

立五段跳における跳躍距離向上を目指した練習法の提案

—大学短距離競技者の1ヵ月間の取り組み事例より—

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【要旨】

立五段跳は, 陸上競技の短距離・跳躍種目等の競技成績との関連性が高い補助・補強運動とされており, トレーニング現場で広く用いられている. しかし, 立五段跳の跳躍距離を伸ばすための練習や指導法に関する知見はほとんどない. 著者は, 大学入学時より立五段跳を週1-2回の頻度で取組んだ. その結果, 大学1年の13m72から大学3年には14m60まで記録を伸ばすことが出来た. しかし, それ以降は14m前後で記録が停滞した. ところが, 大学4年11月に立五段跳の運動構造等を考慮した練習法を考案し, 約1ヵ月間で計14回の練習を行ったところ, 跳躍距離を練習開始時の14m33から14m95まで伸ばすことができた. 本研究では, 著者の立五段跳の跳躍距離向上に至る練習過程を報告するとともに, その練習法の妥当性を検討し, 新たな練習法を提案するものである. なお, 本取組は通常のトレーニング状況とは少し異なり, 立五段跳の跳躍距離向上に特化して行った. 具体的には, 熟練者の立五段跳の動きを目標像として設定し, 練習ではビデオカメラを用いて著者自身の動きの習得状況を確認しながら取組んだ. また, 外形的な動き(動作)と内的な動きの感じ(動感)の変化をメモ帳に適宜記録するなども行った取組である.

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A training method for improving the "standing five-step jumping distance" based on one month's experience of a university short distance athlete

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[Abstract]

The "standing five-step jump" is widely used at sports training sites as a supplemental and reinforcing exercise; it is considered to be highly relevant to the results of short distance races and jumping competitions. However, there is almost no information about the practice and training for improving the jumping distance of the standing five-step jump. The first author worked on his standing five-step jump once or twice a week starting when he was a university freshman. His jumping results improved from 13 m 72 cm in his freshman year to 14 m 60 cm when he was a junior. Later, his record remained unchanged at around 14 m. However, in November of his senior year, he reviewed his training methods, taking into account the motion structure of the standing five-step jump, and he practiced 14 times in one month. After that, his results improved from 14 m 33 cm at the start of this practice to 14 m 95 cm. The present study describes the training that appeared to be the caused of this improvement in his standing five-step jumping distance, and evaluates it in order to propose a new training method. This new method is somewhat different from the usual training situation in that it focuses on improving the jumping distance of the standing five-step jump. The first author's goal was to become an expert standing five-step jumper. When he practiced, he confirmed his progress using a video camera. In addition, from time to time, he recorded his impressions of changes in his external movements (behavior) and in his feelings of internal movement (dynamism)