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EDITORIAL

PHYSICAL AND SPORTIVE EDUCATION IN THE CONTEXT OF THE CONTEMPORARY CHANGES

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Key words: *education for change, permanent education, contemporary world problems.*

Approached problems: Physical and sportive education in the present social context.

Knowledge stage

- **Education, conceptual delimitation, determination, content**

The pedagogic concept of “education” represents the psychosocial activity which has a basic function the permanent formation – development of the personality with a view to its social integration, value orientated in accordance with the assumed purposes, achieved at the level of the correlation between the teacher and the subject, by contents and general forms in an open context (S., Cristea, 2004, p.15). Education is „a system of actions exerted consciously and systematically concerning some persons or gropes of persons, in order to transform their personality according to some purposes to which they joined”.(I., Jinga, 2006, p.131)

From the perspective of the psychological meaning, education is a human process of formation – development by using the internal resources of the human personality: cognitive, emotional and volitional structures, emotional ability and character resources. From the social point of view, education is seen as a product. It reflects a need of social nature which orientates the personality formation – development activity.

Education is an indubitable social determination because it takes place in a social frame, expresses the ideal of the social system from the instructive prospect, answers to the social needs and is achieved with the help of the educational politics in special institutions. The concept and the functions of the education represent the social consequences of the engaged human formation-development activity (S., Cristea, 2004, p. 17). In the action of education all these can be expressed, from pedagogic prospect, in purposes terms of education: education’s ideal, education’s purposes (mission) and education’s objectives. From the perspective of the sociological sciences, the analysis of the education functions (C., Zamfir, 1987, 71-77) leads, by analogical judgment, to three categories of functions: general/basic function of the education, main functions of the education and derived functions of the education.

On the base of the previous reference points, we can say that education manifests as an activity generated simultaneously biosocial and psycho-pedagogic needs, an activity engaged as a product and as a formation – development permanent process of the human personality.

- **Contemporary problems of the education**

The society is engaged in a permanent change and some analysts such as A. Toffler (1973,1983) drew the attention upon the implications in the instructive plan, especially in the education system where he proposed the transformation of the organizational structure of the education system, the revolutionizing of the analytic syllabuses and the encouragement of their orientation to the future. He proposed a new motion of the development of the anticipation capacity of the social changes’ meaning and rhythm, of the elaboration capacity of the “possible futures” and the anticipation of the everlasting values according to these transformations, the development of the human by cultivating the humankind, its dignity and responsibility.

W.H. Klipatride, (1971) one of the representatives of the American progressive current, initiated the first provocation to “an education for a changing world”, in order to develop the capacity to organize and

reorganize the experience. In 1965, Th. Brameld, (1965), quoted by Cojocariu, M, V., (2003), one of the representatives of the reconstructionism, said that school had a creative role in future's formation. Educator G. Berger (1978) studied the impact of the history's acceleration upon education, set the bases of the prospective pedagogy and proposed the outrunning of the education's vision, "as an achievement way of man's adaptation to society" and the promotion of the concept "education", "as a building action of a foreseen and planned future".

The XXIst century faces a new global problem: changing education from the perspective of the future impact. This problem was generated by many causes, the most important being the following:

- The disparity between social transformations/changes' rhythms and the rhythms of the changes in education (A., Humberman, 1978; P. Botezatu, 1978; G., Văideanu, 1988, V. M., Cojocariu, 2003);
- The discrepancy between the exigencies faces by the education and the real capacity to deal with them (A., Toffler, 1973; I., Olteanu, 1982; D., Bell, 1988; R., Singh, 1992);
- The discrepancy between what is needed from the education and social investment in education (C., Lauwe, 1982; J., Delors, 1998; A., Otchet, A., 1995);
- Opposition the change
- The disparity between pedagogues' expectations, subjects' expectations and social expectations due to the fact that the first are determined by the patterns assimilated by the pedagogues, those of the subjects being orientated to the concrete realities and near future and those of the society being far – reaching established according to the prospective level of changing's' anticipations demanded by the need of the permanent renovation (G., Văideanu, 1988; R., Singer, 1992).

Solutions concerning education for solving the problems of the contemporary world

The analysis of the contemporary education has to be achieved in the content of the concept promoted by A. Peccei, the president of the Club in Rome, called "The Problems of the contemporary World" (PCW), a concept which emphasizes the universality of these problems, the global character of manifestation, the fast and difficult to predict evolution, the plural-disciplinary character, as well as the priority or pressing character (Sh., Rassekh, 1987).

It is said that education can be a major factor in creating a better world, if it is achieved by syllabuses focused on education's values for change, a education to be. It is also said that the development of the contemporary world is connected to the way the education can satisfy the development's needs. In order to achieve that, in education e can take about two directions: the development of the content by promoting the "new education" (G., Vaideanu, 1986) that correspond to some socio-pedagogic needs and the expression of some new orientations in the conception and achievement of education and the promotion of the concept "permanent education".

The new education represents the correct and useful answer given by the instructive systems to the needs generated by the problems of the contemporary world (C., Cucuș, 2005, p.23-24)

The UNESCO syllabus applied in more than 160 countries all over the world talk about the new education: *the relative education to environment, the education for peace and co-operation, the education for participation and democracy, the education concerning the population, the education for a new international and economical order, the education for communication and mass-media, the education for change and development, the education for nutrition the modern economic and domestic education, the education for leisure.*

The second new orientation of education to satisfy the needs of the contemporary world is the promotion of the permanent education paradigm. The term "permanent education" was introduced in the pedagogic language during the XXth century by Gaston Berger, as an alternative to the traditional concept concerning the human activity. In his opinion it has two periods: the formation period (teaching/education), a period which developed gradually with the development of the society and changes in professional activities and the second period was that of professional activity where there were used some competencies formed during the first period. In the first stage, the permanent education was considered the third period, a period of adaptation to the changing of conditions, recycling and/or professional reconversion of adults and it becomes a main, researched analyzed, developed and promoted concept by UNESCO. (G. Vaideanu, 1996).

Today, the concept "permanent education" changed is paradigm of education and it represents a new vision, a change in the conception and approach of education (Ștefan, M., 2006, p.110). the International Committee Report for education of UNESCO worked our under the guidance of J. Delors, as "The Inner Treasure", which presents this concept as a key of the XXI century and gives it "the society engine" role because it implies significant dimensions of the instructive action: "learning to learn", "learning to do", "learning to live together", "learning to meet each other", "learning to act", "learning to be".

The concept "permanent education" represents "the deliberate activity of learning, achieved continuously, with the purpose of improving knowledge, tasks and abilities" or synthetically "the pedagogic organized activities that offers the formation during life" (Ștefan, M., 2000, p.110.)

Understood as an integration principle and dynamic process, permanent education has as a final purpose the improvement of the life's quality and promotes a new paradigm of education focused on a reconsideration of education's objectives where attitudes and spiritual capacities are the most important. These are followed by abilities, skills and knowledge acquisition (G., Văideanu., 1988, p 82-83.).

The objectives of permanent education enunciated by Dave, R.H. (1991, p. 407 / 410) according to the needs, principles and features of the new paradigm of education, are grouped in the following categories:

- Conventional objectives: reading, counting, writing, hygiene, elementary useful skills;
- Objectives of central importance: a new quality of life, intra – psychic stability, emotional vigor, capacity of responsible option, social engagement, assimilation and renewal of knowledge;
- Objective that need a renewal accentuation: the development of a peaceful, free and democratic society which functions efficiently;
- Instrumental objective: learning to learn, inter-learning, intensification of education, self/controlled learning.

It is very important the fact that the documents elaborated by the Presidential Committee for Education (April 2009) and handed to the Govern, admit and promote the concept of the permanent education and they propose the promulgation of it and setting up of some community structures of permanent education.

Prospect of the domain

Physical and Sportive Education – dimension of Education

Referring to the general contents of the education, there is a concord of the quasi-majority pedagogy specialists, meaning all of them aiming at “the principle dimensions of the permanent formatting-development activity of the personality, achieved intellectual, moral, technological, aesthetic and physic plan” (S., Cristea, S., 1998, p.121). These dimension represents in thee pedagogy specialist' point of view, the stable content of any activity with formative purpose, possible to be achieved in school or out-of-school environment, as a formal on formal and non-formal education.

The determination of the general contents of education is achieved according to pedagogic and fundamental values (moral norms, nature, art and psychic and body health that offer the general content of the education activities as knowledge, capacities and abilities).

The fundamental and pedagogic values and the general contents of education that result from these are delimited in the pedagogic literature and, in this context, psychic and body health sustain the psychological dimension of education, the general objective of the psycho-physical education being culminating the psychological health of the human personality. This objective can be achieved theoretically by objective that refer to the culture of physical and sportive motion and it can also achieved practically by formation-development of the basic and specialty psycho-physical and sportive capacities (S. Cristea, 2004, p.28)

From the point of view of the physical education and sport domain it's were important that main science of education, meaning pedagogy, situates physical education in the five dimensions of education sustained by the fundamental pedagogical values. The very formulation of the pedagogy specialists bound to physical and bodily health/the dimension of the psychophysical education is full of senses that should be taken into consideration by the theorists of our activity domain very carefully when they formulate concepts that will be determining for physical education and sport domain and for the specialization of the physical education and sport specialists.

So, physical education and sport represent one of the sustaining upholders of the human personality's formation and from the arithmetic point we can say that in a schedule with five classes a day in school conditions, one should be physical education and sport. Unfortunately, the connection between practice and theoretical desideratum of the education's content remains a late approach concerning the organization of the syllabuses' contents in concordance with modern pedagogic concepts bound to the general contents of the education involved in the psychological formation of human personality.

Aspects concerning the P.L.C. susceptible to be improved/eradicated by promotion physical education and sport in all forms of education

Physical education, component of the basic/general education interacts in achieving the general/final purposes of it with both the other components and with some of the new educations. In P.L.C. we can comprise the threats concerning the person's health by proliferation of the contemporary sicknesses: fatness, cardiovascular sicknesses, and diabetes, sedentariness and nutrition consequences. Statistics show that 17 % of the world adult population is completely physical idle, and 41 % represents adults who although they do physical exercises, these exercises are insufficient for them to benefit of the effects of the physical activity (B.W., Martin, 2006, p. 53–57).

Physical inactivity, the sedentariness, represents a great danger for the man. W.H.O. estimates that annually physical inactivity represents the cause of 1,9 million premature demises all over the world and 600.000 (aprox. 1/3/from the demises) are recorded in European Region. Physical inactivity affects not only people, but also the whole social collectivity and the effects of this physical inactivity over the population's health imply

huge costs. The most dangerous thing are the cardiovascular sicknesses, that cause 49 % demises in Europe and 42 % in European Union. It is estimated that these generate costs 109 billion E/year. Because of physical inactivity and irrational nourishment more than 48 million adults in Europe and 23 million in European Union suffer from diabetes(<http://www.medicinasportiva.ro/medicina%20sportiva/articole/11/2006>).

Recent researches in other countries and in Romania too (NISR, Bucharest, 2000, RCHP, Pitesti, 2004, PESF, Pitesti, 2009) emphasize, on one hand the determination of the biomovement potential of the school population, and on the other hand the alarming increase of the sick people contaminated viral, the physical dimorphism among children, young people and adults.

More young people use drugs, causes antisocial acts, more young girls become very thin, keeping severe diets with ill-fated consequences on the homeostasis. Physical education and sport can and have to be variable alternative promoted in order to achieve the formation-development of the human personality for a harmonious, efficient integration of the individuals in society.

✚ The place and role of the physical education and sport in contemporary education

According to “The Encyclopedia of Physical Education and Sport in Romania”, (2002, the IVth book, p. 155), physical education is “a component of the general education, acting as a pedagogic process with biological, psychic, aesthetic, moral and social implication in man’s life. It is considered a fundamental category of the practicing system of physical exercises.”

The psycho-pedagogic literature considers the place of physical education and sport/psycho/physical as a fundamental dimension of the concept education, as an action directed to formation – development of the human personality and, as a result, the function of the physical education are valid for all five dimension of the education from where the functions, specific to every dimension have to develop and their action had to be subordinated to the achievement of the general functions.

The general or basic function of the educations aims at the permanent development of the human personality with the purpose of the best social integration.

The main functions of the education are those that help to achieve the general function and these are grouped in the specialty literature as it follows:

1. *The cultural function* which is specifically achieved by the physical education by transmitting the spiritual and material value and that which reflects the practicing activity of physical exercises as cultural acts, a function which uses the spiritual values taken critically and in pedagogic context from all the human knowledge domains.

2. *The civic function* which refers to the fact that the objective of the education is achieved through those values that regulate the social relations and it is achieved in physical education and sport by the socialization action through integration in community, team and group, through promotion of the mutual assistance relations, team work, and respect of rule, referee.

3. *Economical function* refers to the fact that the formation-development of the human personality is achieved in the context of the engagement capabilities of the activities needed socially from the immediate medium and long term, functional in the activities specific to physical education and sport, especially sport.

The most important function of these three functions is the cultural one that offers the selection and transmission of the valences from society to individual in order to develop its potential and prepare it for the active integration in social life.

The specific contents of the physical and sportive education, its organization forms and the particular ways of the influences and actions achievement in educational plan, are the arguments that give to this dimension of education opportunities concerning all the education forms. So, in the *formal education*, the physical education is an education discipline, distinct curricular area and, in the context of the P.L.C. the number of the lessons from the nucleus curriculum is 3 – 5 in the E.U. That determines us to appreciate that the argumentation concerning the increasing of the physical education and sport lessons must be intensified at all curricular cycles in Romania too. This may represent the first task of the movement activity promotion for health, in the context of the establishment of some direct relationships with education for health and of one of the major objectives of its.

The non-formal education is realized by activities that are specific beside the class, by promoting the sportive circles, sportive assemblies and sportive competitions during the sportive calendar of the school and also outside the school organized in order to use the educative part of the leisure or by some activities organized as post school alternatives, permanent training, professional training and improvement. Therefore it can be realized a direct relationship between the physical and sportive education and the leisure education, the previous mentioned non-formal activities making a substantial contribution to the achievement of the objectives and competences of this new kind of education.

Practicing the physical exercises, different basic movement abilities, sportive and applicative-utilitarian abilities, can determine positive effects at the cardio-vascular and respiratory system functions as well as to the metabolism adjustment, like: the increasing of the cardiac debit; the increasing of the heart “minute

volume”; the decreasing of the rest H.R.; the decreasing of the effort H.R.; the decreasing of the tissue metabolism by improving the local irrigation; the increasing of the vital capacity; the improvement of the gaseous changing from the pulmonary and tissue cells; the increasing of the general and local metabolism.

The multiple effects of the physical exercises can determine the equilibration of the morphologic, functional and psycho-affective balance and the regaining of the weight homeostasis by having a healthy diet.

The U.N.O. promoted a programme of emphasizing the sport valences in the human becoming under the “Sport, another mean of the education, health, development and peace promotion”. In the same programme it has been included the Resolution of the General Meeting of UNO no. 58/5/2003 by whom it has been established the proclamation of the 2005 year as the “International Year for Sport and Physical Education”, and it was appreciated as it follows:

- The society is reflecting through sport and, by promoting the values of the education for sport in society, the sport will be the mirror of the life, with the perspective of the human continuity, tolerance and understanding for a world with universal values of peace, friendship and collaboration;

- The sportive activities represents an ideal field to promote and develop the motivation and capacity of self-improvement of the individual in a pleasant way;

- Sport represents an opportunity of each individual to self-evaluate, to feel how he should react under the pressure of the competition, in stress conditions, when you lose and you win.

Physical and sportive education has contents and specific activities in the informal education too, within the framework of some awareness projects of people concerning the necessity of the physical exercises practicing upon the health state, maintaining or optimization of the homeostasis level and psychophysical comfort.

Conclusions, suggestions

✚ The physical education and sport has to be integrated in the new orientations, in the new syllabus of education in post-modern epoch. These are and must remain fundamental dimensions of education and an instrument for solving the contemporary world problematic, of complex transformation of the human personalities in order to make a permanent increasing of the life quality for all social categories.

✚ In order to fulfill the present tasks of the education, all the physical and sportive education has to reconstruct the objectives, contents, organization forms and implicit the finalities under the trained competences:

- *as formal education*, the physical and sportive education, the physical education and sport from the education system, has to relationship with the new educations (especially with the education for health, education for social integration, education for peace and mutual assistance, the education for leisure, ecological education), to reconstruct the methods and method proceeding (awareness and responsibility), the finalities (“what will the pupil know to do?”, “how will use in personal purpose what he knows to do?”). The well reconstructed finalities will determine individual competences that shall be used by the individual in the non-formal education too, during life, adjusted after his changing needs in ontogenesis;

In the same time it is necessary to rephrase the evaluation and appreciation/mark of the pupils in the sense of the promoting the differentiated education principles of the pupils, the focusing on the progress appreciation, attitude, educated and realized competence, creative-applicative behavior;

- *in the non-formal education*, the physical education and sport can conserve, develop and divert the actions, specific activities from the local communities projects: sportive manifestations, sportive competitions, tourism, etc., by promoting the “sport for all” concept and the practice of the physical exercises and sport leisure and compensator activities.

- the models from the performance sport, the emphasizing of the human capacity of overtaken of the “limits”, by work, perseverance, tenacity, courage, ambition, team work, etc., by the achievement of some legend performances, the promotion of the fair-play spirit in the sportive competition, the promotion of the performers, are aspects of the *informal education*.

The promotion of the (sportive) performance and sportive competition is one of the informal education directions that has to be amplified and used even more “aggressively” as a response to the non-models, false stars to many time promoted by the media.

✚ The UNO it self admits the educative and social valences of the physical education and sport by promoting the programme “Sport, another mean of the education, health, development and peace promotion”, proposed in 2003 in order to achieve the socio-politic globalization life objectives, by a programme of emphasizing the valences of the sport in the human becoming.

The proclamation of the 2005 by UNO as “The International Year for Sport and Physical Education” was preceded by the promotion by the European Council of the “2004 – The European Year of Education by Sport” concept, what permitted 2005 the achievement on a world scale the experiences concerning the education promotion by sport, to improve with new arguments and by developing new dimensions in educational, social, economic and communication plan.

✚ From the globalization perspective, the UNO appreciates that: the sportive activities represents an ideal field to promote and develop the motivation and capacity of self-improvement of the individual, in a pleasant way; the sport and physical education have a major contribution in educative plan by educating the self trust team work, communication, participation, discipline, respect, fair-play; in global plan the sport and physical education have a positive impact in the humanity development, contributes in an essential way to the health of people and determines collaboration and peace relationships.

✚ The responsibility of the physical education and sport valences in the education for changing belongs to the domains specialists, to all specialists from other domains that are related to the physical education and sport domain: professors, teachers, medics, psychologists, sociologists, governmental and nongovernmental institutions for sport and to those with responsibilities in the physical education and sport domain.

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SHORT PERSONAL PRESENTATION



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