical education we can keep some purchases of traditional teaching, but still with emphasis currently reconsidering its entire system on the content, forms, methods of education.

Key words: primary school, feed-forward, didactic design

Introduction

The characteristics of starting to fulfill the goal and the end of the educational process implicitly includes the phenomenon of feedback. Anticipate how the purpose is restored causal feedback feed-forward type. Feed-forward your acting preventively controlling sequentially moving towards the objective pursued. "Feed-forward mechanism expresses contextual virtues, creating multiple choice or intermediate stages. Applying this type feed-forward mechanism involves adaptation of the educational process went, offering solutions for problems that may limit sequential quality and effectiveness of the proposed content during any activity itself.

Premises

Problem efficient teaching-learning activity-assessment for physical education discipline, is an ongoing process subject to optimization. This is due to qualitative implications that can provide human material involved in the training of gifted children for favoring skilled sport performance, physical development and a harmonious social integration in any situation.

Regarding the evolution of modern didactics of physical education, noted the tendency to keep some purchases from traditional teaching, the whole system reconsideration of the content, forms, methods of education from the perspective of contemporary science and technology achievements, as follows:

- prospecting action - studying predictive of future investigations and education company;
- reassessment and selection of content and education - the introduction into school curricula, but the essential knowledge to cope with pace of information. Choice criterion knowledge of their importance, are matters for the future of didactics;
- identify strategies work for students, operated and productive. It is necessary to design and use systems, mechanisms that mimic phenomena occurring in nature and thinking.
- enhance learning, so that within a relatively short time, the student to assimilate the necessary knowledge and tools to form mental work;

- oriented education. Education begins from the first moment of life. Different occupations Man exercising.
 - activity classes and lessons to transform a micro groups activity groups and to develop internal resources of the student;
 - turning modern technical means - use for teaching;
- It is noted mainly tend to give equal attention to two aspects of teaching, information and training - is the specific gravity tends to transfer from teacher to taught.
- provide a permanent feedback. Teachers and students are on line, transmitter and receiver of information;
 - provide a report teacher - student relationship based on cooperation and direct guidance to facilitate the individualization of labor;

Aim of research

It represented the need to anticipate problems that may arise during implementation of proposed interdisciplinary content in the physical education lesson in class, by projecting sequential forward type of content, thereby ensuring quality and efficiency.

Research hypothesis

If we include in the design content of physical education lessons in primary sequence type of feed-forward, then we increase the quality and effectiveness of physical education lessons at the operational objectives achieved.

Conducting research

The research was to develop a half planning the class I for the 2008-2009 school year in physical education and sport discipline. Plan was implemented in six schools, which was involved in a number of 200 children, divided into two equal samples which were control group and experimental group.

Biannual planning group prepared to present witnesses, respecting existing requirements imposed on developing such a planning document:

Table no. 1 - Planning traditional semester - Class I

Unit of learning	Reference objective	Contents	Week / No. lessons
Elements of organization and spatial and temporal orientation	5.1. To recognize the simple rules established for the organization and practical activities 5.2 to show interest and perseverance to develop motor and mental qualities	➤ Align in column, dash, circle, arc, etc.. ➤ Bands assembly and displacement ➤ Travel in groups imposed by a given item ➤ U-turns and changes direction of movement of walking / running and standing ➤ Dynamic games and relay	1-2/ 3 lessons
Learning crawl, push and traction-site teambuilding	3.1. apply in practical activities and basic driving skills on the tool-applied 3.3. learned to perform physical exercise, according to the individual opportunities in complex conditions 5.2. to show initiative in collaboration with colleagues during practical activities	➤ Moving objects by drag and thrust, individually or in groups ➤ Crawl on hands and knees ➤ Low creep and crawl on his knees and forearms ➤ Moving objects by educating team spirit ➤ Dynamic Games— and Relay	1-3/ 6 lessons
Running speed and first aid rules	1.3 To implement specific race driving skills taught sports industries 2.2 to be animated by the desire to compete	➤ Running speed of foot home ➤ Accelerated running normal, portable objects ➤ Speed up launch ➤ Contest and competitions	4-6/ 5 lessons
Mini game and development of communication and socialization	1.3 To implement specific race driving skills taught sports industries 2.2 to be animated by the desire to compete	➤ bird and catching the ball with two hands instead ➤ Bird with one hand and catching with two hands on	3-8/ 12 lessons

		➤ the place ➤ Dribble simple and multiple place ➤ Relay contest and games including procedures learned	
Specific learning processes rounders game	1.3 To implement specific race driving skills taught sports industries 2.2 to be animated by the desire to compete	➤ throwing the rounder ball held in remote ➤ outlet and initial position ➤ momentum ➤ throwing thrown ➤ throwing races	6-8/ 6 lessons
Harmonious physical development through music	1.2 To perform correctly the main physical development exercises 2.1 To act for the orderly development of their own body, at the suggestion of the teacher and of their own	➤ complex physical, composed of teachers, including free exercise	9-12/ 6 lessons
Basic motor skills - jumping and communication	1.1 To implement the practical work properly acquired basic driving skills 2.1 To act for the orderly development of their own body, at the suggestion of the teacher and of their own	➤ To jump rope - standing and moving - the detachment from one and both legs ➤ Dynamic games and relay	9-12/ 6 lessons
Learning to balance and skill practice	1.2 To perform correctly the main physical development exercises	➤ movements and balance on narrow surfaces raised ➤ relay race as	12-14/ 3 lessons
Acquiring the habit of throwing, catching and numeracy	1.1 To implement the practical work properly acquired basic driving skills 2.1 To act for the orderly development of their own body, at the suggestion of the teacher and of their own	➤ throw tossed over the shoulder with one hand, the target and at different distances ➤ catching with two hands in self throws • up • the floor • in wall ➤ dynamic games and relay	12-14/ 3 lessons

When planning the type carried forward for the experimental group, we see that for each sequence of content design, in our case the unit is expected to provide content and instructional objectives proposed by the forward-type activities.

Table no. 2 - Planning quarterly feed-forward type - Class I

Unit of learning	Contents	Feed-forward type activities	Week/No. lessons
Elements of organization and spatial and temporal orientation	➤ Align in column, dash, circle, arc, etc.. ➤ Bands assembly and displacement ➤ Travel in groups imposed by a given item ➤ U-turns and changes direction of movement of walking / running and standing ➤ Dynamic games and relay	➤ Games to develop turns and changes direction of movement ➤ Games walk/run and place.	1-2/ 3 lessons
Learning crawl, push and traction-site teambuilding	➤ Moving objects by drag and thrust, individually or in groups ➤ Crawl on hands and knees ➤ Low creep and crawl on his knees and forearms ➤ Moving objects by educating team spirit ➤ Dynamic Games— and Relay	➤ games that include the movement of objects in pairs or teams. ➤ games that mainly contribute to the education of team spirit.	1-3/ 6 lessons

Running speed and first aid rules	➤ Running speed of foot home ➤ Accelerated running normal, portable objects ➤ Speed up launch ➤ Contest and competitions	➤ Exercises aimed at the transport of objects of different positions and distances. (Shuttle) ➤ Dynamic games that include content elements of speed	4-6/ 5 lessons
Mini game and development of communication and socialization	➤ bird and catching the ball with two hands instead ➤ Bird with one hand and catching with two hands on the place ➤ Dribble simple and multiple place ➤ Relay contest and games including procedures learned	➤ exercises aimed at catching the ball and place the bird in motion ➤ dynamic games that include elements of assessment of content objects in place or moving. ➤ content specific nonverbal communication. (signs they may receive care or they may pass, in which part will receive the ball, etc.)..	3-8/ 12 lessons
Specific learning processes rounders game	➤ throwing the rounder ball held in remote ➤ outlet and initial position ➤ momentum ➤ throwing thrown ➤ throwing races	➤ activities develop more precision throwing various objects at targets of different sizes and dimensions	6-8/ 6 lessons
Harmonious physical development through music	➤ complex physical, composed of teachers, including free exercise	➤ activities include movement of body parts made the beat.	9-12/ 6 lessons
Basic motor skills - jumping and communication	➤ To jump rope - standing and moving - the detachment from one and both legs ➤ Dynamic games and relay	➤ activities include jumping over various objects, one leg or both legs.	9-12/ 6 lessons
Learning to balance and skill practice	➤ movements and balance on narrow surfaces raised ➤ relay race as	➤ activities include travel to maintaining the balance of the body parts of objects.	12-14/ 3 lessons
Acquiring the habit of throwing, catching and numeracy	➤ throw tossed over the shoulder with one hand, the target and at different distances ➤ catching with two hands in self throws • up • the floor • in wall ➤ dynamic games and relay	➤ one must be changed during the performance of work and difficulty of the proposed mathematical operations will be included only in mental arithmetic operations concentrated 0-100 without crossing the tens or units.	12-14/ 3 lessons

Results:

After application product developed curriculum, we conducted an evaluation of the results achieved so far as the control group and experimental group for each learning unit, the light of achieving its goals in the quality of education. Quality of training is provided for educational strategies focused on targets which recorded value (quality) but the degree to which instructional goals were met.

This requires the total elimination of improvisation and the ballast of choice for those training strategy or operational steps which contribute to operational objectives targeted.

Quality training can be calculated using the following formula:

$$C.I. = R.O. / O.P.O. P.$$

C.I. - Quality of instruction;

R.O. - Results obtained

O.OP.P. - Proposed operational objective.

Summary table that captures the weight of the objectives of both groups is given below:

Table no. 3 - Share the objectives - CLASS I

Nr. crt.	UNIT OF LEARNING	OBJECTIVE	Group control	Group experiment
1.	Elements of organization and spatial and temporal orientation Learning crawl, push and traction-site teambuilding	O1. To run back to the right and left (4 of 6 attempts)	40%	45%
		O2. Positions and alignments to perform in various bands (3 of 6 attempts)	58%	84%
2.	Running speed and first aid rules Mini game and development of communication and socialization	O3. To run the distance of 20 meters in 7 seconds	62%	81%
		O4. To carry two items of first aid on distance 10 meters in 15 seconds	45%	57%
3.	Specific learning processes rounders game Harmonious physical development through music	O5. To execute the game "Huștiuluc" a total of three passes without losing possession	48%	43%
		O6. To perform dribble among landmarks on distance of 6 m in 8 seconds	52%	64%
4.	Basic motor skills - jumping and communication Learning to balance and skill practice	O7. Strikes a target ball horizontally from at least 3 m and 5 m boys girls three times in five attempts	75%	72%
		O8. To a vase made with natural materials	71%	89%
5.	Acquiring the habit of throwing, catching and numeracy	O9. To teach dance steps to "Alunelul" and "The Dance"	62%	72%
6.	Elements of organization and spatial and temporal orientation	O10. Transport to carry the entire team of 3 components of the distance of 10 meters in 30 seconds	41%	38%
7.	Learning crawl, push and traction-site teambuilding Running speed and first aid rules	O11. To perform two jumps on the right leg and two on his left foot without treading the line "hopscotch"	54%	69%
		O12. To perform three successive jumping rope on one foot without stopping	49%	57%
8.	Mini game and development of communication and socialization Specific learning processes rounders game	O13. To perform three successive jumping rope on one foot without stopping	58%	65%
		O14. To keep the two cards on each hand moving the distance of 10 meters	63%	81%
9.	Harmonious physical development through music	O15. execute three passing and catching with two mathematical solution in 15 seconds	38%	48%

Conclusion:

1. Of the 15 targeted operational objectives, three have a greater percentage for the control group, while 12 are favorable experimental group, which confirms that the inclusion of content designed feed-forward type sequences will increase quality and effectiveness of physical education lessons at the operational objectives achieved.

2. Efficiency problem of the relationship between theory and educational practice in general and physical training particularly in terms of personnel is an ongoing process subject to optimization, the tendency to give equal attention to two aspects of teaching, information and training, transferring specific weight of the educated teacher.

3. Design for the primary school physical education lesson in a feed-forward type approach, contributing in a more pragmatic and effective implementation of the ideal and global educational goals and operational.

4. The development of modern didactics of physical education noted tend to keep some purchases of traditional teaching, but still with emphasis currently reconsidering its entire system on the content, forms, methods of education, in our case in terms of feed-forward type design.

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