



Science, Movement and Health, Vol. XXIII, ISSUE 1, 2023
January 2023, 23 (1): 13-17
Original article

STUDY REGARDING THE ACCOMPLISHMENT OF HIGH SCHOOL PHYSICAL EDUCATION OBJECTIVES THROUGH BASKETBALL

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Abstract

It is important to mention that the physical education experts have started to elaborate the notion regarding recreational motor activity from its social function and in a tight connection to existent knowledge about the function of leisure time, defining its place within the physical education and sports system. Physical education enables the individuals to basic motor training, creating the premise for practicing physical activity during leisure time. Movement is considered as be a kinesthetic sense of the human being. It is what we feel when the muscles, tendons and joints work. The way in which we stand still or move can be at any time a subject of study for multiple disciplines that would connect cause and effect.

Exercise is recommended as a solution to the great problem of our society, being overweight, which causes medical problems and a state of discomfort for the individual.

The concept of recreational motor activity reflects the need for several activity programs that would meet the multitude of motivations, needs, levels, preferences, possibilities, etc. In preparing such programs, one must consider certain so-called external factors for practicing the activities that would directly influence them.

Physical activity includes any body movement produced by skeletal muscle that leads to a substantial increase in energy consumption compared with the rest period (stillness or rest). The results of numerous studies, especially recently, have shown that lack of physical activity and a sedentary lifestyle pose a serious threat to health. Physical activity brings obvious health benefits, exercise being an integral part of the proper functioning of the human body. The relationship between physical activity and health is much more complex than can be seen at a glance. Going beyond the formative valences of the basketball game, I chose this topic for my study to gather as much information as possible regarding the achievement of the objectives of the physical education lesson through the basketball game.

Keywords: game, basketball, pupils, objectives.

Introduction

This subject was chosen in accordance with my preoccupations for the dynamics between the basketball curriculum and the basketball methodology used in the high school physical education lessons.

As it is known, the most dynamic factor is the methodology, which changes from one year to the next, from one semester to another and even from lesson to lesson, being improved even in the sense of adapting to the new social-material conditions materialized in the physical education lesson through new drills, and not in the least through new demands, superior to the previous ones. From these new superior demands to a new syllabus, there is only one step left, the syllabus being the consequence of experimenting with new technologies (Weineck, 1995).

The physical education teacher must be freed from the classic didactic norms that most times lead to individual work (one pupil at a time jumping or shooting for a goal etc.), and to the inactivity of a group of pupils that waiting for their turn.

Passing to the formative possibilities of basketball, this subject was chosen to collect as much information as possible with regards to the accomplishment of the physical education lesson goals through basketball.

The interdisciplinary aspect represents an inexorable disintegration of the modern intellectual space, a defense of the intellect.

The interdisciplinary aspect is a projection of the human psyche in a technological social environment. The interdisciplinary aspect involves a certain degree of integration between various fields of knowledge, various approaches and the use of a common language, allowing methodological exchanges. In the educational practice, the interdisciplinary aspect appears on a continuum, from the minimal mandatory correlations that all teachers use and are foreseen in the syllabus, to the systematic connections that impose epistemological analyses, the identification of transferable concepts, extrapolatable methodologies, the elaboration in an interdisciplinary team of lesson projects (Cretu, 1995).

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The organization of basketball classes requires knowledge regarding the medical check, considering the intense and complex demands that the child's body is subjected to during the play (Backus & Reid, 1997).

Education must reflect the problems of the current world, basketball being an exercise that involves the pupil in the problems of the world (Cozma, 1995).

Materials and Methods

This study aimed to identify the types of methods used in schools to teach basketball.

The following objectives can be extracted from the purpose:

the identification of basketball methods used during the physical education lessons in relation to the achievement of physical education and sports goals.

The analysis of the physical education teachers' opinions with regard to how basketball is played.

The tasks were to: consult the professional literature to study the currency of the theme; establish the research hypothesis; select a group of subjects to accomplish the main purpose; centralize the data from the questionnaire; perform an analysis regarding the specificity of recreational motor activities; analyze and interpret the recorded data and elaborate the conclusions.

Aiming to get results as truthful as possible and for an efficient organization of the research, the study was conducted over the course of 9 months (October 2018 - June 2019).

This paper, titled "Study regarding the accomplishment of high school physical education objectives through basketball" identifies the type of activities and their characteristics.

- Presumably, in the achievement of physical education goals, one considers the benefits of motor activities, and
- Presumably, the use of basketball means in physical education lessons helps develop the psycho-motor skills.

During the sociological research, the author had conversations with multiple experts in the field, among which: coaches, teachers, physiologists, biochemists, managers, psychologists.

For this sociological research, we elaborated a questionnaire comprising 12 questions that would allow us to know the real facts on the learning of basketball at the high school level.

The questionnaire was sent to 30 specialists, who work in schools in Bacău, Piatra Neamț, Onești. The responses were correlated with theoretical issues that emerged from the study of national and international literature. For this research we considered it necessary to draft a questionnaire comprising 12 questions, which gives us knowledge of reality on learning the game of basketball in the tenth grade.

In this research, we used the survey method, which is a particularly prestigious, due in particular to the development of investigation in social and education sciences. These sciences received a methodological foundation that sets strict conditions for the use of samples, the application of questionnaire techniques, processing and presentation of data.

Results and Discussions

The questionnaire was sent to 30 specialists, who work in schools in Bacău, Piatra Neamț, Onești. The responses were correlated with theoretical issues that emerged from the study of national and international literature.

Question No. 1 - What is, in your opinion, the best age for learning the technique in basketball?

Answer choices	No. of answers	Percentage
3rd grade (8-9 years old)	5	16.66%
5th grade (10-11 years old)	20	66.66%
9th grade (13-14 years old)	5	16.66%

Most of the respondents, 66.66 %, think that the optimal age for learning the technique in basketball is in the fifth grade, at 10-11 years old.

Question No. 2 – Does the use of basketball means in physical education lessons help develop the psycho-motor skills?

Answer choices	No. of answers	Percentage
Yes	30	100
No	0	0

All respondents believe that using basketball means during physical education lessons help develop the psycho-motor skills.

Question No.3 - What personality characteristics are needed in tenth grade to learn basketball?

Answer choices	No. of answers	Percentage
Talent, creative intelligence;	22	73.33%
Temperament, energy;	5	16.66%

Tenacity, courage;	3	10%
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73.33% of the respondents believe that talent and creative intelligence are needed for the tenth graders to learn basketball.

Question No. 4 - Which components of physical training can be developed in the tenth grade through specific basketball means?

Answer choices	No. of answers	Percentage
Speed	6	20%
Dexterity	15	50%
Strength	3	10%
Spring	5	16.66%
Endurance	1	3.33%

Regarding which of the physical training components can be developed in the tenth grade through specific basketball means, the experts answered as follows: 50% - dexterity, 16.66% - spring, 20% - speed, 10% - strength, and 3.33% - endurance.

Question No. 5 - What skills are considered priority for developing dexterity in the tenth grade?

Answer choices	No. of answers	Percentage
Motor perceptions	22	73.33%
Spatial orientation	4	13.33%
Creativity	4	13.33%

73.33% of the questioned subjects believe that the motor perceptions are a priority for the development of dexterity in tenth grade.

Question No. 6 - Which specific components of somatic development (tenth grade) positively affects the learning of basketball?

Answer choices	No. of answers	Percentage
Height	15	30%
Weight	1	3.33%
Span	14	46.66%

On that question, experts considered (46.66%) that span positively influence learning basketball game, followed by height, with 30%.

Question No. 7 - Do you think that the objectives of physical education can be achieved through the specific basketball means?

Answer choices	No. of answers	Percentage
Yes	24	80%
No	6	20%

A high percentage, 80 % of the respondents believe that the objectives of physical education can be achieved through the specific basketball means.

Question No. 8 - What psycho-behavioral traits are developed further by practicing basketball during the physical education lesson?

Answer choices	No. of answers	Percentage
Mutual assistance	12	40%
Fair-play	1	3.33%
Discipline	17	56.66%

With regards to this question, the experts believed that the psycho-behavioral traits that are developed through the practice of basketball during the physical education lesson are: discipline 56.66%, followed by mutual assistance, 40%, and fair play, 1.33%.

Question No. 9 - In your opinion, which are the first drill structures that are learned in basketball?

Answer choices	No. of answers	Percentage
Drill structures for catching, protecting and passing the ball;	8	26.66%
Drill structures for dribbling;	3	3.33 %
Drill structures for shooting;	19	63.33%

With regards to this question, which are the first drill structures that are learned in basketball, experts have answered as follows: 63.33% of them chose drill structures for shooting; 26.66% - drill structures for catching, protecting and passing the ball; 3.33% - drill structures for dribbling.

Question No. 10 - Learning basketball in tenth grade can be achieved through

Answer choices	No. of answers	Percentage
Isolated game conditions	2	6.66%
Close game conditions	25	83.33%
Game conditions	3	10%

At this question, 83.33% of the experts have answered that learning basketball in tenth grade is achieved through close game conditions, followed by isolated game conditions, and game conditions, in a percentage of 10.

Question No. 11 – The gender of the participants

Answer choices	No. of answers	Percentage
Male	26	86.66%
Female	4	13.33%

Of those questioned, a number of 26 specialists, representing 86.66%, were male, and 4 specialists, representing 13.33%, were female.

Question No. 12 – The teaching experience of the participants

Answer choices	No. of answers	Percentage
0-4 years	3	10%
5-8 years	11	36.66%
9 - 12 years	6	20%
>13 years	10	33.33%

Regarding the teaching experience of the participants, 33.33% have an experience of over 13 years, 36.66% with an experience between 5-8 years, 20% with an experience between 9-12 years and 10% with an experience between 0-4 years.

After the application of the questionnaire and the analysis of the responses, the following conclusions can be drawn:

- The scientific research conducted throughout this questionnaire reflected the opinions of specialists who teach basketball in high school.
- Regarding which of the physical training components can be developed in the tenth grade through specific basketball means, the experts answered as follows: 50% - dexterity, 16.66% - spring, 20% - speed, 10% - strength, and 3.33% - endurance.
- 73.33% of the questioned subjects believe that the motor perceptions are a priority for developing dexterity in the tenth grade.
- Regarding the teaching experience of the participants, 33.33% had an experience of over 13 years, 36.66% with an experience between 5 and 8 years, 20% with an experience between 9 and 12 years and 10% with an experience between 0 and 4 years.

Conclusions

Interpreting the data of the study, one can say that the hypothesis, the aim and the tasks of this paper have been accomplished.

- All respondents believe that using basketball means during physical education lessons helps develop the psycho-motor skills.
- The respondents believe that the talent of creative intelligence is needed to the tenth grade to learn basketball.
- Many of those interviewed believed that the specific means to fulfill the objectives of physical education basketball



- Teachers believe that in teaching basketball, one should use first drill structures for shooting, followed by drill structures for catching, protecting and passing the ball, then by drill structures for dribbling;
- Teachers believe that the game of basketball is learned quickly in conditions close to the real game.

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