

STUDY ON THE RELATIONSHIP BETWEEN THE DEVELOPMENT OF MOTOR ABILITY AND THE FORMATION OF SOME POSITIVE BEHAVIORS AND ATTITUDES OF HIGH SCHOOL STUDENTS

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Abstract: *Many times children, especially at the age of puberty and adolescence, show their feelings of fear, upset, anger through specific behavior and challenging attitudes that the family and the school must manage and change from bad to good.*

The lessons of physical education and sports will address topics about behavior; information will be presented about relationships between peers, about the state of health and sexual behavior of girls and boys, about examples of conflicts that can end tragically or, on the contrary, can end positively.

Students will have to receive knowledge about the prevention of violent behavior, about the consequences of violating the law, lack of interest, giving them examples of victims and aggressors.

Assumption. In this study we try to find out if once a violent behavior has been improved we can correct it for the better by decreasing the potential for impermissible actions.

The formation of these skills is developed at school in the lessons of physical education, civic education, management, by participating in extracurricular actions, by training physical, mental and social skills.

Keywords: *behavior, motor ability, attitude, student.*

INTRODUCTION

In physical education lessons, students will be taught to respect their colleagues, opponents in the case of competitions and to be able to help if the situation requires it. Throughout the entire education cycle, the formation of skills for positive behavior will have to be continuous, for the establishment of collegial bonds without violence, based on respect.

The general competences of the Physical Education and Sports Program in the gymnasium recommend the formation of a positive, civilized behavior during an activity

with a sporting character, regardless of whether the participation is as a spectator or a practitioner.

This is achieved by completing some tasks related to the organization of sporting actions, fulfilling roles, applying the rules from the instructions for organizing activities, respecting opponents and fellow competitors, correctly evaluating one's own performance, recognizing the winner of the competition, behavior civilized as a spectator.

Within the methodological suggestions, it is stated that for the domains of behavior and attitude formation, a certain number of specially designed lessons will not be specified, but actions and communications will be implemented at all links, in all lessons.

Each country aims to ensure for children an optimal climate for development, training, education, and to live safely. Literature and mass media news present cases of violence in the family, on the street, in school, or in sports arenas from different categories of violent people who can be negative examples for students.

In 2006, the UN Report on violence against children was published, and for the first time it became an important issue that is difficult to understand and explain, discussing this topic at the world level. The problem of this subject was raised for the consequences on society of this behavior and also of the proportions at the global level.

What differentiates a positive behavior from a negative one can sometimes be a subjective opinion of the evaluator because we are always influenced by the values with which we have developed, by the purchases we have, by the culture of the society in which we live.

Studies show that the formation of a positive behavior will create favorable situations for the physical, mental and social development of the future adult at any stage of life. Not always positive behavior is assessed as meeting the conditions required by the assessor, sometimes this happens due to the lack of complete information regarding the child's developmental characteristics at certain stages of life.

Highlighting a positive behavior in a child shows that the negative aspects are less devoid of good qualities and shows exactly the stage of his development in which good behaviors can be highlighted, something that will help him to overcome the level he had at a given time.

Trying to find the causes and means of permanently checking challenging behavior is still under study today because many researchers believe that violence has its origins in a non-resistant upbringing.

Some psychological research had as its subject the increase of violent potential in young people who practiced sports based on aggression, given the topic of our study tries to bring arguments by confirming the hypothesis based on the fact that the practice of sports activities leads to the creation of a physical, mental, social balance which forms positive behavior for society.

Modeling behavior through sports activities can also be done through competitions in which teachers participate who organize and lead the actions.

Practicing sports that are based on aggression proves that although young people can be met with violent behaviors, it is precisely the specifics of the respective exercises that change the attitude of expression through sports and the renunciation of violence towards colleagues or other people.

Respecting the rules of the game and entering into a conduct of the spirit of competition the student will learn to respect to be respected, to be rewarded for good results and to wish for more successes through sports.

I made the option for students at the age of puberty in this studio because this stage is important for shaping the personality and behavior is influenced by physical, mental and social development. At the age of puberty, the most changes take place from a physiological, intellectual and social point of view.

Forming positive behavior at this age can have an influence on the young person's development later. At this age, the student has as a model the people close to him who can be one of his parents or siblings, a teacher from the school where he studies, friends with whom he socializes or different characters from movies, books, etc.

During his development, the adolescent student must be guided by the family, the school environment, and society. The child receives the first support in his education and training from the family where he will outline his first behavioral attitudes of respect and identification, copying some of their conduct.

In school, during physical education lessons but also during extracurricular sports activities that have an educational but also instructive role, students learn skills that correct some behaviors, process physical and social development.

Practicing sports activities students will become adults who will be part of a civilized society that will not promote negative behavior.

Through sports, students learn to respect those around them, to recognize their value and that of others, to respect the rules of society, not to develop hateful and aggressive behaviors.

Although literature and studies inform us that lately society is faced with aggressive behavior in many forms, we still note that historical events give numerous examples of bloody wars.

The studies undertaken show that in different situations students can form a positive behavior through physical education and sports activities and the teachers are the educators who shape them from a social, moral and intellectual point of view.

The spirit of fair play is cultivated in physical education lessons and in the practice of extracurricular sports activities through which students learn to respect the rules of the game, to respect colleagues, opponents and all the people involved in organizing the actions.

They also learn to admit failure and success while respecting the sport in general. These values are components of positive behavior, of children's educational formation, of their affective attitude and of the human relationships necessary for a good quality of life.

Subjects and place of research. The subjects of our research were the students from Marin Preda Theoretical High School, Bucharest, grades aVa-VIII for the questionnaire, and students from grade VIIa for the semester motor tests and the basketball game.

Hypothesis, purpose and objectives of the research

Assumption. We hypothesize that by improving physical fitness based on students' sport choices, we can avoid risky attitudes and ameliorate violent behavior by reducing the potential for illicit actions.

The purpose of the study is to proactively influence the behavior of students through permanent participation in physical education lessons and the formation of the ability to

practice sports activities independently, in order to develop as healthy and well-informed adults.

Objectives: ascertaining the preferences of the students, the motivation for practicing physical sports activities and the aspects that would make them more attractive, the identification of strategies for the implementation of physical activity programs for secondary school students, in the school curriculum, the adaptation of student behavior through the effects of sports activities and training of positive attitudes based on the level of physical condition established through motor tests, sports games and questionnaire answers.

RESEARCH METHODS

In the present study, research methods were used that were the basis of the fulfillment of the proposed objectives.

These methods were:

analysis of specialized school literature and school documents in force at that time,
pedagogical observation,
pedagogical experiment method,
testing method,
statistical method.

Motor tests: physical control tests were: shuttle 5X10 m, speed run 50 m (sec), push-ups (girls), pull-ups (boys), endurance running girls ran 800 m and boys ran 1000 m), jump full length with elk, basketball game.

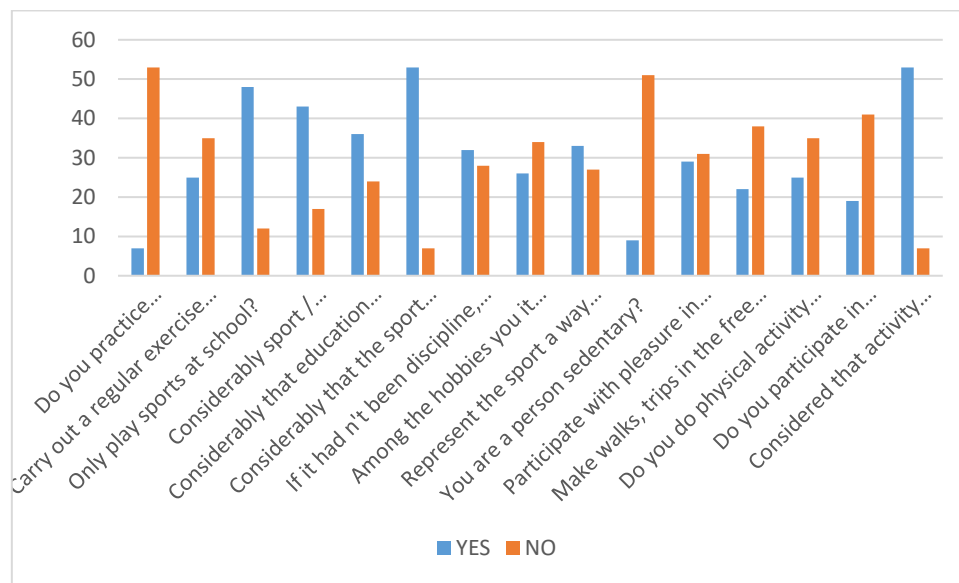
The 7th grade boys' team, made up of 7 students: 5 starters and 2 reserves, who trained in extracurricular activities, 1.5 hours a week. In the match, I watched the technical execution of the procedures specific to the basketball game, the application of the learned technique and tactics in the game, the fouls committed by the players, the behaviors towards teammates and opponents.

The study itself. The subjects of our study were the students from Marin Preda Theoretical High School, Bucharest, grade VIIa.

The questionnaire was applied online to a group of 60 subjects (32 girls, 28 boys). The research included two stages: the first stage was confirmatory and took place between January and September 2022, the second stage is final and took place between October 1, 2022 and February 1, 2023.

Research results and their interpretation. Regarding the results of the questionnaire (graph 1) we can say the following: to the question:

Graphic 1. Graphical representation of students' answers to the addressed questionnaire



Do you practice sports only at school? 48 students answered positively and 12 students answered negatively although to the previous question

Do you regularly do a physical exercise program? 25 students answered yes and 35 students answered no. We believe that they gave the affirmative answer referring more to the participation in physical education lessons and some of them would just like to perform physical exercises periodically.

Most of the answers are positive and they agree that physical activities have a beneficial effect on the development of motor skills, that sport in general optimizes life, but not everyone has made a hobby out of sport. The vast majority of them (53 positive answers and 7 negative answers) agree with the beneficial influence of sports activities on behavior, which shows that students know the impact of physical effort in keeping the psycho-physical balance, the equivalent of the intellectual effort made at school and

recreation time, body recovery, energy consumption and physiological changes due to age characteristics.

Control tests. For a better knowledge of the students' behavior and level of physical condition, we used the *control test assessment* in the physical education lesson.

Thus the results obtained (Graph 2) and transformed into grades according to the Evaluation System, show the level of good to poor physical condition of the students, which proves that the physical exercises are insufficient, being practiced only in lessons and students do not participate in physical activities in their free time.

After the control tests, the results of the tested students were obtained.

We recorded the resulting figures, tabulated them and for better visibility averaged the results for girls and boys on each control sample.

Table 1. The table represents of the results obtained in the control tests, grade VII, male (B) and female students (G)

Assessed competence	Sample	Grade obtained											
		5		6		7		8		9		10	
		G	B	G	B	G	B	G	B	G	B	G	B
force	traction				5								
	pushups	6											
coordination	shuttle 5X10m						19	21					
speed	running 50m	9.2					8.8						
resistance	running 800 m	4.50			4.45								
expansion	long jump			2.85			2.90						

We observe from table 1 that the grade averages are below grade 8, which shows that the students have poor physical training compared to the scales corresponding to their age.

Thus, in the test of *pull-ups in the arms* that test the strength in the arms, performed by boys, the average of the results obtained is 5 pull-ups corresponding to grade 6, they are very weak, which shows that the boys do not have sufficiently developed musculature for their age.

up test that tests the strength in the upper limbs, performed by girls, the result is even weaker, the average of 6 push-ups corresponds to a grade of 5 and shows the fact that the girls do not practice physical activities, the muscles of the upper limbs are not sufficiently developed.

In the shuttle test *5X10 m*, it tests the coordination ability in speed mode, the results are a little better, it is a coordination test, at the same time it is attractive and it was done in the form of a competition. The girls obtained the average grade of 8 and the time of 21.4 sec and the boys obtained the average of the results 19.8 and corresponds to the grade 7.

Coordination is a skill that at this age should be very well developed, the grades obtained by girls and boys correspond to the qualification good.

The 50 m choice test, testing the speed of movement, revealed an average result for girls of 9.2 sec which corresponds to the grade 5 and for boys a result of 8.8 s. showing the level for grade 7.

We believe that the marks in speed running are poor, the speed at this age is well developed, but the results show that the students do not have good physical condition.

The endurance running events of 800m for girls and 1000m for boys also had poor averages so the girls achieved a result with an average time of 4.50 min corresponding to the grade 5 and the boys achieved an average time of 4.45 min which is the equivalent of the grade 6.

Resistance at this age shows the body's ability to adapt to an aerobic effort, the way it breathes and the degree of physical resistance.

The standing long jump tests the level of relaxation or speed in force mode.

The girls achieved an average result of 2.85m, corresponding to grade 6 and the boys achieved the performance of 2.90m, equivalent to grade 7.

We note that in this test as well, the students obtained modest results, demonstrating in this way the low level of force in the speed regime.

The basketball game. The boys' teams from the 7th grade from Marin Preda Theoretical High School and [Dimitrie Leonida Technical College participated](#) in the basketball match. The basketball competition took place within the class championship that is held annually between the two educational institutions. The venue was at the Marin Preda Theoretical High School gym, on April 15, on a Friday, after school hours. The break between halves was 5 min.

The score of the game after the first half was 14 to 11 in favor of the opposing team. The 5 athletes accumulated 14 fouls and an unsportsmanlike foul that caused the elimination of athlete no. 5 from the match.

At the break, the athletes' attention was again drawn to the fact that at 5 fouls they are eliminated from the game. The athlete with no. 2 and 5 will no longer play in the second part of the match. Athlete number 3 made 4 mistakes and understands that only by following the rules of the game will he be able to continue to be part of the team.

In the second half, the seventh grade boys' team from Colegiul Marin Preda committed only 3 fouls, scored 21 points and emerged victorious with a score of 31-32. In this half they understood to respect the regulation, teammates and opponents.

Teams of adolescent students have shown that behavior without following rules does not bring good results. In the second half, the students understood that by participating in sports activities, you must respect your teammates, opponents and have a fair play behavior.

Correlating the results of the control tests, at the basketball game, we can say that the students are in the trend of the generation that occupies most of their free time, gadgets, games to the detriment of physical activities, too much time allocated to social networks and giving up group activities. The behavior in front of the computer when participating in electronic games is also influenced in society, which is why the students were instructed by the physical education teacher to respect their colleagues, by respecting

the rules of the game they will learn to respect the rules in life. Only in this way will they achieve good results and have satisfaction in the activities carried out.

CONCLUSIONS

The responses to the questionnaire showed the students' preferences for practicing physical and sports activities, but also the fact that many of them are interested in sports but do not practice them for various reasons. Some of those who responded positively referred to physical education lessons or would just like to exercise regularly but are still undecided. The students agree that physical activities have a beneficial effect on the development of motor skills, that sports in general optimize life, but not all of them have made a hobby out of sports.

The vast majority of them (53 positive answers and 7 negative answers) agree with the beneficial influence of sports activities on behavior, which shows that the students know the impact of physical effort in keeping the psycho-physical balance, the equivalent of the intellectual effort made at school and the recreation time of recovery of the body, energy consumption and physiological changes due to age characteristics.

The results of the *control tests* showed the level of good to poor physical condition of the students, which proves that they do not perform physical exercises or other extracurricular sports or leisure activities. The larger grouping of averages is around averages 5 and 6 showing the low level of motor skills in both girls and boys.

The basketball match of the 7th grade boys' team showed that behavior that does not follow the rules does not bring good results. In the second half, the students understood that by participating in sports activities, you must respect your teammates, opponents and have a fair play behavior.

By correlating the results of the control tests, the basketball game and the answers to the questionnaire questions, we can say that students are in the trend of the generation that spends most of their time on gadgets, electronic games at the expense of physical activities, too much time allocated to networks of socializing and giving up group activities.

The behavior in front of the computer when participating in electronic games is transmitted to the attitude in society, which is why the students were instructed by the physical education teacher to respect their colleagues, by respecting the rules of the game they will learn to respect the rules in life. Only in this way will they achieve good results and have satisfaction in the activities carried out.

All these manifestations imported from the student's lack of control when they are in front of the computer bring changes to their behavior through negative attitudes, the students being in the development period when the body goes through many morpho-functional changes.

The three factors: family, school and society have the mission of providing the favorable environment for the development of the student at the age of puberty from a physical, behavioral, emotional, social, etc. point of view.

Favorable environment refers to the application of diversified physical and sports activities programs created by consulting the students and with an open character, thus permanently being able to remove some less interested activities and introduce others requested by them. These programs will have the role of positively influencing students' behavior in school, family and society and will increase confidence and self-esteem.

The analyzed results confirmed the proposed hypothesis and made it possible to create a plan of physical activities based on the students' preferences.

Following the findings that show the modest physical condition of the tested students, a plan of physical activities was drawn up and proposed to improve the behavior of the students.

The actions carried out by the school to influence the attitudes and behavior of middle school students to participate in physical and sports activities are the following: communicating information about participation in sports activities to middle school students, attracting students to participate with pleasure in physical education lessons and sport, assigning responsibilities and rights to students in order to attract participation, informing students about the benefits of sports, organizing physical activities outside school every semester, led by teachers, applying questionnaires and surveys in order to identify students' preferences and their level of satisfaction regarding participation in sports activities.

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