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THE ANALYSIS OF PERSPECTIVES OF STUDENTS WHO HAVE PHYSICAL EDUCATION AND GAME TEACHING RELATED TO LESSON OUTCOMES

ANÁLISIS DE LAS PERSPECTIVAS DE ESTUDIANTES DE EDUCACIÓN FÍSICA Y LA ENSEÑANZA DE JUEGO Y SU RELACIÓN CON LOS RESULTADOS DE LA LECCIÓN

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Abstract:

Having a healthy progress of students at the learning period at every age depends on a qualified educational program suitable for their development features. After the education that students take whether they have succeeded in aimed outcomes or not can be linked to the productivity of the progress period. The aim of this study is to evaluate the candidate teachers' perspectives related to the outcomes of the lesson of "Physical Education and Game Teaching". As well as this; whether succeeded in their aimed outcomes is a measurable situation but still the opinions and awareness of students for outcomes emphasizes the problem state of the research. The method of the research has been determined as quantitative. The data were acquired from the students who took the lesson "Physical Education and Game Teaching" at Classroom Teaching Department of the Near East University between 2015-2016 and 2016-2017. Field expert views were obtained by making 25 closed-ended questions by the researchers for the questionnaire. According to the views, the number of the items were edited again as altering them to 18 and were applied to the teacher candidates. During the data acquisition period; in 2015-2016, 72 volunteer students and in 2016-2017, 96 volunteer students have made the sampling of the research. The data gathered were interpreted with SPSS analyses.

Keywords: The analysis of perspectives, physical education and game teaching.

Resumen:

Tener un progreso saludable de los estudiantes en el período de aprendizaje a cada edad, depende de un programa educativo cualificado adecuado para sus características de desarrollo.

Después del periodo educativo de los estudiantes, podemos considerar si su periodo de instrucción y aprendizaje ha tenido éxito o no. El objetivo de este estudio es evaluar las perspectivas de los profesores en formación relacionadas con los resultados de la lección de "Educación física y enseñanza de juegos". También si el éxito en los resultados previstos es una situación mensurable, pero las opiniones y la conciencia de los estudiantes sobre los resultados enfatizan el estado del problema objeto de la investigación. Para ello, se ha utilizado el método cuantitativo de investigación. Los datos fueron adquiridos de los estudiantes que tomaron la lección "Educación física y enseñanza de juegos" en el Departamento de enseñanza de aula de la Universidad de Near East entre 2015-2016 y 2016-2017. Se obtuvieron puntos de vista de los expertos de campo al hacer 25 preguntas cerradas por los investigadores para el cuestionario. De acuerdo con los puntos de vista, el número de los ítems se volvió a editar como alterarlos a 18 y se aplicaron a los candidatos a docentes. Durante el período de adquisición de datos, en 2015-2016, 72 estudiantes voluntarios y en 2016-2017, 96 estudiantes voluntarios realizaron el estudio. Los datos recopilados se interpretaron con el paquete de análisis SPSS.

Palabras clave: Análisis de perspectivas, educación física y enseñanza de juegos.

1. Introduction

The most important function of education is to train individuals for their specific targets, to make them to be a modern individual for the world and lastly to bring them the required qualifications by the society through helping them to get the skills they needed (Ergün & Ersoy, 2014; Baglama & Demirok, 2016; Ozcan & Ugurel, 2017). Being as the inseparable complementary part of the general education, physical training is the education of the personality at the same time. In other words; by considering the student developments, it is the most important tool for individuals to be grown as having the required, constructive and productive behaviours and values of the democratic life with a healthy, balanced and moral personality (Dalaman & Korkmaz, 2010; Kan, 2015).

The rapid changes and technological developments seen in every field today are also observed in physical training and sports field (Uzunboylu & Karagozlu, 2015). In order to have an improvement in terms of their mind and bodies there is also a need for physical training lessons too. The physical training and sports programs should be based on students' all characteristics and needs during their growth period (Cevik, Duzgun & Oztas, 2016). So, with the physical training lessons the students are taught how to use their bodies most effectively and productively. The modern education brings about the need for the provision of psychological and physical developments of students as well as mind improvement in their teaching and learning activities (Gökalp, Şahenk & Türkmen, 2010; Kuimova, Uzunboylu & Golousenko, 2016). Sports is the most heard word during our lives. As it is known, the main signs of liveliness have been the movement and important part of the human body training is done through movement.

According to our understanding of today, the sports is a very important massive training tool at first. It is very important to start physical training at pre-school and elementary school time especially when the child needs mostly movement and game (Tortop & Ocak, 2010; Çelik & Şahin, 2013). At the spare times of the humans' daily lives the games are the activities which help them enjoy themselves without financial earning that improves their social harmony and emotional growth (Ichim, Barna & Dragu, 2015; Gonen, Aydos & Erdem, 2016; Uzunboylu, Hursen, Ozuturk & Demirok, 2015). These activities form groups via volunteer participation which is limited to specific rules including physical and mental abilities for an aim (such as, entertainment, education, health, etc.). Games and the sports help children have physical

improvement, be strong for pain and in case of an immediate change; it provides them to react suitably and behave compatibly and flexible (Lupu, 2017). Within this frame, games and sports improve the societal relationships of children and youngsters, teach and develop their sharing and cooperation, competing conveniently (Çelik and Şahin, 2013). It teaches winning and losing is natural, also it teaches protecting rights and respectful to others' rights and to behave politely. So that it helps the children and youth self-confidence, make them be a disciplined person and release them with its entertainment side (Coubertin, 2000; Darst and Pangrazi, 2009).

Shortly, Games causes four-dimensional effect on human being. These are the improvements in physical, social, psychological and mind structures. When system compatibility and health in organism is mentioned, it is not only beneficial for small kids but also for elderly people as it requires multi functions. The more children play, the more their feelings sharpen, their abilities spread and their skills increase because the game is the most natural learning environment. It is an experimental environment where the humans analyse and try what they hear or see, where they reinforce what they learnt and correct their mistakes. The children in the game estimate the states of others and reason together. The gamified education is the most productive environment where the young individuals learn love, respect, personal rights, social roles, jobs, bad, good, communal culture (Nejad, Akbari & Sayah, 2015) as well as its being a teaching method for physical training, social sciences and life sciences (Gökalp, Şahenk & Türkmen, 2010; Dalaman, 2015). Deriving from these issues, the analysis of the outcomes from "Physical Training and Game Teaching" for teacher candidates explains the problem state of this research.

2. Method

The research was held through a quantitative method. The data were obtained from students taking the lesson "Physical Education and Game Teaching" in the Classroom Teaching department at The Near East University during the spring semester between 2015-2016 and 2016-2017. For the questionnaire form, field experts' views were taken by creating closed-ended 25 questions by the researchers. According to the views, the number of items were edited and applied to the teacher candidates as total 18. Five point Likert scale was used in the questionnaires. The reliability of the questionnaire was supported by the analysis and illustrated on Table 1.

Reliability Statistics	
Cronbach's Alpha	N of Items
,948	18

Table 1: Reliability

During data gathering, 72 volunteer students made the sampling of the research in 2015-2016 and 96 in 2016-2017. The gathered data were interpreted via SPSS analysis (one sided ANOVA t-test).

3. Findings and discussion

76.2% of the participant teacher candidates were 18-20 ages, 22.6% were 21-24 and 1.2% were 25-28. The distribution according to the gender of the participants was; 50.5% female and

36.4% males. The age and gender were determined as the independent variables of the research. However, the t-test analysis showed that there wasn't a meaningful difference between the answers given for the items and the variables which means, the answers for questionnaire were not dependent to gender and age.

Descriptive Statistics	Mean	SD
1. The game teaching in physical education improves the cooperative learning	4.64	.79
2. Game teaching in physical education develops creativity	4.48	.93
3. Game teaching in physical education group awareness	4.51	.86
4. Game teaching in physical education helps mind gym	4.52	.84
5. Game teaching in physical education helps small and small and large muscle groups work	4.51	.90
6. Game teaching in physical education helps learning through entertainment	4.60	.81
7. Game teaching in physical education increases obeying the rules	4.51	.80
8. Game teaching in physical education causes bodily release	4.57	.81
9. Game teaching in physical education teaches how to spend the spare time	4.62	.70
10. It helps movement through rhythm and music	4.48	.88
11. It causes cultural and aesthetical outcomes	4.75	.65
12. Game teaching in physical education provides self-confidence	4.75	.68
13. Game teaching and physical education immunizes the habit of playing games friendly	4.60	.73
14. Game teaching and physical education affects personal development positively	4.54	.78
15. Game teaching and physical education causes awareness for knowing oneself	4.50	.81
16. Game teaching in physical education provides being effective in the lesson through staying away from being monotonous	4.55	.66
17. Game teaching in physical education develops self-confidence	4.60	.75
18. Game teaching and physical education contributes to improve different point of views	4.53	.79

Table 2: Descriptive Statistics

Descriptive statistical table is illustrated on Table 2. Regarding this, the highest marked "completely agree" choice were given as answers for the eleventh and twelfth statements

as; "the physical education and game teaching causes cultural and aesthetical outcomes" and "Game teaching in physical education develops self-confidence". Ergün & Ersoy (2014) have emphasized the importance of physical education and game teaching in terms of the support for cooperative learning and group awareness in providing self-confidence development and cultural outcomes as; "the most important function of the education is to train individuals for specific aims, adjusting them for the modern world and the society and also to help them acquire the necessary qualifications for the community by giving them the required skills".

According to the research the participants have expressed that this lesson provided them learning through entertainment and during the games it increased the obeying the rules . Furthermore, the individuals' gaining successful outcomes in terms of obeying the rules during sportive games has been supported by the literature (Dalaman & Korkmaz, 2010; Öncü & Cihan,

2012; Çelik & Şahin 2013). In addition to this, the team games require cooperation for the achievement. The excitement of competition, losing or accepting it have effects both for participant teacher candidates and the literature (Coubertin, 2000; Darst & Pangrazi, 2009; Ozcan & Genc, 2016; Gökalp, Şahenk & Türkmen, 2010; Dalaman, 2015; Genc, 2016); Uzunboylu & Selcuk, 2016).

Among the findings, there are opinions of teacher candidates about the physical education and games support students to develop different point of views. In their study titled as "Classroom Teachers' Expectancies from Games and Physical Activities Lesson" Güven & Yıldız (2013) found out that the students had high expectancies about providing self-recognition awareness and giving different point of views.

4. Result

As a conclusion, it has been found out that the participating teacher candidates' expectancies related to the outcomes of "Physical Education and Game" were high. These candidate teachers tend to have necessary complements about the provision of these outcomes for students to grow which can be said as another result of the study. As the teacher candidates answered the questionnaires by sticking to the volunteering principles, they can reach around the world.

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