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MOTIVATION AND MOOD STATES IN CONNECTION WITH SPORTS: AN EMPIRICAL EXAMINATION OF HUNGARIAN AND FRENCH ATHLETES

**BOLDIZSÁR DÓRA^{1,*}, LERCH ANNA¹, VERSICS ANIKÓ¹, VOLÁK ADRIENN¹,
SOÓS ISTVÁN² & HAMAR PÁL¹**

ABSTRACT. The authors investigated French and Hungarian gymnasts' and ballgame players' motivation in sport and their individual mood states during a preparation period. For the three hypotheses it was assumed that the external motivator is less characteristic of French gymnasts. It was supposed that for gymnasts that intrinsic motivation toward accomplishment is of greater influence than for ballgame-players, and it is presumed that a higher intrinsic motivator factor value is a consequence of a higher Vigour-value. The Profile of Mood State Scales factors and the Sport Motivation Scale factors statistical analyses showed that Hungarian gymnasts displayed greater values in Anger and Fatigue than the French athletes, whose one external motivation value was statistically significantly different. Ballgame-players displayed significantly higher Anger values, while gymnasts demonstrated an emphasized intrinsic motivation toward accomplishment. The correlation between the two scales showed that two of the internal motivators have been correlated with Vigour factor.

Keywords: Sport Motivation Scale (SMS), Profile of Mood State (POMS), gymnasts, ballgame players, two nations.

Introduction

Sport and exercise are important and useful leisure time activities for everybody. The form of movement and the sports are generally selected intentionally, and are driven by emotions. Our relationship to sport is influenced by our inherent personality characteristics. The methods and tools of psychology, sports psychology measurements of motivation and emotional states are used to find out what the subjects' motivation for sport is, and show their individual mood state during the preparation phase. The reason key gymnasts were

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examined is that the first three of the authors - in addition to the fact that they are also working as sports scientists - were part of sport tournaments in the past, and they are currently active practitioners.

Motivation can be defined as the direction and intensity of one's effort (Sage, 1977). The most encompassing definition of the subject matter of the field of motivation is why human and subhuman organisms think and behave as they do (Weiner, 1992). Motivation is a central problem in sport sciences. On the one hand, motivation is a consequence of social development, which includes the subject of competition, or coach-behaviour. On the other hand, as effects of individual development on behavioural norms are manifested in the process of learning and performing (Duda, 1989; Vallerand et al., 1987).

Sports motivation has been examined through various international and domestic researches. One such procedure is the Sport Motivation Scale (SMS) application. The Sport Motivation Scale is a questionnaire consisting of 28 questions. Seven motivational factors were distinguished based on the answers (Pelletier et al., 1995). Pelletier and his team (1995) examined 593 university athletes and 50 football players with the Sport Motivation Scale in 1995. They proved the internal consistency of the seven factors and established the acceptance of the Cronbach Alpha values, which showed the reliability and the validity of the scale. Hodge and his team (2008) examined the behaviour of 373 athletes, and the relationship between their attitudes and motivation. Besides the Sport Motivation Scale (SMS), the Task and Ego Orientation in Sport Questionnaire (TEOSQ), the Social Motivation Orientation Scale (SMOSS), a scale for performance-based self-esteem (PBS), and an Organizational Commitment Questionnaire (OCQ) were used, too. A relationship can be found between performance goal, social objective, intrinsic motivation, external motivation factors, self-assessment, joy, and commitment. (Hodge et al, 2008)

The French version of the Sport Motivation Scale was validated by Brière, Vallerand, Blais and Pelletier in 1995. The Hungarian version of it was published by Biddle and Soos et al. in 1999, based on research carried out among adolescents. The authors examined 723 Hungarian youths regarding whether physical activity could influence the goal-oriented and self-determination theory (STD). The subjects were between 12 and 16 years of age and were selected from among 28 Hungarian schools. The survey assessed goal orientation with Task and Ego Orientation in Sport Questionnaire (TEOSQ), self-assessment, self-acceptance with Physical Self-Perception Profile and the rules of behaviour with the Self-Regulation Scale. The intention was a simple survey question. The scales questions were adapted to Hungarian children's physical activities and language. Soos et al. modified the SMS scale in 2001, and their results were published in 2004. The researcher examined Hungarian data in 1999. Járai, in 2004, applied one less motivational factor, using six instead of seven. The aim was to identify the hierarchical relationship among the variables which defined the gender differences (Járai, 2004).

Our other area of examination was the analysis of state of mood and sports performance. Emotions and motives belong closely together. In spite of their similarity, motives and emotions need to be distinguished. The most common basis of distinction is that emotions are controlled from outside, while motives are activated inside, which means that emotions are usually caused by external events. Nevertheless, motives are very often the consequences of inner events, and by their nature, tend towards certain objects of the environment (e.g., food, water or a partner). The other difference between emotions and motives is that emotions always activate the autonomic nervous system, while motives do not (Tóth, 2010).

One 1990 study assessed mood state using the Profile of Mood States and self-motivation (SMI) in 84 female undergraduates vying for a position on a collegiate rowing team. No differences in baseline mood state were observed between the 62 dropouts and the persistent subjects. Dropouts possessed significantly lower SMI and took longer to complete the rowing task than the persistent subjects did. Global mood disturbance increased during the training season, particularly for unsuccessful subjects (Raglin et al., 1990). The research indicated that there is a relationship between sport performance and the mood state found, and that in various demanding situations, such as sports, study and work, mood can be the dominant predictor of stress (Brehm, 1999; Lane and Terry, 2000; Lane et al., 2004; Lloyd et al., 2006; Lane et al., 2006; Gould and Weinberg, 2007; Cox, 2007).

Lane (2006) highlighted the relationship between mood and athletic performance. His book – among others – presented an analysis of subjects' mood swings – one group's during a south polar expedition and one group's during marathon running (Lane, 2006).

In an international and intra-national survey covering three universities (Budapest, Pécs, Sunderland) the authors determined that athletes' mood states in relation to sport performance at the two Hungarian universities are more negative than the students from the University in the North-East England. The reason could be performance pressure. (Leibinger et al., 2004) An international research team surveyed the relationship between mood state and emotional intelligence. The results confirmed that mood state is related to successful performance. They also draw attention to the fact that teaching of mood management techniques to students are of paramount importance to the athlete, which is important in terms of both learning and sport performance (Soós et al., 2007). The same workgroup investigated relationships between self-reported measures of emotional intelligence and memories of pre-competitive emotions before optimal and poor athletic performance. It demonstrates that emotional intelligence correlated with pleasant emotions in both performances. Conversely, individuals reporting low scores on the self-reported emotional intelligence scale appear to experience intense unpleasant emotions before dysfunctional performance.

The Profile of Mood State Scale (POMS) can be used to study mood state. Beedie, et al (2000) justified that the individual's mood while performing is a significantly influencing factor. The POMS measures the general mood state of 40 items with a five-value scale. The mood state contains 6 original factors. The examination of adolescence mood state adapted with the Profile of Mood State Scale - Adolescence (POMS-A). The scale was validated by Terry et al. (1999). POMS was validated in France by Cayrou et al. (2000).

During our study we wanted to find answers as to what sport orientation the students had, and what individual mood state they had during their preparation period. We used sport psychological motivation and mood state tests.

The following hypotheses were put forward by the authors:

1. It was assumed that external motivator value was lower for French gymnasts.
2. It was assumed that, for gymnasts, the intrinsic motivation toward accomplishment value is greater than for ballgame players.
3. It was assumed that a higher intrinsic motivator factor value is due to a higher Vigour-value.

Taking the practical applicability of our results into account, our recommendations for sport professionals lead to the formulation of the following questions:

1. What kind of motivation structure exists for French and Hungarian youth athletes?
2. Does their sports motivation depend on their sport-type?
3. How did they feel during training, and how did they tolerate the preparatory period.
4. Is there any correlation between their mood state and motivation?

Methods

The Profile Mood State Scale (POMS) as well as Sport Motivation Scale (SMS) were filled out by 32 Hungarian gymnasts and 31 ballgame players (volleyball and handball) and 36 French gymnasts and 42 ballgame players (volleyball and handball). The Hungarian Semmelweis University, Faculty of Physical Education and Sport Sciences and the French Universitéde Toulouse student's average age was 21.44 ± 2.5 . Female (N=82) and male (N=59) athletes at different sport levels took part in the survey. There were first class athletes, second class athletes and recreational athletes among them. They filled out the questionnaires in autumn 2008 in their own language. The Hungarian version of the Sport Motivation Scale was taken from Soós et al. (1999), while the French version was taken from Brière, Vallerand, Blais and Pelletier (1995). The Hungarian translation of the POMS was carried out by the fourth co-author, and was proofread by the fifth one. The French version derives from the publication of Cayrou et al. (2000).

The participation was voluntary and anonymous. The Sport Motivation Scale was filled out first, establishing why they chose their sport. This scale has 7 motivation factors: Intrinsic motivation to know, Intrinsic motivation toward accomplishment, Intrinsic motivation to experience stimulation, External regulation, Introjected regulatory, Identified regulation, and Amotivation, from which four questions were derived. There are 3 inner motivation factors, three external motivation factors and one amotivation factor. First we determined the Cronbach's Alpha value, which provided validation of our survey. Then we determined the motivation factor values. Then the test person mood state was examined with retrospection method by POMS. The 40 items lead to the determination of 6 original factors: Tension, Anger, Fatigue, Depression, Vigour and Confusion. After the same Cronbach's Alpha test, we counted the factor values.

Statistical analysis used the SPSS 17.0 software package. In all cases we received a $p < 0.05$ significant level.

Results

The reliability of the questionnaire is demonstrated in Tables 1 and 2. The Cronbach's Alpha values belonging to each factor showed total reliability with regard to the POMS scale. From the scale factors of SMS was low in the intrinsic motivation to experience stimulation, External regulation, and amotivation.

Table 1.
Cronbach's Alpha values concerning POMS factors

Cronbach's Alpha values concerning POMS factors					
Tension	Depression	Anger	Vigour	Fatigue	Confusion
0.65	0.79	0.64	0.76	0.61	0.66

Table 2.
Cronbach's Alpha values concerning the SMS' factors

Cronbach's Alpha values concerning the SMS' factors						
Intrinsic motivation to know	Intrinsic motivation toward accomplishment	Intrinsic motivation to experience stimulation	External regulation	Introjected regulatory	Identified regulation	Amotivation
0.83	0.69	0.59	0.61	0.66	0.68	0.52

The first figure shows the distribution of scores in POMS for the Hungarian and French gymnasts. This graph can be characterized as a normal Eisberg-profile. In the six original factors there are similar values, but Anger and Fatigue show significant differences.

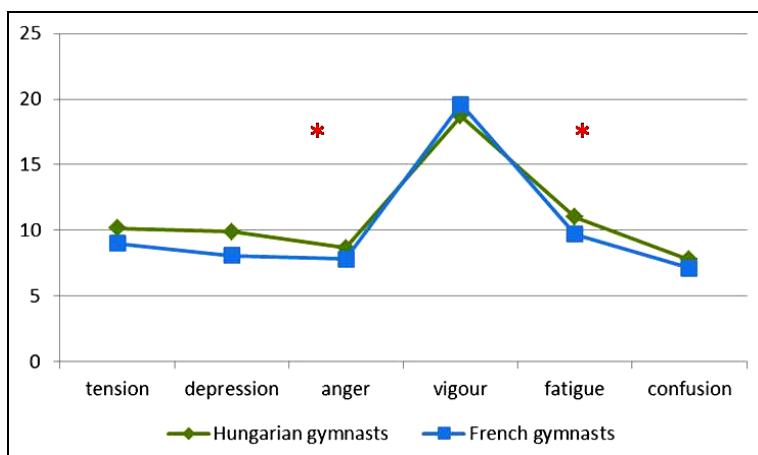


Figure 1. Values of POMS factors according to nationality with regard to gymnasts' answers

The second figure shows the distribution of POMS scores for Hungarian and French ballgame players. There were no significant differences between nationalities.

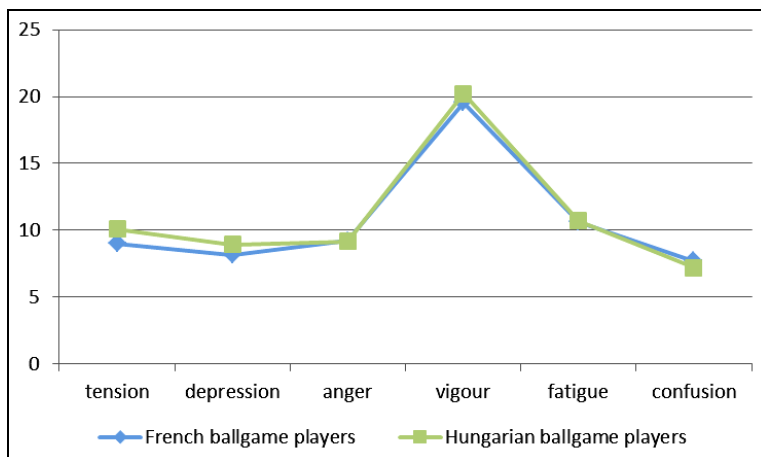


Figure 2. Values of POMS factors according to nationality with regard to ballgame players' answers

In analyzing the external motivation of the two nations' athletes, it was found that Hungarian athletes have higher values in External regulation and Introjected regulatory. Regarding the breakdown of the two separate disciplines, the external regulation level of the ballgame players was much higher for the Hungarian players than their French counterparts. Only in external regulation did the ballgame players have significantly higher level controllers for the Hungarians.

The difference-analyses of SMS factors for gymnasts (Figure 3) highlights the fact that the Hungarian gymnasts had higher values in the level of extrinsic regulatory and introjected regulatory, and the motivation of French gymnasts showed higher values in Identified regulation.

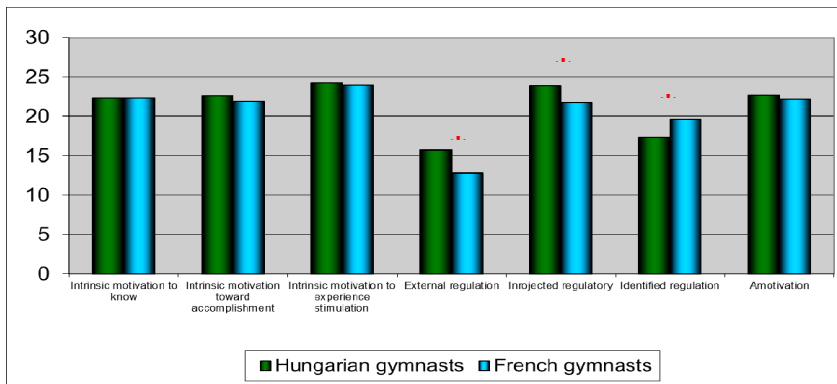


Figure 3. Values of SMS factors according to nationality with regard to gymnasts' answers

In analyzing the emotions of gymnasts and ballgame players (Figure 4), it was found that ballgame players had significantly higher Anger values.

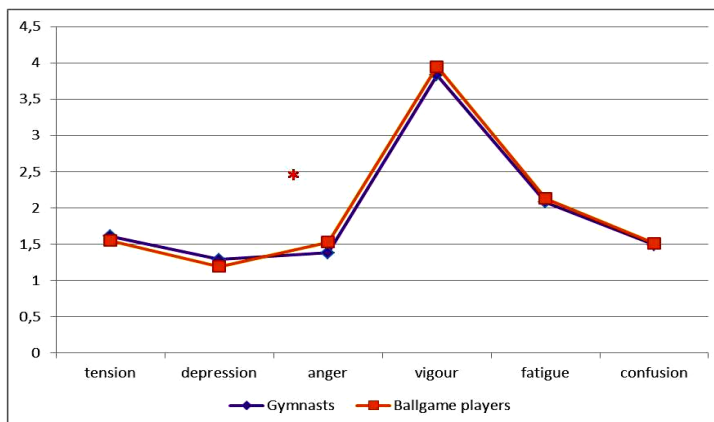


Figure 4. Values of POMS factors according to gymnasts' and ballgame-players' answers

During the examination of motivation (Figure 5), we found that gymnasts have higher values of intrinsic motivation toward accomplishment.

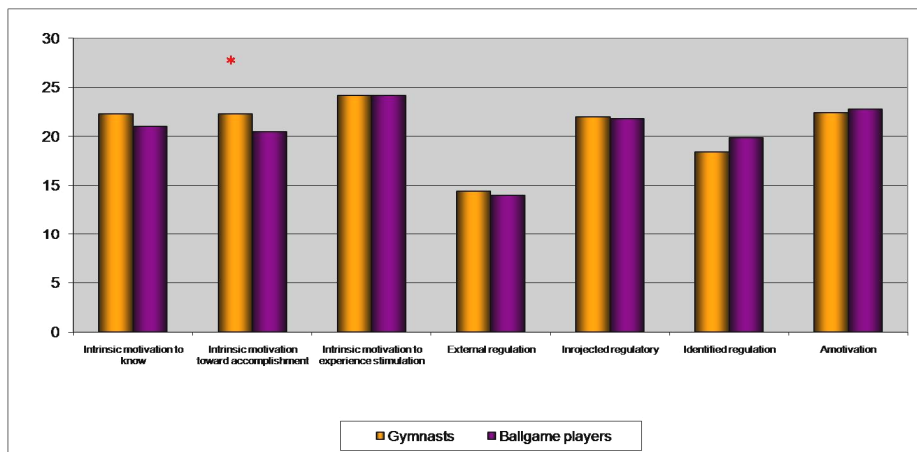


Figure 5. Values of SMS factors according to gymnasts' and ballgame-players' answers

We were also curious as to whether any correlation can be found between POMS' and SMS' factors.

In Table 3 correlations are marked with coloured boxes. The higher values of intrinsic motivation to know ($r=0.21$ $p < 0.05$) and the Intrinsic motivation to experience stimulation ($r=0.220649$; $p < 0.05$), as well as introjected regulatory ($r=0.189664$; $p < 0.05$) contribute a higher value to the Vigour factor. Athletes demonstrating higher values in intrinsic motivation towards accomplishment feel less angry at the same time. Results of amotivation factor are not commented on because of low Cronbach's Alpha values. The Intrinsic motivation to experience stimulations Cronbach's Alpha values was low too. There have also interested trends, when the statistical significant correlation can not justify. All of the internal motivation factors showed a significantly negative correlation with the Anger factor. All of the internal motivation factors show a weak negative correlation with Depression and Confusion. In External regulation factors can be identified certain trend. External regulation is the only motivation factor which shows a negative correlation with the positive mood factor, Vigour. Introjected regulatory shows a weak negative correlation with Anger and Confusion. Identified regulation shows a weak negative correlation with Tension and Depression and an almost significant negative correlation with Confusion and an almost significant positive correlation with Vigour. It can be observed that the sport motivation factors, except one (External regulation), show a negative correlation with Confusion.

Table 3.

Correlation between POMS and SMS

		Tension	Depression	Anger	Vigour	Fatigue	Confusion
Intrinsic motivation to know	r	0.08	-0.07	-0.12	0.21	0.02	-0.08
	p	0.38	0.44	0.17	0.01	0.81	0.36
Intrinsic motivation toward accomplishment	r	0.03	-0.01	-0.17	0.11	-0.06	-0.05
	p	0.72	0.93	0.04	0.20	0.48	0.52
Intrinsic motivation to experience stimulation	r	-0.05	-0.03	-0.11	0.22	0.08	-0.02
	p	0.52	0.75	0.19	0.01	0.37	0.77
External regulation	r	-0.00	0.14	0.08	-0.02	0.09	0.01
	p	0.96	0.11	0.35	0.77	0.31	0.88
Introjected regulation	r	0.08	0.03	-0.03	0.19	0.08	-0.05
	p	0.33	0.69	0.75	0.03	0.35	0.54
Identified regulation	r	-0.04	-0.09	0.07	0.16	0.05	-0.15
	p	0.66	0.29	0.38	0.06	0.59	0.07

Discussion

Leibinger et al. (2004) found that the Hungarian university students displayed a less positive mood state, than that of their English counterparts (Leibinger et al., 2004). This is consistent with recent test results, which show that stress and depression were more typically found in Hungarian athletes than their French counterparts during the preparation period. Performance pressure and insufficient preparation conditions (material and human) strongly influenced mood. In the grouping of sports it was found that the Hungarian gymnasts had higher values in Anger and Fatigue. Interestingly, no difference was found in ballgame players regarding the mood state of the nation's athletes. While the different sports were investigated, it turned out that Anger is more characteristic of ballgame players, and this anger arises from their dissatisfaction with their lack of success in scoring.

In light of the results, it can be stated that there was a statistical difference in extrinsic motivation for Hungarian athletes in two factors, whereas there was only one for the French athletes. It can be stated that the Hungarian university athletes are under external motivational pressure when selecting a sport. For the Hungarian gymnasts, extrinsic motivation had a greater role than for their French counterparts, accepting the first hypothesis. This result may be due to the fact that the Hungarian university students choose sport because of the opportunity to take part in many tournaments, because they want to practice for practical exams, or because they have no other choice.

Gillet and Rosnet also tested French athletes with the Sport Motivation Scale. The purpose of the investigation was to examine the relationships between competitive and recreational sport structures, gender, individual and team sports, level of competition, sport motivation and athletes' perceptions of autonomy, competence and relatedness in order to enhance our knowledge of the motivational processes in sport. They results revealed that female athletes felt less competent and demonstrated less External regulation than males, while exhibiting more intrinsic motivation than this group. In addition, they showed that recreational athletes felt more autonomous and had lower scores on External regulation than competitive athletes. Differences in the levels of competition also emerged: athletes at the district level displayed less intrinsic motivation and less External regulation than athletes at the regional level. District level athletes also exhibited less intrinsic motivation, less introjected regulation, and less External regulation than national level athletes (Gillet and Rosnet, 2008).

Singh et al. (2010) studied the differences between university level individual and team sport players with regard to motivation and locus of control. There were no significant differences with regard to achievement motivation and locus of control among individual and team game players (Singh et al., 2010).

In analyzing the emotions of gymnasts and ballgame players, it was found that ballgame-players had a significantly higher Anger value.

Gymnasts indicated an emphasized intrinsic motivation toward accomplishment; accordingly, the second hypothesis was confirmed.

It was found that only two of the internal motivators correlated with the Vigour factor; the third hypothesis was not proved. The negative correlation of the third internal motivation factor with the Anger factor is interesting. A more perfect execution correlated with less Anger. A correct answer to the question is needed for sport performance measurement in the future.

An attempt was made by the authors to answer the given questions, but only partial conclusions could be drawn because of the complexity of the questions, and a deeper and more comprehensive analysis is needed.

Based on the answers received for our first practical questions related to motivational differences, it can be stated that the Hungarian university students are more motivated by external pressure. It would be worthwhile to examine further to what extent this affects their performance.

The motivational differences between the two sports shed light on the fact that gymnastics attracts the intrinsic factor of striving for perfection much better, which motivates the athlete to execute their sport techniques as well as possible. With respect to the emotional state during preparation period and the emotions felt in training, it can be said that the Hungarian athletes in general have more tension and more depressed than their French counterparts.

Conclusion

In conclusion closing, we express our hope that our survey could highlight the facts that, in practice, many factors influence an athlete's mood, and to draw attention to the fact that this motivation can originate from different sources. In order for athletes to form a single team and be able to cooperate effectively, it is necessary to know the individual's motivation and mood related to their sport. The goal is always the same: every athlete has fun in training because this is the only way they can effectively participate in the preparation. The knowledge of motivational conditions is important for coaches because only with possession of this knowledge can they shape their athletes positive attitude.

With more precise psychological definitions, such groups can be formed during trainings which can support each other with their similar motivations.

The Totterdell (2000) analysis confirmed the empirical fact that the team members' individual mood and subjective state of preparedness of the team also depends on the collective mood. Mood is better and happier when the team members are committed to a common problem (Totterdell, 2000).

But perhaps as a future direction it would be worth placing certain athletes into groups with higher internal motivation who have become unsure of themselves or didn't choose their sport on their own. These groups might prove to be able to raise these athletes level of motivation.

In this study, we did not measure performance; therefore, only indirect conclusions can be drawn from these results. Furthermore, it would be worth supplementing this research with a physical test, and compare the sampled persons with their results of their competitions. From our present study in France and Hungary, only one was performed in a university sports club. Another aspiration of ours is to assess all the gymnastics associations in Hungary to gain a more comprehensive picture of Hungarian gymnasts' emotional and motivational states. This may help to stop the decline of sport in Hungary, and in addition, may successfully prevent gymnasts from leaving their sport. A long-term objective includes expanding the survey to the younger generation as well, because the majority of those persuing gymnastics leave the sport between the ages of 6-18. It would be worth studying the athletes' motivation and mood state in other sports which are within the scope of gymnastics (rhythmic gymnastics and aerobics) and compare their results to that of the gymnasts.

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STUDY REGARDING THE USE OF STRENGTH ELEMENTS IN THE AEROBIC GYMNASTICS

NICULESCU GEORGETA¹, SABĂU ELENA¹

ABSTRACT. The Aerobic Gymnastics is a new discipline in Gymnastics, having a spectacular character and harmoniously combining elements of artistic gymnastics, rhythmic gymnastics, acrobatic gymnastics, sport dance as well as the seven basic specific steps: march, jog, jumping jack, lunge, knee, kick, skip. In this work we intend to realize the model of algorithmic type to learn and to perfect the element of dynamic strength - EXPLOSIVE A-FRAME $\frac{1}{2}$ TURN TO WENSON – value of 0.8. This element of high value is included by gymnasts in their exercises for being spectacular and to raise the difficulty mark. In the performance aerobic gymnastics the elements are divided in four difficulty groups: Group A – Dynamic Strength, Group B – Static Strength, Group C – Jumps & Leaps and Group D – Balance and Flexibility. In each group there are different families of elements. The studied element belongs to the Group A, which has 10 families and 65 elements. At the same time, the work intends to analyze quantitatively the content of the dynamic strength element - EXPLOSIVE A-FRAME $\frac{1}{2}$ TURN TO WENSON in the finalists' exercises during the World Championships of Aerobic Gymnastics at Rodez, France, 2010.

Key words: performance aerobic gymnastics, difficulty elements, static strength, dynamic strength

REZUMAT. *Studiu privind folosirea elementelor de forță în gimnastica aerobică.* Gimnastica aerobică este o disciplină nouă a gimnasticii cu caracter spectacular, ce îmbină în mod armonios elemente atât din gimnastica artistică, gimnastica ritmică, gimnastica acrobatică, dansul sportiv, cât și cei șapte pași de bază specifici: march, jog, jumping jack, lunge, knee, kick, skip. În această lucrare ne propunem să realizăm modelul de tip algoritmic al învățării și perfecționării elementului de forță dinamică EXPLOSIVE A-FRAME $\frac{1}{2}$ TURN TO WENSON - valoare 0.8. Acest element cu valoare ridicată este introdus de către gimnaști în exerciții deoarece este spectaculos și poate crește nota la dificultate. În gimnastica aerobică de performanță, elementele sunt împărțite în patru grupe de dificultate astfel: Grupa A – forță dinamică, Grupa B – forță statică, Grupa C – sărituri și Grupa D – echilibru și mobilitate. Fiecare grupă cuprinde mai multe familii de elemente. Elementul studiat face parte din grupa A care cuprinde 10

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familii și un număr de 65 elemente. De asemenea lucrarea își propune să analizeze sub aspect cantitativ, conținutul elementului de forță dinamică EXPLOSIVE A-FRAME ½ TURN TO WENSON din exercițiile finaliștilor la cele cinci probe din cadrul campionatului mondial de gimnastică aerobică - (Rodez, Franța), 2010.

Cuvinte cheie: gimnastică aerobică de performanță, elemente de dificultate, forță statică, forță dinamică

Introduction

The aerobic gymnastics is a relatively new sport branch, enjoying a larger and larger attention at both national and international levels, thanks to its attractiveness onto practicing gymnasts as well as further to its spectacular results.

The performance aerobic gymnastics represent the ability to carry out continuous specific and complex moves of high intensity using music, which origins are in traditional aerobic movements and therefore the exercise must demonstrate a continuous motion, mobility, strength, the use of the 7 basic steps as well as perfectly performed difficulty elements (www.fig-gymnastics.com).

The different modalities of its manifestation offer multiple solutions to coaches for the exercises' compositions regarding the harmony of motion, aesthetics, spectator-appeal, difficulty, dynamism or an inspired transmission of ideas through movements.

The elements of the Group A render evident the muscular strength of gymnasts, it being the human motor aptitude to overcome the resistance or to oppose it by an intensive muscular effort (Manno, R. 1996). In this way, the strength of the human body consists in its capacity to realize efforts to win, to support or to give up depending on the external or internal resistance, by contracting one of different muscular groups (Dragnea, C., A., Mate-Teodorescu, S. 2002).

Performed by strength, speed, coordination and mobility, the elements will impress spectators by their accuracy and amplitude of moves.

A major role to achieve the planned targets is played by the technical preparation aiming first of all to form the general basis of the motion, to learn the basic techniques of specific steps, arm movements, traveling, change of levels, gradual assimilation of technical elements belonging to the 4 groups. All it is feasible using efficiently operational models based on an algorithmic system which supposes:

- to divide the structure in methodic and systematic steps;
- to conceive preparing elements to learn the basic ones;
- to realize optimum methodic succession of the technical structure and to exercise it;
- to incorporate the technical structure in other combinations.

From such perspective appears the objective necessity to thoroughly and correctly assimilate the difficulty elements, based on quantitative and qualitative accumulations thanks to scientific and high performing methods.

Method

As far as the analyzed content is concerned, our work intends to realize the algorithmic model of learning and perfecting the element *EXPLOSIVE A-FRAME ½ TURN TO WENSON* – p. value of 0.8 and quantitatively to evaluate all the elements integrating the difficulty Group A – Elements of Dynamic Strength, in the case of the finalists in the 2010 World Championships at Rodez, France.

The Group A of Dynamic Strength Elements consists of the following 10 Families of Elements: Push up, Wenson push up, Plio push up, A Frame, Cut, V & High V support, Leg circle, Flair, Helicopter, Capoeira with twist. (www.fig-gymnastics.com). All 65 elements belonging to this group require dynamic strength which express the strength during the execution of a movement (Bota, C., 2000). The dynamic strength is called also isotonic and it can be under a defeat or cession regime. If fibers are shorter, the dynamic strength is of defeat type (myometric regime) and the strength is directed against the motion, being released by agonist muscles action (motor ones) and if the muscular fibers are extended and the strength acts in the same sense of motion, the strength would be dynamic of cession type (pliometric regime) and would act the antagonistic (braking) muscles (Tudor, V. 1999).

This Group of elements has all range of difficulties. There are the following families:

- *PUSH UP FAMILY* having difficulties from 0.1 to 0.5
- *WENSON PUSH-UP FAMILY* having difficulties from 0.3 to 0.5
- *PLIO PUSH-UP FAMILY* having difficulties from 0.3 to 0.8
- *A-FRAME FAMILY* having difficulties from 0.5 to 0.9
- *CUT FAMILY* having difficulties from 0.4 to 1
- *V & HIGH V SUPPORT FAMILY* having difficulties from 0.2 to 1
- *LEG CIRCLE FAMILY* having difficulties from 0.6 to 0.8
- *FLAIR FAMILY* having difficulties from 0.6 to 1
- *HELICOPTER FAMILY* having difficulties from 0.4 to 0.7
- *CAPOIERA WITH TWIST FAMILY* having difficulties from 0.7 to 0.9

All elements of this Group, object of our analysis, have the following requirements of execution (www.fig-gymnastics.com):

- Starting and/or finishing when one or both hands are in contact with the floor, elbows must be extended. Shoulders must be parallel to the floor, head in line with spine and the pelvis must be tucked with abdominal muscles contracted;

- Flexion of elbows: all push-ups must have, at the end of the downwards phase, a maximum distance of 10cm from the chest to the floor;
- In the downwards and the upwards phases of a push up, the shoulders must be parallel to the floor;
- In Hinge and Lateral push up, 4 phases must be performed;
- In 1 arm and 1 arm/1 leg push up, the distance between the feet must not exceed shoulder width. Unless otherwise stated;
- A push up take-off or landing – during the airborne phases - hands and legs must leave and touch the floor at the same time. Unless otherwise stated;
- All the elements of the Wenson family require straight legs and excellent hip joint flexibility. In split, the leg must rest on the upper part of the Triceps of the same side;
- For *Leg circle*, *Flair*, *Helicopter*, *Capoeira with twist* leg may not touch the floor before the completion of the circle;
- During *Leg circle*, the hips must be lifted and extended without any angle at pelvis level.
- During *Helicopter*, legs will perform alternatively a complete circle as close as possible to the chest. The return will be made on the upper back.
- In Capoeira, after kicking the leg to the shoulder, the arm is pushed into airborne position followed by a turn. During the split support, the hips are higher than the shoulders.
- Any deviation from the general requirements entails a subtraction of points.

Results and Discussions

According to the Code of points, gymnasts' exercises in competitions must represent a balance between the difficulty elements performed in an airborne, standing or floor-work manner, containing not more than 12 elements in Mixed Pairs, Trio and Groups and not more than 19 elements in Individual Women and Individual Men. The exercise has to contain at least one element from each group, while the combinations of two elements, from the 12 or 10, must be chosen from all groups, and from different families and their combination must be direct, without rest or hesitation. The difficulty score is got adding the first 12 (or 10) elements and then dividing by 2. The difficulty level goes gradually from 0.1 to 1 point.

We are presenting an algorithmic model to learn and to perfect the element *EXPLOSIVE A-FRAME ½ TURN TO WENSON* – p. value 0.8



Figure 1 - EXPLOSIVE A-FRAME $\frac{1}{2}$ TURN TO WENSON

Technical description of the element EXPLOSIVE A-FRAME $\frac{1}{2}$ TURN TO WENSON:

- Starting position – front support
- Pushing off the floor, the body is lifted upwards in order to allow it to pike while airborne and then the body turns 180°
- The airborne pike requires vertical legs and knees closest to the chest.
- The Wenson position is made when both hands and feet make contact with the floor

Starting level:

1. Push up
2. A-Frame – pike position
3. From PU position $\frac{1}{2}$ turn to Wenson
4. A-frame $\frac{1}{2}$ turn to Wenson

Series I – preparing necessary mechanisms and physical support

1. From supine position are lifted simultaneously trunk and feet finishing with a 360° turn.
2. Traction at horizontal bar
3. Front support with feet carried by the coach or other gymnast in prone walking.
4. Turning 180° from standing by hands
5. Push up
6. From prone position lateral balances
7. Basic elements of Wenson and Lifted Wenson.

Series II – learning the element

1. From supine position, arms upwards, quick lifting, square seated, palms at toetips and return.
2. From front support pushing legs to pike position, palms and foot sole on the floor, passing to push up position and then to Wenson.
3. Push ups.

4. Push up to pike position of the floor, hands and legs touching the floor, returning to push up and then passing to Wenson.
5. In elastic net: frontal fall, pike and returning to prone position; the same turning in pike position
6. On the floor, push up, pushing, $\frac{1}{2}$ turn in pike position on hands and legs, returning to push up and then afterwards to Wenson.
7. Performing the element in the competition area.

Series – III – perfecting the element

1. Execution of element with maximum parameters for: height, legs amplitude, posture, landing.
2. Synchronous execution of the element, in pair or trio
3. Execution of the element with directed speed
4. Combined execution of the element, with previous variables of steps, transitions or eventual elements
5. Execution of the elements by parts or integral exercise

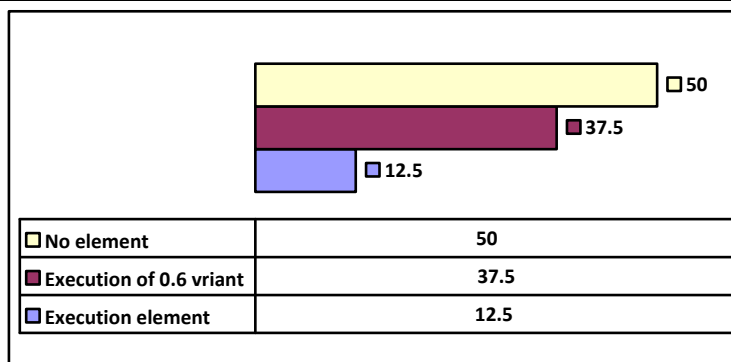
We will show the analysis of the finalists' exercises in the World Championships at Rodez, France, 2010, regarding the use of the element *EXPLOSIVE A-FRAME $\frac{1}{2}$ TURN TO WENSON* – Execution of the element – p. value 0.8.

INDIVIDUAL WOMEN

Table 1.

Execution of the element – p. value 0.8

Place	Name	Country	Execution of the element
1	MATOS LOPEZ Marcela	BRA	Variant of 0.8
2	BIANCHI Giulia	ITA	Variant of 0.6
3	MCMILLAN Angela	NZL	Variant of 0.6
4	MORENO Sara	ESP	Variant of 0.6
5	HUANG Jinxuan	CHN	Variant of 0.6
6	NEDELCU Cristina Simona	ROU	-
7	PARICKHOVA Denitsa	BUL	-
8	NGAMPEERAPONG Roypim	THA	-



Graph 1. Percentage execution of the element in the Individual Women

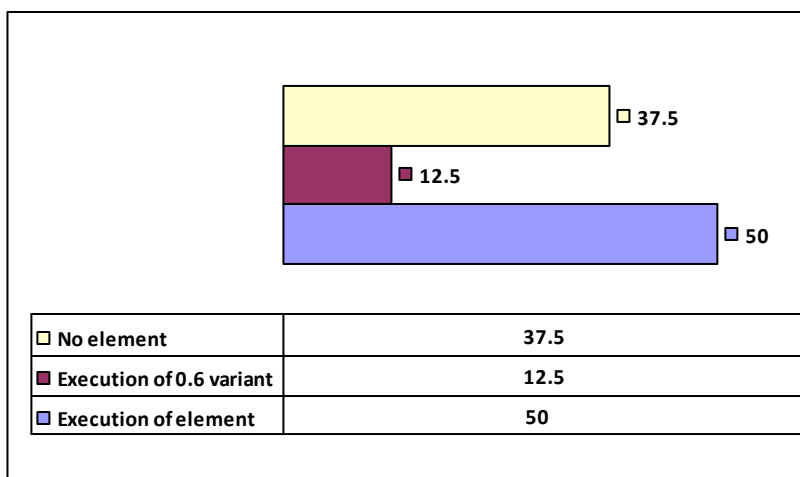
In the Table 1 and Graph 1, we can notice only one gymnast has incorporated this exercise in her exercise, which represents 12,5%. This gymnast won the golden medal, other 4 gymnasts used an easier variable (37,5%), and 3 gymnasts did not use any element of this Family.

INDIVIDUAL MEN

Table 2.

Execution of the element – p. value 0.8

Place	Name	Country	Execution of the element
1	JACQUEMIN Morgan	FRA	-
2	ZAMFIR Mircea	ROU	-
3	GORMAN Kieran	AUS	Variant of 0.8
4	PAREJO Ivan	ESP	-
5	ZHOU Xiaofeng	CHN	Variant of 0.8
6	PAGLIUCA Emanuele	ITA	Variant of 0.8
7	GARAVEL Benjamin	FRA	Variant of 0.8
8	ROIK Zsolt	HUN	Variant of 0.6



Graph 2. Percentage execution of the element in the Individual Men event

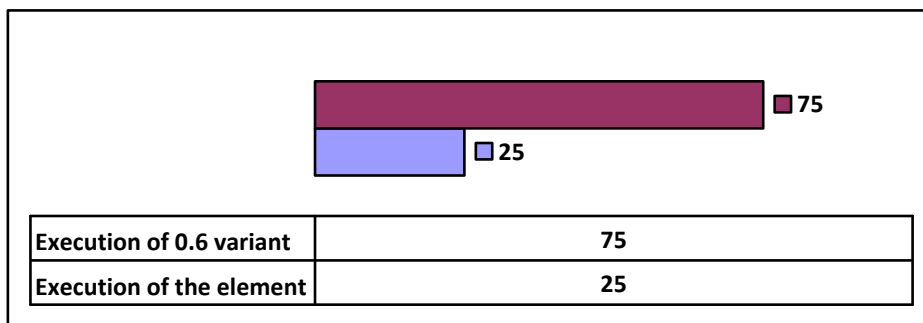
In the Individual Men event we found once again the element proposed in our study in 4 exercises representing 50%. Only one competitor used the easier variable of 0.6 points, but the other 3 competitors did not use elements of A-FRAME family, according to the Table 2 and the Graph 2.

MIXED PAIR

Table 3.

Execution of the element – p. value 0.8

Place	Team Country	Execution of the element
1	SPANIA	Variant of 0.6
2	FRANȚA	Variant of 0.8
3	ROMANIA	Variant of 0.6
4	ITALIA	Variant of 0.6
5	FRANȚA 2	Variant of 0.8
6	KOREA 2	Variant of 0.6
7	RUSIA	Variant of 0.6
8	KOREA 1	Variant of 0.6



Graph 3. Percentage execution of the element in the Mixed Pair event

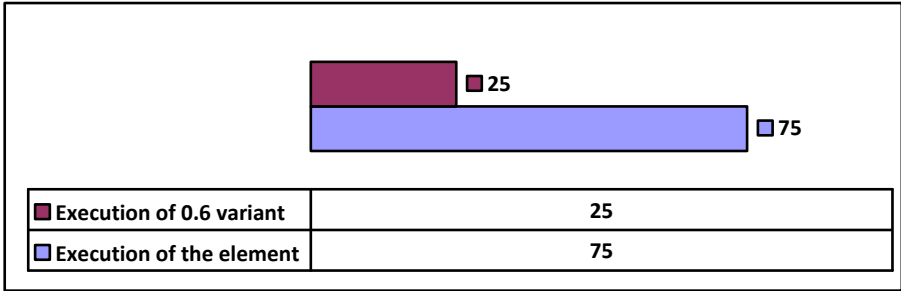
According to the Table 3 and Graph 3, we can see in the Mixed Pair event the element was used 25% and the variable of 0.6 in all final exercises, which represents 75%.

TRIO

Table 4.

Execution of the element – p. value 0.8

Place	Team Country	Execution of the element
1	CHINA 1	Variant of 0.8
2	ROMANIA	Variant of 0.8
3	FRANȚA 2	Variant of 0.8
4	RUSIA 1	Variant of 0.6
5	RUSIA 2	Variant of 0.8
6	VIETNAM	Variant of 0.6
7	CHINA 2	Variant of 0.8



Graph 4. Percentage execution of the element in the Trio event

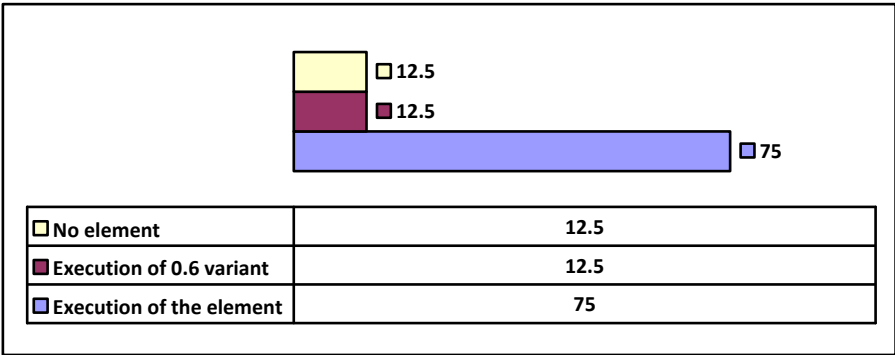
In the Trio event, took part 6 men teams, 1 mixed trio (2 men and 1 woman) and 1 women trio. All men trio included exercise of the 0.8 variable, percentage of 75%, while the other 2 trios (mixed and women) used the variable of 0.6 points. We can see for the gymnasts it is a frequent element especially in combinations of elements.

GROUPS

Table 5.

Execution of the element – p. value 0.8

Place	Team Country	Execution of the element
1	ROMANIA 1	<i>Variant of 0.8</i>
2	CHINA 1	<i>Variant of 0.8</i>
3	FRANCE	<i>Variant of 0.8</i>
4	RUSIA 2	<i>Variant of 0.8</i>
5	KOREA	<i>Variant of 0.8</i>
6	RUSIA 1	Variant of 0.6
7	ROMANIA 2	-
8	ITALY	<i>Variant of 0.8</i>



Graph 5. Percentage execution of the element in the Groups event

The Groups event had in its Final 5 men groups, 2 women groups and one mixed group (5 men and one woman). In this Final all men groups performed the element of 0.8 p. value, single or combined with other element.

Conclusions

- The element *EXPLOSIVE A-FRAME ½ TURN TO WENSON* belongs to the Family A- *FRAME*.
- The Family A-*FRAME* incorporates 7 elements with values from 0.5 to 0.9.
- The element *EXPLOSIVE A-FRAME ½ TURN TO WENSON* is used particularly in the men exercise.
- The element is used in combinations.
- The execution of technical elements in this group requires from gymnasts: strength at the level of high and low legs, mobility of hip joint and scapular-humeral joint as well as coordination.

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ROLE AND IMPORTANCE OF BASIC GYMNASTICS IN PERCEPTION OF 1ST AND 2ND YEAR STUDENTS, FACULTY OF PHYSICAL EDUCATION AND SPORT

BALLA BÉLA JÓZSEF¹, PAȘCAN IOAN²

ABSTRACT. The basic gymnastic is one of the most important courses, at same way for the physical education student, as for the any grade of school pupils. Constitute a base for physical education and it will remain. In this research have been investigated a sample of one hundred students from the Faculty of Physical Education and Sports, University of "Babeș-Bolyai". The data for this pilot study were gathered using standardized questionnaires which were applied to first and second year students. Objectives of the study are to find answers to the following important aspects: Student's opinion about basic gymnastic lessons, from different point of view, on the one hand, and the importance given by the questioned students for this discipline compared with others.

Keywords: basic gymnastics, students, faculty of physical education, role, importance.

REZUMAT. *Rolul și importanța percepției gimnasticii de bază în rândul studenților din anul 1 și 2 de la Facultatea de Educație Fizică și Sport.* Gimnastica de bază este una dintre cele mai importante discipline, atât pentru studenții de la facultatea de educație fizică, cât și pentru elevii de diferite vârste. Constituie mijlocul de bază pentru educația fizică școlară și nu numai. În această cercetare au fost investigați un eșantion format din o sută de studenți, de la Facultatea de Educație Fizică și Sport, din Universitatea "Babeș-Bolyai". Datele pentru acest studiu pilot au fost colectate prin intermediul chestionarelor standardizate, care au fost aplicate pentru studenții din anul I și II. Obiectivele studiului constă în găsirea răspunsurilor pentru următoarele aspecte mai importante, și anume: Opinia studenților legate de lecțiile de gimnastică de bază, din diferite puncte de vedere, pe de o parte și importanța acordată de către studenții chestionați acestei discipline în comparație cu alte discipline.

Cuvinte cheie: gimnastica de bază, studenți, facultatea de educație fizică, rol, importanță.

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Introduction

The gymnastics (we mean basic gymnastics) includes: general and special body exercises, natural human movements. The task of gymnastics is the general preparation; special preparation and direct preparation (warm up) of the human body. In the Figure 1 we present the exercises which belong to **basic gymnastics**.

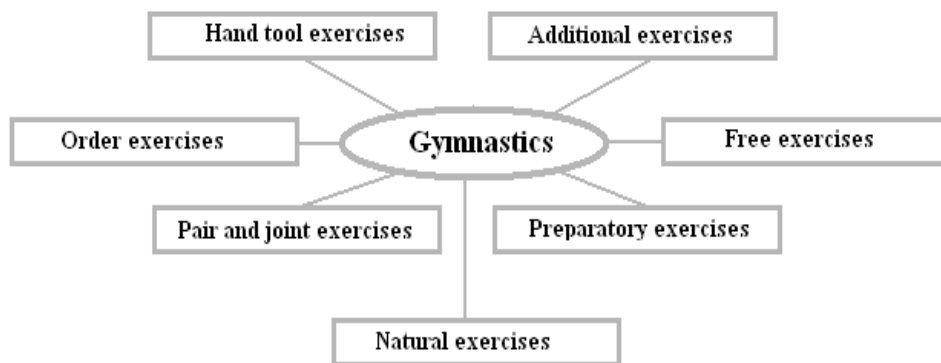


Fig. 1. Composition of the gymnastics

The aims are to develop the each part of the human body to be healthy and harmonious. Responsible for to overcome any adverse effects (bad movement, hunched body holding) and the preservation of the flexibility, force, natural forms of the body. These exercises are based to the strength and dexterity of the body. It is especially important to note, that these gradually and moderately affect the human body. (Pașcan, I., 2008., Nanu M. C., 2009)

Gymnastics is about putting balances together with traveling actions, weight transfers, and rotations. Is designed to promote endurance, strength, flexibility, coordination, and body control. It includes learning to develop locomotor and balance skills, as well as body and space awareness. (Werner, P.H., 1994)

Objectives

- What is the opinion of students about the basic gymnastics classes, in terms of content, organizing, deduction, practice system and about the teacher?
- What is the attitude and the behavior of students to the basic gymnastics lesson, and to the teacher?
- What is the importance given to basic gymnastics lessons and to terminology?

- How satisfied are the students with the gymnastic classes, with the teacher and with the content of practical lessons.

Methods

The data for this pilot study were gathered using standardized questionnaires which were applied to first and second year students, on the Faculty of Physical Education and Sport.

The questions were different types: closed format question, open format question, leading question, importance question, dichotomous question, rating scale question. Contains sixteen questions for the second year students, and fifteen for the first year students. In this study the emphasis is placed on the practical sessions.

Subjects

Gymnastics classes take place in the gym of the faculty of chemistry. The room is fitted with all necessary equipment. With this basis we can satisfy the requirements of the gymnastics hours. The students have come gymnastic classes once a week for the first three semesters that means 42 hours during they university didactic activity. The evidence of groups varies between 25 and 40.

Students belonged to the „Babeş-Bolyai” University in Cluj-Napoca, Faculty of Physical Education and Sport (P.E.). First and second year students, with a number of one hundred (See the sample distribution in Table 1). The questionnaires had completed by four Hungarian groups. The survey time was from January 9 until January 13, 2012.

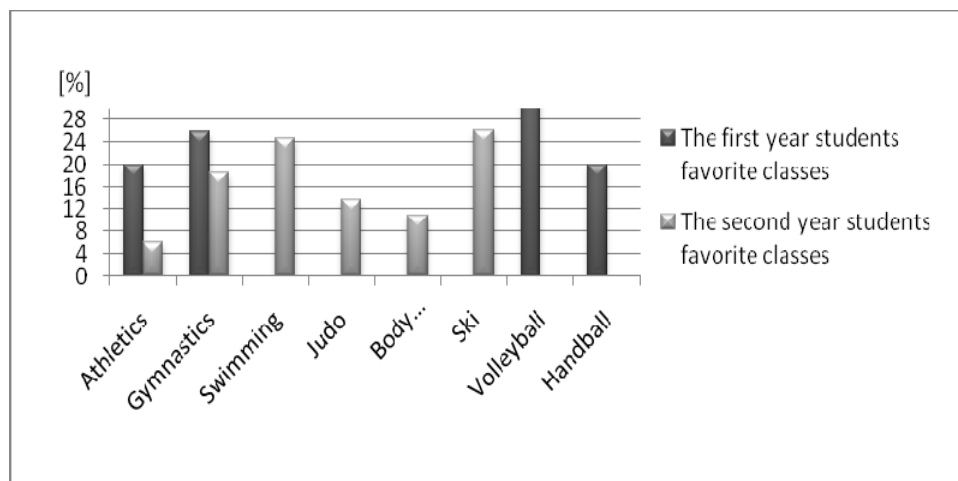
Table 1.

Distribution of the sample

Year of study	Girls	Boys
I. P.E.	5	15
I. Kineto.	7	8
II. P.E.	6	22
II. Kineto.	18	19
Total	35	65

Results

1. From the following practical classes, which was the students favorites?



Graph 1. Rate of the preferred practical subjects

The results shown us that the preferred subjects of the second year students were the skiing (26.15%), swimming (24.61%) and gymnastics (18.46%). Appeared quite large differences in common sports that can be traced on chart. 1.

2. In terms of organizational and managerial, which was held more accurate from the following classes?

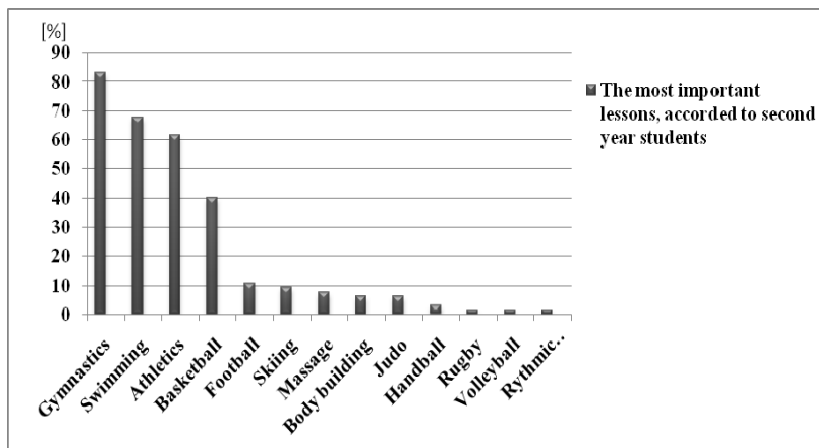
THE RESULTS OF SECOND-YEAR STUDENTS

- | | |
|----------------|-------------------------|
| I. Gymnastics | VI. Rhythmic gymnastics |
| II. Basketball | VII. Judo |
| III. Athletics | VIII. Football |
| IV. Swimming | IX. Volleyball |
| V. Handball | X. Rugby |

THE RESULTS OF FIRST-YEAR STUDENTS

- | | |
|---------------|----------------|
| I. Gymnastics | III. Handball |
| II. Athletics | IV. Volleyball |

3. Please list the top three most important practical lessons that you have studied until now in the faculty!



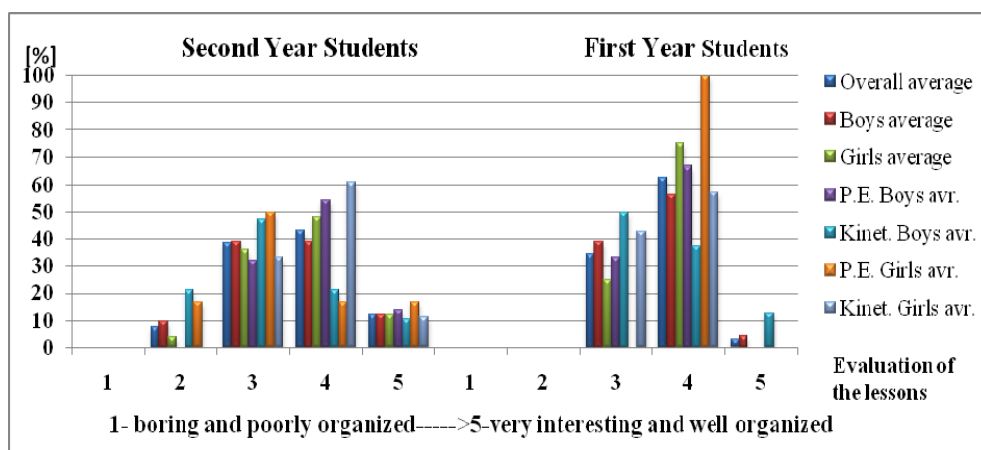
Graph 2. The most important lessons accorded to students

We asked **only the second year students** to name three subjects, which they think that are the most important.

4. How would you rate the overall practical lessons learned in the university until now, in terms of organization and by content?

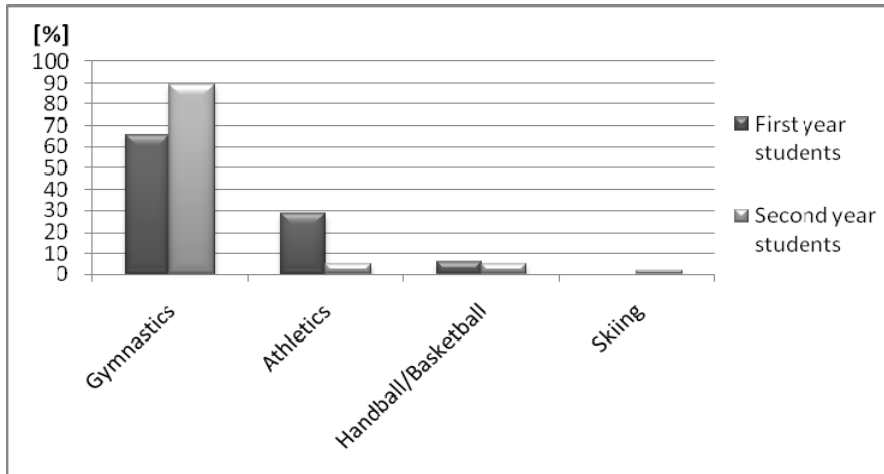
Evaluate from one to five!

1-boring and poorly organized→5-very interesting and well organized



Graph 3. Results of the lessons evaluation

5. What practical lesson seemed to you the most organized?

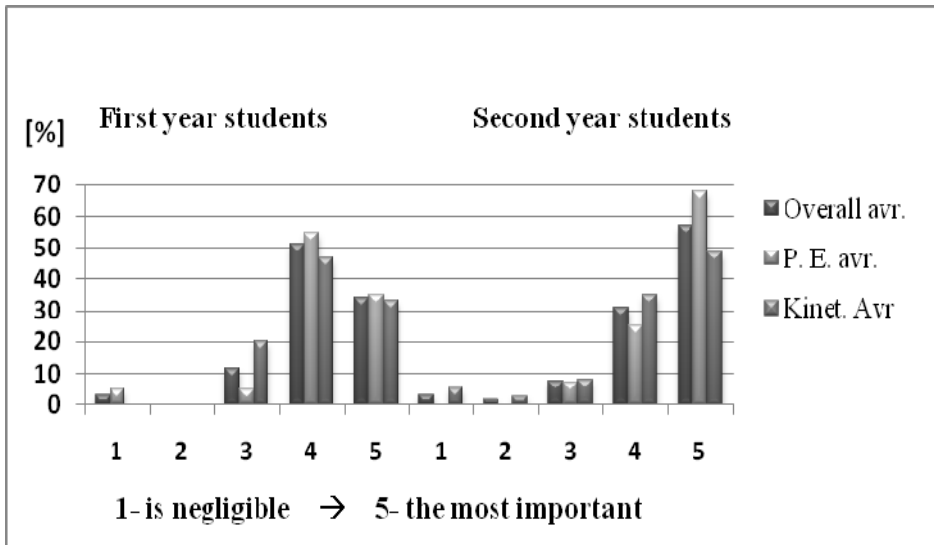


Graph 4. The most organized practical lessons

6. How important is the role of the gymnastics lesson in the physical education specialist language acquisition?

Evaluate from one to five!

1- is negligible → 5- the most important

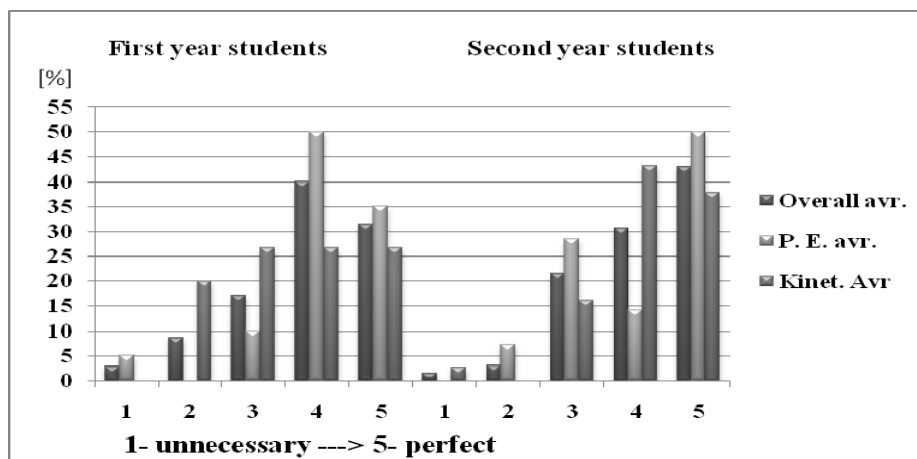


Graph 5. Role of the Gym. lesson in the special language acquisition

7. As a future professional, how much you need to know the specialized language of gymnastics?

Rate from one to five!

1- unnecessary→5- perfect

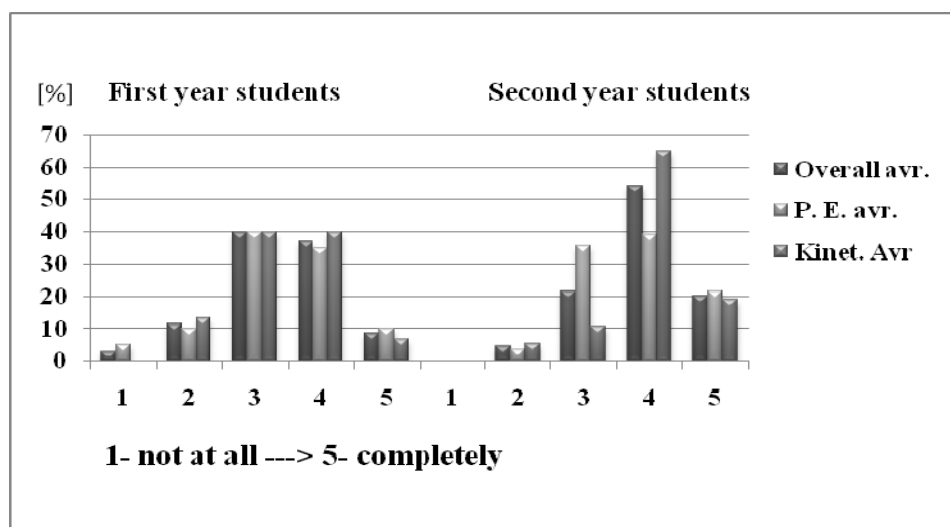


Graph 6. The importance of knowing the special language

8. What proportion of gymnastics terminology can use within other practical classes?

Rate from one to five!

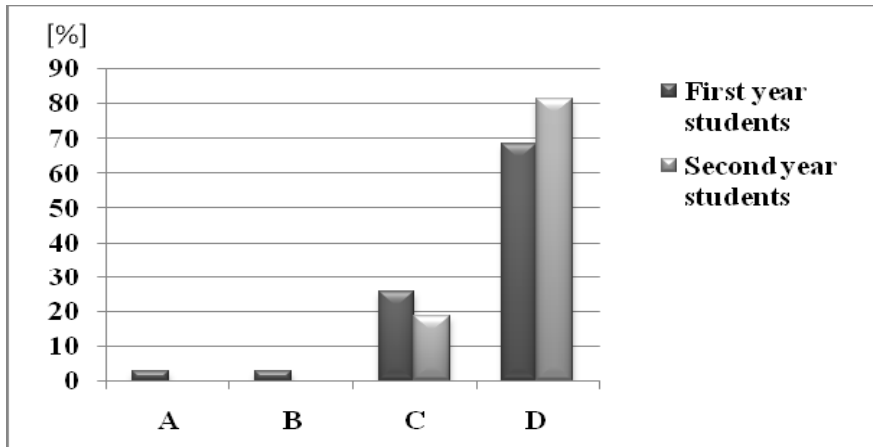
1-not at all→5-completely



Graph 7. The terminology usability

9. What do you think about the basic gymnastics content?

- A) Obsolete and should have left long ago.
- B) It is difficult to meet the expectations of post modern age.
- C) It does well for a while anyway.
- D) A basis for P. E. and Sport, will be always actual. **p=0.9917**

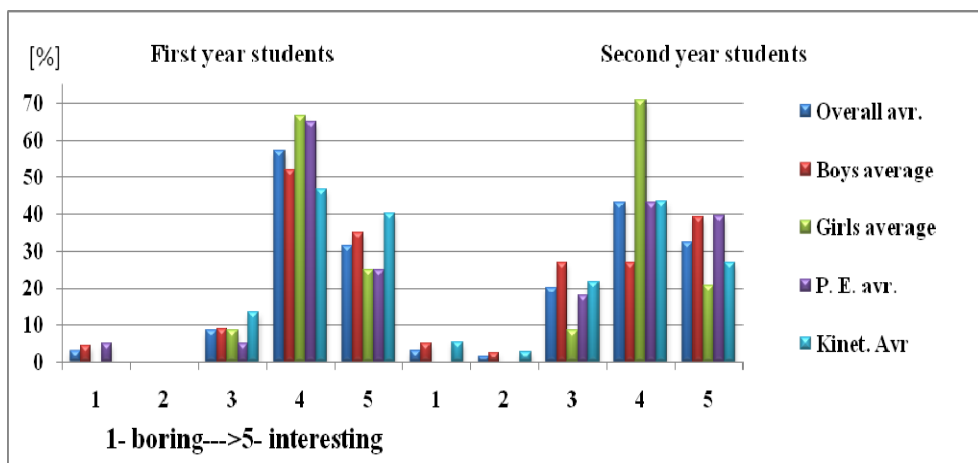


Graph 8. The content of basic gymnastics

10. How did you found the content of gymnastics lessons?

Rate from one to five!

1- boring → 5- interesting

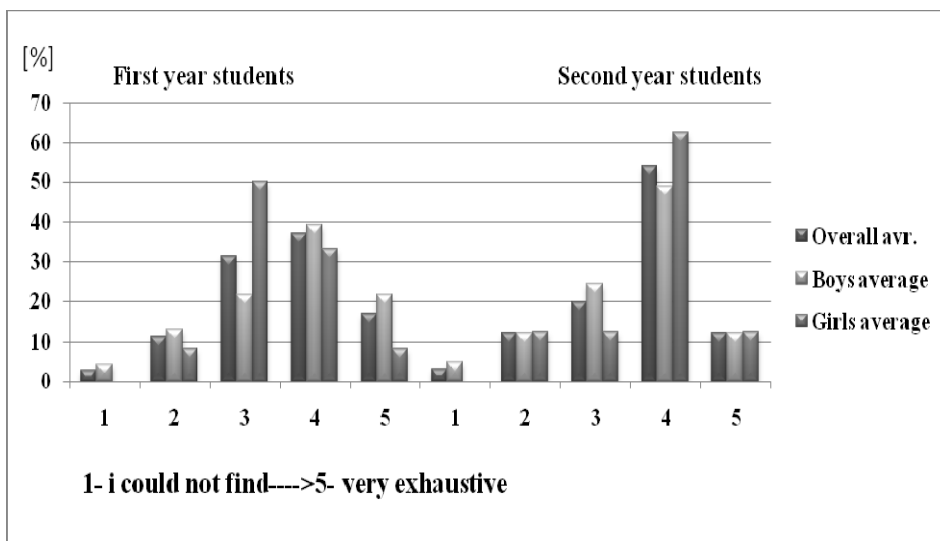


Graph 9. The content of gymnastics lessons

11. How exhausting was the gymnastics lessons?

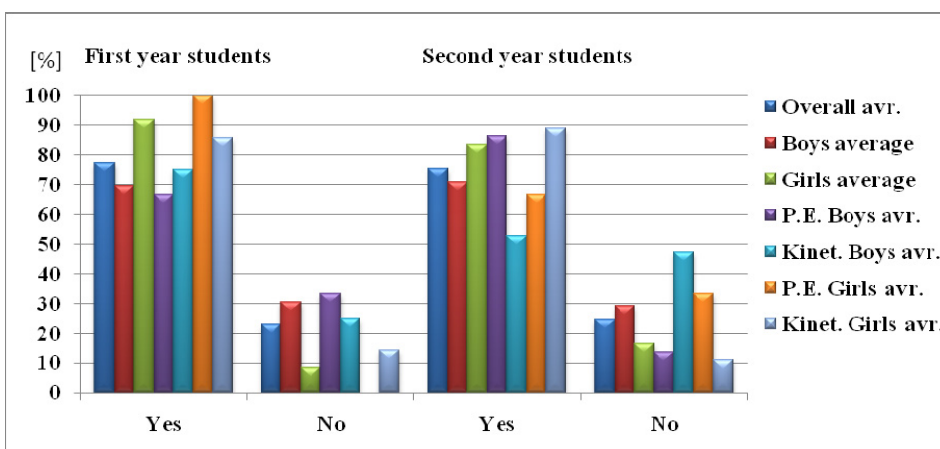
Rate from one to five!

1- i didn't find → 5- very exhaustive



Graph no. 10. How exhaustive was the lessons

12. If the gymnastic hours would be optional, would participate in education?



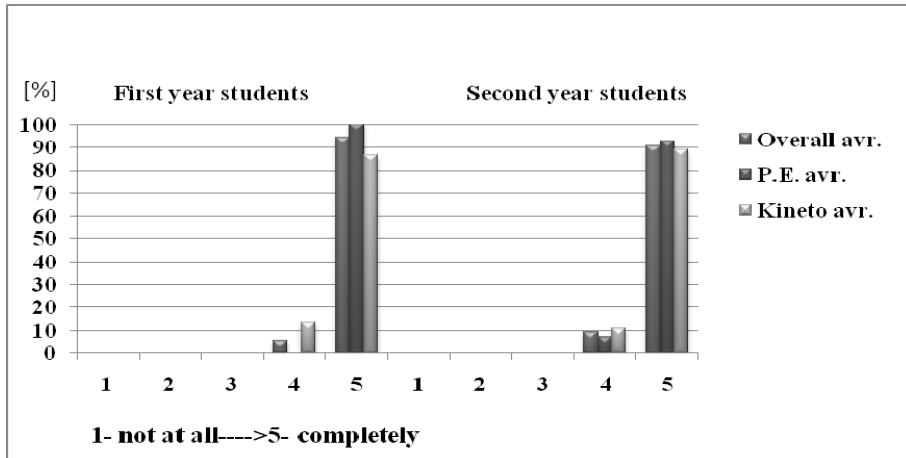
Graph 11. How exhaustive was the lessons

13. How satisfied are you with the gymnastics teacher professionalism?

Rate from one to five!

1- not at all → 5- completely

$p=0.9991$



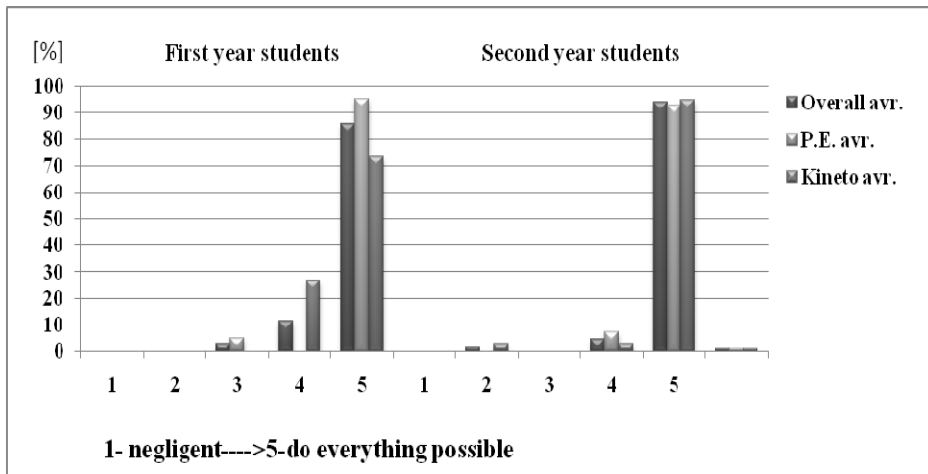
Graph 12. The gymnastics teacher professionalism

14. What is the attitude of the gymnastics teacher to his lessons?

Rate from one to five!

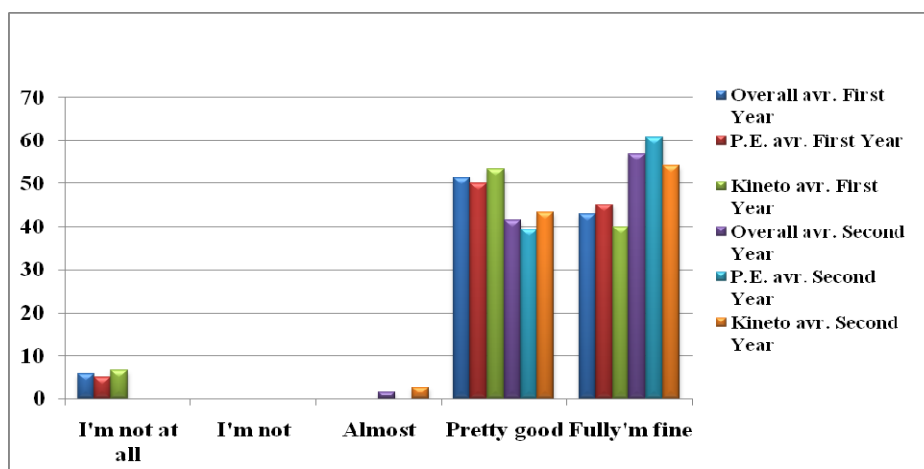
1- negligent → 5- do everything possible

$p=0.9959$



Graph 13. The gymnastics teacher attitude

15. How satisfied are you with the gymnastics lessons, at all?



Graph 14. – The students' satisfaction with the gymnastic lesson

16. In an open question the students made a list, what they liked and doesn't in classroom. Let's see the answers.

They like: different exercises, the attitude of the teacher, the orderliness, the organization, discipline.

They doesn't like: some exercises, the size of the room, high expectation.

Conclusion

- ❖ The students surveyed are clearly considered that the most organized lessons are the gymnastics, athletics, swimming and basketball, but also the most important.
- ❖ The students believe that the gymnastics are a very important role in terminology acquisition, and use to know as a future professional.
- ❖ They sad that the most organized class it was the gymnastics.
- ❖ Most of the students (75%) think that the content of gymnastics will be always actual, and have an important role in the school education. And also they affirmed that the content was interesting.
- ❖ More than 75% of their, had been participating with cheerfully to classes, even if it was exhausting for many of they.
- ❖ The answered students are completely satisfied with the teacher professionalism, and more than 90% of them think that the teacher does everything possible on his class.

Based on the results we can declare that the basic gymnastics are an important role between the practical lessons, and the content of lessons is interesting, essential and isn't out of date.

The teacher who is holding the lessons in the answered groups makes a prudent and carefully job. This is supported by the student's satisfaction and feedback.

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DISTINCTIVENESS OF SOME CHARACTERISTICS OF ATTENTION AND EFFECTIVE THINKING, WITH STUDENTS FROM BOTH HIGHER SCHOOLS

BOZHKOVA ANNA¹, DYAKOVA GALINA², STAVREV SPAS³

ABSTRACT. Certain specific qualities and skills are required by the practitioner of any profession, which have to be further developed and maintained. The realization of any activity is impossible without the participation of attention. It has been established that for professions, including the economic ones, the concentration and steadiness of attention are indicated as qualities needed for the successful practicing of these professions – in 11 and in 3 profession-grams, out of 17 analyzed ones. In the same investigation, the requirement of excellent indices for effective thinking is indicated in 14 of them. *Aim* of the investigation is to make a comparative analysis of some intellectual qualities of students – men, from the University of National and World Economy (UNWE) – Sofia, and the University of Economics (UE) – Varna, taking part in the trainings on physical culture and sport, of the respective universities – basketball optional sport. *Tasks* include investigation of literature sources on the theme, establishment of the level of attention and effective thinking of students from the University of National and World Economy – Sofia, and comparative analysis of the average values of indices with these students, from the University of Economics – Varna. The comparative analysis made has established that better results, regarding the concentration and steadiness, are reached by the students from the University of National and World Economy – Sofia, while regarding the effective thinking, the students from the University of Economics – Varna dominate over their colleagues from the University of National and World Economy, on its all three parameters of time, train and coefficient.

Key words: higher school, intellectual qualities, comparative analysis, students, physical education and sport

Introduction

Nervous-psychic qualities - they characterize some of the most important sides of the fitness of human beings for a certain profession. Attention, quick wits, memory, correct logic thinking and reaction are referred to it. Some of indications,

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measuring these qualities are intensity and steadiness of attention, reaction speed, maximum frequency of hand movements, fingers skill, static tremor, balance steadiness, and etc. (Спасов, 2004).

For individual professions, economic ones included, certain qualities for the better practicing and establishment of same are needed (Информационна папка И-041, Икономист (код 2441), 2000). From the analysis made of 17 profession-grams of economic profession, it has been established that concentration (in 11 of them) and steadiness of attention (in 3 of them), are indicated as qualities required for the successful practicing of these professions. In the same investigation, authors - Ставрев & Цветков (2011) found the necessity of excellent indices for effective thinking in 14, from the analyzed 17 profession-grams.

In their surveys, the experts make comparison of the levels of indices for effective thinking and the features of attention between students, attending trainings on basketball and volleyball, from the University of Economics – Varna, as well as the intellectual qualities between students from groups, attending basketball and fitness classes, in Russe University (Илиев, 2008; Bozhkova, 2011).

Other authors investigate the qualities indicated and compare the indices with students – economists, from various specialties (Илиев & Чакова, 2009). In the analysis of literature sources made, a survey is missing of the comparison of indices for effective thinking and qualities of attention (concentration and steadiness), between students from various economic higher schools.

Aim of the investigation is to make a comparative analysis of some intellectual qualities of students – men, from the University of National and World Economy – Sofia, and University of Economics – Varna, taking part in trainings on physical culture and sport, of the respective universities – basketball optional sport.

Tasks of the investigation are:

1. Survey of the literature sources on the subject.
2. Establishment of the level of concentration and steadiness of attention, as well as the level of effective thinking, with students from the University of National and World Economy – Sofia, and University of Economics – Varna, engaged with basketball optional sport, on physical culture and sport classes.
3. Preparation of comparative analysis of the average values, with students from both universities.

Methods

The investigation was conducted in the period 2009-2011, with students – men, of whom 70 were from the University of National and World Economy – Sofia, and 35 – from the University of Economics – Varna.

For establishment of the level of some qualities of attention, the Test of Шульте has been used, representing 5 tables with numbers (from 1 to 25) in different combinations, given consecutively to the individuals, under investigation.

The following indices have been registered:

No.1 – concentration of attention /CA/;

No.2 – steadiness of attention /SA/.

Effective thinking is graded by Test of A. B. Родионов, modified by (1982), through trains, time and coefficient.

The following indices have been registered:

No.3 – effective thinking – trains /ETtr/;

No.4 – effective thinking – time /ETt/;

No.5 – effective thinking – coefficient /ETc/.

Results from the investigation are processed mathematically-statistically, applying variety and comparative analysis.

Analysis of the results

On **Table 1**, data from the investigation of students is presented, as comparison of the results achieved – average mathematical on all tests, the data from previous conducted investigation has been used (Илиев, 2008).

Table 1.

Data of the indices registered

Higher school	n	Indices				
		Qualities of attention		Effective thinking		
		No.1	No.2	No.3	No.4	No.5
		Concentration /CA/	Steadiness /SA/	Trains /ETtr/	Time /ETt/	Coefficient /ETc/
		$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
UNWE -Sofia	70	34,90	0,99	96,84	66,49	2,55
UE – Varna	35	35,25	1,22	91,51	63,86	2,40

Note: Data on Index No.1 is presented in s, No.3 in number, No.4 in s and No.5 in grades

On **Fig. 1**, the level of two of qualities of attention – concentration and steadiness, with students from the University of National and World Economy (UNWE) – Sofia, and University of Economics - Varna has been graphically compared.

Average values at the survey conducted by us of concentration of attention /No.1/ are 34,9 s for the students from the UNWE – Sofia, and 35,25 s – for UE - Varna. The small difference of 0,35 s, regarding the concentration of attention is in favor of students from the UNWE - Sofia.

Regarding the steadiness of attention /No.2/, the average achievements are 0,99 for the UNWE - Sofia, and 1,22 - for the UE - Varna. Results reveal an extremely high steadiness of attention, with students from UNWE – Sofia (steadiness is the biggest, with index equal or close to 1). Significantly poorer are the results with this index, with the students from the the UE - Varna.

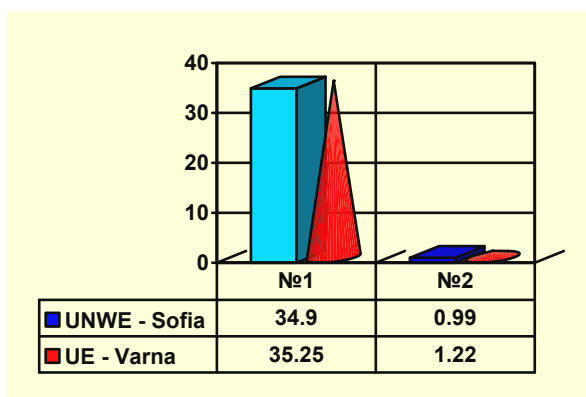


Fig. 1. Comparison of indices for attention of students from UNWE – Sofia and UE - Varna

For assessment of the level of effective thinking, we have used the modified Test of В. Янев (1982), and on **Fig. 2**, we have compared the average values of indices – effective thinking – trains, effective thinking – time and effective thinking – coefficient of students from the UNWE - Sofia and UE - Varna.

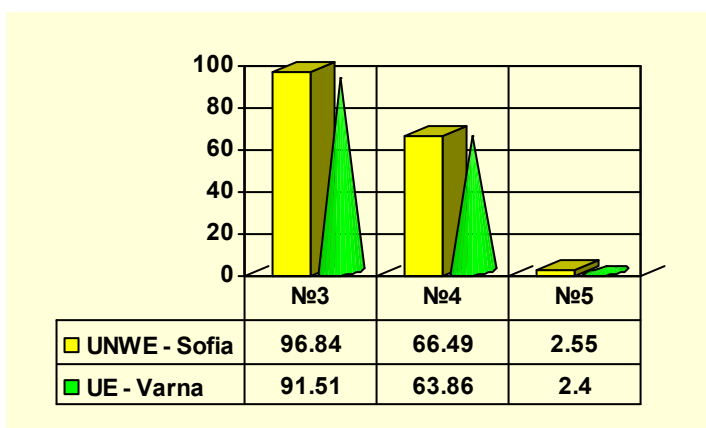


Fig. 2. Comparison of indices for effective thinking of students from the UNWE – Sofia and UE – Varna

The average values of index No.3 – exactness of effective thinking, measured by the number of trains are 96,84 trains for the UNWE – Sofia, and 91,51 trains – for students from UE - Varna. At the comparison, students from UE – Varna solve the effective problems by 5,33 trains and less than their colleagues from the UNWE - Sofia.

Picture of the speed of effective thinking, measured by the time for settlement of problems (tasks), gives us index No.4. With this test, the students from the UE – Varna have coped better - by 2,63 s.

Index No.5 – coefficient of effective thinking, gives us information of the quality of effective thinking – rationality and speed. The minimum difference in the coefficient of 0,15 grade is in favor of the students from UE - Varna.

Conclusions

1. Regarding the concentration and steadiness of attention, students from the UNWE – Sofia have superiority over their colleagues from the UE – Varna, on both indices.
2. Regarding the effective thinking, students from the UE – Varna dominate over their colleagues from the UNWE - Sofia, on its all three parameters for time, trains and coefficient.
3. In the educational programs, on physical culture and sport of the Economic Universities, we recommend to use ways and methods, developing the qualities of attention and thinking – qualities of extreme significance for the professional growth/advancing of economists.

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COMPARATIVE ANALYSIS OF MOTOR QUALITIES OF STUDENTS FROM HIGHER SCHOOLS, NON-SPECIALIZED ON SPORTS

DYAKOVA GALINA¹, BOZHKOVA ANNA²

ABSTRACT. The good general state of students is a precondition for building up in each of them, a number of character and professional necessities, motivation, culture, manifestation, self-perfection, full and correct rationalization of free time, combination of activities and interests. The purpose of the investigation is to establish and make comparison of level of development of basic motor qualities of students from two higher schools, University of Medicine – Sofia and Trakia University – Stara Zagora. The following tasks have been fulfilled: survey of literature sources, making of tests, comparative analysis of the results got. Data from the comparative analysis of the basic motor qualities show that: speed of movement of students from both higher schools is not of the necessary good level; comparatively better is developed the speed of vantage hand, students from Trakia University are with higher qualitative grades; qualitative flexibility, explosive strength of lower limbs, strength endurance of upper limbs, shoulder girdle and of abdominal muscles and endurance, are manifested at a higher grade, with the students from Trakia University, than the students from the University of Medicine.

Key words: physical qualities, students, qualitative grade, level of development

Introduction

Level of development of physical qualities is of a particular significance, and this is especially valid for the young generation. They speak about certain characteristics of the health condition and working efficiency.

Investigators Кадыров (1987), Сапов & Солодков (1980) and others, consider the working efficiency as a system of three components: Informational component characterizes with indices such as speed of information processing (short and operative memory, distribution of attention); Functional one, includes indices of the functional condition tremor, tepping-test, myotonometria, strain

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index; Motor component reflects the indices of the motor system (general/total endurance, ability for control of muscle efforts, speed-strength qualities, co-ordination capabilities).

The profound investigation of these three components, including the condition, development and perfection of the main motor qualities helps for increasing of the working efficiency and health care, students included.

The different state of preparation and motivation of students imposes differentiation in the approaches, at the education on physical culture and sports. Many higher schools come out of the traditional way of education and offer rich variety of motor activities, including new sports in the sport perfection, facultative education, extra-curricular forms, modular education and etc. (Божкова, 2011; Божкова, 2011; Къчев, Златев & Дончева, 2009; Пеева (2008; Zlatarova & Bozhkova, 2008).

The good general condition of students is a precondition for building up in each of them, a number of character and professional necessities, motivation, culture, manifestation, self-perfection, full and correct rationalization of free time, combination of activities and interests.

The above-said has formed the *aim* of the concrete investigation, and namely – to establish and compare the level of development of the basic motor qualities, with students from both higher schools, University of Medicine-Sofia and Trakia University – Stara Zagora

For realization of the aim, the following *tasks* have been fulfilled:

1. Survey of literature sources.
2. Conducting of tests.
3. Comparative analysis of the result got.

Methods

By the current and other similar investigations, the knowledge of the motor status of students from various higher schools in the country is enlarged, including the non-specialized on sports ones, and the influence of the acting educational programmes, on the subject Physical culture and sports, on their psycho-physical development (Дякова & Барокова, 2003; Игнатова at all., 2010; Симеонова, 2007; Bozhkova, 2011; Zlatarova & Bozhkova, 2008).

Object of the investigation are 128 students from 1st and 2nd year of education (56 from the University of Medicine – Sofia and 72 from Trakia University – Stara Zagora).

At testing, we have taken into consideration, the statistic characteristics of EUROFIT test battery, at its application in the higher schools (Цигилис, 2003).

The following 7 tests for establishment of the level the basic motor qualities, distributed into tree groups, have been used:

↳ Tests for measurement of the level of speed and flexibility – from 1st to 3rd (50 m dash; Tepping-test (EUROFIT test); Sitting forward tilt (EUROFIT test);

↳ Tests for measuring the strength abilities – from 4th to 6th (Standing long jump (EUROFIT test); Bending and unbending of arms at support; Standing up from occipital lying position to sitting position);

↳ Test for measuring the level of endurance – 7th (300 m dash).

Results have been subjected to mathematical-statistic analysis (Гирова, 1999).

The assessment of the extent of development of the main motor qualities of students, from both higher schools has been made according to the norms for assessment of fitness of students, presented on **Table 1**. (Дякова, 2007).

Table 1.

Norms for assessment of motor capabilities of students

Test № Grade	50 m (s)	Tepping test (s)	Sitting forward tilt (cm)	Standing long jump (cm)	Bending and unbending of arms at support (times)	Standing up from lying back position to sitting position (times)	600 m (s)
	1	2	3	4	5	6	7
Excellent	<6.9	<8.8	>10	>234	>49	>63	<127
Very good	6.9-7.0	8.8-9.7	9-10	225-234	43-49	58-63	127-130
Good	7.1-7.5	9.8-11.8	3-8	204-224	30-42	45-57	131-137
Fair	7.6-7.7	11.9-12.8	0-2	194-203	23-29	39-44	138-140
Poor	> 7.7	> 12.8	<0	<194	<23	<39	>140

Analysis of the results

From the results on **Fig. 1**, it is evident, that the speed of movement of students from both higher schools, is not of the level necessary. Half of the students, from the University of Medicine (50%) are with qualitative grade "Poor". Almost half of the investigated quota from Trakia University (41,7%), is also with the lowest qualitative grade. From Trakia University, the part of students with "Fair" grade (31,9%), is almost twice bigger, in comparison with their colleagues from the University of Medicine (17,8%). Too close are the percentages of students from the University of Medicine and Trakia University with "Good" grade - 28,6% and 26,4% respectively. Equal is the percentage of students from the University of Medicine with "Very good" and "Excellent" grades (1,8% each). With students from Trakia University, there are no individuals investigated, having such qualitative grades.

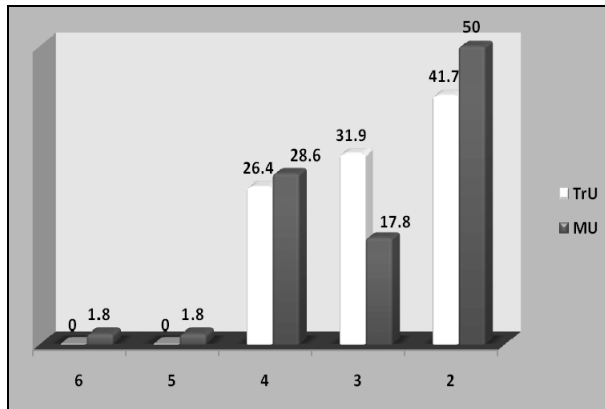


Fig. 1. Percentage of investigated individuals, depending on the qualitative grade for 50 m

Results on **Fig. 2** show the comparatively better condition at speed of vantage hand, with both higher schools, independently of the fact, that a quarter of the investigated individuals from the University of Medicine and Trakia University are with poor qualitative grade. We observe here the higherst percentages with the qualitative grade “good”, the higher percentage being for the students from the University of Medicine (42,9%), in comparison with that from Trakia University – 30,5%. With higher percentage at “very good” and “excellent” grades (13,9% each), are the students from Trakia University, while their colleagues from the University of Medicine are with much lower percentages, 7,1% and 8,9% respectively.

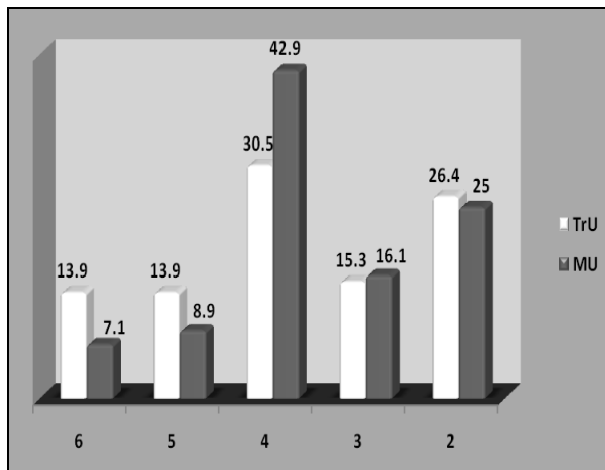


Fig. 2. Percentage of investigated individuals, depending on the qualitative grade for Tepping-test

On **Fig. 3**, the data from the qualitative assessment for Sitting forward tilt is shown. It is apparent, that the quality flexibility is very well developed with the students from Trakia University, than the students from the University of Medicine. More than one third of the investigated individuals, from Trakia University (34,7%) are with “excellent” grade, and the percentage of students with the same grade, at the University of medicine is far lower – 5,4%. Better is the situation for students from Trakia University as regards the qualitative grade “poor”- the percentage is much lower (22,1%), compared to that of their colleagues from the University of Medicine – 33,9%.

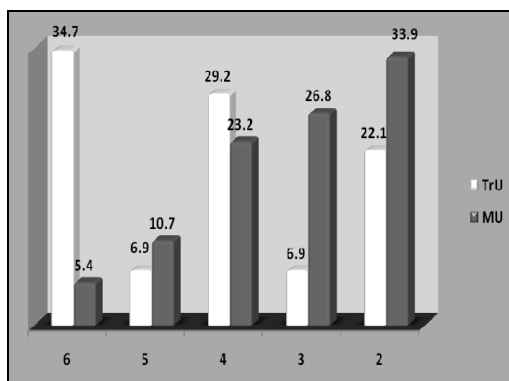


Fig. 3. Percentage of investigated individuals, depending on the qualitative grade for Sitting forward tilt

On **Fig. 4**, it is shown that the percentages of students from Trakia University, with qualitative grades “Excellent” (8,3%), “Very good” (8,3%) and “Good” (40,3%) are higher than those of the University of Medicine - 0%, 3,6% and 17,9% respectively. The explosive strength of lower limbs is poorly developed, with the bigger part of investigated individuals from the University of Medicine (57,1%), compared to that at Trakia University – 33,8%.

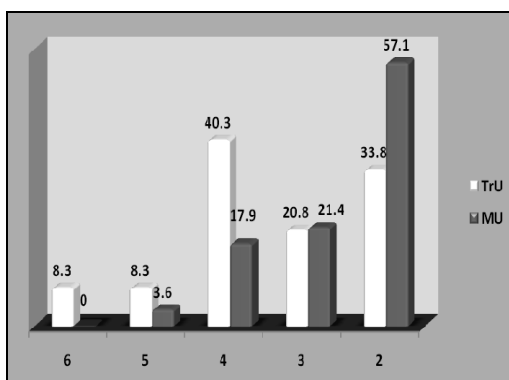


Fig. 4. Percentage of investigated individuals, depending on the qualitative grade for Standing long jump

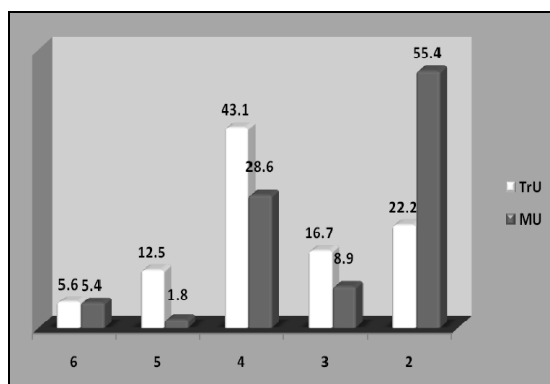


Fig. 5. Percentage of investigated individuals, depending on the qualitative grade for press-up

The strength endurance of upper limbs and shoulder girdle is better developed with students from Trakia University, compared to that of the University of Medicine. With the four positive grades – “Excellent”, “Very good”, “Good” and “Fair”, the percentage of the investigated quota from Trakia University is higher than that of the University of Medicine. In confirmation to that, is the higher percentage with “poor” grade, at the University of Medicine – 55,4% against 22,2%, at Trakia University (**Fig. 5**).

Strength endurance of abdominal muscles is poor with more than the half of the investigated individuals, from the University of Medicine (55,4%), and with Trakia University – 30,6%. Prevailing is the percentage of students from Trakia University, with grade “Good” - 45,8%. As a whole, data show the better results concerning the quality considered, with students from Trakia University (**Fig. 6**).

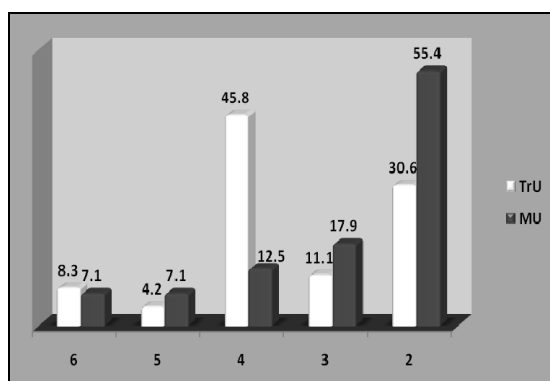


Fig. 6. Percentage of investigated individuals, depending on the qualitative grade for abdominal press

On **Fig. 7**, the percentages of investigated individuals, depending on the qualitative grade for 600 m dash are shown. It is apparent that the quality endurance is better developed with the students from Trakia University. Serious anxiety raises the high percentage of students with qualitative grade "Poor". With students from Trakia University, same is 52,8%. The extremely high percentage at the University of Medicine - 87,4%, indicates the necessity of purposefull work for improvement of this quality, which is a main one for the efficient fulfillment of any activity, both at daily round and at practicing of each profession.

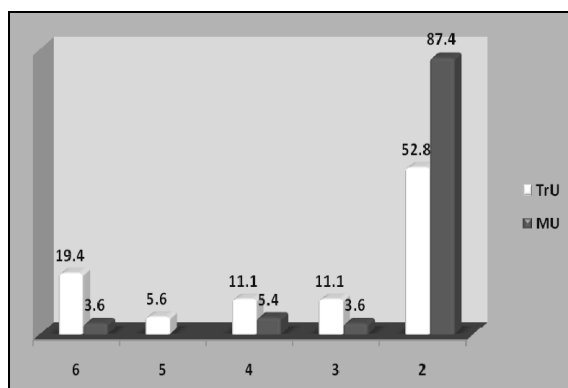


Fig. 7. Percentage of investigated individuals, depending on the qualitative grade for 600 m dash

Conclusions

1. Physical culture and sport, as a specific activity of students, helps for their social-cultural position and social including, building up of character significant standpoint of the surrounding reality and virtue system.
2. In this investigation, we have used easily applicable tests, of acceptable validity and reliability, measuring the basic components of the motor preparation of students.
3. Data from the comparative analysis of the main motor qualities show that:
 - Speed of movement with students from both higher schools is not at the necessary good level;
 - Comparatively better developed is the speed of the vantage hand, students from Trakia University are with higher qualitative grades;
 - Qualitative flexibilty, explosive strength of lower limbs, strength endurance of upper limbs, shoulder girdle and abdominal muscles and endurance are manifested at a greater extent, with students from Trakia University, than with students from the University of Medicine.

4. This investigation and similar ones of students, directed towards the increasing of the quality of the preparation of future specialists, have big theoretical and practical value, and namely:
- Through qualitative assessment of the physical efficiency of work;
 - Comparative analysis between various excerpts / samples;
 - Longitudinal investigations of the dynamics of development of the motor qualities;
 - Investigation and assessment of the contribution of new methods and programmes for improvement of the physical working efficiency and etc.

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INVESTIGATION OF MOTIVATION OF STUDENTS TOWARDS MOTOR ACTIVITY CLASSES

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ABSTRACT. Educational process in higher schools, both on the specialized subjects and physical culture and sports, is a complex scientific-theoretical and practically-applied pedagogical issue, supposing a motivated readiness of students for active and adequate participation in it. Decisive role for the success have both parties of this process – pedagogic function of lecturer, on one side, and educational activity of the student, on the other side, i.e. his motivation as well. With this investigation, we aim to establish the leading personal motivation of students for active participation in trainings with motor activity. The survey on this issue, and the results got in it, show that the motivation of students towards motor activity trainings is a poly-motivated activity, the arrangement of motives per significance does not differ substantially between female and male students.

Key words: motor activity, motive, motivation, students

Introduction

Importance of the issue for motivation in the educational activity, the sport one including, is widely advanced and investigated in the scientific literature, with students included (Василев, 1981; Маркова, 1980; Попов, 1999 и др.).

According to experts (Петков, 1984), the activity of human being and his behavior, in the most wide sense of the word, is determined by a number of character-psychological factors, such as the necessities, capacities and etc.

From psychological-pedagogical point of view (Петков, 1984; Попов, 1999), of particular interest are the so called motivation factors, directly connected to the regulation of human activity and behavior, in general, and especially with young people, as our individuals under investigation are.

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Especially with them, most sharply stands the matter of the reason of the inspiration of young individual towards trainings with one or other activity, including the motor activity, or the manifestation of one or other behavior.

Educating, habituating and developing the young generation in a certain area from the educational program, is nothing else, but building up of correct motives in it.

The healthy way of life is especially topical theme both for the society and scientists, all over the world. It includes the motor activity, overcoming the daily round stress, fight with the harmful habits (smoking, alcohol consumption, bad for the health nutrition and motor stereotypes, decreased duration of sleep, narcotics/drugs taking), and contemporary value scales (Дякова & Божкова, 2011; Dyakova & Bozhkova, 2006; Цоневски, 2001).

In recent years, in the specialized scientific literature come forward publications, devoted to the role of the practiced motor activity, on side of pupils and students, for improvement of their health and mental efficiency (Йорданова, 1993; Дякова & Божкова, 2011 и др.). This is explained by the wish of avoiding the so called "sedentary" way of life, through the introduction of various motor programs.

With the comparative analysis made of the self-assessment for the motive regimen of 440 students with over-weight, Дякова & Божкова (2011) have established that educational influence is necessary, with students on matters, connected with the motor activity, as a main component for the healthy way of life. Authors find that from 36,91% of students with over-weight, only 7,08% define their motor regimen as decreased. With women, 20,67% are with over-weight, and 19,78% define their motor activity as decreased (Дякова & Божкова, 2011).

Aim of this investigation is to establish the leading personal motivation of students for active participation in trainings with motor activity, on the grounds of which to draw the respective conclusions.

Methods

Survey has been conducted with 584 students (177 men and 407 women) from Trakia University – Stara Zagora, (Faculty of Economics, Agrarian Faculty and Veterinary-Medicine Faculty, educated on the specialties "Agrarian Economics", "Regional Economics", "Business Economics", "Veterinary Medicine", "Stock-breeding", "Agronomy", "Fish-breeding and Aquacultures", "Ecology and Environment Protection", "Agrarian Engineering").

At the development of the survey, the following *instruments* have been applied:

- *Alternative analysis.* The percentage of the answer given, towards the total number of the inquired individuals is calculated.
- *Inquiry method.* In order to investigate the motivation of students towards trainings with motor activity, an Inquiry of 5 questions has been conducted. Possible answers are - "Yes", "No" and "No answer". The inquiry survey has been realized prior a lecture on the subject Physical culture and sport, at Trakia University, with the active participation, interest and co-operation on side of the investigated individuals. At compiling the Inquiry, we have observed the main requirements for a brief, clear and understandable wording of questions, avoiding of ambiguous questions and such directing to a certain reply.
- *Graphic analysis* and
- *Comparative analysis* of percentages.

Analysis of the results

On **Fig. 1**, the results from the first question are presented. Higher percentage got the investigated individuals, giving a positive reply. The motive for trainings with motor activity for maintenance of "well-looking body" is manifested at a greater extent with female students (91,2%), as compared to their colleagues (85,9%). The motive indicated is not a leading one with 13% of male students and with 7,6% of female students.

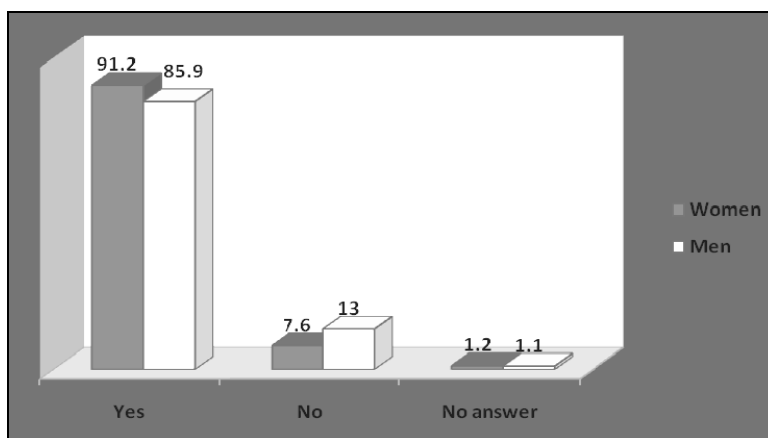


Fig. 1. Percentage of investigated individuals with motive "Maintenance of well-looking body"

On **Fig. 2**, the results from the second question are presented. Problems, connected with the reduction of body mass find wide response among all circles of population. Information, regarding the possibilities for overcoming

the over-weight, through motor activity is got by students too. Results show, that more than the half of the investigated individuals are motivated to do motor activity, in order to decrease their body weight. Bigger is the percentage of men (54,2%), as compared to that of women – 51,4%.

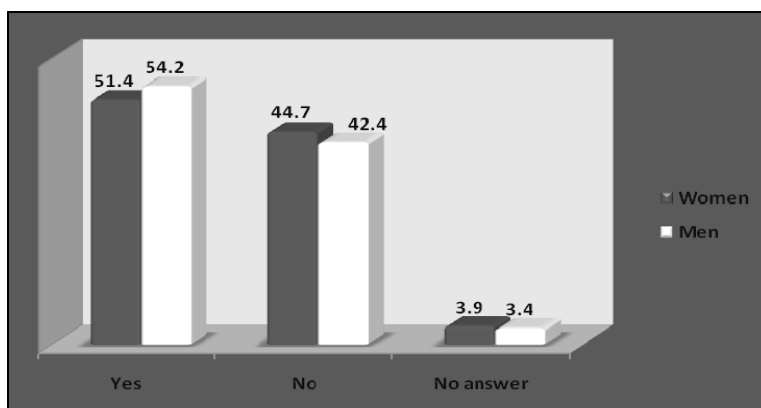


Fig. 2. Percentage of investigated individuals with motive “Reduction of body mass”

On **Fig. 3**, the results from the third question are indicated. With it, information is got for the investigated individuals, preferring to be engaged with motor activity, in order to make prophylaxis, or treatment of a chronic disease. This is a motive for engagement with motor activity with 17,2% of female students. Percentage of male students is less – 10,7%. With this question, we find reserve of possibilities for additional information, that could be received with another survey of ours (for instance of the type of the disease, of which prophylaxis or treatment is carried out).

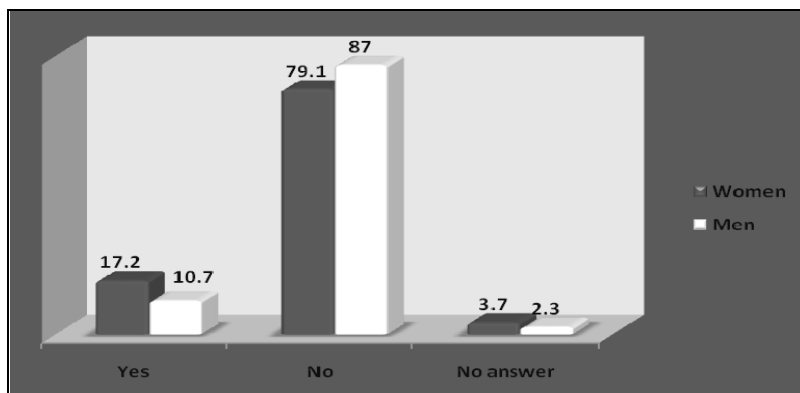


Fig. 3. Percentage of investigated individuals with motive “Prophylaxis or treatment of a chronic disease”

On **Fig. 4** the results from the fourth question are presented. The high percentages of the investigated individuals show the realized necessity of trainings with motor activity for improvement of the general condition, and stress decreasing. Bigger is the part of women (78,1%), that are motivated for this, in comparison with men – 70,1%.

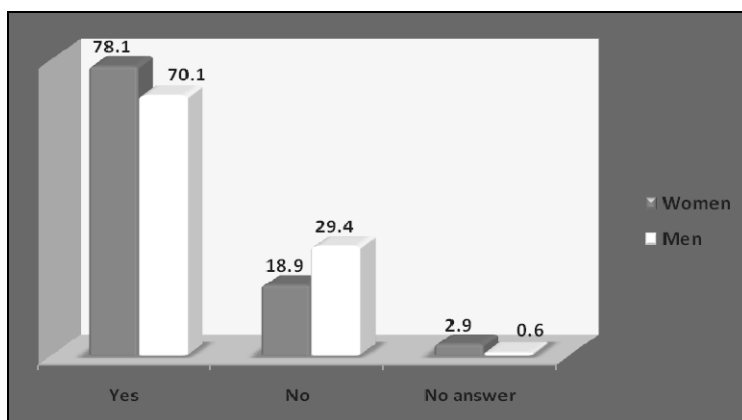


Fig. 4. Percentage of investigated individuals with motive "Improvement of general condition, stress decreasing"

On **Fig. 5** the results from the fifth question are indicated. Positive fact is that the percentages of the investigated individuals, motivated for trainings with motor activity for entertainment and improvement of mood are significantly high. Here, the results are close, with slight superiority with male students - 88,7% against 86%, with female students.

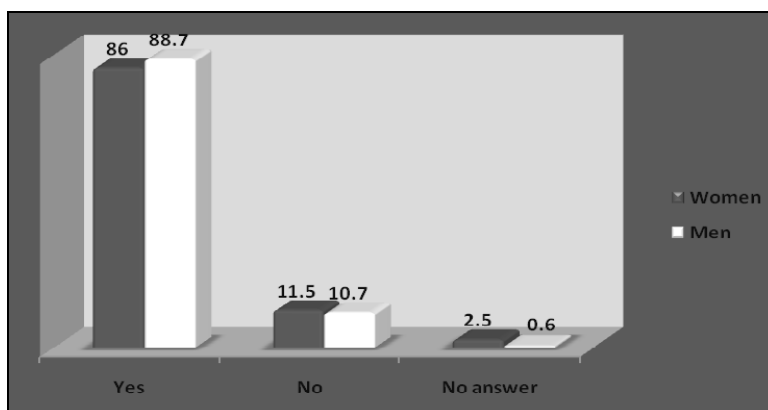


Fig. 5. Percentage of investigated individuals with motive "For entertainment and mood improvement"

On **Fig. 6** and **Fig. 7**, is presented the classifying of motives for motor activity with the investigated individuals – female and male students. What makes impression is that the arrangement differs only with the motives of first and second position. For us, it is not a surprise that with women, a leading motive is “Maintenance of well-looking body”, in view of the attitude of women. With men, this motive is on second position. Opposite dependency is observed – the motive “For entertainment and improvement of mood”, with men is on first position, while with women, same is on second position. The arrangement of motives on third, fourth and fifth position, is equal with both genders.

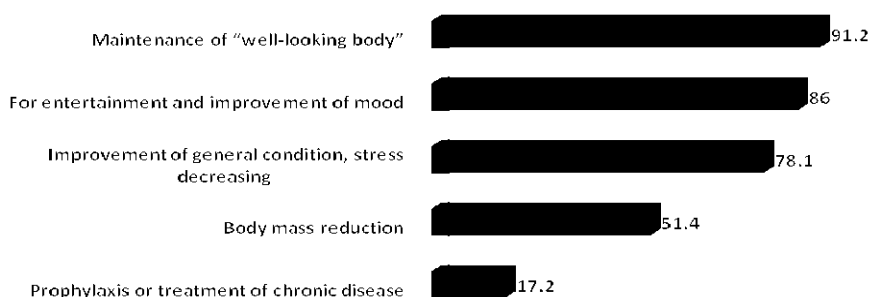


Fig. 6. Arrangement of motives according to the percentages indicated by female students

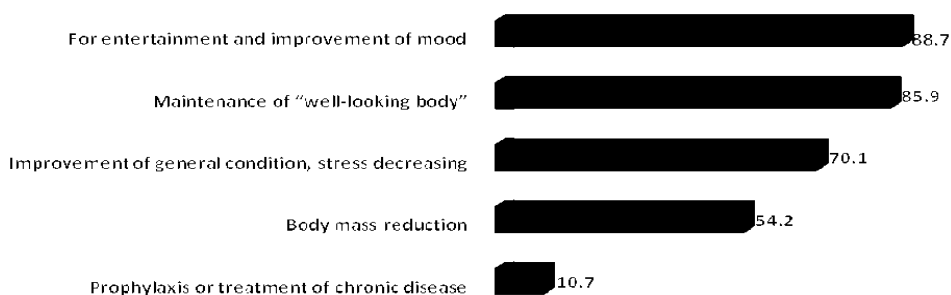


Fig. 7. Arrangement of motives according to the percentages indicated by male students

Conclusions

1. The issue for motivation in fact, is a central one at the educational process, on physical culture and sport with students including. Educating, habituating and developing of students in a certain area from the

educational program is nothing else but building up of correct motives in them. Thus, motives are a part of the pedagogical instruments of the lecturer, for settlement of this matter in the process of education.

2. After the analysis of the results, it became clear, that from the motives indicated for trainings with motor activity:
 - Dominating is the one for maintenance of “well-looking body”, with 91,2% of female students, in comparison with 85,9% of their colleagues.
 - Over the half of the investigated individuals are motivated to do motor activity, in order to reduce their body weight. Surprising is the bigger percentage of men (54,2%), in comparison with that of women – 51,4%.
 - 17,2% of female students are training for prophylaxis or treatment of a chronic disease, while the percentage of male students, same is less – 10,7%.
 - High percentages of the investigated individuals show a realized necessity for trainings with motor activity, for improvement of the general condition and stress decreasing. Bigger is the part of women (78,1%), that are motivated for that, as compared to men – 70,1%.
 - High is the percentage with the motive for training with motor activity for entertainment and improvement of mood. Results are close, with slight priority with male students, by 2,7%.
3. Classification of motives per significance does not differ substantially between female and male students.

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SELF-ASSESSMENT OF MOTOR QUALITIES WITH STUDENTS

DYAKOVA GALINA¹, BOZHKOVA ANNA²

ABSTRACT. Optimization of educational process on physical culture and sport is with theoretical-methodical and applied character, requiring periodic investigation and updating of curriculums and programs, including concomitant ones, from the self-assessment of individuals investigated. *Aim* of this investigation is to optimize the educational process on physical culture and sport, also through self-assessment of students, for the development of their main motor qualities. For realization of the aim, it is necessary to fulfill the following tasks: to conduct inquiry with students, making self-assessment of the level of development of their main motor qualities and analysis of the results got. It has been established that over the half of the students under inquiry – women and men, have been satisfied with the level of development of their main motor qualities, the most preferable for development with male students, proved to be the quality – “strength”, and with females – “flexibility” and “endurance”.

Key words: self-assessment, students, motor qualities, physical education and sport

Introduction

For the complete realization of teaching, on physical culture and sport subject, at the higher schools (HS), the respective actions for perfection of already acquired in the former levels of education, specific, characteristics for the separate sports, technical skills, physical qualities, psychological capabilities and tactic-theoretical knowledge (Дончева, 2001; Дякова, 2005; Йорданова, 2007; Международна харта за физическо възпитание и спорт (ЮНЕСКО), 2004; Chekoeva, 2011; Petrov at all., 1999).

Periodic updating of curriculums is of priority for the lecturers from HS, accomplished on the basis of profound surveys and investigations, with students.

Aim of this investigation is to optimize the educational process on physical culture and sport, also through self-assessment of students, for the development of their main motor qualities.

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For realization of the aim, it is necessary to fulfill the following tasks: to conduct inquiry with students, making self-assessment of the level of development of their main motor qualities and analysis of the results got.

Methods

Investigation has been conducted with 178 students (78 men and 100 women), from Trakia University – Stara Zagora (TU) (Faculty of Economics, Agrarian Faculty and Veterinary-Medicine Faculty, educated on the specialty “Agrarian Economics”, “Regional Economics”, “Business Economics”, “Veterinary Medicine”, “Stock-breeding”, “Agronomy”, “Fish-breeding and Aqua-cultures”, “Ecology and Environment Protection”, “Agrarian Engineering”).

At the development of the survey, the following *instruments* have been applied:

- *Alternative analysis.* The percentage of the answer given, towards the total number of the inquired individuals is calculated.
- *Inquiry method.* In order to investigate the self-assessment of students for development of their main motor qualities, an Inquiry of 6 questions has been conducted. Possible answers are “Yes” and “No”. The inquiry has been realized prior a regular practical training, on the subject Physical culture and sport, at Trakia University, with the active participation, interest and co-operation on side of the investigated individuals. At compiling the Inquiry, we have observed the main requirements for a brief, clear and understandable wording of questions.
- *Graphic analysis* and
- *Comparative analysis* of percentages.

Analysis of the results

The average age of individuals under investigation is 19,8 years. On Figures, from No.1 to No.6, the graphic distribution of replies of students – men and women, to the questions from the Inquiry, is presented.

To the first question, regarding the self-assessment of the inquired individuals, of the quality “endurance”, 61% of female students have replied that they deem the same enough developed, with them. The percentage with male students is extremely high, 84,6% of them have given positive replies (**Fig. 1**).

To the second question for development of another basic quality – speed, a big percentage of female and male students deem, same is enough developed with them, the result being 70% and 69,2%, respectively (**Fig. 2**).

SELF-ASSESSMENT OF MOTOR QUALITIES WITH STUDENTS

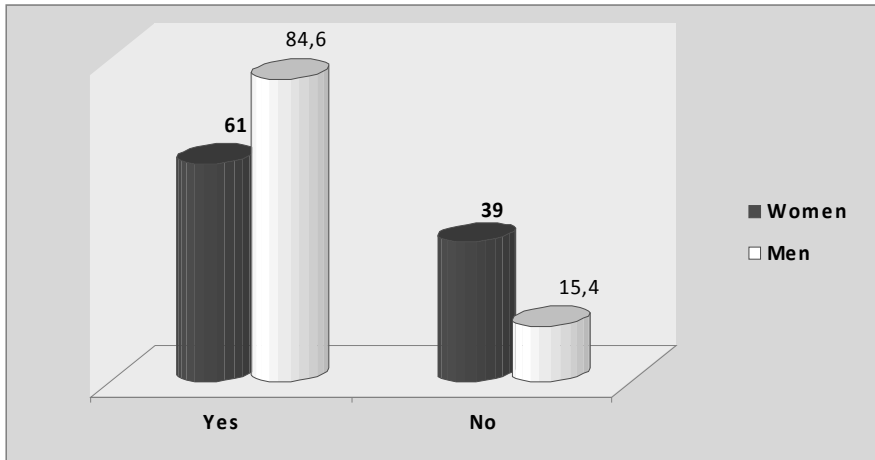


Fig. 1. Percentage of investigated individuals replied to the question "Do you think your quality endurance is enough developed?"

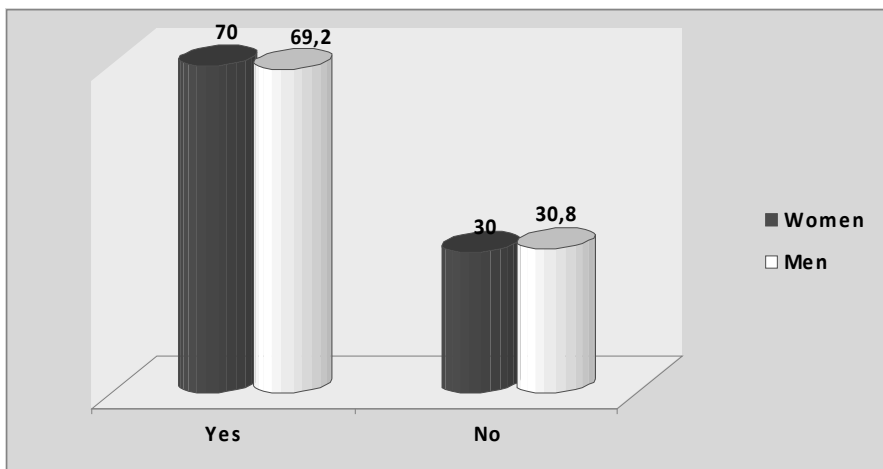


Fig. 2. Percentage of investigated individuals replied to the question "Do you think your quality speed is enough developed?"

Over the half of the investigated individuals – women (65%), admit they possess enough strength. With men, 80,8% declare that strength is the quality that is developed enough with them (**Fig. 3**).

With the analysis of the results, regarding the quality flexibility, what makes impression is the same percentage of female students with positive replies (65%), as with the former question (of strength), while a great number of male students (70,5%), have assessed themselves as flexible enough (**Fig. 4**).

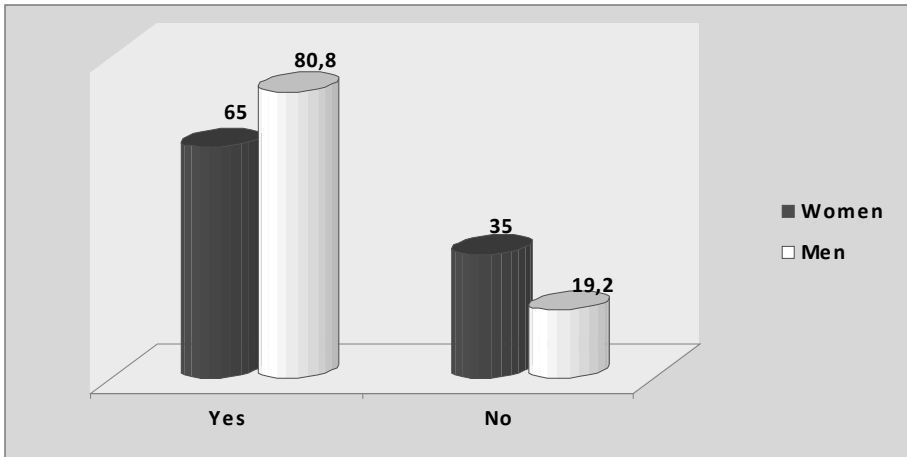


Fig. 3. Percentage of investigated individuals replied to the question "Do you think your quality strength is enough developed?"

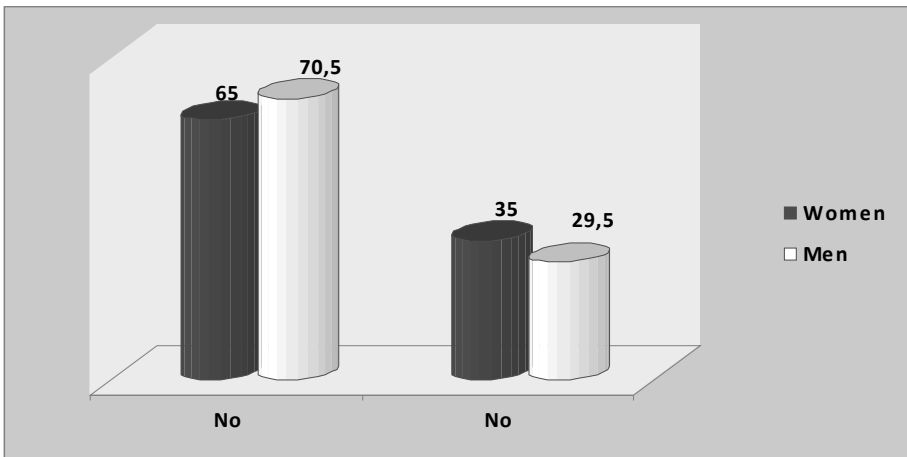


Fig. 4. Percentage of investigated individuals replied to the question "Do you think your quality flexibility is enough developed?"

Next question is regarding the self-assessment for development of the quality dexterity (**Fig. 5**). Prevailing replies "yes", with both groups of investigated individuals – women and men, are with significantly high percentage 73% and 92,3%, respectively.

Analyzing the replies of students to the last question, for development of which of motor qualities, they are most pleased to work, we observe both some close replies, and replies with a big difference, with women and men (**Fig. 6**). They are equally pleased to work for the qualities "endurance", "speed" and "dexterity",

while for the typically masculine quality – “strength”, the difference in the replies is the biggest in favor of male students (14% vs. 48,7%). The same difference, but vice versa, is noticed with “flexibility” (33% vs. 0%).

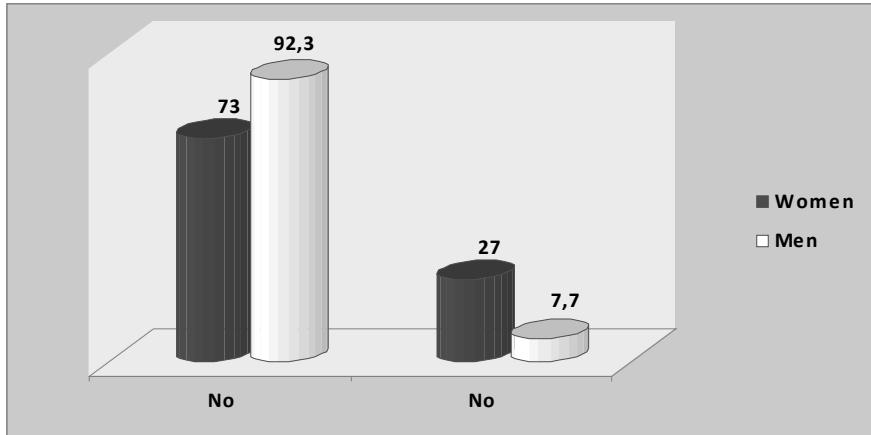


Fig. 5. Percentage of investigated individuals replied to the question “Do you think your quality dexterity is enough developed?”

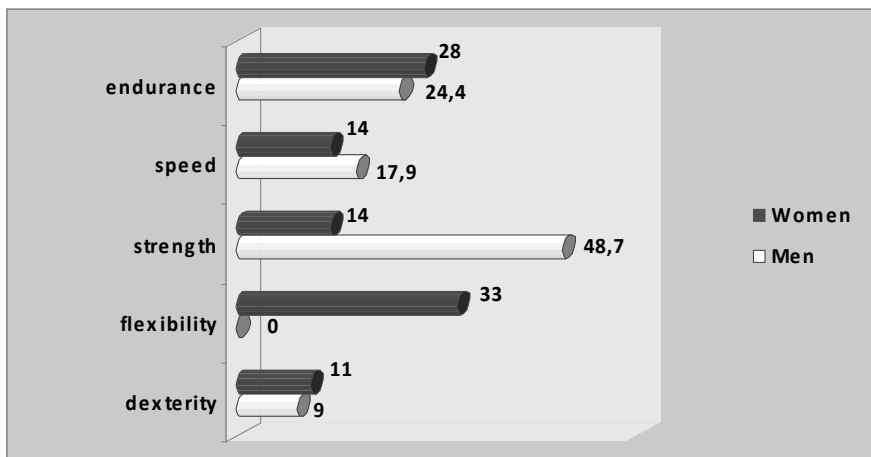


Fig. 6. Percentage of investigated individuals replied to the question “For development of which motor quality are you most pleased to work?”

Conclusion

1. Optimization of curriculum on Physical culture and sport subject is with theoretical-methodical and applied character, requiring periodic investigation and updating of curriculums and programs, including concomitant ones, from the self-assessment of individuals investigated.

2. The investigation has established that over the half of the students, under inquiry – women and men have been satisfied with the level of development of their main motor qualities, the most preferable one for the development with male students, proved to be the quality – “strength”, and with females – “flexibility” and “endurance”.
3. We recommend the inclusion of suitable ways and approaches at the trainings on physical culture and sport, for development and maintenance of the motor qualities, after making the comparative analysis of the self-assessment and the actual condition of the investigated indices.

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PROFILE OF THE PHYSICAL EDUCATION AND SPORT TEACHER FROM PRE-UNIVERSITY EDUCATION IN CLUJ-NAPOCA

HĂISAN ANGEL-ALEX¹

ABSTRACT. Being a teacher – „fundamental profession in a society, noble by it's nature, through which the persons that choose to practice it dedicate their lives to educate the new generations. They are persons that daily interact with children and guide them along their school life using their knowledge gained during professional and personal life”. The present study is part of an ampler research, that was designed to determine the quality of life of the physical education and sport teachers from pre-university education in Cluj-Napoca. We have considered to be imperative the outlining of the profile of our subjects in order to finish our initial study. For obtaining the profile of the physical education and sport teachers from pre-university education in Cluj-Napoca, we have divided the data obtained after the distribution of the questionnaires in five categories: 1. identity data; 2. educational background; 3. family, health and financial data; 4. human relations and society; 5. profession. We tend to believe that this profile has managed, on one hand, to familiarize the ones that are interested in our research with our subjects and on the other hand to present the advantages and disadvantages, in a general way, of this profession.

Key-Words: profile, physical education and sport teachers, pre-university education, Cluj-Napoca

REZUMAT. *Profilul profesorului de educație fizică și sport din învățământul preuniversitar din Cluj-Napoca.* A fi profesor – „profesie de bază într-o societate, nobilă prin natura sa, prin care persoanele care aleg să o practice își dedică viața educării noilor generații. Sunt persoane care interacționează zilnic cu copiii și care îi îndrumă pe parcursul vieții școlare apelând la cunoștințele dobândite în anii de studii dar și a celor de experiență atât la catedră cât și în viața personală”. Studiul de față face parte dintr-o cercetare mai amplă, pe care am demarat-o în vederea determinării nivelului calității vieții profesorilor de educație fizică și sport din învățământul preuniversitar din Cluj-Napoca. Am considerat imperativă conturarea unui profil al subiecților noștri în vederea finalizării demersului nostru inițial. În vederea obținerii profilului profesorului de educație fizică și sport

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din învățământul preuniversitar din Cluj-Napoca am împărțit datele obținute prin aplicarea chestionarului în cinci categorii: 1. date identitare; 2. educația respondenților; 3. familia, sănătatea și bunăstarea financiară a respondenților; 4. relațiile interumane și societatea; 5. profesia respondenților. Credem că acest profil a reușit să realizeze o familiarizare cu subiecții, pentru cei care au fost interesați de cercetarea pe care am desfășurat-o, pe de o parte și pe de altă parte de a face cunoscute atât avantajele cât și dezavantajele, într-un mod general, ale acestei meserii.

Cuvinte cheie: profil, profesori de educație fizică și sport, învățământ preuniversitar, Cluj-Napoca.

Introduction

Being a teacher – „fundamental profession in a society, noble by it's nature, through which the persons that choose to practice it dedicate their lives to educate the new generations. They are persons that daily interact with children and guide them along their school life using their knowledge gained during professional and personal life”. This was the answer given to me by one of my former teachers when I asked him how would he describe a teacher's job and it's attributions. The generations are changing and the concepts, unfortunately, along with them and instead of perfecting the educational system by giving a bigger attention to details and to what it is supposed to deliver the teaching process, it's finality, we consider that the ones involved are getting more and more superficial, due to the multitude of activities, real or fictive, in which they are involved in order to obtain a better evaluation and the eventual benefits that could come with it.

In order to achieve better results in education we consider that first of all we have to know with who we are working with, we have to get to know them, what are their expectations, goals, needs, complaints and how are their particular lives. That's why the present study is important and we consider it a small step towards achieving this goal.

Objectives

The present study is part of an ampler research, that was designed to determine the quality of life of the physical education and sport teachers from pre-university education in Cluj-Napoca. The results of the study show that our subjects have an above the average quality of life compared to the general population of Romania (Haisan, 2012, in press). We have considered to be imperative the outlining of the profile of our subjects in order to finish our initial study. We tend to believe that this profile has managed, on one hand, to

familiarize the ones that are interested in our research with our subjects and on the other hand to present the advantages and disadvantages, in a general way, of this profession.

Methods and materials

The present study is based on the data obtained for our initial study that was designed to determine the quality of life of our subjects. In order to collect the necessary data, we have distributed questionnaires to all physical education teachers from pre-university education from Cluj-Napoca in the period 16.11.2011 - 06.12.2011. From a total number of 149 questionnaires we have obtained a final number of 105 which means a 70,46% response rate. We further divided the obtained data, in order to outline the physical education and sport teacher profile, into five categories: 1. identity data; 2. educational background; 3. family, health and financial data; 4. human relations and society; 5. profession.

Onward we assigned to each one of the five categories the indicators from the questionnaire that were referring to them and continued by analyzing and discussing the data with the purpose of identifying the general features of our socio-professional category.

Results

1. Identity data

Regarding their gender, the study group was made up by 68% males and 32% females. The average age is situated in the proximity of 41,94 value, with 27,27% of the females being situated in the 55-59 years interval, close to the retiring age. The percent of the male subjects that are older than 55 is higher, with 28,17% and they are distributed on intervals from 55 to 71 years.

Teaching physical education and sport in schools still represents an option for graduates, although the financial retribution is low, 16% of our subjects having the age between 25-29.

Regarding their marital status, 68% have declared they are married and have representatives in all age groups beside the 20-24 years one. Most of them are concentrated in the following categories: 30-34, 35-39 and 55-59, 60-64 years old. Most of the unmarried persons can be found in the 25-29 years interval and they represent 2/3 of this interval. Taking into consideration this facts, we could ascertain an increasing age at which people get married, that could be due to the increasing life expectancy and the rapid development of the society and globalization. This could have a direct influence on the traditional meaning of a family. Although, if we analyze the 30-34 years interval we can see that the situation changes in comparison with the 25-29 interval, the number of the married persons increasing and the one of the unmarried persons decreasing. We can conclude that physical education and sport teachers are thinking to found a family around the age of 30.

We have observed a relatively high percentage of divorced subjects, that are almost evenly distributed on the age intervals from 30 to 59 years. From what some of them have declared, the cause of the divorce would be the very domain in which they activate.

Regarding their ethnicity, 71 persons declared they are Romanians, 12 Hungarians, and 21 preferred not to declare it.

We continue by analyzing the religion of our subjects. Most of them are Orthodox, 80%, followed by Roman-Catholic and Reformed Church each with 6%. The high percentage registered by the Orthodox religion is normal, taken into consideration that the National Statistics Institute in their report from 2008 show that 86,8% of Romania's population is Orthodox (INS, 2008). In the same report we can see that the next religions are Roman-Catholic with 4,7 % and Reformed Church with 3,2%, values that support our results.

85% of the subjects have been born in an urban area and most of them are born in Cluj county, followed by Mureș, Alba and Sălaj.

2. Educational background

Most of the subjects have finished their bachelor degree studies in Cluj-Napoca. On the second place we can find Bucharest with 17 persons. We have analyzed the age of the ones that have finished in Bucharest and we found out that all of them are over 44 years old and furthermore nine of them are born in Cluj county. So, although in Cluj-Napoca a Faculty of Physical Education and Sport existed since 1960 and had an interruption of it's courses only between 1983-1990 (FEFS, 2012), there were persons that preferred to follow the courses of the Academy of Physical Education and Sport in Bucharest.

Taking into consideration the high number of the persons that followed bachelor degree studies in Cluj-Napoca, we have decided to find out which were the institutions preferred by them. So, most of them have opted for the courses of the Faculty of Physical Education and Sport from „Babes-Bolyai” University, but there were also ones that opted for the courses Faculty of Physical Education and Sport from the particular „Avram Iancu” University, which was established in 1992. There were also subjects that declared that they have bachelor degrees, besides the one in physical education and sport, in other fields. Another category which we have identified has double specialization, physical education and sport/kinetotherapy. Very few of them have master degrees.

„Babes-Bolyai” University stays in the top preferences also regarding the master degree studies, being followed by the Technical University, University of Agricultural Sciences and Veterinary Medicine and „Bogdan Voda” University. 9 persons are following in present the courses of a school, 65 declared that they don't and 31 haven't declared. Analyzing the persons that have declared that they follow courses in present, we have 1 person for bachelor degree, 3 for master degree, 1 for Ph.D and another four that follow various specialization courses.

We will continue with the specializations held by our subjects. Due to the fact that the question for this indicator was an opened type one and it didn't specifically requested to state their type of sport in which they held a specialization, many of the subjects declared the domain in which they held the specialization, namely „physical education and sports”. Although, from the ones that have declared the type of sport in which they have a specialization we have obtained some data. The sports in which they have a specialization are, in a decreasing order: athletics, football, basketball, handball, volleyball, skiing and swimming.

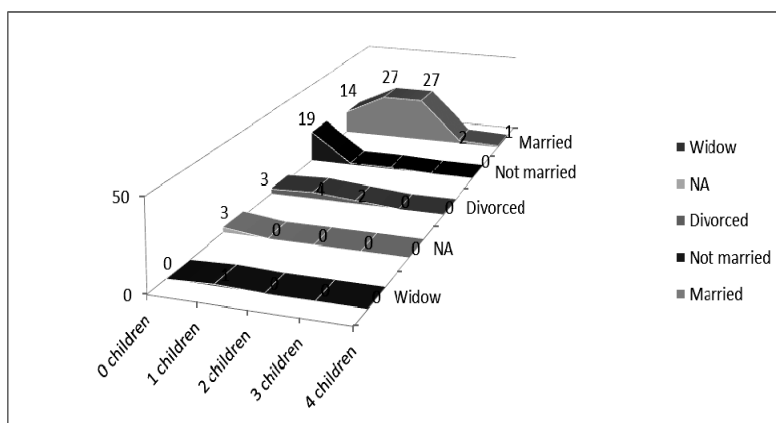
Regarding the management functions held in the institutions in which they activate, only two persons have declared that they are Assistant Director and one educational counselor. The rest of them didn't declared.

3. Family, health and financial data

35% of our subjects have declared that they have a „very happy” marriage and 36% a „happy” marriage. The Warwick University studied in 2005 the way the marriage affects physical and psichical health. They've concluded that a happy marriage generates a well being and prosperity state equivalent to an income of approximately 100.000 dollars annually. (Wilson & Oswald, 2005).

Regarding the number of children, predominant are the ones that don't have any, followed by the ones with one and two. Two persons from our whole study have 3 children and only one 4. The researchers from the Quality of Life Institute affirm that the „valuation of one children became a standard in society”, the model of families with one children becoming characteristic for all countries from the ex-communist block (Popescu, 2010).

We present in the graphic bellow the situation on the number of children in relation with the marital status of the subjects.



Graphic 1. - Number of children and marital status

Most of them declared that they own a car or an apartment, 5 declared they have stocks, 21 land and 10 persons preferred not to respond. Taking into consideration that in the countries from the ex-communist block the propriety of apartments is high, the percent obtained by us for the ones that declared they own an apartment, 70,47%, is situated near the results obtained by studies in this field. So, we can confirm the high level of propriety, which is probably due to the privatization of the social apartments in the 90's (Precupetu, 2006).

Three quarters of our subjects declared that they own a car. The car became a necessity because the distances that need to be covered in order to obtain financial resources, supplies, human interaction, etc., have increased. The percentage of the ones that have a car and an apartment is 48,57%.

Regarding how their incomes cover daily necessities, most of our subjects fall into the two middle categories „basic needs, but with great effort” and „only basic necessities”, summing almost 2 thirds of our study group.

Only 28% declared that they have a second job and 27% have chosen not to express their opinion. The functions held at the second job are for most of them related to sports, like coaches, instructors, therapists, but there are some that do have other jobs like building manager, cab drivers, cosmetics distributors, movers or financial consultants.

In the top preferences of spending their free time, we have, with values greater than 10% activities like „walking in nature”, „reading”, „spending time with the family” and „movies, TV”.

Regarding the number of holidays spent in the last 5 years into a resort from Romania or abroad, the highest percentage is recorded by the ones that managed to spend it every year with 25%. These are followed by the 20% that didn't had the chance to spend any holiday and the 45% that managed to spend one, two or three holidays in the last five years. We also had cases with 10 or even 15 holidays spent in the last five years, but this are isolated ones. In another study we have discovered a close connection between how subjects evaluate how incomes cover their basic necessities and the number of holidays spent (Haisan & Bresfelean, 2012, submitted for review).

28 of our respondents haven't declared if they have or not health problems, 57 declared that they don't have any health problems and 20 of them suffer from various affections.

The will to emigrate among our subjects records high values as 38% of them would like to emigrate. In which regards the country of destination, on first place we have the United States Of America with 27%, on the second place we have an imprecise destination „anywhere”, which we have considered as a desperate cry for help in the face of the more and more concerning problems of the society in which we live in. On the next places we can find Canada with 16% and United Kingdom with 7%, as we can see all top destinations are

english speaking countries. We have identified in another study which are the factors that influence the decision to emigrate. These are of social and financial nature (Haisan & Bresfelean, 2012, submitted for review).

The last indicator from this group refers to achievements in life. 44 persons declared that they are „so and so satisfied” with what they’ve accomplished in their lives so far. These are followed by the ones that have declared themselves „satisfied” with 41 persons and by the „very satisfied” ones with 16 persons. This indicator gives the one that is interviewed the possibility to evaluate his accomplishments in life so far and we must bear in mind that there is a tendency to exaggerate in order to increase self esteem. We intend to believe, although there is this tendency, that our subjects managed to give themselves a fair evaluation due to the fact that most of them are concentrated in the middle categories.

4. Human relations and society

We begin by analyzing the way our subjects evaluate the relation between family and professional life. Most of them, 85 persons, consider that this relation is an harmonious one, 5 declared that isn’t and 15 didn’t express their opinion. Among the ones that declared that it isn’t harmonious we can find the ones that declared that their profession was the principal cause for their divorce.

We would like to underline the difference between the teachers from Sports Program High School and other high schools. The ones from Sports Program High School, due to their busy schedule, must make sacrifices regarding their family life and not only, that could lead in time to problems like solitude or even worst, alcohol dependence.

We continue by analyzing how our subjects perceive their relations with relatives, colleagues and friends. 8 persons preferred not to respond and from the 97 ones that did, only one evaluated them as being bad.

The right to vote was exercised by 86 persons and in which regards the interest for politics we have 84 persons that aren’t interested, 14 that are interested and 7 that didn’t confirmed.

The last indicator for this category is represented by the evaluation of the Romania’s society trajectory. 79% of our subjects considered it to be „bad”, 5% „good”, 5% „neither good, nor bad” and 11% didn’t express their opinion. Our results coincide with the ones obtained by the Quality of Life Institute, in which they outline a new deterioration of the Romanian’s life quality. A majority of 74% appreciate negatively the living conditions from 2010 in comparison with 2009, by considering them „worse” or „much worse” (Marginean et al., 2010).

5. Profession

Regarding the number of years of activity, the average situates around the value of 17,32 and the maximum number of years of service for a physical education and sport teacher in our study is 44 years meanwhile the lowest is one year. 87% of our respondents declared that they don't regret the profession that they've chosen, 4% didn't express their opinion and 9% are regretting.

Physical education and sport teachers evaluate the educational system, in general, as being one of a low quality and are influenced in taking this decision by financial reasons, gender and marital status (Haisan & Bresfelean, 2012).

The financial retribution of the profession is considered to be „unsatisfactory” by 83%, while 12% haven't confirmed. None of the subjects considers that the financial retribution is „very good” 1% consider that is „good” and 4% „satisfactory”. The satisfactions offered by the job are for most of them of spiritual and professional nature, only one person declaring that they are financial.

38% of the respondents consider that their profession is „under evaluated” in the national educational system, 23% that it is „appreciated”, 9% „neither appreciated, nor under evaluated”, 24% didn't express their opinion and 6% declared that they don't know.

The interest for physical education and sport in Romania is low, given that studies, like the one developed by the Endocrinology Institute C.I. Parhon, show that approximately 60% of Romanians have weight problems and 30% are obese (INE C.I. Parhon, 2009). In school, where theoretically are laid the foundations of a physical culture, the domain of physical education and sport is considered to be one of a low importance, being put together with music and arts at „etc.” as teachers themselves affirm.

Conclusions

We can affirm that following our approach to outline the profile of our socio-professional category, we have obtained the necessary data to finalize our study.

In the following lines we present the profile of the physical education and sport teachers from pre-university schools in Cluj-Napoca.

They are mostly men, with an age averaging 41,94. The majority are married and are Orthodox born in Cluj-Napoca.

They have finished their bachelor's degree studies at the Faculty of Physical Education and Sport from „Babes-Bolyai” University. The master degrees are obtained at the same institution as the bachelor ones. A small number of our subjects follows courses in present. Regarding the sports in which they held specializations we haven't obtained relevant data due to the unclarity of the question. 2 persons out of 105 have managing functions in the institutions in which they activate.

Most of them have a „happy” and „very happy” marriage. Families with one and two children register the same values and the number of the ones that are divorced raises some questions being situated around 10%. The majority of them have an apartment and a car in propriety, the percentage of the ones that have both being situated around 50%. Regarding the incomes most of them are situated in the middle categories „basic needs, but with great effort” and „only basic necessities”. A little over a quarter have declared that they have a second job. Physical education and sport teachers spend their free time taking walks in nature, reading or with their families. A quarter of them managed to spend their holiday every year for the past five years into a resort from Romania or abroad, while 20% of them spend none. More than half declared that they don't have health problems and they practice with regularity a physical activity. 38% would like to emigrate, preferring english speaking countries but also an imprecise location „anywhere”, which we saw like a cry for help in face of the stringent problems of our present society. Life accomplishments are situated at a middle towards superior level for most of our respondents.

The relation between family and profession is considered to be harmonious, with differences between the teachers from Sports Program High School and other high schools. The relations with colleagues, relatives and friends are very good. Our subjects are persons that have voted, don't have an interest in politics and evaluate the trajectory of the Romanian society as being a „bad” one.

Average number of years of activity is situated around 17,32. Only a small number of subjects regret their profession and a large number evaluate the national education system as having a low quality. Most of them consider the financial retribution „unsatisfactory” and have only „spiritual” and „professional” satisfactions. They consider that their profession is underrated in the in the educational system.

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THE EDUCATOR, SPORTS PAST AND PRESENT THE EDUCATOR, SPORTS A NEW FIGURE

PERROTTA FRANCESCO¹, PANNELLI ANGELO¹

ABSTRACTS. The figure sports educator emerges more and more over time, and its purpose is to educate and pass through sport great values. And 'necessary that educators have achieved a qualification awarded by various Italian sports centers, where it was limited to the treatment of the fundamental discipline which pedagogy, which deals with issues related to education, because it is able to receive further information from the point Theoretically, psychological and educational. You can begin to define sport as a human activity unilaterally motor connected to the moral, and implies a reflection on their educational potential, then we can deduce that the pedagogy of sport is a true reflection on the educational potential of sport. In the past almost always been taught sport without adhering to a pedagogy that involves natural predisposition and communication: in fact, its specific object is an educational process that tends to prepare man for life and raise both culturally and sport. Teaching determine which methods are most suitable for the work of the educator and such techniques can achieve the educational relationship through active participation of the student: there can be no true learning if there is an actual mental process Enrile, 1977. Eugenio Enrile was the first technical inspector for Physical Education of the Italian Republic. Physical Education is a contemporary eclectic, synthesizing a mixture of elements which have contributed to the formation of the discipline in the last two centuries: the conception military-style Prussian dell'Obermann, psychomotor French, sporting bodies matrix of English, and the nature, the size of the hygienistic Baumann inspired Swedish.

Keyword: educator, sport, skill, education

Introduction

The figure sports educator emerges more and more over time, and its purpose is to educate and pass through sport great values. And 'necessary that educators have achieved a qualification awarded by various Italian sports centers,

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where it was limited to the treatment of the fundamental discipline which pedagogy, which deals with issues related to education, because it is able to receive further information from the point Theoretically, psychological and educational. You can begin to define sport as a human activity unilaterally motor connected to the moral, and implies a reflection on their educational potential, then we can deduce that the pedagogy of sport is a true reflection on the educational potential of sport. In the past almost always been taught sport without adhering to a pedagogy that involves natural predisposition and communication: in fact, its specific object is an educational process that tends to prepare man for life and raise both culturally and sport. Teaching determine which methods are most suitable for the work of the educator and such techniques can achieve the educational relationship through active participation of the student: there can be no true learning if there is an actual mental process Enrile, 1977. Eugenio Enrile was the first technical inspector for Physical Education of the Italian Republic. Physical Education is a contemporary eclectic, synthesizing a mixture of elements which have contributed to the formation of the discipline in the last two centuries: the conception military-style Prussian dell'Obermann, psychomotor French, sporting bodies matrix of English, and the nature, the size of the hygienistic Baumann inspired Swedish. This eclecticism, real peculiarity especially in Italy, is a source of action Eugenio Enrile and Guido Giugni, who were, throughout the Second World War, leading figures in the world of the education sector and one of the founders of neo-humanism in sport pedagogy. Education is a branch of physics that deals with improving teaching through 'the mental and physical development and health of the individual and the social, having as its ultimate end the perfection of the spirit joined to that of the body. In the book of Eugenio Enrile, "The fundamental principles of physical education" we rediscover the fundamental principles of motor skills and in which the degree in physical education is the protagonist. Recalling the book Enrile you want to emphasize what you need and what you search for the proper development and education practice sport, whatever sport it is, especially at the youth level. We propose to follow the introduction of the book and the section on physical skills educator: "When we say that the gym is only affects the physical, we forget that the muscle can only work through the involvement of the nervous system which forward as the psyche has "programmed" "The fundamental principles of physical education" by virtue of a requirement: there is a continuity between mental activity and physical activity which is expressed by motor activity. So it is that educational movement (be it educational, preventive, adapted) is no longer the usual gymnastics based only on muscle and joint mechanisms, most suitable in a passive mobilization or a purely passive exercise or physical therapy, but it is a 'motor activity purely fisioeducativa where learning leads to improvement of the movement through the perceptive activity, through the discovery and

organization of the stimuli through a thought activity. Through it, the person comes to a situation of acquisition of the shares, which characterizes the conscious activity and transforms gymnastics task, because the teacher provides functional movement, the year in which the movement is not so much in the observable outcome outwardly as in the process that leads to the result, then it is not to teach a mechanical movement, but to convey the skills to do the learning content action, a complex process of synthesis links between afferent and efferent convergence. In this way we would get psycho-motor development of the individual, as "not only passively react to incoming information but creates intentions, forms plans and programs of his actions, enhances the performance and adjusts the motor behavior so that complies with the plans and programs, and finally checks the conscious action, compares the effects of its action with the original intentions and correct any error that has been made "... idem It may be noted that the result is an action which, in turn, with such characteristics is summarized in a wealth that allows operational in combination mechanical-formal a minimum expenditure of energy and a maximum of it in thought linked to the solution of the task that requires that action which will buy and qualitative characteristics of consciousness by virtue of sensations, sensitivity, forms of perception and representation. Finally, we can define the correlation between the various figures who work with the teacher, in fact, as the indivisible trinity psyche-nervous system-mechanical device is the indivisible trinity educator-rehabilitator-rehabilitator who in their integration allow the person skilled or disabled, relearn and rebuild the functions and motor activity.

Skills

Educator. Too often, by convention, the degree in Physical Education in the school, has been called "the professor jumps" or the professor "-nothing", because of lack of commitment in the profession without remembering that the same professional from the school, was must put in a corner and in a position of not being able to express their knowledge, on the contrary, has always expressed outside of the school structure. In fact, it would be enough to take all the treaties of physical education, motor activities, sports activities and also rehabilitative, any text that speaks of movement, from 100 years now, to find in it, as the author, a graduate education physics, or an expert in motion, or, last but not least, a graduate in physical education. It 'important to remember that these authors, the Comisso to Ciammaroni to Pivetta, the Muzzarelli, are the ones who have created a new type of exercise, namely: utilitarian exercise, bodybuilder, remedy, respiratory, preventive, gymnastics, psychomotor, the paramorfismo, the paradismorfismo, posture, rehabilitation, assisted by experts from the medical culture of the movement which Delitala, Descovich, De Toni, Graziadei, Putti, Sorrentino, Tatafiore, Virno, Cavelli.

In the past, specifically the 1950s and 1970s, when he was still in Italy there was no category of specialists who are interested in movement and motor skills, graduates ISEF took care of all the people and all kinds of diverseabilità (year 50), Then, to use of other categories (70) that had to be put in the context of various physical activities, the exclusivity physical educator was boycotted by other professionals, who, by dint of believing the motor and the drive their right to have finally acquired by adverse possession and the political weakness of the professors of gymnastics and also because, in the eyes of the usual suspects, the physical educator in the course of his studies was just gymnastics. And this ugly appointed physical educators took her for a long time trying, unsuccessfully, to take it off despite off in the last twenty years the situation has changed. No one seems to have noticed the passage of quality that has taken place and no recrimination loudly that the drive for tradition, culture, studies must return into the hands physical educator, now a graduate in Physical Education, because he is the expert on all the motor of social life. In fact, as history shows us, in 1968, became a first distinction of this discipline in the first instance stating that "physical education has the same purpose of general education, it tends to develop the faculties of moral, intellectual and physical, fostering a process of self briefing aimed at the conquest of a harmonious personality, complete, duly inserted in society." Then you address physical education in order to:

- predominantly organic, or for the enhancement of organic structure by means of an improvement of all physiological functions;
- predominantly educational, or aimed at developing the personal qualities of character, taking advantage of the possibilities educationally physical and motor skills, to contribute to the integral formation of the person and to prepare for life

In biological purposes within the end:

- hygienic, for the improvement and maintenance of pathological conditions;
- preventive and corrective arms, to prevent paramorphisms and dimorphisms and certain morphological and functional disharmony, ensuring the reversibility;
- compensatory and functional recovery, to compensate for physical and psychological situations due to sedentary lifestyle, unhealthy.
- aiming to possession efficiency motor, which are taken into account the characteristics of motor coordination, agility, strength, balance, motor orientation, skill, speed, strength, speed and rhythmic sensibilities, readiness,
- aesthetic for the athletic form of the body and the harmony of the muscles.

In order to fall predominantly educational purposes:

- permission, to improve the skills and technical practices of the movement in the social life expressive, to give value to the moods;
- intellectual, to revive the intellectual faculties and to improve the mental operations in the design of the movement;
- utilitarian, to improve the gesture helpful to achieving a goal;
- economic, understood as rationalization of its forces;
- social, through the collective game;
- recreation, to refresh the body physically and spiritually.

The Basics Educator: Montessori Method

It is considered important to mention a figure who has contributed to the knowledge, approach and improving the quality of life for persons with mental health problems: Maria Montessori. The Montessori method starts from the study of children with mental health problems, expanding the study of education for all children. She argued that the method used had a stimulating effect on people subnormal even when applied to the education of normal children. His thinking identifies the child as a complete being, capable of developing creative energies and owner of the moral, that the adult has been compressed within itself, in turn making them inactive. The basic principle must be the freedom of the student, since only smooth your child's creativity already present in nature, where the discipline emerge. A disciplined individual is able to regulate itself when it is necessary to follow the rules of life and the period of childhood is a period of tremendous being a phase of life in which the child's mind absorbs the characteristics of the surrounding environment making them their own, growing by of them, in a natural and spontaneous, without having to make any effort cognitive. Montessori education with a lot of rules established in the early years of the century changed. The subnormal children were treated with respect, were organized for their educational activities and had to learn to take care of themselves and were encouraged to make their own decisions. The Montessori developed her educational thought starting from a constructive critique of scientific psychology and the misunderstanding of the basis of scientific psychology was to research in his illusion background, according to which an observation was sufficient pure and simple and a scientific measurement to create a new school, renewed and efficiently. The Montessori pedagogical thinking starts from the identifica, in fact the introduction of science in education is the first essential step in order to build objective observation of the object, where, of course, the object of observation is not the child itself, but the discovery of it in its spontaneity and authenticity. There is another criticism of Montessori compared to the traditional school child, or the fact that, in it,

the whole environment is designed to measure adult. In a well designed, the child is not at home and then in a position to act spontaneously, as the Montessori defines the child as a spiritual embryo in which the associates In the psychic development are sensitive periods, called nebulae , in which they develop special skills. In 1907 he founded in Rome the first children's home, for no more children with disabilities but to the children of the inhabitants and it is a special house not made for children but it is a children's home, ordered in such a way that they could feel really like them, in fact, the entire interior of the house is designed and proportioned to its possibilities, where the child interacts actively with the material proposed, showing concentrated, creative and willing, but, above all, is an environment to express themselves in a original and at the same time learn the fundamental aspects of community life. The teacher's task is the organization of the environment, have to wait for the children to focus on a given item, and then devote himself to the observation of individual behavior, helping the child, the development of which must be fulfilled according to the natural rhythms and according to the personality that the child demonstrates. The decisive moment in the intellectual evolution of Montessori is the discovery that the method devised to promote the intellectual life of the subnormal children worked with stimulating effects even more when applied to the education of normal children. The ideology of Montessori takes shape on the acquisition of creative energies and moral dispositions that the adult has compressed within himself and made therefore inactive.

Ideology for the Application of Knowledge Education

The sport as a culture, is a manifestation of human creativity, is an educational tool where the child and the adolescent, through play that involves spontaneity and variability, prepare gradually for sporting activities. In particular, at the level of the youth sectors of any sport, consisting of children, boys and girls who are facing a process of psychological training, cognitive, physical and social, the technical and organizational structures are characterized, in different ways and to different degrees, free from, in relation to a choice: from competitions, in relation to an obstacle; from the competition, in relation to an opponent; by the unpredictability of the results, in relation to risk: the obstacle to be overcome, committing to the limits of endurance of fatigue, is not that the way to enjoy in the race, the victory over oneself and the opponent, which is not the enemy to win, but the partners necessary for the execution of the game, although the sport has not only a playful look, this is what should be taught, and that educators / trainers need to teach their students.

What is required to establish a suitable environment for the development, knowledge and proper understanding of any sport is the preparation of individuals assigned to manage the various categories and in contact with more or less

delicate age of the children and the pivot point is not required more than theoretical knowledge and practice of education. The first discipline that systematically studied the problems of education was education, which is divided into general education, with its focus on man as a being educable, and social pedagogy, the study of educational phenomena in the context of specific situations cultural, economic and socio-political issues. If general education is a reflection on man as a being educable, if sport is a human social and cultural value, the pedagogy of sport within the social pedagogy, noting the educational potential of sport involves promoting human through sport. The general pedagogy reflects overall on the forms and modes of education, is characterized by its size through a theoretical and epistemological educational intentionality, then examines the relationship between theory and practice, knowledge and action in action education. Social pedagogy reflects on the educational experience as socially determined and is characterized by its empirical dimension through the social impact, as a study of educational phenomena in the context of specific cultural, economic, socio-political, takes on different perspectives through a heuristic close comparison with some specific fields of knowledge such as anthropology, psychology, sociology, within the scope of so-called human sciences. Education can be understood as an act of self-conscious of speech and activity that have to do with being, the value and meaning and is certainly the result of interactions. Relate art to educate than to technique. The human being by its nature educable, realizes the fullness of his humanity through education practice. The man stands at the center of pedagogical reflection, so educate means making the best of what there is in an individual. To introduce in the everyday sense of educating describe and distinguish the places of education and educational environments, which are spaces where you can learn a source of knowledge, where the person can be described as the basis of an attitude, a perspective, aspiration, where there are relationships where the criterion is the friendship of one to the next. The community is a social group characterized by a medium degree of cohesion on the basis of origins, interests and ideas, a group of people having both a face, a name and a biography and form the society, characterized by institutional relations, whose policy is justice, in which everyone is socius, politically, that is achieved by its social function. It is important to the educational environment, living space physical, psychological and social, a field of tension relationships. The educational environment for excellence is the family, the community that educates through the values of solidarity, allows you to experience spontaneous and natural, such as school or community values expressed in the know, the class as a community of learning the values expressed from various fields of knowledge. Also required is knowledge and expertise to further science education for the management of sport of any sport at the level of youth, education, or better known as the science and art of teaching, element of the specific branch of

pedagogy . Teaching is part of the educational knowledge or science education and training and the purpose of the theory of teaching is divided into two areas: the continuous improvement of teaching and continuous improvement of learning. It can be said that the teaching, such as the transmission of knowledge and experience with which you teach someone, or what a person or a situation teaches. make the best possible experience, and, more generally, to learn something to someone. In essence, learning is understood as an intellectual process by which the individual acquires knowledge relatively permanent changes in behavior that occur experience or better, you can say that there is learning when an individual manifests a new behavior, which is maintained over time. We must, in our opinion, to teach children, young people, teaching them the peace of mind, then give, in our small way, contribute to create a new culture of sport, to save the beauty, too often undermined, nowadays by factors that distort its true values, which are still largely unknown: how and end up in the 'important to appreciate the value of the winner, the beauty and the effectiveness of his action, recognize the merits of the defeated, his tenacity and virtue, to safeguard the right to be wrong, trust teammates, help and be helped to recognize, accept and even love our personal limitations. In this case, the sport has acquired a high educational value, is, from this point of view, a gym, a training ground for life to learn to be together, ready to rejoice with those who rejoice and share the discomfort with those who are trying in that moment where you try to make real community spirit, a gym where no matter win. In fact it 'beautiful and rewarding and you should always give our best to achieve the goal, but if you lose, honor the winners, which were best, and to the losers, who have given up if'.

Children and Sport: What to Teach

Conclusion

Sports for children, carried out in an appropriate manner, it is like an open window to the discovery of pleasure from the movements, the effort, the download of tensions. Playing the child feels alive and that's why the game is the very life of the child. Through proper activities for each age group will build that baggage motor, technical and tactical which was previously acquired almost entirely by the boy through the spontaneous play. The task is surely to train the players, ie, individuals who will seek through the game first, the development of all the components of personality. This path is certainly not short but provides constant improvements gradually and great patience. In the objective to reach a first part concerns the preschool age group in which the main objective is to improve the motor performance which is believed to be determined by the development of motor skills and the development of personality. The instructor in this age group should be able to make an assessment

of motor development of the child so that you can then build a teaching plan that will finalize the improvement of those items that have not yet been acquired. The proposed activities will mainly have a playful because the child has a real need to play. The game will create a positive environment in which our student may, with great motivation, express their creative potential, through the game the instructor can achieve their goals in terms of development of motor skills, aimed at the introduction of first targets technical sports related to the sport, without preventing a parallel development of the child's personality. The objectives which apply to school age, are aimed at improving motor activity and the introduction and gradual method, through play and fun-sport exercises, learning the fundamentals of each sport specific technical proposal.

In particular for the pupils of the last years it will tend to seek an optimum sports performance. The factors that influence the sports performance can be identified principally in:

Acquired motor skills: to enrich the motor of the children by giving them opportunities for further executive changes.

Motor skills: motor or the potential available in the individual. Are available to all individuals and allow in different ways to structure and refine motor skills.

Motor Skills sports: actions that have been consolidated through repetition and partly automated and do not require for their execution the conscious intervention of the will. Motor skills sports are nothing but the various technical elements characteristic of each sport.

Tactical skills: the set of behaviors aimed optimal use of their skills in relation to the characteristics of the opponent and to the work of the game.

Personality: consists of several areas, each of which has its own structure, its own rhythm and its own evolutionary dynamic functional. The process of education is the full development of the personality.

Structural factors (anthropometric measures - biological maturation): influence athletic performance as well as the anthropometric measurements that biological development can make it more or less effective.

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N. 6

PRACTICAL ISSUES AND INNOVATIVE ELEMENTS OF THE MODEL OF SELECTION OF REPUBLICAN JUNIORS IN FOOTBALL

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ABSTRACT. *Practical Issues and Innovative Elements of the Model of Selection of Republican Juniors in Football.* The issues concerning the identification of sports talent are topics of interest for all those involved in the sports industry. This paper is intended to present an optimized model of selection for this age group. The selection was conducted over a period of 4 days, during which the group of Republican Juniors of Ardealul football team of Cluj-Napoca was made out of a total number of 248 players. The conclusions that can be derived are that the application of these selection principles will bring about an efficient method for compiling a competitive and homogeneous team in terms of specific sport value, with real opportunities to promote players in performance sports, more precisely in football.

Keywords: selection, biological age, stage of development, cognitive intelligence

REZUMAT. *Aspectele practice și elementele inovatoare ale modelului de selecție a juniorilor republicani în fotbal.* Problemele privind identificarea talentului sportiv reprezintă teme de interes pentru toate persoanele implicate în această ramură sportivă. În lucrarea de față ne-am propus să prezentăm un model de selecție optimizat pentru această categorie de vârstă. Selecția s-a desfășurat pe o perioadă de 4 zile, pe parcursul căreia dintr-un efectiv de 248 de jucători s-a format grupa de juniori republicani a echipei de fotbal Ardealul Cluj-Napoca. Concluziile care se pot deduce sunt acelea că, aplicând aceste principii de selecție, se va putea obține o metodă eficientă pentru alcătuirea unei echipe competitive și omogene din punctul de vedere al valorii sportive specifice, având șanse reale de promovare a jucătorilor în fotbalul de performanță.

Cuvinte cheie: selecție, vârstă biologică, etape de dezvoltare, inteligență cognitivă

Introduction

It is widely believed that it is useful to establish very early, when the subject reaches its technical maturity whether he has a promising future in terms of sports. For various reasons, this is important for the coach, for the

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various categories of the technical staff of the club, and for (other) clubs intending to invest in some young players, using their own infrastructure.

The control of evolution in time of the parameters involved is equally difficult because of insufficient correlation (objective evaluation), for formulating a prognosis on development. Such problems, though not insurmountable, are related to the fact that in football, unlike individual sports, players must have technical skills and coordination, as well as organic and muscle qualities and especially cognitive skills (individual and group tactics).

Another important aspect is that, to identify potential talent, it is necessary to consider not only the overall activity (efficiency), but also the intrinsic factors of performance. To get a better selection method and as objective as possible it is essential to consider the real biological age of the junior.

Objectives

This study is concerned with a group of junior football players. Its objective is to propose an optimized model of selection for this age category, based on the establishment of a number of objective criteria for identifying and evaluating talented football players.

Methods

This selection model was used in 2004 at Ardealul Football School of Cluj-Napoca for the composition of the group of juniors; these children were born in 1989-1990. It was a national selection during which there were tested a total of 248 players from different football clubs in the country. Upon selection, these players were 14-15 years old.

To have an efficient selection, it is important to establish where we want to get, that is to know very clearly the role of this selection and what we want to achieve from it. To get results and continuous improvement of a team, it is very important that players' individual value should be similar, that is there should be homogenization of sports value within the group. This is the only way in which group members can increase in value and so there will be a beneficial and constructive competitor.

It is also essential to establish in this stage the team structure, which will be configured as follows: squad will be comprised of 3 goal keepers, 4 central defenders, 4 midfielders, 4 players for the right band (which are both defenders , as well as midfielders on the right side), 4 players for left band (which are both defenders, as well as midfielders on the left side), 4 peaks.

This way the team will be made up of 23 players, so all positions will be covered in a balanced manner and to be able to organize training so that the progress could be optimized.

The selection was carried out during 4 days, during which players' biological age was tested, their specific skill, general quality driving qualities, speed, endurance, strength and cognitive intelligence.

On the first day, sports doctor has determined players' real biological age, and testing of this day focused on checking players' speed on two distances: 30 m and 50 m. To determine the players' explosive force have made the test spot jumping.

To check their particular skills, there have been organized games on small fields, the main goal being to allow us to see each player's individual technique, the choice of execution procedures, creativity and decision-making ability when running out of time and space. In addition to the issues listed above, we watched: field orientation, distance appreciation, anticipation of the rally, aggressiveness, combination and players' ability to commit to the team's success at the cost of any sacrifice.

On the second day we tested general resistance by applying Beep Test correlated category aged 14 -15 years while checking players' lung capacity.

On the third day, there were organized verification games on normal size fields, in which the focus was on individual and collective tactical knowledge accumulated by each player up to that moment, according to the position he has evolved.

Results

The data from tests and samples were pooled, there were applied the predetermined evaluation and scoring criteria, then the final team was made of the first 23 players who had the highest scores taking into account the positions on which they have evolved.

Discussion

Under the same activity conditions and at the same age, subjects with higher biological age, with several years of training and consolidated activity factors (anthropometric, physical, technical, tactical), have a less development potential as compared to subjects closer to the average age group or who show a delay in terms of certain characteristics.

This statement, logical in terms of definition, but often ignored, is based on the fact that people who get earlier to a certain biological age and to a higher level of technique are left with a lower improvement margin. Their evolution slows down in time, leading in some cases to a total compromise of performance.

Instead, players who are doing well enough in the relevant competitions, despite the fact that they are below the optimum threshold in terms of morphological and functional development, are more likely to improve through specific training and succeed in the future.

A further development of these factors will lead to the improvement of the level of performance, which is already satisfactory in comparison with other players, considered as good.

To organize the activities for growing up subjects, it is necessary to consider their specific physiological and psychological characteristics. These are essential not only to establish the program of technical activities, which must be effectively balanced in order to support juniors' psychological and mental evolution but also to establish reasonable criteria for evaluating and identifying talents in football.

The knowledge of various stages of development and their order, even if they differ from one individual to another during the growth process, help to avoid mistakes, such as punishing children who are smaller in terms of physical development. Like any biological being, from birth to adulthood, man goes through a transformation process characterized by morphological and quantitative variations. The time required for these changes is called period of development.

However, sometimes some of these changes may occur early or late. Therefore, the individual's biological age does not always correspond to its real age. To determine as precisely as possible the period (pre-puberty, puberty, post-puberty) where the player is upon selection one should consider a number of issues that will be discussed below.

At this age the most important and most conclusively aspect which can provide exact information is individual pilosity or hair growth.

There is a significant correlation between the degree of biological maturity and player's pilosity and the higher the number of issues listed below observed, the more advanced is its period of maturity:

1. pilosity in intimate area;
2. pilosity underarms and legs;
3. moustache;
4. pilosity on lower abdomen;
5. pilosity on back and the lumbar area.

From this information we can have a complete picture of the player's real evolution as compared with other children and we can forecast its further evolution and development in terms of football.

We would like to point out a few important observations that can help during selection time.

- It is important to check if the person has flat feet.
- At this age nipple pain signals the beginning of sexual hormone production.
- Long body extremities forecasts high growth.

- In terms of height, generally, boys resemble, from the hereditary point of view, more their mothers.

These small details are very important upon selection as a player who did not enter puberty yet cannot be measured and compared to a player who has already entered its puberty. Force is a decisive factor in football because it is a contact sport. The player who, upon selection, makes the difference only in terms of force does not have the same opportunities for promotion, because over the years, force ratio equals and that respective player may reach its maximum.

We must not forget that the purpose of selection is to recruit the children with the best chance of development for junior high football means the growth of future football players of high performance and not just getting immediate results.

In addition to assessing football potential, we find it very important to determine the exact cognitive capacity of the player upon selection. By omitting this issue, we can commit a serious mistake in selecting a player in terms of training for high performance.

The need to evaluate it in relation to sports performance lies in the fact that sport generally involves activation of decision strategies and solving problem situations and also involves activation for the purposes of self-regulation, self-control, for the purposes of overcoming competition specific anxious factors.

The ability of behavioural self-control and the ability to adapt the behaviour to task through cognitive intelligence is, in football, a very important factor to adapt behaviour and self-load. For these reasons, we consider it is necessary to apply an intelligence test upon selection to determine the level of intelligence of each player. Therefore, the last day of selection we used Standard Progressive Matrices Test (Standard Progressive Matrices) designed by J.C. Raven, which is a tool to study the level of cognitive ability.

Applying this test in the selection, we can have a clearer picture and more complex on the players that we want to train for high performance.

Conclusion

In conclusion, we can say that using such a selection model we can be sure that the evaluation was objective and comprehensive, which should be a priority in the selection process. It is important that the selection made should identify those players who have real perspectives of promotion in the future. The results which this team achieved later, after applying an optimized sports training model, have confirmed that the selection was effective and successful.

In each of the three years when juniors, at the end of the championship, this team came in the first 2 places, thus obtaining the right to participate in the final tournament organized at the national level. Moreover, we would like to mention that 3 players have come to evolve in strong foreign championships, 8 players are members of the teams in the League I in Romania, and 3 of them have already played official games for the senior national team of Romania.

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FROM THE APPEARANCE OF THE BICYCLE TILL THE BICYCLE TAX THE BEGINNINGS IN CLUJ (1881-1899)

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ABSTRACT. The bicycle was the most successful sport in Cluj in the last 15 years of the 19th century. The first cyclist society attracted the city's most prominent middle-class personalities. The society managed to build a modern track, which offered possibilities for high standard competitions attracting the best cyclists from the country. Cluj was the center of the sport, but this spectacular development was broken by the introduction of the bicycle tax at the turn of the 19's century.

Key-words: bicycle, Gyula Istvánffy, bicycle track, Károly Haller, bicycle tax

REZUMAT. *Începuturile bicicletei până la taxa pe bicicletă în Cluj (1881-1899).* Ciclismul a fost cel mai de succes sport în Cluj la sfârșitul secolului 19. În prima asociație înființată s-au înscris personalități marcante ale clasei de mijloc. Membrii asociației au depus eforturi pentru a construi primul velodrom, unde în anii următori s-au desfășurat nenumărate concursuri, cu participarea celor mai prestigioși cicliști din Ungaria. Clujul a devenit un centru al ciclismului maghiar, însă această dezvoltare a fost oprită la sfârșitul secolului 19 de introducerea unei taxe pe bicicletă.

Cuvinte cheie: bicicletă, Gyula Istvánffy, velodrom, Károly Haller, taxa pe bicicletă

The beginnings of cycling

According to the available sources, the first bicycle appeared on the streets of Cluj around 1881, and met the dislike of the public. In 1883 Tutsek Sándor lawyer cycled from Dej to Cluj, while dr. Istvánffy Gyula and Bartha Gergely arouse big sensation, when they appeared in the Central Park on bicycles. Later on Jancsó Lajos could be seen quite often on his bike with big wheels. A bicycle race was organized on 5th November 1884 on the route Cluj-Apahida, but was called off, as the only contestant was dr. Istvánffy Gyula. (Kaszás 1889, 7)

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It became obvious, that the cyclists have to aggregate in order to promote this sport and gather fans. The Athletic Club from Cluj offered a great opportunity, so they created their sport circle within the institution in 1887. The new circle formulated the rules of this sport: *the circle formulated the rules applicable for the members. The rules concerning the sport of cycling has in mind the safety of the large public and the necessary equipment to protect the cyclist.* (Kerékpár-sport, 15th January 1889)

According to the rules, the society had regular and supportive members. Everyone was considered regular member, who was a local citizen and paid the 1 forint due. The society was conducted by a leader, a leader's help and a cash-clerk. The role of the leader was to organize public demonstrations, and lead the members who followed him "in a military way". The function of the leader could be taken only by a cyclist, who could cycle a quarter of a kilometer without touching the handlebar. (based on the mandatory rules of the cycling club, published in 1888) At the first election dr. Istvánffy Gyula was chosen as leader, and Stampa Keresztély as his second.

The most important ruling expects from the cyclist's of the club to take a practical exam after they learn to cycle and before they get out to public places. In the club there is regular instruction for beginners. The instructor is Albert Károly, using one of his machines on the trainings. (Siklóssy 1929, 608)

The first training place was in the Central Park, where by the kindness of Kővári László, the members of the society could use a secondary path every morning between half past five and half past six. They had uniforms and hats, so they could be differentiated by the "wild cyclists", who had no relations with the society, and so their offences could not be written on the expense of the society. (Kerékpár-sport, 1st May 1889)

The Athletic Club of Cluj (ACC) included cycling in its competition program. At the Autumn Competition of ACC – held in Târgu Mureş – in the fall of 1887, Vermes



Fig. 1. Istvánffy Gyula, president of the cycling association

Lajos, the best known cyclist of Hungary was present. For everyone's amazement he came to the competition on bicycle, and after it, he left for home, to Subotica on the same way. He had an amazing presentation, with exercises exceeding the imagination of the Transylvanian public. (Kuszkó 1890, 40)

The biggest problem of the society members was the lack of suitable course, so considering Vermes' recommendation, the cyclists embraced tourism. Every cyclist kept a diary about where he went on bicycle, the distance they have taken, what were the road and geographic conditions. At the end of the year they summarized the gathered information. (Killyéni 2006, 71)

In 1888 the ACC organized a hike competition on the Cluj - Aiud route, and the contestants were accompanied by the members of the cycling society. According to a contemporary newspaper, the first team to arrive to Aiud was the cyclist team, and they were welcomed with ovation of the gathered crowd. The cyclists – Bartha Gergely, Stampa Keresztély, Dunky Ferenc, L. Benke Ferenc, Albert Károly and Chevassus Ferenc (Târgu Mureş) – lined up, and the organizers knew, that the first distance hikers will soon arrive. (Siklóssy 1929, 642)

The ACC rented a big garden every summer in order to set up an athletic course. The first athletic course competition took place on such a course. 1888 was the first year, when on the 7th ACC competitions field cycling appeared as a competition event. Though on the first competition no one participated, from the second one the interest grew. The competitions were organized on distances of 1, 2 and 5 kilometer. Due to the growing popularity of the bicycle, in the September of 1888, on the 8th ACC Competition a large number of spectators came on the 1000 and 3000 meter long field cycling organized on the temporary athletic course.

The management of ACC acknowledged the popularity of cycling, and decided to organize competitions for the sportsman. On 5th October 1889, the ACC cyclists raced each other uphill. They started at the Teacher's House, and raced uphill on the Feleac on a 7 kilometer distance, accomplishing a 365 meter difference in altitude. It was forbidden to stop, get down or to push the bicycle. The winner was Philippovich Emil, who arrived with his high machine in 39 minutes and 9 seconds.

By 1889 the cyclist tourism became a serious competition. The goal was to make the biggest distance throughout one year. The winner was Borbély György, who cycled till Paris and back. (Siklóssy 1929, 609)

The first public presentation where the cyclists could present their machines and themselves was the march organized in 1889. A photo made in the court of Tornavívóda captured this event. (Kuszkó 1890, 18)

The ACC's biggest problem was the lack of sport facilities. In 1889 they managed to create a modern sport course in the Central Park, so on 6th October 1889 they inaugurated the athletic course, on which bicycle races could be

held. But this was the event where the serious disagreements between the leaders of ACC and of the bicycle society emerged. The leaders of the cyclist asked for the right to organize the bicycle races on the paths of the Central Park because of the bad weather. They got the permission, but the cashier of ACC suspended all contests. The Club did not want to lose the income from the most popular sport competition. He argued that the small member tax is not enough to organize high leveled competitions, so the board of ACC accepted his point of view. (based on the rules of the cycling club, published in 1890) Leaving their bicycles at home, and coming in civilian clothes meant the first sport- boycott in Cluj. The cyclist indicated their unapproved, as from all the competition numbers, the bicycle gathered the biggest number of viewers. Despite of this fact, only the artistic competition was held. This spark indicated the upcoming split between ACC and cyclists.

ACC organized in 1890 a bicycle race parallel with a hiking competition on the Cluj-Gherla route. On the 60 kilometer distance, three contestants competed: Bartha Gergely won, defeating Borbély György and Kőrösy József. This was the last bicycle race organized within ACC. The conflicts within the club escalated in such manner, that the club was dissolved one year later. The leaders of the cyclists, due to these conflicts, decided to leave the club.

The Bicycle Association of Cluj

The cyclers from Bartha Gergely's group made the statute of a new club, and submitted it to the Ministry of Internal Affairs for approval. The statutory meeting of the Cycling Association of Cluj was held on 27 June 1890. The first president elected, was dr. Istvánffy Gyulát, as captain Bartha Gergelyt, and as notary Stampa Keresztély. (Ellenzék, 23rd July 1890) On the badge of the association was: *a shield cut in half by a red ribbon, on the upper, blue half there was a bicycle, in the lower, golden field the year of foundation (1890), and on the ribbon appeared the name of the association.* (based on the rules of the cycling club, published in 1890)

In 1891 the members of the new association raced mainly with the cyclers remaining at ACC. The members of the new association achieved remarkable results on competitions, so by 1892 all cyclers of Cluj became members of the new club. The association presented their goals in a publication: the popularization of cycling on competition and public marches, construction of a racing and exercising course, attracting new members and training them, and the protection of members. (based on the modified rules of the cycling club, published in 1897)

On 1st October 1892, the association organized a 50 kilometer long competition. 8 contestants left from the Feleac peak, with five minute differences, the goal being Ocna Mureș, where Halaska Ubáld mine advisor and the local public was waiting for the contestants. The best time, 1 hour, 59 minutes and 45 seconds was achieved by Bartha Gergely, who was followed by Dunky Ferenc and Kahle János.

With Dr. Istvánffy's moving to Budapest, his place on the commanding chair of the association was taken by dr. Ferencz Ákos, and in 1893-ban they convinced dr. Haller Károly university professor, the ex mayor of the city, to accept this function. The success of Dr. Haller's work appeared soon: the number of new members grew; members of bigger associations entered their competitions.

On 8 October 1893 an interesting competition took place. Three groups left from three different points to Șimleul Silvaniei. The winner of the group from Cluj was Bartha Gergely, who made the 120 kilometer long distance in 6 hours. The second group left from Huedin, and the 70 km distance was finished in 3 hours and 24 minutes by Stampa Keresztély. The winner of the third group, leaving from Ciucea, making the 48 kilometer long distance in 2 hours and 26 minutes was Lengyel Zoltán, a student from Budapest. (Siklóssy 1929, 609-610)

The Bicycle Association had the same problem, as ACC a few years earlier: the lack of proper sport arena. Because the athletic course in the Central Park was not used, the cycling club asked for it in 1893. In 1894 the course was handed over for the association, and they started working on the creation of a bicycle course.

The restoration was financed from the donation of the members, who bought 150 shares of 40 Korona. From the income, the new course for pairs was made: the plans were made by Molnár Endre architect (who later became the architect of the Eszterházy ducal manor) for free, with the help of the notary, Stampa Keresztély. The course was 333½ meter long, the width at the start side was 7 meter, on the parallel side 5 meter, and at turns 6 meter. The highest ascent in curves (turns) was 1,62 meter, and the radius of the arc was 35 meter. (Korchmáros 1898, 96) The modern, european standard sport facility's chalk coating was hammered, was covered with hot tar, and scattered with sand.



Fig. 2. Local bicycle contest (around 1890)

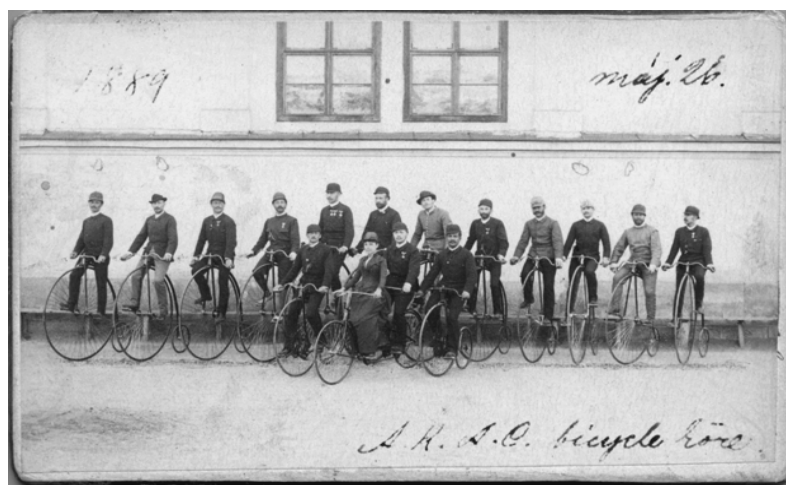


Fig. 3. Members of the bicycle association (1889)

Dr. Haller Károly took on the lion part of the work: he attained the course and was the promoter and organizer of the restoration. *He has all the merits, thanks to his influence we could build the 333 meter long arc and ascent course with about 6000 Korona, which was covered with modern asphalt, and in within a tennis course and a several training courses were created. Due to his enthusiastic encouragement and financial help the tribune, the grand-stand, the locker rooms and the showers were built next year-* as Bartha Gergely, the captain of the association recalls. (Kuszkó 1906, 159)

The inaugurating competition took place on 23rd September 1894 with the participation of the best cyclers of the time. The competition took place under the ruling of Béldy Ákos lord lieutenant and Wesselényi Béla, upper house member. Some of the times well known cyclers from Budapest named in, like: Modl Lajos, Wiegand Rezső, Schwab (Sváb) Béla, Minich Jenő. The winner of the opening 2000 meter competition was Fekete Pál jr. The winner of the competition for guests on 5000 meters was Modl, the member of Hunnia Hungarian Bicycle Club (HHBC), followed by the contestants of the Hungarian Athletic Club: Schwab and Minich. The champion on 1000 meter was Wiegand Rezső, followed by Dunky Ferenc and Huszti Mátyást. At the 10000 meter long main competition Modl won, by outgoing Minich and Schwab.

The matter of professionalism and its acceptance was one of the actual questions in the 1890's. Some of the leaders believed, that this can only be achieved with the organization of high standard competitions. Others kept in mind the situation of local sportsman, saying that the amateur cyclers, with their bicycles could not compete with the new, modern sport equipment of the

professional cyclers. They could not be eliminated, because no one could prove their professionalism, but the organizers could restrict the number of contests they could participate. Soon on the competitions, from 6-7 contests, 2 or 3 were closed circuit contests, where only the local cyclers could compete. (Siklóssy 1929, 610)

Dr. Czikmántory Ottó on the general meeting in 1895 drew the attention upon the importance of fighting the „velophobs” as the goal was the popularization of this sport. The local press wrote *about the unfortunate situation met on the competitions held in Cluj, emphasizing on the unfairness and on the need for change in this matter. The amateur cyclers of Cluj, who cycle for the sake of sports never win against the cyclers from Budapest. They do not have a chance, when they compete on 18-20 kilogram machines, while the cyclers from Budapest run with wooden framed bicycle's weighing 5-7 kilograms offered by the fabricants and traders. They are cultivating cycling commercially. In the future the weights of the bicycles have to be equalized or the competitions have to be organized separately for the amateurs and professionals. The current system is unfair.* (Ellenzék, 2nd July 1895)

The members of the association knew that the participation of the cyclers from Budapest was important, as this gave a higher standard to the competition and attracted more viewers, bringing important income to the association. So they divided the competitions in two: they made open circuit and closed circuit competitions. Anyone could name in for the open circuit competitions, so these were the high-standard ones, which attracted the well-known cyclers of Budapest - Gillemot, Greiner, Wiegand, Lillits, Klimkó, Hannó – to Cluj. The closed circuit competitions were organized mainly for Transylvanian associations, and had names like: Transylvanian, ladies competition, consolation competition, home competition etc.

The association organized in 1897 an international competition, where the contestants came from Viena, Praga, Graz, and of course the cream of Budapest. At the end of the competition, at the award ceremony, the local sport leaders expressed their resent, because they felt that the local, amateur sport did not get enough support. The foreign contestants settled the money prizes before the competition. The debate was closed by dr. Haller Károly, when he saluted in German the contestants and thanked their participation. This was the first and last international bicycle race held in Cluj. (Magyar Kerékpáros és Athletikai Sport, 3rd October 1897)

The evolution of the Bicycle Association took place under the ruling of dr. Haller Károly. Haller was highly respected, and as ex-mayor, he had a vast acquaintanceship. He had as helpers the two vice presidents: baron Mannsberg Sándor and dr. Szádeczky-Kardoss Lajos.



Fig. 4. Competitors at Feleac (1892)

In 1895, the association organized four high leveled competitions, on which the best cyclers of the country participated. Two races took place beside the competitions: one on the Waiter Society Feast and one on the Fireman Congress. The year 1896 was a millenary one, with a millenary bicycle competition in Cluj, which brought great success for the association.

The association had its biggest success in 1897, when it numbered 127 members. Between them we can meet a series of well-known personalities of public life, university professors – dr. Szádeczky Lajos, dr. Meltzl Hugó, dr. Ternér Adolf, lawyers – dr. Csaba Zoltán and dr. Weisz Miksa lawyers, Kőváry Arthur chief constable – representatives of aristocracy – count Lázár István, count Teleki Sándor, baron Mansberg Sándor.

In the spring of 1898 organized two high-leveled competitions: one on highway and one on bicycle course. The first one started from Alsó-Zsuk, the contestants turned back on Dés and arrived to Cluj, making a total of 100 kilometers. The course competitions took place two days later in the Central Park. The tribunes were full; many viewers watched the competition from outside the course. The star contestant was the well-known MTK member, Greiner Frigyes. The highlight of the event was the 5000 meter open competition, where the fight for supremacy was fought by the local favorite Appl and the MTK member Greiner. After a fierce fight, for the joy of viewers Appl won. (Ellenzék, 23rd May 1898) The enthusiastic youth ran on the course after the competition, raised Appl on their shoulders and carried him around the tribunes, celebrated him as a hero.

In July 1898 they organized another high standard competition, this time with the Bicycle Club from Arad, on the route Cluj-Arad, which meant a 310 kilometer distance. As a big surprise, Gillemot, who was considered invincible, was defeated by Baumler Ede. The third one to arrive was the MTK contestant: Papp Ferenc, and the fourth was Krempels József. The Transylvanian cyclers with the best results were: Szentpétery from Cluj finishing on 7th place, Kubinyi from Oradea getting the 8th place, and Grabner from Arad finishing on the 9th place. (Magyar Kerékpáros és Athletikai Sport, 16th July 1898)

The Bicycle Club from Cluj organized a highway competition on 8th September 1898 on the Cluj-Oradea 150 kilometer long route. 13 contestants named in, 9 of them started the competition. Appl Ferenc won, defeating Kubinyi László from Nagyvárad and Barátossy Benczi from Cluj. (Magyar Kerékpáros és Athletikai Sport, 16th September 1898)

The bicycle tax

With the growing popularity of the bicycle, this became from a sport device a vehicle. The leaders of bigger cities saw a new opportunity and decided to tax the bicycle owners. France introduced the tax in 1893, Italy in 1897, both of them on national level. In Hungary it was considered a local tax, and was introduced in bigger cities. The introduction of this tax influenced the course cycling too, which almost disappeared entirely. The associations lived from the member fees and ticket selling. The cyclers left the associations, so the associations were dissolved and the courses were demolished. In Hungary in the



Fig. 5. The Hirschfeld family

1882-1897 period 97 bicycle courses were built, but by the beginning of the 20th century only one, the Millenary course was standing. (Szittyá 1944, 6-7)

Bicycle traffic was first regulated in Budapest in 1890, this regulation was introduced on a national level by the Ministry of Internal Affairs in 1897. These regulations and interdictions regarded the equipment and speed of the vehicle. The bicycle tax was introduced on a national level in 1899. The first tax in Budapest was 5 Korona, but by 1910 it was raised to 10 Korona. Those, who paid the tax, got a plate, which had to be put on the bicycle. Who appeared in the traffic without

this plate was fined by the police.

The introduction of the tax caused outrage among the cyclers of Cluj. (*The former treasure city, now a city with deficits rushed the taxing of bicycles* article appeared in the annex of the bicycle newsletter called "Kérékpáros turista" in 1900) The introduction of the tax on 1st July 1899 was motivated in many ways by the leaders of the city. Some of them argued, that the bicycles destroy the roads, some of them stated that the income of the tax is needed to improve the roads of the city, but the truth was, that the income of the tax, which was a nice sum was not used for this scope.

The cyclers of Cluj joined the protest marches organized on national level, and they also organized local events in order to convince the Ministry of Internal Affairs to revoke the tax. (Testnevelés, 1938, 656.)

Due to the popularity of the bicycle, in 1898 the number of bicycle owners in Cluj exceeded 1000. This number dropped to 408 (this was the number of taxpayers) in 1899, due to the tax.

The procedure was the same as in Budapest. After paying the tax, the owner got a plate which had to be put on the vehicle. The plates were made in Paris, and were bought by the city for a high price. Soon after its introduction, the tinkers of the city learned to copy it, and for 20 krajcár you could get a good forgery. So the majority of the cyclers in 1899 circulated with this kind of plates. Those who did not pay, used their bicycle in secret, away from the sight of policeman. As a contemporary story states: *they put the bicycle on-smoke, and used it like the gypsies the stolen hat, only on moonlighted nights. This is the time when the policeman can't see.* (Ellenzék, 2nd October 1899)

The bicycle tax did not achieve its aims, but destroyed the bicycle associations. Most of the Hungarian cyclists came from the educated middle class, and for them cycling was a spare-time sport. With the introduction of the tax, the majority of them put aside the bicycle and very few new bicycles were bought. This was the biggest shock for the bicycle sport: a sport which was making his way among the middle class, bringing serious income in the form of toll-money into the state's pot. This income dropped beginning with 1899, and the bicycle tax brought only a fraction of this sum. The bicycle tax brought 10000 forints in the state's pot. (Szittyá 1944, 6-7)

The function of the cycling association from Cluj in the beginning of the 20th century was negatively influenced by a few factors. The big tax destroyed the enthusiasm toward this sport, a big number of members left the association, and new members could hardly be attracted. The increase of the bicycle prices supported this process. The association could not achieve one of its goals: that of protecting its members. The policeman hunted the cyclers, the inattention of arveys meant a constant source of accidents and beside this there was a general negative perception among the civilians, who considered cycling a dangerous and inadequate way of transport.

One of the biggest problems of the association was the plan to demolish the bicycle course. There were an increasing number of opinions, which stated that the course does not fit in the image of the park, so the rental contract should not be extended. In 1903 the city Council decided to demolish the course. Because of the tax no one was using it, so it was nobody to stop it. In April 1903 the demolishing process began. Several years of enthusiastic work, prestigious competitions and successes, national recognition could be tied to this course. (Ellenzék, 18th April 1903) One of the times most modern course, the center of the Transylvanian sport life disappeared in a few days.

Due to these factors, the Bicycle Association of Cluj was dissolved after ten years of activity, and with it the first and glamorous period of the cycling sports came to an end.

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THE EXPLOITATION OF THE RIVER-BASIN SYSTEM COLIBIȚA LAKE - BISTRIȚA ARDELEANĂ RIVER BY SPORTS TOURISM ACTIVITIES

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ABSTRACT. The river basin system Colibița Lake-Bistrița Ardeleană River is located in the eastern part of the Bistrița-Năsăud County, on the territory of Bistrița Bârgăului commune and is, by its characteristics, an important resource for the organization and conduct of nautical sports. The Colibița Lake is used for swimming, sailing, canoeing, kayaking, windsurfing, and on the Bistrița Ardeleană River you can practise kayaking, toobing, canoeing and controlled rafting. This is possible by ensuring hydrometric (water discharge, water levels) and hydrodynamic conditions (waves, currents, rapids, falls), and through regular water discharges from the lake. The present study seeks to highlight the characteristics of the river basin system and procedures for its recovery through sports tourism activities.

Key words: sports tourism, outdoors activities, active tourism, active leisure, Colibița Lake, Bistrița Ardeleană River, kayaking, canoeing, toobing, white water rafting, controlled rafting

REZUMAT. *Valorificarea sistemului hidrografic lacul Colibița - râul Bistrița Ardeleană prin activități de turism sportiv.* Sistemul hidrografic reprezentat de Lacul Colibița și râul Bistrița Ardeleană este localizat în partea de est a județului Bistrița-Năsăud, pe teritoriul comunei Bistrița Bârgăului și prin particularitățile sale reprezintă o resursă importantă pentru organizarea și desfășurarea sporturilor nautice. Pe lacul antropogen Colibița se practică balneatia, canoeingul, kayakingul, wind surfingul, iar pe râul Bistrița Ardeleană se poate practica raftingul controlat și canoeingul. Acest lucru este posibil datorită asigurării condițiilor hidrometrice (debite, nivele) și hidrodinamice necesare (valuri, curenți, repezișuri, cascade), prin deversarea regulată a apelor din lac în râu. Studiul de față își propune să scoată în evidență caracteristicile sistemului hidrografic amintit și modalitățile de valorificare a acestuia prin activități de turism sportiv.

Cuvinte cheie: turism sportiv, activități în aer liber, turism activ, Lacul Colibița, râul Bistrița Ardeleană, rafting, canoeing, rafting controlat

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Introduction

Sport tourism is a form of leisure and relaxation activities, implying outdoor mobility, straining the body, and contributing to the maintenance of health. These activities include those applying on the aquatic units (rivers, lakes, seas, oceans), such as nautical sports (rafting, kayaking, canoeing, riversurfing, toobing, water skiing, yachting, etc.).

Therefore, the present study aims to highlight the potential for tourism of the water-drainage basin system represented by the Colibița Lake and the Bistrița Ardeleană River (segment between Electric Power Plant of Bistrița Bârgăului and Valea Ciorii of Prundu Bârgăului), and the ways and means of exploiting it through tourism activities. The study is a phase preceding the start of the project "Romania on whitewaters" released by the Ministry of Tourism in the framework of the Regional Operational Programme financed by the European Union through the European Regional Development Fund. Under this project the aim is fitting in that segment of the river, to carry out specific nautical sports such as rafting and kayaking in this case.

This project will be drawn up by the City Hall of Bistrița Bârgăului in collaboration with the Travel Agency Căliman Holiday Club on the Prior Axe-5: Sustainable development and the promotion of tourism - Exploiting the tourist potential and creating the necessary infrastructure for improved attractiveness of regions of Romania as tourist destinations.

The two component areas, Lake Colibița and the Bistrița Ardeleană River, represent important resources at regional level for sports tourism, which are differently regarded to. Thus, while the Lake Colibița is fully used for recreational boating and swimming, on the Bistrița River nautical activities are scarce at first, being organised solely by the Travel Agency Căliman Club Holiday from Bistrița, possessing appropriate equipment.

Implementation of this project would contribute to the development of tourism in the Bistrița Bârgăului commune, through increasing the number of visitors, the emergence of reception structures (hostels, catering), establishment of jobs, increasing incomes of local people, etc.

Methodology

For the preparation of the present study several stages have been completed, as follows:

- consultation of specialized works in the area of watershed and hydrometry (Zăvoianu, 1978, 2006);

- processing of statistical data relating to sports tourism activities organized on Colibița Lake, and on the Bistrița River, downstream of Electric Power Plant of Bistrița Bârgăului, supplied by some leisure service providers (Căliman Holiday

Club, Sports Club, Schreiner, etc.) and by the Faculty of Physical Education and Sports of Babeș-Bolyai University, Bistrița Extension;

- conducting field observations during sports activities at Colibița, in the Bistrița River Gorges and to the sector between the Electric Power Plant Bistrița Bârgăului and Valea Ciorii from Prundu Bârgăului;

- carrying out geomorphological and hydrometrical observations and measurements on the river sector, on the river bed processes and some parameters like width and configuration of the river beds, level, speed and water depth;

- analysis of topographic maps and ortophotoplans for determining the degree of river bending subject to investigation and the relationship between it and the neighbouring meadow;

- consultation of the local sustainable development strategy of the Bistrița Bârgăului commune;

- development of cartographic materials (maps, profile) in order to illustrate the potential of the morphologically and hydrodynamic river segment in the study.

Study Area

The river-basin system represented by the Colibița Lake and Bistrița Ardeleană River, the segment Electric Power Plant Bistrița Bârgăului-Valea Ciorii Prundu Bârgăului is situated in the north-eastern part of the Bistrița-Năsăud County, in the territory of Bistrița Bârgăului and Prundu Bârgăului municipalities (fig. 1).

Colibița Lake has anthropogenic origin and occupies the western compartment of the Colibița Basin (Bâca, Șteff, 2010), being formed by the accumulation of Bistrița Ardeleană River behind a rockfill (andesites), built between Dealu Pușcă (1081 m) and Capu Dealului (1051 m). Hydrometric parameters of the lake are significant and show its potential for supporting the activities of tourism and nautical sports (table 1).

Table 1.

The Hydrometric parameters of Colibița Lake (source SGA Bistrița-Năsăud)

Area (ha)	Length (km)	Max. width (km)	Max. depth (m)	Volume (mil.m³)
300	7	1,5	60	75

The Bistrița River has its source in the Bistricior massif from the Călimani Mountains, drains the eastern part of the Colibița Depression (Mița basin) and flows into the reservoir, from where, under the dam, crosses over a length of 7 km the gorge sector, after which he continued his course to the confluence with Șieu river, at Sărățel.

The sector of river that is the subject of the present study is between the Electric Power Plant from Bistrița Bârgăului and Prundu Bârgăului, and is distinguished by geomorphologic and hydrometric parameters suitable for practicing controlled rafting and other water sports (kayaking, canoeing, toobing) (fig. 2).

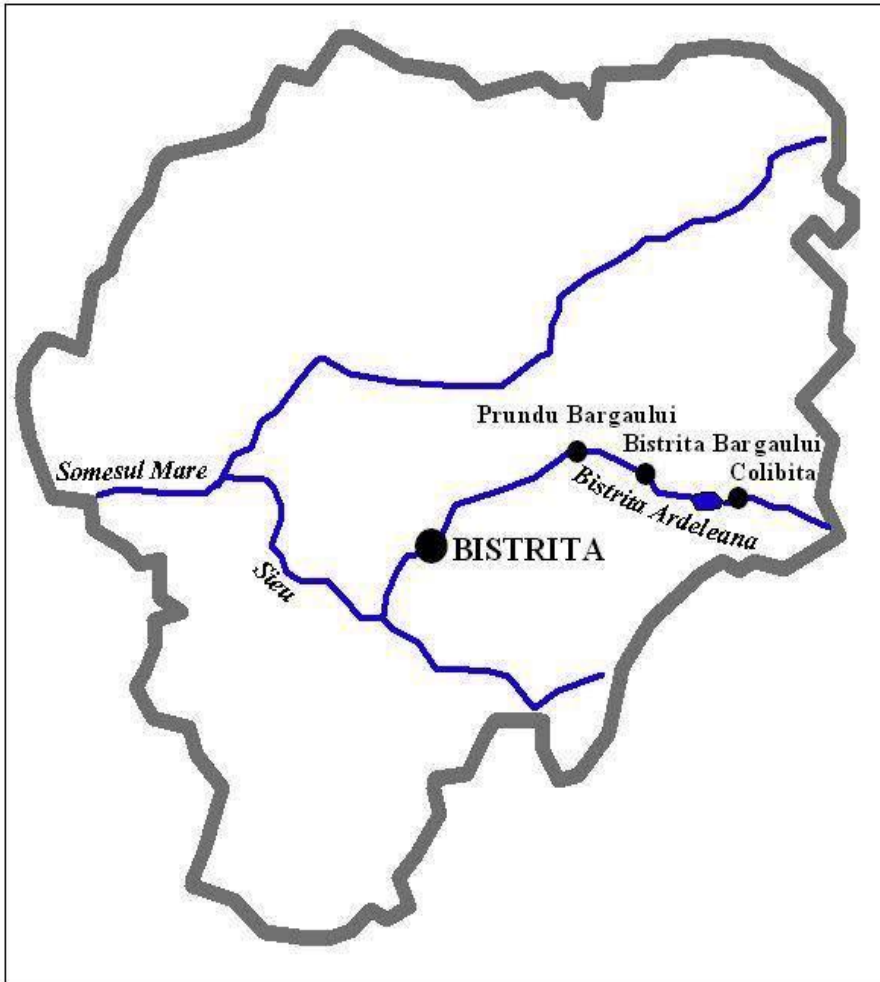


Fig. 1. The geographic position of the study area

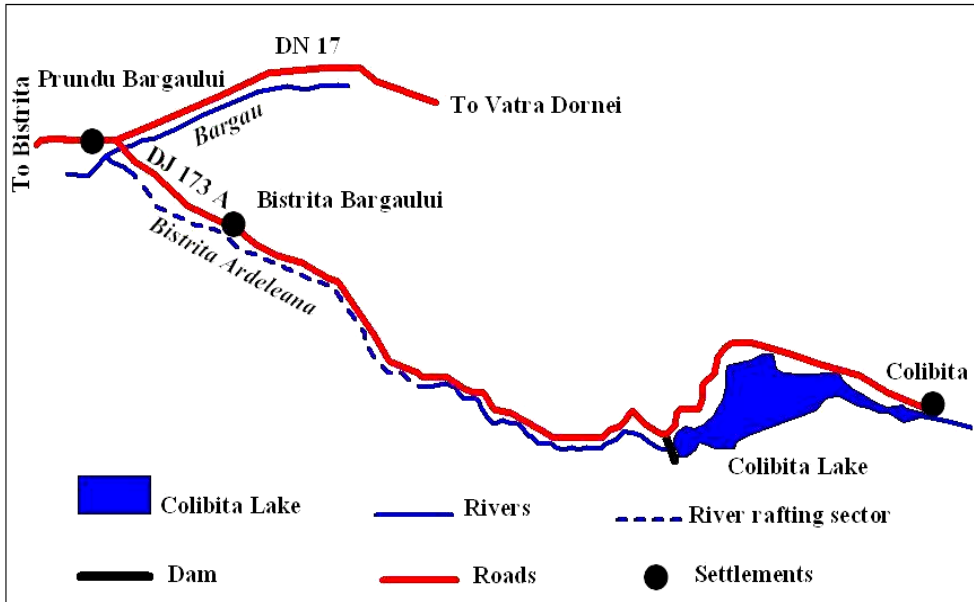


Fig. 2. The river-basin system Colibița Lake - Bistrița Ardeleană River

Results and Discussion

Exploitation of Lake Colibița through teaching activities

By its parameters, Lake Colibița supports the pursuit of various forms of sport and teaching tourism such as swimming, windsurfing, kayaking and canoeing. These activities are extremely attractive, with internships accelerated as the material is specifically adapted to applications. The kind of effort is beneficial involving the bio-physical functions of the body, the mobility having as fundamental element the adaptability to a wide range of variables (mainly climatic), and the foresight of uncertainty and adventure rises attractiveness. Infrastructure and the specific offers of the entrepreneurs are well represented by providing services that meet the requirements of the market.

Practicing with students and masters from the Faculty of Physical Education and Sport from Bistrița, started with the idea of upgrading the natural potential of the area in question, by organizing aquatic activities comprising a significant number of participants, taking into account the development of the concept of eco-culture (very little is currently known)

The programme is addressed mainly to students and masters from their specific specializations which interact deeply with the natural environment, and being the most appropriate in respect to the change of mentality, in the

attitude towards the environment, and active approval. Synthesizing, the main objectives relate to:

- highlighting the tourism potential by practicing adventure tourism;
- development of domestic tourism through the promotion of tourism offers based on active leisure;
- raising the importance of the events organized by increasing the number of participants and the expansion of the offer.

In this context, we have been monitoring the past three aquatic applications being run on Lake Colibița in collaboration with local businesses specialized in the field of active entertainment, during which we launched the concept of aquatic weekend (table 2, fig.3).

The programme of activities has been carried out on two lessons, as follows:

1) Lesson 1 - learning/stabilisation:

- briefing/information on land;
- transportation manoeuvres of equipment on land;
- boarding and overboarding manoeuvres;
- paddling techniques;
- rescue/operation of overthrow situation;
- methodical line kayaking/canoeing navigation on freestanding water;
- games for improving movement/change of direction;

2) Lesson 2 - stabilisation/improvement, took place in the form of a nautical team game called "The naval battle", and requires cooperation, coordination, strategy and tactics. The terms of regulation may refer to:

- the whole group is divided into two teams (red/yellow), each team gets an equal number of the following types of equipment:
 - inflatable double-kayaks (battleships) which are very stable, but larger and slower; are ideal for passing defence and involve simultaneous/paddling manoeuvres / related work in a team;
 - inflatable single-kayaks (frigates), with intermediate skills, with a good compromise between stability and speed; it have inflatable outer tubes like the battleships, but are shorter and have an enhanced hydrodynamic; ideal for blockages, escort, coverage;
 - plastic kayaks (torpedo), which are the fastest and highly manoeuvrable, but suppose a good balance and paddling techniques (you can flip them relatively easy);

After that, the two teams and the paddle man for each kind of craft need to be established. Then follows the cutting on the water, on the groups and on the types of boats.

Each group is led by a guide who will demonstrate the paddling techniques and specific handling; a period of time for exercises shall be granted, and then practice is considered ready to begin the battle.

Table 2.

Categories and number of participants at nautical activities in the Colibița Lake area

Year unfolding	2010	2011	2012	Total
Second year students-optional paddling techniques	40	43	43	131
Masterands active leisure	10	28	30	68
Others activities	12	16	38	66
Total	62	67	116	245

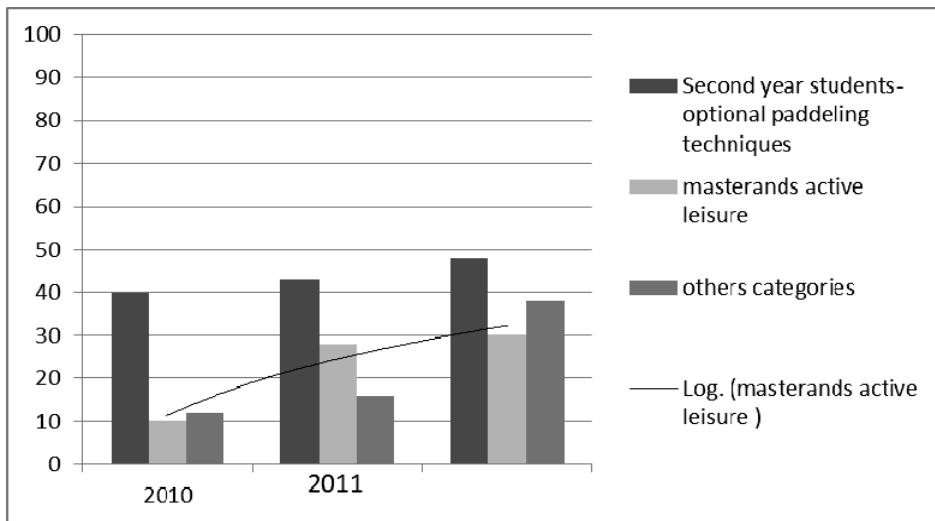


Fig. 3. Comparative diagram of participants in nautical practical activities between 2010 and 2012

The exploitation of Bistrita Ardeleană River by educational and sport tourism activities

The geomorphology of controlled river rafting sector

The presence of the Colibita Reservoir favours practicing nautical sports, particularly rafting, but only on the sector between the Power Plant from Bistrița Bârgăului and Prundu Bârgăului, where geomorphological and hydrodynamic conditions are met.

The Power Plant is located at the exit of the Gorge of Bistrița River, on the left side of the river, and generates electricity (21 MW) based on a water pipeline from the Colibița Lake. After activating the turbine power plant, water is ejected in the Bistrița Ardeleană River with a discharge rate of 13 m³/s,

which ensures the necessary hydrodynamic parameters for controlled rafting, such as: raising the level and speed of the water, the emergence of the rapids and waves, production and the increase of the streams.

The discharge of water from the Power Plant into the river its made by a particular program, which takes account of the requirements of the national electricity system, increasing the level of water in Colibița Lake in rainy periods and the Bistrița city's water needs.

The section of the Bistrița Ardeleană River under study presents the following geomorphometric and hydrometric features (table 3):

Table 3.

The geomorphometric and hydrometric parameters
of the river rafting sector

Lenght (km)	Width (m)	Depth (m)	Drop (m)	Medium slope ‰
8	6-30	0,6-1,50	100	12,5

The longitudinal profile of the river is generally straight, has continued dropping and shows some cracks of sloping (La Remiză, La Cociorvă, Bridireasa) which results in increased hydrodynamic processes, increasing the attractiveness required by rafting (fig. 4). Through its gradient of 12.5‰, the section of the river is among the most important destination for rafting in the country, alongside the rivers Rebra (22‰), Cerna (16‰), Arieș (9.5‰), Jiu, or Bistrița Aurie. Although the best practice for commercial rafting is on the rivers sector with a slope between 16‰-24‰, in the case of Bistrița Ardeleană River the smaller slope is compensated by the lower course of the river and a constant discharge during outflow from the Power Plant.

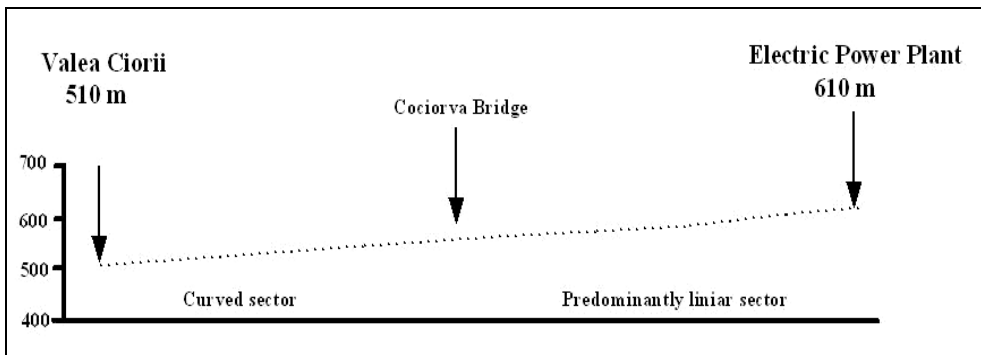


Fig. 4. The profile of the river rafting sector

The detail of the river in this area is represented by a sequence of pools, rifles, sectors with gradient, benches of gravel, steps and thresholds, which at high levels and discharge of water do influence hydrodynamic processes. Thus, the pools generates a laminar slow flow of the water and rifles, steps and thresholds sustain the turbulent and rapid flow of water, accompanied of waves, and small waterfalls.

An important role for the hydrodynamic processes, relevant for controlled rafting, is the presence of man-made steps in the longitudinal profile of the river, built to mitigate the flood, for Sewage Treatment Station (La Magazin) or for distilleries (La Biserici, La Ciopa). They have a height of 1-1.5 m, and at large discharge and levels generate waterfalls which increase the attractiveness of navigation. There should also be mentioned two gravel islands, one downstream of Podul Sălăgeanului, near the distillery, and the second downstream of Podul Bridireasa, which determine the split of the river.

Downstream of the Valea Bânelor sector, the initial morphology of the riverbed has been changed between 2007 and 2010 by works settlement, which caused the shaping of ponds, larger sectors and grinds on both sides of the river.

In transverse section, the river sector features a minor streambed with widths frequently between 6-18 m, growing downstream, bounded by a large meadow, occupied by households, agricultural fields, forests with alder and willow, and traffic routes (fig. 5). The maximum width of the riverbed is recorded in the Podul lui Cociorvă sector, measuring 35 m. The width of active surface of the river during the water discharges from the Power Plant is 6-30 m.

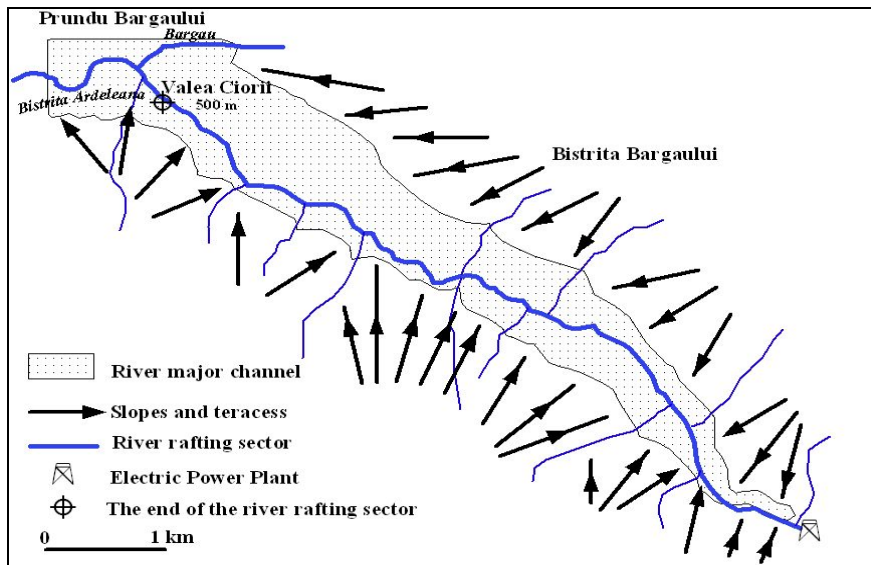


Fig. 5. Geomorphologic sketch of the river rafting sector

On the left side of the meadow, the river is accompanied by a causeway, which permits the access and the motion of tourists and on the right side runs the County Road DJ 173. The height of the meadow is maintained, generally between 2-3 m, but in some areas it reaches just below 1 m, which allows craft mooring and regrouping of the teams (upstream of the Bridireasa, Valea Ciorii).

Throughout its extent, the river sector is crossed by 6 decks (La Fabrică, Bugnărești, Sofia, Boncu, Prigon, Velnița lui Orban) and 5 bridges (Tătarca, Sălăgean, Cociorvă, Bridireasa, Biserici), which allow the movement of tourists, crossing of the river and the observation of rafting boats.

The riverbed is made up of volcanic conglomerates (between the Power Plant and Podul Sălăgeanului) and clay (between Podul Sălăgeanului and Valea Ciorii), and the silting of riverbed are coarse, being represented by debris, gravels and blocks which, at rates and levels, is reflected on the hydrodynamic processes through induction of turbulent flow, and the emergence of waves, rapids, falls and streams, elements necessary for the rafting.

The analysis of the riverbed pattern takes out two separate sectors:

- the Power Plant - Podul lui Cociorvă sector, with a length of 4 km, widths of 6-17 m, declivity of 7,5‰ and the predominance of straight segments;
- the Podul lui Cociorvă - Valea Ciorii sector, with a length of 4 km, widths of 8-30 m, declivity 17,5‰, meanders more significant (1,14 sinuosity coefficient, the length of meanders: 200-500 m).

The channel processes are moderate, because the water-discharge on the Bistrița Ardeleană River is controlled by the Colibița dam, but nevertheless there are some sectors with shore erosion, benches of gravels, and alluvial fans at the mouth of major tributaries (Pietroasa, Bridireasa), which at high levels induce optimal hydrodynamic conditions for rafting (waves, rapids, streams).

The hydrodynamic features of the river sector

The studied river sector is relevant for water sports and rafting only when the water is discharged from the Power Plant, with different purposes (electricity supply, discharge stabilization, ensuring water needs for the city of Bistrița). At that time, discharge and high levels ensure the floating of the craft, and determine the hydrodynamic elements attractive for tourist activities, like waves, streams, rapids and falls.

The water level in periods when the Power Plant is not working is between 50-80 cm, at a normal discharge of 5,47-0,65 m³/s (fig. 6).

During periods when the Power Plant operates and discharge water to the river, the water level, at a discharge 16,2-17,7 m³/s, is situated between 122-128 cm (fig. 7). Under these circumstances, in sectors with coarse sediment waves are forming, with heights of up to 1,5 m (La Velnița la Cociorvă, Bridireasa,

La Neamțu), on the slope sectors arise rapids (La Remiză, Podul Sălăgeanului, La Velniță la Orban, Bridireasa) and in areas with thresholds and steps small waterfalls can be seen.

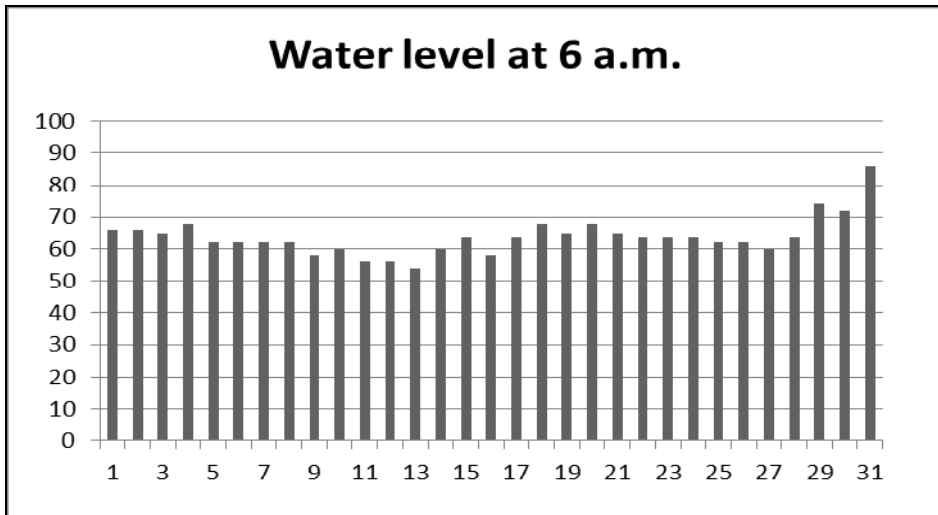


Fig. 6. Water level at 6 a.m. (May, 2012)
(source SGA Bistrița-Năsăud)

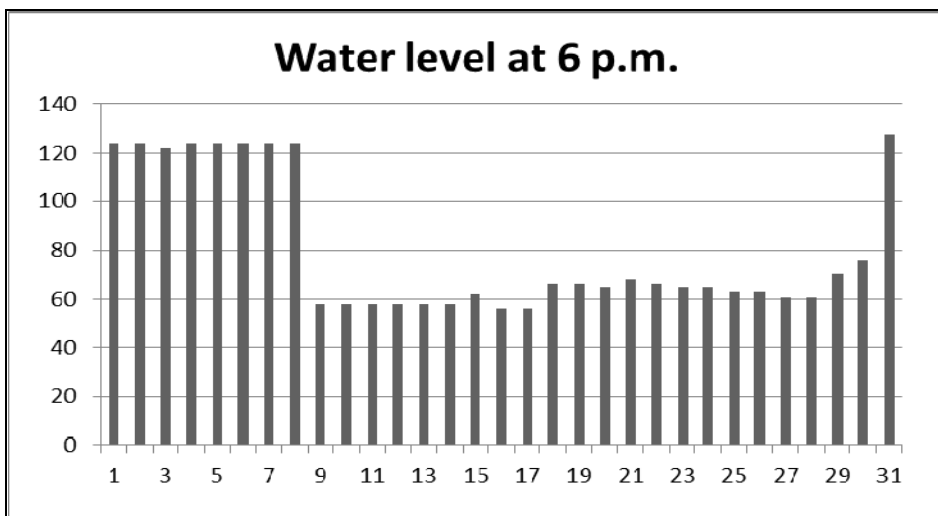


Fig. 7. Water level at 6 p.m. (May, 2012)
(source SGA Bistrița-Năsăud)

Comparative problems

The rafting is a recreational activity that is carried out in Romania on several rivers, such as Jiu, Bistrița, Arieș, Buzău, Cerna, Nera, Rebra (Munteanu, 2010), etc. In all these cases, the periods favourable are fall, spring and during summer floods, when the discharge and levels ensure the craft flotation. The controlled rafting runs only on the Buzău river, downstream the Siriu Power Plant, and on the Bistrița Ardeleană river downstream the Power Plant from Bistrița Bârgăului. This activity may take place throughout the year, by the discharge of water from Siriu and Colibița Lakes.

Downstream of the confluence with the Bâsca River, the discharge of Buzău River is controlled by the Siriu Power Plant and has an average of 25 m³/s, and the length of navigable sector is 10-15 km. Hydrodynamically, we distinguish waves of up to 2 m, rapids, waterfalls, accelerated sectors by narrow and linear obstacles. The associated forms of tourism can include: hiking, etnotourism, cyclotourism, enduro, etc.

The tourist exploitation of the river sector

The biggest advantage of this river sector is the presence of the Colibița Reservoir. This makes it possible to practice rafting and kayaking at any time of the year, not only in spring, when the rivers of Romania have a high discharge due to snow melting in the mountains and precipitation. So, in summer months, when most of the rivers have a low discharge, the Bistrita Ardeleană river represents an ideal opportunity for those that love aquatic sports. The length of this sector is 8 km and the average gradient is 12,5 m/km, and when the water from the Colibița Lake is discharged, the river turns into a whitewater torrent, very attractive for practicing rafting and kayaking.

The class of difficulty is II-III (medium), especially because of the strong current of water and the long portions without quiet water, where sustained techniques and manoeuvres to keep the boat on the correct path are necessary. The river has numerous rapids, thresholds, white waves, being a true whitewater river throughout the entire length.

Practicing nautical sports on the river must be considered in the context of experience gaining, and that is what will happen on the methodical structure which begins from standing water. Therefore, the nautical base for initiation and strengthening the skills was established on the Colibița Lake, then it will move gradually to the more spectacular developments on river sectors, increasingly more difficult and technical. More and more, at this level security measures and help power in case of overthrow of the craft are necessary.

In the nautical weekend of Colibița, the leisure and educational activities have continued on this segment of the river, according to the following schedule:

1) The second day:

Lesson III-IV/ improvement, which was practicing controlled rafting on the river sector, action attended by 65 people;

2) The third day:

Lesson V/ processing, where the participants have been practicing kayaking on the same river sector.

Associated tourism forms

In addition to nautical sports, supported by the river basin system Colibița Lake - Bistrița Ardeleană River, there can also be practiced other active forms of tourism in the vicinity, such as:

- hiking (Bistrița Gorges and the side valleys Șoimu, Stegea, Repedele; the massifs Piatra Mare, Dl. Pușcă, Piatra lui Orban ridge);
- cyclotourism (Colibița, Bistrița Gorges, etc.);
- climbing (Bistrița Gorges);
- tourism for gathering ornamental and medicinal plants;
- ecotourism (Protected area Repedea);
- sport fishing (Colibița Lake, Bistrița Ardeleană river);
- cultural tourism (Bistrița Bârgăului village);
- camping tourism (Bistrița Gorge, Gura Șoimu, Colibița).

Conclusions

The drainage system of the Colibița Lake and Bistrița Ardeleană River, the sector between the Power Plant Bistrița Bârgăului - Valea Ciorii from Prundu Bârgăului is an important resource for practicing nautical sports.

Discharge rates and levels provided on the river by the release of water from Lake Colibița in the Bistrița Ardeleană River, the geomorphologic and hydrometric features of the segment studied (length, width, slope, detailed morphology) and hydrodynamics induced by them (waves, currents, waterfalls, rapids) favour practicing controlled rafting, kayaking and canoeing.

According to the International Scale of River Difficulty, the studied river sector fall into categories II-III medium and can be disposed for pleasure navigation, for relaxation and leisure.

On the basis of the data obtained it can be seen that the total number of participants increased significantly in reported cases of all categories (IInd year students, masters, other categories of participants).

The last item mentioned recorded the highest increase, since the other two categories are limited by the amount of tuition fees. They also recorded an increase in the number of masters due to the emergence of new lines of master from the Bistrița University Extension.

Other significant items registered refer to the average age of participants, sex of participants, and the presence of those who previously practiced nautical activities (table 4).

Table 4.

Medium age, genre and previous experience of participants
at practical nautical activities

ITEMS	Medium age	M	F	Experience
Second year students-optional paddling techniques	18-40	52	39	2
Masterands active leisure	23-35	58	10	5
Other categories	30-45	50	16	20
Total	18-45	160	65	27

These compared data show the fact that the average age of participants is 18-45 years, the proportion of male persons is considerably higher than the female, the same the percentage of participants with previous experience increases markedly in the case of the two last categories, which reveals the attractiveness and positive impact registered from the participants (fig. 8).

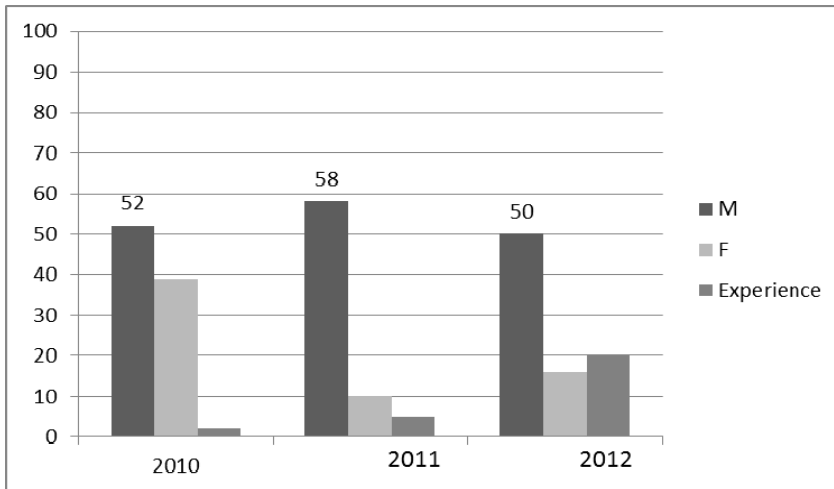


Fig. 8. Comparative chart weighting of the participants to practical nautical activities

Another form of nautical leisure refers to the organization of active camps and adventure focused on initiating/consolidation/training in kayaking/canoeing/rafting for children. This type of activity is organized mainly during school holidays and will be carried out in conjunction with other active mountain practices such as: climbing, tourist orientation, sightseeing, mountain touring (table 5, fig. 9).

Table 5.

Structure of participants of the adventure camps at Colibița
during the period 2010-2012

Year unfolding	2010	2011	2012	Total
Profile camp	cayaking-canoeing	cayaking-canoeing	cayaking-canoeing-rafting	ccr
Participants	50	65	70	185
Girls	5	11	25	41
Boys	45	49	50	144

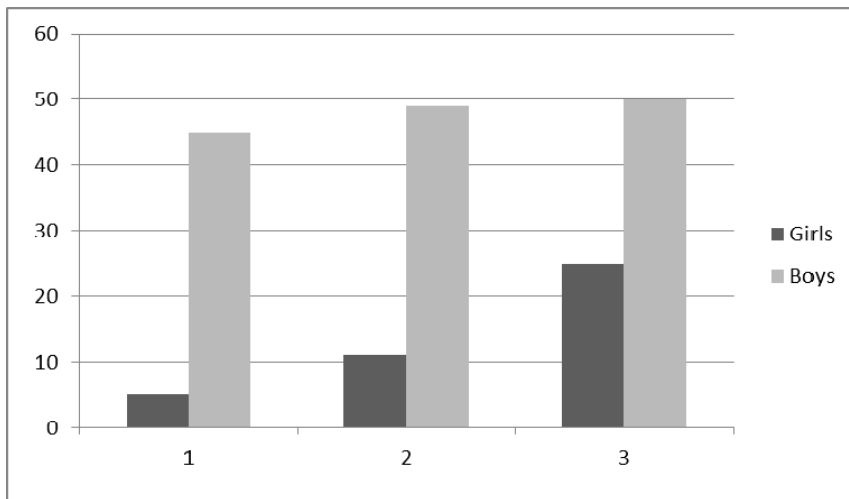


Fig. 9. Comparative chart of the participants at Colibița Adventure camps
1-2010; 2-2011; 3-2012

Selected data reveals the increased interest manifested in the course of this period, which spotlighted the growing number of children who participate in this kind of activity, under the circumstances in which a certain retainer should be manifested in relation to those activities considered to be hazardous.

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