

SPORTS – CHILDREN’S ACTIVE WAY OF SOCIALIZING

CRISTIAN SANTA^{1*}, ONELA SANTA², PAUL SZABO-ALEXI³,
DAN MONEA⁴

ABSTRACT. Through sport activities, either as competitions or as a hobby, by spending free time in a pleasant and organized way, beneficial for health, can be satisfied the need for movement and also the desire to participate in competitions as spectators, which makes sports a social phenomenon. Sport activity develops the spirit of sociability, develops interpersonal relationship, becomes an opportunity to elate, to open yourself to the others and to know it. With this opportunity one can discover common activities, can make friends and can create groups. Moreover, it is noticeable that those who practice sports are more sociable outside the sporting field.

Keywords: *sports, socializing, education, children*

REZUMAT. *Sportul – un mod de socializare al copiilor.* Prin activitățile sportive, competiționale sau de recreere, prin petrecerea timpului liber într-un mod plăcut, organizat, benefic pentru sănătate, se poate satisface nevoia de mișcare, dar și dorința de a urmări întrecerile sportive ca spectatori, ceea ce face ca fenomenul sportiv să devină fenomen social. Activitatea sportivă dezvoltă spiritul de sociabilitate, dezvoltă relațiile interumane, devine un prilej de a relaționa, de a te deschide către celălalt și de a-l cunoaște. Cu această ocazie se pot descoperi afinități, se pot lega prietenii și se pot încheia grupuri. Mai mult, se observă că cei care practică un sport sunt mult mai sociabili și în afara domeniului sportiv.

Cuvinte cheie: *sport, socializare, educație, copii*

¹ Babeș-Bolyai University, Faculty of Physical Education and Sport, Cluj-Napoca, Romania

² Onisifor Ghibu High-School, Cluj-Napoca

³ University of Oradea

⁴ Babeș-Bolyai University, Faculty of Physical Education and Sport, Cluj-Napoca, Romania

*Corresponding Author: cristian.santa@yahoo.com

Introduction

Physical education is a particularly complex activity if referred to its content, structure, organization and deployment. When we want to analyze physical education as a social phenomenon, we must consider the multitude of elements that it involves: physical exercise, specific material basis, specific devices and materials, technical and organizational aspects, scientific disciplines that underpin it, specialized teachers. The development of physical education as a socialization factor in the current context is due to the new discoveries in the technical-scientific fields, especially IT, as the new scientific and innovative conquests in the field of physical education can be obtained (Săvescu, 2009).

Socialization is the process by which the helpless child gradually becomes a self-conscious, intelligent and grouped person. Playing, the child evolves from a simple imitation, to more complicated games in which the child can interpret the role of an adult (Giddens, 2000).

The process of integrating the child into the life and work schedule of the kindergarten, in the conditions of the new relationship between the child and the adult, turns into a game with theme, subject and roles, with well established relationships between the game partners.

The game evolves with the creation of the first representations that allow the child to operate mentally, with the experience acquired day by day.

Sociologists, psychologists, pedagogues and scholars, as well as parents, have been more and more concerned with the problems of choosing, guiding, organizing and the results of children's games (Bocoş, 2007.)

All the influences that physical education generally follows, and as a particular case the physical education in schools, on the development and improvement of the individual's motor capacity, the achievement of a harmonious physical development, the maintenance and improvement of the state of health, the correction of some physical deficiencies fall within the general effort to facilitate integrating and increasing the individual's return to society.

The role of physical education as a socialization factor can include:

- the habit of working in a group and the development of collaboration capacity,
- developing organizational capacity,
- developing the critical spirit of conscious discipline,
- increasing personal and collective accountability,
- the development of emulation and dullness.

The school, being the reservoir of performance sports, has the obligation to prepare and train the groups of students, towards the sports that the individual chooses sports, according to the specificity of the area or tradition of the school, the options of the pupils and the specialization of each teacher.

By upgrading lessons, by selecting optimal and efficient methods and procedures, we can shorten the way that pupils develop their skills and quickly acquire the technical-tactical elements, giving them the satisfaction of moving.

In order to successfully accomplish these challenges faced by teaching, tutors should rethink the instructive-educational requirements, new school curricula that through their provisions, confer a teacher's autonomy on how he thinks and acts for his accomplishment, and which is thus more flexible in the choice of objectives, methods, teaching methods used and forms of assessment of the quality of the instructive-educational act.

Due to changes in modern society, children "grow so fast" that their childhood is eroded (Giddens, 2000).

Analyzing in general the work of the teacher of physical education, whether in gymnasium or high school, I think it is everyone's duty, as through the work done, to aim and last but not least to trace, to form new sports talents and then to promote them in performance sports. Interpersonal relationships are critical in achieving sports scores within the sports team.

Interrelation criteria

Social relationships express one of the basic characteristics of the human being: to form and manifest through a set of links with other members of the community: parents, brothers, friends, colleagues, groups, etc. These links have a great diversity, their classification requiring the use of a wide range of criteria:

- nature of content: social, material, spiritual, mixed relationships
- the effects it generates: social relationships of differentiation, integration, modification and social construction
- number of links interwoven in relationships: direct, indirect social relationships
- time development: simultaneous, successive social relationships
- direction of influence: unilateral, bilateral, multilateral
- the nature of the elements and the form of the relationship between them: impersonal, interpersonal
- institutional framework: official, unofficial, mixed.

In the wide category of social relations, interpersonal relations occupy a very special position, which has a constitutive function for all other forms of relations, structures, processes and social phenomena. Social groups, organizations, or institutions cannot be conceived beyond a complex sequence of interpersonal relationships, which in turn are conditioned and modelled in time by the processes taking place within these structures, therefore, between the two dimensions there are dynamic relations of causality and mutual conditioning.

Interpersonal relationships refer to those immediate and reciprocal interactions between people in which there is a conscious and direct psychological involvement. Due to the direct, bilateral and psychological-emotional impregnation, interpersonal relationships constitute a distinct and fundamental category of social relations with manifestations and influences at all levels of social existence:

- at the psycho-individual level - interpersonal relationships are structured as a direct expression of psychic factors, through which the interaction of the partners (cognitive, affective, motivational, and characteristic factors) is structured and developed.

- at the psychosocial level - interpersonal relationships are the indispensable framework of interactive processes and phenomena that give the content of social psychology.

- at socio-cultural level - interpersonal relationships appear as a functional infrastructure on which the development and performance of the different subsystems: economic, political, educational, religious, legal, etc. depend essentially.

During socialization each child develops a sense of identity and ability to think and act independently (Giddens, 2000).

Preferential relations in the sports group, cohesion - in the structure of interpersonal relationships, three main elements can be identified: the socio-affective, communicative and influence component. Thus, there are several categories of relationships between athletes who, although obviously social relationships, have some peculiarities.

In team sports, collective trust is probably more important than individual confidence. Sportsmen feel confident in their own ability to perform. Other athletes may feel confident about the team's ability to win, even if they doubt their own qualities (Craciun, 2012).

The athlete, who correctly and objectively assesses the place and role within the group, who establishes interpersonal preferential affective and operational correct and efficient, is perceived by the other members of the group as characterized by the following features in order of their importance: social, altruistic, conformist, cooperative, active, objective in appreciation, creative, facilitator of the interactions within the group to which he belongs and, lastly,

domineering. It is known that students who know how to combine intellectually with intellectual preoccupations that involve spending some of their energy with physical activity have superior functional indices and increased storage capacity and depth of knowledge taught at school. This has demonstrated the positive influence of physical education and sport on the strengthening of health, harmonious physical and psychological development, respect and detention of those who practice them. Regular practice of a sporting branch can later result in achieving the performance of those appropriately equipped for that sporting branch. The consistent practice of a sporting branch also leads to the progressive improvement of motor skills, the improvement of the basic motor skills, the formation of the character and the moral profile of the students, expressed by will, courage, combative spirit, punctuality and discipline, even subordinating individual interests to those of the group they belong to. These attest that physical education and sport are not only a means of strengthening health, enhancing physical and intellectual capacities, harmonious development of students, but also elements - sometimes basic - in character formation. The purpose of the game is action itself, able to satisfy the child's immediate desires or aspirations (Kelemen, 2007).

Before you start learning any action, it is important to determine whether the student is ready to take action and, if not, to make the necessary prior its training. With the help of control exercises and relationships with the student's previous motric experience, training for learning is guided through preparatory training exercises. The verification is mainly done in three directions: the degree of development of motor skills, driving experience and psychic factors.

Conclusions

Successful execution of a new drive action right from the first attempt is usually only possible when it has a relatively simple structure. In the case of more complex structure, the speed of forming a new driving skill depends largely on the student's motric experience.

As the driving experience is wider and varied, the more the prerequisites for successful assimilation are based on the transfer of skills and habits acquired previously. The problem of preparing for the learning of complex motric actions is solved on the whole by the simple application of the principles of accessibility and individualization, systematization and gradual increase of requirements. New perspectives on the optimal solution of this problem arise as a result of introducing modern methods of promoting the didactic material into the theory and practice of sport. When training is planned, a series of relatively coincidental stages can be devoted to each particular action, to which certain stages of motivation and / or motor skills can be attributed.

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