

## GAMES AS A MEANS OF DEVELOPING THE POTENTIAL OF STUDENTS IN PRIMARY BIOMOTRIC

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**ABSTRACT.** As pointed out in sport-related published literature, games have a very important influence on the psychological development of children. Children play almost all the time giving them greater flexibility and creativity to their behaviors. It gives children the impression inexhaustible conditions that contribute to the knowledge about the world and life. Formed and develops direct observation capabilities, and indirectly, the game creates a larger drive. The game is the main activity through which the child makes contact with the complexity of the environment, which facilitates widening system of knowledge, skills and abilities, improving representations, sense of observation, initiative and way of thinking.

**Keywords:** game, development, students.

**REZUMAT.** Jocul – mijloc de dezvoltare a potențialului biomotric al elevilor din ciclul primar. Jocul are o influență deosebit de importantă în dezvoltarea psihică a copiilor. Copiii se joacă aproape tot timpul conferindu-le conduitei lor multă flexibilitate și creativitate. Acesta oferă copiilor condiții inepuizabile de impresii care contribuie la îmbogățirea cunoștințelor despre lume și viață. Formează și dezvoltă în mod direct capacități observative, iar în mod indirect, jocul creează o mai mare antrenare. Jocul constituie principala activitate prin intermediul căruia copilul ia contact cu complexitatea mediului înconjurător, lucru ce îi facilitează lărgirea sistemului de cunoștințe, priceperi și deprinderi, perfecționarea reprezentărilor, spiritul de observație, inițiativei și modului de gândire.

**Cuvinte-cheie:** joc, dezvoltare, elevi

### Introduction

The game has a very important influence in physical and mental development of children, and is the main point of interest for students of all ages and both sexes (Scarlat, Scarlat, 2002). Children play almost all the time giving them greater flexibility and creativity to their behaviors.

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From childhood to old age, man is playing in permanent reasons (needs, impulses, needs, etc.) interior and / or exterior (which push towards different actions) (Colibaba, Bota, 1998).

The game gives children the impression inexhaustible conditions that contribute to the knowledge about the world and life. Formed and develops direct observation capabilities, and indirectly, the game creates a larger drive.

The whole game form competence, skills activated, increases the ability to understand complex situations creates capacity restraint and dosing forces physical and spiritual abilities of concentration, obedience to the context rules and the desire to succeed in games with rules voltage affective complex situations capacities to solve problems, creativity.

For the child, the game requires a certain physical effort, but also consumption, nervous even when it is the simplest and easiest ludic activities. The game is the main activity through which the child makes contact with the complexity of the environment, which facilitates widening system of knowledge, skills and abilities, improving representations, sense of observation, initiative and way of thinking.

The profound meaning of the game is conveyed by their contribution to the harmonious physical development, personality, by providing a functional balance between their behaviors, physical and mental.

This research aims to highlight the implications of movement games in physical education class and the development of children in physical education classes as games of movement of a predominantly.

Using the game in physical education class contribute to the development of analytic perception, to guide willful attention and observation, the development of memory driving, imagination, suppleness, thinking, ability to apprehend and anticipate the situation changes, initiative and independence, development harmonious physical, motor and improving indices manifestation of competition between students (Cârstea, 2000).

## **Research methods**

Various aspects included in practicing various forms of physical exercise, harvesting the most significant data to highlight their content, their processing to develop conclusions and establish further new hypotheses are increasingly necessary to conduct research in the area of physical education and sport.

### Methods:

- Bibliographical study method - I studied literature circumscribed discussed.
- Observation method - I noticed conducting educational process in terms of game involvement on students.
- The experimental method - to verify the working hypothesis we used this method to quantify the contribution of the game to improve children biometric indices.
- Test method - this method is found in the form of control samples that were tested subjects research. Control samples supported by students (5x5m shuttle, long jump from a standstill lasting running, throwing the rounders the place) highlights the use of the method of measuring their efficiency.
- Statistical and mathematical method - us to process and systematize data recorded during the research.
- The graphic method - I used this method for viewing data obtained in this research and an easier understanding of the dynamics phenomena pursued and relations between them.

### Results

For the development of this research samples were randomly selected students, and part of secondary school Coresi in the town of Targoviste, Jud. Dîmbovița. The two samples are established for the investigation of A Class III with a staff of 20 students having a mean age 9.3 years (experimental group) and Class III B with a staff of 22 students with average age of 9.4 years (control group).

The research was conducted under optimal conditions, an important and it has brought the sport provided by the school where the research was conducted.

It is equipped with a well-equipped gym in material terms. The teaching material provided (balls, ropes, gymnastic banks, fixed ladder, basket basketball, handball gates etc.) can be used by students during physical education lessons.

The sports offers the possibility of conducting physical education classes and outdoors, under optimal conditions, so students can benefit from the high quality of the educational process.

The research included three distinct phases:

- The first stage - October 2014 meant debut with the election theme of research and studying literature.

- Stage II - a - November 2014 - April 2015, consisted of: establishing samples and control samples, test subjects, data processing and interpretation, selection operating means;

- Phase III - May 2015 - making the final testing, data processing and interpretation, drawing conclusions.

To verify the research hypothesis, based on the results, we used the analysis of the sample Motrici parameters evolution. From the results obtained and presented in following table reflects a potential increase biomotric thus improving the performance of children for each sample separately.

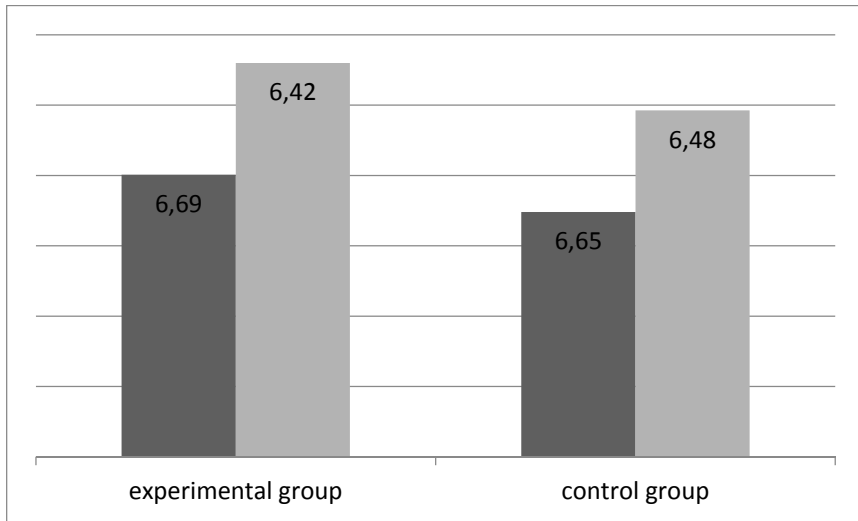
**Table 1.** Evolution of the results achieved by the sample subjects

Sample	The shuttle 5x5m			Long jump from standstill			Running the length			Throwing the rounders in place		
	T.i.	T.f.	Dif.	T.i.	T.f.	Dif.	T.i.	T.f.	Dif.	T.i.	T.f.	Dif.
<b>Experimental group</b>	6.69	6.42	0.27	1.20	1.27	0.07	2.24	2.22	0.02	20.05	28	7.95
<b>Control group</b>	6.65	6.48	0.17	1.20	1.24	0.04	2.22	2.21	0.01	17.40	24.63	7.23

T.i.- initial testing; T.f. – final test; Dif. - difference between average.

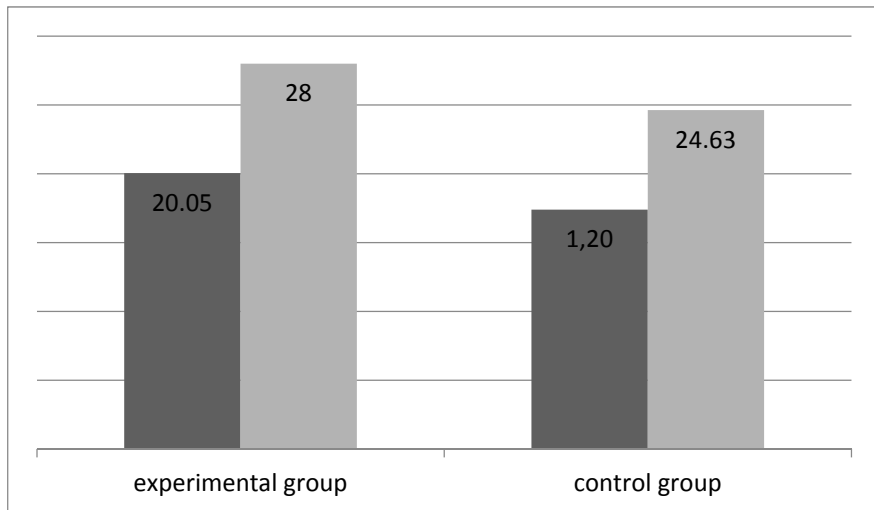
The evolution of these parameters driving was highlighted in the following graphs.

From the chart one can observe the evolution of the sample for test results subjects shuttle 5x5m. This sample shows an evolution of 0.27 sec. for the experimental group and the control group, we see a trend lower, being 0.17 sec.



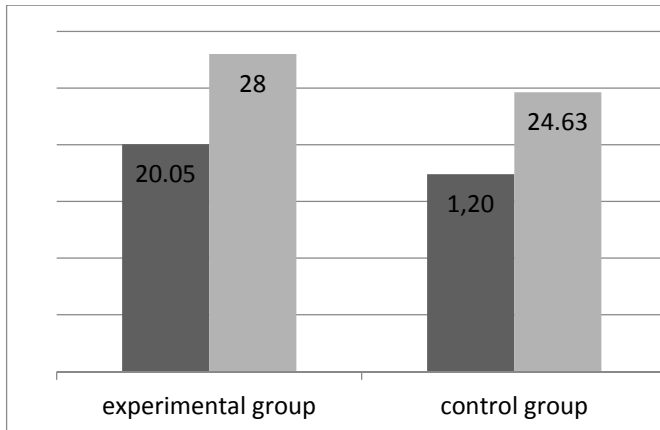
**Figure 1.** Evolution sample test results shuttle 5x5m

Regarding the long jump test from standstill, results and highlighted in the chart below reflects the increasing of our performance. Group progressing experiment of 0.07 m, while the control group progressing with 0.04 m in this sample.



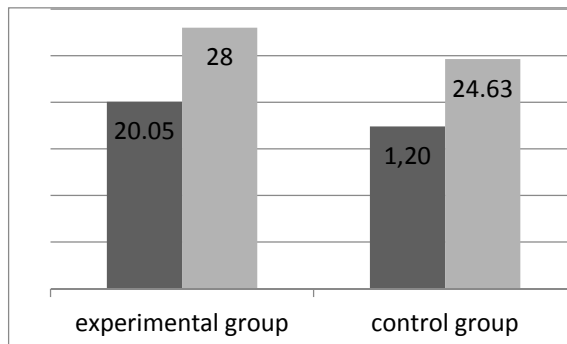
**Figure 2.** Evolution sample test results long jump from standstill

From figure no. 3 which highlights developments in test subjects lasting running we can see that there is also progress performanțial. Group records and experiment for this test an evolution of the indices higher (0.02 minutes) than the control group (0.01 minutes). Research into the control group recorded an average of 2.22 minutes results reaching its end at an average of 2.21 minutes, resulting performanțial better than the final testing of the experimental group (2.22 minutes).



**Figure 3.** Evolution sample results of running the length

Regarding sample of rounders throwing from the spot evolution is significant for both groups. Group experiment succeeds the final testing results an average of 28 m by 7.95 m more than the initial testing. We can say that progress is being made and the same for the control group (7.23 minutes), the difference between the two groups being given by the performanțial obtained in the two tests.



**Figure 4.** Evolution at throwing the sample results from place rounders

## **Discussions**

In order to achieve the research purpose, the structure of the physical education lessons group experiment subjects were found two motion games. They were aimed at stimulating children's motivation, increasing the potential psycho-motor in relation to the requirements of the physical education curriculum specific to this age group. Regarding the control group, during this period has been operated continuously and systematically in the process of physical education of the experimental group were used by the teacher of physical education and sport, the traditional means for achieving the objectives of the curriculum of physical education and sport in force.

Reporting the results of experimental studies group specialized in the field (Scarlat, Scarlat, 2002; Moisescu, 2009) and on the standards of the World Health Organization and Evaluation System National Physical Education and Sports in keeping average target group see a slight tint parameters which accentuates the benefits of progressive movement games used during physical education classes and sports.

## **Conclusion**

Specialized studies in psychology and pedagogy have shown that using games contribute to a better development of the educational process and concepts that ownership is made easier through the game. The child from infancy through game play, he enters the relationship with the surrounding nature and a wealth of knowledge assimilated.

In physical education, the game has a predominantly because through it develops psycho-motor abilities, motivation, will, race, vital body functions, leading to a natural and harmonious development of the child. This research highlights those aspects of the game moving, constantly using their physical education class.

Intervention made in the structure of "Unit" which was aimed introduction to physical education lesson two games of movement to meet the learning objectives has improved the educational process and to improve the driving performance of the students. Motion games were selected so as to contribute to the development indices loads.

Because of the interest shown by children, games led to acquiring skills used in team games because the games were used fixings throwing, jumping, etc.

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