The ability to combine movements includes also the segmental coordination, particularly the coordonation arms – feet – trunk and ambidextrous.

The ability of spatio-temporal orientation allows the change of position and body movement in space and time, in any particular field of action. The ability of orientation plays an important role in sportive games, in which the sportive has to adapt permanently his executions depending on the teammates and opponents.

The ability of kinesthetic differentiation allows a fine control, differentiated of the dynamic, temporal and spatial parameters of the movement.

The ability of balance assumes mentaining of the body in a certain stable possition and its rebalancing after displacements and stress - strokes. In maintaining balance, the vestibular analyzer's role is critical.

The ability of reaction requires rapid motric answers to various stimuli. There are: simple forms – of reaction to the provided and known signals; complex forms – where the stimuli are unknown and the range of possible responses is very wide.

The ability of transforming movements allows that the main program of an action can be adapted or changed, according to the unexpected and completely unforeseen transformations of the situation, and may even require an interruption of the movement, thing that happens in dodging case. It is closely related to the orientation and response abilities.

As a result of the made experiment and of the results'analysis, we can say that the paper's hypothesis, *the coordinative abilities, specific to the football game, can be improved or developed through specific training,* was partially confirmed.

The methods and means that were implemented in the training process of the experimental group were proved to be effective. We consider that these methods and means can be enriched and improved. Also, we consider that is necessary their introduction in the training process of children of 8-10 years, the benefic effects, that they might cause in time being, probably, significant.

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PHYSICAL THERAPEUTIC INTERVENTION POSSIBILITIES REGARDING PHYSICAL DEFICIENCY IN TEENAGERS

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Abstract

With the implementation of the project: "Assessment of somatic, functional and movement potential of the school population in Romania", I collaborated with teachers from „Stefan cel Mare" National College in order to perform somatoscopic examination of the students by filling in the registration on the state of overall attitude of the body from project's methodological guide. Analysing the obtained data, we proposed the hypothesis that by introducing simple exercises to correct kyphosis in the links of the lesson, we can achieve a decrease in vicious attitudes of students enrolled in the study. Thus, one of the three evaluated classes of ninth was the experimental group of 31 students, while other students initially evaluated in number of 64 students, of the other classes formed the control group. The experimental group followed a modified physical education lesson plan, while control group followed the normal lesson plan. At the end of the semester, the results demonstrated the effectiveness of the sports lesson plan adapted to physical deficiencies existing among students.

Keywords: *physical deficiency, vicious attitude, exercise, physical education lesson*

1. INTRODUCTION

Lately there can be seen an intense concern for the prevention and correction of existing physical deficiencies in children both from parents and from physical therapists and even from physical education teachers. The high frequency of vicious attitudes among teenagers, and the large number of people with a disharmonious body development, prompted us to analyze this problem.

"Physical deficiencies are defined as deviations from normal, in the form and functions of the body, which disturb normal growth and harmonious development of the body, changing appearance, reducing skills and adaptation to physical effort, reducing work capacity" (3). Somatoscopic and anthropometric examination are the starting point for detecting these physical deficiencies and the level of physical growth in children.

A modern physical education teacher must know the differentiating characteristics of physical deficiencies most common among students to take the most appropriate conduct for these children. It's true that in most cases the physical education teacher is overwhelmed, so some physical deficiencies are either too complex or too accentuated for the teacher to intervene in the physical education lesson, but even in this situation, the teacher must be able to differentiate between a physical deficiency that he could be able to correct in time with physical education and physical deficiency that requires specialized consultation.

The knowledge of the physical deficiencies characteristics by the physical education teacher is very important as noticed in due time, both vicious attitudes, and light and medium deficiencies can be corrected and repaired even during physical education lesson by doing simple exercises. Ignoring these deficiencies inevitably leads to their progression and aggravation until it reaches the stage where therapeutic conduct will be more complicated, lengthy, and non-recoverable 100%.

The favoring causes for physical deficiencies start from wrong eating, sleeping on soft mattresses and in wrong postures, carrying out daily activities, sports or other in inappropriate conditions and so on. School also favors the installation of vicious attitudes with the effort that the student is being put through, especially students medical exempted from physical education class, causing fatigue and implicitly by adopting involuntary relaxation positions (1). The large number of physical deficiencies found in the school, as we shall see, is explained by a number of medical exemptions, but also because during physical education class the work is not being done differentiated with students who need it.

During the 2011-2012 school's year a project of the Ministry of Education, Youth and Sports was held in partnership with the National University of Physical Education and Sports Bucharest. The title of the project is "The evaluation of somatic, functional and movement potential of the school population in Romania", aimed at "characterizing the somatic, functional and movement potential of the school population and to identify / establish the level of manifestation of the components and interrelationships between them, in different development cycles" (4). The focus was on achieving a proper assessment of biometric potential in the school population, and among project's targets were included: a national study on the issue of motility and somatic-functional potential of students, the creation of interdisciplinary research teams whose composition includes university and preuniversity specialists, creating a national database of information on motility of the school population and creating a necessary database for selection and orientation required for professional sports (2). However, although it wasn't one of the main objectives of this project, by assessing the global attitudes we were able to record information on the physical development of students and any possible deficiencies or deficits attitudes of locomotors system.

2. MATERIALS AND METHODS

For this study I worked in collaboration with physical education teachers from the "Stefan cel Mare" National College in Suceava. With the implementation of the project: "Assessment of somatic, functional and movement potential of the school population in Romania", I collaborated with them in order to achieve somatoscopic examination of the students by filling in the registration on the state of overall attitude of the body from project's methodological guide. The study was conducted between January and June 2012 on one fifth-grade class and three ninth grade classes, on a total of 95 students, including 18 students from fifth grade and 77 ninth grade students. Students included in the study were 45 girls and 50 boys.

Following the somatoscopic evaluation of the students from these four classes, we obtained the following data:

Table 1 ***Data presentation from initial somatoscopic assessment***

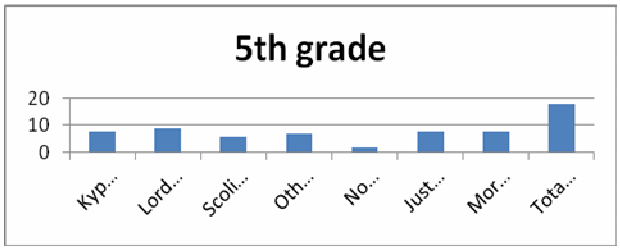
No.	Physical deficiency	5th grade	9th grade
1	Kyphosis	44,44%	32,46%
2	Lordosis	50%	23,37%
3	Scoliosis	33,33%	48,05%

4	Other deficiencies	38,88%	44,15%
5	No deficiency	11,11%	10%
6	Just one deficiency	44,44%	46,75%
7	More than one deficiency	44,44%	42,85%

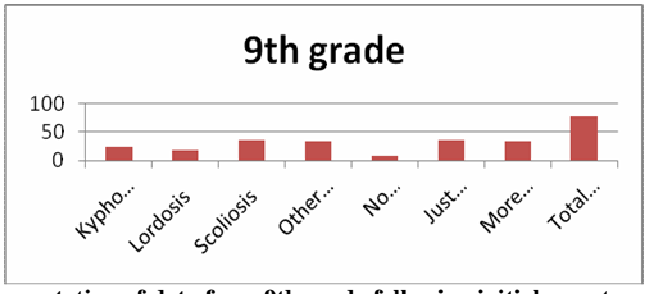
Table 2 ***Statistic data after a survey in 1972 (3)***

No.	Physical deficiency	Results in percentage
1	No physical deficiency	15-25%
2	At least one physical deficiency	85-75%
3	Low grade deficiency	55-65%
4	Medium grade deficiency	10-15%
5	High grade deficiency	2-5%

If we compare the data presented in the two tables above, we can see that in 4 decades instead of correcting the physical deficiencies problem among students, it was emphasized, with small steps but precise, so that from a percentage of 15 -25% of healthy and normally developed students in 1972, we reached at only 10-11% in 2012.



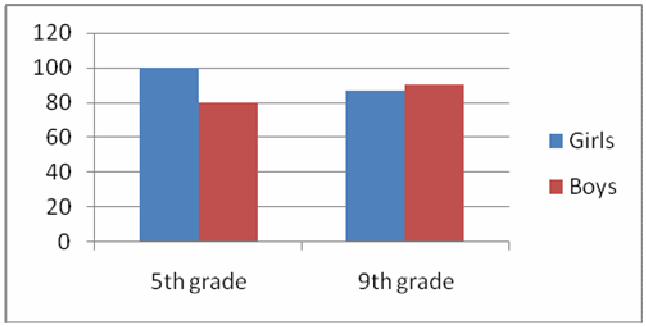
Graphic no.1 Presentation of data from 5th grade following initial somatoscopic assessment



Graphic no.2 Presentation of data from 9th grade following initial somatoscopic assessment

Table 3 Physical deficiencies presentation by gender

Gender	Students with at least one physical deficiency	
	9th grade	5th grade
Female	86,48%	100%
Male	90%	80%



Grafic no.3 Distribution in percentage of physical deficiencies by student gender

Analysing the obtained data and de physical education curriculum, we proposed the hypothesis that by introducing simple exercises to correct kyphosis in the links of the lesson, we can achieve a decrease in vicious attitudes of students enrolled in the study. Thus, one of the three evaluated classes of ninth was the experimental group of 31 students, while other students initially evaluated in number of 64 students, of the other classes formed the control group. The experimental group performed physical education classes as planned at the beginning of the school year, of which were removed / reduced kyphotic attitude favouring exercises such as rotating the arms forward in the warming part or push-ups in the development of strength quality, and were introduced / emphasized kyphosis correction exercises, focusing on back muscle tone, the upper portion. Links on which there have been changes were link third, the selective influence of locomotors apparatus, link fourth, speed and coordination development, and particularly sixth link, force and resistance development. The students in the experimental group were further divided into two groups, the group with kyphotic attitude, on which was applied the modified lesson plan, and the group with no deficiency or other physical deficiencies who have followed the plan normal physical education classes plan as well as the control group included in the experiment. The aim was to demonstrate that we can work individualized in physical education class according to the needs of every type of student, as long as we know very well the objectives pursued.

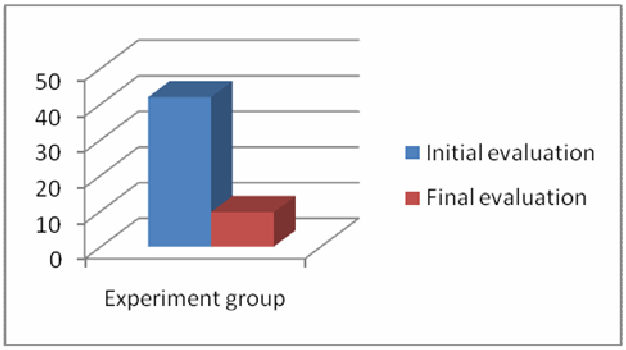
3. RESULTS AND DISCUSSIONS

At the end of the second semester we reviewed the same students, both control group and experimental group to compare results.

Table 4 The results in the experiment group

	Students with kyphosis
Initial evaluation	41,93%
Final evaluation	9,67%

After applying corrective exercises in physical education lesson, we have seen a significant improvement in the experimental group regarding kyphotic attitude of students, so at the beginning of the second semester there were 13 students with kyphosis, while in the end of the semester only 3 students of 31 showed signs of kyphosis.

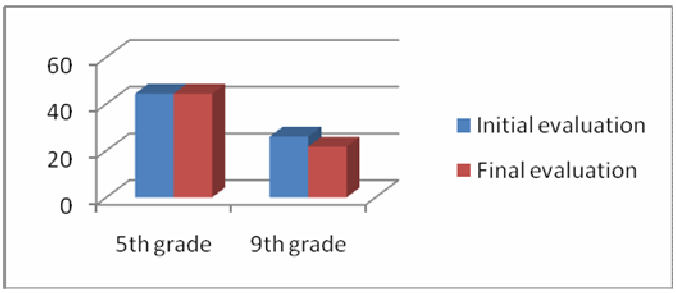


Grafic no.4 Number of students with kyphosis expresses as a percentage in experiment group

Tabel 5 The results in control group

	Students with Kyphosis	
	5th grade	9th grade
Initial evaluation	44,44%	26,08%
Final evaluation	44,44%	21,73%

In control group, in 5th grade, the percentages remained the same, which is concerning on the one hand; on the other hand, it's the proof the physical education lesson applied generally, by genre and age group, is not sufficient, especially in this period when the students have become addicted to the computer, thereby emphasizing kyphosis. In the ninth grade was a very slight improvement, to the extent that only 2 of the 12 students who had at the initial assessment kyphosis were able to correct their body posture.



Grafic no.5 Number of students with kyphosis expresses as a percentage in control group

4. CONCLUSIONS

Following the study conducted, we observed, primarily, a disturbingly high percentage in terms of poor physical development among students of 5th and 9th grade. Even more disturbing is that the number of physical deficiencies in school increased from 40 years ago. With the modernization of society and the technological explosion we are witnessing at present, we must more than ever to focus on exercise.

Physical deficiencies are present in high percentage both among girls and among boys, so both sexes are equally affected.

Application of corrective exercise in physical education lessons had a gratifying success, 10 students from 13 correcting their kyphosis. By implementing some simple exercises, but the right ones, we can intervene to correct the vicious attitudes increasingly seen in young children of 8-10 years to teenagers of 15-17 years.

Choosing appropriate exercises according to the objective we aim, we can correct light and medium deficiencies even in physical education classes, without changing the structure of the lesson. Dividing the class into groups based on present and predominant physical deficiencies, we can work with each group depending on the deficiency's characteristics without interfering with the physical education lesson plan. Thus students with a type of deficiency learn from the beginning what type of exercises to do and what kind of movements to avoid, making them more conscious of the vicious attitude they have, and can help to correct it in their free time, especially through self-correction.

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STUDENT CUP 2012 – FROM UNIVERSITY COMPETITION TO SPORTING EVENT

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Abstract

Romanian Student Sport Association *(ASSR) organized in 2012 the first university competition of basketball 3x3, Student Cup 2012, competition that was initially organized locally, then regionally and the finals turned into a large-scale sporting event, being the co-organizer of Bucharest Streetball Weekend sporting event, beside FIBA Europe.*

In order to outline the differences between organizing a sporting competition and organizing a sporting event, we made an analysis on competition management.

Key Words*: competition, management, sporting event*