

CONTRIBUTION OF THE RUGBY TAG GAME TO DEVELOPING MOTRIC SKILLS, SPEED AND ABILITIES IN STUDENTS OF THE GYMNASIAL CYCLE

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Abstract:

The main objective of the research that we have chosen is to find some strategies that will allow us to improve the indicators of motric qualities - speed and ability. Being a passionate rugby player, in order to fulfill the objective, I have carefully selected specific methods that have the effect of improving these qualities. In school, during the physical education lesson, a variant of the rugby game is Srugby or Rugby-tag where there is no direct contact with the opponent.

Introduction:

The game of rugby is a form of sport with a highly educative and training value and it evolved and spread in the world not just because of its ethic and moral qualities or the great show that the most skilled players can offer, but also through its huge possibilities of technical - tactical resolution that is incredibly spectacular.

Rugby-tag is a sports game which is being practiced at high speed, without having contact with the opponent and can be practiced, unlike rugby, by both boys and girls. It is a very fun game with easy to learn rules, basically being a version of the official rugby game and it is mainly destined to schoolkids. The rules of the game are mainly the same, except for touching the opponent and kicking. The transition between attacking and defending is made by losing the material attached to the tag strap by a defender.

The player carrying the ball must run only facing the direction of travel and is not allowed to push or touch players trying to wrest tag. He will pass the ball to his teammates from the nearest side or from behind. When the ball is lost / missing because it is being missed or wrongly passed, it is not allowed to throw it after him - in this case the penalty will be applied .

At this age of puberty that is including gymnasium students, training and the physical education class aims to improve the basic motor indices which will later allow to implement technical skills , in our case specific Rugby tag abilities.

The means in this sports game provides a multilateral training of students in any class, contributing to the harmonious development of student body and what interests us in this paper , the development of motor skills , mainly those of speed and handiness .

The exercises within the game of rugby is mostly conducted as games, contests, relay race , applicative runs, where the element of race captures more active interest and participation of students.

Rugby - tag is developing in a continuous dynamic, students being placed permanently in unprecedented situations , which they must solve well , specifically in terms of quick decision and anticipation and as fast as possible.

The main qualities in this sports game are ability, speed in terms of strength (the duration of the game) and force while having a lesser role.

Material and method

In this paper we have started from the following assumptions:

Specific exercises and games of Rugby - tag, sensibly applied depending on the particular development of students of class VII - have the purpose to bring about a rapid and visible raise in motric speed and skill indices.

I also believe that the means of rugby - tag can successfully contribute to developing overall motric qualities of students, in the harmonious physical development, to maintain health and to create moral and character features during the competitive game , which lead to the successful achievement of its main objectives general / specific skills of the discipline Physical Education and Sport .

Research Purposes

What we have proposed in this research is to develop students' general motric skill with emphasis on handiness and speed. The main goal is to find the best strategies of the game Srugby in order to confirm the assumptions.

This can only be achieved by carefully following the whole experiment, from initial testing in order to objectively underline the level of the selected student, selection of the most appropriate means of

Srugby, having them acquisitioned by pupils and ending it with a careful processing of the obtained data.

In conducting this experiment, I chose to work with students of class VII High School of Sports from Suceava.

In this school, specific Rugby - tag antrenaments are being held, so I could work with randomly selected students who were part of the experimental group. The other control group was composed of the same number of students from another class VII - the same school. Both groups were made up of boys. The actual experiment was held in the High School of Sports in Suceava which was provided with all the necessary materials. The research was conducted in the school year: 2015-2016, during January-May.

Control samples were applied:

Speed running over a distance of 50 m: The student will run on a hard surface beginning from the start position; timer will stop when the student will pass the finish line; two runs will be executed and it will be chosen the best result.

number of passes: the student must execute as many races as possible in 30 seconds. He starts by running, receiving a pass from a student located to his left and another quick pass to the right; he will continue speed running will pass by an obstacle which is 10 m in front of him and will receive again a pass from the right then pass it himself to the left, then pass by the obstacle again. The number of passes made will be recorded in 30 seconds

running with the ball: two parallel lines will be drawn 10 m apart from each other and at the end of them, two circles. The student with a rugby ball in his hands, has the task of placing the ball from one circle to another, while moving as fast as possible

general coordination test Matorin - the student jumps with the entire body rotating at 360 degrees, while being in the center of the circle which is divided into 8 quadrants (45° each quadrant). Each quadrant is recorded with 2 points; Full jump - 360 degrees has 18 points, and if balance and landing site are preserved, 2 additional points are offered, 20 points being the highest score.

Squared test (Fig.1) In this test, the student must jump on both legs of the square number. "0" to square with the number "10" via other numbers correctly.

10		
4	2	5
1	9	6

7	3	8
0		

Figure 1

Tabel 1: First and final testing of students from the experimental group

	Speed run 50m	Moving with the ball	Number of passes	Square test	Matorin Test
Arithmetic average It	8.33	13.64	6.75	11.99	16
Airthmetic average Ft	7.68	12.81	9.08	10.70	17.83

Tabel 2: First and final testing of students from the control group.

	Speed run 50 m	Moving with the ball	Number of passes	Square test	Matorin Test
Arithmetic average It	8.22	13.45	7.25	12.01	16
Arithmetic average Ft	7.80	13.21	8.25	11.86	16.83

After recording the data in tables and arithmetic calculation above, we compared the initial and final testing for individual groups and also compared averages of the two groups that have worked together. The difference was expressed in seconds, number of passes, or meters, as well as a percentage.

Tabel 3 Difference between testings-Speed run 50 m

Speed run 50 m			
Experimental group		Control group	
T.I	T.F	T.I	T.F
8.33	7.68	8.22	7.80
Difference			
0,65		0,42	
Difference in percentage (D %)			
8,46%		5,38%	

Tabel 4 Difference between testings- Moving with the ball

Moving with the ball			
Experimental group		Control group	
T.I	T.F	T.I	T.F
13.64	12.81	13.45	13.21

Difference (D)	
0.83	0.24
Difference in percentage (D%)	
6.47%	1.81 %

Tabel 4: *Difference between testings-Number of passes*

Number of passes			
Experimental group		Control group	
T.I	T.F	T.I	T.F
6.75	9.08	7.25	8.25
Difference (D)			
2.33		1.0	
Difference in percentage (D%)			
25%		12%	

Tabel 5 *Difference between testings-Square test*

Square test			
Experimental group		Control group	
T.I	T.F	T.I	T.F
11,99	10,70	12,01	11,86
Difference (D)			
1,29		0,14	
Difference in percentage (D %)			
10%		8,09%	

Tabel 6 *Difference between testings– Test Matorin*

Matorin Test			
Experimental group		Control group	
T.I	T.F	T.I	T.F
16	17.83	16	16,83
Difference (D)			
1,83		0, 83	
Difference in percentage (D %)			
10,26%		4,93%	

Graphical representation of the results

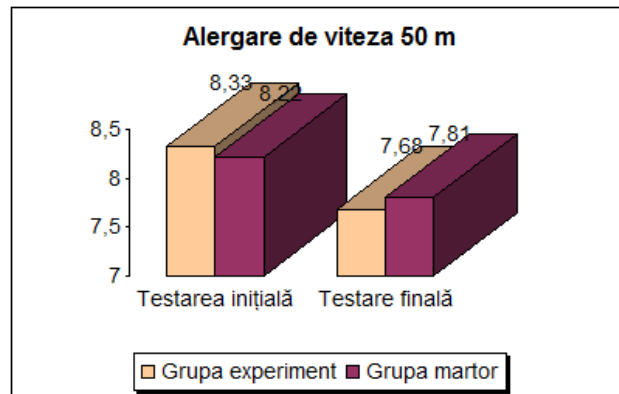


Chart no. 1 speed running 50 m

In the first sample of speed running 50 m in which we aimed to develop speed, we can see visible progress in students who took part in the experiment compared to those who went through physical education lessons according to the syllabus (Chart no. 1).

If after the first test, both groups obtained similar values (8.33 experiment group and 8, 22 control group), the final testing which was carried out in the same conditions, both groups achieved an evolution, most visible in the group that traveled the means of Srugby's shown in the experiment (7.68 target group or the control group 7.80). Interpreted mathematically and statistically data have led to greater progress of observing the targeted group, the difference between testing being 0.65 seconds average (8.46% percentage difference) and the control group difference of 0.42 (percentage difference of 5.38%)

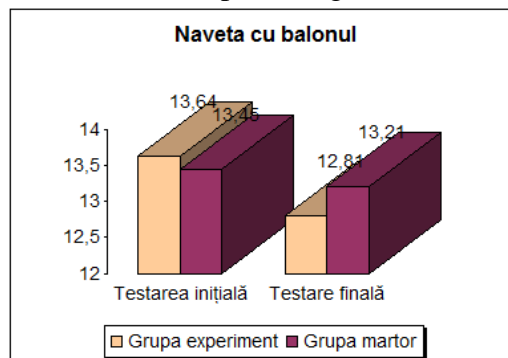


Chart no. 2 Commuting with the ball

The next test - Commuting with the ball - which had as a purpose to evaluate the speed of abilities. By currently analyzing the chart (Chart no. 2) we can see remarkable developments of the target group.

We must emphasize that during schooling the motor capacity develops continuously no matter the means we choose, so both groups have a slight evolution of the manifestation of speed - speed under skill, but still in favor of the target group, because it was insisted on increasing the speed indexes using specific SRugby methods.

In the first test, similar results were obtained for both groups, which were: 13.64 seconds on average for the target group and 13.45 seconds on average for the control group.

After several months of training, the target group reached 12.81 seconds on average, and the control group 13.21 seconds on average. The difference between the first tested groups was 0.83 "average percentage 6.47%", while for the second groups the difference was 0.24", 1.81% percentage.

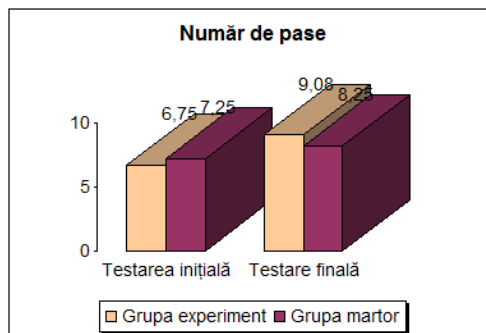


Chart no. 3 number of passes made

As we see in the chart above (Chart no. 3) in the initial testing , students of the control group achieved a better average of the number of passes made, but at the final tests, one can see an evolution of both groups , but more evidently of the subject of the experiment.

If between the initial and final test the average of the experimental group rose with 2.33 passes in the control group it only averaged 1.00 passes . The difference between the percentages being 25% in the first group and 12 % the next.

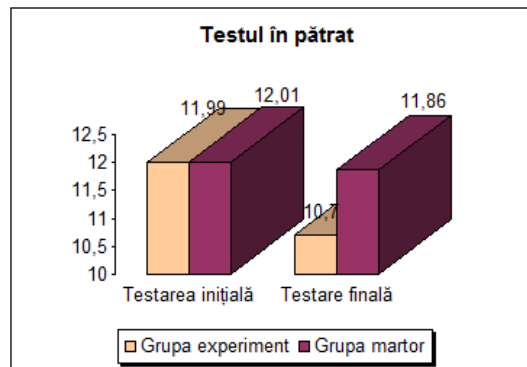


Chart no. 4 Square test

At the first evaluation, the target group totaled an average of 11.99 seconds, and the other of 12.01 " average. After application of the operating systems on a single group, they have been detached from one another, so the first group of the obtained final testing 10.70 " , and the other 11.86 " on average.

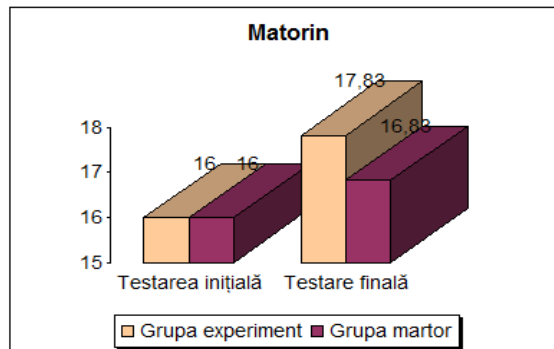


Chart no. 5 Matorin test

The last test destined to assess overall coordination was the Matorin test, in which both groups were equal after the first testing.

After working with the experimental group for some time, its results rose by 1.83 points on average, and the results of the control group increased by only 0.83 points on average .

The difference between the two is a clear one, so we have an increase of 10.26 % experimenatel group level and an increase of only 4.93 % of the control group.

Conclusion

As a general conclusion we can say that the means we have chosen to improve the qualities of speed and skill have contributed successfully, progress being visible. Using games with a theme specific to Rugby-tag and drives with the game elements and processes lead to the achievement of the assumptions set

- After applying the means of the game of Rugby - tag in physical education lessons, all indicators were registered as being increased compared to the achievements of the students in control group lessons where teaching was carried out by traditional means and according to the curriculum.
- Most specialists in physical education and those with knowledge about the game of Rugby believe that specific game Rugby structures must be adequate to dynamic and kinematic structure of the basic exercises in physical education at the secondary school to match the behavioural and motivational structures of students.
- Analysis of the results of our experiment confirmed that both the experimental group and the control group regarding the motric level, are mostly over scales of the National Evaluating System.

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**CONTRIBUȚIA JOCULUI DE RUGBY-TAG LA
DEZVOLTAREA CALITĂȚILOR MOTRICE VITEZA ȘI
ÎNDEMÂNAREA LA NIVELUL ELEVILOR DIN CICLUL
GIMNAZIAL**

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Cuvinte cheie: calități motrice, rugby – tag, viteza și îndemânarea.

Rezumat

Domeniul de cercetare ales are în prim plan găsirea unor strategii prin care se poate ajunge la creșterea indicilor calităților motrice – viteza și îndemânarea. Fiind un jucător pasionat al jocului de rugby, pentru a îndeplini obiectivul propus am selectat atent mijloace specifice jocului de rugby care au drept efect creșterea indicilor acestor calități. În școala, în lecția de Educație Fizică și sport, o variantă a jocului de rugby oficial este Srugby sau rugby – tag unde nu întâlnim contact direct cu adversarul.