

THE CONTINUOUS IMPROVING OF THE STRUCTURE AND THE CONTENTS OF THE DOCUMENTS AND WORKING MANNER IN ORDER TO ENSURE THE SPECIFIC PHYSICAL TRAINING OF NAVAL STUDENTS

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Abstract: *The present work represents a concrete image of the synthesis of large experimental studies over the naval students in order to link tightly the educational forms of training (and of course the checking methods) of students and naval personnel, with the direction and the bulk of specific requests of the physical training aboard any kind of ship. Finally, a new orientation and modernisation of the educational effort was imposed in the physical specific training, in the way the tests of physical training is put into practice in various ways of the discipline. One of the works in here, still have an experimental character and it will be probably necessary to make new re-shapings, adaptations and new improvements. These ones (the ones included) are strictly referring to the theoretical and practical frame of the development of the directed physical training in highest level of specific naval education.*

Key-words: *Test, rowing, swimming with the equipment on, the life buoy transportation, pulling the cable, applied itinerary, specific physical training, specific psycho motional training, etc.*

1. INTRODUCTION

A permanent task of the teachers acting in the superior levels of naval education, was and still is the improvement of the searching new ways of working as to ensure a concrete practical character of all the training of the young students, complete and complex as well. It is just one of the intentions of our methodical directions of acting, in order to re-shape and to improve the general physical training, the specific physical training and the psycho-motional training of the naval students driving them to a complete professional achievement in their future activities as specialists in the civilian and military navy.

2. THE PROBLEMS WE ARE DEALING WITH, IN THE FIELD

We'll present in this work only our way of acting and the general approach to the specific of the contents and the structure of the planning documents and the ways to put it into practice.

The domain this work refers is tightly linked to the specific physical training of the navy students, having as final goal the specialists' integration aboard military and civilian ships, in order to cope with the specific difficulties and missions of the life aboard ships.

As the new analitical programmes contents are just still experimental. They will probably need new analyses to complete them, to restore them, we are not going to present here the contents very thoroughly. More than that, they strictly refer to the theoretical and practical basement of the orientate physical training in the specific superior level of naval education.

So, we'll only present a general frame to specifically orientate the contents of some planning documents for the physical training and some experiments

we did in the practical field according to the planning methodology of the practical action of the navy students.

3. THE KNOWLEDGE STAGE AND SOME PERSPECTIVES IN THE FIELD

Speaking of the knowledge stage we want to mention here the over 34 years of activity in the field, of the author. That period he effectively acted as teacher in the superior level of naval education, meaning a large specific experience. I also want to mention here the experience and the outstanding activity of the teachers in the Naval Academy "Mircea cel Bătrân" special department. The mentioned teachers of a high level were very devoted to their activity in the field of the naval specific education. We also mention it is not our first action to complete and improve the contents of the educational programmes and ways of action. We permanently adapted the organizing forms of the trainings as well as the contents of the programmes as they answer better to the evolving requests of the specific physical training needed to be ensured to the young navy students, according to the specific tasks aboard ships.

We also took into account the technical equipment at disposal, the devices existing aboard ships. According to the new requests Romania has to fulfill as a NATO and EU member, we mention we have everything needed to realize a complete and high level educational process.

We will present (just exemplificative) the general configuration of the contents of some analytic programmes, to understand a better way some of the ways to train with applicative specific the young students in our domain.

THE GENERAL CONTENTS OF THE EDUCATION PROGRAMMES

Navigation, Hydrology and Naval equipments; Electrical engineering; Naval electro-mechanics.

YEAR	YEAR I		YEAR II	
GENERAL CONTENT ALONG THE STUDY YEARS	42 lessons - 14 swimming lessons - S ₁₋₁₄ ; 7 basketball lessons - S ₁₅₋₂₁ ; 14 swimming lessons - S ₂₂₋₃₄ + S ₄₂ ; 7 nautical sports lessons - S ₃₅₋₄₁ .		28 lessons - 14 swimming lessons - S ₁₋₁₄ ; 13 sports games lessons - S ₁₅₋₂₇ ; 1 swimming lessons (A colloquium) - S ₂₈ .	
THE NECESSARY CONTENTS FOR A HALF YEAR EDUCATION	Half year period 1	Half year period 2	Half year period 3	Half year period 4
	- S ₁₋₁₄ - Learning free swimming, the jump technics and the switching one.	- S ₂₂₋₃₄ - Establishing the coordinates of the free style swimming, jumps and switching; - S ₃₅₋₄₁ - Coordinating the boats.	- S ₁₋₁₄ - swimming	- S ₁₅₋₂₇ - sports games
	- S₁₄ - A regular cheking 1 (VC₁) - SWIMMING	- S₄₁ - A regular cheking 3 (VC₃) - COORDINATING THE BOATS	- S₁₄ - A regular cheking 1 (VC₁) - SWIMMING	- S₂₇ - A regular cheking 2 (VC₂) - SPORTS GAMES
	- S₁₅₋₂₁ -			

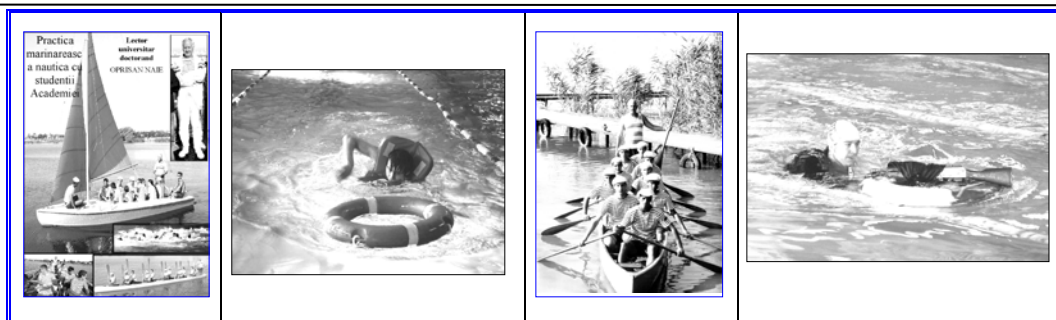
	Basketball; A regular cheking 2 (VC ₂) - Basketball	S ₄₂ - A COLLOCVIUM SWIMMING (CV1)	-	S ₂₈ - A COLLOCVIUM SWIMMING (CV2)
A CO-LLOCVIUM CONTENTS	- THE BEGINNERS: the backstroke evaluation and the fre style on; - THE ADVANCED: Boys: 100 m. free style, Girls 50 m. free style.		- Boys: 100 m. breast stroke; - Girls: 50 m. breast stroke.	

**THE CONTENTS OF THE ANALYTIC PROGRAMMES
NAVY STUDENTS**

YEAR	THE FACULTY	HALF YEAR PERI-OD	SE-SSIONS	THE SUBJECT	Num-ber of le- ssons
YEAR I	NAVIGATION, HYDROGRAPHY AND NAVAL EQUIPMENTS NAVAL ELECTRO- MECHANICS	Half year period 1	S ₁₋₁₄	SWIMMING S ₁ - cheking 1 S ₁₄ - cheking 2	14 (28 hours)
			S ₁₅₋₂₁	MILITARY APPLICATIVE S ₂₁ - cheking	7 (14 hours)
		Half year period 2	S ₂₂₋₃₅	SWIMMING S ₃₅ - cheking	14 (26 hours)
			S ₃₆₋₄₂	NAUTICAL SPORTS S ₄₂ - A collovcium	7 (14 hours)
		TOTAL: - SWIMMING = 14+14 = 28 - MILIT. APPLICATIVE = 7 - NAUTICAL SPORTS = 7			
YEAR II	NAVIGATION, HYDROGRAPHY AND NAVAL EQUIPMENTS NAVAL ELECTRO- MECHANICS	Half year period 3	S ₁₋₇	COURSE S ₇ - VC1	7 (14 hours)
			S ₈₋₂₁	SWIMMING (Optional)	14 (28 hours)
		Half year period 4	S ₂₂₋₂₇	SWIMMING (Unconditional)	6 (12 hours)
			S ₂₈₋₄₁	SPORTS GAMES (Optional) S ₄₁ - VC ₂	14 (28 hours)
		S ₄₂	SWIMMING A collovcium (CV ₂)	1 (2 hours)	
TOTAL: - COURSE = 7 - SWIMMING (F) = 14 - SWIMMING (O) = 6+1 = 7 - SPORTS GAMES = 14				42 (84 hours)	
YEAR	THE FACULTY	Half year period	SESSIONS	THE SUBJECT	Number of lessons
YEAR III	NAVIGATION, HYDROGRAPHY AND NAVAL EQUIPMENTS NAVAL ELECTRO- MECHANICS	Half year period 5	S ₁₋₇	SWIMMING Breast stroke -learning S ₇ - cheking	7 (14 hours)
			S ₈₋₂₁	MILITARY APPLICATIVE	14 (28 hours)
		Half year period 6	S ₂₂₋₂₈	SWIMMING Breast stroke - Consolidating S ₂₈ - cheking	7 (14 hours)
			S ₂₉₋₄₂	MILITARY APPLICATIVE S ₄₂ - A collovcium	14 (28 hours)
TOTAL: - SWIMMING = 7 - APPLICATIVE = 14 - SWIMMING = 7 - APPLICATIVE = 14				42 (84 hours)	

One can notice the introduction in the analytic programmes of the elements of the *applicative swimming* as until now this was used only inside *naval specific practises*. It also appears *the sailing boats techniques* (named „*nautical sports*”), these ones in the contents of the physical training lessons of the young students.

The same thing can be noticed in the analytic programme for the second year, when in the third part of the year they are some 7 applicative swimming lessons.



THE TESTS AND THE STANDARDS IN THE SWIMMING

MARKS	FREE STYLE SWIMMING (crawl) (Time)		BREAST STROKE STYLE SWIMMING (Time)	
	Boys (100 m)	Girls (50 m)	Boys (100 m)	Girls (50 m)
10	t ≤ 1'50"	t ≤ 1'40"	t ≤ 2'10"	t ≤ 1'30"
9	1'51"-2'00"	1'11"-1'20"	2'11"-2'20"	1'31"-1'40"
8	2'01"-2'10"	1'21"-1'30"	2'21"-2'30"	1'41"-1'50"
7	2'11"-2'20"	1'31"-1'40"	2'31"-2'40"	1'51"-2'00"
6	2'21"-2'30"	1'41"-1'50"	2'41"-2'50"	2'01"-2'10"
5	2'31"-2'40"	1'51"-2'00"	2'51"-3'00"	2'11"-2'20"
4	t ≥ 2'41"	t ≥ 2'01"	t ≥ 3'01"	2'21"
MARKS	DRESSED SWIMMING (Time)			
	Boys (50 m)		Girls (50 m)	
10	t ≤ 1'20"		t ≤ 2'00"	
9	1'21"-1'30"		2'01"-2'10"	
8	1'31"-1'40"		2'11"-2'20"	
7	1'41"-1'50"		2'21"-2'30"	
6	1'51"-2'00"		2'31"-2'40"	
5	2'01"-2'10"		2'41"-2'50"	
4	t ≥ 2'11"		t ≥ 2'51"	

AT THE NAUTICAL SPORTS we will evaluate the synchronization of the teams. We will also evaluate the directed navigation: a special applicative itinerary will be passed by rowing boats. In case of the sailing boats the navigation at a fixe point against wind.

4. UTILITARY BOATS

By this new applicative orientation of the *specific physical training* of the young students, we managed to

5. CONCLUSIONS

We do not have space enough to present the results of the comparative testing on different groups of students in our experimental applied research in various types of specific training. We promise anyway to be back with some other presentations in order to complete and strongly demonstrate the scientific conclusions we have according to the improvement of the planning documents and improvind methods to act in naval education.

Do not have room enough so, we only mention that the orientation of the navigators' training to **a more applicative character**, leads to their becomeng strong human personalities and having a best specific professional capacity.

6. PROPOSALS

Obviously we will continue our experimental research. This is only a mode of action. The experimental research in the pedagogical field will need to be extended to the specific features of other jobs. To orientate this applicative training towards other domains according to their specific, can be started as a main strategy to form real professionals, no matter the profession.

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