

SOME ASPECTS OF THE GAME METHOD IN BEGINNER BASKETBALLERS TRAINING

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Abstract

Some aspects of the game method approach in the training of beginner basketballers are presented in this article. The game method is one of the most popular and attractive methods, which over the years has proven to be quite effective in training athletes in various sport tests, including sport games. All these aspects make the research topic actual, and the technical training based on the game method, used at the initial stage, should be known by any specialist in the field in order to achieve visible progress in the technical training department and beyond.

Keywords: beginner basketball players, game method, technical training, effort capacity

INTRODUCTION

1.1 Actuality of the subject

Technical training is one of the permanent concerns for accelerating the process of training competitive players, able to perform technical procedures in correlation with tactics and the different phases of the game.

Frequently, the achievement of sportsmanship is difficult or even stopped due to wrongly acquired technical skills.

The problem of avoiding and correcting the wrong acquired technical skills constantly preoccupies the coaches as if the technical training is acquired correctly at the initial stage, it makes the process of advancing the mastery of the sport take place continuously, ascending and fast.

The training of the children must be permanently in accordance with the perspective needs of performance basketball, of the interactions that take place within the attacker-defender game relationship.

The correctly mastered technical factor makes the beginner a player who will know how to apply the chained technical procedures in the game, in conditions of adversity.

The actuality of the research implies the existence of a wide area of interest for the training of beginner basketball players; there are a number of modern methodologies for increasing the level of play at the initial stage [2], [5], [6], [8] including basketball.

One of the most popular and attractive methods is the game method, which over the years has proven to be quite effective in training athletes in various sport tests, including sport games [3], [4], [7].

All these aspects make the research topic actual, and the technical training based on the game method, used at the initial stage, should be known by any specialist in the field in order to achieve visible progress in the technical training department and beyond.

1.2. Purpose of the research is to optimize the process of technical training of beginner basketball players by applying the game method at the initial stage.

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1.2 The research hypothesis: It was assumed that the application of the game method in the training process of beginner basketball players will contribute to increasing the level of execution of technical elements and procedures, as well as to improving their level of physical training.

1.3 The scientific novelty of this work consists in the fact that the research in question aims to increase the level of technical training of beginner basketball players by applying the game method in the training process.

1.4 Objectives:

1.5.1 Highlighting the theoretical-methodical aspects regarding the tendencies of the technical training of beginner basketball players.

1.5.2 Determining the efficiency of the application of the game method in the technical training of beginner basketball players.

1.5.3 Experimental argumentation of the efficiency of the application of the game method in the technical training of beginner basketball players.

1.6 The theoretical importance of the paper consists in the fact that the classification of the dynamic games was elaborated, as well as the methodology of their application in the training process of beginner basketball players.

1.7 The practical significance of the paper is the possibility of applying in practice the recommendations regarding the application of the game method in the technical training of basketball players at the initial stage. The research results can be successfully applied by coaches and teachers in sports clubs and schools, as well as by teachers and students in higher education and sports institutions in the frame of specialization courses.

The training of children, in order to obtain sports performances, can be done only within a specialized pedagogical process, with particular forms of activity and ways; all this outlining sports training.

The term sports training comes from the English word "training". It means training, practice; however, nowadays, this notion of training has a much broader meaning, in the sense that, reaching the specialized form of the activity of physical education and sports, it refers, above all, to the training of athletes [6], [8], [9].

Many authors consider sports training as a pedagogical process "that ensures the improvement of the individual in a certain sport, raising the working capacity of the body." Dragnea A., in his work "Theory of physical education and sports", points out that "67 indicators were highlighted, which, by their nature, were suitable for a less didactic and more functional classification". These indicators were grouped according to their nature, into four categories: conceptual, educational and psycho-social, organizational, economic-financial.

The selection is included in the category of conceptual indicators, along with the training and competition model, methodological-scientific and medical-sports assistance, as well as the system of training and improvement of specialists.

Based on the observations, reconstructions, surveys and data provided by the literature, it can be appreciated that there is already a value hierarchy of these indicators included in the logical model of sports performance. Obviously, the native potential is the one that offers the perspective of high performance.

In the specialized literature, it is considered that the selection, the detection of the sports talent, determines in proportion of 70% the destiny of a great athlete. It is obvious that without the athlete's motivation, without the discipline of sports work, without the training and competition model and the recovery system, without coach and material base, hereditary values (perfectible motor qualities, primary level of high effort capacity, ideal somatic type, etc.) could no longer be highlighted. [1], [3], [4], [7].

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Returning to the first objective, that of developing motor capacity, as a means of achieving this instructive objective, several groups of exercises specific to this age are used, exercises that include:

- ✓ dynamic games, as stated by Dragnea A. [5], selected according to the criterion of concordance of their structure and content with the development of running ability, abrupt stop, easy change of running direction and also to stimulate initiative, imagination, etc.;
- ✓ exercises in the school such as running, jumping, throwing;
- ✓ exercises in acrobatic gymnastics;
- ✓ exercises and games that involve the development of the ability to maintain balance in various conditions;
- ✓ exercises and games for quickly finding the most suitable support positions;
- ✓ exercises and games for the development of peripheral vision;
- ✓ relays and application routes, etc.

A.D. Novikov and L.P. Matveev [6], establish the following classification criteria:

- by number: individual, collective, mass;
- by mutual relations: without division into teams, with the transition to those per team, with division into teams;
- according to the character of the relations between the participants: games without direct contact with the opponent, with direct contact with the opponent; presents a systematization of movement games based on the following criteria: mutual relations, used material, preparatory for sports games, in the water, winter games.

Some authors [3], [4] mention in their works that among the classification criteria there is also the content, the form of organization, the number of participants and they adopt the following classification:

- movement games (dynamic, elementary, basic);
- preparatory games (for different branches of sport, prepare or consolidate the application of different technical elements and procedures);
- sports games (organized on the basis of internationally adopted regulations).

Other authors [6], [7], divide the games into indoor and outdoor games, which in turn are divided into:

- games that involve more participants, or games in which participation is lower;
- very active or low-intensity games;
- individual, collective, team games;
- summer or winter games.

METHODOLOGY

The experiment lasted for a semester with children from the "Speranta" Sports School in Chisinau. Two test blocks were developed, one for physical training and another for technical training. At first, children from both groups were tested. The first group of children was called the control group, and the training process focused on the application of the traditional methodology of training basketball players at the initial stage. The second group was named as an experimental group and during the acquisition of the technical elements and procedures provided by the training program, it was focused on the application of dynamic games in the training process.

At the end of the pedagogical experiment, both groups were tested for the technical training department, then the results were processed and inserted into tables.

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In the frame of the children's training lesson, the dynamic games are classified according to their use in the structure of the training lesson. Over the years, sports specialists have promoted several ways of structuring the lesson: in parts, sequences, links, moments, stages, and more recently, training situations. Thus, we have dynamic games used in the following training situations: games to prepare the body for effort, games to influence selectively the musculoskeletal system, games to develop motor skills, games to learn/strengthen motor actions.

There are several methodical procedures for training children in mastering the basketball game.

One of the most effective, in our opinion, is the application of dynamic games with elements from the basketball game during the training lessons. Namely, this methodical procedure was applied to children of the Sports School for a formative pedagogical experiment.

In this context, at the beginning and at the end of the basketball course (according to the annual work plan) it was organized the testing of sixth-grade students on the acquisition of technical elements and procedures. A block of four tests was established, namely:

- dribbling the ball by bypassing the circles;
- transmissions in the wall for 30 sec;
- throws to the basket from five positions;
- punishment throws.

The results are processed and presented in Table 1.

Table 1. The results of the acquisition of the game technique following the application of dynamic games

Order No	Control tests	Gr	Initial testing $\bar{x} \pm m$	Final testing $\bar{x} \pm m$	P
1.	Dribbling the ball by bypassing the circles, s	M E	40.5 \pm 0,33 40.3 \pm 0,34	37.3 \pm 0.27 36.1 \pm 0.37	<0.05 <0.01
2.	Transmissions in the wall for 30 sec s, nr.	M E	27.3 \pm 0.28 26.5 \pm 0.26	29.1 \pm 0.32 31.5 \pm 0.31	>0.05 <0.01
3.	Throws to the basket from 5 positions, nr	M E	3.2 \pm 0.40 3.4 \pm 0.30	4.2 \pm 0.23 5.0 \pm 0.24	<0.05 <0.01
4.	Punishment throws, nr	M E	33.4 \pm 0.05 3.4 \pm 0.05	3.8 \pm 0.04 4.8 \pm 0.04	>0.05 <0.05

RESULTS AND DISCUSSIONS

Therefore, analyzing all the results as a whole, it is clearly observed the priority of the experimental group on the acquisition of the elements and technical procedures provided by the curriculum of sports schools for this age. This is primarily due to the application of dynamic games at the training

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lessons, which led to the positive transfer of motor skills, which in turn reflected on the qualitative learning of the game technique, as evidenced by concrete results.

CONCLUSIONS

The analysis of literary sources on the teaching of beginner basketball players highlights the fact that in the theory and practice of basketball there are a number of ways to optimize the training process in this regard, one of which is the widespread application of the game method in the process of their training.

One of the basic ways to increase the level of technical training of beginner basketball players is to apply widely the method of game in their training process.

The application of the game method in the training process of the beginner basketball players within the pedagogical experiment essentially influenced the increase of their technical training level, a fact by which the hypothesis advanced at the beginning of the research was fully confirmed.

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