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Original article

EXERCISES FOR SKILL DEVELOPING FOR WOMEN BASKETBALL TO 13-14 YEARS OLD

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Abstract

Aim. In the present study we propose to verify that to apply a skill intensive exercises for 8 weeks leads to better training of women's basketball at the age of 13-14 years.

Methods. We proposed that this research will form the experiment and training process to apply a system of general and specific exercises in order to develop the quality of motor skills.

Results. Results obtained by statistical calculation performed demonstrates that the program applied was efficient, being structured methodical, with a good selection and dosing of exercises used.

Conclusions. The application of a intensive program of specific exercises skill development for eight weeks can lead to higher education in the game of women's basketball at the age of 13-14 years. Using motion gaming, structures containing technical and tactical game under close game resulted in dynamic learning process at a more active participation of children in the training.

Key Words: women's basketball, experiment, the skill development, 8 weeks.

Introduction

The skill composition comes a set of qualities particularly important in the game play basketball: orientation in space, flexibility, mobility, coordination, and balance.

In the literature we find many definifii of skill.

Ability to coordinate or movements of body segments or moving actions involving the entire musculoskeletal system. (Siclovan, 1984)

Complex expression is a form of performance capacity by quickly learning new moves and rapid adaptation to different situations according to the specificity of each branch of sport or other basic motor skills and practical. (Dragnea, Bota, 1999)

We conclude that it is a quality driving skills are complex and individual's ability to perform actions himself driving with different difficulty levels, conducting accurate and economic movements in time and space, speeds and required tension, in full compliance with the conditions requirements and situations that arise during the course of the action. We can say about a student / athlete that is handy if you have orientation in space, perfect coordination of movements, mobility, flexibility and an appropriate balance of skill and intelligence and resolve unexpected situations that may occur.

Playing technique, in his opinion Bompa (2003), is a system of integrated in automatic movements and skills used to achieve an objective offensive or defensive. During a game, the player uses the driving technique or movement and ball skills made. Modern technology can be executed from a stationary position (basketball free throw) or action (pass, shooting while running or shooting from huge).

Engineering a sports game is "all of the specific motor skills (also known under the names: technical skills, techniques, technical gestures sport) used for the purpose of practicing the game with maximum efficiency" (Predescu, Gradinaru, 2005).

Dragnea and Teodorescu (2002) states that a branch of sport technique includes all actions executed ideal driving in terms of their effectiveness. In other words, rational and economical technique involves performing a certain type of movement specific branches of sport.

Technology includes a specialized structure formed according to the regulations of each sport driving to achieve higher efficiency in competitive activity (Siclovan, 1984).

Colibaba-Evuleț and Bota (1998) defines technology as a game system or integrated motion a chain of partial movements (acts, gestures, skills, abilities) and specialized automated by which solve the purpose and tasks of ofensive and defense game.

The characteristics training in women range from specific female body. Scientific understanding of these features provides additional opportunities for increasing the efficiency of training (Predescu, Ghițescu, 2001).

Apart from physical capacity should be taken into account and the psyche athletes who play a very

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important role on performance.

Experienced coaches believe that this factor is more important in women than in men. Performance capacity is determined by the specific anatomic, physiological and psychological woman.

Women do not have stability in performance equal to men - often surprising, some weaker stocks, even excellent players.

The disadvantages women relate to men and reaction speed and accuracy of movement as an example that does not move the ball quickly, do not react quickly to adverse movements, this is based mostly on the fact that transportation stimulus is made slow, which directly affects the reaction rate.

Stands and a reduced capacity for execution of movements of force and strength in speed mode.

Training Methodology recommended that in preparing the players to take into account the following:

• Absolute differentiation necesara.indozarea training load that has implications on content and structure. Particular attention will be given exercises to strengthen muscles and abdominal muscles vertebrate ditches. Back pain that often accuse athletes of performance are generated by mismatch between muscle performance capability and load, and the movements efectuaii wrong;

• to respect the necessary recovery breaks physiologically. Research has confirmed that the overall resistance is poorly developed in most sports;

• in the female sports activities performance must take into account the hormonal activity that directs the menstrual cycle.

Methods

We proposed that this research will form the experiment and training process to apply a system of general and specific exercises in order to develop the quality of motor skills.

The experiment was organized during the eight weeks in which 12 basketball player to aged 13 to 14 years were subjected to a program for skill development.

The players are part of the club's basketball CSS1 Constanta.

Initial testing was conducted on 05.03.2014 and on 30.04.2014 the final test subjects participated with interest the evidence.

The samples were:

1. Passing the wall during 15 seconds to 3 m away.

2. In place in the lower position Dribbling during 15 seconds.

3. Dribbling through cones on the distance of 10 m return. Four cones were located at a distance of 1 meter, 4 meters, 7 meters and 10 meters from the start line.

Samples were made by two or registering the best results.

Exercises used to develop skill:

- Rolling the ball with one hand, two hands, huge trying to avoid objects scattered on the ground;
- Wwalking, throwing and catching the ball before it touched the ground immediately;
- Walking, throwing the ball and recovering it immediately;
- Throw the ball up and catching her by clapping several times, in front, behind, in front and back, between the legs;
- The same year, but after reaching the ground grip, one hand, two hands, after a full pivot;
- Wall Throwing and catching them;
- Throw the ball into the wall, beating palms forward and grip without the ball to fall (applause back touches the floor, pivot);
- In pairs taking hand, huge place, and the motion;
- Roll run and catch the ball before it reaches the target;
- Roll easy ball and run around it;
- Exercise throwing up, applaud, jumping on two feet and on one foot;
- Makes beating a rhythm;
- With his back to the wall, throws it into the wall, swivel and catch the ball;
- Throw the ball up and try to get under it whenever you can (possibly over a lane or line;
- Knock the ball down and pass with a forearm around her;
- Drive the ball on your head (above his head) let her fall back and catch it before it hit the ground;
- Spinning ball on finger;
- Walk, passing the ball from one hand to another;
- Feet apart, knocking the ball down between your legs, turn around and catch the ball;
- Care about the earth through the feet and grip the back and vice versa;
- Dribbling in place with two balls alternately;
- Same as huge in running;
- Reverse and huge with two balls;
- In pairs, 2 huge balls, the balls whistle change;
- Dribbling in place with feet drawing figure 8;
- Pairs 2 balls per pair, A passes to B with the ground, and B to A with two hands to the chest;
- In pairs, A and B makes it mimics the mirror and then change the roles;

Results

Table no. 1 - Physical characteristics of the subjects

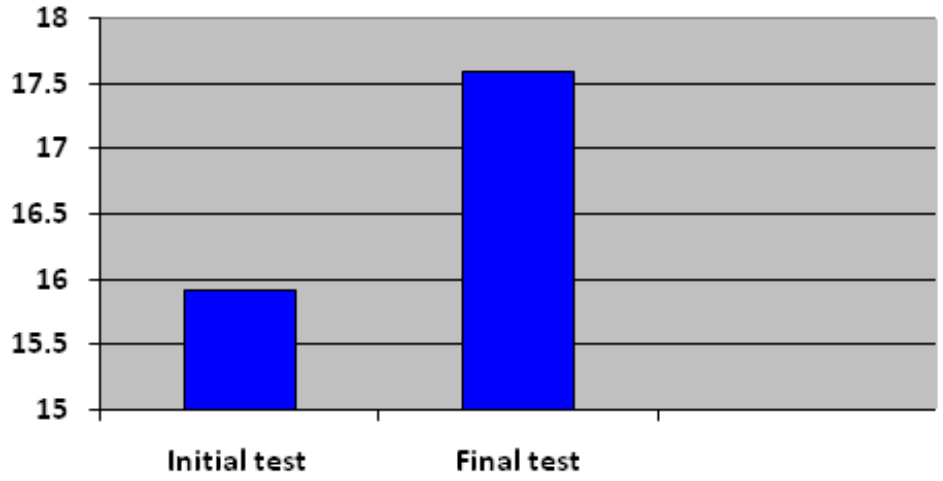
	Indicators	Body height (cm)	Body weight (kg)	Scale arms (cm)
The experimental group	M	164,917	54,833	167,25
	S.D.	9,229	10,861	9,44
	C.V.	5,59%	19,81%	5,64%

Looking at the coefficient of variation in table no. 1 we observer that the experimental group has a higher homogeneity in terms of height and scale. The coefficient of variation for weight instead indicates average homogeneity of the subjects.

Table no. 2 - Analysis of recorded data on tests of skill

		Passing the wall in 15 seconds	Dribbling in place in 15 seconds	Dribbling through cones
Initial test	M ± SD	15,917 ± 1,782	44,833 ± 4,569	5,813 ± 0,221
	C.V.	11,19%	10,19%	3,80%
Final test	M ± SD	17,583 ± 1,379	47,417 ± 4,522	5,703 ± 0,195
	C.V.	7,84%	9,54%	3,42%
	t	5,863	5,946	7,795
	p	p < 0,001	p < 0,001	p < 0,001

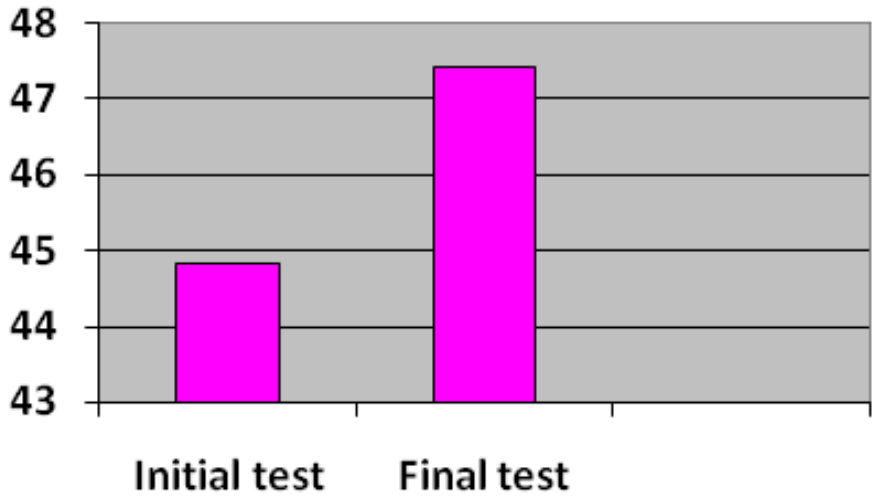
As shown in the table no. 2, between the initial and final testing experimental group significant differences for tests of skill.



Graph 1 - Passing the wall in 15 seconds

The test passes the wall in 15 seconds in the experimental group was an average performance of 17,583 executions final testing to 15,917 executions initial testing, the value of "t" is the 5,863 which is a statistically significant difference at a threshold significance of p <0.001.

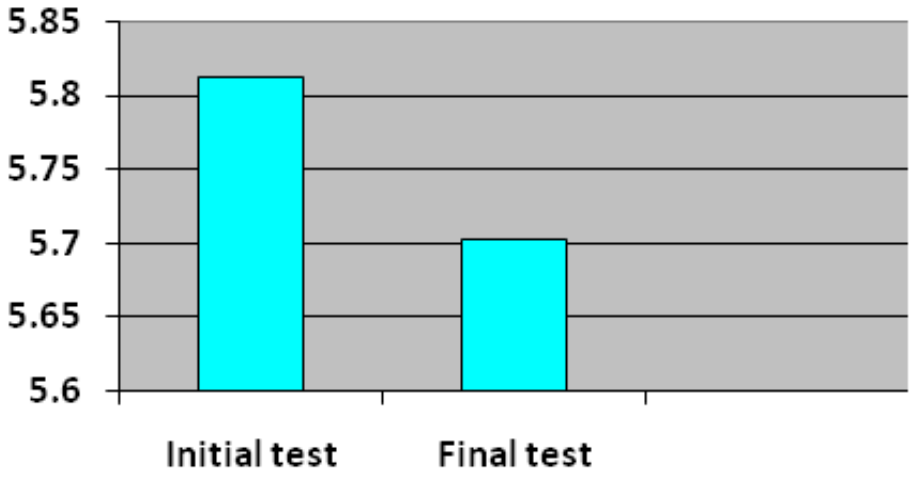
The coefficient of variation indicates average initial testing homogeneity and high homogeneity final test group subjects.



Graph 2 - Dribbling in place in 15 seconds

When testing dribbling in place in 15 seconds, analyzing chart. 2, the experimental group was an average performance of 44,833 and 47,417 executions initial testing to final testing execution, the value of "t" is for 5,946 which is a statistically significant difference at a significance level of p <0.001.

The coefficient of variation indicates average initial testing homogeneity and high homogeneity final test group subjects.



Discuss

When testing dribbling through cones, analyzing table. 2 and chart. 3, the experimental group was an average performance of 5.813 seconds and 5.703 seconds from initial testing to final testing, the value of 't' is the 7,795 which is a statistically significant difference at a significance level of p <0.001.

Regarding the coefficient of variation, it was at values below 10 percent which indicates higher homogeneity.

We can thus say, looking at driving tests, it was found to improve the level of training of the initial testing to final testing.

Conclusions

The application an intensive program of specific exercises to develop skill for 8 weeks may result in a higher education in the game of women's basketball at the age of 13-14 years.

The points obtained from the statistical calculation performed demonstrate that the application program has been effective, the well-structured method by a good selection and dosing of exercise used.

Skill is a very complex motor quality (psycho-motor). Containing a very rich component plays a critical role in harmonious physical development and hence in achieving training and competition in the age group 13-14 years.

Before moving on to learning, strengthening and improvement of key technical and tactical elements should create a sense subjects ball. For this we present the so-called "school ball" specific sports. After acquiring the elements of "school ball" shift technique to make learning easier and with higher efficiency.

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