INTEGRATING STUDENTS HAVING LOW MOTOR SKILLS DURING PHYSICAL EDUCATION CLASS

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Abstract
Students, who are not interested in physical education and with low dynamics, find themselves as being unadjusted to social life. Due to low dynamics they cannot take part in the physical education class, they refuse to join social activities. That is why an educational programme is needed in order to improve skills and the habit of doing physical exercises so useful to maintaining health.
***Key words**: physical education, integration, efficiency*

INTRODUCTION

The most important aid an individual could have, in developing, rising up to the tasks and mastering social skills is education. The lack of physical education is becoming a major issue for teenagers. They are getting lazy, eating fast-food type meals and spending more and more time in confined spaces at their computers with no physical activity whatsoever.

Anthropologically speaking, the man is born to grow physically and mentally through hard work and determination.

A new approach to physical exercises is needed as a counterbalance to different types of jobs and eating habits, individuals may have.

Doing physical exercises and knowing the theoretical and methodical information are mandatory in order to apply them in a therapeutic way.

In this sense, a curricular vision is required that ensures the continuity of educational process.

This paper adds up to these boundaries stating that the purposes of physical education can be accomplished even the teaching process is organized on modules.

Physical exercises are beneficial to all human beings. The investment in physical education classes gives a major social boost and enhances its value.

Rendering valuable the practical and methodical knowledge in individual or collective programs, the human physical potential is used in maintaining good health. Through this didactical approach, students acquire the proper means and learn the ways to organize the teaching activities in a modular way.

The didactical process is designed to modify the teaching activities to meet the requirements of people with low dynamics.

Sedentary life, the lack of practical and theoretical knowledge prevents individuals from developing an alternate concept related to physical exercise that supports health.

When we talk about individual wellness we also talk about the social aspect of mass-health.

After graduation, students with no sports habits will not continue their physical activity through health maintaining exercises.

PURPOSE

The purpose consists of acknowledging and applying a curriculum that includes mandatory exercises. It is well known that exigent means of training cannot be applied to students with low dynamics because this can cause certain repulsion towards physical education and health.

HYPOTHESIS

a. If conceiving a programme based on developing independent and creative skills contributes to improving fitness.
b. How does the students' conscious and active participation determine the understanding of sports for health improvement?
c. If the choice of measurable means related to the students' possibilities with low dynamics has an impact on the learning process.

TASKS

a. introducing and explaining the experimental factor;
b. establishing tests and control rules;
c. pursuing and taping the performances' evolution obtained in tests;
d. data processing, interpretation and displaying results.

THE SUBJECTS, THE PLACE AND THE DURATION OF THE RESEARCH

There have been formed 2 groups of students in the first year. One group of boys consists of 25 students and one group of girls consists of 26 students.

Duration: from 10th of October 2013 to 18th December 2013.

Ten physical education classes took place, each one lasting 90 minutes.

Place: "Florin Balais" Gym Hall

TESTS AND CONTROL RULES

Sports track consisting of: walk and turn (360 degrees - 2x180 degrees) on the gymnastics bench, rolling a basketball on the gymnastics bench, passing a basketball through 6 poles even with double or multiple dribbling, throwing a handball at 6 meters distance, squat rolling on gym mattress, vertical stand, followed by gym box climbing.

EXPERIMENTAL PROGRAMME

An experimental programme has been conceived, concerning students taking part in this research that can be applied, sustained and evaluated.

STRUCTURE OF THE LESSON

a. 30 minutes - a part set up and led by the professor, minimal, medium and maximum effort. Means used: running in place (normal, ankle game, clatter, knees up, back swing leg), running with keeping the direction of movement, light running around the premises and passing over low obstacles, jogging forward, backward, winding, alternating jogging with walking, stretches, relaxation and breathing exercises, gymnastics column formation, motion games.
b. 40 minutes – a part in which the professor teaches, corrects and offers a free will of learning techniques, depending on the formed groups or the individuals. The students make an independent effort, individual or in groups, made up of technical elements and procedures for basketball, handball and volleyball.
c. 20 minutes – a part set up and led by the teacher. A set of exercises for strengthening the muscles in the body like: using medicine balls, light weights, ab workout, acrobatic exercises on mattress, jumping/climbing over vaulting apparatus, with an area/line or route applied for the development of coordination.

RESULTS OF THE RESEARCH

Through the analysis of this research, the elements of the experimental programme are sustained. The obvious progress of the subjects who took part in this research demonstrates the effectiveness of the programme.

Table 1 Applicative race– boys (n=25)

Indicators	Initial test[s]	Final test [s]	Diff. -D-	Ratio [%]	Student' test
Σ	1312,5	750	562,5	42,85 %	$R\frac{\bar{x}}{\frac{2}{1}} = \left(I\frac{\bar{x}}{\frac{2}{1}} - 1 \right) 100$
M	52,5	30,0	22,5		

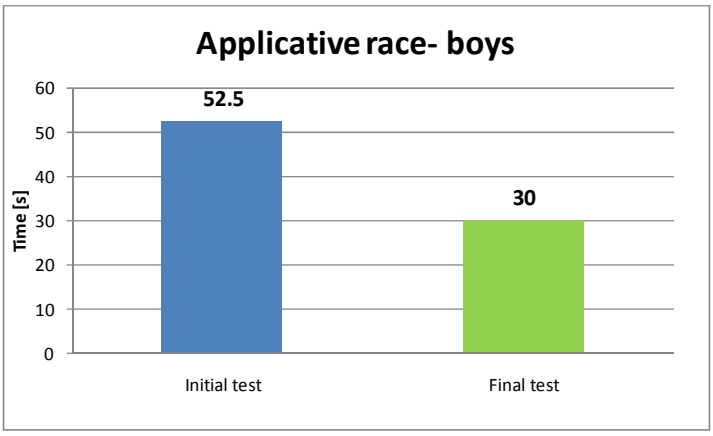

Fig. 1. Graphical representation of control test for boys' group

COMMENT

The boys' results at the test shows a significant increasing (42,85 %). At the initial test the timing has shown an average of 52,5 seconds. At the final test the performance is 30,0 seconds. Considering these, the level of adaptability, agility, coordination and skills the students obtained in a short period of time, has suffered a major improvement.

Table 2 Applicative race– girls (n=26)

Indicators	Initial test[s]	Final test [s]	Diff. -D-	Ratio [%]	Student' test
Σ	1752,4	923	829,4	47,32 %	$R\frac{\bar{x}}{\frac{2}{1}} = \left(I\frac{\bar{x}}{\frac{2}{1}} - 1 \right) 100$

M	67,4	35,5	31,9

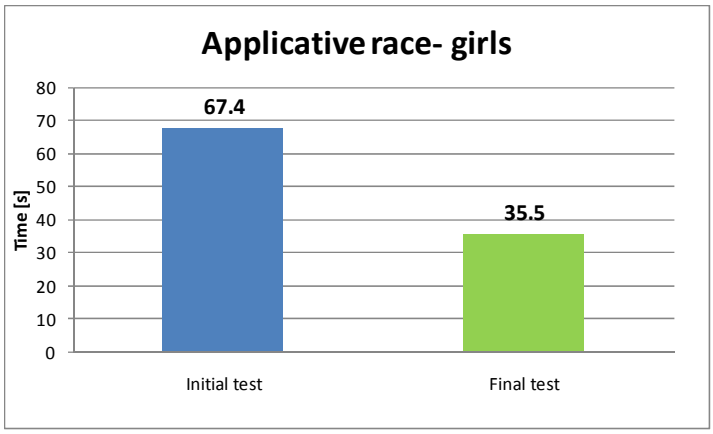

Fig. 2. Graphical representation of control test for girls' group

COMMENT

The girls' results at the test shows a significant increasing better than the boys' (47,32 %). At the initial test the timing has shown an average of 67,4 seconds. At the final test theperfeormance is 35,5 seconds. Considering these, the level of adaptability, agility, coordination and skills the students obtained in a short period of time, has suffered a major improvement.

DISCUSSIONS AND CONCLUSIONS

When school activities demand higher intellectual and physical efforts, physical education can ensure a solid physical development through the constant development of the motor capacity.

Sports socialization cannot be promoted unless moral issues are developed. That is why these problems should be taken into account more seriously, pointing at the importance of dialogues between participants and offering children the chance of organising sports activities in order to perfect their social and ethnic conscience.

Being part of the life individuals have in a society, physical education and sports become a major social issue of national interest.

In our opinion the psychological and motrical acts and activities in physical education and sports have a profound and practical feature. The people interested in influencing these aspects have to focus on their theoretical approach.

In a simple and more practical way, physical exercise means a motor activity consciously and systematically achieved with the purpose of positively influencing the physical, psychological, motrical, physiological, moral, spiritual and material qualities.

The information regarding the social aspect of physical education and sport which is found in the literature has to be constantly updated with practical, innovative, plan-like data and experimental programmes teaching types and lessons.

ACCEPTED ISSUES OF TRAINING SYSTEM:

a. -the students' participation at the physical education classes has improved due to the attractiveness and awarness the students have on their personal abilities, the way the activities take place, the interest and consideration the students have shown;
b. -an increasing of the teachers' autonomy concerning the structure and the way the lessons are held is recommended through: the main use of operating methods and systems with their main goal of developing a proper physical condition; the compliance of the learning stages and constant evaluation are accompanied by a conscious and active participation on behalf of the students, sorting out the students' motor abilities;
c. -the evaluation of the motor abilities ensures the quantitative and qualitative accumulation, going over lesson plans, the option of the two partners in the didactic approach has, the student and the teacher and because of the grading system(sometimes misunderstood and badly applied by the teachers) a lot of students are "excused".
d. -the student's evaluation must determine him to practice the physical exercise and it cannot be a way of increasing or decreasing the annual average;
e. -the students' general health must not be measured (evaluated) due the annual average at the end of the school;
f. -highlighting the significant data that can influence the students grades and ranking discriminates the students with low dynamics;
g. -the system totaly includes the other factors that ensure the physical education partnership

(the family, the playing environment, the school/family doctor).

h. Despite these means of explaining how the high-school physical education is oriented, there is a lack of improving skills after the high-school graduation in order to maintain a good health through doing physical exercises.

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