- full physical, mental rest, etc.

Competitive midbrain - 1-2 weeks.

- In the competition mid-cycle, the volume and effort in training is reduced sharply to 25-30%;
- The details of technique and tactics are processed, the tasks of psychological training for the next start are solved.

From the analysis of the literature: Ozolin (1981); Alabin (1981); Counsilman (1977); Maglischo (1992); Platonov (2012).Studying the experience of planning, the world famous coaches who have champions at the Olympic Games and World Championships, such as DicDyohoms, Marc Schubert, Edi Riisa, Ghenadie Turechchii, Bob Bowman and others, the following conclusions can be drawn:

- Many world-renowned specialists in planning the training of swimmers are based on the involvement of volume and intensity during training to increase aerobic-anaerobic possibilities, special training, rehabilitation after a great effort of training.
- In the planning of performance athletes, specialists are systematically proposing to work on improving the technique, developing general and specific resistance, work to improve strength, work to improve mobility and coordination.
- Bowman and Sterkel (2012), who trained M. Phelps at the end of the mid-cycle, in the last 16 days propose a planning of four micro cycles each day with two, three workouts, with a volume and very high intensities, developing and applying modern methodologies.

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Professional Aspirations of 11th-12th Grade High School Students in Galati and Iasi. Pedagogical and Career Management Assessment

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Abstract

In this paper we present an exploratory research on a theoretical sample of 326 students. The topic targeted for analyzing the concept of professional aspirations of students in the last high school classes, the way in which the students see their integration into the labour market, the sources of information used in the choice of the faculty and career in general.

The research involved a survey based on a questionnaire applied on a sample of 4 high schools from Galaţi and Iaşi (on 4 high school categories, depending on the percentages obtained for the baccalaureate exam). In each high school a questionnaire was applied to a sample of full-time students in the last high school classes (XI and XII), who are in the state education system.

The paper had several main objectives: identifying students' motivation to pursue higher education after completing high school studies, identifying the proportion of students' propensity to migrate to another country, identifying students' sources of information in decision-making for their professional future, evaluating the professional interests of students, identifying how students assess their own educational training. The six hypotheses of the research are strictly related to the instrument used and the theoretical sample.

The pedagogical dimension of the research is taken into account in the assessment made by the students of the teaching staff regarding the methods of teaching and evaluation.

Finally, we mention some of the research conclusions. We found that the majority of students considered it appropriate to pursue higher education. We noticed the students' retention to migrate at any cost, while at the same time having the opportunity to be realized in Romania. Identifying students' information sources in decision-making for the professional future: the intimate circle of acquaintances remains priority and less of counsellors or psychologists. Evaluating the professional interests of students: the professions indicated by the students are very diverse and the legitimate interest is related to personal skills rather than the situation of the occupation/profession on the labour market. Identify how students assess their own educational training: differentiated on the assessment of the institutional educational climate and the assessment of parental control.

Data was processed using SPSS. The *chi-square test* was calculated between the studied groups and the internal consistency of indicators used by means of the *Alpha Crombach* coefficient.

This research is an applicative and descriptive one; it has the role of identifying and describing the characteristics of some realities in the educational area.

Keywords: professional aspirations, pedagogy, career management, labour market, school, students

2. Introduction

Adolescence is a period of identity crisis and of role confusion. The major problem of teenagers consists in trying to evaluate the meaning of personal identity. They often ask themselves questions like “Who am I?” “Where do I go from here?” “What will I do in the future?” It is a reflection process and they seek to answer these questions through their own body, through embraced ideologies, through the perception of the world, beliefs, values, as well as through communication with others.

The physical, emotional and mental development of a teenager further defines the direction of his career. At this age, the first important decisions are made about the future career, for example, by choosing a particular school, a class with a particular profile or by preferring a particular field of study.

The teenagers try to know their own interests, skills, talents, and values to discover the right profession or occupation, but not all of them manage to discover what they really like to do. It is a gradual development with realism and consistency of professional goals. These are some features needed to get them where they want. Beyond any more or less successful professional career, there is a more or less conscious professional aspiration. Professional aspiration acts through a behavioral direction. Social reality is made both from the happy cases of professional success and also from situations of professional failure, for this reason, the study of professional aspirations is a research direction that can provide a better understanding of the relationships between the individual and society. Starting from the observation that the professional aspirations of an individual and those of the groups to which he belongs are linked together and reveal internalized values.

As a sociological concept, we consider that professional aspirations have several important dimensions. The first dimension is *value* because aspirations illustrate things important for a person when he manages own life and career. Joining aspirations and profession points out what is important to a person and his quest to accomplish certain things in his future career. *The educational dimension* of professional aspirations plays an important role in the subsequent professional training of a person. In this point the family, the school, the community, the tradition and the level of education of the parents are particularly important. A person uses certain *sources of information* (formal or informal) to make a representation about the world of professions. These sources of information are very important for the representation that a person will form about the world of professions. *Individual skills and their awareness (self-knowledge)* are decisive in the future projection of the right or wrong choice of a professional career. *The structural and economic dimension* represents the resources at the disposal of a person due to the social system structure, such as: social origin, family income, access to resources, cultural and relational capital. All this can help a person or, on the contrary, can form a barrier against the development of certain professional aspirations and later in the future professional path.

3. Objectives

The general objective of our research is to study students' professional aspirations in the last high school classes from Galati and Iasi (on a theoretical sample), the way in which the students see their integration into the labour market, the sources of information used in the choice of the faculty and career in general.

The specific objectives are: identifying students' motivation to pursue higher education after completing high school studies, identifying the proportion of students' propensity to migrate to another country, identifying students' sources of information in decision-making for their professional future, evaluating the professional interests of students, identifying how students assess their own educational training.

The processes involved are particularly complex, other specific objectives could be added, but we have summed up the ones that seemed to us the most important.

4. Hypotheses

The research has six main hypotheses. These are: 1. There are significant differences in the time of learning between boys and girls, but also by the vocational high school profile (theoretical and/or technological); 2. The propensity to pursue higher education is associated with the tendency to find a job abroad; 3. There are significant differences in the decision to extend/improve through higher education taking into account the place of residence/ study, the profile of the high school and the gender of respondents; 4. The motivation to pursue higher education is significantly influenced by parental control of student education; 5. There are significant differences in the assessment of the educational climate according to the place of residence/study, the profile of the high school and the gender of the respondents; 6. The lower the family's income, the higher the propensity to find a job abroad.

5. Material and methods

The research involved a survey based on a questionnaire applied on a sample of 4 high schools from Galati and Iasi (on 4 high school categories, depending on the percentages obtained for the baccalaureate exam). In each high school, a questionnaire was applied to a sample of students in the last high school classes (XI and XII), who are in the state education system with daily presence. The research also focused on the theoretical and technological lines of high schools. The sample has 326 students and was performed in the period March-April 2016. The average age of the research sample is almost 18 years (17.97 years) and the male/female proportion is almost equal.

The data was processed using SPSS. The *chi-square test* was calculated between the studied groups and the internal consistency of indicators used by means of the *Alpha Crombach* coefficient.

This research is an applicative and descriptive one, having the role of identifying and describing the characteristics of some realities from the educational area.

6. Results and discussions

We present shortly below the results obtained from statistical data processing. To verify the first hypothesis we calculated the median of the number of hours given to the study by students in the last high school classes which is 2 hours. 55.7% of sample students give the study for the next day from 2 hours to none at all. For the male/female comparison in terms of hours of study, we calculated mean, standard deviation and mean error for both sexes. The results are illustrated in Table 1.

Table 1. Comparison masculine/feminine-hours allocated for individual study

	sd2 Sex	N	Mean	Std. Deviation	Std. Error Mean
Average number of hours	Masculine	165	4.1576	15.05344	1.17191
Quantitative variable	Feminine	161	5.1553	15.06851	1.18757

If we reduce these responses to some important categories, we will get the following situation:

Table 2. Time for individual study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	at least one hour	71	21.8	21.8	21.8
	1-2 hours	110	33.7	33.7	55.5
	2-3 hours	83	25.5	25.5	81.0
	more than 3 hours	54	16.6	16.6	97.5
	no answer	8	2.5	2.5	100.0
	Total	326	100.0	100.0	21.8

In Table 2 we can see that 81% of students study up to three hours a day.

We test hypothesis no. 2. Practically this hypothesis breaks down into two working hypotheses:

- *I1a.*-There are significant differences in terms of study time between boys and girls. The test results of this hypothesis are shown in the following tables:

Table 3. Time for individual study

			at least one hour	1-2 hours	2-3 hours	more than 3 hours	Total
sd2 Sex	Masculine	Count	60	61	27	13	161
		Expected Count	35.9	55.7	42.0	27.3	161.0
		% within sd2 Sex	37.3%	37.9%	16.8%	8.1%	100.0%
	Feminine	Count	11	49	56	41	157
		Expected Count	35.1	54.3	41.0	26.7	157.0
		% within sd2 Sex	7.0%	31.2%	35.7%	26.1%	100.0%
Total		Count	71	110	83	54	318
		Expected Count	71.0	110.0	83.0	54.0	318.0
		% within sd2 Sex	22.3%	34.6%	26.1%	17.0%	100.0%

Table **4. Test of association between gender/time for individual study (Chi-Square Tests)**

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	59.736[a]	3	.000
Likelihood Ratio	64.063	3	.000
Linear-by-Linear Association	56.381	1	.000
N of Valid Cases	318		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.66.

In Table 2 we can see that there is a significant association between the two variables ($\chi 2$=59.7, df=3, p=0.000) and the intensity is medium (Phi=0.433). Finally, we can conclude that the gender of subjects influences individual study time: girls study significantly more than boys. The result would have been the same if we had analyzed through a parametric test starting from Table 1. Hypothesis *I1a.* is confirmed.

- *I1b.*-There are significant differences in terms of teaching time according to the vocational or theoretical profile.T*he r*esults of testing the second working hypothesis are found in Table 5 and Table 6.

Table 5. Association between the theoretical and technological school line for individual study time

school line * VAR00003 Crosstabulation

			at least one hour	1-2 hours	2-3 hours	more than 3 hours	Total
School line	theoretical	Count	16	56	57	44	173
		Expected Count	38.6	59.8	45.2	29.4	173.0
		%within school line	9.2%	32.4%	32.9%	25.4%	100.0%
	technological	Count	55	54	26	10	145
		Expected Count	32.4	50.2	37.8	24.6	145.0
		% within school line	37.9%	37.2%	17.9%	6.9%	100.0%
Total		Count	71	110	83	54	318
		Expected Count	71.0	110.0	83.0	54.0	318.0
		%within school line	22.3%	34.6%	26.1%	17.0%	100.0%

Table 6. Chi-Square Tests-association between the theoretical and technological school line for individual study time

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	52.385[a]	3	.000
Likelihood Ratio	55.197	3	.000
Linear-by-Linear Association	50.243	1	.000
N of Valid Cases	318		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.62.

As one can notice, there is a significant association between the two variables ($\chi 2$=52.3, df=3, p=0.000) and the intensity is an average one (Phi=0.402). Finally, one can get to the conclusion that the vocational profile (theoretical vs. technological ones) are influencing the time allocated for learning: the pupils from the theoretical classes are learning more than the technological ones. As a conclusion, the working hypothesis *I1b.*is confirmed.

In order to test the second hypothesis, I proceeded with two cross-tabulation analyses to show the association between the "going to university" variable and "a job abroad", but resulted that there is no significant association between the two variables ($\chi 2$=4.4, df=3, p=0.215). It can be resumed that the prospect of learning into a university is not connected to a potential departure from the country. So, hypothesis I2 is not confirmed.

In order to test the hypothesis no. 3, I associated the prospect of following upper studies in the place of origin, the high school type and the subject gender. The results obtained indicated that the prospect of continuing the studies is for sure associated with the high school type and the subject gender; the students from the theoretical high schools and particularly the girls have higher prospect for upper studies. The hometown has no statistical importance whatsoever in this case.

In order to test hypothesis no. 4, I tested first the inner consistency of the items from the Likert scale measuring the parental control. The result obtained by calculating the *Alfa Cronbach* (0.60) coefficient is significant, but, by applying the independent samples T test upper studies/ parental control did not result in significant results between the values of the two categories. In other words, hypothesis I4 is not confirmed: the parental control does not matter for the decision of going to university or not.

Still, if the pupils wish to go to a university, from their option perspective it can be noticed a separation between the ones determined to go for the medical university (18%), economic sciences (7%), IT and law (both around 5%), while the option for the multi-technical upper studies can only be found within the preferences of just 2% of the pupils.

In order to test hypothesis no.5 on the educational climate evaluation, it can be noticed that, in the pupils answers there is a slight positive appreciation on the teachers learning methods, but without being enough to get to a clear conclusion, needed to be further studied in future research. The same situation is found for the teachers' methods, the fairness of evaluation and value influencing in the good sense they may have on their students, but again, the results are not enough to get to a clear conclusion and they need to be further researched. Regarding the existence of some significant differences of the educational climate of the hometown/study, the high school type and the subjects gender, I built a statistic index called *evalschool* comprising five indicators with internal consistency of the significant items (Alfa Cronbach=0.77). It resulted that there is no significant differences according to the hometowns (F=0.078, Sig.=0.781; t=1.025, df=258, p=0.255) neither after the high schools type (F=5.657, Sig.=0.018; t=-.1.192, df=258, p=0.235), but there are significant differences regarding the educational environment on gender. Girls are much more content by this environment (F=1.509, Sig.=0.220; t=-2.432, df=258, p=0.016). Concluding, the hypothesis I5 is partially confirmed.

From the data obtained, hypothesis no. 6 is not confirmed ($\chi 2$=3.15, df=3, p=0.368). In other words, the prospect to migrate is not connected to the family income level.

An important aspect of the students' aspirations is represented by the professional information sources to which the graduating students are addressing to. From the results obtained these sources are: parents or relatives (48.8%), friends (29.5%), form master/teachers (10.0%), colleagues (9.1%) and psychologist/counsellor (2.6%). A negative impression is given the call to psychologist/counsellor especially under the conditions in which the efficiency of these specialists is growing. The opening to more information sources remains a good indicator in the sense of this research. This is why I composed an index of *count* type and the results are showing that approximately 11% out of the pupils does not search any information source, while 35% are going to one, no matter which one. The ones that are getting information from all the sources represent only 4.3%.

7. Conclusions

We found that the majority of students considered it appropriate to pursue higher education. We noticed the students' retention to migrate at any cost, while at the same time having the opportunity to be realized in Romania.

Identifying students' information sources in decision-making for the professional future: the intimate circle of acquaintances remains priority and less of counselors or psychologists.

Evaluating the professional interests of students: the professions indicated by the students are very diverse and the legitimate interest is related to personal skills rather than the situation of the occupation/profession on the labour market.

Identify how students assess their own educational training: differentiated on the assessment of the institutional educational climate and the assessment of parental control.

The way the assumptions have been confirmed or refuted open new discussions for future research, but also suggestions for the practical work of counseling and training. We brought to the general attention through this research the complexity of the studied field, but also the need to diversify information, counseling and advocacy activities.

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Elaboration of the Mini-handball Training Model

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Abstract

Handball is a sport discipline with a continuous development. As a result, besides other forms of practice (beach-handball and street-handball), a new form of handball appeared adapted to the peculiarities of children aged 6 to 10 years, called mini-handball. In recent years this form of handball took a great swing, currently many competitions being organized at this level.

Developing a training model for this age group is a must, because at this age we cannot talk about classic handball. Because in the literature there are very few works that address this issue, the purpose of this study is to develop a training model adapted to ages 6-10 years. The training model presented will contain the number of training hours required during the four years of training, these hours being broken down by the training factors. It will also include the scheduling of technical elements, tactical actions and the main directions for developing the motor skills. All the data contained in this model are taken from practice with children of these ages after a four-year training cycle.

Keywords: minihandball, training model, training hours,training factors