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FINDING STUDY ON THE LEVEL OF MOTOR TRAINING THAT DETERMINES THE CHOREOGRAPHIC TRAINING OF THE STUDENTS OF THE PROFILE FACULTIES

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Abstract

The approached study highlights the deficient level of motor training of the profile students. To highlight this, we used specific tests to motor training such as: speed of movement and repetition, lower body strength and general coordination on a number of 189 students from the faculties in Suceava, Iași, Brașov. In conclusion, the results of the ascertaining research obtained indicate a low level of motor training of the students subjected to the research.

Introduction

The training of future specialists is a process that, nowadays, no longer takes place by chance. This process is largely governed by the phenomena of the contemporary world (globalization, the common market, market liberalization, widespread labor mobility, the emergence of new specialties or new fields, etc.), which have led to a series of changes and reorganization of all fields of activity.

In the context of this process, of course, the educational field is also involved. In this sense, we can show that, in the educational field, the curricular reform was the one that offered the chance to reorganize the entire activity by rethinking and restructuring all curricular products: curriculum, school/university curriculum, alternative textbooks, skills to be developed in school or university etc. [1, 5, 7,11,14,15]

According to some specialists [8, 9, 11, 13, 16, 18, 20, 22] it is considered that the following objectives can be achieved by using dance elements:

- harmonious development of the body;
- making the outfit and artistic execution;
- stimulating bodily expressiveness, creativity and artistic imagination;

- increasing the virtuosity, dynamism, grace and elegance of the movements;
- developing the capacity to appreciate one's own motor actions;
- development of rhythmicity and motor musicality;
- development of motor skills;
- educating the coordinative capacity by acquiring a rich motor content;
- educating aesthetic feelings

In choreographic training, dance exercises are necessary for the continuous development of motor skills required by dance performance: supporting force, joint mobility, the formation of body aesthetics and the improvement of artistic performance and rhythmicity. Well-systematized dance choreographic exercises develop muscle elasticity, develop agility and coordination of movements, contribute to obtaining harmonious and expressive gestures [2,3,4,6,10,12,17,19,21].

Methods

Subjects

In order to know the level of choreographic training of the students, a fact-finding study was carried out with a number of 189 students (141 boys and 48 girls). Thus, 43 students from the F.E.F.S. Suceava, 41 students from the F.E.F.S. Iasi, 50 students from the F.E.F.S. Galați and 55 students from the F.E.F.S. Brașov. The research took place in the academic year 2013-2014.

Methods:

For the assessment of the level of motor training, the following tests were used:

- To assess the level of development of the speed of movement and repetition we used the test "Shuttle 5 x 5 m";
- To test the strength of the lower limbs, a motor quality necessary in making the elements of gymnastics, but also of dance, we used the long jump test on the spot;
- General coordination is one of the basic motor qualities in both gymnastics and dance, I achieved it through a Matorin psychomotor test, and the balance was tested by the Romberg test;
- For statistical analysis, the statistical program SPSS23 was used using the Student Pair Test;

Results and discussion

The choreographic training of students aims primarily to obtain a correct posture and aesthetic execution of movements, but at the same time, it contributes to the development of rhythmicity, creativity, elegance, expressiveness, dynamism and virtuosity of performances.

Artistic execution or expressiveness is expressed by the possibility of coordinating the movements of body segments in order to obtain perfect unity.

The recordings of the research results are presented in Tables 1 and 2 as follows:

Table 1 The results obtained by the boys in the preliminary motor tests

Tests		Statistical indicators (n=141) $\bar{X} \pm m$
Speed 5x5 m (sec.)		8.63±0.16
Long jump from the spot (m.)		2.31±0.03
The Matorin Test (degrees)	Jump back to the left	271±17.32
	Jump back to the right	293±18.14
The Romberg Test (sec.)		11.56±0.27

Table 2. The results obtained by the girls in the preliminary motor tests

Tests		Statistical indicators (n=141) $\bar{X} \pm m$
Speed 5x5 m (sec.)		9.62±0.23
Long jump from the spot (m.)		1.55±0.11
The Matorin Test(degrees)	Jump back to the left	267±29.3
	Jump back to the right	295±25.9
The Romberg Test (sec.)		11.90±0.59

When testing the motor quality, the speed of movement and repetition by the test Speed5x5 m. We can see from Figure 1 that both girls and boys obtained poor results in this test. The girls obtaining an average of 9.62 sec and the boys of 8.63 sec. The results show a poor training of students on this motor quality.

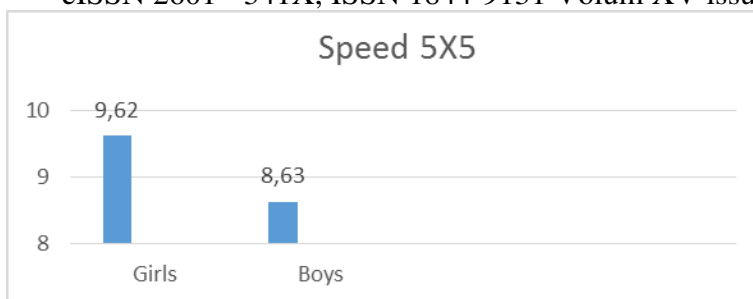


Fig. 1 The average of the results obtained by the students at the preliminary test speed 5x5 m. (Sec). When testing the strength by the long jump test on the spot, the boys obtained an average performance of 2.31 m., And the girls obtained an average performance of 1.55 m. From Figure 2 we can see that only the boys have a training relatively better motor skills on this test.

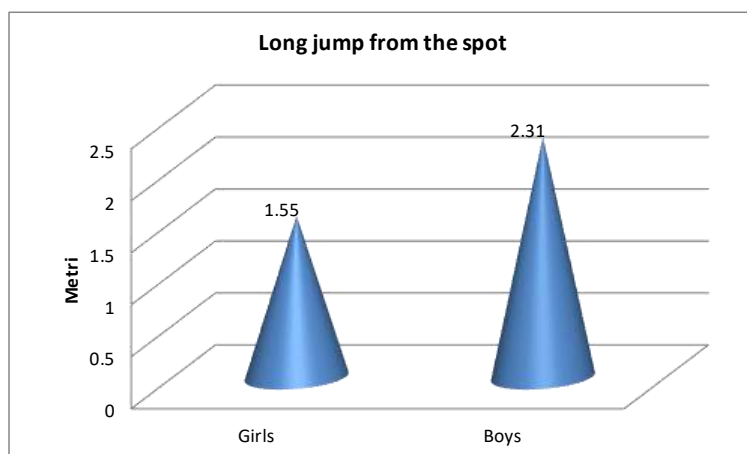


Fig. 2. The average of the results obtained by the students at the preliminary test jumped in length from the spot

The general coordination was achieved by the Matorin test, which is evaluated by jumping straight on both legs with return to the right and to the left. Following the evaluation of the averages of the results obtained by the tested students we can find a poor preparation of the general coordination demonstrated by the results obtained. Thus, the girls jumping to the right obtained an average of 295⁰ results and the boys to 293⁰, the girls jumping to the left obtained an average of 267⁰ and the boys 271⁰. So, we can say that the students tested compared to the 360⁰ degrees of a complete jump are deficient in this psychomotor quality. The averages obtained in this sample are presented graphically in Figure 3.

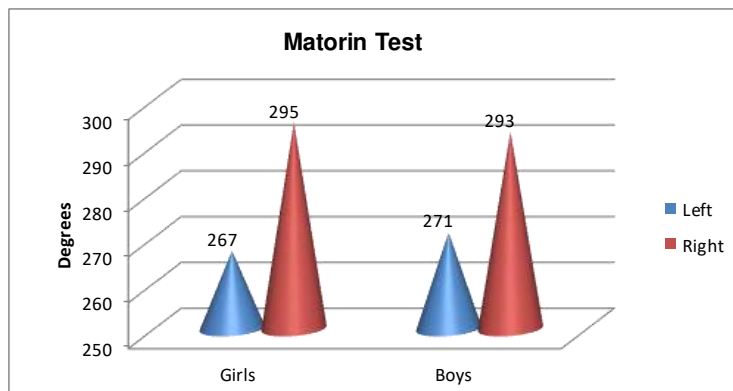


Fig. 3. The average of the results obtained by the students at the preliminary test of general coordination

Balance is a very important motor quality in the training of students in the specialization of physical education and sports. From Figure 2.23 we can see that the girls obtained a performance of 11.48 sec and the boys 11.90 sec. as in the other tests, the students obtained low averages compared to the level of training they should have had at this age and according to the training that would help them in their professional development. The averages obtained are presented graphically in Figure 4.

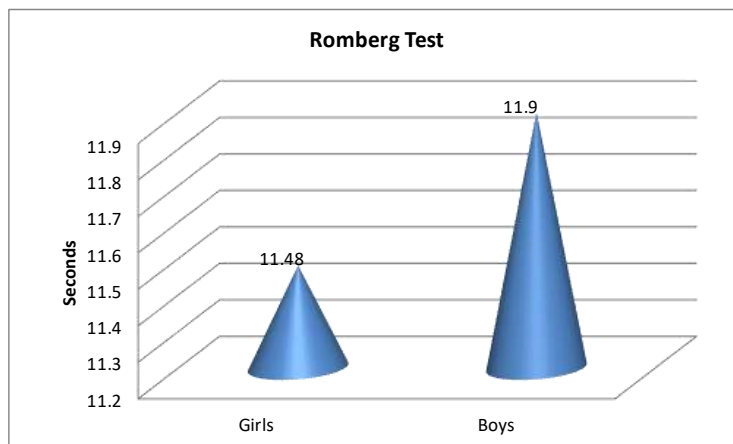


Fig. 4. The average of the results obtained by the students in the preliminary test of balance

Testing the coordination capacity, the level of skills regarding expressiveness and creativity:

Carrying out the experimental study involved the choice of two tests on coordination capacity and a test of expressiveness and creativity.

The recording of the results at the first coordination test was done in points, and in order for the results to be quantified as objectively as possible, they were

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 transformed into grades from 1 to 10. At the other test they received grades from 1 to 10. Thus, the level the maximum that each student can reach is grade 10 for each test (Tables 3 and 4).

Table 3 Results obtained by students in the preliminary testing of rhythmicity, expressiveness and creativity (boys)

Tests	Statistical indicators (n=141) $\bar{X} \pm m$
Rhythmic test in coordination regime (grades)	5.68±0.76
Test of expressiveness and creativity (grades)	6.85±0.79

Table 4 Results obtained by students in the preliminary test of rhythmicity, expressiveness and creativity (girls)

Tests	Statistical indicators (n=43) $\bar{X} \pm m$
Rhythmic test in coordination regime (grades)	6.27±0.87
Test of expressiveness and creativity (grades)	7.25±0.91

The rhythmicity test in coordination regime a test specific to gymnastics with specific requirement in the analytical program regarding the specific competencies that students must fulfill shows us the following: the girls obtained in this test an average of 6.27 marks with a percentage of 30, 73% less compared to grade 10. The boys obtained an average grade of 5.68 with a percentage of 40.32% less compared to grade 10. The very large differences show a poor mastery of rhythmicity in coordination of the students subjected to the experiment. The averages obtained by the subjects subjected to the research are presented in Figure 5.

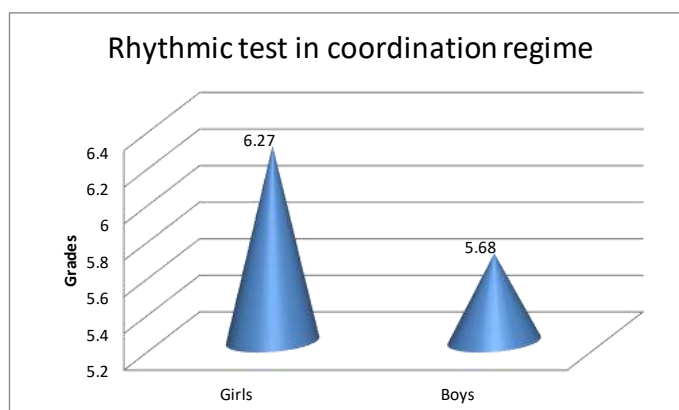


Fig. 5 The average of the marks obtained by the students at the preliminary testing of the rhythmicity in coordination regime

The expressiveness and creativity test consisted of an imposed exercise in which the students obtained the following results: the girls obtained an average of 7.25 marks with 2.75% less compared to the maximum mark they could have achieved. As in the case of girls, the boys obtained an average of 6.85 with 3.15% less compared to grade 10. The average of the results presented in Figure 6 was similar to the previous test, where the tested students showed a weak training on the level of mastery of expressiveness and creativity necessary for the discipline "Gymnastics".

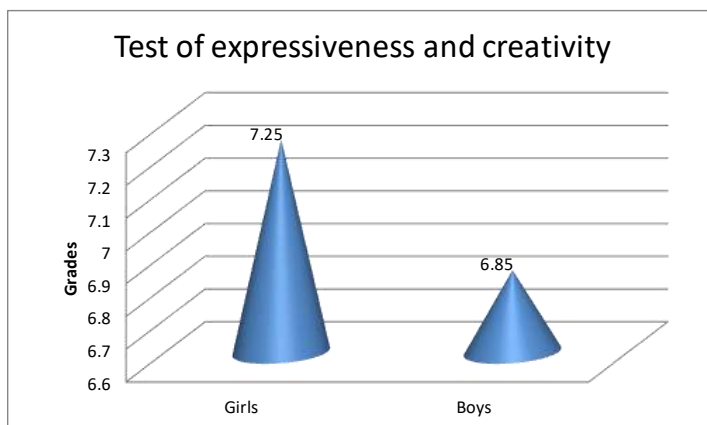


Fig. 6 The average of the results obtained by students in the preliminary testing of expressiveness and creativity

In conclusion, the preliminary results obtained indicate a low level of motor coordination, artistic creativity, the average values of students tested in both tests being very low compared to the maximum grade that can be reached by 10 points. Considering the contribution of choreographic training in the preparation of students for the specialization of physical education, it is necessary to deepen this competence necessary for students and to find new solutions for its implementation in the analytical program in the discipline "Gymnastics".

Conclusion

The analysis of the situation in the field of reference shows that the studied curricula indicate a very low share of courses with the content of choreographic training (it should be noted that the choreographic aspect is found in gymnastics tests in university courses). This desideratum leads to the idea that choreographic training becomes particularly difficult for students, who must train their choreographic skills in order to be able to manifest themselves excellently in the educational process with students. Therefore, in order to achieve the present

curricular requirements, it is necessary to introduce in the gymnastic disciplines a module of choreographic training, to be focused on the formation of choreographic skills in the students of the Faculties of Physical Education and Sports, future specialists in the field.

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