

**STUDY ON THE ANTHROPOMETRIC PROFILE ON 5^{EDARG ht}
TASLIPUP TECHNOLOGICAL HIGH SCHOOL
„ELENA DOAMNA” DOLHASCA**

Grosu Bogdan-Marius¹,

¹*Stefan cel Mare University of Suceava, Romania*

Keywords: study, anthropometric profile

Abstract: During the course of the research I noticed that the motor activity is unitary, conscious, based on anticipation and supported by a consistent motivation. It is a complex phenomenon, of great amplitude that in the most frequent situations bears the "mark" of the individual's personality. The development of motor skills is closely related to the other advances in intellectual and socio-affective development. However, it is known and accepted that each child develops at his / her own pace, which is observed by comparing the students from the two classes who participated in the experiment proposed by me.

Introduction: The current scientific problem of major importance in the field is the finding of the most efficient means and methods applied in order to increase the students' motor potential, to obtain a high level of physical condition, to increase the indicators of physical training and to develop the ability to constantly practice physical exercise, especially outside of physical education and sports. [2] Săvescu I. (2010)

The interest for physical education and sports in everyday life, the many requirements related to this field (nutritionists, fitness trainers, pilates, aerobics, etc., gyms, swimming pools, bike paths, rollers, etc.) of the human being. on the one hand, it inevitably offers movement, school sport and especially physical activity at leisure, a great importance for the harmonious development of the individual from pre-school age, the role of the teacher of physical education and sport being a decisive one. A child whose love for movement, the desire for competition, the pleasure of fair play, the joy of exercising, will continue to have an active life after school and will pass it on to his followers. [1] Scarlat, E.(1993)

Material-method.

The research was carried out during the school year 2018 - 2019 on a favorable time on the sports field, and during the winter, in the

gymnasium at the "Elena Doamna" Technological High School in Dolhasca, Suceava County, in the 5th grades with a staff of 27 students including 14 boys and 13 girls and V-B with a staff of 25 students including 11 boys and 14 girls.

5 th A grade, boys

Nr. crt.	Name	Age (years)	Height (m)	Weight (kg)	Span (m)	Testul Ruffier		
						P1	P2	P3
1	A. A.	11	1,48	37	1,43	104	136	128
2	C. V. P.	11	1,55	39	1,50	120	132	120
3	C. V.	11	1,56	44	1,50	92	104	92
4	D. E.	11	1,50	53	1,51	128	144	132
5	G. N.	11	1,60	60	1,53	116	132	124
6	G. B.	11	1,65	57	1,66	100	120	104
7	H. A.	12	1,51	42	1,45	84	92	92
8	O.G.	12	1,70	43	1,64	100	120	104
9	P. I.	12	1,59	54	1,58	104	108	92
10	U. L.	10	1,33	31	1,30	84	88	72
11	Z. A.	11	1,48	44	1,44	108	112	108
12	R. C.	11	1,63	65	1,66	88	112	92
13	M. V.	12	1,50	44	1,49	92	104	96

5 th A grade, girls

Nr. crt.	Name	Age (years)	Height (m)	Weight (kg)	Span (m)	Testul Ruffier		
						P1	P2	P3
1	A.I.	11	1,64	55	1,58	92	132	112
2	A. I.	11	1,65	49	1,59	84	108	92
3	B. I.	11	1,61	53	1,58	96	120	100
4	B. C.	11	1,61	55	1,55	88	100	88
5	C. F.	11	1,52	51	1,52	96	108	92
6	C. R.	11	1,41	31	1,41	76	84	72
7	C. D.	12	1,55	36	1,51	88	120	100
8	G. E.	12	1,58	48	1,57	92	120	116
9	H. M.	12	1,50	40	1,50	80	100	80
10	I. A.	11	1,54	53	1,50	88	100	92
11	M. A.	10	1,50	38	1,48	92	108	100
12	L. A.	11	1,53	60	1,45	92	96	88
13	R. A.	11	1,66	48	1,64	84	104	100

5 th B grade, boys

Nr. crt.	Name	Age (years)	Height (m)	Weight (kg)	Span (m)	Testul Ruffier		
						P1	P2	P3
1	A. A	12	1.39	31	1.42	100	120	100
2	C.A.	11	1.51	36	1.50	76	88	68
3	C. E.	11	1.49	42	1.50	80	88	80
4	G. C.	11	1.51	36	1.49	88	96	92
5	G. L.	11	1.45	37	1.43	76	88	68
6	V.I.	11	1.40	39	1.38	96	108	100
7	H. C.	12	1.57	42	1.50	96	100	96
8	L. M.	12	1.52	50	1.49	84	104	92
9	N. G.	11	1.40	26	1.36	92	108	100
10	Ş. P.	11	1,54	41	1,50	84	104	96
11	H. M.	11	1.47	36	1.53	88	120	88

5 th B grade, girls

Nr. crt.	Name	Age (years)	Height (m)	Weight (kg)	Span (m)	Testul Ruffier		
						P1	P2	P3
1	A. L.	11	1.39	31	1.42	83	114	91
2	S. A.	11	1.61	33	1.50	84	112	92
3	S. R.	11	1,52	41	1,53	88	92	80
4	S. C.	12	1,47	36	1,44	80	108	92
5	S. G.	11	1,57	43	1,62	88	100	96
6	S. A.	11	1,51	36	1,50	80	120	100
7	Ş.M.	11	1,41	42	1,39	88	100	92
8	C. A.	11	1.49	31	1.45	80	96	88
9	C. A	11	1.62	45	1.55	84	120	100
10	C. I.	11	1.58	45	1.55	88	100	96
11	M-R. Ş.	11	1,59	60	1,57	88	100	96
12	B. M.	12	1,41	40	1,39	80	120	100
13	B. G.	12	1,59	47	1,54	88	100	92
14	B. B.	11	1.58	44	1.54	80	96	88

5 th A grade, boys

Nr. crt.	Name	Age	PCG		PUMS		PCV			PB	PMI		PP	
			PCG1	PGC2	PUMS1	PUMS2	PCV1	PCV2	PCV3	PB	PMI1	PMI2	PP1	PP2
1	A. A	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
2	C. V. P.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
3	C. V.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
4	D. E.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	X Valg	Nu	N
5	G. N.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
6	G. B.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
7	H. A.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
8	O.G.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
9	P. I.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
10	U. L.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
11	Z. A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
12	R. C.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
13	M. V.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N

5 th A grade, girls

Nr. crt.	Name	Age	PCG		PUMS		PCV			PB	PMI		PP	
			PCG1	PGC2	PUMS1	PUMS2	PCV1	PCV2	PCV3	PB	PMI1	PMI2	PP1	PP2
1	A.I.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
2	A. I.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
3	B. I.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
4	B. C.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
5	C. F.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
6	C. R.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	()	Not	N

												Var		
7	C. D.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
8	G. E.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
9	H. M.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
10	I. A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	D
11	M. A.	10	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
12	L. A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	X Valg	Not	N
13	R. A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N

5 th B grade, boys

Nr. crt.	Name	Age	PCG		PUMS		PCV			PB	PMI		PP	
			PCG1	PGC2	PUMS1	PUMS2	PCV1	PCV2	PCV3	PB	PMI1	PMI2	PP1	PP2
1	A. A.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
2	C.A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
3	C. E.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
4	G. C.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
5	G. L.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
6	V.I.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
7	H. C.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
8	L. M.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
9	N. G.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
10	Ş. P.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
11	H. M.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N

5 th B grade, girls

Nr. crt.	Name	Age	PCG		PUMS		PCV			PB	PMI		PP	
			PCG1	PGC2	PUMS1	PUMS2	PCV1	PCV2	PCV3	PB	PMI1	PMI2	PP1	PP2
1	A. L.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
2	S. A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N

3	S. R.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
4	S. C.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	Not	N
5	S. G.	11	Yes	Not	Not	Not	Not	Not	Not	Not	() Var	Not	N	
6	S. A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	N	
7	Ş.M.	11	Yes	Not	Not	Not	Not	Not	Not	Not	X Valg	Not	N	
8	C. A.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Nu	Not	N	
9	C. A	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	N	
10	C. I.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	N	
11	M-R. Ş.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	N	
12	B. M.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	N	
13	B. G.	12	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	N	
14	B. B.	11	Yes	Not	Not	Not	Not	Not	Not	Not	Not	Not	N	

CAPTION:

PCG. - Position of head and neck

PGC1 - On the same vertical as the trunk

PGC2 – Anterior or lateral inclinations

PUMS – Position of shoulders and upper limbs

PUMS1- Lateral or posterior inclinations of the shoulders

PUMS2- Asymmetry of the shoulders or upper limbs

PCV - Position of the spine

PCV1 - Kyphosis

PCV2 – Lordosis

PCV3 – Scoliosis

PB - Position of lateral inclined basin

PMI - Position of the lower limbs

PMI1 - Asymmetry of the lower limb segments

PMI2 – Knee in

lime () Valg X

PP - Position of the foot

PP1 – Abdus or Addus

PP2 - Plantar arch: Normal, Decreased, Exaggerated

N – normal

D - diminished

5 th A	1.48	1.55	1.56	1.5	1.6	1.65	1.51	1.7	1.59	1.33	1.48	1.63	1.5
5 th B	1.39	1.51	1.49	1.51	1.45	1.4	1.57	1.52	1.4	1.54	1.47		

Table nr.1 – Boys high values (m/cm)

5 th A	1,64	1,65	1,61	1,61	1,52	1,41	1,55	1,58	1,50	1,54	1,50	1,53	1,66	
5 th B	1,39	1,61	1,52	1,47	1,57	1,51	1,41	1,49	1,62	1,58	1,59	1,41	1,59	1,58

5 th A	55	49	53	55	51	31	36	48	40	53	38	60	48	
5 th B	31	33	41	36	43	36	42	31	45	45	60	40	47	44

Table nr.2 – Weight values boys (kg)

Table nr.3 – Girls high values (m/cm) (m/cm)

Table nr.4 – Weight values girls (kg)

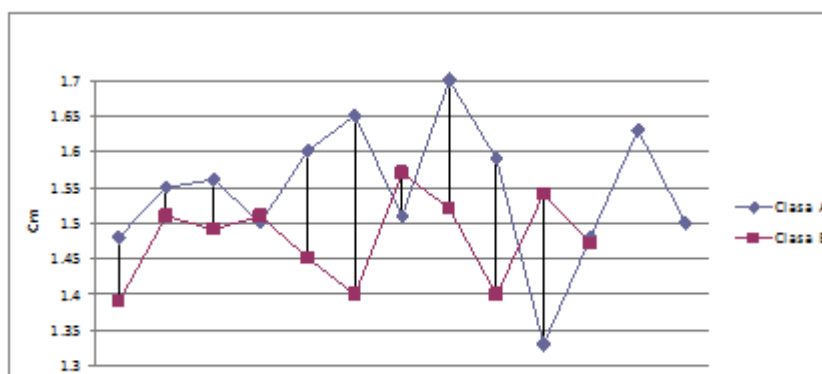


Chart nr.1 – The difference in height boys between the two classes

5 th A	37	39	44	53	60	57	42	43	54	31	44	65	44
5 th B	31	36	42	36	37	39	42	50	26	41	36		

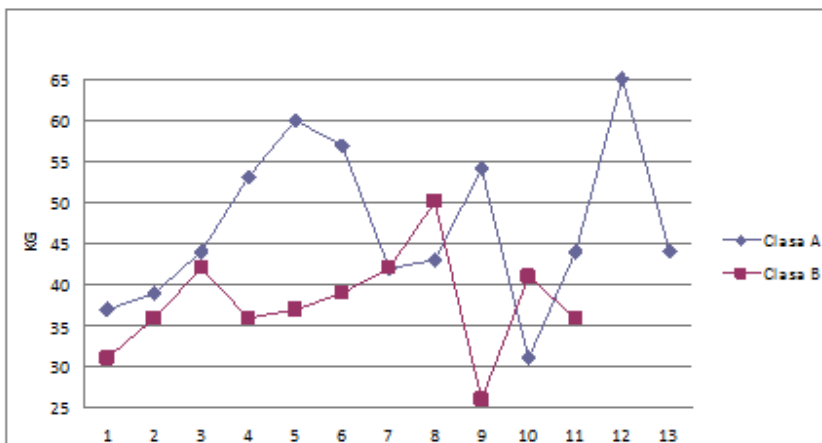


Chart nr.2 – The difference in weight boys between the two classes

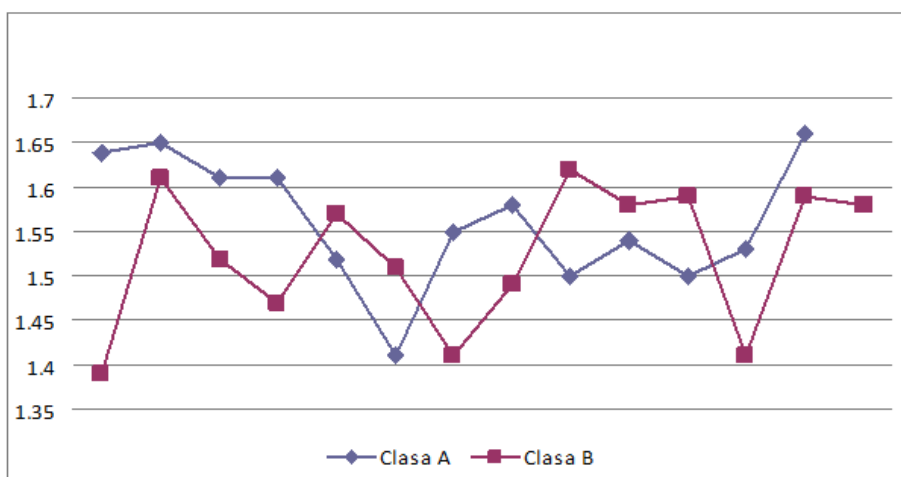


Chart nr.3 – The difference in height girls between the two classes

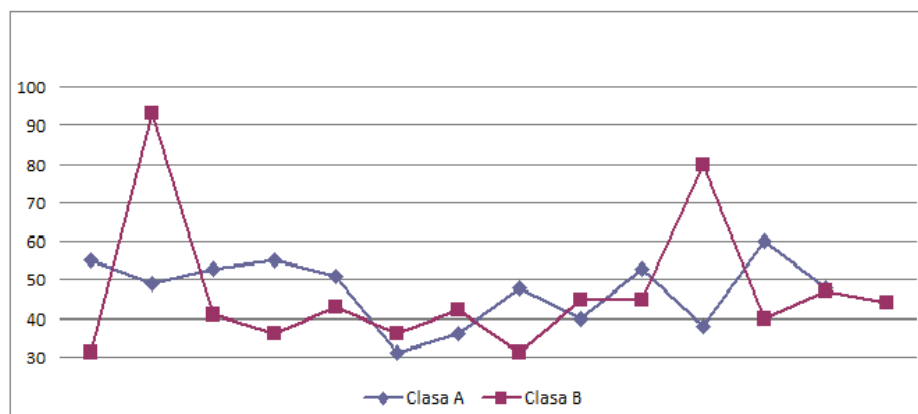


Chart nr.4 – The difference in weight girls between the two classes

Conclusions: As a result of studying and analyzing the results we count that the average values obtained by the groups of students undergoing research are almost and sometimes over the components of the physical education model. There is an interdependence ratio between physical development and motor capacity. In a class we can meet students with good indices of morphological and functional development, but they execute movements under their degree of technicality, and the indices of speed, endurance, strength or skill are under the provisions of the school programs. We say in this situation that they have good development indices, but the motor capacity is low. Also in a class there may be students with good motor ability but with indices of inadequate morphological and functional development. In both situations, it is necessary to intervene with “personalized” recovery programs to correct the discrepancies and to establish the balance between the two categories of indices. These remedial programs involve choosing the categories of physical exercises to be introduced, establishing their volume, intensity and complexity, specifying the application periods. Last but not least, periodic verification of the effectiveness of these programs is required.

References:

- [1] Scarlat, E.(1993) – Educația fizică a copiilor de vârstă școlară- Ed. pentru tineret și sport, București, p.65-66
- [2] Săvescu I. (2010)- Educație fizică și sportivă școlară- Ghid auxiliar-Proiectarea demersului didactic pentru clasele gimnaziale- metodologie- Ed. Sim Art, Craiova, p. 23-24

- [3] Rață Ghe., Rață G. (2008)- Educația fizică și metodică predării ei- Ed. Pim, Iași, p.34-35
[4] Bratu I. (1985) - Deprinderi motrice de bază, Ed. Sport Turism București, pg.44
[5] Sistemul Național Școlar de Evaluare la Disciplina Educație Fizică și Sport (1999), Serviciul Național de Evaluare și Examinare, București
[6] Niculescu I.I. (2009) – Evaluare în Educația Motrică, Editura Universitaria Craiova

**STUDIU CONSTATATIV PRIVIND PROFILUL
ANTROPOMETRIC AL ELEVILOR DIN CLASA a-V-a DE LA
LICEUL TEHNOLOGIC „ELENA DOAMNA” DOLHASCA**

Grosu Bogdan-Marius¹,

¹Stefan cel Mare University of Suceava, Romania

Keywords: studiu, profil antropometric

Abstract: Pe parcursul desfășurării cercetării am observat că activitatea motrică este unitară, conștientă, bazată pe anticipare și susținută de o motivație consistentă. Ea este un fenomen complex, de mare amplitudine care în cele mai dese situații poartă “marca” personalității individului. Dezvoltarea motricității se află în strânsă legătură cu celelalte progrese în dezvoltarea intelectuală și socio- afectivă. Totuși, este știut și acceptat că fiecare copil se dezvoltă în ritmul propriu, lucru observat prin comparația elevilor din cele două clase care au participat la desfășurarea experimentului propus de mine.