

THE METHODOLOGY OF THE TRAINING STAGES OF THE PHYSICAL EXERCISES

*Victor Buftea¹
Vasile Triboi¹*

*¹State University of Physical Education and Sport, Chişinău, Republic of
Moldova*

Key words: incipient education, thorough education, dynamic stereotype, stages, motric skills.

Abstract: The exposed information contributes to the creation of correct representations of the methodological, structural and content aspects of the motric actions studied by developing a concrete scheme of the actions program, selection of the most efficient ways and their application with a maximal correctness of the respectively methodology in the work practice as conventional sequencing in the training period of the physical exercises.

Introduction

The education of the physical exercises represent a well defined system of programmed actions in a definite order, successively assigned in time. The sequence of the achieving the concrete educational objectives offers the possibility of highlighting some separate stages.

The base of the education of the physical exercises provides three conventional stages, that refers to the proper learning of the technique of performing the exercises and are connected: the initial education, the thorough education, improvement and stabilization of the technique of performing the exercises.

The first stage, the initial education represents the point where begins the process of learning a new motion. The first informations of this stage tend to create some general images about the new motion in the imagination and [conscience](#) of a [sportsman](#). The creation of a correct vision about the motion represent a base from witch someone can continue the motric action. Here the student gets acquainted with some types of motions, directions, actions, separate positions etc.

This information wear a pure explanatory character (the description) and are completed with some qualitative essences that are conditioned by the technique of performing the exercise.

The creation of correct visions about the technique of performing the motions is a very important and complete procedure that has common particularities with one of the teaching principles - the awareness principle.

The main actions of this stage are:

- formulating the general objectives of the technique of performing a definite motion;
- analyzing the requirements of making the relation between the respectively exercise and the previous one, and between the motric skills;
- elaborating an educational strategy according to the plan of motric actions;
- explaining and demonstrating the exercise.

Besides this, in this stage one can learn the correct terminology and make the first motric attempts like: fixing some separate and special positions, imitation with the help of some auxiliary equipment. So fulfilling this begins the muscular perception, that is enlarging the information about the new exercise.

The excellent demonstration conditions the creation of the perfect style at the performing of the exercises.

Here the professor increases the student's attention especially on this details that are considered essential at this educational stage.

Explanations, for example, must open some internal contents of the physical exercises. Making the first attempts to perform an exercise is absolutely necessary to effectuate with the biggest precision all the components and parameters of that motion, tending to create a correct stereotype of the movement.

Also it's important to mention that the motion itself will be performed according to the correctness of the images and vision a student have about that exercise.

The thorough education stage. This stage is the most important link of the educational process. It provides the proper learning of the bases of the technique of performing the exercises.

The fundamental criteria that confirm the appearance of the stereotype of creating a motric skill are:

- the automated performing of the principal phases of the technique of the exercise;
- the creation of new coordinative relations;
- the control of all the motric actions.

The result of this stage is the correct performing of the exercise, but is to be mentioned that till the final result there must be made a set of specific actions:

- the permanent control of the ongoing motion;
- exposing some specific signals, that indicates the moment of the decisive action;
- conferring help in order to facilitate the performing;
- removal of faults by correcting the actions of the student;
- planning the next set of actions.

Also it must be mentioned that at planning and organization the educational process of a new exercise we have to take into account the next moments:

- in the process of learning new exercise, the motions must be made successively with some movements that are already known;
- in order to create the muscular memory it is necessary to repeat the exercise at every lesson;
- the breaks don't have to exceed the limit of total restoration.

Besides this, there are applied some more procedures:

- practicing some preparatory and special exercises similar to the technique of the respectively exercise;
- informing about time, space and strength parameters with exact implementation in the process of developing the set of actions.

All this allow to do the necessary corrections and tends to make the learning of the technique more efficient.

In addition to this it is necessary to the student to create clear images about the rhythmic structure of the motion. The rhythmic structure implies the successive order of all the phases of the exercise in time.

It is well to know that every exercise has it's own rate of movements.

But is necessary to mention that even a thorough learning of the technique's details is not enough, because there may be many vagueness. This is why we need the third stage.

The stage of the improvement and the stabilization of the technique of performing the exercise. This stage provides the improvement and the

stabilization in the case of performing the whole exercise, this two aspects occurring simultaneously.

The stabilization of the motric skills is connected with the appearance of the dynamic stereotype.

Stereotyping the movement is determined by the process when in the bark of the brain hemispheres, under the influence of the made irritations from the intern and extern environments, appear some excitations that ensures the successful executing of the exercise. So in the barks are formed so-called dynamic stereotypes, to which correspond the motric stereotypes.

Knowing all the aspects of the relation between the stereotypes and the skills, the motion becomes more exact, more improved. Such a level of technique possession is called automated skill.

Also is necessary to mention that under the influence of the fatigue or of the high emotions, the technique of the motion can be changed.

The stabilization phenomenon of the motric skills provides the education of the capacities of performing uniform every phase of an exercise.

And as a conclusion, the multiple repetition of one exercise represents the most efficient procedure of the stabilization of the motric skill.

Bibliography:

1. Buftea V. Pregătirea profesorului de educație fizică în baza tehnologiei principiului concentric de instruire. Teză de doctor în pedagogie, Chișinău, I.N.E.F.S., 1999.-p-11-24.
2. Teodorescu L. Reconsiderări și reevaluări conceptuale în știința educației fizice și sportului. – Educație Fizică și Sport - București-1989, Nr.7.
3. Алекперов С.А., Наклонов Ю.И. Техническая подготовка в современной спортивной гимнастике Сб. научн. трудов.- Л., изд. ГДОИФК, 1985,- 96 с.
4. Верхошанский Ю.В. На пути к научной теории и методологии спортивной тренировки //ТПФК,-1998.-И2, с. 21-42.
5. Волков Л.В. Обучение и воспитание юного спортсмена. - Киев- «Здоровья», 1984 – 143с.
6. Гавердовский Ю.К., Мамедов Ф.П. Методы обучения гимнастическим упражнениям в свете понятия адаптивности.- Гимнастика. Вып.1- 1984,- с.26- 34.

7. Менхин Ю.В. Формы организации занятий по гимнастике. Учебное пособие.- Малаховка, МО Г И ФК, 1987, 41 с.
8. Смолевский В.М. Гимнастика и методика преподавания.- М., «ФиС», 1987, 335 с.

Titre : La methodologie des étapes de l’instruction des exercices physiques.

Mots clés: instruction incipiente, instruction approfondie, stéréotype dynamique, étapes, avoir-faire, habitudes motrices.

Rèsumè: Le matériel exposé contribue à la formation des représentations correctes sur les côtés structuraux et de contenu d’une action motrice étudiée par l’élaboration d’un schéma concret du programme d’actions, la sélection des plus efficaces moyens et l’application, le plus correctement possible, de la méthodologie respective dans la pratique basée sur l’étapisation conventionnelle de la période d’instruction des exercices physiques.

Titlu: Metodologia etapelor de instruire a exercițiilor fizice.

Cuvinte cheie: instruire incipientă, instruire aprofundată, stereotip dinamic, etape, priceperi și deprinderi motrice.

Rezumat. Materialul expus contribuie la formarea reprezentărilor corecte despre laturile metodologice, structurale și de conținut ale unei acțiuni motrice studiate prin elaborarea unei scheme concrete a programului de acțiuni, selecția celor mai eficiente mijloace și aplicarea cu corectitudine maximală a metodologiei respective în practica de lucru conform etapizării convenționale a perioadei de instruire a exercițiilor fizice.