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THE ROLE OF EVALUATION IN PHYSICAL EDUCATION

AZ ÉRTÉKELÉS SZEREPE A TESTNEVELÉSBEN

Összefoglaló

Sokat hallunk a mai fiatalok mozgásszegény életmódjáról, melynek – egyéb negatív következményeken túl – jelentős szerepe van a különböző testmozgásokhoz való negatív viszonyulásukban. A közoktatásban jelen lévő testnevelés órákon a tananyag hatékony és eredményes elsajátíttatása érdekében különös jelentőséggel bír a pedagógus tevékenységet ösztönző motiváló; helyes önértékelést segítő informáló és szelektáló; önbizalmat befolyásoló megerősítő, korrigáló; vagy éppen feszültséget csökkentő tevékenysége. Ezek persze kulcsszerepet játszhatnak abban, hogy a tanulók örömforrást, sikerélményt biztosító lehetőséget lássanak a testmozgásban, érdeklődően és bátran, pozitív attitűddel viszonyulva a sokrétű mozgásos formák biztosította kihívásokhoz.

Munkámban azon kérdőíves kikérdezésen alapuló kutatásom eredményeit mutatom be, melynek során zömében több éves, évtizedes tapasztalattal rendelkező testnevelő tanár kollégáim véleményére voltam kíváncsi az értékelő, teljesítmény-visszajelző pedagógiai lehetőségek alkalmazását illetően.

Kulcsszavak: értékelés, interakció, tanári visszacsatolás, testnevelés

Abstract

Lack of movement in today's youth's lifestyle is instrumental in their negative relation to different physical exercises. In public education the PE teacher's attitude has a special importance in the following fields: stimulating and motivating students' activity, reinforcing self-confidence, helping right self-estimation, easing the tension. These functions can play key role in students' approach to

physical exercise, finding joy and success in it. This way they can show interest, courage and positive attitude to varied physical movements.

In my present work I'm presenting the results of my questionnaire examination. A lot of experienced PE teachers were asked to tell their opinion about using evaluative pedagogical possibilities.

Keywords: evaluation, interaction, teacher feedback, Physical Education

Essay

Our accelerated world has a great influence on our children's everyday lifestyle. The different collective activities and games which were very popular and useful pastimes earlier (sports, music, dance study groups) are unable to keep up with the modern world's pleasurable and enjoyable new products such as internet, video-games, television, fast-food restaurants, harmful habits. Research has shown the disadvantages of modern technology to health and their potential benefits as well, which in turn is not currently used in physical education. (Bíró, 2015) Altering habits have resulted in sedentary lifestyle at the majority of young people. As a consequence of it joyful functions of different physical exercises unfortunately seem to disappear for most young people. It is shown by the low number of regular young athletes and the growing number of dead sports fields. It can play role in the heart and circulatory problems among the population of our country and also the high decease number caused by it. Luckily the necessity of changes is declared on more and more forums. Experts concentrate on the modification of the rising youth's attitude to physical activities and also the potential opportunities in education. PE lessons are the primary school field for the popularization of physical exercise. Teachers' decisive role is evident in influencing students' attitude related to physical activity (Révész *et al*, 2009).

Physical education for today has become a complex area of education, that is constantly changing, there is renewal. (Bíró, 2015) In addition to the development of motor skills PE can be a very important field of personality development. Personality traits that are formed during movement learning (perseverance, tolerance of monotony, ability to fight, self-discipline, creativity) are indispensable in today's society. They are necessary for living one's everyday life in a meaningful and useful way. If these quality features stuck and are incorporated into the personality, they will become applicable in other areas of life as well. Csepela (2000) by emphasizing this, believes that the various forms of body-shaping can have a positive effect on personality development especially if the activity is carried out under pedagogical guidance. Therefore, PE teachers have a very important role when it comes to the consolidation of personality traits acquired during sports movements. In this process the teacher monitoring and evaluation is an essential tool. It is no coincidence that our country boots, also working in this direction of

research. The physical education teacher observation of classroom activities is essential. (Biró *et al* 2007a; Biró *et al* 2007b)

According to Kőrössi (2005) it has been known in psychology that students' achievement is determined by teacher's evaluating work. It contributes significantly to the development of students' correct self-estimation, which is a result of long-lasting and consistent teacher evaluation. The ratio of feedback on the success or failure has a significant impact on the development of a positive self-image. On the basis of the above mentioned criteria students will be able to evaluate themselves and the others after a while. In the course of education continuous feedback (either negative or positive) will form and help students' proper self-estimation and the right improvement of their personality. It is indispensable for the students to receive correct feedback about their success or failure. It is of great importance in the learning motivation and in the teacher-student relationship as well. (Tóth, 1995; Révész *et al*, 2009; Révész *et al*, 2014)

But what about the appearance of teacher assessment on an actual PE lesson? In connection with this it was Biróné (1988) the expert of the subject in Hungary who carried out research work on studying interaction situations. She found that among the most typical PE teacher activities evaluation is not significant and mostly impersonal. However in our days for effective educational work modern teacher feedback focuses on the individual taking into consideration students' different qualities (Biró *et al*, 2007).

The role of the sport camp is very important in the teaching process and in the student's motivation (Müller *et al*, 2007; Müller *et al*, 2009a; Müller *et al*, 2009b; Nagy, Müller 2008). In the camp the teacher and the student meet with „another interaction”. This situation is favourable to motivated the children to learn.

Evaluation in view of time course in terms of the educational process consists of three main parts: diagnostic, formative and summative elements. The purpose of the diagnostic evaluation is situation analysis of different pedagogical decisions before interventions. Formative evaluation essentially aims on controlling during the process. Summative evaluation is a closing act of an educational period. Its aim is summing up, final or closing assessment.

PE teacher's evaluation has a great role of course in all the phases of motion learning: when acquiring knowledge, in formulating and consolidating skills. However this role is very complex. Réthy (2011) in his work in connection with teacher's evaluation thoroughly reveals the possible functions of teacher's evaluating functions. In these feedback options the following contents can appear:

1. *Reinforcement*. Often consciously, but often unintentionally goes on, at the same time significantly catalyzes the repetition of the right action.
2. *Controlling*. It forms students' self-control and self-evaluation. It is based on permanent comparison helping students' doing exercises. At the same time regular controlling of classroom work can eliminate easily and often hastily applied penalties which can produce negative students attitude.

3. *Feedback*. Fundamentally controls learning (teaching). The information about their results given to the students can continuously modify the process.
4. *Motivation*. The long underrated external motivation may be especially important driving force in the case of students from low motivation but its differentiated application can be an effective tool for those with internal drive power.
5. *Informing*. Gives information about the achievement of the objectives, their success and the reasons.
6. *Orientation*. Instructions concerning the next tasks, following the information phase in order to help effective further studies. Moreover it calms students and assures them about the existence of teacher help and attention.
7. *Regulation*. Encourages reflection on the current learning activities.
8. *Correction*. It is aimed at abolishing deficiencies having been developed during the mastering process. It is important to develop self-correction, stimulating demand for self-checking and independent activity.
9. *Diagnosis*. Exploring the given level of knowledge in order to formulate further steps in the right direction. In case of problems acquisition of the lack of knowledge is important in order to proceed.
10. *Forecasting*. Communicating the predictable future knowledge as a result of the next learning process. Its careful and responsible application is indispensable.
11. *Development*. Assessment embedded in the possibility of continuous improvement thereby ensuring internal motivation that greatly influences the effectiveness of learning.
12. *Selecting*. Placing into categories. Its most general form is grading, which is often judged because of its subjectivity.

Focusing on the previously presented contents of evaluation I have conducted a research work based on a structured questionnaire query. In the course of this I have examined the opinion of my colleagues coming with different professional experience and from different types of schools. As a tool I have used the methods of presentation on the 5-grade Likert scale, assigning statements to certain grades and independent opinion forming. Though my research is not representative as I have asked 27 PE teachers – the results I have got are probably suitable for orienting colleagues interested in the subject.

During my investigation I have asked my colleagues about the pedagogical importance of evaluation, about the main principles of evaluation, about its appearance in teachers' activity, its orientation, its supporting nature, and non-verbal feedback. Besides these I have also inquired about the important things in their feedback work, what they usually evaluate, how often they apply this pedagogical tool while forming a child's personality.

By summing up the results of the questionnaire I aimed to explore if there is a unified teacher system in connection with classroom assessment.

After processing the responses, the following was noted. No doubt that PE teachers consider classroom evaluation very important as evaluation is an essential element of their educational activity (with index 4.61), though its proper application ratio has a lower index (3.94).

When ranking the otherwise one and all essential functions of evaluating activity its motivating factor was mentioned prominently, followed by its orienting i.e. supporting, directing function before the importance of informing and correcting feedback. Whereas a less important role is attached to responding students' questions (perhaps because of the nature of the lesson). It is interesting to realize that its selecting function is the least popular, putting its importance to the 10th place in the rank on average.

According to the replies teacher feedback towards community and the individual has almost the same ratio (index 3.06) while supporting-helping teacher attitude is quite typical (4.17). When evaluating students those with different abilities are highly taken into consideration (4.28). During summative evaluation student's development in both directions is strongly determining (4.56)

The essential basis of the evaluation of students' performance is the learning attitude of the individual and the associated volitional factors. It is followed by the consideration of personal differences in qualities, then achievement, finally comes group average.

The importance of non-verbal feedback is also thought to be important (4.39), and their use in practice has a high index as well (4.22).

Among general criteria for evaluation the following opinions are mentioned: it gives feedback about teacher's attention, motivates students, provides children a healthy, real self-image. It is important to present student's development compared with his own capacities. Moreover it needs to be encouraging, stimulating and motivating in favour of successful continuation after an occasional failure.

Appendix 1: The questionnaire

- A. *How important do you consider children's evaluation in your educational work on PE lessons?*

1	2	3	4	5
<i>Less important</i>			<i>Very important</i>	

- B. *What are the most important aspects during your feedbacks? Give a short enumeration.*
- C. *Grade the functions of evaluation according to their importance.*

Diagnosis i.e. analysis

Informing i.e. helping, informing feedback

Correction i.e. correcting feedback

Reinforcement i.e. emphasizing the action or situation

Motivation i.e. praising or bullying

Orientation i.e. supporting guidance

Forecasting i.e. predictions for the student

D. Regulation i.e. controlling

Selecting i.e. classification, grading

Feedback i.e. remarks upon students' questions

Controlling i.e. continuous self-assessment based on a comparison

Development i.e. assessment embedded into possible continuous development

E. Is there proper emphasis on your feedback activity?

1	2	3	4	5
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Not enough

Enough

F. What is the direction of your evaluation activity?

1	2	3	4	5
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Towards community

Towards individuals

G. How much do you succeed in individual's supporting behaviour during feedback?

1	2	3	4	5
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Less

Remarkably

H. How much do you keep in mind the different abilities of the students when assessing?

1	2	3	4	5
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Less typical

Very typical

I. When evaluating students' achievement what do you bring into comparison? (Put the most typical on the top of the rank.)

Voluntary factors, attentions, motivation of the individual

Personal abilities

The average of the group

Result compared with given accomplishment or technical realization.

J. How much do you take into consideration children's development in any direction when giving a personal summative evaluation?

1	2	3	4	5
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Less typical

Very typical

K. How important do you think the non-verbal feedback is? How often do you use it? (eg. body language, miming, glance, stress)?

1	2	3	4	5
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Less important

Very important

1	2	3	4	5
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Rarely

Often

Szakirodalom

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