

## Original Article

### Improving general motricity by diversifying the means of gymnastics used in primary school pupils

POTOP LARISA<sup>1</sup>, JURAT VALERIU<sup>2</sup>, MARINESCU OANA SUZANA<sup>3</sup>

<sup>1,2</sup>State University of Physical Education and Sport, Republic of Moldova

<sup>3</sup>Grigore Moisil” Theoretical High School of Timisoara, Romania

Published online: November 24, 2017

(Accepted for publication November 15, 2017)

DOI:10.7752/jpes.2017.s5252

#### Abstract

*Problem Statement:* The activity of teaching-learning-evaluation in primary school plays an important role by its favorable influence on body development and strengthening and as didactic tool helping to know better the children and to enable their faster adaptation to the new requirements of the instructive-educational process. Also, this activity leads to the assimilation of knowledge basic elements and to the creation of a dynamic working environment with good understanding and helpfulness.

*Purpose:* this paper aims primarily at the diversified use of gymnastics means content for improving the general skills in pupils aged 6-8 years.

*Methods:* The research was carried out throughout two school years and was conducted in two stages: initial testing period (from November 2015 to March 2016) and final testing (from November 2016 to March 2017) with a group of 26 pupils (14 girls and 12 boys), aged 6 to 8 years within ”Grigore Moisil” Theoretical School of Timisoara. The following methods were used in this research: study of specialized literature, pedagogical observation, ascertaining and formative pedagogical experiment, method of tests and control events, statistical-mathematical method of results processing and graphical representation. A number of 7 test events selected from the National School System of Evaluation in Physical Education and Sport were used to evaluate the general motor skills.

*Results:* The results of the study highlight the general motor skills development in pupils of 6-8 years old, both girls and boys, in terms of dynamics of abdominal, back and arms strength, vertebral column mobility and the sense of balance and general coordination.

*Discussion,* The comparative analysis of general motor development dynamics of the pupils of 6-8 years old reveals the increase of the abdominal and back strength higher in boys, better sense of balance and mobility in girls, higher arms strength in boys, better general coordination in girls, better endurance in boys and significant differences between tests at p 0.05, p 0.01 and p 0.001 better in girls which confirms the influence of gymnastics means on the development of general motor skills in the pupils of 6-8 years old.

*Conclusions,* The diversified use of gymnastics content during the classes with pupils aged 6-8 years contributed to the increase of the efficiency of physical education lesson, materialized in the final results obtained in the test events.

**Key words:** *physical education, evaluation, gymnastics, primary school, curriculum.*

#### Introduction

Currently, the education system in Romania undergoes an extensive restructuring program, consistent with the requirements of the educational and professional training system of the European Community. Hence the physical education too must reconsider its role, content, didactical methodology and system of evaluation of the pupils (Dragomir & Scarlat, 2004).

The Curriculum of Physical Education and Sport is the official document that mainly presents the content of the instructive process in different sub-systems of Physical Education and Sport. This document must fulfill certain conditions which are also the main characteristics (Cârstea, 2000, p. 74): binding, dynamic, linear and concentric character; it has a unitary, multilateral and continuous ascendant base; it provides formative priority of the training, differentiated approach etc.

The Curriculum of Physical Education and Sport is created according to a new model of curricular design, centered on competencies and meant to contribute to the development of the primary school pupil's profile. From the perspective of the discipline of study, the orientation of the didactical approach starts from competencies with their learning purpose as well as the active dimension in the creation of pupil's personality. The structure of the Curriculum includes the following elements (OMEN, 2013): briefing note, general skills, specific skills, examples of learning activities, methodological suggestions and content.

The framework goals set in the Physical Education curricula derive from the specific targets of the primary education and from the objectives of the two associated curricular cycles, namely the *cycle of*