

EFFECTS OF RECREATIONAL ACTIVITIES NAUTICAL SPORTS IN LEISURE ON THE STRENGTHENING OF MOTOR SKILLS IN CHILDREN OF SCHOOL AGE

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Abstract: *As children grow, motor performance develops. Motor performance skills allow children to process information in the effective management of specific tasks. Although children develop motor skills in a variety of physical activities, it may still be easy to achieve when engaging in voluntary activities according to their interests and pleasures. In this sense, the nautical activity, based on the navigation with the canoeing and stand-up paddle on smooth waters, offers the possibility to the children to relax and to play in the same measure in safe conditions, without rules of constraint and limitation of the capacity of expression and initiative.*

Key words: *Canoeing, Stand-up Paddle, Motor Skills, Motor Ability.*

1. Introduction

The beneficial effects of practicing canoeing and stand-up paddle - motor skills.

Motor skills:

- the main motor skills such as coordination and control of the main muscle groups.
- the body's ability to coordinate to move and perform tasks.
- coarse motor skills involving large muscles - such as arms and legs in various types of movement (running, walking, balance, floating, rowing, etc.)
- fine skills related to the movements of

small muscles, such as fingers for grasping, gripping, throwing, holding, etc.

- some landmarks for motor skills that also involve eye-hand coordination, such as throwing or catching a ball.

Beneficial effects:

- develops a strong bone and muscle structure
- ensures harmonious growth and development
- improves balance
- maintain and develop flexibility
- supports an adequate weight
- helps to relax
- improves self-esteem and helps socialize

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The physical development of the child implies the gradual increase of the motor capacities that he needs in the daily activity. If the parents notice that, at a certain age, the child does not yet have the specific skills for the age in question, acquired through the natural development of the body and social activity, it can impel and guide the child in a series of activities that develops these motor functions, activities based on the practice of physical and sports activities. The child should be encouraged and supported to do more and more physical exercise both in the school program and in extracurricular activities for the permanent improvement of the skills.

The idea that we have started from refers to the fact that through the physical and specific nautical activity represented by the practice of kayaking by mastering the simple technical elements and the technical process of rowing on water and all the feelings represented by the nautical adventure, can stimulate the ability to develop motor skills essential for life represented by the ability to act with sharpness and dexterity.

For school-age children who want to improve the development of motor skills, it is useful to do a form of sport to promote this type of development for psychomotor ability. This should be enough if you hope to learn and to enjoy challenging sports such as kayaking.

The goal is that over time I noticed in school-students that I knew most of them, there is an insufficient development of gross skills, attributed to insufficient psycho-motor training well below the level considered optimal for the target-age group and which may be a consequence of physical inactivity.

2. Hypotheses

2.1. 1st Hypothesis

There is an association between the frequency of practicing nautical sports-paddle - canoeing and strengthening the gross motor skills and psycho-motor capacity for school-age children (8-12 years).

2.2. 2nd Hypothesis

Practice of nautical - canoeing, stand-up paddle physical sports activities has as a consequence the improvement of the state of gross motor skills and of the psycho-motor capacity for school-age children (8-12 years old).

3. The experiment studied - Method and material

First stage - recommendations:

At school age, is indicated to development at least 60 minutes of nautical – paddle - canoeing, stand-up paddle physical activity, of moderate intensity ($F_c = 125-130b / \text{min}$), per week. For a higher intensity, it is proposed to perform 45 minutes ($F_c = 130-140b / \text{min}$), if the activity is performed at a higher intensity, it is vigorous-beneficial-efficient, during a week, in stages of at least 15 minutes for each paddling activity.

Step 1 R5. RESISTANCE aerobes

- 25-30% of maximum value of the athlete who is determined - paddle
- pulse 125-13 b / min, 25-30 stroc lov / min
- -blood lactate 2 mM/L milk - 20min - water 2-3km - running, water, skiing
- parameters constant turnover, long endurance

Second stage - recommendations:

In order to increase the benefits that an active lifestyle has on the health of school-age children, it is recommended to increase the physical activity of water paddling, at a duration of about 90 minutes if the intensity is moderate (Fc = 130-140b / min), respectively 75 minutes of vigorous-beneficial-efficient physical activity (Fc = 145-150b / min).

Step 2 R5 Aerobes RESISTANCE - O2 stable

- 35-40% of maximum value of the athlete who is determined- paddle
- pulse 130-140 b / min, 30-40 stroc lov / min
- blood lactate 4-6 mM/L milk - 30min - water 4-6km - running, water, skiing parameters constant turnover, long endurance
- **initiation program** in water sports- kayaking, standardized, oriented on the way of spending free time of school-age

children (8-12 years).

- **the general structure** of the sample included in the nautical - canoeing, stand-up paddle activity refers to all school-age children (8-12 years old) and does not take into account any selection criteria (S.T.Sport for All), the condition set, the medical opinion taken into consideration: CLINICALLY HEALTHY- SUITABLE FOR PHYSICAL EFFORT.

The incorporation of physical-sports activity for toning the general muscles, through paddle - canoeing, stand-up paddle, is scheduled in 3 days / week (Monday-Wednesday-Friday) and is ideal to strengthen gross motor skills and increase psycho-motor capacity with maximum efficiency for school-age children (8-12 years).

The proposed program of initiation in physical-sports-nautical - canoeing, stand-up paddle activities (mesocycle, stage = 6 microcycles X 2).

Table 1

Microcycles with three trainings/week
Description of the resources and model of training (are special boats for initiation)

A.M.	Monday	Tuesday	Wednesday	Thursady	Friday	Saturday Free time	Sunday Free time
P.M.	A	L	A	L	A	Free time	

Specific paddling activities will lasts 20 minutes. There will be three activities /week. The paddling sport activity will have the following structure:

Grouped exercises:

- A. Adjustment exercises with specific materials for canoeing training;
- B. Learning and establishing prizes on the paddle;
- C. Set the fixed position on the paddle handle;
- D. Kayaking boat entry and exit exercises;
- E. Boat adjustment exercises-establishing

- the center of gravity canoeing;
- F. Exercises for learning the correct position in canoeing boat;
- G. Blade immersion exercises in water;
- H. Exercises for learning to attack;
- I. Balance exercises;
- J. Hit water on attack;
- K. Paddling exercises;
- L. Disabled rowing exercises (the boat is standing still; the boat it's moving backwards; the boat is shaken, moved, balanced etc.)

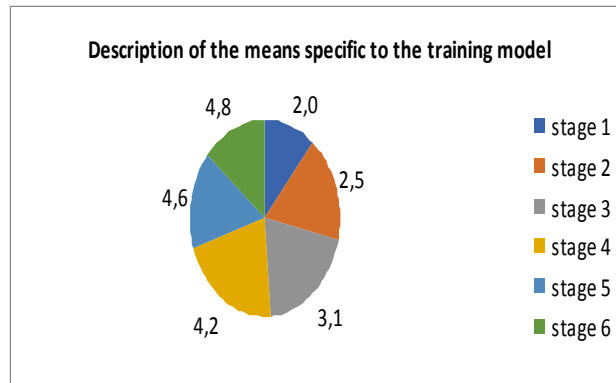


Fig. 1. *Description of the means specific to the training model I*

Canoeing = a sports boat with one or more paddling stations, sharpened at both ends, with a smooth sliding surface and which is driven by a type of non-fixed paddle, from a sitting position.

4. Objectives

- strengthening motor skills for school-age children (8-12 years).

A1. Main motor skills

- coordination and control of the main muscle groups
 - the body's ability to coordinate to move and perform tasks.

A2. Gross motor skills

▪ which involves the use of large muscle groups - such as arms and legs in various types of movement (running, walking, balance, floating, rowing, etc.)

A3. Fine motor skills

▪ which involves the use of small muscles, such as the fingers for grasping, gripping, throwing, holding, etc.
 ▪ some cues for motor skills that also involve eye-hand coordination, such as throwing or catching a ball.

B. Increasing psycho-motor capacity:

B1. Improving muscle toning - toning is the result of developing muscle mass and decreasing the percentage of fat mass.

B1a.toning the upper train (muscles of the upper limbs; chest, pelvis and back)

B1b.toning the lower train (thigh muscles, lower limbs)

Evaluation methods

C.1. Specific

- paddling-rowing moderate cadence 15min Fc = 130b / min = km ???
- paddling - rowing cadence increased 10min Fc = 140b / min = km ???
- pulmonary capacity VO₂
- cardiovascular capacity Fc - Ta
- effort capacity - Ruffier test uses the formula: P1 + P2 + P3-200

C2. Nonspecific

C2.a. Anthropometric measurements

- height
- weight
- sole length
- bust height
- waist circumference

C3. The coefficient of physical-sports activity

The coefficient of physical activity can take different values - moderate-intense physical activities, canoeing paddling, which are done with a caloric intake of 3.5-7 calories / minute.

5. Conclusions

It is good to consider participating in this type of activity, in order to fully enjoy the effects of practicing canoeing, stand-up paddle on strengthening the motor skills of school-age children.

But the reality shows that the interest in physical activities is very low, there are few who practice physical activities on a regular basis. The other school-age children have sporadic participation or not at all, many of them being engaged in static activities such as the game on devices (mobile internet device).

The discussions revealed that they don't have time to be physically active, captured by technology, by the lack of information and by the involvement of their parents in achieving this type of physical activity for their children.

Regarding the work of awareness of the influence that physical-sports activities have on health, this must be done through well-structured programs both at the level of educational institutions and at the level of local authorities through the Sport for All programs.

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