

FINDINGS ON THE COORDINATION SCHOOL CHILDREN

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Abstract: The importance of physical education of children of school age is conditional upon preparation of a healthy generation, physically developed, a citizen apt to perform fully the functions of the contemporary society. From the moment of birth, the child's movement becomes not only a means of physical development, but also an accumulation of information, knowledge and self-awareness of the surrounding world. Thus, as an important factor in shaping the child needs to consider creating cognitive- motor activity, which can contribute to the gradual and timely experience driving, especially during the initial awareness (6-8 years). The object of research is the process of psychomotor education at the age of 8-10 years in the pupil educational system small, reflected in a study on ascertaining coordinative abilities

Introduction:

One of the imperatives of modern society, in schools, in which educated children of this age is to increase the training process based on the disciplines of training preparatory mathematics, reading and others, and participation in activities, which most often limits the motor control thereof. These unusual conditions and character of the core activities of schoolchildren causes, most often, a lack of movement that the only way to meet the need for carnal manifestation of activity driving, creating and states of exhaustion mental, which in turn causes physical and intellectual hitting the wall. Analysis of the current physical education in the schools shows that in most schools, training activities are conducted in subjective and objective reasons, without being systematic, methodical and organizational level to a low in the absence of emotional perceptions. Such a situation requires reviewing the content of physical education activities for children, for the selection and application of methods and means of physical education more effective and popular.

In the opinion of many specialists, to which we subscribe to one of these modern means is the movement accompanied by musical accompaniment, which attracts by its dynamic character, diversity of executing exercises variety of means, amid popular children's musical compositions.

The activities performed by students in physical education-intensive musculoskeletal and other organ functions and body systems, coordination of their activities is the attribute of the central nervous system. He carries this purpose a complex activity; receiving information about the positions and movements of the body and its segments, with the demands imposed by the efforts of muscle function; form links between analyzers (senses) and nerve centers involved in developing responses, regulating their activity dependent on conditions of work.

Said activity contributes to the development of organs and body functions operators to enrich perceptions and representations, the operation of mental processes involved in knowledge , sense of observation , attention, memory , imagination, thinking , etc.

Making exercise trains the next business knowledge to which we have referred and affective states: emotions, feelings, interests and motivations. Sympathy, hope, admiration, joy, success, satisfaction, regret, friendship, pride, sense of duty and honor, sense of physical exercise, mobilizing children to work towards overcoming difficulties motivating their work , contributing to the formation of interest of sustainable support skills, habits and moral behavior .

Muscular effort, intense emotional states specific to physical education, and efforts will undertake able to mobilize resources body - physical, emotional, intellectual - the manifestation indices have not met in regular activities. As i mentioned, the specific organization of physical education, exercise promotes feelings mentioned qualities and characteristics, interventions and guidance teacher can determine ensure consistency between the concepts of ethical feelings of the interests and actions of children.

The literature meaning of the term coordination is synonymous with skill , ability, skill , precision , accuracy, finesse , grace, balance, skill, craftsmanship, all of which the ability of an individual to learn and quickly combine new moves to perform movements smooth and effective in a given time with a low energy consumption . Defining and treating it in many ways was due to its importance and implementation acts and actions driving , starting with the simplest and ending with the most complex , but also that those who deal with these issues belong to

different business areas: physical education, pedagogy, psychology, physiology, medicine, biochemistry, biomechanics .

Currently coordinating use of the term, which has a broader and more comprehensive meaning, tends to replace the term skill that can not fill the full significance and complexity of the skills. Definitions have approximately the same content and emphasize the same aspects, not much different from the shows of J. Epstein defines coordination as "learning a fundamental driving capabilities enabling the association to a maximum of four limbs movements."

Motor coordination and skill that is considered to be a very complex psychomotor skill that supports the other psychomotor skills and has interrelations with driving skills and especially skills.

R. Manno (1996, pg . 34) quoting Blume, D. (1981 , pg.23) believes that all information developed by the analyzers allows coordinative skills development which consist of the following components :

- combining ability (coupling) stage of movement;
- capacity -space orientation;
- ability kinesthetic differentiation;
- steady capability;
- motor responsiveness;
- ability to change the motion;
- rhythmic ability;

Material-method:

The research hypothesis assumes that the lessons of physical education in the training system of pupil small, will help increase the influence of the educational process on vocational skills and experience driving required of students at this age and training need to move them, which will prepare them for success in school. The hypothesis of this paper is to analyze coordination in sport at school age. In this context we plan to perform a series of tests to determine psychomotor coordination capacity in children of school age.

Given the fact that coordination between components, mostly likely nervosa, Dragnea A. and A. Bota (2000, pg . 28) draw attention to the methodology of education that must take into account that has a low the antrenabilitate , but it must not overlook the fact that the tests were and are created to measure the activity of certain parts of the body by simple or complex requests .

Mitra Gh., and Mogoş Al . (1977, pg . 15) , quoting ZaŃiorski, V. (1968 , pg.52) highlights the ability to assess psychomotor skill is performed several criteria for assessing this skill : " the difficulty of movement coordination , precision motion and time required for acquiring , accuracy of movement in space classification index speed , strength index , the index of sync " The difficulty of coordinating the movement is an indicator that information is received on exercise greater complexity or less perceived by the individual in respect of the implementation.

Accuracy is an indicator tracking implementation and evaluation of training and stereotyping movements, appreciation of uniformity and continuity motrice. Acts and actions necessary for assessing ownership is another indicator of coordination, while differ depending on the complexity of execution if stereotypical actions which is measured from the signal on to onset of response to the itself , but also the peculiarities of development of individuals.

For example I took two groups of children - boys and girls - a group aged 6-8 years and the group aged 8-10 years and I used :

- a) test Matorin the overall coordination and balance ;
- b) Slalom checkered test for overall coordination ;
- c) test Bruininks - Oseretsky segmental coordination .

Results and interpretation of preliminary data

No tables . 1.1 and 1.2 present the data recorded in the two groups after applying " Test Matorin "

Table . 1.1. Group No. 1

Nr. crt.	Name and surname baby	LEFT				RIGHT			
		180°	180°- 270°	270°- 360°	360°	180°	180°- 270°	270°- 360°	360°
1.	A. D.	N						B	
2.	C. V.			B					FB
3.	D. A.	N					S		
4.	D. C.		S						FB
5.	F. G.			B			S		
6.	I. R.		S			N			
7.	J. I.			B				B	
8.	J. M.	N					S		

9.	P. A.		S			N			
10.	P. P.				FB				FB

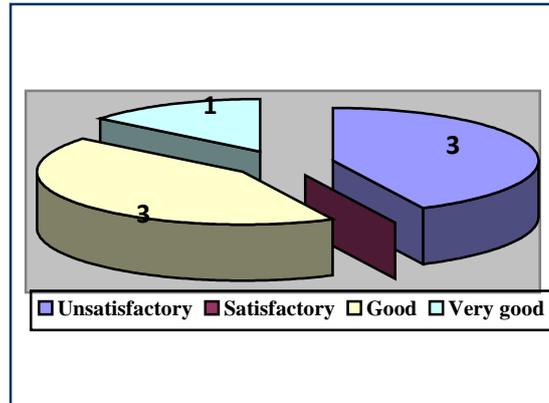


Chart no. 1.1. Left turn

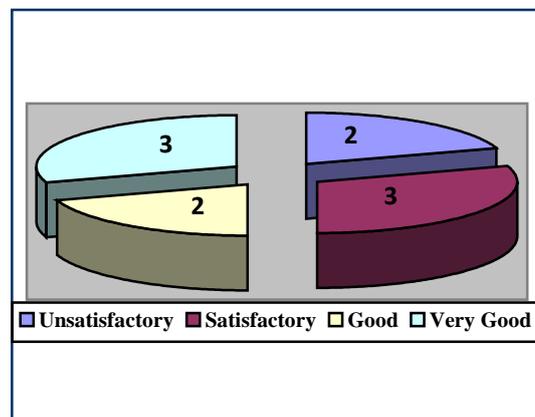


Chart no. 1.2 . Return right

Table . 1.2. Group No. 2

Nr. crt.	Name and surname baby	LEFT				RIGHT			
		180°	180°-270°	270°-360°	360°	180°	180°-270°	270°-360°	360°
1.	B. M.		S						FB
2.	C. C.	N						B	
3.	C. I.			B					FB
4.	C. D.			B				B	

5.	G. L.		S				S		
6.	H. L.	N							FB
7.	O. E.			B			S		
8.	J. I.		S					B	
9.	M. M.				FB				FB
10.	U. T.		S				S		

From the data presented in Tables. 1.1 and 1.2 we conclude that the number of those who failed to rotate to the left is greater in group 1, were three cases while the group of children 6-8 years have been only two cases this was due to poor orientation of children in group no.2 .

Also return to the right group no.2 children managed several turns right , getting four qualifiers well (FB) , while the kids were fewer No.1 group only three, and two children were able to rotate obtaining satisfactory grade (N).

In Tables.2.1 and 2.2 present time obtained by the two groups to test " Slalom checkered "

Table . 2.1. Group No. 1

Nr. crt.	Name and surname baby	Execution time
1.	A. D.	1 minute and 30 seconds
2.	C. V.	1 minute and 15 seconds
3.	D. A.	55 seconds
4.	D. C.	1 minute and 05 seconds
5.	F. G.	45 seconds
6.	I. R.	53 seconds
7.	J. I.	1 minute and 19 seconds
8.	J. M.	57 seconds
9.	P. A.	1 minute and 10 seconds
10.	P. P.	1 minute and 03 seconds

Table . 2.2. Group No. 2

Nr. crt.	Name and surname baby	Execution time
1.	B. M.	1 minute
2.	C. C.	49 seconds
3.	C. I.	1 minute and 20 seconds
4.	C. D.	1 minute and 05 seconds
5.	G. L.	51 seconds
6.	H. L.	46 seconds
7.	O. E.	1 minute and 15 seconds
8.	J. I.	1 minute and 46 seconds
9.	M. M.	1 minute
10.	U. T.	1 minute and 07 seconds

As can be seen from the data presented in Tables . 2.1 and 2.2 we can say that in group 2 were obtained better results, while in Group No. 1 were made longer times for completing the 30 squares .

In Tables . 3.1 and 3.2 present data obtained after applying " Test Bruininks - Oseretsky " segmental coordination .

Table . 2.1. Group No. 1

Nr. crt.	Name and surname baby	1	2	3	4	5	6	7	8
1.	A. D.	+	+	+	+	-	+	-	-
2.	C. V.	+	+	+	+	-	+	-	-
3.	D. A.	+	+	+	+	+	-	-	+
4.	D. C.	+	+	+	-	+	+	-	-
5.	F. G.	+	+	+	+	-	+	-	-
6.	I. R.	-	+	+	+	-	+	-	-
7.	J. I.	+	+	+	+	+	-	-	+
8.	J. M.	+	+	-	+	+	-	+	-

9.	P. A.	+	+	+	+	+	-	-	-
10.	P. P.	+	+	+	+	-	+	+	-

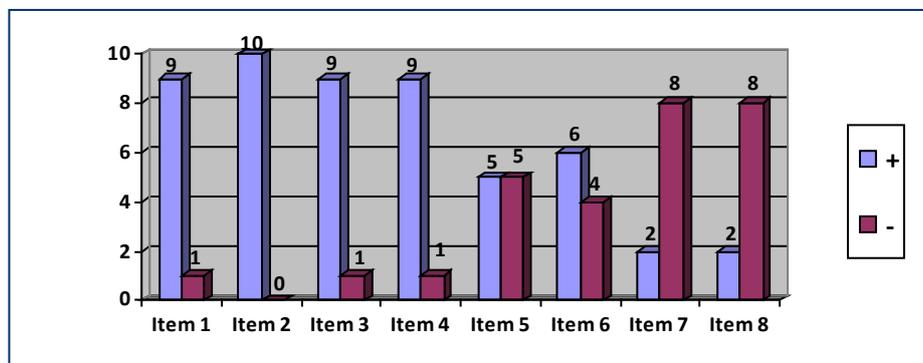


Fig . 2.1 . The graphical representation of test results Bruininks - Oseretsky for Group No.1

Table . 2.2. Group No. 2

Nr. crt.	Name and surname baby	1	2	3	4	5	6	7	8
1.	B. M.	+	+	-	+	+	-	+	+
2.	C. C.	+	+	+	+	+	-	+	-
3.	C. I.	+	+	+	+	+	+	+	-
4.	C. D.	+	+	+	-	+	-	-	-
5.	G. L.	-	+	-	+	-	-	-	-
6.	H. L.	+	+	-	+	+	+	+	+
7.	O. E.	+	+	+	+	+	+	+	+
8.	J. I.	+	+	+	+	+	+	-	-
9.	M. M.	+	+	+	-	-	+	+	-
10.	U. T.	+	+	+	+	+	+	-	-

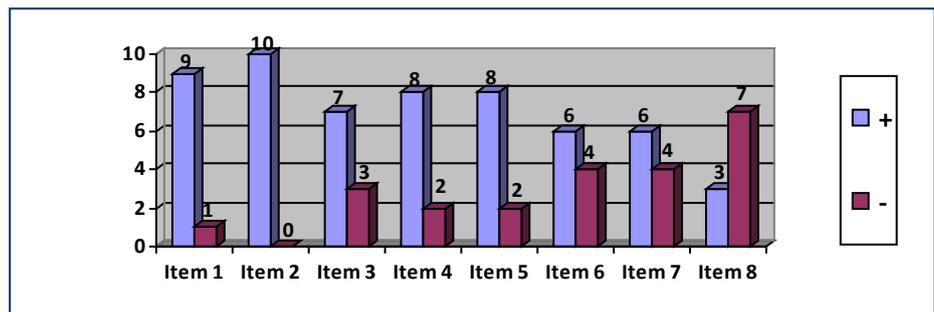


Fig . 2.2 . The graphical representation of test results Bruininks - Oseretsky for Group No.2

The data presented in Tables. 2.1 and 2.2 we conclude that this test was more difficult for a group of children No.1 , for which only 2 children - D. A. and J. I. - have to pass him, while other children in this group have failed . Samples were most difficult: Item 7 - vertical jump with hands and heels achievement item 8 - simultaneous drawing of crosses and lines.

And a group of children no.2 this test was quite difficult as we can see from the table no. 2.7 out of 10 children undergoing test only 7 children namely : BM , DC , CI , HL , OE, JI and UT managed to pass him , while three of the 10 subjects tested were able to overcome this test.

In conclusion, the application of psychometric tests in two groups of 10 children each, we can say that a group of children No.2 succeeded better effectuated all three tests, while a group of children No.1 execution of tests it was more difficult.

Conclusions:

School education ensures the free, integral and harmonious development of the child's personality and his needs according to its own pace, supporting the formation of its autonomous and creative.

School education provides differentiated stimulation of the child in his intellectual development , socio - emotional and psihomotric , taking into account the specific features of its age . It is known that the ontogenetic development of the child , the first to appear is moving , it will develop is based on language and thought later .

The child is an entity that evolves over its educational path . For a child the best possible preparation for school and life in early childhood

is particularly important attention to its development in all respects . Child's learning is achieved in social and emotional context in direct interaction with adults . Humanization child is only possible in interaction with adults . Outside interaction with an adult child accumulations are unstructured and have no significance for the content of socio- cultural group to which he belongs.

Children learn by interacting with objects in the environment. The essential work of the young child is playing . The game is the main activity where the child interacts with social and physical environment , experimenting and exploring . The game is the modality through which the activities of teaching young children. Children learn through play .

For the child there is no difference between playing and learning. The game has a fundamental role in his development as : child meets his need for knowledge by exploring and handling objects ; encourages movement , which stimulates the body and sense organs ; It gives the opportunity to imitate everything recorded and understand the causal links ; It helps to express emotions and then to control their emotions and to know himself . Thus, the child will be able to focus attention , to follow the events in assisting and purchase information in the proposed adult education included in the curriculum objectives .

Games movement practiced outdoors three factors associated with hardening air, water and sunlight contribute greatly to the multilateral development of children as by its nature , the game cultivates skills to move them , educates them ca-racter features , strong feelings occasions emotional.

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CONSTATĂRI PRIVIND NIVELUL COORDONĂRII LA VÂRSTA ȘCOLARULUI MIC

Cuvinte cheie:educație psihomotrică, capacități coordinative, școlarul mic

Rezumat: Importanța educației fizice a copiilor de vârstă școlară este condiționată de pregătirea unei generații sănătoase, dezvoltate fizic, a unui cetățean apt să efectueze plinar funcțiile de membru al societății contemporane. Din clipa nașterii, mișcarea copilului devine nu doar un mijloc de dezvoltare fizică, ci și unul de acumulare a informației, de cunoaștere a lumii înconjurătoare și de autocunoaștere. Astfel, ca factor important în formarea copilului se consideră crearea necesităților pentru activitate cognitiv-motrică, fapt ce poate contribui la obținerea treptată și în timp util a experienței motrice, în special pe perioada inițială de conștientizare (6-8 ani). Obiectul cercetării îl constituie procesul de educație psihomotrică la vârsta de 8-10 ani în sistemul instructiv-educativ al școlarului mic, reflectat într-un studiu constatativ referitor la capacitățile coordinative.