ACROSS
www.across-journal.com
ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

A STUDY ON THE MOTRICITY LEVEL OF STUDENTS WHO PLAY THE ROMANIAN GAME OINA IN SECONDARY SCHOOL

Ioan Sorin GĂLĂȚEANU
The State University of Physical Education and Sport, Chisinau, Moldova

ABSTRACT
The high level of the results obtained in the current stage of the Salcea sports center, could only be achieved by players whose performance capacity is particularly high and constantly increasing. A general analysis of the training of athletes from this center with tradition in the field and of the results obtained allows us to characterize the directions that determined the progress of this center. After our appreciation regarding the activity of the junior III, there is not yet a system of requirements materialized in idealized objective models and appropriate methodological guidance regarding the driving technology to meet the specific objectives of this level. I believe that through a correct stage of preparation, using effective means, having a correct dosage, of practicing in various conditions, one can contribute to the improvement of the game model and implicitly obtain superior results in competitions. Secondary school is the first step in practicing performance sport, in teaching children to practice movement. If they have well-equipped bases, athletes with high-level skills can be trained. It should not be forgotten that the basis of performance sport is being prepared in schools, of course depending on certain factors, such as a good selection, a correct stepping of the models of preparation and not least the teacher's desire to achieve performances at this level.

Keywords: teacher, oina, selection, representative team

INTRODUCTION

The presence of the game oina alongside other sports games in the physical education curricula is fully justified due to the positive influence it has on children. The foot contributes to the morphofunctional development as well as the motor skills of the students. At the same time, it helps to shape children's personalities by influencing the cognitive, affective and social sphere.

In this regard, Torje, DC (2005: 77-78), states that playing sports, as a means of physical education, aims to improve motor skills, develop motor qualities, contribute to psychomotor education, by training motor sensitivity, of the sense of the ball and the balance, of the orientation in space. In other words, through the variety of technical-tactical procedures they contain, sports games can contribute to the formation and consolidation of a large volume of motor skills and skills and to the development of motor and psychomotor qualities.

We can strongly affirm that footwork can also be successfully used as a means of physical education, in which the specific and basic motor skills are perfected, the motor qualities are developed and it has a positive influence on the mental.

T.Badiu et al. (1995) explained the game as an assimilation process that requires a dual function: on the one hand, during the game, assimilation of impressions and reactions takes

ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

place, which leads to development through functionality, and on the other hand, assimilation involves mental training and organization.

Regarding the instructional-educational objectives for the game of footwork as a means of physical education, the ability to apply the basic technical-tactical procedures in the game with reduced numbers and simplification rules at the beginning of the training phase, followed by the ability to carry out the procedures is considered with full effectiveness in terms of game development.

Dragnea (2006); Colibaba Evuleț and Bota (1995) take into account the following aspects:

- the possibility of using them as exercises to achieve other objectives of physical school education;

- the possibility of practicing integral sports games, according to the provisions of the regulation, in the lessons, trips, camps, etc;

- the possibility to observe and select students who have qualities and special interest for the respective sports game.

Roata R. (2018: 66), states that "oina is a good game for developing all the qualities and abilities of the child to include low-intensity skills executions for the development of aerobic capacity, includes coordination skills, skills, mobility, agility, some forms of manifestation of speed and sometimes, maximum strength ".

In order to increase the efficiency of teaching oina in the physical education lesson, Scarlat E. (1981: 7-31) considers that we have to take into account the following considerations: ensuring the educational content of the lessons, the realization through a high-level lesson of the requirements of the school syllabus, designing and conducting the lesson according to the specialized methodology, ensuring the density and attractiveness of the lesson, ensuring a good teacher-student relationship, using modern methods and designing exercises and exercise structures according to age, sex and level of training.

The activity of physical education and sports does not take place at random but has a scientific foundation in the absence of which it is not possible to achieve health strengthening, harmonious physical development, the acquisition of deadly skills necessary for the different activities and to obtain superior sports results.

In order to achieve these, an activity elaborated on the basis of a thorough knowledge of the morphofunctional particularities, of the physical particularities and of the motor level of each individual is necessary.

Also Dragnea (2006); Colibaba Evuleț; and Bota (1995) state that games favour the development of group relationships with the highest efficiency indices and that the main skills and motor qualities, as well as the moral-volitional qualities specific to sports games, have value in use in other fields as well

Affectively, the game influences the individual's personality, favorably influencing their emotional experiences, feelings, determined by the favorable or unfavorable situations of the team.

We aim to show that playing footwork positively influences health indices, contributes to the formation of knowledge, skills and movement skills that can be applied in other sports disciplines, stimulates the growth of value indices of basic and specific motor qualities, and the

ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

development of moral-volitional qualities comparable to the influence of other sports games that are taught in school.

Regarding the content of the game, the problem was viewed in the spirit of natural continuity. At the level of classes, the technical element is learned and perfected. At the team level, it is no longer a matter of learning the elements but one of using them for tactical purposes.

In this sense, we focused first on the knowledge of the initial level of somatic development and of the physical development of the subjects.

MATERIALS AND METHODS

In order to carry out the research, we have used the documentation methods grouped in two categories, namely: the study of the history of the game and of the specialized literature, and discussions with specialists, with the purpose of knowing the current experience and trends in the field. The purpose of the research is to implement a training model at the representative level of the school-based team in the high school cycle and, by using appropriate methods and means, to contribute to the increase of the somatofunctional level of the subjects. The research set out from the following problem: during the school year, students were subjected to stimuli, with the play of foot among the most important ones. This process of continuous improvement of the didactic technology, adapted to the morpho-functional particularities of the growing organism, associated with the process of physical development, as well as a certain level of motor development, undoubtedly influences it. The knowledge of the final results must confirm or not the purpose and tasks of the paper. In interpreting the obtained data, we used the calculation formulas to obtain the amplitude, the arithmetic means, the standard deviation and the coefficient of variability.

3. RESULTS AND DISCUSSIONS

For data interpretation, we used the calculation formulas to obtain the amplitude, the arithmetic means, the standard deviation and the coefficient of variability. For a good organization of the study, we have established several research stages: setting the purpose, organizing the sample of students to whom the tests are applied, preparing the tests, carrying out the measurements, processing and interpreting the results and drafting the conclusions and recommendations.

For the scientific approach, a sample of 16 subjects, aged 14-15 years (boys), was chosen at the time of the beginning of the experiment. The subjects were the result of a prior selection, the sample consisted of the number of two 7th and 8th grades. In the first semester of the school year 2018-2019, the initial level of general physical development wa tested in 16 students.

General physical training is not out of context. The students acquire this general physical training following the hours of physical education, which is good we say, due to the use of means specific to athletics, gymnastics but also to other games. In the test, we used the method of recording the statistical processing using indicators from the meter-centimeter-kilogram-second system.

To test the level of physical development we measured:

ACROSS
www.across-journal.com
ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

- running speed;
- long jump;
- ball throwing.

Synthesis of the statistically processed data recorded in the finding experiment:

Table 1
Tests of the general physical training of students at the beginning of the 2018-2019 school year

No.	Name and Surname	Running speed (50 m)	Long jump	Ball throwing (metres)
1	T.M.	9.21	167	24
2	P.M.	9.69	172	31
3	C.R.	9.32	162	21
4	C.D.	9.1	166	29
5	P.D.	9.32	162	31
6	A.C.	8.93	175	38
7	A.T.	9.7	192	26
8	M.S.	8.5	172	19
9	F.A.	8.06	186	32
10	S.C.	8.87	198	29
11	D.D.	8.6	172	28
12	M.N.	8.81	200	40
13	S.C.	8.2	188	32
14	P.D.	8.5	182	22
15	M.C.	8.3	182	32
16	O.D.	7.8	167	29
Arithmetic means		8.80	171	28.9
Amplitude		1.89	38	21
Standard deviation		0.29	11.44	4.85
Coefficient of variability		3.6	6.45	14.9

Table 2
The results of the control tests regarding the general physical training of the students at the end of the 2018-2019 school year

No.	Name and Surname	Running speed	Long jump	Ball throwing

ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

1	T.M.	9.17	185	26
2	P.M.	9.69	178	37
3	C.R.	8.9	177	23
4	C.D.	8.93	176	35
5	P.D.	8.93	168	39
6	A.C.	8.90	188	42
7	A.T.	9.34	208	29
8	M.S.	8.4	189	22
9	F.A.	7.93	208	36
10	S.C.	8.75	208	31
11	D.D.	8.3	186	32
12	M.N.	8.5	198	46
13	S.C.	8.09	215	34
14	P.D.	8.16	188	26
15	M.C.	7.94	193	33
16	O.D.	7.58	186	38
Arithmetic means		8.59	190.68	33.06
Amplitude		2.11	47	23
Standard deviation		0.33	12.81	4.69
Coefficient of variability		4.25	6.72	12.67

The results obtained from the control samples are presented in nominal tables 1 and 2. The tables show the evolution of the average index for each sample for the two tests performed.

The presentation of the evolution of the average index for each of the 3 control samples that were given during the research is shown below, in figure 1-the 50m flat running speed; figure 2 - the long jump from the spot; figure 3 – ball throwing.

In order to illustrate the contribution of fair play on the students' motor qualities, the comparison with S.N.E (National Assessment System) was required, but considering that this system specifies the minimum scales (mark 5) we will take our own evaluation system within the school. We will use the scale for the maximum grade (10) imposed for the VII and VIII grade.

In figure 1.1, we notice that the average for running with a standing start decreased from 8.8 seconds to 8.59 seconds for 50 m. The evaluation system awards the maximum grade for performances of less than 8.1 seconds in the sixth grade and under 7.9 seconds in the seventh grade. We observe an improvement of the average index of 0.21 seconds mainly due to the growth from one year to the next, but also the practice of the game of footwork favored the improvement.

ACROSS
www.across-journal.com
ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

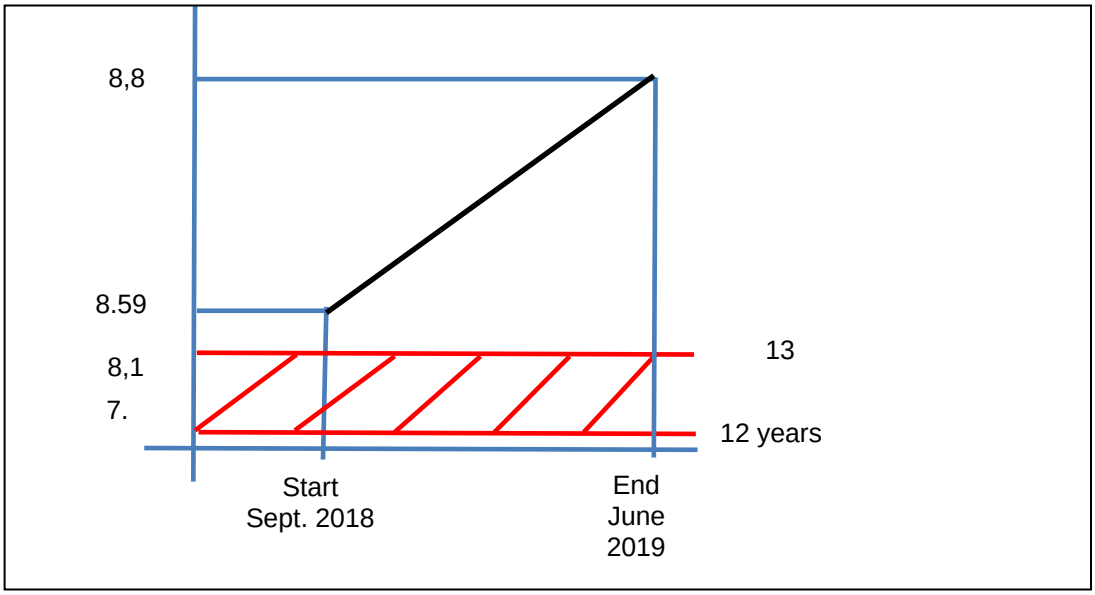
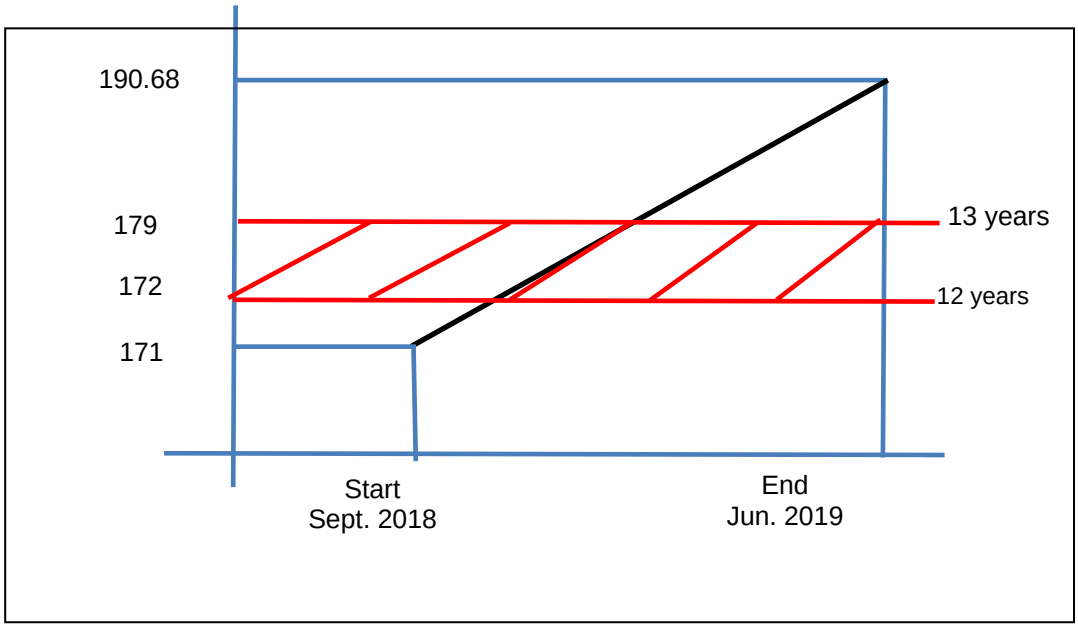


Fig.1.1 Graph 1 (50 meters flat running with a standing start)

Figure 1.2 shows the evolution of the average index for the long jump from the spot, which at the beginning of the experiment was 171 cm and at the end of the experiment was 190.68 cm. Its own evaluation system gives the maximum grade for performances over 172 cm in the 7th grade and 179 in the 8th grade. We notice that the average index increased during this period by 19.68 cm, which is due to the age-first growth of the students, but which was favored by the practice of playing the game during the 44 hours of training.



ACROSS
www.across-journal.com
ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

Fig. 1.2 Graph 2 (Long jump from the spot)

From the image shown in figure 1.3, it turns out that if at the beginning of the experiment the average index for throwing the ball from the spot was 28.9 meters, at the end of the experiment the average index was 33.06 meters, that is 4.09 meters more. The own evaluation system gives the maximum grades for performances over 28 meters in the 7th grade, and 32 meters in the 8th grade. This progress was due to the natural growth in age, favored by the practice of fair play

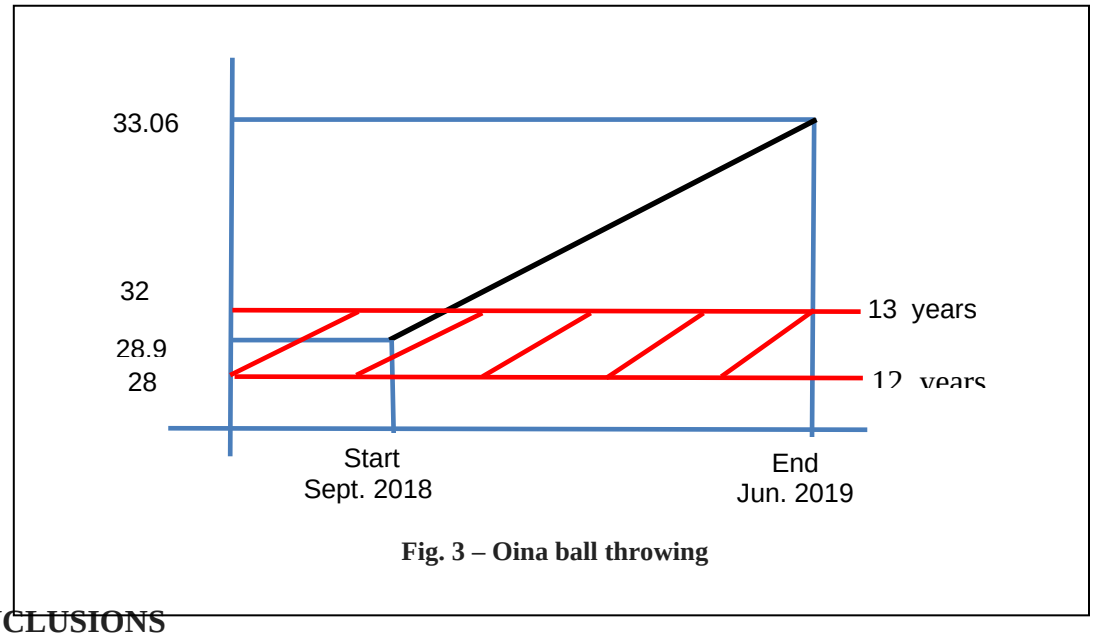


Fig. 3 – Oina ball throwing

CONCLUSIONS

The general physical development of the motor capacity of the subjects was conducted during the experiment in a normal manner. It has been generated by the oina game during the training hours in our sports club during the two semesters of the school year. As proof, we have compared our subjects' results with those of the national evaluation system, as well as with our own intern evaluation system.

REFERENCES

Badiu,T., Badiu G., Carastoian, L. 1995. *Exerciții și jocuri de mișcare pentru clasele I-IV*, Editura Alma, Galați.

Colibaba-Evuleț, D., Bota I. 1998. Jocuri Sportive- teorie și metodică, Editura Aldin, București.

Dragnea, A., et al. 2006. *Educație fizică și sport - teorie și didactică*, Editura. Fest, București.

Roată R. 2018. *Oina, modelarea pregătirii copiilor și juniorilor*, Suceava, Editura Universității Ștefan cel Mare, p.66);

Scarlat E. 1981. *Lecția de educație fizică, Metode și mijloace,* Editura Sport-Turism, București.

Scarlat E., Scarlat B.M. 2006. *Îndrumar de educație fizică școlară*, Editura Didactică și Pedagogică, București.

ISSN 2602-1463
Vol 5 No 4 (2022): Health, Sports and Physical Education

Torje, D.C. 2005. *Teoria și metodica în domeniul educației fizice a personalului M.A.I.,* Editura ministerului Administrației și internelor, București, pp.77-78.