

## **INCREASING THE MOTOR SKILLS OF THE 3RD AND 4TH GRADE STUDENTS THROUGH INITIATORY GAMES TYPICAL FOR HANDBALL**

*Ghervan Petru<sup>1</sup>, Tanase Elena<sup>2</sup>*

*<sup>1</sup> Ștefan cel Mare University of Suceava, Romania*

*<sup>2</sup> Ieremia Irimescu Elementary School from Brusturi, Romania*

**Key words: dynamic games, initiatory games, motor skills, motor abilities and capabilities**

**Summary:** Being integrated in the complex content of the physical activity, the dynamic and initiatory games are considered to be educational and training characteristics. Due to these, the game represents one of the main methods used in the physical education class, supplying considerable contributions to accomplishing the objectives of this subject.

They are the basic elements of the physical education because: these are activities particular to the student's age group, contribute to the improvement of the general motor skills, developing and perfecting a wide range of motor skills and abilities, and also adding to the growth of the initiative, imagination and sense of perception indexes; from this early age it develops the competitiveness perception creating relationships based on co-operative and mutual aid, respect for the fellow member of the team or for the opponent, having regard for the rules which they accept and abide by.

### **INTRODUCTION**

We cannot live in the absence of games, which are not specific only to the child, but it accompanies the man throughout his entire existence, even though it has the main role in the childhood. Playing is, thus, an activity specific to the human species.

Modern Psychology stipulates that through playing the child develops all his main qualities: sensorial, motor, self-receptive, eloquent and intellectual. All of these contribute in the end to the development and shaping of the child's personality. Having a lot of positive influence over the child, motion games have become an important part of the physical education class and have been introduced in the curriculum for all education cycles (primary, secondary and upper-secondary).

As every game has a specific set of rules, the child learns to rate correctly certain situations created while playing the game, to make decisions, on his own or in correlation with other competitors, challenging him at an intellectual level. That is why the chosen games need to be pleasant, to stimulate competitiveness, enthusiasm, but also to develop knowledge, abilities and basic motor skills which help the child prepare for life, for work and at the same time become aware of his own possibilities.

Motion games, together with the other methods and means used in the physical education class, in general, make an extremely important contribution to the accomplishment of the instructional and educational objectives.

### **THEORETICAL AND METHODOLOGICAL SUBSTANTIATION**

According to 'The terminology of Physical Education and Sport' the motor skill is "the total amount of the natural and acquired motor capabilities through which one can make different types of efforts, either in structure or strength." Summarizing the ideas of several specialists, PhD Gheorghe Cârstea defines the motor skill as being "the dynamic human potential (either progressive or regressive in ontogenesis) given by the dialectic sum of qualities and motor capabilities".

By summarizing the specialists' views, a conclusion has been drawn according to which the motor skills consist of:

- basic motor capabilities
- utilitarian-applied motor abilities
- motor abilities specific to a certain type of sport
- motor qualities.

It is obvious that the motor skill, while carrying out the task, is influenced by the physical process, biochemical process or by the level of the morphological and functional index.

There are two types of motor skills:

- general
- particular.

The general motor skill consists of the basic motor qualities (speed, handiness, endurance and strength) and basic and utilitarian-applied motor abilities (walking, running, jumping, throwing-catching, carrying weights, climbing, crawling, climbing up-down, keeping one's balance, hauling and thrusting).

## **RESEARCH METHODOLOGY**

**The goal of the research** – the thesis is highlighting the importance of using initiatory games to develop/increase the motor skills particular for handball.

**The conjecture** – the thesis started from the premise that using rationally and consciously initiatory games in physical education classes there will be positive results regarding the growth of the motor skills for the 3<sup>rd</sup> and 4<sup>th</sup> grade students.

### **The tasks of the research:**

- consulting the reference list in order to understand the situation in which the theme is compared to others and at the same time its real level (research);
- choosing the target group (number of students, age, characteristics)
- conducting a quiz for the specialists regarding some aspects of the theme researched
- preparing the physical trials, the machines and the measurement instruments;
- establishing the research methods;
- analysing and interpreting the data of the experiment;
- formulating the conclusions and the proposals.
- writing the bibliography for the thesis.

### **The Target Group**

The classes involved in the experiment consisted of students from "Ieremia Irimescu" Elementary School from Brusturi, Neamț County:

- 3<sup>rd</sup> grade – 16 students – 11 boys and 5 girls;
- 4<sup>th</sup> grade – 20 students – 12 boys and 8 girls;

The witness classes consisted of students from "Grigore Sturzu" Elementary School from Târzia, Neamț County, a subordinate structure of "Ieremia Irimescu" Elementary School from Brusturi, Neamț County:

- 3<sup>rd</sup> grade – 16 students – 8 boys and 8 girls;
- 4<sup>th</sup> grade – 20 students – 9 boys and 11 girls.

### **Research methods**

- a) Analysing the bibliographical references and the planning and attendance documents method
- b) Observation method
- c) Quiz-based method

- d) Experimental method
- e) Statistical and mathematical method.

**Physical trials**

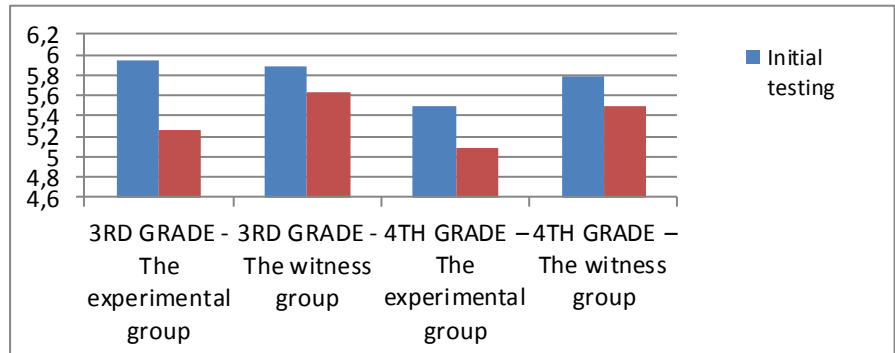
- Sprint running for 25 metres - high start;
- covering the lay-out with two balls;
- throwing to a standing target;
- alternate jumping using a skipping rope, with movement;
- doing crunches from lying down/supine position;
- stationary long-jump;
- endurance running;
- covering the motor lay-out particular for handball.

**Methods and resources used during the lessons**

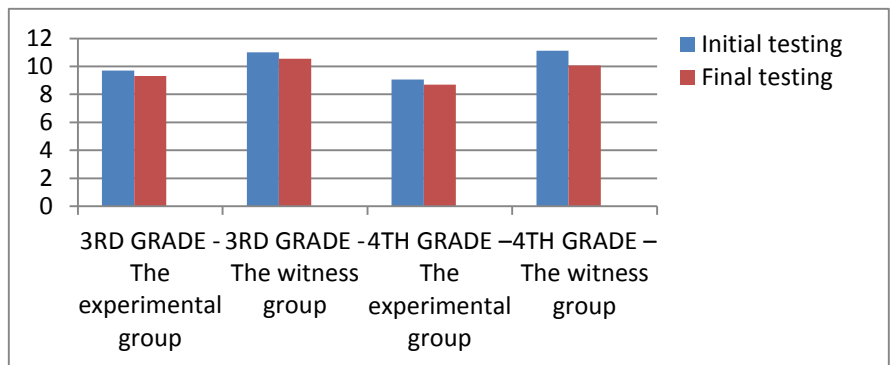
- using particular games to acquaint the students to walking and running
- practicing particular games to develop the abilities for throwing and catching
- implementing games to acquire the jumping skills
- using games which help internalize the utilitarian-applicable skills
- practicing particular games for the increase of speed
- using games for the enhancement of the handiness
- executing games to build up endurance
- using particular games to increase strength
- practicing games to learn some technical steps/movements in handball.

## Interpreting data

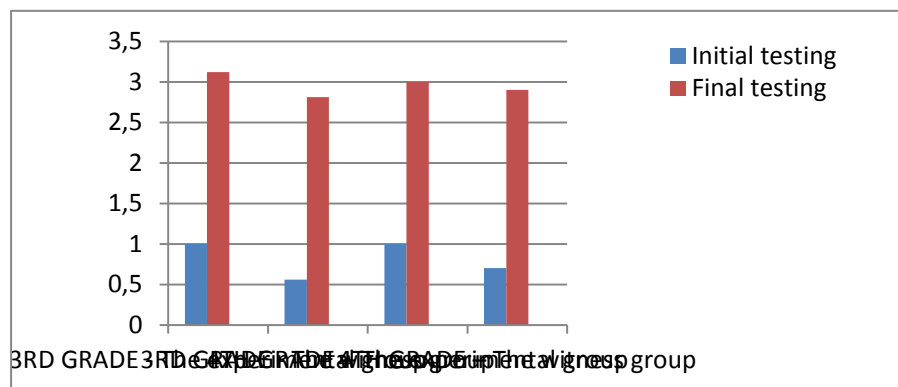
### 1. Sprint running for 25 metres - high start



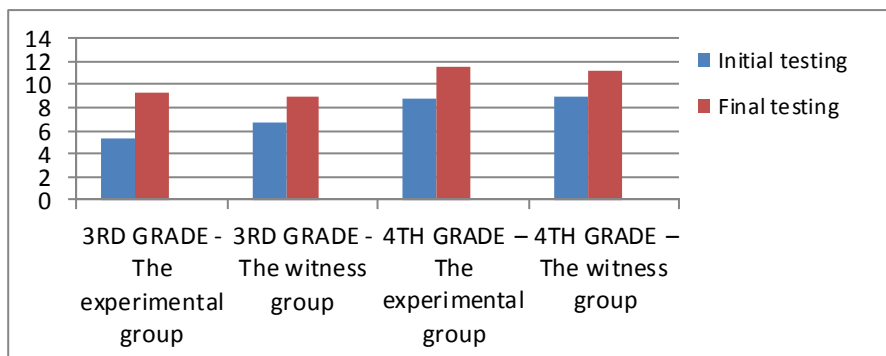
### 2. Covering the lay-out with two balls



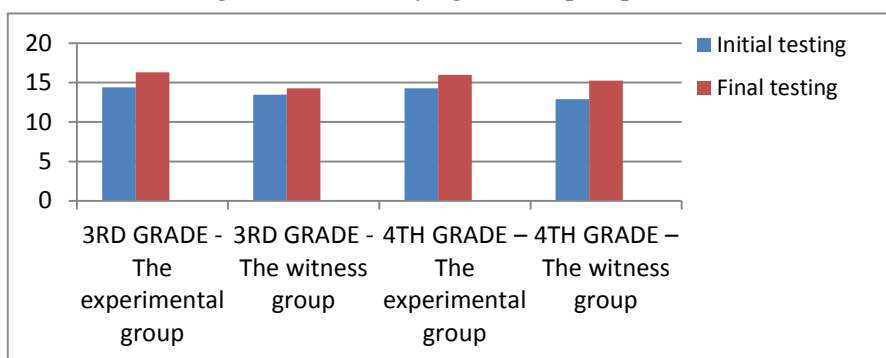
### 3. Throwing to a standing target



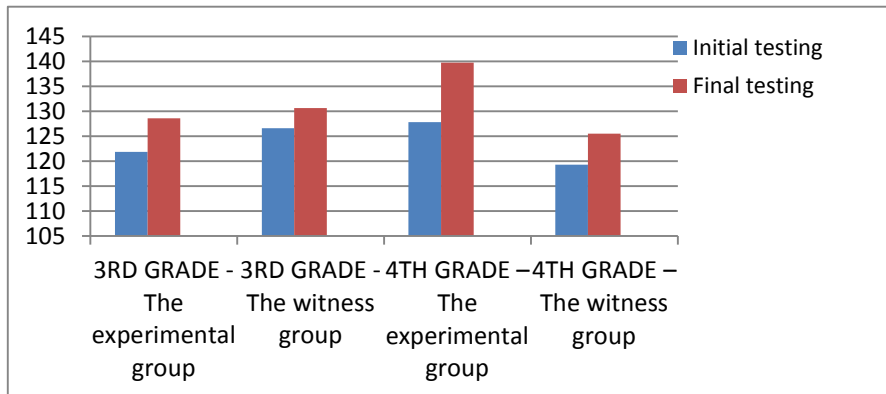
**4. Alternate jumping using a skipping rope, with movement**



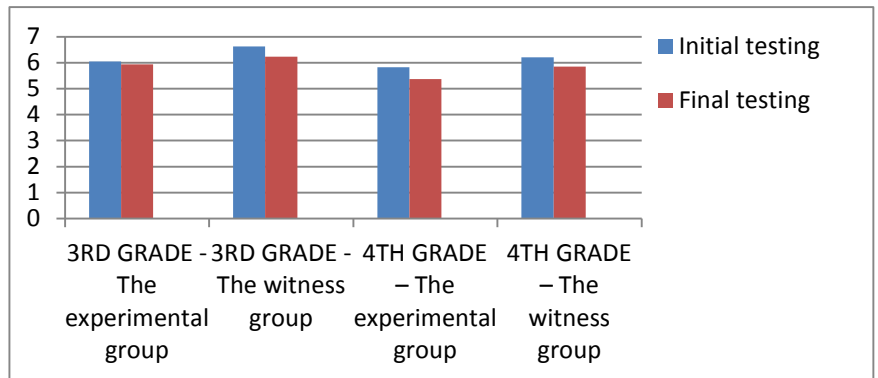
**5. Doing crunches from lying down/supine position**



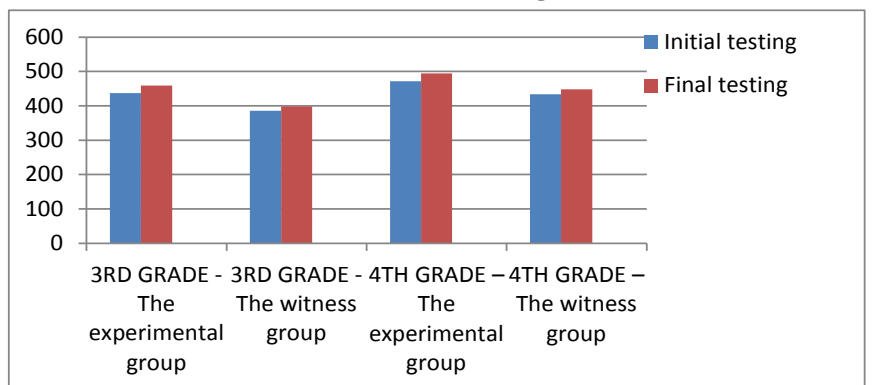
**6. Stationary long-jump**



**7. Covering the motor lay-out particular for handball**



**8. Endurance running**



**Final conclusions and proposals**

The theme that was chosen and presented in this thesis which targets the increase of the motor skills in 3<sup>rd</sup> and 4<sup>th</sup> grade students through initiatory games particular for handball, allowed and determined me to make inquiries both on a theoretical level, in the first part of the thesis, and also on a practical level, in the second part of the thesis.

Correlating my own data with those from the scientific literature, I can say that my work conjecture was fully justified, thus it is true that by using rationally and consciously initiatory games in the Physical Education class the levels of the motor skills increase.

At the end of my study I drew the following conclusions related to the use of games:

- stimulates and influences a series of personality traits among which there are: initiative, creativity, responsibility, orientation skills, the wish to excel, the students' organisational skill, self-confidence and confidence in other, making decisions quickly, dynamism, being organised, correctness, honesty, competitive spirit, courage, determination, self-possession, perseverance, attentive, critical thinking, independence, team spirit, cooperation and mutual support, respect towards the others etc., which are useful in everyday life;

- contributes to the improvement of the general movement, training and perfecting a wide range of motor abilities and skills;

- together with the contribution of the morphological and functional index, influences positively the development of the motor qualities and the improvement of the motor skills and abilities, that is why it is necessary to be given the proper attention (using the right methods and resources) throughout every activity

- the indices of both the motor qualities and the motor skills and abilities have noted a real progress, set based on the results of the students in the final trials, topic discussed in the previous chapter.

As a follow up of the research and the results we have obtained, there can be made a series of proposals which will be taken into consideration by the teachers of Physical Education for a better unfolding of the class:

- selecting the most efficient resources and methods in the training period;

- increasing the activity and motivation of the students by using the resources creatively:

- adapting the practice methods according to the tasks they are carrying out, the place the class is held and the available resources, the age and morphological, the student's functional and psychological traits, his level of physical development and medical condition.

### **Bibliography:**

[1] Alexe, N. *Modern Physical Training*, CCPS Publishing House, Bucharest, 1993

[2] Alexe, N. *Physical Education and Sports Terminology*, Stadion Publishing house, Bucharest, 1974

[3] Barabaş, L., Barabaş, N. *Initiatory movement games particular to handball*, FEFS, Cluj Napoca, 1995

[4] Cătună, G.C., Alupoie, M. *Handball/Course in IFR technology*, România de mâine Publishing House, Bucharest, 2012



- [5] Cârstea, Gh. *The theory and methodology of physical education and sports*, AN-DA Publishong House, Craiova, 2000
- [6] Cucuș, C. *Psycho-pedagogy for the permanent teacher certification and teacher degrees exams*, Polirom Publishing House, Iași, 2008
- [7] Demeter, A. *The physiological basis of Physical Education*, Stadion Publishing House, București, 1974
- [8] Ghervan, P. Initiatory games for handball, "Ștefan cel Mare" University - FEFS, Suceava, 2006
- [9] Lupu, B.J., Cojocaru, N., Gheorghe, A. Teaching methods for Physical Education at the primary level, "Gheorghe Alexandru" Publishing House, Craiova, 2008
- [10] Kunst Ghermănescu, I., Hant, V. *Handball I, second edition* Fundația de mâine Publishing House, București, 2000
- [11] Scarlat, E., Scarlat, M.B. *Physical education thesis* Didactical and Pedagogical Publishing House, Bucharest, 2011

### CREȘTEREA CAPACITĂȚII MOTRICE LA ELEVII DE CLASA A III-A ȘI A IV-A PRIN JOCURI PREGĂTITOARE SPECIFICE JOCULUI DE HANDBAL

*Ghervan Petru<sup>1</sup>, Tanase Elena<sup>2</sup>*

<sup>1</sup>Universitatea Ștefan cel Mare Suceava, Romania

<sup>2</sup>Școala gimnazială Ieremia Irimescu Brusturi, Romania

**Cuvinte cheie:** jocuri dinamice, jocuri pregătitoare, motricitate, priceperi și deprinderi motrice

**Rezumat:** integrate în conținutul complex al activității corporale, jocurile dinamice și pregătitoare sunt considerate drept valențe formativ-educative. Datorită acestor valențe, jocul reprezintă unul din principalele mijloace ale educației fizice, aducând contribuții semnificative la realizarea obiectivelor acestei discipline.

Sunt mijloace de bază ale educației fizice, deoarece: sunt activități specifice vârstei; contribuie la îmbunătățirea motricității generale, formând și perfecționând un larg sistem de priceperi și deprinderi motrice, contribuind în același timp și la creșterea indicilor de dezvoltare a inițiativei, imaginației, spiritului de observație; încă de la această vârstă, dezvoltă spiritul de competitivitate, de întrecere, asigurând relații de colaborare și întrajutorare, respect față de coechipier sau față de

partenerul de întrecere, în spiritul regulilor pe care le acceptă și pe care le respectă.