de l'espace et le temps (évaluation précise de la distance et la vitesse de la balle en mouvement, ainsi que les joueurs; la sensibilité kinesthésique, la connaissance de la psycho-intellectuelle des capacités en référence à l': attention (concentration, distribution, la stabilité, volume); processus de pensée plasticité (rapidité, la souplesse, l'indépendance et l'auto-critique).

Les raisons en sont les sources d'énergie au développement et à l'affirmation de la performance: les besoins de la sécurité qui prévaut dans la puberté, l'amour et se joindre au groupe, les adolescents sont présents à tous les besoins, les besoins étant auto-critique.

***Mots-clés**: formation de football, la coordination des capacités, la sensibilité kinesthésique*

METHODICAL PRIORITIES TO FORCE GENERAL AND SEGMENTATION IN 11-12 YEAR OLDERS

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Abstract

We designed an experimental program consisting of exercises in athletics, playing sports (football, boys), process-orientated routes. The research project design takes into account the objectives and major principles of curriculum development of the students' driving ability, i.e. adaptation and improvement in exercise by developing motor qualities, forming a body building muscle in the upper and lower body, implementation of motor qualities (speed) in skill action in the sports game, coordination, agility, and ability to independently practice exercise.

In this context we designed an experimental curriculum using means that are attractive for students, allowing students to choose the enforcement action depending on their driving performance in different situations. The nature of the competition is both individual and collective, at certain times of the lesson, the differential treatment may have an individual character, characterized by performing the various exercises in a self-paced form of competition. These objectives are always able to ensure harmonious physical development under all aspects (physical, psychological, physiological and motor).

Athletic exercises aim at teaching skills and driving skills and also focus on the development of driving qualities, of the lower body muscle strength, and increased exercise capacity.

The sports game aims at exercising and increasing effort capacity by developing motor qualities, in general, and speed-driving quality, in particular, but also development of the upper body muscle strength.

Process-orientated routes or skills assessing tests (feature ability) were composed of simple means, chained in a convenient, logical order for students, being categorized more as a quality that can be educated, producing effects over the kinesthetic sensitivity, balance in all its forms, sense of rhythm and time measurement, limb coordination, precision, agility and control of muscular effort.

Throughout the course of practical exercises we tried to make them attractive, compatible with children's abilities to undertake its effort.

***Keywords:** need to move, multilateral training, aerobic/ anaerobic physical effort, muscle resistance, kinesthetic sensitivity, agility, attractiveness*

INTRODUCTION

We tried to achieve both socialization of students while playing sports and socialising and bio-motor performance. Most investigations show the positive influence of sports on the personality and health of those who practice it, especially on children and students. The advantage of sports is that they exert influence on both body and mind; moreover it is considered that cultural values, individual and social attitudes and behaviours learned in physical activity are to be transferred in other domains of life.

The use of means of athletics, playing sports, attending one (or more) process-orientated routes executed in light and progress conditions, in the

training process, which would effectively and lastingly contribute to students' health and would also relax them, obvious concerns are required to lead to stimulation of the body, to form moving skills in order to increase the driving motion capacity.

RESEARCH HYPOTHESIS

To what extent the educational mass-process for health and relaxation conducted with middle school students (6th grade), based on the educational content of athletics, playing sports (football, handball), process-oriented routes, with multilateral training effect, will influence the formation of integrative psycho-mechanical qualities in students, will contribute to achieving the major objectives of school physical and leisure education.

OBJECTIVES. PURPOSE. TASKS

Making an analysis of the theoretical and methodological approach to the issue of motor capacity development in 11-12 year olders, through initial and final testing.

Experimenting (developing) specific programs of motor quality development conditional speed (all forms of expression), aerobic/ anaerobic resistance, speed-skill specific exercises in soccer, handball, muscular strength and endurance, going through some process-oriented routes (simple but effective work conditions) to develop coordination and agility, all these proposed programs have the purpose to positively influence the dynamics of motor ability development, based on a semester curriculum design, for new content guidelines in middle school physical education.

Who solves these tasks in terms of instructional point of view and in what way are they distributed:

1. Athletics:
- development of aerobic/ anaerobic effort capacity;
- development of lower body muscle strength;
- development of capacity for independent practice of physical effort.

2. Games - football (boys) and handball (girls):
- development of aerobic/ anaerobic effort capacity;
- development of upper body muscle strength;
- development of the capacity to practice the football and/or handball game in a pleasant way, useful for their health.

3. Process-oriented route:
- development of aerobic/ anaerobic effort capacity;
- development of agility and coordination skills;
- development of capacity for independent practice of physical exercises.

MATERIALS AND METHODS

The designed research project provides students in secondary schools with the possibility to dose the effort in terms of their needs, by reducing the area or increasing the time, by self-grading the effort, by changing the weight, shape or volume of objects, by increasing or shortening the effort or rest period, in this case, for athletics, playing sports, football for boys and handball for girls, simple crossing of a process-oriented route, has a multilateral and benefcial influence on students' body (interior comfort of the body).

The project was conducted at the Research Center for Human Performance at the Faculty of Physical Education and Sports, "Dunarea de Jos" University of Galati. The research practice activity took place at "Stefan cel Mare" School no. 13 of Galati, on a sample of 60 boys and 40 girls in the 6th grade.

Control tests. Physical control tests: 50 m speed, 800 m resistance, long jump without momentum, throwing the rounders ball, tractions. We measure (time) the achieved performance.

Complex control sample. Going through the following process-oriented route, running three meters, balance walking on the gym bench (inverted bench), jump inside two rounds of gymnastics herringbone-arranged at a distance of 1 m, arms traction on the gym bench with rolling ahead on the mat at the end of the bank, crawling on the mat through four fences having a height of 0.50 meters, running through four stakes at 1m distance between them, the escalation of a gymnastic crate 1.20 m high, crossing the finish line. We measure the time course.

Technical control tests: technical structure (skill) under speed. Shuttle 5 x 8 m and shoot the football or handball ball (5 times), which is located at 7 m from the handball gate, in the empty gate or defended by a goalkeeper. Measure the transit time and how many balls have been sent (shot) inside the gate without the ball touching the ground. Ball shot into the crossbar or goal posts are considered successful.

RESULTS

We used research bibliographic study, caused observation, experiment (both the observing and the forming type) to highlight the effectiveness of the training program under testing based on a curriculum design for new guidelines on physical education content of secondary schools, which offers students the opportunity to dose the effort after their needs; in this context, the objectives of school physical education for the need to move are able to permanently provide a harmonious physical development, under all aspects of physical, psychological, physiological and motor, through physical education lesson, but with a greater attractiveness for the students .

Tests were performed before the start of the experiment (initial tests) and at the end of the experiment (final testing); the aim of the experimental program is to reveal whether the motor ability

performance increases as compared to the national evaluation system (minimum scale).

We used the statistical-mathematical application of dependent t-test because the two groups of results (initial and final) are related to each other.

In Tables 1 and 2, the increased size relative to the physical tests shows progress in all samples included in the research. The increases are obvious in the control tests of speed (50m), resistance (800m), long jump without momentum; however there is a significant increase in throwing the rounders ball and a large increase in dangling tractions, the results being determined by the phenomenon of positive transfer of motor qualities, especially of that of strength.

Table 1. Physical test results – boys (n=60)

Test / Control samples		Initial test	Final test	Difference -D-	D^2	The increasing	t- test dependent
Speed 50m (sec)	∑	514.2	496.2	18	6.12	3.15 %	$t_{(59)=21,1}$ p <
	M	8.57	8.27	0.3			
Resistance 800m (min)	∑	210.72	199.02	11.7	2.3586	5.41 %	$t_{(59)=48,9}$ p <
	M	3.51	3.31	0.19			
Long jump without momentum (m)	∑	93.36	99.3	5.94	0.6198	6.38 %	$t_{(59)=34,9}$ p <
	M	1.55	1.65	0.099			
Throwing the rounders ball (m)	∑	1218	1608	390	2622	32.01 %	$t_{(59)=18,8}$ p <
	M	20.3	26.8	6.5			
Tractions (regulatory)	∑	84	252	168	492	200%	$t_{(59)=35,8}$ p <
	M	1.4	4.2	2.8			

Table 2. Physical test results – girls (n=40)

Test / Control samples		Initial test	Final test	Difference -D-	D^2	Increasing	t- test dependent
Speed 50m (sec)	∑	379.2	370.4	8.8	2.08	2.32%	$t_{(39)=23,1}$ p <
	M	9.48	9.26	0.22			
Resistance 800m (min)	∑	127.6	124.16	3.44	0.32816	2.69%	$t_{(39)=19,1}$ p <
	M	3.19	3.104	0.086			
Long jump without momentum (m)	∑	59.48	62.36	2.88	1.5748	4.84%	$t_{(39)=2,44}$ p <
	M	1.487	1.559	0.072			
Throwing the rounders ball (m)	∑	564	920	356	1452	63.1%	$t_{(39)=10,4}$ p <
	M	14.1	23	8.9			
Tractions (regulatory)	∑	16	36	20	20	125%	$t_{(39)=6,24}$ p <
	M	0.4	0.9	0.5			

In Table 3, the boys accomplish a rather large increase (34.3%) at the "complex control sample" test, showing in this case also the high level of adaptability, agility, coordination and skill that students have acquired in a relatively short training time. There are also highlighted the increases in girls (Table 4).

Table 3. Results from complex control sample - boys (n = 60) process-oriented route

Indicator	Initial test	Final test	Difference -D-	D^2	Increasing	t- test dependent
$\sum$	3096	2034	1062	19218	34.3%	$t_{(59)=7,99}$
M	51.6	33.9	17.7			p <

Table 4. Results from complex control sample - girls (n = 40) process-oriented route

Indicator	Initial test	Final test	Difference -D-	D^2	Increasing	t- test dependent
$\sum$	2292	1744	548	1899	23.9%	$t_{(39)=7,22}$
M	57.3	43.6	13.7			p <

In Tables 5 and 6, the technical action results as related to skill demonstrate the progress at the final testing of the arithmetic mean and homogeneity of the groups, at the end of the experiment, during research, showing elastic structure and effective motor action.

Table 5. Results of technical action under speed - boys (n = 60)

STATISTICAL INDICATORS	Test - shuttle (sec)		Test - achievement (no.)	
	Ante	Post	Ante	Post
Arithmetic mean $\overline{X}$	20".8	15".5	1.1	4.4
Standard deviation σ	0.14	0.11	1.67	0.85
Coefficient of variation V (%)	2.89	2.23	7.93	5.32
Increase %	25.4		178	
"t" - test	$t_{(59)} = 24.17$ p <		$t_{(59)} = 37.92$ p <	

Table 6. Results of technical action under speed - girls (n = 40)

STATISTICAL INDICATORS	Test - shuttle (sec)		Test - achievement (no.)	
	Ante	Post	Ante	Post
Arithmetic mean $\overline{X}$	24.9	19.2	1.6	5
Standard deviation σ	1.78	0.96	0.81	0.85
Coefficient of variation V (%)	7.39	6.23	2.91	2.89
Increase %	22.89		180	
"t" - test	$t_{(39)} = 18.33$ p <		$t_{(39)} = 43.33$ p <	

DISCUSSION AND CONCLUSION

In an intense school activity that requires increased intellectual and physical effort, one school year after another, physical education can permanently provide a harmonious physical development in terms of continuous growth of motor capacity. Socialization in sport cannot be promoted unless it develops moral traits, so these issues should be given more attention to highlighting the importance of dialogue between participants and giving children more opportunities to exercise their own responsibility by holding sports activities and to improve their social and ethnic consciousness.

As part of society members' life and affecting it, physical education and sports become a social problem of national interest. Our opinion is that psycho-mechanical acts, psycho-mechanical activities, as a component of the social phenomenon of physical education and sports have a profound practical character and these specific facets must be fully reflected in the theoretical focus of those interested to influence them. In a simpler and more practical way, physical exercise is a systematically and consciously performed motor action to positively influence under the following aspects: physical, mental, motor, physiological, moral, spiritual and material. The information of the entire social phenomenon of physical education and sports currently provided in literature must always be filled with practical, innovative information, taking the form of plans, experimental programs, models of training, lesson models.

Accepted items of the training system:

- students participation in physical education lessons has been improved by the attractiveness for and awareness of students on personal opportunities, by the more energetic mode of activity, by the interest and attention that students have shown under those circumstances;
- we recommend an increased teacher autonomy in the composition and conduct of lessons by: priority use of methods and operating systems to perform firstly a proper physical condition; compliance of learning steps and of permanent correction are accompanied by a conscious and active students participation; corresponding adaptability to students abilities;
- evaluating the motor qualities ensures achieving qualitative and quantitative accumulation, going through some lesson systems, provides the option of the two partners/ factors - teacher and student- of the teaching approach; due to the scoring system (sometimes wrongly understood and applied by physical education teachers) many students come to be "exempt" from physical education courses;
- assessing and then grading (marking) the students should attract them to the physical exercise practice, to ensure the engagement of children in its practice, not to be a solution to increase or decrease the annual average of the student;
- students health should not be measured (assessed-marked) by an annual average at a school subject or by the average mean at the end of a school cycle;
- highlighting significant data that may influence student grading (known and marked by the teacher), a hierarchy of grading, provides a discrimination (from the beginning) of students with fewer opportunities;
- the system totally involves all other factors to ensure physical education partnership (family, playing environment, the school doctor/general practitioner).

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PRIORITÉS MÉTHODIQUES GÉNÉRAL DE L'ARMÉE ET SEGMENTATION DANS 11 - 12 ÉLÈVES L'ANNÉE VIEUX

Resume:

Nous avons conçu un programme expérimental consistant en des exercices d'athlétisme, les sports (football, les garçons), les processus orientés routes. La conception du projet de recherche prend en compte les objectifs et les principes majeurs de l'élaboration des programmes des étudiants l'aptitude à conduire, à savoir l'adaptation et l'amélioration de l'exercice par les qualités motrices en développement, la formation d'un bâtiment de muscle du corps dans la partie supérieure et inférieure du corps, la mise en œuvre des qualités motrices (vitesse) dans l'action des compétences dans le jeu de sport, de la coordination, l'agilité et la capacité de pratiquer indépendamment de l'exercice.

Dans ce contexte, nous avons formé un programme expérimental qui utilise des moyens sont attrayants pour les étudiants, ce qui permet aux élèves de choisir les mesures d'exécution en fonction de leur performance au volant dans différentes situations, la nature de la concurrence est à la fois individuellement et collectivement, à certains moments de la leçon, différence de traitement peut avoir un caractère individuel, caractérisé par l'exécution des différents exercices en auto-formation sous forme de concurrence, ces objectifs sont toujours en mesure d'assurer un développement harmonieux physique, sous tous ses aspects (physique, psychologique, physiologique et moteur).

Exercices athlétiques visent à enseigner les compétences et aptitudes à la conduite et aussi mettra l'accent sur la conduite du développement des qualités, le développement de la force musculaire inférieure du corps, et la capacité d'exercice augmentation.

Le jeu de sport visera à exercer et d'augmenter la capacité d'effort, par des qualités du moteur en développement, en général, et la vitesse au volant de la qualité, en particulier, mais aussi le développement de la force musculaire du corps supérieur.

Processus orientés vers les routes ou les compétences évaluation des tests (capacité fonction) ont été constitués de moyens simples, enchaînés dans un format pratique, l'ordre logique pour les étudiants, étant classés plus comme une qualité qui peut être éduqué, produisant des effets sur la sensibilité kinesthésique, l'équilibre dans toutes ses formes , sens de la mesure du rythme et du temps, la coordination des membres, la précision, l'agilité et le contrôle de l'effort musculaire.

Tout au long du cours d'exercices pratiques, nous avons essayé de faire des exercices attrayants, compatibles avec les capacités des enfants à entreprendre son effort.

Mots-clés: *besoin de se déplacer, la formation multilatérale, aérobie / anaérobie effort physique, la résistance musculaire, la sensibilité kinesthésique, l'agilité, l'attractivité*