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DEPARTMENT OF PHYSICAL EDUCATION AND SPORT



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***DEPARTMENT OF PHYSICAL EDUCATION AND SPORT***



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# **PHYSICAL EDUCATION SECTION**

## SPORTS LOISIR AS A WAY OF IMPROVING THE QUALITY OF LIFE - IN THE VIEW OF SPECIALISTS IN THE FIELD OF PHYSICAL EDUCATION AND SPORT

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### **Abstract.**

*Background.* The idea of free time has been circulated since antiquity. Today, the concept of free time has a wide circulation. Increasing the quality of life is one of the basic concerns of modern society. Recreational leisure activities contribute to well-being, have an essential role in maintaining the tone and maintaining health and implicitly improve the quality of life.

*Methods.* Method of bibliographic study; The survey method, based on an interview, applied to a group of experts in the field of physical education and sport.

*Results.* Following the interview with experts in the field of physical education and sports, the following are examples: Experts appreciate the concept of quality of life as the result of education and gradually acquired by the individual. Systematic and continuous exercise of physical exercise induces a well-being with positive effects on quality of life

*Conclusion.* Following the qualitative research discussions with specialists in the field, the following conclusions can be drawn: Expert solutions also aim at increasing the number of hours allocated to institutionalized sports disciplines through curricula, but also increasing the quality of the educational act. Also, the modernization of existing sports facilities and the construction of new spaces for sport would stimulate the participation of young people in mass physical activities.

**Keywords:** sports loisir, quality of life, experts

### **Introduction**

The idea of free time has been used since ancient times. Today, the concept of free time has a wide circulation. Sports-recreation activities practiced during leisure contribute to the well-being, have an essential role in maintaining the tone and maintaining the health and implicitly improve the quality of life (Rață G.,2007)

Having a good health is a dimension of quality of life It is well known that health is one of the important components of quality of life, meant to provide self-confidence, safety and resources for professional, social and, why not, demands. and personal (Grigore V., 2007).

Increasing the quality of life is one of the basic preoccupations of modern society, when daily activities generate more and more overload of the body, and the energy expenditure of the body becomes less and less. In these conditions, the prophylactic and sanogenic value of the physical exercise increases.

Dr. Kenneth Cooper, who is considered the parent of the movement that promotes fitness, also supported by other researchers, agrees that the body seems to respond favorably to aerobic exercise 4-5 times / week for at least 20-30 hours. minutes session. This physical activity program positively influences most of the beneficial effects of physical exercise.

The ordinary daily movement tends to become insufficient under the conditions of today's society, and it must be optimized by including an organized movement program in the individual's life regime (Balint, G., 2007).

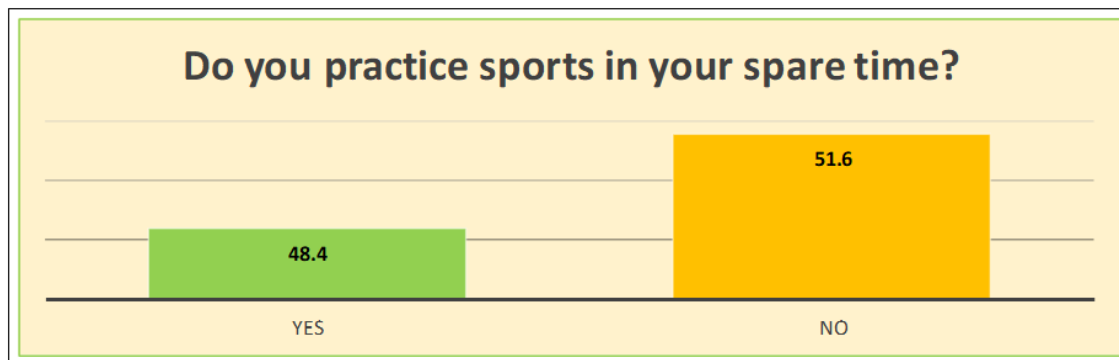
**The purpose of the research.** The presented study aimed to highlight the role of sports leisure in optimizing the quality of life.

This paper is part of a larger study that aims to investigate the influence of physical education and sport (in its different forms), on the quality of life perceived by students (through subjective indicators).

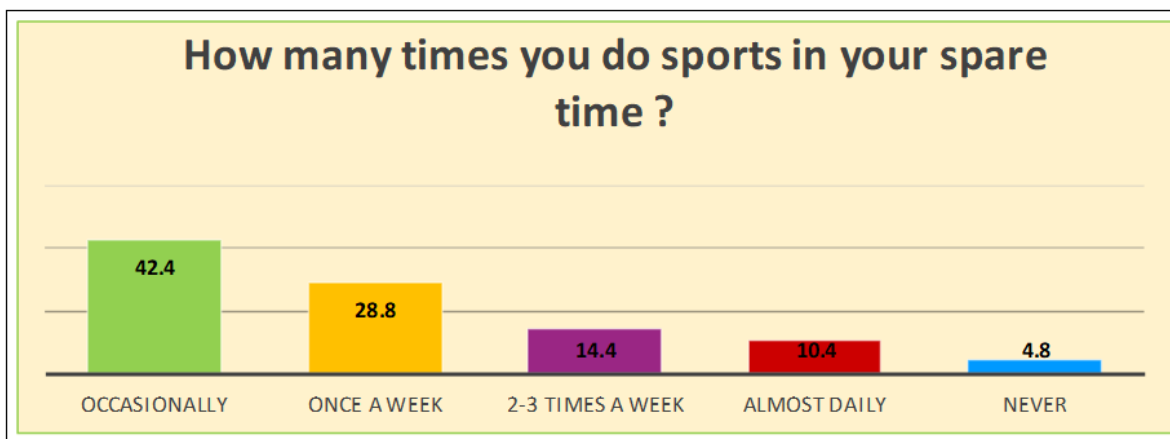
### **Research methods**

- The method of bibliographic study
- The survey method, based on an interview, applied to a group of experts in the field of physical education and sport.
- The graphical representation method allowed me to express the processed data and the resulting findings.

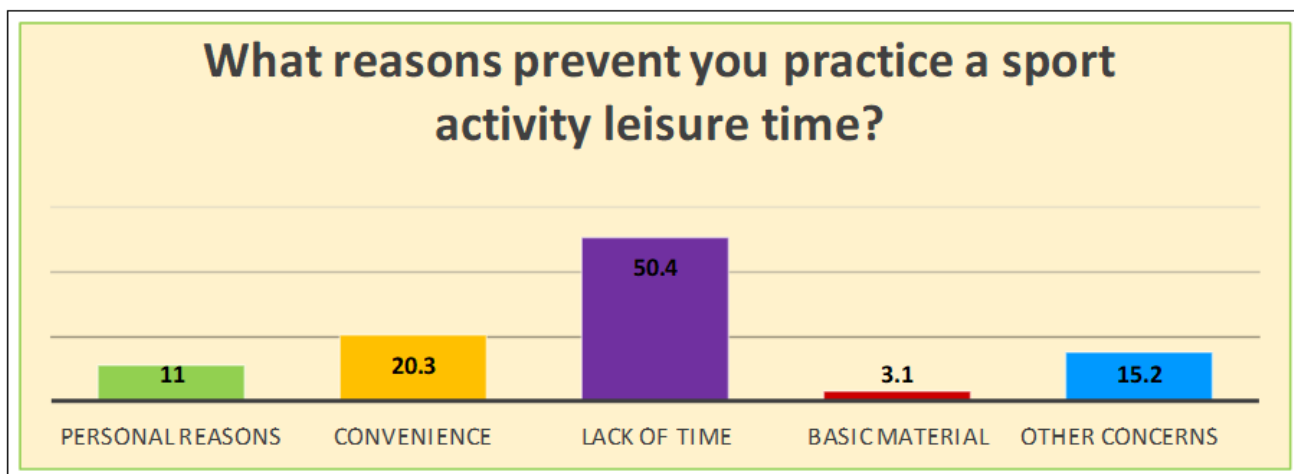
If, in the first phase, we set out to analyze the attitudes and behaviors related to physical education in young people, conducting a larger survey based on a questionnaire that was applied to the students from the University of Bucharest, (quantitative research), in phase one two, research, qualitative, I used the interview method.



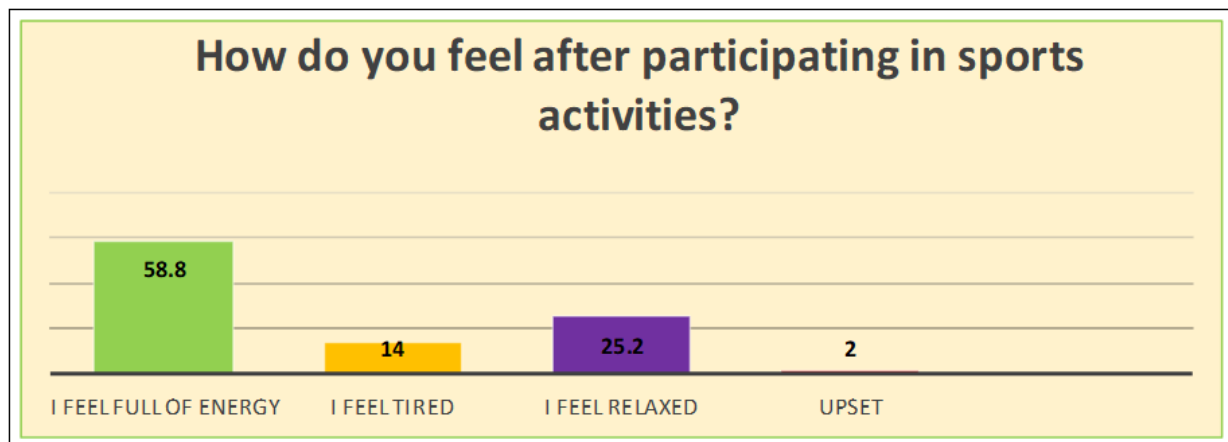
In fig. no. 1 is graphically represented the opinion of the investigated subjects on the practice of sports activities during leisure



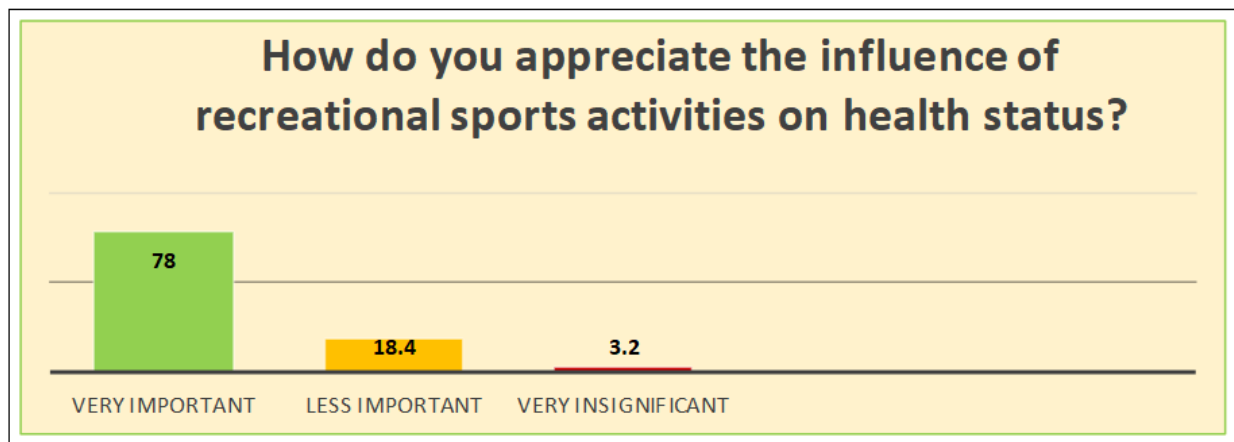
In fig. no. 2 is graphically represented the opinion of the investigated subjects on the frequency of practicing sports



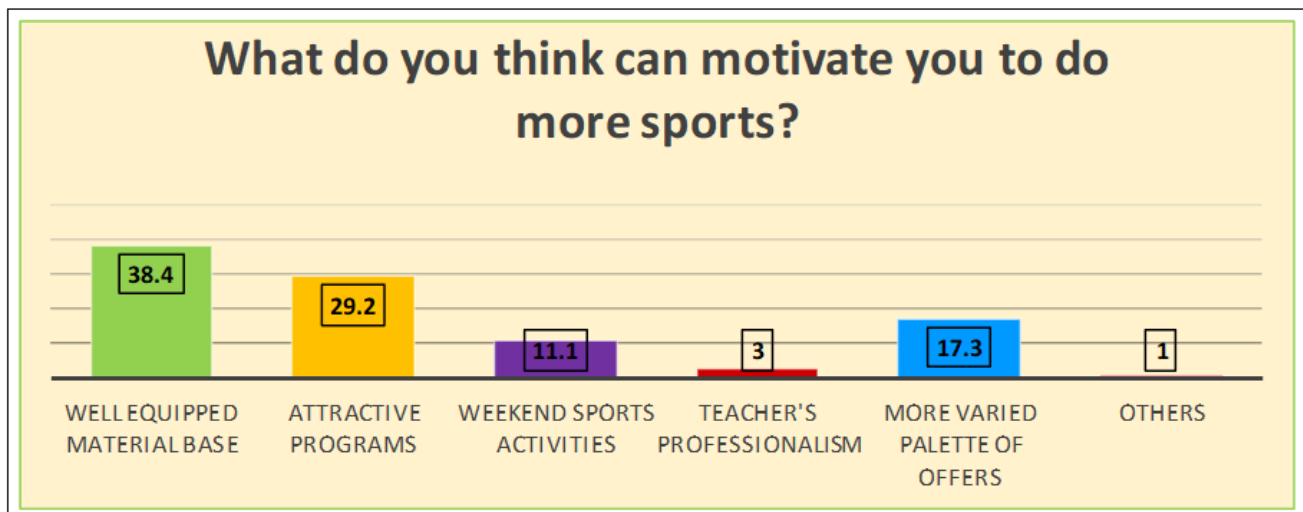
In fig. no. 3 is graphically represented the opinion of the investigated subjects on the practice of a sporting activity during leisure



In fig. no. 4 is graphically represented the opinion of the investigated subjects after participating in sports activities



In fig. no. 5 is graphically represented the opinion of the investigated subjects the influence that the practice of a sport has on health



In fig. no. 6 is graphically represented the opinion of the investigated subjects on the motivation to do more sports

The interview with the expert group was made on the basis of an interview guide (20-item questionnaire), to which the investigator receives free answers.

In addition to the survey method, we used both document analysis and interviews (talks) - with teachers and specialists in the sports world.

The talks had the role of clarifying the issue addressed, the teachers and sports specialists being asked to express their opinion on ways to improve the quality of life through sports.

We were also interested in their position on motivating students to increase their participation, regularly in sporting activities.

The problems addressed in the interview concerned the following aspects:

- how could the students be motivated to do more sports;
- the age at which it would be good to start the systematic practice of sport;
- the importance of practicing physical exercises in increasing the quality of life;
- socialization through sports;
- practicing sports-recreational activities at the weekend;
- to what extent does physical education help prepare students for life?
- the opportunity to introduce physical education into the curriculum, in all the years of education;
- to what extent physical exercise improves self-confidence, self-esteem;
- recommendations for improving the physical education lesson;

### **Analysis and interpretation of results**

Following the interview with experts in the field of physical education and sport, the following results:

- Experts appreciate the concept of quality of life as the result of education and gradually acquired by the individual.
- Practicing the physical activities regularly, maintains the structure of the various tissues and organs, improves their functions and counteract the deteriorations that appear due to inactivity and aging.
- Practicing the motor activities leads to the maintenance and improvement of the health status,
- The specialists specify that a trained person has a "greater willingness to tolerate the effort of daily physical changes, compared to the untrained persons, to whom the effort is limited in time".
- The regular execution of some programs, of aerobic type, determines the strengthening of the functional systems that improve the capacity of effort
- The systematic and continuous practice of physical exercise induces a well-being with positive effects on the quality of life.

Synthesizing the opinions of the specialists, the effort recommended by them is the endurance, respectively the aerobic effort, at a certain percentage of VO<sub>2</sub> max. activities such as: brisk walking, jogging, cycling, or dosing effort on the ergometric bike or on the treadmill. Also practicing endurance sports disciplines adapted such as: cross-country skiing, aerobic gymnastics, swimming, boating, etc.

The duration of application of the training programs (number of weeks, months, years), as well as the optimal duration of the training sessions must be determined according to: age, health status, motor experience, level of physical condition of each participant and of course the final purpose of the activity.

### **Conclusions**

Following the discussions in the qualitative research, with specialists of the field, the following conclusions are drawn:

The experts of the field consider that a strategy, which should be used in training, for training the capacity to practice physical exercise, throughout life, is represented by the application of the principle of awareness of the students in the process of practicing the exercises in the lesson.

To make students aware means to make them understand the purpose of learning and the usefulness of the acquired knowledge. The awareness process inevitably leads to the attractiveness of the students in

understanding the execution and knowledge. When the student understands these things he will act with greater pleasure, proving a greater will to perfect his executions. The student must understand the purpose of the physical exercises and their influence on the body.

The solutions identified for increasing the participation of young people in physical activities, largely correspond to the studies read to document the research, and are based on pro-sports education, the involvement of the media in promoting the benefits of sport on health and improving the quality of life, and on promoting the culture of sport. among the population;

The solutions coming from the experts also aim to increase the number of hours allocated to sports disciplines institutionalized through the curriculum, but also to increase the quality of the educational act.

Also the modernization of the existing sports bases and the construction of new sports spaces would stimulate the participation of young people in mass physical activities.

The interviewed specialists considered that a method of encouraging mass sport would represent free access to sports spaces, especially for young people, in order to adopt and maintain a healthy lifestyle.

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## PRE-ESTABLISHED FIGHTING EXERCISES IN THREE STEPS FOR PHYSICAL EDUCATION LESSONS, SPECIFICALLY KARATE-DO, BUCHAREST UNIVERSITY

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### Abstract

**Premises:** During the physical education in Karate-Do lessons and also regarding the grade examination for the orange belt at the end of the second year of study at Bucharest University, the students will include in their current practice the pre-established three steps fighting exercises (in Japanese: Sanbon Kumite). Progress in Karate-Do will be established in the same way as in others physical education disciplines, following the principle of accessibility, by applying the three classical rules of didactic practice: from easy to difficult, from simple to complex and from known to unknown.

The first step of Karate-Do is to correctly learn the fighting techniques by exercising alone, without a partner (in Japanese: Kihon). The second step is learning how to apply the fighting techniques by fighting with one or more adversaries (in Japanese: Kumite). In the case of Sanbon Kumite, the difference between this kind of exercise and Gohon Kumite (the pre-established five steps fighting exercises) lies in the number of steps. In this situation of fighting with a partner, three instead of five. Also, another difference lies in the possibility of continuous attacks with different techniques at different levels. By repeating practice in the Sanbon kumite fighting exercises the students can also attain the specific principals of physical education, by bettering physical development and motor capacities.

Likewise in the practice of Gohon Kumite, a very important factor during practice of Sanbon Kumite it is represented by mental attitude, in a short matter of time the student will understand what it means the value of mutual respect between practitioners, the full implication in one activity, the control of emotions and techniques, the will power, mental concentration, fighting spirit etc.

**Objectives:** Learning varying basic techniques for attacking and defense, controlling the breathing techniques, moving the body in the right sequence. Mentally, the same like in Gohon Kumite exercise, the student will look for controlling emotions, fighting spirit, self esteem and determination.

**Methods:** The method used for this presentation concerning the specific Sanbon Kumite exercises, practiced in Japan universities by the Japan Karate Association, will also be used by the students of the University of Bucharest in the second year of studies. As in Gohon Kumite, the attacker must always aim for developing motor qualities, in particular speed in execution and in body movement, the force in action („Kime”) and coordination. From the defence position he warns the defender „jodan, chudan, mae geri!”, then concentrating his mind on the lower abdomen, attacks successively with forcefulness and with concern for accuracy. He must always possess the fighting spirit and make it explode in each attack.

**Conclusions:** During the lessons with the students of the University of Bucharest, one specific method of training it is represented by the exercise of Sanbon Kumite - fighting one person with pre-arranged techniques in three steps. By exercising these techniques, students will develop mental capacity, motor qualities, rhythm, breathing control and also emphasize the training of basic techniques.

The advantage of this kumite lies in its effectiveness as a complete training method to maintain the balance during a continuous movement. It should be executed from both sides.

Correctly practiced, the Sanbon Kumite exercises will form a strong fighting spirit, a strong, focused mind and a solid base for the next fighting techniques needed in superior levels of instruction and knowledge.

**Keywords:** prearrange fight with partner, Sanbon kumite, Karate do Shotokan.

### Introduction

During the physical education in Karate-Do lessons with the University of Bucharest's first year and second year students, a specific way of preparing is represented by a pre-established fight with an opponent using the Sanbon kumite exercises (which consists of three steps fight). In the Japanese language *kumi* represents the idea of association, and *te* means hands. So, kumite doesn't express a blind fight, with no rules, but a confrontation conducted with the training partner based on full mutual respect. Kumite represents an ability test, courage and will in a pre-established fight situation.

This form of practice of fighting exercises specific to the Karate-Do discipline represents a concrete level of physical and mental performance reached by the student who practices Karate-Do Shotokan. He will fight in conformity with the pre-established conventions, respecting his opponents, following the ethics and the

moral code of the martial arts. Relying on the correct understanding of the basic techniques, a Karateka student will eventually manage to express freely, in a specific fighting form ( in Japanese, Jiyu Kumite), where the mental and physical aspects learned and perfected during the lessons will be absorbed.

In the pre-established fight, the technique's dimension represents only the first stage of the learning, the most important one. It corresponds to the period in which the Karate-Do student will accomplish a certain technical knowledge when it comes to the execution of the different pre-established attacks. In this way, the student will learn gradually the procedures which he can apply efficiently during specific situations. Also, he will develop the sense of distance, the technique control, speed, precision, reflexes and he will be able to experiment with the rhythm of the fight. The Karate-Do practicante prepares himself physically and technically, with a partner who simulates the future opponent for a free fight, where no detail can be neglected.

### The Method

Before starting the execution of specific Sanbon kumite exercises, the same way as in the Gohon kumite exercises, the students are advised to constantly keep in mind the following indications:

- The correct execution of the blocking techniques in kumite is very important. The one who attacks (Tori) must begin the fight all of the sudden, with a lot of confidence and speed, without making it obvious to the one who defends himself. The one who defends himself (Uke) must not be hasting, to maintain a sharp focus and to identify the beginning of an attack, to block efficiently and then contraattack.
- The Practicants must understand and develop the sense of distance between them and correctly evaluate the moment when they have to enter the distance of fire or how to make the opponent come forward.
- The practicants must learn how to instantly make the change between defence and attack, or viceversa and to know how to constantly addapt to opponent's moves.
- The objective of the attack is a deep throw, decisive upon the opponent, but without reaching the target in a certain way (sundome)
- Kamae (guard position) must be without any inhibitions, flexible and stable. The moves must be in harmony with the movements and techniques of the opponent, while keeping under control his balance, rhythm and breath.

Sanbon kumite is a fundamental exercise of basic techniques, just as Gobon kumite, develop the motric qualities (Japanese - *migamae*), the mental preparation (*kigamae*) and the motions (*unsoku*). The most important thing is the accuracy of the execution, for the techniques of attack and also of the defending techniques.

The one who will initiate the attack, after correctly evaluating the right distance, in a natural position ( Japanese - yoi dachi), will warn his partner about the level and the technique which will be used and he will pronounce with a clear voice the information: (jodan, chudan, mae geri). Then he will retreat one leg and at the same time he will adopt an attack posture with his center of gravity placed mainly on his forward leg. (Japanese - zenkutsu dachi gedan kamae). There will be executed three different attacks forward full of force and precision: 1. with his fist at superior level (jodan oi zuki) 2. with his fist at a medium level (chudan oi zuki) 3. a kick (mae geri). The one who attacks, tries to resist the blocking techniques which the defender applies and tries to keep his balance during the performance of the techniques, concentrating his mind on the lower abdomen. He must always keep his fighting spirit.



fig. 1



fig. 2



fig. 3



fig. 4



fig. 5



fig. 6



fig. 7

The one who defences himself, starting from a natural position yoi dachi, in harmony with the rhythm established by the attacker, will retreat in a specific position and then he will block with the same determination three times in a row, correctly evaluating the distance, and he will choose the proper technique depending of the attack of the opponent. After the third technique of defence, he will counterattack immediately with the strongest determination. He will have to observe very carefully the breathing manner and the movements of the opponent.

A great part of the focus will be centered towards the execution of the first blockage in the most firm and correct way, because the eventual mistakes can't be undone during the next steps. In the contrary, the defendant will be very soon overwhelmed by the attacker and he will realize that every wrong step will amplify his initial mistake. He will observe that because of a misunderstanding of the rhythm, of a misvaluation of the distance or of a fragile position, he will not be able to react through a suitable, vigorous and without any missed strokes counter-attack.

The defendant must be full of confidence and keep a fight spirit when he blocks the counter-attack. During the blocking, one must remember that the techniques are executed with the hip and the entire body, not only with the arms. The technique executed with kime will be maintained few moments in order to understand the correct way to contract the muscles which will play an important role in the execution of the respective technique.

Compared to Gohon kumite, this type of exercise (Sanbon kumite) doesn't develop the resistance as much during the execution of the techniques. The advantage of practicing this type of kumite consist in its form of expression of a complete training meant to maintain the balance of the body during the combinations of continuous techniques. It must be practiced on both sides of the body.

The exercise will be firstly executed in slow, abrupt and at the teacher's rhythm. The rhythm will accelerate after a specific number of repetitions until this succession of techniques will become very fast and „fluid” without those two practicans, in these conditions, to lose balance or ruin their technique. At a higher level of expression, everything must unfold rapidly, surely and with precision, without any hesitation. This stage of performance cannot be obtained in a short time, but once achieved, it will allow the advanced students to apply interesting and entertaining variants of execution. For example, in the defendant student's case:

- ✚ (Version 1) 1.jodan age uke 2. chudan soto uke 3. gedan barai 4. chudan gyaku zuki + kiai
- ✚ (Version 2) 1.jodan age uke 2. chudan uchi uke 3. gyaku gedan barai 4. jodan kizami zuki + chudan gyaku zuki + kiai
- ✚ (Version 3) 1.jodan haiwan uke 2. chudan morote uke 3. sukui uke 4. chudan gyaku zuki + kiai

## Conclusions

During the lessons with the students of the University of Bucharest, one specific method of training is represented by the exercise of Sambon Kumite – fighting one person with pre-arranged techniques in three steps. By exercising these techniques, student will develop mental capacity, motric qualities, rhythm, breathing control and also emphasize the training of basic techniques.

The advantage of this kumite lies in its effectiveness as a complete training method to maintain the balance during a continuous movement. It should be executed from both sides.

Correctly practiced, the Sanbon Kumite exercises will form a strong fighting spirit, a strong focused mind and a solid base for the next fighting techniques needed in superior level of instruction and knowledge.

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## THE IMPORTANCE OF PHYSICAL TRAINING AND SPORT EDUCATION IN SCHOOLS, HIGH SCHOOLS AND UNIVERSITIES

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### Abstract

Physical training and sport education in schools, high schools and universities is essential due to its biological character with positive effects and benefits from educational, social and cultural perspective. Through various forms of practice, physical training and sport involves emotional side of personality, contribute in strengthening the body and spirit, stimulates creativity, will of affirmation, inclusion in group, team building and development and evolution of students personality.

Since antiquity latins affirmed: "Mens sana in corpore sano!" meaning: Healthy mind in a healthy body! Modern education in schools, high schools and universities should focus more on importance for students of physical training and sport, in addition to disciplines included in educational curricula since knowledge acquired is better integrated and applied by healthy and strong students.

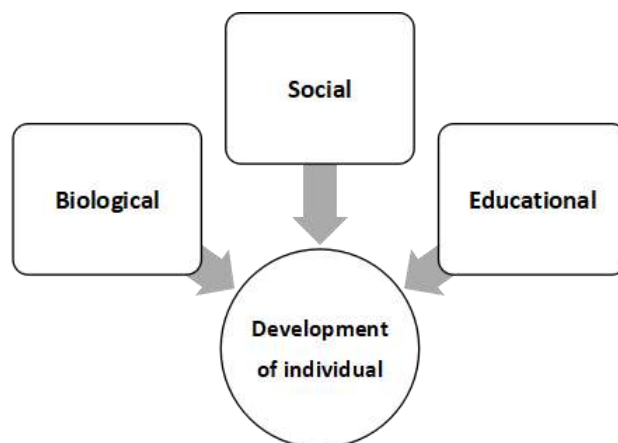
A great benefit for student's health and education are the mandatory sport hours, part of the educational curriculum and pro-grams. Every student has to follow those classes, planned and performed through a variety of exercises, activities and sports like soccer, handball, volleyball or basketball. Accomplishing those classes, many students develop a spirit for competition and some of them also a passion for a sport or another.

Nevertheless, the inter -schools competitions like "Cup of high schools" or universities competitions (such as Decathlon or Spartakiada) are opportunities for teenagers to taste the victory and performance. The teachers/instructors that select students with specific skills and abilities for a sport can foster the process of forming future champions in various sports or at least performers that become professionals athletes that could have a healthy and wealthy life.

**Keywords:** Physical training, educational curricula, healthy benefits, competitions, students.

### Introduction

Physical training is a pillar for personal development. It helps the individuals to discover themselves, to develop and link with others in spirit of action, competition or even performance. It is very important in education at all levels through its core dimensions: biological, social and educational.



**Fig. 1-** PT dimensions

a) **Biological dimension** - PT contributes in developing physical abilities, enhances health of the individual, makes the body stronger, more agile and sharpens the senses. Students at all levels need during their self - development process the PT. Studies revealed that anxiety and depression is substantially prevented and mitigated by PT activities. Engaging various group of muscles, practising a complex set of movements and

activities, put individual body in shape and increase resistance and immunity. PT plays an critical role in process of education at all levels. PT also may correct some health issues or helping in recovery process.

**b) Social dimension** - PT activities are often practised in small or larger group of people. PT and sports gather people sharing same values, beliefs or goals. When belonging to a group, the individual becomes stronger and eager to fit in that group. For students, membership and affiliation to a group means development of responsibility, awareness and adaptation. Sports require specific rules to follow, as well as the sense of respect and fair - play and facilitates social inclusion and integration.

**c) Educational dimension** - PT and sports have a critical role in individual education. They include a schedule which stimulates discipline. Specific rules to follow, various requirements, limitations imposed contribute in shaping individual attitudes, behaviours and help building a mindset. The students practising PT and sports are integrating easier in society. They tend easier to be punctual, flexible and disciplined.

At the development of personality level the educational PT focuses on following directions: **intellectual, moral, aesthetic and professional**.

From **intellectual** perspective, students acquire knowledge about physiology and hygiene of physical effort, mechanics of acts and movements, psychology and methodical. This knowledge contributes in scientific approach of PT and enhancement of abilities as: attention, memory, spirit of observation, imagination and fast thinking.

PT simulates also **moral** development of the individual. Focus falls on development of attitudes and behaviours concentrated on fair - play, honour, respect of decisions of referees and discipline.

By exercises, tactics, techniques and procedures, PT cultivates taste for **aesthetic**, enhances influences on certain qualities like rhythm, harmony, grace and others.

From **professional** perspective, PT contributes in discovering talents for various sports, enhances individuals performance, making them to become professionals and athletes, also to choose a career in area of sports.

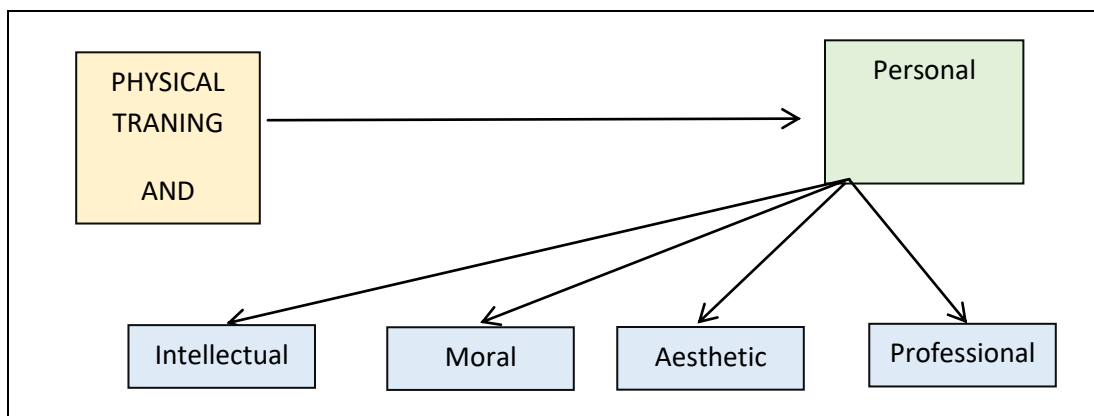


Fig. 2 - PT educational dimension

### Physical training and sport education in schools, high schools and universities

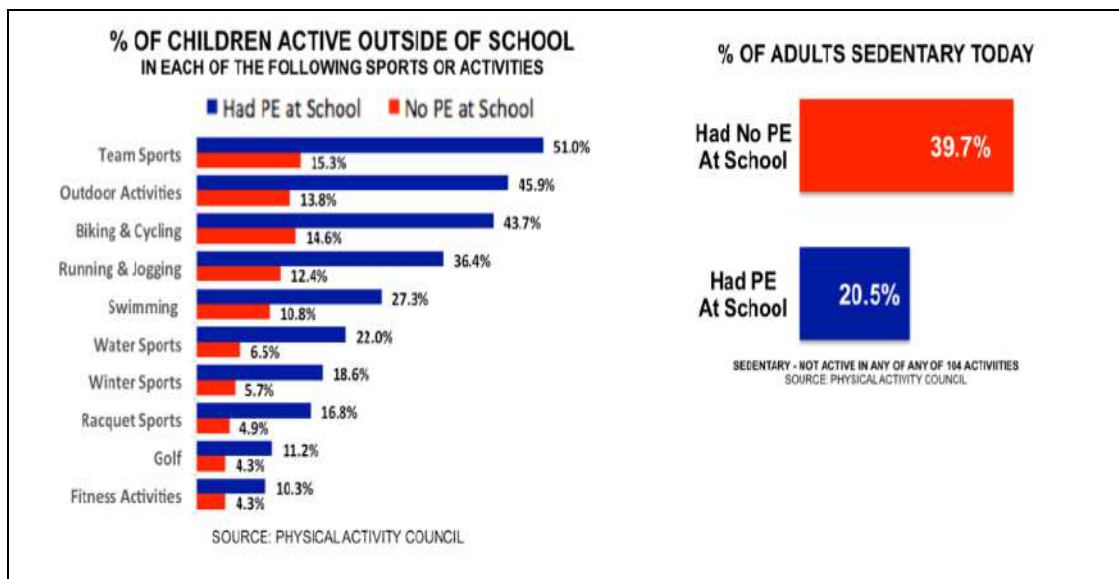
All institutions of education at all levels should take in consideration that PT and sports are essential parts of education thus contributing in students development and evolution to a mature individual that integrates and become active member of society.

Curricula of each institution of education may differ, still must not exclude PT & sports, as they may be adapted in accordance with physical characteristics of students, abilities and acceptance.

Conditions will consider training students within a convenient program, avoid dangerous activities, ensure necessary materials, set up measures of protection, awareness on importance of PT&sport both among teacher and students and harmonizing learning process with PT&sport activities.

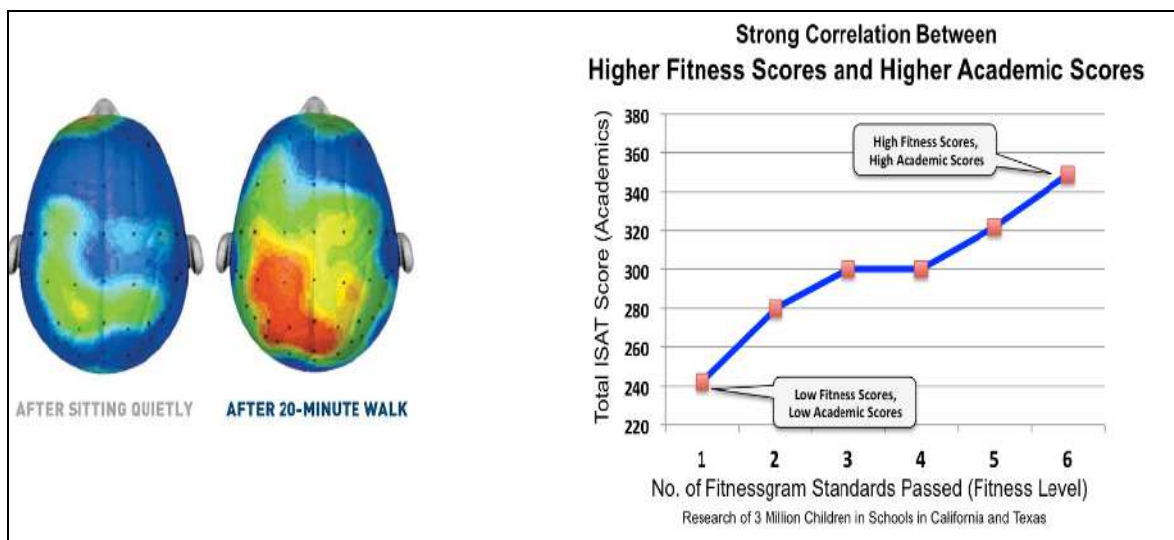
Fortunately, the Romanian educational system includes dedicated schedule for PT&sport activities up to high school level but in most of universities this is optional or misses at all.

Many studies revealed the benefits of PT&sport in schools and high schools, the adults who had PT&sport in curricula of education are twice as likely active today.



**Fig. 3 - US studies on PT&sport in schools, and adults today**

The studies also revealed that PT stimulates brain activity and exists a strong correlation between high scores in PT activities and high academic scores. Some of the results are shown in figure below.



**Fig. 4 - US studies on PT&sport in schools and adults today**

We may observe on the left side of figure brain activity with no or with PT. Colour blue represents inactivity of the brain (source: University of Urbana). The chart to right show active students with better results.

In United States Journal of School Health, published in 2010 the results of a research named “Relationships Between Youth Sport Participation and Selected Health Risk Behaviours from 1999 to 2007” that analysed various factors like: race, age, gender, behaviours, in various groups. Based on that the advantages of PT & Sports have been outlined.

We present you some of them below.

**Table 1.**

<b>PT &amp; Sports</b>	
<b>Benefits</b>	<b>Can lead to reduction of:</b>
<i>Weight control</i>	Abandon of school
<i>Self esteem</i>	Teen pregnancies
<i>Skills in problem - solving</i>	Juvenile arrests
<i>Academic achievement</i>	
<i>Social competence</i>	

As we may observe, sports are activities that have a special role for people's physical and mental health, a fact that has been acknowledged since antiquity through the dictum «Mens sana in corpore sano» and this is the reason that for then since nowadays Physical training (P.T.) has remained one of the main disciplines.

Psycho-pedagogical specialists highlighted the biologic, motor, psychological and social benefits of sports, and recommend that it should be practised for at least one hour daily for children and teenagers.

In accordance with these studies and in order to strengthening the body and spirit, the educational curricula from children to students includes mandatory Physical training (P.T.) classes.

The children usually have weekly 1 hour of P.T. and 1 hour of "play&sport" and the PT classes continues till university when there are usually 10 classes per semester that means 1 hour weekly.

For those who have a passion and perform in a particular sport there are many competitions at different age categories – inter-schools/high schools and universities.

The Romanian competitions are not as famous as the United States ones, but also gather a lot of competitors and fans and give them the opportunity to self-improve themselves and to taste the sweet cup of victory, fame and glory.

I would mention the high schools football and basket cup, as well as the student competitions:

- 1) Spartakiada – the competition between military universities
- 2) Hexagon – the competition between the main 6 Law University of Romania together with the State University of Moldova, competition that in 2019 will be hosted by the University of Bucharest.

Modern approach on PT & sport in educational programs at all levels is studied under all forms and aspects and it is an integral part of general education of each individual.

In sport performance comes in time with proper practice. A nation which aspire to progress and economic growth can not ignore the fact that PT & sport is essential . Is already demonstrated that economic performance is directly linked to level of education and general status of health of a nation. Perspectives of low level health and diminished agility abilities of population endanger not only durable economic development but as well national security.

Practice of sport activities within a organizational framework like sport organizations and structures, sport classes, hobby - type events tackle new challenges. Statistics regarding general status of population health in special young population, show worrying increase of the rate of mortality, sedentary, obesity, use of alcohol as factors that generate physical and psychical illnesses. All these lead to a worrying trend regarding violence among youngsters and a high rate of school abandon.

Violence in schools and universities is generated by several factors.

From one side the lack of culture for sport activity practice weakens the strength of family and its educational role. On the other hand, weaknesses of the system to create a organizational framework for cultivating practice of sports reduces the interest of members of society in practising or supporting sport.

Family, the basic social entity, is nowadays less interested in practice of sport activities, considered not to be a priority. Therefore, cases of deviant behaviours and violence in schools appear.

Youngsters follow models from their environment or copy their behaviours, without making difference between right or wrong. 'Value' like most expensive electronic gadgets, socializing platforms, use of cigarettes and alcohol, makes more difficult the activity of teachers and school to maintain the line of educational and moral values, corrupt and attract more and more students.

In other words Anatoli Karpov highlighted the fact: 'Energy at youngsters is like nuclear fission, if you know how to control it, you have energy! If not, you have a bomb!'. Students tend to stay in front of computers or choose to stay in the virtual environment provided by gadgets and socialization platform rather practice of sport or recreational activities. This leads to an unhealthy style of living.

Obesity progress quickly among young generation, at global level 22 millions of kids under age of 5 years. Obesity became factor of risk for 3 of 4 illnesses and 1 of 2 kids has weight problems their number increased last ten years with 18%. More than 8 students of 100 have with 20 - 30% more weight than normal.

Juvenile obesity has taken alarming proportions in European Union, where 14 millions children are obese and their number increases yearly with 400.000.

Recent studies outline that Romania occupies second place with cases of infantile obesity. According to World Health Organization, 30% of population suffers of obesity.

Sedentary style became a modern social issue. Regional Office for Europe reports that 5,3 millions people die annually in the world because of sedentary lifestyle.

We should outline following facts regarding Romania:

- **the one hour or two of sport per week included in curricula is not sufficient** for a student to achieve an acceptable level of abilities or competences necessary at the end of high school;
- **lack of obligation to participate at additional sport classes determines a low participation of students in this type of activities, lack of awareness of importance of sport in shaping a healthy lifestyle, the character of future adult** as european healthy, strong, informed, educated individual;
- more than 85% of enrolled students practice only the classes of sport (1 hour per week).

We highlight that PT & sport bring **a critical contribution to social and economic cohesion as well as to form a better integrated society promoting affiliation to a common social and cultural area.** This role is even more important for less represented groups, persons with special needs, or immigrants. Practice of PT & sport should not be limited by discriminatory measures nor based on criteria like race, age, gender or nationality. In this respect, European Commission encourages to put at use the spaces and facilities for PT & sport as positive social interaction instruments. On the other hand, is outlined the contribution of PT & sport in creating jobs and building resilience of a society. In high schools and universities, the socializing environment of PT & sport offers models transferable in daily life. **Social cohesion, tolerance, social group and cultural integration are effects of practice of PT & sport in various forms. Through PT & sport in all levels of education, are countered racism, xenophobe attitudes, and exclusion of less cultivated students.**

The addition of two more hours of PT & sport in curricula of high schools would be a plus for development of future citizens. However the legal framework should be adapted and programs developed. In universities would be necessary to introduce mandatory PT & sport classes or presented an offer of sport disciplines students may choose among of.

As a part of permanent education, PT & sport should be promoted among young generation. Sport events organized at high school or university level, should more often involve a higher number of participants. External motivation should be stimulated by identifying appropriate sponsors for such events. Many universities for example, obtain equipment, gears, or other sport items from various sponsors in change of advertising them through various sport events. In Romania, in last years, sponsorship for sport events became more and more popular.

Analysis from method and theory perspective of essential values linked with practice of sport in universities, should be connected with objectives and competences, quality of motivation of students variety of proposed activities, advantages and limitations in practice as well as from efficiency evaluation. Those should be connected with social preparedness through sport, stimulating academic development and benefits for students.

Sport activities in university will consider the individual particularities of students, options made and degree of training. Adapting the university sport classes or activities means stimulating development of students abilities combined with teamwork and leadership. PE & sport in university should develop aptitudes of future specialists in various areas because promote responsibility, spirit of competition and fair play beyond classes tailored with their future activities in real life and areas they will operate.

The modern approaches and qualified personnel in teaching sport classes in Romania, give us hope that next generations will take advantage of the benefits of practising sport in schools, high schools and universities. An integrated perspective of different types of sports, disciplines and activities will help in strengthening our society and our nation.

Romania integrated itself, at European model of education but steps are to be done to align our national standards and methods practising sport in schools, high schools and universities.

Programs and facilities have to be adapted at actual requirements of quality and efficiency for sport at educational institutions level. Funding is to be tailored for development of educational sport facilities and existence of European funds is furthermore to lead to absorption and use of these funds in order to build new sport facilities or to restore some existent.

The importance of sport in education institutions as schools, high schools and universities, regards the actual status and future of a nation, being in a way a matter of national importance.

We may affirm that sport in education provides a large contribution in future development and evolution of a nation. Romania must seek for positive evolution within Europe, and may shift the effort on education of young generation, offering adequate educational programs adapted to modern challenges.

## Conclusions

The specialists highlighted the PE classes benefits for children such as:

- the overall health of the body ;
- through sports, they will be able to consume in a useful, healthy and constructive way the energy surplus;
- developing their focus and memory capacity, the will and the character.

There are studies in different Western countries that have shown that each dollar invested in physical education and sports correspond to a \$ 3.8 reduction in medical expenses.

That's why the government and educational policies, should focus on offering to children and teenagers enough PE classes in educational curricula as well as providing good professors, coaches /instructors and sports halls.

Whether in ancient times there was the saying "Mens sana in corpore sano", now it is said that "Sports give days to life and life to days".

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## THEORETICAL-METHODICAL ASPECTS CONCERNING THE ORGANISATION OF SCHOOL PHYSICAL EDUCATION AT THE LEVEL OF PRIMARY SCHOOL

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### Abstract

*Background.* In the last years, both in Romania, as well as in other European countries, a series of changes were operated in the training process, including at the subject of Physical Education of pupils in the primary school, when actually the foundation of their multilateral development is formed. In order to achieve the basic objectives of physical education at the level of primary school, here are some suggestions of modern methodologies to change the training process of the above-mentioned subject. Therefore, in this paper there are described the basic requirements as related to the training process of pupils in the primary school at the subject of Physical Education, as well as the ways to optimize this, aiming to successfully meet the basic goals at the given subject and ensuring the multilateral-scope training of the graduate of primary school.

**Keywords:** *physical education, pupils, primary school, physical training, physical development*

### Introduction

The general objectives of Physical Education, including at the level of Primary School, are to maintain a proper health status, ensuring a harmonious physical development, favouring the development of basic motor qualities, as well as of those specific to some sports branches, forming up a system of habits and motor skills necessary for life, forming up the interest towards practicing the physical exercise, developing some moral-volitional qualities and intellectual traits, of the esthetical system and of social responsibility [1, 2, 9].

It is precisely these aspects that, for a long time now, make up the topic of numerous pedagogical research in the field of school Physical Education, including at the level of Primary School [4, 7, 8, 10], where it is highlighted that the optimization is based on the scientific organization of the activity of the teaching staff and of pupils, oriented not just towards a simple increase of the effectiveness, but also towards obtaining some optimized results, as related to the actual conclusions.

In the context of those described before, we mention that the Physical Education represents the forming-developing activity of the human personality projected and achieved by complete capitalisation of the physical, physiological and psychological potential of the human body, under the specific circumstances for the modern society. It is the health, power and energy, the children's state of mind and education which facilitate the school yield. The main importance of the Physical Education classes is that of developing, from early childhood, life skills in children for a healthy, durable and harmonious growth [1, 8, 9].

Some specialists [3, 7, 8, 9] focus on the so-called Pattern of the graduate of Primary School, who according to them, must show a proper and harmonious physical development, has to master the basics of general motricity, to execute correctly and with increased efficiency the basic motor skills and utilitarian-applicative ones (walking, running, jumps, throws, catches, climbing, crawling, carrying weights and so on), to perceive correctly and easily the spatial-time components, to be aware of his/her possibility of action, to handle a minimum system of means of the Physical Education (exercises of physical education, games), knowledge and expertise of organisational order, which he/she uses in the game activity in the spare time and within other forms of practising physical exercises.

At the end of the Primary School cycle, the child must be endowed with knowledge and habits of individual elementary hygiene and with the custom of applying them in the systematic practice of physical exercises. The graduate of the primary school has to be an active participant in mass sportive and touristic actions and through his/her entire conduct must show interest and love for the organized motor activity [2].

According to multiple researches [1, 7, 8, 10], the pupils of the primary school are particularly active, and in most part they act autonomously. With them it is predominant the tendency to perform actions, or to practice

dynamic games with different objects. The practising of games with suggestions has an essential importance for the physical development of pupils in the primary school. The free moves are not usually formed, they are not premeditated, but have an incidental direction. At this age appears the capacity to note a certain resemblance with the model, imitating it, yet without observing the precise form of the correct move.

Towards the end of the primary school studies, pupils exercise the moves more freely and easily, they give them a tempered, rhythmic nature which enhances their positive emotional attitude towards the motor action, allowing them to repeat autonomously the previously-performed moves.

Still in the primary school, it is necessary to continue taking care of strengthening and protecting the pupils' health, to create good conditions for the proper development of each pupil, their positive emotional state and active behaviour [2, 5, 6, 9].

At that age, meaning 7 – 11 years, it is very important to mind the physiological and pedagogical regularities of forming the habits and motor expertise. Both one, as well as the other, contribute to the elaboration of some systems of nervous links, the formation of some dynamic stereotypes. At the initial base, when the nervous links are barely created, the brain cortex participates effectively to this process. Pupils have to focus their attention and will on the moves which they are just beginning to learn. In this stage, there appear useless or wrong reactions.

Being about a series of moves by which the respective action is achieved, in the initial stage each move is declared separate and constitutes an independent conditioned reflex. For instance, at the climbing exercise, first it is specified the action of grabbing the apparatus, of placing the leg on it and only then of forwarding the arm and the leg one step higher. In the automatization stage, the following changes are noticed [5]:

- Conscience is to a certain extent generated by the responsibility of participating in the accomplishing of the respective action, the moves are mostly performed automatically;
- In the process of the habit automatization, the useless or wrong moves are ruled out and the proper actions are imprinted. This process of selection is a result of the inhibition of differentiation and of the inhibition of extinction. The initial irradiation of excitation is opposed by a process of concentration and imprinting of the excitation in certain cortical formations;
- In the course of forming habits, there takes place a procedure of organisation and systematisation of moves, which become links of a more complex action.

Because the series of stages of a complex move is always repeated and in the same order, a dynamic stereotype is made up and as a result, each link of the move once imprinted, becomes excitative for triggering the next link. All these transformations lead to the unification, systematisation of the temporary connections specific for the respective motor habit, and to the creation of a unitary ensemble of a dynamic stereotype [5, 6, 9].

The motor habits are formed in a closely-linked mutual connection. The acquiring of some new moves by the pupils of primary school is possible only based on the previously-formed nervous links, of the coordination relations. Therefore, the new habits are formed depending on those previously developed, including some of their elements. In turn, habits pending formation exercise influence over those existing ones, contributing to their imprinting (the effect of the positive transfer of motor habits and expertise).

For example, the formation of habit for the standing long jump is based on that already formed of the standing jump “like the ball”, “like the sparrow”. This is why, for the pupils in the primary school, the syllabus provides from the beginning the acquiring of the standing jump with both feet, then based on it, the standing long jump. Likewise, the acquiring of the long jump with momentum is based on acquiring the high jump over obstacles, because with the latter, children form the habit of take-off which favours the reanimation of the long jump with momentum.

In the process of acquiring a motor action in primary school, one can distinguish the following stages, having a successive nature, actually making up the stages of the training [2]:

- getting accustomed with the action to be acquired;
- analytical acquiring of the motor action;
- forming the habit;
- strengthening and improving the habit.

Part of the specialty educators [1, 4, 9, 10] claim that the physical education activity cannot take place unless it is based on a complex theoretical training, to clarify in the pupil's conscience the purpose, meaning, content and utility of the motor actions, and of physical exercises. This entails an active and conscientious participation by removing the mechanical imitation and imprinting a durable nature to the acquired knowledge. Combining the intellectual work with the physical work becomes a life principle under the circumstances of modern civilization.

In the process of physical education, pupils acquire knowledge about the rational procedures of performing the motor actions. Some specialists [2] think that when the pupil understands what he/she has to do and especially why, he/she participates actively and out of his/her own initiative to the learning process.

Some researchers [2,3] range top among the reasons for failures in execution the lack of understanding, respectively an insufficient luggage of theoretical knowledge, habits and motor expertise. They tackle very seriously the matter of forming theoretical knowledge and consider that the intellectual qualities have an important role in the direction of processing information and rationally guiding the behaviour.

The higher the level of knowledge, the more learning can be more thorough. With pupils in primary school, some types of general knowledge would be:

- the role and importance of psychical exercise;
- the body's reaction to physical exercise;
- rules of collective and individual hygiene during the practising of physical exercises;
- rules of behaviour at the activity class of physical education.

These types of knowledge, as well as other, contribute to understanding the phenomenon of physical education, to creating the motivation of participating in physical exercises, in forming the conviction of necessity of the physical education.

The formation of a system of knowledge within the lessons of physical education broadens the intellectual horizon of the pupil, activating the learning process, where the pupil becomes aware of the assigned task and turns towards achieving it. Furthermore, it helps to perfect motor skills and habits, and the activity of physical education is dominant in the formation process of motor expertise, which we mentioned earlier. To teach a pupil a physical exercise means to create him/her the possibility to execute it correctly.

The role of the theoretical knowledge in forming the motor skills and habits is important by the fact that it accelerates the process of their acquiring and ensures a better quality of acquiring new ones. The knowledge acquired by the pupil during the execution of the move, directed by the teacher, leads to using habits in the most varied situations. The learning process has an informative and formative action on pupils. The informing action materializes in the conveying of knowledge, whereas the forming one into changing the behaviour [4].

Talking about the physical particularities at the level of pupils in primary school, more specialists [5, 6] think that at this age, there are formed the attention capacity, the spirit of observation, memory is developed, decision, imagination, will, moral qualities and features etc.

The general objectives of Physical Education are maintaining a proper health status, ensuring a harmonious physical development, favouring the development of basic motor qualities, as well as of those specific to some sports branches, forming up a system of habits and motor skills necessary for life, forming up the interest towards practicing the physical exercise, developing some moral-volitional qualities and intellectual traits, of the esthetical system and of social responsibility. [1, 5, 6].

It is precisely these aspects that, for a long time now, make up the topic of numerous pedagogical researches in the field of school Physical Education, including at the level of Primary School, [1, 7, 8, 10]. They emphasize the fact that the optimization is based on the scientific organisation of the activity of the teaching staff and of pupils, oriented not just towards a simple increase of the effectiveness, but also towards obtaining some optimized results, as related to the actual conclusions.

The optimisation does not represent a method or a certain learning process. It represents a precise approach mode of the structure of the learning process, based on the unity of learning principles, of particularities and real possibilities of learning for the pupils in the grade it is worked with.

Also, some authors [2, 3, 9] understand by optimization, the measure of correspondence between the organizational part of the system and the objectives for whose achievement the system was built. As a common

feature in the cited authors we can highlight the necessity of choosing the optimized version of running the learning process.

The systematic analysis of all these elements leads us to the conscientious choice, scientifically-based (and not incidental) of the best structural version of the learning process in relation to the actual given circumstances; in such approaches, the teaching staff chooses the best version of the lesson plan, to ensure utmost effectiveness under the actual given circumstances of the learning process. From here, we can draw the conclusion that the optimisation is not done “in general”. The optimization is possible only in relation to the existing running duty, meaning from the point of view of the criterion chosen by us and it imposes the exact representation of the parameters which must meet the necessary level depending on the aimed goal [1, 4, 9, 10].

To optimize the instructive-educational activity, the teacher has a wide range of means and ways, starting from the didactic projecting, related to the human resources and the materials they have. Specifying the pedagogical objectives, structuring logically the content, establishing the intra-disciplinary and pluri-disciplinary relations, making the content essential, updated and proper for the pupil's level of understanding, using modern learning means and active-participative methods, achieving the didactic principles in lessons and of the learning laws are also important ways to optimize the process of teaching-learning-assessing [9].

As most specialists think [1, 2, 3, 9, 10], the basic form of the instructive work in Primary School is the lesson of Physical Education. The number and duration of Physical Education lessons per week differ depending on the pupils' age. They are conditioned by the development particularities, their degree of physical training and independence, depend on the distribution of the entire time during the day. The activity of Physical Education – sanitation includes the morning gym, dynamic games and exercises during strolls (morning and evening), the minute of physical education and others.

## Conclusions

Therefore, within the physical education of pupils in the primary school, there are many ways, means and methods to achieve the goals set before the specialty teaching staff. All these can be accomplished by motivating pupils to practice the exercise, by stimulating them through different means, by the active implication of parents in the instructive-educational process, especially at the subject of “Physical Education”.

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## INCREASING THE PHYSICAL TRAINING OF THE STUDENTS FROM THE UNIVERSITY OF BUCHAREST BY APPLYING PREPARATORY GAMES

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### Abstract

This work gives the possibility of practical and methodical recommendations on preparation of representative teams by increasing exercise capacity by applying the preparatory games. Research results can be used successfully in basketball training specialist in university teams.

The novelty and originality of the research is that it aims to optimize the training of students, based on increasing their exercise capacity. It was developed and applied in the practice of rating games preparatory training and the methodology for selecting and implementing them in the sport of basketball training of representative team.

**Keywords:** training, students, physical training, technical training, preparatory game, basketball game.

### Introduction

Preparatory games further applied in the teaching experiment showed a significant positive influence on all physical evidence tested. This conclusion is substantiated by significant differences in both arithmetic averages between tests and between groups at  $p < 0.01$  and  $p < 0.05$ .

We conclude that specific content preparatory basketball games (Sakizlian R., 2011, p. 142) can be applied successfully in athletic training of representative teams.

### Material and method

In teaching experiment we tested 6 number of general motility control samples, which are listed below: long jump from the place, vertical jump, running speed 30 m, raising the torso from a lying back in 30 sec., push-ups and resistance running 600 m.

Initial and final testing was performed in both groups to determine the effectiveness of the program on the method proposed by us. To assess the level reached by the two groups we matched the final investigation specialized model (Table 1).

### Hypothesis

It was assumed that the use of preparatory games of basketball in the sports training students will contribute substantially to improve their sports training, which is expressed by:

- increase in physical training;
- improvement of technical training;
- increase the effort capacity.

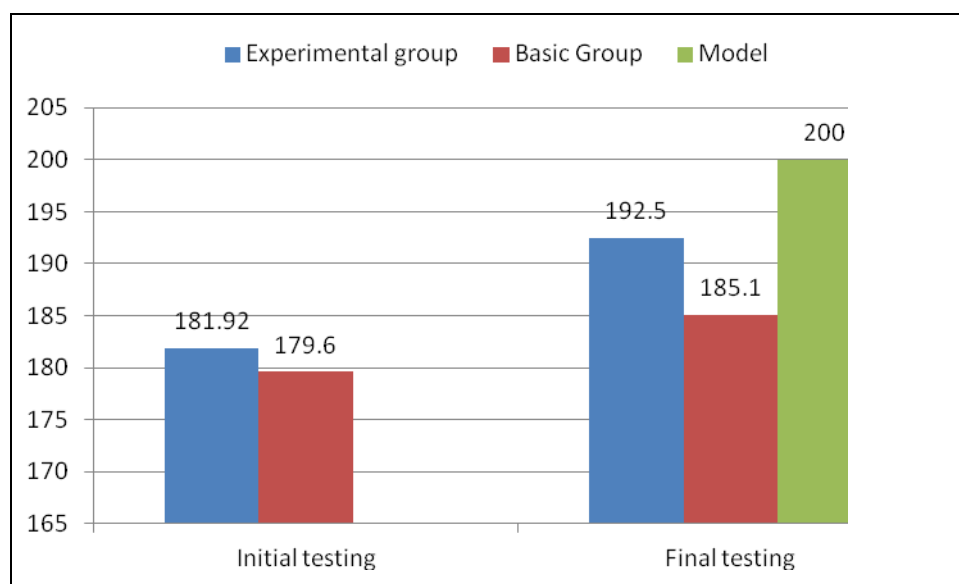
Below we present the results of testing samples of general physical training.

## Results

**Table 1.** General Dynamics motility indices

Probe de control	Subjects	Initial testing	Final testing	t	P
		$\bar{X} \pm m$	$\bar{X} \pm m$		
Long jump from the place, Cm	E	181,92±3,79	192,5±2,31	3,89	<0,01
	M	179,6±3,5	185,1±2,67	2,20	<0,05
	E-M	0,45; >0,05	2,09; <0,05		
Vertical jump, Cm	E	39,82±1,2	42,8±0,73	3,44	<0,01
	M	37,83±1,6	40,31±0,89	2,13	>0,05
	E-M	0,99; >0,05	2,16; <0,05		
Running speed 30 m, Sec	E	5,63±0,14	5,31±0,08	3,11	<0,01
	M	5,87±0,11	5,66±0,14	2,10	>0,05
	E-M	1,35; >0,05	2,18; <0,05		
Abs in 30", nr.repetări	E	27,78±0,71	29,5±0,54	3,38	<0,01
	M	26,17±0,9	27,6±0,69	2,22	<0,05
	E-M	1,4; >0,05	2,17; <0,05		
Push-ups, nr.max rep.	E	10,67±1,8	14,88±0,97	3,19	<0,01
	M	9,08±1,5	11,51±1,23	2,24	<0,05
	E-M	0,68; >0,05	2,15; <0,05		
Resistance running 600m (B)-minute	E	3,97±0,11	3,76±0,09	2,96	<0,05
	M	3,76±0,09	3,85±0,17	3,98	<0,01
	E-M	1,47; >0,05	0,47; >0,05		

Long jump from the place (cm) (Table 1, Fig. 1). In initial testing it was found that the experimental group arithmetic mean values are 181.92 cm with an average error of 3.79 cm, while the control group are 179.6 cm with an average error of 3.5 cm. The final test, arithmetic mean values of the experimental group reached 192.5 cm with a mean error of 2.31 cm, while the average values of the control group reached 185.1 cm with a mean error of 2.67 cm. It is noted that the experimental group was much closer to the model values from literature.

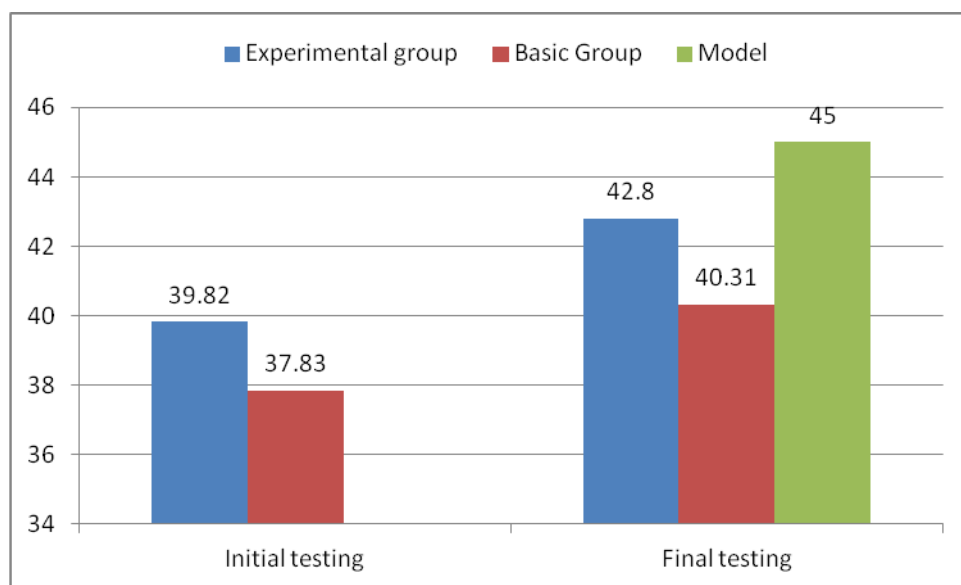


**Fig. 1.** Long jump from the place

Differences between initial and final tests experimental group is highlighted that "t" calculated value 3.89 is greater than "t" spreadsheet (Fisher) at the threshold of significance 0.01, showing significant differences between tests. Regarding the control group the value of "t" is calculated as 2.20 higher than the "t" statistic, also resulting in significant differences between tests at  $p < 0.05$ . Noting the differences between experimental groups and control environments in initial testing, it highlights that "t" calculated value 0.99 is less than "t" statistic at  $p > 0.05$ , insignificant and the test result is final "t" calculated 2.16 value is greater than "t" statistically significant result.

Vertical jump (cm) (Table 1, Fig. 2). In initial testing of the experimental group arithmetic mean values are 39.82 cm by 1.2 cm average error and the control group are 37.83 cm by 1.6 cm average error.

The final test, arithmetic mean values of the experimental group reached 42.8 cm with a mean error of 0.73 cm, while the average values of the control group reached 40.31 cm with a mean error of 0.89 cm. It is noted that the experimental group closer to the model values from literature.

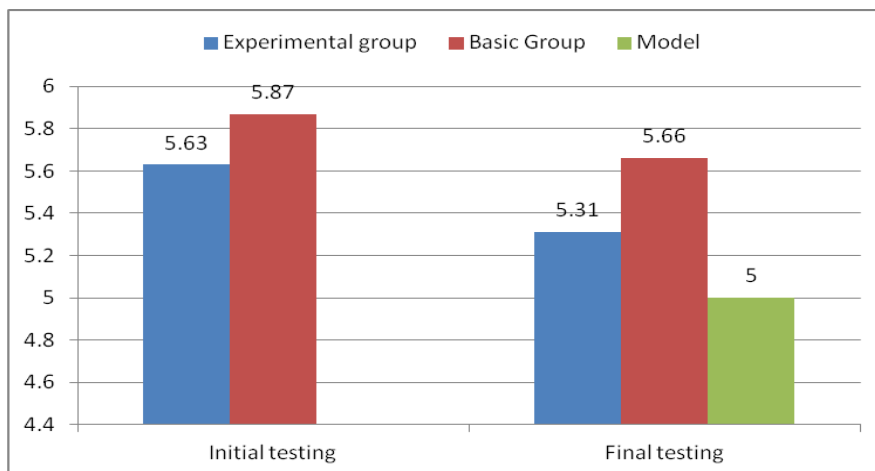


**Fig. 2.** Vertical jump (dynamic environments between tests compared with the model)

Differences between initial and final tests experimental group is highlighted that "t" calculated value 3.44 is greater than "t" spreadsheet (Fisher) at the threshold of significance 0.01, showing significant differences between tests. Regarding the control group the value of "t" is calculated as 2.13 lower than the "t" statistically significant differences between the tests resulting in  $p > 0.05$ . Noting the differences between experimental groups and control environments in initial testing, it highlights that "t" calculated value 0.99 is less than "t" statistic at  $p > 0.05$ , insignificant and the test result is final "t" calculated 2.16 value is greater than "t" statistically significant result.

Running speed 30 m (sec) (Table 1, Fig. 3). In initial testing it was found that the experimental group arithmetic average values are 5.63 sec. with an average error of 0.14 sec., while the control group are 5.87 sec. with an average error of 0.11 sec.

The final test, arithmetic mean values of the experimental group reached 5.31 sec. with average error of 0.08 sec., while the control group mean values reach 5.66 sec. with average error of 0.14 sec. It is noted that the experimental group was closer to the model values from literature.

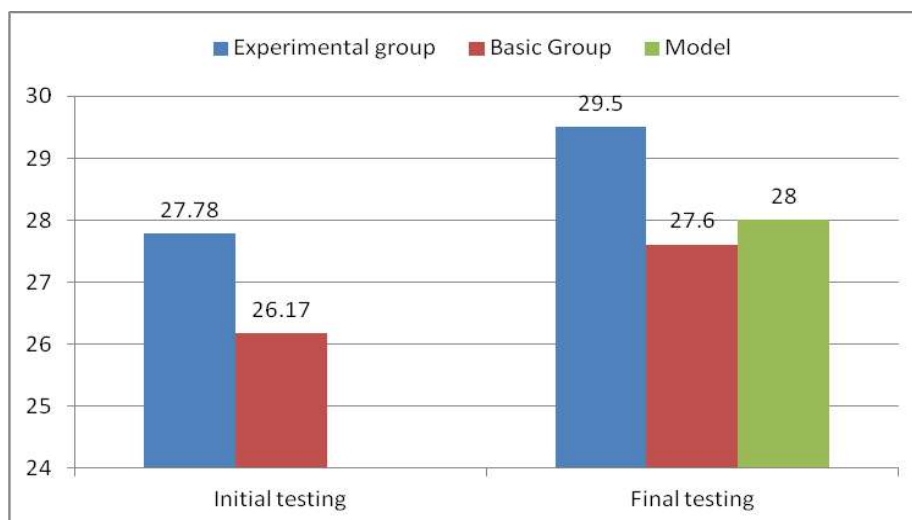


**Fig. 3.** Running speed 30 m (dynamic environments between tests compared with the model)

Differences between initial and final tests experimental group is highlighted that "t" calculated value 3.11 is greater than "t" spreadsheet (Fisher) at the threshold of significance 0.01, showing significant differences between tests. Regarding the control group the value of "t" is calculated as 2.10 lower than the "t" statistically significant differences between the tests resulting in  $p > 0.05$ . Noting the differences between experimental groups and control environments in initial testing, it highlights that "t" calculated value 1.35 is less than "t" statistic at  $p > 0.05$ , insignificant and the test result is final "t" calculated 2.18 value is greater than "t" statistic at  $p < 0.05$ , the result being significant.

Abs in 30 seconds. (no. of repetitions) (Table 1, Fig. 4). In initial testing of the experimental group arithmetic mean values are 27.78 repetition with repetition error of the mean 0.71 and 26.17 of the control group are 0.9 repeats the error of the mean repetition.

The final test, arithmetic mean values of the experimental group reached 29.5 repetitions with the mean error of 0.54 repetitions, while the average values of the control group reached 27.6 repetitions with the mean error of 0.69 repetitions. It is noted that the experimental group was closer to the model values from literature.



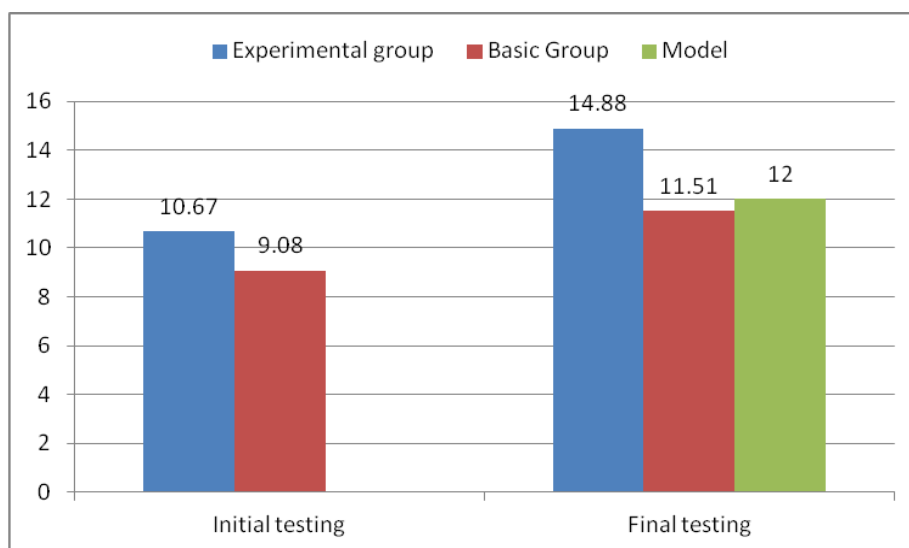
**Fig. 4.** Abs in 30 seconds (dynamic environments between tests compared with the model)

Differences between initial and final tests experimental group is highlighted that "t" calculated value 3.38 is greater than "t" spreadsheet (Fisher) at the threshold of significance 0.01, showing significant differences between tests. Regarding the control group the value of "t" is calculated as 2.22 higher than the "t" statistically significant differences between the test result at  $p < 0.05$ .

Noting the differences between experimental groups and control environments in initial testing, it highlights that "t" calculated value is less than 1.4 "t" statistic at  $p > 0.05$ , insignificant and the test result is final "t" calculated 2.17 value is greater than "t" statistic at  $p < 0.05$ , the result being significant.

Push-ups (no. max. of reps). (Table 1, Fig. 5). In initial testing it was found that the arithmetic mean values of the experimental group of repetitions with a 10.67 average error of 1.8 repetitions, while the control group are 9.08 repetitions with a mean error of 1.5 repetitions.

The final testing of the experimental group arithmetic mean values reach 14.88 repetitions with the mean error of 0.97 repetitions, while the average values of the control group reached 11.51 repetitions with the mean error of 1.23 repetitions. It is noted that the experimental group was closer to the model values from literature.



**Fig. 5.** Push-ups (dynamic environments between tests compared with the model)

Differences between initial and final tests experimental group is highlighted that "t" calculated value 3.19 is greater than "t" spreadsheet (Fisher) at the threshold of significance 0.01, showing significant differences between tests. Regarding the control group the value of "t" is calculated as 2.24 higher than the "t" statistic, also resulting in significant differences between tests at  $p < 0.05$ .

Noting the differences between experimental groups and control environments in initial testing, it highlights that "t" calculated value 0.68 is less than "t" statistic at  $p > 0.05$ , insignificant and the test result is final "t" calculated 2.15 value is greater than "t" statistic at  $p < 0.05$ , the result being significant.

Running resistance 600 m (min.) (Table 1, Fig. 6). In initial testing of the experimental group arithmetic average values are 3.97 min. with average error 0.11 min. and the control group are 3.76 min. with average error 0.09 min.

The final testing of the experimental group arithmetic mean values reach 3.65 min. with average error of 0.16 min., while the control group mean values reach 3.86 min. with average error of 0.17 min. It is noted that the experimental group was closer to the model values from literature.

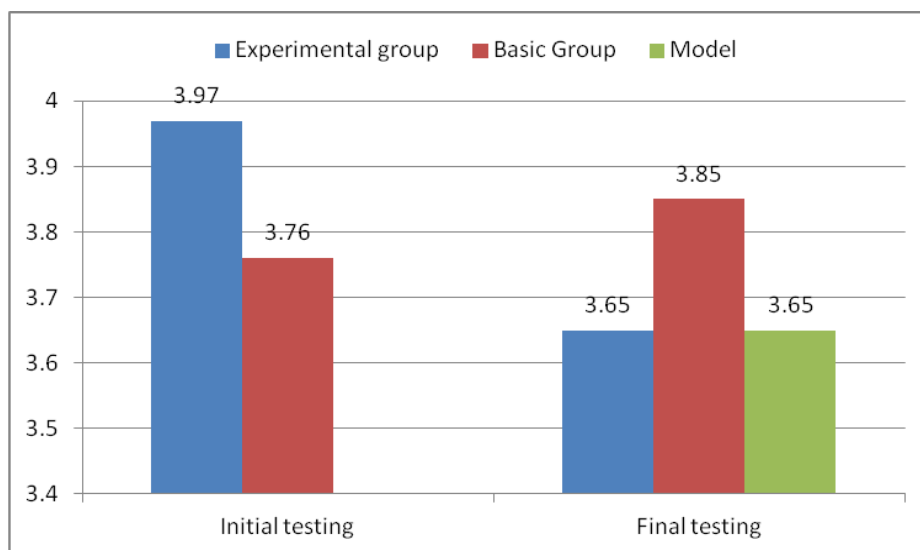


Fig. 6. 600 m Running resistance (dynamic environments between tests compared with the model)

Differences between initial and final tests experimental group is highlighted that "t" calculated value 2.96 is greater than "t" spreadsheet (Fisher) at the threshold of significance 0.05, showing significant differences between tests. Regarding the control group the value of "t" is calculated as 3.98 higher than the "t" statistic, also resulting in significant differences between tests at  $p < 0.01$ .

Noting the differences between experimental groups and control environments in initial testing, it highlights that "t" calculated value 1.47 is less than "t" statistic at  $p > 0.05$ , insignificant and the test result is final "t" calculated 0.47 value is less than "t" statistically insignificant result.

## Conclusions

1. After analyzing the literature, the process of preparing instructional basketball training of the students shows that the training programs of athletes have not a unique design and morphological characteristics depending on the level of preparation them. Findings aspects of using games in training athletes in basketball preparation of representative teams show that they can improve teaching content at the same time increasing exercise capacity at the students.
2. Finding experiment results show that the physical preparation, technical and functional students are below average in Romania specialized model to test most of the indicators, which shows the need for interventions to optimize this important factor of physical training.
3. General motility testing shows increases in value in both groups included in the experiment, with results higher in the experimental group  $p < 0.05$ . Games preparatory teaching applied in the experiment showed a significant influence on all physical evidence tested, it was argued by both arithmetic differences between the test and the coefficient of significance ( $p < 0.01$ ) in most samples, except samples speed and resistance to experimental group and the sample standing long jump in group control ( $p > 0.05$ ).
4. The survey results show improvement in somatic indices, motor, functional and technical preparatory games by effective implementation of the lessons of training and capacity building effort positively affects basketball students, thus confirming the assumption made at the beginning of scientific research.

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# **SPORT SECTION**

## THE IMPORTANCE AND UTILITY OF THE "DATA VOLLEY" SOFTWARE IN THE PROCESS OF TECHNICAL - TACTICAL TRAINING OF SENIOR VOLLEYBALL PLAYERS

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### Abstract

Lately sports have become all the more technologized, which is why success is no longer mentioned without the use of the computer and the new modern means.

In volleyball, like in other sporting games, the analysis of the competition is considered to be an important means of performance diagnosis in view of determining some parameters for directing the training process of the concepts and competition strategies.

"Data Volley" is the most complete and complex software created for the tactical and technical analysis of a match or volleyball training session. Being modified and completed after the suggestions and indications of several specialists in the last few years, the programme answers to every demand and necessity of any trainer who wants to develop tactically and technically his team. The programme includes a quick system of recording the data through the use of the keyboard, therefore each technical process used in the volleyball game is represented by a code defined by a letter on the keyboard. Once the codes introduced, the programme will take care of the rest of the calculations. A wide number of pre-set functions will help in decoding the tactical schemes or the individual actions during a game, underlining the strong and the weak features of the opponents.

Analysing all the basic codes, one can obtain a series of details concerning the abilities of a certain player, of the entire team, in a particular moment of the game, on a certain position in the field, in a single set, or for all the sets throughout an entire season.

In conclusion, the "Data Volley" software can be used both before or during the games, to improve the game tactics depending on the opponent, or during the training sessions to optimize and correct the technical-tactical actions of one's own team, as well as for each game position in part.

**Keywords:** volleyball, data volley, software, tactical, technical.

### Introduction

Lately, sport has become all the more technologized, which is why we cannot talk about success without the use of the computer and of the new modern means of assessment.

In volleyball, like in many other sporting games, the statistical analysis of the competition is considered as an important diagnosis means of performance in view of determining some parameters for directing the training process, the competition concepts and strategies.

In the last years, particularly at the level of seniors, the volleyball game has become very dynamic, with a very high speed of execution of the technical elements and game procedures [1, 4, 5]. In this case, there are several methodologies of statistical recording of the elements and procedures in the volleyball game [2, 3], whereas one of the best programmes of statistical analysis is the *Data Volley* software. This software allows the simple and complete recording of several game parameters with the help of the computer, which allows us to intervene urgently with actual suggestions for the qualitative improvement during official games or even practice.

### The content of the work

This programme was applied successfully also in the National Championship of Romania for volleyball at senior level, where it proved to be a real support for the recording of technical-tactical game actions, both individually, as well as for the entire team. Each coach or statistician can use this software of statistical analysis depending on necessities, as follows:

- during the official games, it offers a real help in taking a quick decision or so as to check the used game plan (by one's own team, by the opponent, the opponent's strong and weak points, the distribution of the opponent's opposite, the attack directions etc.)
- for preparing the friendly or official games (the analysis of each player in part, but also of the entire team's game, the opposite's distribution for each rotation, attack and service directions, etc.)
- during training sessions, as an aid to improve certain individual technical elements or from a tactical point of view at the team's level.

The programme has one of the fastest systems of data registration through the use of the computer and offers us numerous opportunities. It is a programme for the registration, assessment and analysis of game actions.

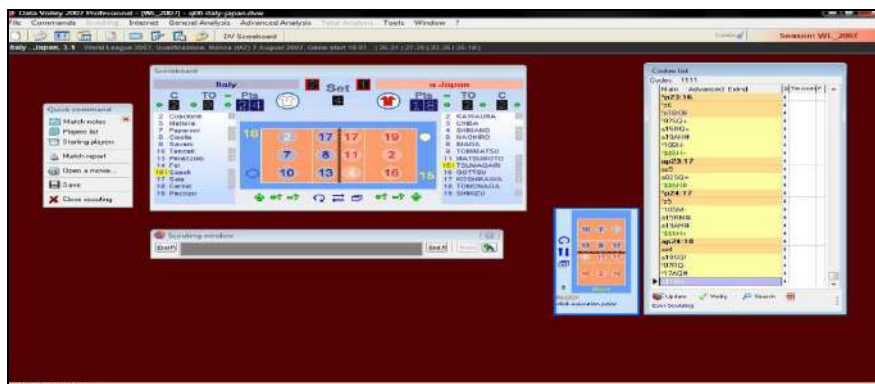


Fig. 1. Registration actions in volleyball

The data offered by the programme allow us to transform what we see (each game action) into standard codes, which are later on analysed by the computer and give us details related to the abilities of a single player, of the entire team, at a certain moment of the game, on a certain position in the field, throughout a single set or for all the sets during an entire season. Thus, each technical procedure used in the volleyball game is represented by a code, defined by a letter on the keyboard. For example: S – service, R – takeover, A – attack etc.

In turn, the technical procedures have a certain efficiency (quality), which is why the software makes available a series of codes represented by various characters: e.g. “#” indicates an ace service, a successful attack, an excellent takeover etc, whereas “=” represents a wrong action (e.g. fig.2, attack assessment). One can analyse a number of 7 technical procedures which can be described by minutely-detailed analysis of each element from a tactical point of view in the volleyball game.

### ATTACK

= Error (out, net ball, invasion)

/ Blocked attack (point goes to the opponent)

- Poor (easily dug by the opponent who can try and play the ball again)

! Blocked but recovered by the home team

+ Positive (opponent defended with difficulty and the home team can try and play the ball again)

# Winning (direct point)

Fig. 2. The attack assessment by the *Data Volley* software

*Data Volley* is the statistical programme in the volleyball world which helps you analyse each situation that might occur in a game and thus give you the possibility to take the winning decision for your team.

With the help of *Data Volley*, the programme of statistical analysis of game actions, we made an assessment of each game position, as well as to the average score of all the participating teams in the National Championship. Besides this, we were interested in the results of the national team, and in this sense, we used

them as the game model for the other teams in the championship. Namely, all the performances recorded by the teams in the National Championship were compared to the results of the national team, individually and team wise, the latter being taken as model.

Game position	Technical elements	Efficiency%	Total	Errors	%	-	%	+	%	Direct points	%
<b>Middle Blocker</b>	Service	43%	123	11	9%	86	70%	21	17%	5	4%
	Attack	45%	85	14	17%	12	14%	7	8%	52	61%
	Block	24%	103	51	50%	8	7%	16	16%	28	27%
<b>Outside Hitter</b>	Service	50%	143	37	27%	60	42%	38	26%	8	5%
	Reception	45%	209	28	13%	84	41%	71	34%	26	12%
	Attack	36%	180	24	13%	34	19%	17	9%	105	59%
<b>Opposite</b>	Block	30%	35	10	29%	2	5%	10	29%	13	37%
	Service	44%	64	14	22%	34	53%	13	20%	3	5%
	Attack	23%	135	12	9%	54	40%	10	8%	59	43%
<b>Setter</b>	Block	41%	22	2	9%	5	23%	6	27%	9	41%
	Service	59%	75	14	19%	39	52%	17	22%	5	7%
	Pass	44%	273	13	5%			260	95%		
<b>Libero</b>	Block	-63%	24	12	50%	5	21%	5	21%	2	8%
	Reception	43%	101	7	7%	26	26%	53	52%	15	15%
<b>Team total</b>	Defence	69%	41	16	39%	1	2%	24	59%		
	Service	49%	405	76	19%	219	54%	89	22%	21	5%
	Reception	49%	323	21	7%	88	27%	172	53%	42	13%
	Attack	37%	409	32	8%	121	30%	36	9%	220	54%
	Block	5%	184	14	8%	65	35%	37	20%	52	28%

Fig.3. Statistical analysis of game actions

If we were to analyse the previous table, we can see that the players were selected for 5 game positions, such as: Middle Blocker, Outside Hitter, Opposite , Setter, Libero, and further on, there were listed the game elements which they are about to perform, here being indicated their number, the percentage of success and failures, as well as the yield of each game position.

Next we are to analyse the actions of players depending on each and everyone's game position and will start with the Middle Blocker (fig.4), one of the key positions in a volleyball team.



Fig. 4. Game actions of the Middle Hitter

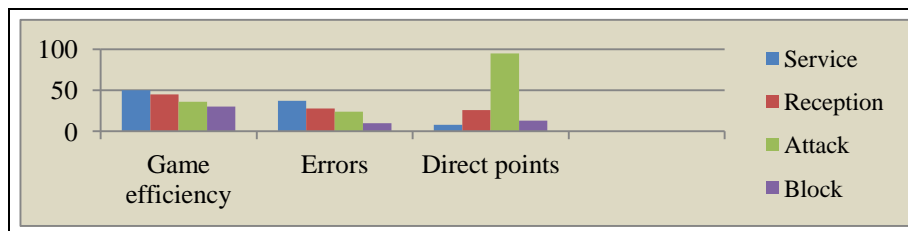
From figure 2, we can see clearly that for the Middle Blocker there are characteristic three basic actions, such as: the service, attack and block. All these were analysed by means of the game efficiency, the errors made during the performance, and the percentage of direct points won through their performance. Talking about services, their percentage for the Middle Blocker was of 43%, of the attack was of 45%, and the block of 24%. Therefore, the yield of players on the Middle Blocker position is not at an average level nationally, or of the teams of great performance, for this game position.

Another aspect analysed with the help of the Data Volley programme was the number of errors made during the performance of the above-mentioned technical elements. According to the previous table, the number of errors for the Middle Blocker was relatively big, they failed in a ratio of 9% during the performance of services, the errors during the attack were in a ratio of 17%, whereas for the block there was a percentage of 50%. According to the practice of performance volleyball at senior level, the first two elements, such as the service and attack, range within national average scores related at this level. For the block we have a percentage of around 50%, to be exact, according to the recorded data, every second block puts the other team in difficulty, and knowing that at this level, the number of blocks is not that big, we can say that here we also have a relatively good percentage.

The third researched aspect was the analysis of the directly won points from the execution of the examined technical elements, meaning services, attacks and blocks. From the responsibilities of the Middle Blocker, it turns out that the most points (61%) were directly won from the attack, the results in the case of the block were pretty good too, being successful in a ratio of 28% and only 4% were direct points.

Therefore, the Middle Blocker players fulfil their role at an average level as compared to the results of the performance teams at senior level, including the average scores of the national team, where the best players were selected for each game position.

Another game position examined by the use of the experimental programme mentioned before was that of Outside Hitter. According to its characteristics, the Outside Hitter has the ability to perform almost all the technical details, which recommends it as one of the most important piece within the mechanism of the team. (fig.5).



**Fig. 5.** Game actions of Outside Hitter

Like in the previous case, we are to analyse the actions of the players on the position of Outside Hitter by means of three actions, such as: game efficiency, made errors and points directly-won from the respective actions. If we were to analyse the efficiency of performance of the game elements listed above, we notice that the services and takeovers are approximately in the same proportion, which is around 45-50%, in attack 30% and 30% in block. These results are below our expectations, where the level of game efficiency of the Outside Hitter should be higher for all the analysed game elements.

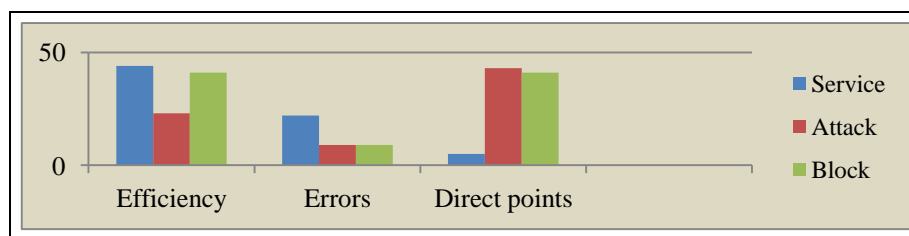
The next indicator researched by us was the percentage of errors during the performance of basic elements in the volleyball game in an official game. The biggest numbers of errors were recorded at service (27%), the reason being that the players usually serve forcefully from a jump, the execution per se having a high risk to make errors, but also a similar difficulty. Identical was the percentage concerning the number of errors in takeover (13%) and in attack (13%) of the Outside Hitters, this being a pretty low average for senior volleyball players.

Eventually we were interested in the weight of the directly-won points from the technical performances of the players on the Outside Hitter position. Directly-won points from service 5%, the most directly-won points

made being from attack (59%), the perfect takeovers had a percentage of 12%, whereas for the block, the percentage reached values of 37%. Analysing the Outside Hitter from these data, we can say that these range within normal parameters, taking into account that it is not easy to make direct points with the help of the block, just as it is not easy to make a perfect takeover from the opponent's service.

Another position that was analysed within our research was that of the Opposite player, which according to the characteristic of the position, has to fulfil the following technical game elements, such as the service, attack and block (fig.6).

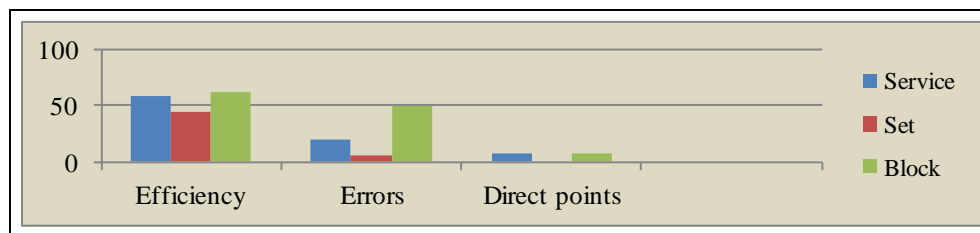
Analysing the efficiency of the service of players on the Opposite position, we notice that their percentage is rather high (44%), but the efficiency in attack on this position was rather low (23%), taking into account that the attack is the main characteristic of the universal players, and in block it reached values of 41%. Analysing the number of errors for the players on the position of Opposite, we see that their percentage is rather low, being of only 22% in the case of services, of 9% in the case of the attack and the same percentage in the case of the block. As one can see, the number of errors on this game position is rather small, hence we can say that the Opposite player was quite constant in performing technical elements.



**Fig. 6.** Game actions of the Opposite player

The third parameter analysed at players on the position of Opposite was the number of directly-won points by them from the action. Obviously, the percentage of directly-won points from the service is rather low, this being of only 5%, whereas the number of directly-won points from the attack and block is quite imposing. Thus, we have 43% directly-won points from the attack, whereas 41% from the block. Actually, these actions are characteristic for the Opposite player, which was emphasized at the end of our research.

Another important game position, maybe the most decisive player in a volleyball team, is the Setter. (fig.7).



**Fig. 7.** Game actions of the Setter player

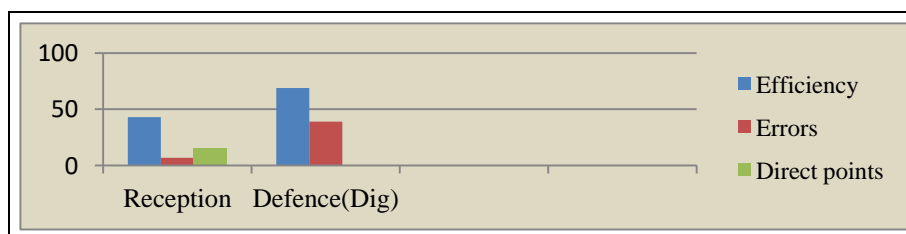
The main quality of this player beside service and block is that of passing the ball and of putting its own team players in ideal attack situations. If we were to examine the evolution of efficiency of performing the services by the Setter players, we notice that their percentage is quite high and equals 59%. The percentage of passes is of 44%, whereas that of the blocks is of 63%. One can clearly see that the efficiency of passes is relatively small, but this thing depends not only on the Setter, but also on the quality of takeover by the players on a different game position.

Talking about errors, the percentage of Setter is rather low, this being clarified by the fact that the players on this position must have a good technical training in this sense, which does not lead to an exaggerate number of errors. Thus, on performing the service, the Setter players made 19% errors on average, in passes only

5% which is absolutely natural and only in the case of performing the block the percentage of errors was much higher (50%) because these actions are not characteristic for the given position.

Analysing the number of directly-won points by the Setter player, we can notice that in this case, the players on this position fulfil only two elements – the service and the block, from which there can result direct points. In the given case, the points directly-won in service by the Setter have a percentage of 7%, whereas the points directly made from the block is of 8%, these results being easily accounted for.

The last game position subjected to analysis by means of the experimental programme was that of the players on the position of Libero, its functions being rather limited and specific only for this position – reception and defence.

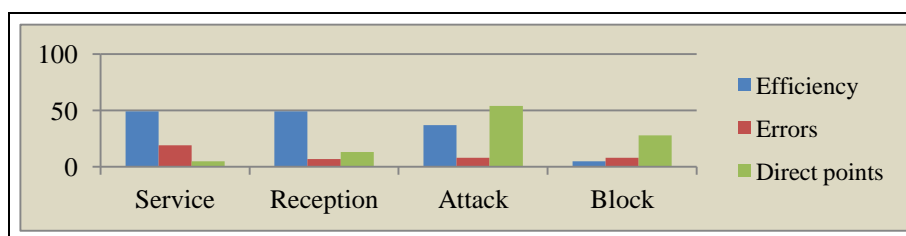


**Fig. 8.** Game actions of the Libero player

Same as in the previous cases, we are to analyse the game actions of this position, but this time we will analyse them only from the perspective of game efficiency and made errors, due to the fact that the Libero's actions unfold only on the second line, clearly one cannot talk about directly-won points from this game position. Talking about the efficiency of game actions of this player, according to the above-mentioned table, this was of 43% in the case of receptions and 69% in the case of the defence, these not being the most indicated results for the respective game position.

If we were to talk about errors, their percentage is rather low and in the case of receptions it is of only 7%, whereas in the case of defence, being specific for the given position 39%.

Working out an average of all the game positions within the National Championship of volleyball at senior level, we calculated what might be the weight of the game efficiency, of errors and of the points directly-won from action by the entire team. (fig.9)



**Fig. 9.** Average of game actions of the team

Analysing the game efficiency by means of the technical elements performed by the players, one notices a pretty good tendency in the case of services and reception, where the game efficiency is good in both cases. The game efficiency within the attack is rather low (37%) and lower (5%) in the case of the blocks. This indicates the fact that the game efficiency of the entire team is rather low in fulfilling all the technical game elements.

Generally, at the level of the team, the number of errors is not that high, for example, only at services there were of 19% on average, whereas in takeovers, attack and block of 7-8% on average, which represents a relatively good result.

Analysing the directly-won points, we notice that the least in number were won from the service (5%), which is a natural thing, whereas the most directly-won points in number come obviously from the attack (54%)

and from the block (28%), because actually this is the essence of the modern game, to have a good attack and a great defence.

### Conclusions

1. Making a general analysis of the recorded results, we can confirm the fact that the teams within the National Championship of Male Volleyball have an average level of sports training.
2. The use of the experimental Data Volley programme allows us to analyse operatively enough all the game actions, for each game position, as well as for the entire team.
3. The application of this programme has several priorities, such as:
  - to promptly obtain the necessary information;
  - offers the possibility to intervene with some changes in the unfolding of the game;
  - to promptly identify the technical-tactical problems in the unfolding of the game;
  - offering operatively information as concerns the game efficiency of each player and of the entire team at any moment of the game;
  - to promptly identify the errors during the game;
  - ensures the operative game statistics and more.

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## DEVELOP AND MAINTAIN STRENGTH INDICES THROUGH FUNCTIONAL TRAINING

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### Abstract

Designed in antiquity, functional training, is a topical concept, and is now being found more and more frequently in the fitness club schedule. Physical conditioning activity includes a varied and complex range of movements that have as main purpose the creation of performance in the daily activities and viewed from the perspective of performance sports this type of training aims to reducing the risk of injuries. Starting from the idea that indifferent of age any person can increase the level of this component (strength), from the sphere of conditional capacities, we have created an attractive training program according to the anatomical-functional characteristics and the motoric experience of the subjects.

The study aims to implement and verify the effectiveness of well-organized functional training programs, on strength indicators, at the lower train level, after 4 months of training.

The group of subjects participating in the research consisted of 18 female subjects, students of the University of Bucharest, aged between 19 and 27 years.

Statistically analyzed, the results achieved by the subjects at the initial and final evaluations prove the efficiency of the proposed program.

**Keywords:** functional training, physical conditioning, fitness, strength

### Introduction

Physical training is constantly evolving, appearing a growing variety of methods and means based on how the human body responds to different stimulus.

Although in the last 20 years the functional training has seen an important promotion, it is not a new concept, originating in antiquity. The main objective of this type of motor activity was to improve the physical condition of the soldiers. Fast movement, fight, etc., required rigorous physical training, for which there was a need for increased strength and resistance in particular.

One of the reasons why it is increasingly appreciated is the low cost of the equipment and the attractiveness of the exercises.

For creating exercise an inspirational source is both the performance sport and the natural movement the individual performs in everyday activities. These movements can be classified into four main categories: locomotion, rotation, changing the level of gravity center, pushing and pulling.

Functional training can be defined from the point of view of performance sports where it aims to reduce the risk of injuries, or leisure activity where the main objective is to optimize daily performance.

Functional exercises improve the functioning of the locomotor system, increasing the body's ability to move more easily, efficiently and with amplitude.

Training involves exercises performed both with the weight of your body and with different weights and accessories. Below is a brief description of the main materials used in the training.

Table 1. Materials used in the training

Equipment	Description
<i>Weights (dumbbells, weightlifting)</i>	Especially used to increase muscle strength; Dumbbells have the advantage of being able to correct bilateral differences;
<i>Medicine ball</i>	It is successfully used in developing resistance, strength and coordination capabilities; Multiplan exercises can be created with piece of equipment- an example: lunge with torso rotation;
<i>Balanceplatform (bosu, balancedisks)</i>	This accessory brings balance to which other motor skills are added;
<i>Elastic bands</i>	Also used in recovery; Compared to the pulley exercises, the elastic strips most often have the vector horizontal;
<i>Foamroller</i>	It's a foam cylinder; Used for me of a social stress relief by self-help;
<i>Fitball</i>	They were originally used in Switzerland for medical recovery since 1960.

A research from the Journal of Strength and Conditioning Research demonstrates that a group of functionally trained subjects achieved an increase in the level of strength development by 48% compared to a group of subjects who train with a classic program.

Essential motric quality, strength is required in all areas of activity, but especially in the motor activity. An important factor in the development is muscle fibers involved in contraction.

### The purpose of the paper

The present research aims to verify if a functional training program will determine an improvement in the strength indices for lower body.

### Materials and methods

The study was conducted for a period of 4 months, October 2018-January 2019, on a group of 18 female, aged between 19 and 27 years students of the University of Bucharest. Subjects performed an average of 3 hours of weekly workout.

The design of the program was created according to the level of physical condition and the health state of the participants.

The fundamental part of the lesson included a circuit consisting of 8 exercises, each exercise having a 50-second active work and 10 seconds pause, the whole circuit repeating 3 times with a break of 4 minutes.

Examples of exercises used in training:

1. Sitting, the right foot on the step, the left foot on the ground; hands on hips;

T1: lunge;

T2: jump and change the leg;

2. Standing, the medicinal ball held by the hands on the chest;

T1: flexion of legs (plie')

T2: return;

3. Sitting, hands on hips;

T1: Kick forward with right foot; T2: Return; T3: Kick forward with left foot;

T4: Return;

The following tests were used in the evaluation of the applied program: squats test, Sargent Jump and wall sit leg test.

#### 1. Squats test

The test involves multiple squats, until exhaustion. Interpretation is done according to the evaluation scale, and for medium level the subject has to perform 30 repetitions.

#### 2. Wall sit leg

The test require that the subject maintains the squat position standing with his back to the wall. According to the scale for medium value, the subject has to maintain the position between 36 and 42 seconds.

#### 3. Sargent Jump

Standing, raised the arm and marks the maximum height the subject reaches, then a subject jump and is count the maximum level is reached again. The difference between the two values is interpreted according to the scale, for a medium value the result must be 32 cm.

### Results and interpretation

At the Squat test, the average recorded at the initial assessment was 27,6 and the final 35,7 the results being relevant to the t-student test for this group of subjects because the value of p is 0, ( $p < 0,05$ ) which confirms the effectiveness of the program.

For Wall sit leg, at statistical interpretation we obtain a p value of 0,001  $p < 0,05$  initially proposed, which demonstrates a significant difference between the two tests.

For the Sergeant Jump test, subjects obtain a difference between the two (final and initial) average 3,24 cm. Statistically analyzed data also show relevant differences ( $p = 0,03 \leq 0,05$ ).

### Conclusions

In order to have an optimal influence, the preparation of the training program must be done in a progressive way (starting from simple to complex), planned and logical (order of exercises). Training can be easily adapted to any subject regardless of his motric experience. An efficient exercise is the result of the balance between dosing and execution.

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## THE JUDGING ANALYSIS OF THE NATIONAL DANCE SPORT CHAMPIONSHIP, 2019

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### Abstract

From the desire to write a work paper entitled "*The Judging Priorities in DANCE SPORTS*", I have studied the National Championship judging from this perspective and I consider I have identified some tendencies. there were clubs and athletes who deliberately chose not to participate in this championship because they predicted what would happen.

*Causes.* Only one man is the one who determines the attributions and which referees have to judge each age and section category, depending on his interests. This allows the compilation of lists of referees in which are created majorities that entail the competition of objective results. Only one man was the holder of the full list of referees invited in 2019.

*Measures.* The list of referees invited to the National Championship must be officially presented to all members of the federation at least two months before the competition, so that everyone can organize their informed training. This will give equal chances.

*Conclusions.* Normally, all schools of thought should have been represented equally in the team of the referees to ensure objectivity. Unfortunately, the school of thought that prioritizes the technical criterion was represented in the juries by 75% and the results, in our opinion, were not objective.

**Keywords:** dance sport, judging, objectivism

### Motivation

From the desire to write a work paper entitled "*The Judging Priorities in DANCE SPORTS*", I have studied the National Championship judging from this perspective and I consider I have identified some tendencies. From the position I own in the RDSF, after 25 years of training in this wonderful sport, I can say that:

- the judging system also entails internal competitions, to a greater or lesser extent, of objective results;
- sooner or later, many of the athletes will want to participate at the championship, will suffer the same injustice and will be the victims of this adverse system;
- there were clubs and athletes who deliberately chose not to participate in this championship because they predicted what would happen.

### Causes

Only one man is the one who determines the attributions and which referees have to judge each age and section category, depending on his interests. This allows the compilation of lists of referees in which are created majorities that entail the competition of objective results.

Only one man was the holder of the full list of referees invited in 2019, putting him and his athletes in a net favoring position against other athletes and other clubs participating in the championship.

In each team formed in the championship the referees were mostly the representatives of a school of thought. Following an analysis of the judging, these referees had a difficult word to say in the finals and hierarchies.

Starting from the premise that a picture makes a thousand words, I present you below a table that mirrors exactly the philosophical situation of judging at the National Championship.

### Legend

I have defined and classified the three currents present in the championship as follows:

1. **Technical Foreground Current** (red);
2. **Musical Foreground Current** (orange);
3. **Artistic Foreground Current** (green).

The followers of this philosophical current consider that the evaluation of dance represents the triumph of matter and material at the expense of the dialectical evolution of principles.

Table 1. The philosophical situation of judging at the National Championship

Judges N.C. 2019	Was at the TGP	Arbitrated competitions- The National Championship 2019											
		19-34 lat	19-34 std	16-18 lat	16-18 std	14-15 lat	14-15 std	12-13 lat	12-13 std	10-11 lat	10-11 std	6-9 lat	6-9 std
A1	X		X		X		X		X		X	X	X
A2	X	X	X	X	X		X		X	X	X		
A3	X	X		X		X		X		X		X	
A4	X	X		X		X		X		X		X	
A5	X	X		X	X	X		X		X	X	X	
A6	X			X		X		X		X		X	X
A7	X	X	X			X	X	X	X			X	X
A8	X		X		X		X		X		X		X
A9	X		X		X		X		X		X		X
A10		X	X	X		X		X		X	X		X
A11		X		X		X	X			X	X	X	
A12		X		X		X		X		X		X	
A13			X		X		X		X		X		X
A14		X		X		X		X		X		X	
A15		X		X		X		X	X	X		X	
A16		X	X	X	X	X		X		X	X		
A17					X		X	X	X		X	X	X
A18			X		X		X		X				X
A19			X				X		X		X		X
A20			X		X		X		X				X
judges TGP/ comp	9	5	5	5	5	5	5	5	5	5	5	6	5
		3	2	3	2	3	2	2	1	3	3	3	2
		3	4	3	4	3	4	4	5	3	3	3	4

**a. Technical Foreground Current** (red); the followers of this philosophical current consider that the evaluation of dancing represents the triumph of matter and material at the expense of the dialectical evolution of the principles.

## JUDGING COMPONENT: TECHNICAL QUALITY

### Subcomponents:

- ✓ Posture
- ✓ Conexion/Dance Holds
- ✓ Balance
- ✓ Foot Actions
- ✓ Latin Actions

### 1<sup>st</sup> Criterion Technical Quality

**1. Posture** - Definition: General posture of the two dancers, as well as the dynamic posture - the position of the body and all of its parts during all movements.

**2. Dance holds** - Definition: the contact points, handholds and the way these move in relation to the couple.

**3. Balance** - Definition: the conditions of stability (indicating the capacity of equilibrium) of the two dancers both in static positions and dynamic movement.

**4. Foot action** - Definition: the way in which the feet are both moved and placed on the floor, and the alignment and shaping of the feet and ankles.

**5. Latin actions** - Definition: the correct execution of all dance specific actions described in the WDSF technique books in particular:

**Samba:** Bounce, Forward Walk, Side Walk, Samba Timing, Botafogo Actions, Volta Actions, Cruzado Walks and Locks, etc.

**Cha Cha Cha:** Forward Walk, Backward Walk, Side Walks, Checked Forward Walk, Checked Backward Walk, Delayed Actions, Forward Walk Turning, Delayed Forward Walk Turning, Backward Walk Turning, Walk in Place, Weight transfer in Place, Cuban Break, Cuban Rock, Chasse, etc.

**Rumba:** Forward Walk, Backward Walk, Side Walks, Checked Forward Walk, Checked Backward Walk, Delayed Actions, Forward Walk Turning, Delayed Forward Walk Turning, Backward Walk Turning, Walk in Place, Weight Transfer in Place, Cuban Rock, Cucaracha, etc.

**Paso Doble:** Appel, March, Heel Turn, Rotation, Knee Lift, Spanish and Press Line.

**Jive:** Swing Actions, Rock, Chasse Actions, Jumping Jive Actions, Jumping Action, Kicking Actions, etc.

**6. General actions** - Definition: ability in creating general dance actions: stretching bending, turning, stillness, balancing, over balancing, leaning, traveling, jumping, gesturing, weight transferring.

**7. Preparation - Action - Recovering** - Definition: the ability of the dancer to initiate, execute and finish a figure and combine this with the following movement efficiently.

**8. Spins and Turns** - Definition: execution of continuous spins, three step turns and other turning actions with an increased amount of turn e.g. swivel turn, double spiral etc.

**9. Isolation/Coordination** - Definition: the capability of each dancer to produce isolated actions in different areas of the body - (actions that are not creating distortions in other areas) and combine them in coordinated movement.

**10. Skilled Figures** - Definition: abilities in executing figures with high degree of difficulties that require additional demanding skills.

**11. Dynamics** - Definition: the capability of each dancer to produce actions associated with the use of Weight, Time, Direction and Energy.

**12. Lines and Extended Lines** - Definition: ability to create lines and shapes at the end of a movement, figures or a section of choreography.

**13. Centre** - Definition: the lady's centre (pelvis-abdomen) in contact with the centre of the man.

**14. Foot Skills (Foot Action and Foot Placement)** - Definition: the way in which the feet are both moved and placed on the floor, and the alignment and shaping of the feet and ankles.

**15. Body Actions** - Definition: the movements made by the hips and upper body during actions and in isolation.

**16. Drive Actions** - Definition: skill in coordinating the activation of the overbalancing of the body, bending of the knee and the leg movement.

**17. Preparation to Move** - Definition: ability to effectively utilize Coronal, Sagittal and Transverse planes in movement.

**18. Rise&Fall** - Definition: ability to create rise and fall with the correct technical actions.

**19. Swing** - Definition: ability to create swing actions with the use of body weight and by combining preparatory actions and drive actions.

#### **b. Musical Foreground Current** (orange)

#### **JUDGING COMPONENT: MOVEMENT TO MUSIC**

**1. Timing/Shuffle Timing** - Definition: the ability of the dancers to match actions/movements with the tempo of the music.

**2. Rhythm** - Definition: the ability of the dancers to match their steps to the rhythmical structure of the music.

**3. Musical Structure** - Definition: the ability of the dancers to dance to all other elements of the music (Phrase, Melody, Chorus, Intensity, etc.)

**c. Artistic Foreground Current** (green). Humanism involves a commitment to seeking truth and morality in dance through human means in support of their interests.

## JUDGING COMPONENT: CHOREOGRAPHY AND PRESENTATION

**1. Structure and Composition** - Definition: the composition of dance figures, timing, use of space and varying degree of difficulties within a dance.

**2. Non Verbal Communication - NVC** - Definition: ability in producing relevant NVC with audience and partner.

**3. Positioning/Floorcraft** - Definition: the choice of position to perform the choreography and use of available space to perform choreography.

**4. Characterization** - Definition: the ability to demonstrate the characteristics of each dance through the application of dance movement and expression.

**5. Energy Application** - Definition: the ability of the dancer to create, apply and maintain effort during the performance.

### 6. Atmosphere

#### Conclusions

- Normally, all schools of thought should have been represented equally in the team of the referees to ensure objectivity.
- Unfortunately, the school of thought that prioritizes the technical criterion was represented in the juries by 75% and the results, in our opinion, were not objective.

#### Measures

- The list of referees invited to the National Championship must be officially presented to all members of the federation at least two months before the competition, so that everyone can organize their informed training. This will give equal chances.
- The composition of the teams of referees must be drawn in the presence of independent observers, just before the couples enter the dance floor.

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## OPTIMIZING THE FITNESS OF SWIMMERS BY USING PILATES APPARATUS

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### Abstract

*Background:* The paper wants to continue the research undertaken in this field by which we try to propose a set of specific exercises on Pilates Apparatus as an alternative method of physical training of the swimmers.

*Objectives.* The objective of the paper is to select and propose some physical training exercises on the Pilates Apparatus in the training of swimmers.

The aim of the paper is to highlight the impact of programs on the Pilates Apparatus on the fitness and performance of swimmers. For this, we propose a set of exercises on Pilates, which can be applied by swimmers in physical training in the gym.

*Methods.* It was used a set of physical exercises on Pilates Apparatus, which contribute to: technique correction, muscle toning, breath control, optimization of posture, body and mental balance, as well as joint mobility.

**Keywords:** fitness, Pilates Apparatus, Reformer, swimming.

### Introduction

Until now, our research has been geared towards the Pilates exercises on a mat, being accessible to everyone, both physically and financially, this time we've been working to improve physical fitness with the specific exercises on specially designed equipment.

As it is known, the method of Pilates Apparatus has an impressive age, although in our country it appeared somewhat shy in several studios, relatively recently.

We note that over time there have been several studies of the Pilates Method, described as a method used in physical activity of leisure time, in performance sports, in neuromotor recovery and re-education, even during pregnancy. However, more extensive research into the application of Pilates with specific equipment in the physical training of performance athletes is not very well known, so this research can theoretically, practically and methodically substantiate a new type of fitness training.

Health related physical fitness consists of the following elements: cardio strength, muscle strength, mobility and body composition. These structural components are basic elements for many sports and, implicitly, for swimming, customizing according to the degree or the level of development each component acquires (Kartz, J., 1988).

We talk about Reformer, a machine invented by Joseph Pilates in the 1950s to help dancers get stronger. He called it the Universal Reformer and it was part of the apparatus system he used in his studio (other pieces included the Cadillac, the Wunda Chair, the Ladder, Barrel). Its unique system uses a moving platform with springs inside a frame. It looks like a bed which the athlete moves pushing or pulling springs, from different positions: lying down, kneeling, sitting, even standing on it (\*\*\*).

Reformer Pilates is a form of exercise that shares the principles of centring, concentration, control, precision, breath, and flow with traditional mat classes, but is done on a reformer machine which involves a system of springs, ropes, pulleys and a carriage.

In this paper we propose a set of specific exercises on Reformer Pilates, that help to develop the muscles and joints involved in the technique of swimming styles: freestyle, backstroke, butterfly, breaststroke (St. John, N., 2007).

## I. FREESTYLE

### 1. EXERCISE FOR ARMS



Fig.1.

Sit facing the footbar with strap in each hand.

Time 1 – rotate the torso and push one strap forward.

Time 2 – rotate to the other side and push the other strap forward in the same time with the return back of first arm through resistance. Alternate arms focusing on the rotation of the torso 20-30x.

### 2. EXERCISES FOR FREESTYLE AND BACKSTROKE KICK LEGS



Fig.2.

Place the tips of the feet on the footbar with the legs parallel. Running in Place.

Push the carriage back by straightening the knees, dorsiflex and drop one heel under the bar while bending the other knee. Straighten both legs before switching. Alternate legs 40-50x.

Time 1 – flex the right heel under the bar, bend the left knee.

Time 2 – flex the left heel under the bar, bend the right knee.

Time 1 - bend the knees keeping the heels slightly raised.

Time 2 – straighten legs and push back – 20-30x.

## II. BACKSTROKE

### 1. EXERCISES FOR ARMS



Fig.3.

The knees at 90 degrees, elbows bent, pull the straps down toward the hips and return.

Time 1 - Hollow the abdominals as the arms move down toward the hips.

Time 2 – Pull straps toward the hips by straightening arms – 20-30x.

With the elbows straight and the arms abducted to slightly less than 90 degrees, pull the straps down toward the hips and return.

Time 1 – arms to sides, elbows straight, knees over hips.

Time 2 – pull straps toward the hips and return – 20-30x.

### III. BUTTERFLY

#### 1. EXERCISE FOR ARMS WITH BENT ELBOWS



Fig.4.

Lying down to the box facing the straps with the chest at the edge of the box. Pull the straps along the edge of the carriage as the abdominals engage, the shoulder blades slide down the back and upper body extends of the box.

Time 1 – starting position: pulling straps, hands in front of shoulders.

Time 2 – pull with elbows bent, arms parallel to the floor.

Time 3 – straighten the elbows to pull the straps to the hips.

Time 4 – engage abdominals, slide shoulder blades down the back and lift the spine into back extension – 20-30x.

#### 2. EXERCISE FOR ARMS WITH STRAIGHT ELBOWS



Fig.5.

Lying down to the box facing the straps with the chest at the edge of the box. Pull the straps along the edge of the carriage as the abdominals engage, the shoulder blades slide down the back and upper body extends of the box.

Time 1 – starting position: pulling down, hold straps with the hands below the box.

Time 2 – pull with elbows straight, hold straps with the arms out to the sides.

Time 3 – straighten the elbows to pull the straps to the hips.

Time 4 – engage abdominals, slide shoulder blades down the back and lift the spine into back extension – 20-30x.

### 3. EXERCISE FOR LEGS



**Fig.6.**

Lying down with the knees at 90 degrees with the straps at the feet. push the straps until the knees are stretched and return – 20-30x.

Engage the abdominals and roll the pelvis up of the carriage, straighten the legs to press the carriage back and keep the pelvis at the same height throughout the exercises. Roll the spin back down to the starting position without moving the carriage – 20-30x.

## IV. BREASTSTROKE

### 1. EXERCISE FOR ARMS



**Fig.7.**

Keeping the back rounded, roll down to begin.

Time 1 – open the arms out to the side and press back the straps.

Time 2 - cross the straps and bend and straighten the elbows to go behind the torso – 20-30x.

### 2. EXERCISE FOR LEGS



**Fig.8.**

The balls of the feet on the footbar with the legs close. Keeping the knees straight.

Time 1 – the heels will be placed at the ends of the footbar, bend the knees and leg turn out.

Time 2 – straighten the legs and push back – 20-30x.

## Conclusions

Performing exercises on the Reformer Pilates offers a wide variety and provides some good action on the parameters of movement (precision, direction, amplitude, degree of tension and relaxation), but at the same time, developing motor skills, preventing physical deficiencies and inducing a physical and mental well-being.

The breathing is very important during training, and precise coordination between breathing and movement is required. That for, with a consistent breathing pattern, it is easier to keep the movements in sync.

We consider that for swimmers, this type of physical activity completes the specific training in water, contributing not only to the muscular development but also to the improvement of the swimming technique and breathing.

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## CASE STUDY ON MONITORING AND DIRECTING THE SPECIFIC EFFORT OF CROSS-COUNTRY RUNNING

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### Abstract

Within the framework of the theory and methodology of athletics, a wide range of issues are addressed, which concern both the performance and the aspects of high performance. Therefore, at the level of all the actors involved, there is a constant concern for identifying those efficient ways, means and methodologies that ensure the fulfillment of the specific educational objectives and tasks of each echelon.

As a mean of physical education, athletics is a harmonious blend between natural movements - the jogging, jumping, throwing and motor skills specific to this sport, accessible and attractive. The fact that this is also practiced on a background of intense psychical solicitation entitles us to reveal, once again, its educational character.

The present paper, through its content and its approach, aims to highlight the main aspects of the specific effort recorded in the training, especially during the competition, the subject being the quadruple university champion in the cross-country running, Olteanu Simion (Crosul Universitatii din Bucuresti Cora Lujerului). The data obtained is based on objective, efficient and modern monitoring, used for the first time in this university competition.

Effective monitoring was achieved by using the SUUNTO electronic device during the training and during the competition. The obtained results provide an overview of the demands of this type of effort, while at the same time solid milestones in the programming of the future training strategies both at this level and at the level of other types of effort specific to the different sports disciplines.

**Keywords:** effort, cross-country, monitoring.

### Introduction

The athletic performance is defined as a „bio-psycho-social value achieved during an official competition, as a result of a multiple determined and evaluated capacity based on rigorously established criteria or rating”. It can represent either an individual or a collective valuable result, achieved during a sporting competition and expressed in absolute numbers, by referring to official ratings or by the obtained rankings. This “defines the process as well as the result of a specific action from which a normative perspective represents the mastery, accomplishing a task at the best possible level, being dependent on the inter-relationship between the endogenic factors (predisposition, abilities) and the exogenic factors (ambiental), expressed within the quality of the training process, motion and assimilation conditions, level of motricity and influence of social factors”(Dragnea, 1996).

### WORKING METHOD AND INTERPRETING THE DATA PROVIDED BY THE SUUNTO – SYSTEM

In 1933 the company's founder, Tuomas Vohlonen, a surveyor by profession, applied for a patent for a unique method of filling and sealing a lightweight compass housing made entirely of celluloid and filled with liquid to dampen the needle and to protect it from shock and wear due to excessive motion.



## Objectives

Developing a physical training model, adapted to the cross-examination, based on modern means, which essentially contributes to the increase of the performance capacity.

## The goal

The purpose of our scientific endeavor is to point out the importance of monitoring the effort within the general strategy of training the athletes practicing this event. Moreover, the paper proposes the objectification and the opportunity to implement a training model for UB students, based on modern means, which takes into account the particularities of the test and the physical possibilities of the students from the UB faculties.

## Tasks

- applying the training model and analyzing its efficiency;
- formulation of conclusions.

## Research Methods

Observation method - through its content and many forms of presentation, observation is one of the most appropriate methods to explore the natural environment. As a scientific method of research, it consists in “tracking deliberately, carefully and methodically the aspects of facts, processes, events and the accurate and systematic recording of their various manifestations, as they behave in natural, normal conditions, in order to present them in their essential aspects in an existing situational context”(Niculescu, 2002, p. 316).

## Results

At the end of the 2018 competition, student Olteanu Simion took the first position, the parameters recorded being exemplified in figure 3.

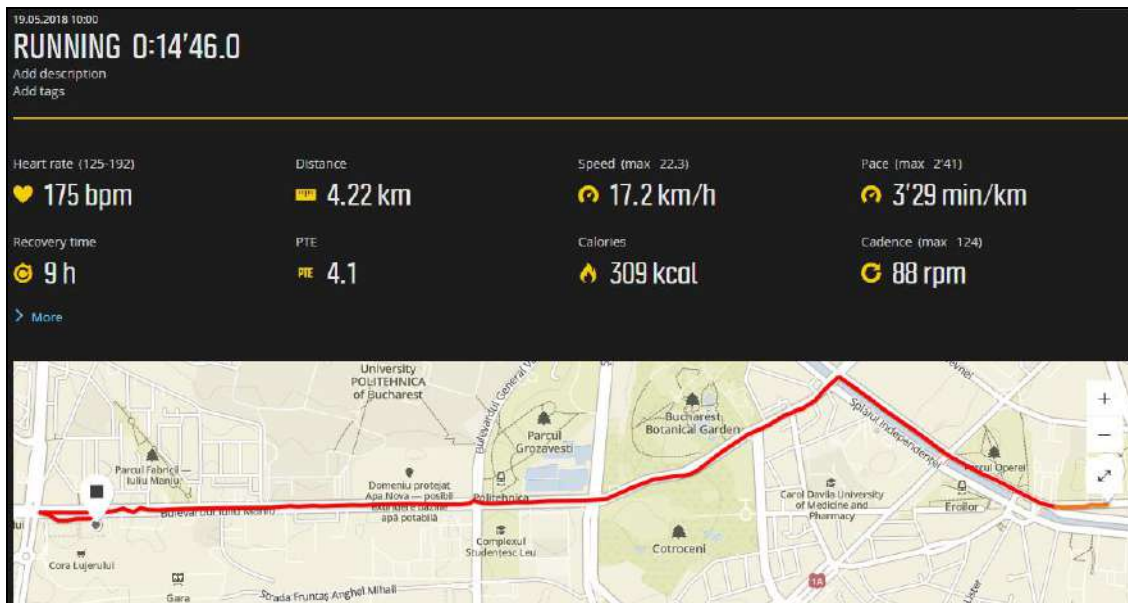


Fig. 3. Effort parameters and route map (2018 edition)

## Conclusions

The scientific approach developed and analyzed highlights original aspects regarding the importance and the opportunity to use modern and efficient means of monitoring the parameters of the effort specific to the cross sample. Moreover, the information provided by the device used in this research contributes to the optimization of the strategy of planning and programming of the practical activity of the students enrolled in the athletics discipline, taking into account both the specific characteristics of the effort, as well as their morpho-functional particularities.

The conclusion from my point of view, as a teacher-coach, responsible for the training of the Oltenu Simion sports student in the period 2015-2018, is that, besides the technical aspects, necessary for the permanent improvement of the technical elements specific to the sample, the electronic monitoring device of SUUNTO trainings, offers a series of internal and external parameters of the effort, especially important, in the design, application, direction and monitoring of the training. Thus, the data provided in conjunction with a rationalization and a standardization of the specific means, create the favorable framework for the elaboration of an individualized training strategy with outstanding results in the performance plan.

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# **KINETOTHERAPY SECTION**

## STUDY ON THE EFFECTS INDUCED BY THE USE OF KINETOTHERAPY ON RESPIRATORY FUNCTION MECHANISMS AT THE UNIVERSITY OF BUCHAREST STUDENTS

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### Abstract

**Background.** The way we breathe has a special role in maintaining health. This natural function with which we are born diffuses vital energy throughout the body. To neglect these vital gestures is to endanger our mental and physical health. We can say that the health of the body depends to a great extent on the amount of oxygen consumed per unit of time, which is considerably increased as the body is more trained.

**Objectives.** The purpose of this study is to highlight the evolution of some respiratory parameters in the students of the University of Bucharest, enrolled in the medical gymnastics course.

**Hypothesis:** Applying kinetic programs will improve respiratory function.

**Methods.** Method of bibliographic study. Experimental method. The statistical-mathematical method. Graphic representation method.

**Results.** As a result of the application of the independent variable, the following changes were made: at the end of the academic year, in the final test, the respiratory rate decreases significantly and the chest elasticity increases, following the application of the respiratory gymnastics programs.

**Conclusion.** Respiratory gymnastics results in improved breathing as well as low respiratory rate at rest. Improving the chest elasticity is the foundation and the purpose of the respiratory gymnastics, namely the increase of the vital capacity and the respiratory volume. Following the experiment, it was possible to determine a system of means of action, effective in improving respiratory function, which was the objective of this paper work.

**Keywords:** kinetotherapy, respiratory function, students

### Introduction

The way you breathe has a special role in maintaining your health. Apparently normal, this natural function with which we are born diffuses vital energy throughout the body. To neglect this vital gesture is to endanger your mental and physical health.

When we come into the world, breathing is the first reflex gesture and the last when we leave it. Little we learn to eat, write, read, but nobody teaches us how to breathe properly.

We can say that the health of the body depends to a great extent on the amount of oxygen consumed per unit of time, which is considerably increased as the body is more trained as a result of practicing aerobic gymnastics.

The aim of this research is to study the evolution of some respiratory parameters at the students of the University of Bucharest, enrolled in the medical gymnastics course.

The investigated indices were: respiratory rate, chest elasticity, vital capacity.

**Hypothesis:** The application of aerobic kinetic programs, in accordance with the individual particularities of the subjects, will improve the respiratory capacity.

### Methods of research

- *The bibliographic study method*
- *Experimental method.* The experiment is ameliorative, because it aims to increase the efficiency of the instructive-educational process.

- *The measurement and testing method* was necessary to objectify all processes and other variables subject to scientific research.
- *The statistical-mathematical method*. Data obtained from tests and measurements were analyzed and interpreted using this method.
- *The graphical representation method* allowed me to express the processed data and the resulting findings.

### Research objectives

- To study the way in which the issue is addressed in the literature.
- Application to the experimental group of the methodical procedures and the expected content for the improvement of the respiratory function (the independent variable);
- Establishment of the measurement battery and evidence from which the efficiency of the research is assessed.
- Making initial and final measurements and samples on the research sample.
- Adaptation and application to the experimental group of the intervention plan, in addition to classical means, while respecting the curriculum.

The independent variable of this experiment was a kinetotherapy program to improve respiratory capacity.

The dependent variable was the respiratory capacity assessed by respiratory frequency, thoracic elasticity and vital capacity.

### Research results

Following the experiment, the following changes were recorded:

Chest elasticity is an indicator that indirectly informs about the ability of the device (vital capacity, respiratory volume, etc.);

The two groups produce relatively early average values;

The degree of homogeneity of values is quite high in both groups;

The growth rate is very high in the experimental group (62.11%) compared to the control group (37.81%);

For group A, a value  $t = 13.46$  is greater than the value recorded for the probability of 1%; The difference between environments has great significance; the null hypothesis is rejected;

For group B, idem, but with less significance than for group A.

Table 1. *Experimental group -Chest elasticity values*

	X1	X2	S1	S2	T. dependent	% increasing
Chest elasticity	7,13	4,40	1,2	1,25	13,46	62,11

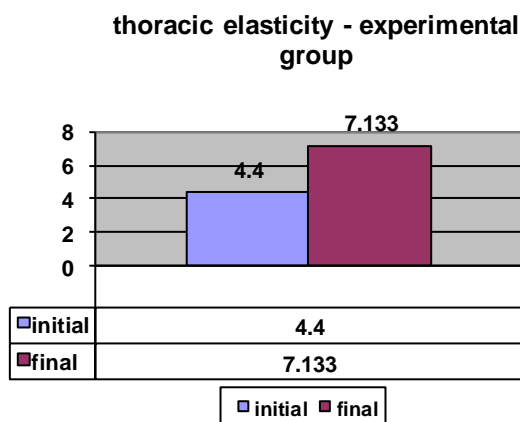


Fig.1. Thoracic elasticity – experimental group

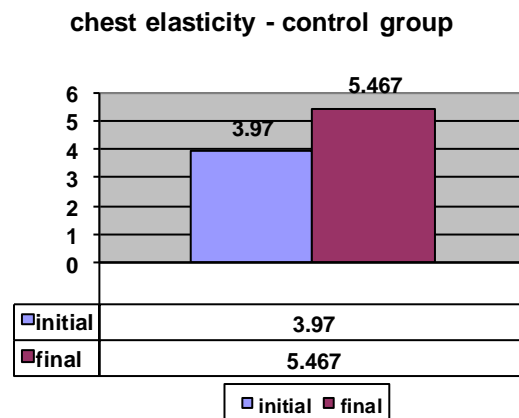


Fig.2. Chest elasticity – control group

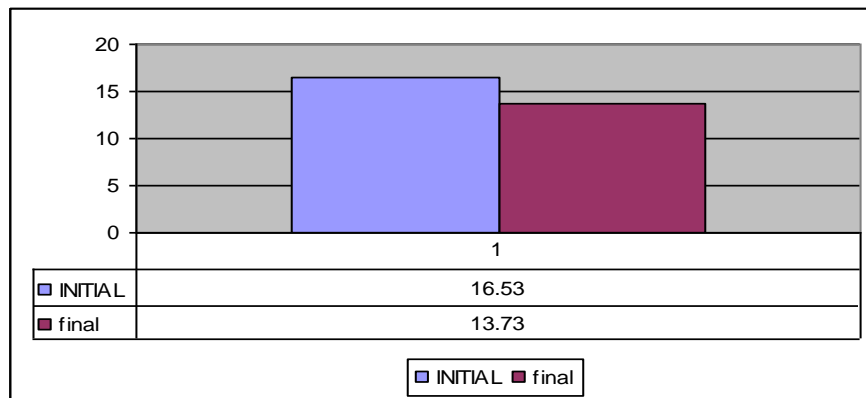
### *The respiratory rate of rest*

Based on the individual respiratory rate data, the statistical indicators were calculated and the mean values variation graphs were plotted.

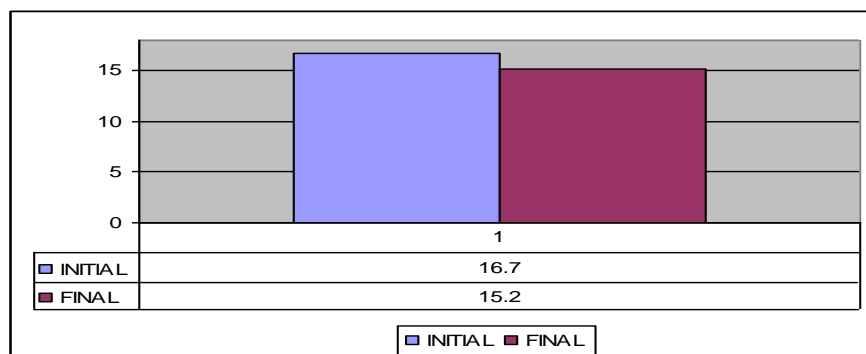
The results obtained showed that at the end of the academic year the respiratory rate decreased significantly due to the medical gymnastic programs, the decrease being higher in the experimental group, where respiratory gymnastics were used.

Table 2. – *The results of the two tests*

Experimental Gr	Control Gr
Initial testing-16.53	Initial testing-16.70
Final Test -13.73	Final Test -15.20



**Fig.3.** Experimental Group-Respiratory Frequency of Rest



**Fig.4.** Control Group-Respiratory Frequency of Rest

### *Vital capacity*

In initial testing, vital capacity values do not differ statistically significantly, which is predictable because the two groups were randomly assigned.

There is a significant increase in the vital capacity in the experimental group, in the final test against the control group.

## Conclusions

Following the statistical and mathematical processing of the obtained results, the following conclusions can be drawn:

- Improvement of the chest elasticity is the foundation and the purpose of the respiratory gymnastics itself, namely the improvement of the respiratory function mechanisms (increase of the vital capacity and the respiratory volume).
- Both final results are better than those initially recorded at the start of the experiment, but the experimental group found a significant increase between final and baseline testing in all investigated parameters compared to the control group where growth was lower.
- These significant increases from the experimental group confirm the hypothesis formulated at the beginning of the experiment.
- The results obtained showed that at the end of the academic year, the respiratory rate decreases significantly due to the aerobic respiratory gymnastics, the decrease being higher in the experimental group.
- Aerobic training results in improved overall breathing. As a visible effect of the energy-induced energy economy is bradypnoea, or low values of resting respiratory frequency, in subjects trained versus non-incurable subjects.
- The experiment was able to determine a system of means of action, effective in improving respiratory function, which was one of the objectives of this work.

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## IMPROVING DEMENTIA THROUGH KINETOTHERAPY AND MELOTHERAPY

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### Abstract

*Premises:* By associating kinetotherapy with melotherapy in dementia patients, a much higher recovery percentage was found.

*Objectives:* The study on the improvement of dementia by recovery started with the establishment of the title of the paper, the study of bibliography, the determination of the hypothesis, the establishment of the place and the period, the groups of patients and methods of recovery.

*Methods:* In this experiment, the following research methods were used: observation, experimental measurement and recording of data and graphical presentation.

*Results:* Applying an early, gradual and individualized recovery program based on diagnosis, sex, age will shorten the duration of improvement and reintegration into socio-professional activity. Following the recovery process, there was an improvement in physical and mental state. The results of the observations acknowledge this improvement.

*Conclusions:* The findings of the recovery process show improvement of physical and mental state by increasing muscle tone and better articular mobility.

**Key words:** kinetotherapy, melotherapy, dementia, granular area, subventricular area

### Research objectives

- Regain force and increase the muscular resistance
- Increase muscular mobility
- Establishing the muscular relaxation capacity
- Correcting posture and body alignment
- Psychological improvement through music therapy

### Hypothesis

The hypothesis at the basis of the paper is that applying an early recovery plan, personalized in a stepwise manner by considering the primary diagnostic and the potential secondary diagnostics, by accounting for age and sex, with a special emphasis on the psychological and morphofunctional particularities, will improve dementia.

### The objectives of the paper

- Implementing kinetotherapy and music therapy (melotherapy) in the recovery process
- Synthesis of the main ideas from the specialty literature and from personal experience regarding the approach for kinetic intervention on the dementia patients
- Obtaining information regarding the other conditions based on which the recovery process will be established

### The tasks of the paper

- Establishing the group of patients by considering the diagnostic, the age, the sex etc.
- Establishing the commands and the programs
- The study will take place in the Saint Luca – CFM Department- period May-December 2018

15 patients have been selected, out of which 10 women and 5 men, with age between 55 and 82 years.

Table 1. *The age structure of the patients involved in the research*

Age	55-60 ani	61-70 ani	71-80 ani
Patients' number	2	5	8

### Research methods

- Observation
- Experimental investigation
- Data registration
- Satisfaction survey

### Recovery methods

Kineto therapy- it is a recovery method which uses a system of exercises with actions on the entire organism. It is highly valuable in the complete or partial recovery of the morpho or functional deficiencies caused by traumatic conditions of the body. This method has a series of benefits such as:

- fights against posttraumatic stasis and edemas by improving the peripheral circulation
- tonifies the muscles
- maintains the elasticity of the capsule-ligaments structures and articular mobility
- maintains several segments of the body in correct positions, fighting vicious attitudes
- readapts the patient from a functional perspective, making him able to progressively

integrate in the training process.

Kineto therapy uses various exercises:

- postural, with the role of maintaining a correct position in different segments of the body, ensuring the prevention of articular and vicious attitudes
- static, using isometric muscular contraction
- dynamic, using isotonic muscular contractions

The kinetic programs used in this experiment have the purpose to improve articular mobility and muscular tonus.

The kineto specialist will establish a personalized program based on the patients' needs. An important problem in case of dementia is the state of mind of the patient, who can be agitated, aggressive or even in depression (M. Slăvilă, 2016).

Melotherapy- is a specific form of psychotherapy in which the treatment of the patient is performed by using music. The main objective is to diminish the anxiety, to remove inhibitions, to tonify, to help in reorganizing inner life, to facilitate self acceptance, other people acceptance and reality acceptance, to reestablish the communication, to alleviate the motor and sensorial handicaps (Drăgulin, 2009). In general, the instrumental music has the capacity to induce energetic equilibrium through the bio resonance phenomenon induced by sound vibration. In medieval and classical music we find again the well-known rhythm of our life beyond the memory, traumatized in the subconscious. So music therapy, like other natural methods, is used in prophylactic and curative purposes.

The therapeutic objectives of music therapy:

- balancing of neurovegetative physiological processes;
- improving the capacity of verbal communication of some subjects with deficiencies in this field;
- emotional discharge;
- enriching the personality by refining the affectivity, stimulating the imagination and developing the creativity.

According to the explanations of psychologists and neurophysiologists, the formative value of receptive music therapy (listening to quality music repeatedly) has as its cause the demand and development of both cerebral hemispheres, both the left and especially the right (Olahu, 1990).

## Results

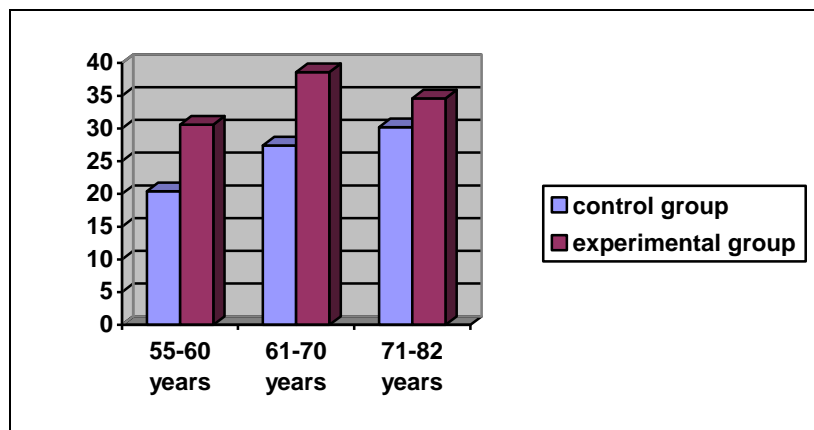


Fig. 1. Control and experimental groups

Dementia is progressively evolving, worsening as the years go by. The evolution can also be slowed down by means of kinetotherapy, melotherapy, psychotherapy (Bălăceanu-Stolnici, 1998).

## Conclusions

The kinetotherapy implemented in the recovery process of dementia patients had a positive impact on joint mobility and muscle tone.

Melotherapy has been used for a long time in the process of recovery of many diseases, including dementia. This unconventional therapy is beneficial for maintaining physical and mental health.

In the case of the experimental group that benefited from melotherapy, there was a reduction of anxiety, depression and a well-defined state, also observed through the results obtained after completing the satisfaction questionnaire (Louis, 2012).

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# **VARIA SECTION**

## THE ROLE OF EMOTIONAL FACTORS IN THE MAKING OF SPORTS DANCE CHOREOGRAPHIES FROM THE SHOWS

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### Abstract

**Background.** Dance has existed since ancient times as an expression of the human instinct. Dance has had different roles in the history on mankind and has now come to be considered art, show, sport, recreation. In all these variants, whether you are an interpreter or a spectator, it is the transmission of emotions.

**Objectives.** We wanted to educate students participating in sports shows to learn how to convey the choreographic means of sports dance.

**Methods.** The working methods are represented by the individual study in the mirror of a given subject, the individual study in the mirror of a chosen theme, the improvisation on a well-known music and the study through video films and interpretations on some roles.

**Results.** Subjects evaluation was materialized in points. The highest score was made in the choreography chosen by the subjects, followed by choreography with the theme imposed and the last place was improvisation.

**Conclusion.** All the methods used have led to faster progress in the knowledge of the artistic potential. Each student progressed in artistic expressiveness and managed to convey strong emotions and through nonverbal language (body language).

**Keywords:** emotion, choreography, show

### Introduction

The *expression* is the manifestation of *emotions or feelings*. We don't see feelings, we don't see emotions, but we see them expressed in a certain form. That form is what we call expression.

The fundamental emotions: joy, happiness, pain, fear, anger, contempt, shame, surprise, etc., have instinctive forms of expression of behavior that motivates and contains the way we move. Dance and choreography are related to all the fundamental emotions. Dancers/choreographers with the help of imagination are involved in expressing and transforming feelings and emotions into a "form of expressive aesthetic movement".

The expression and the motion communication are highlighted by M. Epuran and V. Horghidan (1994), "... as a means of spontaneous or intentional communication in professional gestures (accuracy, precision, coordination, speed, tempo, fluency with which the movements of the sporting technique are performed), and with general behavioural character (posture, walking, gestic -reflecting some genetic characteristics of energy, softness, mobility, suppleness, slowness, etc.)."

After Manos M., (2008) in art the notion of choreography is defined by "the mastery of organizing movements within a motor composition, which can be the show of ballet, dance, contest exercise, etc."

Elements of choreographic language after Grigore, V., Manos, M., (2011) Particularly important, space, time and expressiveness, are used as soon as possible, in order to achieve the energetic-emotional relationship between *space-executor-object (if applicable)- music-public*.

Unlike the theatre in which the scenic movement is subject to the text of the song or to a libretto, the body expression follows the aesthetic movement in parallel to the emotional character that music inspires, which can be: energetic, molcoma, Majestic, sprintful, etc.). Thus, a melodic line of a particular music bill can be the theme of a driving action that expresses drama merriment or annoyance.

The *subjects* are students of the University of Bucharest who are part of the sports dance representative team with whom we participate in sports cultural performances and dance festivals. In preparation for the performances we introduced the means of the specific preparation of the actors.

The *objectives* of the experiment aim to:

- The development of the human personality of the individual, on the aesthetics of the physical structure and psycho-intellectual-affective;
- Development of self-confidence, communication and collaboration between partners (Saulea, D., Mihaiu, C., 2005)
- Education of emotional indices, development of self-mastery and self-control (Saulea, D., Mihaiu, C., 2005)
- The appropriability of actorical qualities and abilities that can express the traits specific to the aesthetic movement;
- Development of creative force based on psycho-physical connection, in which all intellectual faculties materise through artistic driving expressiveness;
- Verification by judging with the public of the motor compositions and the transmission of emotions. Affective objectives (attitude) after Ferrario B., Marinescu, S. (2014)
- To manifest, propagate the initiative and critical thinking, interest in the curative, aesthetic values of the exercises;
- To educate self-control, discipline and self-mastery, strength of concentration, level of communication, ability to adapt to unforeseen situations;
- To realize the value of communication skills in the didactic process;
- Understand the beauty, attractiveness, importance of using such exercises in physical education lessons.

## Methods

Special Training using the means of the actor's art comprises:

- a) **Mimic** - is the changes to the facial physionomia through which a wide range of feelings, emotions, experiences, highlighting the artistic roles it interprets.

Mimic must be supported by feelings, the pulse of life to have artistic value. The expressiveness of the mimics can be generated by ideas, feelings, various musical genres, such as: lively, heroic, sad, smooth.

The interpretation skills of the executants depend on their personality, their audacity, their sensitivity, the ability to externize feelings. An individual's temper puts a strong mark on his way of communicating with his peers. "Temperament is a combination of inherited traits that unconsciously affects behavior. These traits are transmitted through the genes "(Van Pelt, Nancy, L., 2007).

Among the means of developing the mimics we can have:

- Watching exhibitions of painting, sculpture, performances, concert hearing;
- Visual self-control in the mirror, in pairs and in groups, or the realization of themes of expression that the teacher gives;
- After practicing a complex range of expressions it can pass to the mimics of opposing diametral feelings;
- You can use a musical background of a certain genre whose music bill will have to coincide with a certain mimic.

## b) Means of expressiveness by gesture

For this purpose it is very much used the means of technical training in rhythmic gymnastics, ballet, artistic gymnastics or aerobic gymnastics to achieve beautiful, harmonious, elegant artistic attitudes.

After the plastic gesture develops, the group is homogenizing, the movement of which must be unified, to play with the whole group the same idea.

### **The components of the correct posture in the sports dance**

- The trunk and back must be vertical, open chest, shoulders and neck loose.
- The head should be kept straight, with the chin slightly raised above the horizontal line, the look forward. The head must perform a delayed movement.
- The arms must be backed with slightly rounded elbows, close fingers without being glued, always placed below the shoulder line.
- The abdomen is slightly tense, without taking the basin forward or backward.
- During the dance, the legs are twisted with the tops to the outside, the knees well stretched.
- In any lifting of the foot on the ground, the tip leaves the ground last but sits first on the ground at the pasir.
- The tip of the foot is stretched whenever the foot rises from the ground, either only the heel or full lifting of the foot.
- The expression of the face should be relaxed, to release enthusiasm and pleasure to dance. Eyes must have a vivid expression, without looking down or being on a single point.
- During execution, the different segments of the body must be strated and coordinated so as to obtain a free, natural execution carried out easily.
- It is important the amplitude of the movements during the dance, obtained by alternates in the Coxo-femoral and Scapulo-humeral joints. The elasticity of the spine must be uniform, without exaggeration, because it would lead to an inaesthetic attire.
- It is very important that dancers understand music so they can express it through dancing.

### **c) Pantomime – the dance of expression**

#### **Study in the mirror**

- Body exercises with movements imposed
  - Body exercises with free movements
  - Body exercises with specific movements
  - Body exercises with arms movements
  - Body exercises with foot movements
  - Body exercises

#### **Study by video method** - Filming, observing, interpreting and correcting

The working methods are represented by the individual study in the mirror of a given subject, the individual study in the mirror of a chosen theme, the improvisation on a well-known music and the study through video films and interpretations on some roles.

"We appreciate in this context that the style of the pupils must be discovered and educated, but in the sense of a multitude of possibilities for interpretation, the complex personality of students must be valued by different genres of artistic interpretation, and The preparation of expression provides the necessary framework and means in this regard." (Moraru, C., 2013)

Juriation consists of two arbitration teams: the first jury of five subjects who are not conjurers of the sport dance and the second jury consisting of five sports dance teachers. In this juriation was pursued the ability to express emotions and how much the judges were impressed. Points were awarded from 1 to 10.

Table no. 1. The results of the 3 samples evaluated

individual study in the mirror of a given subject				the individual study in the mirror of a chosen theme				the improvisation on a well-known music			
<i>points</i>				<i>points</i>				<i>points</i>			
jury	points	jury	points	jury	points	jury	points	jury	points	jury	points
J1	5,50	J2	4,40	J1	8,30	J2	6,70	J1	4,80	J2	3,10
J1	3,20	J2	5,00	J1	7,40	J2	6,30	J1	2,10	J2	2,00
J1	5,10	J2	5,20	J1	6,90	J2	6,00	J1	3,40	J2	2,50
J1	4,80	J2	5,40	J1	8,20	J2	7,20	J1	4,50	J2	3,30
J1	6,00	J2	5,10	J1	5,80	J2	4,80	J1	5,20	J2	4,50
J1	6,10	J2	6,30	J1	8,90	J2	7,70	J1	5,50	J2	4,50
J1	3,70	J2	5,50	J1	7,80	J2	6,50	J1	4,00	J2	4,30
J1	3,50	J2	4,70	J1	7,60	J2	6,60	J1	3,70	J2	3,00
J1	4,90	J2	7,00	J1	6,50	J2	6,70	J1	6,00	J2	5,00
J1	8,00	J2	7,30	J1	8,30	J2	8,50	J1	4,80	J2	3,60
J1	6,20	J2	6,00	J1	7,20	J2	7,00	J1	6,10	J2	5,50
J1	2,50	J2	4,40	J1	6,00	J2	5,30	J1	4,20	J2	3,20
J1	4,70	J2	4,50	J1	5,20	J2	5,00	J1	4,20	J2	4,50
J1	4,60	J2	5,00	J1	6,10	J2	5,80	J1	5,50	J2	5,00
J1	7,00	J2	6,60	J1	7,80	J2	7,50	J1	3,80	J2	2,50
J1	6,50	J2	5,80	J1	6,50	J2	6,80	J1	5,00	J2	5,20

Table no. 2. Ranking and arithmetic average of the 3 studies

individual study in the mirror of a given subject			the individual study in the mirror of a chosen theme			the improvisation on a well-known music		
<i>Arithmetic average</i>			<i>Arithmetic average</i>			<i>Arithmetic average</i>		
jury	place	points	jury	place	points	jury	place	points
J1	II	5,14	J1	I	7,15	J1	III	4,55
J2	II	5,51	J2	I	6,52	J2	III	3,85

## Results

Subjects evaluation was materialized in points. The highest score was made in the choreography chosen by the subjects, followed by choreography with the theme imposed and the last place was improvisation. The differences between the two categories of arbiters are less than 1 point.

## Conclusions

All the methods used have led to faster progress in the knowledge of the artistic potential. Each student progressed in artistic expressiveness and managed to convey strong emotions and through nonverbal language (body language).

For each of the participants in preparing for the legal choreographing there was a particular way to discover, to realise certain unexplored skills until that time. The greatest progress made him because of the curiosity they had for himself. The homogenization of the group was a longer process and was not achieved at high rates. There was a willingness to collaborate and an open and competitive working atmosphere was created.

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## THEATRE THERAPY-METHODS OF PSYCHOTHERAPY A PART OF A COMPLEX PROGRAM FOR RESOCIALIZATION AND DELIMITATION OF THE PLACE BETWEEN MENTAL HEALTH SERVICES

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### **Abstract**

Theatre therapy involves passing through a complex program of specific activities which involves the stimulation of expressing of the feelings, an aspect that leads to the recognition of the human potential in each person and the development of a culture of dignity and respect. Theatre develops social abilities, abilities that contribute to personal development, thus, "the actor managing to progress in his discover of himself and to become more human, more empathetic closer to social reality.

**Keywords:** theatre, social abilities, mental health

### **Introduction**

Theatre is that thing which makes us to understand the necessity of change. It has the capacity to get over the reality and transform it. In the past, is conveyed the opinion that the means by which the scenic message is transmitted is more important than the message itself or even that the message is ultimately reduced to the mean.

"Content impresses our consciousness less than the intensity of communication" (Dort, 1968).

Our social life is in a continuous change, the means of communication were multiplied, so the theatre became a place where the people can expose their own existence. The actor becomes the link between the scene and the public, makes the character and then he exposes this character to the public's judgement. The spectator is thus invited to recognize himself in the character, to accept or reject him.

Theatre is therapy. It belongs to the large family which is intitulated art-therapy. Art-therapy is anchored in a therapeutic practice for more than half a century and it struggles to delimit its place between mental health services, despite the fact that it produces unquestionable results and has a well-developed methodological apparatus.

Theatre helps to self-understanding and the releasing of the anxiety and tension which were accumulated, to development of the communication abilities and the practice of them, it optimizes the individual communication skills in both children and adults. We can say that the theater contributes to the elaboration of strategies for solving the conflicts.

In a society where the communication tends to go more in the virtual space, where people begin to forget to interact directly, to express their feelings, to forget to like the pleasure of a theater performance, a remedy, a reparative action is absolutely necessary. Theatre therapy belongs to this category and it was defined as "technique of releasing tensions, but also of clarifying the own state of confusion and pain of the one who plays, animating a certain character, in a given situation, in fact, playing one's own experience with its meanings and experiences" (Pașca, 2018).

Theater therapy is a part of occupational therapy. This is "the art and science of directing human participation for the performance of certain tasks, with the aim of restoring, sustaining and enhancing performance, facilitating learning of these skills and functions essential for adaptation and productivity, to diminish or correct pathological and to promote and maintain health" (Preda, 2003).

Social skills are those that are developed and especially the expression of feelings is easier. Social skills are the most important abilities of the human being. This is because man is a "social being", and the lack of mentioned skills leads to a lonely life, contributing to the emergence of anxiety and depression. Social skills lead to a good relationship with other people, to getting a good job and career progress.

The most important social skills are:

- the ability to be relaxed or to maintain an adequate level of anxiety. In situations of maximum nervousness, you cannot manage to be understood and the ability to listen is impaired. Moreover, non-verbal language will clearly convey the true state of mind. This will damage your relationship with others.

- ability to listen;
- the ability to give and receive attention, affection or help;
- ability to build a relationship;
- the ability to know how, when and how much to reveal about your own person;
- ability to maintain proper visual contact;
- ability to express needs, feelings and rights in an acceptable way;
- ability to communicate effectively.

Theatre reveals the true character of a human being, it helps them to discover both towards themselves and their peers. It promotes the free expression, encourages relationship management and the ability to respond to all life challenges. Theatre therapy has a human educational aim and it is a space where the participants can receive guidance for managing their relationships. The result of the effort made by those who participate in this form of therapy is presented to the public, but the most important part is the educational effectiveness of the artistic act performed by "actors".

A fundamental objective for those who are involved in therapy is to reach a full awareness of the potential and their limits, to achieve the performance of expressing themselves better and to communicate effectively. The first progress is represented by the experimentation of each aspect of its own physique, of knowing its own body and its expressive potential. To achieve this goal, participants are involved in activities that aim to raise awareness of their corporeality.

This is how the stage, the light of the spotlight, the audience can form the non-formal space in which people can develop social skills. "The theater is a court, where you must present visible and tangible evidence in order to be believed" (Guyau, 1991). Thus, the worker offers the beneficiary the opportunity through combined arts to interpret his own role thus stepping into the therapy through the theater.

"The worker through combined arts offers stimulation / development services through movement, art, music, play, theater, promoting and respecting the rights of the beneficiary, giving him value as an individual human being and helping him to gain self-confidence. The worker through combined arts, performs, monitors and evaluates activities of stimulation, socialization, communication and relationship in order to achieve personal and social autonomy" (\*\*). When it comes to the combined arts, we should mention that theater is part of the large family of art therapy that groups painting, music, choreography into a single whole. The art therapy mastered by the worker through the combined arts is "a form of expressive psychotherapy that uses artistic creation to enhance the emotional state" of the beneficiary (Grigore, 2018).

The development activities through the theater are:

- *forum theatre*;
- *puppet theatre*;
- *theatre of shadows*;
- *theater with masks*.

**Theater Forum** has appeared in Peru in 1973 as an ensemble of theatrical forms and techniques that the Brazilian director Augusto Boal called the Theater of the Oppressed. It is a tool for social intervention, it is a form of interactive theater and it focuses on the idea that change can start primarily from ourselves.

In Romania Theater Forum is in the years 2004-2005, and the first ones that applied this method of non-formal education were Concept Foundation, Chance for Life Association and A.R.T. Fusion. Those involved, regardless of what social environment they belong to, whether they come from the rural or urban environment, whether they are free or incarcerated citizens, or have the status of victim or aggressor, come to be confronted with their own problems and manage to identify solutions for those ones.

Theater Forum "uses or can use all the resources of all the known theatrical forms, adding to them an essential feature: the spectators - whom we call spectators - are invited to enter the stage and, acting theatrically, and not just using the word, to reveal their thoughts, desires and strategies that may suggest to the group to

which they belong a range of possible alternatives, invented by themselves; the theater must be a rehearsal for the action in real life, and not a purpose in itself "(Boal, 2017).

Therefore it is a participatory method that aims to find ways in which the audience can develop their empathy towards certain disadvantaged categories, to exercise their understanding and tolerance towards their peers. It transcends reality, cuts off a portion of the reality that people live some communities are socially disadvantaged and present it to the public, so that it is sensitized. It convinces people, convinces the audience to move beyond this role and to enter the spectator-actor and to step on stage and change things so that reality becomes another. Therapy consists on the fact that man understands that he can produce change, he can be a small creator of another dimension, he understands that change can come from each of us.

**Puppet theater** is a means of communication between children and adults, when direct verbal expression is more difficult. It has the capacity to increase the power of the imagination and is a means of communication where anything is possible and which stimulates the creativity and imagination of those involved.

The art of handling dolls and puppets is an art that we have practiced, without wanting, since we were children. We made our own little shows, we used any objects around to create our own universe. Regardless of the material possibilities, the stories which were created, had a huge force, and during those hours of play, they became reality, capturing us completely, enjoying us deeply.

The doll handler must identify with the respective object, to be transposed into his problem. It can only come to life if it is given to it, therefore the handler must cancel himself as corporeality and transfer his thoughts and reactions to the object.

It creates a story, a stature, a look, a whole system of thoughts and desires, a voice, a past, a present, whatever it takes to be a seemingly self-contained being.

To do this it is necessary for the actor to live with the object, to work in tandem with it, to try to eliminate as much as possible the differences between it and that object, the identification must be complete. This is necessary because the reactions have to be authentic and alive, and the character have to be able to transmit that extraordinary energy that only living beings have.

The differences between the play of a doll handler actor and that of a dramatic theater one are great. The intentions and the interpretation are the same, except that from a technical point of view, all the reactions and emotions are not the natural ones, the ordinary ones to a man, but they are transmitted to the doll.

The animation theater is a playful theater par excellence. The dolls can live in any kind of world, where the rules are completely different from the ones of the reality. The freedom to create is huge. The doll can be magnified, it can fly, swim, travel around the world, it can decompose, etc. In other words, it can go through all sorts of ways. Characters can be abstract shapes or even concepts, such as loneliness, wind, love, etc. Or ordinary, everyday objects, garbage, forks, birds, eyes, etc. Therefore, the puppet theater is a theater that allows anything. It lets the creator go as far as his imagination allows.

The game, in general, has therapeutic qualities. It relaxes, it takes the mind out of trouble, it even opens it and releases it. To transpose into someone else's skin means to give up on you, that is to give up all your person's worries, problems and thoughts and to embrace the new, to completely understand another perspective completely separate from yours. When you do that, it's like taking a vacation, detaching yourself.

The puppet theater has excellent therapeutic quality because the doll acts as a mask behind which the actor can hide, providing a comfort zone.

Another asset is the huge imaginative world that it opens, unleashing creativity, relaxing the mind and letting it fly.

It is even done psychotherapy through the puppet theater. It is a side of the therapeutic branch that is called drama therapy. In this type of therapy, theatrical, dramatic techniques are used to alleviate the symptoms of various disorders, for psychically emotional integration, in other words for personal development. It uses methods such as puppet theater, role interpretation, improvisation, storytelling, masks and, in general, play. This type of therapy has the effect of solving different problems, such as autism, dementia, sexual abuse, self-harm, depression, etc. It can be done individually, as a group, as a couple and in the family. It is widely used in the

treatment of children.

**Shadow theatre** is a form of animation theater, a non-formal method where the message is transmitted with great responsibility and where communication plays a complex role. It is also known as the "Chinese shadow theater" and is a first animation process. India would be the first place where it has appeared, and was later taken over by the Chinese and developed from a technical point of view.

Initially it appeared from the desire to make the Buddhist gods appear in temples, in less illuminated places, to impress those who crossed their threshold. The process consists on the interlayer of a puppet between a light source and a semi-transparent silk screen. The puppet represents a man, a god, an animal, objects, etc. It is handled by an animator by means of axes. The initial light source was the fire, but with the evolution of technology in modern society, light and its various sources of propagation appear, and the puppets have acquired as varied shapes as size and color.

The shadow theatre was brought to Europe quite late in the eighteenth century. He quickly entered the theater and was easily assimilated by both spectators and artists alike. He also created the way to make cartoons.

The shadow theatre is used not only for artistic purposes, but also for educational and therapeutic purposes. It is used as a game technique in stimulating people with emotional and relationship problems, with groups with special needs. Its purpose is to improve communication between beneficiaries and others.

**Theatre with masks** is usually used within Romanian customs and traditions. The masks are made of different materials and express certain characteristics, feelings, human qualities. "A mask is an object normally worn on the face, typically used for protection, disguise, performance, or entertainment. The masks have been used since ancient times for ceremonial but also practical purposes. They are usually worn on the face, although they can also be positioned for a particular effect on other parts of the wearer's body" (\*\*\*).

According to the ones which were said above, the first use of the mask was to protect the face from the cold. In the case of the Pharaohs, there were mortuary masks, which had the role of preserving the image of the deceased person and keeping it intact for the remembrance of posterity. Another role would be the warrior mask for those who went to battle and had to intimidate their opponent. The examples can continue, however, returning to the role of the mask in the therapeutic theater, it is used in the puppet theater, being a way of expression in the realization of some characters existing in the story. The puppets now use modern techniques of mask making, the most common being paper machete, giving up the popular ways of making them. Mask is a process of expression commonly found in all doll handlers. The mask can also be found in classical theater, being used in theater since ancient times.

The mask has become ubiquitous in people's lives and has a special role in achieving the theatrical effect, it "marks a transformation of the actor-individual, who, by wearing the mask, becomes a force vehicle. In all the theatrical forms that adopt the mask (tragedy and ancient comedy, commedia dell' arte, the Japanese no), it marks the disappearance of the individual man behind a role or, rather, a figure" (Ubersfeld, 1999).

In the theatrical events we have 3 types of masks: total mask (covering the whole face), semi-mask (harlequin) and makeup masks. Another classification of masks is made according to the way they are used. They have different functions: social, religious, funeral, therapeutic, festive and theatrical.

The mask creates characters, outlines the character that wears it. Masks communicate through their symbolism, but the man behind them is the one who born to the characters. The mask is an object with character value, and the character is born with the help of the actor.

It is said that the mask was worn by the actor because of the need to mask the emotions and vulnerabilities. Spending time in the mirror to familiarize yourself with the mask ensures the actor a good identification with his character.

### **Other forms of therapeutic theatre**

**a. Theatre as rehabilitation** is used in the institutions of deprivation of liberty (centers for minors, penitentiaries) and is a means of relieving the negative tensions of the delinquents). It is a form of dialogue

between offenders and the supervisory staff, which leads to the identification of new solutions for integration into society.

**b. Theater of life - talking therapy** - is a way that can be transmitted through words, through talking, anything. There are free meetings and discussions. Hospitals are chosen as the venue, and those affected are the chronic patients. The age of the patient is irrelevant, the emphasis is on communication and interpersonal relationships, it does not have a pre-stability scenario. The most important aspect is that it brings hope and joy to the patients' wards (Pascha&Banga, 2016).

### **The theater placed at the service of psychotherapy**

"The theater was put at the service of psychotherapy and the processing of human relationships in the form of a method called psychodrama" (Sadock,1985). As psychodrama is the expression of JL Moreno's work, from the etymological perspective, it is "the method that, by definition, gives authenticity to the soul" (Moreno,1965), and from a therapeutic perspective, it consists on "developing a system of methods that allows the doctor and the auxiliary egos to enter the patient's universe, in the attempt to populate it with internalized images, which have the advantage of not being totally illusory and not belonging totally to reality" (Ibidem).

Also called "therapeutic theater" or "sociodrama", psychodrama is considered to be defined as "a method of group psychotherapy, which through psychodramatic play explores interpersonal relationships, conflicts and emotional problems, for therapeutic purposes" (Ionescu, 1995 ).

### **Conclusions**

The beneficiaries of the theatre therapy acquire the skills of independent living, they learn the art of conversation, they are masters and safer themselves. Getting on stage and being applauded by the public is an act of great courage. Increases self-esteem. Imitating some actions, they get to learn them (eg the classical exercises in the theater, which teaches you to cross the stage with a glass of water, without spilling it). It is a huge achievement when such an exercise succeeds a person who has physical difficulties. Or when an emotional person can speak on stage.

The big test is not the rehearsals with the group, but the appearance in front of a room full of people, in front of who you have to talk, to express yourself, in the context in which you have a great fear of this thing. The "actors" are required not only physically, but also psychically and emotionally.

Being able to convince someone who hates physical contact to embrace and embrace is a great accomplishment. It is insisted on self-validation and increasing self-esteem. Man learns to be happy in the therapeutic theater.

Psychodrama can be used as an adjunct to other psychotherapy methods or as part of a complex resocialization program. The applications of psychodrama envisage some training programs in the field of human relations, in which people learn effective methods of functioning in real life situations. It allows the knowledge and learning of a wide range of behavioral skills necessary for harmonious integration in different social groups.

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## SPORTS ACTIVITIES IN THE PENITENTIARY

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### Abstract

The penitentiary and the activities carried out with the inmates have developed with the changes that have occurred in the post-decembrist society. Sport has gradually become one of the principal activities and has become an important factor in maintaining physical tone and improving the health of those in prison.

**Keywords:** penitentiary, sport, health

### Introduction

In the recent years, the penitentiary system has identified and arranged rooms for progress of sport activities in optimal conditions. Some people were selected from the penitentiary employees, and also from prisoners for coordinating sport activities. These have an adequate sports training, being former or actual performance sportsmen. Sport fields were arranged (football, tennis, basketball), fitness rooms and necessary equipments were bought.

When we talk about sport, we address to education domain from the penitentiary. The specific of the education and of the physical education, too, consists of the fact that it exists a link between generations, especially, between the penitentiary educators and convicts. Physical education is structured by the pedagogical principles which aims at the physical development of the body.

As a social action, individually realized, physical education permits the promotion of an ideal way of the human development, resulted from the connection of several fields: health, psychosomatic harmony, increased capacity of adaptation to the environment conditions, and especially, the high level of activism in social area. Concretely, the physical education aims at physical development with a right condition, healthy, robust body, harmoniously integrated in the assembly of the other psycho-social components, which should describe a psychosocial healthy existence. They aren't practised with an interest, but for pleasure, and not as a means, but as a purpose, itself.

All sports activities are based on legal rules which coordinate the penitentiary ones.

For the beginning, we mention that the penitentiary procedures will recognize the importance of the mental and physical state of the convicts and will maintain it by means of the activities organised in an adequate way, which ensure recreation possibilities, by means of the physical exercises and insurance of the recreation conditions (Recommendation nr. R(87)3/1987).

Another important foresight is that in which the sports activities aim at the maintaining of a physical and mental suitable tone and of an adequate state of health (art.107, alin 1, OMJ 2199/28.10.2011).

The purpose of the educational activities, and, also, of the sports ones, is to ensure „social reintegration of the convicts“ (art.89 alin. - legea 254/2013).

Sports competitions represent contests which are performed on different sports fields, and they are, at least, organised with a trimestrial frequency, taking into account of the season, and of the existent material basis.

Within them, convicts usually participate who have skills in chosen sport domain, and have the doctor's notice which attests that they have a right state of health.

The sport contest in which they will be included can be organized into penitentiary or in community, interpenitentiary, regional or within several national projects and they can be unfolded individually or in teams“ (art.5, alin.3, Decizia ANP 929/2017).

The sports competitions help to improve the qualities like: cooperation , tolerance spirit, social adaptability , team work. These motivate participants for exceeding their limits, improving their performances and behaviour change. Team sports promote the interaction between members , human values and permit exercising of the fair-play. These are optional activities and correspond to interests , skills ,tendencies to sport of the participants.

Their purpose is to maintain physical state and to promote the competition spirit,by means of involvement in activities which contribute to revaluation and development of the sports skills. By means of the organization of sport activities aim at improvement,reevaluation of some sport skills and stimulation of the socializing relations with other members,compliance and internalization of some behavior rules.

On the site of the National Administration of the Prisons are presented the sport contests at section „good practices “ at the system level , such as:

- The literary creation contest,theatre,sport competitions „Decks between the walls”
- The National interpenitentiary festival „Interfest” (Jilava penitentiary)
- Convicts’ Olympics (Colibasi Penitentiary)
- The freedom cup – competition of minifootbal, organized with the participation of the highschoools, from community and the teenagers team from penitentiary
- Power-lifting sports competitions;
- National Chess Championship;
- Regional football championships.

Another component of the sportive education is realized within the programs. A first form printed of a program in education field, in the penitentiary , appeared in 1998. It was called „Educo-Sport” and aim at the maintaining of physical and mental tone, by means of physical education and sports. (Nicolae Lolea , coordinator,1998)

Another apparition was in 2002 and it was entitled „The education by means of sport”

The authors claim that physical education and sport , alongside the others activities have the main purpose to contribute not only at maintaining an optimal state of health,but also to education of moral- volitional qualities of the persons deprived of freedom (Laurentiu Laiu, coordinaeur, 2012).

The book is structured in five modules, as follows : bodybuilding, table tennis,football, basketball,volleyball.

## **1. Bodybuilding**

Considering that an increased number of persons deprived of freedom, (over 90 %) claimed the access to special halls, for practicing the bodybuilding , the implementation of this modul is considered relevant .

The activities especially act on development of qualities and physical capacities , but they have favorable influences, on development of intellectual ,affective and moral capacity. The person deprived of freedom realized the need of promotion of an ideal way , by the point of view of harmonious evolution of the body , and also, psychologically.

The purpose of this module is reflected in the asimilation of the necessary information for acquisition of the exercises’ right execution , but at the moment when the involved people will leave the penitentiary,so, they can apply the acquired knowledge,in freedom, too . So, the main purpose of this module is that to initiate of persons deprived of liberty , who hadn’t the chance to practice this domain . Also, in the case of those who practiced this sporting discipline, offers the chance of the continuation of the training, and in the detention period, so, the gained physical form will not suffer.

Another purpose is that , during the module's derulation , to improve the motric potential:force, speed, rezistance, once with the development of volitional,individual, capacity and also, autodiscipline . The following activities can be valorified: the assignment of a task , team work , exercising of some active life skills , which offers utility to the time spent in penitentiary and also to fitness halls.

The work sessions are in number of two per week, which lasts twelve weeks, and the manner of teoretical information's presentation is interactive. At the final of every session, the participants will know the specific exercises for muscle groupes, which were treated during these sessions and will learn the right way of the training performing .

## **2.Football**

Due to these features and to the positive effects, the football, practised on a adequate field or on one smaller, can supply for a traditional means' part of physical education and also,together with the other sporting disciplines, contribute to realising the physical education purpose, succesfully.

Within this sporting discipline, it's recommended that the number of the participants don't overcome sixteen persons. It is aimed the education of motric qualities(speed, force, skill, rezistance) and the development of the specific football match's habitude.

The module has 14 sessions, minimally a session per week.

The football is a sport practised in open air, is a show which unify the people , create emotions, generates new situations,by means of the technique and tactics. In penitentiary space , it creates the normality situation and the feeling of liberty, during the whole game, a distinctive important aspect in development of social and necessary skills in society.

## **3.Volleyball**

The introduction of the volleyball game within the program,,The education by means of the sport" contribute at the diversification of the sportive activities' offer and of the physical education for convicts ,offering an alternative of the penitentiary time, to the expanding their perspectives, on the range of the sports,practised in team, and also,encouraging the adoption of a healthy lifestyle,the health's maintaining and psychosomatic balance .Also, being a team sport, encourages the positive social interactions,stimulates the development of the competitive spirit and of the capacity to assume the responsibility .

The purposes of this module ,learning and understanding the notions and the rules of this volleyball game and the aquiring of the elementary techniques,specific to this sport.

The module has 16 sessions with a frequency of two hours per week.

Table tennis

The persons deprived of freedom,of all ages, express a special interest in physical exercises,movement and to any form of game or competition.

The table tennis,a less practised sport in our country,both as an individual sport and as in teams, ask from participants accessible efforts to anyone and display , beside the skill,a wide range of moral values(discipline,rightness,respect for the coordinator,teammate,opponent and umpire),contributing to the formation of some features of will and of the character, solid ones.

The module has 15 sessions,with a frequency of one session per week.

## **Conclusions**

The recorded progresses within these activities can be highlighted by means of the initial, periodic and final ones,made by the sports monitor,which coordinates the activity.

Cultivating the physical skills,developing the resources of the body,embellishing and ennobling the body, the sport contributes at the fulfilling of the convicts' personality.

Competițiile sportive, programele de cultură fizică și sport sunt paliere de asistență a deținuților cu largă adresabilitate în populația penitenciară generală, ce pot fi dezvoltate pe termen mediu și lung, prin alocarea minimului necesar de resurse umane și materiale. Dacă perioada detenției, pentru cei mai mulți deținuți, este o perioadă de plafonare, programele și activitățile sportive oferă acestora posibilitatea de a-și crea active sociale, reprezentate prin afirmare, dezvoltare și extindere. Pentru cei încarcerați sportul este absolut necesar, întrucât spațiul lor de viață este limitat, mișcarea este și ea redusă, iar sedentarismul se instalează cu ușurință.

The sports contests, the programs of physical culture, and sport are levels of assistance of the convicts with wide accessibility in the general prison population that can be developed in the medium and long term by allocating the minimum necessary of human and material resources. If the period of detention is for the most of the convicts, is a period of capping, sports programmes and activities offer them the opportunity to create social assets, represented by affirmation, development and extension. For those who are incarcerated, the sport is absolutely necessary, as their living space is limited, the movement is also reduced, and the sedentary lifestyle is easily installed.

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## THE GENDER GAP IN SPORTS AND THE EQUALITY PRINCIPLE

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### Abstract

**Background:** Nowadays, an under-representation of women in sports is denounced, especially by feminists, claiming that this is proof of the fact that we still live in a discriminatory society. Moreover, as arguments, they present facts showing that there is a pay gap between men and women in professional sports.

**Objective:** In this context, the purpose of the research is to illustrate that the gender gap in sports is not necessarily a consequence of discrimination. Furthermore, the study will emphasize that the hyperbolized perception of this gap is a result of a misunderstanding of the equality principle.

**Methods:** Two methods, based on bibliographic research, will be used to show that the gender gap in sports is not a consequence of discrimination. The first one will describe the equality principle and will facilitate its understanding as a normative concept, not as an empirical one. The second method will show that factors hard to quantify have a significant impact on the under-representation of women in sports. In this respect, I will apply the hypothesis of Ian Morris according to which resources create values.

**Conclusion:** The research will lead to the conclusion that the gender gap in sports is not necessarily a consequence of discrimination. Furthermore, the study will highlight the possibility of understanding gender equality in sports as a value derived from resources specific to certain societies.

**Keywords:** gender, equality, facts, norms, resources, values

### Introduction

Our moral intuitions and attitudes are challenged nowadays as a result of the need for adaptation to the new technologies. Debates about the moral status of artificial intelligence arose, making ourselves to return to an old question: Should we treat different other forms of life? What are the guidelines we base on if the answer is affirmative? Criteria are hard to establish because they are either lax, either robust. To restrain the framework, the same question was addressed by an entire world when slavery was a common practice. Some races were considered inferior, but the so-called inferiority proved to be impossible to define. Every criterion proposed to justify a different treatment led to an unsatisfactory hierarchy, making the executioner become the victim in other contexts. Therefore, an essential principle arose to escape from this problematic searching for the right criteria: the equality principle. It was not a surprise that thinkers were provoked to find something common to all human beings, a factual foundation for equality. Rationality (Immanuel Kant) or the possession of a moral personality (John Rawls) were some answers, but again, some exceptions made the argument pro-equality founded on the empirical world invalid. Despite all those problems regarding a factual base, equal treatment for all human beings proved to be a functional normative principle, encouraging ethical behavior.

The acceptance of the equality principle didn't suppose that, suddenly, people sense its implications and that all unethical practices disappeared. Nowadays, reminiscents of the time when immoral treating of different groups was accepted are still noticeable. Science emerged as new weaponry in this conflict. Some thinkers used science to show that there are meaningful differences between people that can be reflected by individuals in their social interactions. For example, in the 1970s, Arthur Jensen and H. J. Eysenck pointed out that cultures have different degrees of intelligence. Their research caused a remarkable number of contestants who have been worried that this discovery can be a source to justify discrimination. But, as Peter Singer pointed out, the two professors of psychology showed something descriptive that should not infer anything in the social dynamics (Singer, 1993). That potential deduction is a logical fallacy because equality is not about the observational world, it has not a factual basis, but it should be understood rather as a normative principle. The most common error is to infer norms from facts. Hence, treating people differently because they are from a specific social

group is reprehensible, and it is named discrimination. Despite the lessons history teach us, discrimination still represents one of the main problems nowadays, covering subtle, hard to observe forms. But the accent placed on discrimination creates blind spots, making us incapable of recognizing the abuses in which discrimination is evoked to cover some individual incapacities for certain activities. For example, an applicant for a job who is not selected by the employer may accuse him of discrimination, and he can found his complaint on his appurtenance to a specific group. Those situations reflect the tension between equality and meritocracy. As social problems mirror in specific domains, we will discern the same tension in the sports field. In the last decade, the complaints concerning women's discrimination in sports have increased, even if statistics reveal an enhancement regarding the diminishing of gender disparities. In the sports field, pay gap, women under-representation, and even gender classification are seen by some scholars and by feminists as evidence of discriminatory treatment based on gender. Some of these accusations are not well-founded, and they may impede the identification of the real cases of women discrimination in sports. For example, Torbjörn Tännsjö (2000) claims that even gender classification in sports is discriminatory, considering that one of the fundamental principles in sports is competition which supposes a single winner. In Tännsjö's framework, the assumption is that men and women possess similar physical abilities so treating women differently in sports is unethical. Tännsjö's perspective seems to be strengthened by some recent examples of women surpassing men's records in different sports. But it is essential to see these examples as exceptions, and we need to look carefully at what happens nowadays in debates about transgender athletes. Even in these cases, women denounce that transgender athletes are stronger than them, despite the physical interventions and hormonal treatment. Therefore, even if some women can defeat men in some sports, that is not the case in general because they are biologically different. At the same time, academic research on gender discrimination in sports fails in advancing other explanations concerning the under-representation of women in sports.

In this context, this paper aims to offer some explanations for the most frequent accusations regarding women discrimination in the sports field, hoping that the elimination of some of them will bring to the surface the blatant cases of unfair treatment. The paper will be focused on the pay gap and women under-representation in sports, emphasizing that these are not proofs of women's discrimination. Two arguments will be formulated to support this thesis: the first one will clarify the equality principle, showing that output equality is almost intangible, despite a fair treatment; the second will show that, in understanding under-representation of women in sports, a closer look at the values and resources from their socio-cultural context may be a key. A holistic picture will illustrate that, in some situations, what we see is not gender discrimination.

Table no.1. *Wimbledon Prize Money in 1968, 1969 and 2018*

Year	Gentlemen's Singles	Gentlemen's Doubles (pair)	Ladies Singles	Ladies Doubles	Mixed Doubles
1968	2,000 £	800 £	750 £	500 £	450 £
1969	3,000 £	1,000 £	1,500 £	600 £	500 £
2018	2,250,000 £	450,000 £	2,250,000 £	450,000£	110,000 £

The table reflects that, currently, women and men are equally paid by organizers in tennis. The discrepancies are between simple, double, and double mixed competitions. The aforementioned rejected argument does not explain the wage differences between single and double competitions, which suggests that discrimination is not the determinant variable of these variations. We do not say that double or double mixed players are discriminated against because the award prizes they receive are significantly lower. In this context, income gaps may be a necessary premise but not a sufficient one to illustrate that women face discrimination in sports.

So far, we have shown that income and prize inequality is not exhaustive proof that women are discriminated against by society in the sports field. We will continue to respond to the criticism that the under-representation of women in sport is proof of discrimination. The criticism highlights the fact that social structures encourage and invest more in male athletes, facilitating their ascension to a sports career, while women are discouraged. Indeed, the issue of equality of opportunity highlights more subtle forms of

discrimination. Theoretically, everyone is allowed to practice sports, and everyone has the right to compete, to participate. Practically, the performance of each athlete depends on the socio-cultural environment. In other words, an entire system conditions his chances of making performance in sports. In political philosophy, there is a fundamental dichotomy between formal equality of opportunity and substantive equality of opportunity, a distinction also applicable in the sporting field. Formal equality of opportunity can be translated into the sports field because there are no restrictions for those who want to practice a sport at a certain level. Merit and work will determine a hierarchy of athletes in competitions, competitions open to all, competition in which all athletes have equal chances. Bernard Williams will notice, however, that the problem of this type of equality lies in its formal character (B. Williams, 2005). In other words, in spite of unhindered access to competitions, real chances are held by athletes who have benefited from superior resources such as training rooms, sports equipment, healthy nutrition, etc. Feminist criticism argues that women are being discriminated against because they can formally participate in competitions, but they do not have the resources to give them real chances to perform. We can respond to this criticism in two ways. First of all, most competitions require women to face other women, not men. Therefore, even if women, in general, would not have access to resources, they would compete for one against each other and would not be discriminated against. Women wouldn't maximize their physical training, but this would happen in a context where neither the other competitors would benefit from resources to boost their chances. Secondly, evident is another type of segregation: the regional or cultural one that involves disadvantages that affect everyone, not just women. It is important to emphasize that feminist criticisms do not relate to these types of segregation which make it clear that women who can not be said to have substantive equality of opportunity come from cultures where the same applies to men. It is also true that certain cultures encourage a conservative vision of women's status, not being guided in this framework to practice any sport. In the next section, this fact will be explained, showing why such societies do not see female sports performance as a value.

### **Cultural relativism: deriving gender equality in sport from resources**

Societies are guided by different values, habits, and beliefs. Those have a contingent character, meaning that they are not universal and are invariably changing and adapting. Aspects valued by Occidental societies are not proper for others, even though, from our perspective, they are desirable. As Ian Morris proposed, that happens because values may be influenced by "back-and-forth interactions between moral systems and the environment, combined with external shocks". Morris, following the historical line, observed how foragers, farmers, and fossil-fuel adapted their mentality as their resources changed: "Foragers lived in small, low-density groups, and generally saw political and wealth hierarchies as bad things. They were more tolerant of gender hierarchy and surprisingly tolerant of violence. Farmers lived in bigger, denser communities, and generally saw steep political, wealth, and gender hierarchies as fine. Fossil-fuel folk lives in bigger, denser communities still. They tend to see political and gender hierarchy as bad things, and violence as particularly evil".

Ian's premise can be translated into the sports field, meaning that nowadays, women from Occidental societies and marginalized regions may value different practices. For example, people living in cities are facing the rapid growth of technology. Women may choose to work for the Information Technology industry, or they can embrace more traditional ways of living. In gaming, women and men are almost equally represented. In this context, in communities defined by technological changes, practicing a professional sport may not be a valuable option for women.

The other scenario pictures the less evolved societies, in which women and men have specific roles and attributes. Resources and infrastructure are not proper for sustaining and encouraging sports.

Vishwas Manohar Deshpande denounced that "even today, women are treated so differently, especially in sports. Women in India are still seen as home-making and child-rearing machines. In some cities, women have also started earning their living but participation in sports is still gloomy". Depending on the resources a society benefits from, specific roles arise. As Vishwas observes, women in India find emancipation a priority and, once this purpose is attained by, other values will occur.

At the same time, some developed communities promote the sport, but they stress the competitors. In this scenario, sport is not in itself a purpose, but rather a manner that leads to influence. Sports results become political hierarchy. In these societies, we will observe the contrary outcome: women are sometimes forced by communities to compete and to be performant. We will notice no meaningful gender discrepancies, but the aforementioned doesn't imply that sportives are ethically treated by society.

### Conclusions

The under-representation of women in sports can be not a consequence of discrimination, but the effect of arduous to quantify circumstances. In communities in which women are seen as households, men also have a specific task, and their potential in sports isn't fructified, so the problematical features should be considered globally, not particular.

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## A HEALTHY LIFESTYLE, COMPREHENSIBLE TO THE YOUNG STUDENTS

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### Abstract

The true concern for lifestyle should include both concern for physical state of health and also concern for mental and soul activities.

The physical body is nothing more than a vehicle for soul and spirit. For the young people, a lifestyle is gradually made with the help of the positive choices.

**Keywords:** lifestyle, health, students

### Introduction

Many of our habits are reflected in the state of health that we have. The mood is also the result of our own lifestyle. Both physical state and mental one largely depend on the daily habits that we have and the way we live. It matters what we eat, if we move, consume alcohol or smoke. Quality of our social relations contributes also to our well being. What is a healthy lifestyle? For every person, this is different. Not all people can cope with a strict diet or moving in a professional rate. A thing is sure. A healthy lifestyle is easily made along the life. Neither it does suddenly appear nor it can be created by a wonder, without sacrifices. Many young people consider the life vices as if they were inoffensive pleasures, but these things get together at a certain moment and they create a vicious circle which will destroy the state of the body (Răzvan Șunea, 2018).

### The issue approached

Firstly, for a healthy lifestyle, we have to take into account some aspects. The hours of sleep must be respected. Depending on the body of every person, six or eight hours per night are sufficient for us to feel rested in the morning. Most of the young people neglect this aspect and they sleep only a few hours per night and they are exhausted for whole weeks. The researchers have discovered that the best sleep interval for the body restoration is between half past ten and half past six. It was also discovered that the lost hours in the night cannot be substituted by the ones in the morning or in the day time. The sleep is very important because if you will not rest enough, the body will not resist to the stress of the next day and the effects will not be late to appear. In the long term, lack of rest can lead to very serious illnesses (Binet Alfred, 2013).

This is a problem which is often encountered among students, who don't have time to rest, to learn and also to spend time with their families. To sum up, the essential factor which determines the health of man is even his way of life, in this notion is found the right regime of hours spent learning and resting, rational feeding, maintaining physical activity at a right level, compliance with the rules of individual hygiene, giving up harmful daily habits, the ability to maintain emotional balance during exams and conflict situations (Loti Popescu, 2010).

Health is the state of full physical, spiritual and social well-being. Feeding is another factor for a healthy lifestyle too. In the first side of the pyramid there are nuts, cereals, healthy oils and rice. In the second side of the pyramid there are fish, bird meat, eggs, nuts, seeds. In the top of the pyramid, the researchers put food which we have to rarely consume: red meat, butter, cereals, bread and white flour pasta, potatoes, sugar based drinks and sweets.

Nutritionists recommend to consume food from all product categories, but in small quantities and at well-set hours, depending on the programme of every person. Of course, these are not forbidden, but they should be rarely consumed. The worst mistakes regarding to the healthy lifestyle of the young students are the nutritive ones. First of all, food that we choose to consume, but equally important is their combination. A varied and

balanced diet, a high consumption of thermally unprocessed and high fiber food, minimum salt, sugar and fats are some important principles for a healthy diet. The healthy lifestyle is reflected not only through actions and obvious behaviours, easily noticeable, but also through psychological processes and experiences that can be evaluated by scientific methods (Gochman, D., 1997).

Another element that might be the most important to ensure a weightless, long, healthy lifestyle is sport. The physical exercises are the most important part from a human's life. We cannot talk about health if the physical movement is missing. We can choose any way of movement: running in the park, fitness room, climbing stairs, walking as much as possible, walking or performance sports. Not all young people have the necessary time to do a performance sport or to take care of their body daily. Any way of movement or physical exercises are welcome when all are forms to avoid sedentarism, which is the cause of diseases with a lethal potential. So, without movement does not exist health. Physical exercises bring a series of psychological, but also physical benefits. World Health Organization has identified, by the way, lack of physical activity being the fourth big factor which is responsible for global mortality. What does a sufficient physical activity level mean for health? International recommendations are simple: sixty minutes of movement daily or one hundred and fifty minutes per week distributed over several days. Obviously, physical activity should be adapted to the age, physical conditions and preferences of every person.

The movement is part of the nature of the human body and its proper functioning, from the cellular level to the large systems: muscular, osseous, cardio-vascular or articular. The human body needs movement, its lack leading to a variety of problems in the short and long term. Exercise helps us to keep our heart and circulatory system and lungs in shape, to protect our joints by developing muscles or burning excess calories. Another benefit is the release of endorphins, substances that give us a state of euphoria and reduce the perception of pain (Loti Popescu, 2010).

The general well-being and the reduction of the risk of depression are also given by strengthening self-respect or socializing, if you play sports with your friends or loved ones. How often should we do physical exercises and what sort of exercises is recommended? As with nutrition, we can't even talk about a nail-biting recommendation for physical exercises. In fact, we should move at least thirty minutes daily. It is difficult to find time for sport for young people. When we talk about movement, we refer to something that is more intense than a simple walk (jogging, swimming, aerobics, cycling, etc.), because the muscles and heart must be used properly. It is important to find a physical activity that suits you, that you can practice with pleasure, because otherwise it will be very difficult for you to motivate yourself in the long term. For an optimum health, the American College of Sports Medicine and the Center of Control and Prevention of Diseases (CDC Atlanta) recommend daily burning of at least 200 calories through exercise (John Charles, 1968).

Sedentary lifestyle, physical inactivity is the main cause of many diseases. Physically active people have a higher health status than those who lead a sedentary life. Physical exercises increase metabolism. Through physical effort the rate of burning of calories increases. Calorie burning means accelerating fat's metabolism, for example mobilizing fat. What may seem at first only a small change in the life plan (by introducing proper physical exercises, on a regular basis) can give truly spectacular achievements. Physical exercises should be suitable for age and the activity which is in progress. Losing of the excess kilograms should be done gradually, so as not to disturb other functions of the body. Maintaining weight within normal limits is the guarantor of the absence of obesity and of the diseases it generates. Physical exercises invigorate the muscles. Through them, only the excess fat is lost. A well-trained musculature is not only aesthetic, but also a real help in mobilizing the body. Trained bodies cope with diseases much easier (Manecuta Radu-Ilie, 2000).

Exercises decrease appetite, contrary to what is believed, physical effort does not increase appetite for long periods, but only immediately after effort. It is recommendable that requirements should be supplied with liquids. Exercise helps normalize blood pressure and fat's metabolism. Physical activity forms together with a balanced diet, the basis of a healthy lifestyle which is also very important for maintaining the heart's state of health (Gochman, D., 1997).

What is more, physical activity is a very good antidote for stress, because it helps us relax and sleep well. In fact, any sport activity implies a lower or higher effort, which involves an additional energy consumption than required during normal life processes. Any young man can do simple physical exercises, without worrying that

they will take too long. Also, the negative causes of smoking and alcohol consumption should be remembered. Most of the young people are attracted by these vices which can destroy their physical and mental health and they can cause death too. Because of the temptation of age, it is difficult for students not to fall into these traps, but their complete avoidance is possible and brings clear benefits to the body.

„During training, metabolic burns are intensified. Blood circulation is better and this promotes oxygenation and nourishment of cells. Immediately after training, serotonin is released, which relieves depressive states and sadness. The body digests proteins and carbohydrates four times faster, so it helps the weight loss process. The brain releases endorphins, conferring a state of well-being.

After a few hours after training, self-confidence increases. Blood pressure is regulated. The brain works at a higher level. Sleep quality increases.

„After a few weeks, the immune system becomes more resistant. Lung capacity increases. The body will store less fat. The body manages to regulate the level of blood sugar” (\*\*\*).

## Conclusions

The formation of a healthy lifestyle is not limited to propaganda or to certain forms of medico-social activity. The healthy way of life is determined by all aspects and manifestations of society.

In order to strengthen the healthy way of life, it is necessary to concentrate efforts on overcoming the risk factors of the various diseases, on the fight with alcoholism, smoking, hypodynamics, irrational feeding and conflictual relations.

The essential factor that determines the health of man is his lifestyle, a notion that includes the right regime of work and rest, rational eating, sport.

True concern for a healthy lifestyle should include concern for physical health, but also one for activities of the mind and soul.

The physical body is nothing more than a vehicle for the soul and for the spirit. All young students should think about their body and their state of health and form their lives based on these simple principles.

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## THE INVASION OF ENGLISH IN SPORTS TERMINOLOGY

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### Abstract

This article is an attempt in the field of comparative lexicology. Observations have been made on basic basketball terms in Bulgarian and Romanian. The analysis of these terms in both languages has revealed clearly expressed trends of internationalization and increase in the use of their English equivalents. The author formulates a hypothesis about the reasons that may have led to these results. Attention has been paid to the stylistic differentiation in the Bulgarian and Romanian languages, namely the domination of English language terms in informal situations in contrast to the greater persistence of native tongue expressions in the sport administrative style.

Thus, the speech of basketball players and coaches, who are Bulgarian and Romanian native speakers, becomes markedly diglossic, if we adopt the terms of sociolinguistics. The final paragraphs of the article draw certain conclusions about the growing prevalence of English language terms and the possible consequences of this process.

**Keywords:** comparative lexicology, terminology, basketball, internationalization

### Introduction

The constant permeation of English lexis in a growing number of fields of modern life is a fact, which would hardly be disputed by anyone. Sport is no exception in this respect. The present article examines the infiltration of English language basketball terms into two Balkan languages – the Bulgarian and the Romanian.

### The issue approached

„There is an international cultural dynamics that accompanies all of this technology of integration. Hence, to explain English domination, one can point, in the first instance, to a host of technological, economic and political factors. English, more than any other living language, exists in association with an archi-culture whose elements though often sourced in the Anglophone world, are being accepted and elaborated internationally.” (Crystal, D. 2000).

In Bulgarian, some terms were adopted long ago and have never been in competition with the native expressions. These are now part of the basketball terminology, which is fully adapted morphologically, i.e. their morphological indicators for gender, number and definiteness are inherently Bulgarian morphemes. A large portion of the native speakers, incl. the frequent users of these terms, do not perceive them as foreign words. Such terms include, for example *нас* [*pas*] (masculine, singular), *насове*, *насът/а* [*pasove*, *pasat/pasa*] (plural and form used with definite article); *асистенция* [*asistentsiya*] (feminine, singular), *асистенции*, *асистенцията* [*asistentsii*, *asistentsiyata*] (plural and form used with definite article), *дрибъл* [*dribal*] (masculine, singular), *дрибълът/а* [*dribalat/dribala*] (form used with definite article), *дриблирам*, *дриблиране* [*dribliram*, *driblirane*] (derivative and verbal noun); *преса* [*presa*] (feminine, singular), *пресата* [*presata*] (form used with definite article), *пресирам* [*presiram*] (derivative); *зона* [*zona*] (feminine, singular), *зоната* [*zonata*] (form used with definite article), *бодичек* [*bodichek*] (masculine, singular), *бодичекът/а* [*bodichekat*, *bodicheka*] (form used with definite article).

Another group of terms are of native origin and are either formed locally (most frequently, by analogy with terms from other sports), or translated: *защита* [*zashtita*], *лична защита* [*lichna zashtita*], *зонова защита* [*zonova zashtita*], *нападение* [*napadenie*], *смяна между краката* [*stuyana mezhdu krakata*], *смяна зад гърба* [*stuyana zad garba*], *предна смяна* [*predna stuyana*], *смяна със завъртане* [*stuyana sas zavartane*], *стрелба* [*strelba*], *стрелба от два крака* [*strelba ot dva kraka*], *стрелба от средно разстояние* [*strelba ot sredno razstoyanie*], *стрелба за три точки (от тройката)* [*strelba za tri tochki / ot troykata*], *чадър*

[chadar], борба [borba], забивка [zabivka], поднасяне [podnasyane], кука [kuka], заслон [zaslon], контразаслон [kontrazaslon], прекъсване [prekasvane]. As for the names of the passing techniques, these add a Bulgarian complement to the already discussed term *пас* [pas] as in: *пас със земя* [pas sas zemya], *пас на гърди* [pas na gardi], *пас с една ръка (с две ръце)* [pas s edna raka / s dve ratse], *пас зад гърба* [pas zad garba]. The above-mentioned terms have been prevalent in basketball language until some ten years ago, when they started to actively compete with their English equivalents. Thus, in parallel with the Bulgarian denominations, we see the increasingly frequent use of *defense*, *offense*, *man to man*, *between the legs*, *behind the back*, *crossover*, *rolling*, *shooting*, *midrange shoot*, *three point shoot*, *block*, *rebound*, *dunk*, *layup*, *hook*, *screen*, *pick and roll*, *pick and pop*, *repick*, *timeout*. Today, at the end of the second decade of 21 c., the trend is clearly outlined: the English language terms are gradually pushing out their Bulgarian counterparts. This is particularly the case when the English term is shorter than the Bulgarian one (for instance, compare *предна смяна* [predna smyana] with *crossover*, or *смяна със завъртане* [smyana sas zavartane] with *rolling*).

It must be clarified that the described language situation concerns primarily the oral communication (conversations between players or between players and coaches). The utilization of the two groups of terms by many Bulgarian basketball players results in a kind of diglossia – they know and use both Bulgarian and English denominations depending on the communicational situation. More frequent use of the English terms is also typical for some sportscasters. In their speech, however, some traditional terms are still very much in use (at least for the time being): *защита* [zashtita], *стрелба* [strelba], *кука* [kuka], *забивка* [zabivka], etc. Undoubtedly, in basketball literature and official basketball-related documentation the terms in native tongue are most persistent.

The Romanian language shows similar stylistic differentiation with regard to the use of English and local terms. The above-mentioned written expression registers feature predominantly established Romanian denominations: *apărare*, *apărarea om la om*, *apărarea zonă*, (*dribling/pasă*) *prinre picioare*, (*dribling/pasă*) *pe la spate*, *piruetă*, *aruncare*, *aruncare de pe loc*, *aruncare de la semidistanță*, *aruncare de trei puncte*, *capac*, *recuperare*, *oferită*, *cârlig*, *blocaj*.

„The borrowings from the English language to the current Romanian language, especially from the American English, have been made between 1999 and 2000, representing the same tendency that all romance languages have of obeying the so called linguistic globalization as a consequence of the linguistic imperialism of the English language.” (Quirk, R., Gabriele Stein, 1990).

„Scientists have also identified in the Romanian language the presence of pseudoanglicisms – words created in other languages, for example: ”tenisman” or ”golaveraj.” (Theodor Hristea, 1973).

However, oral expression, much like in Bulgarian, show growingly increased use of English language terms. Part of these, such as *crossover*, *dunk*, *dribling*, *bodycheck*, do not have local equivalents and therefore, have become commonly accepted long ago (incl. in written linguistic registers). This group encompasses adapted terms with Latin roots like *pasă*, *assist*, *zonă*, *atac*, which are not seen as foreign, as they have broad non-terminological use beyond the strict confines of sports-based linguistic registers.

The most interesting cases connected with the described process of English language „invasion” in basketball language are the ones where a native and foreign term are used in competition with each other. The English language terms that increasingly „compete” with the traditional ones include, for instance: *defense*, *man to man*, *layup*, *pick and roll*, *midrange shoot*, *three point shoot*, *block*, *rebound*, *between the legs*, *behind the back*, *pick and roll*, *pick and pop*, *repick*, etc.

The examples under review show that in both Bulgarian and Romanian languages a similar process of internationalization develops, resulting in the more and more tenacious affirmation of English language basketball terminology. Undoubtedly, there are important extralinguistic factors, which contribute to that: the Bulgarian and Romanian basketball leagues feature a number of foreign players. A significant part of the coaches are also foreign nationals, which makes English the natural means of communication. The generation swap (young players are proficient in the English terminology) in addition to the „invasion” of the English language brought about by internet and international TV channels contribute further to the advancement of this process.

On the other hand, certain purely structural language factors are at play. The brevity of English terms and the transparency of their meaning for a growing number of Bulgarian and Romanian native speakers are yet another reason for the changes in the basketball-related terminological language system, which the two languages undergo.

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## TAE BO BEYOND A SIMPLE AEROBICS CLASS

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### Abstract

For practicing Tae Bo will not be sufficient to perform a number of training sessions a week, in which to sweat or burn many calories. This discipline requires, more than any other, equal participation of our psyche during training. To achieve assimilation proper technique should always think about what we do to that Tae Bo is not a contact sport but a fight - with an imaginary opponent, a battle with ourselves, to be a dispute at a highest level of technical. Tae Bo is an exercise program that combines the best of several different disciplines. A combination of martial arts, boxing, aerobics and dance exercises posted on a trained musical background, here's the secret world of this new trend in exercise. The exercise is relatively easy and convenient for anyone who wants to do maintenance but the move may be designed workouts for weight loss or development and driving qualities.

**Key words:** Tae Bo, kicks, concentration, balance, training.

### Introduction

As you know, every stance, step, knee raise, kick, punch, exercise, or combination requires thought and focus.

It's not unusual for people-especially as they start to tire-to let their minds begin to wonder. If you're working out and thinking about your personal problems stop and refocus. Keep yourself alert by thinking about what you're doing. Ask yourself "How do I feel?"; "What made that punch feel so much smoother than the one I did a minute ago?"; "Why is this kick so low today?"; "Where do I feel it in my arm with the Jab?". Use your Workout to know your body and become its master. Once you get into the habit of focusing, it will be harder to think about anything else.

Tae Bo brings together the selfawareness and discipline of the martial arts the rhythm and grace of dance, and the focus and power of boxing. It was chose the word "tae", which means 'foot and leg' in Korean, because many of the movements emphasize the lower body; 'bo' is a shortened form of the word "box.

In fact each letter of Tae Bo has significance as well, because they stand for the qualities that Tae Bo both demands and develops:

**T** represents total commitment to whatever you do

**A** represents awareness of your self and the world.

**E** represents excellence, the truest goal in anything you do

**B** represent the body as a force for total change

**O** represent obedience to your will and your true desire for change. (Sakizlian M, 2010, p. 14)

### Content

The beauty of the Tae Bo workout is that it's your own.

You set your goals, you decide how far to push your self and what you need to achieve to improve your body, your mind and your spirit.

Remember there is no final destination on this journey, no one goal that marks the end of the road. You can set goals along the way : Maybe in the there months, or six months, or a year, you want to have the strength and the stamina to complete the full advanced workout without stopping to march. But even after you've achieved that, you can workout on other goals inside the workout.

If you can do five sets of eight side kicks don't stop there. You can always improve your technique, or kick higher, or recover more cleanly, or add a sixth set of eight, or create a punch-side kick combination for a seventh set.

### Learn to count music.

Depending on who you are, that probably sounds either very simple or very complicated. Even if we're the type who hasn't set foot on a dance floor in years, we can still do Tae-Bo. A sense of rhythm is really just the ability to count music correctly. Almost all popular music is written in measures of eight beats each. When we learn to count beats correctly, we'll find it much easier to stay in the rhythm of the Workout. We can practice by counting along as we listen to music and counting aloud as we work out.

We might think that counting out loud and counting silently to ourselves are the same. They're not. Our body responds to sound, and we can test this ourselves by trying a four-part combination-let's say, Left Jab, Right Cross, Left Jab, clap. While counting out loud and then repeating the combination while counting silently to ourselves.

There's probably a deep psychological reason why voicing our intentions makes them easier to follow through. All I know is that in Tae-Bo, counting out loud as you work out improves your technique, increases your stamina, and almost guarantees that you're breathing correctly.

### Sharpen your sense of positioning.

First, realize that every day, your body is constantly performing movements that you don't even think about. But when you work out, you have to break the habit of moving automatically. You have to learn to move with more self-awareness.

We make a little experiment which consists in describing the position of the feet and legs, without looking at them. Questions:

1. Are you placing more weight on one leg or is it equally distributed between both?
2. Which way are your toes pointed?
3. Are your knees locked, or straight but relaxed, or bent?

There are no right or wrong answers here but certainly we couldn't answer those questions without stopping to think about it and look. That's because we move without thinking all the time. Tae-Bo will change how you move, you need to focus so intensely to learn and to execute Tae-Bo, you can't help but become more aware in continuing to do Tae-Bo and working through greater challenges, you sharpen your body consciousness even more.

### How often should I do Tae-Bo?

First, as with any fitness program, check with your physician to make sure you can start an intense workout program. Tae-Bo can be done everyday or a couple of times a week. For maximum benefit, like any other cardiovascular program, you should consider doing the Tae-Bo at least three times a week.

Beginners are advised to start slow and build up their endurance. Tae-Bo is challenging and requires use of your entire body. Don't get discouraged if you get tired quickly in the beginning. The entire idea of Tae-Bo is to maximize the benefits by incorporating the entire body into the workout. (Sakizlian M, 2010, p. 20)

If Tae Bo were simply another exercise program we could all stop and we could be satisfied that we have passed the begin stage. Tae Bo is also a way of thinking that unites your mind your heart, and your spirit. Tae Bo has endured and continues to grow, because no matter what stage you're in whether you started just yesterday or have been doing it for ten years – the workout will give you challenges and possibilities you never imagined attempting much less succeeding at. That's why Tae Bo has no beginning and no end. You can be 21 or 61 years old, a champion runner or a world-class couch potato-it doesn't matter where when or how you start as long as you do. Although if you have a serious or chronic health problem, are overweight, or have not exercised in a while, it's recommended that you check with your doctor before you begin any exercise program.

Tae Bo teaches you to focus you on your techniques, it's actually safer than many other exercise programs – especially those that are loosely based on Tae Bo – that encourage you to blindly "go for it" without teaching you how to move your body safely.

## Conclusions and recommendations

In order to coordinate complex movements we make in training, we must consider several issues that will help us to improve our ability to focus:

1. Focus on working each body part individually while at the same time making sure that every Tae-Bo move is executed with your full body. It sounds like a contradiction but only if we focus on each body part as we move it we could isolate the movement and then give it strength and direction through and tire body movement. The part of your body you're moving is just the focal point of your entire body's energy and force.
2. Break down every move while we learning and after try to put together all the elements that make a good kick for instance. There are many things that we should learn when we practice the Tae Bo and we will spend a lot of time to combine every elements for a good kick. Removing a motion exercises and use of aids will acknowledge the role that each segment plays in a combination, every move will lead to achieving the imaginary target.
3. We must ensure that we make throughout their flight movements at each iteration. When we get tired it makes sense to save energy by limiting the movements, but if we look in a mirror, we see that executions are not as accurate as when we rest. Unfortunately, this strategy to save a lot of our energy, increased training will compromise with the risk of injury.
4. Identify weaknesses in our training and their awareness will help us correct them in order to train ourselves to our utmost in safety. Each of us has a part that is stronger than the other. If we are right handed, left side of the body will not be as strong and therefore it is recommended to start the exercises on the left. If we left, and the left side is stronger, we begin with the right exercises. It is always better to work the lower part first, because most people should do more concentration and effort while executing a move using that side. We also discover that there are some movements of Tae-Bo to us easier than others. For example, women are stronger in terms of the lower body, while men rely more on top. Or maybe we'll be forced to make an extra effort in producing muscle movements executed with those less developed areas such as abdomen, for example. Note is that we need to practice great abdominal muscles Tae-Bo, but we can get it if we continue to practice it.
5. Execution of training must be done by implementing an appropriately paced learning phase where we are. Is there a correct way to execute each movement of Tae-Bo, but the technique can be adapted for each individual. If we feel that we lose balance while running the basic position, we can start practiced for a higher position which gives us stability. A perfect form in every movement, it is not possible for all those who practice Tae-Bo, but this should not blind us to practice it until we can achieve sufficient fitness exercises properly executed. Do not let that what we can do today to work for us from what we can achieve tomorrow.

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