

STIMULATION OF PUPILS' INTEREST IN PHYSICAL AND SPORT EDUCATION BY THE VOLUNTARY ACTIVITIES

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Abstract

The paper shows the important of the voluntary activities from in physical development perspective of those who practice them. In this sense, we propose several exempluses of the activities that was corelated with the psysical skills targeted. We hope to our paper is a really help for the studens who teaching to became the teachers in the pre-universitaire, for parents, for school counselors, for NGO representatives. All of them are interested to development at students of their responsibility for movement, harmonious physical growth, mental and body health, for a cleaner, better and healthier world.

Key words: pedadogical strategy, voluntary activities, harmonious physical growth, teaching

Theoretical Fundamentals

In the Romanian school the initiatives regarding the organization and development of the voluntary activities are becoming more numerous, them being correlated with the activities of different non-governmental organizations to which pupils are part of either as founders, or as occasional or permanent members. This proves the pupils' availability to get involved in activities meant to help others, to protect the environment, to make the community more sensitive and responsible, to use one's own experience in the favor of others, etc. Voluntary activities remain an efficient way to increase the capacity to get socially involved so as to awake the society's awareness to some problems which affect the community and the world in general and also to find some solutions for them, to prevent their manifestation or to diminish or eradicate their effects.

At the same time we have noticed a certain decrease in pupils' interest toward physical education. There are many cases in which they prefer to use medical exempts in order not to attend to such activities (Cerghit, 2002). Also, we have seen that some pupils refuse to attend physical education because of the rigorous nature of this discipline and of the strict rules it implies. If we are to add to this the unhealthy food regime, the long time spent in front of the computer, their custom to get relaxed in enclosed spaces, all of these affect negatively the body development of pupils. From here emerge growth, developmental and maturing problems, and height and weight issues, unaesthetic and unbalanced evolutions of the limbs and of the organism in general. Obviously, the main preoccupations are to identify and to implement the means and strategies needed to involve the pupils in physical and sports activities (Heacox, 2002), even though the problems mentioned above continue to persist.

Premises, objectives

Our approach starts from the premise that the pupils' interest for physical activities might be increased if it is associated with voluntary activities. The principle is that by getting involved in voluntary activities, organized by school, no matter their purpose, the pupils are developing, implicitly, their motric capacities, their balanced bodily structure, their interest in movement and physical effort and especially their self-motivation for success. The voluntarily activities are being developed in general by self will, and, with the desired manifestation shape, having noticeably results if the conditions that stood at the base of their initial project are met. This situation contributes to the cultivation of the entrepreneurial spirit, to the openness towards the other, to the social capabilities (E. D. Zeca, 2015). Obviously, these aspects do involve obeying some rules, showing some spirit of self-discipline, useful elements for the success of physical education in general (Scarlat, 1993).

In this sense, we have propous the falowing objectives:

- the exemplification with voluntarily activities that are helping the physical development of the people doing them, foreseeing the results in the domain of the participants competences;
- the underlining of the specific aspects of the physical education that can be targeted by the voluntary activities;

- the identification of modalities regarding the correlation of the two components, physical education and voluntary activity, in the matter that they will increase the degree of involvement of pupils in this kind of issues.

Our research is of an empirical kind, which we have correlated with the results of the interpretation of data collected through systematic observation and analysis of the pupils' outcomes during the pedagogical practice activities performed by the students who are training themselves into becoming teachers. In this paper we will only give value to our conclusions, which we will fill with solutions and practical recommendations in regards to the subject. This way we consider that this paper will be of a real help to all those interested in the quality education of the pupils involved in pre-university studies

Discussions, observations

The voluntarily studies are being encouraged especially because of the practical and socio-civic competences developed by the pupils through their mean, but as the result of the interest shown by them in the organization and development of this, a fact that might be explained by the inwardness of certain values tolerance, respect, democracy, such as the occasion they face of getting remarked. Apart from these qualities, which can be developed further, but not in the regard of our action, we are considering that voluntary activities, as a form of involvement with no material gain, for the solution of the others' problems and those of the entire community's do represent an excellent opportunity for development of those reorganizing it. By acting for the sake of others, actually one acts on one's self.

Regardless of the voluntary activity, they all have also a component linked to movement, physical exercise and motrical coordination. They can be better developed if, in their implementation it propose the actions that specifically target them. It knows that a healthy life is movement, proper nutrition and activity type loisir. School may encourage such initiatives in order to either directly guide the pupils to practice a sport (Boan, 1996) or to incorporate these components in some other themes regarding the voluntary activities.

Therefore, the voluntary activities in specially in physical and sport education may be: organized in two ways:

3. *Complementary* to sport and to physical education (they are constructed in such a way that they represent a possibility to practice and check in new contexts the things learnt during the physical education classes). From this category we name the extra-school and extra- curricular activities (Crețu, 1998): sports races, football matches, series of exercises meant to help the adaptation to new physical situations, games meant for movement and special orientation). For instance: sports activity developed for the socially disadvantaged people (old people or with disabilities, with small children or with temporary health problems). Obviously, for such activities the initiative must come from the pupils' part and the teams involved would be mixed one as they will be made up both of pupils and of the people they are addressed to.
4. *Incorporated* into other activities that are part of some scientific preoccupations, others than sports and physical education. If the first option was easy to apply, this second one implies that the teacher has an interdisciplinary training and a superior capacity to communicate with the others, the teachers and representatives of the local community. That is why next we will focus our attention on these two major categories.

In order to provide a clearer illustration of our observations, we propose a presentation from an interdisciplinary perspective between the voluntary activities and the physical education:

Field of voluntary activity	Unit of competence	Specific Competences from psysical perspective educatiei fizice	Activities conducted
<i>Environmental Protection</i>	<ul style="list-style-type: none"> • to understand the relationship between environment- the human activity- education and to adopt an adequate behavior so as to optimize this relationship 	<ul style="list-style-type: none"> • to emotionally move the public opinion on what concerns the different problems related to how the environment is affected; • to document and largely present the information and data concerning the influence of the environmental factors over the health of the organism; 	<ul style="list-style-type: none"> • ecological activities and maintenance of the environment, protection of resources and their regenerability; • actions of outdoor exercise as an alternative to walks with the public transport or personal; • activities of exploitation and public presentation of

		<ul style="list-style-type: none"> • to practice different metrical qualities and skills, especially under the form of sports games as means to attract the others towards appreciating the unharmed environment 	<p>information on environmental issues and their effects on life;</p> <ul style="list-style-type: none"> • exercise and sports activities, games, etc.
<i>Quality of life</i>	<ul style="list-style-type: none"> • to develop the interest for a healthy life by manifesting a healthy behavior and by adopting a regime of activities which combine the physical effort with the intellectual one, the positive, constructive emotions with a rich and active spiritual life. 	<ul style="list-style-type: none"> • to optimize the health state and its harmoniously development by means of physical exercises and sports activities; • to adopt the measures for a personal hygiene; 	<ul style="list-style-type: none"> • outdoors motion exercises; • breaths exercises; • games, sports games in nature for young and old, Instructional rides, cycling Competitions, parades, games bike, skates, wheels etc.; • healthy and balanced food, energy source and the pleasure of taste; • move together • maintenance exercises outdoor; • signs which explain the alteration of the health.
<i>Helping the neighbor</i>	<ul style="list-style-type: none"> • adoption of appropriate behavior in interpersonal relations and group. 	<ul style="list-style-type: none"> • initiation and practice of sports: athlete, acrobatics, GIMN, Sports Games; • promoting creativity; • expands the Partnership. 	<ul style="list-style-type: none"> • philanthropy, work together save lives.
<i>Spending the free time</i>	<ul style="list-style-type: none"> • to use the body language in order to express and understand ideas and the aesthetic Habits of locomotion (walking, running, jumping, climbing). 	<ul style="list-style-type: none"> • organizing and practicing specific compliance activities; • conscientiousness and responsibility in carrying out movement; • motric gestures executed expressive and correctly; • joint mobility; • Custom practice, handling objects, teamwork. 	<ul style="list-style-type: none"> • games in outdoor; • sporting activities conducted in partnership; • activities of orienteering; • sports and amateur sports.

Table 1. *The voluntary activities and the physical education*

Conclusion

Our approach must continue to pinpoint the relationship between the sportive abilities and voluntary activities in the Romanian pre-university education. A comparative study could prove to be helpful in such a situation.

For now, our observations have shown that physical education is part of the socio learning system of the individual for whom "to have an option, to be part of something and to be flexible".

Thus, from this perspective we propose several methodological suggestions:

- it is recommended that these actions insist on the growing implication of others, on constructively promoting the personal example;
- the accent of activities will be on solving problems, the solutions can be met by any individual;

- to have an integrated approach, so as to combine both the physical component and the intellectual, aesthetic, technological, moral- civic, musical, etc. ones, and also the critical and the team spirit, etc.

In order to achieve a proper physical education, the teacher must be sure that: the teaching-learning process takes place from inter-, multi- and trans-disciplinary perspectives, that he organizes his activities into extra – scholar forms, that his students develop a great need to manifest their motivation, creativity, abilities and their cooperation skill.

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SELF EVALUATION - TOOL FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

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Abstract:

The paper presents some considerations regarding the teachers' from higher education self-assessment. The data were collected from self-evaluation sheets for eight years and the analysis focused on the extreme values, the minimum and the maximum scores registered. The analysis revealed that at the beginning there was an outstanding increasing of the maximum values, but lately this trend was considerable diminished.

Keywords: quality assurance, self-assessment,

1. Introduction

Internal and external quality assurance in higher education is a priority of all universities, which must develop procedures and mechanisms to provide quality educational services to all stakeholders.

The implementation of quality assurance processes and continuously improvement are the main concerns of higher education management.

All universities have structures, policies, strategies and procedures for quality assurance regarding teaching, learning and research activities, in order to develop a proper quality culture. The policies are focused on quality assurance goals and objectives and the means to achieve them. The strategies are focused on objectives and address how to mobilize resources for achieving the goals institution. Quality culture refers to values, norms and activities related to initiation, evaluation and monitoring the quality of teaching and research activities. Structures, policies and strategies create the institutional framework for the development and effective monitoring of quality and for continuous improvement of quality standards.

2. Quality assessment general principles

Quality assessment has both an internal and an external dimension, according to the European Higher Education Area requirements, thus ensuring international recognition of Romanian diplomas. Quality assurance is a process adapted to each higher education institution being also a mechanism for academic performances improvement. The general principles of quality assurance are shown in fig.1.