

Strategies to Increase the Capacity of Self Training and Self Assessment in Physical Education at Higher Non Profile Educational Institutions

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Abstract

Introduction-The assessment is a complex action, integrated in the learning process that establishes and appreciates school performance, which reflects the objectives and tasks proposed and the efficiency of the teaching activity. The evaluation appears not as a superimposed activity of teaching, but as an integral part of the learning process. Assessment in physical education is an instrument through which the quality of physical education is measured and assessed. The research was conducted in an effort to optimize the educational process to increase efficiency and quality of gymnastics lessons by finding ways to increase the capacity of selftraining and self-evaluation.

Index terms— self-training, self-assessment, physical education, higher education.

1 Introduction

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Assessment in physical education is an instrument through which the quality of physical education is measured and assessed.

The research was conducted in an effort to optimize the educational process to increase efficiency and quality of gymnastics lessons by finding ways to increase the capacity of self-training and selfevaluation.

We started from the idea that differentiated instruction designed to adapt the work, in terms of forms of organization and teaching methodologies to its own possibilities, while the ability to understand the interest in moving, working and learning pace is different.

2 II.

3 Purpose of the Research

The main purpose of this study was to research university physical education efficiency by raising awareness of the role and importance of evaluation and self-assessment by the students.

4 III.

5 Research Objectives

The present study aims to study the following:

? The increasing the capacity of the student selfassessment, training level at different times of the educational process;

? The use of alternative assessment methods and tools to increase the efficiency of educational process; In this context we make the following assumptions: a) A strategy founded on the teaching of trainees and differentiated treatment employed, can improve the ability of self-training and self-assessment, surpassing traditional teaching strategy (frontal). b) The self-assessment and in group evaluation will establish a more active participation of students in the educational process and they will noticeably improve their performance.

IV.

6 Objectives

The present study aims to study the following:

? Increasing the self-assessment capacity of the student, of his training level at different times of the instructive educational process; ? The use of alternative assessment methods and tools for enhancing the efficiency of educational instruction; ? Rethinking learning and assessment in lifelong learning perspective;

In this context we issue the following hypotheses: a) A teaching strategy based on treating the students differently and on an independent activity, may lead to the improvement of the self instruction and self evaluation capacity, being superior to the traditional teaching strategy (frontal). b) By making self and group evaluation, we will see more active participation of students in the educational process and there will be achieved a performance improvement obtained by them.

V.

7 Content

The investigations were carried out on female students at the University of Bucharest. The sample under investigation included a total of 60 students of the University of Bucharest, in the second year, contained in an organized participation system for the physical education as a compulsory subject, who attended two hours of aerobics a week.

Both the experimental group and in the witness group work was carried out following the same curriculum, the same training content.

What distinguished the 2 groups was the organization of lessons: frontal at the witness group, and individualized at the experimental group. At the experimental group was also used the independent activity which involved techniques of self-organization, self-management and self-esteem, which took place following the recommendations of the teacher.

The individualization refers to the systematic management of each student for self-knowledge, selfinstruction, and self-evaluation of their potential, advancement opportunities and it represents the main coordinates of aerobics programs.

Performing work on individualized training, it involves adjusting working hours in line with the spirit of curriculum theory and individual work requirements.

The independent activity program submitted to the experiment includes self-awareness exercises, ways of mental activation, yoga exercises, do-in exercises, therapeutic exercises and stretching exercises.

The program promotes exercise classes which once learned will help learners in activities of daily living, giving them knowledge and skills that can be applied in everyday life: how to keep fit, how to relax, how to save physical effort, how to prepare a daily schedule to ensure a more efficient physical and psychological recovery for a healthy mind in a healthy body.

Physical activity in the first few weeks is designed to prepare the body to get into a good athletic shape, starts with basic exercises, simple, the difficulty will increase progressively. They can be complemented afterwards, depending on the level of each student, through helpful exercises.

Another group of exercises aims to improve fitness. Start with small movements that prepare the body for exercise. As students feel more in shape, the exercises intensity should increase.

Mathematical tools used by our research, gives female students the opportunity to always check their harmonious development diagram.

Physical activity carried out independently maintains the body by preserving a good tone through engaging muscles and joints.

This method stimulates various body functions and activates all the muscles regularly. Regularity is the result of discipline and a way to improve self-awareness. Therefore, just a workout 3 times a week, between 20-30 minutes is completely feasible in long-term, becoming a new daily habit.

Checking capacity of assessment -selfassessment -appraisal was done by grades from 1-10, of a 64-times exercise, well known by students. Scoring executions was "in pairs", at the witness group, regardless to the psychosocial relationships (conditions -rejection, indifference) between the two partners, the experimental group pairs were formed by reciprocal preferences (who do you want to work with). Thus, each student after the exercise received three grades: their own grade (self evaluation), partner's mark and teacher's grade.

8 VI.

9 Data Interpretation

Assessment and self-assessment of the female students included in the study, led to different results for both groups in training. The quality of the assessment and self-assessment is shown in the following From the statistical analysis and graphics result the following: a) the ability to self-assessment * Subjects in the control group have a poor ability to evaluate their technical execution: thus 76.7 % (23) of the students overestimate their exercises, giving higher grades than the teachers', few are those who correctly evaluates the performance (10%) or they give lower grades than they deserve; * Experimental group subjects are better to discern. Thus, most (73.3 %) had scores close to those given by teachers and even fewer are overestimate (23.3).

10 Conclusion

11 Conclusions

The homogeneity of evaluation capacity (higher in the experimental group) is made especially using formative methods -self-evaluative that favored mutual assistance and corrections to the work in pairs. This pairing procedure of the executors led both to stimulate interest in their partner's behavior and to improve psychosocial relations.

Evaluation and self-evaluation are didactic operations that educate a number of personality traits of the students, such as the judgment between right and wrong, social prestige, self-awareness and selfconfidence, self-knowledge and aspiration for better performance.

In relation to the extent to which students have tried to be objective and demanding in the two groups there were identified three types of attitudes: balanced, undervaluation and overvaluation. We find that students who completed a balanced self -assessment have gained a high prestige (leaders) in the context of social relations.

Practicing exercise independently aims to cultivate the habit of having a good posture, a large synchronized breathing, all of which contribute to the preservation and strengthening of health.

Each individual notes mark a clear evolution of the subject's involvement in self-analysis, selfawareness, ability to observe and improve the efficiency of the program through self-training.

The active participation of the students, which assesses and evaluates, makes them more involved, more aware of the mistakes they make and offers the possibility to correct themselves quickly encouraging them to improve their results. This type of formative evaluation helps in preparing and motivating the student to practice and through reverse connection helps the teacher to guide effectively the instructive educational process.

Therefore, it will be appreciated that the assumptions, in the spirit which was the research held, were confirmed.

Systematic practice of aerobic gymnastics following a particular program, rigorously designed, under a relatively high motivation, differentiated treatment of the subjects, the cultivation of the capacity to assess the achievements of the group and the selfassessment of the individual, will permit the creation of a routine in aerobic gymnastics.

12 VIII.

Recommendations * Optimization of the preparation process by selecting and applying the most appropriate methods and procedures for learning (individualized use); * A focus on female students modeling personality, treating each as a unique personality including their aspirations and ideals. ¹

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Figure 1: Figure 1 :Figure 2 :

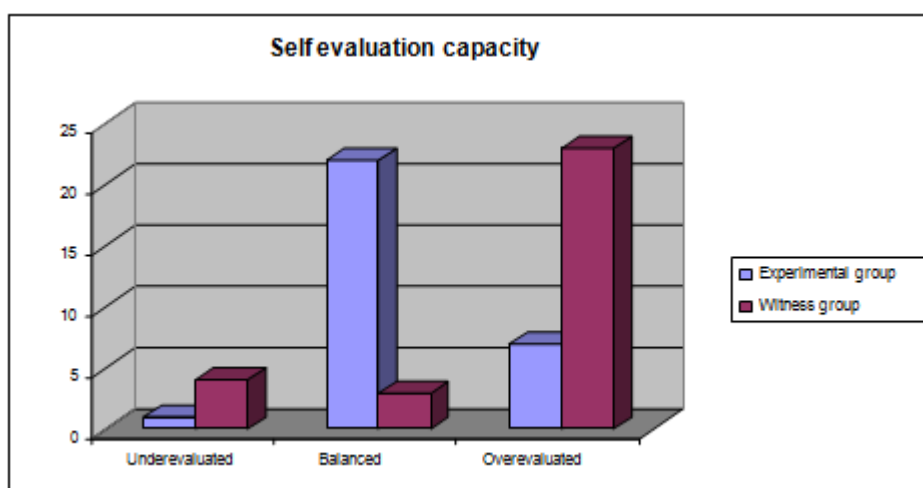


Figure 2:

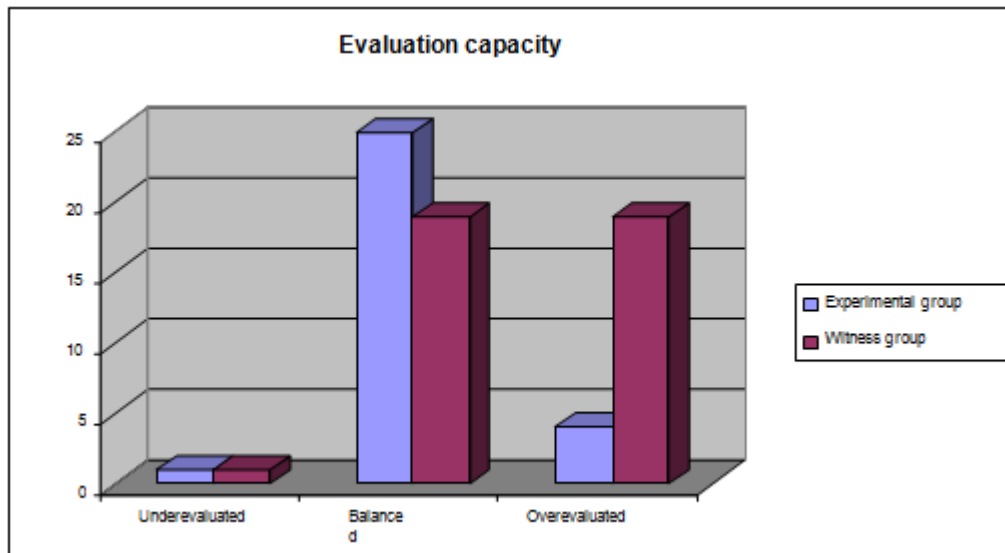


Figure 3:

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Group	Self Evaluation		Partner's Assessment			
	Equilibrium	Overassessm.	Underassessm.	Equilibrium	Overassessm.	Underassessm.
Experimental	22(73,3%)	7(23,3%)	1(3,3%)	25(83,3%)	4(13,3%)	1(3,3%)
Control/Witness	8(10%)	23(76,7%)	4(13,3%)	10(33,3%)	19(63,3%)	1(3,3%)

Figure 4: table :

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