

ISOLATED PHYSICAL ACTIVITY DURING THE PANDEMIC

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Abstract: The period of isolation caused by the coronavirus pandemic had obvious consequences worldwide, and for our country, Suceava was the most affected pole. The effects caused by this pandemic were multiple, sometimes even tragic, they were encountered on all levels, social, economic, medical, physical. Physical activity adapted during this period, whether it was organized systematically and gradually within the physical education and sports classes attended by pupils, students, teachers, or carried out independently by any person who loves movement, has directly contributed to maintaining optimal health, fitness or well-being. How the physical activity was perceived in this period of the pandemic, how much it contributed or lacked we found out from the answers received from 60 subjects of different ages and categories from Suceava who were questioned on this topic.

Introduction: For several months now, our lives have undergone transformations, new priorities have emerged and what we set out to do before facing the coronavirus pandemic has become unimportant to many of us today.

The period we went through did not only have medical consequences, the fact that we were isolated also produced a series of other effects, social, psychological, physical. The changes are visible in almost all areas, including education, with education proving radical changes in some cases. The hard period left its strongest mark here in Suceava. Conflicts, misunderstandings and pride were generated here, here the isolation was the fiercest and most severe.[1,5]

Unprepared and defenseless, skidding occurred. Panic set in, manifestations of fear of not getting infected, of not being responsible for the loss of your loved one, some even gave in to the virus. There have been situations in which people have lost their jobs, aggression, irascibility have become more common, emotional states, all have contributed to an uncertainty about what will happen next. Isolated, with travel restrictions, our perimeter of action has decreased considerably, so

we have come to the space in our own home and around it to become the most familiar place for physical activities.[1,3,5]

The education system during this period took on a new form, both students and teachers attended a "School differently" where modern methods of teaching-learning-assessment were our support in achieving the instructive-educational process. Like all school subjects, physical education and sports has acquired new forms, it has acquired a new dimension for students, for teachers, but also for people who once did or did not move. We made the physical education and sports classes attractive, even if they took place in another important form were its benefits.

Harmonious physical development complexes, aerobics programs, strength circuits, all under the sign of the teacher's own conception, exercises by video tutorials, cycling, running or even walking although practiced in confined spaces have become the most valuable investment for the body, soul and mind.[1,5]

Physical activity supports: optimal health; good physical condition; prolongation of life; it relieves you of stress; strengthening the body; produces energy; it determines a state of well-being.

Staying at home was an obligation and in these conditions physical activity was a source of energy, of mental release perceived differently by each person. How this period was managed and what role physical activity played in this context, we analyzed following the answers received to the questions in the questionnaire. [2,3]

Material and method

Study hypothesis: Maintaining an optimal state of physical, mental and mental health is supported by physical activity performed in any conditions by anyone regardless of age, gender or level of training.

The purpose of the research: *The* importance of introducing in the common core to the discipline of physical education and sports of the second hour so that the educational process and the physical development of the students are fully realized.

Duration and subjects of the research: The study was conducted in Suceava being questioned a number of 60 people - 20 students, 20 students and 20 teachers and took place between March and June 2020.

The study was conducted in two stages:

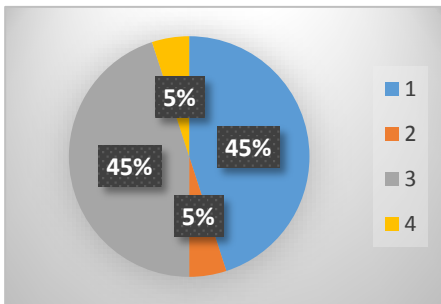
- in the first stage the questionnaires were designed, distributed and completed by the subjects;
- in the second stage, the data obtained were processed and interpreted.

Materials used: Questionnaire - A questionnaire was developed assigned to the 20 subjects subjected to the analysis. The questions were formulated clearly, neutral, respectful and concise, we used both free-answer questions (open questionnaire) and limited answers to several variants (questionnaire alternative) but also answers to questions

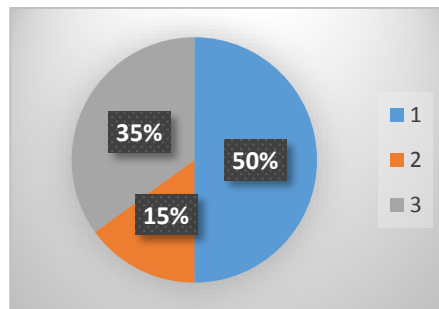
Research methods: Theoretical analysis and study of the literature Observation; Questionnaire survey method; Data processing and interpretation methods (statistical-mathematical).

Results and discussions:

I. How much did you miss socializing with school during your isolation ?



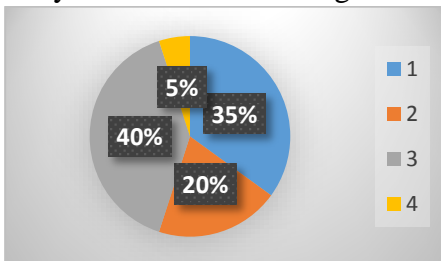
Graph no 1



Graph no 2

Of the 20 teachers that participated in the study , 45% of them felt the lack of socialization to a small extent and 45% felt the lack of socialization . On average, 5% of respondents consider socialization insignificant during this period or to a small extent.

For students, 50% of them consider that they need socialization to a large extent, while 15% consider socialization insignificant. Only 35% need socializing with an average extent.

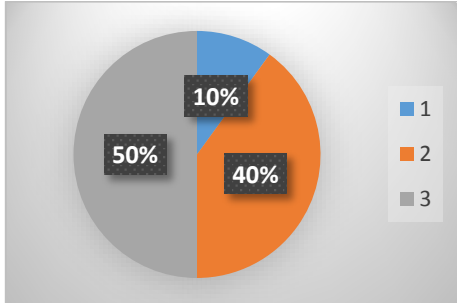


Graph no 3

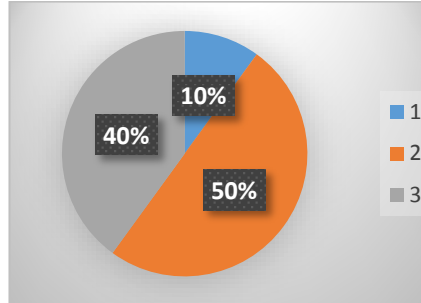
For students , socialization is to a small extent 35% , 20% consider it insignificant , 40% largely consider the lack of socialization and only while only 5% believe that socialization is small .

Following the answers received , most of the respondents 40% of each category feel the lack of socialization.

II.If you were physically active during the isolation period , did you feel any changes in your physical condition ?



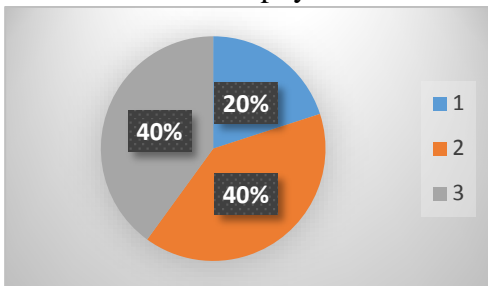
Graph no 4



Graph no 5

To this question about on the the teachers 45% found that they do not feel any change in of the physical condition and 33% feel the physical condition duing the isolation and 10% have an improvement on the physical condition.

Among the responding students, 10% consider that they have improved their physical condition, 50% do not feel any change, and 40% found a decrease in physical condition after the isolation period.



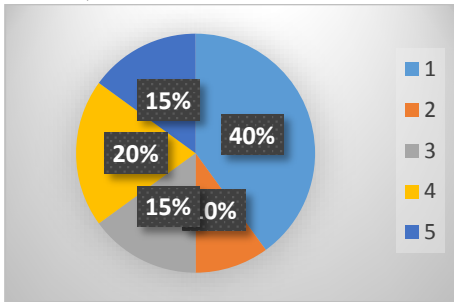
Graph no 6

Among the 20 students, they answered that they had improved their physical condition, and 40% each considered that it remained constant or improved.

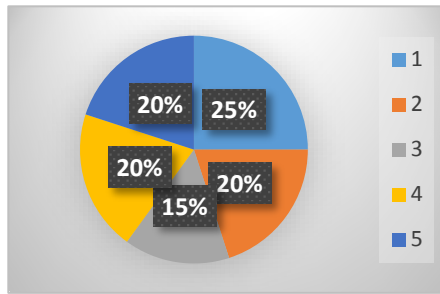
To this question most answers emphasize that they have a decrease in fitness, then there are those who have maintained the same physical condition, the percentage of those who have benefited from an increase in fitness is quite small.

III. What were your fears of the isolation period related to your physical condition?

Regarding the fears that the respondents had, the answers were varied, but the most common fears had the following references:



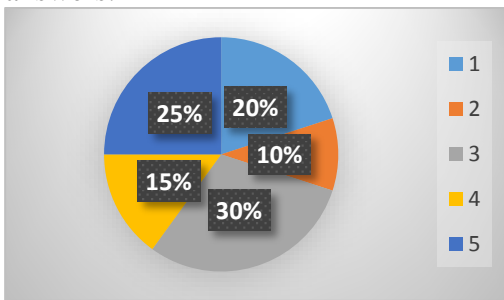
Graph no 7



Graph no 8

Depending on the answers given by the teachers, the percentages were 40% for fattening fears, 10% for deteriorating health, 15% had no fears, 20% for decreased fitness and 15% had other answers.

Among the respondent students, 25% have concerns about weight gain, 20% are concerned about health, 15% have no fears, 20% are concerned about decreased fitness and the remaining 20% provided other answers.

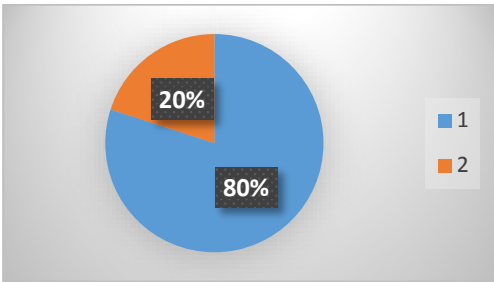


Graph no 9

On the part of the students, the answers were 20% with fattening fears, 10% with health care, 30% without worries, 15% with fears about losing fitness and 25% for other fears.

Most of the answers to this question focused on the fear of gaining weight.

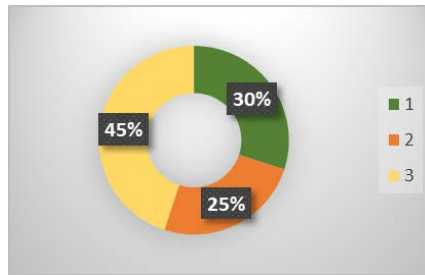
IV. As a result of this pandemic, do you think that something has changed from your way of thinking about health and how you approach exercise?



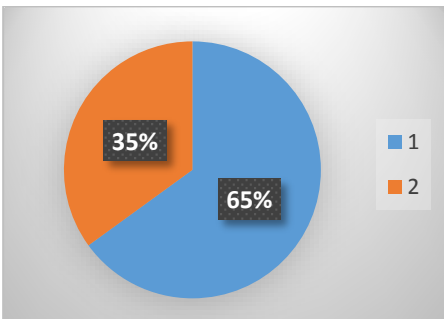
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80% of the responding teachers identified changes and only 20% say there are no changes.

Among the teachers that felt a change in this regard, the arguments were 30% for physical condition, 25% without changes, 45% for the importance of movement for health.



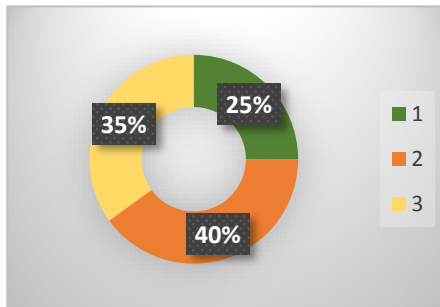
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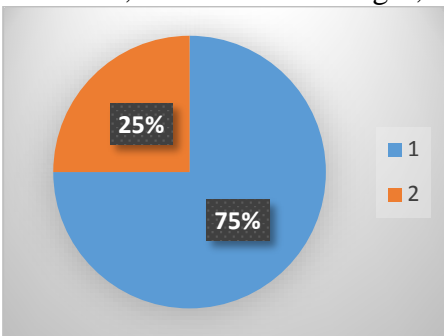
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65% of the responding students considered that they had rethought their approach to health and exercise, 35% answered no.

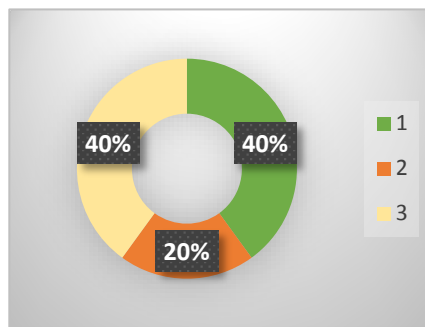
The students' argument was of nature: 25% in favor of physical condition, 40% without changes, 35% for movement and health.



Graph no 13



Graph no 14

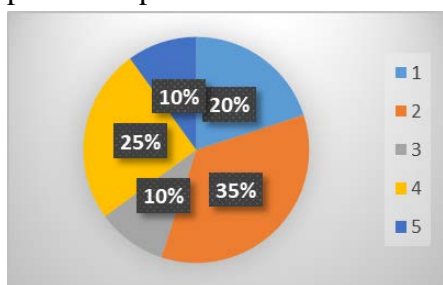


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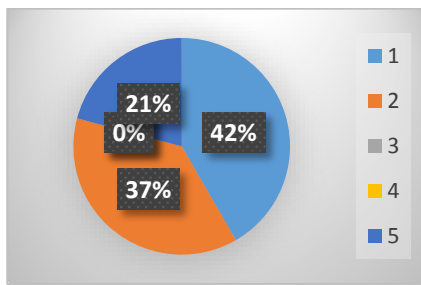
The students were of the opinion: 75% that there have been changes and 25% that there are no changes. The respondents' argument about the way of thinking about health and exercising was as follows: 40% for physical condition, 20% without changes, 40% for movement in favor of health.

Most of the answers to this question were affirmative, the arguments were directed at the highest percentage of the importance of physical activities in maintaining optimal health.

V. What recommendations would you make to colleagues for the pandemic period?



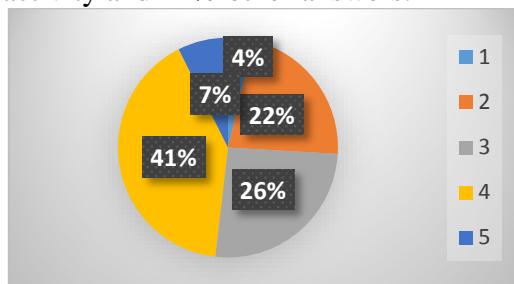
Graph no 16



Graph no 17

Among the responding teachers 20% recommend adaptation for such conditions, 35% daily physical activity, 10% without recommendations, 25% for optimism, mental comfort, 10% others.

The answers to the students had the following percentages: 42% for the adaptation to the new conditions, 37% for the daily physical activity and 21% other answers.



Graph no 18

The students had the following answers: 22% for adapting to the new conditions, 26% for daily movement, 41% without recommendations, 7% for mental comfort, 4% without answer.

For this question, most respondents recommended daily physical activity.

Conclusions

The period of the coronavirus pandemic produced many changes in all compartments, social, economic, cultural, educational and directly on the life of each individual.

This is how reorientations appeared on the perspectives we had, on the future.

The limitation of the space of action led to another way of acting regarding the physical activities that constituted the physical and mental support of the isolated individual.

The need to move during this period was felt in all individuals regardless of age, gender or level of training. We are built to move, to run, to ride a bike, to play games, to be active. We are built to move, to run, to ride a bike, to play games, to be active.

The answers received to the questions that constituted the questionnaire analyzed in the paper confirmed this need, emphasized more than ever the importance of exercising and its benefits.

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EXERCITIUL FIZIC „IZOLAT” ÎN VREMEA PANDEMIEI

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Cuvinte cheie: Exercițiu fizic, izolare, pandemie

Rezumat

Pandemia de coronavirus a adus după sine transformări pe toate planurile, a schimbat prioritățile și a transformat ceea ce părea altădată important în ne semnificativ.

Suceava în această perioadă a fost zona cea mai afectată din toate punctele de vedere. Izolarea a configurat o adaptare la noile condiții. Limitarea spațiului de acțiune a condus la o altă modalitate de acționare cu privire la activitățile fizice care au constituit suportul fizic și psihic și mintal al individului izolat.

Nevoia de mișcare și efectele benefice ale practicării exercițiului fizic indiferent sub orice formă și totodată confirmarea ipotezei a fost evidențiată de răspunsurile primite de la un eșantion format din 60 de subiecți cu vârstă, sex nivel de pregătire și statut social diferit. Studiul a cuprins 20 de profesori, 20 de studenți și 20 de elevi din Suceava.

Aceștia au răspuns la 5 întrebări elocvente privind nevoia practicării exercițiului fizic și importanța activităților fizice pe perioada pandemiei în condiții de izolare.