1.	G.S.A.	03	Csm Pascani	9,92
2.	B.C.	03	Css Onesti	8,24
3.	N.R.	03	Scoala nr. 3 Adjud	6,80
RESULTS AVERAGE				**8,32**

Table 10. Results obtained by second category children, boys at triathlon

No. crt	**Last and first name initials**	**Year of birth**	**Club**	**Result (points)**
1.	P.C.	03	Lps Brasov	529
2.	G.M.	04	Lps Pt. Neamt	431
3.	A.I.	03	Csm Dorna	430
4.	T.V.	04	CA Roman	277
5.	S.I.S.	03	Csm Dorna	250
6.	R.A.L.	04	Csm Pascani	220
7.	C.C.A.	03	Csm Dorna	187
8.	C.S.O.	03	Csm Dorna	76
RESULTS AVERAGE				**300**

6. Conclusions

Large part of the research's conclusions reflects aspects seen at the similar study on females participant at the same competition.

Same as the girls, the participants' number was higher at 50m flat run, 200m flat run, 600m run, and long jump than at the others. This way, if at 50m flat run were 26 participants, of which 3 have been disqualified, at the high jump there were only 3 participants, of which one has been disqualified. The same number of competitors (3) was registered at shot put. Another trial with a wide participation was at 200m flat run, with 17 participants and 600m run with 10 participants.

The average of their performances, on trials, indicate a general tendency of the coaches to obtain very good results, in the detriment of a polyvalent preparation, preparation which should correspond to the concept the IAAF promotes. We consider that, in this context, the relay and the triathlon should be more in the trainers' attention, because these are getting the child used to dealing with different situations, concerning more their formative side.

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STUDY REGARDING THE MOTRICAL BEHAVIOUR EVALUATION IN CHILDREN WITH SPECIAL EDUCATIONAL REQUESTS

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Abstract

The evaluation of people with difficulties is an activity that is getting more and more difficult, more with the fact that the number of children with special educational requests is in a constant increase. The diversity of the children's ways of manifestation determines the engagement of a real team of specialists for their complete evaluation. This study has started from the hypothesis according to which: *„An evaluation of special educational requests children could offer new opportunities in establishing some effective teaching methods, which could countribute to their faster social integration."*

The subjects of this study are represented by children with special educational requests at „Alecu Russo" Elementary School of Bacau. In the achievement of this research, I have appealed to the experimental method, the observation method, the

testing method, and the statistical analytics for the data processing and interpretation. The conclusions of this research have partially confirmed the work hypothesis.

Keywords: disability, integration, physical education.

1. Introduction

Students with special educational requests (S.E.R) are the ones upon which many people in our society have a wrong perception. This thing is happened due to the culture and the values promoted by the society *(Albu A., Albu C., 2000).* These children are ours, and is our duty to do everything we can in order to integrate them in school and in society as easy as possible (*Dumitru, G., Bucurei, C., Cărăbuţ, C., 2006).* In the achievent of this endeavour contributed parents, teachers and local and national decision makers who worked together in order to ensure the emotional support and the optimal conditions for these childrens' integration *(Weihs,T., J.,1998).* The achievement of this major goal of integration is, most of the times, saddled by the persons with deficit, who believe that their impediment is catastrophic. In these cases, the combined efforts around those children have to be multiplied. The specialty literature defines the handicap from various perspectives. The medical model presents the handicap as being a chronical disease, the economical model appraises that the handicapped people are unable to develop a productive activity, and this is why it is an economical disease, and the psycho-social model indicates the fact that the society also needs to adapt to people, not only people to the society *(Popescu, G., Plesa, O., 1998)*. Actually, in the category of children/students with special educational requests are also included children who have issues in adapting to the school's requests. Among these, we mention the students with senzorial and physical deficiencies, students with mental and behavioural deficiency, children with affective and emotional disorders, children with knowledge and study difficulties, but also children with communication and interaction deficiencies.

2. Purpose, work hypothesis and research methods

Considering the fact that in schools are found children with various deficiencies, we considered necessary a study through which to outline the cases we can confrunt with and the possibilities to evaluate them, so that, physical education teachers in schools can adapt the curricular requests for these children.

This study started from the hypothesis according to which *„An evaluation of special educational requests children could offer new opportunities in establishing some effective teaching methods, which could contribute to their faster social integration."* The subjects for this study were children with special educational requests at „Alecu Russo" secondary school in Bacau. In this research were used the acknowledgement experiment, the observation method, the testing method, and the calculus method for the data collection and interpretation.

3. Research development

The research was developed in march – may 2015 at the previously mentioned school, with the support of the titular physical education teacher, ababei alina. In order to evaluate the special educational requests children's motrical behaviour, we applied two tests: the *ozeretski-gulmmain* motricity test *(oprea, v., niţu, l.,chiriacescu, d., lungu, e., p., 2003).* The test's objectives were to determinate the motion behaviour: speed, strength, handiness, resistance according to the dynamic hands coordination, general dynamic coordination, balace, spacial orientation, rapidity. The test was applied indiviually, against the clock, with 1 minute time limit for both left and right hand. The test consisted of drawing horizontal lines on a paper with 10 squares 1cm leg vertically, and 25 squares horizontally. It was specified the he is not allowed to skip any square, and he has to draw the lines as fast as possible. The latter aspect has been repeated insistently. During the test, it was observed the impulsivity, the instability, the weak motion coordination, the conscientiousness, and anxiety.

4. Results

In table no. 1 we present the children with special educational requests registered at „Alecu Russo" secondary school in Bacau.

Table 1. Special educational requests children registered at „Alecu Russo" secondary school in Bacau

No. crt.	Last and first name initals	Left hand		Success percentage out of the number of checked squares (%)	Right hand		Success percentage out of the number of checked squares (%)
		No. of checked squares	No. of correctly checked squares		No. of checked squares	No. of correctly checked squares	
1.	M.A	60	28	46,66	65	47	72,30

2.	C.M	49	30	61,22	59	50	84,74
3.	C. M.	62	39	62,90	71	63	88,73
4.	F. A. M.	36	25	69,44	73	70	95,89
5.	C.A	74	58	78,37	68	61	89,70
6.	C. R	81	69	85,18	80	68	85,00
7.	P.A	128	69	53,90	148	130	87,83
8.	P.A	96	51	53,12	101	67	66,33
9.	P.D	102	53	51,96	109	70	64,22
10.	T.A	35	31	88,57	64	64	100
11.	C.M.	121	108	89,25	147	146	99,31
12.	A.V	109	89	81,65	142	133	93,66

In table 2 we present the students' results at *OZERETSKI-GULMMAIN* test.

Table 2. Results registered at ***OZERETSKI-GULMMAIN* test.**

No.crt	**Last and first name initials**	**Grade**	**Gender**
1.	M.A	III A	M
2.	C.M	III A	M
3.	C. Ma	III B	M
4.	F. A. M	III B	F
5.	C.A	III B	F
6.	C. R	IV	M
7.	P.A	V	F
8.	P.D	VI	M
9.	L. G.	VI	M
10.	C.M	VII	F
11.	T. A.	VII	M
12.	A.V	VIII	F

For a better results' view, we present them as charts, as it follows (chart no. 1 – 6). In figure 1 we present the distribution of squares checked by each student with their left hand.

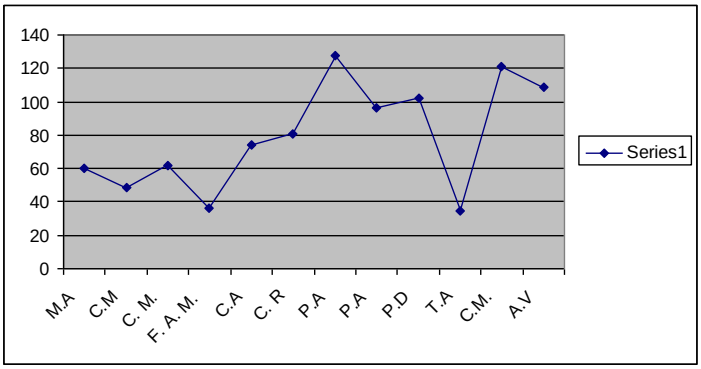

Figure 1. Distribution of squares checked by each student with their left hand.

In chart 2 we present the distribution of squares correctly checked by each student with their left hand.

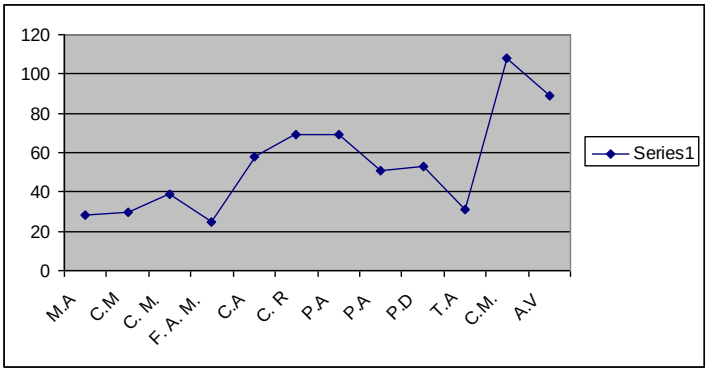

Figure 2. Distribution of squares correctly checked by each student with their left hand

In figure 3 we present the success percentage distribution of squares checked with the left hand by each student.

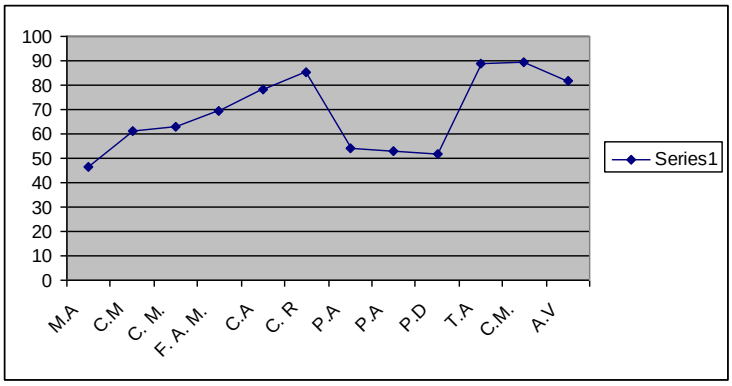

Figure 3. the success percentage distribution of squares checked with the left hand by each student

In figure 4 we present the distribution of squares checked by each student with their right hand.

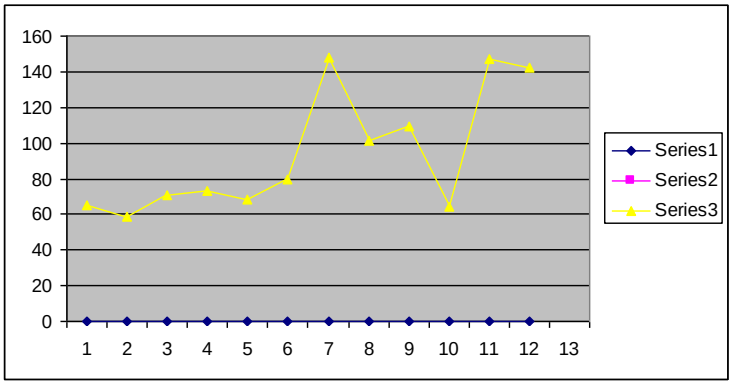

Figure 4. Distribution of squares checked by each student with their right hand. (1-12).

In figure 5 we present the distribution of squares correctly checked by each student with their right hand.

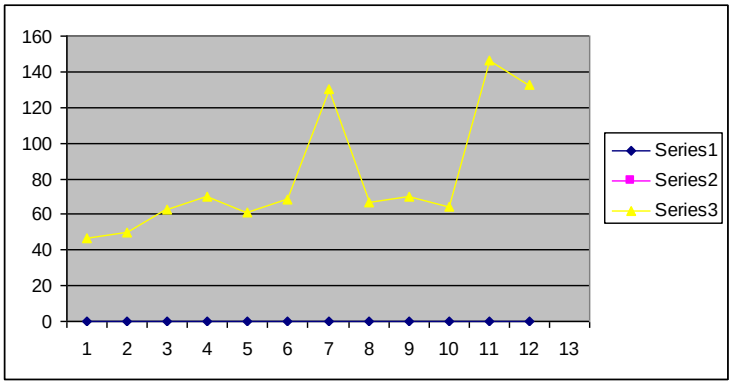

Figure 5. Distribution of squares correctly checked by each student with their right hand (1-12)

In figure 6 we present the success percentage distribution of squares checked with the right hand by each student.

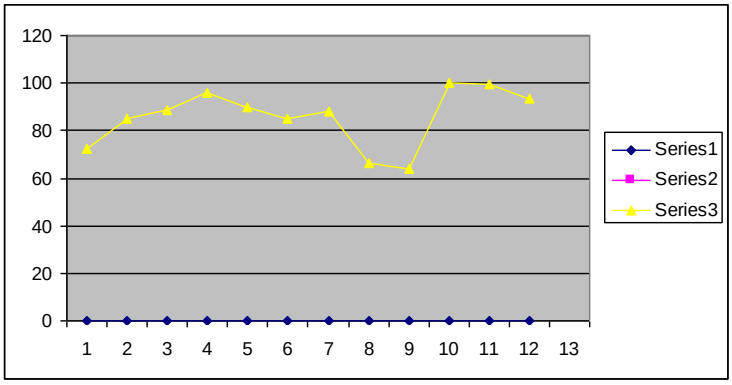

Figure 6. The success percentage distribution of squares checked with the left hand by each student (1-12).

5. Conclusions

After applying the test, after the data collection and interpretation and after analyzing the data obtained by observation in the test development, we can affirm the fact that special educational request students in 6th grade have the weakest results, registering a success percent of 53.12%(P.A) and 51.96%(P.D), at checking the squares with their left hand, and a success percentage of 66.33%(P.A) and 64.22%(P.D) at checking the squares with their right hand. In the classification follow the 3rd grade students, with percentages in between 72.30% and 95.89% at checking the squares with the right hand. The best results, as far as the correctness is concerned, were registered at 7th and 8th grade students. We mention here the 100% percentage of the student T.A, but we have to specify the fact that the percentage corresponds to the 64 checked squares, out of a total of 250 squares drawn on the paper. Knowing the special role that the parents have in the support and the education of special educational requests children, reflects, on a side, their involvement degree. This way, the parents of T.A are parents who give a big share of time to the child, permanently encouraging him in everything he does and they are very calm and pacient with him. This mostly explains the fact that the student took his time trying to check the squares as correctly as possible, rather than as fast as possible. At the opposite pole we find the student P.D, who checked correctly 70 squares, our of 109 checked squares. The registered observations during the test revealed the fact that this student manifests an increased level of anxiety and impulsivity. From the discussions with the class attendant it was revealed the fact that the parents are not giving him the required attention. As a general conclusion, we can affirm the fact that the work hypothesis is partially confirmed, in the sense that a motrical behaviour evaluation at at special educational requests students, could give new opportunities in establishing some effective teaching strategies, which would contribute to their faster social integration, if the students benefit also from the needed family support.

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THE EXPLOITATION OF ORAL HISTORY IN THE FORMATION OF CIVIC BEHAVIOR OF PUPILS

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Abstract

In this paper we intend to present some ways of developing ethical behaviour and consciousness. For a student is important to listen the experience lived of others. In this way he faced his own experience and information learned by hearing the realities