

RECOMMENDATIONS AND PROPOSALS

Thus, after the development of the experiment and taking into account its results, we can conclude the following for the practical activity;

- the conception of guidebooks useful for the professional activity of the coaches working with junior players under 17;
- the implementation of a training programme that is specific to the operating area should be made after having established the players' level of physical training;
- the assessment system for each area of the field must emphasize the physical, technical, tactical valences of the players as well as those of their functional ability ;
- the necessity of using individualization on positions and operating areas during the training ;
- the necessity of preparing planning and monitoring documents, that include individual files of the players in order to monitor their evolution in training process and in competitions.

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APPROACHES TO THE STUDY MOTIVATIONAL FACTORS THE STUDENTS FOR SPORTS BASKETBALL GAME

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Abstract:

The purpose of experimental research is to build an overall picture on reporting the sport of basketball game personality characteristics analyzed in relation to students' motivation for physical education and sport. Premise. The scientific approach is based on experimental research idea that by checking the motivational factors of students practicing basketball sport game can be determined and the implications of personality characteristics. Experiment samples with application to motor sports Basketball game were: assessing vehicle speed and technique under speed, speed endurance assessment (Little Marathon - 91 m), assessment of accuracy in free throws, game 5-5 all land. Experiment to test knowledge (self-knowledge) involve assessing personality structure: temperament, attitudes, skills and self-regulatory regulatory psycho-behavioral (cognitive, emotional and social). In experimental research students have appreciated the existence and intensity of mental qualities such as: 1. Combativeness, 2. Will, 3. Aggression, 4. Short-term memory (M.D.S.), 5. Attention, 6. Creativity, 7. Resistance 8. Discipline. Results: In all cases, $t_{calc.} > T_{tab}$, which shows that the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted (H_1) and that all the samples; finally, the results were improved students' sports. The physical preparation, technique and tactic works on mental sphere.

Key words: Physical education, psycho-pedagogy, methodology.

INTRODUCTION

This experimental research aims to improve understanding of the importance of sports practice in physical education lesson on modeling personality characteristics of medical students. "Basic form, working with classes, groups, teams,

etc.. is the lesson that the organization remains the most flexible, because it meets the goals of structural mobility and adaptability to the requirements of the objectives, material conditions, levels etc. " (Dragnea Adrian, 1984).

We consider that the development of this complex universe called "personality" is especially physical education and sport continuous acting through specific means from the simplest form of exercise, to its most complex form, continuing with all its forms of practice and reaching specific means sports game, but the game looked through the playful character who comes to open new horizons for his research as an important characteristic of personality, which human beings express their feelings and emotions flowing interior to exterior manifestation of behavioral conduct. "Any game can be considered as a system (S) hipercomplex composed of elements (E) or subsystems (SS) subordinate act synergistically to achieve finality performanțiale well determined." (Dumitru Evuleț Colibaba, 1998). "The central issue for any theory of personality is to clarify the concept of motivation." (Allport, 1991).

The purpose of experimental research is to build an overall picture on reporting the sport of basketball game personality characteristics analyzed in relation to students' motivation for physical education and sport.

The scientific approach is based on experimental research idea that by checking the motivational factors of students practicing basketball sport game can be determined and the implications of personality characteristics.

Preliminary research answers to problems can only be based on clear and concise formulation of hypotheses and therefore the statistical hypothesis test proposed:

- dynamics of motivation factors for determining medical students practicing sports game of basketball in university physical education lesson

can be determined by high school sports business experience.

- the situation of competition time practicing basketball sport game can create the possibility of the students desire to excel in intellectual activity, resulting in mobilization of needs for self expression, affirmation and professional performance.

Experimental research objectives seek to identify and clarify issues for physical education student motivation, personality characteristics can change due to sports games and also to justify why an investigation is justified in this area.

MATERIAL AND METHOD

The methods we used in the present research work were: method bibliographical documentation, observation method, survey method, the experimental method, and statistical and mathematical methods.

In the first part of the experiment we can say that the survey achieved its goal. Order of the questions proved to be well chosen, responses with the highest degree of interest was placed in the middle, with an appropriate scaling of the importance and difficulty.

To link with the previous stage of education (high school) as a form of conditioning skills practice exercise, we investigated, processed, analyzed and interpreted the current participation of students in physical education and sport activities in school education, both within compulsory school and elsewhere as a starting point in determining student motivation for some sports, especially watching sports motivation to play basketball.

Table 1. Participation current students lessons in high school physical education and sport

Academic year	Sex	All students who were tested		Form of participation			
				A	B	C	D
I	BOYS	Nr.	142	85	34	22	1
		%	100	59,9	23,9	15,5	0,7
	GIRLS	Nr.	171	125	24	15	7
		%	100	73,1	14	8	4,1
II	BOYS	Nr.	25	13	5	7	
		%	100	52	20	28	
	GIRLS	Nr.	83	70	4	5	4
		%	100	84,3	4,8	6	4,8
III - IV	BOYS	Nr.	27	5	12	10	
		%	100	18,5	44,4	37,1	
	GIRLS	Nr.	40	27	9	3	1
		%	100	67,5	22,5	7,5	2,5
TOTAL	BOYS	Nr.	194	103	51	39	1
		%	100	53,1	26,3	20,1	0,5
	GIRLS	Nr.	294	222	37	23	12
		%	100	75,5	12,6	7,8	4,1
OVERALL TOTAL	Nr.	488	325	88	62	13	
	%	100	66,59	18,03	12,7	2,66	

It is found that 97.32% of the subjects had participated in various forms, from physical education and sports activities such as:

A.66, 59% only compulsory physical education lessons; B.18, 03% participated in both physical education classes, but also outside, by practicing

various branches of sport within school representative teams, sports clubs and other sports clubs with junior sections;

C.12, 70% participated only in sport outside of school duties such as basic school representative teams, sports clubs or sports clubs with junior sections;

D. Only 2.66% were exempted medical school but at present participating in physical education classes in college.

Experiment samples with application to motor sports Basketball game were: assessing vehicle speed and technique under speed, speed endurance assessment (Little Marathon - 91 m), assessment of accuracy in free throws, game 5-5 all land. Experiment to test knowledge (self-knowledge) involve assessing personality structure: temperament, attitudes, skills and autoreglatorii psychobehavioral reglatorii (cognitive, emotional and social). In experimental research students have appreciated the existence and intensity of mental

qualities such as: 1. Combativeness, 2. Will, 3. Aggression, 4. Short-term memory (M.D.S.), 5. Attention, 6. Creativity, 7. Resistance 8. Discipline.

They were assessed using a linear scale descriptive of 5 items. Assessments made on the characteristics discussed have allowed the development of profile sheets and a star chart. The two procedures for assessing psychological traits we have facilitated the transformation of immeasurable phenomena (physical characteristics) in units commensurate with descriptive scaling.

The items have marks (very poor, satisfactory, good, very good) playing intensity that manifests itself in every part. Note that based on these assessments on the characteristics discussed were developed charts and diagrams stellar profile as shown in Fig. 44 Colibaba Evuleț Professor in his book Sports / Theory and Methods, 1998, p.315

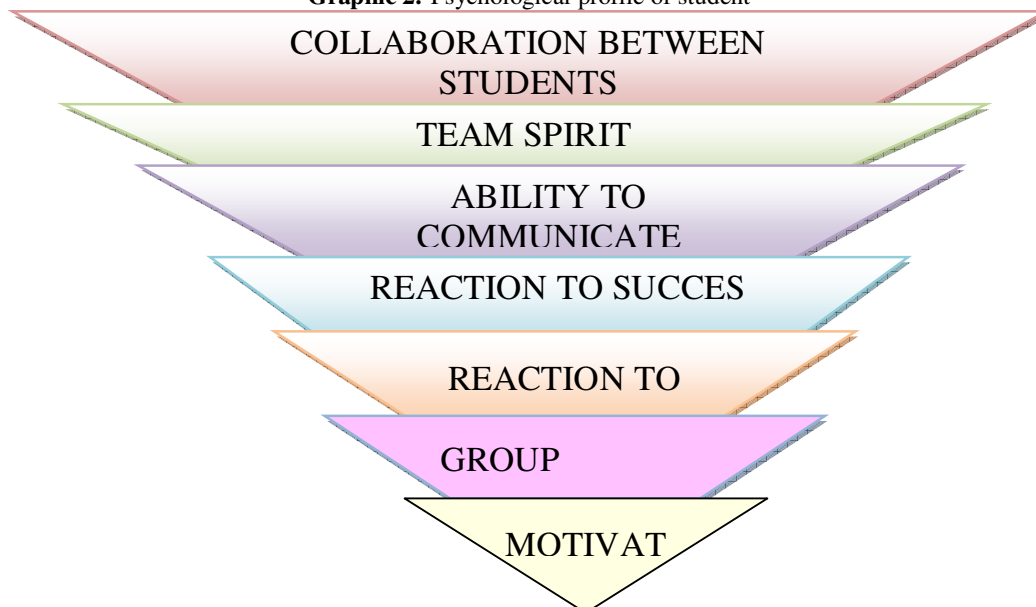
Graphic 1. Information document to establish the psychological profile of a player after Colibaba E. D., Bota I., 1998, p.315)

NR.	LEARNING	1	2	3	4	5
1	COMBATIVENESS					
2	WILL					
3	AGGRESSIVENESS					
4	MEMORY					
5	CAUTION					
6	CRETIVITY					
7	STRESS RESISTANCE					
8	DISCIPLINE					
	MARK	VERY POOR	POOR	ENOUGH	WELL	VERY GOOD

Psychological profile of the student sought collaboration among students, teamwork,

communication skills, successful response, response to failure, group cohesion and motivation

Graphic 2. Psychological profile of student



Psychological profile of the group of students followed: combativeness, will, aggression, memory, attention, creativity, resilience to stress.

RESULTS

Pooled T-test on bilateral applied experimental research evidence relevant technical basketball.

Table 2. T-Test results bilaterally evidence basketball

Name of test (sample)	Statistical indicators												T calculated	T tabular
	The arithmetic mean		Standard deviation		Standard error		Q1		Q3		Coefficient of variation			
	Initial	Final	Initial	Final	Initial	Final	Initial	Final	Initial	Final	Initial	Final		
Basketball Sample 1 Successful free throws in 10 attem	5,58	7,58	2,14	2,28	0,28	0,28	4	5,75	7	10	38,36	38,36	11,56	2
Basketball Sample 2 Technically complex	59,4	55,6	6,61	7,19	0,85	0,85	55	51	64,25	62,25	11,12	11,12	13,11	2

In tests conducted on samples of technical-basketball, there was an improvement in sports results for group of 60 students from preliminary research to final testing compared to initial testing, as indicated by the mean (median) at test 1 and lower it to test 2 .

In all cases, $t_{calc} > t_{tab}$, which shows that the null hypothesis (H_0) is rejected and allowed alternativă hypothesis (H_1) and that all the samples, finally, students' sports results were improved from the application program specific means of sports.

From the average degree of homogeneity (CV) remained unchanged in final testing from baseline.

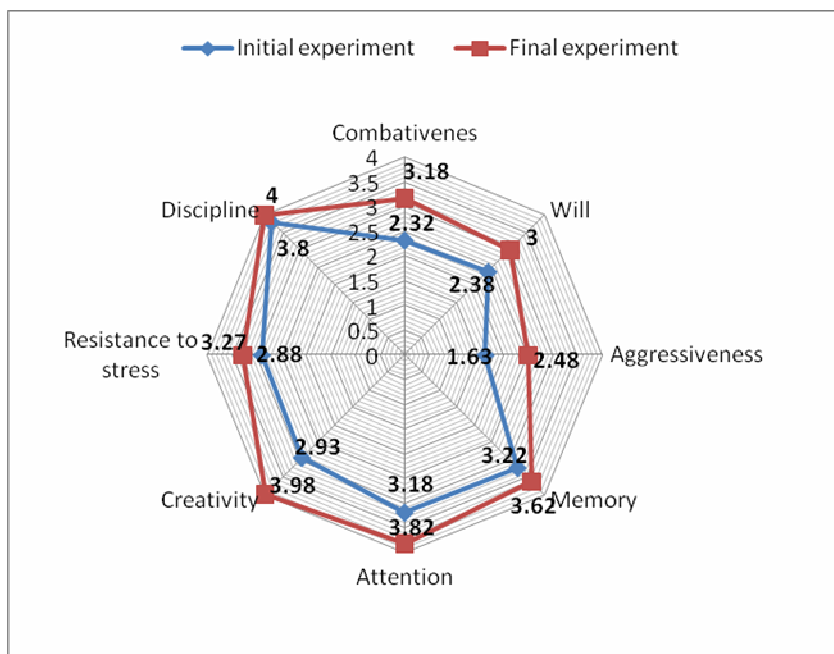
To sample 1, $CV > 35.0\%$, which means that the results have a low degree of homogeneity and dispersion is high.

In sample 2, this coefficient is $< 35.0\%$, which means that the results have a high degree of homogeneity that scattering is small, and that media is a significant indicator results.

According coefficient of Yulle:

- Probal was perfectly symmetrical, so the initial results and pronounced asymmetric (left) at the end;
- Sample 2 was moderately asymmetrical to symmetrical initial results and pronounced the final.

Graphic 3. The psychological profile of a medical student



Following the application of psychological tests, it was found an improvement in psychosocial skills voluționare regulators for group of 60 students from preliminary research to final testing compared to initial testing, as indicated by the mean (median) in all tests. In all cases, $t_{calc} > t_{tab}$, which shows that the null hypothesis (H_0) is rejected and allowed alternativă hypothesis (H_1) and that all the samples, finally, students' psychological skills were improved following the application program specific means of sports.

Combativeness is a manifestation of aggressive behavior involving a ruthless, active sports and persevering struggle carried to the verge of violence, but it is forbidden to violate the regulation.

Will was formed by means of specific sports games, the countless voluntary, required by the game situation and specific exercises. Gradually, you will have acquired certain qualities that characterize the voluntary exercise capacity of students. The most important are: the power of will, independence, perseverance, readiness to take the decision. Will be characterized by other attributes such as courage, valor, bravery, boldness, discipline.

Aggressiveness finally showed a general tendency of students to battle to oppose another being, to overcome the opponent to overcome himself. Memory is a psychological process that was based development of educational work.

Attention finally showed that students had a better ability to orient and focus on specific actions and means of sports. They showed good psychic guidance on the most important action game or the most important means to act effectively in the game of many possible variants. Improved stress resistance due to the positive influence of sports on psycho-emotional skills. Discipline had higher values in the final just because sport generally stimulates discipline in the working groups of students.

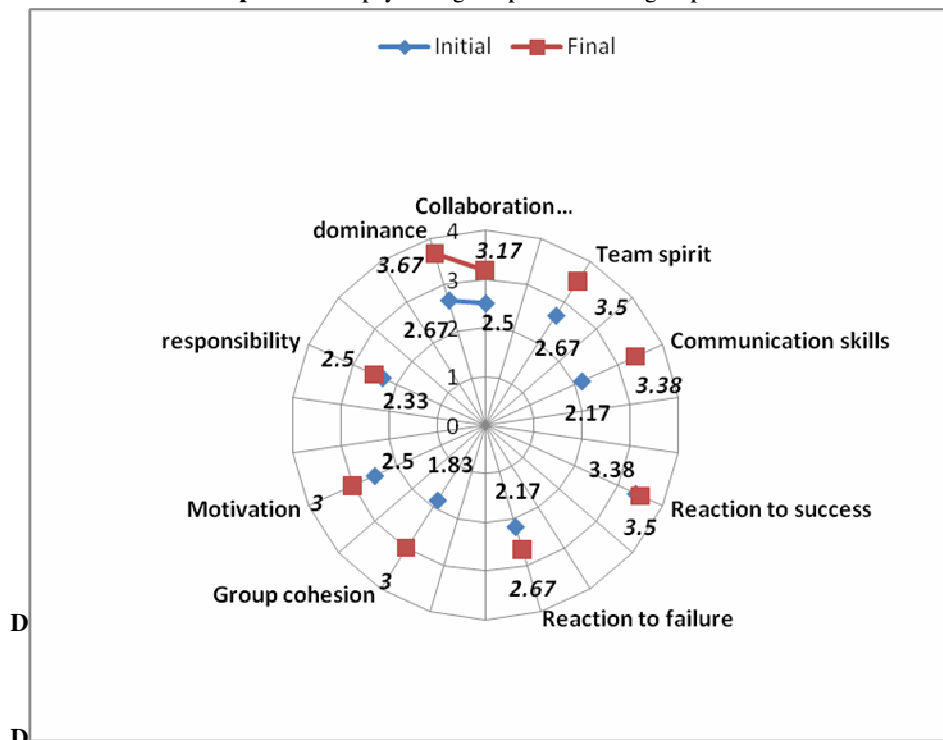
Improving these psychological traits led to the development of the personality structure of students by assessing psycho-behavioral skills, reglatorii and autoreglatorii (cognitive, emotional, social), contributing to their future profession pentru physician and to better their socio-professional integration (team sports, group, etc.).

From the average degree of homogeneity (CV) remained unchanged in final testing from baseline.

In samples 1-3, $CV > 35.0\%$, which means that the results have a low degree of homogeneity and dispersion is high. In samples 4-8, the coefficient is $< 35.0\%$, which means that the results have a high degree of homogeneity that scattering is small, and that media is a significant indicator results.

According coefficient of Yulle, most series have been pronounced asymmetric.

Graphic 4. The psychological profile of the group of students



Group cohesion and its degree of membership is one of the qualities that stimulate close cooperation between students during practice sports games physical education lessons, which will then lead to links and outside lessons, subordinating individual interests of some collective. Student group cohesion is a process of social modeling, requiring providing trends and individual intentions and their merging into a collective emotional atmosphere.

This study aims to highlight the important work group cohesion in maintaining optimal psychosocial environment. Group cohesion was determined by other groups, a group developing their existence in relation to other groups. Communication is a key factor in getting sports game results, links between students team can be decisive in front of an opponent of same "Value". Interindividual communication, the role of attitudes is essential. They regulate climate decisive influence relational quality of the relationship that is established between students.

CONCLUSIONS

Motivation in sport means that behavioral acts do not occur freely at their base motives there are always a number of internal drives activity and energy support. The reasons why young students practice many sports are different, but most are related to the fact that the practice of sports offers the strongest satisfaction and diverse. Sports games have largely determined the level of motivation.

When the student has made less complex activities, return will be great both with a high level of motivation and the lower one, assuming there are good and rational learning.

Too much motivation leads to a tension and an inability to coordinate muscle movements appropriate. Emotions high motivation related states can stingherii intellectual processes associated with complex documents side. Activities that are less demanding require a moderate level of motivation.

Responsibility show that students working groups strictly individual assumes responsibility for the results of individual products. Students form teams do not remove that responsibility, but also exercises a shared responsibility and shared on the final result. Asserting the need for responsibility "solidarity" rather falls within a psychosocial approach more than the organization itself, referring to the group cohesion.

Improving these psychological traits and interpersonal cohesion led to the development of

the personality structure of students by assessing psycho-behavioral skills, reglatorii and autoreglatorii (cognitive, emotional, social), contributing to shaping strong interpersonal relationships and the psychological profile of the group of students.

From the average degree of homogeneity (CV) remained unchanged in final testing from baseline.

In sample 1 and sample 6, $CV > 35.0\%$, which means that the results have a low degree of homogeneity and dispersion is high. In samples 2-5 and 7-9, the coefficient is $<35.0\%$, which means that the results have a high degree of homogeneity that scattering is small, and that media is a significant indicator results.

According Yulle's coefficient, the series was pronounced asymmetric or symmetric.

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