Bulletin of the *Transilvania* University of Braşov
Series IX: Sciences of Human Kinetics • Vol. 11 (60) No. 2 - 2018

LEARNING OUTCOMES UNDERLYING MECHANISM OF THE ART EVIDENCE – THROW

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Abstract: *The purpose of the research conducted by us was to assess the level of knowledge / learning the underlying mechanism of evidence throws by applying protocols of observation and determine the effectiveness of the strategy used by us to experiment that was done by analyzing and interpreting the data recorded for each subject. The method used was direct observation, which had the objective evaluation of the level of ownership of the underlying mechanism of throwing and throwing accuracy assessment that global throwing accuracy. On this basis we analyzed the effectiveness of instructional process conducted during the experiment, each sample throw.*

Key words: *athletics throwing, technical training, international events*

1. Introduction

I decided to tackle this issue as they have the means and knowledge sufficient to amount to a higher rank knowledge already gained in this field at both theoretically and practically. The knowledge obtained through studies at higher level, encouraged me to try and fail as I will demonstrate and give new meanings to this branch of athletics. Also, I liked and I was always fascinated by sport in general and I toyed with different sports including athletics which I moved, and I determined to realize research in this to help through the means available to develop this area.

2. Theoretical Foundation

In literature, the term track is defined as a "system of exercises designed as running, throwing and jumping natural and stylized, in order to develop specific physical qualities and obtain a higher result in their practice" [2]. The ancient Greeks "athletes" were those people who were preparing specifically for the purpose for winning a prize in a contest. The term used in the literature, athletics is athletics (British English) and track and field (American English) or samples on the track (track - jogging) and field samples (field - jumping and throwing) [1]. Athletics competitions include groups of samples and samples that have specific

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characteristics, according to the three fundamental categories of exercise or running, jumping and throwing [6]. Anyway, ordered these exercises, they do not change the general meaning and essential motor, which we express notions of running, jumping and throwing. In school curricula at all grades and in the sports activity of students and soldiers, athletics is currently in physical education lessons or sports training [5]. Unlike traditional education, centered on knowledge, the distribution of knowledge in the modern school education rise much above the level of mere knowledge, mere transmission and assimilation of knowledge. The main concern now is to make knowledge a function of engine of development thinking, attitude and behavior training, promoting the personal development of the student [2].

2.1. Research Methods

They were used the following methods:

1. Method literature study which consisted of gathering information and documentation necessary to substantiate theoretical work.

2. Method teaching observation - is to follow and accurate recording of events intended subjects.

3. Experimental method

4. The method of measurements and tests.

2.2. Subjects included in the research

Class III children with a staff of 20 subjects, 10 girls and 10 boys were components of the study that I conducted.

3. Test and Measurement

A. Assessment of the target group subjects javelin

The following tables present the content protocols observation made during the experiment.

Evaluation of learning the basic mechanism of throwing.

Completion and evaluation methodology:

• socket on the object - it is envisaged that the palm and fingers are placed

right to object;

• initial position - aims to position the legs, torso and arms;

• momentum - leg movements seeking specific action;

• proper throwing - arm action aims pitcher;

• restoring balance - seeking recovery after releasing the object

B. Assessment of the target group of subjects in discuss throw

To assess the level of assimilation of technical mechanism of throwing the disc was done by the manner in javelin and was used the same rating scale.

Evaluation of learning the basic mechanism of throwing

The target group of subjects

The results are presented in Table 3.

Evaluation of accuracy was done according to the methodology described in javelin object that was thrown was a wooden stick with a length of 30 cm.

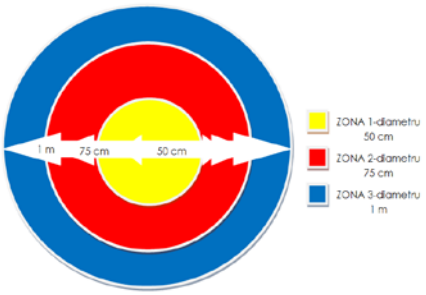

Fig. 1. *Target for evaluation of precision throwing the javelin and disc*

4. Discussions

For javelin used a bar of assessment, namely:

3 points is awarded if the execution is correct, 2 points if execution has small mistakes and 0 points if the execution is incorrect. In 95% of children achieved maximum points (15), which means that they have mastered the basic mechanism of throwing correctly. The other children have done a very good score allowing us to say that learning method as other content elements of the strategy were teaching effectiveness.

And I used for discuss throw another scale:

Each area was assigned a number of points as follows: for zone 1 - 3 points; zone 2-2 and the points for the 3-1 point, 0 points for those throws outside areas.

In terms of overall execution correctness pitching 3 points were awarded if the execution was correct, 2 points if execution had small mistakes and 0 points if the execution was incorrect.

Table 1

Results of the application of Protocol 1 on acquiring basic mechanism of throwing

CRT. No.	SUBJECT	JACK ON THE APPARATUS (p)	INITIAL POSITION (P)	PREPARING TO THROW (p)	THROW (p)	RESTORE BALANCE	TOTAL POINTS
1	D. A.	3	3	3	2	3	14
2	D. F	3	3	3	3	3	15
3	G. A	3	3	3	3	3	15
4	H. A	3	3	3	3	3	15
5	L. R	3	3	3	3	3	15
6	M. R	3	3	3	3	3	15
7	T. A	3	3	3	3	3	15
8	T. I	3	3	3	3	3	15
9	V. F	3	3	3	3	3	15
10	A. C	3	3	3	3	3	15
11	A. G	3	3	3	3	3	15
12	D. C	3	3	3	3	3	15
13	D. S	3	3	3	3	3	15
14	I. V	3	3	3	3	3	15
15	I. L	3	3	3	3	3	15
16	N. A	3	3	3	3	3	15
17	P. G	3	3	3	3	3	15
18	P. G	3	3	3	3	3	15
19	P. F	3	3	3	3	3	15
20	Z. R	3	3	3	3	3	15

Methodology of completion and evalution :

- The object grip – we must evaluate if the palm of the hand and fingers are correctly placed on the object;
- The initial position – we must evaluate the position of the legs, body and arms;

- The impetus – we must evaluate the activity of the legs in the specific movements;
- The throw – we must evaluate the activity of the throwing arm;
- The re-establishment of the balance – we must evaluate the recovery after releasing the object.

The evaluation scale:

We give 3 points if the execution is correct, 2 points if the execution has small flaws and 0 points if the execution is incorrect. 95 % of the children obtained maximum score (15 points) which means that they learned correctly the basic mechanism of the throw. The other children obtained a very good score which allows us to state that both the teaching method and the other content elements of the didactic strategy were efficient.

Table 2

The results of the application of Protocol 1 on acquiring basic mechanism of throwing

CRT. No.	SUBJECT	JACK ON THE APPARATUS (p)	INITIAL POSITION (P)	PREPARING TO THROW (p)	THROW (p)	RESTORE BALANCE	Which allows us to state that both the TOTAL POINTS
1	D. A.	3	3	3	3	3	15
2	D. F	3	3	3	3	2	14
3	G. A	3	3	3	3	3	15
4	H. A	3	3	2	3	3	14
5	L. R	3	3	3	3	3	15
6	M. R	3	3	3	3	3	15
7	T. A	3	3	3	3	3	15
8	T. I	3	3	3	3	3	15
9	V. F	3	3	3	3	3	15
10	A. C	3	3	3	3	3	15
11	A. G	3	3	3	3	3	15
12	D. C	3	3	3	3	3	15
13	D. S	3	3	3	3	2	14
14	I. V	3	3	3	3	3	15
15	I. L	3	3	3	3	3	15
16	N. A	3	3	3	3	3	15
17	P. G	3	3	3	3	3	15
18	P. G	3	3	3	3	3	15
19	P. F	3	3	3	3	3	15
20	Z. R	3	3	3	3	3	15

The results of the subjects of the target group are presented in the table 2. Analysing this I noticed that 85% of the children obtained maximum score which means that they correctly learned the basic mechanism of the throw. I consider that this percentage is very good and this strengthens the statements that we made about the spare throwing regarding the efficiency of the experimented teaching strategy.

Table 3

Results of Protocol 2 on the overall accuracy of the toss and throwing accuracy

NR. CRT.	SUBJECT	ACCURACY OF THROW	OVERALL RELIABILITY THROW	TOTAL POINTS
1	D. A.	2	3	5
2	D. F	3	3	6
3	G. A	2	3	5
4	H. A	2	3	5
5	L. R	2	3	5
6	M. R	2	3	5
7	T. A	2	3	5
8	T. I	2	3	5
9	V. F	2	3	5
10	A. C	2	3	5
11	A. G	2	3	5
12	D. C	2	3	5
13	D. S	2	3	5
14	I. V	2	3	5
15	I. L	2	3	5
16	N. A	2	3	5
17	P. G	2	3	5
18	P. G	2	3	5
19	P. F	2	3	5
20	Z. R	2	3	6

From table 3 we can notice that 18 children received 5 points at this test, which means that 90% of the subjects of the target group had a good precision. Regarding maximum precision under some conditions of very good global execution we can notice 10% of the children who obtained the maximum score of 6 points.

5. Conclusions

1. From the analysis of results achieved by children, we find that 19 of them have obtained this test a total of 5

points, which means that 95% of children had a good precision, and 5% have made a total of 6 points, which means that they, throwing global maximum points were denoted by the conditions under which and the accuracy was highest, that one area.

2. The analysis assessing the level of ownership of the underlying mechanism of throwing we found that 85% of children achieved maximum points (15), which means that they have mastered the basic mechanism of throwing correctly. We believe that the percentage of very good and this reinforces statements made by us in javelin on the effectiveness of experiential learning strategy.
3. From Table 4 we see that the 18 children were obtained in this test a total of five points, which means that 90% of individuals of the target group have a good precision. Chapter precision in conditions of very good overall performance is remarkable 10% of children who received a total maximum 6 points.

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