

## ANALYSIS OF THE CURRICULUM OF BASKETBALL AS A SUBJECT IN LOWER SECONDARY EDUCATION

**Hazir Salihu, Qazim Elshani and Artan Kryeziu**

*Faculty for sport and physical education, Prishtine, Kosovo*

*Review paper*

### **Abstract**

*The aim of the paper is designed to analyze and study the Curriculum of basketball as a subject in lower secondary education. This paper deals with theoretical analyzes of the school curriculum from grade VI to IX of lower secondary education, and analysis of each class separately. When analyzing the Curriculum, we observed all classes separately, through which the aims and objectives for lower secondary education on the subject of basketball can be realized.*

**Key words:** *Observation, analysis, aim, education, curriculum, basketball*

### **Introduction**

*Movement is as necessary to mental and physical development as food. (G. Nash).*

The program is compiled based on ideal conditions and characteristics of bio-psycho-social support of different age groups, especially based on goals and objectives to be achieved in the locomotor transformation of the students' body. Within secondary education besides other subjects, the education of pupils through movements is also a consisting part, including the continuous progress of students' general education within this learning cycle. Throughout the planning of physical education and sport classes, the subject of basketball is included as well. This subject includes the basic parts of the basketball game for students. Basketball movement skills start developing during lower secondary education, starting with the technical elements, and after a period of time they start with recognizing the game tactics, respectively from grade V, VI to IX, more specifically from age 10-11 to age 14-15 years. In lower secondary education, only 2 hours a week are realized, which means that the number of hours per week for this cycle of education is not enough. We have 2 hours per week for this cycle, a total of only 17 hours for collective games, while the other 25 hours or 33% are part of the chosen sport. Thus, for one academic year the subject of physical education and sports includes 74 hours of lessons for lower secondary education.

### **Objectives and aims of the study**

The aim of this paper is to analyze the Curriculum of the basketball course in lower secondary education. We also determined to conduct the study of this paper considering all aspects of dealing with this level of education of students. The main goal of physical education and sport in this cycle is treated by applying fundamental knowledge of the movements. While the additional goal of physical education and sport, is to create opportunities for exercising kinesiological actions, to meet the needs of students during the classes of physical education and sport.

### **Methods**

This paper will carefully treat the theoretical analysis of the curriculum for the subject of basketball to the students of different age groups. Also an analysis of each class separately will be carried out in order to achieve the set objectives.

### **Discussion**

In grade VI, the program includes technical movements without a ball: Learning the types of positions (stands) in basketball, walking, running, stops on basic positions (learned), then the extension exercises, jumping, etc... While technical movements with a ball: Adapting to the ball, catching and holding the ball, passing, free dribbling with changing the hand and direction, stopping the dribble, shooting at the basket from a stand point and moving. Whereas, teaching individual and group tactical elements, such as playing with a basket and tactical exercises 1:1, 2:2 and 3:3 game with one basket. Goals and objectives for this level are: • Pedagogical process is guided so that each student is motivated and successful during Operations; • Basketball as a relaxing sport and education tool in general for the students during the physical education class; • To define the methods and organizational forms of the work during the period of basketball hours; • All classes must motivate, encourage students, and should have good reciprocal relations (human); • Special treatment should be given to students with special needs and the talented ones; • Proper development of the body, locomotive and functional capabilities; • The development of movement skills (coordination, strength, speed, mobility, stability (balance, equilibrium), accuracy (precision) etc... In grade VII, the program includes the strengthening of technical and tactical moves, dribbling, leadership, passing, stealing the ball, shooting, infiltration, coverage of the opponent. The game 1:1, 2:2, 3:3 on one and 4:4 on two baskets. The program also includes the application of technical and tactical elements in different game situations. Goals and objectives for this level are: • Detection and elimination of locomotive weaknesses during the basketball

game; • Developing skills and biological dimensions of the students; • Proper orientation of students who excel in this sport; • The promotion of keeping the body straight; • Acquiring technical and tactical movements; • Strengthening the body and overall health. In eighth grade, the program includes technical and tactical movements, such as the application of passes with teammates through various locomotive forms and throws to the basket, etc... The game 3:3, 4:4, with the presence of an arbitrator by applying the rules of the game. Goals and objectives for this level are: • Development of functional locomotive skills as well as proper growth and health protection development in general; • Detection and elimination of locomotive gaps, possibly even psycho-somatic through the development of the basketball game; • Creating locomotive habits and higher memorization; • Establishing the right body and mental attitude in dealing with the introduction of various practical situations in the game, class, etc.. In the ninth grade, through the game, in terms of possible and potential number of players the program includes: repetition, correction and right strengthening of technical movements, such as passes and receipts, dribble, management, trickery (tricks), throws to the basket, etc... In addition, the individual tactical movements, attack, group and collective play, which students should know or at least those of the elective course in the two basketball defence zones, one to one (1:1) and a combined one are learnt and corrected through the game. Furthermore, the preceding collective attack by different kinds of counterattacks, the selected students should learn and reinforce the two systems. Also among the classes, at least in two collective sports competitions should take place. Goals and objectives for this level are: • Proper development of the locomotive capability, considering those functioning through movement combined during the game and possible attractions in special moments; • Increase the level of sports skills, specifically the sport in question (basketball); • Developing physical skills and intelligence, through the programmed locomotore activity; • Mastering the skills (privacy) of the game of basketball.

- Establishing the right mental attitude when facing different situations during development of the game of basketball;
- Fitness (durability) and disciplined in dealing with opponents.

### Conclusion – summary

In this paper we have inspected in chronological order, the entire curriculum of lower secondary education for the field of basketball, namely analysis, goals and objectives for each class separately. We can conclude that the purpose of this paper is designed to analyze the curriculum for this education cycle in the subject of basketball, by which we have also managed to accomplish the goals and objectives set for publication in the theoretical analysis of the curriculum in question.

### Recommendations

We recommend that in lower secondary education, the hours per week of physical education and sports classes should increase because of the multi-dimensional positivity as a necessity of the level and time. • This period of development of lower secondary education is very essential to the subsequent and permanent education of students, and their psycho-physical fitness; • The proper growth and development occur right at this age, so we should be very careful during the hours of basketball for the respective grades; • We must be very careful when developing students' locomotion, and perfection of the movements of the game of basketball at this level of education;

- If possible, we actively add (increase) motivation, character and emotions of students during the education in this age;
- Students should gain necessary skills to advance in organized basketball activity;
- We must apply "EUROFIT" tests which manage to evaluate the anthropological dimensions students; Work systematically and consistently to all school years;
- Appropriate infrastructure for basketball will contribute in doubling the numbers of hours/classes and the increasing the professional level in this school cycle.

### References

- Gjinolli, E. (2004). *Physical education and sport. KL. VI. School textbook*, (pp. 51-57). Prishtina: Press.
- Gjinolli, E. (2004). *Physical and sport education, grade VII. School textbook*, (pp. 47-53). Prishtina: Press.
- Salihu, H. (2006). *Basketball – textbook*. Prishtina: Press.
- Salihu, H. (2011). *Tests (measurements) evaluation in elective sport*. Textbook. Prishtina: Press.
- Salihu, H. (2010). *The pedagogy of physical education*. Prishtina: Press.
- Knjaz, D., Matković, B., & Rupčić. T. (2012). Contribution to the analysis of problems of organization and implementation issues in basketball games in teaching P.E. (in primary schools in Croatia). In Findak, V. (Ed.) *18 Ljetnja škola kineziologa RH*. [http://www.hrks.hr/skole/18\\_ljetna\\_skola/414-418.pdf](http://www.hrks.hr/skole/18_ljetna_skola/414-418.pdf).
- \* \* \* (2005). [www.masht.gov.com](http://www.masht.gov.com) – The curriculum for grades VI, VII, VIII and IX. Prishtina: Gov. Press.

## ANALIZA KURIKULUMA KOŠARKE KAO SUBJEKTA U OSNOVNO-ŠKOLSKOM OBRAZOVANJU

### Sažetak

*Cilj ovog rada bio je dizajniran ka analizi i proučavanju Kurukuluma košarke kao subjekta u osnovno-školskom obrazovanju. Rad se bavi teorijskom analizom školskog kurikuluma od VI do IX razreda i analizira svaki razred posebno. Kroza takav pristup i analizu odvojenih razreda, mogu biti realizirani ciljevi i namjere u obrazovanju u osnovnoj školi.*

**Ključne riječi:** *promatranje, analiza, cilj, obrazovanje, kurikulum, košarka*

---

*Received: July 24, 2013*

*Accepted: December 10, 2013*

*Correspondence to:*

*Prof. Hazir Salihu, Ph.D.*

*University of Prishtine*

*Department of Sport Sciences*

*38000 Prishtine, Rz. Ramiz Sadiku, Kosovo*

*E-mail: hazirsalihu@hotmail.com*