

## TO ENSURE THE APPLICATIVE CHARACTER OF THE FUTURE SPECIALISTS IN CIVILIAN AND NAVY. THE NEW ORIENTATION OF THE STRUCTURE AND CONTENTS OF ANALYTIC PROGRAMS

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**Abstract:** The work we present emphasizes the direction of the engagement and didactic action from high level of naval education in order to improve the whole process of *general physical preparation, specific physical preparation and specific psychometric preparation* of navy students and to drive the results to fulfil the requests of a complete and complex education process of future specialists from both civilian and military navy.

**Keywords** Naval training, specific physical training, specific psycho-motional training, rowing, swimming, lifebelt, the technique of leading the life-buoy swimming, analitic programmes, specific professional training, leading technique of the boats, etc.

### I. INTRODUCTION

A permanent concern of the educational staff acting in high level educational degree in the navy is the one of re-shaping and improving the whole process of *general physical training, specific physical training and specific psychomotric training* of navy students in order to a complete and complex achievement of the future tasks, of the future specialists in the civilian and marine navy.

In this respect we'll present a new orientation concerning the structure and the contents of analytic programmes of high level educational process and to ensure an concrete character of the whole complex naval education.

### II. REFERENCE AREA

Reference area of this work is tightly linked with *the physical training of navy students* having as final goal to form specific physical capabilities and specific psycho-motric capabilities in order to perfect integrate the young new specialists aboard, and to build up perfect answers to every specific challenge.

### III. THE MAIN PROBLEMS

In this work we'll present only our personal opinions and lead the understanding of the contents towards the perspective of training process.

As some of the contents of this new analitic programmes are still having an experimental character they probably need an upgrade every time. This way, we are not willing to expose here every detail of the contents, taking into account they touch mostly the theoretic issues. We'll work especially on the general issues of specific physical training and we'll analyze some of the results of our experiments.

### IV. THE KNOWLEDGE LEVEL

It is not our first attempt to reorientate the structure and the contents of naval education. Along almost 33 years of hard work and experience, having a group of devoted specialists in the staff of Naval Academy to support our effort, we permanently adopted new organizational formulas of specific training according to the real necessities of students aboard our ships, considering all the time the technical conditions of every of them.

### V. THE PERSPECTIVES IN THE AREA

According to the new requests imposed in the area by the recent acceptance of Romania in E.U. and NATO we can mention we can provide normal and perfect conditions for educational process of the young students in the navy. We'll expose the general configuration of the contents of our programmes and the applicative area as much as the results of first experimental actions.

We can mention that introducing titles as *applicative swimming*, that was used in *practicals of the navy* and the *techniques of sailing* (of course during the physical training courses).

The same thing can be noticed in the analytic schedule for second form programme where in the third period are mentioned 7 swimming lessons (see the table 2).

It is easy to notice we involved in our programmes the elements of *applicative swimming*, realised until now only in the periods of *practical naval training of the students* and also the *techniques to sail boats* (the so called "nautical sports") in our opinion, obviously a part of the physical training classes of navy students.

The same thing can be noticed in the contents of the analytic programme of the second year of studies when one can easily notice 7 swimming lessons for the navy students.

Table no. 1

**An experimental proposal concerning the general content of the analytic programmes for the students of the Naval Civil Faculty, first year (I)**

STUDY YEAR	SPECIALITY	HALF YEAR	SESSIONS (LESSONS)	THEME	NO. OF LESSONS
YEAR I	- Navigation and Maritime and River transportation (1-2) (dayly-part time courses)	Half year 1	S <sub>1-14</sub>	<b>SWIMMING</b> S <sub>1</sub> - Check exams C. 1 S <sub>7</sub> - Check exams C. 2 <del>S<sub>14</sub> - EXAMINATION</del> 1	<b>14 LE-SSONS</b> (28 Hours)
	- Naval electromechanics (3-4) (dayly-part time courses)	Half year 2	S <sub>15-21</sub>	<b>APPLICATIVE SWIMMING</b> S <sub>21</sub> - Check exams C. 1 1	<b>7 LE-SSONS</b> (14 Hours)
	- Engineering and Harbour/Naval Management (5-6) (dayly-part time courses)		S <sub>22-28</sub>	<b>NAUTICAL SPORTS</b> <del>S<sub>28</sub> - EXAMINATION</del> 2	<b>7 LE-SSONS</b> (14 Hours)
			<b>TOTAL: - SWIMMING = 14 + 7 = 21 - NAUTICAL SP. = 7</b>		
TOTAL HALF YEAR 1		28	22 Seminary	6 Check exams	
TOTAL HALF YEAR 2		28	24 Seminary	4 Check exams	
<b>TOTAL YEAR I</b>		<b>56</b>	<b>46 Seminary</b>	<b>10 Check exams</b>	

#### VI. EFFICIENT APPLICATION

Using this new applicative method we managed to fulfil the task of specific preparation, that was made only in IMO Courses and was supposed to be accepted only after a special certificate or a process of getting the degrees or ranks in the navy.

#### VII. CONCLUSIONS

Because we lack the necessary space we only mention that the navy students training towards the applicative

way conducts to a stronger personality shaping as much as a professional one. We will not present for the time being the results of our tests on different groups of students, during our research. But we promise for sure to get back with other presentations in order to convince about these achievements, scientifically obtained.

Table no. 2

**An experimental proposal concerning the general content of the analytic programmes for the students of the Naval Civil Faculty, second year (II)**

STUDY YEAR	SPECIALITY	HALF YEAR	SESSIONS (LESSONS)	THEME	NO. OF LESSONS
YEAR II	- Navigation and Maritime and River transportation (1-2) (dayly-part time courses)	Half year 1	S <sub>1-7</sub>	<b>SWIMMING</b> S <sub>7</sub> - Check exams C. 1	14 LESSONS (28 Hours)
			S <sub>8-14</sub>	<b>INOT APLICATIV</b> <del>S<sub>14</sub> - EXAMINATION 3</del>	
	- Naval electromechanics (3-4) (dayly-part time courses)	Half year 2	S <sub>15-28</sub>	<b>SPORTS GAMES</b> S <sub>21</sub> - Check exams C. 1 <del>S<sub>28</sub> - EXAMINATION 4</del>	14 LESSONS (28 Hours)
			<b>TOTAL: - SWIMMING = 14 LESSONS + - SP. GAMES = 14 LESSONS</b>		
- Engineering and Harbour / Naval Management (5-6) (dayly-part time courses)					
TOTAL HALF YEAR 3		28	24 Seminary	4 Check exams	
TOTAL HALF YEAR 4		28	24 Seminary	4 Check exams	
<b>TOTAL YEAR II</b>		<b>56</b>	<b>48 Seminary</b>	<b>8 Check exams</b>	

#### VIII. PROPOSALS

Obviously our work is going to be continued. According to the specific of other concerns to this training and

preparation methods it can be used as a strategy for a natural shaping of future professionals in every area.

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