

ELEMENTARY GAMES IN BASKETBALL TRAINING

Edin Užičanin

Basketball club "Millennium", Živinice, Bosnia and Herzegovina

Professional paper

Summary

The games in sport training are applied as other training operators, in reference to other goals in separate part of sport training. In that way for example, one strength training with usual contents can be replaced with training which contain elementary games that with its content influence at same ability that we want to achieve. In this work are shown games used for development of speed, strength, flexibility, endurance and other basic abilities, but which in specific measure create positive mood and have equal influence as other kinetic operators.

Key words: *Elementary games, basketball, speed, strength, coordination, flexibility, precision, endurance, balance*

INTRODUCTION

Basketball is a "simple" game with combination of different kinds of movements. Generally, we can divide them in movements with and without a ball. The basis of these movements are running with different intensity and duration, with fast changing of movement direction, stopping and starting, different kinds of jumps, throwing and catching the ball. Basketball is characterized by dynamic movements. The base of these movements is coordination and agility. Basketball develops other psychophysical abilities like speed, endurance, precision and strength.

Game is a part of human life which follows the man trough each stage of his development, from birth to death. It is an adequate and an indomitable mean of working with pupils and preschoolers which ensures creation of positive emotions like satisfaction, laughter and joy.

Elementary games are games with simple rules and content. They usually used in physical training class, but also in training of sportsmen. The main characteristics of these games are that they do not have strict rules and they can be adjusted to the current conditions and to the age of students or sportsmen. They are characterized by big number of simple natural movements. The games are applied in order to learn, or more often to practice already learned motor skills.

They are good way to improve motor abilities and skills through fun and enjoyment. Positive and competitive character of the games and the team

work produce intrinsic motivation that is very important factor for motivating children to actively participate in elementary games.

CLASSIFICATION OF GAMES

In his theory of games, Roger Caillois (Sindik, 2000) suggests dividing games in four main subclasses, depending on whether the competition is dominant in games (AGON), coincidence or luck (ALEA), simulation or mimicking (MIMICRY) or enthusiasms (ILINX). AGON is characterized by competition, a fight with inartificially created chances for victory in terms of one or more characteristics or abilities (Sindik, 2000)¹, and in this group, side by side with social games, elementary games are placed.

Looking from different points of view, there are different classifications of games:

- in terms of complexity of organisation (simple and complex)
- games with or without help tool
- in terms of sports in where they are applied (games for basketball, volleyball, judo, handball, football, etc.)
- Elementary games of separate movements structures (running, catching and racing, pulling, pushing, etc.)
- According to Kortnik (1978) they are classified in terms of orientation on development of some motor abilities (games of speed, strength, skilfulness, games of senses, target practice, etc.)

- in terms of place where training or physical exercise is being organised (games on beach, in water, in gym, on mats, on snow etc.)

In this paper, elementary games will be classified according to motor abilities and skills they develop. Within the categories of games that affect certain skills, some variations are possible. It is clear that one game will affect more abilities and skills. This integral influence of elementary games is their biggest advantage.

ELEMENTARY GAMES FOR SPEED DEVELOPMENT

Elementary games for development of speed are full of different types of running like (forwards, backwards, sidelong, skip, high skip, sidelong skip...). Usually these movements are combined with imitation of animals or plants (of bees, planes, birds, trees), and different coordination tasks in combination with running (squat, seat, jump), catching and racing.

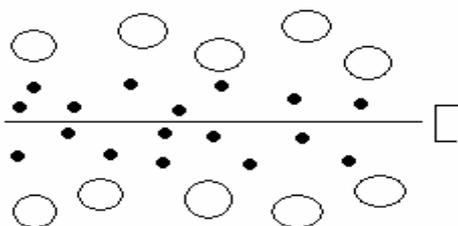
Game: Catch your pair

All players are divided into pairs. The game begins when one of the players tries to catch his/her pair. When the first one catches his/her pair, they switch roles. While they are catching each other they try to avoid other pairs which are also catching each other moving freely.

When you want to start or to stop a game, it is important to use many visual and sound signals in order to develop players' reaction speed

Game: Who will have fewer balls?

Players are set in two groups from both sides of a middle line on a basketball fields. Lots of balls are thrown in the middle of the field and the goal is to get them out of your part of the field. Group which has fewer balls on its field on a sign to stop is the winning group.



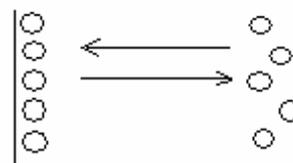
ELEMENTARY GAMES FOR STRENGTH DEVELOPMENT

Elementary games for strength development can be classified in games for explosive strength development (sprint, jump, throwing), maximum strength, static, repetitive and elastic strength games.

Contents of games for explosive strength development are sprint, high and long jump, different ways of throwing the medicine ball, throwing other balls etc. For maximum strength development we usually use our partner in order to produce different types of resistant, as pulling or pushing your pair from different positions (squat, sitting and standing position). Also, for static strength we use games that we call "who will last longer?" (for instance in various of poses). Elastics strength is developed by applying games with successive bounces or by passing a ball to each other. Repetitive strength is developed by games that are called "who will do more?". (sit-ups, pushes, squats). The most used help tools in this kind of games for strength developing are: rope (pulling), bench (jumps), medicine balls (taking them away in pairs).

Game: Racing a line

Players are standing in a line. On the mark, they start to run towards the opposite side of the field, they touch the wall and go back to the initial position. The one who comes back first is the winner.



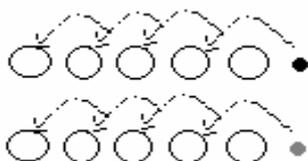
Game: Flood – drought

Players are standing in a line in front of a bench. On the mark "flood" they jump on the bench with legs put together. On the mark "drought" they jump of the bench to the ground.



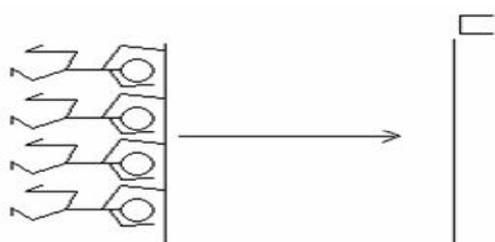
Game: Whose medicine ball is faster?

Players are standing in several lines of two. Players are distanced from each other about 3 meters. The task is to get the medicine ball to the end of the line as soon as possible by passing it to each other (from the chest, above the head, between the legs).



Game: Crocodile race

Players are lying on their stomach behind the line. The task is to get first crawling to the marked line or the wall of a gym (this can be duck racing-walking in squats, spider racing using arms and legs, horse racing-carrying your partner on your back, kangaroo racing- jumps with both legs put together).



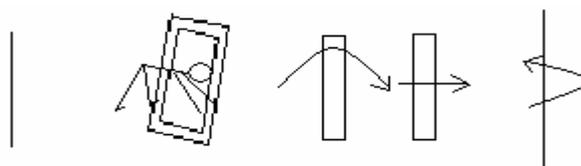
ELEMENTARY GAMES FOR COORDINATION DEVELOPMENT (SKILFULNESS, AGILITY)

By increasing complexity of previously mentioned games, this will get affect body coordination or coordination of body parts of players. Also, by including new (unlearned) or unusual forms of movement coordination demands of a game are increased. Games for coordination skills development often consist of running backwards, jumping with turns, jumping over something, pulling, leading a ball around a stand, passing the ball with clapping, jumping backwards or sidelong, in squats, walking using your legs and arms (forward, backward, sidelong) over the obstacles. Throughout relay races it is possible to form a large variety of training grounds with complex tasks, and in team games (like dodge-ball) to develop perception skills and space coordination. Relay races with marked sections which are to be over come in the shortest time possible by running by turns forward-back, left-right, diagonally are used for agility development (ability to switch directions fast). Ability of space perception can be developed using games such as: walking to the line blindfolded (who will get there faster?), walking blindfolded in circle, three steps front, three steps back (will the person come back to initial position; step-length), visual perception (game who is not on uts place?) and touch

perception (searching a group blindfolded – touching faces).

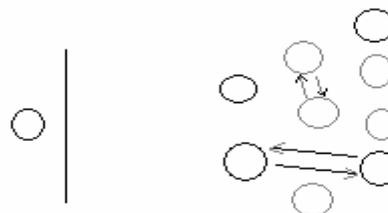
Game: Relay race with tasks

Players are standing in few lines. In front of each line frames of a Swedish case are set in different positions. The task is to go to the srame using arms and legs, jump over it, crawl trough it and repeat the same ehen going back in the shortest time possible.



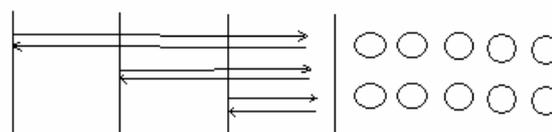
Game: Who is not on its place?

Players are arranged all over the gym. One is standing in front of them, takes a short look at them and turns away. By short looks (1 sec) he tries to notice have the players changed their places (or have they changed their positions, seat etc.).



Game: Relay race of suicide

Players are standing in lines holding balls. In front of each line there have been lines marked on , 6 and 9 meters. The task of a player is to run to the meter line leading a ball, go back to the start line, run to the 6 meter line, go back to the start line, run to the 9 meter line and go back.



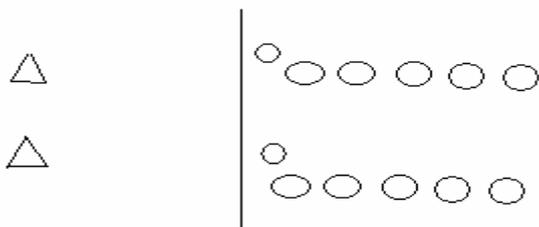
ELEMENTARY GAMES FOR PRECISENESS DEVELOPMENT

Elementary games for preciseness development contain elements of shooting or aiming at a certain static or moving object on a certain distance using your arm (throwing, rolling) or leg.

Help tools which are used as targets in carrying out of the game are pins, Swedish case, basket, goal, medicine ball on the ground, marked parts of a wall or even co-players can be targets (catching, throwing a ball at someone). These games are often of lower intensity and they are applied in a final stage of training.

Game: Throwing erings on pins

Pins are set to distance of 4-5 meters from line. Players hold the rings and they compete who will have the best score, who will have more rings on a pin.



ELEMENTARY GAMES FOR BALANCE DEVELOPMENT

Most often used competitions in the games of balance practicing are: "who will stay longer in a certain position?" for example: standing on one foot (blindfolded, in a position of a scale) or "who will last longer in a certain position with disturbance?" (pulling). These games are of a lower intensity and are used in a final stage of training.

Game: Who will stay longer in one foot?

Players are arranged over the gym. On the mark, they close their eyes and stand on one foot. Who stays longer in this position without touching the ground with other foot is a winner.

ELEMENTARY GAMES FOR FLEXIBILITY DEVELOPMENT

Flexibility can be developed in young age categories by using games of mimicking. In order age categories it is possible to apply dynamic stretching method (swings, circling, walking with a clap under the lifted leg).

Game: Who will make less steps?

Players are standing in a line. In the distance of twenty meters a line is marked. The winner is the

one who makes the smallest number of steps until he gets to the line.

ELEMENTARY GAMES FOR STAMINA DEVELOPMENT

It is possible to modify all games which are applied in training so they can influence on some form of stamina. This can be activated by increasing the numbers of repetition or prolonging the task duration.

Games are applied in training as well as the other training operators concerning on goals of each training stage. According to this principle, games can replace some contents in certain periods of a year cycle. So, for example, one training in a stage of basic preparations of a preoperational period with usual contents can be replaced by training which will contain basic games which dominantly affect the same skill. Appliance of different types of games (individual, relay, and team) and games with movement structures and specific sport situations in competition season contributes to the goals of each stage and enriches the training process. Appliance of different team and sport games in active break in transitional period of year-cycle trainings is very often.

Elementary games and natural forms of movement can be applied in all sports or disciplines. As it is already said above, it is possible to shape them according to specific needs of a specific sport. This is what makes them an important part of each training. There are specific manifestations of some skills in relation to a specific sport. So, for example, preciseness is not manifested in a same way in football, basketball or archery, so games do not contain same tasks.

This should be taken into consideration when choosing a game; the goal is to choose a game with a positive transfer on a specific sport. Off course, in wide preparations, games for development of all dimensions of a skill can be used, more or less specific to a certain sport, in this case preciseness. In sport games more often are applied team games, while in individual sports, relay games are used more often. Will the games be related to movement structures or specific sport situations, or will they be only a wide orientation, depend only on a coach. Comparative advantages of games are many, and it is up to coaches to combine them, supplement and shape them according to a specific sport demands.

CONCLUSION

Too large share of games in programme objectively cannot provide appliance of other wanted operators and it creates too big emotional excitement which can negatively affect realization of other contents and goals of training. In the other hand, the game gives possibility to change the hard training regime and it motivates, reinvigorates and puts sportsmen in a good mood (especially those younger ones). Game should not be underestimated, not should be underestimated its help in doing tasks in different stages of preparations.

It should take into account that the games, and any other content as well, are applied with certain goal which fits to a certain stage of a one year cycle of trainings. Games used in trainings give positive effects when they are optimally dosed and adjusted to the sportsmen. Avoiding changing the game or limiting the number of elements with regards to age, sex and unimaginativeness does not have any real foundations. By combining different games and your own creativity, it is possible to bring them closer to the children's interests, aims of a training and to the needs of a specific sport.

REFERENCES

1. Sindik, J. (2000). *Psychosocial definition of games trough theory* by Roger Caillois
2. Vukotić E., Krameršek J. (1951). *Collection of 600 games*. Sports professional library FISAH-a, Zagreb.
3. Smiljanić, Lj., Šunjara M. (1967). *Handbook for professional education*, Beograd
4. Talović M., Mikić B., Midžić F., Nurković N. (2002). *Introductory-preparative and finishing part of lesson-training*, Fojnica.
5. Radojević, Đ. (1975). *Laboratory school*, Sarajevo

ELEMENTARNE IGRE U KOŠARKAŠKOM TRENINGU

Stručni rad

Sažetak

Igre se u sportskom treningu primjenjuju kao i ostali trenažni operatori, u odnosu na ciljeve pojedine etape sportskog treninga. Tako se na primjer, jedan kondicioni trening sa uobičajenim sadržajima može zamijeniti treningom koji će sadržavati elementarne igre koje svojim sadržajem djeluju na istu ciljanu sposobnost. U ovom radu su prikazane igre za razvoj brzine, snage, fleksibilnosti, izdržljivosti i drugih bazičnih sposobnosti, a koje u dovoljnoj mjeri stvaraju pozitivno raspoloženje i imaju jednak uticaj kao i ostali kineziološki operatori.

Ključne riječi: Elementarne igre, košarka, brzina, snaga, koordinacija, fleksibilnost, preciznost, izdržljivost, ravnoteža

Correspondence to:

Edin Užičanin
Basketball club "Millennium"
E-mail: edinuzicanin@gmail.com