

## THE DEVELOPMENT OF COORDINATION CAPACITY IN SUCEAVA UNIVERSITY CHEERLEADING SQUAD

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**Keywords:** coordination , cheer , rhythm , movement, dance

**Abstract:** Educating handling ability with both hands in opposite directions, plans and different rhythms the preparation group cheerleading. Develop coordination individual and group performance of various rhythmic movements. Selection operational models and the use of helpful devices ( club, ball, small circles ) education , bilateral coordination capacity .This paper cheerleading training focuses on developing agility, skill by requiring considerable muscle strain involving general and specific coordination abilities.

**Introduction:** "coordinative abilities are largely genetically determined and is dependent on the expression of maturation processes of the nervous system and the number of driving skills that you mastered the subject" DRAGNEA A., MATE TEODORESCU S. (2002) Coordination is a fundamental motor for precise execution of complex movements, quick and variable conditions.

To facilitate maximum development of motor coordination needed a structured training process, systematically and directly. Executions feature cheerleading skills programs require considerable muscle strain in the arms of involvement pronounced coordinating capacity and targets.

To note is that all physical attributes, skill and coordination capabilities are very important in the process of "buying motive" in training and improving motor skills that form essential factors driving ability. To develop skill and coordination capacity is an important part of learning speed and thorough preparation of this process.

According to some authors the ability to coordinate movements and adequacy implies a correlation of movements required to perform an act or action driving, taking positions, trajectories, dynamics parties involved components of the human body in motion and the relationships necessary for proper performance in the use of objects.

Organizing motor requires the development of joint relations with body segments based on so-called symmetry.

The purpose of this paper is to evaluate the effectiveness of methods for educating specific bilateral coordination capacity and technical strategies in order to facilitate the learning and perfecting the art of handling the cheerleaders.

The objective of the present work is to evaluate the effectiveness of training methods and means specific coordination capacity applied to cheer.

In the context of preparing insisted on technical strategies to improve learning and reduce time to assimilate.

During the preparation of the subjects executed bilaterally execute simultaneous movements and alternative.

Shares handling can be achieved by working with different objects simultaneously, successively in different directions and plans, with or without mobility and coordinate with tangible items.

### **Research:**

Cheerleading selection was held in the first semester of the academic year 2014-2015, and the research was conducted from January 2015 to June 2015. The experiment began by testing the preparedness of first year female students of the Faculty of Physical Education and Sport selected for team cheerleaders and research. Initial tests were conducted on a total of 12 students aged 18 to 21 years.

The next step was implemented selected means, methods and forms of work, considered effective application of the basic experiment. At the end of the investigation we conducted final tests and data were verified and processed.

Application means were performed in weekly exercises (two workouts / week) for six months for preparing cheerleaders, accompanied by appropriate musical accompaniment.

The test set was applied "Road figuratively" standard sample unit established under aimed finding and then highlight progress in education, bilateral coordination capacity.

### **Methods used in the research were:**

a) Exercises with sticks:

**Ex.1** standing P.I-

T 1-2- step right foot jump shift to the right, with carrying his left leg

bent back and the swinging stick up before;

T 3-4- rapid descent down the baton through before, performing the same movements as 1-2 times;

**Ex.2** standing P.I-

T 1-2- step jump right foot while swinging the stick held horizontally above the prior and easy extension of the trunk;

T 3-4 step left foot backflip, lowering the stick horizontally in front of the torso leaning slightly forward;

**Ex.3** standing P.I-

T 1-2- balancing both sticks parallel to the left, with knees bowing and bending the torso in the opposite swinging batons;

T3-4- same movement just because it runs right;

**Ex.4** P.I- sitting

T 1-2- step jump right leg with a 180 degrees to the right, swinging the baton horizontal arc through up before;

T3-4- around 180 degrees left with left foot jump step and lowering the baton;

b) Exercise balls:

**Ex.1** p.i. Sitting side arms, taking the ball with left hand

T1-2- side step with your right foot with your right hand on the ball passing down through the swing in an arc;

T3-4- side step with your left foot with your left hand on the ball passing up through the swing in an arc;

**Ex.2** p.i. Sitting side arms, the right hand ball

T1-2- polka step left foot and swinging the ball with both hands in a horizontal arc;

T3-4- two steps sideways gallop by carrying the ball right thigh;

c) Exercises with pompons:

**Ex.1** p.i. Sitting on with pompons face down, held with both hands

T1-2- linkage peaks, arms up

T3-4- comeback

**Ex.2** p.i. Sitting on with pompons before horizontal grabbed ends

T1-4- lowering and raising the left arm straight with the vertical and vice versa waving pompons

**Ex.3** p.i. Sitting down in front ahead with pompons

T1-2- raising the arms overhead with the rise of the left foot back and

return to original position

T3-4- carrying arms overhead with the rise of the right foot back and return to original position

**Ex.4** P.I.- Sitting down in front pompons

T1-2- jump ahead with pompons lifting up and return to starting position

T3-4- lifting the right foot sideways 90 degrees, simultaneously with lifting arms

**Ex.5** p.i. Sitting side arms grabbed ends with pompons

T1-2- lunge with your right foot forward, carrying arms back and return to original position

T3-4- lunge with the left foot with carrying arms before then return to starting position

**Ex.6** p.i. Sitting down in front pompons

Hoop T1-2- left leg forward, leading up arms before, rebounding

T3-4- jump with right foot forward, before carrying arms down, comeback

d) Exercises to educate rhythm:

Ex.1 -Teme rhythmic percussion - are accompanied by songs with tempos moderate unable 2/4 (moderatto);

-Teme Ex.2 rhythmic movement - are accompanied by songs with tempos moderate unable 4/4 (moderatto);

-Teme Ex.3 rhythmic percussion and movement - are accompanied by songs in Measure 2 / 4,4 / 4;

Ex.4 -Teme rhythmic percussion and movement - are accompanied by songs in measure 2 / 4,4 / 4.

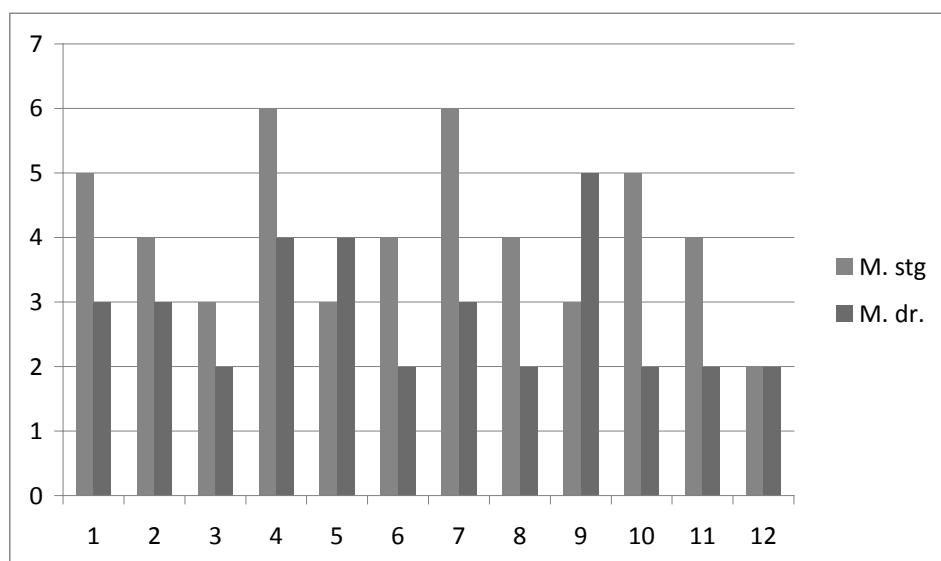
### **Testing the ability to coordinate movements - figuratively Road**

Materials: stopwatch, pencil. On a sheet of paper two parallel lines are drawn (5mm distance between them) as a wavy tracks, 150 cm long. The shape of the track is freely chosen. Cheerleader pencil must complete the route without him up, and without touching the edges. During the execution, the student is seated, hands will hang. To achieve year cheerleader is given 45 seconds. Information about the passage of time make during the year. The result is determined by the number of mistakes made. It is considered by cheerleader mistake every touch of one of the two lines.

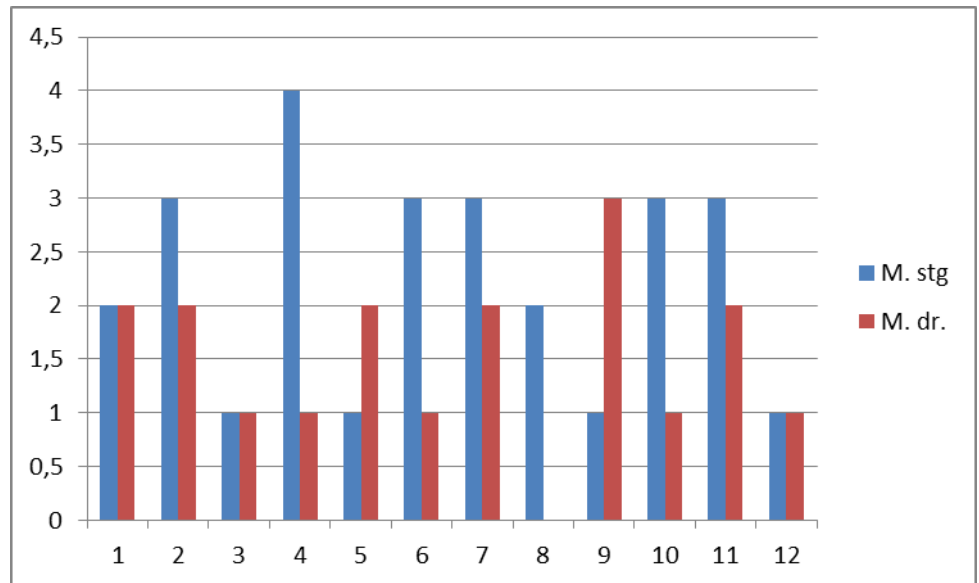
Tabel 1 *Testul Drumul Figurat*

Nr. Crt.	Numele si prenumele	T. I.		T. F.	
		Nr. Greseli in 45 secunde		Nr. Greseli in 45 secunde	
		M. stg	M. dr.	M. stg	M. dr.
1	A.B.	5	3	2	2
2	A.P.	4	3	3	2
3	B.M.	3	2	1	1
4	D.D.	6	4	4	1
5	D.A.	3	4	1	2
6	I.M.	4	2	3	1
7	A.R.	6	3	3	2
8	C.R.	4	2	2	0
9	S.L.	3	5	1	3
10	S.V.	5	2	3	1
11	T.A.	4	2	3	2
12	T.S.	2	2	1	1

Initial testing was conducted in January 2015, and final testing in June 2015. Check for education level handling ability with both hands in opposite directions, plans and different paces in preparation cheerleading group, proposed the study was to test the ability to coordinate movements.



Grafic 1 testare initiala



Grafic 2 testare finala

### Conclusions:

To obtain very good, it needs a very large workload in training lessons with perseverance and seriousness in preparing special group of cheerleaders.

The proposed models were gradually assimilated in terms of complexity, starting with these simple exercises and reaching some difficult and highly complex bindings.

All components of the cheerleading squad conducted an equal number of workouts under the same conditions (work tasks, breaks identical energisation). The results were recorded at the beginning and at the end of the investigation.

Elements of the proposed exercises were carried to the top harder then easier to allow a more specific request coordinating capacity without interfering with an excess on technique and fitness. The values recorded at the end of the experiment were improved, which confirms the effectiveness of the means applied during the study.

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**Dezvoltarea capacității de coordonare a echipei de majorete din cadrul Universității Suceava**

**Cuvinte cheie:** coordonare, majorete, ritm, mișcare, dans.

**Rezumat:** Educarea capacității de mânăuire cu ambele mâini în direcții, planuri și ritmuri diferite în pregătirea grupei de majorete. Dezvoltarea coordonării individuale și de grup în executarea diferitelor mișcări ritmice. Selecționarea modelelor operaționale și utilizarea unor aparate ajutătoare (măciuci, minge, cercuri mici) pentru educarea capacității de coordonare-bilaterală.

Lucrarea de față se axează pe pregătirea majoretelor pentru dezvoltarea agilității, îndemnării printr-o solicitare musculară considerabilă ce necesită implicarea capacităților coordinative generale cât și specifice.