

THE PHYSICAL TRAINING AND THE SPORTS IN THE NAVIGATORS EDUCATIONAL SYSTEM. AN ORIENTATION IN THE SPECIFIC EDUCATION OF THE FUTURE NAVIGATORS

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This study presents the results of the experiment made with commercial marine students and officers concerning the typical physical and psycho-driving training to extricate oneself from a naval accident (disaster). The conclusion is that the commercial naval students have to train during all period of schooling and this activity have to be continued during their whole active professional life as navigators.

Abstract: *The navigation across the seas and oceans of the world is an important and a very special domain and it requests a highest level speciality training to the young students, as well as a perfect physical and psycho-motional training. The usual practice shows that the Romanian Fleet sailors as well as the others in the international world, have to face a serious tempest, no matter how big or latest science expression of their ship can be. That's simply nature ! At those moments the survival of everyone deeply depends on the specific psycho-motional skills the sailor, no matter the position in the hierarchy of the ship, has to act in accordance to them to practically fulfill his duties at anytime, aboard the ship.*

I. The general and specific physical and psycho-motional training has to be achieved during the time of the schooling of the naval students, and then it has to be kept at a highest level by rhythmic exercises concerning the critical situations, all along their life as navigators.

In order to emphasize the importance of the physical education and sports in applicative form in the young students schedule, as well as importance has it to have in the main educational plannings of the naval institutes, we'll proceed the opposite way, presenting first of all the pure realities we registered almost constantly in this domain of a professional activity.

In spite of developping large and serious speciality programmes of our navigators, internationally accepted, we also had the occasion to face a lot of wreckages, accidents, drownings, local collisions with that so called **Waterhole** under the floating line, or maybe oil outflows, **burnings** aboard ships, many a time killing people, devastating the ships.

We'll not refer here at any nominated example to express such situations. We did it a lot in our previous works and conferences. There were a lot of lifes and economical losses. In the international fleet the situation is a similar one. No matter the technical progress is higher the reality is very cruel. We would need lots of volumes to offer you examples.

So, we finally can conclude that in the naval educational process as well as in the further periods, the navigators will act in the open sea, their actions in order to maintain a higher level of their physical training and the specific training must become of basic interest.

II. WHICH IS THE REAL SITUATION INSIDE THE FLEET ?

In spite everything was proved many a time, I mean the things concerning the practical training of the navigators, in some respect the survival of everyone is due to that, I repeat, no matter the ship is technically advanced more or less and no matter how good the skipper or any other sailor aboard is technically prepared there is some indifference and idleness in doing that mentioned current physical and specific psycho-motional of the naval personnel. (I speak here of the civilian commercial fleet).

In spite we have in this navigation activity a whole lot of laws, acts, and regulations which impose a firmly and strictly obligation, including here the practical training and the development of the specific motional qualities, they are not put into practice! Aboard of all Romanian vessels (excepting the former passenger ship „**Neptune**” - A half - passenger schoolship of the Romanian Navy, and even here, when students were aboard) no organised, regular action, due to maintain the good physical shape of the navigators in order to achieve in a better way their tasks. Anticipating a crisis situation could appear at any moment as a fire, an impact a waterhole under the floating line or any other extreme necessity to abandon ship if the case. All that in time.

Why so much indolence? Why to ignore such situation ? It happens just because the mentioned crisis situations are considered to happen not that often. They are considered rare happenings !

Some lazy persons in the lead consider that such trainings are useless as in a lifetime is very rare to be a witness or an actor

of a tragedy of the kind! But, what if it happens ? And you could save your life, maybe a friend's life or a team mate ?

Let's not forget that at anytime, a not expected or prevented event has to face a well prepared crew, from the health point of view, at a level far superior of all other normal jobs, having all that necessary specific psycho-motional skills ready at hand to be at anytime in the condition to save lifes.

This thing is only possible but practicing, exercising on and on making somehow an instinct of them. It means transforming exercise in daily, normal, regular behaviour.

III. LEGAL REGULATIONS

„**The International Agreement for Garding the Human Life across the Seas**”, „**The Emergency Instructions for rescuing the people on the Sea**”, as well as „**The Regulations for the Service aboard Civilian Ships**” are presenting these situations, outstanding cases of naval disasters, that happened all along the history, in a scientific classification of four categories, imposed also some regular duties of the crew members in this respect, in order to achieve all the practical activities goals inside „**THE SHIPS' ROLES**”: „**man overboard**”, „**waterhole**”, „**fire on board**”, „**abandon ship**”.

We dare to repeat that all this is a pure didactical presentation as in the real life the situations are far more complicated and cumulated, because at any time new unexpected situations can emerge, because of the weather, unexpected technical surprises, but always potential making more and more difficult the general **fight** for the survival.

(As for an example, in the case of „**Independence**” tank ship which finished its service far too early, almost all the crew, the moment the ship was crossing the Bosphorus Straits, was completely shocked to notice a fatal collision with a „**waterhole**” combined with oil losses, more than that „**fire on board**” and „**men overboard**”, too. The final rescuing solution was unfortunately „**abandon ship**”. Only three members of the crew managed to save themselves jumping desperates in the water, (inspired in my opinion !) not respecting any rule or regulation, but being good swimmers. The rest of them, some 42 people have unfortunately drowned or were burnt alive aboard the ship !)

The rules included in the laws and the regulations concerning the civilian ships naval activities are very clear in this respect, making rules in the contents of the activities, the rhythm of the exercises, the alarms and the basic practical training of the ships crews to organize and **fight** to rescue and survival in such cases.

IV. THE PEDAGOGICAL OBSERVATION, THE QUESTIONNAIRE INVESTIGATION, THE SPECIFIC PHYSICAL TESTING, THE EURISTIC CONVERSATION

We cannot present here all **research methods**, therefore we'll try to present mostly, the conclusions.

To put into practice all those regulations we presented here is not enough. It has to become true in order to form the appropriate motional skills.

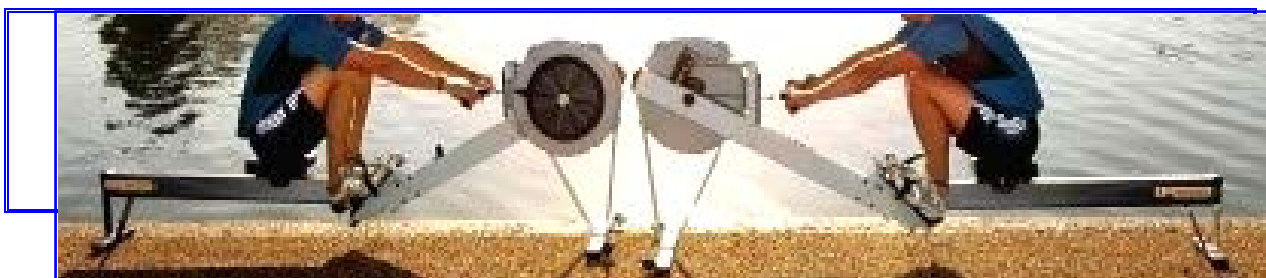
There are trips overseas, which do not even disturb the rescue boats the ship is given by the international regulations, and if someone (the crew) is alarmed on the deck, it means only

training, it means only **theory** explaining the way to launch these rescue boats, the personnel having tasks in this problem, the order of embarking, etc. This „**action**” is quoted in the Ships’ diary but is all that enough ?

In the „**Work protection Book inside navigation activity**” at 123 article is mentioned as obliged the following condition: „**It is strictly forbidden the acces aboard ships of that persons not knowing to swim**”.

Not even this regulation is respected ! There are a lot of people in our fleet, **NOT ABLE TO SWIM** ! To us it doesn’t even exist a check of this aspect when engaging people in the navy or civilian fleet !

There’s noted in the 66 article of „**The Regulation of the Service aboard civilian maritime ships**” the following: „**...The Skipper will be in the lead of a general exercise including roles, the whole crew will take part in**” (...) „**the moment the activity will not permit the developement of the exercise in a harbour it will be executed immediately afte the getting in the open sea**”. Could there be cases where this is applied ?



V. WHAT IS THE SITUATION IN THE (CIVILIAN) NAVAL EDUCATION

The general specific physical and psycho-motional training of the students in the civilian Navy has not included the necessary burden it really needs, according to the minimal professional level of the future navigators.

In spite of the official international recognition of our graduated youngmen, in spite they are very well trained, they are technically prepared, we still have to mention that in the civilian sections of the institute, there are holes. The general conception lacks the accent they have to put on that importance and the programmes contents of the specific physical and psycho-motional training in the naval educational systems , in order to realise perfect individuals when graduating.

In the High Level Civilian Naval Education was a deep unclear image inside the contents of the planning programmes starting in the early 1990-1991 but kept even later in 1993-1994, in the local area as well as at the superior level.

They discussed almost every year, they bargained, they „*negotiated*” the schedule the hours of physical training in the educational (individuals and teams as well) plans. They also discussed what could be in the schedules the status for the physical training, maybe **voluntary, optional, compulsory**, etc !

The harsh reality in the field frustrates the students in this professional activity. Even if the lacks proved the dangers that could wait under the corner, even if the experience demonstrated the importance of being better prepared to face extreme situations in a navigator’s life and activity.

The civilian Naval student is seen the same way: he is a standard student, as any other engineering students, no matter his life conditions are different from the others, no matter he is all the time unsafe, in danger, even to lose his own life, he’s totally different. He’s seen as any accountant student or litterature, or philosophy, or even theology !

More than that no one remembers that the naval student leaves the school for the seas and the oceans of the world facing all the time dangers, contests, menacing his own life !

Having a single physical training, session or maybe two a week, all these reduced in the first (and second) form, very similar to any other school, univesrty or some other institutes, the naval student , a navigator to be, will never continue on his

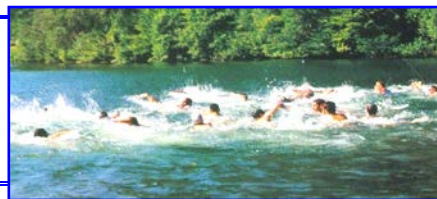
The conclusions and the proposals in the navigation activity field are coming by themselves, by simply reading this text. It is obviously to notice that next to the speciality theoretical knowledge, ensuring to everyone a highest level of professional training, all the crews members need a daily training meant to ensure their own security and the other cmembers of the tem, too, in case of naval disaster. It means a strong psycho-motional resistance a psycho-physical capability of each individual, helped of course by his specific motional skills and of course by his potential in acting as an individual and as a member of the group, deeply undstanding his roleplay.

The actions need to be rythmically organised aboard having as a main goal to support the physical training level all the sailors need from the I-st to the IV-th year and to pemanently improve yhe personal practical experience in the motional skills got allalong the physical training hours, mostly thinking of the **swimming pool hours and the practical naval exercises** made in the years of the schooling.

own the necessary training to develop the specific skills in the field in order to face the requests of the „**Ship’s roleplays**” and mostly of his own survival. This way during the II-nd, the III-rd, and the IV-th year, the slight training, the skills and knowledge he gathered at the very beginning of his studies, will slowly fade down.

So it is the case to pull an alarm concerning all this. It is quite necessaryto consider the naval educational system is a specific one, it is an unique one, it cannot be standardiszed, put in line with all other disciplines and universities wherever in the country. We have to take into account that from the requests in the physycal and psycho-motional the future graduated youngman will need to face based on the years of study and training, a naval student’s life cannot be compared to the one of a student in litterature, philosophy, history or theology !... We conclude that the naval civilian student will not only **compulsory** included in the educational plan, at least two specific physical and psycho-motional sessions **ALL ALONG HIS STUDIES PERIOD**, but in the same time we’ll have to keep an eye on everything that could be done for our graduated young men in this speciality !

We also think we could think we could change this domain, offering another direction. In the educational proces of the naval students, „**the physical training**” contents of the sessions wil have to change. In this educational system, all the entertaining touches of this serious activity will have to be changed. The responibility of creating a professional is much too important. The balance will have to follow a programme dedicated to charge the programs toards useful specific directions as: **swimming, athletism, nautical sports, navigator’s skills elements of the recueing actions, the simulation of achieving some specific tasks**. All these in order to form a physical and nervous system resistance as well as the specific psycho-motional systems, so necessary in their future activities as a navigator. **There has to be added a specific endurance to face the windy weather, to fac e the waves, the humidity and cold weather the emergency stress periods, of a great psycho-physical load, the emotions and the surprises also, etc.**



Very close to the **athletisme**, we'll have to **increase the nautical character, the specific of the nautical physical exercises and activities in our naval educational process**. This will help to induce a constructing effect in the future graduated individual. He'll be able to add this way, more and **more experience** putting together all his knowledge of the navigation, manoeuvres, facing difficult situations and risks, how to save your crew, your mates, your ship. This „**sportive**” activity gather a new meaning, this way. So making practice, on and on all our cruises, you'll better understand the „**ship's roleplays**”, you'll better understand the meaning of „**fire aboard**” ! to save people from drowning, to offer you help to a wounded person, during a tempest or a sunny day, too.

You'll be able, this way to be skillful in manoeuvring **the individual and crew's equipments**, to develop a good physical condition in accordance with your technical level and skills in navigation. All these are to be gathered step by step

from the very beginning and continuously, all the time not in some voluntary, optional or at random option !

So the **navigators** to be, specific physical training sessions must be removed to the swimming pool, near the riverbank, on water !



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