

## PEDAGOGICAL PRACTICE IN THE DISCIPLINE OF PHYSICAL EDUCATION AND SPORTS IN HIGH SCHOOLS WITH A PEDAGOGICAL PROFILE

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**Abstract:** *The discipline of Physical Education and Sports has remained a subject taught by teachers, although in many educational units there are teachers with the specialization of Physical Education and Sports who teach in primary education classes. We mention that in kindergartens only educators teach the field of Physical Development, Health and Personal Hygiene. We consider teaching Physical Education and Sports among preschoolers and young schoolchildren to be a very important subject; therefore, it is necessary to provide students with the necessary knowledge to succeed. In this paper, we have set out to explain the way pedagogical practice in the discipline of Physical Education and Sports can be carried out efficiently, and we will present the students' opinion regarding the teaching of Physical Education and Sports lessons within pedagogical practice through an opinion poll.*

**Key words:** *Physical Education and Sports, pedagogical practice, pedagogical profile.*

### 1. Introduction

Pedagogical practice in pre-university education carried out in high schools and colleges with a pedagogical profile is very important in the training of teaching staff: teachers or educators. The discipline Physical Education and Sports is one of the branches that are part of the common trunk of the Framework Plan for 11th and 12th grade, through teaching students in class, and in 9th and 10th grades, through observational practice in classes where coordinating teachers teach. The thorough

preparation of future teachers and educators is a very big responsibility, taking into account the very short time allocated to teaching the discipline Teaching Methods of Physical Education and Sports. This subject is taught in grade XI in pedagogy classes with a teacher-educator profile, and in 12th grade in classes with a childcare profile. The discipline Teaching Methods of Physical Education and Sports is provided for one hour per week.

This subject aims for the student to know the role and objectives of physical

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education in preschool and primary or pre-preschool education, to know the age specifics and the level of preparation for each stage of life, acquisition of theoretical, didactic and methodological knowledge for conducting lessons, use of evaluation tools specific to physical education.

Teachers who teach this subject have full autonomy; they establish the types of lessons and their sequence. Teachers recommend a bibliography to students, after which they must document themselves correctly. The bibliography can be on paper or through specialized websites. The coordinating teacher and the methodologist teacher guide the students who are going to teach during the 4 weeks before teaching, so that the student knows exactly what he will have to do in the lesson. The student must prepare with a didactic project to teach in front of the class; the themes and objectives of the lesson are developed by the coordinating teacher. After teaching, the student is given feedback. The student is evaluated, and depending on his performance in class, a grade is given, considering the items on the evaluation sheet. [*Physical education teaching methodology – 11th grade, vocational track, pedagogical profile, teacher-educator specialization, 2007, pp. 2-6*]

### **1.1. Premises and purpose**

In carrying out this study, we started from the premise of the importance of knowing the students' opinion regarding the pedagogical practice carried out in the discipline of Physical Education and Sports within a high school with a pedagogical profile. Knowing the students' opinion provides us with useful information in

directing the training process.

## **2. Material and Method**

### **2.1. Participants**

The subjects were students from the “Andrei Mureşanu” National College in Braşov, with a pedagogical profile who are current students or graduates of high school.

### **2.2. Procedure**

The present work is based on the presentation of results recorded following research, through a survey based on a questionnaire with closed and open-ended responses. This was carried out on the Google Forms application. A user account and institutional password were previously created. The questionnaire was published on the website on February 23, 2025, and could be accessed at the following link:

[https://docs.google.com/forms/d/e/1FAIpQLScqPI-p39G\\_CBirNJsRtIaTpFqlqRk-AJnAgxJsyVNkCFK0Ow/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScqPI-p39G_CBirNJsRtIaTpFqlqRk-AJnAgxJsyVNkCFK0Ow/viewform?usp=sf_link)

The questionnaires were addressed to students in grades XI and XII of the P school year 2024 - 2025 and to high school graduates with a pedagogical profile, from 2023 and 2024 from the “Andrei Mureşanu” National College in Braşov. The questionnaires were completed individually. Each student went through and answered all the questions of the questionnaire. The questionnaires were completed by 56 students and graduates.

The questionnaire was designed to find out the opinion of students and graduates regarding pedagogical practice in the discipline of Physical Education and Sports. The questionnaire contains 10

grid-type questions with closed and open answer options. For certain answers to the questions, a 5-level grading scale was used as follows: from very easy to very difficult or not important to very important.

The questionnaire questions were as follows:

1. Are you a student at a high school with a pedagogical profile?
2. Did you teach the discipline of Physical Education and Sports during high school as part of your pedagogical practice?
3. Do you consider Physical Education to be a difficult discipline to teach?
4. What do you consider could influence you before teaching a lesson in Physical Education and Sports?
5. How important do you consider the activity of the classroom coordinator to be in your guidance?
6. How important do you consider the activity of the methodology teacher to be in your guidance?
7. What factors would bother you while teaching a Physical Education and Sports lesson?
8. How important is the discipline Teaching Methods of Physical Education for you?
9. When do you consider that teaching the discipline Teaching Methods of Physical Education would be more effective for you?
10. How do you consider that the activity of guiding students in pedagogical practice could be improved?

### 3. Results

The questionnaire was not signed, it was completed anonymously, so that the answers would be as honest as possible. Before completing the questionnaire, the people were assured that all answers would be used for scientific purposes. Using the statistical method, the results were analyzed and the percentages for each answer were calculated.

To the first question "Are you a student at a high school with a pedagogical profile?", to the answer "Yes, I am currently a student at a high school with a pedagogical profile", 48 students completed, "I graduated from a high school with a pedagogical profile, but I did not pursue university studies with a pedagogical profile", 2 graduates completed, "I graduated from a high school with a pedagogical profile, after which I pursued university studies with a pedagogical profile", 6 graduates completed.

The second question refers to whether the respondents taught the subject Physical Education and Sports in their pedagogical practice. Out of 56 respondents, only 16 taught. Considering that the majority of the respondents are students, we consider that until the end of the school year they still have the opportunity to teach in the current year or the next school year (Figure 1).

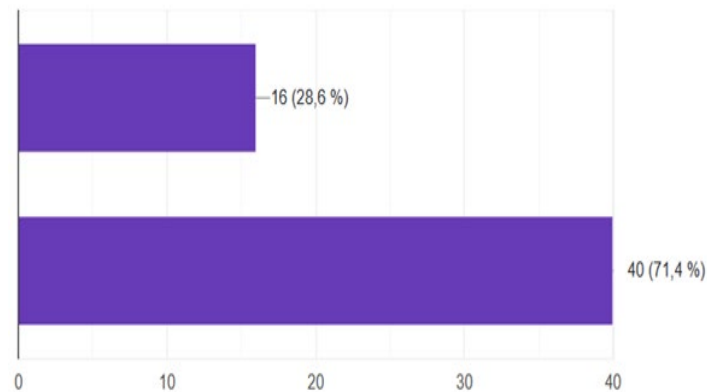


Fig. 1. Graphical representation of the question "Did you teach Physical Education and Sports during high school as part of your pedagogical practice?"

In question number 3, respondents are asked whether they consider Physical Education a difficult subject to teach (Figure 2).

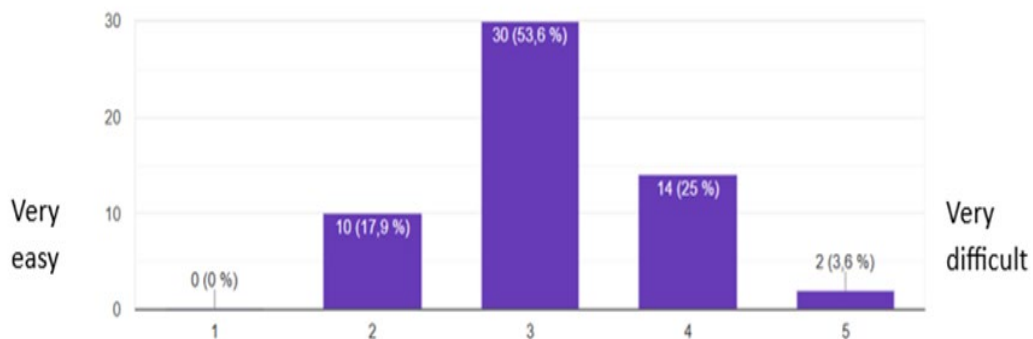


Fig. 2. Scoring scale for question no. 3 and the answers received

- 3.6% answered that it is "very difficult" to teach Physical Education, 25% answered "difficult", 53.6% considered it neither difficult nor easy to teach, then 17.9% answered "easy to teach", and none of the respondents considered teaching this subject very easy.
- To question number 4 "What do you think could influence you before teaching a Physical Education and Sports lesson?", the answers recorded are: emotions 32.1%, the class 30.4%, the methodologist 12.5% and the class teacher 10.7%.
- Therefore, both internal and external factors can influence them before teaching a lesson. (Figure no. 3)

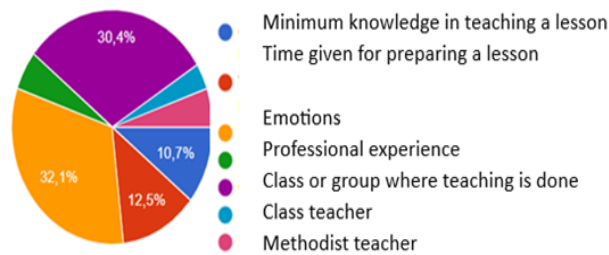


Fig. 3. *Graph of responses regarding factors that could influence you before a teaching*

Questions 5 and 6 refer to the activity of the coordinating teacher and the methodologist teacher. In both questions, respondents considered the activity of the two to be very important in very large

proportions. The answers received show that respondents were guided by the coordinating and methodologist teachers, and their activity is considered by them (Figures 4 and 5).

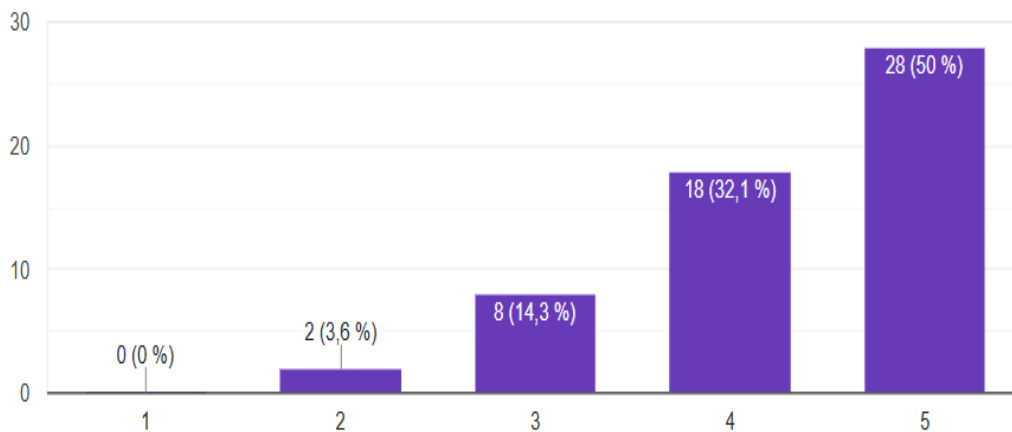


Fig. 4. *Graph of responses regarding the activity of the coordinating teacher*

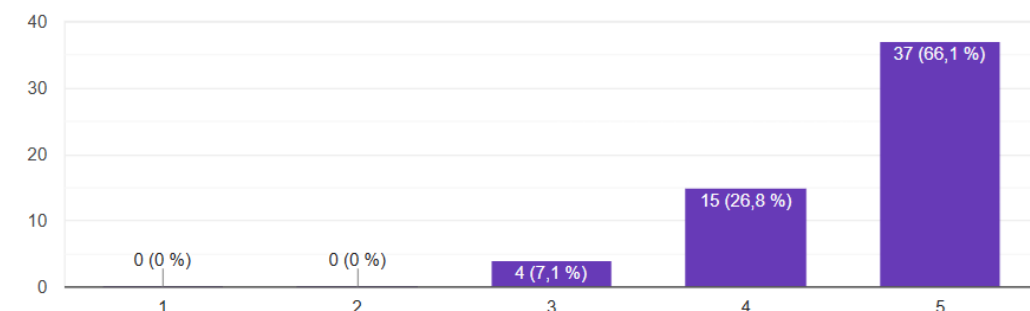


Fig. 5. Graph of responses regarding the activity of the Methodist teacher

Question number 7 “What would be the factors that would bother you while teaching a Physical Education and Sports lesson?”, 55.4% of respondents consider a disruptive factor in the lesson “Lack of interest from students” and 35.7% “Lack of attention from students”.

The discipline “Physical Education and Sports Teaching Methodology” helps in pedagogical practice to know the subject to be taught. Questions 8 and 9 are summarized as to whether it is an important subject and when is it considered by the respondents to be the best period for teaching (Figure 6).

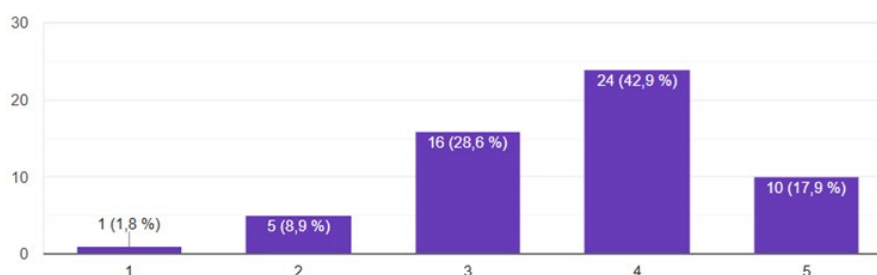


Fig. 6. Graph of responses regarding the discipline Teaching Methodology of Physical Education and Sports

The answers received confirm that most respondents consider this subject important. There are respondents who consider that it would be better to teach it in the 10th grade (34.5%), throughout the years of study (21.8%), or as it is currently (20%).

The last open-ended question, question number 10, “How do you think that the guidance of students in pedagogical

practice could be improved?”, respondents provided very good feedback on the guidance activity in pedagogical practice. Here are some answers received from respondents:

*“I think that the structure of the practical classes could be improved. There are very few practical classes, considering that we are preparing for a very important profession. It would be preferable to*

*reduce the number of other classes that are not so important and add more practical classes."*

*"Currently, the guidance is done efficiently and is very helpful for the implementation of the plan and a successful lesson, but this guidance (like the others) should start from the 10th grade in order to prepare the students in time and not encounter difficulties in preparing the lessons."*

*"The teachers help us a lot, but it would have been easier for us if we had done the methodology from the 10th grade before we started teaching."*

*"By explaining in more detail, the ways to capture the students' attention, and how we could make teaching more enjoyable for the students and the teachers."*

#### 4. Conclusions

From the analysis of the responses received, it is found that the discipline Physical Education and Sports within the pedagogical practice is considered a subject that requires effort to be taught and more time to have the knowledge necessary for a successful lesson.

After recording the responses, most respondents had similar opinions. We did not find a single answer to any of the questions. Out of 56 respondents, each one answered what he considered to be the most appropriate answer. Of the 10 questions, we note that the vast majority answered identically to the questions regarding the importance of the activity that coordinating and methodical teachers have in pedagogical practice. The fact that the majority considers the activity they have in the classroom important or very important, we consider that they

contribute greatly to the acquisition of knowledge that students must acquire.

The analysis of the answers provided positive feedback regarding the way in which pedagogical practice can be improved within high schools and colleges with a pedagogical profile.

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