EXERCISES AND MOVEMENT GAMES FOR CORRECT POSTURE EDUCATION IN YOUNG PUPILS

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Abstract: Introduction. The strengthening and consolidation of the body, the improvement of movement skills and basic motor skills development are primordial components of the tasks system of physical education at young school age.

Methods

The experiment that I conducted took place at the Middle School No.39 with Classes I-VIII Craiova, Dolj County, during October 2015 - April 2016.

For a more extensive knowledge of the students subject of the research, we turned to a series of tests, regarding the somatic side, making anthropometric measurements, and also some traction tests.

We used a set of exercises, games and relay race utility applications for forming a correct posture in young pupils.

Results

After the initial and final evaluations, we found significant differences in favour of the experiment group, through the continuous use of exercises, games and relays race utility applications.

Conclusions

The tests carried out during the experiment, and the results of the experiment group confirm the effectiveness of the methods and procedures used, leading to very good results in control tests used.

Keywords*:* methods, young pupils, exercises, correct posture.

Introduction

The process of physical education is an active process which involves direct pedagogical initiative and child responsibility; it represents the efficient method of education, consolidation, compensation and fortification and is considered an integral part of the educational process [1].

The level and the effectiveness of the teaching-learning process of the motor skills, condition the accomplishment of the other components of training, respectively the harmonious physical development, the positive development of motor skills, the ability to act in an organized manner, both individually and collectively, the ability to generalize the application expressed by the participation in dynamic games play, relays race, applicative pathways, competitions [2].

The acquisition, enhancement and improvement of basic motor skills, of utility and specific to some sport branches, occupy a central position, reflected by both the objectives and the content of the physical education curriculum, in all classes [3].

The purpose of the work

Consists in selecting exercises and games applications utility appropriate capacity development coordination to students, from a middle school.

Methods

The research lasted for one school year (2015-2016) and included students from two fifth grade classes, from a middle school in Craiova.

In the class experiment were mainly used exercises, movement games and relay races of utility applications during physical education classes and sports, and the other pupils class (control group), which worked following the school curriculum for fifth grade. [4, 5, 6, 7, 8]

We used different exercises for balance training:

- On an area of 20 cm wide, drawn on the ground is executed: walking in balance, with the back straight, head up, eyes forward, arms outstretched to the side; the leg executing the walk is stretched, stepping on the ground with the toe;
- Reducing the support area or the execution conditions (walking on tiptoe, standing on one leg, etc.);
- Return at 360 degrees at the middle of the trail;
- Handling of objects (scarves, clubs, circles etc).

Relay race utility applications used for balance training:

- Walking in balance on the gym bench to the end, descent, running to a fixed point, return, walk in balance to the end with relay race to the next continuing the action;

- Walking in balance on the gym bench to the end, raising a knee to the chest, return, walk in balance until the end of the bench, with relay race to the next pupil continuing the action.

We used different exercises to train crawling:

- Starting position - support on the knee. Moves forward at a distance of 1/2 step, one knee and opposite arm, followed by the forward movement of the two other limbs;
- Lying on the face, support on the hands, arms outstretched, forward motion on the palms, the body remains stretched and tiptoes supported on the ground.

We used different exercises to train climbing:

- Face at the fixed ladder, feet resting on the last lath, arms bent, hands gripped to the lath at the chest level. The left foot is lifted on the first lath, is pushed on it to lift the body, while simultaneously lifting the opposite arm on the next lath. Continue the climbing action;
- Climbs up to the middle of the ladder, after moving left or right side, with arm and leg on the same side, and then follows the other arm and leg approach. You can also switch from one ladder to another.

Relay race utility applications used in climbing:

1. Running, climbing on the fixed ladder, descent, running and handing over to the next continuing the relay race action.
2. Running, climbing the sailor ladder to the top, descent, running and handing over to the next continuing the relay race action.
3. Running, climbing up to the top of the rope, descent, running and handing over to the next continuing the relay race action.

Through exercises and games we used in the experiment group, over this period, we monitored the general physical development and the training of basic motor skills.

Results

Somatic indices hereby confirm the fact that when the physical education teaching is carried out as planned, while fully respecting the curriculum, the growth in height and weight is within normal proportionality parameters.

The obtained results reveal that during lessons were continuously monitored the executions of children, correcting whenever needed, explaining the stages of implementation, the basic moments and how to make their connection, so that the global implementation to offer an unitary picture (tables 1,2,3,4).

Table 1 The results of the control tests (initial testing and final testing)
Experiment group

No. crt.	Subjects Girls	Shuttle 3x5m (sec)		Long jump/ On the spot (cm)		Applied relay race (sec)	
		T.I.	T.F.	T.I.	T.F.	T.I.	T.F.
1	A.D	15,4	15,1	92	98	38	21
2	B.C.	15,9	15,5	88	94	43	24
3	B.V.	16,0	15,7	96	103	48	25
4	C.A.	15,2	14,9	76	82	39	22
5	C.M.	15,7	15,2	102	108	38	23
6	P.V.	16,2	15,5	98	105	37	20
7	R.G.	15,3	14,7	106	113	34	18
8	T.E.	15,6	15,0	103	109	35	19
X		15,66	15,20	95,12	101,5	39	21,5
S		0,33	0,32	9,10	9,31	4,24	2,29
Cv		0,02	0,02	0,10	0,09	0,11	0,11

Note: X - average S - standard deviation Cv - the coefficient of variability

Table 2 The results of the control tests (initial testing and final testing)
Control group

No. crt.	Subjects Girls	Shuttle 3x5m (sec)		Long jump/ On the spot (cm)		Applied relay race (sec)	
		T.I.	T.F.	T.I.	T.F.	T.I.	T.F.
1	B.G.	15,5	15,4	78	83	46	36
2	B.F.	16,0	15,9	102	107	35	29
3	C.d.	16,3	16,0	80	86	42	28
4	C.F.	15,7	15,7	92	96	40	26

5	G.I.	15,9	15,7	98	101	36	24
6	I.E.	16,2	16,1	104	107	32	25
7	P.V.	15,8	15,6	104	108	30	20
8	Ş.A.	16,1	15,9	106	110	32	23
X		15,94	15,79	95,50	99,75	36,62	26,37
S		0,25	0,21	10,38	9,77	5,22	4,50
Cv		0,02	0,01	0,11	0,10	0,14	0,17

Note: X - average S - standard deviation Cv - the coefficient of variability

Table 3 The results of the control tests (initial testing and final testing)

Experiment group

No crt.	Subjects Boys	Shuttle 3x5m (sec)		Long jump/ On the spot (cm)		Applied relay race (sec)	
		T.I.	T.F.	T.I.	T.F.	T.I.	T.F.
1	A.I.	14,3	14,0	88	94	40	27
2	B.C.	14,8	14,2	84	91	42	29
3	B.V.	14,5	14,1	85	92	38	24
4	C.M.	14,1	13,8	103	112	28	20
5	C.A.	14,9	14,5	98	108	39	27
6	I.I.	14,2	14,1	104	113	30	19
7	P.A.	14,7	14,3	110	122	25	17
8	P.I.	14,6	14,0	92	108	37	22
X		14,51	14,13	95,50	105,00	34,87	23,12
S		0,27	0,20	9,06	10,64	5,88	4,04
Cv		0,02	0,01	0,09	0,10	0,17	0,17

Note: X - average S - standard deviation Cv - the coefficient of variability

Table 4 The results of the control tests (initial testing and final testing)

Control group

No. crt.	Subjects Boys	Shuttle 3x5m (sec)		Long jump/ On the spot (cm)		Applied relay race (sec)	
		T.I.	T.F.	T.I.	T.F.	T.I.	T.F.
1	A.I.	14,3	14,2	92	95	37	28
2	B.M.	15,0	15,3	108	112	32	26
3	B.G.	14,8	14,6	84	88	29	23
4	B.I.	14,6	15,0	76	80	41	29
5	C.A.	15,2	15,0	88	91	39	30
6	C.B.	14,5	14,3	98	102	33	27
7	C.F.	14,4	14,0	104	108	30	22
8	G.F.	15,1	15,0	106	112	28	19
x		14,74	14,68	94,50	98,50	33,62	25,50
σ		0,32	0,44	10,71	11,11	4,53	3,57
Cv		0,02	0,03	0,11	0,11	0,13	0,14

Note: X - average S - standard deviation Cv - the coefficient of variability

Using permanently exercises, within physical education lessons, games of movement, as they became attractive, capturing the attention of children, asking them a high physical effort, an effective participation, and thus helping to increase the results of the entire group.

Conclusion

1. Based on the findings both in terms motor and somatic parameters, we concluded that the bio-motor development both in the control group and the experiment, correspond to the level of training, but at the same time to the peculiarities of age and sex, confirming the validity of the experiment.

2. The forms of generalization-application (dynamic games, relay races, trails, complex exercises, competitions, contests) that have particular impact on children on motor and

mental plan and are loved by them, cannot be executed without requiring them to master motor skills.
3. Engaging the whole body in motion, the skills require the complex manifestation and permanent of the kinaesthetic sense, muscles and tendons transmitting "information" on the contraction and requesting level, generating spontaneous adaptations.
4. Learning motor skills applied and their application in complex forms attract an extensive physical participation of the child leading to the education of some traits and qualities that can turn into lifelong stable characteristics.

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