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STUDY REGARDING THE USE OF DYNAMIC GAMES DURING THE SPORTS TRAINING LESSON FOR BEGINNER CHILDREN, IN ORDER TO TEACH THEM THE ELEMENTS OF RUNNING

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Abstract: *The role played by dynamic games in the sports training lesson is precious and very attractive, because it ensures the consolidation of the applicative motor skills and it contributes to the development of general motor skills, especially during the first part of athletic selection. The children take the game very seriously, putting it above any other activity. Taking this information into consideration, the authors have initiated various games through which beginner children would learn running. The* ***purpose*** *of this paper was to highlight the use of dynamic games by track and field coaches who have helped the children learn running as fast and as efficiently as possible, especially at the beginning of sports training, using the following* ***methods****: the study of the professional literature, the observation, the data analysis, the graphical representation. The research was conducted at the Athletics Halls of Bacau and Targu Mures, where the training of the beginner groups took place. The subjects were athletes selected for professional groups. The research was conducted over 3 months, on 4 groups (2 female groups and 2 male groups) - 2 groups where dynamic games were applied to teach running and 2 groups where running was taught in a classical manner. The coaches applied an initial testing and a final testing, using a 50m running with a standing start challenge (initial testing was conducted in October, and the final testing, in February). The final conclusions show that the athletes who learned running through dynamic games have learned it better, recording 0.05 seconds less than the athletes who learned running in a classical manner.*

Key Words: Dynamic Games, Training, Children, Running.

INTRODUCTION

Children today are interested mainly in technology and less in sports; for this reason, dynamic games should play an important role in the training lesson. Being attractive and interesting to children, learning becomes easy and largely involves the child. Studies show that self-esteem, body posture, high social respect and level are due mostly to sports. "Stimulating a child to participate in sports means more than offer them a simple training. It means offering them a true personal and social education, it means situating them in relation to the others, allowing them to manifest, making them discover themselves and revealing themselves through their own body." (Mârza D. N., 2007). This paper highlights that through these modern means, the coaches can have very close relationships with their athlete pupils, at the same time being a way that eases and optimizes the process of initiation in running.

Dynamic games contribute to the development of motor skills and help form skills like speed, endurance, precision of movements, presence of mind, fast and safe spatial orientation, self-control, perseverance, discipline, and others. As a result of movements performed in a group, the dynamic games provoke in children many positive emotions, joy, satisfaction. At the same time, they create in athletes the habit of working together, enjoying the group successes.

A good organization of the game presupposes an early preparation under good conditions of the materials, taking the right measures to create a space right for playing the game, distributing poles on the floor to better divide the space and to direct the children in the game.

The starting hypothesis for this study was that the use of dynamic games during the training lesson could lead to a faster and more effective learning of running elements.

MATERIAL AND METHODS

The **purpose** of this paper was to highlight the use of dynamic games that help the children learn running as fast and as efficiently as possible. The research was conducted at the Athletics Halls of Bacau and Targu Mures, where the training of the beginner groups took place. The subjects were athletes selected for professional groups.

The research was conducted over 3 months, on 4 groups (2 female groups and 2 male groups) - 2 groups where dynamic games were applied to teach running and 2 groups where running was taught in a classical manner. The coaches applied an initial testing and a final testing, using a 50m running with a standing start challenge (initial testing was conducted in October, and the final testing, in February).

The dynamic games were focused mainly on learning those running drills that are more often used to learn the running mechanism: footwork running, high knees running, running and swinging one's calf forwards, running and swinging one's calf backwards.

Table 1 - ***Dynamic games used to learn running elements***

High knees running			
Drill 1	Drill 2	Drill 3	Drill 4
The subjects are aligned in a row, holding hands, move by running with high knees up to a preestablished mark, then they come back, still holding hands, but running backwards.	The same drill, but the backwards running is done with high knees.	The same drill is repeated 3 times consecutively.	The same drill is repeated 3 times consecutively, timed.

Table 2 - ***Drills used to learn running elements***

Running and swinging one's calf forwards			
Drill 1	Drill 2	Drill 3	Drill 4
The subjects are aligned in a row, holding hands, move by running and swinging their calf forwards up to a preestablished mark, then they come back, still holding hands, but running backwards.	The same drill, but the backwards running is done with footwork.	The same drill is repeated 3 times consecutively.	The same drill is repeated 3 times consecutively, timed.

Table 3 - ***Drills used to learn running elements***

Running and swinging one's calf backwards			
Drill 1	Drill 2	Drill 3	Drill 4
The subjects are aligned in a row, holding hands, move by running and swinging their calf backwards up to a preestablished mark, then they come back,	The same drill is repeated twice with a 30-second break between repetitions.	The same drill is repeated 3 times consecutively.	The same drill is repeated 3 times consecutively, timed.

still holding hands, but running backwards.			

1. **Who performs correctly.** The subjects are grouped into two teams equal in number, arranged in rows, in a sitting position, 1 meter between the subjects. At the coach's signal, the last subjects start to run knees high and sit in front, while the others start without a signal, after the first ones have sat down in front. The drill is repeated three times, gradually increasing the distance. The winner is the team that performed the fastest and most correctly the high knees run.
2. **Acrobat run.** Two teams equal in number are ranged in two rows behind the starting line. At the coach's signal, the first subjects in the rows start running and swinging their calf backwards toward the first pole 10 m in front of them, go around it and continue to sprint toward the second pole, 10 m from the first pole, in the same direction, they touch it, then they sprint back. They touch the hand of their teammate and go to the end of the row. The winner is the team that is first to reach the initial arrangement.
3. **Touch the bench.** Two teams equal in number are ranged on each side of a gymnastics bench. Two other benches are put in the middle of the court. At the coach's cue, the children turn around, sprint, touch the bench with their hand and sprint back performing footwork to their previous position.
4. **Catch the teammate.** Two groups of six children are ranged along a line traced on the floor, at 2-3 meters from each other, with one child moving in various ways (swinging their calves backwards, high knees running, footwork running), the others having to perform the same thing. At one point, the subject in the front turns and tries to catch one of them while they run back to the line. This game is repeated three times, after which the child in front is changed. The winner is the one who catches the highest number of subjects.
5. **Run in a circle.** The subjects are positioned in a circle, and one subject runs around it with his/her knees up. The running subject touches at one point with his/her palm one of the children in the circle, who immediately starts running around the circle in the reverse direction of the subject who touched him/her.

Whoever gets faster in the free spot stays there, while the other is penalized and continues running.

6. **Numbers race.** The children are positioned in two lines, crouched, 3 m from each other, each one with a number, starting with the first child in each line. The coach yells out various numbers, alternating the lines. The children with the yelled-out number get to the tracks between the groups, run by swinging their calf backwards and go completely around their line, returning to their place. Finally, the team with the least number of points wins.

RESULTS AND DISCUSSIONS

The tables below present the initial results for the 50m run with a standing start challenge recorded by both the male and the female subjects.

Table 4 – ***Results recorded by the female subjects during the initial testing***

	Experimental group		**Control group**	
No.	**Females**	**Initial testing 50m run with a standing start**	**Females**	**Initial testing 50m run with a standing start**
1	U.D.E	9.63	D.A.	9.05
2	T.F.	8.85	L.D.F.	8.99
3	L.F.S.	8.90	R.T.	9.40
4	R.A.	8.40	D.E.	9.23
5	P.D.	9.00	I.N.	8.76
6	M.E.	9.10	R.D.U.	9.03
7	B.D.	9.40	E.L.	9.04
8	A.A.	8.97	I.T.	9.36
9	I.D.L.	9.07	E.F.	8.96
10	I.A.	9.10	T.D.	9.20
11	N.E.	8.86	L.A.	8.99
12	I.R.	9.60	S.I.	9.47
Arithmetical mean		**9.07**		**9.12**

Table 5 – ***Results recorded by the male subjects during the initial testing***

	Experimental group		**Control group**	
No.	**Males**	**Initial testing 50m run with a standing start**	**Males**	**Initial testing 50m run with a standing start**
1	B.A.	8.87	N.L.D.	8.70
2	L.A.	8.99	T.A.	8.98
3	A.M.	8.70	N.E.	8.96

4	I.I.A	8.89	D.D.E.	8.70
5	F.A.	8.94	A.R.	8.50
6	L.B.	9.03	I.B.	8.78
7	H.I.C	8.98	N.T.	9.00
8			F.C.I	8.96
Arithmetical mean		**8.91**		**8.82**

Tables 6 and 7 present the results recorded by the subjects during the final testing.

Table 6 ***Results recorded by the female subjects during the final testing***

	Experimental group		**Control group**	
No.	**Females**	**Final testing 50m run with a standing start**	**Females**	**Final testing 50m run with a standing start**
1	U.D.E	9.00	D.A.	8.99
2	T.F.	8.50	L.D.F.	8.89
3	L.F.S.	8.72	R.T.	9.35
4	R.A.	8.86	D.E.	9.15
5	P.D.	8.97	I.N.	8.70
6	M.E.	9.02	R.D.U.	8.86
7	B.D.	8.54	E.L.	9.00
8	A.A.	8.67	I.T.	9.10
9	I.D.L.	8.40	E.F.	8.78
10	L.A.	8.43	T.D.	9.03
11	N.E.	8.98	L.A.	8.67
12	I.R.	8.30	S.I.	9.35
Arithmetical mean		**8.69**		**8.98**

Table 7 **Results recorded by the male subjects during the final testing**

	Experimental group		**Control group**	
No.	**Males**	**50m run with a standing start**	**Males**	**50m run with a standing start**
1	B.A.	8.30	N.L.D.	8.60
2	L.A.	8.50	T.A.	8.80
3	A.M.	8.20	N.E.	8.87
4	I.I.A	8.67	D.D.E.	8.54
5	F.A.	8.56	A.R.	8.23
6	L.B.	8.57	I.B.	8.65
7	H.I.C	8.35	N.T.	8.78
8			F.C.I	8.65
Arithmetical mean		**8.45**		**8.64**

The graphical representation is employed next, for a better visualization of the initial results. Figures 1 and 2 present the initial results recorded by the subjects, comparing the experimental and the control groups.

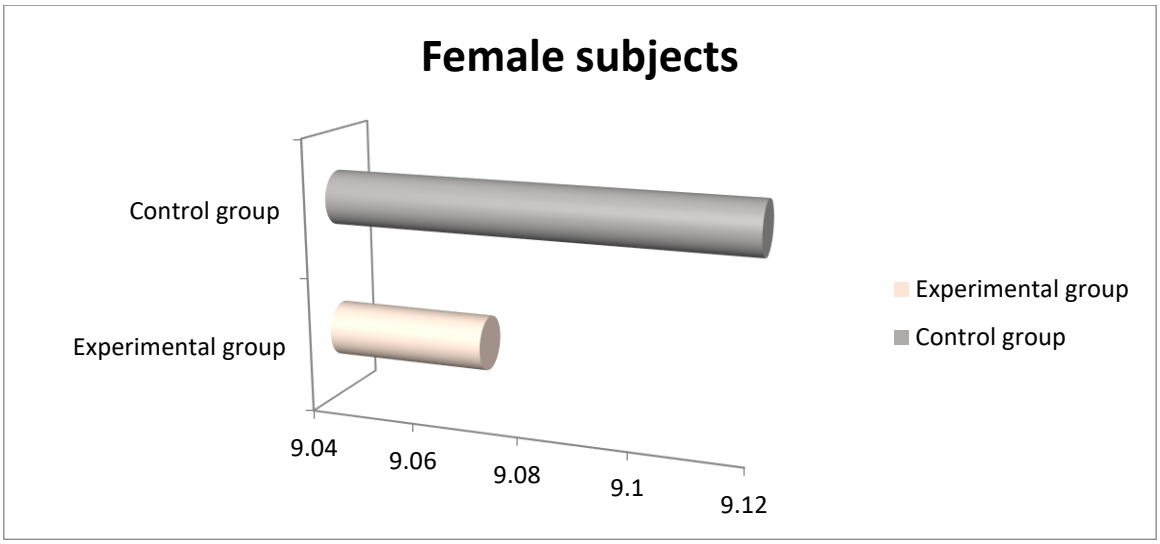

Figure 1 – ***Results recorded by the female subjects during the initial testing***

Figure 1 shows that the female subjects' initial results are approximately the same, the experimental group differentiating itself from the control group by 0.05 seconds.

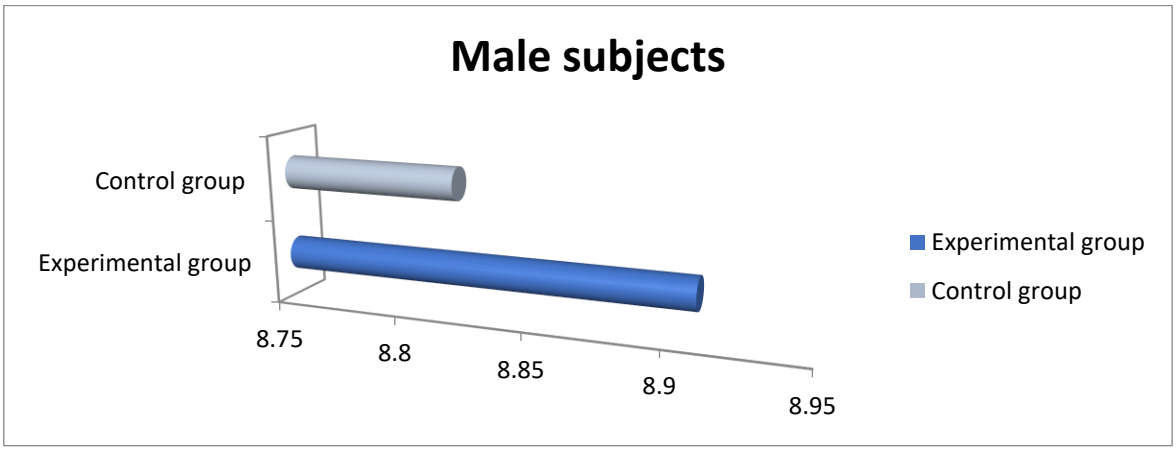

Figure 2 – ***Results recorded by the male subjects during the initial testing***

Figure 2 shows that in regards to the male subjects' initial results, the control group recorded better results than the experimental group, the difference being of 0.09 seconds.

The graphical representation is employed next, for a better visualization of the final results. Figures 3 and 4 present the final results recorded by the subjects, comparing the experimental and the control groups.

Figure 3 – ***Results recorded by the female subjects during the final testing***

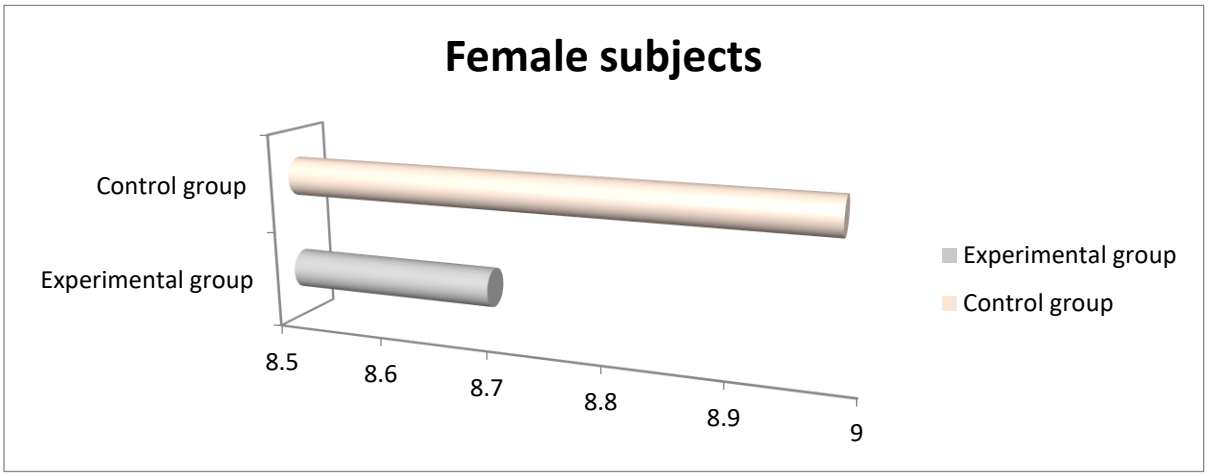

Figure 3 shows that during the final testing of the female subjects, the experiment group's results were clearly improved, compared to the control group's results, the difference being of 0.29 seconds, a much better value than the one recorded during the initial testing.

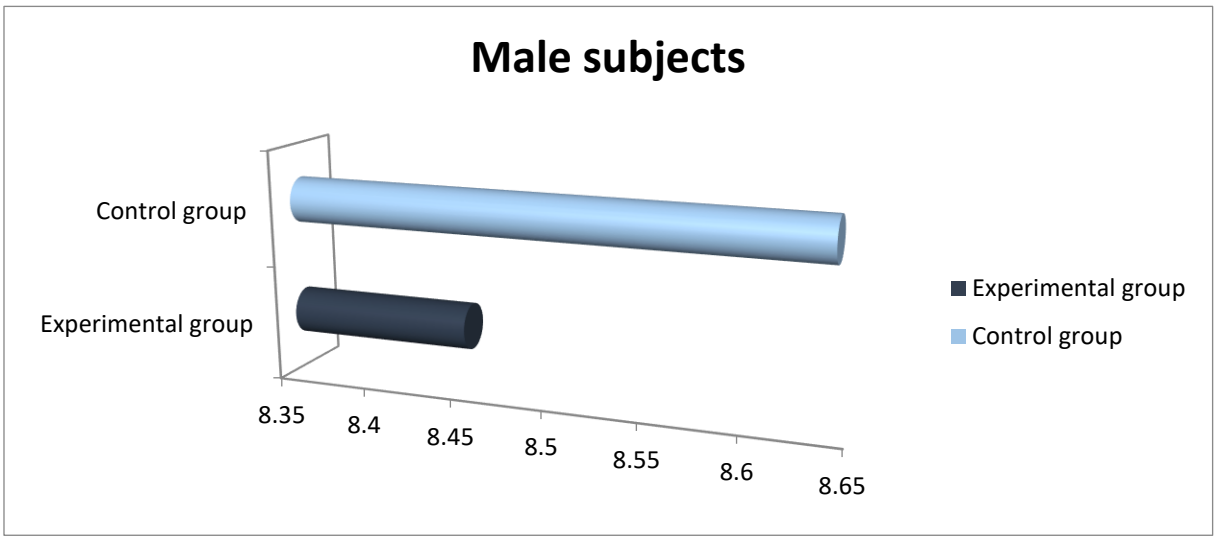

Figure 4 – ***Results recorded by the male subjects during the final testing***

Figure 4 shows that during the final testing of the male subjects, the experiment group's results were clearly improved, compared to the control group's results, the difference being of 0.19 seconds, an improvement by 0.10 seconds.

CONCLUSIONS

The final conclusions show that the athletes who learned running through dynamic games have learned it more effectively, recording better results during the 50m

running with a standing start challenge. In regards to the female subjects' initial results, the experimental group recorded a better average value, 0.05 seconds less than the control group. During the final testing, there was an improvement in the experimental group's results, the difference between it and the control group being of 0.29 seconds.

In regards to the male subjects' initial results, the control group recorded a better average value, 0.09 seconds less than the experimental group. During the final testing of the male subjects, the experiment group's results were clearly improved, compared to the control group's results, the difference being of 0.19 seconds, an improvement by 0.10 seconds.

It can be concluded that dynamic games had a positive influence, helping the subjects learn running and more.

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