

STUDY CONCERNING THE PRACTICE OF PHYSICAL EXERCISES FOR RECREATIONAL PURPOSES

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Abstract

The concept of leisure was approached for the first time in Romania by M. Epuran and attributed this to the development of physical exercise practices in all social categories and age groups to cope with physical inactivity and excessive demands from occupational activities. The control group aims to emphasize the effectiveness of practicing physical exercises within the included physical education classes in the school curriculum, and in the research group we included students who participated in regular and organized activities in their free time. Based on the data collected on the physical activity of boys and girls, the level of development of psychomotor skills was assessed by using the following tests: 50-meter speed running, endurance running 800/1000 m, ball throwing, standing long jump, push-ups, trunk lifts, back extensions. The experimental group showed a better level of physical fitness at applied tests due the fact that practice more organized physical activity during the free time. Based on the results obtained in the research, taking into account the reason proposed in the elaboration of this work, we came to the conclusion that secondary school students from rural areas that practice physical exercises in their free time in an organized way and it becomes a habit for them to practice physical exercises independently and recreationally.

Introduction

Physical activity is the best way to keep the body's physical fitness. In physical education, as in sports training or competitive sports activity, physical exercise is a specific basic means. It is ultimately the most frequent operational mean with which one works, one "operates" to achieve the objectives in physical education. Physical exercise has its origins in the general act of human movement and is carried out in order to establish an optimal relationship with the environment (nature and society) in which people live and work. However, body movements are special and specialized motor acts, which many experts call "motor gestures"[1].

The phenomenon of practicing physical exercise is not a given thing, but a social process, a concrete reality that gradually develops within each socio-economic formation, something in the making. Throughout its existence, it appears as a product of society with a large number of batches and components. Exercise is seen both as a mean for improving the human condition and as a tool of general education. For those educated through exercise to be useful to society, the exercise must have a utilitarian character. It is believed that people need the following skills: running, jumping, climbing, carrying, dancing, riding, military exercises, etc. In the ancient history of Romania, two influences can be identified: the Greek and the Roman influence [2]. Starting with the influence of Greece, gymnasiums and gymnasiums were built and the most used exercises are divided into light exercises (running, jumping, throwing, swimming, archery and slinging, ball games, horse racing) and heavy exercises (fighting, boxing), except for dance, which is also competitive [3]. Roman influence greatly contributed to the building of amphitheatres and "baths". All these structures were very popular in all Dacian cities. Gladiator fights, chariot races, running, throwing, jumping, wrestling and boxing were held in the amphitheatres, and circus contests and ball games were held in the thermal springs [4].

The concept of leisure was approached for the first time in Romania by M. Epuran and attributed this to the development of physical exercise practices in all social categories and age groups to cope with physical inactivity and excessive demands from occupational activities [5]. In order to find out which physical activities can be practiced for recreational purposes, taking into account the traditional and national character, it is necessary to carry out a study of the history of the practice of physical activities on the territory of our country. The use of free time is a delicate issue, especially for the younger generation, which must be directed to long-term profitable activities."At the expense of simple or often dangerous pastimes"[6]. Free time should not be wasted anyway, but is a value that can be invested in human development especially through adequate education, which also leads to the distinction between education for leisure and education through leisure. The first is of a legal nature, with men fighting the state and their employers to grant them time off, either at the end of the working week or during annual leave. The second form of free time education is part of the new open education system [7]. The Greek philosophers were the first to pose the question of leisure and used the word for leisure called skole, which meant stagnation, rest and lack of work [8].

Free time means rest, development and entertainment. As Tănase and Lupan [9] say, free time represents "the part of time that remains after carrying out professional activities". People plan their time and free time, regardless of their activities and age. Every human has to follow and learn a certain work schedule from an early age. Every employee must create a positive atmosphere at the workplace and work comfortably [10].

Modern times have brought important advances in the practice of exercise and in expanding its scope. Games, dancing, water sports and wrestling were the most practiced sports, but also a form of manifestation of masculinity. Both then and now, the greatest desire of human beings is to live and stay healthy, and this is closely related to the practice of daily physical exercise.

It is known that physical exercise in certain ways is the most important basic means for maintaining and strengthening health. The main goal through the practical and rational use of physical activity is to improve health, form teamwork skills, know how to be a good friend, cooperate in groups and help others in times of need.

We often hear that in order to live a healthy life we must do at least 30 minutes of exercise every day and practice active games, walking, running, swimming, cycling, skating and gymnastics. Physical exercise is open to everyone, regardless of age or characteristics. Even people with limited abilities or certain medical conditions can perform exercises that match their range of motion.

In recent years, there are fewer opportunities to exercise and many people lead a sedentary lifestyle working from home. In general, the effect of physical exercise on the body can be explained by movements that involve the contraction of large and small muscle groups. When a person exercises or engages in motor activities, the body's most important functions are activated.

In fact, in physical exercise, the more muscle groups are involved and the more and faster contractions are performed, the greater is the impact on body functions. Through organized activities, physical exercise directly affects the activity of all body functions and improves health. In most cases, the lack of physical activity leads to the partial inactivation of major functions, the effects of which are manifested later in life.

Material-method

The research was carried out from March 2022 and until December 2022. The control group aims to emphasize the effectiveness of practicing physical exercises within the included physical education classes in the school curriculum, and in the research group we included students who participated in regular and organized activities in their free time. The research was carried out at the "Nicolae Labiș" Secondary School in Mălini. The school is located in the center of the village of Mălini, approximately 20 km from the town of Fălticeni and 45 km from Suceava. To analyze the collected data were used descriptive statistic.

Results

Based on the data collected on the physical activity of boys and girls, the level of development of psychomotor skills was assessed by using the following tests: 50-

meter speed running, endurance running 800/1000 m, ball throwing, standing long jump, push-ups, trunk lifts, back extensions.

In tables 1 and 2 is presented the descriptive statistic at each test used in the research, by gender for experimental and control group.

Table 1. Male results at specific tests

Testes / Statistical parameters	Male experimental group			Male control group		
	X	S.D.	C.V.	X	S.D.	C.V.
50-meter speed running (s)	6,96	0,13	1,87	8,36	0,15	1,80
Endurance running, 1000 m (min)	4,21	0,01	0,30	4,41	0,02	0,48
Ball throwing (m)	35,53	2,33	6,55	28,87	3,40	7
Standing long jump (cm)	175,9			147,0		
Push-up (no. of repetitions)	3	2,66	1,51	0	3,27	2,23
Trunk lifts (no. of repetitions)	13,67	1,45	9	11,47	1,19	5
Back extensions (no. of repetitions)	25,60	2,29	8,96	20,47	2,64	1
	24,53	1,96	7,99	22,27	1,94	8,73

Table 2. Female results at specific tests

Testes / Statistical parameters	Female experimental group			Female control group		
	X	S.D.	C.V.	X	S.D.	C.V.
50-meter speed running (s)	8,81	0,19	2,12	9,67	0,17	1,72
Endurance running, 800 m (min)	4,20	0,02	0,38	4,43	0,03	0,59
Ball throwing (m)	22,67	2,16	9,53	20,20	1,52	7,53
Standing long jump (cm)	179	0,02	1,11	160	0,02	1,31
Push-up (no. of repetitions)			10,2			
Trunk lifts (no. of repetitions)	11,20	1,15	4	9,47	0,83	8,81
Back extensions (no. of repetitions)	26,27	1,58	6,01	20,93	1,91	9,11
	24,60	0,91	3,70	20,87	1,85	8,85

X – mean; S.D. – standard deviation; C.V. – coefficient of variability

Discussions

Boys in the research group averaged 6,96 seconds on the speed test, while boys in the control group averaged 8,36 seconds. The difference between the two groups is 1,4 seconds a better physical development can be highlighted in the boys in the research group. The standard deviation and the coefficient of variability indicate an increased homogeneity in the research group and a well-developed movement speed. The research group falls on the 10-point grading scale and the control group on the 8-point grading scale.

Endurance running-to the media research group is 4,21 minutes. and those from the control group is 4,41 minutes. The difference in endurance running is 20 seconds, it is obvious that the endurance capacity represents the research group, the standard deviation and the coefficient of variability indicate a high homogeneity in both groups. The research group falls on the 10-point grading scale and the control group on the 8-point grading scale.

The research group has an average of 35,53 m in the throwing test, and the control group has an average of 28,87 m. The difference is 6,66 m in favor of the students in the research group. The standard deviation and coefficient of variation indicate very good homogeneity. The experimental group falls into the grading scale with a grade of 10 and the control group into the grading scale with a grade of 7.

In the standing long jump test, the research group obtained an average of 175,93 cm, while the control group has an average of 147 cm. The difference between the groups is 28,93 cm and in this case on the side of the experimental group. The standard deviation and coefficient of variation indicate a very good homogeneity of the sample. The experimental group is in the grading scale with a grade of 10 and the control group in the grading scale with a grade of 7.

The mean of the push-up test for the boys in the research group is 13,67, and in the control group it is 11,47. The difference of 2,2 repetitions in favor of the research group practicing physical exercise during free time and a good development of the segmental force can be observed. The standard deviation and coefficient of variation indicate good homogeneity of the sample. The research group falls on the 10-point grading scale and the control group on the 8-point grading scale.

The research group achieved an average of 25,6 and the control group achieved an average of 20,47 repetitions for the trunk lifts. And in this case, a difference of 5,13 can be observed in favor of boys who practice physical exercises during their free time. The coefficient of variation and standard deviation indicate fairly good homogeneity of the sample. The research group falls on the 10-point grading scale and the control group on the 8-point grading scale.

The research group achieved an average of 24,53 repetitions, and the control group averaged 22,27 at back extensions. The difference between the two groups is 2,26 in favor of the research group. The standard deviation and coefficient of variation confirm a good homogeneity of the sample. The research group falls on the 10-point grading scale and the control group on the 8-point grading scale.

In the speed test, the girls from the research group achieved an average of 8,81 seconds, and the girls from the control group achieved an average of 9,67 seconds. The difference between the two groups is 0,87 seconds in favor of the experimental group. The standard deviation of 0,19 and 0,17, respectively, and the coefficient of variation of 2,12 and 1,72, respectively, indicate good homogeneity of the sample. The experimental group falls into the grading scale with a grade of 10 and the control group into the grading scale with grade 8.

Average research group girls 800m endurance run is 4,20 minutes respectively in the control group the average is 4,43 minutes. The difference is 23 seconds in favor of the girls for the experimental group, having a higher capacity for effort. The coefficient of variability in the experimental group of 0,38 and 0,59 for control group and the standard deviation of 0,02 in the experimental group and 0,03 in the control group indicating a percentage below 10% indicate a good homogeneity of the sample. The standard deviation and coefficient of variation indicate good homogeneity of the sample. The experimental group falls into the grading scale with a grade of 10 and the control group into the grading scale with grade 9.

In the throwing test, the research group achieved an average of 22,67 m, respectively the average of the control group is 20,2 m. The difference between the two groups is 2,47 m in favor of girls who practice physical exercises in their free time. The standard deviation and coefficient of variation indicate good homogeneity of the sample. The experimental group falls into the grading scale with a grade of 10 and the control group into the grading scale with grade 8.

The research group has an average of 11,20 repetitions on the push-up test, and the average of the control group was 9,46. The difference is 1,74 repetitions between the two groups, a good development is observed in the girls from the experimental group. The standard deviation and the coefficient of variability indicate a fairly high homogeneity of the sample. The experimental group falls into the grading scale with a grade of 10 and the control group into the grading scale with grade 8.

In the standing long jump test, the research group has an average of 179 cm and the girls from the control group achieved an average of 160 cm. The difference is 19 cm in favor of the girls in the research group having good strength development in the lower limbs. The standard deviation and coefficient of variation indicate a very good homogeneity of the sample. The research group falls on the 10-point grading scale and the control group on the 8-point grading scale.

The average for trunk liftings at girls from the research group is 26,27 repetitions and at girls from the control group, it was 20,93. And in this case the difference of 5,34 is quite large between the two groups. The standard deviation 1,59 and 1,91 respectively in the control group and the coefficient of variability 6,01 and 9,11 respectively indicate a good homogeneity of the sample. The experimental group falls into the grading scale with a grade of 10 and the control group into the grading scale with grade 9.

The experimental group has an average of 24,6 repetitions at the back extensions test, and the average control group is 20,87. The difference between the groups is 3,73 in favor of the control group. The research group falls on the 10-point grading scale and the control group on the 8-point grading scale.

The experimental group showed a better level of physical fitness at applied tests due the fact that practice more organized physical activity during the free time.

Conclusions

Based on the results obtained in the research, taking into account the reason proposed in the elaboration of this work, we came to the conclusion that secondary school students from rural areas that practice physical exercises in their free time in an organized way and it becomes a habit for them to practice physical exercises independently and recreationally. And besides this, we set out to demonstrate that there are positive influences in the psychomotor, cognitive and affective development of those who spend their free time through physical activities.

More and more people are interested in practicing physical activities, but also in socializing through sport. An important role is played by the existence of sports facilities in the locality, as well as the gym. Most of the schoolchildren meet on the sports field to spend their free time, and not only other age groups from the locality. Sport ranks first in the students' choice of ways to spend their free time, and they are also attracted by the specially equipped sports facilities near home. Here they allocate a large number of hours per week to physical exercise and are aware of the role of sport in their lives and highly value socialization through sport. These children willingly practice a sport in their free time and if there were a reward in various forms (local competitions with prizes, training with specialized teachers or free access to private sport facilities) there would be a greater number of students who practice different kind of exercises in their free time.

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