

COMMUNICATION SKILLS OF THE TEACHER – FACTOR FOR EFFECTIVE TRAINING IN TENNIS IN THE HOURS OF SPORTS GAMES

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(Original scientific paper)

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Abstract

The purpose of this research is to develop and implement in practice an effective system of communication in teaching tennis to students in third time for extracurricular sports and games and to reveal its impact on physical activity of students. The survey we made during the period from September 15, 2008 until the end of April 2009 with a 9-year-olds. Their total number is 30 from 49 Primary School Benito Juarez, Sofia. There are two groups: experimental (E g), total 15 pcs., Boys and girls and control (C g), total 15 pcs., Boys and girls. In the control group students worked with the standard methodology for tennis training in hours for sports and games. In the experimental group applied a model developed by us, including effective communication styles for tennis training in the out class form for sports and games. Findings confirm the argument for the necessity of application of combined styles of communicating with students in teacher hours for sports and games for elementary education in tennis.

Keywords: *students, experimental group, control group, motor skills, tests, methods*

INTRODUCTION

Communication is a special, private form of human activity that occurs in the exchange of information between people and the regulation of their collaboration. Without it is impossible to fully form not only of individual mental properties, but the human person as a whole. In the context of interpersonal relationships allows us to organize, create contacts and to interact. Its main functions are: Information and communicative (formation of exchange of information-Regulatory Control (thanks to the communication adjust their own behavior and the behavior of others), emotional-communicative (the spectrum of human emotion arises and develops in the process of communication). human speech is the most universal means of communication. Under the direct contact person not only speak words, but uses intonation, gestures, facial expression and others. They mostly express

feelings and emotional states are transmitted. The teacher of physical education and sport should have good communication skills to be able to place and explain the task to identify the specific accents of students of physical task in an easy and interesting way. Good communication requires an understanding of “laws” of learning, Yang (2006). It is important that teacher understand that effective communication between the student and binds together three questions, namely: what motor task must fulfill student, why should implement it and how to implement it (Davidov (Давыдов), 1972; Жекова (Жекова), 1993; Zlobina (Злобина), 1981; Lomovete (Ломов) 1981.

In outworking form of working time for sports and games in tennis training course units students perceive visual (demonstration of the studied motor task), auditory (verbal description and explanation of the task) and kin static (motor exercise).

(Жекова (Жекова), 1993; Minchev (Минчев), 1991; Lisieux (Лисина) and Dimitrov (Димитров), 1982). Effective conduct the training process includes: numerous demonstrations by the teacher of appropriate exercises to learn an element of the technique of tennis; explanations, using understandable words (basic concepts and terminology of the game tennis), creating conditions for motor exercise and administration of appropriate methods for implementation of motor activity. In this respect, communication skills of teachers play a vital role. His ability to train, organize and promote based entirely on his ability to communicate. Communication may be: verbal, where information and assessment given by the methods description, explanation, verbal assessment indication. In this way students understand the nature of the upcoming performance motor task, answering questions, nonverbal - the information and assessment given by demonstrations, body language signals and gestures.

EXHIBITION

How to communicate effectively with teachers so that the new motor task is clearly perceived understood and implemented in our activities in tennis? This can be achieved by:

1. Select an appropriate location in gym (physical education playground) for explanation and demonstration to enable all students to see and hear;
2. Waiting for students to concentrate and prepare for the perception of motor learning task, (winning students);
3. Make a short, precise, understandable explanation and demonstration technically correct; questioning (by way of feedback to check whether students have learned motor task). For this purpose, often practiced an indication of the student to explain and demonstrate the task after teacher.

When verbal communication is important that the teacher not to forget that the daily amount of information which is regarded by students of primary school age in the discipline is enormous. Therefore, he must ensure that its information in hours for sports and games in tennis is not only easily accessible and consistent with the definitions, but also high quality, easy to remember. It is more likely students to absorb information, if the teacher puts a new motor task interesting and emotionally (Liseux (Лисина) and Dimitrov (Димитров), 1982); Minchev (Минчев), 2004; Momchilova (Момчилова), 1975; Cours "Play Tennis" (Курс „Играй тенис), 2005.

It is possible to achieve using some APPROACHES such as: change the speech and tone to highlight key words or phrases to implement the motor task, change the pace of speech - slowly and clearly, making brief breaks, use of terms that students understand. This means to avoid complicated technical terms that they are not clear, since the teacher is satisfied that all are aware and careful, the teacher asks questions to activate the mental activity of the small student related information submitted.

The other kind of communication is a demonstration (body language). It is particularly important for novice players and motivates them to participate actively. It includes: In addition to technically correct display of tennis specific core elements and signals or gestures with his hand, showing that the player has fulfilled the task, smile and demonstrate enjoyment of executing and so on (Minchev (Минчев), 2004; Momchilova (Момчилова), 1977.

One of the main tasks of teaching tennis at the time for sports and games is to build their desire for a systematic physical exercises and sports. It is imperative to be implemented based on:

1. Application of effective communication styles for initial training of students in tennis;
2. Application of optimal management of the educational learning process for acquiring and improving basic technical tennis skills.

The purpose of this research is to develop and implement in practice an effective system of communication in teaching tennis to students in third time for extracurricular sports and games and reveal its impact on their locomotors activity and building in them a motivation for activities with exercise and sport.

Main tasks:

1. Develop a system for effective communication styles for initial training of the 9-year-olds to play tennis and its application in hours for sports and games.
2. Study of its impact on the development of physical abilities of the trainees and their basic knowledge and skills of tennis technique.

We used the following basic methods of research: analysis of the specialized scientific and methodical literature teacher observation; peda-

gological experiment, mathematical and statistical methods: variation analysis of the results obtained.

METHODS

The survey we made during the period from September 15, 2008 until the end of April 2009 with a 9-year-olds. Their total number is 30 from 49 Primary School Benito Juarez, Sofia. There are two groups: experimental (Eg), total 15 pcs., Boys and girls and control (Cg), total 15 pcs., Boys and girls. In the control group students worked with the standard methodology for tennis training in hours for sports and games.

In the experimental group applied a model developed by us, including effective communication styles for tennis training in the out class form for sports and games.

In our direct work, we used modifications of the combined communication styles ITF (2005): Direct, known as the style of control in which the teacher takes decisions and gives instructions. Although this style is suitable for working with students from primary school age it gives them greater ability to think independently. So combine it with the co-operative style (style of detection) in

which teacher and student work together, Table 1.

The application of combined communication styles in 9-year-olds was accompanied by the use of problem in training. Questions were of two types: closed questions, suggesting an answer “yes” or “no” (eg “I went into service?”) And open-ended questions that require thinking and / or description (eg “When you can deliver lobe?”). In the initial training and both are important. Open questions require qualifying student to process information and reflect before answering. They are also useful for checking the skills and knowledge.

Effective questioning in the hours for sports and games and successful communication with the teacher’s students through both styles of communication has helped to increase their locomotor activity in the training process to build independence and confidence in them.

RESULTS AND DISSCUSION

1.Comparative extreme Survey data speed, “**Running 50 meters**” (sec.) are depicted graphically in Figure 1. On it are presented comparative data from the final examination of the quickness of the boys and girls of 9 years. Well boys from the

Table 1. Combined communication styles for tennis training for 9-year-olds

Direct style	Style opening
<p>Teacher gives explains, gives instructions to implement the exercise and the students listen carefully.</p> <ul style="list-style-type: none"> • Teacher shows students the way to achieving the objective. • Teacher demonstrates the technique of execution of motor task. • First exercise is associated with improved technique of tennis and then that applies in the game situation • the teacher evaluate the performance of students during and after completion of the exercise. 	<ul style="list-style-type: none"> • Teacher and students discuss together how we can achieve the goal. • The teacher does not demonstrate the whole task, not its individual elements. • Improving the technique of the basic elements of tennis is acquired in game situations. • The teacher asks questions to help decide pupil’s tasks. • The teacher can give students a tactical task that they should decide alone.
<p>Advantages:</p> <ul style="list-style-type: none"> • Accurate and fast style in organizing activities or exercises suitable for a larger number of students. • Convenient for use in initial training for students with no experience in solving problems. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Do not activate the mental activity of students and reasoning ability. • Teacher harder to understand what the student knows. 	<p>Advantages:</p> <ul style="list-style-type: none"> • predisposes students to perform motor tasks within the game. • Assist students to make simple tactical decisions. • Apply for continuous learning. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Can be difficult for those students who are not independent in making decisions or answering questions. • Solving the motor task takes more time.

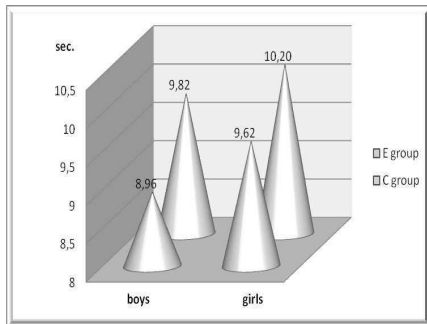


Fig. 1. Comparative data from the final examination of the speed of 9 - year-old boys and girls, "Running 50 meters" (sec.).

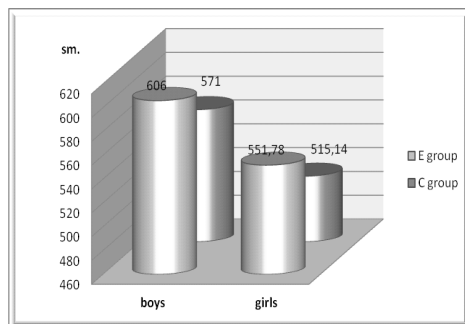


Fig. 2. Comparative data from the final study muscle strength in the arms and shoulder girdle, 9-year-old boys and girls, "Throwing a solid ball 1 kg. both hands above the head" (cm.).

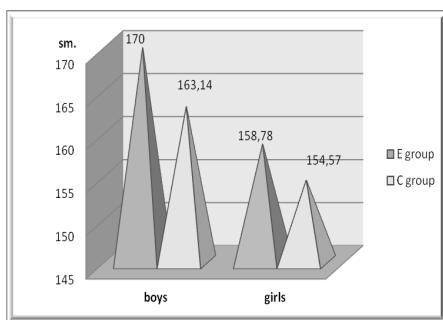


Fig. 3. Comparative data from terminal study under the blasting force of the muscles of the lower limbs of the 9 - year-old boys and girls' long jump from a place with two feet" (cm.).

town run the distance of 50 meters on average at the end $x_1 = 8.96$ sec. And those of C group town for: $x_2 = 9.82$ sec. The difference is significant - $d = 0.86$ sec. and is in favor of boys from the town of E group results are supported by statistical reliability, $Pt = 0.85$. E group town girls the same age achieved the following results: $x_1 = 9.62$ sec. And

those of C group town $x_2 = 10.2$ sec. E group town girls are faster than their classmates from C group town to 0.58 sec., $Pt = 0.85$.

Analysis of the results of an experiment conducted in the transverse end of the school year revealed:

Surveyed students in the town are faster than those of C group town due to the applied methodology of work, which includes the combined communication styles. They have better coordination of movements, through which is realized more functional effect on their body. Increasing anaerobic capabilities and the resulting improved their speed.

The development of tennis is extremely important because the game only allows one player (two - in pairs) to rule the entire playing field.

2. Comparative data obtained from the final application of the test "Set a solid ball 1 kg. c both hands above the head" (cm.) provides information on the development of muscle strength in the arms and shoulder girdle and part of the body of students surveyed groups (Figure 2).

The difference in performance of the examination of this indicator for students 9 years in favor of E group in both sexes.

At the end of the school year from third grade boys achieved the following results: those of E group throw the ball an average of $x_1 = 606$ cm., $V_1\% = 7.45$, and for their classmates C group $x_2 = 571$ cm., $V_2\% = 9.01$, $Pt = 0.90$. The difference of 35 cm. was in favor of boys from the E group.

For girls the same age difference in performance from 35.86 cm. for E group at the end of the period results are as follows: for E group $x_1 = 551.78$ cm., $V_1\% = 11.61$, and for girls of C group. $x_2 = 515.14$ cm., $V_2\% = 18.83$. Survey data have statistical reliability $Pt = 0.80$. From the data shows that in E group town annexed communication system creates favorable conditions for increasing muscle strength in the arms and shoulder girdle.

It is essential for proper control, consolidation and improvement of technique of the game.

3. Comparative data set after the final performance of the test "Jump site with two feet" (cm.) to detect explosive force of muscles of lower limbs of the 9-year-olds are shown in Figure 3.

They reveal that the test engine quality is improved more significantly in E group compared with C group.

9 years old boys in the town have achievement at the end of the school year $x_1 = 170$ sm., $V_1\% = 7,54$, and the boys from C group town, $x_2 = 163.14$ sm., $V_2\% = 6,21$, the difference between groups is $d = 6,86$ sm. and is in favor of E group, $P_t = 0,85$.

Girls the same age of E group average jumped $x_1 = 158.78$ sm., $V_1\% = 6,21$, and their peers from C group Town to 4.21 inches less. They achieved the following results at the end of the year, namely: $x_2 = 154,57$ sm., $V_2\% = 9,16$, a statistical confidence is $P_t = 0,75$.

A detailed analysis of the extremes of the study of explosive force of muscles of lower limbs demonstrated the superiority of students in a group. Following the communication skills of the teacher test engine quality is affected significantly. Similar results are from the study of other motor skills.

CONCLUSION

Findings confirm the argument for the need to use an effective system for communicating to the teacher and students in the hours for sports and games for elementary education in tennis. It is widely used to study the problem, individual and differentiated approach. It is important to focus not only on physical training versatile, but also for improving the thinking and awareness as a prerequisite for successful implementation of technically correct motor tasks.

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КОМУНИКАТИВНИТЕ ЗНАЕЊА НА НАСТАВНИКОТ – ФАКТОР ЗА ЕФЕКТИВНО УСВОЈУВАЊЕ НА ТЕНИСОТ НА ЧАСОВИТЕ ЗА ЗАНИМАВАЊЕ СО СПОРТСКИ ИГРИ

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(Оригинален научен труд)

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Апстракт

Целта на истражувањето беше да се разработи и примени во практика ефективен систем за комуникација при обучувањето на тенисот со учениците кои се вклучени во слободните спорти активности и да се утврди влијанието врз нивната моторна активност. Истражувањето е реализирано во периодот од 15 септември 2008 година, до крајот на април 2009 година, со учениците на возраст од 9 години. Примерокот на истражувањето, изнесува 30 ученици од Основното училиште “Бенито Хуарес” од Софија. Примерокот беше поделен на две групи: експериментална (Е) од вкупно 15 машки и женски и контролна група (К), исто така од вкупно од 15 машки и женски. Во контролната група учениците работат според стандардната методика за обучување на тенисот на часовите за спорти игри. Во експерименталната група се работеше според разработен модел од авторите на истражувањето. Во оваа група беа применети ефективни стилови на комуникација за обучувањето на тенис. Добените резултати ја потврдија тезата за неопходна примена на комбинирани стилови на комуникација на наставниците со учениците при почешното обучување на тенисот.

Клучни зборови: ученици, експериментална група, контролна група, моторни способности, стилови, методи