

THE ROLE AND IMPORTANCE OF THE MOVEMENT AT THE AGE OF CHILDHOOD AND ADOLESCENCE

Rolul și importanța mișcării la vârsta copilăriei și adolescenței

URICHIANU Bogdan-Andrei

University Of Medicine and Pharmacy "Carol Davilla" Bucharest, Romania

* Corresponding author: bogdanurichianu@yahoo.com

Abstract

Background. The motor development of children and adolescents, manifested through their physical aptitude, is a complex of genetic, somatic, motor and behavioral characteristics. These components are influenced by social factors and income and education levels in the family, occupation of parents, place of residence, ethnicity, number of family members. These factors, combined with socio-economic conditions and lifestyle, can indirectly alter the motor development of young people.

Hypothesis. In the study we carried out we wanted to find out whether somatic development of children and adolescents contribute to the harmonious development of body and also if living standards influence the development of motor skills.

Objectives. We plan to get out and argue for student participation in sports leisure.

Research methods: survey (based on questionnaires); observation method, statistical and mathematical; graphic method.

Results. Self-employment practice physical exercise is part of the favorite activities of students and is a permanent means, efficient and pleasant leisure.

Conclusions. Physical exercise in leisure time is influenced by the wealth of the family and of health. Preferences investigated students heading for activities such as: aerobics and maintenance, tennis, jogging, swimming, volleyball, karate, cycling etc.

Key words: motion, lifestyle, child, adolescent, health, education.

Introduction

Physical education is a part of human education and aims at strengthening health, harmonious development of the body, cultivation of specific qualities, physical fitness development and ability to perform and enjoy daily physical activities with ease. Chronologically speaking, it is the first type of education that exerts its influence on the body.

The health benefits of regular exercise consist of: Strengthening the body through stronger muscles and bones, increased coordination and a reduction in the risk of chronic disease. For most children, exercise means being physically active during play, holiday, and physical education lessons.

Children become overweight and obese for many reasons. The most common causes are genetic factors, lack of physical activity, unhealthy eating habits, or a combination of these factors. Only in rare cases is excess weight caused by a medical condition, such as a hormonal problem. A physical examination and some blood tests may exclude the possibility of a medical condition as a cause of obesity.

Movement is the very center of children's lives. It is an important aspect of body development regarding the motor, cognitive, affective and human behavior. Participation in physical activities of young children is receiving more and more attention at national and international level due to the rapid increase of obesity in childhood. Children become overweight and obese for many reasons. The most common causes are genetic factors, lack of physical activity, unhealthy eating habits, or a combination of these factors

The World Health Organization recommends 60 minutes of moderate to vigorous intensity physical activity every day for children aged 5-18. Moderate activity includes brisk walking and cycling. Vigorous activity is exercise that makes people huff and puff – and could include dancing and household chores, as well as sports like running and football.(WHO, 2017).

The physical activity strategy aims to inspire governments and stakeholders to work towards increasing levels of physical activity among all citizens of the European Region by (WHO, 2017):

- promoting physical activity;
- reducing sedentary behaviors;
- ensuring an enabling environment that supports physical activity through engaging and safe built
- environments, accessible public spaces and infrastructure;

- Providing equal opportunities for physical activity regardless of gender, age, income, education, ethnicity or disability;
 - Removing barriers to and facilitating physical activity.
- The following research hypotheses were formulated:

Interest Level	Ages 6~12	Ages 13~17
	1 Camping	Camping
	2 Basketball	Swimming For Fitness
	3 Fishing	Running/Jogging
	4 Soccer	Fishing
	5 Swimming for Fitness	Bicycling
	6 Bicycling	Working out using machines
	7 Running/Jogging	Hiking
	8 Football	Basketball
	9 Swimming on a Team	Football
	10 Martial Arts	Martial Arts

Fig.1. Participation Report/ The Physical Activity Council's annual study tracking sports, fitness, and recreation participation in the US 2017 (<http://www.physicalactivitycouncil.com/PDFs/current.pdf>)

Somatic traits of boys and girls have a statistically significant effect on their level of motor development.

The level of development of motor abilities of children may be related, to a different degree, to the objective and subjective quality of life of their families (Bouchard C, Shepard RJ, Stephens T.,1994).

Research objectives

The purpose of the research is to determine whether sports activities are among the students' preferences in organizing their free time, and how they participate in this free time, the reasons for doing or not doing sports.

We also seek to find out why nowadays students practice less physical activities and we wish to stimulate and encourage people of all ages to move as much as possible.

In this regard, the present study was carried out in order to observe the extent to which students have a certain habit of practicing physical exercises.

Education needs to respond much more to social requirements, which consists in expressing them in terms of final, easily evaluable procurement. This conception has led to the organization of school curriculum in a structure that allows focusing on the competencies to be formed in pupils and ensuring the correlation of learning contents with these competences.

According to Grimalschi, T. (2008) the major educational objective of the school consists in the free, harmonious development of men and the formation of their creative personalities that can adopt the changing conditions of life.

In order to increase the quality of education, all disciplines, including physical education, must reconsider their role, contents, didactic methodology and evaluation system.

It is therefore necessary to make the transition from education to all to student-centered learning for harmonizing the system's objectives with individual skills, interests, motivations and individual learning rhythm. The discipline of school physical education offers many opportunities which, supported by an appropriate methodology by the teacher, can achieve this fundamental desideratum as to increase the efficiency of the educational process.

By setting options based on their interests, motivations, inclinations, aspirations, students demonstrate receptivity and responsibility for their development.

Location and subjects. This study was carried out on 470 pupils from the 1st to the 12th grade from the Gymnasium no.4 and the „Anghel Saligny” Technical College, Bucharest. The research period was conducted during the school year 2015-2016.

Research Methods:

For data collection:

- survey (based on questionnaire);
- method of observation.

Data processing and analysis:

- statistical-mathematical method;
- tables;
- graphical method.

Results

After the answers to the survey were validated, the results were centralized, for each type of question, and presented in the tables.

Due to the relatively small number of subjects investigated in each class, and to maintain a unitary feature in the presentation of the results, they were processed in percentage terms.

From the questionnaire used in the paper exemplify the following five questions that are most eloquent:

1) How much free time do you have on average per day?

- a) do not have
- b) under an hour
- c) 1-2 hours
- d) 2-3 hours
- e) 3-4 hours
- f) over 4 hours

2) Are you exercising in your spare time?

- a) daily
- b) sometimes

3) Who caused you to practice exercise during your free time?

- a) physical education teacher, coach
- b) parents
- c) colleagues, friends
- d) myself

4) How do you exercise in your free time?

- a) rejuvenating gymnastics
- b) maintenance gyms
- c) jogging, running
- d) tourism, excursions, hiking, walking
- e) fun movement games
- f) gymnastics, aerobics, dancing
- g) sports games
- h) watering
- i) table tennis, field, badminton
- j) martial arts
- k) working in the gym
- l) performance sports
- m) chess

5. When do you prefer to exercise?

- a) before school
- b) after the school program
- c) after a certain period of rest

A total of 470 pupils in grades I-XII responded to a questionnaire on their preference for physical activities, not necessarily sporting. These responses are presented in table 1 and grafic 1.

Table no.1. *Students' options for sports activities*

rank		1	a2a	a3a	a4a	a5a	a6a	a7a	a8a	a9a	a10a	a11a	a12a
performance sport		3	0	4	12	45	6	31	66	11	11	4	19
sport in leisure		10	0	12	26	27	9	21	28	47	56	52	23
seasonal sports		25	11	28	68	36	72	37	52	88	62	60	71
excursions		60	97	80	100	90	90	37	95	84	81	80	85
cross-country		10	74	4	30	54	21	18	33	26	25	9	14
walks		100	91	100	100	81	87	56	80	88	74	85	85
tourist guidance		0	0	0	0	27	18	6	42	30	3	9	14
other sports activities		14	48	0	0	63	27	100	71	73	51	47	33

The organization of tourist activities is desirable in the form of camps, excursions, mixed training courses with sport and tourism program.

Practicing physical exercise in leisure time is influenced by the material state of the family as well as by the state of health.

Most of the preferences of the investigated persons are directed to aerobics and maintenance activities, field tennis, jogging, swimming, volleyball, karate, cycling, etc.

The lack of time is considered by most girls to be a major difficulty that makes it impossible to practice physical exercises.

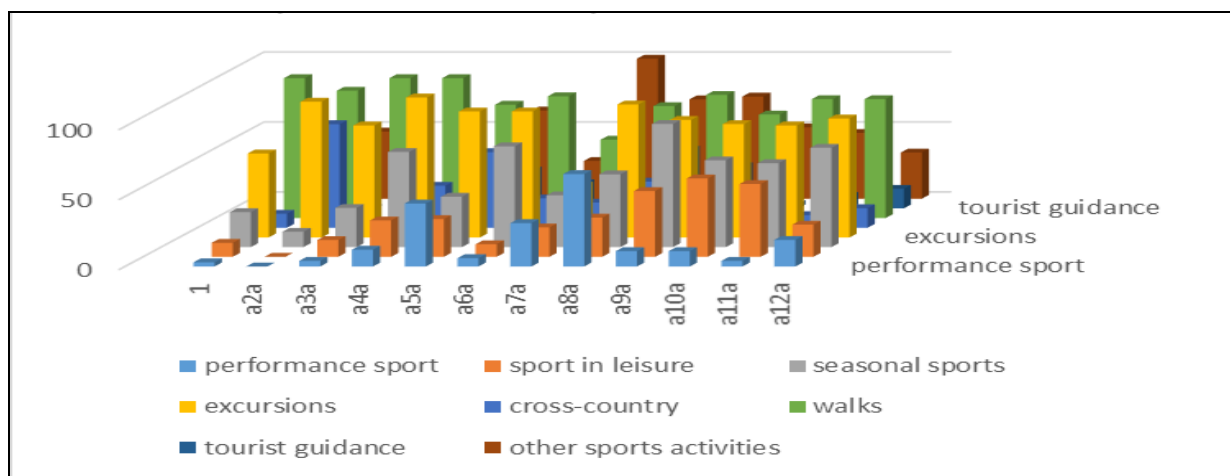


Fig. 1. Students' options for sports activities

Of the 470 students surveyed, a total of 311 students responded that mass sport and their chosen sport option is presented in Table 2 and fig.2.

Table no.2. *Student's options for practicing leisure time sports*

	rank 1	rank 2	rank 3	rank 4	rank 5	rank 6	rank 7	rank 8	rank 9	rank 10	rank 11	rank 12	total
Athletics	1	1	0	2	0	1	0	0	0	0	0	1	6
soccer	10	12	5	12	5	2	8	7	1	4	3	1	68
Baskt-ball	8	9	2	7	9	1	6	5	2	3	2	1	55
Karate	6	5	4	1	0	0	3	1	3	0	0	0	23
Gymnastic	1	5	3	1	0	0	0	0	0	0	0	0	10
swimming	6	2	2	3	0	3	0	0	0	1	1	0	18
Sky	3	6	0	3	0	1	0	0	1	0	0	0	14
Boxing	2	0	0	2	1	0	0	0	0	0	0	0	5
Judo	1	0	0	0	0	0	0	0	1	0	0	0	2
Tennis	1	0	1	0	0	2	2	0	1	1	1	0	9
Cross-cou	0	1	0	1	2	0	0	0	2	0	0	0	6
bodybuild	0	0	1	0	1	0	2	0	3	2	1	0	11
Voley-bal	4	3	6	1	2	2	2	1	5	0	1	2	29
Handball	1	0	2	0	2	0	3	0	2	1	0	1	12
ice skating	0	0	0	0	0	1	0	0	0	1	0	0	2
battledore	2	1	1	2	0	1	0	3	0	1	0	1	12
ping pong	1	2	1	2	1	3	3	1	1	2	0	0	17
Snowboar	0	0	0	0	0	1	1	2	2	2	1	3	12

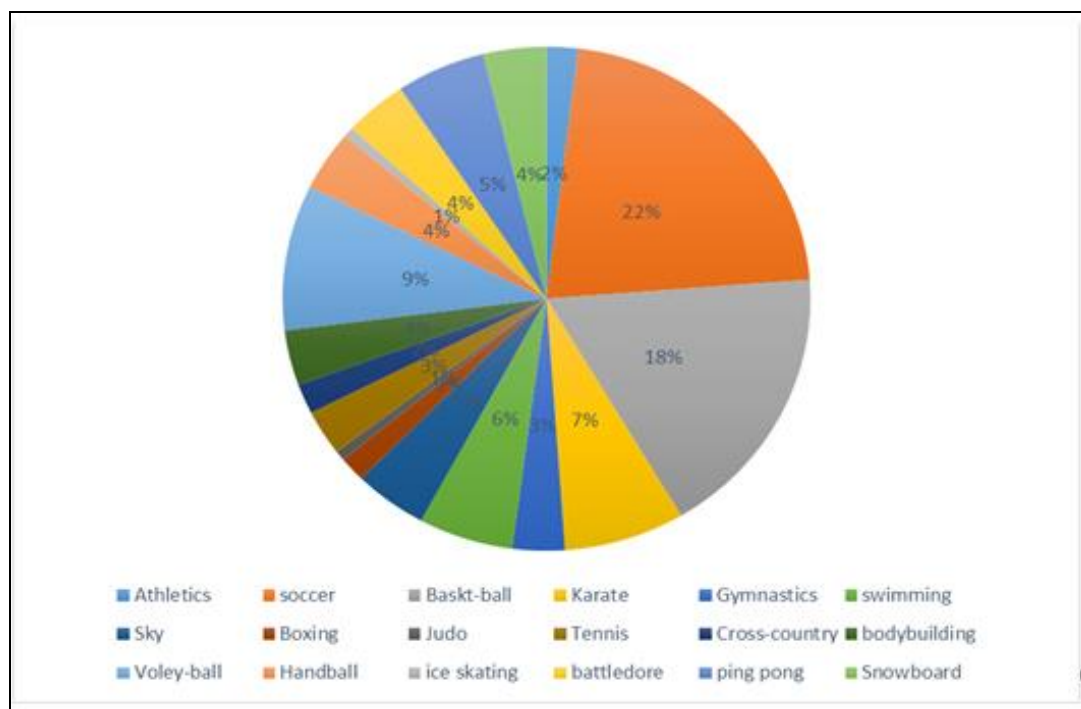


Fig.2. Percentage expression of the students' preferences for practicing leisure time sport

Discussion

Regarding the structure and the weight of physical activities in leisure time, a much wider range of physical activities can be noticed in high school students because there is the curiosity of practicing relatively new sports: badminton, bodybuilding, karate, aerobics, etc. The answers confirm favorable opinions for practicing physical exercises, the recognition of beneficial actions on health and intellectual performance, accepted in obviously large proportions.

Free time is used exclusively for sports by 30.32% of students, 34.81% of subjects, besides sports have other concerns, and 33.81% have only other (cultural, recreational) concerns, without sport in their free time. There are gender differences, boys prefer sports activities and girls prefer cultural activities.

The reason given by 57.17% of students, does not allow them to practice sports in their spare time, is overloading the training program; lack of adequate sports facilities with complex facilities, located near the dwelling or school.

Analysis of the time budget available for sports, according to the options investigated, reveals that only 19% consider that they can not allocate to sport any time, the remaining 81% think they could do it.

But we think sport is primarily a matter of will, education and mentality. Exceeding difficulties does not automatically lead to a positive attitude towards practicing sport regularly.

Conclusions

By participating in school physical education classes, there is a decrease in stress that is nowadays easier to install at any age, as well as the achievement of physical education objectives in a pleasant and attractive way.

Continuous media action is required for knowing, understanding and accepting by different categories of people the need to practice physical exercise in different forms.

On the basis of the study, we can appreciate that practicing physical exercise in leisure time is part of the weekly preoccupations of the youth, this type of activity being a logical and absolutely necessary continuation of the compulsory physical education activity.

We believe that the Physical Education teacher needs to put a greater emphasis on raising students' awareness of the importance of independent exercise in physical exercise in their spare time.

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