THE EFFECTS OF PRACTICING SPORTS GAMES IN PHYSICAL EDUCATION LESSONS ON THE CHARACTERISTICS OF MEDICINE STUDENTS’ PERSONALITY

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Abstract
The personality is a problem that can only be seen in its complexity through a convergence and a careful combination of many points of view (psychology, teaching, sociology, athletics). The motivation for this theme flows from recognizing the essential role of practicing sports in athletics classes on the personality characteristics of medicine students, as long as the studies show that the development of personality and the temperamental, mood, character and behavior changes, general behavior, are due to athletics and sport. Sports game can be looked at as a way of manifesting the characterization characters of the personality, as a ludic activity altered in solicitation motor as a preferred way during student’s free time. The formation of human personality is achieved by practicing physical education.

Keywords: interdisciplinarity, sports, personality, physical education lessons

JEL classification: I20, I25

1. Introduction
The scientific approach of the theme represents an important step in research activity, with the purpose of interdisciplinary treating between the fundamental domain of kinetics and the fundamentals of psychology, teaching and sociology. An interdisciplinary approach is necessary taking into consideration the methodical and structural transformations that occur in the contemporary science and a firmer orientation to an interdisciplinary forming of the human personality for his integration in a dynamic democratic society. But, the interdisciplinary activities have acute formal valances. They contribute to the intercultural, social, emotional and physic development and cultivate the self confidence in own forces and in competition spirit and many other personality characteristics.
“Sports training must be based, first, characteristics and requirements of the competition and then the peculiarities of human behavior in terms of business. For achieving a consistent high as between the characteristics and requirements of the training activity will be carried out depends on the yield of sports, there is a connection between them based on physiological and psychological premises.” (NEGULESCU, C. I., RĂCHITĂ, C. et all, 2008).

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2. Purpose, objectiv, hypothesis

*Purpose.* Identify new approaches scientific research - development, modeling, consolidation and development of the personality characteristics of medical students and establishing the methodology to drive the development and implementation of new strategic programs included in the organization, management and conduct instructive - educational process, which contain specific means of action sports games. The ultimate goal is to crystallize the personality of young students in medicine.

*Objectivs.*

- Identification of linear and circular profile of the motivation for performance using AMI inventory - Achievement Motivation Inventory (US version), LMI - Leistungmotivationinventar (German version).
- Development through sports games, personality on plans intellectual, moral, ethical and professional in order to prepare students for socio-professional integration and to improve their physical and motor.
- Identifying required psychodiagnosis finding psychological profile of personality of students in medicine by ICC inventory 434 - California Psychological Inventory.
- Identify and implement the most effective elements, processes, means and methods specific technical and tactical sports game in action during the attack and defense that were the operational objectives within the educational process of students in order to establish a scientific underlined working methodology.

*Hypothesis.* The premise from which we start in this scientific step is that only if we have an interdisciplinary vision we can intercept the diversity of phenomena, which will be expressed systematically and relational as a sinergical act on the problem regarding the practice of sports in physical education classes on the personality characteristics of medicine students. While the knowledge of the psychological profile of medical students on the characteristics of personality and motivation for performance, can accelerate scientific approach effective in driving directions scales with low or close to the average linear and circular graph of personality and motivation, they succeeded to be positive over the average.

3. Methods and materials

To elaborate the theoretical and practical study, we used the following methods research: bibliographic documentation, the conversation, the observation, experimental method, statistical methods (statistical indicators: the mean standard deviation, coefficient of variation, Spearman correlation, "t" test significance).

Experimental research sample was 120 students from the University of Medicine and Pharmacy "Carol Davila", for the experimental group and 120 students
belonging to the University of Medicine and Pharmacy "Iuliu Hațieganu" in Cluj-Napoca and "Gr. T. Popa" University and the Medical University of Tg. Mures for control group.

The surgery was done on students applying training program specifically designed for modeling, consolidation and development of the personality characteristics of medical students by means of specific sports in the educational process - education in physical education class.

The experimental program considered med student needs identified following analysis of the results of the psychological profile of personality and motivation for the performance obtained with inventories personality and motivation: California Psychological Inventory CPI-434 and AMI Achievement Motivation Inventory

„CPI-434 survey results include information on a person's outlook on life evaluated on how it is collected and compared to others in terms of a number of peculiarities and characteristics that are important in work and in everyday life.

The purpose of this questionnaire is to provide an accurate picture as possible about the person being evaluated, one that helps both in their understanding, and the understanding of others, helping to career guidance physician.” (RĂCHITĂ, C., 2008).

4. Results

Test California Psychological Inventory and Achievement Motivation Inventory show a difference between baseline and final.
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Figure 2: Graphical representation of typical medical student profile for AMI inventory variables specific motivation - Linear - Group Experiment

The presentation, analysis and interpretation of results concerning linear regression model AMI - CPI - the final moment of experimental research.

Figure 3: Linear regression model, AMI = f(CPI), The final moment of experimental research group
5. Discussion

Following testing CPI - California Psychological Inventory, the final time for the experiment group, see the class orientation of interpersonal variables, especially the development of the following personality characteristics: dominance (3.70), capacity status (3.14) and presence social (3.00) and to a lesser extent have improved other features of personality: self-acceptance (1.85) and independence (1.56). Dominance development means that in the end, the students became more confident in their own forces, affirmation, and persuasive entrepreneur. Increasing the capacity of status means the presence of mind and social best. Score of greater social presence indicate that the coefficient has a higher intelligence. To a lesser extent developed optimism on the future and training were aimed at a high social status.

Following testing CPI - California Psychological Inventory, the final measuring for the experiment group was found at the variable value orientation and normative development with special attention to the following personality characteristics: state of good (5.99), socialization (4, 68) and responsibility (3.56) and to a lesser extent have improved these personality characteristics common (2.51) and tolerance (2.09). Increased the final state of well-meaning, tone increase both physical and psychological, the students become more resistant to stress. Development characteristics social behavior resulted in more correctly compliance to society and from professional organizations to which the (group, colleagues, teachers, etc.). Improving features "accountability" indicates a change in the self, persistence and severity. This feature is associated with interpersonal maturity.

Independent variables produce statistically significant increases on the dependent variables of personality characteristics of the sample students experiment with the changes from baseline to final personality characteristics such as responsibility, dominance, ability status, socialization, creativity, combativeness, will, attention and memory.

Conclusions

Effectiveness has been demonstrated experimentally by the analysis of statistical indices for samples motor, psychomotor, speed, agility and physical evidence, on the one hand and indices by analyzing statistics for the questionnaires developed by us and personality inventories and devoted international motivation. In this sense the experiment group subjects achieved higher indices compared to control group subjects at final testing, at a threshold p <0005, with a mean of 95%, thus confirming the hypothesis that the means and methods used in the original proposed program affect the positive personality characteristics of medical students.

Correlations are supported by statistical linear regression model and reflect confirmed links between the following variables: Perseverance - Brady test, desire
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for learning - test Adams sociability - test Brady, Brady Communalities-test.

The motivation for performing activities of students and even future profession is closely linked to personality differences and may even explain individual behavior. This link was found from statistical correlations performed, the threshold of significance is <0.01, and a linear regression model has been validated by Fischer test calculated> F than theoretically identified for 1 and 119 degrees of freedom.

REFERENCES
