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The influence of physical and mental training through judo activity in arad school students

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Abstract

If intellectual education serves as the foundation and central focus for shaping one's personality, aiming to cultivate rationality, moral education is centered on fostering moral conscience and ethical behavior within society. Religious education seeks to instill a religious culture and spiritual awareness, while aesthetic education concentrates on nurturing an appreciation for beauty. Technological and vocational education facilitates adaptation to a dynamic society, and physical education plays a fundamental role in fostering holistic development by achieving a balance between the physical and mental aspects of an individual.

Physical activities are regarded as vital components of everyday life, representing a comprehensive process of optimizing, evolving, and expressing the human essence.

Keywords:

Introduction

Judo is a sport suitable for individuals of all ages. Children are able to swiftly and effectively learn technical procedures; however, they may struggle to differentiate between similar technical processes and often overlook execution details, retaining only a general understanding of movement forms (Alexe, N., 1999).

Some medical professionals recommend practicing judo exercises during convalescence to instill self-confidence in many sick individuals (Zlate, M., 1999; Weineck, J., 1992).

From an emotional perspective, children of school age gradually develop greater stability and balance. Their actions begin to transition from pleasurable activities to those of necessity, leading to a shift in activity motivation (Ungureanu, A., 2003; Uțiu, I., Almășan, D., 1993).

During school age, play holds a fundamental role and occupies a significant space in a child's concerns. Consequently, it is imperative for teachers to ensure its consistent integration as a crucial component of physical education in schools (Gagea, 2010). The content of play should be directed towards fostering and expanding group relationships, nurturing various qualities, instilling moral behavior skills and habits, as well as broadening students' range of motives and needs (Epuran, M., 1990; 1996; 2005). It is essential to establish group rules that will later serve as primary objectives for selecting motor games, while simultaneously setting performance requirements. Additionally, apart from their role in fostering comprehensive development, selected sports exercises should also contribute to the enhancement of analytical perception, deliberate focus of observation and attention, and the development of motor memory (Hanta, I., 2000; Simion, Gh., Stănculescu, G., Mihăilă, I., 2011).

At this age, self-control, discipline, and willpower may be underdeveloped, and a lack of effort might be prevalent. However, with the implementation of stricter rules and higher demands, activities such as long runs and formation exercises can aid in their development (Dragnea, 2006). Judo training constitutes a pedagogical process aimed at learning and improvement through the specific means of this sport. Its organization should adhere to hygiene and sanitary norms, and regular medical evaluations are essential (Bompa, T., 2001; 2006).

The training process aims to enhance specific motor qualities to a higher degree while also refining technical, tactical, and psychological skills (Bota, 2007). To effectively conduct training sessions, a rational utilization of various methods is necessary, tailored to the specific team and working conditions at hand (Bugle, 2003).

Material and methods

The research took into consideration the protocol established between FRJ (Romanian Judo Federation) and the Association of Romanian Communes in Arad County, which initiated a national program for the promotion of judo in rural areas. This program received significant support from local rural communities, who responded positively to the initiative and ensured suitable conditions for the implementation and effective commencement of extensive judo practice among children aged 8-12 years within their communities.

Primary school students from various Secondary Schools across the Arad communes participated in interviews conducted as part of our research efforts. These schools were located throughout the entire Arad county, encompassing a total of 239 primary school students.

The questionnaire comprised the following inquiries:

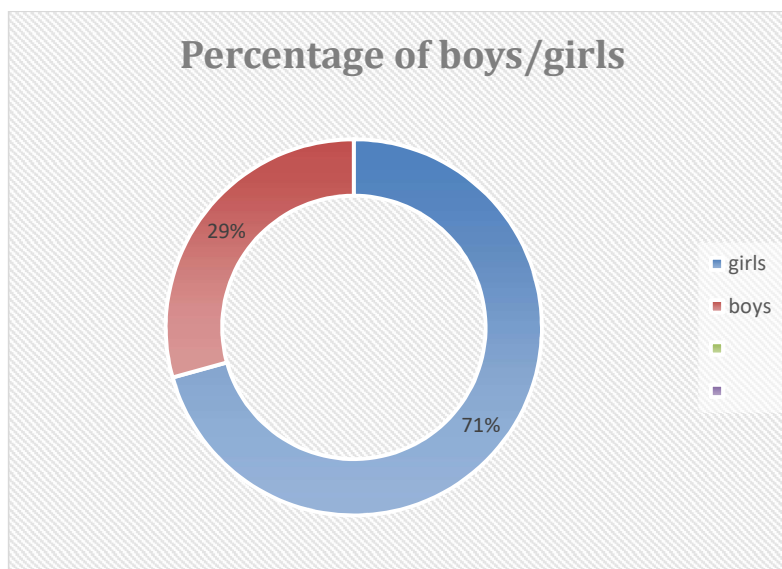
1. What is the level of interest in practicing judo within your community?
2. How many individuals express a desire to engage in sports, particularly judo?
3. How many children have previously attempted participating in sports activities?
4. Which sport do you believe holds greater significance in fostering the development of various skills among students?
5. What aspects of children do you think are enhanced through participation in sports, particularly judo?
6. What are your views on the role of discipline in sports?
7. How many different styles or types of judo are you familiar with?
8. Would your parents support your decision to pursue judo training?
9. Is there a designated judo facility available in your community?
10. Does your community have access to a gymnasium?

Results and interpretation of questions

From primary schools across the entire Arad county, there were a total of 239 students, consisting of 169 boys and 70 girls.

Fig. 1

Graphical representation of the ratio between boys and girls in the study group.

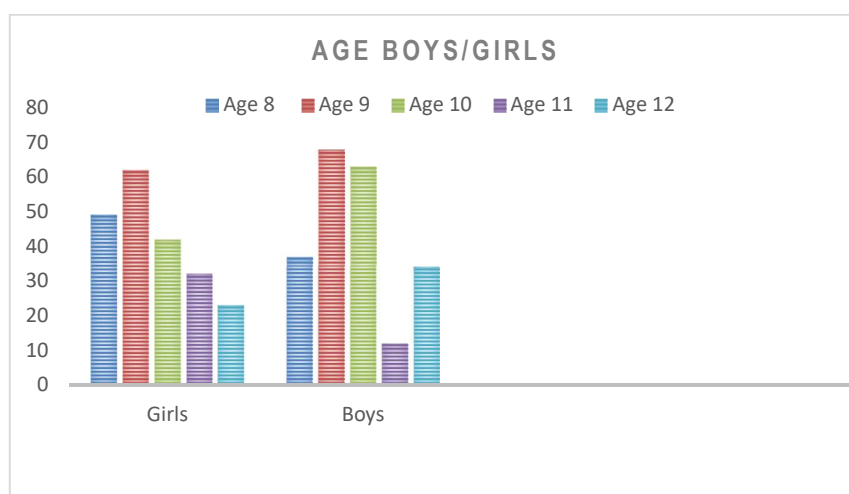


In schools, girls make up the majority, accounting for 71% of students, while boys represent 29%.

Across primary schools in the entire Arad county, there were a total of 239 children aged between 8 and 12 years.

Fig. 2

Graphical representation of the ratio between boys and girls in the age category of the study group.

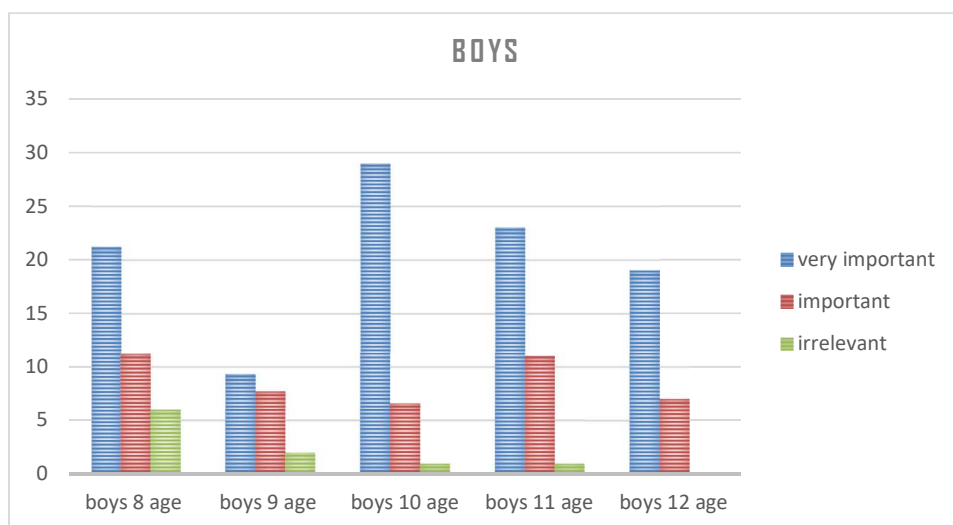


In schools, boys constitute 53.19% of students. On the other hand, boys make up 46.81% of students.

Regarding the attitudes towards sports among boys, analysis of responses reveals that 65.5% consider practicing a sport to be very important, while 25.5% find it quite important, and 9% do not consider it important to practice a sport.

Fig. 3

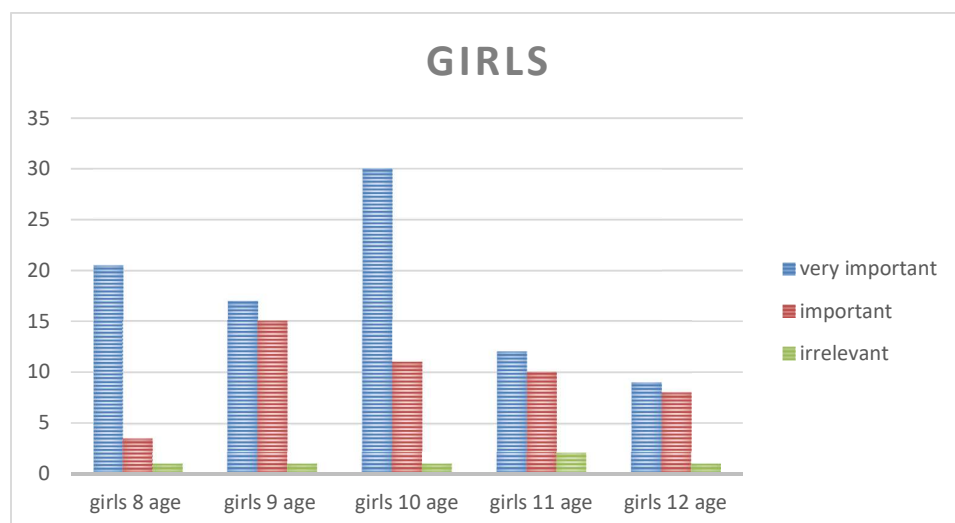
Graphical representation of the answer -boys- questionnaire regarding the relevance of practicing a sport of the study group.



Analysis of responses from girls reveals that 70.5% consider practicing a sport to be very important, while 26.5% find it quite important, and 3% do not consider it important to practice a sport.

Fig. 4

Graphical representation of the answer - girls - questionnaire regarding the relevance of practicing a sport of the study group.

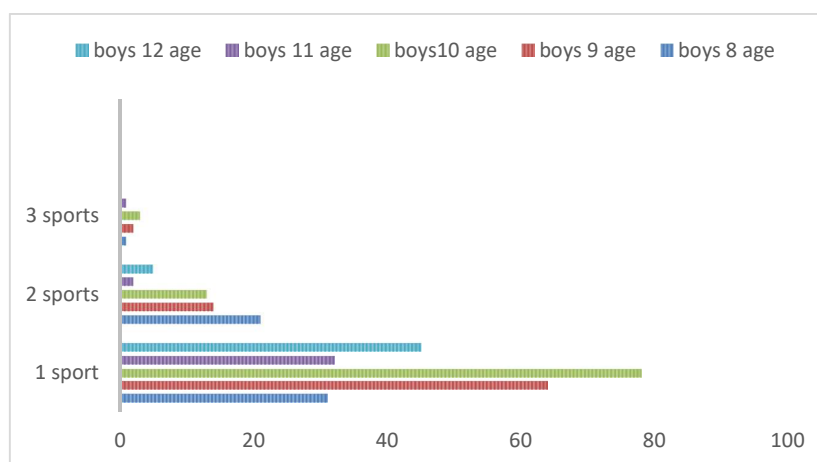


In rural schools, students responded to questionnaires regarding their participation in sports, categorized by age groups and gender. The responses from boys in the 8-year-old age group indicate that 16.96% practiced one type of sport, 12.98% engaged in two types of sports, and a negligible 0.05% participated in three types of sports.

Similarly, boys in the 9-year-old age group reported that 40.11% practiced one type of sport, 89.98% were involved in two types of sports, and only 0.12% participated in three types of sports.

Fig. 5

Graphical representation of the answer, -boys- questionnaire regarding the practice of one type of sport or several at once, of the study group.

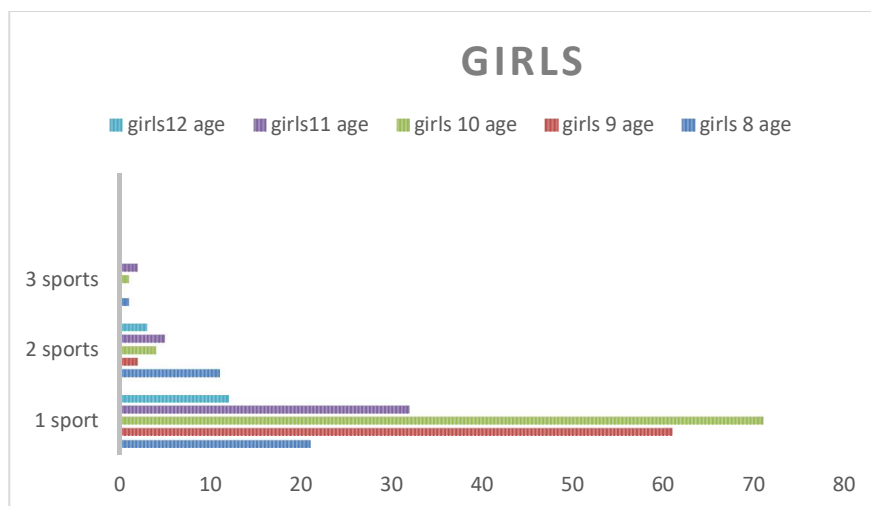


In the 10-year-old age group, boys reported practicing one type of sport at a rate of 47.11%, participating in two types of sports at a rate of 6.98%, and engaging in three types of sports at a minimal rate of 0.17%.

Regarding girls aged 8, the percentages were 16.06% for one type of sport, 5.5% for two types of sports, and 0.05% for three types of sports.

Fig. 6

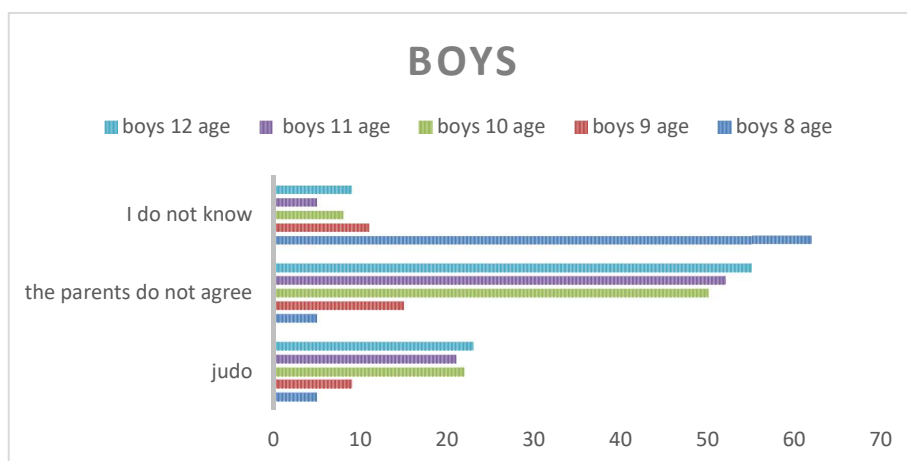
Graphical representation of the answer, -faces- questionnaire regarding the practice of one type of sport or several at once, of the study group



Upon analyzing the responses of boys regarding their interest in practicing judo and parental approval, a significant number expressed a firm desire to engage in this sport. However, a considerable portion also appeared undecided.

Fig. 7

Graphical representation of the answer, -boys- questionnaire regarding the practice of judo.

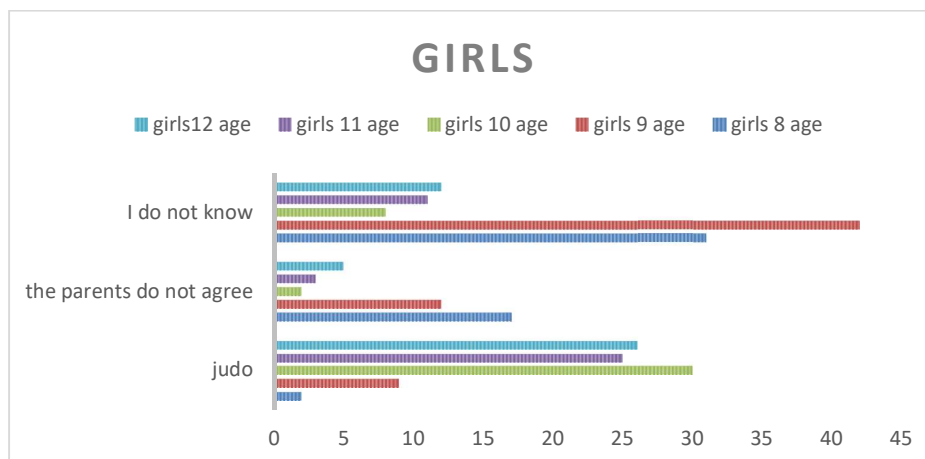


Analysis of responses from girls regarding their interest in practicing judo and parental approval revealed a similar trend to that observed among boys. Particularly notable was the prevalence of a firm affirmative response, especially within the 12-year-old age group,

indicating a desire to engage in this sport. However, a significant portion of girls also appeared undecided.

Fig. 8

Graphical representation of the answer to the questionnaire on judo practice.



Conclusions

From analyzing the responses of those surveyed, we found that there is considerable openness and support within local communities for the successful organization and implementation of the "Judo in Villages" program. This support stems from parents, schools, and coaches, indicating a collaborative effort.

A significant outcome of the questionnaire conducted among 320 rural students, comprising 167 boys and 153 girls, is that a substantial percentage - 66.5% of boys and 69.5% of girls - consider judo practice in rural communities to be very important. Conversely, only a small percentage view it as unimportant.

In the current Romanian context, it is noteworthy that coaches receive support from local village communities, both in terms of financial assistance and provision of training spaces, to the highest possible extent.

Given the general demographic decline in Romania, we believe that ensuring the primary human resource for practicing competitive judo can be facilitated. Engaging in performance judo in rural areas can serve as a foundation for nurturing future champions, providing a crucial "raw material" for talent development.

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