



SELF-ASSESSMENT OF THE
PROFFESIONAL LANGUAGE TRAINING
LEVEL AT MASTER DEGREE STUDENTS
OF THE PHYSICAL EDUCATION AND
SPORT FACULTIES OF SUPES

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Annotations

Introduction and purpose of the research. The paper addresses the issue of teacher training in order to train professional language in the field of physical culture and sports. It is argued and analyzed the importance of teacher training of professional language in all its aspects, which influences both the activity of teachers in the instructional-educational process and in personal life.

Research hypothesis consists in elucidating all the factors that favor the formation of professional language in future physical education teachers and determining the methods and procedures to favor the formation and development of professional communicative skills, as well as the professional language of the physical education teacher.

Material and method: analysis and generalization of the methodological-scientific literature in the field of research, as well as the determination of the sample of respondents in the development of the sociological survey with the master degree students of the physical education and sports faculties.

The analysis of the received results shows us that most master students have self-assessed their level of possession of the professional language as being at a “Good” and “Sufficient” level, which does not positively characterize a modern teacher.

Conclusions. The level of training of the professional language of the master students from the physical education faculties of SUPES, requires a deeper acquisition of knowledge related to the principles, construction of the didactic message, skills that determine the type of communication, communicative behavior in order to develop communicative skills and the development of didactic and professional communication skills in order to optimally illustrate the feedback in a didactic activity carried out in the classroom taking into account the time factor.

Keywords: professional communication, didactic communication, professional skills, communication.

Анотація

Введення і мета дослідження. У статті розглядається питання підготовки вчителів до формування професійної мови у сфері фізичної культури і спорту. Аргументується і аналізується важливість формування професійної мови в усіх його аспектах у вчителів, що впливає як на активність учителів у навчально-виховному процесі, так і в особистому житті.

Гіпотеза дослідження полягає в з'ясуванні всіх факторів, що сприяють формуванню професійної мови у майбутніх вчителів фізичного виховання, і визначенні методів і процедур, що сприяють формуванню та розвитку професійних комунікативних навичок і професійної мови вчителя фізичного виховання.

Матеріал і метод: аналіз і узагальнення науково-методичної літератури в галузі дослідження, а також

визначення вибірки респондентів при проведенні соціологічного опитування з магістрантами факультетів фізичного виховання і спорту.

Аналіз отриманих результатів показує, що більшість магістрантів самооцінки свого рівня володіння професійною мовою оцінюють як «добре» і «достить», що не дає позитивної характеристики сучасного вчителя.

Висновки. Рівень підготовки професійної мови магістрантів факультетів фізичного виховання ГУФВіС вимагає більш глибокого засвоєння знань, пов'язаних з принципами побудови дидактичного повідомлення, що визначають тип спілкування, комунікативної поведінки для розвитку комунікативної поведінки, навички і розвиток дидактичних і професійних комунікативних навичок, щоб оптимально проілюструвати зворотний зв'язок в дидактичній діяльності, що проводиться в класі з урахуванням фактора часу.

Ключові слова: професійне спілкування, дидактичне спілкування, професійні навички, спілкування.

Анотація

Введение и цель исследования. В статье рассматривается вопрос подготовки учителей к формированию профессионального языка в сфере физической культуры и спорта. Аргументируется и анализируется важность формирования профессионального языка во всех его аспектах у учителей, влияющий как на активность учителей в учебно-воспитательном процессе, так и в личной жизни.

Гипотеза исследования состоит в выяснении всех факторов, способствующих формированию профессионального языка у будущих учителей физического воспитания, и определении методов и процедур, способствующих формированию и развитию профессиональных коммуникативных навыков и профессионального языка учителя физического воспитания.

Материал и метод: анализ и обобщение научно-методической литературы в области исследования, а также определение выборки респондентов при проведении социологического опроса с магістрантами факультетов физического воспитания и спорта.

Анализ полученных результатов показывает, что большинство магистрантов самооценки своего уровня владения профессиональным языком оценивают как «хорошо» и «достаточно», что не дает положительной характеристики современного учителя.

Выводы. Уровень подготовки профессионального языка магистрантов факультетов физического воспитания ГУФВіС требует более глубокого усвоения знаний, связанных с принципами построения дидактического сообщения, навыков, определяющих тип общения, коммуникативного поведения для развития коммуникативного поведения, навыки и развитие дидактических и профессиональных коммуникативных навыков, чтобы оптимально проиллюстрировать обратную связь в дидактической деятельности, проводимой в классе с учетом фактора времени.

Ключевые слова: профессиональное общение, дидактическое общение, профессиональные навыки, общение.

Actuality. The problem of training physical education teachers on pedagogical and didactic communication has been addressed in several papers [1, 2, 5, 6], but at the same time, aspects of professional language training at the methodological-scientific level have remained without a detailed analysis of them.

The pedagogical communication of the specialist in the field of physical culture represents the main component through which the didactic activity is realized, where all the processes are carried out through a certain professional language.

Vocational training must create an optimal environment for building

professional language, which, combined with other professional skills, ensure effective communication of master degree students.

Professional communication skills, say specialized sources, is a priority in education and communication in general in the third millennium [1, 3]. Based on this, the instructive-educational process within the faculties of physical education and sports must be oriented towards the formation of professional language, based on a scientific methodology, thus creating the premises for expected professional successes, which will reflect on the quality of the pedagogical process. [2, 5, 6].

The purpose of this paper is to determine the level of knowledge / possession of professional language skills of the master degree students of physical education and sports faculties - future physical education teachers and coaches.

Material and method. In order to assess the level of professional language training in the master degree students of physical education and sports faculties we conducted in December, 2020 a socio-pedagogical survey, which was based mainly on opinion polls (self-assessment), which was conducted on a sample of master students from the Faculty of Sports and Pedagogy of SUPES,

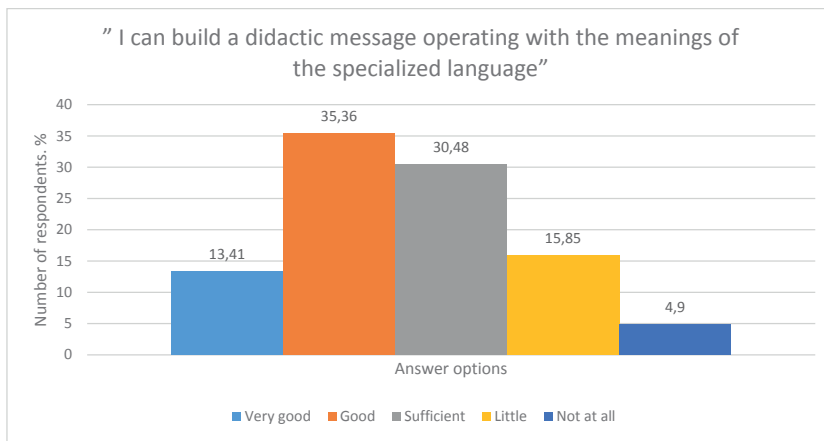


Figure 1. The answers of the master students regarding the item: "I can build a didactic message operating with the meanings of the specialized language".

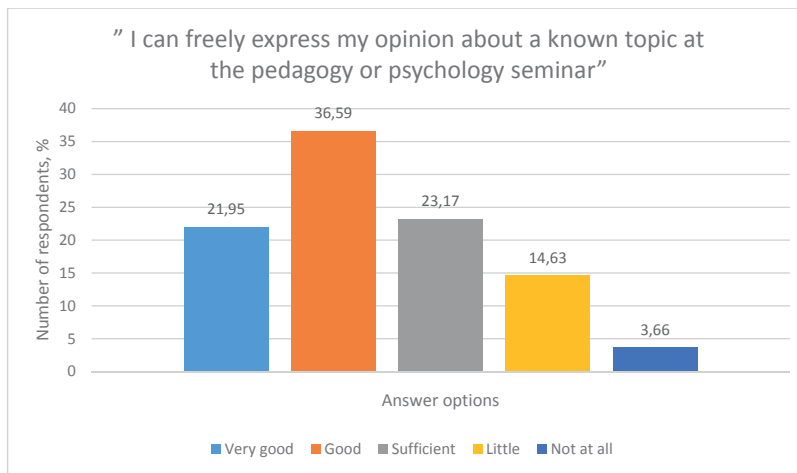


Figure 2. The answers of the master students regarding the item "I can freely express my opinion about a known topic at the pedagogy or psychology seminar"

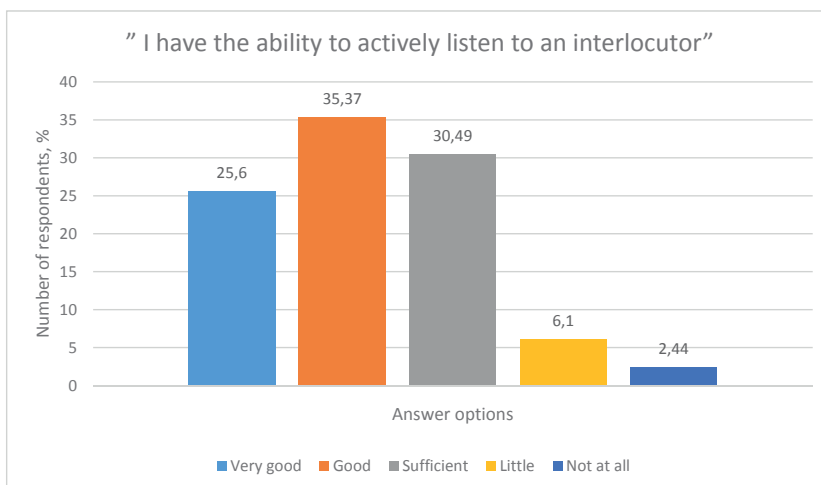


Figure 3. The answers of the master students regarding the item "I have the ability to actively listen to an interlocutor"

thus performing a cooperative research. The questionnaire includes 10 general and particular questions regarding the knowledge / possession of the verbal-communicative competences of the master students. The research sample consisted of 82 master students. The self-assessment survey of the master students was conducted online, by that the trained groups, in their totality, were excluded from any external influence.

The questions of the questionnaire, mentioned above, concern aspects of professional communication under different aspects: philological, of the professional training, of the didactics of the disciplines and of the personal sphere.

The results of the sociological survey. From the data received and represented in Figure 1, we notice that a good part of the master students (35.36%) can handle "Good" regarding the construction of the didactic message operating with the meanings of the specialized language. 30.48% of master students self-assess their level as "Sufficient". At the difference of a few percentage points are the master students who have self-assessed their level of construction of the didactic message operating with the meanings of the specialized language as "Little" - 15.85% and "Very good" - 13.41%. From those analyzed, most master students are at levels that are acceptable and normal for the formation of a professional language appropriate to a young specialist.

In Figure 2, we have represented the analytical data of the self-assessment of the master students regarding the free expression of the opinion in connection with a known subject at the pedagogy or psychology seminar. 36.59% of the master students expressed their opinion as "Good", and 23.17% of the master students appreciated their level of free expression of opinion regarding a subject known at the pedagogy or psychology seminar as being at a level "Sufficient". Another part of

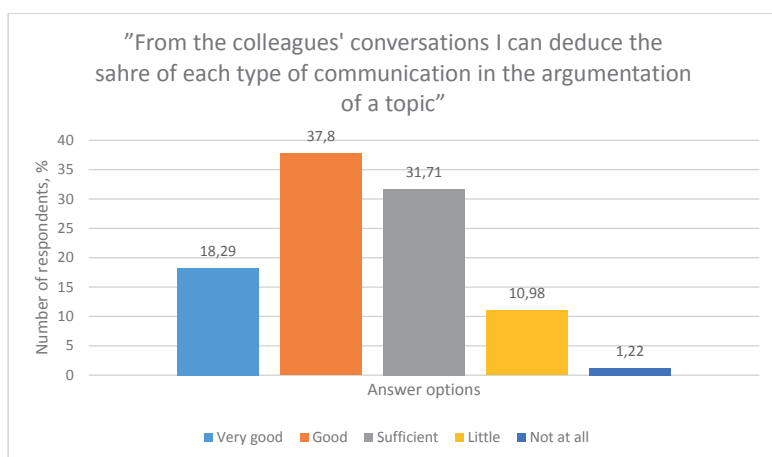


Figure 4. The answers of the master students regarding the item "From the colleagues' conversations I can deduce the share of each type of communication in the argumentation of a topic"

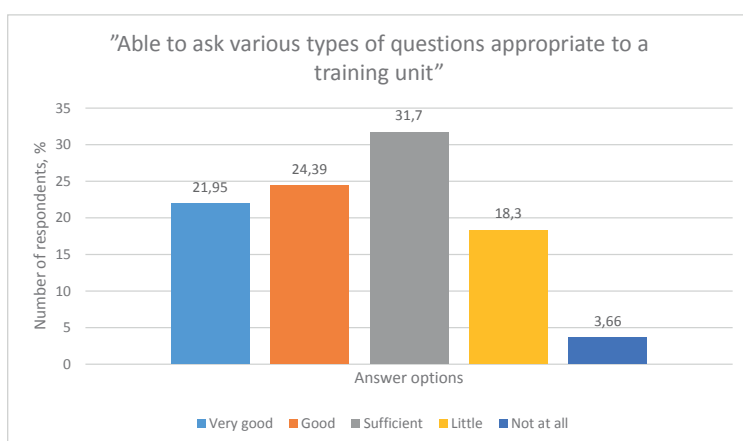


Figure 5. The answers of the master students regarding the item "Able to ask various types of questions appropriate to a training unit"

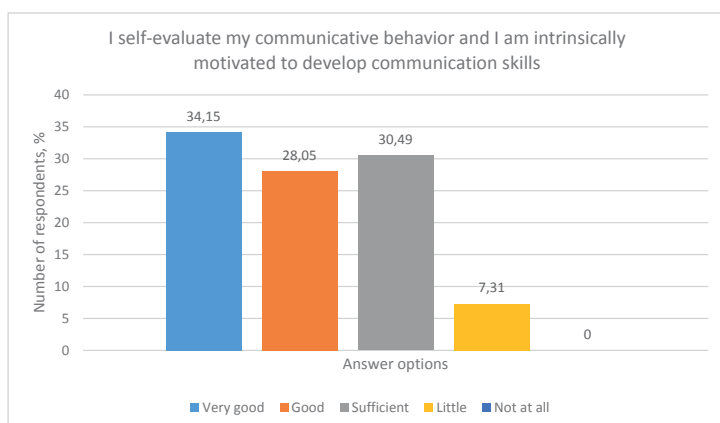


Figure 6. The answers of the master students regarding the item "I self-evaluate my communicative behavior and I am intrinsically motivated to develop communication skills"

them (21.95%) mentioned that on this subject they are doing "Very good".

Analyzing the figures represented in Figure 2, we notice that most master students (over 65%) were in the categories "Good" and "Sufficient", which in our opinion is sufficient, but still requires training in what regarding professional communication.

In Figure 3, we have represented the data regarding the ability to actively listen to an interlocutor of the interviewed master students. Most master students (over 65%) were in the "Good" and "Sufficient" categories.

Another part of the master students (25.6%) appreciated with "Very good" their own ability to actively listen to an interlocutor. 6.1% and 2.44% of the master students answered that they manage to achieve from this point of view "Little" and "Not at all". Based on the data represented, we can conclude that master students, even if they are in the second cycle of study, still need to improve their abilities to actively listen to an interlocutor.

In Figure 4, are represented analytical data on the ability of master students to deduce from conversations the share of each type of communication in the argumentation of a topic. 37.8% of the master students answered with "Good", and 31.71% self-assessed their level of deduction of the share of each type of communication in arguing a subject as "Sufficient". A good part of the master students (10.98%) answered with "Little". Analysis of the ratio between the figures shows us that some master degree students who answered with "Sufficient" (31.71%) and those who answered with "Little" (10.98%) have difficulty knowing in depth the type of communication when arguing a subject. So, they should insist on these topics in order to succeed in their professional activity.

The analytical data represented in Figure 5 show that most of the master students (31.7%) mentioned

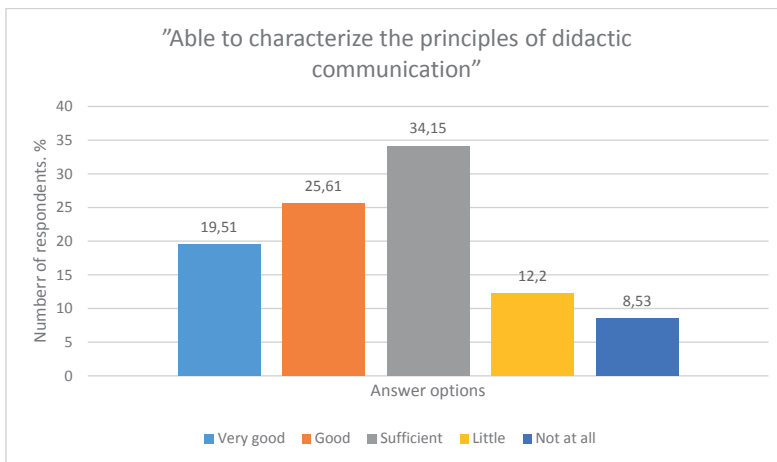


Figure 7. The answers of the master students regarding the item "Able to characterize the principles of didactic communication"

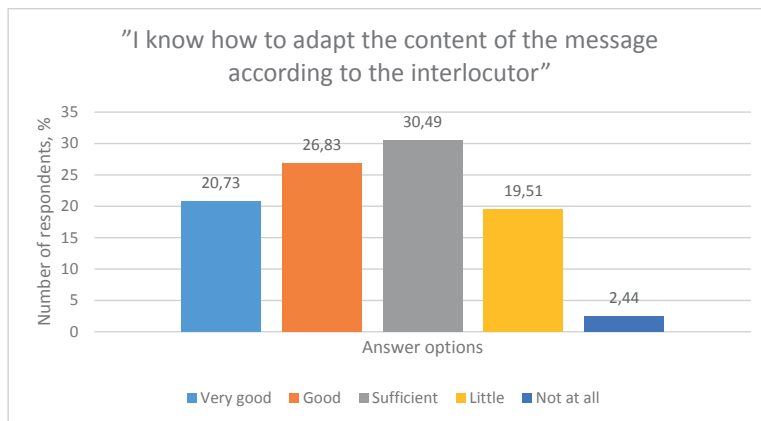


Figure 8. The answers of the master students regarding the item "I know how to adapt the content of the message according to the interlocutor"

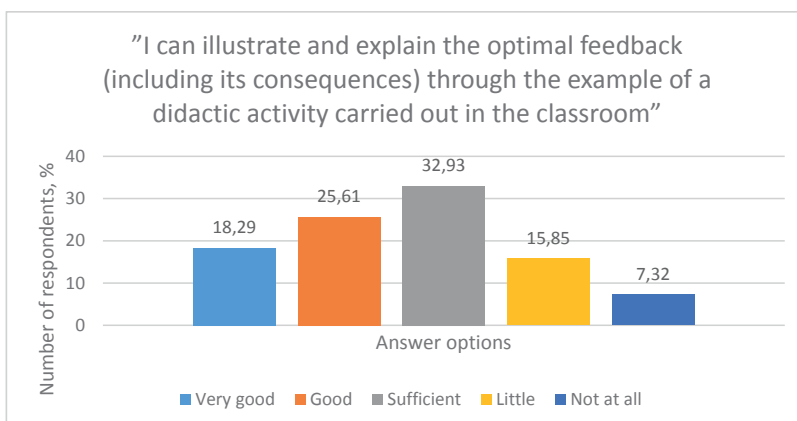


Figure 9. The answers of the master students regarding the item "I can illustrate and explain the optimal feedback (including its consequences) through the example of a didactic activity carried out in the classroom"

that they can ask various types of questions appropriate to a training unit at a "Sufficient" level, and over (45%) of master students mentioned that from this point of view they are "Very good" - 21.95% and "Good" - 24.39.

A good part of the master students (who answered with "Little" - 18.3%) encounter difficulties in formulating various types of questions appropriate to a training unit. In order to reduce these difficulties, it is necessary for the master students to deepen their knowledge in terms of knowing the defining particularities of the professional communication of the physical education teacher and the coach.

In Figure 6 we find the answers collected from the master students, regarding the self-evaluation of the communicative behaviour and their motivation in the sense of the development of the communication skills. From those represented, we notice that more than a third of the master students (34.15%) answered that they evaluate their communicative behaviour as "Very good" and that they are motivated for the development of communication skills, which goes against those previously mentioned. Comparing the data in Figure 6 with the data in the previous figures, we can easily conclude that master students are limited to unfounded statements, as the motivation for developing communication skills should persist from the first year of study, since they decided to embrace the profession of physical education teacher or coach. Another 60% of the master students were divided between those who answered with "Good" (28.05%) and "Sufficient" (30.49%), which also confirms the previously collected data (Figures 1-5).

Analysing the data in Figure 7, we notice that most answers are accumulated in the category "Sufficient" - 34.15%. Others about 35% are divided between the categories "Very good" - 19.51% and "Good" - 25.61%. Master students who self-appreciated their communica-

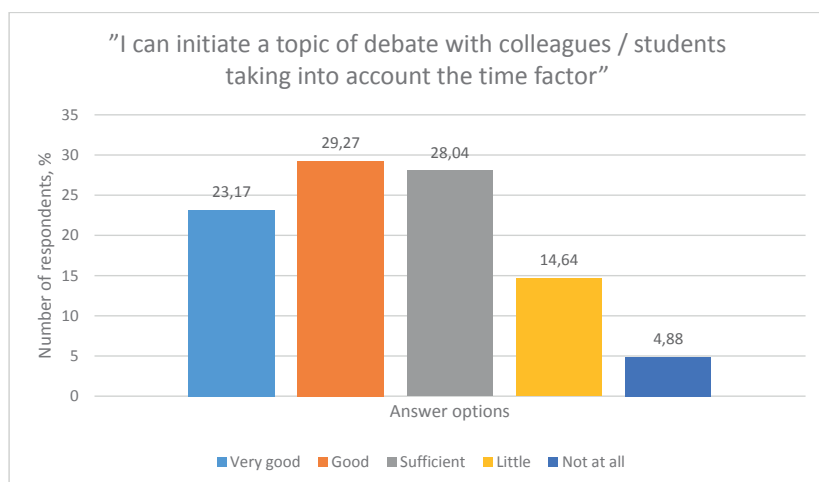


Figure 10. The answers of the master students regarding the item "I can initiate a topic of debate with colleagues / students taking into account the time factor"

tive behaviour regarding the characterization of the principles of didactic communication with "Little" - 12.2% and "Not at all" - 8.53%. Comparing these data, we can conclude that master students should give more time to the process of acquiring the principles of didactic communication, to know what are the legitimacy of categorizing the principles of professional and didactic communication.

Questioning the masters regarding the adaptation of the content of the message according to the interlocutor represents a very skilful manoeuvre of handling and modelling the message (Figure 8). Regarding this statement, 30.49% of master students answered that they can handle "Sufficient" on this topic. The other master students (approximately 47%) mentioned that they have the necessary skills to adapt the content of the message according to the laboratory ("Very good" - 20.73%, "Good" - 26.83%). Also, a good part of them answered that know "Little" -19.51% how to adapt

the content of the message according to the interlocutor, which indicates a worrying fact, as about 20% of respondents do not know how to operate with messages in accordance to the interlocutor.

Also in this context, we can talk about the optimal feedback through the example of a teaching activity carried out in the classroom (Figure 9). Analysing the collected data, we can conclude that most master students - 32.93% mentioned that they can handle "Sufficient" in this regard. Also, 25.61% of master students mentioned that they can illustrate and explain the "Good" optimal feedback through the example of a teaching activity carried out in the classroom.

What would be a normal and necessary thing for a teacher or coach in his professional career ("Very good" (18.29%), as for others is something they have to work diligently and systematically to achieve a higher level in this field ("Sufficient" - 32.93%; "Little" - 15.85%; "Not at all" - 7.32%). So, from what is illustrated, we see that

most master's students still have to make an effort to improve their level of professional competence.

The data in Figure 10 reflect the reality of the competence of master students to initiate a topic of debate with colleagues / students taking into account the time factor. "Good" manages from this point of view only 29.27% of master students, and "Very good" - 23.17%. The other master students were classified in the categories "Sufficient" - 28.04%, "Little" - 14.64% and "Not at all" - 4.88%. Analyzing these data we can see that the share of master students who can initiate a topic of debate with colleagues / students taking into account the time factor is over 50%. This fact indicates that the master students have sequentially mastered the material proposed by the teachers, which leads us to the idea that they should return to reviewing and mastering the material that has been overlooked.

In conclusion, we can mention with certainty that most master's students require a repeated, in-depth acquisition of knowledge related to:

- a. the principles and construction of the didactic message, of the components that determine the types of communication in the argumentation of a subject of the lesson / learning unit;
- b. elevating the communicative behavior in order to develop the professional communicative competences regarding the elaboration / adaptation of a message depending on the carried out didactic activity;
- c. development of didactic and professional communication skills in order to optimally illustrate the feedback within a didactic activity carried out in the classroom taking into account the time factor;

At the same time, we could not overlook the fact that master students must be responsible and not be limited to vague and unfounded statements.

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