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## TEACHING STRATEGIES FOR LEARNING THE BASKETBALL GAME IN THE PRIMARY CYCLE

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### Abstract\*

*Aim.* Games, in general, are playful activities with significant implications on the development of the personality of pupils from various points of view, including that of contribution in terms of social integration. They are full, attractive, spontaneous, free, natural and disinterested activities. They, also, have recreational and countervailing valences. Therefore, they are highly used in the organizational forms of leisure of different categories of subjects.

*Methods.* Sports games contain complex movements that need an increased mobility, requiring for their learning of a teaching strategy appropriate to the level of development and preparation of children of school age. The exercises must be performed with joy, having fun being essential for children and youth. Training seriously is not incompatible with the pleasant one. Exercises should not discourage or be unproductive, but they must also have a purpose, working rules, and to require a level of performance.

*Results.* In the process of physical education, games of movement, preparatory, and of course, sports games, play an important role representing the major activities through which global action is taken to achieve the objectives of physical education and sport. Establishing of an appropriate content, bound in educational valences, ensuring of a proper organization able to help promote correct behavior relationships, constitute basic conditions from the game to contribute to the education and training of students.

Teacher's work style should be adapted to the circumstances. The greatest danger is it to work with children trying to imitate coaches of professional teams, which could be harmful to children's development. It must adapt to the characteristics of the students' level of development.

*Conclusions.* Quality and competence issue is a priority issue of professional preparation in the reforming context of society.

*Keywords:* games, basketball, mobility, teaching style

### Introduction

I chose this topic of research to show the importance of sport, and its practice in the human life. As the child grows, increasingly controls its movements better, but proper development in psycho-mobile terms represents an essential condition for its development as a whole.

Facing new technologies (computer, tablet, phone, internet, etc.) and everyday realities on the health and development of children, school must ensure balance and especially attractive and effective alternatives to combat the negative bio-psycho-social-mobile effects induced by new technologies and increasingly unhealthy nutrition.

The beneficial influence of physical education and sport on good mood and health more specific on programming a qualitatively new and balanced way of life reflects the importance in human life, in school and outside it of physical exercises and sports games in the education of the young generation.

The social value of physical education and sport was also expressed in various documents by the European Commission. In the White Paper on Sport

(European Commission/EACEA/Eurydice 2013 – Physical education and sport in schools in Europe – Report Eurydice, p.187). The Commission pointed out that the time spent in sport activities as part of physical education cases in school and in extracurricular activities, can produce substantial benefits for education and health. Both our country and other countries attaches great importance to physical education and sport, according to the report conducted shows that the central authorities in many countries include in the curriculum of the first year primary school major physical motor activities, such as walking, running, jumping and throwing.

Gradually, the curriculum adds to these core activities and broadens the area of motor skills that children practice in sporting disciplines. Schools and teachers decide which are the physical activities most likely will lead to desirable outcomes of learning. Although schools in some countries have significant levels of autonomy, there are mandatory activities that are prescribed, recommended or carried out frequently, such as: athletics, dance, games, gymnastics, health and good physical condition, outdoor activities, swimming, winter sports. This is

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the case in Denmark, Spain, Lithuania, Austria, Romania, Sweden and Iceland. Elsewhere, physical activities are stipulated in the curriculum. Among mandatory activities of physical education in schools, the games are the most common. Some countries report that the games set – usually ball games – are deployed. Others refer to "games" in general, but specify the skills needed to be taught, such as jumping, moving with an object, throwing, passing and catching the ball.

The content of teaching process is expressed by the primarily informative-formative-educational values of education. The physical education pattern at the end of any educational cycle must achieve goals and performance standards, which are considered evaluation criterion of the formative educational process. Performance standards curriculum provides the connection between curriculum and assessment. In the National Curriculum, for the curricular area "Physical education and Sports" are formulated the reference activities and specific competences for the classes of that age level, arising from the frame objectives.

The contemporary reality confirms every time that we need a permanent education. No society is completely immobile, so certain training continues into adulthood. In today's society, characterized by economic, political, cultural mobility, new educational order does not conceive without vanguard of the pedagogical theory movement and praxis of education.

On the basis of educational reform in our country is more pronounced the need for application of the principle of permanent education and of a greater openness of the school towards the world, to her great global issues.

Research in educational psychology, psychology of ages and learning have scientifically demonstrated: "the ability of individuals to learn and educate themselves at any age through different forms, methods, techniques, etc., at appropriate rhythms and intensities and nuanced depending on their psychosocial and individual characteristics".

In modern times, the characteristics of permanent education are after Ionescu (2003, p. 34):

- continuous, permanent character – as a social activity permanent education is analyzed in: the socio- historical structure representing the premise for development of human personality and the humanization of man, and the individual structure(ontogenetic) of the members of society, in the sense that education is continuous, disappearing the chronological limit of learning. Education does not finish at the end of school instruction, but is an ongoing process. Permanent education covers the entire life of a person;

- formative character – formation, development and shaping of the human personality and its self-improvement is achieved throughout life, because of

its formative character, due to formative systematic and integrative influences exerted on the human being on the whole existence of a person;

- generalized character – permanent education is a generalized social activity, omnipresent and with amplitude, that penetrated all areas of modern society;

- dynamic, progressive and inclusive character - permanent education undertakes a series of activities, and evolutionary processes that integrate all forms and types of education with which one comes into contact, all stages and forms of education, all the acts and experiences that one lives, all the educational influences exerted upon the man, and self-education, in an integrated, unitary, coherent, functional assembly which contributes to shaping the human personality;

- flexible character – society's educational offer is extremely diversified and flexible, being modeled for the purpose of favoring human development in the direction of its educational needs, aspirations, interests, desires, skills, personal talents, one's own profile of intelligence.

Teachers, at all times offered the most suggestive example respecting permanent education. But the need of permanent education has become more acute today (Marinescu, 2010)

Physical education and sport, by which we mean all moving activities with an educational and formative character, proved roles in all stages of development of mankind, regardless of the type of society, acting for health, creating a favorable climate for socialization, economic development and affirming human personality in general.

Games, in general, are playful activities with important implications on the development of performers' personality from several points of view, including that of contribution in terms of social integration. They are full, attractive, spontaneous, free, natural and disinterested activities. They, also, have recreational and countervailing valences. Therefore, they are highly used in organizational forms of leisure of different categories of subjects.

Physical education is presented as a component of education, expressed by a type of motor activity that has organizational forms and rules of conduct, which aims to maximize the bio-mobile and mental potential of the individual, in order to increase the quality of life.

Sport is presented as a race activity made up of all branches of sports, which aims to develop the physical and mental condition of the individual for achieving performances in competitions at all levels.

Research intends to delimit the driving capacity and the role of specific games practiced by pupils aged between 7-9/10 years, in their development.

In the process of physical education, games of movement, preparatory, and of course, sports games,



play an important role representing the major activities through which global action is taken to achieve the objectives of physical education and sport. Establishing of an appropriate content, bound in educational valences, ensuring of a proper organization able to help promote correct behavior relationships, constitute basic conditions for the game to contribute to the education and training of students.

Colibaba-Evuleț, Bota (1998 p. 43) propose the following classification of the games used in school physical education:

- Movement games, encountered in the specific literature as dynamic games, basic or elementary games;
- Preparatory games, serving to reinforce the basic technique procedures of various sports branches through their application in simplified forms;
- Sports games, held on the basis of regulations internationally adapted; involving technique procedures and specific tactical elements.

### Methods

Games contain complex movements that require increased mobility and have the following characteristics:

➤ manifest the full motor potential of the individual (skills, motor skills, psychological qualities);

➤ are mainly practiced the skills with applicative utility character;

➤ there is interdependence between the player's actions, rules of the game, the team's interests, and the purpose of the game;

➤ race element is always present;

➤ high emotional state;

➤ difficulty in dosing the effort, that is why recovering breaks are necessary according to age; (Dumitru, Moroianu, 2013 p.1)

For the smooth running of the game we should keep in mind the following:

➤ diversity of gaming requires the use of various materials, such as:

➤ balls of different sizes and weights, skipping ropes, sticks, filled bottles, flags, cones, vests etc.

➤ organizing the team for the game:

- if the staff is divided into teams, these must be equal, both numerically and in value, to stimulate participants' interest

- teams must be homogeneous in terms of children's motor skills;

- we must guide according to children's height (we are talking about games that prepare the basketball game, for a good pairing of them).

The most effective teaching strategy is that in learning the sport game certain stages must be observed:

Explaining and demonstrating the game

Before proceeding to explain and demonstrate the game is best that students are in the starting lineup and place. In this way they will better understand the tasks and rules of the game. It is important for the teacher to lead students to work efficiently during each lesson. This can be achieved by Buceta, (2000, p. 43) by:

Positive attitude. The teacher should have a constructive attitude when leading the lesson. His role is not to repress players when wrong, to insult or ridicule them in front of the collective. He must help them to meet the targets by a constructive attitude revealed by the following:

- "creating a pleasant working environment where attractive exercises, achievable challenges and positive comments predominate;
- accepting the idea that students are not perfect, they will make mistakes;
- accepting the idea that students' mistakes are part of the lesson;
- to realize that one or more explanations will not be enough to encourage students to do what they want;
- accepting the idea that every child learns in his own way and his pace, he should be helped;
- the teacher must have a realistic perspective of what must demand from students and know what they can;
- appreciation and praise for pupils counts more than results;
- highlighting successes rather than failures; patience when things do not go as well as we expected and encourage students to try again;
- mistakes and difficult situations are excellent opportunities to know how things work, what aspects should be taken into account and modified;
- pupils should be treated with respect and affection, no matter what happens.

This behavior allows the teacher to win the respect of students and enables a more effective work ". (Morgan, 1996).

Leading the exercises. The teacher should explain to the students the exercises and goals:

- in some cases a practical demonstration should be made for students to see and understand what to do;
- must establish the rules of exercises;
- at first will be observed if students understand what to do; if not understood, the exercise must be stopped and explained again;
- if understood they must execute it a while without corrections (so it can assess the level of execution and attention);
- if there are too many stimulations, exercise is too complex and difficult to execute by the students, then some of the stimulations must be eliminated;
- during exercise, the teacher must not disturb the concentration of students with his comments, but to use them to focus their attention on key issues of the exercise;



- the teacher should talk during breaks between exercises, not while students are executing;
- the teacher must use appropriate verbal and non-verbal behavior, appropriate volume and tone;

#### Phase I

▲ Games-exercises with the ball and other items, increasing knowledge about the group, laterality, space, time.

▲ The dribbling technique is taught through games-exercises and games.

#### Phase II

▲ Games-exercises with the ball and other objects, to develop coordination, balance, rhythm, etc.

▲ Continue learning dribbling with other games-exercises, following progressive learning methodology.

▲ Learning throwing, individually and in groups.

▲ Combinations of dribbling and throwing in game-exercises.

▲ Final games.

#### Phase III

▲ Games-exercises with the ball or other objects to develop mobility and coordination.

▲ More practice for dribbling, throwing, with contests and games-exercises.

▲ Learning the pass, first in pairs, each child with a ball, then a ball per pair, relay races.

▲ Combinations of dribbling, passing, throwing.

▲ Final game (competition-throwing).

#### Phase IV

▲ Games-exercises with the ball, individual and in pairs, to develop coordination.

▲ More practice for dribbling, throwing, passing, defense, with contests and games-exercises.

▲ Learning the defense (first, defending the ball, then defending the basket)

▲ Game 1x1 on all the playing field

Do not hang on to something you like or know better. If the games are not suitable for your students, make a change! Avoid mistakes and remember what you should not do.

For the success of the proposed approach it requires that:

-Players compete with themselves or with other players which leads to increased motivation and concentration:

– class is divided into groups of four, four on each basket, contest on who scores more baskets under the basket in three minutes;

– divide the class into groups of three players, each running two-handed pass from the chest (3-4 passes) ending with throw under the basket; each marked basket is worth 2 points, losing 1 point for each wrong pass, the exercise lasts 5 minutes, wins the team that scores more points;

– 2 players play 1x1 (with rules: throwing feints, overtaking feints, maximum three dribblings) until one scores three baskets;

– in pairs, divided at all the baskets, throwing contest; the player that throws, recovers and passes to the other; in 3 minutes they must score the maximum of baskets; if the proposed number of scored baskets is realistic and does not perform too often, the exercise increases motivation and teaches the players to get used to competition.

– two players pass the ball and move throughout the playing field seeking to touch with the ball another player that runs freely on the playing field; the reached player forms with the other two players a team of three who in turn are looking through passes to reach the next free player and so on until all the players in the field are reached.

The exercises must be made with joy, having fun being essential for children. Training seriously is not incompatible with the pleasant one. Exercises should not discourage or be unproductive, but they must also have a purpose, working rules, and to require a level of performance.

#### Duration of exercises

➤ Attractive exercises may be longer.

➤ Less attractive exercises, routine, should be short.

➤ The exercise should last long enough for players to have time to understand and assimilate the content, but should not last too long either because it decreases concentration and hence productivity.

#### Request of concentration

The use of exercises with high level of concentration in a lesson causes fatigue and lack of concentration.

Have scheduled rest periods of attention, total breaks or exercises with a low level of attention.

#### Participation of the players

▶ In an exercise all players must participate frequently, do not wait their turn in line too long.

▶ The coach must adapt existing resources and dividing the team into small groups 3-4 workshops, give them different tasks alternating work with the ball in the basket, working without the ball, with work that does not require throwing to the basket.

▶ If the number of players is bigger than needed for the game (4x4, 5x5), those who remain on the sidelines get other tasks and are switched by turns.

#### Test exercises

These are usually new complexes, including more stimulation, players need to focus on more requirements. If in this complex situation they can not apply the skills they have learned, it means that they do not control these skills and they have to practice more.





## Results

Teacher's work style should be adapted to the circumstances. The greatest danger is it to work with children trying to imitate coaches of professional teams, which could be harmful to children's development. It must adapt the characteristics of the students' level of development (age, gender, their skills, inhomogeneous group etc.). Children have dreams, interests, problems, pleasures, needs and emotions. They come for the pleasure of being trained in the right way.

Lesson's content must correspond to objectives. To achieve the content, the teacher has to select exercises (methods) specific such as:

- ▶ to train more to the development of fundamental technique and individual tactic, decision making in situations of  $1 \times 1$ ,  $2 \times 2$ ,  $3 \times 3$ , etc. ;
- ▶ not to pass from one stage of learning to another, until they have assimilated what they have learned; they need to feel safe practicing and that things are under control; it is important not to limit the players, on the contrary, the coach must increase opportunities to achieve better results in the future, by allowing the players to do any type of tasks (counter-attack from any position, to prepare them universally, not to specialize strictly, pivots should know how to dribble, to pass etc.);
- ▶ in the beginning, players will make many mistakes when performing things they do not control well, but the coach must try better to combine the processes that they perform easily with more difficult ones, for players to have satisfaction;
- ▶ the coach must present multiple situations to the players that they can control them and thus develop confidence in themselves.

One of the important objectives of the basketball game in the stage of small schooling is to form competences to practice independently exercises in leisure activities and skills to adapt to different situations, socializing.

- stimulating the development of players (physical, technical and psychological), will acquire skills for organizing and conducting the game in terms of self-organization;
- they will socialize more easily in various activities;

For this the teacher should realize that:

- ▶ although some children at small school age physically look older, they are still in the pre-puberty period;
- ▶ at this age they cross a time of great emotional vulnerability, when they need to check on themselves (they are inclined to abandon if they feel they do not have control on situations);

## Discussion

For an increased efficiency of learning sports game in general and basketball game in particular, the training program should be constituted that individual tactical and technical preparation to be

done along with the improvement of fundamental actions and athletic skills.

As Predescu and Ghițescu (2001) show the training of children must respect the dezvoltation and age particularities.

While developing the game technique, which is oriented to increasing the quality of the game, it must develop athletic abilities that allow him to refine the game to a higher level.

Athletic abilities include qualities and skills, abilities like: speed, strength, endurance, agility, coordination, balance and speed of response.

The presented teaching strategies have shown increased efficacy in this regard, because they focus both on individual technical training, but also on the athletic training, both being active-participatory and motivational.

Explaining the purpose before each exercise - in short and brief - and what the players have to do, has an increased importance in childhood for proper understanding of what to practice, as As Mondoni, recomands (2000).

The exercise with a simple structure helps players to better focus on the purpose and content of the exercise. Exercises with a complex structure force players to direct their attention to the structure at the expense of focusing on key issues.

Practice has proved that to be able to successfully overcome the difficulties raised by specific training of sports students need to learn skills such as:

- to perceive correctly the proposed exercise in the context of space-temporary landmarks;
- to extract useful information, and act favorably;
- to act individually depending on the results obtained after analyzing the situation;
- to communicate clearly with the teammates during the game, especially at the defensive help, and to collaborate in conditions of confrontation with reality, of opposing the opponent;
- to be able to ensure the repetitive character of the method of solving the phase by setting of the sequence of competent actions that led to the desired result to exploit the knowledge acquired in similar situations;
- to be able to see the limits in which the favorable solving of the phase may be repeated; practical, verification of the statement of the problem raised by the game situation by identifying the context and different ways of presenting the information (time restrictions, score or those related to value of the opponent).

## Conclusions

At the end of training, the coach must make a brief assessment of what happened in class, to have a better control over the training process.



For this the following table can be used, which allows to compare the original project of the lesson, with what was done, and to note the relevant observations.

At the end of each week the table can be used reviewing what they have done, by dividing them into three categories (attack, defense and others). This allows to control what we have done and to schedule what to do on the next week

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**REGISTRATION OF THE LESSON**

**DATE:**

**OBJECTIVES:**

Work planned before the lesson	Achieved work
Comments	

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