

SPORTS LUDICS AND ITS IMPORTANCE IN DEVELOPING SWIMMING SPECIFIC SKILLS AT AN EARLY AGE

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Abstract: Based on the specific activities early age, one can say that they gather around playful behavior, mainly at this period of children's lives. Besides learning basic and utility - application motor skills that take place in the family, kindergarten, swimming specific motor skills must be learned and refined in a special place (swimming pool), under the guidance of specialized personnel (trainers, coaches, swimming teachers). If the activities proposed for learning these skills include games and contests to avoid stereotyping and boredom of the children, they will assimilate faster and better, their work being carried out in a pleasant, relaxed, and later they will learn all the swimming strokes, being fit for selection and evolving into future athletes.

Introduction: In developing of the motor skills specialists distinguish several stages, considering that this process is very complex. These are the steps: physiological (radiation, excitation concentration, achieving dynamic stereotype) after P.A. Anohin (1957, "Functional system theory"), psychological (formation representation, segmental or analytic learning, organization, consolidation, automation) method (familiarization, learning, unnecessary movement, strengthening, improvement, automation). The age of 3-6/7 years (second childhood) is considered the "golden age" of childhood in which the progress of the sensitivity of all the sense organs and anthropometric dimensions increase with a slight difference in favor of boys. At this age, the need of motion is essential. It is the way in which children practice their motor acquisitions and satisfy their desire and need for knowledge.

They love the movement game, which is the important factor of training, developing and education of the motor skills. These are basic motor skills (walking, running, jumping, throwing, catching), utility - applied skills (balance, traction, pushing, transportation, climbing,

dragging) and specific skills of sports (athletics, gymnastics, basketball, handball, swimming, skiing, skating.

Playful behavior is activity (a subjective internal and external motor action) manifested by acts of behavior that include internal subjective phenomena, bringing the organic acts of behavior. In this context, the game is a form of specific activity and unexpected child's mental development. Sports include the word **ludics** (playfulness) - which concerns the game – lifelong, and **sports** term - referring to how this behavior is implemented in the further sports training and competitive activity.

The game as the way of social integration

The origin game comes from the primitive commune (engravings, paintings), the expression of the activity related to the serious labor process: hunting, fishing, war. The first toys were the bow, sling, hook, a.s.o., while children imitate adult activity. In Ancient Greece, Galen (doctor) 381-201 BC describes ball games (sferistica) that stimulate limb symmetry, health, the virtue of soul. Greek's culture peak was the sacred Arena, where the chosen sons of Hellas competed, from 776 BC - 394 AD, for 1172 years (the Olympics). All exercises were called race games. In the Middle Ages, Comenius 1650-1654 from Racozi School defines the game as a mean of education that rests the body, relaxes the spirit, grows the dexterity. Guts - Muts, another theorist of the Middle Ages, names the game features: important nothings, body knowledge, and soul winning.

The conceptions about the game were study objectives for pedagogy and psychology. From this point of view, games are means of expression of the hidden characteristic traits (aggression, combat, hostility, violence) which must be controlled and calmed down, otherwise degenerating into disorder, anarchy, opposite indices of the soldierly discipline. Early intervention in the aquatic environment means addressing playful learning perspective, where the game is the key to progress in the aquatic environment.

Games for aquatic and underwater adaptation are varied and appropriate to the stage of learning and some of them some can be extracted from the imagination. Through imagination, children learn to experience different roles. Through games of imagination games, a safe environment allows them to express their personal thoughts and feelings. Water imagination games allow children to improve their aquatic skills

and also to shape their emotions. The games for floating and positions the water are the race games with emulative character. These games are useful for developing strength, muscle strength and fitness. Require more than one player.

Depending on the aquatic skills of the players, they can be divided into groups of equal value or in pairs. In the games for learning swimming strokes it is better to use exercises to improve the movement of legs and arms in freestyle and backstroke, which can be used as dynamic games in which swimming is combined with other individual and team sports. In this way, lessons are not dull, they avoid stereotypes, and children and the teacher use psycho - pedagogical resources, in order to transform intrinsic motivation into extrinsic motivations.

Material and method: In practice there were two groups of children, each consisting of 10 members. One group began swimming initiation activity following the traditional strategy and the other group was prepared through the new strategy, where the playful behavior and contests have been used mainly. The strategy used is modern concepts of praxeology: objectives - contents - strategies - assessment tests:

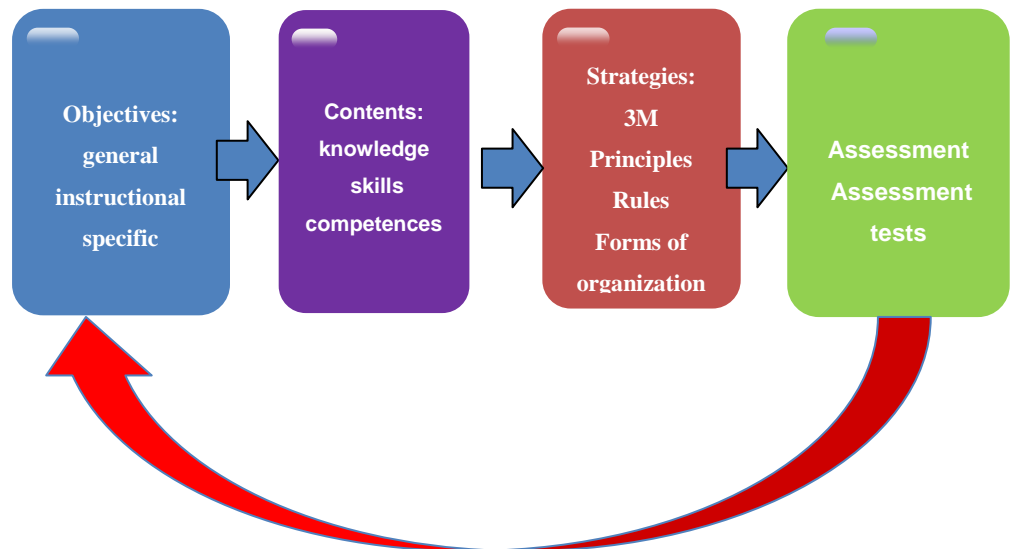


Image No. 1 The Scheme of the praxeological circuit

Designing an effective teaching strategy is a rational process that combines the most effective targeted operations (choice of 3 M, combining the most effective of their choice and the principles, rules, forms of organization, creating situations of performing tasks), using general and specific principles of the operational dimensions at an epistemological level.

Methods: Considering the age of the children who go through this programme, the most appropriate training methods are:

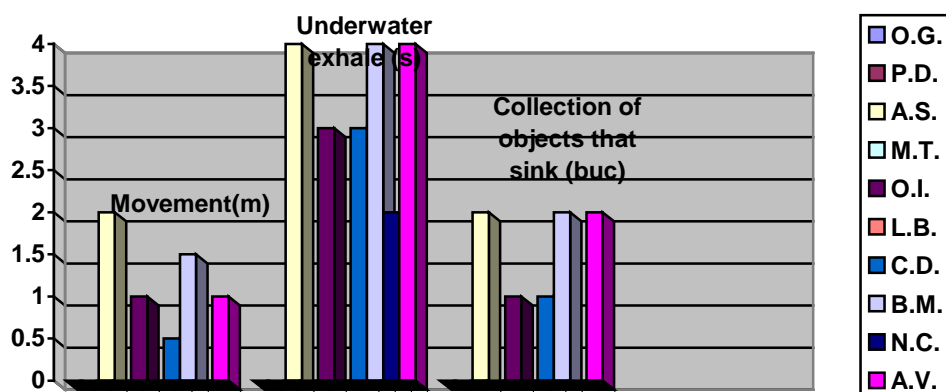
- The emulation method (competition) – involves childrens' initiation in confrontations of individual or team values, according to certain rules, in order to determine a winner. This creates a conducive environment to spreading performance capacities during lessons, given that at this age all children want to be winners. It is used to avoid stereotypy and to encourage the active participation of the children at the teaching event.
- The playful method and contest preparation method
- Two basic variants of this method are characteristic:
- The playful method – feature to the early age, is extended to the old age, responding to necessities and needs: childish – to the children and compensatory for the stress – to the adults (Epuran, 1976).
- This is the way that agonistic events are educated: competitive (compete, competition, performance, opposition, struggle, combativeness).
- The training through competition method – it is a combination between playful and emulation method.
- In addition to these methods, the regular ones are used, such as the demonstration method.

Results and discussions: Following the initiation lessons in swimming where children were taught basic specific skills related to this branch of sports, the following results of the two groups were obtained for the experimental group and the control group:

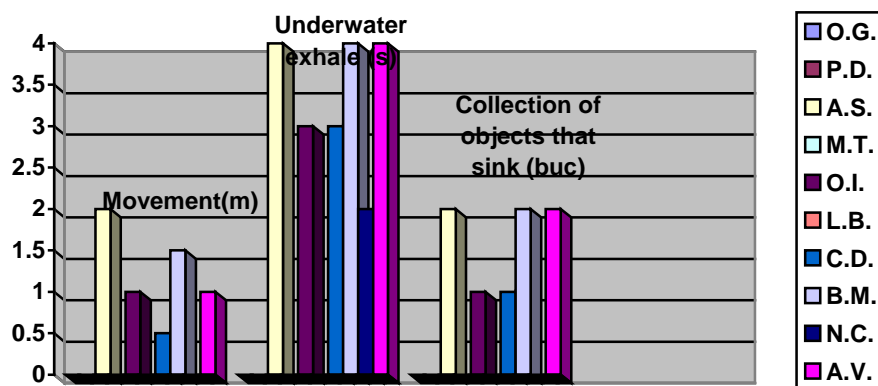
No.	Experimental group	Age (years, month)	T1	T2			T3 (s)	T4 (buc.)
				Putting the face on the water	Detachment from the edge	Movement (m)		
1	M.G.	4,6	+	+	+	2	4	3
2	P.P.	4,9	+	+	+	3	3	1
3	M.D.	5,3	+	+	+	0,5	1	0
4	S.O.	4,2	+	+	-	0	1	0
5	A.A.	5,4	+	+	+	1,5	4	2
6	M.A.	4,7	+	+	+	2,5	5	3
7	G.R.	4,3	+	+	-	0	2	1
8	O.D.	5,6	+	+	+	2	5	3
9	A.V.	4,8	+	+	+	1	3	1
10	D.S.	5,3	+	+	+	1,5	4	2

No.	Control group	Age (years, months)	T1	T2			T3 (s)	T4 (buc.)
				Putting the face on the water	Detachment from the edge	Movement (m)		
1	O.G.	4,6	+	+	-	0	0	0
2	P.D.	4,9	-	-	-	0	0	0
3	A.S.	5,3	+	+	+	2	4	2
4	M.T.	4,2	-	-	-	0	0	0
5	O.I.	5,4	+	+	+	1	3	1
6	L.B.	4,7	-	-	-	0	0	0
7	C.D.	4,3	+	+	+	0,5	3	1
8	B.M.	5,6	+	+	+	1,5	4	2
9	N.C.	4,8	+	+	+	0	2	0
10	A.V.	5,3	+	+	+	1	4	2

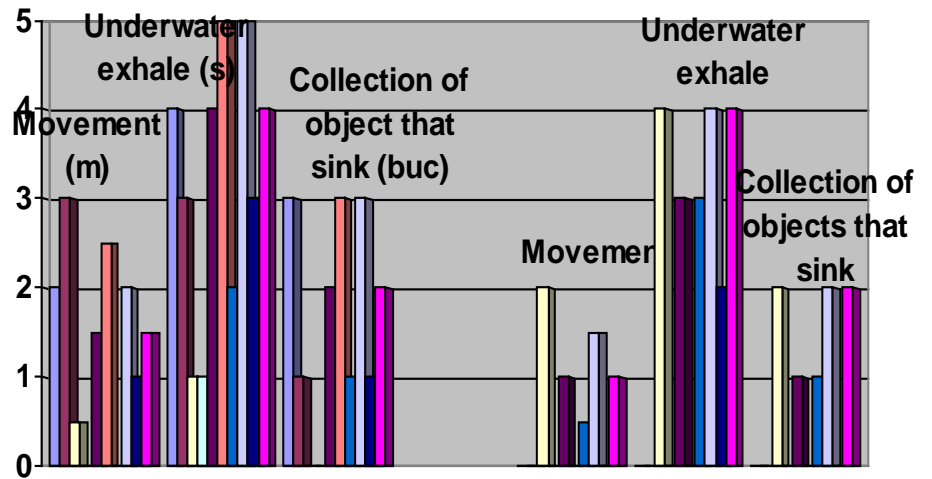
- T1-The test of courage, voluntary entry into the water.
- T2-Putting your face on the water, carved edge, move with supporting materials;
- T3-Underwater exhale;
- T4-Collection of the objects that sink



Grafic No 1 Results of the experimental group



Grafic No 2 Results of the control group



Grafic no. 3 Results experimental group vs. control group

Following the graphical representation of water tests that were carried children of the two groups, one can make several observations:

- Most children in both groups were able to adjust in a new environment seemingly hostile, and some of them have had excellent results from them, given to their young age;
- However, all children in the experimental group entered the water voluntarily, to those in the other group, where three children were unable to be persuaded to enter the water without any encouragement;
- Moreover, taking all tests as a permanent play and a continue contest, children in the experimental group achieved better results in tests where the results could be quantified (movement - meters, putting face in water - seconds, collecting objects that sink - pieces).

Conclusions:

Practicing exercises, games and contests pursues the following objectives:

- strengthening health;
- stimulating growth and development processes;
- stimulating and improving major organs function;

- development of body muscles in order to create balance and coordination relationships between body segments and muscles of the body as a whole;

- formation of a correct posture in all positions (standing, sitting, travel).

Playful activity is controlled in all educational institutions, from nursery school, kindergarten and ending with higher education, reorganization old native games is the basis for inventing new sports (basketball in the water, underwater hockey, and a.s.o) and getting children to sports practice in a pleasant and attractive. New trends in education promote the elimination of social and racial barriers, the realization of the human experiences' connections, volunteer experiences and technical progress, pursuing a versatile conduct targeting child survival, adaptation, and promotion.

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Titlul: Ludica sportivă și importanța acesteia în formarea deprinderilor specifice în înot la vârstă timpurie

Cuvinte cheie: deprinderi, ludic, înot, vârstă timpurie

Rezumat: Pornind de la activitățile specifice vârștei timpurii, putem afirma că acestea se reunesc în jurul conduitei ludice, preponderentă acestei perioade din viața copiilor. Pe lângă învățarea deprinderilor motrice de bază și utilitar - aplicative, care se desfășoară în familie, la grădiniță, deprinderile motrice specifice ramurii înot trebuie învățate și perfecționate într-un cadru special (piscina), sub îndrumarea unor cadre

specializate (instructori, antrenori, profesori de înot). Dacă activitățile propuse pentru învățarea acestor deprinderi includ jocuri și întreceri pentru evitarea stereotipiei și plictiselii copiilor, aceștia le vor asimila mai repede și mai bine, activitatea lor desfășurându-se într-un cadru plăcut, relaxat, iar ulterior vor învăța procedeele tehnice din înot și vor fi apti pentru selecție, putând evolua spre viitorii sportivi de performanță.

Titre : Le sport ludique et son importance dans la formation de compétences spécifiques en natation à l'âge de début

Mots-clés: compétences, ludique, jeune âge

Résumé: Sur la base des activités spécifiques de l'âge précoce, on peut dire qu'elles se rassemblent autour du comportement ludique, dominant de cette période de la vie des enfants. En plus de l'apprentissage des habiletés motrices de base et utilitaire-appliquées qui s'exécute dans la famille, l'école maternelle, les habiletés motrices spécifiques de la natation doivent être apprises et affinées dans un cadre exceptionnel (piscine), sous la direction du personnel spécialisé (formateurs, entraîneurs, professeurs de natation). Si les activités proposées pour apprendre ces compétences comprennent des jeux et des concours pour éviter les stéréotypes et l'ennui des enfants, ils vont assimiler plus vite et mieux, leur travail étant effectué dans un cadre agréable, détendu, et puis apprendre les techniques de natation et seront en forme pour la sélection, ce qui leur permet d'évoluer vers de futurs sportifs.