

PHYSICAL EDUCATION AND SPORT IN THE UNIVERSITY OF BUCHAREST

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Abstract.

Background. Physical education is an important component of education in general, along with the intellectual, aesthetic, technical and the moral parts of it. Moreover, it is a process of educating the physique with impact on not one but many aspects of personality formation of each individual.

Cucoş considers physical education as one of the "oldest forms of exertion of formative action", having in its composition a number of activities with a role in the development of the human being "by maintaining the harmony between the physical and the mental".

The general conference of UNESCO in Nairobi states that: "education, far from being limited to the period of schooling, must extend to all components and fields of knowledge, be acquired through various means and favour all forms of personality development. The educational processes in which they are employed, throughout their lives, in any form, children, young people and adults of all ages, must be considered as a whole. "

Objectives. Physical education and sport are an inseparable part of the general education system, representing a necessity in ensuring the balance between intellectual and physical activity. In the conditions of an increasingly intense professional activity, the importance of physical education as a means of improving the regime of life, maintaining and increasing the working capacity of students during the study period, as well as the active resting regime, increases undoubtedly.

In non-profile higher education, the training of students should not become a purpose itself. The system of knowledge, skills and motor skills must have a practical, applicative value and find its use in the future profession. The content of the lessons must be reoriented according to the specific of the profession, thus ensuring the possibility of applying the knowledge acquired in the lesson in practice.

The purpose of physical education in higher education is to consolidate and maintain health, improve work capacity, improve motor skills and skills, develop intellectual, aesthetic, behavioral and moral traits, stimulate creativity, increase interest for independent practice of motor activities during spare time etc.

During student hood, the activities of physical education and sport have as main objective the continuous training and the self-training action of the future specialist.

The system of physical education and sport is regulated in Romania by the Law of physical education and sport. The institution that organizes the activity of sport- physical education in pre-university and university education is the Ministry of Education and Scientific Research.

The university has 18 faculties, whose students participate in the physical education and sports lessons during four semesters, with a total volume of 112 hours of applications, whose norms are done in groups, the distribution being one lesson of two hours per week. Due to the autonomy of the university, it can be said that there is no unitary line and a common program at the faculty level, especially at the non-profile ones, as there is no well-defined status.

Conclusion. There is an increased interest expressed especially by students and less by the management factors, for the improvement and promotion of this discipline, as an efficient and accessible means of training and educating young people.

It is necessary to carry out complex national programs for young people, which aim to stimulate interest and to create the habit of systematically and continuously practice of physical exercises in order to integrate more quickly into social life.

Keywords: physical education, sports, students

Introduction

Physical education is an important component of education in general, along with the intellectual, aesthetic, technical and the moral parts of it. Moreover, it is a process of educating the physique with impact on not one but many aspects of personality formation of each individual.

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Physical education and sport are an inseparable part of the general education system, representing a necessity in ensuring the balance between intellectual and physical activity. In the conditions of an increasingly intense professional activity, the importance of physical education as a means of improving the regime of life, maintaining and increasing the working capacity of students during the study period, as well as the active resting regime, increases undoubtedly.

At the same time, the means used in physical education ensure general and specific physical training, in relation to the conditions of the future profession skills are developed with a wide applicability and a special practical value, thus ensuring future specialists the opportunity to adapt to the conditions of work imposed by the chosen profession, arming them with skills, abilities and knowledge, which they can use in independent activity.

Physical education is the process of training and development of motor skills and abilities, optimization of motor qualities, which positively influences the development of intellectual qualities, because the practice of physical exercise requires attention, thinking, memory and imagination; In the practical activity, young people solve complex actions, thus contributing to the formation of their personality.

Integrated in the general education with a deep prospective character, the physical education brings its contribution through its specific content, to the realization of the educational and the social ideal, of the formation of a multilateral personality. (Cârstea, Gh., 2000)

Issues addressed

Physical education is an important aspect of education, which is found in formal education, for a long time, from kindergarten to pre-university education and then to university compared to other educational disciplines.

Physical education lessons in higher education have a major contribution in maintaining health, in the positive evolution of general and specific motor skills required by subsequent professional activity, in compensating for increased intellectual effort, generated by taking exams, and achieving the necessary recreation. and playing their favorite sport.

Due to its permanent and formative character, physical education is, in the opinion of specialists in the field of physical and sports education, a systematized process, with a role in the physical and mental development of students, in accordance with:

- Age peculiarities;
- Maintaining health;
- The specific requirements of the professions for which the young people opted;
- The level of social integration; (Cârstea, G., 2000, p. 21)

In non-profile higher education, the training of students should not become a purpose itself. The system of knowledge, skills and motor skills must have a practical, applicative value and find its use in the future profession. The content of the lessons must be reoriented according to the specific of the profession, thus ensuring the possibility of applying the knowledge acquired in the lesson in practice.

The purpose of physical education in higher education is to consolidate and maintain health, improve work capacity, improve motor skills and skills, develop intellectual, aesthetic, behavioral and moral traits, stimulate creativity, increase interest for independent practice of motor activities during spare time etc.

During the student stage, the main purpose of the physical education and sports activities is the continuous training as well as the self-training action of the future specialist.

Physical education in non-profile higher education is an instructive-educational process that has ideal, objectives, functions and principles, specific to the field.

The specific tasks that physical education in higher education is called upon to solve give it, along with other scientific disciplines, an important place in the complex and complete training of future specialists. (Netolitzchi, M., 2009).

The physical education and sports system is regulated in Romania by the Law on physical education and sports and put into practice by the existence of a specific organizational structure, designed to operate from the national level to the school unit level. The institution that organizes the activity of sports physical education in pre-university and university education is the Ministry of Education and Scientific Research.

The decision of September 13, 2001 for the approval of the Regulation for the implementation of the provisions of the Law on physical education and sports no. 69/2000, contains provisions related to physical education and school, university and military sports, with the following specifications:

Art. 3. - Physical education in universities is the educational discipline with the weekly frequency provided in the curricula over the number of hours allocated on profiles, during 4 semesters, optionally on sports branch or sports groups.” The decision of 13 September 2001 implementing the provisions of the Law on physical education and sports no. 69/2000, la cap.2, p.3, 4

So, the number of hours allocated to universities is suddenly low from pre-university level, where they are allocated 3 hours per week.

In non-profile faculties, although this curriculum is introduced in the complementary disciplines that are part of the compulsory disciplines along with the fundamental and specialized ones, due to unclear documents, each faculty interprets as it pleases the obligatory or optional regime of this educational discipline.

Curricular Area Physical Education and Sports at the University of Bucharest

The University of Bucharest has also undergone transformations that have had repercussions at the level of the physical education and sports department. , starting with the year 2002-2003, according to the decision of the Senate at the end of the academic year, students are given grades (admitted-rejected) as well as credits that are granted additionally, but there were also faculties that preferred the verification system with grades (Faculty of Foreign Languages, Geography, Mate - Info, Geography, Psychology, Theology)

The university has 18 faculties, whose students participate in the physical education and sports lessons during four semesters, with a total volume of 112 hours of applications, whose norms are done in groups, the distribution being one lesson of two hours per week.

Of these faculties, Public Administration, Business Administration, History, Marketing, Foreign Languages, Mathematics and Physics have compulsory physical education and sports, at the other faculties this is carried out on an optional basis.

In some faculties the evaluation is done by awarding grades, and in other faculties are provided ‘admitted / rejected qualifier.

It is also found that the number of students participating in these courses has not increased progressively with the number of integrated faculties over the years within the University. This leads us to believe that this way of organizing the physical education system is not one of the most effective.

Due to the autonomy of the university, it can be said that there is no unitary line and a common program at the faculty level, especially at the non-profile ones, as there is no well-defined status. (Decision of September 13, 2001 implementing the provisions of the Law on physical education and sport no. 69/2000).

In the academic year 2019-2020, 5137 students enrolled in the subject of Physical Education. Of these, 1282 chose the discipline Fitness-bodybuilding; on the 2nd place being the self-defense and aerobic gymnastics with 427 and 425 students respectively, and on the 3rd place table tennis and sports dance with 343 students.

Followed by football with 311, badminton with 292, chess with 282, mountain sports with 221, swimming with 218, medical gymnastics 205, basketball 191, tennis 169, volleyball 166, handball 81, folk dance 72, karate 36, judo 24 and activities nautical 13.

Physical education is also a bilateral process where under the guidance of the specialist, students are systematically and continuously subjected to influences, which coincide with the objectives of education in general and the objectives for each stage in terms of improving cognitive, motor and emotional capacity, because

both the training and the preparation of the young generation cannot be conceived in the absence of physical education.

Physical education is organized as:
-instructive and educational process;
-independent activity.

Physical education has both a pronounced formative and competitive character.

The content elements of the other sides of education contribute to the fulfilment of the educational function of physical education. These elements are of an intellectual, moral, technical or aesthetic nature and are, in turn, strongly influenced by the practice of physical exercises.

Specialists in the field believe that physical education activities in the university environment should primarily pursue the ideal of physical education, which is the healthy man both physically and mentally, with a correct and harmonious physical development, with skills and motor skills developed multilaterally. It is necessary for students to master a "baggage" of theoretical knowledge on the benefits of practicing physical activities, which allows them to use their leisure time in a useful and enjoyable way, thus acting on a healthy lifestyle (Stoica, A., 2004).

The objectives of physical education

For non-profile higher education, Stoica A. highlights the following objectives (Stoica A., 2004, p. 62-63):

- Forming a healthy lifestyle by practicing outdoor physical exercises, invigorating tourist activities;
- Maintaining health and increasing the ability to adapt to various environmental conditions;
- Development of team and competitive spirit, aiming at the integration of young students in society;
- Independent and continuous practice of physical exercise or a sport;
- Integration of EF specific knowledge and techniques in actions to optimize physical development and individual motor capacity etc.

In the presentation of the objectives of physical education and sports, we notice that there are also objectives related to the role of physical education in optimizing the quality of life, by forming a healthy lifestyle, due to the practice of motor activities.

In non-profile higher education, the activity of physical education and sports is carried out differently, from one university to another. In principle, physical education is found in the curricula, in compulsory or optional regime as follows: in the first years of study, respectively years I and II, 2 hours / week of physical education and sports are provided, to which are added 2 hours / week for the preparation of the representative teams, on different sports branches and the organization of some sports competitions within the university championship.

The systematic involvement of the subjects in these practical activities will lead to the education of some personality traits that will then manifest in other fields.

In non-profile higher education, the training of students should not be transformed into a goal in itself, the system of knowledge, skills, motor skills must have a practical, applied value and find its use in the future profession. The content of the lessons must be reoriented according to the specifics of the profession, thus ensuring the possibility of applying in practice the knowledge acquired in the lesson. The teacher must carry out the physical education activity taking into account the requests to which the future specialist will be subjected. Harmonious physical development and improvement of motor skills must be done in accordance with the needs of future professional activity. (Colectiv DEFS, 2012)

Conclusions

There is an increased interest expressed especially by students and less by the management factors, for the improvement and promotion of this discipline, as an efficient and accessible means of training and educating young people.

In other countries such as France or Sweden, physical education is considered an act of culture, which aims to develop the motor skills and mental qualities of the future citizen. Students are provided with conditions to

participate in physical education and sports classes, to maintain or improve their health, to initiate and improve in a branch of sport.

It is necessary to carry out complex national programs for young people, which aim to stimulate interest, create the habit of systematically, and continuously practice of physical exercises in order to integrate more quickly into social life.

There is a need for a general change in the social mentality of sport. Combining the forces of governmental and non-governmental bodies in creating material conditions to ensure every young person the opportunity to move and play sports.

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