

## THE NEED FOR PRACTICING MOTION GAMES FOR PRIMARY SCHOOL PUPILS IN EXTRACURRICULAR ACTIVITIES

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**Abstract.** Generally, extracurricular activities have the broadest interdisciplinary character, provides the most effective ways of pupils' character since primary school, because they are the most appreciated and more accessible education factors of their souls. Extra-curricular activities generate interest, produce joy, and facilitate the accumulation of knowledge, even if they require extra effort. Through the motion games organized in extracurricular activities, pupils develop their practical, operational, diligence spirit, enabling them to assert themselves according to their nature. Extracurricular and leisure activities have a direct impact on school and family behaviour, but also on children socializing. Thus, a close collaboration is required between school, family, specialized institutions for leisure activities, as well as the opening of schools to non-governmental associations and other specialized persons who can act from the outside through focused efforts.

**Keywords:** motion games, extracurricular activities, game rules.

Physical exercise is the main specific means; it is the systematically and consciously repeated motor act in order to achieve the objectives of psycho-motor and physical education. Physical exercise originates in the general motor act of man (in motion) made for the maintenance of the relationships with the environment [1,3].

The benefits of practicing motion games are multiple [7,8]:

- ensure the normal growth and development of children;
- contribute to the development of the children skeleton and their muscular system;
- improve food assimilation and intensifies metabolism;
- favourably influence the activity of all internal organs, especially the lungs and the heart, as the breathing becomes wider, the more stable breathing rate, but the respiratory rate decreases per minute;
- develop the cardiovascular system;
- improve a number of children motor habits, necessary in life such as: walking, running, jumping, balancing, climbing, throwing and catching;
- form a correct body posture in all positions (sitting, standing, walking, etc.);
- contribute to the formation of positive qualities of will and character;
- can prevent the occurrence and manifestation of negative traits such as: feeling of isolation, irritability, selfishness, jealousy, obstinacy etc.;
- develop the pupils' socialization through group activities.

Practicing motion games by primary school pupils in extracurricular activities should be accessible to their age and their application to be as attractive as possible to enable them to generate good mood, disconnect, relaxation, and thereby stimulate their imagination and creativity [9,10].

In primary school pupils, especially boys, exercise is intended for general physical development, primarily aimed at acting on the elasticity and muscle strength of the arms, legs, back and abdomen. If we refer to girls an important aspect for these is the increase of mobility at the joints of the shoulders, spine, hips, legs.

Thus, it is important to focus on increasing the muscular tone in the spine and the legs through collective exercises to prevent and combat deficient attitudes in the chest, shoulder girdle, abdomen and lower limbs.

According to the literature, the practice of motion games influences favourably the activity of all the apparatuses and systems of the body contributing to the formation and improvement of the coordinated movements, the orientation in space and time, the development of the motor qualities and the formation of the child's skill to act organized, disciplined [1, 4,5].

The issue of our research is the need to stimulate the movement of primary school pupils in extracurricular activities. Thus, we intend to analyse how practicing physical exercises can influence the behaviour, imagination and creativity of primary school pupils in extracurricular activities.

**General objective:** reflecting the influence of

motion games on the behaviour, imagination and creativity of primary school pupils, as well as establishing the need to practice them in extracurricular activities.

Starting from the general objective, it was identified **the specific research objectives** as follows:

- the influence of motion games on the behaviour, imagination and creativity of primary school pupils;
- the influence of motion games on the formative nature of learning in pupils in the primary cycle;
- the need to practice motion games in extracurricular activities (use of motion games that make these activities more exciting, more relaxing and attractive, more by means of motion games, mostly through motion games the motor and psychological development of pupils are made, the bases of the conduct are implemented in the collective and contributing to the formation of nature traits).

**General hypothesis:** the use of motion games in extracurricular activities will contribute to the qualitative modelling of primary school pupils' behaviour as well as to the development of their imagination and creativity through sustained practice and assisted by the specialized teacher.

**Specific hypotheses:**

- a) Systematically practicing motion games in extracurricular activities will contribute to a significant improvement in their behaviour, socialization, imagination and creativity, compared to the situation of their non-systematic use;
- b) The use of motion games in extracurricular activities will enhance basic motor skills and abilities such as walking, running, throwing, catching, jumping, as well as the useful ones: climbing, balancing, dragging, traction, pushing, transporting, escalating. Motion games will also develop motor skills - speed, force, skill, resistance and implicitly, rhythm and coordination in the conditions of a positive emotional state, in a climate of joy and optimism [6,11].
- c) The practice of motion games in extracurricular activities is necessary for the harmonious development of pupils.

**The researched team:**

Our research has monitored two independent groups of the third grade pupils in Gymnasium School No. 1 Pecineaga, Constanta district, Romania:

1. experimental group - 23 pupils of which 11 girls and 12 boys;
2. control group - 23 pupils of which 10 girls and 13 boys.

For both groups, pupils were selected to meet the same requirements:

- a. to be in the same class;
- b. to have a teacher who uses motion games in extracurricular activities;
- c. to come from the same social environment;
- d. have the same chronological age.

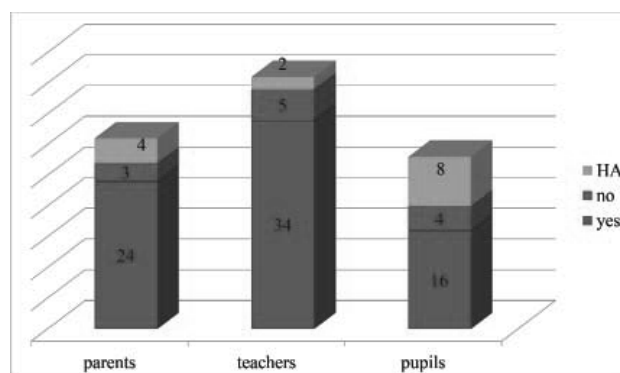
**Methodology of research:**

- reference literature analysis;
- observation;
- the experiment;
- the method of the conversation;
- sociological survey;
- mathematical processing of statistical data and their graphic presentation.

**The interpretation of data and information gathered during the research.**

In Table 1 we present the content of the sociological survey applied to the categories of respondents regarding the research issue.

As regards the answers to the question "Do you consider important motion games for socialization of primary school pupils?", we can see that most respondents gave affirmative answers in a percentage of 74%, negative in a percentage of 12%, while 14 % of respondents found it difficult to answer this question. Graphic reflection of responses can be seen in Figure 1.



**Fig. 1 Graphic reflection of responses on the importance of motion games for the pupils' socialization from primary school**

Table 1

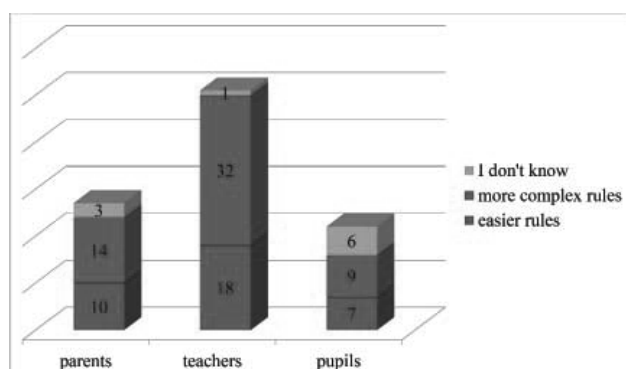
*Sociological survey applied to parents, teachers from primary cycle and pupils*

Nr. crt	Questions	Multi-choice	Registered values (%)
1.	Do you consider important motion games for pupils' socialization from primary school?	Yes No Hard to answer	74 12 14
2.	Do You know what rules are required in motion games for primary school pupils?	More simple rules More complex rules Do not know	35 55 10
3.	Do you think motion games can contribute to the development of socialization and implicitly of pupils' behaviour?	Yes No Hard to answer	63 21 16
4.	Do you think that motion games play an important role in developing the imagination and creativity of primary school pupils?	Definitely Yes Do not know	57 26 17
5.	Can you mention whether the application of sea motion games in extracurricular activities and an educational program in summer camps for children can have a significant impact on the development of primary school pupils?	Yes Non-significant Hard to answer	71 11 18
6.	Do you mention whether the success of the game depends on the teacher who applies them in extracurricular activities through a program developed for this purpose?	Definitely Yes Do not know	59 24 17
7.	Do you know which the benefits of sand games are?	Yes No Hard to answer	47 33 20
8.	Can you mention which of the benefits of using motion games have a significant share in developing the imagination, creativity and socialization of primary school pupils?	<ul style="list-style-type: none"> <li>Forming some good oral communication skills;</li> <li>capturing attention and preparing the body for effort;</li> <li>Subordinate movement to certain rules and conditions that are always changing, challenging and generating creative ideas;</li> <li>developing motor skills and enhancing motor skills;</li> <li>disconnection, relaxation and tranquillity of the body,</li> <li>all together</li> </ul>	14 16 18 12 11 29

Through well-organized and managed motion games, pupils' socialization and their role in the process of their development can be developed by knowing and observing simple or complex game rules, which also ensures the degree of cohesion of the group, arrangement and stability within it. On this basis, it is facilitated the harmonization and coordination of the group's cohesion elements, the

efficient functioning of the group during games, the social integration that makes the membership and the participation not imposed in the game, respectively a set of common rules, rules, values and attitudes of the group, once internalized and then externalized by students into explicit behaviours, strengthens and generates group solidarity, including the development of socialization.

Regarding the answers to the question, “Do you know what rules are required in motion games for primary school pupils?”, We can see that most respondents stated that more complex rules (55%) apply to the games of primary school students. Rules of motion must be accessible to the age group to which they are addressed. In the small group, motion games have simple rules, with large groups and primary classes having more complex rules, data graphically reflected in



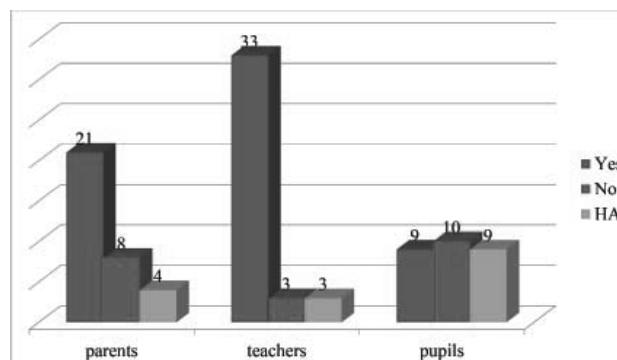
**Figure 2. Graphical reflection of responses regarding the application of motion game rules**

Regarding the question “Do you think that games of movement can contribute to the development of socialization and, implicitly, of students behaviour?”, 63% of the respondents gave affirmative answers, mentioning that in games of play the students change their behaviour and their sociology is constantly changing, beneficial to their individual personality. Negative responses were provided by 21% of respondents, and 16% were difficult to answer (Figure 3). Furthermore, we can say that movement games, through certain rules, develop pupils’ disciplined behaviour; for example, they learn actions that are allowed or not to do during the game according to the established rules, that they have to listen to the game manager, etc.

Thus, the rule of game is one of the means by which pupils get controlled and corrected their behaviour.

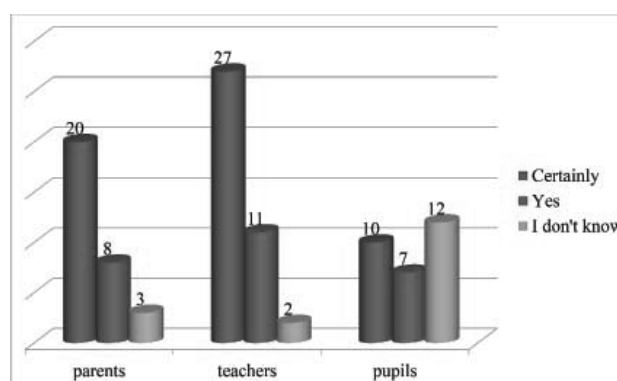
At the same time, observing the rules of motion game helps to develop courage, self-control, perseverance, and thought. Motion games also develop pupils’ attention, as they have to follow both their activity and the other students. The student’s personal success often depends on a

decision or a prompt reaction, a word spoken in time, about the execution of a movement, the ob-



**Figure 3. Graphical reflection of responses on socializing and behavioural change through motion games**

Regarding the answers given by the respondents of the applied sociological questionnaire to the question “Do you think that the games of movement have an important role in developing the imagination and creativity of primary school pupils?”, They affirmed with certainty that the games of play give the pupil the possibility to accumulate new ideas, develops his thinking, imagination and creativity (83%), while 17% do not know this problem, which makes him unable to answer (Figure 4).

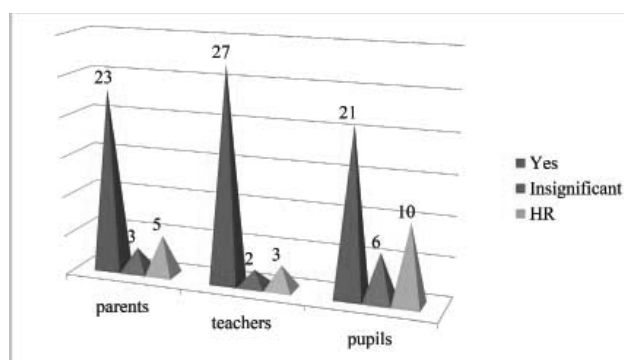


**Figure 4. Graphical reflection of responses on the role of motion games to develop imagination**

Regarding the answers to the question “Can you mention whether the implementation of sea-games in extracurricular activities and an educational program in summer camps for children can have a significant impact on the development of primary school pupils?” we can see from Fig-

ure 5 and Table 1 that 71% of the respondents gave affirmative answers, 11% insignificant, and 18% do not know this issue.

In this context, we can mention that extra-curricular activities organized with pupils from the primary school at sea allow them to work in depth and in a delicate manner (including through games on the sand) the fears, anxieties as the case may be. Through movement and didactic games, students release their intense emotions that interfere with their everyday life.



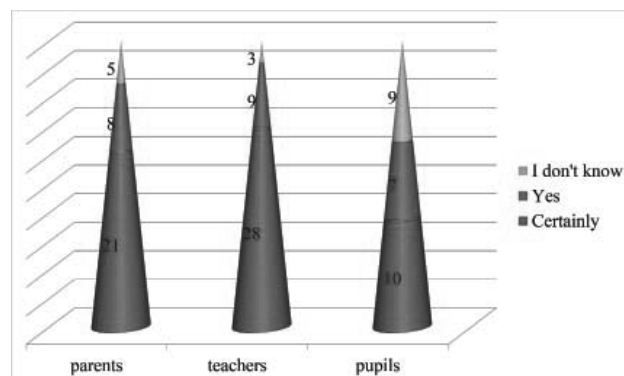
**Figure 5. Graphical reflection of responses regarding the application of sea-motion games in extracurricular activities**

According to the literature, motion and teaching games on sand can have the following benefits for pupils [1,7,9]:

- have a unique kinetic quality;
- create a concrete space for pupils in accordance with their distinct elements and applied rules;
- naturally establish boundaries and limits that create a safe state for students;
- can facilitate a unique state for the emergence of therapeutic metaphors, if there are certain fears in pupils;
- are effective in overcoming student resistance;
- facilitates a necessary and effective communication environment for students with insufficient or blocked communication skills;
- allows waiver of verbalization as defence;
- create a place for experimentation of the students;
- may be considered alternative transfer objects.

Regarding the question “Do you mention whether the success of the game depends on the teacher who applies them in extracurricular activities through a program developed for this

purpose?” respondents gave affirmative answers in over 80% and 17% negative (Figure 6).



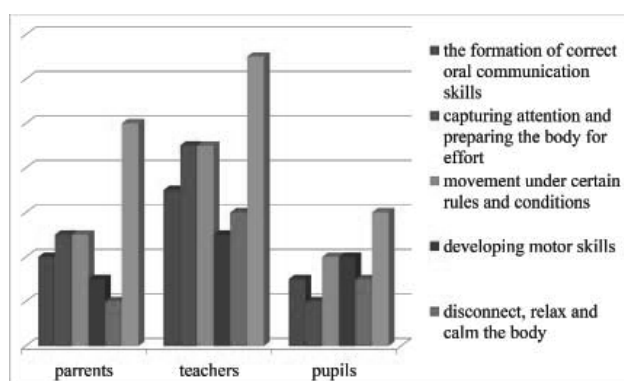
**Figure 6. Graphical reflection of responses to the success of the game by directing it by the teacher who applies them in extracurricular activities**

The success of motion games often depends on the teacher's skill in arranging the field and organizing the players, in our case the students. In this way, the teacher will watch the indoor and outdoor games, outside, at the sea where students have enough space and can do more exciting, funnier, more attractive and relaxing activities. The playground for motion games with the according rules must be properly arranged: clean, without pits, as students, concentrating on the role they play, they may be injured. To involve as many students into the game, the teacher will clearly and correctly explain the rules of the game, stimulating their interest and desire to participate in the

Directing the game will be done systematically, but at the same time with delicacy and tact, without brutal interventions. Thus, knowing the pupils' individual and age peculiarities, the teacher will carefully limit the intensity and participation of the pupils, giving special care to the most shy, fearful or unstable. Also, the role of the teacher in motion games is also identified by the fact that, at the same time, he will take into account that it is gradually important to train students to learn how to organize and run their own games without the need for his participation or direct intervention.

Regarding the question “Can you say which of the benefits of using gaming have a significant share in developing the imagination, creativity and socialization of primary school pupils?”, The

categories of respondents in 14% mentioned that the formation of correct communication skills oral; 16% considered that, in fact, capturing attention and preparing the body for effort can have a significant share in increasing the students' imagination, creativity and socialization; 18% believe that the movement is subordinate to certain rules and conditions that are always changing, stimulating and generating creative ideas; 12% consider developing motor skills and strengthening motor skills; 11% think that the disconnection, relaxation and tranquillity of the body, and 29% all together have a significant impact on the development of students' imagination, creativity and socialization - Figure 7.



**Figure 7. Graphical reflection of the responses regarding the benefits of using motion games and their share in developing pupils' imagination, creativity and socialization in the primary cycle**

Within the experiment conducted to determine the influence of motion games on the development of pupils' socialization, creativity and imagination as well as the formative nature of learning, we applied experimental tests, monitoring work tasks (items) set out to be met by students in the two classes and which allowed us to determine the degree of acquiring knowledge by the pupils or the level of development of capacities, based on rigorous measurements and appreciations, regarding the movement games for various sports samples. We also set items and for the students' activities realized through games on/ with sand at the sea. In building the pupils' schooling items, we have complied with the following conditions: number of items (small); corresponding items, as level of difficulty, pupils' level; items that meet the requirements of the

curriculum; items that target students' ability to apply content in a different context; determining how to quantify and evaluate the results.

At the same time, the systematic actions of the motion games in the experimental group were monitored for a period of 6 weeks (during the summer vacation of the pupils), compared to the control group that did not systematically perform games in the extracurricular activity activities. Starting from these data, the influence of the motion games, inclusive and didactic, in the post-test phase, on the development of students' socialization, creativity and imagination could be measured. In order to verify the assumptions the T Test was used as a statistical procedure for the Independent Samples. The average of the scores obtained by the subjects of the experimental group was compared with the mean scores obtained by the control group subjects after the intervention period. After a period of accumulation, the subjects in each of the two classes needed to make progress on the lessons learned about the applied sports games. Thus, it was applied the T Test for the paired samples to see if there were any significant differences between the averages obtained in the conducted sports tests. Following the test, there were significant differences between the test and the retest at all four sporting events (volleyball, handball, football and athletics) as well as sand games (monitoring the creativity and imagination capacities achieved by the concrete work done ( $p < 0.05$ ) and also significant differences in both samples by subjects of both groups ( $p < 0.05$ ) ( $< 0.0001$ ). Significant differences between the two groups, obtained from the same samples, were significant in the experimental group, basically confirming the two hypotheses of the research that planned to achieve significantly better results by subjects who practiced intensive games in extracurricular activities and sea during summer camps) compared to those who have not used this method systematically.

**Concluding**, we can say that the practice of motion games in primary school pupils within extracurricular activities is necessary because:

- can train and improve students' motor skills specific to various sports branches;
- develop their basic motor skills: speed, force, skilfulness, strength;
- can develop students' attention, imagination

- and creativity;
- contribute to the development of student socialization;
- by their characteristics, motion games correspond to the highest degree of students' psychic peculiarities, offering them great satisfaction;
- if used in extracurricular activities, learning, consolidation, training, motion games can be a theme of activity, but can also be a means of doing the work.

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