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MANAGING SPORT FOR EDUCATIONAL DEVELOPMENT

Nastas Natalia¹, PhD, university lecturer

<https://orcid.org/0000-0001-5555-1705>

Filipov Valerii², PhD

Lungu Ecaterina³, PhD student

<https://orcid.org/0000-0001-9262-2816>

^{1,3}State University of Physical Education and Sport, Chisinau, Republic of Moldova

Rezumat. Sportul este practicat de miliarde de oameni din întreaga lume. Pe lângă îmbunătățirea sănătății publice prin activitatea fizică, el are funcții sociale, educaționale și culturale. Sportul oferă, de asemenea, valori importante precum spiritul de echipă, solidaritatea, respectul pentru ceilalți și fair-play-ul. Pentru a păstra aceste valori și a menține încrederea cetățenilor în sport, este obligatorie un management responsabil și transparent. Buna guvernare într-un context sportiv poate fi înțeleasă ca cadru și cultura în care organismele sportive își stabilesc politica, realizează obiectivele strategice, colaborează cu părțile interesate, monitorizează performanța, evaluează și gestionează riscul și raportează constituenților săi despre activitățile și progresele sale. De-a lungul anilor, organizațiile sportive au manifestat un interes real pentru asigurarea unei bune guvernări. Un argument invocat de autoritățile sportive pentru a sprijini inițiativele a fost ca aplicarea principiilor bune guvernări ar ajuta nu numai la consolidarea organizațiilor sportive în beneficiul părților interesate, ci și la prevenirea intervenției externe în afacerile sportive.

Cuvinte-cheie: bună guvernare, managementul sportiv, valoare educațională a sportului, sectorul sportiv.

Introduction. Sports organisations enjoy considerable organisational autonomy in terms of regulating sport. This autonomy means the freedom to define the rules of sport and to

safeguard inherent sporting values from external influence. For three decades now, this autonomy has increasingly been challenged by interventions from national and European courts and national governments, as well as commercial companies. Therefore the autonomy of sport has progressively been conditioned not only on respect for the rule of law, but also on compliance with the principles of good governance, including in particular those of democracy, transparency, accountability in decision-making and representative inclusiveness.

The realisation that good governance is an essential prerequisite for the sports movement to justify and uphold its autonomy was also behind the drafting of the IOC's Basic Universal Principles of Good Governance of the Olympic and Sports Movement (2009), later incorporated into the IOC's Code of Ethics, which forms an integral part of the Olympic Charter.

In practice, sports organisations have been active in developing sports governance rules. Several sporting organisations have established special codes of conduct aiming to improve their self-governance of sports activities. Self-regulation and good practices are crucial for the maintenance and development of good sports governance. However, recent surveys seem to indicate that the principles of good governance introduced by the IOC have yet to be properly taken on board. In particular, standards of accountability, transparency and democracy need to be promoted further.

At the same time, the sports movement and international sports governing bodies are facing new challenges caused by developments in sport, notably the huge commercial growth of the sector and the increasing financial stakes, which can create fertile ground for corrupt practices.

Governments and other public authorities constitute important and essential partners for sports organisations and can play a crucial role in terms of promoting good governance in sport. Sport also receives significant financial support from the public authorities. In addition to allocating subsidies to certain programmes and/or specific projects, the public authorities contribute to the funding of the sports sector by building and maintaining infrastructure, at both elite professional and grassroots levels. Hosting sporting events also mobilises public money (building of stadiums, investments in public transport infrastructures, security). In some Member States, financial support is linked to minimum standards of good governance.

The promotion of good governance in sport is also high on the EU sports policy agenda. It has been among the top priorities of the European Union's work plan for sport since 2011. A specific EU Expert Group was dedicated to good governance. Expert groups have delivered various recommendations, including the principles of good governance in sport; the guiding principles relating to democracy, human and labour rights, in particular in the context of the awarding major sporting events and recommendations on gender equality, notably in the sports decision-making process.

The methods used: the analysis of specialized literature and documents related to sports management.

The continuous evolution over time experienced by the sporting activity sector has led it to be a context capable both of significantly influencing the economic-financial aspects of today's society, and of impacting on the educational and social dynamics of individuals [4, 5, 12].

Consequently, in determining the guidelines for sport management, the educational component must absolutely not be discriminated in favour of the economic one. In fact, the main dictates of management, applied appropriately, generate the opportunity to produce, through sport, educational and therefore social growth [6].

The combination of "sport and education" is as important, if not to a greater extent, than that of "sport and economy"; in fact, the propensity for education is inherent in nature and in the multiple expressions of sporting activity.

In this regard, the research paper proposes a managerial approach for the sports sector mainly focused on the development of the educational dimension through the enhancement of some fundamental principles of sport.

In a time of crisis of traditional educational processes, an efficient management of the sports sector in an educational key, which focuses on the fundamental principles of sports culture, could finally exploit its educational potential and represent the opportunity to give back to the younger generations, but also to older ones, relationships and places that are suitable and effective in terms of their personal growth.

The strong economic weight that sport has assumed on a global level, making it one of the most productive sectors, has meant that the meaning of "sport management" was increasingly referring, exclusively, to the dynamics of sport business. This appears extremely limiting; in fact, the perspective of sports management encompasses the will to organize, coordinate, manage and control, effectively and efficiently, any expression of sports activity, especially if aimed at the educational sphere or that of the social inclusion of subjects belonging to weaker categories such as the disabled ones [6, 8].

Among the various functions of sport, management must, therefore, aim towards the educational one, which recognizes and makes use of the great possibilities contained in sporting practice with regard to the growth of the younger generations. It is necessary that the important phases of planning, organization, and control, at the base of the management, are applied according to an educational objective.

Furthermore, the human, structural, financial, technological resources, etc., must also be destined to satisfy the development of sporting activity from this point of view and their use should satisfy the aforementioned criteria of efficiency and effectiveness in order to maximize the result and reduce the waste of the same resources.

Through the application of management rules, with regard to an educational purpose, a rationalization of sports resources would be obtained to the advantage of the critical phenomenon of their rationing, guaranteeing greater opportunities for social development, particularly for new generations [7, 13].

In fact, sport reproduces the reality of life on a symbolic level, which is characterized by a series of phenomena such as fatigue, struggle, suffering, anger, joy, satisfaction, happiness, and its potential in the educational, social, cultural fields. It represents the "place" of relationships with others both as a partner and as an opponent, for the search for oneself, for the encounter with one's limits and the will to overcome them to enhance one's potential. These are some of the main values on which the management of the sports sector must be based and which, at the same time, this management must enhance in order to bring the individual back to the center of this system [3, 11]. The evolution of the concept of sports management towards an educational system model must, in fact, absolutely focus on culture and the promotion of the main pedagogical values of sport; otherwise, its physiological criticalities would remain unresolved which, for the most part, materialize in the inability to be a training tool capable of achieving an integral development of the person, which, in the long term, with excellent probability, will also be reflected in the inability to recognize and satisfy economic and material needs [6].

In a period of educational crisis like the current one, where, especially, the new generations encounter a barrier characterized by attitudes of remission, delegation, that seem to prevail over those of trust and a search for new communication and desire for relational development, even the sports sector must absolutely rise to its role in providing an effective contribution to growth both from an educational point of view and, as a natural consequence, from a social point of view.

In fact, there are many subjects who, thanks to a sports management that relates to the educational system, find maturity and personal satisfaction over time through **the values of sport** [9].

The educational value of sport

Sport constitutes one of the most valid educational tools capable of supporting the family and school contexts in the formation of society understood as a complex place for individuals who continually relate to each other in different situations. In fact, sporting activity has in itself an enormous educational value that could stimulate in people the consolidation of important values such as trust in the future, the assumption of responsibility, respect for legality, the integration of the "different", Team working, living together according to the rules of democracy, fair play [3].

Everyone, in sport, is aware of fulfilling their role within a group and recognizes that their function is at the service of all for the pursuit of a common goal; the individual thus places himself in relation to others, acts in relation to others and his personal value is at the service of the community. This perfectly configures one of the main objectives of education: to develop the individual in his individual and social components, so that he/she has a personal wealth to put at the service of society. The ability to actively explore the world through one's eyes, one's head, one's body creates the cognitive structures that act as anticipations of information.

It is essential that the performance of any sporting activity is intentionality accompanied by the phenomenon of education. This provides that the coaches are not content with assuming a technical role, but their action and the management of the relationship with the children, through an educational attitude, must aim at a personal growth of the latter, thus transforming sporting activity in a constructive life experience [4, 10, 13].

Results and discussions.

Furthermore, it should be pointed out that both conceiving and doing management are to be considered questions of pedagogical investigation. In a natural and open management system, such as the sports one, where the human and relational component, and the correlation between environment and organization represent the fundamental themes. In this case, the need arises to resort to a more pedagogical sports management approach, in which values such as respect for the rules by everyone, social inclusion, team spirit and constructive conflict, represent the main determinants for the management and enhancement of this sector [3, 6].

Respect for the rules is probably the cornerstone of a sport management approach that has as its main objective the promotion of the individual education. In addition, any violation of the regulation provides for the same sanction regardless of who committed the irregularity and this aspect allows us to enhance an important educational prerequisite: the principle of equality. It would be advisable for the management strategy to include the same principle also towards the amateur sector and that of fans and enthusiasts, with the aim of limiting the onset of diseducational phenomena such as acts of violence and delinquency.

In full compliance with the educational principle of team spirit, the management of the sports sector is hypothesized which contemplates an authentic, free and active mode of cooperation, with the various stakeholders, to promote the meeting with the other means accepting it as an element different from oneself, understanding the reasons through listening and hospitality, in order to give rise to the idea of shared and participatory planning [2]. The desire to achieve unity of interests cannot, in fact, disregard the idea of understanding teamwork as a moment of understanding, acceptance, care for things and above all for people, for responsible participation in organizational life and global growth in and through sport.

It is also essential that sport, representing an imperfect system, but at the same time alive and dynamic, is managed by addressing conflict and error in a pedagogical and therefore positive and constructive way. These must, in fact, be considered as educational devices capable of generating a pedagogically more evolved synthesis; from the mistake it follows a new possibility of development, a turning point, a change, something on which to rebuild a new reality more solid than the previous one. For this to happen, however, it is essential that in the relationship between the various stakeholders in the sports sector, there is first the recognition of a human relationship based on educational principles.

The elements and dynamics just explained could outline a sports management strategy capable of strengthening some of the main pedagogical values in the individual and stimulating educational development for the entire community.

Conclusions. In a social and cultural environment characterized by an ever greater difficulty in developing educational processes, especially towards the new generations, the responsibility is strongly felt to show all the educational value of sport.

It was analyzed how, in a preliminary way, it is necessary to rethink the concept of sports management, breaking down the limitation that restricts it to the economic sphere only to the advantage of a perspective that takes into account the educational dynamics. In this way it is possible to enhance the enormous educational potential inherent in sporting activity and its facets.

It is no longer sufficient to theoretically affirm that sport represents a great resource for education, we need to go further and move from theory to practice, implementing a concrete management methodology that manifests its value. It is essential that this social context, also from an educational point of view, is managed according to the criteria of efficiency and effectiveness so that it produces the results that it can potentially pursue.

There is a need for planning in this sector capable, initially, of identifying the main educational objectives that sport is potentially able to foster and, subsequently, of implementing certain strategies at a collective level to pursue them. The stimulus of a correlation between sporting practice and the education and training system, as well as more advanced international contexts from this point of view, could be an excellent starting point for an educational management of sport.

In this regard, it was brought to the evidence that only through the enhancement of some key principles of the sporting world, such as team spirit, social inclusion and respect for the rules, can sport management be able to contribute to an educational development necessary for today's society.

Thus, in addition to configuring an “economic good”, the sports sector would also manifest itself as an “educational good” of fundamental importance for sustainable cultural and pedagogical growth over time.

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CHARACTERISTICS OF PHYSICAL DEVELOPMENT AND MOTOR SKILLS IN CHILDREN AGED 7-10 YEARS-OLD

Ninicu Alina^{1,2}, PhD student

Munteanu Natalia³

^{1,3}Specialized swimming school no. 11, Chisinau, Republic of Moldova

²State University of Physical Education and Sport, Chisinau, Republic of Moldova

Abstract. *Asigurarea dezvoltării fizice optime și a bunăstării copiilor este una dintre sarcinile cu care se confruntă fiziologia, pedagogia, teoria și practica educației fizice legate de vârstă. Vârsta de școală primară este o perioadă de dezvoltare fizică intensivă a unei persoane. La această vârstă are loc formarea practică a tuturor abilităților motrice vitale și se înregistrează cele mai intense randamente de creștere a indicatorilor calităților fizice de bază, care scad semnificativ în adolescență. Dacă se pierde o perioadă favorabilă pentru dezvoltarea uneia sau alteia calități motrice, atunci în viitor va fi extrem de dificil de compensat. Numeroase studii științifice sunt dedicate problemelor aptitudinii fizice a copiilor, ale căror rezultate au stat la baza programelor educaționale și a metodelor de lucru cu copiii de vârstă școlară primară.*

Cuvinte-cheie: copii, aptitudini, dezvoltare, caracteristici.

Introduction. The growth and development of children, the state of their physical and neuropsychic health are of great social and medical importance. The rate of growth and development of a child is influenced by a complex of factors - genetic, biological, domestic, alimentary and socio-economic [11, 20].

Before the child enters school, there is a leap in growth, namely height - the length and weight of the body increase, its proportions change. The speed of these changes is not the same in all children and reflects their biological age. Intensive growth, together with the immaturity of muscles, ligaments and tendons, can lead to increased tension on the spine and cause a violation of the musculoskeletal system.

The level of physical development is an important criterion for a comprehensive assessment of the health status of children and adolescents [1, 19]. Physical development is influenced by factors such as heredity, socio-economic conditions, environmental conditions, as well as study and living conditions, nutrition, level of physical activity, smoking, alcohol and psychoactive substances, inappropriate reproductive behavior [2, 3].