

THE SOCIALIZING ROLE OF MOTOR ACTIVITIES AT PRIMARY SCHOOL LEVEL

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Abstract: Motor activities are considered the perfect setting in training young generations, being appreciated as an important socializing factor with increasingly higher value in modern society. Both the development of biological and psychological characteristics, shaped by the socialization process contributes to the continuing forming as summing and exercising new social roles and acquiring new experiences. Social learning theory has shown that socialization is made best in sport. According to specialists, practicing physical activities or sports influences youth personality and creates positive effects on body and mind. Using sociological and group questionnaire method, we will analyze the role and importance of socialization in motor activities and their mark on group cohesion and integration of marginalized students.

Key words: social, motor activities, social integration.

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INTRODUCTION

Motor activities, whether organized sports and physical education class or sports training, leisure time activities or competition, at this age level, have a strong, playful purpose, aiming both the development of motor skills, physical fitness and especially the psychosocial skills.

This study attempts to make a connection between the practice of motor activities at primary level and some psychosocial phenomena, and the focus is on socialization and social integration.

Besides family, the first and most important social group, other groups contribute to the socialization of individuals: classmates, friends group, school group and later professional collective. One of the ways that socialization within the group of friends or colleagues is achieved is through sports. Individuals learn through sport to work together, to take on specific roles within the group and to define themselves within the group.

Socialization through motor activities aims a wide range of consequences in practicing physical education: starting from the development of motor skills and social competence, to the acquisition of values and social norms. In other words "refers to what is learned in sports without necessarily seek out sport utility" (Patrikson, 1996). When we refer to socialization through motor activities we focus our attention on the effects of participation in these sports activities to other spheres of life. In fact these two aspects are intertwined; socialization is an ongoing dynamic process.

Using sociological and group questionnaire method, we will analyze the role and importance of socialization in motor activities and their mark on group cohesion and integration of marginalized students.

OBJECTIVES

Research objectives intended to demonstrate that motor activities have a major role in developing students and forming them, socialization and interpersonal communication plays a significant role in motor activities at the primary level. School groups with lack of cohesion encounters difficulties in expressing themselves effectively, lack of socialization leads to the marginalization of subjects with reduced social-metric potential.

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HYPOTHESIS

Efficient using of the methods and techniques of socialization and communication in sport, having a thorough knowledge and a complex array of information regarding the sport group dynamics, then we can improve the cohesion of sportive group and integrate the marginalized individuals.

MATERIALS AND METHODS

The research methods used were: bibliographic study, observation method, interview, group questionnaire method and the experimental method.

In the research that we performed we used the environmental, social-sportive analyzing questionnaire for youth design by Eys, M.A., Carron, A.V., Bray, S.R., & Brawley, L.R. (2007).

THE RESEARCH SAMPLE

The experiment was conducted with the classroom II A with an effective of 20 students (11 girls, 9 boys), as control class, and experimental class II B with an effective of 20 students (10 girls, 10 boys). In the research of these two school groups we had as main objective to analyze and demonstrate the socializing role of the motor activities at primary school level.

The main objective of the experiment was to discover the different aspects of socialization and the degree of social integration of students through team sport.

The first sample group (the experimental) was involved in a sport project initiation and selection which involved training students in basketball, so the young scholars had extra-curricular 2-3 trainings per week, also participated in numerous competitions and during physical education classes we focused on team games, relay races, competitions in which students had been required to exercise their capacity of cooperation, communication and socialization. The second sample of students (the control sample) had normal physical education classes focused on individual sports such as gymnastics, athletics, chess, badminton where the process of socialization, communication and relationships are not strongly developed.

THEORETICAL RESEARCH

By nature man is a social being. He is the product of social registrations and also has the ability to influence and determine the circumstances. Man cannot live alone, isolated from other people. Instead, he constantly relates to others, work together with them, establish relations with those around him. Human existence would be difficult to conceive outside social relationships. There is a need for the individual to become a member of the society in which he was born - therefore the need for socialization.

Socialization is a process of continuous transformation of the individuals "from biological being through a subject of a specific civilization (Bernstein, 1991).

Socialization is a process in which everything that it is not born has to be assimilated through learning (Piaget, 1980).

Socialization is the process of integration and adaptation of the individual to society through learning within the family, school, institution, profession, cultural products that enable coexistence in society: language and other means of communication, cultural patterns of that society, ways of thinking, rules and moral values, legal, scientific, political, social roles (Paun, 1982).

Motor activities are considered the perfect framework in training young, this period of forming and primary socialization is fundamental to the further development of the child. Transition from pre-school to school can be a shock or a barrier for the integration of children in school groups and society, a problem regarding communication will develop a certain level of anxiety.

Jean-Charles Basson, Andy Smith (1998), in the study „Socialization through sport. Social representations through sport” analyzed socialization through leisure sport activities, referring here to the practice of sports games such as volleyball, jogging, basketball, skateboard, rollerblading, cycling etc. which are opposed, as according to the authors, institutional socialization, that achieved in sports clubs and seen as a "social self" that does not cover the real needs of young people.

The desire for belonging and recognition is causing the child to always model the communication system and method of relationships. This is what researchers said about socializing character of sport "relationships created in various competitions circles of participants are unusually durable and perform an important role in social microstructure formation" or "sport is a good way of revealing of self in free contact with others, it approaches the participants in these games, generate links peer attitudes and modes of behavior (Cârstea, 1981).

Sport and physical activity contribute to the socialization of men and especially young people. Sports and physical education, promote respect for moral values in both the Olympic spirit and the core values of life in the community, favoring the integration of the group and in society, communication skills (Turcu & Todor, 2010).

Starting from the definition of socialization, according to which this represents a fundamental social process through which any society is projecting, reproduce and perform the proper behaviors of its members, normative and cultural model (Stănescu, 2000), physical education and sport can be considered factors of socialization and social integration, due to their characteristics:

1. Takes place mainly in groups, thus facilitating interaction between individuals (basic condition of socialization). The model in which it is organized its interaction between individuals in physical education and sport, determine different levels of manifestation. In some cases, sports games, need for cooperation is huge (basketball, volleyball, football, rugby, and handball), in others the need for cooperation is reduced (competitions, individual sports teams).

2. Through its content and forms of organizing it is creating a psycho-social environment which allows the manifestation and appearance of all types of interaction, from those cooperative to those of adversity. Through the specific of organizing and practicing physical exercises, sport branches, individuals fulfill simultaneously cooperative roles with members of their team, but also adversity roles with members of other teams.

3. Physical education and sport put the individual in a position to evaluate others and evaluate themselves, which contributes to self-image. Socialization is favored due to the fact that physical education, but especially sport involves competition between individuals and groups of individuals. Through competition, it is realized the comparison with itself and others, it is made also the hierarchy of values.

4. Motor behavior in physical education and sport it is socializing because it favors the apparition of social facilitation, communication, cooperation phenomena, implicated by the social interaction. From the perspective of socialization, schedules and forms of personal interaction are more important than the branches of sport. Some determining factors are: degree of cooperation between individuals, quality management, competitive spirit, the importance given victory, the share of individual activity and freedom of decision making.

The purpose of socialization is to form a competent person socially, to recognize the societal values, norms and patterns of behavior. Socialization process, thus involves the acquisition of social competence and interpersonal communication skills development.

RESULTS

Researchers recognized the importance and applicability the environmental, social-sportive analyzing questionnaire for youth saying "this test has the potential to develop a comprehensive framework and components of sports team cohesion." However, they also noted that "until now, the questionnaire for the analysis of the social and sportive youth seems to have been seldom used in published studies that had as theme performance, relationship, social cohesion" (Slater & Sewell, 1994).

The questionnaire for the analyze of social-sportive environment was used to analyze group cohesion and sociability. This questionnaire contains 19 items, four aspects of group cohesion are considered: individual attractions for the target group, individual attractions to the social group, the group with the task of integration, social integration group. Responses are structured on a 9-point scale with extremes "strongly agree" and "strongly disagree". However, higher scores indicate a cohesive group with increased sociability. So we administrated the questionnaire for the analyze of social-

sportive environment of the two samples above. The questionnaire was structured on two criteria assessing personal feelings for the respondent involvement in the group to which it belongs, and the second group analyzing perceptions as a whole. Questionnaire items were structured on 10 criteria statements and on the second criteria 9 statements were the respondents could totally disagree or strongly agree with the levels on a scale from 1-9. Following the responses of respondents we have achieved the following graphs:

1. *I like to communicate and to relate with my classmates*

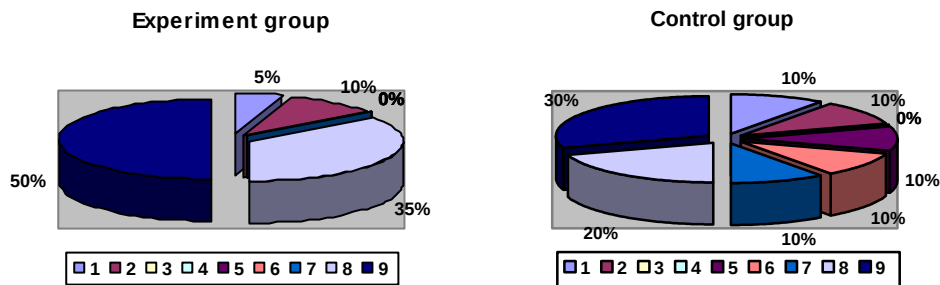


Figure 1. Communication with classmates

Analyzing the two diagrams, expressing the results of the experimental and control groups, we can conclude that the experimental group communication and cooperation level show increasing interest, about 50% of students giving the highest grade and 35% agreeing with this statement, amounting to a 85% positive response and only 15% of the students didn't agree with this statement. In the control group, on which we worked more with individual exercises in individual sports such as athletics, gymnastics, chess, etc. in which we didn't focus on the spirit of cooperation and communication between students, there are small disagreements number of negative responses being higher than the first group, totaling about 30% of the responses.

5. Some of my best friends are part of this group of colleagues.

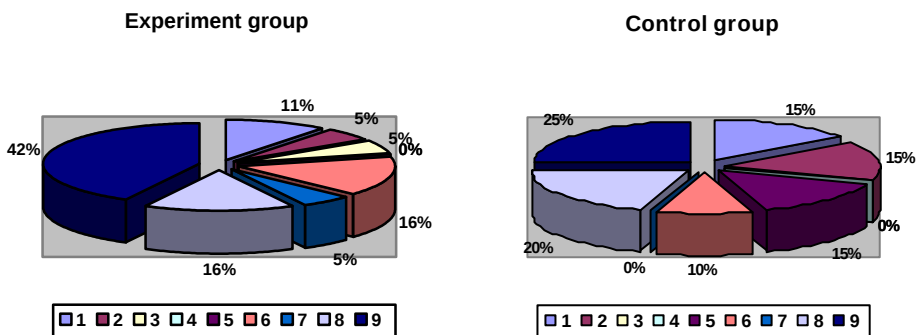


Figure 2. Relationships between the group of colleagues

At the item "some of my best friends are part of this group of colleagues" responses showed that the experimental group developed friendships within the group classes are more durable and resistant in sport and outside sports and activities, so we recorded a number of 13 affirmative answers, representing 65% of the total, 3 middle answers and only 4 negative responses, representing 20% of the total. In the control group, which was not involved in sports and just followed the basic courses, the respondents didn't have such close connection between them, the results showing that only 9 students find their classmates among the best of his friends, representing 45% of the total, with 5 being undecided and 6 of them stating that they have other friends in other circles or activities, representing 30% of the total.

10. For me, this class is an important social group to which I belong.

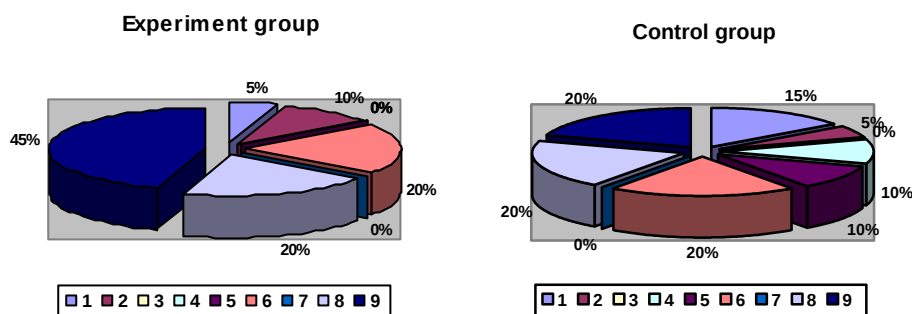


Figure 3. Social group to where they belong

At the question "this class is an important social group to which I belong", 13 students from the experimental group responded affirmatively, representing 65% from the total, 4 of them were undecided, and only 3 of them did not think is so important this group, in the case of the control group only 8 students considered important the social group of their colleagues, 8 were undecided and four of them answered negative, which indicates that students in the control group have other groups of friends more important than this ones, and students from the experimental group had developed a strong relationship even outside sport.

12. During sportive competitions colleagues are working in a team.

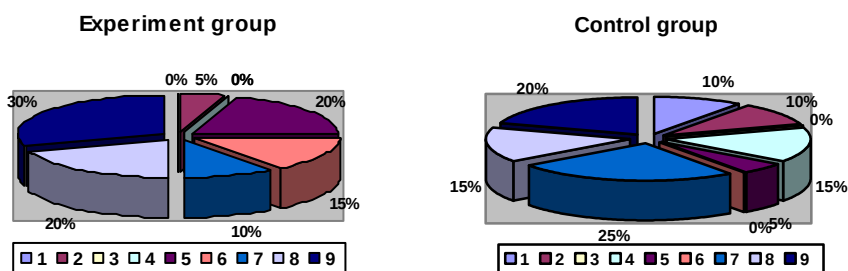


Figure 4. Working in team in competitions

Regarding the item "during sportive competitions colleagues work in team", group experiment works best in teams, students are accustomed to each other, developing a certain cohesion of the group, 12 students have responded positively, representing 60% of total, seven were undecided and only one saying it works better alone than together.

13. Our class spends time socializing before the start of classes and after finishing them.

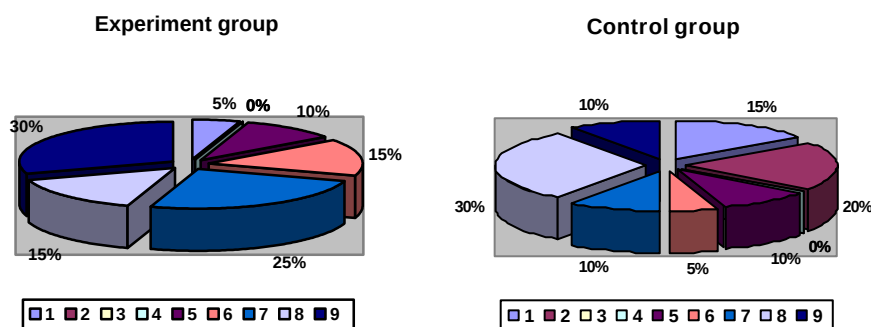


Figure 5. Socializing before and after the classes

It is noted in the case of the item 13, "our class spends time socializing before starting and after finishing their classes" that the experimental group spends more time both before and after sport activity, communicating and socializing, 14 students responding positively representing 70% of the total 5 is undecided, and negative response to just one. In the control group 10 students said yes, representing 50% of the total, 5 were undecided and 7 of them answer negative.

15. If one of the class members would have trouble at one of the exercises everyone would like to help.

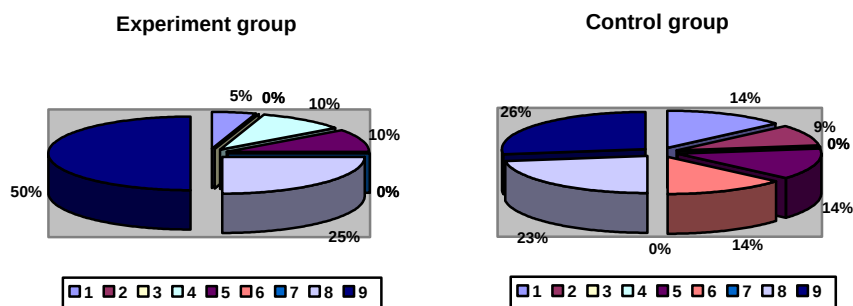


Figure 6. Helping each other when they need

At question 15, "if one of the class members would have trouble at one of the exercises everyone would like to help", 15 students from the experimental group answered affirmative, counting for 75% of the total, 4 were undecided, and only one answered negative, in the control group, 11 students said yes, representing 55% of the total, 6 were undecided and five responded negatively. Thus we conclude that the spirit of mutual aid and cooperation is more prominent in the experimental group than in the control group.

CONCLUSIONS

Questionnaire for the analysis of the social and sporting youth indicated next level of social cohesion of the group: 70% in the experimental group and 55% in the control group. So we conclude that motor activities have a strong socializing character at primary level, group cohesion is developed especially with team sports, relay race, team competitions, than in individual sports that do not focus on interpersonal relationships.

Sport develops team spirit, the spirit of mutual aid, cooperation, friendship and especially manages to engage and integrate the majority of individuals, children that are practicing sport from an early age are more sociable managing to make more friends and integrate in any social group.

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