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MANAGEMENT STRATEGIES FOR IMPROVING THE SYSTEM OF PHYSICAL EDUCATION IN SCHOOL

Strategii manageriale de optimizare a sistemului de educaţie fizică şcolară

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Abstract
Building and maintaining student interest in the movement and exercise are priority tasks of physical education teacher.
Objectives. In this regard, we have proposed lines of research, methods of optimization of educational process organization based physical education lessons using athletic training means.
Methods. The methods used in the research are: observation method, with which we evaluated the effects of systematic physical education teaching method used to present concrete demonstration exercises collective experiment method; data comparison method, the measurement method and the results of the test subjects;
Results. Special training programs athlete greenhouse multilateral training took into account mainly the composition and organization of cycles of lessons that were based on a number of objective and subjective factors related to growth processes and phenomena functional of schoolchildren.
Conclusion. Studying theory and practice of educational process of physical education in the secondary school shows that so far curricula contain general elements and not oriented well established for such trainings with very few embodiments enabling a progressive development functional parameters of students.

Keywords: system, strategy, physical education, school, method

Introduction

Physical education has a predominantly biological character and important valences on social and cultural-educational plans.

Like all other disciplines, physical education tries by all means and means to improve the content of the activity in order to achieve the immediate and long-term goals. It goes without saying that the traditional curriculum of physical education needs to be adapted and improved due to the evolution of society and new demands, and thus older teaching concepts must be reoriented in the sense of responding to the current social order (Cerghit, I., 1983).

Forming and maintaining students' interest in movement and physical exercise are the primary tasks of the physical education teacher. In order to accomplish these, the teacher has to demonstrate good professional and specialist training, general culture, creativity, intelligence and managerial capacity, in full agreement with the desire for exercise and physical effort of children and pupils as a result of physiological development.

In this sense, we have proposed as research directions, the methods of optimizing the instructional-educational process based on the organization of the physical education lessons using the means of athletic training. Stimulating and directing the process of educating the pupils' interest in using the means of sports training is one of the major objectives of the instructive-educational process (Cîrstea, Gh.,1999).

At present, physical education lessons can no longer be fully realized on the basis of traditional school curricula and the traditional teaching concept, which has primarily been geared towards the formation of motor skills and skills and the development of motor skills. Moreover, the teaching-learning-evaluation activity has a reproductive character, being standard and lacking in creativity.

During physical education classes, athletics, through precise and well-conceived teaching, makes a substantial contribution to this task (Ardelean, T., 1979). The student can be initiated in the game of athletics in the form of a game, practicing almost the same evidence that athletes, but without achieving the same intensity or technical efforts and without dedicating them for so long. On the other hand, there are also differences in

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certain dimensions, weights and distances. The combined tests, in addition to ensuring multilateral athletic training, contribute to the formation and development of group relationships, team spirit, homogeneity and solidarity, the will to overcome other character traits of athletes and students. Walking and running, jumping and throwing are the main components of athletics, judiciously integrated into the physical education lesson.

Research hypothesis

The use of physical means of athletic training with multilateral training effect will have a major positive influence on the optimization of the educational-educational process of physical education, by implementing new ways of approaching the contents of the primary stage. They will contribute to:

- increasing the level of physical and functional training;
- improving skills and competence skills
- Increasing interest in physical education discipline.

The purpose of the research

It is the optimization of the instructive-educational process by using the means of athletics in the physical education lesson.

Research objectives

1. Studying and generalizing the specialized literature on the problem of improving the educational process in the discipline of physical education by using the specific means of athletics;

2. Determining the effectiveness of the physical education lesson by applying the specific means of athletics;

3. Determining the content of multivariate means, methods and forms of multivalve training aimed at polyvalent athletic training, according to the specifics of the physical education lessons at the level of the primary stage.

4. The experimental argumentation of the effectiveness of the application of the polyvalent athletic training methodology in the physical education lessons with the pupils of the primary stage.

Organization of the research took place within hours of physical education at Secondary School No. 2. This school has a very good material basis sufficient for pursuing research at a high level and an activity suitable teaching conditions. The school population is numerous, so that the sample of students who were tested and on which it was oriented experiment is considered as enlightening. Experimental groups were formed and a control group each amounting to a total of 50 students. Testing took place on the basis of two sets of tests consisted of 6 samples with indices functional and 6 samples with indices of technical and physical forms: the height, perimeter of the chest and dynamometer (left and right), vital capacity, and Ruffier test, running of resistance 600m and 2000m, running speed on the 30m and 60m
, throwing medicinal (2 kg), lifting the trunk of lying in sitting (abdomen 30 "), commute or play movement.
Basic research has been conducted between the years 2013 - 2016 in three stages, as follows:

The first stage (2013 - 2014), which is the finding, is based on the data from the organized observation and the comparison of the results obtained at the initial testing.

I watched the way in which lessons, pupils, how they respond to requests, and which of the proposed means is most adherent to them.

We have found that in order to achieve significant progress on general motricity, for normal growth and development of the organism, methods and forms of organizing and conducting physical education lessons are precisely targeted towards these objectives and perfectly adapted to the specific morpho-functional particularities of each category of age.

From our findings it has been departed the idea that, unfortunately, the means of training specific to athletics are not used in an organized way although there are material conditions in which they can practice.

The second stage (2014-2015) was the basic experiment which referred to the elaboration of a special program containing methods and means with multilevel athletic themes and its application on a number of 50 pupils aged 8-10 years.

The way in which the experimental and control groups were made was random (Epuran, M., 1995) and then the students were initially tested, intermediate and final.

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Students in the experimental group performed their physical education classes on the basis of a specially developed curriculum, while the control group of a total of 50 pupils of the same age worked at hours after the usual half-year curriculum.

In this way I had the opportunity to capture the consequences of some interventions that have been carried out along the way and the trends of evolution of the respective methodologies.

The third stage (2015-2016) was the completion of our research, in which the statistical data were processed and interpreted, the conclusions and the appreciation of the elaborated method were formulated.

Results

The human organism is unitary in its composition, functioning and development. By virtue of the natural reciprocal conditioning between its organs and systems, it exists, functions and develops as a unitary one in such a way that progress in a desired direction is in some dependence on progress in other directions.

The special program of training with multilateral training effect was mainly concerned with the design and organization of lesson cycles that were based on a series of objective and subjective factors related to the growth processes and morpho-functional phenomena of the school.

For the purpose of measurement and testing, under standard conditions of the sample we set up, using two test batteries, we aimed to highlight the evolution of anthropometric, motor, functional and technical training parameters.

The morpho-functional tests and the special technical and physical training performed during the pedagogical experiment and their comparison demonstrate that the level of effort capacity and registered parameters are progressively dynamic, the results obtained by the experimental group being superior to the control group in all test categories .

This phenomenon arises as a result of the effectiveness of the special program of polyvalent athletic training based on educational content with multilateral training effect.

The comparative analysis of the arithmetic mean of the two groups at the initial and final moments of the experiment at the functional indexes and the physical condition assessment provides the following data:

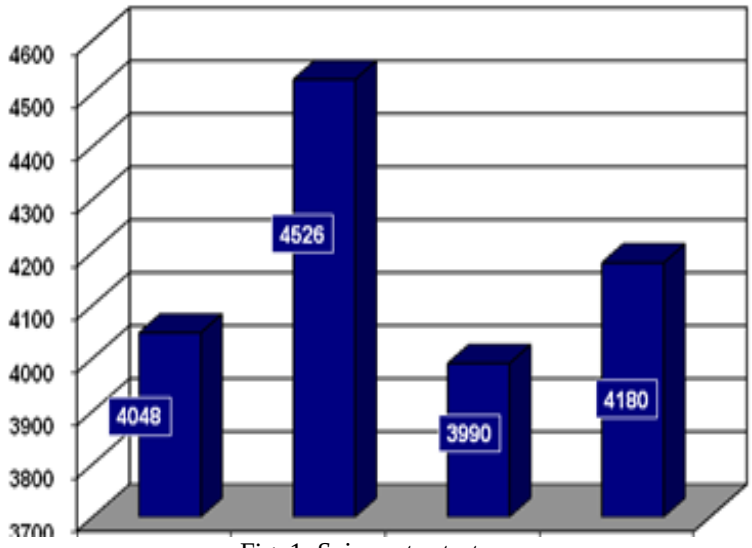

Fig. 1. *Spirometry test*

Spirometry shows almost equal numbers in the initial testing: 4048 cm^3 in the experimental group and 3990 cm^3 in the control group. In the final test, the experimental group had an average of 4526 cubic centimeters (3426 cubic centimeters) higher than the 4180 cc. of the control group with an increase of only 190 cm^3.

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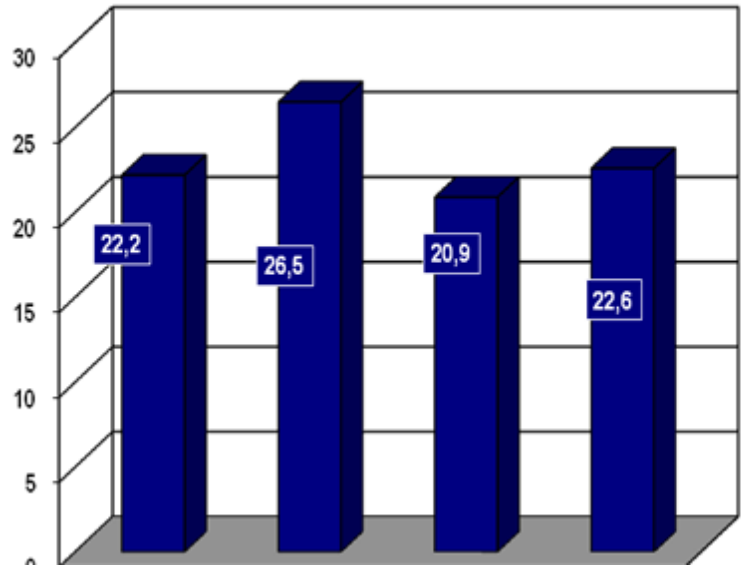

Fig. 2. *Dynamic right hand*

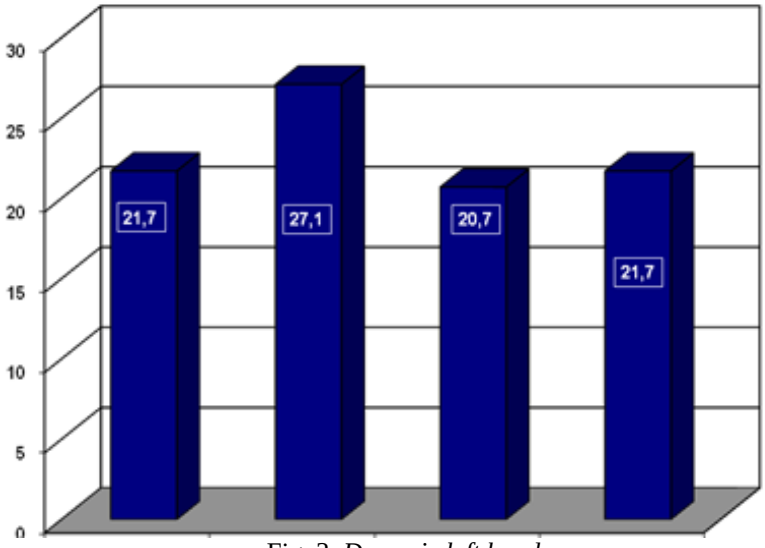

Fig. 3. *Dynamic left hand*

The dynamometric test is recorded at the initial test of the experimental group 22.2 kg. f in the right hand and 21.7 kg. f. to the left, of 20.9 kg. f and 20.7 kg. f. respectively. of the witness group. Final testing shows an increase of 4.3 kg. f. in the right hand and 5.4 kg. f. to the left of the experimental group of only 1.7 and 0.9 kg. f. respectively. to the control group.

ISSN 2602-0440, ISSN-L 2602-0440

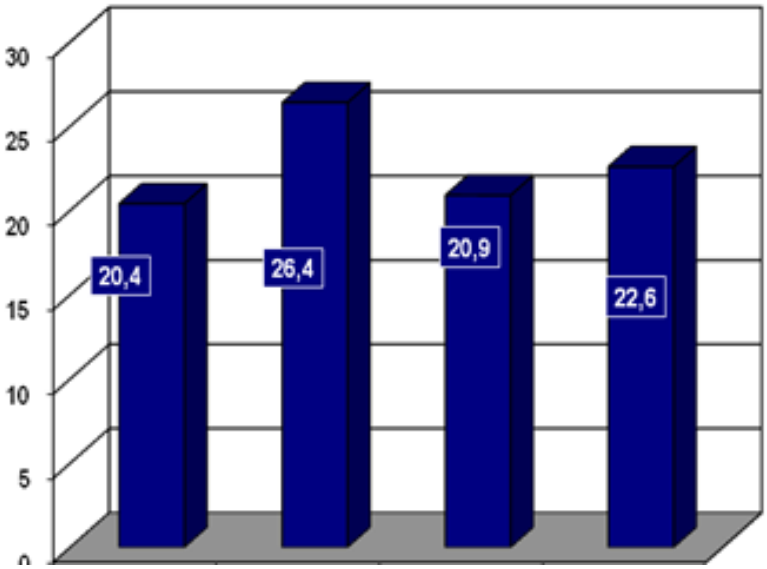

Fig. 4. *The abdominal muscular force*

The abdominal muscular force, a 30 "test, indicates 20.4 repetitions in the initial test for the experimental group and 20.9 in the control group. In final testing, the indices are 26.4 for the experimental group (progress 6 reps) and 22.6 for the control group (progress 1.7 repeats).

The Ruffier test is a physical fitness test and records significant increases in the experimental group of 5.76 units between the initial and the final test, of only 1.90 units in the control group.

Comparison of the arithmetic mean of the run-in samples to the initial and final tests between the experimental group and the control group is as follows:

Running speeds of 30 m have an average of 4 ", 52 in the experimental group and 4", 56 at the blank in the initial test. At the end of the test, a progression of 47 ounces (mean 4 ", 05) in the experimental group and 22 inches (mean 4", 34) was recorded in the control group.

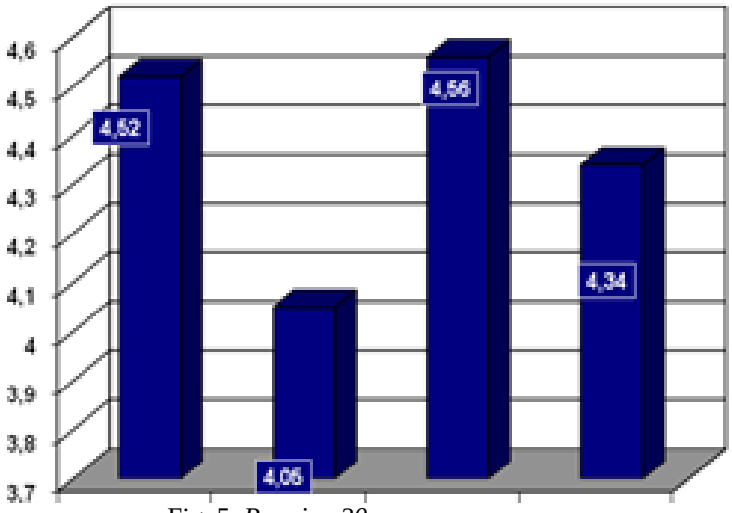

Fig. 5. *Running 30 m*

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At 60 meters, the progress of 54 inches between the initial test and the final test time dropped from 8 ", 64 to 8", 10 in the experimental group of only 24 in the control group, the result being improved from 8 " , 65 to 8 ", 41.

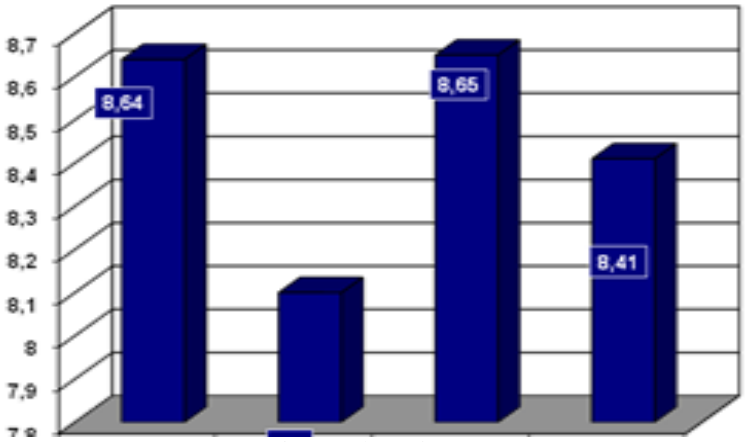

Fig. 6. *Running 60 m*

Initial rolling resistance test ratios of 600 m are 2'.23 "in the experimental group and 2'.22" in the control group. Final testing shows a 19 "(mean 2'.04") progress in the experimental group and 4 "(mean 2'.18") in the control group.

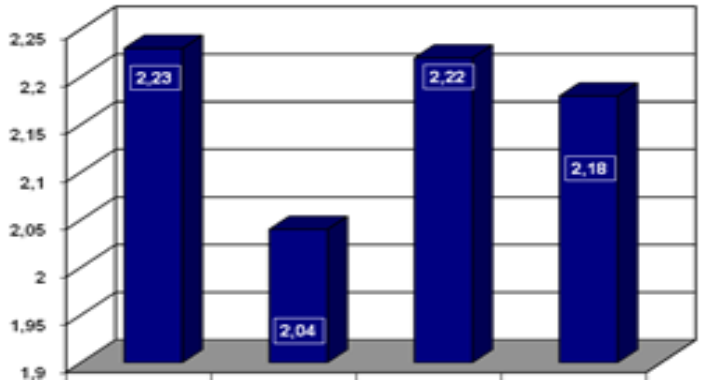

Fig. 7. *Running 600 m*

The arithmetic mean value at the 2000m resistance run shows a progress of 37 "(8'.41" initial and 8'.04 "final) in the experimental group and 23" (8'.56 "initial and 8'.33" final) to the control group.

In the "throwing the medical ball" test, the test results averages: in the experimental group 5.91 m and 6.83 m with an increase of 92 cm and in the control group 5.94 m and 6.41 m with an increase only 47 cm.

Discussion

The study of the theory and practice of the educational-educational process of physical education shows that up to now the school curricula contain general elements and do not have a well-defined orientation for such training with very few concretizations allowing a gradual evolution of morpho-functional parameters of students. Examining the aspects related to the use of these means in the 11-12 year physical education lesson demonstrates that these are a factor for optimizing the didactic process, contributing to equipping the student with capacities and attitudes in line with the educational ideal.

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Analysis of the research results revealed that the provisions of the school curriculum are partly in favor of the multilateral training of pupils and that in order to achieve a polyvalent athletic training during a school year, the number of hours affected by athletics is insufficient

The special polyvalent athletic training program that has been developed and applied to the experimental class provides knowledge, skills and skills of the most significant athletic samples, different as a type of effort, technical and methodical learning and their execution with increased indices of the motoring qualities.

The annual effort volumes of the polyvalent athletic training program, composed of two large groups of means, take into account the psycho-physical and anatomical physiological specificities of the puberty period, but also their accessibility and adaptability to the material conditions existing in schools.

Conclusions

The morpho-functional tests and the special technical and physical training performed in the pedagogical experiment and their comparison demonstrate that the level of effort capacity and registered parameters are progressively dynamic, the results obtained by the experimental group being superior to the control group in all test categories .

As a result of the research carried out, the application of the special program of athletic polyvalent training in the process of training of the pupils in the gymnasium cycle is an efficient method for the qualitative increase of the students' motricity, a conclusion resulting from the overall increase of the results obtained in the final tests experimental group compared to the control group compared to the control group.

The subjects of lesson, with athletic content, from the special program proposed and experienced in the lessons developed within the experimental group offer the possibility of the physical education teacher to reduce or even eliminate the passive pauses, recording the high parameters of the actual work (motor density) reaching in some cases to 67.5% of the total time of the lesson, meeting the ideal requirements (60-70%).

As a result of the experiment, a draft program based on polyvalent athletic training, which can be recommended to physical education teachers, as well as study material for the students of the faculties, was elaborated.

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