

#### 4. Conclusions

The varied and numerous exercises contained in the practice of athletics, have an important contribution to the achievement of the tasks in physical education lesson. They form natural motor skills, as well as some more complicated ones. On the other hand, they also contribute to the development of the qualities of the motor skills which will gradually be noticed on the evolution of students, leading to the performance for the talented ones.

It follows that in the framework of the physical education lessons using the running exercises can achieve the different objectives of training, in relation to the planned themes: strengthen the pitch system launched in moderate tempo and evenly, strengthen the short burst of speed, start consolidation, start launching, improving the run-up at long jump or above hurdles, the development of endurance by cross country race on certain distances or periods of time, etc.

Control samples were well chosen and assessed the physical development level, specific motor skills, and the development of motor skills indices.

#### References

1. Ardelean, Tiberiu - „Particularitățile dezvoltării calităților motrice în atletism”, I.E.F.S., București, 1990;
2. Ardelean, Tiberiu - „Predarea atletismului în lecțiile de educație fizică școlară”, I.E.F.S., 1979;
3. Badiu, Toma; Mereuță, Claudiu; Talaghir, Laurențiu-Gabriel - „Metodica educației fizice a tinerei generații”, Editura „Mongabit”, Galați, 2000;
4. Badiu, Toma, Mereuță, Claudiu - „Teoria și metodică educației fizice și sportului - Culegere de teste”, Editura „Evrika”, Brăila, Tipografia „Artex”, Galați, 1998;
5. Badiu, Toma; Mereuță, Claudiu; Mandache Ion; Robu, Daniel; Ion-Ene, Mircea; Oneț, Ion; Carastoian, Laurențiu – „Strategii didactice de tip algoritmic și euristic folosite în educația fizică școlară”, Editura Fundației Universitare „Dunărea de Jos”, Galați, 2003;
6. Barbu, Corina; Stoica, Marius – „Atletism. Metodica predării exercițiilor de atletism în lecțiile de educație fizică”, Editura „Printech”, București;
7. Cârstea, Gheorghe - „Teoria și metodică educației fizice și sportului”, Editura „Universul”, București, 1993;
8. Dragnea, Adrian - „Măsurarea și evaluarea în educație fizică și sport”, Editura „Sport-Turism”, București, 1984;
9. Dragnea, Adrian (coordonatorul lucrării) – „Teoria educației fizice și sportului”, Editura „Cartea școlii”, 2000;
10. Dragomir, Petrică, Scarlat, Eugeniu - „Educație fizică școlară. Repere noi - mutații necesare”, Editura Didactică și Pedagogică, R.A., București, 2004;
11. Mereuță Claudiu; Sava, Lucica – „Atletism. Caiet de lucrări practice”, Editura „Academica”, Galați, 2004;
12. Scarlat, Eugeniu, Scarlat, Mihai, Bogdan - „Educație fizică și sport (Manual pentru învățământul gimnazial)”, Editura Didactică și Pedagogică, R.A., București, 2002;
13. Șerbănoiu, Sorin – „Lecția de educație fizică”, Editura „Afir”, București, 2002.

## ATHLETICS SPECIFIC SAMPLES FOR ASSESSING THE STUDENTS' MOTOR SKILLS – JUMPING AND THROWING

Claudiu Mereuta

“Dunarea de Jos” University of Galati, Romania

---

#### Abstract

The paper presents three athletic specific samples used for assessing the motor skills of students from the seventh grade. A pedagogical experiment was conducted in order to see if the jumping and throwing samples are relevant to assess the skills development. The samples used are according to regulations in physical education class: long jump, triple jump and small ball throwing. The jumps are used in the physical education lesson for the achievement of several objectives: training and strengthen the long and height jumping (as main forms), jumping over long or high obstacles; and the development of motor qualities, as well as of specific forms of motrical skills, of which the most important are the force and speed as their combination (springiness). The throws reveal the force and the force-speed dominant group.

*Keywords: athletics, throwing, jumping*

---

#### 1. Introduction

The jumps are part of the speed and force-speed dominant group of efforts, the relationship between these qualities ranging from one sample to another. On the initiation of students in athletic tests the long and high jump are compulsory. They are part of the athletic exercises with multiple influences on the development and improvement of the qualities and motor skills. They are also of a great applicability value, being present, in various forms in our daily activity [5], [7].

Although the jumps influencing, the development of the feet force, due to different movements executed by other segments and muscle linkages, the abdominal and the back muscles are also tensed. The running speed, the long or short approach is also affected by the number of repetitions [1], [6].

The jumps being typical exercises force-speed, contribute to the development of this complex motor quality [12], [13].

The jumps, with custom structures, are present in the technical processes of sports games or in the gym, many exceeding the specific athletic structure and falling within the specific jumping in gymnastics.

Being present from the beginning in the form of the preparation exercises (vertical jumping, over small obstacles), the jumps are taught at all stages, contributing to the achievement and development of a broad and varied range of the motor qualities [9], [10].

The throws are part of the force and the force-speed dominant group. On the initiation phase, a push throw is used (weight throwing) as well as a disposal one (disposal of small balls).

## 2. Methods

The experimental method was based on the hypothesis stated, but in the development of the action it has been taken account of the following: setting the objective of the experiment, stating the hypothesis, fixing the experimental stages, the choice of the sample, collecting the initial and final data, formulating the conclusions and the issuance of proposals for the improvement of the activity and drawing up of the final conclusions [8], [5], [4].

In the pedagogical experiment two groups were used: a control and an experimental one.

The long jump was carried out individually at the jumping pit. The upward-spring has been carried out in the 1 m bounded area. The length of the leap has been registered in meters and centimeters, considering the best in the two jumps [2], [11].

The triple jump was carried out individually at the jumping pit. The length of the jump was measured from the line and up to the first trace of the landing. The best jumps of two carried out was considered [1], [3].

Small ball throwing was carried out from behind a line with a hand, by throwing over his shoulder in a marked space. The best throwing of two carried out was considered [1], [3].

## 3. Results

For the long jump the results are revealed in table 1.

Table 1 Long jump results

Group	EXPERIMENTAL				Control			
	Gender	Boys		Girls		Gender	Boys	
TEST.	IT	FT	IT	FT	TEST.	IT	FT	IT
<b>1</b>	3.02	3.25	2.55	2.73	2.90	2.99	2.56	<b>2.62</b>
<b>2</b>	3.11	3.29	2.60	2.77	3.13	3.22	2.61	<b>2.67</b>
<b>3</b>	2.95	3.20	2.65	2.79	2.84	2.98	2.65	<b>2.69</b>
<b>4</b>	2.87	3.09	2.71	2.84	2.85	2.99	2.61	<b>2.68</b>
<b>5</b>	-	-	2.68	2.82	2.97	3.12	2.71	<b>2.75</b>
<b>6</b>	-	-	2.67	2.80	3.06	3.15	2.66	<b>2.74</b>
<b>7</b>	-	-	2.63	2.76	2.94	3.09	2.60	<b>2.69</b>
<b>8</b>	-	-	2.62	2.75	3.10	3.15	2.57	<b>2.64</b>
<b>9</b>	-	-	2.60	2.71	2.93	3.07	-	-
<b>10</b>	-	-	2.69	2.80	-	-	-	-
<b>11</b>	-	-	2.75	2.84	-	-	-	-
<b>12</b>	-	-	2.72	2.82	-	-	-	-
<b>13</b>	-	-	2.63	2.78	-	-	-	-
<b>Σ</b>	12.13	12.83	34.50	36.21	26.72	27.76	20.97	<b>21.48</b>
<b>x</b>	3.03	3.20	2.65	2.78	2.96	3.08	2.62	<b>2.68</b>
<b>S</b>	±0.18	±0.08	±0.05	±0.04	±0.10	±0.08	±0.04	±0.04
<b>Cv</b>	<b>6.01</b>	<b>2.69</b>	<b>2.11</b>	<b>1.45</b>	<b>3.55</b>	<b>2.74</b>	<b>1.89</b>	<b>1.65</b>

The average values at the final test are better than the initial ones but those of the experimental class are higher than those of control one: the boys 3.03 m (initial testing) and 3.20 m (the final testing) for EG and 2.96 m (initial testing) comparative to 3.08 m (the final testing) at the CG. For girls we registered 2.65 m (initial testing) compared to 2.78 m (the final testing) for EG and 2.62 m (initial testing) with 2.68 m (the final testing) for CG (fig.1 and 2).

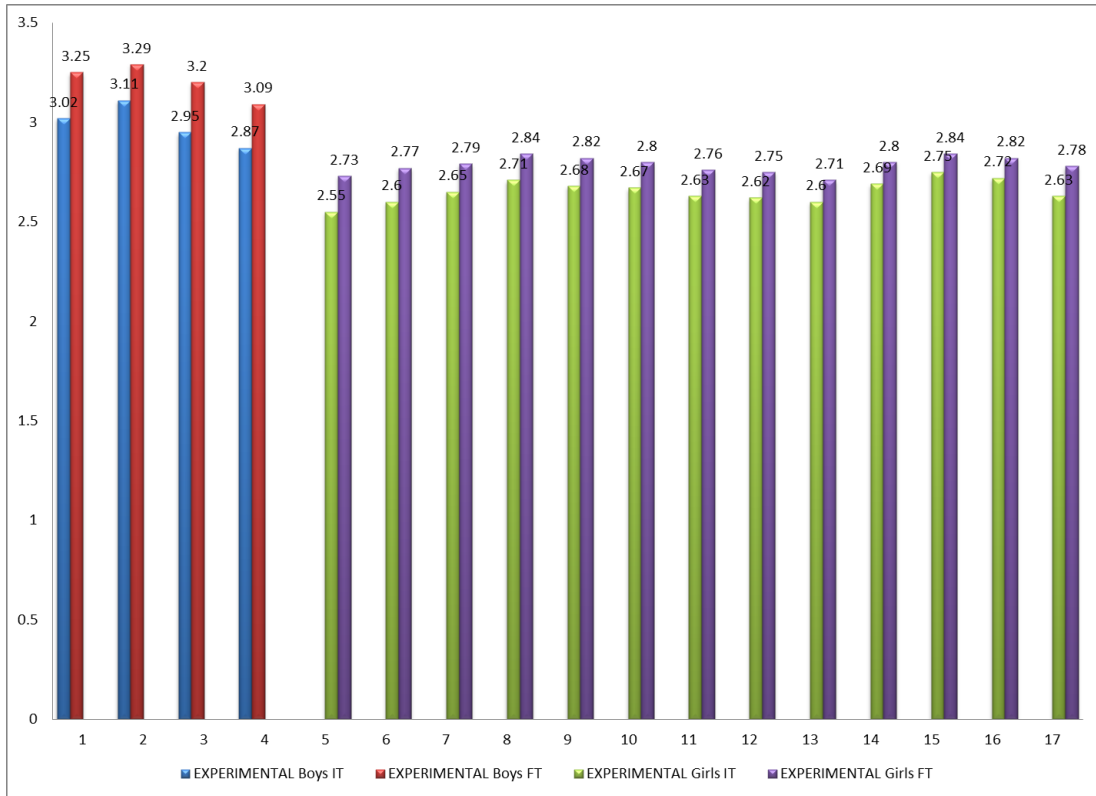


Fig.1 Long jump results for experimental group

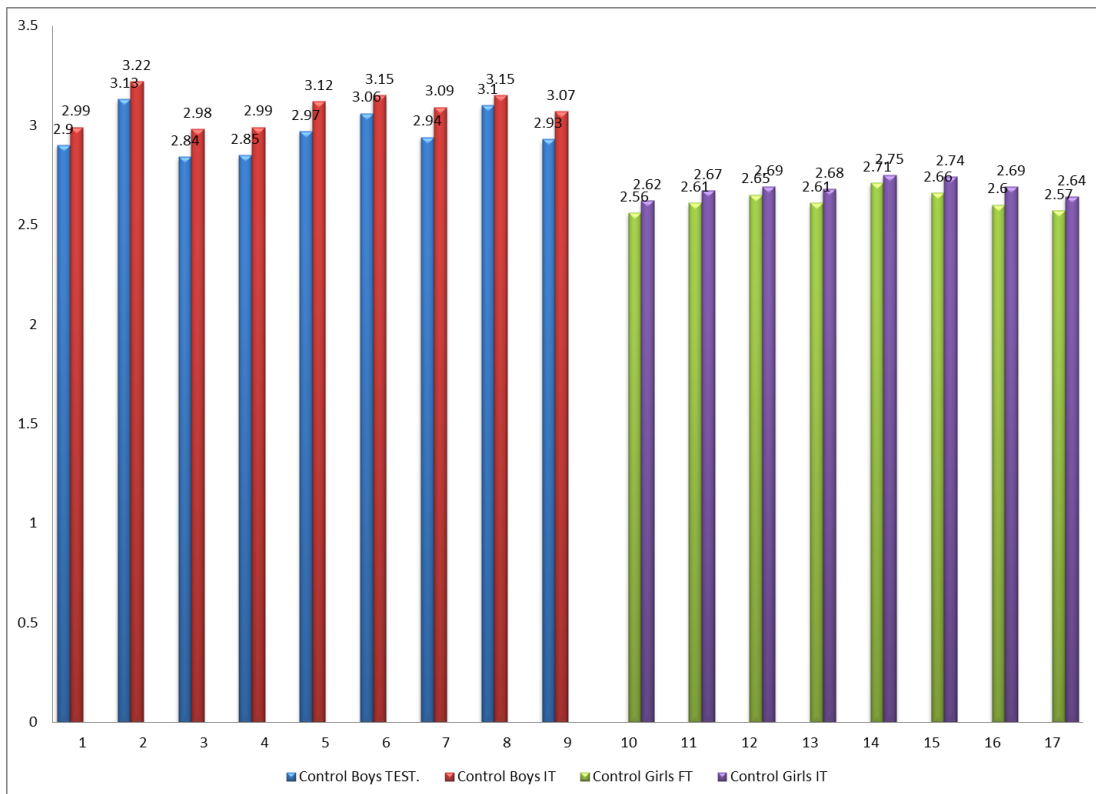


Fig.2 Long jump results for control group

The very small values of the standard deviation (S) demonstrate that the results are not dispersed, but grouped. In the same way are the results of the coefficient of variability (VC) which indicates the high uniformity of all the results (between 0 - 10%) (table 1).

The triple jump was another sample for assessing the motor skills. The results are shown in table 2.

Table 2 Triple jump results

Group	EXPERIMENTAL				Control			
	Gender	Boys		Girls		Gender	Boys	
TEST.	IT	FT	TEST.	IT	FT	TEST.	IT	FT
1	5.40	6.65	4.85	4.95	4.90	5.25	4.80	4.90
2	5.45	5.70	4.80	4.85	5.15	5.45	4.75	4.80
3	5.20	5.55	4.90	4.95	5.20	5.50	4.70	4.85
4	4.80	5.15	5.05	5.10	5.10	5.35	5.35	5.50
5	-	-	5.00	5.05	5.15	5.30	4.90	5.00
6	-	-	4.90	4.95	5.25	5.50	4.75	4.90
7	-	-	5.15	5.20	5.20	5.45	4.70	4.75
8	-	-	4.75	4.85	5.30	5.50	4.95	5.00
9	-	-	4.70	4.75	5.25	5.55	-	-
10	-	-	5.10	5.20	-	-	-	-
11	-	-	5.15	5.25	-	-	-	-
12	-	-	5.05	5.15	-	-	-	-
13	-	-	4.60	4.75	-	-	-	-
Σ	20.85	22.04	64.00	65.00	46.50	48.85	38.90	39.70
x	5.21	5.51	4.92	5.00	5.16	5.42	4.86	4.96
S	±0.29	±0.24	±0.17	±0.17	±0.11	±0.10	±0.21	±0.23
Cv	5.66	4.52	3.60	3.43	2.26	1.90	4.45	4.71

The recorded results show better average at final test for EG, for both boys and girls: the boys 5.21 m (initial testing) and 5.51 m (final testing) and 5.16 m (initial testing) compared to 5.42 m (the final testing) for CG, and the girls 4.92 m (initial testing) compared to 5.00 m (the final testing) for EG, and 4.86 m (initial testing) compared to 4.86 m (the final testing) for CG (fig.3 and 4).

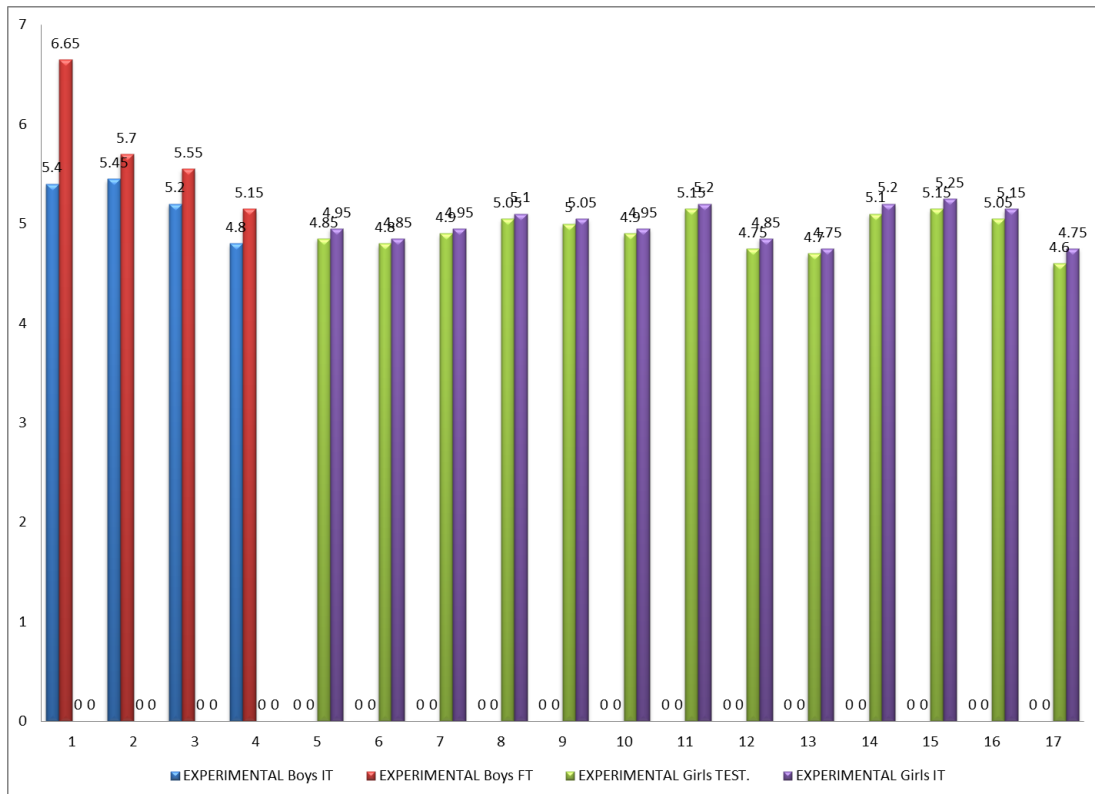


Fig.3 Triple jump results for experimental group

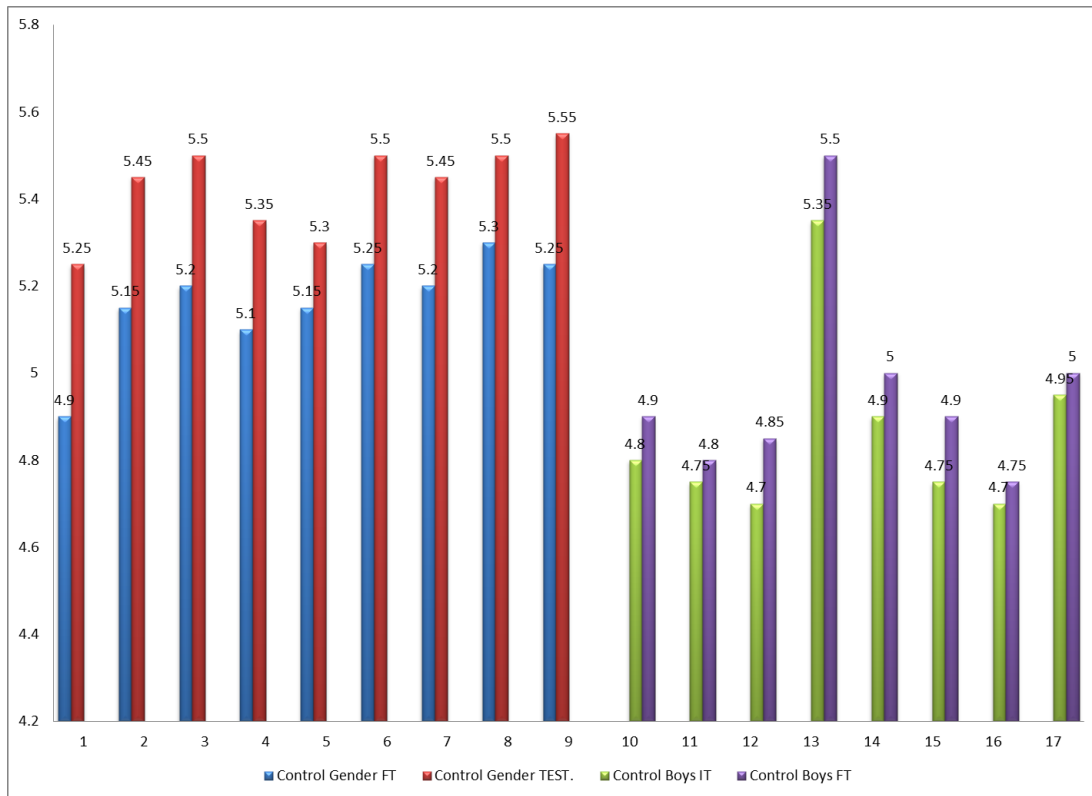


Fig.4 Triple jump results for control group

The calculation of the standard deviation (S) reveals that the results have small variations, so that the individual values do not deviate from the central values of the courses. The coefficient of variability (VC) indicates high uniformity of results (between 0 - 10%), meaning a good dispersion (table 2).

Small ball throwing was the third sample used in the experiment.

Table 3- Small ball throwing results

Group	EXPERIMENTAL					Control			
	Gender	Boys		Girls		Gender	Boys		
TEST.	IT	FT	TEST.	IT	FT	TEST.	IT	FT	FT
1	25.10	31.90	17.20	19.30	23.80	26.90	15.90	16.60	
2	27.40	32.70	16.70	18.50	24.60	27.00	16.50	17.20	
3	23.60	29.60	15.40	17.90	27.30	30.10	17.30	17.50	
4	25.30	29.00	16.60	18.70	26.50	29.70	19.00	20.10	
5	-	-	18.10	20.40	27.10	30.20	17.70	18.30	
6	-	-	15.80	17.90	23.90	25.40	17.00	18.10	
7	-	-	18.30	20.60	26.20	28.10	16.40	17.80	
8	-	-	17.20	19.40	24.60	27.50	18.10	19.00	
9	-	-	16.90	18.70	26.80	29.90	-	-	
10	-	-	18.10	21.00	-	-	-	-	
11	-	-	19.00	22.10	-	-	-	-	
12	-	-	15.70	18.10	-	-	-	-	
13	-	-	17.40	19.90	-	-	-	-	
Σ	101.40	123.20	222.40	252.50	230.80	254.80	137.90	144.60	
x	25.35	30.08	17.10	19.42	25.64	28.31	17.23	18.07	
S	±1.56	±1.77	±1.08	±1.30	±1.40	±1.73	±1.01	±1.09	
Cv	6.16	5.77	6.34	6.73	5.49	6.13	5.86	6.04	

The average values were as follows: the boys 25.35 m (initial testing) and 30.08 m (the final testing) for EG and 25,64 m (initial testing) compared to 28.31 m (the final testing) for CG. For girls 17.10 m (initial testing) and 19.42

m (the final testing) for EG and 17.23 m (initial testing) compared to 18.07 m (the final testing) for CG. It is noted that the arithmetic means of final test for experimental group are higher than those of control group.

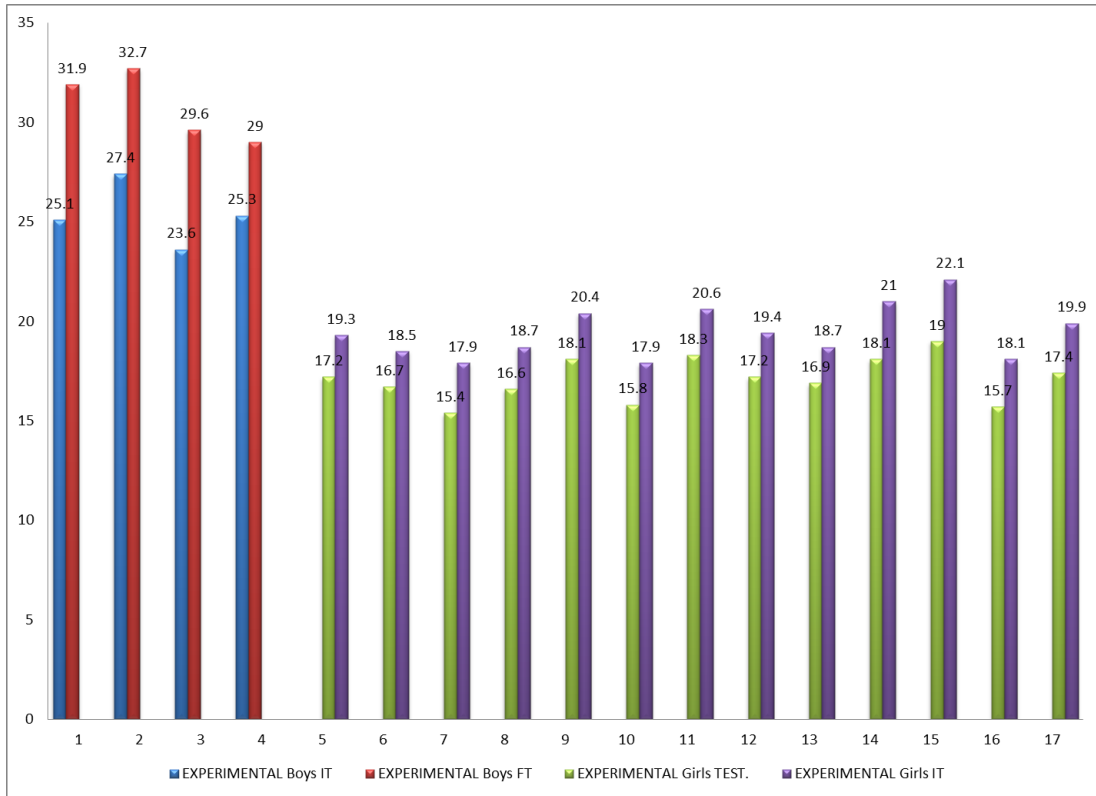


Fig.5 Small ball throwing results for experimental group

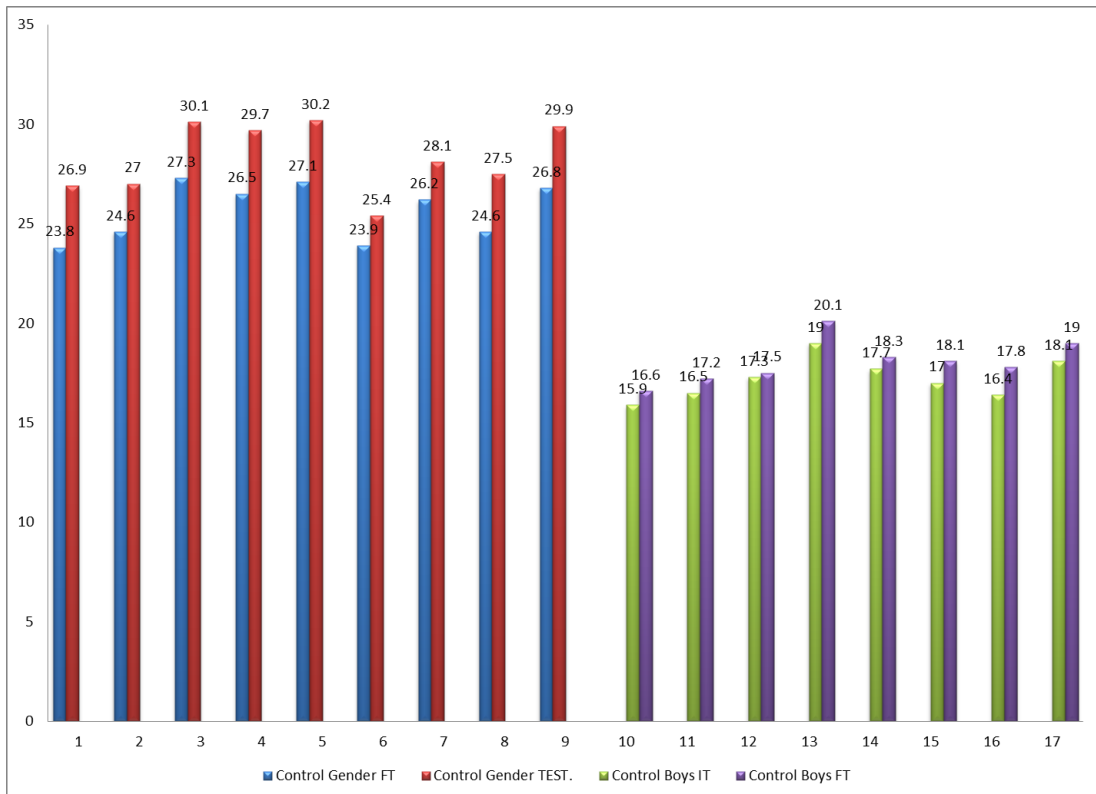


Fig.5 Small ball throwing results for experimental group

The standard deviation (S) shows low results dispersion and the coefficient of variation (CV) indicates high homogeneity (between 0-10%) of all results (table 3).

#### 4. Conclusions

The jumps are used in the physical education lesson for the achievement of several objectives: training and strengthen the long and height jumping (as main forms), jumping over long or high obstacles; and the development of motor qualities, as well as of specific forms of motrical skills, of which the most important are the force and speed as their combination (springiness). Skill is also influenced by the execution of the jumps. Also, the jumps develop a sense of rhythm and balance.

Using two processes for throwing the following shall be carried out: training and consolidating some of the motor skills of push or dispose, which will be later in the execution of athletics samples (shot-putting or ball throwing), in other areas of sport and in everyday activity; development of motor qualities, such as force and the force-speed. The throwing practice will contribute to the development of the upper and lower limbs.

#### References

1. Ardelean, Tiberiu - „Particularitățile dezvoltării calităților motrice în atletism”, I.E.F.S., București, 1990;
2. Ardelean, Tiberiu - „Predarea atletismului în lecțiile de educație fizică școlară”, I.E.F.S., 1979;
3. Badiu, Toma; Mereuță, Claudiu; Talaghir, Laurențiu-Gabriel - „Metodica educației fizice a tinerei generații”, Editura „Mongabit”, Galați, 2000;
4. Badiu, Toma, Mereuță, Claudiu - „Teoria și metodică educației fizice și sportului - Culegere de teste”, Editura „Evrika”, Brăila, Tipografia „Artex”, Galați, 1998;
5. Badiu, Toma; Mereuță, Claudiu; Mandache Ion; Robu, Daniel; Ion-Ene, Mircea; Oneț, Ion; Carastoian, Laurențiu – „Strategii didactice de tip algoritmic și euristic folosite în educația fizică școlară”, Editura Fundației Universitare „Dunărea de Jos”, Galați, 2003;
6. Barbu, Corina; Stoica, Marius – „Atletism. Metodica predării exercițiilor de atletism în lecțiile de educație fizică”, Editura „Printech”, București;
7. Cârstea, Gheorghe - „Teoria și metodică educației fizice și sportului”, Editura „Universul”, București, 1993;
8. Dragnea, Adrian - „Măsurarea și evaluarea în educație fizică și sport”, Editura „Sport-Turism”, București, 1984;
9. Dragnea, Adrian (coordonatorul lucrării) – „Teoria educației fizice și sportului”, Editura „Cartea școlii”, 2000;
10. Dragomir, Petrică, Scarlat, Eugeniu - „Educație fizică școlară. Repere noi - mutații necesare”, Editura Didactică și Pedagogică, R.A., București, 2004;
11. Mereuță Claudiu; Sava, Lucica – „Atletism. Caiet de lucrări practice”, Editura „Academica”, Galați, 2004;
12. Scarlat, Eugeniu, Scarlat, Mihai, Bogdan - „Educație fizică și sport (Manual pentru învățământul gimnazial)”, Editura Didactică și Pedagogică, R.A., București, 2002;
13. Șerbănoiu, Sorin – „Lecția de educație fizică”, Editura „Afir”, București, 2002.

## ASCERTAINING STUDY ON THE KNOWLEDGE LEVEL ABOUT THE EFFECTS OF A SEDENTARY LIFE ON THE HUMAN BODY AND THE FIGHT AGAINST A SEDENTARY LIFE DURING LATE ADOLESCENCE (18-22 YEARS)

Liliana Nanu, Savu Cătălin

„Dunărea de Jos” University of Galați, Faculty of Physical Education and Sports, Gării Street no. 63-65, Cod 800003  
l\_nanu@yahoo.com.sg

---

#### Abstract

This study is aimed at finding out the 18-22 year old teenagers' (students) opinions about their level of knowledge and information on the sedentary life and its effects on the human body, by the instrumentality of the questionnaire-type survey.

When analyzing the main features of the everyday life evolution at present, we notice that sedentariness has become a lifestyle defined by the dominance of physical inactivity.

At the global level, according to the statistics provided by the World Health Organization, 60% of the population is sedentary; the first signals about the seriousness of this disease appeared in the '70 in the United States of America, when doctors noticed that millions of people encountered serious health and behavioural problems due to physical inactivity, mainly determined by the amount of time spent in front of the TV and more recently in front of the computer.

This aspect has become a very serious problem at present, as this sitting in front of the computer is still attracting individuals of various ages, particularly children and young people, that is the types of population that until recently had not been affected by „the Couch Potato Disease”, that most of the times is associated with obesity.

*Keywords: sedentary lifestyle, late adolescence, students*

---

#### 1. Introduction