

# THE USE OF COMPETITION THROUGH BASKETBALL AS MEANS OF ACHIEVING THE PHYSICAL EDUCATION LESSON OBJECTIVES

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## Abstract

### Objectives

To establish whether the teaching of basketball through competition has any value, in relationship with the school curriculum objectives.

### Methods of research

Documenting; Philosophical method; Experiment method; Methods of statistical analysis of data; testing method; graphical method.

### Subjects and tests

The study was conducted during the year of 2008 / 2009, at the Mihai Drăgan School in Bacău. The subjects were the pupils of 5th A and 5th B, grades at which teachers are using basketball for the physical education lesson, since the 3rd grade.

The experimental group: 5th A. The group is composed of twenty five pupils, with an approximately equal number of boys and girls.

The control group: 5th B. The group is composed of twenty two pupils, with two physical education classes per week. Both the experimental and the witness groups had identical material conditions during the instructive – educational process.

The tests applied in this research were:

- tests for determining the level of development of the motor skills (50m speed running with an up start, standing long-jumping)
- specific basketball drills 1 minute throws – accomplished throws, Technical complex.

### Results

- The results obtained in the motor skills development control drills show a growth in the favor of the experimental group.
- Regarding the capacity of autonomous practice of basketball, the results are clearly superior for the experimental groups.
- The pupils' marks and the grade averages also prove that the level of learning regarding the technical elements, technical-tactical structures and game model, imposed by the curriculum, is superior in the case of the experimental groups.

### Discussions, conclusions

- The conducted research reached its aim and has verified the announced hypothesis: Teaching basketball during the 5th grade physical education lesson leads to increasing the interest and motivation of pupils and achieving superior results to the ones obtained through the use of classical curriculum method.
- The results of this study determine us to say that the use of competition on a large scale during the physical education lesson is one of the most advantageous forms of organizing the training for the 5th graders.

### Keywords:

Basketball, competition, physical education lesson

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## Introduction

- As means of physical education, basketball contributes, together with the other sportive games, athletics, gymnastics and tourism, to achieve certain objectives of the physical education, of which we mention (C.Negulescu, 2001):
- Increasing the quality of life, by ensuring an optimum state of health, expressed through robustness and physical vigor, prolonging the active life;
- Forming an enhanced individual motor ability, expressed through a high development of basic and specific motor skills, together with the development of the basic motor qualities;
- Equipping the young people with knowledge, skills and habits that are necessary for a good social functioning;
- Educating the moral qualities, the positive character and behavioral traits. (C.Negulescu, 2001)

The practice of basketball contributes to forming and perfecting certain coordinated movements,

to forming an ability to rapidly react to the rhythm of social activities, through the accumulation of influences and positive effects with an educational character and which maintains a healthy body.

The diversity of motor actions, the influence that the practice of basketball can exert on the body systems and functions, as well as the possibility for it to be played in the open air, creates multiple possibilities through which it can contribute to a harmonious physical development, in full health.

Basketball is the sport that can be played by children and youths of both genders, by men and women of adult age, in competitions, as well as a recreational activity or just to keep your body in shape. (C.Hânsa, L.Călin,2004.)

The relatively reduced dimensions of the court, as well as the small number of players competing, determine quick movements, as well as a very fast circulation of the ball. The players participate in equal measure, both in attack and in defense. The regulation itself, through the rules of 3, 5, 8, 24 seconds, determined an accentuated dynamism for the

phases of the game, from the first to the last minute of a match. From here we can extract some of the characteristics of basketball, the dynamism and the vitality. The radical socio-economic changes in the last fourteen years in Romania, determined important modifications in the people's attitude towards the training process of the younger generation.

The Romanian teaching was put in the situation to reform the teaching units' network, but especially the plans programs and contents, due to the necessity to realize a concordance between them and the actual needs of the socio-economic life, specifically regarding the mutations of the young population's interests and motivations. (C.Ciocan, D.Ciocan, 2007). The physical education lesson lost its attractiveness because of the syllabus content, because it imposes burdening control drills, both for the pupils and teachers, and unadjusted standards.

We see a limitation of the physical activities and a diminution of the interest for the main objective of these activities, which is to create and develop a taste for practicing physical exercises. We can emphasize that a possible way of giving more importance to the affective-emotional side, than the physical side of the action, is to introduce on a large scale the competition, in the physical education lesson (by the competitor, by the organizer, the referee) thus considerably increasing their possibilities of manifesting their personalities. At the same time, the competition satisfies their need for knowing, immediately, the result of their acquired competences, not having to wait for the control drill, thus the reason for frequenting the lessons becomes the activity itself, not the mark they will receive. Ideals for this purpose are the sportive games, at which the young people happily adhere. The ball, the rules, the team work, they all satisfy the need for socializing, a need that is present even in the most shy, or egotistic young people. (C.Ciocan, D.Ciocan, 2007)

Basketball, being a collective game, contributes to forming group relations, therefore to tie together the whole group of pupils in the class. During the training process, as well as during the game (through regulations) there is a development of conscious discipline, a sense of duty, of collaboration and helping each other, a responsibility for one's actions, a respect for the adversary, will, tenacity, self-control, mastering the egotistic feelings, practical thought. (C.Hansa, L.Călin, 2004)

### Objectives

To establish whether the teaching of basketball through competition has any value in relationship with the school curriculum objectives.

### Research hypothesis

We consider that the use of competition in teaching basketball during the 5th grade physical education lesson leads to increasing the interest and motivation of pupils

and achieving superior results to the ones obtained through the use of classical curriculum method.

### Research Methods (subjects, applied tests)

Documenting; Philosophical method; Experiment method; Methods of statistical analysis of data; testing method; graphical method.

In our research we used as the main method for learning the game of basketball at the 5th grade, namely global learning - the game. The game used to end each lesson believes that learning was effective.

After discussions with middle-school physical education teachers, we elaborated the model experimental lessons module (basketball learning programs), lessons that end with a basketball competition. These lessons make more effective the learning of basketball in middle-school.

The study was conducted during the year of 2008 / 2009, at the Mihai Drăgan School in Bacău. The subjects were the pupils of 5th A and 5th B, grades at which teachers are using basketball for the 5th grade physical education lesson. The experimental group: 5th A.

The group has a number of twenty five pupils, an approximately equal number of girls and boys, who have two hours of physical training per week and they practice basketball since 3th grade.

The control group: 5th B. The group is composed of twenty two pupils, with two physical education classes per week, and they play basketball since the 3rd grade. Both the experimental and the witness groups had identical material conditions during the instructive – educational process.

The tests applied in this research were:

- tests for determining the level of development of the motor skills (50m speed running with an up start, standing long-jumping)
- specific basketball drills 1 minute throws – accomplished throws - girls, Technical complex - girls.

The teaching of basketball in the first two groups was done by using classical means and methods (technical elements, technical tactical structures, theme game, and school game) whereas in the other groups we largely used the competition. The assessment was done through systematic observation and passing the evaluation tests.

### Results

For the control drills regarding the development of motor skills Grade 5th A, with a number of 25 pupils. After the results from the initial and final tests, we can see a progress of 0.63 seconds for the speed running and of 7 centimeters for the standing long-jumping, for the experimental group. Grade 5th B, with a number of 22 pupils. After the results from the initial and final tests, we can see a progress of 0.14 seconds for the speed running and of 2 centimeters for the standing long-jumping, for the control group.

### The physical training indicators dynamics - girls

No	Drill	Testing	Control group	Experimental group	Test t independent	P
1	50m speed running	Initial	9,15±0,06	9,20±0,07	0.529	>0,05
		Final	9,01±0,05	8,57±0,08	4.218	<0,001
		Test t dependent	3.981	12.225		
		p	<0.005	<0,001		
2	Standing long-	Initial	128,92±1,78	134,71±2,24	2.011	>0,05

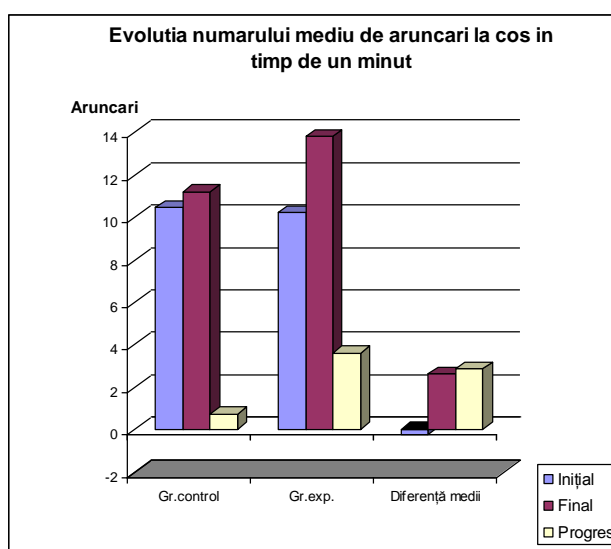
jumping (cm)	Final	130,85±1,8	141,42±2,54	3.383	<0,005
	Test t dependent	5.687	9.502		
	p	<0.001	<0,001		

For the specific basketball drills  
**Throws in 1 minute - accomplished throws - girls**

During the initial testing, the control group obtained an average result of 10.46±0.32 throws,

whereas the experimental group had a result of 10.22±0.15 throws. The t test for dependent groups in this stage is negative, as it was expected to be, both groups starting from the same training level.

Testing	Control group	Experimental group	Differences in averages
Initial	10.46	10.22	-0.24
Final	11.2	13.81	2.61
Progress	0.74	3.59	2.85



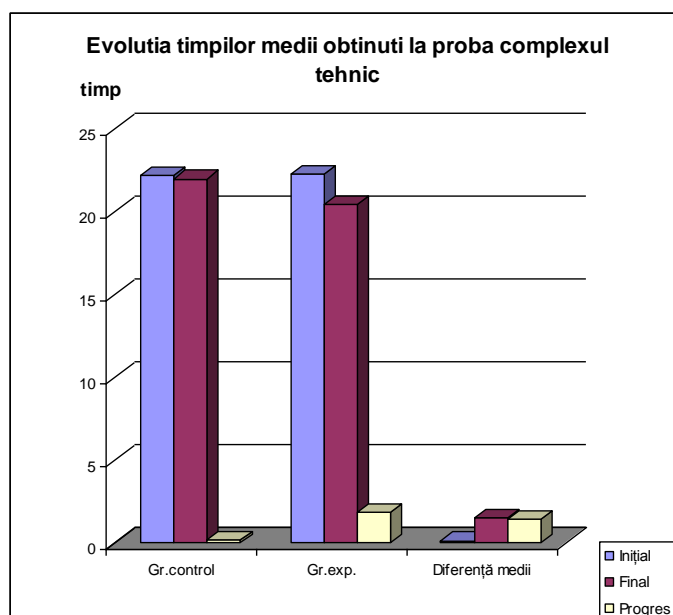
**The evolution of the average number of throws in 1 minute - girls**

During the initial testing, the control group obtained an average result of 11.20±0.14 throws, its progress being of 0.74 throws, whereas the experimental group had a result of 13.81±0.29 throws, its progress being higher than the control group. The t test for independent groups, applied at the final testing, shows that the progress of the experimental group is due to our basketball elements training programs, which confirms the research hypotheses.

**Technical complex - girls**

The control group obtained during the initial testing an average time of 22.14±0.53 seconds, whereas during the final testing an average time of 21.95±0.28 seconds, with a progress of 0.19 seconds, according to the t test for positive dependent groups, which proves the effectiveness of the classical training methods used during the physical education lesson.

Testing	Control group	Experimental group	Differences in averages
Initial	22.14	22.27	0.13
Final	21.95	20.42	1.53
Progress	0.19	1.85	1.4



### Evolution of average time obtained during the technical complex drill - girls

The experimental group obtained during the initial testing an average time of  $22,27 \pm 0,41$  seconds, not being differentiated, from a statistical point of view, from the control group (the t test for independent groups, during the initial stage, is negative). For the final testing, it obtained a much better time than the control group ( $20,42 \pm 0,52$  seconds), the 1.85 seconds progress being correlated with the more pronounced effect exerted by the training programs we suggested (the t test for independent groups is positive and confirms the research hypotheses)

#### Discussions

By comparing the results obtained by the studied pupils, we can discuss the following aspects:

- The results obtained in the motor skills development control drills show a growth in the favor of the experimental group.
- Regarding the capacity of autonomous practice of basketball, the results are clearly superior for the experimental groups.
- The pupils' marks and the grade averages also prove that the level of learning regarding the technical elements, technical-tactical structures and game model, imposed by the curriculum, is superior in the case of the experimental groups.

#### Conclusions

- The conducted research reached its aim and has verified the announced hypothesis: Teaching basketball during the 5th grade physical education lesson leads to increasing the interest and motivation of pupils and achieving superior results to the ones obtained through the use of classical curriculum method.
- Following the analysis of the results, we can see clearly the use of competition during the physical education lesson, with basketball elements, leads to achieving all of the reference objectives imposed by the curriculum; it raises

pupils' interest for physical activity, it stimulates initiative, it creates competences regarding the basketball game self-organization and self-refereeing, it presents advantages regarding both the motor density and teaching density, it shortens the game's learning period, it leads to a relative homogeneity of the pupils' motor skills.

- The results of this study determine us to say that the use of competition on a large scale during the physical education lesson is one of the most advantageous forms of organizing the training for the 5th graders.

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