

SOME CONSIDERATIONS ABOUT THE DIDACTIC COMMUNICATION IN THE PHYSICAL EDUCATION LESSON

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Abstract: *The didactic communication is a specialized form of the human communication, which aim is to instruct and educate scholars, having cognitive (knowledge, ideas, opinions), affective (emotions, feelings), attitude (seriousness, perseverance, responsibility) and behavior (cooperation, collaboration, competition) effects on their personality. Teacher's personality and his/her communication skills are fundamental elements in the teaching process efficiency. The aim of this study is to evaluate the act of communication in the physical education lessons, among scholars, using a survey. The results of the investigation show a favorable assessment for the didactic communication in the physical education lessons.*

Key words: *communication, physical education lesson, teacher, scholars.*

1. Introduction

The communication is a fundamental mean of psychosocial interaction. The communication in the fundamental modality of teaching-learning activity for specific contents, where the relationship between teachers-scholars plays an adaptive-formative role. According to Dumitriu, Gh., 1998, the **didactic communication** is a relationship between subjects, a mutual exchange of messages, a bilateral action of formation and information. **The information source**, it means the teacher, „brings his/her moral responsibility, as the pedagogical act has both existential and ethical natures” (Soitu, L., 1997). Teacher's personality influences the communication from its very beginning by the manner he/she

appears and acts in front of the audience. His/her appearance, personal charm, bearing and clothing represent metacommunication elements which may influence not only the scholars' impressions, but also communication effects. Teacher profession is not for anyone. In our opinion only people having teacher vocation and aptitudes are able to really communicate with scholars. Such aptitudes incorporate a lot of elements which absence affects the efficiency of the educative act. Knowing, understanding and accepting his/her pupils, the teacher should be in return understood and his/her merit would be to create an opportune availability and a psychological ambient with a strong impact for an efficient communication, from equilibrated and democratic positions.

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Some authors underline the role played by the educator's humor to facilitate the communication and make it a pleasant one.

The receiver in the communication process, it means the scholar with his/her singular personality is involved through the genuine structure of cognitive, affective and volitional processes, which influence in different ways the communication's efficiency.

The scholar aptitude, created by the instructive-educative process, gives a considerable support to the communication's rapidity and efficiency, requiring a developed perceptive faculty, logical memory, perseverance, ambition and discipline.

The cognitive motivation determines a differentiated implication of the receivers during the communication.

So, pupils having a strong desire to know and to learn more are able to get with pleasure difficult and complex messages. The school success and reward maintain the receivers' school activity and scholars who are appreciated and estimated for their efforts and performances will be more communicative, willing to do more efforts and being interested in learning, education, developed by teacher with his/her own pupils.

In the sport and physical education activities, the communication is running up according to lessons type, link or target as well as to the scholars' number and level of development and instruction.

In the activities carried out by groups, workshops or games, communication becomes multidirectional and the dialogue takes place between teacher-pupil, pupils-pupils or between groups and sometimes the teacher gives up

his/her statute, becoming a member of the group.

To capitalize his/her communication, the teacher has to master the language (morphological structures, semantics, vocabulary), the specialized (and updated) terminology, as his/her messages are expressed by words, in an oral way.

In the area of sport activities, seeing and perceiving the emitting source provide an optimum communication. The placement and distance used by the teacher assure the efficiency of messages' reception. So, for the didactic communication the distances have to be the optimum. We could add also the fact, for kids, the communication is better when the teacher adapts his/her height to the children's height.

Together with the traditional way of communication, in the sport and physical education area is more used the interactive model of communication, which is based on interpersonal, multifunctional communication.

Communication in sport is very complex, thanks to different messages, from verbal, motor language and body attitude (Dragnea, A., 2006).

In the artistic, rhythmic and aerobic gymnastics as well as in skating and artistic swimming, sport dance, artistic skiing, the expressivity represents a non-verbal communication of ideas, feeling and emotions.

In the sport games, the deliberate movements of partners (their collaboration) are carried out in an optimum way having misleading effects for the opponents. So, the members of the same team are able to communicate between them in a harmonized manner and conjugating the game space and time they get tactical and successful effects.

The intentioned expressive movement is a no-verbal way of communication, engaged recently by the athletes through a mental way. By a happening gesture the jumpers and throwers are emotionally supported by the stands through applauses and raising hands during their events. In return, the winners transmit their enjoy to the supporting people, by greetings and thanks. According to Abric, J. C., (2002) the leader of the group, as the teacher, must have management techniques of communication, according to the goals. He must observe the group, to understand, decode and manage the feedback signal.

2. Material and Methods

The goal of this study is to investigate the scholars' opinions about the integration in the communication process during the physical education lesson.

Hypothesis: Scholars are aware of their integration in the communication process with the teacher and colleagues during the physical education lesson.

Subjects A sample of 78 pupils, 58 boys and 20 girls, aged 12-13 participated in the study. The students were recruited from a secondary school from Bucharest. They have two physical education lessons per week. The classrooms were taught by two physical education teachers.

3. Research methods

- study of specialized literature;
- questionnaire methods, with 12 items (closed questions). The teachers were asked to leave the area while the students answered the questions. Students were assured that

their answers would remain confidential and their teacher would not see their answers;

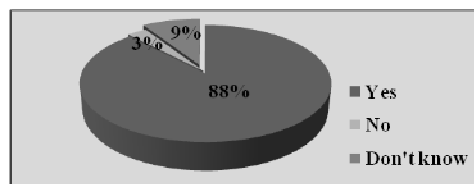
- the results were mathematical processing;
- graphic represent.

4. Analysis of Results

Item 1 *Do you understand the language and contents of the physical education teacher?* To this question 71 subjects gave their answers. Among them, 88% consider they understand and learn the physical education lesson. It seems 3% have not the same opinion and 7 scholars did not give any answer.

Table 1

Answers	(%)
Yes	88
No	3
Don't know	9

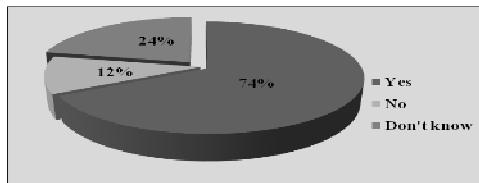


Graph 1

Item 2 *Is useful the information from the physical education lesson?* A number of 67 scholars have an answer. More than a half, 74%, consider useful the information they got during the physical education lesson, but 12% did not considered so. No answer from 24% of subjects.

Table 2

Answers	(%)
Yes	74
No	12
Don't know	24

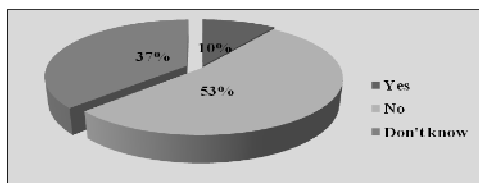


Graph 2

Item 3 *Did you need extra information from the physical education teacher?* In all, answered 49 scholars. The most part (53%) made known they did not ask extra information, 10% needed some explanation from the teacher and 37% did not answer.

Table 3

Answers	(%)
Yes	10
No	53
Don't know	37

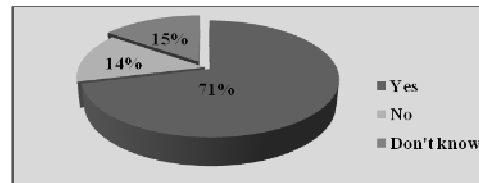


Graph 3

Item 4 *Do you think your sport teacher has a sense of humor?* Answered 66 scholars. Most of them, 71% consider their teacher has a sense of humor. Only 14% did not notice the teacher's humor and 15% did not give any answer.

Table 4

Answers	(%)
Yes	71
No	14
Don't know	15

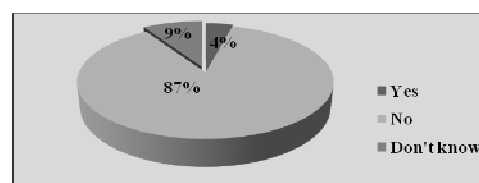


Graph 4

Item 5 *Do you consider the teacher is a hard one?* To this question answered 71 scholars. A large percentage, 87% considered their teacher is not authoritative. A small number, 4%, has an opposite opinion and 9% did not express their opinion.

Table 5

Answers	(%)
Yes	4
No	87
Don't know	8

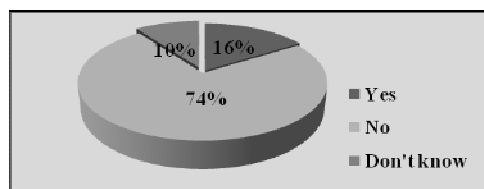


Graph 5

Item 6 *Did you ever ask the teacher's advice in personal matters?* 70 scholars gave their answer. The most part, 56%, declared they did not ask the teacher's advice in personal matters. Only 18% did it. No answers from 26% of scholars.

Table 6

Answers	(%)
Yes	16
No	74
Don't know	10

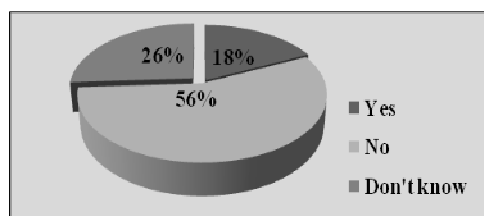


Graph 6

Item 7 *For you does matter the teacher's clothing/equipment?* Answered 68 subjects. 56% are not impressed by teacher's clothing, but 18% is influenced by the teacher's appearance. A quarter of scholars did not answer to this item.

Table 7

Answers	(%)
Yes	18
No	56
Don't know	26



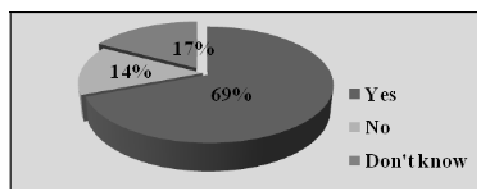
Graph 7

Item 8 *Do you have a free communication during the physical education lesson?* There were answers from 65 subjects. The majority (69%) considers there is a free communication during the physical education lesson. A

percentage of 14% considers the communication is not relaxed and 17% of scholars did not answer.

Table 8

Answers	(%)
Yes	69
No	14
Don't know	17

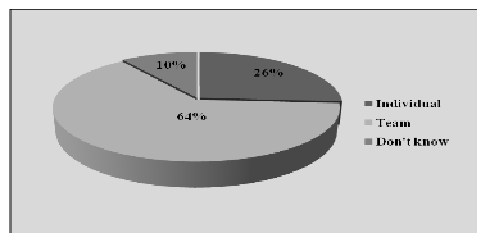


Graph 8

Item 9 *Which kind of physical exercises do you prefer?* To this question answered 70 scholars. More than a half (64%) prefer the team activities, but about a quarter (26%) should prefer the individual exercises. Did not answer 10%.

Table 9

Answers	(%)
Yes	26
No	64
Don't know	10



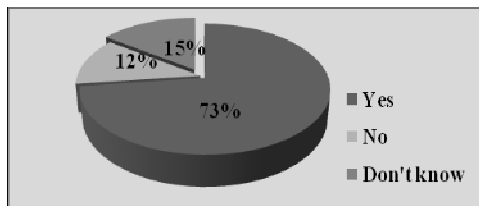
Graph 9

Item 10 *Do you like how the teacher manages the lesson?* Answered 66

scholars. Most of them, 73% appreciate the manner in which the physical education lesson is conducted, but 12% have not the same opinion. 15% did not answer to this question.

Table 10

Answers	(%)
Yes	73
No	12
Don't know	15

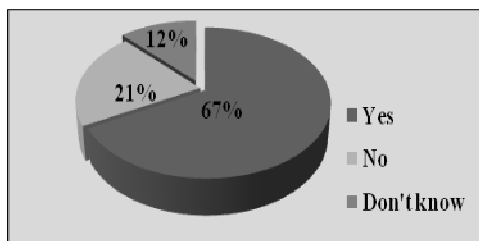


Graph 10

Item 11 *Are you accepted in the team, at the physical education lesson?* This question answered 52 pupils. Most of the pupils (67%) answered that they are accepted in the team. A percentage of 21% are no accepted in the team and 12% of them did not answer.

Table 11

Answers	(%)
Yes	67
No	21
Don't know	12

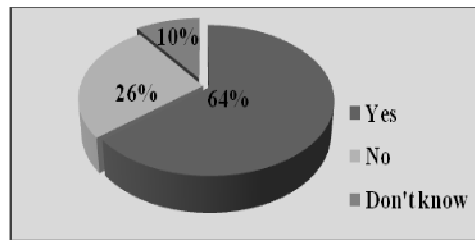


Graph 11

Item 12 *Are there good relations of communication between teacher and students?* To this question answered 70 pupils. Most of them, that means 64% consider that there are good communication relations between pupils and teacher. About 26% appreciated that there are no communication relations between pupils and teacher. A percentage of 10% did not answer.

Table 12

Answers	(%)
Yes	64
No	26
Don't know	10



Graph 12

5. Discussions and recommendations

In the didactic communication, there are two sources, the emitting one (teacher) and the receiving one (pupil, group). Between the two sources, there are transmitting channels, using verbal, no-verbal and paraverbal codes. Between the two sources occur feed-back and feed-forward information exchanges.

In the didactic communication, according to Dumitru, Gh., (1998) the main characteristics of the teacher (as source) must be credibility (competence and authenticity) and attractiveness.

That means the teacher must providing a proper climate for the communication, having adequate and accessible language for the students, interesting presentation of contents, logical structure with clarity and precision of messages.

The teacher must respect the characteristics of the receiver (students) as: personality, physical and psychical particularities, learning motivation, expectance level and previous level of knowledge.

According to Himberg, C. and colleagues (2003), "*the teacher must reflect on and develop their own philosophy about the ways of communication with the students. Being available for helping students with physical education skills, shows that teacher care about children and their learning*".

In physical education communication, the messages have specific forms and contents. In the same time, a lot of specific channels and codes are used, between the sources and the receiving one and so the didactic communication become preponderantly interactive. Scholars 12-13 aged are easy incorporated in the didactic process and in the physical education lesson's particularity but in a less manner they are open to teacher's advice in personal matters. Scholars aged 12-13 understand the language and message of the physical education teacher and consider sufficient the information transmitted by the lesson.

The results of a study made by Behets, D., 1997 show that several significant differences were found for the instructional variables. All that differences indicated that the most effective teachers spent significantly less time and attention in

providing information to the pupils. The study of Behets confirms that in physical education effective teaching is characterized by a lot of practice time and limited instruction and management.

Most of the subjects declared that they have good communication relations with the teacher. The communication with the teacher is colored by humor and is free of severity. In spite of that conclusion, the research of Nicaise, V. and colleagues (2006) evidenced that teacher-pupil interactions is not as robust as it might be or as it is often assumed to be. Scholars aged 12-13 are not influenced by the teacher's clothing or appearance.

The pupils communicate, so that most of scholars prefer team activities during the physical education lesson and they are accepted in the group.

The pupils aged 12-13 have a good appreciation for the physical education teacher's activity.

The effects of the didactic communication are reflected in the pupils' personality and their learning results.

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