

# THE IMPACT OF PHYSICAL EXERCISES ON THE PSYCHOMOTOR CAPACITIES OF MIDDLE SCHOOL PUPILS

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**Abstract:** *The aim of the research is to identify the adolescents' avoidance causes from physical education lessons and to determine the means of improving students' satisfaction versus physical education. The present research is of ascertaining – ameliorative type, carried out on a sample of 15 teachers and 180 pupils from secondary classes in the Secondary School "Alexandru Ioan Cuza" and the Secondary School no 10 Bacau, Romania, between March 1, 2022 and June 10, 2022. The methods used in the research included: the analysis of the specialized literature, the diagnosis questionnaire, the mathematical-statistical method. The main conclusions refer to the identification of the passionate fields and the preferences for sport of the pupils, the argumentation of the need to introduce in the physical education and sports classes the competitive sports games, which, besides the training of some motor qualities, ensure an extremely complex set of psychic sentimental, emotional, volitional and cognitive nature acquisitions.*

**Key words:** *physical exercises, sport, psychomotricity.*

## 1. Introduction

In specialized literature, psychomotricity is considered a complex function, an aptitude that integrates both aspects of motor activity and manifestations of perceptual functions. The evolution of the psychomotor behaviours of each individual develops depending on his aptitude, the degree of physical and intellectual development and the educational influences to which he was subjected throughout his childhood [2], [7]. Psychomotority, as a

complex function that determines the regulation of human behaviour, includes the participation of various processes and psychic functions that ensure both the reception of information and the adequate execution of motor response acts. In this context, De Meur, referring to psychomotricity, highlighted the existence of some relationships between motricity, intellect and affectivity [3], [8]. Another definition was given by P. Arcan: "psychomotricity is a complex function, which integrates and combines motor and psychic aspects, elements that will

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influence a person's behavior" [1, p. 6]. Psychomotricity makes possible pragmatic adaptation (learning professional, manual, intellectual techniques), social adaptation (interpersonal communication methods), aesthetic adaptation (body expression techniques), educational adaptation, through its basic components. Currently, due to the increase in the specific demands of each individual sport, it is necessary to understand the psychomotor abilities as belonging to each individual sport, thus fully subordinating to its demands.

**The purpose of the research** consists in identifying the causes of teenagers' avoidance of physical education lessons and determining the means of improving pupils' gratification with physical education.

## 2. Research Methodology

The current research is of a confirmative - ameliorative type, carried out on a group of 15 teaching staff and 180 pupils from secondary school classes in "Alexandru Ioan Cuza" Secondary

School and Secondary School no. 10, Bacau, Romania, in the period March 1, 2022 – June 10, 2022. The methods used in the research included: the analysis of specialized literature, the diagnosis questionnaire, the mathematical-statistical method.

## 3. The Results of the Research

In order to achieve the purpose of the research, questionnaires were developed and applied for two categories of respondents (pupils and specialized teaching staff). Below we will reflect the most relevant answers obtained following the application of the pupils' questionnaires. At question *What kind of physical exercises make you participate with interest in physical education and sports class?* most of the responding students indicated the bilateral sports games - about 70%. About 25% expressed their interest in relays and exercise complexes in the form of a competition, and only 5% of respondents are interested in harmonious physical development exercises (Figure 1).

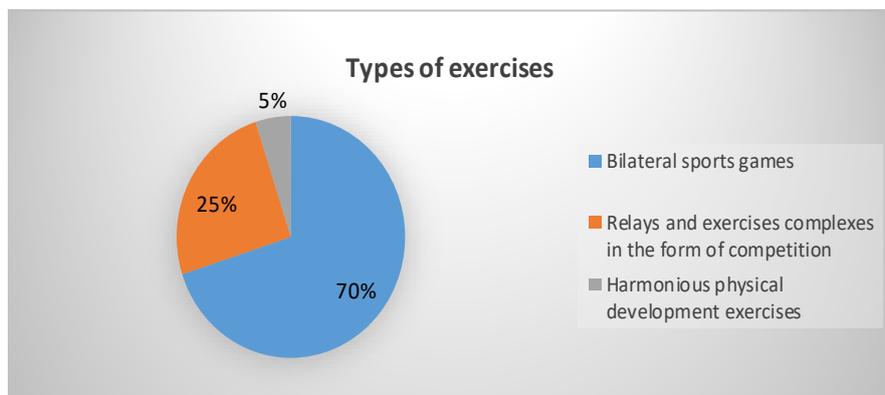


Fig. 1. Graphical reflection of pupils' responses regarding the types of exercises that arouse their interest in the physical education and sports lesson

We mention that the harmonious development of the human body is one of the main objectives of the discipline of physical education and sports, but this type of exercise is less stimulating for the responding pupils. The physical exercises applied in sports games and relays in the form of a competition consist of special movements, which are more attractive than those of physical development, which increases the interest in movement of those who practice them and raises their emotional state.

Regarding the question *Do you think that two hours of physical education and sports per week are enough for you to acquire motor skills specific to sports games?* the following answers were obtained: 11% of the responding pupils answered affirmatively, while 89% of the responding pupils admitted that the number of weekly hours of physical education and sports is insufficient and they would like more hours per week of physical education (Figure 2).

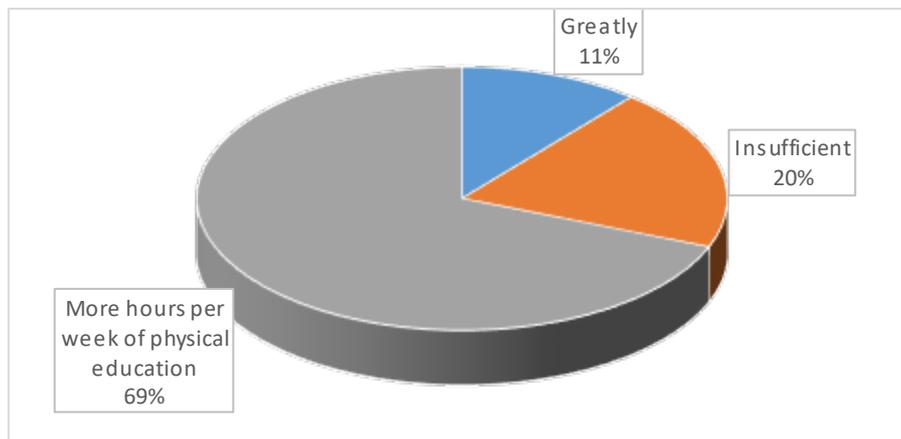


Fig. 2. Graphical reflection of pupils' answers regarding the number of hours per week of PES for the acquisition of motor skills specific to sports games

We believe that the pupils' opinions regarding the insufficiency of the current weekly number of hours of physical education and sports are founded on several realities: physical education helps to develop motivation, support psychic and mental resistance, teaches pupils about fair play and the spirit of teamwork; regular physical activity helps to form several skills, both intellectual and practical; sports classes in schools lay the foundations for performance sports, so pupils can discover their passion for a particular sport.

Regarding the question *What are the exercises that capture your attention in particular during physical education and sports class?* most of the responding pupils noted the exercises that repeat procedures specific to sports games - approx. 78%, others - 17%, they mentioned that their attention is captured by the relays and application trails in the form of competitions and 5% of the pupils mentioned the warming up exercises from the beginning of the class (Figure 3).

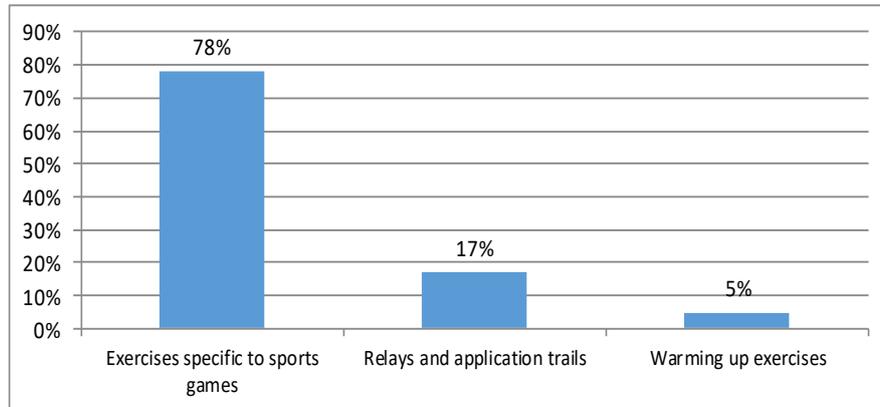


Fig. 3. Graphical reflection of pupils' responses regarding the types of exercises that capture their attention during the PES lesson

Movement games are generally preferred by children. Movement games are based on simpler or more complex motor actions, the execution of which is partially guided by the rules. Thus, through them, basic motor skills and abilities are strengthened, such as walking, running, throwing, catching, jumping, as well as duty ones: climbing, balance, crawling, pulling, pushing, transporting, escalating. Also, the game develops the motor qualities - speed, strength, skill, resistance and implicitly, rhythm and coordination in the conditions of a positive emotional state, in a climate of cheerfulness and optimism [7].

Regarding the question *To what extent do sports games develop your game-related skills in the physical education and sports lesson?* most of the pupils noted that sports games develop their relationship skills with their colleagues (60%), other pupils - about 5% mentioned that sports games help to develop relationships between pupils, and 35% of the responding pupils mentioned that because of the time insufficiently allocated to sports games in the physical education lesson, they insufficiently develop relationships between pupils (Figure 4).

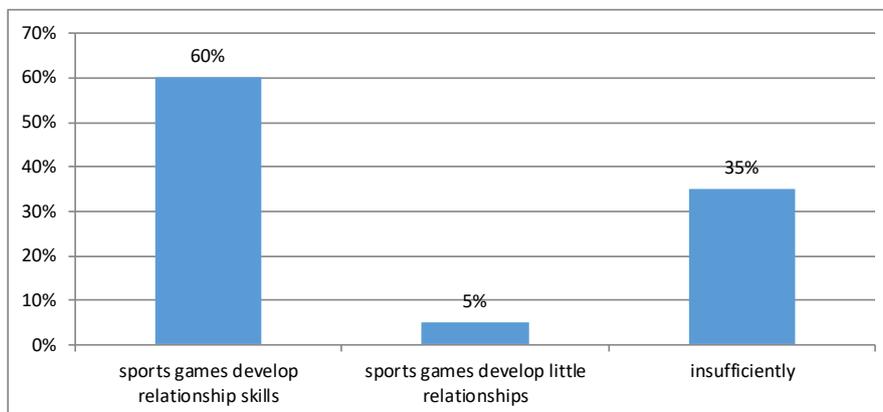


Fig. 4. Graphical reflection of pupils' answers regarding the development of relational skills through sports games

We mention the high role played by sports games in the development of relationships between pupils: the rules of the game establish the relationships between the players during the game. Any violation of these rules by some players causes the rightful displeasure of others. The pupil thus learns to take into account not only personal wishes, but also common conditions and general rules.

Observing the rules of the movement game helps to develop courage, self-control, perseverance, and

thoughtfulness. Movement games with rules also develop pupils' attention.

Regarding the question *Do you think that during physical education and sports classes, enough objectives are achieved, which you could put into practice in your extracurricular activities?* the following answers were obtained: the majority of pupils mentioned that the physical education and sports lesson achieves its objectives to a small extent (46%) and to a very small extent (21%), the results of which can be applied in extracurricular activities (Figure 5).

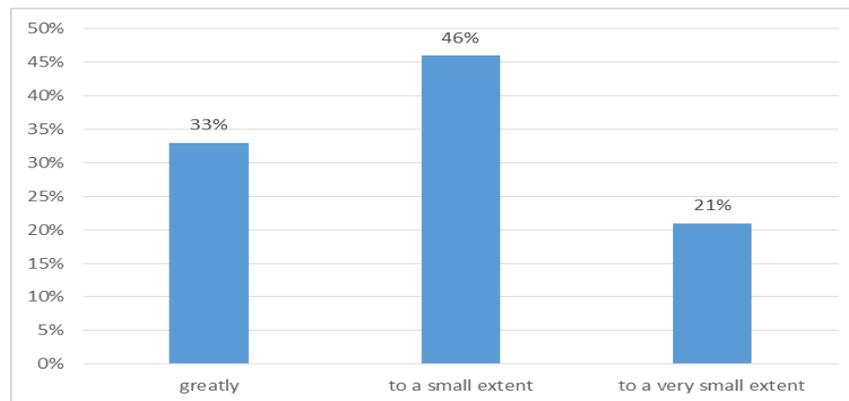


Fig. 5. Graphical reflection of the pupils' answers regarding the implementation of the results obtained in the physical education lesson

Physical education aims at the formation of the modern man through his multilateral development from a physical, intellectual, ethical, aesthetic point of view, in relation to the demands of contemporary and future society, according to the real skills, on the basis of which the coordinates of the human personality are shaped; guidelines targeting five aspects: sanogenesis, motricity, motor skills fund, mental and attitudinal qualities, specialized knowledge. In this context, physical education in school determines the transfer of knowledge and skills such as team spirit and fair play, cultivates

respect, social awareness and of one's own body, offers a general understanding of the rules of the game, notions that pupils can use later more promptly to other school subjects or in life situations [4, 5].

#### 4. Conclusions

In **conclusion** we can mention that at the school level, physical education carries out tasks regarding the training and education of the young generation. Thus, through the specific functions related to the improvement of physical development and motor capacity, physical education

creates the biological support necessary for a daily, productive or recreational, rational and efficient activity, and through the associated functions (hygienic, educational, recreational) it ensures a multilateral development that it allows the young person a quick social reintegration, a healthy lifestyle and creates the conditions for permanent education and self-training. Each pupil must be aware of the ways in which physical education will contribute to the strengthening of health and the formation of his personality. In this sense, the results of the questionnaire applied to pupils demonstrated the following:

- sports games are the type of exercises that contribute most efficiently to the development of relationships between pupils;
- sports games arouse the most interest of pupils in the lesson of physical education and sports;
- in physical education and sports lessons, insufficient time is given to sports games;
- pupils want more hours of physical education and sports per week;
- increasing the number of hours of physical education and sports will contribute to the development of physical skills, as well as to the formation of skills necessary for everyday life [9], [10].

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