

sports. At the same time, they themselves would be involved in certain motor or sporting activities in order to inspire their followers to follow their example.

According to specialists observations in the physical education field, the movement deficit of the students during the last 10-15 years has increased enormously. This is explained by the usage of modern information technologies by students, the sedentary way of life, which ultimately leads to decreasing of the motor potential and of course, of their health. The health is closely related to the physical effort, which may, and is absolutely necessary to be correctly by the teachers in the university, as well as the control and self-control over the level of the physical effort during the independent practice of the physical exercise, either within the educational institution or at home.

Speaking of movement deficiency, we refer to the limited movements in daily life, referred to in the literature as hypo dynamics. At the present stage, this tendency has reached maximum values, that is to say, the young people from several areas of activity are involved less in different motor activities, not talking about practicing sports either at an amateur or at professional level.

Modern pedagogy, in collaboration with the other sciences, is increasingly concerned about introducing in the teaching activity the effective drive technologies, which will put the student in the situation to participate actively and consciously to create his own personality, in the framework of a formative education (Cozmei, & Carp, 2018; Danail & Ceban, 2004; Popescu, 1995; Stoicoviciu, 2009).

According with these concerns, it is not only necessary but also natural that the efforts of all specialized staff, together with the modernization of physical education, to continue their research, and to offer to the field practical solutions and innovative ideas in this regard. (Cozmei, 2015; Ciorbă, 2001; Popescu, 1995; Трибой, 2006; Курамшин, 2003).

In order to argue the above, we organized a pedagogical experiment, where we tracked the degree of involvement of the students in the universities given in the second year of studies, based on a sociological survey. The students from the State Pedagogical University "Ion Creangă" from Chisinau, Faculty of Education and Computer Science, the second year of study, were surveyed, in a number of 152 students aged between 18 and 20 years. The survey contains 20 questions, where are proposed the several number of choices for an answer, and where students need to tick those answer that, in their opinion, is correct. They had the opportunity to propose their own answer, in case cannot the option that describes themselves in the choices proposed by us.

3. Results and Discussions

The results have been statistically processed and are presented in the text below.

Thus, the first question referred to self-assessment of the level of their physical training (Fig. 1).

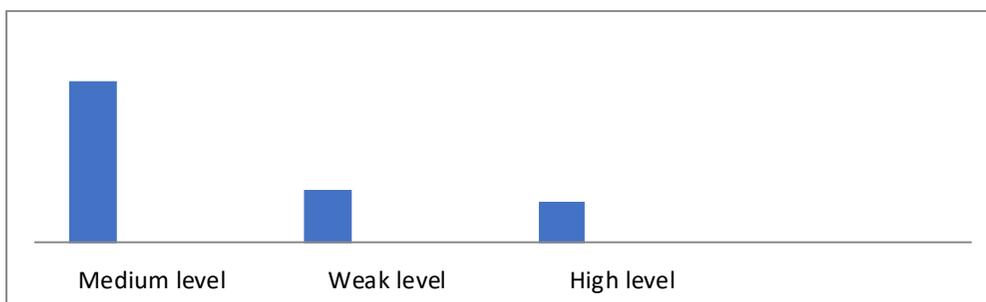


Figure 1. *Self-assessment of the physical preparation level of the students*

Following the results, we notice that the majority of students are assessed with an average physical level (63.2%), the low level of physical training was indicated by 21.0% of those surveyed, and only 15.8% of the total number of students were self-rated as a high level of physical training. It is possible that they are those students who attend sports sections or practice motor activities independently. At the same time, any of the students participating in the survey does not indicate very high or very low level.

In fact, these are the results of the self-assessment of the students and are not the actual results, that is, that actually may have a much lower level of motor preparation than indicated in the given survey. This was demonstrated during the testing of the level of motor preparation of the students before and after the first year of studies, that is being a very modest one.

The students explain the low level of the motor training by the fact that they are overwhelmed by different didactic activities, are preoccupied with professional development and do not have free time to practice any motor activity.

Quite curious results were recorded by analyzing the question regarding the attendance of sports sections in pre-university education, schools and high schools or in specialized sports schools and clubs (Fig. 2).

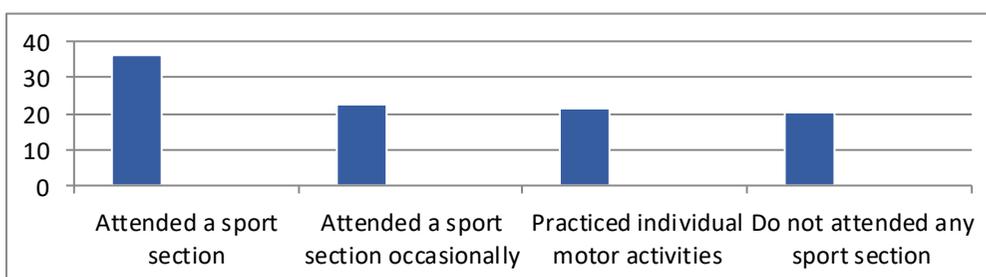


Figure 2. *Degree of involvement in motor activities in pre-university education*

The respondents mentioned that they were included in different sports activities in a proportion of 36.2%, that is, about every third student attends a sports section in different institutions existing in the territory. About 22.4% practiced

sports sometimes, 21.3% noted that they practiced motor activities individually or with colleagues, either within educational institutions or at home. On average, 20.1% of those surveyed reported that they were not involved, or were very little involved in different sporting activities at the classroom or school level. All the motor activities of these students were limited only to the exercises within physical education lessons, which are mandatory for all students.

Once they are enrolled in the university studies, in the case given to the State Pedagogical University "Ion Creangă", the students had a choice regarding the practice of physical exercise in different forms. According to the syllabus which is approved by the relevant ministry, only in the first-year students were required to attend physical education lessons once a week, these being mandatory. In this sense, we were interested in how the students were included in different activities after graduating the first year of studies, where the physical education lessons became optional. In this sense, we were interested in how second-year students were involved in the physical exercise in different forms, or if they were generally involved in the practice of different motor and sports activities (Fig. 3.).

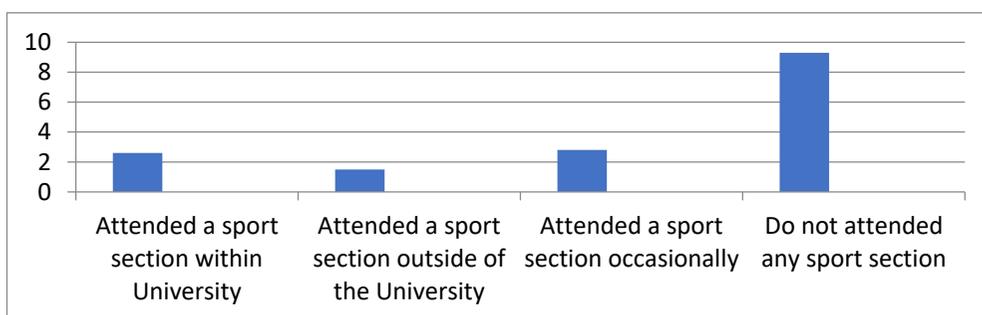


Figure 3. Degree of involvement in motor activities in the second-year studies

The analyzed results of the statistical processing of the surveys shows that only 2.6% of the total number of students in the second year of study attend the sports sections within the university, at the same time, the sports sections outside the university are attended by 1.5% from the second-year students. From the total number of students - 93.1% do not attend any sports section and do not practice any kind of sports. From 5 to 8% of the students mention that they sometimes attend some sports sections, or perform some motor activities in order to strengthen the health.

Analyzing the results of the survey on the proposed questions for the students of the second year of study, we can clearly see that with the enrollment in the studies, they reduced the time designated for motor activities, and some stopped practicing neither them nor a specific sports activity. Here are several reasons (Fig. 4.), the most frequent being the lack of free time (76.2%), the unfavorable conditions for practicing a sports event or a motor activity (14.3%), and other reasons (9.4%).

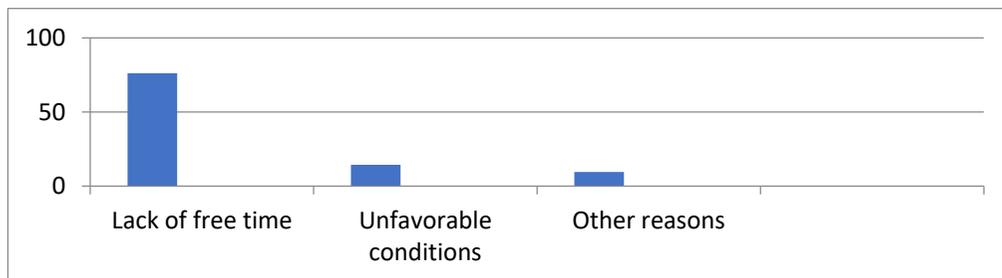


Figure 4. *Reasons for not practicing motor activities*

Furthermore, we analyzed the activities of the students in the day regime according to the personally planned amount of time or indicated by the university requirements. First of all, we were interested in what amount of much time from an ordinary day timetable the student uses for to the activities related to student life (Fig. 5).

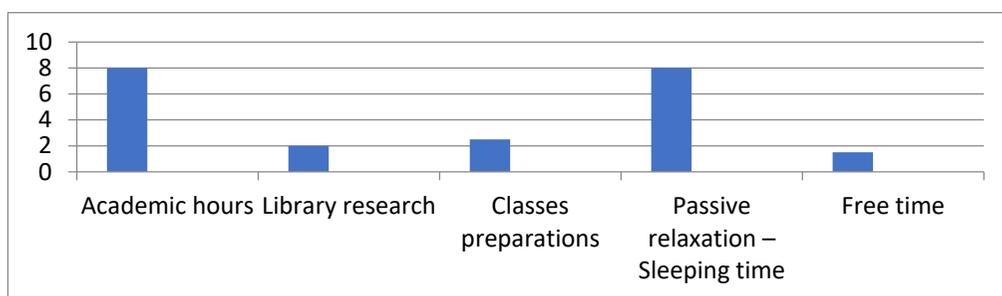


Figure 5. *Share part of student occupations during the day*

In this regard, the students were asked some questions related to their activity during the day. For example, we were interested in the volume of time allocated to conduct the planned academic hours during the day, which occupies approximately 7-8 hours. The time allowed for working in the library can take around 1.5 - 2 hours during one day of study, and the preparation for lessons for the next day of studies can take up to 2 -2.5 hours, depending on the content of the studied program.

If we analyze the figure 4, it is clear that the students from the pedagogical institutions have a very increased number of activities provided by the university program and only about 1-1,5 hours are left for personal activities. According to above mentioned students who undergoing the experimental study, almost one hour is dedicated to the activities with computing techniques such as mobile phones, computers, watching TV shows, etc. Making the calculation we can see that the students almost do not have free time for the motor activities, that are so necessary not only for the functional activity, but also for their health.

Therefore, the figures registered are quite worrying for both students and teachers, who should intervene with different organizational proposals to improve the situation in this regard.

In this context, the students were offered to express their opinion regarding the practice of sports sections instead of the obligatory physical education lessons during the day, which are mandatory for the first-year students. Almost 60% of the total number of students participating in the survey, considers that this form of involvement in sports activities is a very effective and welcoming for students. Only 15% do not support this view, and same number of students propose other exercises, or I partially agree with this view.

As we see this method, which is already applied in practice, is welcomed by students and most of them would prefer to practice a sports test in the second half of the day, instead of attending physical education lessons, which are mandatory and indicated in the schedule.

Speaking about the free amount of time of the second-year students, we notice that it varies between 1.5 and 2 hours per day, this was mentioned respectively by 47.4% of the respondents. At the same time, there are also more busy people, who only have about an hour of free time, even less, who represents 10% of the total number of students.

One of the questions that particularly interested us was the one related to the students' sedentary way of living. Thus, more than half of the total number of girls (52.6%) indicated that on average eight hours per day they lead a sedentary life, which includes lecture attendance, public transportation commitment, attending different cultural measures etc. About 18% of girls lead this lifestyle for up to 10 hours daily, depending on the schedule and only 13-15% claim that only 4-6 hours a day is sedentary lifestyle.

The most disputed issue was using the mobile phones during the day, where the majority claim that they are using on average up to 3-4 hours a day, regardless of location, type of activity, or leisure time. The majority of respondents (74%) claim that the overuse of mobile phones is considered a disease of the 21st century. In addition to the fact that the students spend a lot of time analyzing the information on the phone through the different networks present today, a lot of services, whether banking, communal or others, have to be paid through the mobile phone. Therefore, its excessive use is dictated not only by the student's passions, but also by the social conditions created in the information age.

The last question was devoted to the problem of the "physical education" discipline as a subject of study in the higher education institutions of the Republic of Moldova, where the students were going to present their opinion regarding the graded evaluation of this discipline, specifically with the granting number of credits. Although, the majority of students emphasize the importance of the discipline given for their harmonious development, 68.4% consider that the assessment with differentiated grade for each student is not welcoming and wouldn't prefer it. Only 26.3% of the second-year students agreed with this suggestion, and only 5.3% did not have a specific option regarding it.

4. Conclusions

Analyzing the results of the survey of the second-year students, it is clearly highlighted the decreasing tendency regarding physical exercise, or practicing the sports activities.

Although in the pre-university education the majority were involved in different sport divisions, that they had abandoned it in the university.

According to students most common arguments are lack of free time for these activities, lack of conditions for practicing certain sport events or sport divisions.

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