

SOURCES OF ACCIDENTS IN PHYSICAL EDUCATION AND SPORTS ACTIVITY

CIORBĂ Constantin¹

MOROȘAN LARIONESCU Virgil²

¹State University of Physical Education and Sport Chișinău

²Stefan cel Mare University of Suceava, Romania

Key – words: physical education, sport, risk, accidents, prevention.

Abstract

The present study is about identifying and classifying the sources of accidents in physical education and sports activity. This article does not describe all types of accidents (an impossible thing to do in the present paper), but it rather reflects the sources of accidents and the so – called risk – factors which can be easily identified by all the specialists in the continuous fight for “primum non nocere”.

Introduction:

As it is known, practicing physical exercises under one form or another implies some risks which, although acknowledged (it is more difficult when they are not acknowledged), they are assumed either by the teacher or by the subject, or both. Without these risks, one cannot refer to performance in almost no sport branch, just as one cannot speak about progress during physical training classes.

Hippocrates, the famous antique doctor, pronounced the well - known adage “primum non nocere” (first of all do not harm anybody), addressed to contemporary doctors, an adage which best fits our area as well, area which together with medicine, fulfils common functions (prophylactic and therapeutic). This adage demonstrates its utility nowadays, too when, besides doctors and together with them, physical training specialists are searching for new acquisitive systems which must be standardized and perfected in such a way as to reach all proposed objectives, reducing as much as possible wounds and accidents, which are invariably a part of these two jobs.

The present paper aims at being an identifying and classifying one, rather than an exhaustive one. This is the main reason for which it does not describe all types of accidents (an impossible thing to do in the present paper), but it rather reflects the sources of accidents and the so – called risk – factors which can be easily identified by all the specialists.

Matherial

Sources of accidents in physical education and sport:

First of all, one must know the risk factors easier to operate with in identifying and preventing accidents. These risk factors have been classified in:

1. biomedical;
2. behavioral;
3. environmental;
4. pedagogical;
5. socio – economical.

Risk factors:

1. Biomedical – in this category, the most important part is played by the participants age, because the older they are, the more the level of functional indexes lowers, muscle – articulated mobility decreases as well as their capacity of effort and co-ordination. In this case, a major risk is the fact that some people do not accept their physical capacities or abilities which have diminished in time, or they simply have not practiced sports for a long time. Participants sex is important too, as women are more likely to suffer an injury, whereas men are not. One may take as well into account different diseases, previous injuries, momentary indisposition which can increase on the sports ground or can easily lead to accidents.

2. Behavioral: They may be the most important ones, taking into account the physical side irreversibly. As sources of accidents, one may take into account: pride, non-attentiveness, militancy, enthusiasm, fear, assuming different risks out of impressiveness or out of a wish to copy a model. All these behavioral elements can be successfully found in each pupils or students collectivity, that is why the most important role in diminishing behavioral accidents is played by the teacher who, using specific methods and skills, must find a way to inter-relate whit the subjects in such a way as to turn them from “passive” into “active” and responsible elements during a lesson.

As an effective measure against behavioral accidents, the report of work’s protection has been invented and it is a compulsory document which does not have the role of absolving the teacher from moral and criminal responsibility or it should, but it rather has the role of acknowledging and teaching the pupil or student the fact that he must be aware of risks and he must be responsible as an active participant to his own training.

3. Environmental: these risk – factors are made up of all variables of a sport ground, classrooms, spaces of physical education and

sports, children's playgrounds, of all used materials, equipment, weather and, to sum up, from all that surrounds us can be identified as a possible source of accidents.

The limits of training and control grounds, as well as the limits of spaces allocated to sports competitions, must be very carefully done, for the subjects to know exactly which is the allotted space of the activity and, to complete, if is more likely to avoid using materials which can change the plane surface curbs, stairs, pillars, pits, parapets a.s.o. and, if some of them are necessary, they must to be painted in colorful, light, contrasting colors. Not to mention the different building materials such as: wires, parquetry or damaged floors, nails, and sharp edges, mobile goals, shortly, all those accidents sources that are easier to neglect, but which imply great risks not only from a physical point of view, but also from a material view-point (balls, mattresses). The weather, together with pedagogical factors is a real danger when referring to accidents such as: muscle and ligaments extents and breaks, hipo and hypertermia, chilblains, breathing apparatus diseases, fallings determined by ice or strong wind.

4. Pedagogical: these factors appear all the time, especially with beginners and they are part of the most dangerous category because they conditional the other factors. Because of a faulty planning or projection or of a mechanical consequence of planning without taking into account variables, most of the time one widely opens the doors of accidents, increasing risk factors number. Another source of accidents may be unsuitable measurement of effort or using a wearisome stage of preparation. Teacher's skills and tactful ways of explaining and demonstrating different notion in also very important, especially because the teacher has to make sure that the subjects understood and then move on. Indirectly, even the tone of the teacher during class-work may influence in a good or bad manner students activity and this does not refer to the authority of the teacher, but to the perception of transmitted information to students responsiveness, which is not necessarily their quality but a result of gathering different factors referring to the teacher.

5. Socio-economical: as it can be depicted from their name, these risk-factors take into account the quality of sports materials and basis, the concern for material and installations ownership, as well as the cultural degree and origin (as a social medium) of those who use sport grounds. The hygiene or longevity of used materials on a sports ground reflects the cultural degree and education which has a positive meaning as well as in the case of respecting and applying norms of work's protection.

Conclusions

Risk-factors are and will continue to be, wherever sports activities take place, that is the reason why we must reduce accident sources, unfortunately inevitable for many sports grounds in our country, or we can try to “co-operate” with our students (pupils) in the fight for “primum non nocere”.

Bibliography

1. Fiedler, P. - *Metodica Educației Fizice și Sportive*, Editura Fundației Chemarea, Iași, 1998;
2. Păcuraru, A., Iacob, I., Balaiș, F., Braharu, O. - *Manualul profesorului de volei*, Editura Helios – Iași, 2000;
3. Scarlat, E., Scarlat, M., B. – *Educație Fizică și Sport*, Editura Didactică și Pedagogică București, 2002;
4. <http://www.injuryresearch.bc.ca/> - BC INJURY RESEARCH AND PREVENTION UNIT - Centre for Community Child Health Research.

Titlu: Surse de accidente în educație fizică și sport.

Cuvinte cheie: educație fizică, sport, risc, accidente, prevenire.

Rezumat: Prezentul studiu a urmărit identificarea și clasificarea surselor de accidente în educație fizică și sport. Acest articol nu prezintă o descriere a tuturor tipurilor de accidente, lucru de altfel și imposibil de realizat în prezenta lucrare, ci reflectă sursele de accidente grupate în jurul unor așa denumiți “factori de risc” care pot fi identificați cu ușurință de toți specialiștii domeniului.

Titre: Sources des accidents dans l'éducation physique et sport.

Mots clés: l'éducation physique, le sport, les risques, les accidents, la prévention.

Résumé: La présente étude est d'identifier et de classer les propos de sources d'accidents en éducation physique et sportive. Cet article ne décrit pas tous les types d'accidents (une chose impossible à faire dans le présent document), mais il reflète plutôt les sources d'accidents et de la soi - appelé risque - les facteurs qui peuvent être facilement identifiés par tous les spécialistes dans la lutte continue pour