

FEATURES OF MOTOR SKILLS EDUCATION USING MOBILE GAMES FOR CHILDREN FROM PRIMARY SCHOOL

Mocrousov Elena¹

¹State University of Physical Education and Sports, Republic of Moldova

Keywords: educational process; physical state; motor condition; psychomotor tests; primary school; physical formation; physical education; physical actions; new approaches; new technologies

Summary

In the article submitted for publication is reflected the experimental material for the implementation of socially important problems such as the educational process in primary schools in the Republic of Moldova, which is to apply new approaches and technologies in interdependence with the physical education and upbringing. The school age is especially favorable to train and increase the necessary complex movements for children. Moreover, in the primary school, is the most easy to assimilate and improve the various forms of motor actions, that is explained, above all, by the intensive development of the functions of the motor analyzer. Therefore, the physical education of pupils in secondary schools, especially in the early grades, it is necessary to focus on creating the proper organization for necessary conditions.

Actuality

In modern conditions is extremely relevant to improving resistance of children to adverse conditions of social, economic and ecological environment contributing to the improvement of health, formation, preservation and strengthening of health and which is impossible without the appropriate organization of motor activity [2,3].

A special attention should be paid to the development of motor activity at the younger generation, that is, children whose health will be reflected on condition of the country's society in the future. It should be added that the need for movement, increased by physical activity, is the most important biological characteristics of the child's body. Limited muscle activity not only retards the development of the body, worsen

health, but also leads to the fact that at the subsequent stages of the age the child develops difficulty or do not possess those or other vital motor skills. An important stage in the development of children age is the school period, which has a twelve-year extension and promotes intensive development of their intellectual, mental, psychological, functional and motor abilities, in a complex form of educational and health level of students.

Among these, in this temporary phase the important aspect is the motor development of children, which in turn, improves the physiological and mental functions of the body, and also forms the physical status and activates the development of intellectual abilities of students [10]. However, currently, many researchers have observed that the educational and learning process in schools is characterized by increasing the volume and intensity of training and informative activity of children, which leads to a further reduction in the level of physical activity. This type of orientation and trend in the development of the modern school objectively doesn't corresponds to the need to solve the problem of physical education students, from the viewpoint of sufficient physical activity and adequate physical development.

Moreover, the absence of conditions for proper physical activity for children in families, kindergartens and schools contributes to the fact that there are such violations of the musculoskeletal system of the body as scoliosis and flat feet, which are almost irremovable throughout life and their condition, using directional motor activity only can stabilize it. The presence of scoliosis and flatfoot, also is a lack of children healthy physical activity that led to an insufficient physical aptitude, which in turn break their further functional development, and also affects their psychology, including reducing the sociability skills, which is an important factor in the formation of pupils individuality.

The systematically high physical activity in the school day regime directly increases the functional activity of muscular system and has a positive effect on pupils' mental health that scientifically confirms the effectiveness of directed influence through the motor system to the central nervous apparatus and mental functions.

Moreover, the optimal use of pupils motor activity, promotes the growth of mental health level in the school year, increase the high efficiency in the duration of the period, reduction the period of its decline and generating, increases performance, successful implementation of educational requirements. There are numerous examples [1,7, and others.], when pupils who were regularly involved in physical training,

by the end of the school year, their general performance have increased by about 17-18%, but those who were not involved have decreased by 12-13% . Therefore, today we need to increase the general and social significance of the educational process, starting in primary school, including physical education and its role in creating a healthy lifestyle, physical and intellectual perfection with spiritual riches and moral purity children. With a view to the implementation of socially important problems, the educational process in primary schools should be organized according to the needs and interests of children, using qualitatively new approaches and technologies in interdependence with the physical education.

Therefore, it is necessary to focus on creating the proper organization and the necessary conditions for pupils' physical education in secondary schools, especially in the early grades.

The main tasks solved during the course of pupils' physical training in the primary school can be divided into three (3) groups:

1. Physical education objectives.

Solving these problems is carried out by:

- Report the development of students and the available knowledge in the field of physical education.
- Necessary formation of the life motor's skills main fund, their strengthening and improvement
- The formation and consolidation of hygiene practices.

2. Objectives for the harmonious development of the growing organism, health strengthening, education of motor abilities.

Solution of these problems contribute to:

- Tempering the children's body, including: increased resistance to disease, reducing physical fatigue, resistance to thermal environmental factors, etc .;
- Raising of motor abilities. At this age, it is necessary, mainly in the form of a game and positive emotions to ensure the development of most age-motor abilities, especially high-speed and coordination;
- The formation and consolidation of correct posture in various conditions of motor activity and correction of the individual features of the constitution.

3. Objectives for forming the unity of physical training to moral, intellectual, esthetic and labor education.

- The listed tasks are formed directly in the educational activities of educational institutions, as well as in the physical education of children in the primary school. In this case, the physical education of children, in

addition to all these particular problems provides the necessary motivational component of physical activity, the formation of the ethical foundations of education and volitional qualities [4,5,9,12,13].

Research Methods.

The study organized by us on the topic exposed above was implemented by following methods:

- analysis of the scientific literature of leading scientists in the field of physiology, pedagogy, psychology and physical education of primary school children, followed by a generalization of the information received;
- pedagogical observations were made over the physical development and motor capabilities of primary school children;
- pedagogical experiments. It was supposed to carry out experiments to study the formation of basic motor abilities of primary school children;
- method of control test involves testing and evaluation of physical development and basic motor abilities to children 7-11 years;
- methods of mathematical and statistical processing of the experimental results were used for the study and treatment of the resulting statistical data on main statistical characteristics, followed by a comparative analysis on the t - Student criterion.

Research Organization.

The first study on the state of physical fitness elementary school children was carried out by the scientific program of the republican project "Modern trends of a healthy lifestyle through prevention and rehabilitation of the musculoskeletal system disorders in school-age children using physical methods" in Chisinau, in the Lyceum L. Deleanu. This study involved 50 primary school pupils (25 boys and 25 girls).

A second study in the form of a one-year pedagogical experiment was carried out in the same Lyceum L. Deleanu, Chisinau. In this experiment were also included 50 primary school children (25 boys and 25 girls).

Table 1. Statistical characteristics of the primary school students survey in the Lyceum L. Deleanu in Chisinau, over their physical status, motor manifestations and indicators of negative factors for their development.

№	Tests and negative factors	Statistical characteristics of results obtained	
		boys $\bar{X} \pm m$	girls $\bar{X} \pm m$
• Physical development			
1	Height (cm)	123,34±0,99	129,54±1,08
2	Weight (kg)	42,76±0,63	46,71±0,33
3	Chest measurement (cm)	5,60±0,34	5,20±0,43
4	Index Kettle (weight/height)	0,35	0,36
II. Motor conditions			
1	shuttle run 3x10M (sec.)	9,29±0,11	9,69±0,05
2	jump with a long running start (cm)	140,60±5,35	134,31±2,70
3	Lifting the body from reclining for 30 seconds (counted times)	18,35±0,85	17,88±0,75
4	push-ups of the hands lying on the gymnastic bench (counted times)	3,41±0,55	2,74±0,31
5	Sitting on the bench leaned forward (cm)	6,08±0,69	7,45±0,95
III. Negative factors			
1	Scoliosis (%)	13,33	16,66
2	flatfoot (%)	28,33	29,38
3	Obesity (the middle stage in %)	36,66	37,57
4.	Total negativity (%)	78,32	83,61

The results of children motor condition also reflect their motor physical inactivity characteristic for modern computerization social conditions, the lack of physical activity and overloading of the educational process in an elementary school. Moreover, we have identified that the current, modern children are behind their peers in motor development (according to Krivoruchko T.S 1984) by approximately 47%.

Thus, for the current generation of school children, including primary school needs to reform the educational process and especially physical education, which is fundamental for the proper physical development of children and health promotion when there exist a complex of negative factors.

Analysis of the games classification in numerous literary sources [5.13], from the point of view of historical development, gives us the opportunity to highlight some areas:

1. The classification, which depends on the problems, solved in the course of the game.
2. Games with peculiarities of the participants' relationship.
3. The game groups with peculiarities of the organization and content.

Based on the specific conditions of the carried competition over the mobile games complexes among pupils [10] offers an original classification. It was created on the basis of the following characteristic features:

- Motor activity of the participants.
- Organization of the players.
- The primary display of motor characteristics.
- Preemptive type of movement.

№ п/п	Tests and negative factors	Statistical characteristics of results obtained			
		$\bar{x} \pm m$	$\bar{x} \pm m$	t	P
I. Physical development					
1	Height (cm)	123,34±0,99	125,52±1,04	1,98	> 0,05
2	Weight (kg)	42,76±0,63	44,60±0,60	2,75	< 0,05
3	Chest measurement (cm)	5,60±0,34	6,35±0,30	2,14	< 0,05
• Motor condition					
1	Shuttle run 3x10M (sec)	9,29±0,11	9,03±0,10	2,36	< 0,05
2	Jump with a long running start (cm)	140,60±5,35	156,68±5,05	2,85	< 0,01
3	Lifting the body from reclining for 30 seconds (counted times)	18,35±0,85	20,89±0,74	2,92	< 0,01
4	Push-ups of the hands lying on the gymnastic bench (counted times)	3,41±0,55	5,01±0,51	2,81	< 0,01
5	Sitting on the bench leaned forward (cm)	6,08±0,69	7,62±0,62	2,17	< 0,01

Table 2. Statistical characteristics of boys examination from 2nd classes in the lyceum L. Deleanu, Chisinau, according to their physical status, motor manifestations and indicators of their development negative factors for the period of one-year experiment.

Note: n-25 f - 24 P - 0.05; 0.01; 0.001. t = 2,064 2,797 3,745

In our opinion, this fact indicates that twice a day, exactly the academic classroom for physical education with effective and positive emotional means and methods, including the dominant oriented gaming (outdoor games), gives positive results for a sufficient age development speed of movement, speed-strength and coordination abilities, relative

strength, flexibility, that the physical qualities of the boys, who at this age need to be developed.

CONCLUSIONS

1. In the physical education of children of primary school outdoor games belongs to the place of honor. They are the most suitable form of exercise, different attractiveness, accessibility, depth and versatility, not only the motor, but also the emotional impact.

2. By their nature, outdoor games are intertwined with sports games, and are a good tool for dealing with the early stages of training, when the motor skills have not yet escalated into a skill.

3. The special value of mobile games is the possibility of simultaneous effects on motor and mental sphere of the person concerned. The characteristic response of motor reactions, and selection of the correct behavior in the constantly changing conditions of the game determines the mainstreaming mechanisms of consciousness in the process of control and regulation.

4. High emotionality gaming activity allows the raising of the ability to control their behavior, contribute to the emergence of such traits as activity, persistence, determination, teamwork.

5. Fun activities contribute to the harmonious development of the musculoskeletal system, i.e. all groups of muscles can be involved in work, and the condition of competition requires from participants a fairly large physical tension.

6. Our own pedagogical experiment has shown that the active application in the educational process of physical education for primary school pupils, outdoor games and physical and motor development needs a improving reliability of motor skills ($P < 0.05-0.01$), such as speed of movement, speedy, force and speed-power manifestation, coordination, agility and flexibility.

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