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**SPORTS TRAINING OF THE OINA TEAM AT THE SECONDARY
SCHOOL LEVEL**

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CONCEPTUAL GUIDELINES OF RESEARCH

The actuality of the theme and the importance of the problem addressed

Physical education at the secondary school level gives students numerous opportunities. It represents the main motor activity, being accessible to everyone. Together with physical development, it contributes to the maintenance of health in ontogenesis, bringing a type of knowledge and understanding based on rules, raising awareness of its social value among students.

Oina is a sports game with a limited spread especially in rural localities and particularly around centers with tradition spread throughout the country.

Being a sport with a very wide spread in the last century, the interest slightly decreased as stated by several authors [4, 23, 30, 34, 36]. According to them, the causes were multiple, among them the appearance of other related sports - baseball, carelessness, lack of funding, etc.

Although since 1984 it has been stipulated that the game of oina has to be taught in rural schools, which would have led to the spread of the game, this did not happen. There have indeed been a number of schools where the game has "caught on", but it is still a small-area game today.

Although it is relatively more difficult to learn than other sports games due to its technical characteristics and does not give children the immediate satisfaction of a goal or a basket in the case of other sports games, oina once mastered gives deep experiences to both catchers when targeting and the attacking players when manage to escape without being hit in the path.

Several specialists in the field [3, 5, 13, 14, 16, 39] are of the opinion that at this age, that of juniors, in sports games and implicitly also in oina, technical training is very important in what looks at sports training as a basic factor. Optimal tools can be used for this purpose. These tools have been applied with very good results in all sports games [1, 2, 8, 29, 33], for learning and correcting possible mistakes.

Unlike other sports games, oina is less treated in the specialized literature. The vast majority of reference works cited in the bibliography were published before and in the "70s. They mainly deal with the history of the game, the role of oina in the beginnings of physical education in our country [32, p.9-224] and learning the oina using the analytical preponderance method. The works are addressed to the oina sports associations, addressing the content of sports training.

These studies and articles published in the 70s are a tribute to the analytical idea. The authors of the previously mentioned works are former players of some valuable oina teams.

The more recently published articles and studies try to crystallize their own methodology, oriented towards the modern, global way, but without denying the opportunity to use the analytical way in certain situations, moments or stages of the training process [23, 34, 35, 36].

From the study of the specialized literature, the idea emerges that the oina game has a small number of its own research and the learning methodology is based on studies and research done in

other sports games. The opinion of the people from Oina, unanimously accepted, is that at the present time, the specialized literature in the field is incomplete and in fact far ahead of the practical side of the problem.

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

The appearance in the physical education programs, along with the other sports games and the oina game as a sports game for boys and newer now for girls, the introduction of the game in the school competitions - the Gymnaziada-Olympiad of the gymnasiums for the secondary cycle and the National Olympiad of School Sports for the high school cycle determined efforts on the part of teachers to lay the foundations for learning [42].

Concerns were related to both the physical education lesson and the sports activity leading to participation in competitions. Research carried out over time [25, 29, 37, 41] has shown us that physical education has an essential contribution to solving some of the problems of education.

Physical education appeared and perfected in the practice of social life, as a result of the concerns and achievements aimed at the biomotor potentiation of young generations, in the deep sense for the current society, highlighted by its contribution to ensuring a functional balance between the components of the individual's personality, especially between the physical and psyche amplifying the role and updating the orientation and importance of its objectives.

The analysis of specialized literature data [9, 10, 24] allows to state that establishing the objectives of school physical education requires knowing the characteristics of this stage, the development perspectives and to ensure a consensus between the content of physical education and the requirements generated by this development. They are closely related to the ideal of physical education, derive from it and compose it.

The game of oina is characterized by dynamism and speed, being a happy combination of natural human movements, such as running, throwing and jumping, as basic, simple motor skills, and game-specific movements that are accessible and attractive at the same time.

The educational character of the game 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, the psychomotor skills are educated to a higher level, oina being one of the sports in which all these skills, speed, strength, resistance and training are found, develop psychic qualities such as courage, combativeness, discipline, the spirit of sacrifice, and for these reasons oina can be considered without reservations an important means of physical education.

Due to its educative and formative qualities, the oina is included in the physical education programs, starting with the 5th grade, as well as in the sports association activities, being one of the games included in the National School Sports Olympiad at the gymnasium and high school level.

As a sports discipline, oina in the last ten years has seen an obvious revival, it has had a special development, currently having competitions at all levels. Parallel to its development from a quantitative point of view, the oina has also evolved a lot from a qualitative point of view, the level of practice being very high. There is a sustained concern of specialists in the field for improvement. It is a reality that at this moment the oina is behind other sports disciplines in terms of research, game conception, training models, it is inspired by other sports.

From the point of view of the structure, the training in oina represents an extensive process of organizing contents on various components as well as size in close connection with the tasks imposed by increasing the individual performance possibilities of the oina. It is carried out with the help of didactic design, which represents a process carried out by the teacher/coach in the sense of anticipating and distributing the actions that contribute to the achievement of sports performance [34, 36].

The size of the yield within the instructive-educational process leads to a superior capitalization of the stable elements that make up the training of the oina game, referring to the physical, technical, tactical, theoretical and psychological possibilities of the athlete or the team.

In the field of performance, the metamorphosis of the player from the beginner level to the performer goes a long way and is based on an extensive learning process. The acquisition of "knowledge", "skills", "professional behavior skills" from oina, as well as the development of physical, sensory, biological and intellectual performances are the object of sports learning [35, 36].

Once selected for great performance, players are subjected to an extensive, long-lasting process in order to learn the technique and tactics specific to the game. This is where great changes of an electrochemical nature take place in the athlete's body.

Moral beliefs play a particularly important role because they are directly reflected in sports conduct, in the direction of reaching a maximum level of performance possibilities, through a superior motivation of the athlete.

For this, the oina player is required to meet the following requirements:

- To agree on the goal pursued in the training process and the established performance objectives;
- To engage in efforts at the level required by the training process from a physical and intellectual point of view;
- To be interested, open and cooperative, to show discipline in training sessions;

- To embrace essential values in performance sports such as: tenacity, fighting power, self-confidence, not to give up in the face of failures and difficulties they will face;
- To constantly want to improve oneself, to develop one's physical and intellectual capacities.

All new information that is transmitted by the coach to the athlete within the instructional-educational process contains a certain complexity, they have the role of transforming into knowledge, and in order to change it into long-lasting acquisitions, it is mandatory for the athletes to go through the following stages : perception, which represents the first stage in the acquisition of new knowledge and which is not achieved by chance but directed, understanding which represents the discovery of the essential, establishing the links between the stages of the execution of a technical procedure, the analysis which has the role of unraveling on a mental or practical level parts of a process and the synthesis that achieves on a mental or practical level the reunification of the parts into a unitary and coherent whole. In the process of sports training, analysis is a means of action and synthesis is a goal [34, 35, 36].

In order to develop performances, the athletes coordinated by the coach must meet the objectives of sports training. We will present here some general objectives of sports training:

- Multilateral physical development, which is the basis of sports training and general physical condition;
- Physical development specific to a sport, which develops the ability to execute the movements required for that sport with greater ease and precision;
- The technical factors that refer to the totality of the technical actions performed correctly;
- Tactical factors that include strategy aspects, in order to create and improve one's own strategy depending on the opponent;
- Psychological aspects that have the role of improving certain traits such as will, courage, perseverance;
- Team spirit, which in the oina game is an essential objective. Success can be given by the harmonization of physical, technical and strategic training by the coach;
- The health factors that play a determining role in the success of the performance, by achieving a balance between effort and recovery;
- Preventing injuries, by observing some measures for the protection and safety of the athlete;
- Theoretical knowledge regarding physiological, psychological, nutrition or recovery aspects.

The topic is current due to the fact that few materials have been published about the content and methodology of teaching the oina game in the classroom and in the representative team of the school and are not adapted to the particularities of age [34, 35].

In the conditions of the existence and in the future in the education plans at the gymnasium cycle of the sports association classes, the problem arises of developing a methodology regarding the content of the sports training of the representative team, the programming of this content and the conduct of activities during the training sessions of the sports association classes as well as in class.

The actuality of the theme is also related to the fact that by teaching the oina game, the tasks of school physical education can also be solved.

In this sense, some specialists in the field, and here we mention Cioacă et al. [7], Georgescu F. [18], Ghișoiu G., Muszi A. [19], Iacob I., Păcuraru A. [20], Mujicov N. et al. [26], Păcuraru A. ș.a. [28], highlight the advantages of sports games, and here we also include the oina game that is now also practiced by girls, not only by boys, contributes to the development of motor skills as well as sports performances. Following our research, we have concluded that the practice of the oina game positively influences health indicators, contributing to the formation of abilities and movement skills that can also be applied in other sports disciplines, stimulates the increase in the value indices of basic and specific motor qualities as well as the development of moral-volitional qualities comparable to the influence of other sports games that are taught in school.

Taking into account the aspects mentioned so far, we believe that the proposed theme is current and can be a possible theoretical support for teachers who are preparing a representative school oina team, or want to establish such a team, and not only for them in order to make it more efficient the results obtained in sports training by applying the model proposed in the research and the means presented.

The motivation for choosing the theme. Information from the field of physical education and sports training does not provide clear information on methodological approaches regarding the sports training of a representative team at the secondary school level, a model to be a starting point. Making a general analysis of the training of athletes from traditional centers in the field will allow us to characterize the directions we will aim for in the future.

According to our assessment regarding the preparation activity of the oina game at the secondary school and beyond, there is no system of requirements embodied in objectified ideal models and adequate methodical guidance regarding the actuation technology to fulfill the specific objectives of this level.

Through a correct phasing of the preparation, using effective means, having a correct dosage of practicing in various conditions, a training model can be created that will generate superior results in terms of practicing the oina game, as well as obtaining superior results in competitions.

The study of specialized literature highlighted the need to find directions regarding the sports training of a team in the secondary school cycle. In this sense Roată R. we state this quote: „ Finding and substantiating for this game the most appropriate integral training methods (global approach) which, in optimal combination with the methods and means of initial learning of skills (analytical approach), with the most appropriate methods of developing biomotor qualities and in accordance with the theory and practice of modern sports training, to help facilitate the initiation and acceleration of learning the game" [36, p.29].

The first step in practicing performance sports is secondary school, which is a subsystem of physical education and which addresses the young generation and where the child (student) acquires stronger skills in practicing movement.

In this sense, Șiclovan I. [40, p.7] it is said that those in the higher subsystems of mass sport are the mass base of performance and high-performance sport.

It is known that in the vast majority of cases those who train the representative teams of the schools do not do it according to a certain model, but according to the model they had as players, and here we are talking about few cases, and the achievement of "this requirement it is possible when the teacher has the necessary knowledge in the respective field", [12, p.7], but most of the time the teacher did not play oina and the training of the team is done empirically.

That is why in the sports training of the students in the representative team in the secondary school cycle, more attention is needed from the physical education teacher, in the sense that his tasks are more complex, starting from the selection, drawing up training programs by stages and periods, careful monitoring of the evolution of each individual regarding progress, effort capacity in order to avoid failure.

Therefore, we believe that the topic addressed is current and can provide useful information for all those who want to train a representative oina team in the secondary school and to achieve performance in the competitions they will participate in.

The purpose of the research resides in the elaboration and experimental argumentation of a sports training program at the level of the representative oina team in the secondary school cycle, by using appropriate methods and means to contribute to the effective increase of training and implicitly to the achievement of sports performances in competitions.

Research objectives:

1. Scientific documentation by studying the specialized literature aimed at developing the practice of oina game.
2. Enquiring the specialists in the field in order to argue the need to develop a sports training program at the secondary school level.

3. Establishing the structure and content (strategies) of the sports training program of the oina team at the secondary school level.

4. Experimental validation of the sports training program of the oina team at the secondary school level.

Research hypothesis. It was assumed that by the development of a sports training program and its application within the representative oina team at the secondary school cycle, this will contribute to increasing the level of physical and technical training of the team with the premise of obtaining high results in competitions.

The object of the research is the organization of the instructive educational process of the physical education lesson and the sports association hours by applying the specific means of the oina game that can contribute to the development of sports training at the gymnasium cycle.

Novelty and scientific originality resides from the fact of the realization of a sports training program, which involves improving the didactic content by introducing new means specific to the oina game, which was experimentally argued through its implementation in physical education lessons and sports association classes, and the effects were determined from the analyses of the training level of the subjects from a somatic, motor and game-specific point of view.

The important scientific problem solved in the research admits the idea that the specific means of the oina game applied in the research, by substantiating the sports training program elaborated by the author, contribute to the development of the motor and technical training of secondary school students. The means selected and which are specific to the oina game are planned to be put into practice within the physical education lessons and sports association classes, being a condition for reaching the proposed objective.

Theoretical significance consists in the argumentation of the set of procedures and means specific to the oina game, implemented in the common core and the one at the decision of the curriculum school, elaborated by the author and expressed by improving the level of training from a somato-functional point of view of motor skills and specific to this game. The results obtained in the research have a contribution to increase the body of knowledge necessary for specialists in the field of physical education and sports.

Applied value of research results demonstrates the conception of a methodological model of means specific to the game of oina that can be applied within physical education lessons and sports associations at the secondary school level, in order to make the instructional-educational process more efficient and to obtain superior results in school competitions.

Implementation of scientific results were put into practice in the didactic process with specific means of the oina game, which took place at the "Aurelian Stanciu" Secondary School Salcea, Suceava and "Mihai Eminescu" Dumbraveni Technological High School, Suceava , as well

as at various scientific conferences, being published in specialized journals from the country and abroad.

Research methodology. In order to carry out the research we proposed namely, the efficiency of the sports training of the oina team at the secondary school level, the following research methods were applied, grouped as follows:

Documentation methods in which we used the method of studying the history of the game and the specialized literature, used to know the experience of the ancestors in the field of oina, the method of discussions with specialists in order to know the experience and current trends in the field; Proper survey methods where the pedagogical experiment method was applied, naturally expressed, ascertaining, checking, done during a school year, in which the natural conditions of the activity are preserved, the method of pedagogical observation, for knowing the reality by collecting concrete data that will be analyzed and somatometry, which we used in the initial and final somatic determinations of the students;

The methods of data processing and interpretation through the method of recording and statistical-mathematical processing of the data obtained through the experiment, data that were recorded and processed using the statistical tool, the graphic and tabular method. The somatic data and those related to the level of general physical training and specific training were processed and interpreted by combining the statistical-mathematical method with the graphic one.

CONTENT OF THE THESIS

THEORETICAL - SCIENTIFIC FUNDAMENTALS OF SPORTS TRAINING IN THE DISCIPLINE OF PHYSICAL EDUCATION IN SECONDARY SCHOOL CYCLE

(basic content of chapter 1)

Studying history from its beginnings, we have come to the conclusion that humanity owes a lot to physical effort. To walk, to run, to jump, to throw, represent so many primary stages of the transformation of humanity, and the assimilation of other movements as primary means of habit has led to the daily evolution of human.

Physical movement has always accompanied the intellect. The repeated gestures led to a ritual, to the domesticity of utilitarian dynamics. This is how hunting and fishing appeared, activities that ensured the survival of primitive man and which today are considered sports practices. From this point of view, it would seem that pure physical exercise occupied an important place in the lives of primitive people compared to civilized peoples, since their existence was much closer to the natural state.

In this context, Stanislav M. says that “in the primitive era, towards its end, physical exercises were practiced to improve the process of procuring goods necessary for human existence.

Since there were no social classes, the physical exercises of this period were practiced under conditions of equality" [38, p.14].

Along with the development of society, these movements that ensured survival evolved, materializing in what we call today physical education and sport, which has become a science. Cârstea G. is of the opinion that "the scientific foundation in physical education and sports was achieved in stages" [6, p.5].

Physical education and performance sports, together with the other fundamental motor activities in the field, in close connection, are constant concerns for all the factors responsible for educating society in terms of health and bio-psycho-motor skills.

Some specialists in the field have defined physical education as "a physical training-development activity necessary to ensure human health, respectively the state of equilibrium and functioning of the body [11, p.45-53]", "an activity that systematically capitalizes on the whole the forms of practicing physical exercises in order to increase mainly the biological potential of man in accordance with social requirements [6, p.10], component of general education, which through its process of development of the human personality prepares the individual for life in view solving the tasks imposed on us in our daily activity" [27, p.79], but Prodea C. [31, p.29] is of the opinion that physical education is "a component of general education, integrated, alongside intellectual education , moral education, aesthetic education and technical-professional education. Between all these components there is - logically - interdependence, mutual relations, they form a whole, a system. Physical education can extraordinarily influence the intellectual sphere of the human personality, but also the other spheres (especially moral and aesthetic)". The same author also states that the main meaning of the relationship within the mentioned components is from physical education to the others and not vice versa.

Physical education and sports in the current conception represent appropriate forms, perfectly adapted to the needs of life, ensuring the harmonious development of the body, strengthening health, developing biomotor and mental qualities, as well as the formation of a wide range of motor skills useful for life in the natural environment of tempering and strengthening the young generation and not only, in direct contact with the genetic side of the personality.

Examining the current concepts of physical education, the specialized literature, the regulatory documents of the instructive-educational process, we can affirm that in the current conception, physical education represents an expression that conforms to the needs of society, managing through it to ensure a harmonious development of the individual, helping to strengthen health and the development of biopsychomotor qualities, exerting a positive action on the student's personality.

These aspects represent a bridge to sports performance, in the sense of the natural transition for those who are talented and eager to perform in sports to a more complex instructive-educational process, specific to the game of oina, from teaching the game in the classroom to the representative team of the school.

Modern oina is closely related to Spiru Haret, the minister of education and one of the reformers of the Romanian school who introduced oina as a discipline in the school curriculum in 1898. He stated that, "oina can bring new life to the Romanian school, being a admirable means of physical education, the true type of Romanian sports game" [17, p.3].

The game of oina is characterized by dynamism and speed, being a happy combination of natural human movements such as running, throwing and jumping, as basic, simple motor skills, and game-specific movements that are accessible and attractive at the same time. The educational character of the game 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, the psychomotor skills are educated at a higher level, oina being one of the sports in which all these skills, speed, strength, resistance and ability are found, developing mental qualities such as courage, combativeness, discipline, the spirit of sacrifice, and for these reasons oina can be considered without reservations an important means of physical education. Due to its educative and formative qualities, oina is included in the physical education programs, starting with the 5th grade, as well as in the sports association activities, being one of the games included in the National Sports School Olympiad at the secondary and high school level.

As a scientific discipline, the game is still in its infancy, with efforts to create its own identity regarding all aspects of the game.

The teaching of the oina game in school is achieved according to the programs developed and approved by the Ministry of Education and National Research, which must be respected and fully implemented, but the last program from 2017 is for reference.

In the post-war period, the oina was not included in the school study, but starting from 1984, the game was reintroduced in the school for its special qualities. The reintroduction of the oina game was done through physical education and sports programs for middle and high school education since 1984.

Regarding the instructive-educational objectives for teaching games, the curriculum shows aspects structured by years of study and where the following are specified for the oina game:

1st year of study: holding and protecting the oina ball with one hand and with two hands, catching the oina ball off the place, jumping, walking and running, throwing the oina ball for hitting with the bat, for passing and for "targeting", passing the ball above the shoulder, above the head, serving the ball while standing with the torso slightly bent forward, hitting the ball with the bat,

targeting the opponent when he is in the square or triangle while standing or running, running through the color, blocking (stopping the ball), individual defense, entering the game, positioning, knowledge of the rules of the game.

In the 2nd year of study, the following elements are introduced: passing the oina ball above the shoulder, above the head, from the elbow joint, serving the oina ball standing with the torso slightly bent forward, standing with bent knees (squatting), game actions in the field: catching and passing the ball in the triangle and square "targeting" the opponent.

In the 3rd year of study, in addition to the elements present in the previous years, we encounter: passing the ball above the shoulder, above the head, from the elbow joint, swinging, caught in the middle, targeting the opponent when he is in the square, triangle, caught in the middle off the place or on the run, running and stopping through the corridor, integration of technical-tactical actions in the bilateral game, knowledge about refereeing, organization and management of the oina game [43].

If we are to look back at the previous programs and the present one, we can say that they must be viewed as a block, because at least in terms of the oina game they complement each other.

From the point of view of content, it is identical, only the concept of presentation differs. If the programs from 1984, 2003 and 2017 present these contents linearly, the program from 1989 [43, p.29] presents a more detailed form as follows:

The numbers 1-3-5 signify the weight that must be given in the process of practicing the respective element, the number 5 indicating the greatest importance.

We make it clear that for the first year of study, i.e. the sixth grade, the contents are at the acquisition stage and that is why the weight is not specified.

Table 1.1. The content and weight of the technical-tactical processes in the oina game

No. crt.	The content	Class distribution	
		VII	VIII
	Learning and strengthening the following technical-tactical procedures:		
1	holding and protecting the ball	5	-
2	catching and passing the ball in the triangle and square	5	3
3	targeting the opponent	3	5
4	serving and hitting the ball	3	1
5	running through the corridor	-	5
6	blocking (stopping the balls)	-	5
7	individual and collective defense	3	5
8	entering the game	5	3
9	place in the field and the tasks of each player	3	5
10	bilateral game	3	5

Regarding the methodological directions that are provided in the school programs to which we have referred, we believe that the most complete in this aspect is the one from 1984 [44, p.5-58].

A clear and logical formulation of competences as well as content elements can be seen in this curriculum. This program provides methodological suggestions that include didactic strategies, the evaluation system, as well as the description of well-structured control tests, by learning levels.

According to the program, the sports ensemble is organized with a number of 15-20 students from the secondary school (high school-professional), of similar age, by sports branches, separated by gender, regardless of the year of study of that cycle [45, p.5-8].

The activity takes place outside of school classes and aims to train a number of students to practice organized sports, as well as to form teams to participate in school sports competitions.

Developing the purpose for which the sports club is organized, We came to the conclusion that the instructive-educational objectives of these classes are: 1. Following to a higher level in terms of physical as well as technical-tactical aspects of the elements learned in the lessons; 2. Following the stimulation of physical development and physical training specific to the sports game; 3. Bilateral practice of the sports game within the regulatory framework.

Considering all these details, we organized an oina association in school. As part of the activity in the sports association, we try to continue at a higher level what we do during physical education lessons, for the initiation into the oina game and for its learning.

THE FEATURES OF ORGANIZING THE TEACHING PROCESS BASED ON THE CHARACTERISTICS OF SPORTS TRAINING IN THE OINA GAME AT HIGH SCHOOL CYCLE

(basic content of chapter 2)

In order to be able to appreciate the level of sports training in the oina game of secondary school pupils we wanted to carry out a comparative study of two secondary schools where the game of oina is practiced.

Thus, the research was carried out within "The oina game" sports association and physical education classes within "Aurelian Stanciu" secondary school, Salcea, Suceava, the school that was constituted as an experimental group and "Mihai Eminescu Dumbraveni" Technological High School, Suceava, during the training of the representative team out of program hours, this being the group for a year.

For the scientific, experimental approach, a sample of 14 subjects was chosen for each school (n=28), aged between 13 and 14 years (boys), at the beginning of the experiment.

The subjects were the result of a prior selection, they were part of the representative team of the origin schools, the sample consisting of the pupils from each individual school.

During the entire period of the experiment with the pupils from the experimental group, the training was carried out according to the experimental program developed by us. The traditional school curriculum was applied to the control group.

Our concern with this experiment is the result of a need to find optimal solutions to fulfil the provisions of the school curriculum. In order to elucidate multiple aspects of opportunity in the game of oina, but especially planning, the methodology of faster learning at this age, a theoretical as well as practical substantiation is required based on studies and an age-appropriate experiment.

The research started in 2017-2018 school year, being the first stage, during which we achieved scientific documentation by studying the specialized literature, which aims to develop the practice of the oina game in particular, school documents and here we refer to the school curriculum, the education plan, the school programs and the analysis of the methods and means used in physical education lessons and sports associations, as well as discussions with specialists in the field.

The second stage took place during the 2018-2019 school year, where the continuation of scientific documentation was taken into account, establishing the research methods, carrying out a sociological survey among the oina game specialists regarding the development directions of the game in order to obtain a feed-back regarding the effectiveness of this research among secondary school students. A number of 24 teachers from the country who train oina team were questioned. Also at this stage, we carried out an ascertaining study on secondary school students in order to observe the level of development and physical training, as well as the development of the pedagogical model for the application of sports training.

The third stage took place during 2019-2020 school year, where the experiment regarding the topic of the doctoral thesis was carried out. In this sense, we created a training program for the experimental group, at the same time conducting an ascertaining study on the subjects by applying some tests on the somatic and motor level as well as tests specific to the game of oina, making an analysis by comparing the data obtained for the two groups, control and experiment, finally formulating the conclusions that emerge from the research as well as some recommendations.

We carried out a survey on these aspects in order to determine the place, importance and problems faced by physical education teachers in the sports training of the representative team in the secondary school cycle.

The activities carried out as part of the investigation targeted a number of 24 physical education teachers who teach at the secondary school and train a representative team for oina in schools where they work, carried out in 2018-2019 school year.

The questionnaire includes 13 questions. This aimed to find out the opinions of the teaching staff regarding the development directions of the oina game and to find out the difficulties they face

in training the representative team at the gymnasium level. The answers given by the teachers participating in the survey were processed statistically, recorded in tables and presented in graphic form with an analysis and an interpretation for each question.

The questionnaire was created with the help of the program [www.docs.google.com] and the teachers received the questionnaire and answered it with the help of electronic mail.

The conclusions drawn following the application of the questionnaire were that this research is very useful, a fact that leads to the idea that it is indicated to continue the research in the oina game, it being one of the viable directions of this sport, by creating guides according to the answers of 87.5% of respondents.

Regarding the directions for the development of the game, the participants believe that the development of a sports training program and its application in the training of representative school teams is necessary and useful at the same time. It would be advisable for the proposed training model to include aspects related to the selection of future oina players, and in the instructional-educational process to use both the analytical and the global way to learn the game. It is also believed that using games as learning methods would be effective.

Other development directions would be the greater promotion of the game, in proportion to 87.5%, the role of the school as an initiation environment, 54.2% and the involvement of the authorities in proportion to 45.8%.

As impediments, the first three found were the poor promotion of the game, 79.2% of the respondents, the lack of specialists, 58.3% and disinterest of the authorities in proportion to 54.2%.

THE ARGUMENTATION OF APPLYING THE MEANS SPECIFIC TO THE OINA GAME IN THE FRAMEWORK OF THE INSTRUCTIONAL-EDUCATIONAL PROCESS CONCERNING THE SPORTS TRAINING OF THE REPRESENTATIVE TEAM IN THE SECONDARY SCHOOL CYCLE

(basic content of chapter 3)

In order to highlight the impact on the dynamics of the sports training of a representative team from the secondary school in oina game within the pedagogical experiment carried out in our approach was the examination of the working hypothesis advanced, namely that the design of a sports training program at the secondary school in the game of oina and its application in physical education classes as well as in sports associations within schools can contribute to the development of the oina game.

Another aspect pursued was that of the scientific research object, which is the organization of the educational instructional process of the physical education lesson and sports association

classes, where by applying the specific means of the oina game can effectively contribute to the development of sports training at the gymnasium cycle.

The experiment was carried out on two representative oina teams from the secondary school cycle, namely the team of the "Aurelian Stanciu" Salcea High School, Suceava as the experimental group and the team of the "Mihai Eminescu" Dumbraveni Technological High School, Suceava as the control group.

Within the representative team of the "Aurelian Stanciu" Secondary School, Salcea a customized program was applied that contained a set of specific means for the oina game, for learning and strengthening the technical elements of the oina.

In the control group, the team "Mihai Eminescu" Technological High School, Dumbraveni with a training level is close to that of the team from Salcea, the ascertainment made after the initial tests, but also the participation of the two teams in the school competitions, the training program was carried out according to the school curriculum specific to the training level.

The experiment took place during 2019-2020 school year and the students included in the research completed several control tests. 28 students participated in the testing, 14 in the experimental group and 14 in the control group.

The objective of the tests was to determine and highlight the evolution from a somato-functional, motor and game-specific point of view.

Testing a number of 14 subjects in each group was motivated by the number of players in oina team, namely 11 key players and 3 reserves.

The tests were carried out in two stages, the first stage in September 2019 as initial testing, and the second stage, the final testing in August 2020, tests which were applied to both groups, experiment and control. The results of the tests were centralized in tables and were statistically processed and compared with each other.

Between September-November 2019 and June-August 2020, lessons were held within physical education classes as well as out of them at sports association classes, lessons aimed at learning and consolidating the technical elements and basic tactical actions of the oina game , which were applied in the bilateral games for better efficiency, the games having topics depending on the objective pursued.

Within the unit of learning and strengthening the game, the most effective means of training were introduced, aimed at developing all the motor capacities available to the students at the time of the research. The learning unit had in its composition adequate and varied means for training physical condition, preparation from a technical and tactical point of view, but also moments of psychological and theoretical training.

The data resulting from the research were subjected to statistical processing and a comparative analysis following it was found that the results obtained by the research participants were progressive in most cases compared between the two tests, initial and final with a different growth rate from one sample to another, from one group to another. As can be seen in the experimental group, the values were higher compared to the control group in all applied tests.

The somato-functional features of secondary school pupils, at the age we are referring to, have certain characteristics given by the transformation processes to which the body is subjected, processes that are manifested by the enlargement of organs, body segments, weight and volumes. This process is based on cell multiplication and is expressed by quantitative values. These processes are present simultaneously in children, but they do not proceed uniformly.

The analysis of somatic indices is an important element in our research. From selection point of view in oina game, the somatic aspect is one of the criteria, due to the importance of the individual profile of the participant.

It should be noted that a classification from the constitution point of view favorably leads to a more accentuated knowledge of the organism and the potential for each individual. In the interpretation of the data resulting from the study, it must be taken into account that each organism is special.

The evaluation of the level of physical development of the subjects in the two groups subjected to research, namely the experimental group and the control group, considered the measurement of the following somatic indices: waist (body height), weight (body mass), palm length and wingspan.

The resulting data were recorded, analyzed and compared, being presented in Table 3.1, but also graphically.

Table 3.1. Statistical indices for the physical development tests of the athletes from control and experimental groups, representative teams (n=14)

No. crt.	Somatic indices	Groups and statistical ind.	Statistical indices			
			Ti X±m	Tf X±m	t	P
1,	Waist	EG	158.14±1.51	162±1.47	1,75	<0,01
		CG	157.85±1.12	160.78±1.03	1,84	<0,01
		t	0,14	0,64	-	-
		P	>0,05	>0,05	-	-
2,	Weight	EG	47.71±1.48	51.5±1.44	1,75	<0,01
		CG	46.21±1.21	50.07±1.95	1,37	>0,05
		t	0,60	0,56	-	-
		P	>0,05	>0,05	-	-
3.	Palm length	CG	16.71±0.20	17.33±0.22	1,97	<0,01
		CG	16.22±0.20	16.88±0.20	2,21	<0,01
		t	1,65	1,41	-	-
		P	>0,05	>0,05	-	-

4.	Wingspan	EG	159.42±1.41	164.92±1.52	2,55	<0,01
		CG	159±1.25	163.85±1.13	2,76	<0,01
		t	0,21	0,54	-	-
		P	>0,05	>0,05	-	-
5.	IMC	EG	19.03±0.42	18.57±0.58	0,98	>0,05
		CG	19.56±0.34	20.09±0.81	1,60	>0,05
		t	0,77	0,59	-	-
		P	>0,05	>0,05	-	-

Note: EG – Experimental group n=14; CG – Control group, n=14

P – 0,05; 0,01 0,001
f=13 t=1,705 2,478 3,434
f=26 t=2,055 2,778 3,706

Making a comparison between the results obtained in the initial tests with those obtained at the end of the experiment, it was observed that both groups have the same degree of homogenization, except for the measurements made on the body weight parameter.

Thus, from a statistical point of view, the Table 3.1, in the tests between groups at the beginning and end of the pedagogical approach, the value of the significance threshold P does not represent significant values for any measured parameter ($P > 0.05$). On the other hand, when comparing the values within the groups, the value of the significance threshold P is ($P < 0.01$) which represents a significant difference between the initial and final testing, the only exception being body weight in the experimental group where there are no significant differences between the tests ($P > 0.05$).

In our pedagogical approach, the tests regarding the assessment of the physical level of both the experimental and control groups are included in the Evaluation and Examination System for the discipline of physical education and sport in Romania.

The arithmetic mean obtained after conducting the experiment was higher in the experimental group. If at the initial testing the differences were small, they increased at the final testing due to the implementation of the pedagogical model and the training program applied to the experimental group.

Therefore, analyzing from a statistical point of view the results recorded in the 5 physical tests, we can conclude that the subjects from the experimental group recorded a progress with a high significant value, at the same time in the subjects of the control group the progress recorded did not have a significant value.

It was observed that in the initial tests between the two groups the values were relatively equal with insignificant t variable values, which shows that at the beginning of the study the level of physical development was relatively similar.

Table 3.2. The statistical indices for the physical development tests of the athletes, control and experimental groups representative teams

No. crt.	Motor testing	Groups and Statistical ind.	Statistical indices			
			Ti X±m	Tf X±m	t	P
1.	Standing long jump	EG	182.35±1.47	195.42±1.89	5,24	<0,001
		CG	178.85±2.91	182.21±2.80	0,65	>0,05
		t	1,03	3,76	-	-
		P	>0,05	<0,001	-	-
2.	50 meter speed running	EG	8.03±0.15	7.56±0.11	2.45	<0,01
		CG	8.22±0.07	8.08±0.08	1.29	>0,05
		t	1.07	3.83	-	-
		P	>0,05	<0,001	-	-
3.	Throwing oina ball	EG	37.71±1.53	42.12±1.50	1.97	<0,01
		CG	34.51±1.14	35.32±1.12	0.48	>0,05
		t	1.60	3.48	-	-
		P	>0,05	<0,01	-	-
4.	Endurance running	EG	4.24±0.06	4.03±0.08	1.89	<0,01
		CG	4.29±0.06	4.27±0.06	0.29	>0,05
		t	0.59	2.15	-	-
		P	>0,05	<0,01	-	-
5.	Raising the torso from dorsal lying position	EG	21.07±0.48	25±0.46	5.62	<0,001
		CG	20.85±0.38	21.78±0.40	1.59	>0,05
		t	0.33	5.02	-	-
		P	>0,05	<0,001	-	-

Note: EG – Experimental group n=14; CG – Control group, n=14

P – 0,05; 0,01 0,001

f=13 t=1,705 2,478 3,434

f=26 t=2,055 2,778 3,706

The final tests showed major differences in the subjects of the experimental group, and the progress made is of great significance. It is observed that in all the 5 physical tests that were applied in this study, the experimental group achieved significant progress, while in the control group the differences found do not have a significant value.

Since at the level of the Romanian Federation of oina there is no standard to compare the recorded results, we made a comparison within specialized literature [15, 21, 22], and where we found that the results obtained by us exceeded the standard in four tests, and in a benchmark, the values are approximately equal, the difference being 0.08 sec. in the case of speed running.

Following the results obtained, it can be stated that our proposed pedagogical approach and the means used in the training of the pupils were effective and positively influenced the training and improvement of motor skills, achieving a superior development of the motor qualities essential to the practice of the oina game.

Due to the ever-increasing dynamism of the oina game, the different body positions, the handling of the ball has acquired great complexity and diversity. That is why the technique requires a certain finesse in which it must receive the speed and precision with which the ball is carried, to correspond to the varied situations of the game.

Achieving performance in the oina game is performed when the technical training (along with other training factors) of the players has reached a higher level that allows them to know and be able to execute all technical procedures with great speed, precision and safety.

The technique of the oina game includes the following elements: holding and protecting the ball, catching the ball, passing the ball, hitting (targeting the opponent), serving the ball for beat, hitting the ball with the bat, stopping the ball, running through the corridor, stopping the player and defending.

In support of the previously stated, we have proposed a set of tests specific to the oina game for the appreciation of the procedures specific to the oina game and to meet the needs encountered in the sports training of a representative team.

Thus, in our pedagogical approach, we applied a series of tests to the subjects of the two groups during the 2019-2020 school year, and their purpose was to determine and highlight the course of the subjects included in the research.

Throughout this period, the experimental group benefited from outdoor activities and the application in activities the means specific to the oina game.

The analysis of the results led to conclusions that showed either progress or regression as appropriate following centralization, processing and statistical comparison between the two groups, and the proposed tests specific to the oina game were as follows:

Side running for 12 meters in the defender's position (sec.), which is a widely used choice in the oina game, the distance is the equivalent of the square length in the oina field for children (juniors III). Testing was performed after several learning reps. The run was performed with a standing start, timed on the move. A single attempt is performed and the result recorded in seconds and tenths of a second.

The 50-meter sprint with a 360⁰ turn to the defender's position in the second square (sec.), the distance of 50 meters is the equivalent of the children's court length between the start line and the escape line.

Running is performed with a standing start, with movement timing. Two attempts are performed with a minimum of 10 minutes between runs and the best is recorded. Results are recorded in seconds and tenths of a second.

Throwing the oina ball at a fixed target (n.r.) which represents passing the ball to the team mate, in the case of passing, as well as to the sit-in opponent in targeting case.

The target is represented by a circle with a diameter of 70 centimetres hanging at a height of 1.5 meters. Throwing is done from the distance of 10 meters.

The time taken for the 10 throws is 30 seconds. The number of throws at the target (circle) is recorded.

Throwing the ball at the moving target (n.r.) which it means targeting the moving opponent i.e. stopping in most cases. The targeting is represented by a circle with a diameter of 70 centimeters tumbled on the ground by two students at a distance of 10 meters between them.

Table 3.3. The statistical indices for the tests specific to the oina game of the athletes control and experimental groups' representative teams

No. crt.	Specific testing	Groups and Statistical indices	Statistical indices			
			Ti X±m	Tf X±m	t	P
1.	12 meters side running	EG	3.62±0.05	3.25±0.05	4.57	<0,001
		CG	3.75±0.06	3.59±0.06	1.59	>0,05
		t	1.40	3.84	-	-
		P	>0,05	<0,001	-	-
2.	The 50-meter sprint with a 360° turn to the defender's position	EG	11.5±0.09	10.75±0.10	5.15	<0,001
		CG	11.62±0.46	11.4±0.18	0.87	>0,05
		t	0.62	2.96	-	-
		P	>0,05	<0,01	-	-
3.	Throwing the oina ball at a fixed target	EG	5.35±0.25	7.28±0.40	3.83	<0,001
		CG	5±0.28	5.78±0.35	1.66	>0,05
		t	0.89	2.67	-	-
		P	>0,05	<0,01	-	-
4.	Throwing the ball at the moving target	EG	3.78±0.79	6.42±0.33	5.65	<0,001
		CG	3.92±0.84	4.42±0.23	1.42	>0,05
		t	0.41	4.22	-	-
		P	>0,05	<0,001	-	-
5.	Passing the ball in two	EG	27.14±0.78	32.14±0.83	4.18	<0,001
		CG	28.71±0.46	29.85±0.62	1.41	>0,05
		t	1.65	2.11	-	-
		P	>0,05	<0,01	-	-
6.	Hitting the ball with the bat	EG	4.42±0.87	8±0.39	7.48	<0,001
		CG	3.92±0.84	4.57±0.31	1.57	>0,05
		t	1.42	6.57	-	-
		P	>0,05	<0,001	-	-

Note: EG – Experimental group n=14; CG – Control group, n=14

P – 0,05; 0,01 0,001

f=13 t=1,705 2,478 3,434

f=26 t=2,055 2,778 3,706

The circle must pass within 8 meters of the student making the target throw. A number of 10 balls are thrown without a time limit. The number of throws through the circle is recorded.

Passing the ball in two (n.r.) being the essential technical element for the oina game, without which the game cannot be possible.

The distance between the 2 (two) partners is 12.5 meters, i.e. the distance between two circles for the junior III (children) playing field. The time allowed for passing is 1 minute. The number of passes is recorded.

Hitting the ball with the bat (n.r.) representing the process that can bring valuable points to the team when they are at bat, according to the current rules, but also has tactical implications in the game. 10 beats are performed in unlimited time. The service is performed by the same person for consistency.

After applying the six tests specific to the oina game and analyzing the results, it is noted that the subjects of the experimental group made a great progress, in all six tests applied, with the significance threshold index $P < 0.001$ and $P < 0.01$.

The subjects of the control group in all events showed a minimal progress, and from a statistical point of view the differences between the two tests were with insignificant values, having the significance threshold index $P > 0.05$.

Unfortunately, these data obtained by us in this pedagogical approach cannot be compared with some held by the Romanian Oina Federation, but it can be a starting point, a benchmark for the future.

Finally, it can be concluded that the means and methods used in the training program of the subjects included in the research to practice the oina game (experimental group) had a high contribution to obtaining superior results.

Thus, they showed their efficiency in acquiring and consolidating the technical elements, specific to the oina game, such as catching and passing, targeting, hitting the ball with the bat, serving the ball, defending in the square and triangle, blocking the balls, movement in the field, executed varied on the spot and on the move depending on the specificity of each element.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The analysis of the research of the theoretical-scientific and specialized literature regarding the particularities related to the organization and development of the sports training of a representative oina team at the secondary school cycle is a complex one due to the factors that make it up. The directions of sports training are related and conditioned to each other (education, training, physical development) in the sense that they are solved simultaneously and are not different stages of a successive work. They are realized in practice through general and special physical training, through tactical, technical, moral-volitional and theoretical training of the oina player.

2. Physical education and sports in the current conception represent appropriate forms, perfectly adapted to the needs of life, ensuring the harmonious development of the body, strengthening health, developing biomotor and mental qualities, as well as the formation of a wide range of motor skills useful for life in the natural environment of tempering and strengthening of the young generation and not only, in direct contact with the genetic side of the personality.

3. The application of the sociological questionnaire helped us to find out certain aspects concerning the game of oina. The surveyed teachers considered 100% that such research is useful, managing with their help to identify the main development directions of the game, namely greater promotion, attracting new practitioners as well as adequate funding. 70% of those interviewed expressed that the team has a very important educational role for the students, and 87% considered that a guide or training program is needed for the representative team.

4. The indicators tested in our pedagogical approach (anthropometric, physical and specific) registered substantial increases, being clearly superior for the subjects of the experimental group.

In the statistical analysis of all indices in all 16 tests applied to the subjects, 5 for the assessment of the somatic level, 5 for the physical level and 6 for finding out the level of development specific to the oina game, it was found that when comparing the data from the initial tests within the groups but also in out of their values were insignificant where the values were below the thresholds t critical 2.055 out of, respectively 1.705 inside and where $P > 0.05$, and after applying the training program to the experimental group, from a statistical point of view the progress should be recorded at the end only at the experimental group, both inside and outside, with significance level values of $P < 0.01$ and $P < 0.001$, and in the control group the values should be insignificant due to $P > 0.05$.

5. The events specific to the oina game applied to the subjects in the two tests, the initial and the final, led to the acquisition and subsequent consolidation of the specific technical elements. In parallel with the technical procedures, tactical procedures were also learned, which allowed a better application in the bilateral made games, also accumulating a computer baggage specific to the

training age. Thus, the recorded values showed a progress in both groups in the experiment following the comparison of the values, but the significant progress was achieved from a statistical point of view only in the experiment group due to the significance level values of $P < 0.01$ and $P < 0.001$, the critical t values being above the standard values of 2.055 and 1.705, and in the control group $P > 0.05$, with t below the standard values of 2.055, respectively 1.705.

6. The means used in our pedagogical approach specific to the oina game as well as those for learning and consolidating specific skills and developing the motor qualities applied in the experiment have proven their effectiveness, contributing to a significant progress in the subjects of the experimental group, compared to those in the control group confirmed by the values of the variable t , where t at $P < 0.01$ and $P < 0.001$.

7. The results obtained as a result of the conducted experiment confirmed the hypothesis launched, namely that the results obtained following the implementation of a sports training program in the experimental group will contribute to increasing the level of physical and technical training in the representative oina team at the secondary school .

We can affirm the fact that the proposed training model, as well as the application within it of suitable means and methods, led to superior results and at the same time a high motor and functional density was found.

8. Teaching the oina game positively influences health indicators, stimulates to some extent somatic growth, favourably influences the students' motor ability. In this sense, the oina game can stand alongside the other games that are taught in school in solving the tasks and objectives of school physical education.

1. In order to achieve an effective sports training at the level of the representative oina team at the secondary school level, it is recommended to use the analytical method in the instructional-educational process and the global method will be applied in the bilateral games.

2. In the training process, the application of training principles in physical education will be considered and one will be that of accessibility, where the methodology used will take into account the need to know the subjects and motor actions will be continuously and progressively increased in complexity, combined with the specific and non-specific means of the oina game.

3. Application of the experimental training model on representative teams at the secondary school level in order to obtain performances in accordance with the requirements of the specialized federation.

4. In the instructional-educational process, the activities must be carried out taking into account the biophysical and technical level of the students, as well as a rationalization of the training factors in the sports training of the representative teams. At the same time, in order to obtain an increased motor density, the forms of exercise will be in close groups in terms of physical and technical training level.

5. In order to obtain superior results of a representative oina team at the secondary school cycle, we recommend teaching the oina game to be done in parallel both in physical education classes and in the sports association within the school.

6. We recommend that for the cold season, where there are no sports halls of suitable size, the training of the team should be carried out in the physical education classes by continuing the motor development, and outside the sessions should be adapted, for example ball games for passing and targeting , etc.

7. In order for the oina game to survive, it is necessary for it to remain permanently in the concerns of program creators, as a sports game taught in schools. In this sense, it is necessary to introduce it as a study discipline at the relevant faculties.

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- **GĂLĂȚEANU, Ioan Sorin**; BENEDEK, Florian. Studiu privind pregătirea echipei reprezentative școlare de oină în învățământul gimnazial = A study on the training of the oina school representative team in the gymnasium education. In: *Știința Culturii Fizice*, 2019, nr. 33(1), pp. 25-34. ISSN 1857-4114. (categoria B) https://scf.usefs.md/PDF/Revista%20SCF/1-2019/1--2019_5_ro.pdf

- CIUBOTARU, Mihai; LEUCIUC, Florin-Valentin; **GĂLĂȚEANU, Ioan Sorin**. Studiu privind pregătirea tehnică a unei reprezentative școlare de fotbal pe teren redus la gimnaziu = Study on the technical preparation of a football school representative on a narrowed field in secondary school. In: *Știința Culturii Fizice*, 2019, nr. 34(2), pp. 89-100. ISSN 1857-4114. (categoria B) <https://scf.usefs.md/PDF/Revista%20SCF/2-2019/SCF%2034.2%20%202019-89-94.pdf>

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ANNOTATION

Galateanu Ioan Sorin: *Sports training of the oina team at the secondary school level*, PhD thesis in education sciences. Chisinau, 2023.

Thesis structure: annotation, introduction, 3 chapters, conclusions and recommendations, references 237 sources, 205 pages, main text 121 pages, 7 tables, 39 figures, 19 appendices. The obtained experimental results are published in 8 scientific papers.

Keywords: secondary school pupils, physical education lesson, sports circle, specific means of the oina game, catching, passing, the opponent - target, stick hitting, motor skills, technical training.

The purpose of the research resides in the elaboration and experimental argumentation of a sports training program at the level of the representative oina team in the secondary school cycle, by using appropriate methods and means to contribute to the effective increase of training and implicitly to the achievement of sports performances in competitions.

Research objectives: 1. Scientific documentation by studying the specialized literature aimed at developing the practice of oina game. 2. Enquiring the specialists in the field in order to argue the need to develop a sports training program at the secondary school level. 3. Establishing the structure and content (strategies) of the sports training program of the oina team at the secondary school level. 4. Experimental validation of the sports training program of the oina team at the secondary school level.

Novelty and scientific originality resides from the fact of the realization of a sports training program, which involves improving the didactic content by introducing new means specific to the oina game, which was experimentally argued through its implementation in physical education lessons and sports association classes, and the effects were determined from the analyses of the training level of the subjects from a somatic, motor and game-specific point of view.

The important scientific problem solved in the research admits the idea that the specific means of the oina game applied in the research, by substantiating the sports training program elaborated by the author, contribute to the development of the motor and technical training of secondary school students. The means selected and which are specific to the oina game are planned to be put into practice within the physical education lessons and sports association classes, being a condition for reaching the proposed objective.

Theoretical significance consists in the argumentation of the set of procedures and means specific to the oina game, implemented in the common core and the one at the decision of the curriculum school, elaborated by the author and expressed by improving the level of training from a somato-functional point of view of motor skills and specific to this game. The results obtained in the research have a contribution to increase the body of knowledge necessary for specialists in the field of physical education and sports.

Applied value of research results demonstrates the conception of a methodological model of means specific to the game of oina that can be applied within physical education lessons and sports associations at the secondary school level, in order to make the instructional-educational process more efficient and to obtain superior results in school competitions.

Implementation of scientific results were put into practice in the didactic process with specific means of the oina game, which took place at the "Aurelian Stanciu" Secondary School Salcea, Suceava and "Mihai Eminescu" Dumbraveni Technological High School, Suceava, as well as at various scientific conferences, being published in specialized journals from the country and abroad.

ADNOTARE

Gălățeanu Ioan Sorin: *Pregătirea sportivă a echipei de oină la nivelul ciclului gimnazial*, teză de doctor în științe ale educației. Chișinău, 2023.

Structura tezei: adnotare, introducere, 3 capitole, concluzii și recomandări, bibliografie 237 surse, 205 pagini, text de bază 121 pagini, 7 tabele, 39 figuri, 19 anexe. Rezultatele experimentale obținute sunt publicate în 8 lucrări științifice.

Cuvinte cheie: elevi de gimnaziu, lecție de educație fizică, cercul sportiv, mijloace specifice din jocul de oină, prindere, pasare, țintirea adversarului, bătaia la baston, capacități motrice, pregătire tehnică.

Scopul cercetării rezidă în elaborarea și argumentarea experimentală a unui program de pregătire sportivă la nivelul echipei reprezentative de oină în ciclul gimnazial, iar prin utilizarea unor metode și mijloace adecvate să contribuie la creșterea eficienței a pregătirii și implicit la obținerea de performanțe sportive în competiții.

Obiectivele cercetării: 1. Documentarea științifică prin studierea literaturii de specialitate care vizează dezvoltarea practicării jocului de oină. 2. Anchetarea specialiștilor din domeniu în vederea argumentării necesității elaborării unui program de pregătire sportivă la ciclul gimnazial. 3. Stabilirea structurii și conținutului (strategiilor) programului de pregătire sportivă a echipei de oină la nivelul ciclului gimnazial. 4. Validarea experimentală a programului de pregătire sportivă a echipei de oină la nivelul ciclului gimnazial.

Noutatea și originalitatea științifică rezidă din faptul realizării unui program de pregătire sportivă, care implică ameliorarea conținuturilor didactice prin introducerea de noi mijloace specifice jocului de oină și care a fost argumentat experimental prin implementarea lui în cadrul lecțiilor de educație fizică și a orelor de cerc sportiv, iar efectele au fost determinate din analizele nivelului de pregătire a subiecților din punct de vedere somatic, motric și specific jocului de oină.

Problema științifică importantă soluționată în cercetare admite ideea că mijloacele specifice jocului de oină aplicate în cercetare, prin fundamentarea programului de pregătire sportivă elaborat de autor, contribuie la dezvoltarea pregătirii motrice și tehnice ale elevilor din ciclul gimnazial. Mijloacele selectate și care sunt specifice jocului de oină sunt planificate a fi puse în practică în cadrul lecțiilor de educație fizică și a orelor de cerc sportiv, ele fiind o condiție pentru atingerea obiectivului propus.

Semnificația teoretică constă în argumentarea ansamblului de procedee și mijloace specifice jocului de oină, implementate în trunchiul comun și al celui la decizia școlii al curriculei, elaborat de autor și exprimat prin îmbunătățirea nivelului de pregătire din punct de vedere somato-funcțional al motricității și specific jocului. Rezultatele obținute în cercetare au un aport la mărirea ansamblului de cunoștințe necesare specialiștilor din domeniul educației fizice și sportului.

Valoarea aplicată a rezultatelor cercetării demonstrează conceperea unui model metodologic de mijloace specifice jocului de oină care poate fi aplicat în cadrul lecțiilor de educație fizică și al cercurilor sportive la nivel de școală gimnazială, în vederea eficientizării procesului instructiv-educativ și a obținerii de rezultate superioare în competițiile școlare.

Implementarea rezultatelor științifice au fost puse în practica procesului didactic cu mijloace specifice jocului de oină, care s-a desfășurat la Școala Gimnazială „Aurelian Stanciu” Salcea județul Suceava și la Liceul Tehnologic „Mihai Eminescu” Dumbrăveni, județul Suceava precum și la diverse conferințe științifice, fiind publicate în reviste de specialitate din țară și străinătate.

АННОТАЦИЯ

Гэлэцянц Иоан Сорин «Спортивная подготовка команды по ойне на уровне среднего цикла обучения»: диссертация доктора педагогических наук. Кишинэу, 2023

Структура диссертации: аннотация, введение, 3 главы, выводы и рекомендации, список литературы – 237 источников, 205 страниц, 121 страниц основного текста, 7 таблиц, 39 фигур, 19 приложений. Полученные экспериментальные результаты опубликованы в 8-ми научных работах.

Ключевые слова: ученики гимназии, урок физического воспитания, спортивный кружок, специальные средства ойны, захват, передача, прицеливание противника, игра битой, двигательные способности, техническая подготовка.

Цель исследования состоит в разработке и экспериментальном обосновании программы спортивной подготовки на уровне сборной команды по ойне в среднем цикле обучения, что, путем применения соответствующих средств и методов, поспособствовало бы повышению эффективности подготовки, следовательно, и достижению высоких спортивных результатов на соревнованиях.

Задачи исследования: 1. Научное документирование путем изучения специальной литературы направленной на развитие игры в ойну. 2. Анкетирование специалистов в данной области с целью обоснования необходимости разработки программы по спортивной подготовке в среднем цикле обучения. 3. Определение структуры и содержания (стратегий) программы по спортивной подготовке команды по ойне в гимназическом цикле. 4. Экспериментальное подтверждение программы по спортивной подготовке команды по ойне на уровне среднего цикла обучения.

Научная новизна и оригинальность исследования заключаются в реализации программы по спортивной подготовке, предполагающей совершенствование содержания учебного процесса путем внедрения новых средств, свойственных игре в ойну, что было обосновано экспериментально посредством ее внедрения на уроках физического воспитания и занятиях в спортивных кружках, а последствия применения программы определялись по результатам анализа уровня подготовленности испытуемых с точки зрения соматических, двигательных и специальных показателей, свойственных игре в ойну.

Важная научная проблема, решаемая в исследовании, допускает идею, что специальные средства игры в ойну, примененные в исследовании, путем обоснования разработанной автором программы спортивной подготовки, способствуют развитию двигательной и технической подготовки учеников среднего цикла обучения. Отобранные специальные средства, свойственные игр в ойну, планируется применять на уроках физического воспитания и на занятиях в спортивных кружках, что является условием для достижения поставленной задачи.

Теоретическая значимость состоит в обосновании комплекса приемов и средств, специфичных для игры в ойну, внедренных в общий стержень и по решению администрации школы согласно учебной программе, разработанной автором и выраженной в повышении уровня сомато функциональной, двигательной и специальной подготовленности. Полученные результаты вносят существенный вклад в увеличение объема знаний, необходимых специалистам в области физического воспитания и спорта.

Практическая значимость результатов исследования отражает построение методической модели специальных средств игры в ойну, которую можно применять на уроках физического воспитания и на занятиях в спортивных кружках на уровне среднего цикла обучения, с целью повышения эффективности учебно-воспитательного процесса и достижения высших результатов на школьных соревнованиях.

Внедрение научных результатов: научных результаты нашли отражение в практике учебного процесса, с применением специальных средств игры в ойну, который осуществлялся в Школе-гимназии «Аурелиан Станчу» Салча, Сучава в Технологическом лицее «Михай Эминеску» Думбрэвень, Сучава, а также были представлены на различных конференциях и опубликованы в национальных и зарубежных научных журналах.

GĂLĂȚEANU Ioan Sorin

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SCHOOL LEVEL**

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