- kyphosis was totally corrected, muscular strength grew, breathing was improved, recording a 1 cm increase of the thoracic elasticity and a clear improvement of the backbone mobility;
- in the case of subjects with lumbar lordosis, positive results were noticed, the lumber lordosis being reduced with 2, respectively 1.5 cm, muscular strength increased as the number of means and the complexity thereof increases also, breathing got better, thoracic elasticity increasing with 4 cm, respectively 3 cm;
- in the case of the subject diagnosed with unstructured C scoliosis, we noticed a reduction of the curvature with 10 ^{o} Cobb, muscular strength increased, breathing improved, thoracic elasticity increased with 2 cm, the mobility of the backbone improved visibly;
- in the case of the subject diagnosed with thoracic kyphosis, we noticed a correction of the kyphosis with 2 cm, muscular strength increase, breathing improved, thoracic elasticity increased with 3 cm, the mobility of the backbone improved visibly;

All the subjects acquired the habit of correcting their posture when walking, as well as when standing.

In conclusion propose that this sport complex, swimming, to be used for the correction in the shortest time of deficiencies and attitudes of the body, but and in order to maintain the correct posture and a optimum state of health.

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HARMONIOUS PHYSICAL DEVELOPMENT OF PRIMARY SCHOOL STUDENTS THROUGH CERTAIN METHODICAL PROCESSES AND SPECIFIC EXERCISES STRUCTURES

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Abstract: The research aims harmonious physical development of primary school students, which is the general objective of physical education and sports. This development would be achieved by introducing in the students training of some specific exercises structures and well chosen by professor motive games which will engage students to participate in sports activities at school and at the same time will determine students to practice these exercises.

Keywords: harmonious physical development; methodical processes; specific exercises structures.

Lately we hear more and more about modernization of physical education lessons, with the introduction of new elements to make lessons more attractive. But physical education and sports specialists found that some teachers limited to a small number of movements for harmonious physical

development, although this discipline has multiple options of modern modeling physical development of students.

General objectives in primary school physical education class can be successful by promoting some modern versions of physical development modeling, as diverse and attractive as can be, to stimulate attachment for this domain, for movement, for competition, not by repeating the same motion sets.

Physical education and sports are constant concerns for all stakeholders in the training of new generations, in the population health and bio-motive capacity. Physical education is regarded as one of the main factors in tempering and strengthening the body, in compensation and recreation.

The harmonious development of every child in all of its physically, mentally and aesthetics potential, are both the conditions and the resulting of personality approach, designed in close addiction to its social and cultural environment. In the intense school activity condition, which requires intellectual and sports efforts and an increased independent activity, returns into spotlight the care for ensuring a fair and harmonious physical development in order to achieve a multilateral physical training, which is the major objective of physical education.

Hypothesis

In our scientific approach we hypothesized that by using exercises structures specific to physical development, focused on relay games, applicative routes combined with attractive and unconventional teaching materials we get a physical, harmonious and multilateral development of students.

Research objectives:

a) studying specialized books and curricula, in order to achieve a rigorous planning and for organizing classroom lessons;

b) performing measurements on somatic and motive development of pupils;

c) selecting the most appropriate exercises, according to students age and individual peculiarities in order to ensure a physical harmonious development;

d) to compare the results of the tests, surveying if methodical processes and exercises structures adjusted to primary education has produced a natural and harmonious development of students.

Research tasks:

- Establishment of the physical development level of children chosen to cover the themes of physical education classes;
- Developing a system of exercises, relays and games for the harmonious physical and motive skills development;
- Application of the exercises system in the physical education activities with tracing the development of motive skills through specific tests;
- Documenting the concepts of school children physical development in the modern sense of the term;
- Processing and statistical interpretation of data recorded on trials and tests applied.

Research methods:

In order to complete this paper, to be able to create and apply tests regarding the influence of methodical processes and exercises structures on the harmonious physical development of children in elementary school, I used the following research methods :

Bibliographical method - documentation base, pedagogical observation, conversation, basic teaching experiment, the method of measurements (tests) and the method of statistical - mathematical data presentation and processing.

RESEARCH ORGANIZATION

The research took place at School No. 26 in Galati, during the 2014-2015 school year. Studied classes were third grade A with 27 students (16 boys and 11 girls) and third grade B with 25 students (15 boys and 10 girls). Classes were held most of the time in the schoolyard, given the precarious conditions that the school has.

RESEARCH STAGES

Phase I - lasted from October 2014 until 14 December 2014 and focused on the following objectives:

- literature documentation;

- estimation of physical and mental development through initial testing;
- establishing teaching strategies for methodical contributions about capitalizing the physical education curriculum content in developing pupils motility.

Phase II - was conducted between 15 December 2014 to 15 April 2015 with the following objectives :

- implementation of teaching strategies for methodical contributions on capitalizing the content of physical education curriculum in preschool pupils motive skills development;
- systematization of group games under the assumptions made for the formative experiment.

Stage III - aimed primarily experimentation of methodological contribution about harnessing the physical education curriculum content for motive development of small pupils during the first and the second semesters of the 2014-2015 school year, and the following tasks:

- estimation of physical and mental development through final testing (April-May);
- processing and interpretation of statistical data, recording the evidence and applied tests (May- August).

I used as experimental element a variety and a diversity of games specific to their age, to season, venue (gym, the schoolyard), applicative runs. Wishing to give physical education activities a high level of intrinsic motivation and physical participation from children, I used teaching materials made by me (obstacles - toys, circles, sticks, scarves, balls, flags).

Table No. 1 - ***Somatic development – boys experiment class***

Parameters		**Final testing**			**Initial testing**			**Difference $T_f - T_i$**		
		$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**
Waist		135,18	12,01	8,88	133,43	11,93	8,97	1,75	0,08	-0,09
Weight		31,75	5,82	18,33	30,25	5,68	18,77	1,5	0,14	-0,44
Thoracic Perimeter	**Insp.**	67,43	8,5	12,60	65,68	8,37	12,78	1,75	0,13	-0,14
	Exp.	62,62	8,17	13,04	61,31	8,13	13,26	1,31	0,04	-0,22
	Elast.	5,18	2,35	45,36	4,37	2,16	49,42	0,81	0,19	-4,06

Table No. 2 - ***Somatic development – boys witness class***

Parameters		**Final testing**			**Initial testing**			**Difference $T_f - T_i$**		
		$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**
Waist		136,78	12,15	8,88	135,14	12,08	8,93	1,64	0,07	-0,05
Weight		36,74	6,27	17,21	35	6,14	17,54	1,42	0,13	-0,34
Thoracic Perimeter	**Insp.**	71,07	8,76	12,32	58,57	8,60	12,54	2,50	0,16	-0,28
	Exp.	66,35	8,46	12,75	64,5	8,34	12,93	1,85	0,12	-0,18
	Elast.	4,71	2,25	47,77	4,14	2,11	50,96	0,57	0,04	-3,19

Table No. 3 - ***Motive development – girls experiment class***

Parameters	**Final testing**			**Initial testing**			**Difference $T_f - T_i$**		
	$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**
”Commute” Game (5x5m)	11,48	3,66	31,88	12,42	3,8	30,59	-0,94	-0,14	1,29

Long jump from standstill	124,42	12,04	9,67	117	11,68	9,98	7,42	0,36	0,31
CDF with portable object	4,28	2,24	52,33	2,85	1,82	63,85	1,43	0,42	-11,52
Acrobatic line	4,42	2,27	51,35	2,71	1,77	65,31	1,71	0,5	-13,96

Table No. 4 - ***Motive development – girls witness class***

Parameters	**Final testing**			**Initial testing**			**Difference $T_f - T_i$**		
	$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**	$\overline{X}$	**±S**	**CV %**
"Commute" Game (5x5m)	11,8	3,64	30,85	12,13	3,69	30,42	-0,33	-0,05	0,43
Long jump from standstill	130,11	11,09	9,29	125,67	11,88	9,45	4,44	-0,21	-0,16
CDF with portable object	3,36	2	56,18	2,56	1,70	66,41	1	0,30	-10,23
Acrobatic line	3,56	2	56,18	2,67	1,73	64,79	0,89	0,27	-8,61

CONCLUSIONS AND PROPOSALS

I consider that the conducted experiment, by obtained results, achieved its purpose. Selection, systematization and rescheduling of harmonious physical development complexes were made taking into account the particularities of age, the methodology to achieve physical education activity at primary school students and the concrete conditions.

Interpretation of the data confirms the hypothesis in practice and allows us to conclude that:

- obtained data from the experiment about physical development of the experiment class indicates a normal physical development for this stage;
- girls at this age are more developed physically than boys, these ones still obtaining at tests, at some indicators, superior results (example: „Commute" Game indicator – 5x5 m).
- regarding motive development, tests indicate an increase of speed and skill parameters, when are used applicative pathways and portable objects;
- in strengthen motive skills and also in motive qualities development, we combined methods so-called „traditional" with „modern" ones, with moments of self-organization and self-evaluation of individual activity and team activity, in formation of the critical sense in evaluating own preparation;
- practicing different exercises, combined with portable objects and music, there was obtained a natural and harmonious development;
- various exercises structures, along with used methodical processes have contributed to pupils personality development;
- systematic choice and scheduling of exercises, games and applicative pathways applied ensured the active and conscious participation, mobilization and awareness of subjects for their own development;
- results materialized in the level of motive development and in the progress during the experiment demonstrate that by using different exercises structures and appropriate methods, students activities were done on awareness basis and motive and spiritual forces have been mobilized.
- during the activity was taking into account the increasing of complexity exercises (from simple to complex, from easy to difficult), to ensure the gradual progression of physical and mental effort required by modern methodology. During the experiment, subjects were explained which are

the effects of a sustained and systematic activity, from physical, mental and motive point of view. After this training, subjects showed activism, initiative, flexibility of psychic processes, creative imagination by rethinking previously learned actions, completed under various conditions.

This paper is the result of a long attempt to find the most suitable methods, through which to be induced among children attachment for the sport activity.

Proposals

For developing an appropriate activity, we propose that at the beginning of each school year to be realized a specific curriculum plan for student class to which is addressed, taking into account the peculiarities of age, existing resources and school facilities.

Also, at the beginning of the activity, the teacher must to undertake a thorough research of the collective through our domain specific testing, to know which are individual possibilities in the collective, evaluation being done accordingly. On the same note, I assert that is a real need for a more detail „pattern of physical education" within the National Evaluation System, on various levels and depending on some individual particularities, appraisal following in this way differential treatment, which will attract students to our activity.

The practical activity of exercise I propose to be achieved using active – participatory strategies, which contain both „classic" and „modern" methods, appropriately applied at different times of the lesson, combined with self-organization and self-evaluation.

It is certainly required to manufacture some simple and attractive means of education that does not necessitate special expenses and are age-appropriate, not demanding the purchase from commerce (scarves, flag , balls, hoops, etc).

Another proposal target a greater concern from teachers to know a varied number of exercise structures for harmonious physical development, their implementation and avoiding the endlessly use of the same exercises that lead inevitably to monotony and lack of interest from the part of students. Also, I propose to be discussed at the methodical commissions level, the need for arranging and equipping of some facilities for carrying out physical education activity specific to primary education level, making portfolios which will contain „model" teaching projects, based on the latest field requirements, collections of exercises, games, relays, applicative pathways that will stimulate students creativity and imagination, but also to ensure maximum efficiency of all activities specific to this curriculum.

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