

## THE DEVELOPMENT OF THE COORDINATIVE CAPACITY BY USING GYMNASTICS MEANS

*Lidia Petrache<sup>1</sup>*

*Florian Benedek<sup>1</sup>*

*<sup>1</sup>Stefan cel Mare University of Suceava, Romania*

**Key words:** coordinative capacities, equilibrium, gymnastics.

**Abstract:**

In the present paper it's approached the use of gymnastics methods for the development of the coordinative capacity.

I chose this paper because it presents an interest regarding the following aspects: the movement game, gymnastic free exercises and the exercises with portable objects for children; all these being also attractive and they succeed involving them in different activities.

**Introduction**

The gymnastics is a well represented subject in the performance activity in the school Physical Education and also in the independent activity as well.

By the means and methods of the gymnastics, we can call it the alphabet of the scholastic Physical Education that must be studied systematically according to age, sex and motrical capacity.

The gymnastics by its means we can find it inside an organized frame and it's also independent with the purpose to maintain and consolidate health, to conserve beauty and the body expression of the people.

As a mean, the gymnastics uses individual exercises, paired exercises, with portable objects, using apparatuses and is developed using a musical background.

In my paper I proposed as means:

- Movement games;
- Free gymnastics exercises;
- Portable objects exercises.

1. The movement game

It's a mean and at the same time a method by solving a series of assignments inside the Physical Education lesson. The game has a special role in the child's development, that is: it's developed the creativity, the imagination, the attention, the flexibility, etc.

By solving different game situations are developed a series of acquirements like: courage, the spirit of collaboration, trust, sincerity, decision.

### 2. Free gymnastic exercises

The basic gymnastics is addressed to all people, irrespective of their age, sex, profession and degree of physical training. It can be practiced anywhere: at home, in special training rooms, at the office, at workshops, etc. The basic gymnastics is considered as a first step when starting the physical training of a person, in what regards his training for the everyday work.

They have a positive influence on the organism with the purpose to form a right posture and at the same time contributes to the development of the movement speed, of the coordination, of the precision, the equilibrium, etc.

### 3. Portable objects exercises

The rhythmical gymnastics is a sport destined exclusively for the feminine sex, it contributes to understand the form and the beauty of the movements and of the capacity to send by movement an emotional state. The music is always present during training and competition.

A special role is attributed to the exercises with portable objects, by developing or creating their musical rhythm. The movements are outlined by elegance, expressivity, amplitude, security and precision.

By using these exercises we aim to acquire a correct technique but which is also engaging some action as well, trying to favor at the same time the development of the motrical qualities necessary for acquiring technical exercises. The influences cumulated in time develop the resistance to physical and intellectual efforts.

The exercises practiced systematically assure the correlation between the general and special physical training; most of them act both ways, by favoring the correct acquirement of the technique of the trials, of the elements and of the procedures proposed for learning.

The coordinative capacities have a special role in managing some situations that demand rapid action being of a great value in preventing accidents.

In the conclusions (the organism recovering), the exercises contribute to the organism's recovering at the initial state.

## **Materials and methods:**

From the movement game I used a number of 5:

### **1. The train**

The players are divided in two rows

The front player catches the ankle the right foot of the back player. This one supports himself with his free hand on the shoulder of the one in front of him. On signal, they start from the back of the 15-20 m line.

It wins the team whose last player has passed first the finishing line.

**Educational efficiency:** collaboration and help, sincerity, trust in their own forces.

### **2. The wheelbarrow**

The students divided on two rows make up two teams. The first executes from down position, a 5-10 m movement using his arms, his ankles being caught by his teammate. On return they switch places. The game is developed as a competition.

**Educational efficiency:** reciprocal respect, correctness, order and organization.

### **3. Relay race and movement games**

Running, rolling over, catching the ball thrown by a colleague, passing the ball in two, running in equilibrium on the gymnastic band, running to finishing line and touching the arm of the following teammate.

**Educational efficiency:** honesty, responsibility, courage, collaboration, solidarity.

### **4. Double cord**

The students divided in groups of 3 get two cords. A student jumps the cord individually while other two spin a bigger cord over the first one so that he could jump over both cords and at the same time it's winning the one who makes more jumps.

**Educational efficiency:** self respect, responsibility, collaboration.

### **5. Conquering the balls.**

There are traced three parallel lines at a 10-15 m distance.

On the middle one are put 5-10 medicinal balls, and on the exterior ones are put the players facing the exterior. On signal, the players run and take a ball and then come back to the starting line. After 2-4 stages are counted the balls and is declared the winner the team that has the most balls.

**Educational efficiency:** attention, discipline, order, hard work, diligence.

From the free gymnastic exercises for standing on shoulder blades I used a number of 6:

Standing on shoulder blades by bending the elbows and support;

From sit-up rolling backwards by bringing the feet vertically, bending a foot and then returning position;

From sit-up rolling backwards lifting the feet up and bending the knees and then stretching them;  
Standing on shoulder blades with a palm on the hip joint and with the other one on the ground aside;

Idem ex.4 with the position of the arms changed;

Rolling backwards with passing in standing on the shoulder blades without supporting the arms.

From the free gymnastic exercises for balance on a knee I used a number of 6:

Balance on one knee, pulse of the arms and feet, bringing a foot forward and coming back in balance position;

Idem ex.1 with a jump;

Support on palms by lifting the foot backwards, bringing the foot aside with coming back to balance position;

Support on knees with the palms on the hip, bringing the foot aside, turning and

Sprijin pe genunchi cu palmele pe șold, ducerea piciorului lateral întoarcere și revenire în cumpănă; coming back to balance position;

From sit-up rolling forward and coming back to balance position;

From sit-up rolling backward and coming back to balance position;

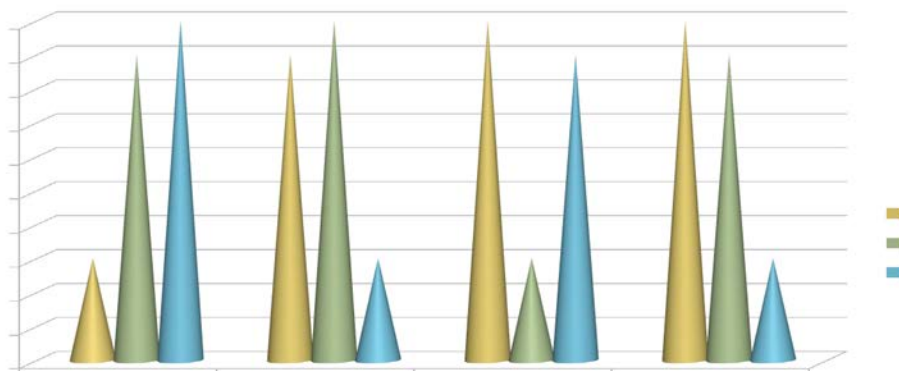
### Results and discutions

For evaluating the two groups I used the following testing trials: standing on shoulder blades and balance on one knee. I also used initial and final evaluation.

#### Standing 5” on shoulder blades and balance on one knee.

Crt. No.	Name	Initial 5" standing on shoulder blades	Final 5" Standing on shoulder blades	Initial 5" balance on one knee	Final 5" balance on one knee
1.	H.R	3"	5"	3"	5"
2.	C.R	3"	5"	5"	5"
3.	I.A	4"	5"	3"	3"
4.	P.D	5"	4"	3"	5"
5.	A.R	3"	3"	3"	4"
6.	A.A	3"	5"	3"	3"
7.	B.C	4"	5"	3"	4"
8.	M.O	5"	4"	5"	5"
9.	M.G	3"	5"	3"	5"
10.	D.G	3"	5"	4"	5"

<p><b>I.t. standing on shoulder blades</b></p> <p><b>Total 10 students:</b> 6 students 3" = 30%                  2 students 4"= 90%                  2 students 5"=100%                  6 students have a weak percentage.                  4 students have a very good percentage.</p>	<p><b>F. t. standing on shoulder blades</b></p> <p><b>Total 10 students:</b>                  2 students 4" = 90%                  6 students 5"= 100%                  2 students 3=30%                  2 students have a weak percentage.                  8 students have a very good percentage.</p>
<p><b>I.t. balance on one knee</b></p> <p><b>Total 10 students:</b>                  2 students 5" = 100%                  7 students 3"= 30%                  1 student 4"=90%                  7 students have a weak percentage.                  3 students have a very good percentage.</p>	<p><b>F. t. balance on one knee</b></p> <p><b>Total 10 students:</b>                  6 students 5" = 100%                  2 students 4"= 90%                  2 students 3"=30%                  2 students have a weak percentage.                  8 students have a very good percentage.</p>



I.T. STANDING ON SHOULDER BLADES    F.T. STANDING ON SHOULDER BLADES    I.T. BALANCE ON ONE KNEE    F.T. BALANCE ON ONE KNEE

Crt. No.	Name	Initial 5" standing on shoulder blades	Final 5" standing on shoulder blades	Initial 5" on balance on one knee	Final 5" on balance on one knee
1.	G.R	4"	5"	3"	5"
2.	C.C	3"	4"	3"	5"
3.	P.A	3"	3"	3"	4"
4.	M.A	4"	5"	5"	3"
5.	I.R	3"	5"	3"	4"
6.	G.A	3"	4"	3"	5"
7.	M.A	3"	5"	3"	5"
8.	M.A	5"	5"	3"	5"
9.	L.A	3"	3"	3"	5"
10.	G.S	3"	5"	3"	4"

**I.E. balance on one knee**

**Total 10 students:**

7 students 3" = 100%

2 students 4" = 90%

1 student 5" = 100%

7 students have a weak percentage.

3 students have a very good percentage.

**F. E. balance on one knee**

**Total 10 students:**

2 students 4" = 90%

7 students 5" = 100%

1 student 3" = 30%

1 student have a weak percentage.

9 students have a very good percentage.

**I.E. standing on shoulder blades**

**Total 10 students:**

1 student 5" = 100%

9 students 3" = 30%

9 students have a weak percentage.

1 students has a very good percentage.

**F.E. standing on shoulder blades**

**Total 10 students:**

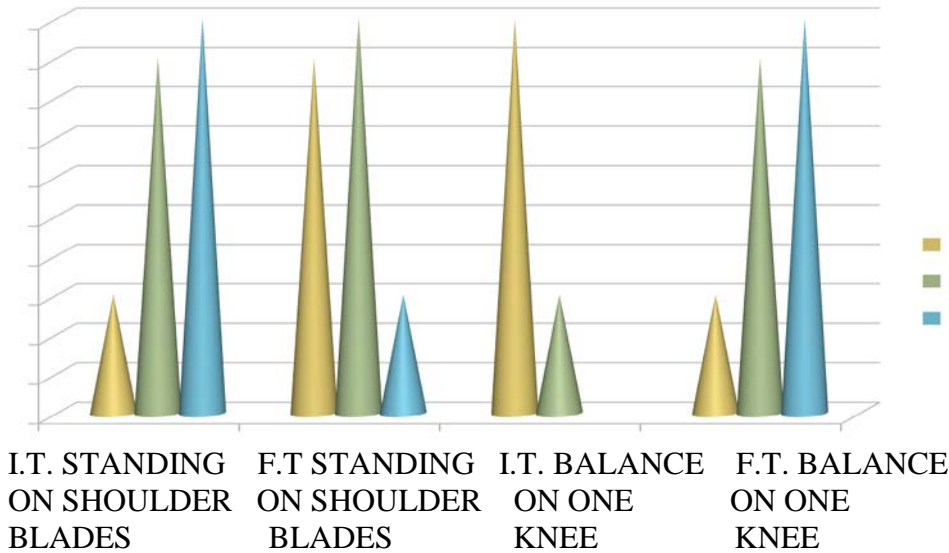
1 student 3" = 30%

3 students 4" = 90%

6 students 5" = 100%

1 student has a weak percentage.

9 students have a very good percentage.



From the exercises with portable objects like the cord I used a number of:

- Cord jumping from sit-up to towards and coming back;
- Cord jumping with coming back to sit-up position forward, backward;
- Cord jumping, forward, backward, aside/right, left movements,
- Jumping with the arms crossed forwards;
- Cord jumping on one foot;
- From backed sit-up position with the arms crossed;
- From sit-up position jumping forward with arms crossed;

From exercises with portable objects like a ball I used a number of:

- Using a handball with a foot bent the student makes dribbling in a circle;
- On a line traced on the ground dribbling forward walking;
- Side feints with the ball on the ground;
- On a traced line walking on heels with the hands on the back by throwing the ball up in the air and catching the ball;
- From easy running backwards dribbling on a line;
- Laid down on the back catching the end of the bench with the ball kept between the feet and raising the ball with the legs stretched;

The ball kept on the ground, a student takes the ball with his feet, with the knees stretched and sends the ball to his partner;

From exercises with portable objects like a circle I used a number of:

On a traced line walking on tiptoes with a circle in the hand, taking the arms aside and lifting the leg forward;

On a line we put a circle caught with both hands from aside, from exterior the student jumps with the heels on backside;

Bending the body with the knees stretched with two circles in the hand and takes the arms aside and walks with the arms up;

In squat position on heels with the circle kept with both hands from aside to exterior, lifting on tiptoes, walking on tiptoes on a line.

**Conclusions:**

The students showed an interest for the subject Physical Education and Sport obtaining very good results thanks to the means used like: the movement game, free gymnastics exercises and the portable objects exercises.

**Bibliography:**

1. Georgeta Chirita .- Education through movement games. SPORT-TURISM Publishing House
2. Alice Luca.- Gymnastics in school.“AL .I. CUZA” IASI-1998 Publishing House.

**Titlu:** Dezvoltarea capacităților coordonative prin utilizarea metodelor din gimnastică.

**Cuvinte cheie:** capacități coordonative, echilibru, gimnastică.

**Rezumat:** În acest articol este discutată utilizarea metodelor din gimnastică pentru dezvoltarea capacității de coordonare. Am ales acest studiu, deoarece este de interes în ceea ce privește următoarele aspecte: jocuri de mișcare, exerciții de gimnastică și exerciții libere cu obiecte portabile pentru copii, toate acestea fiind la fel de atractive și de succes în implicarea acestora în diverse activități.

**Titre:** Le développement de la capacité de coordination en utilisant les moyens de gymnastique.

**Mots-clés:** capacités de coordination, l'équilibre, la gymnastique.

**Résumé:** Dans le présent article il est abordé l'utilisation de la gymnastique méthodes pour le développement de la capacité de coordination. J'ai choisi cette etude parce qu'il présente un intérêt en ce



qui concerne les aspects suivants: le jeu de mouvement, de gymnastique exercices libres et les exercices avec des objets portables pour les enfants, tous celles-ci étant aussi attrayants et qu'ils réussissent leur implication dans différentes activités.