

**THE APPRECIATION OF THE STUDENTS LEVEL OF  
METHODOLOGY TRAINING IN THE BASIC COURSE AT THE  
SUBJECT “VOLLEYBALL”**

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**Key words:** volleyball, methodology, professional training, theoretical knowledge, auxiliary apparatus

**Summary:** The methodological training of students represents an important component in the future professional-pedagogical formation due to the fact that it facilitates the understanding of the actuating load in the initiation – fixation-consolidation of the elements and technical processes specific to volleyball. The completion and the appropriation of this component can be achieved with the help of the auxiliary apparatus allowing realistic observations on the technical evolutions.

**Introduction:**

As Luis Pasteur stated that “in the field of observation chance promotes only the prepared mind”, we can state the same thing about our field of work, in the continuous battle to create “the new type of specialist” (C. Ciorba-2001) adapted and strongly anchored in the realities of the III<sup>rd</sup> Millennium. If we refer to the students that are the object of our research, as future teachers that will train the generation of tomorrow in the field of Physical Education and Sport, we will have to admit that building the entire edifice of theoretical and practical knowledge aims to capitalize it in the training of people of different ages. In other words, the understanding and assimilation of knowledge is illustrated by the manner in which the subject applies it, and in the case of our field, the manner in which he applies it in training other subjects. One of the priorities of the basic course at the subject of study “Volleyball” is to sketch the profile of the future teacher by combining the theoretical and the practical knowledge in the purpose of forming an advanced methodological thinking.

The methodological training of students represents an important component in the future professional-pedagogical formation due to the fact that it facilitates the understanding of the actuating load in the

initiation – fixation-consolidation of the elements and technical processes specific to volleyball, having in mind. V.N. Leontiev's mentions: “study shouldn't be “atoned” but lived, it must enter the every day life, it must have a vital meaning”.

The importance of the methodological training in volleyball is strengthened by a series of specialists among whom (C. Ciorba - 2001, A. Păcuraru - 2002, 2004, O. Bâc-1999, P. Fiedler - 1998, F. Grapă, D. Mârza-1998, A. Păcuraru, L. Călin, G. Prisecaru - 2004) who consider methodological training as being a practical capitalization with possibilities of application of the gained knowledge at high levels in the field's practice being called “a theory of the efficient practice”(P. Fiedler 1998, page 9). We consider that the methodological training is a separate component which totalizes the other components applying them in various contexts with increased indices of effectiveness being a real mirror of the subject, concerning its personal position dedicated conscious study.

#### **Material-method:**

In order to verify the possible differentiations concerning the methodological training following the use of the auxiliary apparatus in the technical training, being known the fact that technical training includes the components of the theoretical and methodological training, I have created and applied a questionnaire based on the analytical curriculum studied by the two sample groups.

Within the two groups witness and experiment, the analytical curriculum for the subject of study “Volleyball” has not gone through significant changes in content and structure, the notions about the auxiliary apparatus and the methodology of their application being the element of novelty from the curriculum of the experimental group. Thus the stress was put on the methodological side 71, 43% in the training during courses and during the hours of practice this component was treated as a permanent task.

The experimental study included a witness group (n=52), and an experiment group (n=51) that benefited from the use of the auxiliary apparatus during training. The groups were made up of III<sup>rd</sup> respectively II<sup>nd</sup> year students from the Faculty of Physical Education and Sport Suceava, that studied the basic course for subject of study “Volleyball”.

The applied curriculum contained all the components necessary for the teaching and practice of the global game of volleyball, but the research stressed upon the technical training of the students, the auxiliary

apparatus included in the study being those elements lacking within the creation of a modern and efficient methodological approach.

Being a known fact that the technical training cannot be made exclusively, the influences concerning other components such as methodological or theoretical training, I have created a set of methodology problems which I applied at the end of the basic course to both groups. There were 5 problems, of which the first 3 had a closed character, the subject having to chose the correct answer from the alternatives presented, and the last two gave the students the possibility to answer freely, using for heuristic purpose all the knowledge gained.

The most important objective of this study was to determine the students' ability to identify and choose the most efficient means, as well as to arrange them in a certain order, methodological succession, complying with the principles and the pedagogical rules applied in our field of activity. At the same time I aimed at the students' knowledge concerning the mastery of a large number of exercises corresponding to the different stages of learning.

**Results:**

Following the experimental study and the processing of the answers to the especially created questionnaires, we can observe that the average of the answers that obtained the grade "good" is 12,2, "sufficient" 15,4, and "insufficient" 23,4 unlike the witness group which obtained an average of 6 of the answers estimated with the grade "good", 10,4 "sufficient" and 35,4 "insufficient"; we can observe the comparative data in table 1 and diagram 1.

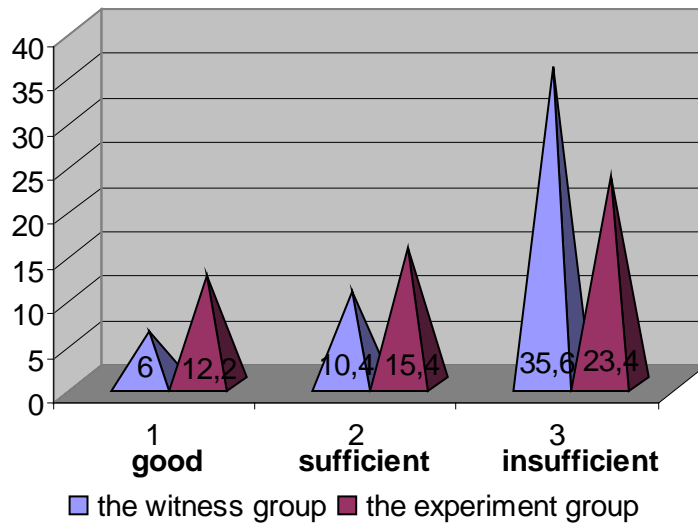
**Table 1**

Comparative results of the average of the grades obtained at the methodological test subject of study "Volleyball" basic course between experiment group (n=51) and witness (n=52)

Calculated statistical indicators	Sample group	Methodological knowledge test		
		Good	Sufficient	Insufficient
X-arithmetic average	Witness	6	10,4	35,6
	Experiment	12,2	15,4	23,4
Percentage %	Witness	11,54%	20%	68,46%

	Experiment	23,92%	30,2%	45,88%
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**The evaluation of the knowledge from the methodology of the volleyball game**



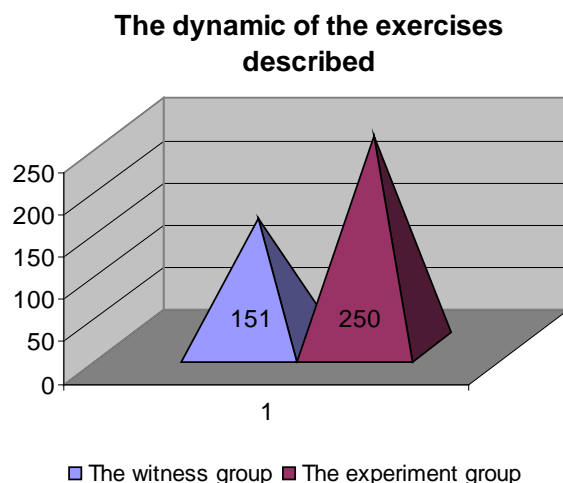
**Diagram 1**

*The comparative results between the experiment and witness group at the final evaluation of knowledge “The Methodology of the volleyball game”*

In order to illustrate better the results of the students from the experiment group comparatively with the witness group we must mention that at the last to problems namely: “4. describe 5 systems of action for the learning of the individual blocking (initiation)” and “5. describe 5 systems of action for the learning of the of the pass with two hands below (consolidation)” problems of methodology which require an advanced thinking, based on solid methodological knowledge crystallized through a good knowledge of the volleyball technique and of the requirements of this subject of study, the sum of the number of means correctly described by the experiment group is of 250, unlike the witness group that managed to describe only 151, which shows a better methodological training of the experiment group and the mastery of a larger number of means as well as a good knowledge of the stages of learning for the study of the technical procedures in the volleyball game, as it results from diagram no. 2.

This is a result of applied curriculum, who contained all the components necessary for the teaching and practice of the global game of volleyball, but the research stressed upon the technical training of the

students, the auxiliary apparatus included in the study being those elements lacking within the creation of a modern and efficient methodological approach.



**Diagram 2**

*Comparison of the exercises correctly described by each group*

### **Discussions:**

Following the data presented previously we can draw the conclusion that as a result of the auxiliary application within the technical training of the students from the experiment group, together with the increase of the technical level through the considerable reduction of the execution errors, the methodological component improved, the students being more stimulated during the instructive educational process, to participate actively and consciously and the work with these apparatus broadened their methodological horizon, contributing to the positive results described previously.

The registered results argue the functionality of the auxiliary apparatus used and outline “the profile” of the methodological component within the technical compartment of the students training, encouraging the bond of this accumulated knowledge with the practical activity of the game.

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**Titlu:** Aprecierea nivelului pregătirii metodice a studenților în cadrul cursului de bază la disciplina „Volei”

**Cuvinte cheie:** volei, metodică, pregătire profesională, cunoștiințe teoretice, aparate ajutătoare

**Rezumat:** Pregătirea metodică a studenților reprezintă o componentă importantă în formarea profesional-pedagogică viitoare și datorită faptului că facilitează înțelegerea sarcinii motrice la inițierea - fixarea - consolidarea elementelor și procedeele tehnice specifice jocului de volei. Completarea și însușirea acestei componente poate fi făcută prin intermediul aparatelor ajutătoare permițând observații realiste asupra evoluțiilor tehnice.

**Titre :** L'évaluation du niveau de préparation des étudiants pendant le cours de « Volley-ball »

**Mots - clé:** volley-ball, méthodique, préparation professionnelle, notions théoriques, appareils auxiliaires.

**Résumé :** La préparation méthodique des étudiants représente une composante importante dans la formation professionnelle – pédagogique future aussi parce-qu'elle facilite la compréhension de la charge motrice à l'initiation – fixation – consolidation des éléments et des procédés techniques spécifiques au jeu de volley – ball. Le remplissage et l'acquisition de cette composante peuvent être faits à l'intermède des appareils auxiliaires en permettant des observations réalistes sur les évolutions techniques.