

## THE TEACHING STYLE DURING THE PHYSICAL EDUCATION AND SPORT

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**Key words:** style of teaching, physical education and sport

### **Abstract**

**Purpose:** This article is a finding on the style of teaching in physical education, consisting of a set of constants associated with individual behavior and which are located in the region of contact with psycho-pedagogical field and directly perceptible without internal interposition. Forming the style of teaching has as a starting base the behavior of a man, a man characterized by certain personality traits that can be resized, restored, rebalanced. A style represents the fundamental necessities of a "leader" (for example) that motivate behavior change by changing the external circumstances, while the style remains constant.

**Methods:** Research methods used in this research are part of the private methods category and of the processing, analysis and interpretation of data collected through study. The questionnaire survey method consisted of the application and record of the responses to a questionnaire of 12 questions on the teaching style of physical education teachers in Ploiesti, which have obtained at least the second teaching degree.

**Results:** Analyzing the responses we can notice that there is no ideal style, at most, one is more efficient than the other, explained by the separation of its constituent variables, such as: **a**, the directional variable characterized by direction and permissiveness (highlighted by the high percentage of positive answers to the questionnaire); **b**, the socio-affective variable (hot, cold); **c**, the "democratic" variable.

**Conclusions:** There is no ideal style, at most, one is more efficient than the other, explained by the separation of its constituent variables. Style matters when it is interpreted situationally.

### **Introduction and research objectives**

Teaching does not target only the activity of the teacher during the actual lessons. The quality of teaching is defined through its methods,

strategies and its style, including training action (design), content development, manufacturing of training materials, insuring the necessary means of teaching an effective teaching action, the analysis, evaluation / self-assessment of school activities. Teaching should be analyzed in relation to learning. It is defined through "to teach another" or "the activities done by the teacher in the lesson, to determine the learning activity within the students" [Dictionary of Pedagogy, 1979, page 350].

The conception and pedagogical skills of a teacher are reflected in his teaching style. Being a teacher is a beautiful profession, unlike any other, a job that one does not leave behind at night, along with the work clothes. It is rough and pleasant, humble and proud, demanding freedom, a job where mediocrity is not permitted, a job that exhausts and invigorates, both infamous and glamorous. The professor stimulates and maintains the students' curiosity for new things; he shapes their social behaviors, strengthens their self-confidence and helps them find their identity. The accomplishment of these tasks depends on whether the teacher has the skills and competencies for centering mainly on the expectations, needs and interests of students.

Unlike traditional teaching, which reduces teaching to communication, transmission of knowledge, in modern teaching it signifies a complex of functions or actions taken by the teacher, to achieve optimal learning. It targets functions or actions aimed at design, organization and coordination, guidance and control, communication and motivation, control and evaluation, research and innovation in teaching. The completion of these functions in the process of teaching takes the shape of a sequence of statements (oral or written), through which the teacher:

- sets the learning directions by stating the objectives set
- imposes the sequence of the learning phases (which means grading/dosing the learning efforts)
- stimulates interest and encourages the learning effort
- appreciates learning outcomes and corrects mistakes
- improves and adjusts the learning progress

The teaching style is a personal style that guides the teaching based on permanent features with methodological and operational values for problematic situations of the teaching-learning action. The style of teaching and problem solving is imprinted by each teacher's personality.

Domain experts classify teaching styles, based on the focus of teaching activities either on the role of the teacher or the activities of the student group:

- authoritarian leadership style;
- democratic leadership style;
- passive leadership style "laissez-faire".

Others use a series of criteria to classify teaching styles [Cretu, D., 1995, page 206], as follows:

- after the share of the teaching methods - expository style and questioning style
  - after the position of partners in teaching - teacher-centered style, student-centered style and interactive;
  - after teaching cognitive features - abstract style and concrete style;
  - after communication skills - communicative style and uncommunicative style;
  - after emotional behavior features - close style, distant and impulsive style;
  - after teaching behavior mobility - versatile style and rigid, inflexible style;
  - after the new reporting method – open and closed, routine style;
  - after leadership - authoritarian style, democratic style, and passive "laissez-faire" style.

The objectives of the questionnaire based survey were:

- testing a large number of teachers in the interest of accumulating a richer factual material;
- processing the data collected through statistical and mathematical methods, which to base an objective interpretation;
- to elaborate the conclusions from the investigation by highlighting the relationship between content of the study and content of practical activity.

### **The research hypothesis**

In carrying out this research on the questionnaire we started from the hypothesis:

- The quality and efficiency of training can be improved while the teaching style of teachers will be focused on achieving the objectives, content, strategy and evaluating the functional and anthropometric motor parameters of students.

### **Procedures and research methods**

The questionnaire based survey method was conducted in the educational circle no. 2 of the teachers of physical education in Ploiesti, October 2011. A total of 29 teachers were tested (12 men, 17 women), who had obtained at least the second teaching degree.

An alternative type questionnaire, with pre-coded answers and without identity data was applied. It was comprised of 12 questions: **1.** Are you friendly with your students? **2.** Are you firm in what you say / ask students? **3.** Are you open to your students? **4.** Do you stimulate them with games and various activities? **5.** Do you influence them in making decisions? **6.** Do you make agreements between you and your students? **7.** Are you characterized by permissiveness? **8.** Do you often punish students? **9.** Do you impose yourself to them? **10.** Do you pressure your students to meet certain requirements? **11.** Are you hard on your students? **12.** Do you think your students feel afraid? Each question is provided with an answer choice from several possible - **yes, no, sometimes.**

#### **Research results and their interpretation**

After checking and listing responses to the 29 questionnaires comprising 12 questions we can make the following observations:

❖ On question **1** there were 20 responses with **yes**, representing 68,91%, 5 answers with **no**, representing 17,25% and 4 answers with **sometimes**, representing 13,74%.

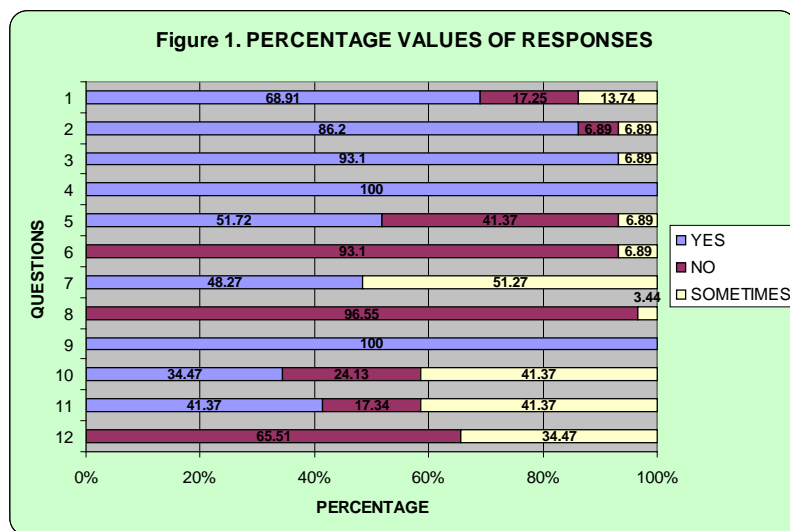
❖ On question **2** there were 25 responses with **yes**, representing 86,2%, 2 answers with **no**, representing 6,89%, and 2 answers with **sometimes**, representing 6,89%

❖ On question **3** there were 27 responses with **yes**, representing 93,1%, 2 answers with **sometimes**, representing 6,89%, there were no answers recorded with **no**.

❖ On question **4** there were 29 responses with **yes**, representing 100% from the total answers.

❖ On question **5** there were 15 responses with **yes**, representing 51,72%, 12 responses **no** representing 41,37% and 2 responses **sometimes** representing 6,89%.

❖ On question **6** there were 27 responses **no** representing 93,1% and 2 responses **sometimes** representing 6,89%, and there were no records with **yes**.



❖ On question 7 there were 14 responses **yes**, representing 48,27%, 15 responses **sometimes** representing 51,72%, and there were no records with **no**.

❖ On question 8 there were 28 responses **no**, representing 96,55% and one answer **sometimes** representing 3,44%, and there were no records with **yes**.

❖ On question there were 29 responses **yes** representing 100%.

❖ On question 10 there were 10 responses **yes** representing 34,47%, 7 responses **no** representing 24,13% and 12 responses **sometimes** representing 41,37%.

❖ On question 11 there were 12 responses **yes** representing 41,37%, 5 responses **no** representing 17,24% and 12 responses **sometimes** representing 41,37%.

❖ On question 12 there were 19 responses **no** representing 65,51%, 10 responses **sometimes** representing 34,47%, and there were no records with **yes**.

Analyzing these responses we can notice that there is no ideal style, at most, one is more efficient than the other, explained by the separation of its constituent variables, such as: **a**, the directional variable characterized by directivism and permissiveness (highlighted by the high percentage of positive answers to the questionnaire); **b**, the socio-affective variable (hot, cold); **c**, the "democratic" variable.

In the composition of style there are non-operational, non-executive personality components, but only a few psychological and managerial formed in contact with external situations. Style is a veritable organizational variable with a big influence on the relational, interactional-pedagogical plain. For a change of style, there is no need to change the personality traits, but rather a reconstruction and a rebalancing between the already existing ones.

### Conclusions

- ❖ There is no ideal style, at most, one is more efficient than the other, explained by the separation of its constituent variables,
- ❖ Style matters when it is interpreted situationally.
- ❖ Situational variables, consider the favorable circumstances as well as and the unfavorable ones
- ❖ The leadership of the teacher is a defining part of the success of training activities undertaken and also a psychosocial element with a high degree of formativity.
- ❖ There are teachers motivated by interpersonal relationships and others motivated by the instructive-educational tasks.

### References

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- \*\*\* *Dictionary of Pedagogy*, 1979, Didactic and Pedagogic Publishing House, Bucharest.

**Titlu:** Stilul de predare în educație fizică și sport.

**Cuvinte cheie:** stil de predare, educație fizică și sport.

### Rezumat

**Scop:** *Prezentul articol este* o constatare asupra stilului de predare în educație fizică, constituit dintr-un set de constante asociate comportamentului individual și care sunt situate la regiunea de contact cu câmpul psiho-pedagogic și perceptibile direct, fără o interpunere internă. Formarea stilului de predare are ca bază de plecare comportamentul unui om, unui individ caracterizat prin anumite trăsături de personalitate ce pot fi redimensionate, reconstruite, reechilibrate. Stilul, reprezintă trebuințele fundamentale ale unui "lider" (spre exemplu) care motivează comportamentul care se schimbă prin modificarea situațiilor externe, în timp ce stilul rămâne constant

**Metode:** Metodele de cercetare utilizate în această cercetare fac parte din categoria metodelor particulare și a celor de prelucrare, analiză și interpretare a datelor culese prin studiu. Metoda anchetei pe baza chestionarului a constat din aplicarea și înregistrarea răspunsurilor la un chestionar format din 12 întrebări asupra stilului de predare al profesorilor de educație fizică din municipiul Ploiești, care au obținut cel puțin gradul didactic II.

**Rezultate:** Analizând aceste răspunsuri putem remarca că nu exista un stil ideal, cel mult unul mai eficient decât celalalt, explicabil prin separarea variabilelor constitutive ale acestuia, cum ar fi: a. variabila direcțională caracterizată de directive și permisivitate (reliefați prin procentul ridicat de răspunsuri afirmative la întrebările chestionarului); b. variabila socio-afectivă (căldură, răceală); c. variabila „democratică”.

**Concluzii:** Nu există un stil ideal, cel mult unul mai eficient decât celalalt, explicabil prin separarea variabilelor constitutive ale acestuia. Stilul are valoare atunci când e interpretat situațional.

**Titre:** Le style de l'enseignement en éducation physique et du sport.

**Mots-clés:** style d'enseignement, l'éducation physique et du sport.

**Résumé: Objet:** Cet article est une constatation sur le style de l'enseignement en éducation physique, constitué d'un ensemble de constantes associées à des comportements individuels et sont situés dans la région de contact avec les psycho-pédagogique sur le terrain et directement perceptible sans interposition interne. Style de formation de l'enseignement est basé sur le comportement de départ d'un homme, un homme caractérisé par certains traits de personnalité qui peuvent être redimensionnées, restauré, rééquilibré. Style, ce sont les nécessités fondamentales d'un \ "leader \" (par exemple) qui motivent le changement de comportement en changeant les circonstances extérieures, tandis que le style reste constante

**Méthodes:** Les méthodes de recherche utilisées dans cette recherche font partie des méthodes privées et le traitement, l'analyse et l'interprétation des données recueillies par l'étude. Méthode d'enquête questionnaire a été fondée sur l'application et d'enregistrer les réponses à un questionnaire de 12 questions sur le style de l'enseignement professeurs d'éducation physique à Ploiesti, qui ont obtenu au moins au second degré.

**Résultats:** En analysant ces réponses ont remarqué qu'il y avait un style idéal, beaucoup plus efficace que l'autre, s'explique par la séparation de ses variables constitutives, comme un directionnel variable, caractérisée

par directivism et l'abordabilité (mise en évidence par le pourcentage élevé de réponses positif au questionnaire), b variable socio-affectif (chaleur, froid), c variable "démocratique".

**Conclusions:** Il ya un style idéal, beaucoup plus efficace que l'autre, s'explique par la séparation de ses variables constitutives. Style de questions lorsqu'elle a interprété la situation.