

THE IMPORTANCE OF SOCIALIZATION THROUGH SPORT IN STUDENTS GROUP INTEGRATION

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ABSTRACT

Motor activities are an important framework in youth development being more and more important in modern society. This period of development and primary socialization is fundamental in further development of our children. Transition from pre-school to school can be a shock or a barrier in the process of integration of children in school groups and society, a problem in communication could develop a certain level of anxiety.

This study examines the importance of motor activities in the process of socialization and integration of students, in the following we will try to demonstrate the importance of motor activities at students' level, which is a source of socialization through which the child makes a fundamental integration and social adaptation, reduce anxiety, and assimilates a set of attitudes and moral values.

Research methods included literature review, methods of observation; the results demonstrate the importance of motor activities in socializing students at this age level.

KEYWORDS: socialization through sport, motor activities,
social integration

1. Introduction

Motor activities are an important source of socialization, communication and social integration being an ideal setting in forming young people and their further development (Sopa & Pomohaci, 2014a).

Social learning theory has shown that socialization is done best in sport activities (Sopa, 2014). According to specialists, practicing physical activities or sports influences youth personality and creates

positive effects on the body and the mind. So to understand the importance of motor activities, or sports in general, in the process of socialization between students, we believe that we should start from the definition of socialization in sports.

Motor activities are the perfect framework in forming young generations, being a social factor with increasing importance in contemporary society (Sopa & Pomohaci, 2014b).

Epuran (1998) defines socialization in sport as socialization has two meanings, which we can call them individual and group. The first is defined as (quoting Vlăsceanu) The psychosocial process of transmission acquiring the attitudes, values, perceptions and patterns of behavior specific to a group or a community so that it could form the adaptation and social integration of a person. The second meaning concerns (quoting Vlăsceanu) expanding the number of individual agents controlling or directly participate in the development of a system, subsystem or sector. The athlete, as human being is characterized as being bio-psycho-social being unable to achieve its full manifest outside his socio-cultural determinants, determinants that can be optimized in a well-balanced society. In its turn performance is also determined by socio-cultural factors which helps the individual components skills and attitudes manifest maximized in terms of scientific training.

Referring to the starting point of socialization in sport Epuran (1998) states: humanistic sciences, particularly psychology, sociology and pedagogy has agreed a long time ago the main aspects of the socialization of individual, his training for social life (family, group of friends, school, work and sports). In the language of this sciences the highest frequency it has next terms: social learning, interactive communication, personal preferences, group membership, membership affiliation, group structure, leadership, control, imitation, role, status, integration, compliance, ritual, conformism, social values as nonconformist, aggression, isolation, etc.

The role of socialization in sport is special, the period of formation and primary socialization is a fundamental one in the further development of the child, Epuran (1998) structures this phenomenon in two ways: “keeping us in the first part of socialization, named individual, appear still two areas: socialization in sports and

socializing through sports”. Regarding socialization in sport he states that “is basically athlete’s integration problem in system of attitudes, skills, needs and social structures of the sports group, group membership obliges knowing its rules”.

In conclusion he states “sport must structure its socio-educational system in accordance with its specific and resist to dissocializing influences of the current era. Sport is a system like other social systems, and they have, their own regulation of functioning and integration of its members”.

2. Motor Activities Sources of Socialization

Children can develop many social skills by attending team sports such as leadership skills, communication and socialization skills, team-building skills that will be very helpful throughout their entire lives, in school, in their future job or in personal relationships. Also team sport can be helpful in learning how to interact not only with children of their same age, but also with adults such as coaches, referees, sport officials, managers and fans (Sopa & Pomohaci, 2015a).

Socialization through motor activities aims a wide range of consequences in practicing physical education: starting from the development of motor skills and social competence, to the acquisition of values and social norms. In other words refers to what is learned in sports without necessarily seek out sport utility (Patrikson, 1996).

When we refer to socialization through motor activities we focus our attention on the effects of participation in these sports activities to other spheres of life. In fact these two aspects are intertwined; socialization is an ongoing dynamic process.

The game is a complex activity, predominantly motor and emotional, spontaneous conducted according to predetermined rules, for recreational purposes, sporting and also of adaptation to the social reality (Sopa & Pomohaci, 2015b).

Communication in sport is very complex because of the many factors that intervene in the form of messages through verbal, motor and attitudes through body language. Adding communication with the masses (the audience), as with any show, athletes communication with their teammates and other factors, which are all reasons to develop a model (preferably more complex and more explicit) communication in sport. We refer in particular to communication between coaches and athletes, athletes between components of the group and between athletes and spectators, media, supporters etc (Sopa & Pomohaci, 2016).

Socialization represents “a process of social integration through communication, understanding, cooperation, with interaction role for active and conscious conflict resolution. It is structured on cognitive constructions, affective and motivational individual, as well as representations, behaviors and performance of sports groups” (Sopa & Pomohaci, 2014c).

We can structure socialization as Serban (1998) said: individual socialization who “is based on integration through active acceptability according to specific conditions and requirements, with readjustment in terms of the group or team, in fact, a dissocializing/re-socialization on another plane of collective socialization” and anticipative socialization “updating values and guidelines for success in a new relationship, by resizing the roles in sports group, actually an adaptive social learning, conscious, cognitive, creative, emotional and motivated case”.

Besides family, the first and most important social group, other groups contribute to the socialization of individuals: classmates, friends group, school group and later professional collective. One of the ways that socialization within the group of friends or colleagues is achieved is through sports. Individuals learn through sport to work together, to take on specific roles within the

group and to define themselves within the group (Sopa & Pomohaci, 2014d).

Mita, Miculescu and Dumitru (2002) in the study “Sport, socialization and practice in contemporary Romanian society” examines the role and importance of sports, teachers and parents in the social integration of children through motor activity. The research was conducted in 2002, in Bucharest on a sample of 550 students, 416 parents and 158 teachers, and emphasized the importance of sport classes, but especially the influence of parents and teachers in educating the taste for sport. Thus we can say besides family, the first and most important social group, other groups contribute to the socialization of individuals: classmates, group of friends, school group and later professional staff. One of the ways that socialization within the group of friends or colleagues is achieved is through sports. Individuals learn through sport to work together, to take on specific roles within the group and to define themselves within the group.

Gavrila & Gavrila (2005) emphasizes the role of parents and the importance of socialization of children through sport activities, stating that physical inactivity and its consequences, parental implication, fashion and cultural usages leads many parents in finding solutions for spending leisure time and socialization through sport. Offers range is very extensive, from optional physical education classes from kindergarten and school to special sport centers for children. And in the case of performance sports we talk about secondary socialization, institutional type. Norms, rules and organizational values influence the manner of socialization and the identity of each one.

Basson and Smith (1998), in the study “Socialization through sport. Social representations through sport”, analyzed socialization through leisure sport activities, referring here to the practice of sports games such as volleyball, jogging,

basketball, skateboard, rollerblading, cycling etc. which are opposed, as according to the authors, institutional socialization, that achieved in sports clubs and seen as a “social self” that does not cover the real needs of young people.

Turcu and Todor (2010) – Study regarding “Socialization through sport. Effects of physical education and sport”, analyzes the complexity of sport and physical activity and the influence on man and society because “this activities produce beneficial effects on health maintenance, tonus and personality development”. Also the authors concluded that “time has validated the positive effects of physical activity and sport on self-concept, self-esteem, anxiety, depression, pressure and stress, self confidence, energy, mood, efficiency and wellbeing. Sport and physical activity contribute to the socialization of men and especially young people, in circumstances where there is a good control. It is said that socialization in sport can be promoted only when there are highlighted moral qualities, attitudes, skills and rules assimilated in physical activities can be transferred to any other social sphere and can be adapted to the specifics of any other social institution. Sports and physical education promotes respect for moral values in both the Olympic spirit and the core values of life in the community, fostering integration in the group and society and communication skills”.

Epuran (1998), quoting Vlăsceanu presents two ways of socialization one achieved by practicing physical exercises individual and one in group. The first is defined as “the psychosocial process of transmission – assimilation of attitudes, values, perceptions and patterns of behavior specific to a group or a community to form, adaptation and social integration of a person”. The second meaning refers to “expanding the number of individual agents controlling or directly participate in the development of a system, subsystem or sector of activity”.

Rusu (2000) states that “viewed as a social institution, sport has its own sociological base in society, in that it has regulations, specific laws, sanctioning ways, it establishes relationships (social and cultural) and communication systems, identification of role-sets and status-sets, their ideology and principles” or “for nowadays societies (modern) sport acquires other connotations as: it becomes increasingly important in the sense that it is practiced by an increasing number of individuals within the school or leisure, it is followed with great interest (either directly or indirectly as a spectator or media), for most it has become a profession.

A summary of the most important opinions of specialists concerned with issues of socialization and social integration through sport is conducted by Stănescu (2000) “Physical education and sport – factors for socializing process”:

“Motor activities of great complexity, through structure and functionality, physical education and sports are constantly revealed new meanings with implications for human development and society in general. Among the constant concerns of specialists in the field are those related to physical education and sport and the contribution of this to the process of socialization and social integration.

Starting from the definition of socialization, according to which it represents “a fundamental social process through which any society is projecting, reproducing and performing the proper conduct of its members, normative and cultural model”, physical education and sport can be considered factor of socialization and social integration, due to their characteristics (Stănescu, 2000):

1. Takes place mainly in groups, thus facilitating interaction between individuals (basic condition of socialization). Model in which it is organized the interaction of individuals in physical education and sport, determines different levels of manifestation.

In some cases, like sport games, the need for cooperation is huge (basketball, volleyball, football, rugby, handball), in others the need for cooperation is reduced (competitions for individual sports teams).

2. By its content and organizational form it is created a psycho-social environment that allows apparition and manifestation of all types of interaction, from the cooperative to the adversity. By the specific of organizing physical education, sport branches, individuals simultaneously fulfill cooperative roles – members of their teams, but also adversity – with other team members.

3. Physical education and sport puts the individual in a position to assess and evaluate others and himself, which contributes to the formation of self-image. Socialization is favored due to the fact that physical education, but especially sports involve competition between individuals and groups of individuals. Through competition it is realized the comparison with itself and others, it ranks values.

Motor behavior in physical education and sport is socializing because it favors the emergence of the phenomenon of social facilitation, communication, cooperation, social interaction involved. In terms of socialization, schedules and forms of personal interaction are more important than the branches of sport. Some of those determining factors are: the degree of cooperation between individuals, quality of the management, competitive spirit, and the importance given to the victory, the share of individual activity and freedom of taking decision.

Physical education and sport can be considered factor of socialization and social integration, due to their characteristics (Stănescu, 2000):

– Takes place mostly in a group, thus facilitating interaction between individuals (prerequisite socialization). The model in

which it is organized the interaction between individuals in physical education and sport, determines different levels of manifestation.

– Through its content and forms of organization it is created a psycho-social environment that allows emergence and manifestation of all types of interaction, from the cooperative ones to the adversity. Through the specific of organizing physical education, sports branches, cooperative roles simultaneously meet individuals – members of their teams, and adversity – with other team members.

– Physical education and sport bring the individual into a position to assess and evaluate others and himself, which contributes to the formation of self-image. The socialization is favored due to the fact that physical education, but especially sports involves competition between individuals and groups of individuals. Through competition it is realized the comparison with itself and with others, it ranks values.

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The purpose of socialization is to socially form a competent person, to recognize the society values, norms and patterns of behavior. Socialization process thus involves the acquisition of social competence and interpersonal skills training.

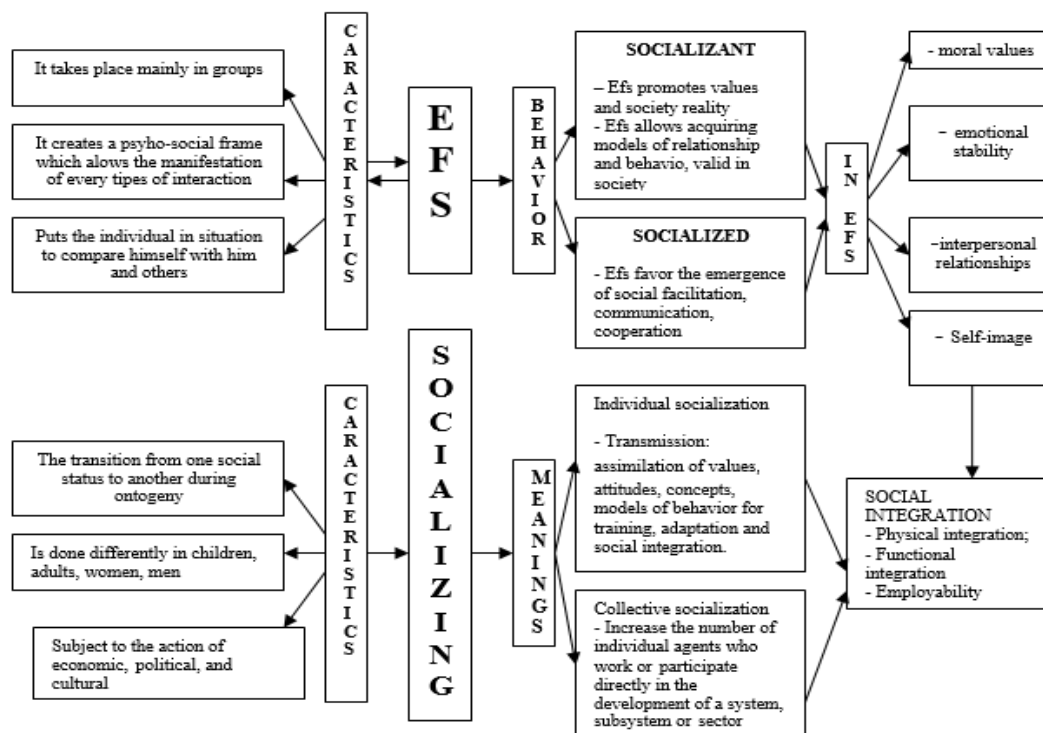


Figure no. 1 Physical education and sport – Factors of socialization process (Stănescu, 2000)

Florea (1998), notes the importance of extracurricular activities in the development and socialization of students: “physical education activities and extracurricular activities are just those that reveal new sides of the behavior, the motor act in his direct relationship to social work” or “a big importance it has the value of these activities, being equally prevention, compensation and therapy, sports activities stimulate collective integration of the individual, educating cooperative attitude, honesty and fairness”.

Serban (1998) analyzes the influence of socialization into sports games, stating that “sport is essentially psycho-social, which includes multiple relationships between individuals, with feelings, emotions, attitudes, ultimately their behavior in specific environments (partners, opponents, fans etc.) and the nonspecific, bound to daily life” or “game reflects social existence, of acquiring knowledge by motor and mental action, they reproduce social relations by rules written and unwritten, between cooperation and non-cooperation,

aimed at solving problems and overcome them through action”. “Sports game has psychosocial connotations, with individual behaviors, such as: motivations, perceptions, attitudes, beliefs, opinions, behaviors, attitudes, traditions, moods and feelings, as with the structured collectively as: conscious organization, relationships and tasks intra-group, reality and common objectives, management structures, etc.” Antonios & Ionescu (1998) – “The dependence of pro social behaviors and progressive costs and level of involvement in work practice exercise” examines pro social behavior through the socialization through sport saying that “in the process of socialization is found that people shall assist each other proverbs as “a friend in need is a friend indeed” or “together for better or worse”, reflecting the life situations in which pro social behavior is nuanced differently depending on many factors (social responsibility norm, the norm of reciprocity, state affective system attributes socio-cultural history, etc.).

Constantinescu (2009) study "Characteristics of human communication in the process of socialization through sport", summarizes the importance of communication in the process of socializing through sport by saying that "socialization is a progressively process and accumulating in which the children, over the period of growth, assimilates the behaviors, values, codes, roles, habits, conventions and ways of thinking, characteristic for the socio-cultural environment. Good socialization is achieved using communication". Here the author underlines the idea that "socializing process facilitates, in the same time, the existence of normal social life, providing stability and proper functioning of social structures, cohesion and inter-group socialization". "Individuals assimilate a whole system of knowledge, attitudes, skills and moral rules necessary for social life intra-community developing imagination and creative capacity, in the same time with the affection between balance of moral and psychological.

Ungureanu (1998) "Study regarding socializing phenomenon in juvenile performance sport", based on assumption that it is possible to know and intervene on social elements (formative and integration) can increase performance capacity of young groups, they had conducted a study on the elements which determine the performance of juvenile socialization (student athlete, family, school and operating unit performance) with a representative sample of four football and basketball teams, based on social survey research method and mixed questionnaires. There was a downward slope on motivation for sport and highlights the idea that we must intervene in the direction of social stimulation and support of the student and inform through socialization policy makers (family, parents) for the support of students with bio-motor potential stating that "socialization of sport performance represents a complex psychosocial process conditioned by many economic and non-economic factors" or "during socialization it is realized the

transmission and assimilation of values and behavioral patterns of individual and group sports, the purpose is to adapt, develop social integration of the individual".

The game, the competition and the motor activities has very specific and important roles in the overall process of socialization. The image on itself is not natural born, but is developed through socialization during childhood as a result of going through different experiences and roles.

As stated by the authors Gavriluță and Gavriluță (2005) "sport develops teamwork and increases self-confidence. Without a doubt, the biggest gain of socialization in sport is that it develops in us the idea of social belonging and team spirit".

The desire for belonging and recognition is causing the child to always model the communicational system and method of relationship. Here is what Cârstea (1981) said about socializing character of sport "relationships created in circles of participants in various competitions are unusually durable and perform an important role in social microstructure" or "sport is a good way of revealing your own personality in free contact with others, sport appropriates the participants in these games, generates collegial links, attitudes and modes of behavior". Through games and sports competition, the child can gain confidence and can try new forms of networking so as he can highlight his potential and qualities.

Children learn the difference between themselves and the role they play. As they grow, children pass from noncompetitive gaming to competitions and ball games. At the stage of the game (more accurate at the stage of competitive games), children face more stringent rules and regulations. They develop a reflexive conception of self and their position in relation to others, and in addition self-image analyzing and image that others have of them. They become self-conscious social actors.

After Canadian sociologist Rocher, quoted by Peacock (1982) socialization is “the process in which the human person acquires and internalizes throughout life, socio-cultural elements of the environment integrate them into his personality structure under the influence of experience and significant social agents and thereby adapt to the social environment in which you live”.

Socialization is the process of integration and adaptation of the individual to society through learning in the frame of the family, school, institution, profession, cultural products that enable coexistence in society: language and other means of communication, cultural patterns of that society, ways of thinking rules and moral values, legal, scientific, political, social roles.

Subject ability for socialization is one of the essential characteristics of his human nature. Human socialization is required for: the existence of human impulses and not of invariable instincts as animals; the need for human interaction in childhood, long dependence on adult, learning capacity characteristic for human species, the biological availability of learning to speech and symbolic language .

Other studies the conclusions highlighted that the results of the experimental sample in which it was acted to develop socialization, communication, group cohesion through sport, team sport, contests, relay races, competitive activity, student developed team spirit, mutual aid, cooperation, social integration skills (Sopa & Pomohaci, 2015c).

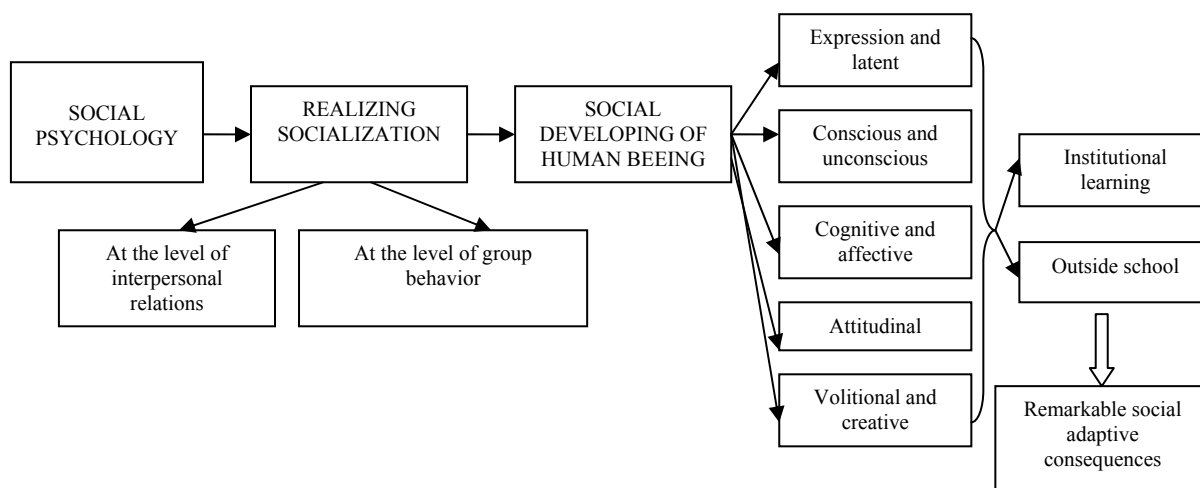


Figure no. 2 Social Psychology and Social Integration

3. Conclusions

Socialization aims child's social integration, in the definitions of socialization there are still many differences that concern either scope or mechanisms or means of achieving either determinant factors. Socialization supposes the integration of future adults in society to shape socially bounded by adults. It is therefore a process of gradual assimilation of the social and converting its specific personality characteristics.

Thereby motor activities represent the perfect framework in developing young people, the period of forming and primary socialization period is one fundamental to the further development of the child. So sport can provide a framework of support and encouragement for children, developing relationships, communication and social integration.

Besides family, the first and most important social group, other groups contribute to the socialization of

individuals: classmates, friends group, school group and later professional staff. One of the ways that socialization within the group of friends or colleagues is

achieved is through sports. Individuals learn through sport to work together, to take on specific roles within the group and to define themselves within the group.

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