

RELEVANCE OF USING LOCOMOTOR MOVEMENT SKILLS IN PREPARING PUPILS FOR REAL LIFE

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Abstract

The spectacular evolution of communications systems, accessibility, has increased in the last year due to the restrictions caused by pandemic. We see the tendency of young people to give up any physical activity that requires physical exertion. This study is based on the answers of the 75 subjects, teachers of physical education, 35 students and master students from the last years of study, who were previously informed on the subject around which the questionnaire was addressed. The questions were formulated together with a group of Methodist teachers, physical education teachers. We found that 54.3% of school principals agree to the placement of a center to develop school mobility skills, and 22.2% agree with it only after the vote in the school board. For the opportunity to collaborate with military school teachers in organizing the exercise skills course, 96% of physical education teachers and school leaders responded favorably. We consider that a constructive proposal is the creation of new opportunities for collaboration between schools and especially high schools, with military schools, which can realize partnerships generating value and benefits for students.

Keywords: observation, realism, engagement, adaptation.

Introduction

Physical claims for a student in 2021 are an important factor and not a few difficult challenge, all the more in most current cases in which students are not involved in sports activities under the coordination of a specialist. The reflex of young people to give up without even a little attempt to any activity that involves effort of any kind, produces long-term serious effects in several areas of activity. Before reaching the end of a stage, each of us thinks about what we are going to do, what decisions to take, what are the consequences of these decisions, and especially, what are the implications and what we need to take for each of the viable options. An unrealistic approach or, equally, an overestimation of its own possibilities, invariably leads to failure. In another alternative, lack of information and a low confidence in

their own abilities do not open new horizons and are not sources necessary for spectacular developments. The realistic and objective approach, in assessing with the situations that we face and the ability to accept reality as it is, is the only way we can act and make accurate decisions, with great chances to achieve the proposed goal. James Bond Stockdale (December 23, 1923 - 5 July 2005), formerly Viceamiral and Aviator in the Navy of the United States, received the Medal of Honor, for the period in which he was a prisoner of war in the Vietnam War for more than seven years. Stockdale discovered that the optimism of some comrades or pessimism of others did not help them, as they had the lowest chances of survival. Those who have been able to focus on the ultimate goal, with a balanced and realistic attitude, have gone through this calvary and have been able to survive having always the ability to take into account all aspects, both unfavorable and favorable. In this way, we have the opportunity to correlate optimism with reality. In this spirit, young people, students must be guided when they look at the whole complex context that they are facing before a decision should be taken. The evolution of means of communication, increasing the speed of data transmission and the number of applications used, has produced an evolution in communication, but obviously produced a real problem in psycho-motor development of young people. Increasing the body mass index, BMI, and a motor experiences in continuous decline, consequence of a long period of isolation, a situation produced by the measures taken against the spread of SarsCov2 virus infection, they generated the complex period we are going through, they brought a number of important needs for pupils and students and many tasks for teachers, especially for physical education teachers. The projection that the young people do when they begin the construction of a future plan is clearly correlated with the level of development and the volume of accumulation of theoretical knowledge. Lack or low level of physical training often discourages candidates for a place in higher education institutions. Medium-level physical possibilities, limits their options, although their intellectual possibilities, good working capacity and progress potential would bring value to the higher education system, regardless of the profile. Each of us went through this stage several times in our lives, trying to imagine how we cross a narrow bridge, how we will try to make a turn by bike or ski. Each time I had a picture of the

proposed future actions, some encouraging, some less encouraging, this exercise being assimilated to ideomotor training, a means of training in performance sports, of course in a more evolved form. Ideomotor training is a mental training way through the mental interpretation of a planned activity. In any type of human activity, there is a possibility to predict the succession of operations and their results. No activity involving stress, voltage, danger, does not take place in optimal conditions, if the subject is not brought in a suitable working condition. At the beginning of the specific tasks, the athlete must be concerned, focused on the issue to be resolved. If the motor experiences of the future candidate also include locomotor movement skills in a consolidated or refined form, the hesitation of young people in various activities, the fear of failure will no longer be present and the various physical challenges, tests and verifications will not be an insurmountable obstacle. The wish of any educational institution consists in the formation of a well-defined and attractive professional horizon, aimed at creating the prerequisites for the realization of the young specialist's future plans. The mission of initial training aims at defining the general cultural heritage that constitutes the "substrate for professional culture, not only by the amount of useful knowledge, which it implies, but especially through the qualities of the spirit it develops and which is everywhere. (*Hubert, R., 1965*)

In the situation of any young man, it is absolutely necessary to raise the importance of control over the following events with which it is about to face. The need for control refers to the desire to have control over any situation, because only in this way can we be sure that nothing bad will happen, that things are well done and that we will be able to achieve what we have set out to achieve. This need is closely linked to the lack of confidence in their own skills, which is caused by the meeting of new situations that can be avoided by completing school curricula. Eliminating this unfavorable factor is a not very complicated path that can positively influence the increase in the motor level of young people. These school program adaptations will eliminate the fear of the unknown and will produce a positioning in the comfort zone of those who, without specific experience and training, have been confronted with the fear of the unknown. Many of us, when we are forced to choose between a comfort zone and an interesting but total new activity, avoid attractive activity, often choosing to do what we are

accustomed to doing and not exposing our risks or unknown. Perhaps too often we observe young people who do not seek to do new things, do not develop skills, do not accumulate baggage of new motor experiences that they can use in various stimulating situations, reaching the unknown situations as a danger. The above-mentioned situations generate the fear of the unknown (*USACI, 2008*). Another study published in the journal "Pediatric Journal" brings to the attention of the public another worrying statistics. Globally, now more than ever, a third of children spend time with sedentary recreational activities (playing on the computer or watching TV shows), not outdoors, playing sports. At the end of 2020, the situation became more serious due to the restrictions generated by the pandemic. As long as we do not have an educational system in which sport has an important place, no matter how much it is in, the situation will not change too much. I think that, in our country, sport has reached the situation where, through the skills it currently develops, graduates do not contribute to their insertion on the labour market. It is unanimously accepted that the level of motor skills development is of great importance. It is considered that the whole variety of motor actions performed by the individual in daily activity or in sports, is performed correctly or less correctly, in direct relation to the degree of development of motor skills. Through his persuasive approach, the teacher tries to strengthen and improve the utilitarian skills applied, emphasizing the motivation of the target group and the aspect given by the competition. In gymnasium and high school programs, the applied utility skills have a very small share (*Ashmarin, 1978*). An important argument is that in each school, even with a low material base, it is only necessary for the initiative and the concern of the physical education teacher for the arrangement of a space for the proper conduct of the activity and updating of the school programs, in line with the current needs of the school population. The presented paper brings to the attention of the specialists the importance and results of the use of the locomotor movement skills. Teachers who have this approach, seek to identify arguments and motivational ways to convince a number of pupils to practice sports. In the physical education lesson not only one or two skills are developed, but a wide range of qualities that work together in the motor development of students. An important fact is observed after going through and engaging in sports competitions, namely the increase in self-confidence,

the desire to compete and the elimination of barriers that students considered insurmountable. Students always act consciously, stimulated by the diversity of content and forms of organization of lesson (*Eurydice Education, 2020*). Good provision caused by the race makes the activity attractive. During competitions, students mobilize all neuromuscular resources, being animated by the desire to get victory. Upgrading school programs can make an important contribution to solving the complex problems that the physical education teacher has to solve. Thus, a constructive proposal is represented by the possibility of materializing new collaboration opportunities between schools and especially military high schools, which can achieve partnerships generating scientific added and developmental value at institutional level, respectively to promote the image of the military school institution, so drawn in Military education The best high school graduates or gymnasium and preparing young people for any activity in their future adults, no matter what field they will activate.

Through this study, we have proposed to properly appreciate the importance of teacher training, regardless of the discipline they teach, to aware of the importance of accumulating a baggage of motor experiences and skills. It is also necessary to introduce in high school and gymnasium programs similar contents to those in tests and admission exams in military education forms. Utility-applicative means are used in mass education in order to form utility applicative performance (*Banăţan, 1983*). Using of these knowledge more than in physical education hours, aims to prepare young people as well as the familiarity of future pupils or students with types of physical activities and tactical movements they will use in various ways in civil life and not just there. Physical training of young people makes effective use of these pathways, making an essential contribution to understanding the importance of teamwork, assessing and self-assessing their ability to adapt quickly and solve problems. Physical and classical military preparation that uses applied utility means involves obstacles that participants have to go through. They have to climb, crawl, balance, hang, jump, carry weights. Most of the time the specialized courses are made to focus on specific needs, correlated with the requirements, such as movements in various fields, fast movement, mastery of emotions and concentration of attention.

Military routes may also include climbing walls and rappelling walls. In mainstream education, the applications present in the school curriculum in the primary cycle are complex structures consisting of basic motor skills (walking, running, jumping, throwing, catching) motor skills applied utility (climbing, climbing, balance, crawling, lifting) and transport of weights, traction, pushing) and technical elements from the sports branches, ensuring a high motor density in lessons, regardless of the existing material conditions. The organization of the application paths involves the use of devices, installations, objects with which you can organize and develop them. When organizing physical education lessons in which children develop locomotor movement skills, measures must be provided to sanitize playgrounds and to check the materials included in the course. Emotional preparation and a clear description of the requirements are an important factor in achieving the results expected by the teacher. The difficulty, the length of the route, the materials used and the speed must be correlated with the degree of preparation and the baggage of motor experiences that the students have at that moment. The impermissibly large difference between the physical abilities that students currently have and those that a future active adult must demonstrate, which is identified by physical education teachers, makes us sound a serious alarm signal regarding the assumption, responsibilities and fulfilling real-life tasks. Updating programs for physical education will raise students' level of training in basic and special the utilitarian skills, thus preparing a much larger number of students for admission to higher education where a level of physical training is required optimum. Physical education lessons are organized with appropriate means, in any material or climatic conditions, both in the gym and outdoors. An effective process of methodical organization is when we have a single formation and the students move one after the other on the route. Preparing students for real life by using locomotor movement skills in the physical education lesson, which brings an important contribution to emotional development, courage, but also self-confidence, ability to react quickly in extreme conditions, self-discipline, self-control, while the control is maintained and the presence of attention.

Methodology

In the study we aimed to familiarize students, future adults with any form of locomotor movement skills, through contributions to their completion and a more consistent presence in the curriculum, the form of intervention that is an attractive and accepted way of to connect them with the most important aspects, information, ideas and values specifics to the sports, recreational activities, military and more. This study was conducted on a sample of 75 subjects, pre-university professors, 35 first and second year students aged between 19 and 25 years and master students from the last year of study, who were previously informed about to the content of the questionnaire. The answers provided by the participants whose professional and personal experiences had the possibility to significantly influence the result of our research were statistically eliminated from the analysis. Also, students who participated in military training courses were excluded from the calculation base. The questions were sent via an application to the target group. The form in which the questionnaire was completed was based on the products in the questionnaire provided by the mentimeter. In this form, the subjects received a link, which they accessed by instantly receiving the question and all possible answers. The subjects chose a single answer, the centralization of all the answers and the provision of a graphic illustration being done by the mentimeter application. Physical education teachers, school principals, but also students, people involved in the implementation of school curricula, provided us with quality information on how the use of means for locomotor movement skills, means of intervention used and in is perceived military education, what are the main obstacles that future candidates identify and what are the ways in which we can make an important contribution to overcoming them and preparing all students for real life. It was very important to keep in touch with the subjects who answered the questions, always bringing clarifications, so that the options of the questionnaire participants fully and objectively reflect their visions regarding the completion of school curricula and the usefulness of the application paths.

Results

The team of specialist who worked on the design of this study and the formulation of questions, was composed of Methodist teachers, physical education teachers.

Question number one, "Do you consider that a larger number of lessons for the development of locomotor movement skills in middle and high school education are useful for students?", "Fig. 1", a percentage of 47% of the respondents consider that it is -very useful- to increase the share of hours in which locomotor movement skills are present.

The group of those who consider that the routes that include motor skills are useful, but are conditioned by the use of materials and sports facilities that the school does not have, is 24%. Together, the two groups that promote motor skills in physical education, represent 71% of the total. 11% consider it useless to continue in high school, to work with motor skills. 29% of respondents are not in favor of introducing in the physical education lesson to a greater extent the utilitarian routes. The need for a greater number of hours of physical education for the teacher, in which there is the necessary time to meet all objectives is absolutely obvious. The causes of deficiencies and gaps in the development of future adults come from the primary cycle, where we must accept that not all teachers follow the program, do not do physical education classes according to the provisions of the curriculum, do not follow all methodical instructions and present themselves, to the group of students, incorrectly equipped for physical education class.

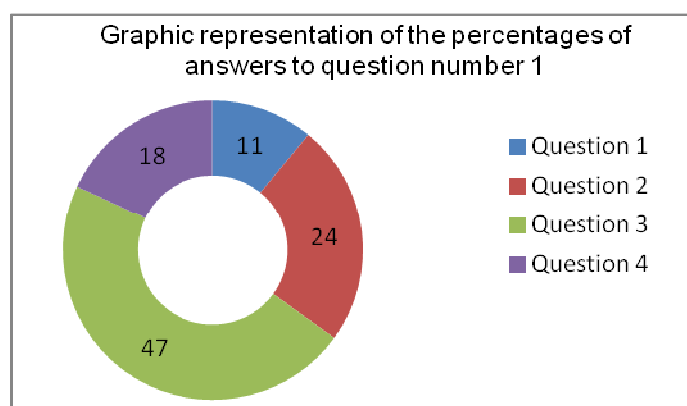


Figure 1. Answer to questions number 1

This together with the pandemic situation of the last year, have generated an alarming gap between the real level of accumulations and the one that all future adults must acquire. A higher number of hours in middle school and high school, where motor skills must be worked on, is necessary not only for consolidation and improvement, but mainly for learning basic motor skills. From this current level, to the fulfillment of the requirements for the entrance exams in the educational institutions in which these enterprises are required, among which the military schools, is a rather difficult path for a student with very good school results, but with a level modest of motor qualities (*Pelmuș, 2020*).

To question number two "Do you consider it possible that at the end of your university studies you will participate in the courses of a military educational institution?", "Fig. 2", which was addressed to the students from years II and III, from "Ovidius" University of Constanța, the analyzed results offered asome what expected surprise. A percentage of 53%, composed of two favorable response variants, consider such a variant to be attractive. Thus, for the answer option -very possible- they opted 35% and for-I want, but I am not ready- 18%. on the other hand, we have a total of 47%, composed of -impossible- present in our poll with a percentage of 31% and -probably- the variant that we assimilated with the previous one and for which 16% voted.

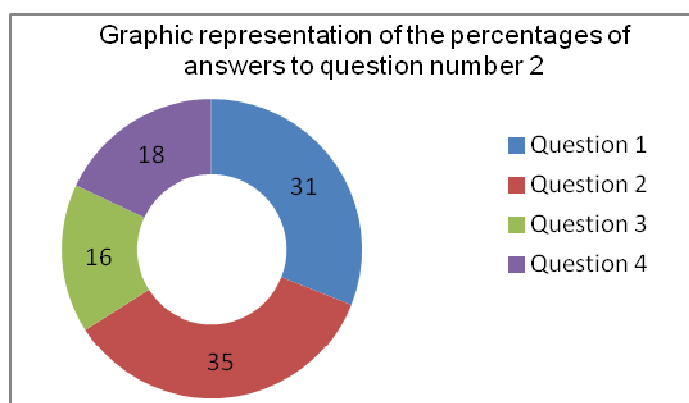


Figure 2. Answer to questions number 2

The third question, asked after two weeks, about students who took routes in which they had identical requirements to those required for admission tests in military schools, completes and explains the result obtained in the previous question, "Do you think that after familiarization and consolidation all of the utilitarian skills applied, are you still interested in military education?", "Fig. 3". This brings new arguments in support of our approach. The explanations given by the physical education teachers and the presentation of the admission conditions in some educational institutions and the improvement of the locomotor movement skills, can help the candidate to meet the requirements - a percentage of 38%, was registered by the group that opted for the answer - yes, I'm interested - which proves the lack of confidence in their own skills, is caused by a poor level of training.

Those who are not interested are present in our survey with a percentage of 35%. The sum of the percentages of those who have a favorable position towards the forms of education for the locomotor movement skills is required, is 65% and is composed of the first answer with 38% presented and the last - I'm interested, but I can't - which has a percentage of 27%.

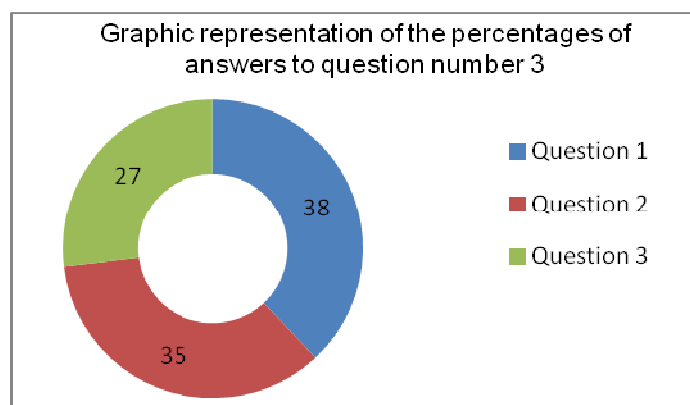


Figure 3. Answer to questions number 3

In the case of question no. 4, "How do you consider the organization of locomotor movement skills application courses for the students in your school, by the representatives of the military schools?", "Fig. 4", the number of those who answered was the highest. thus, we obtained the opinion of 96% of teachers and school principals in Constanța County. The percentage with the highest representativeness

was recorded in the answer variant - useful and attractive for children - 72%. This percentage was generated by specialists in the field, which proves that the observation led to the support of activities that students consider attractive and useful.

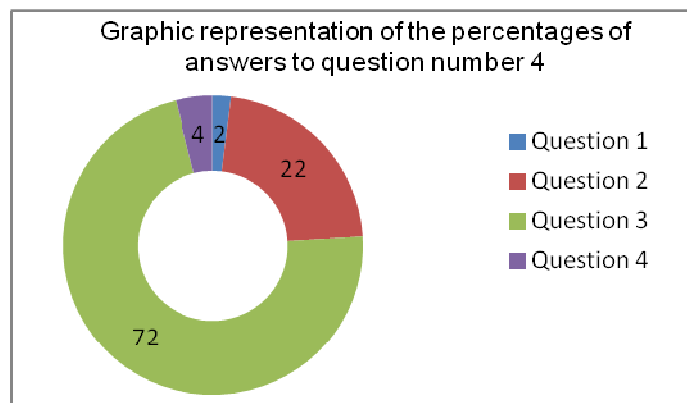


Figure 4. Answer to questions number 4

22% think it is interesting to organize such an event through which students get in touch with these challenging exercises. The share of those who do not consider this approach useful is 6% and represents the sum of those who are not interested, 2% and those who think it is too difficult for the students in the school where they work, in a percentage of 4%. This result encourages us to continue this approach which statistically supports the need to increase the importance of strengthening and improving motor skills in all educational cycles, including academia. The last question of the questionnaire was addressed to school managers: "Do you agree to place a utility route in the school yard, without affecting your school budget?", "Fig. 5", - 54% of respondents said agreement for the location of a route application utility and related facilities, assuming this without hesitation. The difference between those who found it useful for students to organize a route - which was 74% and those who assume permanent installation is generated by the level of decision of each respondent, the procedures and, of course, the necessary authorizations for such facilities. on the whole, we note that for the answer option - after the vote of the Management Board - the option that obtained 21% of the total votes cast, to which is added that of those who opted for - yes, I agree - 54%, get a sum of 75%, a percentage even higher than

the one registered in question number 4 - useful and attractive for students - 72%. An 18% percentage was added by those who chose the answer option - no, it's dangerous. For those who did not give their consent motivating the lack of space, a percentage of 7% is registered. We recognize that this 7% percentage is largely relevant and well-founded, as we know the situations in schools centrally located in cities and municipalities, whose courtyards and outdoor spaces are obviously much smaller compared to other schools with much smaller ground the report of use.

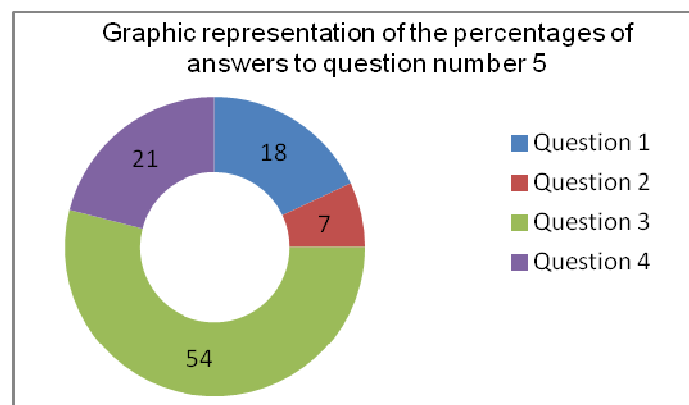


Figure 5. Answer to questions number 5

Motions

Physical training through the use of lessons with utilitarian motor skills during mainstream education in the middle and high school cycle can make a decisive contribution to increasing the level of attractiveness compared to the forms of higher education in which access is conditioned by them skills, or military schools. The training of a corps of physical education teachers of military or police officers, who can work in the field, begins in high school and represents the ability to adapt to new transformations imposed by new challenges and contemporary requirements. We propose to modify the physical education and sports programs for middle school and high school, with the aim of training as many young people as possible for these professions, the main objective being the continuous increase of the selection base, among high school and high school graduates but also those with higher education, from all parts of the country. The proposal to complete the educational offer also a few several secondary objectives, among which the improvement of the perception that the

candidates have regarding the admission method and the requirements that a candidate who intends to enter a competition must meet entrance exam, by familiarizing and preparing the students with these specific tests. Elaboration of effective working tools in the promotion activity (printed leaflets, films made with students and specialists in the field of military and physical education), which can then remain at the schools, at the disposal of teachers and inspectors within the School Inspectorates County is required.

It is important to attract as many physical education teachers or young students, future teachers, to introduce the elements of motor utility skills in their planning with the motivation to continuously improve the teaching process, disseminating positive experiences. It is desirable that the effects of such an approach be reflected in the high school curriculum. Also, through the means of mass dissemination of information and electronic data transmission networks, the possibility of institutional intervention between ministries can be made by promoting the educational offer and the image of military faculties or schools, especially at the way of admission and the physical tests that those in the segment of the young population who have potential, qualities and meet the conditions to be able to apply for the admission competition, should not perceive as difficult.

Conclusions

Use by the teacher of locomotor movement skills in physical education classes, keeping within the themes, offers the possibility to increase the dynamism, but also the volume and intensity of effort, which are generally reduced. This is possible by organizing a short application course, parallel to the learning, or towards the end of the fundamental part of the lesson, thus preparing students during high school and gymnasium for any physical admission test in a form of military education. It is necessary to strengthen the scientific collaboration partnerships between schools and specialized higher education institutions with those in the military area, in order to increase the participation of students with very good school results in competitions for admission to physical education faculties or military education.

The close collaboration of the higher education institutions that organize an admission contest with the County School Inspectorate, can ensure the continuous and efficient promotion of all educational offers. In the complex process of development and preparation for the future of students for real life, we meet the concept that the development of motor skills in all educational cycles can be achieved through specific methods and means, but also through games, steps, leading applications, these contributing to the general and implicit purpose proposed in this study.

The development of motor skills, regardless of their type, is learned, consolidated and perfected in stages, being one of the main purposes of the scientific and didactic approach in school sports, theoretically, but practically this approach stops at the end of the primary cycle. If the teacher is aware of the importance of skills and is interested, he can make a methodical route even in a school with a small material base. It takes the initiative and the concern of the physical education teacher to arrange a conducive space for carrying out the activity in good conditions. The process of developing locomotor movement skills of students must become a permanent activity, attractive by combining movement games, ways of application with specific means of developing motor skills.

We believe that informing parents associations in regular schools and including them in the marketing plan of military schools brings an additional volume of information and contributes to the formation of a correct and complex image, absolutely necessary in the process of counselling and guidance. Representatives of the faculties of physical education and other interested institutions must also participate to this activities.

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