

13TH INTERNATIONAL SPORT SCIENCES CONGRESS

PROCEEDINGS BOOK

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RIXOS HOTEL, KONYA / TURKEY



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Dr. Kemal TAMER	Dr. Ziya KORUÇ

KEYNOTE SPEAKERS

Dr. Håkan WESTERBLAD, SWE
Dr. Hans Van Der MARS, USA
Dr. Howard HALL, UK
Dr. Mats BÖRJESSON, SWE
Dr. Kenneth ROBERTS, UK

INVITED SPEAKERS

Dr. Atilla ERDEMLİ, TUR
Dr. Ahmet TALİMCİLER, TUR
Dr. Bülent ALTEN, TUR
Dr. Deniz GÖKÇE, TUR
Dr. Dilara ÖZER, TUR
Dr. Erdal ZORBA, TUR
Dr. Haydar A. DEMİREL, TUR
Dr. Hüsrev TURNAGÖL, TUR
Dr. M.Akif ZİYAGİL, TUR
Dr. Sadi KURDAK, TUR
Dr. Susana Gil OROZKO, ESP
Dr. Sadettin KİRAZCI, TUR
Dr. Ming-kai CHIN, USA
Tuğrul AKŞAR, TUR

Practices Inventory in Elementary Physical Education" [CTPI-EPE] developed by Chen, Burry-Stock ve Rovegno (2000) and adapted to Turkish by Ağbuğa (2013).

Results: Results of this study revealed that both male and female teachers use Constructivist Teaching Practices in their physical education classes (for Social Cooperation subscale $M_{private} = 4.221$, $Sd = .508$; $M_{public} = 2.853$, $Sd = .621$; for Personal Relevance subscale $M_{private} = 4.227$, $Sd = .409$; $M_{public} = 2.815$, $Sd = .522$); and for games/skills ($M_{private} = 4.274$, $Sd = .450$; $M_{public} = 2.854$, $Sd = .613$). In addition, there are statistically differences within these three subscales (for Social Cooperation subscale [$t(305,980) = -21.572$, $p = .000$], for Personal Relevance subscale [$t(300,690) = -26.910$, $p = .000$] and for games/skills" [$t(291,837) = -23.580$, $p = .000$], respectively).

Conclusions: Through the eyes of students, this study found that private middle school physical education teachers use the constructivist teaching method in their courses more than public middle school physical education teachers do. Found this difference, not only physical education teachers should be more sensitive using the constructivist approach in public schools but also existing physical conditions of public schools (gymnasium, sports equipment, etc.) should be improved.

Keywords: Physical Education, Constructive Teaching Approach, Private and Public Schools

PP. 32 INTERPERSONAL COGNITIVE DISTORTIONS LEVELS OF THE PHYSICAL EDUCATION PRE-SERVICE TEACHERS

Filiz Yaylacı¹, Mert Çevik¹

¹ Akdeniz University School of Physical Education and Sport

Abstract

Objective: The purpose of this study, of physical education pre-service teachers is to determine the level of cognitive distortions about relationships.

Methods: Descriptive survey method was used in the study. This research who studies physical education departments at 132 students participated. In this study, the Interpersonal Cognitive Distortions Scale (Hamamcı ve Büyüköztürk, 2003) were used. Arithmetic mean, standart deviation have been used in data analysis, t test in double data comparisons and one way variance analysis (Anova) in multiple comparissons. Surveyed individuals taken from the scale mean scores 58.68 ± 10 complaints / avoidance dimension 23 ± 5 , unrealistic relationship expectations lower size 25 ± 5 , and mind-reading sub-dimension of 10 ± 2 respectively.

Results: According to the findings obtained from the study of non-cognitive distortions rate of 1.5%; much less than 43.2%; 51.5% and 3.8%, much larger part was found. The research the people who involved in the scale and the scale of the sub-dimensions to their scores by gender, age group, is interested in sports, mother and father's educational status and economic conditions not found signitcatly ($p > 0.05$). By grade level and scale of some sub-dimensions (complaints / evasions, unrealistic relationship expectations) a significant difference between the scores was found significant ($p < 0.05$).

Conclusions: As a results this study shows, preservice teachers at graduation, a significant decrease in the levels of interpersonal cognitive distortions relations were determined.

Keywords: Physical Education, Pre-Service Teachers, Interpersonal Cognitive Distortions

PP. 35 EXAMINING PRE-SERVICE PHYSICAL EDUCATION TEACHERS' SATISFACTION: VOCATIONAL PERSONALITY APPROACH

Ahmet Haktan Sivrikaya¹

¹ Balıkesir University School of Physical Education and Sports

Abstract

Objective: The main purpose of the current study was to examine the role of vocational personality in