

CONTRIBUTIONS REGARDING THE DEVELOPMENT OF STUDENT PSYCHOMOTRICITY THROUGH THE PRACTICE OF TOUCHBALL

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Summary: This paper deals with an ever-up-to-date theme, namely the perpetual identification of new forms of physical expression, in this case through the touchball game. The purpose of the work is to compare the benefits of the touchball game with other sports games in the school curriculum whether they are the main or alternative ones and to identify the driving motor qualities that are found to be improved by the practice of this game.

Hypothesis: In this work we started from the assumption that by practicing the touchball game the many sides of personality (attention, responsibility, sociability) will improve, as well as the motor and psychomotric qualities of the students.

Introduction

The game is the most important form of exercise [4]. Through play the child learns rules that help him later in society, learns to adapt, but also to obtain a spiritual satisfaction when practicing a game, because the child is not born happy but happiness is learned.

By the rules that every game has, be it simple or sportive, the young man disciplines himself. He becomes more responsible with the things around him, which leads him to see the beauty of life [5].

The literature treats the game as a movement activity subjected to discipline rules, performed by a man especially at a young age, consciously oriented toward a purpose pursued or freely determined by those who carry it out [1,2,3]. When the games have as their starting and basic element the movement they are called dynamic [5].

Contents:

In terms of *posture* and *balance*, in the touchball game we often encounter moments when static posture must be analyzed, i.e. the player must keep a constant strain, have a certain muscle tone. Whether it's the fundamental defense position on the circle or the fundamental position of defending the pole, the player exerts a certain muscle tension with his arms raised in the vertical plane, the knees slightly bent.

Also, this type of static posture is met at penalty shots at 5m from the target when the player has to place in front of him the foot opposite the arm with which the ball is transmitted, bent from the knee joint, twisted torso, with the not so skilful arm fully extended holding the ball, and the skilful one raised and bent from the elbow joint, prepared to hit the ball.

The dynamic balance we meet in all the motor acts and actions: walk, run, overtaking, changes of direction, being based on proper functioning of the kinaesthetic, visual and auditory and touch analysers



Fig. 1 The vertical ball dribbling specific to the touchball game

The co-ordination of the upper limbs (amidextria) is met in the touchball game in technical processes such as the transfer of the ball that can be done with both the left and the right arm; in air dribblings which aren't so common in other sports games, where the alternative dribble is made by a slight vertical impact of the ball from hand to hand or to side, when the opponent is overtaken, be it by the ground or by a higher dribbling.

The speed of movement

Execution speed is met in all technical game processes, so a complex touchball player must transmit the ball at the highest speed and precision, make a full and complex air dribbling and transmit the ball to the target.



Fig.2 The procedure for transmitting the ball to the target

The responsiveness speed is met during the game both at teammates when they are transmitting the ball, in unexpected situations of interceptions by opponents, but also in the case of the defense of the target when the defenders must always move around the circle to avoid creating gaps.

The speed of movement is found in both ball and ball-free actions, in moves and overruns, turns; due to the speed with which this game is played, in which from a few movements the ball can reach the opposing target, movement in the field is extremely important.

The repetition rate speed refers to the cyclical movements during the game, mostly in air dribble, a newly invented process.

Method material

As part of this research, I conducted a questionnaire survey on twenty physical education and sport teachers in several elementary schools; they had to form an opinion on the contribution of the touchball game in order to improve the psychomotricity of 7th grade students, in the framework of physical education and sport lessons.

Thanks to the experts' answers to the questionnaires, some conclusions can be drawn: physical education and sport classes are generally attractive for students and are one of the most popular school subjects. Outside the normal physical education classes, specialists would

like to teach self-defense, survival techniques, alternative sports, but also the new sports game touchball

As regards the **time** allocated to sports games, this is between 10 and 20 minutes during which the main sports games (football, handball, volleyball, basketball) take place.

In what concerns the teaching of a new sports game in physical education classes all the twenty specialists are interested in teaching it, which means that the touchball game could be called a game of the future as it develops balance, ambidexterity, ambipodality and not only, components of the psychomotricity in which students are deficient.

The **place** where the tests were carried out is the sports hall of the Botosana Elementary School, being located in Botosana village, Suceava county. The sports hall is designed in such a way that is quite suited for practicing several sports branches in there. It is approximately 40m long and 20m wide. The height of the room is about 7m which is beneficial for practicing the physical education classes.

The **subjects of the research** are 16 students from each class. The control group is in the 8th grade, but the tests were carried out when they were in 7th grade, with 7 girls and 9 boys being tested. Instead, the experimental group is in the 7th grade which comprises 5 girls and 11 boys.

The tests carried out concerned the level of students motricity in what concerns the basic and specific sports skills, as can be seen in the pictures below:



Fig. 1 Throwing the ball at the target in the touchball game



Fig. 2 Transmitting the ball at the touchball game target by hitting it

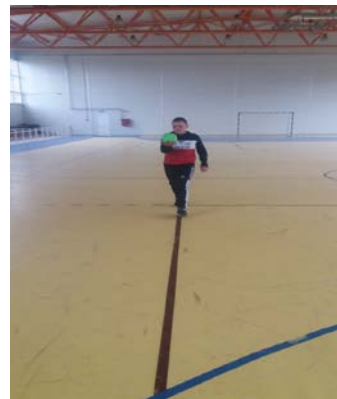


Fig. 3 Air dribbling on a line drawn on the ground

Also in order to get a full picture I've been subjected the students to strength, speed and endurance tests like 5x10m running, resistance running 800m for girls and 1000m for boys, throwing the two-hand basketball ball from above the head from the back of a line drawn on the ground and a long jump from the ground.

Results:

Table number 1 with student results in the initial tests

Indic	Sample	Control group test + experiment (initial)
		Psychomotric tests

		Running 5x10m	Transmitting the ball to the target by throwing	Transmitting the ball to the target by hitting	Long jump from the spot	Throwing the basketball	Endurance running	Air dribbling
X	G.M	16,68	1,12	0,50	1,44	8,85	4,48	7,18
	G.E	15,90	1,81	0,43	1,47	8,23	4,52	7
σ	G.M	1,37	0,80	0,51	0,15	2,50	21,13	2,53
	G.E	1,28	1,04	0,51	0,25	1,56	22,32	2,16
m	G.M	0,34	0,20	0,12	0,03	0,62	5,28	0,63
	G.E	0,32	0,26	0,12	0,08	0,39	5,58	0,54
t		1,73	2,22	0,43	0,35	0,86	0,0052	0,21

Table number 2 with student results in the final tests

Indicators	Sample	Control group test + experiment (final)						
		Psychomotoric tests						
		Running 5x10m	Transmitting the ball to the target by throwing	Transmitting the ball to the target by hitting	Long jump from the spot	Throwing the basketball	Endurance running	Air dribbling
X	G.M	16,52	1,12	0,65	1,45	8,84	4,47	7,68
	G.E	15,08	2,68	2	1,52	8,97	4,29	5,68
σ	G.M	1,28	0,95	0,62	0,17	2,13	29,49	1,95
	G.E	1,18	0,79	0,63	0,28	1,27	22	1,49
m	G.M	0,32	0,23	0,15	0,04	0,53	7,37	0,48
	G.E	0,29	0,19	0,15	0,07	0,31	5,5	0,37
t		3,42	5,57	6,75	0,87	0,21	0,019	3,50

Conclusions:

Related to the approach of a new sports game at physical education classes, all the twenty specialists are interested in teaching it, which means that the touchball game could be called a game of the future as it develops balance, ambidexterity and ambipodality and not only, components of the psychomotoricity in which the students are deficient. From the tests carried out, we have seen an improvement in the specific skills, which is normal, as well as superior test group results in terms of the motor qualities, with an important component of endurance.

Due to the above conclusions we confidently recommend the practice of the touchball game during physical education classes.

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