Abstract

The Games represent the specific activity of children (but not with only children, motion and relay can be used effectively at any age) and therefore can be successfully used in judo lesson to complete the tasks within the lessons, and can be used both at the beginning or at the conclusion of the lesson, and throughout it, in order to improve its quality indices and even specific motive or for the development of motric skills and indices of basic and applicative or utility those involved in the specific practice of judo.

Keywords: judo, movement, effort, objectives, lesson

JEL classification: I 20, I 22

1. Introduction

Motion games should not be confused with the play (Cârstea, Gh., 1993).

Motion games, relay and roadmap applicative utility may be applied for achieving the objectives of the judo lesson in any of its links, taking into account the particularities of the age and the level of preparation of students-athletes judoka.

You can also use it with efficiency and fight in various forms for the accomplishment of the judo lesson with children 11-12 years.

2. Content

I present a few games of movement and relay applied that can be adapted to the judo lesson through appropriate dosage or difficulty age and level of preparation of students, their number being judoka.

1. Games to develop dynamic balance:
   - "Removing it from circle": students are grouped or two on the whole surface of the mattress and are found inside the circle made up of the belts at chimonou; the audible signal every try through pullups or push with both arms to him out of the circle on the other; runs 5-7 times and finally wins the most points and the one that lost run 5 squats.

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• "Fighting cocks": students find two facing cross-arms at the chest; the signal shall be indicated and leg raises in support remains on one foot and by jumping on it try to overcome the opponent through the use of crossed arms to the chest; runs 5-7 times and wins the one who accumulates the most points, and the loser runs 5 "push-ups".

2. Games to development attention:
• "Shrimps and Crabs": students find themselves in line two back to back in the middle of the Hall (a team representing the crabs and the other team shrimps) and in front of each line in distant 3 steps you can find the House consisting of belts to the related kimono in a circle; the game leader calls out one of the better teams that will take at least one of the opposing team; It runs from 7-9 times; 1st team rack up wins the most points and the losing team is running 5 "Korean pushups"; to stimulate the attention of the driver of the game calls out and other names similar to "crab" or "shrimps".
• "Be careful": students moving around the mattress went relaxed workout and will have three orders executed in the greatest speed, signal to the driver of the game to beat clapping runs at climbing the "hep" players are grouped in twos and a whistle is running a squat and a floating; who is or who remains the last command executed 5 squats and then continue the game.

3. Games to workforce development:
• "Bogie": two students are found at the starting line and at a distance of 10 steps walking distance lines the point of return; to signal a player passes in support on facial hooked hands and the other seizes ankles since moving up to the point of return, where changing roles between the partners back to the starting place; It follows the movement of the correctness and win that first pair passed the starting line-arrival; runs 5-7 times and ranking and the pair that was on last run 5 "Korean push-ups".
• "Training assistance dogs": two students are found at the start line in front at 5 steps walking distance lines the finish (players are suitably weight); a player is in the support on their knees and hands and the other in the sitting sideways with one hand grasping the stands at kimono from the neck and with the other hand take hold of the belt ("trainer", and "dog"); to signal the "dog" trying to lead him on the "trainer" at the finish line and he tried to prevent it from reaching; "If the dog wins" manages to reach the finish line or "trainer" if it manages to prevent it from reaching the finish; the roles are reversed; It runs from 7-9 times; to stimulate the motivation to do it between "dog" rankings and "trainer" and who is defeated will carry in the back room on a tour winner.
"The transport stack": students are found on the column, and three teams at the starting line, and within 15 steps walking distance, in front of each team, turning point; the audible signal the student in the middle is curl and she grabs his hands under her knees, arms forming the two "handles" of the stack, and the other two students start "right handle" or "left" and handle it conveys to the point of return, you bypass and returning to the team in the greatest speed, leaving next; "stack" has to be throughout the whole movement; the team that finishes first wins; the losing team is carrying back a round room, the winning team; the game is very complex and difficult, so it will track each of the students to be "stack" and to carry both with his right hand and his left hand, which can be achieved by dosing, respectively the number of executions of the exercise.

Conclusions

As a result of the use of movement and al relays, in the judo lesson, as a means of actuation, I found an almost optimal motivation of students and active involvement continues, leading to an optimisation of the process of preparation.

That's why I recommend with confidence the motion gaming, relays, journeys and crafts used in the form of commercial competition to produce emulation and for the active participation of all those involved within the judo lesson, the teacher and students.

REFERENCES