

CZU 37.013:340:796

EVALUATION OF THE LEGISLATIVE COMPETENCES OF THE PHYSICAL EDUCATION AND SPORT STUDENTS

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Abstract. *Evaluation is a complex operational concept reflected by measuring, assessing and selecting the general criterion of a successful activity. Thus, the continuous and final evaluation process of the "Basics of State and Law" discipline aimed to verify and condition the dynamic evolution of students in the accumulation of legal knowledge, as we can say that learning is strictly conditioned by knowledge assesment. This process can be identified within the concrete framework organized during lectures and seminars, individual student activities with the support of the teacher, using specific pedagogical elements, to analyze the results of the whole academic group or centered on student. The relation between teaching-learning-assessment activities is one of interdependence. Moreover, the orientation and regulation of the training and learning processes based on the data provided by the evaluation actions must be carried out continuously. The most effective evaluation in terms of curricular design and student audience management is continuous assessment that fulfills a formative function - regulating - permanent self-regulation of student and teacher activity.*

Keywords: *evaluation, study discipline, criteria, indicators.*

Introduction. At present, we are witnessing a rapid development of unprecedented information of science and technology, a demographic increase in some countries, but also a deterioration in the atmosphere, a limited nature of natural resources or an increase in the phenomena of poverty, hunger, unemployment, conflicts between nations and so on. These are just some of the factors that have generated a new concept, namely the "contemporary world problem" that has been imposed and is being used today constantly. In this context, the social-historical, as well as the prospective nature of education make it adaptable and respond to the new needs of the age. Thus, the educational institutions as the main educational factor must form the young people the critical spirit, the ability to understand and respond appropriately to the different challenges of society, to become factors of their own training, to be able to adapt permanently to the new conditions, to assimilate new truths through their own efforts

based on their own judgments and future responsibilities [1, 5].

Fixing and acquiring knowledge are important actions that must be constantly monitored by the teacher who provides the teaching - learning - assessment in the "Basics of State and Law" discipline. Thus, we can mention that these can be achieved only with the three strategic evaluation variables, fulfilling specific teaching missions (predictive, formative, summative ones) contributing to the goal of the monitored discipline. Moreover, by setting knowledge (using initial, continuous, final evaluation techniques) or simply acquiring information or skills are not enough to fully achieve the purpose of the lesson, the concrete (operational) objectives [2].

In the "Pedagogy Dictionary", Schaub Horst defines the evaluation as "the process that begins with the planning and description of objectives and content that will be controlled later" [4].

The aim of the research is to determine the methodology for assessing the training of students from the faculties of sport in the "Basics of State and Law" discipline and its improvement in order to obtain high academic results.

Research hypothesis. It was assumed that the acquisition by law students of the legislative competences by acquiring practical knowledge in the process of learning curriculum content of the newly developed course in the "Basics of State and Law", will contribute to the correct application and interpretation by them of the normative acts regulating the activity of sports organizations, respectively the field of physical culture and sport as a whole.

Methodology of research: literature analysis, sociological questionnaire, self-

observation, systematic observation, statistical and mathematical analysis and graphic method.

In order to understand the main problems of the students in the process of learning and acquiring the competences expected in the "Basics of State and Law" discipline, as well as to diagnose their cognitive level at the initial stage of the experiment, we identified five- didactic specialists, who applied a questionnaire with 7 questions to 40 students from the faculties of Sports, Pedagogy and Kinetotherapy from the State University of Physical Education and Sport, provided in the curriculum. Table 1 reflects the questions and answers of the students on the questionnaire applied by the committee of experts on academic groups from different specializations.

Table 1. Results of the Questionnaire Applied by Experts

<i>Questions</i>	<i>Answer Variants</i>	<i>Respondents</i>
		<i>Percentage</i>
Have you fully covered the thematic of "Basics of State and Law" course?	Yes	42
	No	27
	Partly	31
Do you consider important the acquisition of legal knowledge and can serve you in your practical work at the completion of your studies?	Yes	52
	No	12
	Hard to answer	36
Have you met in the last 2 months with any normative act that regulates the field of physical culture?	Yes	21
	No	49
	Partly	30
Can you interpret and apply legal acts that regulate the reference field?	Yes	17
	No	58
	Partly	25
Have you studied law cases that are the subject of sports disputes?	Yes	15
	No	61
	I did not have the opportunity	24
Have you watched or read about sports cases / differences?	Yes	17
	No	54
	Partly	29
Have you been in the situation (in seminars or individual work activities) to carry out practical activities that can stimulate your legislative knowledge in sport?	Yes	23
	No	47
	Difficult to answer	30

Each academic group had the following tasks:

✓ individually, preparing the theoretical material in the "Basics of State and Law" discipline;

✓ on groups to elaborate:

- an essay entitled "The Role of Legal Knowledge in professional training of Specialists in Physical Education and Sport";

- a computer-based simulation of an experiment based on the knowledge of a learning unit in the course taught and monitored in research;

- solving of a crossword that will include solutions to the fundamental notions of the curriculum of the "Basics of State and Law" discipline.

From students' answers, we can see that less than 50% have fully covered the thematic of the "Basics of State and Law" course, but over 52% consider it important to acquire legal knowledge, which may be beneficial to their future work.

Regarding the interpretation and application of normative acts, regulating the field of physical culture, we can mention that only 17% of respondents can carry out such activities. Concerning the study, watching or reading in the press about some cases that may be the subject of sports disputes, between 15-17% have been acknowledged about it [3].

In Table 2 and Figure 1, are reflected the students' grades by Experts at the initial stage of the experiment.

Table 2. Grades given to students by experts at the initial stage of the experiment

Students	Essay	Simulation	Crossword
Group (Sport Faculty)	6.75	6.48	7.21
Group (Pedagogy Faculty)	7.12	6.32	6.90
Group (Kinetotherapy Faculty)	6.34	6.01	6.34
Average per faculty	6.66	6.27	6.81
Overall average		6.58	

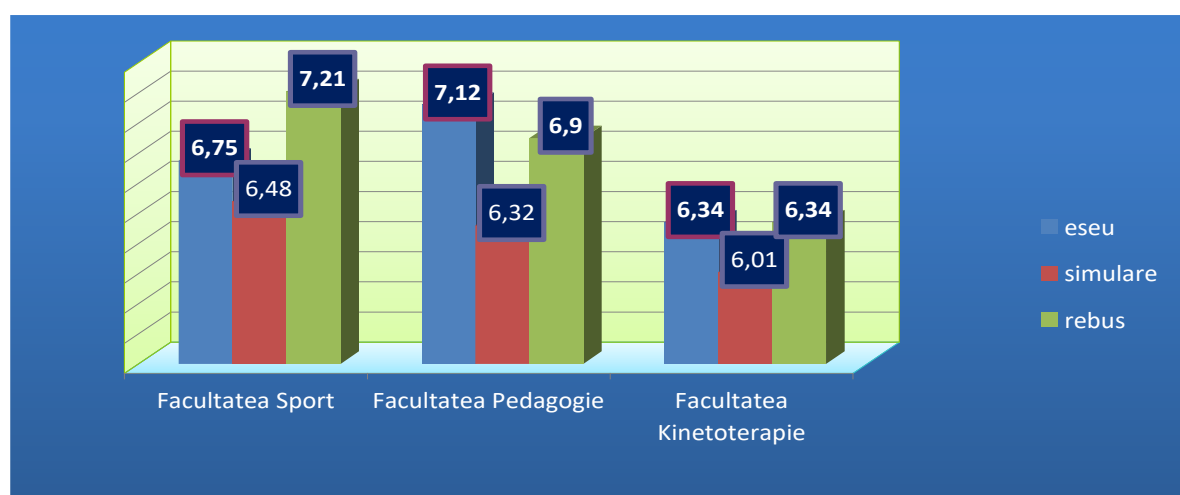


Fig. 1. Graphical reflection of grades per faculties obtained by students at the initial stage of the experiment

The goal pursued by the commission of experts was to adapt the managerial approach on curriculum to the "Basics of State and Law" discipline and to apply alternative methods in the evaluation process. However, "it is hard to imagine that one method or another, no matter how obvious its virtues, would cover all the requirements demanded by the evaluation of school results or respond to all teaching situations," asserts I.T. Radu [6, p. 228].

In the process of learning based on heuristic knowledge, alternative assessment methods acquire much more important roles, imposed by the mechanism of knowledge itself and by the formative needs of higher education. Therefore, alternative assessment methods are important to occur throughout the learning process and in acquiring new behaviors or improving the old ones.

During the experiment (intermediate stage), for the students from the faculties of

Sport and Pedagogy, Cycle I, who studied the content of the study discipline "The Basics of State and Law", in the fourth year, study year 2012 - 2013, forming the contingent of the control group (40 students), were tested according to the course thematic, respectively the old one. Testing for the control group was carried out in the classical form, oral exam and reports prepared by students according to the set thematic in the university curriculum for the "Basics of State and Law" discipline.

Evaluation of the results and the average of grades obtained by 40 students from the two faculties as a result of the knowledge evaluation at the control group level, regarding the initial course thematic in the "Basics of State and Law" discipline during the winter session (study year 2014 - 2015) is reflected in Table 3.

Table 3. Knowledge evaluation at the control group level, regarding the initial course thematic "Basics of State and Law" (n=40)

No. crt.	Curricular content of the study discipline	Academic results $\bar{X} \pm m$
1	The general theory of the state	7,36±0,38
2	The essence of the state and its attributes. State form	7,22±0,35
3	Historical appearance of the state and law	7,28±0,40
4	General theory of law. The origin and essence of the law	7,42±0,46
5	Principles and functions of the law	7,75±0,28
6	Legal standard. The action of the legal standard in time, space and on people	7,36±0,30
7	Sources of law. Legal report	7,26±0,32
8	Law system	7,39±0,25
9	The notion and conditions of the Legal Liability	7,25±0,28
10	Law Enforcement Bodies	7,44±0,30
11	Constitutional law. General notions	8,03±0,31
12	Administrative law. General notions	8,13±0,31
13	Labor Law. General notions	7,53±0,31
14	Civil Law. General notions	8,19±0,21
15	Penal Law. General notions	8,07±0,31
	General average $\bar{X} \pm m$	7,08±0,32

In Table 3 it is observed that in the topics 1-10 and 13 respectively "General Theory of the State"; "The essence of the state and its attributes. State Form"; "The Historical appearance of State and Law"; "General theory of law. Origin and essence of law"; "Principles and Functions of Law"; "The legal standard. Action of the legal standard in time, space and on people"; "The legal system"; "The notion and conditions of legal liability"; "Law enforcement bodies"; "Labor Law. General notions", the grades were over 7, showing values between 7.22 - 7.75. In terms of the second course the grades were higher, respectively 8, the highest average being in the topics "Civil Law. General notions",

respectively of 8.19; "Administrative law. General notions" an average of 8.13 even in the topic "Criminal Law. General notions" in the amount of 8.07.

In Table 4, we reflect the scores obtained by the experimental group following the evaluations applied to the initial course of the reference discipline and where it can be seen that the values of the grades are slightly higher. The results were higher, perhaps because of the fact that students were more interested in curricular content, as the law branches studied were centered on jurisprudence, which led to an effective accessibility of the didactic material by students and to their acquisition of legal knowledge.

Table 4. Evaluation of knowledge at the experimental group level, regarding the initial course "Basics of State and Law" (n=40)

No. crt.	Curricular content of the study discipline	Academic results $\bar{X} \pm m$
1	The general theory of the state	7,42±0,42
2	The essence of the state and its attributes. State form	7,32±0,36
3	Historical appearance of the state and law	7,44±0,41
4	General theory of law. The origin and essence of the law	7,54±0,47
5	Principles and functions of the law	7,70±0,29
6	Legal standard. The action of the legal standard in time, space and on people	7,40±0,32
7	Law Sources . Legal report	7,36±0,33
8	Law system	7,44±0,25
9	The notion and conditions of the Legal Liability	7,35±0,29
10	Law Enforcement Bodies	7,48±0,31
11	Constitutional law. General notions	8,25±0,30
12	Admin. Law . General notions	8,25±0,32
13	Labor Law. General notions	7,45±0,32
14	Civil Law. General notions	8,30±0,22
15	Penal Law. General notions	8,28±0,31
	Overall average $\bar{X} \pm m$	7,66±0,33

The results of the initial evaluation of the "Basics of State and Law" discipline were an important factor in updating the content,

completing the title starting from the necessity of the field of professional training, as well as

the application of complementary methods in assessing students' academic outcomes.

In order to establish the efficiency of the new theoretical-practical course in the research discipline "Basics of State and Law", we elaborated the matrix of specifications for carrying out the summative test required in the process of evaluating the theoretical knowledge accumulated by the students, being actually a linking bridge between goals, content and evaluation. We elaborated the matrix of specifications taking into account the overall qualities of the summative test to be applied in the experiment:

- *the objectivity* of the docimological test, which refers to the explicit character and the clarity of the items, which allows to obtain comparable results;

- *the applicability* regarding the suitability of the items to the concerned contents, the amount of time and material resources needed, the clarity of the way the results are calculated;

- *fidelity through alternative forms* of assessment (equivalence coefficient);

- *the validity of the test*, that relates to the extent to which it captures what is supposed to measure.

Table 5 reflects the specification matrix. The matrix of specifications served as a benchmark in the elaboration of the final results to be evaluated, as well as in the elaboration of the summative test (Table 5) necessary to be applied in the final evaluation of the theoretical and practical knowledge acquired by the students in the study subject "Basics of the State and Law".

Table 5. The specification matrix for summative tests in Basics of State and Law Exam

Cognitive Levels Content Elements	Knowledge and Understanding	Application	Integration	Total (%)
Subject I	8% 1 item	5% 1 item	12% 2 items	25% 3 items
Subject II	11% 2 items	5% 1 item	14% 2 items	30% 5 items
Subject III	16% 3 items	8% 1 item	21% 4 items	45% 8 items

Evaluation of the results and average of grades obtained by the students (40) at the level of the experimental group reported on the thematic of the newly developed course in the "Basics of State and Law" discipline (study year 2015-2016) is reflected in Table 6.

The explanation to obtain these averages lies in the fact that the educational-instructive process, individual work and internships, theoretical knowledge gained through the study of curricular content in the reference discipline for this stage of the experiment, have been strengthened by addressing practical

activities, which has contributed to identifying the necessary information sources, selecting knowledge and organizing them in knowledge systems. Certainly, in this way the students' knowledge was better understood, internalized, and could be rendered in a personalized manner. Also, training practical skills and abilities of the students constituted the stage of building knowledge, acquisition of practical capacities and scientific research. This was, in fact, the basis for training students to acquire competences in this discipline.

Table 6. Evaluation of knowledge at the experimental group level, reported on the thematic of the final newly elaborated course "Basics of State and Law" (n=40)

No. crt.	Curricular content of the study discipline	Academic results $\bar{X} \pm m$
1	Basics of the general theory of the state	8,47±0,35
2	Basics of the general theory of law	8,28±0,32
3	Legal report. Legal sports relations	8,48±0,30
4	Legal liability of the law subject. Cases of legal liability in sport	8,91±0,43
5	Knowledge and skills in the development and application of sports law. Application of the legal standard in time and space	8,64±0,25
6	General aspects on some branches of public law	8,34±0,28
7	General aspects on some branches of private law	8,36±0,30
8	Legal aspects regarding the conduct of physical culture and sport in the Republic of Moldova	8,19±0,22
9	Legal regulation of international sports organizations	8,19±0,25
10	Normative acts regulating the national sports activity	8,48±0,28
11	Normative acts regulating European sports activity	9,02±0,28
12	Olympic Charter- the basic status in functioning Olympic Movement	9,18±0,29
13	Sports Jurisdiction	8,61±0,30
14	Arbitration in sport	8,95±0,20
15	The rights of citizens in physical culture and sports field	9,11±0,30
Overall average $\bar{X} \pm m$		8,01±0,29

In Table 7 we present analysis of the initial and final indicators monitored in this research, as results of students from the two groups within the experiment (n=40).

From the data obtained and the values recorded, we can mention that averages

recorded by the two groups, at the final stage of the experiment, namely 7,75 (control) and 8,01 (experimental) with an t value = 2.78 and a significant variation of $P < 0.01$, confirms even more concretely the hypothesis of the performed researches.

Table 7. Comparative analysis of statistical indices of control and experimental students during the experiment period (n = 40)

Thematic	Groups and Characteristics	Statistical Characteristics			
		Initial Indicators $\bar{X} \pm m$	Final Indicators $\bar{X} \pm m$	t	P
Topic No. 1	E	7,42±0,42	8,47±0,35	3,39	< 0,01
	C	7,36±0,38	7,54±0,37	0,73	> 0,05
	t	0,10	2,02	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 2	E	7,32±0,36	8,28±0,32	3,55	< 0,01
	C	7,22±0,35	7,34±0,34	0,44	> 0,05
	t	0,36	2,00	—	—
	P	> 0,05	< 0,05	—	—

Topic No. 3	E	7,44±0,41	8,48±0,30	3,70	< 0,001
	C	7,28±0,40	7,49±0,39	9,78	> 0,05
	t	0,28	2,03	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 4	E	7,54±0,47	8,91±0,43	3,91	< 0,001
	C	7,42±0,46	7,71±0,45	0,80	> 0,05
	t	0,18	2,02	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 5	E	7,70±0,29	8,64±0,25	4,48	< 0,001
	C	7,75±0,28	7,90±0,26	0,71	> 0,05
	t	0,12	2,05	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 6	E	7,40±0,32	8,34±0,28	3,92	< 0,001
	C	7,36±0,30	7,54±0,29	0,78	> 0,05
	t	0,09	2,00	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 7	E	7,36±0,33	8,36±0,30	4,00	< 0,001
	C	7,26±0,32	7,48±0,31	0,88	> 0,05
	t	0,22	2,05	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 8	E	7,44±0,25	8,19±0,22	4,17	< 0,001
	C	7,39±0,25	7,54±0,24	0,79	> 0,05
	t	0,14	2,03	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 9	E	7,35±0,29	8,19±0,25	4,00	< 0,001
	C	7,25±0,28	7,43±0,27	0,82	> 0,05
	t	0,25	2,05	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 10	E	7,48±0,31	8,48±0,28	4,35	< 0,001
	C	7,44±0,30	7,65±0,29	0,91	> 0,05
	t	0,09	2,07	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 11	E	8,25±0,30	9,02±0,28	3,35	< 0,01
	C	8,03±0,31	8,20±0,30	0,71	> 0,05
	t	0,51	2,00	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 12	E	8,25±0,32	9,18±0,29	3,87	< 0,001
	C	8,13±0,31	8,32±0,30	0,79	> 0,05
	t	0,27	2,05	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 13	E	7,45±0,32	8,61±0,30	4,83	< 0,001
	C	7,53±0,31	7,74±0,31	0,87	> 0,05
	t	0,18	2,02	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 14	E	8,30±0,22	8,95±0,20	4,06	< 0,001
	C	8,19±0,21	8,33±0,23	0,82	> 0,05
	t	0,37	2,07	—	—
	P	> 0,05	< 0,05	—	—
Topic No. 15	E	8,28±0,31	9,11±0,30	3,46	< 0,01
	C	8,07±0,31	8,25±0,31	0,75	> 0,05
	t	0,48	2,00	—	—
	P	> 0,05	< 0,05	—	—

Notă: n - 40; P - 0,05; 0,01; 0,001. r - 0,312 E - experimental group; C - control group.
 f - 39; t = 2,023 2,708 3,558
 f - 78; t = 1,991 2,640 3,420

Concluding, we can mention that the students in the experimental group, following the didactic material of the new course "The Basics of State and Law", demonstrated the theoretical and practical knowledge at a higher level. Also, the knowledge gained during the

seminars and the learning process contributed to the acquisition of the legislative competences necessary for the correct approach and conduct, according to the legal provisions of all ongoing sports activities.

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