

## 196 - ANALYSIS OF THE LEVELS OF CONPETÊNCIA DRIVING POPULATION OF PRIMARY SCHOOL STUDENTS FROM CATALONIA, ACCORDING TO THE STUDY OF PRIOR SKILLS IN PHYSICAL EDUCATION.

<sup>1</sup>MIGUEL ANGEL TORRALBA

<sup>2</sup>TERESA LLEIXÀ

<sup>3</sup>SERGIO ABRAHÃO

<sup>4</sup>FRANCESC BUSCÀ

<sup>5</sup>XAVIER CHAVARRIA

<sup>1,2,4,5</sup>Universitat de Barcelona, Barcelona - Espanha

<sup>3</sup>Universidade Federal do Paraná, Curitiba - Brasil

<sup>1</sup>torralba@ub.edu

<sup>2</sup>teresa.lleixa@ub.edu

<sup>3</sup>sergioabraham@ufpr.br

<sup>4</sup>fbusca@ub.edu

<sup>5</sup>xchavarria@uoc.edu

### 1. APPROACH THE PROBLEM

The International Project for the production of indicators of student achievement in the OECD (2005) represents the commitment of the governments of the Member States to monitor the learning outcomes of education for income students, and evaluate the cognitive areas of a specific field, such as competence reader, the math and the sciences. There is an assessment of activity in driving school.

The research project has as main objective the analysis of skill levels of existing driving on students in the primary phase of Catalonia, according to a preliminary study of competence in physical education.

The most obvious is that, today, throughout the Spanish state, there is no serious and comprehensive study, to assess the competence in driving school. The absence of such reliable data is alarming and requires urgent attention. There is also no consensus on which instruments to perform these studies, so this research was to develop, through a pilot test this instrument and apply it in a sample of schoolchildren in Catalonia.

Studies conducted by Dr. Ruiz Pérez, University of Castilla La Mancha, in coordination, in different samples of the Spanish school, showed a progressive deterioration of motor skills in primary education, reflecting the neglect of this dimension of the person in the school environment ( Gómez, 2004), since the observed prevalence exceeds the levels found in other European studies.

The lack of benchmarks in Spanish schoolchildren on their motor skills makes it difficult to study them, the establishment of the current situation for most of the studies mentioned earlier, was conducted based on standards in other countries.

### 2. OBJECTIVES

Recent studies show that a low driving power is the product of a low physical vitality, lifestyles and unhealthy without participation in physical activity. Knowing what the current situation in this case will establish intervention programs that can correct these deficiencies.

For the initial phase of the study were defined the following objectives:

1. Identify the skills that should be cause for assessment and evaluation in physical education.

2. Create assessment tools that permitão analyze the level of content development of physical education curriculum of primary school.

In the second phase the objectives are:

3. Application of experimental battery of a representative sample of students 6st Grade.

4. Engine preliminary validation of the instrument and pilot study in Catalonia.

5. Confirmation Battery Motive.

The new study focuses on the lack of an accepted instrument for physical education professionals to assess the competence of the students driving the primary stage, the absence of benchmarks, which establish the current level of competence (PISA engine) and its influence on the current issues related to physical inactivity, obesity and other motor disorders among school children.

### 3. RATIONALE

#### 3.1. SKILLS AND STANDARDS OF PHYSICAL EDUCATION

Currently it is running schedule for the implementation of the Organic Law 2 / 2006 of 3 May of Education (LOE), by which to establish the curriculum and to regulate the management of primary education in Spain. The area of physical education contributes to the development of basic skills, primarily of knowledge and interaction with the world through the interaction of body and space data, knowledge, practice and appreciation of physical activity to maintain good health (DOGDC, 2007 , p. 2).

In addition to basic skills, are the specific area of physical education that involve:

Management of own body and motor behavior

Integration of healthy habits

Communicating with gestures and movement

Relationships and interactions proactive and positive.

The management of the content of physical education block (Real Decreto 1513/2006) presents an integrated concepts, procedures and attitudes and structures the knowledge of the area, showing each axle that supports physical education in primary education: cognitive development, physical, emotional and relational linked to the motor, the acquisition of social and cultural forms of motor skills, the education in values, education for health.

The containing block "The body image and perception," addresses the care and control of the body, working with the motor and perceptual-motor skills and includes reflections on the meaning and effects of physical activity, creating personal development denotes a core competency in the area.

The block "motor skills and physical qualities," involves the development of motor control and the ability of decision-making, adapting the movement to new contexts, and thus constructs the possibility for students to move efficiently.

In the "Physical activity, artistic, expressive and health", the contents are intended to contribute to the expression and communication through body and movement. Here also are present relevant content that physical activity should be built as a

healthy habit that is experienced throughout life, generating well-being.

The block "The game and sport activities brings together content related to games and activities seen as cultural manifestations of human movement. Also in this block if you want to develop attitudes of solidarity, cooperation and respect for others.

We emphasize that the development and acquisition of basic skills is essential to establish relationships between the blocks of content, building a work that transcends the specific and allow dialogue interactions.

**4. METHODOLOGY**

The researchers identified participants, created and established a structure, shown below, to develop the study of motor competence in school 6.'s First primary. Based on research and reflection, decided to propose a driving battery to assess four specific skills Curriculum LOE.

Direct observation of the teacher during the implementation of the instruments, will collect information from a variety of assessment items, previously developed in conformity with the competence and the educational objectives set intervals. The design and development of the engine battery was validated through pilot testing to take place in schools in Catalonia.

In the following examples describes some meaningful activities, simple, practical and feasible in the school environment, arising from the discussion and study group.

<b>MANAGEMENT'S OWN BODY AND MOTOR BEHAVIOR</b>	
<b>INSTRUMENT OF ASSESSMENT NUMBER 1</b>	
Evaluate the pupil to solve individual problems and collectively on body position and motor skill	
MATERIAL: Strings, bow platform, about fifty centimeters in height, or balance beam etc.	
SPACE	Grouping
Gym or outdoor classroom	in groups of 10 students
Brief explanation of activity	
Starting position: ten students on one platform. A rope tied around 4 feet tall, with ten arches, all in front. Four arms are closer to the platform which is a line with a minimum of five feet away. Subsequently, three arches in line and then two arcs in line and finally an arch, the farther from the platform. Development: the student is hanging on the rope and must fall within a ring. Objective: To win the group if all are successful. Final standings: each student individually in a bow. In addition to the rules already defined, the group decides the strategies. • The rope can be replaced by a platform of eighty centimeters high, which students would jump to the arch with or without help.	
<b>INSTRUMENT OF ASSESSMENT NUMBER 2</b>	
To evaluate the adaptation of motor skills to environmental conditions and troubleshoot engines.	
MATERIAL: Medicine ball two pounds, stopwatch.	
SPACE	Grouping
Indoor sports or similar	Single
Brief explanation of activity	
Implementation of a race with two changes of direction, through a shift down (quadruped), a shift in transportation (about 2kg medicine ball) and a high offset (race). On a flat terrain we set an output signal and a sign of arrival to 18 feet away. At a distance of 8 meters from the exit, we mark an intermediate point, where we place the Medicine ball. In this stretch of 8 meters put three barriers (0.80 m high) separated by 2 meters between them. The student is placed at the exit point. The activity consists of moving in a quadrupedal to the ball   Medicine ball, passing underneath the barriers. When you reach the ball, get up, catch the ball and carry it back to the starting point. Leave the ball down and run to the point of arrival.	
<b>ASSESSMENT INSTRUMENT NUMBER 3</b>	
To evaluate the students' ability to orient themselves in space, once it is turned 180 degrees on the longitudinal axis, and catching with one hand an object thrown by a teammate.	
EQUIPMENT: cones, tennis balls, cards and jackets with the same color for each group.	
SPACE	Grouping
Gym or outdoor classroom in an area of 10 x 10 delimited by cones	Groups of 15 students (three teams of 5)
Brief explanation of activity	
Starting position: the components of each group are located in three stations, corresponding to 3 different functions: 1 pitcher of the ball: it lies outside the game space and facing the receiver of the ball, five feet away about 2) receptor ball: it is with a coat on a line facing the pitcher, his back to the teammate who made the goal or objective 3) goal or objective: it is design with a cardboard on the opposite side of the receiver of the ball his team on the online game space. Development of the game: the signal "ready", the players are situated randomly along the line of play space. Can not lie ahead of his teammate. At the signal "go" pitchers throw the ball over the receivers, as they lost sight of the ball, make a 180 ° and hit the ball in the air, or before they make the second boat. Then run as fast as possible to join with their fellows. All players and players must go through all functions. Carry out two attempts and is considered as a reference the best result.	
<b>INTEGRATION OF HEALTHY HABITS</b>	
<b>ASSESSMENT INSTRUMENT paragraphs 4 and 5</b>	
Cooper test adapted to 9 minutes (Rating 4) Evaluation of BMI. (Rating 5)	
MATERIAL: Brochure prepared to be met, stopwatch, cones.	
SPACE	Grouping
Track, gymnasium and a contested measured	Homogeneous groups at the level of resilience in the Cooper test.
Brief explanation of activity 4	
Depending on the reference tables provided, the rates among very bad and the good die elapsed done. The individual must also reflect it runs at all times, or to walk, or stopping.	
Brief explanation of activity 5	
Notebook of student data: Can you calculate and assess your BMI (according to the formula and tables given)? Are the right proposals to improve your BMI (if necessary)? Correctly drafted the proposal for heating? It is able to properly take your own pulse? Correctly assesses the number of pulses obtained before and after the test?	

**COMMUNICATION WITH MANAGEMENT AND MOVEMENT****ASSESSMENT INSTRUMENT NUMBER 6**

Communicating through the body in real and not real, individual and collective spontaneous.

**MATERIAL:** Textiles, clothing, wigs, everyday utensils, ropes, cards, characters, etc.

**SPACE** Grouping

Gymnasium or auditorium Individual groups of 4

**Brief explanation of activity**

The student must take four sheets of the "box of situations." This is a cardboard box that has 4 different areas: character, place, materials, purpose. In each area there are 10 cards with different characters, places, groups of materials and objectives that the student chooses randomly. For example, it may be that the student remove the card from a football player who is in a zoo, which has a hat, a rock and a pen and you need to convince colleagues that will be most happy to take their shoes off. This was built randomly and the student has 3 minutes to think about it and 3 minutes to represent it. He can not talk or touch their colleagues.

**ASSESSMENT INSTRUMENT NUMBER 7**

Communicating through the body in situations of collective

**MATERIAL:** Hearing music, music choice

**SPACE** Grouping

Gym class or patio Half and half class

**Brief explanation of activity**

Students, dividing the class into two groups, develop a dance worked previously in class. Each student will have an observer who will assess their performance, taking into account a number of elements on which need to keep your attention.

**ASSESSMENT INSTRUMENT NUMBER 8**

Mounting a dance with music and elements of Acrosport

**MATERIAL:** Mats and music players

**SPACE** Grouping

Gym Group 6 students

**Brief explanation of activity**

They must create a short choreography, with different figures Acrosport in which to evaluate the coordination of the figures and gymnastic elements worked in the classroom as well as the incorporation of creative elements for the group.

**RELATIONS AND INTERACTIONS proactive, positive****ASSESSMENT INSTRUMENT NUMBER 9**

With this activity, we assess the competence of the student in a team sport for speed / motor skill and strategy.

**MATERIAL:** A ball

**SPACE** Grouping

Gym or classroom outdoor space defined Two teams of 6 or 7

**Brief explanation of activity**

A team has the ball and must pass it with his hands, trying to make ten consecutive passes without the ball hitting the ground. The team that does not have the ball to try to intercept the ball and start from scratch.

**6. ANALYSIS OF RESULTS AND CONCLUSIONS**

This study provides indicators that provide a basic profile of knowledge and motor skills of boys and girls, which later may be related to important variables, which form the basis for that, by collecting data, show the changes produced in the results. The knowledge and motor skills assessed not exclude the knowledge and understanding based on the curriculum, but basically evaluate the acquisition of concepts and skills that allow broader apply the knowledge that are relevant to personal, social and economic development.

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MIGUEL ANGEL TORRALBA

Dept. DEMC. Pg. Vall d'Hebron, 171. Edifici Llevant, 3<sup>a</sup>. planta.

Campus Mundet, Universitat de Barcelona, Barcelona – Espanha. CP. 08035

Telefono: 93 403 50 07 e-mail: torralba@ub.edu

**ANALYSIS OF THE LEVELS OF COMPETÊNCIA DRIVING POPULATION OF PRIMARY SCHOOL STUDENTS FROM CATALONIA, ACCORDING TO THE STUDY OF PRIOR SKILLS IN PHYSICAL EDUCATION.****ABSTRACT**

This research project, from a study of skills in physical education, aims to analyze the level of driving competence of students in the final stage of primary education, the educational system in Catalonia. It is to know the current situation on the

power motive in the context above, by applying a battery power, which will cover the four specific skills in the physical education curriculum determined by the LOE. This study provides indicators that will build a profile of knowledge and motor skills of children of primary school. The results of this research, presenting the problems and results, will make possible the construction of programs for prevention and intervention.

**KEYWORDS:** Physical Education, Skills, Driving Evaluation.

**L'ANALYSE DES NIVEAUX ACTUELLE DE COMPETENCE MOTRICE DANS LA POPULATION SCOLAIRE DE L'EDUCATION PRIMAIRE DE LA CATALOGNE, EN CONFORMITE AVEC L'ETUDE PRECEDENTE DE COMPETENCES EN EDUCATION PHYSIQUE.**

**RESUMÉ**

Ce projet d'investigation, à partir d'une étude de compétences en éducation physique, prétend analyser les niveaux de compétence motrice des élèves de l'étape primaire du système éducatif de Catalogne. Il s'agit de connaître la situation actuelle à propos de la compétence motrice en ce contexte, via l'application d'une batterie motrice, qui comprend les quatre compétences spécifiques de l'éducation physique, déterminées par le curriculum LOE. Cette étude a fourni des indicateurs qui construiront un profil de connaissances et habiletés motrices des élèves de primaire. Les résultats de cette investigation, présentant les insuffisances et les succès, viabiliseront la construction de programmes de prévention et intervention.

**MOTS CLES** - éducation physique, compétences, evaluación motrice

**EL ANÁLISIS DE LOS NIVELES DE COMPETENCIA MOTRIZ EXISTENTES EN LA POBLACIÓN ESCOLAR DE LA ETAPA PRIMARIA DE CATALUÑA, DE ACUERDO CON EL ESTUDIO PREVIO DE LAS COMPETENCIAS EN EDUCACIÓN FÍSICA.**

**RESUMEN**

Este proyecto de investigación, a partir de un estudio de las competencias en educación física, pretende analizar los niveles de competencia motriz del alumnado de la etapa primaria del sistema educativo de Cataluña. Se trata de conocer la situación actual acerca de la competencia motriz en el contexto referido, por medio de la aplicación de una batería motriz, que contempla las cuatro competencias específicas del área de educación física, determinadas por el Currículo LOE. Este estudio proporcionó indicadores que construirán un perfil de los conocimientos y habilidades motrices de los escolares de primaria. Los resultados de esta investigación, presentando las carencias y logros, viabilizarán la construcción de programas de prevención e intervención.

**ANÁLISE DOS NÍVEIS DE COMPETÊNCIA MOTRIZ DA POPULAÇÃO DE ESTUDANTES DA ESCOLA PRIMÁRIA DA CATALUNIA, DE ACORDO COM O ESTUDO PRÉVIO DAS COMPETÊNCIAS EM EDUCAÇÃO FÍSICA.**

**RESUMO**

Este projeto de investigação, a partir de um estudo das competências em educação física, tem como objetivo analisar os níveis de competência motriz do alunado, na fase final de educação primária, do sistema de ensino da Catalunia. Trata-se de conhecer a situação atual sobre a competência motriz no contexto referido, através da aplicação de uma bateria motriz, que contempla as quatro competências específicas na área de educação física, determinadas pelo Currículo da Lei Orgânica de Educação (LOE). Este estudo proporcionou indicadores que construirão um perfil dos conhecimentos e habilidades motoras das crianças da escola primária. Os resultados desta pesquisa, apresentando os problemas e resultados, viabilizarão a construção de programas de prevenção e intervenção.

**PALAVRAS-CHAVES:** Educação Física, Competências; Avaliação Motriz.

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