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STUDY ON THE IMPLEMENTATION OF THE INTRODUCTORY CURRICULUM IN OINA

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Rezumat. *Acest studiu investighează implementarea unui curriculum opțional de inițiere a oinei la nivelul gimnaziului. Pe baza unui chestionar administrat unui număr de 15 profesori de educație fizică, cercetarea explorează relevanța și fezabilitatea introducerii oinei – sportul național al României – în programa școlară obișnuită pentru clasele a V-a și a VI-a. Toți profesorii chestionați au confirmat utilitatea dezvoltării unui astfel de curriculum și au recunoscut beneficiile educaționale, fizice și de formare a caracterului ale jocului. Studiul prezintă competențe generale și specifice, domenii de conținut și concluzii care susțin continuarea cercetării în acest domeniu.*

Cuvinte cheie: *curriculum, oină, chestionar, profesor, educație fizică și sport, curs opțional.*

Relevance of the topic. This study was undertaken with the aim of making a modest contribution to enriching the body of knowledge related to the practice of oina at the lower secondary school level (grades V-VI). The topic is considered timely, given the absence of updated scientific literature in the field, a dedicated school curriculum, and appropriate planning frameworks – all of which call for a serious and thorough approach.

The purpose of the research is to develop and implement an "Oina Initiation Curriculum" and to formulate proposals for achieving this goal at the lower secondary level.

G. Cârstea [2, p.40-45] the natural and varied movements that oina requires, combined with good hygienic conditions, collective spirit, solidarity, sporting ethics, and discipline, make oina an effective means of achieving the objectives of physical education. It contributes to the development and improvement of general psychomotor skills in children, as well as to the development of the morphological and functional indicators of the body.

Furthermore, it has been observed that oina also has an impact on the affective dimension of students, influencing their personality and emotional experiences – making the feelings they experience in favorable or less favorable situations much more intense compared to other organized physical education activities [3, p.82-86].

Organization and description of the research. E. Scarlat, B. Scarlat [5, p.60-64] oina is both a sport and an attractive game by its nature, characterized by the desire for direct confrontation and the pursuit of performance, through competition and contest – the struggle taking place between teams as well as between individual players.

Discipline is the primary quality of the athlete; it is the backbone of sporting activity, and without it, no success is possible. In the tradition of oina, discipline carries a special significance – as the national sport, it has embodied for centuries the values of humanity, respect, honesty, and fairness, and is defined by fair play, sportsmanship, and respect for opponents [4, p.32].

Oina fosters the development of specific traits and characteristics, exerting a great educational influence on players by instilling discipline and respect – toward the physical education teacher or coach, the referee, teammates, and even opponents. It also develops teamwork, courage, perseverance, competitiveness, and both physical and mental endurance.

Oina is a very effective means through which teachers can educate children in movement, health, and harmonious social life.

Beyond the practical aspect, one can also speak of the pleasure and enthusiasm experienced by those who practice this sport, as well as the positive effect observed among spectators – a conclusion drawn from surveys conducted among secondary school students and teachers.

Respondents indicated that oina holds a prominent place alongside other sports (football, handball, rugby), reflecting a high level of interest in this sport.

The author highlights having achieved remarkable results with children both educationally and athletically, garnering numerous professional satisfactions.

Taking into account the challenges faced by physical education teachers in teaching oina – including the lack of methodological and scientific teaching materials, an official curriculum, and planning tools for the lower secondary cycle – an optional Oina Initiation curriculum was proposed and a survey was conducted regarding this aspect.

The origins of school physical education in Romania are organically linked to oina. Following the Law on Secondary and Higher Education in 1898, oina was officially introduced into schools. In April of the same year, Spiru Haret issued the ministerial decision regarding the establishment of interschool oina competitions, in the form of "public performances" for students of all schools –

oina thus being among the first sports with a well- organized competitive system, culminating in the first national championship in Bucharest in 1899 [1, p.3].

Oina is our national sport – it was and will remain a game of great sporting beauty, with untapped moral and volitional resources, well-suited to the Romanian spirit, and requiring no major investment to practice.

Current times are not very conducive to this game. Today, sports that generate "profit" through activities adjacent to the athletic act are highly valued. However, modernism and European integration must not lead to the disappearance of traditions – on the contrary, modernism must preserve them. Baseball should not replace oina, for there is room for both. The Japanese adopted football, baseball, and hockey – yet they gave the world judo and sumo. Romanians must do the same: offer the world this gem, the game of oina [1, p.5].

This is why oina must also be on the agenda of school curriculum designers – as a sport to be learned at school – not as an obligation for all, but wherever there is tradition, conditions, and people who want it.

Analysis of results. The activities carried out during the survey in the 2024-2025 school year involved 15 physical education teachers regarding the practice of oina within their respective schools.

The teacher questionnaire comprised 8 questions, aimed at gathering the opinions of teaching staff regarding the practice of oina and identifying the difficulties they face. Responses were statistically processed, recorded in tables, and presented in graphic form with analysis and interpretation for each question.

Question no. 1: "Do you consider it useful to develop a school curriculum for Oina Initiation at the lower secondary level?" All 15 (100%) surveyed teachers responded YES, demonstrating the utility of this research and the need for developing a specialized oina curriculum.

Question no. 2: "Do you consider it important for students in grades V and VI to practice oina during physical education classes?" All 15 (100%) teachers responded affirmatively, highlighting the scientific value of this research and the near-total absence of scientific works in the field.

Question no. 3: "Do you consider the technical procedures and technical-tactical structures in oina important for students' physical development?". All 15 (100%) teachers responded YES, concluding that technical and tactical procedures in oina are very useful for the physical development of students.

Question no. 4: "Do you believe that the age of 11-12 years is appropriate for practicing oina during physical education classes?", 13 teachers responded YES and 2 responded "I don't know," reflecting the understanding that at this age students develop both motor qualities and psychomotor skills.

Question no. 5: "What other team sports are practiced in grades V and VI? Please name two." Results: 4 teachers indicated Football-Rugby Tag; 3 indicated

Basketball-Football; 5 indicated Handball-Football; 3 indicated Volleyball-Handball. This shows that teachers include a variety of sports in their planning for grades V-VI.

Question no. 6: "Are students interested in practicing oina during physical education classes?" 13 teachers (80%) responded YES, 2 (2%) responded "I don't know," and 2 teachers noted that students are not very interested in practicing the game.

Question no. 7: "Do you believe that the technical procedures found in oina can be successfully mastered at the age of 11-12?" All 15 (100%) teachers responded YES, demonstrating the importance of technical procedures at this age.

Question no. 8: "What objectives do you pursue in oina?" Teachers selected the following objectives: 13 – applying technical procedures and tactical actions; 15 – adopting correct body positions; 13 – performing motor actions specific to sports; 15 – integrating into competition-based activities.

Conclusions. The conclusions drawn from the questionnaire reveal that this research is highly useful in developing an optional Oina Initiation curriculum, indicating that it is appropriate to continue research in the field of oina – particularly by creating new teaching materials in accordance with the responses provided by teachers.

The selection and use of oina-specific methods corresponding to the proposed optional curriculum – for the practical sports preparation in physical education classes for grades V and VI of integrated secondary education – contributes to the efficiency of student preparation and to achieving good results in competitions held at this level.

The periodic assessment of lower secondary students, through the use of specific tests and evaluation tools, contributes to establishing their level of preparation and the progress achieved throughout the years.

Perspectives for continuing the research. The selection and application of the most effective oina-specific means and methods can influence the improvement of the technical- tactical level of students eager to practice this sport.

Applying methods and means in line with the allocated time and the student's aptitudes can lead to the sound development of endurance and perseverance.

Regarding the directions for developing the game of oina, participants consider that developing a curriculum and additional teaching materials are both necessary and useful for the practice of oina.

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