

position in relation to the opponent and the combat area; it is achieved by thematic exercises, on long-term, resulting in sporting skill.

Temporal perceptions – the coordinative skills at work in the preparatory and decisive attacks, choosing the best moment to increase the effort during attack initiation, assessing the duration of technical domination exchanges represent various aspects of time perception in motor acts.

The formation of the temporal sense is achieved in conditions specific to the judo match. The perception of match duration, of a pin down is extremely important in the strategy of the competition activity.

According to Epuran (1976), the **tempo** is characteristic to all movements, both cyclic and acyclic. The duration and tempo are the main components ensuring the perception of speed in motor acts.

Rhythm in judo is conditioned by the alternance of attack initiation by the two opponents, passages from vertical to horizontal combat.

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LE ROLE DES FACTEURS PERCEPTUELLES ET SENSORIELLES DANS L'ACTE MOTEUR JUDO-ET ACTIONS SPECIFIQUES

Résumé:

Le judo est caractérisé par des mouvements spécifiques et complexes, issus de l'interaction des forces actives et passives, et la vitesse de réaction. Une riche expérience, des répétitions multiples, un entraînement intense du sens kinesthétique conduisent à l'évaluation de l'effort nécessaire pour exécuter un certain mouvement. Cela détermine la formation des représentations adéquates des mouvements (des éléments et des procédés techniques), qui sont importantes dans l'acquisition de la technique du judo.

Mots clés: judo, acte motrique, perception, sensorialité

THE ROLE AND IMPORTANCE OF GAME LEADING FOR THE INITIATION STAGE IN ICE HOCKEY

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Abstract:

The game is one of the most effective and important means of education. Any coach or instructor, once convinced of this, will realize that you need to know as many games as possible, to know how to select, adapt, drive, and analyze them and create new ones. A deeper game analysis will show their importance in education and self-control. A series of games develop eyesight, hearing, intelligence, sense of observation. There are no physical or intellectual qualities that cannot be developed through some games.

The hockey specific effort is characterized by complex technical and tactical procedures and operates at high speed, which creates a variety of situations. Success in learning and perfecting this sport is ensured by the performance of a large number of exercises and repetitions

Key words: Motion games, beginners, ice hockey

INTRODUCTION

Games embellish and complete life and are essential for the biological function of both individual and society, because their value is that of a means of expression, and a cultural function. The game is played within limits of time and space. It begins and ends at a precise time. The limitation of time and quality link to immediately fix the form of culture. It is kept by memory as a spiritual creation and is transmitted and can be repeated at any time. Tension effects express beauty, balance, swing, alternation, contrast, variation, binding and posting, settlement. Rhythm and harmony captivate, enchant.

In childhood, play is a central activity; with children entering school, the game goes into the background, because the young to become an activity of sewage and energy and the work ages a comfort activity. So, while children play is conduct formative and shaping, adult play functions as a complement to work, and is disconnecting and relaxing.

Theories formulated by various authors explain the game according to class interests, relating them to the social and professional life of the individual, to the formation and evolution of the mental processes and personality, in general.

Jean Chateau believes that the child's desire to play games shows that s/he wants to reach adulthood. In his view, the origin lies in playful inventive activity, imitation, learning by tradition, structure and instincts. J. Piaget explained the game as an assimilation process involving a double function: on the one hand, while playing, there is an assimilation of impressions and reactions, leading to the development of its functionality, and on the other hand, assimilation requires training and organization of mental nature. "All active methods of education for young children - he says - ask to be given their appropriate material for that, playing, they manage to assimilate the intellectual realities, without them, remain outside the child's intelligence."

Therefore, the play and its requesting specific behavior, action schemes are developed that stimulate the practice and mental development. Assimilation is the real maximum symbolic play

which is of increasing importance as an intellectual movement is sensory-motor plane.

Games contribute greatly to children engaging in multilateral communication generated by the subject chosen and the role. Through play, children appropriate knowledge of occupations, activities, human conduct. We can say that the game is a school for life, which stimulates the ability to live; it is a complex activity that reflects the world and society. Games also reflect the influence of society in which the child lives, the social conditioning, history.

A correct understanding of its essence would be that it is a broader phenomenon of adaptation to the environment. With the evolution and child development, the play behavior in relation to life, and playing partners undergo important changes.

The role and importance of motion games for the initiation stage. In recent years, children increasingly devote less time to playing. In the same time the number of sports, squares/parks and children playgrounds in cities is becoming smaller. Heavy traffic makes it impossible to practice games in the streets; this skill is of the past. No home, children cannot find space and time to play, the TV, the computer and, generally, passive recreation forms of movement replacing it. This situation is similar in sports where the number of spectators and supporters are by far superior to that of athletes. But fair play, learned in sport, influences the individual for a lifetime, helping him to bear defeat with dignity and taste the joys of victory. Those who learn this on the playground transpose it later in life.

A lot of moral qualities developed even using the simplest games could be listed: the spirit of sacrifice, perseverance, courage. Special attention should be paid to developing speed and skill. Unlike in lessons I and II, in lessons III and IV, in addition to speed and skill, strength and resistance indices have grown. Memory and attention become more stable, which allows children to solve some rather complicated actions.

Factors sports training in beginners hockey training

Training on land	%	Training on ice	%
General physical training	40%	General physical training	20%
Specific physical training	30%	Specific physical training	30%
Technical training	20%	Technical training	40%
Theoretical training	5%	Theoretical training	5%
Psychological training	5%	Psychological training	5%

Such movement in the share game lesson training will depend on the type of lesson:

1. learning lesson, 10-20%;
2. repeat-building lesson, 40-50%.

In this lesson athletes possess the ability to coordinate complex movements and fit more easily into team play. Therefore, the teacher will have the option of moving the game character race, combine running, jumping, catching and throwing the ball, set simple and natural obstacles or gym machines. Now everything is organized and games with elements of strength and power, but short-lived.

After organizing the team for the game, which means and place it in the appropriate band, the teacher can proceed to explain and demonstrate the game. Explanation and demonstration contribute to the formation of accurate representations in the children's minds, as well as using accessible language, concise and clear.

Explaining and demonstrating the game vary in children age. Thus, at a younger age, explanation accompany demonstration, because children cannot represent the action game based only on its description. The teacher is responsible for demonstrating. Subsequently, the higher classes can be used better prepared students. The demonstration must be made properly, fairly, so as to complete understanding explanations. This calls for a logical sequence of the key elements of the game.

The plan recommends that the explanation observe the following sequence:

- brief description of the action-game;
- highlighting the main rules of the game;
- establishing the conditions for winning the game and score;
- setting the start and termination signals of the game.

If necessary, add additional explanations. It is also good for the teacher to ensure that students understand the game, and if there are questions to return to the explanation and demonstration, drawing attention to the whole staff on more difficult items.

Overall, explanation and demonstration should take no more; the playing time will be used mainly for action to achieve tasks.

The teacher has a particularly important **role** in the game, and is expected to follow closely the conduct of the game to see the athlete's accuracy and compliance in execution.

Typical performance-tracking errors:

- observing the athletes' behavior and peculiarities of manifestation, if players participating in the game play honestly, without inopportune opponent, whether they manifest initiative, help each other, and take responsibility for their actions, etc.

In managing the game, the teacher should consider certain recommendations, namely:

- to be impartial in the outcome;
- to be constantly concerned about the game;
- to use a moderate tone;
- to participate in the play with children in small classes;
- to ensure the discipline of athletes in the game.

In leading the game, the teacher can use a signal whistle, clap or word, with the recommendation that, in the first case, he does not exaggerate in order not to bother and annoy the children.

Observance of discipline in the game does not mean handcuffing manifestations of enthusiasm of the children. The teacher must ensure active participation by athletes and allow exteriorization of feelings without exceeding the limits. Being disciplined in the game really means to follow the rules and requirements and have a civilized collective behavior. Deficiencies in teacher training may manifest poor game choice by organizational mistakes, incomplete explanations, appropriate or inappropriate team management. Therefore, it is necessary, that no detail is overlooked by teachers. At the same time, they must be concerned with creating an atmosphere of fun for students to participate with pleasure in the game.

Ice hockey - the game - has its own characteristics and peculiarities which are steadily growing, this development involving complex training in all training factors.

The hockey specific effort is characterized by complex technical and tactical procedures and operates at high speed, which creates a variety of situations. Of physiological character, hockey effort is maximal, alternated with pauses. Actions require certain motor skills which, in their turn, require appropriate training period. Increasingly adapting the body to work and high technical virtuosity involve the support of a good physical training, tactical thinking, and moral strength because the process is complex and needs systematization and spreading over time.

Preparing early oriented perspective, taking into account the possibilities of children, setting limits and using resources for precise effort, can contribute directly to the formation of a large number of young people to meet current values of the game.

Large and varied volume content of early preparation involves gradual objectives, tasks and resources in a rational sequence, characteristics determined by age, level of training and working conditions. Following the sequence of the entire learning process can be observed to build new skills

due to the previously acquired, thereby accelerating the achievement of proposed values.

Initiation stage for ice hockey beginner groups (8-12 years). Due to the game and the wide variety of technical and tactical procedures to be learned, early preparation has become lately and ice hockey. Mention that for this selection, girls aged 8-10 years and less are also addressed.

Experience has shown that in the age of automation learning and training can be created on technical elements of the game: skating, puck management, etc. pulling the gate. At this age, children show great excitability, but also show fatigue faster. For this exercise, a variety of pleasant game elements will be used. Because of the age-specific tendency, for instability and irritability, the teacher or coach will show attention to maintain discipline.

Training lessons are simple, attractive, with a rich emotional and stimulating at the same time.

Training and education methods used in preparing children will then be chosen to match the physical and intellectual skills learned in training and staff development. Pedagogical skills and the ability to coach is to act promptly and effectively in different situations, combining requirement with understanding.

Formation and strengthening motor skills is achieved by multiple simple exercises with and without object game, in pairs and group work. Communication and motivation actions are essential in working with beginners. In this sense we try to point out some aspects that the coach or teacher should consider:

- a good coach has the lesson so that children can easily understand what they are asked and what is expected from them;
- during the lesson, the coach will focus on one technical aspect. Various exercises are recommended to cover some technical elements to maintain the interest of children;
- the lesson execution requirements will reach a sufficient level of difficulty so children can progress. Exercise on the extent of hindering properties to maintain the desired pace of development is also recommended;
- assessment and encouragement of children, emphasizing progress;
- exercise of the game as most effective in training;
- when children are asked to form teams, the teacher/coach will help to achieve a balance of appropriate value for the game to be appealing;
- alternate exercises performed on the place of the movement.

Knowledge of skating techniques support the properties of all technical elements of ice hockey. Making a quick slide on the ice requires

significant physical effort from the player. The muscular effort made must also concern the optimal use of all factors that can contribute to fast and economical slipping. This is achieved by alternating proper muscle contraction and relaxation. Achieving this relief increases exercise capacity showing a good balance nerve.

These properties ensure a proper execution mechanism for skating hockey, and the specific movements enable learning and improvement of the sport. Hockey skills and game techniques ultimately involve speed, agility and safety slipping on ice. Success in learning and perfecting the sport is achieved through a large number of exercises and repetitions.

CONCLUSIONS AND RECOMMENDATIONS

Pedagogical and methodological requirements which determine movement efficiency to stage game start:

- game content to meet the functional and psychological peculiarities of somatic-sensory students;
- the content of the game should be the objectives of the training provided by the teacher in that lesson;
- it is necessary to choose the game, to consider the material conditions in which the activity;
- parallel to the rules should follow their stimulating role in achieving goals;
- requires that the teams are close and equal numerically. They are by count, by choice, by appointment by the teacher or have a permanent character;
- forces must be distributed in the game so that each player is dealt and be manifest in them;
- necessary game to be explained and demonstrated clearly and accurately, fully and on stage where "slow", then check understanding through trial executions;
- in game development, effort should be undertaken dosing, assessing and guiding student behavior, setting the result, preventing the accidents;
- when the game ends, the first moves are made to calm the body, followed by communication and explanation of results;
- in order to capture the interest of children, those variants that enrich and complicate the game content are recommended. Some of them are included in the curriculum, others are invented by the teacher.

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LE RÔLE ET L'IMPORTANCE DES JEUX DE MOTRICITÉ À L'ÉTAPE D'INITIATION AU HOCKEY SUR GLACE

Résumé. *Le jeu est l'un des moyens les plus efficaces et importants de l'éducation. Tout entraîneur ou un instructeur, une fois convaincu de cela, vous rendrez compte que vous devez savoir*

que de nombreux jeux, à savoir pour sélectionner, de les adapter, les conduire, de les analyser et en créer de nouveaux.

Lors d'une analyse plus approfondie des jeux tirent leur importance dans l'éducation et la maîtrise de soi. Une série de jeux développés vue, l'ouïe, l'intelligence, sens de l'observation. Il n'y a pas de qualités physiques ou intellectuelles qui ne peuvent être développés à travers des jeux.

L'effort particulier est caractérisé par la complexité des procédures techniques et tactiques et fonctionnera à une vitesse élevée pendant le jeu sont créé une variété de situations. La réussite dans l'apprentissage et le perfectionnement du sport effectuée un grand nombre d'exercices et de répétitions effectuées dans les jeux allés.

Mots-clés: *jeux de mouvement, débutants, hockey*

THE ROLE OF GAMES IN OPTIMIZING EDUCATION TARGETS IN TEACHING SPORT ACTIVITIES

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Abstract:

This paper will focus on technical opinions/ processes and strategies fund, doing so to achieve the objectives of sport education. The authors will review the sport education model, an approach to social and individual development, and project model pedagogical knowledge structures.

The philosophical approach of the third part focuses on training through physical education and movement games, and was the center of our professional certainties early in the twentieth century. Until the '50s it was not questioned, but since that time, a series of professional and social upheavals led to diversification, specialization, different philosophical approaches to the issue relating to sport, physical form and physical education.

Keywords: *Sports activities, educational goals, learning through movement games.*

INTRODUCTION

In an earlier era, the schools believed that learning creates values in sports, such as honesty, perseverance, kindness and courage. The transmission of these values represents the main task of the specialists/ teachers of physical education. Some deeper sociological, psychological, historical and philosophical research have seriously put into question the concepts related to sports in school. Today we know for a fact that sports do not always involve perseverance and loyalty; and will only choose those who are already endowed with these qualities. We also learned that the more athletes are involved in high level competitions (in college, amateur professionals at the Olympics), the more they

complain of a delay in relation to our moral athletes.

What do we do in this situation? To try and solve this dilemma, a change in the current system, making it more compatible with educational objectives, is required.

SPORTS EDUCATION AS A RESEARCH AREA

"Sports pedagogy" is a term often used in international sports education and sports in scientific circles. "Pedagogy" refers to teachers' training or to educational and training programs. This term is in relation to teaching physical education curricula. The notion of sports pedagogy, as understood internationally, is widely used: it includes the teaching of physical education in