

FINAL CONCLUSION on driving samples show generally increases adjustments to both groups participating in experiment, larger for experimental group. The trials of experimental group likewise indicates increases value greater than group witness, values the most significant infrastructure group them experiment to test samples of the length of the jump seat, speed 50 flat rolling up the lengths, mobility coxo- femural and the test of strength abdominal carried out in 30 seconds.

The results will be explained by the fact that these qualities driving, with a significant growth I, as opinions specialists: Cârstea G., (1993), Dumitru Colibaba Evuleț și Ioan Bota, (1998), Bompa T.O., (2001), Dragnea A.C., Mate-Teodorescu S., (2002), the most for the development of their at the age of 9-11 years.

On the test of strength and detenta (force speed) for arms, he knows that time is opportune for their development around age of 13-14.

Games to move applied years within the pedagogic experiment basis, showed a positive impact significant physical samples tested for the majority.

Such games can be concluded that the movement used, with specific content or on the ice, can be

applied with success in the sports training conducted by land or on the ice, the level of incepatorilor age 9 to 11 years.

Regarding the results indicate the driving of the two groups obtained in the basic educational experiment, we see increases higher values for the experimental group, both in initial testing and final testing and compared with the control group at final testing ($p < 0.05$). Outcomes are due to positive transfer phenomenon driving qualities in the application of movement in preparation hockey games beginning in the experimental group.

REFERENCES

1. BELMONTE V. - Dynamics of Tactical Components- Canada, Ltd, 1994.
2. BUKAC L., SAFARIK K. - Obrana v lednim hokeji.- Olympia.- Praha, 1971
3. HORSCHY L. - Trenink ledniho hokeje. – Ed.Olimpia.-Praha, 1977.
4. KOSTKA V., WOHL P., KOLEKTIV A. - Treninkmladych hokejistu, - Ed. Olimpia - Praha, CSTV, 1979.
5. CRIHAN V. Hochei pe gheață. – Editura Sport-Turism.- București, 1982
6. CRIHAN V. - Hochei pregătirea copiilor și juniorilor.- Editura Sport-Turism.- București,1977.

THE OPTIMISATION OF THE PROCESS CONCERNING THE ACCURATE ACQUISITION OF ICE-SKATING SPECIFIC MOVEMENTS THROUGH MOTRIC GAMES

Gabriel GHEORGHIU

“Dunarea de Jos” University of Galati

Summary

If sportsmen assume a correct execution of specific ice-skating movements used in hockey, this will allow further development and improvement regarding this sport. The greatness and technical skill in hockey are, in the end, subject to speed, skill and safety when slipping on ice. Success in learning and perfecting this sport resides in performing a large number of exercises and repetitions.

Keywords: *the coach's role, amateur ice-skating, motric games*

INTRODUCTION

All training activity is closely related to the correlation between effort and rest, through which it is acted on the child's body, prompting the pace in progress.

For training lessons to be effective, the volume of effort must influence positively the child's physical development, from both a physiological and anatomical point of view. Training lessons whose effort volume is not appropriate, does not contribute to the formation or strengthening both the motor skills and physical qualities, therefore it does not reach their goal. For making a certain amount of effort, certain energy consumption is required, and the body's recovery is

achieved by rest. Fatigue is a normal physiological phenomenon. Rest is equally important for children as effort, it is the condition needed to restore the exercising capacity.

A correct assessment of the relationship between effort and rest, together with a good distribution of effort both during lessons and after their completion, and during a whole series of lessons, is a major problem of the coach's work with children.

The elements on which the adjustment of effort is made during the lesson are primarily the volume and the intensity of effort.

The beginners' training lessons take volume as a basic element in order to adjust effort.

Intensity plays a greater role in this adjustment period in order to improve motor skills, technique, when one urgently needs to increase the exercising capacity in a specific regime. During this period the relationship between intensity and volume is in favor of intensity.

Modern methodology requires that the developmental stages of psychic quality are to be taken into account when it comes to training, and the means that are to be used will be adapted to the several of their stages (Epuran M. 1982). Training lessons at a young age will be characterized by simplicity, variety, and attractiveness. In this sense, they are not to be loaded with too many exercises and new elements. Games will be held after simple rules, and must always be accessible in order to attract children to move.

The coach must act with pedagogical tact, to be understanding, and to permanently encourage beginners to leave aside their shyness (common at this age), their fear of action (caused by any failure on the ice, by a hit with the puck or the stick, or as a result of incorrect executions).



In this process the role of the coach ought to be stressed, since it is crucial regarding the future performance of young ice hockey players. The results of the coaches' work with children and youth collectives depend primarily on how they intend to organize their own work of screening, selection and then attract children towards that sport. Experience has shown that for this purpose the coach or teacher must be prepared to be self-sustained with patience and professional and pedagogical skills.

The training and education methods used in preparing children will then be chosen to match the physical and intellectual capacities of the group in training and permanent development. The pedagogical skills and abilities of the coach mean also to act promptly and effectively in different situations, combining exigency with understanding.

When organizing the training lessons, the coach must not forget that the child's thinking ability does not develop independently from their emotions, feelings, desires, movements and actions. Also, the rate of accumulation of knowledge, training concepts, skills and driving habits vary

Some important features of the training lessons are: showing understanding, honesty, optimism and good humor. "Children will be treated with love, without making concessions to them, in order not to diminish the authority of the coach and affect work discipline. By increasing the requirement level of coaches, they educate the children's self-control and devotion regarding training lessons", a statement that was made by Virgil Crihan (1977).

The training curriculum for beginners requires a systematic learning process of the fundamental elements in the ice-skating school.

A good organization of lessons, an efficient and attractive use of resources, together with strong teaching and training principles, all these ensure achieving the desired results. The training and education of children involves a complex, systematic, continuous and also creative activity, which is therefore able to provide technical and tactical knowledge necessary in sports, as well as the acquisition of high moral qualities and will.



from one child to another, and this aspect requires an individualized tracking of the evolution of the complex development of the child.

The formation and consolidation of motor skills is achieved by multiple simple exercises, with and without object of game, in pairs and in groups, a fact actually recorded by many authors. Communication and the motivation of actions are essential in working with beginners.

Children are generally interested in what they are instructed to do. They can be asked about the main points of exposure, to keep their attention awake and to reinforce the words previously uttered. The indications given must be precise, they must be exposed practically and fast, so as not to affect the execution time.

Resolving disagreements between children contributes to strengthening discipline and increase attention. Repeating advice to children is sometimes necessary. With disobedient means of admonition can be used. Correct proof is also required. Explanation will always be accompanied by demonstration. Execution errors must be corrected immediately. If one or two children need

special corrections, it is better that they be made separately (individually). Children that execute correctly the exercise or the game dislike interruption, and they are therefore tempted to despise the weak. Individual observations are made quickly, then those children are back in training. Performing the explained exercises is mandatory. Children tend to run on the light exercises, neglecting the more difficult ones.

The repetition of exercises is crucial in order to strengthen the learning process. A varied repetition of the exercise avoids boredom. Exercises as a game have the highest efficiency in training. When children are asked to form teams, the coach will interfere in order to create a balance of the values required for the game to be attractive. The exercises performed in the same place should be permanently changed with those that are of movement.

When it comes to *physical training*, children and teenagers differ among themselves by the type of nerve activity, by nature, by the specifics of their physical constitution, and by the development of different skills. All these determine their different evolution in the course of organized hockey activity.

As it was observed by the specialists in the field, from all the factors of training, physical training is what leads to the development of physical skills in children and teenagers, increasing their ability to work and leading to a harmonious coordination of activities of all body systems and equipment that are necessary in order to reach high indices of speed, skill, strength and endurance.

Physical training is the basis on which the technical skills of hockey players are developed. During the game, the players that are stronger, faster, more skilled, more resistant and, of course, those that prove both technical and psychological training are the ones that will win. The physical qualities of the hockey players always triggers the content of actions in a game, where the form is given by the technique of the game that includes those processes that express certain physical skills.

Effort during a training lesson and, of course, that of an entire process of training will change by varying the number of repetitions, the execution rate, by increasing or shortening rest breaks, and also by the degree of difficulty.

For groups of young age, 8-12 years, as a means of physical training recommended by: Koski V., (1975), Crihan V., (1982), Верхошанский IV (1988), Никонов IV (2001), the following exercises will be used:

- * exercises without equipment and with gymnastics machines (gymnastics bar, fixed bar, goat, box, medicine ball exercises);
- * combined obstacle courses of different difficulty;

- * speed runs, forward and backward, over distances of 30 m, 40 m, 60 m;
- * medium-distance runs - 400 m;
- * crosses up to 800 m, on varied terrain;
- * jumping with and without impetus (pent salt);
- * squats, pushups, tractions;
- * Relays and movement and preparation games, taking into account that the element of competition mobilizes children.

At this age great efforts are not recommended, as they lead to the fatigue of the nervous system, the reduction of the capacity of effort and to overload, with detrimental effects on the health and future development of the sportsman.

Basic elements of gymnastics and acrobatics will be used from complementary sports like athletics, swimming, football, rugby, with hockey rules (using body-check) etc.

Specific physical preparation occupies an important place in the multilateral training of hockey players and aims to improve motor qualities as required by the specialization. Specific physical preparation is done to improve the technique and tactics of the hockey game, developing speed, agility, stamina and strength in the forms in which they manifest themselves in the game. The coach will try to develop the speed of movement, of responsiveness and of execution, the endurance in a speed regime, the strength and skill specific to the ice hockey game according to departments and positions.

As a general recommendation, we mention the need to alternate strength exercises with the flexibility and relaxation ones. In terms of physical training on land there will be also used *technical elements of the game of hockey*.

It should be emphasized that throughout the learning and improving process, the physical qualities overlap, thus the development of one of them contributing to the development of the other, and giving to each of them the importance it deserves.

Highlighting the role and importance of technical training on ice, skating is the support of all technical properties and elements.

CONCLUSIONS

For an accurate learning of ice-skating, one should start practicing this sport from an early age, and from 8 years old onwards they can even move along and learn the first elements of ice hockey. The ice-skating specific to the hockey game must be learned appropriately with the hockey stick in hand according to the age of the player, so as not to create bad habits. When explaining and demonstrating each movement the basic mechanism of each step should be emphasized, in order to be well understood by the player, according to Virgil Crihan (1982). During the execution of various skating exercises, we can

notice differences in performance, some players showing very good executions, while others performing with mistakes. Mistakes can be primary and secondary. The main ones change the structure of the basic movement, so they should be removed carefully, while the secondary ones, although they do not modify the exercises, they are still negative. During training both primary and secondary mistakes should be corrected, but firstly the major ones, and during training we should also establish the causes of the primary mistakes in order to be permanently and efficiently removed.

BIBLIOGRAPHY

1. BELMONTE V. - Dynamics of Tactical Components.- Canada ,Ltd, 1994.
2. BUKAC L., SAFARIK K. - Obrana v lednim hokeji.- Olympia.- Praha, 1971
3. HORSCHY L. - Trenink ledniho hokeje. – Ed.Olimpia.-Praha, 1977.
4. KOSTKA V., WOHL P., KOLECTIV A. - Treninkmladych hokejistu, - Ed. Olimpia.- Praha, CSTV, 1979.
5. CRIHAN V. Hochei pe gheață. – Editura Sport-Turism.- București, 1982
6. CRIHAN V. - Hochei pregătirea copiilor și juniorilor.- Editura Sport-Turism.- București,1977.

METHODICAL ASPECTS FOR DEVELOPMENT OF COORDINATION ABILITIES IN CHILDREN 8 – 10 YEARS, THROUGH SPECIFIC TRAINING MEANS OF THE SOCCER GAME

Bogdan-Marius GROSU

University "Ștefan Cel Mare" Suceava
bogdang@usv.ro

Coordination abilities including the entire range of possibilities for expression of coordination, but also for flexibility in the execution process of natural movements. They are conditioned by the ability to lead, to take and develop motile skills based on the efficiency of the nervous system and muscular system. It manifests in all movements and all levels of sports practice. The manifestation of the coordination skills is conditioned by perceptual system ability to process, analyze and take decisions and to convey the nervous impulses to the motility acting effectors and the capacity to realize the movements with more economy and harmony. They are conditioned by the capacity to lead and to process data from the analyzers involved in movement and the development of motile responses.

Keywords: *coordination abilities, soccer, training*

INTRODUCTION

The special literature of our country has no recent research that reflects the importance of coordination abilities education, as a support for learning the game of soccer technique in children.

In our country, nor specialized federation, nor private clubs (schools, academies for soccer) nor in the educational institutions (LPS, CSS), present programs with operational structures designed to develop coordination abilities (general coordination, segmentation, static and dynamic balance, side orientation, ambidexterity, space-temporal orientation, kinesiology, reaction speed, repetition, anticipation, etc.), the optimal time for their development and psycho-intellectual, emotional or cognitive (attention, thought, imagination, memory) qualities, which can improve athletic performance and beyond.

Coordination capabilities means a generic and psycho-motor complex of skills involving mainly the ability to quickly learn new moves, a quick and efficient adaptation in various conditions,

specific to various types of activities, sometimes restructuring the existing motile fundamentals.

The special literature of soccer game, and of the other sport games, considers the capacities of coordination as consisting of: learning capacity, management and leading capacity and control of movement and ability to adapt and transform the motion.

MATERIAL - METHOD: in the realization of the present research, the hypothesis from which we started is the next one: the characteristic coordination capacities of the soccer game can be improved or developed by specific training means.

The aim is to find and implement in the training process these specific means leading to improvement and coordination capacity.

In the view of probation of the hypothesis from which it started to realize the present research, coordinative capacities, characteristics of the soccer game, an experiment was initiated following those steps:

Choice of subject research subjects;