STUDY REGARDING THE CONTRIBUTION OF EXERCISES' COMPLEX SPECIFIC TO GYMNASTICS ON THE DEVELOPMENT OF MOBILITY AT THE LEVEL OF THE 4TH CLASS

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Abstract

During the development of the society, physical education has known flourishing periods, but also moments of decline. The essence of physical education is that the practice of physical exercise regardless of the organizational form and the social-economic and political organizational that is done, concerns mainly, the improvement of physical development of the motility ability of the subjects. In this study we try to demonstrate that using the complex of exercises specific to gymnastics we can develop to a greater extent the students ' mobility from the 4th class. This experiment aimed at developing mobility. The experiment took place at two classes of the same level, 4th class. The experimental class was made of students from the 4th A class with a flock of 14 students (10 boys and 4 girls), and the witness class was made of students from the 4th B class, with a flock of 14 students (7 boys and 7 girls).The assumption that we went to was the following: can we develop mobility by using specific gymnastics exercises?

TEST I - Sitting on the bench gym, outstretched arms overhead, trunk bending forward with outstretched arms down, and knees will be stretched. It will measure the inches left at the fingertips until the gym bench and they will be noted with (-) if the fingertips do not reach the gym bench, with (0) if the fingertips reach the gym bench and with (+) if the fingertips reach below the level of gym bench.

TEST II - Each student will perform the hip bridge and he will have to maintain it for 3 seconds. It will also check how many children from the whole class will be able to execute the bridge up. In both tests the experimental group achieved better results compared to experimental group. As a conclusion we can say that the use of specific exercises gymnastics complexes subjects developed significant mobility.

Keywords: physical education, complex of exercises, mobility.

1. Introduction

Physical education and sports activities represent the constant concern for all the factors responsible for education of coming generations in training, for health and biometric capacity of the population. The constitutive side of the complex process of education and training of the young generation, physical education has been recognized the contribution to the fulfilment of one's personality, in all periods of society ' development. At the same time it was considered to be one of the main factors of hardening and strengthening the body, of compensation and recreation.

During the development of the society, physical education has known flourishing periods, but also moments of decline. The beginnings of physical exercise intertwine in harmony with natural factors of life, in the educational concerns of people. Physical education is a component of general, full education, along with intellectual education, moral education, aesthetic education and vocational and technical education. Among all these components there is an interdependence of these, so forming a system. Physical education can influence extraordinarily the intellectual sphere of human personality, but also other areas, especially the moral and aesthetic ones. The main purpose of the relationship within the mentioned components is from physical education to the other and not vice versa. The essence of physical education is that the practice of physical exercise regardless of the organizational form and the social-economic and political organizational that is done, concerns mainly, the improvement of physical development of the motility ability of the subjects.

Regardless of the purpose, the effect of practicing physical exercises is materialized on the physical development plans and the motility ability of human individuals. Practicing physical exercises, no matter in what form and following of this, directly or through the means of mass communication develops the sense of taste for the movement through muscle contraction.

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2. Material and method

This experiment aimed at developing mobility. The experiment took place at two classes of the same level, 4th class. The experimental class was made of students from the 4th A class with a flock of 14 students (10 boys and 4 girls), and the witness class was made of students from the 4th B class, with a flock of 14 students (7 boys and 7 girls).

The assumption that we went to was the following: can we develop mobility by using specific gymnastics exercises?

As a mean of achieving the pursued aim we have used exercises and games, and as methods there were used:

- **Explanation**- it was used for the students' understanding of the tasks during the lessons and for correcting mistakes that appeared during lessons.
- **Conversation** – it was used especially in the link of students' organization, but also in the other links to maintain a close relationship between student and teacher.
- **Demonstration** - it was used in order to show students the proper way of performing exercises.
- **Repetition** was used to reinforce previously learned items.

In this study there were carried out two tests and a series of anthropometrics measurements, such as: size, weight, thoracic perimeter at rest.

From the two tables Table 1 and Table 2 it can be seen that the two groups have close values in terms of anthropometrics measurements.

Table 1. Anthropometrics measurements at experimental group

No. crt.	Name and surname	The Weight (kg.)	The Height (cm.)	Thoracic perimeter (cm.)
1	C.D.	38	146	73,1
2	C.O.	34	141	70
3	D.C.	28	130	67
4	M.I.	35	151	72
5	M.M.	29	139	65
6	M.P.M.	34	142	65
7	P.A.	44	156	72
8	P.A.	33	138	66
9	R.M.	33	142	67
10	T.R.	43	157	71
11	V.S.	29	134	64
12	V.A.	43	145	73
13	S.I	32	141	67
14	U.V.	33	141	66
	Arithmetic average	**34.85**	**143.07**	**68.07**

Table 2. Anthropometrics measurements at witness group

No. crt.	Name and surname	The Weight (kg.)	The Height (cm.)	Thoracic perimeter (cm.)
1	B.V.	30	140	64
2	C.R.	25	136	63
3	C.O.	41	154	73
4	C.A.	45	157	80
5	G.R.	35	142	70
6	M.V.	27	130	66
7	M.M.	42	142	76
8	M.E.	32	142	65
9	M.A.	32	136	69
10	M.G.	31	139	66
11	S.A.	35	144	70
12	S.I.	30	147	62
13	T.V.	34	141	68
14	V.M.	43	159	71
	Arithmetic average	**34.42**	**143.5**	**68.78**

The duration of the experiment was six weeks, as scheduled, 12 hours, divided according to the three phases of the experiment:

- Initial testing phase – 1 hour
- Working Phase – 10 hours

- Final test phase – 1 hour.

In the first hour it was performed the initial testing which includes two tests.

TEST I

Sitting on the bench gym, outstretched arms overhead, trunk bending forward with outstretched arms down, and knees will be stretched. It will measure the inches left at the fingertips until the gym bench and they will be noted with (-) if the fingertips do not reach the gym bench, with (0) if the fingertips reach the gym bench and with (+) if the fingertips reach below the level of gym bench.

TEST II

Each student will perform the hip bridge and he will have to maintain it for 3 seconds.

It will also check how many children from the whole class will be able to execute the bridge up.

Initial testing took place over an hour, for each class separately, not intervening with any element, exercise or new game in students' activity.

2. Results and discussion

The obtained results of the two groups as a result of the tests have been centralized in the tables below, and then interpreted graphically.

Table no. 3 The values obtained by the experimental group at the two tests

No. crt.	Name and surname	Test I Initial (cm)	Test I Final (cm)	Test II Initial (cm)	Test II Final (cm)
1	C.D.	-1	-0,5	S	B
2	C.O.	-0,5	0	S	S
3	D.C.	0	+0,5	B	B
4	M.I.	-1,5	-1	B	FB
5	M.M.	+0,5	+1,5	FB	FB
6	M.P.M.	+0,5	+0,5	S	S
7	P.A.	+1	+1	FB	FB
8	P.A.	0	+0,5	FB	FB
9	R.M.	+0,5	+1,5	B	FB
10	T.R.	-0,5	0	B	FB
11	V.S.	+1,5	+2	S	FB
12	V.A.	+0,5	+1,5	B	B
13	S.I	0	+1,5	IS	S
14	U.V.	-0,5	0	B	B
	X	**0.035714**	**0.642857**		
	S	**0.795765**	**0.886405**		
	maximum	**+1,5**	**+1,5**		
	minimum	**-1,5**	**-1**		

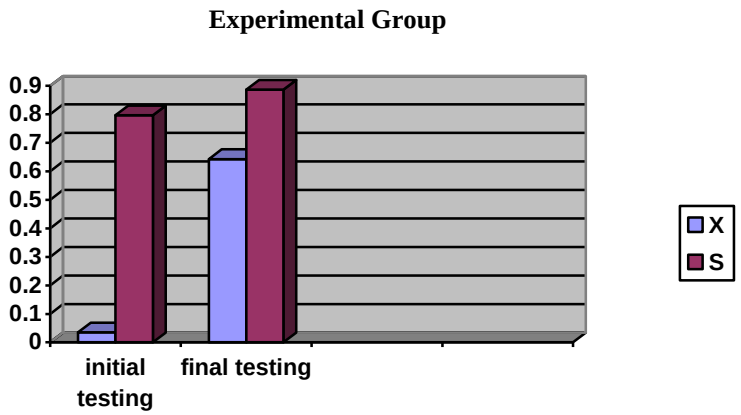

Figure 1. The values obtained by the experimental group at test I, initial and final

Analyzing the data obtained at the initial and final testing of the experimental group in the study throughout the entire experiment it can be observed a significant increase, of the arithmetic average (X) from 0.035714 to 0.642857 that means an increase of 0.607143

An increase is also observed in the case of the coefficient of variability with 0.09064.

Table 4. The values obtained by the witness group at the two tests

No.crt.	Name and surname	Test I Initial (cm)	Test I Final (cm)	Test II Initial (cm)	Test II Final (cm)
1	B.V.	-0,5	-0,5	B	B
2	C.R.	0	+0,5	FB	FB
3	C.O.	-0,5	0	S	B
4	C.A.	+1	+1,5	S	B
5	G.R.	0	0	B	B
6	M.V.	-0,5	-0,5	B	B
7	M.M.	+0,5	+0,5	B	FB
8	M.E.	+1	+1	FB	FB
9	M.A.	0	+0,5	FB	FB
10	M.G.	+0,5	+1,5	FB	FB
11	S.A.	-1	-0,5	S	S
12	S.I.	+0,5	+1	S	B
13	T.V.	-1	-1	IS	IS
14	V.M.	-1	-1	S	S
	X	**-0.07143**	**0.214286**		
	S	**0.703211**	**0.848399**		
	maximum	**+1**	**+1,5**		
	minimum	**- 1**	**- 1**		

Control Group

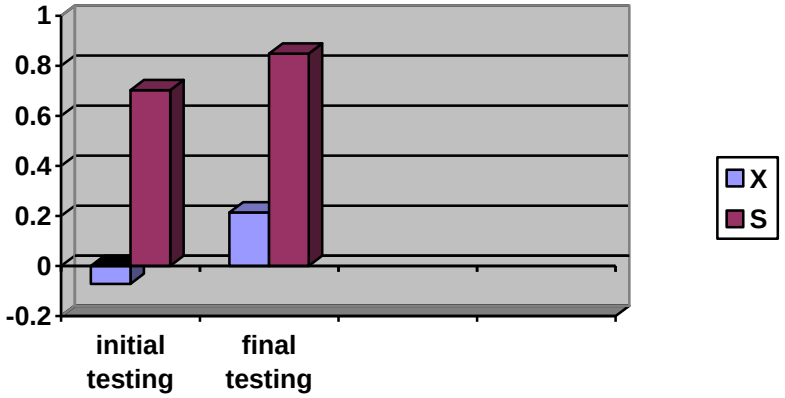

Figure 2. The values obtained by the witness group at test I, initial and final

Analyzing the data obtained at the initial and final testing of the witness group in the study throughout the entire experiment it can be observed a significant increase, of the arithmetic average (X) from -0.07143 to 0.214286, that means an increase of 0.28629.

An increase is also observed in the case of the coefficient of variability.

Analyzing the results of both groups it can be observed the following:

At test I the experimental group achieves an increase of the arithmetic average of 0.607143, while at the control group there is an increase of only 0.28629, confirming the hypothesis.

At first test it is observed an increase in the coefficient of variability of 0.09064 at experimental group and of 0.141588 at control group, confirming the hypothesis.

At test II we have reached the following results:

At initial test at experimental group three subjects have performed the bridge up (M.M, P.A, R.M), while at the witness group only two subjects have performed the bridge up (C.R, M.G).

At final test at experimental group five subjects have performed the bridge up (M.M, P.A, R.M, V.S, T.R) while at the witness group only three subjects have performed the bridge up (C.R, M.G M.M).

And in the second test it is observed an increase in the experimental group which confirms the hypothesis.

4. Conclusions

As a conclusion we can say that the use of specific exercises gymnastics complexes subjects developed significant mobility.

In both tests the experimental group achieved better results compared to experimental group.

In this study we have seen how important is physical education for a better overview of the instructive-educational process. For maximum effectiveness we recommend the use of diverse games within the hours of physical education. The games will contribute greatly to the definition of the child's personality.

The movement is something beneficial at any time for the human body, the game is really the foundation of learning because learning has its origins in the game, as the preschool child learns by playing, so it should follow a continuity, using the game in the primary cycle.

From my point of view, there should be included even several hours of physical education and sport should be promoted with all its branches.

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EVALUATION OF TEACHING STAFF AND COURSES, BY STUDENTS OF THE STATE UNIVERSITY OF PHYSICAL EDUCATION AND SPORT, AS A CONDITION FOR ENSURING INTERNAL QUALITY MANAGEMENT

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Abstract

The university is the main generator of the "cores" of cultural diffusion. Higher education forms experts who will lead, in the near future, our country's society and economy to the integration into the European Union. In this context, the quality of university performance acquires particular importance. Quality assurance, at the institutional level, is the most important dimension of the quality systems. The introduction of institutional structures for quality assurance contributes to the training of students regarding the ways of organization, relationships with teachers and university, regarding the means of expressing of their requirements and expectations. Their involvement in the real life of the university and the development among the youth of a new institutional culture represent the goals of quality management system. Assessment of student satisfaction regarding the teaching staff and courses held at the State University of Physical Education and Sport is o strategic decision on providing quality management. This activity aims to involve students in the process of quality assurance, awarding them the function of active partners in the process of increasing academic achievement. The results of such studies contribute to the development of proposals and recommendations that may become strategic objectives and priority actions in order to develop, for the future, the university activity.

Keywords: evaluation, quality indicator, degree of satisfaction, customer, partner.

The new millennium comes with many problems for education, while offering few solutions; such situation requires specialists to apply innovative and optimistic attitude, so that, in perspective, to highlight the challenges of this period, and not threats related to problems without solutions. In this context, now it is the opportune moment to pass to the performance promoting due to institutionalization of quality dimension in higher education of physical culture and sport from Moldova.

The mission of higher education of physical culture and sport is, primarily, to meet specific education and training needs of young people and social- economic development needs of the community. University fulfills this purpose only in case when it meets all necessities at a quality standard that allows both, individuals and society, to become proficient in a globalized environment, characterized by competition and dynamism [3].

Quality assurance, at university level, represents a priority within quality systems. The development of the quality indicators within State University of Physical Training and Sport is required by internal management, by the responsibility of university staff, by performance orientation of academic activity and the development of a quality culture among staff and students.

Students represent a key element of the academic activity. Students are customers of the university, having a dual character: internal customers (as participants) and external (as beneficiaries). They have their own requirements and expectations of the university. The situation in which students shall pay the preparing taxes shows, once again, their position as external customers. In this context, they became the main customers of the service.