Methods of developing the ability to transform movement:

- creating situations in which it is necessary to resort to unpredictable modifications of actions (mistakes made by the partners, bumping into the other pairs on the dance floor).

Methods of developing the pace-finding ability (the sense of rhythm):

- rhythm variations;
- timed performance with music and then without music;
- including accents into the performance rhythm.

Conclusions

Dance sport is conditioned by coordinative abilities, each component having a certain weight in the specificity of this sporting event. By its components, coordinative abilities are in direct relation to dance sport.

As the coordinative abilities are determining factors in the level of expression (performance) of dance sport, it is essential to include them in the training programme, and the means used should have the weight and quality required by the training stage when these abilities need developing.

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Learning Methodology In The Basketball At The Beginning Level

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Abstract

In literature, there are several attempts of domestic and foreign specialists to develop different methodologies for learning basketball at all levels. The vast majority, in fact, are dedicated for learning technical elements and techniques with the ball, and few of them are dedicated to learning ball-free play. This article is intended to teach beginners basketball game by applying an experimental methodology designed to increase level of quality learning ball-free play, such as movements, these being expressed by walking, running, jumping, stopping and pivoting.

Keywords: Basketball, learning, methodology, trips, beginners.

Introduction

At present, basketball is one of the most popular games among the youth and not accidentally the number of people practicing this sport is constantly growing.

There are several institutions that are concerned with preparing basketball players for performance, such as basketball specialized schools, private and state sports clubs, different performance centers, etc. However, there is no common opinion amongst the specialists on the methodology of basketball players training, in general, and on some particular aspects, in particular.

Thus, in the studies by many native and foreign authors [1, 2, 5, 6, 10, 11] learning any sports game, including basketball, starts with learning movements. To this end, so far there has not been made a clear classification of the movements, as well as of accessible methodologies.

Based on these considerations, we have proposed as a research object the elaboration of a classification and a methodology of learning movements for the training lessons in basketball game with beginner athletes.

Analyzing the specialized literature of basketball game, it was found that the trips are part of the most commonly used elements in the game, depending on the training level of athletes, game dynamics, movement of each player's arsenal.

Thus, average performance players during a game perform a series of movements under the form of running, jumping, stopping, returning, etc., depending on the level of the play and that of their motor skills. It has been calculated that a performance player in a game runs up to 5-6 km in different templates dictated by the playing situations, performs a series of technical procedures, most often being carried out by movement, either by running or jumping.

This requires coaches to learn and perfect all trips even from the stage of starting young basketball players. The analysis of the specialized literature, both native and foreign, does little to address the problem of learning and improving basketball game. Moreover, there is no classification of these in specialty literature. On the contrary, Russian, Romanian and autochthonous literature presents different approaches to this chapter, where displacement procedures are called differently, or are used in another context.

In order to clarify understanding of this element, we will present a classification of movements used in the basketball game, selected from different literary sources, and some of them proposed by us (Figure 1).

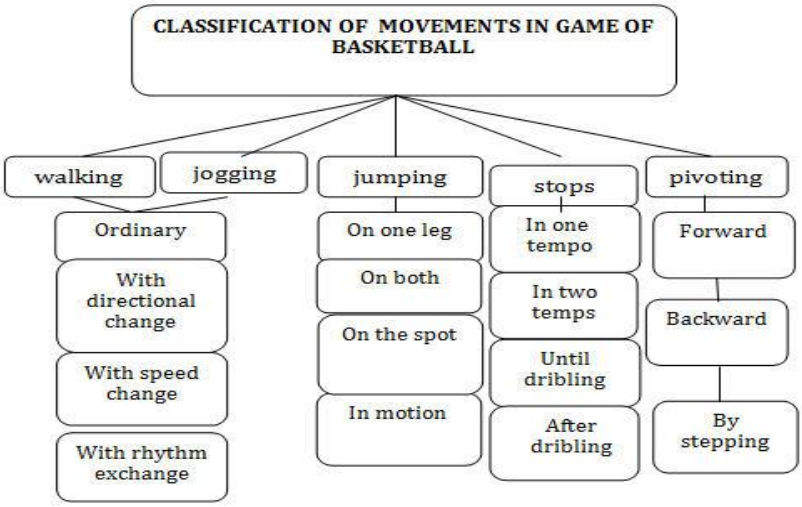

Figure. 1. Classification of movements in basketball

In fact, this classification does not claim to be a definitive one; obviously, it can be supplemented, optimized and even rendered in another aspect, or in another form.

Thus, any given item/movement is based on several execution procedures, such as walking, running, jumping, stopping and pivoting. Based on this classification, several blocks are identified, hereinafter referred to as sub-elements, which in turn are classified in several technical procedures for their fulfillment.

If we look at the classification in question, we notice that walking and running have about the same execution procedures. Both can be common, walking or running without use of additional technical procedures, both of which can be changeover, shift, speed changing, etc. In fact, the types of walking and running can be as diverse as possible, depending on game situations created on the ground.

Another way of moving on the ground is jumping. These are specific to basketball and level of development of this quality largely determines level of preparation for any basketball player. In general, they rank in jumping on foot and jumping on both. So first type of jumping, and the second is classified into jumping on the spot and jumping away, and in the end, all can be executed according to the situations of the game, with or without ball.

In specialized literature several stopping classifications are found as a basic element of the trips. In autochthonous and Romanian literature [3, 4, 5, 6] they are classified as stops at a tempo and stop in two temps. In Russian, Belarusian, Ukrainian and other literature [10, 11] they are also referred to as one-step stops and two-step stops.

In last instance stops can be executed only in two cases – until the execution of the dribbling and after its execution. Both, in first case and in second, the requirements for stopping are identical.

Both, domestic and Russian literature [3, 7, 8, 10, 11] finds it more efficient to apply stops at a time, or jump stops, because player in the given case can use any foot in quality foot support. However, specialists recommend that any player possesses both types of stops equally.

The last from the series of shifts in the above classification is pivoting, a technically important element and absolutely necessary in attack in basketball. In most literary sources [1, 3, 5, 8, 10, 11] they are classified in pivots before, when player pivots forward; pivoting back, when player pivots backwards and so called walking, when player pivots in form of balance back and forth.

All listed elements and techniques, according to the above classification, start studying the very first year of practicing this game, which is quite important for learning the game, in general. Therefore, teachers have to know these elements and methods very well, to know how to apply them in game and necessarily to know the methodology of their learning and improvement.

In what follows, we propose some methodological moments to learn the most complex types of trips such as stops and pivots that school teachers will be able to apply successfully to students basketball training process, in particular the topics related to learning movements.

In sports practice, there are several methods and procedures for learning and improving basketball game. The most frequent method of repetition is used, where children over a certain period of time form a motive stereotype that they maintain throughout their training, ultimately bringing them to automatism phase, this element being possible to be fulfilled automatically in any game condition.

According to laws of physical education and sport, there are motor-driven actions that can be fully learned, that is, all motor activity in its entirety, or there are driving actions that cannot be fully mastered without dividing them into sequences of motion, the ultimate takeover of the whole motive act, in our case technical process of basketball game called stopping.

In fact, stops are not considered technical procedures with a sophisticated motorsport structure, which is why they will be fully mastered, but a number of methodological requirements are absolutely necessary for a quicker and more qualitative acquisition. Such a methodology is presented in Figure 2 below, which focusesd on two basic compartments necessary for the acquisition of any motive act, formation of image of motive act to be acquired and mechanism of the formation of motive act, namely the sequence Methodological means of actuation necessary to acquire it.

With regard to first imaging compartment, there are several variants to give children a clear picture of procedure to be mastered. In no case is it advisable to begin acquisition of technical process without it being clearly understood at the imaginary level by children. Today technical possibilities are very high to do this at a rather high quality level. Among the most widespread ways to educate children about technical process to be learned are: demonstration of various video training, videos that can easily be placed in any sports edifice; Demonstration of different plans with respective images; The demonstration of photo images and finally actual demonstration of process in play conditions, at first at a slower pace, then in real game conditions.

The process of forming children's image of the procedure to be appropriated must not be long-lasting, which would lead to loss of children's interest in acquiring it. For the start, it will not take more than 2-3 minutes depending on the means available to the coach. The more concrete and clear they are, the less the process of familiarizing children with given process will take.

Speaking about second training compartment, such as the *formation of motive skills*, it is here that when selecting actuating means, it is necessary to take strict account of mechanism of positive transfer of motive habits, namely means of actuating does not differ greatly from its structure Cinematic than previous one, once more complicated at structural level.

According to general methodology of learning movements in sports games, in general, and in basketball, in particular, the first exercises will be of familiarization, they will be simple, they will be performed at a slow tempo and usually without a ball. It is noteworthy that the ball is very exciting for children and the start of learning technical procedures immediately with the ball will not give good results.

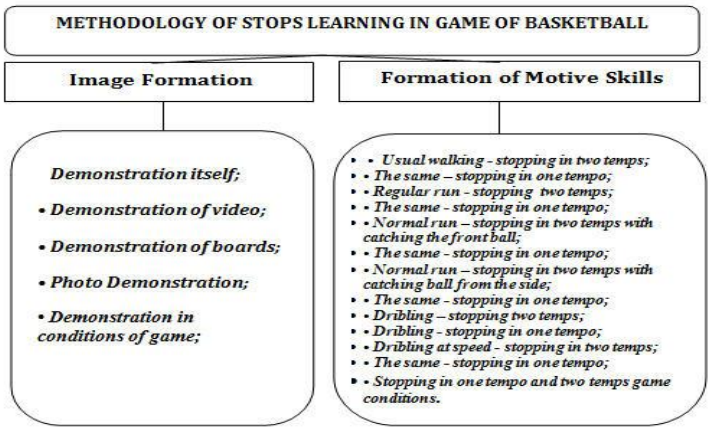

Figure 2.Schematic presentation of the learning methodology in basketball

It is absolutely necessary that during the acquisition of technical procedures, it is possible to go on their parallel learning. That is, when it comes to pivoting, parallel and consecutive learning both forward and back pivots. It will not proceed to a thorough assimilation of a procedure and then to another. After formation of a strong motor stereotype, it is very difficult to force the child to acquire another procedure of the same technical element. Based on the above, the actuation means will be applied in a clear sequence, taking into account their alternation as mentioned above.

Another important moment for acquiring technical elements and procedures is changing learning conditions of technical procedures. Firstly, they will learn in very simple conditions without involvement of opponent, as gradually conditions for execution of the process to more complex one, until the actual playing conditions are reached. It is also worth noting that learning of technical processes without adversaries and in simple conditions will not be long lasting. With initial training of motive act, the conditions for technical process will be changed, most often by resorting to different dynamic games with elements of basketball game, these being called preparatory games. It is worth mentioning that the best techniques are reinforced in gaming conditions, where the athlete is motivated for the outcome of the game and obviously will do his utmost to correctly and effectively perform any technical process.

In fact, these are some of the most important methodological moments in learning the technical methods of stopping in basketball, and their observance will favor positive learning faster and a high quality level of stops.

Another technique for moving is the so-called pivoting. This procedure is strictly a game of attack and is performed only with the ball. The methodological content of training does not differ much from the learning of stops in the basketball game. It is also based on two general compartments, *formation of the image* of motive act and *formation of the motive skills* of the motive act (Figure 3).

If we look closely at the first compartment, it is roughly the same as basketball stopping. The teacher can practically use all possibilities of familiarizing children with the technical process to be appropriated, then passing on proper learning of the children.

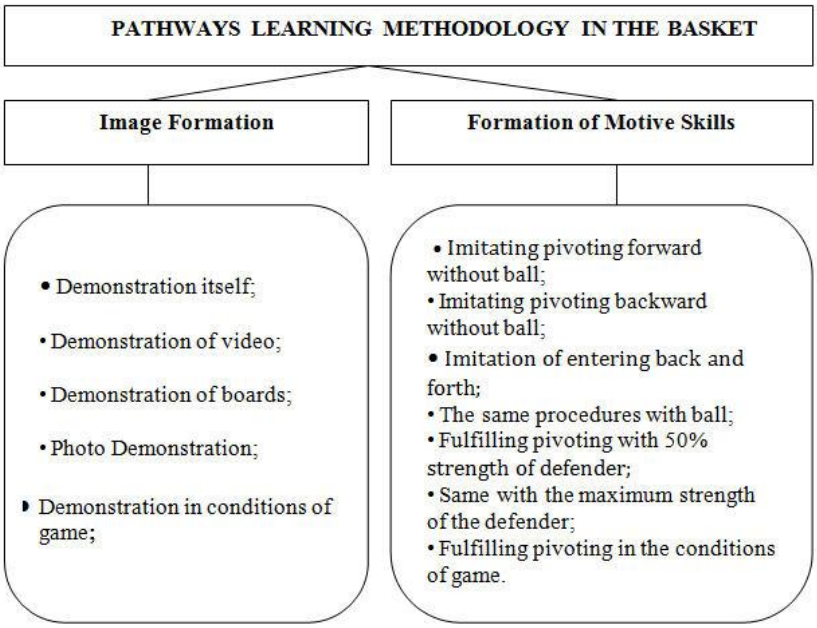

Figure. 3. Schematic presentation of the pivot learning methodology in basketball game

The pivots are quite important in basketball play and are required to protect the ball when a player is tightly marked by a defender. Depending on the playing conditions, the player with the ball has only 5 seconds to protect the ball by skillfully pivoting and stepping. During this time, player has the opportunity to look for his partner to play or to make a throw at the basket.

It is worth mentioning that pivots can be performed both before and after dribbling. After dribbling the striker with the ball can only perform two actions - to pass and throw to the basket. So both players must create conditions for their execution.

After getting familiar with the imaginary process, the actual learning of the process in question follows. As in the previous case, a number of helpful means will be applied to successfully assimilate the given process. It is worth mentioning that general methodology is respected as in case of learning stops in basketball game except for small deviations that are related to the structure and specificity of given process.

This, in fact, is a simpler process compared to other types of displacements, and as stops are fully learned, that is, without being divided into sequences. As in previous case, the proposed drive means will be applied only to the formation of driving skills, as they continue to strengthen in conditions close to game, then even in conditions of play with permanent change of playing conditions.

Therefore, this methodology is quite accessible and easy to implement by specialized teachers in the training process of novice basketball players. We will also mention the fact that given methodology can be supplemented and modified by coaches depending on sports quota they are preparing, the level of their sports training, training conditions available and others. We consider that given methodology will bring a substantial and considerable contribution to the training of novice basketball players, as well as to the theory and methodology of preparing basketball players in specialized institutions.

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The Effects of Vibration Plate Training on Strength and Static Balance of Women Who Practise MaintenanceSports

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Abstract

The purpose of this study was to investigate the effects of a program of training on the vibration plate, simultaneous with a conventional program of strength, which consists of exercises that underlie the training of the knee flexors and extensors, and which ensures women's strength and postural balance. The conclusion of this study was that the side-alternating vibration have beneficial effects on the control of the static balance, for women in this category of age. The results of the isokinetic force were similar for both experimental groups.

Keywords: vibration, strength, static balance, women

2. Introduction

There are many studies that showed that whole body vibration (WBV) can have a positive influence on the minimization of risk factors that lead to falls and fractures, this being performed through the improvement of muscle strength and of body balance. Even though the effects which influence and vary the characteristics of vibration (frequency, amplitude and the training duration) are not, at the moment, very well known, as vibration were used for the improvement of the isometric force of the leg's extensors. Delecluse et al. [11] showed that WBV have the potential of inducing similarities to the earned strength at the level of the knee extensors for the previously untrained women through this type of training, as to those observed after the resistance training at moderate intensity. Verschueren et al. [31] showed that in 6 months, the training program based on vibration for women in post-menopause improved their isometric and dynamic muscle force by 15-16%. On the other hand, a relative number of studies received less positive results of the vibration training. It had been demonstrated that vibrations might have negative effects on the soft tissues which can quickly lead to fatigue muscles [1], to the decrease of contraction, of strength [6], and to the loss of receptor and of nerve conduction velocity [2]. Also, it had been demonstrated that 11 weeks of standard training with vibration do not appear to be a beneficial method for the increase of the maximum muscle force, of the rate development of force or of the increasing jump height for healthy young adults [12]. The vibrations were introduced as an intervention in the force training, because it can increase the unitary motor activity of the inferior limbs through an augmented exciting opening from the muscle receptors. When the "tonic vibration reflex" is evoked, it is believed to lead to a better activity of the motor neurons due to the increasing entry received from the afferent pathways [13, 28]. However, the results of the WBV test, respecting the level of activity during the exposure, broadly, are hard to specify due to the nonspecific propagation of the stimuli's vibration, from the foot level. What is more, the tonic vibration caught by the reflex has been