



STUDIA UNIVERSITATIS  
BABEȘ-BOLYAI



# EDUCATIO ARTIS GYMNASTICAE

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**S T U D I A**

**UNIVERSITATIS BABEȘ–BOLYAI**

**EDUCATIO ARTIS GYMNASTICAE**

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# THE POSSIBLE FUTURE PLAN OF HUNGARIAN HIGHER EDUCATION (UNIVERSITY AND COLLEGE) SPORTS, ITS INNOVATIVE TOOLS AND ROLE IN THE FRAMEWORK OF HUNGARIAN SPORT, THROUGH THE EXAMPLE OF THE SPORTS PROGRAMME OF THE UNIVERSITY OF DEBRECEN

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**ABSTRACT.** The sports of Hungarian Higher Education is a basic strategic role concerning the competitiveness of its institutions. Contemporary sport conceptions, and the planning of future's sports cannot skip considering this sport section, that can be characterised with a whole different range of traditions and possibilities in different regions of Hungary. An active interaction can be seen between the institution's pursuit of a possible way, its modern thinking, scientific and educational activities and the establishment of university standard of living - programmes. The location of the sports of Higher Education is not the most efficient in the Hungarian sports - structure, but its significance is re-discovered and systematized, which is evidently a positive impact on public healthcare and sports healthcare. There are four basic fields: physical education, free time sport, university sport and qualitative competitive sport. Their renewal and reform would be able to change the future thinking of the region's population. This article is about the examination of the Higher Education sports of Hungary, and for the specific results the article's author has chosen the example of the University Of Debrecen, that is one of the biggest universities of our country.

**Keywords:** *Hungarian Sports strategy, higher education sport, sport structure, improvement and appreciation of physical education., health, future plan, sport carrier, sport innovation resources, life- quality, quality of health, evaluation of sport, infrastructures, facilities, sports club, university sports program, Northern-Plains region.*

## ***The Basic Fields of Hungarian Sport***

According to the Hungarian National sport-strategy , the basic aim of the Hungarian state is to improve the living standard, and the state of health of its citizens with the least possible amount of state source. Development,

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Improvement and quality work are possible only through the help of a properly trained and dynamic society, individual or group of people.

Ideally sports facilities play an important role in preservation of physical and mental health, and in forming a health-conscious attitude to life. Sport is a mediator of lifelading strategies and methods, one of the most important tools of education, which supports the youth with playful supply of solutions, and helps the individual's self-realization. What is more, sport and doing sports can play an essential role in strenghtening familial and social ties, moreover, it can be a cultural freetime-spending activity, a source of entertainment and and pleasure. It is a beneficial and pleasurable pastime, the source of delight and recreation, and can also be the weapon for improving the conditions of underprivileged groups or individuals. Concerning all these points, sports assist the improvement of the standard of living. (Sport XXI National Sports Strategy 2007).

The aim of sport politics is to activate people to live a healty and sporty life, and hereby, to improve the living standard of the citizens, and therefore, to reach melioration in public health care.

In my opinion, the Hungarian population is not aware of the fact that they have a very important worth, a property: health. It is also not clear, that the management of sport is not only the responsibility of the workplace, or the state, but the responsibility of the individual too, so that he/she lives a humanely proper life. According to different surveys, health is among the first wishes of Hungarian people, which means that they desire to live healthily, but they seem to be unwilling to work on their health condition. If someone is not aware of the value of his/her health, than he would not accept or follow disciplinary, and prohibitive rules and regulations. Every health-improving activity is about to fail, if it takes a sight on people who do not understand, estimate or appreciate the rate of their health. So the propagation of the value of health should be accepted and treated as a key concept in health-improving activities. There is a need for a kind of attitude and behaviour-formative activities, which involve spreading information, and the invitation of those in need. The role of Kindergarten is to strenghten sports' value - precautionary approach, whereas schools should propagate (the importance of) healthy lifestyle. Approach-shaping is a purposeful task, and its basic tool is the improvement and appreciation of physical education.

Physical education and sport are part of universal culture, whose versatility, rich cyclopaedia, results, and successes are natural and wide-known facts for many of us. Physical exercise has both health-preserving

and health-improving functions, but besides these functions, it has many different impacts, that we mostly get to know through organised educational activities, first in kindergarten, and later in elementary and secondary schools, and in sports clubs. The more effectation reaches the individual, the more he is able to improve his abilities, and realize his secret talent. During sports activities we should effectively improve motivation, activity, endurance, courage, willpower, the ability to struggle, self-confidence, pain-endurance, and we can also form a down-to-earth self-assessment. All features of personality are needed for the successful fitting into contemporary society, and for the creation of the optimal conditions on which our personal life and welfare are based. In case all these characteristics become lasting behavioural elements during physical education lessons and sports clubs' activities, they can be transported to other spheres of life. The task of physical education teachers is to make real students' experiences and their knowledge about features of personality, that were achieved and consolidated during sports activities, and therefore, to influence the behavioural repertoire of children (BÍRÓNÉ, 1983).

Now I am about to quote Antall József's ideas, the Hungarian Prime Minister under the Regime Change, that were elaborated during the 1991 National Physical Education Congress, about the moral and character-improving effect of physical education: "There is no other subject that is able to educate and influence so many straight and personally healthy people, than physical education and sport-spirit". So, school education and sport, that both have positive effects upon the health care, and training (toughness) of the youth – which has physiological and emotional effects- and also play an important and irreplaceable role in the establishment of moral values, that supports the humansocialization of the youth. Albert Szent-Györgyi believes, that a sport team is the miniature picture of society, and the contest is the symbol of the grand struggle for life. Here, during the contest, sport teaches the most important civil virtues within a short time: cohesion, self-sacrifice, the subordination of individual virtues, endurance, the readiness to act, making quick decisions, substantive (personal) judgement, absolute respectability and, above all, the rules of fair play, the rules of the grand game. (ISTVÁNFI, 2005)

In Hungary, there seems to be a contradiction between the theoretically defined sportpolitical strategy and its operative aims, and the viability of them. It seems that sport, which is becoming a more and more valuable field in international terms- is not valued according to its value and importance, but is seen as only formally important. This is the result for under-financing,

and political under-representation, moreover, sport - together with its role and possibilities- is devalued, and there is a problem with the horizontal connecting points of sportpolitics, namely, that their connection to other special-politics is undefined and untapped.

***The status of Hungarian Higher Education sport, and its possible future plan***

The importance of University and College Sport is not only a momentary demand, but it is about the satisfaction of habits. Professional people – getting out of the Alma Mater – convey values that can support the improvement of the society of the future. Students meet organized sport services, that result in everlasting memories and experiences, for the last time during their years of education. Hopefully, these last steps of development would provide the students with information that will result in an everlasting attempt to live a healthy and sporty life, moreover, would encourage them to integrate sporty lifestyle to the everyday life of their family. Since more and more students are accepted to universities than before, the message of sport has a great importance in higher education. That is the reason why the relationship of sports and other fields are important, together with sport's financing, organisation, structure, programmes, representation, and its role in hungarian sports life.

Our ecological approaches, and the positive change of public thinking are impossible without the active covenancy of intellectuals. Unfortunately, there is not much sign of that nowadays. Although there is no exact data about the above situation, but we can rightly suppose that there is no significantly scarce environmentally harmful attitude to life among the circle of intellectuals. A style of integrating ecological principles into life-guidance has not become peculiar. Moreover, certain troubles, for example the wasting of energy, or no environmentally-conscious handling of waste, are more and more common among those groups of society who can probably be connected to higher standard of living.

That is why it is very important – while not abdicating the contemporary adult generation – that students, and intellectuals of universities and colleges should assimilate a different kind of thinking, and create a different kind of lifestyle. As a matter of fact, sport is an ideal tool to build strong ties between values, so that the inheritance of values is a proper cooperation, and they form a perfect kind of interaction.

Sports of Higher Education can be characterized by a non-satisfactory standard, and with the lack of non-equivalent sponsorship. To emphasize the very tout essence of the situation, sport is not an essential part of Hungarian universities and colleges, these kind of valuable and qualitative institutionalized sport activities are promoted in few institutes. However, the standard of students' physical education and freetime sport activities are not good either. It is a core interest to change this situation, so that sport's location in students' style of living reaches its right rank. Sports activity is complex, health-care supporting, and it results in trained conditions of individuals, and also has a representative role in the improvement of ecological thinking.

Fields of improving ecological thinking are the following:

- Healthy nutrition, preferring bio-products if possible
- The development of environmentally-conscious and environmentally-friendly sport facilities
- The improvement of different kinds of sports that use natural energies, such as sunshine, water, or air - rowing, kayak, canoe, orienteering, ski-running, and cycling

At this moment, the idea that we can reach a break-through in ecological terms is hopeless, not only in institutions of higher education but also in specialist-departments. Although, according to what has been said so far, there is a possibility to achieve several sport activities. We should work on a structure of tendering. According to the different demands of environmental protection:

- Selective waste collection
- Energy-economy
- The establishment of environmentally-conscious thinking
- The validation of ecological regards – thorough the announcement of sports events, and during events of higher education

Accoring to these points, programmes can be organized for the sport clubs and institutions of higher education, and these could be patronized from a basic monetary fund. Other possibilities include the appearance of ecologically based discourses, that can be introduced in different stages of different higher education institutes (BSc, BA, MSc, MA, PhD, etc.). Organisational work (concerning ecological themes) is done by associations and clubs, with the principal and functional help of the Hungarian University and College Sport Association (UJJ, 2003).



Sport of Higher Education must produce and show up the possibilities of successful sport carriers. To reach the American example of turning students' and university sports into motivational factors, changes should be introduced in the process of application for university admission, and also in the functioning of sports. There is a need for the re-interpretation of (sur-)plus points appearing during the process of application for admission. An incredible manpower is needed for eminent sport results in different sports or sport fields. On the one hand, similarly to successful language exams, and prominent educational results, individuals must make sacrifices. On the other hand, the working of sport clubs in universities and colleges should be made ideal, so that they become the medium of university sport, and therefore, they are able to become the source of qualitative sport supply and relieve the supply-training work of sport institutions, because these institutions are unable to work without external monetary supplies and a relevant internal income. This above fact, unfortunately, made the everyday existence of Hungarian supply-training unstable. Furthermore, it is more and more evident that secondary school students want to achieve a degree. So therefore, it is important not to force students to choose between higher education and qualitative sport activities. Both of them are social interest, which should be backed up by programmes.

Sports of higher Education has organized into a national association. The Hungarian University-College Sports Association is a member of the Hungarian Sports Association too, that is mainly financed by state money. The Association unites and harmonizes all those public benefit organisations – which are based on self-governing principles- that deal with the work of any private or legal individuals, who are members of any sports clubs of Higher Education institutes, working in the Republic of Hungary. The work of these public benefit organisations is determined and defined by the coalition law of Act II of 1989, and the CLVI. Act of 1997, about public benefit organisations. The aim of the Association is to harmonize the activities of students' and staff members' sport association - a Kht. 26. §. C/14. law defines public benefit organisations- and also to ingratiate people with sport, to spread the importance of sport, and to reach an increase in the number of sportsman (Alapszabály, 2007).

The Associate Institutes accept the constitution of the MEFS, they pay dues, and participate at international and domestic events voluntarily. They integrate the proposals of the Association - concerning physical education - into their sport activities. The Association organizes championships, where the Hungarian students (of Higher Education) can win Hungarian champion ranks, and then they can wear the National Hungarian University Team's accoutrements at continental and world championships and contests.

The Hungarian Government commanded that Higher Education Institutions should inform the Government with the exact number of students. The maximum of students' number determines how many students can be accepted to different institutions, and how many can learn with the state's monetary support and how many of them should pay for their education. The Government specified the requirements, and after that a procedure has started, that lasted until the spring of 2008, that has resulted in the authentication of the maximum number of students in several Institutions. During the procedure, Institutions of Higher Education give the maximum number of students – estimating their potential, and students' demands- and then they authenticize whether they have the facilities – educational, personal and infrastructural- to meet the requirements. At the end of the procedure, the (National) Office of Education supervises the statements of Institutions, and if it does not find any problems, it approves the given maximum number of students.

The availability of sport facilities and sport-grounds must be indicated at the proper part of the application form. Sport facilities and sport-grounds must be distinguished. The available weekly lessons must be given in 60-minutes lessons / classes. The role of Higher education sport is to guarantee free physical education classes/lessons twice a week for all students (Oktatási Hivatal, 2008). This is in harmony with the European Union's sportpolitics.

Sport is organized by several different sport and physical education units, which may vary in their level, and their very essence is defined by what they have inherited from the structure of the Institute (whether they work in the form of sport clubs or P.E. classes/lessons). There are P.E. departments, sport centres and associations. The highest unit is the Sports Directorate, which has the widest competence. Its self-sufficient nature, its employer-life essence, its supervisory and management competence make it possible for it to represent University education and sport at the level of institutional governance. Its structure and form suits the European Union's sport-strategy and recommendations the best. This is imported into the National Hungarian Sport-Strategy and it advises local governments to support this programme too. Local governments are self-sufficient concerning their system of relations and organisms, and they also play an important role in satisfying public-services. Their relationship to the National Government must be based upon a stronger future cooperation, and the constant sharing of sport tasks, as well as providing constant information circulation. On the long run, directing regional and settlement-based local governmental work

must be based upon the concentration of resources, the excavation of already existing potentials, and creating horizontal cooperations, as well as, paying attention to create direct relations to sport associations. That is why it is practicle to create a brand new sport-directorate system, that is based on the aknowledgement of the new reforming ideas of the civil service, and this system must also fit into the system of regional and minor-regional structures. (ORSZÁGGYŰLÉSI HATÁROZAT, 65/2007) The reception of this system was impossible before. The University of Debrecen were among the first universities that identified with this trend, and in 2005, it accepted the establishment of its Sports Directorate, that is an independent and substantive unit of Higher Education, and the Sports Directorate gradually created and shaped its function, its internal structure, its working mechanisms and order, and finally its own budget. Recently, this system is understandable and convertable by other Institutions too. Under ideal circumstances, it can be nationally accepted that the sports-structure of Hungarian Higher Education Institutions works in this above form. That is why the message of the University of Debrecen's pioneer activity carries the idea of being advantageous, but this also means a great deal of responsibility, because the judgement of university sports' importance is not unambiguous everywhere in Hungary. The renewal of sport programmes is not among the most important projects of institutions, and this is due to the miserable financial situation of the Hungarian Higher Education institutions.

### ***The analysis of the sport and its adequate innovation resources***

Following the analysis of the articles and documents I came to a resolution, that I compared to its practical use, which practical use I could gather in my years of higher education since 1992.

Then after following the main guidelines, I happened to create the analysis concerning Sport in the University of Debrecen.

Due to my leading experience and research in this field I strongly believe, that the sport programmes introduced here are part of a complex system. It plays a major role in the active Hungarian racing and recreation as a sport. In addition its Sports Club (DEAC) bears an important role in the national qualitative sport. In the regional support for the rising generation it is without pair, since higher education is of primary aim for young sportsmen.

The programmes of the University are also open for the public, not only for those who are obligated to do them. The aims of the regional conceptional sports documents are not to analyse, develop, assess the different sports on their own, but to link them to a larger entity's concepts. It

is highly notable that (Hungary's) the second largest city's sports concept was drawn according to the University's own sport concept, which by doing so foreshadows a long term cooperation between the two sides.

This idea is also supported by the attitude of the students' mind here in the University which indicates its necessity. After the analysis of the poll-results, that was inquiring about their customs, we got to know that they like quality, they are responsive to new ideas, solutions and they think highly of doing sports regularly. What is more, they are aware of the positive effects of sports on their health. The message of the analysis is clear, the University of Debrecen does not only have a regional weight when it comes to sport activities, but also on a national scale.

It is due to the commitment of the management and the Student Government (Hallgatói Önkormányzat), that the present equipment provides an innovation for the Directorate of Sports (Sportigazgatóság).

65-75% of the students who go to their Universities in the country are likely to be from the vicinity of the university, concerning the universities in Budapest, the numbers decrease to 50%. (KOLTAI – NÉMETH, 2002; CSAPÓNÉ, 2004).

According to the National Higher Education Office's statement, the main recruitment area of the University of Debrecen is in the Northern Plains (Észak-alföldi régió) and the area of Northern Hungary (Észak-magyarországi régió) (OFFI, 2003). The students who apply come mostly from the eastern part of the country, in this aspect we can say that the university's recruitment is closed, or at least has limitations. POLÓNYI (2003) supports this idea in his work, by stating that amongst the universities in the countryside the University of Debrecen bears the most applicants from the region.

To the question, permanent address: 64.7% of the polltakers gave the answer that they are from the Northern Plains region, 16.5% of them came from the Northern Hungarian region, 10.2% applied from Budapest. In point of counties: Hajdú-Bihar county (HBM) 42%, Szabolcs-Szatmár-Bereg county 18.3% and Borsod-Abaúj-Zemplén county was with 12.3% represented.

The question arises, what shall we do to level up the region's quality of life? Several innovative strategy sprang into existence, since we are talking about factors of sustainable economic growth. Amongst others, the newest idea presented by the EU is concerned with sports strategy. The European Sports Committee approves that sport in the XX century bears with a social importance. Sport is the most efficiently constructed civil institution in the European civil society. The factors mentioned in the White Book (Fehér Könyv) should be considered as approved. Our national Sports Strategy closely supports this.

The European institutions approved of the many roles that Sport takes up in the European society, from structures based on volunteering in healthcare, teaching, social integration and fields of culture. (NAGY, 2004). Following the critical years of 1989-1990, more and more students applied for university. As a result: the number of university graduates multiplied by 1.5 from that of 15 years earlier.

The main fields of the European teaching politics are teaching, economy, the quality of life, competitiveness and of course competencies. The European Universities, hand in hand with society are communicating as one with the economy in order to find a way to development.

Knowledge, qualification, capacity for innovation became the leading factors for health and the optimal quality of life, let alone the economic efficiency and career. That is why the demand for modern knowledge and abilities has become so passionately claimed by the public from the Universities, so that the students view of life and working abilities should be dynamic and are subjected to take their part in the workflow of the economy.

The expectations of the labour market are that the student shall be capable of possessing the professional quality knowledge necessary, in other words pragmatic knowledge of his/her field. There is need for graduates who are healthy and can be subjected to long hours.

### ***Development of the quality of health is a priority***

From the point of view of the development of the the quality of life, the University of Debrecen also bares a great importance. Apart from the marketable knowledge, it tries to create a friendly atmosphere which in this aspect also supports the prestige of the university.

There are more than one opportunities at hand. Besides showing the younger generation what sport as a profession is, it also shows an opportunity of career, which comes down to them in motivation. Those performing their best carry the university's name throughout the globe. It is also a good way of advertisement. The students feel as if the training facilities, which belong to the university under the directory of the DEAC Sport Nonprofit Közhasznú Kft (Ltd) were their own. The facilities can host 400 people, and allow their constant training as well as championship in the National Leagues.

Transforming regular physical exercise into a working pragmatic system was the first step towards fixating the attention of the students on a healthy way of living. The students can also find activities outside the immediate department's reach, in different camps or accentuated sports programs. Our

polls show that our students are well aware of the wide range of options they can choose from, concerning PE lessons, and by taking them, the list could have grown to its present state. I strongly believe that the direct motivation of the students is highly important, that is why I am backing up ideas like: classes for credits that have some sport activities incorporated in them. Our theory and practice of football is really popular. We were boosted on this result, so decided to apply this idea on other popular classes which now give the students credits too. Nevertheless they apply useful information about the field that they are interested in. The daily routine should be supplemented by quality sport programs, so that we can move large amount of people at a time. According to the observations some really outstanding attention-seeking programs shall be integrated to the usual sports of the many. The events that can be understood as a campaign to the healthy way of living is very popular. The programs help the university in fields apart from competitions, like in international relations or invitation tenders hosted by the EU. That is why sport is necessary in every day life, such as: Sport Dances, Flower Parade (Virágkarnevál) or in the organisation of the programs by enrollment to school.

### ***The evaluation of the Sports Activity***

The enrollment strategy of the University of Debrecen is wise and wide. Its function is decisive in this region but also on a national level. Its words carries weight, so by the rethinking of the national admission system, we lobbied for the extra points that can be granted for sports activities prior to the university, which in this aspect affects the pupils in high-school. The extra points that can be granted to an individual is not always clear. Their peers often do not judge their commitment to a certain sport, how much time consuming it can be at times. Their activity supports the community spirit, and mediates a positive set of values to their peers, it helps them to form the possibility of being a successful adults in their studies and in their sports career. This does not only represent the individual or the community surrounding him/her but also in many of the cases the whole of the university at other times even the whole nation. The value of the sports activities in this respect can be widely understood, the advantage of which shall be exploited. This is only possible in an environment which gives the proper respect for the work invested, even if it concerns “children” sometimes. The University of Debrecen was successful in so doing, so now it is his duty to show the light to the high school goers (sportsmen) also.

According to officials, the trend that is taking shape nowadays is, that most of the institutions are input-oriented meaning; the institutions are interested mostly in gathering the talented people together. The ranking that is in effect today labels the given institutions popular by its number of students attending it, which also means it is good.

The long term functioning of the university is unimaginable without providing a decent amount of skillful entrants to the labour market, whose knowledge, trained skills and personality has to meet the gradually changing but indicatable desires of the economy. It is a real advantage that following the graduation from our school, through the alumni system of the University, the connection does not perish. Some even stay for a few years and do sports in the colours of the University, again others take the name of the University to different places and in many cases they play in higher levels.

If the university wants to achieve success, it has to take a long view. In so doing it has take our nation's and the EU's sports strategy into consideration. The university's sports activity is not isolated even in this aspect, it has to have a working knowledge of the Hungarian county's sports concept in order for sport to be able to find a partner in the local governments, the education as well as in the private sector.

It is crucial that there shall be new equipment at our disposal. With the merging of PE and sport, we got a systematic unit which coordinates the organisational as well as the educational potency, and is capable of rationalising the consts and the human capacity. It created a unique system; one of its achievements is that sport has a representative power in the University's council.

Our infrastructure at sport did not go hand in hand with the rapid growth of the numbers of our university students. In view of the national and EU tenders shall we go through with our development plans. The demand from the solvent students is real. The expansion should go through primarily with the participation of our own students.

The results of the survey show that in the financial shaping of the program we can count with a rising interest in the demand of the student services. Of course the citizens living in the vicinity also pose as a great asset, because they are highly receptive towards programs organised by the university. Observations show that they are using our facilities with great joy, as their prices and accessibility is at hand. Demand from them is growing rapidly as well concerning sports.

Debrecen is in the lead in sport facilities on a national level, but it is very difficult for us to catch up with the rapidly growing amateur and professional sport clubs. The development of the university's sports program, the growing demand and the lesser urban options all consents to hurry up the development programs. Nevertheless the point of views can meet, as there is a common ground amongst the university, the urban and the official sport.

The aim of the sport strategy of the university is to show the qualitative upcoming generation what professional patters exist and persuade the more of them to be part of the University of Debrecen team. This is why it would be advised to run the more sport types. The DEAC Sport Nonprofit Közhasznú Kft. (Ltd) currently has 22 sport types up and running. There are strong connections between some of the big professional sport types and the DEAC. The pupils of the Debreceni Sportcentrum Kht. often become the NB special division's upcoming generation.

If the university decides to take a stand on the side of the support of sports, it will have to create a special sport academic system that is based on a mutual support of the city's teaching facilities and the the DSC - sport school. In the following phase the university would continue the qualification of the talented sportsmen. After successfully winning competitions, my advice would be to develop a western based sports academic pattern, by preferring the outstanding sport types.

We have to create a support system that can continue to help the talented sportsmen. The scholarship system for sports currently used (from 2005), is based on the system that is used by the American universities. In case we are able to attain external support for this cause this will work.

Its success would be granted as soon as the local government said yes to the financial support, as there are numerous qualified sportsmen in the university who are not part of the DEAC team yet. There are 2000 international students, studying in Debrecen and it is really interesting what diverse sport culture they represent. Some of them also did sports on a higher level. On every sports event we can count on the attendance of the international students.

Their enthusiasm in many cases surpasses those of the Hungarian students'. We should not forget about the fact that they are taking part in our education in groups. This is good for cohesion. They know each other better, and care for each other even more, outside school. From the polls we know that this is what the Hungarian students are missing. The international students gladly integrate into the DEAC sports program, that is why the expansion of this scholarship program should be obtainable for them too.



Further plans are to arrange links with the sportsleagues of the Olympic sports. The MOB (Hungarian Olympic Committee) signed a contract with 22 higher educational institutions in 2008 for the Program for Olympic Athletes Olimpikon Életút Program. Annually they give away 10 million Ft's sports scholarship for the future olympicons who study in one of the Hungarian Universities, Collages.

There are ideals present in the University of Debrecen too. Currently 5-6 student of ours gets a permanent scholarship from the MOB. The contracts that shall be signed with the sports leagues, should help the upcoming generation to name the University of Debrecen as their aim, where they could, besides other benefits, enjoy the university's own sports scholarship system, to guide them on their future career.

It is really important for the university to take steps in the field of sports and common healthcare. Its capacity for Research and development sets it to a unique position on an international scale.

In this program the establishment of the Internationally Accredited Dopping laboratory would be a real diving board. The faculties that coexist in the university could link very easily. The medicine students are highly committed to sports, but also they show a scientific fascination for it. They are willingly taking part on sport conferences or on sport events as medical care personnel. The sports doctor postgraduate training's accreditation should be at hand.

The most important proposal would be the applying of the sportsacademic training which bares the support of the University's Senate. On this field we do not have traditions, but we have the teachers to our disposal, who are more than enough to form the new sports departments. On a regional scale the University of Debrecen could take a central role in the later establishment of MSc trainings.

As a foreground for that it is highly important that our students and teachers should take active role in the sports academic life, by going to conferences and publishing academic papers. By doing so we can set the accreditation on its right track.

Last but not least I find it quite important that the university should do activities that have advantages not merely for the students. We should not leave out the younger and the older generation from this. The free-time activities' organisation should put the University of Debrecen in the focus-point.

The common ground for doing sports and healthcare could be movement therapy, that could be based in the facilities of the university.

The medical students, the physical education trainers and the volunteers of the DEAC will take part in the lives of the so called: Do Sports with Us Clubs (Sportolj Velünk Klubok). This could bring forth the rejuvenation of the Sports-directory soon too. According to the polls, we can state that this would affect the most people, directly forming the participants way of thinking.

**Summing it up:** the effect of the university on the quality of life is transparent. Its role demands that its plans come forth gradually and according to plans. The linking strategy works as a catalyst and begins a chain-reaction amongst the coherent programs. So its social, economic and by chance global benefit is not at question in the Northern-Plains region, or in Hungary.

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## THE DEVELOPMENT OF THE EXPLOSIVE MUSCULAR FORCE SPECIFIC TO SPRINTERS USING THE BIOMECHANICAL ANALYSIS

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**ABSTRACT.** At present, the importance of the development of the explosive muscular force in training the high performance sprinter is beyond discussion. The practical experience has been consolidated from this standpoint for more than a few decades. In exchange, the contents have considerably evolved for the last years. Initially inspired, for the greatest part, from the bar bells techniques, there have gradually appeared contents better adapted to the characteristics of the activity and consequently, more specific.

**Keywords:** *explosive muscular force propulsive force, flying phase, support phase, muscular chains.*

**REZUMAT.** *Dezvoltarea forței elastice musculare specifică sprinterului pe baza analizei biomecanice.* În prezent, importanța dezvoltării de forțe musculare explozive în formarea profesională a sprinterului de înaltă performanță este dincolo de discuții. Experiența practică a fost consolidată din acest punct de vedere, mai mult de câteva decenii. În schimb, conținutul a evoluat considerabil în ultimii ani. Abordarea mijloacelor și metodelor au fost optimizate și adaptate la specificul probelor.

**Cuvinte cheie:** *forța musculară explozivă, forța de propulsie, faza de sprijin, lanțuri musculare.*

The objective of the present exposition is to contribute to defining an assembly of exercises aiming at the development of the specific muscular force starting from a biomechanical analysis.

Our attention will be directed, in the present case, towards the phase of running in full speed.

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In general, the runner's muscular activity will be organized around three main functional elements.

**Propulsion: the runner acts upon the ground through the intermediary of a unilateral support (on a leg).** During the interaction ground-sole, the propulsive forces are applied to the runner, and the muscular strain is maximal. The development of the muscular force may be deemed as a propitious means for obtaining the best efficiency of the motion. The present paper will mainly focus on the analysis of this functional element.

**Equilibration (development of the muscular support pelvis – trunk):** rigidity of the connection pelvis-trunk is determined as regards the efficacy of the support. As a matter of fact, the runner has to be considered as a deformable mechanical system. At the moment of the support, the reaction forces of the soil may provoke the relative drive of certain elements of this assembly, some in relation to others. (basin-trunk). This effect is not to be desired to the extent in which it may totally or partially annul the dynamic effect of the soil reaction, leading this way to an objective aimed at. Driving the abdominal dorso-lumbar muscles may considerably reduce the deformation of the pelvis-trunk connection during the support phase, contributing this way to a better efficacy of the support. Consequently, the exercises of development of the muscular force, of the so-called “muscular support for the assembly pelvis-trunk “, will constitute a constant element of the specific work in sprint.

**Dynamic equilibrium of the body in motion and continuity (enlacement) of the actions:** during the support phase, the central axis of the body carries out a rotation movement around the support leg. This rotation movement has to be at the same time extremely quick forwards and stopped at the end of the support for the maintenance of the general equilibrium of the body during the flight (aerial) stage which will follow.

The free segments (in the first place, the free, osculating leg and in the second place the arms) ensure great part of this double function. In the framework of the work of development of the muscular force there has to be taken into consideration the muscular strain which ensured the sequence of return forwards and of impending of the free leg.

The amplitude, the frequency of the running step and the “cycle of the step” stand for the most frequently used technical indicators in order to assess the efficacy of this step. The present study aims at specifying the

modifications of the cinematic parameters of the running step in connection with the optimization of the frequency and/or of the amplitude during the running phase “in full speed“ for the sprinters and hence deduce the new requirements that the muscular chains should answer to, which ensure the phase of support of the running. Eventually, we will infer out of this analysis a series of organizational principles for the development of the speed runner’s specific muscular force.

### **Explosive force training in sprinters**

During the last 20 years, especially after the PG years, the training of explosive force in the sprinters has constituted one of the most important factors in achieving performance. In settling an optimal program, there have to be taken into consideration certain factors: the athlete’s chronological age, his/her general physical development, the years of practicing the athletics, the level of training, the period of training.

There was noted that during the last years, many trainers use the same ideas and theories. After 1977, there was used a new system in which there were made exercises with dumb bells, afterwards multiple jumps and which ended with short sprints. This system was used by the Italian trainer Carlo Viitori, and it is deemed to be erroneous. However, the practice has proved the contrary, the results not lingering, especially after having been adopted in the USA.

The reason for this style of work is simple, so that the sportsman should manifest an explosion, he/she has to work at maximum frequency during a long period of time, there also being avoided the accidents. The explanation for this system is the following: when there is executed the training with dumb bells, the contractions are concentric, therefore the muscle is rarely extended or elongated. To this purpose there has been resorted to an experimental study upon the sprinters’ behaviour through the method of the repetition of some series of **quick grazing step**, on different distances.

The research had been developed since the 15<sup>th</sup> of January up to the 15<sup>th</sup> of April 2007, in the framework of L.P.S. Brasov.

All the eight subjects at the beginning of the research were tested at the five events, plus the one we proposed (50 m running with quick razing step):

- 30 m running downward start
- 30 m running launched start
- 100 m running downward start

- long jump without running start
- triple jump without running start
- 50 m running with quick grazing step(proposed event)

**Table no 1.**

**INITIAL TESTING**

NAME SUB.	30 m	30 m	100 m	Long jump	triple	50 m running steps	
	a.S.j	a. S. l	a.S.j	no running	no running	Nr steps	time
G.S.	4,32 sec	3,1 sec	11,8 sec	2,35 m	8,29 m	22 steps	8,9
S.Z.	4,35 sec	3,3 sec	12,0 sec	2,3 m	8,25 m	23 steps	9,01
B.A.	4,32 sec	3,24 sec	11,85 sec	2,35 m	8,27 m	22 steps	8,91
T.P.	4,2 sec	3,1 sec	11,5 sec	2,4 m	8,35 m	20 steps	8,89
H.I.	4,4 sec	3,3 sec	12,4 sec	2,34 m	7,93 m	23 steps	9,11
P.A.	4,3 sec	3,21 sec	11,75 sec	2,38 m	8,3 m	21 steps	8,9
C.R.	4,26 sec	3,1 sec	11,7 sec	2,4 m	8,3 m	21 steps	8,91
GHE.S.	4,2 sec	3,12 sec	11,5 sec	2,45 m	8,35 m	22 steps	8,9

**Table no 2.**

**FINAL TESTING**

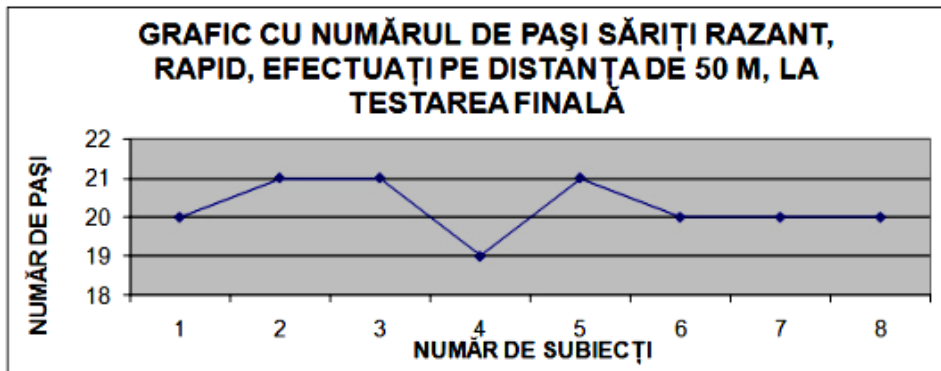
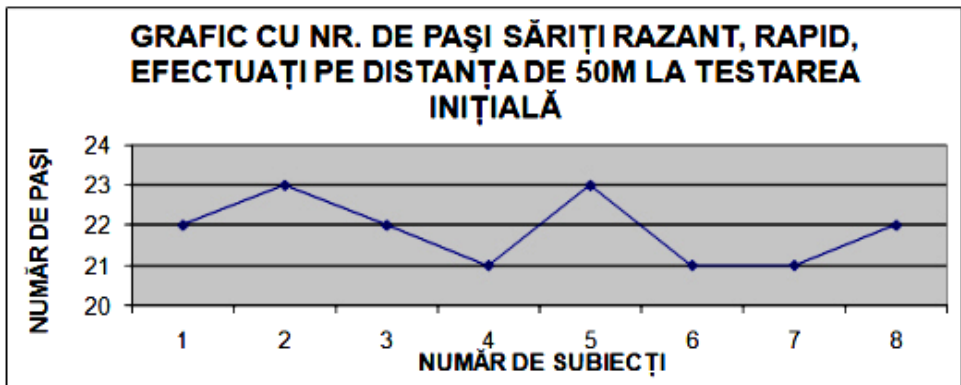
NAME SUB.	30 m	30 m	100 m	Long jump	triple	50 m running steps	
	a.S.j	a. S. l	a.S.j	no running	no running	Nr steps	no running
G.S.	4,27	3,08	11,61	2,46	8,39	20	8,5
S.Z.	4,2	3,25	11,92	2,35	8,36	21	8,8
B.A.	4,28	3,21	11,63	2,41	8,39	21	8,7
T.P.	4,1	3,05	11,31	2,61	8,45	19	8,4
H.I.	4,27	3,27	12,05	2,39	8,2	21	8,8
P.A.	4,25	3,18	11,5	2,49	8,39	20	8,4
C.R.	4,2	3,07	11,45	2,5	8,4	20	8,7
GHE.S.	4,1	3,05	11,3	2,64	8,45	20	8,5

As we note, from the final testing the program submitted for the rationalization and standardization of the working values has fulfilled the tasks proposed by:

- the working volume during the 4 months used for the development of the force, of the resistance, of the motric qualities prevailing in the event.

- working intensity upon effort stages as well as the speed for going through the different distances of training.
- the distances and the number of repetitions during the training used for the development of one of the mentioned motric qualities.

**Graphical representation of the results obtained during the initial testing and the final testing at the event of 50 meters running quick grazing step.**



Comparative table between the results obtained following the application of the operative model and the results presented in Fischer Table, for a number of eight subjects.



**Table no. 3**

**FISCHER REZULTS**

<b>EVENTS</b>	<b>"t"according to Fischer" table</b>	<b>"t"obtained in research</b>
<b>30 m.S.l.</b>	<b>3,49</b>	<b>5,31</b>
<b>100 m.S.j.</b>	<b>3,499</b>	<b>4,25</b>
<b>Lg jump no running start</b>	<b>3,49</b>	<b>3,66</b>
<b>Triple with no running start</b>	<b>3,499</b>	<b>4</b>
<b>50 m running quick step No steps</b>	<b>3,499</b>	<b>4,14</b>
<b>50 m running quick step timp</b>	<b>2,365</b>	<b>2,83</b>

Calculating the signification of the differences among the averages of the correlated samplings, at the initial testing and at the final testing, “t” calculated seemed to be higher than the “t” present in the ”Fischer’a Table of values”, which confirms the working hypothesis and rejects the void hypothesis, with a percentage of probability of 99,99%.

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## THE RELATION BETWEEN COORDINATION AND EQUILIBRIUM

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**ABSTRACT.** Proprioception requires constant and accurate assessment of body position in space, using the contraction of certain stabilizers muscles to make small adjustments in body position to maintain balance. In fact, the equilibrium means the efficient way of non-equilibrium reverse. Training these stabilizers muscles will improve the general balance; therefore, a larger variety of types of movements will give better results. Educating the ability to maintain balance is achieved mainly in two ways. The first way, is by using so-called balance exercises, movements and positions which make hard maintaining the equilibrium. The purpose of these exercises is not to permanently adopt a stable position. Are often useful the intentional losses of the balance followed by restoring the position. Has a good balance who knows how to restore it quickly. The second way is based on selective the improvement of analyzers that maintain the balance (vestibular and motor).

**Keywords:** *coordination, balance, skill, exercises and specific tests.*

**REZUMAT. Relația dintre coordonare și echilibru.** Proprioceptia necesita evaluarea constanta si exacta a pozitiei corpului in spatiu, folosind contractii ale unor muschi stabilizatori pentru a face mici corectii in pozitia corpului in vederea mentinerii echilibrului. De fapt, echilibrul inseamna mai degraba modalitatea eficienta de revenire din ne-echilibru. Antrenarea acestor muschi stabilizatori va imbunatati echilibrul general, deci, o cat mai mare varietate de tipuri de miscare va da cele mai bune rezultate. Educarea capacității de menținere a echilibrului se obține în principal pe două căi. Prima cale - folosind așa-numitele exerciții de echilibru, adică mișcări și poziții în condiții care îngreuiază menținerea echilibrului. Scopul acestor exerciții nu este acela de a adopta permanent o poziție cât mai mobilă. Adeseori sunt mai utile pierderile premeditate ale echilibrului cu restabilirea ulterioară a poziției stabile. Are un echilibru bun cel care știe să îl restabilească repede. A doua cale se bazează pe perfecționarea selectivă a analizatorilor care asigură menținerea echilibrului (vestibular și motric).

**Cuvinte cheie:** *coordonare, echilibru, îndemânare, exerciții și teste specifice.*

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## **SKILL – DEFINITIONS**

The skill is a motric complex quality with many insufficient studied aspects.

The skill includes: space orientation, suppleness, mobility, **coordination** and **equilibrium**.

The coordination is defined as one's capacity to learn and make motric actions with different grades of difficulty, guiding precisely and economic the movements in time and space, with the necessary speed and tension, all made according to the imposed conditions and situations that may occur during the action. (Mitra și Mogoș, 1980)

Dragnea defines the skill as a complex form of expression of performance capacity trough fast learning of new movements, also fast adapting to vary situations according to each sport and motric skills, basic and applied.

It is defined primarily as an aptitude for the new moves very quickly (ability to learn quickly) and secondly as an ability to rapidly restructure motor activity under circumstances that change abruptly. (Mateevici, citat de Siclovan, 1979) "The ability to coordinate movements, either segments of the body, or movement actions involving the entire musculoskeletal system. (Șiclovan, 1979)

In the literature, skill is defined as "individual's ability to acquire and perform actions with different range of complexity, directing precisely and economical movements in time and space, with the necessary speed and tension, in full accordance with the requirements and situations that may occur during action."

## **BALANCE**

Balance (equilibrium) is our ability to move and we stand at any time and any situation is based on a complex combination of factors involving the visual system, auditory and skeletons. The inner ear is correlated with the eyes, muscles and joints to maintain orientation in space, or balance.

### **Brief history**

Man lives in an informational environment. He saw, heard, touched, in a word, he feels physical attributes of stimulus, and it translates into the subjective level, mentally placing them in his behavior-regulating devices. People need a variety of instruments to the proper operation and obsolete main information. Trough sensations, the man capture, record and perform an initial processing, quite simply, early information.

Sensations are ways to reflect human brain attributes of objects and phenomena of the real world, which acts directly on receptors. Such objects are attributes of weight, color, taste, smell, temperature, etc.

Sensations are divided into two groups: a) sensations which reflect movement of the body or body parts, and state of internal organs (kinesthetic, balance and internal / organic), the receptors of these sensations are on the surface of internal organs, muscles, tendons and joints in the inner ear / vestibular side; b) sensations that reflect attributes of objects and phenomena of outside world (visual, auditory, cutaneous, olfactory and gustatory) receptors, these sensations are located on or near the body surface area.

Due to the combining of these two categories of feelings we sense the hardness of objects, the roughness or smoothness, their relief and their accounts.

### **Importance of equilibrium and coordination in some individual and team sports**

Since balance and posture depends on several factors, there are many methods to improve our balance.

#### **Le Parkour**

Le Parkour (often abbreviated PK) is a physical discipline of French origin, in which the practitioner (the traceur) attempts to overcome obstacles in the fastest and most direct manner possible, using both jumping and climbing, as well as specific movements Parkour. We refer to the practice's ability to maintain balance at any time on any area of parkour, and are essential in preventing falls and injuries.

#### **Shotokan**

Sensei **Masatoshi Nakayama** (1913-1987), 9-dan, has a fundamental contribution to the creation and development of Shotokan kata-style measures, believes that: The practice of kata-measures has two main goals: training the body, including physical and spiritual issue and training reflexes. Thus, there is a strong body and we develop speed. Together they will help develop rhythm and coordination. In each kata there are a number of positions and a number of techniques.

The views expressed posture and techniques render its actions. Positions indicate the transfer hub and change the placement of feet in various positions a kata.

Balance is the key to a practitioner attitude and position. Without a permanent balance, you can never be effective. What is to be remembered is that the balance means a permanent self control of center of gravity.

### **Canoeing**

Kayak and canoe define two types of boats, each with their specific technical problems with its history, with evidence and different rules, which are to be actually two distinct disciplines trough sports. Using them requires a good physical training, more strength, balance, dynamic rhythm, precision and execution speed, skill and coordination in movement.

### **Swimming**

At first the person who learns to swim must go through certain stages, to adapt to the aquatic environment. The first step is to find the balance in the water, initially through helpful articles: coils, fins, vest. Then they are learned breathing techniques in the aquatic environment, then some simple coordination movements, reaching to the movements in the water, making the first move with all the helpful articles. At first the movements are strained, technically inefficient, our goal is to form our skills.

The next stage is moving in the water on the belly and back with assistance, using cork. You get to make cork and then you go in the water several feet without any aid objective, all with assistance, then jump into the water without a seat and come back easily to the surface. Then develop motor skills, coordination of arm and leg movements with breathing to accommodate and improve your swimming style so you do not need help in the aquatic environment.

### **Dance sport - slow waltz**

Slow waltz help develop balance and coordinated movement. Body "learns" to better coordinate their movements and develop their physical balance.

### **Sport Dance**

Coordination is important in dance, all segments of that body during the dance moves after some specific algorithms, while there is a high degree of isolation of various segments.

## **Anatomical and physiological aspects**

### **MOTOR analyzer (kinesthetic)**

a) **Peripheral segment** consists of proprioceptive located in muscles, tendons, aponeurosis, joint capsules, periosteum and proprioceptive pericondru. We quote:

- Neuromuscular spindles, which receives the passive tension of muscle fibers;
- Golgi's corpuscles are located at union muscle spindle receptors in tendon, which are stimulated by increased tension in the tendons, causing muscle contraction. Vater-Pacini corpuscles are pressure receptors that are found in tendons, joint capsules, muscle fascia, ligaments, periosteum, pericondru.

b) **Management Segment** - is the path of the posterior nerve roots, then the Goli beam and Burdach and from their nuclei situated in bulb start fibers from there to the thalamus and cortex (via proprioceptive awareness). There is a path that goes directly into the cerebellum, namely: spinocerebelouse beam path (direct and cross) or proprioceptive sensibility conscious and unconscious way.

c) **The central segment** is located in sensitive areas of the parietal lobe, in the postcentral gyrus.

Kinesthetic analyzer functions are represented by three mechanisms: fusa - the extent of muscle contraction or intrafusale extremities, which are followed by stretching of the central portion of the spindle, joint - which controls the joint angles of the segments acting in accordance with other regulating mechanisms, tendon - which controls muscle tension by mechanisms similar actions fusa.

Kinesthetic analyzer receptors are found in muscles, tendons, ligaments and joint surfaces. Physiological role of kinesthetic analyzer consists of his participation in normal performance motor.

## **TYPES OF COORDINATION**

Carstea G. (2000) shows these manifestations of skill:

- general skill that is "necessary to perform all acts and actions driven by the people";
- specific skills, present and required for those who practice different sports branches or sports events;

- skills in the regime of other qualities: endurance, strength, speed, mobility.

- G. Mitra and Al. Mogoş in 1977, accepting the synonymies idea of these two terms - skill and coordination can say that they come in the form of:

- General coordination which means ability to perform reasonably, economically and creatively different driving actions. With the increasing levels of physical training multilateral coordination that increase the general coordination. General coordination is the basis to achieve and build specific coordination;

- Specific coordination which means ability to perform actions more easily according to some branches or specific sports.

## **PROCEDURES AND METHODS FOR DEVELOPMENT OF BALANCE**

The balance means the ability to maintain a stable body position.

We distinguish the static equilibrium (meaning the equilibrium in static positions) and dynamic balance (balance of movement).

Educating the ability to maintain balance is achieved mainly in two ways. The first way, is using so-called balance exercises, movements and positions under conditions that makes harder to maintain the balance.

The purpose of these exercises is not to permanently adopt a flexible posture. They are often useful the intentional losses of balance and restoring quickly a subsequent stable position. A good balance is of one's who is able to recover quickly. The second way is based on selective improvement of analyzers that ensure the maintenance of equilibrium (vestibular and motor).

## **DEVELOPMENT AND BALANCE EDUCATION**

- exercises for forming and education of static equilibrium (two-legged and one leg)

- exercises for forming and development of balance in the transition from static to dynamic state (stop / travel)

- exercises for forming and development of dynamic equilibrium necessary for independent and easy travel (if necessary)

- exercises for the development of dynamic balance with progressive degrees of difficulty (in running, walking and jumping)

## **EXERCISES FOR BALANCE DEVELOPMENT, AT THE GYMNASTIC BENCH**

1. Walk in balance on gym bench and straight jump, landing.
2. Walk in balance on the gym bench superimposed (height 62 cm) stepping over obstacles and straight jump grouping downhill.
3. Walk in balance on the gym bench superimposed (height 62 cm) and square away jump at landing.
4. Walk in balance on the gym bench superimposed (height 62 cm) stepping over obstacles and straight jump with 90° turn, then 180° at downhill.
5. Walk in balance on the gym bench superimposed (height 62 cm) with one rotation of 360° in the middle of the gymnastics bench and straight back jump with 360° turn at downhill.
6. Easy running in balance on superimposed benches (height 62 cm) and straight jump with detachment from one leg, followed by a roll forward.
7. along the gym bench, various types of bridge.
8. String: sagittal, lateral, vertical.
9. Sweep: on one foot, on one knee, on the hands.
10. Roll to squat back and forth.
11. Rolling with feet apart.
12. Wheel: aside, side jump, turned.

## **PARKOUR BALANCE EXERCISES**

**Cat-Balance:** This maneuver is based on quadruped walk on a narrow area, or a bar and is an effective way to improve both balance and proprioception.

**Walking on the bar:** Just what the name says. Practice walking on a bar, of various lengths, thicknesses and textures until you go slightly up and the round bars and thin.

**Jumping on pillars:** Sit on a stable pole. Then with a sudden movement, change foot sit on the other foot so to be in the same place as first. Keep knees slightly bent, and allow full weight on the legs. Body weight should be coordinated on the toes all the time. Try this exercise on poles of different thickness and height until you master the movement. If you find more such poles to a close distance, try to go on them or pass them with small jumps, starting from one leg and landing on one leg if possible.



## ACROBATIC EXERCISES

- long rolling forward, fly-roll over low obstacles;
- rolling back;
- balance on one leg;
- half string;
- supine bridge;
- jumping over the goat gymnastics with support (h = 110 cm) with legs apart.

## TESTS AND MEASURES FOR COORDINATION AND BALANCE

### Test for measuring the level of coordinative capacities

To measure the level of skill we have proposed a specific test for handball, consisting of eight samples having handball balls for aid.

**Item no. 1.** Disposal of alternative handball balls up, with skilled and awkward arm and a hand grip (Materials: 2 handball balls) (IHF, [www.ihf.com](http://www.ihf.com), 2005).

**Instructions given to the subject:** the subject is not stepping outside the demarcated area, runs 10 consecutive throws, and catching them, each correct execution is one point.

**Review process:** the examiner is placed in front of the subject, to observe executions. Subject is given a training trial. During the test, after a ten catching-throws the subject is stopped.

**Registration note:** the record sheet keeps the number of correct passes.

**Item no. 2.** Simultaneously throwing two handball balls up with skilled and awkward arm and hand grip them. (Materials: 2 handball balls).

**Instructions given to the subject:** the subject is not stepping outside the demarcated area, runs five consecutive throws, and catching them, two points are given for each correct execution.

**Review process:** the examiner is placed in front of the subject, to observe executions. Subject is given a training trial. During the test, after five catching-throws the subject is stopped.

**Registration note:** the record sheet keeps the number of correct passes.

**Item no. 3.** Juggle with two balls. Subject lobs a ball with the skillful arm, moves the ball into the awkward arm, and catches the ball thrown up with awkward arm (Materials: 2 handball balls).

**Instructions given to the subject:** the subject is not stepping outside the demarcated area and enterprises run 10 successive catching-throws, each correct execution is given 1 point.

**Review process:** the examiner is placed in front of the subject, to observe executions. Subject is given a training trial. During the test, after a ten-catching throws the subject is stopped.

**Registration note:** the record sheet keeps the number of correct passes.

**Item no. 4.** The sample is held by a subject and coach. They sit face to face at a distance of 4 m, each with a handball ball in hand. Run passes in two, with two balls with the skillful arm. (Subject passes the ball with the land, and the coach passes the ball directly at the chest of the subject, catching the ball is made with two hands and is thrown up above the shoulder - Materials: 2 handball balls) (IHF, [www.ihf.com](http://www.ihf.com), 2005).

**Instructions given to the subject:** the subject is not stepping outside the area delineated, and enterprises run 10 successive throws are 1 point each correct execution.

**Review process:** the examiner is placed in front of the subject, to observe executions. Subject is given a training trial. During the test, after a ten-catching throws the subject is stopped.

**Registration note:** the record sheet keeps the number of correct passes.

**Item no. 5.** Dribbling from easy running and passing over five low fences without the subject to stop the run or catch the ball (material: handball ball, and five low hurdles) (IHF, [www.ihf.com](http://www.ihf.com), 2005).

**Instructions given to the subject:** runs a single pass over all 5 hurdles, with each correct passing he scores two points, the subject does not stop the run, if the execution is double dribble the subject will not score.

**Review process:** the examiner is placed in front of the subject, to observe executions. Subject is given a training trial.

**Registration note:** the record sheet keeps the number of correct passes.

**Item no. 6.** Dribbling from easy running and changes of direction and pass through five milestones, changing the ball from one hand to another, attacking the benchmark in dribbling with the outside arm (material: ball handball and five benchmarks).

**Instructions given to the subject:** runs a single pass through all five benchmarks, each correct pass scores 2 points, the subject does not stop the run, and if the execution is double dribble the subject will not score.

**Review process:** the examiner must be placed side from the subject to observe executions. Subject is given a training trial (IHF, www.ihf.com, 2005).

**Registration note:** the record sheet keeps the number of correct passes.

**Item no. 7.** Dribbling alternately on place with two balls (Materials: 2 handball balls).

**Instructions given to the subject:** 10 consecutive dribbling, to each correct execution are given one point.

**Review process:** the examiner is placed in front of the subject, to observe executions. Subject is given a training trial. During the test, after ten executions the subject is stopped.

**Registration note:** the record sheet keeps the number of correct passes.

**Item no. 8.** Dribbling simultaneously on place with two balls (Materials: 2 handball balls).

**Instructions given to the subject:** 10 consecutive dribbling, to each correct execution is given one point.

**Review process:** the examiner is placed in front of the subject, to observe executions. Subject is given a training trial.

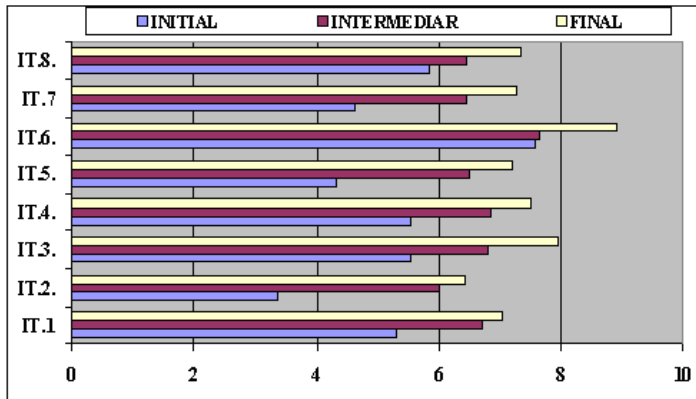
**Registration note:** the record sheet keeps the number of correct passes.

## **Conclusion and proposals**

The exercises used to improve coordinative capacity must take into account the peculiarities of age and sex of children in order to ensure both accessibility and attractiveness, applying an adequate number of repetitions.

THE RELATION BETWEEN COORDINATION AND EQUILIBRIUM

MEDIA	IT.1	IT.2.	IT.3.	IT.4.	IT.5.	IT.6.	IT.7	IT.8.
INITIAL	5.3	3.35	5.55	5.55	4.3	7.55	4.6	5.85
INTERMEDIAR	6.7	6	6.8	6.85	6.5	7.65	6.45	6.45
FINAL	7.05	6.4	7.95	7.5	7.2	8.9	7.25	7.35



**Graphic no. 1. Correlation between initial, intermediary and final testing in coordination and balance**

Tests and measurements in order to emphasize the level of development of coordinative capacity component must be based on native factors, considering their lack of experience. Degree of objectivity of test exercise should be done by ensuring accessibility and understanding of children.

To improve the ambidextria capacity, we will insist on the execution of postures and movements of segments in both directions.

To improve the plasticity of neuromuscular system we will use various combinations of positions and movements, that their sequences are varied depending on their driving luggage.

The results confirm the correctness of the chosen means for proper development of coordinative abilities to beginner handball players.

Experiment results showed that the used exercises to develop coordinative abilities are effective and recommend their use in preparation of beginner handball groups, indicating that these exercises will be adapted, possibly complemented, according to the age of the children, the existence of material basis and level of training.

**General coordination test Denisiuk**

Consists of: running 5m, circumventing a pennant, 360°, running, rolling forward, running, avoiding the second flag, 180° turning, running in double

support, roll forward, passing the pennant 360°, and arriving to the starting point. The mattress is placed midway between the two flags. The going and return route measures 30 m and is timed.

### **General coordination test Matorin**

Matorin test measures the general coordination and balance and consists of one jump turn around the longitudinal axis of the body (left or right). Matorin amounted performance of over 360 degrees with a grade of "very good".

### **Test "MYL" Coordination in physical education and sport - Fire E., Gagea A. (1990)**

This test, called the new MYL, has the the same instrumentation and test technical investigation as Myra Lopez Y, but is streamlined and transformed in the interpretation, from the predominantly psychological meaning to the motricity.

We motivate the simplifying and transformation, by our intention to increase the practicality of the test: simpler, faster, with greater accessibility to various categories of users and therefore to adjust the significance test in physical education and sport by adding information of motor coordination.

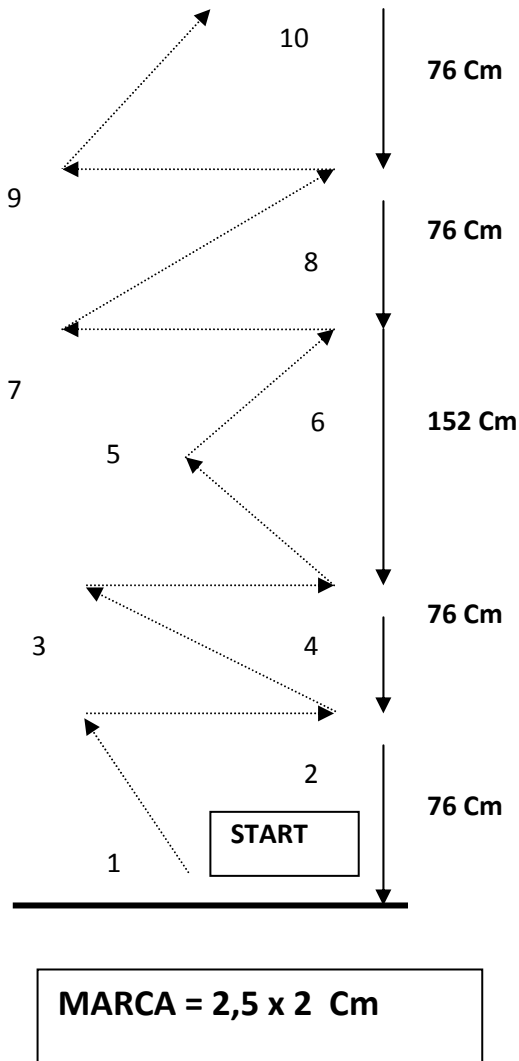
### **Measurement of dynamic equilibrium (Bass test)**

Is the most commonly used. Subject stands with right foot on the departure point (mark) and then salts the first mark with his left foot and try to maintain static position for 5 seconds. The subject will continue to alternate legs jumping and maintaining static position for 5 seconds, until the trail ends. Base peak should completely cover the mark, that it not seen. A good performance consists in: covering each brand with the base peak without reaching the floor with the body heel, or other parts of the body and maintain the position for five seconds, covering each brand. Is given five points for each landing and fair coverage of the mark plus one point for every second of maintaining the static equilibrium. A subject may obtain a maximum of 10 points for each brand, or a total of 100 points to complete the route.

Each of the five seconds of trying to maintain the balance will be counted aloud, with a point awarded to each second and recording the score (points) for each brand. The subject is allowed to rebalance, trying to maintain balance for 5 seconds, after landing correctly.

Materials: a stopwatch or clock mode, 11 cm x 2cm 2.54 marks (can be made of gummed or adhesive paper) and a metric tape. (The Kirkendall & al.), Quoted in Epuran (1992) - see Fig. below:

Figure no. 1



### **The Bass test**

**The "Flamingo" test** is easy to achieve. One: is to maintain a steady position for one minute, in a position to stand on the favorite place, barefoot or with socks, strips placed on a 10 cm, with the other leg bend from the joint knee and ankle, the hand keeps the ankle of the bent leg. Arm rose forward, bending the elbow joint; the arm rests to the examiner and plays a role in maintaining the balance.

The test begins when the contact is interrupted. It measures how long it keeps the balance, meaning when you do not let the bent leg and no part of the body to get in contact with the ground; hand that hold the ankle escape, or if one side get in contact with the ground, the test will resume and be awarded 1 point penalty. If test subject made five times as many as one minute gets five points, if interrupted 15 times in the first 30 seconds, he is unable to perform tests and must be stopped. This is often in smaller subjects, for 7-9 years, that is why is shouldn't be applied to children under 7 years of age.

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## YOUNG PEOPLE AND SPORT ACTIVITIES. A THEORETICAL APPROACH

NEGRU NICOLAIE IOAN\*

**ABSTRACT.** The present paper aims at presenting a theoretical approach of the relationship between sports and young people, with a starting point in the history and development of sport, following up on the analysis of the concept of sport and climaxing with the description of various factors that determine young people to choose a certain sport. In the immediate perspective, this paper should establish a starting point for a larger study, using different research methods characteristic for sociology, with the purpose of highlighting the attitude of young people towards the concept of sport phenomenon.

*Keywords:* sport, sports activities, young people, identity, integration, culture, social phenomenon

**REZUMAT. Tineretul și activitățile sportive. O perspectivă teoretică.** Lucrarea de față se dorește a fi o abordare teoretică, a relației dintre activitatea sportivă și tineri/tineret, pornind de la istoria și evoluția sportului, continuând cu analiza conceptului de sport și culminând cu trecerea în revistă a factorilor care îi determină pe tineri să aleagă un sport sau o anumită ramură sportivă. În perspectiva imediată, lucrarea va constitui un punct de plecare pentru un studiu mai amplu, folosind metode de cercetare specifice domeniului sociologiei, care își propune să evidențieze atitudinea tinerilor față de ceea ce înseamnă fenomenul sportiv.

*Cuvinte cheie:* sport, activități sportive, identitate, integrare, cultură, fenomen social

### Introduction

Sports/sports activities are considered, in developed countries, as being part of every day human life. In Pierre de Coubertin's opinion, the one that is said to be the forefather of the Modern Olympic Games, sport is "part of every man and woman's heritage and its absence can never be compensated

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for.” (*White paper on sport*, 2007, p 2). Sport is seen by certain sociologists as a „motor/vehicle that can bind communities in such a way that politicians, NGOs and other agencies never could.” (Levermore, 2008, p 183).

The health degree of a population, its level of development from a socio-economic point of view can be broadly described by the number of people that are regularly engaged in activities characteristic to physical education and sport.

## I. DECIDING THE CONCEPT OF SPORT/SPORTS ACTIVITIES

### I.1 The origin and development of sports

Considering the etymology of the word **sport**, we must remember that its origin is the Latin word „**deportare**”, which means „to entertain”, „to have fun”. The French people, many years before, more specifically around the eighteenth century, used the word „**desport**” in order to describe the activities characteristic for their spare time. Although the notion of **sport** has been registered in 1440, according to Mennel (2006), it was only in the eighteenth century when it received modern connotations, sport being a pleasant way of spending spare time, based on physical competition and skills at the same time.

The perspective on sport’s origin among researchers is a different one, separating them in two groups. In the first group we find the ones who believe that the origin of sport lies in spiritual practice, whereas the ones in the second group plead for the origin found in body practice.

The very popular slogan assumed by Juvenal, „**Mens sana in corpore sano**”, can be aligned with the Greek expression „*kalos kai agatos*”, meaning exterior beauty combined with spiritual virtue. The previous expressions were created around sport and sports activities, which denotes the attention given to this area from the earliest times.

Whereas certain authors regard the competitions in Ancient Greece as being charged with violence, evoking competitions where gladiators fought to death or christians that had to defend themselves from lions, others, such as Hubbard (2008) perceives these competitions as a pre-modernist phenomenon, as a gradual passing from traditional to modern. In order to highlight the link between sports competitions and the competitions organised in Ancient Greece, Guttman (1978), particularises the competitions with various characteristics such as equality, specialty, rationality, bureaucratic organising and registrations. (cf. Hubbard 2008).

Going back to a more recent history of sports, we must specify that a series of nations had a considerable input in this sense. **England** can be considered one of the most important promoters of what we call **sporting** – spending the spare time – as we know it today. Great Britain played an important part in the evolution of sports, taking part in founding a significant number of nowadays worldwide spread sports, such as rugby, football, riding, wrestling, boxing, tennis, cricket, running.

According to Mennell (2006), one of the elements that facilitated the development of sports in England was the involvement of politics in it, through a series of actions concerning the management of free time. English noblemen are highly involved in sports, establishing certain rules for some of the competitions, such as the no-kicking rule in box or the weight groups and mandatory gloves, diminishing the level of aggressiveness.

## **I.2 Defining the notion of sport/sports activities**

Norbert Elias, in his paper called „The Civilizing Process” (cf. Mennel, 2006), affirms that sport developed in parallel with social evolution, some sociologists naming it the social mirror. Sport is „a universal fact, a natural and spontaneous human practice that meets his inner desires of reaching perfection” (Gavriliuță, 2010, p 23). **Contemporary sport** became a social and cultural event, with strong roots in body techniques and ancient habits. Marcel Mauss (1925), a high member of the French School defines sport as “**a modern phenomenon, free of all the constraints of a historic heritage or of any other nature, sport finally manages to rediscover a much older than expected human and social dimension.**” (Gavriliuță și Gavriliuță, 2010, p. 27)

Sport has a variety of forms. In this sense, Elias and Dunning (1986, cf. Mennell, 2006) speak about the necessity of a distinction between sports, games and plays. According to them, **games** are activities where the competition between the players has no physical component, with examples such as chess or bridge. **Sports** imply a physical competition, in which playing is absent, where physical encounters are predominant, sports such as boxing or wrestling.

Sports activities give the participant the joy of practice, to overcome a series of boundaries, to discover new sensations. Regular practice helps improve many functions of the body, influencing the health. Doing what you like, what suits you, favours stress reduction and moreover, sports activities can be done outdoors which enhances relaxation. Sport contributes to the improvement of the self-image, offering a greater confidence in one’s own

abilities. Sport stimulates courage, the desire to try again in case of failure. Sport implies excellence, establishing new personal records. Sport infers social contacts, contributing to social cohesion. In order to practice certain sports, the individual is forced to learn a series of abilities, in this sense, a cognitive implication being essential. We mustn't leave out the competitive phenomenon, the activity developed throughout practice being paid off with results at the end of the competition.

Considering the valences of sport, its part in developing inter-human relationships and maintaining health, the European Council considers that paying close attention to the sport phenomenon is essential. In this sense, a series of programmes and conventions were created. One of these is The European Sport Charter which defines sport as being **“all forms of physical activity which, through casual or organised participation aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.”** (European Sport Charter, 1992).

### **I.3 Sport – a cultural phenomenon**

Man is, in its essence, a social and cultural being, whose actions permanently relate to the ones around him, established in a system ruled by interpersonal relationships. The individual is the one who creates culture, the institutions that promote it, being himself a constitutive part of culture. The cultural phenomenon can be seen as an extension/creation of human beings. In accordance with Cooley (1909, cf. Weiss, 2001, p. 402) human culture is „a complex system of extensions”.

This idea can be further exploited in the sport area, where the individual is the one who creates the sport framework, in a special environment, represented by techniques/elements/procedures, symbols, organisations, rules and infrastructure. From this starting point, we can consider that sport is a social and cultural product.

The period between 1950 and 1960 is marked by massive emigrations in countries such as France and England. The lack of certain rules forced the emigrants to organise themselves in communities that gave them the possibility to endure the exclusion from the host community. Culture and Sport, in the last decade, according to Gratton and Henry (2001), (cf. Coaffe, 2008) were a sort of „**motor**” used in social and economic rehabilitation of humanity on local and regional scales. Whether we speak about sport, street sports or hip-hop, according to Hannerz (1969), such actions developed by

communities of emigrants can be seen as „a specific form of solidarity that allows working classes to help each other” (cf. Arnaud, 2008, p 432). In well developed countries such as England and France, a special attention is granted to the domain of cultural politics that have as a purpose the evolution of arts and sports in order to stop social exclusion, to strengthen the relationship between neighbours and to involve the population in various actions organised locally. If in the beginning cultural expressions of minorities were somehow marginalised, as time passed by, cultural productions of ethnical minorities evolved from outside cultures to cultures perceived as resources for local expansion. Sport can facilitate the accommodation of emigrants to the host environment, ensuring a real support for intercultural dialogue.

The relation between sports and culture has always been important for the ones developing cultural politics, the Olympic Games being good proof for the efforts made by different people and institutions to connect the artistic-cultural side with the sport aspects of human beings. By means of Cultural Olympics, oftentimes mistaken for the Olympic Games, according to Inglis (2008), combining culture with sports, arts with physicality, body and mind is highly attempted, in order to rediscover some characteristics of human life that have been neglected in the context of Western modern times.

The opinions about the possible link existent between culture and sport are rather different. A series of cultural institutions strongly reject the idea of creating a relation between culture and sport, whereas a large number of studies prove that arts and culture (sports included) seem to be the primordial factors in promoting social renewal and social inclusion, according to Hughson (2004).

Cultural Olympics, the four years between two editions of the Olympic Games, are indeed the most relevant evidence for the effort made by various institutions in order to gather arts, culture and sports. The cultural Olympics offers “a series of lessons for those who regard the link between culture and sport as being rather practical, complementary than in opposition.” (Inglis, 2008, p. 464).

According to Gold and Revill (2007, cf. Inglis 2008), with the recommencement of modern Olympic Games in 1890, Pierre de Coubertin attempted to revive not only the sport aspect, but also the **ethos** of the society in that period, a society where religious rituals, sports and artistic competitions took place. The modern Olympic Games were desired to be an alliance between athletes, artists and spectators, this being rather difficult to achieve in modern times, when one group promotes physical values and sports abilities and the other one creates intellectual values of mind and spirit (Muler, 2002; cf. Inglis, 2008).

## II. SPORT SOCIOLOGY – brief history

### II.1 The appearance and development of sport sociology

According to Gavriluță (2010), the main interest of sport sociology is the sport phenomenon, with all the elements of the ensemble, such as social activities in sport; clubs/associations, high-schools specialised in sports; the sports teams and their fans; corruption, socialising, politics, doping; fear, solidarity, motivation. **Sport sociology** also aims at answering the following questions: **Who takes part in sport activities and in what manner, how can this process be explained; what defines sport; to who does sport represent more and why?**

Kenyon and Loy (1965/1969) define sport sociology as “a value-free social science. It is not an effort to influence public opinion or behavior, nor is it an attempt to find support for the social development objective of physical education. The sport sociologist is neither a spreader of gospel nor an evangelist for exercise. His function is not to shape attitudes and values but rather to describe and explain them.” (cf. Harris 2006, p. 71). Sport sociology is a “general method of researching the sport phenomenon”. (Gavriluță, 2010, p. 28).

Towards the end of the nineteenth century in North America, the social aspects of sport and competitions are being looked at. For starters, the rules of game were regarded, spreading the game among people was studied, the way in which the game/competition prepares young people for social inclusion.

After WWII, the phenomenon of sport activities begins to flourish. Therefore, a series of sociologists, sports instructors and journalists appear, that become more and more interested in the social aspects of these activities (Loy and Kenyon, 1969a; Loy, Kenyon, and McPherson 1980; Sage, 1997a, 1997b - cf. Harris, 2006). Sport sociology appeared as a minor discipline beginning with 1960, a period considered to be the most productive in offering methods, theories and studies that developed up until today.

Among the most important promoters that studied the sport phenomenon in the United States we have to mention Norbert Elias and Eric Dunning whose papers, according to Mennell (2006) were reference points in this domain. When Eric Dunning joined the sociology department of Leicester University in 1960, his collaboration with Elias began, their essays being gathered „Quest for excitement” in 1986. Another important paper, called „The Civilising Process” belongs to Norbert Elias, in which the author highlights

the existence of a tight relation between the development of the society and that of sports, underlining the decrease of violence in certain sport wings parallel to the modernisation of the society.

The following steps are defining for the discipline when a series of sociologists, mostly Europeans, gather in 1964 and found the “International Committee for Sport Sociology”, which later becomes “The International Association of Sport Sociology”. The first academic journals appear, such as „International Review of Sport Sociology”, which is created in 1966, later turning into „International Review for the Sociology of Sport”.

Other outstanding personalities, with remarkable contributions to the development of this discipline in the United States were Gerald Kenyon and John Loy which have realized the paper named “Toward a Sociology of Sport”, published later in “The journal of Health, Physical education, and Recreation”. Among the considerable authors which have contributed substantially to the development of the sport’s sociology, in France and implicitly on an international scale, Pierre Bourdieu and Jean Marie Brohm, occupy an essential place. Worth mentioning is the fact that Pierre Bourdieu’s creation influenced the “Sport field theory” (Clement, 1995), and Jean-Marie Brohm developed **the theory** of sports criticism.

Sport can be found in the creation of Bourdieu, in opposition with other French thinkers from sociological domain, even though in a secondary plan, according to Vaugrand (2001) because, mostly, the theory of **the habitus**, which give a significant attention to the human body. The study of sport can take over, according to Gavriluta (2010), a series of ideological particularities. Coming back to the development of the sociology of sport, according to Harris (2006) in the '90 the cultural studies focused on the difference in genders and sexuality continued, and the ones oriented on racial/ethnic criteria have gain territory. Personal identity and political identity, relationships between them have become important subjects in the analysis of sport from the following cultural studies. In the last fifteen years, sociologists from the branch of sport orientated their attention to phenomena like the political and economical globalization, national and international politics, and finally to the laws that govern the sports’ organizations/associations.

## II. 2 Sport and its social integration

Because of its valences, **sport** is often the essence of programs created by diverse organizations, it serves for education and for the development of some qualifications, for the youth which they will further need it their life.



Sport, music, dance, theatre, says Aittola (1998, cf. Telama, Nupponen and Pieron 2005) represent important aspects of **the way of living your life**, being at the same time a real support for the development of **the individual identity**. Through the social gathering of the young people regarding sport, Eccles and Gootman say (2002) that the social and cognitive capacities are not the only ones which are to be applied in other fields of one's life, but also the development of some inherent **initiatives** and **motivations** which sometimes are lacking from the scholar activities. Gradually activities specific for free time, containing sport activities, complete or take over a series of duties which in the past fell on the school or family.

Kely and Godbey (1992), talking about free time, and also sport, underline the fact that young people, through these activities have the possibility of achieving a series of capacities, which can enhance their **self-esteem**, can make new friends, having the possibility of showing **their identity**, as the occasion of evaluating **the identities of those around them** (cf. Telama, Nupponen, Pieron 2005, p. 117).

The benefits of practicing physical activities, according to (Kimm, Glynn, et al., 2002) (cf. Arteaga and Maureen, 2004), are multiple, reminding of the positive social development and the decreasing risk of clinical disease. Young people which are active from the point of view of exercise are considered to be less exposed to the risk of becoming overweight, so implicitly have a better health.

Studies show the fact that in western countries, young people, especially **boys**, make their **own identity** in their relation with **the physical activity**, which, initially, was conceived for the young men, like a promoter of **courage**, **developer of characters**, of **moral conduit** or support for the military preparation. Through sport, among others, young people develop their corporal image, which has nowadays become a symbol of well being.

Through its specific, sports promote **competition**, so present in the capitalist societies, which teaches the participants to become strong, competitive, eager for success.

On the other hand, through **sport**, young people can assume teamwork, practicing their **power of decision**. For the development of specific context, as closer as possible to the one of the community, is essential; so when the youth community, the creation of a collective with other colleagues and adults for the sake of achieving a common goal, they really exercise the **solving** of the problems, although cultivating **the decisional ability** (Perkins and Noam, 2007, p. 77).

Physical activity and **sport**, in the opinion of Havighurst (1972), alongside other domains, have a determinant role in the process of **development and socialization of young people**, concurring to the accomplishment of the educative process through “the creation of a new social relation; embracing the gender role; accepting ones body; achieving emotional independence for the parents or other adults; preparing for marriage or family life; preparing for work; development of a perception/ideology about the world; adopting **a responsible sociable behaviour**”(cf. Telama, Nupponen, Pieron 2005, p. 117).

Sports, especially the team sports sustain the **formation and integration** of individuals in society. For the minorities, as it could have been observed in numerous studies, their **implication** in team sports, says Walsh (2006), develop a sense of affiliation to a traditional community, because of the direct contact with the members of the community, facilitating their integration in the community. Thus, the players, frequently put in the position of commonly solving game situations, come to accept each other, to communicate with the purpose of adopting viable solutions, which afterwards can be propagated outside the field of sports, and creating quality social relationships.

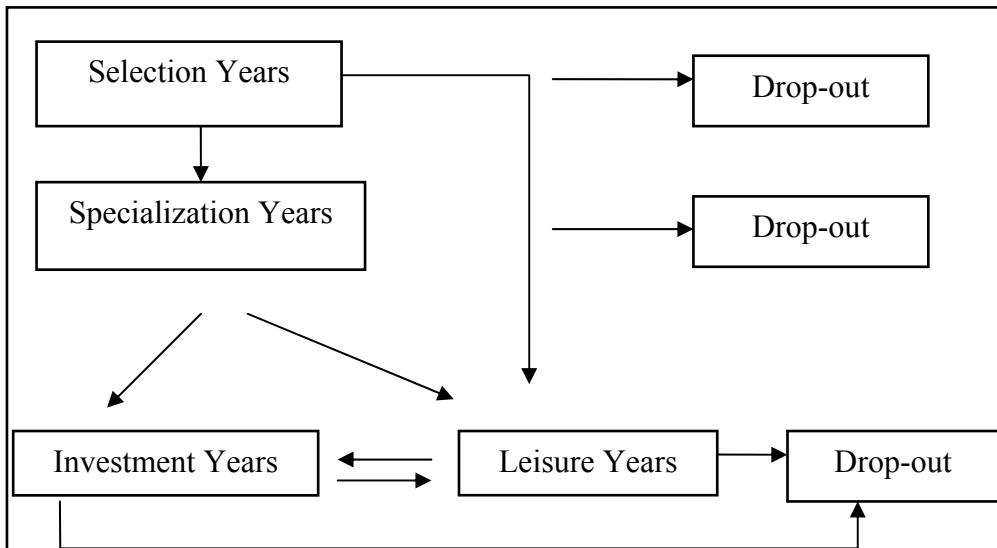
The sports casement offers young people, according to Gavriluță (2010), the possibility of interlinking with one another, knowing each other better, making friends or affiliations to groups, and altogether, observing the fact that those who participate to sport activities are more sociable in other domains, not only in sports. A series of social symbols, like **values, norms, principles**, can be experimented through sport which, in concordance to Weiss (2001), represents more than a **micro-cosmos of society**. For the majority of people, sport means the ideal form of communication which operates on the basis of some **symbols** (eg: emblems, pennants, Olympic circles, Olympic flame, notes and records).

Achieving **emotional independence** towards the parents or adults, also the **acceptance of ones own body** and its functions contribute to the development of **the personality and identity** of the individual. “**Sport is an ideal vehicle for the strengthening of the identity**”(Weiss, 2001, p.395)

For some sociologists, sport is perceived as “a reliance, measure and context of **achieving the process of socialization**”. (Gavriluta, 2010).

### II. 3 The participation of young people at sport activities

In accordance with Hat and Cote (2002) (cf. Macphall and Kirk, 2006) the participation of young people in sport can be synthesised in three phases (figure 1) each with its specific, also existing a selection, a **specialization** and an **investment phase**.



**Fig 1. The scheme of the phases covered by children/ individuals in sport activities**

Source: Cote and Hay, (2002) (cf. Macphall and Kirk, 2006, p.60)

At the beginning, in the **selection** phase (not to be understood a rigorous selection made for the performance sport), children are motivated by the fun and joy offered by the branch of sport and the space specific for this, participating in certain structures, more likely to play than to train. **”In the phase of selection in sporting activities, young people experiment fun and joy, the benefits of fitness for their health, the ludical aspect of the activity, the relations of friendship with the other members of the same age”** (Macphall and Kirk, 2006 p. 60).

In well developed countries a lot of emphasis is put on mass sport, not paying a lot of attention on the selection process, perceived by some individuals as a measure of discriminating. There are programmes of classification and competition programmes for all levels of preparation and

for all ages, actually being followed the engagement in sporting events of a bigger possible number of persons from the population of that country. Afterwards children with special abilities are lead to performance sport, where the activity will certainly not resemble playing. From the same phase, of selection, a part of the children pass forward to the years of specialization, and some chose the phase of **leisure**, where they participate with regularity to sporting activities, without achieving high performances.

In the phase of **specialization**, children concentrate deliberately on a more intense preparation in a certain sport, orientating their abilities and aptitudes of the sport with the goal of achieving performance. The activity specific to this phase gives the individual methods and knowledge through which he is encouraged to concentrate himself upon the development of his performances. In this phase, leisure activities are reduced, but in conformity with the sayings of Cote and Hay (2002, cf. Macphall and Kirk, 2006), at the age (13-14) there is a balance between the practices of loisir and those of performance. The factors which are responsible for dropping-out of a certain sporting activity and perhaps passing to another, in this phase, can be determined be the relationship of the athlete with his coach, the success had in that branch of the sport or the joy of having practiced that sport. From the specialization phase, the child needs the following options: the first is giving up sport, the second is entering the leisure phase, and the third is entering in the so called **investment** phase. This latter phase implies, as usual, the approach of an activity, in order to obtain high performance, through the participation at intensively specialised practices and the mobilization, in this purpose, of all the material and human resources available.

Referring to what determines young people to choose/ participate in diverse physical activities, the statistics show information regarding the way in which **social class, gender, ethnicity or geographical areas influence the life or choices of young people**. The social-cultural factors influence the physical activity among the children and teenagers. As well as in the case of young adults, with come from ethnical minorities and the youth with a lower social-economical status have the tendency to involve themselves less in sporting activities that those who come from the middle class or those with a superior social-economical status (Kimm, Glynn, et al., 2002, cf. Arteaga and Maureen, 2004). The access to resources and programmes can be a determinant in the participation to physical activities.

As told before, the implication of young people in the sporting activities can be determined by a series of **socio-cultural factors**, reminding here the facilities/opportunities, the nature of the school they go to, referring in this case to private schools or public school. **The participation** to sporting activities, affirms Borzekowski and Rickert (2003, cf. Arteaga and Maureen, 2004) is also influenced by friends and parents, but we do not have to forget, in this sense, the contribution of the professors or coaches which have the duty of keeping those who practice sport close to the sporting branches which are administered by them. Parents who have an active way of life, which presumes a regular participation to some physical/sporting activities, certainly will guide and support their children, so that they can achieve an active way of life also.

The way in which social class and capital influence **the life of the individual** was a major concern of sociologists (Bairner, 2007; Foote, 2003; Mehus, 2005; Miller, 1999; Stempel 2005 - cf. Lee, Macdonald, Wright, 2009) for a long period of time, as similar thing occurring also in the **sociology of sport**, where a series of researchers have studied the way in which **social class, capital respectively**, influence the choice and participation to some sporting branches. The term „**social class**”, according to Walkerdine, Lucey and Melody (2001) is a structural category, a factor which contours lives and chances „being frequently associated with the social-economical status, the occupation, the education or the geographical location and it is perceived as a demographical variable” (Lee, Macdonald, Wright, 2009, p. 60).

Having as a starting point the social-cultural theory of Bourdieu, Laberge and Kay (2002), we affirm that **social class** refers to a group of subjects which benefit of similar conditions of existence, have the same interests, system of values and which try to define themselves in relation with other groups of subjects. Even though **social class** has a similar impact among men as well as women, **gender** plays an important role in **choosing the type of physical activity**.

In the study about **masculinity**, Laberge and Albert (2000) are preoccupied by the construction of the relationship between the social class and masculinity, thus the boys in **the middle class or above** have characterised masculinity through **intelligence** and **sociability**, while the boys in the lower class perceived masculinity as a manifestation of male chauvinism through which they could express their power over the helpless (cf. Lee, Macdonald, Wright, 2009). *The difference of vision between the middle and the superior class is thanks to the differences on the level of the living condition which are seen at the level of these social classes.*

**The social class** difference becomes obvious through the type of schooling, private or public, which young people nowadays follow, underlining the fact that school is responsible for transmitting the culture. Through the fusion of equipments, the transmission of traditions, symbols, private schools try to assert their supremacy, as well as that of the students which chose private schools, in opposition with public schools.

The modality of involvement of young people in physical activities can be explained using Bourdieu's (1978) concepts about **habitus** and **capital**, both terms which underline that the participation to certain branches of sport is submissive to the influences of the social structures. Bourdieu used to describe the personification of social rules, values and dispositions as **habitus**.

What appears as a sudden choice of sporting practices (cf. Lee, Macdonald, Wright, 2009) is the product of the introverted dispositions and of the norms which derive from them, and are suggestive for the social conditions.

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## SELECTION FOR PERFORMANCE VOLLEYBALL

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**ABSTRACT.** Selection begins with the detection of the most gifted candidates and their integration in groups or teams depending on the shape of the physical, physiological, psychological and specific training - limiting factor of success in sports training or competition. Over the years, due to increased competitiveness and overall growth at all levels of performance; early identification of young talent for the sport has become very important. Identifying talent can be defined as a process in which children are encouraged to participate in sport in which they can achieve the greatest success, based on screening test results.

*Keywords:* selection, performance, sporting talent

Identifying talent is often faced with developing talent. In fact, the identification of talent is only first step in the preparation, from beginner to athlete success. The vast majority of connoisseurs consider the selection of a long process, with the conclusion that it is almost impossible to appreciate the immediate prospects for sports such as improved methods of assessment. From this point of view, selection is equal to the lifetime sport. Both in terms of teaching and operational, biological and game selection, most authors recommended approach at three levels:

- Original - the detection and engagement of children in sporting routine;
- Secondary - screening value of players able to prepare for performance;
- Final - including junior teams specializing in senior positions.

### I. Stages of the selection proces

Connoisseurs consider it almost impossible for an immediate assessment of the outlook improved sports subjects such as methods used.

Identifying talent can be defined as a process in which individuals are encouraged to participate in sport in which they can achieve the greatest success, based on screening test results. The selection process is a continuous

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process that must be customized for individual to individual, not to be confused with the possibilities latent abilities of individuals. Identifying talent is just the first step in the preparation, from beginner to athlete success. From this point of view, selection is equal to the lifetime sport.

Educational and operational reasons, most experts recommend selection approach at three levels:

### ***1. Primary or guidance selection***

Purpose:

- Screening for subjects with sports skills;
- Systematic engagement of children in sport;
- The group started up hope.

Duration: 3-4 years.

### ***2. Secondary or intermediate selection***

Purpose:

- Learning and improving technical and tactical actions;
- Advanced group formation;
- Participation in competitions.

Duration: 2-3 years.

### ***3. Final selection***

Purpose:

- Game improvement actions;
- Integration into performance groups.
- Participation in the championships held nationally, internationally
- Selection and promotion of junior players for national groups, youth and seniors.

Duration: 2 years, I Junior Championship

In a wider selection is a process subject to the following factors:

- Player model internationally and nationally,
- The criteria for detecting somatic-functional qualities and custom volleyball psihomotricity performance
- A system of control samples and standards unit
- There is a relatively stable competitive system,
- A training unit.

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Age	Height % of the Final		Setters		Centr. Bl. Player		Hitters	
	M	F	M	F	M	F	M	F
10	78,21	84,38	148	147,6	152	151	156	156,1
11	80,95	87,95	154	153,6	158	158	162	162,3
14	91,26	97,67	182	171	177	176	182	180,6
15	95,28	99,05	190	173,3	185	178	190	183,2
18	100	100	190	175	195	180	200	185

## II. Selection criteria

To ensure human resources team at Romanian researchers have developed a comprehensive system of testing the subjects selected. Criteria to ensure scientific bases of the selection process are as follows.

### *a) medical and biological*

Since disability is an obstacle difficult biological compensated and that the performance is dependent on the potential medical and biological criteria in each stage will operate differently depending on the growth and maturation of a body part and accumulation training effects on the other hand. For items that promote so-called initial screening examination and selection are subject to ongoing action parallel with the initiation of sport, it must conduct a comprehensive medical examination to services which:

- Health assessment by a clinical examination on equipment as complex, complete with analysis laboratory

- Assessment of functional integrity at cardiopulmonary, endocrine-metabolic, neuromuscular and psychological;

- Specify the level of general physical development according to sex and age with the following tests:

- Anthropometric, to determine stature, leg length and scope;

- Somatoscopic, in order to detect physical weaknesses grade II, III, IV contraindicated volleyball;

- Examination of mobility in joints.

At the end of this comprehensive examination, the doctor is unable to decide whether or not an individual can practice volleyball Performance. If during puberty is premature to make assumptions regarding the physical health exam should provide a definite answer on candidates or personal history.

### ***b) somatic criteria***

The main data somatic selection problem we are interested in, are those which may be less influenced by the environment, such as:

#### ***1. Height***

Are rightly questions on which criteria to stop especially in primary stages of selection to the best final height prognosis. They recommend linking the indicators of growth (height at the time) with biological age, expresses more accurately the chronological age of maturation. To determine the biological age assessment is recommended secondary symptoms of puberty, ossification of hand and wrist unskilled and aged teeth. On these bases can objectively assess maturation rates (delayed, accelerated) and height can determine by reference to middle level of physical development of growing generations. Considering that the size of players between 190-200 cm 175-185 cm for boys and girls, taken in adulthood are acceptable values that exceeded their specialization and favors line over those who possess them, heights that perspective elements should achieve at various ages are as follows:

- Consider that these data remain indicative level view of the phenomenon of acceleration of recent years and the period during which there have been empirical research that formed the basis of these findings (table above).

- The chronological age corresponds to the biological growth spurt at 12 to 13 years to reach 7-8 cm. In children with the exception of very small growth spurt radiological examination of joints should be applied.

Girls reach menarche at 95.2% of the maximum height.

#### ***2. Heredity***

Not absolutely sure indication, although the ratio of 80%, the child borrows the somatic aspect of parents, girls in general on the fathers and mothers of boys on. If a low genetic potential, parents may be linked to height and height of close relatives (brothers, sisters). In relation to this criterion we can call the following calculation formula:

$$IB = (MI \times 1.08 + IT) / 2 \text{ and } RU = (IT \times 0.923 + MI) / 2$$

where: IB = height of boys, MI = height of mother, father's height = IT, IF = height girls.

A variation of this formula recalculated for basketball can be used in conditions where maternal height exceeds 170 cm and 180 cm father. According to them, the future would be high:

$$IB + 4 = (MI \times 1.24 + IT) \div 2 \text{ and } IF + 3.38 = (1.044 \times IT + IM) \div 2$$

that height I = T = father M = mother, B = boy, F = face.

**3. Speaking of constitutional type**, it must be longilim with small pelvis especially in girls, with long limbs. Those states are favored in the short jump and skill. Since the scale has implications both in terms of height of the ball impact point and size of area of operation of the player, consider that it should reach values around 110% compared to adult height.

#### **c. Driving ability**

Known as the less perfect qualities which advertisements volleyball practice, selection requirement should be increased from the beginning that if these qualities are not in "hereditary endowment" is useless to expect them to develop to the extent necessary after .

1. **Qualities of interest** driven largely determined the selection process are:

- Speed in all its forms of manifestation (response, completion, repetition);
- General and specific skills (ease of hitting the ball) and baggage driving skills.

2. **Ability of acquiring driving skills** examined in all periods of selection, the coach should aim primarily child the ability to acquire specific actions thoroughly.

#### **d. Psychological criterion**

Found by investigating psychological qualities will allow portray psychological elements of which will be showing:

##### **1. Level skills development:**

- Learning capability,
- Perceptions specialized
- Spirit of observation and particular attention,
- Speed, skill, coordination,
- Skills and habits,
- Thinking,
- Decision-making capacity;

2. **Motivation** (level of aspiration, need performance, interest and passion for volleyball)

**3. Type is strongly preferred balanced temperamentally** and between temperamental expressions of interest and work capacity and resistance to hardship, perseverance in overcoming obstacles and difficult moments.

**4. Affectivity** (anxiety, frustration)

**5. Sociability** (degree of adherence to the group, attitude towards the coach, team preferences to the topic.) Thus we obtain a series of assessments underline line qualities and deficiencies can occur in annihilation or compensation of features. Particularly important is the fair assessment of quality arising from the peculiarities of higher nervous activity and behavior in contests.

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## POLYVALENT AND POLY-ATHLETIC APPROACH IN CHILDREN'S TRAINING

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**ABSTRACT.** *Children's capacity of being trained*, which constitutes the manner of responding to the training stimulus, manifested by the maturing subjects, is also correlated with the critical period they have been going through. For instance, there is often deemed that the youngest are much more sensitive to the positive effects of the training during the fast growth period, which means pre-adolescence – adolescence. Reference has been purposely made to the effects of the regular training programs upon the development of the muscular force and of the aerobic strength. It presumably may be applied to the effects of the motor quality development and to the learning process in the case of motor skills. Subjective sensitivity characterizing the learning process depends on a variety of factors, such as: age, previous experience, level of pre-learning or pre-training, aerobic force and strength, and possibly specific genetic variations. Given the fact that the greatest part of nervous structures have approached grown-up aged form and that the majority of basic motion schemes are well structured, this period may be considered optimal for learning and enforcing basic motor skills. Polyvalence, from our standpoint, is well and authentically substantiated; being, more than multilateral nature, oriented towards several plans. Human personality encompasses the physical, psychic, affective, moral and spiritual plan, therefore polyvalence (term specific to chemistry) hints at the bonds among these plans. Multilateral nature leads us towards the desired plans and polyvalence structures them and connects them, ensuring motor progress. As general principle of motor learning and training, polyvalence is placed, in the framework of the training task organizing, within the general orientations from the general training taxonomy. More specifically, after keeping on or follow up, after ever-increasing tasking, and before cyclic alternation, task individualization and connection between specific and non-specific task (Donati Assandro 1994 )

**Keywords:** *motor qualities, athletes' training, polyvalent and poly-athletic training, spring events, performance*

**REZUMAT.** *Pregătirea athletică la copii stadiul I prin antrenabilitatea polivalentă și poliatică.* Sensibilitatea subiectivă care caracterizează procesul de învățare depinde de o varietate de factori, cum ar fi: vârsta, experiența anterioară, nivelul de pre-învățare sau de pre-formare, forța și puterea, eventual, variații genetice. Având în vedere faptul că cea mai mare parte a structurilor nervoase au abordat creștere în

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**Table 1.**

**Relations established among motor qualities, effort importance  
and biological systems**

Effort importance	Effort intensity		Effort volume
	Speed	Force	Endurance
Motor qualities	Muscular force Reaction speed Execution speed	Force	Local resistance Local endurance General resistance
	Skilfulness and agility	Mobility, articular and muscular suppleness	General endurance
Biological systems	Nervous system	Locomotors apparatus	Metabolism

**Table 2.**

**Reference values for local resistance and endurance  
(modified after Harre, 1971)**

Possible maximal pressure / %	Repetition number upon series	Motion rhythms	Series number upon training unit	Pause duration between series	Training effects
60 – 40%	10 - 30	rapid	3 - 5	30 – 40 sec.	Local resistance combined with force and speed; Ex: cross country race (running), orientation courses with climbing
40 – 25%	30 – 75% of maximal number of repetitions	quite rapid	4 - 6	30 – 45 sec. and more	Local endurance combined with force and speed

### **Polyvalent and poly-athletic training, training stages, specialized in sprint events**

Athletic running fits within the expert-called impressive appearance sports, with stereotype technique and generally standardized competitions. This requires from the sportsman the muscular development of the aptitudes of force, speed, resistance and the development of the metabolic processes afferent to the effort that has been made. The sports events in athletics particularly involve those mechanisms that are generally anaerobic and which cover a duration of 10''- 60''. The strain, being muscular and sub-muscular in the training effort or in the contest, lets the trainer know that these events fit under the morphologic aspect in the category of those activities that require a high score of the muscular mass and the capacity to locally develop this force within a medium towards high regime. Therefore, within his/her metabolic approach, the trainer will use those force-speed means, and also several means aiming at the elasticity and at the resistance of the execution under mono-structured form (Metweev). Henceforth, there is on the display the trainer's mastery. If the means may be perceived and intuited, there is more difficult to inculcate in the beginner, at childhood age, those reflexes of adaptation to the training stimuli, so that in the future, through the effects of overcompensation, he/she might excel in one of the athletic running events. The tasking and remission, the strain resuming and its duration grow into mechanisms clearly guided by the sports trainer's principles and they compel the trainer to study and preoccupation, and respectively the sportsman to motivation and self-dedication.

There is attempted at avoiding going in-depth into the theory in the sports training theory field and at motivating the theoretic approach starting from the fact that the expert trainer who begins from the selection activity in detecting who will grow into the performer to be, requires an exquisite optics and must be a visionary, in the sense of the capacity to anticipate some subtle aspects in the sportsman's motor capacity and personality. The expert asks himself/herself a few questions:

1. Am I sufficiently theoretically trained and practically experienced to orientate myself well in worldwide performance?
2. Do I dispose of the material and logistic basis to reach this target?
3. Am I acquainted with the stages and with the duration of this path?
4. Shall I be equally strong and enthusiastic in a few years too, when the sportsman's strain during great performance will be reaching the apex?

The trainer's peculiar personality will be one of the decisive factors in achieving noteworthy results. The trainer will attempt at considering other aspects in their turn:

1. Has there been selected a real talent?
2. Is he/she well acquainted with the motivating techniques towards excellence?
3. Have the bases of sports training and the physiological laws been well acquired in order to adapt them to emerging conditions?
4. Is he provided with the pedagogic knowledge, endowed with the teaching style and characterized by the desire for on-going formation?
5. Does his/her personality and self-possession recommend him/her in the relation developed with his/her colleagues and with the sportsman?

The development of motor quality in children remains a task of high importance incumbent on physical education at post-pubescent youth. Whilst during ante-pubescent and pubescent periods, the relatively high growth in waist and weight in youth has ended in ensuring almost "in smooth flow", "by itself", a considerable rise in motor qualities, especially in strength and resistance, during post-pubescent stage the somatic growth and development rhythm being reduced, the "spontaneous" gain in force and resistance is ever-diminishing.

The development of speed in sportsmen at post-pubescent age presents several particularities connected to the current level of morpho-functional development of the organism. This way, while during the other previous stages, speed has been developed under its purest form, the so-called "basic speed", during post-pubescent period, this path is no longer accessible, as equilibrating the two fundamental cortical processes (excitation and inhibition) entails a gradual diminution of their mobility, only limiting itself to the physiological support of the basic speed development. However, the functional indicators of the mobility of the basic nervous process being higher than those which are constant in young grown-ups, during post-pubescent stage there may be obtained a further slight rise of the basic speed, through purposely oriented training.

At the beginning of the post-pubescent period, there is recommended reducing the speed effort, along very short and short distances (30-40-60 m), as they best suit the morpho-functional particularities of the pupils within this age period.

The distance may be gradually raised to 200 m at maximum, which may be covered without highly straining the circulator and respirator apparatuses; the effort of the alactacid anaerobic neural-muscular type is well tolerated by the youth at post-pubescent age, as it principally addresses the nervous and muscular systems, which are within an advantageous state.

If the reaction speed may be less developed during this stage, its other forms of manifestation (motion, repetition, execution) may be successfully developed on the basis of the rise in muscular force, in coordination and on the basis of the improvement of the start technique and of the running style.

These arguments are deemed as strictly necessary so that sports polyvalence might be considered not only from a strictly methodical standpoint, especially during the initial phases of performance exertion. All mentioned factors may create at a given moment a favourable frame for the benefit of the talented child, so that he might turn into a performer. Polyvalence creates the equilibrium between psycho-motor and coordinative aptitudes, alleges them skill valences through the transfer in the area of the automatisms. Through its harmony and dynamics, polyvalence removes the monotony of constantly applied stimuli, and contributes to avoiding the result stagnation.

The experiment consisted in collecting the data along a poly-athletic training year, undergone by a sampling of 16 children aged between 10-14 years, pertaining to a beginner level group from CSS Medias; and by a sampling of 6 equally-aged novice children from the Sports College of Brasov. We submit as follows the criteria of choice: state of health, training attendance frequency, discipline during working time, motivation for motion, good school proficiency, relation with parents.

There were settled initial and final tests and there was recorded the obtained progress. The end of the initiation period and of the promotion period set off among these ones a number of 6 sportsmen with real perspectives for athletic performance. Among these ones, one has eloquently put himself forward, by practicing performance sport on the national level.

The level of strain (with small exceptions) was approximately the same during every training session. The children were approximately of the same age. ( $\pm 1$  year).

The effects of adapting oneself to effort were concretized in the children's state of health and in sports performance. Multilateral and poly-athletic training have been the priorities along the entire study year.

### **Data collection and exercise systematization**

There was noted that in working with children on this level, the studies are of high interest, conveying surprising results. There were settled 4 representative events. There was chosen as study period a competitive year so as to follow these children's evolution in time and whether the practice may confirm what the theory in the field maintains.

There was followed the evolution of motor abilities along 9 calendar months, with no scheduled interruption. There took place 5 sessions of weekly training, each consisting in 2 -2 ½ hours. Compulsory medical examination was carried out at least twice every semester. There were consequently obtained extremely useful information upon the physiological state we fit within. The somatic data were useful in order to follow the nutrition state and its modifications. The set training planning rigorously fit within the requirements of the curricula, of the standards and of the ready reckoners for the children fitting within this category.

Although they could not fit within all volume and especially intensity parameters, the effort level has been attained to a proportion of 75 – 80%, a fact also corroborated with the analysis of the training notebooks for each child within the group.

The first testing in the four events took place in the first week of the month of October. The last testing took place in the last week of the month of July during the academic year 2007 – 2008.

The testing referred to the following events:

- Speed running 50m flat with upright start – 2 trials (for the motion speed);
- Long jump with standing start – 2 trials (for the explosive force of the feet);
- Throwing the oina (rounders) ball with running jump 3 – 5 steps – 2 trials (for the explosive force of the arms);
- Running 600m (for endurance).

Anthropo-metric data:

- ✓ Height (cm)
- ✓ Body weight (kg).

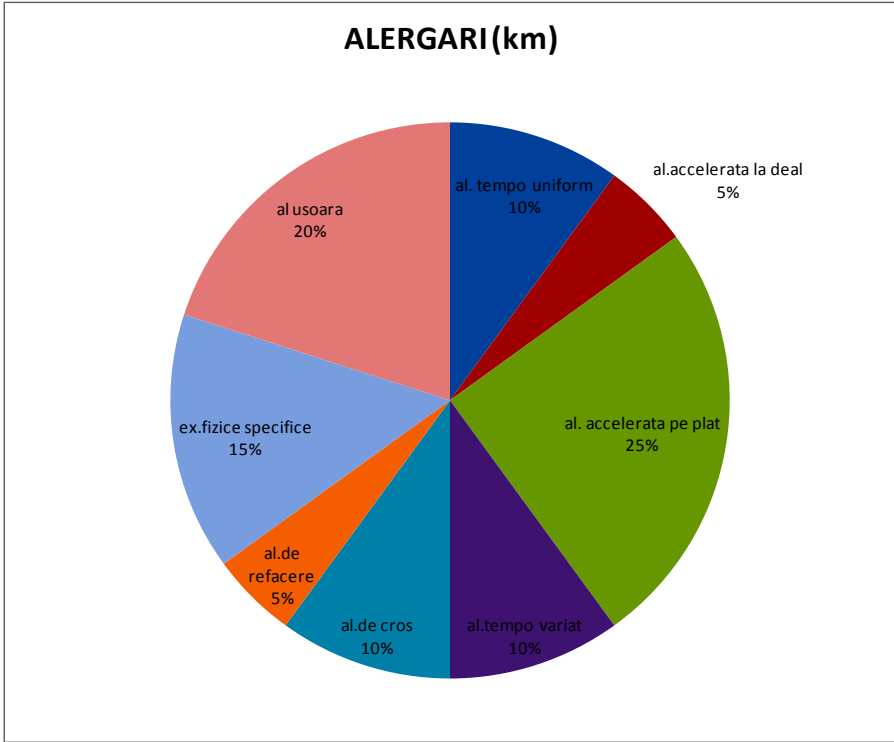
Note:

The calendar scheduling, the types of lessons, the table with the subjects and the results during the testing are submitted in the appendix to the paper.

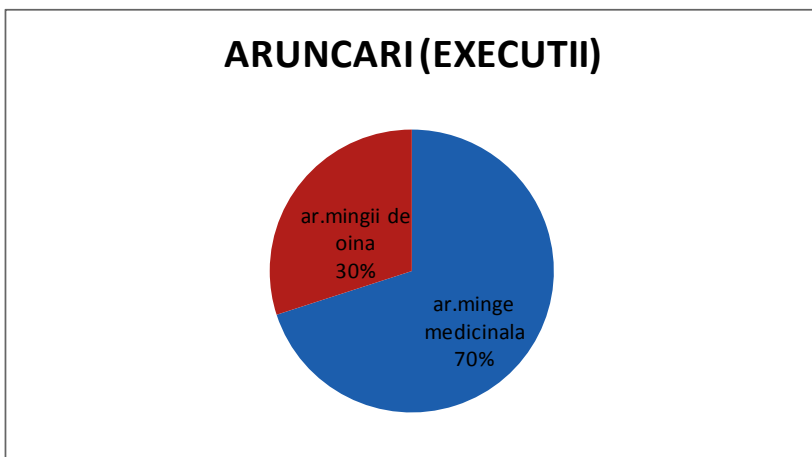
**Table 3.**

**SUBMITTED MODEL**

COMP.	UNITS TO LEARN	ANNUAL SAMPLING OF LEARNING UNITS									
		SEPT	OCT	NOV	DEC	IAN	FEB	MAR	APR	MAI	JUN
MOTOR QUALITIES	SPEED-SKILL	[Grey]						[Grey]			
	MOBILITY				[Purple]						
	FORCE				[Yellow]						
	RESISTANCE	[Light Green]						[Light Green]			
	F. – R. COMB	Permanent task [Yellow]									
BASIC MOTOR ACQUIRED SKILLS	WALKING				Applicative Race tracks [Green]						
	RUNNING				[Green]						
	JUMPING				[Green]						
	THROWING				[Green]						
APPLICATIVE UTILITARIAN MOTOR SKILLS	EQUILIBRIUM				[Green]						
	CRAWLING				[Green]						
	CLIMBING UP				[Green]						
	ESCALADING				[Green]						
	TRACTION				[Green]						
ATHLETIC SKILLS	SPEED RUNNING		[Blue]					[Blue]			
	RESISTANCE RUNNING		Cross country race [Orange]				Cross country race [Orange]				
	FENCE RACE	[Teal]								[Teal]	
	RELAY RACE	Relay [Pink]									
	LONG JUMP		[Dark Blue]					[Dark Blue]			
	HIGH JUMP										
	OINA (ROUNDERS) THROWING	[Light Green]						[Light Green]			
	MEDICINE BALL THROWING				[Light Blue]						
GYMNASTICS	ACR.+JUMPS				[Grey]						
SPORTIVE GAMES	BASKETBALL	[Cyan]									
	HANDBALL	[Cyan]									
	FOOTBALL	[Cyan]									
OTHER R. SP.	SWIMMING				COMPENSATORY [Orange]						

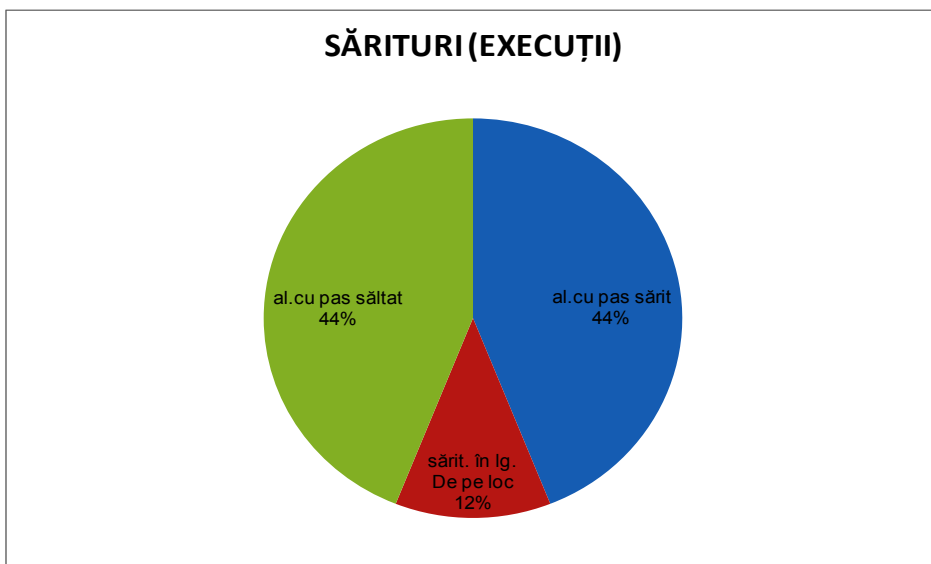


**GRAPH 1.** Percentage distribution of general means

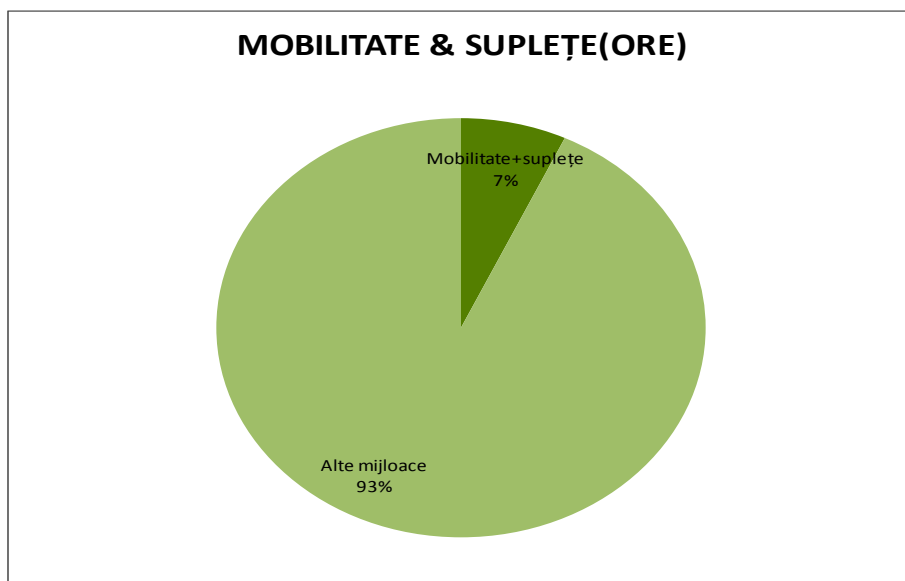


**GRAPH 2 –** Running/Races

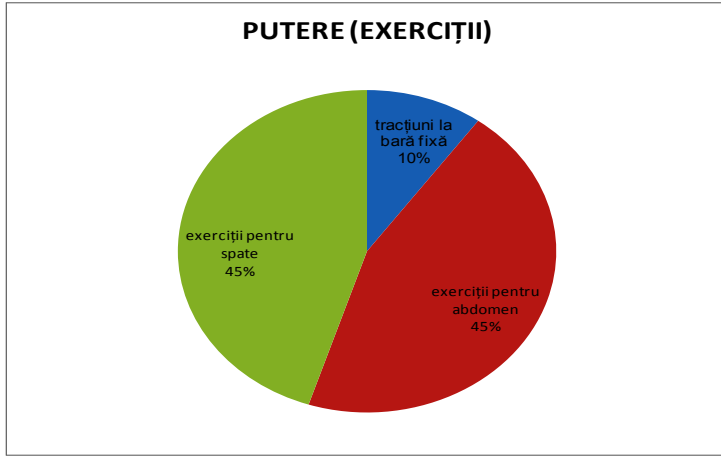




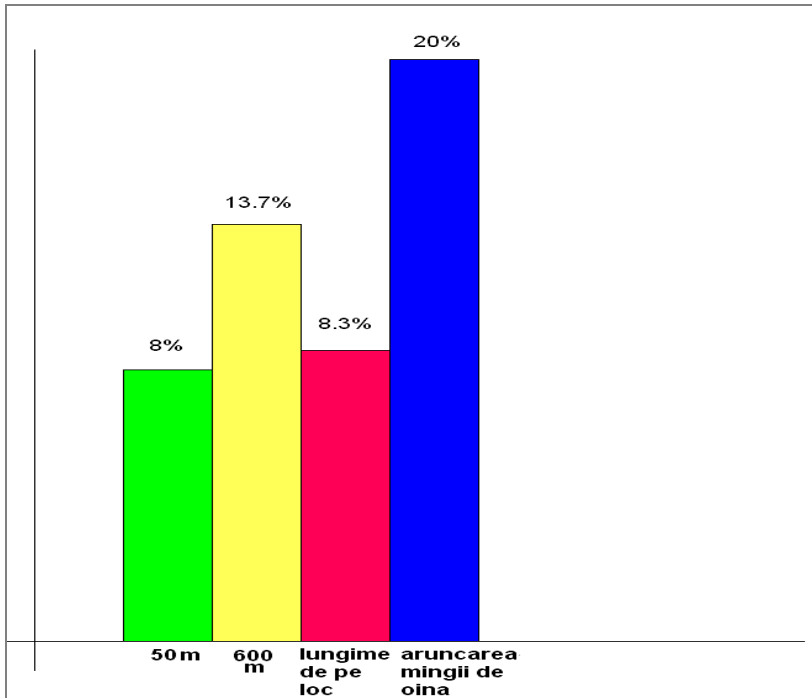
GRAPH 3 – Throwing (Executions)



GRAPH 4 – Jumps (Executions)



**GRAPH 5 – Mobility and Suppleness**



**GRAPH 6 – Distribution of average progress upon events**

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions:

- The achieved study confirmed the hypothesis that not all psychomotor qualities display the same level of development; at this age, speed precedes strength and resistance
  - There is a significant correlation between the strength and resistance development levels at this age category
  - The driving means have to be judiciously selected and distributed, so as to ensure the level of polyvalent training enabling and facilitating the orientation towards a presumptive event.
  - The systematic and well methodological oriented study along the entire competitive year is the guarantor of significant improvements of all structural and functional parameters of the child's organism, with positive effects on the level of general motor capacity.
  - The work with age-adapted models allows verifying the trainability level in children aged between 10-14 years.
  - Following the study upon the dynamics of motor capacity in athlete children, aged between 10-14 years old, there ensued that the means, the methods and the methodical orientation were well chosen; as children have marked up good progress on the motor level and on the physical development level.

### Suggestions, proposals and recommendations:

- We advance the proposal of an annual training cycle along 11 months, approximately 280 days that should turn into a constant within our training plans, the reason backing up our proposal: children aged between 13-14 years have already participated in the CN junior finals on the basis of FRA standards.
  - The work with models adapted to the level of each training group (initiation, beginners, advanced). The motivation is that: we have been aided in systematically following the level of training and the manner in which athlete children bear with it.
  - We submit that during winter training session, the applicative racing tracks should be retrievable in the trainers' planning as they make up through dynamism and attractiveness for the low level of effort characteristic to the working time period indoors.

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## CHILDREN'S PREPARING – IMPORTANT FACTOR IN PERFORMANCE SPORTS` PRACTICING IN THE FUTURE

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DOBOȘI ȘERBAN<sup>1</sup>, ȘANTA ONELA

**ABSTRACT.** Practicing a sport, individually or in a team, builds a child's character and self-esteem, develops his concentration skill self-control and a lot of other skills and makes the child a more communicative cheerful and healthy person. Sport introduces the child to a social environment where he can make new friends and enhance his ability to communicate. Shaping ensures the dynamic aspect of the learning procedures within the system in a functional and operative manner.

**Keywords:** *children, sport, health, performance*

**REZUMAT.** *Modelarea copiilor pentru practicarea în viitor a sportului de performanță.* Practicarea unui sport, fie individual sau de echipă, va forma caracterul copiilor, îi va crește încrederea în forțele proprii, îi va dezvolta concentrarea, autocontrolul și o mulțime de aptitudini, va transforma copilul într-o persoană comunicativă, veselă, sănătoasă. Sportul îl introduce pe copil într-un mediu social în care-și face prieteni și își dezvoltă capacitatea de a comunica. Pregătirea sportivă a copiilor și juniorilor a devenit o componentă importantă și absolut necesară a antrenamentului sportiv modern.

**Cuvinte cheie:** *copii, sport, sănătate, performanță.*

Sport is widely recognized as a social phenomenon, knowledge and practice of sports games is a cultural act and it is also a mandatory component of general education of the young generation.

Sports games are a playful form of manifestation of exercise, a social activity organized in order to develop the driving and moral qualities and also the will.

The interest of children for sport can be a subjective factor that determines them to act in this area, being drawn to play with the ball by the practice itself, even if initially they don't know too many details about that game.

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Practicing a sport stimulates the development of certain movement related abilities such as: coordination and speed, as well as cognitive ones like understanding, the ability to form a personal opinion or take certain decisions.

Sport can offer children more confidence, self-esteem self-control and independence, it teaches them to adapt to a balanced way of life which involves a proper diet and personal hygiene, discipline and diligence.

When it comes to sport games the technical aspect holds a great importance, the ball must be always kept on field, through repeated blows executed by arms or legs, according to the rules of the game. The movements are both cyclic and acyclic, interspersed with walking and running. Given that few movements are natural, technical elements need to be repeated continuously to be learned. Hence the difficulty of learning a technique that results in hard training for its improvement at the highest level.

The more the training process and the desire to raise the level of performance advance, the more importance is given to the following characteristics: the players' skill in technical execution, the speed of response and implementation, the explosive force, developing a sense of anticipation, the ability to focus, the tactical discipline etc. The training process will be easier as the level of motor skill development of children will be higher, and the skills of movement in general and the basics of the game in particular will be made easier. Training of children and juniors has become an important and utterly necessary part of modern sports training.

Actions' unity and specificity of sports actions is determined by the fact that the game is by design, a team game where each player's execution is dependent of a previous execution of a teammate. At each stage of the game, the efficiency depends on the way teammates play the ball for the next player, in constant interdependence, relying, subordinating their personal intentions to the general intent of the team.

Preparing is the process of studying the phenomena of nature and society with ideal or material models, in its base lays the analogy between a model and the system it represents. The analogy refers to the shape, structure, functioning as a whole or as a part of the system.

This operation involves a number of features that make it an auxiliary teaching with high efficiency in terms of a modern education.

Preparing ensures dynamism in the system, functional and operating procedures of education. Fundamental notion with which we are operating on is the model by which we mean a natural or ideal, which reproduces more or less original, in order to facilitate the discovery of new properties.

The didactic material means instructional models showing subsystems, objects or parts of the enlarged, reduced or similar system represented by the study of which students acquire more easily the information and gain knowledge.

The coach is a starting point in developing an activity plan to be used in learning to demonstrate during the lesson the functionality of biological or technical structures, the main aim being the better understanding of the processes.

Youth need to see, understand and follow an educational model that is offered and to reveal it.

By the educational model we understand a stable educational complex behavior of a society in a given period of time ensuring the preservation and transmission of moral and educational human fund.

An educational model involves originality, choosing the more desirable qualities, and shines a light in the educational process, going through various stages until the highest peaks of personality.

Education itself is a modeling during which the human being is built and develops by intervention of educational factors shaping the character.

The model is seen as a particular case, but representative of an entire class of objects or phenomena. After shape, models fall into two major classes:

- material (real);
- ideal (mental).

The material models include construction to reproduce spatial relations of objects, miniature of objects or materials analogue models.

Ideal models are expressed by ideas or logical-mathematical equations of various degrees of generality: theorems, laws, algorithms, principles, etc.

Depending on the role fulfilled, models can be explanatory, which support the process of understanding, and predicative, revealing the changes that will occur during the process investigated.

In the literature two trends meet in the modeling approach: one that considers modeling as belonging to the demonstration and the other one treated as an independent method.

Models that are today at the basis of the extension of teaching by modeling start from the fact that modeling is not a simple method of teaching – learning, but an effective way of achieving an important asset.



Preparation of athletes according to performance requirements in the world is subject to dynamic addressing all components of the game, as will occur in future competitions that these players are preparing for.

The model bases its structure on the number and nature of methodological indicators:

- quantitative and temporary, expressing the number of days of training, competitions, racing days, travel to competitions, recovery, rest, number of weekly cycles, etc;

- qualitative, resulting from different proportions of time and effort evaluating the effectiveness of training, given by the evidence and rules of control;

- psychological, which develop personality traits and emotional, intellectual and volitional reactivity;

- biochemical, giving performance data on cardio-respiratory, neuromuscular performances that the player is going to achieve during the preparation and its end;

- biochemical, which emphasize health and metabolism dynamics by a suite of tests.

Preparing usually brings a greater accessibility than the original model analysis. Model construction is done in the next steps to form the final shape:

- preliminary study of the object-system ;
- establishment of essential characteristics in terms of intended purpose;
- model making;
- theoretical analysis and experimental design;
- comparing the results with data from direct study of the system object;
- correction and improvement of the model.

The model itself can not show what happens to the system only if the model is causing a change in the parameters and results are achieved.

Performing the model game involves some risks because it represents an improvement of increasingly high-speed efficiency and spectacular character.

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## THE FIRST SOCCER FIELDS IN CLUJ

KILYÉNI ANDRÁS

**ABSTRACT.** At Cluj soccer appeared in 1896, when the sport teacher Lajos Vermes was constituted to be fencing-master at the University of Cluj. He introduced ball games as well and they played frequently with the students of the sport club. To play soccer they needed a large field, so in the beginning they were playing outside the town in the place where we can find now the Gheorgheni neighborhood, in the Hoia forest, in the Stark garden from the Turzii street or at “Kismező” (now in Gruia neighborhood), the playground of the Unitarian High school. These weren't proper fields, they needed to respect the limits of the small areas they had. They've started to use the first field, which was proper in measure as well, and had normal gates, from 1905 and in 1911 they built the sport center from the Central Park where the city made the field according to the European standards.

**Keywords:** *soccer fields, Lajos Vermes, Bivalyrét, Stark garden, Soccer field from the Rákóczy Street, Central Sport ground, Gyula Kovács, István Somodi*

**REZUMAT. Primele terenuri de fotbal din Cluj.** În orașul Cluj fotbalul a apărut în anul 1896, după ce profesorul de sport Lajos Vermes a fost numit maestru de scrimă la universitatea clujeană. Vermes a introdus în programă jocurile cu mingea, dintre care cel mai frecvent jucat a fost fotbalul. Pentru practicarea acestui joc era nevoie de un teren larg, astfel antrenamentele și meciurile s-au mutat la marginea orașului: în zona cartierului Gheorgheni, lângă pădurea Hoia, în zona căii Turzii sau în zona Gruia. Aceste terenuri nu aveau dimensiunile necesare, mărimea suprafeței de joc era dată de posibilitățile terenului. Primele terenuri de fotbal cu dimensiuni și porți normale s-au construit începând cu anul 1905, iar în anul 1911 s-a inaugurat arena centrală, un teren și o pistă conformă cu standardele europene.

**Cuvinte cheie:** *terenuri de fotbal, Lajos Vermes, Bivalyrét, Grădina Stark, Terenul de fotbal din strada Rákóczy, Arena Sportivă Centrală, Gyula Kovács, István Somodi*

## The “Bivalyrét”

The first well-known soccer field was the Bivalyrét, the place where Vermes and his students started to play. The Bivalyrét was in the place of today’s Gheorgheni neighborhood, a pasture in the north-eastern part of the town. In the eastern part there was a range for the army in those times, so the press often spoke about the soccer field as a small experimental range.



**Soccer at Bivalyrét in 1896**

These matches were limited by the primitive conditions: the grass wasn’t of quality, water gathered in the pitches which led

to many accidents among the players. The gates were made of 2 mobile thicker supports, which were held together by red belts. The supports were taken out before each match and taken back in the gym at the end.

In 1902 the necessity of a new, modern soccer field appeared. Bivalyrét wasn’t convenient any more, being far from the town so they needed to walk there, no other means of transport being available in that direction. The field wasn’t in the property of any sport association so it couldn’t be maintained or modernized. The biggest problem was still the quality of the ground, being totally inadequate for games, as it was extremely wet and instable.

In 1903 the soccer from Cluj encountered a new problem. Dr. Endre Hadady, the chief of the police, gave out an order in which he forbade the practice of any sports in Bivalyrét or in any other ranges from the outskirts of the town. Because of this order they stopped playing at Bivalyrét but the supporters of soccer started to search a new place for another ground. *It looks like the local authorities were jealous because of that small wet ground* – writes the local press.<sup>1</sup>

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<sup>1</sup> The Newspaper (Újság) 4th May 1903

In the 1940s Bivalyrét became the favorite place of the sports men who were practicing with airplane models, because of its good geographical position. In the 1960s the field gave place for the new flats of the Gheorgheni neighborhood.<sup>2</sup>

### **The soccer field from the Turzii Street (Stark garden)**

The order given by the police didn't demoralize the players, at the contrary, it arose solidarity to look for such a field where they could play as they wanted. First they started to raise money to rent a garden that could be used as a sport field. The money raising had a great success, and from that money, with Lajos Vermes' help, they could rent the garden from 23 Turzii Street which was opposite the customs' building. This garden was at the beginning of today's Observatorului Street, above the Jewish cemetery, and it was the property of the twilight home from Cluj.<sup>3</sup> This field was known as the field from the Stark garden or the field of the Youth Soccer Club.

On the new field they made the gates according to the rules, from lumber, and the field was limited according to the rules with whitewash lines. This was a step forward comparing with the field from the Bivalyrét. They'd played first on the new field on the 10<sup>th</sup> of May in 1903, and on the 24<sup>th</sup> of May they organized for the first time 'soccer-gymnastics' and on the 1<sup>st</sup> of June the first soccer championship in our town, on which the prize was the 11 bronze medals offered by the University. The winner was the team of the Catholic High school followed by the Unitarian High school and the Youth Soccer Club. On these matches the audience needed to pay a 1 'korona' fee for a seat and 40 'fillér' for a standing place.

The field was rented for a short period, for less than two years.

### **The ACC field from the Rákóczy Street**

The students graduating from the Catholic and Unitarian High school who were also practicing soccer, during their high school years, after their baccalaureate examination, in 1904 joined the Athletic Club of Cluj (ACC) and formed the soccer union. On their demand the leadership of the Union provided a soccer field for them in the spring of 1905, on Rakoczy Street (today General Eremia Grigorescu street), on the place of the clinker factory, which was on the left side of the street).

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<sup>2</sup> Asztalos Lajos, Cluj. Repository of Toponyms and Settlement History, Cluj, 2004, 185.

<sup>3</sup> Hungarian Citizen (Magyar Polgár), 9<sup>th</sup> May 1903

Here the ground was leveled down, and they made lumber gates, later they put net too for the Sunday games. They whitened the limiting lines before the matches. A few years later they made a fence on the street side and made two side entrances so they could sell tickets before the matches. For the matches the players of ACC used to borrow benches from the neighbors.<sup>4</sup> The sports ground was inaugurated on the 11<sup>th</sup> of May 1905 and they had as guest players the famous Postás (Postmen) from Budapest. The guests won with a 19:1 score. In the break they organized an athletic competition, having István Somodi as a guest player, the famous athlete from Cluj (three years later he won the silver medal on the Olympic Games from London). Gabor Jósika, the leader of the ACC, who was a supporter of the team, was present on the inauguration festivity as well. The soccer field existed thanks to him.<sup>5</sup>

They used this field until the inauguration of the new sports ground.



**The match between the KAC and the Sport Club of the Commerce Academy,  
on the field from Rakoczy Street, around 1910**

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<sup>4</sup> Biography of Rudolf Koncz

<sup>5</sup> Opposition (Ellenzék), 12th May 1905

### **The ground of the Vasas (Fierar)**

In the spring of 1907 the third soccer club was inaugurated, the “MÁV Összhang Dalegylet”, which started to use the name Vasas (Fierar) from 1908 (this team was the precursor of the CFR team). The new club, together with the Sport Club of the Commerce Academy (SCCA), started to work on a new ground next to the yards in the area of the train station, on the right side of the Nadăș stream. Unfortunately the ground was sludgy, and in case of rain, when it became muddy, playing became difficult, and besides the positioning was also bad, being east-western, so one team was always playing with their eyes in the sun, so they could never play decisive games here.<sup>6</sup>

### **The Central Sport ground**

The thought of modern sports ground was present between the sports leaders of Cluj from the beginning of the 1900s. Everybody agreed that they need a place that is in concordance with the European sport rules, where they can organize national or even international competitions. But the sport associations from the town were following first of all their interests: the University Sport Club wanted an athletic field, the soccer players were demanding their own field, the target shooters were fighting for the modernization of the existing field, and the tennis players needed a new tennis court too. The agreement between the clubs and their leaders was missing, and this situation was used by the leaders of the town to slow the investments.

In 1908, Dr. István Somodi, a jumper from Cluj, an athlete of the University Sport Club won the silver medal at the Olympic games from London. His result was greeted by the whole town and his success brought about the idea of a sports ground, where was room for the athletes, the soccer players and the tennis players as well. The leaders of the town realized too the necessity of a new sports ground, so they could organize famous competitions at Cluj. They had as example the lake from the Central park, which from 1908 became Hungary's second center in terms of skating, and which from year to year was the palace of important competitions.

The decision of the town council, according to which the new sports ground will be built behind the Central Park, could be worked on from 1911, because this area belonged to the town's treasure-house and was under contract with the firewood producers. The project of the new sports

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<sup>6</sup> Biography of Rudolf Koncz



ground was designed by Gyula Kovács, an engineer from the town, on the model of Gymnastic Club from Ferencváros (Budapest), and he was the one who supervised and conducted the building.

In September 1911 the new court was ready. Gyula Kovács took into consideration the observations of the players, according to which he couldn't place the ground in east-west position, because this way, during the afternoon games, one of the teams would have played with their eyes in the sun (especially Rudolf Koncz, a member of the team, spoke very much with the designing engineer and helped him with his experience regarding the playground). Taking this into consideration the new ground had a North-South positioning, the wood stand was on the western part and the standing places were on the eastern side. The stand had 1500 places, under it were showers with warm and cold water and each sport club from Cluj had its own dressing-room. Behind the soccer field were six tennis grounds and behind the stand they built a small house for the supervisor of the ground.<sup>7</sup>

The idea of the new building and the inauguration of the new sports ground was greeted by the sportsmen and the press from Budapest. 'We have to know, that Cluj is still a center, a spiritual leader of Transylvania. What is in fashion there is soon going to be fashion in many small towns from Transylvania. What young people like there is soon going to be taken to the other parts of the region. What is done by Cluj now is such a great national deed that hasn't been done by any Hungarian town till now. The National Sport joins us in our celebration. The glory of Cluj is our glory as well! We great the first home of the Hungarian sport in Transylvania and we congratulate its founders.'<sup>8</sup>

The inauguration festivity was organized on the 16-17<sup>th</sup> of September in 1911 – after the official inauguration a national athletic competition and a soccer match



**The sport ground from the Central Park – postcard from that period**

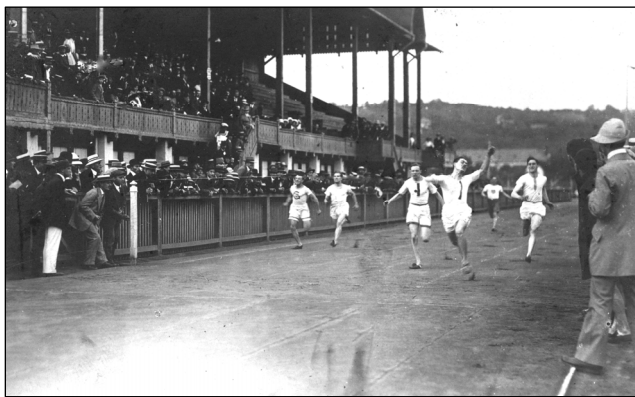
<sup>7</sup> Killyéni András, *Heritage Forgotten. Sports Facilities in Kolozsvár before World War I, Cluj*, 2010, 58.

<sup>8</sup> National Sport (Nemzeti Sport), 3<sup>rd</sup> September 1911

took place. Besides the leaders of the town the ministry of education and defense were present as well and 21 members of the best athletics from Hungary. Bodor, Jankovich, Horner, Mudin, Déván were presents and of course the favorites from Cluj, István and András Somodi. Unfortunately the opening was disturbed by the bad weather, so there were no outstanding results, but the atmosphere was great. ‘The poor organizers had no luck with their grandiose opening. They had all the conditions for it to be successful: the ground made with the rich support of the town, the big number of talented competitors, the enthusiastic atmosphere, but Jupiter Pluvius opened the skies and it was raining heavily all afternoon, destroying the whole competition, that was organized with big care and effort.’<sup>9</sup>

The vice-mayor, Béla Fekete-Nagy, in the name of the town had passed, solemnly, the ground to the president of the ACC, to Samu Jósika, and after this the inaugurating competitions started. After the athletic games a soccer match closed the competitions. The Budapest-Csepel Athletic Club’s team won over the team of Cluj with a 4-1 score.<sup>10</sup>

Between the two world wars the sports ground was the scene of many important athletic competitions, and from the beginning of he 20s the ACC, led by István Somodi and the Universitaria as well had many famous athletes between its members. After 1940, with the support of the Hungarian government they renovated the place. On the 11<sup>th</sup> September, in 1941 on the thirtieth anniversary of its standing, the sand ground was replaced with a grass ground, because according to the Hungarian soccer association they could organize soccer matches only on a ground covered by grass. The team of the ACC showed its gratefulness for the investment by finishing the Hungarian championship on the third place and the Hungarian cup on the second place.<sup>11</sup>



**Athletic competition in 1913**

<sup>9</sup> National Sport (Nemzeti Sport), 24<sup>th</sup> September 1911

<sup>10</sup> Killyéni András, Az ő neve csillag a magyar sport egén, dr. Somodi István emlékalbuma, Cluj, 2008, 43-44.

<sup>11</sup> Killyéni sportlétesítmények

By the 60s the old stand proved to be small, so they demolished it and built the new oval-shaped concrete stand. In the middle of the 90s they modernized the athletic ground as well, and in 2008 they decided about the demolishing of the stadium and the building of a new one.

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## HISTORY OF IPPON-SEOI-NAGE TECHNIQUE (SHOULDER THROW OVER)

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**ABSTRACT.** Ippon-Seoi-Nage technique drawn from Kito-ryu style. Jigoro Kano (1860-1938) transformed the technique from its original form, introducing biceps under armpit of uke. Much later this technique used version to protect uke durin fall. Untile that time wasn't protection of uke. The masters who have perfected this technique were: Kyuzo Mifune, Masahiko Kimura Yasuhiro Yamashita, Tokyo Hirano and Toshiho Koga. Ippon-Seoi-Nage technique requires a very good coordination between arms and legs, and a strong back muscles.

**Keywords:** *Cuvinte cheie: Ippon-Seoi-Nage; Yokomen-uchi; Koshi-nage; Mae-zempo-ukemi; Toshiho Koga.*

**REZUMAT. Istoria tehnicii Ippon-Seoi-Nage.** Tehnica Ippon-seoi-nage este o tehnică desprinsă din stilul Kito-ryu. Jigoro Kano (1860-1938) a transformat această tehnică din forma originală, introducând bicepsul sub axila lui uke. Mult mai târziu această tehnică a folosit varianta de protejare a lui uke la cădere, până atunci neexistând nici o protecție a lui uke. Maeștrii care au perfecționat această tehnică au fost: Kyuzo Mifune, Kimura Masahiko Yamashita Yasuhiro, Tokio Hirano și Toshiho Koga. Tehnica Ippon-seoi-nage necesită o bună coordonare dintre brațe și picioare, precum o musculatură puternică a spatelui.

**Cuvinte cheie:** *Ippon-Seoi-Nage; Yokomen-uchi; Koshi-nage; Mae-zempo-ukemi; Toshiho Koga.*

Ippon-seoi-nage technique is part of Te-Waza techniques (hand art), is one of high performance techniques and the most famous judo technique. Can be tackled at every level of training. In early Judo, this technique has experienced a very different form than today. Because of its effectiveness has been taken from Kito-ryu style (school founded in the seventeenth-century by masters and Tereda Fukuno) as the Koshi-nage-shita-eu. Ippon-seoi-nage is the examination syllabus for yellow belt (Kyu 5).

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## **Form of Kito-ryu**

### **Koshi-nage-Shita-eu**

Position: hidari of-hanmi (left foot forward) Attack: Uke grabs Tori's kimono with both hands in the left arm (ryote-migi-of-hanmi tori). Kuzushi (unsettle) In front.

Tori down his center of gravity and from arc made from the left wrist causing uke to come forward. When uke is forward, tori executes a turn 180 degrees to the right, without changing the position of the legs. When uke is enough unsettle in front, Tori goes up his left arm to the head of uke.

Tsukuri (entry): Tori goes his left arm to uke's head, while Tori returning his hips 180 degrees to the left, reaching in the starting position, with face to uke. Tori goes right leg in front, placing his right tip between uke's feet.

Tori introduces his right arm under uke right armpit, simultaneously with return 200 degrees to the right. Tori reaches the final stage with his back to the uke, the feet parallels and uke has both hands locked by Tori's right arm.

Kake (projection): Tori turns his body to the left, pulling by the arms of uke for the driving him to the ground. With help of both knee, which stretch, uke is projected over the shoulder.

## **The- second version**

### **Yokomen uchi koshi-nage**

The analysis of hundreds of archival images and numerous works from the period of master Kano entitle me to say that Ippon-seoi-nage technique was performed most often in the form shown below, under the name yokomen-uchi koshi-nage. It was amended by professor Jigoro Kano, as this present the break uke's arm.

Kuzushi (unsettle): back-right. Uke attacks with yokomen-migi-uchi. Tori is with left foot forward (hidari of-hanmi). At attack, tori moves obliquely forward right leg. Block with left hand, the arm of uke's attack, simultaneously hitting with the right hand to his head. He leads his right hand to the ground, then up, unsettle on uke forward.

Tsukuri (entry): the left leg goes forward and sits between legs of uke, simultaneously move the right hand over the uke's head, and sits the triceps muscle on the right shoulder. The forearm is stretched and held with both hands.

Kake (projection): Tori bend both legs and goes the right arm of uke to the ground, then he executes a straightning of the knee. During the uke's thrown, he is not protected by holding hands. Uke must himself self insurance.

### **The current form (Ippon-seoi-nage)**

Occurred due to the danger they represent the classical technique. Initially the technique was made to give definitive answer to an attack in wich the the life is in dangerouse. We must know that most martial arts techniques of the medieval and contemporary Japanese times were fatals. Don't say the idea of tournament, but the idea of survival.

Jigoro Kano had practiced many years variants of the above. Today's version is the result of many practitioners, who have contributed indirectly. However Jigoro Kano was change the arm that will make the opponent's biceps under the armpit

### **Kuzushi (unsettle) In front.**

Oppurtunity: a) uke is static position with right leg forward, b) right leg moves, c) left leg moves, d) moving laterally, e) other.

Tsukuri (entry): Tori and UKE is face to face. The sockets on the right. Tori moves his right foot diagonally forward left, and places it before the uke's right foot, the heel up, simultaneously pulling the right arm with his little finger pointing up. Tori introduces right arm under the left armpit of uke, putting his arm on biceps. Turns 180 degrees left, reaching back to the face of UKE, with the knees flex, feet parallel.

Kake (projection) The projection is made by stretching the knee and bend before, also we throw a bag from behind. Tori keeps on the rigt sleeve of uke for insurance.

As can be inferred from the description above, Ippon-seoi-nage is execute with isurance of uke, during Jigoro Kano and all his students didn't give any importance to this point. This because judo is a martial art.

The great judoka Toshihiko Koga (born November 21, 1967), who became Olympic champion and multiple world champion, used Ippon-seoi-nage technique in a different way. We are sure the technique is derived from Daito-ryu techniques. Here we describe its execute:

## **Koga version**

### **Kuzushi (unsettle): In front.**

Opportunity: Uke with his right foot moves forward, sitting with both feet on the same line, standing on the side.

Tsukuri (entry): Tori has a sniff on the same side (right hand on the right lapel of uke and the left hand on the right uke's elbow). Tori goes left arm to top. Move left foot in front of left uke's foot, on the big step. Enter the left arm under the right armpit of uke. The knees are bending more than 100 degrees.

Take (projection): By turning 180 degrees to the right UKE is thrown with force to the mattress.

### **Difficulties of approach in Ippon-seoi-nage**

Learning difficulties appear regardless of the practitioner's age. Both, children and adults, make the same mistakes. They are caused by several factors:

1. The both important moments of the techniques, Take and Tsukuri, are not synchronized.
2. The tori's hip remains far from uke's hip, resulting in missing unbalancing fair and efficient and the result is self-unsettle in front..
3. Very weak imbalance.
4. The arm under armpit of uke is not deep introduced .
5. The feet are in V-shaped and not parallel.
6. Bent back.
7. Poor arms action.
8. In the projection trunk leans forward or to the projection tori falls over the opponet.
9. Many interruptions and hesitation

### **Technical difficulties of dealing with Ippon-seoi-nage**

The beginner judoka have the problem with maintaining balance, because the passing from a leg to other leg is only standing on one leg. To the children, especially, the instinct of preservation is higher than in adults, prompting him to take a push, more defensive position with feet apart and arms outstretched, thus stopping any advance partner. Means of learning

1. Tandoku-renshu - implementation techniques without a partner, 8 sets x10 reps.
2. Mae zempo ukemi – front falling, 5 sets x 10 repetitions.
3. Uchi komi - a. tsukuri, 4 sets x 10 repetitions; b. kusushi, 4 sets x 10 repetitions; c. tsukuri and kusushi,- uke stands with right leg forward, left leg back (hidari ai-hanmi), entry to the basic process; d. Kake (projection) in static position.

In time, this technique to be considered consolidate by the judoka, if reached these points:

1. Hardness (gived by the stability, flexibility and muscular endurance).
2. Flexibility (time mobility spine and other joints, together with all the elasticity of muscles).
3. Dexterity (speed motor nerve function and implementation of rapid movements of the place and from the motion).
4. Time speed- gived by the down low and stretching knee in the moment of throwing.

Applying them in training first and then the competition, involves:

1. Sen-sen-no-sen (superior initiative). It is a principle of the Japanese martial arts schools and is given by ability of judoka of the intuit, to provide action opponent. With this intuitive practitioner can soutmount the uke.
2. Although in theory this principle seems quite simple, in reality only those who fail to master the emotions were very likely to succeed. Mental education is needed so that the technique is applied even before the opponent to prepare an attack. The Japanese judo school says that the mind must be "clean as a mirror of imaculate, calm as still water."
3. Sen (initiative). This is the surprise opponent by the set up an action before the attack.
4. Ato-no-sen (initiative in defense). In any attack that includes two or more techniques are "cracks" or moments of "dead", at which point the opponent is unable to act. These very short times can be seized only by those well trained and is the period in which the opponent is concerned is to keep the balance or to change his catch. In those moments Tori must do the attack.



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