

## **STUDY ABOUT THE ROLE OF THE OLYMPIC CIRCLES IN THE EDUCATIONAL AND SPORTIVE ACTIVITY OF THE SCHOOL**

*Ciprian Florentin<sup>1</sup>*

<sup>1</sup>*Ștefan cel Mare Secondary School of Putna, Romania*

**Keywords: Olympiad, Olympic circle, students, secondary school**

### **Abstract**

I chose this research topic "Study about the role of Olympic circles in the educational and sportive activity of the school", considering the children's desire for movement and dynamism, the necessity and importance of the movement in the formation of pupils' personality. The interest of children for movement in general, for exercises and games in particular, is very high at this age. Their desire is based on physiological causes, so any diminishing of the motor activity has repercussions on the functions of the body, on the growth and development of the child.

In an age of technology, computer, television, sedentary, pollution, stress, unhealthy food, effort limitation, the problem of using the physical education and sport as a means of preventing and compensating, relaxing and recreating, is more and more topical. In this paper I have proposed to exemplify the special role which the Olympic Circle has in forming the student's personality. I also proposed to demonstrate the effects that exercises, games and motion activities have on the development of human personality.

### **Introduction**

School sports in the rural area do not have enough sports clubs and organized sporting activities. There is a need for an institution to coordinate sport at school level. The Olympic Circle organizes sportive and educational activities. Here we talk about general sports culture concerts and artistic competitions: "Who knows Olympism, wins!" (General culture); "Olympic Games in Children's Imagination" (drawing contest); "A pen, called fair-play" (a contest for literature and sports journalism for children); The "Olympic Pentathlon for the Third Millennium" (besides the 30-meter running, long jump, basketball throwing, also contains an Olympic grid test and an art sample of literature, music, drawing, reciting or dance). All this competitions are promoted at national level.

The Olympic Circle is a response to the small number of physical education classes in schools and a response to the high desire of children to participate in any type of competition. Olympism is a sporting and cultural fact, emerging from the need of man to satisfy his high levels, his aspirations on a moral, aesthetic, artistic and professional level.

The values offered by the Olympism as perseverance, tenacity, courage, indulgence and self-indulgence are also a reference point for the everyday life of athletes and people in general. Sport has generated the Olympism, which is the ethical and spiritual specific crystallization of cultural values that concern the field of sport activity as a whole.

Olympic Education is education in the spirit of fair play (a concept promoted by the International Olympic Academy 35 years ago) that should not only be applied in sports but also in everyday life. Olympic education offers the opportunity to choose a particular lifestyle based on the fundamental values of the Olympism. Omplimpism supports the training and formation of the young generation.

## **Material and method**

### *Research hypotheses*

- Olympism, a social movement among young people, has to be educated through specific and unspecific means since school age.
- Educational and sports activity at school level should involve teachers from different curricular areas (language and communication, man and society, physical education, arts) as well as pupils themselves.
- Student activity within the Olympic Circle in school can help create a framework for self-organizing and self-governing capabilities.

*The research methods:* the methods used in this research were: the study of the specialized literature, the method of observation, the method of the questioner, the experiment method, the test method, the statistic method, the mathematic method, the graphic method, the tabular method, the comparative analysis method, method of psycho-pedagogical testing

Tests used in research:

- running speeds over a distance of 30 m;
- throwing the basketball ball without moving;
- long jump.

Research subjects: The subjects of the research were:

- 1 Experimental group that included pupils in the 7th grade and 8th grade at the at "Ștefan cel Mare" Secondary School. I gave them the indicative A (VIIA and VIIIA)
- 2 Control group that included pupils in the 7th grade and 8th grade at the Gura Putnei School. I gave them the B (VIIB and VIIB).

The breakdown by class is as follows:

- 7th grade A = 27 (18 boys and 9 girls)
- 7th grade B = 26 (11 boys and 15 girls)
- 8th grade A = 26 (13 boys and 13 girls)
- 8th grade B = 23 (15 boys and 8 girls)

*The organizing and conducting research*

For each parameter, the level of development was assessed from one stage to the next during a school year. The analysis was based on the average of the results at each age, the dynamics of these averages, the value and significance of the statistical indicators of homogeneity and dispersion, the distribution of the individual values within the frequency polygons. In addition to studying the biomotorical potential, we applied to the students in the experimental group three sets of questionnaires with themes from Olympism. We wanted to see if there is a dynamics of biomotorical potential in line with knowing and putting into practice the fair-play spirit in school activity. The content of the questionnaires was:

Questionnaire number 1

1. What is Olympism?
2. What do you mean by fair play?
3. Do you think the fair-play spirit is only found in sports?  
Motivate the answer.
4. Give examples of sports celebrities who have received the diploma and fair-play board.
5. What penalties do you consider "worth" athletes who do not show fair play in the game?

Questionnaire numer 2

1. Do you think that in the physical education lessons can be applied the spirit of fair play?
2. Do you think that fair-play spirit can be applied in school sports activities? How do you see its application?
3. Do examples of school activity when you have to show fair-play to colleagues?
4. How can you show fair-play in family relationships?
5. Do you believe that physical education contributes to the strengthening of the spirit of discipline, courage, perseverance? If so, why? If not, why?

Questionnaire numer 3

1. Why do students have to attend physical education lessons with sports equipment?
2. Do students need to provide (help) the acrobatic elements?
3. What do you think should be the behavior of a team to win the match?
4. In school competitions, do you think it is necessary to fight for the victory of your class team at any price?
5. What do you think you should behave as a spectator at sports competitions in or out of school?

**Results**

Table 1 - Research results (girls)

Tests	Class	Average age	No. cases	Average (meters)	S	M	C. V. (%)	Extreme Values upper limit	Extreme Values inferior limit	% better than average	% weaker as media
<i>Girls</i>											
I 2016	VII A	13,4	9	7,22	3,63	1,21	14,39	31	21	44,44	55,55
	VII B	13,5	15	6,80	2,23	0,57	11,26	22	17	60	40
	VIII A	14,4	8	8,12	4,05	1,43	16,12	32	22	25	75
	VIII B	14,4	13	7,73	3,09	0,89	15,05	25	18	23,07	46,15
II 2017	VII A	13,9	9	7,77	3,92	1,30	14,11	33	23	44,44	55,55
	VII B	13,10	15	7,10	2,25	0,58	10,35	24	18	60	40
	VIII A	14,9	8	8,50	4,20	1,48	15,27	34	24	37,50	62,50
	VIII B	14,9	13	7,90	3,70	1,06	15,92	32	20	30,76	46,15

Table 2 - Research results (boys)

Tests	Class	Average age	No. cases	Average (meters)	S	M	C. V. (%)	Extreme Values upper limit	Extreme Values inferior limit	% better than average	% weaker as media
<i>Boys</i>											
I 2016	VII A	13,3	18	8,61	5,73	1,35	16,55	48	26	50	50
	VII B	13,4	11	8,38	6,20	1,87	18,13	46	22	36,36	45,45
	VII A	14,3	15	9,08	7,21	1,86	16,16	64	35	33,33	66,66
	VIII B	14,3	13	8,83	8,88	2,56	23,66	55	30	46,15	53,84
II 2017	VII A	13,8	18	9,30	4,87	1,14	13,14	50	28	50	50
	VII B	13,9	11	8,92	4,73	1,42	12,84	48	24	36,36	45,45
	VIII A	14,8	15	10,23	6,93	1,79	14,58	67	40	33,33	66,66
	VIII B	14,8	13	9,53	9,40	2,71	22,63	62	33	38,46	61,53

The first test measures the explosive force of the arms. The testing was done under the same conditions in both evaluations. Each

student made two attempts, and the best results were recorded in the charts. In the case of girls, the growth rate was performed within the same limits for all grades as compared to the first assessment. The standard deviation was kept between the same coordinates as in the case of average error and coefficient of variability, the homogeneity being good.

The averages were influenced by some very good results, but the share within the frequency polygon was below average. Long jump exploits the explosive force of her legs. As it is a natural movement, the jump does not involve a special technique. Arithmetic meanings are superior to the experimental groups compared to the control groups (183.33 cm vs. 173 cm in the 7th grade) Average values are 191.87 cm (190 inches) from 190 cm in the eighth grade.

The homogeneity of the groups was very good. By using the Student "t" test, we have found that the averages obtained are certain. In terms of significance, the arithmetic means are again certified in all classes under evaluation. Amplitude reveals 35 cm in the 7th grade A and 8th grade A. The averages were influenced by the values with the percentage better than the average within the frequency polygons.

#### *Sociometric testing*

The sociometric testing included a total of 50 students (groups of experimental classes). Questionnaire number 1 had questions about the definition of the Olympics, the notion of fair play, the scope of fair play, the names of athletes who received various distinctions, namely the diploma and the name of sanctions imposed on athletes who do not apply the spirit of fair-play in the game. Questionnaire number 2 refers to the field of fair-play application in school activity. The questionnaire number 3 with problematic features puts students in the way of how to apply the right relationship between the competition partners, the spirit of assistance and the assurance, and the need for sports equipment.

Responses have shown that Olympism is a philosophy of life that combines the qualities of the body of mind and spirit. Students have defined varied, but with responsibility and imagination, the notion of fair play, among their responses, respecting the competition partner, complying with the regulation, right attitude towards the public, helpfulness.

#### **Final conclusions**

The Olympic Circle exerted a major influence on the personality of the child, both in the sphere of motricity, intellect, influencing

temperament by self-mastery, emotional balance, character through the spirit of initiative, desire for self-determination, determination, aptitudes through observation, skill, creativity through developing new variants, finding solutions to solving various game situations.

The verification of the hypotheses confirmed that the activity of the Olympic Circle represents a set of actions that contribute to the development of the child's personality by enhancing the psychophysical qualities of the child and ensuring a balance between them. Our research is a model for all those involved in planning, organizing and conducting physical exercises and motion games.

### **Bibliography**

- 1 Ababei, R., *Educație Olimpică*, Ed. Alma Mater Bacău, 2006).
- 2 Ababei, R., *Implicații ale politicului în Jocurile Olimpice*, în *Analele Universității Dunărea de Jos din Galați*, 2009.
- 3 Armstrong, M., *Personnel Management Practice*, Prentice Hall, 2009
- 4 Bontaș, D., *Bazele managementului firmelor*, Editura Moldavia, Bacău, 2000,
- 5 Bontaș, D., *Managementul general al organizației*, Ed. Moldavia, Bacău, 2003,
- 6 Burduș, E., Căprărescu, Gh., *Fundamentele managementului organizației*, Editura economică, București, 1999, p. 18
- 7 De Coubertin, P., *Perils sur les jeux olympiques*, Ed, Laffayette, Paris, 1920
- 8 Diem C., *La Flame Olympique, une necessite*, Ed. Antwerpen, Anvers, 1921
- 9 Ionescu Gh. Toma, Gh., *Andrei Cultura organizațională și managementul tranziției*, Editura Economică, București, 2001, p.167
- 10 Nica, P., și colab., *Managementul organizației*, Editura Condor, Chișinău, 1994.
- 11 Nicolescu, O., Verboncu, I., *Management*, Ed. Economică, Ediția a III-a revizuită, București, 1999, p. 417
- 12 Novak, M., *Olympism and civilisation*, Prentice Hall New York, 1998
- 13 Morford, R., *Olympism -Tottered remnant of a Victorian Fancy* Ed Chaucer 1924
- 14 Panaitescu, P.,P., *Dezvoltarea olimpismului în România*, COR, 1994

- 15 Postolache N. Istoria sportului în date cronologice, Ed. Editis, București, 1995  
16 Șiperco, A., Informare privind mișcarea olimpică, COR, 1982,

## **STUDIU PRIVIND ROLUL CERCURILOR OLIMPICE ÎN ACTIVITATEA EDUCATIVĂ ȘI SPORTIVĂ A ȘCOLII**

*Ciprian Florentin<sup>1</sup>*

*<sup>1</sup>Școala Gimnazială Ștefan cel Mare Putna, Romania*

**Cuvinte cheie: olimpism, cercul olimpic, ciclul gimnazial, elevi**

### **Rezumat**

Am ales ca temă a acestei lucrări “Studiu privind rolul cercurilor olimpice în activitatea educativă și sportivă a școlii”, având în vedere dorința de mișcare și dinamismul copiilor, necesitatea și importanța mișcării în formarea personalității elevului de gimnaziu. Interesul copiilor pentru mișcare în general, pentru exerciții și jocuri în special este foarte mare la această vârstă. Dorința lor are la bază cauze de ordin fiziologic, motiv pentru care orice diminuare sau limitare a activității motrice are repercursiuni asupra funcțiilor organismului, asupra creșterii și dezvoltării copilului.

Într-o epocă a tehnologiei, calculatorului, televizorului, a sedentarismului, poluării, stresului, alimentației considerabil îmbunătățite și abundente, a limitării efortului problema folosirii pe o scară tot mai largă a educației fizice și sportului ca mijloace de prevenție și compensatorii, de destindere și agrement, este tot mai de actualitate. Mi-am propus ca în această lucrare să exemplific, rolul deosebit pe care Cercul Olimpic îl are în formarea personalității elevului, efectele pe care exercițiile, jocurile și activitățile de mișcare le au asupra personalității.