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Original article

STUDY ON THE EFFECTIVENESS OF BASKETBALL DYNAMIC GAMES AND RELAYS FOR IMPROVING VELOCITY IN PRIMARY SCHOOL CHILDREN

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Abstract

Objective. The hypothesis was elaborated with the aim to use the specific means and methods to develop basketball velocity in the fourth graders used in this study.

Methods. The gradual introduction of specific means and methods for developing velocity in the physical education lesson could increase the multilateral instruction content, improving the basic content of physical education in school.

The study used as main method to develop basketball velocity in fourth graders the dynamic game and the relay. The game used promised a progress in the subjects. The research was conducted in the basketball court.

At the end of the study, one can say that the hypothesis, the purpose and the tasks of this paper have been validated. The gradual introduction of specific means and methods for developing velocity in the physical education lesson has increased the multilateral instruction content, improving the basic content of physical education in school.

Results. Because of the intensity of the relays and the drills, the subjects' heart rate has reached the highest peaks during those drills, thus it can be said that these moments are the most representative for the functional density of the lessons.

Conclusions. Through the use of relays and dynamic games, the physical education lesson has gained in attractiveness, the pupils waiting the lessons with excitement and anticipation. The introduction in the fourth-grade physical education lesson of dynamic games aimed to teach basketball was done alongside the other general and operational objectives of physical education.

Key words: children, school, basketball

Introduction

The introduction of dynamic games, relays and applicative drills in the physical education lesson aimed to remove monotony, use time in a pleasant manner, develop competitiveness in the children, develop a healthy and harmonious body, surpassing themselves and others, and last but not least, to increase the effectiveness of the physical education lesson. (Colibaba. Bota, 1998).

By using these means during the lesson, the teacher can learn the pupils' potential, what are their dominant traits.

Perfecting the motor skills during the primary school physical education lesson using relays and dynamic games is a very interesting topic, constituting a priority for the "Physical Education Theory and Methods" field of study. (Brittenham, 1995)

Materials and Methods

The paper started from the premise that by using rationally and consciously dynamic games during basketball initiation process, one would get significant results in regard to the children's motor skills development, especially velocity and dexterity, which can be educated at this age, especially in primary school, where the author could notice a considerable increase in the velocity with the help of these games. (Negulescu, 2002)

The hypothesis was elaborated with the aim to use the specific means and methods to develop basketball velocity in the fourth graders used in this study.

The gradual introduction of specific means and methods for developing velocity in the physical education lesson could increase the multilateral instruction content, improving the basic content of physical education in school.

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Lesson 1

- Specific movements: forward, backward, and sideways shuffle (repetition).
- Pass using both hands, overhead, standing (learning).
- Walking dribble using the right hand then the

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left hand (repetition).

In a line formation, the pupils move around the court, marching and running, forward and backward.

Paired, front to front, the pupils perform tractions and arm pushing.

The game "Ball through the tunnel" using the medicinal ball. The children are positioned in three lines, at 1 m distance from each other, facing each other's back. Each line is given a medicine ball. The ball starts from the first child, who sends it to the last one through the tunnel; each child tries to help the ball pass through as fast as possible. The last child picks the ball up, runs with it sideways up to th end of the line and the game continues. The winning line is the one that returns first to its initial position. (Teodorescu S., 2009)

Shuffle:

After the teacher explains and demonstrates the movements, the entire group spread out across the court, facing the teacher, moves according to the teacher's commands. The performance will not combine two directions of movement. Once the shuffle is performed, the teacher can initiate the arm movements.

Pass using both hands, overhead, standing:

The teacher explains and shows the pass using both hands, overhead.

The group, positioned in two lines facing each other 4 m across, each line with a ball. The ball circulates from one child to another, both ways.

The group is positioned in two circles, with captains, with two balls for each line. One ball gets passed from one child to another in the circle, while the other ball is passed between the captain and the children who do not get the ball from the circle. After a certain number of repetitions, the teacher changes the captain and the direction of the ball passing.

Pass using both hands, chest level, standing:

The same drills as with the pass using both hands, overhead, alternated at the teacher's command. (Ciocan, 2016)

Dribbling:

The group is organized in circles, with a ball for each circle. Each child, after receiving the ball, dribbles in place, after which they pass the ball overhead, with both hands to the child next to them. The direction of passing of the ball is changed at the teacher's command. The children dribble with the right hand when the ball circulates to the right, and with the left, when it circulates to the left.

The children are positioned in lines, with a ball for each line. The first child with the ball walks and dribbles, goes around a previously established obstacle, turns around, passes the ball to the next child and goes to the end of the line.

The research was conducted between 2018 and 2019, comprising two tests with basketball drills used to develop velocity in primary school children.

January 20, 2019 - An initial testing was conducted.

May 9, 2019 - The final testing. The analysis and interpretation of the recorded results.

The objectives of school physical education can be accomplished only if one aims for the accomplishment of basic tasks for the motor instruction: the development of velocity and of other motor skills.

The research subjects were one class, a group of 19 pupils, who performed the two challenges - fourth grade pupils from the "Alexandru cel Bun" School of Bacau.

Results and Discussions

The specific basketball control drill used in this study. 1

The sprint challenge: PV (figure 1)

The children run on a marked track. At a signal, they start from the start line, dribbling between the poles positioned in a straight line, then they dribble between the zigzag positioned poles. The child runs between the poles as fast as possible, dribbling up to the other end, following a straight line up to the finish line.

The specific basketball control drill used in this study. 2

The sprint challenge. PA(figure 2)

The children run on a marked track.

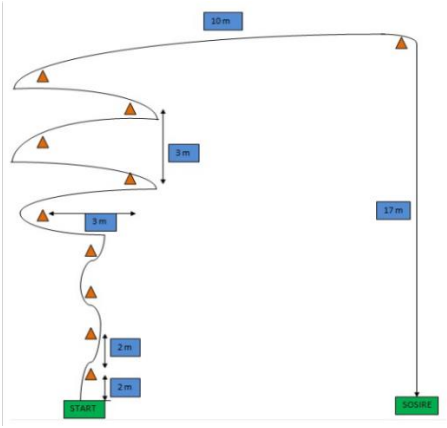
At a signal, they start dribbling between the poles positioned in a straight line, then they perform 3 jumps over the gymnastics bench, holding the ball, then they dribble between the zig zag poles, followed by a running shot and catching the ball. The children run quickly alongside the pole in the right corner, after which they dribble between the poles for a last time and run fast to the finish line.

The distribution of scored goals in the final testing. (figure 3)

Out of 18 pupils, 10 have scored 2 goals during the final testing, meaning 40%, unlike the first testing where they could not score; the rest of the subjects scored 1 goal, meaning that 8 pupils were able to score during both tests, initial and final, representing 40%. (Tudor, 2005)

Following the tests, a progress can be observed (figure 4). These results were recorded during the final testing.

The figure shows that the results recording during the final testing are better than the ones in the initial testing, meaning that the subjects were more efficient and more receptive.



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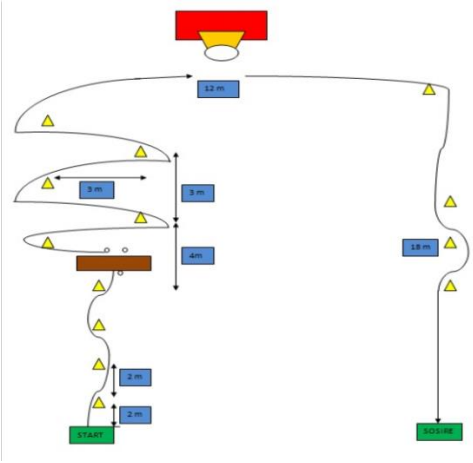
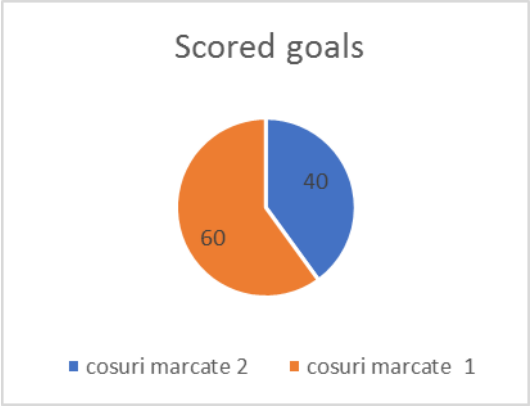


The sprint challenge. PA(figure 2)



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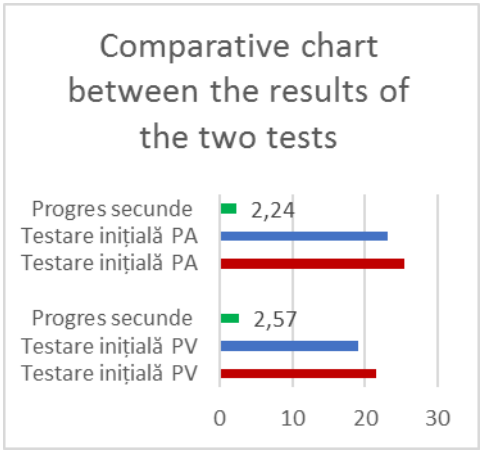

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Conclusions

At the end of the study, one can say that the hypothesis, the purpose and the tasks of this paper have been validated. The gradual introduction of specific means and methods for developing velocity in the physical education lesson has increased the multilateral instruction content, improving the basic content of physical education in school.

Because of the intensity of the relays and the drills, the subjects' heart rate has reached the highest peaks during those drills, thus it can be said that these moments are the most representative for the functional density of the lessons.

Through the use of relays and dynamic games, the physical education lesson has gained in attractiveness, the pupils waiting the lessons with excitement and anticipation. The introduction in the fourth-grade physical education lesson of dynamic games aimed to teach basketball was done alongside the other general and operational objectives of physical education.

The study has emphasized the education of velocity in pupils and their ability to learn basketball through the use of dynamic games. The introduction of specific means and methods for developing velocity in the physical education lesson has increased the multilateral instruction content, improving the basic content of physical education in school.

This study on the effectiveness of basketball dynamic games and relays for improving velocity in primary school children has confirmed the fact that these games are an important physical education means for this grade.

The results of the experiment have led to the conclusion that the motor skill level can be developed and perfected faster and more effectively by using relays and dynamic games in the physical education lesson. The use of basketball dynamic games to develop the motor skills has led to a progress in all the subjects of the study.

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