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# The influence of task in practice organization

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## Introduction

In Physical Education classes, the time allocated by the Teacher to practice is determinant to the students' learning opportunities. This time is, however, not totally used in motor activities by the students, once, besides motor activity, there are other behaviours the students experience in that period of time, such as helping their colleagues, manipulating material, displacements, waiting, etc.

The student's behaviours must be characterized in different types of classes (racquet sports, wrestling, team sports, gymnastics and athletics) in order improve class planning, particularly the time allocated by the teacher to practice and how the student uses it.

This study was developed in the scope of Sport Pedagogy while discipline that contributes for the graduation (formation) of future teachers of Physical Education. This discipline use a process of training based on a model of simulated teaching in three phases: theory, observation training and simulated teaching, where each teacher-student plan and give two lessons about sports, filmed the lesson in video system, analysed applying observation systems and make a final report with the material collected with the application of the observation systems (Sarmento, Ferreira & Moreira, 2004).

## Methods

This work aimed to study how time is used by students in different sports classes (racquet sports, wrestling, team sports, gymnastics and athletics) when they are in a simulated teacher program in the Sport Pedagogy field.

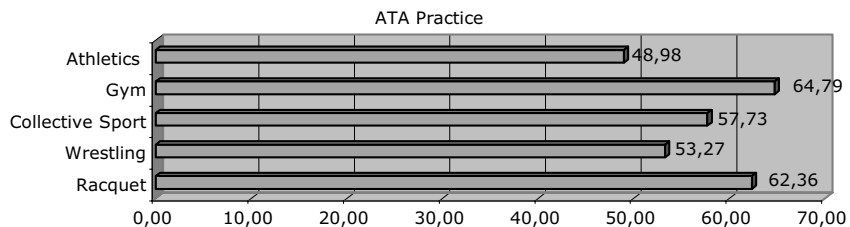
The data was collected in 162 classes of simulated teaching, using different means:

- 1) Time Management Class System (ATA) - category 'practice';
- 2) Student Behaviour Observation System (OBEL) – specifically motor activity, was analysed (Sarmento, Veiga, Rosado, Rodrigues & Ferreira, 1998).

The results were the differences between the time allocated by the teachers to practice (motor activity) and how this time was used by the students (motor activity, helping the colleagues, material manipulation, displacements, waiting, etc).

### Results

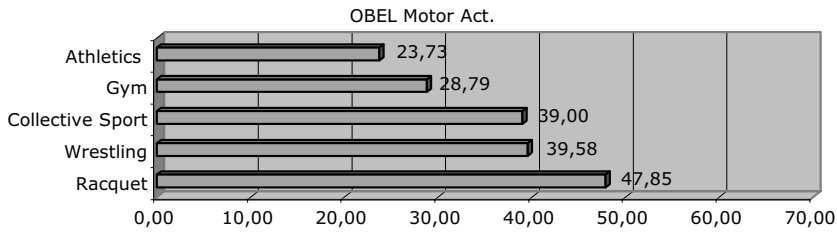
When we analyzed the results of Time Management Class System (ATA) - category practice, we found values between 48,98 (Athletics) and 64,79 (Gym).



These results were according with other four studies as we can see in the table below:

Time Management Class System / only the category 'Practice'	Moreira, Ferreira, Sequeira & Sarmento, 2003	Sarmento, Ferreira & Moreira, 2004	Moreira, Ferreira & Sarmento, 2003	Ferreira, Moreira & Sarmento, 2003
	(Sample: 150)	(Sample: 172)	(Sample: 43 in soccer and 43 in collective sports)	(Sample: 43 in soccer and 86 in individual sports)
Athletics	48,51	-	-	-
Gymnastics	61,65	-	-	-
Wrestling	44,62	-	-	-
Racquet Sports	51,82	-	-	-
Soccer	-	-	53,40	53,40
Collective Sports	53,43	57,59	57,18	-
Individual Sports	-	56,05	-	57,19
Total Mean	53,11	-	-	-

When we analyzed the results of Student Behaviour Observation System (OBEL) – specifically motor activity, we found values between 23,73 (Athletics) and 47,85 (Racquet).

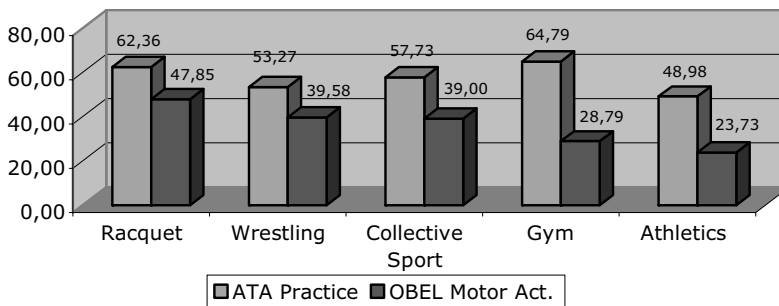


These results were according with other four studies as we can see in the table below:

Student Behaviour System / only the category 'Motor Activity'	Moreira, Ferreira, Sequeira & Sarmento, 2003	Sarmento, Ferreira & Moreira, 2004	Moreira, Ferreira & Sarmento, 2003	Ferreira, Moreira & Sarmento, 2003
	(Sample: 150)	(Sample: 172)	(Sample: 43 in soccer and 43 in collective sports)	(Sample: 43 in soccer and 86 in individual sports)
Athletics	32,35	-	-	-
Gymnastics	39,91	-	-	-
Wrestling	29,08	-	-	-
Racquet Sports	35,93	-	-	-
Soccer	-	-	39,74	39,74
Collective Sports	41,72	39,36	39,89	-
Individual Sports	-	36,13	-	37,13
Total Mean	35,80	-	-	-

The two systems used in this study's have different purposes.

The next graphic is a way to show the fact that some type of classes have a large time available for "practice" but the characteristics of each type of sport do not allow the pupils to have a large time for "motor-activity".



## Discussion / Conclusions

The differences found between the time of practice and motor activity were expected and natural.

This may seem to be a simplistic perspective to view the students' practice (we did not analyse the time spent on waiting, displacements, etc.) but it gives us an idea of what happens in class.

We may say that motor activity is lower for individual sports (Gymnastics and Athletics), probably because of their particular working characteristics. As for team sports, there is a medium time of motor activity since all the students are in practice simultaneously. Racquet sports and Wrestling sports show the highest time on motor activity because of their particular type of work (pair works).

The information about these results should be known by the students; it allows more effective class planning (regarding each specified sport).

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