VOLLEYBALL AS CONTENT OF KINESIOLOGY TRAINING PROGRAMS IN CLASSROOMS

Abstract
The aim of this study was to determine whether there are significant differences between students of the fifth grade that the two hours per week of regular physical education classes, involved in playing volleyball, and that the two hours per week of regular physical education classes, are not involved in playing volleyball. The population, from which the sample was drawn, defined as girls in fifth grade of primary school. The sample of respondents, was appointed as the GR-AB, necessarily includes the 51-student, according to the criterion of practicing volleyball divided into two sub-samples, as follows: (1) subsample of 19 subjects (D) that the two hours per week of regular physical education classes, involved in volleyball, and (2) subsample of 12 subjects (N) by two hours a week with regular physical education classes, are not involved in volleyball. In this study, to assess motor skills, the inability of respondents to engage a long drawn out hypothetical choice of the primary motor dimensions that are assumed to be of particular interest in terms of realization of educational kinesiology education of these subjects, namely: to assess explosive power (which is defined as the ability to activate the maximum number of muscle units in time) applied the tests: long jump and running from place to 20 m high start. In this study, the following two methods for data analysis: descriptive statistics (central and dispersion parameters) and univariate analysis of variance (ANOVA).

Key words: pupils, school age, volleyball, motor skills, ANOVA