



THE ROLE AND PLACE OF THE TEACHER OF PHYSICAL EDUCATION AND SPORT IN THE CONTEMPORARY ROMANIAN EDUCATIONAL SYSTEM

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Abstract

The credo of the physical education teacher is the grow of generations of healthy students, socially integrated, used with the practice of physical exercise during their free time, capable to develop efficient activities within the school and outside it. The notion of role is strongly connected with the one of statute, because persons develop between them reciprocal and complementary relations.

Keywords: *teacher, physical education, sport, role, statute*

The Romanian teaching is passing by an important reform process, conceived with the purpose to make it compatible with the European educational system.

This compatibility envisages both the structure of the educational system and the modification of the duration of study years the students must mandatory attend, and also the finalities followed by the educational process.

To these aspects we can add those related to the content of the training and the possibility to provide not only a unitary education but also one which will allow the delimitation of particular training routes. Physical education must obey these transformations – discipline present in the curricula of all study cycles.

Physical education is mainly forming, envisaging the training of subjects for life and underlining the harmonious physical development, the improvement of the basic motor qualities needed in the daily existence, on the transfer capacity of motor skills acquired at the lessons in the daily life, and also on the development of the personality features.

Physical education is an important component of the global education. By its specific content and tasks, by its systemic influences on the individual, both in motor and also in physical, intellectual, affective, aesthetic plan, it represents a path to the general education.

The concept of physical education represents an abstraction and a generalization of the experience gathered in this field, starting with ancient times and until nowadays.

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The concept of physical education represents the valuation of the concept of physical education, by its application to the concrete conditions of certain societies. She illustrates the thinking system to which the concept belongs, and also the notes which differentiate its content, but especially its finalities.

In Romania, the expression of these concepts is materialised in “The law of physical education and sport”. According to this document by education and sport it is understood all forms of physical activity meant, by an organised or independent participation, to express or to ameliorate the physical condition and the spiritual comfort, to establish civilised social relations and to lead to the achievement of results in competitions of any level. The practice of physical education and sports is a right of the person, without any discrimination, guaranteed by the state, and administrative authorities and sportive institutions have the obligation to support physical education, sport for everybody and performance sport and to insure conditions for its practice. A special attention it is granted to the persons with physical, sensory and psychic deficiencies, the need to recovery and social (re) insertion.

Physical education, regarded as a *modus vivendi*, improves the conditions of a nation which becomes more capable to express itself, to explore and to develop in a equilibrate relations with the environment in which it lives. Physical education addresses at the same time to the body and to the psychic because the person moves, thinks, feels expresses himself / herself. He/she also is an education by movement.

Because of its complexity, physical education must be defined from more points of view: of the theory of the action, as motor-biologic activity, of didactics, as instructive – educative process, of the theory of systems, as system of concepts and actions, of the education’s management, as organisation form, of the sociology, as factor of socio – cultural integration.

Traditional physical education, assimilated to traditional pedagogy, to the pedagogy of performance is composed of the strategies of practical application of the knowledge. Humanist conception underlines the development of the self by action and as means of equilibrated and integrated development of the human personality.

Physical education and sport are realised of and for humans, in certain social and material conditions, which makes that the two types of motor activities to unite in educative forming elements of high value.

The role and place of the physical education teacher in the contemporary Romanian educational system

In the actual social context, the statute of the physical and sport education is presented as an assembly of attributions given first of all by the position of educator and secondly by the profile of the speciality, which is the physical education and sport, motor activity differentiated by other activities with instructive – formative character.

The scientific study of the physical education and sport teacher must



include aspects which regard the totality of behaviours expected by the person who occupies this function from the students, colleagues, from the principal of the school, that is, from the persons according to which he/she defines himself / herself.

According to these, the teacher lives with satisfaction his/her appreciation and acceptance by others. The feeling of personal satisfaction is protector and allows him/her to advance with confidence in life. The totality of statutes the teacher of physical education and sport occupies form its set-statute

The document which stipulates the rights and duties of the teacher of physical education and sport is the “Statute of the educational staff”, intrinsic component of the Law of education. This normative stipulates the general duties of the teachers from all branches of education, from nursery school teacher, trainers, masters from vocational schools, professors at the academic institutions. *The observance of the statute of educational staff is the guarantee of the professional discipline from all levels of education.*

The volume of the work provided by the teacher of physical education and sport is established by the “normalization of the educational staff”. The psycho – social statute of the teacher of physical education and sport is greatly influenced by the extracurricular activity, within some actions organised with students: excursions, hikes, camps, and scholar sportive competitions etc., thus actions which are placed in the extracurricular scope.

The teacher of physical education can be postmaster, member in boards, principal or inspector, situations in which his/her stature acquires degrees of special value, concretising his/her capacities of good organiser. Extracurricular work volume of the teacher of physical education is increased also due to participation, together with other teachers, at the organization of school fairs or other cultural – educative actions.

An attribution which fulfils the statute of the teacher consists of the systematic development of the selection and of the orientation of students with skills for different sport branches. The main source of talents for the Romanian sport is represented by school; the valuation in sport clubs or in classes with sportive programme of the talented students is related of the teachers’ professionalism.

The institutionalization by law of the scholar and superior study sportive clubs and sportive associations create an optimal environment of professional valuation of the speciality educational staff, by the organization of these structures and insures the consultancy needed for the containment in rhythmic sports activity.

The credo of the physical education teacher is the grow of generations of healthy students, socially integrated, used with the practice of physical exercise during their free time, capable to develop efficient activities within the school and outside it.

The cultural statute is determined by the reference of the physical education teacher to the values of culture. He is a consumer, but also a producer of



culture, not only because he/she is a practitioner of sport or because he/she combines it with other activities, but also by the fact that he/she completes the education of the students, so that they would recognise cultural values.

The moral profile of the physical education teacher is common with that of any teacher, who must be honest, fair, objective, understanding etc., and furthermore he/she must prove attachment towards children and their education, to encourage them in the execution of difficult exercises, not to be distant, with a superiority behaviour, not to be discriminatory etc., qualities which are contained in the deontological code of the profession.

The notion of role is strongly connected with the one of statute, because between persons there are relations of reciprocity and complementarity.

The role is defined as the assembly of behaviours which the members of the group expect from one of its components, such as, the behaviour that a student expects from the physical education teacher, relations of collaboration and subordination with him/her during lessons or other common activities.

We can talk about a basic **general role** and specific, **particular roles**. Within the relation between teacher and his/her students, the basic role is dominated by the assistance provided to students while learning, protection (relations of emission/reception with indications and orientations), but, in order to realise it, the teacher also fulfils other particular roles, related to other persons, with the post master, with the physician of the school etc. these relations are similar from one school to another, no matter the personality of the teacher. The totality of achieved roles forms the set-role of the physical education and sport teacher.

The role has a wider sense, the physical education teacher observing certain demands, bringing his/her contribution to the behaviour relations, such as, by the attachment towards students, by exactness and fidelity.

The roles are in close correlation and involve the co-relation of more individuals. The role of the teacher depends on the relation with students, with parents, with the postmaster, with the physician. (chart no. 1)

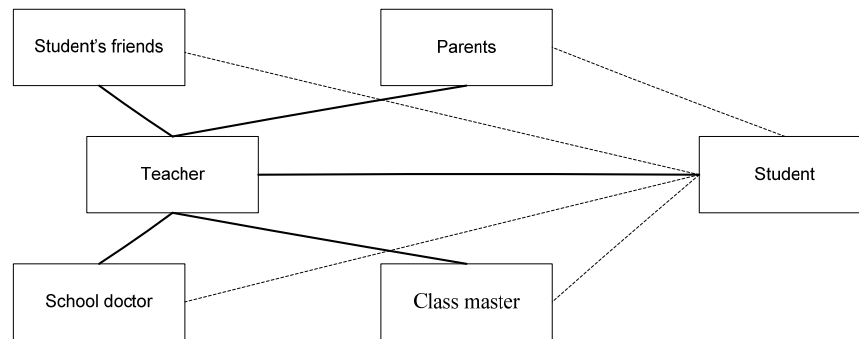
The role of the teacher can be modified when there appear changes in any of the existent relations. It is important not to appear role conflict especially teacher and student.

The relations between statute and role are like relations between social processes and those of psychological nature, the last colouring their realisation means. (chart 2)

As it results from the chart above, the understanding and acceptance of the role mainly supports the influence of provisions of the state, but depends also on the preferences, motivations, capacities, to which it is added the age and sex characteristics which, sometimes, can be incompatible with the prescriptions of the state.



The relation of the teacher with other persons involved in the educational process



The relation between statute, role, person, behavior

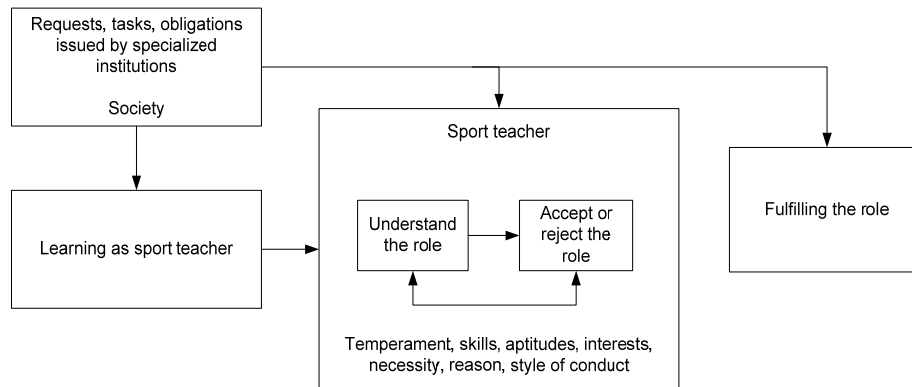


Chart 2, source A. Dragnea, A., Bota, M., Stănescu, S., Teodorescu, S., Serbănoiu, V., Tudor (2006)

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