

concept of total production developed planes, research center to serve the community.

4- Total employment results of research on comprehensive development plans and scientific research.

5- To develop distinguish scientific research to solve society's problems.

6- Follow-up with graduates and to harmonize the work output of higher education the future development plans.

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THE MODERNIZATION OF THE SPORTIVE TEACHING PROCESS AND SYSTEM

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Abstract

Essay content. This study deals with the main coordinates of the modernization of the sportive teaching process and system. This is a permanent scientific research theme, regarding the continuous changes produced within the sportive performances process. In other words, it is necessary for us to better understand the components, the nuances and the development directions of the modernization concept in our activity domain and to properly adjust them to the practical reality.

Knowledge problem. The national policy of performance in sports would be expressed through a series of principles, rules, laws and general options regarding the development and the modernization of the selection, training and participation to competition system of the athletes and sportive teams. The main directions of modernization are highlighted: the modernization of the sportive teaching system, the modernization of the institutional organization and of the selection and proper teaching process, the modernization of the technology and didactic strategy, the modernization of the organization forms of the teaching process, the modernization of the cooperation relations between coach and athlete.

Key words: modernization, teaching system, teaching process

Introduction

The “modernization’ concept involves many inter- and pluri-disciplinary meanings. Thus, the verb “to modernize” means (The Encyclopedic Dictionary, 2003)

-to take up the realities and nowadays requirements, to renovate; to correspond with the contemporary level of civilization;

-to modify a technological process in order to square with the present technical progress”

In the educational sciences (in physical education and sports, too) the concept of modernization implies “the adjusting action of human personality with all its components, to the present requirements of society, to keep abreast of the present progress, to properly respond to the social demand” (Dictionary of Pedagogy, 1989). Also, it is stated that the teaching modernization is reflected in the following improvement directions:

-the increasing contribution to the improvement of the cultural level of the population

-the formation of teachers in accordance with the requirements of the social-economical development of the country

-the preparation of the youth for life, work and social-useful activities

-the insurance of an open and democratic character -the introduction of the permanent teaching principle

-the systematic improvement of objectives, content, methods, didactic technology and assessment instruments

In sport performance the concept of modernization surprises and it is involved also in the main sub-systems of the organization and management activities system, in the selection, training and participation to competitions process. Thus, the national policy of The National Agency for Sports in

Romania elaborates and works on a strategic plan of modernization which is characterized by a series of macro social decisions regarding the adjustment of the above mentioned activities (selection, training and participation to competitions) to the requirements of the international competitions and in accordance with the social-economical demands of the country.

The national policy in sport performance would be expressed through an ensemble of principles, laws and general options regarding the development and the modernization of the selection, training and participation to competitions system of athletes and sportive teams.

According to the aspects above mentioned the present meaning of modernization of performance in sport would be represented by the following practical ways of solving:

a) **Knowing the international sportive competitive system through the characteristics, demands and innovations systematically promoted especially after the development of competitions established by tradition (OG, WC, EC, JMU, CB etc.) and the elaboration of the national sportive competitive schedule according to their way of development.**

Therefore, there has to be a synchrony between the International sportive calendar and the National competitions calendar. Thus, the elaboration of the National competitive calendar is an accurate copy of the International sportive calendar. Similar conditions are created or a series of characteristics are shaped such as: the system and the forms of manifestation of competitions, the conditions of participation, the frequency and the sequence of events, the changes of the rules, the criteria of promoting and establishing the value hierarchies, new devices and technical equipment for competition, etc.

b) **Promoting the performance management of the sportive structures in our country. This desideratum implies the modernization of the organization and managing system of the entire sport performance activity on national plan.** Concretely, it meant the global changing of structures, institutions and the organization frame, according to some purposes or to some performance behavior models. This type of modernization has consistency, revealed through the re-thinking and re-organization of the organizational culture, organizational behavior, procedural and structural organization of the sportive structures etc.

The modernization of the sportive training includes both the organization system of training previously mentioned and the proper training process.

c) The current systematic innovation implies an ensemble of actions performed within different segments and areas of the selection, training and participation to competitions activities regarding the insurance of an optimum functioning inside these. As we can notice, the present meaning of modernization includes both **the institutional system of performance in sport**, the functional structures which insure the conditions necessary to perform the

training process, the materialization of the objectives of the selection, training and participation to competitions activities of athletes. This relation can be reversely interpreted, the improvement (the modernization) of the activities regarding the building process of the performance capacity would favorably reverberate on the performance behavior of the athletes during competition. **An approximate delimitation of modernization is possible only if it bases on the interdependence between the training system and the training-formation process and participation to competitions of athletes.**

The conceptual frame of the research

THE PRESENT MEANING OF THE MODERNIZATION OF THE SPORTIVE TRAINING PROCESS

As we are concerned, the present meaning of the **modernization of the training process** can be understood only in the context of systemic relations which produce within the content, organization and management of the selection, training and participation to competition activities and, at the same time, through the continuous implementation of the new strategic and technical discoveries which are performed through scientific research.

The efficiency of modernization can be evaluated through the contribution or purposes aimed by high performance in sport.

THE DECISIVE FACTORS OF MODERNIZATION

In specialized literature, there are two categories of decisive factors of modernization: **external factors and internal factors.**

External factors – refer to factors which exercise from the psycho-social field over the performance in sport activity. This psycho-social area has few distinctive elements which influence the selection, formation of athletes and participation to competition processes and they are:

***the psycho-social space** which includes the ensemble of institutions which directly or indirectly participate to the achievement of the educational/training process, the schools and clubs equipments, the way they obtain these material, financial, human, informational sources, natural environment conditions, political parties, the joined interested groups, etc.

***the psycho-social time** – conferred to the selection, formation and participation to competition activities

***the psycho-social habitus** – or the ensemble of the automatized general conditions within the educational community (after D. Colibaba, 2007. The external factors have an urgent role, they imply certain changes and reorganizations of the training system of the performance athletes. Therefore, besides the external factors previously mentioned we should add also the exigencies of the competitive system which impose a series of requirements regarding the selection, formation and the quality of the “human material” requirements in order to achieve performance.

The internal factors represent those elements which constitute inside the functional relation between

subject (coach, team-work) and object (athlete, team) of the training and participation to competition processes. This relation is achieved within a certain atmosphere or psycho-social ambiance and is formed of a series of affective-motivational states which influence from the inside the quality and the efficiency of the training process. The instructional environment fully engages the abilities of the two elements:

- **the coach's personality** (team-work, parents, friends) shows through the quality of projects and training programs the quality of the message transmitted and received by the athlete, the empathy capacity (or affective consonance), the mutual repertory achieved with the athlete, the capacity of adjusting the athlete's behavior, the adjustment to the athletes' particularities, innovation, diversity, management capacity etc.

- **the athlete's personality (of the team)** expressed through motivations, needs, aspiration, learning capacity, favorable availabilities, attitude, behavior, auto-telic preoccupations, assessment capacity etc.

THE MAIN DIRECTIONS OF MODERNIZATION

The modernization of the sportive training system

The concept of system (gr. system- ensemble; from synistemi – to put together), means an ensemble of elements which interact and build up a whole. Any system acts to achieve and bring about a purpose. In our case, the training system in performance in sport aims the continuous increase of the performance capacity of athletes or teams. The functioning of this system is conditioned by some distinctive elements or sub-systems which denote goals subordinated to the general goal of the global system. Thus, we can consider as sub-systems of the global system: the sportive structures system which deal with the organization and the management of performance activities, the selection and promotion of talented subjects system, the formation of high performance athletes system, the competitive activity, etc.

The organization and management of performance activities system frames within over-systems which it serves. Therefore, this system is subordinated to the international competitive over-system and it permanently adjusts according to it. In other words, all the systems we deal with (selection, training, formation, etc.) are adjusted by the necessities of the society over-system for which it was created and by the international sportive competitions exigencies for which we prepare. The adjustment of systems takes place through the analysis of **the mentioned sub-systems products** (output), through their comparison with the parameters of the suggested performance objectives, through the results of the performance behavior proved during the events the athletes participate in, etc. **We can conclude that the sportive training system which aims to maximize the performance capacity has three segments (sub-systems)- entrances** (guided and selected people, the proper forming and training process- where qualitative changes are brought about those within the system) **and exits** (performance behavior, results,

classifications, etc.). This picture of systemic behavior requires not only their distinct identification but also the multiple connections between them.

In conclusion, the sportive training system is a sub-system of the educational system which includes:

- **all the sportive structures** (institutions) in a country, forming an ensemble coordinated and subordinated to the principles of organization and functioning established by the state with the purpose of drawing the citizens into the sportive life, according to the individual bio-psycho-social availabilities and to international sportive competitions requirements

- **institutions which deal with the initial guidance and selection**

- **sportive structures which deal with training at an early age (children)**

- sportive structures which deal with selection and training on formative phases

- structures which deal with the proper training and have as distinct activities: teaching-training-learning-improving-evaluation and which are modernized by including the modern didactic technology. At the same time, **all these didactic activities are rationalized by "the praxiology circuit or chain" which consists of the following elements: objectives-contents-resources-strategies-evaluation of the quality and efficiency of the training process. (expressed through the acronyms O-C-R-S-E).**

Through this systemic conception – the modernization refers not only to the aspects or parts of the sportive training but also to the relations between them.

2. The modernization of the institutional organization

The modernization of the institutional organization implies bringing about into a proper environment for all the members of the society to develop their possibilities and capacities. In this case we have to deal with a finalist social system which materializes in the fact that its entire organization (structure) is dynamic and is determined by the solving of a finality (sportive capacity for performance). Achieving such a product is caused by the internal organization of an institution or a sportive structure.

A finalist system consists of a lot of actions whose ensemble leads to achieving the finality. As a rule, the finalist systems tend to express their organization in a system of rules and roles. These rules and roles build up a system because each has its function, completing each other in order to insure the achievement of a specific finality. For example: the rules/roles of a coach/athlete form a system whose finality is to involve the maximum capacity for performance; the elements of the logistic system have as goal to insure the conditions for the athlete to successfully participate to competitions.

"The finalist systems" include the following types of elements:

- a) **actors- subjects, groups or even communities**

b) **actions, their behavior which represent the essence of the proper system (system means a lot of actions)**

c) **the interdependence relations between the elements of the system** (C. Zamfir, L. Vlasceanu, 1993)

It is necessary to differentiate between system and structure. **The structure represents the way of internally organizing a system.** A system can have different structures.

A sportive organization can be established on an hierarchical-authoritarian structure, on an hierarchical-democratic structure or another leading alternative. Frequently, a system can simultaneously have many **alternative structures**. For instance, an institution tends to have an authoritarian hierarchy (guaranteed by the manager or other leaders which promote authoritarian behavior); democratic structures are provided by the systems which are determined by the democratic style of the manager. An important issue is represented by the relations of subordination, over-ordination or the neighbor relations, by the mutual influence, competition, occurrence or cooperation.

The modernization of the proper selection and training process

The modernization of the selection process of talented elements for high performance sports implies the implementation of the sportive activity in order to identify the subjects who have favorable skills to achieve sportive performance.

The guidance process is similar to the professional guidance process which implies informing the subjects about the favorable skills they have and recommending a sportive branch to practice.

The initial selection process – starts with the **requirements** of the sportive branch, depending on what the subjects choose and whose favorable skills have a striking manifestation.

The modernization of the selection strategy is subsequently **achieved** through the reference models of high performance sports according to which **normative standards and rules** are enforced on different formative phases of athletes in their performance sportive activity. **The modernization of the sportive guidance and selection is achieved through scientific diagnosis and prognosis activities which, nowadays, are well subsidized, scientifically.**

The modernization of the sportive training process comes within the provisions of the scientific projection and of the praxiologic measures in order to insure the quality and the efficiency of the process. In other words, the praxiologic chain (or the circuit) consisting of: **Objectives- Contents- Strategies- Evaluation, always insures the quality and the efficiency of training.**

The modernization of the didactic technology and strategy

The role of the didactic technology and strategy is to create a training context of situations so that the one who learns/is trained to be engaged to actively

participate to the achievement of the teaching objectives (Nicola, I., 2002, p.470). This statement implies that **stimulation** is the instrument through which a method involves the athlete in the training/improving process more or less. The educational sciences researchers (for example, I. Neacsu, 1990, p. 221) analyzed the formative and stimulating potential of the main methods of training. **Thus, among the formative-stimulating characteristics of the well-known didactic methods** (exposition, modeling, simulation, conversation, problems, demonstration, discovery methods, case study, individual study, guided exposition, systemic observation, debate) **the following effects are recorded** (formative-stimulating):

-building positive motivations towards the social values

-stimulating the independent activity

-stimulating the individual or group creative activity

-building the cognitive- operational (intellectual and motric) abilities

-facilitating the connections among pieces of knowledge

-facilitating the horizontal and vertical positive transfer

-insuring the constancy of knowledge and skills

Analyzed through the above mentioned aspects, the best methods are: divided experimentation, case study, individual study, modeling and simulation, demonstration, etc.

“Stimulation derives from the constructive contribution of the athlete to his own formation. It involves, psychologically speaking, two parameters – **a intellectual-cognitive one consisting of the cognitive processes** (feelings, perceptions, representations, imagination, motric memory, thinking, intelligence, etc with all their operations) **and a stimulating-motivational one** consisting of non-intellectual factors (needs, intentions, affective states, interests, aspiration level, attitudes, characteristics, etc.) (Nicola, I., 2002, p.470).

Within the frame of these elements, we can consider that the modernization of the didactic technology and strategy consists of creating a proper environment in order to insure the transformation of the one who is trained into the subject of his own formation. The valorization of the stimulation possibilities which imply the training methods and means, depends on how they are used by the coaches.

A second tendency of modernizing the sportive training strategies is given, on our opinion, by the dialectic relation between **goal-content-methods-means**. During practice, we often meet difficulties in connecting the four fundamental elements of training. **This relation represents “ the pragmatic and generative axis on which the sportive training process stands”** (Colibaba, D., 2007, p.167). In the figure the same author presents more relational aspects

Nr.	OBJECTIVES/TASKS	CONTENTS	METHODS TECHNICAL PROCEDURES
1.	MOTRIC SKILLS AND ABILITIES (technical-tactics elements, skills, abilities) Knowing how to perform Not knowing how to perform He is able to perform He is skilled He is taught He performs wrongly	Technical/tactical actions or motric acts Movements ; Operations ; Walking ; Running ; Jumping ; Climbing ; Crawling ; Carrying ; Escalating ;	Demonstration Practice Simulated role play Modeling Playing games
2.	MOTRIC AND PSYCHIC ABILITIES What abilities does he have What abilities does not he have He has abilities for He does not have abilities for	Motric qualities General (VARF); Specific motric qualities; Conditional abilities Favorable abilities for role Combined motric qualities	Practice Methods specific for developing the motric qualities Methods and techniques of developing the creativity Contests – competitions (games)
3.	OPERATIONAL CAPACITIES For competition He knows how to perform He does not know how to perform He can/ he cannot	Action contents specific for the technical-tactical-physical-psycho behavior	Exercise training Practical application Case study Role play
4.	KNOWLEDGE He knows He does not know	Laws, principles, theories Being aware of resources Fact knowledge Concepts	Explanation Exposition Debate Conversation etc.
5.	ATTITUDES He shows attitude He does not show attitude He has an opinion/ he does not have an opinion...	Situations Life experience Knowledge Specific activities	Group discussion Case study Analysis and self-analysis Experience exchange
6.	PRINCIPLES He does not believe He is not convinced He realizes	Social, politic, ideological, moral activities	Lecture Debate Persuasion Case study
7.	MOTIVATION- INTEREST – ASPIRATION He does not train because... He acts because... He is not interested... He wishes...	Knowledge Activities Interests Principles Affective states Personality features	Principles Individual and group motivation and self-motivation Competition Reward Obligation

The third tendency is promoting the scientific research in training practice. It is not important to memorize the scientific discoveries and to introduce the person who learns into the mechanisms which led to these discoveries. The one who learns has to be aware of the scientific truth and to apply it into practice.

5. The modernization of the organization forms of the training process

The organization forms of the training process aim the relationship between coach and the trained athletes: the frontal relation (with the whole team), group or conventional classes relation, pair and

individual work. Usually, these forms combine and alternate.

Frontal form (collective) – is the organization and progress form of the training process achieved with all athletes (team, class), during the training lessons. In frontal training the coach (or the technical team- team-work) transmits a suggested amount of skills and abilities regarding the achievement of the same purpose, but each athlete takes a certain amount of information, according to his individual particularities and his assimilation (memorization) capacity.

The frontal forms of learning/training are: physical education lessons, certain training lessons,

certain parts of the training lessons, lectures, seminars, methodical activities, competitions viewing, etc.

The frontal organization forms (with the whole group) is the most efficient, economically speaking, because the same amount of time is allocated for all the athletes/students. Though, this organization form does not take into consideration the athletes' particularities, their training level or their assimilation capacity.

The organization of group activities (3-8 athletes)

Groups are formed on well-established criteria such as: preoccupations, interests, mutual tasks. The instructive work developed on groups combine some advantages of frontal teaching with the individual ones. Group training, on Ternerry's opinion (quoted by D. Colibaba, 2007 p.190) implies following some didactic operations:

1. Defining the objectives
2. Analyzing the sources
3. Organizing the group training
4. Strategies focused on objectives
5. Permanent evaluation of results
6. Continuous correction of errors

Pair training is recommended any time two athletes work together- correcting each other or helping each other. It is "controlled" by the coach who intervenes whenever it is necessary. Pair training is recommended:

In practicing technical elements and procedures

For repeating the exercises which need insurance at devices

In performing the exercise which need movements development (flexibility – mobility)

In performances which need collaboration between athletes

Individual training – consists of the relation between coach and each athlete. The individual training form implies that each coach should work with each athlete in his own training rhythm, with particular training strategies, which engage the development of some documents such as: **individual record, individual training programs, homework, additional tasks, etc.**

The individual training form combines with the other three when active training forms are used (programmed training, independent work, training through discovery, etc.). During the training process and during one lesson, the 4 organization forms of training can be alternatively used or can be combined.

7. The modernization of the cooperation relations between coach and athlete

The modern characteristic of this cooperation consists of the fact that it enforces and includes an optimum collaboration so that a mutual exchange of messages should be achieved.

The modern concept on coach-athlete-team relation implies a collaboration on vertical circuit (coach-athlete) and on horizontal circuit (athlete-athlete). The easier the messages are transmitted between the two

poles the more the formative direction of the cooperation is intensified. The cooperation between coach-athlete does not omit, but implies the coach's authority. It is not regarded just as a way of obeying and listening but it becomes a feature of the didactic act as a whole. Against the background of this authority, the coach's responsibilities are increased and he is not anymore just an information source and a deliverer of restrictions and interdictions but he becomes an organizer, a guide and entertainer of the athlete's activity, as the latter is not just a receiver of transmitted orders and information and he becomes an active participant to his own developing process. In the Anglo-Saxon literature, this atmosphere and collaboration between coach and athlete is called coaching activity and it has two meanings: " as an orientation, observation, guidance activity of the entire training and competing activity which aims the achievement of maximum performance capacities:

a) as an assistance activity of athletes (team) during training and competitions. This assistance has two distinctive objectives:

* insuring the proper development conditions of the performance capacity (transport, accommodation, recovery, invisible training)

*permanent adjustment of psycho-behavioral moods of athletes, anticipation and avoidance of moral misbehavior but not to punish them but to find optimum solutions to correct them so that the performance objectives should be achieved" (D. Colibaba, 1998, p.72).

The modernization of the pedagogical relation includes the increase of the status of the two parts (coach-athlete; team-work-team) with attributes that facilitate a real cooperation. The innovating way of the entire activity can be materialized by creating a proper environment which includes many requirements and challenges in accordance with the individual particularities of the athlete.

Actual methodical tendencies and orientations

In performance training there are many terms, such as: didactic techniques, training techniques, learning/training methodology and technology, etc., which mean work methods of those who lead the learning/training process.

Didactic techniques – represent " an ensemble of processes, methods, procedure, means, operations, rules used by the teachers in order to achieve the training- educational objectives " (Dictionary of Pedagogy, 1979); " such techniques can be different: training/ self-training techniques, evaluation and assessment techniques, information techniques, receiving information techniques, presenting the information techniques, etc.,"(Schaub, H., Zeneke, K., 2001, p.279).

All these are instruments of the coach's and athlete's work style (didactics), insuring a specific mark to the activities they perform.

Training technology – this concept is used in many variants such as (M. Ionescu, I. Radu, 2001, p.123):

- **“ as an ensemble of the technical means of training** (which develop due to the introduction of physical and technological theories in the training-teaching process). This signification sustains the existence of a tight connection between the production technology of devices and the teaching-learning-training-evaluation strategies, overestimating the functions and the possibilities of the audio-visual means; the technical devices involved in the didactic activity, especially the **hardware**;
- **as an ensemble of proper instructive programs**, especially those which are called **software** and which are intended for devices. At the bottom of these programs, there is the correlation between the scientific acquisitions regarding behavior and the learning process and motivation. These devices has a presenting purpose” (M. Ionescu, 2001, p.203)

Another definition of the operational didactic strategy is:

“a coherent system of methods, materials, means (exercises), based on principles, rules, teaching, learning styles and organization forms of activity- happily combined to achieve the operational objectives” (Colibaba, D., 2007, p.138).

The didactic technology represents a part of the mass-media which appeared due to the diversification of the communication means. They are training means: projection equipment, films, radio, video cassettes, programmed training and electronic computers- hardware and software elements.

Regarding the modernization of instructional technologies and strategies this process is produced under the influence of changes which occur nowadays and which influence the training process. These changes are achieved by the following factors: the increase of the science, the increasing rhythm of changes, the increasing requirements of society, the globalization phenomenon, the pedagogical research implications etc.

The modernization implies approaching training to **the international contests requirements, teaching to learning** and knowing the athlete, but also approaching training to scientific activity.

The orientation of the improving activity of didactic methodology is to be made emphasizing the active, awareness, objective, creativity features.

Among the main directions of modernizing the didactic methodology specific to the training process we have the following:

*** Revaluation of the traditional methods**

Changing a group of methods considered just instruments of transmitting knowledge into an efficient way of organizing and guiding the motric, active and mobilization activity of athletes. The sportive training practice certifies that a method cannot be used as a recipe and used by itself, but with a system of procedures, actions and operations which form a group of activities, depending on some factors.

In the present phase of developing the didactic methodology- the relation between objectives-content elements-method inherently appears. This axis (O-C-M) is a “sine qua non” condition in order to insure the quality and the efficiency of the training process. Another tendency is represented by the introduction and application within sportive training of methods used in other domains: problems, algorithms, structural analysis, computer training, etc.

***The dynamic and open character of methodology**

Within traditional didactics the teaching-learning/training process is seen following the hierarchy:

- 1) **knowledge**
- 2) **skills and habits**
- 3) **attitudes and intellectual capacities**

This hierarchy of objectives is more and more disputed. **Through its evolution and methodology, the present science highlights the importance of synthesis, attitudes and intellectual capacities, which require the reorganization and the inversion of the pedagogical objectives in the following hierarchy:**

- 1) **attitudes and intellectual capacities;**
- 2) **skills and habits;**
- 3) **knowledge.**

The dynamic character of the didactic methodology, opened to renovations is emphasized by the relations established between certain principles and “ guiding” ideas within the increasing efficiency action of training methods used in practice. Modern didactics research, educational science research, bio-psycho-social availabilities research on human being enrich the sportive training methods.

*** The diversity of the didactic methodology**

This tendency refers to the advantage of combining the requirements of the motric learning theory with the possibilities the athlete has during the training activity. We notice the fact that each method correlates only some variables of the training process, the rest remain outside the immediate contact. In this way, we can state that **“each teaching method hides a hypothesis of the learning mechanism of the student”** (M. Malita, 1987).

A method or another becomes useful if we take into consideration the domain the athlete is going to perform: acting (motric) domain, objective manipulation domain, figurative (symbolic) domain. As we know, there are methods which facilitate one of the 3 domains. Beyond these, the ways of access for the athlete to assimilation-acquirement-knowledge are many. It is noticed that, at any age, an instructional and hard objective is more easily acquired if it has real support, objective methods, examples and counter-examples, etc. It appears the necessity for the diversification of the training methodology. In literature, (A. Dragnea, T. Bompa) it is stated that the way the coach works is established, even determined by the training process period. Some methods are used in certain phases and training periods and they have to

be used as such. On the other hand, some methods are used in the teaching and assimilation period of motric skills and abilities, and others are more useful during the fixing and consolidating of knowledge period (practice, for example). In consequence, the coach decides the methodology according to the activity, training elements, contents, the organization forms of training, the used means, etc.

***The development of the formative character of methods**

Sportive training has an important role in building the athletes' personalities, in their training for competitions where self-training and self-improving have to be significant attributes for each individual. The one who finishes (obtains) a training degree is not a finished product but he continuously adjusts for competition. Thus, nowadays, the athlete is not only the trained one (receiver of didactic messages) but he engages in autotelic actions which sends him into the values hierarchy.

***Elements which lead to the maximizing the performance capacity**

In literature (Dragnea, A., Teodorescu, M., Serbanoiu, S., Dragomir, P., Bompa, T., Popescu, S., Colibaba, D, etc.) the following factors or elements which participate in the maximizing the performance capacities are mentioned:

- **initial guidance and selection** – to promote a qualitative “human material”
- **selection and training on formative phases**; each formative phase has a certain degree of difficulty and specific requirements
- **the increase of the training volume**- during the skills, abilities and knowledge acquisition phases
- **the effort intensity increase** – in the pre-competitive and competitive phases
- **connecting the competition training and training through competition** (competitions)
- **the acceleration of recovery the effort capacity**
- **the technologies transfer from other activity areas**
- **the management of training and participation to competitions** by a technical team (team work)

- **evaluating the performance behavior of the athlete**

- **promoting thinking through reference models**
- **the development of basic training on didactic projects able to be applied to the “well-done work” principle. This statement materializes by promoting the so-called praxiologic circuit O-C-S-E** (objectives-contents-strategies-evaluation) which always insures the quality and the efficiency of the training process.

Conclusions: The role of the didactic technology and strategy is to create a training context of situations so that the one who learns/is trained to be engaged to actively participate to the achievement of the teaching objectives. This statement implies that stimulation is the instrument through which a method involves the athlete in the training/improving process more or less. The educational sciences researchers analyzed the formative and stimulating potential of the main methods of training.

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INFLUENCE OF FITNESS TRAINING ON THE COEFFICIENT OF APPLICATION RATE OF BODY

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Abstract

Aim: Any physical activity that involved larges muscle groups and is sustained for prolonged periods of time has the potential increase cardiorespiratory fitness. The purpose of this study was to investigate the effects of 8-week training physical fitness over application rate of body for athletes' children girls, 12 years old age that practice athletics for 6 months.

Method: 15 active athletes girls from experimental group (age = 12.2 ± 0.32 years, body height = 1.48 ± 0.08, body weight 338.2 ± 2.02 kg) volunteered to participate in this study and was trained three times a week for the period