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## METHODOICAL GUIDELINES FOR SPEED DEVELOPMENT IN GYMNASIUM

Claudiu Mereuta

*"Dunarea de Jos" University of Galati, Romania*

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### Abstract:

The paper presents some methodical guidelines for speed increasing. Starting from the importance of speed in athletic development, the paper presents the speed constraint factors and some examples of complexes proposed to increase this motrical quality. Teaching students in gymnasium requires a lot of caution, but using appropriate means, good results are achieved. It can be noticed that it has also an influence on the development of physical training and led to a superior and multilayered development of students.

*Keywords: speed, exercise, complexes, speed constraint,*

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### 1. Introduction

Motrical qualities are indispensable components of human physical activity, providing the possibility of attainment specific efforts, naturally capitalizing many factors and being perfectible through practice. In the practice of physical education and sport the motrical skills are divided into two distinct categories:

- a) basic motor skills: speed, strength, endurance, agility, flexibility.
- b) combined qualities, which are specific to different sports branches.

Improving the motor skills is of great importance for fair and harmonious physical development, and presents a series of specific features, such as:

- It positively influences major functional indices, general motricity, and volitional qualities.
- Has an important role in proper and harmonious physical development contributing to health strengthening.
- It can be used differently, in order to develop the deficient motor skills (to correct the physical deficiencies) or to bring them to a higher level, which is useful in sports.
- Has special effect (on tonus or on trophicity).
- Human body skills are emphasized.
- Being closely related to the motor habits, thus favoring their acquisition and exercising them the motor skills are increasing.
- Motrical skills are interdependent in the sense that the development of one of them affects other qualities. The influences might be favorable (named transfer) or unfavorable (named interference).
- Specific actuating systems are used as means for restoring the skills (recovery or certain diseases like obesity repellent).
- Most often, the motrical qualities are differently combined for certain sport branches.
- It can be improved through practice with specific effort.
- It has ways of manifestation according to gender or age.

### 2. Speed constrain factors

The speed magnitude is conditioned by other motrical qualities development.

### 2.1. Force constraint

Between the speed and the load size there is an inverse relationship, i.e. the speed is increasing with overcoming external resistance.

While the force is increasing, this resistance is more easily to overcome. Zatiorski notes that the unloaded hand moves faster, which leads to the conclusion that central nervous system availability to achieve a higher frequency in alternating nerve impulses are limited by the effort to overcome the external load.

### 2.2. Elasticity constraint

A good muscle elasticity reduce the braking movement of antagonist muscles. Thus, for running speed it ensures winning the opposite site, especially for tennis players.

### 2.3. Endurance constraint

To keep the tempo high, at a maximum level of manifestation speed for long time, a certain specific endurance is required, which is also a perfectible influence factor. Samples speed at 5-6 seconds are carried out involving the couple speed - fastness.

### 2.4. Skill constraint

This limiting factor must be examined closely related to the accomplishment technique of actuation. Acquiring a rational techniques, an automation of movements as inputs in the action structure will allow rational use of movements, adjustment of antagonist muscles, correct placement of the center of gravity.

## 3. Guidelines for speed development

For reaction speed learning, attention should focus on solving the following two main issues:

- a) Educating the ability to apprehend sooner situations that will determine the response; framing opponent's movements and peripheral vision of team mates; sensing the steering ball and the ground unevenness.
- b) Accuracy selection in choosing the correct response from a multitude of possible answers.

The execution speed is revealed in all cases combined with other forms of speed (reaction or repetition) or force

All exercises and activities suitable for the development of the reaction speed can be effective means for developing execution speed. It must be taken into account for the development of execution speed of distances and scheduled which must be shorter in order to allow a maximum execution speed.

In physical education, the main means for developing the repetition speed are: running speed, running in sports and some methods of sports games. Running is the basic mean for developing the repetition speed.

In physical education class specific types of exercises for speeds development were used, combined in eight complexes of exercises. The paper presents three of these complexes (fig. 1-3).

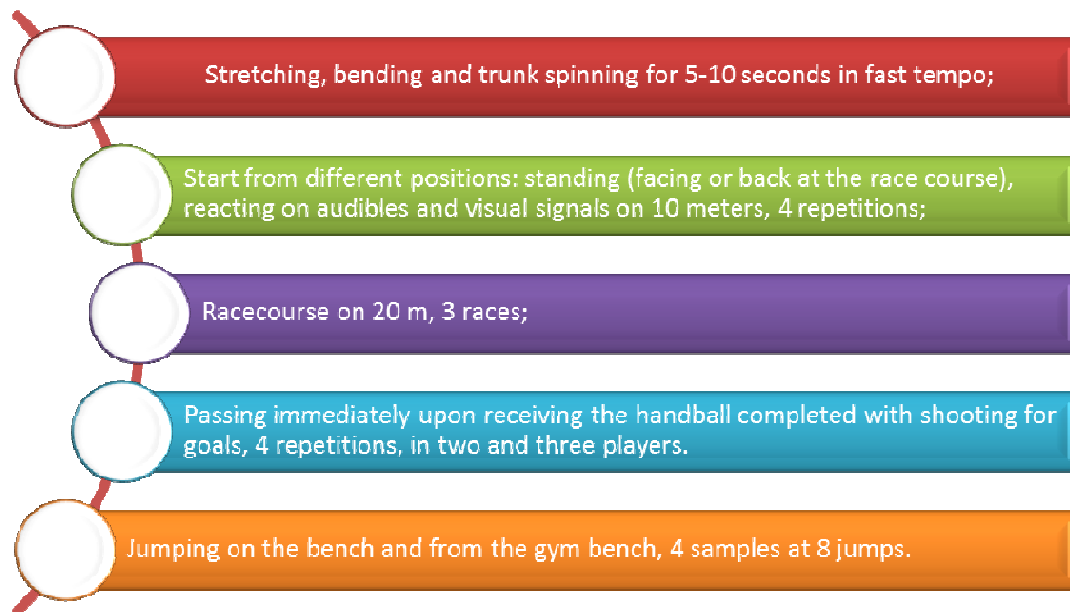


Fig.1 Complex 1

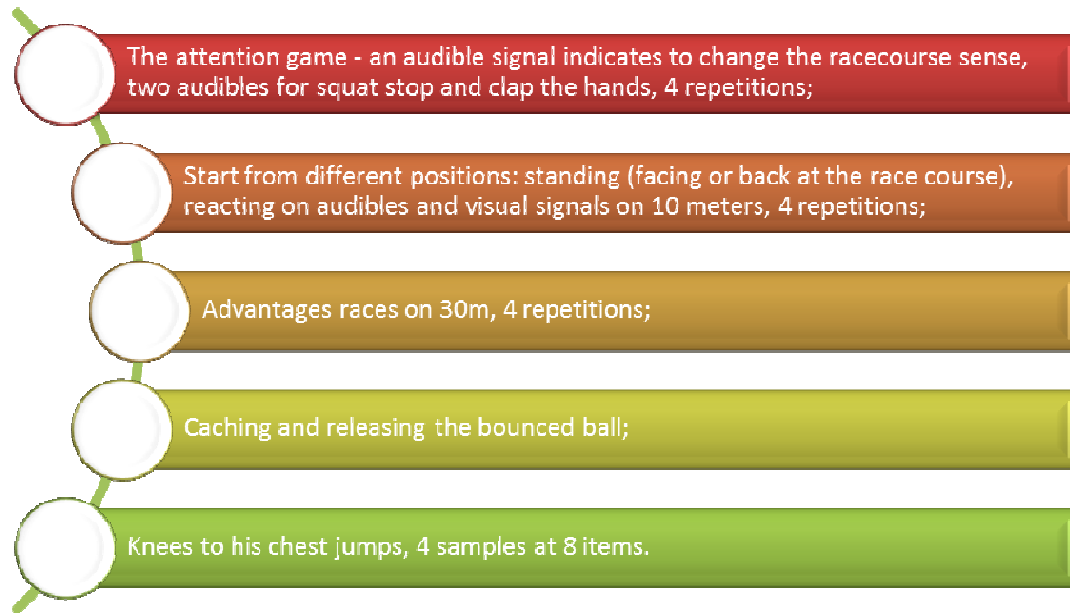


Fig.2 Complex 2

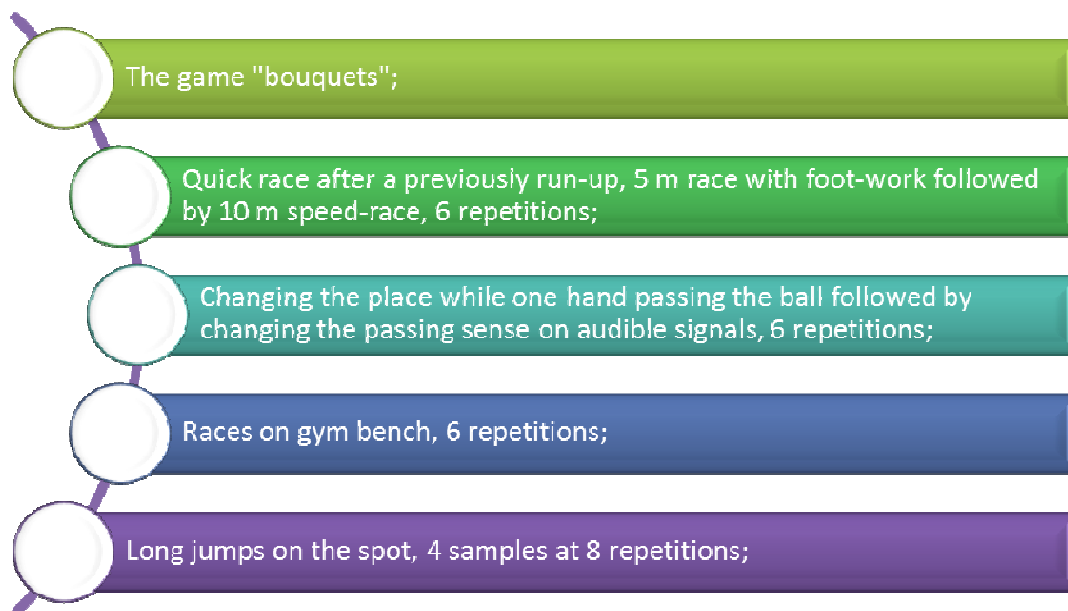


Fig.3 Complex 3

The complexes of exercises have been used as follows:

- complexes of 1 and 2 have been used during the first 6 hours of progress, alternately;
- complexes of 3 and 4 have been used for the following 7 hours, alternatively;
- complexes of 5 and 6 have been used for the next 5 hours, alternatively;
- complexes of 7 and 8 have been used in the remaining time alternately.

#### 4. Conclusions

The great variety of teaching systems, structures of exercises have helped develop a stock of basic motor skills. Teaching students in gymnasium requires a lot of caution, but using appropriate means, good results are achieved. It can be noticed that it has also an influence on the development of physical training and led to a superior and multilayered development of students.

The advantage of these guidelines enables a proper usage of the available space and more accurate layout of different muscle groups, assuming conscious, active and continuing improvement of students. Another advantage is the simultaneous use of several materials and sports equipment, controlling the progress using tests and rules, increasing the self-control and self-guidance.

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## ICE HOCKEY; OFFENSIVE PLAY OBJECTIVES AND CONCEPTS

Gabriel Gheorghiu<sup>1</sup>, Marius Trandafir<sup>2</sup>

<sup>1</sup>Dunarea de Jos University of Galati, <sup>2</sup>„Dunarea” Galati Sport Club

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### Abstract

This work comes detail the objectives and principles that performance sportive must use in the offensive game. Athletes will have to apply these rules almost mandatory both in game five to five and a bit of inferiority undeserved when required possession of the puck as extended, especially in the numerical superiority when seeking to create free spaces to could capitalize game goal, in numerical superiority.

All these objectives can be achieved only with a skating speed with possession of the puck as much with a team game involving all players in the attack, the protection of the puck as good and not least with as a movement of the puck.

When the puck is regained, look to create the opportunity to go back on offence. The transition game consists of both a quick counterattack and the composure to be patient when it is necessary to buy some time. Once puck possession is gained, keep it and do something with it. Embrace this philosophy of puck control - maintain a puck control game as much as possible.

Take advantage of what the opponent gives you - do not force plays. If the opposition has their defensemen standing up, chip the puck behind them and skate onto it. If the defensemen sag off from the blueline, attack the space in front of them.

*Keywords: Ice Hockey, Offensive Play.*

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### Introduction. Objectives

Score - do not just generate scoring chances or shots - SCORE

Puck Possession - get it then keep it and do something with it

### Concepts

Possession - get the puck, keep it and do something with it

Possession is critical - gain puck possession as quickly as possible

Whatever it takes to always outnumber the opponent for the puck - numerical superiority all over the ice