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Original article

INFLUENCE OF THE SPECIFIC TRAINING MEANS ON THE PSYCHOMOTOR SKILLS OF JUNIOR 1 DANCERS

GRIGORE MARIA FLORICA¹, GRIGORE VIRGIL², POTOP VLADIMIR³

Abstract

Objective. Creation of action modules specific to dance sport training intended to develop the psychomotor skills of junior I dancers (12 - 13 years old).

Methods. The experiment was conducted from March 2010 to February 2011 within the „Step in Two” Sports Club of Bucharest, with a group of 12 dancers aged 12 to 13 years. The study consisted in the implementation of an experimental module of training in dance sport, aiming at the influence on the development of the psychomotor skills. The structure of the module included four variants of content, in which the lesson means were grouped in 6 categories, with distinct objectives: dance specific training means with restricted movement of certain segments; means of dance without visual control; means of dance combining the dynamic actions with the static positions; means of dance for the development of the coordination in strength regime; means of dance involving the execution of unusual motor tasks, with visual contact; means of dance for the training of rhythm capacity.

Results. In the 155 lessons included in the experimental training, the means of dance sport were distributed as follows: 43 lessons or 27.74% in the first variant; 37 lessons (23.87%) in the second variant; 33 lessons (21.29%) in the third variant and 42 lessons in the fourth variant, namely 21.10% means. The variants are different from one another by the selection of the category of means that address the psychomotricity, by the unilateral or mixed approach of the dance sections, by the selection of the means belonging to one category or another (according to the objective), by the dosing of the effort depending on the training period and the time left until the competition, by the adaptation of the lessons content to dancers' reaction.

Conclusions. The use of the specific means for the development of the psychomotor skills in junior 1 dancers (aged 12 to 13 years) contributed to the increase of the tactile sensitivity of the palms, the self-perception of the body and the connection with the partner for providing information in real time regarding the dance steps and figures.

Key Words: psychomotor skills, dance sport, effort, means, training.

Introduction

The current performances in dance sport bring to the foreground the amazing level of human motor excellence, as a synthesis of the manifestation of bio-psycho-motor skills with wide resonance in the plane of sports show (Grigore, 2017).

In order to respond to the increasingly demanding requirements of the performance, the dance sport must deepen the aspects of sports training, so that a number higher and higher of practitioners of this sport get involved in performance activity (Moore, 2002; Underwood, 2009). In this regard, the specialists make efforts to identify the most efficient ways to train the motor skills and to optimize the performance capacity (Saulea, 2005; Potop, 2008).

The starting point is the identification of the specific demands of the dance sport and especially of the psychomotor skills that join certain manifestations of the motor skills of speed, strength, endurance, mobility-flexibility. The knowledge of the particularities of the effort specific to dance sport contributes to the increase of the efficiency in selecting the training means, which is why we intend to make a more detailed description of the motor, psychomotor, functional and psychological demands that manifest synergistically in dance sport (Hirtz, 1991; Mano, 1992, Nastase, 2011; Nemecek, Chatfield, 2007; Potop et al., 2010).

Our research focuses on the particularities of junior age given the fact that the processes of growth

¹Physical Education and Sport, Ecological University of Bucharest, Romania

²National Palace of Children, Bucharest, Romania

³Physical Education and Sport, Ecological University of Bucharest, Romania, vladimir_potop@yahoo.com; 0040721324867

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and development specific to the age of 12 to 13 years have a direct influence on the motor and psychomotor manifestations of the dancer (Horghidan, 2000; Mitrache, Bejan, 2011). Taking into consideration that in dance sport too the level of senior results depends on the value as a junior, we know that the specificity of each dance and the complexity of the technical skills require the existence of a solid and varied psychomotor background when passing from one classification category to another. Thus it is necessary that the coaches know in detail the defining aspects of this age. According to Dyck N., Archetti E., 2003; Haas J.G., 2010, the training at junior age turns into a laborious process that depends on the functional, motor and psychomotor characteristics of each dancer. Thanks to these aspects, we intended to provide some methodological points of the training in dance sport in order to support the efforts of the coaches to achieve long term performance (Werchoschanski, 1992).

The psychomotor skills, developed as a result of dance sport influence, are less addressed in the specialized literature. The authors Guy F., Brown T. et al., 2007; Grigore, 2012 confirm that the psychomotor skills - directly involved in the technical execution of dance figures and steps - should be considered as priority aspects of juniors' training, especially at the age of 12-13, when the modification of the proportions of the segments and the temporary destabilization of the functional parameters are reflected in the technical executions and evolutions in the competition.

The objective of this study is the creation of action modules specific to dance sport training intended to develop the psychomotor skills of junior I dancers (12 - 13 years old).

Methods

The experiment was conducted from March 2010 to February 2011 in the Sports Club „Step in Two” of Bucharest, with a group of 12 dancers aged 12 to 13 years. The dancers participated in 4 training sessions weekly, on Monday, Wednesday, Thursday and Friday; the duration of a session is 135 minutes. The training session includes 3 basic sequences, respecting the classic structure of a lesson, namely: the warm-up (45 min.); the fundamental part (75-80

min.) that focuses on objectives of technical preparation (45 min.) and development of motor skills (40 min.); the closing part for body recovery after effort (10-15 min.)

Starting from this structure, some specific means - grouped into actuation systems - were introduced for the consolidation of the technique and development of the psychomotor skills. The effort dosing was made taking into account the age particularities of the subjects (12 – 13 years) and the sequence of the training stages (preparatory, pre-competitive, transition one) (Bompa, 2002). Thus, an experimental module of specific intervention for the psychomotor skills of dancers was created. In this module, the lesson means were grouped into 6 categories, grouped in 4 variants of content: A) specific means for preparation in dance, with restriction of movement at the level of certain segments; B) means of dance without visual control; C) combined means of dance – dynamic actions with static positions; D) means of dance for coordination development in strength conditions; E) means of dance with achievement of unusual motor tasks, with visual contact and F) means of dance for the education of rhythmicization ability.

The means of lesson were grouped into 6 categories (A, B, C, D, E, F), distributed in 4 variants: Variant 1 – systems of actuation specific to Standard dances with influence on the psychomotor skills (implementation of the program with means from A, B, D, E, F categories); Variant 2 – systems of actuation specific to Latin dances on the psychomotor skills (implementation of the program with means from C, D, E, F categories); Variant 3 – mixed systems of actuation (standard 70% and Latin 30%) with influence on the psychomotor skills (implementation of the program with means from A, B, C, D, E, F categories) and Variant 4 – mixed systems of actuation (Standard 30% and Latin 70%) with influence on the psychomotor skills (implementation of the program with means from C, D, E, F categories).

Results

We hereby show the scheduling of the content variants of the experimental module applied in this research (Tables no 1 and 2, Figures 1 and 2).

Table no 1. Scheduling of the content variants of the experimental module in dance sport training applied during the months 1-6 of the experiment

Var	March	April	May	June	July	August
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of prac	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
Var 1	1x	1x			2x	1x	2x	1x	2x		1x	1x		1x	1x					1x	1x	2x		1x
Var 2	1x	1x		2x	1x	1x	1x	2x	1x	1x			1x			1x				1x	1x	2x		1x
Var 3				1x	1x	1x	1x	1x	1x	1x	1x	1x	1x	1x	1x	1x							2x	1x
Var 4	2x	2x				1x				2x	1x	2x	1x	1x	1x					1x	1x		2x	1x

Relief after competition

Competition

Relief after competition

Table no 2. Scheduling of the content variants of the experimental module in dance sport training applied during the months 7-12 of the experiment

Var of prac	September				October				November				December				January				February					
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4		
Var 1	1x	2x	1x	1x	2x				2x	2x	1x	1x	1x	1x	1x	1x				1x	1x	2x		1x	1x	1x
Var 2	1x	1x	1x	1x	1x		1x				1x	1x		1x	1x	1x				1x	1x	2x		1x	1x	1x
Var 3	1x				1x	1x					1x	1x	1x	1x	1x	1x				1x	1x		2x	1x	1x	1x
Var 4	1x	1x	2x	1x					1x	2x	2x	1x	1x	2x	1x	1x	1x			1x	1x		2x	1x	1x	1x

Competition

Holiday

Holiday

Note. var of prac – variant of practice; S1....4 – week 1....4 of each month; 1x – number of lessons / week in which the respective variant was applied

These variants were progressively included in the training: the variants 1,2 and 4 during the first two weeks and only variant 2 in the last week because the dancers were in transition period, after competition, at the end of March. The months April, May and June included all variants with an oscillating weight depending on the objective considered; new tasks were approached every week, meant to influence the psychomotor skills of the dancers. During the pre-competitive period July – August, practice variants

specific to the psychomotricity were introduced one by one for 3 weeks, in each training session ; during other two weeks the variants 1 and 2 were coupled, entailing specific training sessions of Standard and Latin, and also variants 3 and 4, leading to training sessions in which both sections were approached (mixed sessions). The variants of practice were maintained in the next preparatory period, with an approximately constant weight.

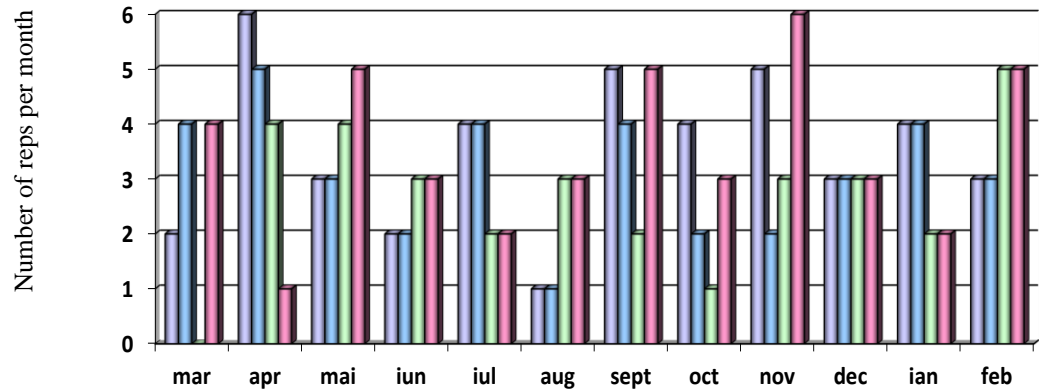


Figure no 1. Graphical representation of the distribution of the training experimental module in dance sport

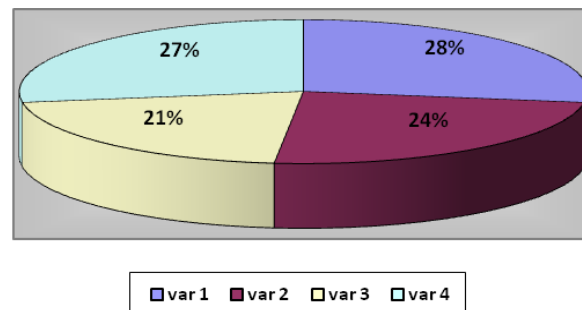


Figure no 2. Graphical representation of the weight in which the content variants of the experimental module are used in dance sport training

The variants differ from each other by the selection of the category of means that addresses the psychomotricity, by unilateral or mixed approach of dance sections, by choosing the means from one category or another depending on the intended objective, by effort dosing which is influenced by the preparation period and the time available until the competition, by adaptation of the lessons content to dancers' reaction. The 155 lessons for the experimental training – means of dance sport were distributed as follows: 43 lessons or 27.74% in the first variant; 37 lessons (23.87%) in the second variant, 33 lessons (21.29%) in the third variant and 42 lessons in the fourth variant, namely 21.10% means (Figure 2).

Discussion

The specialized literature about the training of junior dancers approaches some problems referring to the following matters: the effect of dance sport training on the indices of athletic fitness of junior sports dancers (Ušpurienė, Čepulėnas, 2011); the control of the technical preparedness components among young dancers decreases the effectiveness of training process at the level of pre-basic training (Osadtsiv et al., 2015); the development of the monitoring system of the most important indicators of physical and technical readiness will improve the effectiveness of sports training process at different stages and bring out the dancers to the higher level (Osadtsiv, et al., 2018); the creation of a pedagogical basis to the technology of static dynamic exercises at



the stage of initial training of young dancers based on the approach of biological feedback and aiming at the formation of neuromuscular coordination (Repnikova, Kareva, 2018); the influence of the specific training on the technical and artistic execution of the choreographies of Standard and Latin-American dances by the 12-13 years old dancers (Grigore et al., 2018); the regression analyses were applied to determine the impact of motor abilities on the success in standard sport dancing separately for female and male competitive dancers (Uzunović et al., 2009).

The content of the training sessions aimed at the separate approach of the dances of Standard and Latin sections during 2 of the 4 weekly training sessions and at the mixed practice of these dances in the 2 other training sessions. The argument underlying this training strategy was the technical difficulty of the dance figures and steps, studied in the pedagogical observation, which requires an increased period of repetition resulting in the consolidation of movements. More than that, the resumption of motor actions from one dance to another within the same section favors the learning process and justifies the objectives of the Standard or Latin lesson separately. The mixed training sessions focused on the technical content of a dance section for which structures of steps and choreographies are made, with objectives of musicality or balance or strength, while for the dances of the second section only a review of the choreographies takes place, with supplementary motor tasks to be executed along 3 songs for each dance separately. This kind of training sessions aims at the multipurpose preparation of the junior 1 dancers who participate in both sections. Their specialization per sections will take place later, when, according to the competition regulations, the dancers participate in Standard dances competitions, Latin dances competitions or mixed competitions of 8 or 10 dances (W – Slow Waltz, TG – Tango, VW – Viennese Waltz, SF – Slow-Foxtrot, QU – Quick Step, SB - Samba, CC – Cha-cha, RB - Rumba, PD – Paso Doble and JV - Jive).

Conclusions

The evaluation of the athletes during the implementation of the experimental module of specific intervention was summative, within the training sessions, and cumulative, qualitative, within the competitions.

The use of the specific means intended to develop the psychomotor skills in junior 1 dancers (aged 12 to 13 years) contributed to the enhancement of the

palms tactile sensitivity, the self-perception of the body and the connection with the partner for providing him or her with information in real time on the dance steps and figures.

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