

SOCIALISATION OF SCHOOL PHYSICAL EDUCATION OBJECTIVE CYCLE SECONDARY

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Abstract

Strong influence on the formation of the attitudes of the individual, in the case of the child, his/her primary groups, in particular family and pedagogical staff. In this context, the attitudes of others become formative attitudes of the child, having been filtered through personal experience a considerable influence in shaping the attitudes of the individual exercise and secondary groups, various social and cultural institutions, political organizations, etc. To the extent that the individual can participate in the life and work of these institutions, he forms the right attitudes, according to personal experience. The purpose is to highlight the influences of physical education discipline in the social integration of students in the school environment. The content and forms of organisation-specific, physical education is able to create an appropriate framework for both the formation of moral consciousness and the expression of moral conduct. These effects are possible because physical education entails: the need to respect a set of rules, standards effort. When you practice in physical education group, require compliance with requirements related to social relations are established between individuals, starting with those related to compliance with a majority of the work and ending with ongoing compliance with the regulations of certain competitions; required on the part of the conscious and active participation of the subjects to be able to achieve the objectives proposed; by pursuing specific forms and content accessible physical education provides satisfaction of practitioners, which reinforces the effective observance of the rules and the rules that accompany the practice exercise.

Keywords: socializing, attitude, goals, skills

Introduction

Socializing process is "a psycho-social transmission-assimilation of attitudes, values, concepts and models of behaviour specific to a group or a community with a view to training, social integration and adoption of a person. Socialization implies social learning as a fundamental mechanism for achieving the current into the assimilation of individuals into groups", according to the Dictionary of Sociology C. Zamfir, L. Vlăsceanu (1993) the attitude is "a way relatively constant reporting of the individual or group against certain sides of social life and to his own person" (P. Popescu-Neveanu, p. 138) it is expressed more or less openly through different symptoms or indicators (tone, gestures, words, acts, or the absence thereof), and performs a cognitive function at the same time, energy and education on conduitelor which it imposes. A strong influence on the formation of the attitudes of the individual, in the case of the child, his/her primary groups, in particular family and pedagogical staff (Y., Abernot, 1996; L. Mihailescu, N. Mihailescu, L. Ezechil, 2008) In this context, the attitudes of others become formative attitudes of the child, having been filtered through personal experience. Love the baby to disgust or certain objects are determined by the group's attitude towards these objects. A considerable influence in shaping the attitudes of the individual are secondary groups, however, and various social institutions and cultural, political organizations, etc. (L., Mihailescu,

N., Mihailescu, 2009) To the extent that the individual can participate in the life and work of these institutions, he forms the right attitudes, according to personal experience.

Research purposes is to highlight the influences of physical education discipline in the social integration of students in the school environment.

Research hypotheses

✚ We believe that the level of for the socialization of the secondary cycle pupils is influenced to a degree of time semnificativă of physical education of shared.

✚ Contribution of physical training on social inclusion in the school environment can be identified using our industry-specific tools.

✚ We believe that there are differences between the level of social integration, in the school environment, students from urban to rural ones.

Research objectives. For the achievement of the aim we have proposed to achieve the following objectives of the research:

✚ overview of the objectives of physical education level of generality, for socializing, social integration in the community, to the end of the primary and secondary levels during the cell cycle;

✚ determination of the promote the integration of social physical education discipline with the aim of preventing their use to facilitate this objective of education in general;

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comparison of level of

socialisation of children from rural and urban.

Content, methodology

Physical education, part of general education, pursues objectives derived from the educational ideal, formulated at a time by the company for which they are trained students. Among the General objectives which it proposes to include physical education, and that relating to the harmonious development of human personality, can influence both the prophylactic (preventive influențelor negation) and corrective (correcting negative traits that can manifest itself at a time). The

The objectives of the framework and objectives of the reference specified in the syllabi of physical education. (www.edu.ro/programe), further development of the various sides of the personality of pupils: physical, motor, cognitive, socio-affective, which reveals the complexity of the goals of physical education.

In the following table are presented the objectives of the reference frame of the goal. 4 of curriculum at the secondary cycle.

Table 1. Framework for objective benchmarks 4, gymnasium

Objective reference	reference targets of cls. aVa	reference targets of cls. a VI a	reference targets of cls a. VII a	reference targets of. cls aVIIIa
O4. Development of personality traits socially inclusive.	<p><i>To integrate to act effectively in a default group:</i></p> <ul style="list-style-type: none"> • occupation and keeping a consistent place settled in bands gathering, marching and working; • executions in relation to one or more partners; • support and aid to one another; • encourage some in action; • the completion, by rotation, tasks involving leadership and subordination (team captain, a referee observer, performer, etc.). 	<p><i>To integrate and act in a group formed spontaneously:</i></p> <ul style="list-style-type: none"> • practices on ad hoc sub-groups set up; • activities to bind tasks and responsibilities channelled; • training of various forms of collaboration; • challenges for groups and teams 	<p><i>To integrate and act in a group formed spontaneously:</i></p> <ul style="list-style-type: none"> • practices on ad hoc sub-groups set up; • activities to bind tasks and responsibilities channelled; • training of various forms of collaboration; • challenges for groups and teams; 	<p><i>To integrate and act in teams made up in value, according to the rules and tasks defined:</i></p> <ul style="list-style-type: none"> • self-esteem and acceptance of the value of the corresponding classification in group; • driving according to the tasks and rules; • practice activities in self-organization and form; <p><i>To demonstrate the desire of self-assertion in a structured training framework and capacity for assessing the results of its own objective in relation to those of colleagues:</i></p> <ul style="list-style-type: none"> • systematic participation in competitions and contests; • track your results and compare it with the colleagues and the rating system.

Express the attitudes toward people, ideas, outlooks, driving behaviors, aesthetic, moral values,

etc., but also towards themselves, through verbal behaviour, social motive. Physical education exercises

influence on attitudinal system in the following directions:

- ✚ *attitude towards his neighbour, to the company (and through moral education);*
- ✚ *cognitive attitudes-evaluative (target and intellectual education);*
- ✚ *aesthetic attitudes- assessing the true aesthetic values (target and the aesthetic education).*

The intellectual sphere, physical education exercises his influence as a result of the measurement of intellectual operations essential for desfașurării learning:

- ✚ *observation of driving actions;*
- understanding the operations to be carried out;*
- ✚ *save driving actions, namely storage, recognition and reproduction;*
- ✚ *their application in different contexts, as a result of the capacity of generalization.*

An influence of the type of exercise is undertaken *primary-cognitive perceptions*, representations whose quantity and quality improving as a result of practising. To be appropriated new movements, subjects need to understand the structure of the movements, chaining their parties. Subsequently, li will be required to apply them in various conditions. Thus, higher cognitive processes are simulated – thinking (analysis, synthesis, comparison, abstraticizarea, generalization), imagination, creativity.

Influence of physical training moral sphere is exercised both in the direction of *moral conscience and moral conduct*. Moral consciousness arises from reporting the matter to the values, moral norms and rules, available in society at a time, and consists in the formation of moral notions. Meaning of norms and rules will come off gradually, depending on their complexity and the ability of understanding of the child. Notions such as the spirit of cooperation, participation, modesty, fairness reflects what is specific to a class characteristic and circumstances and requirements, moral relationships where the child is or will be involved. In parallel with the formation of moral notions and moral judgements are made by which the subjects are judged on the basis of objective criteria, the way in which the conduct of others, and your conduct is consistent with the moral imperatives of assumed moral notions. This illustrates the cognitive aspect of moral consciousness.

Moral education aims but all notions of an individual to become operational, for the purpose of their ilustrării at the level of moral conduct. To do this it takes for them to be accompanied by affective elements of consciousness (emotions, feelings, etc.). Accompanied by an emotional issue, the notions of moral personality structure is fixed.

Moral conduct reflects the emergence of consciousness in practical moral relations of the subject and consists of a suite of responses and events. Its content is given for skills and moral habits (, mutual cooperation, etc.), and positive character traits (honor, fairness).

The content and forms of organisation-specific, physical education is able to create an appropriate framework for both the formation of moral consciousness and the expression of moral conduct. These effects are possible because physical education entails:

- ✚ the need to respect a set of rules, standards effort. When sepractică in physical education group, require compliance with requirements related to social relations are established between individuals, starting with those related to compliance with a majority of the work and ending with ongoing compliance with the regulations of certain competitions;
- ✚ required on the part of the conscious and active participation of the subjects to be able to achieve the objectives proposed;
- ✚ by pursuing specific forms and content accessible physical education provides satisfaction of practitioners, which reinforces the effective observance of the rules and the rules that accompany the practice exercise.

In this context, the teacher is available a set of methods that can contribute to the moral education of subjects:

- ✚ *verbal methods* – such as conversation, explanations, dialogue;
- ✚ *methods of organizing collective-pairs* for groups;
- ✚ *ways of solving the tasks of the motive power* – with the help of the teacher, with the help of colleagues or individually, as well as a number of means, such as: games, eventing; loads of self-organization, to form, etc.;

In order to develop the operational objectives and to design learning units correctly, according to the content associated with the objective of social integration at the secondary cycle, we proposed an was carried out on the basis of the survey questionnaire, in type inventory of the effects of socialization of education lessons in the primary cycle. The research was conducted based on survey type questionnaire to schools in urban areas no. 16 I.L Caragiale and no. 14. Davila Pitesti and rural areas to school with classes I-VIII Suseni. The research was comprised of 44 students in rural and 77 urban students, representative samples for secondary schools. Questionnaire items and responses have been both open and closed with 2-3 answers.

QUESTIONNAIRE

1. WHICH OF TEACHING HOURS IN PRIMARY (GRADES I-IV) AI WE WORK WITH YOUR COLLEAGUES?

2. WHICH OF TEACHING PRIMARY HOURS OF ACQUIRED A WIN / OUTPUT WITH A COLLEAGUE CLASSMATE MUTI OR MORE?

3. DID YOU HAVE RELATIONS OF COOPERATION / MUTUAL AID WITH COLLEAGUES DURING WORKING HOURS TO ANY OF THE DISCIPLINES TEACHING STUDY IN CLASSES I-IV? IF YES, WHAT?

YES NO DISCIPLINE.....

4. AI WAS HELPED BY A COLLEAGUE OR COLLEAGUES MORE TIME PHYSICAL EDUCATION?

YES NO SOMENTIMES

5. PHYSICAL EDUCATION IN TIME YOU MADE FRIENDS (sympathy)?

YES NO SOMENTIMES

6. PHYSICAL EDUCATION IN TIME YOU MADE ENEMIES (dislikes)?

YES NO SOMENTIMES

7. GAMES AT TIME OF PHYSICAL EDUCATION learned you like to be a member of a team REGARDLESS OF WHO IS THIS FORMAT?

YES NO SOMENTIMES

8. LESSONS FROM THE CARE OF YOU PRIMARY BOARD CLASS KNOW BETTER?

9. TIME IS IMPORTANT FOR YOU PHYSICAL EDUCATION?

YES NO NOT SURE

10. BELIEVE THAT THE TIME OF PHYSICAL EDUCATION FOR LIFE YOU HELP?

YES NO NOT SURE

11. WHAT DO YOU THINK THAT YOU HELP THE LIFE TIME OF PHYSICAL EDUCATION?

- A The exercises and games to learn to move on to to work out at school in your free time
- B To execute various exercises and games to develop harmoniously
- C Let me learn to work in teams

12 FOR YOU WHAT IS IMPORTANT TO THE TIME OF PHYSICAL EDUCATION?

- A Let's highest scores
- B To be appreciated by your peers and teacher progress
- C Do not be appreciated by teachers and peers

13. WHAT DO YOU THINK COLLECTIVE YOUR CLASS?

- A Fellow we're together we always help, even at PE
- B We understand very well, because some colleagues do not talk to me
- C We do not understand at all: we always argue and laugh at others failures colleagues

14. HOW WELL DO YOU THINK YOU UNDERSTAND / COLLABORATED WITH COLLEAGUES CLASS WHEN YOU MADE / A TO WORK IN TEAMS?

- A I understand very well with them,
 B Often with colleagues argue
 C Do not argue with them, but I do not understand very well

15. What do you like most about TIME PHYSICAL EDUCATION?

- A That I could make friends more through games with my colleagues
 B No longer have to sit in my bank, to read and write, as the other hours
 C I can wear my sports equipment, preferably

Results, discuss.

Student responses are presented in the following table synoptic

Table 3. Variants of respondents to the questionnaire items

Nr. students	Nr. item	Variants share the answers						
		Yes	No	Sometimes/ I do not know	Discipline	A	B	C
440	1				Physical Ed, Romanian language, Ed Technology, / Romanian language, Ed Technology, Physical Ed			
440	2				Mathematical/Mathematical			
440	3	13/10	5/2		Ed Technology, Romanian language/ Physical Ed			
440	4	5/3	1/2	- /7				
440	5	14/9	1/2	12/1				
440	6	4/2	5/6	3/4				
440	7	6/10	3/1	9//1				
440	8	-			Physical Ed, Natural science / Physical Ed., Romanian language			
440	9	18/11	-	9/1				
440	10	18/12	-	-				
440	11					-	15/10	2
440	12					3/-	17/12	1/-
440	13					9/8	5/4	4/-
440	14					6/6	-	12/6
440	15					8/9	10/2	1

From the table we see that the open questions 1,2,3 and 8 which relates to the appointment of the material to have obtained a victory or achievement with one or more fellow students in urban areas go first and those in physical education areas said that they are in order: Lb. Romanian, Science, Drawing and Physical Ed.

Questions 4,5,6 and 7 students from urban states that at PE have done but sympathy and are willing to be part of a team regardless of who made it unlike those areas not are always not always.

To question. 9,10,11 referring to the importance of physical education time and importance to students, they all replied that hour of physical education in life and helps their development in a harmonious way.

Urban students answer questions that means 13.14 well with each other and even help if needed and those in rural states, however, argue that not even understand very well the hour of physical education and sport. Urban students answer questions 12, 15 that, like more time for physical

education because it helps to make friends through games and can be appreciated more for their progress.

And there are differences in rural areas, meaning that students say besides enjoy more time for physical education because it helps to make

friends through games and can be appreciated more for their progress, and that at education physics do not have to sit in the bank to learn that the other disciplines. Share OUT to the questionnaire applied to the fifth grade in rural and urban areas is summarized in the following table.

Table 4. Share and differences in responses variants items

Nr item	Variants share the answers												Differences MR-MU					
	Rural environment						Urban environment											
	Yes	No	D.NK	A	B	C	Yes	No	D.N.K	A	B	C	Yes	No	D.N.K	A	B	C
3	43,33	16,67					30	10					13,33	6,67				
4	13,34	3,34	43,33				13,34	6,67	20				0	3,33	23,33			
5	46,67	3,34	10				30	-	10				16,67	3,34	0			
6	13,34	16	30				6,67	20	13,34				6,67	4	16,66			
7	20	10	30				33,33	3,33	3,33				13,33	6,67	26,67			
9	60						36,66		3,33				23,34		3,33			
10	60						40						20					
11				10	36,66	13,33				-	26,66	13,33				10	10	0
12				6,66	53,33	-				-	40	-				6,66	13,33	-
13				33,33	16,67	10				-	13,33	-				33,33	3,34	10
14				20	-	40				20	-	20				0	-	20
15				26,66	33,33	-				30	6,66	3,34				3,34	26,67	3,34

Analyzing students share answers in the table we see that significant questions for our study (4,5,7,10) to class V students in rural areas given greater importance of physical education time, and have made friends, are united and help more unlike similar class urban students who respond that they do not always help each other, not always physical education time helped to make friends, but for them no matter who made the team in are asked to play and play regardless of who made it.

Conclusions

The level of socialization of secondary school students is influenced to an extent semnificativă hour of physical education core curriculum.

School physical education contributes to the achievement of social integration in schools by specific content and forms of organization of teaching process - the specific format.

Following the course of teaching the discipline of physical education and sport at secondary level are highlighted valences towards achieving its social objective.

At the end of research I found that there are differences between the level of social integration in school, students from urban to rural people, recording the first category a higher level of integration, developing positive personality traits.

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