

**THE MINISTRY OF EDUCATION, RESEARCH, YOUTH AND SPORTS
THE NATIONAL UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS
IN BUCHAREST**

DOCTORAL THESYS

SUMMARY

**CAPITALISATION OF THE POTENTIAL LF MOVEMENT GAMES
IN LEARNING AND CONSOLIDATION OF BASIC MOTIVE
SKILLS IN CHILDREN OF 7 – 8 YEARS OLD**

**Scientific Coordinator:
Univ. Prof. Dr. Marinescu Gheorghe**

**Ph. D. Candidate:
Trandafir Marcel**

Bucharest 2010

ARGUMENT	pag.2
Motivation for choosing the theme	pag.2
PART II	
PRELIMINARY STUDY AS REGARDS THE RESEARCH OF INNOVATIVE STRATEGIES AND TECHNIQUES IN THE REALISATION OF THE PILOT EXPERIMENT	pag.3
CHAPTER I	
THE SCIENTIFIC ENDEAVOUR OF THE PILOT EXPERIMENT	
1.1. PREMISES OF THE PILOT RESEARCH	pag. 3
1.2. OBJECTIVES OF THE PILOT RESEARCH	pag.3
1.3. TASKS OF THE RESEARCH	pag.3
1.3.1. <i>Statistics hypothesis (null).</i>	<i>pag.3</i>
CHAPTER II	
ORGANISATION OF THE RESEARCH OF THE PILOT RESEARCH	
SUBJECTS – STAGES	
2.1. Organisation of research	pag.4
2.2. Research methods	pag.4
CHAPTER III	
Results and their interpretation	pag.4
CHAPTER IV	
CONCLUSIONS OF THE PILOT EXPERIMENT	pag. 5
PART III	
CHAPTER V	
THE SCIENTIFIC ENDEAVOUR OF THE EXPERIMENT	pag. 5
5.1. PREMISES OF THE RESEARCH	pag.6
5.2. OBJECTIVES OF THE RESEARCH	pag.6
5.3. TASKS OF THE RESEARCH	pag. 6
5.3.1. <i>Research hypothesis</i>	<i>pag .7</i>
CHAPTER VI	
6.1. ORGANISATION OF EXPERIMENT RESEARCH	pag.7
SUBJECTS – STAGES	pag.7
6.2. METHODS OF RESEARCH	pag. 8
CHAPTER VII	
RESULTS OF THE EXPERIMENT AND THEIR INTERPRETATION	pag. 8
CHAPTER VIII	
FINAL CONCLUSIONS	
8.1. Experimental conclusions.	pag.9
8.2. Theoretical and methodological conclusions	pag. 9
8.3. Personal contributions and the degree of originality of the work	pag.10
8.4 PROPOSALS	pag.11

ARGUMENT

Key words: physical education and sport lesson, basic movement skills, teaching strategies, movement games, relay races.

European Union recognises the social role of physical education and sports as well as the economical implications of this growing phenomenon. Consequently, each country gave the sports movement an important role in their strategies as a factor for the development of the society. European Union desires the promotion and protection of the advantages that sports induce to society and economy.

European models that our field offer and which we bring to life at each student level during the physical education classes, refer to the harmony of physical development, expressivity of motive gesture, global and segmentary corporal stance, posture while walking and running, harmonisation of movement to music, skill in manoeuvring varied objects, synchronisation of individual execution to the group's. Exercising and awareness regarding the realisation of these objectives give the student a feeling of satisfaction and the confidence of an expressive and attractive presence in the social environment.

Therefore currently the Rumanian scientists are turning more and more towards new methods and ways of organising and teaching physical education and sports classes, for the purpose of optimise the educational process and by this to contribute to the increase in the body stamina, to the development of motive capacity and state of health.

In response to these searches, movement games as a form of manifestation of the physical exercise are an efficient instrument and a way to resolve the objectives of the physical education and sports class, therefore we thought it appropriate to focus on this issue, trying to emphasise the potential and necessity of using predominantly movement games in the physical education and sports classes.

Motivation for choosing the theme

The study of theoretical knowledge but mostly the insufficient research of the activity in its entirety, the relatively small number of data resulted consequent to experimental research, the lack of points of view with a large acceptance are arguments in favour of our endeavour.

The finality of our endeavour is the design, application and assessment of a specific didactic strategy for the assimilation and consolidation of basic motive skills through movement games within school physical education at children of 7 - 8 years old.

This work aims at a large and rational openness to the issues of movement games with theoretical and practical and methodical fundamentals.

The work is structured on three parts:

- the first part is made of the theoretical fundamentals of the themes approached, in which it was aimed at emphasising the place and role of movement games in the physical education and sports class, as well as their role in view of the formation of basic motive skills;

- The second part of the work is made of the preliminary study of the research, namely: the pilot experiment, by which we check the statistics hypothesis (null).
- The third part of the work is made of the scientific experiment by which we wish to prove that movement games have an efficient contribution to the formation and consolidation of basic motive skills.

PART II

PRELIMINARY STUDY AS REGARDS THE RESEARCH OF INNOVATIVE STRATEGIES AND TECHNIQUES IN THE REALISATION OF THE PILOT EXPERIMENT

CHAPTER I THE SCIENTIFIC ENDEAVOUR OF THE PILOT EXPERIMENT

1.1. PREMISES OF THE PILOT RESEARCH

The premises on which the research is based were as follows:

- The game is an important didactic means but at the same time it also satisfies the requirements of a training method as it defines a specific manner to achieve the training objectives;
- The motivation of the game is strong, as the learning activity organised by lessons must be attractive;
- Movement games are a way to make the children actively participate in the physical education and sports lessons;

1.2. OBJECTIVES OF THE PILOT RESEARCH

The main objectives of this research work are as follows:

- application of an appropriate methodology in the physical education and sports lesson, by using movement games in order to form and consolidate basic motive skills in children of 7 - 8 years old;
- using the most appropriate movement games in order to form and consolidate the basic motive skills;

1.3. TASKS OF THE RESEARCH

In order to check the work hypothesis we set up the following tasks and organisational measures:

- Consultation of bibliographic material;
- Setting up the duration of the experiment;
- Determining the classes to participate in the experiment;
- Determining the dates for initial and final testing;
- Getting the tools for work;
- Analysis and interpretation of data.

Purpose: to emphasise, by results obtained, that the statistics hypothesis (null) will be disproved and to prove that movement games are efficient means to form and consolidate basic motive skills in children of 7 - 8 years old.

1.3.1. Statistics hypothesis (null).

Large scale application of movement games in the physical education and sports class will not efficiently contribute to the formation and consolidation of basic motive skill in children of 7 – 8 years old.

CHAPTER II

ORGANISATION OF THE RESEARCH OF THE PILOT RESEARCH SUBJECTS - STAGES

2.1. Organisation of research

A number of 56 pupils were included in the research, 28 pupils in the control form IInd A, and 28 pupils in the experimental IInd A class in the General School No. in Făgăraş.

The stages of the experiment were as follows:

- Initial investigation (Ti) of the bio-motor level of the pupil in the experiment and control groups - September 2008;
- Application of the experiment - September 2008 - June 2009;
- Final testing of the level of physical and motive development of the pupils - June 2009.

The pupils were subjected to the following anthropometric measurements and physical tests: waist, weight, thorax perimeter in profound breathing in, thorax perimeter in profound breathing out, orthostatic abdomen perimeter, speed running for 25m, long jump from standing, baseball throwing, power test consisting in three runs on a 35m distance comprising: walking, running, throwing, catching, climbing.

2.2. Research methods

In order to complete the study, I used the following methods of research: pedagogic observation, pedagogic experiment, statistics and mathematic methods for data processing, such as: **Shapiro-Wilk; Wilcoxon; Student-tTest, Mann-Witney (U) and Levene's test.**

The tests used for the assessment in order to shape the bio-motive profile for the two groups of subjects were as follows: Matorin test and the Eurofit battery test (balance test Flamingo and Shuttle test variant b).

For the processing of the data gathered the S.P.S.S. statistics programme was used.

CHAPTER III

Results and their interpretation

After the analysis and comparison of the data obtained in the testing of the subjects of the two groups: the control group and the experimental group, the following more important results were obtained:

- Speed running for 25m: the average of the times obtained by the subjects of the two groups was of 32.27 for the pupils of the control group and 21.73 for the pupils of the experiment group. After applying Mann Whitney test, the calculated U value is of 202.500. the difference between the two groups is statistically significant ($p = 0.02$);

- Applicative instance No. 1: the averages of times obtained by the subjects of the two groups were of 34.4 for the pupils in the control group and 29.96 for the pupils in the experiment group. After applying the Mann Whitney test, the calculated U value is of 237,500. the difference between the two groups is statistically significant ($p = 0.009$);
- Applicative instance No. 2: the averages of the times obtained by the two groups were of 34.13 for the pupils in the control group and 22.88 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 234,500. The difference between the two groups is statistically significant ($p = 0.008$);
- Applicative instance No. 3: the averages of the times obtained by the subjects of the two groups were of 35.52 for the pupils in the control group and 21.48 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 195,500. The difference between the two groups is statistically significant ($p = 0.001$);
- After applying “Matorin test”: the average of the times obtained by the subjects of the two groups was of 25.93 for the pupils of the control group and 31.07 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 276,000. The difference between the two groups is statistically significant ($p = 0.04$);
- After applying “Flamingo Balance Test”: the average of the times obtained by the subjects of the two groups was of 14.50 for the pupils in the control group and 42.50 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 340,500. The difference between the two groups is statistically significant ($p = 0.001$);
- After applying “Shuttle test variant b”: the averages of the times obtained by the two groups were of 14.70 for the pupils in the control group and 42.30 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 5,500. the difference between the two groups is statistically significant ($p = 0.001$);

CHAPTER IV CONCLUSIONS OF THE PILOT EXPERIMENT

After the analysis and interpretation of the data obtained, the following conclusions were reached:

1. From a statistics and mathematical point of view, significant differences were recorded at the level of: speed, stamina in the running in imposed tempo, Shuttle variant, of coordination and balance, Flamingo Eurofit, Matorin test, long jump from standing position, power test and applicative instances.

We can thus conclude that the null hypothesis has been disproved and the research hypothesis according to which the intensive use of the movement games in the physical education class has favourable effects both from an instructive and an educative point of view. The experimental procedures used proved to be efficient for this purpose, therefore we can consider that using them in class ensures the fulfilment of the

physical education objectives, even with a surplus of efficacy compared to analytical means.

2. Considering the psychical particularities of this age, the results of the experiment recommend the use of such means which attract the children and determine a more intense active participation.

3. By using these, not only the basic motive and utility-applicative skills are consolidated and strengthened, but they contribute to the development of motive skills - speed, force, skill, stamina and implicitly rhythm and coordination, in climate of optimism and cheerfulness.

4. The data obtained in the research offered us useful information on the motive potential of the pupils, their possibilities, limits and learning particularities.

PART III CHAPTER V **THE SCIENTIFIC ENDEAVOUR OF THE EXPERIMENT**

5.1. PREMISES OF THE RESEARCH:

- Considering the results obtained in the pilot experiment we thought to extend the experiment in order to check the hypothesis according to which using predominantly movement games during the physical education and sports classes can contribute efficiently to the formation and consolidation of basic motive skills in children of 7 – 8 years old.

- Teaching and consolidating basic motive skills and the development of the capacity to use them in varied conditions is a priority objective in physical education during primary school;

- Basic motive skills are the fundamental of the motive capacity of the individual;

5.2. OBJECTIVES OF THE RESEARCH

The main objectives of this research work are as follows:

- presentation of methodical means, principles and processes which allow the optimisation of physical education classes for children of 7 – 8 years old and which at the same time make it easier to use movement games in the formation and consolidation of basic motive skills;

- bringing concrete arguments in order to direct more attention to movement games in the training process for children of 7 - 8 years old, without deviating from the coordinates imposed by the educational reform;

- the concern to emphasise the new advantages of the movement games, as the physical education class remains for a big number for pupils the only possibility to face the motive skills in their diversity;

- Practical knowledge as regards the learning and consolidation of basic motive skills, optimisation of the teaching-learning process.

5.3. TASKS OF THE RESEARCH

In order to check the hypothesis of the research we established the following tasks and organisational measures:

- Realisation of ample theoretical and practical investigation at the level of Ist and IInd form pupils at the beginning of the school year in order to know their level of initial instruction;
- Preparation of planning documents: annual split of learning units and semester calendar plans with particularised structures for Ist and IInd form.
- Establishment of the organisation methodology, selection and application of methods and means deemed highly efficient in the teaching-learning process, of movement games and formation and consolidation of basic motive skills;

5.3.1. Research hypothesis

Predominant use of movement games during the physical education class can efficiently contribute to the formation and consolidation of basic motive skills in children of 7 – 8 years old.

Purpose of research

Finding the most effective systems of action, games and exchange in order to learn and consolidate the basic motive skills in children of 7 - 8 years old;

Widening the area of means of action of the teacher by experimenting new ways of teaching by using movement games;

Achieving a didactic endeavour adapted to the existing conditions in the schools where the experiment takes place as regards using movement games in the physical education class;

Assessment of the anthropometric parameters, of general and specific motivity in children in experiment and control classes.

CHAPTER VI

6.1. ORGANISATION OF EXPERIMENT RESEARCH SUBJECTS - STAGES

SUBJECTS

In the experiment research, a number of 81 pupils were included - 20 pupils in the control class, 20 pupils in the experiment class - II A and II B forms of “Școala generală nr.1” Făgăraș and 20 pupils in the control class and 21 in the experiment class from I A and I C forms of “Școala generală nr.2” Făgăraș.

STAGES

The stages of the experiment were as follows:

- Initial testing (Ti) of the bio-motive level of the pupils in the experiment and control classes – September 2009
- Application of the experiment – September 2009 - June 2010
- Final testing (Tf) of the level of physical and motive development of the pupils - June 2010

At the end of September 2009, the pupils of the experiment and control classes underwent tests from the perspective of physical development (waist, weight, thorax perimeter, forced breathing in and breathing out, abdomen perimeter) and the motive

capacity – speed running for 25 meters, long jump from standing, baseball throwing (from standing), power. The tests used for the assessment in order to shape the bio-motive profile for the two groups of subjects were as follows: Matorin test and the Eurofit test battery (Flamingo balance test, Shuttle variant b), and three applicative clocked runs for 35 meters.

6.2. METHODS OF RESEARCH

The methods of research and statistics and mathematic indicators which we are presenting below were used and verified in the previous study (pilot experiment): Pedagogic observation, pedagogic experiment, statistics and mathematic methods for data processing, namely: Shapiro-Wilk; Wilcoxon; Student-t test, Mann-Witney (U) and Levene's test.

CHAPTER VII

RESULTS OF THE EXPERIMENT AND THEIR INTERPRETATION

Consequent to the analysis and comparison of the data obtained in the testing of the subjects of the two groups, namely the control group and the experiment group, the following more significant results were obtained:

- Speed running for 25m: the average of the times obtained by the subjects of the two groups was of 55.22 for the pupils of the control group and 26.40 for the pupils of the experiment group. After applying Mann Whitney test, the calculated U value is of 402.500. The difference between the two groups is statistically significant ($p = 0.01$);
- After applying the “Matorin test”: the average of the times obtained by the subjects of the two groups was of 30.07 for the pupils of the control group and 49.20 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 401,500. The difference between the two groups is statistically significant ($p = 0,01$);
- Applicative instance No. 1: the averages of times obtained by the subjects of the two groups were of 54.60 for the pupils in the control group and 27.04 for the pupils in the experiment group. After applying the Mann Whitney test, the calculated U value is of 247,500. The difference between the two groups is statistically significant ($p = 0.001$);
- Applicative instance No. 2: the averages of the times obtained by the two groups were of 42.90 for the pupils in the control group and 32.20 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 460,500. The difference between the two groups is statistically significant ($p = 0.001$);
- Applicative instance No. 3: the averages of the times obtained by the subjects of the two groups were of 54.80 for the pupils in the control group and 26.80 for the

- pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 238,500. The difference between the two groups is statistically significant ($p = 0.001$);
- After applying “Flamingo Balance Test”: the average of the times obtained by the subjects of the two groups was of 20.00 for the pupils in the control group and 60.00 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 0.000. The difference between the two groups is statistically significant ($p = 0.001$);
 - After applying “Shuttle test variant b”: the averages of the times obtained by the two groups were of 24.64 for the pupils in the control group and 55.59 for the pupils in the experiment group. After applying Mann Whitney test, the calculated U value is of 5,500. The difference between the two groups is statistically significant ($p = 0.001$);

CHAPTER VIII FINAL CONCLUSIONS

8.1. Experimental conclusions.

Somatic measurements: of the 5 somatic measurements performed, there are significant statistic differences between 2 of them, abdomen perimeter and the thorax perimeter – breathing in.

Considering these measurements, the two groups – experimental and control did not record an overall significant statistic difference which should influence the results of the other tests which were aimed at the formation and consolidation of the basic motive skills in children of 7 – 8 years old and the efficiency of the proposed experimental programme.

General motive tests – the values recorded in the two tests indicated the development of general motivity of the subjects of the experimental group in all three tests: speed running for 25m, long jump from standing, baseball throwing and power.

Therefore, in comparison to the control group, the experiment group recorded significant differences at the aforementioned tests, thus proving the efficiency of using movement games during the physical education and sports classes together with the other training methods in order to form the basic motive skills.

Specific motive tests – of the 4 specific motive tests: Matorin test, 3 applicative runs, Eurofit test variant b and Flamingo test, in all significant differences were recorded compared to the control group.

In the experiment group the applicative runs as well as the other tests proved their efficiency, all tests having significant statistic differences between the initial and the final testing, this expressing the efficiency of the way of formation and consolidation of the basic motive skills by using movement games as means and method.

In somatic measurements, although significant differences were recorded only for two tests between the experiment group and the control group, overall they did not record differences which should influence the control tests which were aimed at the formation and consolidation of basic motive skills as well as the general motivity of the subjects and the efficiency of the proposed experimental programme.

8.2. Theoretical and methodological conclusions

1. The results of the experiment and the research allow us to say that the intensive use of movement games in the physical education class has favourable effects from both training and educational point of view; therefore the **experiment hypothesis is confirmed**. Experimental procedures used proved to be efficient for this purpose and therefore we can consider that their use during the lesson can ensure the fulfilment of the objectives of physical education even with a added efficiency compared to analytical means;

2. Movement games become the expression of the appearance of a need imposed by the development and importance given to school physical education;

3. The variety of the movement games used in the work led the physical education class for Ist and IInd forms to new coordinates which are landmarks for the satisfaction of the requirements of the factors involved in the training process

4. By movement games, basic motive skills are formed and consolidated and are gradually associated forming more and more complex motive skills, thus enlarging the sphere of motivity;

5. Using movement games for children of 7 – 8 years old structures the physical education class in a more complex way and also closer to their needs;

8.3. Personal contributions and the degree of originality of the work

The finality of our didactic endeavour for the design, application and assessment of the strategies specific to assimilation and consolidation of basic motive skills for children of 7 – 8 years old by movement games emphasised the following **personal contributions**:

- Performance, selection and emphasising the results of the experiment and of the most efficient movement games which can contribute to the formation and consolidation of basic motive skills;
- Emphasising the main theoretical and practical aspects as regards the motive capacity as a basis of the movement for the purpose of formation and consolidation of basic motive skills in children of 7 - 8 years old;
- Improvement of the contents and methodology of the didactic process by the motive structures used in this work;
- Widening of the area of means of didactic framework by intensive use of movement games, presented in the research;
- Performance of relays and movement games which emphasised the results obtained in the research, the importance and need of their use during the physical education and sports classes;

The originality of the work:

- Consists in a complex approach in theoretical and practical plan of the speciality knowledge, with reference to the theme approached in an interdisciplinary vision;

- In rationalisation of the „selection” of the most efficient systems of movement which can be used with optimum effects in the process of formation and consolidation of basic motive skills;
- The way to interpret the statistics and mathematical data and their graphic representation in the research;
- The use in the experiment of new research tests and methods, which concisely and objectively emphasised the research results.

8.4 PROPOSALS

As a consequence of the results obtained in the experiment group, here are my proposals:

- editing works which should include models of applicative instances and relay games for the assimilation and consolidation of basic motive skills and utility applicative;
- editing news bulletins which should include the main somatic and functional values in the elementary school cycle;
- The improvement of the contents and methodology of the didactic process by increasing the volume and intensity of specific activity with the motive structures recommended in this work.

BIBLIOGRAFIE SELECTIVĂ

- 1.Albu,A.,Albu,C.,- Psihomotricitatea.Editura Spiru Haret,Iași,1999;
- 2.Albu,C.și colab.,- Exerciții și jocuri în doi. Editura C.N.E.F.S., București,1987;
- 3.Allport,G.W.,- Structura și dezvoltarea personalității, București, Editura Didactică și Pedagogică,1981;
- 4.Andersson.,C.L.,- School health practice Saint-Luis,The C.V.Mosby Company,1988;
- 5.Ausubel,D.,P.,și colab.,-Învățarea în școală, Editura Didactică și Pedagogică, București,1981;
- 6.Babanski,j.k.,- Optimizarea procesului de învățământ.Traducere.Editura Didactică și Pedagogică.București,1979;
- 7.Barbu,H.,Popescu,E.,Șerban,F.,-Activitățile de joc și recreativ-distractive. București,Editura Didactică și Pedagogică,1994;
- 8.Badiu,T.,- Jocuri pentru preșcolari, Editura Porto Franco,Galași,1996;
- 9.Barcan,Ț.,- 1001 De jocuri pentru copii, Editura Sport-Turism, București,1979;
- 10.Barms, J.,-The importance of mobility in general physical training.În: International journal of Physical Education Schondorf;
- 11Baumgartner,T.A.,Jackson,S.,- Measurement for evaluation in physical education and exercise science 4th edition,dubuque,Wm.C,Brown Publishers,1991;
- 12.Bârzea,C.,- Reforma învățământului în România: condiții și perspective, Institutul de Științe Educaționale, București, 1993;

13. Bedo, C.- Rolul bazelor generale ale mișcărilor și pozițiilor corporale în formarea deprinderilor motrice, în Revista A.N.E.F.S., nr.2, București, 1995;
14. Belinovic, V.,- Procesul învățării în educația fizică, Editura Tineretului Cultură Fizică și Sport, București, 1979;
15. Berthoz, A.,-, 'Le secret du geste: l'anticipation'', În :Science et vie, nr.2004, septembrie, Paris, pag. 68-77;
16. Bloom, B.S.,- Caractéristiques individuelles et apprentissages scolaires. Bruxelles, Edition Labor, Paris, Fernand Nathan; 1979;
17. Bompa, O.T.,- Performanța în jocurile sportive. Editura Ex. Ponte, București, 2003;
18. Bonaventura, J.,- Evaluation formative. În: Revue EPS., 1996;
19. Bonnet, J.P.,- Vers une pédagogie de l'acte moteur, Paris, Editura Vigot., 1990.
20. Boumagartuer, A.T.,- Programe de determinări pentru testele de performanțe motrice. În Research Quarterly, vol.41. 1991;
21. Bowers, W.S.,- The physiological bases of physical education and athletics, Sounders College Publishing, U.S.A., 1988;
22. Bunescu, V.- Proiectare-rigoare, creativitate și spontaneitate în condițiile unui proces didactic formativ, Revista de Pedagogie, nr.12-1998;
23. Bruner, J.S.,- Pentru o teorie a instruirii, Editura Didactică și Pedagogică, București, 1970;
24. Burk, M.C.,- Station Games, Fun and imaginative Pe lesson. Illinois. Champaign. Human Kinetics, 2002;
25. Cârstea, G.H.,- Teoria și metodică educației fizice și a sportului, Editura Didactică și Pedagogică, București, 1995;
26. Cârstea, G.H.,- Educație fizică. Fundamente teoretice și metodice, Casa de Editură Petru Maior, București, 1999;
27. Cârstea, G.H.,- Didactica educației fizice. București, ANEFS, 2001;
28. Gârleanu, D., Firea, V.,- Exerciții și jocuri pentru pregătirea atleților, Editura Stadion, București, 1972;
29. Călin, M.C.,- Procesul instructiv-educativ. București, Editura Didactică și Pedagogică, București, 1995;
30. Centru de Cercetări pentru problemele sportului.,- Despre experimentare și experimantatori experți în psihologia sportului și exercițiului fizic, Volumul I și II, București, 2002;
31. Cerghit, I., - Perfecționarea lecției în școala modernă, Editura Didactică și Pedagogică, București, 1983;
32. Cerghit, I.,- Metode de învățământ, Ediția a III-a revăzută și adăugită, Editura Didactică și Pedagogică, București, 1996;
33. Chateau, J.,- Les intrets éducatifs dans l'éducation physique, L'homme sain, nr.5. decembrie 1998;
34. Chelcea, S.,- Experimentul în psihologie, Editura Științifică și Enciclopedică, București, 1982;
35. Chiriță, G.,- Educația prin jocuri de mișcare, Editura Sport Turism, București, 1983;
36. Claparede, E.,- Psihologia copilului și pedagogia experimentală, Editura Didactică și Pedagogică, București;

37. Claude, A.,-Le cod de jeux, Hachette,1991;
38. Cohen, B.,- Explaing Psychological Statistics,ed.a II-a.New York:John Wiley & Sons, Inc.2004;
39. Colibaba, E., Bota.I., - Jocuri sportive. Teorie și metodică,Editura Aladin , București,1998;
40. Coman S., - Educația fizică și metodică predării ei la clasele I-IV. Editura Spiru Haret, Iași, Editura Tehnică, Chișinău, 1995
41. Cosmovici, A.,-Psihologie școlară, Editura Polirom, Iași 1998;
42. Conseil de l'Europe - Manuel pour les tests EUROFIT d'aptitude physique, Strasburg,1993;
43. Cordon, M.,-Kinetologie medicală, Editura AXA, București,1999;
44. Coste, J. - „La psychomotricitate”, Press Universitaires de France Paris,1997;
45. Chiriță, G. - Activitățile corporale și factorii educativi, Editura Sport Turism, București,1987;
46. Crețu, C.,- Curriculum diferențiat și personalizat,Editura Polirom, Iași, 1998;
47. Crețu, C.,- Teoria curriculumului și conținuturile educației,Editura Polirom, Iași,1999;
48. Crișan Al., Guțu V.,- Proiectarea curriculum-ului de bază. Ghid metodic. București, 1996;
49. Cucuș, C.,- Pedagogie, Editura Polirom, București, 2000;
50. Cucuș, C.,- Teoria și Metodologia Evaluării, Editura Polirom, București,2008;
51. Curriculum național – Programe școlare pentru învățământul primar, MEN,CNC, București,1998;
52. Curriculum național pentru învățământ obligatoriu, Cadru de referință, Editura Corint MEN,CNC, București,1999,
53. Dauer, V.P., Pangrazi, R.P.,- Dynamic Physical Education for Elementary School Children. Burgess Publishing, 1986;
54. Davis, R.J., Bull, C.R., Roscoe, D.A.,-Physical Education and Study of Sport. Wolfe Publishing Ltd.,1991;
55. Dima, T.,- Metodele instructive ,Editura Științifică București, 1975;
56. De Landsheere, G., De Landsheere, V.,- Definirea obiectivelor educației, Editura Didactică și Pedagogică, București, 1991;
57. Delhaxe, A., The atractivenss of the teaching profession. În: Raportul “Europe Need Teachers. Hearing on Teacher Education.”, Brussels, 2005;
58. Demeter, A.,- Fiziologia educației fizice școlare, Editura Stadion, București, 1974;
59. Deschamps, J.C., Moprales, J.F., Paez, D., Worchel, S.,L'identite sociale. La construction de l'individu dans les relations entre groupes. Grenoble, Presses Universitaires de Grenoble,1999;
60. Dowson, G., Fischer, K.W.), -Human Behavior and the Developing Brain. New York, Guilford Press,1994;
61. Dragnea, A.,- Teoria activităților motrice ,Editura Didactică și Pedagogică, București .1999.,
62. Dragnea, A., și colab.- Educație Fizică și Sport – Teorie și Didactică, Editura FEST, București, 2006;

63. Dragnea, A., - Măsurarea și evaluarea în educație fizică și sport, Editura Sport Turism, București, 1984;
64. Dragomir, P., Scarlat, E., - Educație fizică școlară. Editura Didactică și Pedagogică, R.A., București, 2004.,
65. Dumitrescu, V., - Metode statistico-matematice în sport. Editura Stadion, București, 1971;
66. Epuran, M., Horghidan, V., - Psihologia educației fizice, A.N.E.F.S., București, 1994;
67. Epuran, V., - Jocuri de mișcare. Editura I.E.F.S., București, 1973;
68. Epuran V, Stoianovici, V. – Unele aspecte ale folosirii cu preponderență a jocului de mișcare în lecția de educație fizică, În: Educație fizică și sport, nr. 12, 1972;
69. Epuran, M., - Psihologia educației fizice, vol. I-II, Editura A.N.E.F.S., București, 1994;
70. Firea, E., - Metodica educației fizice școlare, vol. I, Editura Sport Turism, București, 1988;
71. Firea E. Metodica educației fizice școlare (vol. I-II). I.N.E.F.S., București, 1984;
72. Famose, J., - Dobândirea deprinderilor motrice „în,, Memento de l'educateu sportiv”, Publications, Paris, tradus în Sportul la copii și juniori, nr. 110, Centrul de Cercetări pentru Probleme de Sport, București, pag. 33-52;
73. Gagea, A., - Metodologia cercetării științifice în educație fizică și sport”, Editura Fundației „România de mâine”, București, 2000;
74. Gane, R., - Condițiile învățării , Editura Didactică și Pedagogică, București, 1975;
75. Gane, R., Briggs, L. J., - Principii de desing al instruirii, Editura Didactică și Pedagogică, București, 1977;
76. Gallahue, D., Developmental Physical Education for Today's Children. Brown & Benchmark Publishers, Dubuque, 1996;
77. Ghid metodologic de aplicare a programei de educație fizică și sport –învățământ primar, Editura M.E.C. , București, 2001;
78. Good, C. V., - Dictionary of Education, 3-nd Mc Graw-Hill, New York, 1973;
79. Horghidan, V., - Problematika psihomotricității, Editura Globus, București, 2000;
80. Huizinga, J., - Homo ludens, Editura Univers, București, 1997;
81. Ifrim, M., - Antropologie motrică, Editura Științifică și Enciclopedică, București, 1986;
82. Ionescu, M., - Lecția între proiect și realizare, Editura Dacia, Cluj, 1982;
83. Isac, M., - În căutarea optimului, Editura Albatros, București, 1985;
84. Jinga, I., - Învățarea eficientă, Editura Didactică și Pedagogică, București, 1994;
85. Joubert, P., - Apprentissage et jeux d'escalade, Revue EPS, nr. 297., 2002;
86. Lavay, B., Frech, R., Hendersson, H., - Positive Behavior Management Strategies for Physical Educators. Human Kinetics, Champaign Illinois, 1997;
87. Leroy, G., - Dialogul în educație, Editura Didactică și Pedagogică, București, 1995
88. Manno, R., - Les bases de l'entrainement sportif, Edition Revue EPS, Paris, 1992;
89. Marcu, V., - Orientări și tendințe în educația fizică școlară, Editura Universală, Oradea, 1992;

90. Maroti, Ș. și colab., - Ghid pentru elaborarea lucrărilor de diplomă, Editura Institutului Biblic Emanuel, Oradea, 2000;
91. Matei, N., - Învățarea eficientă în școală, Editura Didactică și Pedagogică, București, 1995;
92. Matveev, L. și Novikov, A., - Teoria și metodică educației fizice, Editura Sport-Turism, București, 1980;
93. Ministerul Educației și Învățământului Institutul de Științe Pedagogice, - Evaluarea sistemelor și a proceselor educaționale, Editura didactică și Pedagogică, București, 1976;
94. Ministerul Educației Naționale, „Consiliul Național pentru Curriculum” Programe școlare pentru clasele I-IV. Aria Curriculară Educație Fizică și Sport, 1999;
95. Mitra, G., Mogoș, A., - Metodica educației fizice școlare, Ediția a III-a revăzută și adăugită, Editura Sport Turism, București, 1980;
96. Mitra, Gh., - Metodologia organizării jocurilor de mișcare și a parcursurilor aplicative, În: „Sintezele cursului de perfecționare”, anul univ. 1979-1980, Editura I.E.F.S., București, 1980;
97. Mitra, Gh. și Mogoș, Al., - Metodica educației fizice școlare, Editura Sport-Turism, București, 1980;
98. Mitra Gh. - Metodica educației fizice școlare, Sport-Turism, București, 1980;
99. Modrescu, A., coord. - Managementul educației pentru instituțiile de învățământ, MEC. București, 1999;
100. Mogoș, A., - Metodica Educației Fizice, Editura Sport –Turism, București 1990;
101. Mujicciov, N., Branga, D., Mujicov, C., - Jocuri pentru copii și tineret, Editura Tineretului, Cultură fizică și sport, București, 1996;
102. Neacșu, I., - Motivație în învățare, Editura Didactică și Pedagogică, București, 1978;
102. Neacșu, I., - Instruire și învățare, teorii, modele, strategii, ediția a II-a Editura Didactică și Pedagogică, București, 1999;
103. Nicola, I., Tratat de pedagogie școlară. Editura Didactică și Pedagogică, București, 1996;
104. Nicu, A. și colab. - Studiu comparativ al potențialului biomotric al elevilor din clasele I-IV. La a treia ediție a evaluării, Centrul de Cercetări pentru Probleme de Sport, București, 1994;
105. Nicu, A. și colb., Terminologia educației fizice și sportului, Editura Stadion, București, 1974;
106. Niculescu, A., - Exerciții și jocuri în școală, Editura Sport Turism, București, 1976;
107. Novikov, A. și Matveev, I., - Teoria educației fizice, Editura U.C.F.S. București, 1961;
108. Okon, V., - Învățământul problematizat în școala contemporană, Editura Didactică și Pedagogică, București, 1978;
109. Ozolin, N., G., - Metodica antrenamentului sportiv, Editura Stadion, București, 1972;
110. Popa, M., - Statistică pentru psihologie, Editura Polirom, București, 2008;

111. Popescu, F., Jocuri pregătitoare pentru învățarea baschetului, M.I., A.N.E.F.S., București, 1996;
112. Postelnicu, C.,- Fundamente ale didacticii școlare, Editura Aramis, București, 2002;
113. Predescu, T., Moanță, A., Baschetul în școală. Instruire - Învățare, Editura Semne, București, 2001.
114. Programe școlare pentru clasele I-IV-aria curriculară educație fizică și sport, Editura M.E.C.I., București, 2008;
115. Roger, D., K. și Melvin, K.,- Mobilitatea și pregătirea fizică, Editura C.N.E.F.S., București, 1997; obstacole la clasele de gimnaziu, în lucrările Simpozionului Național de Educație Fizică, Secțiunea a II-a, București, 27 mai, 1981;
116. Roșca, A., și Zorgo, B.,- Aptitudinile, Editura Științifică, București, 1972;
117. Sabău, E., - Jocurile de mișcare-fundamente teoretice și metodice. Editura Arvin Press, 1976.,
118. Scarlat, E., și Scarlat, M., - Educație fizică și sport, Editura Didactică și Pedagogică, București, 2002;
119. Scarlat, E.,- Educația fizică a copiilor de vârstă școlară, Editura Tineret și Sport, EDITIS, București, 1993;
120. Scarlat E. Lecția de educație fizică. Metode și mijloace. Sport-Turism București, 1981;
121. Sidentop, D., Herkowitz, J., Rink, J., Elementary Physical Education Methods. New Jersey, Prentice Hall, Inc., Englewood Cliffs, 1984;
122. Sistemul național școlar de evaluare la disciplina educație fizică și sport , M.E.N. și S.N.E.E., Editura Școala Românească, 1999;
123. Stănescu, M., Ciolcă, C., Urzeală, C. – Jocul de mișcare – metodă și mijloc de instruire în educație fizică și sport, Editura Cartea Universitară, București, 2004;
124. Stănescu, M.,- Educație fizică pentru preșcolari și școlari mici, Editura Semne, București, 2002
125. Stănescu, M.,- Strategii de învățare motrică prin imitație, Editura Semne, București, 2002;
126. Schiopu, U., - Probleme psihologice ale jocului și distracțiilor. Editura Didactică și Pedagogică, București, 1970;
127. Șerbănoiu, S.,- Lecția de educație fizică, Colecția Activități Motrice Formative, București, 2001;
128. Șerbănoiu, S.,- Capacitățile coordinative în sportul de performanță, Editura AFIR, București, 2002;
129. Șerbănoiu, S.,- Metodica educației fizice, Editura Cartea Universitară, București, 2004;
130. Schiopu, U., - Probleme psihologice ale jocului și distracțiilor. Editura Didactică și Pedagogică, București, 1970;
131. Ungureanu, D.,- Educație și curriculum , Editura Eurostomp, Timișoara, 1999;
132. Tenbrink, T.D.,- Ghid practic pentru profesori, New York, 1974;
133. Teodorescu, L. și colab.,- Probleme de teoria și metodica jocurilor sportive, Editura Sport-Turism, București, 1995;
134. Todea, S., Metodica educației fizice și sportive, Editura Fundației România de Mâine, București, 1999;
135. Todea, S., Jocuri de mișcare, Editura Fundației România de Mâine, București, 2002;

136. Tomas, R., - Aptitudinile motrice. Structură și evaluare, Centrul de cercetări pentru probleme Sport, București, 1995;
137. Trandafir, M., - Congress of the European Collegen of Sport Science June 23-26, 2010- The biomotric potential of the children with severe mental deficiency compared with that of children from the mass education system, Edited by Korkusuz, Antalya-Turky, 2010;
138. Trandafir, M., - International Conference of Scientific Communication –Trends of University Sport & Human Motricity Resources for a Ghanging World Modern Didactic Strategies For Devlopment And Consolidation Of Basic Mobility Skills During Primary Education ,Publishing Discobol ,Bucharest, June -11th, 2010;
139. Trandafir, M., - Simpozionul International –Educația prin mișcare ediția a II-a – Considerații teoretice asupra locului și rolului jocurilor de mișcare în lecția de educație fizică și sport, Editura Aius, Craiova, 2009;
140. Trandafir, M., - Sesiunea de Comunicări Științifice –Curricular și Extracurricular, Interes Constant pentru Fenomenul Sportiv -Valorificarea potențialului jocurilor de mișcare în învățarea și consolidare deprinderilor motrice de bază la copii de 7-8 ani, Editura AFIR, București, 2010;
141. Trandafir, M., - Sesiune de Comunicări Științifice –Cultură Fizică Domeniu al Culturii Universale – Comunicarea în educația fizică și managementul clasei, Editura AFIR, București, 2010;
142. Trandafir, M., - Sesiunea Națională de Comunicări Științifice, Actualități și Perspective în Educația Fizică și Sport – Academia de Poliție „Alexandru Ioan Cuza” - Strategii de formare a deprinderilor motrice de bază în învățământul primar prin folosirea jocurilor de mișcare, Editura Prin tech, București, 2010;
143. Trandafir, M., - International Scientific Sesion Organized by „Alexandru Ioan Cuza” Police Academy- Contribuția jocurilor de mișcare la formarea și consolidarea deprinderilor motrice de bază la copii de 7-8 ani, Editura Print tech, București, 2010;
144. Tudor, V., - Capacitățile condiționale, coordinative și Intermediare –componente ale capacității motrice, Editura Coresi, București, 1999;
145. Vasile, M. și Marinescu, M., Educația Tehnologică în Societatea Cunoașterii, Editura Universității, Oradea, 2006;
146. Vințan, N., - Societate și educație, Editura Zerana Flores, București, 2008;
147. Walker, J., Shea, T., Behavior management: A practical approach for educators. Macmillian, New York, 1995;
148. Watzlavik, G., - One logique de la communication, Paris, 1972;
149. Weinek, J., - Manuel d'entraînement sportif, Editura Vigot Paris, 1983;
150. Weinek, J., - Biologie și sport, Editura Vigot Paris, 1992;
151. Witing, M., - Psychopedagogie de activities physiges et sportives, Eduard Privat Editeur, Toulouse, 1986;
152. Zapletal, M., - Mica enciclopedie a jocurilor. Editura Sport-Turism, București, 1980.
153. Zeifang, C., - Jocul intuitiv, reflecției și gânduri despre promovarea coportamentuului intuitiv în jocurile sportive, Leitugsport, 1996;
154. Zeigler, E., - Physical Education and sport, an introduction , Lea and Febiger, Philadelphia, 1982;
155. Zisulescu, S., - Aptitudini și talent, Editura Didactică și Pedagogică, București, 1998;