



## FUNAMENTAL NOTE OF THE MOTRICAL EDUCATION AREA

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### 1. Short history

The appearance of sport as an entertainment and Physical Education means, a factor which is part of the military groups as well as that of the pupils that have physical exercise as common instrument, led to the appearance of the already know term: "Physical Education and Sport", which has constituted the area of the university preparation for many years now.

With direct reference to the last denominations, one can say that for the last three decades no differentiation was made between the area and the profile, the Physical Education and Sport representing both of these.

A gathering of the terms inside this area and throughout different countries underlines a variety of terms influenced by numerous factors which belong mostly to the scientific orientation of those who proposed them. Thus, many names of the area appeared and among these one may count the following: Physical Education, Physical Culture, Physical Culture and Sport, Physical Education and Sport, The Sport Sciences, the Science of Physical Education and Sport, the Science of the Body Activities, the Science of the Motric Activities, The Science of the Physical Activities and Sport, the Motricity Sciences, the Physical Education and Kinesiology, Kinathropology, Motrical Anthropology. This diversity of the names of the motricity research field led to as many conceptions, which mostly targeted part of the area, the global approaches being very rare and not accepted from various reasons. This led to an identity crisis (which until recently also characterized some other sciences about man) further accentuated by the motric activities expansion in the contemporary society.

From the ones presented above, some conclusions are to be drawn:

a) the analyzed area is real, without being precisely delimited as denomination on the one side, due to the proliferation of the forms of motric activity (the appearance of new sports, new structures of a forming-educational character) and on the other hand due to the lack of unitary scientific interpretation.

b) inside the university domain a well put together science(theory) must be fundamented, by the help of logical argument, taxonomies, research and projective methods, principles and recognized laws.

c) the basic instrument (the physical exercise) cannot be at the basis of an university domain which is to encompass all forms of motric activity, even if this is part of the "culture" (the key, pincers, screwdriver cannot name areas such as that of technology, for example);

d) one must differentiate between socially recognized motrical activities (Physical Education, Sport, Kinetotherapy, spare time activities etc) and the science or sciences that study them.

**One area that is vaguely formulated and named on a not so unitary basis leads to interpretative disorder, to the overlapping of the areas of interest of the sciences and to inexact classifications due to criteria which is not unitary.**

### 1. Why the term of Motrical Education?

The current meaning of the notion of "Education" leads to the identification of a certain forming, development, influencing action upon an individual's personality. Education was and is understood as an activity of creating the conditions necessary to the physical and spiritual growth.

The concept of "motricity" encompasses the totality of the conscious movements, being distinguished not only as a determining phenomenon (educational actions), but also as an educational product concretized in habits, skills, morphological indices, motric qualities etc, differentiated in function of objectives, content and organization forms.

We shall now present some arguments for these:

- a) In a broader sense, education is not to be mistaken for other relatively close notions such as maturity, training, forming, informing, indoctrination etc. it is (generally) culture integrated, but it also differentiates through its field precision, by other elements that are constitutive of the culture. In other words, education is understood as a fundamental socio-human activity for and through socializing, becoming more human in a functional entity, but also as its product-personality. Education is a projected system of actions that is at the same time coordinated, evaluated, set and bettered after scientific criteria. Education produces transformations, changes, compensations, adjustments and modulations all throughout one's life.
- b) The motrical education is a branch of the general education, directed toward certain objectives and using movement and the equation of movement. The movement is cause and effect irrespective of the activity in which it is organized, directed and finalized (Physical Education, sport, kinetotherapy, spare time activities or bodily expressivity).
- c) The motrical activity encompasses the whole knowledge on types and movement forms man does with a view to perfecting his own body or spirit, his own movement capacity, no matter if it is a game, performance or artistic expressivity.
- d) The motric education is the area where, on the one hand, all the education sciences are applied (Pedagogy, Psychology, Sociology etc) and on the other, even more biological sciences are involved in the process (Anatomy, Physiology, Biomechanics and so on), thus constituting an original territory of inter-disciplinarity.
- e) The notion of Motric Education mostly eliminates the ambiguity of the definitions and especially ensures an area of the specific preoccupations which is better determined than the well known and old Physical Culture, Physical Education and Sport, and the practice of physical exercises.
- f) The motric education is a special social reality, permanently asked and affirmed, which corresponds to the social requirements by its various forms. It addressed both its subjects and to those who assist to different motric activities, as spectators only.
- g) The motric education has elaborated a specific language of inter-human communication, constituted of special forms which complete or amplify the sense of the spoken language. The motric gestural language turns motricity into an education means, including not only the physical or body sphere, but also the most refined manners of spiritual expression, art and excellency in general.
- h) The appearance of different phenomena of motric and educational activities no longer include by the notion of Physical Education and Sport was made possible by the more and more varied human solicitations in the direction of satisfying the adapted movement needs.
- i) During this phase of scientific knowledge, academic demands and according to the level of development of the motrical activities, the denomination and recognition of the Motrical Education domain is imposed. This makes the following possible:
  - Structuring a complete science having as a study object the human motricity both as a phenomenon and as a process of self-perfection, and entire personality development.
  - The appropriate answer given by science and motric activities to the diversity of the social demands;
    - The recognition of The Motrical Education as a branch of Education and implicitly of the Motricity Science Education sciences.

### **3. Conclusions:**

We propose that the name of the area be Motric Education, having the next majors:

- Physical Education and recreational motric activities;
- Performance sport;
- Kinetotherapy.

<i>The fundamenatl area of science, art and culture</i>	<i>Areas of university studies for obtaining a licence's degree (majors)</i>
<b>MOTRIC EDUCATION</b>	<ul style="list-style-type: none"> <li>- Physical Education and recreation motric activities;</li> <li>- Performance sport;</li> <li>- Kinetotherapy.</li> </ul>