

## STUDY ON INVOLVEMENT IN LEARNING TECHNOLOGY COMPONENTS PSIHOMOTRICITY TO PLAY TENNIS

COJANU FLORIN, CĂTĂNESCU ANDREEA

University of Pitesti, ROMANIA

coj\_florin@yahoo.com

### Abstract

In the game of tennis training, there is an emphasis on developing psihomotricity components and their implications in learning basic technique. Should be involved especially in this age to have good results at junior, senior and youth.

### Purpose

In the training should be insisted on each component psihomotric as: 1. - Coordination 2. - Static and dynamic balance, 3. - Sense chinesteziac 4. side 5. - Ambidextrie 6. - Speed of response, 7. - Body schema.

**Methods** Statistical-mathematical, test method, experimental methods.

### Results

Following the analytical work on the game of tennis technique we can say that psihomotricity elements are integrated into all aspects and the techniques investigated. Their share of show but not equal, in descending order it is: coordination, balance, sense chinesteziac, speed of response, ambidextrie, side, body scheme.

- Places order of importance psihomotricity components in the percentages obtained the learning
- ❖ 2.11% Place 1 coordination
  - ❖ 1.475% Place 2 balance
  - ❖ Place 3 sense chinesteziac 1.025%
  - ❖ 0.856% Place 4-speed response
  - ❖ 0.675% Place 5 ambidextrie -
  - ❖ 0.575% Place 6 laterality
  - ❖ 0.463% body schema Place 7

### Conclusions

Operational structures (drills) which include the development and training specific components psihomotricity age 8 -10 years, converted into learning programs (training), are able to address more effectively the proposed instructional objectives. Future programs should be designed to include models of operational structures belonging to each component of psihomotricity content.

**Key words:** psihomotric, tennis, beginner.

### Introduction

Increased efficiency in learning the basic technique is subject to the development of motor qualities, technical, tactical, mental, and degree of processing components antrenabilitate psihomotric (laterality, body scheme, dynamic coordination - total and segmental - coordination, coordination, perceptual - motor balance, ambidextria, spatial and temporal orientation, speed of movement, ideomotricitate), all of which must be tailored to age and individual peculiarities. (M.Ciucurel, C Ciucurel.,, 2002; M Ciucurel.,, 2001).

### Purpose

Be In The training should psihomotric I insisted on each component: 1. - Coordination 2. - Static and dynamic balance, 3. - Sense

chinesteziac 4. side 5. - Ambidextrie 6. - Speed of Response, 7. - Body scheme.

### Hypothesis

We believe that if operational structures (years), including development and training components specific psihomotric age 8 to 10 years, will be selected and converted into learning programs (training), they are likely to deal more effectively instructional objectives proposed. (D Colibaba E., I. Bota, , 1998).

### Procedures and methodes

Statistical-mathematical methods, test method, experimental methods.

### Procedures

In this sense, our programs will be designed to include models of operational

structures belonging to each component of psihomotric content:

- ❖ operational structures that improve coordination;
- ❖ operational structures that are associated with improved balance;
- ❖ operational structures that are associated with improved perceptions of temporal, spatial (field orientation etc.).
- ❖ operational structures that reference ambidextrie;
- ❖ operational structures that are associated with improved sense chinesteziic;
- ❖ operational structures which refer to the side;
- ❖ operational structures that refer to body scheme;
- ❖ operational structures that are associated with improved reaction rate. (Horghidan, V., 2000)

**Tests:**

**Test 1 „Speed - balance – guidance”**  
(C. Catanescu, 1995)

**Description:** 2 points: A and B, with 6 m apart. The child goes from point A to point B in beep, B executes a pirouette in 360°, then travel to face the point A, which closes the timer. This test determines: reaction speed, balance and orientation in the field.

Assessment: is conducted against time, in seconds.

**Test 2: „Keeping the ball on a racket”**

► **Description:** The child tries to keep the ball on the racket, ball ricoșând of hooks.

► **Assessment:** one test record. Record number of successes.

<http://www.tenniseurope.org/>

**Test 3: „How many catch 10”**  
(Catanescu, C., 1995)

► **Description:** The child is facing the wall, the teacher is placed in the rear and left front side of it, where the child starts catching 10 balls in the right hand one succeeds. The same year, the teacher being placed on the right, where launching 10 balls, which he catches with his left hand. Record fails to catch many of the 10 sets.

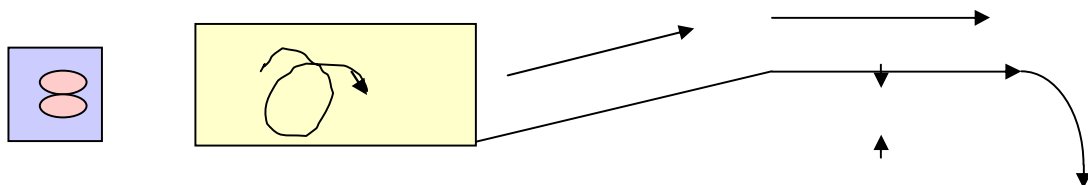
► **Rating:** there is a single test.

**Test 4: „Route Application”**

► **Description:** we have a circle that traces are 2 feet, which is placed athlete. In front of a mattress, mattress beyond, an inclined plane, then a bank located at 30cm height gym from the ground. Child see the route, it is ready, place the feet on the two traces of the circle, is blindfolded and route through to completion.

► **Assessment:** Record time after jumping from the second bank.

[www.tenniscoach.com/mebers/](http://www.tenniscoach.com/mebers/) / conditioning / cardio-tennis



**Figure no. 1** Route Application

**Test 5: „Test for orientation in space”** (T Hoskins., 2003).

► **Description:** Jumping on a design 2 feet on the floor marked gyms (or asphalt), and viewed repeatedly before. When you start jumping, the

subject is blindfolded. Try to jump from zone 1 to 2 of 2 in 3, and Zone 3 in 4 and 5 by far (4 left, 5 right), then near 6, the following areas 7, 8, 9 and 10 to or zigzag movements, according to the design.

► Assessment: It highlights as follows: each square represents the point reached and duplicated.

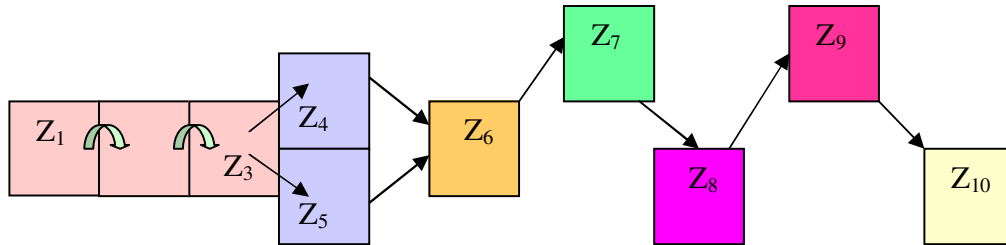


Figure no. 2 Test for orientation in space”

**Location and conditions for research**

The experiment was conducted on a sample of 24 working children (12 girls belonging to the control group and 12 in the experimental group), the latter being chosen after scores on tests of motor and psihomotrice preliminary study. Subjects were selected from four schools in Pitesti: No School. 2, No School. 3, No School. 4, School No. 16.

The experiment was conducted over a period of two years (2006 - 2008), the land of

Prundu Arpechim and of Gheorghe Doja - in summer and winter in raspberry bubble.

In the table below are recorded the highest scores obtained by the 30 children who are part of the sample in question, divided randomly into two groups, control and experiment. Thus our research will only have 12 children, of those 30 that have the highest combined score on the 5 samples psihomotrice („speed - steady guidance”, „many catch 10 „keeping the ball on a racket2, „Route Application „ „Application for orientation in space travel”.

Table no. 1 Presentation skills test scores obtained from psihomotric

N.P.	Evaluation T1.	Evaluation T2.	Evaluation T3.	Evaluation T4.	Evaluation T5.	Total points accumulated
	Speed orientation balance	Maintain the ball on the racket	How many catch from 10	Route Application	Space orientation	Sum points
A.N.	1	4	5	4	4	18
V.B.	3	4	4	4	4	19
N.A.	3	5	5	2	7	22
N.C.	1	2	9	5	5	22
C.A.	0	6	3	7	6	22
D.A	4	8	1	4	5	22
P.A	1	6	4	7	4	22
G.V.	7	3	4	5	5	24
M.T.	4	7	6	3	4	24
C.V.	3	4	9	4	4	24
D.A.	0	7	5	7	5	24
M.V.	0	5	9	4	6	24
D.A.	5	4	4	8	4	25
T.I.	0	5	6	8	6	25

P.M.	4	4	4	6	7	25
A.A.	3	5	5	6	7	26
Z.C.	4	8	6	4	4	26
B.M.	1	8	8	3	7	27
R.D.	4	3	8	7	5	27
A.A.	3	9	6	4	5	27
A.R.	4	9	2	6	7	28
M.T.	5	6	6	8	6	29
C.R.	3	10	6	4	6	29
D.R.	0	9	9	8	3	29
M.G.	7	6	8	5	5	31
C.M.	7	6	8	5	6	32
T.B.	3	7	7	9	6	32
S.O.	6	9	7	5	5	32
M.A.	7	6	8	6	6	33
Z.G.	5	8	6	9	6	34

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Places order of importance psychomotricity components in the percentages obtained the learning

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Table no. 2 - Share psychomotric components

Procedee tehnice	Ponderea componentelor psihomotricității						
	Coordination	Balance	Sense kinesthetic	Side	Ambidexterity	Reaction speed	Body schema
Fundamental position	0,27	0,25	0,11	0,085	0,06	0,125	0,028
Right shot	0,29	0,27	0,2	0,07	0,095	0,095	0,08
Left shot	0,35	0,27	0,2	0,085	0,115	0,145	0,075
Right volley	0,3	0,17	0,13	0,075	0,11	0,026	0,085
Volley left	0,27	0,25	0,2	0,07	0,08	0,07	0,08
Service	0,32	0,14	0,09	0,095	0,12	0,17	0,065
Return service	0,31	0,125	0,095	0,095	0,095	0,225	0,05
	2,11	1,475	1,025	0,575	0,675	0,856	0,463

## CONCLUSIONS

Operational structures (drills) Which includes the development and specific training components psychomotricity Age 8 -10 Years,

converted into Learning Programs (training) is Able to address more Effectively the proposed instructional Objectives. Future Programs should Be designed to include models of the operational

structures belonging to each component of psihomotricity content.

Regarding testing psihomotric level, achieved through five assessment tests, dynamic scores eloquently captures the results achieved through the table no. 2. It appears that the 12

children selected for the experimental group, obtained scores ranging between 27-34 points.

After obtaining the scores for the two issues concerned psihomotric motive and I realized an accumulated scores, and thus we selected group of 12 children sampled experimentally.

Table no. 3 - The sum of the scores level psihomotric

Name and surname	Sum scores level psihomotric
R.D.	27
A.A.	27
A.R.	28
M.T.	29
C.R.	29
D.R.	29
M.G.	31
C.M.	32
T.B.	32
S.O.	32
M.A.	33
Z.G.	34

Final results obtained show a value close in terms of test scores obtained at the level of driving, compared to psihomotric for the 12

children selected. Psihomotric profile scores have a slight downward trend compared to the driving score.

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