

Original Article

Theoretical approaches regarding the development of learning in physical education lessons

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Abstract

Problem Statement: The overall objective of the work is the development of skill, we have focused on building exercises to facilitate this. Skill can be achieved by learning to accelerate and decelerate movements, or rapidly, suddenly and with the utmost efficiency of the trajectory changes of a segment or multiple body segments, while maintaining control over the body. It also develops a succession of movements in terms of execution accuracy, pace and synchronization of movements with music and movements between partners, but also learning and increasing the speed of association, unprecedented, logical and elegant combination of known motion sequences.

Purpose: We believe that using rhythmic gymnastics exercises that aim at coordination, both segmental and inter-partner, we can achieve an improvement in the performance of the movements.

The working hypothesis was established on the basis of the methodology of teaching rhythmic gymnastics, combined with familiar training methods.

Methods: In the study we used research ascertaining

Results: One of the most beneficial forms of organizing the free time of students, and not only, is sport, and one of the most beautiful forms can be considered rhythmic gymnastics. In order to combine art with sport and to create the feeling that the competition is carried out by as many different ways as possible, I believe that the attitude of the rhythmic gymnastics in the 8th grade, which will face the capacity test, is more than beneficial.

Discussion: The artistic component of these classes will play an important role in the development of aesthetic sense and in the orientation towards the beautiful, pleasant and coherent of all the activities children will continue to do in school. We need to propose and set clear objectives according to the type of lesson and the concrete tasks, so that we can use the best methods and means for the exercises to be maximized.

Conclusions: In conclusion, we consider that the rhythmic gymnastics classes, which could be introduced in the extracurricular secondary school curriculum of secondary school, can bring improvements to the children of gymnasium in the sense of finding concrete means regarding the accuracy of the body movements in general but and improving ways of interpersonal communication among children.

Key words: rhythmic gymnastics, skill, physical education.

Introduction

Skill is a psychomotoric quality that must be constantly developed in preadolescent students, which will help them adapt their own movements and motor skills to the newly learned movement technique. Skill has dexterity and skill as synonym, and it is found in the literature as coordinating capacity. Skill puts the subject in the position of coordinating their own movements with maximum speed and efficiency, and adapting to the requirements of practiced sport [1].

The acquisition of coordinating skills should be at the forefront of gymnastics and gymnastics lessons at the gymnasium level, as at this age the opening for motoring is very high, the plasticity of the cerebral cortex is still elevated and the children have a perceptual capacity processing of very good information, which will help learning.

The main achievements in terms of introducing these hours are to stimulate and enhance the body's ability to express the body, which greatly stimulates imagination, thinking, and teaches children how to report movements in time and space. Rhythmic gymnastics also develops segmental coordination, rhythm, attention, concentration ability, agility, strength, endurance, discipline and, last but not least, aesthetic sense (including interpretation and musical sense) [9].

We can see rhythmic gymnastics as a social activity subordinated to goals other than those of physical education. Society has encouraged the practice of expression sports because it materializes in a tendency that becomes a defining body of man, the desire to compete with others and with himself, but having the advantage that this is done in a peaceful and beautiful way [5].

Becoming competitive, rhythmic gymnastics developed an arbitration system based on well-established rules. This has led to the development of the execution technique. To achieve the rhythmic gymnastics and to achieve the technically desirable value, athletes use kinesthetic, visual, auditory, tactile and vestibular analyzers.

The education of motor skills during the preschool period has been taken into account by most psychopedagogic specialists, because at this age they ensure the effectiveness of physical activities and highlight the physiological potential of the pupil. At the same time, this type of education, stimulating the lust for life, improves all of the student's activities, including learning.

Joffre Dumazedier considers leisure time to have three main functions for the individual, namely: rest, entertainment and personality development. They are in close contact with each other, even when, apparently at least, they are in opposition. By resting man frees himself from fatigue, through entertainment we release ourselves from boredom, and the development of personality comes to counterbalance the effects of the automatism of thought used in everyday actions and especially at work [3].

R. Meyerson defines it as a time of respite, rest, recreation or time used at will. These definitions include terms like rest, education, various social activities, conversation, walking, sports and various forms of fun, but also the temporal distinction of work and the absence of constraint on the use of its content.

The most beneficial form of organizing the free time of students, and not only, is sport, and one of the most beautiful forms can be considered rhythmic gymnastics. In order to combine art with sport and to create the feeling that the competition is carried out by as many different ways as possible, I believe that the attitude of the rhythmic gymnastics in the 8th grade, which will face the capacity examination, is more than beneficial.

Coordinating capacities are a "psychomotor preponderant complex of skills that imply the ability to quickly learn new movements, adapting rapidly and efficiently to various conditions, specific to the different types of activities, by restructuring the existing motor stock" [2].

In the literature, skill is defined in a triple direction: primarily as a complex motor quality, secondly as an individual's ability to quickly learn a new movement, being synonymous with motor skills elementary, and thirdly as an ability to rapidly reshape movements in varying conditions depending on the concrete conditions of doing so. If we add that skill manifests itself in terms of the sporting branch and the execution of every basic and applicative driving skill, we have the whole.

Methods

Methodical aspects of skill development:

- 8-10 years is considered the period of intense development in which the ability to react, the capacity of high-frequency movements, the spatial differentiation and coordination, equilibrium and skill increase;
- Deficiency in coordination capacity, except for the pathological cases in which the path of the nervous influx is interrupted, is due to a lack of stimulation during the first years of life. In this case, it is recommended to develop a program to stimulate coordination;
- During the second stage of development, maturation is completed in the cortical area, which favors the elaboration of more complex and more precise motoric acts. It is therefore advisable to provide children with the most accurate information to organize their movements through the most subtle sensations and perceptions as accurate as possible;
- In children and adolescents, the processes of adaptation to physical and mental tasks follow the same laws as for adults, but in order to maximize the results, it is advisable to apply the decomposition of the movements, the recomposition of the complex structures gradually and the quantitative accumulation over time.

Due to the extraordinary development of the central nervous system, childhood should be given a great deal of skill.

Factors underlying Coordination Development:

1. Kinesthetic Intelligence - refers to the fact that a remarkable sportsman impresses not only with higher skills but also with the ideas and ways to solve the driving tasks he faces.
2. Sense and accuracy of senses - motor analyzers and kinesthetic sensors, the balance and rhythm of muscle contractions, are particularly important factors in developing skill.

Kinestezia develops through systematic training, resulting in the ability to perform skills at a higher level of coordination, precision, efficiency and speed.

3. The driving experience and the luggage of skills that were formed during childhood are the way forward in the development of body shape.

Coordination is influenced by the development of other motor skills as they are closely linked. Poor capacity in a particular sector is a limiting factor in improving coordination.

Measures and methodical guidelines for skill development:

- Learning and improving as many motor skills as possible;
- Exercises must be of greater difficulty;
- Avoiding exercises that cause students' driving bottlenecks;
- Between the exercises pauses will be made to complete the effort capacity;
- Avoiding a great deal of exercise during a lesson [7].

Practical exercises are good for preadolescents both physically and mentally. Their autoplasmic role is achieved by:

- the formation of the real image of the movement, doubled by an ideal image;
- Improving self-image and increasing the value of the inner self;
- Increasing confidence in your own forces;
- formation of the complex body scheme;
- the ability to use nonverbal communication;
- Developing the capacity to adapt to situations faced and overcoming unexpected accidents.

Results

Through the execution of a rhythmic gymnastic movement complex we can make training changes in both morpho-functional and neurological spheres. Thus we can have:

1. Muscle toning - we can achieve a high muscle contraction efficiency and at the same time an optimal excitation of the nerve formations that occur in the regulation of the muscular contraction state involved in the movement.
2. Articular mobility - ensures a variety of angular amplitudes that do not affect joints during movement.
3. Musculoskeletal suppleness - we ensure mobility so that we have controlled and guided stretching and a quick and easy adaptation to variations in amplitude and motion velocity.
4. Neuro-motor mobility - Provides easy and fast muscle excitement while maintaining movement control.
5. Agility - Learn acceleration and deceleration of movements while at the same time rapidly changing their trajectory.

The tasks of my study are as follows:

- Finding and classifying exercises to allow access to rhythmic gymnastics approaches to children;
- Classification of exercises based on the effects they produce, taking into account the level of training.

Discussion

This paper considers the importance of temporal structure or rhythm, as one type of movement retrieval cue or prime, for optimum movement execution and emphasizes its potential for enhancing human performance. To present this case, we consider evidence from the motor control literature that discusses the importance of temporal structure and rhythm and how these movement constraints are organized in the human body. We consider how such constraints have been researched to date, and the central role they might play in developing, maintaining, and prompting optimal movement patterns [6].

Motor abilities (whole-body coordination, dynamic balance, static balance, sense of kinesthesia, whole-body movement time, and eye-hand coordination) as well as perceptual abilities (whole-body reaction time, anticipation of coincidence, and depth perception) were compared. Analysis showed that scores on measures of whole-body coordination, dynamic balance, and static balance were higher for elite groups of athletes than for corresponding control groups. Moreover, elite athletes in the oldest group scored higher than those in the youngest group on anticipation of coincidence, on eye-hand coordination, and on static balance. These findings indicate the presence of systematic differences between elite athletes and nonathletes on motor abilities related to experience in this sport [4].

Argues that although a number of closed-loop postulations to explain motor skills learning and performance phenomena have appeared recently, each of these views suffers from either (a) logical problems in explaining the phenomena or (b) predictions that are not supported by the empirical evidence. After these difficulties are discussed, a new theory for discrete motor learning is proposed that is considered to be capable of explaining the existing findings. The theory is based on the notion of the schema and uses a recall memory to produce movement and a recognition memory to evaluate response correctness. Some of the predictions are mentioned, research techniques and paradigms that can be used to test the predictions are listed, and data in support of the theory are presented [8].

Conclusions

In conclusion, we consider that the rhythmic gymnastics classes, which could be introduced in the extracurricular secondary school curriculum of secondary school, can bring improvements to the children of gymnasium in the sense of finding concrete means regarding the accuracy of the body movements in general but and improving ways of interpersonal communication among children.

The artistic component of these classes will play an important role in the development of aesthetic sense and in the orientation towards the beautiful, pleasant and coherent of all the activities children will continue to do in school. We need to propose and set clear objectives according to the type of lesson and the concrete tasks, so that we can use the best methods and means for the exercises to be maximized.

Skill is a form of complex expression of performance, which facilitates the rapid learning of new movements and adapting with maximum efficiency to varied situations, which can be confronted with the

specificity of each sport branch or other basic motor skills. Respecting learning rules will allow control of the moving body, coordination of movement between movement and breathing, and better posture control, resulting in greater childhood elegance.

In this sense, I think it is advisable for the city to be built individually, depending on the particularities of the class and the period of the school year in which these courses are held. Skill is a psychomotor quality that helps preadolescents adapt their own moves to learned motor skills. At this age, the learning ability is great, they have a very good ability to perceive and process information, and this facilitates motoring learning.

Preadolescence is a difficult time, and by partaking of rhythmic gymnastics, the student can relax, unwind, make new friends. This avoids psychological bottlenecks, stimulating on the one hand creativity and improving, on the other hand, nonverbal communication that will increase the expressivity of the body [10].

The importance and complexity of skill requires from coaches and physical education teachers special measures in programming and conducting lessons with themes in this area and concerns to develop this quality whenever favorable opportunities are created.

This is the age at which sensory activity, visual and auditory abilities, perceptions and observation will increase, which will make the practice of sports dance perfectly justified for their good development.

It is not to be neglected that the organized movement, and especially the rhythmic gymnastics, have a corrective character, in the sense of prevention of health problems, among which we could name: the deformations of the spine, the fall of the foot in the platfus, the digestive positions of the scapulohumer belt, the deformation of the legs, which is specific at this age, when the skeletal growth is outpacing muscular growth as a dimension and as a force.

Also, rhythmic gymnastics, the pleasant music it uses, the very elaborate costumes that participants wear at these lessons and the elegance of the movements themselves, create a very pleasant state of mind that is conducive to learning, which will help them both children and their teachers in all school activities.

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