

PHYSICAL EDUCATION AND SPORT - PSYCHOSOCIAL PHENOMENON

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Abstract: Physical education is part of general education along with intellectual, aesthetic, moral and technical training education. Physical education is a process aimed at increasing the learning goals, nurturing people's physical capacity. It is a process deliberately constructed and deployed to improve the physical- and motor abilities, with regards to particular age and gender integration requirements, or the specific professions. The purposes of physical education are achieving the goals in all aspects. It records individual progress at somatic, functional, motor, cognitive, emotional and social levels. Physical education is a form of teaching which means to direct, guide, grow and lead to the well established physical-, motor- or generally behavioral ends. Physical education appears as a system of actions (mainly motor), exerted on individuals towards their transformation according to the set objective.

Key words: *physical education, system, social, psychological.*

Introduction

Education has existed since ancient times, young people are trained to acquire skills that can be passed on by imitation or oral explanation. The skills had been passed on from one generation to another and, in this process, the cultures began to expand beyond the skills acquired by imitation, thus education has developed. [1]

The education term translates by cultivation activities, disciplinary moralization and civilizing the individual, having as main objective the development of skills and attitudes. Moreover, it identifies the actions directed on young adults in developing them intellectually and bio-psycho-socially (reference please).

The current level reflected in the literature

In the global nature of education, one of its main components is physical education. Its content and tasks has specific influences on the individuals' motor, physical, intellectual, emotional, aesthetic, etc. systems. The concept is an abstraction of physical education and also a generalization of the experiences accumulated over time. In this area, the concept of physical education is a step in the evolution of this concept, following the gymnastics, which has been widely circulated since antiquity to the nineteenth century. The switch to the modern name was due to widening the scope of this activity, varying in content, different forms of organization. This was followed by an increasing segment of the population which was engaged in the practice.[2]

Over time, the concept of physical education acquires a broad interest, being currently considered an educational process, whose goal is to increase physical and mental potential, both in procedural and social fields.

The science of physical education and sport is defined as the totality of knowledge on exercise. It is linked in a system of concepts and presented in its own theory. This theory establishes the principles by which biological effects and spiritual life mandates are capitalized and confirmed in the social practice. Physical education and sport science through its knowledge profile and interdisciplinary approach, with biological-, physiological and pedagogical purposes, presents itself as a various field knowledge synthesis. Its object of knowledge is the man in his social integration process which, with the help of practicing physical exercises in order to improve his organic, psychological and social default, is increasing his efficiency. [3]

The positive Influence of Physical Education and Sport as a social phenomenon must begin by changing the basic concepts about physical education and sport in a society in transition. The new concepts will have to meet all the requirements demanded by the society. In this situation physical education and sports need to be studied as a complex social phenomenon, with its dynamic nationwide implications, motivations, concepts, individual interests, group interests, that are various and constantly changing. [4]

Physical education and sport continues its transformation to a modern discipline, which wants to further develop and train the student's personality and the individual student comprehensively, with the purpose, to achieve a maximum bio-psychomotor capacity of performance. This performance is reflected in a qualitative state, being determined by adaptations of the human system and inoculated through training.

The concept of physical education is the way to think and realize the concept of physical education by applying it to the specific conditions of society. If the concept of physical education is widely accepted, despite some symbol differences due to language particulars, physical education is the thinking that the concept fits, the concept that differentiates them in particular content and purpose.

Salade [5] by examining a number of definitions of education, considers the characteristics of physical education as cultivating the biological side of the personality, ensuring his optimal health, body hardening and harmoniously developing it and further ore protecting the individual from other harmful actions in the environment.

Kretchman [6] highlights the need for progress in the mentality of all. This can be achieved by practicing physical exercises domain experts, enabling new models of analysis, explanation, interpretation and application of physical education. The defining image of physical education must include the equally distributed influences on body and mind, on the thinking and action and on non-verbal language and expression.

Psychological analyses revealed that playful activities have a common characteristic: It

achieves spontaneity, attractiveness, freedom, constituting main incentives of children's mental development in their preparation for social integration and a pleasant way of relaxation and entertainment for youth and adults. [7] The goal of physical education is not limited. As part of a system, physical education acts alongside with other educational branches on the integrated development of personality, stimulating and forming its psychophysical qualities. Physical education aims at achieving mental balance and enhance biological elements. Its psychological and social purpose consisting of a complex personality, needs to be well integrated in society.

The physical education class (as the basic organizational structure) should be considered as a specialized process of student's personality development and training, seen two-foldet - individually and integrated into the group. Both are targeted to achieve a maximum capacity of biomotor performance reflected in a qualitatively new condition, determined by the systematic accumulation performed and inoculated through training.[8]

In the variables context that determine the quality and effectiveness of the formative physical education lesson, a variety of strategic vectors related to the content and instructive goals proposed are interconnecting, by all the methodological use of the skills and attitudes of students, the opportunities, the conceptually scientific organizational structure and material, upon which the teacher's level of competence and professionalism has a decisive mark. [9]

Objectives of physical education

The general objectives of physical education are systematized by Rata G. [10] as follows:

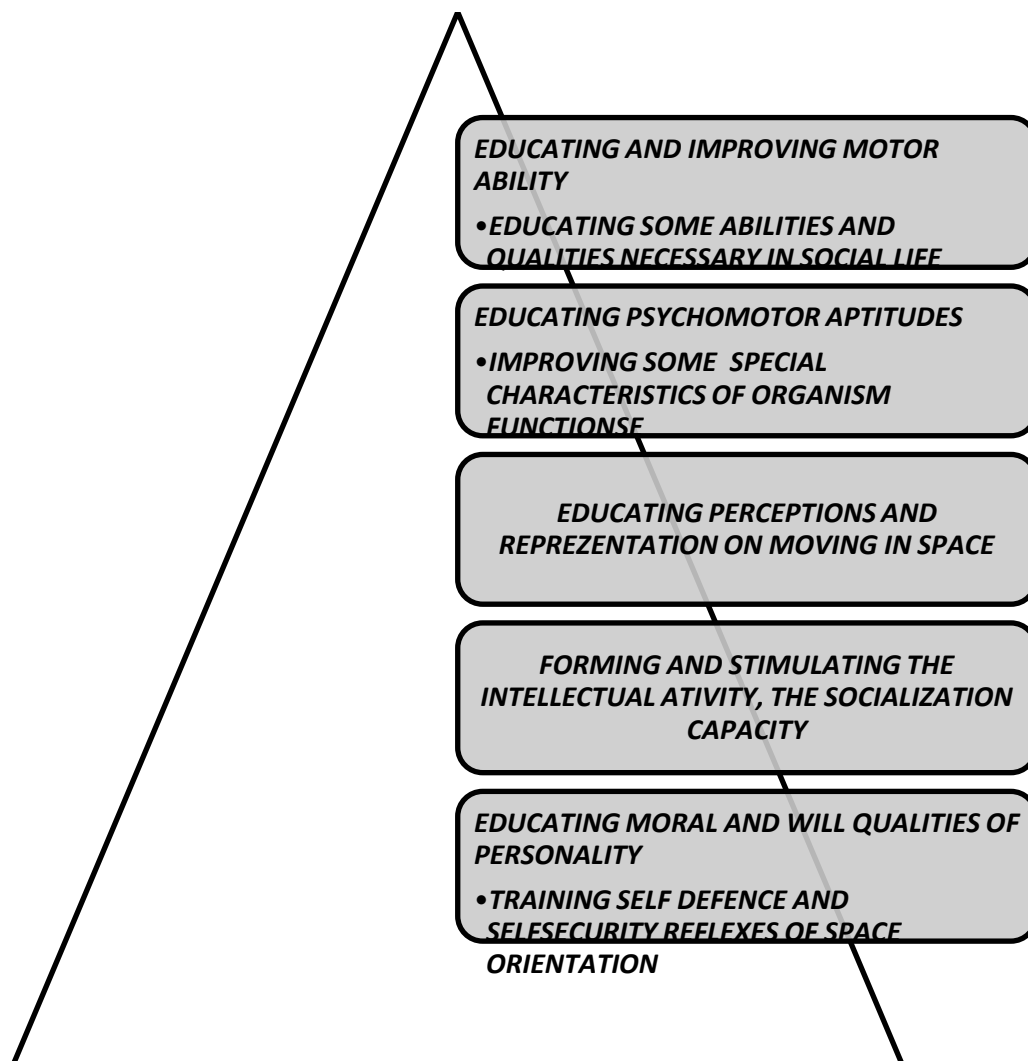


Figure 1. The overall objectives of physical education (G.Rață, 2008)

In order to practice exercise independently, outside of school, in spontaneous, free activity or activities involving training, physical education trains young people organizational knowledge, skills and abilities. Moreover it creates the training habits of practicing physical exercise, throughout their adult life. Physical education is the instructive physical training and competence development of students, so that they are able to move efficiently, effectively and safely, and at the same time to understand what they do. Educational goals are to be reached with the objectives established by the curriculum and the use of diverse teaching methods and approaches, accumulating the highest level of efficiency for the learning process of individuals or groups in the fields of motor abilities and psycho-motor skills.

Educational goals are always linked to the training because they cannot be achieved without ensuring adequate practice. Physical education

contributes to the biological development of the human being and of all mental processes and personality components. Thus, it develops observation, fair appreciation of distances, depth and movement of objects or other people.

Many motor sequences involve a proper assessment of time and speed. Thus we understand faster such events as less visible and obvious aspects, but equally important to the individual activity. We obtain a sharper focus, stability, concentration, distributive, moving or switching capacity.

Also in physical education activities situations are created that involve intense thinking, which require prompt and quick solutions, increasing your chances of winning a sportive competition. By analyzing and comparing they can solve a tactical problem. The best solutions involve motor speed, flexibility, independence of thought and creativity.

Physical education fosters the emergence of affective states such as joy, satisfaction, emotions and aesthetic feelings, self confidence, mobilization, and restlessness, impatience, tension, fear, apathy, fierceness. All of them can be internal functions motivator, energizing and stimulating the human behavior as a whole.

Physical exercises are important in educating the will and its quality to channel all internal resources to achieve goals, master negative affective states and the formation of those qualities necessary for success: courage, perseverance, daring, judgment, self-control, sense of discipline, consistency.

Conclusion

Physical education is a teaching action concerning all human ages responding to a double necessity: both societal and individual by the health of the human body. Its benefits are prolonging human life and giving it a better quality of life.

Therefore, a multitude of strategic vectors related to the physical education lesson scientific, conceptual, organizational and material opportunities, are interconnected, and are to be respected in order to improve the educational process.

Thus, sport and exercise should be promoted as a major factor regarding educational standards, in order to contribute to increase the attractiveness of students and improve the academic performance of students.

As specialists, we must encourage and support various forms and methods of practicing physical education and sport to the development strategies at national and local level, both on a practical and theoretical level, intensifying scientific activities

both in primary, secondary education and the university education, being aware of the importance of this phenomenon in the society in which we live.

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