

THE OPTIMIZATION OF THE PHYSICAL EDUCATION AND SPORT NATIONAL ASSESSMENT SYSTEM IN THE PERSPECTIVE OF ROMANIA'S EUROPEAN INTEGRATION

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In a society characterized by constant and rapid evolution is not possible for the school reform to take place over a long period of time, but a permanent and punctual adaptation of the **reform** to the changing needs of society.

In this context, we appreciate that although the Romanian education for years is passing through a **process of change** in the forms, contents and methodologies has yet to respond only to a small extent of needs, sensibilities and practical actions of the human individual as the social system still has not found a sound footing for a promising future.

Therefore, changing the mentality should be aimed, first, awareness of the need for education and training school on the premise that the most general sense, education is a process of transformation specific individual, social, historical and cultural place as a unity in diversity, in which individual and group human society, are essential factors.

In other words, education must ensure the transition from childhood world to the adult world, or the transition from dream world to the world of action.

Increasing the share of components due to education and, of these, especially the intellectual to the social activity of man, is a clear sign of the expansion of the role of education in society and, simultaneously, to increase individual responsibility in this process.

In the global nature of education, one of its important components is the **physical education** with content and tasks absolutely specific with influences on the individual system level motor, physical, intellectual, emotional, aesthetic, etc., the individual acquiring new **forms of behavior**, involving the physical side.

Decentralization of decision making in the curriculum and changing optics in terms regarding evaluation system is also important guidelines for curriculum reform in the European **education systems**.

National evaluation system to physical education and sport is an open and dynamic, continuous updating to be a sine qua non, because the connection to education reform, so both curriculum and assessment, should be permanent.

Essential component of education reform, curriculum reform appeals to principles of **curriculum development**:

The principle of **collaboration** - the curriculum should be a collective achievement attending the competent and interested people (experts, representatives of institutions and authorities, teachers, parents, students).

The principle of **evaluation** - evaluation is an essential element of research, design, testing and validation of any curriculum, it must be rigorous, objective, positive, practiced in the most appropriate time.

The principle of **insurance** - the curriculum must have adequate support in material resources, human and financial.

The principle of **testing** - curriculum development must be a rigorous approach involving design, testing and optimization, validation is deferred if the test results are negative.

Based on these principles, we can assume that normal development requires that the purposes of optimization, evaluation of the national physical education and sport to constitute a critical component of reform, imposing itself as a rigorous approach with adequate support to achieve those involving both competent as well as those interested.

Evaluation is certainly a very important variable of the training process and its position was reconsidered especially in the last four or five decades, when many works were developed on the subject and the numerous investigations were undertaken to investigate a number of aspects of assessment.

In the context of analyzing the relationship between curriculum and assessment, evaluation is an integral part of the curriculum, taking in consider the **teaching-learning-assessment** as a whole.

Any change produced in one of these activities influence the level of the ways to achieve the other, creating a veritable chain reaction, which requires recovery and continuous review.

Analyzing the status it has today in the **didactics assessment** should be made indicating that traditional teaching, this activity is located outside the training process, and the explanation is simple, because it aimed only performances of students in learning activities, while in modern teaching, the assessment is placed among the other elements of the training

process and the explanation is that currently it is not conceived as an activity aimed exclusively training results but one that provide information and data, about how to place the process that generated these results.

Providing data and information on how the training took place, there are big opportunities to identify its positive elements as well as gaps or disruptions that interfere with and, consequently, corrections and improvements to be made to determine the **subsequent optimization** and its **efficiency**.

Assessment in school physical education is therefore a tool through which the measuring and assessing the quality of physical education.

The evaluation is designed to determine whether a system fulfills its functions, so that achieve their goals.

An objective evaluation of performance as a system, in this case the system of physical education is the condition for measures to increase success in measuring educational activity.

So, if the physical education is a part of the general education, the evaluation in physical education is a part of the evaluation of educational activities.

However, evaluation in physical education has certain particularities, representing mainly the act of collection, processing and interpretation of results from a test or trial in order to take the best decisions to improve business functions and reveal that this had on the various moments of action.

We consider that the competencies assessment, expressed in terms of measurable and observable behavior, marks an important step in overcoming the tradition in this field, giving up so the consideration of criteria covering performance reporting an individual to a reference group with a standard that varies from one community to another and adopting the national criteria, namely the level of powers of each individual, aimed at creating favorable conditions for their development skills to all individuals.

Changes socio-economic dynamics, cultural and particularly political accelerated in all countries of the eastern and south-eastern Europe requires **constant adaptation** to new requirements of the educational context.

Curricular reform was and remains the center of the Romanian education reform.

We consider that curriculum changes are seen as boosting generating and accelerating all other components of reform.

In any country in the world, curriculum reform or, more broadly, the change in curriculum is that segment of the educational

changes stirs usually the liveliest discussions, polemics and controversy, not only among the teaching community, but often at society.

Reactions are more intense, with both structures aimed at changing the educational system board values, mechanisms, attitudes and practices enshrined in a time in this system.

In this context, in the 90s in Romania has launched a curriculum reform that bet exclusively on modern theories of curriculum, in other words, schools should find a new vision, a new culture and a new set of learning adapted to individual and social needs fundamentally new, but a school population that no longer resembles anything before the 90s.

Education system passes an **extensive restructuring program** meant to make him compatible with the requirements of educational and training system in the European Community, supported by positive results of the experience, traditions and resources of Romanian education.

This compatibility concerns the structure of education and years of study time required as well as the aims pursued in the education process.

In terms of design and document curriculum - curricula, school programs on discipline and the national evaluation system - the curriculum reform was manifest in physical education discipline.

Any the plans redesign of framework involves the principles clearly substantiate their commitments.

Evaluation is an integral part of the curriculum, taking in consider the teaching-learning-assessment as a whole.

Research **hypotheses** were:

1. The flexibility of the curriculum at physical education and sport can induce positive adaptive changes in terms the content and methodology of the National Evaluation System in Physical Education and Sport.
2. Educational environment, correlated with the requirements of socio-economic and educational policies are all factors to optimize the evaluation of the National Physical Education and Sport.
3. Teachers 'and students' opinions are important elements for project design to optimize evaluation of the National Physical Education and Sport.

The scientific approach taken to develop the present thesis has allowed us to draw conclusions both theoretical as well as applicative.

If those theoretical refers mainly to political ideals, concepts, the applicative conclusions may include methodologies, contents, ways to optimize the evaluation of physical education and sport.

Education reform in Romania was understood at the pleasure of everyone, from policymakers to teachers and to students and their parents.

Application of the education reform measures led to major changes in organizational and curriculum, particularly at high school level, differentiating it substantially from the gymnasium.

The **process of integration** of Romania into the European Union generated has generated important steps to reform, bringing, in 2004, significant changes.

In the context of assuming the aims of education, educational reform was necessary thinking of a new approach to curriculum, based on specific elements and ending with those curriculum policy related **to implementation and evaluation**.

Novelty dimensions considered in designing school curricula have generated controversy in the pro and cons, but reform remains a need assessment in the perspective of Romania in the European educational context.

In this sense, we believe that research undertaken were recorded in the scientific approach, brought improvements in the system of assessment to physical education and sport at the level of high school cycle and **confirmed** research hypotheses, trying to clarify a sensitive subject, which have edge there pros and cons, but mostly polemics, the Romanian education assessment became a requirement in view of Romania's general European context, and therefore in the education.

We consider that our whole approach goals were achieved. It is obvious that the structure, characteristics and distribution of human resources in university education network and direction are important factors for optimization.

Equally obvious is the fact that the National Evaluation System in Physical Education and Sport is a dynamic evolutionary falling within the educational process and context reflects the **evolution** of Romanian society, thereby finalities requirement imposed by society.

Baccalaureate is the only viable form of external evaluation of national character, focusing on outputs of the system.

Personal contributions and the degree of **originality** of the work:
- The study of curriculum and assessment systems in countries belonging to the European Union.

- The application of measures of regulating even during the course of doctoral study.
- Our ability to manage information with national coverage of huge databases, accounting for the results obtained by each student in the baccalaureate exam, over six years.
- It is the first time when is made such an extensive research in physical education.
- The opportunity offered to us by the position held specificity within the institution to harmonize the curriculum as a whole to the reform measures aimed at.
- The thesis contains an insufficient number of arguments required both the development of legislative provisions as well as performance of organizational steps to improve the assessment system in the subject Physical education and sport.

Comparative analysis of the baccalaureate program content, and the results achieved, increasing the supply of evidence shows that the candidate can choose, depending on the level of development and their movement skills specific to certain sports, being made and series of adjustments to the scales for the transformation of evidence in notes, adaptations that were a true reflection of potential bio-motor and specific motor skills baggage sports disciplines of the students, developed and trained in higher education.

Statistical analysis of data on examination results of students in high school leads to the following **conclusions**:

- Distribution of test results of students in physical education and sports practice of the baccalaureate examination does not comply with the conditions optimal Gauss curve generated, the imbalance is clearly very prone to the tranches of large notes and to the absolute note.
- Comparative analysis of the baccalaureate examination results with the same annual average at the end of class students show significant increases in terminal "performance" of students in sports events in the baccalaureate exam.
- Attracting more students to sample physical education and sport, as a result of positive adaptive changes in baccalaureate programs in the discipline.

The research results of the study are providing, in turn, several **CONCLUSIONS**:

- Pilot study results provided grounds for correction of deficiencies methodological character.
- Research assumptions were confirmed.

- The human resource is the basic building to implement an evaluation system optimized small percentage may be lower attractiveness for the young graduates or the beginners in education.
- Keep still, in the year 2009, the very large, we consider (9%), for situation in which physical education classes are held in unsuitable areas or adapted.
- Perception of students on the behavior of teachers teaching physical education and sport remains a positive one.
- Specialist teachers considered that the implementation of key European powers in practice it is possible in physical education.
- Students had particularly positive views about their involvement by teachers in a number of issues related to assessment in Physical Education lesson.
- There is a very large number of students whose skills formed opinion on the usefulness of physical education classes daily life is positive and what we enjoy most, grounded.
- A possible restructuring of the Physical Education lesson based on students' preferences has more races, sports games and exercises aimed on the fit look.
- The fact that the teacher is considered a positive factor at physical education classes and sports and good percentage obtained by it leads us to conclude that PES teacher still enjoys a considerable popularity among students.
- 40% of the surveyed school population said that they don't like physical education and sport.
- There is an evident lack of interest among students for disciplines not included in national assessments and final exams.

RECOMMENDATIONS

- By following the research study results and the previous conclusions, we afford a number of recommendations that are intended to be a real starting point, the character obviously viable in any approach that would engage decision makers and stakeholders:
 - Restore / organization of several types of baccalaureate exam that is designed according to the school profile, specialization covered by higher high school graduates.
 - The presence of physical education and sport, as evidence of some types of baccalaureate examination, especially in technological high schools, military, sports, etc.
 - Further action to optimize evaluation of the National Physical Education and Sport, in terms of curricula reform, the ongoing

reform in terms of their structure approach skills (general and specific), building skills conducive to the development of key European

→ Reconsidering the framework of educational plans, schedules allocations for physical education and sport, in terms of education reference documents adopted at European level and in terms of continuous growth rates of children and students with developmental problems or body weight.

→ The permanent inclusion of the sports skills tests to the national assessments and exams.

→ Establishing, together with the Ministry of Health, of the criteria for customizing exercise in morphological and physiological disorders and body attitude of children and students.

→ Materialization of various sports bodies obligation to provide financial and material support to organize and conduct sports activities with children and students.

→ Introduction of a new category of student beneficiaries of a remedial training program, students on medical expertise and advice will participate in PE lessons and activities and will write a properly adjusted system of criteria established by the physical education teachers.

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