

## Original Article

### Study on specific skills of middle school evaluating basketball game

POPOVICI GHERGIȚĂ<sup>1</sup>, COJANU FLORIN<sup>2</sup>

<sup>1</sup>School "Radu cel Mare" Găești, Romania

<sup>2</sup>University of Pitesti, Romania

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#### Abstract:

**Purpose** - We can say that the promotion of training in operational objectives allowed us to establish with precision basketball discipline content for each class separately.

**Conclusions and discussions** - At the same time closely related to content and instructional strategies were solving methodology proposed instructional objectives. This methodological approach has facilitated the development of control samples closely related to the objectives and contents of each class separately. Thus the class V - we have the following objectives: free throw, throwing the dribble and pass with two hands at chest.

**Key words:** basketball, evaluating, learning.

#### Introduction

Current context of new national curriculum - curriculum physical education and sport for secondary education, the vision behind the reform of Romanian education system, in pursuit of purpose provided by the Education Law, about the complex development of autonomous and creative personality of students.

For several reasons, our country took a real reform, comprehensive education. According to the dictionary of pedagogy (1979, p 388). "education reform is a comprehensive reform of the education system, guidance, structure and content, or replacing an old system with a new one, through legislation," over time I am no education reforms to put ever-increasing needs of agree with our state. The Romanian education underwent numerous changes over time as existing works (Gh Bucurescu, 1990, p13).. recorded following the Romanian education "reform movement"

The new national curriculum covers the following major methodological issues:

First, teaching physical education in schools at all levels is the major objective harmonious physical development and strengthening of health, improving social integration required driving capacity - training the young generation. In this context, physical education must contribute to the joint effort of school and other factors, education, youth education specific personality traits of our society and to build capacity for performing systematic, independent of exercise or sports in leisure.

Second, according to the aims of the national curriculum hierarchy (idol - purpose - goals) previously presented physical education and sport has some learning targets. Learning in physical education and sports-driving senso prominently. It is "all-motor coordination senso, skills, abilities, expressed in practical performance, which is achizițioante by children, contributes to their development of biological, biophysical and psychomotor" (P. Mureseanu, 1979, p. 230). Sports education - is a concept that is on the same footing as physical education and the contribution they generate a new culture of man, the sport. Do not deny it complements physical education. Thus, it can be classified among the new education clearly increased biological performance, driving, social intergării and training a new culture.

With regard to basketball, this is seen as having the following functions - "Is a game and collectively

- Sport - sport in its own right
- Middle physical education students really loved
- It is an object of study (for The researchers scientific)
- The complementary sports (for coaches)
- The show sports, etc..

It is an applied scientific discipline "(L. Teodorescu, 1989)..

Programs for secondary school they are prepared in accordance with the new plans - educational framework and the situation of many disciplines are offered substantial innovations in the design of teaching - learning in the classroom. "In this respect there was a depletion of the program, which is not a rebate from the quality of education and high standards of quality in the learning. Conversely, high quality standards must always direct curricular policy and the Romanian education system. " (Cl curricula. V-VIII, p. 3).

Promoting products authentic curriculum for teaching the game of basketball in classes V - VIII, would build a last category of issues related to achieving our research. In this regard, we wish to show that the framework and reference objectives remain valid for teaching - learning the game of basketball.

**Assertions interrogative and research hypotheses**

1. If teaching - learning activities basketball gymnasium will be rethought and restructured model when designing teaching quality and efficiency of education will improve significantly.

2. Performance behavior of students will improve significantly if the requirement standards will obviously increase over time (from a formative stage to another)

**The place and conditions for research**

The experiment itself was held at School "Radu cel Mare" Găești. I received the support of teachers working in this school Vasilescu Elena Brșoveanu Caesar. I chose this school and that is largely cosiderentul equipped with equipment suitable material for what I wanted us to examine. Thus, making a general inventory of the debt necessary to carry out the process of Ister, we can say that the school has a sports field, gym, training materials: balls, cones, gymnastic benches, trellises, etc.

**Operational approach**

The experimental work is largely related to the assertions of interrogative and research hypotheses. In this context it was necessary to prepare a preliminary study on analysis of schoolchildren by traditional methods. Then, as first hypotheses (after measurements on a significant sample) to pass the training program for children in basketball after the new method of objective praxiological chain - content - evaluation.

In the experiment took place right after the following schedule:

**First stage** (September 1 to September 15. 2009) - Preliminary study on identification of potential bio-psycho-social children 12/15 years.

**Stage-II** (September 2009-Feb. 2010) - the process of initiating children in basketball. At this stage, which coincides with the first semester of school 2009/2010- experimental group has conducted special training after a global project built without sacrificing the objectives and framework of reference curricula were introduced specific objectives and content basketball. Meanwhile, the monitoring group has been operating normally - that is respecting classical methodology.

**Stage-III** (fever-March 2010) - The final measurement was done at the technical and tactical parameters.

**Results**

Following the application of evidence evaluation of performance of initial and final moments of the experiment, we obtained the following results we have compared to confirm the proposed hypothesis. We present below data for the classes start and end of secondary school, grade five (tabel no. 1), eighth respectively (tabel no. 2).

Tabel no 1 - Comparative analysis of the technical and tactical (grade five)

		Throw the basket in place and travel		Passes execution speed (sec.)	Throws complex	
		Note	Percentage		Note	Percentage
<b>The experimental group</b>						
X	initial	7,66	51,66	31,66	6,91	44,16
	final	9,16	81,66	30,41	9,08	86,66
T		<b>4,9611</b>	<b>8,8081</b>	<b>3,1008</b>	<b>7.3023</b>	<b>11.0393</b>
P		Significant <b>0.001</b>	Significant <b>0.001</b>	Significant <b>0.0052</b>	Significant <b>0.001</b>	Significant <b>0.001</b>
<b>Control group</b>						
X	initial	5,58	42,5	34,5	5,41	41,66
	final	6,08	47,5	33,5	6,25	47,5
T		<b>2,4015</b>	<b>1,9722</b>	<b>3,6560</b>	<b>4,2783</b>	<b>2,3886</b>
P		Significant <b>0.0252</b>	Insignificant <b>0.0613</b>	Significant <b>0,0014</b>	Significant <b>0.0003</b>	Significant <b>0.0260</b>
		Complex throws to basket		Speed. dribble (sec.)	Complex throw 3 points	
		Note	Percentage		Note	Percentage
<b>The experimental group</b>						
X	initial	7	45,83	29,33	6,66	33,33
	final	9,25	88,33	27,75	9,08	72,5
T		<b>7,4471</b>	<b>10,7694</b>	<b>3,0816</b>	<b>8,2662</b>	<b>10,9458</b>
P		Significant <b>0.0001</b>	Significant <b>0.0001</b>	Significant <b>0,0055</b>	Significant <b>0.0001</b>	Significant <b>0.0001</b>
<b>Control group</b>						
X	initial	5,25	42,5	28,41	4,75	24,16
	final	6,16	51,66	27,33	6,16	42,5
T		<b>4,3407</b>	<b>3,7433</b>	<b>1,6380</b>	<b>6,7257</b>	<b>5,8135</b>
P		Significant <b>0.0003</b>	Significant <b>0.0011</b>	Insignificant <b>0,1156</b>	Significant <b>0.0001</b>	Significant <b>0.0001</b>

From comparative analysis of the average of the two groups (tabel no. 1), the grade we remark that if the sample basket on the spot throws:

- in the mark obtained, identify a difference of 5 for the control group with a significant threshold (0.02), while the experimental group where the difference has a value of 1.5, and materiality has value 0.0001;

- while on a difference of 0.5 percentage identify where the control group with a threshold slightly, while the experimental group where the difference is worth 30, and materiality has a value of 0.0001, which supports the idea that this may be due mainly proposed new program content experimental group.

If the sample passes execution speed identify a difference of 1 if the comparator with a threshold of significant meaning, while the experimental group where the difference has a value of 1.25, and materiality has a significant value, which supporting the idea that this may be due not only proposed new program content.

From comparative analysis of the average of the two groups (control and experiment), the grade We remark that if complex samples throws to basket

- in the mark obtained, identify a difference of 0.84, 0.91, 1.41 for the control group with a significant threshold (0.02, 0.003, 0.001), while the experimental group where the difference is a value of 2.17, 2.25, 2.42, and materiality has a value of 0.0001;

- while on a difference of 5.84 percentage identify, 9.16, 18.34 for the control group with a threshold slightly, while the experimental group where the difference has a value of 42.5, 42.5 , 39.17, and materiality has a value of 0.0001, which supports the idea that this may be due mainly program content and not just the proposed new experimental group but also those of the control group.

If the speed dribble proof we find a difference of 1.08 for the control group with a threshold insignificant (0.11), while the experimental group where the difference has a value of 1.58 and has a threshold value significant (0.001), which supports the idea that this may be due to the obvious training programs proposed new experimental group.

Tabel no 2 - Comparative analysis of technical and tactical indicators (eighth grade)

		Throw the basket in place and travel		Passes execution speed (sec.)	Throws complex	
		Note	Percentage		Note	Percentage
<b>The experimental group</b>						
X	initial	6,58	50	29,41	6,33	50
	final	8,91	83,33	27,58	8,83	85
T		<b>4,9611</b>	<b>7,8407</b>	<b>10,0045</b>	<b>5,6801</b>	<b>7,1592</b>
P		Significant <b>0.001</b>	Significant 0.0001	Significant 0.0001	Significant 0.0001	Significant 0.0001
<b>Control group</b>						
X	initial	5,08	41,66	30,33	5,16	42,5
	final	6,33	55,83	29,75	6,5	55,83
T		<b>2,4015</b>	<b>7,6727</b>	<b>5,5641</b>	<b>2,2367</b>	<b>6,0264</b>
P		Significant <b>0.0252</b>	Significant 0.0001	Significant 0.0001	Insignificant 0.09	Significant 0.0001
		Complex throws to basket		Speed. dribble (sec.)	Complex throw 3 points	
		Note	Percentage		Note	Percentage
<b>The experimental group</b>						
X	initial	6,83	52,5	6,5	48,33	17,5
	final	9,25	87,5	8,83	82,5	16,66
T		<b>7,4471</b>	<b>7,5171</b>	<b>9,3522</b>	<b>6,6145</b>	<b>8,8003</b>
P		Significant <b>0.0001</b>	Significant 0.0001	Significant 0.0001	Significant 0.0001	Significant v 0.0001
<b>Control group</b>						
X	initial	5,08	43,33	19	5,25	43,33
	final	6,66	57,5	18,58	6,66	53,33
T		<b>4,3407</b>	<b>5,9269</b>	<b>4,53</b>	<b>0,4073</b>	<b>4,9418</b>
P		Significant <b>0.0003</b>	Significant 0.0001	Significant 0.0001	Insignificant 0,6877	Significant 0.0001

From comparative analysis of the average of the two groups (table no. 2), the eighth grade when we noticed that the sample basket on the spot throws:

- in the mark obtained, identify a difference of 1.25 for the control group with a significant threshold (0.0001), while the experimental group where the difference has a value of 2.33, and materiality has value of 0.0001;

- while on a difference of 14.17 percentage identify where the control group with a significant threshold, while the experimental group where the difference has a value of 33.3 and materiality has a value of 0.0001, which supports the idea that this may be due not only proposed new program content experimental group.

If the sample passes execution speed identify a difference of 0.58 for the control group with a threshold slightly (0.09), while the experimental group where the difference has a value of 1.83, and materiality has significant value, which supports the idea that this may be due to only the proposed new program content.

From comparative analysis of the average of the two groups (control and experiment), the eighth grade when we notice that complex evidence throws to basket

- in the mark obtained, identify a difference of 1.38, 1.58, 1.41 for the control group with a significant threshold (0.001, 0.001, 0.001), while for the experimental group has a value difference 2.5, 2.42, 2.33, and materiality has a value of 0.0001;

- while on a difference of 13.33 percentage identify, 14.17, 10 for the control group with a significant threshold, while the experimental group where the difference has a value of 35, 35, 34.17, and materiality has a value of 0.0001, which supports the idea that this may be due mainly program content and not just the proposed new experimental group but also those of the control group. If the speed dribble proof we find a difference of 0.42 for the control group with a threshold insignificant (0.55), while the experimental group where the difference has a value of 0.84, and the threshold value is significant (0.03), which supports the idea that this may be due to the obvious training programs proposed new experimental group.

### Conclusions

Following the completion of the experiment were separated a few general conclusions very important to avoid errors that might occur in practice. In this we mention the following:

We note that curriculum reform has produced an event important in teaching methodology and learning-assessment activity in general physical education and basketball as sports included in the curriculum.

In terms of theory and methodology implications in teaching physical education curriculum in general and basketball in particular is on the following findings:

In the following theoretical concepts are distinguished:

- Priority instructional purpose or objectives;
- Open the global vision of training;
- Open global vision on teaching basketball;
- Focusing all activities on instructional objectives;
- Turning the driving experience acquired by students both in school and beyond;
- Ensure close links between objectives, content, strategies and assessment tools. This actually constitutes the act of the generative quality of training effectiveness are trying to operate it.

In practical terms the new curriculum design curriculum identifies the following products:

- Curriculum development strategies;
- Learning plan and curricula;
- Global and operational projects;
- Learning units;
- Evaluation of instructional objectives stated.

All items above were the basis for the new concept of rethinking and promoting basketball in the classes V-VIII. It turns out that the traditional methodology of teaching basketball in middle school would be ineffective before allowing the teaching empirical approach without taking into account the quality and effectiveness of training conducted. The data obtained so far is the idea that teaching basketball shape will be more effective if we operationalize the curriculum with the following products:

- development of new basketball class syllabus;
- composition sheet discipline physical education classes;
- global drafting stage semester and year;
- develop learning units for each of the driving skills to be developed and main objectives of specific technical and tactical training game of basketball.

### Methodological requirements

Regarding methodological requirements we can only refer to activities that we conducted for curriculum products: sheet discipline, unit. It is important to note that these documents were developed after studying the programs provided by MECI (Ministry of Education Youth and Sports Research). In preparing these documents is important to closely follow the axis formed by the following generative praxiological circuit composed of: objectives, content, strategies, evaluation.



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