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The Role of the Formative Dancesport of the Extracurricular Activities in Gymnasium

Veronica MINDRESCU¹

Abstract

The main purpose has consisted in the selection of the most effective means of specific dancing with a view to the development of coordination, tangible expressiveness and a matter of emotions to pupils in gymnasium. Methods: the study consisted of 2 groups of 24 students: experiment group mean $SD \pm 11.15 \pm 1.91$; control group mean $SD \pm 11.43 \pm 1.87$. The research was carried out in the school year 2015-2016, in the course of extracurricular activities and included the 2 tests: Initial and final, 2 samples: complex exercise of the body coordination on the music in 16 steps; line combinations of movements on a piece of music. The results have been processed statistical SPSS20.: mean, standard deviation, t- Student test, $p < 0.05$. Results. Compared with a control group, top progress achieved by the group which the subjects were experiment to test for coordinating on the music 16 steps, it was 1.420 points $p_{value} 0.000$. The progress made by the students in the experiment group, compared with a control group to test the combinations of dance moves on a piece of music was 1.661 points, $p_{value} 0.000$. Conclusion: the results of the research confirms that the development of the coordination of the motive power, tangible expressiveness and the formation of dancesport can be achieved in an efficient manner within the framework of the extracurricular activities through specific means of dancesport concordance, with the special notes on the psychomotricity of the students.

Keywords: *dancesport, psychomotrical development, motor coordination, motrical expressiveness, the sense of rhythm.*

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1. Introduction

Dance is a unique form of physical activity that may be sufficiently appealing to adolescent girls to encourage participation across the lifespan [15].

The implementation of the dance means in the content of physical education classes in primary school contributes to the achievement of the goals of aesthetic education, by ensuring the early construction of the aesthetic attitude in movement and the development of the motor expression capacity. Through dance, children will be educated to freely express themselves, to repress their inhibitions, to know themselves and to communicate through their bodies [19].

A physical harmony creates the basis of a higher intellectual yield and can become the foundation of a positive behavior for the individual in society [2].

Changing mindsets and behaviors for an active and healthy lifestyle should be the main goal of any current and future societies. A permanent personal concern was identifying ways to promote a healthy and active lifestyle by identifying motivation and preferences for practicing physical exercise in relation to combating the negative effects induced by the health risk factors [3]. The education should be changes. This change is produced under the impact of the pedagogical tradition, that of the contemporary word problem and the future being know that "future order to the present" [14]. The role of early childhood education is essential in the development of the child. At this stage, teaching practices should stimulate children, given their individual characteristics and their needs, to assist in the acquisition and development of more skills and abilities essential in everyday life [13].

Increasing the competitiveness of academic physical education (PE) can be achieved by implementing within the curricula of some innovative disciplines allowing the acquisition of additional professional knowledge and skills in accordance with the modern requirements and the expansion of practicing forms of physical activities [4]. The educational process within the optional lessons provided by the curriculum at the school's decision is carried out in accordance with the provisions of a program developed by the physical education teachers [6].

The relevance of our study falls within the current trends of psychomotricity development of young pupils through heuristic and eurhythmic activities, dance being a less used method within the extracurricular school programme at the expense of classical sports activities specific to athletics, gymnastics and sports mini-games. At the European level, dance is a compulsory activity within the specific physical education

content; in our country this activity can be included in the eurhythmics discipline. The content of physical education and sports at primary level does not include dance. Through our study we aim to highlight the relevance of the formative aspects in the development of the young pupils psychomotricity, which is essential to achieve until the age of 12 according to studies [1, 7, 8, 12, 13, 17, 21].

2. Problem Statement

Dance, as a form of education used in the school curriculum, is placed at an initial level, a starting one, without laying the stress on the body technique, but strictly on communication, on the expression of senses and emotions that define it and on building one's own motor power by participating in the process of artistic creation [8].

Delivering dance sessions after school could make a significant contribution to girls' PA. Therefore, after-school dance sessions may be an appropriate and cost-effective activity through which adolescent girls' PA levels can be increased [16].

In the educational system at pre-school, preuniversity and even at university level dance permanently persisted as a kind of art or as a means of action. In physical education, dance is incorporated into lessons having common goals and also specific goals determined by the specificity of dances [7]. In the current phase of changing and modernizing education, a lesson continues to be the basic form of organizing the teaching process [5].

In dance the body expression becomes controlled, deliberate and fit to the character and its spirit. Through facial expression the inner psychical state of the dancer is transmitted to the audience. Consequently the spiritual state of the dancer will influence the dance message [11].

The fundamental tasks of physical education are: the optimization of biological development of the human being, referring to the optimization of morpho-functional development, the optimization of motion skills and habits, the prevention and correction of attitude deficiencies, psychical development and the building up of human personality [20].

Sports dance is a combination of health and beauty of a sport, you can show the health of modern people to give people the enjoyment of beauty. Sports dance is an important form of dance art, music and form, it can be a very good display [23].

In education, the working method along with the proposed exercises and material resources lead to achieve a teaching strategy. This notion of pedagogical sciences is used successfully in school physical education [21].

3. Aims of the research

We consider that the introduction of some means of action specific to popular dance and eurhythmics as well as exercises of general physical development, contributes to achieve the aims of physical education and sports for the primary students, additionally helping the development of the sense of rhythm, the creativity and the body expressiveness, all those aspects being particularly important for the optimum development of children psychomotricity. All these aims can be achieved by organizing lessons in the form of specific exercises performed on music.

The idea that we started from in this research was the fact that the physical expressiveness, the rhythm and the study of the basic dance skills is recommended to be developed in gymnasium, following the psychomotor particularities through the means of action specific to the sports dance.

The main aim consisted in selecting the most efficient means of action specific to dance, with a view to the development of coordination, of body expressiveness and the sense of rhythm at gymnasium students.

The novelty of our approach consists in implementing a dance program for the first time in a group of young students, because within the curricular requirements the emphasis is on eurhythmics and basic dance movements, without pursuing the development of children's creativity in combining the movements on various musical rhythms. The inclusion in the extracurricular activities range of dance activities through the implementation of a program tailored to individual peculiarities contributes to the stimulation of children's creativity development in terms of motor expression in tune with music and to the development of psychomotricity. The program we are implementing aims at learning some dance steps and building the children's ability to combine them with their own movements according to different musical rhythms.

4. Research Methods

The research took place all along the school year 2015 - 2016. The dance classes were run as an extracurricular activity, once a week, one hour each. The design of the research aimed at four phases: the period of initial preparation: the 20th of September – the 20th of November 2015; the initial testing (IT) – carried out within the 20th-30th of November 2015; the specific preparation period: the 1st of December 2015 – the 28th of April 2016; the final testing (FT) - the 6th of May – the 12th of May 2016. The statistical processing was made in SPSS 20 aiming at: the arithmetical mean

(mean), the standard deviation (SD), test t Student (t). The threshold of significance for all the results was $p < 0.05$.

The research included two groups, an experiment one and a control group, both consisting of 24 students. The control group consisted of 11 girls and 13 boys, mean ± 11.43 SD ± 1.87 years, and the experiment group of 14 girls and 10 boys, mean SD $\pm 11.15 \pm 1.91$ years.

Participation in the study was a voluntary and informed written consent from each participant and their parents and the study follows the principles of the Declaration of Helsinki. The criteria for inclusion in the study were: the age of 10-12 years, the application for the dance option as a compulsory extracurricular activity, the participation in the entire training program, the parents' consent to participate in the study. The exclusion criteria: children with hearing and motor impairments, children less than 10 years of age or older than 12 years of age. The research sample included all eligible children in the school where the research took place.

The experiment group practised the program of sports dance for the purpose of developing the body expressiveness and building the dance skills by respecting the psychomotor particularities.

Assessment of study: in our research we have applied the following tests:

1. A complex of motor coordination on music in 16 times. Memorizing and performing 4 movements and dancing steps in 4 times on music - grades are granted from 1-10;

2. Combinations of dance moves on a piece of music (the music is chosen taking into account the preference of the student and it is given as homework) –the level of coordination and the sense of rhythm and creativity are appreciated. grades are granted from 1-10.

The applied tests are specific to dance schools for beginners level and are adjusted to age peculiarities.

5. Findings

5.1. Structure

For the trial of performing a complex of motor coordination on music in 16 times, the results are shown in Table 1. The results of the test of combination of dance moves on a piece of music are shown in Table 2.

5.2. Tables

Table.1. The statistical analysis of the results of each of these two groups to test for driving coordination on the music in 16 steps.

Groups / Tests		Mean	SD	Mean difference	t	p _{value}
Experiment group	Ti	6.5000	.78019	2.250	16.314	.000
	TF	8.7500	.67566			
Control group	Ti	6.2917	.80645	0.830	5.816	.000
	TF	7.1250	.89988			

SD- standard deviation, t – value of Student test , p_{value} –statistical signification value of t

Table.2. The statistical analysis of the results of each of these two groups to test the combinations of dance moves on a piece of music.

Groups / Tests		Mean	SD	Mean difference	t	p _{value}
Experiment group	Ti	6.2917	.80645	2.452	18.303	.000
	TF	8.7500	.67566			
Control group	Ti	6.1250	.79741	0.791	5.379	.000
	TF	6.9167	.82970			

SD- standard deviation, t – value of Student test , p_{value} –statistical signification value of t

6. Discussions

The components of the experiment group recorded to the test of motor coordination on music in 16 times, a mean value to the initial testing of 6,58 points, and to the final 8,66 points, progressing by 2.25 points. The values of the coefficient of variability fell within the range which indicates a very good homogeneity, being of 9,7 % at the initial testing and of 9,3 % to the final one (Table 1).

The control group obtained a mean value of 6,45 points to the initial testing and of 7,20 points to the final one, recording an inferior progress compared to the experiment group by only 0,83 points. The homogeneity of the control group was very good to the initial testing, of 9,9 %, and good to the final one of 12,3 % (Table 2).

Compared to the control group, the superior progress made by the subjects of the experiment group of 1.420 points is due to the methodology used for the development of the segmental coordination, of the

expressiveness and rhythm, the data were statistically significant p value 0.000.

To this trial of combinations of dance moves on a piece of music, subjects in the experiment group recorded an arithmetic mean of 6.29 points to the initial testing and 9,12 points to the final one, the progress was of 2,452 points, pvalue 0.000. The control group recorded to the initial testing a mean of 6,2 points, and on the final 7,99 points, progressing by 0,791 points, pvalue 0.000 (Table 2.)

The homogeneity of the experiment group was to the initial testing of 8.9% and 9,3% to the final one, values which indicate a very good homogeneity of the class. The control group also recorded a very good homogeneity, the values being of 9,3% to the initial testing and of 8.8% to the final one.

The progress made by the students in the experiment group, compared with the control group was of 1.661 points, we consider it is due to the independent variable influence of the means of action that were selected for our research (Table 2).

The study of Katz (2008) [17] revealed the unique multimodal nature of embodied learning; in dance classes, teachers and learners communicate through a variety of modes: visual, auditory, kinesthetic, spatial, musical, tactile, gestural, and linguistic.

One study on 65 girls showed that adolescent girls' recruitment and retention in after-school dance program could be enhanced by highlighting the enjoyment and socialization opportunities of the activity [15]. Many studies found that sports dance increased coordination, lung capacity, flexibility and aerobic capacity [18].

After-school PA interventions have potential for increasing PA levels among adolescent girls. There is a need to consider the context in which interventions are delivered and implement them in ways that are appropriate to the needs of participants [10].

A study aimed to explore the experiences of participating in an 8-month dance intervention, included 112 girls aged 13-18, concluded that the adolescent girls' experiences was that the dance intervention enriched and gave access to personal resources. With the non-judgmental atmosphere and supportive togetherness as a safe platform, the enjoyment and empowerment in dancing gave rise to acceptance, trust in ability, and emotional expression [9].

A survey carried out in Japan on children showed that using the device, they performed with better accuracy and repeatability in a task where they produced an imagined circular trajectory by hand. The proposed

interface is effective in terms of creative dance activity and accuracy of motion generation for beginner-level dancer [22].

The outcomes of a survey carried out on 362 adolescents in UK led to the conclusion that girls were significantly more motivated to participate in extracurricular dance than boys. Participation in dance during physical education did not influence this difference. Creating the opportunity to participate in dance is not sufficient to enhance motivation for participation [1].

7. Strengths and limitations

Strengths. The study allows for a comprehensive analysis of children's motor expression through dancing. The study reveals the efficiency of the implemented program in developing coordination, expressiveness and rhythm in children. The outcomes of the study can be generalized to other categories of children by adjusting the programs to their motor and psychic peculiarities.

Limitations. The study requires more participants. Expanding the study in terms of a period of application and highlighting the correlations between other components of psychomotricity in relation to the practice and performance of dance programs.

8. Conclusions

The outcomes of the research confirm the fact that the development of body expressiveness and building dance skills can be achieved in an efficient manner within the framework of the extracurricular activities through means specific to sports dance in accordance with the psychomotor particularities of the students.

The practice of some means of action specific to the sports dance determined the enrichment of the motor skills fund, the improvement of coordination, of body expressiveness and the sense of rhythm of the students. To all the trials of the experiment the children from the experiment group recorded much higher progress than those from the control group.

The development of coordination, of body expressiveness and the sense of rhythm, as well as the development of psychomotor abilities should be carried out at a young age; therefore the outcomes of this research contribute to strengthening the specialists conception.

Acknowledgement

I hereby declare at my own risk and acknowledge liability that the subjects participating in the research have been informed of the voluntary nature of participation in the research, of understanding the information they received and the understanding that withdrawing from the research can be done at any time without any negative consequences on the participant. The research respected the ethical standards of a research, the participants / the relatives of the participants to the research gave their consent to participate in the research.

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