

USING MODULES STUDY ON TEACHING THE GAME OF BASKETBALL LESSONS OF PHYSICAL EDUCATION IN CLASS OF VA

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Abstract

Teaching the game of basketball in physical education lessons may be approached from several directions and perspectives, each supported by concepts, methods or procedures methodical own.

Curricular concepts require us but these directions, concepts, methods or procedures to be consistent with other elements previously developed such as discipline-specific objectives and plans, educational programs, content and operational objectives ultimately be resolved by methodological approaches, methods and means.

Introduction

In school activities in our country, physical education teaching object have a tradition and an experience whose content is enriched and improving continuously. Physical education is the only object in the curriculum which is mainly inland role to act in the development and physical training, to establish and achieve an appropriate balance between intellectual and physical effort.

The motivation for choosing the theme The motivation for choosing the theme was to obtain new information from the work of practicing the game of basketball in physical education lessons in secondary school, given that teaching to be done on a curricular concepts assets carried on links that must exist between the objectives of the discipline, its content and methodology. Teaching the modules, concepts effective method for practicing the game of basketball in physical education lessons

We believe that teaching the game of basketball with efficiency in physical education lessons in school education, can be achieved by the approach of the half-year modules (modular) or subordinated classes of systems central themes in a final competition of 3-6 lessons 15-20 minutes of basketball in each lesson. Specific competition game of basketball itself as a necessity because it is a form of the game of basketball, especially through the practice of self in terms of self-organization, self-reffering. Module or system of lessons can then be translated into an operational model of the core themes of subordinated classes 8-14, that compete with one form of the game accessible to all students that class.

The aim and research tasks Organizing study sought to improve teaching the game of basketball in physical education lessons in eighth grade, in terms of new programs required by the curriculum reform education in our country. Progress in teaching physical education school in its teaching and especially teaching the game of basketball in general and in physical education lessons in particular, have created conditions for progress in improving its delivery of all components methodical, namely: program, plans half, annexes, teaching projects required by the education reform stage. Thus, the purpose of research was to study a concept appropriate methods of teaching the game of basketball in physical education lessons, based on new curricular elements required by education reform stage. Concept methodically addressed in our study concerns the use of modules as a system of lessons subordinate central themes.

Research hypotheses We have translated our study hypothesis in that direction: teaching the game of basketball in physical education lessons is more effective if its implementation will start from the use of modules or systems subordinated classes of central themes, covering the game or practice self - a form of that game. It assumed that starting from the framework of physical education objectives in secondary education, established new programs, to find a way better teaching from all schools and to physical education lessons or those outside them.

Research methods used Throughout the course of the experiment and to develop this work we used several research methods: method documentation and bibliography study, observation method, measurement and evaluation methods (test method), method of modeling, experimental methods teaching Statistical-mathematical method graphic method.

Place of exhibition and collectives used in the experiment

The experiment on the use of the modules in teaching the game of basketball in eighth grade, was

held at the school Mihai Dragan Bacau city, the professor Suditu Caesar. The experiment was conducted during the 2008-2009 school year. Classes used in the experiment were: the control class VIII B and VIII C class experiment, both classes part of the teacher teaching norms Suditu Cezar and having approximately the same number of boys and girls students. Base school sports is composed of a gym with 4 panels basketball 10 basketball and other materials for physical education classes.

Control samples used in physical education lessons

In physical education lessons were administered to samples of control and consistency with program requirements Physical Education and the provisions of the documents used in teaching the game of basketball.

In this context, two categories were used for tests of controls:

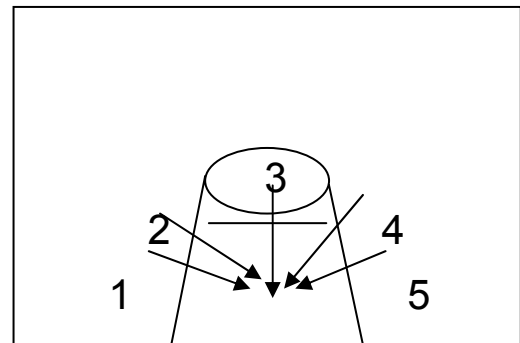
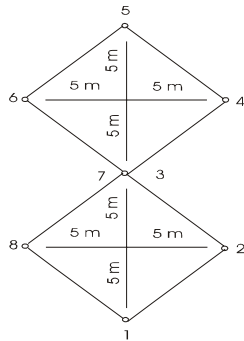
1. control sample of general physical preparation: commuting.

2. control samples on the game of basketball practice in physical education lessons: evidence of dribbling and shooting test cart;

Sample is run in dribbling dribbling a trail according to the design. The signal to start from position 1 to 2, change direction to the left, running to 3, then 4, until it reaches here in 8 and 1, where after a return is still back in the same way back to the point departure.. Each position will be marked on the floor in a circle with a diameter of 30 cm, which necessarily must be broken to achieve each position.

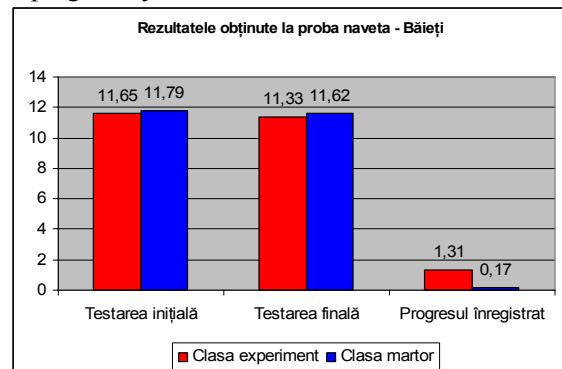
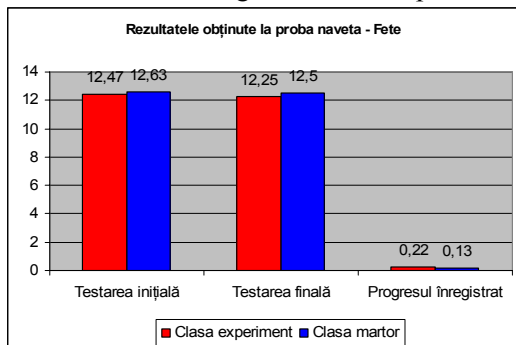
Time course will be recorded in the table to each student.

Sample throws the trash in the sample students must perform a number 15-16 free throws in the bin, each 3 of each of the 5 positions indicated in Fig, having provided 3 minutes. The distance of points 1,2,4,5, measured 5 feet. Point 3 is located at the free throw line.



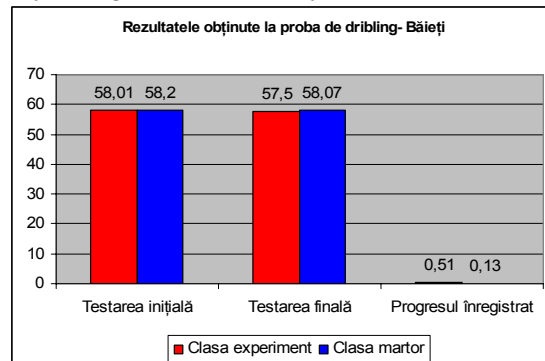
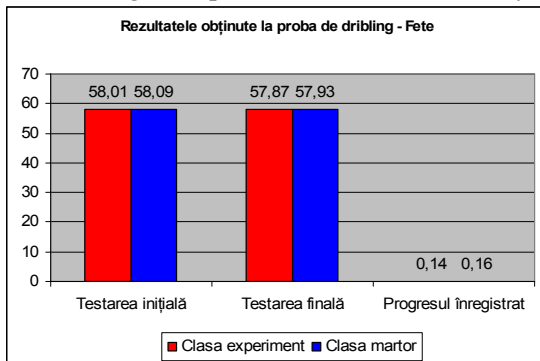
The results obtained in control samples of general physical training

Included in the evaluation system, control samples of general physical training were: Shuttle, throwing balls oina; Samples were passed on the instructions in two stages: initial testing and final testing as may be established and the tables presented. Analysis of results from each sample, the two classes of experiment and control, we offer the following. The shuttle test were also recorded positive results in both classes, as follows: The experiment class environmental progress overall was 53 hundredths of a second in which 22 girls and 31 hundredths in boys. The class control, progress overall average was 30 hundredths of seconds, of which 13 girls and 17 hundredths in boys. It is noted that in this sample, the average progress was generally higher in grade control, but separate from class girls progressed further experiment, separate the boys Class witness. And this evidence is found that the vast majority of students have progressed, girls and boys in both classes, the progress being between 10 and 50 hundredths of seconds, one girl in class to experiment with this progress by 50 hundredths of a second .

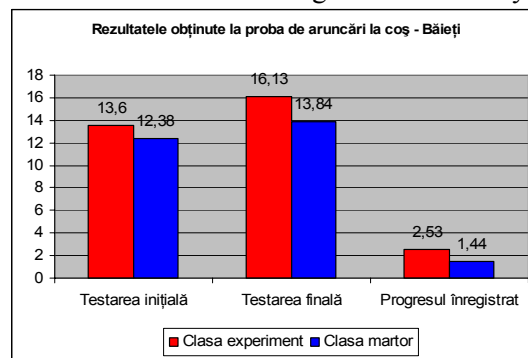
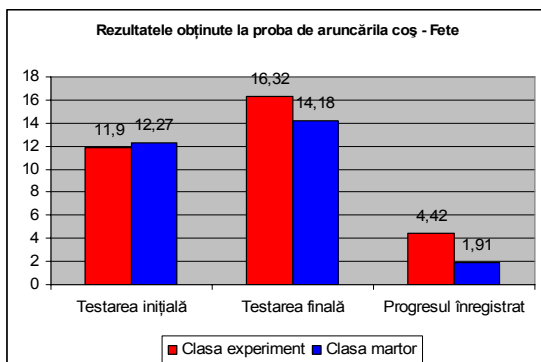


Results obtained in control samples on the game of basketball practice in physical education lessons

The control group samples on the game of basketball practice in all four samples the percentage of students who met those standards is higher in class experiment to control class. The sample of dribbling, the class met the standards experiment a percentage of 80% of students, of which 93% girls and boys 67%. The class met the standards to control dribbling a sample rate of 35% of which only 47% boys and girls and fewer only 23%.



The shooting test met the standards of class basket control 60% of students: girls 56% boys and 64%. The class experiment that rules 28% of girls and boys 27% 29%. To summarize we can say that all four specific evidence, students of class VIII to experiment and have met standards of which 72% of students, 72% girls and boys. A percentage of 28% of students in the experimental class did not meet those standards. The control class had 38% of students met the standards of which 35% girls and 41% boys.



Conclusions

Following the study of media management and control samples, observations and other processes and methods used is about many conclusions:

1. Modular teaching the game of basketball in physical education lessons in eighth grade to allow and to ensure that all content and operational objectives undertaken by curriculum discipline: programs, plans, higher-level class experiment.
2. The progress made by pupils in class experiment was more evident in practice the game of basketball, but in general motor capacity building, as it emerged from the discussion of the results obtained in the previous chapter.
3. Modular teaching in lessons 12-14 system, subordinate to a central theme with its operational objectives module that can ensure the game of basketball practice, in competition with self-referring, autonomous, self-organization and self in physical education lessons in eighth grade to the end of each module.
4. Organization and practice of autonomous teams in competition, creates the possibility for students appointed or elected team captains to form and to require that real leaders but also sports personality.
5. Competitions autonomous we use in physical education lessons in the experiment were assured that all the objectives of physical education with gymnastics and athletics, confirming the hypothesis assumed in our work.