

TEACHING STRATEGIES CONTENT USED IN EARLY TRAINING IN TECHNICAL TESTS OF ATHLETICS

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Abstract: *We approached the scheduled training as a learning method in our strategy through special programming command that prints a well-defined and self-regulating effect relationship between teaching and learning. The main element is the "program" at each stage of learning, which is marked and strengthened by underlining the correct answer, which gives the child the opportunity athlete / sportsperson to know from the beginning the result of his work. With regard to learning methods, we have operated with the following methods: the method of imitation, play method, the method of exercising, training scheduled. Regarding learning exercises used to throwing skills at this age, they were selected on the basis of accessibility, in line with the objectives of technical training. We used as forms of organizing training on value groups and pairs. We conclude that the age of 8-10 years is developing motor skills, learning ability good motor, but the possibilities of securing new movements are reduced and, in these conditions, only repeating systematic and ongoing assessment, provided training scheduled integrate and stabilize the new structure, technical mechanism of athletic throws the child's motor repertoire.*

Key words: *athletics, throws, scheduled training, strategy.*

1. Introduction

I have decided to address this issue because I have the means and knowledge to rise above the knowledge already acquired in this field both at the theoretical and practical level.

The knowledge gained through higher-level studies has encouraged me to try and succeed as I will prove to give new valences to this branch of athletics.

I also liked it and I was always fascinated by the sport in general and I had a lot of different sports, including the athletics that motivated me and made me do

research in this respect and help with the means they have in developing this field.

2. Theoretical Foundation

In the specialized literature, the term athleticism is defined as a "system of exercises made in the form of runs, throws and natural and stylized jumps, in order to develop specific physical qualities and to obtain a superior result in their practice." In ancient Greece, the "athletes" were those people who were specially trained to win a prize in a race. The term used in the literature for

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athletics is athletics and track and field, as well as track and runway and field (jumps and throws) tests [1].

The didactic strategy we developed and experimented in the research aimed at acquiring the technique of athletic throws, namely: throwing the spear, throwing the disc and throwing the hammer at the age of 8-10 years, [2].

Learning is a process that is structured in appropriation, consolidation and refinement. In terms of learning, the sources of information studied have multiple possibilities to address a range of learning theories.

We consider their knowledge to be important in order to be able to explain and better master the mechanisms of this very complex and important process in the field of physical education and sport in order to make the process more efficient.

Within the research, I considered the process of learning as a suite of transformations in the psycho-behavioral structure of the individual:

- from images to movement,
- from action to thought,
- from view to thought and action.

The development and implementation of an early technical teaching didactic strategy during the tests aim to verify the experimental assumptions.

3. Methods of Research

The following methods were used:

1. The method of study of the literature that consisted of documenting and collecting the information necessary for the theoretical foundation of the paper.

2. Method of Pedagogical Observation - consists of intentional pursuit and accurate recording of the manifestations of the subjects.

3. 1. Experimental Method

3.1.1. Description of the experiment and subjects involved in the research

The longitudinal experiment was conducted during a school year (September 14, 2009 - June 12, 2010), within School no. 46 in Bucharest, to a group of 20 children, the target group of research.

The training took place on the school's sports ground.

The operational approach of the research has fully respected the stages proposed for the experiment.

The use of scheduled training required the rigorous selection of the main method steps and the auxiliary method steps to meet the specific learning objective of each individual discovery.

The content of the scheduled training for each type of discovery experienced in the research itself reflects the means used in the experimental didactic strategy.

The target group performed 99 training sessions of 1 hour and 10 minutes each, structured for 33 weeks, 3 training sessions / week [2].

Prior to applying the content of the scheduled training for each type of throw, we went through a stage where the children took the specific drills from the throwing school (throws, launching, pushing) and used 12 motion games.

The children went through lessons with the themes of assembling the launching and launching mechanism, under conditions of ease.

Figures 1-3 illustrate the training programs developed and experienced in research for learning the three throws: throwing the spear, disc and hammer.

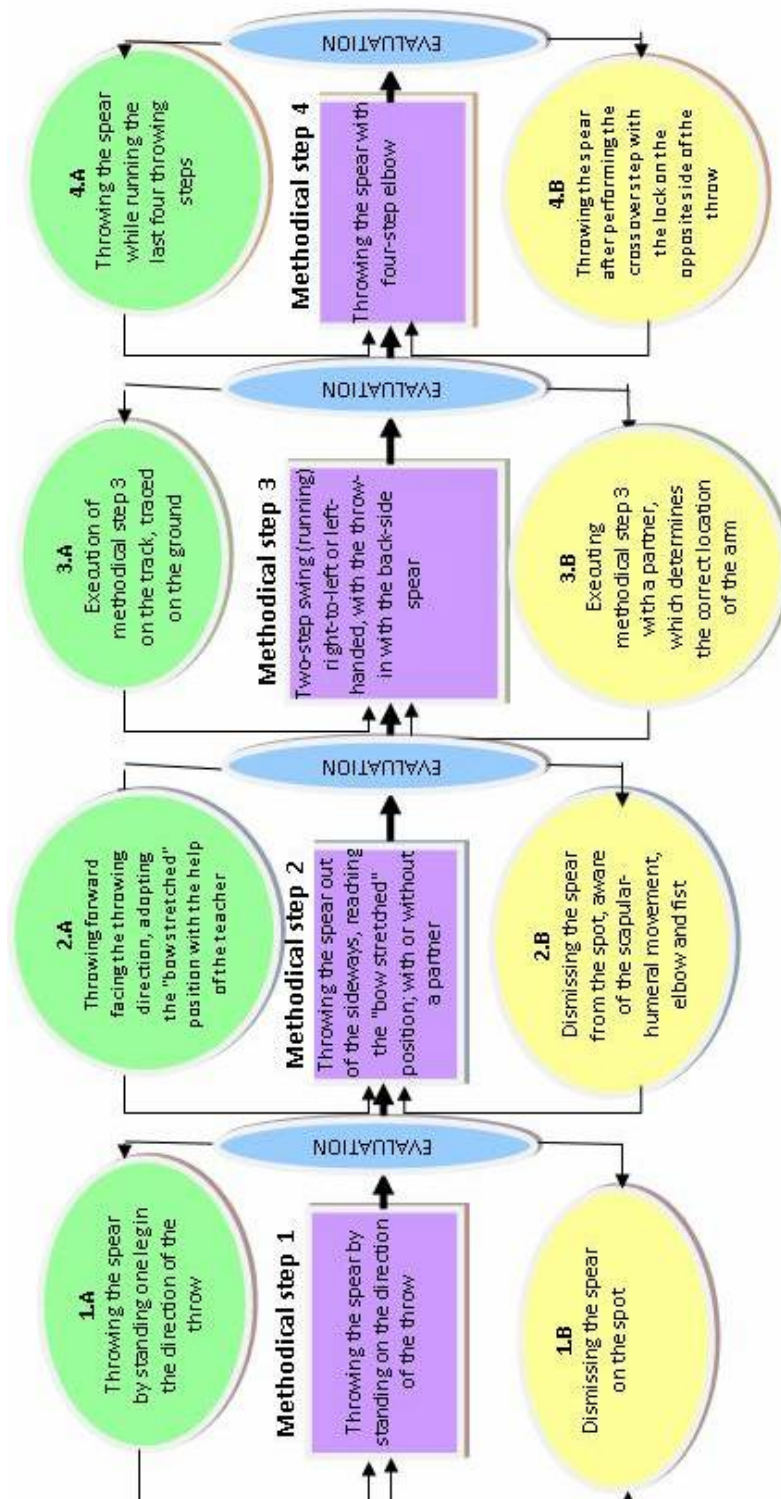


Fig.1. The model of the training programmed in the learning of the spear throw (processing by Mihăilescu, L., Mihăilescu, N., 2006, p. 328)

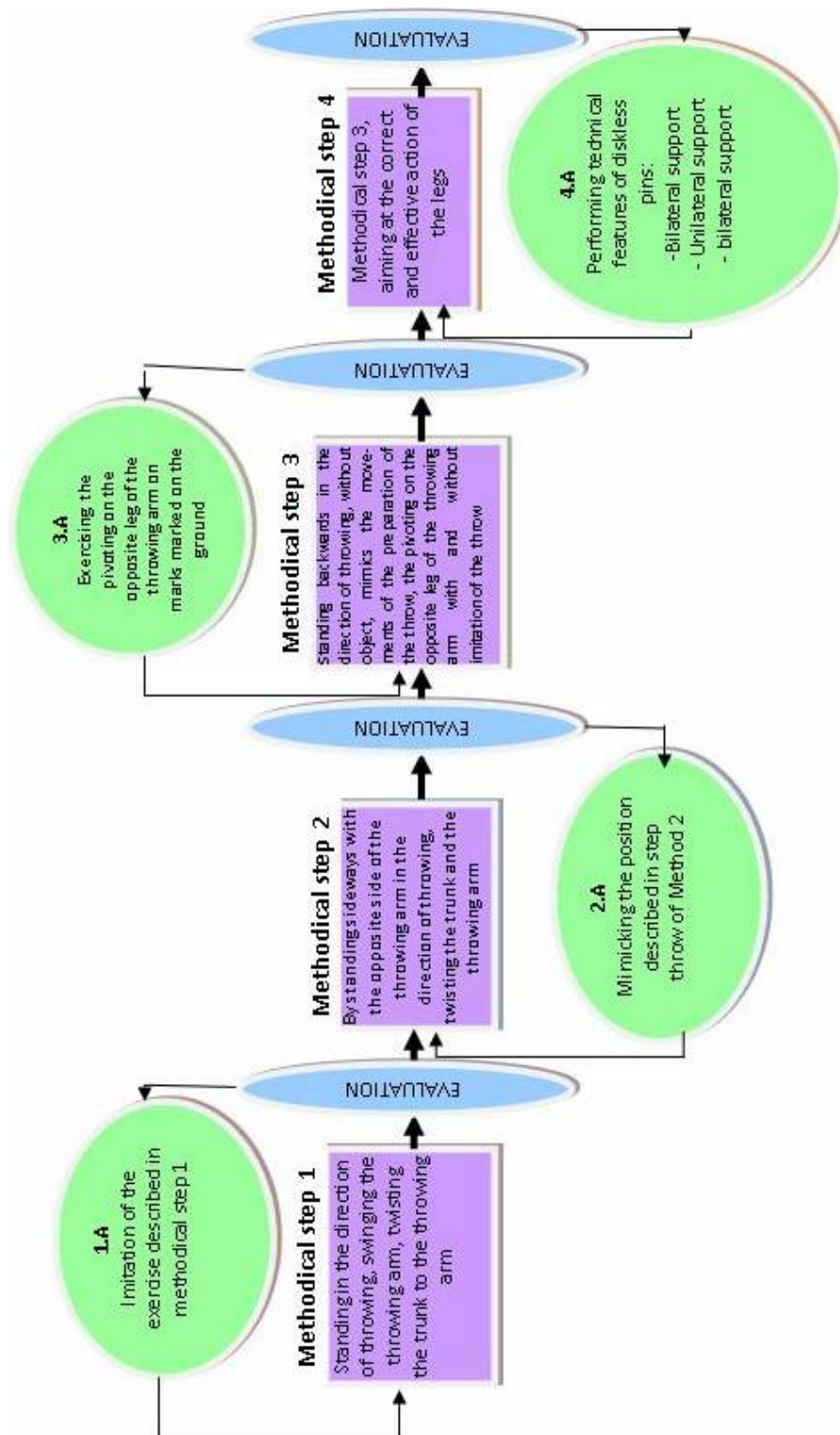


Fig. 2. Scheduled instruction in disk discovery instruction (processing after Mihăilescu, L., Mihăilescu, N., 2006, pag. 345)

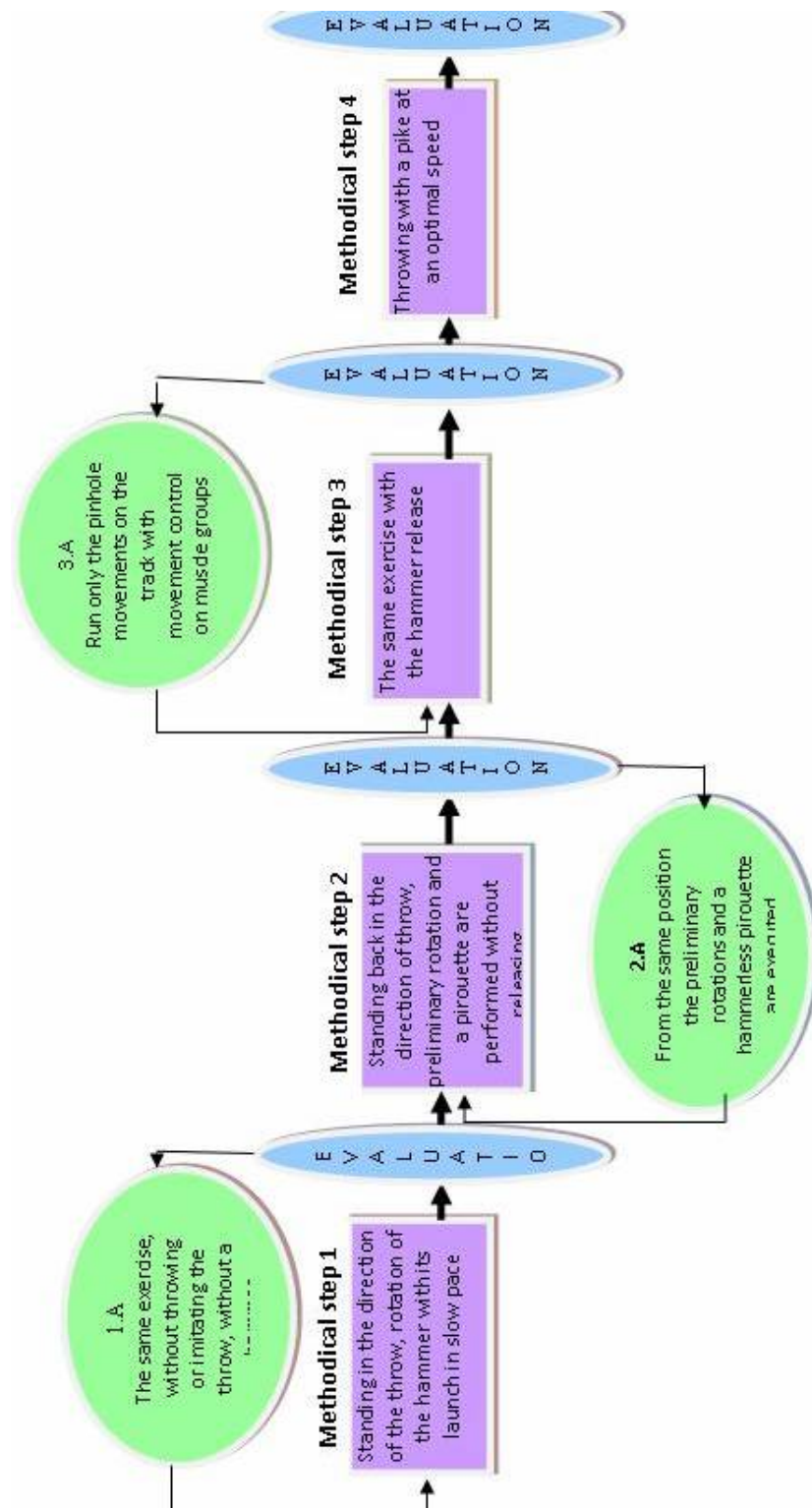


Fig. 3. Model of training programmed in hammer throw learning (machining after Mihăilescu, L., Mihăilescu, N., 2006, pag. 351)

3. Discussions

All throws have been programmed with four main method steps and, with no different number of auxiliary method steps. The auxiliary steps were designed to allow all children access to the main methodical steps in the sense of appropriating them directly or in different ways through these exercises to help learn the main step structure. Thus, in the program for learning the spear throw, two auxiliary method steps were designed and used for each main method step. In total, the program contains twelve exercises / method steps that facilitate full learning for each subject of the experimental group. The disk-throwing program, the launch-type throw, with a simpler spell than a spear, a one-spike elk (as we have chosen for this age), contains four auxiliary methodological steps, one for each main method step (Figure 2).

When throwing the hammer, the throw that was designed to be taught after throwing the disc, being also a launching throw (the item different from the disc is the object to be thrown), the program was designed with the following structure: four main method steps and three auxiliaries, one for the first three principals.

4. Conclusions

The Research results provide responses based on interrogative assertions that preceded research assumptions and confirm assumptions in a particular methodological context. It has been demonstrated by research that the concept of early training in the training of throwers can be implemented with respect to the technical component of the training at the age of 8-10 years if the instructional strategy is adapted to the age peculiarities without disturbing normal growth and development of children.

At the age of 8-10, motorcycle is developing, good motor skills, but the possibilities of restraint of new movements are reduced and, under these conditions, only the systematic repetition and

permanent evaluation provided by the scheduled training integrate and stabilize the new structure, the technical mechanism of athletic throws, in the motor repertoire of the child. Scheduled branch training has determined, through the rigor of the method, the permanent feed-back and the possibility to go through the individual learning path, the recording of a maximum quality index of the instructional process conducted in the experimental research, calculated by reporting the proposed objective the achieved objective/ demonstrated competence. The use of the method provided maximum efficiency and strong arguments for promoting the analytical learning process in the context of the research theme.

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