

<https://doi.org/10.52449/1857-4114.2021.38-2.01>

CZU: 796.328

STUDY REGARDING THE DIRECTIONS FOR THE DEVELOPMENT OF THE OINA GAME

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Abstract. *Oina is a sports game with a limited spread, found especially in rural areas and especially around centers with a tradition spread throughout the country.*

The most recent articles and studies try to crystallize their own methodology, oriented towards the modern, global path, but without denying the opportunity to use the analytical path in certain situations, moments or stages of the training process. The study of the literature shows the idea that the oina game is based on a small number of own research and the learning methodology is based on studies and research done in other sports games. The opinion of the oina people, unanimously accepted, is that at present, the specialized literature in the field is incomplete and in fact clearly ahead from the practical side of the problem.

At the level of the school oina for the physical education classes as well as during the classes within the sports circles, we do not find many published studies, although in the schools where oina is practiced there is an intense practical training activity.

The purpose of this study is represented by the opinion of physical education and sports teachers regarding the development directions, identifying the difficulties faced by oina game. The survey was attended by 24 teachers from Romania who train representative oina teams at the level of the gymnasium cycle and not only. The surveyed teachers identified several directions of development, specifying the difficulties encountered in the development of the oina game.

As a research method, we used the sociological survey to find out the opinions of the specialists involved in the sheep game.

We used the survey to study the opinions of specialists, where the questionnaire contains questions regarding the development directions, the way the teams are trained.

Keywords: *sports, professionalization, marketing, Olympism, Olympic movement.*

Introduction. Studying history from its inception, it was concluded that mankind owes much to physical effort. Walking, running, jumping, throwing are just as many primary stages of the transformation of humanity, and the assimilation of other movements as primordial means of habit has led to the daily evolution of man.

Physical education and performance sports, along with other fundamental motor activities in the field, are closely related to all factors responsible for educating society in terms of health and bio-psycho-motor skills [3, 9, 12].

Physical education and sport in the current conception are appropriate forms, perfectly adapted to the needs of life, ensuring the harmonious development of the body, strengthening health, developing biomotor and mental qualities, and the formation of a wide range of motor skills useful for life in the natural environment of the young generation and not only [1].

The oina game is characterized by dynamism and speed being a happy combination of natural human movements, such as running, throwing and jumping, as basic motor skills, simple, and movement-

specific movements accessible and attractive at the same time. The educational character of the oina is given by the way of thinking during the game, by the positive effects on the multilateral development of the practitioner. Thus, by practicing it, psychomotor skills are educated at a higher level, the oina being one of the sports in which all these skills are found, speed, strength, endurance and dexterity, develops psychic qualities such as courage, combativeness, discipline, sacrifice spirit and for these reasons oina can be unreservedly considered an important means of physical education.

Material and method. Research over time has shown us that physical education has an essential contribution to solving some of the problems of education. Appeared and perfected in the practice of social life, as a result of concerns and achievements for the biomotor empowerment of young generations, in the deep sense for today's society, physical education is highlighted by contributing to ensuring a functional balance between individual personality components, especially between physical and psychic amplifying the role and updating the orientation and importance of its objectives [4, 6].

Although the questionnaire survey is an auxiliary method of scientific research according to some authors in the field [8, 10, 11] however, it represents an important source and is distinguished from other research techniques by a series of aspects that individualize it. These aspects are related either to the formal nature (ie the way the research is carried out), or to the nature of the content (i.e. to the nature of the issues addressed), or to the nature of the investigated population (in terms of representativeness, number, etc.).

In the research carried out in order to find out the opinion of the specialists in the field regarding the realization of the sports training of a oina team from the gymnasium cycle and implicitly to the game development directions, we used the questionnaire-type survey as a working method. Thus, these opinions are analyzed and will help in the scientific approach. We consider the investigation of opinions with the help of the questionnaire very useful from the point of view of the scientific research process, representing an important source that highlights information necessary for the research carried out.

Results and discussions. The activities carried out within the survey targeted a number of 24 physical education teachers who teach in the gymnasium cycle and prepare a representative team in the oina team within the schools where they work and took place in the 2018-2019 school year.

The questionnaire contains 13 questions. It aimed to find out the opinions of teachers regarding the directions of development of the oina game and to find out the difficulties they face in preparing the representative team at the gymnasium level. The answers provided by the teachers participating in the survey were statistically processed, recorded in tables and presented in graphical form with an analysis and an interpretation for each question.

✓ So to the question "Do you consider useful a scientific research in the field of oina in the gymnasium cycle?" all 24 (100%) surveyed professors answered affirmative (Figure 1), which shows the usefulness of this scientific research and due to the almost total lack of scientific research in the field.

Do you consider the scientific research useful in the secondary oina field?
24 answers

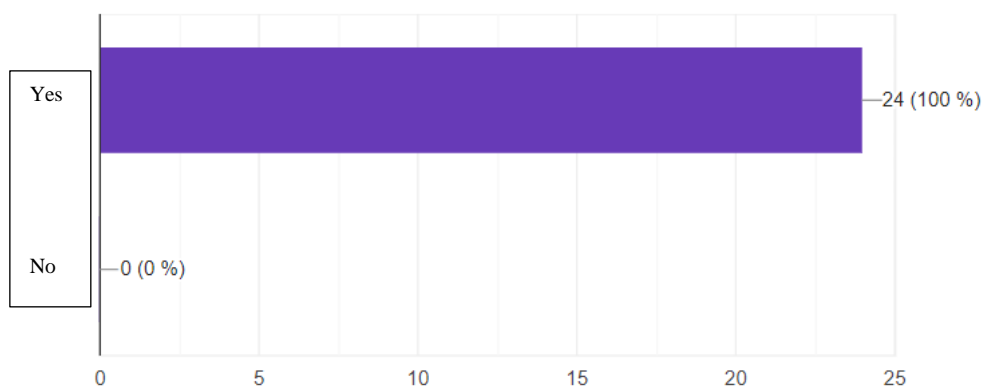


Fig. 1. The structure of the teachers' answers to the question "Do you consider useful a scientific research in the field of oina in the gymnasium cycle?" (%)

To the question "Do you consider it useful to develop a training model for the school representative team?" the teachers' answers were distributed as follows (Figure 2):

yes - 23 (95,8%), not - 1 (4,2%), concluding that the elaboration of a training model is very useful in an overwhelming proportion.

Do you consider it useful to develop a training model for the school representative team?
24 answers

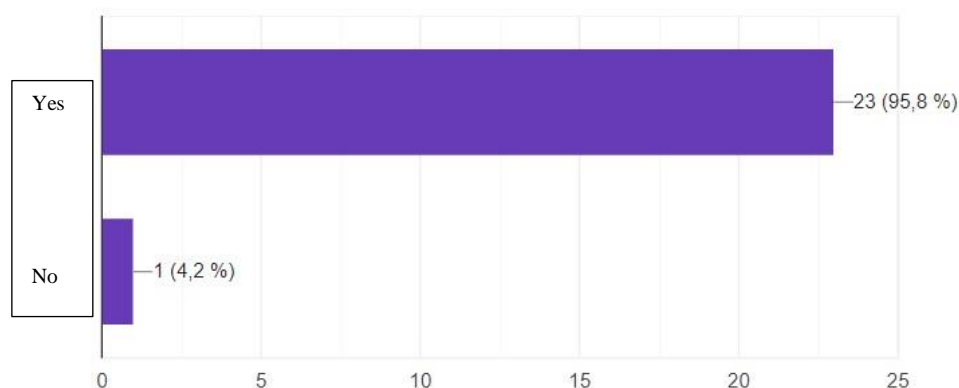


Fig. 2. The structure of the teachers' answers to the question "Do you consider it useful to develop a training model for the school representative team?" (%)

To the question "What would be the first three directions for the development of the oina game in the list below?" (Figure 3). The teachers participating in the survey selected

the following three directions: 21 (87,5%) promoting the game, 11 (45,8%) involving local authorities and 13 (54,2%) the school as a starting point.

What would be the first three directions for the development of the oina game in the list below?

24 answers

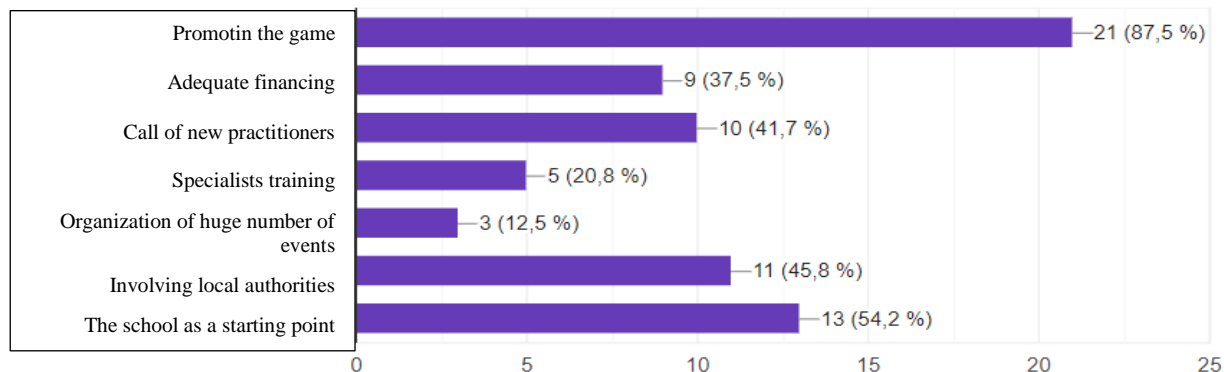


Fig. 3. The structure of teachers' answers to the question "What would be the first three directions for the development of the oina game in the list below?" (%)

To the question "Are you aware of research conducted in the field of oina?" (Figure 4) Of those surveyed 15 (62,5%) answered yes, and 9 (37,5%) answered not.

This fact shows that two thirds of those surveyed are aware of the scientific research that has been conducted on the game of oina.

Are you aware of research conducted in the field of oina?

24 answers

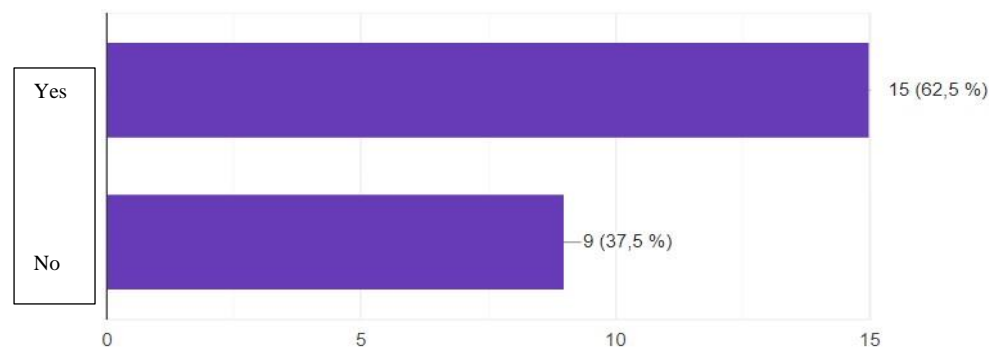


Fig. 4. The structure of teachers' answers to the question "Are you aware of research conducted in the field of oina?" (%)

To the question "Which of the two ways of learning (analytical and global) do you consider that would be successfully applied in the middle school cycle for more effective learning?" (Figure 5). The teachers' answers were the following: 4 (16,7%) consider the

analytical method efficient, 7 (29,2%) believe that the global one is the most appropriate, and a number of 13 (54,2 %) respondents say that applying both methods in training would lead to more effective learning.

Which of the two ways of learning (analytical and global) do you consider that would be successfully applied in the middle school cycle for more effective learning?

24 answers

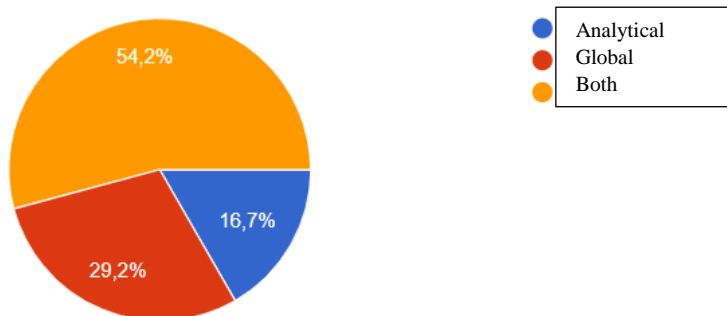


Fig. 5. The structure of teachers' answers to the question "Which of the two ways of learning (analytical and global) do you consider that would be successfully applied in the middle school cycle for more effective learning?" (%)

To the question, "What are the causes that lead to a limited practice of oina on a national level?" (Figure 1.6.), A number of 20 (80%) teachers believe that poor promotion is one of the causes, 14 (56%) lack of specialists

in the field, 13 (52%) disinterest on the part of the authorities, 13 (52%)) poor funding from the state and 11 (44%) consider a lack of teaching the game of oina at the faculties of physical education and sports.

What are the causes that lead to a limited practice of oina on a national level?

24 answers

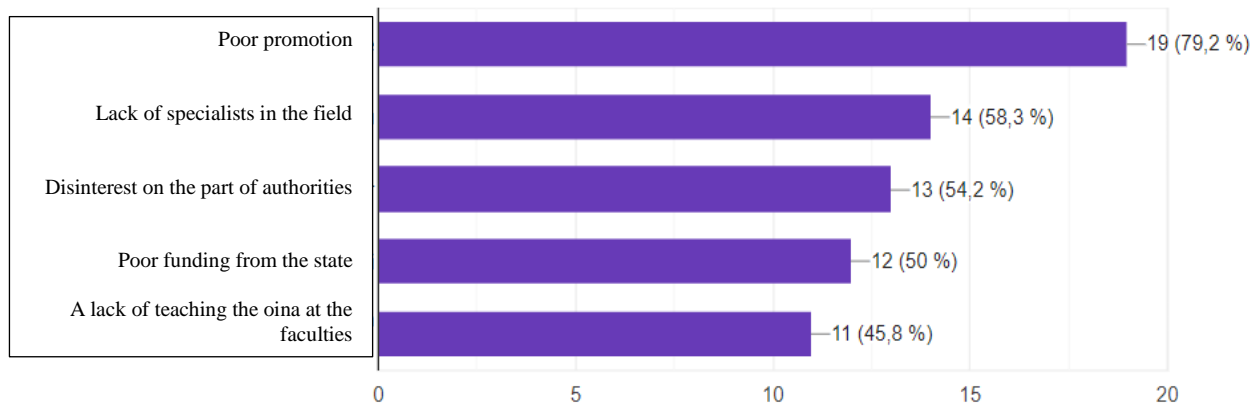


Fig. 6. The structure of teachers' answers to the question "What would be the causes that lead to a limited practice of oina on a national level?" (%)

To the question, "Do you apply your own training model to your team?" (Figure 7), 13 (54,2%) of the surveyed teachers state that in the team preparation they apply their own

training model, and 11 (45,8%) do not apply a training model but rather apply the empirical method which is based on your own experience.



Fig. 7. The structure of teachers' answers to the question "Do you apply your own training model to your team?"

To the question "What do you think are the factors that can influence students' choices to participate in extracurricular oina lessons" (Figure 8) 2 (8,3%) of those surveyed stated that school tradition is a factor in influencing

students' choices, colleagues influence in proportion of 4 (16,7%), 8 (33,3%) say that teachers and 10 (41,7%) believe that parents have a role in choosing options.

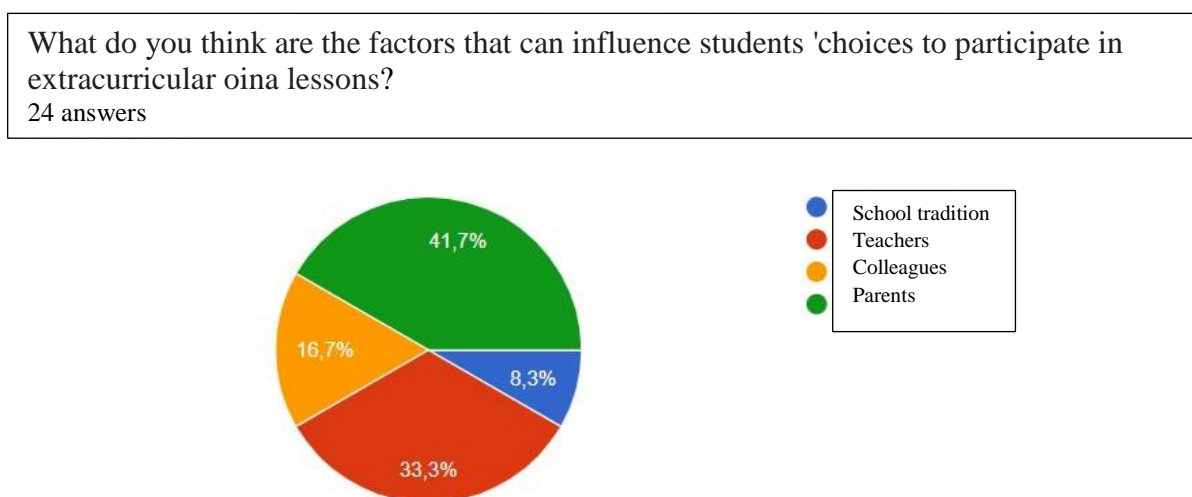


Fig. 8. The structure of teachers' answers to the question "What do you think are the factors that can influence students' choices to participate in extracurricular oina lessons?"

Teachers' options for the question "Do you use games to learn oina?" (Figure 9) Of those surveyed 16 (66,7%) answered in the

affirmative and a number of 8 (33,3%) say that they do not use games in learning the oina game.

Do you use games to learn oina?
24 answers

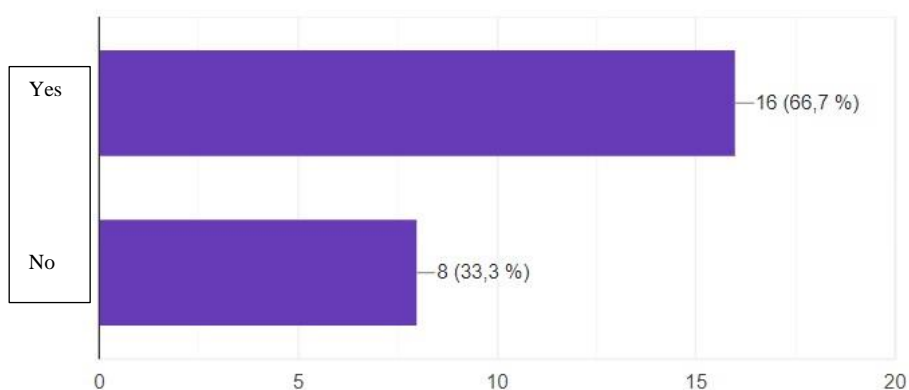


Fig. 9. The structure of teachers' answers to the question "Do you use games in learning oina?"

Regarding the question, "What importance do you attach to selection?" (Figure 10) Of those surveyed, 2 (8,3%) stated that they attach little importance to the

selection process, 9 (37,5%) attach great importance to the selection and 13 (54,2%) state that they attach very great importance to the selection process.

What importance do you attach to selection?
24 answers

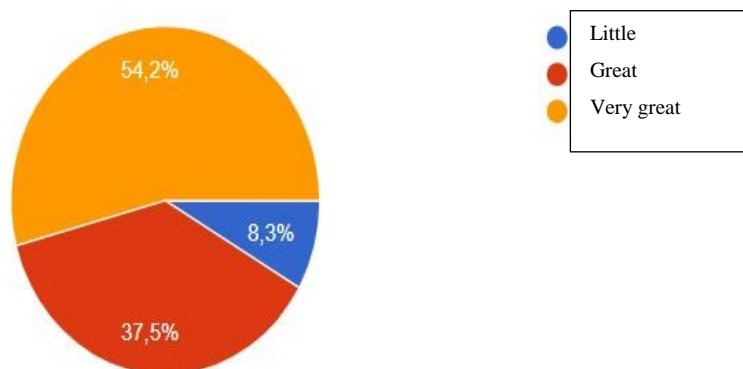


Fig. 10. The structure of the teachers' answers to the question "What importance do you give to the selection?"

The options of the interviewees to the question "How many trainings do you manage to perform weekly with the representative team of the school?" (Figure 11) There were the following: 6 (25%) say they

perform a weekly training, 11 (45,8%) say that the team trains twice a week, 5 (20,8%) meet three times a week, 2 (8,3%) train 4 times a week and none states that they perform 5 training sessions a week.

How many trainings do you manage to perform weekly with the representative team of the school?
24 answers

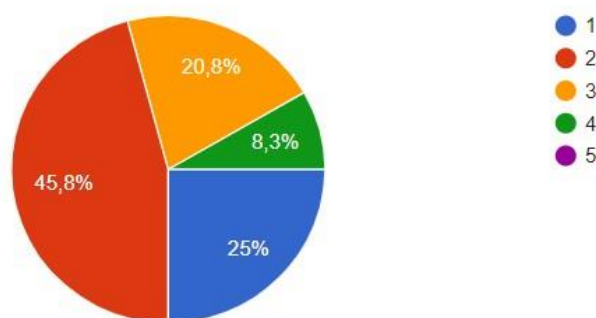


Fig. 11. The structure of the teachers' answers to the question "How many trainings do you manage to do weekly with the school's representative team?"

To the question "How do you appreciate the educational role of the oina game in extracurricular activities?" (Figure 12) 2 (8,3%) were of the opinion that the oina has a

small educational role, 5 (20,8%) say that the role is large and 17 (70,8%) say that the oina game has a very large educational role.

How do you appreciate the educational role of the oina game in extracurricular activities?
24 answers

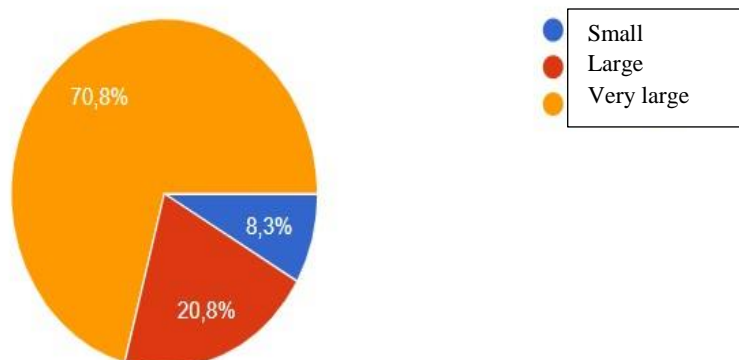


Fig. 12. The structure of teachers' answers to the question "How do you appreciate the educational role of oina game in extracurricular activities?"

The options of the respondents to the question "Do you feel the need to have a methodological guide or a training program at hand for the representative team in the gymnasium cycle?" (Figure 13) 3 (12,5%)

believe that they do not need a methodological guide and 21 (87,5%) consider such a guide necessary for the training of the representative team.

Do you feel the need to have a methodological guide or a training program at hand for the representative team in the gymnasium cycle?

24 answers

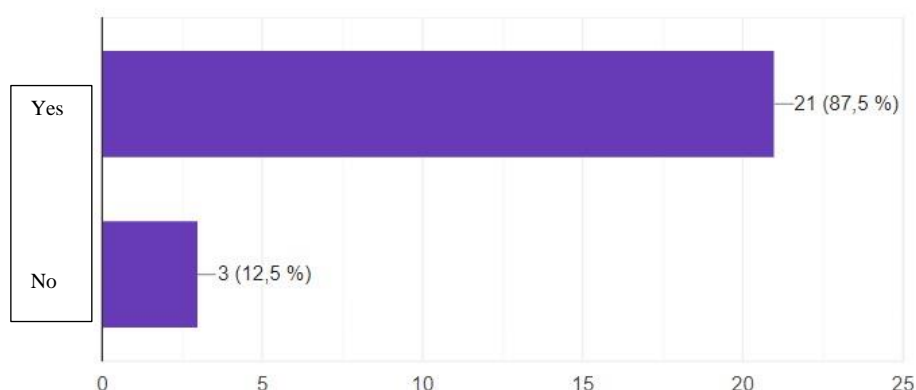


Fig. 13. The structure of teachers' answers to the question "Do you feel the need to have at hand a methodological guide or a training program for the representative team in the middle school cycle?"

As a **conclusion**, we state that the data recorded and interpreted from the application of the questionnaire on teachers who train representative oina teams at the gymnasium level can be to some extent both subjective and objective, in terms of training a representative team, they come in support of

our research, contributing to the elaboration of a modern working methodology in order to streamline the instructive-educational process during the training hours regarding the sports training of the representative school teams, identifying at the same time the main directions of oina game development.

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