

CONTRIBUTIONS TO THE EDUCATION AND DEVELOPMENT OF AMBIDEXTERITY TO STUDENTS IN SECONDARY SCHOOL THROUGH MEANS SPECIFIC TO MOVEMENT GAMES

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Keywords: ambidexterity, education, motion games, gymnasium.

Abstract:

Movement games have a major importance for students in general and for secondary school students in particular. Through their specific content they form socio-psychomotoric abilities of self-evaluation and the value of one's personality. Games have an important role in developing one's willingness and its qualities. 'The effort of willingness is present in any human activity facilitating overcoming external or internal obstacles which can occur throughout a specific activity'.[3] Movement games offer the possibility to educate such qualities and require both physical and psychic effort.

Thus, movement games are complex exercises that have implications on human personality and its different components (intellectual, affective and volitional).

The purpose of these activities is to complete the activities organized by the school system.

Introduction

Movement games have a specific role in developing one's vocational personality. Both the theory and practice of these games have registered an evolution, being determined by circumstances and specific socio-historical conditions.

In the beginning they were seen as a means of recreation after an intense intellectual effort. Nowadays the ideal of such education considers games an indispensable part in the formation of human personality.[1]

The deeper meaning of movement games is obvious through their contribution to the development of a harmonious personality, through the functional balance between the two parts> the physical and psychic ones.

Thus, the movement games are distinctive throughout the P.E. class, meant to improve the basic movements, to develop movement qualities of speed, resistance, force, dexterity, thus contributing to the development of effort, rhythm, balance, special orientation and some personality characteristics.[2]

Having mentioned the idea above we become aware of the importance of movement games in developing ambidexterity to students in secondary school students. In this context, our paper intends to highlight the way movement games, mainly played during P.E. classes, contribute to the affective and motility involvement of students.

Material-method:

Method- Students involved in our research are between 10- 12 and 14-15, period of age that involves a lot of morpho- physiological changes. These changes lead to development disproportions, on the one hand and some morphological, functional, psychic and movement peculiarities. In this research we have started with this assumption: if during P.E. classes the movement games are well-selected, organized and used, they can contribute decisively to the students, emulation and motivation, to their harmonious physical and motility development to the achievement of general and specific objectives of developing ambidexterity.

The subject of this paper is represented by pupils that attend 'Ion Creangă' Secondary school where I teach. The research was done throughout January 2015, when I chose the theme of my paper and august 2017 when I handed in the paper.

Our school has a good material basis that allows a good research and teaching activity.

The tests for students involved: simple dribbling, passing the ball on 30', throwing the ball to a fix target, throwing the ball to distance after 3 steps, dribbling through poles, technical route.

Results and discussions:

The results obtained by the two groups at the initial tests are in Tabel nr.1.

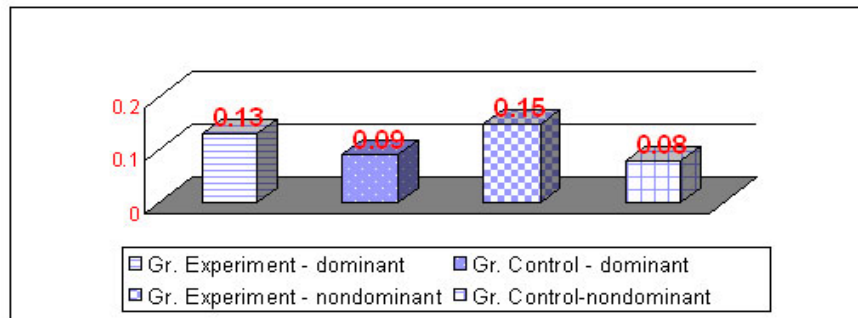
Tabel 1. The results obtained by the two groups at the initial and final tests.

Probe	The Segment/ side	Statistics indices	experiment group			control group		
			initial testing	final testing	testing diference	initial testing	final testing	testing diference
Simple dribbling	Dominant	X	5'80	5'67	0'13	5'80	5'71	0'09
		S	0,082	0,096	-	0,086	0,080	-
		CV	14,13	15,80	-	14,82	14,01	-
		„t'	2,934		-	2,543		-
	Non-dominant	X	6'21	6'06	0'15	6'20	6'12	0'08
		S	0,080	0,099	-	0,055	0,055	-
		CV	12,88	16,33	-	8,87	8,98	-
		„t'	3,452		-	2,543		-
The passing of the thrown or pushed ball on 30''	Dominant	X	17,43	21,37	3,94	17,25	19	1,75
		S	1,456	1,576	-	1,785	2	-
		CV	8,35	7,37	-	10,34	10,52	-
		„t'	2,292		-	1,861		-
	Non-dominant	X	15,06	18,21	3,15	15,18	16,31	1,13
		S	1,983	1,964	-	1,844	1,792	-
		CV	13,16	10,83	-	12,14	10,98	-
		„t'	2,722		-	1,961		-
Throwing the ball at a fix target	Dominant	X	6,68	8,93	2,25	6,75	8,31	1,56
		S	0,681	0,658	-	0,559	0,463	-
		CV	10,19	7,37	-	8,28	5,57	-
		T	2,883		-	3,452		-
	Non-dominant	X	5,06	7,17	2,12	4,68	6	1,32
		S	0,555	0,881	-	0,681	0,612	-
		CV	10,96	12,27	-	14,55	10,20	-
		„t'	3,276		-	1,464		-
Throwing the ball at a 3 steps distance	Dominant	X	28,93	32,43	3,50	28,75	30,93	2,18
		S	0,899	1,058	-	1,561	1,675	-
		CV	3,10	3,26	-	5,42	5,41	-
		„t'	3,700		-	2,202		-
	Non-dominant	X	18,18	21,31	3,13	17,62	18,68	1,06
		S	1,589	1,647	-	1,316	1,260	-
		CV	8,74	7,75	-	7,46	6,74	-
		„t'	2,752		-	1,557		-
Dribbling through poles		X	7'10	6'92	0'18	7'06	6'98	0'08

		S	0,118	0,125	-	0,085	0,094	-
		CV	1,66	1,80	-	1,20	1,34	-
		„t'	2,650		-	2,543		-
The technical route		X	6,75	8,87	2,12	7	8,12	1,12
		S	0,559	0,484	-	0,612	0,549	-
		CV	8,28	5,45	-	8,74	7,37	-
		„t'	3,276		-	1,194		-

Graphic and results of research

Simple dribbling 30 m



Graphic 1- The difference between the two tests

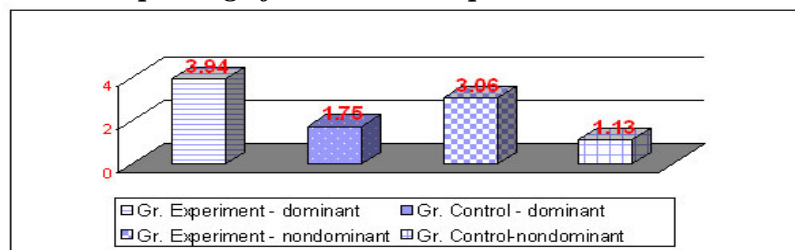
A) The results for the dominant group

From graphic 1 for the dominant group the difference between the initial and final tests regarding the time of accomplishment is 0,13 sec. and for the witness group the difference is 0,09 sec. The progress is bigger for the experiment group.

B) The results for non- dominant group

The difference between the two tests is 0,15 sec. and for the witness group the difference is 0,08 which means a bigger progress for the experiment group.

The passing of the thrown or pushed ball on 30''.



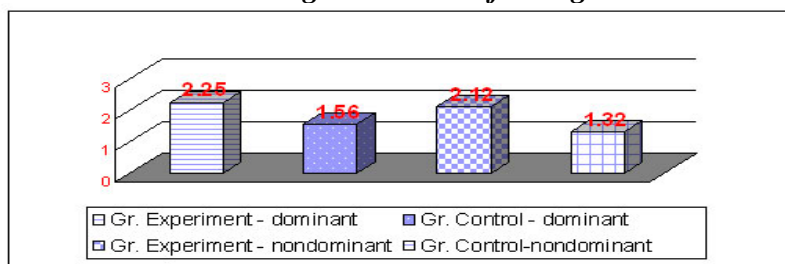
Graphic 2- The difference between the two tests

A) The arithmetic mean for the experiment group was 17,43 at the initial test and 21, 37 at the final test. The control group obtained 17,23 at the initial test and 19 at the final one. Comparing the results we can appreciate that the progress of the experiment group was 3,94 while the control group had only 1,75.

B) The results for the non- dominant group

The experiment group had 15,06 the average mean at the initial test while the final test had 18,25 having a 3,15 progress. The control group had 15,18 at the initial test, 16,31 at the final one. Their progress was only 1,13. The difference between the two groups is 2,02.

Throwing the ball at a fix target



Graphic 3- The difference between the two tests

A) The results for the dominant group

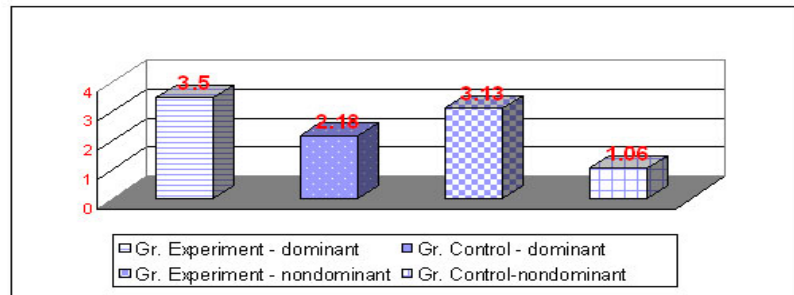
The average mean of the experiment group is 6,68 while for the control group is 6,75. The final average mean for the control group is 8,31.

Comparing these average means we can notice a 2,25'' progress, 0,69 more than the control group.

B) The results for the non- dominant group

The experiment group had an average mean of 5,06'' and the final one 7,17; 2,11 progress. The control group which wasn't independent had an average mean of 4,68 with 1,32 less at the final test, where the value was 6 p. The progress of the experiment group was 0,75 higher than the one of the control group.

Throwing the ball at a 3 steps distance



Graphic 4 – The difference between the average mean at the two tests

The experiment group which acted independently had a 28,93 m average mean at the initial test and 32,43 m at the final test, having a 3,50 m progress, 1.32 m higher than the one of the control group.

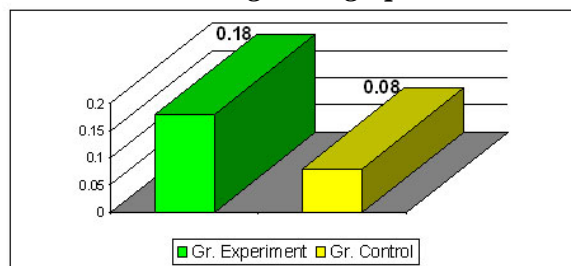
Students in the control group had a specific methodology in order to perform correctly and registered a 28,75 m average mean at the initial test while at the final one had 30,93 m, a 2,18 m progress.

The results for the non-dominant group

At the initial test, the experiment group had a 18,18 average mean and, as a result of practicing the means meant to maximize the results of the experiment, they had a 21, 31 m average mean, 2,07 more than the control group’s progress.

The progress of the control group was inferior than the one of the experiment group, only 1,06. This value was the result between the average mean at the initial test – 17,62 and 18,68- the average mean at the final test.

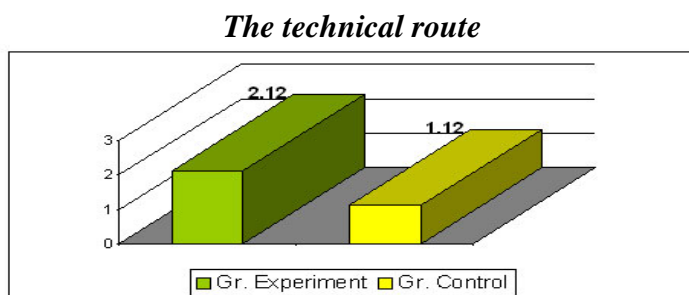
Dribbling through poles



Graphic 5- The difference between the average mean at the two tests

At this point, the experiment group had 7,10 at the initial test and 6,92 at the final test. The progress was 0,18, 0,10 higher than the control group.

The control group had 7,06 at the initial test and 6,98 at the final one. The difference between the two tests is 0,08.



Graphic 5- The difference between the average mean at the two tests

Students from the experiment group had 6,75 p at the initial test. At the final test the average mean was 8,87. The control group had 7p at the initial test and 8,12 at the final one. The average progress for the experiment group was 2,12 p while the control group had only 1,12 p.

Conclusions

Throughout the P.E. class well selected, organized and structured movement games contribute to a higher motivation and interest in students as well as to their performance and to the density of the lesson.

The progress students registered throughout the research confirm the initial hypothesis leading to two main conclusions.

1. The efficiency and attractiveness of movement games, used during the P.E. class, in the V form can solve and develop ambidexterity reaching the objectives physical education requires as well the social needs. This can be accomplished even with little materials contributing to the development of the general capacity of effort for students.

2. Selecting and organising the movement games according to the themes, pims and objectives of the lesson can lead to great results and performance in developing ambidexterity to students in the V form.

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**CONTRIBUȚII LA EDUCAREA ȘI DEZVOLTAREA
AMBIDEXTRIEI LA ELEVII DIN CICLUL GIMNAZIAL, PRIN
MIJLOACE SPECIFICE JOCURILOR DE MISCARE**

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Keywords: ambidextrie, educare, jocurile de mișcare, gimnaziu.

Rezumat: O importanță majoră în educația fizică a elevilor și îndeosebi a elevilor din clasele gimnaziale, aparține jocurilor de mișcare, care prin conținutul lor specific, posedă potențialul formării la aceștia, a capacităților socio – psiho - motrice și a atitudinilor de autoafirmare, autoevaluare și a orientării valorice a personalității. Jocurile au un rol important în dezvoltarea voinței și a calităților ei. „Efortul de voință este prezent în orice activitate umană, facilitând învingerea obstacolelor externe sau interne ce pot interveni pe parcursul desfășurării activității respective”. [3] Jocurile de mișcare oferă prin efortul depus, cadrul propice educării acestor calități și solicită nu numai din punct de vedere fizic ci și psihice.

Astfel jocurile de mișcare sunt exerciții complexe, nota lor definitorie este trecerea cu toate implicațiile sale asupra personalității umane și a diferitelor ei componente (intelectuale, afective, voliționale).

Menirea acestor activități este de a întregi și completa cele prevăzute și realizate în cadrul formelor organizate de către școală.