# POLIVALENT AND POLYATLETICS TRAINING IN STAGE I OF TRAINING

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#### Abstract

From the practical activity, the idea that the training of long-term athletes is developed in several stages, is determined by the particularities of age and the general availability of adaptation of the body.

Stage I: basic oriented training - B.O.T. - depending on the specific branch of the sport

This stage represents the initial stage of sports training and has as a general task the creation of general premises for the long-term development of the performance capacity.

The objective is the increase of the effort capacity and the development of the fine coordination of the movements, related to the initiation of the children in the basic athletic tests.

Methods

1. multilateral physical training;

2. polyvalent and polyathletic training

3. physical training specific to the test performed

The subjective sensitivity of learning depends on a variety of factors such as age, prior experience of pre-training or pre-training, aerobic strength and power, and possible specific genetic variations.

Results - percentage graphical expression of the realized volume.

During a year of poly-athletic training, a sample of children aged 10-14 years from a group of beginners of LPS Bv. (Prof.N.G.) and a sample of 6 beginners of the same age LPS Bv. (Prof.B.I.A.)

Conclusions

Initial and final tests were established and progress was made. The end of the initiation and promotion period highlighted a number of 4 athletes with real prospects for athletic performances.

Keywords: polyvalent, polyathletic, stage I B.O. T., athletic speed runs, specific physical training

#### Introduction

From the analysis of the specialized literature (L. Nadory, 1984 quoted by A. Dragnea and S. Mate-Teodorescu, 2002), but also from the practical activity, results the idea that the training of long-term athletes develops in several stages, determined by the particularities of age and the general availability of adaptation of the body.

Stage I: basic oriented training - A.B.O. depending on the specific branch of the sport -

This stage represents the initial stage of sports training and his general task is the creation of general premises for the long-term development of the performance capacity.

The most important objective is the increase of the effort capacity and the development of the fine coordination of the movements, related to the initiation of the children in the basic athletic tests". (7).

"The subjective sensitivity of learning depends on a variety of factors such as age, prior experience of pretraining or pre-training, aerobic strength and power, and possible specific genetic variations." (9).

#### Methods

Methodical aspects regarding the development of the motor qualities

"The training of the athletes is a process of perfecting the motor skills, developing the possibilities of functioning and educating the motor qualities". (12) "One of the indispensable and basic components of sports training is physical training, which involves:

a) improvement of the motor qualities;

b) mastery of a wide variety of skills and skills;

c) development of morphological and functional indices of the body, corresponding to the athletic sample".

(4)

The complex sphere of physical training, as well as its significance in the process of training athletes, have determined the differentiation of this component into:

1. physical multilateral training;

2. polyvalent and polyathletic training;

3. physical training specific to the practiced test. (6)

## **Organization of the Text**

The means used in multilateral physical training are selected according to the requirement of increasing the morphological, functional and motor capacity of the athletes in relation to the preferred athletic sample.

"The exercises characteristic of the multilateral physical training are taken over and adapted from the arsenal of the specific means of other sports, or specially created by the coaches, which are strictly necessary so that the sports versatility can be viewed not only strictly methodically, especially in the early stages of performance." (3)

Versatility, from our point of view, has a valid support; find more than multilaterality oriented to more plans. The human personality encompasses the physical, psychological, affective, moral and spiritual plane, so the versatility (term specific to chemistry) leads us to think about the connections between these planes.

"Multilaterality leads us to the desired plans and the versatility structures and links them ensuring motor progress." (13)

"The versatility creates the balance between the psychomotor skills and the coordinative ones, gives them valences of skills through the transfer in the area of automatisms. Through its harmony and dynamics, the versatility removes the monotony of constant-applied stimuli and helps to avoid the capping of the results". (6)

The effects of adapting to the effort have materialized in the health of the children and in the sports performance.

"Multilateral and polyatletic training are priorities throughout the preparation of athletic events related to the specific effort." (2)

Specific physical training includes the development of the morphological and functional indices of the organism, as well as of the motor qualities in close connection with the stress demands characteristic of the practiced tests and the improvement of the speed, strength, endurance and skill indices.

Specific physical training cannot achieve the morphological, functional and motor indices alone, but only in close connection with multilateral physical training. "The complex multilateral training must ensure the development of the necessary interdependence between the motor skills and the motor qualities. Motor skills cannot be manifested at a higher level if they are not closely related to motor qualities". (14)

The locomotor, nervous system and metabolism represent three major biological complexes that work in close correlation. Methodology of specialized training in sprint samples in the polyvalent and polyatletic training stage. Speed athletic runs are in what specialists call performance sports, with stereotype technique and generally standardized competitions. This fact requires the athlete to develop muscular skills of strength, speed, endurance and metabolic processes related to the effort. The speed tests in athletics especially require those generally anaerobic mechanisms with a duration of 10 "- 60".

"The request being muscular and submuscular in the training effort or in the competition determines the trainer to know that these samples fall in morphological aspect in the category of those activities that require a high score of the muscular mass and the ability to develop locally this force in regime. medium to high". (10) Therefore, in his metabolic approach, the trainer will use those means force-speed, but also the means that follow the elasticity and the resistance of the execution in the monostructured form.

Now the coach's mastery actually begins. If the means can be noticed, it is more difficult to create the beginner child, those reflexes of adaptation to training stimuli, because in the future, through the effects of

overcompensation it will perform in one of the athletic running tests. "The load and the recovery, the resumption of the request and its duration become mechanisms clearly guided on the principles of the sports coach and this needless study and concern from the coach, motivation and dedication from the sportsman." (9)

The development of speed in post-pubertal athletes has some particularities related to the current level of morphofunctional development of the body. Thus, "while in the other previous stages the speed was developed in its pure form, so-called "base speed", in the post-pubertal stage this path becomes inaccessible because the balance of the two fundamental cortical processes (excitation and inhibition) leads to a gradual decrease of their mobility, limiting itself only to the physiological support of the development of the basic speed." (15)

However, "the functional indicators of the mobility-fundamental nervous processes are higher than those observed in young adults, in the post-puberty stage a slight increase can be obtained of the basic speed through a training oriented for this purpose". (6)

At the beginning of the post-puberty period it is recommended to limit the speed effort using very short and short distances (30-40-60 m), because they correspond to the morphofunctional particularities of the students of this age period.

Gradually the distance can be increased up to a maximum of 200 m, and can be covered without the high demand of circulatory and respiratory devices as an advantageous physiological state. "If the rate of reaction can be less developed at this stage, the other forms of manifestation (movement, repetition, execution) can be successfully developed based on the increase of muscle strength, coordination and improvement of the technique of start and the style of exercise. run". (5; 15)

It was considered that these arguments are strictly necessary, so that sports versatility can be viewed not only strictly methodically, especially in the early stages of performance. "All the factors mentioned can at one time create a favorable environment for the talented child to become a performer." (8)

During a year of polyathletic training, we had a sample of 8 children, aged 10-14 years, from a group of beginners of LPS Brasov (Prof. N.G.) and a sample of 6 beginners of the same age, LPS Brasov (Prof. B.I.A.). We present the criteria according to which they were chosen: health status, frequency of training, discipline during work, motivation for movement, good school performance, relationship with parents. Initial and final tests were established and progress was made. The end of the initiation and the promotion period highlighted among them a number of 4 athletes with real prospects for athletic performances. Of these, one (C.A.) was eloquently highlighted, practicing the performance sport at the national level in the 400 mp test. The level of request (with small exceptions) was approximately the same in each training session.

The children were near ( $\pm 1$  year). The effects of adapting to the effort have materialized in the health of the children and in the sports performance. Multilateral and polyathletic training were priorities throughout the study year for data collection and systematization of the exercises.

#### Results

It has been found that in working with children at this level, the studies are interesting with surprising results. 4 representative samples were established. A competitive year was chosen as the study period to track the evolution of these children over time and whether the practice can confirm what the field theory supports. The evolution of motor skills was followed during 9 calendar months, without any scheduled interruption. There were 4-5 weekly training sessions of 2 - $2\frac{1}{2}$  hours each.

The compulsory medical check-up was performed at least twice every semester. As a result, we obtained very useful information about the physiological level in which we belong. Somatic data were useful to track nutrition status and changes. Rigorous schedules have been established in accordance with the requirements of the programs, standards and scales for children in this category.

Although they could not fit in all the parameters of volume and especially of intensity, the level of effort was reached in a proportion of 75 - 80%, fact confirmed by the study of the training books of each child in the group. The first test took place in the first week of October. The last test took place in the last week of June of the school year 2013 - 2014.

The tests included the following tests:

- Flat 50m running speed with foot start 2 tests (for speed);
- Long jump on the spot 2 tests (for explosive force of the legs);

• Throwing the ball of the ball with a 3 - 5 step impeller - 2 attempts (for the explosive force of the arms);

- Running 600m (for endurance).
- Anthropometric data:
- Height (cm)
- Body weight (kg).

Note: The tables with the calendar schedules, the percentage distribution of the general means of multilateral and polyvalent preparation with the results of initial and final tests in the following figures are presented.

STRUCTURE	LEARNING	ANNUAL GRADING OF LEARNING UNITS									
MOTOR	UNITS	SEP	OC	NO	DE	JA	FE	MA	AP	MA	JU
QUALITIES		Т	Т	V	С	Ν	В	R	R	Y	Ν
	SPEED-SKILL										
	MOBILITY										
	POWER										
	ENDURANCE										
	POEND COM.	Perr	nanent	task							
BASIC MOTOR	WALKING				Appl	lication					
SKILLS	RUNNING				cours	es					
	JUMPING										
	THROWING										
USE	BALANCE										
APPLICABLE	CREEPING										
MOTOR SKILLS	ESCALADE										
	CLIMBING										
	TRACTION										
	PUSHING										
ATHLETIC	SPEED RUN							-			
SKILLS	ENDUR RUN		Cross	;			Cross				
	HURDLE RUN										
	RELAY RUN	Relays	5								
	LONG JUMP										
	HIGH JUMP				-						-
	OINA THROW										
	MED. BALL										
	TH										
GYMNASTICS	ACR.+ JUMPS										
SPORTS GAMES	BASKETBALL,		COMPI	LEMENT	'ARY						
	HANDBALL										
	FOOTBAL										
OTHER SPORTS	SWIMMING										
BRANCHES					COM	PENSAT	ORY				

Table 1. The proposed model for calendar planning



Fig.1 Percentage of throw execution volume, running-specific means



Fig.2 Percentage of throw execution volume



Fig.3 Percentage of jumping execution volume



Fig.4 Percentage volume execution means mobility, flexibility, skill



Fig.5 Percentage of execution volume, strenght-power exercises on muscle segments



Fig. 6 Comparative graph on the samples adressed in polyathletic training

#### Conclusions

The study confirmed the hypothesis that not all psychomotor qualities have the same level of development; at this age speed precedes strength and endurance.

There was a significant correlation between the level of strength development and resistance at this age

The means of action must be carefully selected and dosed to ensure the level of versatile training that facilitates the orientation towards a presumptive sample.

The systematic and methodologically oriented work throughout the entire competition year is the guarantor of significant improvements of all the structural and functional parameters of the child's body, with positive effects in terms of general motor skills.

Following the study of the dynamics of the motor capacity indicators in the athlete children of 10-14 years, it turned out that the means, methods and methodological orientation were good; children progressing at the motor level and physical development level.

## **Proposals and recommendations**

An annual training cycle of 11 months is proposed for approximately 280 days, which becomes a constant in our training plans, thus motivating: 13-14 year olds already participate in the junior NC finals based on FRA standards.

Work with models adapted to the level of each training group (beginners, beginners, advanced). We are motivated by this: we are helped to systematically monitor the level of training and how it is supported by the athlete's children.

It is proposed that during the preparatory winter period, the application paths should be found in the coaches' plans, because they compensate by dynamism and attractiveness the low level of effort characteristic of the period in which they work indoors.

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