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S T U D I A

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EDUCATIO ARTIS GYMNASTICAE

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SPORTS COMPETITION MANAGEMENT

APOSTU PAULA¹, DOBOȘI ȘERBAN², ȘANTA CRISTIAN²

ABSTRACT. When mentioning sports competition we mainly think of “main actors”: sportsmen, achievements, qualifying, performance. Nonetheless, behind sportsmen are found trainers, training programmes, and not least, the management activity ensuring how a sports event is organised, coordinated and developed. The main feature of sports is competition. Competition highlights what has been accumulated in trainings and constitutes the main motivation and self-surpassing element.

Keywords: competition, competition management, organisms and organisations, departments, sports federations.

REZUMAT. MANAGEMENTUL COMETITIEI SPORTIVE. Când vorbim despre competiția sportivă ne gândim în primul rând la „actorii principali”: sportivi, rezultate, calificări, performanță. Dar în spatele sportivilor se află antrenorii, programele de antrenament și nu în ultimul rând activitatea de management care asigură organizarea, coordonarea și desfășurarea unei competiții sportive. Performanța, rezultatul în sport impune existența unor standarde ce pot fi măsurate atât prin criterii absolute cât și prin criterii relative. Trăsătura principală a sportului este întrecerea. Competiția valorifică acumulările înregistrate în antrenamente și constituie elementul principal de motivație și manifestare a aspirațiilor de autodepășire.

Cuvinte cheie: competiția sportivă, sisteme de competiții, management competițional, federații sportive.

When mentioning sports competition we mainly think of “main actors”: sportsmen, achievements, qualifying, performance. Nonetheless, behind sportsmen are found trainers, training programmes, and not least, the management activity ensuring how a sports event is organised, coordinated and developed. [Arthur Hoffmann, Management Perspective on Competition]

¹ Facultatea de Educație Fizică și Sport Extensia Bistrita, mail: paulaapostu@yahoo.com

² Facultatea de Educație Fizică și Sport Cluj-Napoca

Achievement, results in sport call for standards that can be equally measured by absolute and relative criteria.

The main feature of sports is competition. Competition highlights what has been accumulated in trainings and constitutes the main motivation and self-surpassing element. [Todea, S., 2003]

The notion of competition management is fully adapted to organisational requirements of any major or long-term event. National and international sports federations, other organisms institutionalising sports movement (CO, departments, ministries, organisms and organisations) elaborate unitary systems of competitions and traineeships.

To organise competitions, a sports club or an organisation in an efficient manner, a committee is needed to structure a well-organised and efficient system. Managerial issues to solve are; [Voicu & Nagel, 2003]

- Programming contests, competition itself;
- Planning and inviting officials;
- Arranging material ground: play ground, room;
- Providing the parking;
- Public-communication system;
- Media communication;
- Teams transport;
- Administrative staff;
- Consolidating conduct and regulation rules;
- After-game activities: prize-awarding ceremony, press conference.

Planning competitions objective should include the following general aspects:

- The number of participants (as large as possible)
- A varied number of competitions (on all levels and in all geopolitical areas)
- Largely media-promoted “competition peaks” are a must.

A real management information system (data processing system) leads to accurate competition development and economic and sports efficiency.

The competition background is complex, should we mention just two aspects:

- The social and economic aspect
- The ecological aspect.

The social and economic aspect: concerns people's needs; depends upon a certain degree of economic development, as well as financial resources.

How should a sports competition be attractive to all of us? Is it addressed to all categories of people? What does it offer for each and every social category? How can each practice (sports branch, sports trial) be attractive and to what extent is it of interest to each of the social categories: athlete, financial supporter, spectator? The background offered by a competition has major effects on socialising events, promoting peace and non-violence?

Competition includes not only its course but also the way it is prepared. In this respect, equality of chances is difficult to maintain, bearing in mind supporting possibilities, different in terms of financial, material, human resources, etc.

Olympic and Sports Movement Agenda 21 suggests general directions on improving social and economic conditions: [Manuel d'Administration Sportive, 2001]

- Olympics values and actions in the name of a lasting development;
- Stronger international cooperation for a lasting development;
- Fighting discriminations;
- Protecting health;
- Integrating the concept of durable development in sports policy.

The ecological aspect – environment protection and education.

Sports and environment are inseparable, the relation being marked by a few significant moments:

- 1972 – Munich Olympic Games, when each of the N. O. C. Representatives brought and planted a tree from their countries in the Olympic Park;
- 1994 – Lillehammer Olympic Games, when an agreement was signed for collaboration between the N. O. C. And the United Nations Environment Programme;
- 1996 – Atlanta Olympic Games, when provisions of Olympic Chart were amended to conclude a section on environment protection “the N. O. C. sees that the Olympic Games should develop in a responsible manner towards environment problems”; a “Sports and Environment” commission has been established within the N. O. C., too;
- 1999 – Adopting the Olympic Movement's Agenda 21;
- 2003 – Swimming C. M. When each delegation brought a water sample from their respective countries.

In terms of preserving and managing resources designed to a durable development, the Olympic Movement's Agenda 21 provides:

- Protecting areas and reservations;
- Sports installations;
- Sports equipment;
- Energy;
- Accommodation and service to major sports events;
- Dangerous products, waste and pollution management.

The European Olympic Committee has adopted a Green Code including behaviour standards for sportsmen, champions, spectators, sports organisations.

For sportsmen:

- Adopting a respectful attitude towards the environment;
- Respect towards the natural and built-in environment: towns, water, green areas;
- Respecting sports installations and equipment patrimony;
- Avoiding waste of water consumption, energy and other sources;
- Avoiding pollution and waste-spreading in nature;
- Choosing clothing in recycling material and eco equipment.

For champions:

- Adopting an exemplary behaviour on the play ground and outside it;
- Participating in environment protection campaigns;
- Respecting the environment;

For spectators:

- Respect towards the adversaries, be they supporters or sportsmen;
- Participating in sports manifestations by respecting the environment;
- Throwing waste in specific places;
- Respecting the environment under all its forms.

For sports organisations

Sports societies, leaders of sports structures adopt ecologic criteria to:

- Organise sports events;
- Promote and organise sports in nature;
- Control water, energy and other resources consumption;
- Installations building and management;
- Cooperate with sports industries;
- Choose clothing and equipment;
- Collaborate with schools and mass-media.

In Romania, the legislative frame is ensured by Law of Environment Protection 137/1995 with subsequent amendments and completions (Government Decision 314/1998; Government Decision 91/2002).

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GENERIC COMPETENCES IN THE PHYSICAL EDUCATION TEACHER TRAINING

ANTONIO FRAILE ARANDA¹

ABSTRACT. This work is aimed at understanding how competences are assessed by Physical Education (PE) students undertaking the degree course at the Faculty of Education of the Universidad de Valladolid during the year 2006/2007. The research was carried out among those studying the following courses: Physical Education and Teaching Methods (nine credits) and Physical Education and Primary Education (six credits). Following a research-action methodology, the own students' generic competences progress throughout the course were analysed and interpreted, with the help of an innovative programme in the class. Data were collected by means of a questionnaire and a personal interview with some of the students.

Keywords: Generic competences. PE Teacher Training. European Convergence.

Introduction

The European Higher Education Area (EHEA) is demanding teaching-learning processes in the teacher training appropriate for the students to achieve general and specific competences. Generic competences for the EP teacher training are understood as instrumental, personal and systemic.

The academic formalism in training together with the teacher power-based approach to the students have led to a decrease in dialogue, communication, discussion and agreement between one another. This makes it difficult for them to take on a more active, responsible and critical role towards their learning. However, thanks to negotiation it is possible to reach an agreement between both parties on teaching goals, contents, methodology, and assessment criteria, helping to improve these competences throughout the year.

¹ Universidad de Valladolid (Spain), Faculty of Education and Social Work; email: afraile@mpc.uva.es

Finally, and using a research-action methodology approach, we will search for those assessment changes in the students' professional competences originated by the new training process.

1. A contextual review of the Physical Education Teacher Training

This training experience involving Physical Education students was developed from the courses of Physical Education and Teaching Methods and Physical Education and Primary Education. Both courses are taught on a jointly three-weekly session basis.

Connecting both courses implies some advantages in the new design of the ECTS credits. This way, a more global view of the contents is achieved, a better theoretical-practical relationship from both disciplines is obtained, and evaluation processes are simplified, while obtaining the same final mark for both subjects. (Fraile, 2006 a).

Students are involved in the teaching-learning processes by reaching agreements on different programme components. They are first asked to write what they would like to learn in these courses so that agreements on goals, contents, methodology and assessment criteria could be later reached.

In order to favour those competences linked to the New Technologies (ICT), a BSCW cooperative platform operating on a Web site is used, which allows students to have access to different documents such as articles, videos, notifications, manuals and texts. Students are able to upload their own material so that it is shared with the rest of their classmates, as well as presenting and sharing their self-assessments.

2. Competences

The competences involve a combination of personal, interpersonal, professional and organizational attitudes, values, knowledge and skills that allow us to act in an effective way both in our life and work (Barnett, 2001). Students must acquire competences and exercise them in their professional activities.

Being a knowledge transmitter, the University's main purpose is training the students and making them competent to adapt themselves to the social changes. This means linking the University training to the professional world by promoting the free circulation of students in the European Union (Delors, 1996).

Training programmes' contents and methodology will make it easier for the students, once they have completed their studies, to acquire the corresponding skills and competences such as their autonomy or their expressing ethical and responsible opinions, among others. (De Miguel, 2006).

Finally, the competences approach must be closely connected to the training culture throughout one's life. It should mean a constant willingness to learn more with a real need for reaching further knowledge, skills, and capabilities favouring the self-learning capacity.

3. Methodology

The students involved in the research (N=30) represented the total number of students registered in the courses of Physical Education and Teaching Methods and Primary Education.

This study was aimed at understanding the students' assessment of the generic competences present in their training as prospect PE teachers. The process defined by Elliot (1990) and Fraile (1995) on the research-action methodology applied to the teacher training was followed to perform this research.

An initial diagnosis regarding the students' awareness of the generic competences in their PE training was performed at a first stage. Two different instruments were used for this: firstly, the questionnaire, in which the competences present in the teaching-learning processes were assessed with a scale ranging from one to five; and then, the structured interviews and discussion boards, which helped to deal with the initial results in depth.

Once this first review was completed, we needed to design and exercise an action plan based on the introduction of new methodological strategies for creating a change in the teaching-learning processes. This was to take into account the new ECTS credits programme and adopt a collaborative learning approach. The last step was a kind of formative evaluation based on the self-assessment of the students' own learning.

At the end of the year the initial questionnaire was used again, not only for checking the cause-and-effect changes developed, but for validating the data compiled from the interviews. Besides, those interviews with students' more exhaustive answers, as reported in the anonymous comments, were also very useful.

4. Results

4.1. Physical Education Teacher's general competences analysis

The students' quantitative and qualitative assessment regarding the general competences present in their training is detailed below. The questionnaires were answered with a value ranging from 1 to 5 (from less to more important).

4.1.2. Generic competences present in the training of Physical Education Teachers

a) 'Instrumental' generic competences:

The most valued instrumental generic competences for their training included: The capacity for organisation and planning, as well as the capacity for problem solving, both of them obtaining a (3.5) mark, and followed by the capacity of analysis and decision-making with a (3.3) mark. In a later evaluation, the first place was taken over by the native language oral and written communication, followed by the capacity for problem solving, both of them with a punctuation of (3.4), which meant a drop of one point for the latest. An increase of 4 points in the knowledge of a second language, and of 3 points in the ICT knowledge should be pointed out, as they were proved valuable during the year.

TABLE 1.

Instrumental generic competences present

GENERIC COMPETENCES: INSTRUMENTAL COMPETENCES	1st	2nd	Dif.
1.-Capacity of analysis and synthesis	3.3	3.2	- 0.1
2.-Capacity for organisation and planning	3.5	3.3	- 0.2
3.- Native language oral and written communication	3.2	3.4	0.2
4.- Knowledge of a second language	2	2.4	0.4
5.- ICT knowledge related to the field of study	2.7	3	0.3
6.- Capacity for managing data	2.8	3	0.2
7.- Problem solving	3.5	3.4	- 0.1
8.- Decision taking	3.3	3.3	0

'We students are used to a traditional teaching, what makes initiative-taking difficult. We are not taught in a way that we will be able to act autonomously, since our lecturers make use of a banking teaching method.' (A)

'The Practicum is the only vehicle allowing us to act autonomously and to solve problems, and we have no other similar way to learn in any of the other courses (e.g. searching for information).' (V)

The students questioned the lack of competences in their training, which would allow them to learn in a more autonomous way. An excessive use of an academic formalism in training made both decision-taking and problem-solving more difficult. Despite the Convergence's recommendations, only a few teachers followed an active methodology and made use of collaborative learning methods.

The least valued competences included: The knowledge of a second language with a (2) mark, the ICT knowledge with a (2.7) mark and the capacity for managing data with a (2.8) mark. In the second assessment, the knowledge of a second language rose to a punctuation of (2.4), meanwhile both the ICT knowledge and the capacity for managing data reached a value of (3).

b) 'Personal' general competences:

The most valued of the personal competences was the teamwork, which got a mark of (4.4) at the beginning of the year and of (4.3) at the end of it. This was followed by the ability to work in an interdisciplinary team, with values reaching (3.5) and (3.4) from the first record to the second one.

TABLE 2.

Personal generic competences present

GENERIC COMPETENCES:				
PERSONAL COMPETENCES				
	1st	2nd	Dif.	
9.- Teamwork	4.4	4.3	-0.1	
10.- Work in an interdisciplinary team	3.5	3.4	- 0.1	
11.- Working within an international context	2	2.2	0.2	
12.- Interpersonal skills	3.3	3.2	- 0.1	
13.- Acknowledgement of an ethnic and multicultural diversity	3.4	3.1	- 0.3	
14.- Critical thinking	3.4	3.8	0.4	
15.- Ethical commitment	3.2	3.6	0.4	

'Despite teamwork is well considered, we lack of proceedings for carrying it out, since the collaborative work sometimes just means to gather together but to share the tasks among us.' (V)

'Regarding teamwork, not everybody takes part in it equally, because there is always one member of the group assuming most part of the work.' (S)

Despite the students considering the collaborative learning as a positive one, they thought there is a need of strategies in order to carry it out properly. They admitted they usually share the work among them and they do not take into account everybody's views, what implies that only individual work is finally reflected.

One of the least valued competences was working within an international context, with a mark of (2), showing the international mobility as a minor factor for the students. However, the number of Erasmus students within the European Convergence programmes framework is increasing every year.

In the second assessment, the value on the critical thinking and ethical commitment was increased by almost half a point. However, the students consider it difficult to get a critical and concerned perception of their own practice.

b) 'Systemic' general competences:

The most relevant systemic competence was the creativity with a (3.5) mark, followed by the initiative capacity and the entrepreneurial spirit with a (3.2) mark. One of the least valued was the knowledge of different cultures, and the appreciation of environmental ecology, both of them with a (2.2) mark, even though the latest was increased by almost half a point in the second assessment. Environmental education was better considered, due to the fact that the course took place outdoors.

TABLE 3.

Systemic generic competences present

GENERIC COMPETENCES: SYSTEMIC COMPETENCES	1st	2nd	Dif.
16.- Autonomous learning	2.9	3.8	0.9
17.- Capacity to adapt to new situations	3.1	3.3	0.2
18.- Creativity	3.5	3.4	- 0.1
19.- Leadership	2.8	3.1	0.3
20.- Knowledge of different cultures and customs	2.2	2.4	0.2
21.- Initiative and entrepreneurial spirit	3.2	3.3	0.1
22.- Concern for quality	3	3.3	0.3
23.- Appreciation of environmental ecology	2.2	2.6	0.4

‘From some student’s point of view the autonomous work lies on copying notes and studying individually’. (G)

‘I consider the creativity and initiative skills necessary because they imply an active methodology’. (C)

The autonomous learning was sometimes mistaken for the personal learning, but they did not always consider it as the students’ capacity for learning how to learn, the ability to search for and select information in an analytical way, all this by themselves and aimed at their training as future teachers. They highlighted competences such as the importance of being creative, taking initiatives or leadership in order to acquire their own criteria within the framework of an active methodology.

Conclusions

The required competences for the PE teacher training included the ‘personal’ competences as the most relevant ones, with an average mark of (3.3) in both of the assessments; the ‘instrumental’ competences had a punctuation of (3) and (3.1); and the ‘systemic’ competences had a punctuation of (2.8) and (3.1).

The most valued instrumental competences included: The capacity for organisation and planning, as well as the capacity for problem solving, with a (3.5) mark, and followed by the capacity of analysis and decision-making with a (3.3) mark.

The most valued personal competences included: The teamwork (4.4), followed by the work in an interdisciplinary team (3.5).

The students’ most relevant systemic competences were the creativity (3.5) and the initiative taking and the entrepreneurial spirit (3.2). Simultaneously, the autonomous learning improved by +9 in the second of the competence assessments.

Regarding the general competences, both the knowledge of a second language and the work within an international context (2) were, at a first stage, the least valued because of their lack of presence during their training.

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**A PILOT STUDY REGARDING THE IMPORTANCE OF
SPORT IN THE LIFE OF PRIMARY SCHOOL CHILDREN
FROM BOTH ROMANIA AND FRANCE**

**BACIU ALIN*, APOSTU PAULA, ȘANTA CRISTIAN,
DEAK GRAȚIELA-FLAVIA**

ABSTRACT. *A Pilot Study Regarding the Importance of Sport in the Life of Primary School Children from Both Romania and France.* The present pilot study was meant to be a starting point for a more complex investigation on the place sport occupies in the every day life of today's Romanian children. The data were collected from fourth grade children, both from Romania (41 participants) and France (40 participants). We applied standardized questionnaires with simple questions. Some of them required "Yes/No" answers, others required to express opinions on a specific topic. The interviewed Romanian children are inclined to see sport as a future career, while the interviewed French children see sport as a fun way to spend their free time.

Keywords: children, sport, opinion, profession, fun.

REZUMAT. *Studiu pilot referitor la importanța sportului în viața de zi cu zi a copiilor de clasa a patra din România și Franța.* Prezentul studiu pilot a fost conceput ca un punct de plecare pentru o investigație mult mai complexă asupra locului ocupat de sport în viața de zi cu zi a copiilor români de azi. Datele au fost obținute de la copii de clasa a patra din România (41 de participanți) și Franța (40 de participanți). Am aplicat chestionare standardizate cu întrebări simple. Unele dintre acestea au necesitat răspunsuri „DA/NU”, altele au necesitat exprimarea unor opinii asupra unui subiect specific. Copiii români intervievați tind să vadă sportul ca o posibilă carieră, în timp ce copiii francezi intervievați văd sportul ca un mod distractiv de a-și petrece timpul liber.

Cuvinte cheie: copii, sport, opinie, profesie, distracție.

* Babes-Bolyai University of Cluj-Napoca, Faculty of Physical Education and Sport, alinbaciumaris@yahoo.com

BACKGROUND

The young people (15-20 years of age) of Europe have different sport practise percentages for each country. In 1990, the European Council released the following data regarding this particular matter: 56% of the youngsters of Denmark practise at least one sport, 46% is the percentage for Luxembourg, 35% for Ireland, 59% for the Low Countries, 34% for the UK, 34% for Germany, 26% for France, 21% for Italy, 16% for Greece, 11% for Portugal, 13% for Spain. Although the general trend is the enhancement of the activities related to sport, there are no significant changes in the number of sport enthusiasts over the last 10 years (Thomas, 2002). This could be a concerning matter, if we were to take into consideration the increasing number of overweight and obese children in the modern western societies. The most efficient way to counteract this phenomenon is to guide our children towards physical activity and sport. In order to know what exactly needs to be done to achieve this desideratum, we need to know where we stand. Knowing what today's children think about sport, knowing how they relate to sport and what are their expectancies for the future, we can develop strategies for building a society where physical activity and sport would be an important part of every day's life.

METHODS

The data for this pilot study were gathered using standardized questionnaires which were applied to fourth grade children both from Romania and France. The questions were simple ones. Some of them required "Yes/No" answers, others required to express opinions on a specific topic. The aim of all questions was to draw a picture on the position of today's children towards sport.

Although the number of participants is not significant for either Romania or France, we consider that it offers an idea on the situation from both countries regarding children's implication in sport and that it opens the door to interesting discussions.

There were 41 Romanian children, 21 boys and 20 girls, and 40 French children, 26 boys and 14 girls, who participated in this study. Because both groups of participants were practically equal, and because at this age the socialisation through family and school does not differentiate very much the children in their every day activities, we can say that pertinent comparisons may be done between the two groups.

RESULTS

At the question “What would you like to be when you grow up?”, the answers of the interviewed Romanian children suggest that they want to become professional athletes more than the interviewed French children do. On the other hand though, they practice less sport than their peers from France.

Table 1.

What would you like to be when you grow up?

Country	<i>Professional athlete</i>	<i>Intellectual profession</i>	<i>Other profession</i>	<i>Worker</i>	<i>I don't know</i>
Romania	24,4%	26,8%	36,6%	7,3%	4,9%
France	20,0%	10,0%	37,5%	12,5%	20,0%

When we asked the children what would their parents like them to be when they grow up (Table 2), we observed great differences in the numbers regarding the “professional athlete” section when compared with the situation shown in Table 1. If we were to compare the percentages associated to each country in the case of “elite profession” and “other intellectual profession” sections, we can see no remarkable differences. The situation changes when we compare the other sections. None of the interviewed French children gave an affirmative answer for the “professional athlete” section and a significant percentage are listed as undecided (“I don't know section”).

Table 2.

What would your parents like to see you doing as a grownup?

Country	<i>Elite profession</i>	<i>Other intellectual profession</i>	<i>Professional athlete</i>	<i>Other profession</i>	<i>„What I want”</i>	<i>I don't know</i>
Romania	26,8%	26,8%	14,6%	9,8%	4,9%	17,1%
France	27,5%	25,0%	-	5,0%	20,0%	22,5%

Despite these results, the French children interviewed by us practise much more sport than the Romanian ones. The proof comes from the answers they gave to the following question: “Do you practise any sport?”. Even if the French children do not see sport as a potential career, it is more than obvious that sport is an important part of their lives (Table 3).

Table 3.

Do you practise any sport?		
Country	<i>Yes</i>	<i>No</i>
Romania	51,2%	48,8%
France	100%	—

$p = 0,0000003$ (significant difference for $p < 0,05$)

From the total number of the interviewed Romanian children who practise any kind of sport, seven of them (the majority) are involved in some kind of team sport with a ball (ex. football, basketball, handball, volleyball) (Diagram 1). The same situation is valid for the interviewed French children. Tennis occupies the second place when it comes to the interviewed French children, and only the fifth place in the case of the interviewed Romanian children. The artistic sports (some of them are somewhat expensive) have almost similar percentages for the two countries (23,8% for Romania and 22,5% for France). When it comes to combat sports, which are less expensive and more competitive than the other ones, the interviewed Romanian children seem to take the lead (23,8% for Romania and 14,8% for France).

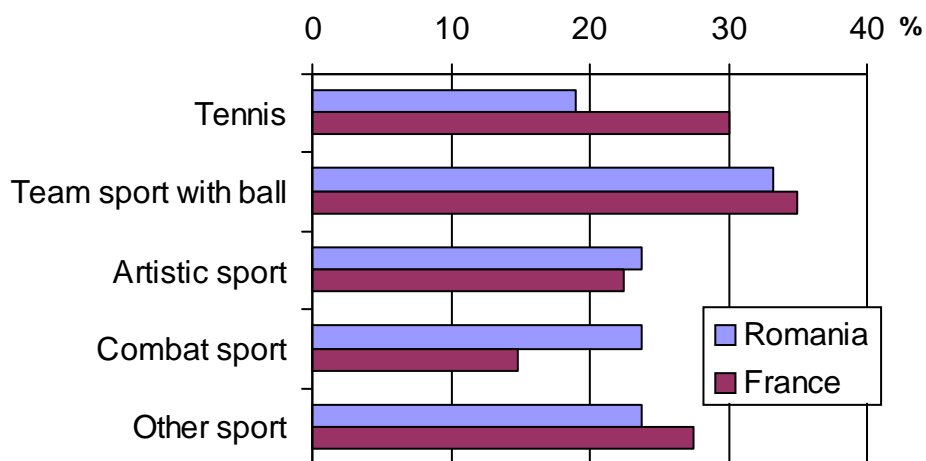


Diagram 1. The sport practised by the interviewed Romanian and French children

The majority of the interviewed children consider team sports as the “most beautiful” ones. The distribution of the answers at the question “Which is the most beautiful sport?” are presented in Table 4.

Table 4.

Which is the most beautiful sport? (the first one mentioned)

Country	<i>Tennis</i>	<i>Football</i>	<i>Other team sport with ball</i>	<i>Artistic sport</i>	<i>Combat sport</i>	<i>Other sport</i>
Romania	12,2%	31,7%	14,6%	4,9%	2,4%	34,1%
France	15,8%	7,9%	23,7%	21,1%	7,9%	23,7%

p: 0,028

Football occupies the first place and it is the most beautiful sport for the interviewed Romanian children. For the interviewed French children though, the team sports with a ball (other than football) are the most beautiful, followed closely by the artistic sports and tennis.

The final situation of the answers given by the interviewed children to this question is depicted in Diagram 2. For the Romanian sample the numbers are: team sport with ball 75,6%; tennis 43,9%; combat sport 24,4%; artistic sport 17,1%, and for the French sample the numbers are: team sport with ball 39,5%; artistic sport 23,7%; tennis 15,8%; combat sport 7,9%.

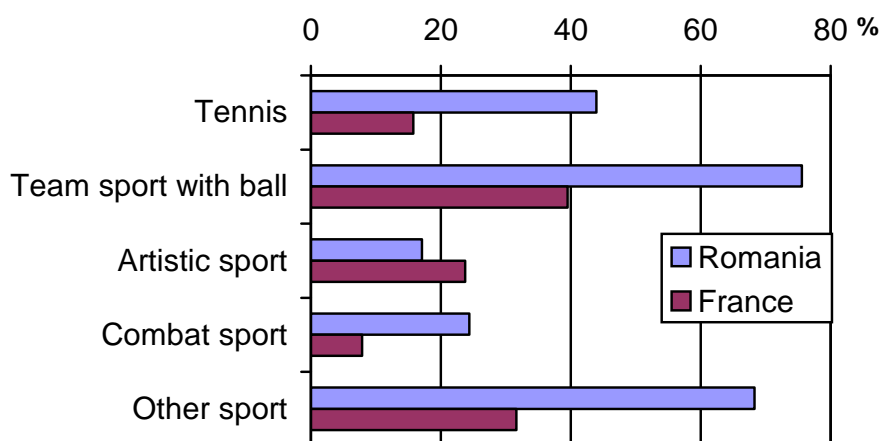


Diagram 2. The most beautiful sport (multiple answers)

The classification of the most watched sport on TV is in accordance with the classification for the most beautiful sport. An interesting situation is given by the fact that the interviewed French children watch football on TV more than any other sport, even though they did not ranked it as the most beautiful sport (Diagram 3). Combat games are not watched by any of the children participant to this study.

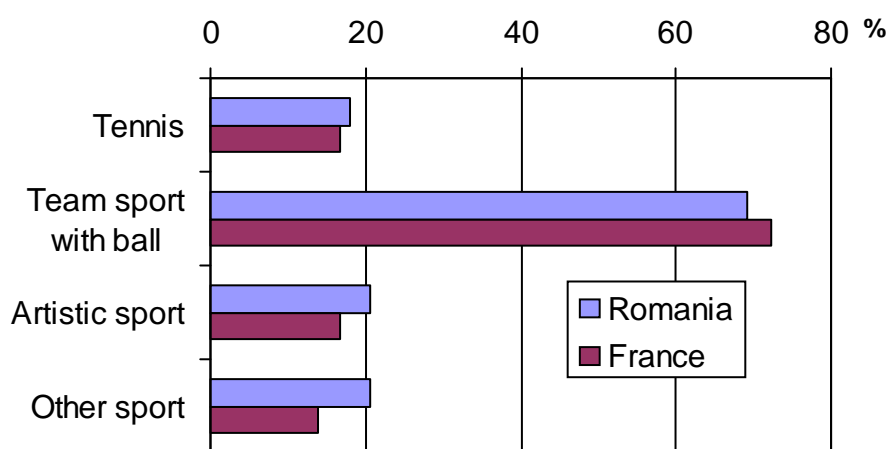


Diagram 3. The most watched sport on TV (multiple answers)

Finally, when asked what do they do on their free time, the interviewed French children replied that they spend most of their spare time in an electronic environment (44,7%), while the interviewed Romanian children preferred the „I’m playing” (43,9%) option. Both Romanian and French interviewed children seem to give the same importance to sport in their free time (36,6% for Romania and 36,8% for France).

Table 5.

What do you do on your free time?					
Country	<i>Sport</i>	<i>I’m playing</i>	<i>Electronic environment</i>	<i>Reading</i>	<i>Other activities</i>
Romania	36,6%	43,9%	19,5%	17,1%	12,2%
France	36,8%	—	44,7%	21,1%	13,2%
	<i>p: 0,981</i>	—	<i>p: 0,016</i>	<i>p: 0,652</i>	<i>p: 0,898</i>

DISCUSSION AND CONCLUSIONS

The present pilot study was meant to be a starting point for a more complex investigation on the perceptions, opinions and believes of today's Romanian children on sport. Although the samples chosen for this study are not significant for either Romania or France, they offer an idea on the situation from both countries regarding children's implication in sport. Based on the results of our investigation, we can say that there are some similarities in the way sport is perceived by the interviewed Romanian and French children. We have also found a few differences, which could set the premises for interesting discussions.

At the question "What would you like to be when you grow up?" the answers of the interviewed Romanian children suggest that they want to become professional athletes more than the interviewed French children do. Although the difference is not a big one, it could imply that the interviewed Romanian children are more inclined to consider sport as a potential career because our society promotes (via mass-media) the lifestyle of successful athletes, especially football players. This idea is backed by the answers we received when we asked the children what would their parents like them to be when they grow up. We had a 14,6% from the interviewed Romanian children who have said that their parents would want them to become professional athletes. Not one of the interviewed French children gave an affirmative answer at this section. Thus, the fascination for an athletic career seen in the interviewed Romanian children may be linked to the hopes of their parents for a better life. The general perception is that this kind of life could be achieved via successes in sport.

Despite the "lack of interest" of the interviewed French children for a professional athletic career, when asked "Do you practise any sport?" they all answered affirmatively. Only 51,2% of the Romanian interviewed children answered "Yes" at this question. These results argue the thesis that socialization through and for sport is a quality of the developed societies. This is not necessarily an economic matter. It is more a mentality issue. The parents need to be aware of the multiple benefits sport could bring to their children in order to guide them onto this path. It is also true that developed countries like France allocate significant amount of money to schools in order to provide excellent conditions for practising sport.

The great majority of the interviewed Romanian children practise some kind of team sport that involves a ball. The situation is similar for the

interviewed French children. The differences appear when it comes to what kind of team sport children prefer. In Romania (no surprise there!), football occupies the first place in a classification of the most practised sports by the interviewed kids. The mass-media influence could be one of the reasons for this state of facts. Tennis, a somewhat expensive sport, occupies only the fifth place. In France, tennis is much more popular and it occupies the second place in this classification. The most beautiful sport is football, in the case of the interviewed Romanian children, and the team sports involving a ball, other than football, in the case of the interviewed French children. Tennis occupies the third place for both samples. The most watched sport on TV is football for both the interviewed Romanian and French children. The explanation is simple and logical. Football is the most promoted and the most popular sport all around the world.

Finally, when asked what do they do on their free time, the interviewed French children replied that they spend most of their spare time in an electronic environment (44,7%), while the interviewed Romanian children preferred the „I'm playing” (43,9%) option. The fact that the interviewed French children spend more time in an electronic environment (ex. playing computer games, watching movies on dvd's, chating, etc.) than their Romanian peers, may be an indicator of a higher level of living in this particular western country than in Romania. Both Romanian and French interviewed children seem to give the same importance to sport in their free time (36,6% for Romania and 36,8% for France).

In summary, the interviewed Romanian children are inclined to see sport as a future career, while the interviewed French children see sport as a fun way to spend their free time.

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WHY ARE WOMAN MORE ANXIOUS THAN MEN AND WHY ARE MEN MORE RATIONAL THAN WOMEN? (*RELATIONSHIP BETWEEN VARIABLES OF STPI-Y (STATE-TRAIT PERSONALITY INVENTORY-Y) AND LDM (LIFESTYLE DEFENSE MECHANISMS INVENTORY) AMONG UNIVERSITY STUDENT ATHLETES*)

BALASSA LEVENTE¹, SIPOS KORNÉL¹, HAMAR PÁL²

ABSTRACT. This study reports on the examination results of two recently standardized self-evaluated questionnaires: State-Trait Personality Inventory - form Y (STPI-Y) and Lifestyle Defense Mechanisms Inventory (LDM). The goal of our study was to gain information about some personality and coping characteristic features of different levels of high school athletes. The findings suggest that anxiety and depression are inversely correlated with the rational/emotionally suppressive coping strategy for both sexes. Anger and rational/emotionally defensive coping strategy correlate inversely only for males. Curiosity promotes both LDM coping strategies only for females. The two social coping strategy (rationality/emotionally defensiveness and need for harmony) correlated positively.

Keywords: health psychology, stress, anxiety, coping

Introduction

The research represents the point of intersection of three areas of psychology. It's one important segment, personality-psychology, deals with the relationship between anxiety and coping. Health psychology, one of the applied psychological branches, considers the health state of individuals, as a basis of complex physiological, mental, and social influences. (*bio-psycho-social model*) It states that the modification of behaviour influences the state of health not only in the short but in long term.

As a relatively new area, the health psychology section of the APA (American Psychological Association) was founded only in 1978, and the

¹ Semmelweis University Budapest, Faculty of Physical Education and Sport Sciences /TF/, Department of Psychology

² Semmelweis University Budapest, Faculty of Physical Education and Sport Sciences /TF/, Department of Gymnastics, RG, Dance and Aerobics

first Health Psychology Handbook was published in 1986. One chapter of it (*Stress, coping and stress management*) gave rise to theme of this research paper. In Hungary, the Institute of Behavioural Sciences of Semmelweis University was founded in 1993. Sport psychology mainly deals with performance and personality (emotional) characteristics of athletes.

Theoretical background

Based on emotional reaction methods in relation to health and on practical (health) relevance, a relatively simple, but significantly important coping questionnaire was developed by Spielberger (1987). It was based on longitudinal research started in the 1970s and tested persons who strongly used the repression and denial of emotions felt in stressful situations. These persons, who were used rationalization of the behaviour of the stressor person, the stress-situation and suppressing emotions, were found to have a worse health condition 10 years later than those who used less frequently these coping mechanisms. They were suffering from some serious, chronic diseases with a 20 to 40 percent higher probability (arteriosclerosis, gastric ulcer, and malignant tumour) and their death rate was significantly higher.

In the Spielberger's coping test one of the scales studies the frequency of rationalization, suppression and distortion of the unpleasant emotion as a defense mechanism. The other scale examines how the person is able to overcome the interpersonal difficulties by evoking pleasant, partner-related emotions, and thus reserve social harmony. These coping – in Hungary, following Pikó (2007), sometimes we call “social coping” - scales make up the Lifestyle Defense Mechanisms Inventory (LDM). They named as “Rationality/Emotional Defensiveness (R/ED) and “Need for Harmony” (NH) scales. Both scales contain two sub-scales. R/ED is comprised of, respectively, the “Rationality” (RAT) and “Emotional defensiveness” (EMD) sub-scales, while NH is comprised of the “Harmonious Relations” (HR) and the “Self Sacrifice” (SS) sub-scales.

Nearly at the same time, another questionnaire was developed by Spielberger, in several steps. It was based on the state-trait theory of some emotions (anxiety, anger, etc). According to the theory, widespread throughout both sport- and health psychology, state anxiety, curiosity, anger and depression characteristics for the person at present („right now”) and personality traits (lately, generally) can be differentiate. This idea is based on Lazarus' '*interactional coping theory*' that considers emotions and behavior in the given situation as a result of the interaction of general

reaction-scheme (based on previous experiences), and the cognitive evaluation of concrete stress situation (Lazarus, 1984).

The “Discrete Emotions Theory (DET)”, postulated by Izard (1971), delineates ten *basic emotions*, which have specific adaptive functions, and can be characterized by genetically- determined neuronal connections and can be expressed through mimicry or facial expression, and can be described by distinguishable experiences. These are: curiosity, joy, astonishment, sadness, anger, disgust, contempt, fear, shame and guilt. The higher-level *emotional features* characterizing the persons for a longer period as personality traits as well are made of different combinations of basic emotions. Two of these emotional traits are measured (beside the basic emotions of anger and curiosity) by Spielberger’s State-Trait Personality Inventory form Y, as follows.

Anxiety consists of fear, guilt, sadness, shame, anger, and curiosity.

Depression consists of sadness, anger, disgust, contempt, fear, and shame.

The summary of the two tests used in the research:

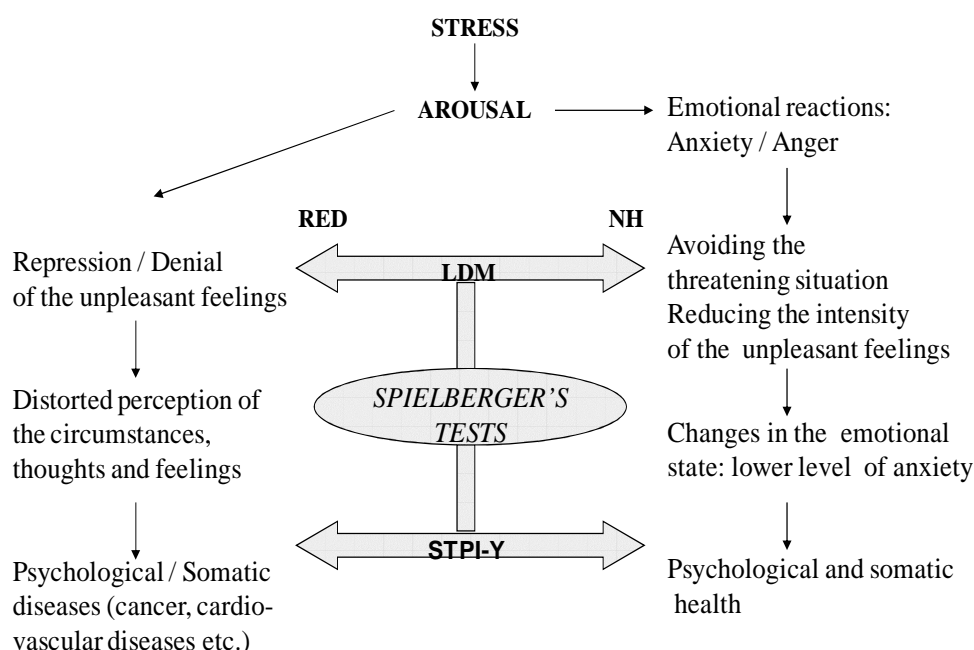
I. Lifestyle Defense Mechanisms Inventory (LDM, 1987)	II. State-Trait Personality Inventory, form Y (STPI-Y, 1995)
<p>Scales:</p> <ul style="list-style-type: none"> • Rationality / Emotional defensiveness (RED: RAT + EMD) • Need for Harmony (NH: HR + SS) <p>12-12 items (24 in all), frequency: 1 (almost never) – 4 (always) points – totally 12-48 points in each scale.</p> <p>“I often try to avoid the debating with others, most often with the help of arguments; point’s counterpoints and logics.”</p> <p>„I maintain a harmonious relationship between myself and those in charge of me, at all costs!”</p>	<p>Scales:</p> <ul style="list-style-type: none"> • state / trait anxiety • state / trait curiosity • state / trait anger • state / trait depression* <p>10-10 items (40 in all), intensity at the moment/frequency: 1 (not at all/ almost never) – 4 (highly/ always) points, totally 10-40 points in each scale.</p> <p>State Anxiety: “I am worried that I will get into trouble.”</p> <p>State Anger: “I would much rather reproves someone harshly.”</p> <p>Trait Anger: “I am short-tempered.”</p> <p>Trait Depression: “I feel depressed.”</p>

* The State-, and Trait Depression scales were separable into two subscales (both consists of 5-5 items): *Dysthymia* measured the presence of depression, while *Euthymia* measures the lack of depression.

The following model of these two tests and their connection to the psychological processes was set up by the authors based on the Spielberger's coping theory:

2. Personality psychology

Connection between coping with stress and anxiety according to Spielberger's model (1988). (State-Trait Personality Inventory-Y & Lifestyle Defense Mechanisms variables)



This model suggests that stress evoked high arousal can result in repression and denial of unpleasant feelings (for males: anxiety, anger and depression; for females: anxiety and depression). Then perception of the circumstances, thoughts and feelings become distorted. The pathological psychological and/ or somatic consequences of this type of coping with stress may result in cardiovascular diseases, cancer, allergic reactions, etc.

Subject and methods

Study objectives

1.) Research group differences according to:

- Gender

WHY ARE WOMAN MORE ANXIOUS THAN MEN AND WHY ARE MEN MORE RATIONAL THAN WOMEN?...

- Type of sport (according to grouping of Stuller, 1984)
- Level of sport achievement: 12 levels exist; group 6: second class, group 10: national team members. We composed two new groups (*Group A* = national team members and higher level athletes; *Group B* = second class or lower level athletes) which were compared.

2.) Research the relationships between variables of certain scales:

- State-Trait Personality Inventory-Y (STPI-Y) scales
- Lifestyle Defense Mechanisms (LDM) Inventory scales: R/ED and NH
- STPI-Y and LDM scales

The question was raised: **Is there any correlation between social coping styles and certain personality characteristic variables?**

Participants

376 PE students (mean of age: 20.66, SD: 1.81 year) dispersed as follows:

Group:	Females	Males	Total
Number:	216	160	376

Method

The Hungarian version of the State-Trait Personality Inventory (STPI-Y-H, Sipos, Spielberger and Bodó, 2004, Sipos, Spielberger, 2005) and the Lifestyle Defense Mechanisms Inventory (LDM-H, Balassa, Sipos, 2004) were answered by the PE students in classroom situation, with proper control.

The SPSS 14.0 was used to the data analysing.

Data collection

The dates of survey were the autumn semesters of the 2003, 2004, and 2005 years.

Results

I. Comparison of groups

a) **Gender differences:**

Males had significantly lower mean in *State and Trait Anxiety*; *State and Trait Depression*; and *Trait anger* than females. Males got significantly higher means in the rational and emotional defensive (*R/ED*) total coping scale and in its sub-scales. Women reached a significantly higher average in the need for harmony (*NH*) coping and in its Harmonious Relations (*HR*) sub-scale. (Table 1)

Table 1

Gender differences in state and **trait** STPI-Y-H and LDM-H variables:
M = males; F = females (* $p \leq 0,05$; ** $p \leq 0,01$; *** $p \leq 0,005$)

Variables	N	Mean	SD	Error
State Anxiety	160	17,107	5,446	,676
M	216	19,5**	5,344	,721
F				
St. Anger	160	13,092	5,240	,650
M	216	13,691	5,217	,704
F				
St. Depression	160	18,65	4,157	,516
M	216	19,78**	5,048	,681
F				
St. Curiosity	160	21,092	4,347	,539
M	216	21,8	5,468	,737
F				
Trait Anxiety	160	19,578	5,169	,646
M	216	21,8***	5,124	,697
F				
Tr. Anger	160	21,469	5,575	,697
M	216	23,35*	5,125	,698
F				
Tr. Depression	160	16,984	4,470	,559

WHY ARE WOMAN MORE ANXIOUS THAN MEN AND WHY ARE MEN MORE RATIONAL THAN WOMEN?...

Variables	N	Mean	SD	Error
M	216	18,5**	4,424	,602
F				
Tr. Curiosity	160	28,844	4,210	,526
M	216	30,074	3,836	,522
F				
R/ED	160	33,45*	5,164	,645
M	216	32,05	4,939	,672
F				
RAT	160	15,85*	2,27	,180
M	216	15,237	2,23	,152
F				
EMD	160	12,723**	2,464	,195
M	216	11,995	2,205	,150
F				
NH	160	38,508	5,973	,753
M	216	40,18**	4,025	,543
F				
HR	160	17,708***	1,965	,156
M	216	18,548	1,518	,103
F				

b) **Branches of sports:** *athletes in team sports (group 1) and individual endurance sports athletes (group 8, Stuller, 1984) were compared:*

No significant difference was found in any of the indices for men (N=105), while women (N=147) participating in team sports had significantly higher means in the *Trait Anger* scale than the endurance female athletes ($p=0.04$). In the total sample (N=252) athletes in team sports scored significantly higher in the *Trait Anger scale*, than individual endurance athletes ($p=0.013$). (Table 2)

Table 2

Personality differences by the branches of sports
Comparison of *Trait Anger* means for male and female athletes

Group: Trait Anger	Team sport players	Individual endurance athletes	Significance $p \leq$
Males N (109) M SD	69 22,75 6,34	40 20,67 5,32	n. s.
Females N (146) M SD	84 24,69 5,77	62 22,82 4,81	0,04
Total N (255) M SD	153 23,81 6,09	102 21,98 5,10	0,013

c) **Different sport achievement groups:** *members of the national teams and second class or lower level athletes were compared:*

Male national team-members (N=12) had significantly lower means in the Emotional defensiveness- (*EMD*) and in the *Trait Disthymia* subscales of the STPI-Y-H than the second class or lower level male athletes (N=120, $p=0.022$). Female national team-members (N=29) scored significantly lower on the *Trait Anxiety* scale, and significantly higher on the *State-Euthymia* subscale of STPI-Y-H than the second class or lower level female athletes (N=145, $p=0.035$). (Table 3)

Table 3

Personality differences by the level of sport achievement

Statistically significant differences in LDM-H and STPI-Y-H scale results between Group A (national team members and higher level) and Group B (second class or lower level) athletes

		National representatives (Group A)	2nd Class or lower level athletes (Group B)	Significance $p \leq$
Males	N	12	120	
EMD	M	11,166	12,858	0,022
	SD	3,099	2,331	
Trait Disthymia	M	6,500	8,175	0,021
	SD	1,507	2,424	
Females	N	29	145	
Trait Anxiety	M	20,275	22,441	0,032
	SD	4,341	5,042	
State Euthymia	M	14,862	13,620	0,035
	SD	3,324	2,779	

II. Correlations between variables (Table 4)

In the **male** subgroup (1) there was stronger correlation between the 'negative' emotional variables (anxiety, anger, depression) and the rational/emotional defensiveness coping (R/ED) than between these emotional variables and the need for harmony coping (NH). NH did not appear to be in statistically significant correlation with anxiety, depression or anger, for males.

(2) *Trait Anxiety* had a stronger inverse correlation with Rationality/Emotional Defensive coping (R/ED) from among the *coping strategies* (than with Need for Harmony coping, NH).

(3) The 'negative' emotional variables (anxiety, anger, and depression) showed statistically significant correlation only with any of the coping

mechanisms - the rational/ emotional defensiveness scale (R/ED). In the case of curiosity such connection did not appear.

In the **female** subgroup (1) there was stronger correlation between two ‘negative’ emotional variables (anxiety and depression) and the rational/ emotional defensiveness coping (R/ED) than between these two emotional variables and the need for harmony coping (NH). NH did not appear to be in statistically significant correlation with anxiety, depression or anger, for females.

(2) *Trait Anger* had not showed statistically significant correlation for females with any of the *coping strategies* (neither with R/ED nor with NH).

(3) The ‘positive’ emotional variable, *curiosity*, had significant positive correlation with both coping variables (rationality/ emotional defensiveness and need for harmony) for females.

Additionally, *curiosity* has a statistically significant inverse correlation with Trait Depression for both genders and correlates positively with both coping strategies (R/ED, NH) only for females.

Subscales of the LDM-H and the STPI-Y-H scales had strong correlation with each other: those persons who are strong in R/ED are strong in NH as well. Furthermore, those, whose anxiety level is high, have high scores in depression scales, as well. (This phenomenon is quite analogue to the concurrent validity and shows the power of the two tests.)

Table 4

Correlations

Gender differences for statistically significant correlations between trait variables of STPI-Y-H and social coping scales of LDM-H: M = males, F = females; ** $p \leq 0,01$)

Correlations matrix					
Variables	Depression	Anger	Curiosity	R/ED	NH
Anxiety	0,795**	0,488**		-,244**	
M					
F	0,785**	0,502**		-,264**	
Depression		0,360**		-,243**	
M					
F		0,377**		-,272**	
Anger				-,394**	
M					

Correlations matrix					
Variables	Depression	Anger	Curiosity	R/ED	NH
F					
Curiosity	-,335**				
M					
F	-,339**			0,297**	0,232**
R/ED					
M					0,422**
F					0,410**

Conclusion

Among men there was no statistically significant psychometric difference based on branches of sports. We presume that national team members' *weaker emotional defensiveness* is connected with being more in touch with their inner world and higher skills of emotion regulation, and probably that is why they have a higher chance of adapting to the stressful situations. That is to say, in this characteristic the national team members (comparing to the second class or lower level athletes) show a pattern similar to that of women.

Among team sports women the higher level of anger might be related to the fact that they can mobilize their energy via anger in body contact against the opponent. The lower level of anxiety of the national team members might be related to the effective regulation of emotions.

Summary

While men's social coping strategies only inversely correlated with the 'negative' emotions (anxiety-depression-anger), women's social coping strategies are positively related to the curiosity. Maybe it means that from among men (showing otherwise lower level of anxiety and anger than women), those, characterized with a relatively higher level of anxiety and anger use emotional defensiveness to a lesser extent. By this way of coping - according to previous researches and our model - males decrease the chance of developing grave, chronic and psychosomatic diseases.

Surveying some important components of personality, it seems that the most successful athletes' personality in both genders is pushed a bit

towards the other gender – (weaker defense against emotions at men, and lower level of anxiety at women). So as regards the mental-physical health and success in sport the key factor may be in both cases the balanced personality and being free from extremity.

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Appendix

The coping strategies were differentiated by the Hungarian version of the LDM scales presented here

LIFE STYLE DEFENSE MECHANISMS INVENTORY

Charles D. Spielberger

(R/ED)

INSTRUCTIONS: A number of statements are listed below which people have used

to describe their interactions with others. Read each statement and then circle the appropriate number to indicate how **often** you generally react in the manner described. There are no right or wrong answers. Do not spend too much time on any statement but give the answer which seems to describe how you **generally react**.

	Almost Never	Some Times	Often	Almost Always
1. I try to do what is sensible and logical	1	2	3	4
2. I try to be objective, coherent and				

reflective with people and their behavior	1	2	3	4
3. I try to act rationally in my relations with others	1	2	3	4
4. I use intelligence and reason to overcome conflicts or disagreements with other people	1	2	3	4
5. When I am in a situations in which I strongly disagree with other people, I try not to show my emotions	1	2	3	4
6. If anyone deeply hurts my feelings, I still try to treat them reasonably and to understand their behavior	1	2	3	4
7. I react calmly and without to showing my emotions even with people that I do not like	1	2	3	4
8. I succeed in avoiding arguments with others by using reason and logic (often contrary to my feelings)	1	2	3	4
9. I examine the situation and I put to hush my emotions also with someone acts against my needs and desires	1	2	3	4
10. My behavior in most life situations is logical and reasonable	1	2	3	4
11. I think and I resolve my problems after I examine them with other people	1	2	3	4
12. My use of reason and logic prevents me from attacking others, even if there are good reasons for doing so	1	2	3	4

LIFE STYLE DEFENSE MECHANISMS INVENTORY

Charles D. Spielberger

(N/H)

INSTRUCTIONS: A number of statements are listed below which people have used to describe their interactions with others. Read each statement and then circle the appropriate number to indicate how **often** you generally react in the manner described. There are no right or wrong answers. Do not spend too much time on any statement but give the answer which seems to describe how you **generally react**.

	<u>Almost Never</u>	<u>Some Times</u>	<u>Often</u>	<u>Almost Always</u> <u>s</u>
I will accept difficulties and ignore my own needs in order to have harmonious relationships with others	1	2	3	4
My aim in life is to live for my dearest friends and family members, without demanding anything for myself	1	2	3	4
I am available, also for small things, for people close to me	1	2	3	4
I forget myself and my needs for to help the people that have need me	1	2	3	4
5. When I care about someone I go out of my way to make that person happy	1	2	3	4
I am willing to make personal sacrifices to maintain smooth relationships with people I care about	1	2	3	4
It is important for me for to overcome each disagreement and to have around me harmonious relationships	1	2	3	4
It is important for me to have harmonious and affectionate relationships with my dear ones	1	2	3	4
7. It is very important to me to make				

my dear ones happy	1	2	3	4
When there is a conflict between my own needs and taking care of someone important to me, I will sacrifice my own needs to help the other person	1	2	3	4
At whatever cost I must maintain harmonious relationships with people I care about	1	2	3	4
It is very important to get along with people who are dear to me	1	2	3	4

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E. Oesterle, University of South Florida, Tampa, Florida, U.S.A.

A HISTORICAL FLASHBACK OVER THE WATER POLO ACTIVITY IN CLUJ-NAPOCA

BALOGA ISTVAN¹, VIZI SANDOR¹

ABSTRACT. Water polo in Cluj-Napoca has a history of more than 80 years. Celebrating 90 years from the establishment of the University Sports Club “U” Cluj, we would like to remember in a chronological order the evolution of water polo teams from our city, where the University teams have had an important role throughout the years.

Keywords: water polo, game, “U” Cluj, championship, university team, swimming pool.

REZUMAT. Istoria jocului de polo pe apă clujean cuprinde o activitate de peste 80 de ani. În această lucrare, cu ocazia aniversării a 90 de ani de la înființarea clubului sportiv universitar “U”, dorim să amintim în ordine cronologică evoluția echipelor de polo care au activat în piscinele clujene și printre care, echipele universitare au adus un aport important dealungul anilor.

Cuvinte cheie: polo pe apă, meci, “U” Cluj, campionat, echipă universitară, piscină.

Water polo is one of the first team sports that are already present since the second edition of the modern Olympic Games -Paris, 1900. The first rule of the water polo game although appears much earlier, as part of a swim meet organized by the London Swimming Association on May 12, 1870. The game of water polo came quite late in our country compared with other countries of the Central or Western part of the continent, but among the first cities in Romania, where this sport was practiced we can mention Cluj as well, between the years of 1920-1930.

The Romanian Swimming Federation was only established on December 21, 1930; therefore some authors do not consider the water polo as an organized activity before that date. However we have some data about

¹ University of Babes-Bolyai, Faculty of Physical Education and sport from Cluj-Napoca

few official games that were held right in our city, Cluj, years before the Romanian Swimming Federation had been established.

The first water polo game was played on August 5, 1923, during a competition organized by the Haggibor Club, in a pool called "Diana" at that time, situated in the Central Park of Cluj. The two teams playing then were formed by merging K.A.C. (Cluj Athletic Club) and Haggibor versus merging the teams of MSE and M.T.K. from Targu Mures. The game finished tied 2:2.

At the beginning, water polo was practiced as a recreation by swimmers at the end of practices, or swim meets; later on started to be played in a more organized form. In the year of 1925 in Cluj were already four polo teams: Haggibor, KAC, Victoria and Universitatea. Universitatea is going to be the team that will bring the biggest satisfaction in the local, regional and national competitions in the upcoming years. On July 22, 1928, Universitatea wins over KAC with the score of 4-3 (3-1), goals scored then by Giurgiu (2), Kormendi, Bilkey for "U". We have to mention that by the year of 1938 the game was played for two periods of 7 minutes each.

Since 1928 we can observe a serious development in the game of water polo in Cluj. Teams have strengthened and there is more time spent to practice actually water polo. Also this year, 1928 was held for the first time a regional water polo championship. In 1929 the best players representing the city of Cluj, (consisting mostly of players from "U") has been invited to the opening ceremony of the Kiseleff (now Tineretului) swimming pool, to play against the selected best players of Bucharest. The game held on July 28 ended with the score of 7-0 for the team of Cluj that was applauded on an open stage with over 10,000 spectators. Universitatea in 1930, "a students team from Cluj simply swept away by 12-1/(6-0, half time) - the team of T.C.R. Bucharest", recorded by Adrian Vasiliu in his book entitled, Polo from A to Z.

Between 1929 and 1932 the water polo team of the University of Cluj consisted by the following players: Constantinescu, Ziegler, Horacsek, Giurgiu, Boite, Orosz, Bilkey, conquers every of these years the national champion title. After this period has been taken over by the team of ILSA Timisoara but the water polo players from Cluj still remain on the leading places. Besides those mentioned above we can also remark the following players: Galea, Török, Széplaki, Hartig, Slavescu, Ardelean, Petri, Arany, Pasca, Rusu, Deutch, Kormendi, Ballo, Vrancea, Kovács, many of them playing for the Romanian national team as well.



“U” Cluj swimming and water polo team - photo from the UBB-FEFS archive

The next period of time between 1940-1945 the activity of water polo slows down remarkably for the reason of the World War II. The University being in refuge in Sibiu is taking the 3rd place in the championship in 1943 with the following players: Ardeleanu, Russei, Bira, Petri, Stefan, Arion. In 1944 there were not organized any competitions because of the war; and in the next year, 1945 as lack of funds the team has not participated on the national championship.

Over the next four years 1946-1949, the main protagonists on the stage of polo in Cluj, were the teams of Ferar, BEAC and Universitatea, the last one from 1949 will be called CSU after its merger with the Babes-Bolyai University KEAC and of 1951 will be known for a longer period as "Stiința". The team with the best performance in the coming years was Metal Cluj finishing 2nd in 1950, 3rd in 1951, and 5th in 1952-53. Cluj, gave 2 people for the national team and those were Jordaki Bela and Sarkadi Arcadie, both participating in the Olympic Games from Helsinki, 1952.

Since 1954 "Stiința" becomes the strongest team in Cluj and will always be there between laureates on the national championship. "Lead by the young Alexandru Szabo, one of the most famous water polo players that Romania had" (Vasilu A.). Stiinta Cluj unfortunately has never had a chance to win the national championship, finishing on the second place in 1957 and 1961, and third place in 1962 and 1963, the team was then trained by Jordaki, Aranyos and Ardeleanu Aurel. In the team between the years of 1952-1958 we could find: Müller, Mayer, Bira, Gebefügy, Hagea, Loghin, Virgolici, Erdelyi, Maxim, Bogdán, Szabó, Danciu, Doleanu, Blajec, Kincs, Cosma. Until 1966 beside "Stiinta", the city of Cluj had the following other teams participating in the national championships: "Progresul" finished on the 10th place in 1954, "Locomotiva" 8th place in 1959, CSM 5th in 1964 and 10th in 1965, "Voința" 9th in 1964 and 8th in 1965. The most important players from that generation were: Alexandru Szabo (3 times Olympian: in 1956, 1960 and 1964), Muresan, Danciu, Ioanete, Daroczi, Urcan, Magyari, Burdea, Zetea.

In 1966, after a decision of the Ministry of Education the team of Stiința Cluj is transferred to the Polytechnic Institute and will continue to participate in the national championship as "Politehnica" trained by the same experienced coach, Ardeleanu Aurel. Besides "Poli" a team with an increasingly strong start will show up in the league under the name of "Voința" Cluj. Voința in 1967 will move ahead Politehnica(VII) in the national ranking and will finish the championship 5th. In the coming years on the national level we can observe an improvement as in 1968 a new indoor 50m pool was built and water polo teams had the opportunity to train throughout the year in a more optimal condition. The three teams from Cluj at the national championship in 1969 had the following results: Voința finished 4th before Politehnica 7th and the other team from Cluj, CSM-Metalul Rosu that finished on the 10th place. From the '60s-'70s generation of water polo players in Cluj the most outstanding were: Rusu Claudiu and Rus Viorel, both of them participated in the 1972, the 1976 (4th place), and the 1980 Olympic Games; other outstanding players were: Szilágyi, Scurei, Fülöp, Radu Rusu, Ioan Pop, Gyárfás, Kovács and later Dobariu, Vasile Pop, Crăciuneanu. Voința Cluj brought the most satisfying results for Cluj under Sarcadi Arcadie, head coach of the team. The team was awarded with bronze medals seven years in a row between 1972-1978 and vice champion in 1979, again 3rd in 1980 and 4th between 1981-1983. During this period 1970-1983 have also evolved, but with more modest results than the most

representative team of those years in Cluj, Voința, the following teams: Politehnica Cluj ranking 6th-10th place; CSM Cluj 9th in 1971; C.F.R. Cluj between 1970-1975 in the second Division "B" beside the Clubul Sportiv Scolar, coached by Jordaki Bèla. Players of this noticed period would be: Chiorean, Szücs, Colceriu, Sebök, Gyárfás, Mariotti, Pocol, Ilea, Muzsnay, Marosi, Marcu, Sztankovics.

Starting 1984 until 2005 the team of Politehnica will disappear from the Cluj water polo activity and the only senior team is going to remain Voința Cluj, coached by Bogdan Zoltán between 1982-1987, and Pop Vasile from 1988 to 1992. In an 8-14 team championship during this period "Voința" finished on the 1982-83 editions 4th, 6th in 1984-86, and 1988-89, and 5th in 1987 and 1990. The team with many new young players in 1991-1992 occupied only the 7th and 8th place in the championship. Voința Cluj's roster in the '80s included: Alexandru Ștefan, Boțoc, Rusu, Triteanu, Giurgiu, Pop, Sebök, Colceriu, Marc, Muzsnai, Sabău, Farkas, Blaga, Kagan, Marosi, Katrinecz, Cosmațchi, Iordache and later in the early 90's group is filled with players from the junior teams: Moldvai, Mischian, László, Tocan, Baloga, Sanda, Gheție.

We have also have to note that these junior players above mentioned, beside Ilonța, Oneț, Filimon, Barducz, Tatar, Mureșan, Gyenge, Batiz, Bozeșan, Radu, Körösfőy, Gliga, Stanciu were part of the junior I teams that became national champions two years in a row in 1992 and 1993 with CSS Viitorul Cluj, coached by Marinescu Pavel. The champion title at the junior I level, was first conquered by a team from Cluj and achieved after the successful merger of the teams of CSS Viitorul, coaches Pavel Marinescu, Ioan Nemes and Voința, coaches Berekméry Géza and Pop Vasile.

In 1993 the players from Voința have been taken by the Municipal Sports Club (C.S.M.). In that year the C.S.M. having a very young team finished the season on the 10th place in the national league. Beside CSM in the senior national championship, two other teams have participated as well: "Viitorul" Cluj (XI) and Olimpia Cluj (XII).

A harsh period of time came upon both swimmers and water polo players as the only indoor pool in Cluj got closed in 1994 up until 2002, practically eliminating all training and competition processes for the athletes. It came down only to the passion for the game of water polo as the players did not quit and find a way to train and play their games at "home" in Alba Iulia. Those were hard years in which the team was travelling daily to a pool being 100 km away for training and to play games during the

championship. Due to the unfavorable conditions of preparation the very young team of "CSM" played in 1994 and 1995 in the second division occupying the 10th respectively the 11th place in an overall ranking.

Having the team still in "exile" in Alba Iulia CSM moves up to the first division in 1996 occupying the 5th place in the national championship. Although the team has increased much in value did not have the chance to qualify in the first four teams, but was very near to do so while achieving close games with the team in those years champion, Dinamo Bucharest. In Alba Iulia on November 7, 1998, CSM-CSS lost in the last minute of the game against Dinamo Bucharest: score 10-11 (2-3, 5-3, 0-3, 4-1) goals scored by: Kuzmenko, Cosmațchi, Sabău Gheție and the following year in December 12 against the same team Dinamo: 6-7 (2-2, 1-2, 2-1, 1-2) in Alba Iulia, players who scored in that game were: Sabau 3, Olhov, Baloga and Tarla.

CSM-ARDAF Cluj, took the 5th and 6th place in the 1995 and 1996 water polo national championship; later CSM (VI) in 1998, CSM-CSS (VI) in 1999 and again 6th place for CSM in the 2000-2001 edition. During 1996-2001 the team of CSM coached by Pocol Ovidiu have included the following players: Cimpean, Ilonța, Trif, Mureșan, László, Filimon, Sanda, Gheție, Cosmațchi, Baloga, Gavruș, Ștefanescu, Sabău, Kuzmenko, Malai, Olhov, Alexandrescu, Tarla, Mischian D., Gyenge, Fetița, Trubitkoi, Stanciu. It is worth mentioning that the only qualification of our country in a team sport to participate at the Olympic Games from Atlanta 1996, was the team of men's water polo in which we found: Rus Viorel as head coach of the national team, Sabău Radu, Moldvai István, Sanda Petre players, all four from Cluj.

Since 2002 when the indoor pool reopens up until 2004 the team will be called Poli-CSM and ranks 6th in 2002 and 2003, and 7th in 2004, when the majority of players have moved to Voința, overtook Poli-CSM and finished on the 5th place. These players from Voința along several players from CSM are going to form in the years 2005 and 2006 the only senior water polo team in Cluj-Napoca called "Clubul Sportiv Universitar Politehnica". The team that finished 5th in the Romanian national championship in 2005 was led by coaches: Vasile Pop, Boțoc Mircea and Radu Sabău (player and coach) and had players in its roster as: Cimpean, Trif, Dragomir, Bartos, Cosmațchi, Vincze, Filimon C., Filimon O., Baloga, Chiorean, Gebefügi, Sarca, Ripan, Fetița, Costea, Tecar, Ilea, Crisan. In the next editions of the championship 2006/2007 and 2007/2008, "Clubul

Sportiv Universitar Politehnica" occupied the 7th respectively the 8th place, while in the 2008/2009 edition with coach Sabau Radu, Politehnica beside the above mentioned recruited few new or returning players, like: Tocan, Jurca, Todea, Oltean, Sibişan, Alexa, Negruţa, Hodageu, Varga, Rencsik and finished 7th with a young team having an increasing potential to prove in the future.

We can not close this historical flashback without mentioning about the existence of a women's water polo team as well in Cluj-Napoca under the Technical University since 2002, CSU Poli, unfortunately still activating in a non officially organized league.

It is difficult to include a more than an eight decades water polo activity of our city in just a few pages, therefore we have proposed a more detailed work in the upcoming future.

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SPORT PEDAGOGY THROUGH MOVIES A METHODOLOGY TO PROMOTE VALUES IN SPORT EDUCATION FOR CHILDREN AND YOUTHS

ISIDORI EMANUELE¹

ABSTRACT. Sport movies are a special cinema genre which often can transcend mere entertainment and explore, deconstructing it critically, the complex phenomena of ancient, modern and contemporary sport. Such films can be used as teaching tools in the socio-cultural and educational analysis of sport. If used as pedagogical tools by physical education teachers and educators, sport movies can help children and youths to better understand values, problems, ideologies and meanings of sport and its importance for the developing of human being. This article, after giving a definition of sport movies, focuses on how sport pedagogy can use this cinema genre for promoting sport values, and it suggests an example of course in which six movies are analyzed and proposed as teaching and learning resources.

Key words: Sport pedagogy, sport movies, values, reflective teaching, new media, cultural studies

Nowadays, between the methodologies used for teaching physical and sport education to children and youths, that one based on *sport movies* can be considered as one of the best effective (Crawford, 1984). Sport pedagogy has found in this audio-visual methodology a new and original medium not only for teaching its subject matter (Wilson, 1999) but also for linking theory and practice (Crawford, (2005). This is because it uses the power of images and dramatic film sequences for stimulating a guided theoretical reflection on sport and values, and their practical implications for human behaviour (Zhang, Kang, 2008).

In the literal sense of the term, a *sport movie/film* is a movie characterized essentially by its special emphasis on and relationship to sport (Krebs, 1987).

¹ University of Rome "Foro Italico", Faculty of Movement Sciences, email: emanuele.isidori@iusm.it

But the word *sport movie* seems to be an ambiguous term, which has several meanings and includes different types of audio-visual materials as:

- instructional films based on various educational and didactical aims produced for understanding and teaching game techniques, gestures and movements;
- film strips filming performances and competitions;
- historical documentaries and news reels on sport;
- film series or animated cartoons;
- Movie features with elements of sport (based on a specific sport, for example) and a story line.

In the United States this last type of movies has given rise to a specialized film genre with dozens of films produced every year (Jones, 2008).

Not always these movies offer possibility for remarkable or critical considerations on sport and physical activity. However, there are good US sport movies very interesting because they can help to understand some ethical problems of the American sport system and culture (Crawford, 1988).

Sport movies are now identified as a subgroup within film studies with special worldwide festivals devoted to them. One of these, the most important, is the “Sport Movies and TV Festival”, organized every year in different countries of the world by the *Federation Internationale Cinema Television Sportifs*, sponsored and recognized by the International Olympic Committee (IOC), of which 102 Nations are members (<http://www.sportmoviestv.com>). The movies presented at this festival concern various topics referring to social, educational, political, cultural and esthetical dimensions of sport and its implications for human being.

But in a broader sense, the term *sport movie* can also refer to movies which derive themes from the world of sport that are of secondary importance to the movie itself. So Sport can also be part of a dramatic film whose plot is not entirely referred to it. These are movies in which, for example, a football match into the story provides a starting point for existential reflections upon meanings of life, and friendship as happens in *Marrakesh Express* (1989) and *Mediterraneo* (1991) directed by Italian Gabriele Salvatores. Or the same type of sport match becomes a pretext for discussing on war, as in Bruno Garbuglia’s Italian movie *Al centro dell’area di rigore* (1995), or a symbolic form of social redemption for a small Mexican community, as happens in *Viva San Isidro!* (1995) by Italian director Alessandro Cappelletti.

Through imaginary or true stories, Sport movies can help children and youths (and adults too) to understand the meanings of sport, awakening them about ethical problems they face in everyday life when playing sports. Their characteristics are:

- often to have a high educational content and pedagogical implications, inviting to reflect people on the contradictions, paradoxes and the social and cultural influences of sport;
- to stimulate a specific reflection on the dilemmas of sport into ethics and contemporary society

Sport Movies are now increasingly used as an educational method for promoting sport values because they can be used:

- to innovate the content of traditional physical education and sport;
- to propose, through audiovisual images, messages of strong emotional impact on children, young people and adults;
- to facilitate the development of interdisciplinary paths, not only in connection with history, literature, philosophy, sociology, new media and communication sciences but also with the biochemical, nutrition and health sciences;
- to develop a critical and reflective attitude on sport, its problems and ethical implications, making people understand the importance of it as a socio-cultural and emancipatory practice according to the meaning given by Paulo Freire (1970);
- to emphasize the play, in the meaning of a free and creative activity, the game, as respect for the rules of human community and the competition as *agón*, as an opportunity for a meeting and a dialogue between other human beings under the sign of friendship as the fundamental values of sport and a means for promoting human development.

Most sports films are often historical documents representing the social and cultural concerns of the time they were made (Baker, 2003). These movies generally tell history “as a story” using emotional elements that leave the audience with a moral message and a feeling of uplift, as in the case of *Hoosiers* (or *Best Shot* in Great Britain, 1986), in which the climactic contest conventional to a sport film is employed to re-establish a moral order that rewards the hard work and determination of underdog protagonists (*Ibidem*).

If employed as pedagogical and critical tools by competent teachers or educators, sports movies offer opportunities for children and young people to understand the most important problem of contemporary society involved in sport as race and racial politics, gender, identity and class (Tudor, 1997). As a pedagogical tool, sport movies can be employed to introduce children or students of all age groups to the study of popular culture, ethnic or cultural studies (Hargreaves and McDonald, 2007) focusing on their main topics as media and racism/sexism (Whannel, 2007; Jarvie, 2007) or national identities in the age of commercial globalization (Malcolm, 2008).

The discussion of sport and film has only been touched in the academic community and some authors have begun to write scientific essays about the possibility of using sports movies as a pedagogical resource for teaching the values of sport and physical activity (King, Leonard, 2006).

The Methodology of sport pedagogy through movies consists in a direct and collective vision of the film chosen, preceded by a brief technical introduction of it (director, production, awards, plot, specific information, etc.) and the use of a written questionnaire with open or closed questions proposed to people as a critical means for analyzing and reflecting on it. At the end, will follow a general and a group discussion on the most relevant and significant issues of the movie.

Individual home vision of same movies can be also recommended if supported by an educational self-reflective analysis form built from the pedagogical content in sport values of the movie chosen, which will be discussed with other members of the group or the educator himself.

The following movies based on popular sports and characterized by dramatic and emotional story lines can be used to promote a critical reflection on some aspects and values of sport in children and adults. For the plots of sports films online cinema database can be used, for instance the Internet Movie Data Base (<http://www.imdb.com>).

Hoosiers (USA, 1986). The film is based on the true story of a small-town Indiana team that made the state finals in 1954. It chronicles the attempts of the coach Norman Dale (starred by Gene Hackman) with a spotty past, and the town's basketball-loving drunk to lead their high school team to victory. Coach Norman Dale encounters several hurdles in his path: a feisty teacher determined to keep the best player from going out for the team, a town chock full of second-guessing fathers, and a group of undisciplined athletes.

The story is inspired by the Milan (Indiana) Indians' state title of 1954. *Hoosiers* was the choice of the readers of *USA Today* newspaper as the best sports movie of all time. In 2001, *Hoosiers* was selected for preservation in the United States National Film Registry by the Library of Congress as being «culturally, historically, or aesthetically significant». In June 2008, American Film Institute revealed its *Ten top Ten* - the best ten films in ten “classic” American film genres - after polling over 1.500 people from the creative community. *Hoosiers* was acknowledged as the fourth best film in the sports genre.

(from *Hoosiers*, 1986)

Answer the following questions:

- Try to sum up briefly the plot of the film
- Describe the main character of the film
- What other roles are played by the main character through the film?
- Describe the other characters of the movie (please indicate names and roles)?
- Who is your favourite character and why?
- Try to summarize the foundations of the educational philosophy of the coach Norman Dale
- What is the image of sporting talent emerging from the film?
- How does the coach succeed in joining together the technical tactical aspects of sport with human values?
- What is the function of sport in this movie?
- What image of sporting success is shown in the film?
- How does the coach succeed in gaining trust from his athletes?
- What skills has sport developed in the boys of the film?
- How has sport contributed to the life of the community in the film?
- Write here some sentences of the film particularly striking to you and explain their meaning.

A boy from Calabria (Un ragazzo di Calabria, Italy, 1987) is a nice story set in one of the most beautiful regions of southern Italy. It is the story of 13-year-old Mimì (played by Santo Polimeno), who achieves earthly ecstasy whenever he is running, always in bare feet, like his hero, the Ethiopian Abebe Bikila, who won the Olympic marathon of Rome in 1960,

when this story is set. Mimi's own ambition is to participate in the youth race in Rome, despite the firm opposition of his gruff and slightly insane father who thinks running at all is a time-waster and beats his son to prove the point. Mimi has a friend and Mentor in the bus driver Felice (played by the great Italian actor Gian Maria Volonté), who urges on the boy with "exalting lies", intended to enlarge Mimi's horizons. The movie shows that men cannot live without fantasies. The director of this film, Luigi Comencini has a tradition of making fine films about children

Dive! (Japan, 2008). The film is based on a best-selling novel by Eto Mori, which was later adapted by the author into a popular Manga series, and it is directed by Naoto Kumazawa. It recounts the case of a group of Japanese teenagers, specialists in diving, which have to prepare for the Olympic Games in Beijing. The film follows the diving dreams of three teenagers, played by Ikematsu Sosuke, Mizobata Junpei, and Hayashi Kento, who won Best Newcomer at the 31st Japan Academy Awards. The three young stars underwent diving training for three months in order to convincingly portray their characters on screen. Seto Asako co-stars as the boys' coach.

Teen diver Sakai (Hayashi Kento) first joined the Mizuki Diving Club because he was impressed by the diving skills of Fuji (Ikematsu Sosuke) whose parents are both Olympic divers. Both Sakai and Fuji's diving dreams are on the rocks though when the club falls onto hard financial times. New coach Asaki (Seto Asaka), a lovely but determined instructor, tells them there is only one way to save the team from disbanding: they must produce an Olympic athlete. But clashes between the new coach and the team only throw the club into further disarray, especially when Asaki recruits a new diver (Mizobata Junpei) to the club. With qualifying events for the Olympics coming up soon, Coach Asaki pushes herself and her students to the limit, preparing Yoichi, Shibuki, and Tomoki for the all-important qualifying meets, but can the boys handle the pressure that comes with the most prestigious event in sports?

This film offers an opportunity to observe sport in a competitive society as the Japanese one, on how much parents can influence their children, on the relations of the Japanese youths with their coaches, friends and national traditions.

The Minis (Italy, USA, 2007). Roger and Chevy have a great dream: to participate in the basket tournament of Venice Beach. Against the project

there is their height, not remarkable. The two, in fact, are dwarfs, and so Nick and George, who share with them the crazy idea. To help the quartet will think the bizarre NBA champion Dennis Rodman, who will transform the group of friends in television stars.

This comedy represents a metaphor of society that can help students to reflect upon some values of sport such as diversity and stereotypes. A special PC video game inspired by the film has been recently produced and distributed and teachers and educator can employ it to introduce children into the basket game. The Italian version of the film has been dubbed by famous football players who have given their payment for charity.

Billy Elliott (Great Britain, 2000). In 1984, in a northern England mining town, miners are on strike and the atmosphere is tense. Eleven-year old Billy Elliot, whose father and brother are participating in the strike, whose mother has died quite some time ago doesn't like the brutal boxing lessons at school. Instead, he likes better the girls' ballet lessons. When his family find out about this unusual love for ballet, Billy is in trouble. Supported by the ballet teacher, Mrs. Wilkinson, he keeps on training secretly while the work situation as well as the problems at home get worse. Finally, Mrs. Wilkinson manages to get Billy an audition for the Royal Ballet School and he will go there with his father, who will realise the real potential of his son at last. *Billy Elliott* is a film against gender stereotypes and prejudices in sport and Physical Activity.

Bend it like Beckham (Great Britain, 2002). The Bhamra family, of East Indian origin and Sikh faith, have been settled in Great Britain for several years. They have two daughters, Pinky and Jessminder. While Pinky is in the process of getting married, Jessminder is preparing to play football - which is not acceptable to her parents. But Jessminder knows she is good to play this sport, and she receives considerable encouragement. Her parents are clearly uncomfortable with their daughter running around in shorts, chasing a ball, instead of being clad in a *salwar khameez* (a traditional Indian dress), and learning to cook East Indian recipes. Jessminder must now decide what is important for her. To make matters worse, a football tournament is arranged on the very day of her sister's marriage. Will Jessminder be able to play, or will her dreams be shattered? *Bend it like Beckham* is a good comedy to reflect on the problems of ethnicity, identity and gender in sport.

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Title	Data	Values	Topics to discuss
Hoosiers	USA, 1986 Drama, 115' Director: David Anspaugh	Friendship, Competition, Motivation, Religion Social inclusion	Sport and social community; gender and racial stereotypes in American Society of the 50's; curriculum and reputation of sport into society
A boy from Calabria	Italy, 1987 Drama, 106' Director: Luigi Comencini	Motivation Sport champions as models Emotions Natural attitudes	Sport and social inequality; sport and social environment; sport and family
Dive!	Japan, 2008 Drama, 115' Director: Naoto Kumazawa	Friendship, Motivation, Competition Relationship Aesthetics	Olympism; role of parents and coaches in sport education; sport and Japanese society; nationalism and sport; Sport performance; professionalism and youths
The Minis	Italy-USA, 2007 Comedy, 82' Director: Valerio Zanoli	Different abilities Motivation Social redemption Joy to playing Friendship	Society, sport and disabled athletes; body stereotypes in sport; sport and solidarity
Billy Elliott	Great Britain, 2000 Drama, 110' Director: Stephen Daldry	Motivation Personal potential and attitude Competence Imagination	Gender stereotypes in sport; sport and masculinity; sport and family; environment influence on sport practice of children; sport and social class

Bend it like Beckham	Great Britain, 2002 Comedy, 112' Director: Gurinder Chadha	Motivation Interest Multiculturalism Women's rights	Gender and ethnical stereotypes in sport; influences of family on girls' sporting practice; feminine and masculine sport
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Sport movies are an expanding field which can count on national worldwide production and traditions (Mosher, 1982; Poulton, Roderick 2008). Sometimes sport movies are rooted in an ideology of competitive individualism, gender and racial stereotypes which are a product of global capitalism as it developed in the United States of America (Whannel, 2008).

Only when the concept of sport is deeply and critically analyzed through sport movies, tends to raise more profound questions about its values for society and its meanings for human life. If analyzed in this way Sport films provide physical education teachers and sport educators worldwide unlimited resources and useful pedagogical tools to teach at school (or at university) level the sport values in children and youth in connection with other subjects of the curriculum (philosophy, ethics, history, sociology, literature, economy, sport sciences, etc.) and for better understanding the problems of society and globalization.

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ICE SKATING IN THE CENTRAL PARK

KILYÉNI ANDRÁS

ABSTRACT. In 1872 the Skating Association of Cluj was founded. The leaders of the club made special efforts for the increasing of the popularity of ice skating. In 1896 the skating pavilion was built in the Central Park, after architect Lajos Pákey's plans. From that moment Cluj had become a center of skating: student and national championship had been organized on the ice of the Central Park. As an appreciation of the skating level Lili Kronberger and Opika Méray-Horváth world champions had accepted the invitation held skating shows in Cluj.

Keywords: ice skating, Central Park from Cluj, Skating Association of Cluj

REZUMAT. Patinajul Artistic în Parcul Central. În anul 1872 a fost fondat Asociația de Patinaj din Cluj. Conducătorii clubului au depus eforturi dealungul anilor pentru a mării popularitatea patinajului. În anul 1896 s-a construit modernul pavilion de patinaj în Parcul Central, după planurile arhitectului Lajos Pákey. Din acel moment Cluj a devenit un centru de patinaj: pe gheața din parc s-au organizat atât competiții naționale cât și studentești. Nivelul competițiilor clujene a fost recunoscut de conducătorii de specialitate, campionii mondiali Lili Kronberger și Opika Méray-Horváth au acceptat invitația de a ține show-uri de patinaj în Cluj.

Cuvinte cheie: patinaj, Parcul Central din Cluj, Asociația de Patinaj din Cluj

Sliding on the ices of the Someș had been a custom since ancient times, while in the winter months the lakes surrounding Cluj provided those keen on exercising with the possibility of sliding or “grappling”, as they used to call skating in those times. This sliding was the forerunner of modern ice skating in Cluj.

In the 1870s, the inhabitants of Cluj started longing for a skating life similar to that in Vienna, where everyone could slide on the torch-lit ice on the rhythm of music to their fancy. Arrangements started and in December

1871 the first organized ice skating occurred on the ice of the Museum lake (Mikó Gardens). Grapnels could be rented from the stall on the lake side, however only the aristocracy showed up, in quite a small number. Records of the time tell about Mrs. baron Huszár Ádám that she was an outstanding grappler, she was steady and graceful on the ice.¹

Arrangements went on and after a year, on 22 February 1872, the Skating Association of Cluj was founded, which provided organized sports life for those keen about skating. They organized competitions, social evenings, balls here; it was the golden age of skating in Cluj before World War I. Numerous contemporary photos recorded these events. The first aim of the Skating Association was to endear the most well-known form of winter training – skating – to the inhabitants of Cluj. The small lake of the Museum Gardens was the first “skating arena”.

In 1873, the association rented the lake in the Central Park, and beginning with this moment skating life started to develop more dynamically. Twice a week, on Thursdays and Sundays they had organized skating, when an orchestra was invited to entertain the skaters, and in the town blue flags signaled that skating was available. Different military or civil orchestras played in the bandstand of the Central Park to the great delight of sports people and viewers, as well. And the Skating Association followed the needs of its “believers”: first a kiosk was opened by the island, then changing-rooms and in 1896, the skating pavilion was built, after architect Pákey Lajos’s plans, which today is known as the Chiosc. After the huge success, in the following year the city continued construction, building the dance-hall, in front of which Pákey designed a marvelous fountain (the project was inspired by the ground plan of the castle of Sans-souce close to Potsdam).

The popularity of ice skating was increased by frequent skating evenings. These were interesting moments in the history of sports life in Cluj, for it was like a dream to skate and dance on the sounds of music on the floodlit lake. Light was provided with the help of torches and “lanterns” (candle-like tiny lights) first, and later with electric bulbs, which provided a special atmosphere for the skaters. Besides this, the evening was organized around a play: after a procession, for instance the skaters danced on music

¹ Opposition (Ellenzék), 19. December, 1871.

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The skating pavilion from the Central Park

on the ice of the lake based on Czar Peter's entering Moscow. And there were evenings when a king and queen were awaiting the skaters. Let's see how such an evening was presented in the local newspaper by an unknown journalist: The curious public were already gathering around the lake, which was lit by electricity and decorated with snow pillars. The viewers could admire long the whizzing of costumed figures, the various strange and hilarious masks, and at half past six, the charming ice queen (Gizella Bokros) and her grey-haired husband, the ice king (gy. László Gyula Teleki) made their appearance among the costumed skaters gathered at the conservatory and took their seats on the decorated sleigh. The parade started then with the opening performed by the royal herald. Then came the sleigh pulled by four blackmoors followed by the long row of royal escort. The procession lit by wildfire went around the lake, to the royal throne built of snow, where they venerated the royal couple. The square dance, which was scheduled next, was danced by a number of 40 pairs on the ice floor.²

² Opposition (Ellenzék), 13. February, 1888.



Preparations for the skate competition

The reason for the popularity of ice skating and the success of the events was the superb organization: the people involved with the Skating Association did a conscientious job. They won well-known personalities of public life in Cluj both for the leadership of the association and the organization of competitions, such as count György Bánffy, the crusader with golden spurs, one of the richest aristocrats in Transylvania, János Paget and other representatives of renowned aristocratic families; dr. Gusztáv Lindner, dr. Kelemen Óvári, dr. Gusztáv Groisz, dr. Győző Choncha, dr. Viktor Jeney, dr. Rudolf Fabinyi, dr. Dénes Szabó, dr. Aladár Rózsahegyi, dr. Lajos Felméri, professors at the university of Cluj, functionaries, teachers of Physical Education etc. No wonder, that the notable competitors of sports life in Cluj participated at the competitions organized here. Among the competitors we find people like György Borbély and Béla Göllner, athletic champions of Cluj, Viktor Grósz, Zakariás Donogány or Ferenc Dunky, important representatives of sports life in Cluj, and later István Somodi, high jumper who won second place at the Olympics in London.³

Beginning with the 1890s, fireworks became popular, as well, which raised the standards of events even higher. Besides this, the association organized spectacular fancy dress balls every carnival. Here follows the story of such a fancy dress ball: parade with lanterns was organized for the wearers of fancy dresses with the participation of the skating public, priests, pilgrims,

³ Killyéni A., Biographical collection of the sports life of Cluj (1818-1918), Cluj, 2006

Turkish people and wild animals. This was followed by the Cannibals' Dinner. Witnessed by the public, the young cannibals ate a man made of 47 kg dough, having roast meats a la Torda and sausages in his stomach.⁴

The inhabitants of Cluj got to like ice skating, the number of participants increased constantly. Therefore the Skating Association faced bigger and bigger problems, and soon several members of the association expressed their revolt in their petition entitled *In the Cause of Skating*. The board of the Skating Association are all clever, smart people, but together they don't always take the right decisions. Such a less wise decision was the order passed yesterday, according to which the flooding of the skating rink should start 4.30 p.m. The honourable board must live with the illusion that the skaters all go skating in the morning and there is no public in the afternoon at all. So, are those functionaries, teachers, officers, students and their families who don't have time for skating in the morning, and whose free time starts at around 4.00 pm. going to be closed off the skating rink? Since the day is so long now that we could easily postpone the flooding of the rink to 5.30 pm. It is a thoughtful idea to spare the attendants, but the public might deserve some attention, as well, since actually the attendants are for the public and not the other way around. And if the honourable board would like to object with the fact that having few attendants, the flooding takes a long time, and therefore it should commence earlier, our answer is to hire day-labourers who can help the attendants, because there is much room for improvement as what concerns the order and cleanness of the rink. For an association which can afford the luxury of electric lighting can hopefully afford to hire some extra workers, too. And if it is too poor for this, because as we have heard, it has decreased the salaries of attendants, well, then it should put an end to the deficiency of the luxurious electric lighting and use the money for the decent payment of staff as well as for the hiring of extra workers. If we are not able to pay the high expenses of evening skating, the board should make sure that the members of the association are not expelled from the skating rink at least during day time as it happened yesterday with a high number of people. Some members of the Skating Association.⁵

The sports fans used every opportunity to skate, and the association and the town did everything to provide the participants with the best entertainment possible. Here is a newspaper article describing the conditions at the Central Park in the winter of 1889. *The spacey skating rink in the Central Park managed by the Skating Association of Cluj is exquisitely prepared for skating. The ice is like a mirror, the heated cloakroom as well*

⁴ Opposition (Ellenzék), 25. January, 1888.

⁵ Opposition (Ellenzék), 5. January, 1889.

as the conservatory are in the benefit of the public's comfort, the Skating Association can provide its members with much comfort. As opposed to this, the membership fees are moderate, and beneficial mostly for families who enlisted more members. The membership fees are the following: a) regular membership 4 frt. b) two-member-family fee 7 frt. c) three-member-family fee 9 frt. d) more than three member of one family pay 4,5 frt., 2 frt. per person. Each member can use the cloakroom for free, with a special coat rack assigned to them for the deposit of coats and skates. The skates are taken care of by the staff with responsibility.⁶

As a result of the actions of Gergely Bartha, the treasurer of the association two lamps from the external side of the shores were moved to the edge of the island, which greatly improved the lighting of the lake. The town also took some measurements, and the public road railway of Cluj introduced extra services at times when skating programs were organized in the Central Park. (The steam engine public road railway started operating in May 1893 and it connected the railway station with the town center, where it forked into two directions: the 21th December and the Mănăştur road. The narrow-gauge railway was wound up in 1902 due to the many accidents it had caused.



Bandi Somodi, the first habitant of Cluj who became national champion of Hungary

⁶ Opposition (Ellenzék), 17. December, 1889.

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At times, temporary skating rinks appeared in town. *We are calling the attention of ice sports-fans to the existence of a free skating rink. The area is about 50 m long and 4 m wide. The ice is of excellent quality and the previously unknown lot is situated in the vicinity of the downtown close between the Görbe and Szappan streets, and on the glossy smooth ice only slices of carrot, coffee grounds and different vegetable dishes form the frost-work showing with brilliant precision the daily menu of the respective houses. – Rumor has it that this pretty ice sport is most popular among policemen.*⁷

But the „soul” of ice skating were the competitions. The SAK had been organizing competitions since 1874. The events at these competitions are unusual today: men competed for the lady’s prize; their task was to go around



Lili Kronberger’s show in Cluj (1911)

the lake in the shortest possible time. The ladies, on the other hand, competed for the gentlemen’s prize, also in going around the lake in the shortest time possible. Besides this, those interested could take part in obstacle races, speed-trials, and so-called “flying races”, as well. The winners were awarded fabulous prizes: broaches, silver cups and match cases, “lockets”, souvenir rings and coins.

⁷ Opposition (Ellenzék), 19. December, 1891.

As years passed, competition became more varied and the events more numerous: running forward and backwards, obstacle races for men and speed-trials for women. In 1881 children's competitions were introduced, too, and beginning with 1882 artistic competition, which was the forerunner of today's figure-skating. Later they competed in long-jumping but this didn't become widespread.

The competitions held in Cluj became of higher and higher standard, thus by the beginning of the 1900s Cluj had become the second ice skating center of the country, after Budapest. With the foundation of the Student Athletic Club of Cluj (S.A.C.K.), students could come forward and soon our city could organize student championships. The Somodi brothers excelled in these competitions: István Somodi was one of the well-known athletes of Cluj, who won silver medal in high jump at the 1908 Olympics in London. István excelled mainly in speed-skating, while his younger brother, Bandi Somodi was outstanding at figure skating competitions; he actually won student championship in 1909.⁸ Besides them several other sportsmen of nation-wide fame participated successfully at local and national competitions: the Marczinkievitz brothers, Lajos and Zoltán, József Voith, Elemér Hirsch, who, with their fabulous shows, raised sports life in Cluj to higher standards.

Besides competitions, the lake in the Central Park hosted several shows, as well. Lili Kronberger, four-time world champion (1907 and 1911) held two presentations in Cluj; while Opika Méray-Horváth, three-time world champion one, in 1912.

The Skating Association survived the changes of public authority, and to the great delight of the sports supporters of Cluj, for the next 25 years it continued to raise champions for the city, champions like the Marczinkievits brothers, Lajos Beke, Anna Bojáki etc. After 1945, the communist regime smelted down the SAK, thus at the 100th anniversary of the association, only a few skating fans commemorated the successes of the SAK.

⁸ Killyéni A., Biography of István Somodi, Cluj, 2008

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THE REGIONAL ROLE OF THE SPORT

NAGY ÁGOSTON¹

ABSTRACT. The sport is a very impulsive department that can contribute to the economy. This fact and capability can be used by the states of the European Union. The sources of this tendency can assist the local and the regional development, the urban and the countryside innovation. There are connections among the sport, the tourism, the facilities, the health, labour force, culture etc.

Keywords: sport, regional development, sport tourism, life quality, infrastructure, European Union, sport events, health, labour, sponsorship, communication, European Committee

Introduction

In the speech of the 22nd of November 1930 made by the famous professor Albert Szent- Györgyi he said: „As far as I know there are still schools where students have five lessons each day and only 2 PE lessons a week- which means that students have to move as much in forward to save for the remaining 3 weekdays of the week. Can any of you ladies and gentlemen eat or sleep in forward for 3 days?... Only healthy people can be fully useful members of our society. Sport is not only curing our body but also our health, so all schools from the lowest to the highest should regard this mental curement as their saint and most desired aims!” (Szent- Györgyi, 1930, Sportcongress in Szeged)

According to the morals of the unifying Europe one of the most aims of the state's is to develop its citizens life quality, and health state. Quality job can be produced only by a well trained, powerful society and people. This can be reached through the support of the active sport- not only in financial means. Studies made on this field prove that in an optimal case sport is essential part of our lives, which not only needs but also deserves

¹ Sport director of University of Debrecen; *Present address of author;*
Email: sportigazgato@sport.unideb.hu

support, as it can serve as a comprehensive means against the negative effects of modern society. It doesn't only compensate these negative effects but also offers useful solutions against them. Any government's main aim should be to recognize and use the possibilities which sport offers. (Sport XXI National Sport Strategy 2007)

Because of globalization our economy continuously alters and transforms. Regionalization is getting a stronger emphasis, which means that the different regions and the big cities have more and more powerful role. This can be recognized in the European Union as well, because the Union also puts regional development programs to the front. It became clear in the last decade that in the contest of global markets the geographical location of economical activities have a huge importance according to the advantages they offer. That's also the reason why the preservation and development of life standards became even more important in the „Europe of regions”. (Lengyel, 2003)

There are many 100 thousands of students studying in the Hungarian higher educational institutions studying at different faculties. The society of the future, the output of the Hungarian citizens highly depend on the young generation's carrying capacity, health and its developing conduct and demand for sports. For this reason the steadying of sport at the educational system and the formation of student's demand for sports is a highly important task.

The aim of the contest between the countries and different regions is to develop the life standards for its inhabitants, and with this to shape up such an economical environment which strengthens the success of the local economical endowment. The regions are competitive only in case their economy is open and the income of each person is permanently high and developing, the rate of employment is on a high level and not declining, which means that from the national income many layers of society can benefit. In the contest of local regions every place has the chance to develop its inhabitant's life standards and qualities.

Hungary's joining to the European Union brought with itself the formation the so-called big regions. These units of planning and statistics get more and more important roles in the life of local politics and in the decision of expansions. The most important strategic aim of the regional politics of the European Union is to make the underdeveloped regions fall into line with the more developed ones. Hungary, as full member of the EU

also gets new possibilities for this project. (Horváth, 1998; Baranyi, 2008; Buday-Sántha, 2001)

From the seven main planning and statistics region of Hungary the Northern- plain region is the most underdeveloped part of the country in many aspects. The rate of development and the competitiveness is clearly shown in the numbers of GDP- which is the lowest in the whole country in this region. The region built up by the three counties of Hajdú- Bihar, Szabolcs- Szatmár- Bereg and Jász- Nagykun- Szolnok has many reasons for being underdeveloped. Amongst these reasons is the limited competitive ability, the low life standards of local people, the domination of agriculture and the less importance of industry and costumer service, the lack of modern transport infrastructure and the lack of funds which would enable investments. Even if there is big rate of human resources- and with this also the number of students in high educational institutions is bigger- the educational standard is low because the trained and learned professionals leave the region. (The development concept of the North- Plain region, 2002)

Material studied, area descriptions, methods, techniques

While putting the different factors that influence life quality in systems I took the principles made by the Sport XXI National Sport Strategy (2007). This strategic guideline that serves as a role model serves as the logical basics not only for measuring the regional life quality and giving ideas for development, but also highlights the long determining success factors of developing life standards. This article surveys the topic's theoretical basics, and through the work off of the national and international professional literature it shows sport's potential regional role.

Results and discussion

According to the European Charta: sport is all kind of physical activity that occasionally or according to a managed form serves the physical and mental development of the body with the aim of building social relations or reaching high- standard results at different competitions. The Charta gives a very broad interpretation of sports. According to the European moral the state's most important duty is develop the citizens' life quality. Quality job can be produced only by a well trained, powerful society and people. This can be reached through the support of the active sport- not only in financial means. Studies made on this field prove that in an optimal case sport is essential part of our lives, which not only needs but

also deserves support, as it can serve as a comprehensive means against the negative effects of modern society. It doesn't only compensate these negative effects but also offers useful solutions against them. Any government's main aim should be to recognize and use the possibilities which sport offers. According to this theory the main aim of the formers of the strategy is to make sports to become "everyone's passion"!

In the process of unifying Europe sport has played a very important role. It's enough to think of the competitions throughout the whole Europe, which served and still serve the principles of the European Community: to strengthen the friendship, understanding and respect amongst the different nations. Above all these sport has represented an important economical role in the past decades as well. According to statistics, 2,5% of the world economics the European Union brute local product (GDP) 1% is produced by sport economy. As the Community has recognized the economical and social importance of sport it handles sport in three dimensions:

1. the studies of interactions between sport and communication
2. starting new sport development programs
3. the studies of relations between sport and economics.

The European Commission has started concrete programs and palatial actions on the following areas:

- drawing in sport associations and European organizations into the programs of the Community
- strengthening the relations and ideas for the development of sports between the member countries
- support of programs accepted by all members in certain cases
- search for financial background for the realization of certain projects, etc.

According to the attitude of the European Commission concerning sport: sport is the most widely used activity throughout the whole Europe, it puts people in a better mood, preserves one from diseases and also plays an important role in the diminishing of cultural and ethnical differences; it is a significant economical factor. Millions of people in the European Union are involved in some sport activities, sport events. In the member countries there is a rate of 30-60% of members in some sport associations, the number of people is around 130 million.

It is widely known that sport has a great positive impact on people and also preserves us from diseases, what's more, in certain cases it is also

able to cure. It is not accidental therefore to support diseased people's sport. Sport develops such abilities which are important in life; it gives not only endurance, fitness and muscles but also provides us with impulse for forming human communities. With this feature of its sport provides a big rate of society with the possibility of belonging to a community. In the sport associations members can learn sport cultural and democratic ways of understanding.

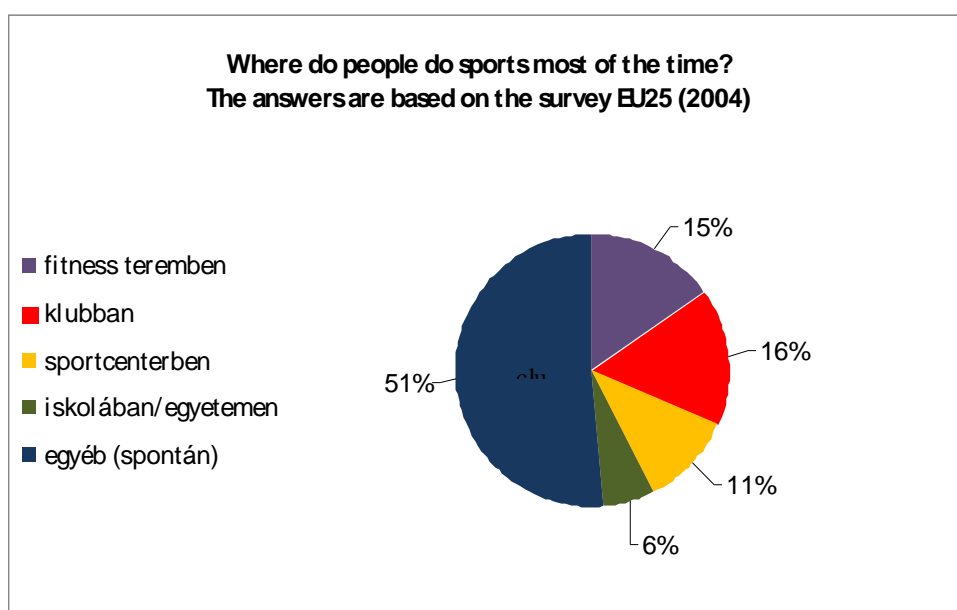
Sport takes a significant role in bridging cultural and ethnical differences, helps in integrating into society, and it's also a highly appreciated means of creating international peace and understanding.

It's widely known that sport- both professional and amateur- is an important economic factor. There is not only a lot of money in it but also provides thousands of workplaces, there is a high industrial potential in it. The world of money raised its interest not only on building new sport centers and developing new sport equipments but also on the legal backgrounds of mediation and services. (Nádori-Bátonyi, 2003; Net1)

The European Union has developed its guidance concerning its attitude towards sport based on a survey made amongst citizens in 2004. The survey took place in 2004 because that year was not only the year of the Summer Olympic Games and the World Football Championship, but it was also declared to be „the year of education through sport”. It analyzed the most important questions of sport together with the question of sport habits. The office of the survey commission, the Euro barometer asked 16thousand people in 15 member countries of the EU. It can be stated that 46% of the citizens of the EU does some sports regularly, at least once a week- though there are huge differences between the sport habits depending on the residence in the continent's Northern or Southern regions. (European Commission- Special Euro barometer, 2004)

While the Finnish and the Swedish nation's 70% does some sports regularly, only 19% of the Greeks and 22% of the Portuguese and 31% of the Italians does so. Another interesting sequel is that sport is becoming more and more individual. 47% of the asked people said that they don't go to any sport clubs, fitness- centers schools or universities when they feel like doing sports. Clubs are most popular in the Netherlands, where 43% of people doing sports regularly visit some sport associations.

1. picture: Citizens of the European Union and sport 2004



Source: Net2

Four- fifth of the asked people claimed that the biggest advantage of sport is to preserve health, 47% added fun as an important factor besides health. Concerning other values of sports 61% of Western-Europeans said that it develops team spirit, while 47% emphasized its means to develop discipline.

1. chart: Citizens of the European Union and sport 2004

According to the answers, which are those rates that sport activities develop?

	EU 25	Cip-rus	Cze-ch Rep	Éston	Hun-gary	Lat-via	Lithuan	Malta	Poland	Slovakia	Serbia
team spirit	52	61	29	42	51	38	38	44	29	33	45
Tolerance	23	21	21	20	20	24	22	34	21	19	28

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accepting others	32	45	21	27	26	26	27	43	24	17	35
fairness	32	56	40	28	20	26	25	40	34	40	48
Self control	33	53	31	52	38	39	44	36	22	29	36
accepting rules	31	29	37	24	33	22	31	32	25	35	36
discipline	46	44	47	54	57	57	50	71	52	51	60
Understanding	15	19	17	18	12	23	23	22	13	16	32
solidarity	18	21	15	16	9	18	18	31	15	10	31
friendship	38	34	46	26	34	30	40	46	26	43	57
racial integration between men and women	15	25	16	12	9	13	16	23	14	14	31
efficiency	36	41	37	47	26	33	27	32	38	33	54
other (spontain)	1	1	1	1	1	0	1	1	0	0	3
none	1	0	1	0	0	1	2	0	1	2	1

Source: Net2

81 percent of the asked thinks that sport helps in intercultural communications, while 59% claims that it helps in fighting against the different forms of discrimination. At the same time 70% of these people are worried of the doping, and almost every 6th person disapproves the huge influence of money in sport. Three- fourth of the EU citizens claims that sport should been provided with bigger space at schools, and this rate in

Greece- at the residence of the Athenian Olympic Games- is almost 95%. (Net3)

As a result of the survey the European Parliament entrusted the European Commission of Communities in Brussels to develop the “Pierre de Coubertin” guideline, which shows way for the Commission in its sport-related activities in the following years. The document which is called the “White Book” contains lots of activities that should be realized or supported by the Commission. These activities make up the guidance. The Commission organized conferences during the fall of 2007 to promote the White Book for parties interested in sport. The results of the White Book were shown to the sport ministers, to the European Parliament, to The Commission of the Regions and to the Economical and Social Commission. (White Book, 2006; Net4)

The areas of sport activities

The EU clearly distinguishes between the two areas of sport as an economical activity and sport as a social phenomenon. Hungary’s joining to the EU will have such long- term effects which will occur parallel to the social development: the growing life quality and more free time sport culture also develops, and more people will do regularly outside sports in our country as well. Concerning the relationship between the EU and sport the European Commission committed itself to the following topics:

1. The European institutions
2. Sport in the Social Contracts, documents
3. Employment in the fields of sport
4. Mutual accepting of degrees
5. Development sources in the field of sport
6. The European Year of Education through Sport- 2004
7. Governmental support of sports
8. The relation to the European legal rights of sport as an economical activity
9. Televisions’ legal rights of mediation
10. The sports of the disabled
11. Fight against doping
12. Violence in sport
13. The abundance of tobacco products during sport events
14. Guns, animals in sport- the free transportation of products
15. The foreseen effects on sport because after joining to the EU

Sport strengthens the human principals of Europe. The values transformed through sport contribute to the enrichment of knowledge to the development of skills and to the growth of personal commitment. *Time spent for sport in school or university has health and educational advantages, therefore it must be supported.* Based on its experiences gained in the “Year of education through sport”- 2004 the European Commission encourages people to do sports and physical activities, containing also the social and citizen key competences that are declared to be developed since 2006.

Sports and physical activities can be supported through the program of life long learning. The educational possibilities hidden in sport should be used therefore, and this has been an important question of the partner schools of the Comenius program, just as much as the Leonardo da Vinci program pays attention to the structural activities on professional field or the Erasmus program develops thematic networks and mobility and also the Grundtvig program supports the adult educational projects. The European Parliament and Commission’s suggestion about the necessary key competences for life long learning has been made up at 18th December 2006.

Sport is a dynamic and quickly developing sector, which can highly contribute to the economical growth and creating new places, which are the target aims of the congress of Lisbon 2000. *Therefore it can be used as means for local, regional development, rebuilding of cities and development of the countryside.* There are synergies between sport and tourism, and sport can inspire the reformation of the infrastructure, as much as the development of new partnerships around financing sport- and recreation centurms.

There are no concrete data about sport’s economical value, but its importance is confirmed by studies and analyses about the financial backgrounds of big sport events and costs of the lack of moving (containing the data about the aging societies). The studies written during the Austrian presidency in 2006 shows that sport generated 407 milliard Euros in 2004, which is the 3,7% percentage of the EU GDP, what’s more, it employed 15 million people, 5,4% of the employees of Europe. Sport’s contribution should be made more visible therefore, and with the help of the EU’s professional politics it should be developed. (D. Dimitrov / C. Helmenstein / A. Kleissner / B. Moser / J. Schindler, 2006)

Sport plays a significant role in sustainable development. Sport, sport institutions and the different sport events effect the environment on a very positive way. It is important to develop our economy with respect to the environment, so sustainable development contains green supply, the

outcome of gases causing greenhouse effect, the efficiency of the use of energy, the problem of waste and the handling of water and soil. In order to make their activities accepted by sustainable developmental attitude the organizers of the European sport events should take all these aspect in consideration. With developing their accuracy in environmental questions these institutions and organizers can count with special benefits in tenders and also in financial income through the rational usage of natural forces.

Conclusion

Hungary's joining to the EU can bring lots of benefits on different fields of sport life. Long- term tendencies can be started in Hungarian sport which will be able to bring important development. The new sport act since 2004 contains much more new factors than before. Concerning the EU standards, it suits to all the expectations. The most important new aspects and factors are the followings:

1. The joining will hopefully bring positive changes not only to the support of sports by society but also to the participation of individuals in sports. The rate of people doing regularly sports in the EU is very high-around 50%- while Hungarian rates are valued less then 30%.

2. In the Union the infrastructure of sport is convenient, sport institutions are in a good condition and there are enough number of them provided for the public, while in Hungary these institution's state is less then sufficient, there are not enough of them, and those also serve only the professionals.

3. Based on European financial sources the new development of infrastructure will serve the development of the Hungarian sport institutions, especially the local and regional ones.

4. In the EU civil culture is flourishing. The joining will hopefully have a positive effect on sport's local civil associations as well. In the fields of sport the principal problem is not the lack of sport associations, much more the orientation of these associations towards professional sports. These associations will hopefully take bigger role in the satisfaction of society's sport needs.

5. The hoped growth of life qualities will bring the growth of free time as well, which obviously brings with itself the free- time culture and the movement culture- the development of outdoor sports as well.

6. In the Union disabled people are also helped by sport, amongst other needs it also helps in their integration into society. The support of

disabled people's sport is also an important question in Hungary. Though there are more and more projects targeting them, there are still too many institutions which need to be restored in order to make it fit for the disabled as well.

7. In the general labor market politics the EU and Hungary are searching for those sectors which can provide people with workplaces. One of these sectors is the show- business, which contains entertaining through sport as well. The big sport events, quality championships can only exist in big economical projects for example, and all the activities related to such events can create workplaces.

8. Finally there are new possibilities opening up for the local governments, sport associations and also for other members of the sport society concerning areas of international exchange of experiences as much as other fields of sport and physical education.

The European Institutions have recognized the importance of sports in the European society, especially considering its role in the civil associations, health care, education, cultural integration and cultural fields. (The Year of Sport, 2004)

After 1990 the number of students visiting high educational institutions has grown incredibly in Hungary. Because of this, the number of people getting a degree has grown to its 1,5 times- comparing to data from a decade before; this year one third of them, almost 2000 graduated students exist.

Education, economy, life quality, competitiveness and the competences are the most important sectors of the European educational policies. The universities are facing the problems of the XXI. century and they are looking for ways of development through communication with society and economy.

Health and the optimal life quality became the main targets of knowledge, qualification, innovation skills, economical achievement and personal carriers. Therefore the expectations towards universities and colleges about giving modern knowledge and skills to its students has grown, because these students need to be dynamic in their attitude towards life as much as in their attitude towards work so that they can make benefit to economics with their intellectual potential. The expectation of the labor market towards fresh graduates is high quality professional knowledge, which means creative, practical professional background knowledge. All for all such intellectuals are needed who are healthy and are able to work a lot.

Sport's effect on life quality is obvious. It's role needs well- planned and continuous care to reach its goals. The connecting strategic elements are

catalyzing the closely connected programs. The social, economical and therefore global benefit of sport is above any doubts in the Northern- Plain region as well.

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