

STUDY ON THE IMPLEMENTATION OF DISTRIBUTIVE ATTENTION ON USE OF MOVEMENT GAMES TO FOURTH CLASS STUDENTS

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Abstract: *The school models the children under all kind of aspects: intellectual, physical, moral, aesthetic, starting from the earliest ages. The school period is defining the personality formation, preparing the child for his integration into the society. So, the latest resources should be used to optimise the process of motor skills training. This is the reason why I want to study the improvement of the distributive attention to the children of the fourth grade, so that we can contribute with important conclusions for the educational instructional process. School children should experience the positive effects of such training with implications in their growth and body development.*

Key words: *distributive attention, training.*

1. Introduction

Physical education and sport is very special for the lives of people, in any society. The act of physical instruction has went with humankind all through its whole presence, and the physical training movement has been viewed as an unmistakable, lasting and totally vital social marvel [5]. These days, increasingly more consideration is being paid to the types of development both in school and outside school, an expanding number of

experts turning out to be increasingly more engaged with the improvement of physical training and game tending to different hypotheses that add to the streamlining of the instructive instructional procedure [4].

Along these lines, these days there are increasingly more government projects to help physical training and game, so an ever increasing number of media notices are being made to advance a sound life through game [6].

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The association of the understudy's day by day school program must be finished by deductively based principles. The variation among requesting and entertainment, between physical action and scholarly movement ought to not just have the motivation behind keeping up the students' wellbeing yet in addition a deliberately arranged advancement of multilateral improvement [9].

From the investigation of the specific writing it was discovered that the issue of improving the attention of the students came back to the consideration of the experts, comprising one of the major and perpetual destinations of the contemporary physical training with evident social ramifications [1].

Improvement of attention ought to be deliberately intended for all age groups yet particularly for schoolchildren, who are well on the way to encounter constructive outcomes [10].

2. Objectives

The research objectives

- O1.** Initial testing of the level of distributive attention of students through specific tests;
- O2.** Applying explicit means to physical instruction, particularly attention games or dynamic games;
- O3.** Completing the last testing of the degree of distributive attention of the children using explicit tests
- O4.** Comparison of results and verification of the hypothesis;
- O5.** Validation of the hypothesis, benefiting from the outcomes by furnishing a practice model with

appropriateness inside the physical instruction exercise.

2. Material and Methods

2.1. Research hypothesis

The hypothesis of this study is that it is assumed that the level of psychological development of the children can be optimised by the means of modern education through activities realised within the physical education hours aimed at the curricular objectives of the curriculum.

2.2. Subject and method

Research organization

The subjects of the present study consisted of 28 students of the fourth grade of the National Pedagogical College „Stefan cel Mare” in Bacău.

The examination was done under ideal conditions, during a school year, a solid point being the wearing premises of the school, wherein the exploration was done. The school has a well-prepared gym. The teaching material provided (balls, strings, gymnastic benches, fixed stairs, etc.) is used by students during physical education lessons [7].

The research methods used are:

- Observation method;
- Test method;
- Graphical representation method;
- Statistical-mathematical method [3].

In our study we used tests that measured the attention of young children. The main feature of the test is the

homogeneity so that it is addressed to the students equally by using accurate measurement techniques to evaluate the success or failure [1].

The tests that measure a psychological inclination speak to a boost for the conduct of the kid, which is assessed in examination with the practices of other children who are in a similar circumstance, which drives either to a quantitative or a typological assessment [11].

The attention test battery used in our study is valid, being developed and tested by specialists in the field of psychology and sport. The conditions for completing the tests were the same for all youngsters, the necessities being inside their significance and as per the particularities of the age [8].

The present study was carried out during three stages: the initial research of the bibliographic resources, of the specialized literature, both nationally and internationally, establishing the way of the study, and the last stage meant the actual conduct of the study [2].

To find out the levels of distributive attention we used the A.D.S Test (distributive attention, signals). In applying the test I have taken into account the following instructions:

- The worksheet is given and required to be filled in with in a specific space.
- The examiner describes the test:

Seated in rows and numbered from 1 to 99, you have in front of you figures (signals) that have an arm or two segments oriented differently.

At the bottom of the page, you have 7 such figures placed in boxes with free space underneath them. These will be working models for this sample.

How to proceed?

Look at the figure numbered 1 (starting with the first row) and check it with the 7 models.

Resembles? _Not.

We move on, look at the figure numbered with 2, and check it with the 7 models.

Resembles? _Yes! _Then in the model box, below it, we enter the number 2.

We go to the figure numbered 3.

Like? _No.

Let's look at Figure 4.

Like? _Yes! In the box of the first model, below it, we write the number 4.

Let's look at Figure 5.

Resembles? _Yes! In the model box, under it, we write no. 5.

Did you understand? Yes. Then you will work for the exam in the same way, in the order of numbering 6, 7, 8. Check the figures with the models and write the figures in the respective boxes.

Work properly and if you can and quickly.

Execution time: 7 minutes.

3. Results and Discussions

For the levels of distributive attention we used the ADS and be careful tests presented, the parameters determined constituting the values of the initial and final testing.

Final results: "Be careful", ADS tests

Table 1

Crt. No.	Name	Be careful		ADS		
		Initial	Final	Omissions	Errors	Correct
1.	A. A.	0	2	6	2	34
2.	C. S.	0	0	0	1	40
3.	C. C. E.	0	2	5	1	35
4.	D. A.-M.	0	3	0	1	40
5.	D. S.	1	3	0	0	40
6.	I. S.	0	3	6	2	34
7.	I. V.	0	1	9	1	31
8.	M. M.	0	0	4	0	36
9.	M. S.	1	3	2	0	38
10.	M. I.	2	3	6	4	34
11.	M. A.	0	0	2	0	38
12.	M. I.	1	0	1	0	39
13.	O. S.	0	4	0	1	40
14.	P. A. M.	2	2	6	3	34
15.	P. A.	0	0	4	2	36
16.	P. A.	0	0	2	4	38
17.	P. A. S.	3	4	3	3	37
18.	P. N.	2	2	10	2	30
19.	P. S. I.	0	1	2	0	38
20.	S. A. M.	0	1	0	2	40
21.	T. R.	0	3	6	4	34
22.	T. S. D.	0	0	0	1	40
23.	T. S. A.	0	0	0	1	40
24.	V. A.	0	1	4	3	36
25.	A. V.	0	0	9	4	31
26.	B. S. D.	0	0	0	3	40
27.	F. L.	1	0	9	2	31
28.	I. I. D.	2	1	2	4	38

Data processing and interpretation - test Be careful/ADS

Table 2

Groups		N	Medium	Standard Deviation	Standard deviation from average	Distributive Attention Level	Frequency	Percent (%)
Experiment Group	I	26	0,50	0,86	0,17	IV	13	26,5
	F	26	1,65	1,55	0,30	V	35	71,5
							Total	48

As appeared in the past tables, midpoints 0.35 and 0.65 were gotten in the underlying test, and in the last test

midpoints 0.50 and 1.65. It is noticed that the last test acquired midpoints higher than those of the underlying test. The

standard deviation esteems demonstrate that the gathering results have a genuinely decent homogeneity, and the estimations of the standard deviation from the mean likewise show a generally decent homogeneity of the qualities got from the analysis bunch from the methods utilized. In the accompanying we handled the information utilizing the Anova factorial strategy by looking at the last and beginning outcomes.

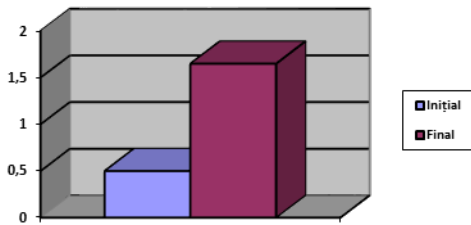


Fig. 1. Differences between averages in the experiment group - test "Be careful"

Next, we will introduce a comparative investigation of the outcomes got because of the use of the ADS test, in the two phases initial and final. As found in the accompanying chart, the degree of distributive attention of the subjects improved from the initial stage to the final stage. At first the subjects had low, medium, high, significant levels, and at last all subjects had high and very high levels.

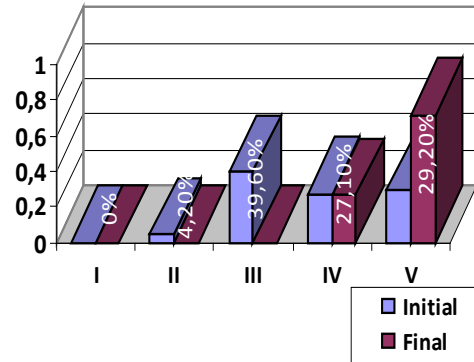


Fig. 2. Differences between averages at - ADS test

4. Conclusions

Because of the factual investigation of the acquired outcomes, we can say that the hypothesis has been confirmed, in particular, the degree of mental advancement of the little schools can be made progressively proficient by the methods for the cutting edge instruction through exercises completed inside the physical training hours focused on the curricular objectives of the instruction plan, with the assistance of attention games and dynamic games

We measured the degree of distributive attention that we managed to improve with the methods used during the course of our study. If initially, the period, that is, at the first tests, the students had low, medium and high levels of attention, at the final tests, all the students had high and very high levels.

As a conclusion for this study, we can say that by utilizing explicit methods for physical training, for example, attention and development games, the degree of attention of the children from the fourth grade can be optimised.

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