

International Conference on Education & Educational Psychology 2013 (ICEEPSY 2013)

Self and the influence of motility in expressing one's opinions

Elena Lupu-University Lecturer Ph.D. *

Petroleum-Gas University, Bucharest Bvd., no. 39, Ploiești, 100520 Romania

Abstract

Problem Statement: For the definition of self and the capacity of individuals to express their opinions, education has a decisive role, beyond standards. All is achieved through the means of a disciplined mind, and a body fully physically prepared to obey any command received from the cortex, where the latter acts as a selective filter in shaping one's self.

Purpose of Study: This research started from the hypothesis according to which self is influenced by motor activities, and that individuals who receive a proper motor education also possess a special ability and strength in expressing freely their opinions, as compared to those who have a sedentary life or are absent from physical training for different reasons, and have no personal opinions. The group of subjects was made from 86 students of the Petroleum-Gas University of Ploiești (boys and girls), enrolled in the same institution and having similar motor and intellectual interests.

Research Methods: The bibliographic study methods; the observation method; the enquiry method (questionnaire, discussion, enquiry, etc.); the pedagogical experiment method; the statistical-mathematical method; the observation method; the graphical method.

Findings: Students who are physically active express their opinions freely, as compared to those who have a sedentary life or are absent from physical training for different reasons, and are tolerant to various attitudes, mainly unjustified, are incapable of expressing personal opinions. This situation would modify in time, as a consequence of the implementation of certain participation rules for lessons, which implied a number of attended classes they had to have in order to promote the university year.

Conclusions: As a result of the implementation of a set of rules with a demanding-corrective character, the behaviour of sedentary or absent students suffered a positive modification, as they managed to leave the cone of shadow of "spineless people", and had the capacity of expressing freely their opinions.

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Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: Expressing opinions, self, motor activity, students, rules

* Elena Lupu . Tel.: 0040722718827; fax: 0040
0344103270 E-mail address: lupu_lln@yahoo.com

1. Introduction

Self develops with age and life experiences, in the process of completion of the self and uttering one's opinions, both the education of individuals, in general, and the motor education, in particular, play a decisive role beyond standards. Opinion, which we examine here, is expressing an argued point of view, about how an idea or theme in a given conjuncture reflects under the influence of motor activities.

Self and influence of motor activities in expressing one's opinions is achieved through a disciplined mind, a trained body from a psychological and motor point of view, and emotionally prepared, to obey orders received at the cortical level, where the cortex acts as a selective filter in shaping the self, because "... at the basis of all arguments is self-perception, one's physicality and the incentives characteristic of the human subject" (Popescu–Neveanu P., & Zlate M., Crețu T., p. 148).

2. Hypothesis

This research started from the hypothesis according to which the self is influenced by motor activities, and that individuals who receive a proper motor education also possess a special ability and strength in expressing freely their opinions, because sport itself, for them, represents a means of physical, psychological and emotional communication, as compared to those who have a sedentary life or are absent from physical training for different reasons, and have no personal opinions.

3. Methods

3.1. Subjects

The group involved in our research was composed of 86 students (boys and girls) enrolled in the Petroleum-Gas University of Ploiești, enrolled in the same institution.

3.2. Research methods:

The bibliographic study method; the observation method; the enquiry method (questionnaire *Self-Confidence*, having 30 items from which we would observe only five for the present research, having a representation entitled *Self and the influence of motility in expressing one's opinions* (the Oo factor) – we would further extract them in an observation protocol and a diagram, discussion, enquiry, etc.); the method of pedagogical experiment; the statistical-mathematical method; the observation method; the graphical method.

3.3. Research purpose

The purpose of our research was to prove that through the implementation of a set of rules with a demanding-corrective character, the behaviour of sedentary or absent students suffered a positive modification, as they managed to leave the cone of shadow of "spineless people", and had the capacity of expressing freely their opinions.

4. Research tasks

Choosing the group of students randomly;

Applying the representative protocol for the theme *Self and the influence of motility in expressing one's opinions* (the Oo factor);

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