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THE INFLUENCE OF THE PHYSICAL EDUCATION LESSON WITH RUGBY CONTENT ON THE MOTIVATION OF HIGH SCHOOL STUDENTS TO PRACTICE MOTOR ACTIVITIES

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This article represents, in general, the purpose of our research that followed the influence of the physical education lesson with rugby content on the motivation of the practice of curricular and extracurricular motor activities by high school students. From the analysis of the monitoring documents (the record book and the physical education teacher's notebook) it resulted that the students in the experimental group, by including the means specific to rugby in the physical education lessons, increased their participation in classes. This fact is confirmed by the reduction in the number of absences recorded by the class in physical education lessons during the school year, compared to both the previous year of studies and the students in the control group. Also, the reduction in the number of absences from physical education classes highlights a significant increase in the interest of students in the experimental group in practicing sports, either individually or within sports groups outside the school, compared to students in the control group.

Keywords: *physical education, rugby means, motivation, extracurricular activities, high school students.*

INFLUENȚA LECȚIEI DE EDUCAȚIE FIZICĂ CU CONȚINUT DIN RUGBY ASUPRA MOTIVĂRII ELEVILOR DIN LICEU PENTRU PRACTICAREA ACTIVITĂȚILOR MOTRICE

Acest articol reprezintă, în general, finalitatea cercetării noastre care a urmărit influența lecției de educație fizică cu conținut din rugby asupra motivării practicării activităților motrice curriculare și extracurriculare de elevii din liceu. Din analiza documentelor de monitorizare (registrul de evidență și caietul profesorului de educație fizică) a rezultat că elevii din grupa experimentală, prin includerea mijloacelor specifice rugby-ului în lecțiile de educație fizică, și-au crescut gradul de participare la ore. Acest fapt este confirmat de reducerea numărului de absențe înregistrate de clasă la lecțiile de educație fizică pe parcursul anului școlar, comparativ atât cu anul precedent de studii, cât și cu elevii din grupa de control. De asemenea, reducerea numărului de absențe la orele de educație fizică evidențiază o creștere semnificativă a interesului elevilor din grupa experimentală pentru practicarea unor sporturi, fie individual, fie în cadrul colectivelor sportive din afara școlii, comparativ cu elevii din grupa de control.

Cuvinte-cheie: *educație fizică, mijloace din rugby, motivație, activități extracurriculare, elevi de liceu.*

Introduction

From the results obtained during our research, which experimentally demonstrated the influence of rugby means applied in the physical education lesson on the development of general motor skills in high school students, a special interest was to highlight the motivational factor of high school girls for practicing motor activities [1, 2].

It is well known the purpose of physical education lessons in general educational institutions, through which, in addition to the formation of motor skills, general and discipline-specific skills, school discipline also has the function of orienting/ motivating students to practice a sport throughout their lives in order to maintain optimal health [1, 3, 4, 5].

The purpose of the research is to monitor high school students regarding the motivation for practicing curricular and extracurricular motor activities, as a result of practicing the means of rugby in the physical education lesson.

In order to achieve the goal, the following objectives were formulated and proposed: analysis of the monitoring documents of high school students regarding the practice of curricular and extracurricular motor activities; processing of data from the monitoring registers of high school students regarding the practice

of curricular and extracurricular motor activities, before and after the pedagogical experiment; graphic and tabular interpretation of the results obtained from the analysis and the processing of data on the practice of curricular and extracurricular motor activities by high school students.

Concept and methodology

With the development of the pedagogical experiment, it was necessary to see how the means of rugby can motivate students towards motor activities, for this purpose the monitoring of students regarding participation in physical education lessons but also in activities specific to the field in specialized clubs was carried out. For efficient monitoring and analysis of the corresponding data, the record book and the physical education teacher's notebook were used, both for the students in the experimental group and for the students in the control group.

To begin with, data/absences from lessons were collected for the lower year of study (ninth grade) and compared with the number of absences for the year of study in which the research was organized (tenth grade). In order to highlight the interest in certain sports, these absences were distributed over 5 modules (according to the annual staggering of the areas of competence and thematic units). The designed modules correspond to the areas of competence that also reflect the practice of motor activities specific to sports events.

We mention the fact that in the experimental group, in the tenth grade, we intervened with the program developed by us, which provides for the practice of rugby means during all lessons. The results obtained are presented in Table 1 and Figure 1.

Another important indicator regarding the observation of the level of motivation for motor activities in high school students is that of involvement in extracurricular activities specific to the field. For the monitoring of students who practice sports outside of physical education lessons, as mentioned above, the physical education teacher's notebook was analyzed. In contrast to participatory monitoring in physical education lessons, data on the students' enrollment in extracurricular activities at the beginning and end of the school year of both those in the experimental group and those in the control group were analyzed, Table 2 and Figure 2.

Results and discussions

According to the data from the centralizing table of absences, we observe that at the beginning of the semester, in the first module, the physical education lessons were oriented towards the practice of a sports game (football) and specific means for the development of strength, We observe that in the ninth grade, the researched groups accumulated approximately the same number of absences, the experimental group a number of 8 absences and the control group a number of 9 absences. Unlike the previous year, in the tenth grade (the year in which the research was carried out), it is observed that in the experimental group the number of participations in the lesson increased, on average, during the completion of the first module there were 7 absences, with one absence less than in the previous year, while in the control group, in the ninth and tenth grades, the same number of absences are noted.

Table 1. Monitoring the frequency of the physical education lesson of the students in the tenth grade included in the pedagogical experiment. (GE: n=29; GM: n=28).

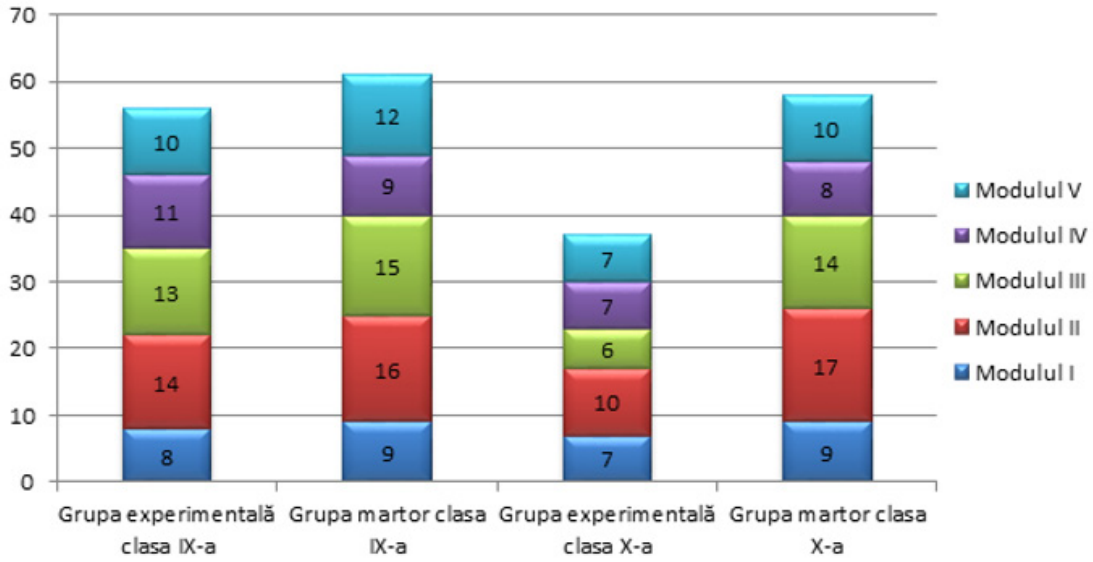
Crt. No.	Modules according to didactic design	Groups	No. of absences from cl. a IX-a	No. of absences from cl. a X-a	The difference in absences cl. IX-a – X-a
1.	**Module I** (motor skills: strength; sports game: football)	**GE**	8	7	1
		GM	9	9	0
		GE - GM Difference	-1	- 2	1
2.	**Module II** (gymnastics: jumping, acrobatics)	**GE**	14	10	4
		GM	16	17	1
		GE - GM Difference	-2	-7	5

3.	**Module III** (combined motor skills; sports game: basketball)	**GE**	13	6	7
		GM	15	14	1
		GE - GM Difference	-2	-8	6
4.	**Module IV** (athletics: throwing, jumping; sports game: football)	**GE**	11	7	4
		GM	9	8	1
		GE - GM Difference	2	-1	1
5.	**Module V** (athletics: running; sports game: football)	**GE**	10	7	3
		GM	12	10	2
		GE - GM Difference	-2	-1	1
6.	**Total absences for the school year**	**GE**	56	37	19
		GM	61	58	3
		GE - GM Difference	5	21	12

In module 2, in which areas of competence are projected that are achieved through gymnastics tests (acrobatic gymnastics and jumping), the researched groups registered the most absences compared to the other modules. The students in the experimental group, in the previous year of studies (in the ninth grade) were absent 14 times and those in the control group 16 times, with a difference of two absences between the investigated groups. Another picture can be seen in the groups researched in the experimental year (in the tenth grade) where the students who combined the means of rugby with those of gymnastics accumulated fewer absences, 10 absences found, compared to the students who followed the traditional program, which accumulated 17 absences.

From the analysis of the dynamics of absences from the ninth grade to the tenth grade, we find that the experimental group increased its attendance at classes, decreasing the number of absences from 14 to 10 and the experimental group increased its number of absences, from 16 to 17 absences.

Figure 1. Absences from the physical education class of the students included in the pedagogical experiment.



The next module, in which students develop their combined motor skills and practice a sports game (basketball) to develop skills specific to the discipline, highlights the fact that the two groups researched in the previous year (in the ninth grade) accumulated an approximately equal number of absences. experimental group 13 and control group 15. In the year of the start of the formative experiment it is found that the experimental group considerably reduced the number of absences, with 7 absences less, and the control group accumulated approximately the same number of absences, with only 1 absence less.

The presence and active participation in the lessons by the experienced group is also due to the fact that for the development of combined motor skills the students practiced means specific to the game of rugby and the control group the traditional methods, which in fact to a large extent are boring.

The fourth module, in which athletics content is projected with topics from throwing and jumping but also practicing a sports game (continuation for the football game), finds that the students of the followed groups, in the ninth grade, were absent without reason from classes as well as in the previous modules, the students of the experimental group in total accumulated 11 absences and those in the control group accumulated 9 absences.

From the analysis of the registers for the tenth grade, for the same groups, it is found that in the fourth mode, the students have different participatory attitudes from one group to another, the experienced group reduced its number of absences by 4 and the control group by only 1, having projected for training the same areas of competence only that the experimental group was proposed to practice the means of rugby.

For the last module, in which the same sports as in the previous module were designed, and only the contents of athletics are oriented to the running events, after analyzing the registers of the ninth grade, it is found that the experimental group accumulated 10 absences and the control group 12. In the same groups, in the tenth grade, the students in the experimental group accumulated 7 absences and the control group 10, with an increase in the frequency of physical education classes for the students who practiced the game of rugby during the lessons.

So, from the analysis of the participatory records in the physical education classes of the ninth and tenth grades for the same groups, it is found that in the experimental group, during the period in which the means of rugby were applied, the number of absences was considerably reduced (from 56 absences to 37 absences) compared to the control group (from 61 absences to 58 absences), which allows us to affirm that the means of rugby, Through diversification, it streamlines the educational process of the discipline which in turn motivates students to participate in curricular classes.

Next, we will analyze the data on the number of students who practice sports individually or in sports clubs, but also which of the sports branches are the most attractive for high school students. The results are presented in Table 2 and Figure 2.

From table 2 we can see that at the beginning of the school year the students in the experimental group were motivated to practice only 5 branches of sports (Athletics, Basketball, Football, Handball and Wrestling), as well as those in the control group (Basketball, Dance, football, Handball and Wrestling). At the end of the school year, a diversification of the requested sports branches is observed, in the experimental group as well as in the control group, it increases from 5 to 8 sports branches, complementing the requested sports with Fitness, Swimming and Rugby.

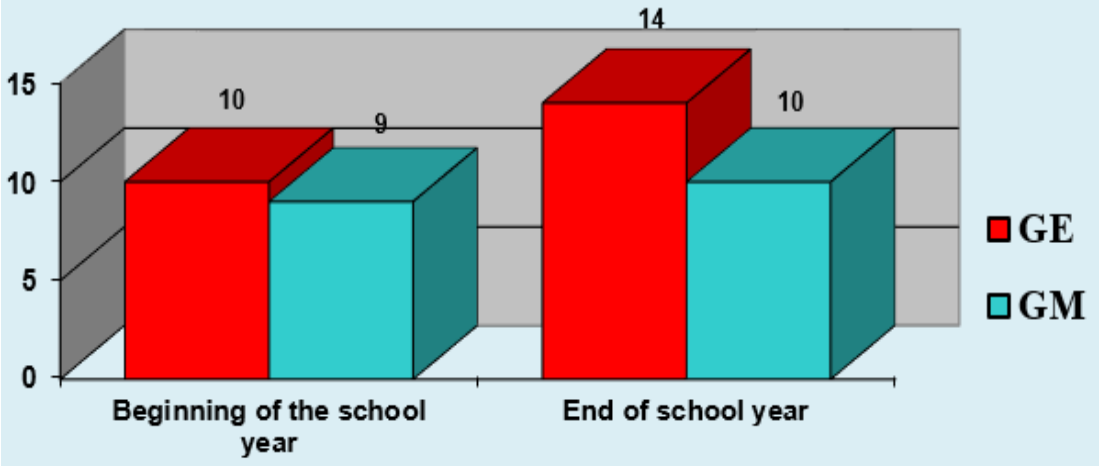
Table 2. The number of students in the tenth grade included in the pedagogical experiment include sports clubs. (GE: n=29; GM: n=28).

Crt. No.	Sports branches	Start of the school year		End of school year	
		GE (no. of students)	GM (no. of students)	GE (no. of students)	GM (no. of students)
1.	Athletics	1	-	1	-
2.	Basketball	1	2	1	2
3.	Dance	-	1	-	1
4.	Fitness	-	-	2	1
5.	Football	4	2	4	2
6.	Handball	2	1	2	1
7.	Fight	1	3	1	2
8.	Swimming	-	-	-	1
9.	Rugby	-	-	2	-
10.	Old	1	-	1	1
11.	TOTAL	10	9	14	10

At the same time, from the same table, it can be seen that two students from the experimental group and 1 student from the control group started practicing fitness during the year, one student from the control group practiced swimming tests and 2 students from the experimental group in the game of rugby.

Analyzing from another point of view the centralizing table of sports activities in which the students in the tenth grade are enrolled, we notice that the same number of students enrolled in sports training at the beginning of the school year continued to practice the same sport throughout the entire school year, except for one student in the control group who abandoned the practice of wrestling.

Figure 2. Tenth grade students involved in sports training activities.



The same table and figure 3.19 reflect the total number of students practicing sports in extracurricular activities in the experimental and control group. In the experimental group, at the beginning of the school year only 10 students practiced sports, which constitutes 34.5% of the students, and at the end of the school year 14 students, 48.3%, with an increase of 4 participants, 13.8%. Although in the control group, with an approximately equal number of students to the control group, at the beginning of the year there were 9 students enrolled in sports, which is 32.1% of the total number of students in the group, at the end of the year the number of students enrolled in sports increased by only one student, constituting 35.7% of the total number of students in the class.

Conclusions

Therefore, following the analysis of the record documents of the students in the tenth grade included in the experiment, we can mention that in the physical education activities, before the implementation of the program that provides for the application of rugby means, in the experimental group and in the control group, it is observed that the students have a high number of absences from classes but also a low rate of involvement in sports training activities outside school.

In the same group, after the application of the experimental program, it is observed that the motivation to participate in classes has increased in the students in the experimental group, this is confirmed by decreasing the number of absences accumulated by the class during the school year compared to the previous year of studies but also compared to the students in the control group.

Also, with the decrease in the number of absences from physical education classes, it is observed that the motivation to practice certain sports individually or in sports groups outside school increased considerably compared to the students in the control group.

According to the recorded data, we say with certainty that the means of rugby and the proposed experimental program, which also aims to develop general motor skills, has considerably influenced the motivation to practice motor activities in high school students, a fact demonstrated by the comparative data presented in this chapter.

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