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PRELIMINARY NOTES ON THE MODELING OF PHYSICAL CONDITION THROUGH DYNAMIC GAMES AT THE LEVEL OF PRIMARY CYCLE STUDENTS

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Abstract:

Problem statement. The physical education and sports lesson must be understood as a „permanently modifiable” didactic activity, which requires the teacher to make permanent adaptations and readjustments depending on the reaction of the students to the content and learning activities, proposed and carried out by reconsidering the operational objectives, by completing the types of activities of learning, by abandoning certain learning tools and introducing others, by structuring or expanding a system of lessons assigned to a learning unit. Also, the sports competitions within the physical education classes contribute to the formation of the spirit of fairness, respect for the partner, the feeling of friendship, the cooperative spirit, etc. Practicing physical exercises leads to the formation of traits, such as: the spirit of initiative, ambition, the desire to overcome oneself, determination, the spirit of self-sacrifice, etc. I approached this topic with the idea that the current, modern teacher wants to instill in his students the pleasure of working, putting in physical effort, developing creativity and creating habits and motivations to be healthy.

The purpose of this work is to highlight the importance of applying some games and physical exercise programs, selected and structured in the physical education lesson at the primary school level, as well as the development of motivation, courage, initiative, perseverance, discipline, competitive spirit, all these leading to the modeling of the physical condition, to the increase of the child's self-esteem and to a thinking oriented towards progress.

Conclusions. The attractiveness of the physical exercise programs, selected and structured in the physical education lesson, will instill in children the pleasure of participating in the classes.

Keywords: physical condition, dynamic games, primary education students.

Introduction

Sport for children is elementary, because it helps them to develop, to be balanced, strong and healthy.

However, sport is equally beneficial for the psyche and can help the child's emotional development, which is extremely important, especially during this sensitive period of personality formation. Through movement games, children train their memory, imagination, vision, etc., all of which are imperative in the development of skill, agility, by observing the specific rules of sports competitions. There are several categories of games depending on the main physical ability: jumping, throwing and catching, climbing-descending, balance or running. These develop the child's motor skills and give him the chance to develop his autonomy and explore his inner feelings. Co-operation with colleagues is an important aspect in such activities, as is taking responsibility in a group. (<https://www.omfal.ro/blog/jocuri-de-miscare-pentru-copii-si-activitati-fizice.html>)

The harmonious physical development of children through sports reduces the risk of obesity, takes care of the health of the heart, helps to optimally develop muscles, ligaments, tendons and the bone system, improves coordination, balance and body posture. It also educates the body to relax after exertion, thus helping to avoid complications related to muscle tension, develops team spirit, leadership skills and fair play (<https://www.bestkids.ro/blog/sporturi-pentru-copii-cum-alegem-unul-in-functie-de-varsta-si-temperamentul-celui-mic/>).

Sport, as an agonistic activity, imposed the term in other fields as well, in technique or social activities, passing from the sphere of motor skills to that of the intellect or art.

In the activity of physical education and sports, performance can be seen on the one hand as a result, record success, etc., and on the other hand, aspects such as cognitive performance, motor performance, sports performance, etc. can be encountered. In this context, sports performance is the evaluated product of a motor activity. Another aspect that characterizes the competition consists in the fact that it is sometimes at the opposite pole of cooperation, and the rewards are limited and attributed to the athletes who achieve the best performances and who are considered the winners; in the case of cooperation between participants, all are equal opposite the rewards (Ene-Voiculescu, 2023).

Modeling the physical condition of children

The game method is widely used in physical education lessons in educational institutions at the primary level. The game is a method of expressing emotions and knowing the world around, therefore at this age stage, the game becomes a test of personality. The implementation of the game and competition method in physical education lessons is particularly important, because initially involving them in this activity increases the attractiveness of the lessons, but also improves

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the level of motor training and improves the body's health indicators. Thus, by combining the game method with the competitive method, the real reason for the competition is satisfied. (Delipovici, 2019)

Physical activity in children's development

Physical activity has a particularly important role in children's development. The organism will shape itself adaptively, managing to improve its performance, regeneration, metabolism, exchange of gaseous substances, maximizing its potential with which it is endowed since birth, and which must be trained to reach the ideal physical condition. Sports activity carried out from an early age will act in a beneficial way for the body in the period of qualitative and quantitative development, in the sense of behavioral, physical, mental directions, from the point of view of habits and lifestyle.

Socio-behavioral advantages

Regarding behavior, the child is trained first by the parents in the family, then by the activities undertaken at school, by each individual teacher, in an intellectual framework. The physical activity carried out at the beginning, in an organized environment, will teach him social interaction in an indirect way, culminating in making it easier to form friendships that he may otherwise find difficult to achieve. Practicing a sport or a regular physical activity succeeds in triggering a cascade of integrative psychosomatic manifestations in the human body, with a favorable impact on behavior in society. In the case of team sports: football, volleyball, rugby, handball, children learn and come to understand the importance of solidarity, teamwork, verbal and non-verbal communication in relation to others, quick thinking, speed of reaction, peripheral vision, respect as an interpersonal value, self-giving, the principle of cooperation, things that form the correct foundations of a strong character in relation to oneself and society.

Conducting criteria in sports activity

When educating a child, in his development through sports activities, the physical education teacher contributes to the deeper perception and storage of the elements taught through: visual guidance, which refers to the creation of spaces where the child can view certain aspects related to notions, rules, advantages and disadvantages of a certain type of sports activity through video demonstrations, schemes. Verbal guidance intervenes when the teacher accesses the child's attention and understanding by repeating whenever necessary, bearing in mind that some children develop different comprehension capacities from case to case, therefore this guidance must be individualized. Manual guidance is achieved through guiding movements or various elements used according to the type of sport involved in the learning process.

Effects on the body

Along with physical effort, the body modifies its structure by resorting to the adaptive character to respond to the requirements imposed by the stressful factor, in this case being physical activity. The child in the growth period will sequentially acquire certain favorable impulses, taken during physical activity by the body in the sense of increasing the development capacity of the myocardial structures through stimulating action, culminating in a better systemic blood pumping, and therefore with a better tissue extraction of blood oxygen. Cardiorespiratory function is improved by increasing maximal oxygen consumption, decreasing cardiac oxygen consumption at submaximal intensities. At the level of the respiratory system, the alveolar-capillary interface will be more responsive to gas exchange with the increase in cardiac output together with the increase in pulmonary ventilation secondary to physical exertion. Through pulmonary inspiratory-expiratory exercise, the lung capacities increase along with the rib cage which enlarges as the physical activity is maintained often enough. The incidence of respiratory diseases, so high during childhood, will decrease significantly.

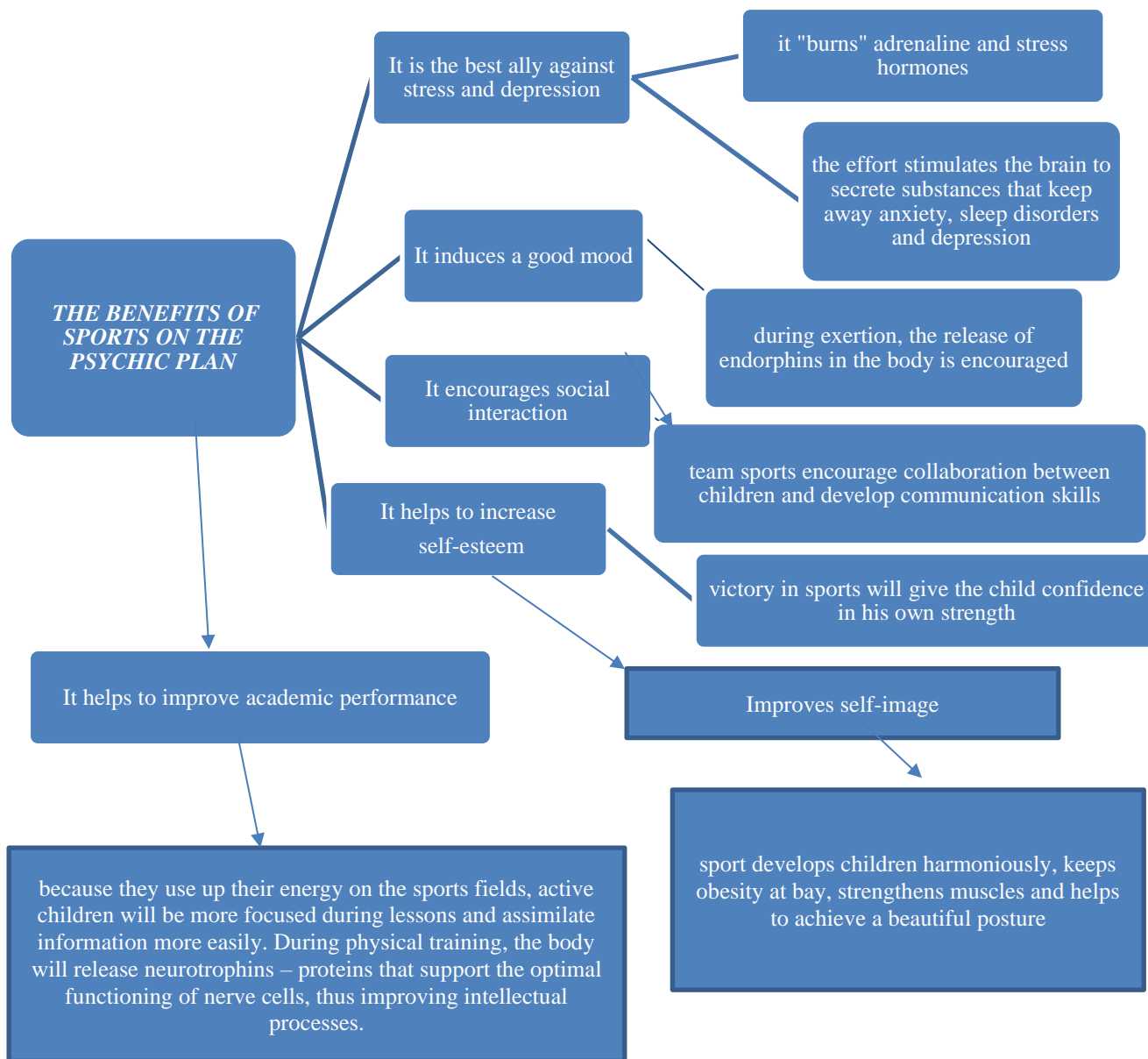
The musculature involved in physical effort develops greater resistance through the force constantly trained through the regularity of performing physical exercises. Through the process of muscle contraction, the muscle fibers hypertrophy, generating resistance, following their training, either through isotonic exercises, when the muscle fibers contract and shorten simultaneously, or through isometric exercises, when the muscles perform the contraction but do not shorten, developing in this sense static force. Engaging the child in a sporting activity, if it is carried out constantly, in an appropriate setting, within the limits supported by the body in a general way, will act as a protective factor against the main diseases that are caused by sedentarism: cardiovascular diseases, diabetes, obesity, different types of joint pathologies (<https://www.revistagalenus.ro/practica-medicala/rolul-sportului-dezvoltarea-copiilor/>).

The benefits of physical movement for children

Even if a child's stress level is not as high as that experienced by an adult, fun games and movement help him to remove the tension collected in his body when he has to deal with static activities (eg: doing homework). Naturally having a lot of energy, it is important that it is channeled towards positive goals and consumed in an educational game. Moreover, the fact that he gets to externalize his inner psychic life through such games, the child will experience a sense of fulfillment of his own desires, which will help him to have a restful sleep and have a better performance in regarding school or school activities. It is very important that the child's initial egocentrism is overcome by participating in team activities in which to develop his social skills. Regardless of the type of movement game he is participating in, the child will have to collaborate with other team members to achieve their common goal: winning the game. Moreover, games and team sports strengthen personality traits such as respect for others or honesty and balance the level of competitiveness felt. At the same time, the child will be able to strengthen his autonomy by showing his own emotions and feelings with the other participants in the game and, at the same time, he will be able to strengthen his sense of observation by taking their emotions into account.

In addition to the psychological benefits that movement games offer for children, there are of course also physical benefits such as: strengthening the cardiovascular system, improving immunity, strengthening the bone system, balancing the endocrine system and improving posture. The discipline he must follow in these games will also have a positive effect

on his body, participating in a harmonious physical development that will help him in the future.
<https://www.omfal.ro/blog/jocuri-de-miscare-pentru-copii-si-activitati-fizice.html>



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Through movement games (competition games, with rules), children learn to deal with potential difficult situations and relationships that could arise in everyday life. A main effect produced by participating in dynamic type games is that of increasing the spirit of authority, of mastery, over a system of interrelationships and situations. The meaning of authority dominates the psychoanalytic theory of play, first suggested by Freud in 1908, 1926, later deepened by Ana Freud 1936 and Erikson 1963.

Erikson proposes the theory that "the child's play would be the infantile form of the human capacity to create model situations and to master, dominate reality, through planning and experiment".

The success or failure of the children, in the outcome of the movement games, becomes a reason for emotional accommodation, strengthening and acceptance of the respective situation, with a correspondent in real life; these situations mature and "protect" them, although children forget quickly and are ready for new commitments, these experiences add to and strengthen the developing personality of the little man. "Combining the pleasant with the useful and due to its active character, the game of movement facilitates the action of forming the human personality" (Mocan, 1996).

Choice of movement game

In order to achieve the objectives established in the activity of physical education and sports, it is necessary to pay special attention to the choice of the movement game. For this purpose, it will be ensured that the chosen movement game meets the following requirements:

- ✓ to ensure a thorough multilateral, physical and moral-volitional training;
- ✓ to take into account the age of the participants, gender, level of development, physical training;
- ✓ to take into account the wishes of the participants in the game;
- ✓ to be attractive, to arouse the interest of the participants;
- ✓ to take place in a framework and conditions as hygienic as possible; ³/₄ to take place in an educational environment;
- ✓ to avoid injury to the participants, damage to the optimal state of health;
- ✓ to be in accordance with the possibilities of the participants;
- ✓ to take into account the number of those willing to participate in the game;
- ✓ to take place in favorable atmospheric conditions, if the games are scheduled outdoors;
- ✓ to take into account the material conditions, the inventory of sports objects and equipment, which allow the proper organization and conduct of the games.

Formation of teams for the development of movement games

In situations where movement games call for the formation of participants in teams, this option must be carried out taking into account the following:

- ✓ the teams should be numerically equal;
- ✓ the teams should be as homogeneous as possible, equal in strength, regarding the bio-motor value and the baggage of motor skills and technical-tactical knowledge of the participants;
- ✓ if the conditions allow, to form as many teams as possible, in order to engage as many participants as possible in these games;
- ✓ in the games with crawling and jumping exercises, the formation of the teams will be done in such a way that the number of short or tall ones is as equal as possible;
- ✓ to promote the educational values of group games, it is recommended that the teams be made up of 7-8 competitors (of course, considering the specifics of the games practiced);
- ✓ in the situation where one more participant is needed when forming the teams, in order to ensure an equal number of players in each team, the manager appoints a competitor to perform the respective action twice (to run, throw, etc.).

Compliance with these requirements ensures a good organization of the collective, the optimal participation of the competitors in the game, avoiding the appearance of dissatisfaction among the players.

For the formation of the teams participating in the movement games, depending on their nature, one of the following methods can be used:

- a. The leader of the game, knowing the value of the players, distributes them himself to the most balanced teams, nominating the composition of each team;
- b. Through verification samples.
- c. By being chosen by the team captains, who are nominated by the teacher, teacher, or leader. They, in turn, choose one player to be part of their team.
- d. By counting on the spot or on the move. The participants in the game count in twos, threes or fours depending on the number of teams that will be present in the game. Those who have the same number become members of the same team.

Methodical instructions regarding movement games

- ✓ In order to ensure an increased efficiency of movement games, the teacher will have to take into account the following methodological and pedagogical requirements:
- ✓ the choice of the game must be based on the age and gender of the participants, on the somatofunctional and psychological characteristics of the students, on their level of training and development;
- ✓ the rules of the game must be understood and remembered by all participants in the movement game;
- ✓ to take into account the material and climatic conditions in which it takes place;
- ✓ the teams should be of similar or equal values in terms of number of participants;
- ✓ in situations where the movement game calls for the existence of several referees, they will be nominated by the leader from among the students exempted from physical education class, or other participants in these activities and who do not participate in the respective movement game;
- ✓ constantly stimulating the competitive spirit in the competition between partners or between the groups in play;
- ✓ following the development of sportsmanship, fair play. (Prodea, 2010)

In conclusion, the sports competitions within physical education classes contribute to the formation of the spirit of equity, respect towards the partner, the feeling of friendship, the spirit of cooperation and last but not least the development of the spirit of fair play.



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