

## **STUDY REGARDING THE IDENTIFICATION OF THE SOCIALIZATION LEVEL OF PUBERTAL CHILDREN WHO PRACTICE SWIMMING**

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**Abstract** Our concern focused on the development of social skills in children of pubertal age, by identifying concrete activities that contribute to this objective. The need to know the level of socialization according to which a program of activities can be designed is the premise of our scientific approach. In this context, we believe that socialization within school swimming camps inevitably leads to the development of adolescents' social skills. The sociological survey was used to collect data through the question-answer technique. In the field of swimming, questionnaire survey can be used as a research method to collect information from athletes, coaches or other people involved in swimming activities. Questionnaire inquiry can have several functions, including providing feedback and suggestions for developing athletes' social skills. Analyzing the opinions of 50 children of pubescent age, participants in the present research, we conclude that it is necessary to introduce in the training program, respectively in swimming lessons and training, some activities that contribute to increasing the level of socialization of the group. It is obvious that swimming is a socializing factor and contributes a lot to the development of social skills.

**Introduction:** Studying the specialized literature, it was noticed that in the current era, the process of sports training is based on well-organized activities, planned and guided by laws, principles and rules subordinated to the biological, psychic sides [13] and social [17], where the progress of motor skills is observed simultaneously with the intellectual and affective one [11]. The method of planning at the current stage of sports practice occupies an important place in the training of performance athletes. It is a known fact that training planning is done over short, medium, long and very long periods. The duration of planning depends on several factors: the structure of competition activity and training of athletes, laws underlying sports performance, adaptive, functional, motor and psychomotor processes, socialization and, last but not least, the recovery process [20]. The problem regarding

the socialization of children of pubertal age within the practice of swimming is not treated in sufficient detail or properly in the specialized literature. However, this topic is important and can have a significant impact on children's development and their social lives [1,14].

It is important that we continue to explore this issue and provide more information and practical solutions to help children develop socially and emotionally through swimming [3,9]. This can be achieved through empirical studies that investigate the impact of socialization in swimming and the development of educational interventions that promote better socialization in this context. In the context of the socialization function, "the subjects of a group engaged in sports activity assimilate specific skills, form a system of attitudes, acquire different competences, respect specific rules and tend to certain behavioral values that facilitate integration and relationship within their own group or society" [18]. Another study considers that in a social context participation in physical exercise or sports may involve joining a sports team or club, offers the opportunity to meet people who share similar interests and creates new bonds of friendship and promotes the development of collaboration spirit and teamwork skills [12]. The psychological training of athletes promotes and encourages socialization and team collaboration [2]. In the authors' conception there are several ways to encourage university youth to adopt healthy habits related to leisure, inclusive movement and socialization [5].

**Material-method:** The aim of the research was to demonstrate the effectiveness of the socialization activities included in the students' training plan and in the activities of school swimming camps, in the development of the social skills of children of pubertal age. By creating and promoting these activities, socialization can be improved, a positive environment can be created to help adolescents grow and develop in a healthy and balanced way. Our concern is directed towards verifying the working tools and presenting the quantifiable results regarding the level of socialization of the subjects subjected to the research, verifying the potential for its improvement, in order to be able to finally propose a training program that also includes socialization activities that will contribute to the development of social skills and the level of socialization of adolescent children. The research of students' opinions regarding socialization at puberty, aimed to determine the level of socialization during swimming training. The subjects of the research are 50 8th grade students, aged 13-14 years: 25 students- 8th grade A Theoretical High School I.C. Vissarion Titu, Dâmbovița County; 25 students - 8th grade B Theoretical High School I.C. Vissarion Titu, Dâmbovița County. The sociological survey was used to collect data through the question-answer technique. In the field of swimming, questionnaire survey can be used as a research method to collect information from athletes, coaches or other people involved in swimming activities. Questionnaire inquiry can have several functions, including providing feedback and suggestions for developing athletes' social skills.

**Results:** The sociological survey based on the questionnaire provided us with an obvious mapping of the socialization and integration of adolescent children in the group/team of which they belong. The answer to the first question in the questionnaire addressed to children indicates that a percentage of 59% of them know the term "socialization", while 9 % do not know this term and 32% are partially familiar with it (Fig.1). We can deduce that most of the subjects know the term "socialization", considering that more than half of them indicated that it is known.

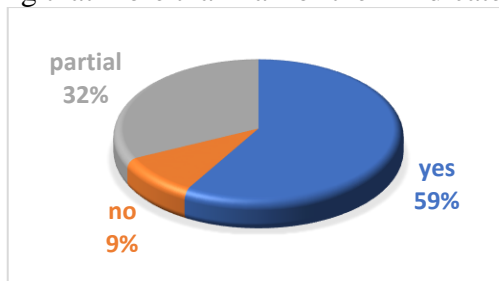


Fig 1 Knowledge of the term socialization by the respondents

The percentage of 86% of respondents who answered "yes" to the second question in the questionnaire indicates a positive association between practicing swimming and broadening the spectrum of interpersonal relationships, while the percentage of 14% who answered "no" suggests that a small number of subjects who did not experience this. increasing interpersonal relationships through swimming. These results suggest that there is a causal relationship between practicing swimming and broadening the spectrum of interpersonal relationships, the latter being very important in the socialization process (Fig. 2).

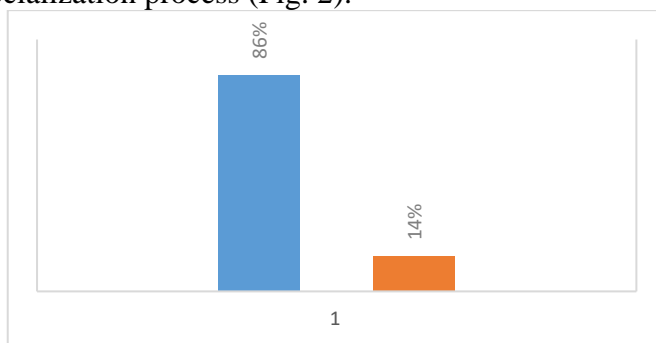


Fig.2 Respondents' opinion regarding the correlation between practicing swimming and broadening the spectrum of interpersonal relationships

In general, swimming can provide significant opportunities for socializing and developing interpersonal relationships, both within and outside of the swim team or club. However, this aspect is not visible in the research sample because 76% of the subjects do not socialize during swimming training except partially, 20% socialize and 4% deny this aspect, from which it follows that during swimming training, the children do not interact each other and do not work together to achieve their goals.

This lack of interaction cannot lead to the formation of close relationships and friendships.

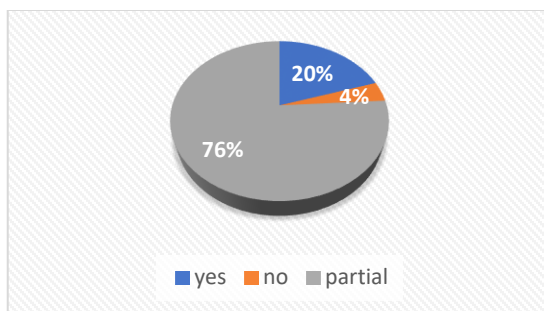


Fig. 3 Socialization during training

Following the analysis of the answers to question no. 4, it can be seen that: 84% of the respondents that swimming is a socializing factor (answer "yes"), which suggests that they believe that swimming can be an activity that brings people together and helps to connect socially, only 6% of respondents answered "no", which means that they do not think that swimming has a significant impact in terms of the social process, 10% of respondents answered "partially", which can indicate that they believe that swimming can be a socializing factor.

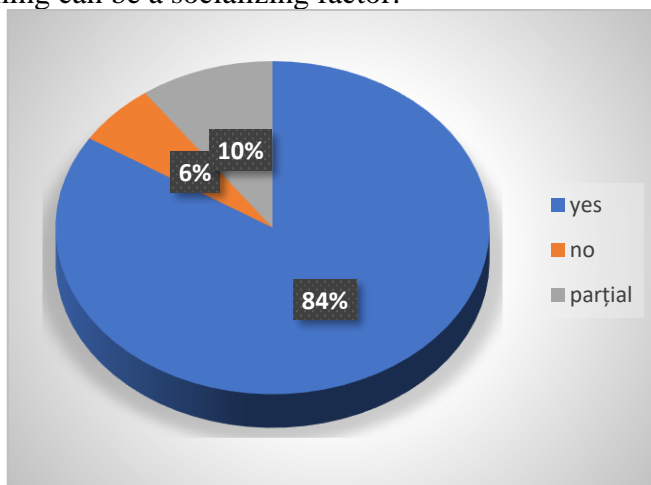


Fig. 4 Swimming - socialization factor for children

We find that most respondents feel the need to socialize with others during swimming lessons or training, with a large proportion of them indicating that they feel the need to socialize very often.

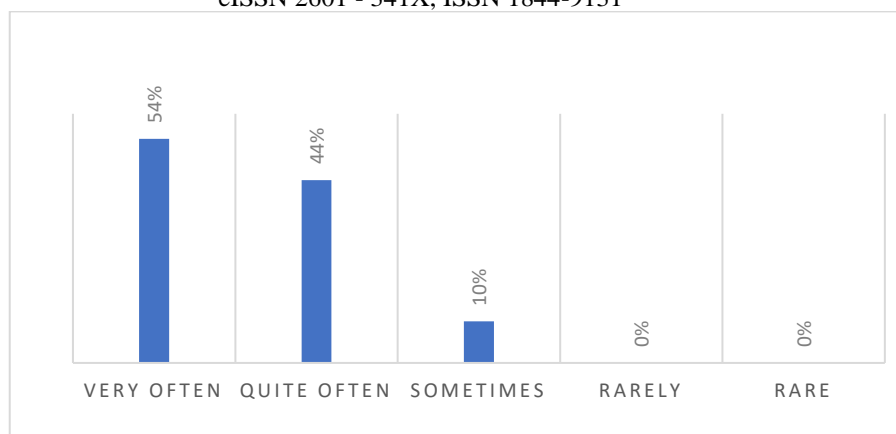


Fig. 5 Children's need for socialization during training

In general, swimming can provide significant opportunities for socializing and developing interpersonal relationships, both within and outside of the swim team or club. The answers to question no. 6 suggest that the majority of respondents believe that swimming can develop social skills, especially to a great extent 34% or to a very great extent 48%, to a certain extent 6%, to a small extent 2%. Participating in training, competitions and other events organized by the swimming club can help develop communication skills, collaboration, self-confidence and an understanding of the importance of respect and fair play in sport. Incorporating socializing activities into swimming lessons/training can be very important for trust and collaboration within the group. This can be done by organizing games or team activities during swim practice, as well as organizing social events, parties or trips with swim club members. According to the results obtained from the questionnaire applied to adolescent students in swimming training, coaches put the greatest emphasis on physical and specific training, 76% of respondents chose this option, in favor of socialization, option ticked by 14% of the subjects, then on fun, 4% and good mood, 6%. It is true that swimming coaches emphasize the physical and technical preparation of athletes, and this is very important to achieve high performance in competitions. However, coaches can and should encourage socialization among athletes and introduce activities that promote collaboration and communication within the group. Classroom socialization can help create a strong community and cohesion among students. Students also develop important social skills such as communication, collaboration and empathy. From figure no. 6 we deduce that in the class of which the research subjects belong, socialization is very good in percentage of 54%, good for 34% of the subjects and satisfactory for 12% of them.

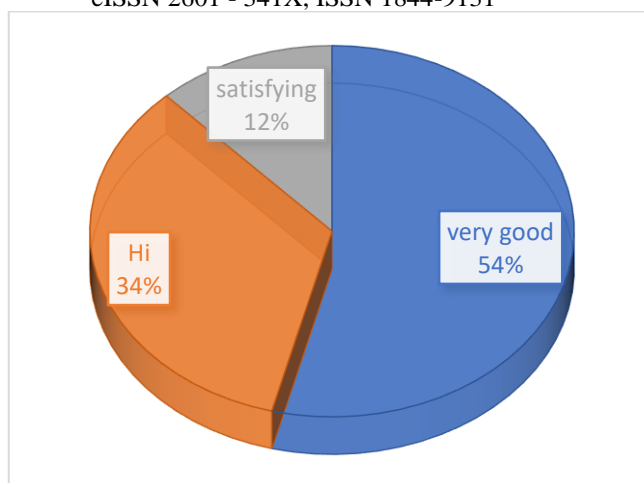


Fig. 8 The level of socialization in the classroom

A group of friends can have a significant influence on a person's socialization. Most of the subjects interviewed, 58% chose the option to a very large extent, 36% to a large extent, to some extent 4%, to a small extent 2%.

**Discussion:** Based on the results obtained in the questionnaires addressed to the three categories of concluded that there is a causal relationship between swimming practices and the broadening of the spectrum of interpersonal relationships. The study highlighted that swimming provides significant opportunities for socializing and developing social skills. These opportunities occur both within and outside of the swim team or club. A significant aspect is represented by the fact that 84% of the students surveyed understand that swimming is an important socializing factor. This suggests that most study participants believe in swimming's ability to bring people together and facilitate social connections. Socializing in the student group can lead to the development of strong and healthy relationships. In a social group, individuals can find emotional support and learn to express feelings and emotions and develop social skills [16]. A study confirms that effective communication between the teacher/coach and his/her student/athlete can lead to improved performance and facilitate progress towards excellence. This conclusion is supported by the results of the questionnaire that highlight the importance of affective communication in a proportion of about 59%, the relevance of specialized terminology recognized by about 88%, as well as the relevance of non-verbal language emphasized by 87% of respondents [6, 10, 15].

**Conclusions:** After analyzing the opinions of 50 children of pubescent age, participants in the present research, we conclude that it is necessary to introduce in the training program, respectively in swimming lessons and training, some activities that contribute to increasing the level of socialization of the group. It is obvious that swimming is a socializing factor and contributes a lot to the development of social skills. The relationship manifested during sports training, group games and of the

team is defining for the socialization of the athletes, so the integration on during the game is much lighter, natural and maintains its effects even after its end. It is certain that once this social connection is created, once the athlete is admitted to the group, he will continue to naturally develop social ties, and the threshold of integration, once passed, will be removed. We consider that the game is one of the effective methods of socialization within the framework training. A study considers that sports forecasting using computer technology is a complex process whose purpose is to achieve competitive performance. The use of the forecasting calculator can create the possibility of obtaining large amounts of information in a short time, proving extremely important to estimate the most important parameters regarding somatic, functional, motivational, psycho-motor and psychological aspects as well as socialization [4,7]. Another purpose of the study related to swimming and socialization is survival swimming, which is the sum of the procedures and styles that should be known and applied to save your life in a difficult situation [8], and in the practical workbook are proposed lessons for learning swimming [21]. The increasing importance of swimming lately has favored solving the problem of socialization of pubertal age children, by practicing a sport in general, this problem of socialization can be solved. The authors believe that swimming training may be one of the factors of socialization [19].

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