

EVALUATION OF ATTENTION FEATURES' DEVELOPMENT RESULTS  
OF 13-15 YEARS OLD JUDO PLAYERS WITHIN SPORTS TRAININGGrimalschi Teodor<sup>1</sup>,  
Boisteanu Alexandru<sup>2</sup>,<sup>1</sup>State University of Physical Education and Sport, Chisinau, Republic of Moldova<sup>2</sup>Sport School no.2, Cahul, Republic of Moldova**Keywords:** evaluation, sports training, means of gymnastics, judo, features of attention, methodology.**Abstract.** The scientific problem solved in this article consists of the experimental argumentation of influence of the sports training activities on the development of attention of 13-15 year-old preadolescent judoka pupils. In this respect, it was found that a great importance it has the fair and rational use of the means' content of gymnastics didactics to maintain the stability of the sports pupils attention for a longer time.

**Actuality of the research theme.** Extra-curricular activities of preadolescent pupils inside of sports clubs are responsible for important training-development functions: to stimulate physical and intellectual development, creative thinking, attention, motric intelligence; to cultivate the spirit of cooperation and socialization [2, p.156], also having a stimulatory function to achieve the effort [2, p.301]; to develop the proprioceptive sense to perceive changes in muscle tension and stability of the vestibular device [4, p.399]. Optional activities, in addition to their contribution to the formation of personality, also contribute to recreation, to maintaining the capacity of effort by ensuring active rest in the circle of interests [2, p.154-156].

The attention has no own informational content. It is involved in all physical and intellectual, school and extraschooling activities, being maintained by the hierarchy tendency of activity in accordance with goals, objectives, conditions in order to increase their reflection capacity and in order of efficiency of the activities they involve [1, p.596]. Attention has as a support base the trends economy of psychic energy, of adapting and organizing the functions of the sensory, knowledge system [1, p.88].

The coach-teacher can not accomplish the purpose and objectives of the training lesson and to direct the training and educational process, unless understands what is characteristic in the training / development of the sports pupil. To understand means knowing what the student thinks, what he feels, what are the interests, what distracts his attention and how the social

environment of the group influences him, the psycho-pedagogical environment. The possibilities of the didactic action of the teacher-coach can be streamlined through the fundamental and functional knowledge, which it makes available the psycho-pedagogy of sports training, directed at the researching psychological factors that act on the development of the sports preadolescents. These psychological factors are: perception, memory, thinking, language, imagination and, last but not least, attention.

The problematic of psycho-pedagogy sports training of the preadolescents pupils is delimited from a methodological point of view, in the aspect of redirection the distribution of attention [3, p.218].

Our research presumes addressing the problem from three perspectives: 1 – the perspective of training's content - in order of influence the sports training lessons on the processes of the cerebral cortex, which occur in the central nervous system, of the attention factor; 2 – the perspective of the preadolescent – the organization of sports training activity, analyzing the changes suffered in the nervous system under the influence of the means of gymnastics, in order to increase the volume, intensity, stability and productivity of attention; 3 – the perspective of redirecting attention – the sports pupils need to find the answers to key-objectives independently, to the complex situations of created activities in the sports training and competitive contests, where they can suggest edits between the physical condition and aggression from the opponent.

**The purpose of research** consists in the approach sports training technology of 13-15 year-old judoka preadolescents by redirecting attention on the size of sensitive stimuli in the training and competitive process.

The objectives of research:

Study and generalization theoretical and technological bases of the characteristics of attention in the instructive-educative process of sports training.

Determination of volume, intensity and frequency of attention after the use activities of the means of gymnastics in the adolescent sport training process.

Experimental verification of influence of the training process on the psychological environment of redirecting the attention of the judoka pupils in the complex activities of sports training.

**The reason of choosing the research problem** consists in the fact that the preadolescent pupils practicing the sport of wrestling, they can not focus their attention on more actions, in order to realise optimal acts in the conditions created by contest or competition. The monotonous work in the sports training with the same teaching content distracts the child's attention. For this reason, in our experiment, situations were created in the sports training activities by using gymnastics specific means, in order to shape capacities to redirect the attention / reflex.

In order to accomplish the purpose and objectives of the work, a psycho-pedagogical research was organized with sports preadolescent pupils of 13-15 years old from the Sports School

no. 2 from Cahul.

#### **The methods of research:**

1. The bibliographic method and the method of studying school documents.

2. The research sample method of the attention with help of Anfimov correction sample [5, 6]. There were researched: the stability of attention, the concentration of attention, the flexibility of attention, volume, intensity, productivity and precision of attention in the base of the following indicators: the total number of signs examined for 1 minute and 6 minutes; the total number of signs which had to be highlighted for 6 minutes; the number of correctly ticked signs for 1 minute and 6 minutes; the total number of mistakes committed in one minute and in 6 minutes.

3. Pedagogical observation.

4. Pedagogical experiment.

5. Mathematical-statistical method of processing and interpreting the obtained results.

6. The graphical and comparative method.

#### **The obtained results.**

It is found that in both experimental groups with a number of 24 subjects, to the evaluation samples of the correctly ticked signs (Table 1), concentration of vision at the first four minutes is flexible and depends primarily on the mobility of nerve processes. According to the statistical data, is registered the increased amplitude of attention at the third minute, as a „reflex of fixation” of nerve processes, causing simultaneous a diffuse cortical activation and a facility of receiving the messages of the visual sensations.

*Table 1. The results of the witness group and of the experimental group at the examination of attention*

Nr. crt.	Categories of the examined signs $\bar{X} \quad m$		Witness gr.	Experimental gr.	t	P
			$\bar{X} \quad m$			
1	The number of correctly highlighted signs	In the first minute	46,00 ± 1,64	54,13 ± 1,45	4,58	<0,001
2		In the second minute	40,26 ± 2,18	53,83 ± 1,35	4,65	<0,001
3		In the third minute	51,60 ± 2,45	66,90 ± 1,90	4,92	<0,001
4		In the fourth minute	47,40 ± 1,63	55,26 ± 2,67	3,15	<0,01
5		In the fifth minute	36,87 ± 2,38	45,80 ± 0,99	3,47	<0,01
6		In the sixth minute	24,63 ± 1,93	41,20 ± 0,88	4,34	<0,001

Note:  $n=24$ ,  $f=22$

$P < 0,05$ ,  $< 0,01$ ,  $< 0,001$   
 $t = 2,074$      $2,819$ ,     $3,792$

The effect of attention activity at the third minute constitutes a flow of 10,81% at the witness group (an average of 51,6 correctly ticked signs) and 19,05% at the experimental group (66,90 signes) in comparison with the indicators of initial testing, respectively 46,0 and 54,13 signes ( $t=4,58$ ,  $P<0,001$ ): Figure 1, favoring the performance of subjects of the experimental group.

Attention is focused on some perceptive stimuli of movements related to the identification of concrete information on technique of execution of actions, physical, psychological and tactical training. At the fourth minute, attention capability normalizes, reaching the initial threshold, then until the sixth minute, attention is unstable, the level of the performances is lower (Table 1, Figure 1).

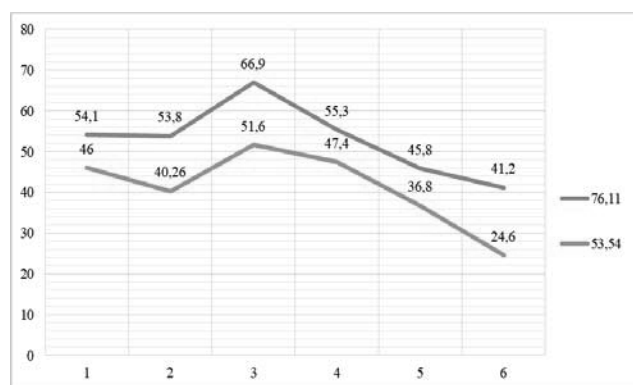


Fig.1. The flexibility of attention for 6 minutes at the control and experimental groups in the sports training activity of the judo preadolescents

In the experimental group (with a number of 12 subjects), following the deployment of the technological situations of practicing the means of gymnastics, it is noted that the indicators of attention are superior compared to those of the subjects of the witness group, in order to main-

tain attention more time in sports training activity. The calculated t-Student criterion indicates a value of 3,15-4,92 for  $P<0,01-0,001$ , statistically significant (Table 1), with a probability of 99,5-99,9%.

The volume of the correctly ticked signs number at the experimental group was higher with a valuable intensity and stability. The productivity of the attention at the experimental group was 76,11%, at the witness group - 53,54%, with a statistically significant difference of 22,57% (Figure 1).

#### Conclusions:

Conducting of sports training on base of experimental models of means elaborated as expressivity values of motric actions has contributed to the implementation of a technology of a specific training, through which it has optimized the capacity of redirection the attention of adolescent fighters from the experimental group through superior indices of the attention characteristics.

Distribution and concentration of attention was highlighted in the first four minutes, with a flux in the third minute. After four minutes of technical-tactical actions of the sports adolescent, the activity of the opponent is not perceived with the same clarity, volume and intensity of the attributes of attention decreases.

For the development of attention has a great importance the teacher-coach's exigency toward the accomplishment of tasks of the instructive-educative process, the utilization of the most rational technologies, procedures, and means of stimulating attention – exercises of attention, imagination, memory, thinking, creation, specific movement, to be able to maintain stability of attention during the training and competitive process.

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