

81 - THE IMPORTANCE OF BASKETBALL IN THE DEVELOPMENT OF THE AGILITY IN CHILDREN/ADOLESCENTS IN FUNDAMENTAL SCHOOL.

CARLOS AUGUSTO SILVA RIBEIRO FILHO,
CHARLLYN SON WILSON CORDEIRO,
PAULINO HYKAVEY JUNIOR,
FACULDADE GUAIRACÁ, GUARAPUAVA, PARANÁ, BRASIL
carlinhos_filho13@hotmail.com
baskcharles@hotmail.com

INTRODUCTION

Physical Education is the profession in charge of all physical activities, with all its functions and assignments that its professional might have, such as teaching in schools, prescribing personalized exercises or managing a team. Physical Education is not an occupation, it's a profession recognized and regularized by federal law (SABA, 2008).

According to Paraná (2008) in the state of Paraná its presence is mandatory in fundamental school from 5^a to 8^a grade, being developed under the custody of Public Power of State.

The physical Education is part of the general project of schooling and as member of that project it must be integrated in the political-pedagogic project, because it has its objects of study and its own guideline, and deal with relevant knowledge on school (PARANÁ, 2009).

The DCE's (State Curricular Guideline), were developed to guide the state schools, and must be followed, word by word, within the DEC's exists the structuring contents, and one of those contents is sport, ensure to the students the right of access and reflection about the sport practice, and adapt them to the school reality must be daily actions on the public teaching system, and inside of that structuring content rests basketball (PARANÁ, 2009).

The main reasons that lead James Naismith to create basketball were, the need to encourage his students to participate in a physical activity, because they were starting to show signs of indifference that were caused by the monotony of his classes and the need of an activity that could be practiced by many students at the same time (Ferreira; Rose Junior, 2003).

In basketball its possible to find the most different and basic forms of human movement, such as running, jumping and throwing. They are present in the execution of the game fundamentals or in its combination, like in the multi-direction displacement, in rebounding or in the execution of throw or a pass. Another important feature in basketball is the variability of rhythm and intensity in the execution of its actions (ROSE JUNIOR; TRICOLI, 2005).

Children/adolescent when reach the mature stage inside a fundamental motor pattern, small alterations occur in the form of that specialized motor ability, the sophistication of the pattern and variation of the style in its basic form may occur depending on the refinement of the ability (precision, accuracy and control), however, the basic standard remains the same (GALLAHUE; OSMUN, 2005).

All large improvement on performance is based on growing physical abilities, and those can be view annually, the more the adolescent improve its strength, resistance, reaction time, speed, coordination and that way on, we can observe better levels of performance daily (POWERS; HOWLEY, 2005).

And basketball being such a complex and dynamic sport, the main goal of the present study is to verify if through its practice, the development of agility may occur on students.

METHODOLOGY

This paper has been parameterized through an prospective, randomized and controlled study, it's classified as an experimental study (THOMAS; NELSON, 2005).

The sample was compound of 62 students, being 29 males and 33 females, aging between 10 and 14 years old, all registered at a State school of Guarapuava – PR. All volunteers were informed about the study and signed the free and enlightened agreement term (TCLE).

On the evaluation were used, a Polar Fs1 stopwatch, adhesive tape, ten meters tape, two wood blocks measuring 5 x 5 x 10 centimeters.

The sample was separated in two groups, group A, being the group that realized the basketball planned classes, and, group B, being the control group, that realized normal school planning.

All individuals were submitted to the agility test, shuttle run. In the first moment a pilot test was applied and in the second moment the real test was applied.

For the fulfillment of the test two lines were glued on the floor using the adhesive tape and the ten meters tape, between the two lines there is a 9 meters and 14 centimeters space and 10 centimeters ahead of the second line the wood blocks were placed with a 30 centimeters space between them, the students should wait for the go command that would be said by teacher in a one leg ahead and one leg behind position, then run and pick up the first wood block, drop down the wood block behind the first line, run again pick up the second wood block and drop it down behind the first line, the stopwatch would be switched on the go command and switched off in the moment the second wood block touch the ground.

Students from both groups realized the test twice, once in each class, group A was divided in male and females, females first while that the males were watching, than the males made the test and the females watched. Group B followed the same procedures

Both groups were submitted to nine classes according to each planning above mentioned and reevaluated at the end of those classes.

All data were analyzed through average and standard diversion, after that the ANOVA one-way with a 5%(p = 0.05) significance level was used to compare the results, all data was normalized, and presented in tables and graphics.

RESULTS AND DISCUSSION

The table 1 shows the anthropometric features of the male sample, average, standard diversion, minimum and maximum. Graphic 1 exemplifies the results of both before and after shuttle run testing from male children/adolescent of the basketball and control group.

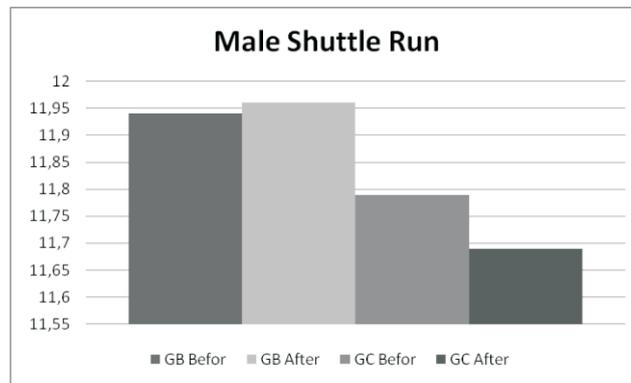
TABLE 1 – Male anthropometric features

	Weight (kg)	Stature (cm)	Age (years)
Average	42,03	147,7	11
SD	11,3	8,78	0,73
Minimum	26,7	132	10
Maximum	65,8	164	14

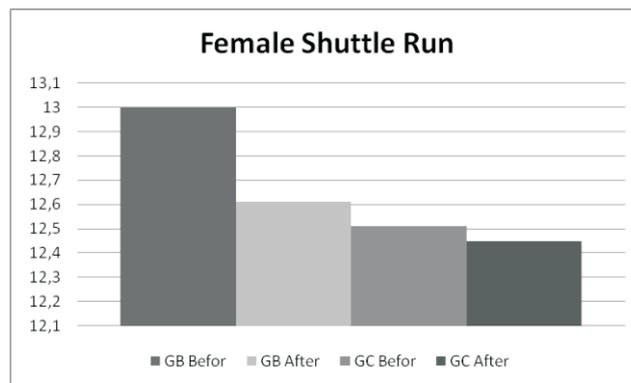
Table 2 shows the anthropometric features of the female sample, average, standard diversion, minimum and maximum. Graphic 2 express the results from female children/adolescent on the shuttle run test from both basketball and control group.

TABLE 2 – Female anthropometric feature

	Weight (kg)	Stature (cm)	Age (years)
Average	42,49	149,2	10
	9,14	8,34	0,59
Minimum	26,3	133	10
Maximum	70,1	165	12



GRAPHIC 1 – MALE SHUTTLE RUN, BASKETBALL AND CONTROL GROUP, BEFORE AND AFTER (seconds).



GRAPHIC 2 – FEMALE SHUTTLE RUN, BASKETBALL AND CONTROL GROUP, BEFORE AND AFTER (seconds).

When compared which classes presented the bigger influence in the development of the agility in males, both groups express no significant result ($p > 0,05$). That comparison was realized through standard average on the shuttle run test in both groups.

And when compared which classes presented the biggest influence on the agility of the females, both groups did not express any significant result either.

By Analyzing those results we can verify that, both the basketball group having its planning directed to that sport, and the control group that performed the normal classes following the curricular planning, the time of training might have interfered directly on the results (POWERS; HOWLEY, 2005).

The male group presented an average of 11,94 seconds the test performed before the 9 classes and after those 4 weeks the average was 11,96 seconds, according to Foss; Keteyiam (2000) the agility specialized training has bigger effects after 8 weeks.

The planning might have interfered in the final results, they were not made specially to improve the students agility but made with activities such as games appropriated to that age (GALLAHUE; OZMUN, 2005).

In a study, school was emphasized as the device in better position to provide physical activities to children/adolescent, because of its critical environment and cultural reproduction, having a logic of knowledge imposition, which privileges the work with games (PASSES; ALONSO, 2009).

According to a study developed by Kunze (1987) to improve the agility, exercises that require a fast change of direction on movement using the role body are necessary. The task realized on this study focus on games, not specially on agility training, causing an execution with no speed, affecting directly the agility.

That idea is supported by a study developed by Bompa (2002), which emphasizes that the agility training should become specific, depending on the modality demands.

The activities applied on the 9 classes, were activities that demanded a continuous change of direction on the move, however, was found that those activities loosed speed during its course, being the major objective of basketball learning.

Those games are not of fast and continuous movements, but simple games that seek the best effort from the student through different tecnics found, in basketball trying to reach the goal set by the teacher (BOMPA, 2002).

Despite that this study have not found a significant improvement in the agility, it presented an importance on school, basketball become a motivating activity inside the teachers' curricular planning affecting the students. This sport is a structuring sport not only from the motor point of view, but from the social and affective to, because it works out the hole body and its movements, the integration of all kids in a group activity and the affective when everybody is playing together (ROSE; DANTE; TRICOLI, 2005).

This methodology did not focus at any point the basketball training, it main focus was always the basketball learning through games (PARANÁ, 2009).

One of the main topics reminded during the elaboration and inserted on the class planning was the preoccupation with not to do basketball an excluder practice, make everybody learn together playing, competing and having fun, respecting the students maturation and the ideal age to introduce the competition (FERREIRA; ROSE; DANTE, 2003).

CONCLUSION

With the results found in this study, we concluded that both, the basketball group and the control group, did not reached a significant improvement on the agility test, shuttle run, in children/adolescent of male and female sex in a public school of Guarapuava – PR.

although this study did not add an improvement of the agility, basketball has shown itself as an alternative motivating exercise, because of its different exercises always establishing a new routine to its participants, and, beyond that, this study has become a very effective motor, social and affective activity.

It is recommend the analysis of a specific agility training through the basketball to verify and quantify the influence of that training. A new longitudinal study is highly recommended to confirm if there is or not any influence on agility training through basketball by time of training.

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THE IMPORTANCE OF BASKETBALL IN THE DEVELOPMENT OF THE AGILITY IN CHILDREN AND ADOLESCENTS IN THE FUNDAMENTAL SCHOOL.

ABSTRACT

Basketball is an sport of long duration and moderate intensity, because of those aspects it demands a lot from it's participants. The main goal of these study is to prove the importance of basketball in schools seeking the development of the

agility in students of a public school in the city of Guarapuava – Paraná. 62 (sixty two) children (male and female) from two classes randomly picked, were put to a agility test, shuttle run, in the first moment the students performed a pilot test, and, in the second moment the real test. The students were separated in two groups, group A, participated in the basketball classes, and group B, the control group, that participated in the normal classes, following the curricular planning. Both groups were submitted to the previously mentioned planning and rated again at the end of the classes. All the results were analyzed through averaged and standard deviation, the ANOVA one-way was used, with a significance level of 5% (p = 0.05) to compare all data, being all result normalized and shown in tables and graphics. It is understood, that both groups, basketball and control, didn't shown a significant improvement in the shuttle run test when applied to children under the circumstances previously showed, at a public school in Guarapuava - PR.

KEY WORDS: Collegiate Basketball, body development, agility.

L'IMPORTANCE DU BASKET BALL DAS LE DEVELOPMENT DE L'AGILITÉ DANS DES ENFANTS/ADOLESCENTS DE L'ENSEIGNEMENT FUNDAMENTAL

RÉSUMÉ

Le basket ball s'agir d'un sport de longue durée et intensité modéré vient à exiger tres physiquement de leurs participants. L'objectif de cette étude est constater l'importance du travail du basket ball dans les écoles en visant le développement de l'agilité des élèves d'une école du niveau de l'état d'enseignement dans la ville de Guarapuava – PR. Ont été sélectionnés 62 enfants/adolescents de deux groupes aléatoirement, des tous les deux les sexes, les personnes ont été soumis à l'essai d'agilité shuttle run, en étant premièrement réalise un essai pilote, postérieurement l'essai dit. L'échantillon a été divisé a deux groupes, groupe A, que ont réalisé les leçons en suivant le planning avec formation de basket ball et groupe B en étant le groupe controlé qui a réalisé le planning curriculaire. Les deux les groupes ont été soumis à 9(neuf) leçons conformément aux planning mentionnées au-dessus, et réévaluées à la fin de ces leçons. Les données ont été analysées à travers moyenne et déviation étalon, postérieurement ANOVA one-way avec niveau d'importance de 5% (p = 0,05) pour comparaison des moyennes, depuis leurs résultats ont été normalisés, et présentés dans des tableaux et des graphiques. Ils se sont conclus que les deux les groupes, le groupe de basket ball et le groupe controlé, n'ont pas eu une augmentation significative dans l'essai d'agilité du sexe masculin et féminin de l'école de la ville de Guarapuava – PR.

PAROLES-CLÉ: basket ball scolaire, développement corporel, agilité.

LA IMPORTANCIA BALONCESTO EN EL DESARROLLO DE LA AGILIDAD EN LA EDUCACIÓN BÁSICA DEL ADOLESCENTE DE LA ENSEÑANZA PRIMARIA

RESUMEN

El baloncesto por tratarse de un deporte de duración larga y intensidad moderada exige mucho físicamente de sus participantes. El objetivo de este estudio es constatar la importancia del trabajo del baloncesto en las escuelas que tienen como objetivo el desarrollo de la agilidad de los alumnos de una escuela de la red pública estadual en la ciudad de Guarapuava - PR . Fueron seleccionados 62 niños/adolescentes de dos grupos aleatoriamente, de ambos los sexos, los individuos habían sido sometidos a la prueba de la agilidad "Shuttle Run", siendo ante todo realizado un examen piloto, y más adelante la prueba, evaluándoles. La muestra fue dividida en dos grupos, el grupo A, que realizó lecciones siguiendo el planeamiento con el entrenamiento del baloncesto, y el grupo B siendo el grupo controlado, que realizó el planeamiento del plan de estudios. Ambos, habían sido sometidos a 9 (nueve) lecciones de acuerdo con los planeamientos arriba, y reevaluados al final de estas lecciones. Los datos habían sido analizados a través del promedio y de la línea de desvío estándar, posterior de "ANOVA one-way" con el nivel de la significación del 5% (p = 0.05) para la comparación de los promedios, ya que sus resultados fueron normalizados, y presentados en tablas y gráficos. Se concluye que ambos los grupos, el grupo de baloncesto y el grupo control, no habían tenido un aumento significativo en el examen de agilidad "shuttle run" en niños / adolescentes del sexo masculino y femenino de la escuela pública de Guarapuava - Pr.

PALABRAS-CLAVES: El baloncesto de la escuela, desarrollo corporal, agilidad.

IMPORTÂNCIA DO BASQUETEBOL NO DESENVOLVIMENTO DA AGILIDADE EM CRIANÇAS/ADOLESCENTES DO ENSINO FUNDAMENTAL

RESUMO

O basquetebol por se tratar de um esporte de longa duração e intensidade moderada vem a exigir muito fisicamente de seus participantes. O objetivo deste estudo é constatar a importância do trabalho do basquetebol nas escolas visando o desenvolvimento da agilidade dos alunos de uma escola da rede estadual de ensino na cidade de Guarapuava – PR. Foram selecionadas 62 crianças/adolescentes de duas turmas aleatoriamente, de ambos os sexos, os indivíduos foram submetidos ao teste de agilidade Shuttle Run, sendo primeiramente realizado um teste piloto, posteriormente o teste propriamente dito. A amostra foi dividida em dois grupos, grupo A, que realizaram as aulas seguindo o planejamento com treinamento de basquetebol, e grupo B sendo o grupo controle, que realizou o planejamento curricular. Ambos os grupos foram submetidos a 9 (nove) aulas de acordo com os planejamentos citados a cima, e reavaliados ao fim destas aulas. Os dados foram analisados através de média e desvio padrão, posteriormente ANOVA one-way com nível de significância de 5% (p = 0.05) para comparação das médias, já que seus resultados foram normalizados, e apresentados em tabelas e gráficos. Concluí-se que ambos os grupos, o grupo de basquetebol e o grupo controle, não tiveram um aumento significativo no teste de agilidade shuttle run em crianças/adolescentes do sexo masculino e feminino da escola estadual de Guarapuava – PR.

PALAVRAS-CHAVE: basquetebol escolar, desenvolvimento corporal, agilidade.

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