

ROLE OF THE MEANS IN DANCE IN THE EDUCATION OF PSYCHOMOTILE SKILLS FOR PRETEENAGERS

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Key words: *dance, musical accompaniment, motility, psychomotile skills, rhythm, movement.*

Abstract: *Musical accompaniment is a part of the concept of music education, and any move away from compliance music performance efficiency entails minimizing the proposed motile content. The selection of the operational models and their application under the musical accompaniment for the purposes of rhythm education and motyle musicality contributes to efficient education and in the same time for the optimization of the dance lesson in the specialized clubs.*

Introduction:

The dance, like all physical activities, develops important psychomotor skills. In the opinion of Dr. John Dragan (2005), motility is subject to internal and external factors that have a high intensity in childhood and adolescence. Among the specific psychomotor skills to be improved by means of dance are: mobility, speed, strength and expansion.

Mobility and flexibility are qualities that engage required joint participation by the chain of the motile mechanisms, which made moving the bone segments. The amplitude of the movement joints depends on the morph-functional joint type and age, gender and physical training of the performer.

Mobility within specific physical training is a physical quality key, which is required to be processed in all the joints at its peak, especially in performance in certain sports, as well as in and dance. Mobility development method involves the following rules:

- Warming up, gradually and maximally of the muscles or of the muscle chain at which the mobility exercise take place, to get

maximum functional capacity in the joint or in the respective joints.

- After warming up with exercises, the application of auto passive or passive exercises will continue to be performed with pair or by the teacher or the respective coach.
- After obtaining the concerned mobility parameters, continue to alternate with the methods: isometric, bodybuilding, power training.
- Relaxation of the muscles and of the joints through relaxation and stretching exercises and self massage in pairs;

The speed is the body's ability to perform fast movements in certain given conditions. The speed has several forms, namely: responsiveness, speed of execution, movement speed, repetition rate speed, all being important motile qualities very important in dance.

The strength is the ability of the body, which based on muscle contraction, overcomes various external resistance or weight and inertia of some of the parts of the musculoskeletal system. Share of the hereditary factor is substantial, the heritability coefficient is estimated at over 0.80% as authorized views, appreciating that force is genetic determinism and is above the speed.

Materials and methods:

Research was conducted during the 2010-2011 school year at Children's Palace in Suceava. As a teacher of this institution, I wanted to build on the experience selecting a research group. Starting from the fact that dance is a less promoted in the instructive activity in high school age, we found it necessary to check the applied intervention for the research group consisting of 15 students girls, between 15-17 years age.

The study was conducted during the specific training in choreography preparation that took place in the weekly or daily training designed to prepare the students girls, accompanied by appropriate musical accompaniment.

We selected and implemented operational models containing specific instructional gymnastics for process optimization in terms of rhythm and of the motile musicality education. For this purpose we used the preparation of the body for effort, rhythmic themes and games in the musical measures 2/4, 3/4 and 4/4 for motile actions to be included in the musical phrases dimensions, the musical tempo and according to movement and height of the sound.

We also use the means for general development exercises, resulting in the free complexes and with objects in terms of an appropriate accompaniment for a selective influence of the musculoskeletal system.

All these structures were applied in each lesson during the research, taking in consideration the objectives and the duration of the lessons “rings”.

Proposed models have been acquired gradually in terms of complexity, starting from simple exercises based on wall bar and reaching the more difficult structures and their connections:

- a) Models to warm up:
 1. Exercises to prepare the body;
 2. Wall bar exercises;
 3. Artistic simple jumps and dance steps.
- b) Models for the fundamental part. Exercises to educate rhythm and motile musicality:
 1. Operational models of rhythmic themes
 - Rhythmical themes by percussion - are accompanied by songs on the musical measure of $\frac{3}{4}$, with moderate tempi (moderato);
 - Rhythmic themes through motion - are accompanied by songs on the musical measure of $\frac{3}{4}$, with moderate tempi (moderato);
 - Rhythmical themes by percussion and movement - are accompanied by songs on the musical measures of $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$;
 2. Operational models of musical games
 - Games to be included according to motile actions and the size of the musical phrases;
 - Game according the movement to musical tempo;
 - Musical games according to movement and the height of the sound.
- c) Models for physical training:
 1. Connecting artistic jumps in conditions of strength and force;
 2. Connecting artistic jumps with final pictures positions.

Results:

During the 5 months of the experiment, data obtained from initial and final tests that were made, emphasizing the dynamics of the registered parameters after applying of the tests that verified the

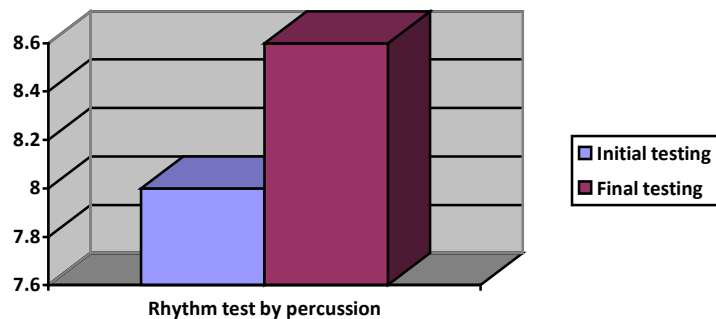
effectiveness the means to solve the tasks of training lesson of the examined subjects.

Based on the data and of the calculated statistical indicators the table bellow was realized for the obtained results:

Table 1 Summary of results from tests of rhythm and motility

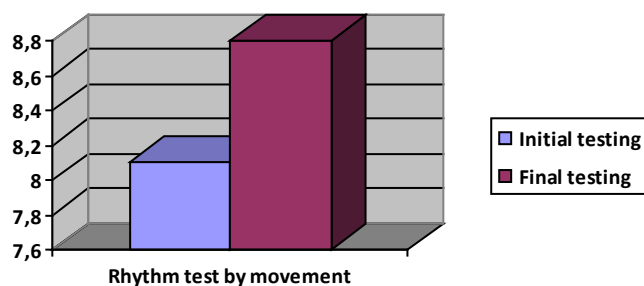
	Proof of rhythm and motile musicality				Coordination test	
	Percussion		Movement		Initial Testing	Final test
	Initial Testing	Final test	Initial Testing	Final test		
Arithmetic Average	8 points	8.6 points	8.1 points	8.8 points	8.2 points	8.4 points
The difference	0.6		0.7		0.2	
Index Brada	7.22%		8.28%		2.40%	

Checking of the degree regarding the education of the rhythmicity in the proposed research group it was revealed by representation of a musical phrase through percussion to audition. The registered average values at the end of the experiment were improved by 0.6 points, which confirms the effectiveness of the means that were used during the study resulting in the rhythmic themes and games regarding the expressed rhythm by musical accompaniment. At the rhythmicity test through percussion the registered progress was confirmed by Brada index (rate of progression) of 7.22%.



Graph No. 1 Dynamics of the values by percussion rhythmicity

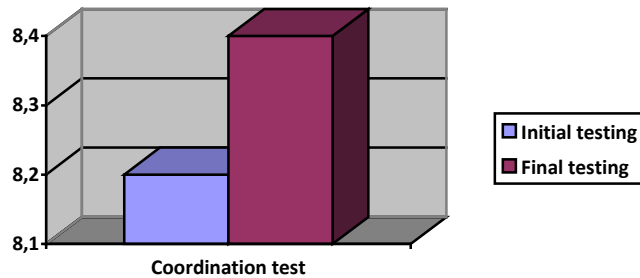
A higher value growth is observed at the end of the research for the rhythmicity test through movement that consisted of transposing through motion a musical phrase of 16 tempi. Following the registered assessments made by the experimental group components it was observed an increase of 0.7 points in final testing, which shows the role, represented by rhythmic movement, and of complexes of general physical development that have requested the performance of the movements in the notes values (half, quarter or the optimal values of the notes). Index Brada, accounting for 8.28% of end value confirms improved research.



Graph No. 2 Dynamic values to test rhythmicity through motion

At the test of the accordance between movement and music, the schoolgirls have made a combination of general physical development exercises on a musical phrase of 16 tempi, including movements of the arms and legs. After 30 seconds of music party notification the tested subjects had the task of classifying movements as correctly executed in accordance with the song and as original possible.

Following the research assessments that were made at the end, a sensitive increase of 0.2 points was present, which justifies the difficulty of the test and the limited time to realize the experiment. Index of progression of 2.4% confirmed the value of the evolution and the role of the development diversified means.



Graph No.3 Dynamics of the coordination test values between movement and music

Conclusions:

One of the factors leading to optimization of teaching process in gymnastics lessons is using the music. This is not only recorded in the speciality literature, it is proven that music has played a positive role for schoolgirls in terms of learning the proposed models, these models becoming more affordable.

Musical accompaniment was part of the lesson, helping it to a permanent line between movement and music. With the presence of various musical genres during physical education classes were taught and how to listen to music, how to differentiate musical genres, while being educated in the spirit of musical culture.

Proposed models have been acquired gradually in terms of complexity, based on these simple exercises and progressing to more difficult and highly complex connections. The classification of the proposed models on different songs was a factor that helped to better learning resources in the school curriculum.

Musical accompaniment is an acoustic-aesthetic component, associated with the specific motile behavior in directing, correcting, organizing and building the structures of the movements, having an importance and a specific interpretation with implications of the rhythmicity and psycho motility education.

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Titlu: Rolul mijloacelor din dans în educarea aptitudinilor psihomotrice la preadolescenti.

Cuvinte cheie: dans, acompaniament muzical, motricitate, aptitudini psihomotrice, ritm, mișcare

Rezumat: Acompaniamentul muzical reprezintă o parte componentă a conceptului de educație muzicală, iar orice îndepărtare de la concordanța mișcare-muzică atrage după sine minimalizarea eficienței executării conținutului motric propus. Selecționarea modelelor operaționale și aplicarea acestora în condițiile acompaniamentului muzical în sensul educării ritmicității și a muzicalității motrice contribuie la eficientizarea procesului instructiv și implicit la optimizarea lecției de dans din cadrul cercurilor specializate.

Titre: Le rôle des compétences psychomotrices dans l'enseignement de danse de pré-adolescents.

Mots-clés: la danse, l'accompagnement musical, la motilité, les habiletés psychomotrices, le rythme, le mouvement.

Résumé: Accompagnement musical est une partie intégrante du concept de l'éducation musicale, et tout écart par rapport efficacité des performances respect de musique consiste à minimiser le contenu proposé. Sélection de modèles opérationnels et leur application en vertu de l'accompagnement musical à des fins de régularité l'éducation et la musicalité de conduire à l'éducation efficace ou la leçon de danse par défaut d'optimisation dans les milieux spécialisés.