

KNOWING THE TOURIST PHENOMENON FROM THE STUDENT'S POINT OF VIEW REGARDING THE FORMATIVE ASPECT

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Abstract: *The paper is part of an endeavor that includes applying certain strategies expressed through the acknowledgement and interest awakening in students in order to expand their knowledge and skills regarding the tourist forms. It also relates to identifying the attitude of students towards tourist activities and to determining the preferred sensorial system from different faculties within Transylvania University of Brasov, first year, participants to the physical education courses within the same university. The present study is based on the observation and student behavior from the study group following their attitudes to the forms of tourism proposed in the physical education lessons from the sensorial processes point of view. One has analyzed the attraction and participation of students to the activities proposed during an academic year. The hypothesis has been that effectuating several forms of tourism can make highlight the main sensorial system in students. The basic conclusion has been that the tourist activities lead to acquiring conspicuous qualities.*

Key words: *tourism, formative aspect.*

1. Introduction

Integrating itself in the instructive and educative process, practicing tourist forms represents an integrated dimension in an ensemble of educational components like the intellectual, esthetic, moral, technical and professional ones with great implications in developing the young generation. Tourism is a complex activity from the content, structure, organization and evolution points of view. Its purpose is to accomplish a balance and a harmony between the biological, neurophysiological and psychological elements of the human personality. "Developing and diversifying contemporary tourism has determined an

orientation of motivations and aspirations in organizing holidays and free time" [1]. Social evolution and the necessity of spending free time in a way as pleasant and as diverse as possible represent the premises of the organized development of tourism. The return to nature comprises all categories of age, sex, profession, social status, being the result of the need to relax, to have physical and spiritual comfort; the modern man cannot cut himself from the natural way of living and his contact with the rustic environment contributes to maintaining his balance. Today, when work becomes less physical and more intellectual, free time spent in different forms and ways outdoor, as a necessary

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complementarity towards the routine and stressful activities indoor, becomes the most valuable part of time outside productive work [2]. Tourism can contribute to cultivating necessary psychological and physical qualities, to forming and improving personality and notwithstanding to developing the organism and maintaining the general health. Tourism can be put in practice in any geographical space and can be organized by teachers from all levels of learning starting with kindergarten and finishing with higher education. Nowadays, in other countries the search for specialists in activities done outdoor or on water is quite high; becoming a true industry caused mainly by the expresses request of adventure and unwinding. In our country, given the fact that most connoisseurs consider that tourism should be a second source of income after agriculture, the preparation and even the specialization of students within the faculties of physical education and sport and the ones affiliated with this domain (geography, sociology, social assistance, psycho-pedagogy, journalism, biology, history, etc) are necessary. The pleasure of going hiking (trips, expeditions, etc.) we believe to be the greatest field of human experience dedicated to forming a healthy character which will be able to construct, keep and transmit further a cleaner more beautiful and healthier world. The data referring to the physical identity of a person can be highlighted based on observation, conversation or documentation [3]. Specialized knowledge and the situation in which plural discipline cooperation is applied can demonstrate that the educative activities in the tourist domain have a major role. The necessity of training students for the tourist activities comprise of effectuating a picturesque route or a cultural and scientific one on foot with certain mechanical means (bikes,

ATV's, etc.) or with different vessels [4]. Practicing tourism more than often combine both aspects, recreational and sportive, thus being a means of physical education and an instructive and educative objective. One can focus on hikes, trips, camping, sporting orientation, nautical expeditions on lakes or rivers, minimal first aid techniques, survival, environment adaptation, etc. Studying specialized literature regarding tourist activities shows that the later activities teach the subjects to interpret and analyze the processes and phenomena from the ambient environment by introducing experience, practice and concrete aspects in the learning process [5]. These extracurricular outdoor activities presume the development of sensibility through the beauty of nature having the great advantage of embodying the infeasible educational elements in the gym or in the classroom, generally in closed spaces. They also ensure new possibilities of communication by surpassing the cultural and geographical differences through direct exchanges of knowledge and ideas from subjects coming from different countries in a globalised world of the 3rd millennium. Recent researches [6], have proven the importance of tourist activities, nature wise, on character development, cooperative social behavior and health. In the same time the subjects know the nature, its laws and its balance on different elements and on the whole. The experience in nature stimulates the creativity, employing the corporal and the mental and amplifying a better memory of recent activities and experiences; these qualities are usually inhibited by the closed, artificial and stressful environment of the cities.

Practicing physical exercise as tourism offers an experimental aspect to the process of learning and physical development having characteristics that cannot be exploited in closed spaces, not even on sport fields [8]. The methods of

physical education through tourism create more opportunities for the social human relationships, help and group spirit. Furthermore, through these practice methods, one can transmit knowledge about biodiversity and geodiversity together with issues of cultural and historic patrimony. The topography and relief of those places can be special opportunities for connecting students to different specialties, to the realities from the region by harmlessly exploiting these objectives. In this context, the non profile students, are more entitled to have profound knowledge about tourism, sporting orientation and ecology but also how they can be combined with the rest of the pedagogical, psychological, sociological, biological, etc. notions. The latter can lead to their and the generations to come education, development and socializing. Forming decisional capacities regarding social responsibility, forecasting activities under different life conditions, analyzing one's own actions and deeds and of others as well as forming a flexible behavior, adaptable to the new social and economical conditions, can be done having as a support the anticipative education applied through tourist activities.

2. Work Methods

The study comprised two research directions based on two questionnaires with the purpose of identifying students' attitudes for tourist activities and determining the preferred sensorial system.

1. The questionnaire has been applied on 300 students from Transylvania University, Brasov, and comprised a set of 18 questions with the interest of spending time in nature, their attitude for tourist activities in general, as well as the necessity of introducing in the learning process the tourism forms as a means of developing motile activities

with the purpose of improving the motile skills and personality thus obtaining a certain ability.

Based on the questionnaire one can also outline the necessity of accomplishing an analytical experimental program in the sphere of physical education and sport.

In the end of the experiment the results have been interpreted graphically as well in order to highlight the ulterior conclusions and recommendations.

The questionnaire comprised of 18 questions that tried to intercept the students' interest and importance for spending time in nature, their attitude for tourist activities as well as the necessity for introducing the forms of tourism as motile activities in the physical education and sport lessons, to the non profile students.

2. The test for determining the preferred main sensorial system comprised of a set of 14 questions [7].

Each student uses a representational system but we considered this study important in order to learn what representational systems the students prefer, depending on the identified variables and their preferences during these tourist activities.

The research activity has been done during 2014-2015. The investigation and observation of the subjects have been done during the physical education and sport lessons to the non profile students of the Transylvania University of Brasov.

3. The Results of the Research

The results of the questionnaire that had as a purpose identifying the students' attitudes towards the proposed forms of tourism. The most relevant answers to the questions were as followed: from the total of 300 students, 86,96% want to spend their free time in nature while 13,4% have responded negatively, especially the students from the exact science faculties.

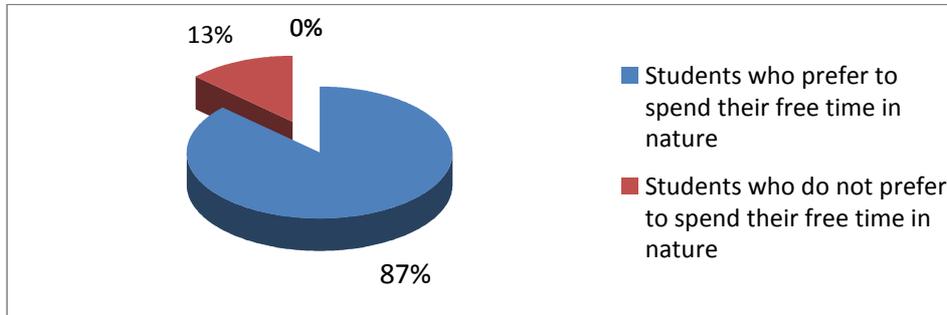


Fig. 1. *The preferences of students regarding spending free time*

The interest of students for a certain option of tourism: 64% prefer mountainous tourism while 12% prefer them all.

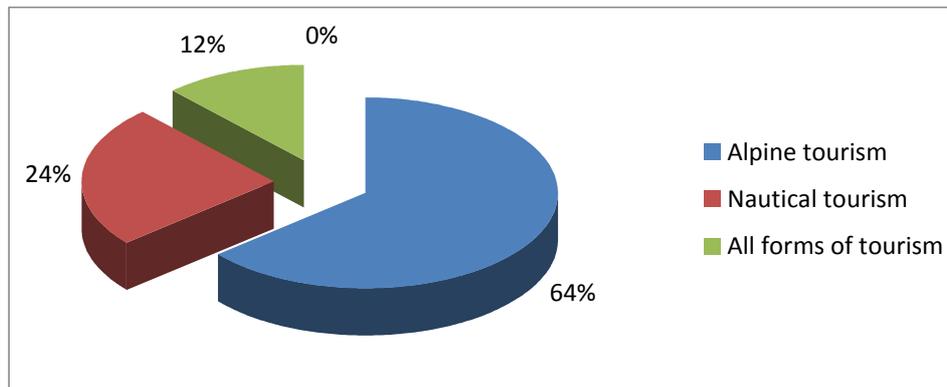


Fig. 2. *The preferences of students for the tourism form*

To what the status of tourist activities is concerned, within the EFSM learning plan, the majority of students have responded that they prefer a compulsory diet, 80% , while 20% prefer an optional one.

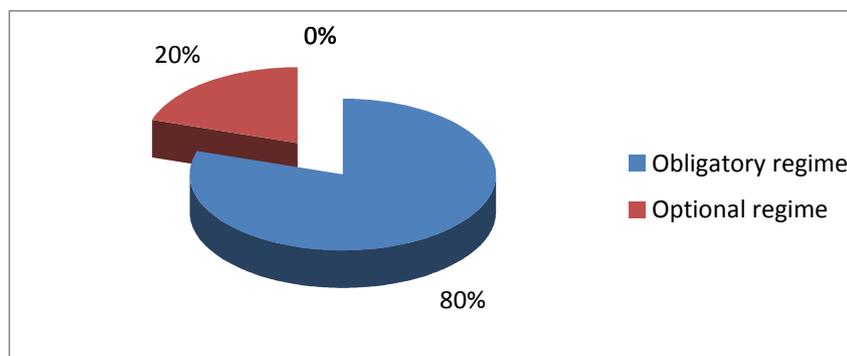


Fig. 3. *The preferences of students regarding the status of tourist activities in the learning plan*

The aforementioned aspects come to sustain the necessity of the present research, its conclusions and the propositions that come out of the questionnaire which undoubtedly represent a motivational argument in elaborating a concrete tourism curricular with applications for obtaining an additional ability that the one wanted as an intellectual future.

3.1. The results of the test determining the main sensorial system

The majority of people favor a sensorial canal, especially under stress. Nevertheless, we always use all sensorial canals and the more we can communicate easier on each one, the easier is to have a good rapport with the other speakers.

It is important to utter that one cannot say about someone that exclusively uses a sensorial canal but only that he/she has a preference; identifying this preference helps quite a lot in selecting certain forms of tourism that can correspond to the needs of the students.

We experiment on ourselves and the environment around us through our own systems of representation: visual, aural, kinesthetic, olfactory and gustative. This concept is useful from several points of view:

- If we can match our model representation systems to the models of others, we can better communicate and socialize with them.

- If we change some aspects of these representation systems we can change the way we remember certain things. This can be especially useful in the case of certain bad experiences from the past.
- If we assess behavior sequences that people use when successfully, we can copy these ones to have the same success [7].

In the present study the ones opting for the *visual canal* presumably collect environment information through the images that they know and remember. They are the majority, 50%. The ones opting for the *aural canal* presumably use hearing as a main source of information. They like to talk a lot. For the aural canal one also takes into account the interior dialogue (what we say to us) with a very important role in consolidating the value system, 16%. The ones opting for the interior dialogue base everything on their own self, taking information emotionally and rationally and interpreting them in a personal style, 16,5%. The ones with a *kinesthetic* preference trust what they feel. They are aware of the emotional reactions and take information through touch, taste and smell, 17,5%. If we have a good ability of working with these canals then we can communicate better with ourselves. A first step in training this ability is discovering the preferred sensorial canal.

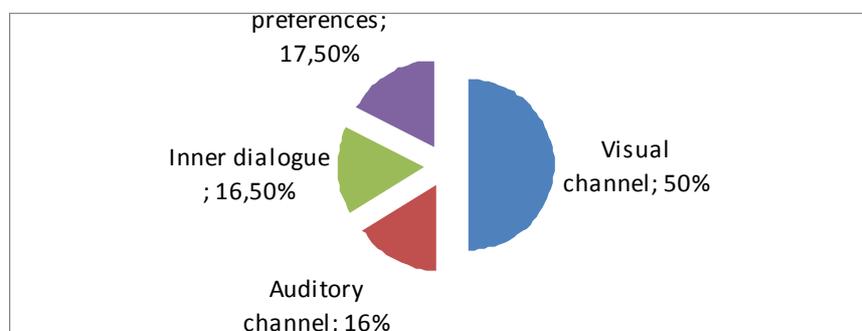


Fig. 4. *The results of the test determining the preferred sensorial canal*

4. Conclusions

In the present study one has obtained information regarding the means of organizing the extracurricular activities with a tourist specific and the forms of organization that must be conceived and planned systematically thus contributing to the development of the esthetic sense, health and personality.

- The results of the questionnaires for the physical education and sport students have proved that the majority of answers regarding the influence of tourist activities in forming personality through forms of tourism further acquiring a new ability, has been affirmative, 85,28%, 83,11% of the students subscribing to the idea of implementing a diversified form of tourism in the physical education and sport department.
- The tourist programs done have proved an increase in the way the psychological processes work dependent on acknowledging the dominant system of representation and the development of the preferred system of representation.
- Knowing the preferred sensorial system increases the probability that the selected tourist forms are preferred based on their visual attraction which corresponds to the imagistic visual character of the tourist offers.
- The effectuated tourist programs and optionally implemented have contributed not only to improving the knowledge and attitudes specific to tourist activities but also to developing the pedagogical abilities and organizatorial and social skills of future intellectuals.

The final step of the research was based on an essential aspect: the analysis, interpretation and systematization of the data gathered as a result of applying the questionnaire regarding tourism within the physical education and sport activities.

Another conclusion, would be the one referring to the “necessities” that must be

taken as activity principles which, in the case of tourism activities, due to a great density of affective, cognitive and moral density, can offer, in most cases, an adequate framework influencing the systematic practice of the different forms of tourism.

One has also highlighted the formative potential of tourism on forming the students’ personalities bearing in mind that the sport teacher is a person that must be specialized in implementing and developing the forms of tourism, the area of experimented modalities expanding from using the nonspecific means to organizing cooperation activities, competitions and encouraging practicing physical exercises outdoor, in nature, in fresh air.

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