

EFFICIENCY OF EXERCISES FROM RUNNING SCHOOL FOR SPEED IMPROVEMENT

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Keywords: ankle game, knees up, swing leg, sharp running.

Abstract: Speed is a very important motile quality, which is present more or less in all the motile acts, especially in those with sports character. Higher or smaller speed of an individual depends mostly on the „hereditary heritage” of that person. The increase of movement’s speed is done primarily due to the high speed work and due to speed-strength practice, the progress element being given by increasing the effort intensity through increasing the movement frequency.

In order to ensure the desired efficiency it is necessary that the speed exercises to be performed in the first part of the lesson, immediately after the students body was well prepared for the effort. Under these conditions it is possible the extension of effort request at maximum intensity.

Under these conditions, exercises may continue only in accordance with the resistance capacity of those students, appearing the necessity of differentiated work on homogeneous groups and assuring proper intervals for rest.

Introduction:

I made this experiment in order to evaluate the progress at evaluation test 50 m speed, performed by students of two VI classes, from General School number 9 Ion Creangă, Suceava in school year 2013-2014. During the experiment it was observed the fact that students were very responsive and sociable, taking into account the fact that they knew the experiment goal.

It also appeared the competitive feeling at the level of each group, a good and optimist thing as a future teacher. At the end, it was found that the experiment was successful, performing all the request tasks.

Material-method:

The main hypothesis of the research is establishing students' potential and increasing and improvement of their training level through specific means and methods.

For a work to be effective there must be done the following steps:

1. Studying the bibliographic material;
2. Observation;
3. Pedagogical experiment;
4. Measurement and processing statistic-mathematics of data;
5. Graphic method.

Experiment took place at General School number 9 Ion Creangă, at two VI classes, Suceava. The first class VI C consisted from a group of 20 students, from which 14 were boys and 6 girls, was the experimental group, and the second class VI B, has also a group of 20 students, from which 14 were boys and 6 girls, was the witness group.

The activity took place in a delimited area of 50 m in the gym. As work material I used a whistle and stopwatch, and the evaluation test was 50 m speed.

Efficiency:

- Easy running – this type of running is efficient because it helps at heating the whole body, preparing it for the effort;
- it is used both at the beginning but also at the end of the lesson;
- Running with ankle game – this type of running is efficient for warming the ankles, preparing them for performing specific motile acts and actions;
- This type of running is efficient because it develops speed and coordination;
- Knees up running– this type of running is efficient because it warms both students' knees but also their hips;
- develops strength and coordination;
- Running with heels at bottom (or swinging the leg back) – it develops motility, coordination and speed;
- Sharp running – it develops strength and coordination.

The research work has the following hypothesis:

1. Establishment of students' potential;
2. Increasing and improvement of the level;
3. To select means that can be used during the lesson;
4. To systemise and to dose these means in order to increase their efficiency in the lesson.

Works' tasks:

The first research task is to establish the control tests and of the measurements which together will give an overall picture of the extent of students. The following tasks consist in:

- processing the initial and final data;
- interpretation of initial and final data;
- Methodic recommendations regarding methods and means for developing speed.

Results and discussions:

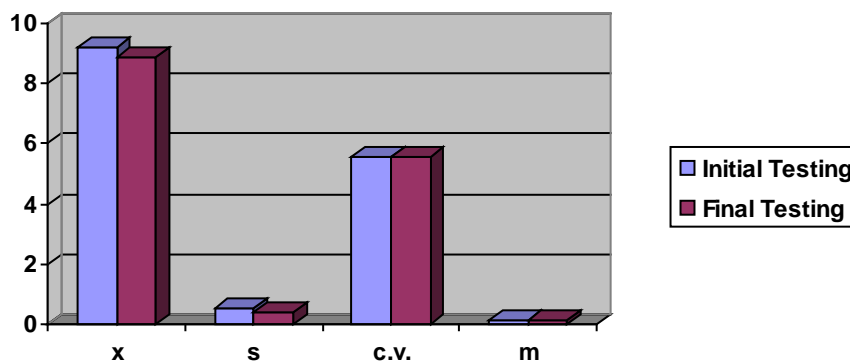
Experiment took place at General School number 9 Ion Creangă, at two VI classes (VI A and VI B), from Suceava, in the periods 25.11.2013 respectively 27.11.2013. I made this experiment in order to evaluate the progress at evaluation test 50 m speed, performed by students of two VI classes. During the experiment it was observed the fact that students were very responsive and sociable, taking into account the fact that they knew the experiment goal. It also appeared the competitive feeling at the level of each group, a good and optimist thing as a future teacher. At the end, it was found that the experiment was successful, performing all the request tasks.

EXPERIMENTAL GROUP

Nr.crt	First and last name	Male/ Female	Girls 50m T.I	Girls 50m T.F	Boys 50m T.I	Boys 50 m T.F
1	A.O	M			9,5	9,0
2	A.D	M			9,0	8,7
3	B.A	M			9,0	8,7
4	C.S	M			8,9	8,6
5	C.C	M			8,1	7,9
6	E.F	M			9,3	9,1
7	G.R	M			8,9	8,8

8	I.O	M			9,3	9,1
9	LN	M			9,2	8,5
10	U.S	M			9,0	9,3
11	T.I	M			9,7	9,3
12	B.E	M			10,0	9,3
13	D.A	M			8,4	8,5
14	F. C	M			8,9	8,8
15	N.O	F	10,0	9,7		
16	R.A	F	9,8	8,9		
17	S.I	F	8,7	8,4		
18	S.M	F	9,5	9,0		
19	S.R	F	9,0	8,7		
20	S.S	F	9,8	9,0		

9,2	8,865	x
0,511962	0,397724	s
5,564806	5,564806	c.v
0.168	0,133	m



Graphics no. 1 EXPERIMENTAL GROUP

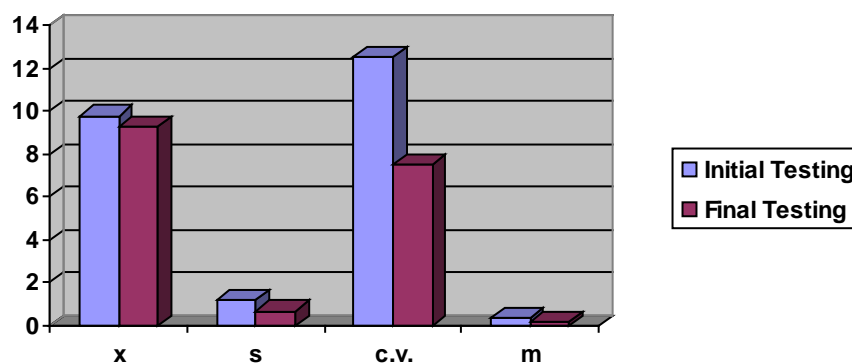
From analyzing the obtained data at the initial and final tests of the experimental group which we studied along the experiment, it can be noticed an improvement of these, the level of the obtained progresses at the end of the final test being better.

Through the obtained results it is confirmed the research hypothesis, efficiency of the elements from school running used at the experimental group during the experiment is benefic.

WITNESS GROUP

Nr.crt	First and last name	Male/ Female	Girls 50m T.I	Girls 50m T.F	Boys 50 m T.I	Boys 50 m T.F
1	A.B	M			8,9	8,9
2	A.S	M			9,0	8,4
3	B.R	M			9,8	10,2
4	C.I	M			13,9	9,2
5	C.V	M			9,2	9,1
6	E.M	M			9,4	8,5
7	G.O	M			10,2	9,7
8	I.A	M			8,5	8,7
9	I.L	M			11,1	10,9
10	U.N	M			9,9	10,1
11	T.R	M			9,4	8,4
12	B.C	M			8,9	8,9
13	F.M	M			9,1	9,2
14	F.C	M			8,9	9,1
15	C.O	F	9,5	9,4		
16	M.A	F	9,7	9,7		
17	O.I	F	10,1	9,7		
18	N.M	F	9,4	9,2		
19	P.M	F	8,8	8,6		
20	T.I	F	9,6	9,3		

9,788235	9,294118	x
1,221619	0,699527	s
12,48048	7,526558	c.v
0,39	0,229	m



Graphics no.2 WITNESS GROUP

Conclusions:

Experiment took place at General School number 9 Ion Creangă, at two VI classes (VI A and VI B), from Suceava, in the periods 25.11.2013 respectively 27.11.2013. I made this experiment in order to evaluate the progress at evaluation test 50 m speed, performed by students of two VI classes. During the experiment it was observed the fact that students were very responsive and sociable, taking into account the fact that they knew the experiment goal. It also appeared the competitive feeling at the level of each group, a good and optimistic thing as a future teacher. At the end, it was found that the experiment was successful, performing all the request tasks.

The objective of the research work has been carried out in accordance with hypothesis that was specified at the beginning of the article. As a result of the applied test it was determined the students potential from the first group and it was found out the progress made by those of the second group. Problem from the main hypothesis has been solved as a result of the research work.

References:

- [1] Petru Ghervan, (2006) Teoria Educației Fizice și Sportului, curs, paginile 19 și 20;
- [2] Roman, Dumitru (2001) Metodica predării exercițiilor din atletism. Editura Fundației „Romania de Mainie”, București.

Titlu:Eficacitatea exercițiilor din școala alergării pentru dezvoltarea vitezei

Cuvintele cheie: joc de gleznă, genunchii sus, pendularea gambei, alergare ascuțită.

Rezumat:Viteza este o calitate motrică foarte importantă, prezentă mai mult sau mai puțin în toate actele motrice, mai ales a celor cu caracter sportiv. Viteza mai mare sau mai mică a unui individ depinde în cea mai mare măsură de „zestrea ereditară” de care aceasta dispune. Creșterea vitezei mișcărilor se realizează în principal datorită lucrului în viteză maximă și a exersărilor în regim de viteză-fortă elementul de progresie fiind dat de creșterea intensității efortului prin mărirea frecvenței mișcărilor.

Pentru asigurarea eficienței dorite este necesar ca exercițiile de viteză să se efectueze în prima parte a lecției, imediat după ce organismul elevilor a fost bine pregătit pentru efort. În aceste condiții este posibilă prelungirea solicitării la efort cu intensitate maximă.

În aceste condiții exercițiile se pot continua numai în concordanță cu capacitatea de rezistență a elevilor respectivi apărând necesitatea lucrului diferențiat pe grupe omogene și asigurându-se intervale de odihnă corespunzătoare.