

The attainment of cognitive, affective, and psychomotor objectives with students aged between 6/7 and 14/15

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Abstract

Premises and objectives. The didactic planning specific to the domain of physical education is still tributary to traditionalism, from the viewpoint of the formulation of its cognitive, affective and psychomotor operational objectives, most teachers focusing only on the definition of the motor ones. The scientific approach has moved towards the operationalization of the aims of physical education from all the viewpoints mentioned above, this fact being in close relation with the need to revise the specific evaluation system.

Methods. The research was an applied one, based on longitudinal observations and took place between October 2002 and May 2004 on a sample of 44 pupils from the 4th grade and, later on, the 5th grade, from the urban area, of whom 22 (12 boys, 10 girls) made up the reference group (A) and 22 (11 boys, 11 girls) formed the experimental group (B). Our methods comprised: scientific documentation, pedagogical observation, tests (Fleishman balance test, Denisiuk coordination test, the distance assessment test), survey, statistico-mathematical processing, data interpretation and graphical representation.

Results. The analysis of the initial and final values of the psycho-motor tests concerning the sociometric, the preferential situation and the cohesion indicators confirms the progress of group B by comparison with group A (0.25 to 0.43, by comparison with 0.29 to 0.32, concerning the first indicator; the dispersion degree of the values of the second group remains low; group B has a better situation because all its components are situated in an interval above 0; group B goes from a low cohesion level (0.07) to a medium one (0.48), while group A registers a low cohesion level – 0.37. The final values for the "S" test, in the case of balance and coordination re-education are respectively of 1.94 and of 5.79, which demonstrates that there are significant differences between the two groups for low significance thresholds, of 0.05 in the first case, and of 0.001 in the second one. Concerning the final coordination test, the progress of the experimental group is of 0.90 s. The cognitive survey from the end of the experiment was correctly solved by 87%-98% of the components of group B compared to just 50%- 68% for group A. 59.1% of the boys and 64% of the girls acknowledge the positive influence of physical exercise on human health.

Conclusions. Our research confirmed that the operationalization of the objectives of physical education concerning knowledge, affectivity and psychomotricity has to acquire new dimensions in the specific didactic and assessment process, for an integral training of the individual.

Keywords: physical education, cognitive, affective, psychomotor objectives.