



SOME CONCEPTUAL CLARIFICATIONS REGARDING PHYSICAL EDUCATION AND SPORTS IN ROMANIA

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ABSTRACT:

NOWADAYS, PHYSICAL EDUCATION AND SPORTS ARE NEEDED MORE THAN EVER, AND THIS PHYSICAL EDUCATION AND SPORTS, IN GENERAL, CANNOT BE DONE ANYWAY. A NATION IS HEALTHY, IF THE INDIVIDUALS WHO MAKE IT UP ARE ALSO HEALTHY. PHYSICAL EDUCATION AND SPORTS ARE ESSENTIAL COMPONENTS OF A HARMONIOUS DEVELOPMENT OF THE INDIVIDUAL, BOTH PHYSICALLY, MENTALLY AND SOCIALLY. THEIR BENEFITS GO FAR BEYOND THE SPORTS CLASSES, HAVING A PROFOUND IMPACT ON THE WHOLE LIFE.

KEYWORDS: DIAGNOSIS, PHYSICAL EDUCATION, SPORT, EDUCATION

INTRODUCERE

The transition period that Romania went through and is still going through required and still requires a reform of sport, a reform that did not adapt the new techniques, methods and managerial tools to the realities already created and to the new socio-economic climate. After about 30 years since the events of December 1989, we cannot speak of a system of values, which leads, uniformly and permanently, to organizational efficiency in sports terms.

Comparatively, over time, a drastic reduction in the number of Romanian sports performances can be easily observed, especially in sports branches where this type of performance existed and where currently they are modest or even absent. This "sad" reality, as a first diagnosis of Romanian sport, requires an imperative change in the current management approach applied in this field of sport and the resorts that compose it.

A modern management in sports can only be achieved through a rationalization and systematization of the activities specific to this field based on the legislation in force and on the principles that characterize the sport, in its dynamics. As I mentioned before, the lack of infrastructure and appropriate and modern facilities, the insufficient and inadequate legal framework, all of these led to the absence of a solid foundation on which to base the field of physical education and sports. We cannot neglect or omit the lack of managerial base, to complete the reality in this field.

In order to eliminate the negative aspects of physical education and sports, the following measures are required:

- improving the organization of physical education and sports;
- the elaboration of effective legislative regulations of this process;
- the development of democratic managerial essences;



- raising the quality and efficiency of the activity of representative bodies in sports institutions, of professional mobilities, as the specialist with higher education must solve problems using scientific information;

- the formation of a strategy in the major awareness of specialists in the field of sports activities regarding the importance, responsibility and responsibilities of management activity, because in the sports industry, the competition has become very tough." (Epuran, M., 1976; Bită, A., 2007.)

Therefore, physical and sports education is a complex and vast field, which can sometimes generate confusion between terms and concepts. Let's try to clarify some of the most frequently asked questions:

Physical education vs. Sports

• Physical education: Refers to the process of learning and developing motor skills, knowledge about the body and health, as well as values related to physical activity. It is an essential component of the school curriculum and aims to form an active and healthy person.

• Sport: It represents an organized physical activity, with precise rules, which aims at performance and competition. The sport can be practiced both at the amateur and professional level.

In essence, physical education is the basis, and sport is an application of it.

Performance sports vs. Mass sport

• Performance sport: Refers to high-level sports activity, which aims to achieve the best results and win medals. Performance athletes train intensively and follow specialized training programs.

• Mass sport: Refers to the practice of sport for recreational purposes, for health and well-being. Table sports are accessible to everyone and do not require special training.

Physical Therapy

• Physiotherapy is a therapeutic method that uses movement to treat various conditions, such as injuries, chronic diseases or movement disorders. The physical therapist evaluates the patient and develops a personalized exercise program to help him regain function and improve his quality of life.

Other important concepts

• Physical activity: Any body movement produced by skeletal muscles that results in energy consumption.

• Physical exercise: A planned, structured and repetitive form of physical activity with the aim of improving or maintaining one or more components of physical fitness.

• Fitness: The general state of health and physical well-being, reflected in the ability to perform daily activities with vigor and without fatigue.

PHYSICAL EDUCATION - MOTOR ABILITY - SPORT - CONCEPTUAL CLARIFICATIONS

In a first definition given to physical education (Cârstea, G., 1993), this is "an activity that systematically capitalizes on all forms of practicing physical exercise, in order to increase, mainly, the biological potential of man, in accordance with the requirements social."

In fact, the notion of physical education is synonymous with the practice of physical exercise, the purpose of this practice being the increase of human biological potential.

We present below some definitions given to physical education:



- "a deliberate process built and directed, in order to perfect the physical development, of the motor capacity, in accordance with the particularities of age, sex, with the requirements of social integration of young people with the physical demands of the professions and with the maintenance of physical condition." (Siclován, 1979)

- "an intervention practice that exerts influences on the motor behavior of the participants." (P. Parlebas)

- "a part of movement education that was designed as an educational program within the school curriculum" (B.J. Logsdon)

Regarding the definitions given to sport, over time, we mention some of them:

- "brings together all forms of physical activity intended, through an organized participation or not, to express or improve physical condition and spiritual comfort, to establish social relationships or to lead to the achievement of results in competitions of any level - European Sports Charter."

- "a game that forces the individual to a triple fight: against himself, against other individuals or against nature, within precise rules and conventional obligations." (G. Proteau)

- "a leisure activity whose dominant is physical effort practiced in a competitive manner, involving specific rules and institutions, and likely to transform into a professional activity." (Magna)

- "in the narrow sense it is represented by competitive activity." (Marveev)

In the view of the Council of Europe, sport includes "all forms of physical activities which, through more or less organized participation, have as their objective the expression or improvement of physical and mental condition, the development of social relations or the acquisition of positive results in competitions of all levels".

Returning to physical education (Dragnea, A., 1996), it concerns children, young people and adults, its purpose also aiming at their motor skills. "Human movement as a whole can be disarticulated for didactic purposes into its component sequences, act, action, and motor activity.

They represent the micro-, meso- and macrostructure of the movement, with increasingly elaborate content and structure, with different levels of structuring and elaboration, together making up a hierarchical functional system."

Thus, human movement must be seen, not as an act, but also as action and motor activity, all these as attributes of movement. The motor act (Dragnea, A., 1996) constitutes "the basic element of any movement, carried out for the purpose of immediate adaptation or construction of motor actions", Several motor acts form the motor action, and several motor actions compose the motor activity.

The three terms cannot be addressed without including the term motor capacity.

Motor capacity involves a series of components, both stable (motor type qualities, motor skills, experience, knowledge) and state (motivation, emotional states).

In a first definition (Dragnea, A., Bota, A., 1984), "the motor capacity is a plurifactorial resultant, a vector resulting from the interaction of the above-mentioned components."

In another opinion (Dragnea, A., 1984.), motor capacity represents "a complex of predominantly motor manifestations (skills and habits), conditioned by the level of development of motor qualities, morpho-functional indices, psychic processes (cognitive, affective, motivational) and biochemical, metabolic processes, all summed up, correlated and mutually conditioned, resulting in the efficient performance of actions and acts required by specific conditions in which motor activities are practiced."



Motricity is closely related to reasoning, with which it is in an interdependent relationship. The consequence of this interdependence is the concept of motor intelligence. According to V. Horghidan (2000), the main attributes of motor intelligence are the following:

- intuition and efficiency in choosing the appropriate engine program for the situation;
- the speed of comparison of alternatives;
- the ability to process a large amount of sensory information in a short time;
- the ability to understand the motor load;
- ease of transfer;
- motor creativity;
- the ability to anticipate.

In another vein, in his work "Psychomotricity in the game of volleyball" (Niculescu, I., 2006), its author highlights the fact that, "in physical education and sports activity, the issue of a higher level of endowment and training is frequently put, determining the adoption of a different way of looking at motor skills in children, young people or adults" The differences and particularities of each individual, regardless of age, require a different approach to the way of training and consideration of motor skills.

Conceptually assimilated in its beginnings to gymnastics, physical education is nowadays regarded as an independent discipline, given the vast segment of its practitioners, from young people to adults, past their prime.

The promotion of the concept of physical education represents the conception of it, just as the promotion of the concept of sport represents the conception of them.

Physical education (Cârstea, G., 1993) has a predominantly formative character - it prepares for "life", for the needs of everyday existence, but also a competitive character.

According to the White Paper on Sport (Commission of the European Communities, 2007), the lack of physical activity leads to excess weight, favors the appearance of obesity and chronic diseases such as cardiovascular diseases and diabetes, which affect the quality of life, endanger people's lives and create problems the economy and the budget allocated to health.

Last but not least, physical education and sport are both human rights found in international regulations, such as:

- The Universal Declaration of Human Rights adopted by the United Nations in 1948, which enshrines the principle that "every person has the right to education for the full development of his personality."

- The International Letter on Physical Education and Sport, a document drawn up by UNESCO in 1978 and which states in article 1 that both physical education and sport constitute "a fundamental right of all".

- The Convention on the Rights of the Child adopted by the United Nations in 1960, as well as other treaties and declarations, consider that the right to education is ensured through the two activities - physical education and sports.

SPORT AND MENTAL HEALTH: A CLOSE LINK



Sport is not just about muscles and physical performance. Research shows that regular physical activity has a significant impact on our mental health. The connection between body and mind is close, and movement plays a crucial role in maintaining emotional balance.

How does sport help us mentally?

- Reducing stress and anxiety: Exercise acts as a natural antidepressant, releasing endorphins that improve mood and reduce tension.
- Improving sleep quality: Regular physical activity helps us fall asleep more easily and have deeper sleep, which is essential for mental health.
- Increased self-esteem: When we push our limits and achieve our sporting goals, our self-confidence increases significantly.
- Preventing depression: Exercise can be as effective as medication in treating mild to moderate depression.
- Cognitive stimulation: Sports improve cognitive functions such as memory and concentration.

Mechanisms behind this link:

- Release of endorphins: These chemicals act as natural pain relievers and mood boosters.
- Reduction of stress hormones: Cortisol, the stress hormone, is significantly reduced by regular exercise.
- Improving blood circulation: Better circulation means better oxygenation of the brain, which favors cognitive functions.

What type of sport is most suitable?

- It is important to choose an activity that you like and that you can practice in the long term.
- Variety is key: Alternate different types of exercise to avoid monotony and stimulate different muscle groups.
- Consult a doctor: Before starting any exercise program, especially if you have health problems, it is recommended to consult a doctor.

In conclusion, sport is an investment in our physical and mental health. Regardless of age or physical condition, there is a suitable sport for each of us. So, stop thinking and start moving!

PUBLIC POLICIES IN THE FIELD OF SPORT: AN ENGINE FOR DEVELOPMENT

Public policies in the field of sport play a crucial role in promoting health, social inclusion and economic development. They establish the legal and financial framework for the development of sport at all levels, from grassroots to performance sport.

Why is public policy important in sport?

- Health promotion: Encourages physical activity and the fight against sedentarism, which are risk factors for many chronic diseases.
- Social inclusion: Facilitate access to sport for all social categories, including people with disabilities, children, the elderly and disadvantaged groups.
- Economic development: Generate revenue through sports tourism, sports industry and sponsorships.
- Education and values: Cultivate values such as fair play, respect, discipline and team spirit.



• Country image: Organizing major sporting events can enhance a country's visibility and reputation.

The main objectives of public policies in sport:

• Development of mass sport: Promotion of regular physical activity for all age groups.
• Supporting performance sports: Providing optimal conditions for the training of high-performance athletes.

• Combating doping: Protecting athletes' health and ensuring fairness in competitions.
• Preventing violence in sport: Creating a safe and tolerant sporting environment.
• Development of sports infrastructure: Construction and modernization of sports fields, sports halls and other sports facilities.

Public policy instruments in the field of sport:

• Development of sports infrastructure: Construction and modernization of sports fields, sports halls and other sports facilities.

Public policy instruments in the field of sport:

• Legislation: The laws and regulations that define the legal framework of sports activity.
• Financing: Budgets allocated to sports, sponsorships, public-private partnerships.
• Strategic planning: Elaboration of national and local strategies for the development of sport.

• International cooperation: Participation in international competitions and exchange of best practices.

• Promotion: Information and education campaigns to promote sport.

Examples of public policies in the field of sport:

• "School after school" program: Gives children the opportunity to practice sports outside of school hours.

• Building sports fields in parks: Facilitate access to physical activity for everyone.
• Organization of sports events: Olympic Games, World Championships, etc.
• Financial support of performance athletes: Scholarships, salaries, centralized training.

• Fighting violence in stadiums: Security measures, awareness campaigns.

• Current trends in public policy in sport:

• Digitization of sport: Use of digital technologies for training, competitions and interaction with fans.

• Sport and sustainability: Promoting ecological and responsible sports practices.

• Sport and social inclusion: Ensuring access to sport for all social groups.

• Sport and mental health: Recognizing the role of sport in the prevention and treatment of mental illness.

In conclusion, public policies in the field of sport have a significant impact on our lives, promoting health, social inclusion and economic development. By implementing effective policies, we can build more active, healthier and more united societies.

CONCLUSIONS

Physical and sports education in Romania has experienced a complex evolution over time, being marked by periods of prosperity and decline. Currently, the field faces a number of challenges, but also significant opportunities.



Physical education and sports are essential for the harmonious development of the individual.

Investments in this area bring long-term benefits both at the individual level and at the societal level. An integrated approach is needed, involving collaboration between educational institutions, local and central authorities, sports federations and civil society.

To overcome the existing challenges, a significant increase in funding is needed, improving the training of teachers and coaches, as well as promoting an active lifestyle at the national level. physical and sports education is an investment in our future. Through a strategic approach and joint efforts, we can create a healthier and more active society.



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