

Original Article

Methodological contributions on the education of specific coordination for basketball children to 10-12 years

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Abstract

Sports education - is a concept that is on the same level as physical education and its contribution generates a new culture of man, the sport. It does not deny physical education but it complements it. Thus, it can be framed among new educa- tions to obviously increase biological, motor, social engagement and the formation of a new culture.

The purpose of this paper is to determine the usefulness of introducing training courses for children aged 10-12 years, specific training structures specific to the education of co-ordination and, implicitly, the development of basketball skills. In order to achieve the proposed goal on the subject, we have created a plan that captures the stages of the concrete operational approach. The materialization of this stage is presented through a deployer for what has been proposed and of course, of what has been achieved as a constituent part of the content of the theme approached, but also of the temporal structure.

In conclusion, it is true that the traditional basketball teaching methodology would be ineffective because it allows the empirical approach to teaching without taking into account the quality and efficiency of the training process.

Key words: basketball, children, coordination..

Introduction

The school curriculum of physical education and sports for gymnasium education reflects the conception underlying the reform of the Romanian education system, aiming to achieve the finalities provided by the Law on Education regarding the complex development of the students' autonomous and creative personality. For many reasons, it was necessary in our country for a real, comprehensive education reform. Thus, according to the pedagogy dictionary (1979, p. 388) 76 "the reform of education is a comprehensive reform of the education system, in orientation, structure and content, or the replacement of an old system with another new, by legislative means" over time we have had education reforms to meet the ever-increasing needs of our state.

Romanian education has suffered many changes over the years according to the existing works (D. Colibaba, 1998, p.13) the Romanian education recorded the following, "reforming movements". The reform of education / education is deeply aimed at the educational system, objectively at the level of the objectives - the objectives and the content. Thus, I. Cerghit (2002, p. 107-128) shows that the curricular reform aims at:

- Changing the pedagogical ideal - "which involves a series of teleological and axiological reference points, which anticipate the typical qualities of the personality of the future and which abstain from the desired traits of real life."
- Changing pedagogical goals - involves defining the general policy lines of education valid at the level of the education system in consonance with the theological and axiological approaches of the ideal.
- Pedagogical goals - "will anticipate a period of unprecedented and evaluative reform in terms of social actions the following issues (according to the Ministers of Education, 1994)

a) Education for Democracy b) Education for Humanities c) Education for the acceptance of diversity (cultural, ethnic, religious, political)

In physical education and sport, sensory-motor learning occupies an important place. It is "the ensemble of sensory-motor coordination, skills, skills, expressed in practical performances, being acquired by the children, contributes to their biological, biopsychical and psychomotric development" (M. Epuran, 2006). Sports education - is a concept that is on the same level as physical education and its contribution generates a new culture of man, the sport. It does not deny physical education but it complements it. Thus, it can be framed among new educa- tions to obviously increase biological, motor, social engagement and the formation of a new culture. As far as basketball is concerned, it is interpreted as having the following functions: (Predescu T., Moanta A., 2001)

- "Is a sporting and collective game
- Sports - Stand alone sports discipline
- Medium of physical education very loved by students

- Is the object of study (for scientific researchers)
- It is complementary sport (for coaches)
- It's a sports show, etc.

It is an applied scientific discipline (Berceanu, D.; Moanta, A.,2007)

Basketball puts the functions it can perform (especially educative-formative) produces effects that are more in line with the objectives of physical education and sport. This is the argument for which it is expected to be used early in the educational system of our country: family, pre-school, school, high school, university in cultural organizations - sports its departments and popularized by the media. (C. Catanescu, 2009)

Basketball is currently one of the most popular sports games in the world.

Research hypothesis

If the basketball coaching activities at the age of 10-12 years will be rethought and restructured according to the didactic design, then the quality and efficiency of the training process will be greatly improved.

The purpose of this paper is to determine the usefulness of introducing training courses for children aged 10-12 years, specific training structures specific to the education of co-ordination and, implicitly, the development of basketball skills.

Methods and techniques of research

- Method of bibliographic study
- Direct and indirect observation
- Measurement and test method
 1. Skill: holding, grasping, handling, passing the ball
 2. Throw away the basket
 3. Throwing away from the basket
 4. Dribbling
 5. Step execution speed
- The statistical - mathematical method
- Experimental method

The experimental part of the paper is largely related to the questioning assertions as well as to the assumptions of the research. In this context, it was necessary to apply a program for training children in basketball after the new method of the praxiological chain objective - contents - evaluation.

Correctly the experimental part was carried out according to the following program:
Stage I (Sept.-Sept. 15) - Initial test to identify the specific motor potential of children aged 10/12.

Stage II (sept-febr.) - the process of initiating children in basketball. At this stage, which coincides with the first semester of the school year 2016/2017 - the experimental group has trained its training after a specially designed global project in which, without giving up the framework and reference objectives of the curriculum, specific objectives and content basketball. At the same time, the control group has carried out its activity normally - that is, respecting the classical methodology.

Stage III (March-April semester II - school year 2016/2017) - the same parameters were measured.

Organization of research In order to achieve the proposed goal on the subject, we have created a plan that captures the stages of the concrete operational approach. The materialization of this stage is presented through a deployer for what has been proposed and of course, of what has been achieved as a constituent part of the content of the theme approached, but also of the temporal structure.

In order to make the study as effective as possible, we have established from the very beginning the stages that have been covered in our documentation:

September 1, 2016: Choosing the theme and the title of the paper.

2. October 2016: Initial testing of the motor and technical level.

3. October 2016 - February 2017: Implementation of the proposed programs for the experimental group in practice.

4. March - April 2017: Final testing, processing and interpretation of the results in order to determine the motor and technical level.

5. May 2017: Formulation of conclusions and recommendations.

Results and interpretation

Table no. 3 Technical and tactical statistical-mathematical indicators - control group

| | | Martor group | | | | | |
|------------------------|----------------------------------|---------------------------|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------|
| Statistical indicators | Local and moving basket throws % | Passing speed (sec.) | Basket throw% | Cartridge throw complex | 3-point basket throw complex% | Speed. dribbling (sec.) | |
| X | T.I | 42,5 | 34,5 | 41,66 | 42,5 | 24,16 | 28,41 |
| | T.F | 47,5 | 33,95 | 47,5 | 51,66 | 42,5 | 27,33 |
| | Average difference | 5 | 0,55 | 5,84 | 9,16 | 18,34 | 1,08 |
| | T critic | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 |
| | T calculated | 1,9722 | 1,723 | 2,3886 | 3,7433 | 5,8135 | 1,6380 |
| | P | Not significant 0.0613 | Not significant 0,0941 | Significant 0.0260 | Significant 0.0011 | Significant 0.0001 | Not significant 0,1156 |

From the comparative analysis of the averages recorded by the two groups (witness and experiment), at the level of 10-12 years we can notice that in the case of Shots on the spot:

As for the percentage, we find a difference of 5 for the control group with an insignificant threshold, while for the experimental group the difference is 30 and the significance threshold is 0.0001, which supports the idea that this may be mainly due to the content of the programs proposed by the new experimental group.

In case of the Step Execution Speed we find a difference of 0.55 for the control group with a significant significance threshold, while for the experimental group the difference has a value of 1.25 and the materiality threshold has a significant value, fact which supports the idea that this may be due only to the content of our programs.

Table no. 4 - Technical and tactical statistical-mathematical indicators - experiment group

| Statistical indicators | Experimental group | | | | | |
|---------------------------|----------------------------------|------------------------|------------------------|-------------------------|-------------------------------|-------------------------|
| | Local and moving basket throws % | Passing speed (sec.) | Basket throw% | Cartridge throw complex | 3-point basket throw complex% | Speed. dribbling (sec.) |
| T.I | 51,66 | 31,66 | 44,16 | 42,5 | 45,83 | 33,33 |
| X T.F | 81,66 | 30,41 | 86,66 | 56,66 | 58,33 | 31,49 |
| Average difference | 30 | 1,25 | 42,5 | 14,16 | 12,5 | 1,81 |
| T critic | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 | 2,228 |
| T calculated | 5,221 | 8,808 | 8,8081 | 7,123 | 4,039 | 5,8135 |
| P | Semnificativ 0.0001 | Semnificativ 0.0001 | Semnificativ 0.0001 | Semnificativ 0.0001 | Semnificativ 0.0001 | Semnificativ 0.0001 |

From the comparative analysis of the averages recorded by the two groups (witness and experiment), we can notice that in the case of samples of the Throwing Complex

In terms of the mark obtained, we find a difference of 0.84; 0.91; 1.41 for the control group with a significant threshold (0.02, 0.0001, 0.001), while for the experimental group the difference is 2.17; 2.25; 2.42 and the significance threshold is 0.0001;

While regarding the percentage we find a difference of 5.84; 9.16; 18,34 for the control group with an insignificant threshold, while for the experimental group the difference has a value of 42,5; 14,6; 12,5 and the significance threshold is 0,0001.

In the case of the drift rate in the dribbling we find a difference of 1.08 for the control group with an insignificant threshold of (0.11), while for the experimental group the difference has a value of 1.81 and the threshold has significant value (0.001).

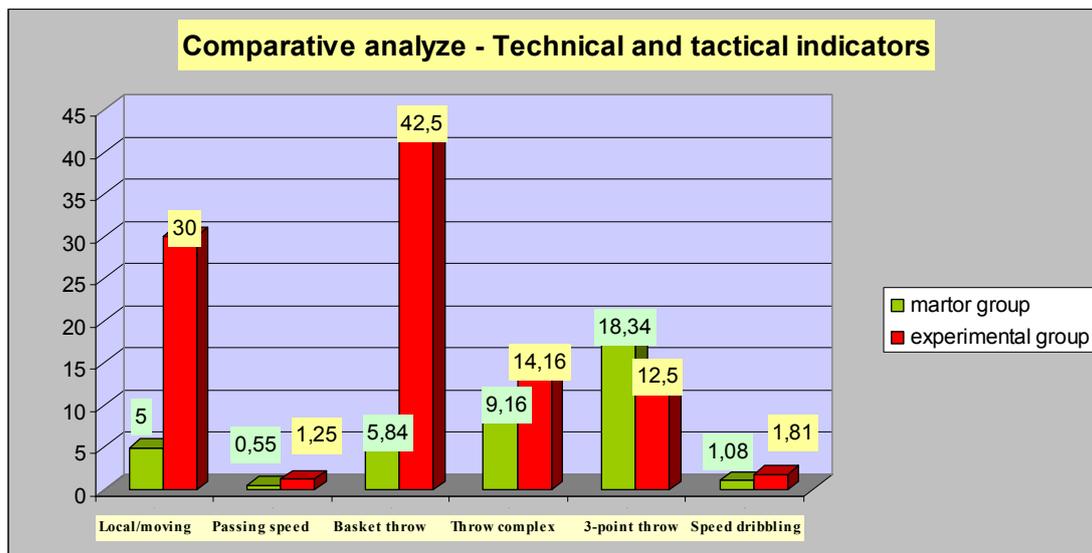


Chart no. 1 - comparative analysis of the averages recorded by the two groups (witness and experiment)

We can see in the chart no. 1 a comparative analysis of the averages recorded by the two groups (witness and experiment), show us average difference recorded by the groups involved in the experimental part.

Conclusions

As a result of the paper, a few general conclusions were drawn up to avoid errors that could occur in practice. Here are the following:

1. As regards the implications of curriculum theory and methodology in the coaching of basketball technique, the following findings are outlined:

Theoretically, the following concepts are distinguished:

- Priority to end-points or instructional objectives.
- Open global vision of the basketball teaching process;
- Focusing the whole activity on instructional objectives;
- Ensuring a close link between objectives, content, strategies and assessment tools.

On a practical level: the new curricular design is identified with the following curricular products:

- analytical training programs;
- specific materials and means,

All of the above mentioned elements were the basis for the new concept of rethinking and promoting basketball at the age of 10-12 years.

2. It is true that the traditional basketball teaching methodology would be ineffective because it allows empirical approach to teaching activity without taking into account the quality and efficiency of the training process.

3. Based on the data obtained so far, the idea is that basketball delivery will be much more efficient if we operate with the following curriculum products:

- elaboration of the new basketball analytical programs by minibasete age categories II (8-10 years) and minibasete I (11-12 years) .;
- Exercises in the form of play and competition have received a special weight in the first two stages.
- For these categories of children, a range of sanogenic values such as: health status, harmonious growth and physical development, effort capacity, motor capacity and coordination capabilities are targeted.

Methodological proposals

Finally, we would like to formulate a series of prescriptions useful to the coaches and specialists in the field, based on the findings observed during the course of our study, as follows:

It is necessary to extend the starting and training period for the players. Thus the following age categories appeared: micro mini basket (3-6 years), byddi basket (6-7 years), mini basket I and II (8-12 years), juniors III (13-14 years), etc.

Therefore, in light of these issues, there was a need to rethink and restructure the selection, training and participation activities in the competition, in the perspective of a long-term strategy or covering a longer succession (3 Olympic cycles) or a megacycle.

All these aspects were necessary to make clear that our scientific approach is directed to the long-term design of the training and participation activities of the Romanian basketball players and teams.

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