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TRACKS UTILITARIAN OF APPLICATIVE - MEANS
PSYCHOMOTOR SKILLS DEVELOPMENT TO YOUNG
SCHOOLCHILDREN

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Abstract

Physical education alongside other activities intended to contribute to training and educating students and improving quality of life.

Currently systemic approach in the sphere of physical education and sport, structural analysis of both the organizational form and the means used is a necessity. Physical education has a variety of means whose judicious use leads to the objectives and tasks of this activity. The physical education means not simply refer to their systematic hierarchy but envisages that leads to a new quality characteristics and own shares do not meet the taught elements outside the system.

There is a dual relationship between the system means of influencing physical education and integrative system - bio - psycho - social that it is man. The physical education means used properly optimizes intrinsic and extrinsic relations of the body, a new quality in the relations manifestations of matter and energy exchange with the external environment. Optimizing the ways of manifestation on all levels of human personality requires constant improvement and diversification of means of physical education enrichment system. At the same time, this relationship caused double plays an important role methodical methods and procedures system.

The main means of physical education is to exercise in different forms.

In order to achieve a healthy education for school physical education tasks routes utility - applied provides the proper driving education and psychological capacity.

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1. Introduction

In the process of physical education at school level organized routes plays an important utility applications, constituting the main activities through which global action is taken to achieve the objectives of physical education. To meet this goal, they should be selected and organized based on rules and according to precise requirements.

Establishing appropriate content, rich in valences of educational, ensuring proper organization, able to contribute to the promotion of relations and behavior-targeted, consistent training objectives pursued, constitute basic conditions for the process to serve the education and training of students .

Commercial routes applicative used in the physical education teaching contents and guidelines have and can take multiple forms of organizing and running very varied.

Applied routes have an important role in the development and improvement fund will motion skills and the pupils' learning units used properly contribute to the development of children's motivation and also stimulate emulation.

Literature (Dragnea 2002; Cârstea, 2000; Rață, 2004; Șiclovan, 1979; Hanțiu, 2013; Cucui & Cucui, 2016) states that physical education lesson, students can develop body made by variety of means and methods it uses teacher per grade level throughout the school year. A special place applicative driving skills such as walking, running, dragging, jumping, climbing, climbing, throwing, catching.

The same authors characteristics of applicative pathways and methodological requirements for their use in the lesson of physical education and sport in order to fulfill the aims of physical education and sport. Pathways applied an essential role in this regard. Go by the name understand all facilities, appliances, improvisations, objects placed on a path in a certain sequence depending on the intended purpose, develop motor skills, driving skills.

During the practical route, the student runs, jumps, climbs, is crawling, escalates, however strengthening of it physically. As the race developed form, this leads to overcoming shyness, the shyness, developing self-control students' inventiveness.

Applicative pathways developed as the game fosters intellectual qualities: thinking, attention, observant, thus developing their personality.

Applicative pathways contribute to the tasks of physical education if they are chosen carefully, discernment. This choice condition positively influence all aspects of children.

The teacher can use in physical education during the practical lesson in all links of its objectives is especially by fulfilling way.

In the preparatory paths can use simple orientation in space, capturing the attention that have simple rules and little season, lasting 2-4 minutes.

Pathways can retrieve and the fundamental lesson of physical education greatly helping solve objectives, tasks lesson. Passes that will be held to form or strengthen basic driving skills, applications or specific sports disciplines practiced in school education pathways that contribute to driving sensitivities (rhythm, balance), all driving ability stimulating the development of students.

During these journeys is variable (28-35 minutes).

In the last part of the lesson, the closing can be used paths with soothing nature; restoration of major functions capture attention, during the 3-4 minutes.

For forming groups of students aims prorated very good, with secondary and weak, made into homogeneous groups such as the level being equal chances of victory.

Numerical equality must be ensured and choosing captains.

During the course route follows the rules of the game professor and dosing effort.

At the conclusion of the journey, the teacher of the outcome after that will be run in order soothing body exercises.

Applicative pathways are attractive character hits through their specificity and the state that gives emulation.

In execution of applicative pathways can be used gym equipment, portable objects (clubs, flags, balls), ropes, benches for gymnastics, gymnastics box, mattresses, natural obstacles partners.

Frequent movements used are: walking, running, dragging, throwing, catching, transportation, jumping, climbing, climbing. Along with these moves and acrobatic elements can be inserted: tumbles, rolls, twists, jumps and elements of sports games and athletics.

Using applicative pathways in physical education lesson highlights the formative nature of this system working capacity analysis skills acquired, the driving qualities and abilities of students.

It is recommended that the group of students with a high level of preparedness to participate in determining the practical path for mounting devices.

In the experiment we conducted in grades IV to have been selected by several pathways applied by:

- intended purpose;
- dominant driving qualities and skills at this age;
- according to sex;
- relationship with a driving experience to students in grades IV;
- theme and link the lesson;
- student preference.

Studying international literature we see that has not paid special attention on the use of routes applied in physical education and sports lesson.

2. Problem Statement

Applied routes largely retains some features that child psychology has always highlighted. No other sports are not absent routes characteristics applied, even if it comes to wrestling, athletics or climbing. Sports activity involves voluntary and free participation adhesion. It has significance for the individual a reproductive disinterested occupations, recreation and disconnected. It is also a manifestation of cleverness, skill, speed, stoutly, self-control, a race with others, with itself or with nature, for the pure satisfaction of success or of being in activities and to manifest typical sport.

This research is based on a study on the effectiveness routes lesson applied in physical education and sport in order to increase the luggage motor schoolchildren.

3. Research Questions

Using trails applicative will lead to improving the motric baggage of the subjects?

4. Purpose of the Study

The purpose of the research was to identify the influence of utility and applicable routes lesson in physical education and sport.

5. Research Methods

For the development of this research work on goals by using route-utility applications in physical education lesson we used the methods of research: direct and indirect observation, experiment, statistical and mathematical method. The methods presented in this paper are used, so each method is found as a basic component of research.

The research took place between 20 February 2016- 10 June 2016 at the class IV and Class IV B, comprised a total of 47 students from school middle school. No. 1 Ocnita. The research was conducted under optimal conditions, an important and it has brought the sport provided by the school where the research was conducted.

The school has a gym well equipped in terms of material, corresponding requirements in effect fulfilling all the requirements of a gym. The teaching material provided (balls, ropes, gymnastic banks, fixed ladder, basket basketball, handball gates etc.) can be used by students during physical education lessons.

The sports offers the possibility of conducting physical education classes in optimal conditions, so students can benefit from the high quality of the educational process.

6. Findings

At the end of observation after observation protocols were drawn lessons held initial testing which reflected the level of psycho-motor training of children. Samples that have supported the students were running speed 50m., Running the length 600m girls, boys 800m and long jump from standstill.

During the research itself, the structure of lessons were found two trails utility applied, they were aimed at stimulating the motivation of children, increasing the potential psycho-motor also were well organized and positioned in the structure of the lesson thus targets pursued being met.

At the end of the intervention period, students claimed the final testing and the results are presented below.

The results obtained when testing the final reflects a potential increase in psycho-motor, thereby improving the performance of children for each sample separately.

Class IV A most significant increases were recorded in samples running speed 1,05p. Running sample lasting and 0,67p 1.28p. sample jump from a standstill.

Class IV B sample "speed run" there is a performance improvement by 1.33 pts. To sample the "Running term" obtained an increase in average 0.88 proven pct. iar "long jump from place" recorded an increase in average by 0.33 pts.

These differences reflect the influence applicative tool paths use during research

Media samples and final team throughout an increase of 0,96p. resulting real progress for children, psycho-motor development improved.

With the results obtained in this research we can say that demonstrated beneficial contribution they have applied utility routes used in the lesson of physical education and sport in order to improve biometric of the subjects.

7. Conclusion

In physical education class utility applications routes are important because through them develop psycho-motor abilities, motivation, will, vital body functions, leading to a natural and harmonious development of the child. This research highlights the positive aspects of applicative pathways using them constantly in physical education class.

Applicative pathways are attractive character hits through their specificity and the state that gives emulation.

According to the hypothesis we use in all driving lessons for capacity development in the experimental classes, relays and runs applications.

Applicative pathways were used in link building training and driving skills.

We wish to point out that by using relays and applicative pathways, physical education lesson gained in terms of attractiveness, and participating students waiting for them with a big ax disposal.

The experiment results lead us to conclude that the capacity can be developed and improved driving faster and more efficiently by using relays and applicative pathways in physical education lesson.

After the experiment, the data obtained from experimental group we can say that the hypothesis that this research was confirmed, the ability ax can be refined by using relays and paths applied in physical education class and could be widely used in physical education class.

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