

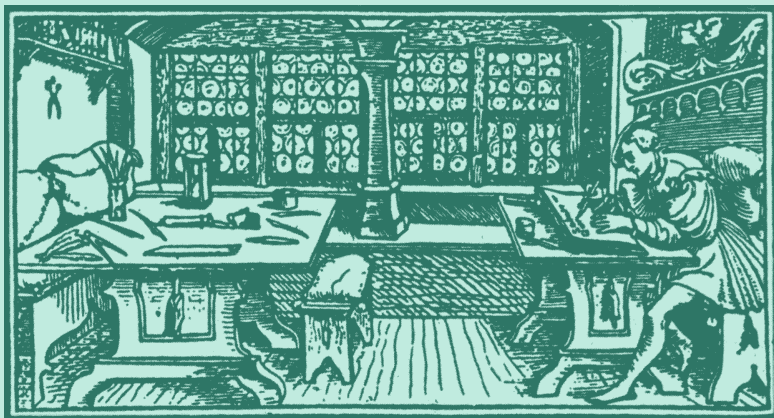
STUDIA

UNIVERSITATIS
BABEȘ-BOLYAI

Educatio Artis Gymnasticae

C L U J - N A P O C A

Cluj University Press



SERIES

STUDIA

UNIVERSITATIS BABEȘ-BOLYAI

EDUCATIO ARTIS GYMNASTICAE

1

EDITORIAL OFFICE: Gh. Bilașcu no. 24, 3400 Cluj-Napoca ♦ Phone 064-40.53.52

SUMAR - CONTENTS - SOMMAIRE - SOMARIO - INHALT

| | |
|--|----|
| EMILIA FLORINA GROSU, The Skills System and its Components ♦ Sistemul capacităților și componentele sale | 3 |
| I. PASCAN, Psychomotor Skills Necessary for Appropriating the Acrobatic Exercises in School Gymnastics ♦ Aptitudini psihomotrice necesare însușirii exercițiilor acrobatică din gimnastica școlară | 9 |
| I. JUDE, Necessary Psychological Particularities and some Psychopatological Limits Counter-Indicated in the Activity of the Athletics Manager ♦ Particularități psihologice necesare și unele limite psihopatologice contraindicate în activitatea managerului sportiv | 13 |
| A. POPESCU, About Social Representation of the High Performance Sportsman ♦ Despre reprezentarea socială a sportivului de performanță | 17 |
| L. GOMBOȘ, The Principle of the "Well Done Work" and the Implications of Practicing on Preparing the Contests ♦ Principiul lucrului "bine făcut" și implicațiile praxeologiei asupra pregătirii pentru competiție | 21 |
| A. POPESCU, The Social Representation of Sportsman ♦ Reprezentarea socială a sportivului | 25 |
| I. JUDE, The Psychoaffective Profile of Students of the Athletics Coolecge "George Barițiu" ♦ Profilul psihoafectiv al studenților facultății de educație fizică și sport "George Barițiu" | 29 |
| IOANA POPA, Analysing Curriculum and Classifying a Acrobatic Element ♦ Analiza criteriilor de clasificare a elementelor acrobatică | 33 |
| L. GOMBOȘ, The Growth of Psychic Resistance and the Role of the Trainer in the Mental Training of the Performance Sportsman ♦ Creșterea rezistenței | |

| | |
|---|----|
| psihice și rolul antrenorului în pregătirea psihică a sportivilor de performanță..... | 35 |
| V. BERARU, Aspects of Social Integration of Performanced Sportsman ♦ Aspecte ale integrării sociale a sportivilor de performanță | 41 |
| ELENA ZAMORA, MARILENA KORY-MERCEA, MARIA MACRA-OȘORHEAN, The Role of Rehabilitation of Walk in Hemiplegic Adult Patients ♦ Rolul recuperării mersului la pacienții hemiplefici adulți..... | 49 |
| DENISIA T.I. POPOVICI, Study on the Use of Recovery Methods at Swimming Clubs in Romania ♦ Studiul privind utilizarea mijloacelor de refacere la cluburile de natație din România | 57 |
| MARIA MACRA-OȘORHEAN, Notice about the Found Raiser Importance for the Sport Team Success ♦ Studiu asupra importanței generării de fonduri adiționale pentru echipele sportive | 63 |
| M. NEAMȚU, ANA-MĂDĂLINA MARCU, Environmental and Hereditary Factors that can Influence and Control Top Performance in Feminine Athletics ♦ Factori ereditari și de mediu geografic ce pot influența și dirija înalta performanță în atletismul feminin..... | 67 |
| FLAVIA RUSU, Olympism - a Classic Philosophy for a New Generation in a New Century ♦ Olimpismul - o filosofie clasică pentru o nouă generație într-un nou secol | 71 |
| IOANA POPA, Practice Indication to Select Methods and Prepere for a Entry in a Acrobatic Elements ♦ Indicații practice pentru selectarea mijloacelor și metodelor de inițiere în gimnastică | 75 |
| L. LÁSZLÓ, Coaching the Feel of the Water ♦ Antrenament specific asupra "simțului apei"..... | 77 |
| CORINA G. BARBU, Model dse pregătire și participare la marile competiții în problemele de semifond - femei ♦ Pattern of Training and Participation in Important Middle Distance Running Competitions for Women..... | 81 |
| F. DEBEURRE, IOANA ANDRADA CÂMPEANU, Parallele entre les habitudes alimentaires des sportifs marocaine en France et au Maroc ♦ Paralelă între obiceiurile alimentare ale sportivilor marocani în Franța și Maroc | 85 |
| EMILIA FLORINA GROSU, Improving Gymnast 'Performance by Means of Mental Training ♦ Îmbunătățirea performanței gimnaștilor prin intermediul antrenamentului mental | 91 |

THE SKILLS SYSTEM AND ITS COMPONENTS

EMILIA FLORINA GROSU

REZUMAT. Sistemul capacităților și componentele sale. Considerăm ca putem numi cu titlu generic ÎNDEMÂNARE existența în sistemul integrator a următoarelor capacități: capacitatea de învățare motrică, capacitatea de adaptare și readaptare motrică, capacitatea de dirijare și control, capacitatea de combinare a mișcărilor, capacitatea de diferențiere a mișcărilor, capacitatea de orientare spațială și temporală, capacitatea de analiză kinestezică, lateralitatea, echilibrul static și dinamic, precizie, ritm, ambidextrie, capacitatea de reacție, capacitatea de coordonare generală și de coordonare între segmentele corpului, capacitatea de analiza spațio-dinamică, vizuală, acustică, capacitatea de coordonare-viteză, capacitatea de coordonare-rezistență, capacitatea de transformare a mișcării.

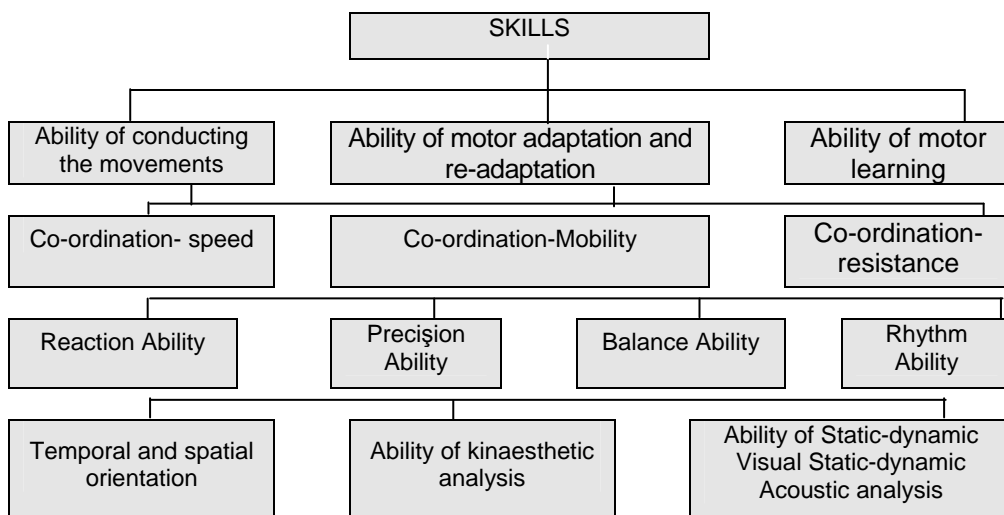
In the speciality literature the skills have more synonyms out of which the notion of "coordinative capacities" is lately most often used and it seems, more adequate.

Although different authors' opinions regarding the skills concept (coordinative capacities) are varied, we find common notes concerning its components.

J. Weineck (1980) quoting Schnobel, considers that out of the multitude of factors there are three which are most important:

- a the ability of conducting (guiding) the movements.
- b the ability of motor adaptation and re-adaptation
- c the ability of motor learning

Scheme no. 1. – The skills system and its components, according to Weineck, 1980.



These three basic abilities are found in a tight correlation. Although, the ability of motor learning is the highest rank without which the movement in reality, any guidance ability, motor adaptation or re-adaptation, is deprived of any sense. You have to know first "to do" and only then you think about "how to do it".

- a) The motor learning ability is based first of all, on the mechanisms of reception, taking over and stocking the information. In the first place appear the perceptive (analysis), cognitive processes as well as the ones concerning the memorization (relevant processes of the memory and synthesis neuro-physiological operations);
- b) The motor guidance ability is mainly based on the coordinate components of the kinaesthetic differencing ability, of the spatial orientation ability and of the balance ability.
- c) The ability of motor adaptation and re-adaptation depends not only on the learning ability but also on the motor guidance one. An optimal adaptation adequate to the situational movements is possible only on the basis of a sufficient motor experience, having a consistent basis of comparison which appeals to the previous learning processes. Within the guidance of the adaptation process, a rather high precision is also necessary in order to supply a satisfactory solution concerning the gestures.

Hirtz (1972) subordinated to the three basic abilities, five fundamental coordinate abilities which he tried to classify hierarchically thus:

1. spatial orientation ability;
2. kinaesthetic differencing ability;
3. reaction ability
4. balance ability,
5. rhythm ability

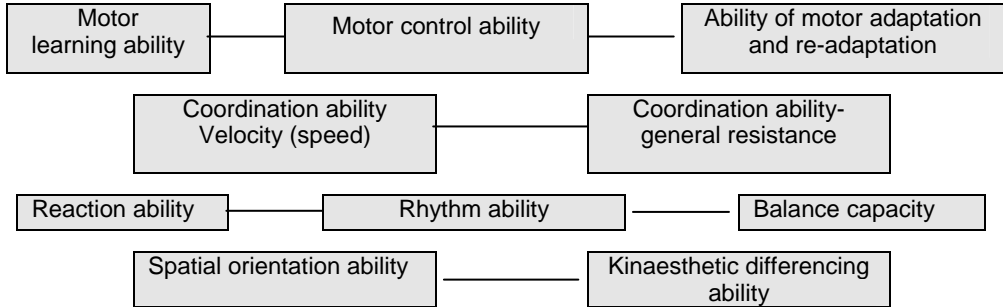
The coordinate abilities are inconceivable without a good development of the other physical factors of performance: force, speed, resistance and their complex implication in performing the movement. So, the coordinative abilities are not efficient in the sports performance unless they cooperate with the conditional abilities.

The attempt of hierarchize the coordinative abilities (Hirtz, 1982) has led to the following classification:

1. motor forming ability
2. motor guidance ability
3. adaptation and re-adaptation ability
4. coordination ability - speed;
5. coordination ability – resistance
6. reaction ability;
7. rhythm ability (the sense of rhythm)
8. balance ability
9. spatial orientation ability
10. kinaesthetic differencing ability

THE SKILLS SYSTEM AND ITS COMPONENTS

Scheme no. 3.6.2. – The forming of the coordination abilities on the hierarchical system according to Hirtz, 1982 quoted by J. Weineck, 1994



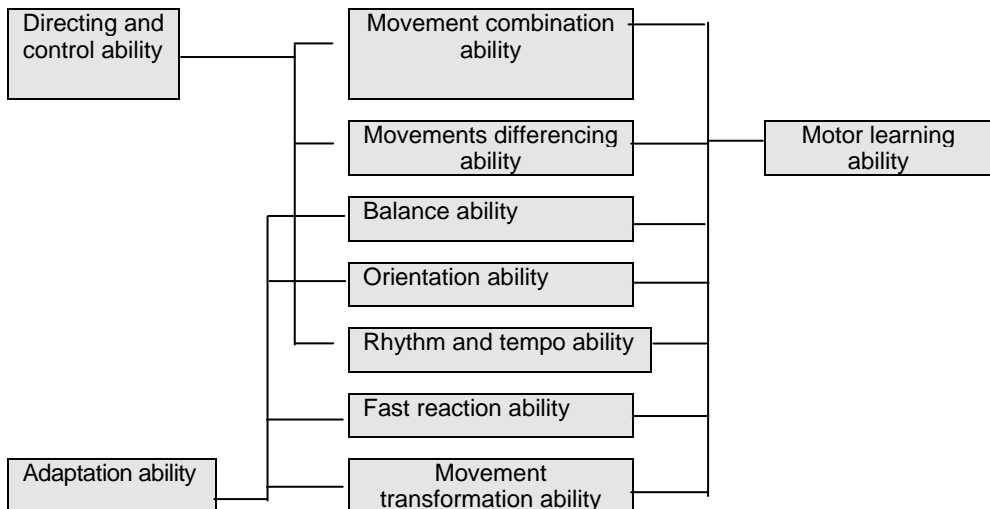
According to Blume (1981) quoted by R. Mano, the coordination ability is organised as a system. The skills' components are classified as follows:

1. movement combination and chaining (coupling) ability
2. ability of spatial-temporal orientation
3. kinaesthetic differencing ability,
4. balance ability
5. motor reaction ability
6. ability of movement transformation;
7. rhythmic balance

R. Mano (1982) considers the coordinative abilities as a group of abilities made up of:

- motor learning ability;
- movement directing and control ability
- movement adaptation and transformation ability

Scheme no. 3.6.3 – according to R. Mano, 1982



Due to the fact that there aren't yet susceptible researches in order to bring a definitive classification related to the number, the exact structure and the correlation of skill components, their pointing out should not be more than a simple orientation valid in instructing coordinative abilities.

Coordinative abilities will be essentially improved if each one of its components is as rationally developed as in the case of conditional abilities (force, resistance, speed, mobility).

The coordinative abilities put the sportsman (individual) in the situation of coordinating in a sure and economical way his motor actions in the possible situations (stereotype) and unpredictable (adaptation) and to learn quite fast the sportive gestures (Frey, 1977).

As a synthesis, we consider that we can name with a generic title SKILLS the existence in the integrator system of the following abilities: motor learning ability, ability of motor adaptation and re-adaptation, guidance and control ability, movement combination ability, movements differencing ability, ability of spatial-temporal orientation, kinaesthetic analysing ability, laterality, the static and dynamic balance, precision, rhythm, ambidexterity, reaction ability, general coordination ability and between the body segments, static-dynamic analysis ability, visual ability, acoustic, speed-coordination ability, coordination-resistance ability, movement transformation ability.

The skill, as the speed is a motor quality which is part of the genetic dowry of the individual and that is why it is considered that its rank of trainability is more reduced. As a consequence, this fact makes that the process of sportive selection be oriented towards the subjects having a greater availability in this respect, especially in the sports in which this quality is considered to be a priority.

In order to develop the skills it is necessary to know its theoretical bases, which is a valid measure for all the motor qualities, there are not very many specific methods for developing the skills but on the other hand this motor quality is perfected consequently to the appropriation and practice of any motor ability, of any exercise, no matter of its level of complexity, of any methodical procedure used for practicing or for having charge of the effort by realizing action systems for perfecting the skills.

BIBLIOGRAPHY

1. Alexe, N. – "*Antrenamentul sportiv modern*", Editura Editis, București, 1993.
2. Alexe, N – "*Teoria și metodică antrenamentului sportiv*", Editura Fundației "România de mâine", București, 1999.
3. Baiasu, Gh. N; colab - "*Gimnastica*", Editura Sport-Turism, București, 1985
4. Bogdan, C – "*Teoria antrenamentului sportiv*", Editura "Vașile Goldis", Arad, 1998
5. Demeter, A – "*Fiziologia sporturilor*" Editura Stadion, București, 1972,
6. Dragnea, A – "*Antrenamentul sportiv*", Editura Didactică și Pedagogică, București, 1996
7. Dungaciu, P. – "*Aspecte ale antrenamentului modern în gimnastică*", Editura Sport-Turism, București 1982
8. Epuran, M. - "*Psihologia educației fizice*" Editura Sport-Turism, București, 1976
9. Epuran, M; Marolicaru Mariana – "*Metodologia cercetării activităților corporale*", Editura Risoprint, Cluj-Napoca, 1998

THE SKILLS SYSTEM AND ITS COMPONENTS

10. Grigore Vasilica – "*Longevitatea în gimnastică*", Editura Atlantis, 1999
11. Harre, D.; colab – "*Teoria antrenamentului*", Editura Stadion, București, 1973
12. Ludu, V – "*Îndemânarea și metodică dezvoltării ei*", Editura Conșiliului national pentru Educatie Fizica și Sport, București, 1969.
13. Mitra, G. Mogos, A - "*Dezvoltarea calităților motrice*", Editura Sport –Turism, București, 1977
14. Rusu Ileana; Grosu Emilia; Pascanu I.; Cucu, B. – "*Gimnastica*", Editura Inter-Tonic, 1966
15. Stoenescu, Ginetă – "*Exercitii de Echilibru*", Editura Uniunii de Cultura Fizica și Sport, București, 1961
16. Silcovan, I. – "*Teoria educatiei fizice și sportului*", Editura Sport-Turism, București, 1979
17. Slemen, A.M. – "*Pregătirea tinerilor gimnaști*", Editura Sport-Turism, București, 1976.
18. Tudusciuc, I. – "*Gimnastica acrobatică*", Editura Sport-Turism, București, 1977
19. Tudusciuc, I. – "*Gimnastica sportivă*", Editura Sport-Turism, București, 1984
20. Ursula Weiss, Malcolin – "*Bazele biologice, capacitatea de efort a corpului omenesc*". In: Manual de educatie fizică în școală", Centrul de cercetări pentru problemele sportului, București, 1994.
21. Vieru, N. - "*Manual de gimnastică sportivă*", Editura Driada, București, 1997

PSICHOMOTOR SKILLS NECESSARY FOR APPROPRIATING THE ACROBATIC EXERCISES IN SCHOOL GYMNASTICS

IOAN PASCAN

ABSTRACT: The work presents the most important psychomotor skills necessary to the acrobatic exercises comprized in the school curriculum resulted after studying the specialty literature as well as the observations made during the physical education classes dealing with acrobatic gymnastics topic.

The people become differentiated from one another by the quality of their actions. We say that somebody is able or unable to perform a certain activity depending on the qualitative level and the efficiency with which he or she can carry out that activity.

The fact that the people are not all the same was noticed since the antiquity. In this respect Platon in his second book "The Republic" wrote that two persons are not born the same, and each and every one differs from the others through a natural endowment, one is made for a certain job the other one for another" (cf. Oprescu, 1991, p 5).

Although there were not studied so much as the intellectual skills, the psychomotor skills were the main preoccupation for many prestigious researchers as: Ozeretky, Vernon, Seasbhare, Guilford, Fleishman, Epuran and others.

The skills are organized and structured as performing systems of the individual in comparison to a certain activity such as sports (Kramer M., 1997, p 42). It is yet proved that for the sports skills (within different branches) are requested a series of natural premises given by birth.

In order that the motor and psychomotor skills could be formed and developed an intense activity is requested in order to point out the existent natural premises.

The existence of a skill is indicated by the easiness with which are learned the knowledge and habits of a certain field. The sign of skills shows up here within the process of easy learning (Kramer, M., 1997, p.43).

The skills are both premises and results of learning. At this point appears the difficulty of distinction between skills and habits(Kramer, M. 1997, p. 43).

The skills necessary for the body activities are regarded as specific skills from the point of view of general psychology.

Within this frame, a subdivision can also be done, notices M.Epuran (1983, p 41) in:

a) sportive general skills, specific to any physical education and sports activity such as: the sense of orientation and balance, resistance to effort, the desire to compete, the movement perception, etc.

b) specific skills for practicing a certain sports field such as the sense of players' placement, the intuition regarding the adversary's intention at fencing and wrestling, calmness and self-possession in gymnastics, the sense of rhythm and balance in gym, figure skating etc.

The education has to aim at the complete cognitive-affective-psychomotor development of the human being. "These three fields are not in fact dissociated but through an analytic artifice"(V. de Landsheere, 1979, p 160).

A psychomotor deficit, precise the above mentioned authors, can have important consequences on the school learning. A good oculomotor coordination, a certain deftness are indispensable to the child.

It is well known that a psychomotor deficiency (for example the child has clumsy movements) easily causes an inferiority complex which makes harder the group integration. The personality problems that are generated by such situation can hinder the pupil to get focused on the intellectual activities.

The psychomotor field also concerns the nonverbal communication. The verbal behavior is usually accompanied by gestures, by body expressions which facilitate and improve the message. The mimicry, facial expression are not only revealing but (in some circumstances) are even more than that, just like the words pronounced by the person who talks.

"The intimate motor behavior leads to the establishment of profound and subtle relationship between the individuals". (V. de Landsheere, G de Landsheere, 1979, p 160).

The nonverbal communication can constitute a socializing tool. We consider it a privileged means in the case of children and presents the great advantage of being more universal than the spoken language which is more profoundly marked by the social context.

The physical education programs for all educational levels have different general instructive-educational objectives and different objectives differentiated for each level grade.

Their fulfilment must lead to the accomplishment of the established model for physical education subject at the end of every educational level. At the same time in the curriculum there are indicated the main groups of means which will be used in lessons with regard to the accomplishment of the suggested objectives. These are selected from the sportive disciplines that have the biggest efficiency in accomplishing the final objectives: athletics, gymnastics (with its branches) and some sportive games. From here, the programs select the main elements of content of physical education done in school at the level of achievements and current requests and group them around some main objectives.

We consider important mentioning the fact that in the current physical education curriculum, the teacher enjoys more liberty in choosing the exercises for accomplishing some of the established requests." The essential thing is that the teacher should fulfil the curricular requests for each class and education level in order that physical education could bring its contribution to the multilateral development and formation of our youth" (Luca, A., 1997, p.43).

The concept of physical and sportive education in school situates on first plan the formative function of physical exercises, their contribution to the systematic integration which school must assure.

The acrobatic exercises, due to the accessibility and spectacular aspect that characterizes them should be received with interest by the children in the V-VIII grades. They should enjoy a great spreading in the school of our country. The wide range of acrobatic elements, static and dynamic included in the curriculum may contribute to the achievement and development of some psychomotor skills necessary for life.

The special concern shown by the specialists is reflected in various local works on this topic. A great part of these works have a strong methodical character and concern the individual acrobatic exercises that are also present in the physical education done in school: Baiasu, N. 1957; Stroescu, A. 1968; Baiasu, N., Barteau, A., 1974; Luca, A., 1968, 1993; Luca, A. and contributors., 1974; Tudusciuc, I., 1977; Fekete, I., 196; Pascan, I., 1996 etc.

Others works under attractive forms try to stir the interest for acrobatic exercises in pairs, in group, as games and pyramids, accessible in school: Bedo, C., Voinea, V., 1968; Albu, C., Luca, A., Fiedler, P., 1968; Popa, G., 1975 and others.

Gladdening is the fact that in many countries of the world a big interest for the acrobatic exercises is shown. The importance of these exercises being unanimously recognized and registered in works which besides their methodical aspect try to render the children sensitive towards practicing these exercises too: Rouet, M., 1968; Leboef, I.C., 1977; Glenn, K., 1978; Beliveanu, B., 1983; Low, T., 1993, Sipilova, S., 1993; Farkas, Gy., 1998 and others.

Analyzing the studied specialty literature concerning the acrobatic gymnastics done in school as well as the practical observations done within the physical education classes having as subject the acrobatic gymnastics, in several schools within Cluj-Napoca city and county, it can be underlined the fact that in order to assimilate properly and optimally the main acrobatic technique elements comprised in the curriculum, an important number of psychomotor skills are needed.

The most important would be:

- The body perception:
 - Bilaterally
 - laterality
 - the perception of body-space-time relation
- Kinesthetic discrimination (sense) :
 - of body positions
 - of segments and combined
 - of free and limited movements, more difficult movements or opposition
- Spatial perceptions:
 - amplitude
 - position
 - volume
 - depth
- Temporal perceptions:
 - duration
 - tempo
 - rhythm
- Own movement perception:
 - impulse and energy
 - coordination
 - space and time of movement
 - movement efficiency

- Visual sensitivity
- Auditory sensitivity
- General coordination (of the whole body)
- Segmentary and intersegmentary coordination
- Complex coordination in positions and unusual movements
- Oculo-segmentary coordination (eye-hand, eye-leg)
- synchronized movements
- static and dynamic balance
- space orientation of body and movements
- velocity
 - of reaction
 - of execution
- expressive movements
- interpretative movements
- analytical muscle relaxation
- global muscle relaxation

As a consequence of studying the specialty literature as well as of the observations made within practical classes of physical education, having as subject acrobatic gymnastics; I presented the most important psychomotor skills necessary for acquiring the acrobatic elements both dynamic and static.

We consider that these specific psychomotor skills can be formed and developed by means of finding an optimal and efficient number of exercises of creative nature.

We also consider that through the process of acquiring a number as big as possible of technical acrobatic methods, using creative activities and exercises, we stimulate the development of psychomotor skills at pupils.

These assertions are going to be tested through a teaching research experiment.

BIBLIOGRAPHY

1. Cosmovici, A., Iacob, L., (coord) (1999)- *Psihologie Scolara*, Ed. Policrom, Iași
2. Epuran, M., (1983)- *Psihologia Educatiei Fizica*, vol III, multiplicat I.E.F.S., București
3. Epuran, M., Holdevici, I., (1993) - *Pshihologie* (compendiu) A.N.E.F.S., București
4. Farkas, Gy., (1998) - *Sporttorna, Papir* Press Egyesillis, Budapest
5. Kramer, M., (1997) - *Psihologia Culturii Fizice si a Sporturilor*, Ed. Fundatia "V Goldis" Arad
6. Landsheere, V., Landsheere, G. (1979)- *Definirea obiectivelor educației* (traducere), Ed. Didactică și Pedagogică, București
7. Luca, A., (1997) - *Gimnastica în ciclul gimnazial*, Ed Dosoftei, Iași
8. Pașcan, I., (1996) - *Gimnastica acrobatica in scoala*, Ed. Presa Universitara Clujeana, Cluj-Napoca,
9. Tudusciuc, I., (1997) *Gimnastica acrobatica*, Ed. Sport -Turism
10. *** (1999) Programe scolare, Aria Curriculara Ed Fizica si Sport, București, M.E.N.

NECESSARY PSYCHOLOGICAL PARTICULARITIES AND SOME PSYCHOPATOLOGICAL LIMITS COUNTER-INDICATED IN THE ACTIVITY OF THE ATHLETICS MANAGER

IOAN JUDE

REZUMAT. *Particularități psihologice necesare și unele limite psihopatologice contraindicate în activitatea managerului sportiv.* Prin prezenta comunicare sunt evaluați principalii parametri psihologici necesari funcționalității optime activității managerului sportiv, precum și a disfuncțiilor rol-statusului acestuia, cauzate de unele simptomatologii psihopatologice posibile și/sau cu tendințe de manifestare. În acest sens am recurs la o investigație psihologică în rândul unei categorii de studenți ai Facultății de Educație Fizică și Sport din cadrul Universității "George Barițiu" din Brașov, investigație desfășurată în cursul anului școlar 1998-1999 pe un eșantion reprezentativ de studenți de 30%, utilizând ca instrumente de cercetare testul de personalitate L3-91-3A, test adaptat după testul american Minesota.

Datele prezentate evidențiază faptul că, în cadrul lotului eșantionat există suficiente limite de ordin structural în planul personalității viitorilor manageri sportivi, contraindicate profesiei alese și a activităților desfășurate.

I. Psychological particularities necessary in athletics

Juvenal's principle which binds together the sanity of the mind and body, "Mens Sana in Corpore Sano" becomes more actual and necessary for athletic activities and their agents, the athletes generally speaking and the managers of these activities, the ones who manage human and organizational resources.

The profile and personality of the athletics manager is found today between the students of this training profile by the mean of College of Athletics, a form of institutionalized education which is building up future coaches, teachers, directors and technic consultants, school masters, club or association presidents, activities which impose special managerial qualities and a high quality training. As written in literature, the manager and his activity supposes a complex of theoretical and practical knowledge, a vocation that requires a lot of knowledge, aptitudes and attitudes that will be used to obtain certain qualification and competence that will allow him to guide the athletes or students.

The most important qualities of a manager are: intelligence, energy, decisional capabilities, initiative, emotional stability, passion, vocation, receptivity to

new and progress, sincerity, goodwill, moral integrity, spirit of justice, tolerance, the will and capacity to listen, correctitude in value, communication skills, self trust, discipline, devotion for activity and organizational objectives, responsibility, respect for subalterns, effort and will to perfect in managerial techniques, enthusiasm, optimism, creativity and competitiveness, dynamism, vitality, empathy, tact, patience, etc.

The manager's profile is shown by his capacity and competence, the capacity being one of the most important features of his structural personality. Capacity means all the qualities, aptitudes, attitudes that make him effective as an individual, characterized by a certain status and role as well as the persons he leads, which involves knowledge and a certain affective state.

Capacity, subordinated to competence, especially to its attributes to which are added authority, responsibility and training, can be one of this types: professional capacity; managerial capacity; organizational capacity; human capacity; socio-human capacity.

II. Counter-indicated psychopathological particularities

Certain qualities that characterize the profile of the future athletics manager I've evaluated by a personality test, "L3-91-3A", a *Minnesota* test adapted to this age category, that gives us the means to evaluate certain elements of the normal or disturbed personality, counter-indicated in the athletics activity and management. This study was made on a big sample of students from the "George Baritiu" college, the Athletics section, years I, II and III, totalizing 52 subjects, a number that represents a highly representative coefficient reported to the number of students of these years. As a methodologic principle, we point out that the answers are validated through a questioning test, the selection was random and finally just two subjects were rejected.

In fact, by the help of this personality test I made a diagnostic with the following parameters, presented below through three evolved phases: normal, subclinical and clinical, the last two, especially the last one being considered as counter-indicated in athletic activities and management.

| Crt nr. | PARAMETERS | NORMAL STAGE | SUBCLINICALS TAGE | CLINICAL STAGE |
|---------|------------------------|--------------|-------------------|----------------|
| 1 | Astheny | $V \geq 7$ | $7 > V \geq 9$ | $V < 4$ |
| 2 | Depresion | $V \geq 9$ | $9 > V \geq 6$ | $V < 6$ |
| 3 | Emotional instability | $V \geq 7$ | $7 > V \geq 5$ | $V < 5$ |
| 4 | Schisofreny | $V \geq 6$ | $6 > V \geq 4$ | $V < 4$ |
| 5 | Paranoia | $V \geq 6$ | $6 > V \geq 4$ | $V < 4$ |
| 6 | Histeria | $V \geq 7$ | $7 > V \geq 5$ | $V < 5$ |
| 7 | Psichopatya | $V \geq 7$ | $7 > V \geq 5$ | $V < 5$ |
| 8 | Mental level | $V \geq 8$ | $8 > V \geq 6$ | $V < 6$ |
| 9 | Frustration | $V \geq 7$ | $7 > V \geq 4$ | $V < 4$ |
| 10 | Emotional control | $V \geq 4$ | $4 > V \geq 2$ | $V < 2$ |
| 11 | Profesional motivation | $V \geq 7$ | $7 > V \geq 4$ | $V < 4$ |

The results differentiated on this grid and the analyzed parameters are shown in the table below:

EVALUATED PARAMETERS

| Stages | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 | P11 | Total |
|--------|------|------|------|------|------|------|------|------|------|------|------|-------|
| I | 65,3 | 53,8 | 51,9 | 80,7 | 78,8 | 78,8 | 71,1 | 65,3 | 51,9 | 53,8 | 96,1 | 67,9 |
| II | 28,8 | 26,9 | 36,5 | 13,4 | 15,3 | 19,2 | 15,3 | 30,7 | 44,2 | 38,4 | 38 | 24,7 |
| III | 5,7 | 19,2 | 11,5 | 5,7 | 5,7 | 1,9 | 13,4 | 3,8 | 3,8 | 7,6 | 0 | 7,1 |

From the presented data we occur that the most discriminated parameters and the counter-indicated qualities that represents the student-subjects are:

- *depression* (P2), 19,2% in the clinical stage and 26,9% in the subclinical stage;
- *emotional instability* (P3), 11,57% in the clinical stage and 36,57% in the subclinical stage;
- *psychopathy* (P7), 13,4% in the clinical stage and 15,3% in the subclinical stage;
- *asthenia* (P1), 5,7% in the clinical stage and 28,8% in the subclinical stage;
- *frustration* (P9), 3,8% in the clinical stage and 44,2% in the subclinical stage;

Much more appreciated is the parameter regarding *personal motivation* (P11), 96,1% being motivated.

From the psychopathological point of view, really high percentage are present for the ones with predisposition for *schizophreny* (5,7% clinical stage and 13,4% subclinical stage), *hysteria* (1,9% clinical stage and 19,2% subclinical stage) and *psychopathy*, as I've already mentioned. Regarding the *mental level* (P8), it's placed at a "normal" level with only 65,3%, the others reaching "values" that place them at the subclinical stage 30,7% and clinical stage, which make them incompetents and not compatible for their future profession.

The presented data points out a lot of losses and vulnerabilities of psychological nature, fact that makes clear the need for a more rigorous psychological selection of the future students, the percentage of the ones who don't meet the requirements imposed by the capacities and the status of future managers being too high compared with the prediction of an efficient management applied by a lot of the future graduates, 31,8%, a fact that makes them not to be compatible with the future activities requested by their chosen profession

ABOUT SOCIAL REPRESENTATION OF THE HIGH PERFORMANCE SPORTSMAN

ADRIAN POPESCU

REZUMAT. *Despre reprezentarea socială a sportivului de performanță.* Voiți sau nu suntem instanțele ce promovează idei, valori, imagini etc. aparținând sferei intime a profesiei noastre. Acestea, preluate de către diverse medii și "traduse" în propriile reprezentări sociale se vor întoarce sub forma de păreri, judecăți, valorizări. La rândul nostru ne formăm și restructurăm permanent această reprezentare, iar școala are puternice valențe formative cu pondere substanțială în generarea acestora.

(Study case the senior students enrolled at the Physical Education and Sport Faculty from Cluj-Napoca)

After our theoretical approach in the former study, in the expansive domain of social psychology in which social representations appear like a major object of study in the opinion of D. Jodelet « ... a field in expansion from over 20 years, in the same time corroborate with multiplying of representational objects tuck like research items » (5.pg.106). We try in this research to extract the general opinion of the future specialists regarding this matter.

From the prolific land of definitions concerning the SR the convenient one for our point of view is the one given by N. Fisher: "social representation is a mental perceiving process of reality elaboration who is transforming the social object (persons, situations) in symbolic categories (values, believes, ideology) conferring in the mean time a cognitive status, and make the understanding of the daily life through the connection of our inner comportamental attitudes to all the social interactions" (5. Pg.9)

Our purpose, to obtain some informations related to the students poin of view, regarding the social representation of the high performance sportsman, lead us to start a nvestigation in the wordl of senior students full time enroled at our Faculty. We pick by hazard 40 students without making any discrimination between them. The main reason for choosing this lot consist inthat: those students will became in thee nearest future the new generation of experts and specialists in this fiele; they they will be in the situation of expressing their oppinion which may be the standard for the others. On the other hand they have already enough experience to expouse clearly a solid opinion in the direction of our investigation.

In a simply way, this study will express as objective as possible the representation of a future specialist, those persons have already this representation but they have not yet the authority of the social position and social role.

We realise a questionnaire (see annex 1) who consist in 15 questions ; it was applied in group without time limitation.

After answers classifications and analyse we reach the following results:

1. Regarding the battery containing the qualities of « real » sportsman we split them in two sides: positive qualities in order of decrease frequency of the same category answers: exceptional psychological standard (4) ; self comitment (4) ; the other one's are: hard working, capable of sacrifice, winner mentality, seriosity (2) ; talent, fermity, conscientiously, optimistic, self controled, strong personality, capable to combine social and sportive life, copying with stress (1).

Negative qualities in the same order: lack of real performance (with the exception of representative teams) (7) ; poor conditions for preparation (4) ; only material objectives (2) ; narrow specialisation, lack of general culture, negligence, lack of proper preparation and oorganization, alcoholism, degeneration (1).

That enumeration was realized in a sentence by four subjects, other 17 choose a simple enumeration, and the last 15 avoid the question.

We receive an average of three items for each student, or we can say about the relation characteristics /subjects is 5/1, 4/1, 3/11, 2/4, 1/3.

2) Regarding the ideal sportsman characteristics, the positive one are: culture (7); professionalism (5); social integration (5); intelligence, will, fair-play (4); strong personality, passion, modesty, morality (3); respect, proper mentality, polyvalent developed, seriously, healthy, perseverant (2); and finally talent, sincerity, sportive life, lack of complexes, work capacity, capable of sacrifices (1).

The negative side: social limitations, lack of culture, « madness » (1).

This enumeration was realized in a sentence in eight cases; by enumeration in 15 cases, the others avoid the question.

The relation between characteristics per student is 7/1; 6/2; 5/2; 4/6; 3/1; 2/6; ¼.

3) About the difference between the Romanian sportsman and the foreign sportsman, we have 29 positive answers, but 12 subjects give not explanations; 6 negative answers, 3 subjects give not explanations; and one non-answer.

The difference consist in: preparation conditions (8); the professionalism and the material values promoted (7); mentality factors (3); media factor, politics, sport conception, the impossibility to offer a material support only by practice performance sport (1).

Finally we concluded from this « pilot » study some general ideas:

We are now in position to presume the existence of a social representation regarding the high performance sportsman, whiteout having a highly positive status.

Some antagonistic affirmations appear in order to describe the image of the sportsman, so the « foggy » image is consistent.

The large quantity of independent attributes let us understand that exist a lack of so called « core » side, exclusive social determined, who established the basic principles. By contrary we have a good peripheral system of attributes with individual determination. Those systems made in theory the substance of representation.

The institutional role is highly important in generating of the core system, of course without erasing the individual side.

It is normal to make a great difference in favor of an ideal sportsman, because 77.77% of the subjects are or were performance sportsman and they have poor benefits from that.

BIBLIOGRAPHY

1. Ferreol, Gilles coord.: *Dictionar de sociologie* . Ed . Polirom, Iași 1998.
2. Francois de S.; Blanchet, A.; Anne Gotman; Kaufmann, J-C.: *Ancheta si metodele ei: chestionarul, interviul de producere adateilor, interviul comprehensiv*. Ed. Polirom, Iași, 1998.
3. Marolicaru, Mariana; Epuran, M .: *Metodologia cercetarii activitatilor corporale*. Ed . Risoprint, Cluj-Napoca 1998.
4. Moscovici, Serge: *Psihologie sociala sau Masina de fabricat zeii* . Ed . Polirom, Iași 1997.
5. Neculau, A. coord.: *Reprezentarile sociale* . Ed . Polirom , Iași 1997.
6. Rotariu, T.; Ilut, P. coord.: *Sociologie* . Ed. Mesagerul, Cluj-Napoca, 1996 editia a II-a.
7. Rotariu, T. coord.: *Metode statistice aplicate in stiintele sociale*. Ed. Polirom, Iași 1999.
8. *** Academia Romana: DEX Ed. Univers Enciclopedic, Bucuresti 1996, editia a II-a

ANNEX 1

THEORETICAL DISCIPLINES DEPARTMENT

Physical Education and Sport Faculty from Cluj-Napoca

Complete properly:

your age:

sex:

QUESTIONNAIRE NO. 1a

We assure you about the strict confidence of this paper and we ask you to complete the questions below with proper answers:

1. What administrative form has your living place? (Underline)

a) Village; b) Commune; c) Town; d) Municipal residence; e) County residence; f) Capital.

2. Do you practice performance sport? If yes please describe:

a) How long and where

b) The highest performance you reach

3. In your family, do you have members who where/are sportsman?

a) Yes;

b) No;

c) I don't know

4) Does a member of your family a profession related to sport field (teacher, trainer, physician, kinesiologist, and manager)?

a) Yes

b) No

c) If yes please specified

5) If the member of your family have a bachelor's degree or higher? If yes present who and exactly what kind of major.

6) What determine you to consider a Faculty of Physical Education?

- 7) Which are the reasons determined you to choose our Faculty?
- 8) How do you intend to put in practice all your knowledge after graduation?
- 9) How much time give you for sport activities (in recreational activity)?
- a) None
 - b) ½ hour
 - c) 1 hour
 - d) 1 ½ hour
 - e) 2 hours
 - f) ore than 2 hours
 - g) another period of time, which is:
- 10) Briefly describe how do you imagine the high performance sportsman before have classes at our Faculty.
- 11) For a pleasant spending of time do you accustomed to:
- a) Watch live sport events. How many hours weekly:
 - b) Watch at TV set or listens to the radio set such events. How many hours weekly:
 - c) Read sport papers. How many hours in a week:
 - d) Read literature with sport implications. How many hours per week:
- 12) Based upon your experience, which are the major qualities of a high performance sportsman nowadays. Please describe:
- 13) Do you discuss about the image of the high performance sports man? If yes please check below:
- With the professors. How often:
 - Classmates. How often:
 - Family. How often:
 - Other persons. How often:
 - I have not such discussions
- 14) In your opinion, you consider some difference between the image of a sportsman from Romania and the sportsman from somewhere else.
- a) If yes which are those:
 - b) If no why not:
- 15) Please describe as a student, the ideal sportsman concerning his moral, professional, social, cultural qualities:

THE PRINCIPLE OF THE "WELL DONE WORK" AND THE IMPLICATIONS OF PRACTICING ON PREPARING THE CONTESTS

GOMBOȘ LEON

REZUMAT. *Principiul lucrului bine făcut și implicațiile praxeologiei asupra pregătirii pentru competiție.* Această lucrare își propune tratarea din punct de vedere praxeologic a pregătirii pentru competiția sportivă. Privită prin prisma "teoriei lucrului bine făcut", aceasta se poate realiza folosind cele mai adecvate metode în scopul obținerii performanței sportive, avându-se în vedere consumul minim de efort și obținerea randamentului maxim.

Cuvinte cheie: praxeologie, competiție, pregătire fizică, tehnică, tactică, psihologică, randament.

This study is structured in two parts. The first presents "The principle of the Well Done Work", named for the first time by Tadeusz Kotarbinski and the second part revealed the implications of this principle on preparing the contests.

The principle of "Well Done Work" is destined for active persons; this is also available to professional sports-men. This kind of persons are attracted either by the desire of doing something worthiness the effort, or by size or novelty of the approached task. Also, the perspective of giving expression to the features of one's own personality, or by technical skills, the beauty of successful and effective fulfillment of initiated actions. They don't agree with laziness, botched up works and weakness but the strive for contrary, meaning skill. Not everyone is able for reach excellence, but everyone is able to make effort and strive to attain this ideal. What difficulties can appear on the way to this kind of aspirations? First of all is the problem of adapting the intentions with the extant capacities (abilities). Somebody who lacks sportive abilities can't perform professional sports. Yet, young people are often in danger, trying to imitate other's performances in the field where skill is the most impressive, and they are impelled by what is "fashionable" at a certain moment.

In the field of sports this isn't menace because there are intermediate and finale selection, which have the role of sifting and keeping the most capable ones for professional sport. About one person's specific abilities speak his proclivities therefore choosing a certain field, for us, the professional sport, must be reasonable grounded.

After making a successful choice, however, interdependencies among component parts of the practical situation invert themselves. The time comes when our capacity must be adapted to the tasks: we must obtain specific sportive skills, we must learn efficient and more improved movements and procedures and to

learn to avoid around movements. Normally, in the beginning, we make certain mistakes, take the consequences and after that we become immune to the temptation of making mistakes.

Even the most talented greenhorn can make a lot of mistakes and only later, through training he gets rid of these and avoids the blunders he was reproved for. Here comes (condition) of paradox in which persons gifted with some not visible enough gifts, and who are not suitable enough for practicing a certain sport, succeed through training to surpass the mediocrity and even to obtain special performances.

Nature is often stingy, but through training someone can achieve remarkable performances; this fact proves that if somebody gifted practiced hard he would achieve unsuspected results. From the point of view of our principle (work well done) the fact that the public sees only the final results of perfect preparation, without being informed about the ways used by the representatives of excellence for obtaining performances, is not right.

What are the implications of the "Well Done Work" on the preparation of the contest? "Obtaining a maximum effect with a certain effort can't be done only by rationalizing the action, by a good conceptual preparing of it" said Tadeusz Kotarbinski in his "Treatise about well done work" (4, p.12). This preparedness for contests expresses more accurately and more adequately the nature, the content and its tasks through the concept of "Immediate preparedness for contest". That represents the last section of training, in which the specific rules of adaptation are applied to the preparing of the concrete and complex conditions of the crucial contest. The objective of this preparedness is to determine the sport-man to change most propitiously and at the right moment, with the best possible efficiency:

- Psycho-morale qualities, his driving skills, his technical skills, capacities, knowledge and tactic experiences gained by adequate long-term training;
- Organizational, climatic and temporal condition of the place where the contest takes place. The content of the immediate preparedness contest stipulates the solutions of the methodological character of the issues, psycho-pedagogic, medical-sportive and material-organizational.

From the view point of "the well done work" the solving of the methodological character of training refers to the creation of some prerequisites necessary for the efficient application of the techniques and tactics, also for coping with stress during contest.

"Before you learn to fly, learn to walk" is the moral of the La Fontaine fable and seen from our viewpoint and from the viewpoint of practicing, tries to reveal the rationality of the succession of the actions, meaning that perfection is obtain step by step. This is almost the same with the one of the main principles of learning "from easy to difficult, from known to unknown, from simply till complex".

By technical training we pursue the improving the personal technique, the correction of certain mistakes, and the dynamic adjustment of performing to the concrete contest conditions. Aristotle tells this in one of his adage "what we plan to do after we have learn, we learn to do only by doing". This thought suits another

THE PRINCIPLE OF THE "WELL DONE WORK" AND THE IMPLICATIONS
OF PRACTICING ON PREPARING THE CONTESTS

training principle, that of continuity and regularity of the training. The tactic preparation pursues the specification and organization of the personal tactics and the collective contest tactic keeping in mind the place conditions and the time (moment) conditions, as well as the gaining of information about the tactic demeanor of the opponent. "Ability is superior to muscular strength", a well-thought tactic is superior to the reckless confidence in your own reserves," says Tadeusz Kotarbinski in chapter called "The Technique of Fight". That's why there is a necessity of elaborating the best technical plan retaining the own reserve of physical-technical-tactic abilities, but also the potential and the "weapons" of the opponent.

A one of the main tactic rules says, "we need to pursue to take out, in the beginning, the leading component part of the whole, which we try to control" (4 page 307). We may translate this in our language by finding the most propitious ways to destroy the opponent tactic plans or at least to annihilate his best pieces. You can easily see this aspect in the sported games when the leader of the opposite team is kept "one at one" and he can't lead the tactic, attacking plan as it was initially conceived. But the opponent doesn't sleep; he also tries to plays after the same rules. That's why our tactic plans are exposed to strokes from the opponent, pointed to the leading component part. That means we must carefully protect us against such actions. Our attention should be directed through those parts, which involve the existence of entirely. Because, against all our defending efforts, the opponent can't immobilize the leading component part, we must keep in sight such likelihood, taking care that this component part may be restored fast or replaced by an equivalent functional part. That's why we must have spare plans to support the final goal if this jeopardized by the tactic actions of the opponent.

The technical preparation and the tactic as well must be accompanied by a good psychological preparation, having the same importance as the training, being tied with it. The psychological preparation follows:

- To produce a performance climate
- The increasing of the motivation and the mobilization of all the psychological and emotional forces for successfully approaching the contest
- The strengthen of personal confidence
- The preparing for certain opponent's behavioral features
- The preparation for features of the atmosphere that precedes and accompanies important contests (public, press, umpire or referee).

Summarizing, we may say that the specific features of practice are that it can't offer solutions that can be directly and immediately used. The practicing contribute to the formation of a special intuition that facilitate the taking of some reasonable decisions. It's possible also to say that we aren't short of difficulties on following this principle. But these difficulties can be defeated and the surpassing intensifies the joy given to those who are aware of their value.

BIBLIOGRAFIE

1. Crețu Carmen – *Psihopedagogia succesului*, Ed Polirom Iași 1997
2. Dragnea Adrian – *Antrenamentul sportiv – teorie și metodică*, Editura Didactică și Pedagogică, București, 1996
3. Epuran Mihai – *Psihologia Sportului*, Universitatea Ecologică, București, 1999
4. Kotarbinski Tadeusz – *Tratat despre lucrul bine făcut*, Editura Politică, București, 1976
5. Mărgineanu Nicolae – *Condiția umană*, Editura Științifică, București, 1973
6. Pavelcu Vasile – *Cunoașterea de sine și cunoașterea personalității*, Editura Didactică și Pedagogică, București, 1982
7. Șerban Maria – *Mici secrete – mari performanțe*, Editura Sport – Turism, București 1983
8. * * * - *Sportul de performanță* nr. 362, 363, 364, C.C.P.S. București 1997

THE SOCIAL REPRESENTATION OF SPORTSMAN

ADRIAN POPESCU

REZUMAT. *Reprezentarea socială a sportivului.* Reprezentarea sociala acceptata ca si categorie simbolica prin intermediul careia se racordeaza persoana la viata sociala, isi afla locul si in domeniul sportiv. Apartinem unui grup social al carui exponent este *sportivul de performanta*, ca imagine promovata de mediile de informare, si astfel putem fi sau suntem definiti de catre altii prin aceasta sintagma.

MOTO: "Cata tristete trebuie sa fie in inima celor care, incepand sa scrie o carte, stiu ce vor spune acolo! Un om care nu invata nimic faptuind, e un surd care pune intrebari al caror raspuns il stie..."

C. NOICA – Jurnal filozofic

We belong to a social group who's exponent may be the sportsman, like image promoted by media, so we can presume that we are defined by others thru this angle. From this hypothesis tuck place a lot of social phenomena, but those do not made the subject of this study: identity and social comparison, social discrimination.

S.Moscovici in 1961 in his Ph.D. thesis "Psychoanalyze it's image and it's public" reiterate the social representation matters. The pioneer in this area was E. Durkheim sine 1898 his researches were crystallized in thesis "Individual representations and group representations".

Eluding the complex details found in field literature, we intend to remind some basic elements, which are the infrastructure of our study.

"Social representation is a knowledge form, with social elaboration and shared by social subjects with practical purpose and contributing at the construction of a common reality for the social ensemble." (D.Jodelet, 5 pg.89.). From this definition obviously appear that the social knowledge is far from a scientific knowledge, but we can not deny the social representation interference in real social life, in social relations, attitude and behavioral habits etc.

In conformity with the Sociology Dictionary (1, pg.190 and next) the social representations may be assimilated with the image of the reality, beliefs, values, attitudes, information's etc. who coexist in social reality. They take both a social and an individual forms (J.C. Abric 5. Pg.120 and192) and exactly this personal, individual touch made the difference between social representation and science, religion etc. And lead to avoiding ness of pure objective character.

In opposition with that, J.C. Abric (5. Pg.110) opinion, the social representations release a great importance because of their attributes which are the following:

- the attribute of knowledge: SR made the reality understandable and questionable
- the attribute of identity: SR define identity and made the difference between groups
- the attribute of orientation: SR guide the comportment
- the attribute of justifying: SR sustain the comportmental matters and the opinions

Other important characteristics are in S. Moscovici (5. Pg.18 and next) those: the conventional nature, in order to be understood by the others community people, and the prescriptive nature, that means interference in our thinking way and elaborating from those SR the future reasoning.

We are starting our study in despite the lack of a solid base regarding the theoretical problems of the SR concerning the high performance sportsman and of course it is impossible to prove scientifically this subject in a small study like this one.

This research tuck as a guiding line the hypothetical conditions set by P. Moliner and S. Moscovici and we try to bring healthy arguments to sustain that we can consider such a social representation.

As we remembered at the start point S Moscovici established three conditions regarding a viable social representation. Those are (quoted by P Moliner, 5):

- The information spreading. It is difficult for the society members to accede at the information, because of its complexity and social and cultural obstacles.
- The focalisation. The position of the group who insist to relieve only some aspects of the social object.
- The interference pressure. The people need to discuss and adopt certain behaviors and for that they try to cover all lacks by adopting the group opinions.

It is obviously that in sport domain exist a large quantity of specialized information difficult understood by people from outside, but in despite of that "everybody has a solutions" inn opposition with what is going on, and from here start a lot of endless discussions between so called specialists.

So, P. Moliner (5. Pg.145 and next) established the following conditions to certified a social representation:

1. The existence of a social object with a polymorph character, who made a great deal of interest for a specific social group.
2. The existence of a social group who is structured because of this social object contrary when such a new object produce reactions inside of a former group.

3. The existence of a social stake who is able to provoke identity reactions regarding the group or social affiliation matters when a new social object interfere with the former group.
4. The appearance of new social actors who share the same social object like stake.
5. The lack of a system who is susceptible of forcing such a representation.

In our case we try briefly a possible social representation of sportsman with the applications of the conditions above:

The social object, the high performance sportsman, is the first ration of existence the Sport Science domain. The polymorph quality consists in a lot of distinct groups, which have interests with this social object.

The social group with a particular interest in this social object is the specialists in the large field of Physical Education and Sport.

The social stake may be considered in both ways: first the human bean is perfectible also through the angle of sportive performance and second the daily conflict concerning the world of sport with the sportsman in the middle of the problems.

Regarding the problem of a system suspicious to implement a false SR in conformity with it's politics, we consider the by the contrary the system ask the performance in the field by any reason some times with tragic consequences.

Our surrounding reality perceived under a lot of mental images, those can not have a pure scientific value, but those can't be totally an imagination or affection matter. Maybe the truth stays in the middle and each of us reconstruct the reality by his own interpretation merging finally in all our attitudes, conducts, communicational processes etc. beside the social object we are talking about.

After N. Fichte: "social representation is a mental perceiving process of reality elaboration who is transforming the social object (persons, situations) in symbolic categories (values, believes, ideology) conferring in the mean time a cognitive status, and make the understanding of the daily life through the connection of our inner comportamental attitudes to all the social interactions" (5. Pg.9)

This game between reality and it's image made possible the development of human conscience, the process take end when the old patterns appears to resolve the conflictual situations (W. Doise 5.)

In conclusion the high performance sportsman can be a SR and a generator factor of a lot of problems in human comportamental process from the point of view concerning the sport specialists, spectators at a sport event, mass media, the sportsman himself.

BIBLIOGRAPHY

1. Ferreol, Gilles coord.: *Dicționar de sociologie*. Ed. Polirom, Iași 1998.
2. Francois de S.; Blanchet, A.; Anne Gotman; Kaufmann, J-C.: *Ancheta și metodele ei: chestionarul, interviul de producere a datelor, interviul comprehensiv*. Ed. Polirom, Iași, 1998.

3. Marolicaru, Mariana; Epuran, M.: *Metodologia cercetării activităților corporale*. Ed. Risoprint, Cluj-Napoca, 1998.
4. Moscovici, Serge: *Psihologie socială sau Mașina de fabricat zei.*, Ed. Polirom, Iași, 1997.
5. Neculau, A. coord.: *Reprezentările sociale*. Ed. Polirom, Iași, 1997.
6. Rotariu, T.; Ilut, P. coord.: *Sociologie*. Ed. Mesagerul, Cluj-Napoca, 1996 ediția a II-a.
7. Rotariu, T. coord.: *Metode statistice aplicate în științele sociale*. Ed. Polirom, Iași, 1999.
8. ***Academia Română: DEX Ed. Univers Enciclopedic, București 1996, ediția a II-a

THE PSYCHOAFFECTIVE PROFILE OF STUDENTS OF THE ATHLETICS COLLEGE "GEORGE BARIȚIU"

IOAN JUDE

REZUMAT. *Profilul psihoafectiv al studenților Facultății de Educație Fizică și Sport "George Barițiu".* Comunicarea sintetizează rezultatele investigației psihologice asupra unui eșantion reprezentativ de studenți (35%) ai Facultății de Educație Fizică și Sport a Universității "George Barițiu" din Brașov, anii I și III, în perioada anului școlar 1996-1997. Investigația are drept obiective surprinderea impactului educației și școlarizării în planul formării și consolidării personalității viitorilor absolvenți ai acestei instituții, în mod deosebit diagnosticarea unor elemente ce predispun spre o competență profesională și didactică mai scăzută.

În acest sens am apelat la metoda testării, prin aplicarea Testului de personalitate 16PF, urmărind cu prioritate parametrii psihoafectivi și psihomorali ai personalității, parametrii relevanți în cadrul viitoarei profesii ce o vor desfășura absolvenții acestei instituții de învățământ.

The personality profile is structured mainly on components of characterial, attitudinal and temperamental nature, a paradigm well known to the specialists. Besides these elements are the motivational, volitive and affective structural components, meaning the regulatory psychic processes.

On these elements I worked in a smaller measure, focusing more on the affective components. In this investigation and analysis I've recorded through the 16PF Personality Test the psychoaffective and psychomoral parameters that generally characterizes the personality of every individual.

I used a representative lot of 35% of the student in the Ist and the IIIrd year, choosing randomly and under no criteria. The research was made in the school year 1997-1998, and continued in another perspective in 1998 on a different lot, the results being reported in another communication.

Certainly, not all the parameters of the test are so relevant for configuring the psychoactive profile of this category. The results are presented below:

Relevant is the A factor, that made possible the evaluation of Schizophreny (A), expressed by a very low affective resonance, social indifference, relational rigidity, characteristics found on 38.2% of the tested students. Regarding the Force of Ego (C), expressed by the capacity of control and emotional stability, this parameter showing a large number of students with tendencies for nevrotic manifestation (78.8%), just 4.2% having an emotional balance.

The tendency for Obeying or Domination (E) points out a profile with powerful defensive characteristics, with a personal affirmation and an evident lack

of trust in the personal forces (74.4% show personal affirmation and self esteem and 4.5% have a dominative spirit) necessary to the athlete and to athletics specialist. That leads to a low level of Expressivity (F), 33% show excessive prudence, 23% are characterized by introspection, quiet, isolation tendencies and 6.4% by a comportamental behavior specific to introverted (being agitated and even impulsive).

The level of maturity independence and/or immaturity and dependence, expressed by the G factor, the Force of Superego is relevant also, pointing out a low level of duty and responsibility feelings. The characteristics of higher level of maturity is found on a small number of students (26.7%).

Athletics impose many other distinct characteristics of the athletes personality, like Prudence, Dare, Sociability (H). This parameter shows a low level in dare, 65.7% being characterized by an excessive prudence, 20% being shy and 3.3% are strong characters, enterprising, sociable and full of commitment.

These features are related to Self Trust and Anxiety Tendencies (O): 44.4% trust in their forces, 45% have a diminished emotional reactivity and trust very little in their forces, 10.3% have a medium level of trust.

| Levels | A | B | C | E | F | G | H | I | L | M | N | O | Q1 | Q2 | Q3 | Q4 |
|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| I | 38.2 | - | 78.8 | 74.4 | 33.2 | 58.8 | 65.7 | 35.7 | 40.1 | 50.1 | 41.3 | 44.4 | 64.0 | 20.3 | 56.5 | 52.2 |
| II | 14.3 | 21.1 | 10.0 | 17.8 | 23.0 | 14.5 | 20 | 28.8 | 22.4 | 43.3 | 58.7 | 43.3 | 17.7 | 34.7 | 20 | 31.0 |
| III | 42.1 | 31.1 | 7.4 | 4.5 | 25.5 | 24.5 | 11.1 | 35.5 | 33.3 | 6.6 | - | 10.3 | 14.0 | 34.4 | 23.5 | 16.8 |
| IV | 3.4 | 35.5 | 4.2 | 3.3 | 12.1 | 2.2 | 3.3 | - | - | - | - | - | - | 6.4 | - | - |
| V | 2.1 | 12.3 | - | - | 6.2 | - | - | - | 4.2 | - | - | - | 4.3 | 4.2 | - | - |
| TOTAL | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Another parameter that reveals some characteristic counter-indicated in Athletics is the one regarding Conservation and Radicalism (Q1). From the total, 64% show a very powerful spirit of conservation, lacking critical and radical spirit. Attachment to group values (Q2) and Adapting and Integrating Capacity is showed by a parameter which doesn't reveal a favorable symptomatology (Q3): 20.3% are strongly attached to group values and in extremis, 6.3% are highly independent. This leads to a lower adaptive capacity and individual control (Q3): 56.5% have an incontrollable spirit, dominated by some internal conflicts and a low will, which supposes a deficitary adaptation and a low level of integration. Such internal conflicts are revealed by the last parameter, the Ergic tension (Q4), showing 52.2% characterized by diminished nervous tension (they are calm and relaxed), 31% don't have internal conflicts and 16.8% have an ergic tension of medium level.

The relative data allows some preliminary conclusions: - it reveals an individual and collective psychoaffective profile with limitation in the personality structure of this category. There are multiple causes that imply objective determination as well as subjective. From the subjective ones we point out especially deficitary selection and, of course relatively low potential.

To these determinations and causes concurs in a negative way the society-social insertion.

The lack of a psychomoral and axiological profile of the individual and society, together with the individual and social identity crisis leave marks on the individual, leading to such psychomoral and psychoaffective particularities.

We agree with the opinion of the specialist in this field (Vonek and Hosek), who said that athlete personality is defined more likely by his social status- his role –status than the specific complex of personality features, deficitary as we saw. On the subjective level we point out a low level in motivation and positive affective attitude for institution, profession and future. There is a large number of students who don't have the capacity of responsibility for their actions, school being a simple way of *loisir* and not an ideal purpose for the future.

A lot of them don't take part in the didactic act, a fact that puts them in the situation of having a limited satisfaction and a minimum of resistance to go on indifferent to the results. That expresses a low competitiveness and low participation, predisposition to conformism, domination and a lack of criticism, radicalism, particularities that characterize the strong personalities in the future didactic or managerial activity of this category.

ANALYSING CURRICULUM AND CLASSIFYING AACROBATIC ELEMENT

IOANA POPA

REZUMAT. Analiza criteriilor de clasificare a elementelor acrobatice. Criteriile de clasificare a elementelor acrobatice au fost o preocupare a specialiștilor în gimnastică și în special a celor implicați în problemele de teorie a gimnasticii. Autoarea își propune o reșezare a criteriilor de clasificare și o armonizare cu multitudinea de elemente acrobaticice create de specialiști în ultimii ani.

To practice a contemporan acrobatic element, for different groups in to maintain a curriculum that is based on a physical education in schools but in the same time to reach a high level of competitive gymnastics.

All the acrobatic elemente could be done by the following rules:

1. Points of support at floor:
 - front rolls - your body parts should be in contact with floor all the time.
 - drops - you go from your legs dropping yourself on your arms and from your arms to your legs with or without dropping yourself in the air.
 - salto (tucks) - you take off from your feet and you land on your both feet.
2. The nature of effort.
 - a. Positions → static elements → isometric effort.
 - I. Elements of balance and strength (scale or other upside down positions).
 - II. Elements of flexibility (bridge and straddel).
 - b. Movements → dynamic elements → isotonic effort.
 - front rolls;
 - drops;
 - salto - tucks.
3. Direction of locomotion.
 - a. forward;
 - b. backwards;
 - c. side ways.
 - E.g.: with front rolls - forward
 - backwards
 - side ways
4. Body position.

- a. tuck;
- b. pike;
- c. layant.

5. Method of execution.

- a. individual;
- b. as pairs;
- c. as a group.

6. Place of activity:

- a. floor;
- b. on a special apparatus : - safty net;
- trampoline;
- cartwheel.

7. Method of execution of acrobatic elements:

- a. from running or without running;
- b. with strength.

8. Level of difficulty:

- the level of difficulty is established by the International Gymnastics Federation with their points/ scores. Every apparatus is judged individually by their level of difficulty. This curriculum is used to determine the acrobatic elements and to create a plan for a exercises.

BIBLOGRAFIE

1. Stroescu Adina - *Gimnasrica* - Editura Didactica si Pedagogica, București, 1968.
2. Tudusciuc Ion - *Gimnastica acrobatică* - Editura Sport- Turism, București, 1977.
3. Vieru Nicolae - *Manual de gimnastică sportivă* - Editura Driada, București 1997

THE GROWTH OF PSYCHIC RESISTANCE AND THE ROLE OF THE TRAINER IN THE MENTAL TRAINING OF THE PERFORMANCE SPORTSMEN

LEON GOMBOȘ

REZUMAT. *Creșterea rezistenței psihice și rolul antrenorului în pregătirea psihică a sportivilor de performanță.* Problema rezistenței psihice prezintă un mare interes practic, mai ales, atunci când e vorba de adaptarea optimă a sportivilor la condițiile exigente ale marilor concursuri. Pentru o anumită categorie de sportivi, însă, ea reprezintă "călcâiul lui Ahile" fapt care impune luarea în discuție a celor mai concrete modalități de îmbunătățire a acesteia.

Cuvinte cheie: antrenament, competiție, metoda, pregătire, psihic

Key words: training, competition, method, preparation, psychic.

The problem of psychic resistance has a great practical interest, especially when it comes to maximum adjustment of sportsmen to the demanding conditions of the great competitions. Unfortunately, for a category of sportsmen, this psychic resistance represents a very weak point, therefore it should be considered the most relevant ways of improvement in this area.

Nowadays, in our country the use of psychologists by the great teams or even by the national teams is strangely uncommon or is totally missing. Taking into account that the mental factor, alongside with the other factors – physical, technical, tactical and theoretical – is extremely important in reaching the performance, its training remains the job of the coach in the end. For this reason, this essay tries to point out the basic conditions required so that the coach could do the mental training of his sportsmen.

The problem isn't simple at all, because the aspects that regard the mental training are, usually, difficult to evaluate and, even more difficult to influence. When compared with the other training elements, the mental resistance appears to be more fragile and intricate, and it is the first one that weakens when the inner or outer conditions don't come to terms with what the sportsman has to do.

The place of the mental factor in the sportive training and its connections to the other factors - physical, technical, tactical, theoretical and recovery.

The physical training is one of the six training elements that should lead to the performance in sport. Each of them has its own importance, therefore neither should be neglected and each should be developed at a maximum but appropriate level.

When talking about the place of psychic factor and its connection with the other factors of training, it should be said that each one of these factors has a certain psychic content, according to the principle that states: „When working with people, the activity is saturated with psychology." (12 p. 18). It is important to remember that the trainings, no matter what aspect they are focused on, lead to a development of the psychic resistance.

When working for the improvement of skills, speed, resistance or strength in a way that pushes to the limit the sportsmen, there will be surely developed mental capabilities such as: emotional stability, willpower, mental resistance, tenacity. To this end, the trainings should be well planned, organised and executed. Every mistake made by the trainer will show in the psychic resistance of sportsmen.

The basic conditions for trainers in doing the mental training of the sportsmen.

The trainer should achieve some compulsory conditions:

1. He should be interested by the psychic of the sportsmen he's coaching. He should have at least general knowledge of psychology to be able in the end to treat the specific problems of psychology in sport. Therefore, he should be able to answer to the following questions:

>What is the psychic? As a subjective reflection of the world.

>What are the feelings, sensations, the role of the senses in their development.

>What are the perceptions, the representations and especially their role in the mental training of the sportsman.

>What's the attention and which are its qualities (distributivity, focussing, volume, continuity and sustainment).

>What's the memory (the long time-memory, the short-time memory), what's the thinking and its operations (comparisson, analysis, syntesis, abstraction, generalization, particularization and concretization).

>What's the internal and the external language and its role in regulating and self-regulating the psychic frames of mind of the sportsmen.

>What is the intelligence?

>What's the affectivity with its components (emotions, feelings, passions).

>Knowledge about personality, skills, temper, character, the balance and mobility of the central neuro system.

2. The second condition required so the trainer could develop in good conditions the psychic training of the sportsmen is for him to be accustomed with all sportsmen of the team as individuals.

Therefore, there are some methods, quite simple in fact, to be used by the trainer. The first of these methods is the personal card of the sportsman, which each trainer should have. That personal card includes data such as:

>Personal data: place of birth, situation of sportsman's family, education background and the situation at school (if he/she's still studying)

>Medical data: physiological, biochemical and psychological exams.

>Data regarding the adjustment to effort during the years of performance.

>Can also be mentioned some individual characteristics.

Another method for knowing better the sportsmen are the daily observations made during trainings or even at the competitions. The coach should keep a very clear record on a series of factors, such as:

>The observation of the state of mind of the sportsman before, during and after the training, without the sportsman knowing that he/she's being observed.

>The observation and record of the sportsman state of nervousity before and after the training.

>Record of the night-rest of the sportsman, as well as quantity and quality of the sleep.

>Record of some feelings of the sportsmen such as: uncertainty, lack of confidence in himself, dissatisfaction, stubbornness, high sensibility to criticism, seclusion from teammates, interior struggle, tendency to fight, indifference, etc.

When a sportsman shows at a certain moment many of these symptoms, it can be a sign of overtraining, of course if there are not other external causes (personal or private).

All these data can be gathered with the help of observation, as a scientific method of investigation and knowledge. What can be observed at sportsmen during trainings and competitions according to Mihai Epuran?

>The way the sportsman reacts during the training.

>The way he/she makes human contacts and their quality: trusting, reserved, open-minded, neutral.

>The way he/she prepares the trainings or the competitions: with attention, carefully or as it comes.

>The observation of the verbal and non-verbal languages.

>The observation of the sportsman reaction to success or failure.

In getting benefits from all these data, will be of a great importance the trainer's personality, what and how much can he observe and how he evaluates the data gathered.

Another method of understanding the sportsmen is the conversation. A conversation with the sportsman requires from the latest answers which contain personal opinions or attitudes, it forces him/her to think. Regarding conversation, there is the question if the coach would have enough time to talk with the sportsmen about topics not related to sport (private problems, personal beliefs about people, career, family, goals in life and in sport).

At last, can be also mentioned the use of psychological questionnaires or psychological examinations completed by specialists in the field.

Methods of improvement of the mental resistance.

Usually, the mental resistance that is not trained rationally and systematically for improvement or maintenance does not improve by itself. The methods used for that purpose are rather subtle and more complex than in the case of other training factors.

The mental resistance does not improve if the sportsman will spare himself during training or in the days before a competition, on the contrary, the mental resistance improves by facing tensions, conflicts, unforeseen situations and not by avoiding them.

The harsh trainings, the adjustments to any kind of tension must be rationally approached, taking into account a series of general and personal aspects. Therefore, to improve the mental resistance, the coach can use a whole range of methods, but only respecting what was already mentioned.

>Periodically, can be made cumulate trainings - shock by volume or very hard training – shock by intensity. In these cases it's very important to assist the recovery and to make a proper preparation before and after the effort.

>Periodically, harsh trips are suggested.

>Trainings on unusual weather conditions, taking the necessary precautions.

>The interruption of a free activity for an unplanned effort, and the struggle between „what I like to do" and „what I have to do" should let the reason win in the end.

>When the sportsman is relaxed, he should imagine unpleasant situations that happened during competitions. Remembering these, helps the mind strengthen.

>Doing some trainings as much close as possible to the reality of the real competitions.

In the end, can be said that the role of mental training is more and more taken into account even in our country. The trainer's job isn't a simple one, it takes a lot of passion and hard work to make out of an unknown sportsman a human force, above his generation.

BIBLIOGRAPHY

1. Antonelli, F. – *Metoda convorbirii psihologice a sportului*, Ed. CNEFS, București, 1971.
2. Dragnea, A. – *Antrenamentul sportiv*, EDP, București, 1996.
3. Epuran, M. – *Ghidul psihologic al antrenorului*, în Rev. EFS, 1,2,3,4,5,6,7/1981.
4. Epuran, M. – *Reglarea și autoreglarea stărilor psihice ale sportivilor*, ANEFS, București, 1996.
5. Epuran, M., Marolicaru, M. – *Metodologia cercetării activităților corporale*, Ed. Risoprint Cluj-Napoca, 1998.

6. Hickey, B. – *Mental Training*, Alaska, Totem Shooters Supplies, Eagle River, 1979.
7. Niculescu, M. – *Elemente de psihologia sportului de performanță și de mare performanță*, EDP, București, 1999.
8. Pieron, M. – *Analyse de l'enseignement des activités physiques*, Liege, Université de Liege au Sart Tilmon, 1980.
9. Rioux, G., Chappuis, R. – *Elements de psycho-pédagogie sportive*, Ed. Virin, Paris, 1972.
10. Șerban, M. – *Umbra campionului*, Ed. Sport-Turism, București, 1982.
11. Thill, E. – *Sport și personalitate*, Ed. Universitară, Paris, 1975.
12. Thomas, R. – *Préparation psychologique du sportif*, 2^{ème} édition, Ed. Vigot, Paris, 1991.

ASPECTS OF SOCIAL INTEGRATION OF PERFORMANCED SPORTSMEN

BERARU VLAD

REZUMAT. *Aspecte ale integrării sociale a sportivilor de performanță.* Educația fizică, parte integrantă a tuturor programelor școlare este considerată ca o activitate socială cu o importanță crescândă în viața omului contemporan și îndeosebi în pregătirea tinerei generații pentru viață. Mulți oameni de știință și cercetători văd în educație fizică și sport activități prin care ființa umană poate fi în]ată atât pe plan biologic, cât și pe plan psihologic, mai bine decât celelalte discipline și activități școlare. Sportul s-a pus de-a lungul dezvoltării societății, dar mai ales în societatea contemporană (după al doilea Război Mondial), ca un factor de socializare complex și puternic integrator prin instrucție, educație și cultura, contribuind la dezvoltarea armonioasă a tineretului.

Social integration defines an internal feature of the social phenomena and processes within the society. They contribute to the function, stability and implicity to the continuity of the social reality. Social integration should be viewed as a process of evolution of the individual, the bases of the social system which brings with him (from a previous community) some necessities. The feedback in this case is of the 3-rd grade, positive according to W.J. Goode and A. Gouldner (Gheoghe Marinescu, 1980). Society is permanently changing, characterized by a certain dynamic and contradiction. There are different perspectives but T. Parsons comes back to his first opinion and he says that society has a static feature and that it has no mutations and internal tensions.

Consequently two new aspects conditioning the sociale integration appear:

A) the correlation between the process of integration and culture attached to a particular society;

B) the cognitive dissonance between the behavioural stereotype of community group where the individual came from and the stereotype of the new community where the individual will be fit in.

This way the individual should adopt the system of attitudes imposed by society through a multiple disciplinary adaptation. So this is a more complex process reflecting the individual flexibility, the general social tensions and the macrosociological process.

It can be said that the sportive activity has both functions of the socializing process which are individual and collective. Professor Mihai Epuran (1998) defined the socialization as a "psycho-social process of transmission and assimilation of attitudes, values, concepts or of the models of behaviour of a group for the formation, adaption and social integration of a person."

As far as facts of social integration are concerned, they could be achieved only in the presence of the integrating system as a macrosociological process and the part integrating into the system representing sportsmen or teams. Integration refers to the preparation of the individual in order to adapt efficiently in a given system that is a mutual influence which is the basic relationship between the system and the individual.

Integration is either passive, the individual obeys the requirements of the group, or active, the individual integrates voluntarily and assumes certain roles in the community group. The polyvalency of integration process has in his view the multiplication of the individual - society relationships during the periods of human development (Dave Ravindra –1991).

Once integrated, the individual should be able to transfer. This will support the formation of new basic knowledge in the case of the newly integrated. The higher the transfer is made, the greater chances of integration are.

Education as a social phenomenon is considered to have the role of preparing the youth for integration. Physical training and sports represents a component of the social organism, it is considered to be a necessity for the society (Florian Radu – Cognition and social action – 1987).

From the scientific point of view, sports represents an essential component of the total education together with the intellectual and the cultural ones, contributing to the formation of the new generation of youth well prepared to face the social requirements (Georgescu Florian – 1978).

Each social phenomenon man interacts with, directly or indirectly, contributes to the formation of personality as a synthesis of the different steps of social life. Through physical drills the human biologic potential increases in agreement with the social norms (Florian Radu – 1983).

Sports has three aspects: psychological, through the naturalness of movements, pedagogical, referring to the methods used and social as an organizational system represents an instructive, educational process which aims at the formation of the physical capacities of the individuals. It is a deliberate process which aims at the improvement of physical development according to features of age, sex and social, professional integrating norms.

Physical drills are essential during the whole social life. They take part in the process of formation and in the leisure process.

Practicing such drills in an organized way brings together individuals, interacting in different situations. This leads to different states of a high emotional value. Coexisting within the group brings about friendly relationships which could control emotions. Through sports communication and self – identification are achieved. According to Marx, "man becomes aware in the objective world through reason with all his senses". Sports should contribute to his achievement as an axiological subject to influence his system of values. It also determines the establishment of moral values. Final results in sports are products of social integration which makes the links between the physical and intellectual development.

Talking about socialization through sports, Ion Ungureanu said that the interdependence between physical drills, game and work it marks child's evolution until the maturity. In life work comes before the game does, so we could say that physical training and sports are tie together with the chosen profession. Physical activity develops in the same time the body, tending to full harmony, but it conditions the spiritual through the gymnastics of mind.

We have to say that a very important thing when we talk about socialization it is the subject's individual treatment. This stage is obligatory especially when (in the process of education) it appears a very clear need to defeat some physical obstacles, which belong to the structure of the individual personality. This is the way how it becomes sure the importance of an ideal, of a model to fallow, which it could guide the individual through the right way to go. This tactics can not have anything else but positive attitudes in front of the pupils and of the students who will define for them selves the way to fallow in the future.

The dynamic feature of the social reality it consist of self-creation of the society, which it might be possible only through internal causes, so through tensions which comes between elements which correlates (Georgeta Chirita – 1976). The contradiction does not present under negative circumstances of social, but it is an objective relation, defining for a society and for its undersystems. The dynamic character of the social reality it is proven even by the fact that the integration is always the agreement of a balance between objective and subjective, it is the result of the movement, of a continuous development of the objective and the subjective in order to assure the relationship of correspondence between them.

In USA the socialization program was described by David Brinkenhoff and by Liam White in a study of Nebraska 's University, Lincoln University and it covered all possible social spheres. The result it was the "cross management", in translation" management between cultures", which, taken to an end, it goes until the self identification of the personality in a social group.

Brinkenhoff puts here a lot of accent on behaviour, but he idealize it, for this to reach beeing an morale code of behaviour with a view to be integrated in the new social group.

In 1902 Charles Norton (Sociology 1988, by David Brinkenhoff and Lyam White) settle the development of the self-concept by opening up three ways to act:

- A). the way we appear in person's image who we get in touch with;
- B). the way we imagine other people judge us by our social behaviour;
- C). the development of some features and responsibilities by judgement and decision.

Norton mentions the fact that this self-concept it stands on the feed- back and social interaction, a thing without which the steps of socialization would be much harder to go on, or even impossible.

In sports, especially in performanced onces, the self concept appears like a structure of many identities from outside personal ego which are in part assimilated, varying with their qualities and personal needs, through social interaction. Self consideration plays a very important role especially in the psychological area, helping the person to go beyond his fears when he gets in touch with an unknown, strange environment. There are opinions which confirm the

very efficient value of physical training and sports in a person's social integration, but there are also other opinions, which deny an activity like that, directly or indirectly. We can find the same abstract manner to approach the phenomenon, in the last case. Education through specialization integrates the person in a group and in an activity into the social ensemble and through this action, in the same time, it takes him apart and it isolates him from the other areas.

The essential and the specific function of physical training and sports it is considered to be the maximalization of the biological development of human function (I. N. Ponomariov – 1977). The complex process of interaction between the concret forms of practicing physical exercises and human personality, regarded like a biological species inside its existence, it structures like a social reality and it asks for effects with social involvements about its biological part in proportion with the other sides of human personality. Direct or indirect development of human body through physical training can be done according to an ideal already unknown. Reaching this ideal is not just a simple process, it does not stand out from the social reality, no matter the person's real situation.

The process of integration, made by practicing physical exercises manifests its self bivalent. On one hand the person is taken like a biological species in the area of action of a social reality (physical training and sports) and through this thing the biological stage of the human being integrated in the social life. The optimum integration in a social, given medium it does not mean only a right development of intellectual aptitudes and a natural evolution of moral values, but it means making a strong, healthy body, capable to deal with whatever social obligation, by no means. Physical training goes that far that it specializes one of its parts, medical physical culture, in social reintegration, a part which acts on physical deficiencies.

Unfortunately, in our days social situation from our country makes the phenomenon of young people's social integration to be forgotten almost for always and what it comes next it is not at all pleasant, encouraging. Even if it is a process with two sides of view, where the persons who integrate are directly involved, the state must lead this huge process, coming with new proposals in this area. The sociological Romanian research does not get involved seriousness in this situation and that it would be another problem which affects the process of social integration. The only solution to this problem it would be a tight partnership between sociology, through research, the state and some new programs to stimulate the social integration.

Another obstacle against socialization through sportive activity it is the reduction of the number of hours of physical training from all the levels of Romanian education. The Ministry of Education makes a big mistake by putting on the first step its financial problems and only on the second one the subject regarding the truth about the real number of hours of physical training and sports from schools and universities. This measure can not be anything else but an obstacle for the process of education and for the formation of a people well trained from more points of view.

In order to observe the way the students from the Faculty of Physical Training and Sports from Cluj- Napoca, next teachers and coaches can perceive the phenomenon of social integration, it has been done an investigation between the students from the last year of this faculty (you can see annex first).The students were given 30 copies of this investigation which contains 8 questions with free and alternative answers. The sample is considered to be representative for the institution the investigation was made in, especially because the next physical training teachers will be promoters of an educative-instructive process which will assure for the students a real base in order to complete their own personality and to become social integrated.

The next results came out after the centralization of the obtained answers, their putting in table and their interpretation:

- ❖ -from all the investigated subjects, 14 were females and 16 are males; from those 14 females, 11 were trained in sportive drills and only 3 were trained in individual sports; from those 16 males, 10 practiced sportive drills and 6 practiced individual sports. It must to be said that the subjects are about 22years old and that the length of service in sports it is between 8 and 14 years old.
- ❖ -thinking about the way the subjects started their sportive activity, it was observed that 25 subjects from those 30 started freely their sportive career and the rest of 5 had other reasons like being pushed by other persons or from any other different situations like medical causes;
- ❖ -the question "What did you expect from the sportive activity until now?" was given the same answer from all the subjects. They said that they wanted to reach the highest sportive performances possible in our country, to make them selves new friend-relationships, to have spiritual and material satisfactions and not at last to make them selves healthier and with a more harmonious body.
- ❖ -about the way their expectations in sports were fulfilled, 60 percentage of the subjects were satisfied by the fact that they are a very important part of a performanced team and that gave them enough material and financial circumstances, but the rest of 40 percentage gave negative answers, because their sportive performances are not higher than the avrage;
- ❖ -the question" Do you think that the effort asked by the performance it is justified by the advantages that sports are offering ?" received 40 percentage affirmative answers and 60 percentage negative answers, something that shows how deep down the sportive performances are now. The only thing to be glad of is that those who gave negative answers said that indeed they were very happy to live in a sportive collective.
- ❖ -the sportsmen social life it is treated very seriously by every subject. This is a proof of their seriousness regarding future, of their desire to be social integrated from many points of view. only 2 subjects chose to be single, the rest of them wanting to start a family with 2-3 children.

- ❖ -the question "If you would star again, what sport would you prefer ?" was given two different answers, 90 percentage from the subjects chose an individual sport, no mater what they do now and the rest of 10 percentage would not change the sports they are practicing now because of their valuable performances.
- ❖ -the problem of social integration is not very well seen by the students because the society does not encourage them the least they need and it does not encourage them in next activities; 86 percentage from the subjects think that society does not offer them the expected integration conditions, but this thing stimulates them, it makes them go on and accommodate to the given requirements; 14 percentage from all subjects are satisfied only because of their social and sportive integration will be much easier because of their performances in sports on international level.

From this investigation we can say that the process of social integration, regarded through the dynamic of the society, must assure the continuity of all social system, making a connection between the period of preparation from a person's life and the next one, when the previous knowledges are applied in order to be capitalized.

The social reality does not raise till this level and so disagreements might appear, which have consequences on the individual. A very important part in making this thing right it is the individual treatment for each person, in order to form the person, to make him to be prepared for any social role he might have.

The importance of physical training and sports in a person's whole education can not be doubt, so, for the future, it must receive a great importance and it must contribute to the improvement of an individual's personality, together with the other sides of education (the intellectual and the cultural ones). The role of social integration it is recognized by the young students also, but they appreciate the level this is taking place to like being very low, under their expectations. They belive in their chances and they hope that this situation will stimulate them in order to be very well social integrated. The socialization through physical training and sports makes the individual fight with his fears when it comes in connection with a new environment.

That's why supporting the idea of socialization through sports it is a very good thing to do, it must be done by as many young people as possible and it must be maintained by the authorities.

In conclusion, we can say that by practicing the physical training and sports, the individual can be integrated a lot easier in society, because of the changes he is going through, caused by an efficient social demand.

BIBLIOGRAPHY

1. Brinkenhoff, B. David, White, K. Lyam – *Sociology*, University of Nebraska, Lincoln, 1988
2. Chirita, Georgeta, *Functia formativa a activitatilor corporale*, Ed. Sport-Turism, Bucuresti, 1976
3. Dave, Ravindra H – *Fundamente ale educatiei permarnente*, Ed. Didactica si Pedagogica, Bucuresti, 1991
4. Epuran, Mihai - *Aspecte ale socializarii in activitatea sportiva*, Vol. Activitatile fizice si sportive CCPPS, Bucuresti, 1998
5. Florian, A. Radu - *Cunoastere si actiune sociala*, Ed. Stiintifica si Pedagogica, Bucuresti, 1987
6. Florian, A. Radu - *Procese sociale contemporane*, Ed. Politica, Bucuresti, 1980
7. Florian, A. Radu - *Procesul integrarii sociale*, Ed. Stiintifica si Enciclopedica, Bucuresti, 1983
8. Georgescu, Florian- *Educatia fizica si sportul – fenomen social*, Ed. Stadion, Bucuresti, 1971
9. Georgescu, Florian - *Indrumar pentru cercetarea sociologica in cultura*
10. *Fizica*, Ed. Didactica si Pedagogica, Bucuresti 1986
11. Marinescu, Gheorghe - *Integrarea socio- profesionala a tinerilor medici și farmacisti*, Ed. Junimea, Iasi, 1980
12. Natansohn, Ion - *Curs de sociologie generala*, Univ. Al. I. Cuza, Iasi, 1971
13. Ponomariov, I. N.– *Functiile sociale ale culturii fizice si sportului*, Ed. Didactica si Pedagogica, Bucuresti, 1977
14. Ungureanu, Ion - *Idealurile sociologice si realitatea nationala*, Ed. Didactica si Pedagogica, Bucuresti, 1990

THE ROLE OF REHABILITATION OF WALK IN HEMIPLEGIC ADULT PATIENTS

ELENA ZAMORA, MARILENA KORY-MERCEA, MARIA MACRA-OȘORHEAN

REZUMAT. Rolul recuperării mersului la pacienții hemiplegici adulți. Bolile cerebrovasculare reprezintă după bolile cardiovasculare și neoplasme a treia cauză de mortalitate și morbiditate. Deficitele motorii care apar ca urmare a accidentelor vasculare cerebrale pot fi recuperate dacă se intervine foarte devreme (în evoluția bolii) asupra bolnavului cu un program de recuperare prin metode de kinetoterapie. În acest articol este prezentat un studiu efectuat asupra 90 de pacienți care au suferit un accident vascular cerebral. Sunt prezentate principalele metode de recuperare a hemiplegicilor adulți, metode care au fost utilizate în acest studiu, cât și importanța utilizării metodelor de kinetoterapie în vederea recuperării mersului.

Introduction

The cerebro-vascular disease represents the third cause of mortality and morbidity, after cardio-vascular disease (which are the first cause) and neoplasms (which are the second cause).

About 17 % of deaths are caused by the acute cerebro-vascular disease. The annual rate for cerebro-vascular disease is 2.7 ‰ for men and 2.1 ‰ for women. Over age of 55, the incidence of acute cerebro-vascular disease doubles for every decade of life and 20 % of the new patients with cerebro-vascular disease are under 65 years of age. Nowadays, due to much more efficient control and treatment of blood hypertension, the annual rate of acute cerebro-vascular disease is decreasing.

Considering the clinical forms of the acute cerebro-vascular disease, 10 % are ischaemic strokes, 74 % are cerebral (thrombotic and embolic) infarcts and 16 % are represented by intraparenchymatous and subarachnoidian haemorrhages.

Such disorders are very disabling for the majority of patients who suffered cerebral infarcts and haemorrhages, because beside the speech or comprehension disorder (aphasia), there are also motor deficit in the right half of the body (in 98 % of patients). The majority of cerebral infarcts and hemorrhages are located in the left (dominant) cerebral hemisphere and due to the decussation of the descending (motor) nervous tracts, there will be also a right motor deficit.

The motor deficits resulting from strokes can be partly or totally recovered if there is an early treatment for these patients, treatment which includes a rehabilitation program using kinetotherapy methods.

Methods

Our study was based on following the clinical evolution of 90 patients which suffered strokes. We compared the clinical evolution for the patients which were treating using a rehabilitation program with kinetherapy and the clinical evolution of the patient which were treated partially or not.

We studied the clinical evolution of a group consisting of 90 patients with stroke (post infarcts and hemorrhages) in a period ranging from a couple of days (the acute stage) and six months after the onset of the stroke.

From this group of patients, 73 had ischaemic and 17 hemorrhagic stroke. Also in this group only a part (53) had the help of a rehabilitating treatment using the kinetherapy methods, the others died or were released from the hospital without the rehabilitating treatment.

In Table 1 and in Chart 1 is the distribution of the patients by age:

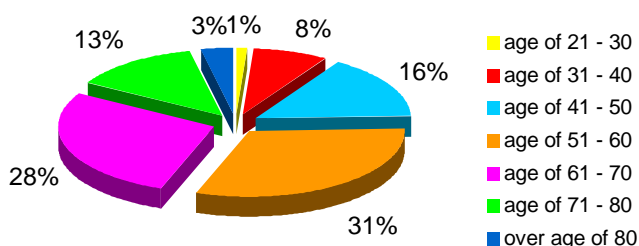
Table 1:

The distribution of clinical cases (percent) according to age (decades)

| Age (in years) | Cases | Percent (%) |
|----------------|-------|-------------|
| 21 – 30 | 1 | 1.1 % |
| 31 – 40 | 7 | 7.7 % |
| 41 – 50 | 14 | 15.55 % |
| 51 – 60 | 28 | 31.11 % |
| 61 – 70 | 25 | 27.77 % |
| 71 – 80 | 12 | 13.33 % |
| Over 80 | 3 | 3.33 % |
| Total | 90 | 100 % |

Chart 1:

The distribution of clinical cases (percent) according to age (decades)



The most cases were between age of 51–60, then between age of 61–70, then age of 41–50 years.

The distribution of the 90 cases depending on sex is showed in Table 2 and Chart 2:

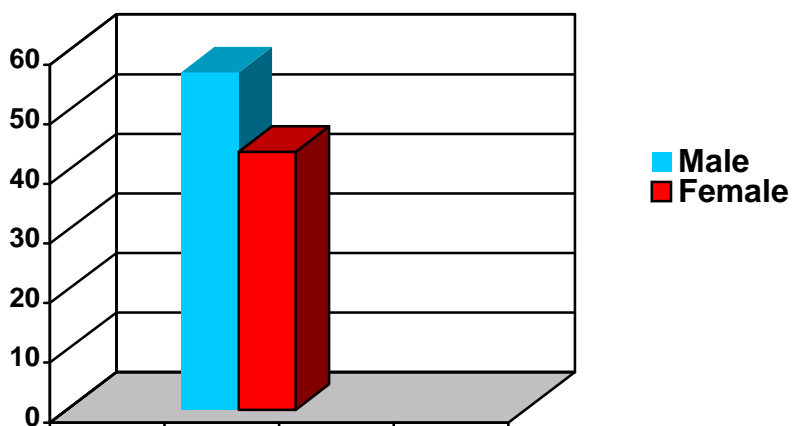
Table 2:

The distribution of the 90 cases depending on sex:

| Sex | Number of cases | Percent (%) |
|--------|-----------------|-------------|
| Male | 51 | 56.66 % |
| Female | 39 | 43.34 % |
| Total | 90 | 100 % |

Chart 2:

The distribution of the 90 cases depending on sex:



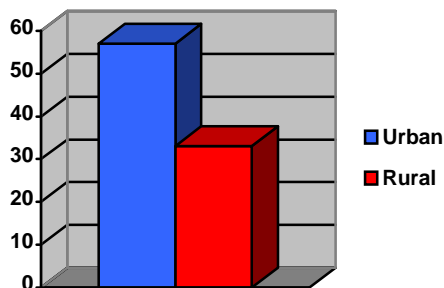
The greater percent of cases of ischaemic and hemorrhagic strokes is in the male patients.

In Table 3 and Chart 3 is showed the percent of strokes depending on the habitat of the patients:

Table 3:

| Habitat | Number of cases | Percent (%) |
|---------|-----------------|-------------|
| Urban | 57 | 63.33 % |
| Rural | 33 | 36.67 % |
| Total | 90 | 100 % |

Chart 3:



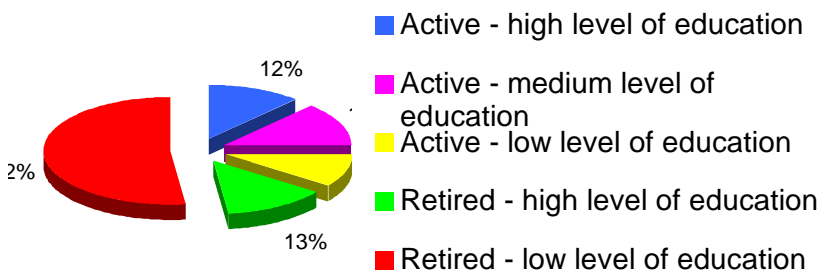
These data show that the greater incidence is in the urban area.

The Table 4 and Chart 4 show the incidence of strokes depending on the intellectual status and the level of education of patients:

Table 4:

| Active or retired | Level of education | Number of cases | Percent (%) |
|-------------------|------------------------|-----------------|-------------|
| Active | University | 11 | 12 % |
| | College (medium level) | 12 | 13 % |
| | Low level | 9 | 10 % |
| Retired | University | 12 | 13 % |
| | Low level | 46 | 52 % |
| Total | | 90 | 100 % |

Chart 4:



To recover a certain type of muscular contraction there were performed a series of proprioceptive neuromuscular facilitation (PNF) techniques, described in the last 20 years by M. Knott and D. Voss and now in the current practice.

From these PNF techniques, there were used the basic ones: hand grips, commands and communication, elongation of the muscles, traction and compression, maximal resistance, the normal sequence of muscular action and muscular strengthening by direct visualisation of the movement.

When we used the specific PNF techniques we asked the patient for his/her cooperation and his/her voluntary efforts.

For enhancing the mobility we used: rhythmical initiation, active movement of relaxation-opposition, rhythmical stabilisation and rhythmical rotation.

From the multitude of PNF methods we used the Kabat method, by the 4 ways of reaching the facilitation:

- opposing a maximal resistance to the movement intended by the patient;
- elongating the muscular lever is another way to improve the force, using a resistance in triggering the active movement;
- using global movement schemes which involve the irradiation, which will trigger and activate the dynamic of the cortical nervous processes in the motor cortical areas;
- the alternation of the antagonists in active movement reeducation by the mechanism of progressive induction, described by Sherrington;

Frenkel method, based on the observation that the movement coordination disorders can be corrected by the vision of the very comprehensive and cooperative patient, was also used.

The reeducation of every single muscle alone was performed also using the Phelps method, starting from the passive movement towards the active movement, and the Brunnstrom method, used in severe disorders or even in the lost of the active motility, using the osteotendinous reflexes, even in the absence of the ability of active cooperation of the patient.

Results

From the 90 patients taken in this study, the rehabilitating kinetotherapy treatment was performed on 53 patients. From these, 31 recovered their walking abilities and could recover their social activity, which represents 58.49 %. The rest of the patients (22) recovered only partly their walking abilities.

Table 5:

Rehabilitation of the patients which were treated completely, partly or not treated:

| | Number of patients | Percent (%) |
|--|--------------------|-------------|
| Patients which were treated only partly or were not treated | 37 | 41.11 % |
| Patients recovered totally after the kinetotherapy treatment | 31 | 34.45 % |
| Patients recovered partly after the kinetotherapy treatment | 22 | 24.44 % |

Chart 5:



From this statistic results that the recovery of the motor disability is based especially on the motion. This results because by active motion, performed by the patient, he/she will educate himself, will re-learn the basic movements, compared with the situation when the patient is treated by balneo-physio-therapy, which is a passive rehabilitation method. Certainly, a good neuromotor recovery needs a join between the sensitive-sensorial-motor elements, join which is essential when the cortical command for performing that movement is impaired.

Another interesting aspect is that the recovery of the motor handicap was better in the patients which had a higher intelectual level.

Due to the recurrences, the recovery possibilities are smaller in the haemorrhagic strokes.

If the lesion is located in the right cerebral hemisphere, the patient can recover better his motor handicap, because this hemisphere is non-dominant, so the patient hasn't speech impairments (aphasia) and the psychic disorders are not so severe.

The posturing between the treatment procedures, and also in the acute phase of the stroke when the patient is in the intensive care unit, is very important in maintaining the improvements achieved by the recovery.

Reeducating the walk is compulsory for all the haemiplegic patients. The results were visible better in patients which followed the treatment consciously and perseverently in all the phases of the kinetotherapy recovering process.

BIBLIOGRAPHY

1. Azouvi P, Denys P, Bussel B - *Validation of Procedures of Rehabilitation after Cerebrovascular Accident*. Rev Neurol (Paris) 1999;155(9):737-42
2. Boyd EA, Pepin P, Szabo-Hartin J - *Shoulder Supports Revisited: a Canadian Follow-up Survey*. Can J Occup Ther 1999 Oct;66(4):161-8
3. Chen CL, Tang FT, Chen HC, Chung CY, Wong MK - *Brain Lesion size and Location: Effects on Motor Recovery and Functional Outcome in Stroke Patients*. Arch Phys Med Rehabil 2000 Apr;81(4):447-52
4. Chen CL, Wong MK, Chen HC, Cheng PT, Tang FT - *Correlation of Polyelectromyographic Patterns and Clinical Upper Motor Neuron Syndrome in Hemiplegic Stroke Patients*. Arch Phys Med Rehabil 2000 Jul;81(7):869-75
5. Fujitani J, Ishikawa T, Akai M, Kakurai S - *Influence of Daily Activity on Changes in Physical Fitness for People with Post-Stroke Hemiplegia*. Am J Phys Med Rehabil 1999 Nov-Dec;78(6):540-4
6. Hara Y, Akaboshi K, Masakado Y, Chino N - *Physiologic Decrease of Single Thenar Motor Units in the F-Response in Stroke Patients*. Arch Phys Med Rehabil 2000 Apr;81(4):418-23
7. Johnson SH - *Imagining the Impossible: Intact Motor Representations in Hemiplegics*. Neuroreport 2000 Mar 20;11(4):729-32
8. Kory-Calomfirescu Ștefania – *Caiet de lucrări practice în neurologie, vol. I și II*, Editura Casa Cărții de Știință, Cluj-Napoca, 1998.
9. van der Lee JH, Wagenaar RC, Lankhorst GJ, Vogelaar TW, Deville WL, Bouter LM - *Forced Use of the Upper Extremity in Chronic Stroke Patients: Results from a Single-Blind Randomized Clinical Trial*. Stroke 1999 Nov;30(11):2369-75
10. Lettinga A, Mol A - *Clinical Specificity and the Non-Generalities of Science. On Innovation Strategies for Neurological Physical Therapy*. Theor Med Bioeth 1999 Dec;20(6):517-35
11. Sanchez-Blanco I, Ochoa-Sangrador C, Lopez-Munain L, Izquierdo-Sanchez M, Feroso-Garcia J - *Predictive Model of Functional Independence in Stroke Patients Admitted to a Rehabilitation Programme*. Clin Rehabil 1999 Dec;13(6):464-75
12. Sbenge T. – *Bazele teoretice și practice ale kinetoterapiei*, Editura Medicală, București, 1999.
13. Vattanasilp W, Ada L, Crosbie J - *Contribution of Thixotropy, Spasticity, and Contracture To Ankle Stiffness after Stroke*. J Neurol Neurosurg Psychiatry 2000 Jul;69(1):34-9
14. Volpe BT, Krebs HI, Hogan N, Edelstein OTR L, Diels C, Aisen M – *A novel approach to stroke rehabilitation: robot-aided sensorimotor stimulation*. Neurology 2000 May 23;54(10):1938-44
15. Yan K, Fang J, Turan B, Chira-Adisai W, Shahani BT - *The use of Fractional Parameter in Analyzing Motor Unit Discharge Pattern in Stroke Patients: a Correlation with the Functional Independence Measurement*. Electromyogr Clin Neurophysiol 2000 Jan-Feb;40(1):3-9

STUDY ON THE USE OF RECOVERY METHODS AT SWIMMING CLUBS IN ROMANIA

DENISA T.I. POPOVICI

REZUMAT. *Studiu privind utilizarea mijloacelor de refacere la cluburile de natație din România.* Refacerea încadrată în complexul de antrenament – refacere sau competiție – refacere aplică în mod sinergic mijloacele naturale și artificiale în vederea supracompensării. Metodologia refacerii se referă la mijloacele provenind din domeniul kinetoterapiei și balneologiei, farmacologiei, dieteticii sportive, odihnei active, psihoterapiei, și cura balneară profilactică. Scopul acestei lucrări a constat în inventarierea mijloacelor de refacere folosite de antrenori și a cotei parte din buget repartizate. Totodată s-a urmărit gradul de utilizarea acestor mijloace, sistematizarea lor urmată, de estimarea cheltuielilor pe fiecare mijloc de refacere în parte și regăsirea investițiilor în rezultatele sportive.

Recovery within the training – recovery or competition – recovery complex synergically applies both natural and artificial methods in order to overcompensate.

After-effort recovery mainly refers both to the physical and metabolic cardio-respiratory recovery, using the adequate methods, and to neuro-psychological recovery, using relaxation methods, suggestion etc. It would be wrong to consider that the muscular recovery is solved because the swimming is practised in water (quite warm water at 26o C). That is why it is recommended to use methods that may respond to this goal, nutrition and medication included.

The recovery aim to energetic reloading from the physical-hydro-kineto-balneology (warm hydrotherapy, baths with plants or Bazna salt, massage, sauna, negative aeroionization), sportive diet (raw vegetables and fruit, dairy products), pharmacology, active rest point of view, all being very important for the recovery process.

We must also mention the stage or annual cycle recovery which can be best achieved in spare resorts (600-800 m), the balneoprophyllactic recovery cure at the end of the season, which is very efficient in time, for a sport in which the joints are mostly challenged. The 8-9 hours' sleep is obligatory.

The recovery methodology refers to methods emerging from the following fields: physical-hydro-kineto-balneology, pharmacology, sportive diet, active rest, psychotherapy, prophylactic bathing cure.

THE HYPOTHESIS emerges from the premise that sportive results can be improved if specific recovery methods (physical exercises, massage) or non-specific recovery methods (natural physic and artificial agents, diet, psychological means, pharmacology) are used.

The utilization of specific recovery methods, consisting of physical exercises and massage, does not imply important expenses as the training halls used for this purpose do not require special facilities. Gymnastic benches, wall bars, mats, massage bench and a lot of ingenuity from the coach will do.

Some non-specific methods like ergotherapy, diet, utilization of the environment natural factors imply important expenses or investments.

THE PURPOSE of this project resides in centralising the recovery methods used by coaches, and the percentage of the budget used for this purpose.

THE TASKS consisted of the following:

- Tracing out the coaches who use recovery methods, the centralisation of these methods and the estimation of expense per each recovery method used;
- Cover of the expenses (of the investments) in the response of the sportive achievements in order to appreciate their best channel.

The correlation of the information obtained by reference documentation and the analysis of all documents, of the data in the annual plans offered us a broad view over the way the training and participation in competitions take place for great performance junior swimmers.

The result of this analysis shows that not in all cases there is a concordance between theoretical approaches and the existent situation.

MATERIAL AND METHOD

In order to obtain a more accurate picture of the problem in the practical activity, we proceeded to the questioning of the renowned Romanian swimming coaches. Seventeen coaches from 12 sportive clubs in Romania (CSM Baia Mare, LPS Braila, CSS Resita, CSS Ploiesti, CSM Pitesti, Emil Racovita High School, CSS Tirgu-Mures, CEE Constanta, CS Dinamo, CSS Timisoara) were questioned. The survey consisted of different answering variants for 14 questions with points and subpoints (question no 15 has 7 subpoints).

The outcome of this survey consists of information on the following issues:

- number of groups and the of the athletes indicated by the coaches;
- classification of the athletes, number of trainings and length of training;
- conditions offered for training and the allocated budget;

- percentage of the budget allocated for recovery;
- recovery methods used.

RESULT OF THE SURVEY

Analysing the data in the table we may conclude that:

All coaches obtained good results in the national meetings. Eleven of them (65%) obtained good results in European and Balkan competitions, and they form the representative group for our research;

They generally have 2 groups (excepting two coaches who have 4, respectively 5 groups) of 10 athletes (excepting one coach that has 25 athletes) and they train approximately 130 minutes/training/day;

Twelve coaches of seventeen (74.59%) consider that the conditions offered by the club in order to reach performances are good and all of them (except one) consider that the allocated budget is insufficient. The allocated budget represent 48% of the needs;

Approximately 4.23% of this budget is allocated to recovery, but if we exclude the 4 clubs that allocate 10 and 15% we notice that the other clubs give for the recovery only 2%;

Out of the six recovery methods used (physical–hydro–kineto–balneotherapy, sportive diet, active rest, psychotherapy, pharmacology, prophylactic bathing cure), regardless of the allocated sums, the pharmacological methods are used 100%, active rest 70.59%, sportive diet 35.30%, physical-hydro.kinetotherapy 23.53% (massage and sauna only), psychotherapy 17.65% and prophylactic bathing cure 5.88%.

As a conclusion we may underline the following:

- All swimming clubs in Romania have a allocated budget that is insufficient, it represents less 50% of the necessary sum;
- Recovery gets less than 5%, a percentage that is insufficient;
- The pharmacological methods are used by all coaches (100%), followed by active rest (approx. 71%); the other methods are not very much taken into account;
- Nevertheless recovery is mentioned in all training plans, the fact is that the recovery consists only of pharmacological methods, active rest, massage and sauna.

SYSTEMATIC ASPECTS OF THE SURVEY RESULTS

| No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----|---|----|-------|-----|---------|------|-----|------|-----|-----|-----|-----|-----|------|----|
| 1 | 1 | 10 | 10 | 2 | 150 min | Yes | No | 50% | 10% | - | - | X | - | X | - |
| 2 | 1 | 11 | 9 | 2 | 90 min | No | Yes | 50% | 5% | - | - | - | - | X | X |
| 3 | 5 | 12 | 12 | 1 | 120 min | Yes | No | 25% | 10% | X | - | X | - | X | - |
| 4 | 4 | 8 | 8 | 2 | 120 min | Yes | No | 50% | 5% | - | X | X | - | X | - |
| 5 | 2 | 8 | 6 | 1 | 120 min | No | Yes | 15% | 1% | X | X | X | - | X | - |
| 6 | 1 | 7 | 7 | 2 | 150 min | Yes | No | 80% | 1% | - | - | - | - | X | - |
| 7 | 2 | 15 | 12 | 2 | 120 min | No | No | 30% | 1% | - | - | - | - | X | - |
| 8 | 2 | 8 | 16 | 2 | 150 min | Yes | No | 30% | 3% | - | X | X | X | X | - |
| 9 | 1 | 6 | 6+ EC | 2 | 150 min | Yes | Yes | 100% | 15% | - | X | X | X | X | - |
| 10 | 3 | 12 | 12 EC | 2 | 120 min | Yes | No | 85% | 1% | - | - | - | - | X | - |
| 11 | 2 | 6 | 5+ EC | 1 | 150 min | Yes | No | 75% | 5% | X | X | X | - | X | - |
| 12 | 1 | 9 | 9+ EC | 2 | 120 min | Yes | No | 40% | 1% | - | - | X | - | X | - |
| 13 | 2 | 10 | 10 EC | 2 | 150 min | Yes | No | 50% | 10% | - | - | X | X | X | - |
| 14 | 2 | 25 | 20 EC | 1 | 120 min | Yes | No | 25% | 1% | - | - | X | - | X | - |
| 15 | 1 | 5 | 5+ EC | 2 | 150 min | No | No | 20% | 1% | - | - | - | - | X | - |
| 16 | 1 | 10 | 8+ EC | 1 | 150 min | Yes | No | 25% | 1% | - | X | X | - | X | - |
| 17 | 2 | 12 | 20 EC | 1 | 120 min | No | No | 70% | 1% | X | - | X | - | X | - |
| ~ | 2 | 10 | | 1,6 | 132 | 12/5 | 94% | 48% | 4% | 24% | 35% | 71% | 18% | 100% | 6% |

LEGEND

1. Group number;
2. Number of sportmen in group;
3. Number of sportmen classified in the first eight at NC and EC;
4. Number of training / day;
5. Time;
6. Conditions to obtain performance;

STUDY ON THE USE OF RECOVERY METHODS AT SWIMMING CLUBS IN ROMANIA

7. Budget assigned;
8. How much represent it (%), of necessary;
9. How much recovery (%) is allocated; recovery methodes:
10. Physical-therapy and bathing;
11. Sportive diet;
12. Active rest;
13. Psychotherapy;
14. Pharmacological;
15. Prophylactic bathing cure.

NOTICE ABOUT THE FOUND RAISER IMPORTANCE FOR THE SPORT TEAM SUCCESS

MARIA MACRA-OȘORHEAN*

REZUMAT. *Studiu asupra importanței generării de fonduri adiționale pentru echipele sportive.* În lumea de astăzi, succesul multor echipe sportive este legat direct de resursele financiare și limitările bugetare. Generarea de fonduri adiționale care să suplimenteze bugetul este o necesitate. Lucrearea încearcă să delimiteze câteva din problemele care managerul unei echipe sportive trebuie să le aibă în vedere pentru a asigura fondurile necesare.

In today's world, the success of many sport teams is directly linked to financial resources and budgetary limitations. Generating additional funding to supplement the budget has become predominate. Pertinent issues such as whom to approach, how to approach them and the type of personality characteristics needed by the fund raiser to generate funds successfully need to be addressed.

Adequate funding is necessary in establishing a program. According to one of several studies there is a significant relationship between program expenditure and overall success.

Now that the importance for adequate funding has been established, we try to show the necessary qualities of a successful fundraiser. A successful fundraiser is a person who is capable of generating adequate money to supplement the program to which they have ties. The following is a list of the qualities needed to enhance fund raising effectiveness:

- ◆ Faith - a person must possess strong convictions for the program and/or institution for which they are striving to improve.
- ◆ Intuition - questions such as, "Who is the right person to approach a particular prospect?" "Who is the right person to head an event?" Also, "When is the right time to begin?"
- ◆ Creativity - allow yourself to look beyond the ordinary.
- ◆ Confidence- preparation is very much the key here. If you know what you are selling and believe in it, then confidence will follow.
- ◆ Clarity - have an understanding of where you are going and how you want to get there.
- ◆ Commitment - have strong convictions toward the things that you are doing.
- ◆ Enthusiasm - when we are enthusiastic we bring to life the concepts with which we wish to create. Enthusiasm is contagious.
- ◆ Perseverance- in fund raising, perseverance is essential. It can take years to build a successful program or organisation.

*Babeș-Bolyai University of Cluj - Napoca

- ◆ Adaptability - do not be the type of person who is going to be resistant to change. Successful leaders of successful organisations embrace change, even look forward to it.
- ◆ Compassion - show the people from whom you are soliciting funds that you are truly interested in them. It is important that the donor feels important and that the relationship established is mutual.
- ◆ Integrity: Do what you say you are going to do. Be a person of integrity.
- ◆ Gratitude: Acknowledge every gift.

Successful fundraisers find ways to incorporate these qualities into their lives. All of these qualities and the level with which they are present may differ from individual to individual; however, some degree must exist in order to be successful.

Plan of Action - One time there has been an established need for additional funding, develop a plan of action. Creative thinking and unique concepts combined with hard work and dedication will yield the greatest dividends. The following is a list of ideas you may choose to implement into the specific situation:

- ◆ Corporate Sponsorship- This area of fund raising can be as productive as you strive to make it. It is important to be as creative as possible and establish a relationship that is beneficial to all parties involved. One idea is to have a game ball sponsor. For a specific fee a business can choose to be the game ball sponsor. In return for that sponsorship advertising will be provided in the match program and over the public address system. Another valuable plan would be to approach businesses with the concept of paying for certain services with the idea that some complimentary services would be rendered later. This is extremely effective when looking at food service establishments and business that are involved with transportation. These are services that your program will utilise throughout the year. This presents an attractive situation for both parties. Only your imagination and ability to be creative limit corporate sponsorship.
- ◆ Hosting one-day workshops for elementary, junior school students can be an extremely valuable means of generating income and also provide an excellent avenue to promote your program.
- ◆ Tournaments- Hosting tournaments such as open or tournaments can provide substantial funding and generate interest in the sport and specifically for your program.
- ◆ Clubs - Establish a sport-specific club. The club can be made available to current/past players and families, as well as outside individuals wishing to contribute. A further development would be to establish levels of membership.
- ◆ Joint Sponsorships - This would involve working together with a charitable organisation. A corporate sponsor must first be secured to fund the desired activity. Approach the business in terms of the advantages this would provide in advertisement and the establishment of community ties and involvement. The concept would involve the business donating a specific sum of money every time your team executes a specific skill. A small portion of the money would go to further your program with the majority going to the charitable organisation you have selected to work with. This concept may entice the involvement of some firms that normally would have little interest in your program.
- ◆ Divers - Activities in this area would include development of a wish list of items desired and presenting that list to local businesses for a donation. Other ideas

NOTICE ABOUT THE FOUND RAISER IMPORTANCE FOR THE SPORT TEAM SUCCESS

include publishing newsletters and booklets that could then be sold or the selling of old equipment and items donated at an auction or rummage sale.

Conclusion

These ideas are just a few of the many that can be implemented to generate the necessary funds to be competitive. There is little argument that funding is directly related to the success of a program. Adequate funding helps to promote a positive atmosphere among the players. When they are given great equipment to practice with, nice uniforms to play in, better accommodations in terms of travel, lodging and food, they feel like a significant part of the process. Proper funding also helps in the recruiting process. Potential athletes want to know about the uniforms, how they will travel and the type of coaching staffs that is available. If your program cannot provide the things that other programs have then you are going to lose recruits and a coach has to have quality athletes to succeed. Finally, funding allows you to employ more qualified individuals to help direct your program. It also provides you with the opportunity to take care of the workers who are currently in your program, without them you could not exist.

BIBLIOGRAPHY

1. Mapp, Jerry, W. - *Characteristics of the successful fundraising executive*. Fund Raising Management, July 1991
2. Martens, Rainer - *Team management. Successful Coaching*, Human Kinetics, 1990
3. Voicu, A. – *Sport associations and clubs management* – Risoprint Cluj-Napoca, 1998
4. * * * * * - *Sport activities management* - MTS Bucharest, 1998

ENVIRONMENTAL AND HEREDITARY FACTORS THAT CAN INFLUENCE AND CONTROL TOP PERFORMANCE IN FEMININE ATHLETICS

MIRCEA NEAMȚU, ANA-MĂDĂLINA MARCU

REZUMAT. *Factori ereditari și de mediu geografic ce pot influența și dirija înalta performanță în atletismul feminin.* Lucrearea încearcă să găsească unele aspecte și anumiți factori suplimentari ce pot influența și dirija procesul de selecție și parcurgere a etapelor în atletismul de mare performanță. Au fost analizate rezultatele la nivelul junioarelor I și senioarelor la nivelul recordurilor județene, privitor la rezultatele a peste 714 sportive grupate pe zone geografice precum și rezultatele celor mai bune sportive ce au obținut medalii la campionatele europene, mondiale și olimpice. Analiza, interpretarea și rezultatele unui experiment constatativ la nivelul junioarelor III vor completa cercetarea întreprinsă mai sus după care se vor trage concluziile.

Although Romanian feminine athletics does not pride itself on having a particularly long history, the results obtained first at various international contests and, later on, at European, world and Olympic competitions are actually remarkable. A survey of the initial stages can't but fill us with joy and the kind of satisfaction that combines with admiration and respect for both the sportswomen themselves and those who spotted and polished their gifts. Obviously, the advance in performances nowadays is supported by a genuine team of experts who complete the talent and work of a sportswoman and her trainer. Yet, out of a multitude of sportswomen, only 1.2 manage to attain top performances. As a special situation to be found on an international scale as well, it seems that there are certain geographic areas (such as Kenya, Ethiopia, Jamaica) which reveal sportswomen with remarkable results in a number of events requiring special skills at higher levels of ability. Hence the idea that, though considerably smaller, our country, too, avails itself of ethno-geographic and environmental areas from which numerous first-rate sportswomen have emerged so far. Upon close examination of results in middle- and long-distance races, we have come across lots of sportswomen originating in the Bistrița-Suceava-Bacău perimeter whereas results obtained in jumping events have led us to a great number of sportswomen originating in the perimeter Ploiești-Galați-Brăila.

Although purely statistical in nature at an early stage, these observations have caused us to indulge in the research and analysis of these aspects, in an attempt to find out performance-related hints that dwell upon specific skills and the geographic ethno-hereditary environment. What we have been trying to solve by this is the control issue all along the process of performance development.

Thus, we have closely examined and interpreted the data supplied by district records in course of time, as well as the results obtained by junior and senior women athletes at national, European, world and Olympic championships. On the other hand, we have also analyzed and interpreted the outcomes of 3-rd class junior athletes selection from among certain regions of our country.

Further on, we shall give a brief presentation of certain aspects derivable from our research with respect to district records : there are districts which register big differences in the way of performances in events requiring specific skills. Thus, we notice considerable differences in speed races between districts in the south-east-south and districts in the north-north-east. Significant differences are also to be noted in jumping events between districts in the centre-south , south-west and those in the north, centre-east. In both cases, the former have registered far better results than the latter. As for those events which require stamina and will, the records belonging to districts in the centre-north and north-east are far superior to those in the south, south-east, and south-west. Likewise, differences as regards performance levels are also to be found between districts in the plain and those situated in mountainous regions.

Let us have a look at the results of over 714 valuable women athletes. The results have been arranged according to geographic areas:

The Oradea-Arad-Timiș area (level country-west): 147 women athletes. Among them: 83 with results in sprint, hurdles, 400m events; 39 in jumping events; 10 in throwing events; and 15 in middle- and long-distance races.

The Craiova-Vâlcea-Teleorman-Ilfov area (level country-south): 216 women athletes. Among them 112 with results in sprint, hurdles, 400m events; 48 in jumping events; 31 in throwing events; and 35 in middle- and long-distance races.

The Constanța-Slobozia-Brăila-Galați-Tulcea area (level country-east): 112 women athletes. Among them: 67 with results in sprint, hurdles, 400 m events; 34 in jumping; 2 in throwing; and 9 in middle - and long-distance races.

The Bacău-Bistrița-Suceava-Mureș area (hilly /mountainous region in the north-north-east): 81 women athletes. Among them: 2 with results in sprint, hurdles, 400m events; 19 in throwing events; and 60 in middle - and long-distance races.

The Brașov-Sibiu-Argeș-Tîrgoviște-Covasna area (hilly/mountainous region in the centre of the country): 194 women athletes. Among them: 91(sprint, hurdles, 400m events); 21(jumping events); 36(throwing events); 43(middle- and long-distance races).

The Cluj Napoca-Maramureș-Baia Mare area (hilly region in the north): 94 women athletes. Among them: 21(sprint, hurdles, 400m events); 33(throwing events); 18(jumping events); and 22(middle- and long-distance races).

With the present research still in progress, we are not yet in a position to engage in detailed discussions. However, we might come up with some explanations even at this stage. Finally, there's another argument to be considered according to which the touch of a coach or expert instructor is likely to bring about valuable results. While we do not, basically, reject this argument, our analysis focuses on a length of time (i.e. 40 years) that no trainer or instructor could possibly have covered.

As soon as our available data are rounded off by the close examination of 3-rd class junior athletes selection as well as by the analysis of physiological and environmental aspects, we shall be able to place the outcome of this research at the disposal of the Athletics Federation.

BIBLIOGRAPHY

1. The athletic annuals compiled by the Romanian Athletics Federation (R.A.F)
2. Physiological data collected at the district medical facilities (centres) for sportsmen
3. Romanian Athletics
4. Romania's Champions
5. The Olympic Games (in process of time)
6. The Research Centre's and R.A.F's news bulletins

OLYMPISM - A CLASSIC PHILOSOPHY FOR A NEW GENERATION IN A NEW CENTURY

FLAVIA RUSU*

REZUMAT. *Olimpismul - o filosofie clasică pentru o nouă generație într-un nou secol.* Dorința de educa tinerii în conformitate cu valorile mișcării Olimpice există demult, dar îndeplinirea obiectivelor educației în spiritul Olimpic necesită schimbarea vechile sisteme educaționale prin adăugarea unor noi modalități de predare a conceptelor și valorilor olimpice. Este necesară adaptarea principiilor și filozofiei Olimpice la realitățile actuale. Acele valori care par să-și fi pierdut semnificația în zilele noastre trebuie identificate și revizuite în așa fel încât ele să devină din nou actuale și valabile. La fel de necesare sunt schimbări în mentalitatea, sentimentele și standardele morale ale tinerei generații. Principiile și valorile olimpice care nu au legătură cu viața reală nu vor trăi mult timp în conștiința tinerilor.

Olympism is a universal concept that is not simply to define. It is a philosophical enthusiasm for life and the uncompromising pursuit of excellence. Just as individuals operate with a personal philosophy that guides their decision-making, Olympism, too, is philosophically directed through the elevated dimension of quality in how an individual conducts his or her life.

Olympism is an inside faith of a man in him, a constant effort of physical and intellectual enhancement. It is a general concept which emphasizes not only development of bodily strength, but generally healthier individuals with a happier attitude and a more peaceful vision of the world. Olympism recognizes and extols individual effort and accepts no discrimination among nations, races, political systems, classes, etc.

Olympism involves not only active participants of the sport movement, but also the general public. All people are relevant and interconnected among the diverse cultures of the world. The good intentions of Olympism are indeed well established, but not necessarily well known. A prevailing challenge in today's world is how to capture people's attention long enough to convey important and life enhancing messages. Being the difficult job it is, merely sharing information only illustrates the size of the challenge it is to effectively educate people. Education takes quality time and the perception, too often, is that simply receiving information is the same as education. Education is the process of learning conceptual ideas that leads to behavioral awareness or change.

*Babeș-Bolyai University Cluj - Faculty of Physical Education and Sport

Performing the objective of educating others about the Olympic Movement requires recognition of the major changes that must happen. First of all there must be an open disposition for revision of the Movement's principles and values to be better understood in today's reality. The valuable principles and values must be packed in numerous effective ways for tempting delivery and the educational system must provide opportunity for educational time to be devoted to the teaching of Olympism. It must pay attention to educate the teachers, coaches, sport managers, referees on the importance of the values within Olympism. At least, it should provide simulated, lifelike environments in which to apply the practice of the principles and values.

Olympism encourages exploration of self and how self relates to community in a local sense. The smallest local actions accumulate and make an important global contribution. Everyone could be a role model to someone. If we have more people living with the concepts of Olympism in their daily lives, the philosophy will permeate our world at an exponential rate.

The evolution of the principles of the Olympic Philosophy is essential. More importantly, there are necessary changes to be made in the moral standards and the values of people, their mentality and sentiments. The inherent values of Olympism that seem to have lost their meaning in our changing society must be identified and revised so that they match the continuous advancement of today's world.

People gain experience and perspective as they advance along the continuum of life. The birth of the Modern Olympic Games generate a formal sporting event and the growth and change that has occurred from 1896 until today is almost immeasurable.

To gain placement within an educational curriculum, the Olympic values must be progressive and command general public support and respect. Among all of the stories that exist inside the Olympic Movement, unfortunately, the negative ones and with greatest sensationalism are told most frequently. And this is said to sell more magazines, newspapers, to keep more television viewers, radio listeners, Internet browsers, etc.

Modern man is easily influenced by the contradictory information coming from a multiple of sources. This makes the individual lose of intellectual and spiritual independence and lowers the level of healthy self-analysis, which is imperative for self-improvement. The negative stories and constant reliance on other sources is in conflict with the development of a self-determined individual with constant moral standards.

By the time an athlete becomes an Olympic-level performer, his or her character and value system has long been formed. These values are the reflection of the moral standards of society where the athlete has been raised. Reality shows that violence in sport and the use by top athletes of prohibited means of increasing their physical capacity are contradictory to the Olympic concepts of excellence and achievement. Contemporary competitive sport, with its emphasis on the materialistic benefits for individuals and societies, can create elite athletes with an individualistic, egocentric mentality and an excessively self-sufficient attitude.

So many adjunct sources contribute to the "win-at-all cost" acceptance of the Olympic Games, that the values of Olympism are often overlooked by the participants, spectators and organizers. It seems we adopt philosophical statements and then act contradictory toward them. We most naturally reward the outcome rather than the process. The values of Olympism can be taught only through constant practice. Theory without practice is utopian.

In Olympism, the principles and values that do not have a connection with an application to real life will not live long in people's minds. When this connection is established, then Olympism will become not just a philosophy, but a beneficial lifestyle.

Incorporating the values of Olympism into current curriculums and practices that develop athletes is better than to develop something entirely separate. This enhances the already existing curriculums and athletic practices and can contribute throughout the participation phase.

Individuals must be practical and conceptual in the process of leading, understanding and most importantly, experiencing Olympic values. The worth of values is determined by their practice. That is why the education of Olympism should not be a promotion of statements; somewhat it should teach the implementation of the values in life situations.

Create ways to practice and reinforce these values; extend and apply them to today's real life. Coaches and teachers are the favorable and influential figures in the promotion of Olympism among young people.

Sports offer us a great opportunity to promote Olympic principles and values, but this opportunity is often under-utilized. We should make a point to devote a few minutes at sporting events to recognizing our belief in the importance of Olympic values (messages in game programs, banners in the sport hall, public address announcements, athlete or coach comments at the end of the competition, etc.). It could be a valuable contribution if prestigious athletes and coaches, in their interviews, would sincerely include their support of the Olympic Movement.

There are some necessary steps in promoting new concepts and values: the message must be clear, simple to understand and deliver the intended values through sport activities at different levels. The application process should have reinforcement so the message is taken seriously and the learner comprehends the merits of the message and accepts them as desirable guidelines.

Incorporate the teaching of Olympism in the educational setting of future teachers and coaches is also necessary. They must know how purposefully teaching about Olympic values will contribute to more balanced individual athletes and stimulate their personal desire to find their own personal excellence.

Today's Olympic Movement must be challenged to assist with the removal of all barriers in allowing competitive excellence to be available to all. Sport within the Olympic Movement changes lives positively when performance excellence is clearly focused on and established as a founding principle in life. When the fine line is obscure and disrespect to the point of allowing competition to be used only for personal gain (as in the pursuit of money or recognition), those driving pursuits are shallow and short-lived. They offer no lasting substance for a quality life from which our new generations will be born.

Traditions are a base for the formation of values. When people forget their traditions, they interrupt the connection between the past and the present and lose the values. The revival of the traditions of Olympism will help to return the essence of the true values to our world.

Contemporary Olympism is influenced by the interaction of many factors that may cause its progressive decline. There are two major threats that may prevent the progress of Olympism. They are excessive commercialism and the active involvement of governmental politics in sports. The Olympic Movement will always be able to be improved.

Adherents of Olympism cannot influence the human tendency for violence, war, destruction and aggression among nations and groups. They are helpless in the face of the commercialization of sports and the gigantism and luxury of the Olympic Games. But with all of their limits, they have a powerful instrument in their hands that can revive Olympism with its unique philosophy of ideal social coexistence. Only through the education of our youth and the establishment of high moral standards that unite the human race and disregard basis for discrimination, the dissemination of a true completeness of Olympism become possible.

BIBLIOGRAPHY

1. Lucas, J. – *Future of Olympic Games* – Human Kinetics, 1992.
2. Prunelli, V. - *Cento Vite per lo Sport* – Editione Pacini, Rome, 1992.
3. Vialar, P. – *L'esprit du sport* – B.I. nr.3, A.O.R., 1994.

PRACTICE INDICATION TO SELECT METHODS AND PREPERE FOR A ENTRY IN A ACROBATIC ELEMENTS

IOANA POPA

REZUMAT. Indicații practice pentru selectarea mijloacelor și metodelor de inițiere în gimnastică. Gimnastica este un sport individual în care se duce lupta fiecaruia cu el însuși în încercarea depășirii partenerilor și obținerii victoriei. Aceste scopuri pot fi realizate având o tehnică bună a elementelor care compun exercițiile de gimnastică, tehnică ce poate fi îmbunătățită în antrenamente bine organizate și unde se folosesc o multitudine de mijloace și metode de instruire. Sunt expuse câteva din metodele și mijloacere folosite în antrenamentele de gimnastică.

In activity the methods of presentation are important from beginning.All the elements that you propose to allyour practicants to study during the period of work is the way to success.

1. The presentation of activity.
 - The technique of elements is presented in other different forms:
 - demonstration;
 - film (movies);
 - photography.
 - Photography should be expose on a board that you will be presenting all the key and points for that technic.
 - Leaflets should have 10- 20 photography and it shows all the necessary moves.
 - For the same technique it should be more methods of doing the same activity.
2. Explanation of all the moves that we will study:
 - Knowing all the component elements.
 - Understanding the key points.
 - Analysing technique- methodic of the elements of acrobatics.
3. Learning how to offer the necessary help to a participant.
4. Changing the position of the start and the position of the ending.
5. All the training should be a work out with your partner (or team mate).

- They need to learn to learn.
 - Everyone needs to execute successfully.
 - The same move and the "coach" to be able to observe their moves.
6. Notice and progress.
 - Will be indicated the points that need to be observed.
 - Everything should be done by correcting all the mistakes.
 7. Simultaneous work out will be favored by:
 - By having some apparatuses and half of the team will be working out and the rest of team will be learning to help out themselves.
 8. To introduce new action and new elements:
 - Turns 90° and 180°.
 - Movement of arms, upperbody and legs.
 9. Connection of acrobatic elements.
 10. Introducing accompaniment musical for the acrobatic elements.

COACHING THE FEEL OF THE WATER

LÁSZLÓ LEVENTE

REZUMAT. *Antrenament specific asupra "simțului apei".* În această lucrare am dorit să prezint importanța "simțului apei" și unele aspecte din antrenamentul înotătorilor cu privire la această problemă. Simțul apei se referă la abilitatea înotătorului de a manipula apa. S-a spus ca această calitate este rezervată exclusiv înotătorilor de mare performanță. Doresc să arăt că printr-un antrenament specific înotătorii mediocrii pot însuși o tehnică foarte bună, iar înotătorii de mare performanță pot realiza o îmbunătățire considerabilă a performanțelor.

The "feel of the water" refers to a swimmer's intuitive ability to feel and effectively handle the water. It is generally believed that feel of the water is an elusive quality unique to the talented swimmers. I intend to show that by heightening the sense of touch learning how to interpret sensations of moving pressure, swimmers of average ability can acquire the subtleties of advanced stroke techniques. Talented swimmers coached in this method will likewise achieve greater expertise.

The force exerted by a skilled swimming stroke causes the water to flow in a distinct pattern (Colwin, 1994).

The method shows swimmers how to feel for the ideal flow reaction to their stroke mechanics and thus receive instant feedback on their efficiency.

This approach teaches swimmers to anticipate, control, and manipulate the flow of the water.

Ideal Flow Reactions

The first step is to explain how the flow behaves during each phase of an efficient swimming stroke.

The oncoming flow, which in the crawl stroke hand entry moves from the fingertips to the wrist and along the arm, is known as *distal* in its direction.

A flow that moves toward the radial bone is termed *radial*. Example: the flow produced when the elbows bend to bring the hands under the body in the crawl, butterfly, and breaststroke.

An *ulnar* flow moves toward the ulnar bone or from little finger to thumb, for example the flow produced as the arm extended and the stroke "rounds out" to the hips in the crawl and butterfly.

Flow is *proximal* when it moves from wrist toward the fingertips, as happens in the backstroke as the arm straightens at the end of the stroke (Schleihauf, 1979).

The Importance of Hand-Forearm Rotation

The swimmers are shown how the behaviors of the flow is related to an important aspect of stroke mechanics: emphasizing hand-forearm rotation within comfortable limits for each individual swimmer. This is the mechanism that sets up the ideal flow around the hand and forearm in all the swimming strokes.

Flow Shaping Skills

The swimmers are taught flow-shaping skills by which they create and detect specific flows in the water. This "flow shapers", as they are called, have a beneficial two way effect in that a swimmer's efforts to shape the flow cause a reciprocal shaping effect on the limb itself.

The feedback received from the flow reaction causes the proprioceptors in the muscles to respond by adjusting the posture and attitude of the propelling arm.

The essence of this method is: The feel of the flow shows a swimmer exactly where to place each moving sequence of the swimming stroke.

Special sensitising procedures are introduced to sensitise the sensory nerve ending to the moving pressure of the water. The propelling surfaces of the hands and forearms are also sensitised to stimulate specific flow reactions. Swimmers of average ability learn to regulate a smooth and efficient stroke. Even accomplished swimmers improve their techniques when made aware of the exact flow reactions.

The goal of this method is to coach the feel of the water by showing swimmers how to use the sense of touch to interpret and improve stroke effectiveness.

Correct Manipulation of the Hand

Swimming skills is dramatically increased by learning the simple act of splitting the flow with the fingers and hand throughout the stroke. Flow separation causes different patterns of pressure to form around the hand. There is always flow from an area of high pressure to one of lower pressure in a correctly performed stroke.

This causes a bound circulation of water around the hand that generates the propulsive force.

The contour of the hand and the angle at which it is held while splitting the flow will affect the amount of propulsive pressure produced. It is more efficient to split the flow with the edges of the hand than to use the hand like a paddle and pull with the palm of the hand flat against the pressure resistance of the water. To avoid pulling straight backward the hand is moved in a curved path across the line of forward progress (Counsilman, 1971).

By moving the hand along a curved path a swimmer will be able to tilt its leading edge slightly upward, this creating a foil-like effect that will increase the pressure resistance on the palm of the hand. In this manner, a swimmer can feel the pressure of the flow on the palm of the hand without pulling directly backward.

Assuming a swimmer has been thought the function of hand-forearm rotation, and elbow bending in manipulating the flow, the swimming stroke should be taught as a working sequence of "trap, wrap, and unwrap the flow". In the crawl stroke this sequence works as follows. The *trap* occurs as the arm enters the water with elbow up and hand pitched diagonally outward. The swimmer feels an oncoming flow of water advance along the entire under surface of the arm from the palm of the hand to the armpit. At this point the flow is considered to be trapped under the arm.

The *wrap* occurs as the flow is wrapped around the hand and forearm as they rotate inward after a short downward press. The wrap is completed when elbow reaches maximum bend (approximately 90 degrees), and the hand has moved across under the body.

The *unwrap* occurs as the elbow extends and the arm straightens. At the end of the stroke the flow is finally unwrapped from the forearm and hand as the stroke rounds out past the hip joint.

The entire sequence of "trap, wrap, and unwrap" occurs within a fraction of a second. The swimmer is taught to think as a sequence as a very quick passage of events. Each successive phase happens with increasing speed to produce the desired stroke acceleration (Counsilman & Wasilak, 1982).

Manipulating the Flow at the Hand Entry

The way a swimmer controls the hand at entry is usually a first indication of talent. The hand entry of a talented swimmer often seems almost leisurely. The swimmer feels for a moving pressure of the oncoming flow and gradually starts to apply force against it.

The hand's first contact with the water at entry is critically important. Coaches often correct the "middle" part of the stroke before checking to see whether the entry has been made efficiently. If the oncoming flow has not been engaged initially, there is no sense in correcting a subsequent phase of the stroke.

Entry Errors

Probably the most harmful error is to crash the hand into the entry, attempting to start the stroke before subtly accepting the oncoming flow. The effect is to continually interrupt the vessel's forward momentum.

A similar effect can frequently be seen in competitive swimmers. Long distance swimmers using an "inertial" type of stroke. The rationale behind the inertial type of hand entry may be based on a technique used in athletics and rowing. The body is not favourably positioned in the water to perform such a technique; moreover, a swimmer cannot generate sufficient speed to achieve this effect.

Daily Application of the Method

Swimmers should be taught always to feel they are inserting the hands into the oncoming flow instead of attacking the water and trying to push it directly backward.

After feeling the oncoming flow, swimmers should be told to wrap the flow around the arm by gradually rotating the hand and forearm. The elbow at maximum bend should reach approximately 90 degrees and be comfortable to the individual swimmer; if it is not comfortable adjust the amount of elbow bend to suite the swimmer.

Timing the Stroke

The timing of the stroke will depend greatly on the desired speed. The amount of oncoming flow to accept before starting the stroke will depend on the place and stroke length each swimmer wishes to establish.

Feeling the differences in pressure on the entry hand at various speeds will help the swimmers learn pacing. For example: in a short race, the stroke may be started after allowing the flow to move along only as far as the wrist. In a longer distance at a lower speed, a swimmer may let the oncoming flow move along the forearm before starting into the stroke.

The coach should not permit to swimmers to regard these procedures as a passing fad because, over the weeks and months, most swimmers will experience a pronounced improvement in technique resulting from their enhanced ability to feel and manipulate the flow of the water (Colwin, 1992).

REFERENCES

1. Barthels, K.M. –*Swimming Techniques*, 1981
2. Colwin, C.M. –*Swimming Into the 21st Century*, 1992
3. Counsilman, J.E. –*The Application of Bernoulli's Principle to Human Propulsion in Water*, 1971
4. Counsilman, J.E. & Wasilak, J.M. –*The Importance of Hand Speed and Acceleration in Swimming the Crawl Stroke*, 1982
5. Pursley, D.–*Practice make perfect*, 1986
6. Schleihaufm, R.E.–*A hydrodynamic Analysis of Swimming Propulsion*, 1979
7. *** -*Dictionar Englez-Român*, Editura Mondero, 1991

PATTERN OF TRAINING AND PARTICIPATION IN IMPORTANT MIDDLE DISTANCE RUNNING COMPETITIONS FOR WOMEN

CORINA G. BARBU

REZUMAT. Model de pregătire și participare la marile competiții în probele de semifond-femei. În ultimii ani calendarul competițional a suferit modificări spectaculoase, rezultatele dovedind că multe atlete reușesc să facă un platou de formă competițională incluzând și competițiile cu obiectiv. Obiectul cercetării îl constituie alergătoarele de semifond din România (foste alergătoare olimpice, europene) în comparație cu cele mai bune alergătoare din lume.

During the last years the competition schedule has gone under great changes and the results prove that many women athletes succeed in reaching a certain level of competition form, objective competitions included. The subject of our research consists in the middle distance women runners in Romania (former Olympic and European runners) in comparison with the best runners of the world. The aim of our research is the training system improvement of the performance middle distance women runners in order to participate and obtain better results in important competitions.

The tasks of the research consisted in: determination of the conceptual specific features regarding the training of the middle distance runners involved in the study, investigation of the evolution of the relation between volume and force in the process of performance improvement, elaboration of the best pattern of middle distance runner training for important competitions.

Research methods: interviewing 30 Romanian and foreign team trainers, gathering data from the scientific and methodological literature in the field, pedagogical observation, tests, measurements and recordings.

Specific Features of the Training Process Planning of the Middle Distance Runners According to their Participation in Important Competitions

The performances in middle distance events for women (and for men of course) have reached very high levels. In these conditions, it is obvious that the pace speed has increased accordingly. Thus in the 800 meters event that is the object of our research, the values of the pace speed are of 14.16 seconds for each section of 100 meters, and the average speed is of 7.06 m/sec. According to certain specialists and to the specific parameters of the middle distance event pattern, a woman runner that wants to obtain such performances must cover the following distances in due times:

Specific Parameters of Middle Distance Event Pattern

| The Basic Distance | Assumed Results | Results on short distances | | | |
|---------------------------|------------------------|-----------------------------------|--------------|--------------|-----------------|
| | | 100 m | 400 m | 800 m | 1500 m |
| 800 m flat | 1:54.0 - 1:52.0 | 11.6 - 11.2 | 52.5 - 52.0 | - | 4:00.0 - 3:52.0 |
| | 1:57.0 - 1:54.0 | 11.8 - 11.3 | 53.5 - 51.0 | - | 4:06.0 - 3:56.0 |

Consequently, these runners distinguish themselves by an exceptional speed. Such a high level of the speed can be estimated only by a proper training - which is definitely different from the classical training for the middle distance running.

We may ascertain that mainly the 800 m event tends from the training method point of view to separate from the group of middle distance running, going down to the group of prolonged sprint runners.

Both from a physiological and from a biochemical point of view we can sustain such a statement if we consider that the distance of 600 m run over a timing of 1:15.0 - 1:25.0 seconds represents a limit. Beyond this limit, the lactic acid anaerobic effort capacity becomes predominant (according to the Wilt F. index, 1973).

As we have already seen, the 800 m event goes down towards this limit, which means that the effort for this event will have strong accents in the lactic acid anaerobic zone.

Besides these arguments we must add that there is a special training method for the competitions in the annual training period. But before that, - a few words about the middle distance running competitions, which get various features (according to the performance or place goal). We can identify two types of competitions: training competitions (as important means of training) in which participations in various events (more or less important) are included; the latter form is the goal competition, in which either a special result is desired or a higher rank is aimed. (Usually both two goals are aimed at in grand competitions).

In our attempt to demonstrate that in the women runners training specialized for 800 m flat several qualitative changes have lately occurred, we will start from the performances obtained during recent years in the grand competitions. It is obvious that the performances have registered extremely high values. Nevertheless the reasons of the spectacular increase of the performances are less obvious. The reasons must be identified first in the increase of the pace speed in the 800 m event.

This speed provides an increase directly linked to the conditioned performance. Thus, in the 800 m event women, at the World, European and Romanian records the average speed has a high value.

| Romanian record | European record | World record |
|------------------------|------------------------|---------------------|
| 1:55.05 | 1:53.28 | 1:53.28 |
| 6.95 m/sec | 7.06 m/sec | 7.06 m/sec |
| 14.38 / 100 m | 14.16 / 100 m | 14.16 / 100 m |

As one can see in the above Table, the average speed values are quite close one to another. The difference between the Romanian record and the

European / World one (0.11 m / sec) is very small - which validates the high value of the Romanian record. Consequently, the differences between the timing for each 100 meters of the event are also small. (22 / 100 sec).

An even more interesting problem is that one (about which many specialists have written) which may be formulated as follows: what are the human capabilities as to the measurable sport performance limits ? This question is also available for the 800 m flat event and the problem is what the limit of the progress is, between what limits this progress may evolve, a progress which proves to be smaller and smaller. And this, because no matter what optimist people might say, there *are* some limits. In 1922 the first world record for 800 m flat women is registered (2:30.2/5); the last world record was in 1983 (1:53.28) i.e. a progress of 47 seconds within 61 years. That means on average over 5 seconds per decade. One can easily calculate what would happen if the tendency keeps on having such an evolution: the distance run over 60 seconds ! And then, what next ? Well, we may formulate the following opinion: "The performance has made and will make progress but within broader time limits and smaller value quotas. It is thus clear that there are limits even if we admit a minimum progress on a very long period of time. It will be never possible to run 800 meters in 0 seconds (!) and even if it were, still it would be a limit!" The main final limitative factors of performance are: the physiological factor, the anatomic factor (muscles, tendons, joints), the material factor, the biomechanical factor, the psychological factor etc.

The training pattern in comparison with other pattern

| No | Effort indicators | Pattern | Russian Pattern | Romanian Athletic Federation Pattern | National Center Pattern |
|-----------|--|----------------|------------------------|---|--------------------------------|
| 1. | No of training days | 320 | 310-330 | 320-340 | 320-340 |
| 2. | No of macrocycles | 4 | 4 | 4 | 4 |
| 3. | No of periods | 12 | 12-13 | 12-14 | 12-13 |
| 4. | No of microcycles | 45 | 50 | 50 | 40-50 |
| 5. | No of training sessions | 440 | 430-470 | 620-650 | 560-640 |
| 6. | Total compensation volume running (km) | 2300 | - | 1400 | - |
| 7. | Total accumulation volume running (km) | 2135 | 3600-4000 | 3300-3600 | 3998-4361 |
| 8. | Running in the aerobic zone (km) | 116 (54%) | 2450-2650 (66% - 68%) | 2450 (68 - 75%) | 3179-3389 (78 - 80%) |
| 9. | Running in the mixed zone (km) | 610 (29 %) | 440-500 (12-14%) | 900 (22-27%) | 548-622 (13 - 14%) |
| 10. | Running in the anaerobic zone (km) | 365 (17%) | 330-360 (9%) | 250 (8-7%) | 271-350 (7-8%) |
| 11. | No of competitions | 15 | 15-29 | 15-28 | 12-18 |
| 12. | No of starts | 19 | 15-29 | 23-28 | 15-21 |

This situation has led to the introduction of some higher intensities for the main means of training (intensity between 85 and 95-100 per cent of the maximum possibilities of the runner and according to the training level achieved and to the

training period of the runner). It is obvious that in such conditions the length of the trainings was shortened with longer pauses between trainings.

The main means were divided into three groups corresponding to three effort zones: aerobic, mixed and anaerobic. This division is due to the length of the work distances and to the intensity for covering these distances. We noted that in the aerobic zone 1,060 km were covered only on the basis of a prolonged running. The *tempo* for covering the distance was somehow high - in order to ensure a heart frequency in between 160 - 180 pulse rate per minute. The table also shows the so-called compensatory running (of 2500 km). This type of running was not included in the aerobic zone as the *tempo* for covering the distance was not monitored and, thus, not relevant.

In the mixed zone, *tempos* of 80 - 94 per cent were used. The length of the distances were in between 100 m - 600 m, covered by means of either repetitional method or of interval method. In this way, 618 km (i.e. 30 per cent) were covered. The distance was divided into eleven training periods.

In the anaerobic zone the intensity was of 95 - 100 per cent and 369 km were covered. This represents a rather high percentage in comparison with the other methodic lines. The distances were short: 50 m, 60 m, 80 m.

The general idea of training is confirmed in the shown table: if the results for the 800 m event were very high (i.e. high speed), then both the event itself and the training for it must be drawn down towards the prolonged sprint, that is in the mixed and anaerobic lactacid zone - as it actually happens in competitions nowadays.

CONCLUSIONS:

1. A truthful link has been traced between performance and indices of total volume of training means and also between performance and indices that characterize the running volume in aerobic regime.
2. There is a good correlative link between some indices of special physical training and performance training.
3. Distribution on periods (weekly stages) structure of the running volume in different conditions of energy provisioning has been elaborated. This structure elaboration has led to the performance improvement along years.

PARALLELE ENTRE LES HABITUBES ALIMENTAIRES DES SPORTIFS MAROCAINS EN FRANCE ET AU MAROC

FABIEN DEBEURRE et IOANA ANDRADA CÂMPEANU

REZUMAT. *Paralelă între obiceiurile alimentare ale sportivilor marocani în Franța și Maroc.* Acest studiu sociologic dovedeste influenta pe care o are mediul familial asupra comportamentului alimentar al sportivilor marocani din Franta. Datorita bunei mentineri a educatiei traditionale si religioase, familia imprima individului obiceiuri alimentare sanatoase. Asadar, familia este vazuta ca un factor determinant si indirect de sanatate al acestor sportivi.

Mon etude, realisee en France en Mai 2000, trace un parallele entre les habitudes alimentaires des sportifs marocains de la region rouennaise, en France et au Maroc. Elle a porte sur un echantillon de 20 personnes, agees de 19 a 36 ans, 8 d entre elles pratiquant le football et 12 l athletisme.

Le critere comparatif retenu pour ce travail est le suivant: le mode de vie en France, c est-a-dire la distinction entre ceux qui vivent seul (10 d entre eux), et ceux qui vivent chez leurs parents (10).

L objectif de cette etude est de montrer l importance relative que revetent la tradition, le religieux et la famille dans le comportement alimentaire des Marocains vivant entre France et Maroc. Ceci nous amenera en final a tirer les conclusions quant a l influence du mode de vie francais vis-a-vis de la sante et du traditionnel dans l alimentation des Maghrebins.

Nous analyserons, point par point, chacune des trois thematiques relatives al alimentation:

- 1) Le comportement alimentaire en France et au Maroc
- 2) Les techniques d alimentation et les aspects religieux et traditionn
- 3) Les facteurs de sante.

En premier lieu, on peut constater que tous les interroges notent un changement consequent dans leurs habitudes alimentaires quand ils retournent au Maroc, tant aux niveaux qualitatif (saveur, hygiene et variete superieures), que quantitatif (consommation superieure de legumes, de fruits et d eau, consommation tres reduite de produits laitiers), et organisationnel (presentation et techniques d

alimentation). Ces changements sont dus a differents facteurs, gradues de 1 a 4 selon leur ordre d importance:

1) le retour dans la famille et a la tradition: les repas en famille sont juges plus importants et meilleurs, quant a la tradition, c est plus justement une culture culinaire tres vivante, une habitude alimentaire, partie constitutive de la culture et du mode de vie marocains. La cuisine marocaine est une cuisine de marche, d ou l'importance du souk et de l espace reserve aux fruits et legumes en son sein.

2) le climat estival, le rythme de vie (horaires des repas decales, periode des vacances, ...), a tenir en compte pour relativiser les donnees.

3) le besoin de regeneration.

4) la coupure ou la diminution de la pratique sportive.

Voici maintenant, par thematique, une analyse plus detaillee:

/ LE COMPORTEMENT ALIMENTAIRE EN FRANCE ET AU MAROC:

En France, qu ils vivent seul ou chez leurs parents, les Marocains mangent la plupart du temps chez eux, et plus rarement au restaurant universitaire, a la cantine, chez un ami ou dans une sandwicherie (kebab, ...).

Dans l ordre de leurs preferences, et ceci explique le premier point, viennent largement en tete les repas chez soi, puis, de facon degressive, les repas chez un ami, le restaurant universitaire, le kebab, et les repas au restaurant ou dans un cafe.

Au Maroc, la plupart d entre eux font plus de repas dans la journee. Ceci est notamment du au manque de temps en France, mais aussi aux receptions familiales traditionnelles qu on leur reserve au Maroc.

En ce qui concerne les 3 repas principaux de la journee, on note une difference entre ceux qui vivent seul et ceux qui vivent chez leurs parents: ces derniers, en France comme au Maroc, ne sautent jamais de repas, tandis que les premiers cites mangent de facon plus irreguliere dans la journee en France, contrairement au Maroc. Ceci illustre bien l influence positive de la famille sur le comportement alimentaire.

Tous accordent une importance superieure au petit dejeuner en France, devant, dans l ordre, le repas du midi et le diner, tandis qu au Maroc, c est le repas du midi qui est plus consistant, devant le petit dejeuner et le diner. Il faut voir ici l aspect vacances qui joue beaucoup, la periode de travail en France ne permettant pas de s attarder sur le repas du midi.

On note qu au repas de midi, 2 plats principaux sont servis au Maroc, tandis qu il n y en a qu un seul en France. Se reflete a travers ca le devoir d

accueil tres developpe des Marocains, relie par une insistance a faire manger jusqu a saturation son invite.

Enfin, mentionnons qu aucun des interrogés ne desire changer quelque chose a son comportement alimentaire.

On retiendra donc que le comportement alimentaire des sportifs maghrebins est subordonne principalement a la proximite familiale et a la tradition millenaire d hospitalite.

II/ LES TECHNIQUES D ALIMENTATION ET LES ASPECTS RELIGIEUX ET TRADITIONNEL:

En France, ceux vivant seul mangent sur une table, assis, tandis que ceux vivant chez leurs parents mangent assis penche sur une table basse, comme ils le font tous au Maroc. Ceci denote une adaptation aux techniques europeennes et un certain delaissement de la technique traditionnelle marocaine par ceux qui ne vivent pas au sein d une famille. La famille est donc bien un lieu de perpetuation des traditions.

Au contraire, les techniques de consommation du couscous et des tagines se perennisent en France: en effet, le couscous se mange en general avec une cuillere, ou en formant une boule de semoule avec les doigts en tournant. Quant aux tagines, ils se mangent avec les doigts et du pain. Ces techniques sont a ce point impregnees de la tradition qu elles resistent a l occidentalisation.

Ainsi, les plats traditionnels marocains sont servis, en France comme au Maroc, dans un grand plat commun a tous.

A propos de la consommation de porc, on note une difference interessante entre:

- ceux qui vivent seuls: ont deja goute et n aiment pas.
- ceux qui vivent chez leurs parents: n ont jamais goute, par conviction religieuse.

Quant a l alcool, ceux vivant seul en consomment de temps en temps en France, et tres rarement au Maroc (par respect pour la famille essentiellement). Tandis que ceux vivant chez leurs parents n en ont jamais bu, par conviction religieuse plus que pour la sante. Il est a noter ici que ces derniers, grace a la proximite de l entourage familial, ont conserve une ferveur religieuse beaucoup plus pregnante et assainissante sur leur comportement alimentaire.

On voit bien que dans ces deux cas, la famille et la religion ont une influence decisive sur les orientations alimentaires.

Parmi la variete des aliments de la cuisine marocaine, deux d entre eux ont un caractere plus sacre, confere par les croyances ancestrales et la religion: ce sont l eau et le pain. En effet, en France comme au Maroc, les interrogés tentent de ne pas gaspiller l eau car elle est consideree comme un bien precieux, aux

vertus purificatrices (reference aux ablutions precedant chaque priere). Quant au pain, ils ne jettent jamais les miettes ou les morceaux non consommés, tant par respect de la nourriture que "parce que cela porte malheur".

Au contraire, les autres aliments, meme s'ils sont consideres comme sacres et en general benis avant de manger (surtout au Maroc), sont plus exposes au gaspillage (surtout en France).

La plupart des interrogés pense que la tradition dans le domaine alimentaire se conserve tant bien que mal chez les Marocains de France.

Il est interessant de noter qu'a l'image de l'Islam (ou la representation et la personification sont prohibees), les interrogés n'accordent que peu d'importance a la relation entre l'alimentation et l'apparence physique.

Il est egalement interessant de noter qu'au Maroc, ils ne portent pas attention a ce qu'ils mangent, non pas qu'il leur importe peu, mais plutot par confiance superieure en la provenance naturelle des aliments, en leur proprete (consideree comme fondamentale dans toute preparation culinaire), et en leur saveur, ainsi que par respect pour les preparatrices, par habitude, ou par tradition.

En ce qui concerne la qualite, la quantite et la variete de l'alimentation, ils les jugent plutot moyennes en France (trop de conserves, de produits avec apports artificiels, de produits transgeniques, de conservateurs, d'additifs, sans parler du probleme de la vache folle, ...), et ils les jugent plutot bonnes au Maroc (produits sains et frais, sortant de la terre et vendus tels quels au souk de proximite, viande egorgee et donc sans risque, ...). En France, le manque de temps pour cuisiner, le prix eleve des fruits et des legumes, leur variete limitee, et l'eloignement de la campagne ou du magasin de produits naturels, expliquent la consommation de produits industriels et donc moins dietetiques.

Chez ceux qui vivent seul, l'adoption du mode d'alimentation francais se revele plus marquee car plus pratique. Ainsi, les repas en France sont plutot industriels tant le midi que le soir. Au contraire, ceux qui vivent chez leurs parents beneficent, comme au Maroc, d'un repas traditionnel le soir, en famille (le midi, mangeant a la cantine ou au restaurant universitaire, le repas est industriel). La encore, on mesure l'influence benefique de la proximite familiale sur l'alimentation.

Concernant les boissons, a noter que:

- -l'eau est plutot consommee en bouteille en France, et directement
- -du robinet au Maroc (reference a l'attention portee a la nourriture).
- -au Maroc, ils boivent un peu moins d'eau et beaucoup plus de the
- -a la menthe, surtout ceux vivant seul en France, ou ils ne
- -consomment pas tant de the.

En general, ils sortent de table plus repus au Maroc qu'en France, ce qui provoque chez certains des troubles digestifs durant la premiere semaine du retour au pays, mais qui se resorbent petit a petit (c'est habituel).

Par rapport à l'introduction de plus en plus grande des fast-foods et des sodas au Maroc, les opinions divergent: certains pensent que c'est une mode qui va de pair avec le développement et la modernisation du Maroc, d'autres pensent que le phénomène, tant qu'il ne s'étend qu'aux grandes villes, concerne majoritairement les touristes et ne modifiera jamais en profondeur le mode d'alimentation marocain. D'ailleurs, les Marocains tiennent beaucoup à leur cuisine et à leurs traditions, et même s'ils consomment de temps en temps des sodas ou des hamburgers, le motif reste superficiel (pour changer d'ambiance).

Quant à la consommation (modérée en général) de Coca-Cola, elle est essentiellement due à une envie de fraîcheur en période estivale, c'est un plaisir, une mode, ou bien un moyen de mieux digérer un repas gras, mais jamais ils ne considéreront qu'il peut se substituer à l'eau.

Enfin, et en guise de résumé, tous les interrogés considèrent que la santé des Marocains du Maroc est en général supérieure à celle des Marocains de France, et ce du en grande partie à l'alimentation. En effet, la qualité de l'alimentation (légumes et fruits frais, produits naturels, régime méditerranéen, ...) est un facteur important de santé au Maroc (sans oublier bien sûr le climat, la pollution moindre, ...).

CONCLUSION:

Ainsi, cette étude nous éclaire un peu plus au sujet de l'influence du traditionnel, du religieux et de la famille, sur l'alimentation des sportifs marocains vivants entre France et Maroc.

On constate certes que le retour au pays influe sur leur comportement alimentaire général, mais c'est surtout la proximité familiale qui, à travers les valeurs traditionnelles et religieuses inculquées au quotidien, reste le garant de la bonne conservation des us et coutumes alimentaires chez les Maghrebins.

En effet, c'est principalement la famille qui sert de repère à l'individu et lui permet d'intégrer en profondeur une attitude saine vis-à-vis de la nourriture, tant pour sa santé que pour son bien-être.

Il m'intéresserait maintenant de connaître, à échelle plus détaillée, l'influence relative de la ferveur religieuse et de l'attachement à la tradition, sur le comportement alimentaire des demi-fondeurs de haut niveau du Maroc, ainsi que les conséquences sur leurs performances physiques (supérieures à celles des Marocains de France), ceci sachant qu'ils sont tous séparés de leur famille.

IMPROVING GYMNAST 'PERFORMANCE BY MEANS OF MENTAL TRAINING

EMILIA FLORINA GROSU*

REZUMAT. *Îmbunătățirea performanței gimnaștilor prin intermediul antrenamentului mental.* Ceea ce m-a determinat să aleg această temă de cercetare a fost faptul că am mai studiat probleme ale comunicării în antrenamentul gimnasticii artistice și în lecția de educație fizică și specificul comunicării la cele două forme de activitate. Ca practicantă a gimnasticii de performanță, a gimnasticii artistice timp de opt ani, am dorit să aduc o îmbunătățire și o îmbogățire procesului instructiv-educativ din antrenamentul de gimnastică. Dintre obiectivele cercetării le amintim pe următoarele: studiul componentelor cognitive care participă la constituire reprezentărilor mișcărilor, elaborarea unor metode de antrenament care includ în procesul instructiv-educativ și elemente de natură psihologică, de imaginistică mentală precum și elemente de feed-back privind controlul conștient al corelatelor neuro-fiziologice implicate în formarea reprezentărilor mișcărilor sau ale mișcărilor proprioceptive complexe.

It is a training method that does not entail physical effort and in certain circumstances, such as accidents, long travels and breaks in practical training, can successfully replace the latter one.

Gymnasts have a general representation about a certain movement as well as a work representation of the way they feel and imagine their own performance and it depends on several factors and circumstances (as Prof. Epuran put it, 1958) such as: the development of the body and kinetic scheme; the perceptive experience due to other persons' demonstration; the personal perceptive experience due to the test performances and different repetitions; the ability to express verbally these performances by using special terminology. The mechanism of the mental training represents a particular case of the objective-subjective relations in the psycho-behavioral field. As the imagined action leads to appropriate changes in the neuromuscular system, this type of training helps to improve the functional psychomatic indices. At the very end of last century Secenov described the phenomena concerning the exteriorization of the image related to movements. Professor Epuran (1996) noticed, in this respect, that when a person reflects upon a certain movement his muscles undergo changes of tonus, innervation, blood flow that can be recorded with proper physiological means. Further to the imagination of certain movements, variations of blood pressure

* *Facultatea de Educație Fizică și Sport, Universitatea Babeș-Bolyai*

occur in the capillary vessels as well as changes in electrodermal reflexes, breathing, temperature and electromyogram frequency. The techniques employed helped to prove the positive effects of the mental training. The professional performance of a motor action must be always under receptive control and the performer should intercept the signals coming from his/her environment and from his body carrying information about the movements he/she is performing. Hypotheses of Our Research:

The gymnasts who use the mental training for one year in order to reach complex representations specific to women's vaults -the Yurcenko layout vault and the double backward somersault- have a better performance than the gymnasts who do not include the mental training in their training.

The gymnasts who use the mental training register different variations of the neurophysiological parameters than those who do not include it in their training. The positive effects of the mental training on performance can be proved by means of experimental techniques. This mechanism of mental training is a particular case of the objective-subjective relations in the psycho-behavioral field - to be demonstrated.

Subjects

The experiment we made had as subjects a pool of 12 gymnasts divided in two batches: the Experimental batch (L_E) and the Control batch (L_C). They are professional gymnasts, 11-14 years old from the club CSSA, Cluj-Napoca, the third category of classification. Initially, all gymnasts had almost equal results in competitions. We chose only 12 gymnasts as the two gymnastics vaults used in this experiment have difficult elements of C and D value in the code of the International Federation of Gymnastics.

The experiment consisted of three phase:

1. The pre-test phase - the two batches are checked in order to assess the general intellectual level and the capacity to process mental images - the psychic state and the value of physiological indices.
2. The phase of creation of complex representations used in mental training during one year, six months for each gymnastic vault.
1. The post-test-phase - the two batches are checked again, the results are analysed and some suggestions are put forward.

Working Methods

They can be classified as follows: I. methods of psycho-diagnosis; II. methods of assessment of the motor ability and of physiological indices (training by tasks, demonstration, explanation, etc.).

Methods of Assessment:

The measurement of blood pressure in the capillary vessels; the electrodermal reflex (RED) - to measure the bio-electric potential of skin during the complex ideomotor representation; the drop of temperature and pulse during relaxation and their rise during the mental training; the systolic and diastolic blood pressure and the respiratory frequency during the mental training.

Methods of Instruction:

IMPROVING GYMNAST 'PERFORMANCE BY MEANS OF MENTAL TRAINING

- methods of oral communication: a. expositive methods (when we presented the gymnasts the technique of acrobatic elements); b. problem approach (when the gymnasts had to perform elements with fewer and fewer mattresses and without support).

- methods related to inner language: personal reflection when the gymnasts had to interpret the sensations and perceptions they had during performance.

- methods of written communication - the gymnasts had to decode the value of elements and to explain what they felt during the mental training.

- methods to explore the reality based on the direct or indirect contact with reality according to Cerghit's classification (1980): the observation - to observe subjects throughout the whole instructive-educational process; the longitudinal experiment on the experimental batch for one year and the transversal experiment by comparing the results of the two batches during the final phase of the experiment; the investigation by means of interviews and discussions with the gymnasts, of forms filled in by gymnasts in order to establish the professional gymnasts' level of anxiety and motivation; the documentation by means of study and interpretation of certain formal documents - training plan, the technical and biomechanical analysis of the two vaults: Yurcenko layout vault and double backward somersault.

- methods of reality exploration: demonstrative and modelling methods by means of computer, video camera (for dual EMG 200 device to measure temperature during the mental training), an oscillograph.

- operational and practical methods: the method of manifold repetitions of elements or parts of elements during the training.

- the method of case study: the analysis of gymnasts' personality.

the training by tasks (the gymnasts had to follow a certain perception during the complex ideomotor representations of elements).

Final Objectives

1. the high mastery of the mental training techniques at the end of the year;
2. the improvement of the modelling techniques that generate new behaviours, the appropriate acquaintance with the model plan of mental training;
3. the acquaintance with the relaxation methods through autosuggestion and Jacobson techniques.

Operational Objectives:

1. the creation of the movement representations. The clear establishment of instructive objectives.
2. learning the relaxation techniques through Schultz method and autosuggestion during the early phase.
3. the development of the ability to focus on personal representations.
4. learning the cognitive techniques by means of key-words.

Conclusions Reflecting the Psychological Aspect

1. The gymnasts' indices of anxiety are normal, sometimes even lower for gymnasts' "momentary state" against their "general state" as it is proved by

- the tests STAI x-1 and STAI x-2. As for the gymnasts' anxiety during competitions, it is normal according to the results of SCAT test.
2. The gymnasts' motivation depends upon the difficulty of elements.
 3. Further to the intelligence test (MP Raven test of general intelligence) we noticed that the capacity to combine and recombine mental images relies on specific processing of kinetik data.
 4. Two other major aspects of the cognitive function were tested by means of cut-up forms and Rey complex figure tests: a. operating on mental images; b. the capacity of working memory in the case of mental imagery. The cut-up forms test allows the subject to operate on the "testing moulds", on her mental representations. The Rey complex figure was used to detect the cognitive style employed by subjects when operating on mental images. We assume that subjects can use at least two strategies to process data, i.e. an analytical process and a synthetical one. Further to the registered results we can assert that reaching subsequent representations of the complex movements through exercises of mental imagery represents -at a certain moment of the training- for gymnasts a "cognitive close map" that helps them with the correct performance of the whole exercise. It is, therefore, necessary to include certain cognitive-behavioural exercises in the gymnasts' training that will represent the main pillars in the elaboration and improvement of the inner image of certain highly complex exercises.

Conclusions Reflecting the Physiological Aspects

We can notice the following aspects related to the acquiring of the techniques of relaxation and of mental training:

1. The rise or drop of pulse, blood pressure and respiratory frequency. Normally, the gymnasts who are good competitors present a drop to all these parameters when they relax and a rise of their value during the mental training (for the representation of Yurcenko layout vault and of double backward somersault).
2. The body temperature drops when the gymnast relaxes through different techniques (Schultz) and rises during the mental training.
3. Other physiological indices that change during relaxation and mental training are as follows: respiratory frequency, electrodermal reflex, blood pressure in capillary vessels. Their values vary in the case of gymnasts who are part of the experimental batch and are unchanged in the case of the gymnasts from the control batch (both in the pre-test and post-test phase).

REFERENCES

1. ANDERSON J.R., *The Architecture of Cognition*, Cambridge, MA: Harvard University Press, 1983.
2. BULL J. STEPHEN, *Personal and Situational Influences on Adherence to Mental Skills Training*, in *Journal of Sport & Exercise Psychology*, 13, pg. 121-132, 1991.
3. BUDSEN C. & LARSEN, A. C., *Visual information of size*, in *Journal of Experimental* (1975).
4. CADOPI MARIELLE, *Role des images mentales dans la motivation in L'apprentissage moteur, rôle des représentations*. Sous la direction de J. P. Famose, Ph. Fleurancet et Y., Touchard, Edition Revue E. P. S. pg. 119-130, Paris, 1991.
5. CEI ALBERTO & BOUNAMANO ROBERTO, *Teoria acțiunii. Prezentarea și confruntarea unor modele*, in *Scuola della Sport*, x, 1991, 23, oct.- dec., p. 27, nr 322, SDP, București, 1992.
6. CERGHIT I., *Metode de învățământ*, Ed. A II-a, Editura Didactică și Pedagogică, București, 1980.
7. COOPER L. A. & SHEPARD R. N., *The Time Required to Prepare for a Rotated Stimulus, Memory & Cognition*, 1, 246-250.
8. CRATTY BRYAN, *Teaching Motor Skills*, Engelwood Cliffs, N. J., Prentice Hall, Inc. 1977.
9. CRONBACH J., LEE, *Education Psychology*, 3 rd ed. New - York, San Diego, Harcourt Brace Jovanovich, Inc., 1977.
10. DAGOU E., GAUVINL HALLIWEL LW. (Canada), *Efectele limbajului pozitiv, negativ și neutru asupra performanței motrice*, in *Psihologia sportului*, Buc., C.C.S.P., 1994, (347-348-349-, ian.-febr.-mart.), p. 133.
11. EPURAN MIHAI, *Curajul și frica - eseu*, SDP, nr 320, București, 1991.
12. EPURAN MIHAI, *Capacitatea psihică a sporivului*, in *REF*, nr. 9, p. 22, 1976.
13. NOUGIER VINCENT, *Procesele cerebrale în acțiunile sportive. Concepție de atenție în sport; Anticiparea și pregătirea acțiunii*, in *Psihologia sportului*, (uz intern), 347-348-349, p.67, București, 1994.
14. ORLICK YERRY, *Psyching for Sport, Mental Training for Athletes*, Champaign, Illinois, Leisures Press, 1986.