

In choosing the means and methods, in this case, special consideration needs to be paid to the level of physical and motric development of athletes and to the age and gender characteristics.

Other trials can be added to the control trials aimed by this research, both in the field of checking the level of development of the motric qualities index and in that of establishing the level of training.

According to the matters discussed in the previous chapters, we have, through the present paper, contributed to the achievement of physical and technical training programme samples, which contain means of action.

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Role and Importance of Movement Games in Ice Hockey

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Abstract

This paper aims to highlight the importance of motion games in learning ice skating for beginner players in ice hockey. By using these driving or motion games, we demonstrate their efficiency in the educational process. There are no physical or intellectual qualities that cannot be developed through certain games. Through their vast variety, games are an elite choice for physical and spiritual development.

As type of activity, any game has a structure and a social function. It decorates and completes life, being indispensable both to the human being, as a biological function, and to society, due to its merit as a cultural function.

Keywords: beginners, ice hockey, movement games

Introduction

The game has time and space limits. It starts and at a certain moment, it stops. By its temporal restriction it is bound to the quality of an immediate construction as a cultural form. Being kept in one's memory as spiritual creation, it may be sent and repeated at any time. The review is one of the most important qualities of the game. The spatial restriction of the game is more obvious than the temporal one. In space, a game has its own order which dominates. The game creates and imposes order. Any deviation from the rules misrepresents its character and suppresses its merit. The aesthetical agent is similar to the effort of creating a new form of the game under all its aspects. The effects of beauty are expressed by the instrumentality: strain, stability, oscillation, alternation, contrast, variation, binding and detaching, solution. Its rhythm and harmony captivate and charm.

Concepts

During childhood, game is an important activity; when children start school, **game** gets on the second place; at a young age this is a consumption activity, and at adult age it is a fortification activity. So, while for children the game is a mature and adaptable behavior, for adults it has complementary functions; for working people it has a relaxing function.

Until the age of six, game is as important as work for the adult, doing an indirect training due to its contribution to the multilateral development of a child's personality and to the development of physical capacity, and to the fact that it represents a reflection of reality, a transposition and change in the imaginary field.

As a complex activity that engages the cognitive and affective resources of the child, game becomes the ground where one can insert the most important informational and formative influences. "In the game the world and life are reflected, in the game there are the basic forms of a child's personality. game is the children's path to the world they live in and which they are called to change . (M. Gorki). It involves sensorial and intellectual activity, and has an emotional side; it develops the attention, the spirit of observation, the imagination, the capacity of thinking and speaking.

Psychology, pedagogy and physiology talk about the observation too, describing and explaining the games animals play, to children and adults, trying to establish their nature and meaning and to show their place in life.

Trying to establish the biological function of the game, some authors consider it like a discharge of a surplus by the vital force; others consider that any human being, when it plays, shows a congenital imitation. There are other opinions, such as: it is a preparing exercise for the activity required by life, a domination exercise, the others consider it like a crossing way of a detrimental impulse, or the fulfilling of a wish that can become reality.

All these explanations have the same factor, and this is the biological finality of the game. They try to answer the question "what is the cause and purpose of doing sport, and less to that what it means for the players.

Concerns regarding the origin and evolution of the game have always existed, but in the nineteenth century they developed. The theories expressed by some authors explain the game according to the class interests, being in accordance with the socio-professional way of man, with the evolution of psychic processes, with personality, in general.

J. Piaget, explained that game like an assimilation process has a double function: on the one side, during the game, an assimilation of impressions and reactions takes place, that leads to development through functionality, and on the other side, the assimilation supposes mental trainings. „All these active methods of children education-he says-ask to be delivered to them, a corresponding material, because while they play, the children must succeed in assimilating the intellectual realities that can be external to the child." That's why due to the game, where some behaviors are shown, the action's schemes are presented in the developing process.

The assimilation of the real is maximum in the symbolic games that have a bigger importance for the intellect as the same for the motor-sensory part. Among the scientific theories about game is the theory of C.V. Plehanov, one of the earliest researches that explained the game on a materialistic basis, showing that in social life work appears first and then game, as in a child's life the game is before work? As a social phenomenon, game is generated by work and has the same aspects with it.

The work-game relation is exemplified by Plehanov, through the game of hunting that had existed before the hunting appeared, like a human activity form. The child plays hunting, and later he will take part in a real hunting and he will be integrating in the work process. The events, activities, habits and the mentality coming from family and society, from urban and rural cities, lead to some changes in the general- structure of the games.

games, mainly contribute to getting children involved in a multilateral communication, that is elaborated by the chosen subject and the role. Through game, a child learns many jobs, activities, and human behavior.

We can say that game is a school of life that stimulates the capacity of living, a complex activity that reflects the world and reality. Although by the help of ludic activity, we achieve fun, game is not reduced to pleasure. As J. Chateau says, the pleasure is of moral origin. game is for the children an inexhaustible source, full of impressions that contribute to the enrichment of their knowledge about life and world, forms and develops personalities, habits, tendencies and aspirations.

At the same time game reflects the influence of the society where the child lives, being socially and historically conditioned. For a correct understanding of it, we ask for its integration in the wide area of adaptation.

The ludic behavior in life relation with game partners has major changes, at the same time with the child's growth. Lately, children dedicate less and less time to game. The number of the playgrounds and squares is smaller and smaller, that means the children don't have any place for playing. traffic jam makes it impossible to do sport in the streets, this habit being one of the past. Neither at home, do children find place and time for playing, because television, computer and passive rest replace the game. This situation is visible in sport, the audience being superior to sportsmen. The sport that is learned on the playground influences the man through his entire life. Due to it he is used to accept the defeats and to enjoy when he wins. Those who have this thing on the playground, have it later in life.

We can mention other moral qualities that are cultivated through the game, the sacrifice, courage, that can be developed even through the use of the simplest games. We have to underline that in a game there are not only positive features, but at the same time negative features develop, too. So the lack of interest goes together with the selfishness, modesty and honesty. The game doesn't have negative features, but other games reveal them better. The appurtenance of a team is what shows positive features. Each child is aware of the fact that his sacrifice is a quality. Some children's wish in dominating the others must be prevented.

Between the proposed ideal and their behavior there may be oppositions. The trainer can solve these conflicts. For this reason the organized game has a stronger effect, on condition that the trainer knows the basic rules and its techniques. The word, gesture and personal example, may have a good influence, may reduce the negative features and develop qualities.

In analyzing the games deeply, their importance may be visible in educating one's will. A large number of games develop the hearing intelligence and an observational mind. There are not physical or intellectual activities that can't be developed through these games. Games are an important method for developing one's spirit.

Therefore, we can demonstrate what we have told before, that is game is one of the most efficient means of education. Any trainer or instructor, who is convinced of this, will realize that it is necessary to know as many games as possible, to select them properly and to analyse and create them. Things are extremely simple, the rules are explained, the starting signal is given and everything comes from itself. A clear scheme includes only simple games that are well known by the children. When some children play in the street hide-and-seek, they don't need a special training or a referee. If the game bores them, they will play another one. If we propose them another game, the situation gets difficult. Having no experience, their efforts can fail. In this way, they will abandon the game and will say that it is boring, although the trainer knows that the game is very interesting. How can we explain this contradiction? Which is the cause of the boredom? We have to ask more questions. Is it the best game? Is it appropriate for the team? Is it appropriate to their age? Was their experience overappreciated? Were the physical qualities evaluated properly?

Were the place and time well chosen? Were the rules well explained? Was any detail missed? Were the best players arranged, properly? All these questions are very important. A negative answer is good and all the effort will be useful. When we choose a new game, we have to answer all these questions: Is the chosen game, the best? Is it interesting enough? Does it stimulate the children's interest? If the game weren't played by the instructor, he would read the instructions and build it imaginably. Let's not forget that a beginner meets difficulties, whereas an instructor anticipates the players' reactions. Here is an example: the description of a team game that lasts an hour. If a player is eliminated in the first minute, what will come next? 59 minutes of boredom.

Conclusion

Due to the multilateral influence upon the entire personality of the child, the movement games, are one of the basic means of training, in the initiation period. At a young age, sportsmen have no strength, attention and endurance. That's why it is recommendable that in choosing the movement games, we should consider the ones which have short runs, jumps, catches and throws, without sharing the team. Due to them the development of movement is obvious in walking and running, in high jumping, development the throwing habit and the catching habit with small and medium balls or other objects. A special attention has to be paid to the speed and skill.

The percentage of motor skills development for each type of training :

- Field Training : Speed 25%, Strength 10%, Endurance 10%, Skill 25%;
- Training on Ice : Speed 25%, Strength 5%, Endurance 5%, Skill 40%.

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