

**COMPARATIVE STUDY OF THE INDICES THAT DETERMINE  
THE MOTOR TRAINING AS A FACTOR OF THE  
CHOREOGRAPHIC TRAINING OF THE STUDENTS OF THE  
PROFILE FACULTIES**

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**Abstract:** Choreographic training is one of the basic links, which aims to acquire a complex of movements in accordance with the music. The choreographic training of the students has a beneficial role in the motor training of the profile students. The paper aims to develop the motor training of profile students with the help of the experimental program. Methods for assessing the level of motor readiness are speed, strength and general coordination tests. One of the objectives would be the need for choreographic training from the point of view of the professors from the profile faculties and the level of acquisition of the elements necessary for the choreographic training.

**Introduction.** The choreographic training of students is one of the current problems of theory and methodology in the branches of gymnastics. The choreographic training itself is one of the basic links that condition the multilateral training in gymnastics and offers the possibilities to know the aesthetics of the movement, which subsequently has a positive impact on the level of professional training.

This problem has not been addressed by many theorists and practitioners and therefore its approach at the moment to the level of professional training of students is not yet realized. Obviously, the specific means of choreographic training have put in the service of trainers of specialists in physical education, useful information of body image, but some pedagogical-methodological aspects remain without a well-defined concept. In the theory and practice of physical and sports

education (especially in gymnastic tests), there are no approaches to the choreographic aspect in the instructive-educational preparation of students.

This aspect also contains some shortcomings in this context, the solution to the problem is the introduction in the discipline programs in the branches of gymnastics of the choreographic training of students to condition the acquisition of expressiveness, the connection between music and movement and rhythmicity. The choreographic aspect has an important role in the basic training of students, which requires knowledge of rhythmic gymnastics, classical dance, contemporary dance and character dance.

Some specialists [1, 3, 4, 12, 15] consider that the choreographic training aims at acquiring a baggage of movements and an expressive artistic execution of them, in close connection with music. Due to its content and particularities, the means of choreographic training ensure the movements virtuosity, expressiveness, as well as a fine coordination and an exact understanding of the music.

The development to perfection of artistic attire, harmony, amplitude and rhythm, leads to the moving expressiveness of the whole body. To this is added the facial expression, the speech of the eyes, which must reflect the range of inner feelings, related to experiencing movement, the passion of the thing itself, the feeling springing from the correlation between music and movement, the inner force that generates beauty and has the power to transmit it [5, 7, 9, 13, 14].

The purpose of sustained training in gymnastics is to achieve beauty in motion, a well-presented artistic exercise, as well as the development of the ability to convey emotions and feelings through execution. "Beauty" in gymnastics is a broad phenomenon, achieved through several forms and moments (creation, finite exercise, transmission-reception). In its connections with human nature, culture and society, the beauty of gymnastics is imposed as an objective, scientific and permanent necessity. In this sense, it is also necessary to eliminate the old limitations and take over the valid results [10., p. 1].

According to specialists [2, 6, 11] it is considered that by using dance elements the following objectives can be achieved: harmonious development of the body, achievement of artistic attire and execution, stimulation of body expressiveness, of artistic creativity and imagination, increasing virtuosity, dynamism, grace and elegance of movements, developing the ability to appreciate their own motor actions, developing motor rhythmicity and musicality, developing motor qualities, educating the coordination capacity by acquiring a rich motor content, educating aesthetic feelings.

### **Subjects**

The subjects of the research were students of the second year of the academic year 2014-2015. The experiment group included a number of 49 students, of which 10 girls and 39 boys from the Faculty of Physical Education and Sports in Suceava. The students in the control group were from the Faculty of Physical Education and Sports in Galați, of which 10 girls and 46 boys a total of 56 students.

### **Procedure**

During the semester, during the practical works, the following dances were proposed in the experimental program: Cha Cha Cha, Slow Waltz and Viennese Waltz.

### **Ways**

The tests were used to assess the level of motor training:

- 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 the realization of the elements in gymnastics, but also in 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.

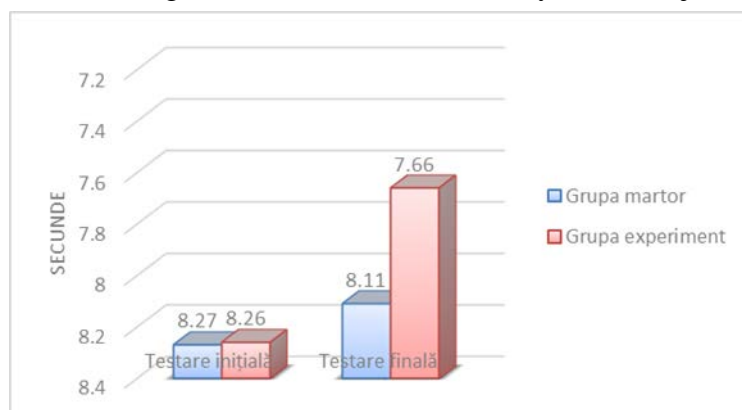
### Results and discussions

The development of the assessment of the efficiency of the proposed program, which was based on the formation of choreographic skills, were analyzed by statistical data recorded by the experimental group and the control. Next we will present the statistical analysis of the calculated indicators, being approached each group separately, with the appreciation of the evolution between the two moments of the evaluation: the initial and final testing.

Analyzing the results obtained by the students tested at the level of motor training, we notice that at the initial test both groups had similar performances, so they started from the same level at all the tested tests. The difference is made in the final test where the experiment group after applying the proposed program obtained a better average value compared to the control group, these results being supported by statistical analysis that showed a significant difference with values between:  $P < 0.05$ ;  $< 0.01$ ;  $< 0.001$ .

The motor quality “Speed of movement and repetition” was achieved by the test “Shuttle 5x5 m.”, And the data illustrating the value of the averages obtained at the initial test and at the final test within the control and experiment group are presented in graphical form in Figure 3.1. They reflect a different level of performance between the two tests: initial and final, as well as between the two groups: control and experiment.

Analyzing the data obtained by the experiment group at the speed test we can see that the average of the results obtained by the experiment group is  $7.66 \pm 0.15$  sec. compared to the results of the control group where the mean is  $8.11 \pm 0.07$  sec. The difference of 0.45 sec. which is between the two groups tested in the final test is due to the application of the proposed program that has demonstrated its effectiveness through the results obtained by the subjects of the



experiment group. Statistical analysis, which demonstrated a significant difference, the value of "t" between the two tests being 4.17 at a significance threshold of  $P < 0.001$ .

Fig. 3.1. Comparative averages obtained in the "Shuttle 5x5" test (girls)

Analyzing the values obtained by both groups at the final test of the long jump test on the spot that tests the level of strength quality we can see that the control group achieved an average performance of  $1.76 \pm 0.03$  m. performance of  $1.88 \pm 0.11$  m., the difference of 12 cm. confirms that the experiment group has made significant progress.

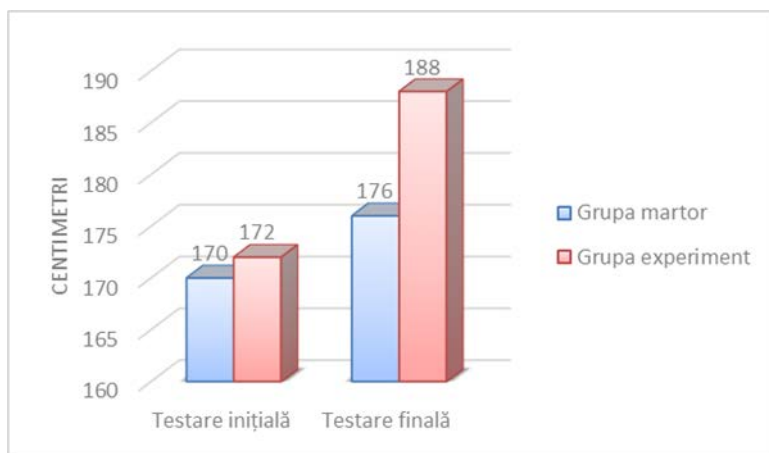


Fig. 3.2. Comparative averages obtained in the test "Long jump from the spot" (girls)

Significance threshold reached:  $P < 0.01$ , from Fisher's table, corresponds to a "t" of 3.31 between the final tests of the two groups in this procedure, which demonstrates a significant difference in performance, with a result favorable to the experiment group as shown in Figure 3.2.

After processing the results of the two groups: control and experiment, at the final test of the Matorin test that evaluates the general coordination, we considered it appropriate to present the performances for left and right rotation jumps, to understand the differences between the tested groups.

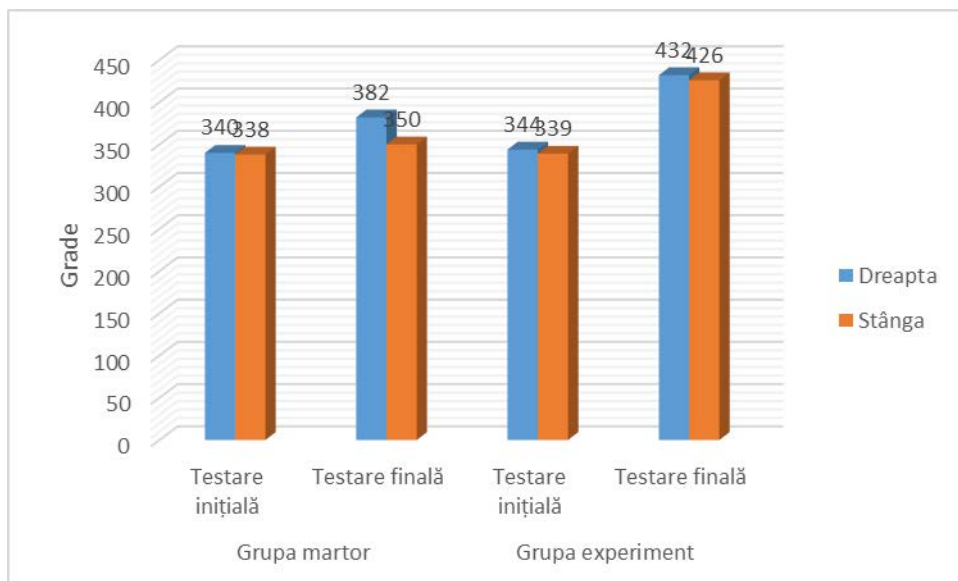


Fig. 3.3. Comparative averages for the Matorin test (girls)

Comparing the data obtained for both left and right rotational jumps, it is found that in the final testing the average performance obtained by the experiment group is better than that of the control group. Thus, the experiment group obtained a performance of 4260 for the rotary jump on the left side and the control group a performance of 3500 with a difference of 760. For the rotational jump on the right side, the experiment group obtained a performance of 4320 and the control group obtained a performance of 3820 the difference being 500. The comparative results are present graphically in Figure 3.3.

The significance threshold reached is  $P < 0.001$  for both jumps, from Fisher's table, corresponds to a "t" of 4.14 for the right-hand jump and a "t" of 4.21 for the left between the final tests of the two groups. , which demonstrates a significant difference in the average performance in favor of the subjects of the experimental group.

Balance is a basic motor skill in gymnastics, dance and has been tested by the Romberg test. At the final test we can see from Table 3.2 and Figure 3.4 that there is a difference between the two groups so the experiment group achieving an average performance of  $34.95 \pm 0.55$

sec and the control group an average performance of  $32.99 \pm 0.74$  sec. The difference between the two groups subjected to research being 1.96 sec.

The significance threshold is  $P < 0.05$ , from Fisher's table, corresponds to a "t" of 2.06, which demonstrates a tendency to increase the average performance in favor of the experimental group. This is due to the proposed program for the experiment group which achieved significant performance compared to the control group.

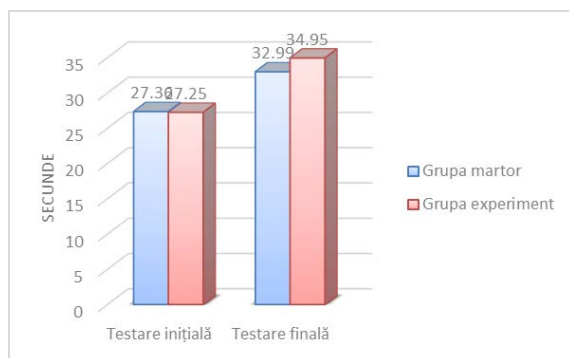


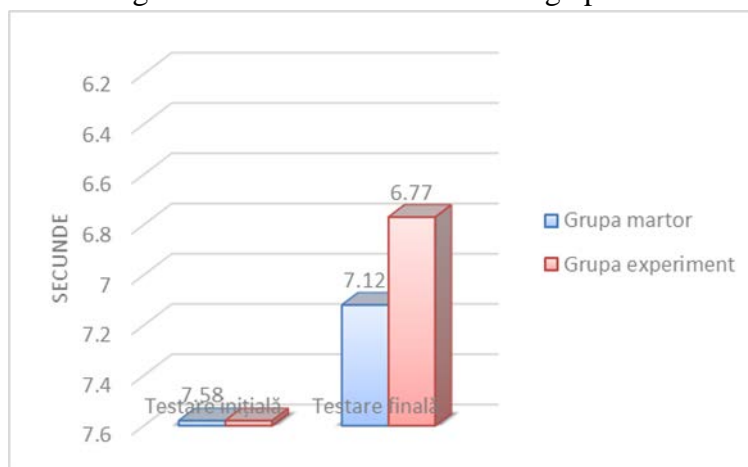
Fig. 3.4. Comparative averages for the Romberg test (girls)

The level of motor training was also tested in the group of boys where the control group had a number of 46 subjects and the experiment group had 39 subjects.

The reaction and travel speed test was performed by the "Shuttle: 5x5 m." Test, where the subjects subjected to the research obtained an average of equal performances at the initial test, the difference being made at the final test. The results obtained at the final test are presented in Figure 3.5, where it is observed that the control group obtained an average performance of  $7.32 \pm 0.10$  sec., And the experimental group an average of  $6.77 \pm 0.14$  sec., The difference being 0.55 sec., this difference is due to the application of the proposed program in the instructional process to the subjects of the experimental group, which improved the average performance at the final test.

From a statistical point of view, the significance threshold is  $P < 0.001$ , (from Fisher's table), it corresponds to a "t" of 3.11, which

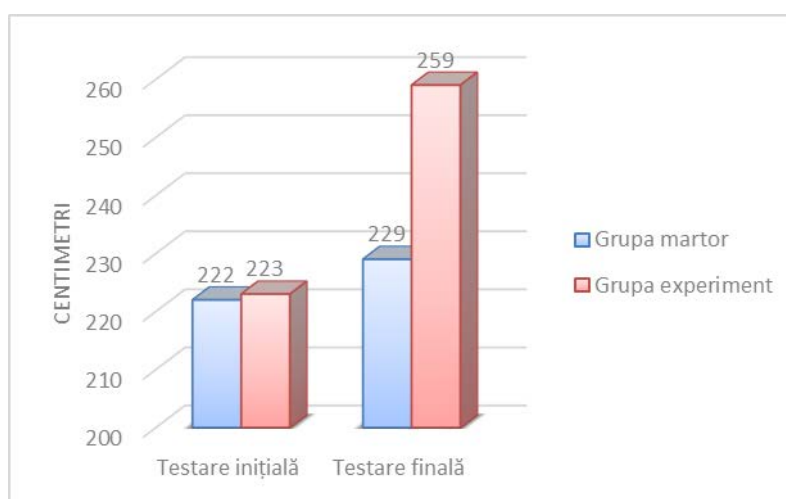
demonstrates a significant difference in the average performance in favor of the



experimental group.

**Fig. 3.5. Comparative averages for the test "Shuttle: 5x5m." (boys)**

The strength of the lower limbs was tested by the test: "Long jump from the spot". As we can see from Figure 3.6 at the final test, the control group obtained an average performance of  $2.29 \pm 0.03$  m. And the experiment group an average of  $2.59 \pm 0.04$  m. The difference between the two averages was 30 cm in favor of the experimental group. The statistical analysis reveals a significance threshold  $P < 0.001$ , (from Fisher's table), corresponds to a "t" of 3.19, which demonstrates a

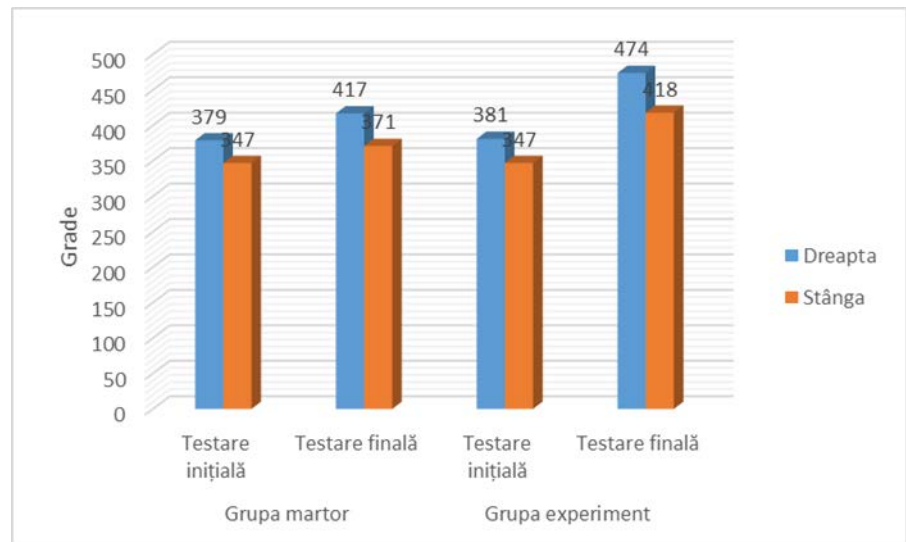




significant difference in the average performance in favor of the experimental group.

**Fig. 3.6. Comparative averages for the Long Jump from the spot**

And in the general coordination test, both groups subjected to the research obtained at the initial test an almost equal performance average, the difference being made at the final test where the control group obtained an average performance for the right-hand rotation jump of 4170 and the group experiment an average of 4740; at the rotating jump on the left side, the control group obtained an average performance of 3710, and the experimental group obtained an average performance of 4180. The results of the averages of the performances obtained by the research subjects are presented graphically in Figure 3.7.

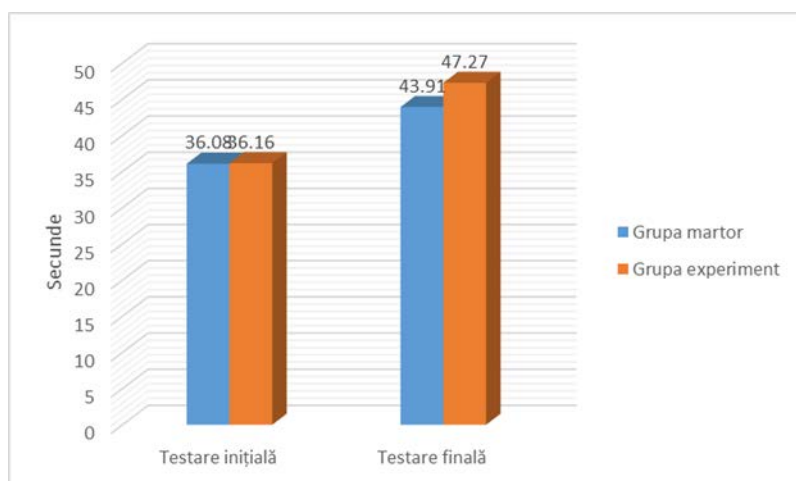


**Fig. 3.7. Comparative averages for the Matorin test (boys)**

Statistical analysis shows a significance threshold:  $P < 0.01$ ;  $< 0.001$  for both jumps, from Fisher's table, corresponds to a "t" of 3.22 for the right-hand jump and a "t" of 2.45 for the left-hand jump, which shows a significant difference in the mean performance in favor of the experimental group.

In the Romberg test, which assesses balance, the subjects subjected to the research obtained an equal average at the initial test, both the subjects from the control group and those from the experimental group. The differences between the two groups can be seen in Figure 3.8 and are made at the final test, where the control group obtained an average performance of  $43.91 \pm 1.07$  sec., And the experimental group of  $47.27 \pm 1.15$  sec. the difference being 3.36 sec., being made in favor of the experimental group.

The significance threshold for this test is  $P < 0.05$ , which demonstrates a slightly lower significant difference, but with a tendency to increase the average performance in favor of the experimental group.



**Fig. 3.8. Comparative averages for the Romberg test (boys)**

### Conclusions

From the analysis of the presented data we can conclude that the difference of the averages obtained by the two groups subjected to research is significant in favor of the experimental group, which shows that the application of the experimental program developed and proposed conclusions. Concluding this scientific approach, we formulate a complex of general conclusions and recommendations, whose theoretical and practical nature confirms the complexity of the purpose and objectives of the study in question: The motor skills and basic skills provided by the gymnastics tests, the level of which is influenced by their use in the practical lessons of the choreographic means showed that in the experimental group these skills progress significantly, having the value of the significance threshold of  $P < 0.05$ ;  $< 0.01$ ;  $< 0.001$  in the tested samples, compared to the results demonstrated by the subjects of the control group, where the significance threshold is lowered to the experimental group led to improved preparation of subjects.

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