

Games involving physical exercise and their role in the harmonious development of children

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Abstract

Learning, in the context of Physical Education contains the entire class of young people that have reached the age where they can be molded, this being the most favorable stage to influence their personality at an intellectual, physical and educational level. The game represents a physical form of created activity, the means through which we can educate at the highest level group relations and that leads to the harmonious development of the child. Thus, the bases of the permanent practice is established, of the physical activities leading to the promotion of the independent spirit of the body activities and getting some increased performances from a mild age along side with the superior indices of physical development, with the final purpose being the fast and efficient integration in the social activity called life.

Key words: *games involving physical exercise, harmony indices, movement, physical education*

The Romanian educational system is well-acquainted with the reform process; it has been rethought so as to become compatible with the European standards in education. This process aims to change both the structure and the goals of the education system as well as operating changes to the timespan of the school year.

Physical education is also required to go through these transformations. When viewed from an obligatory subject standpoint, physical education represents the sistematic engagement in physical exercise, dependent through its aims and content to the goals of the training.

Physical education is the interactive educational process that deals with the „creation”, „growth” and „evolution” of the child’s physical abilities. It is a well-planned process, designed and carried out to help in developing and perfecting physical prowess and movement abilities, with regards to age and sex. This is the reason it should not be regarded as isolated training, with the sole purpose of enhancing physical strength, but more as a way of connecting all of your physical traits, of perfecting yourself in many different ways. Thus you will stimulate development of your psychical cognitive, affective and native processes as well as unique personality features. Games involving physical exercise can wholly contribute to a child’s depth, motion and temporal perception, also endowing him with a good attention to detail. When involved in physical exercise, students will need to grant the training their full attention, therefore developing harmony indices alongside movement skills and habits. Expert literature pens a large variety of means, which when harmoniously intertwined help make physical education more effective, widening its influences into the biomotric and psychosocial planes.

Shyness, discretion, negativism have no place in the gym. Children who exhibit these types of behaviour in the classroom are totally transformed upon reaching the gymnasium, becoming brave, friendly and competitive as well as manifesting a good dose of team spirit.

In a school environment, a student's quest for knowledge must be in tone with the educational process. Observing the child in the instructive-educative process, we strive to ease his development of individual traits, facilitating active intervention in the aforementioned action.

The processes of growth and development take place dynamically from the moment of conception up until adulthood, giving the striking particularities that set children apart from adults. In this period of life, the human organism is subjected to continuous morpho-functional and psycho-intellectual modifications.

The research hypothesis

The present research started from the hypothesis that by explicitly introducing a special training program which contains physical games involving stretching, running, jumping, throwing and catching, an upgrade in the quality of harmonious physical development will occur, while children lacking this program will fail to benefit from it.

The subjects

The students in class 1A (18 students) represent the experiment group, while the students in class 1B (19 students) are the control group.

The focus of the research

Seeking to verify the hypothesis, a series of objectives have been established. They are:

- Studying and consulting both local and foreign expert literature on the subject;
- Getting to know methods usable in the research;
- Choosing the subjects and establishing their number;
- Testing the somatic indicators (weight, height, chest size);
- Comparing the somatic indicators of the test group as opposed to those of the control group;
- Pointing out the possible differences that are a direct consequence of the introduction of games involving physical exercise;
- The centralization and processing of the gathered data;
- The interpretation of the data;

Methods and tools used in the research

The analysis of expert literature, both local and foreign; The organization of planning documents for physical education of the first grade; Pedagogic observation; The cross-examination method; The testing of antropometric indices (weight, height, chest size) method; The mathematical-statistical method; the application of this method has enabled us to interpret the different data obtained from the tests, allowing us to characterize and compare the two groups (control and experiment).

The objectives and final goal of the research

- Observing the physical and psycho-motrical level of development in the students of class 1A in comparison to the students of class 1B;
- Creating didactical strategies and verifying their efficiency;
- Evaluating the cognitive-affective development with the help of games involving physical exercise;
- Editing and interpreting the obtained data;

The content of the research

Somatic parameters

Weight

For interpreting the gathered data we compared the recorded initial and final weight averages. Thus, in the case of the experiment group we noticed that the weight average at the start of first grade was 24.54 kg in the case of girls and 26.76 kg in the case of boys. At the end of first grade, the weight average was 24.30 in the case of girls and 26.62 in the case of boys, with a recorded difference of 0.240 kg in the weight average of girls and of 0.140 kg in the weight average of boys.

When analyzing the weight of the control group, we observed that the initial weight average of girls was 23.73 kg and 23.02 kg in the case of boys. At the end of the school year, the averages recorded were 23.68 kg and 23.66 kg for girls and boys respectively. This results in a difference of 0.050 kg with girls and of 0.640 with boys.

Height

At the start of first grade, the average height of the girls belonging to the experiment group was 1.23 m, while the boys exhibited a 1.26 m average. In the month of May, the group average was 1.25 m and 1.28 m for girls and boys respectively, which represents a growth of 0.02 m in girls and of 0.02 m in boys.

Likewise, in October, the control group had a 1.24 m average height for girls, while in May this average had changed to 1.26 m. In the case of boys, the starting average was 1.24 m and the final one was 1.26 m, both girls and boys exhibiting a growth of 0.2 m.

Chest elasticity

This recorded the following growth: with the experiment group it grew from 59.8 cm in October to 62.2 cm in May for girls and from 61.84 in October to 64.07 in May for boys. The recorded difference is of 2.4 cm in the case of girls and of 2.25 cm in the case of boys.

With the control group, chest elasticity recorded the following differences: girls had an average of 59.7 cm in October and of 62.3 cm in May, while boys had an average of 60 cm in October and of 62 cm in May. This is translated into a 2.6 cm difference with girls and a 2 cm difference with boys.

Conclusions

- ◆ Comparing the differences recorded for each group, we noticed that the experiment group exhibited an increase in weight larger by 0.900 kg than the control group in the case of girls and an increase in weight larger by 0.400 kg than the control group in the case of boys;
- ◆ Concerning height, the difference girls showed was the same while boys grew by 0.01

m taller than the control group;

◆ Waist elasticity measurements showed that the girls in the experiment group outgrew the ones in the control group by 0.2 cm while the boys in the experiment group had a 0.46 cm advantage;

◆ Pedagogic observation has helped me follow both the attitude of children concerning physical education in general and the influence of games involving physical exercise over somatic, cognitive and affective development in young students;

◆ Throughout my work I have aimed for a stre

◆ Games involving physical exercise, being specific to this age, have multilateral influences, not only contributing to the improvement of motion in general but also helping development indices grow, movement qualities and forming important character features, insuring initiative manifestation on a wider range as well as observation spirit and imagination;

◆ The results this experiment has given show with certainty that playing games involving physical exercise contribute to the harmonious development of children, therefore confirming the hypothesis.

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Jocurile de mișcare și rolul lor în dezvoltarea armonioasă a copiilor

Rezumat

Învățământul, în contextul Educației Fizice conține întreaga clasă de tineri care au ajuns la vârsta la care pot fi modelați, aceasta fiind cea mai indicată etapă pentru a le influența personalitatea la un nivel intelectual, fizic și educațional. Jocul reprezintă o formă fizică a activității create, mijloacele prin care putem educa la cel mai înalt grad relațiile de grup, ceea ce duce la dezvoltarea armonioasă a copilului. În acest fel, bazele unui antrenament permanent sunt puse. Acesta duce la promovarea spiritului independent al activităților fizice și obținerea de performanțe mărite la o vârstă fragedă pe lângă indicii superiori de dezvoltare fizică, scopul final fiind acela al integrării rapide și eficiente în activitatea socială numită viață.