DIDACTIC PRINCIPLES USED IN THE FIELD OF MILITARY PHYSICAL EDUCATION AND THEIR IMPACT ON ACCOMPLISHING SPECIFIC OBJECTIVES

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ABSTRACT
As a basic pillar of the formative process, military physical education includes important directions of action in order to ensure quality of instruction through the means it employs: physical exercises appropriate to the desirable fighter profile and to the missions it has to carry out, the sports activities that secure the coherence of the group, as well as the sports competitions viewed as a partial means of evaluating the process of instruction and of symbolically simulating the battlefield. In its turn, the instructive-educational process claims the use of some updated didactic principles and methods that ensure the attainment of exceptional performance in the approached field.

KEYWORDS: objectives, instruction, functions, principles, education

1. Introduction
The motor execution required to fighters on the modern battlefield has several factors: knowledge, aptitudes, abilities and attitudes, different from those required to the citizens not engaged in such actions. The physical abilities of fighters manifests through the activities of military physical education, which systematically valorizes the assembly of the forms of practising physical exercises.

The physical qualities developed and maintained as close as possible to the maximum limit of biological adaptability demands an instructional-educational process oriented to achieving the goal, scientifically organized and conducted.

The main objective of military physical education is the development of the militaries’ motor qualities and the formation, reinforcement or improvement of their basic motor skills and/or aptitudes, as well as of the utilitary-applicative ones at the level demanded by the modern battlefield, the formation of the physical potential necessary for accomplishing individual and collective missions, for long periods of time and space, in any terrain and weather conditions.

The development of the motor qualities and of the motor skills and/or aptitudes that the fighters are required to have on the battlefield represents a complex process whose duration depends on the pedagogical skill of the specialist in military physical education, as well as on the implementation of the most modern principles, forms, methods, procedures and means that turn to good account the human body’s biological potential, in a short period of time and with maximum efficiency.
2. The Correspondence between Didactic Objectives – Functions and Principles in the Field of Military Physical Education

2.1. Objectives of Military Physical Education

The objectives of military physical education represent instructive-educational priorities, established according to the effects of physical education on the body through which its functions are realised. Thus, they highlight the means of performing the functions of physical education on the one hand and the requirements of the new model of physical education. The defining feature of the objective is that it anticipates the outcome of education in terms of behaviour, prescribing the way the subject must respond after attending a certain learning sequence or stage (Popescu-Neveanu, 1978). The content of the objectives is measurable through long-established methods, with a view to offering the possibility of rigorous control of the educational activity. The subsystem of military physical education sets and classifies the objectives in accordance with the main criteria found in the taxonomies stipulated in the specialized literature, as follows:

• according to the degree of generality:
  a) general objectives:
  – maintaining an optimum state of health;
  – creating favourable conditions for harmonious physical development;
  – developing the general motor capacity by educating the basic physical qualities and forming a system of basic motor, utilitary-applicative aptitudes and skills, specific to a branch of sport;
  – forming the capacity, the habit of systematic practising physical exercises, in the spare time included;
  – developing certain moral-volitional qualities and features, the aesthetic sense and social responsibilities;
  b) specific objectives:
  – strengthening and maintaining an optimum state of health;
  – realising harmonious physical development;
  – developing basic motor qualities necessary for a fighter;
  – forming a complex system of motor aptitudes and skills specific to the military system;
  – making the military personnel aware of the necessity of systematically practising physical exercises for health, training for battle and recreation at work and in the spare time;
  – developing intellectual, moral-volitional and affective aptitudes specific to a fighter.

• according to the sphere of influence and the type of behaviour aimed at:
  a) Objectives of structural-functional development of the body, which refer to:
  – harmony between the somatic and functional clues;
  – harmony and proportionality within each category of clues;
  – maintaining an optimum muscle tone;
  – forming and maintaining a correct body attitude;
  – preventing and correcting the bearing and physical deficiencies.
  b) Motor objectives:
  – developing the components of fitness (cardio-vascular resistance, muscle resistance, force, mobility, suppleness);
  – forming a complex system of utilitary-applicative skills specific to the military system;
  – improving the effort capacity by stimulating the main functions of the body.
  c) Psycho-motor objectives:
  – forming the time coordinates of movement: rhythm, tempo, duration, which provide efficiency to the movement;
  – developing the static and dynamic balance.
The psycho-motor field generally underlines body control and movement coordination so that the person can easily, efficiently and expressively act.

d) Cognitive objectives:
- developing the capacity of self-knowledge, the surrounding (natural and social) environment;
- developing the capacity of analysis and interpretation of the content elements, the relationships established in the field of physical education;
- turning to good account the positive effects of physical education;
- developing attention, memory, the intuitive aspects of thinking, creativity.

e) Motivational and affective-volitional objectives meet the need of modelling the interests, attitudes and values with a view to increasing the capacity of adjusting in the following way:
- forming certain convictions with regard to the role of physical exercises in enhancing the quality of life;
- regulating emotional balance;
- educating moral attitudes, convictions, feelings (fair play, respect, collaboration, mutual support, friendship, etc.);
- developing the capacity of self-regulation at the level of global behaviour (discipline, spirit of organization, courage, perseverance, determination, etc.).

2.2. Functions of Military Physical Education

As mentioned above, the objectives of military physical education highlight the means of achieving its functions. Thus, the MPE functions are subordinated and have formative tasks that operate within the system, realising a correspondence between practising physical exercises under different forms and their effect within the whole set of specific activities (Mitra, Mogoș, 1980).

According to I. Șicolovan (1979), the functions of physical education and sport refer to those roles and influences of physical activities that have a constant character, meeting the needs of human life and development.

Thus, the functions are divided into two groups:

I. Specific functions:
- the function of improving the harmonious physical development;
- the function of improving the motor capacity.

II. Associated functions:
- the hygienic function;
- the educatiational function;
- the recreational function;
- the emulation function.

V. Epuran and M. Epuran (1974) formulated three main directions through which the functionality of physical education and sport are manifested:
- the axiological function of harmonious physical development and psycho-motor development;
- the conative function of meeting the actional needs, of the need for movement;
- the social integrative function, as a synthesis.

We further present the functions allotted to the subsystem of military physical education and sport, as well as how they manifest.

Specific functions

Function of making physical development efficient

It is a function of biological nature (anatomy, physiology, bio-mechanics, bio-chemistry, etc.) through which the optimum proportionality of the body parts, as well as the correctness and harmony of physical development are achieved.

The scientific and systematic practising of physical exercises positively influences longevity, having subsequent effects on the motor model, corresponding to age, sex, branch of the army and military specialization.
Function of developing and maintaining the motor capacity

Developing and maintaining the general and specific motor capacity is the specific priority objective of the activities of military physical education and sport in the Romanian army.

The motor capacity is of two kinds (Pradet, 2000):
- general motor capacity – formed from the basic motor qualities (speed, agility, endurance, force), the basic motor skills and military applicative abilities (walking, running, jumping, throwing, catching, towing-pushing, weight transportation, crawling, climbing, etc.);
- specific motor capacity – formed from the motor qualities, skills and aptitudes specific to several physical education ‘tasks’ and/or sports branches (swimming, skiing, gymnastics, self-defence, fast travel, crossing barriers, exercises with the available equipment, etc.).

The development and maintenance of the motor capacity has in view the possibilities of the body to mobilize the energy resources for efficiently carrying out the complex situations that might appear on the battlefield through the actions and motor activities.

Associated functions

The hygienic (sanogenetic) function is a function through which the optimum state of health is strengthened and maintained. Health (well being, physical and psychic comfort) is obtained through harmonizing the relations between the structures and functions of the body by means of scientifically, systematically and continuously practising physical exercises within certain individual physiological limits.

Physical exercise can be inefficient or harmful if practised under or above certain thresholds. For this reason the collaboration with the physician is recommended at all times.

The emulation function manifests through the competitive spirit specific to human beings. Emulation, an internal driving force of behaviour, pushes the military and determines him/her to take action in order to meet the high needs specific to the complexity of current life. Becoming the explanatory principle in the psychology of the military, emulation results in the total dedication to sorting out the diverse and complex situations in overcoming the hardships in the peacetime, crisis or wartime situations.

The recreative function

Recreation by practising physical exercises is obtained on the basis of the dynamogen effects produced by the excitability of the cortex which influences the vital processes, at the same time causing positive affective states. Thus, militaries are provided with the motor qualities, skills and aptitudes that allow them to spend parts of their free time in a useful and pleasant time. As a constituent element of the recreational act, entertainment should not be limited to forming skills and developing interest for watching the sports contests and shows directly or indirectly (in the mass media). It must be felt as a psychic refreshing factor as a result of executing motor activities.

The educative function is the most complex function of the military physical education and sport, taking into consideration its values in developing the human personality in its integrality.

2.3. Principles of Military Physical Education

The didactic principles represent general requirements of pedagogy which must not be confused with the laws of learning, but have an essential role in the instructive-educative process (Niculescu, 2003).

The efficient MPE objectives are guaranteed by implementing the following principles:
- Principle of coherence; the activities of military physical education and
sport are carried out on the basis of the policies and strategies established at national level, adapted to the interests of the Ministry of Defence;

- Principle of centralizing the conception and decentralizing execution; the general conception regarding the physical education and sport in Romania’s Army is drawn up by the central specialty structure and its execution is performed by hierarchical structures especially constituted for this purpose, through the means available and in order to achieve the specific objectives by each echelon;

- Principle of complementarity; the objectives of military physical education and sport are achieved through the convergent action of the structures that influence the field;

- Principle of continuity; the activities of military physical education and sport must be permanently carried out, following well-established rules related to the volume, intensity and complexity of effort;

- Principle of professional action; the instructional-educational process must be run only by qualified personnel having competences in this field, through adequate forms of education;

- Principle of objectivity; the motor models are elaborated according to the demands of the combat missions, the tasks of daily life, determined through specific measures and scientific research in the field;

- Principle of specificity; the performance standards of motor execution must be correlated with the model of the professional military, individualized according to categories of age and sex, as well as to the particularities of the branch missions and military units;

- Principle of priority of objectives; the general and specific objectives are achieved by using methods and means specific to the field and the timely employment of necessary and sufficient forces and means.

There is no doubt that these didactic principles interact and support each other.

3. Conclusions

On condition they are well conceived and executed, military physical education and sport can have an impact on the other sides of human personality, as follows:

- at an intellectual level – the impact will be exercised by the militaries being provided with the basic knowledge in the field of physiology, anatomy and physical exercise hygiene, of bio-mechanics and bio-chemistry of motor actions, of producing the necessary energy, of psychology, etc. Respecting the principle of accessibility, this transmitted knowledge ensures the basic foundation for practising physical exercises scientifically and for making militaries aware of the activity; it also contributes to developing intellectual qualities, such as memory, imagination, spirit of observation, quick thinking, etc.;

- at a moral level – it acts in the direction of forming some skills and attitudes of correct behaviour in contests and competitions, as well as in daily life; the respect for the adversary is developed, as well as the spirit of collaboration among team members for completing motor tasks, of accepting the referees’ decisions, of discipline in work (punctuality, respecting the exact training programme), of respect towards the common goods (sports facility, equipment, materials, etc.);

- at an aesthetic level – through its technical and tactical content, it contributes to educating the taste for the beautiful, the beauty of the human body, the beauty of nature;
at a technical-professional(military) level – it produces an increase in the standards of motor qualities required of militaries belonging to different branches and specialisations, an increase in the capacity of fighters having applicative-military skills.

Since physical education is usually carried out in groups of subjects, the responsibility for accomplishing orders or other tasks is developed in the military system, as well as the respect for the other team members’ effort, organizational aptitudes, understanding the necessity of a hierarchy within the micro- and macro-group (including the significance and the role of the military leader). The implementation of the principles of physical education in the running of all the specific activities substantially contributes to the accomplishment of MPE objectives, creating the premises of an exceptional training within the assembly of training activities specific to the military system.

REFERENCES