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7. THE AVAILABILITY OF PHYSICAL SPORTS ACTIVITY FOR ART STUDENTS

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Abstract: *The importance of physical exercises in the lives of young artists has been frequently discussed, both in conferences and articles, which shows that the benefits obtained have had a major impact on both the psycho-physical development of the body and the progress and stimulation of the artistic profession. In this study, a series of tests and a questionnaire were applied during the practical physical education course to 636 first-year students at the „George Enescu" National University of Arts in Iași. The results recorded the physical fitness level of young artist students and their desire to improve their physical condition. Additionally, based on the obtained results, the construction of a specialized general physical training program will be considered.*
Key words: *artists, physical movement, physical exercises, psychomotor development*

1. Introduction

By analyzing segments of physiological and medical studies regarding the risks individuals with certain static professions are exposed to, the recommendation of engaging in physical exercises to prevent and combat neuro-muscular and psychological deficiencies becomes more evident. In our study, we addressed the concept of "willingness" to engage in physical exercises among the artist students of the „George Enescu" National University of Arts in Iași. A suitable definition of the term "willingness" is provided by the Romanian Dictionary (DEX), which states: "A mental state in which feelings and reason manifest freely and in their full potential." Physical movement education should be learned from childhood and continued throughout life, regardless of the professional activities an individual will engage in. The more static the professional activity, the greater the necessity for physical exercises.

The study we initiated took place over the university years 2022-2024 and includes a series of motor tests, the results of sports competitions obtained during this period, and a questionnaire applied to 636 first-year students (420 girls and 216 boys). We used testing methods, questionnaires, and observation of motor behavior during the practical Physical Education course within the university curriculum. The goal of this study is to record the percentage of students with psycho-motor qualities quantified in scores from 7 to 10 (from poor to very good results). We observe the physical preparation of students at the beginning of their university studies and, based on these results, we can design a physical training program specialized to meet their needs. In our study, we focus on three categories of professions: Music, Theatre, and Visual Arts.

In the field of Visual Arts, attention is focused on creating works of painting, sculpture, graphic arts, etc., which require long periods of creation. If the student

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has not been accustomed to the so-called "gym break" or to a physical exercise routine for musculoskeletal and nervous relaxation, they will continue working for 5-8 hours without a break, 5 days a week.

Music students, especially those studying an instrument, begin their studies at a young age, around 5-6 years old, and may continue throughout their lives. There are symmetric instruments (piano, percussion) and asymmetric instruments (violin, flute) that engage specific muscle groups depending on the body positioning relative to the instrument. The practice time for a music student is between 5-8 hours, 6-7 days a week. Therefore, the introduction of physical exercises into the daily routine of a music student is a priority. Actor students, due to the nature of their professional training methods, engage in numerous physical activities such as fencing, acrobatics, stage movement, and dance, integrating the principle "movement means life." These students practice a type of physical exercise for 4-6 hours a day, 3-4 times a week.

2. Method

For the beginning of our study, we applied an anonymous questionnaire, motor tests and observing psycho-motor behavior in sports competitions among students.

A. Questionnaire

1. Did you practice any sports during childhood or in high school?
Yes/No/A little
2. What was your level of physical and sports training during school years (Elementary and High School)?
Weak/Average/Strong
3. How much time do you allocate for physical sports exercises?
Once a week/ Twice a week/ More than twice a week
4. How do you prefer to engage in physical activity?
Jogging/Fitness gym/Sports club/I don't exercise
5. How do you prefer to spend your free time?
Watching shows/Watching movies or tutorials/Reading
6. Do you feel the need to practice physical exercises?
Yes/No/Rarely
7. Do you think it is a good idea that physical education classes have been made mandatory in university education?
Yes/No/Indifferent
8. Do you think that physical education lessons in university should focus on:
Developing (continuing) physical condition/Medical gymnastics/Sports games
9. Do you enjoy practicing physical exercises?
Yes/No/Not really
10. Have you noticed psychological and physical improvements from practicing physical exercises?
Yes/No/I’m not sure

B. Motor Tests

1. Standing Long Jump (SL) – This test measures explosive strength in the lower limbs. The student stands with both feet flat on the ground, toes aligned, then swings their arms and jumps off both feet, landing again on both feet. The distance is

measured from the line of takeoff to the heel of the rear foot. Two jumps are performed, and the best result is recorded.
Maximum score: Girls – 190 cm; Boys – 250 cm
Points awarded: Girls: 10 points (170–190 cm), 9 points (150–169 cm), 8 points (120–149 cm), 7 points (under 120 cm). Boys: 10 points (220–250 cm), 9 points (200–219 cm), 8 points (180–199 cm), 7 points (under 180 cm).
2. Sit-ups (A) – Raising the torso to 90 degrees from a supine position. The performer lies on their back with legs extended and fixed at the ankles, hands behind the head, elbows touching the ground. The torso is raised to a vertical position (90 degrees) and then lowered back to the starting position. The number of sit-ups completed in 30 seconds is recorded.
Maximum score: Girls 24 repetitions/30 sec, Boys 26 repetitions/30 sec
Points awarded: Girls: 10 points (20–24 repetitions), 9 points (17–19 repetitions), 8 points (12–16 repetitions), 7 points (under 12 repetitions). Boys: 10 points (24–26 repetitions), 9 points (22–23 repetitions), 8 points (20–21 repetitions), 7 points (under 20 repetitions).
3. Push-ups (F) – Performed from a prone position. The number of consecutive correct repetitions is recorded. The body is aligned, with palms and toes supporting the body, and elbows fully extended. The arms bend until the elbows reach shoulder level, then return to the starting position. The number of correct repetitions performed in 30 seconds is recorded.
Maximum score: Girls 15 repetitions/30 sec, Boys 25 repetitions/30 sec
Points awarded: Girls: 10 points (12–15 repetitions), 9 points (10–11 repetitions), 8 points (8–9 repetitions), 7 points (under 8 repetitions). Boys: 10 points (23–25 repetitions), 9 points (20–22 repetitions), 8 points (17–19 repetitions), 7 points (under 17 repetitions).
4. Flamingo Test (TF) – Maintain balance on one foot with eyes closed, the other foot slightly bent and not touching the body. Hands are held slightly away from the body, directed downward. The time spent in balance is measured. The timer stops when the first sign of imbalance occurs.
Maximum score: Girls 15 seconds, Boys 18 seconds
Points awarded: Girls: 10 points (13–15 seconds), 9 points (10–12 seconds), 8 points (7–9 seconds), 7 points (under 7 seconds). Boys: 10 points (16–18 seconds), 9 points (13–15 seconds), 8 points (10–12 seconds), 7 points (under 10 seconds).
C. Observing Psycho-Motor Behavior in Sports Competitions among Students
This evaluation was based on the number of students who expressed interest in participating and their level of involvement in the competitive sports game. A total of 215 students enrolled in the competition (33.8% of the total student population). The observed level of involvement was rated as: excellent, good, or average**.**

3. Results

A. The questionnaire was administered to 636 students, and the results were recorded in Table 1:

Tabel no 1.

Questions	Percent/categories		
1	18,8%	35,8%	45,2%
2	29,8%	47,7%	22,3%

3	58,1%	29,8%	11,9%
4	43%	13,9%	42,9%
5	4,8%	76,8%	18,2%
6	37,7%	29,8%	32,3%
7	36,9%	29,2%	33,8%
8	19,8%	53,4%	10,8%
9	56,9%	18,9%	32,7%
10	43,2%	26,7%	30%

B. Motor tests

Tabel no.2 (Girls)

Points	SL	A	F	TF
10	16,6%	28,5%	5,2%	53,3%
9	36,6%	45%	29,2%	28,5%
8	34%	18,3%	40,4%	11,4%
7	12,6%	8%	25%	6,6%

Tabel no 3 (Boys)

Points	SL	A	F	TF
10	14,3%	15,7%	18,5%	41,2%
9	48,1%	51,3%	25,9%	33,3%
8	31,4%	25,9%	36,1%	12,9%
7	6%	6,9%	14,8%	12,5%

C. Observing the involvement in competitions of the 215 students (33.8%)

Tabel no. 4

Qualifying	Sport game involment
F. good	28,3%
Good	48,3%
Poor	23,2%

Data Interpretation

From the responses provided by the students in the questionnaire, the following key points were observed: 18.8% of the students have practiced a sport since childhood; 22.3% believe they had effective physical education lessons during their pre-university education; over 58% engage in sports once a week, with jogging being the most common activity. A percentage of 76.8% of students prefer to watch movies and tutorials in their free time. The need for physical exercise is expressed by 37.7% of the students, while 53.4% prefer to perform exercises from medical gymnastics during practical physical education lessons. The results from the motor tests show that girls lead with a percentage of 53.3% in the balance test (Flamingo Test), compared to 41.2% for boys. The leg strength, measured through the standing long jump, shows that both girls and boys achieved a grade of 9, with 36.6% of girls and 48.1% of boys. Abdominal strength mainly falls within the grade of 9 for both girls and boys, while arm strength is predominantly rated with grade 8 (40.4% of girls and 36.1% of boys).

4. Conclusions

It is evident that the subjects of our study, who belong to a vocational professional field, have allocated more time to artistic preparation, with most neglecting body maintenance through physical exercise. This has led to a young population with weak physical condition, unaware of the importance of sports in daily life. The fundamental pillars in a child's life on their path to artistic

performance are family and school. These can influence the behavior and mindset of future artists toward a healthy life, a strong body, and a creative mind by recommending daily physical exercise.

Based on the results obtained, we will develop physical exercise programs to target the key muscle groups (arms, legs, abdomen, back), exercise programs to address posture deficiencies through medical gymnastics, and encourage all students to participate in student sports competitions, which foster social engagement and a sense of fair play**.**

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