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EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN THE USE OF FORMATIVE ASSESSMENT

ДОСВІД ВЧИТЕЛІВ ФІЗИЧНОЇ КУЛЬТУРИ ЩОДО ВИКОРИСТАННЯ ФОРМУВАЛЬНОГО ОЦІНЮВАННЯ

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Formative assessment as a form of control is not only a tool for measuring student performance, but also a means of learning. It makes it possible to determine the student's educational needs, to identify difficulties in time and prevent their accumulation, to create internal motivation to learn, to promote self-knowledge, self-development, self-improvement, self-reflection, to develop self-confidence, to prevent fear of making mistakes, to strengthen

sociability and the feeling of importance in the team. Formative assessment as a form of control is not only a tool for measuring student performance, but also a means of learning. It makes it possible to determine the student's educational needs, to identify difficulties in time and prevent their accumulation, to create internal motivation to learn, to promote self-knowledge, self-development, self-improvement, self-reflection, to develop self-confidence, to prevent fear of making mistakes, to strengthen sociability and the feeling of importance in the team [1; 5].

Formative assessment helps teachers to plan the educational process effectively, provide opportunities to support students, make recommendations on ways to improve academic performance, monitor progress and diagnose achievement at each stage of learning [2].

The purpose of formative assessment in physical education is to optimise and improve the learning process. Based on the results of formative assessment, the teacher can adjust the educational process, develop students' active attitude to learning, self-confidence and ability to take responsibility for learning outcomes.

Model curricula «Physical Culture. Grades 5–6» and «Physical Culture. Grades 7–9» for secondary schools provide for the use of formative assessment together with continuous and final control in order to give and receive feedback on the academic performance of the students and to adjust the educational process [3; 4].

The choice of forms, content and methods of formative assessment is made by teachers depending on the didactic goal. Different techniques of formative assessment will help to achieve the following goals: motivate and inspire students, build positive self-esteem; determine the level of individual and group progress in learning; diagnose zones of growth; identify weaknesses; measure the emotional atmosphere of the classroom, etc.

The purpose of the study is to explore the experience of physical education teachers in the use of formative assessment.

To achieve this goal, an online survey (developed by GoogleForm) was conducted among physical education teachers of general secondary education institutions in Ternopil. The study involved 20 teachers: 10% have less than 1 year of work experience; 15% – 1–3 years; 25% – 4–7 years, 25% – 8–15 years and 25% – more than 15 years.

According to the results of the survey, the majority of physical education teachers (70%) have experience of using formative assessment in secondary school, 40% in primary school and 40% in higher school.

The teachers' opinion on the purpose of using formative assessment in physical education lessons is presented in Fig. 1.

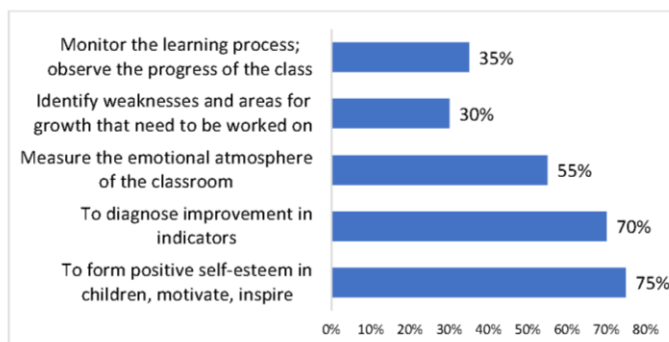


Fig. 1. Teachers» position on the purpose of formative assessment in physical education lessons

Teachers» responses to the question «What techniques of formative assessment do you use in the class?» are presented in Tab. 1. The largest percentage is accounted for by the use of visual techniques (70%); 65% – digital; 60% – motor. The lowest percentage of use was for written techniques (35%) of formative assessment. Among teachers, 50% use verbal techniques.

According to the surveys, only 20% of physical education teachers said that they use formative assessment at every lesson; 45% – once a week; 30% – once a month and 5% – less than once a month.

Table 1

Position of physical education teachers on formative assessment techniques they use in the classroom

Technique of formative assessment	Percentage
VISUAL (Target or task thermometer; use of cards; hand signals; use of icons/emojis; scaling)	70%
VERBAL («Ask three before me»; take a stand «Four Corners»; Cribbing; Blitz dating; Three-minute pause; Temperature measurement; Spinner; Two stars and a wish)	50%
WRITTEN («Weekly report» or «Topic report» or «Module report»; language samples (prompts); quiz; diagram of ideas; mind map; «I know, I want to know, I have learned»; 3-2-1 countdown; Essay; Incoming – outgoing tickets)	35%
DIGITAL (Interactive surveys, mobile applications)	65%
MOTIONAL (Blitz dating; four roads; brainstorming; «Carousel»; turn around and discuss; panel discussion; podcast; performance; error checking; elimination; take a stand)	60%

The position of teachers on the difficulties they encounter when using formative assessment in physical education lessons is presented in Fig. 2.

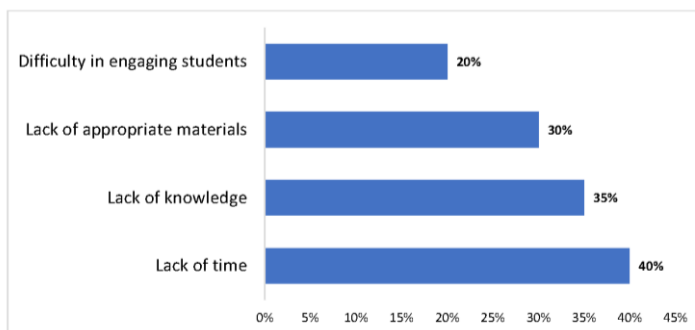


Fig. 2. Teachers' opinion on difficulties of using formative assessment in physical education lessons

To the question: «What types of activities or exercises do you consider to be the most effective for formative assessment in physical education lessons? 25% – individual tasks; 40% – group exercises; 45% – game activities; 25% – test tasks.

In the survey of physical education teachers, 65% indicated that they need additional educational resources for the effective use of formative assessment.

Teachers' answers to the question: «What kind of learning resources do you need to develop the skills of effective use of formative assessment in physical education?» (Fig. 3)

Thus, the survey of physical education teachers demonstrated that: the majority of them use formative assessment with secondary school students, where they practice visual, verbal and motor techniques; they frequently use it to form a child's positive self-esteem, motivate and diagnose improvement in indicators; a significant number of teachers need additional learning resources to develop skills of effective use of formative assessment in physical education.

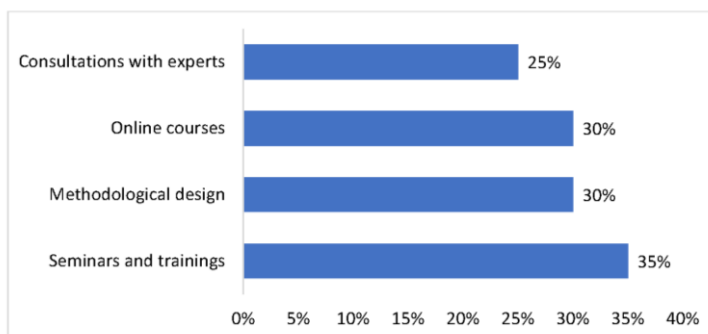


Fig. 3. Physical education teachers» opinion on the types of learning resources that interest them in improving their competence in formative assessment

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**THE INFLUENCE OF SPORTS AND BALLROOM DANCE
ACTIVITIES ON THE DYNAMICS OF PHYSICAL HEALTH
OF 11–12-YEAR-OLD PUPILS**

**ВПЛИВ ЗАНЯТЬ СПОРТИВНО-БАЛЬНИМИ ТАНЦЯМИ
НА ДИНАМІКУ ФІЗИЧНОГО ЗДОРОВ'Я УЧНІВ 11–12 РОКІВ**

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Динаміка фізичного здоров'я – це поняття, яке описує зміни, що відбуваються з фізичним станом організму з часом. Це можуть бути як позитивні зміни (покращення фізичних показників, збільшення