

## STUDY REGARDING THE INDICATORS OF THE MOTRICITY OF THE PUPILS FROM THE SECONDARY SCHOOL FROM RURAL AREA

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**Keywords:** driving skills, pupils, secondary school, rural

**Abstract:** The constant development of physical education and sport in schools requires detection of new methods and ways to proceed in teaching approach, but also continuous improvement of existing ones, so-called classical, traditional, based on new goals that stand before this object of education. The hypothesis of this paper is that: the evaluative actions can determine the specific motrical potential of pupils from rural area of Suceava county. This paper aims to determine the level of pupils motricity from Secondary School "Călinești Cuparencu". The results achieved by the pupils at the four tests that have evaluated the speed, coordinative capacity, strength and resistance are at a good level, but there are to improve the speed and coordinative capacity, so that future planning should be given a greater share of these to develop their skills to the maximum who are able pupils.

### **Introduction**

The constant development of physical education and sport in schools requires detection of new methods and ways to proceed in teaching approach, but also continuous improvement of existing ones, so-called classical, traditional, based on new goals that stand before this object of education.

Developing of the body in directions: increasing cerebral cortex plasticity, mobility excitation and inhibition nervous processes extending likely to improve driving skills, particularly the speed. Thus there is a good development rate in girls aged 12 and boys aged 13 years. The speed of girls for 12 years is higher than that of boys of the same age, then they will gradually overcome the girls, this evolutive process lasts until about the age of 14-15 years. Along with speed, good progress is observed in coordinative capacity development, which is a result of developing locomotor system.

The driving skills for the secondary cycle pupils requires special methodological measures on developing strength and resistance, but do not require the adoption of essential differences between girls and boys, but some related to differentiated treatment. The differences of particularities refers to the level of motricity movements, fluency, tempo, for boys observing tendencies to strenght exercises compared with girls who tend to movements related to expressivity performed to music, watching technical accuracy.

In this educational cycle there is a high availability regarding the acquisition of branches of sport-specific processes and especially sports games, so rapid learning of some branches of sport is a priority focus of physical education and sport.

### **Material method**

The hypothesis of this paper is that: the evaluative actions can determine the specific motrical potential of pupils from rural area of Suceava county.

This paper aims to determine the level of pupils motricity from Secondary School "Călinești Cuparencu".

The reason of choosing this theme is lack of studies evaluating motricity from the rural areas, this new information is likely to be useful to anyone benchmarks are necessary data on this area.

Conducting this study, which is mainly aimed at verifying the hypothesis established was conducted at the village Șerbăuți Secondary School, Cuparencu Călinești structure, evaluative activity aiming classes: V, VI, VI and VIII. The classes mentioned above comprise a total of 56 pupils, distributed as follows, a number of 14 pupils in fifth grade, 6 girls and 8 boys; 15 pupils in sixth grade, 6 girls and 9 boys; 15 pupils in the seventh grade, 6 girls and 9 boys and 12 pupils in eighth grade, 6 girls and 6 boys.

The tests were applied to the classes mentioned above were driving skills evaluation "speed" have used "speed running on the distance of 50 m with high start"; for measuring and assessing the driving skill "coordinative capacity" we used dynamic test coordination and balance "Hexagon"; to assess and measure the driving skill "resistance" we used sample "running resistance"; and to measure the "strength" in secondary school we use "push-ups test".

The period during which these samples were carried out was the second last week of the second semester of the school year 2013 – 2014, respectively week 9 to 13 of June.

### Results and discussions

Registration and centralizing of the obtained data were the basis for the calculation of statistical indicators. The average of the results for each sample separately and each class was part of calculating the main benchmark in this regard.

The next step was to interpret the form of graphs and comparing the results obtained by the pupils.

Arithmetic averages of the results of boys classes in ascending order for speed test are: eighth grade with 7.50 seconds, seventh grade with 7.73 seconds, fifth grade with 8.01 seconds and sixth grade with 8.54 seconds (figure 1). If we give one mark for each class, according to the National System of School Assessment for Physical Education and Sport discipline, for boys they would be: note 9 to the eighth grade, note 9 to seventh grade, note 6 to sixth grade, note 9 to fifth grade.

Arithmetic averages of the results of girls classes in ascending order are: eighth grade with 8.40 seconds, fifth grade with 8.74 seconds, sixth grade with 9.14 seconds and seventh grade with 9.30 seconds (figure 1). If we give one mark for each class, according to the National System of School Assessment for Physical Education and Sport discipline, for girls they would be: note 9 to the eighth grade, note 6 to seventh grade, note 7 to sixth grade, note 10 to fifth grade.

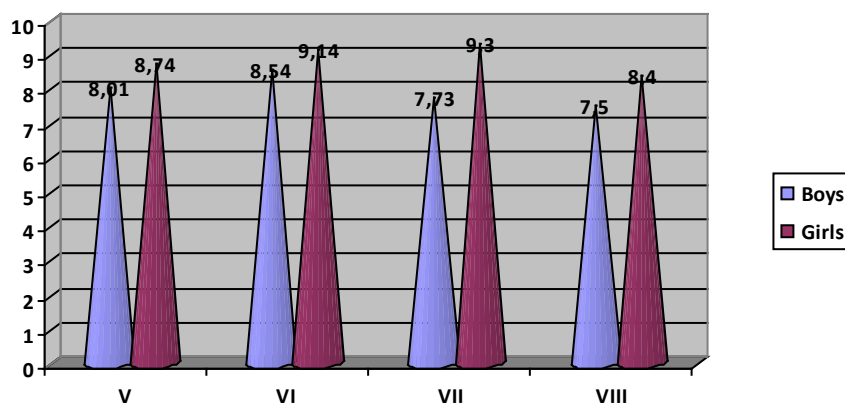
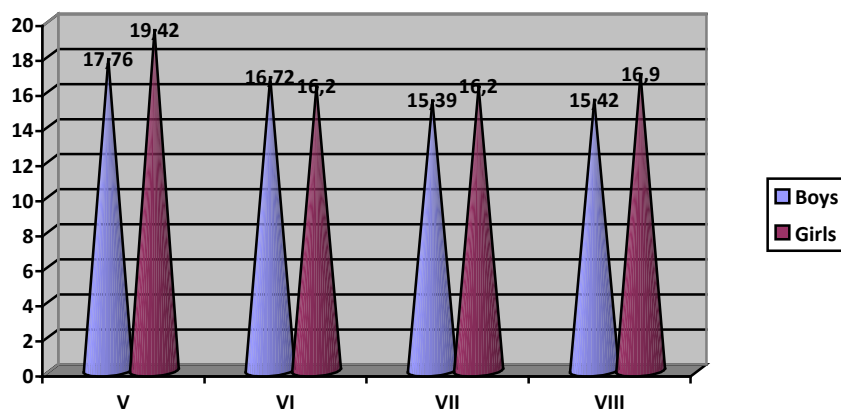


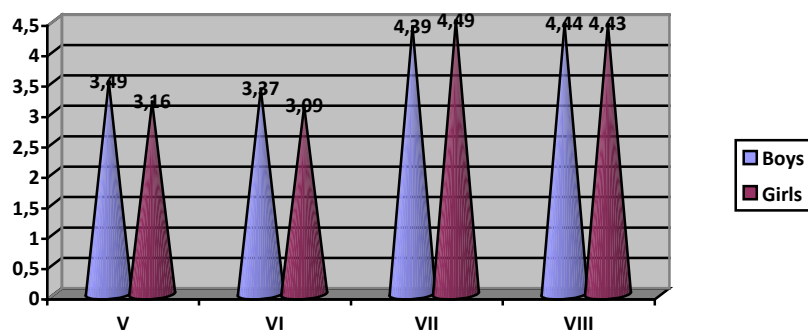
Figure no. 1 – The results for speed test

At the coordinative capacity test - "Hexagon", the arithmetic averages by classes of boys results in ascending order are: seventh grade - 15.39 seconds, eighth grade - 15.42 seconds, sixth grade - 16.72 seconds and fifth grade - 17.76 seconds. In ascending order, obtained averages of girls in each class are: sixth and seventh grade, both with 16.20 seconds, eighth grade - 16.90 seconds and fifth grade – 19.42 seconds (figure 2). From here we can see that and particularity of this area is less developed that skill at an early age, especially for girls.



**Figure no. 2 – The results for coordinative capacity test**

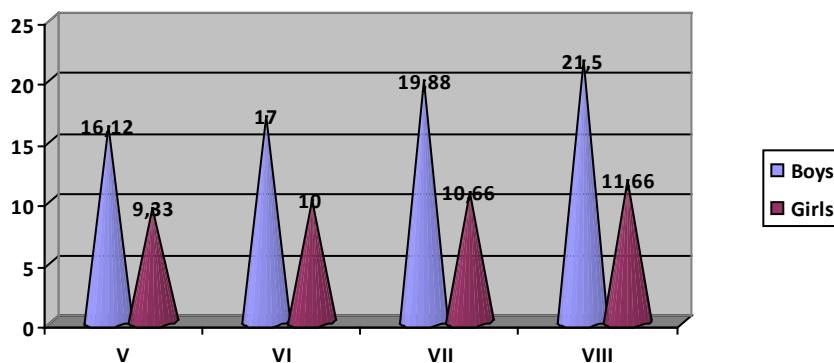
The arithmetic means obtained by boys from each class for resistance test are: sixth grade - 3.37 minutes, fifth grade - 3.49 minutes, eighth grade - 4.39 minutes and seventh grade - 4.44 minutes. It should be remembered that running resistance is carried out on varying distances and in fifth and sixth grades (800 m for boys and 600 m for girls) compared with seventh and eighth (1000 m for boys and 800 m for girls). The arithmetic means of the results obtained by classes of girls in ascending order are: sixth grade - 3.09 minutes, fifth grade - 3.16 minutes, eighth grade - 4.43 minutes and seventh grade - 4.49 minutes (figure 3).



**Figure no. 3 – The results for resistance test**

Figure 4 presents the results obtained as the arithmetic mean of boys and girls in each class to test pushups. Arithmetic averages of the results of boys classes in descending order are: eighth grade - 21.5 repetitions, seventh grade - 19.88 repetitions, the sixth grade - 17 repetitions and fifth grade - 16.12 repetitions. Arithmetic averages of the results obtained by the girls classes in descending order are: seventh grade - 11.66 repetitions, eighth grade - 10.66 repetition, sixth grade - 10 repetitions and fifth grade - 9.33 repetitions.

If we give one mark each class, for the results obtained so boys and girls, according to the National System of School Assessment for Physical Education and Sport discipline, they should be: 10 for each class. This can be explained both by inclination of boys to strenght exercises seen at this age, and as a particularity of the area through that most pupils submit physical work outside school hours.



**Figure no. 4 – The results for strength test**  
**Conclusions**

After conducting the study, acquisition, processing and interpretation of data and information we can say that all this confirms the hypothesis that through evaluative actions we can determine specific potential of pupils in the area where their study took place, but also that we can from assessments undertaken out and confirm the effectiveness evaluative procedures performed.

The results achieved by the pupils at the four tests that have evaluated the speed, coordinative capacity, resistance and strength are at a good level, but there are to improve the speed and coordinative capacity availability, so that future planning should be given a greater share of these to develop their skills to the maximum who are able pupils.

All pupils from this category specific characteristics such as the lust of movement, energy and dynamism must become a tool in the hands of the teacher working with it to operate on the line to create new and healthy people capable of physically and moral.

Over time many pupils from the Secondary School Călinești Cuparencu were directed to schools with sports profile such as Sports High School in Suceava (handball and wrestling), Traian Lalescu High School of Orșova (rowing), Luceafarul Sport Club (football) which confirms that the genetic background of the children in this rural area may lead to sports performance if they work planned in order to develop fitness.

### References

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## **STUDIU PRIVIND NIVELUL INDICATORILOR MOTRICI LA ELEVII DIN CICLUL GIMNAZIAL DIN MEDIUL RURAL**

**Cuvinte cheie:** calități motrice, elevi, gimnaziu, rural

**Rezumat:** Evoluția permanentă a activității de educație fizică și sport în școală necesită depistarea unor noi metode și moduri prin care să se acționeze în demersul didactic, dar și perfecționarea continuă a celor existente, așa numite clasice, tradiționale, în baza noilor obiective ce stau în fața acestui obiect de învățământ. Ipoteza prezentei lucrări este că: prin acțiuni evaluative motrice putem determina potențialul specific al elevilor din zonă rurală a județului Suceava. Prezenta lucrare își propune determinarea nivelului motric al elevilor de la Școala Gimnazială „Călinești Cuparencu”. Rezultatele realizate de elevi la cele patru teste ce au vizat evaluarea vitezei, îndemânării, rezistenței și forței, sunt la un nivel bun, însă mai există disponibilitate pentru îmbunătățirea vitezei și îndemânării, astfel că pe viitor, în planificare trebuie acordată o pondere mai mare acestor calități pentru a le dezvolta la nivelul maxim de care sunt capabili elevii.