Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
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2018, Volume 10, Issue 1, pages: 136-144 | doi: https://doi.org/10.18662/rrem/24

Developing Speed by Means of Volleyball in Physical Education Lessons in the Gymnasium Cycle

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Abstract: Physical education and physical activities are steady preoccupations for all the elements responsible for the formation of current generations, the good state of the body and the motor and biological capacity of the population.
The constitutive part of this complex process of training and educating younger generations, physical education, she has been recognized as contributing to the multilateral development of human personality at all stages of society's growth.
The aim of the paper is to check and select the most efficient means of technical and tactical preparation for the quick learning of volleyball, taking as a main factor the speed.
In other contexts, the purpose of the work involves the orientation of the training, including for the purpose of developing creative thinking, initiative spirit, memory, and the ability to work systematically, disciplined and with sense of responsibility.
Creative thinking, active and accountable participation in the tasks of teachers and coaches, mainstream relationships with colleagues, self-giving, courage, initiative are only a few aspects of the educational background that are at any moment at the basis of the design and development of the instructive elements.
This paper aims to have a strong connection with the practical, concrete activity of increasing the performance of sports, especially the development of speed in the game.

Keywords: speed, volleyball, physical education lessons, gymnasium cycle.

How to cite: Savu, C.F., & Pehoiu, C. (2018). Developing Speed by Means of Volleyball in Physical Education Lessons in the Gymnasium Cycle. *Revista Romaneasca pentru Educatie Multidimensionala, 10*(1), 136-144. https://doi.org/10.18662/rrem/24

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1. Introduction

Volleyball as a game, due to its peculiarities, has been able to win over the years an appreciation from all children and young people but also from adults. Having the opportunity to practice at all age levels, volleyball is perceived as a beautiful sports game and also an important means of physical education.

Because it is part of the large family of sports games and is in constant evolution, volleyball has been able to adapt its training and training methods without deviating from the general principles under which they can be applied (Ghenade, 1999). Under the conditions of today's time, it is desirable to bring about a qualitative development of sports activity, including volleyball, using modern techniques. Among these, we can mention rationalization and standardization (Alexe, 1993).

The features of the modern volleyball game consist of a higher speed in all its forms, and the varied and complex character of tactical action (Croitoru, 2000). From this we can deduce that it is necessary to achieve these goals of driving qualities such as speed and skill. At the level of beginner groups, care for developing the above-mentioned motor skills should be a primary goal, especially knowing that at other stages of motor skills the speed and skill are very difficult or not at all perfectible (Savu, 2015).

2. Problem Statement

Physical education as an object of education is one of the aspects of student education through which the adult generation transmits the younger knowledge necessary for the correct interpretation of the role of this aspect of education, forms and improves it.

Volleyball has a multilateral influence on the harmonious physical development of the body. The specific volleyball exercises contribute to the formation of correct body weight, to the development of the muscular system and to the great functions of the body.

The practice of volleyball in the classes of physical education contributes to the growth of harmonious physical development indices, which are determined by heredity and the conditions of social life. Volleyball as a means of physical education in gymnasium and high school is important through specific movements, their degree of technicality, increasing the degree of development of the speed, strength, skill and resistance of students. In physical education, volleyball's specific structures must be

known based on the same principles of game essence, phases, actions of the game, starting positions, pupils' and ball trajectories (Pacuraru, 2002).

The scope of practical activities included in physical education is wide and diversified, and the most widespread are; trips and hiking, swimming, dynamic and sporting games, where volleyball plays an important role by developing motor skills, according to the requirements and the constant tasks in the field of physical education programs (Tudor, 1999).

The purpose of the work is to check and select the most efficient means of technical and tactical training in order to learn volleyball, taking as a main factor the speed. In other contexts, the purpose of the work involves the orientation of the training, including for the purpose of developing creative thinking, initiative spirit, memory, and the ability to work systematically, disciplined and with sense of responsibility. Creative thinking, active and accountable participation in the tasks of teachers and coaches, mainstream relationships with colleagues, self-giving, courage, initiative are just a few aspects of the educational background that are at all times at the heart of conceiving and the development of the instructive elements. This paper aims to have a strong connection with the practical, concrete activity of increasing the performance of sports, especially the development of speed in the game.

3. Research Questions/Aims of the research

In our research we have left the hypothesis according to which: if the subjects of the research adapt their entire training according to the requirements of the psychomotor quality that are imposed at this level, then the potential value of the students could get higher valences in the periodic tests they were subject.

4. Research Methods

In our research we used the following methods: the study of the specialized bibliography, the method of observation, the method of conversation, the method of tests and measurements (50 m running speed, displacement 8x6 m (forward and backward), standing long jump, lifting the trunk from the dorsal lunge in 30", top-down service in the last third of the adverse terrain, taking the oriented service between the area 2 and 3 in a square of 3 square meters), the experimental method, the statistical-mathematical method (Epuran, 2005).

The research was carried out on a number of 20 students, who belong to the classes of the Constantin Carabela National College in Targoviste, aged 13-14 years, for one year (October 2016 - May 2017), with

the support of the specialized professor from the above-mentioned institution. The classes of physical education with these students were held according to the class schedule, two hours a week, both in the gym and on the sports ground in the school. During the hours, specific volleyball exercises were conducted, and volleyball competitions were held between different classes.

At the end of the school year, selections were made with the best, and they were transferred to the special volleyball group, a group that would be coordinated by a specialist teacher.

In order to achieve the tasks and objectives proposed, the following exercises were used: exercise made to develop reaction speeds, exercises made to develop execution speeds, exercises to develop the speed of movement, exercises to develop rehearsal speed, games to develop the speed of movement.

5. Findings

Tests and control samples were performed in two steps. In October 2016, the first stage was the initial testing of the students included in our research, and in May 2017 a second stage, is the final testing of the subjects, took place. Following the above mentioned tests, the physical and technical-tactical training of the subjects included in the test was assessed.

5.1. Speed running on 50m

At this sample the average results of our research subjects at the initial testing were 7.3 seconds, and the final testing showed an improvement of the results by 0.3 seconds, the average of the group being 7 seconds (Fig. 1).

Consequently, we can say that the specific volleyball means used to develop the speed of motor quality were the right one, thus achieving much better results at the final test.

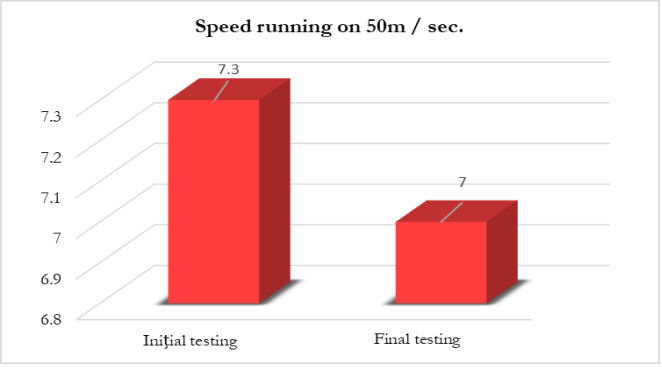


Figure 1. The results recorded in the two tests for the 50m speed run test

5.2. Displacement 8x6m (forward and backward)

As for the 8x6m displacement test, which we consider to be a specific test for volleyball, because the practitioners of this sport have to travel very fast over short distances, the initial testing of the subjects has averaged 16.5 seconds, while in final testing the average of the group was 16.1 seconds.

There was an improvement in the final tear results compared to the initial one by 0.4 seconds (Figure 2).

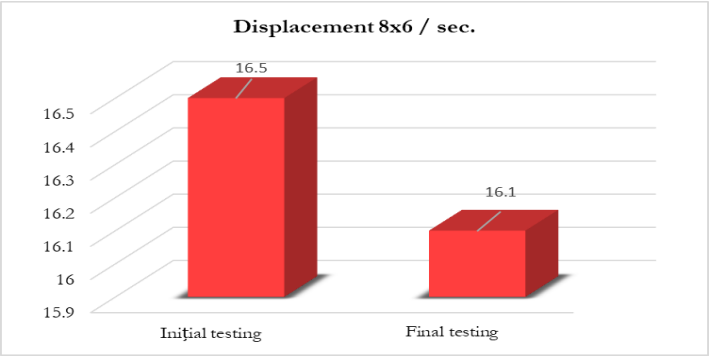


Figure 2. The results recorded in the two tests for the move 8x6m sample

5.3. Standing long jump test

At standing long jump test, the difference between the initial and final test weights was 4.35 cm, which tells us that progress is a very good one.

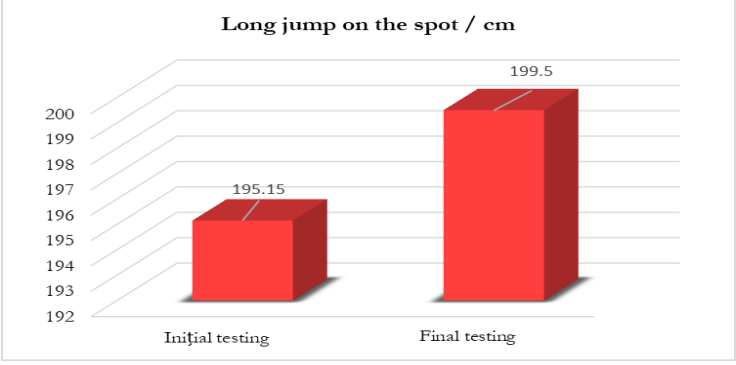


Figure 3. The results of the two tests for standing long jump

In the initial test, the average of the group was 195.15 cm, while in final testing the average of the results of the subjects was 199.5 cm (Figure 3).

5.4. Lifting the trunk from the dorsal lunge in 30 seconds

Regarding this sample, which tests the rapidity which the subjects of our research perform dorsal stem lifting in 30 seconds, the initial testing was achieved by an average of 24.6 repeats, while in the final media testing was 26 repeats (Figure 4). The progress recorded between the two tests was 1.4 repeats.

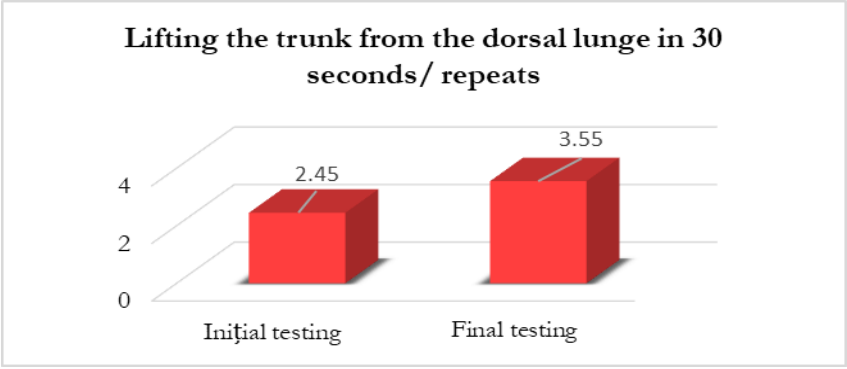


Figure 4. The results recorded in the two tests for the lifting the trunk from the dorsal lunge

5.5. The top service

Through this test, we wanted to demonstrate that good physical training can positively influence the technical execution of the volleyball game.

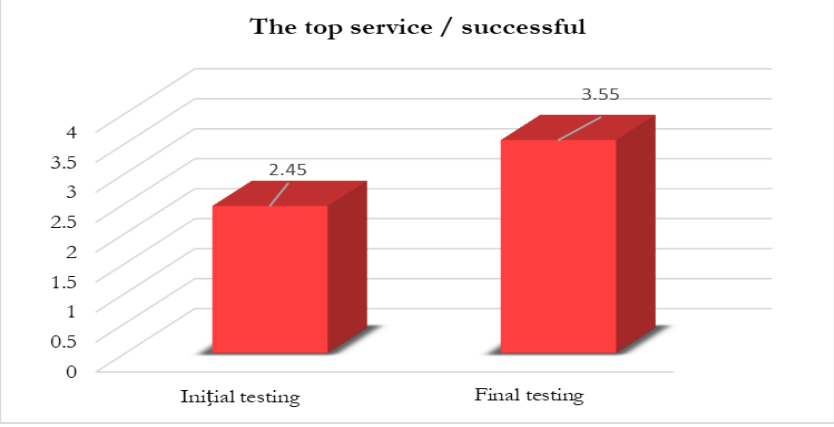


Figure 5. The results recorded in the two tests for the top service sample

As the service is known to be a very important technical technique in the volleyball game, because through it the ball is put into play, and often a

very good service, it can bring you points earned very easily, being in at the same time a demoralizing factor for the opposing team. The subjects of our research improved their scores by 1.05, with an average of 2.45 successes in the initial testing, while the average final score was 3.55 points (Figure 5).

5.6. Taking over from top service

This technical specimen can be strongly influenced by a very good development of the motoring qualities, taking over from the service requiring a very good reaction rate from the one who performs it, correlated with an anticipation of the adverse service.

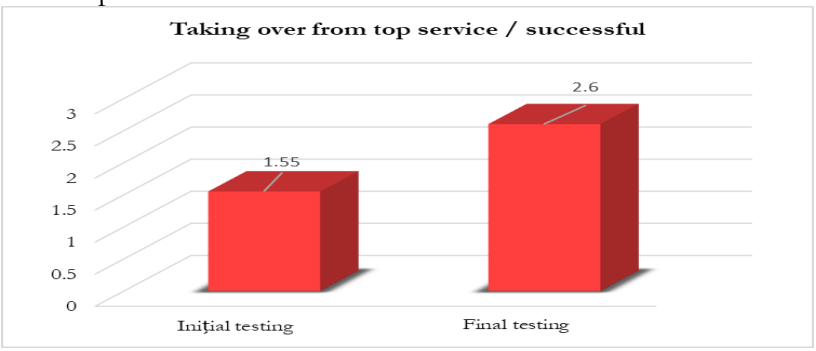


Figure 6. The results recorded in the two tests for taking over from top service

In this test the progress between the two tests is obvious, namely 1.05 successful, the subjects having an initial average test of 1.55, while the average final test is 2.6 (Figure 6).

6. Discussions

The physical education lesson, as an instructive-educational process, aimed at maximizing the skills of children and pupils for practicing different sporting disciplines, has also substantiated some of its own guiding principles for teacher training.

The continuity of the process, complemented by the provision of an adequate amount of training, is now a principle that makes the achievement of outstanding results in the preparation of children and pupils for performance volleyball. Students' training must be continuous, because theory and practice prove that failure to comply with this principle inevitably leads to loss of accumulation on all levels (physical, technical, tactical).

As a result of the disruptions, the skills lose their finesse, precisely, there is an inversion of the functional capacity and a decrease in the motoring qualities. To overcome these shortcomings, the preparation of children and pupils is planned for long periods (4-12 years), according to the

specifics of each sport branch and is broken down into stages and cycles (annual, monthly, weekly).

In sports training for children and pupils, continuity is often interrupted by a series of related actions (exams, theses, holidays) that determine, to a great extent, the inefficiency of the work.

The rational organization of work by combining it with the professional one, by making the most of the free time of the pupils can ensure the necessary continuity.

7. Conclusions

Following the study, I was able to draw some conclusions, with the aim of bringing a modest, general contribution to the uniformity and deepening of the game technique.

In order to achieve high performance, it is especially important to develop accurate assumptions, and they will be continually improved. Increased emphasis should be placed on rationalizing, unifying and standardizing the exercises used in the physical education lesson in order to achieve a practical improvement of this process at all levels, stages and periods.

A methodical guidance of the whole training, combined with ensuring greater importance for the development of motor skills, by means of motion games, makes factors that can be decisive in achieving the beginnings of volleyball performances. The use of dynamic games appears as a necessity in the physical education lesson.

Volleyball is the set of globally executed motorsports, the most attractive, action-packed, on a complex motor and psychic support. This is clear the complex character of the game, as well as the fact that it consists of phases of play (attack, defense) that link technical and tactical techniques to game action.

The further development of volleyball as a sport and performance activity will always depend on its computerization to provide the most effective solutions. It may be suggested that samples and control rules be complemented by a skill test for the losers, or that the technical (bilateral) match be complemented by a 2 to 2 or 3-to-3 low-field game, where to place focus on exercise constancy (takeover from attack).

The main theses on the basis of which the sports training of children and pupils is organized are subordinated to the general rules of the learning process: the principle of concordance with the requirements of practical activity, the principle of conscious and active training, the principle of

intuition, the principle of systematization and continuity in preparation, accessibility, the principle of thorough grading.

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