



Image 2. Analysis of expectations and risks of timely training and sports training in children

Given the findings of the comparative analysis, it can be considered that the impact of training can only be positive overall and effective for the future of youth, but also for professional sports. Moreover, it is questionable whether the answer to this problem can be drawn from J.J. Rousseau "if you want your child to be intelligent, you have to develop the strength that will be further improved by intelligence, in order for him to grow healthy and to become wiser...let him work, get him accustomed to an active life. Make sure he is active so that he may become strong physically and, later in life, strong intellectually".

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L'IMPACT DE LA MISE EN ŒUVRE DE LA FORMATION RAPIDE DANS LE SPORT PROFESSIONNEL

Résumé:

Le sport est l'activité qu'on retrouve le long des périodes historiques; il constitue un élément important dans la formation de la jeune génération. De nos jours, le sport de performance fait l'objet d'étude de diverses disciplines scientifiques : philosophie, sociologie, économie, psychologie, pédagogie, biologie, biochimie, médecine, etc., grâce à ses valeurs et influences majeures sur la personnalité et l'esprit humain.

Mots-clés: sport de performance, instruction, opportunités, risques.

METHODS OF ASSESSEMENT OF SECONDARY AND HIGH SCHOOL STUDENTS IN PHYSICAL EDUCATION AND SPORTS CLASSES

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Abstract:

Apart from the attitude towards the subject of study and towards students, assessment is one of the teacher's tasks where s/he can make mistakes and commit errors that may affect the student's personality and behaviour. It is a complex process that should be done as accurately as possible, paying great attention to it. Assuming that there is a theoretical investigation at secondary school level, we find that there are different kinds of evaluation, and that many of them are to be freely chosen by the students themselves. Thus, the most effective ways of assessment that

can assist students in secondary schools were found, in order to encourage participation in physical exercise.

Keywords: Skills, evaluation, efficiency

INTRODUCTION

From all social processes that the human being is involved in throughout his life, physical education and sports are in direct contact with the biological side of human individuality. Physical education and sports is part of the social body, a phenomenon without which society cannot be conceived. The biological layer is historic (due primarily to the labour process) and therefore, determined by the real conditions of social existence.

Physical exercise is to be found in various forms: it can be practiced in various ways, but it can also be structured as a means for personal development or to regain health, and it can be practiced in order to gain performance, or even just for pleasure, etc.

Physical education undoubtedly ensures the development and normal functioning of the body; it interferes actively and rationally within the growth process, so as to ensure a harmonious development of the human physique. The importance of physical education is obvious from the fact that it is the only school subject in our educational system that concerns the physical aspect of the human being, and its purpose as a school subject is to ensure a good and healthy physical, mental and even moral development to the human being.

During the teaching process of physical education, students acquire knowledge about the processes of making rational driving acts. General concepts about proper use in life and work of the skills and motor skills are also taught in school; they learn about the importance of physical education as a major need to develop one's human personality.

During the development of society, physical education has experienced periods of prosperity, but also moments of decline. From the ancient world, where this field enjoyed the attention and appreciation, we have preserved and now use concepts like: "KALOS KAI AGATA" (beautiful and good) and "MENS SANA IN CORPORE SANO" (a healthy mind in healthy body), the contents of which summarise valuable ideas about the ideal of education, revealing the close unity between the physical and psychic, their complex and multiple interdependence.

In the age of scientific and technical revolution, which limits the exercise and movement in professional activity and everyday life of humans, the society's concern to achieve a balance regarding the physical effort of the body, to provide accurate and comprehensive development of personality, to preserve health and the ability to work, to combat degenerative phenomena caused by the limitation of effort and movement, increase considerably.

Along with the process of training students about the knowledge system, and the motor skills, the teacher will also address and develop motor qualities and knowledge processes, and also the training and development of habits of behaviour, the qualities and character traits; that is why physical education lessons provide countless opportunities to provide a complex and useful process of creating a student's personality.

Knowledge, skills and driving skills must be developed in close connection with training activities positively influencing knowledge processes (initiative, decision, thinking, spirit of observation) developing and educating beliefs and feelings, will and positive character features. The main objectives regarding the teaching process of physical education and sports in secondary school are:

- ✓ to increase the exercise capacity of the body;
- ✓ to develop and prepare the comprehensive motor;
- ✓ to ensure the practicality of knowledge and practical skills.

THE PURPOSE AND OBJECTIVE OF THIS PAPER

As in other areas of activity, in physical education and sports it is also necessary to conduct an assessment as a need to have information about that activity at any time and also to know at what stage we are. It is an impending trial, a process that guides and directs the one who makes the activity.

In our country we can see that there is a reform period in the education system regarding the assessment methods in school, and these currently imposed reforms cannot be achieved without a dynamic equilibrium between the changes and improvements made in other components of the whole teaching process, such as: curriculum, teacher training, education management.

Conducting a survey on a sample of 240 students we found that only 20% of respondents are satisfied with how they are evaluated in the educational process. Besides the attitude towards the school subject and towards students, assessment is one of the processes where the teacher can make mistakes and commit errors that may affect the student's personality and behaviour.

Consequently, assessment is a complex process that should be done as accurately as possible, paying great attention to it. This convinced me to perform a detailed study on the evaluation process, trying to systematize and to find those methods that lead to efficiency in this area.

Assuming that if there is a theoretical investigation at secondary school level, one can see

that there are many methods of evaluation, of which many are the students' option.

The aim of this paper is to give a clear preview of the evaluation process regarding the physical education and sports classes' management at secondary school level, to trace the evidence and rules of control and to determine the most effective management actions in this direction.

In the application of the evaluation system during classes there are two categories of options: the teacher's options and the student's options.

The teacher can choose, depending on working conditions:

- ✓ either speed and strength running or craft;
- ✓ 1 or 2 of the athletic samples;
- ✓ 1 gym jump;
- ✓ 1 or 2 sports games;
- ✓ alternative sports branches related to the compulsory ones.

The student can choose, depending on supply, interest and availability:

- ✓ 1 or 2 samples for the strength;
- ✓ 1 or 2 athletic samples and their evaluation options;
- ✓ a game and to its evaluation form;
- ✓ gymnastics and acrobatics and their evaluation versions or a branch of alternative sports in its place;
- ✓ a gymnastics jump.

The national education system provides a 10-point scale with 5 being the minimum grade for passing. In order to provide grades higher or lower than 5, the departments of physical education and sports in a school will create their own grading standards. The value of their performance and the equivalence of grades/marks will be set according to the number of weekly work hours and specific conditions.

As for acrobatic gymnastics and national games, these include different types of scoring that challenge the assessment and where the highest grade will be 8, 9 or 10.

For the assessment of alternative sports, the physical education and sports departments in schools will provide special scoring standards.

CONCLUSIONS

1. The current national evaluation system provides 5 as the minimum grade for passing and the scale of evaluation is left to each teacher who can make not only general assessment scales for each year of study but also assessment scales for each class of students. This is according to the preparation level of each group of students.

2. In the current national assessment system there are clear dispositions on driving skills and specific skills, but only predictive assessment can be considered basic.

3. Any teacher in a position to make an assessment, if not prepared enough to perform this action, will fail in optimal conditions and the evaluation process will completely be distorted.

4. At secondary education level, physical education evaluation must be done with discretion because at this age big question marks may appear among students regarding the grading standards. The best system would be to organise the final evaluation taking into account the differential treatment of students on bio-motric value level groups.

5. When setting up groups on the bio-motric value level, some initial results from control samples can be taken into consideration, which were previously held in autumn or winter (driving qualities: speed, skill, strength, or abilities and skills of the motor games, acrobatic gymnastics - jumping), and at the end of these courses or learning units have to be valued by the progress made by the high level of performance in accordance with current features of SNSE.

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METHODES D'EVALUATION DE LYCEENS ET STUDENTS DANS L'EDUCATION PHYSIQUE ET SPORTIVE

Résumé:

En dehors de l'attitude envers l'objet d'étude et vers les étudiants, l'évaluation est l'un des côtés où l'enseignant peut faire de grosses erreurs, les erreurs qui peuvent affecter la personnalité de l'élève et le comportement. Il s'agit d'un processus complexe qui doit être fait aussi précisément que possible, en accordant une grande attention à elle.

En supposant qu'il y ait une investigation théorique au niveau de l'école secondaire, nous trouvons qu'il ya différents types d'évaluation, et que beaucoup d'entre eux doivent être librement choisis par les étudiants eux-mêmes. Ainsi, les moyens les plus efficaces d'évaluation qui peuvent aider les élèves dans les écoles secondaires ont été trouvés, afin d'encourager la participation à l'exercice physique.

Mots-clés: compétences, l'évaluation, l'efficacité