INTRODUCTION
Walking, as a locomotive movement of every individual is present since the beginning of mankind. The most rational way of walking is the so called athletic or sport walking.

England is considered the land from where the competitions in walking have originated, where the competitions are held on the roads. It is known that this type of competition has been organized since the end of the 18th and the beginning of the 19th century. The most famous and successful competitor from this period is Captain R. Barclay who won the competition in “heal and toe” walking in 1760 in the length of 6 miles (9600 m) which he finished in one hour.

Same as any other athletic technique, the sport walking has had technical innovations introduced by some of the competitors over the ages. The most prominent of them is the Swiss walker A.T. Schwab (whose characteristic pelvis movements are used to this day), which are most successfully demonstrated by the Olympic winner from 1920 and 1924, the Italian V. Frigerio.

METHODOLOGICAL PROCEDURE FOR LEARNING THE ATHLETIC DISCIPLINE – TECHNIQUE FOR WALKING AND RUNNING WITH PROGRESSION
In order to master the technique for walking and running with progression one must first learn the proper posture and movement of the fingers of the hand, the underarm, arms, head, body and legs. This means that we actively use hands, body and legs.

Exercise 1. The first finger is contracted towards the palm, and on it at the end of the phalanx is placed the thumb. The three fingers are bent towards the palm by which the hand is placed in an aerodynamic position on the direction of the movement. The movements are performed alternately with both hands in front and behind of the body, gently bent on the elbow. At the beginning of the exercise, in order to best learn the correct posture we recommend placing a small wood or piece of paper at the little finger.

A position is taken with the palms held on the level of the hips. Then we start the movement with

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Abstract
For an efficient methodical procedure of the athletic disciplines it is imperative to choose a set of adequate exercises, i.e. complex of exercises to perform and master the movements that are an integral part of the structure of athletic discipline that should be mastered as a whole. The application of a good methodical procedure means when choosing the exercises to take account of their number and their interconnection. The connection requires the previous exercise to be the basis for the next and the next exercise to be an upgrade to the previous or simply said, to have a positive transfer between exercises. The order of the exercises is determined by means of a qualitative biomechanical analysis. The method for qualitative biomechanical analysis represents determining the biomechanical characteristics and motor stereotypes (sport elements), or to analyze the exercises for learning the athletic disciplines. This paper shows the methodological procedure of the athletic discipline - the technique of walking and running with progression.

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the hands which are moved synchronized in forward and rear position. During the movement of the hands the joint of the elbow should be at an angle of 90 to 100 degrees. The angle is determined in such a way that the hands during the movement in forward and rear position, at the beginning of the learning process, should touch the upper part of the hips with the inner hand. It is wrong if the palm touches the upper part of the leg, having the angle wider in the elbow joint thus disturbing the technique of working the hands.

The hands should move only in the shoulder joint, the elbow joint is fixed, meaning cannot be opened and closed during the movement. Hands in front position are moving inwards at a distance of 40 to 50 cm from the sternum and below the level of sight of the eyes. While returning the hand that was in the front position and the movement of the hand that was in the rear position that went forward, when they meet the body, they cross at the chest bone (concentrically). In the rear position the arm can maximum go behind the body 15-20 cm and move the elbow outwards (eccentric). The angle of 90-100 degrees. The angle is determined in such a way that the hands during the movement in forward and rear position, at the beginning of the learning process, should touch the upper part of the hips with the inner hand. It is wrong if the palm touches the upper part of the leg, having the angle wider in the elbow joint thus disturbing the technique of working the hands.

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The exercise is performed initially with larger amplitudes and slower in pace, and when hand movements become technically synchronized, the amplitude is shortened and the movements are more accelerated. During the work of the hands, the head is positioned in the extension of the spinal column with a view on the height of the eyes.

Exercise 2. Having mastered the correct use of the hands, one shall learn the proper movement of legs. Feet and hands work synchronized, i.e. when the right hand is positioned in front of body, left leg follows the movement of the hand with step before the body or is under the height or horizontal, depending on whether one is walking, running the middle distance or sprinting. Synchronization of the arms and legs is taught from a start position. It is performed with alternately raising one, then the other leg to the height of the horizontal of the thighs, with little retention in the leg and opposite arm in front position, and after 6-8 movements accelerate the movement of hands and feet.

As an alternate exercise “B” we perform the turns in place, first on the right side for an entire circle, then left for a full circle - or four turns. A command “turn around” is given if one is turning to the right, right foot is placed on the heel and left foot on the toes.

Exercise 3. Uppon completion of the synchronized movements of hands and feet in place and turns to the right and left, we are performing the walking exercise, which are to be performed in line, thus indicating that the foot is placed on the substrate through the heel - toe. Moving along the line are given for students to learn to walk properly, the foot before foot, because every setting foot on the side, as in racing, walking the 50 km walk, the walkers will have walked an additional 4 to 5 km. Initially the walking should be performed in changing the rhythm, slow, then accelerate, while emphasize the role of the hands that actually give the rhythm of movement.

Exercise 4. It is an exercise in easy running, starting first with a walk, then accelerating the pace of walking, which will come to gentle running that further works with change of rhythm. While running the feet are placed through a set heel - toe. The exercise is walking and running in a circle so that the teacher can monitor students.

Exercise 5. The exercise is performed in pairs, in order to learn the angle of the body. In running a long distance the body has an incline towards the direction of running of 6-8°, in the middle distance running body is at 8-12° incline and sprint in 18-20°. Couples are placed one behind another at a distance of 1.5 m. The front student has placed a rope at the height of the hips and the other end of the rope is held by the other student. The lead student placed obliquely to the direction of movement, while the rear student keeps him/her with the rope in an inclined position. Once the two students are set, the first student starts to make synchronized movements with the arms and legs, keeping the body at all times in an inclined position. The back student resists, just enough, so that the front student to move forward. The exercise is performed in a distance of 20m that once completed the students change places.

Exercise 6. The next exercise is for learning sprint running. We determine a distance of 30 meters, on which at the appropriate distance we place from 8 to 10 rings. The goal is with fast running to run across the rings, while placing the feet at all times inside the rings. Due to having a small height above the ground, the thighs should be raised in order not to step on the rings. The course is completed 2-4 times in one direction only using the return trip to rest and relax.

Exercise 7. Same as the exercise with the rings we place 8-10 bats at the same distance. The bats
being somewhat higher are intended to get students to raise the legs even higher.

**Exercise 8.** We place 8-10 heavy balls from smaller to larger (from 1 to 5 kg) on the same distance. The goal is to run across the exact passing through them. The goal is to run over them at a height exactly above them. This way the student’s thighs will be raised much higher.

**Exercise 9.** For the next exercise we set a series of low obstacles, or on parallel placed heavy balls we set a bat. This requires maximum lifting height of the thighs to the position above the horizontal. While doing so one should keep an eye on the angle of the body, the movement of the thighs to a position to horizontal and be careful not to be lowered the sitting part back, but to maintain symmetry with the supporting leg and body in a tight position.

**Exercise 10.** We line up 5-6 students in a series with their hands leaning on the shoulders of the student in front of them (as in an “oro” dance), starting in a position of low-jock, rhythmically placing the legs with thighs to horizontal. The exercise is done on a distance of 20m. The purpose of the exercise is to hold the upright posture and symmetry of the sitting part with supporting leg. By holding the colleague’s shoulders, the students practically are supported by their friends, thus elevating the pelvis not lower than to a sitting position.

**Exercise 11.** This exercise is the same as the previous one but instead of holding each other on the shoulder their hands are in a downward position and the students are holding each other’s hands. Now the support position is practically reduced and the students have to take more care of the pelvis in order not to sit down.

**Exercise 12.** This exercise keeps the same formation, just as students are free, they work in groups, without holding one another and is further targeted towards posturing the body at the position of high jock.

**Exercise 13.** This exercise is performed on a track of 50 m were we start from a low jock, start and rhythmically progressive speed up, coming to a full sprint in the last 20 m. Exercise is performed individually by each student while the teacher indicates the mistakes that each student makes.

**Exercise 14.** The next exercise is performed on the circular part of the track in a distance of 100 m. It begins with progressive acceleration. The purpose of the exercise is to feel the impact of the centripetal force that pulls towards the center of the circle and on which the runner needs to lean while running. He will also feel the centrifugal force, which tends to eject him of his path on the track. As the running speed increases so will the influence of the centrifugal force. Therefore the runner should position the body slightly tilted towards the center of the round part of the track i.e. on the left side.

**Exercise 15.** As a synthesis of all exercises, is concerning connecting the movements. The runner is placed frontally on a track of 80 - 100m, begins working with his hands and feet in place, the teacher instructs him to “turn around”, he turns right onto the track direction, and is seen as working from lateral side of the body. Then the order “go” is given, and the runner starts by walking a distance of 10 meters and progressively increases the pace of the walk leading to a light run. Then he gradually accelerates to achieve running at full sprint, running a distance of approximately 30 – 40 m, while adhering to the technique of running.

**REFERENCES**

Александар Симеонов, Зоран Радич и Александар Раковик

1 Универзитет "Св. Кирил и Методиј" во Скопје, Факултет за физичка култура, Скопје, Македонија
2 Факултет за физичка образование, Ниш, Р. Србија

Айсіракїїї
За ефикасна мейодска йосійайка на айлейскиїе дисципылни йіреба да се изберай адекваїни вежби тої комолекс на вежби со кои се изведуваай и совладуваай движенїата кой се совладавен дел од сїрукїйураїва на айлейскайа дисципылна койа йерба да се совлада во целина. Применаааа на добра мейодска йосійайка јооразбира ёри изборої на вежби да се води смейка за нивної брои и за нивнатака межусна поврзаност. Поврзаността условуаа прейходната вежба да биде основа за следната, а наредната вежба да биде надграоа на прейходната или јоедноснаа речено, да йосійон йосійивен йрарсфер йомеоу вежби. Редоследої на вежбиё е уййрен йо йайї на квалийаїинва биомеханички аналіза. Мейодойї за квалийаїинва биомеханичка анализа прейсійавуа уййрдуваа на био- механичкиїе каракїєраисїїки и майорныїе сїегодайтиви (сорійскї елеменїї), односно се анализираа вежби за учење на айлейскиїе дисципылни. Во ової йрард е арракажаа мейодсайа йосійайка на айлейскайа дисципылна - йехека на одење и йрчање со йро-гресиї.

ТЕХНИКА НА ОДЕЊЕ И ТРЧАЊЕ СО ПРОГРЕСИЈА – МЕТОДИКА И ТЕХНИКА

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(Сируген Јеруд)

Александар Симеонов, Зоран Радич и Александар Раковик

1 Универзитет "Св. Кирил и Методиј" во Скопје, Факултет за физичка култура, Скопје, Македонија
2 Факултет за физичка образование, Ниш, Р. Србија