



BASKETBALL TRAINING PROGRAMS FOR UNIVERSITIES. A THEORETICAL APPROACH

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Abstract

In order to prepare a training syllabus regarding the academic basketball, a scientific foundation is needed.

The project tries to bring new theoretical issues in discussion, regarding students who perform basketball at this level of training and education.

Wording a precise and clear definition of the syllabus is a necessary process because it gives us clues and information about the role it needs to play in students' training. Physical education and sport program represents an official document which contains the instructive-educational process traits for every sub-level of the physical education or sport, which targets prevision, planning, evidence, outputs and feedback of that proces.

Keywords: curriculum, syllabus, basketball, team representative

JEL classification: I 21, I 23

Introduction

This paper tries to shed some light on some new theoretical aspects involving female students who are part of a representative basketball team in an unspecialized educational unit – at this moment there no training programs for this level. The main research method is a bibliographic survey of the Romanian and some foreigner literature related with the proposed topic.

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The „curriculum” concept

The word “curriculum” is a Latin word which meant “an athletics route to follow”. Its modern meaning refers to “the school path for a student/pupil” in a specific school or field of activity.

“This term was firstly mentioned in documents belonging to Leiden University (1582) and also Glasgow (1633)”. (Stanciu, 1999, page 22).

In the official tutoring dictionary “curriculum” is “an educational activity schedule which is reflected by using educational plans, school/university/post-university

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classes' configuration, educational books and materials, methodology guides, etc., which lead to accomplishing educational-related objectives". (Tutoring Dictionary, 1979, p. 111)

There is not, however, a unanimous definition for this term. Its definition varies from researchers to those who practice in this field depending on anyone's different conception regarding issuing and working out a curriculum. "Certain researchers have grouped together all "curriculum" definitions made as years went by in nine categories, depending on their particular aspects:

- All activities executed by students/pupils under strict tutor surveillance, in school;
- Life and schedule of students/pupils in a school;
- An educational plan;
- A succession of learning activities done by a school with a definite purpose of systematically practicing ways of thinking and action;
- A general plan containing knowledge patterns and learning materials which a school must provide their students with, all for carving a certain path of progress for their professional future;
- Methodical research for all methods in which a fact can be viewed – this represents an object of study for many disciplines;
- A systematical method of knowledge and activity reconstruction given to students as learning experience with clear objectives and with a clear course of action;
- A progressive way of showing possible ways of thinking regarding human experiences;
- A systematical studio in five big fields of work: mastering native language and the systematical study of grammar, literature and writing, math, science, history, foreign languages". (Jinga, 2000)

From these "curriculum" definitions, two aspects emerge:

1. The curriculum is a cluster of educational processes and life experiences which a student follows for all his training period.
2. A curriculum is a system of adjustment documents in which all essential data regarding educational, professional shaping and experience gain – these are all offered by the institution. In this regard, an official curriculum (formal) is accomplished by the following documents:
 - a) Educational policy related documents (which mark all ideals and results of a learning system; a personality profile for all graduates which is accepted by society). System results are a reference model for the ends of learning cycles and all other school levels (elementary, gymnasium, high-school, university)
 - b) Definite plan – meant for the legally imposed levels of education. These are documents with a strong adaptation ability issued by M.E.C. and which clearly require following some principles like



differentiating a definite plan by:

- age, profile and area of activity;
 - tutor time: weekly number of classes;
 - institution decision freedom – this allows an increased possibility of differentiating;
 - an offer towards graduates to express their options and to benefit from smooth learning paths;
- c) School/university/post-university programs – which are the requirements for base curriculum imposed objects (core-curriculum), and for a profile institution's decision – a school/university director will decide on which profile to build (Colibaba, 2007, pp. 48-49).

School program is a base instrument for achieving teaching planning. For a professor, a program is his or hers main guide for planning and executing activities – it has an operational and instrumental value (Nicola, 1996, p. 371)

Included in a curriculum, school general program structure is different from that designed for specialized sport branches meant for sport clubs (in this case our representative teams). What we want to underline is that school program for physical education classes in schools and universities is different from a training program in sports coaching for schools and universities.

School programs

School programs are official documents which describe the educational offer of a certain object of study for a well known schooling path.

A schooling general program for an object of study is made of:

- standard objectives;
- reference objectives or each year's planned knowledge retaining limits;
- learning activity examples;
- contents;
- curriculum-related performance standards

Training programs

Training programs are documents which contain in detail the actual components of a sport branch for each year of study and are usually put together by official federations. Training programs materialize the nature and knowledge volume, skills and abilities which are due to undergo learning, strengthening and perfecting process over a determined period of time. (in this case, a university year)

A training program is divided on chapters, sub/chapters, themes – all with a designated number of teaching hours attached.

When talking about its structure, a training program is made up of two parts, the introduction and the actual program. In the introduction tasks, objectives and object



of study's importance as well as fundamental objectives and methodical specifications are all underlined.

The second part – actual program – a plan of knowledge to be “injected” divided in chapters, sub-chapters, themes and classes along with the required number of hours - all are included.

Any general program must meet a series of criteria (Gh. Cârstea, 2000):

- ensure a whole base that must be multilateral and continuously ready for student training, merging linear with concentric training;
- it must be an obligation regarding total obedience towards any rule;
- it must give priority to the formal side of training by comparison to the informal side. Subjects must constantly learn new things, know more in order to apply what they have gained depending on their needs;
- it must be dynamic after reaching a certain period of inflexibility, all imposed by social reality;
- it must ensure differentiated subject treatment according to gender and training level;
- it must precisely state every single component of the training program, its objectives and purposes for every class of students/pupils or for every training stage.

School program contents evaluation

School program quality is analyzed by applying a set of criteria. Psychological-tutoring criteria refer to selecting elements according to:

- subjects' current development stage;
- formal value of contained elements;
- permanent educational value;
- skills required by a certain area of work;
- tutoring possibility of reaching different students in different intellectual and growth stages.

These aspects will be organized for tutoring purposes, on a vertical column as well as on a horizontal line:

Vertical arrangement means a logical succession of elements along the curriculum. Main purpose is to help subjects build a cognitively coherent structure for a work field.

Horizontal arrangement means theme correlation between different objects of study for avoiding overlaps, redundancy and to accomplish a chain of unrelated knowledge gathered from different disciplines.

The vertical arrangement and the horizontal one are both at the same time main guidelines for a critical analysis of a general program and represent ways for making a curriculum happen. These criteria can be supplemented by contents



relevance by contrast to the educational objectives followed, authenticity and internal meaning (scientific accuracy, essential characteristics and knowledge update situation).

Conclusions

A school general program is a document which helps configure a training program contents for an object of study. This program indicates objectives, themes and sub-themes for every discipline. For a professor, a general program represents the main guide in designing and executing activities, having both operational and instrumental values.

This document is the main instrument from which tutoring programming begins. Its operational characteristic derives from the fact that any professor is left with enough autonomy for organizing their own activities. In a whole view, programs must become more adaptable to learning reality allowing a professor/teacher to introduce new themes and sub-themes accounting the changeable conditions.

Physical education and sport program represents an official document which contains the instructive-educational process traits for every sub-level of the physical education or sport, as well as some collateral aspects of this process which targets evaluation problems, planning, evidence, etc.

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