Theoretical and applied perspectives of the kinesiology discipline in the field of physical education and sports science

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Abstract

Background and Study Aim

The study intends to estimate the theoretical and applied perspectives of the Kinesiology discipline in the field of Sport and Physical Education science.

Material and Methods

A total number of 127 subjects (students of the Physical Education and Sport Department in the University of Pitesti) participated in this research. There are 59 students in Physical Education and Sport (PES), 37 in Sport and Motor Performance (SMP) and 31 in Physical Education and Sport Conversion (PESC). The research was conducted during COVID-19 pandemic, in the academic year 2021-2022. The teaching and evaluation activity in the Kinesiology discipline was carried out online by means of Zoom program. The monitoring of the teaching activity was done with the help of the university e-learning platform. The opinions of the subjects on the discipline taught and the assessment of the teaching staff by the students were analyzed using Google Forms questionnaire. The fundamental basic knowledge in Kinesiology was evaluated using the following indicators: S1 (periodically evaluated activities) = A1 (40%) + A2 (20%), final evaluation (FE) – examination (40%), S2 – sum of the fractions of grade obtained at the periodic evaluations and those from the final verification.

Results

The analysis of the subjects’ opinions regarding the topic of the discipline taught reveals 5% moderate opinions, 16% - good and 79% very good ones. The evaluation of the basic fundamental knowledge in Kinesiology highlights the following values of the indicators: A1 (40%) – an average of 8.05 points between groups (p<0.01); A2 (20%) - an average of 7.95 points (p>0.05); S1 – an average of 4.81 points (p<0.05). The final evaluation (40%) in the exam shows an average of 3.36 points (p>0.05); S2 has 8.17 points (p>0.05); the final grade between groups has an average of 8.29 points, with differences of rounding in student’s favor (p<0.05). The analysis of students' opinions concerning the teaching activity in Kinesiology discipline shows that 76% rate it as excellent, 14% - very good, 6.7% - good, 1.9% - satisfactory and 1.4% unsatisfactory (extracurricular activity).

Conclusions

There were shown the subjects’ opinions on the Kinesiology discipline topics and the weight of meeting the minimum and maximum performance standards. The preferred or practiced sports chosen in the researched study programs were presented. The results of the evaluation of the basic fundamental knowledge highlight the value of the averages between groups for the evaluated indicators. These results also reveal the opinions of the students about the didactic activity carried out by the professor in the discipline studied.

Keywords: didactic activity, knowledge, opinions, teaching, evaluation, performance standard.

Introduction

Kinesiology is a general theory of body movement that studies physical activity and its impact on health, life quality, society and human performance [1]. Kinesiology is a young discipline with rapid evolution. It is an overall vision of the means, methods, forms of organization and directions to use the physical exercise. This discipline can be approached from the perspective of a wide range of viewpoints [2, 3, 4]. Kinesiology applies the scientific principles borrowed from fields with which it collaborates in terms of human movement. It is the case, for example, of the anatomical-functional field,
the physical availability, biomechanical and medical fields, sport philosophy and psycho-pedagogical field [3, 5, 6, 7].

Kinesiology is a combination of a complex of theoretical and practical disciplines related to physical activity. It is conventionally and didactically constituted through an interdisciplinary approach. Kinesiology is included in the curriculum of the Romanian specialized higher education in order to develop the skills of the future specialists in the field of Sport Science and Physical Education (SSPE). There are three programs of study: Physical Education and Sport (PES) for Teachers; Sport and Motor Performance (SMP) for Coaches; Kinesiotherapy and Special Motricity (KSM) for Kinesiotherapists. In Romania, the most numerous works (books and university courses) about this field of study were written by doctors and kinesiotherapists. They used kinesiology as an academic scientific discipline, but they emphasized on its therapeutic – medical part.

The approach of all sides of kinesiology with the support of specialists from all constitutive subfields can be a success in creating a complex work with international recognition. The most prestigious reference works are the approaches made by the Human Kinetics Publishing House through the agency of foreign authors and also Romanian authors [5]. The works of all these authors were the sources of inspiration for the subject matters in Kinesiology discipline.

Kinesiology at its best is an integrative academic discipline which can help to lead the way in crossing boundaries in higher education [8]. There are trends in the modern science that will influence the future of the kinesiology through improvements of the scientific specialization. Also, the focus on „bigger impacts” of the funded research, the new types of peer reviews, the advanced technology will increase the complexity and integration of kinesiology [9]. A general look on the specialized literature and its definitions specific to kinesiology highlight the interdisciplinary and intradisciplinary research. Examples of interdisciplinary research projects are given. The importance of both teaching and the interdisciplinary services is also approached [10].

Purpose of the Study. The study purpose was to estimate the theoretical and applied perspectives in the Kinesiology didactic activity in the field of Sport and Physical Education science.

Materials and Methods

Participants

An experimental study on the teaching and evaluation in "Kinesiology" discipline was conducted to identify the fundamental elements necessary for the scientific research activity. The study was carried out at undergraduate level in the following academic programs: Physical Education and Sport (PES), Sport and Motor Performance (SMP), Physical Education and Sport Conversion (PESC).

This research was done with the participation of the students of the Physical Education and Sport department within the Faculty of Sciences, Physical Education and Informatics (the University of Pitești). The total number of subjects was n=127 (namely, 59 from PES, 37 from SMP and 31 from PESC). All subjects were informed and gave their consent to voluntarily participate in the research, respecting the Declaration of Helsinki and the decisions of the Department Commission of Ethics.

Research Design

The research was conducted along one semester during COVID-19 pandemic period, the academic year 2021-2022. It included 14 weeks with 2 hours of course (C) and 2 hours of seminar (S).

The content of the Kinesiology discipline was monitored by means of the e-learning platform of the university. The teaching and evaluation activity was carried out online, using the Zoom program.

The activity during seminar (A) involved writing a paper on topics from the practiced or preferred sport, depending on the study program. The project/paper was structured in 4 chapters:

1. Motivation for choosing the sports branch;
2. Specific motor fitness – physical training (5 exercises of general physical training and 5 specific exercises);
3. Technical training (systematization and exemplification);

For the evaluation of the discipline basic knowledge, the requirements of the sheet for each study program and the instructions on the evaluation rules in the credit system and on the class book filling were respected:

- number of weeks of the semester: 14;
- total number of hours of the semester: 125 hours;
- number of hours according to the curriculum: 56 hours (28 hours C and 28 hours S);
- total number of hours of individual study: 69 hours;
- number of credits: 5;
S1 – sum of the fractions of grade obtained for the periodically evaluated activities (A1+A2);
A1 (40%), S – the ability to operationalize knowledge, capacity for practical application, attitudinal criteria, seriousness, conscientiousness, interest in the individual study;
A2 (20%) active participation in at least 60% of the practical activity (S), repeated participation in the debate, presentation of homework and personal points of view (developed through study) on the topic;
- presentation of a portfolio according to the
minimum requirements for S and the homework for C (Paper);
Final Evaluation (FE): written exam, evaluation criteria at C – correctness and complexity of knowledge, logical coherence, level of assimilation of the specialized language;
S2 (40%) – sum of the fractions of grade obtained for the periodic evaluations and those from the final verification.

The GRADE is obtained by rounding the S2 sum to the whole, in favor of the student, except for the values between 4.50...4.99 where the rounding is done to 4.00.

The periodic evaluation was performed by grading the content of the papers from 1 to 10 points. The share from the final grade was calculated by multiplying the grade by the % corresponding to the requirements.

At the end of the semester, a questionnaire was used with the help of the Google Forms application. The questionnaire was addressed to the students in the study and focused on their opinions regarding the topics of the Kinesiology course. The students assessed the teaching staff by means of a questionnaire consisting of 6 indicators:
1. Quality of didactic activity (CAD);
2. Use and efficiency of the teaching aids in the education process (UEMD);
3. Involvement of the students in their own training (ASPF);
4. Professor-student relationship (RS-P);
5. Objectivity and transparency in evaluation (OTE);
6. Ability to involve the student in extracurricular activities (CASAE).
Grades awarded: 1 - unsatisfactory; 2 - satisfactory; 3 - good; 4 - very good; 5 - excellent.

Statistical Analysis
The statistical indicators were calculated using the KyPlot 6.0 program (©1997-2020, KyensLab Inc), regarding the mean and standard deviation. The nonparametric Kruskal-Wallis Test was used to calculate the differences in means between several irregular samples. Statistical significance was set at p < 0.05.

Results
40% subjects from the PES and SMP study programs participated in the assessment of students’ opinions on the content of Kinesiology discipline. 92.1% of these subjects practiced performance sports while 7.9% did not.

The analysis of the research subjects’ opinions regarding the topic of the discipline taught reveals 5% moderate opinions, 16% - good ones and 79% very good ones. Regarding the control of body oscillations and positions in the movements automation, 50% (PES) consider that it is achieved through the repetitions characteristics, while 52.6% (SMP) - through the effort-rest ratio. As for the subject matter of Structural Kinesiology, 47.3% take into consideration the morphological and functional support of the moticity. In the case of the Biomechanics of sports and physical exercises, 55.2% have a very good opinion, considering it as a factor favoring the increase of the adaptive effect and the elimination of the physical exercising risks. With regard to the Medical Kinesiology (PES and SMP), 57.8% are in favor of its application with therapeutic purpose and 60.5% - prophylaxis through movement. Concerning the fulfilment of the minimum standard of performance, the subjects answered as follows: 36.5% - definition of basic concepts; 34.6% - general classification and systematization; 28.9% - limited operationalization. Regarding the fulfilment of the maximum standard of performance, the opinions were divided like this: 51.6% - integrative, complex concept on the physical exercise knowledge and practice; 33.3% - presentation of relevant information on the course

Table 1. The weight of subjects’ opinions on the topics covered by the Kinesiology course (n=58).

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics of the course</th>
<th>Grades (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical exercise – health status (1)</td>
<td>3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Physical exercise – special form of manifestation of human movement (2)</td>
<td>- 15.2 86.8</td>
</tr>
<tr>
<td>3</td>
<td>Classification of sports branches according to different criteria (3)</td>
<td>2.6 21.1 76.3</td>
</tr>
<tr>
<td>4</td>
<td>Kinesiology applied to adapted fitness – therapeutics (5)</td>
<td>5.3 18.4 76.3</td>
</tr>
<tr>
<td>5</td>
<td>Kinesiology applied to general fitness, sport as a physical activity, tourism and leisure (6)</td>
<td>5.3 18.4 76.3</td>
</tr>
<tr>
<td>6</td>
<td>Kinesiology applied to specific motor fitness – Sports kinesiology (7)</td>
<td>5.3 13.2 81.6</td>
</tr>
<tr>
<td>7</td>
<td>Physiological effects of sport and physical activity (11)</td>
<td>5.3 13.2 81.6</td>
</tr>
<tr>
<td>8</td>
<td>Psychology of practicing physical exercise (12)</td>
<td>2.6 21.1 76.3</td>
</tr>
<tr>
<td>9</td>
<td>Importance of the content of the taught discipline and its necessity for the professional training (13)</td>
<td>7.9 13.2 78.9</td>
</tr>
</tbody>
</table>

3 – moderate opinion; 4 – good opinion; 5 – very good opinion
topics, through the bibliographic reviews studied or a paper as homework; 35.1% - identification and presentation of originally and competently composed models for knowledge application, by exemplifying some real practical situations.

Figure 1 shows the sports preferred or practiced by the subjects-participants in the research, according to the paper written for the Kinesiology discipline. Thus, 22.7% of the participants preferred or practiced sports were selected within all the programs of study. It is the case of the following sports: football by 35% in PES, 9.40% in SMP and 29.70% in PESC; basketball by 11.90% in PES, 21.90% in SMP and 18.50% in PESC; athletics by 5.90% in PES, 9.40% in SMP and 3.70% in PESC; handball by 13.70% in PES, 3.10% in SMP and 7.40% in PESC; swimming by 5.90% in PES, 6.30% in SMP and 3.70% in PESC.

The basic fundamental knowledge in Kinesiology was evaluated observing the requirements of the subject matter sheet and the instructions on the evaluation in the credit system and on class book filling. The comparative results per programs of study are shown in table no. 2.

The analysis of the statistical calculation results reveals the values as follows: for the indicator A1 – a mean of 8.05 points between groups, with 22% in PES, 21.5% in SMP and 12.75% in PESC until reaching the score of 40% (p<0.01). As for the indicator A2 (20%), there is a mean of 7.95 points between groups, with 21.5% in PES, 21.5% in SMP and 16.5% in PESC till reaching the maximum score of 20% (p>0.05). The indicator S1, referring to the periodically evaluated activities, has the following values: a mean of 4.81 points (A1+A2) with 21.8% in PES, 21.5% in SMP and 13.8% in PESC until the cumulative score of 60% (p<0.05). Concerning the final exam evaluation, a total mean of 3.36 points is noticed, with 18.25% in PES, 17.25% in SMP and 9.75% in PESC until obtaining a score of 40% (p<0.01). The indicator S2 shows the sum of the fractions obtained at the periodical evaluations (S1)

Figure 1. Weight of the sports branch selection by the subjects participating in the study. PES - Physical Education and Sport; SMP - Sport and Motor Performance; PESC - Physical Education and Sport Conversion; 1 – Football; 2 – Tennis; 3 – Karate; 4 – Basketball; 5 – Athletics; 6 – Handball; 7 – Fitness; 8 – Swimming; 9 – Wrestling; 10 – Volleyball; 11 – Theory knowledge; 12 - Skiing; 13 – Sledge; 14 – Judo; 15 – Kayac; 16 – Canoe; 17 - Football–tennis; 18 – Bodybuilding; 19 – Skating; 20 - Artistic gymnastics; 21 – Fencing; 22 - Taekwon-do ITF.

Table 2. Results of the evaluation of the basic fundamental knowledge in Kinesiology, n = 127.

<table>
<thead>
<tr>
<th>Variables</th>
<th>PES (n = 59)</th>
<th>SMP (n = 37)</th>
<th>PESC (n = 31)</th>
<th>Chi - Square</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 (40%)</td>
<td>3.12 ± 0.6</td>
<td>3.14 ± 0.5</td>
<td>3.49 ± 0.4</td>
<td>10.24**</td>
<td>0.006</td>
</tr>
<tr>
<td>A2 (20%)</td>
<td>1.57 ± 0.3</td>
<td>1.57 ± 0.3</td>
<td>1.67 ± 0.2</td>
<td>2.86</td>
<td>0.239</td>
</tr>
<tr>
<td>S1</td>
<td>4.69 ± 0.8</td>
<td>4.71 ± 0.8</td>
<td>5.17 ± 0.6</td>
<td>8.20*</td>
<td>0.016</td>
</tr>
<tr>
<td>EF (E, 40%)</td>
<td>3.27 ± 0.5</td>
<td>3.51 ± 0.5</td>
<td>3.61 ± 0.3</td>
<td>10.44**</td>
<td>0.005</td>
</tr>
<tr>
<td>S2</td>
<td>7.96 ± 1.3</td>
<td>8.02 ± 1.3</td>
<td>8.75 ± 0.9</td>
<td>9.22**</td>
<td>0.009</td>
</tr>
<tr>
<td>Final grade</td>
<td>8.05 ± 1.5</td>
<td>8.19 ± 1.4</td>
<td>8.87 ± 0.8</td>
<td>6.89*</td>
<td>0.031</td>
</tr>
</tbody>
</table>

Values are expressed as means ± standard deviations. Nonparametric Kruskal-Wallis Test; *p<0.05; **p<0.01;
and those from the final check (examination): a total score of 8.17 points was obtained. The differences in reaching the maximum score are: 20.4% in PES, 19.8% in SMP and 18.3% in PESC (p<0.01). The final grade between groups has a mean of 8.29 points. Thus, the mean of the grade is 8.05 points in PES, 8.19 points in SMP and 8.87 points in PESC. These differences are due to the rounding of the value of units in favor of the student (p<0.05).

In order to assess the didactic activity carried out in the Kinesiology discipline, a questionnaire was given to the students who had a joint activity with the teaching staff (course / seminar) during the semester. The weight of the opinions is presented in table no. 3.

The analysis of students’ opinions on the didactic activity within the Kinesiology discipline highlights that 76% rate it as excellent, 14% - very good, 6.7% - good, 1.9% - satisfactory and 1.4% unsatisfactory (extra-didactic activity).

### Discussion

An experimental study was carried out for identifying the basic elements required by the scientific research activity related to the teaching and evaluation in “Kinesiology” subject. The research focused on the PES, SMP and PESC undergraduate study programs of the Physical Education and Sport Department from the Faculty of Sciences, Physical Education and Informatics of the University of Pitești.

Kinesiology is an academic discipline included in the curriculum of the specialized higher education in Romania in order to develop the skills of the future specialists in the field of Sport Science and Physical Education (SSPE). A large number of works on Kinesiology as academic scientific discipline were created by physicians and kinesiotherapists who emphasized on the therapeutic – medical part of the field. The review of the specialized literature highlighted the concerns existing in this direction.

Kinesiology is a diverse field based on the scientific understanding of health and body in motion; it is centered on a core ideology of the physical activity. Due to its multidisciplinary nature, kinesiology is a field that is made for interdisciplinary collaboration [4, 5, 6, 11]. Kinesiology is an academic discipline whose content can be used to support professions and to solve important issues of the public health. This support is ensured by two teams of research and education that deal with the exercise physiology and the exercise behavior science [12]. Moreover, the ethics courses in kinesiology are mainly based on the Eurocentric philosophies and legal paradigms. These are: (a) social justice; (b) vulnerability of the practitioner; (c) relationships in a social-political-historical context, alongside the traditional ethical principles of (d) autonomy; (e) benevolence; (f) non-maleficence [13]. Academic and career choices involved the kinesiology and, in particular, the psychology of sport and physical exercises [14]. A recent study highlights a significant lack of racial diversity in the academic programs of kinesiology in Canada [15]. High-impact practices sustain the success of students, even though the faculty may face difficult teaching tasks, insufficient resources and absence of infrastructure. A study was conducted within the Kinesiology Faculty of California State University, East Bay where two student programs were implemented: Kinesiology Research Group and Get Fit! Stay Fit! The students confirmed the value of these programs for their academic and professional development [16]. Other studies justified the introduction of the theories of adaptive, complex and transformational leadership into the practice of the kinesiology leader.

Given that the research has been conducted for one semester during the pandemic period of COVID-19, the monitoring of the Kinesiology content has been made with the e-learning platform of the University of Pitești. The activity of teaching and evaluation were carried out online.

The impact of the pandemic, which affected the way students and teaching staff approached...
curriculum and pedagogy, was also analyzed [17]. Careers in kinesiology field could start with a master in professional services, focused on fitness productivity and innovation. Graduates with athletic training or authorization in sports medicine might work in schools or professional sport organizations [18]. In any sport, competition is essential. It is the objective way to turn into good account the performance capacity of the athletes. The pandemic generated by Covid 19 deprived all sports, dance sport included, of everything that meant a specific competitive context. The national and international competitions have been cancelled for a long period and everybody missed the enthusiasm and joy of both athletes and audience [20].

The results regarding the views of the participants in the research about the topics of the Kinesiology discipline highlight 79% very good opinions. The basic concepts with which kinesiology operates refer to physical activity, exercise, fitness, health and well-being. A study provides an update on the Psychology of Sport chapter, including key developments, topics and issues in the psychology of sport and exercise [21]. In recent decades, the impact of doping in sport has grown exponentially. Every year, the fight against this type of irregularities is intensifying to protect the rights of the athletes and the integrity of the sport values [22]. Structural kinesiology studies the origin and support of human movement in the context of the relation between the musculoskeletal and articular system and the neuro-muscular system.

Another chapter from the subject matters of the Kinesiology refers to the Biomechanics of sport and physical exercises. 55.2% of the students participating in the research have a very good opinion about this subject. They consider it as a favorable factor for increasing the adaptive effect and eliminating the risks of physical exercise practice. Kinesiology uses knowledge of biomechanics with the purpose to increase sports performance by optimizing the execution technique. Some of the methods used for movements study: anthropometry; video and image analysis techniques; optoelectronic techniques; platforms of force, pressure and balance; electromyography; dynamometry. There are also used global localization systems and remote measurements of some physiological components in real time [5, 11, 12]. Other paper provides an overview of various research topics and analyzes the influence of the motor learning on other fields of study. It also takes into consideration the future of the motor learning research both within and outside the academic study of kinesiology [19]. The present orientations in the implementation of the biomechanics research and their scientific impact are shown through the interdisciplinary approach. Modern teaching technologies are used during the training sessions and the competition performances are turned into good account [25]. The new concept of human movements study during sports and physical training is mainly based on methodical techniques such as the system biomechanical analysis. The analysis of movements using the biomechanical principles helps to understand that the final result of the action is determined by the systemic unity of the goals achieved. The coach must insist on the importance of a holistic perception of the action, taking into consideration the cause–effect relations between the motor action phases [24].

As for the thematic chapter “Medical Kinesiology”, 57.8% of the respondents (from PES and SMP) have a very good opinion regarding its use for therapeutic purpose while 60.5% (PES and SMP) for using it as prophylaxis through movement. In this sense, Medical (or therapeutic) Kinesiology (adapted fitness) deals with the type of physical activity related to therapy. It aims at achieving a fitness level adapted to the needs and the limited movement/functional possibilities of the patients. The current concept regarding occupational therapy treatment for children involves their preparation for the role of adult. They are trained by activities appropriate to their functional development, meant to correct any type of disability [25]. The football players are often subject to lower limbs injuries because they jump and land frequently or they turn around while decelerating. One of the most frequent injuries is at knee level [26]. 76.3% of the students (PES and SMP) have very good opinions on the chapter “Kinesiology applied to the general fitness”, namely the kinesiology in relation to health – exercises and activities of a general nature.

Regarding the “Kinesiology of motor fitness” (specific one) that is associated to performance, very good opinions are expressed by 81.6% of the students (PES and SMP). Some studies analyze the current performances in dance sport highlighting the human motor excellence as a synthesis of the bio-psycho-motor skills. The psychomotor skills are very important for the technical and artistic achievement of dance steps and figures. Therefore, it is essential to analyze the dance influence on the development of motor skills, such as the capacity for ambidexterity and laterality [27].

According to the paper prepared by the participants in the research for the “Kinesiology” discipline, 22.7% of the sports preferred or practiced were selected in all the programs of study. Referring to basketball, it was chosen by 11.90% students in PES, by 21.90% in SMP and 18.50% in PESC. A study dealing with the analysis of the performance presents the efficiency of the specialized training program in basketball. This efficiency can be also checked by analyzing some statistical indicators resulted from the official games of the Romanian women’s basketball team [28].
The handball was selected by 13.70% students in PES, 5.10% in SMP and 7.40% in PESC. Given the rapid evolution of handball and the specific fitness approach, specialists must address all aspects related to the basic motor skills and the training components. These ones can be applied both at team level and individually, to the players specialized in certain game positions [29].

With regard to athletics, this sport was chosen by 5.90% students in PES, 9.40% in SMP and 3.70% in PESC. Taking into consideration the approach of Kinesiology aspects, a study analyzes the triple jump as one of the most complex and demanding events in athletics. Triple jump requires a continuous development of the technique and motor skills. It also needs the development of some perceptual-cognitive components, which are not sufficiently explored in the specialized studies [30].

The combat sports were selected as follows: 7.80% of the students in PES program chose Karate and 1.90% chose wrestling. 15.60% of the students in SMP chose Karate and 3.10% chose Judo. Regarding the PESC program, 3.70% of the students chose Taikwando. In this respect, an analysis of the specialized literature on the methodology of strength training in wrestling was made. It reflects the importance of the manifestation of maximum and explosive strength. The strength endurance can be developed through pulls up, bench press, push-ups, barbell jerk, barbell squats, throws of a medicine ball, high and long jump, rope climbing etc. [31].

The theoretical analysis of the wrestlers’ training process showed the methods and means necessary for developing their strength skills according to the sports modern training principles [32].

The evaluation of the basic knowledge in “Kinesiology” was carried out according to the subject matter requirements. The instructions on the evaluation rules in credit system and on the class book filling in the University of Pitești were also taken into account. In terms of achievement of the performance minimum standard, the students answered as follows: 36.5% of them – definition of the basic concepts; 34.6% - general classifications and systematizations; 28.9% - limited operationalization. Regarding the maximum standard of performance, the following answers were given: 31.6% - integrative concept; 33.5% - presentation of relevant information on the course topics; 35.1% - identification and presentation of practical real situations. Given that each institution in Romania has its own grading and evaluation methodology, there were not found studies published in this regard, excepting the own studies recently conducted in the scientific research methodology field [33].

**Conclusions**

The paper presented the opinions of the subjects regarding the “Kinesiology” discipline topics and the achievement of the minimum and maximum performance standards.

It was shown the share of the preferred or practiced sports chosen in all programs of study within the “Kinesiology” project elaborated by the participants in the research.

The results of the evaluation of the basic fundamental knowledge highlighted the value of the means between groups for the evaluated indicators. The periodically evaluated activities, the final evaluation and the significant differences in the rounding of the final grade were taken into consideration.

The assessment made by the students regarding the didactic activity carried out by the professor proved the efficiency of teaching and evaluating the theoretical and applied perspectives in the discipline studied.

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**Conflict of interest**

There is no conflict of interest to declare.
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