Abstract.
Challenging present economic crisis have no doubt reinforced the importance of team work in the workplace. In physical education classes a collective sport is an opportunity to develop the student’s team work capacity. The team spirit is a form of motivation which is sustaining efforts more intensive and longer than spending energy in personal benefit. Building a team is a process that starts at the individual level, and the first step is accepting the idea that everyone has a different set of values and needs. Team and its spirit are built on interpersonal relationships and through a communication based on respect and trust among teammates. The experiment I worked out shows that a team sport is an efficient instrument to develop the student’s team work capacity. The collected data proofs that team work and competition had significantly increased the student’s participation and involvement in physical activities. The teacher’s attitude and his leading style have an important influence upon developing the young people team work capacity. Working in a team could be considered as an objective in PE classes especially in higher education level. To develop social skills and present knowledge in an active form of learning, especially for a generation which is set on “fast-forward” pattern represents a

Key words: team work, physical education, competition, team spirit, personal example


1. Introduction

One of the most frequently requirements quoted by job offers large companies is the ability to work as a team member. The fundamental difference between a team and a group is that in a team each group member is assigned a position which corresponds to a specific task. At the same time there are established rules, and the qualities and skills of each person are used to achieve different goals for the team. All these features are found in physical education and actually in all physical activities which involve the cooperation of at least two partners. Therefore I consider suitable the choice of a game as means of developing students' ability to work together for the success of a joint action, involving at the same time the improvement of individual performance.

The nature offers us wise example that a team is more than a sum of individuals: the goose – “by flying in a V formation, the whole flock adds 71% flying range than if each bird flew alone” (team-building, 2011).

As there are many examples in professional sports, even in the case of exceptional talent, their smooth and effective functioning (as a team) cannot be guaranteed in advance. Even less when the team is very heterogeneous in terms of availability, knowledge, skills and abilities necessary for a consistent game. If the most advanced players practice only among them, without assisting the beginners, it will take much longer to bring them to a level which will ensure everyone a good game. I mean not only the appearance of exercise, but given the success and satisfaction of execution or tactical schemes. (Pop, 2007, p.142)

The teacher, by his methodical knowledge of physical education and educational management determines an accelerated learning and a reduction in the gap between the two categories of students.
2. Content

Freshman student groups, with whom we work in physical training, are made of young, mostly the same age and in some cases, the same gender, but not known before. Characteristic for the students as a social group is theirs common target for evolving in education, intellectual and professional field. Their integration in the university environment, as a cultural space, and the contact whit academic personalities offers young students totally new cultural and social experiences, significantly different than before.

When they come to the first lessons, the students are in the early stages of forming a group trying to develop relations between them. Students participating in lessons with sports content will be structured and will act in conjunction and as a team. From my observations, this overlap leads to a better understanding and relationship between the groups' members.

The groups are randomly made up; there for the physical skill level is more often dissimilar. Students with less experience or no experience in the chosen game compare themselves with the most advanced and will realize they need to improve. The individual opinion of the team members regarding the leadership qualities of the teacher will be based on how he will meet those needs. The easiest way invoked by some students from the very beginning, is an escape from an activity that they cannot demonstrate their aptitudes. "I have never played volleyball, I cannot run correctly this play (even from the first attempt), "I'm tired" or "I didn’t come to this university for sports" are just some examples of the repertoire used to avoid the damage of their own image in the eyes of others. I can say based on my observations that boys often react in this way than girls.

To gain the students’ involvement in lesson tasks you must show concern for their executions; give them positive or negative feedback as appropriate, make suggestions to resolve the difficulties, to listen actively and to make sure you have been understood. A reliable method for verifying the correct understanding of the message is to ask a brief review of the indications that you gave (feed-back agreement) (Păini őrară, 2004, p 52-53).

In my opinion the feedback offered by teacher should be immediate, direct and individualized when it comes to individual practice, and when the team is the goal, to focus on its functioning as a system. We emphasize the importance of correct technical execution (as a personal contribution) to the success of the team's tactical assignment. Thus the student will be motivated to improve his executions not only for him but for the entire team. Moving forward in the technical aspect, the student will gain confidence and assume responsibility of several interventions during the game. A good percentage of successful actions will prove his usefulness in the team's mechanism, which can lead to strengthening ties with teammates.

Achievements and original solutions should be highlighted and appreciated by a positive feedback - praise, a word or gesture of encouragement, or applause. Students should be supported, generally, by personal effort to find appropriate solutions to their technical implementation possibilities, and recognition of these achievements will be a means of strengthening in learning and motor development. In cases where their conduct on the field was worthy, congratulate them and thank them for their efforts individually and as a team.

Teamwork gives positive results where skills and knowledge complement each other. **Team spirit** is gained over time and is a form of intrinsic motivation, with the role of mobilization of energy that otherwise individuals would be willing to invest. In other words, at physical education you can spend more energy as a member of a team being in a competition with another team, than training for the personal benefit. This spirit is induced by mutual aid which teammates accord each other, for training in the race, but also for the fun of the game. This pleasure can be maintained by the teacher by cultivating an atmosphere of enthusiasm and good humor; sometimes a little joke can boost the team’s moral when things are not exactly brilliant. Not to be overlooked, especially in the case of students, that physical education is a means of recreation and compensation of intellectual effort, sometimes intense and prolonged.
3. Results

Uniting two requirements: a methodic one and a managerial one, on the beginning of the second semester, I asked the students being part of the experimental group to organize a volleyball competition. From the methodic point of view a competition is a correct way to end a learning stage because the students will have the possibility to apply the knowledge, abilities and skills acquired during the physical education classes. This will be used in unexpected and new situation, against different teams. A competition is a frame within the team mates will assess themselves the opportunity of their solutions in a real game situation.

From the managerial point of view I considered that involving the students in organizing a competition, they automatically will foresee, organize, coordinate, motivate people and evaluate the result of an activity, making all the steps of a managerial plan by themselves.

Another advantage of this project was that the impact of a student competition will be ampler if the idea is horizontally (from student to student) spread, instead of a vertical (teacher – student) communication.

The participation was voluntary and the main condition was that all members of one team to be in a same study group. The subjects are studying on cybernetics faculty, being colleagues in the other theoretical classes. The study is dedicated to girls because they represent the majority in our university.

In choosing volleyball I used the data from a questioner about the students’ preferences:

- 70.5% prefer activities with no contact or with just individual involvement, like Aerobics or Fitness;
- 21% prefers Volleyball;
- the rest (almost 9%) Basketball.

An activity based on a team game was received with a moderate enthusiasm. The main reasons against this kind of effort was: there is a preference for following the teacher moves, or to work in a slow, personal rhythm instead of learning new lines of action, rules or something which request attention, focusing and imagination. After first semester and after the students taste the game, playing volleyball was a voluntary choice.

In the same time the control group performed in PE classes - fitness and aerobics activities, an individual effort in personal benefits. The two groups: the experimental and the control one involved 21 students each.

I conveyed with the steering committee about the most appropriate competition interval, bearing in mind their professional program. The 5-th week was a good choice, being after a few weeks of training, before the middle semester exams and allowing some necessary actions: announcements, flyers, listings, program and regulation.

We had register at start eight volleyball teams, each one having a leader and between seven and ten members. All of them represented their professional, formal group of the same faculty. The competition was in eliminatory system; therefore we had totally six matches in three days. In the first one were the three matches in the group, in the second day the semi-finals and in the last day the final.

The collected data showed how the competition worked like a motivation for physical effort. The participation of the experimental group increased significantly – with 57% in the competition week, comparing with the control group which followed a normal, non-competition program. In the weeks before we had a good involvement and presence in PE classes in order to prepare the team for a good performance. The attendance was with 16% higher.

Also after the competition the trend was maintained, the difference between the two groups regarding the lessons attending was in average increased with 14,3 %. A possible explanation of this fact could be the discovery of the team spirit and the joy of playing a game with other young people.

In present days, when the daily pursuits of our young generation are mainly sedentary and the obesity is widely distributed, too, to spend time playing a sport could bring freshness in their life and the physical effort could provide enough satisfaction, in order to become an internal motivation.
For our mission, as teachers, every young man or woman who spends longer time in a sport place is a professional success.

We did succeed, without money or material prices, to involve in our competition 60 students. Not only the quantitative participation was important, also the technique and tactic gain had its importance. This kind of experiences helps the students to develop their leader qualities and it offers them the authority, opportunity and motivation for assertion, initiative and creativity.

4. Discussion

Risk conditions, which are sometimes involved in sport, induce cohesion within the team or group. When winning and sometimes physical integrity depends on teammates, the sense of solidarity among group members develops. Even in professional sport teams, which often are some multi-ethnic groups, the importance of goals, optimal motivation and common strain in special conditions, induce tolerance and unity, facilitating communication. The images we have of others are highly conditioned by our culture, but physical culture has a special form of communication, which makes cooperation even in multicultural teams easier.

The professor, by personal example, determines how the relations between him and the group of students will develop: they will react depending on how the teacher chooses to behave. Most young students seek a role model and they have a positive reaction when they meet it. There is the belief that group members tend to copy, even unconsciously, the attitude and behavior of the leader, with the understanding that whatever he does is the right thing to happen. A possible explanation is that 87% of information is visual perceived, even when words are in discrepancy with actions, our interlocutors will believe what they see.

The principle is simple: you have to behave in the same manner you want those who you teach to behave (Bush, 1994). Like it or not, you are an example for them, and it is important that the message you convey through your behavior to be positive and worth following. The teacher must prove himself, the enthusiasm, initiative, involvement, energy, confidence, fairness, caring, competence and fair play he expects from students or athletes. As Francis Bacon said in the sixteenth century: “He that gives good advice, builds with one hand; he that gives good counsel and example, builds with both; but he that gives good admonition and bad example, builds with one hand and pulls down with the other.”

Building a team is a process that starts at the individual level, and the first step is accepting the idea that everyone has a different set of values and needs. While individual qualities and skills will be used for team goals, each member will receive from the team honest feedback from which he can assess his strengths and weaknesses.

Team and its spirit are built on interpersonal relationships and through a communication based on respect and trust among teammates. The teacher or coach, as team leader, through his attitude and style will determine the climate in which these relations will be favored or hampered.

Experiences shared by team members resonate differently in each of their consciences. If the observations, thoughts and feelings that these experiences determine will remain to an individual level, the team will remain a sum of individuals. Sharing with others the effects of what common experience causes at intimate level, helps creating interpersonal relationships, mutual understanding and finally embracing the idea of cooperation in order to bring things to an end. (Bull, 2011, p. 195)

Working in a team could be considered as an objective in PE classes especially in higher education level. It will be a valuable skill, which will fulfill the further employers requirements related to integrate in a team and perform as its member. A sport team has also the advantage of an easier understanding and acceptance of young people. It is a cultural achievement to present important knowledge in an active form of learning, especially for this new generation set on “fast-forward” pattern.
5. Conclusions

- The study points out a few methods for making some individuals to work like a team.
- The experiment I worked out shows that a sport team is an efficient instrument to develop the team work capacity of young students.
- The paper includes a new approach regarding the relationship between the individual and collective levels in building a team process.
- The teacher or coach personality and his personal example is an important issue in building a team and maintain a good working spirit inside it.
- Teaching in PE and sports means not only physic, technique and tactics, but also the energy, the interest and the heart you invest in reaching the performance. The teaching art uses the subtle synergy of a team to reach common goals.

References

Francis Bacon, 2011. www.searchquotes.com