STUDY REGARDING THE PSYCHOMOTRICAL AND MOTRICAL DEVELOPMENT LEVEL IN ZERO CLASS CHILDREN IN BACAU

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Abstract

The inclusion of zero class in the primary study cicle, and the physical education teachers' possibility of teaching physical education at this level rises many educational issues. Being an inovation, we consider that the methodical aspects can suffer changes and improvements, according to the development level of little school students. The purpose of the research is to determine the actual motrical level of children this age, starting from the following work hypothesis: *"A cognition of the phychomotrical and motrical level of zero class students, will ease selection of the action means for physical education lessons."*

The research was made on a representative sample of 80 zero class students in two elementary schools in Bacau: "Alecu Russo", "Alecsandru cel Bun", and at the "Stefan cel Mare" National College. In the achievement of this research we have used the testing method, the educational observation and the statistical analytics for the data registration and processing.

Keywords: motrical qualities, zero class, somatic development

1. Introduction

The children's entrace in a school institution means, first of all, a new pressure on their shoulders regarding the adaptation possibilities. The changes in behaviour according to the new requests of the educational system, is one of the most solicitating for both children and parents.(Birch, A, 2000) the differences between the parents' requests, the teachers' requests and the children internal resources become more and more active.(Debesse, M, 1970). The physical education teachers' intervention in this context will only complicate the things in terms of the fact that, now, the physical education lesson is actually a controlled play. This is actually made all the time at home during their spare time on their own than under the parents' guidance. If, to all this, we add the fact that at this age, zero class children show an obvious opposition to adults, opposition that manifests spontaneously (Pantelimon, G.,Verza E., Mielu, Z., 1997) we wonder how prepared are the physical education teachers to handle this situation, more by token the Ministry of Education has not released a document though which these could achieve concrete goals. On this lack of information, we consider that this research can come to support the physical education teachers, by highlinghtning some somatic and pshychomotrical characteristics of six year old children.

2. Purpose, work hypothesis and research methods

Through this research we propose to realise a comparative achlowledgement regarding some aspects that concern the growth and the psychomotrical development of zero class students, in Bacau. Following many discussions with physical education teatchers in Bacau, we came to the conclusion that all of them are confrunting with the same problem in the teaching act, which is, the lack of some orientative documentation in oder to set a lesson approach strategy in physical education. Considering these aspects, we have come up with the following work hypothesis:

"A cognition of the phychomotrical and motrical level of zero class students, will ease selection of the action means for physical education lessons."

The research methods used in the study were: the observation method, the testing method, the calculus method for collecting and processing the data, and the graphical method to show the obtained data.

3. Research development

The research was made on 80 zero class students in three schools in Bacau: "Alecu Russo" secondary school, "Alexandru cel Bun" secondary school, and "Stefan cel Mare" national college. The tests and measurements regarding the somatic and phychomotrical develement were: hight, weight, arms span(for somatic development), an attention test of the cutted pears(authors: *R. Mohling şi U. Raatz)(for phychological develement)* and a balance test, which requires standing on one foot on a marked sufrace, with the arms close to the body(for motricity). The student was not allowed to move his arms or feet. It was noted the time each child recorded before his first movement.

The concentration test was conceived to measure the abilities of the begginer school student, regarding the attention, the focusing capacity and of understanding the task, the fastness, the memory, the space and visual perception. The test consisted in giving the children a paper with 14 apples and 42 pears drawn, with approximately the

same size. The fruits are drawn with different space orientation. The child was asked to cut with a line, as fast as possible, only the pears he finds on every row. The test was against the clock, with one minute time limit. There were noted the omissions, the mistakes, and it was calculated the accomplishment percentage for every child.

4. Results

The results obtained by the students of the three schools, at the test and measurements mentioned above, are presented in tables (Table 1-4), and charts (chart 1-7)

Table 1. The results obtained by zero class students in „Alexandru cel Bun" secondary school after doing the test and measurements

No. crt.	Initials: last name, first name	Height (m)	Weight (kg)	Arms spread (m)	Concentration test (total pears - 42)		Success percentage (%)	Balance test (sec.)
					No. cutted pears	No.mistakes		
1	A.A.	1,20	24	1,21	29	0	69,04	38,57
2	A.G.	1,27	33	1,28	29	1	69,04	16,08
3	B.M.	1,33	39	1,24	31	0	73,80	28,35
4	C.I.A.	1,26	25	1,18	29	0	69,04	1047,32
5	C.A.	1,18	23	1,20	39	0	92,85	283,65
6	C.G.	1,28	26	1,26	38	0	90,47	37,02
7	B.K.	1,27	28	1,32	25	0	59,52	88,25
8	C.R.	1,33	27	1,32	32	0	76,19	21,30
9	C.S.	1,23	19	1,16	25	0	59,52	29,35
10	C.I.	1,25	32	1,23	25	0	59,52	72,22
11	C.M.	1,34	28	1,27	27	0	64,28	66,24
12	C.E.	1,28	31	1,20	30	0	71,42	20,34
13	D.M.	1,27	26	1,24	25	0	59,52	47,46
14	G.C.	1,38	31	1,36	16	0	38,09	49,82
15	H.A.	1,27	30	1,25	24	0	57,14	210,64
16	M.M.	1,28	23	1,24	38	0	90,47	48,32
17	M.V.	1,23	44	1,14	37	0	88,09	9,07
18	M.M.	1,28	28	1,24	25	0	59,52	326,52
19	N.D.	1,20	26	1,22	25	0	59,52	8,08
20	O.I.	1,26	33	1,28	24	0	57,14	15,22
21	P.M.	1,12	20	1,14	23	0	54,76	18,47
22	P.D.	1,32	25	1,28	26	0	61,90	93,13
23	P.S.	1,30	37	1,28	15	0	35,71	10,11
24	R.T.	1,17	24	1,11	41	0	97,61	10,61
25	R.S.	1,26	28	1,25	15	0	35,71	10,11
26	R.R.	1,28	22	1,23	27	0	64,28	15,31
27	S.O.	1,28	29	1,26	11	0	26,19	34,93
28	S.C.	1,27	31	1,29	34	0	80,95	70,98
29	T.M.	1,23	21	1,21	36	0	85,71	224,27
	Average	**1,26**	**28,8**	**1,23**	**28,06**	**0,03**	**65,75**	**101,78**

In figure one we present the results obtained after measuring the zero class students' height at „Alexandru cel Bun" secondary school.
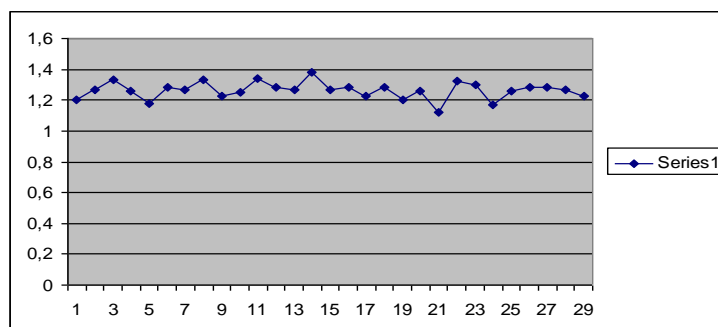
Figure 1. Results' distribution obtained after the measuring zero class students' height, at „Alexandru cel Bun" secondary school

In figure 2 we present the results obtained after measuring the zero class students' weight at „Alexandru cel Bun" secondary school.
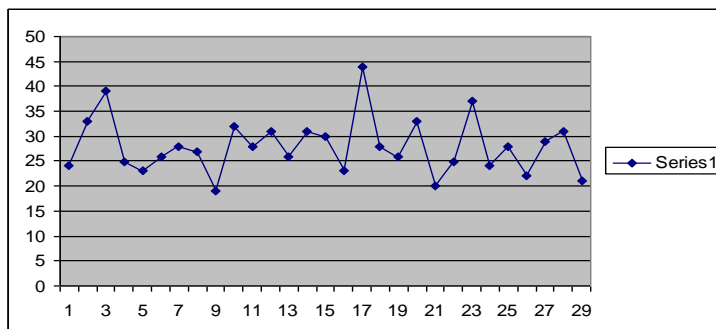

Figure 2. Results' distribution obtained after measuring the zero class students' weight at „Alexandru cel Bun" secondary school

In figure 3 we present the percentage distribution obtained by zero class students' in „Alexandru cel Bun" secondary school, after applying the concentration test.
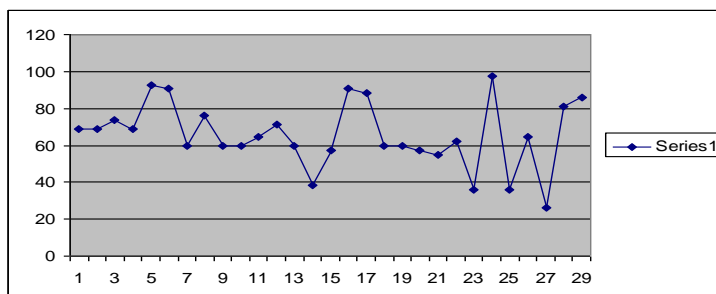

Figure 3. The percentage distribution obtained by zero class students in „Alexandru cel Bun" secondary school,
after applying the concentration test

In table 2 we present the results obtained by zero class students at „Stefan cel Mare" national college in Bacau, after applying the tests and measurements.

Table 2. The results obtained by zero class students at „Stefan cel Mare" national college after applying the tests and measurements.

No. crt.	Initials: last name, first name	Height (m)	Weight (kg)	Spread (m)	Concentration test (total pears - 42)		Success percentage (%)	Balance test (sec.)
					No. Cutted pears	No. mistakes		
1	A.B	1,18	22	1,19	26	0	61,90	38,57
2	A.D.	1,25	31	1,26	28	0	66,60	16,08
3	B.C.	1,31	37	1,23	33	0	78,57	28,35
4	C.A.A.	1,24	23	1,18	27	0	64,28	27,32
5	C.C.	1,16	21	1,18	37	0	88,09	43,65
6	C.H.	1,26	24	1,24	36	0	85,71	37,02
7	B.S.	1,25	26	1,30	29	0	69,04	28,25
8	C.M.	1,31	25	1,29	33	0	78,57	21,30
9	C.S.	1,21	17	1,16	26	0	61,90	29,35
10	C.F.	1,23	30	1,19	28	0	66,60	36,22
11	C.A.	1,32	26	1,27	29	0	69,04	66,24
12	C.I.	1,26	29	1,20	33	0	78,57	20,34
13	D.N.	1,25	24	1,24	26	0	61,90	47,46
14	G.A.	1,36	29	1,33	19	0	45,23	49,82
15	H.N.	1,25	28	1,21	22	0	52,38	80,64
16	M.A.	1,24	21	1,22	37	0	88,09	48,32
17	M.V.	1,21	42	1,14	36	0	85,71	59,07
18	M.I.	1,26	26	1,24	22	0	53,28	56,52
19	M.D.	1,18	24	1,16	28	0	66,60	120,08

20	M.O.	1,24	31	1,22	29	0	69,04	150,22
21	N.P.	1,14	22	1,16	21	0	50,00	98,47
22	N.R.	1,34	27	1,30	28	0	66,60	93,13
23	O.R.	1,32	39	1,30	19	0	45,23	100,11
24	P.R.	1,19	26	1,14	40	0	95,23	19,61
25	P.L.	1,28	30	1,25	37	0	88,09	45,11
26	R.S.	1,30	24	1,25	28	0	66,60	75,31
27	S.O.	1,30	31	1,28	26	0	61,90	84,93
28	T.I.	1,29	33	1,30	38	0	90,47	70,98
	Average	**1,25**	**27,42**	**1,22**	**29,32**	**0**	**69,82**	**56,87**

In table 3 we present the measurements results at zero class students' at „Alecu Russo" secondary school in Bacau.

Table no.3 Measurements' results recorded at zero class students' at „Alecu Russo" secondary school in Bacau

No.crt.	Initials: last name, first name	Height (m)	Weight (kg)	Spread (m)	Concentration test (total pears - 42)		Success percentage (%)	Balance test (sec.)
					Cutted pears	mistakes		
1	A. A.	1,18	23	1,14	24	0	57,14	60,02
2	B. F.	1,20	37	1,21	21	0	50,00	60,22
3	B. A. M.	1,26	20	1,13	33	0	78,57	70,64
4	B. O.	1,12	16	1,08	26	0	61,90	22,92
5	C.A.	1,16	18	1,12	34	0	80,95	340,40
6	C. G.	1,18	20	1,16	29	0	69,04	54,20
7	C. R.	1,18	20	1,15	34	0	80,95	55,17
8	C. E.	1,18	20	1,17	40	0	95,23	12,87
9	C. A.	1,19	22	1,17	26	0	61,90	42,30
10	E. A.	1,15	19	1,16	29	0	69,04	119,39
11	F. A..	1,15	19	1,15	34	0	80,95	108,09
12	G. D.	1,16	22	1,12	35	0	83,3	23,03
13	H. M.	1,14	16	1,00	31	0	73,80	30,72
14	I. A.	1,20	22	1,19	42	0	100	19,30
15	M. R.	1,20	24	1,15	38	0	90,47	10,40
16	M. D.	1,18	21	1,15	34	0	80,95	124,57
17	M. R.	1,19	25	1,22	32	0	76,19	32,48
18	M. A.	1,17	21	1,20	38	0	90,47	48,87
19	O. G.	1,13	20	1,13	21	0	50,00	77,89
20	P. D.	1,23	24	1,18	38	0	90,47	65,80
21	Ș. M.	1,15	17	1,10	27	0	64,28	123,35
22	T. E.	1,16	17	1,14	41	2	97,61	36,77
23	M.L.	1,27	26	1,24	38	0	90,47	35,34
Average		**1,17**	**21,26**	**1,15**	**32,39**	**0,08**	**76,29**	**68,46**

In table 4 we present the data summarization of the averages of the three schools students' results.

Table 4. Average summarization of the three schools students' results

Averages	Height	Weight	Arms spread	Concentration test – 42 pears		Success percentage (%)	Balance test (sec)
				No. Pears	No. Mistakes		
Results average at "Alexandru cel Bun" secondary school	1,26	28,8	1,23	28,06	0,03	65,75	101,78
Results average at "Stefan cel Mare" national college	1,25	27,42	1,22	29,32	0	69,82	56,87
Results average at "Alecu Russo" secondary school	1,17	21,26	1,15	32,39	0,08	76,29	68,46

FINAL AVERAGE	1,22	25,85	1,20	29,92	0,03	70,62	75,70

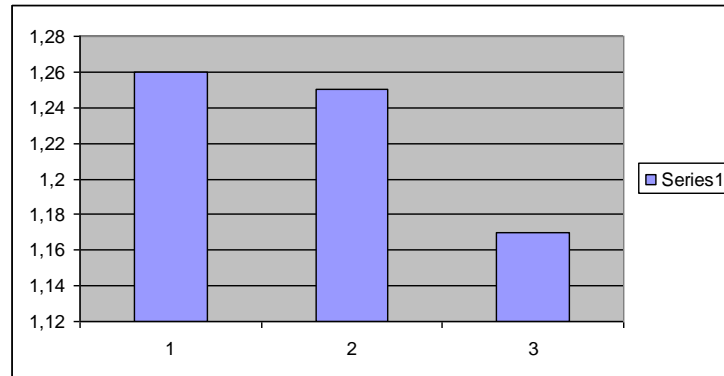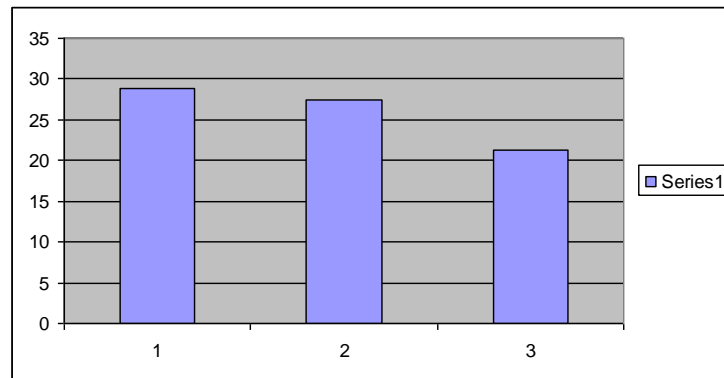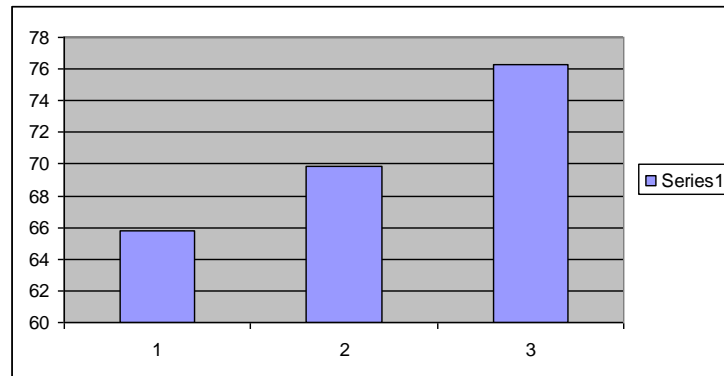In chart 4 are presented the averages distribution obtained by the three schools' students at height.

Figure 4. The average distribution obtained by students at „Alexandru ce Bun" secondary school(1), „Stefan Cel Mare" national college(2) and „Alecu Russo" secondary school(3) at height
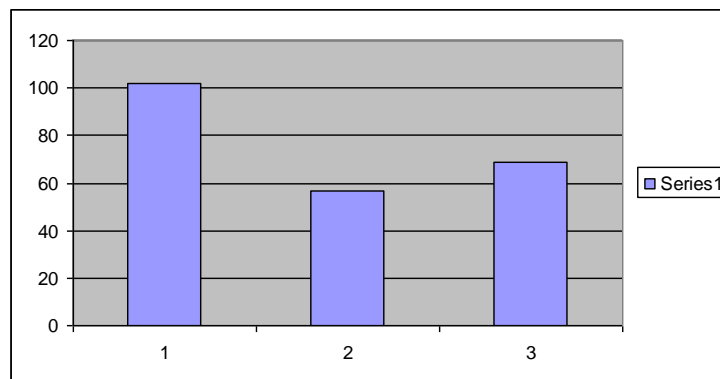

Figure 5. The average distribution obtained by students at „Alexandru ce Bun" secondary school(1), „Stefan Cel Mare" national college(2) and „Alecu Russo" secondary school(3) at weight

Figure 6. The average distribution obtained by students at „Alexandru ce Bun" secondary school(1), „Stefan Cel Mare" national college(2) and „Alecu Russo" secondary school(3) at concentration test

Figure 7. The average distribution obtained by students at „Alexandru ce Bun" secondary school(1), „Stefan Cel Mare" national college(2) and „Alecu Russo" secondary school(3) at balance test

5. Conclusions

The study made at three schools in Bacau, having zero class students as subjects for the research, allows us to create a profile at a somatic and psychomotrical level. This way, in average, a zero class student in Bacau is 1.22m tall, weighs 25.85 kg, and a arm spread very close to the height, of 1.20. Psychologically speaking, a six year old student in Bacau has a 70.62% percentage of solving the concentration test, with very few mistakes (0.03), practically insignificant, statistically speaking. In other words, we can say that the concentration power is good, but the execution speed is yet reduced, if we compare the average of 29.92 pears cut correctly with a total of 42.

The balance test we applied, shows us a very wide spread of results. While the average of the testing is 75.70 seconds, the best result is 1047.32 seconds, and the weakest 8.08 seconds. As a general conclusion we can affirm that the work hypothesis has been partially confirmed, in the way that the study revealed some aspects regarding the concentration power, execution speed and balance, aspects that physical education teachers should bear in mind when selecting the action means and methods.

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STUDY REGARDING THE PERFORMANCE LEVEL OF CHILDREN IN THE SECOND CATEGORY IN ATHLETICS, MEN, AT A NATIONAL

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Abstract

The idea of the study came from the fact that, due to the age decrease in athletics selection, and the introduction in the national competitional program of competitions for young age categories, the trainers' temptation is to obtain better and better performances at this level even though, for children of 2nd category, the competition should represent a mean of attracting them to practice athletics, and not necessarily to win. Today we assist to an „explosion" of children's results of 2nd category, data shown by a similar study with female athletes of 2nd category, for a geographical area competition. Considering these aspects, the current research has the purpose of outlining the performance level of male children of 2nd category, results obtained in national athletics competitions.

The scientific endeavour has started from the work hypothesis according to which: „*the outline of the results' evolution in second category children, men, can be a bench-mark in the orientation of their further preparation*". In the study accomplishment I have appealed to the research method, and the statistical analytics method for data processing.

Keywords: masculine, performance, national

1. Introduction

Even though psychologists affirm that practicing organised activities at small ages leads to a long term custom, and practicing athletics can be one of them, the athletics competitions organised for 2nd category children, seem to have led to the reorientation of the children's training, in order to obtain sports performance, shading the fundamental