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THE MOTOR CAPACITY - THE BASIC PILLAR OF THE TRAINING, CONSOLIDATION AND PERFECTION OF COMBAT SKILLS

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***Abstract**: The contribution of the motor capacity to the formation of skills specific to carrying out the combat actions that characterize the modern warfare is immense because it brings together all the motor acts performed to maintain relations with the natural or social environment, including those done through the performance of skills specific to certain activities with a military-applicative nature. The acquisition of the knowledge specific to the development of basic motor qualities as well as the consolidation and improvement of basic and utilitarian-applicative motor skills that represent the purposes of physical activity is achieved through intense activity. They are processes that also require a certain set of intellectual activities which involve effort to understand and perform specific activities. Therefore, motor learning capacity also involves the engagement in activity of important body processes such as: affectivity, memory, imagination, thinking or will.*

Keywords: motive, qualities, physical, skills, effort

1. Introduction

Motricity represents the essence of the external manifestations of brain activity specific to the human body. The concept of motricity is defined as expressing an innate and acquired ability of the human being to react with the help of the locomotor apparatus to internal and external stimuli, in the form of a movement. Thanks to some body systems involved in this activity, namely the osteoarticular system and the muscular system, which act in an indispensable connection with other systems and functions of the body, the locomotor apparatus successfully fulfills its tasks. The muscular system, which represents almost half of the body weight and carries out its activities through contraction and movement, is, in the last instance, the pivot of the entire locomotor system, but the performance of the motor act requires, as mentioned before, an effort to organize and concentrate the entire activity of the body. The motor capacity represents the system of natural and acquired motor possibilities through which efforts of different intensities and durations can be made, being influenced by the psychic and biochemical processes in the body, as well as by the level of its physical development [1].

Therefore, the activity manifests itself as a complex system, consisting of synergistically regulated subsystems in order to achieve an efficient activity constituted in a sequence of specific activities. The motor activity is unitary, conscious, based on anticipation and supported by a solid motivation. It is a complex, large-scale phenomenon that in most situations bears the "brand" of the individual's personality and which is beneficially "influenced by certain intellectual components pertaining to the

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organization of perception, guiding through language or algorithmic and curistic solving of the motor tasks".
In summary, we define the motor activity as the process of satisfying a need (functional requirement) or, from the structural perspective, a multitude of actions, operations, acts or gestures aimed at achieving a certain objective [2]. Therefore, the theory of motor activities corresponds to a system of knowledge related to the origin, essence and laws of making movements, highlighted in the biological, psychological, physical and social theories that have studied and are studying the man in motion from particular, specific perspectives.

2. Motor Capacity - Basic Pillar in the Training Process Specific to the Military System

Due to the complexity of the content and the forms of motor skills, its analysis can be done especially for didactic purposes, only through its substructures: act, action and motor activity. These components represent the micro, meso and macrostructure of the movement, levels of structuring and integration that make up a hierarchical functional system. The breaking up of the movements into these sequences is carried out with two intentions: the first, to eliminate the notional and actional components of the movements and the second, to provide the practical possibility of their effective construction.

2.1. Complexity of Motor Capacity

In summary, the study of mobility in the specialized literature is carried out from the structural perspective and from the functional perspective that regard mobility as a necessity, which makes the system viable, able to develop and to regulate itself. Depending on these aspects, the process of managing the level of development of the body's motor capacity can be scientifically regulated. Ensuring higher indices of development of the basic motor qualities is an essential condition of performance in specific activities. The modalities of developing the motor capacity are different from one sports discipline to another, but they also involve activities of a general nature used in all sports disciplines. Most specialists consider the motor capacity to be made up of certain elements specific to physical activities. Taking into account the complexity of the effects of the notion, I consider "*the motor capacity as being formed, on the one hand, of the basic motor qualities of the body, namely speed, skill, resistance and strength, coordinative capacities, as well as of the basic and utilitarian-applicative motor skills."*[3].

2.2. Interdependence between the Motor and the Effort Capacity of the Body

Most of the motor actions are related to the effort capacity of the body. Through the modalities of working, the motor capacity is positively or negatively influenced, being in direct proportion to the level of the physical effort capacity of the body. Of particular importance in carrying out the motor activity is the body's capacity for physical effort. This involves the execution and maintenance of a motor activity for as long as possible at certain parameters. Of course, the more the basic motor qualities are developed, the greater the capacity for physical effort certainly is, which leads to the acquisition of basic and utilitarian-applicative motor skills to higher performance standards. Therefore, effort involves activities that require muscle contractions resulting from processes of transforming chemical energy into mechanical energy, an activity that manifests itself at the level of the muscles. Depending on the extent of the movement, there is a greater or lesser consumption of oxygen, which ultimately can give the aerobic or anaerobic character of the respective effort.
The assessments according to which the effort in the physical education lesson would adversely influence the students' behavior in the other subjects (by decreasing the possibilities of

concentration and the diminishing of receptivity) are unfounded. The organism, that is used to cope with the effort more easily, undergoes the transition from one type of activity to another and has a quick recovery, due to the improvement of the recovery mechanism. In the physical education lesson, the effort is determined by the specific instructional-educational objectives [4].

Depending on the amount of energy consumption that will sooner or later determine the appearance of fatigue, the effort applied is low, medium, or maximal. Along with fatigue, recovery and rest represent physiological phenomena, organically associated with movement.

The studies carried out in the field of sports activity have shown that it is not possible to improve the devices, organs, systems and functions of the body, without them being requested beyond the usual limits, beyond the request which, if used frequently and constantly, causes certain conditioned reflexes in the structure of body functions.

The higher demands are the only ones able to produce over-adaptive response reactions, to determine the improvement of the organism from a morpho-functional point of view. There are two types of effort:

a. predominantly aerobic efforts, which are characterized by a low, medium or sub-maximal effort intensity, in which the oxygen requirement is in a real balance with the oxygen intake. This ensures the restoration of the energy substrate as it is consumed;

b. predominantly anaerobic efforts.

They are characterized by a particularly high intensity in which the body's oxygen demand exceeds the oxygen intake provided by the cardio-respiratory system. These efforts take place under the conditions of a lack of oxygen, leading to the exhaustion of the energetic substrate, to the accumulation of lactic acid beyond normal limits and the exhaustion of the respective muscle group or groups. The oxygen deficit is paid after the end of the effort. The programming of the effort in the lesson is made dependent on its instructive and educational themes and the didactic purpose, between the parameters of the effort and the components of the instructive and educational process (aptitudes, skills, motor qualities) there is a certain relationship of dependence [5].

In order to ensure physical development and improvement, the body of the subjects must be submitted to effort in a gradual and continuous way. Also, the creation of a strong motivation (based on awareness) represents an optimal measure for achieving an effective dynamic of the effort. The parameters on the basis of which the effort is regulated and the guidance of its influences in the lesson are as follows:

-volume;
-intensity;
-complexity.

Referring mainly to the quantitative side of the effort, the volume is mainly of interest in the development of resistance and strength, and the formation of motor skills that require a large volume of work to be achieved [6]. According to the full duration of the lesson, it determines two types of density:

- the motor density, which aims at the motor activity of the subjects;
- the pedagogical density, which aims at the activity of the teacher who must be at the reception with the subjects.

The ratio between the two types of density is determined by the type of each lesson. Thus, the weight of the pedagogical density increases when the lessons include topics with learning objectives. Representing the relationship between the work performed and the time required, the intensity mainly refers to the qualitative side of the effort. It is determined by the speed of execution of the movements, by their number on recovery and rest, being physiological phenomena, organically associated with movement.

3. Conclusions

The studies carried out in the field of motor activity have shown that it is not possible to improve the devices, organs, systems and functions of the body, without them being requested beyond the usual limits, beyond the request which, if used frequently and constantly, causes certain conditioned reflexes in the structure of the body's functions. The higher demands are the only ones able to produce over-adaptive response reactions, to determine the improvement of the body from a morpho-functional point of view. The motor capacity is essential in the process of forming, consolidating and perfecting the skills specific to conducting combat actions in the current configuration of modern warfare.

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