

**THE EFFECT MEANS GYMNASTICS
DEVELOPMENT OF AEROBIC FITNEES
MOTRICE FORCE IN CHILDREN FROM SCHOOL**

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Keywords: *aerobic gymnastic, force, student.*

Summary: *Aerobics lesson has a strong formative, given its content, in addition to specific steps "aerobic and a variety of means taken from basic gymnastics, rhythmic sportive, semi acrobatics elements, steps of classical dance, modern, folk, dance - jazz. All these means to develop general physical, improve physical and mental condition of the participants.*

Learning these practical and theoretical knowledge will help the student to work individually at home. Aerobics lesson objectives coincide with the main objectives of aerobic gymnastics.

Introduction

In the process of education, lesson is based on execution of the exercise varied fizic. It is present during a long period of human life age (kindergarten, primary education, secondary), subordinated their education period and development of human personality.

Lesson aerobic exercise has a strong formative considering its content, in addition to specific steps "aerobicii" and a variety of means taken from basic gymnastics, rhythmic, sports, semiacrobatic elements, steps of classical dance, modern, folk, dance -jazz. Toate this means targeting the general physical development, improving physical and mental condition of the participants.

Exercises used trigger a large muscle mass of all body segments, they worked in different positions, axes and planes. Therefore, care should be taken that the lesson to observe particularly the principle of accessibility (at first simple exercises, easy to make, of the then known and the most complex, difficult, unknown), and the principle of grouping and continuity (small steps and then tied together to help build motor skills and strengthen stereotypes dynamic) long and keep their quality level.

Research hypothesis

In achieving our approach we started from the hypothesis: if we use the means of aerobic exercise for strength development to students in school-grade-IX, we obtain optimal parameters for its development in meeting the objectives set in the physical education lesson.

Research goal is to determine the development of forms of force to high school students through the use of aerobic gymnastics.

Research methods used To achieve the proposed goals and tasks were used following research methods:

- Study literature;
- Observation of teaching method;
- Type questionnaire survey method;
- Samples and tests of controls;
- Teaching experiment;
- Statistical and mathematical method of data processing;
- Graphical method.

Stages of research

In conducting research went through the following steps:

Stage I Literature review on the development of strength and acrobatic gymnastics folodirea in physical education classes;

Phase-II experimental realization propriuzis (determining sample of subjects, initial and final test subjects to determine the level of development of force, application of proposed methodology for the experimental group, establishing conclusions.)

Research was conducted at Food Industry Lyceum of Suceava.

The preliminary study was conducted during the 2010-2011 school year semester, using five control samples are used to evaluate the students build strength development to ninth ..

Analysis of data from this study have been made to achieve gender dimension, and scales as the national assessment system is designed.

Samples and control tests for assessing the development of strength at high school students

- 1.-pushups
- 2.-Increase simultaneous trunk and legs (square)
- 3 .. trunk lying face-lift for 30"
- 4.-standing long jump

Program aerobics

Music: disco

Impact: Small

Tempo: fast

Position (PI): Standing, hands on hips.

Exercise no. A.: T1-4 - "march" in place;

T5-6 - "step-touch" to the left

T7-8 - "step-touch" to the right

T9-16 - repeat 1-8 times.

Exercise no. 2. T17-20 - "double step-touch" to the left;

T21-24 - "double step-touch" to the right;

T25-32 - repeat 4 times "step-touch" alternating left-right

Exercise no. 3. T33-34 - "skip" to the size-hi left leg before to 450

T35-36 - "skip"-hi the extent feet straight ahead to 450

T37-40 - is repeated 33-36 times

Exercise No. 4 T41-48 - "skip" with scope-hi left leg, right (alternate) side to 450.

Exercise No. 5. T49-50 - "skip"-hi left foot forward, back;

T51-52 - kip "foot-hi left side, back;

T53-56 - kip "-hi right foot forward and side

T57-64 - repeat 49-56 times

Exercise No. 6. T65-68 - before jumping on both feet, while carrying forward the arms;

T69-70 - "jumping jack" to return 900 to the left side arms;

T71-72 - "jumping jack" arms before

T73-74 - 900 turn right and jump forward on both feet, arms forward;

T75-76 - repeat jumping forward on both feet, arms forward;

T77-78 - "jumping-jack to return 900 to the right, carrying arms once before;

T79-80 - "jumping jack" side arms.

Exercise no. 7 T81-84 - "grevine" to the left, while the arms that were running sideways movement before crossing, bottom and back side, complete with a clap;

T85-88 - same as above to the right;

T89-96 - T repeats 81-82.

Exercise no. 8 T97-100 - "grevine" to the left, complete with clap;

T101-102 - "knee-lift" with the right knee, lower arms, clenched fist;

T103-104 - "kick" with the right leg, lower arms, clenched fist;

T 105-112 - repeat 97-104 times on right and "knee-lift", "kick" run with the left foot;

T 113-129 - repeated again from T97-112;

Exercise no. 9 T 130-134 - "jog" diagonally forward to left completed a jump on both feet and clap;
Exercise no. 10 T135-138 - "long" side left and right, side arms resulted in a jump off both feet and clap;
Exercise no. 11 T139-142 -; "long" with the left foot back, "knee-lift", "long" jump completed on both feet and clap;
T143-146 - "jog" diagonally back, finished with a jump in both feet and clap;
T147-160 - T 130-146 are repeated from the right leg;
T161-196 - repeat from T 130-160;
Exercise No. 12 T197-204 - "grevine" to the left and turn 360 degrees to the left completed a jump on both feet and clap;
T 205-212 - 197-204 T repeat right;
Exercise No. 13 T213-220 - "cha-cha-cha with your left foot then right foot;
T221-224 - 3600 back to the left;
T225-236 - 3600 back to the right;
T237-252 - is repeated once again time for the T197-252;
T253-260 - "march";

Exercises on the soil

Organization pedagogical experiment.

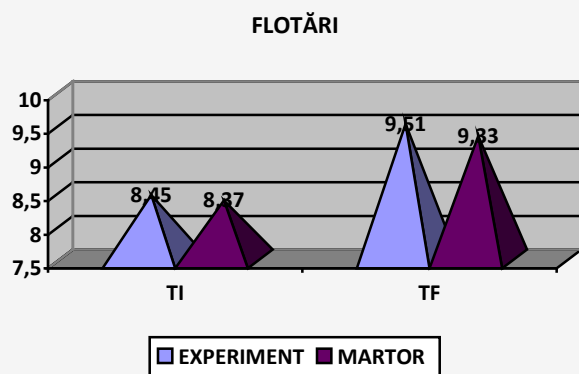
The research aspect included two groups (control and experimental), each consisting of 29 elevi. Subiectii control group were represented by ninth-grade students of A, consisting of 14 girls and 15 boys, and the experimental group ninth-grade students in C, 13 girls and 16 boys.

The experiment included 10 lessons, 5 weeks, an initial and a final evaluation and 8 lessons that were applied in specific ways aerobic gymnastics in the experimental group and traditional work force development in control group.

Discussion

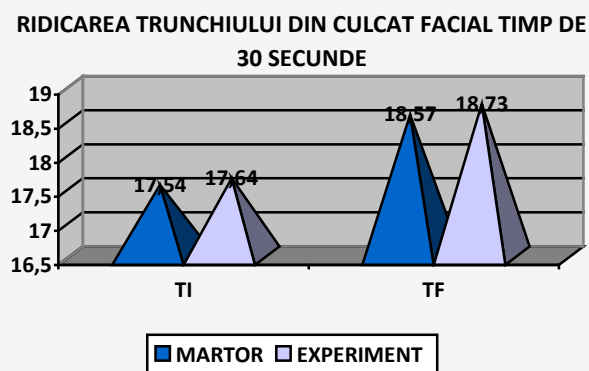
Data obtained from the performance of longitudinal teaching experiment were analyzed to observe the evolution of force development between initial and final testing.

Analysis was performed by gender, between the two groups more clearly to mark progress on the research.

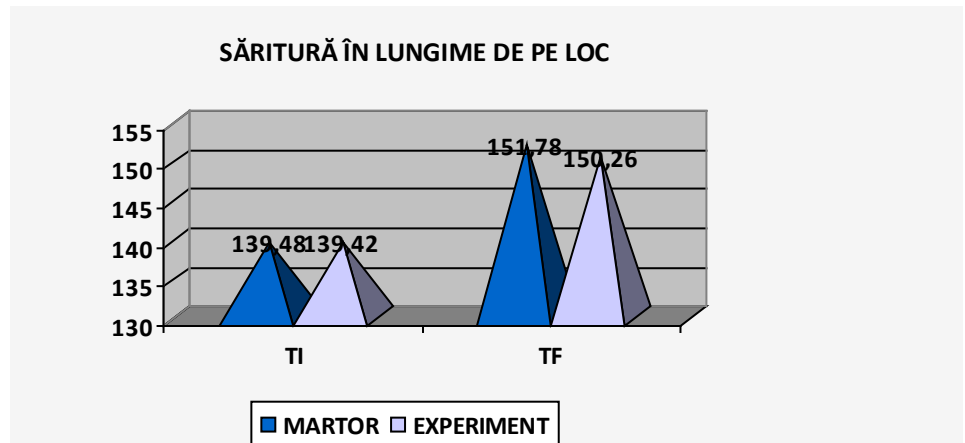


The control group to test floating înregistrat percentage progress between the two tests of 11.47%, and if progress experimental group was 12.54%.

Lifting body sample for 30 seconds gave the small advances 5.87% 6.18% control group and experimental group.



To test the long jump standing advances were 8.82% (control group) and 7.78% (experimental group).



- Mention that in the control group worked to sixth part, time working with ranges between 11:15 and experimental group worked to link to you, during the activity being 22 to 28 minutes working time is– Dual experimental group activity but the impact of both effects on muscle strength (especially the under strength) and aerobic capacity building of the body.

Conclusions and proposals

Upon completion of this research and analysis of data we come to some conclusions:

We noted that the use of background music in the aerobic program of the lesson was encouraged students and I noticed their active involvement in their work.

Effects obtained reinforce the idea that aerobic exercise can be used as an optional subject in the physical education lesson.

I conclude arguing that the effects are beneficial means of aerobic and strength development in physical education lesson to pupils in secondary and recommend its use occasional series of lessons for the positive effects has the objectives of the incumbent– disciplines in the curriculum. The realization of the research proposal emerges for the practice: To produce the desired effects and achieve objectives incumbent, aerobics should be used in a series of lessons, minimum numbers 5-6.

The use of background music is beneficial to the mood of students. Dosage effort should be guided by potential students. Can be an

alternative to force development under strength and aerobic capacity. Recommend avoiding high impact exercises and disproportionate use of jumps, which may have some adverse effects in the joints and spine.

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Titlu: Influența utilizării mijloacelor gimnasticii aerobice asupra dezvoltării aptitudinii motrice forță la elevii din liceu.

Cuvinte cheie: gimnastica aerobica, forta, elev.

Rezumat: Lectia de gimnastica aerobica are un puternic caracter formativ avand in continutul ei, pe langa pasi specifici „aerobicii” si o gama variata de mijloace preluat din gimnastica de baza, ritmica, sportiva, elemente semiacrobatice, pasi de dans clasic, modern,

popular,dans-jazz. Toate aceste mijloace vizeaza dezvoltarea fizica generala,imbunatatirea conditiei fizice si psihice a participantilor.

Titre: L'effet de la gymnastique aérobic sur le développement de moyens de force motrice dans la capacité des élèves du secondaire.

Mots-cles: gymnastic aérobic, la force, l'étudiants.

Résumé La leçon de gym aérobic possède un caractère formative, compte tenu de son contenu, en plus de mesures spécifiques "aérobic" et un large éventail de moyens pris de la gymnastique rythmique fondamental, semi acrobatic sport, à quelques pas de la danse classique, danse moderne, jazz-folk. Tous ces signifie davantage le développement de la physique générale, améliorer la condition physique et mentale des participants.