IDÉAUX DU MOUVEMENT OLYMPIQUE
Résumé:
Un examen sur les objectifs et les idéaux de l'auteur du mouvement olympique est un signe de l'humanisme, la simplicité et de respect pour la race humaine, sans aucune attention à la couleur de la peau, secte politique, principe et la base sociale et économique. Le classeur centenaire des partisans de cette attitude indique aussi la tentative sincère qui a tryed de hisser le drapeau du mouvement olympique et à développer ses objectifs humanitaires dans le monde entier par l'élaboration des politiques et le choix des méthodes différentes.
En conséquence, cet article est disposé à étudier les idéaux du Mouvement olympique. La méthode utilisée est historique, qui utilise des questions documanary dans les articles, magazines et Internet pour des précisions sur les idéaux principaux de Mouvement olympique (Citius, Altius, Fortius, l'éducation pricniple, le principe de correspondance sincère et amicale, le principe de l'expansion de Internatioal amitié et la compréhension, le principe de l'égalité des chances en développement, le principe de manifestations culturelles dans les jeux olympiques, l'indépendance et impénétrable).
Comme la méthode de cette recherche documentaire est, il n'ya pas un échantillon statistique. Les instruments de la recherche sont aussi des articles, thèses, etc Internet qui sont effectuées par l'étude, l'utilisation de cartes de courroie, la catégorisation, la codification et l'analyse du contenu des données. Enfin nous arrivons à cette importante question à travers le brièvement les principes mentional que dans la mesure du maintien des Jeux Olympiques a procédé, il a fait un écart par rapport aux principes énoncés et critique dans la Charte olympique et si les responsables du comité national OLYMPIQUES et l'Académie internationale olympique ne faites pas attention à cette importante question, il est donc possible que dans les périodes à venir, et spécialement dans century21 ce mouvement face à des problèmes irrécupérables.
***Mots clés**: idéaux olympiques, principe de l'éducation, le principe match amical*

A STUDY ONTHE CORRELATIONS BETWEEN THE MOTOR AND THE COGNITIVE INTELLIGENCE QUOTIENTS OF STUDENTS IN FOOD SCIENCE

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Abstract: *Intelligence is not a generally valid criterion, each individual having his own array of knowledge and skills, which sets him apart from all the others. Moreover, no individual can be labeled "stupid", just because he might or might not have mathematics, biology, linguistics or sports related knowledge, due to the fact that he certainly excels in other fields.*
Keywords: *Intelligence of the language, mathematic intelligence, visual intelligence, cognitive intelligence*

Man is a live, hyper-complex system, a synergy between body and spirit, considered to be the mere essence of life on earth, due to his unparalleled evolution, regarding but not resuming to biological and psycho-social aspects.

From the earliest times, it became obvious that people are different, both physically and intellectually, philosophy being the science that has dealt with the differences between people, rightfully determining the fact that some people have increased physical skills, others are more intellectually gifted, thus being able to better cope with day-to-day issues.

Gilles Azzopardi is the author of one of the most complex definitions of intelligence, stating that "intelligence is a mental aptitude which involves, among others, the ability to reason, foresee and solve problems, think in an abstract manner, understand complex situations, learn fast and fully make use of past experiences".

In modern society, the theory according to which intelligent people are prone to be more successful, powerful and influential, while less intelligent people are seldom marginalized and rejected, seems to have lost its relevance. It would be fundamentally wrong to assume that someone is not intelligent simply because he or she has little to no math, sports or biology skills, as they might be stellar in many other aspects.

Moreover, it must be stated that intelligence is not even a concept, each person being individually better at some things and bad at others.

Intelligence is not a homogeneous concept. As a matter of fact, there are many types of intelligence: verbal, non-verbal, emotional, cultural, motor, etc. Besides, tests

determining the intelligence level might be influenced by an entire array of factors, such as the subject's gender – boys will give better answers to spatial items, while girls are prone to give better answers to verbal items. The same theory applies to tests determining motor ability, where boys score better at strength evaluations and girls score better at coordination and agility ones.

Through its approach, the hereby paper aims at stressing upon the motor and cognitive intelligence level of students in Food Science (FSIA), analyzing the evaluation and correlation of the processed data.

The research goal consists of evaluating the motor and cognitive intelligence quotient of the Food Science students.

The ***purpose*** of the paper is to inform, stress upon and correlate the data concerning the motor and rational intelligence level of the Food Science students, in particular, and young adults aged between 19 and 25, in general.

The ***working hypothesis*** assumes that a good level of information and better yet a good management of the cognitive and motor skills may positively influence the evolution of personal events.

The ***employed research methods*** are as follows: analysis of specialised literature, educational observation, physical test, polls, mathematical methods, the psychometric method.

The ***scientific approach*** has taken place between November 15, 2011, and March 15, 2012, on a lot of 197 students of which 86 boys and 111 girls.

The ***motor intelligence or physical training test (IQP)*** was structured as a complex of coordinated moves, in 16 steps, the results being assessed by allotting one point for each correctly executed move. The final score has been evaluated as follows: 15-16 points = very good results, IQ – around 130, 13-14 points = good result, IQ – around 120, 11-12 points = above average result, IQ – around 110, 9-10 points = below average result, IQ – around 100.

The ***cognitive intelligence tests*** have been assessed in accordance with the data supplied by the specialised literature and edited by Horst H. Siewert.

Three cognitive tests have been selected: *a language intelligence test* – ***IQL*** – (30 items), *a mathematical intelligence test* – ***IQM*** – (29 items) and *a visual intelligence test* - ***IQV*** – (40 items).

The evaluation was made by giving one point for each correctly approached item, as follows:

- *the language intelligence test* – 26 - 30 points = very good results, IQ – around 130, 23-25 points = good result, IQ – around 120, 20-22 points = above average result, IQ – around 110, 17-19 points = below average result, IQ – around 90, 13-16 points = weak result, IQ – around 80, 12 points and below = very weak result, IQ below 70
- *the mathematical intelligence test* – 26-29 points = very good results, IQ – around 130, 23-25 points = good result, IQ – around 120, 20-22 points = above average result, IQ – around 110, 17-19 points = below average result, IQ – around 90, 15-16 points = weak result, IQ – around 80, 14 points and below = very weak result, IQ below 70
- *the visual intelligence test* – 35-40 points = very good results, IQ – around 130, 31-41 points = good result, IQ – around 120, 27-30 points = above average result, IQ – around 110, 17-26 points = below average result, IQ – around 90, 11-16 points = weak result, IQ – around 80, 10 points and below = very weak result, IQ below 70

After having processed the results of the motor, language, mathematical and visual intelligence tests, considering the information given by the specialised literature, the *conclusion* infers that the tested students scored *below average* values at the motor intelligence tests (98.5), *above average* at the language intelligence tests (109.7) and *below average* at the visual and mathematical intelligence tests. Gender-wise, boys scored lower values than girls in three of the four applied tests – table 1.

Table 1.

Statistic data	∑	*x*	σ	± m	V%	t	r
DIFFERENCE BETWEEN RESULTS - BOYS							
IQF	1207	97.9	4.3	13.6	0.20	0.08	0.001
IQL	1344	109.2	3.6	9.4	0.18	0.69	0.09
IQM	1087	87.3	2.8	7.7	0.11	0.67	0.09
IQV	1242	101.3	3.4	9.1	0.15	0.20	0.002
DIFFERENCE BETWEEN RESULTS - GIRLS							
IQF	1568	99.1	3.1	14.6	0.04	0.03	0.0006
IQL	1752	110.3	2.5	8.9	0.02	0.65	0.14
IQM	1444	91.3	2.7	11.5	0.03	0.42	0.07
IQV	1541	97.7	2.9	10.9	0.05	0.07	0.001
DIFFERENCE BETWEEN RESULTS - BOYS AND GIRLS							
IQF	1387	98.5	3.7	14.1	0.1	0.05	0.0008
IQL	1548	109.7	3	9.1	0.1	0.67	0.11
IQM	1265	89.3	2.7	9.6	0.07	0.54	0.08
IQV	1391	99.5	3.1	10	0.1	0.13	0.001

From a statistical perspective, considering the *arithmetic mean* of the two groups, both boys and girls, one can infer that girls scored 99.1 points on average, compared to the boys' average of 97.9 points, thus resulting in a difference of 1.2 points between the two groups.

At the language intelligence evaluation, both groups scored similar values, while at the mathematical intelligence evaluation, the girls scored higher values by 0.6 points than boys and at the visual intelligence, the boys scored higher values than girls by 1.4 points – image 1.

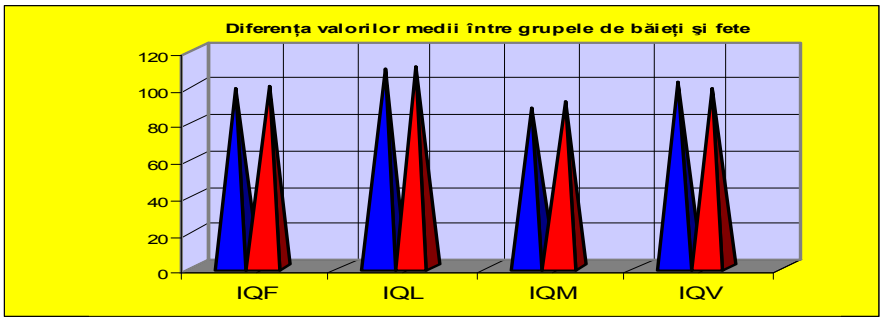

Image 1. Difference between results (boys and girls)

In both cases, the *variance coefficient* for both groups shows great homogeneity and little variability, even if the difference between the two groups is significant, in all the three tests. The standard deviation of the boys has a greater value than the one of the girls.

The "t" variable has almost equal values for both groups, being nonetheless below the significance threshold (P>0.05), the two groups showing minimal differences. The comparative analysis of the motor and cognitive intelligence quotients of the boys group (n=86) and the girls group (n=111) is shown in Table 2.

Table 2

Test	*BOYS*	*t*	*P*	*GIRLS*	*t*	*P*
	x ±m			*x ±m*		
IQF	*97.9 ±13.6*	*0.08*	>0.05	*99.1 ±14.6*	*0.03*	>0.05
IQL	*109.2± 9.4*	*0.69*	>0.05	*110.3± 8.9*	*0.65*	>0.05
IQM	*87.3 ±7.7*	*0.67*	>0.05	*91.3 ±11.5*	*0.42*	>0.05
IQV	*101.3± 9.1*	*0.20*	>0.05	*97.7± 10.9*	*0.07*	>0.05

Note: Critical value "t": t=2.042-P=0.05

The intensity of the connection between the four variables, motor, language, mathematical and visual intelligence was computed based on the calculation of the simple correlation "r", in which case when the coefficient reaches ±1, the intensity of the connection is strong, and when the coefficient reaches 0, the intensity of the connection is weak. The analysis of the correlations between the four intelligence tests proposed to the Food Science students has proven that the intensity of the connections between the tests is average; therefore it is safe to assume that they are interdependent (Image 2).

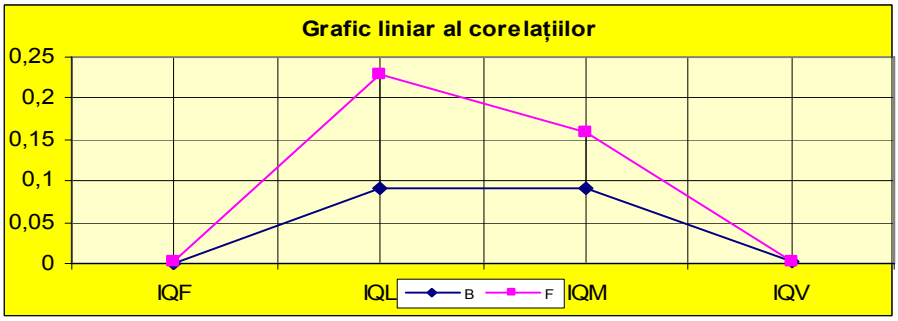

Image 2. Graph linear correlations recorded in intelligence tests

It can be **concluded** that the students have above average language skills, but limited motor, mathematical and

visual skills, mostly determined by the courses they had taken in high school.

Consequently, the above results confirm the working hypothesis, according to which, when based on a thorough level of information, but most importantly, on a good management of the cognitive and motor skills and knowledge, an accurate assessment of the personal intelligence can be carried out, which could further positively influence a successful life.

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UNE ÉTUDE SUR LES CORRÉLATIONS ENTRE LE MOTEUR ET LE QUOTIENT INTELLECTUEL COGNITIF DES ETUDIANTS DU SCIENCE DES ALIMENTS

Résumé: *L'intelligence n'est pas un critère universellement valable, car chaque personne dispose d'un bagage d'aptitudes et de connaissances qui la différencie des autres. En même temps, nous ne pouvons pas considérer qu'une personne est «sotte» parce qu'elle n'a pas de connaissances en mathématiques, biologie, linguistique ou même dans le domaine de l'éducation physique, car, certainement, elle dispose d'autres aptitudes et connaissances dans d'autres domaines.*
Mots clefs: *intelligence du langage, intelligence mathématique, intelligence visuelle*

PROJECTING THE STRENGTH LEARNING UNIT TO THE LOWER SECONDARY (ADVANCED VALUE GROUP - 8TH GRADE)

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Abstract:
Projecting learning units on value groups requires a more complex than the one imposed when planning frontal activities, claiming varied means or complicating them and including a different dosage, considering the fact that the work time is identical for all the groups, which renders the motor ability related themes prohibitive for an alternate approach of the work groups. The variety of means included in the experimental curricula for each motor ability and value group, similarly to the relative dosages, with a superior and inferior limit (Example: 2-3 series x 4-12 repetitions), allow the teacher to adapt the educational process based on the existing material conditions, but most importantly, based on the students' reaction to the proposed means.
Keywords: *Lesson plan, differentiated approach, accessibility, muscular strength, effort dosage*

INTRODUCTION

Strength is the motor ability we exclusively need in order to be able to move. Therefore, increased attention must be granted to the dosage of the effort, through an optimal effort potential – workload quota, any excess leading to great neuro-muscular tension, with negative effects on the nervous, circulatory and respiratory systems. With regard to educating the force potential at various ages, specialists fail to reach an agreement. In the first phase of puberty, the solicitation value must not be greater than 30% of the body's mass, reaching 75% at 14 years of age. Once the body has fully matured, the solicitations may be equal or greater than the mass of the body. Given the functional particularities of the lower secondary students, the annulment or reduction of the pauses in order to increase the intensity of the effort is prohibited, the only option being in this case the increase in the work frequency. The breaks given after each training cycle lead to a better effort management. The pauses are longer when strength is trained together with speed or handiness, as the nervous system requires an optimal excitability and thus the body must be allowed to rest. When strength is trained in combination with endurance (mainly developed through circuit exercises), the pauses can be shortened.