

WAYS TO STIMULATE STUDENTS' PARTICIPATION IN PHYSICAL EDUCATION AND SPORTS ACTIVITIES

Oana Maria GANCIU¹

Abstract: *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.*

Research Methods: pedagogical documentation, the investigation method, focus group. The results of the focused discussions reached topics such as: ways to increase the quality of the educational instructional process in physical education; how to make the hours of physical education more attractive; identifying solutions to increase students' interest in practicing sports. The appreciations of the young participants refer to the insufficient facilities offered by the faculty to stimulate their participation in sports activities, consider that measures are needed, at institutional level, such as the inclusion of this discipline during all the years of study.

Key words: *physical education, sports, students*

1. Introduction

Physical education is an important component of general education, along with intellectual, aesthetic, technical education.

Physical education and sports are an inseparable part of the general education system, it is 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 life regime,

maintaining and increasing the working capacity of students during the study period, as well as the active rest regime increases. [1]. 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

¹ Department of Physical Education and Sport", University of Bucharest.

independent activity.

Physical education is considered an indispensable component of education, which aims at the harmonious development of the body, strengthening health and cultivating motor skills necessary for work and sports. It is considered the first kind of education that exerts its influence on the body. Physical education acts on the biological side of the human being. It has the task of ensuring the necessary conditions to allow the development, in optimal conditions, of the human personality. In addition to strengthening health and hardening the body, physical education aims to train and develop hygienic skills, motor skills and abilities, the cultivation of motor qualities such as: speed, strength, endurance, precision, coordination, a beautiful outfit.

Physical education is an important aspect of global education. [6] Through its content and its specific tasks, through its influences on the individual, both in terms of motor and physical, intellectual, aesthetic, affective, it is a path to general education. As an organized instructive and educational process, physical education is a bilateral process in which, under the guidance of specialized teachers, subjects are systematically subjected to influences in accordance with the objectives of education, in general but also with those for each stage of both the improvement of physical development and motor skills.

The organization of physical education represents a complex action of rational, orderly and coherent assurance of the formative activity, of the material and human resources, necessary to achieve the general and operational objectives of physical education and secondly, the educational resources we have. Integrated in the general education with a deep

prospective character, the physical education assumes its contribution through its specific content, to the realization of the educational and the social ideal, of the formation of a multilateral personality. [3].

Physical and sports education is a distinct phenomenon in the student reality of today and includes a wide range of forms of application that are present, both in physical education classes, in curricula and extra teaching such as: training of representative sports teams, competitions student sports in their favorite sports and exercising independently.

There is a growing interest shown especially by students and less by leadership factors, to improve and promote this discipline, as an effective and accessible means in training and educating young people.

1.1. The Purpose of the Research

Is to know the motivational factors that lead to the regular practice of physical education activities; this can help to design training strategies that increase the number of practitioners among students [2].

1.2. Research Objectives and Tasks:

- Preparing the organizational and methodological framework in order to carry out the experimental study;
- Identifying the students' opinions regarding the educational value of physical education and the level of students' involvement in the independent practice of motor activities;
- Knowing the stimulating motivational factors that determine the

participation of young people in physical education and sports activities [8].

- Stimulating the interest of young people for the systematic and continuous practice of sports activities;
- Knowing the perception of young people towards the effects of practicing, regularly, the activities of physical education and sports.
- We know the students' opinion regarding the stimulating factors for practicing motor activities in order to maintain an optimal physical and mental state and to obtain an increased efficiency in work.

2. Research Methods

For the elaboration of the research and especially for the verification of the established working hypotheses we used the following research methods:

Pedagogical documentation, a method that gave me the opportunity to study the literature on the issue of the paper.

2.1. Survey method. Focus group

The survey method is used, in particular and with priority, in investigations in the field of social sciences and education and therefore these are considered methods of investigation with social coloration. The investigation is based on objectified data, sometimes involves confrontations, locates events, establishes links between

events, between facts.

By using these methods, the aim was to know the opinions, motives and interests of students regarding the activity of physical education and sports.

Carried out for the purpose of gathering information on motivational aspects and morality, aspects that cannot be captured through standardized questions. The conversation takes place on the basis of an interview guide to whom the interviewer receives free answers. [7]

3. Research Results

3.1. Analysis and interpretation of the results obtained in the Focus group

Qualitative investigation: focus group was based on a semi-structured interview guide and was conducted in May 2018, with the participation of 20 students in years 2, 3 and Master of the University, members of representative teams. The questions touched on topics such as how to evaluate physical education, ways to increase the quality of the educational instructional process in physical education; [9] how to make physical education classes more attractive; identifying solutions to increase students' interest in practicing sports activities; if it would be opportune to introduce physical education, in the curriculum, in all the years of study; which is the preferred form of organization; what are the benefits found after regularly practicing motor activities.

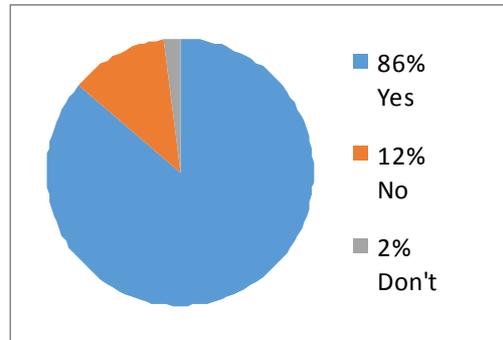


Fig. 1. 86% of students appreciate the need for physical education in the university program, and 12% do not consider it necessary; 2% do not know or answer

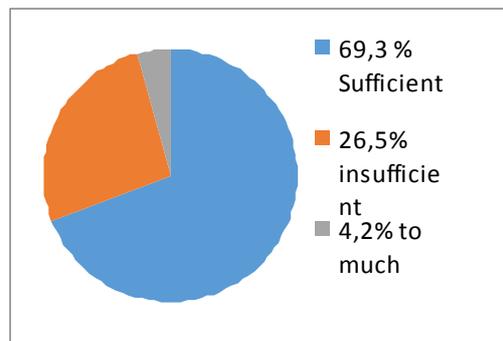


Fig. 2. When asked about the number of hours of physical education included in the schedule per week, 69.3% considered that 2 hours were sufficient, 26.5% considered that the 2 hours were insufficient and 4.2% considered that the 2 hours were too many

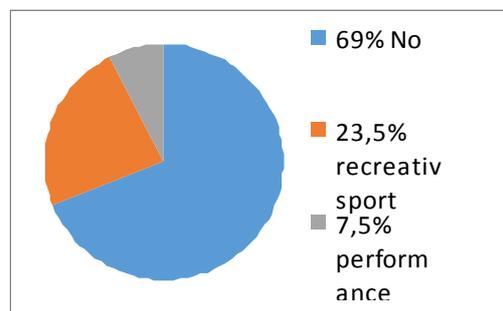


Fig. 3. After that it was found that a high percentage of students do not practice any performance sport (69%). A lower percentage (23.5%) practiced a certain branch of sport, but without performance claims, and 7.5% practiced performance outside of physical education

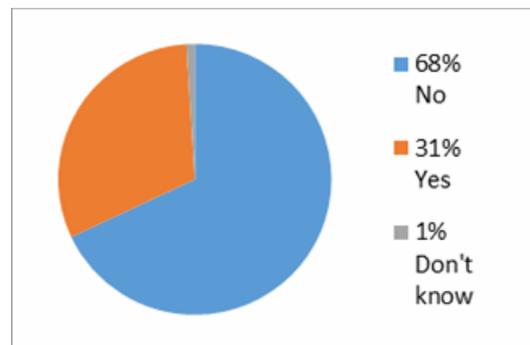


Fig. 4. To the question in the questionnaire if "Two hours for training representative teams a week seem to me enough?", 68% answered NO, and 31% YES, and 1% do not know

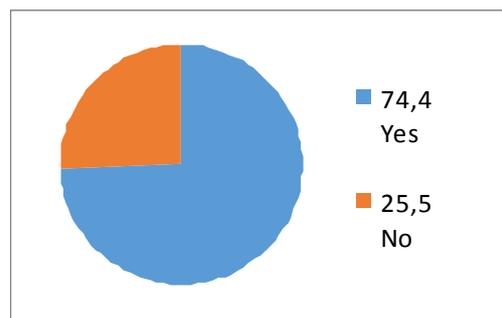


Fig. 5. At question "Do you want to do physical education and sports in the following years of college?", 74.4% answered YES, 25.6% answered NO. So the students realized that they need as much movement, health, physical training besides the intellectual, that one without the other are not satisfactory

3.2. The results of the focussed discussion

- the benefits mentioned by the subjects within the focus group are: on the first place is the physical condition, then the relaxation after courses and seminars, and on the third place- socialization. Health is found only in the fourth place, in the top of the benefits of regular exercise.
- -related to the frequency of practicing sports activities, most subjects practice regularly, 2-4 times a week, motor activities, being members of representative teams;
- the organized form is preferred, under the guidance of a teacher, the advantages being the control of the motor evolution, but also the connections with the group of teammates, within the representative team;
- all these young people talk about the major role that sport plays in their lives, about its contribution to a balanced and healthy lifestyle;
- the various arguments from the

discussion were compared, when the problem of identifying solutions that would increase the students' interest for practicing sports activities was reached.

4. Conclusion

The main ideas that emerged from the discussions with the students (Focus group) can be summarized as follows:

- The assessments of the young participants in the focus group refer to the insufficient facilities offered by the faculty to stimulate their participation in sports activities.
- The young people consider that measures are needed, at institutional level, which will have to include the increase of the volume of hours destined to physical education and the inclusion of this discipline in the university curriculum, at all years of study.
- Students also believe that a well-thought-out schedule can be an opportunity for them to devote more time to sports activities.
- Arranging spaces for sports (multifunctional grounds) near dormitories, to which students have free access, would be another way to stimulate their participation in physical education activities.

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