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### DETERMINANTS OF STUDENTS' ACHIEVEMENT IN GYMNASTICS CLASSES

*Tomșa Nicolae<sup>1</sup>*

<sup>1</sup>*State University of Physical Education and Sport, Chisinau, Republic of Moldova*

**Abstract.** *The paper describes the assimilation problem of the first-year students in the educational disciplines "Artistic Gymnastics" and "Didactics of Gymnastics". 8 reasons are researched that contribute to the level of professional knowledge and skills formation, divided into: positive reasons (the level of teaching of educational disciplines; interest in the chosen profession; active participation in the instructive-educational process) and negative reasons (lack of individual work in the study of the subject; overloaded curriculum; insufficient knowledge and skills of high school gymnastics; low frequency of lessons; lack of interest in the future specialty).*

*The reasons and causes of the students' skills were analyzed based on a study of the opinions of the first -year students, focused on studying the motivation process described in the literature.*

**Keywords:** *assimilation, gymnastics, students, education.*

Decreasing the level of students' assimilation in *Artistic gymnastics* and *Didactics of gymnastics* disciplines, worries us a lot. It has served as an interest in studying and analyzing this issue, considering that the learning matter assimilation is the basis for the quality of future professional staff training in any social field.

**The purpose** of the paper is to investigate the reasons and the causes of the students' achievement in the above mentioned disciplines of education.

**Research objectives:**

1. Studying the motivation process described in the specialized literature.
2. Researching the students' opinion referring to the reasons and causes of the students' achievement in *Artistic gymnastics* and *Didactics of gymnastics*.
3. Mathematical processing and interpreting the results of the undertaken research.
4. Developing some conclusions and proposals for improving the level of students' achievement in the above-mentioned educational disciplines.

A theoretical and scientific significance for our research have the works of the authors: Bryant J.Cratty (1978); I.N.Reseteni (1986); Ia.Galan, N.Gnesi, T.Leasota, A.Moldovan (2016) and others.

The motivation process can be analyzed in different ways. It is the basis for organizing and conducting the human activities.

The known American psychologist Bryant J.Cratty (1978) explains the "Motivation" term as factors and processes that stimulate people to activate or not in different situations. The reasons, in the author's view, require a comprehensive analysis of the causes of the various activities priority that individual exercises.

As a reason of human activity serves, according to I.N.Reseteni (1986), his physical and spiritual needs to act in one way or another. But the authors Ia.Galan, N.Gnesi, T.Leasota and A.Moldovan (2016) analyze a number of students' motives for physical culture lessons in school.

Taking into account the opinions of the cited authors, it was started to solve the purpose and objectives traced.



The researches were realized at the SUPES, Chisinau, in the academic year 2017-2018. The respondents were: 17 students of AS 101 group, that represent 65.4% of the total number of students; 11 students of 102 ASr. group, respectively 73.3% of the total number of the given group; 18 students of 108 EF group, respectively 72.0% of 25 persons of the indicated group. Totaly 46 respondents participated in the undertaken researches, which represents 69.7% of the total number (66) of students of these academic groups.

In order to investigate the students' opinion about the reasons and causes of their

achievement in the *Artistic gymnastics* and *Didactics of gymnastics* learning disciplines, it was developed a questionnaire with 9 questions. 8 questions involved the approval or disapproval of the content of the information through the meanings *Yes*, *No* and *It is difficult to answer* in the case of non-appreciation of the answer. One question provided to indicate other causes and reasons, in the opinion of the respondents, which contribute in one way or another to the assimilation of studying matter of gymnastics.

**Table 1. The reasons that contribute to the level of formation of the knowledge and professional skills of the first year students in the educational disciplines "Artistic Gymnastics" and "Didactics of Gymnastics"**

Nr. crt.	Causal reasons	Academic group	108 EF		101 AS		102 ASr.		TOTAL	
			n	%	n	%	n	%	n	%
		<b>students</b>	<b>25</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>66</b>	<b>100</b>
		<b>respondents</b>	18	72,0	17	65,4	11	73,3	46	69,7
		<b>achievement</b>	10	40,0	12	46,2	8	53,3	30	45,5
1	<i>Interest in the chosen profession</i>	<i>yes</i>	15	83,3	17	100	10	90,9	42	91,3
		<i>no</i>	1	5,6	-	-	-	-	1	2,2
		<i>hard to answer</i>	2	11,1	-	-	1	9,1	3	6,5
2	<i>Lack of interest in your future specialty</i>	<i>yes</i>	10	55,6	4	23,5	2	18,2	16	34,8
		<i>no</i>	8	44,4	13	76,5	9	81,8	30	65,2
		<i>hard to answer</i>	-	-	-	-	-	-	-	-
3	<i>Active participation in the instructive-educational process</i>	<i>lectures</i>	8	44,4	8	47,1	8	72,7	24	52,2
		<i>practical</i>	18	100	14	82,4	9	81,8	41	89,1
		<i>evaluation forms</i>	10	55,6	9	52,9	5	45,5	24	52,2
4	<i>The low frequency of lessons</i>	<i>yes</i>	8	44,4	6	35,3	4	36,4	18	39,1
		<i>no</i>	9	50,0	11	64,7	7	63,6	27	58,7
		<i>hard to answer</i>	1	5,6	-	-	-	-	1	2,2
5	<i>Lack of individual work in studying the subject matter</i>	<i>yes</i>	12	66,7	11	64,7	8	72,7	31	67,4
		<i>no</i>	4	22,2	6	35,3	3	27,3	13	28,3
		<i>hard to answer</i>	2	11,1	-	-	-	-	2	4,4
6	<i>Curriculum program overloaded in the number of hours set in the curriculum</i>	<i>yes</i>	11	61,1	9	52,9	6	54,6	26	56,5
		<i>no</i>	7	38,9	8	47,1	5	45,5	20	43,5
		<i>hard to answer</i>	-	-	-	-	-	-	-	-
7	<i>The level of teaching the educational disciplines</i>	<i>high</i>	9	50,0	10	58,8	9	81,8	28	60,9
		<i>medium</i>	7	38,9	4	23,5	2	18,2	13	28,3
		<i>sufficient</i>	1	5,6	3	17,7	-	-	4	8,7
8	<i>Insufficient possession of knowledge and skills at high school curriculum gymnastics</i>	<i>yes</i>	7	38,9	11	64,7	7	63,6	25	54,4
		<i>no</i>	11	61,1	6	35,3	4	36,4	21	45,7
		<i>hard to answer</i>	-	-	-	-	-	-	-	-

The questionnaire was anonymous and the respondents objectively exposed their individual opinion regarding the studied problem. The results of the pedagogical survey were mathematically processed and presented in the above table.

After analyzing the results of the pedagogical research from the table, it is noticed that the most important reason, which contributes to the formation of the professional knowledge and skills of the first year students in the *Artistic Gymnastics* and *Didactics of gymnastics* educational disciplines, is the *Interest in the chosen profession*, which stimulates 91.3% of respondents in the education process. This reason prevails in all academic groups participating in the pedagogical experiment (gr.101 AS - 100%, gr.102 ASr - 90.9% and gr.108 EF - 83.3%).

The following reason which is the basis in students' achievement is *Lack of individual work in studying the subject matter*, 67.4% of respondents are mentioned (gr.102 ASr - 72.7%, gr.108 EF - 66.7% and gr.101 AS - 64.7%).

As a reason *The level of teaching the educational disciplines* 60.9% of students emphasize the "high" level of teaching, 28.3% - the "medium" level and 8.7% emphasize the "sufficient" level.

Another reason in the view of 56.5% respondents is the overloaded *Curriculum program overloaded in the number of hours set in the curriculum* (120 hours - 80 auditorium hours and 40 individual hours). Contrary to this reason affirm 43.5% of the respondents.

Upon the formation of the university professional level also contributes the high-school knowledge and motor skills. Thus, 54.4% of respondents show as a reason for achievement *Insufficient possession of knowledge and skills at high school*

*curriculum gymnastics*. Another opinion have 45.7% respondents, who claim to have high school curricular knowledge.

*Active participation in the instructive-educational process* gives positive results and serves as the cause of the student's assimilation, indicated only by 52.2% of respondents, that present themselves for the activity at lectures and at the process of evaluation of professional knowledge and skills. For activity at practical lessons, 89.1% of respondents opt their opinion.

It is also regrettable that 58.7% of respondents do not consider *The low frequency of lessons* as one of the reasons for the weak learning of the subject matter. Only 39.1% emphasize this cause.

Another reason for the formation of the professional capabilities level is the *Lack of interest in future specialty*, as stated by 34.8% of the respondents, and 65.2% of the students have not lost the interest in the chosen specialty.

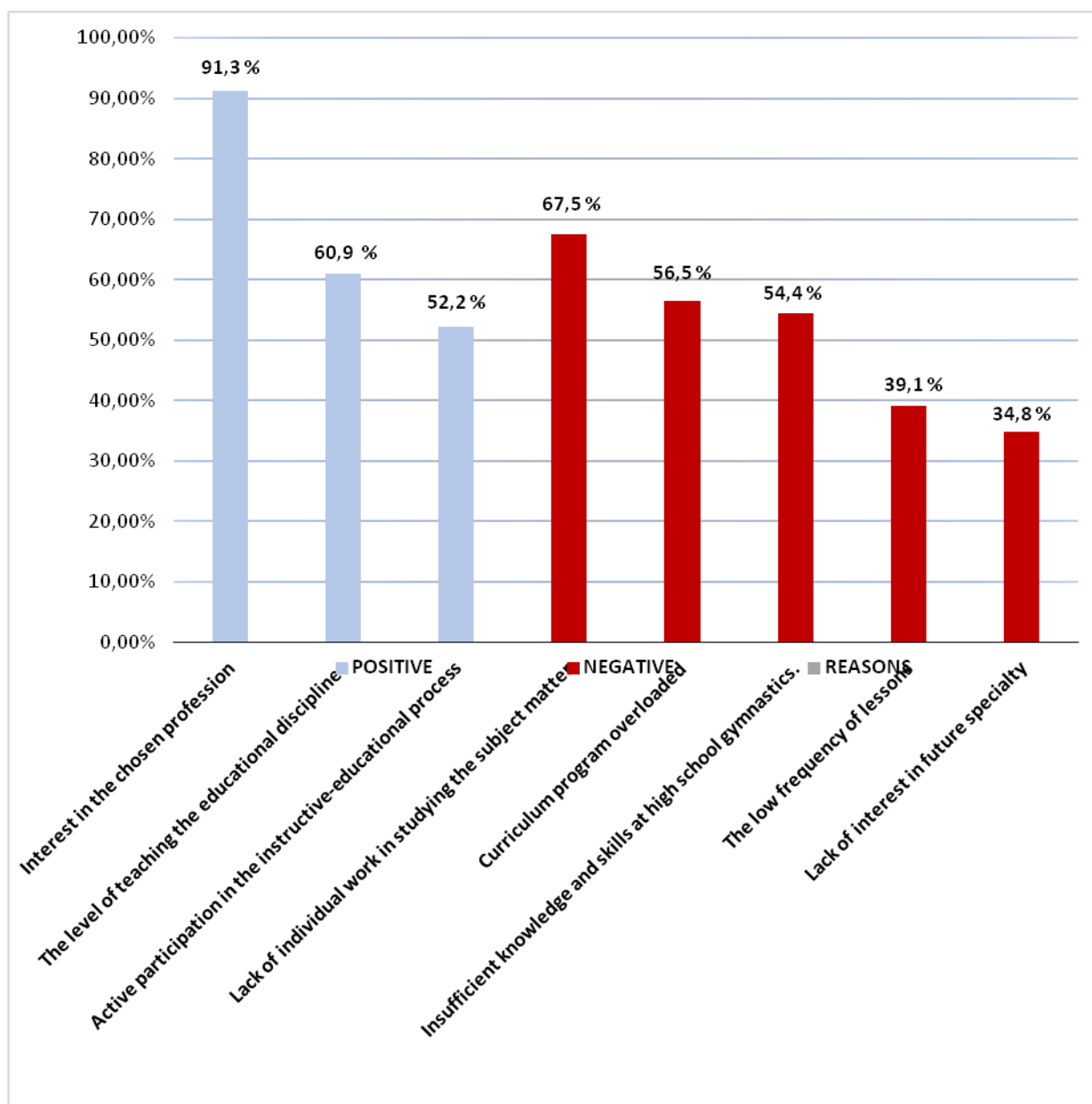
Among other reasons that contribute to the level of training the professional knowledge and skills of the first year's students' in gymnastics are: lack of time for the training process, various familiar problems, health problems, self-mistrust, daily trainings as performance athletes, body constitution, the psychological factor regarding the chosen specialty, the presence of good working discipline at lessons.

The motivations of the student's assimilation searched in our work are classified in positive and negative (Figure 1). The positive ones contribute to increasing the percentage of achievement, and the negative ones worsen this process.

All these positive and negative causes and reasons have left their mark on the professional training of first year students of *Artistic gymnastics* and *Didactics of*

*gymnastics*. Thus, the achievement of these educational disciplines is 72.0% in EF 108 gr.,

65.4% in 101 AS gr., 73.3% in 102 ASr gr.



**Fig.1. Classification of the reasons for the achievement**

Taking into account those mentioned in the paper, we infer the following conclusions:

1. The motive can be defined as a catalyst or an inhibitor of human social activity in accordance with its vital physical or spiritual needs.

2. As catalysts at the level of formation of the students' professional knowledge and skills

are the positive reasons and inhibitory – the negative motives and causes (Figure 1).

3. The respondents' opinion in general terms are objectives regarding the formation of professional knowledge and skills in *Artistic gymnastics* and *Didactics of gymnastics*, proved by 50% of students' answers to the assessment of 6 of 8 causes and reasons.

4. The most effective reason of students' assimilation is the *Interest in the chosen profession* - 91.3% of respondents. The most obvious reason for the low assimilation of the subject matter is the *Lack of individual work* foreseen in the university curriculum - 67.4% of the respondents.

5. In our opinion, reasons the *Low frequency of the lessons* - 39.1% and the *Lack of interest in future specialty* - 34.8%, were underestimated by the respondents.

To improve the level of training of professional knowledge and skills, it is proposed:

1. Improving the frequency of lessons.
2. Increasing the role of university didactics as the main source of training the future specialists of physical culture and sport.
3. Adequate awareness and respecting the department foreseen in the educational plan and university curriculum "Individual work" - 40 hours.
4. Modification the Admission Program at USEFS from the consideration of testing all the behaviors of high-school curriculum program.

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