

EVALUATION OF TEACHERS' PROFESSIONAL SKILLS IN PHYSICAL EDUCATION AND SPORT

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Abstract

The programmes of initial and further formation of the teaching staff in the sphere of physical education and sport are aimed at the revealing of the professional skills of teachers. The teachers are given seminars, lectures and then they pass exams. After the testation they confirm their degrees or even get some higher ones. The procedure is done according to the Regulation in force.

The topic presented in the article is actual, because it deals with the evaluation of teachers' proficiency and their competence. According to the results of the evaluation the teachers get the first or the superior degrees.

Introduction

Current characteristics of pre-university education system, embodied in curricula, programs and textbooks, assessment system, all subordinate equipping students with knowledge, abilities, skills and attitudes that reflect skills - key compulsory education in the European Union, calls for reconsideration all the skills of teachers of physical culture. This qualification physical education teacher and coaches from different sports branches have enriched and renewed through continuous improvement, to lead the development of skills in the areas of: teaching, methodical, scientific and educational policy - to the implications of its work in preparing comprehensive and harmonious subjects.

The initial and ongoing training programs of teachers of physical education and sport is focused on identifying vocational skills as part of season, special seminars, assessment test for employment in office, giving and teaching degrees confirmation in accordance with the Rules in force.

Analysis literature (AND Bicherschi., Panfil S. 1995 Джуринский А.Н., 2004) and practice area allows to see that professionalism specialist physical education and sports include the following powers:

- Operate appropriate scientific and methodological and theoretical knowledge acquired in initial training or in the process, so that he could get a job teaching in the contemporary educational system;
- Have specific skills and business skills teacher in physical education.
- To thoroughly examine and adapt to their conditions of work provisions of educational plans;
- Determine the initial level of training of students;
- Exploit the personal resources of the school and some sponsors to improve sporting facilities and the endowment with educational materials.

Knowledge. The value of knowledge for a teacher is undeniable, as they accumulate by assimilating the subject knowing the scientific and theoretical information that related directly to practical work in the area that is engaged, the provision and upgrading up to a maximum of driving skills and habits -- cooperation between these 2 facets of knowledge - will endure and will rise to the high professionalism through continuous and creative self in physical education specialist activity.

The structure of knowledge in physical education consists of:

- Knowledge of pedagogical and psychological theories;
- Knowledge of modern pedagogical conceptions;
- Knowledge of medico-biological peculiarities of students in education institutions;
- Knowledge of contemporary performance in physical education teaching methodology;
- The basic theories methodics and knowledge that is discipline "physical education".
- Knowledge of social and economic, political, legal.

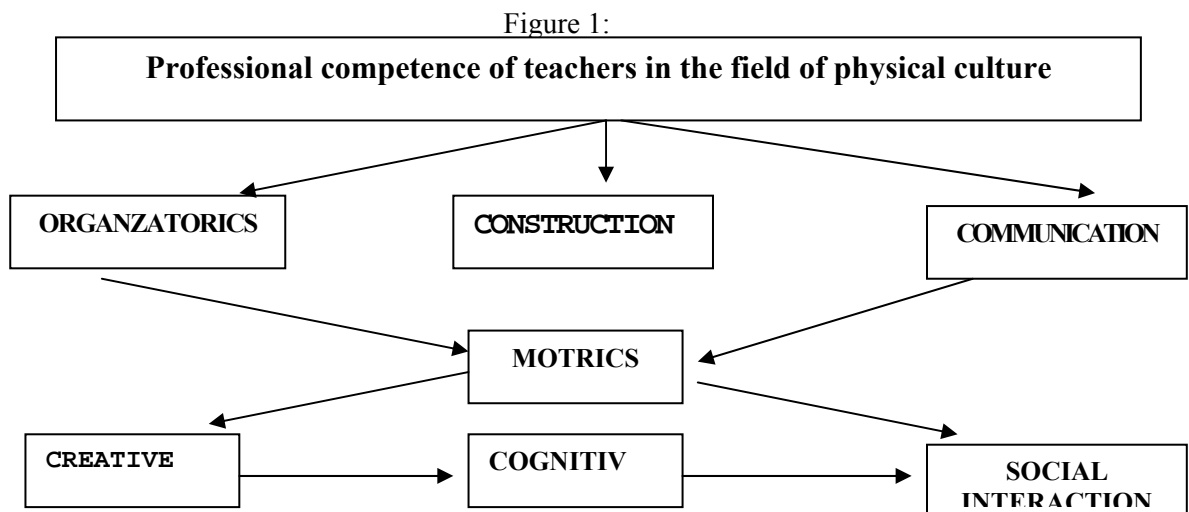
Understanding and skills. Content business teacher of physical culture consist of:

- Organizational and pedagogical skills;
- Specific driving skills and habits;
- Ability to analyze their own work;
- Skills to enhance business awareness of students;
- Ability to assess the level of development and physical training of students.

Knowledge and skill, being systematic, is manifested in the following activities and functions:

- a) organization - lies in constructive activities and projects include, along with teacher self-organization, organization of students inaction.
- b) Construction - provides ability to schedule any forms of activities with students: prospective and current instructional work and activities outside the classroom.
- c) driving - covers personal and motricity of subjects, as a specific feature of the work of physical education teacher. The return component is the driving skill of teachers to use up land space, efficient use of equipment and sport equipment, work organization and creative individual students.
- d) Communication - is characterized by the ability to establish collaborative links teacher and student, student-teacher, teacher-parents, teacher-teacher, to show pedagogical tact and create a microclimate favorable to the educational process.
- e) Cognitive - including the ability to analyze correctly and the time to restructure its work to improve the results of its work by attending lectures, analysis of the objectives curricular, assessment of student performance achieved in the educational process, the competitions and school contests. Cognitive activity must be regarded as an essential part in work efficiency and quality of teachers is aimed at increasing professional skill.

In a schematic, methodology evaluation skills teacher of physical culture, as the above activities can be presented as follows (Figure 1):



In accordance with the powers and functions referred to it satisfies the physical education teacher, he must possess the following characteristics (Figure 2).

In accordance with the regulations of the Ministry of Education of the Republic of Moldova on certification teaching degrees, between the years 2006 - 2009 have been assessed 400 teachers of physical culture and sports that have chosen to confirm and confer degrees and higher education. Analysis of the results obtained during five years of activity, mentioned in the self-evaluation, and methodical work given the content of candidates allowed to observe the following:

- Preparing and submitting work to give higher educational level is not fully comply with requirements made by the Minister,
- Sufficient to be analyzed and made to literary sources which address the researcher;
- Describe the low own contribution to solving the problem addressed (the presentation of complex exercises, teaching content, methods of teaching-learning-assessment etc..)
- Themes not include all the issues and objectives of physical education curriculum level (on the fields: cognitive, psychomotor and affective and social);
- The conclusions reached do not reflect the hypothesis and objectives.

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Figure 2:

