

STUDY REGARDING THE USE OF BASKETBALL-THEMED GAMES WITH A REDUCED NUMBER OF PLAYERS ON A REDUCED COURT, IN MIDDLE SCHOOL

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ORIGINAL SCIENTEFIC ARTICLE

DOI: 10.5937/ATAVPA25138C

Abstract: *School, which comprises the years of a young person from an early age to university, constitutes the main factor of training young people with high capabilities for adaptation, improving all their physical and intellectual skills. In Romania, physical education, as a school subject, benefits from a great tradition and experience that is continuously enriched and perfected. A constitutive part of the training and educational process of the younger generations, physical education is seen as contributing to the multilateral development of the child's personality. The current societal demands confer to physical education and sports an important role in the development and training of the younger generations, preparing it for the winding road of life. Physical education is the only school subject that acts to physically develop and train, realizing a good balance between the intellectual and physical effort, influencing the biological side and the personality of the developing generations.*

Key words: *game, basketball, pupils, school.*

INTRODUCTION

The physical development and training of young people must be accomplished and understood as a continuous process of adaptation of the body to the demands of the social environment. The organized practice of physical exercise determines the modification of the functional possibilities and going to a superior level of the young person's life.

Physical education contributes to solving certain problems of education so that the latter could face the multiple tasks in regards to the training of younger generations. Considering these aspects, precise goals were set to be accomplished through physical education in school. In relation to the type of education, gender and grade, these goals have particularized orientations, specified in the school syllabuses. (Cârstea GHE., 1993)

Currently, the trend is to develop an educational process that is as active as possible, the pupil becoming an active participant, the center of education. The teacher, as guide and organizer of the educational process for the pupils, must constantly create conditions that would spark and sustain the children's motivation to learn. (Ciocan C.V 2010 Ciorbă C. 2001).

In perfecting the teaching process within the educational process, one must see the pupils as active participants to the shaping of their own personalities. The integration of the forms of organization of the teaching process, of the methods and means inside the system, their varied and multiple possibilities to combine, complete and verify each other, directs the teacher toward the continuous regulation of the system, to make it more effective, and offers the pupils a good framework to satisfy their own way of learning. Such a responsibility is assigned also to the specific physical education education process. The physical education teachers have the duty to discover and verify in practice methods and means through which the pupils would faster acquire the knowledge and skills that are specific to various sports. (Scarlat E., Scarlat M. B. 2002)

Themed games are, not just for youths and children, an excellent means of recreation, fun, maintaining and developing their health, all attributes that are necessary for a dynamic and active game. The influence of themed games can increase and is effective when they are repeated or present multiple times within relatively short time intervals, usually two-three times a week.

In this context, 2-3 physical education classes per week would ensure an effective framework, representing the basis for the formation of habits of independent practice of themed games. However, this would presuppose a theoretical and especially practical teaching that would be able to capitalize fully on the formative valences of these games. Themed games represent an appreciated and attractive

means for pupils of all ages; their effective practice during the physical education classes depends mostly if not only on the teacher's motivation, dedication, and not in the least, professionalism (Brădăţan N. 1993).

Starting from these axioms, this subject was chosen in order to make the first steps to introduce themed games in the physical education lesson as the only way to achieve its general, specific and operational goals. The integration of scientific research in the educational process, the increased rate of development of the society envisages an accentuated link between education and the practical needs of the market, as well as increasing the effectiveness of the educational process by improving its content, forms and methods of activity.

The major international flux generating radical exchanges in work techniques causes mutations both in the position of the person as an active participant in the production process and in the work development conditions, the duration, nature and rate of demands. This imposes frequent restructuring of information and a continuous effort of mental-physical adaptation of the individual. (Scarlat E., Scarlat M. B. 2002)

Through its content, demands, and forms of organizations, physical education ensures that each pupil can learn and practice a sport. In this sense, the syllabuses foresee in their content means meant to contribute to the achievement of this goal, while the standing regulations ensure the adequate organizational framework. The result of the scientific studies were materialized in the continuous perfecting of the syllabuses, the organizational framework and technologies. (Albulescu I., Albulescu M. 2000)

MATERIALS AND METHODS

This paper was written with the purpose of contributing to the improvement of the teaching methodology for the physical education lessons, so that themed games would contribute more effectively to the achievement of seventh grade goals. As it is known, middle school physical education classes are directed by multiple specialized general and specific goals that presuppose multiple and varied means that can be introduced, if possible, in schools, adding to this themed games with a reduced number of players on a reduced court.

Considering the purpose, tasks and objectives of this paper regarding the improvement of teaching themed games in the seventh grade physical education lessons, the author believes that this depends on multiple factors, such as: factors that depend on the teachers, factors that depend on the pupils, and factors that depend on the financial situation. Each of these factors plays a role in achieving the goals of the physical education lesson and of the dynamic games, at the same time as the factors are influencing each other. The factors depending on the teachers, on their training, motivation, personality and professionalism, are the determining and activating factors of the entire physical education teaching process and of themed games in this study. In this sense, the author aimed to study the implementation of themed games in the physical education lesson for the accomplishment of the seventh grade physical education and sports goals. The research started from the hypothesis that the introduction of themed games with a reduced number of players on a reduced court in seventh grade can have better results, aiming for even bolder or complex goals, superior to the ones in the official syllabus, at the same time achieving the other goals foreseen in the syllabus referring to the children's correct and harmonious physical development, development of their psycho-motor skills, and independent practice of physical exercises. The gradual introduction of theme games in the physical education class ensures an increase in the multilateral athletic training that enlarges and improves the basic content of school physical education. The study was conducted at the "Mihai Dragan" School of Bacau, during the academic year 2018-2019, on the pupils of seventh grade A. The school had a gymnasium with 6 basketball backboards, and an outdoor court. There were also 20 basketballs, 10 gymnastics benches, ropes for jump-rope, 6 medicinal balls of 2 kg each, poles. To achieve the goals of the study, and to comprise as many aspects in this research, the following methods were used: the documentation method, the observation method, the modeling method, the testing method, the graphical representation method.

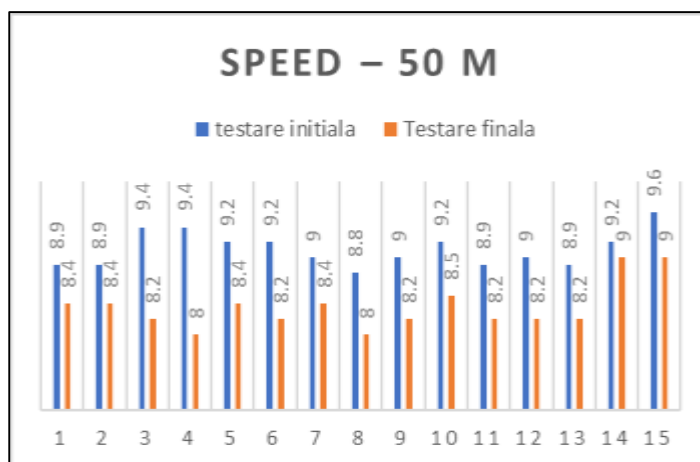
RESULTS AND DISCUSSIONS

As was said in the previous section, the study used three control challenges to verify the progress of the subjects' general physical training. The following figures present these results. The control challenges were conducted in accordance to the instructions of the Romanian Ministry of Education in regards to the evaluation of physical education pupils. Under the figures there are the averages recorded by the subjects for each challenge. This way each subject's progress is highlighted. After analyzing the figures and the results recorded by each subject and on separate groups, several significant aspects can be emphasized. The first aspect is that the averages recorded by the subjects highlights a progress between test I and test II, at the end of the academic year. The second aspect is that almost all subjects recorded a progress in all challenges, some recording a larger progress than others. There are also subjects, very few, who did not record any progress. These results are, of course, also the consequence of a normal physiological growth, but at the same time they are the result of the influence exerted by the specific exercises performed during the physical education lessons.

A short analysis for each challenge highlights other significant aspects.

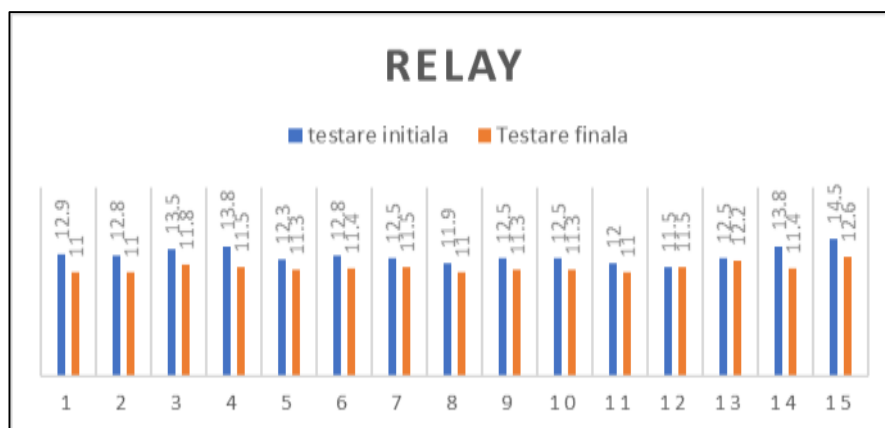
During the **50 m speed challenge**, the subjects recorded the following results:

Figure 1 Individual values for the speed challenge - males

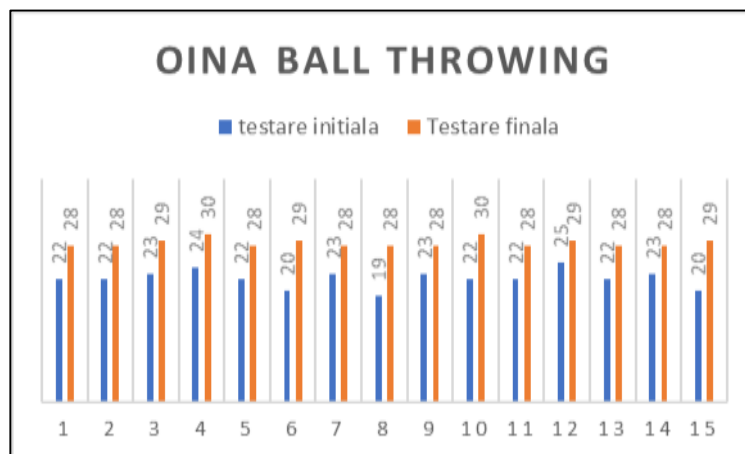


During the **relay challenge**, the subjects recorded the following results:

Figure 2 Individual values for the relay challenge



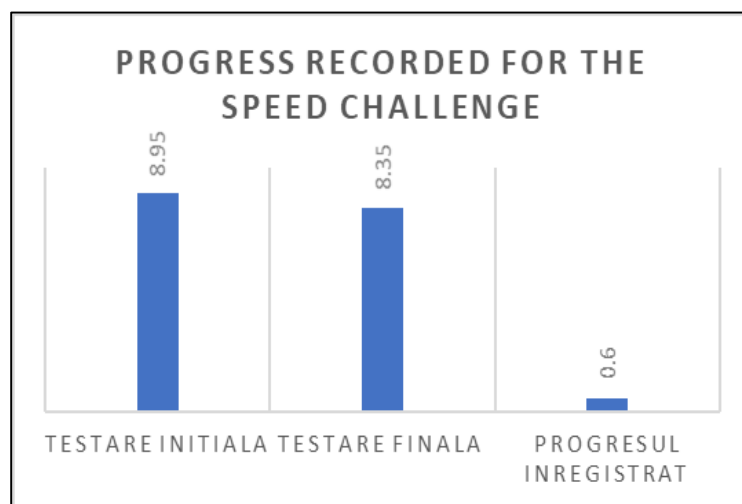
During the **oina ball throwing challenge**, the subjects recorded the following results:

Figure 3 Individual values for the oina ball throwing challenge

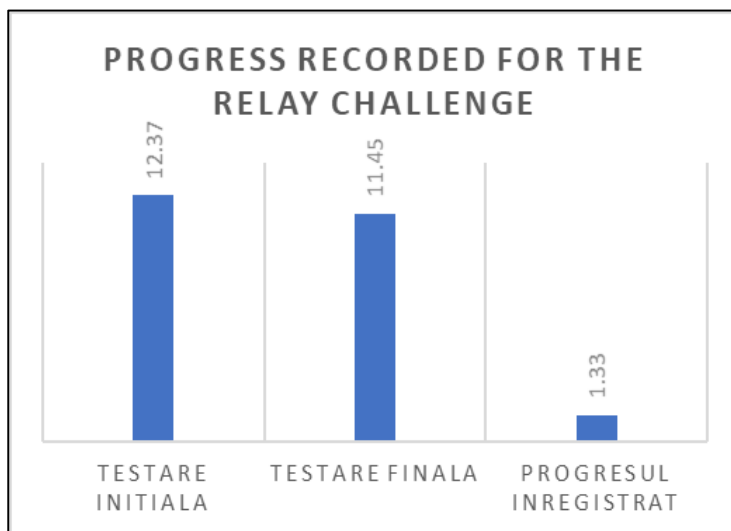
The recorded results and the progress made are normal for this age, and are within the requirements of the national evaluation system.

INTERPRETATION OF THE RESULTS

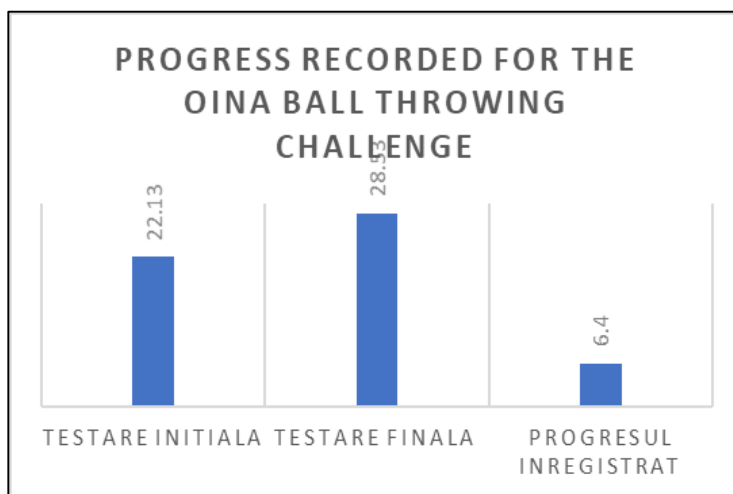
The analysis of the results recorded for the speed challenge reveal an average progress of 0.60 seconds.



For the relay challenge, there is an average progress of 1.33 seconds.



In regards to the oina ball throwing challenge, there is an average progress of 6.4 m.



CONCLUSIONS

The analysis of the results has led to the following conclusions:

Themed games play an important role in the development of physical education lessons, this fact being supported by the results recorded by the subjects during the final testing. The differences between the final and the initial testing prove the subjects' progress, thus they can be considered as a first step in validating the initial hypothesis, emphasizing the value of themed games used in the research, and through this their importance and necessity for the education and development of the psycho-motor skills. It can be said that the use of themed games has ensured an increased effectiveness of physical education lessons, thus confirming the initial hypothesis. Themed games have given all subjects superior motivation, determining them to engage in exercise. The introduction in the seventh-grade physical education lesson of themed games with a reduced number of players on a reduced court was done along the other general and operational goals of physical education, as foreseen in the syllabus. The use of specific themed games to develop the motor skills has led to a positive progress of these skills in all of the subjects, the recorded results clearly highlighting this fact.

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STUDIJA O PRIMENI TEMATSKIH KOŠARKAŠKIH IGARA SA SMANJENIM BROJEM IGRAČA NA SMANJENOM TERENU, U SREDNJOJ ŠKOLI

Ciocan Vasile Cătălin

Sažetak: Škola, koja obuhvata godine mlade osobe od ranog uzrasta do fakulteta, predstavlja glavni faktor osposobljavanja mladih ljudi sa visokim sposobnostima za adaptaciju, usavršavanje svih njihovih fizičkih i intelektualnih vještina. U Rumuniji, fizičko vaspitanje, kao školski predmet, koristi veliku tradiciju i iskustvo koje se kontinuirano obogaćuje i usavršava. Kao sastavni deo trenažnog i obrazovnog procesa mladih generacija, fizičko vaspitanje se smatra doprinosom multilateralnom razvoju ličnosti deteta. Trenutni društveni zahtevi daju fizičkom vaspitanju i sportu važnu ulogu u razvoju i obuci mladih generacija, pripremajući ih za krivudavi put života. Fizičko vaspitanje je jedini školski predmet koji deluje na fizički razvoj i treniranje, ostvarujući dobar balans između intelektualnog i fizičkog napora, utičući na biološku stranu i ličnost generacija u razvoju.

Ključne reči: igra, košarka, đaci, škola