

THE ROLE OF IMPLEMENTATION OF APPLIED PATHWAYS IN PHYSICAL EDUCATION LESSONS

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Abstract: *Physical education is considered to be a major component in shaping human motricity as a scientific tool for bodily activities.*

The article highlights the importance of implementing the application pathways in physical education lessons aimed at educating/developing skills and motor skills. Applicative pathways are effective not only when solving momentary tasks related to the acquisition of movement, the formation and development of motor skills, the education/development of motor skills, but also when, at the same time, it makes the student understand the importance, usefulness and necessity in forming the ability to use motor skills in unforeseen day-to-day situations in the overall work it carries out. In the physical education lesson, some appraisal paths specifically designed for the intended purpose will be used rationally and consciously to achieve a significant improvement in pupils' driving capacity and in particular strength indices.

Key words: *physical education, applied pathways, force.*

1. Introduction

Application paths are part of the category of means of action on motricity in the physical education lesson with the aim of developing / educating skills and driving qualities.

Applicative pathways are effective not only when solving momentary tasks related to the acquisition of movement, the formation and development of motor skills, the education / development of motor skills, but also when it makes the student understand the importance, usefulness and necessity in their capacity to use motor skills in some unforeseen

daily situations, in the general work they carry out and will carry on.

One of the objectives of physical education is the development - the education of the motoring qualities that can be achieved by using as a means of education in the physical education lesson of the applicative paths.

This means that the teacher can choose the exercises, forms and time allocated to the execution, the appliances used, etc., the levers necessary for the development of the motoring qualities. The content of the application path offers the possibility to act on the proposed indices to improve selectively and efficiently.

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Improving students' motor skills by systematically repeating paths and application-utilitarian paths in the physical education lesson creates the close link between the formations of as much baggage as possible with motor skills combined with the most advanced driving skills [3].

Movement games, relays and application pathways integrated into the complex content of body activity are considered by specialists as means of important formative - educational valences [2].

2. The Importance of the Applicative Pathways

“Applicative pathways are a combined form of motor skills, characterized by: the diversity of installations, objects arranged in a certain succession, being determined by the intended purpose. These paths are effective means of achieving the multiple tasks of physical education with psycho-behavioral effects [1].

Application paths are chaining of specific and non-specific application exercises in a logical order, which aim at solving certain motor tasks,

The exercises are the third group of basic gymnastics with an important role in basic motor skills.

Application exercises are natural movements of the body, movements that have utilitarian role and contribute to the control of motor behavior and the attitude of the human body in conditions close to everyday life.

These exercises usually engage all muscle groups in effort, thus contributing to the overall physical development of the organisms.

Application paths contribute to physical education tasks if they are chosen with great care, discernment. This choice is conditional on positive influence on all aspects of children.

“The development of driving skills through applicative pathways has an increased return for the following reasons:

- The competition elements increase efficiency through the mobilizing character of the competition and by increasing the number of repetitions, the activity being more attractive, more stimulating, the students participating with high interest at the hours;

- The organizational and functional framework from a technical point of view contributes favorably to the development of motor skills;

- By using the application paths in the physical education lesson, one or two skills or motor skills are developed but a wide range of qualities that work together in the motor development of pupils [2];

- Students always act consciously, being stimulated by the diversity of the lesson's content and forms of organization. A good mood climate imparts an attractive character to the activity. In competitions, students mobilize all neuro-muscular resources, animated by the desire to win [2];

- Students whose work is based on profound motivation get the best results. Among the reasons we mention: satisfaction and pleasure, the desire to achieve performance and win the race [2];

“Possible dosing by adjusting: track length, repeat (3x); the number of obstacles, their character, their height; elements of difficulty; speed of travel” [3];

Application paths and paths are part of the global activity category, which aims to

apply basic skills and basic skills and utilities under concrete conditions.

They capitalize in new conditions previously studied the knowledge, skills and habits learned in previous lessons or in the current lesson.

At the same time, they represent the main form of activity through which students' possibilities to apply and use the "dowry" of their knowledge, skills and skills are verified.

Physical general exercise exercises without appliances can only partially solve the multiple tasks of physical education.

To complete the exercises necessary for the analytical and selective processing of body muscles, a number of objects and apparatuses are used in physical education lessons such as: sticks, clubs, circles, stuffed balls, gymnasium benches, equilibrium bars, etc., with which it is ensured that the tasks of physical education are fully solved.

Exercises with aid objects and devices have recently become more and more intense in physical education, and the exercises can also include exercises.

„Applying paths are combinations of specific, non-specific and acrobatic application exercises arranged in a logical order. In the elaboration of the application paths, the age specifics and the level of training of the performers are respected and the elements that make up them must be known, allowing the choice of the most appropriate method of solving the concrete task imposed” [7, p. 111].

„The applicative paths consist of trails with and without obstacles made up of practical application exercises, specific and non-specific gymnastics, combined and applied in very varied forms.

“These exercises aim at educating basic motor skills, motor skills, but also

judgment, presence, spirit, courage, spatial orientation, etc. They are accessible to different age groups, sex and level of training” [5, p. 116].

3. Forms of practical application

In the implementation of the application paths can be used gymnastics, portable objects (collars, pennants, balls) ropes, gymnasiums, gym, mattresses, natural obstacles and partners.

There are many useful, some interesting and even beautiful variants, but their application requires first of all a perfect understanding and knowledge of them, to select what is needed, taking into account the objectives and collectively.

“Application exercises are characterized by their special importance, besides the development of motric skills of applicative character, they also have a multilateral influence on the whole body, contributing to the development of force, speed of reaction execution, resistance, skill and spirit”.

This chapter includes several groups of exercises: walking, running, dragging, balancing, climbing and escalating, throwing and catching, lifting and transporting loads, obstacle paths, etc.

Applicative exercises can be classified into two large groups:

- Exercises specific to gymnastics: (dragging, balancing, climbing and escalating, lifting and transporting weights)
- Exercises are not specific to gymnastics: walking, running, jumping, throwing and catching” [8, p. 63].

„Through apprenticeships, performers also acquire the skills specific to each of the sporting disciplines. To increase efficiency, it is advisable to practice them

more outdoors. The effort that practitioners are subjected to is complex, so that dosing needs to be as well. Utility-applied exercises can be included in basic gymnastics lessons, sports gymnastics, excursions and tourist march, as well as in physical education lessons in all learning cycles. They teach them as lesson themes and have the advantage of working with the whole group, which increases the density of the lesson" [5, p. 97].

The degree of complexity of their contents (driving forces - natural or built movements) leads to the classification of applicative routes in:

- Low difficulty routes;
- Medium difficulty routes;
- High difficulty routes.

According to the manifestation form the applicative paths can be: the relay (figure 1), the straight line (figure 2), circular (figures 3, 4) or tracking.

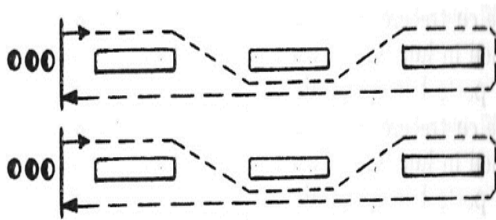


Fig. 1. *Application paths relay form*
[9, p.66]



Fig. 2. *Application paths straight line form*
[9, p.61]

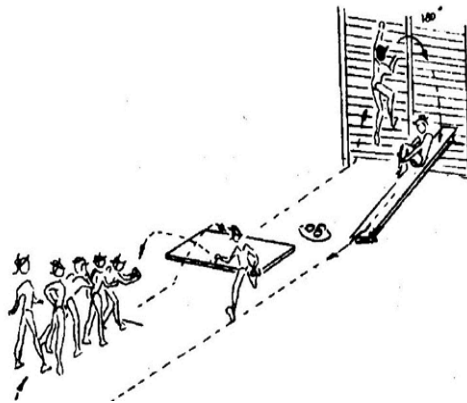


Fig. 3. *Application paths circular* [9, p.83]

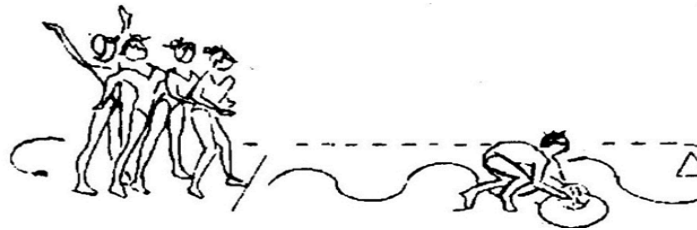


Fig. 4. *Application paths circular form* [9, p. 80]

The compilation and teaching of the application paths will be done in compliance with certain methodological rules:

- Account shall be taken of the age and the degree of training of the contractors;
- Presents the themes and tasks that are included in the application course;
- Organizing and executing workshops with precise tasks for each performer;
- The methodical steps in building workshops must be respected, so balance and speed will be positioned in the first part of the journey, followed by deafness and resistance;
- The included acrobatic elements must be learned in previous lessons;
- Avoid road accidents;
- The penalties obtained by the performers during the course of the journey will be specified and the winners will be mentioned if the course is a race;
- The conditions of competition must be identical for all performers;
- The exercises existing on each road workshop must aim at the complex development of motor skills by alternating the muscle groups participating in the effort;
- The way of showing the route must be specified;
- Appliances claiming a high degree of difficulty in the exercises will be mounted halfway;
- In the last part of the route, exercises with heavy structures will be avoided because of the fatigue of students who will no longer be fit for the best and most accurate executions;
- The effort must be planned so that after an effort for the lower limbs, an effort is made for the trunk, arms, alternating the effort;
- He effort will be graduated in accordance with age, physical development and pupils' motorcycle baggage by increasing or decreasing the number of devices, hindering or relieving exercises, increasing or decreasing travel speed, increasing or decreasing the height of the apparatus;
- Exercises are requiring a small base of support are alternated with those that require a large base of support.
- Installations and appliances must be installed in such a way as to provide more possibilities for being overtaken.
- Low-stability devices are fitted at the start of the journey because they require a higher concentration.
- To provide identical working conditions, appliances, installations must be the same, be identical in shape, weight and color;

- In the arrangement of apparatuses and installations it is meant the alternation of the dynamic elements with those that contribute to the orientation in space.
- The paths on which the application paths are to constantly require directional changes and work on different planes.
- Insurance and self-insurance are taken throughout.
- It is recommended to use open-air applications in open air to use all the natural conditions with a lot of fantasy;
- in the application paths that use means of different sports, the actions must be technically correct and have a precise finality, identical to that in the branch of sport;
- for reconnaissance and accommodation, it is good to run the run twice before the start of the

competition between the teams formed" [4].

As a rule, the application paths are done in the opposite direction and the correct stages are required.

Structures of the relay and application paths are determined on the basis of the motor actions previously encountered by the pupils so that they comprise simple, easily executable elements alternating with elements of performance constraint specific to the ways of checking the psychic and physical possibilities of the executing pupils" [1, p. 182-183].

Thus, the fitting of the applicative paths for the development of the general force for the students of the gymnasium cycle of education, which determine the increase of the indices of force necessary for any kind of activity, can be found in figures 1-4.

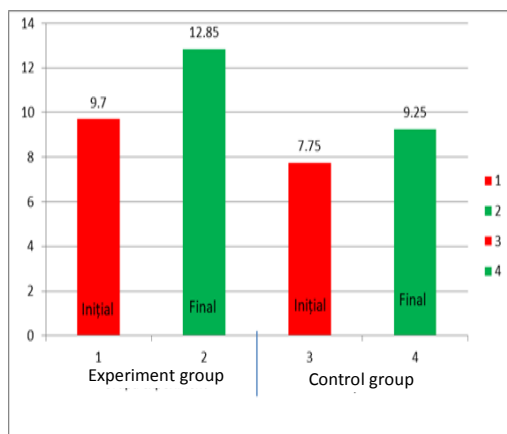


Fig. 5. Centralization of sample indicator values - "flotation"

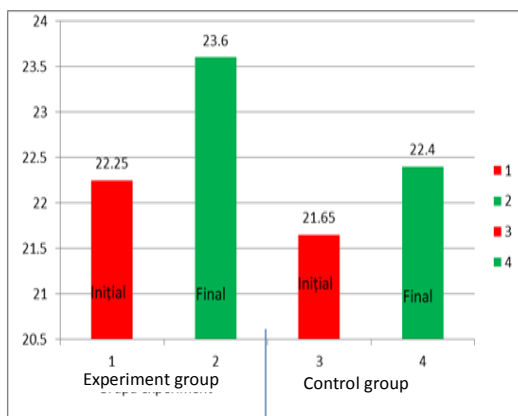


Fig. 6. Centralization of force-to-sample indicator values "dorsal stem lifting"

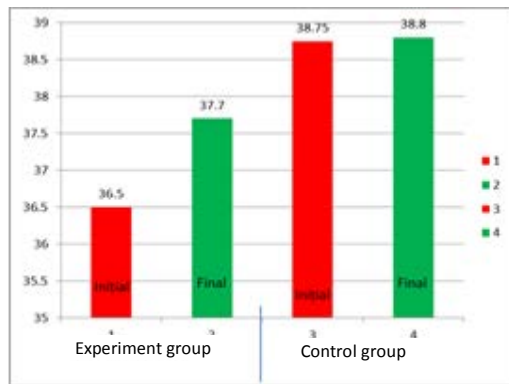


Fig. 7. Centralization of strength indicator values - sample "extensions of facial lump trunk"

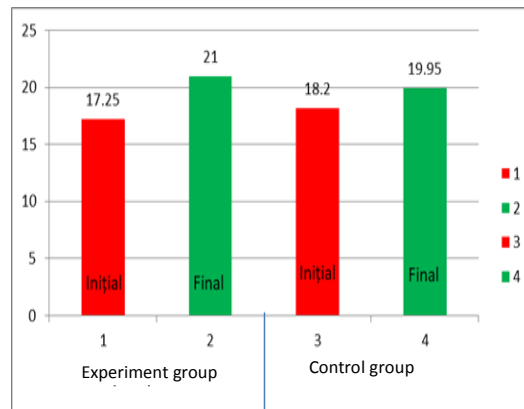


Fig. 8. Centralization of strength indicator values - sample "extensions of facial lump trunk"

4. Discussion

Applying paths are effective means of accomplishing the multiple tasks of physical education with particular psycho-behavioral effects [10].

They usually engage all muscle groups in effort, thus contributing to the overall physical development of the organisms.

It is seen in fig. 5 that the experimental group in the final assays was performed on average by 3.15 more repetitions than in the initial assays compared to the control group which performed an average of 1.5 repetitions in the final tests compared to the initial tests. Thus, there is an average of 1.65 repetitions in the experiment group, which indicates that training through the application paths for strength development is more effective than the classroom-based training period.

After comparing the results it resulted that the methods and means applied in the form of an experimental group path determined the achievement of the proposed objectives, the results of the experimental group being better than the results of the control group.

These differences were evidenced by initial and final tests performed in both experimental and control groups.

It was highlighted that by using the application paths, the physical education lesson gained in terms of attractiveness, the students expecting them and participating with a great motoring mood.

Utilizing rationally and consciously certain application paths specifically designed for the purpose of the physical education lesson, a significant improvement in students' driving capacity and in particular the strength indices were obtained 5 - 8.

The following methodological requirements must be met in order to achieve optimal application paths:

- To make the route smooth;
- The degree of difficulty of the journey depends on the training and gender of the participants;
- Ensuring apparatus and deployment space to avoid accidents;
- The conditions for the competition to be identical for all groups of participants and knowledge of the competition rules;

- Clear explanation of the route, passing a test;
- Winners must be objectively established" [7, p. 112].

Therefore, by using the most appropriate and attractive methods and means, the physical activity leads to an increase in the level of attractiveness and involvement of the student, which leads to a good development of the motor quality of the force, a harmonious development of the individual from a physical point of view, psychologically and spiritually, causing him to have a proper physical condition that allows him a healthy lifestyle and, last but not least, to easily achieve the basic physical exercise encountered in everyday life [3].

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