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LE RÔLE ET L'IMPORTANCE DES JEUX DE MOTRICITÉ À L'ÉTAPE D'INITIATION AU HOCKEY SUR GLACE

Résumé. Le jeu est l'un des moyens les plus efficaces et importants de l'éducation. Tout entraîneur ou un instructeur, une fois convaincu de cela, vous rendrez compte que vous devez savoir

que de nombreux jeux, à savoir pour sélectionner, de les adapter, les conduire, de les analyser et en créer de nouveaux.

Lors d'une analyse plus approfondie des jeux tirent leur importance dans l'éducation et la maîtrise de soi. Une série de jeux développés vue, l'ouïe, l'intelligence, sens de l'observation. Il n'y a pas de qualités physiques ou intellectuelles qui ne peuvent être développés à travers des jeux.

L'effort particulier est caractérisé par la complexité des procédures techniques et tactiques et fonctionnera à une vitesse élevée pendant le jeu sont créé une variété de situations. La réussite dans l'apprentissage et le perfectionnement du sport effectuée un grand nombre d'exercices et de répétitions effectuées dans les jeux allés.

Mots-clés: jeux de mouvement, débutants, hockey

THE ROLE OF GAMES IN OPTIMIZING EDUCATION TARGETS IN TEACHING SPORT ACTIVITIES

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Abstract:

This paper will focus on technical opinions/ processes and strategies fund, doing so to achieve the objectives of sport education. The authors will review the sport education model, an approach to social and individual development, and project model pedagogical knowledge structures.

The philosophical approach of the third part focuses on training through physical education and movement games, and was the center of our professional certainties early in the twentieth century. Until the '50s it was not questioned, but since that time, a series of professional and social upheavals led to diversification, specialization, different philosophical approaches to the issue relating to sport, physical form and physical education.

Keywords: Sports activities, educational goals, learning through movement games.

INTRODUCTION

In an earlier era, the schools believed that learning creates values in sports, such as honesty, perseverance, kindness and courage. The transmission of these values represents the main task of the specialists/ teachers of physical education. Some deeper sociological, psychological, historical and philosophical research have seriously put into question the concepts related to sports in school. Today we know for a fact that sports do not always involve perseverance and loyalty; and will only choose those who are already endowed with these qualities. We also learned that the more athletes are involved in high level competitions (in college, amateur professionals at the Olympics), the more they

complain of a delay in relation to our moral athletes.

What do we do in this situation? To try and solve this dilemma, a change in the current system, making it more compatible with educational objectives, is required.

SPORTS EDUCATION AS A RESEARCH AREA

"Sports pedagogy" is a term often used in international sports education and sports in scientific circles. "Pedagogy" refers to teachers' training or to educational and training programs. This term is in relation to teaching physical education curricula. The notion of sports pedagogy, as understood internationally, is widely used: it includes the teaching of physical education in

schools and in public and private clubs. It includes the development and implementation of programs in competitive sporting activities, and forms of recreation.

Some elements of sports pedagogy are essential if we are to understand the methodology and teaching techniques required by the sportive educational objectives. A UN activity is certainly one of the changes likely to occur. Olympic Education is amended, as new models appear. Such programs are some models by the private centers for the adult form. They are offered as an alternative to mandatory physical education programs provided in most schools. In many countries, many secondary institutions have replaced many activities dealing with the sports education model. This leaves us hopeful regarding future changes in the curricula for physical education.

DEFINITION OF SPORTS ACTIVITIES. AIMS AND OBJECTIVES

Sporting activities are a significant component of our global culture, the cornerstone of physical education. It is therefore necessary to re how physical education can promote positive values through sports experience. Used correctly, sports can and should promote the educational objectives of physical education.

Physical education, as I lived at school, is it in danger? If we want it to survive in this era of enthusiasm for sports and implementing programs as public and private, have changed the way physical education and implementation as designed and taught in schools. Traditionally, basic physical education taught in schools has always been an example for any public or private program of sports activities, implementing or re-shaped and recreational activities. In the past, physical education in schools was expected to provide children with the technique, dexterity, insight and attitudes necessary for them to spend during their life, sport, put in shape and physical education.

What frustrates most in physical education is the lack of interest in its teaching in an era when sports and the physical condition are so popular.

The traditional philosophy of physical education believes that sports are a means that enables the achievement of educational objectives which, by their very nature, are moral, social, psychological and physical. Many domain specialists say that physical education activities are valid in themselves. This concept can be translated by the term "game education". The objective of this education is to help students acquire a technical skill and reach to attach to these activities. Considered at that time, a kind of transformers and transmitters of cultural constructive philosophy,

professionals in the "game education" domain have tried in the 70s to the 80s to redefine physical education as education of the game.

Logically and psychologically, physical education is indeed a game. Defining physical education as a form of play, places it clearly in the category of primary game and other forms of institutionalized activities, as art, music and drama. This classification allows us to recognize that the activities of the golfer or skier in the weekend, the tennis player, evening, handball player, in the afternoon, resemble those of the painter, the actor or the musician. Everyone plays an institutionalized form of play. What really matters is the participation.

In game education we can keep the object as it is an institutionalized form of game, having a crucial importance in the cultural space in which we live and evolve. Olympic education programs do not allow the direct influence of the philosophy of game education. Game education has never become an important matter in American schools. Towards the mid-80s a different philosophical perspective based on the philosophy of game education appeared. Sports education aims to prepare students for the techniques, values and attitudes of a real sport, so that a healthy and positive culture of sports be acquired.

Reasoning based physical education is based on a number of fundamental assumptions. The first is that the sport stems from the game, in other words, sport is an institutionalized form of game Driving Competition. The second basic assumption is that it represents an important part of our culture and that it plays a major role in its health and vitality; the more sport practitioners, the stronger the culture. The third basic assumption is a corollary of the other two. If sports are a high form of game and if sports are important for the good health and vitality of our culture, it follows that sports should be part of physical education. Therefore, the training of good athletes and better sports culture development should be the central mission of physical education.

Sports education is simply a perspective that can be used to teach educational objectives of the sport. Students learn to practise techniques and strategies in groups, during a so-called unit/ season. Sports education is taught in physical education courses. As it progresses, it devotes less time practising the techniques, and more emphasis is placed on game competitions and strategy skills

The educational aims and objectives of the model are multi-sport education and may be immediate:

- to develop techniques and physical condition for a specific sport;
- to develop and assess the ability to execute a strategy game;

- to participate in an appropriate stage of its development;
- to collaborate in planning and directing sports experiences;
- to choose a responsible leader;
- to be part of an active working group aiming at achieving common goals;
- to respect the traditions and conventions of each sport;
- to develop the capacity to make decisions after mature deliberation in respect of any sporting problem;
- to apply knowledge and training in arbitration;
- to voluntarily decide to get involved in extracurricular sports.

Another fundamental goal of this model is to train top athletes. Students should learn to appreciate, to respect the principle of fair play and adopt a fair behaviour in competitions.

Other suggestions for the teachers regarding educational goals other than the ones mentioned above:

- to have the certainty that specific attitudes are clear for the students. In the primary schools some bills are considered an example of fair play. In secondary education, teachers can ask students to discuss in the Sports Council on cases of unfair behavior in the game;
- points may be awarded to promote and reward fair behaviour, or withdrawn as a penalty;
- students should be taught and encouraged to become good people, have respect for teammates, opponents, and their effort;
- to use a highly accurate system for the selection of team members, and maintain equity as the main purpose;
- sports boards can be encouraged to decide on issues of competition and fair play. This way, students are taught to handle conflicts and solve problems;
- Awards for fair play must be regarded as a test and awarded the winners.
- to teach students how to practice the ritual gestures of each sport when it comes to rewarding for the performance: welcoming opponent in fencing, welcoming the referees after a sample of gymnastics, alignment by a collective game to shake hands with opponents.

Sport education model has some ambitious targets. It intends to help students become grown, competent and enthusiastic players and athletes.

Once understood physical education, a phrase like "I concluded football season" or "start next season with tennis" does not mean the same. The

facts showing that students will notice the difference and become advocates of the sensors.

The theoretical framework for sport education takes some basic concepts of physical education. This is to prepare students in physically based disciplinary approach to teaching physical activity. The conceptual framework presented below embraces the concept of sport for all.

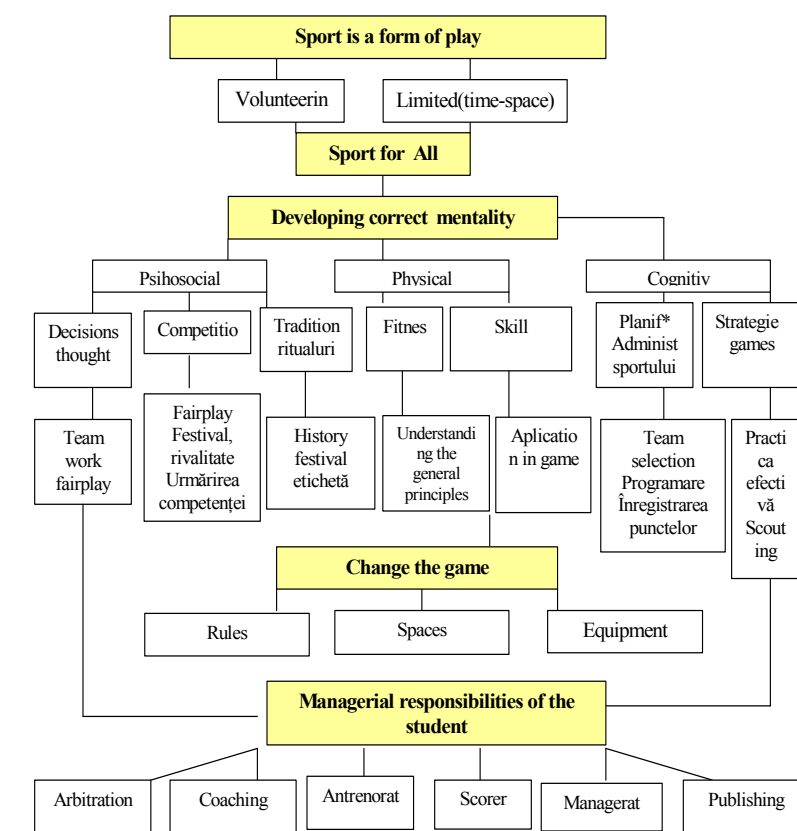
The programs design units and lessons for all levels of training and fitness for students. Objectives psychosocial concerns capabilities that students will acquire a thoughtful decisions about team work and fair site. In the sport education model, students learn to participate in a celebration, respect and practise the rituals and traditions of each meeting, and to compete and turn to sports to improve techniques and strategies.

Natural objectives are in relation to the physical conditions necessary and sufficient for young people to develop the techniques necessary to participate in sporting events. Cognitive goals focus on students' understanding of sport events. As students become true participants, they come to understand how to make selections for a team, organize a competitive calendar, mark the results of the strategy. They learn techniques to become responsible leaders and to deal simultaneously with a large number of complementary activities such as marking points, arbitration and training.

In teaching and training, the model prefers the qualitative approach rather than the quantitative one. With this model, students can learn thoroughly and can fully practise the activities selected, they have a controlled delivery and competitive experience can know early in the first repetition of the rookie level.

CONCLUSION

I would like to conclude this work by presenting a conceptual framework for sport education with the finding that the problem of choosing the best optical adopted to achieve the educational objectives of sport is that a major practical problem facing physical educators today. If we curricula, teachers and coaches will be set in advance, the philosophical reference and choose the appropriate strategy that allows the opening of the educational objectives pursued.



A conceptual framework for sport education

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ROLE DES JEUX DANS L'OPTIMISATION DE MOVEMENT OBJECTIFS EDUCATIFS DU SPORT D'ENSEIGNEMENT

Résumé: Cet article se concentrera sur des avis techniques et processus et les stratégies du fonds, ce qui provoque à atteindre les objectifs éducatifs du

sport. Je vais revoir le modèle de l'éducation sportive, une approche de développement social et individuel et de projets pédagogiques des structures du modèle de connaissances.

Je voudrais commencer par le chemin philosophique du troisième aspect. Philosophie met l'accent sur la formation à travers des jeux éducatifs et des mouvements physiques, porté les certitudes de notre entreprise depuis le début du XXe siècle. Elle n'a pas été interrogé jusqu'à ce que les années 50. Depuis ce temps, il y avait un certain nombre de bouleversements professionnels et sociaux qui ont conduit à la diversification, spécialisation, différente approche philosophique de la question relative sport, de fitness et de l'éducation physique.

Mots-clés: sport, les objectifs éducatifs, d'apprentissage à travers des jeux de mouvement.