

METHODOLOGY OF TEACHING PHYSICAL EDUCATION LESSONS FOR 14-15 YEAR-OLD PUPILS BY IMPLEMENTATION OF THE GAME AND COMPETITION METHOD

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Abstract. *The method of game, widely used in physical education lessons in primary education, remains valid for gymnasium (class IX) also, but unlike primary classes where play is a method of expressing emotions and to know the surrounding world, at this stage the game becomes an attempt of personality. Implementation of game method and competition within the lessons of physical education is particularly important for teenagers who manifest passivity and indifference, initially engaging the increasing attractiveness of lessons, but at the improvement of motor training level and improving the indices for the health of the body. Specificity of the methodology lies in comparing forces of the people involved in the game, that presents itself as rivals in the struggle for precedence, what develops with intensity participants' volitional qualities. By combining the method of the game with the competitive method, the real reason of the contest - personal pride is satisfied.*

Keywords: *physical education lessons, game method, competition method, adolescents, motivation, dynamic games.*

Actuality. In the 9th grade physical education lessons it is important to keep students' interest in motor activities and their openness to self-development, and in this context the teacher's freedom to select and implement the most appropriate methods and means of teaching-learning, creates prerequisites for diversifying and boosting the lessons through game and competition, avoiding the monotony of the didactic process [2]. The method of play reflects the methodical particularities of the game, that is, what distinguishes it from a methodological point of view (according to the particularities of organizing student activity, its leadership, etc.) by other methods of education. The method of play is characterized by the organization of pupils' activity on the basis of a subject that aims to achieve the goal under different conditions [1, 3, 5, 9]. The subject of the game is inspired by reality (imitation of work, living, etc.) or specially created (bowling, tennis, etc.). This method applies to perfecting the complicated elements of the movement when they are already mastered in order to consolidate, refine and use them in various situations. The games have a complex character and are based on the combination of various motor actions (running, jumping, throwing, etc.). Game participants are given the opportunity to creatively solve their tasks. At

the same time, they must show independence, initiative, ability to make choices. Execution of actions under various conditions increases the dynamism of the formed motor stereotypes. The pronounced emotionality of gambling supports the students' enthusiasm to perform physical exercise with much satisfaction for a long time. This environment creates favourable conditions for the multilateral development of the body.

Games are especially attractive for students, because in order to defeat it is necessary not only for a certain superiority in the physical training of the participants but also for a lot of intelligence. At the same time, they exert a profound and multilateral influence on the body, boosting the overall physical development of the body, improving the speed, force, strength, but also vital [7].

The competitive method used in the lessons perfectly corresponds to the psychological peculiarities of the 14-15 year-old pupils, who show a *desire for personal affirmation*, being so strong that each participant seeks his own means of imposing himself in the eyes of others, to measure and demonstrate the forces. We rely on the fact that the psychological tendency of adolescents to win, while respecting the rules of the game or the competition, will lead the students to show their

best physical and mental qualities, sometimes to show themselves, that they are able to do more than expected from the start. At the same time it helps them to form certain attitudes towards the competitors, and through this prism, it establishes the ethical-moral relations in the groups of students, ensures the formation of recognition skills of the winner and of his special qualities of physical training.

We mention that one of the mandatory conditions to be observed in the implementation of the competition method is to prepare preliminarily the participants in advance for the exercises to be used in the competition. This method can be used in both elementary and extended forms, and the advantage of using the competitive method in the physical education lessons is that it ensures the improvement of the students' motor skills but also educates their motor skills in rival conditions and competition, being imitated by the inter-human relationships in the modern society to which they will adapt over the course of their life [6].

The aim of the research is to increase the efficiency of the teaching - didactic process in the physical education discipline with 14-15 year old students by combining the game and the competition method.

Organization of research: researches took place in TL "M. Sadoveanu" and TL "Pro-Success" from Chisinau on a youth quota (n = 70) of 14-15 years-old in the dynamics of the educational year 2015-2016.

Before proceeding to the direct realization of the experimental researches we have established those **methodological principles** that must be observed by the teacher and the pupils in the physical education lessons, in order to achieve the purpose and objectives of the present scientific work. These include:

- * Creating a trustful climate between teacher and student, a true teacher-student partnership, in which both the student and the teacher fully understand the responsibilities

they need to prove in the educational process. We have established that the use of the game method in combination with the competitive method seems quite simple at first glance, but its application in physical education lessons, especially with the students of the gymnasium classes, dictates, first of all, a goodwill on both sides.

- * The physical education teacher, chosen to organize the physical education lessons in the experimental classes, must be a person who enjoys *the respect* of the students.
- * The teacher's *professional competence*, as well as self-confidence, charisma, sense of humour, diplomacy, passion for the work he carries out, the love of people, he is in all and a worthy *model*. He has to be fair and objective to appreciate the results, to show his competence in the game analysis process, tactfully specifying the successes, and then the mistakes of each one. It is important for the teacher to find the key words in order to get learners to engage with him in analyzing the results of different teams and participants, to take into account their opinions and attitudes, correcting them as appropriate, so that all to remain satisfied with the total achieved.
- * The teacher must show an unbiased attitude in relation to the participants in the game.
- * At the same time, the teacher must always keep in mind the target goals he / she will achieve, regardless of the specifics of the lesson - athletics, gymnastics, games etc.

Research results. The physical education lessons in the experimental classes were organized according to the provisions of the 9th Grade Curriculum, differing from the control classes by the fact that the method of play and competition was used throughout the lesson in all its parts components.

In *the preparatory part* of the lesson, under the leadership of the teacher of physical education, the pupils have been arranged, warned and

familiarized with the purpose and objectives of the lesson, with the specifics of its development. During this process the teacher called a person as his help.

At the same time, consideration was given to the need for joint preparation and heating of the locomotor system, adaptation of the cardio-respiratory system to the physical effort, these objectives being achieved by performing physical exercises in which the FCC will make 130-150 beats per minute for 5-6 min. To achieve these goals, restful gymnastics exercises were performed on a slow-moving run. Further, the most

commonly used were stacks or other games that developed the attention and skill, most of the motor qualities. Each time, the physical education teacher or his / her help announces the following information to the participants: the name of the dynamic game; the actions to be undertaken by the participants within it; the rules of the game; demonstrating actions (as needed) the conditions for obtaining the title of winner; sanctions to be applied for non-compliance with gambling rules; the start and end signals of the game; the signals stopping the game during its deployment (Figure 1).

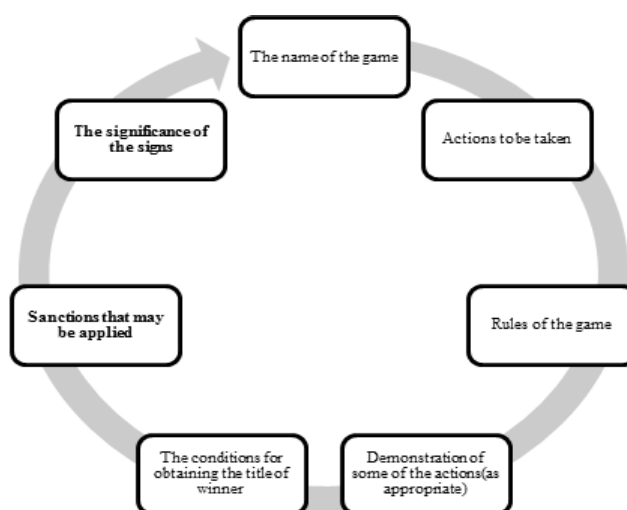


Fig. 1. Algorithm of information exposure to the specifics of game and competition in the experimental class

Most of the pupils present in the gym participated in the stacks and movement games. In this process, students were learning from each other, comparing each other with what improved the technique of movement and coordination of body movements. *In the basic part*: some goals were solved, which was necessary to diversify activities and prevent the monotony of the lesson.

Thereby:

a) In order to improve the *speed* quality, it were used games requiring instant reactions to visual, tactile or auditory signals with sudden stops, quick breaks, instantaneous delays, short-distance runs in the shortest possible time and other actions aimed at overcoming or defeating opponent;

b) for the continuous improvement of *skillfully*, it were practiced games which provided a fine coordination of the movements of participants, but also a clear understanding of the movements of the partners, the realization of some well-thoughtful tactical actions and the creation of good moments for defeating the opponent;

c) for the strengthening of the general resistance, it were selected dynamic games that provided running (tracking, tolling, etc.);

d) for the development of *force in the speed regime*, such games were chosen, which required execution of the exercises of force - short-term speed, various forms of overcoming of the opponent by direct contact with him (pulling, hold-

ing, pushing, fighting elements, etc.), carrying out weight-motor activities (running or jumping with weights, throwing away loads, lifting weights with different masses and moving them in space in various ways, throwing basketball or oina ball, etc.).

During each lesson, to achieve the objectives proposed by the teacher, dynamic games were used both separately and in complex with other means of general physical development and special physical exercise. When planning dynamic games, we took into account the objectives of the lesson, we have established their role and place in achieving the overall goal. It was important that the degree of difficulty of physical exercises and relationships between partners corresponded to their possibilities and increased successively. At the same time, we paid special attention to observing the security techniques and rules of the participants, especially when throwing loads, overcoming obstacles in the room, climbing on the ground, etc. It was important that each time the game provided for the conquest of certain hardships, in order for pupils to show their full potential and the willingness to succeed, to develop and to improve their skills and abilities, taking into account the fact that otherwise the game will not have a successful end, and the participants will not try to feel the satisfaction of their practiced work.

During games, the emotional state of the students grew visibly. Therefore, they were usually used in the second half of the lesson's basic part, and in order to reduce the excitability of the nervous system, at their end, they performed 2-3 deep breathing exercises, which ensured the gradual normalization of the breathing.

The appreciation of the game's results is of great pedagogical importance. That is why information was collected from the help or helpers of the teacher to announce the results, creating a calm environment conducive to their hearing. The teacher's decision was obligatory for all. The announcement was laconic, and the results were exhilarating, so that students could get the cor-

rect appreciation of their actions. After the results were announced, the game was analyzed. For this purpose, the game demonstrates the most important technical and tactical errors admitted by the participants. At the same time, through this activity, the rules of the game were better assimilated, some details were made, the small conflicts between the participants were annihilated. Finally, the teacher proposed different ways to improve players' actions. It is welcomed to attract students into this process, to develop their observation and critical analysis, to strengthen friendship in the collective and the sporting interest.

The specificity of the combination of the game method with the competition in the case of the methodology used by us resides in the comparison of the forces of the persons involved in the game, who present themselves as rivals in the fight for priority. The combination of these two methods is useful when the need for maximum mobilization of the motor potential of the participants in the game arises. We assume that in this case, dynamic play has them on a tense emotional background that stimulates the functional state of organ systems that adapt to physical effort; the players' volitional qualities are intensely developed, the player's basic motor skills are improved. Schematically, the use of the competitive method in the game is as follows: existence of rivalry, struggle for priority, comparison of rival forces by the teacher or public, official establishment of the winner (Figure 2).

Considering that the use of the *competitive method* is rational if the participants have a rather advanced level of motor, technical and tactical training, but also a certain psychological training, requirements that could not always be observed by all the participants, we have ensured the creation of such conditions that would ensure the achievement of the objectives of the lessons. Thus, depending on the level of motivational training of participants in competitions, we have created conditions and situations that are more difficult or easier to carry out.

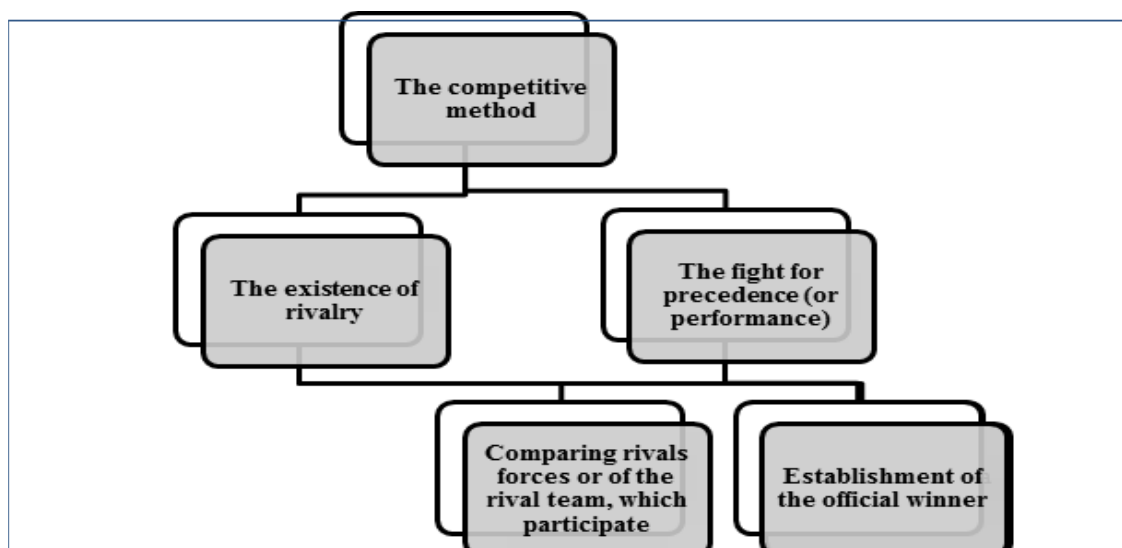


Fig. 2. The specificity of using the competitive method in dynamic play

The game method combined with the competition one was used for most classes, and each time the games were selected according to the theme and objectives of the lesson.

Obtaining the competencies, abilities and skills of using the means of physical education in the lessons and in the leisure activities provided:

- Formulation of the purpose of practicing physical exercises or physical education lessons;
- Selecting the means and methods appropriate to the purpose;
- Organizing the physical activity on its own;
- Proper physical exercise from the technical point of view;
- Appreciation of the body's reaction to physical effort and correct dosing of physical exercise by intensity and volume.

We also asked ourselves: "Why do the 9th graders lose interest in the lessons of physical education and what is the cause of it?" From the study of the specialized bibliography I found out that one of the main causes could be the absence of success stories. According to K. Usinski "the student who in the process of learning did not try to overcome the difficulties, loses interest in studies", and A. Belkin believes that "if the student has not known the joy of success, he does not trust his

own powers, and no pedagogical trick can relive his interest in learning in his primary classes" [4]. In this context, it was important that during each lesson the teacher showed an individual attitude towards the students, appreciating even the small successes achieved by the teenagers. In some situations, the teacher has also invoked and praised some students in public. Praise is one of the most powerful tools of the teacher, but only when used correctly [8]. In his paper, A. Camus [10] mentions that "... it is more useful for any person to be presented in a positive light than to show only the bad traits." Based on what we have outlined, we have used praise to help students become motor actively. For example, the phrase "By all means you will succeed!" (To overcome mistrust in itself), "Demonstration of this exercise I entrust to you only!" (For personal interest), "You have failed to execute the whole combination perfectly, but some elements have succeeded perfectly!" (creating the premises of joy for even a minor success), etc. We have established that sometimes a good word helps the pupil to achieve greater results, as usual, to light up his desire to improve. In some cases, however, the pupil enjoys only when he considers praise to be well-deserved, although there have been cases when people frequently praised have gone through a "cold shower" to bal-

ance their behaviour inadequate to the real situation in the halls sports.

At the same time, we have taken into account the fact that each student wants to affirm not only in front of the teacher but also in the collective. To take this into account, I thought it was rational for the winners to be congratulated by the whole class. For example: the winners were welcomed in the tennis school competitions, the chess and drafts champions, etc. In the lessons, we have been guided by the "Evrica" principle.

In general, the methodology of the game and competition method implementation in physical education lessons in the gymnasium cycle is summarized as follows:

- Selection of games and competitions according to the type of lesson, its purpose and objectives, in accordance with the interest of adolescents;
- Implementing that method at all stages of the lesson, in accordance with the objectives of each, so that it holds 50% of the time allocated to it;
- Compliance with the information exposition algorithm on game and competition specificity within each lesson;
- Demonstration, depending on necessity, of the game-competition or of its specific elements;
- The systematic use of the game and competition method in athletic and gymnastic lessons, both for acquiring new elements and for improving the level of motivation and improving the emotional background of the lessons;
- The succession of the most complicated games with the easier ones, which is necessary to adapt the body to the high intensity physical effort and the gradual restoration of its functions;
- Permanent change of the conditions of the respective method implementation, but also of the number of participants and the rules of the game;

- Ensure a gradual increase in the volume and intensity of efforts in games and competitions;
- Motivation the initiative of people with advanced exercise techniques, as well as people who work to overcome their own results, etc.

In this way, the experimental lessons will be of a complex nature, ensuring general physical development and selective improvement, from one lesson to another, of certain motor qualities. The presence of competition elements will sometimes require more physical effort than usual, which will have a positive influence on the functional status of the organ systems and will strengthen the already formed motor skills. At the same time, the feelings of satisfaction and positive emotions, specific to the method of play at any age, will increase the adolescent's interest in motion games and physical exercise. We have determined that the method of playing with the competition will systematically hold 50% of the time spent on the lessons, which in our opinion may be sufficient to ensure a positive dynamics of the health status indicators and the general motricity, as well as the interest and satisfaction adolescents to the discipline "Physical Education".

Conclusions:

1. As a result of the analysis and synthesis of the theoretical-methodological and scientific information on the particularities of the organization of the physical education lessons in the gymnasium cycle we established that the methodological aspects of the didactic process in the discipline "Physical Education" are not sufficiently explored. The game and competition method is most commonly used in physical education lessons with primary school students in the work of various sports sections. At the same time, the specialized bibliography does not specify the possibility of using the game and competition method in order to increase the physical education lessons with adolescents, nor the methodology of its implementation.

2. The preventive analysis of 14-15 year-old

adolescents questioning results highlights their poor motivation for attending physical education classes, dissatisfaction with their quality, and mistrust in themselves. The analysis of the physical

education teachers' results reveals their positive attitude towards the use of the game and competition method for the efficiency of these lessons in the gymnasium education cycle.

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