

# THE ANALYSIS REGARDING THE EVOLUTION OF THE “MOUNTAIN SPORTS ACTIVITIES” DISCIPLINE IN THE EDUCATIONAL OFFER OF UNIVERSITY OF BUCHAREST (*scholarly movement learning*)

Remus DUMITRESCU<sup>1</sup>

**Abstract:** *A higher amount of students has the possibility to participate directly to all the activities developed in the natural environment, to understand them, to assimilate them, in order to transmit them farther. The following assumptions want to confirm the fact that the mountain outdoor activities could represent an ever-living champ for a human being in the development of a healthy character, capable to build and to keep the group's spirit, with possibilities to transmit farther what means a cleaner, more beautiful and healthier world. In the same time, didactic activities could have a significant role in the tourism field too. The main conclusion shows us that the practical-methodical pilot programs, optional during the 4 years of university, have been improving not only the knowledges and the specific attitudes for the touristic activities to which they had been directed, but also to the perception and the annual growth in the number of those who want to be a part of this discipline, thanks to the feedback of the former students.*

**Key words:** *didactic tourism, educational activities, skills.*

## 1. Introduction

The publication is part of a 15 years old intercession which regarded and finally managed to introduce this discipline in the academic year 2012-2013 in the educational offer of the physical and sports education department, having as main goal the application of a new strategy, expressed by the awareness and the awakening of students' interest in the development of knowledges and motric

apprehension in the mountain tourism field.

The following analysis shows a statistic argumentation pointing the discipline's evolution during four academic years to finish the curriculum area of the Mountain Sports Activities discipline for the University of Bucharest students, aiming at the formation of a minimal amount of practical-methodical knowledges for the freshmen and sophomores. The program has rested on the instruction methods,

---

<sup>1</sup> Physical and Sports Education Department, University of Bucharest.

according to the specific methods in which the structure and the content had respected the scheduling and the appointment's demands.

## 2. Institutional and Executive Aspects

Some facilities have been created for the students of the Mountain Sports Activities course, thanks to a collaboration with the Zoological resort Cumpatu-Sinaia, , adjunct to Biology University. This place has in its patrimony natural reservations needful for study and research, bringing together all the conditions for practical courses and lessons, having laboratories, bedrooms with a 22 places capacity, sanitary groups, a dining hall, a kitchen for the students.

For that purpose, the physical and sports education department assures free housing for students, from its own funds, but they have to pay the transport and the food.

According to The Curriculum, there are two mountain applications each semester, four each academic year. Every stage lasts for three days, usually during weekend (Friday, Saturday, Sunday). This type of scheduling is an advantage for the students who don't have to skip classes, taking in account that physical education is rather optional.

Every group of students is trained before departure and before housing. Before trainings for applications, they receive electronic and physic documents which they sign, confirming that they had taken a note of advice for equipment and food, of security and health in work and PSI notes, regarding the public transports, circulation on public, silvan and mountain roads; accidents during excursions prevention, animals' attack prevention and fire prevention (smoking, electric installation, open fire etc.).

According to programming, the first part of every day (9-17) is for excursions on

mountain tracks (practical lessons), and the second part of the day (18-20) is for courses. Every evening (21-23), there are "students evenings", for socialization and relax. (dance, folk music, karaoke, chalet games, camp fire etc.)

The mountain tracks and their daily approach are appointed before department. On the spot and depending on weather, there can be some track changes, avoiding this way the risks of some incidents which could threaten students' physical integrity.

The approached mountain tracks are part of Bucegi Mountains: Stânei Glade 1270m Altitude, 1400m, The valley with trees 1500 m, Nucet Knoll 1861m, Cu Dor Knoll 2013m, Piatra Arsă Knoll 2044, Furnica Knoll 2103m, The Dog's Casp 1650m, Cumpătu Knoll 1651m, Drăgan Knoll 1771m, Baiul Mare Knoll 1895m, Middle Fold 1456m, Zamora Crest 1520m, Bolboci 1460m circuit.

These mountain tracks options allow the group to return just in time to the institution where it is accommodated, having time for the other scheduled stages too (courses, non-formal free-time activities).

## 3. The Importance of Training the Students for Tourism Activities

„The excursion, as a complementary form of education, is imposing nowadays more than it did before, thanks to the development of the kid's information and need to complete his scholar education with informal methods, closer to his nature and”[1].

*Socialization through tourism activities* „It is all about the responsibility's development in completing objective tasks, the respect for the colleagues' efforts, the understanding of roles' hierarchy in the group, the development of organizational skills etc. ” [2].

#### 4. Education's Forms

„Starting from the learning situations variety and from the different level of functional intentionality, education could be divided in three aspects: formal education, non-formal education and informal education:

##### 4.1. Formal education offers:

- as an initial intercession, the individual's introduction in the organized work's mysteries;
- the possibility of proving his knowledges, starting from historical acquisitions and old practices;
- the acquisitions' proof and the objectification in other educational methods, based on a social point of view.

##### 4.2. Non-formal education

- it is proper for the concrete needs of action;
- it offers a first moment of generalization through the accumulation of knowledges from practice;
- it makes easier the contact with knowledges starting from the educational needs;
- it debunks the teaching function.

##### 4.3. Informal education offers:

- a sensitization at the contact with the ambient environment;
- the moment of releasing an interest for the subject;
- the possibility of starting from a circumstantial interest and reaching a wider integration;
- the possibility of a personal exploration, without obligations or strict prescriptions;
- the possibility of operating his own development process” [ 3].

„For young people it is very important to have mountain excursions (in an organized manner) because it helps them to form their personality. The climbing and the descent on an inclined plan are exercises which can be practiced by everyone, with the condition of knowing his physical condition, and, therefore, choosing an accessible track” [4].

„The practice of tourism often mixes both aspects, recreational and physical, being a method of physical education and , in the same time, an introductive-educative object.

Outdoor physical education can be practiced in every geographical area and can be organized by teachers from every educational level, starting from kinder garden and finishing with higher education.

In our country, taking in account that many experts in the domain consider that tourism should be the second source of income after agriculture, it is necessary the training and the specialization of students of University of Geography and of those who have affinities with this domain (physical and sports education, geology, sociology and social security, psychopedagogy, journalism, biology, history etc.).

The practice of physical education as a form of tourism offers an experimental aspect of learning and shapely physical development, all of these by the unexpected. It receives unique characteristics which can never be exploited in closed spaces, not even on the sports field.

Physical education methods through didactic tourism create many opportunities for social relationships, mutual help and group's spirit. In the same time, through these practical methods, many knowledges in biodiversity and geodiversity can be transmitted, alongside by cultural and historic patrimony. The topography,

relief's forms and ecosystem of those places can be special opportunities for connecting the students from different specializations (sciences, philology) with realities from the area, through exploration activities, safe for these objectives.

### 5. Educational Aspects

The creation of decisional capacities of social responsibility in various life conditions, the analysis of your own actions and the creation of a flexible attitude, adaptable to new social-economic conditions can be realized having as support the applied education and the touristic activities.

We dare to confirm that the notions about this type of tourism and the outdoor activities are part of the culture, the civilization and the evolution of a modern society and we think that we can also be the promoters of some actions which focus on the improvement and the protection of these ecosystems.

### 6. Social-psychological aspects

We consider that it is necessary to have a concentration of all the forces which are associated with tourism (in all of his forms), to promote and to make the entire society responsible for the protection and the perpetuation of the natural and cultural vault of our country.

In some authors visions, education means forming some mentalities after some arrays which should promote the society's values and the importance of the environment. The most difficult part of an opened society is to change its mentality. Civic education is a process which requires time, so time is one of the best teachers, of course, mixed with different forms of learning. The touristic education should be followed by the concrete action. The man learns most from his own mistakes, but,

when it comes to support the consequences of others' mistakes, things switch their roles"[5].

"For an individual to benefit from a positive healthy state, not being diagnosed as clinically ill is insufficient, all health components must be found at a positive pole" [6].

In this situation, students from other universities are more entitled to have knowledges about tourism, physical orientation and ecology but they should know also how to mix them with the pedagogical, sociological, biological notions, acquired during university, to educate and improve not only themselves, but the next generations too.

#### 6.1. Target

A higher number of students have the chance to participate directly to all of the actions developed in nature, to understand them, to assimilate them in order to transmit them further.

#### 6.2. Hypothesis

1. Mountain trips could represent a never ending champ in the creation of a healthy character, apt to build and to keep the group's spirit, having the possibility to transmit farther what it means a cleaner, more beautiful and healthier world.

2. Didactic activities can also have a major role in the tourism field.

#### 6.3. Research methods used

For the making of the research tasks, the following scientific research methods have been used:

1. documentation;
2. observation;
3. statistical-mathematics methods for collecting and editing dates;
4. research's result.

**1. Documentation:** The authors which have treated issues about the physical

education teaching method, the theory and the methodology of physical and sports education in studies and profile publications were checked.

The influence of didactic tourism, as a main form of practicing the physical exercise, concerned us directly: general education aspects, formal, informal, and non-formal, regarding the environment, the programing and the planning of curriculum area in high education; socio-psychological aspects of the tourism phenomenon; theoretical aspects regarding the environment and ecosystems.

**2. Observation:** The students' attraction and participation to activities from the mountain applications in the last four academic years 2012-2016, following the movement activities and their behavior according their vocational profile, was tested with this method's help.

**3. Statistical-mathematical methods for collecting and editing dates:** The results obtained by centralizing the dates have been edited with the Microsoft Office Excel 2007 program, to see the indicators evolution.

**6.4. Research's results**

Table 1

*Shows the participants' number (boys and girls) in the academic year 2012-2013*

<b>Students participating to the Mountain Sports Activities course in the academic year 2012-2013</b>			
Total girls	%	Total boys	%
40	57,97%	29	42,02%
<b>The general amount of registered people 69</b>			

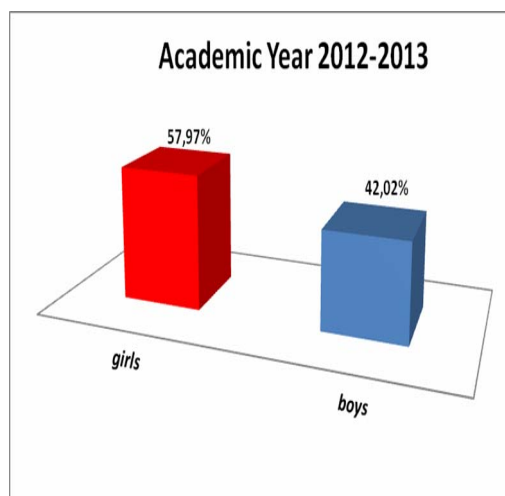


Fig. 1. *The graphic representation of the participants' percentage (boys and girls) in the academic year 2012-2013*

Table 2

*Shows the participants' number (boys and girls), in the academic year 2013-2014*

<b>Students participating to the Mountain Sports Activities course in the academic year 2013-2014</b>			
Total girls	%	Total boys	%
48	61,53%	30	38,46%
<b>The general amount of registered people 78</b>			

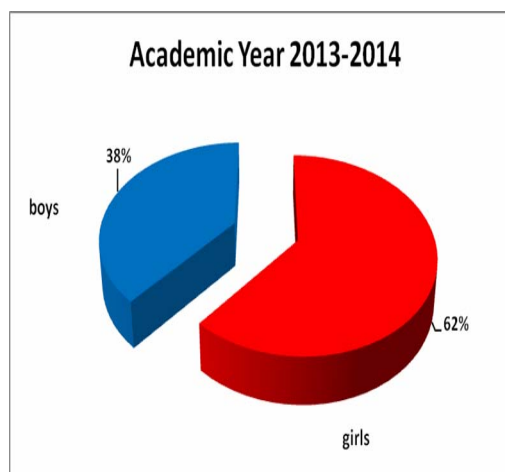


Fig. 2. *The graphic representation of the participants' percentage (boys and girls) in the academic year 2013-2014*

Table 3

*Shows the participants' number (boys and girls) in the academic year 2014-2015*

<b>Students participating to the Mountain Sports Activities course in the academic year 2013-2014</b>			
Girls amount	%	Boys amount	%
93	66,90%	46	33,09%
<b>The general amount of participants 139</b>			

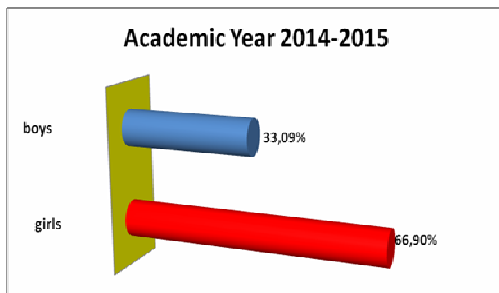


Fig. 3. The graphic representation of participants' percentage (boys and girls) in the academic year. 2014-2015

Table 4

*Shows the participants' number (boys and girls) in the academic year 2015-2016*

<b>Students participating to the Mountain Sports Activities course in the academic year 2015-2016</b>			
Girls amount	%	Boys amount	%
182	65,94%	94	34,05%
<b>The general amount of participants 276</b>			

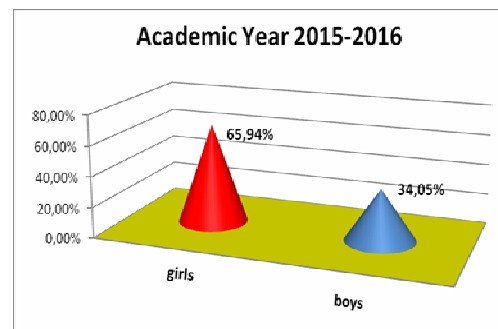


Fig. 4. The graphic representation of participants' percentage (boys and girls) in the academic year 2015-2016

*Shows the discipline's evolution in four academic years*

Table 5

Academic year 2012-2013	%	Academic year. 2013-2014	%	Academic year 2014-2015	%	Academic year 2015-2016	%
69	12,27%	78	13,87%	139	24,73%	276	49,11%
<b>General amount 562</b>							

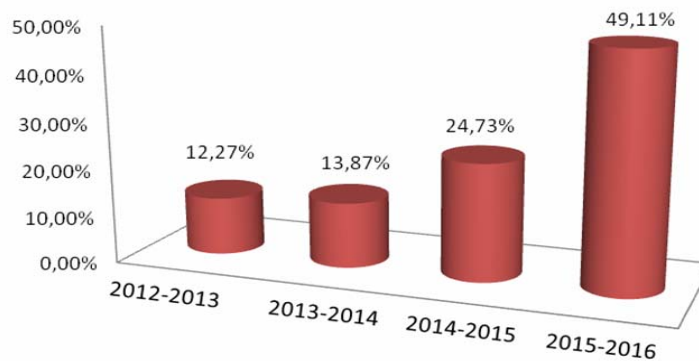


Fig. 5. The graphic representation of the discipline's evolution in four academic years

## 7. Conclusions

1. The practical-methodical pilot programs, applied optionally during the four academic years, have contributed significantly not only to the increase of knowledges and specific touristic activities to which they were directed to, but also to the perception and the increase from an year to another of the number of those who want to be a part of this discipline, thanks to the feedback of former students.
2. The results of the students participation in the Mountain Sports Activities course proved to us the positive perception and a significantly growing influence on the didactic tourism activities, the students subscribing to the idea of creating a new discipline in the educational offer of the physical and sports education department
3. The development of social and organizational abilities of the future intellectuals.
4. Although girls have supremacy when it comes to the participants' number, it has been discovered that, during an academic year, in the four applications, boys are the ones who keep a constancy in participations.
5. It has been an increase in the number of those who have a suitable equipment, realizing its importance.
6. There have been included new endurance routings, with a high difficulty level, giving to students the success' satisfaction, mixed with adventure and unique moments they have never lived before.
7. It has been discovered that at the end of every application the satisfaction of advancing the limits that some students were afraid of.
8. The team's spirit has grown, and friendships, sometimes even marriages have been created.

## 8. Resolutions

The study's results let us formulate some practical methodical suggestions:

- As a particularity, the didactic tourism course must contain applied and theoretical lessons, developed in real conditions, having the best and the most interesting didactic material, natural or artificial ecosystems, with their terrestrial and aquatic environment, that our country is still having.

- The selection of specific methods must point the improvement of physical habits and skills involved in this type of activities.

- The approach during communication sessions, scientific seminars and other manifestations of this kind, of didactic tourism theme for the creation of a new education which should have as final result, at a national level, the procurement of natural values, in this sense having as a good example, the introduction of the chess discipline in school.

- The necessity of educating at a national scale the young, making them see that nature doesn't forgive and, in some states, the minimal knowledges obtained in an educational environment could save their life. We have so many examples shown by media in which people or groups lose their life or put it in danger because of the lack of experience and of minimal knowledges of equipment and orientation.

## References

1. Bota, A.: *Exerciții fizice pentru o viață activă. Activități motrice de timp liber (Physical Exercises for an Active Life. Free Time Physical Activities)*. Bucharest. Publishing house Cartea Universitară, 2006, p. 231.
2. Cârstea, Gh.: *Teoria și metodică educației fizice și sportului. Pentru*

- examene de definitivat și gradul didactic II (The Theory and the Methodic of Physical and Sports Education)*. Bucharest. Publishing house: AN-DA, 2000, p. 42.
3. Cucuș, C.: *Pedagogie (Pedagogy)*, the second edition. Bucharest. Polirom Publishing house, 2006, p. 47.
  4. Dumitrescu, R.: *Activități sportive montane și nautice (Mountain and Nautical Sports Activities)*. Bucharest. University of Bucharest Publishing house, 2013.
  5. Enoiu, R.: *Turismul ecologic implicații în sfera sportului (The ecological tourism-implications in the sport's sphere)*. Braşov. University of Transilvania Publishing house, 2008.
  6. Aducovschi, D.: *Curs de educație fizică pentru studenții Universității din București, Unitatea de învățare 23 (Physical education course for students of the University of Bucharest, learning Unit 23)*. Bucharest. University of Bucharest Publishing house, 2012, p. 266.