the thorough investigation of the evolution of the multiple functional values in the lesson, could be the subject of new research in the sports field, that would fundament and scientifically validate the content of the didactic activities.

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THE IMPORTANCE, ROLE ANDINFLUENCE OF MOVEMENT GAMES IN RAISING SKILL DEVELOPMENTTO CHILDREN IN THE PRIMARY SCHOOL

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Summary

This paper aims at highlighting the level of skill development of children in the primary school as a result of the use of movement games within the physical education lessons.

Physical education and sports, especially at the level of primary education, represent basic tools of the didactic approach. Through physical exercises they aim ateducating and developing the motor skills of children, providing a sound and harmonious development of the body, improving their health state, but also developing the intellectualabilities and the personality and character traits.

The motor qualities represent important qualities of the human body that determine the possibility or impossibility of achieving motor acts and actions(Mitra G. and Mogoş A., 1980; Dragu M., 2010).

Skill as a complex motor quality is defined as a form of expression of motor actions and aquick adaptation to various situations(Alexe N., 1993; Dragnea A. and Mate-Teodorescu S., 2002).

For these reasons, the development of motor qualities is a didactic objective present in all curricula, having clear reference points regarding the degree of development for different age categories.

Keywords:*physical education, motor qualities, skill,movement games*

Introduction

Skill is a complex motor quality which conditions the acquisition, improvement and manifestation of habits and abilities skills to solve certain tasks at a certain moment, being determined, particularly by the quality, plasticity and mobility of nervous processes (perception, representation, memory, attention, affection, quick thinking), by the activity of analyzers (kinesthetic, auditory, vestibular, optic) and previous motor experiences(Alexe N., 1993; Dragnea A. and Mate-Teodorescu S., 2002).

Due to the complex structure of the motor skills system, of the functional relations, of the impossibility of determining the strategies for the development of skills, many authors (Cîrstea G., 1993; Dragnea A. and Bota A., 1999; Marinescu I.T., 2000;) tackle this motor quality analytically, on specific components called coordination abilities (spatio-temporal orientation, kinesthetic differentiation, balance, responsiveness, blending movements, precision, processing of movements, motor learning, coordination, flexibility, sense of rhythm).

Through the theme chosen, the study is **focusing** on the application of motion specific games to increase skill indices to children aged 9-10, as well as on recording and analysing the results obtained after the proposed tests before and after the use of movement games in physical education lessons.

Research Hypothesis

It is based on the premise that, if in the process of training children in the primary school we use movement games, carefully selected, adapted and applied in physical education lessons for children aged 9-10, positive influences of the quality of the teaching and the learning process will be distinguished in the increase of the skill value indices.

Means and Materials

a. Research Protocol

The research was conducted during 15.10.2015-30.05.2016, in the gym and on the sports field of No. 17 Elementary School of Galati.

b. ***The sample under research*** was made up of a number of 51 students (23 boys and 28 girls) from grades 3rdA and 3rdB. The investigated grouphad a gender distribution weighting towards the female side, that is 55% female, 45% representing the share of the male sex in

thegroup under research. Grade3rd Arepresented the experimental group, and grade 3rd B, the control group.

c. Assessment Tests

In order to analyzethe development level of skill for 9-10 year-old children,a number of 5 tests have been applied, and for the results recorded we have calculated the arithmetic means, the standard deviation and the coefficient of variance.

Description of the applied tests:

1. **assessment of sensory motor coordination/vestibule-motor(SMC)**-assessing distance-the subject is blindfolded, at the end of a straight line of 7 m, drawn on the ground, covers the indicated distance and stops when he considers having reached the end of the line.

Rating: Write an x between the soles, on the place where the subject has stopped and measure the distance travelled.

2.assessment of general coordination–the„Matorin" test **(MT)**-from standing position, feet slightly apart, on the sides of the line drawn on the ground –3 jumps to the left (**TMS**) and 3 jumps to the right (**TMD**) with one turn around the longitudinal axis of the body (ruler with a compass at one end, or a big protractor, or a circle drawing on the floor with a protactor-graded at every 5 degrees).

*Assessment:*the best results are recorded.

1. ***Assess the ability to maintain balance – Romberg test*** **(RT)** –the subject is standing on one foot, the other foot being sustained by the ankle, supported at the knee level of the other foot, arms wide spread, fingers spread, eyes closed.

*Assessment:*we keep the time standing in balanceon one foot and on the other **(TRS, TRD)**.

2. ***Determine spatio-temporal orientationand precision – throwing the ball at a fixed point*** **(COP)** – the subject with the back to the throwing direction, behind a line drawn on the ground throws over his head, one by one, 3 rubber ballsto hit the fixed point (a circle with a circumference of 90 cm fixed on a 1m high wall.

Assessment: 1 point for touching the wall outside the circle; 2 pointsfor touching the circle; 3 points for touching the inner part of the circle.

3. ***Assess the balance and motor coordination ability*** **(CEM)** – walk in balanceon a gym bench (340 cm), longitudinally, and simultaneously holding a rubber ball on two sticks.

*Assessment:*keeping the necessary time to cover the indicated route.

d. Movement Games Models:

After the analysis of the initial test results regarding the degree of skill of primary children we noticed that they had a relatively low level of development of this motor quality. To optimize the results of skill indicators for children of 9-10 years of age, a number of 36 games were proposed for the physical education lessons, (3 games x 4 weeks x 3 months) with different degrees of difficulty, for children from the experimental group, the children in the control group continuing to use traditional means-table 1.

Table 1

Movement games models

1.„The Skillfull”//**objectives**: Strengthen the running skill, captureand educate attention //**place**:gym/sports fields//**material resources**//handkerchiefs: **Description**: students spread across the workspace in a standing position, arms behind their back, holding a handkerchief: they start running, arms behind their back on a hand clap signal; at 2 claps they tie their handkerchief at the level of their calf and continue running in the workspace; at 3 claps they will run to an indicated place and will raise their arm. The winner is the one who arrives first at the indicated location.

2.„Builders” // **objectives:** skills development, capture and educate attention, development of orientation in space//**place**:gym /sports field //**description**: divide students into two groups (Group A and Group B) place them on the entire work surface, on the command "*build quickly a square*"they must make a square in the shortest time possible. At thenext command they spread across the workspace and each time they will have to execute a new oneaccording to the indication or command received (a circle, two parallel lines, a rectangle, triangle, etc.). the WINNER is the group which can organize the most quickly building the shape required, proving that they are the best builders.

3.„Train on the bridge”// **objectives:**develop balance, orientation in space and time and coordination // **place:**the gym // **material resources:**gym benches, balls of various sizes andweights // **description:**students are placed on two rows behind the two benches arranged longitudinally: on beep performers will go on the gym bench one after the other and then going round the bench on the outside will return to the start. The group that will have the fewest stepping'soutside the bench will win. The game is repeated and we add holding a ball at the indication of the leader.

Results

After the application of motion games in physical education lessons for children aged 9-10 higher results were achieved by the children in the experimental group, at the applied tests, while the control group students had more modest results-table 2.

Table 2

Dynamics of the results recorded on testing the level of skill development

Group / Test	Test / Ind.st.	SMC (cm)		TMD (degrees)		TMS (degrees)		TRD (sec)		TRS (sec)		COP (points)		CEM (sec)	
		TI	TF	TI	TF	TI	TF	TI	TF	TI	TF	TI	TF	TI	TF
B. EXP.	Σ	1350	1590	2820	2945	2875	3120	99.9	104,6	87.2	99.3	89	109	84.6	74.5
	$\bar{x}$	112	132	235	245	239	260	8.3	8,7	7.2	8.2	7.4	9	7	6.2
	±S	±0.32	±0.25	±1.45	±1.62	±2.17	±0.33	±1.99	±2	±2.3	±2	±2.8	±3	±3.7	±3.3
	Cv%	2.76	2.86	5.1	5.5	7.5	8.6	1.99	1.99	2	1.99	3.19	2.81	4.37	4.51
B. CON.	Σ	1160	1090	2760	2720	2810	2050	87.1	87	81.2	81.3	67	70	109	99.8
	$\bar{x}$	105	99	250	247	255	186	7.9	7.9	7.3	7.3	6	6.3	9.9	9
	±S	±0.24	±0.18	±1.74	±1.36	±3.5	±2.8	±1.43	±1.37	±2.3	±2.3	±1.8	±2,7	±5.03	±5.01
	Cv%	1.68	1.57	6.51	4.86	13.4	10	2.3	1.83	2	2	3.42	3.61	3.48	4
F. EXP.	Σ	1520	1880	3490	3690	3390	3620	99.3	102.6	88.5	99.8	92	118	166	128
	$\bar{x}$	101	125	232	246	226	241	6.62	6.84	5.9	6.6	6.1	7.8	11	8.5
	±S	±2.43	±1.84	±1.74	±1.36	±3.5	±2.8	±1.43	±1.37	±1.89	±1.43	±1.89	±1.37	±3.03	±2.6
	Cv%	1.68	1.57	6.51	4.86	6.32	4.8	2.61	1.83	2.87	1.85	2.87	1.83	3.48	4
F. CON.	Σ	1350	1090	2760	2885	2850	3050	89.1	93	81	78	67	57	109	95
	$\bar{x}$	103	83.8	212	221	219	234	6.85	7.15	6.23	6	5.15	4.38	8.38	7.3
	±S	±3	±1.3	±1.54	±1.65	±1.97	±3.17	±2	±1.96	±3	±3.71	±1.96	±1.8	±3.59	±2.93
	Cv%	2.24	1.25	5.58	5.72	6.91	8.39	2.32	2.11	4.5	4.26	2.11	2.86	3.26	3

Discutions

After the application of movement games in physical education lessons for children of 9-10 years of age in order to increase the skill indices, we could notice that the experimental groups had better results at the final tests compared to the initial tests, but also compared to the control groups.

Thus, the boys' experimental group also recorded a significant progress in all the tests applied in comparison with the boys' control group, who have recorded a minimal progress of just 0.3 points at throwing the ball on a fixed point. Both the boys' experimental group and the control group presented a high homogeneity of the results, therefore a small dispersion, the values of the coefficient of variation falling between 10% and 0.18.

If we analyze the results recorded by the girls' groups, the experimental group is distinguished by the significant advances registered for all five tests applied, while the control group made progress only in three of the applied tests, but still not exceeding the values recorded by the experimental group. Thus, if the girls' experimental group recorded a progress on the average of the Matorin test to the right with 14 degrees, the witness group progressed by 9 degrees, while with the left Matorin test, the progress of both groups was identical. In the case of girls groups of girls too, there was little variation and high homogeneity of results.

Comparing the progress of the experimental groups, the boys recorded a higher progress for the Romberg and Matorin test, the girls showing greater progress at the other tests.

Conclusions:

1. The working hypothesis is confirmed; according to it, the use of movement games in physical education lessons on children in the primary school determines the development of motor qualities in general, and of skill in particular.
2. It is scientifically known that there is not a lower age for developing motor qualities, fine motor skill being a quality that begins developing around the age of 4-5.
3. After the application of motion gaming, it was found that fine motor skills is a quality that can be improved at the age of 9-10, fact proven by the results obtained in the present study.
4. The investigation carried out showed that elementary students are more receptive if they are proposed movement games to acquire and develop certain skills and motor qualities.
5. In addition to their effectiveness in developing motor qualities, movementgames also develop intellectual abilities and traits of personality and character of children.

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EXPERIMENT ON THE IMPLEMENTATION OF STRENGTH MEANS IN THE TRAINING OF THE 13 YEAR-OLD SOCCER PLAYERS