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Lexical association (LA scale) and its connection with performing sports in childhood

Elena Lupu^a a* Deniz Ozcan ^a b*^a*Petroleum-Gas University, Bucharest Bvd., no. 39, Ploiești, 100520 Romania*^a*Ataturk Faculty of Education, Near East University*

Abstract

Problem Statement: Creative personality is promoted in syllabus for all schools and activities, representing a step forward for science, with the purpose of opening new perspectives for future generations. Thus, we have to open new perspectives for youngsters, firstly by educating parents to take their children to sports clubs, and to give them a chance to avoid a sedentary life in front of computers. Nonetheless, computers help the process of their development, in spite of the fact that they block abilities which download information in their brains, as natural situations created in sports games and the art of reading are not solvable by pushing a button, but they need imagination, creativity, information update, and, moreover, they activate emotions, states, feelings which no other machine can produce. These feelings and emotions are factors that trigger the mechanism of lexical association. **Purpose of Study:** This research started from the hypothesis according to which the capacity of lexical association is much more developed for individuals who performed sports in childhood, as compared to those who are part of the same group, but did not perform sports games in childhood. The research was undertaken on two groups: a group of 10 students who performed sports games (boys and girls), and another group represented by 17 students (boys and girls), who did not perform sports games. **Research Methods:** Bibliographic study method; observation method; investigation method (conversation, lexical association – LA scale, etc.); pedagogical experiment method; statistical-mathematic method; graphical method. **Findings:** The purpose of this research is to observe whether significant changes appear or not, regarding the intellectual-motric development, mirrored through the capacity and speed with which students realise lexical associations, for the two groups. **Conclusions:** As a consequence, the game strategy combined with reading activities would appear to be the main strategy of knowledge, which trigger the mechanism of lexical associations in a slow and sure manner.

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Keywords: lexical association – LA scale, sports, sedentarism, programmes, students.

1. Introduction

“Human learning is characterised by the fact that, through it, one’s conduct is intentionally modified, along with the formation of individual his/her individual experience and the value granted to social experience...”(Dragnea, A.,

Corresponding author name: * Elena Lupu. Tel.: 0040722718827; fax: 0040 0344103270

E-mail address: : lupu_lln@yahoo.com

* Deniz Özcan E-mail address: denizozcan55@hotmail.com

& Bota, A.,1999,150). We consider that social experience include children to be involved in the practice of sports games within sports clubs. Through games – and where can one play better than when practicing sports? – children learn motric acts, learn how to learn, learn to have the patience of reading in order to receive information, learn to make associations, learn rules and how to respect them. In other words, once children have assimilated information, they have a set of knowledge skills, a working stile, various other skills, motric capacities, all of them essential for their lives. Moreover, they get the power of imagining things they read or hear from their teachers. In this manner, they have their creative capacity formed, as they are our youth, who will be able to find appropriate solutions for a series of associations, and means of approaching which would lead them towards logic solutions.

2. Hypothesis

This research started from the hypothesis according to which the capacity of lexical association is more developed in people who, in childhood, used to practice sports or performance sports and associated this activity it with lecture, as compared to individuals of the same group, who did not practice sport or performance sports in childhood.

3. Methods

3.1. Subjects

The study has been conducted on a group of 27 students (the number of students who compose the researched group). This group has been divided, as a consequence of applying the questionnaire, in a smaller group of 10 students who used to practice performance sports (boys and girls), and a second group represented by the rest of 17 students (boys and girls) who did not practice performance sports in childhood.

3.2. Research methods

Bibliographic study method; observation method; investigation method (conversation, lexical association – LA scale, etc.); pedagogical experiment method; statistical-mathematic method; graphical method.

3.3. Research purpose

The purpose of this research was to demonstrate that there are significant differences when discussing about the capacity of lexical association for people who, in childhood, used to practice sports or performance sports, as compared to individuals of the same group, who did not practice sport or performance sports in childhood.

4. Research Tasks

Research tasks aimed at the experimental situation according to the group.

- A random chioce of the group of students;
- Initial Test (I.T.) – Applying Questionnaire No. 1 Observation protocol regarding the identification of *Personal Data* in order to collect information regarding childhood activities had by subjects involved in the study;
- Observing events which occurred after applying the questionnaire;
- Final Testing (F.T.) – Applying Questionnaire No. 2 Lexical associations – evaluation on LA scale;
- Data analysis and interpretation.

5. The content of the research

Creative personality is promoted in syllabus for all schools and activities, representing a step forward for science, with the purpose of opening new perspectives for future generations. Thus, we have to open new perspectives for

youngsters, firstly by educating parents to take their children to sports clubs, and to give them a chance to avoid a sedentary life in front of computers. Nonetheless, computers help the process of their development, in spite of the fact that they block abilities which download information in their brains, other than virtual information. As a consequence, the strategy of sports games, combined with reading and the elimination of sedentarism in general is achieved through a “portioning” of time spend in front of computers. This could become the main strategy of a positive change, that could lead towards an increase from one’s capacity of making lexical associations to self-awareness. Self-awareness, in this case, would rely on motric learning, on study, on “...the cognitive activity that accompanies motric learning and transforms it in a special manner of learning, in which assimilated skills become operational means of solving certain problems” (Dragnea, A., & Bota, A., 1999, 152) which slowly and surely could determine a future increase of their capacity of making lexical associations.

6. Data analysis and interpretation

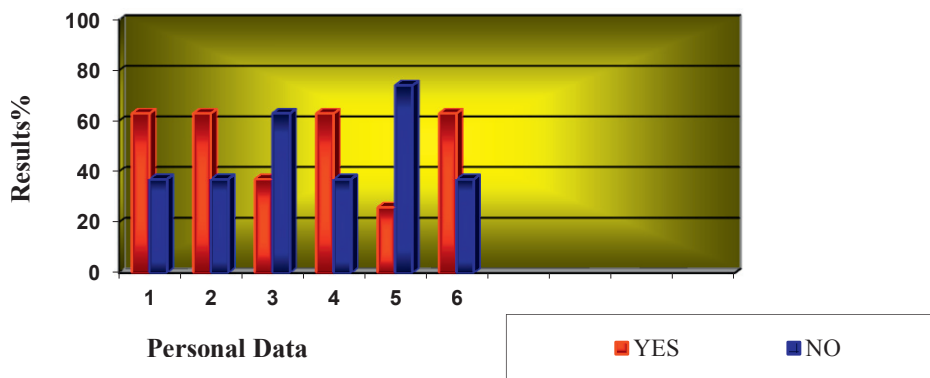
The present research has been undertaken on a group of 27 students. In order to observe the aspects of our study and separate problems, we hav applied a programme on the researched group in two stages:

- Stage I – Applying Questionnaire No. 1 Observation protocol regarding the identification of *Personal Data* regarding childhood activities had by subjects;
- Stage II – Applying Questionnaire No. 2 Lexical associations – evaluation on LA scale.

Stage I – Results are presented according to data from Table and Graph No. 1

Table 1 Observation protocol regarding the identification of *Personal Data* regarding childhood activities

Questions Invalid Data	Results in %			
	Yes		No	
1. Did you enjoy running and playing in childhood?	62.97%		37.03%	
2. Did you have a play-friend?	62.96%		37.04%	
3. Did you used to practice regularly a sports game?	37.03		62.97	
4. Did you prefer to play on the computer instead of sports games?	62.97%		37.03%	
5. Did your friend used to practice sports?	25.92%		74.08%	
6. Did you used to spend a lot of time in front of the computer?	62.97%		37.03%	
7. Where did you spend most of your time?	1.	2.	3.	4.
1. In front of a computer; 2. In front of a TV; 3. Reading a book; 4. Playing sports games and reading?	27.03%	24.82%	11.12%	37.03%



Graph 1 Identifying *Personal Data* for questions 1-6 regarding childhood activities as a consequence of applying Questionnaire No. 1

From the registered data we may observe that at the initial test the group divided, therefore appearing two categories of subjects:

- one group of 10 students – a percentage of 37.03% (boys and girls) (see question number 7) who used to practice performance sports (abbreviated S.S.P.C.) and accepted reading as an alternative leisure activity;

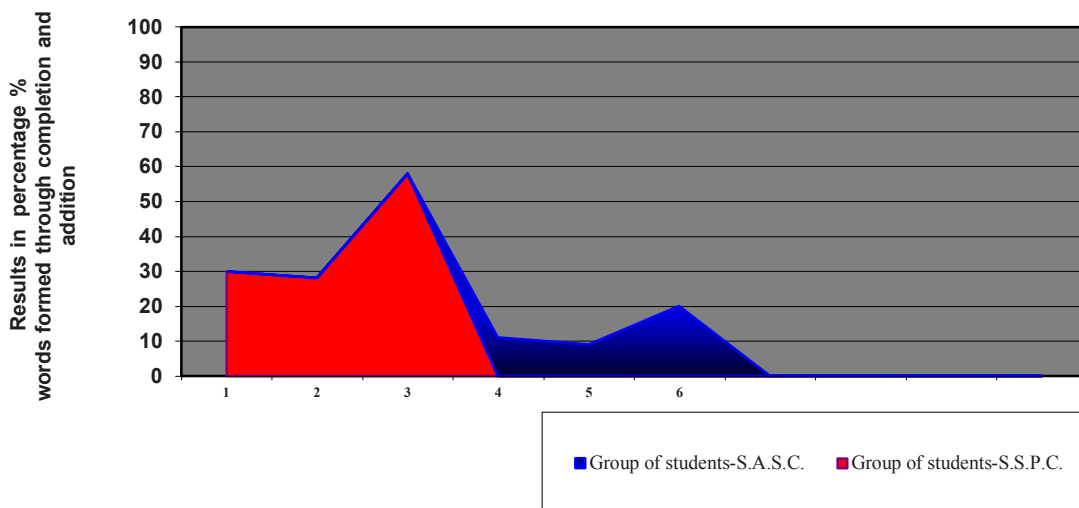
- a second group represented by the rest of 17 students (62.97%) (boys and girls), who did not use to practice performance sports (abbreviated S.A.S.C). These students preferred static activities, such as: TV – 24.82%, PC – 27.03% or just reading –11.12% (see answers from question number 7, Table number 1) and excluded from their preoccupations the joy of sports games.

Second phase – for the second stage we have applied questionnaire number 2 in the same conditions and time unity for the two groups. Questionnaire No. 2 was composed by two sequences, both executed on a preestablished time unity – 1 minute. In the first sequence, students had to write 30 notions obtained from the addition of two or more words. For the second sequence, they had to write another 30 words resulted from the completion of a noun with another morphological lexeme. They were advised to diversify as much as possible their results. They could have written thirty words starting with “extra”, but they would have been penalised with 1 point and this could not be a means of affirmation in front of their colleagues. In spite of this, if they were to invent inexistent words, but which had a logic (e.g. donkey honesty, supercannibal) etc. (Horst H. S., 2000, p. 107), this aspect would be appreciated and they recorded a favourable final mark. If words were invented and had no logic, or did not exist in dictionaries (e.g. The word *bel* instead of *bell*), they would be penalised and points would be reduced for each answer.

From the series of words formed through addition, exemplified by students, we enumerate some of the answers: garden, gardener, gardening, milk, milkman, milkwoman, milk-store, horse, horse-shoe. We also enumerate some of the words formed through completion and exemplified by students: song of a nightingale, song of a swan, eye of a tiger, Moon stone, sun shine. These examples were given in order to prove that the applied test was difficult, and that for this test students required to be self-confident – gained after practicing a sports game –, to give a certain attitude, to rely on their language knowledge, to have the pleasure of reading and a rich vocabulary, all stimulated through play at a young age in the moment when they assimilated the motric act. The obtained results have been centralised, calculated and recorded under an arithmetic form (X) of the number of words formed through addition and completion, separately for each participating student, according to his/her group. Therefore, the obtained results are presented according to each group, as it may be observed in Table No. 2, entitled *Registered indicators regarding the students' capacity of making lexical associations – evaluation on LA scale – for the two groups of students*:

Table 2. Registered indicators regarding the students' capacity of making lexical associations – evaluation on LA scale – for the two groups of students

Words formed from addition and completion		Words formed from addition and completions	
1. Number of notions obtained from addition – group of students who practiced sports in childhood	2. Number of notions obtained from completion – group of students who practiced sports in childhood	4. Number of notions obtained from addition – group of students who did not practice sports in childhood	5. Number of notions obtained from completion – group of students who did not practice sports in childhood
X =30 notion	X=28 notions	X=11 notions	X=9 notions
3. Total X notions: addition+completion (30+28= 58) X= 58 notions		6. Total X notions: addition+completion (11+9= 20) X= 20 notions	



* Graph No. 2 Registered indicators regarding the students' capacity of making lexical associations – evaluation on LA scale – for the two groups of students after applying questionnaire No. 2

Important – notions from Table No. 2 have numbers which correspond to the inferior segment of Graph No 2 according to the caption:

***Caption for Graph No. 2:**

1 in graph = X = 30 notions; 2 in graph X= 28 notions; 3 Total in graph - X notions = 58 notions;
 4 in graph =11 notions; 5 in graph = 9 notions; 6 Total in graph - X notions = 20 notions

Evaluation of creativity on the LA scale – the fluidity of lexical associations – presupposes that the student achieves a certain mark as following: 0-20 points (average qualifier); 21-40 points (good qualifier); 41- 60 points (very good qualifier). As a result of the registered data, we may state that students who used to practice performance sports in childhood and have the pleasure of reading have obtained an average (X) of 58 notions (words formed from addition and completion) and a very good qualifier, as compared to those who did not practice sports in childhood and had their average (X) of 20 notions and an average qualifier. Therefore, according to the LA evaluation scale, that, with no doubt, the test seemed easy to students who have the preoccupation of reading and who used to practice sports games in childhood, as they had an average of 58 notions and a very good qualifier, proving that they possess a good towards excellent structure of combination, according to the marks they received, creativity manifesting itself where good communication between people is needed through the usage of knowledge.” (Horst H. S., 2000, p. 119), thus confirming the hypothesis. In addition, we have introduced the programme of sports activities, which we believe that would stimulate motric memory along with motric intelligence, thus offering the subjects the possibility of updating their information according to the needs of each student. The recorded results collected from students after applying the questionnaire, we believe that proves this aspect (see data in Table and Graph No. 2).

5. Conclusions

- We consider that social experience include young children to be involved in the practice of sports games within sports clubs.
- Creative personality is promoted in syllabus for all schools and activities, representing a step forward for science, with the purpose of opening new perspectives for future generations. Thus, we have to open new perspectives for youngsters, firstly by educating parents to take their children to sports clubs, and to give them a chance to avoid a sedentary life in front of computers.
- At the initial test, the group divided, resulting in the formation of two subject categories: a percentage of 37.03% from the total number of the investigated students who used to practice performance sports, and a percentage of 62.97% who did not practice performance sports in childhood;

- The final test of this research attracts attention over the significant differences as far as lexical association is concerned for people who, in childhood, used to practice sports in an organised manner, as compared to individuals who preferred static activities: TV, computer, video games, etc.;
- The capacity of lexical association is more developed in people who, in childhood, used to practice sports or performance sports and associated this activity it with lecture, thus confirming the research hypothesis. In comparison, individuals of the same group, who did not practice sport or performance sports in childhood, and had a sedentary life, do not possess the same ability of making lexical associations.;
- This research represents an open subject for field specialists who desire to observe the benefits of giving value to sports games, combined with lecture, regarding the mechanism of lexical associations.

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