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## THE INTEREST OF YOUTH IN SPORT ACTIVITIES

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### Abstract\*

*Aim.* Driveability as psychomotoric phenomenon arouses interest of specialists from childhood to adulthood and beyond. Human personality is studied both in terms of motor and intellectual development and socio-professional integration.

Driveability, with all its components, biologically and psychologically rich the heritage of the young. Physical exercise as the main instrument is the biological stimulus that provides morphological and functional development of harmonious, balanced education of motor skills and driving habits and skills acquisition.

Since driving functions and processes relative to subjects and situations, cannot be examined separately, specialists in the field have resorted to combine terms, resulting in "sensors motility" and "motor development." Psychomotricity focus on regulating mental motility and motility sensors report emphasizes mutual sense of control (stimuli) and motor system elements.

*Research goal:* highlighting youth interest in motor activities during training and social integration.

*Methods:* bibliographic documentation, observation, Alpha Fit questionnaire, statistical and mathematical method.

*Results:* Processing statistical and mathematical highlights preferences for certain sports, the frequency with which young people used to practice physical exercises and why not have a constant frequency of this activity.

*Conclusion:* The main conclusion of the study underlines that young people are interested by accessible and common physical activities, especially in case of good or considerable material opportunities and according to their available time.

*Keywords:* psychomotor, cognitive, motivation, personality

### Introduction

Driveability has been an object of study for many specialists. The literature is developed conceptual delimitation between motor skills and movement. „In this case, Bos and Mechling shows (1983), we integrate the concept of motility., "neuro cyber incorporating features also subjective factors and content of consciousness, while" motion "is ,, characterized as a change in the place of human body mass in space and time, seen from the outside as an objective process. "

The concept of traction can be defined style or systemically reductionist. The activity is difficult, since dictionaries define content philosophically, sociologically, biomechanical, psychological, etc. Following components educability of motricity, we will try to synthesize those forms that overlap with pedagogical approach.

Epuran, (2005) believes that "driveability is set of functions that ensure the maintenance of posture and execution of specific movements of living beings; it is conceived in opposition to the reception and sensory functions."

For teaching, human motion sequences is separated into the following components: act, action

and motor activity.

Motor activity is composed of all the shares on the basis of driving articulated systemic organizational forms, ideas or rules, the role of complex adaptation of the body over a period of time.

Used in many areas, the term designates a complex activity items that are carried in the system. This system has the basic structural unit of action. (Dragnea, Bota, 1999) believes that "work is actually present as a complex system consisting of subsystems (shares) adjusted synergistically in order to achieve an efficient activity".

It is now known that without exception biological resources motive of the subject, the so - called,, physical fitness "(physical condition or motor capacity), determines the success professionally. The physical condition creates an "internal environment" balanced state mental and physical favourable liable for the return of professional activity.

Keeping this stage age, education motive leads to the following finalities: improved gross motor schemes; higher perceptual capacity-sensors; ability to exercise independent practice; superior

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socialization; increased communication capacity gestural, expressive aesthetics; luggage rich motor skills and driving skills.

Family, school, university or other educational factors involved, play a decisive role in creating habits manifest and generally in the formation patterns of life that neutralizes trends harmful that can seize young - smoking, overeating, sedentary lifestyle, eating alcohol or psychoactive substances.

Being a conscious action, motor activity is based on anticipation and is supported by complex phenomenon that influences the individual's personality: motivation.

Cognitive development means "a summary trial of interactions between cognition, social cognition and metacognition, between thought, intelligence and other cognitive processes (perception, representation, memory, imagination)" (Neacsu, 2010).

Permanent orientation of youth movements to their perception leads to the formation of conscious understanding regulating executions. Young people feel increasingly perceived need their movements, which leads to the formation of rational method of acquiring them.

The importance of forming a system of knowledge in the lessons of Physical Education and Sports has a double meaning: theoretical and practical. It has a theoretical significance because it broadens intellectual horizons of youth activeness learning process becomes aware. Practical significance lies in the fact that it helps to increase performance.

Leisure motric actions are an integral part of educational action - an expression of a continuing imperative education of a modern society. Enlarging the school's physical education to an extra frame - larger school is a requirement, we believe, able to meet this need.

Today's society is characterized by alert working rhythms that induce pressure on the subjects often unable to resonate with them. This is very important to use your free time useful for the body. Leisure activities are for recreational, fun and enable dialogue with self and nature.

The educational value of sport is demonstrated. Educating young people for practicing exercises in leisure physical education is a goal of all education levels. Sport is a balancing factor in personality development. Physical education is actually continuing self-education as a result of the development of self-consciousness as a result of maturity and awareness of the need to practice systematic physical exercise as a way of self-training and self-development.

Physical education both in schools and universities are basic forms of physical education

preparatory on long-term; that means a lifestyle, a way of thinking and acting for their own benefit but also to increase the quality of life in the social interest. (Bota, 2006). In a modern society it is required that citizens possess superior mental strength and physical ability to adapt to social changes increased standing as a necessary condition for adult training. The ongoing effort of the individual to respond through appropriate conduct environmental influences, permanent physical education offers organic and functional support required. Valuing physical education as a form of general education and training conviction of the individual to practice physical exercises in all stages of life effects multilateral educational, psychological and social.

Physical self-education involves voluntary effort, self-imposed action, which is based on inner motives system knowledge, skills abilities and qualities transmitted from driving school age plus interest.

Cognitive activity in young people reflects the greed for acquisition of knowledge and readiness for confrontation of ideas.

It highlights discursive thought and constitutes worldview and life. Intelligence matures, so 16-18 years to a maximum level of efficiency. Present formal operations in thinking puberty to 13-14 years old are expanding. Specific games this age are perspicacity of wit, teenagers looking for situations that stimulate their cognitive ability.

Young thinks increasingly more logical and systematic, managing to respond to requests from school increasingly complex.

Intellectual performance is influenced by cognitive potential of the young, and talents, his preferences, attitudes to life and learning.

For all forms and levels of education, communication is the primary means of achieving educational phenomenon. Didactic communication appears as a particular form required in transmitting specific contents teaching materials and can be defined as "a relationship between two parties, with roles defined, the teacher and the student, through which the teaching and learning of the knowledge, interactivity" (Jacob, 1994).

Interconnected with motor learning, (Epuran and Stănescu, 2010) believe that attention "is treated as limit the ability to process information from the environment or from long-term memory. In this regard, the operational definition of attention is framed in terms of interference between the two tasks performed simultaneously (Epuran, Stănescu, 2010). For example, if two tasks are performed simultaneously driving, as well as separately, then at least one of them requires attention. If none of



the load is running properly, then it means that both tasks involve driving carefully.

In a general sense, affectivity includes processes that can be subordinated term, feelings "or emotional, (Zisulescu, 1968): feelings, passions, emotions provisions. Relations between objects and phenomena of reality needs and motives of human activity, private, social or emotional experiences are reflected.

Emotions are the result of a relatively adequate reflection of the relationship between characteristics of the stimulus situation and the internal motivation of the individual states. They have less intensity, but longer than the emotions. They have the same role as emotions, but to a lesser degree: nervous activity disorganization and loss of balance personality.

States with relatively low intensity, feelings have long-term and are stable. They may propulsive character (attraction) or aversive (rejection). As emotions, feelings can become "passive state" - reasons specific actions and behaviours in relation to personal situations and they have generated. Feelings are systematizing, forming a dynamic unit, which establishes both reports succession and subordination. Determination "emotional structure" constitutes, along with motivational structure determination, an effective way of knowing the depth of human personality.

The dictatorial manner that encroaches on the human psyche is passions. These are emotional states that have long duration and high intensity. In specific areas of activity, when passion meets ability, vocation is born - identifying goals and objectives.

Emotions occur spontaneously, without control of the will, producing disturbances that directly influence the outcome of sports.

The regulating role of emotions is to stimulate activity or braking. Thus, support volunteer effort emotions, thoughts influence the athlete and the decisions they take, stimulates work

of physical and technical training, strength and ability to work. Negative emotions affect thinking ability and attention of the athlete, reduces energy and work capacity, reduce driving ability conscious activity( Epuran, Holdevici, Tonita, 2008).

The research hypothesis: Knowing interest in motor activity can intervene in realizing the importance of systematic practice of physical exercise in their free time.

Biological maturation, intellectual and moral conduct are felt progressively displayed itself being substituted by searching assertiveness. Located peripheral childhood body image, acquires consistency, polarizing the attention of the young man who constantly seek to improve this image.

Young adult assess their chances of success and make plausible predictions regarding their driving performance.

Physical exercise as the main instrument is the biological stimulus accumulating morpho-functional development ensures harmonious, balanced education of motor skills, and to acquire skills and driving skills (basic, applied utility-specific branches of sport).

In developing this research, we conducted a complex methodological treatment to determine the different aspects of intellectual influences Psychomotricity education of young students in A.S.E. Bucharest through specific basketball game with specific programs.

Subjects: They were randomly selected 55 subjects, representing students of Business Administration in Foreign Languages from the A.S.E., aged between 19 and 22 years.

We applied questionnaire aimed ALPHA FIT which collects information about the practical and motive activities, carried out by questioned students.

Statistical and mathematical processing and interpretation of results is presented in tables following the links below:

1. Your physical activities level is?

	Table 1. Activities level					
	Total		Boys		Girls	
	Cases	%	Cases	%	Cases	%
Very easy	11	20.0	4	17.4	7	21.9
Easy	20	36.4	9	39.1	11	34.4
Difficult	8	14.5	4	17.4	4	12.5%
Harder	16	29.1	6	26.1	10	31.3
<b>Total</b>	<b>55</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>32</b>	<b>100</b>
<b>Average score</b>	<b>2.53</b>		<b>2.52</b>		<b>2.53</b>	
<b>Test</b>	<i>Chi-square=0.905</i>					
<i>Chi-square</i>						

After analyzing more than half of respondents perform daily physical activities very mild (20.0%) or mild (36.4%). A total of 8 subjects

(14.5%) of respondents performing physical activities with a hard level, and 29.1% with a very hard.

In terms of genre, no statistically significant differences between boys and girls in physical level performed (Chi-square = 0.905).

2. Which group of physical activities can you fit in as groups described below:

Table 2. The frequency of doing physical activity

	Total		Boys		Girls	
	Cases	%	Cases	%	Cases	%
Once a week	21	38	8	34.8	13	40.6
Twice a week	17	30.9	8	34.8	9	28.1
At least four times a week	17	30.9	7	30.4	10	31.3
<b>Total</b>	<b>55</b>	<b>100</b>	<b>23</b>	<b>100</b>	<b>32</b>	<b>100</b>

Test  
Chi-square = 0.855

In terms of frequency of achieving physical activity, there is a great tendency for a particular embodiment, the weights are approximately equal. However there is a higher proportion of respondents who perform physical activities once a week (38.2% of respondents).

There are no statistically significant differences between the frequency of achieving physical activity performed by boys and the physical activities performed by girls (Chi-square = 0.85)

2. What is the physical activity that you carry out as usual?

Table 3. Sports activity routinely performed

Sports activities	1 <sup>st</sup> place		2 <sup>nd</sup> place		3 <sup>rd</sup> place		Score (0-100 pct.)
	Cases	%	Cases	%	Cases	%	
<b>Aerobics</b>	<b>19</b>	<b>34.5</b>	1	1.8	0	0.0	<b>36%</b>
<b>Football</b>	<b>13</b>	<b>23.6</b>	6	10.9	0	0.0	<b>31%</b>
<b>Basketball</b>	<b>14</b>	<b>25.5</b>	5	9.1	4	7.3	<b>34%</b>
Volley-ball	3	5.5	9	16.4	4	7.3	19%
Swimming	1	1.8	12	21.8	13	23.6	24%
Tennis	1	1.8	2	3.6	21	38.2	17%
Tae Bo	1	1.8	6	10.9	2	3.6	10%

Sports activities performed consistently mentioned by respondents ranked first in importance, are: tennis - for 38% of respondents, aerobics - for 35% of respondents, basketball and football for 25% to 24% of respondents.

Other branches of sports which were appreciated by the subjects are: swimming (24%), volleyball (16%) and body-building (15%).

4. Did your regular physical activity change in the last three months?

Table 4. Interest in physical activity

	Total		Masculine		Feminine	
	Cases	%	Cases	%	Cases	%
<b>Very interested</b>	<b>19</b>	<b>34.5</b>	9	39.1	10	31.3
Slightly interested	1	1.8	0	0.0	1	3.1
I'm not interested	35	63.6	14	60.9	21	65.6
<b>Total</b>	<b>55</b>	<b>100</b>	<b>23</b>	<b>100</b>	<b>32</b>	<b>100</b>

Test  
Chi-square = 0.604

In terms of gender main sporting activity is mentioned by girls aerobics (53%), while the main sporting activity mentioned by boys is football (52%).

Basketball is a sporting activity mentioned equally by boys (26%) and the girls (25%).



5. What are the possibilities (time, money, facilities), as physical activity to be regular in your life?

6. What is your interest as your physical activity be all the time/regular?

Table 5. Possibilities of time and materials

	Total		Masculine		Feminine	
	Cases	%	Cases	%	Cases	%
Good possibilities	18	32.7	8	34.8	10	31.3
Considerable opportunities	18	32.7	7	30.4	11	34.4
Weak possibilities	19	34.5	8	34.8	11	34.4
<b>Total</b>	<b>55</b>	<b>100</b>	<b>23</b>	<b>100</b>	<b>32</b>	<b>100</b>
<b>Test</b>	<i>Chi-square</i>		<i>Chi-square=0.944</i>			

Table 6. Possibilities and interest in practicing regular physical activity

	Good possibilities		Considerable opportunities		Weak possibilities	
	Cases	%	Cases	%	Cases	%
Very interested	12	66.7	1	5.6	6	31.6
Slightly interested	1	5.5	0	0.0	0	0.0
I'm not interested	5	27.8	17	94.4	13	68.4
<b>Total</b>	<b>18</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>19</b>	<b>100</b>
<b>Test</b>	<i>Chi-square</i>		<i>Chi-square = 0.001</i>			

There is a strong link between the possibilities of time, money and facilities and interest in physical activity to be regular in their lives (Chi-square = 0.001), as 67% of those with good possibilities are very interested, while for those with fewer opportunities, the figure is only 32%.

### Discussion

According to Sabau et al. (2015) study, more than half a young people do recreation, sport or leisure-time physical activities, in work, home, or workout. The amount of their physical activity fulfills WHO's recommendations for a good health.

Genti & Markola (2011) said that the most frequent reason that the students engage in PA and sport is to improve their general health, physical fitness, to relax, have fun and pleasure. That means that the PA perception is quite good but in the other side lack of free time and the lack of sport facilities are the main factors that they are not enough engaged with PA and sports.

The students' needs can differ along the training process, and that is the reason for which these should be known from the beginning and positively modified, as well as rewarded. Lack of awareness regarding motion leads to educational gaps and unhealthy habits, manifested through

omitting order in the approach of motion (Lupu, 2010).

### Conclusions

Most of the subjects use to practise well known and accessible physical activities.

Almost the same percentage of subjects have available time and material possibilities reported to the three levels of the study.

More than 50% of young people get to workout one or two times a week, and they practiced sports games and aerobic gymnastics. The subjects with good possibilities are very interested in practicing regular physical activities. In opposite side the subjects with weak possibilities are not interested in this matter. But the greatest percentage of subjects has considerable opportunities, but they are less interested in practicing sports.

### Aknowledgments

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