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**L'EFFET DES BESOINS PSYCHOLOGIQUES  
FONDAMENTAUX SUR LA CONFIANCE EN  
SOI DES ETUDIANTS UNIVERSITAIRES**

**Résumé:** Cette étude vise à déterminer si la satisfaction des besoins psychologiques de base

(besoin d'autonomie, le besoin de la compétence et la nécessité de parenté) contribue confiance en soi. 232 participants composés de 136 hommes (58,6%) et 96 femmes (41,4%) ont participé à l'étude. Les participants ont été choisis parmi les étudiants d'une université d'Etat en Turquie. La confiance en soi échelle et l'échelle Besoin de base psychologique ont été utilisées pour la collecte des données. L'analyse de corrélation de Pearson a révélé une corrélation négative significative entre la confiance en soi et la nécessité de l'autonomie; la confiance en soi et le besoin de compétence; la confiance en soi et le besoin de parenté ( $p < 0,00$ ); besoin de compétence et la nécessité de parenté ( $p < 0,05$ ). Besoin d'autonomie et le besoin de parenté expliquée de façon significative de près de 35% de la variance totale de confiance en soi ( $F = 60,28$ ;  $p < 0,00$ ). Les résultats suggèrent que la satisfaction des besoins psychologiques de base améliore la confiance en soi des étudiants universitaires.

**Mots-clés:** Les besoins psychologiques de base, confiance en soi, des étudiants universitaires

**THE OBJECTIVES, FUNCTIONS AND ROLE OF JUDO IN THE  
CONTEXT OF CONTEMPORARY EDUCATION**

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**Abstract:**

*In the present conditions of continuous development of society, sports successfully contribute to fulfilling the general tasks which should not be regarded unilaterally through the prism of its role in physical development and health improvement. Sports exert a multilateral influence on athletes as it is correlated to the other dimensions of education: intercultural education, aesthetic education, moral education, etc. Judo, by its content and means may support the global phenomenon of including education in creating a better world able to meet the requirements of development.*

**Key words:** Judo, objectives, functions, education, contemporary.

**INTRODUCTION**

Starting from the analysis of "the concept promoted by A. Peccei, the president of the Club of Rome, under the title *Problems of Contemporary World*" (P.L.C.), a concept evincing the universal character of these problems, the global character of manifestation, the fast evolution and difficult to foresee, the pluridisciplinary character, as well as the priority or impending character" (Rassekh, 1987: Mihăilescu L., Mihăilescu N., 2009, p. 2), it may be

said that judo attempts at contributing to the solution of these problems in today's world.

The new problems have triggered a rethinking of the directions of education as a process of formation for youngsters and adults all around the world, and in our country, in point of becoming responsible and participating in solving the problems confronting humanity and the modern society.

**HYPOTHESIS**

It is considered that judo, through its content and means, may support this global phenomenon of

involving education into “the creation of a better world, if achieved by programs centred on the values of education for change, for tomorrow, as the development of the modern world is closely related to the manner in which education may meet the demands of development” (Mihăilescu L., Mihăilescu N., 2009, p. 2).

### TASKS

To provide solutions along these lines, it is considered that the concepts of “new educations” and “permanent education” should be enriched with specific contents, which is a priority for all the subjects involved in the educational process on a national and international level, so it is also true for judo.

Judo, as a subject belonging to the field of physical education, has functions tallying in with the general functions of this subject and education at large. The functions of education have been differentiated in specialised literature, as they are considered to have the role of “selecting and conveying values from society to the individual, developing the biopsychic potential of the individual, ensuring an active social insertion of the human subject” (Nicola I., 1992, p. 21-22) or as a “cognitive

function of information conveyance; economic function of forming individuals for productive activity; axiological function of valorisation and development of the cultural creation potential” (Şafran O., 1982, p. 73-74). Each of these attempts at pointing out that “the educational act focuses on developing human personality, and on the other hand this development responds to the societal requirements placed on the individual” (Nicola I., 1992, p. 21-22).

The functions of sports and physical education aim at achieving a “relation between practising physical exercise in various forms and its effects on the social life in its entirety”(Mihăilescu L., 2010, p.26).

Judo, according to the form in which it is practised, i.e. as a leisure activity or high-performance sporting activity, attempts at fulfilling the functions that are common to sports and physical education.

The functions of sports and physical education, as presented by Mihăilescu in Dragnea (2002), are common functions on various levels (biological, motor, psycho-social, cultural and recreational-economic) with specific elements to the two activities

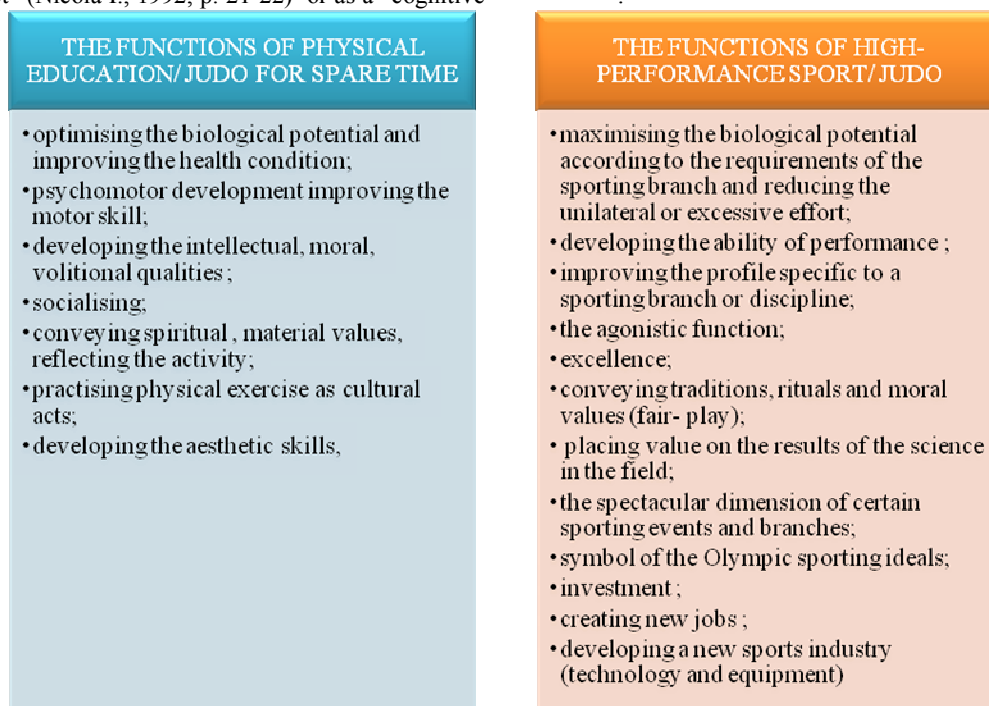


Figure 1. Parallel view of the functions of physical education and sports, and the forms of judo practice

### Traditional forms and components of the “new educations” and the non-standard components

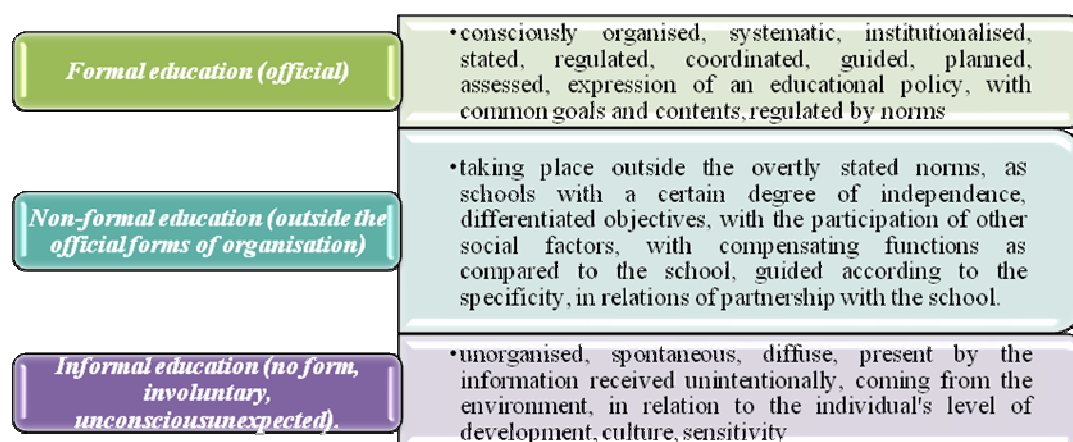


Figure 2. Forms of education according to their influence (Joița, 1999, p.39, adapted)

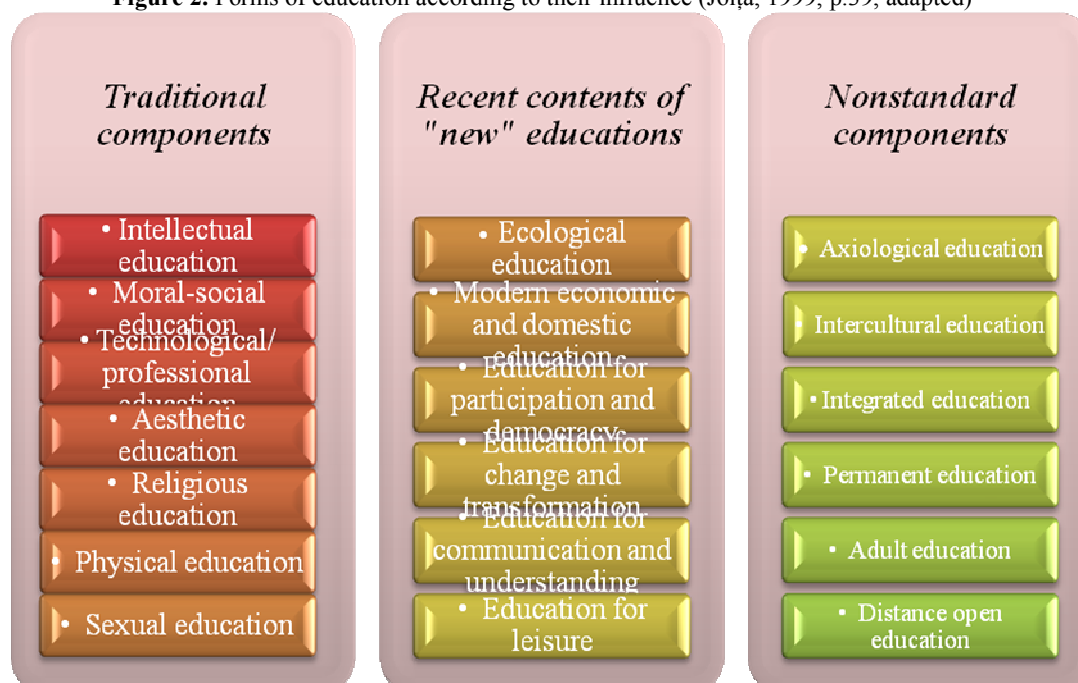


Figure 3. Education components as projection of objectives (Cucuș, [http://www.psih.uaic.ro/~ccucos/files/cursuri/Pedagogie\\_generala.htm](http://www.psih.uaic.ro/~ccucos/files/cursuri/Pedagogie_generala.htm), adapted)

### THE PLACE AND ROLE OF JUDO IN EDUCATION

Judo has a specific content, and its own forms of organisation, means of achieving actions influencing education, thus meeting the demands and forms of education. In Romanian formal education, judo is a school subject in the vocational curriculum.

Nonformal education is achieved through specific activities organised mainly outside the school institutions (sporting clubs), sports competitions included in the school calendar, and also through the participation of all those involved in practising judo in federations, training camps and all the forms available to elite athletes by post school programs, formation and permanent training, as well as professional improvement.

Similarly, nonformal education is performed through activities with a certain independence degree, on the basis of objectives different from the physical activities practised in school, with compensating functions, and the participation of other social factors (sports directions, town halls, sports associations), under the management of specialists with various levels of training (teachers, coaches, trainers), but without neglecting the partnership with the school.

Nonformal education in judo is also achieved by being systematic, answering the permanent and varied requirements of children's education, being seen as complementary or supplementary education.

Judo corresponds to the characteristics of nonformal education by the optional character of the organised activities, the possibilities for children to

participate interactively in establishing what they are to learn and perform. The specialists play the role of guides, moderators, activity partners. Assessment in nonformal education falls within the limits of the children's need for stimulation and support, without marks or grades.

Nonformal education achieved by judo is a necessity, having the role of making available to children various forms of access to education, through the manner of carrying out activities and granting value to all the formative and educational influences of the different organisational forms of education during the school cycle and in the post-school stage.

In general, this form of education answers the need for spending free time, being part of groups with similar affinities, being closely connected with the school environment.

It allows for an education with predominantly positive effects on the children, since:

- all activities constitute a subsystem of the institutionalised educational system;
- the activities are conceived according to principles, general norms, rules, requirements able to ensure performances meant to be integrated into the general educational process;
- the activities take place according to the educational pedagogical requirements;
- the educational process is managed by specialists;
- it has clearly formulated educational objectives;
- it disposes of rigorously selected contents, adapted to the specific character of each age, open to interdisciplinarity and permanent education;
- it has specific teaching methodologies;
- it is child-oriented and corresponds to the child's needs and aspirations;
- children are directly involved, being unmediated co-partners in these activities;
- it provides programs of alternative activities, which are differentiated, diversified, and optional;
- it possesses diversified methodological instruments allowing a more considerable accumulation of life experience by the unmediated contact with people, cultural phenomena, and the direct participation in sports events;
- actions are characterised by considerable flexibility and meet a wide range of interests;
- activities take place in accordance with the novelties in various fields;
- the communication in the activities is interactive, including methods of child activation;
- the working techniques are creative and stimulating, allowing for the vocational and multilateral development;
- the educators are direct participants, their actions consist more in suggestions, not imposing their

point of view, cooperation with the children, guidance towards becoming good organisers of their own activity;

- assessments are optional, considered rather as methods of stimulation and support for the children;
- the educational process allows for the cultivation of the ability to transfer the learning acquisitions, and especially to apply them in practice in various circumstances;
- it has positive effects on cultivating the interest in knowledge due to its character of authenticity, attractiveness, variety, founding its activities on the children's interests, skills, concerns and preferences, thus enabling the development of affective processes;
- it contributes to developing organisational abilities, self-care abilities, time-management, critical thinking, decision-taking and problem solving skills.

An aspect that should absolutely be taken into account in the activities of the nonformal education in judo is that they should observe the pedagogical values of education and take place on scientific foundations, avoiding the use of contents that encourage popularity or the guidance of activities towards fixed aspects (such as high performance).

## CONCLUSIONS

Judo is important and useful in nonformal education as it has a series of pedagogical advantages: it is learner-centred, learning-centred, it has a flexible and varied curriculum, presupposes diverse attractive means, contributes to enriching the general and specialised culture, it is an organised leisure form, ensures the information upgrade in various fields, allows the immediate application of acquisitions, puts forward the new technologies, answers the requirements and necessities of permanent education.

Judo, in informal education, disposes of specific contents and activities, by increasing the individuals' awareness about the importance of practising sports at any age, the benefits on the health condition, on a psychophysical, educational, social and cultural level, on the standard of living, through actions of direct information and mediatisation.

A valuable informal education may have positive influences on children's formation and development, being also achieved by advertising the performance of elite judo athletes, by promoting their moral values and fair-play spirit in competitions, as well as their perseverance in attaining the top in their sport discipline.

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**LES OBJECTIFS, FONCTIONS ET ROLE DE  
JUDO DANS LE CONTEXTE DE L'EDUCATION  
CONTEMPORAIN**

**Résumé:**

*Dans les conditions actuelles de la société de nos jours, le sport contribue à accomplir les tâches générales qui ne se limitent pas à développer le physique et améliorer l'état de la santé. Les sports exercent une influence multilatérale sur les sportifs car ils sont corrélés aux autres dimensions de l'éducation : interculturelle, esthétique, morale, etc. Le judo, par son contenu et ses moyens, peut soutenir le phénomène global de l'inclusion de l'éducation dans la création d'un monde meilleur.*

**Mots clefs:** Judo, objectifs, fonctions, éducation, contemporain

**THE ROLE OF PERCEPTIVE AND SENSORY FACTORS IN JUDO-SPECIFIC MOTOR ACTS AND ACTIONS**

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**Abstract:**

*Judo is characterised by complex specific movements provided by the interaction of active and passive forces and the speed of reaction. A rich experience, a high number of repetitions, a long training of the kinaesthetic sense result in assessing the intensity and direction of the effort necessary in performing a movement. It determines the formation of adequate representations of certain movements (elements and technical procedures) which play an important role in the acquisition of the judo technique.*

**Key words:** Judo, motor act, perception, sensoriality.

The response to a stimulus or a situation is defined as a motor act. The occurrence of the motor act, in point of the adaptation to the situation, task or intention, is conditioned by the sensory-perceptive complex whose informational source is the movement itself and its relation with the object it acts on.

The importance of sensory and perceptive information in motor acts:

☛ sensory information of motor acts;  
☛ dermic (cutaneous) information, *i.e.* the sensations occurring as a result of exciting the sensitive corpuscles under the skin, which are of 3 types:

☛ tactile (the sense of touch, of which contact and pressure are also a part);

☛ temperature, divided into hot and cold, or pain sensations.

The tactile stimuli in judo may come from the kimono, or the opponent. The subjects form certain habits, as a result of systematising the excitation processes on the cortex, represented by the formation

of the dynamic stereotype and the habitude-formation phenomena developed in the nervous centres.

☛ **Visual sensations** are sensations of light and colour. They are considered important in human life and activity, taking into consideration that they provide orientation in the environment.

In sports training the peculiarities of seeing colours and perceiving size (objects: tennis balls, footballs, basketballs, etc), distance (benchmarks on the size of the court or the surface) and object movement (displacement of the opponent or the referees) are of importance in developing distributive attention from a very tender age.

In judo the combat area is delimited by safety areas that are vividly coloured, making the difference between the regulations zone and the area where the athlete may be sanctioned, allowing him to focus less on this aspect and more on the technical and tactical situations in the match.

The results of the laboratory research proved that out of the colours green is the least perceived by