

A sociological inquiry regarding the use of dynamic games to learn volleyball – middle school

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Abstract:

An important place in the sports system for children and teenagers has to be given to teaching and consolidating playing volleyball. Special care must be granted to intertwining the means and methods of training with educational ones therefor creating a type of middle school graduate that fulfills a set of predetermined requirements. As a result, knowing the age specific peculiarities of the students from a physiological, morphological, psychological point of view as well as the results of training using movement games should contribute to fulfilling the objectives of learning volleyball in middle school. By using movement games in teaching the technics specific to volleyball one goes outside the perimeter of the non-heuristic methods and methodologies (defining, scheduled training, systematization). They allow a greater independence of action for the participants, although the complex character of the activity is obvious. There are general rules that determine the behavior of the participants but they do not strictly set their actions.

Key words: volleyball, dynamic games, middle school, sociological inquiry.

Introduction

In an alert and traumatizing century, sports have a strong effect of prevention and healing by building and amplifying people's positive force, which is considered to be an active deciding factor, with personal choices and preferences and the possibility to become your own architect.

Exercises and sports also have a double action on psychological functions ensuring a certain stability of the intellectual activity.

As a result sports favor good health for individuals, giving them a sense of responsibility and intercommunity, they also provide a good health for society by gathering and mixing different social classes.

Children because of their developing organisms need even more movement, sports. Lately a lot has been said about the acceleration of the rhythm of biological development.

The purpose of the research is to establish the importance of movement games in teaching volleyball in middle school.

The objectives of the research:

- Studying specialty materials and ideas that pertain to the research subject.
- Developing a questionnaire with questions regarding the way to approach dynamic games in teaching volleyball in sports lessons during middle school.

The tasks of the research

- The study and analysis of the school curriculum regarding the model of volleyball for middle school (12 – 14 years).
- Developing a questionnaire and applying it to the sports teachers from middle schools.

Research methods: studying specialty literature, the inquiry – questionnaire, mathematical statistics.

Organizing the research:

For a big picture of the way teaching volleyball is approached by middle school teachers we considered we had to make a questionnaire for our research.

The questionnaire is made up of 8 questions, with an open character, so that we could determine the importance of using movement games in teaching volleyball during a sports lesson in middle school (12 – 14 years).

Each question has an exact purpose so that in the end we obtain real data about the way teaching volleyball is done at this age during sports classes.

The questionnaire was applied during September 2018, the analysis of the results was done in the same month.

Ten middle school sports teachers answered the questions.

1. To the first question on whether two sports classes per week for middle school students are enough the teachers answers show that 100%, 10 teachers, answered “no”, 0%, none of them, answered “yes” and 0%, none of them, answered “I do not know”.

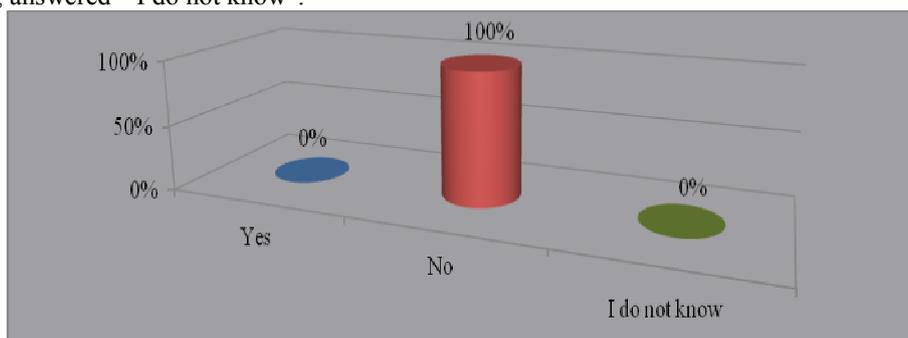


Image 1. Do you think 2 hours/week of sports are enough for middle school students?

2. Question no.2 :“ Does passing tests represent a problem for middle school students?” has three possible answers: “yes”, “no”, “I do not know”, but only one will be chosen. As a consequence the analysis for the chosen answers showed a percentage of 60%, which means 6 teachers answered “yes”, 40%, 4 teachers answered “no” and 0% “I do not know” (Image no.2)

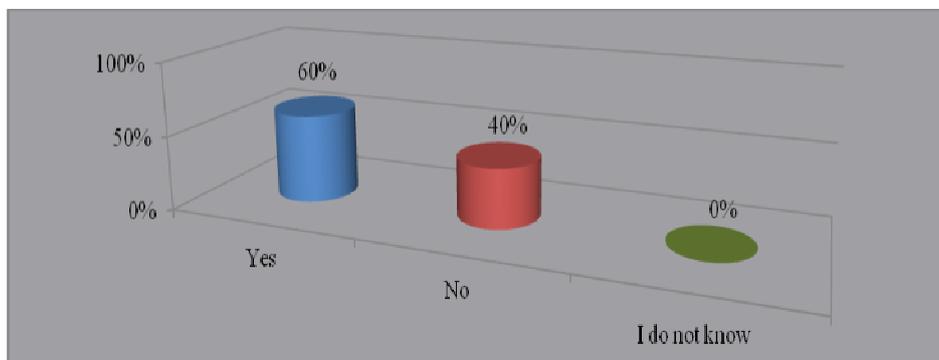


Image 2. “ Does passing tests represent a problem for middle school students?”

3. Question number 3 is: “Which of the practical and methodological solutions listed below is better suited to attract and motivate students in order to increase the efficiency of sports classes in middle school”, there are 9 possible answers and multiple answers can be chosen.

Analysis of the teachers answers showed that most of them use systems based on competitions, 70%, 60% of them chose explanations, demonstration and overall practice and 60% chose working with options.

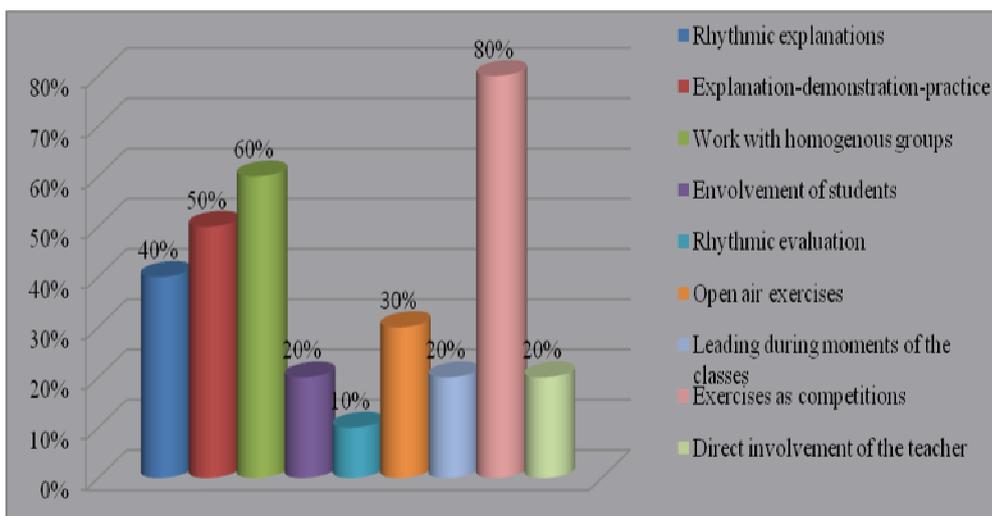


Image 3. “Which of the practical and methodological solutions listed below is better suited to attract and motivate students in order to increase the efficiency of sports classes in middle school”

4. The fourth question is “*What means do you use to reach the objectives established for the lessons?*”, and the teachers had four possible answers: movement games, the circuit, applied courses, other.

The answers of the teachers were as follows: 4, which means 40% answered movement games, 2 - 20% answered circuit, 2 – 20% chose applied courses and 2 – 20% chose other.

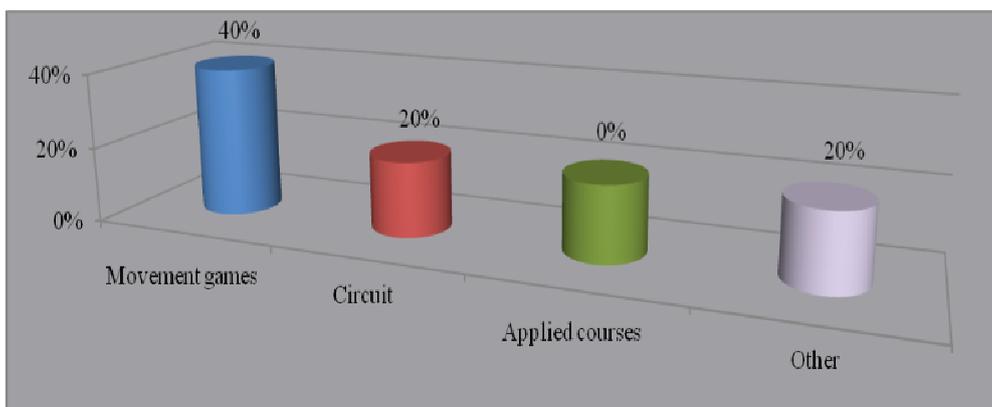


Image 4. “*What means do you use to reach the objectives established for the lessons?*”

5. Question no.5 is “*Do you think the time allotted for teaching sport games during sports classes in middle school is enough*” has 3 possible answers: “yes”, “no”, “I do not know”. Analysis of the answers showed that all 10, which is 100% said “no”.

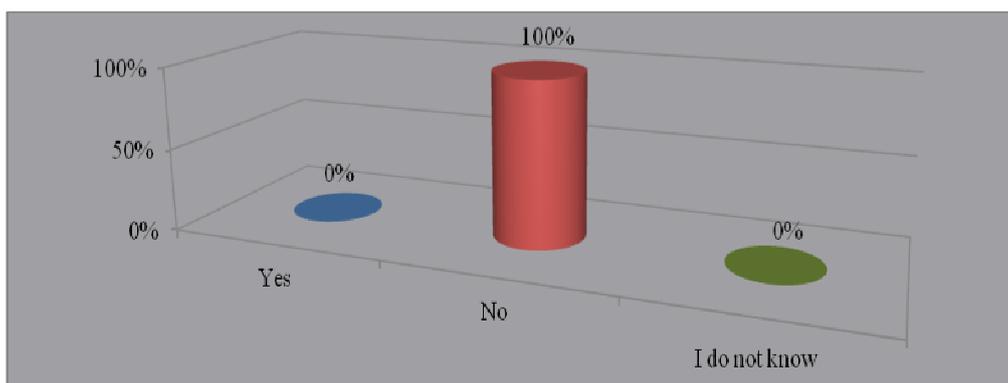


Image 5. “*Do you think the time allotted for teaching sport games during sports classes in middle school is enough*”

6. To question no.6 where the teachers are asked: “*Do you consider volleyball an attractive sport for students of middle school?*” they all answered “yes”.

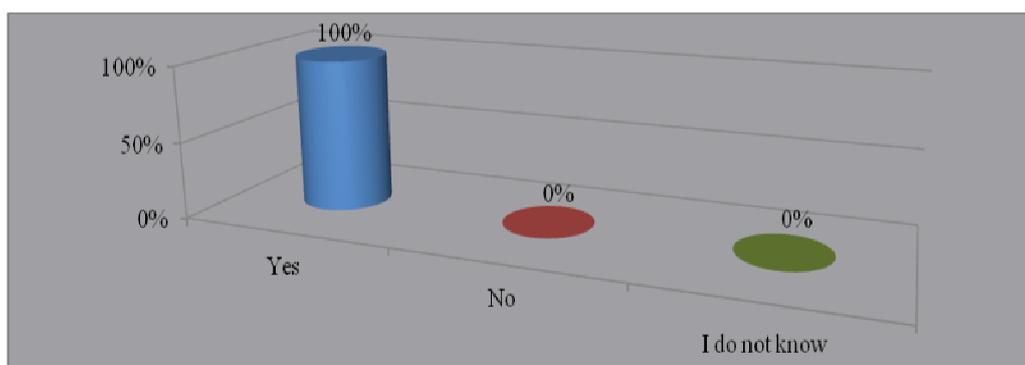


Image 6. “*Do you consider volleyball an attractive sport for students of middle school?*”

7. Another question was “*Are the programs currently in use efficient in teaching volleyball in middle school?*” to which the teachers had to choose an answer between “yes”, “no”, “I do not know”.

