

THE ROLE OF THE DISCIPLINE „THEORETICAL SPORTS PREPARATION” IN THE FORMATION OF THE COGNITIVE COMPETENCES AT THE PUPILS OF THE SPORTS PROGRAM CLASSES

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Abstract

If sciences of psychology and neurophysiology clearly define the cognitive domain and they characterize it in all aspects, providing logistical support and operational framework for intervention necessary improvements that are required in many areas, work motor problem in the cognitive domain is not so evolved, leaving room for interpretations. Failure to solve these problems at the level of requirements that satisfy all applicants, does not come from lack of the specialists' interest, but from their objective and real difficulty created by the genetics of cognitive and complex personality of the subject, on the one hand, and by the values and attitudes that are to be achieved in relation to the purpose of the cycle of education and the sport profile of the high school, on the other hand.

Introduction

The cognitive abilities training is a problem constantly tackled in the specialty literature, various authors invoking the necessity of the higher psychical methods development, as a guarantee for the development of other abilities types which determine the human actions productivity. All the domain specialists' efforts converge towards one direction: the continuous improvement of the sports training process and thus the development of cognitive abilities, by bringing the most efficient and innovative strategies, whose direct beneficiaries are the athletes.

Tasks:

1. The theoretical approach of the problem which concern the cognitive abilities training process off the psycho-pedagogical and theoretical-practical positions.
2. The establishment of the modalities through which the discipline “Theoretical Sports Preparation” could contribute to the cognitive abilities development of the athlete students.

The methods of research

In the started research the scientific methods used were: the analysis of specialty methodical-scientific literature and the documents analysis of the educational process.

The Results of research

Through the researched subject perspective, one of the fully undetermined issues in the theory and the sports training methodology concerns the common aspects which the two components assert: the theoretical preparation and psychological preparation. The confusions are determined by the roles which these ones carry out, in the sense that transfer some duties, both of them claiming the creation of some cognitive competences leading to the solution of different issues [5, 11].

Another subject, that leaves many interpretations is the bases which the coach must develop during the theoretical preparation of the subjects cognitive abilities, in conditions where in the theories and specialty methods, the psychological preparation are invoked the most frequently the affective-emotional-volitional components, paying less attention to the cognitive one [2, 3]. The problem associated with the cognitive abilities does not pay the attention through the importance awarded in the specialty literature, but especially through the lack of some concrete strategies, with an active character, the development of these abilities in the didactical process, whose purpose will be the creation of cognitive abilities.

Although in the sports activity, the accent is naturally on the development of motion abilities, the psychical component remains the motor that stimulates the superior functions of the body. A. Dragnea (1999) specified that in the “perfection and over learning” phase, points out the major weighting of the thinking, in connection with other stages, underlining that “the over-learning” claims a strong and intellectual participation, a profound and mental analysis of the concrete situations [7, p. 139-141], in the sense that the cognitive factor accompanies to

motional intelligence of the subject, continues and ends it, valorizing the taken action.

The asked questions in these conditions are the following: “To whom belongs the essential role in formation of cognitive competences, so much invoked in the technical preparation, towards the mastery reaching, in the tactical preparation as the tactical thought, but in the last years even in the psychological preparation as the emotional intelligence form? To the coaches, within the sports training or the teachers who teach the theoretical disciplines?” Certainly to the both categories of specialists, but the major role have the teachers who teach in the classroom. They are the ones who must hold the necessary levers to the formation, development and transfer of the pupils cognitive abilities towards the practical area, but the coaches without the reducing of their duties, to take the cognitive acquirements gained by the students and to improve them in the trainings and contests.

On the whole of the school disciplines that contribute to the development of cognitive capacities and to the formation of students personality, an essential role has the discipline “Theoretical sports preparation”. If in the 1992 year, the year of the vocational high schools establishment with sports profile, the students had in the program weekly lessons about “theory” as Gh. Carstea called them (2000) [4,P.59], today the discipline “theoretical sports preparation” is presented entirely justified in the national curriculum as an integrated discipline, deeply evaluative, whose role is to endow the pupils with knowledge, concepts and attitudes, to determine him to act with understanding, with maturity, in order to gain value performances, thus increasing the chance to participate consciously and actively in the own formation and self-formation process.

The knowledge gained by studying this discipline contributes to stimulating interest in science, to the formation of logical thinking, critical spirit, develop students' intellectual capacity according to the requirements of the practiced sport branch and personal aspirations. By thinking out this discipline it is followed the understanding of various information forms, capacity analysis and interpretation of content elements, the formulation of evaluative judgments according to learned contents, training of thinking skills by building suitable reasoning algorithms, critical thinking and creativity. To achieve these goals it is required an improvement in the methodology of teaching and evaluation of the school subjects, innovative teaching strategies to arouse students' curiosity, to create the rational and motivational states that are needed by

any subject in order to validate the creative capabilities in accordance with the specific requirements of sport industry, with his interests and intellectual aspirations.

Only with the conditions that to the subjects will be offered conditions of systematically training and education in the classroom, the genetic fund available to them, in terms of intellectual approach, will be developed at a higher level and then converted in skills that support their practice activity. So, it becomes more necessary, a new way of teaching and assessment of the discipline "Theoretical sports preparation", by using the most of original and effective teaching methods that develop students' ability to perform logical operations, to synthesize, to compare and explain reasoned, using the specific language of sports, because all initiatives, investigations with research character sights out the progress. By putting students in concrete situations to make various judgments, of inductive, deductive and analogical order, determining them to think divergently, to auto evaluate, to transfer knowledge gained from educational content from one to another, to work with them and use in concrete, practical situations, are created the premises for developing their cognitive skills and integration into the environment where it's developed their activity.

It should not be forgotten that every student has personality and intellectual capacity of its own. These are not formal details, but issues of primary importance, pedagogical issues par excellence. Teaching methods have their efficiency only if the teacher knows the subject's individual characteristics, strengths, especially their intellectual capacity limits. Measures of teaching feature undertaken must work towards organizing and restructuring the internal forces of psychological nature of the subject and bringing them to light in the form of skills to guarantee its integration into the environment in which it goes there and it is requested [1, 6, 9 10]. Theoretical knowledge gained in the classroom, combined with practical experience, have internalized the value systems and externalized in the form of intellectual, emotional and effector-operating (motor) attitudes.

Today, the obtained performance in sport relies heavily on cultivation in both directions, of the multiple theoretical and methodological bridge between the classroom and the created practical reality on the ground. As mentioned by some authors, M. Epuran, Holdevici I., F. Tonite (2008), only to the extent that subjects will be educational influenced, they will develop their cognitive, volitional, rational and emotional aspect, will mature intellectual and make efforts

for self-improvement according to the specific developed activity [8, p. 71].

Conclusions

Although theories and experimental studies designs the cognitive subject's outline from different angles, forward assumptions, questioning, gives explanation and solutions, its implications over the learning efficiency and maximization of the individual psychic abilities remains a constant theme, open to research.

Identification of some ways through which can be eliminated the terminological confusions due to the large volume of information and the high specific complexity of sports training methodology, relative to age and the experience of motor subjects, means of expression relatively reduced of it and the time allocated within the plan -framework educational of browsing content and acquiring specific competencies for the discipline "Theoretical sports preparation" on the one hand, and on the other hand, the elaboration and implementation of didactic methods that leads to development of the cognitive skills arsenal that must have a subject in order to streamline actions, both in the classroom and in training and competition, represents the guarantee of successful cognitive skills development in teaching-learning and evaluation of the discipline "Theoretical sports preparation."

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ROLUL DISCIPLINEI „PREGĂTIRE SPORTIVĂ TEORETICĂ” ÎN FORMAREA COMPETENȚELOR COGNITIVE LA ELEVII CLASELOR CU PROGRAM SPORTIV

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Rezumat

În cazul în care științele psihologiei și neurofiziologiei definesc în mod clar domeniul cognitiv în toate aspectele lui, asigurând suportul logistic și cadrul operațional pentru intervenția necesară de îmbunătățire, care sunt necesare în multe domenii, probleme cu activitate motrică în domeniul cognitiv nu este atât de dezvoltat, lăsând loc pentru interpretări. Imposibilitatea de a rezolva aceste probleme la nivelul cerințelor care ar putea satisface toți solicitanții, nu provine din lipsa de interes a specialiștilor, ci de la obiectivul lor și dificultatea reală creată de genetica personală cognitivă și complexă a subiectului, pe de o parte, precum și de valorile și atitudinile care urmează să fie îndeplinite în raport cu scopul ciclului de educație și profilul sportiv al liceului, pe de altă parte.