

THE ROLE OF SPORTIVE ACTIVITIES IN CHILDREN'S PERSONALITY DEVELOPMENT

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ABSTRACT. The athlete is the main subject of performance generator and is being defined by a large number of attributes, some of which are characteristic for achieving it. He can develop only if certain conditions are met both in terms of correlating interdependent attributes, qualities – skills and the environmental factors, social, material, teaching. The relationships between members of a community are subject to numerous factors such as: psychological peculiarities of the athletes, the general orientation, the reasons of the proposed activity, attitudes "built" in life and the society in which they live. There are a few things to note: first, the game strengthens a child physically, it embodies the taste of performance and the means to achieve it. Secondly, the game creates teamwork skills to synchronize their actions with those of others to achieve a common goal. A third, the game causes a good mood, cheerful, giving the people the ability to clear their heads and have fun giving more lust for life.

Key words: athletes, sports games, the relationships, organization.

REZUMAT. Rolul jocurilor sportive in dezvoltarea personalitatii copiilor. Sportivul care este principalul subiect generator al performanței este definit de un număr foarte mare de atribute dintre care unele sunt caracteristice pentru realizarea acesteia. El se poate dezvolta numai dacă sunt îndeplinite anumite condiții atât în privința corelării interdependente a atributelor –însusiri, calități – aptitudini, cât și a determinatelor ambientale, sociale, materiale, pedagogice. Relatiile care se stabilesc între membrii unei colectivități sunt condiționate de numeroși factori . Există câteva lucruri de remarcat: în primul rând, jocul fortifică un copil din punct de vedere fizic, îi imprimă gustul performanțelor precum și mijloacele de a le realiza. În al doilea rând, jocul creează deprinderi pentru lucrul în echipă, pentru sincronizarea acțiunilor proprii cu ale altora, în vederea atingerii unui scop comun. Un al treilea rând, jocul provoacă o stare de bună dispoziție, de voie bună, oferindu-i omului posibilitatea de a uita pentru un timp de toate celelalte și de a se distra, dându-i parcă mai multă poftă de viață.

Cuvinte cheie: sportivi, jocuri sportive, relatiile de joc, organizare.

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Introduction

Most definitions indicate that the game is a activity specific both for childhood period and a process training and a human development factor. Later it was found that, in fact, the human is playful (*homo ludens*) during his whole life. From childhood to elderness the human is continuously playing for various internal or external reasons that impel him to various activities.

„**The game** is a complex, predominantly motor but also emotional activity, developed spontaneously while having predetermined rules, on both recreational and sportive sides, and it also helps the players adapt to social reality purposes”(Colibaba, & Bota,1998).

„**Sports games** represent a complexity of phisical exercises practiced as a game with a certain object object (ball, puck, etc.) with specific dimensions, in which two teams or two players compete under the rules of organization and development”(Rusu, 2008).

To complete the definition of the game, it's necessary to consider its main features. Epuran (2001), believes that the most important features of the game are:

- **natural activity** – the natural function of entertaining the necessities
- **free activity** - voluntary participation, without coercion
- **spontaneous activity** - the human being is always ready to play
- **total activity** - engage all parts of the human being (physical, mental, social, etc.)
- **activity attractive** - causes positive affective states: sensory pleasure, tense, satisfaction, success etc.
- **disinterested activity** – not to be confused with work, aimed the joy of unpaid self-employment activity
- **creative activity** - Compensative - which extends to recreational activities - adult fun on leisure activities (leisure time enjoyable), by which the human seeks relaxation, fun, recovery, compensation of conditions created by the work process.

The athlete is the main subject of performance generator and is being defined by a large number of attributes, some of which are characteristic for achieving it. He can develop only if certain conditions are met both in terms of correlating interdependent attributes, qualities – skills and the environmental factors, social, material, teaching.

The relationships between members of a community are subject to numerous factors such as: psychological peculiarities of the athletes, the general orientation,the reasons of the proposed activity, attitudes "built" in life and the society in which they live.

Epuran (2001), mentioned some issues regarding the interpersonal relationships in sports. There are relationships that are based on only two individuals as often found in some samples such as: couples tennis, table tennis, canoeing. These examples clearly reveal that the common task requires a unity of feelings, thoughts, attitudes, will and mutual affection. Another type of relationship is of those athletes who form a team, but compete interdependent, success depends on the participation of each group (team relay). Another group represents the interpersonal relationships of the members of a team, consisted as a unit, that prepares and competes as a separate organization.

In general, the complementarity cohesion willingness and mutual sympathy is expressed. At the same time there are preferential attitudes. It is difficult to accept the situation as an athlete to be accepted and/or to accept all the components of the team. It is still possible for an athlete to be treated with sympathy and trust and gain authority while accepted as a leader. It is also natural for an athlete to be treated with indifference or aversion by others, independently of the preferential attitude towards them.

To prove that they are involved in the sports they practice, participants should adopt the "right attitude" to their colleagues and the expectations of the coach, and to make sacrifices to stay in the team. In this manner of acting professional, having "team spirit", implies that a person would do exactly what is necessary for the expectations of a team or a competition. This is the spirit that emphasizes that athletes have to make sacrifices, to pay any price in order to keep themselves in the team and in the sports.

The conduct and team behavior is the result of psychosocial relationship, the athletes value, the needs and motivations, the role of leaders, the mentality of athletes, coaches and managers. The most important and determining factor influencing the behavior of each athlete in the group is social learning, considered as a process of acquiring experience (Craciun, 2012).

In general, motion games (symbolical, constructive, creative, individual or with a partner, dynamic or motion etc.) were systematized by two fundamental criteria, namely after the teaching functions and learning objectives they solve. Sports games may fall under these criteria, but they have developed other criteria with a higher degree of specificity.

Many experts agree on the following motion game features:

- *The formative - educational human personality.* Using the games we can easily influence all components of human personality formative (knowledge, motor skills, abilities, operational schemes etc.).
- *The knowledge* relates primarily to the idea that through certain games, we allow children (and adults) to assimilate the qualities and characteristics of life and the world around us. The most effective games are those that arouse curiosity, imitating adult activities, observing certain rules, symbolic play, role

play etc. At the same time, the function of knowledge refers to the educator in the sense that through them has the possibility to know better subjects undergoing the training.

- *The motility stimulating* function is to meet the most important needs of homo ludens: need to move, need to compete, additional energy consumption. This function is performed at an early age (sensory games, handling toys, games whistle, bells, color), continued during adolescence and youth (games movement games as contests, sports games) and ends at the third age (maintenance games: bowling, billiards, golf).

- *Specific functions of play*: recreation, functional balance, fun, strengthening, compensation, rehabilitation, recreation therapy, purification, pleasure. In practice, we find pure gaming or strictly specialized exercise of certain functions. Typically, a single game carries more functions, so it has a multidirectional effect on the personality of the participants.

Has been written and said about the influence and the benefits of sports and movement on the human body, especially the children. Experts in the field say that sports works on several levels:

- Sports strengthen the skeleton, strengthen heart and lungs, help the child to coordinate body movements, prevents the risk of obesity.

- Sports are also a great tool for developing social and educational values: discipline, patience, concentration.

- Sports can influence the child's character: the shy ones will gain confidence in themselves and learn to externalize practicing a team sport, while children will learn focus and self-control nerves in sports which are more accurate.

- Sports develop a beautiful character and the spirit of competition.

- It was concluded that sports helps children to have better results at learning. During physical activity, the brain is better oxygenated and thus increase their understanding and memory.

- Sports emphasizes burnt in the body release energy, so children will be more attentive in class and will be able to focus more easily on the study.

Results

In this paper we aim to find out what children practice sports game Cluj Napoca, mass sports or performance sports.

Figure 1 - 52% of the respondents practice mass sports, 29% say that they practice performance sports while 19% do not practice any sports in their spare time. The number of those who do not practice any sports is quite large which means that they should be more stimulated and motivated during physical education classes for independent practice of various forms of movement.

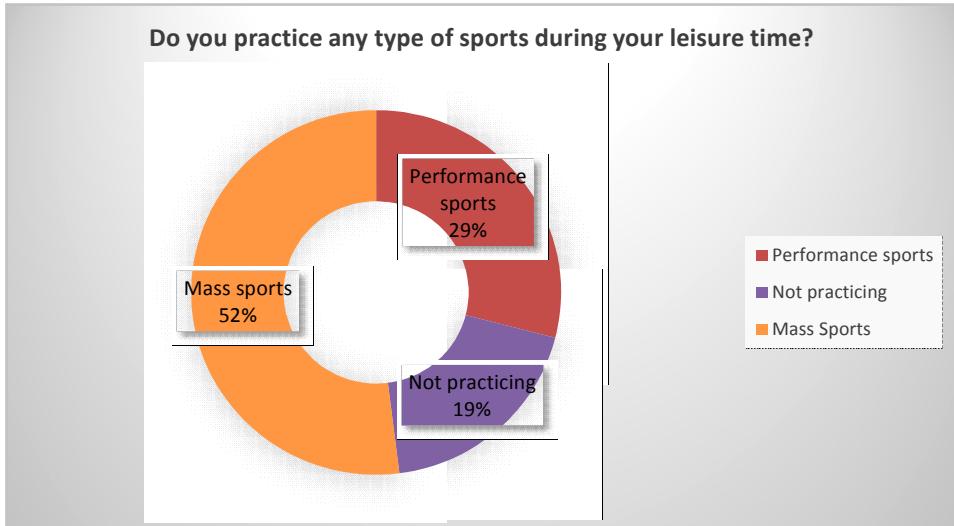


Figure 1. Practice sportive activities

Char Many of the children surveyed are practicing team sports, but some are practicing individual sports. The favourite sports practiced are represented as follows:

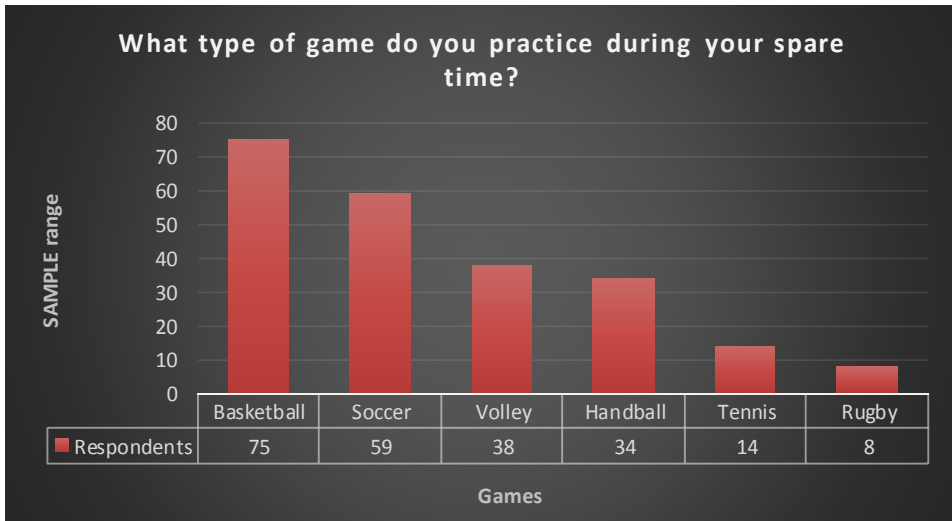


Figure 2. Type sportive activities practice

Figure 2 - 75 respondents replied they practice basketball , 34 are practicing handball, 38 are practicing volley ,14 are practicing tennis, 59 are practicing soccer and 8 are practicing rugby.

Once accustomed to the basic principles of a sport, according to the skills they have developed, between 4 and 12 years, children can practice soccer, volleyball, tennis, hockey (roller or ice) skating, basketball and baseball.

So they learn to dribble, pass the ball, throw to the basket or to shoot on goal, imagining a real game situation. In addition, psychologists say, they learn how to apply various strategies of play, and how important teamwork is.

But a child doesn't have to do sports. Sports can also mean cycling, running around the block or running to school or kindergarden or simply to participate in physical education classes. All forms of outdoor exercise are beneficial for the child.

Sports are also indicated for children with all forms of disabilities: attention deficit, autism in infancy, but is mostly recommended for those who have learning difficulties.

In their case, the game improves their motor skills, interact easier with other children and increases self-esteem. Recommended sports are among football, baseball, basketball and athletics.

It is crucial that the children perceives the sports and physical activity in general, positively. If the child perceives the sports as another school subject, surely it will not show interest in it. Physical activity should be to please the child.

Conclusions

Games and entertainment are more intense at the age of childhood and youth. This flexibility gives them their behaviors and especially develops imagination and creativity. Also, by playing the game, the degree of mental development is expressed.

The game requires a plan, setting a goal and setting some rules, to finally be able to perform a particular action that produces satisfaction.

The child ego states game, his personality. Adult states through the activities they carry out, but the child has no other option than the assertion of the game. Later, he can stand out through the school activities.

School activity is recovered by notes, they summ up the average outcome of the learning process while it ends in terms of the evaluation. On the other hand, the game is consumed as an activity creating joy and satisfaction. Children who are deprived of the opportunity to play with other children of similar age either because they are not used, either because they do not have with who, remain undeveloped in terms of personality.

Play gives children a sum of impressions which contributes to knowledge about the world and life and also increases the understanding of complex situations, creates stimulating memory, retention skills, concentration, obedience to rules, ability to make quick decisions, to resolve the situation - the problem, - a word develops creativity. Every game has rules.

When a child wants to play with another group of children, he accepts the rules deliberately, willingly. In other words, he will accept the standards, adopted and respected by the group before it can come into play.

For adults, the game causes pleasure, fun, funny, contributing especially to energise the grown-up. It also contribute decisively to cancel fatigue, being in this case an element of psychotherapy.

For children, play often involves exercise, besides the nervous consumption even for the simplest games, unlike adults where it is lacking.

We often see children playing football, cycling or walking, not playing backgammon or chess on a bench in a quiet place as adults usually do.

There are a few things to note: first, the game strengthens a child physically, it embodies the taste of performance and the means to achieve it.

Secondly, the game creates teamwork skills to synchronize their actions with those of others to achieve a common goal.

A third, the game causes a good mood, cheerful, giving the people the ability to clear their heads and have fun giving more lust for life.

In other words, the features of games can be summarized as follows:

- allow complex expression and favors the simultaneous development of basic motor skills or specific driving qualities and skills and/or moral-volitional qualities;

- specific to these games is the collective playing - it requires cooperation, collaboration with playing partners, harmonization of interests, motives, actions and personal with the collective efforts of each player, compliance with collective acceptance and recognition of the leader, taking on responsibilities, all of great importance in terms of socialization;

- have attractive and spontaneous character; well designed and organized, mobilizing resources and maintains the interest of the participants to achieve maximum efficiency:

- can be used as a means of mental disconnect, the best form of recreation;

- contribute to the development of various personality traits;

- allow the manifestation of initiative and independence in actions;

- do not allow precise dosing and no strict regulation of technical execution.

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