



**DETERMINATION AND ANALYSIS OF
THE CRITERIA FOR EVALUATION
OF THE WRITTEN PROFESSIONAL
LANGUAGE OF A DIDACTIC PROJECT**

Timuș Maria

Universității de Stat de Educație Fizică și Sport

DOI: 10.32540/2071-1476-2021-2-147

Annotations

Introduction and purpose of the study. The article discusses the issue of preparing students to determine the criteria for assessing the professional language of a didactic project in the field of physical culture and sports. The article argues and analyzes the importance of observing the criteria of the professional language of a didactic project, which affects both the activity of students in the educational process.

The hypothesis of the research is to clarify all the factors contributing to the formation of a professional language in future physical education teachers, and to determine the criteria for assessing the professional language of a didactic project, and to develop professional communication skills and the professional language of a physical education teacher.

Material and methods: analysis and generalization of scientific and methodological literature in the field of research, as well as determination of criteria for assessing the professional language of a didactic project when conducting an experiment with undergraduates of the faculties of physical education and sports.

The analysis of the results obtained shows that the undergraduates of the experimental group, after the experiment, have a sufficient command of the professional language, which characterizes as positively the conduct of the experiment.

Conclusions. The terminology of physical education and sport is presented as a useful and necessary field for the professional pedagogical activity. In the broad sense of the word, the terminology of physical education and sport encompasses the entire nomenclature used in the theory and practice of physical exercises.

Keywords: specialized terminology, forms of written language, didactic project, evaluation criterion.

Анотація

Вступ та мета дослідження. У статті обговорюється питання підготовки студентів до визначення критеріїв оцінки професійної мови дидактичного проекту у сфері фізичної культури та спорту; аргументується та аналізується важливість дотримання критеріїв професійної мови дидактичного проекту, що впливає на активність учнів у навчальному процесі.

Гіпотеза дослідження полягає у з'ясуванні всіх факторів, що сприяють формуванню професійної мови у майбутніх учителів фізичної культури, визначенні критеріїв оцінки професійної мови дидактичного проекту, а також розвитку навичок професійної комунікації та професійної мови вчителя фізкультури.

Матеріал і методи: аналіз та узагальнення науково-методичної літератури в галузі досліджень, а також визначення критеріїв оцінки професійної мови дидактичного проекту при проведенні експерименту з магістрантами факультетів фізичного виховання та спорту.

Аналіз отриманих результатів показує, що магістранти експериментальної групи після експерименту володіють достатньою професійною мовою, що позитивно характеризує проведення експерименту.

Висновки. Термінологія фізичного виховання та спорту представлена як корисна та необхідна галузь професійної педагогічної діяльності. У широкому розумінні цього слова, термінологія фізичного виховання та спорту охоплює всю номенклатуру, що використовується у теорії та практиці фізичних вправ.

Ключові слова: спеціалізована термінологія, форми письмової мови, дидактичний проєкт, критерій оцінки.

Анотація

Введение и цель исследования. В статье рассматривается вопрос подготовки студентов к определению критериев оценки профессионального языка дидактического проекта в сфере физической культуры и спорта. Аргументируется и анализируется важность соблюдения критериев профессионального языка дидактического проекта, влияющий на активность магистрантов в учебно-воспитательном процессе.

Гипотеза исследования состоит в выяснении всех факторов, способствующих формированию профессионального языка у будущих учителей физического воспитания, в определении критериев оценки профессионального языка дидактического проекта, в развитии профессиональных коммуникативных навыков и профессионального языка учителя физического воспитания.

Материал и методы: анализ и обобщение научно-методической литературы в области исследования, а также определение критериев оценки профессионального языка дидактического проекта при проведении эксперимента с магистрантами факультетов физического воспитания и спорта.

Анализ полученных результатов показывает, что магистранты экспериментальной группы после проведения эксперимента владеют профессиональным языком на достаточном уровне, то что характеризует как положительно, проведение эксперимента.

Выводы. Терминология физического воспитания и спорта представлена как полезное и необходимое поле для профессиональной педагогической деятельности. В широком смысле слова терминология физического воспитания и спорта охватывает всю номенклатуру, используемую в теории и практике физических упражнений.

Ключевые слова: специализированная терминология, формы письменной речи, дидактический проєкт, критерий оцінки.

Actuality. The pedagogical communication of the physical education and sports teacher represents the main activity, through which the didactic activity itself is carried out, in which all the processes are ensured in a certain professional language, which determines, to a large extent, both the professional success and the school one, due to the concomitant development of the common language of the equal subjects included in the teaching-learning process [4, 5].

The formation of the qualitative written professional language at the students of the faculties of physical education and sports represents one of the basic components of the carried out didactic activity, within which all the stages are ensured by a certain professional language..

Written professional communication, conceived as a tool of

knowledge and communication, is indispensable for both scientific and professional practice.

The terminology of physical education and sports is presented as a useful and necessary field for the development of professional pedagogical activity. In the broad sense of the word, the terminology of physical education and sports includes the entire nomenclature used in the theory and practice of physical exercises. [4, 7].

Of the many forms of written language practiced by students, the most common in the educational process are: application, note, test, control paper, presentation, summary, essay, letter, report, commentary, composition, report, report, design (annual, semester), didactic project, concept, article, bachelor's thesis.

The didactic project (of the lesson) as an official document that

accompanies the successful development of a lesson, is defined as a didactic scenario or structure of a lesson. It is an anticipated description of the way in which the didactic activity will be carried out step by step, so that the established objectives will be successfully fulfilled[3, 6].

The lesson plan (focused on objectives, which become a reality under the effect of the teacher's activity) highlights how the contents become operational, how methods and means are used, how students participate, what are the teaching and learning actions, how the teacher becomes the manager of didactic action, which are the expected evaluation modalities, all this in an anticipatory way. The project is a sketch (drawing, sketching) of the training through objectives, proceeding to a systematic approach that ensures the managerial efficiency of the di-

dactic process. The design of a lesson is the operation of identifying the instructional sequences that take place within a determined time, usually a school hour [1, 2].

The design of the lesson involves the following stages: 1. Clear formulation of operational objectives. 2. Content selection and analysis. 3. Resource analysis. 4. Adopting the teaching strategy. 5. Evaluation of evaluation tools and tests.

The purpose of this paper is to determine the criteria for assessing the written professional language of a teaching project of SUPES' master degree students.

Material and methods. In order to determine the criteria for assessing the professional language of a didactic project of the training lesson, control for the masters of physical education and sports in the experiment, which was conducted on a sample of 14 master students (experiment group) master students from The Faculty of Sports and Pedagogy of SUPES, thus conducting a cooperative research.

The groups (experiment = 14; control = 14) involved in the re-

search were subjected to the experiment. Lessons were conducted with the control group according to the official program, and with the experiment group additional lessons were conducted (optional instructional activities and independent instructional activities), which assumed that the skills and written professional language of the master students will be perfected and elevated which will correspond to the level of a master student with deep and fundamental knowledge in the field of pedagogical communication.

Thus, **the control group**, during the lectures master degree students, obtain general information about the content of the pedagogical control, offers them the most important and complex topics of the course, highlights the questions related to problematic training and information of a discussion nature. It determines the basic approaches that will be studied productively at the seminar lessons and the individual work.

The seminar-lessons propose auxiliary topics that supplement the content of the basic course,

which contributes to the deepening of knowledge and development of knowledge, thinking and creativity of master degree students, assessment and self-assessment of skills by solving proposed tasks, discussions, instructional games, etc.

And with the **experiment group**, optional instructive activities were carried out, the students were offered various tasks for work, in order to check the level of mastering the taught course but also to consolidate the assimilated knowledge.

Within the **independent instructive activities** of the master students, an accessible, attractive topic is proposed taking into account the level of training of their competencies and the aim is to form skills of correct professional writing of the elements and parts of instructive activities that will have a major impact in their professional activity.

Thus, by carrying out instructive activities of an optional and independent instructive nature, the master degree students from the experiment group have perfected and accumulated skills to write several acts and documents that are used

Table 1

The criteria for evaluating the written professional language of a didactic project of the training lesson, of control

Nr.	Criteria	Groups and statistics	Statistical indicators			
			Initial $\bar{x} \pm m$	Final $\bar{x} \pm m$	t	P
1.	Correspondence of the content of the topic with the completeness of the taught subject	C	7,21±0,46	7,50±0,44	0,69	> 0,05
		E	7,33±0,45	8,97±0,40	4,10	< 0,01
		T	0,19	2,49	—	—
		P	> 0,05	< 0,05	—	—
2.	The level of possession of the skills to describe the used means and methods	C	7,00±0,38	7,27±0,37	0,77	> 0,05
		E	7,19±0,36	8,36±0,29	3,77	< 0,01
		T	0,36	2,32	—	—
		P	> 0,05	< 0,05	—	—
3.	Ability to formulate and write the chosen teaching strategy	C	6,92±0,46	7,36±0,44	1,05	> 0,05
		E	7,10±0,45	8,58±0,40	3,95	< 0,01
		T	0,28	2,07	—	—
		P	> 0,05	< 0,05	—	—

4.	The level of possession of the skills to formulate and write the reference objectives correctly	C	7,21±0,46	7,60±0,44	0,93	> 0,05
		E	7,34±0,45	8,87±0,40	3,82	< 0,01
		T	0,20	2,15	—	—
		P	> 0,05	< 0,05	—	—
5.	Abilities to formulate and write correctly the formed subcompetences	C	7,00±0,46	7,42±0,44	1,00	> 0,05
		E	7,21±0,45	8,72±0,39	3,77	< 0,01
		T	0,33	2,20	—	—
		P	> 0,05	< 0,05	—	—
6.	The stylistics of the written language of the didactic project	C	7,00±0,46	7,24±0,45	0,56	> 0,05
		E	6,80±0,44	8,49±0,40	4,23	< 0,001
		T	0,31	2,08	—	—
		P	> 0,05	< 0,05	—	—
7.	Use of professional terminology specific to the taught topic	C	7,00±0,33	7,42±0,34	1,31	> 0,05
		E	7,18±0,32	8,33±0,27	4,10	< 0,01
		T	0,39	2,12	—	—
		P	> 0,05	< 0,05	—	—
8	The relevance of the bibliographic sources used in the realization of the didactic project	C	6,92±0,43	7,43±0,41	1,27	> 0,05
		E	7,20±0,42	8,71±0,38	3,97	< 0,01
		T	0,47	2,28	—	—
		P	> 0,05	< 0,05	—	—
9	Level of possession of self-assessment skills and elucidation of recommendations arising from self-assessment	C	7,00±0,46	7,46±0,45	1,07	> 0,05
		E	7,22±0,47	8,87±0,41	3,93	< 0,01
		T	0,33	2,31	—	—
		P	> 0,05	< 0,05	—	—
10	Level of possession of the skills to describe the didactic scenario (didactic content)	C	6,78±0,45	7,29±0,44	1,21	> 0,05
		E	7,05±0,46	8,68±0,42	3,88	< 0,01
		T	0,42	2,27	—	—
		P	> 0,05	< 0,05	—	—

Legend: E – Experimental group, C – Control group
n= 14; P - 0,05; 0,01; 0,001. r = 0,553
f = 26; t = 2,056 2,779 3,707
f = 13; t = 2,160 3,012 4,221

in the practice of school teachers. Here, in this study, we will refer only to the didactic project - as an important document that reflects the staged actions of the teacher, as well as those trained in the didactic-pedagogical activity of the physical education teacher.

Research results. Following the analysis of the typology of errors in grammatical constructions of teaching projects presented by master degree students in the experiment, we determined from the multitude of

criteria only 10 - the most relevant criteria for evaluating the written professional language of a didactic project (Table 1).

Assessment criteria are sets of important qualities that are found in learning products and that must be presented as a system. In the process of criterion evaluation, descriptors are used that characterize the way the student learns and reflects the quantitative and qualitative results of the learning process (the degree of mastery of competencies in uni-

versity disciplines, as well as the level of development of students' personality) [9, p.2].

Another source says that "the evaluation criterion - level of performance through which the possibility of achieving certain standards and / or objectives can be examined" [10, p.5].

If we analyze comparatively from a statistical-mathematical point of view the results of the evaluation of the written professional language of a didactic project in the control and experiment groups

at the initial stage (Table 1), we observe that t , calculated for all evaluation criteria varies between 0.19 - 0, 47 the value being lower than the table t , which proves that the differences between the two groups are insignificant ($P > 0.05$).

Comparing the statistical-mathematical data presented in Table 1, we observe that the results obtained from the final stage are in favor of GrE ($P < 0.05$), where the value of t calculated at the final stage for all tested criteria varies between 2.07 - 2, 49 and is greater than table t , which proves that the differences between the two groups are significant. That being said, it proves to us that the effectiveness of the optional and independent instructional activities applied at the final stage of the experiment indicates superior statistical indices of the experiment group compared to the control group at the level of $P < 0.05$ at all parameters tested.

Analyzing from a statistical

point of view the dynamics between the tests of the evaluation criteria of WPL (written professional language) of a didactic project of the control group at the initial and final stage, we notice that t calculated for each criterion varies in the range 0.56 - 1.31 the value being lower than the table, which proves that between the initial and the final testing of the criteria for evaluating the written professional language there are no differences between the two stages of the experiment or they are insignificant ($P > 0.05$).

At the same time, analyzing statistically-mathematically the dynamics between the tests of the evaluation criteria of the written professional language of a didactic project of the experiment group, at the initial and final stages, we notice that the differences between the two stages are significant in favor of the experiment group ($P < 0.01 - 0.001$). Interpreting the differences between the results obtained at the initial

and final stages, by the experiment group, we notice that the calculated " t " varies between 3.77-4.23, being higher than the tabular " t ", which proves that the statistical differences obtained are significant.

Data analysis and evaluation of the results of the professional language training experiment written in the two samples, is an opportunity to become aware of important things to streamline the process of written professional language training at master degree students, in the modern academic environment [218, p.46-51].

Conclusions. As a consequence, the level of training at school and university teachers of pedagogical communication skills and written professional language acts is unsatisfactory, which maintains at the same level not only their professional-communicative competence, but also negatively influences the acquisition of theoretical-methodological bases of the profession.

References

1. Ciolan L. *Învățarea integrată. Fundamente pentru un curriculum transdisciplinar*. Iași: Polirom, 2008. 280 p.
2. Cucuș C. (coord). *Psihopedagogie pentru examenele de definitivare și grade didactice*. Iași: Polirom, 1998, p.9-27
3. Grif M., Grimalschi T., Grimalschi D. Model pedagogic de dezvoltare curriculară din perspectiva competențelor de educație fizică. In: *Teoria și arta educației fizice în școală*, nr. 3(28), 2012, p. 29-32
4. Nanu M.C. *Formarea limbajului profesional pentru comunicarea pedagogică la studenții facultăților de educație fizică și sport*. Ph.D. in pedagogy thesis, Chișinău, 2006. 168 p.
5. Timuș M. Danail S. Unele aspecte privind posedarea limbajului profesional scris de către studenții – viitorii profesori-antrenori. In: *Activitățile psihomotrice din perspective interdisciplinare*. București: Bucharest University, 2009, p.32-37
6. Timuș M. *Comunicarea profesională a specialistului de cultură fizică și sport: Course notes*. Chișinău: Valinex, 2013. 274 p.
7. Tomșa N. *Pregătirea studenților facultăților de educație fizică și sport pentru comunicarea dialogo-didactică: Abstract of the Ph.D. in pedagogy thesis*, Chișinău: INEFS, 2003. 28 p.
8. Timuș M. The efficiency criteria of the "professional written language formation" program and the values of the written professional language at the physical education students, *Rev. Sport și societate*, Vol. 15, Nr.2 din 2015, p. 46-51
9. file:///D:/pentru%20articol/reg-metodologia_privind_evaluarea_criteriala_prin_descriptori.pdf, pag.2
10. (file:///D:/pentru%20articol/strategia%202016-2021.pdf, pag.5

Тимуш Марія

Державний університет фізичного виховання і спорту Республіки Молдова
Республіка Молдова, м. Кишинів, вул. Андрія Дога, 22
e-mail: anticfvtrausefs@mail.ru, тел.: +373 22 494081
timusmaria80@yahoo.com
ORCID <https://orcid.org/0000-0002-3070-1145>