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MOTIVATION OF 10-12 YEAR-OLD PUPILS BY EVALUATION

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Abstract. *The current education system requires adaptation of pedagogical methods, means and methods to the pupils' educational needs. The pupil needs a wide range of methods, an attractive way of communicating information and an educational environment as pleasant and motivating as possible. Students also need information about their status and the results they should get. Informing pupils, the clear way of rendering knowledge and the transparency of the evaluation act lead to the students' motivation and the efficiency of the educational process. Good knowledge and acceptance of assessment criteria, respectively, are the basic prerequisite for pupils to understand the meaning of notes given by the teacher and to accept them consciously. Consequently, educating self-attribution means going beyond the stage where the pupil receives information about the results of his work through the mark. It is necessary to involve the pupil in appreciation, between self-evaluation and evaluation, drawing a convergence, an overlap, even partial one.*
Keywords: *evaluation, feedback, motivation, education, loisir club.*

Actuality of the research theme

The theme addressed relates to one of the important aspects of the activity that the teacher carries out in the educational process, namely the motivation of the pupils, which is one of the main subjects of education.

The fact is that nowadays the notion of evaluation is misunderstood by children. We, through this approach, try to highlight the positive aspects that accompany assessment and maximize the range of methods and means that characterize the notion of motivation.

Through this new assessment approach, we want the mark not to be a burden for children, but an incentive, a means of emulation.

In student motivation, Iucu R.B. [6] considers that methodology of approach is of crucial importance. Thus, he defines the management of the class of pupils as: "the field of research in the education sciences, which studies both the perspectives of approach of the pupil class (didactic and psychosocial) and its dimensional structures (ergonomic, psychological, psychosocial, normative, relational , operational and creative) in order to facilitate teachers' interventions in "micro-educational" crisis situations (indiscipline, violence, non-involvement) and to avoid their negative consequences through the exercise of educational microdecisions.

"A defining role in capitalizing on pupils' potential is the use of new methods and means in the education process."

We agree with the opinion of the specialists [1, 5, 9] that the pupils ' potential can be maximized in the educational process only under the close supervision of dedicated teachers and by an objective and differentiated assessment, based on the students' motor capacity.

The concept of evaluation is an essential element of any human activity. Depending on its nature, it has well-defined objectives and a stable component for the specifics of any instructive-educational process...

The opinion of the specialists in the field of didactic evaluation and assessment in physical education [2, 4, 7] is unitary on objectivity in the evaluation.

The choice of the subject is a consequence of the lack of motivation of the students on the evaluation act, but also of their lack of active involvement in the act.

The last years experience in the physical education assessment act, when all pupils were scored with the highest mark, led to the loss of the motivational value of the mark itself and the diminution of the importance of the evaluation. That

is why confrontation with this situation has led to the need for a study on this issue. There was a need to try to increase the motivational spectrum of pupils, introducing other motivations (some extrinsic ones) and explaining the value and logic of the assessment, so that they are internalized, conscious and accepted by the pupils.

It starts from the idea that learners actively involved in the assessment act, who know the detailed assessment and grading modalities, will be more motivated, will have better outcomes but will also be aware of and accept the results.

The motivation of children is a complex issue, which should focus on the factors involved in education. One of the key ways where students can be motivated in the learning process is to evaluate them.

Research objectives:

1. Analyzing and generalizing the scientific-methodical literature on the psycho-pedagogic process of the students in the secondary cycle.

2. The study of the affective availability of motor actions within the specialized Loisir-Fitness clubs.

3. Elaborating and implementing the content of the research program, which aims at motivating 10-12 year students through specific forms of evaluation.

4. The experimental argumentation of the methodology for the use of the evaluation forms in order to motivate 10-12 year-old pupils in practicing the activities in "Loisir-Fitness" clubs.

The purpose of the research is to improve the psycho-pedagogical process by motivating the 10-12 year-old pupils in the activities of the Loisir-Fitness clubs through the didactic evaluation.

Research hypothesis. It was assumed that the determination of the specific motivation peculiarities of the 10-12 year-old pipils who practice certain activities in the Loisir-Fitness clubs through the means of evaluation will positively influence the decisions of the pupils in order to orientate towards a systematic motor activity for the process training skills at this early stage of activity.

Methods: method of bibliographic study, questionnaire survey method, method of pedagogical observation, measurement and testing method, pedagogical experiment, statistical-mathematical methods.

Methodology and organization of research

The research was conducted within the "Sport Relax" Club in Zaicesti, Botosani, the subjects involved in the experiment being the fifth A-grade pupils, experimental class and the fifth-B grade, control class, from the General School "Grigore Antipa" Botosani for a period of 12 months.

The research involved 40 pupils, 20 in each class - 10 boys and 10 girls.

The experiment was conducted over three stages:

Stage 1 – 15.03.2016 – 15.06.2016

Testing pupils from both classes on the tests mentioned in the National School Evaluation System:

- testing the development of motor skills;
- testing the acquiring level of motor skills and abilities.

Stage 2–18.06.2016 – 15.09.2016

The experiment:

- increasing the motivation of the pupils through the participation of the experimental group in the activities of "Sport Relax" Club;
- informing the students in the experimental group on the criteria and the evaluation modalities;
- developing self-evaluation capacity;
- student awareness of the evaluation process;
- feedback.

Stage 3–16.09.2016 – 15.03.2017

1. Implementing the same tests as for the initial testing of both groups.

2. Interpretation of results.

Assessing the level of motor skills of students included in the research

To begin the scientific approach, we considered it necessary to test the students of both groups, both girls and boys. All groups are made

up of ten students. Each student was tested once in each trial.

So, the tests that we deemed necessary are:

1. Force

a) The muscles of the arms – *pushups (no of reps.)*

b) The muscles of the legs –*standing long jumping (cm)*

c) The muscles of abdomen–*dorsal lying trunk lift 30"(no. of reps.)*

d) The muscles of back – *facial lying trunk lift 30" (no.of reps.)*

2. Speed

a) Shuttle 5x10m(sec)

3. Athletics

a) Take-off long jumping (cm)

b) Throwing the oina ball (m)

c) Standing speed running– 50m(sec)

4. Acrobatic gymnastics

a) Isolated acrobatic elements (score)

b) Floor exercises(score)

c) Box jumping (score)

5. Basketball game

a) Isolated technical methods(score)

b) Technical and tactical structures (score)

c) Bilateral game(score)

Argumentation of the experimental program regarding the acceptance by the pupils of the evaluation objectivity

The evaluation is intended to determine whether or not the system performs its functions, namely whether it achieves its objectives. At the same time, a more objective evaluation of the performance of the physical education system in general and, in particular, the physical education subsystem of the younger generation, is a *sine qua non* condition for adapting measures to enhance the success of the action education.

The process of assessing physical education is a component part of the process of evaluating educational action, so we believe that it does not differ greatly from this process, but, of course, it also has some peculiarities.

Evaluation in physical education and sports is primarily the action of collecting, processing and interpreting the results obtained in a test (sample) in order to make the best decisions.

Evaluation in school physical education should be in the interest of the student and physical education teacher to help them make the right decisions about pedagogical goals.

Optimizing the means and methods of physical education to maximize performances

In the pedagogical approach the first thing I thought needed to do was to make pupils aware of the requirements of trials to be presented at final testing.

The awareness process inevitably leads to activating students, understanding how to make the content of knowledge [3, 6, 8, 10]. When the student understands these things, he will act with more pleasure, ambitious to perfect his executions. The pupil should understand the purpose of exercising physical exercises and their influence on the body. The motivation of the pupil for a conscious activity to practice physical exercise is determined by immediate motivation and perspective motivation.

Of particular importance for ensuring a conscious activity in lessons is the interest of pupils. It can be influenced by success or failure in performing various exercises. In this context, it should reconsider some of the techniques of organizing pupil activities, working differentiated on homogeneous groups, in pairs, to use widely advice and recommendations,should not deprive pupils by explanations and information that could put them together convictions about the role of physical education, to make them aware that everything that is being done is only for their benefit. Presentation of exercises, structures of exercises and movement games, relays and applicative pathways, competitions in general are just some of the solutions that, applied consistently, can lead to these atmospheres.

The learning process is not achieved through a straight approach, only successes but also implies failure and continue recovery, overcoming obsta-

cles, barriers, resumed effort to re-draft strategies resolution renouncing to pleasures, temptations or attractions immediate coming from abroad. It assumes sustained, long-lasting, long-standing effort to achieve the goal of learning and to overcome the obstacles imposed by task-solving, learning themes. Even if talented young people (and even in case of elitism) or the pupils who have relatively constant and considerable successes at school, in different subjects or evenat all, there is the possibility of moments of syncope, the failures, hesitations , the poor organization of the learning activity, with negative effects on its quality.

All students in the experiment group participated in various theoretical lessons in which they were informed about the technical description of the samples.

To enhance the emulation and to stimulate positively the pupils, they were presented with the results obtained in the initial tests, respectively the evaluation scale that was used.

Pupils were informed that the following criteria are taken into account in calculating the mark:

1) ***Performance*** – results in control samples.

2) ***Progress***

3) ***Attitude towards the subject*** - attendance at classes, adequate equipment that pupils should have, their attitude and interest in physical education classes.

4) ***Other criteria:*** the ability to practice physical exercise independently, to apply the acquired elements, to handle the equipment, to acquire theoretical knowledge in the field of physical education, etc.

Communication with the pupils was also done taking into account the signals received from them. When the assessment grids were presented and explained, pupils were asked if they understood the calculation method and the underlying principles.

Within the pedagogical approach, we have emphasized various strategies to maximize pupil motivation through evaluation awareness. We considered it necessary to use self-evaluation and interevaluation in order to demonstrate the objectivity of the evaluation.

Initial and final tests were carried out at Secondary School "Grigore Antipa" in Botosani, and the experiment took place at the "Sport Relax" summer club Zaicesti Botosani.

In order to observe progress or regression, we compared the results of both tests in both the experimental group and the control group.

One of the club's priorities is to encourage children to practice physical exercise in their leisure time, and children have been involved in common but also independent physical activities. In order to encourage children to practice physical exercise, we tried to motivate them firstly through evaluation, then transforming this extrinsic motivation into intrinsic motivation, the subjects doing physical exercises for the pleasure of practicing them.

Results of research:

Analysis and interpretation of the test results of the subjects involved in the pedagogical approach

Following the experiment, it was found that pupils who participated in the club's activities and had detailed explanation of the principles and mechanisms of the evaluation had better results, but also an active and conscious attitude towards the assessment act. It was found that when motivation disappears, different forms of motivation should be used. Changing the educational framework, from the gym to outdoor activities, but also the diversity of the activities and methods of the involved teachers, made the receptivity of the pupils to grow.

As a result of the research, it can be said that when the pupils' lack of interest in the educational process, especially in the evaluation process, appears, the teacher must draw up a detailed plan for remodeling, informing and raising awareness among pupils.

Table 1. Final test results of experimental and control groups, boys

Evaluated Capacities		Evaluation tools	Statistical features			
			Control group X±m	Experimental Group X±m	t	P
Force	The muscles of the arms	Pushups (no of reps.)	8,20±0,82	10,59±0,78	2,11	<0,05
	The muscles of the legs	Standing long jumping (cm)	170,50±2,05	176,72±1,89	2,13	<0,05
	The muscles of abdomen	Dorsal lying trunk lift 30"(no. of reps.)	23,20±1,13	26,54±1,00	2,21	<0,05
	The muscles of back	Facial lying trunk lift 30" (no.of reps.)	23,10±1,03	26,08±0,96	2,11	<0,05
Speed		Shuttle 5x10m (sec)	19,75±0,50	18,25±0,46	2,20	<0,05
Athletics		Take-off long jumping (cm)	269,00±3,08	278,12±3,00	2,12	<0,05
		Throwing the oina ball (m)	26,00±0,82	28,50±0,80	2,19	< 0,05
		Standing speed running – 50m (sec)	8,32±0,10	8,04±0,08	2,15	<0,05
Gimnastics	Acrobatics	Isolated acrobatic elements (score)	8,70±0,20	9,27±0,17	2,19	<0,05
		Floor exercises (score)	8,70±0,31	9,61±0,28	2,17	<0,05
		Box jumping (score)	8,20±0,31	9,08±0,27	2,14	<0,05
Game	Basketball	Isolated technical methods (score)	8,00±0,20	8,57±0,16	2,19	<0,05
		Technical and tactical structures (score)	8,50±0,31	9,39±0,28	2,12	<0,05
		Bilateral game (score)	8,70±0,31	9,61±0,29	2,17	<0,05

Note: n = 10 f = 18 P - 0,05; 0,01; 0,001.
t = 2,101; 2,878; 3,922.

Grading is not motivating if very good grades are given to all pupils, as it is not motivated if very small grades are given to the majority of pupils, in the evaluation there is, besides the scales, the possibility to adapt the evaluation grid to the motor potential of each class or school .

Explaining the principles of assessment and diversifying didactic methods are solutions that have proven to be effective in this case.

Creating a clear scheme or way of calculating the grade is also necessary for the teacher, diminishing subjectivism in terms of giving marks. This will diminish the evaluation mistakes, and the teacher could appreciate the students more objectively.

In physical education and sport, the objectivity in appreciation must be at a high level, as the results of the student's work are quantifiable (eg, how long did the pupil meke yhe distance or how far the pupil jumped), but there are cases where what is essessed can not be clearly quantified (eg sports games, jumping on apparatus, gymnastics, etc.), interfering with the pedagogical capacity of the teacher and his good evaluator skills.

It was also found that the more open, adaptable working style that also takes students' options into account, the human resource involved in activity, is more likely to get a higher performance.

Table 2. Final test results of experimental and control groups, girls

Evaluated Capacities		Evaluation tools	Statistical features			
			Control group X±m	Experimental Group X±m	t	P
Force	The muscles of the arms	Pushups (no of reps.)	8,10±0,20	8,73±0,17	2,17	<0,05
	The muscles of the legs	Standing long jumping (cm)	152,00±1,54	156,58±1,50	2,13	<0,05
	The muscles of abdomen	dorsal lying trunk lift 30"(no. of reps.)	21,00±0,42	22,36±0,38	2,38	<0,05
	The muscles of back	Facial lying trunk lift 30" (no. of reps.)	19,80±0,51	21,35±0,47	2,24	<0,05
Speed		Shuttle 5x10m (sec)	20,32±0,16	19,88±0,12	2,20	<0,05
Athletics		Take-off long jumping (cm)	259,50±1,54	264,00±1,44	2,13	<0,05
		Throwing the oina ball (m)	20,13±0,52	21,67±0,49	2,17	<0,05
		Standing speed running – 50m (sec)	8,90±0,22	8,23±0,20	2,23	< 0,05
Gimnastics	Acrobatics	Isolated acrobatic elements (score)	8,60±0,20	9,18±0,17	2,11	<0,05
		Floor exercises (score)	8,55±0,31	9,42±0,25	2,17	<0,05
		Box jumping (score)	8,40±0,20	9,16±0,18	2,81	<0,05
Game	Basketball	Isolated technical methods (score)	8,05±0,31	9,03±0,26	2,45	< 0,05
		Technical and tactical structures (score)	8,40±0,31	9,27±0,25	2,17	<0,05
		Bilateral game (score)	8,60±0,31	9,48±0,26	2,20	<0,05

Note: n = 10 f = 18 P - 0,05; 0,01; 0,001.
t = 2,101; 2,878; 3,922.

Conclusions

1. As a result of the research, we affirm that pupils who are informed about the evaluation system, who know how to self-assess, have on average better results, being more motivated than those who are not given this information.

2. The implementation of new means, the transparency of the evaluation act, the information and explanation of the principles on which the evaluation is based lead to an increase in the motivation and efficiency of the education process.

3. Elaboration and systematization of grading scales are necessary for both the student and the teacher, helping the teacher to be as objective as possible in the evaluation. In this respect, the systematization of the evaluation scales, for each class, needs to be adapted by the teacher of physical education and sport.

4. The primary factor, which favors the internalization of the assessments made by the teacher, is the pupils' understanding of the criteria of appreciation that guides the teacher.

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