Quality Receiving Points in Basketball at Beginners Level

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Abstract

In the literature, there are several methodological ways of learning basketball, but most of them are related to ball learning, and very few reflect the problem of ball learning, such as travel. In this article we propose an experimental learning methodology for the basketball game intended to increase the qualitative level of acquiring the ball-less technical elements and procedures as well as to reduce the time of their acquisition.

Keywords: game, basketball, qualitative skill, beginners

Introduction

At the contemporary stage in sports games, emphasis is on the quality of technical elements and procedures. This also applies to the basketball game, a spectacular game that more and more young people prefer to practise year after year. There are currently several opinions on issue of how to optimize the training process quality [3, 4, 6, 8]. However, very few publications present concrete data to increase the qualitative level of acquiring one or another technical element of the play. In addition, the vast majority of authors focus on learning ball techniques and only few works are dedicated to ball learning, such as [1, 2, 5, 7, 8].

In this sense, a pedagogical experiment was organized with beginner basketball players from specialized sports school "Speranţa" in Chisinau, where beginner basketball players focused on the experimental methodology proposed by us, this being made up of two compartments, the first being the formation of image *(Video demonstration, floor demonstration, photo demonstration, actual demonstration)*, formation and understanding of motive skills *(memes without ball, execution in simple conditions with ball, executions with 50% resistance of the opponent, executions with 100% resistance of the opponent, fulfilling pivoting in game conditions).*

This methodology was applied to teaching beginner basketball games, such as walking, running, jumping, stopping and pivoting. For the pedagogical experiment we selected one type of travel from the ones listed below that we grouped into two subgroups. In the first subgroup, walking, running and jumping were selected, and in second subgroup, those trips having a more complex kinematic structure were classified as stops and pivots. If in the first case movements were appreciated by the time of their execution, then in second case they were assessed according to the 10-point national grading system, according to the methodology proposed by C. Ciorbă (2005), where each note is described by a number of essential and nonessential mistakes in each execution.

Athletes were divided into the experimental group, where the experimental program was applied, and the control group, where they studied elements according to the traditional program. The recorded results were statistically processed and presented in Tables 1-3.

Table 1. Results of the acquisition of movements by beginner athletes in terms of quantity

Nr. or.	Test control	GR.	Initial testing, $X \pm m$	Final Testing $X \pm m$	t	p
1.	Walk forward and backward, s	M E	21.4±0.04 21.5±0.05	20.8±0.03 19.4±0.04	4.6 14.2	< 0.01 <0.001
2.	Little marathon, s	M E	27.6±0.07 27.4±0.06	26.9±0.06 25.7±0.05	3.5 6.8	< 0.05 <0.001
3.	Jump in length of on place, cm	M E	165.7±0.38 165.2±0.36	167.4±0.41 169.5±0.39	3.0 8.1	< 0.05 <0.001

According to these tests, in the first case, athletes were asked to move quickly, passing twice the 3-point throw area once with their backs. If we watch at the beginning of the pedagogical experiment, results of both groups are approximately equal, being around 21.4-21.5 seconds, that is groups are equal in value or called homogeneous groups. At the end of the experiment, pedagogically these results improved in both cases, but their growth rate was higher in the experimental group, where at the end of the experiment they recorded a result of 19.4 seconds compared to 20.8 seconds in the control group. According to statistical calculations,the difference between initial and final results is statistically significant only for the experimental group (P <0.001).

Another test of running trips was a small marathon at which students were in maximum running to run a basketball court in the form of zigzags between the line, free throw line, series of combinations. If we carefully monitor distance of about 50 m distance at the beginning of the pedagogical experiment it was approximately equal, ranging from 27.4 - 27.6 sec, as at the end of the study, time to scroll down to 26.9 seconds in the control group and 25.7 seconds in the experimental group. On the grounds that students already had a running practice and time of pedagogical experiment was rather small, increases in both cases were statistically significant (P <0.001).

Finally, the last test of jumping judgments in basketball game, which is also a sample representing quantitative results of trips, is the long jump on the spot. At the beginning of the pedagogical experiment, this indicator was approximately the same in both groups (control and experimental group) showing results between 165.7 and 165.2 centimeters. At the end of the experiment, they changed positively in both groups, increasing in the first case to 167.4 cm, and in the second, up to 169.5 cm, which represents a significant statistical increase in both cases (P <0.001).

Thus, analyzing the results of quantitative displacement samples, it is clear that the experimental methodology applied in the case given has favored quite a lot the increase in the acquisition level of movements related to walking, running and jumping.

The second group of moves proposed to be appropriated was that of technical movements such as stops at a tempo and two temps, pivots forward, back and forth. These movements can be investigated only in terms of the quality of acquiring them from a qualitative point of view, meaning technique of execution of the technical process (Table 2).

Table 2. Results of qualitative movement acquisition by novice athletes

Nr. or.	Test control	Group	Initial testing $X \pm m$	Final testing $X \pm m$	Diffe-rence
1.	Stop in one tempo	M E	3.2±0.03 3.3±0.04	7.4±0.04 8.6±0.06	4.2 5.3
2.	Stop in two temps	M E	3.4±0.04 3,5±0.05	7.8±0.01 8.8±0.03	4.4 5.3
3.	Pivoting forward	M E	4.2±0.07 4.1±0.05	8.1±0.04 9.3±0.07	3.9 5.2
4.	Pivoting Backward	M E	4.1±0.06 4.0±0.07	8.0±0.03 9.2±0.05	3.9 5.2
5.	Pivot by stepping	M E	3.8±0.02 3.7±0.03	7.9±0.04 8.1±0.06	4.1 4.4

It is worth recalling that their level of implementation has been appreciated by the 10-point national scoring system. The first displacement procedure proposed for analysis was stopping at a temp. It was verified at the beginning and end of the pedagogical experiment. Because at the beginning of the experiment this was a poorly known method, pupils registered results within the limits of 3.2-3.3 points, as at the end of the pedagogical experiment they increased to 7.4 points in the witness group and 8.6 in the experimental group. Mathematical calculations have shown that differences between initial and final results are statistically significant in both cases, with a clear priority for the experimental group.

In terms of stopping in two temps, results are roughly equal to a small difference, which is better absorbed at the beginning of the experiment - a fact made clear by fact that stopping in two temps is a natural one, which is why athletes did not meet big difficulties in acquiring them. Thus, at the beginning of the pedagogical experiment, it was 4.4-4.5 points, at the end of which it increased to 7.8 points in control group and 8.8 points in experimental group. Differences were quite imposing in both cases reaching 4-5 points.

In pivoting ahead, athletes of both groups were rated with 4.2 points in the control group and 4.1 points in the experimental group. At the end of the experiment scores of 8.1 points were recorded in the control group and 9.1 points in the experimental group, in both cases increases being significant, with a good priority for the experimental group.

Approximately the same trend is observed in case of backsliding, where after the initial testing results were almost equal in both groups, with ending much changing in both cases, with a clear priority in favor of the experimental group. Thus, at the beginning of the experiment, groups recorded an average of 4.0-4.1 points, at the end of the experiment reaching scores between 8.0-9.2 points - more favorable for experimental group, although athletes in the control group also achieved good results against initial testing.

The last test in this regard was pivot by stepping, this being a technically more complicated test compared to other tests. As in previous cases of initial testing, athletes have shown an average of 3.7 to 3.8 points in the average. At the end of the experiment, groups reached 7.9 points and the experimental group - 8.1 points, in both cases difference being significant reaching about 4 points on average.

Thus, application of experimental methodology in training of the beginner basketball players, regarding acquisition of basketball game, has clearly demonstrated its efficiency both in quantitative and qualitative terms, where athletes have appropriated at a fairly high level movements provided by the technical training for beginner basketball players.

In the pedagogical experiment we were very interested in the quality of trip acquisition, which in last instance is appreciated by the number of mistakes committed during their execution. According to the program of specialized sports schools, all technical procedures related to movements were selected by 5 basic faults, which in last instance demonstrate quality of technical procedure. Experts were expected to appreciate skill level of technical process, based on the number of mistakes made by each basketball player. These were investigated both at the beginning of the experiment and at the end of it (Table 3).

Thus, analyzing first the moving procedure in the table, stopping at a temp, we notice that at the initial testing athletes of both groups committed in average up to 4.1-4.3 mistakes, this being obvious because students did not know this clearly process. At the end of the experiment, the number of mistakes decreased substantially in both groups, especially in the experimental group, where athletes committed 1.8 mistakes compared to 2.5 mistakes in control group.

Results differ greatly in case of two stops, where the number of mistakes was more than four, and at the end of the pedagogical experiment it decreased to 2.6 mistakes in the control group and 1.5 mistakes in the experimental group.

The following three procedures are related to pivoting, called pivoting forward, pivoting back and pivoting by step. If we look at the evolution of the pivoting characteristics before, we observe that the number of mistakes in both groups is about four. In final testing it decreased to 2.0 in the control group and 1.7 in the experimental group. Compared with other displacement procedures, pivoting forward was acquired at a higher quality level because this movement is natural and quite clear to students and relatively easy to acquire.

Table 3. Evidence of number of mistakes in assimilating beginner basketball game

Nr.or.	Test control	Group	Initial testing	Final testing	Difference
1.	Stop in one tempo	M E	4.1 4.3	2.5 1.8	1.6 2.5
2.	Stop in two temps	M E	4.5 4.4	2.6 1.5	1.9 2.9

3.	Pivoting forward	M E	4.1 4.2	2.0 1.7	2.1 2.5
4.	Pivoting Backward	M E	4.4 4.5	2.2 1.9	2.2 2.6
5.	Pivot by stepping	M E	4.5 4.6	2.6 2.0	1.9 2.6

Back pivoting was a little more complicated than the previous one, which is why athletes of both groups recorded an average of 4.4-4.5 execution errors in initial testing. At the end of the pedagogical experiment, the number of mistakes decreased to 2.2 mistakes in the control group and 1.9 mistakes in the experimental group.

Finally, the last pivotal process was that of walking, which was somewhat more complicated in terms of execution technique. Thus, at initial testing, both groups scored between 4.5-4.6 mistakes, as at the end of the pedagogical experiment the number of mistakes was reduced to 2.6 mistakes in the control group and 2.0 in the experimental group.

Therefore, the experimental methodology applied to beginner basketball lessons had a considerable effect on movement assimilation, which in fact are the basis for appropriation of any sports game, including basketball, thus fully confirming the hypothesis advanced at the beginning of the pedagogical experiment.

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Investigation of Humor Styles of National Athletes in Terms of Some Variables

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Abstract

This study aims to investigate the humor styles of the national athletes who took part in the Turkish Athletics Federation in 2016 according to some variables. The research group included 176 volunteer national athletes (64 females, 112 males) who are active in various nationality grades (A, B and C) in the Turkish Athletics Federation. In the research study, "Humor Styles Scale", developed by Martin et al. (2003) and translated into Turkish by Yerlikaya (2003), was used as data collection tool. The data obtained in the study was analyzed by the SPSS 22 packet program.The margin of error in the study was taken as $p<0.05$. The cronbach alpha value of the study was found to be 0.71.Consequently; when the sub-dimensions with some variables of humor styles of national athletes participating in the research are examined, a statistically significant difference was determined in the self-improving humor style sub-dimension in the gender variable. The level of self-improving humor was higher in women than in men. A statistically significant difference was observed in subscale of aggressive and self-destructive humor styles in age variable. When the educational status variable is examined, it is observed that there is a statistically significant difference in the self-destructive humor style sub-dimension.

Keywords: national athlete, athletics, humor style