

THE NECESSITY OF ELABORATING CURRICULAR STANDARDS OF PERFORMANCE IN THE “THEORETICAL SPORTS TRAINING” DISCIPLINE

Mariana Juravle¹

¹Sports High School Suceava, Romania

Keywords: *theoretical sports training, curricular standards of performance, evaluation.*

Abstract: *The criteria of evaluation of the quality of the teaching-learning product are the curricular standards. For the growth of the objectivity and the precision of the evaluation, elaborating curricular standards of performance in the “Theoretical sports training” discipline has become a necessity because, up to the present day, no official document has been conceived for this purpose (as it happens for the majority of the disciplines). The elaboration of these standards is absolutely necessary as it provides a connection between curriculum and evaluation, and levels of performance are determined on their behalf as well as the descriptors of performance and the instruments of evaluation which are elaborated.*

Introduction

The teachers engaged in the process of teaching “Theoretical sports training” are familiar with the fact that, at least when talking about the first year of study (9th grade), the relationships which are established with the students who are faced for the first time with the terminology of the sports science are not, in any case, pleasant. Of course, these relationships are neither antinomial nor irreconcilable. The obvious proof lies in the ability of every student to assimilate, better or worse, the content of this discipline in a shorter or a longer period of time.

These contradictory terms meet themselves in the subject, that is the one who studies, and also in the subject the contradiction is cleared up. Given these conditions, the problem is that of elaborating curricular standards of performance but also using methodologies of teaching-learning and evaluation which will reduce the antinomial nature of the relationship with the discipline. These could (and must) constitute the bridge between a preexisting code, corresponding to the specific language of the discipline, and the new code, which will be assimilated,

which explains a state of mental discomfort, if not the actual blockage of communicating the new code. To put it differently, a bond must be created between the need for communication at a very large scale and the means of expressing oneself which are still rudimentary (at least in the incipient phase of the learning process) when referring to the language which is specific to sports .

Based on these arguments, there are presumptions to sustain that the main problem which these curricular standards of performance should solve is that of the adaptability to their capacities, motivation and personal interests which apply to every category of subjects.

Due to the lack of any existing curricular standards of performance on a national level, the minimum accepted level of performance (in order to count the training as successful) is established by consensus, on a school level, thus the students being informed too. These standards target the basic structure of the minimum amount of knowledge and acquirements which the subjects need to attain and master, as well as the activities they need to undertake at different times of the training, activities which are compulsory, regardless of the personal professional aspirations.

Such a judgment can acquire a numeric expression of the results achieved by the students, by making use of the 1 to 10 scale. Grading in four steps (5, 7, 9, 10) will show more stable results (values) because it is hard to dispose of significant parameters of discrimination between close grades, such as 6/7 or 8/9.

In the making of this evaluative process, the start point is that, besides minimum standards (for grade 5), each grading level demands the subject to have achieved previous standards.

For example, in the 12th grade, for the specific capacity 5.2 from the current school syllabus “Determining, for evaluation, the level of the coordinative capacities development in the discipline of practical sports” , the following curricular standards of performance can be elaborated:

Grade	Coordinative capacities should be defined.
5	The components of coordinative capacities should be specified.
Grade 7	The factors which determine the coordinative capacities should be presented. The tests used for evaluating the coordinative capacities

	should be specified.
Grade 9	<p>The components of the coordinative capacities which can be found in the played sport should be characterized and its importance should be mentioned.</p> <p>The general and specific methods used for the development of the coordinative capacities should be specified.</p>
Grade 10	<p>The characteristics of a coordinated movement should be pointed out.</p> <p>The partial functions which lead to solving coordinating problems required by a sports motor act should be presented.</p> <p>The means of developing coordinative capacities through general and specific methods of the played sport should be pointed out.</p>

The advantages of elaborating curricular standards of performance are many. This way, the teacher is able to coordinate the activities based on the elaborated standards, the students (being familiar with the standards) are aware of the precise expectations as far as learning (in terms of knowledge, ability and attitudes) and the evaluation criteria of the scholar achievements at the end of the learning unit goes, and the parents are familiar with the expectations of the school when the students are concerned.

Based on the curricular standards of performance, the evaluative process will lead to achieving the following aims:

- to offer the subjects and the teachers a clear purpose of the educational act;
- to contribute to the focus of the energy and resources towards fundamental knowledge which the subjects should acquire;
- to count as the basis for elaborating the grading criteria;
- to offer a general instrument of evaluation of the subjects' performances(as well as of the schools if they had unitary character- on a national level!);

- to highlight the progress of the subjects from a training phase to another;
- to motivate the student to learn in a continuous manner.

Only by honestly reporting the educational act to the requirements of the professional odontology and by using the most adequate methods, means and instructing strategies, will the antagonistic nature of the relationship between factors that are part of the teaching-learning process and evaluation in this discipline be solved. The key is to ask the student to demonstrate his/her abilities in concrete situations- outside the classroom, to solve complex tasks, to look for solutions, in other words to be able to incorporate the acquired knowledge and to be able to generate new ones. This way, students will be able to analyze their own results, to compare them, to re-examine their learning strategy, to use and correlate old information and to feel that their work is important(not only the mark they get!).

Conclusions

Elaborating curricular standards of performance should constitute a general instrument of evaluating the performances of the subjects on a national level, not only for a certain learning sports unit; the finalities of the cycle being unknown, the evaluations are irrelevant reported to the objectives of the syllabus, therefore disparities can appear when talking about the external evaluation. Only in this situation will the curriculum makers or the authors of textbooks have a coherent and unitary system of reference which regards the performances of the students, and the evaluators will dispose of components based on which the levels of performance will be determined, items of evaluation, questions for discussion will be elaborated etc.

Bibliography

1. Bîrzea, C. (coord.) "The reform of the educational system in Romania: conditions and perspectives" Sciences of Education Institute, Bucharest, 1993.
2. Jînga, I., Petrescu, A., Gavota, M., Stefanescu, V. "The evaluation of scholar performances", Afeliu, Bucharest, 1996.
3. Lisevici, P. "The quality of the educational system. Conceptual structure, evaluation and development" Didactical and Pedagogical Publishing House, Bucharest, 1997.

4. The Ministry of Education and Research, National Council for Curriculum (2006). Appendix to the order of the Ministry of Education and Research no 5959/21.12.2006, “Syllabus for the superior cycle of the high school. Theoretical school training for 12th grade, vocational school, sports profile, all specializations” approved by the order of the Ministry no. 5959/21.12.2006
5. Radu, T.I, “Evaluation in the didactical process” Didactical and Pedagogical Publishing House, Bucharest, 2000.
6. Stanciu, M., “The content’s reform of the educational system. Methodological structure” Polirom, Iasi, 1999.

Titlu: Necesitatea elaborării standardelor curriculare de performanță la disciplina *Pregătire sportivă teoretică*.

Cuvinte-cheie: pregătire sportivă teoretică, standarde curriculare de performanță, evaluare.

Rezumat: Criteriile de evaluare a calității procesului de predare-învățare sunt standardele curriculare. În vederea creșterii obiectivității și preciziei evaluării, elaborarea standardelor curriculare de performanță la disciplina *Pregătire sportivă teoretică* a devenit o necesitate deoarece, până în prezent, nu a fost conceput nici un document oficial în acest sens (așa cum s-a întâmplat la majoritatea disciplinelor școlare!). Elaborarea acestor standarde este absolut necesară, deoarece asigură conexiunea între curricula și evaluare, pe baza lor fiind determinate nivelurile de performanță, elaborați descriptorii de performanță și instrumentele de evaluare.

Titre : La nécessité d’élaborer des standards curriculaires de performance dans la discipline *Préparation sportive théorique*.

Mots-clés : préparation sportive théorique ; standards curriculaires de performance ; valuation.

Résumé : Les critères d’évaluation de la qualité du processus d’enseignement sont des standards curriculaires. Afin d’accroître l’objectivité et la précision de l’évaluation, l’élaboration des standards curriculaires de performance pour la discipline *Préparation sportive théorique* est devenue une nécessité parce que, jusqu’à présent, aucun document officiel n’a été conçu à cette fin (comme dans le cas d’autres disciplines scolaires !). L’élaboration de ces standards sur la base desquels on peut déterminer les niveaux de performance, élaborer les descripteurs de performance et les instruments d’évaluation est

absolument nécessaire car elle assure la liaison entre le curriculum et l'évaluation.