

THE EVALUATION IN UNIVERSITIES OF PHYSICAL EDUCATION AND SPORT

Constantin Ciorbă¹

*¹State University of Physical Education and Sport,
Chişinău, Republic of Moldova*

Key – words: evaluation, higher education, teaching process, objectivity.

Abstract: This work is dedicated to the problems of optimization of the Universities of Physical Education and Sport by means of the elaboration of evaluation.

Introduction:

Higher education, including the one in physical education and sport, has gone through radical changes concerning its structure and content, at national and international level, in the last years. Analysing the essence of the restructurings made, they generally refer more to the structure of education and less to its content. This fact has guided us towards the idea of modernizing the content of higher education at the theoretical level through its shaping on the basis of the literary sources analysis and on one's own teaching experience. (Hânsa I.C., 2003).

Material – method:

Theoretical models of the content of specialty education concerning the planning, the organization and the guidance of the teaching process were elaborated at the State University of Physical Education and Sport from the Republic of Moldavia (Ciorba C., 2001).

In the present paper we will describe some landmarks that are related to the theoretical shaping of the evaluation of the acquirement of the content of academic training in physical education and sport as one of the basic criteria in the professional training of students from specialized institutions.

The evaluation of education's results is the basic component of its content. Starting from the position of the theory of education's content we must mention that all the content's components belong to the pedagogical control: the content's structure of training and the regulating documents (teaching plans, curriculums, handbooks, teaching materials), the teaching process itself (the effectiveness of teaching, education and development), the results of education (knowledge, skills, psychophysical qualities, personal characteristics, motivational

orientations), that are used not only for the assessment of the specialist’s level of professional training but especially for the adjustment and rationalization of the official documents concerning the content of education as well as with the purpose of optimizing the teaching process in the institution of higher education.

The basic object of the pedagogical control on the results of education is at the students’ level of training, in other words, all the knowledge, skills, psychophysical qualities, personal characteristics, motivational orientations, which the students acquire during the education process. We can assume that the indicators and the landmarks of education represent the basis which determines the characteristic fulfilled by the formation function of the education system within the pedagogical evaluation of education’s result.

Results:

As a result, these indicators, through their complexity and diversity make up the object of the pedagogical control (Diagram 1).

This unit is represented on the first step of the evaluation model of the results of the specialist in physical culture and sport’s training as a system of knowledge, skills, psychophysical qualities, and motivational orientations. Essentially, this step represents the model of the specialist in physical culture and sport in its basic form.

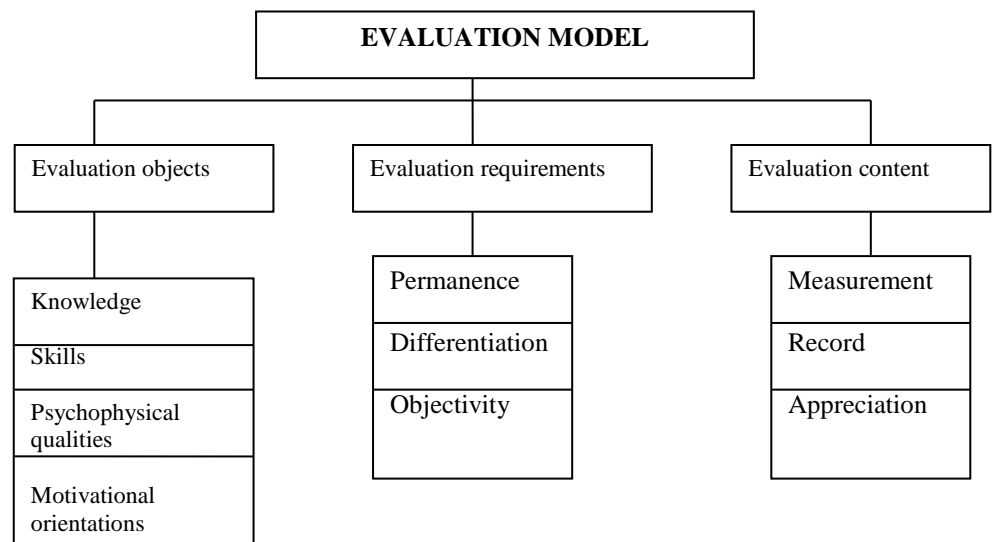


Diagram 1. The evaluation model in universities of physical education and sport

The characteristic of the components which make up the content of the specialist's professional training is necessary, but not sufficient for the elaboration of the evaluation model of the teaching process results. Within the teaching cycle of guidance, the evaluation represents all actions that allow the indication, the measurement and the appreciation of the quantity and quality characteristics of education's results. In order to achieve this, the control must be analysed according to the technological requirements of the content of pedagogical control, requirements which are characterized by all actions related to the technique of measurements, appreciations and record of the results of the specialist's professional training.

The content of the control of the results of the specialist's professional training is represented in the third part of the evaluation model of education's results.

The main requirements towards the fulfillment of an effective pedagogical control are presented in the middle of the model.

These requirements represent the main aspects which must be taken into consideration at all objects (knowledge, skills, qualities, characteristics, orientations) and the elements of the content of pedagogical evaluation (evaluation, appreciation, the record of students training for the professional activity). Thus, the present requirements fulfill the integrative function within the conceptual model of the control of the training results.

On one hand, the pedagogical evaluation in the institution of higher education is related to time (session) and simultaneously it is continuous in some measure: it is characterized by the consecutive fulfillment of the evaluation operations during lessons, cycles of lessons, and generally during the semester.

The problems related to the continuity, the actuality, the consecutiveness of the pedagogical evaluation, which in one word may be characterized as "permanence" are analysed both in local and foreign publications. There are three types of evaluation initial (incipient), current (in progress at one time) and final (summing up).

The requirements of the pedagogical evaluation lead toward its complex application in different directions. They indicate towards the fact that pedagogical evaluation can be used for the appreciation of the direct results of education and also for the appreciation of the education process effectiveness as well as for estimating the quality of the education plans, curriculums, methodological materials etc.

The necessity of differentiating pedagogical evaluation determines its orientation towards the individual or collective form of

appreciation of the students' professional training. This requirement determines the special selection of problems, tasks, tests etc. in accordance with the students' individual features and possibilities and with the latter appreciation of their training. The individual features do not exclude the general traits specific for different individuals.

This is the reason for which it would be incorrect to elaborate the individual evaluation with something incompatible with the general principles of the education process. Individualization is achieved on the basis of the general rules of training, teaching, and development. Individualization can be largely obtained during the group evaluation.

Discussions:

The requirements toward the objectivity of the pedagogical control are fulfilled by applying the measurement procedures which are used to evaluate different aspects of the professional training. These requirements must correspond to all the tasks, tests, survey methods etc, which are used to measure the students' level of knowledge, skills, psychophysical qualities, personal characteristics and motivational orientations. The main criteria of the control's objectivity are their validity and certainty.

Thus, the theoretical models of the content of physical culture academic training have a general conceptual character and can be modified according to the profile of the institution, its specializations, and the organization conditions of the students' education process. The effectiveness of the theoretical models of the content of physical culture academic training were applied and successfully valorised within the professional training of the students from the State University of Physical Education and Sport, Chisinau, the Republic of Moldavia.

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Titlu: Evaluarea în învățământul superior de educație fizică și sport

Cuvinte cheie: evaluare, învățământ superior, modelare teoretică, pregătire profesională

Abstract: This work is dedicated to the problems of optimization of Higher Physical and Sport Education by means of the elaboration of its models of evaluation.

Titre: L'évaluation dans l'enseignement supérieur de l'Éducation physique et du sport

Mots-clé: évaluation, enseignement supérieur, modélisation théorique, préparation professionnelle.

Abstract: Ce travail est consacré aux problèmes de l'optimisation de l'enseignement de l'Éducation physique et du sport par le biais de l'élaboration de ses modèles d'évaluation.