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STUDY ON IMPROVING THE QUALITY OF DRIVING SKILL BY SIXTH GRADE STUDENTS

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ABSTRACT. Quality motric skill has a complex content because of the relationship they have with other driving qualities and the skills and driving skills. Any voluntary motric action, regardless of the degree of difficulty to be performed requires a certain level of skill and some coordination at the level of the cerebral cortex. The topic discussed is current being the object of study for many specialists of this domain thanks to its importance in getting the performance at any level. Starting from the premise that the sports activity becomes component of daily activities, practicing base appropriation physical exercise are in the organized framework. In the educational process increasingly requesting physical education lesson creative thinking of students, so as to build their capacity to operate with driving actions learned and apply appropriate measures in certain driving situations. Learning and applying skills and driving skills in practice broaden the horizons of knowledge of students from point of view motric. Students become more skilled, more agile and more resistant to easily resolve difficulties that arise in practice. Motor basic education in general and particularly Aimed at skill development of school tasks not so immediate, and especially Subsequent Their use in diversity activities.

Keywords: *development, gymnasium, skill*

REZUMAT. Studiu privind îmbunătățirea îndemânării la elevii de clasa a VI-a. Îndemânarea este o calitate motrică complexă, având profunde interferenţe atât cu celelalte calităţi motrice, cât şi cu priceperile şi deprinderile motrice. Orice acţiune motrică voluntară, indiferent de gradul de dificultate, pentru a putea fi efectuată necesită un anumit nivel de îndemânare şi o anumită coordonare la nivelul scoarţei cerebrale. Tema abordată este de actualitate fiind obiect de studiu pentru mulţi specialişti ai domeniului datorită importanţei ei în obţinerea performanţelor la orice nivel. Plecând de la premisa că activitatea sportivă devine componentă a activităţii cotidiene, baza însuşirii practicării exerciţiului fizic se

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află în cadru organizat. În procesul instructiv-educativ lecția de educație fizică solicită permanent gândirea creatoare a elevilor, în așa fel încât să le formeze acestora capacitatea de a opera cu acțiunile motrice însușite și de a aplica acte motrice potrivite în anumite situații concrete. Învățarea și aplicarea deprinderilor și priceperilor motrice în practică lărgește orizontul cunoașterii al elevilor din punct de vedere motric. Elevii devin mai îndemânatici, mai agili și mai rezistenți în rezolvarea cu ușurință a dificultăților ce apar în activitatea practică. Educarea calităților motrice de bază în general și a îndemânării în special vizează nu atât realizarea unor sarcini școlare imediate, cât mai ales utilizarea lor în diversitatea activităților ulterioare.

Cuvinte cheie: *dezvoltare, gimnaziu, îndemânare*

Introduction

Driving skills are directly influenced by the individual's physical and mental condition. These are qualities of the human body with native character whose level depends on the initial manifestation of hereditary genetic background.

One aspect that should be considered in the methodology of teaching physical education is the inter-school skills and motor skills. Such skills cannot improve without input qualities, even as the driving qualities cannot develop without increasing the level of implementation of driving skills.

In the educational process physical education class requesting that creative thinking of students, so as to build their capacity to operate with driving actions learned and apply appropriate measures in certain driving situations.

The opportunity to address this issue is justified by the fact that literature is demonstrated applicability and transfer to the specialized area of practice different sports branches.

Motor ability is central because its development at various specific levels is a fundamental criterion for assessing the effectiveness of the educational process.

"Qualities or skills driving movements in general are an interesting topic for specialists, knowing their role in the ability and motor performance of man" (Dragnea, Bota, 1999).

Quality skill as coordinative capacity is characterized by the sharpest expression of the importance of higher nervous segments in making any voluntary movement, represented by superior quality indices.

The psychometric quality of this quality is the most discussed. In the literature (Cârstea, Tudor, Bota, Sasu, 1995), the skill can also be seen as the coordinative quality is determined by the processes driving directions and

control gestures. It provides the individual the opportunity to coordinate the movements safely, with minimal energy consumption, the possible situations and unusual, to learn relatively quickly sporting gestures.

Starting from the idea that skills means better coordination of the entire body motility, it received very broad and undifferentiated. Attempts to join her prowess or mobility component as a second choice were able to impose partial. Fetz cited Pehoiu, Sabau, Sabau (2001), believes that in parallel we tried assigning notions of coordination and quality coordination similar meaning.

Answering the question, what is coordination? This is the qualitative Psychomotricity, being a multidimensional complex phenomenon, involving many systems aim to solve an optimal control of the movement. The main determinant of sensorimotor-motor coordination is to structure appropriate time, directions and amplitudes, pulse spatial precise dosages.

Skill even if there is no movement is felt in simple but complex structures that require fast driving in the time-space orientation and a way to prompt execution.

There is practically no basic motor skill, or specific utility, without requiring a modicum of skill to be performed rational, economic, and coordinated in the direction intended purpose.

Skill acquisition and improvement of skills driving conditions, ensuring their applicability in the most varied conditions and helps the individual to adapt easily to the constant change of the means used in physical education class. Once formed, the driving skills allow movements to be performed with precision, smoothness and economy of effort, and while perfecting the skill. Consolidation, however, is automated and skills cannot significantly influence skills.

The difficulty of driving action to be performed depends on coordination arrangements in the alleged execution of movements, such as symmetric or asymmetric coordination, coordination of simultaneous or sequential and coordination of two or more segments. In acknowledging the temporary disparity between body segments differences students in performing driving actions there is a clumsily. However availability for skill development is increased when this quality is accompanied by a sense of orientation in space and locomotion development.

In the education process of skill development are given exercises the student to solve unexpected situations using rapid movements, agile and efficient.

Fine motor skills are addressed in quality physical education class and school sports as the theme to link called “developing motor skills or skill speed” after link fearless “selective is influencing the musculoskeletal system.” It will always be addressed first lesson theme and a topic addressing skill and speed as the same lesson is not possible.

During a school year can be programmed and skills addressed in any period or semester whether working indoors or outdoors.

Skill, like other driving skills cannot be claimed by any sports games or the gym nor any other branch or sporting events set by the syllabus. This quality, like the others, generally belongs to everyone, but anyone in particular (Cârstea et al., 1995).

Research methods

To conduct this research we started from the following hypothesis: Using games and paths applied in physical education class in middle school contributes to the development of quality driving skills.

Research methods used in this research:

- bibliographical documentation method;
- method experiment;
- observation method;
- statistical and mathematical method;
- graphics method.

The research was conducted at the school no. 11 of Targoviste, in the sixth grade of A, a mixed sample of 24 subjects. Physical education classes were held in the gym and on the sports field inside the school, outdoors.

The experiment debuted in January 2015 when initial testing took place and ended in the month of June 2015 with conducting final testing.

During the experiment in physical education lessons they were used means proposed by us to improve the quality driving skills.

Quality testing driving skills test was performed by applying a literature (Sabau, Sabau, Pehoiu, 2001), because in addition to assessing and valuing complex ability to move by observation method should be during the execution of a measure used for data movement.

The test consists of negotiating a route that contains 12 stations and measuring 25m in length.

The route has been arranged as follows:

Stations 1-2: the starting line running on the distance of 2 m, starting at beep ball's up to the medicinal; is appreciated the speed at which sound stimulus and the ability to orient in space.

Station 3: Running student running around the ball medicines; determining the ability of orientation in space.

Station 4: consists in undertaking a rolling before the squat squatting on a mattress gymnastics; determining the ability of differentiation and orientation in space.

Station 5: the student performs a jump over a box crate gym in the direction of travel; it evaluated the ability of differentiation.

Station 6: student raises handball ball resting on the floor and threw on target from a distance of 3m by gymnastics circle, suspended at a height of 2 m; it evaluated the ability of differentiation and orientation in space.

Station 7: Running the student performs circumventing a sign written on the floor; targeting ability is appreciated in space travel in changing conditions.

Station 8: the student performs a crawl through a box crate gym; verified differentiation capacity;

Station 9: after working the previous station, the student stood up and running, from running, jump on the crate gym whose height is 1,10 m; is determined capacity expansion and differentiation;

Station 10: is still running on the box running the gym, followed by descent by jumping on it; checked force support, balance and ability to differentiate;

Station 11: running to the finish line; it is estimated acceleration capability.

Students argued sample for each test twice, and was rated the best result.

During the research were used as paths and motion gaming applications (1, 2, 4) that have focused on skill development and we describe below:

Route 1. Venue: physical education room or outdoor field; Materials needed: Crate gymnasium, two mattresses. Description: Running 3 m and crate climbing gym; jump ball landing on the mat; Running 4 m and jumping over a partner located in the squat; landing and rolling before the squat squatting on the second mattress; Running 3m. And jumping over three successive crate boxes placed transversely to the direction of the route, parallel and equally spaced; Running 5 m to finish; the best time wins.

Route 2. Venue: hall of physical education and sport; Materials needed: Crate gymnasium, three banks gym. Description: Running 3 m; passage lying face two banks gym and adjacent side creeping along the length thereof; crate climbing gym and slept passage facial gymnastics bench inclined by fixing one end of the box; dragging on this sloping tract arms to end fixed on the ground; lying transverse to the direction of forward and side rolls 3m to a line on the ground; crossing the dorsal and lying about 6m away. Shift face up only hands and feet to the finish line.

Route 3. Place: physical education room or outdoor field; Materials needed: two mattresses two 2 kg medicine ball. Two milestones. Description: Rolling forward the squat; Running 5 m; turning 180 degrees; Running 5m. with the back; turning 180 degrees; driving the ball on a line on the ground by successive touches with his right hand 5 m; Running 3 m to pole; Rod bypass; Running 3 m back; driving the ball with the other hand; Running up to the finish line.

Route 4. Place: physical education room; Materials needed: a medicine ball; two gym mats; a case of gymnastics; a circle of gymnastics; a ball handball; pole height. Description: from the starting line running on the distance of 2m, starting at beep ball's up to the medicinal; Running student running around the ball medicines; performing a rolling before the squat squatting on a mattress gymnastics; jump over a box crate gym in the direction of travel; Handball lifting the ball resting on the floor and throw on target from a distance of 3m by gymnastics circle, suspended at a height of 2 m; Running student performs circumventing a sign written on the floor; crawling through a box crate gym; of running, gymnastics jump on the crate whose height is 1,10 m; Running on chest gym, followed by descent by jumping on it; Running up to the finish line.

"Sowing and harvesting potatoes"

Mark the starting line and 15 m are drawn four rounds for each team. The whole team is divided into four equal teams willing column, one behind the starting line, having placed at the starting line four balls or other objects. At the signal, the first student from each team raises balls and they planted in circles located in front of the team to 15 m, then turn around and touch the palm next student on the team that will travel and collect balls planted, they will bring to the team. A time to plant and reap students' alternate balls. Win the team that finishes first "seedtime and harvest."

"Cosmonauts"

Players are divided into teams of equal size and sits on the strings behind a line of departure. A placed in front of each team at a distance of l0-15 m circle. At the signal, the first player from each team runs to circle him "dress", through it before then left foot trunk and head it "undressed" by removing the right foot circle. Sit circle on the ground and returns to the team after passing hand over the tail of the string.

The game continues until all players participating. Team that finishes first wins. Circle will be dressed and undressed as the whole team. Dressing and undressing process circle will be shown before the start of the game.

The game can also be done from the circle lineup for each team. After dressing and undressing circle by the first player, it is passed from hand to hand for the same action for each player. It returns to the circle who started the game ends (the distance between the players on the circle is an arm's length). Team that finishes first wins.

"Roll the ball"

Players are placed on teams like the relay. L0-20 steps away from the starting line snaps turning point.

At the signal, the first player from each team starts rolling on the ground with the touch of your hand every step, a medicine ball to the point of return that it

bypasses and returns to the team in the same manner, with the other hand, gives the following and then move on to the tail of the string. The game continues with each player until last came in his place. Team that finishes first wins.

"Relay"

Students are organized into several teams, arranged in one row and seated behind a line of departure. The first of each team sit in squatting position with his back toward the direction of running. Returning to the starting signal, the line runs dreap 5 m a running jump over a ditch two lines distance of 1 m., runs 5 m pass under a rope held by two students travel a distance of 4 m jumping on one foot, marking the completion point bypass route and running straight back to their team, hitting the shoulder next player.

"Builders"

Children are divided into two equal teams placed in the string format. Each team sits beside a box of cubes in front is traced to walk in balance and mark a line that is where they build. The first child of each team take two cubes each, go steady with hands outstretched to the side marked place, let their cubes, returning to running, touching on next and take their places. Children are required to place the cubes so as to build a wall. Top builders are declared members of the team who finished first and fairest building of the wall.

"Obstacle Relay"

The children were divided into two equal teams, placed in band refunded string a line of departure. Before the teams on the track, put in three places by two plastic baskets that support each baton gymnastics.

The distance between obstacles is 2m. To order, the first of each team start in running and jumping over obstacles. In return run to the next team that touch his shoulder. Win the team that finish first and go through the correct route (without break stick).

"Rabbit Race"

Children are divided into teams of equal size arranged in rows return the starting line. 6-8m draw from this is the finish line. The first child of each team expects starting signal squat position. At the signal, they start with rabbit jump up to the finish, running around in a teddy bear which marks running back in place and return to their teams after they reached my hand on the shoulder next colleague. Win the team that finished first race.

"All the flag"

Children are divided into two equal teams, arranged in rows return the starting line. In front of teams is a starting line and a mattress to 5-6m. At the signal, the early start, run, roll on the mat, take in hand a flag waving in support

it, put it back, run to their team for the next touch his shoulders and sits at the bottom string. Finally comes the winning team who finished first and correctly executed movements.

"Touch bell"

Children are divided into two teams put back the starting line. Before each team at 2m distance there are two stumps (benches) perpendicular to the direction of travel. To order, the first of the teams running up to the stump, which escalates, jump on it and runs until the bell suspended touches, return to running, touch his shoulder and sits next to the tail string. The teacher highlights the team who finished faster and more accurately.

"The best marksman"

Children are divided into two teams return the strings placed on a sight. In front of each line is a small buckets of balls. To order, how many children in each team take a ball and throws it into the basket placed at a distance of 2-3m. After throwing, running to the basket, touching it and return bypass to the first team colleague. After that sits at the end of the string. Win the team that has more balls in the basket.

"Race snakes"

Children are divided into groups of equal number. Teams are placed on strings return the starting line. A few meters from the finish line it draws. To order, receive support children sleeping in the abdomen and begin to crawl (helping the abdomen) to the finish line. Rises and running back up to the next waiting lying down, touching them on the shoulder and then move on to the tail string.

"Beware the Bear"

Children are divided into several teams equal in number placed on each end facing the strings of a bank gymnastics. Toys are placed on each bank "teddy bear". To order, the first of each team climb up the banks and go in balance, stepping over the "teddy bear" so they do not break. Once executed, run and reach the first children who wait in another queue and then sit at rows. Win the team that finished first and has the lowest number of "bears" felled.

"Do not touch the rope"

Children are divided into teams of equal number placed on strings, return the starting line. At a distance of 6-8m it is fixed on two supports a rope at a height of 0,50m. At the signal, the first of each team runs close to where the rope is placed in sleep before and crawl on the forearms (the movement is executed with support only on the forearms), keeping the legs stretched, under the rope without touching it. After they passed it, stand up, turn in running the outside and sits at the bottom string. Next start when touched by colleagues conclude relay. Win team whose last component passes the finish line first.

"Walk in a circle and throw"

Children are divided into two teams sit in front of the starting line drawn on the ground. In front of each team at 2-2.5 m distance you draw one circle. At the signal, a child from each team running with a ball in his hand, enters the circle drawn and throw the ball with both hands first child of his team. Who threw passes behind the string?

Results

Following the proposed new use of resources during the research note an improvement in student performance between the two tests.

Selected means to increase the quality of driving skill indices contributed to this quality education, from an average of 38.3 "initial testing at a value of 34.1" average group investigated in final testing.

Table 1. Results recorded in two tests

No. Crt.	Arithmetic average initial testing	Arithmetic average final testing	Difference between average
Control sample	38,3 seconds	34,1 seconds	4,2 seconds

Conclusion

General driving capacity development of children in the process of growth is conditioned by the functionality of their skills and attitudes, strongly influenced by methodological concept of efficient organization of motor activities in physical education lessons.

The hypothesis that use the routes applied in physical education class skills to develop motor skills was confirmed, citing the improving student outcomes to final testing.

Evolution student achievement during the research demonstrates that an intervention in the educational process to improve quality of driving skill means carefully selected and carefully planned will lead to achieving objectives.

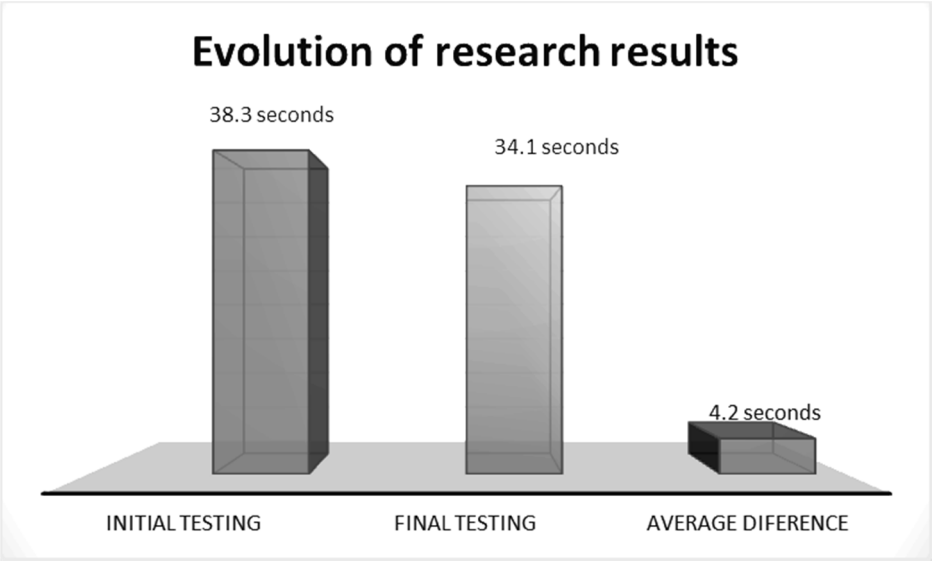

Figure 1. Evolution results following the two tests

By using trails utility-applied, relays and games during the research during lessons of physical education and sport, I noticed that students were actively involved and happy, which led to a higher density of the lesson and also making it more attractive.

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