

JUDO - IN THE CONTEXT OF CONTEMPORARY WORLD ISSUES

A. NEOFIT¹ M. ION-ENE¹

Abstract: *The new issue has triggered a whole rethinking of the action directions of education as a process of training and education of young people and adults in the world and in our country, with a view to raising accountability and participation in solving the problems the modern society and humanity face. The aim of the research was to highlight the weight of physical education functions and performance sports functions in the implementation and promotion of judo as a recreational activity or a competitive sport. The functions of physical education with a major impact on judo were "The function of psycho-motor development to improve the motor capacity and "The practice function of physical exercises as cultural acts "while the functions in the performance sport category were "The function of transmitting traditions, rituals and moral values (fair play)". Judo in terms of non-formal and formal education is important and helpful presenting a series of pedagogical advantages in accordance with the requirements and needs of lifelong learning. The physical education functions and the performance sport functions play an essential role in the implementation and promotion of judo for recreational and competitive purposes.*

Key words: *new educations, judo, objectives, functions, role.*

1. Introduction

Starting from the analysis of the concept promoted by A. Peccei, the president of Rome Club under the title "The contemporary World Issues" (PLC), a concept that highlights the universality of this issue, the global manifestation character, the rapid and hardly predictable evolution, the multidisciplinary character, as well as the priority or the pressing character [1] judo contributes to these issues of the contemporary era.

We consider that judo through its contents and means can support this

worldwide phenomenon triggered by engaging education in "creating a better world if it is achieved through programs centered on the values of education for change, for tomorrow's education; it is also the way the development of the contemporary world is linked to a large extent with the way education can meet the requirements of development [1]. In order to solve these directions, it was considered necessary to enrich the content of education with the concepts of "new educations" [5] and "lifelong learning", which is a priority for all disciplines - including judo- involved in the educational

¹ University "Dunarea de Jos" Galati, Romania.

process in the world and in our country. Judo discipline belonging to the field of physical education and sports has functions in accordance with its general functions and education.

The functions of education were discussed in a differentiated way in the specialized literature, being considered as having the following roles: "of selecting and transmitting values from society to individual; of developing biopsychic human potential; of providing an active social insertion of the human subject " or "as a cognitive function of transmitting knowledge; as an economic function of training individuals for the productive activity; as an axiological function of valorizing and developing the potential of *cultural creation*" [5] " each of these

functions trying to point out that educational activities firstly aim at developing the human personality and secondly, that this development meets the society's individual requirements" [3].

Physical education and sport functions establish a "*relationship between the practice of physical exercises in various forms and their effect on the social life as a whole*".

Judo, depending on the form in which it is practiced as a leisure activity or performance sports activity, attempts to meet the common functions of physical education and sport.

The physical education and sport functions as shown by Mihăilescu L. (2010) [2] are common functions in different fields (biology, motor, psycho-social, cultural, recreational and economic), with specific features to both activities.

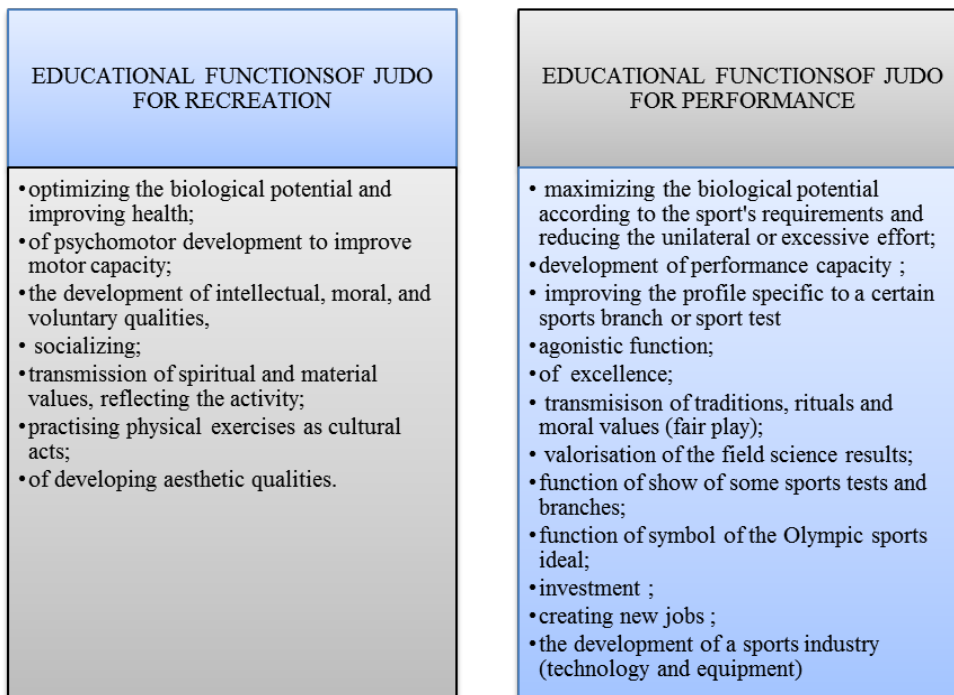


Fig. 1. *Parallel between physical education and sports functions and judo practice forms*

Judo having a specific content, its own forms of organization and ways to achieve actions with educational influences responds to the needs of various forms of education. In our country, within the formal education, judo is an educational discipline within the vocational curricular area.

The non-formal education is achieved through specific activities organized primarily outside school (sports clubs) and sporting competitions provided in the school calendar as well as through the participation of those performing judo practice in the national competitions of federations, in training centers and in post-school programs made available to performance athletes, for lifelong learning and training as well as engaging them for the purpose of professional development.

The non-formal education is also achieved through activities with a certain degree of independence, based on different objectives from the physical activities practiced in school, having compensatory functions, with the participation of other social actors (sports directorates, municipalities, sport associations), run by specialists with different training/instruction levels (teachers, coaches, athletes) without neglecting the partnership with schools.

In judo the non-formal education is achieved thanks to the fact that it constitutes a systematically organized activity that responds to the lifelong and varied learning needs of children having a complementary or additional educational character.

Judo responds to the characteristics of non-formal education through the optional character of organized activities, gives children the opportunity to participate interactively in determining what they will learn and do. Specialists have the role of mentors, moderators, and partners. Evaluation in the framework

of non-formal education is within the limits of the need to encourage and support children without grading or marks.

The non-formal education achieved through judo is a must and is intended to provide children with various forms of access to education through the way activities are conducted and capitalizing on all formative and educational influences of various forms of education organization both during school years and after this time.

Generally, this form of education responds to the children's need of spending leisure time and of being included in certain groups with similar affinities; it is closely related to school environment. It allows for an education with predominantly positive effects on a child's development as it follows:

- all activities constitute a subsystem of the institutional education system;
- activities are designed in accordance with principles, general rules, rules, requirements to ensure performance is achieved in order to integrate in the overall educational process;
- activities are carried out in compliance with the pedagogical requirements of education;
- the instructive-educational process is conducted by specialists;
- it has well-established educational and training objectives;
- it has rigorously selected and adapted contents to each age, open to interdisciplinary and lifelong education ;
- it has specific teaching methodologies;
- it is child-centered and meets its needs and aspirations;
- children are directly involved and they are direct co-participants in these activities;

- it offers differentiated, diversified, voluntary alternative program activities;
- it provides diverse alternative methodological tools that allow for a greater accumulation of life experiences through direct contact with people, cultural phenomena and direct participation in sports events;
- actions are characterized by great flexibility and satisfy the most varied interests;
- activities are carried out in accordance with the elements of novelty in different fields;
- communication within the activities is interactive, with child activation methods;
- work techniques are creative and stimulating, allowing for vocational and multilateral development;
- educators are direct participants, their actions fall more within the terms of suggesting rather than imposing their points of view, collaboration and cooperation with children, guiding them to become good organizers of their own work;
- evaluations are optional, designed as methods of child stimulation and support;
- the instructive educational process allows for the cultivation of the transfer capacity of learning acquisitions, and especially for the practical application of the knowledge gained under various conditions;
- has positive effects in cultivating the interest in knowledge owing to the authenticity, attractiveness and variety of activities based on the interests, skills, preoccupations and preferences of the children and allows the development of affective processes;

- contributes to the development of the organizational capacities, self-management capacities, time management, critical thinking, adopting decisions or problem solving.

The purpose of the research was to highlight the weight of physical education and sport performance functions regarding the implementation and promotion of judo as a recreational activity or a competitive sport.

2. Material and Method

The survey included an evaluation questionnaire of the two categories of functions in judo using linked scale and giving grades from 1 to 5 (minimum 1, maximum 5). The survey focused on the 7 functions of physical education through which judo is implemented for recreational purposes, as well as the 12 functions specific to the sport of performance, implicitly competitive judo. The questionnaires were developed with the help of Google Form and the students were directly provided with them to the end of the course. The statistical processing was done with SPSS20: mean, standard deviation (SD), t student test, and statistical threshold reference point $p \geq 0.05$.

The survey was conducted during October-November 2017 within the University Lower Danube Galati, including a total of 72 students from the Faculty of Physical Education and Sport. The sample mean age \pm SD 20.82 ± 1.28 , of whom 21 female students representing 29.2% and 51 male students representing 70.8%.

3. Research Results

Table 1

Statistical analysis of the responses and shares of physical education functions in judo

item	5 points n (%)	4 points n (%)	3 points n (%)	2 points n (%)	Mean ±SD	t	p
1. The function of optimizing the biological potential and health improvement	42 (58.3)	18 (25)	9 (12.5)	3 (4.2)	4.37 ± .86	43.018	.000
2. Psycho-motor development function of improving the motor ability	51 (70.8)	12(16.7)	9 (12.5)	-	4.58 ± .70	55.000	.000
3 Function of developing intellectual, moral, volitional qualities	39 (54.2)	30(41.7)	3 (4.2)	-	4.50 ± .58	65.675	.000
4. The Socializing function	42 (58.3)	6 (8.3)	18 (25)	6 (8.3)	4.16 ± 1.07	32.899	.000
5. The function of transmitting spiritual, material values and reflecting the activity	39 (54.2)	12(16.7)	18 (25)	3 (4.2)	4.16 ± 1.07	32.899	.000
6. The function of practicing physical exercises as cultural acts	51(70.8)	9 (12.5)	9 (12.5)	3 (4.2)	4.50 ± .87	43.784	.000
7. The development of aesthetic qualities	24 (33.3)	27(37.5)	18 (25)	3 (4.2)	4.00 ± .87	38.919	.000

n- number,% percent

Table 2

Statistical analysis of the responses and shares of performance sports functions in judo

item	5 points n (%)	4 points n (%)	3 points n (%)	2 points n (%)	Mean ± SD	t	p
1 The function of maximizing the biological potential as required by this sport branch and reducing unilateral or excessive effort	35 (48.6)	24 (33.3)	13 (18.1)	-	4.30 ± .76	47.914	.000
2 The development of performance capacity	55 (76.4)	7 (9.7)	10 (13.9)	-	4.62 ± .72	54.455	.000
3 The function of improving the profile specific to a sport branch or sport test	43 (59.7)	16 (22.2)	13 (18.1)	-	4.41 ± .78	47.879	.000
4 The agonistic function	31 (43.1)	20 (27.8)	21 (29.2)	-	4.13 ± .84	41.596	.000

Table 2 (continued)

5	The Excellence function	50 (69.4)	9 (12.5)	13 (18.1)	-	4.51 ± .78	48.662	.000
6	The function of transmitting traditions, rituals and moral values (fair play)	58 (80.6)	4 (5.6)	10 (13.9)	-	4.66 ± .71	55.610	.000
7	The function of valorizing the results of field science	48 (66.7)	11 (15.3)	13 (18.1)	-	4.48 ± .78	48.362	.000
8	The show function of performing some tests and sports branches	53 (73.6)	15 (20.8)	4 (5.6)	-	4.68 ± .57	68.810	.000
9	The symbol function of the Olympic sports ideal	37 (51.4)	24 (33.3)	5 (6.9)	6 (8.3)	4.27 ± .92	39.340	.000
10	The investment function	28 (38.9)	16 (22.2)	22 (20.6)	6 (8.3)	3.91 ± 1.01	32.664	.000
11	The function of new jobs creation	25 (34.7)	10 (13.9)	21 (29.2)	16 (22.2)	3.61 ± 1.18	25.934	.000
12	The function of developing a sports industry (technology and equipment)	29 (40.3)	13 (18.1)	14 (19.4)	16 (22.2)	3.72 ± 1.28	24.663	.000

n- number,% percent

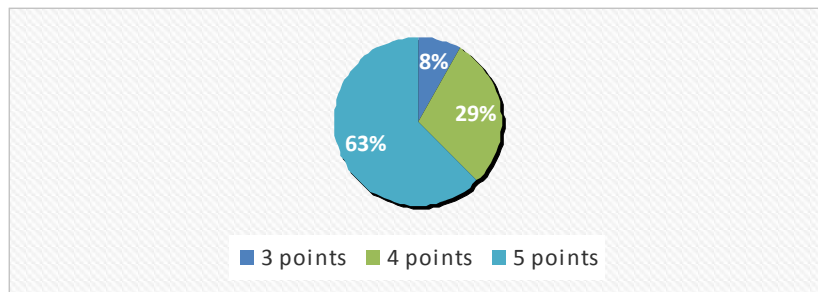


Chart 1. Share of responses to the question – Do you consider that judo- practice by children can respond to these functions?

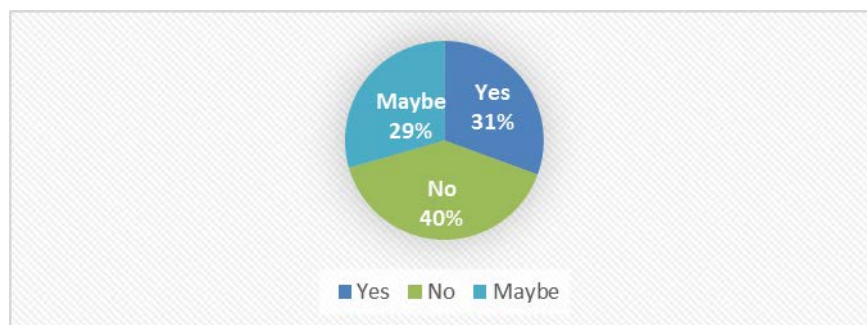


Chart 2. Share of responses to the question - As a future teacher would you recommend pupils and parents to practice judo?

4. Discussions

An aspect that is absolutely necessary to take into account in the activities of non-formal education in judo is that they respect the pedagogical values of education and they are carried out on a scientific basis, avoiding the use of contents that attract popularity or directing activities only to certain aspects (achieving performance).

The statistical analysis of the responses and shares of influence of physical education functions for judo highlighted an equality for the two items-respectively of 51 value (70.8) as being the best evaluated by the respondents „The function of psychomotor development, of morphological capacity improvement” „The function of practicing physical exercises as cultural acts”. The lowest score was assigned to the „Aesthetic qualities development function”, which obtained 24 (33.3) of total responses. In the section concerning the statistical analysis of the responses and shares of influence of the performance sports functions, referring to judo, the highest ranked item was the "Function of Transmitting Traditions, Rituals and Fair Play" 58 (80.6) of total responses. At the opposite end, with an average of 25 (34.7), there was the item on „New job creation function”.

5. Conclusions

Judo in the field of non-formal education is important and useful presenting a series of pedagogical benefits: it is learner-centered, it has a flexible and varied curriculum, it assumes diverse and attractive means, it contributes to the broadening and enriching of the general and specialized culture, it is an organized form of spending the leisure time, it

ensures updating of information in different fields, it allows for the immediate application of acquired knowledge, it trains the new technologies, it meets the requirements and needs of lifelong education.

Judo in the informal education field has contents and specific activities through actions to raise awareness of the importance of movement practicing in leisure time and by people of all ages, of the benefits on the state of health, psychophysically, educationally, socially and culturally, on the quality of life, through direct information actions, through their media coverage.

A valuable informal education that can have positive influences on children's education and development is also achieved through media coverage of the performance aspect of elite judo athletes by promoting their moral, fair-play values in sports competitions and their tenacity in achieving performance.

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