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LE RÔLE DE LA GESTION DES RISQUES DANS LA REDUCTION DE POURSUITES JUDICIAIRES DE PISCINES

Résumé

Le but de cette recherche est d'étudier des pratiques de gestion des risques en baisse de poursuites dans les piscines publiques et privées à Téhéran. La population statistique de la recherche comprenait 310 gestionnaires de piscines publiques et privées, dont 119 ont été sélectionnés comme échantillons

statistiques par le biais d'un échantillonnage aléatoire. La méthode de recherche était descriptive et d'enquête, et sous forme de mesure. 2 questionnaires ont été utilisés, sur les données démographiques relatives à l'information générale et l'autre à des pratiques de gestion des risques et leur validité a été déterminée par alpha kronbach méthode. Les informations requises ont été recueillies par des entretiens personnelles pendant le temps des questionnaires agissant dans les piscines se sont réunis et les données ont été analysées en utilisant le coefficient de corrélation personne. Le résultat de cette étude indiquent que: relation significative existait entre les incidents d'accidents et de blessures et de poursuites dans les piscines à Téhéran. Relation significative existait entre la pratique de gestion des risques et des accidents / blessures et des poursuites judiciaires. Relation significative existait entre la pratique de gestion des risques et des poursuites judiciaires et de poursuites.

Mots-clés: gestion des risques, accidents et blessures, les poursuites judiciaires, Piscines

THE PLACE OF GYMNASTICS IN PRIMARY EDUCATION. GENERAL CONSIDERATIONS AND METHODOLOGICAL ASPECTS

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Abstract:

Education is a long process that addresses theoretical and practical aspects. These will contribute to form future adults for the real life. Physical education is an important discipline in the process of education and the basis is set in primary school. The aim of our article is to present the importance of gymnastics as a compulsory subject in the curriculum and its role in the organizing and disciplining of students at this age. In the same time, the authors want to present the effect of practical activities on the psychological evolution of students and the possibility to realise good behavior using means from basic gymnastics.

Keywords: physical education, school gymnastics, curriculum

INTRODUCTION

The development of the young generation was always a concern of society as a whole, aiming to improve the relationship between the social command and the educational product at a rational level.

From this perspective, the physical education discipline has evolved in recent years in the school environment, being currently the appanage of specialist teachers at all levels of education.

The approach to physical education in the primary stage with specialized staff was and still is a current concern for theorists and practitioners in the field.

Physical education as part of the educational process is thus seen as a catalyst in the development of students in this level of education, helping to balance the intellectual demands with the psychomotor and ludic ones, a very important aspect for organizing activities teaching with students aged between 6 and 10 years.

By observing the general objectives of physical education, the organization of the lesson, in terms of content elements, shall take into consideration the action methodology for learning, consolidating and improving the motor skills and abilities specific to certain sports branches too (Iconomescu, 2010).

CONTENT

Central planning documents for primary education show the concept behind the Romanian education reform, on the complex development of child personality. Among the specific objectives established are:

- strengthening the health of children;
- their harmonious physical development;
- development of psycho-motor skills;
- education of behavioral features, favorable to activities performed in stable or spontaneous groups.

The syllabus for the physical education discipline, as a specialized document, addresses to the teaching staff (teachers, schoolmasters, specialized teachers), school principals, students, parents, specialists in assessing student performance and local

authorities interested in the educational process. Its requirements are:

- framework objectives;
- reference objectives
- performance standards.

Learning contents presented provide the achievement of all objectives, requesting the teacher to select those that can be used under the specific circumstances in which s/he operates. These contents provide the opportunity to design individual learning paths, consistent with students opportunities and options.

The presentation of the framework objectives and performance standards, and their knowledge by teachers contribute to emphasizing the role of gymnastics in school training.

Framework objectives	Standards
<p>Maintaining optimal health status of students and increasing their adaptability to environmental factors</p> <p>Harmonizing their physical development and prevention of possible deviations from it</p> <p>Expanding own fundamental basic motor skills, applicative-utilitarian and sportive and developing motor skills associated.</p> <p>Independent practicing of physical exercises, games and various sports</p> <p>Manifestation of team spirit and competition, according to a system of rules accepted</p>	<p>S1. Two examples of activities carried out in order to maintain their health status</p> <p>S2. Execution of a complex of physical development consisting of four individual exercises</p> <p>S3. Presentation of an exercise to prevent irregularities from the correct posture, for back, legs, abdomen</p> <p>S4. Application in a relay of two basic motor skills, between running, jumping, throwing-grip</p> <p>S5. Application in a relay of two applicative-utilitarian skills, between creeping, climbing, transportation, traction</p> <p>S6. Demonstrating the level of development of motor skills, compared to values determined by predictive assessment at the beginning of cycle of education</p> <p>S7. Application of basic sports skills, learned in a sport discipline with compliance of specific rules and adequacy to the system of relationships with partners and opponents</p>

Gymnastics provides the teacher with a variety of means correlating the framework objectives with the curriculum standards.

That is why in the lesson structure, the different moments of team organizing, specific for the beginning of activity (preparing the body for effort and selectively influencing the locomotor system) are permanent, regardless of the type of lesson or the learning unit proposed to a specific lesson, we can say that gymnastics has a very important role in physical education at this age level.

Moreover, gymnastics contributes significantly to achieve the framework objectives set out in paragraphs 1, 2, 3 and 4, because the influences on these directions are made during the first moments of the lesson, throughout the year.

In terms of achieving the standards we should specify that through the teacher, gymnastics, by its own means, is working to achieve them.

Thus:

- For S1, the specialist teacher will advise the students, activities performed at home, leading the student to practice positive health habits independently;
- For achieving exercises, s/he will take into account the large muscle groups and body segments in a uniform manner, and the number of exercises will be gradually increased to the 4th grade, up to 6-8 years;
- For correcting deficient positions referred to under S3, the exercises will be recommended especially in the walking forms, in various forms and with attitudes of well-controlled arms;

- Skills under S4 and S5 will be addressed separately when it comes to explaining and teaching in classes I-II, and in a uniform manner when it comes to the end of primary stage (grades 3 and 4).

In terms of the specific skills of gymnastics, which will be addressed in the primary school, in units of learning with gymnastics themes, the curriculum provides a gradual approach of acrobatic

elements of basic gymnastics, but also from the gymnastics for grades 1 and 2.

The concentric nature of the curriculum makes most of these specific skills to be repeated in the next stages of primary school, to be strengthened, and with them, new ones are presented to help enrich the students' motric luggage in grades 3 and 4.

Content specific for grades 1 and 2	Content specific for grades 3 and 4
- acrobatics (sweep on one knee, semi-twine, bridge, rolling, forward roll from squat to squat, forward roll through straddle to squat)	- acrobatics (sweep on one knee, semi-twine, bridge from up with support, shoulders stand, rolling, backward roll from squat to squat, forward roll through straddle to squat, backward roll from squat to straddle)
- rhythmic-sportive (balancing arms, variations of steps, turns on the spot, balance)	- rhythmic-sportive (balancing arms, variations of steps, turns on the spot, balance)
- aerobics (basic aerobics steps)	- aerobics (basic aerobics steps)

We note that the curriculum does not require jumps, as special skills for grades 3 and 4, as landings could affect the proper development of the articular and ligament system of students.

Jumps are addressed only as applicative-utilitarian motor skills, being recommended only natural jumps.

To go on, it is necessary to present some psychological aspects of young people's evolution. Gymnastics creates the basis for relationship between children and consolidates affective relationships in the group.

Primary school ages are the period in which children meet the world outside their houses with many other peers. This period is important because the beginning of this period is the initiation of primary school education and the end of the period is adolescence. Physical education classes at this age appear to be an important factor for children's development in many ways.

Children at this age like playing together. However, they also might like to show their superiority to other children. Therefore, physical education and sport teachers should be careful. They should encourage children for autonomous behaviours and let children show themselves but should not let some children beat others to tease them. Definitely, losing is the nature of sportive games and activities.

There are winners and losers in a game. However, physical education and sport teachers should always emphasise good play and good behaviours. This is also important for development of self-confidence for children. Some students might not be as skilful as others. If physical education teachers make comparisons between less skilful students and more skilful ones, this will decrease some students' self-confidence.

At this age boys like activities which require power. Physical education teachers could let boys to use their power, in order to let them discover their capacities. When students discover their abilities, they should always be given positive feedback instead of negative feedback in order to not to harm their personalities.

A negative feedback could result in the student having a damaging idea of the self. As suggested by relevant literature (Sari, 2011), the communication style of the physical education teacher is very important.

Socialization is another key factor at this age. Primary school is the first place where children leave their parents, start education and meet many other peers. Physical education activities, games and sportive events in physical education classes let children meet other students.

This is a chance to socialize and play with others under the control of the physical education teacher. Activities at this age make children more sociable and less shy, which is very important for the children's further life success.

Moreover, Self Determination Theory suggests that people have some basic psychological needs which are the need for relatedness, the need for competence and the need for autonomy. The need for relatedness is the feeling of closeness in people's primary relationships. It refers to the feeling attached to a person or a group and the feeling of being part of a group (Çelikkaleli, 2005).

The need for competence is defined as the feeling of being skilful and effective. Lastly, the need for autonomy stands for having control over matters related to one's own life and being able to make choices (Deci & Ryan, 2000).

Self Determination Theory suggests that satisfying these three needs is crucial for people's psychological well-being. Physical education and sport classes give children the chance to meet their basic psychological needs. Children play freely and make their choices in the activities, which meets their need for autonomy.

Showing their skills and increasing their physical abilities offers the possibility to fulfill children's need for competence. Playing with their classmates, making groups, feeling the sense of attachment to their schoolmates definitely meet children's need for relatedness. Furthermore, meeting these psychological needs was suggested to be important for students (Sari, 2012, Eskiler et al., 2011, Sari et al, 2011)

In addition, one of the aims of physical education and sport classes is teaching children fair play. Students learn there is losing as well as winning. Students are taught the notion that the most important thing in sport is good play rather than winning.

This results in the fact that students do not show violent behaviour in their future life. Thus, their aggression level gets lower and they also learn to congratulate winners and accept losing.

CONCLUSION

In conclusion, we can say that in primary school the effective use of gymnastics will lead to the realisation of most of the framework objectives proposed in the curriculum. Also, the means of gymnastics have a great contribution to the achievement of performance standards for this age level.

We can say therefore that gymnastics and the judicious use of its means contributes to the achievement of 70% of the school lesson and, with the means of athletics or early skills in sports, they bring a significant contribution to the proper development of children's body.

To sum up psychological aspects, the primary school age is an important period in a child's life. Physical education classes and physical education teachers have the power to affect children's self-confidence, shyness, socialization, satisfaction of basic psychological needs, personality, aggression, violence and understanding of fair play. Therefore, activities in physical education classes should be effectively used.

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GYMNASTIQUE PLACER DANS L'ENSEIGNEMENT PRIMAIRE CONSIDERATIONS GENERALES ET LES ASPECTS METHODOLOGIQUES

Résumé: L'éducation est un long processus qui aborde les aspects théoriques et pratiques. Celles-ci contribueront à l'âge adulte de la formation future de la vie réelle. L'éducation physique est une discipline importante dans le processus de l'éducation et la base son mis à l'école primaire. Dans notre article nous avons voulu présenter l'importance de la gymnastique en tant que matière obligatoire dans le cursus et de son rôle dans l'organisation et la discipline pour les élèves à cet âge. Dans le même temps, nous avons voulu présenter l'effet des activités pratiques sur l'évolution psychologique des élèves et les possibilités de réaliser un bon comportement en utilisant des moyens de la gymnastique de base.

Mots clés: éducation physique, la gymnastique scolaire, le curriculum