

MORFO FUNCTIONAL STUDY ON PROFILE AND DRIVING CURRENT STUDENTS OF USAMV BUCHAREST

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Abstract

This paper is intended as a study into the development and evolution of the dynamic potential of students' biometric agronomists. Going on the grounds that once known needs and expectations of the university students, successful capture interest about physical education would be big enough, that we can remove or graduated care of her anymore on the accumulation of credits. Thus, the student will become aware and will have the satisfaction of achieving personal goals, and hope in the future application of knowledge gained. For this study, we tested a total of 258 female and male students, aged between 19 and 23, of the Veterinary Medicine Bucharest. Data were analyzed and compared.

Key words: physical training, morfo-functional, motric, performance.

INTRODUCTION

Physical education is an important part of general education is a means of emancipation with educational content, aimed at harmonious physical development, physical strengthening, and character education traits of individuals [4]. The age at which students attend full-time in years I and II in higher education is dynamic and powerful that involves a number of vital functions and thus changes the basic driving qualities. Therefore, the content of physical education and sports activities, to some extent, influence favourable evolution of this young age [1].

Each student has a unique set of skills, interests, temperament, attitudes and motivations that define personality. Students may lean towards a certain type of activity, according to psychological characteristics. Preferences can be directed to activities in the form of intense competition, high volume activities but with lower intensity exercise, others prefer team work or on the contrary want a degree of autonomy. Importantly, work assignments or practice in physical education classes, to occur under the direct and continuous teacher [4].

Preferably is such as physical education students to be accepted with pleasure and to be a necessity and not as an obligation.

Both rhythm and practice of the habit of creating practical exercise are requirements for physical education objectives. The beneficiaries are students, for short term gain a better mood and health and increased work efficiency and prevent long-term deficiencies caused by stress, improper diet, sedentary or exposure factors "pollutants" of society present. Realizing the benefits of exercise practice, with pleasure, consistently, one would expect that the positive effects are soon to follow. I mean the growth rate, decreasing the number of debtors and not least the shortage of medical excuse.

MATERIAL AND METHOD

In developing this paper we used a sample of 258 students, aged between 19 and 23 years in Veterinary Medicine Bucharest. Period analysis study was conducted between 2005 and 2006. At first we started by developing a research protocol and to establish the sample of students tested. We established evidence and methodology in which students will be tested. Making measurements of anthropometric

parameters on growth, development and body harmony caught in regular testing activity, a longitudinal sample of students without their prior selection using classical tests of value indices of motor and physiological indicators. Samples were subjected students to be studied were: 50 m running speed on flat running resistance on the 800 and 1000 m flat, standing long jump, vertical lifting of the trunk to the rear bed.

Data were collected, centralized, processed and interpreted in relation to all subjects in the sample overall averages, or the comparison from year to year and a dynamic stage to another.

Following centralization, processing and interpretation of results obtained from tests performed on samples of students, initiated research took place during November 2005-May 2006.

The first test in November 2005, initially aimed at establishment level of driving ability in students of first year university early. The results can guide teachers in how the educational process to counteract those deficiencies manifested in most of the team. The second test in May 2006 aimed at setting the driving capacity I to mark the end of the efficiency of physical education and sport at the same time, the results were a comparison within the first and third test. Testing the third of November 2006 has provided data on driving capacity values in the first year of organized practice of physical education.

In parallel, dynamic data are used to assessing driving ability compared with baseline in November 2005. Study driving ability level of students was based on measurements from control samples included in the unitary system of verification and evaluation 2005. Data collected were processed using statistical and mathematical those indicators that allow more complex analysis and comparison of both the results of the three tests together, and comparing their performances at last testing (2005-2006).

The results obtained in the initial and final testing of the two groups, control group (CG) and experimental group (GE), were introduced into tables and interpreted statistically. From the descriptive statistics were calculated

following statistical parameters: mean, amplitude, median, standard deviation, standard error of the mean and coefficient of variation. Statistical processing of experimental results obtained by those samples was performed using SPSS.

RESULTS AND DISCUSSIONS

Table 1. Running speed girl 50 m flat

Calculated parameters	RS girls			RS boys		
	Nov-05	May-06	Nov-06	Nov-05	May-06	Nov-06
Sample size	115	113	112	143	138	136
Average	9.16	9.05	9.14	7.06	7.04	7.1
Amplitude	6.3	4.8	6	3	3.2	3.2
Average deviation	0.66	0.7	0.58	0.32	0.32	0.37
Standard deviation	0.85	0.96	0.74	0.43	0.44	0.48
Variation quotient	9.37	10.64	8.13	6.16	6.28	6.85
Homogeneity	high	medium	high	high	high	high

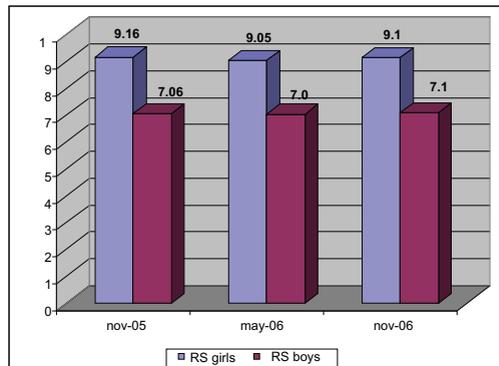


Fig. 1. Graphical representation of results obtained from running the speed test girls 50 m

Best performances were obtained for testing in May 2006 when the average was 9.05, the worst results occurring in first test when the average was 9.16 because this is the first test coincided with the time of admission in the academic environment and could not find the driving qualities of high school graduates. Coefficient of variation shows high homogeneity in the two tests in November 2005 and November 2006 to May 2006 while testing the homogeneity is average.

For boys in the study average of the three tests are similar amplitude value is an average difference of 3.1 seconds. The results were an average, close to the value; worse performance

was obtained in November 2006. Greater homogeneity was in all three tests.

Table 2. Endurance running the 800 meters flat - girls and 1,000 m flat - boys

Parameters calculated	ER girls			ER boys		
	Nov-05	May-06	Nov-06	Nov-05	May-06	Nov-06
Sample size	115	113	112	143	138	136
Success, %	92.38	91.79	93.8	95.66	94.69	94.64
Abandonment, %	7.62	8.21	6.2	4.34	5.31	5.36

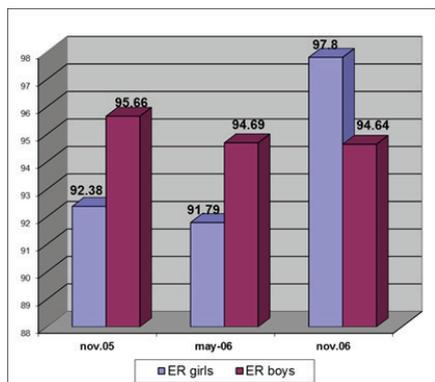


Fig. 2. Graphical representation of run proven success rate of resistance

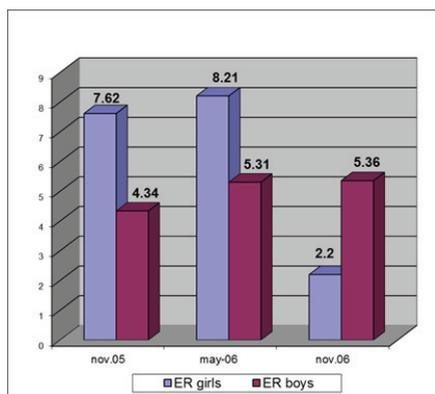


Fig. 3. Graphical representation of the test run dropout rate of resistance

Students ran continuously 12 minutes in noting individual abandonment rate. The first test was 143 enrolled boys they managed to finish the test in percentage 95.66% 4.34% noting the retirements, also 115 girls took part managed to finish this test at the rate of 92.38%. When testing a second sample from 2006 to 138 boys, the percentage of successes being abandoned and the rest 94.69% 91.79% in girls

from a total of 113 participants. In the third test 136 boys participated, there were 5.36% and finished sample waivers 94.64%. The girls of 112 participants registered 6.2% abandoned.

In conclusion in girls drop out rate was accept parameters. Significant differences are recorded in boys where the dropout rate was lower in November 2005 and higher in November 2006 this is due to lack of movement in the week.

Table 3. Standing long jump

Parameters calculated	SLJ girls			SLJ boys		
	Nov-05	May-06	Nov-06	Nov-05	May-06	Nov-06
Sample size	115	113	112	143	138	136
Average	1.69	1.68	1.65	2.26	2.29	2.27
Amplitude	1.1	1	1.1	1.3	1.15	1.3
Average deviation	0.12	0.13	0.14	0.14	0.15	0.17
Standard deviation	0.16	0.16	0.18	0.18	0.19	0.21
Variation quotient	9.5	9.82	10.98	8.27	8.47	9.42
Homogeneity	high	high	medium	high	high	high

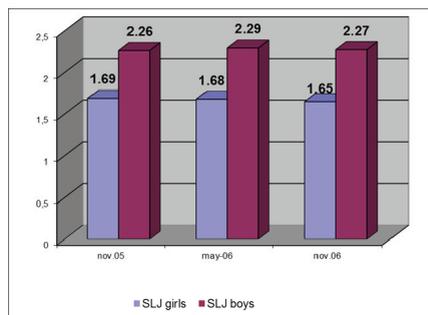


Fig. 4. Graphical representation of the test results on the place long jump

To test the long jump in place best performance were obtained from the first and second test are minimal differences, achieving good performance for girls recorded lower results to the test equipment in November 2006. Following the coefficient of variation found a high homogeneity tests in November 2005 and May 2006 and November 2006 average. If the boys in long jump test immediately all three average value is grouped in 3 cm, the mean of three swings. Amplitude is contained in the three tests between 1.30 and 1.15 m, coefficient of variation for all three tests indicate high homogeneity.

Table 4. Elevation of the vertical trunk of lying dorsal

Parameters calculated	ABS girls			ABS boys		
	Nov-05	May-06	Nov-06	Nov-05	May-06	Nov-06
Sample size	115	113	112	143	138	136
Average	17.9	17.53	18.03	21.46	21.3	21.59
Amplitude	26	22	20	20	18	19
Average deviation	2.95	2.27	2.61	3.02	2.77	2.81
Standard deviation	3.84	2.86	3.32	3.71	3.3	3.45
Variation quotient	not norm	norm	norm	17.32	15.92	15.99
Homogeneity	Homogeneity absence	med	med	med	med	med

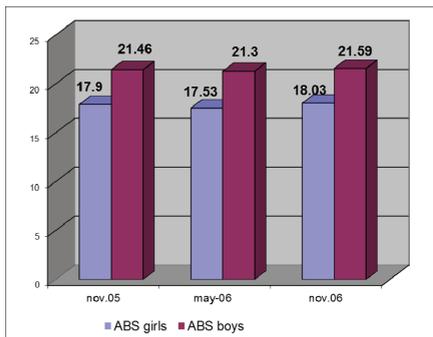


Fig. 5. Graphical representation of test results from the vertical elevation of the trunk of lying dorsal

If proof of the vertical lift of the trunk of lying dorsal best performance to meet the test of November 2006, averaging 18 executions following the testing of November 2005 and then in May 2006 when the average was 17.9 and 17.5 respectively executions. Highest amplitude one records at testing the following in order of value November 2005 testing in May 2006 and then in November. In 2006, one found an average homogeneity tests in May and November 2006 and a lack of uniformity in testing in November 2005.

For boys in this sample environments have the same value in the three tests. Amplitude varies from 18 to 20 performances a great think. If following the coefficient of variability found an average of three tests homogeneity.

CONCLUSIONS

Interpretation of data obtained revealed the dynamic aspect of driving ability level of students. Keeping this theme in our focus will allow the future build a database and information on the dynamics and driving ability of students. SUVA current remains valid still it remains the only way to assess the driving ability.

I recommend every student to engage in conducting a regular program of aerobic exercise 2-3 times per week with a duration of 30-60 min.

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