

In this respect, our approach was to cumulate all the values of the variability coefficients in order to determine the class with the highest level of homogeneity on the whole; considering that homogeneity increases towards the end of the learning cycle, it may be concluded that the fourth grade is the most favourable for the development of coordination skills.

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LA COORDINATION DU DÉVELOPPEMENT DES CAPACITÉS AUX ÉLÈVES DES ÉCOLES PRIMAİRES

Résumé:

Le degré de manifestation de la motricité évolue avec l'âge. Simplifier au maximum, peuvent être mis en trois périodes de développement: une phase de croissance dans la petite enfance et l'adolescence, une phase de "plateau" et une régression progressive à l'âge adulte. Dans le développement individuel ont été observés et décrits dans la littérature certaines périodes sensibles et les périodes critiques. Les périodes sensibles est caractérisé en ce que le corps, dans certaines périodes, de répondre plus intensément que d'autres à des stimuli externes. Toutefois, les périodes critiques sont considérées soit comme une phase dans laquelle, si elle cherche à développer des effets bien définis, est nécessaire, être appliquée à certains stimuli, ou comme une phase de stagnation, si ce n'est pas une régression.

Mots-clés: les élèves, l'enseignement primaire, programmes d'éducation physique, les compétences motrices, les compétences de coordination.

THEORETICAL CONCEPTS OF EARLY EDUCATION/ DEVELOPMENT OF CHILDREN'S MOTOR AND PSYCHOMOTOR SKILLS THROUGH JUDO

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Abstract:

The issues related to the early education and development of motor and psychomotor skills is of tremendous importance nowadays, that is why it is necessary to approach the didactic strategies able to develop and educate the components of psychomotor skills in judo, thus developing the ability to analyse situations, take decisions, and coordinate motions from a visual-motor and auditory-motor perspective, correlated with the education/ development of attention and concentration ability, the static and dynamic balance, the spatial-temporal orientation, general and intersegmental coordination, kinaesthetic sense and muscle tone.

Keywords: Judo, motor skills, psychomotor skills, education

INTRODUCTION

Nowadays, children's sports training has raised heated debates on a global level, as its role in psychomotor development and health maintenance is well-known.

Judo – "it may have, in a more complex vision, various meanings. It may be a sport, an art, a discipline, a recreational activity, a fitness program, a means of defence or even a way of life."

Judo – "it is a sport with a complex manifestation of all motor skills: strength, speed, endurance, skill, and mobility."

Analysing these perspectives, **the theoretical basis of the issue of education/development of children's motor and psychomotor skills through judo** may be defined as: the systemically conceived scientific argumentation of the totality of components of the early education/development of children's motor and psychomotor skills through judo, aiming at improving the children's morpho-functional and mental abilities, expressed in developing social relations or positive results in competitions of all levels.

THEORETICAL AND PRACTICAL IMPORTANCE OF THE PRESENT RESEARCH

The theoretical importance of the present paper is the contribution to developing the knowledge in the field, delimitating the issues pertaining to the education/development of children's motor and psychomotor skills through judo, identifying and synthetically presenting those theoretical concepts supporting this approach.

METHODS

a) The study of bibliography

The study of specialised literature, documentation represents the first step in the investigation and allows for the enlargement of ideas, and opening of perspectives on the evolution of the various aspects of the topic under analysis.

The scientific documentation and bibliographical documentation to support the research were performed by consulting the resources in the libraries in the National Sports Research Institute in Bucharest, the library of the University of Pitești, U.N.E.F.S. Bucharest, the "V. A. Urechia" library of Galați, as well as online resources.

The perused papers belong to Romanian and foreign authors (dictionaries, treatises, courses, monographies, sporting and judo-specialised information bulletins, pedagogical articles in specialised magazines, Ph.D. theses).

The information considered of interest were used selectively, according to their importance for the topic of research, after being included in work sheets function of the domains of interest for the paper outline.

The authors studied wrote on aspects related to:

• aspects and issues of the topic title – issues of pre-school education: J. Bandet, A Brata., V., Bissing, E., Firea, Z Grosz. M.Stănescu;

• papers on general and particular aspects of the motor, psychomotor, somatic and functional of pre-school children: A.Albu, T.Ardeleanu, N. Benguigui, J.Bergès, A. Focșăneanu, V.Horghidan, A. Mateiaș, V.Paraschiv,

• papers on the general didactics of sports and physical education: E.D.Colibaba, A.Kruger, G. Rață;

• papers on educational sciences: L. Antonesei, M. Călin, C. Cucuș, E. D. Colibaba, S. Cristea, M. Epuran, E. Hahn, E. Joița, J. Monteil I. Neacșu, I. Nicola, Ș. Palade, V. Părvulescu, J. Piaget;

• papers on judo: L. Arpin, I. Avram, C. Barioi, G. Barraco, T. J. Buckley, E. Charlot, M. Chirazi, D. Deliu, C. Fradet, F.F. Frazzei, I. Hantău, M. Ion Ene, W. Lüschen, A. Muraru, D. Roșu, J. Rouillet, G. Sozzi, T. Uzawa;

• papers on measuring and assessing activities in sports and physical education: M. Epuran, A. Haag, V. Munteanu, V. Oprea, C. Petrescu, R. Thomas, E.Verza;

b) The observation method

As a method, **observation** presupposes the close and systematic follow-up of the subjects' reactions, from a motor, psychomotor, psychic, social point of view, in order to grasp the essentials.

Our research used the observation method on children aged 4-6/7, in view of gathering information on the motor and psychomotor potential of pre-school children in regard of their early education/development through judo.

Out of the types of observation, the following were used:

• observation involving the researcher into the various stages of the research (observing the subjects, in the context of the age-specific and the educational act)

• indirect observation, studying the documents and consulting specialised third parties in view of clarifying certain aspects under investigation.

The results obtained as a result of observation were put down and interpreted as a constitutive part of the present paper.

The starting hypothesis is: **identifying the theoretical concepts relevant to approaching the early education/development of children's motor and psychomotor skills through judo may constitute the support element able to focus the research on this direction.**

PURPOSE

• The study of specialised literature and the identification of the theoretical aspects leading to

approaching the issues of the early education/ development of children's motor and psychomotor skills;

✎Pros and cons in regard of the early education/ development of children's motor and psychomotor skills through sports.

OBJECTIVES

✎Consolidating the theoretical knowledge in the field and the scientific research, in view of finding the present stage of the knowledge of the specific concepts pertaining to the early education/ development of children's motor and psychomotor skills through judo;

✎Identifying the national and international organisational framework of early education, the educational-formative aspects through sports at a young age;

✎Finding the motor and psychomotor aspects and their correlation with the peculiarities of the bio-psycho-motor development of pre-school children.

In this context, it is necessary to have a bird's eye view of the sports training and differentiate it from elite athletes' training (in another manner than by the quantitative reduction of training sessions).

As a result, children's sports training should respond to their specific needs in view of attaining long-term objectives. Sports training should start with the initiation and consolidation of the basic motor skills, so that the children could improve their psychomotor skills and technical abilities.

A long-term physical training plan should be devised appropriately, starting by acquiring a basic level whereupon the athlete will build his adult sporting and human performance, through specialisation and progressive adaptation of the training volume and intensity.

To make sure that the physical and mental balance is maintained, it is necessary to define the objectives and stages of each development period of the judoka, and to strictly abide by the principle of the multilateral training.

To identify the psycho motor behaviour in the formative stage, i.e. of initiation in judo at the age of 4-6/, a global analysis is required in point of the concept of psycho motility correlated with the peculiarities of the age.

Thus, in training athletes, it should be stressed that as early as possible, all the components of psycho motility should be trained, acquiring as many skills as possible, abilities specific to motor acts and actions, which will become the basic motor possessions, necessary in judo-specific elements and technical procedures.

The main components of psycho motility that should be taken into account in approaching training are as follows: the corporal scheme, laterality, ambidextrousness, spatial orientation, tempo, rhythm, external perception (visual, auditory, olfactory) and

internal perception (kinaesthesia), visual differentiation, visual memory (gesture and image reproduction), auditory differentiation (different sounds and frequencies), auditory memory (reproducing sounds associated with movement), attention and concentration, balance, movement combination (coupling) ability – specific dynamic coordination.

At the age of 4-6/7, the main aspects that may be improved during training are:

☉ forming skills of spatial and temporal orientation, as well as trajectory, direction and speed assessment;

☉ educating the proper bodily scheme (knowledge of the body planes, body parts, segment motion, body motion on the whole);

☉ acquiring the spatial, distance, size, position, shape notions;

☉ educating the ability to regulate differently the degree of muscular tension (muscle tone);

☉ forming the ability of voluntary control in maintaining static and dynamic positions;

☉ developing attention and forming the ability of voluntary and involuntary concentration;

☉ educating basic motor behaviours;

☉ educating general coordination;

☉ basic motor skills;

☉ static and dynamic balance;

☉ educating segmental coordination;

☉ intersegmental coordination;

☉ fine motility;

☉ breathing control;

☉ movement rhythm.

The main role is played by establishing the main components of psycho motility specific to the age of 4-6/7, to be placed at the basis of acquiring judo elements and technical procedures.

At any moment, judoka should relate to the opponent, and the combat space. The ability of spatial-temporal orientation reflected in the structure of a given limited space, means using the space in accordance with the opponent's actions and organising his own individual action according to the common variables.

In addition to the important aspect of approaching a behaviour which aims at organising space and time, the opponent's presence initiating attacks and counterattacks within the combat area raises orientation problems. During the formation of judoka, against the background of educating the components of psycho motility, each stage corresponds to a certain working level, i.e. specific tasks to perform. As a result, the coach sets objectives able to respond to all the training requirements, using means and methods of training specific to the age in question.

The main learning methods are: the game method (games with or without a ball, complementary and supporting games); the practise method; the

imitation method; problematisation; the method of individual work. In acquiring the main technical elements in teaching the fall techniques, the main psychomotor components from a biomechanical point of view are: specific dynamic coordination, dynamic balance, bilaterality, spatial-temporal orientation.

CONCLUSIONS

☉ Within the training concept, most Romanian coaches confine themselves to the sole development of basic motor skills (speed, accuracy, strength, endurance) at the ages of initiation in judo, ignoring the importance of involving psychomotor skills in acquiring and using judo-specific elements and technical procedures.

☉ Within the selection tests for judo, no consideration is given to the importance of the psychomotor components in acquiring the motor acts and actions or to the fact that their expression is conditioned by the processes of maturation of the nervous system, or the number of motor skills that the individual possesses.

☉ As a result, the trainability degree of the psychomotor components is reduced at young ages, and consequently the technical-tactical acquisitions of the future judoka are limited.

☉ people involved in the training process do not correlate the age peculiarities from a psychomotor point of view with the motor strains specific to judo initiation. No global and operational objectives are set, able to reflect the education of the psychomotor components, and neither are the adequate and varied means to achieve these objectives. There is no knowledge of the instruments of minimal assessment, able to temporarily reflect the development stage of the psychomotor components.

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CONCEPTS THÉORIQUES SUR L'ÉDUCATION PRÉCOCE / DÉVELOPPEMENT DE MOTEUR POUR ENFANTS ET DES APTITUDES PSYCHOMOTRICES PAR JUDO

Résumé:

Les problèmes de l'éducation et du développement de la motricité et de la psychomotricité sont extrêmement importants de nos jours, donc il est nécessaire d'aborder les stratégies didactiques capable d'éduquer et de développer les composantes des habiletés psychomotrices en judo, tout en développant la capacité d'analyser les situations, de prendre des décisions, de coordonner les mouvements, en corrélation avec l'éducation/ le développement de la capacité d'attention et de concentration, l'équilibre statique et dynamique, l'orientation spatio-temporelle, la coordination générale et intersegmentale, le sens kinesthétique et le tonus musculaire.

Mots clés: judo, habiletés motrices , habiletés psychomotrices, éducation.

THE IMPACT OF IMPLEMENTING TIMELY TRAINING IN PROFESSIONAL SPORTS

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Abstract:

Sports have transcended history, being regarded as an important element of the youth's preparation for the demands of adulthood. Nowadays, professional sports is studied by various scientific domains: philosophy, sociology, economics, psychology, pedagogy, biology, biochemistry, medicine, etc., given its increased relevance and major influences on the human spirit and personality.

Keywords: Professional sports, instruction, opportunities, risks.

INTRODUCTION

The specialised literature in our country is unfortunately not very diverse when it comes to approaching the influences exerted by timely training on professional sports. In order to be able to better support the main idea of the paper, I have considered it useful to present timely instruction and education notions, as well as those coming to support the aforementioned ones.

Professional sports can be regarded as "a pedagogic process by methodology, an educational act by its structuring principles and consequences on the behavior and general attitude of the sportsman towards life and work".

The sports *competition* can be regarded as "a manner of organizing contests between sportsmen of different categories, whose main goal is to compare performances (results), based on specific rules and previously determined norms".

Given the actual context of the contemporary society, professional sports are rightfully considered to be a social, psychological, pedagogic and cultural problem, which concerns both society as a whole and its individuals. Through sport, the individual is able to harmonize his physical, psychological, affective and moral development, thus contributing to the formation of personality.

Throughout time, sports have evolved and are today considered a true economy having spread all around the world, becoming an industry for sports performance.

Therefore, the value of sports performances has constantly increased, which imposes the continues development of all the aspects of sports training, as well as bearing in mind the importance of how the training is approached by the coach.

All these require a theoretical approach of the training methodology and optimization possibilities regarding the training process, "one of the possibilities being given by the wealth of ideas gathered by the pedagogic sciences with regard to the instruction and the educational process as a whole, a potential applied in the process of forming and obtaining sports performance, as well as specific potential of professional sports".

With regard to the introducing of children to the practice of professional sports, the specialised literature provides us with an array of information consisting of a guideline on the impact of timely training on professional sports.

J. Coakley considers that professional sports principles taught to children is "almost exclusively

found in the industrialized societies, whose socializing processes reveal strong organized cores" under the influence of the importance of "determining objectives, developing potential and reaching success as required by families and communities".

In the Unites States, children regard sports as a recreation means and usually take up sports under the guidance of professionals, but excluding "an intensive training or tough competitions". This was about to end in 1930, when the two previous aspects have started to be regarded more seriously.

Not taking into consideration the risks and benefits of this practice, the intensive trainings and national competitions have been introduced to more and more children of younger ages.

Nowadays, the curricula are considered to be "more prone to support the interests and development needs of the children".

Regarding "the education through sports and transposing sports elements in the daily activities", Dumitrescu-Rusu (2010) cites a program aimed at "educating the individual through sports", a practice implemented in Alabama, SUA, which has led to the adoption of laws recommending the including in the core school curriculum of "the education in a sportive manner", and ten minutes for developing the personality.

It appears that, by means of the way in which the project was designed, the teachers have passed on their disciples the knowledge of how to embrace sports and make use of this knowledge in real life, the results being described as a "change of attitude and behavior, the sportsmen being more eager to work in a team and more disciplined, both inside the sports field and outside it... and a positive impact on the in class behavior...".

In a similar way, in Great Britain, a program themed "education through sports" has made students more aware of the fact that "their performance directly impacts the team, stating that a weak performance would negatively impact the moral of the other members of the team" and that by assuming role behaviors, their responsibility awareness improved.

Starting from the aspects presented by the concerned literature and also the scope, factions, objectives, goals and sports training in general, sports training at early ages and timely training, I have carried out an analysis of the positive and negative aspects, as well as of the expectations and dangers, which should serve as a clear image on the impact of timely training on professional sports.

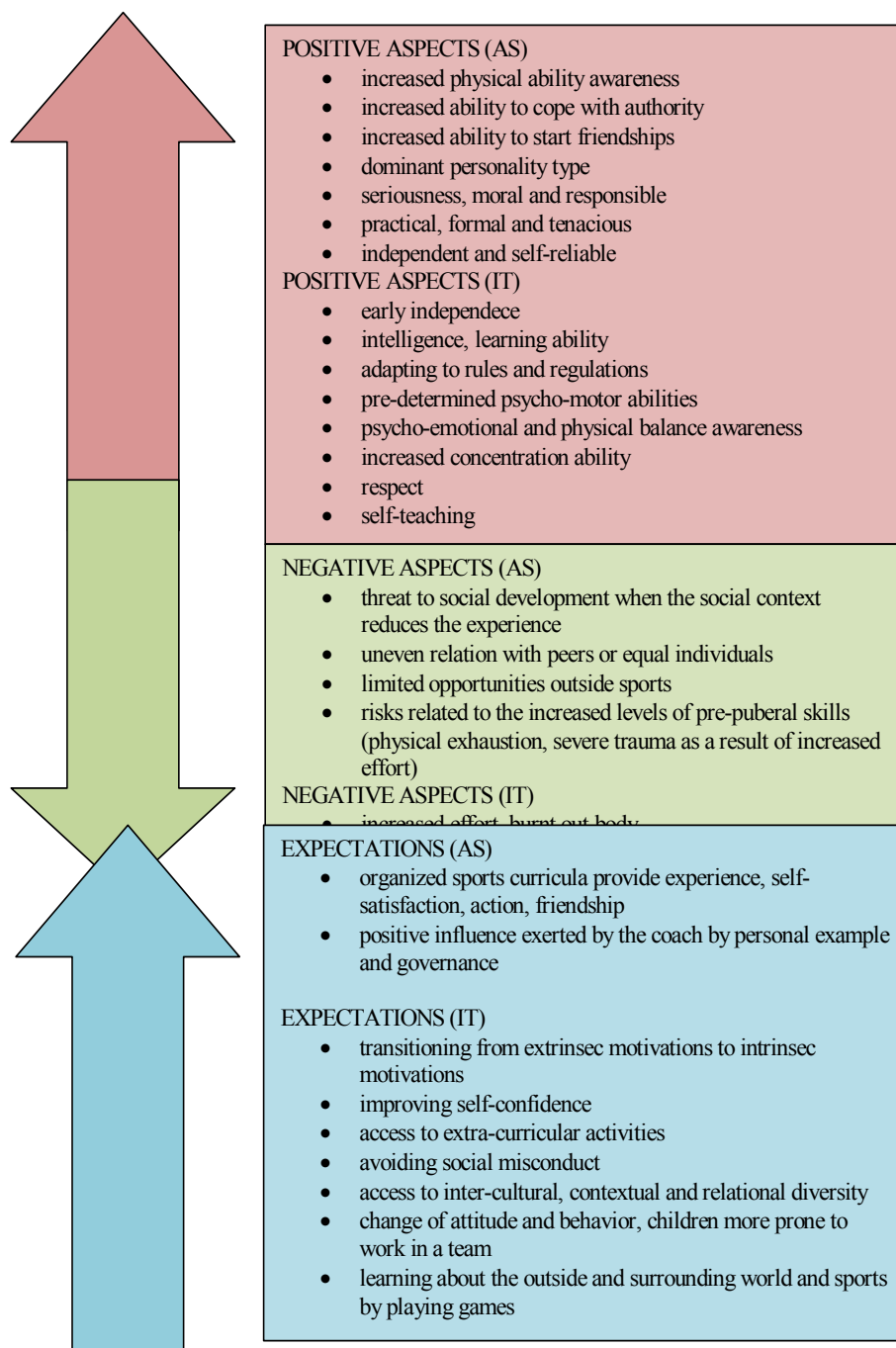


Image 1. Analysis of positive and negative aspects of timely training and sports training in children

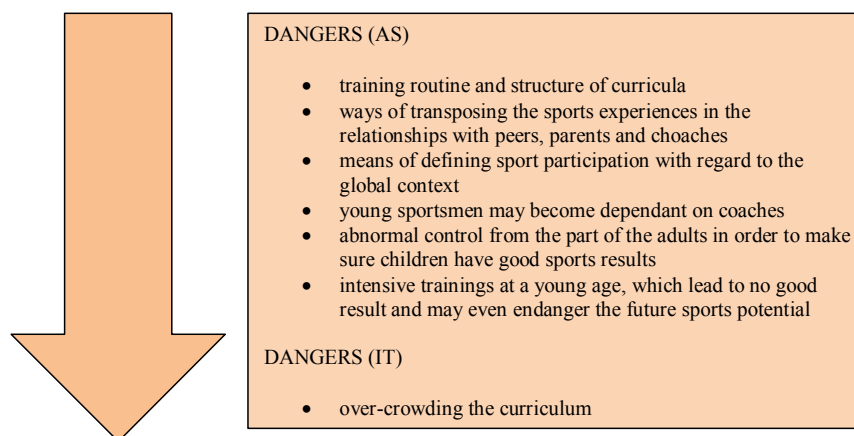


Image 2. Analysis of expectations and risks of timely training and sports training in children

Given the findings of the comparative analysis, it can be considered that the impact of training can only be positive overall and effective for the future of youth, but also for professional sports. Moreover, it is questionable whether the answer to this problem can be drawn from J.J. Rousseau "if you want your child to be intelligent, you have to develop the strength that will be further improved by intelligence, in order for him to grow healthy and to become wiser...let him work, get him accustomed to an active life. Make sure he is active so that he may become strong physically and, later in life, strong intellectually".

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L'IMPACT DE LA MISE EN ŒUVRE DE LA FORMATION RAPIDE DANS LE SPORT PROFESSIONNEL

Résumé:

Le sport est l'activité qu'on retrouve le long des périodes historiques; il constitue un élément important dans la formation de la jeune génération. De nos jours, le sport de performance fait l'objet d'étude de diverses disciplines scientifiques : philosophie, sociologie, économie, psychologie, pédagogie, biologie, biochimie, médecine, etc., grâce à ses valeurs et influences majeures sur la personnalité et l'esprit humain.

Mots-clés: sport de performance, instruction, opportunités, risques.

METHODS OF ASSESSEMENT OF SECONDARY AND HIGH SCHOOL STUDENTS IN PHYSICAL EDUCATION AND SPORTS CLASSES

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Abstract:

Apart from the attitude towards the subject of study and towards students, assessment is one of the teacher's tasks where s/he can make mistakes and commit errors that may affect the student's personality and behaviour. It is a complex process that should be done as accurately as possible, paying great attention to it. Assuming that there is a theoretical investigation at secondary school level, we find that there are different kinds of evaluation, and that many of them are to be freely chosen by the students themselves. Thus, the most effective ways of assessment that