COMMUNICATION METHODS
IN SCHOOL PHYSICAL EDUCATION

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Abstract
The analysis of school communication and the knowledge of the teaching staff regarding these forms of communication, having the purpose of being used in their training in order to reach great performances, are the main concerns of the educational system management structures.

Communication represents a field of wide interest for researchers from ages different fields. A study which was conducted at the end of 2007, involving 7400 students with between 12 and 19, states that most of these youngsters consider that they have communication problems towards their teachers and that both teachers and parents aren’t interested in their opinions and don’t listen to them.

Therefore, the issues which involve the school communication phenomenon is spread on a wide research field, regarding interest areas such as communication capacity as an individual aptitude, aspects of the socio-cultural environment in which the communication takes place, the particular institutional framework (school, sport teams, etc).

Keywords: school, physical education, sports, student, teacher.

JEL classification: 120, 123

1. Introduction

An important element which is taken into consideration regarding the development of this research is team teaching, a well-explained concept in a distinct chapter of the work “Efficient Communication” (Pânișoară, 2008), regarding the process of teaching in the educational system specifically.

The educational communication is a complex relationship which is operating changes in the student personality. These changes can have different intensities and could be cognitive, affective or behavioral. Therefore, communication can be considerate as the most privileged instrument of teaching (Pop, Zamfir, 2015).

Verbal communication is the spoken word, while nonverbal communication involves actions, facial expressions, body position, and gestures.

The difficulties brought up by the technical language, supporting the idea of using the correct terminology by also understanding the necessity of its gradual introduction in the language of students and paying special attention by the

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teachers regarding the students’ suitable term assimilation, especially if these are children.

A study which was conducted at the end of 2007, (Pop, 2008) involving 7400 students with ages between 12 and 19, shows that most of these youngsters consider that they have communication problems towards their teachers and that both teachers and parents aren’t interested in their opinions and don’t pay enough attention to their problems.

The main methods of communication used in school physical education:
- verbal
- intuitive
- the exercising method.

Effective communicators are able to send messages that clearly convey the intended content and are received in the desired way (Burton, Raedeke, 2008).

2. The verbal methods

**Oral statement:** it is conducted through language; it must be accessible for the subjects’ group level of understanding.

**Verbal method:** it is carried through language, must be accessible to the level of understanding of the subjects’ group. This method „exists” using at least three methodical processes used in physical education and sports:
- Storytelling, efficient especially with subjects up to 8-9 years old. It has to be „plastic”, suggestive and it has to be based on the subjects’ known elements.
- Explanation, it is used with all categories of subject over 10 years old. In order to be effective, the explication must meet four conditions:
  - To be clear
  - To be logical
  - To be concise
  - To be opportune
- Explanation has the purpose of specifying of certain notion to students and adding new ones.
- The emotional nature of explanation develops the students’ interest, stimulates them to be active, creates joy for them, it develops confidence in their own strengths.
- Expressivity gives explanation an active aspect and it is done by correct pronunciation, intonation, logical phrases.
- The precision and clarity of the explanation form suitable actuating movement representations, which ensure links between the first and second signalization signs in the learning process.
• The concision is another component of explanation, which ensures emphasizing the main purpose of the activity in few words, thus saving time.

In relation with demonstration, explanation can have the following characteristics:

- to be after the demonstration;
- to precede the demonstration;
- to be done in the same time with demonstration (less recommended).

• The method of explanation usually precedes the execution of physical exercises, having the purpose to form the movement’s representation, correctly mentioning the motion parameter value (muscular, temporal, and spatial). It is differentially combined with the method of demonstration, depending on the theme of the lecture, age and the student’s preparation level, practical working conditions.

• The preliminary presents the movement in its full form and emphasizes the movement’s structure by indicating the succession of the composing elements, citing the anatomic-physiological and biomechanical rules which are at work, mentioning methodic requirements which ensure a correct execution and correct execution processes.

• In the preliminary explanation, there are mentioned notions regarding the importance of the physical exercise which is correctly performed in the ensemble of exercises from their respective sports branch.

• When the explanation is done during the execution, there are mentioned details of the movement and its elements, analyzing every phase of the exercise.

• The process usually follows the preliminary explanations because the student must first have a complete mental image of the whole exercise in order to know the exact pattern which he will reach through learning.

Using the method of explanation results in developing the students’ observation skills, orientation of perceptions, forming mental-motor representations, acknowledging the notions of physical education.

A very important problem regarding the usage of the explanation method is the amount of teaching time it takes. We must not forget that during the physical education lesson the student learns how to move and does that by moving. The explanation guides the student’s conscience towards actuating movement, so that he/she doesn’t exercise by imitating, without understanding. That is why the explanation must not exceed 8-10 minutes, but to be efficient a thorough preparation of the content is required, by summarising knowledge in a concise form. The efficiency of the explanation depends on its rationing its content; in a few words, the explanation must offer the essential to the student.
The lecture, it is mainly used in higher education. It can be also encountered in classes with physical education and sports profile, where specialized theoretical knowledge must be taught in lectures. At the core of every lecture there should be a scientific argumentation of the addressed themes and the usage of suitable terminology.

Conversation refers to the permanent dialog which must occur between the trainer or teacher and students. The conversation method is very useful in its heuristic form; relying on the knowledge which the students have gained in previous classes, the professor can lead them to new knowledge through questions. This method guides the student’s way of thinking towards analytic-synthetic activity, therefore ensuring the acquisition and retention of knowledge.

Brain-storming is assumed that this verbal method is used for the students stimulation of active and creative participation regarding some training issues.

Individual study must be conducted by the head of the training-educational process and it is carried out relying on the most significant bibliographic sources about the specific problem or problems regarding physical education and sports training.

3. Intuitive methods

It addresses to the fist signaling system and it helps forming a new, clear representation about what will come next in terms of learning. These methods are represented in the physical education activity by:

Demonstration - it is effective if it is done at an, example” level. There are two processes through which this method is materialized:

The demonstration which is being carried out by the head of the training-educational process, it is also called: ‘direct demonstration’

The demonstration which is being carried out by a subject with experience, which level of training allows him to do so. It is also called, direct demonstration”

Aiming to keep the team interested is recommended the use of iconographic materials, such as videos, boards, movies, and kinematics. It is recommended when the demonstration cannot be done as a vivid example or this method can be used even when the demonstration is just a “suggestive” example, as an extra way of enforcing the demonstration effects.

Observing other subject’s performance is a useful method which must be supervised by the leader of the teaching process. The performance of team mates or of other subjects can be observed (in contests or sports competitions). Both positive aspects regarding the technical or tactical actions, but also negative aspects can be observed and highlighted.
4. THE PRACTICE METHOD

Practice involves a conscious and systematic repetition. It comes, in a methodical logic, after using the verbal and intuitive training methods and it is their completion. It only belongs to the subjects and it is performed under the guidance and control of the specialist during the first stages of the actuating movement learning.

_Practice for skill formation and actuating movement understanding_

This version works in the following ways:
- Exercising a single skill or actuating movement skill, also known as „independent exercising” of the skills and actuating movement capabilities.
- Practicing several skills or actuating movement capabilities. It is performed by „merging” two, three or more actuating movement capabilities-skills, in extremely different ways, which can be encountered in life, in competitions or professional sports.

_Exercising for the optimisation of the physical-body development_

- It is performed in the third link of the physical education classes, but also during other chapters.
- In the third link of the class, „sets” of six, eight, ten free exercises will be performed or with objects used for general physical training: canes, medicinal balls, dumbbells, elastic cords, extensors, ropes; or with a partner (in pairs); These exercises can also be performed on the gymnastics bench or on the fixed ladder.
- These exercises are in tow, four or eight strokes and they are for all body segments. They begin with exercises for the neck and head and they are finished with exercises for inferior limbs. Lately, gymnastics experts recommend that neck and head rotations should not be performed first.

_Exercising for development – education of actuating movement capabilities_

This type of exercising can be found in the chapter “actuating movement capabilities”.

_Exercising for acquiring “management ability” – the purposes of the exercises:_

- It ensures the frame of the group throughout the class, as well as its orderly handling.
- It ensures the creation of a moving-group homogeneity, giving a lively rhythm to the execution
- It develops the coordination, orientation in time and space
- It disciplines attention, safety, awareness
- It cultivates the group’s discipline
Exercising for autonomously practicing ability of physical exercises.

- This goal type of exercising starts in the 6th and 7th grade.
- The condition is that students must acquire in previous grades “warm up” variants, “selective body parts influencing” variants etc and then choosing from one of the variants, in the presence of the specialist and under his/her supervision.

Exercising in order to form the ability of independently practicing physical exercises.

- It is performed during physical education classes or in various forms of organising physical exercises.
- The main elements for the independent practice of physical exercises are acquired in the training-educational process
- The exercising process are dependent on “the teaching mastery of every physical education and sports professor”
- The auto-organizing techniques, auto leading, auto evaluation, must be passed on in leisure time.

5. Conclusions

The understanding and control of the communication process in the development of school physical education classes is an essential element in guiding the students and of the existent inter-relations within the groups of students.

Understanding the communication phenomenon is essential for the professor who teaches physical education. The communication relationship between professor-student during the physical education classes, in relation to the relations which the professor can identify in every day work can bring major issues in the connection between the student’s actuating movement potential and his ability to express himself.

REFERENCE