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Specific Means For Developing The Coordination Capacity In Learning The Overhand Pass In The Volleyball Game

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Abstract

In the international and national literature, we find the biomechanical description of the two-handed pass for the learning, consolidation, and improvement of the process by volleyball players. What brings new this work is that it describes in the detail what are the components of the coordinating capacity involved in the realization of the game action.

Keywords: volleyball, specific means, coordinating capacities, overhand pass, efficiency.

1. Introduction

After knowing both key moments and the components of the coordinating capacity that involves the execution of the overhand pass, exercise programs can be made to lead to effective learning of the process. In the overhand pass, a kinematic chain is formed that starts at the level of the plant of the foot and ends with the hit of the ball executed simultaneously with the fingers of both hands. In describing the process we have to consider the following aspects:

a. Identifying the ball trajectory when it reaches the performer is important for the correct positioning of the body under the ball. The ball must be hit about 15 cm above the head, above the forehead (Achim, 2011). This body positioning capacity under the ball requires space-time orientation.

The Executor must:

- know the correct position of the ball contact;
- perceive and establish the marks of the trajectories of the ball;
- adapt his own motion based on the ball trajectory.

The laws governing the trajectory of the ball are determined by the direction and force that are printed and the speed of the ball. The ball can come from the front, back, side, in a combination of the three above. The movement to intercept the ball can be made from the front, back, side, in a combination of the three above. Once the ball has been correctly intercepted, the body must be properly positioned, which implies a great capacity for the transformation of the movement (Cojocaru & Cojocaru, 2009).

b. Inferior members position

Inferior members control is crucial in anticipating the ball trajectory; the performer must advance to the ball meeting point for the execution of the pass to be firm (here implies the ability to anticipate the trajectory as well as the reaction speed).

Inferior members control refers to the so-called stand-by position, which involves brief moments of immobility before the contact with the ball and which gives the possibility of achieving the optimal point of positioning with the ball.

To change the pace while moving from one point to another, the performer must perform:

- moving (walking or running) - forward, backward, side-by-side added or crossed steps;
- jump - forward, backward, lateral, in the intermediate position;
- acrobatics - in all situations where the balls approach the ground, especially the actions performed by the setters.

Changing the direction allows you to quickly reach the correct position so that the performer can stop before hitting the ball.

Standing position - the legs are slightly bent and spaced, one of the legs being more advanced regardless of whether it is slightly left or right (for doing the pass, it must be able to use both the right and the left leg to

adapt to unforeseen situations of the game). The bending of the inferior members is very much dependent on the height of the trajectory with which the ball comes.

c. The position of the superior members

Ball control in the overhand pass is given by eye-hand coordination (the subject perceives the direction of the ball by sight while interfering with the movement of the superior and inferior members). Execution of the overhand pass requires perfect symmetry in the arms. At the moment of impact with the ball, the arms are raised and bent from the elbow joint so that the elbow level is slightly higher and makes a lighter angle than the shoulder. The palms are raised at the forehead with their fingers fully spread as if holding an imaginary balloon in a light tension. The angle between the thumb and the index forms an angle of 40°. The impact must be achieved with all 10 fingers.

d. The body

The body must be pointing to a neutral position to allow the player to achieve both forward and backward passing. During the execution of the pass, the movement of the trunk follows the direction of the ball. The shoulder line is perpendicular to the point where the ball will be sent.

e. Dynamics of doing the overhand pass coordination of the arms/body/inferior members (Cojocaru & Cojocaru, 2010).

The movement is initiated on the lower train by pushing the foot plant into the ground and the execution of the pass itself is done at the level of the fingers by contacting and pushing the ball in the desired direction.

Just before the impact of the ball, the arms bend, with the wrists facing backward approaching the forehead, simultaneously with the folding of the inferior members.

The positioning of the performer must be such that the ball is in a neutral position to allow the ball to move both forward and backward.

In turn, the legs, the joints, the index at the overhand pass and the thumbs at the overhand pass in backward.

f. Key points in the execution of the overhand pass (Balaş et al., 1993)

The preparatory phase of the pass:

- orientation towards the ball;
- entering the correct fundamental position;
- the shoulders are directed towards the direction of the ball;
- the legs are slightly separated;
- the presence of flexion in the inferior members, the pelvis, and the arms;
- the hands are kept about 15 cm above the forehead;
- forming the cup over the forehead;
- the view is directed to the place where the ball is sent through the "window" formed by the palms;
- the orientation of the ball to the desired place.
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Execution phase:

- touching the ball at the bottom;
- touching the ball with your fingertips;
- extension of legs and arms to the place where the ball will be pounded;
- transfer of weight to the direction of the pass;
- raise the ball to the desired height;
- the direction of the pass to the desired area.

End of the hit:

- complete extension of the arms;
- the hands are oriented towards the place where they were moved;
- complete extension of the coxo-femoral joint;
- weight transfer to the pass direction;
- move to the passing direction.

g. The trajectory that the performer prints on the ball (Niculescu, 2000).

The trajectory of the overhand pass is given by its purpose and is made according to the attack to be performed. This action requires precision.

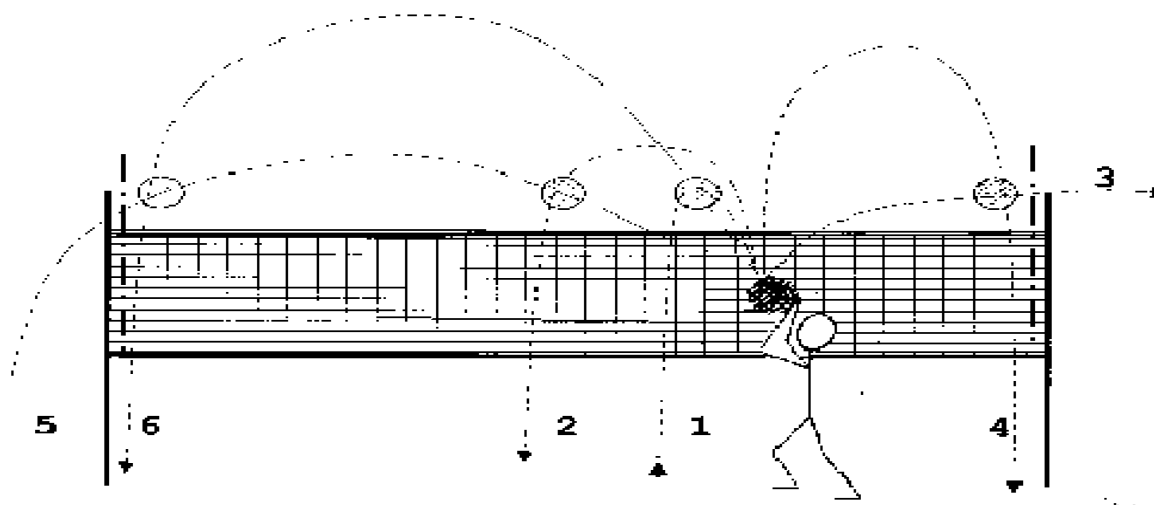


Figure 01. The trajectory of the overhand pass

1. "in ascension" setting - the highest point of impact is the hand of the attacker;
2. average center setting - the maximum set point is twice as high as the "in ascension" setting.
3. "stretched" setting in Z.2 - the ball is hit by the attacker at the maximum point of the setting.
4. high setting in Z.2 - is high set with almost vertical trajectory, which reaches near the antenna.
5. "extended" setting in Z.4 - is similar to the stretched setting in Z.2.
6. high setting in Z.4 - it is high set with almost vertical trajectory, which reaches near the antenna.

In the learning phase, setting points 2, 4 and 6 are used; the others are used to accelerate the offensive phase (Păcuraru et al., 2000).

h. The variables (Păcuraru, 2002).

Represents all unexpected situations that may occur during the game and require the adaptation of the base position:

- sidewalk;
- the setting from the jump;
- the setting from the level of the ground.

The height of the trajectory in setting the ball overhands:

- high setting (about 6m above the net)
- medium setting (about 3m above the net)
- rapid setting (between 0.5m and 1m),
- short setting (between 1.5m and 2m).

2. Conclusions

The specific means of coordinating capacity in the execution of the overhand pass requires (Pascu & Cojocaru, 2003):

- a segmental coordination - inferior members / trunk / arms / palms;
- the ability to combine and chain movements - both between the body segments, starting with the members between the different moments of the pass and the movement, stop and the actual execution;
- a visual motor coordination - coordination between hands and eyes;
- a motor reaction - by having to anticipate and act for a few seconds (as long as the ball is in the air);
- a spatiotemporal orientation
- the performer must anticipate and place itself under the trajectory of the ball;
- an ambidextrous - the ball is hit symmetrically with both hands;
- accuracy - the ball must be sent in a certain direction and with a certain trajectory;

- the ability to transform the movement - depending on the position of the performer during the movement or whether the ball changes its trajectory (if touched by a team-mate or touching the net);
- the ability to adapt the movement - depending on the direction, the height of the trajectory, the placement of the performer and the direction in which the ball is to be sent;
- a static equilibrium - for beginners the execution must be done in a perfectly stable position;
- a dynamic balance - if it's running out of jump;
- a synchronization with your teammate (teammates).

Proposals

To increase the learning of the overhand pass we have to take into account:

- the stages of the action: preparatory, actual and final;
- developing the specific means of coordinating capacity throughout the training.

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Traditionally Training With Weights

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Abstract

Traditional weight training is a method used in bodybuilding where the emphasis is placed on increasing muscle mass and not a specific, functional and conditioning training that is more appropriate for fighters.

This type of training is done to increase the size of the muscles aesthetically, focusing on the isolation of different parts of the body and muscles, the action being played with slow movements, the final utility being the competition in fitness competitions or simply to look good with or without a T-shirt.

According to a theory by Bruce Lee, the great art is not to move your body over a long distance, but to manage to move it all at the same time in order to get as much efficiency as possible.

With functional training, it is possible to get the body to be conditioned and strengthened for effective combat. All such training will have to be done in intensity, duration, and mechanically similar to what will happen in that fight.

In order to be as good and as competitive as possible, in order to achieve excellence in combat sports, only traditional weight training should not be used in physical training, but the best solutions should be found to use functional exercises and the conditioning ones, as tools that will develop all of these components listed above: power, force, explosiveness, flexibility, core power, speed, agility, speed, conditioning, and endurance.

Keywords: muscles, physical training, fighters, bodybuilding, methods.

1. Introduction

The training with weights is it good for fighters? This is a very common question when it comes to training on the physical training of fighters. Many strength training fighters still use traditional training with chest and back weights, biceps and triceps, etc., and use the treadmill for cardio training.

Traditional weight training is rather a method used in bodybuilding, where the emphasis is placed on increasing muscle mass, and not a specific, functional and conditioning training that is more fit for fighters. Athletes practicing bodybuilding focus on the size of each muscle in the body, while fighters should focus on developing the motor skills necessary for success, including the following: power, strength, agility, balance, flexibility, muscle endurance, speed (Steven & Stone, 2003).

Weight training by bodybuilding practitioners is used to sculpt the body. This type of training is done to increase the size of the muscles aesthetically, focusing on the isolation of different parts of the body and muscles, the action being played with slow movements, the final utility being the competition in fitness competitions or simply to look good with or without a shirt (Bompa & Carrera, 2006).

Instead, for fighters, the purpose of weight training is to win the ring or tatami. For most fighters, losing too much time in the press is not necessarily a bad thing, just when they insist too often with such exercises.

Functional Training - Force and Conditioning (Pat, 2015)

Because fighters do not train to have a body and a bodybuilder mentality, which would be the best way to train them? As you can see, fighting sports involves multiple movements of the joints and muscles. If we look at the execution of a direct strike, it will be noticed that the athlete will start by pushing the foot into the floor, sending power to the body through his hips, generating more power, at a time when the "core" area (the trunk, middle) is strained, and the shoulder and the arm drive the energy thus obtained and turn it into an effective blow. So we see how many moves it takes for a simple arm swing.

According to a theory by Bruce Lee, the great art is not to move your body over a long distance, but to manage to move it all at the same time in order to get as much efficiency as possible.

To reach the highest level of performance, any fighter must become strong, fast, agile, have good balance and coordination, require muscle endurance and very good cardiovascular development.

Each combat discipline (Karate, MMA, Brazilian Jiu Jitsu, etc.) asks his athletes to be as good as their skills and also to develop specific strength, endurance and achieve the best results in conditioning training.

With functional training, it is possible to get the body to be conditioned and strengthened for effective combat. All such training will have to be done in intensity, duration, and mechanically similar to what will

happen in that fight. Below, I will enumerate some components that need to be emphasized during the physical training of fighters.

Major Components of Force and Condition for Fighters (Funk, 2012)

a. Power

Often, sports athletes who work exercises that do not improve their strength can be seen, but rather will lead to pumping of their muscles. Power for fighters will be through exercises and programs that will use heavy weights or who will use the kettlebell. In all fighting sports, they need to be very well prepared, even for knockdown situations. The need for explosive power is one of the most important attributes that will allow fighters to be over their opponents. It is often misunderstood the notion of how strong we are, especially when we should realize that power depends on how well the energy system is conditioned to be able to produce this power when it is needed and when it matters the most.

b. Force

For combat athletes, maximum force is essential. In some combat sports (MMA, Brazilian Jiu Jitsu, etc.) it is necessary to pick up and throw, sockets and manipulations of the opponent's wrists, all of which require the ability to exercise and influence a resistant opponent. For strength development, muscles need to be developed (large muscles, stabilizing muscles), using bodyweight exercises, dumbbells, sacks, ropes, isometric and eccentric muscles, these being some of the means that can be used to achieve of the proposed purpose.

c. Explosiveness

For this purpose, the plyometric exercises are successfully used to stimulate the fighters to use as much force as possible in the shortest time, by jumping, firing, pushing or kicking. Along with the plyometric exercises, the explosive force is the Olympic bar rails and their variations, or the kettlebell exercises.

d. Flexibility

In combat sports (Karate, MMA, Brazilian Jiu Jitsu, etc.) flexibility is a necessary component, we could even say the basic. Very good flexibility will be helpful in preventing tissue lesions, such as sprains or joint injuries. It is also important in ground fighting, in throws, and projections, or fixings on the joints. Flexibility along with body weight exercises will even improve ground fighting.

e. Power of the 'core' zone

The stability of the 'core' area refers to the body's ability to keep its torso as tight, tense as possible. This trunk stability results from the strength and tightening functions of large, visible muscles, as well as smaller, stabilizing muscles in depth. And this is very important for all athletes in fighting sports. For this, the execution of varied exercises in their variations, along with abdominal exercises, form a direct couple of 'core' training, many of these exercises forcing the athlete to keep the area tense during execution, resulting in the strengthening of the trunk.

f. Speed, Agility, Rapidity

As a rule, fighters with higher speeds have greater chances of winning. The way in which he responds to offensive or defensive moves will continue to carry out the following technique. The speed with which an arm or leg attack can be launched, the ability to move and change direction quickly and efficiently when the fighter is under attack pressure will make the difference between being a winner or a loser player. We do not have to forget about the rapidity and explosiveness of throws on the mattress (Judo fighters, MMA, Brazilian Jiu-Jitsu). Looking at speed and agility, it can be a great help to put into practice exercises with ladder for agility, medical balls, plyometric exercises, sprints and shadow boxes will be useful.

g. Conditioning and Endurance

To show a very good endurance, a fighter must be able to make the effort for as long as possible without "cutting" or without losing air. We can say that, along with technical training, endurance is the most important physical ability that a fighter can show. For many athletes, endurance training can be an ideal way to become mentally stronger and to get poor muscle mass. In order to achieve a good endurance, the key is to train the anaerobic and aerobic system through sets of exercises such as jumping, interval sprints, downhill runs, various circuits, and occasionally long-term running.

2. Conclusions

Taking into account all these components of force and conditioning, it can be seen that only traditional weight training is not enough to achieve the proposed goals. If a fighter does not present himself in a very good form, we think he will not have what it takes to be able to defeat another fighter. Without this very good physical training, it will not be able to use its technical skills to the true value nor to make tactical work. If it is in very good shape, a fighter can cope with another technically better fighter, but less prepared from the point of view of conditioning.

As a conclusion, we can say that there is no magical routine, something that will make someone stronger or more in shape than somebody else. A fighter has to train for the fight. A fighter is not just a weightlifting athlete, a bodybuilder, a long distance runner, or a sprinter, we could say it is a combination of all this, and maybe even more. Only biceps and a big chest will not be a real help for winning a fight. The purpose of any strength training and conditioning is efficiency. For this, training must target all categories of muscles, joints, ligaments, and tendons, because the body is a system (like any system) that is as good as its weakest link.

In order to be as good and as competitive as possible, in order to achieve excellence in combat sports, only traditional weight training should not be used in physical training, but the best solutions should be found to use functional exercises and the conditioning ones, as tools that will develop all of these components listed above: power, force, explosiveness, flexibility, core power, speed, agility, speed, conditioning, and endurance.

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Ecotourism - A Form Of Sustainable Tourism

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Abstract:

The paper defines the concept of ecotourism as it is perceived globally and highlights the increasing interest of the population in preserving biodiversity and protecting the environment. A review was made of the institutions in our country that have concerns in the field of ecotourism and presented the national system of protected areas. A synthesis of the ecotourism programs currently being proposed by the national and natural parks administrations, as well as of the higher education institutions offering bachelor/master study programs in ecotourism and environmental protection, has been produced.

Keywords: *ecotourism, silvoturism, turism durabil, dezvoltare durabilă*

Introduction

According to the World Tourism Organization (OMT), "the development of sustainable tourism meets the needs of the tourists present and the host regions while protecting and increasing the opportunities for the future. It is seen as a way of managing all resources so that economic, social and aesthetic needs are fully satisfied while preserving cultural integrity, essential ecological dimensions, biological diversity and the living system".

Sustainable tourism development is a must, and the link between tourism and the environment is much stronger than in other industries. International literature (Hawkins, 1994, Carter & Lowman, 1994, Goodwin, 1996, Liddle 1997, Dowling 1997, 1998, Fennell 1998, 1999, Wearing & Neil, 1999, World Tourism (1999) unanimously defined the notion of ecotourism (Quebec Directorate, UNEP / OMT, 2002). Concurrently, ecotourism is an alternative form of tourism and must include the following:

- the product is based on its nature and its elements;
- ecological management at the service of minimal impact;
- contribution to conservation;
- contributing to the welfare of local communities;
- ecological education.

The International Society of Ecotourism (TIES) is an International Tourism Collective Program, which is being held by a non-profit organization dedicated to promoting ecotourism. Founded in 1990, TIES' main objective was the development of ecotourism, providing guidelines and standards, training, technical assistance, research, and publications. The global TIES network of ecotourism professionals and travelers is working to make tourism a viable tool for preserving, protecting biodiversity and cultural diversity, and sustainable community development (<http://www.ecotourismconference.org/international-ecotourism-society>). TIES organizes annually the Conference "Ecotourism and Sustainable Tourism" (ESTC), which is an annual conference focused on advancing the sustainability objectives for the tourism industry. Promoting policies and practices benefiting businesses and communities involved in tourism, conference participants help strengthen the role of tourism in building a more sustainable future (<http://www.ecotourismconference.org/international-ecotourism-society>). The 2017 edition of this conference will take place in Ansan, Korea.

Worldwide trends indicate not only an increase in demand for ecotourism, and its transformation from a niche market into a primary segment. Initially ecotourism address for experienced tourists, with high levels of income and education, his clientele is now expanding to include a wide range of income, education and experience travel. These tendencies can be added to them and others with general or specific action in some countries with effects on tourism as a whole or on ecotourism. Tourism is also a positive development in protected areas, with an increase in interest in this type of travel. Quantitative developments will be accompanied by a suite of qualitative mutations, among which the most important are: increasing the demand for tourism in protected areas, motivated in particular by increasing the role of these areas in the conservation of natural ecosystems in most countries of the world; diversification through protected areas that currently offers many opportunities for spending holidays, responding to needs of tourists increasingly diverse; improving services in protected areas has become a goal that many of these tourism areas organizers want to, because of the increasingly demands higher class tourist arrive in these areas; active participation is one of the significant trends

of tourism in protected areas, motivated by the fact that tourists feel the need to actively get involved in the process of conservation, awareness, promotion of these areas; the promotion of ecotourism as the main tourist activity in the protected areas with their managers and the tour operators from all over the world see in the organization of ecotourism the main tourism activity that takes place on the one side with a low, almost minimal impact on the environment and on the other part through its educational role (http://www.mdrl.ro/documente/turism/studii_strategii/ecoturism).

Trends in the international eco-tourism market

OMT's specialized studies have identified the main megatrends that are registered in the field of tourism and which will be amplified in the perspective of the 2020s. Among the most significant aspects are mentioned: the increase of the number of tourists concerned with environmental problems; increasing demand for new destinations; the tendency to increase the number of short-term holidays; increasing the number of people of the third age who are more active and willing to travel; tourists become more experienced and sophisticated, expecting high-quality attractions, utilities and services, and the right rates for quality on their journeys.

According to the OMT, there is a constantly growing consumer demand for ecotourism, as can be seen from the research carried out online (<http://www.mozaik.com/blog/online-marketing-2/ecoturism-and-sustainable-tourism-trends>). Thus, 96% of Traveler Condé Nast readers believe that hotels and resorts should be responsible for protecting the environment in which they operate; - 74.5% say that the hotel's environmental policies can influence the decision to stay there.

An analysis carried out in 2015 found that more than two-thirds of the US and Australian tourists and 90% of British tourists believe that the hotel's responsibility should be to consider the active protection of the environment and the support of local communities; 46% of German tourists think "it is an added value to accommodate you in an environmentally friendly location," 80% of Dutch people want information on ethical issues in their travel information.

It can be concluded that it is essential for the hospitality industry to embrace this type in the rapid growth of tourism and the hospitality industry to incorporate within its philosophy all the vital concepts of ecotourism.

Utilization of ecotourism resources worldwide

From the accumulated international experience, it emerges that in states with a strong network of protected areas the policy elaborated at the governmental level has focused on certain directions: the improvement of the system of conservation of the natural resources in the protected areas and the methods of behavioral activation of the local population, clustering and hierarchy applied to protected areas; limiting impacts on protected areas, making codes for visitors and tour operators, introducing periodic evaluation programs; increasing the socio-economic benefits of local communities near protected areas, through projects to preserve old, traditional occupations, to achieve new socio-economic projects, and the application of fair mechanisms for the distribution of incomes from the local economy. The results are aimed at: protecting the environment, obtaining additional income, attracting and increasing the satisfaction of tourists, achieving environmental education, sustainable development of communities, continuing cultural and religious traditions, preserving the traditional lifestyle. The end result was that each protected area could set its own management strategy for that area and create a code of good practice for the use of natural and cultural resources.

In economically developed countries in Europe, the emphasis is placed on the conservation and protection process and on more rigorous control over how to exploit natural resources in particular biological habitats. An essential role is played by ecological education projects for tourists and the host population.

In European countries with economies in transition, the process of capitalizing on ecoregions (bioregions) is at an early stage. Thus, after 1990, the central and local institutions were rethought, the legislation was changed and the protected areas, the natural landscapes according to the European requirements were evaluated and nominated. Also, many NGOs with ecological, ecotourism or agro-tourism activities have been involved, which have facilitated partnerships with the local population.

Based on the international definition of ecotourism, Romanian law defines this concept as follows (GEO no. 195/2005 on environmental protection.): "Ecotourism is a form of tourism in which the main objective is observation and awareness of the value of nature and local traditions and must meet the following conditions: a) contribute to the conservation and protection of nature; b) to use local human resources; c) Educational character, respect for nature - awareness of tourists and local communities; d) have a negligible negative impact on the natural and socio-cultural environment".

The main purpose of ecotourism activity is to minimize the negative effects on the local and natural environment as well as on the population. The areas in which they are practiced are considered to be of major interest, being protected natural areas, where it is possible to impose special rigor, with beneficial effects on the traditional way of life of the local population. Ecotourism fosters an interaction between the local population and tourists, as well as a real interest in the protection of natural areas (Stanciu, 2009).

In our country works Romanian Association for Ecotourism (AER), which clearly defined the principles of underlying these activities, which are based on two international models: Nature and Ecotourism Accreditation Program developed by the Ecotourism Association of Australia and Nature's Best system accreditation promoted by the Ecotourism Association of Sweden. AIR or Association of Ecotourism in Romania is a partnership for nature conservation and tourism development in Romania, linking the tourism associations, NGOs local development and nature conservation, projects and travel agencies. From the AER perspective, these principles need to be put into practice by both eco-tourism developers and those planning to develop an ecotourism-based area (<http://www.eco-romania.ro/reteau-eco-romania/what-is-ecotourism>)

1. Focusing on natural areas. Ecotourism focuses on direct and personal experience in nature, it is developed within nature and is based on its use, its geomorphological, biological, physical and cultural characteristics. Therefore, the focus on the natural area is essential in the planning, development, and management of ecotourism.

2. Interpretation of ecotourism product. Ecotourism offers opportunities for experiences in nature that lead to a better understanding, appreciation, and joy of discovering and protecting traditional local nature and culture for both visitors and the local community. Ecotourism products attract those tourists who want to interact with the natural environment and, in varying degrees, want to widen the level of knowledge, understanding, appreciation, and pleasure. Those who develop or coordinate ecotourism activities must provide an appropriate level of understanding of the natural and cultural values of the areas visited, usually by using suitably qualified guides and providing accurate information both before and during the experience. The level and type of the performance are planned, designed and offered in such a way as to meet the client's interests, needs, and expectations, including a wide range of possibilities for both personal and non-personal interpretation. At the same time, at destination level and ecotourism products, it is important to create the opportunity for members of local communities to have access to the information and interpretation provided within the ecotourism program developed in the area.

3. The principle of sustainability from the perspective of protecting the natural environment. Ecotourism activities and their planning must provide best practices of tourism and planning in terms of nature conservation and sustainable development. Tourism activity must be planned and run in such a way as to reduce the impact on nature. The ecotourism product is conducted in such a way as to conserve and enhance the natural and cultural environment in which it is carried out, by recognizing and applying the practices characteristic of sustainable tourism.

4. Contribution to nature conservation. Ecotourism positively contributes to the preservation of natural areas. Ecotourism involves participating in the conservation of the natural areas visited, providing constructive ways for good management and conservation of these natural areas (eg providing financial support for rehabilitation of natural areas, waste collection or contribution to conservation organizations).

5. Constructive contribution to the development of local communities. Ecotourism provides sustainable contributions to the development of local communities. The local community is often an integral part of the ecotourism product. The benefits of ecotourism must also come back largely to local communities. Local benefits can come from the use of local guides, the purchase of local goods and services, and the use of local facilities. Ecotourism activities and their planning should ensure a reduction in the negative impact on the local community and their lifestyle while providing constructive long-term contributions to these communities. Consequently, ecotourism must also highlight the cultural component of the visited area and contribute to the preservation of this component.

6. The satisfaction of tourists. Ecotourism meets the expectations of tourists. In the development of ecotourism products, it must be taken into account that, in general, potential tourists in this area have a high level of education and expectations. Thus, the degree of satisfaction with the ecotourism product is essential, the experience offered fulfilling or even exceeding the expectations of the tourists.

7. Marketing right. It aims to achieve a fair marketing that leads to realistic expectations. Ecotourism marketing provides customers with complete and responsible information that leads to increased respect for the natural and cultural environment of the visited areas and the satisfaction of tourists.

The ERA considers it essential to develop an Ecotourism Certification System - a mechanism that basically applies the basic principles of ecotourism - to ensure nature conservation and the sustainable development of local communities through tourism. This is an important step given that the World Tourism Organization has recommended to governments, since March 2003, to support initiatives that promote sustainable tourism certification.

The AER Ecotourism Certification System adapts the international experience to the Romanian context and has been developed in accordance with the Ecotourism Accreditation Program in Nature and Ecotourism promoted by the Australian Ecotourism Association (NEAP is the first accreditation system in ecotourism) and

Nature's Best Association Swedish Ecotourism (the first ecotourism accreditation system in the northern hemisphere). This Ecotourism Certification System brings a number of benefits, of which we can remember:

- enables customers to better identify those products that can provide amazing nature and rural culture experiences;
- contribute to increasing the level of confidence in ecotourism products in Romania on the international market;
- becomes a marketing tool for tour operators and property owners;
- guarantees a higher level of service quality;
- contribute actively to nature conservation and sustainable local development;
- support local administrations in protected areas in developing tourism with minimal impact;
- provides a platform for joint activities between the entrepreneurial sector and nature conservation organizations.

The Ecotourism Certification System applies to two different categories (<http://www.eco-romania.ro/reteau-eco-romania/membrii-certificati>):

- ecotourism programs provided by tour operators or guides (maximum 15 participants);
- small guesthouses in rural and natural areas (maximum 25 rooms).

Ecotourism resources in Romania

Romania has a very diverse natural capital. Due to physical and geographic conditions, including mountains, plains, major hydrographic networks, wetlands and one of the most beautiful delta systems (Danube Delta), Romania is the only country on the continent where 5 of the 11 biogeographical European regions (alpine, continental, Pannonian, steppe and pontic) (Câdea et al., 2003).

Our country has a high biological diversity, expressed both at ecosystems level and at the species level. In addition, the lack of mechanization in the forestry sector and poor economic development have led to a lower exploitation of resources than in most other areas of Europe. Natural and semi-natural ecosystems account for about 47% of the country's surface. 783 types of habitats (13 coastal habitats, 143 habitats specific to wetlands, 196 habitats specific to pastures and hay fields, 206 forest habitats, 90 habitats specific to dunes and rocky areas and 135 habitats specific to agricultural land) were identified and characterized in 261 areas analyzed in the whole country (Nistoreanu et al., 1993).

In order to preserve biological diversity, numerous protected natural areas (over 7% of the country's surface area or about 18% if Natura 2000 sites are also taken into account) have been set up in Romania, and in the future, it is envisaged to expand this network. Alongside the natural setting, Romanian space also benefits from an ethnographic and folkloric potential of great originality and authenticity. It can be said that Romania has great ecotourism potential.

In Romania, there are 28 major protected natural areas of national interest, namely: the Danube Delta Biosphere Reserve, 13 national parks and 14 natural parks (Ministry of Environment and Water Management, Ministry of Transport, Constructions and Tourism, 2003). National Parks, Nature, and Reserves of the Biosphere of Romania, Romania Pitoreasca Publishing House, Bucharest; Our country also has 941 scientific reserves, nature monuments and nature reserves, many of which are included in large protected areas, so that the total area of protected natural areas in Romania (excluding Natura 2000 sites) covers 1,702. 112 ha, which represents over 7% of the country's terrestrial area (Stanciu, 2000).

A large part of the national territory is covered by the Natura 2000 Community Network of Natura 2000 sites, divided into two categories: - 108 SPA sites (Avifaunistic Special Protection Areas), representing approximately 11.89% of Romania's territory - established by H.G. no. 1284/2007; - 273 sites of Community Importance (SCI), representing approximately 13.21% of Romanian territory - established by Order no. 1964/2007 of the Minister of Environment and Sustainable Development (www.natura2000.ro). Cumulatively, the sites included in the Natura 2000 European Network cover approximately 17.84% of the national territory (part of the SCIs and SPAs overlap) (INCDT, the National Territory Planning Plan - Section VIII - Tourist Areas). substantiation - Analysis and diagnosis of tourism potential at the level of administrative-territorial units, Bucharest, 2007).

Ecotourism programs

In Romania, ecotourism programs have a relatively recent history. The first such tourist packages appeared around 2000 when a number of national parks began to develop projects that also had a component of ecotourism (Retezat, Piatra Craiului, Vânători Neamț, Apuseni). Ecotourism programs in Romania are offered through local tour operators, who usually collaborate with tour operators from abroad. Among them are 5 tourists with ecotourism programs certified by the Ecotourism Association of Romania (discover Romania, Carpathian Tours, InterPares, Tioc Nature & Study-Travel, Equus Silvania). Among the major tourism agencies in Romania that have developed tourism programs in the past few years are Parallel 45, J'Info Tours, Perfect

Tour, Transilvania Tour etc. The main areas where ecotourism programs focus are: - Danube Delta Biosphere Reserve and Dobrogea (bird watching, boating); - Piatra Craiului National Park and its surroundings (programs based mainly on the observation of large carnivores (wolf, bear), but also of specific plant species, equestrian tourism, cycling, mountain hiking, etc.); - Apuseni Mountains Natural Park (speotourism, theme hiking, cultural programs, skiing, equestrian tourism, cycling, etc.); - other natural protected areas, some of which have the status of a national or natural park: Retezat National Park - Hațeg Mountains Dinosaurs Geopark, Măcin Mountains National Park, Rodnei Mountains National Park, Călimani National Park, Mureș Floodplain Natural Park, Vânători Neamț Natural Park, focused on: equestrian tourism, cycling, thematic hiking, skiing, flora and fauna observation, cultural programs, canoes, etc. ; - Transylvania - Târnava Mare area (discovering the Saxon and Szekler culture, horse riding, thematic hiking, etc.) - Maramures (nature discovery programs, horseback riding, cycling, discovery of traditional occupations and architecture, etc.); - Bucovina (nature observation programs or thematic hiking are combined with cultural tourism and monastic tourism).

Although the estimated number of visitors to national parks is quite large, it should be borne in mind that only a small part of them is motivated to practice ecotourism.

Within the Master Plan for the Development of National Tourism 2007-2026 it is estimated that the total volume of foreign ecotourists is somewhere between 10,000 and 25,000 (***) OMT, Master Plan for the Development of National Tourism 2007 - 2026). This is largely due to the existence of a limited number of ecotourism programs in a small number of parks, poor infrastructure (visitor centers, information points, educational routes, animal observation centers, etc.) and promotion inadequate.

Other categories of tourists who visit the national / natural parks in Romania are: weekend tourists (in most parks, but especially in those near the big cities), tourists practicing religious tourism (Vânători Neamț, Cozia, Buila Vânturarița, (The Danube Delta, the Iron Gates, the Mureș Riverside, the Brăilei Small Balt, the Low Valley of the Lower Prut, Comana), mountain tourists (hiking, mountain climbing, mountaineering, sports) winter (in national and natural parks in mountain areas), adventure tourists, researchers, pupils, students (scientific tourism), cyclotourists etc. (INCDT - National Tourism Development Ecotourism in Romania, beneficiary of the Ministry of Tourism, 2009)

It is important to emphasize that by using proper management and infrastructure, protected areas (with some exceptions - for example, the Bucegi Natural Park) could receive more visitors without impact on the environment. This would allow more revenue to be generated from tourism and improve the current poor state of funding of protected areas.

Factors with potential for involvement in the development of ecotourism in Romania (Bălțeanu, 2008)

There is a multitude of actors involved in the development of ecotourism in Romania. Some of them play a more important role than others, but each makes a special contribution to the development of ecotourism. The key actors can be classified as government institutions, local public administrations, protected areas administrations, members of the private tourism sector, non-governmental organizations, local communities, funders, academics, tourists.

- Six governmental institutions are or should be essential for the development of ecotourism: the Ministry of Tourism, the Ministry of Environment, the Ministry of Regional Development, the Ministry of Agriculture, Forests and Rural Development, the Ministry of Culture and Religious Affairs and the Ministry of Education and Research.

- Local public administrations have a role in inventorying and protecting tourism resources, stimulating local tourism development and promoting local products.

- Administrations of protected areas. Although most of the natural and national parks were formally established immediately after 1989, concerns about their effective management are recent (mostly their administrations were set up between 1999 and 2004 and 1993 respectively for the Danube Delta Biosphere Reserve).

- Private sector. It intervenes in the development of this field through private trade / professional organizations: Ecotourism Association of Romania (AER); National Association of Tourism Agencies in Romania (ANAT); The National Association for Rural, Ecological and Cultural Tourism (ANTREC); Romanian Association for Accommodation and Ecological Tourism - "BED & BREAKFAST" (ARCTE B & B); National Association of Montani Guides; Romanian Rangers Association (ARR);

- Non-governmental organizations and local associations provide a forum for discussion on ecotourism, create the means of communication between those involved in ecotourism.

- The local community intervenes in building heritage and can contribute to providing quality services to tourists. Generally, the collaboration between the park administration and the local community is quite low, ecotourism has not yet become an activity that will make tangible contributions to the development of the local

economy. In addition, local communities that have land within protected areas generally have a hostile attitude towards protected areas, perceiving them as factors that hinder the future economic development of the locality. The financiers. Financial institutions play an important role in the development of ecotourism. These include financial institutions, multilateral donor agencies (World Bank, etc.), capital funds, NGOs, private banks.

- Education and research system. Teachers at all levels of education and researchers play an important role in facilitating learning in this area. In collaboration with NGOs, they can conduct surveys, provide information on tourists' preferences, gather data on flora and fauna, document and disseminate results, provide materials to those interested, contribute to environmental education, etc. At the national level, several universities carry out specialized masters programs (eg "Babeş Bolyai" Gheorghieni University, "Dimitrie Cantemir" Christian University Sibiu, "Lucian Blaga" University of Sibiu, Ecological University of Bucharest, etc.). under the bachelor's degree plans such as "Ecotourism and Rural Tourism" (Academy of Economic Studies, Faculty of Commerce). Particularly important is the role played by the Faculty of Geology at the University of Bucharest, which manages the Geopar of the Dinosaurs Country of Haţeg. Among the research institutes that have carried out projects in this field are the National Institute for Research and Development in Tourism, the Danube Delta National Research Institute for Development, the National Institute for Environmental Development Research, the Institute for Forest Research and Development.

- Tourists - are the main actors and the most active participants in the field. They provide motivation for the activities of all the other actors involved. Thus, there are studies on the benefits of local communities due to the sale of products, as well as the motivation of buyers to buy them (Stanciu, 2013).

Conclusions and recommendations.

In Romania, ecotourism programs have a relatively recent history and are implemented in particular by the administrations of national and natural parks, which offer to the general public various activities in kind. In our country operates the Romanian Ecotourism Association which formulated the principles underlying ecotourism, and by affiliation to the international forums in the field, implemented the Ecotourism Certification System that applies to ecotourism routes or tourist accommodation structures operating activity in or in the vicinity of protected areas.

Conservation of biodiversity is a major objective for our country, as demonstrated by the share of protected areas at national level: over 7% of the country's surface is represented by national and natural parks, respectively. 18% of the national territory is part of the Natura 2000 Network. The national education system proposes different bachelor or master degree studies in the field of environmental protection and ecotourism. Universities in partnership with various NGOs need to be more involved in the ecological education of the population, in the dissemination of existing legislation on biodiversity conservation and environmental protection. Particular attention should be paid to education in this area of pupils, who should perform as many outdoor activities in mountain areas and / or protected areas. The objectives of tourism development of protected areas are:

- the development of rural ecotourism, based on the integration of visitors into the everyday life of traditional households and communities;
- valorisation of the medieval natural and cultural heritage;
- promoting non-motorized means of transport;
- increasing the entrepreneurial base among local communities and diversifying sustainable tourism opportunities;

Ecotourism activities include: types of adventure activities (rafting, canoeing, equestrian tourism on pre-arranged routes, skiing, bicycle trips on arranged trails, etc.); Guided tours / hiking; nature sightseeing tours (flora, fauna); excursions to experiment with nature conservation activities; excursions to local communities (visiting cultural objectives, visiting traditional farms, watching traditional cultural events, eating traditional food, buying non-traditional food products, etc.).

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Audiovisual Media In Physical Education And Sports Lessons In Primary Classes

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Abstract

In the past few years, various educational means, including audiovisual ones, have been increasingly used in the pre-university education system.

It is assumed that the use of audiovisual means in the physical education and sports lessons has a major influence on the optimization of the instructive-educational process of physical education through the implementation of new ways of approaching the contents specific to the primary classes, which will contribute to:

- increasing the level of physical and functional training;*
- improving the level of learning motor skills and abilities;*
- increasing interest in the subject of "physical education".*

The audiovisual means used rationally in some moments of the lesson ensure a significant evolution of the physical and motric parameters, as well as an increase in the attractiveness of the lesson, the interest and the motivation of the students in the practice of physical education.

The application of the audiovisual means in the physical education lesson at the level of the primary classes must be done in accordance with the psychomotor and motivational particularities of the pupils, the level of the equipment in the schools, and the achievement of a higher level of psychomotor training, thus ensuring maximum efficiency of their use.

Keywords : *physical education and sports, visual audio, primary classes.*

1. Introduction

Like any other discipline, physical education is marked by the new transformations of the instructive-educational process, the fact supported by the new methodical guidelines that have been implemented in the didactic approach:

- Operationalization is an analytical approach that involves expressing learning outcomes in the form of observable and measurable manifestations. Operating a pedagogical objective is to translate in the operations and actions the expected results from the training (Stoica, 1995), ie the correct specification of what students need to know at the end of an instructive - educational stage.
- Scheduled training is a specific planning method in which the content is ordered in a model report, and consists in fragmenting the content into short items (methodical steps, sequences) that are accessible, placing the learning difficulties in a rational order according to the possibilities assimilation of students (Alexe, 1980).
- The rationalization validates the selection and the means of physical education according to the students' biometric particularities, the achievement of the objectives and the social-utilitarian tasks that belong to the educational approach.
- Standardization is the typology of the lessons used in the system as a result of the knowledge of their biological, technical and methodological values and their stable effects in the structure of the motor systems (Benga, 1982)
- Objectivization - the systematized action of collecting information from the educational instructive process and transforming them into units of measure (digital) that allow their quantity, quality, and efficiency to be determined at a given moment.
- Algorithmization is part of the methods recently adopted by general didactics to rationalize the training process to increase its efficiency.

Between speech and communication, there is a difference also explained by the notion of non-grasp, erroneous conception. There is an unprecedented development of communication technologies, but the rhetoric has its established rules from 2000 years ago (Amstrong, 2000)

- knowledge of the subject;
- adapting the speech to the public;
- coherent presentation;
- credibility.

The implementation of modern technologies in education and training in pre-university education at international standards is possible by developing the informatization of the didactic process; the provision of pre-university education with audiovisual equipment and their promotion.

Visual information in sport has a well-determined role in the fact that the performer analyzes two types of visual information as he or she is interested in understanding the situation or executing the action. That is why we distinguish:

- psycho-sanitary information - meant to inform the performer of the significance of the situation in which he participates;
- psycho-sensory-motor information - designed to provide motor-sharing functions between the individual and the physical environment.

In classroom activity, hearing aids can play an important role while respecting some elementary rules that will optimize teaching (Siclován, 1970).

At first glance, the introduction of auditory specimens, music, in particular, seems to provide a positive result both for the teacher's work and for the effects on the pupils. Practice, however, demonstrates that it is much more complicated - an incorrect use of music can be absurd and even dangerous for the proper conduct of the lesson.

Music should be used with care at the right place and time, with rules that do not transform lessons into concerts, hamper communication between teacher and student, create tense situations and lower discipline but also work capacity (Badiu, 1982) :

- The end result will be influenced by the teacher's ability to learn about how functional music influences the human body, the student, the mental state and the ability to work;
- episodic use is more productive than systematic;
- musically stimulated lessons should be alternated with lessons in ordinary circumstances, precluding musical stimulation dependence;
- hearing aids will be used according to the typology of the lesson;
- music has an important functional effect if it is used when repeating simple exercises or those already studied, which do not require intellectual concentration and responsibility;
- oral explanations will be avoided during the use of functional music;
- the music used must like most of the students;
- musical pieces will not be used indefinitely.

Taking into account the above, the best known audiovisual techniques are (Alexe, 1975):

1. presentations - may be held in front of small, heterogeneous or homogeneous groups or in front of a very large group;

2. photography, film, television and art - photographs are used to accompany media texts as ancillary materials in oral communication; they are not much used to presentations but are used more for small groups enough to be placed around a table. The film has the advantage of combining the impact of image, sound, and movement into a meaningful action that gently sinks into the student's memory; they present ideas that involve movement, which can not be rendered otherwise; keep the student's attention for the duration of the presentation; can simulate an event; may present invisible processes to the human eye; may show enlarged or dimmed objects; allow tricks.

- Motor systems are also selected according to the stage of training and material endowment, influencing the level of achievement of the instructive - educational tasks. (Scarlat, 1981).

- Regarding how the audiovisual means can be implemented in different types of physical education lesson, the following can be made:

- In the training lesson, in the preparatory or introductory part, at the time of learning the main front and xgroup positions used in the physical education lesson, photographs and/or slides will be used, this approach accounting for approximately 20% of the time allocated. At the time of preparation of the body for effort, in addition to classical approaches, visual means will be used. The selective influence of the locomotor system will also bring pictures of work bands, exercise complexes and represents approximately 20-30% of the time allocated to the exercise. In the end, only audio and musical backgrounds with high-intensity concerts are used.

- In the learning lesson - photos and films will be used, the use of visual aids will be 30-40% in the first 2 hours, 20-30% in the other hours, the percentage decreasing with the advancement in learning. After 3-4 weeks when the use of video will no longer be necessary, a more rhythmic musical background will be used at the time of the execution of the harmonious physical development complexes and more discreetly resting.

- In repetitive lecture - improvement, sports game, the visual means will be used from the first lesson of the lesson cycle; so slides and photos (20-30%), match films (50%) with commentary on landing, attack and defense phases, individual techniques, individual and collective tactics will be used; their share falls towards the end of the lesson cycle.

- In the rehearsal lesson or acrobatic gymnastics, it will be used slides and photos, video images accompanied by comments that will highlight the incorrect executions and mistakes; the lessons can also be accompanied by a discreet, slightly rhythmic musical background.

- In the rehearsal lesson or athletics, it will be used images from the Olympic Games and the World Championships and especially the sprint races, 400 m, 800 m, length.

Considering all this, we can say that the application of the audiovisual means in the instructive-educational process is a method that can contribute to solving the tasks of the physical education lesson, leading to an conducive atmosphere to the work, while at the same time influencing the didactic framework which applies, in the sense of appreciation by the non-standard means, obliging him at the same time to improve continuously (Dragan, 1998).

In conclusion, we can say that the use of audiovisual media as elements of content in physical education lessons at the level of primary classes leads to a better achievement of the objectives of the physical education lesson. For organizing and successfully conducting audiovisual lessons, it is necessary to take into account the following organizational moments (Cârstea, 1995):

- The selection of the audiovisual means is done by the physical education teacher in order to shape the content of the activity of the instructive-educational process;

- The teacher needs to know how to implement these means, the time at which they can intervene, as well as their dosing so that the goals are achieved in a short time and with maximum efficiency;

- The music used will be effective at all stages of the lesson when combined with sports activities;

- Musical stimulation will only be used when it comes to repeating exercises that have already been studied and which do not require maximum concentration on the part of pupils;

- It is recommended to use the recorded pictures with frequent mistakes, but no more than 10% of the time allocated to the process;

- The proportion of use of visual aids will be 30-40% in the early hours and will gradually decrease with advancement in material failure.

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Development Of Student Socialization Through Motor Activities

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Abstract

Starting from the assumption that motor activities are the perfect framework for socializing, communicating and socially integrating young people, the present study aims to analyze the effectiveness of these activities in improving intergroup relationships at the level of university education. In the research, the samples were composed of two groups, experiment group A (n = 25) with students from Physical Education and control group B (n = 25) composed of students from the Faculty of Sciences. The sociological questionnaire applied to the two samples aimed at analyzing the level of socialization, communication and social integration of students. Conclusions have shown that Experiment Group A is much more united, having a higher level of socialization and communication, compared to control group B, proving once again the socializing effects of motor activities.

Keywords: socializare, activități motrice, comunicare, integrare.

1. Introduction

Sport is a psycho-social excellence, including multiple relationships between individuals, experiences, feelings, attitudes, ultimately the behavior in the specific environment (partners, adversaries, supporters, etc.) and the non-specific, related to the current life. The game reflects social existence, acquiring knowledge through the motor and mental action, they reproduce social relations through written and unwritten rules, between cooperation and non-cooperation, oriented to solving problems and overcoming them through action. Sports play has psychosocial connotations, with individual behaviors such as motivations, conceptions, attitudes, beliefs, opinions, behaviors, mentalities, traditions, states of mind and feelings, as well as those collectively structured, such as conscious organization, intragroup tasks, common reality and objectives, leadership structures.

Regarding physical education and its effects on group cohesion, the specialists assert the following: physical education can also improve the cohesion of groups, having a good cohesion of the group is considered important and can lead to better performance of the group. The relationship between cohesion and performance has been studied by many researchers, and most have come to the conclusion that "the connection between performance and cohesion is reciprocal" (Sopa & Pomohaci, 2014b). Also, successful groups or teams are built around powerful leaders and the importance of this role is increasing in today's sport in all categories (Sopa & Pomohaci, 2015a).

Socialization through motor activities addresses a wide range of consequences of physical exercise: from motor skills and social competence to social values. (Sopa & Pomohaci, 2014).

Physical education and sport can be considered as factors of socialization and social integration, due to their characteristics (Stănescu, 2000):

- is predominantly in the group, facilitating the interaction between individuals (the basic condition of socialization). The model in which the interaction between individuals is organized in physical education and sport determines different levels of manifestation.

- through the content and forms of organization, a psycho-social environment is created which allows the emergence and manifestation of all types of interaction, from cooperative to adversity. By the specifics of organizing physical exercise, sports, individuals simultaneously fulfill cooperative roles - with members of their own team, but also with adversity - with members of the other team.

- physical education and sport put the individual in the position of evaluating others and evaluating oneself, which contributes to the formation of self-image. Socialization is favored as a result of the fact that physical education, but especially sport, involves competition between individuals and groups of individuals. By comparing the self and others, the values are hierarchized.

- The motor behavior of physical education and sport is socializing because it fosters the phenomena of social facilitation, communication, cooperation involved in social interaction. From the point of view of socialization, the schemes and forms of personal interaction are more important than the branches of sport practiced. Some factors are determinant: the degree of cooperation between individuals, the quality of leadership, the spirit of competition, the importance given to victory, the share of individual activity and the freedom of decision-making.

Sports activities also develop communication, intergroup relationships, and group cohesion. We can demonstrate that motor activities can develop group cohesion, develop positive intergroup relationships, discover the group leader and most importantly integrate and reintegrate children into the social group. The cohesion of the school group is very important in the evolution of performance as a group, so in collectives in which we have positive relationships like sympathy, friends, and cooperation the efficiency of work is high (Sopa & Pomohaci, 2014).

Another important contribution of motor activities is their socializing role, demonstrated by many scholars in different fields, most of them claiming that these activities represent the perfect framework for the social development of young people (Sopa & Pomohaci, 2014e).

A lot of skills are taught by young people through team sports, one of which is competition. Today we meet the competition every day and in every field. As adults meet the competition when looking for a job or trying to find better jobs, children meet the competition at school for the best grades (Sopa & Pomohaci, 2015b). Socialization through sport means the extent to which attitudes, values, skills, traits, rules learned in sport are transferred and manifest in other social activities and institutions (Epuran, 1998).

Socialization through sport is a process of social integration through communication, understanding, and cooperation, with an interactive role for conflict resolution. So, it is structured on cognitive, emotional and motivational constructions, as well as the performances, behaviors, and performance of sports groups (Sopa & Pomohaci, 2014c). Also, the important situational factors for group cohesion are living close to each other, sharing the same hobbies and activities, the same uniforms or clothing, group rituals, etc. (Sopa & Szabo, 2014).

The extracurricular activities of physical education are precisely those that highlight new aspects of the behavior, the motor act in its direct relation with the social activity, the value of these activities is of great importance, being also prophylaxis, compensation, and therapy, sports activities stimulate the collective integration of the individual, educating attitudes of cooperation, honesty and fairness (Florea, 1998).

Seen as a social institution, the sport has its own basis in society, it has a regulation, specific laws, sanctioning ways, links friendship (both social and cultural) and communication systems, principles and ideologies (Sopa & Pomohaci, 2014f).

Individuals learn through sport to work together, to assume certain roles within the group and to define themselves within the group (Sopa, 2014).

Socializing through sport is a complex process through which individuals learn skills, attitudes, values, and modes of behavior that enable them to function in a particular culture. These modes of behavior are taught in institutions such as school or family (Sopa & Pomohaci, 2014d).

The socialization of sports performance is a complex psychosocial process conditioned by many economic and non-economic factors; in the socialization, the transmission and assimilation of values and behavioral patterns of the individual and the sports group is realized; the goal is to adapt, form and integrate the individual (Ungureanu et al., 1998).

2. The purpose of the research

The purpose of this research was to discover the effects of motor activities on the level of socialization, communication and social integration of students. The objective of the research

The main objective of the research was to apply a sociological questionnaire to analyze the effects of motor activities on the level of socialization, communication and social integration of students.

3. Research hypothesis

Using a sociological questionnaire can provide the opportunity to analyze the level of socialization, communication and social integration of students in the group they are part of.

4. Sample of research

The sample of the study was composed of two groups of students: A - experiment group and B - control group. Group A, the experiment group, was composed of 25 students, 15 male, and 10 female, with an average

age of 20 years, all of whom graduated in the second year at Physical Education and Sports specialization. Group B, the control group, was composed of 25 students, 13 male, and 12 female, with an average age of 20, all students in the second year at the Faculty of Sciences. In the experiment group, group A, we conducted many team motor activities, excursions, competitions, cups. Group B, the control group took normal courses according to the specific curriculum.

5. Methods of research

The research methods used in the present study were: the method of investigation and data collection (theoretical documentation), statistical methods of processing and interpretation of the data obtained, the survey method - the sociological questionnaire. The sociological questionnaire applied to pupils' samples was aimed at finding the motivational factors regarding group membership, socialization, and cohesion of groups, relations within the group, etc. The questionnaire was structured on 12 items, each aiming to discover part of the socialization and group cohesion puzzle.

The content of the sociological questionnaire applied to students

The bibliographic sources used in the sociological questionnaire were the following: Eys, M. A., Carron, A. V., Bray, S. R., Beawley, L. R. (2007), Dragnea, A., et al. (2006), Cârstea, G., (2000).

We used the following types of scales in the cost of the sociological questionnaire:

- Proportional scale with 5 predefined responses - we used this scale with 5 responses for quantitative variables, allowing most types of operations and detailed statistical processing.

6. Results

The sociological questionnaire addressed to the students in the two samples was provided with 12 questions, each with a 5-level response scale, aiming to analyze the group's degree of cohesion, group communication, the level of acceptability of individuals, the degree of cooperation, helping, socializing and social integration of students.

In Table 1 we can see the 12 items of the sociological questionnaire in the first column, and in the following columns, we have the answers of the students from the experimental group (A) and the control group (B) depending on which note they chose from 1 to 5.

Table 01. Answers to the sociological questionnaire

Items of the sociological questionnaire	5		4		3		2		1	
	A	B	A	B	A	B	A	B	A	B
1. I like to communicate and collaborate with colleagues during group activities	10	8	6	5	4	4	1	3	3	5
2. I will miss my group colleagues when the semester is over	12	9	6	7	3	2	1	3	3	4
3. Some of my best friends are part of this group of colleagues	14	11	3	4	3	3	1	3	4	4
4. I like to practice with classmates during different activities	12	8	7	5	1	3	2	3	3	6
5. Colleagues would prefer to do more together than each other	14	8	4	2	2	3	1	4	4	8
6. All colleagues want everyone to participate in all group activities	10	7	2	3	3	3	4	3	6	9
7. Our group's colleagues meet and practice activities outside the courses	12	8	2	4	5	3	2	4	4	6
8. Our group spends a lot of time socializing before and after courses	11	11	5	4	1	2	3	3	5	5
9. Group activities require mutual collaboration and assistance to fulfill the tasks we have received	14	10	4	4	1	3	1	3	5	5
10. If one of the group members had problems at one of the exercises everyone would want to help him	12	9	5	4	2	2	2	4	4	6
11. I can fulfill the tasks received alone without the help of the other colleagues	8	10	2	5	4	2	2	3	9	5
12. Our group's colleagues communicate and express themselves freely during classes	12	10	3	2	2	3	2	5	6	5

Table 02. Statistical Interpretation of Answers

Questionnaire Items	Average arithmetic mean		Median		Standard deviation		Skewness		Kurtosis		T-test on gender	
	A	B	A	B	A	B	A	B	A	B	T	p
Item 1	3.62	3.38	4	4	1.46	1.56	-0.86	-0.46	-0.55	-1.28	0.845	0.201
Item 2	3.92	3.58	4	4	1.38	1.53	-1.18	-0.73	0.26	-1.03	0.881	0.191
Item 3	3.88	3.67	5	4	1.54	1.55	-1.06	-0.76	-0.42	-0.97	0.262	0.262
Item 4	3.92	3.25	4	4	1.41	1.65	-1.20	-0.31	0.12	-1.62	1.585	0.597
Item 5	3.92	2.92	5	3	1.53	1.74	-1.16	0.14	-0.20	-1.82	2.185	0.017
Item 6	3.24	2.88	3	3	1.69	1.73	-0.18	0.10	-1.73	-1.79	0.834	0.204
Item 7	3.64	3.26	4	4	1.55	1.63	-0.65	-0.25	-1.10	-1.64	1.068	0.145
Item 8	3.56	3.58	4	4	1.64	1.64	-0.64	-0.68	-1.32	-1.25	0.121	0.501
Item 9	3.84	3.46	5	4	1.62	1.64	-1.05	-0.50	-0.63	-1.47	0.875	0.193
Item 10	3.76	3.35	4	4	1.54	1.67	-0.91	-0.35	-0.71	-1.66	1.148	0.128
Item 11	2.92	3.50	3	4	1.73	1.64	0.08	-0.58	-1.77	-1.40	-1.185	0.121
Item 12	3.52	3.29	4	3	1.71	1.68	-0.58	-0.20	-1.47	-1.75	0.505	0.308

In Table 2 we carried out the statistical calculations on each item of the questionnaire, so in the first column we find the items of the questionnaire from 1 to 12, in the second column we find calculated the arithmetic mean for each group, in the third column we find the calculated median, then the standard deviation, the Skewness coefficient, the Kurtosis coefficient, and in the last column we calculated the difference in the meaning of the groups.

7. Conclusions

In the first item "I like to communicate and collaborate with my colleagues during the activities", the average of the grades in the experimental group A was 3.62, compared to the control group B where the average of the answers was 3.38 and the difference between the two groups was significant (0.845).

At item 2 "I will miss my group colleagues when the semester is over", the experimental group students responded on average by 3.92, compared with those of control group B where the average of answers was 3.58 and the difference between two groups was insignificant (0.881).

Regarding item 3, "some of my best friends are part of this group of colleagues," the average score in the experimental group A was 3.88, compared to control group B, where the average of answers was 3.67, the difference of the two groups being significant (0.262).

At item 4 "I like to practice with classmates during different activities", the average of the scores of the group A respondents' scores was 3.92, compared to the control group B that had an average of 3.25, the difference between the two groups being insignificant (1.585).

At item 5, "colleagues would prefer to do more together than each other alone", the average of responses in experiment group A was 3.92, compared with control group B, where the average response was 2.92, the difference between the two groups being significant (2.185).

At item 6, "all colleagues want everyone to participate in all group activities", the average score in the experimental group A was 3.24, compared to the control group B where we recorded an average of 2.88, the difference between the groups being insignificant 0.834).

Regarding item 7, "our group colleagues meet and practice different activities outside the courses", the average of the answers to the experimental group A was 3.64, compared to the control group where the average was 3.26, the differences being significant (1.068).

Item 8 "Our group spends a lot of time in socializing before and after the completion of courses", we have an average score of 3.56 in the experiment group A, compared with the control group where the average was 3.58, the differences being insignificant (0.121).

Regarding item 9 "group activities require mutual collaboration and assistance to perform the tasks received", the average of the answers to the experimental group A was 3.84, compared to the control group where the average was 3.46, the differences being insignificant (0.875).

At item 10, "if one of the group members had problems at one of the exercises, everyone would like to help him," the average score in the experiment group A was 3.76, compared to the control group B where we recorded an average of 3.35, the difference between the groups is significant (1.148).

Concerning item 11 "I can fulfill the tasks received alone, without the help of the other colleagues", the average of the grades in the experimental group A was 2.92, compared to the control group B where the average of the answers was 3.50, the difference between the two groups being insignificant (-1,185).

At item 12, "our group colleagues communicate and express themselves freely during classes", the average of answers within the experiment group A was 3.52, compared with the control group B, where the average response was 3.29, the difference between the two groups being insignificant (0.505).

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Research Regarding The Influence Of Motor Activities In The Integration Of Students

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Abstract

Motor activities, whether organized sports and physical education, sport training, leisure activities or competition, have at this age level, primary education, a strong playful time, pursuing both development and motor skills, physical fitness and especially the psychosocial. Through play and sports competition, the child can gain confidence and try new forms of communications so that he can express his potential and qualities.

Theory of social learning has shown that socialization is made best in the sports. According to specialists, practicing physical activities or sports influences youth personality and creates positive effects on body and mind.

Using sociological questionnaire method we tried to analyze the importance of motor activities in the process of socialization and social integration of students, the relationships established within the group and the influence of sport in group evolution.

Keywords: adaptation and social integration, motor activities, socialization, group dynamics.

1. Introduction

Motor activities are the perfect framework in forming young generations, being a social factor with increasing importance in contemporary society. The phase of transition from pre-school to school is a test for small scholar, his whole social environment, rules and rigors are changing, and it can disrupt his behavior thereby occurring problems of adaptation and integration in the social group. Motor activities at this age level are mostly playful which gives to the young scholar the perfect framework for socializing, relaxing him and taking off his prejudices.

Magineanu G.N. (2013) states "although he take part of the same group class, in physical education and sports student no longer retains the usual place in the classroom, no longer relate mainly to fellow bank, but stands in the lineup in height order, bordering colleagues, practice in pairs and groups, becoming a member of teams that are competing and whose composition changes from one lesson to another, is encouraged by fellow team members, encourage their teammates, enjoy in collective the victory, feels the sadness of failure among his colleagues, etc. All these aspects, extend child relationship system, it get used to the framework and activate in different groups, attenuates individualist spirit. Exercising rotating roles (in charge of the group, team captain, supervisor of compliance with the rules set), gets the student used to leadership and subordinate relationships, binding of compliance with the rules established by proper manifestation in any circumstance.

Socialization process helps shape the mental traits and personality; those traits are formatted as a continuous process as summing and exercising new social roles and acquiring new experiences. This period of forming and primary socialization is fundamental to the future development of the child.

Defining socialization through sport Epuran M. (1998) states: "Socialization through sport means the extent to which attitudes, values, skills, characteristics learned in sport are transferred and manifested in other social activities and institutions."

Constantinescu A., (2009) summarizes the importance of communication in the socialization process through motor activities saying "socialization is a progressively and accumulating process in witch children, over the period of growth, assimilates the behaviors, values, codes, roles, habits conventions and ways of thinking characteristic to the socio-cultural environment. Good socialization is achieved using communication." Also here the author underscores the idea that "the process of socialization facilitates, in the same time, the normal existence of social life, providing stability and proper functioning of social structures, cohesion and inter-group socialization." Individuals assimilate a whole system of knowledge, attitudes, skills and moral rules required entering social life community, developing imagination and creative capacity in the same time with the affection necessary to moral and psychological balance."

2. Objectives

The objectives of this study seek to demonstrate the importance of motor activities in personality development of scholar, socialization, communication and integration into social groups, sports and being an ideal framework facilitating the achievement of these objectives.

3. Materials and Methods

The research methods used were: bibliographic study, observation method, interview, questionnaire method for groups.

4. The research hypothesis

Primary period is the stage of forming and cognitive and moral development of individuals, thereby if students will participate in activities that have a strong socializing character then they will learn moral values like honesty, modesty, courage, and not least teamwork. If we will give attention within motor activities at primary level to social activities then we will have children that will be sociable, will integrate smoothly into an unknown environment without panic, they will behave freely, will connect fast and make friends and will know the limits to be imposed in certain relationships.

5. Research sample

The experiment was conducted with class II A with an effective of 20 students (11 girls, 9 boys), control class and experimental class II B with an effective of 20 students (10 girls, 10 boys). In researching these two school groups we had as main objective to analyze and demonstrate the socializing role of motor activities at primary level.

6. The experiment content

In this study we used the observation method which is one of the methods most commonly used for psychosocial research, applied and organized relatively easily, can be quickly adapted and used in various situations in analyzing the evolution of groups and can be used in varied forms depending not only on the objective of the investigation, as well as the nature of the group. By this method we can follow and record behavioral manifestations in various social situations individually or psychosocial inter action, as the psychological analysis of the whole group or a particular individual.

One of the objectives of the research was to analyze inter-group social relations, so we were concerned about capturing some aspects and phenomena that characterize social groups and the mark of motor activities on students in different stages of socialization activity: physical education class, sports, extracurricular activities, sports training, competition activities so on.

Observation combined with various discussions with these groups of students helped us getting information on existing relations in the class, affective communication between students, group decision making, resolving various disputes regarding the group, the degree of socialization, communication and integration of group members.

The main objective of the experiment was to discover the different aspects of socialization and the degree of social integration of students through motor activities.

The first sample group (the experimental) was involved in a sports project initiation and selection which involved training students for basketball, so the young scholars had extra-curricular 2-3 trainings per week, also participated in numerous competitions and during physical education classes we focused on team games, relay races, competitions in which students have been required to exercise the capacity of cooperation, communication and socialization. The second sample of students (the control sample) had normal physical education classes focused on individual sports such as gymnastics, athletics, chess, badminton where the process of socialization, communication and relationship is not strongly developed.

Besides the observation method, we used the research method of group questionnaire, so we developed a 15 item questionnaire that examines issues within the group socialization, communication, members relationships, members acceptance ability.

7. Results

Following the responses of our students, we had achieved the following graphs:

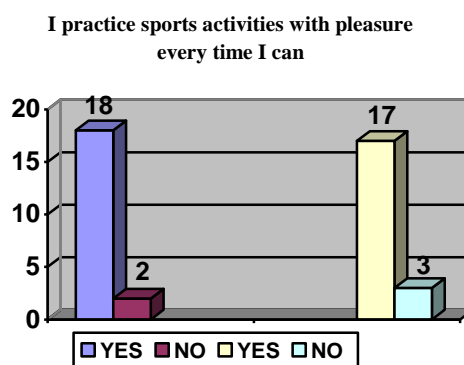


Figure 01. Item 1 – I practice sports activities with pleasure every time I can

Analyzing student responses we can see that the desire and availability for physical activity is very high, whether it is physical education classes and sports competitions or training sessions children from both samples have a high desire and about the same participation desire for such activities.



Figure 02. Item 2 – During sports activities I like to work in team, to help my colleagues, communicate and socialize

Looking at the chart above, the students belonging to the experimental sample recorded 19 positive responses, with an affirmative response rate of 95%, and only one negative response that represents 5%, and the control sample recorded 14 positive responses 70% from total, and 6 negative responses that represents 30% from total, so we can conclude that students in the experimental group who practice team sports, relay races, competitions between teams, like to work in team and likes to team up, communicate and socialize more easily.

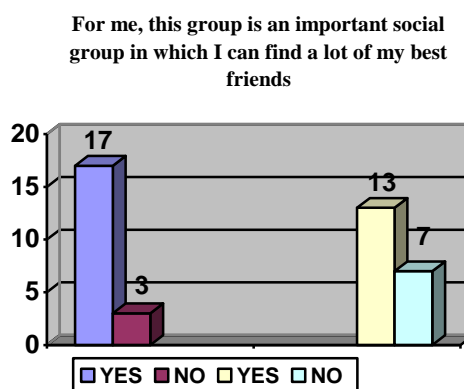


Figure 03. Item 3 – For me, this group is an important social group in which I can find a lot of my best friends

Regarding the item "For me, this class is an important social group which includes many friends of mine", 17 students from the experimental sample representing 85% said yes, while the control group were recorded answers percentage of only 65%, indicating that the groups that practiced team sports, children succeed to communicate and socialize effectively making lasting friendships, while in the control group witch practice individual sports and with a reduced frequency prefer to find friends in other activities other than sports.

My results are better when I practice sport alone then when I practice sport in a team

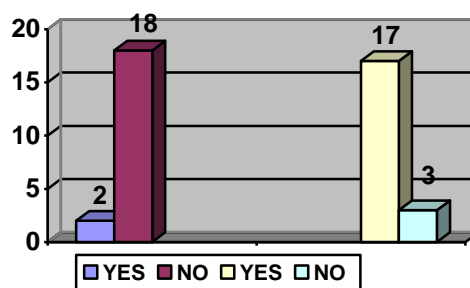


Figure 03. Item 3 – My results are better when I practice sport alone then when I practice sport in a team

At the question "My results are better when I do sports alone than when I practice sport in a team", 18 students of the experimental sample, representing 90% of the respondents, answered negative, two of them, representing 10%, responded positively. Regarding control group situation is opposite, 17 students, representing 85%, responded positively and only three students, representing 15% of the total, responded negatively, which indicates that the experimental group obtained higher performance and satisfaction through teamwork, as opposed to the control group who loves to play and perform alone.

I will miss my colleagues when the school year ends

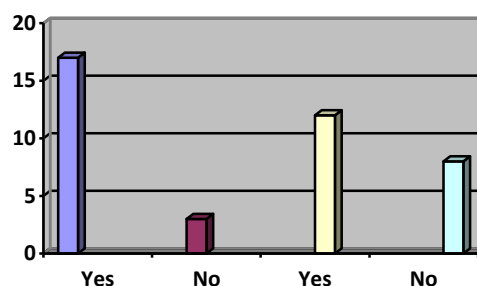


Figure 04. Item 4 – I will miss my colleagues when the school year ends

When asked if "I will miss my colleagues when the school year ends," 17 students, representing 85% of total, answered positive and only 3 of them, representing 15% of the total, answered negative, in the situation in the sample group the answers were 12 negative responses, representing 60% and 8 positive responses, representing 40%. Analyzing the results obtained in this item we can conclude that the experimental group teamwork has made its mark on group cohesion, socialization and communication developing lasting friendships and relationships. In the control group bounds between group members are not as welded and not immediate needs, students establishing just relations of friendship not exceeding the stage of pals.

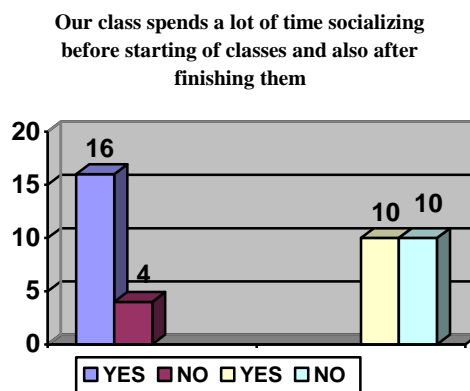


Figure 05. Item 5 – Our class spends a lot of time socializing before starting of classes and also after finishing them

At the question "Our class spends a lot of time socializing before starting classes and also after finishing them" 16 students from experimental group said yes, representing 80% of the total, and only 4 gave negative response, accounting for 20% of all students, and in the control group positive responses were equal to the number of negative responses 10, accounting 50% - 50%, which reinforces our belief that the experimental group practicing team sports communicate, socialize and have interest to organize itself even before and after the end of sport activities, while the control group only one side is interested to communicate with colleagues outside working hours.

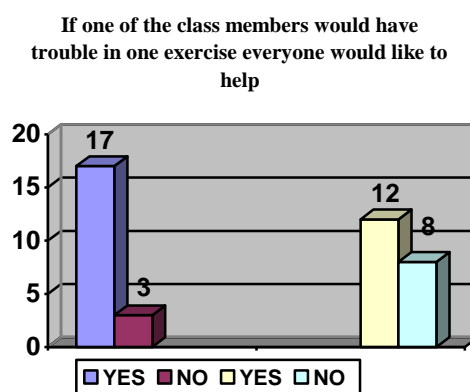


Figure 06. Item 6 – If one of the class members would have trouble in one exercise everyone would like to help

At the statement "if one of the class members would have trouble in one exercise everyone would like to help", experimental sample answered: 17 students yes, representing 85% of total, 3 students answered negative, representing 15 % of pupils, and the control group, 12 students answered yes, summing 60% from the total and 8 students responded negatively, representing 40% from the total, so we can conclude that in case of a problem the group with better cohesion, effective communication and socialization answer better, these communication and socialization processes develop social skills, spirit of self-help, cooperation, team spirit, spiritedness, while in the control group some members would prefer not to interfere in colleagues matters and let them fend for themselves.

Conclusions

The conclusions of this study highlights the results of the experimental sample in which we acted to develop socialization, communication, group cohesion through sports, team sports, contests, relay races, competitive activity, students developing team spirit, mutual aid, cooperation, social integration.

So we can say that "sport and physical activity contribute to the socialization of men and especially young people. Sports and physical education promotes respect for moral values in both the Olympic spirit and the core values of life in the community, favoring the integration of the group and communication skills." Turcu DM (2010).

Cârstea G. (1981) said about socializing character of sport "relationships created in by participants in various competitions circles are unusually durable and exercise an important role in social microstructure

formation" or "sport is a good opportunity of self revealing in open contact with others, it approaches the participants in these games, generates links between persons, attitudes and modes of behavior."

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Theories On Motivation To Participate In Free Time Physical Activity

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Abstract

Investigating the issue of physical leisure time activities is necessary in order to open up perspectives to adopt a positive attitude towards movement, as a priority activity in maintaining optimal health status by combating sedentarism. The independent practice of physical exercise and sport has thus become a priority in the policies of all civilized countries, with a view to shaping ways of acting through physical activities to combat risk factors to the health of the population. At the national level, the main concerns and challenges are at an early stage in this direction compared to other countries in the United States, as worrying statistics show us that we are the most sedentary population. That is why I consider as a priority the knowledge of the intervention mechanisms in attracting the population of all age groups into sports activities for health and recreation. Thus, I will present in this paper a series of theories and models that have been used to specify the variables that influence participation in physical activities and different conformities to health. The most important models and theories are Theory of Planned Behavior, The Transtheoretical Model; Cognitive Social Theories, The Model of Faith in Health and the Ecological Model.

Keywords: physical activities, free time, motivational theories

1. Introduction

Promoting an active and healthy lifestyle is at the base of the health and education policies in all developed countries. Studying the issue of physical activities and especially of free time in our country is at an early stage, with little available data on the reasons for physical activity.

The European Commission's 2010 Eurobarometer shows that the percentage of people who systematically practice physical leisure time remains far below the European average of 40%, with Romanians accounting for 21% of which only 8% regularly do these activities. Regarding practice opportunities, Romanians along with Bulgarians remain the most dissatisfied in the EU. Among the main reasons that prevent Romanians from doing these activities, the lack of free time is for 57% of them a limiting factor being exceeded in this aspect only by Cyprus by 62%. The main determinant factor for the systematic exercise of physical activity is health improvement (43%), EU average in this aspect being 61% (EC Eurobarometer 72.3, 2010)

The findings of the study highlight the worrying aspects of our country's situation, both in terms of the share of the population of all ages in physical leisure time activities and from the dual perspective of the development opportunities and motivation for them.

The contextual factors of participation in physical time activities are of great importance in increasing the prevalence of participation both as opportunities and motivation. Thus identifying the main factors influencing the practice of physical leisure time activities is a first necessary condition for shaping the intervention modalities.

In the specialized literature, there was a strong concern to determine the factors that favor the involvement in physical activity and their constant practice, on different age categories. If participation motivation in children and young people is mainly related to the need for movement and the satisfaction of playful needs, adult participation is determined by maintaining physical and mental health and creating behavior consistent with an active lifestyle by eliminating sedentarism. In the motivation for participation in physical activities, the most common factors encountered in research pursuing this direction are demographic and biological, psychological, cognitive, emotional, social, environmental cultures, behavioral attributes, abilities, physical characteristics, etc. Therefore, the motivation of participation in physical leisure-time activities is studied by researchers in the fields of education, sports, psychology, sociology. In order to develop programs and policies to promote them, it is necessary to understand the phenomenon through interdisciplinarity and collaboration towards various institutions within the formal or informal level on several levels.

Next, we will present the most important models and theories encountered and applied in programs and policies of encouragement for adopting a positive attitude towards movement, as a priority activity in the fight against sedentarism: Theory of the planned behavior, The transtheoretical model; Cognitive social theories, Model of faith in health and ecological model (European Commission, 2010).

The theory of planned behavior

It was introduced by Ajzen and Fishbein in the 1980s and originated in the field of social psychology of leisure. The theory argues that the individual performance of a particular behavior is primarily determined by the individual's intention to perform that behavior. In this case, intentions are "clues" about how much people are willing to make an effort to change their behavior. As a general rule of the theory is that a high degree of intentionality increases the individual's chances of changing his behavior in a positive sense. This is possible if the intention to change behavior is subject to volitional control, that individual by voluntarily decide to adopt a behavior. (Ajzen, 1991).

The theory aims at anticipating motivational influences that are not under the individual's voluntary control, determining the factors on which behavior change is based and explaining any type of behavior. The variables underlying behavior prediction are intentions, attitudes, beliefs, behavioral consequences assessment, subjective norms, normative beliefs, and motivation for acceptance.

According to theory, individuals opt for a certain behavior following a careful and systematic assessment of information that generates certain attitudes and beliefs. Individual actions are dependent on beliefs relevant to behavior. These beliefs are of three kinds: behavioral beliefs, normative beliefs (expectations), and control beliefs (relating to difficulty or ease of behavior). The link between intention and behavior is subject to the individual's beliefs about behavior, subjective norms, and the effects of attitudes. The subjective norms refer to what an individual thinks about the reactions of others if they practice that behavior (social pressure) or not. [National School of Public Health and Management (S.N.S.P.M., 2006)

The theory of planned behavior highlights the relationship between intention and behavior, as determined by the attitude of the individual to the behavior, the perception of the social pressure on its performance (subjective norm) and perceived difficulties and solutions implementation (perceived behavioral control).

The transtheoretical model

This is a model for changing the sedentary behavior of individuals through a progressively structured process in five stages: pre-contemplation, contemplation, preparation, action, and maintenance. Each stage is characterized by certain attitudes and behaviors.

In the first stage of pre-contemplation, the individual has no intention to become physically active and shows no tendency to change their behavior. In the second stage, contemplation, the individual intends to change behavior and become physically active within six months. At this stage, the individual is aware of the need to engage in physical activity but is not prepared. In the third stage of the training, the individual makes small changes in behavior by planning to engage in physical activity. In the action step the behavioral change is achieved, the individual switching to physical activity within a period of up to six months, after which he moves to the stage of maintaining the behavior becoming physically active. (Marshall, 2001)

Some hypotheses state that the transtheoretical model includes a sixth stage in which change becomes definitive without the chance of recurrence to sedentary behavior. This stage is called the stage in which the individual manages to maintain his behavior for a period of 5 years (Fallon, 2005).

Social-cognitive theory

It claims that most behaviors are influenced by social interaction and cognition in its context to explain aspects of human functioning such as action, motivation, emotion. According to theory, people in different social contexts are able to control their behavior based on cognitive processes through self-reflection and self-regulation. Autoreflecting is an ability that allows people to anticipate and plan their subsequent behaviors through a mental representation of future action in the direction of motivation to change the current behavior. Autoregulation is the ability to symbolize and conceptualize later behavior, determining the goals of development, perceived self-efficacy, perceived results and their assessment (Christmas, 2010).

The social-cognitive theory is one of the most widely used research in the study and promotion of physical activities. The basic factors of the theory are: knowing the health risks and the benefits of practicing physical activities, understanding the self-esteem that a person can exercise control over his / her health habits, health goals that people propose for themselves, the concrete plans and strategies for achieving them, the favorable factors and the social and structural impediments to the changes they are seeking (Bandura, 2004).

Self-efficacy has direct and indirect effects on behavior to participate in physical activities in terms of expected outcomes, self-regulation, and established strategies (such as goal setting and planning). Also, social support influences physical activity through its effects on self-efficacy (Tufănaru, 2007).

Model of Faith in Health (M.C.S.)

It is a mid-century model and was developed by Janz and Becker in 1984 to differentiate harmful behaviors from health. According to theory, the perception of the threat of illness and the assessment of specific behavior are the main determinants of behavioral change. The way in which a person perceives the situation with regard to the identification of risks and benefits, as well as the possibilities of acting, determines the change of behavior and not the objective reality.

For the prediction of behavior, six measurable variables are identified: the perception of susceptibility to illness, the prediction of the severity of the consequences of the disease, the benefits of a health-conscious behavior, costs or barriers to behavior, the motivation for action and health motivation (S.N.S.P.M., 2006).

In 2001 Mc Kenzie and Smeler show an application model of M.C.S. when practicing physical exercise for the prevention of cardiovascular diseases taken over by Tufanaru in 2007.

According to the authors, the application of the model, in this case, can be as follows: following a TV show about exercise and health risks, one person thinks of practicing physical activity. It is further informed about the effect of the practice and the consequences of a sedentary behavior, knowing that it is susceptible to a serious cardiovascular disease due to genetic predisposition, unhealthy eating, and hypertension. Thus, the person comes to the conclusion that he has to give importance to these things, knowing that by practicing physical activities the onset of a heart condition may be delayed, or may increase the possibility of survival if it occurs. At the same time, she realizes that practicing physical exercise takes time, and she does not have too much free time because of the busy work schedule and identifies additional shortcomings from this perspective. The person will balance the benefits and barriers and will eventually make a decision on practicing or not practicing physical exercises (Tufanaru, 2007).

The ecological model

It was at the basis of many research on the promotion of physical activity and a healthy lifestyle, having as a point of reference the mutual link between the individual and the environment on the determinants of influencing behaviors. Unlike psychosocial models that focus on changing behavior on an individual and social background, the environmental model, including physical environment and support policies, expects to be much more effective at behavioral change interventions. This hypothesis of the model is based on the fact that the physical environment and policies have the role of moderating the effects of individual interventions (Kerr, 2010).

The model was developed by Urie Bronfenbrenner's theory of systems in the 1970s, which focused on the relationship between the individual and the environment with concern for child development (Bronfenbrenner, 1994). The model was later taken over by several authors, including Kenneth McLeroy (1988) and Daniel Stokols (1992) who identified the basic assumptions that are at the basis of the model and used it in studies on promoting good health behaviors (Glanz, 2008)

McLeroy identifies the determinants of the ecological model for forming and conforming health behaviors:

- intrapersonal - related to individual characteristics such as knowledge, attitudes, behavior, skills, self-esteem, development history, etc .;
- interpersonal - that are related to the formal and informal framework including family, friends, relationships between colleagues and school;
- institutional - formal or informal institutions that include operating rules and regulations (associations, clubs, organizations);
- communities - collaborations and (contractual) relationships between informal institutions, organizations, and networks;
- policies - laws and norms developed at local, national and international level (McLeroy, 1988).

McLeroy's model has been adapted to interventions to promote physical activity by adding physical environmental factors, which are considered as essential elements in the ecological model of physical activities, taking place in specific physical environments (fields and sports halls, bicycle paths, etc.) that are likely to influence quantity and type of activity (Sallis, 1998).

According to the ecological theory, influences on participation in physical activity are determined by factors that affect several levels of influence: individual, social and cultural, physical and political (Keer, 2010). Multi-level action increases the probability of adopting physically active behavior. According to the model, the most effective interventions, on motivating an individual for physically active behavior, are when assisted by the Victorian Curriculum and Assessment Authority, 2010:

- infrastructure - safe, attractive and accessible places;

- implementation of programs to encourage the use of infrastructure;
- using media and community organization to change social norms and culture (Sallis, 2006).

In 1998, James Sallis and Adrian Bauman presented some guidelines according to the ecological model for interventions in physical activity (Bandura, 2004):

a. most effective interventions in physical activity are when targeting changes in four areas: interpersonal, social, physical and political environment. In this case, the emphasis must be put on combinations of tactics so that each factor determines an influence on others.

b. Interventions should be adapted for each "behavioral setting", representing the context (physical and social) in which behavior takes place. For example, setting up a bicycle track in the city can stimulate individuals to go cycling to work. This may increase the attractiveness of this means of travel if, in addition, the community promotes and organizes cycling competitions.

c. Some interventions on the promotion of physical activities aimed at removing obstacles, such as removing street crime that prevents individuals from walking, while others pursue the provision of infrastructure for promotion (pavement and bike paths).

d. environmental interventions must be exercised before educational ones to prevent the promotion of impossible or unrealistic programs. Policies should ensure removal of barriers and facilitate infrastructure development through opportunities for education programs likely to be successful.

e. combinations of educational and environmental interventions depend on behavior. When physical activity is encouraged in institutions (schools, sports associations) educational and environmental influences may be exercised equally. When interventions target individuals with sedentary behaviors, the role of educational interventions increases. In these programs, it is recommended to change policies and media to determine engagement in physical activity (Sallis, 1998).

According to a recent recommendation on the Environmental Model Approach to Physical Activities, published in 2010 by the Victorian Curriculum and Assessment Authority (VCCA), it is specified that the spheres of influence structured on the four levels should address the following factors:

- at the individual level (psychological, biological and demographic):
 - knowledge, attitudes, behaviors, perceived barriers, motivations, rewards;
 - skills (including basic and specific motor skills), skills, disabilities or handicaps;
 - age, gender, level of education, socio-economic status, professional status;
 - self-sufficiency.
- at the social level (relationships, culture, and society with which the individual interacts):
 - family - including the influence and support of parents, siblings, spouses or partners;
 - colleagues;
 - institutions and organizations - school, workplace, community organizations;
 - access to social assistance networks or social isolation;
 - the influence of health professionals (doctors, coaches, teachers);
 - community rules;
 - access to culture
- the socio-economic status of the community.
- physical (environment and man-made infrastructure for the development and promotion of physical activities):
 - natural factors - weather and geography,
 - availability and access to parks, playgrounds and recreation areas, sports halls, sidewalks, bicycle tracks,
 - the quality of the perceived facilities,
 - safety of crime and traffic speed,
 - community design of house and block density,
 - public transport.
- at the political level, it contains laws and regulations and recommendations aimed at regulating participation in physical activities starting with institutions (school, workplace) and continuing with local, national and international activities. These policies are Urban Planning, Active Transport, Health, Environment, and Policy Financing (at school or workplace level) (V.C.A., 2010).

2. Conclusions

Due to the precarious situation in Romania, the deepening of the phenomenon of promoting regular physical activity and the evaluation of the motivations and the barriers to participation in a scientific framework is a necessary step in order to outline the ways of intervention in this direction.

The contextual factors of participation in physical leisure time activities such as the physical and social environment are of great importance in increasing the prevalence of participation both as opportunities and motivation.

Motivation is the main determinant for addressing an active lifestyle, followed by social support, self-esteem, attitudes, and intentions. The attitude factor indirectly predicts participation in physical activity, and the correlation with self-efficacy is moderate.

In implementing national programs and policies, greater attention should be paid to the physical and social environment that is of great importance in increasing the prevalence of participation. Practical opportunities are the main limiting factor indicated by the Eurobarometer studies, Romanians being the most dissatisfied in the EU from this perspective.

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Socialization Through Motor Activities At The Primary School Level

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Abstract

Motor activities are an important framework in youth development being more and more important in modern society. This period of development and primary socialization is fundamental in further development of our children. Transition from pre-school to school can be a shock or a barrier in the process of integration of children in school groups and society, a problem in communication could develop a certain level of anxiety.

This study examines the importance of motor activities in the process of socialization and integration of school youth, in the following we will try to demonstrate the importance of motor activities at primary level, which is a source of socialization through which the child makes a fundamental integration and social adaptation, reduce anxiety, assimilates a set of attitudes and moral values.

Research methods included literature review, methods of observation; the results demonstrate the importance of motor activities in socializing students at this age level.

Keywords: motor activities, socialization, social integration.

Introduction

Motor activities are an important source of socialization, communication and social integration being an ideal setting in forming young people and their further development.

Social learning theory has shown that socialization is done best in sport activities. According to specialists, practicing physical activities or sports influences youth personality and creates positive effects on the body and the mind. So to understand the importance of motor activities, or sports in general, in the process of socialization between students, we believe that we should start from the definition of socialization in sports. Epuran M. (1998) defines socialization in sport as "socialization has two meanings, which we can call them individual and group. The first is defined as (quoting Vlăsceanu L.) "the psychosocial process of transmission - acquiring the attitudes, values, perceptions and patterns of behavior specific to a group or a community so that it could form the adaptation and social integration of a person" . The second meaning concerns (quoting Vlăsceanu L.) "expanding the number of individual agents controlling or directly participate in the development of a system, subsystem or sector." "The athlete, as human being is characterized as being bio-psycho- social being unable to achieve its full manifest outside his socio-cultural determinants, determinants that can be optimized in a well-balanced society." "In its turn performance is also determined by socio-cultural factors which helps the individual components skills and attitudes manifest maximized in terms of scientific training."

Referring to the starting point of socialization in sport Epuran M. (1998) states: "Humanistic sciences, particularly psychology, sociology and pedagogy has agreed a long time ago the main aspects of the socialization of individual, his training for social life (family, group of friends, school, work and sports). In the language of this sciences the highest frequency it has next terms: social learning, interactive communication, personal preferences, group membership, membership affiliation, group structure, leadership, control, imitation, role, status, integration, compliance, ritual, conformism , social values as nonconformist, aggression, isolation, etc.. "

The role of socialization in sport is special, the period of formation and primary socialization is a fundamental one in the further development of the child, Epuran M. (1998) structures this phenomenon in two ways: "keeping us in the first part of socialization, named individual, appear still two areas: socialization in sports and socializing through sports." Regarding socialization in sport he states that "is basically athlete's integration problem in system of attitudes, skills, needs and social structures of the sports group, group membership obliges knowing its rules."

In conclusion he states "sport must structure its socio-educational system in accordance with its specific and resist to dissocializing influences of the current era." "Sport is a system like other social systems, and they have, their own regulation of functioning and integration of its members.

Motor activities sources of socialization

Socialization through motor activities aims a wide range of consequences in practicing physical education: starting from the development of motor skills and social competence, to the acquisition of values and social norms. In other words "refers to what is learned in sports without necessarily seek out sport utility." (Patriksoo G. 1996). When we refer to socialization through motor activities we focus our attention on the effects of participation in these sports activities to other spheres of life. In fact these two aspects are intertwined; socialization is an ongoing dynamic process.

After the author Serban M., (1998) socialization represents "a process of social integration through communication, understanding, cooperation, with interaction role for active and conscious conflict resolution. It is structured on cognitive constructions, affective and motivational individual, as well as representations, behaviors and performance of sports groups".

We can structure socialization as Serban M. (1998) said: individual socialization who "is based on integration through active acceptability according to specific conditions and requirements, with readjustment in terms of the group or team, in fact, a dissocializing / re-socialization on another plane of collective socialization" and anticipative socialization "updating values and guidelines for success in a new relationship, by resizing the roles in sports group, actually an adaptive social learning, conscious, cognitive, creative, emotional and motivated case."

The area of sport socialization can be extended and analyzed also in relational fields like psychology of the behavior (personal conduct, emotional, intellectual), group sports, sociometry and sociotherapy (sociodram proposed by Moreno), leading role or group membership, identity and social status, the theory of social comparison etc.

Bogdan Mita , Letitia Miculescu Camelia Dumitru (2002) in the study "Sport, socialization and practice in contemporary Romanian society" examines the role and importance of sports, teachers and parents in the social integration of children through motor activity. The research was conducted in 2002, in Bucharest on a sample of 550 students, 416 parents and 158 teachers, and emphasized the importance of sport classes, but especially the influence of parents and teachers in educating the taste for sport. Thus we can say besides family, the first and most important social group, other groups contribute to the socialization of individuals: classmates, group of friends, school group and later professional staff. One of the ways that socialization within the group of friends or colleagues is achieved is through sports. Individuals learn through sport to work together, to take on specific roles within the group and to define themselves within the group.

C. Gavrilă, Gavrilă N. (2005) emphasizes the role of parents and the importance of socialization of children through sport activities, stating that "physical inactivity and its consequences, parental implication, fashion and cultural usages leads many parents in finding solutions for spending leisure time and socialization through sport. Offers range is very extensive, from optional physical education classes from kindergartens and schools to special sport centers for children. And in the case of performance sports we talk about secondary socialization, institutional type. Norms, rules and organizational values influence the manner of socialization and the identity of each one."

Jean-Charles Basson, Andy Smith (1998), in the study "Socialization through sport. Social representations through sport" analyzed socialization through leisure sport activities, referring here to the practice of sports games such as volleyball, jogging, basketball, skateboard, rollerblading, cycling etc. which are opposed, as according to the authors, institutional socialization, that achieved in sports clubs and seen as a "social self" that does not cover the real needs of young people.

Turcu D.M., Todor R., (2010) - Study regarding "Socialization through sport. Effects of physical education and sport" analyzes the complexity of sport and physical activity and the influence on man and society because "this activities produce beneficial effects on health maintenance, tonus and personality development." Also the authors concluded that "time has validated the positive effects of physical activity and sport on self-concept, self-esteem, anxiety, depression, pressure and stress, self confidence, energy, mood, efficiency and wellbeing. Sport and physical activity contribute to the socialization of men and especially young people, in circumstances where there is a good control. It is said that socialization in sport can be promoted only when there are highlighted moral qualities, attitudes, skills and rules assimilated in physical activities can be transferred to any other social sphere and can be adapted to the specifics of any other social institution. Sports and physical education promotes respect for moral values in both the Olympic spirit and the core values of life in the community, fostering integration in the group and society and communication skills."

Epuran M. (1998), quoting I. Vlăsceanu presents two ways of socialization one achieved by practicing physical exercises individual and one in group. The first is defined as "the psychosocial process of transmission - assimilation of attitudes, values, perceptions and patterns of behavior specific to a group or a community to form, adaptation and social integration of a person". The second meaning refers to "expanding the number of

individual agents controlling or directly participate in the development of a system, subsystem or sector of activity."

Rusu, A (2000) states that "viewed as a social institution, sport has its own sociological base in society, in that it has regulations, specific laws, sanctioning ways, it establishes relationships (social and cultural) and communication systems, identification of role-sets and status-sets, their ideology and principles" or "for nowadays societies (modern) sport acquires other connotations as: it becomes increasingly important in the sense that it is practiced by an increasing number of individuals within the school or leisure, it is followed with great interest (either directly or indirectly as a spectator or media), for most it has become a profession.

A summary of the most important opinions of specialists concerned with issues of socialization and social integration through sport is conducted by Stanescu M., (2000) "Physical education and sport - factors for socializing process":

"Motor activities of great complexity, through structure and functionality, physical education and sports are constantly revealed new meanings with implications for human development and society in general. Among the constant concerns of specialists in the field are those related to physical education and sport and the contribution of this to the process of socialization and social integration of the individual.

Starting from the definition of socialization, according to which it represents "a fundamental social process through which any society is projecting, reproducing and performing the proper conduct of its members, normative and cultural model", physical education and sport can be considered factor of socialization and social integration, due to their characteristics:

1. Takes place mainly in groups, thus facilitating interaction between individuals (basic condition of socialization). Model in which it is organized the interaction of individuals in physical education and sport, determines different levels of manifestation. In some cases, like sport games, the need for cooperation is huge (basketball, volleyball, football, rugby, handball), in others the need for cooperation is reduced (competitions for individual sports teams).

2. By its content and organizational form it is created an psycho-social environment that allows apparition and manifestation of all types of interaction, from the cooperative to the adversity. By the specific of organizing physical education, sport branches, individuals simultaneously fulfill cooperative roles - members of their teams, but also adversity - with other team members.

3. Physical education and sport puts the individual in a position to assess and evaluate others and himself, which contributes to the formation of self-image. Socialization is favored due to the fact that physical education, but especially sports involve competition between individuals and groups of individuals. Through competition it is realized the comparison with itself and others, it ranks values.

Motor behavior in physical education and sport is socializing because it favors the emergence of the phenomenon of social facilitation, communication, cooperation, social interaction involved. In terms of socialization, schedules and forms of personal interaction are more important than the branches of sport. Some of those determining factors are: the degree of cooperation between individuals, quality of the management, competitive spirit, the importance given to the victory, the share of individual activity and freedom of taking decision.

Physical education and sport can be considered factor of socialization and social integration, due to their characteristics Stanescu M. (2000):

- takes place mostly in a group, thus facilitating interaction between individuals (prerequisite socialization). The model in which it is organized the interaction between individuals in physical education and sport, determines different levels of manifestation

- through its content and forms of organization it is created an psycho-social environment that allows emergence and manifestation of all types of interaction, from the cooperative ones to the adversity. Through the specific of organizing physical education, sports branches, cooperative roles simultaneously meet individuals - members of their teams, and adversity - with other team members.

- physical education and sport bring the individual into a position to assess and evaluate others and himself, which contributes to the formation of self-image. The socialization is favored due to the fact that physical education, but especially sports involves competition between individuals and groups of individuals. Through competition it is realized the comparison with itself and with others, it ranks values.

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The purpose of socialization is to socially form a competent person, to recognize the society values, norms and patterns of behavior. Socialization process thus involves the acquisition of social competence and interpersonal skills training.

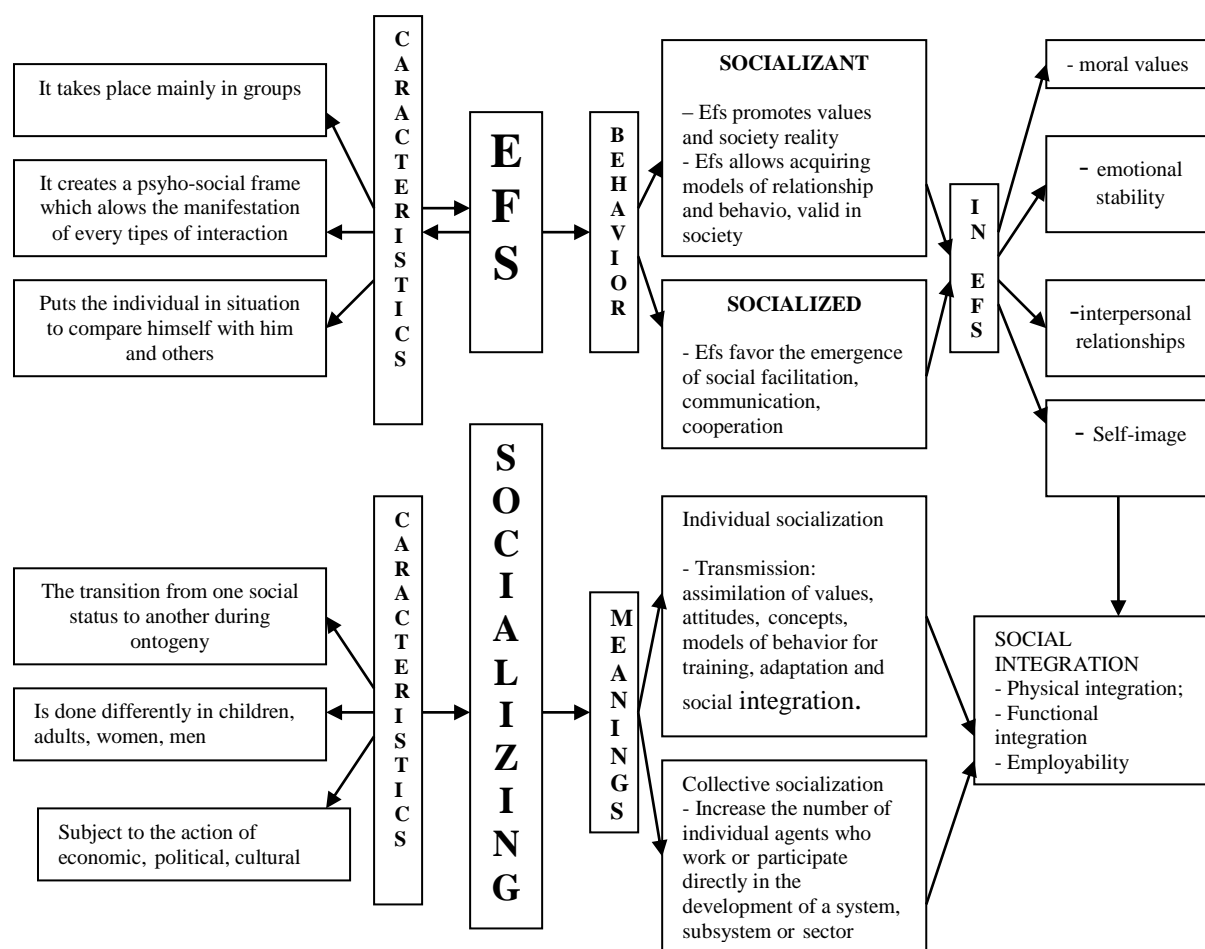


Figure 01. Physical education and sport - Factors of socialization process Stanescu M. (2000)

Florea A., (1998), notes the importance of extracurricular activities in the development and socialization of students: "physical education activities and extracurricular activities are just those that reveal new sides of the behavior, the motor act in his direct relationship to social work" or "a big importance it has the value of these activities, being equally prevention, compensation and therapy, sports activities stimulate collective integration of the individual, educating cooperative attitude, honesty and fairness."

Serban M., (1998) analyzes the influence of socialization into sports games, stating that "sport is essentially psycho-social, which includes multiple relationships between individuals, with feelings, emotions, attitudes, ultimately their behavior in specific environments (partners, opponents, fans etc.) and the nonspecific, bound to daily life" or "game reflects social existence, of acquiring knowledge by motor and mental action, they reproduce social relations by rules written and unwritten, between cooperation and non-cooperation, aimed at solving problems and overcome them through action." "sports game has psychosocial connotations, with individual behaviors, such as: motivations, perceptions, attitudes, beliefs, opinions, behaviors, attitudes, traditions, moods and feelings, as with the structured collectively as: conscious organization, relationships and tasks intra-group, reality and common objectives, management structures, etc."

Antonios A. Ionescu I. (1998) – "The dependence of pro social behaviors and progressive costs and level of involvement in work practice exercise" examines pro social behavior through the socialization through

sport saying that "in the process of socialization is found that people shall assist each other proverbs as "a friend in need is a friend indeed" or "together for better or worse", reflecting the life situations in which pro social behavior is nuanced differently depending on many factors (social responsibility norm, the norm of reciprocity, state affective system attributes socio-cultural history, etc.)."

Constantinescu A., (2009) study "Characteristics of human communication in the process of socialization through sport", summarizes the importance of communication in the process of socializing through sport by saying that "socialization is a progressively process and accumulating in which the children, over the period of growth, assimilates the behaviors, values, codes, roles, habits, conventions and ways of thinking, characteristic for the socio-cultural environment. Good socialization is achieved using communication." Here the author underlines the idea that "socializing process facilitates, in the same time, the existence of normal social life, providing stability and proper functioning of social structures, cohesion and inter-group socialization." "individuals assimilate a whole system of knowledge, attitudes, skills and moral rules necessary for social life intra-community developing imagination and creative capacity, in the same time with the affection between balance of moral and psychological."

Ungureanu O., Antohi N., Luchian M., Clapon, G., Lupu, A., Paveliuc, P., (1998) - "Study regarding socializing phenomenon in juvenile performance sport", based on assumption that it is possible to know and intervene on social elements (formative and integration) can increase performance capacity of young groups, they had conducted a study on the elements which determine the performance of juvenile socialization (student athlete, family, school and operating unit performance) with a representative sample of four football and basketball teams, based on social survey research method and mixed questionnaires. There was a downward slope on motivation for sport and highlights the idea that we must intervene in the direction of social stimulation and support of the student and inform through socialization policy makers (family, parents) for the support of students with bio-motor potential stating that "socialization of sport performance represents a complex psychosocial process conditioned by many economic and non-economic factors" or "during socialization it is realized the transmission and assimilation of values and behavioral patterns of individual and group sports, the purpose is to adapt, develop social integration of the individual."

The game, the competition and the motor activities has very specific and important roles in the overall process of socialization. The image on itself is not natural born, but is developed through socialization during childhood as a result of going through different experiences and roles.

As stated by the authors Gavriluță C. and Gavriluță N. (2005) "sport develops teamwork and increases self-confidence. Without a doubt, the biggest gain of socialization in sport is that it develops in us the idea of social belonging and team spirit".

The desire for belonging and recognition is causing the child to always model the communicational system and method of relationship. Here is what Cârstea G. (1981) said about socializing character of sport "relationships created in circles of participants in various competitions are unusually durable and perform an important role in social microstructure" or "sport is a good way of revealing your own personality in free contact with others, sport appropriates the participants in these games, generates collegial links, attitudes and modes of behavior". Through games and sports competition, the child can gain confidence and can try new forms of networking so as he can highlight his potential and qualities.

Children learn the difference between themselves and the role they play. As they grow, children pass from noncompetitive gaming to competitions and ball games. At the stage of the game (more accurate at the stage of competitive games), children face more stringent rules and regulations. They develop a reflexive conception of self and their position in relation to others, and in addition self-image analyzing and image that others have of them. They become self-conscious social actors.

After Canadian sociologist G. Rocher, quoted by E. Peacock (1982) socialization is "the process in which the human person acquires and internalizes throughout life, socio-cultural elements of the environment integrate them into his personality structure under the influence of experience and significant social agents and thereby adapt to the social environment in which you live."

Socialization is the process of integration and adaptation of the individual to society through learning in the frame of the family, school, institution, profession, cultural products that enable coexistence in society: language and other means of communication, cultural patterns of that society, ways of thinking rules and moral values, legal, scientific, political, social roles.

Subject ability for socialization is one of the essential characteristics of his human nature. Human socialization is required for: the existence of human impulses and not of invariable instincts as animals; the need for human interaction in childhood, long dependence on adult, learning capacity characteristic for human species, the biological availability of learning to speech and symbolic language.

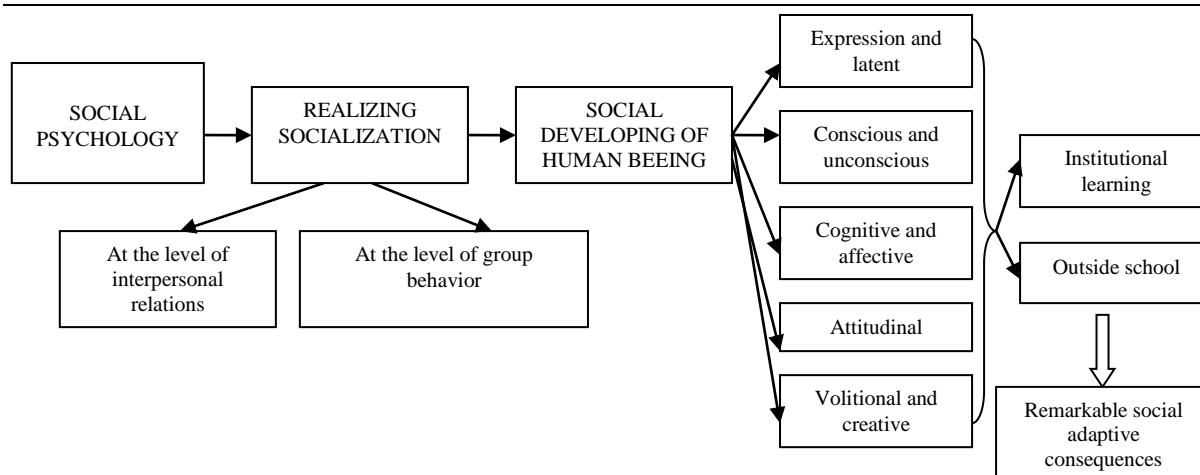


Figure 02. Social Psychology and Social Integration

Conclusions

Socialization aims child's social integration, in the definitions of socialization there are still many differences that concern either scope or mechanisms or means of achieving either determinant factors. Socialization supposes the integration of future adults in society to shape socially bounded by adults. It is therefore a process of gradual assimilation of the social and converting its specific personality characteristics.

Thereby motor activities represent the perfect framework in developing young people, the period of forming and primary socialization period is one fundamental to the further development of the child. So sport can provide a framework of support and encouragement for children, developing relationships, communication and social integration.

Besides family, the first and most important social group, other groups contribute to the socialization of individuals: classmates, friends group, school group and later professional staff. One of the ways that socialization within the group of friends or colleagues is achieved is through sports. Individuals learn through sport to work together, to take on specific roles within the group and to define themselves within the group

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Studiu Privind Impactul Socializator Al Activităților Motrice Asupra Unui Stil De Viață Sănătos Al Studenților

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Abstract

In the present study, we tried to discover the values or the effects considered essential for the development of positive attitudes in practicing motor activities by students. The study had as main research method the survey and the research sample included a total of 100 students from the "Lucian Blaga" University of Sibiu. Research findings showed that students are aware of the beneficial effects of motor activities both on the biological, psychological and socio-cultural level. Gender differences show that opinions are divided, male students consider the physical and social effects as most important assets developed by the motor activities, while feminine students consider exponential for the motor activities effects, the mental and sanogenic effects.

Keywords: socializing, motor activity, health

1. Introduction

During student activities life, motor activities have as the primary objective the continuous training and development of the youth. Within students motor activities through practical activities of various sports, students can develop and harness the skills and their talent, ensuring also an ideal setting to strengthen the motor skills, the development of motor capacity, improving the major functions of the body, developing moral values as respect for self and opponent, fair play, help needed, perseverance, attention, memory (Tufan, 2015).

Specialists define the notion of sport as a generic meaning, this representing "all forms of physical exercises and dynamic games character more or less spontaneously and competitive, with origins in traditional games and major founding myths of modern civilization and its diversification of link that conveys values that come from contemporary lifestyles" (Dragan & Teodorescu, 2002).

We focused our interest towards such a theme because we met a growing interest of young people for such activities, or because we analyzed the consequences of lack of physical activity with adverse effects on human life (obesity, body mass index increased, deformation of the spine, heart problems etc.) also practicing motor activities can improve socialization, communication and intergroup relationships.

As regarding the establishment of the overall objectives of physical education in higher education, experts highlighted the following objectives: the formation of a healthy lifestyle by practicing outdoor physical exercise, the revival of tourism activities, preservation of health and the capacity to adapt to various ambient conditions; develop team spirit and competitive spirit, having as primary scope to integrate the young students into society; independent and continuing practice of the physical exercise or sport branches; the integration of specific knowledge and techniques of optimization in physical education, and the development of motor capacity. (Stoica, 2004).

From the pedagogical perspective we emphasize the tasks of physical education, systematized by the specialist as: establishing a harmony between body and soul; developing and strengthening the body, building the physiological capacity of the body; correcting and improving physical disability; getting used with the sanitary rules (Ionescu, 2010).

Also, sports activities develop communication, intergroup relationships, and group cohesion. We can demonstrate that motor activities can develop group cohesion positive intergroup relationships development, the discovery of group leader and most importantly integrate and reintegrate children into the social group. Group cohesion is very important in the evolution of school performance as a group, therefore in groups where we can find positive relationships as sympathy, friendships and cooperation the work efficiency is greater. (Sopa & Pomohaci, 2014 a).

Related to physical education and its effects on cohesion, of the groups, experts say the following: physical education can also improve the cohesion of groups having a good cohesion of the group is considered important and may lead to better performance of the group. The relationship between cohesion and performance

has been studied by many researchers, the majority concluded that "the connection between performance and cohesion is mutual" (Sopa & Pomohaci, 2014 b). Also, successful groups and teams are built around strong leaders and the importance of this role is growing in nowadays sport in all categories (Sopa & Pomohaci, 2015 a).

Physical education specialists and also from the field of psychology, sociology, pedagogy and medicine have established objectives of this domain, each in terms of their scope. Among these approaches, we cannot find major differences. So the physical education and sports must satisfy the following set of objectives: maintaining an optimal health and increase working capacity and life of those who practice physical education and sports activities; the development of the basic motor capacity and those specific to other fields of sports; training and conscious habit of practicing correct physical exercise, in an organized and independent way, especially in leisure sport activities; forming a large system of motion and motor skills, but also valuing it in sporting activities; the effective contribution to the development of intellectual traits and qualities, civic, moral, etc. (Cârstea, 2000).

Another important contribution of the motor activities is their socializing role, demonstrated by many researchers from different fields saying that these activities represent the perfect framework in the social development of young people. (Sopa & Pomohaci, 2014 e).

The specialists appreciate that another form of physical activity, considered as "a bridge between sedentary and active life", which through the way of action connects the static and dynamic attitude of the human body, is stretching. Practiced regularly, before and after physical effort, independently, as a form of movement, but also "associated with other motor activities", stretching helps in improving the flexibility of muscles and causes a good and relaxing feeling, improving quality of life (Macovei, 2012).

Many skills are learned by young people with the help of team sports, one of these is even the competition. Nowadays we meet competition every day and in every area. As adults we meet competition when looking for a job or trying to find better jobs, students meet competition for better grades (Sopa & Pomohaci, 2015 b).

The systematically and regularly practice of sports activities contributes to eliminating or reducing some deficiencies related to the somatic profile at the functional level of the body, supporting motivation for moving, controlling emotions, stress reduction, planning and organizing the work and leisure time activities, development of relationships, intra-group communication, and socialization improvement. Socialization through sport is a process of social integration through communication, understanding, and cooperation, an interactive role for conflict resolution. Therefore, is structured on cognitive constructions, affective, and motivational, as well as representation, behaviors and performance of sports groups (Sopa & Pomohaci, 2014 c).

Also, situational factors are important for the cohesion of the group like living close to each another, sharing the same hobbies and activities, the same uniforms or clothing, group rituals etc. (Sopa & Szabo, 2014).

Some of the most important aspects of a healthy lifestyle values are expressed in synthetic frame by experts, a summary of the characteristics or components of a lifestyle promoting the following aspects: constant and active participation in physical education; the pro physical movement; concern for improving and maintaining optimal health status; recognition of risk factors for health; concern for knowledge of the human body; knowledge of hygiene rules (Uță, 2012).

Seen as a social institution, sport has its own base in society, it has rules, laws specific ways of sanctioning, binding friendships (both social and cultural) and communication systems, principles and ideologies (Sopa & Pomohaci, 2014 f).

Besides family, the first and most important social group, other groups contribute to the socialization of individuals: schoolmates, friends group and later professional staff. One of the ways that socialization within the group of friends or colleagues is performed is sports. Individuals learn through sport to work together, to assume certain roles within the group and to define themselves within the group (Sopa, 2014 a).

Socialization through sport is a complex process in which individuals learn skills, attitudes, values and ways of behavior that allows functioning in a particular culture. These modes of behavior are learned in institutions like school or family (Sopa & Pomohaci, 2014 d)

2. Aim of the research

Through this research, we wanted to know the opinions of students in higher education at the University "Lucian Blaga" concerning: sports activities preferred by students, the impact of motor activities on the human body, socialization, and communication, cohesion of the groups, education through sports of a healthy lifestyle.

The research objectives

Among the research objectives we can include: identifying the student opinions about the concept of a healthy lifestyle through practicing sport, effects of motor activities on the human body, socialization, and communication, group cohesion, knowing the student options for practicing certain motor activities.

3. Research hypothesis

Knowing the student preferences regarding the motor activities and their relation with the development of a healthy lifestyle through sport can offer, as managers of teaching act, the guideline data for practical and methodological approaches from student sports disciplines.

4. Materials and methods

In this research, we used the following research methods: the method of investigation and data collection (theoretic documentation) statistical methods of processing and interpretation of data, the survey method - questionnaire of opinions.

5. Results

The sample of the questionnaire included 100 students from various specializations within the "Lucian Blaga" University from Sibiu. We used the demographic data to have a clear picture of the group of subjects, such as age and gender. Later we will use the gender analysis to show whether there are differences between feminine and masculine opinions. Age - most students interviewed had the age between 19 and 20 years (67.4%), according to Figure 1 and Table Nr. 1, with a mean of 20 years.

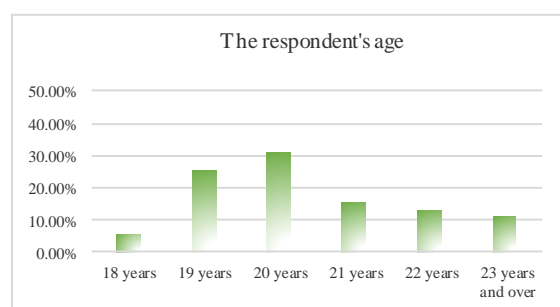


Figure 01. The respondent's age

Table 01. Statistics regarding the age of the questionnaire respondents'

The age of the respondents	Cases	% N = 100
18 years	5	5%
19 years	25	25%
20 years	31	31%
21 years	15	15%
22 years	13	13%
23 years and over	11	11%
Total	100	100%
<i>Arithmetic mean</i>	20.91	
<i>Median</i>	20	
<i>Standard deviation</i>	2.92	
<i>Skewness</i>	2.72	
<i>Kurtosis</i>	8.20	

Gender distribution of the questionnaire respondents

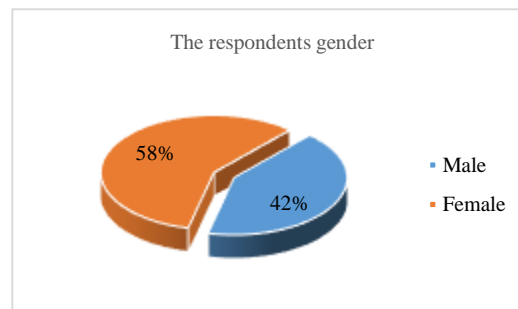


Figure 02. Gender distribution of the questionnaire respondents

The students were asked to appreciate which of the following values of effects they consider essential for developing a positive attitude for practicing motor activities.

Table 02. Students' answers regarding the questionnaire items

Values or effects of motor activities	5	4	3	2	1
1. Maintaining the optimum body condition	60	26	11	1	2
2. Improving the functions and body systems	49	25	22	3	1
3. Keeping high indexes of some certain activities ability	45	30	14	3	8
4. The knowledge of acts and motor activities	33	20	24	13	10
5. Developing social values (communication, collaboration, socializing, relationships)	62	21	13	1	3
6. The development of cognitive capacities (thinking speed, memory, attention, boldness, ambition)	41	14	17	15	13
7. Developing creativity (imagination, rapid adaptation to new systems, initiative)	45	15	18	13	9
8. Promoting moral values (fair play, mutual aid, honesty, modesty, dignity)	55	21	10	9	5
9. Networking with peers involved in activities	58	22	10	6	4
10. Staying healthy	57	19	11	10	3
11. Developing group cohesion	50	17	17	10	6
12. Reducing the level of violence	40	30	21	4	5
13. Forming a positive self-image	38	21	23	10	8
14. Training constant habit of practicing motor activities during your leisure time	45	20	19	8	8
15. Positively influencing physical characteristics	48	22	25	4	1

Table 03. Statistics regarding the answers of the questionnaire items

Questionnaire item	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	T-test on gender
Item 1	4.41	5	0.88	-1.73	3.35	0.522
Item 2	4.18	4	0.95	-0.88	0.04	2.050
Item 3	4.01	4	1.20	-1.27	0.83	0.340
Item 4	3.53	4	1.34	-0.45	-0.95	2.542
Item 5	4.38	5	0.96	-1.74	2.93	2.392
Item 6	3.55	4	1.47	-0.48	-1.22	0.102
Item 7	3.74	4	1.38	-0.67	-0.90	2.380
Item 8	4.12	5	1.21	-1.25	0.45	3.060
Item 9	4.24	5	1.11	-1.48	1.38	2.600
Item 10	4.17	5	1.16	-1.22	0.36	1.424
Item 11	3.95	4.5	1.27	-0.92	-0.35	1.232
Item 12	3.96	4	1.11	-1.01	0.50	-0.843
Item 13	3.71	4	1.29	-0.65	-0.65	1.453
Item 14	3.86	4	1.30	-0.87	-0.36	2.380
Item 15	4.12	4	0.99	-0.76	-0.34	-0.876

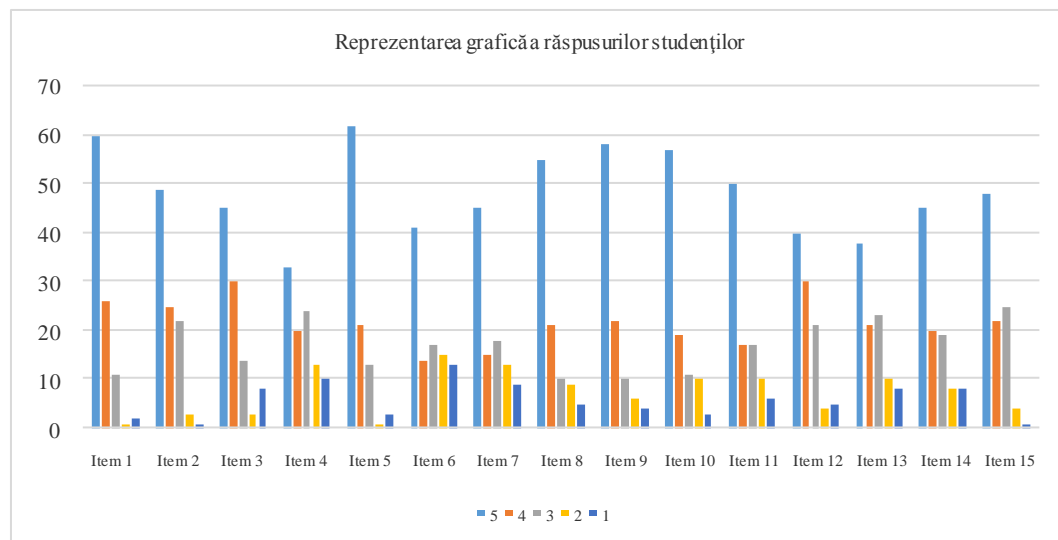


Figura 03. Reprezentarea grafică a răspusurilor studenților la chestionar

6. Conclusions

Analyzing Figure 1 we can see that many students are aged between 19 and 20 years (56% of total). And regarding gender composition we can see that most of the students (58% of total) are female and 42% of respondents were male.

Asked to answer which of the following values of effects they consider essential for developing a positive attitude for practicing motor activities, the students answered:

- at the answer variant "maintaining the optimum body condition", students majority response was 5 (60% of total respondents), the average mean was 4.41 and the differences by gender, calculated with the significance t-test (0.522), being insignificant.
- in the case, of the answer "improving the functions and body systems," the most common response was 5 (49% of total) average 4.18 and a significant gender difference (2.050).
- at the item "keeping high indexes of some certain activities ability", the most frequent response was 5 (45% of total), the average was 4.01, a significant difference in terms of gender (0.340).
- at the answer variant "the knowledge of acts and motor activities" the students replied in 33% with alternative 5, averaging 3.53 and significant gender difference (2.542).
- at the item 5 "developing social values", 62% of students responded with 5, the average grade is 4.38 and gender difference is significant (2.392).
- at the item 6 "the development of the cognitive capacities", 41% of students chose the 5 grade, the average grade was 3.55, gender difference was not significant (0.102).
- regarding item 7 "developing creativity", about 45% of students rated 5, the average grade was 3.74, and gender difference was significant (2.380).
- at the item 8 concerning "promoting moral values", about 55% of students chose the 5 grade, the average grade was 4.12, and gender difference was significant (3.060).
- at the item 9 "networking with peers involved in activities", 58% of respondents chose the grade 5, the average grade was 4.24, and gender difference was significant (2.600).
- regarding the item 10, "staying healthy", most students (57% of the total) rated 5, the average grade was 4.17, and gender difference was insignificant (1.424).
- at the item 11 "developing group cohesion", 50% of students have chosen the 5 grade, the average grade was 3.95, and gender difference was significant (1.232).
- in the case of the item 12 "reducing the level of violence", 40% of students chose the 5 grade, the average grade was 3.96, gender difference was not significant (-0.843).
- at the item 13 "forming a positive self-image", 38% of students have ticked note 5, the average grade was 3.71, gender difference was not significant (1.453).
- regarding item 14 "training constant habit of practicing motor activities during your leisure time", 45% of respondents chose the 5 grade, the average grade was 3.86, gender difference was significant (2.380).
- at the item 15 "positively influencing psychological characteristics", 48% of the total number of students have chosen the 5 grade, the average grade was 4.12, gender difference was not significant (-0.876).

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Aspects Regarding The Appearance Of Gymnastics As A Subject Of Self-tuition In Schools In Transylvania

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Abstract

A series of works from the last century have approached the important role of gymnastics in the complex education of students. An optimum development of the individual could only be achieved by the inclusion of physical exercise. All the progressive ideas of those who have studied at Western universities, and came back, struck the conservatism of Transylvanian society. At first seen as an unnecessary and pointless activity, held afternoon off course classes, gymnastics finally finds its place in the curriculum as a compulsory discipline.

Keywords: gymnastics, school, exercises, gym, apparatus, education

1. Introduction

The first draft statutes related to the establishment of a secondary school in Brad date back to 1863 and 1864, but their approval is delayed to appear (The 20th Program of the Romanian Gymnasium from Brad on the 1895/6 school year, Sibiu). The statutes of the Brad Gymnasium were elaborated in accordance with the legislation of 1868 by a commission made up of the Archpriest Moses Lazar, Dr. Iosif Hodos, G. Secula, I. Groza, the proto-pop of Hălmagiului and Tobia Mihailovici. The project was approved by the Ministry of Instruction and Religious Affairs at the intervention of Metropolitan Andrei Saguna. It was composed of 8 chapters and 53 paragraphs and was written in Romanian and Hungarian.

2. Material and method

The research methods used are represented by a bibliographic study on physical education in Transylvania and it was realized in the Sibiu State Archives, the Astra Library, the Brukenthal Library and the Library of "Lucian Blaga" The University of Sibiu. Also, the bibliographic resources on the theme chosen at the libraries in Blaj and Alba Iulia were consulted.

3. Research results

According to the statutes, the following subjects were provided in the curriculum of the gymnasium: religion, languages (Romanian, Latin, Greek, Hungarian, German), geography, history, mathematics, natural history, physics, philosophy, calligraphy, drawing, gymnastics.

The teaching staff divided the lessons depending on classes and lessons hours between the teachers, then forwarded them to the consortium for approval.

As the school building was located in the center of the city, there were some drawbacks, such as street noise and lack of a courtyard for relaxing students in breaks and physical education classes (Lazar, 2002).

They were opened in turn: in 1869/70 I-II, 1870 in Gymnasium III and 1871 in Second Gymnasium (Lazar, 2002).

The patrons of the Gymnasium were St. Constantine and Elena. Gymnastics was introduced in Brad, only in the school year 1881/2. Along with the XXX / 1883 secondary school law, a uniform education plan is introduced in the country and ministerial commissioners for the control of education in denominational schools are set up. For example, on the occasion of the 1884/5 school year, commissioner I. Elischer is pleased with the way the training takes place, but finds some gaps in the edifice (too low rooms, lack of a gymnastics pavilion), museums, to the number and salaries of teachers, to the qualification of teachers according to the law (Radu, 1920).

For winter gymnastics, a modern pavilion was built in Brad in 1890, 200 meters away from the gymnasium. Construction of the edifice cost 4174 fl. without land because it was donated by the gr. or. church

from the locality. The arrangement of the room was occupied in 1892 by I. Plaschkowitz in Vienna, from which 194 gymnastics were purchased in exchange for the amount of 935 fl. and 18 cr. The size of the pavilion was $17.8 \text{ m} \times 7.35 \text{ m} = 130, 83 \text{ m}^2$; the height was 6.4 m, had a door with two wings and six windows of $2.4 \text{ m} \times 1.35 \text{ m} = 3.24 \text{ m}^2$.

A tent ($4.9 \text{ m} \times 4 \text{ m} = 19.6 \text{ m}^2$) existing near the pavilion served as a wardrobe for students. The gymnasium and the gymnastics pavilion were valued at 30,000 fl. and were insured against the fire station at the Transylvania Society of Sibiu Insurance (XXth Program of the Public Gymnasium of Brad on the 1897/6 school year, Sibiu, Archdiocesan Printing House, 1896).

Gymnastics is proposed among the other subjects to be studied in the normal classes III and IV of the Brad Gymnasium in the 1876/7 school year. In gymnasiums III-IV there were only two extraordinary disciplines (singing and calligraphy), but at normal school (grades III-IV), gymnastics appeared among the 13 proposed disciplines (the Program of the Public Gymnasium of Brad on the school year 1876/7, Sibiu, the typography of Archdiocesan printing, 1877).

In the school years 1878-1881 she appeared in the extraordinary studies (calligraphy, singing, and gymnastics) and was to be taught two hours/week, with all four gymnasium classes. Free exercise and other various exercises were provided for gymnastics. At the normal school, grades I and II together with the public school had one hour/week of gymnastics, and grades III and IV one hour apart. Among the gymnastics, teachers are Nicolau Margineanu and Petru Rimbasu. The grade for this discipline was 1-4: 1 = distinct, 2 = good, 3 = sufficient and 4 = insufficient (2nd Program of the Gymnasium romano Greco-oriental from Bradu on the academic year 1877/8, Sibiu, The Archdiocesan Printing House, 1878).

In 1894, the teachers set up a band of twelve coaches led by Petru Rimbașu, learning Călușorul și Bătuta. From the earnings from performances, they bought 13 suitcases. The purpose of this band was to develop into a gymnastics and chanting union (Radu, 1920)

In the school year 1895-7, gymnastics was taught by Ioan Radu, Vasile Boneu, and Ioan German. In the gymnasium, they had to teach two hours gymnastics/week. These consist of "military exercises, the position exercises, the formation, the salute, the return, the warm-up of the superior members of the body, the exercised with the free body, and with the weights, the common and fast walking, running slow and fast, in simple and double rows. Climbing on ropes".

In the second grade, the same number of hours per week was provided. It was expected "military exercises, the formation of four rows for gymnastics, stand position and different evolutions. The formation of groups in the developed line, the formation of columns, etc. Skills development, motor development, jumping, etc. ".

For the gymnasium classes III-IV, during the gymnastics classes, "military exercises, different skills, climbing the ropes, working at parallels, the skills with weights and the run" was made. Regarding the normal classes III and IV, the physical exercises were similar but only one hour/week (XXth Program of the Romanian Gymnasium from Brad on the school year 1895/6, Sibiu, The Typography of Archdiocesan Printing House, 1896).

In the school year 1906/7, Mihail Stoia was a regular teacher, priest and gym instructor, and singer. He proposed religion to gymnasium class I, gymnastics and singing for classes I-IV, calligraphy in grade I and II gymnasium, Romanian language, singing and gymnastics in primary school.

The first grade had 3 hours of gymnastics. Free exercise, arm exercises, march, run, and speed run. Exercises of order and formations. Forming front and flank lines. Forming lines 2, 3 and 4. Circle. Exercises at apparatus. High jump and in length slow and fast. Parallel exercises, ropes, and ladders. Gymnastic games.

Similar exercises were also expected for the second grade of gymnastics, which were attributed for 3 hours. The third grade of gymnasium had 2 hours/week of free exercises and orders, and 4th grade (XXXI Yearbook of the Greco-Oriental Roman Gymnasium in Brad and primary school attached to it on the 38th school year 1906/7, Sibiu, the print of archdiocesan printing, 1907).

A Disciplinary Regulation on the Behavior of the Gymnasium Students in Brad was published in the 1904/5 school year. Art VIII states that "Gymnasium edifices: Gymnasium and gymnastics are the temple where diligent and good students illuminate their minds ... unleash and strengthen their body ..." Article XIX was equally explicit: "... Oriental games are held only in the open air and when possible under the supervision of the gymnastic master" (The XXIXth edition of the Greco-oriental Roman Gymnasium in Brad and the elementary school annexed to the gymnasium on the 36th school year 1904/5.) Sibiu, Archdiocesan printing press, 1905).

In April 1908, Brad Gymnasium was inspected by Adami Gyula, a gymnastic gym teacher in Budapest, as a ministerial delegate. In his conference on February 23, he was delighted with the quality and the method followed in this discipline (The XXXIIIth Anniversary of the Greco-Oriental Roman Gymnasium in Brad and the elementary school annexed to the gymnasium on the 36th school year 1904/5). Archdiocesan typography, 1908).

In the 1910/11 school year, Mihail Stoia was a gym instructor and teach at Brad Gymnasium. At that time, the collection of this discipline comprised 176 apparatuses worth 1874 cor (XXXV-s Program of the Gymnasium of Brad, 1910/1911, Sibiu, Archidieces printing house). The value of the gymnastics collection reached the school year 1916/17 at the 1989 cor 72 sons (The XLI Yearbook of the Greco-Oriental Roman Gymnasium in Brad and the primary school annexed to it during the school year 1916/17. Sibiu, 1917).

During the First World War, the gymnasium was made available to the gendarmerie detachment from the locality for the purpose of conducting the training classes (The Yearbook XLI of the Greek-Oriental Roman Gymnasium from Brad and the primary school annexed to it during the school year 1915/16). Sibiu, the typography of Archdiocesan, 1916).

From February 7, 1917, M. Stoia gym instructor being ill was then fired, throughout the school year the classes dedicated to this discipline were occupied with other objects. Mihai Stoia worked as a gym instructor at the Brad gymnasium, between 1898-1919 (The XLI Yearbook of the Greco-Oriental Roman Gymnasium in Brad and the primary school annexed to him during the school year 1916/17.) Sibiu, the typography of the archdiocesan printing house, 1917).

Theoretical research on the emergence of gymnastics as a subject of self-tuition in schools in Transylvania indicates the existence of a "ludic magister" at the Romanian High School in Beiuș (1836-1837), but the appearance of physical education in the school curriculum was only made 1868 in Oradea and 1883 in Beius. Instead, at the Greek-Catholic Girls School in Beiuș, gymnastics has been planned since its start (1896) (Todan, 1968).

The curriculum appears only in 1903 and contains, besides the many disciplines (hygiene, geography, calligraphy, drawing, etc.) and gymnastics, two hours/week in the four classes (Popeangă et al., 1964). Gymnastics were attributed by the same number of hours and in the school curriculum of the 1915-16 school year. From now on, more emphasis will be placed on excursions and lessons in nature. In each school year, under the leadership of the teachers, the students took trips to neighboring areas or a longer itinerary. For example, in 1910 a trip was organized with the itinerary: Arad-Deva-Săliște-Sibiu-Rășinari-Brașov-Predeal-Teiuș-Arad.

Starting with the 19th century, physical education will gradually penetrate the curriculum of Transylvania.

With the publication of the plan for the Gymnasiums and Real Schools in Austria (September 1849), the average German population of Transylvania was reorganized, and gymnastics was introduced as a voluntary subject together with music and drawing. Depending on the local possibilities, it could also be introduced as a mandatory object. The importance of this discipline is justified if we consider the position of the Higher Consistory of the Transylvanian Evangelical Church, which sends a note to the delegate of the Ministry of Religious Affairs and Education in Transylvania for the reorganization of the gymnasiums and the real schools. Here is emphasized the requirement for gymnastics, music and drawing to become mandatory objects

Thus, the Saxon schools in the Transylvanian cities had a special merit in cultivating gymnastics around 1848. This is also noticed by Austrian journalist Hermann Wagner, who notes that in Austria there were only isolated attempts to introduce gymnastics into schools. He pointed out "that the Transylvanian Saxons cultivated gymnastics at schools even before 1848" (Heitz, 1965).

In spite of this, gymnastics remains an optional subject in Saxon secondary schools.

Following the example of the Saxon schools, at the initiative of Metropolitan Andrei Saguna and in the Romanian schools, gymnastics was introduced as a school curriculum at point 10.

4. Conclusions

There is a special importance given to gymnastics, which was supported both by the construction of a special pavilion and by the increase of the number of sports apparatuses at the Greco - Oriental Gymnasium in Brad. The visits of the school commissioners to the Brad gymnasium closely followed the school activities in the Brad Gymnastics Gymnasium. The appearance of physical education in the school curriculum was made only in 1868 in Oradea, in 1883 in Beius and in 1896 at the Greek-Catholic School of Girls from Beius.

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