

Building A Basketball Program In The Form Of A Club In The Physical Education

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Abstract:

In credit training at a University in the Mekong Delta of Vietnam (UMDV). Basketball program (BPr) with a duration of 90 lessons, conducted and divided into 3 modules (basic, advanced 1, and advanced 2), each module is 30 periods, of which the number of practical lessons accounts for a high rate of 86.67%, and the theory classes are 13.33%, has been developed using traditional research methods in physical education (PE) and sport. The software has successfully undergone testing at a University in Vietnam throughout the most recent era.

Keywords: Basketball program, Physical education, Club model

Introduction:

One of the most well-liked team sports is basketball, which is practiced by men and women of all ages and physical abilities, including our students at a university in Vietnam. A basketball player's physical prowess and skill-related fitness are significant traits that might influence their competitive performance. Coaches work to determine the most effective means for players to acquire these essential fitness components throughout training for this reason. To keep practitioners in shape, motivated, and active, a solid training program must be developed.

Because of this, it's crucial to create effective conditioning regimens based on the unique physiological requirements of each activity (Taylor, 2003). The usage of a basketball training program was found to be limited by Ziv and Lidor (2009) due to a lack of longitudinal

research, examination tests under maximal exertion settings (Reina et al., 2020), examination concerning position playing (Ronda, 2015), and real-time movement investigations. Exercise science research has produced recommendations for creating a secure and effective program to increase individual fitness (Hoeger & Hoeger, 2002).

The current school sports club model is promoting its role well to create a healthy sports environment, improve physical fitness and motivation in exercise among students. Meanwhile, the Physical Education program (PEg) is still heavily academic, with boring training content and few subject choices. Can a physical education program (during the regular study period) but meet the training criteria as in the club model, can change the students' sports practice habits? The difficulties in building a

physical education program according to the club model can include facilities that are not suitable for diverse training needs, lack of attention from the Board of Directors, lack of surveys on needs from students. Therefore, building a PE program in this form, will help students have more time to practice their favorite sport, sports activities are conducted right in the regular school hours, as well as create a healthy training environment with many choices for students.

Basketball is one of the sports that help to develop comprehensively physically, through the survey, schools from high schools to universities have put the basketball into practice, which University has learned, has also been going on for many years. However, the current basketball program has not yet met the training needs and satisfaction of students. At the same time, in sports like at UMDV, even though they have to spend a lot of time in specialized studies, they not only have a need for physical development but also want to develop physical health qualities, improve competitiveness and competitive skills – currently being implemented in existing club models at the school – is a necessity. In addition, with the need to renew the program and improve

the quality of education at UMDV, it is necessary to develop a program of club sports, including basketball, to meet the training needs sports is increasingly high from the student side [5].

Research methods: Using conventional methods in sports such as document analysis and synthesis, expert method and mathematical-statistical method [2-3]. Interviewees are 28 coaches, experts, scientists inside and outside the school. The object of the research is the Basketball program for students of UMDV. The study used SPSS 20.0 software to analyze the research results.

Results:

Assessing the current status of sports programs at UMDV

We surveyed through interviews with 28 (lecturers, experts) PE inside and outside the school. The content answers the questions we choose, which are: expected learning outcomes, detailed program, program content and structure, student assessment. The rating is made according to the Likert scale with 5 levels, from “Strongly Disagree” to “Strongly Agree” (Table 1).

Table 1: Results of the survey on the content of the basketball programs

Contents (n=28)	Agreement(%)				
	5	4	3	2	1
Physical fitness development, formation of motor skills in elective PE, training of moral character	17.86	32.14	42.86	7.14	0.00
The detailed outline clearly shows the contents	10.71	17.86	57.14	14.29	0.00
The content of PE subjects reflects the learning needs of students	10.71	17.86	64.29	7.14	0.00
The content of elective PE subjects in the program is updated regularly	14.29	7.14	64.29	14.29	0.00
The structure of the program of elective PE subjects is very reasonable	10.71	17.86	64.29	7.14	0.00
The difficulty of the modules is increased over time	10.71	17.86	50.00	21.43	0.00
The rationality in the connection between basic electives and advanced electives	17.86	3.57	57.14	21.43	0.00

The duration of elective PE subjects consisting of 3 modules is reasonable	10.71	10.71	78.57	0.00	0.00
Students' physical fitness output assessment results have been significantly increased	14.29	7.14	71.43	7.14	0.00
The method of testing and evaluation covers the content and objectives of each module	10.71	10.71	64.29	14.29	0.00
Various assessment methods	17.86	25.00	50.00	7.14	0.00
The examination and examination procedures are clear, disseminated, and strictly followed	17.86	3.57	64.29	14.29	0.00
Students are satisfied with these processes	10.71	32.14	42.86	14.29	0.00

Note: (1)Strongly Disagree,(2) Disagree, (3)Neutral, (4) Agree,(5) Strongly Agree.

The results from Table 1 show that the rate of program evaluation at a very appropriate level accounts for a low rate, specifically: 13 criteria are accounting for from 10.71% to 17.86%; The rate of program evaluation at the appropriate level is 3.57%-32.14%; The rate of program evaluation in the normal level accounts for a high rate of 42.86%-78.57%. Thus, the basketball

program is assessed at a normal level, so it is necessary to develop a new program to meet the increasing needs of students.

+ Determining the goals to build the content of the basketball program according to the club model (see Table 2)

Table 2. Results of interviews with experts to determine the goals of the basketball program according to the club model

Contents (n=28)	Agreement(%)				
	5	4	3	2	1
Basic course					
Physical fitness development, grasp the basic techniques of basketball, team building, create a healthy sports environment	60.71	32.14	7.14	0.00	0.00
Knowledge: A brief history of Basketball, the basic technical principles of Basketball, the basic rules of Basketball, a summary of first aid practice skills, the effects and affects of the sports Basketball	50.00	46.43	3.57	0.00	0.00
Skills: Improve physical fitness, grasp basic basketball techniques, get used to team and group training	35.71	64.29	0.00	0.00	0.00
Attitude: Educating positivity, self-discipline, sense of discipline, team spirit	67.86	25.00	7.14	0.00	0.00
Advanced course 1					
Develop physical fitness, form motor skills of elective basketball, organize team exchange activities	39.29	60.71	0.00	0.00	0.00
Knowledge: Initially grasping advanced technical principles of Basketball, basketball competition rules, basic competition organization of elective basketball, basic injury first aid	46.43	50.00	3.57	0.00	0.00
Skills: Physical fitness training, forming motor skills of basketball, basic tactical exercises in basketball, forming basic first aid practice skills, refereeing skills, controlling the match	67.86	32.14	0.00	0.00	0.00

Attitude: Educating positivity, self-discipline, sense of discipline, team spirit	17.86	82.14	0.00	0.00	0.00
Advanced course 2					
Physical fitness development, forming motor skills of elective basketball, organizing competitions, searching and fostering sports talents, forming lifelong exercise habits	60.71	32.14	7.14	0.00	0.00
Knowledge: Perfecting the principles of advanced basketball tactics, rules of basketball competition, organizing advanced basketball competitions, first aid for injuries	46.43	39.29	14.29	0.00	0.00
Skills: Forming motor skills of elective basketball, advanced tactical exercises in basketball, perfecting basic first aid practice skills, game management skills	32.14	57.14	10.71	0.00	0.00
Attitude: Educating positivity, self-discipline, sense of discipline, team spirit	14.29	78.57	7.14	0.00	0.00

Note: (1)Strongly Disagree,(2) Disagree, (3)Neutral, (4) Agree,(5) Strongly Agree.

The results obtained after interviewing the experts all showed satisfaction with the program's goals, with the rate from satisfied to very satisfied from 14.29% to 78.57%, the normal level accounted for a low rate and no There is a choice of degree of very dissatisfaction. This result will serve as the basis for building a detailed outline of Basketball in each module.

Building the basketball program according to the club model in credit training at UMDV.

The results of the interview to determine the content and structure of the program are presented in Table 3.

Based on the identified goals and structure of the Basketball program, we selected the content of the Basketball program to suit the student level of a University by interviewing expert consultation. (Table 3).

Table 3. Results of the interview to select the content and structure of the basketball program according to the club model

Contents (n=28)	n	%
Basic course		
I. Theory		
History and development of basketball	25	89.29
The benefits and effects of basketball	25	89.29
Technical principles of movement	21	75.00
Some basic rules	25	89.29
Introduction to first aid skills	21	75.00
II. Practice		
Get acquainted with techniques for creating sensations with shadows	25	89.29
The technique of catching the ball with two hands in front of the chest	25	89.29
The technique of passing the ball with two hands in front of the chest	25	89.29
High-hand, low-hand dribbling technique	25	89.29
The technique of throwing a basket with one hand on the shoulder	23	82.14

The technique of moving two steps to throw a basket with one hand on the shoulder	21	75.00
Physical fitness development		
Competition	21	75.00
III. Exam Format (Practice)	21	75.00
Mid-term exam (Low-hand dribbling technique)		
Final exam (Technology of throwing a basket with one hand on the shoulder)	27	96.43
	21	75.00
Advanced course 1		
I. Theory		
- Review some basic rules	25	89.29
- Basic Tactics	27	96.43
- Review first aid practice skills	21	75.00
II. Practice		
- Review the technique of moving 2 steps to throw a basket with one hand on the shoulder	23	82.14
- Direct-indirect one-handed passing technique	23	82.14
- The technique of coordinating 2 people to move 2 steps to the basket	23	82.14
- Review the techniques learned	27	96.43
- Competition	23	82.14
- Physical fitness development	25	89.29
III. Exam Format (Practice)		
- Midterm exam (Technology to move 2 steps to throw a basket with one hand on the shoulder)	23	82.14
- Final exam (Technology of combining 2 people to move 2 steps to the basket)	23	82.14
Advanced course 2		
I. Theory		
- Method of organizing sports festival.	27	96.43
- Some basic rules.	25	89.29
- Some advanced rules	21	75.00
- Tactics of attack, defense	21	75.00
- Practice first aid skills	23	82.14
II. Practice		
- Review the technique learned in the previous lesson	23	82.14
- Technique to move 2 steps to the basket with 2 hands under the shoulders	23	82.14
- Team coordination technique	21	75.00
- Personal breakthrough technique	25	89.29
- Physical fitness development	25	89.29
- Competition	23	82.14
III. Exam Format (Practice)		
- Midterm exam (Technical to move 2 steps to the basket with hands under shoulders)	23	82.14
- Final exam (Technology of 2 people passing the ball to move 2 steps to the basket with 2 hands under the shoulders)	25	89.29

The results show that in all three modules of the University of UMDV Basketball program, after interviewing and selecting, the results obtained have a high rate of Agree, accounting for 75.00% - 96.43% in terms of structure, duration, content, and assessment methods. From this result, we built a basketball curriculum framework according to the club model for AGU students (table 4).

Thus, we have built a basketball program according to the model of a club to serve the work of physical education at UMDV (table 4), meeting the high training needs of students in credit training, in line with Especially, the existing facilities and yards at the school have high applicability and ensure the science in building the Basketball program.

Table 4: Developed basketball program

Contents basketball program	Lesson
Basic course	30
I. Theory	4
II. Practice	22
III. Exam Format (Practice)	4
Mid-term exam (Low-hand dribbling technique)	
Final exam (Technology of throwing a basket with one hand on the shoulder)	
Advanced course 1	30
I. Theory	4
II. Practice	22
III. Exam Format (Practice)	4
- Midterm exam (Technology to move 2 steps to throw a basket with one hand on the shoulder)	
- Final exam (Technology of combining 2 people to move 2 steps to the basket)	
Advanced course 2	30
I. Theory	4
II. Practice	22
III. Exam Format (Practice)	4
- Midterm exam (Technical to move 2 steps to the basket with hands under shoulders)	
- Final exam (Technology of 2 people passing the ball to move 2 steps to the basket with 2 hands under the shoulders)	

Discussions and Conclusion

Except for the strength of the knee extensors, Meszler et al. (2019) reported that the 7-week plyometric training program did not improve agility, balance, or hamstring strength. This can be because of the severe exhaustion that persisted after training sessions. In addition, high-resistance circuit training may increase athletes' susceptibility to tiredness, which hinders their performance (Freitas et al., 2016).

However, mobility is not at all hampered if the intensity is low to moderate. In our study, the BPr was used for the first time by female basketball students, who found it weird to use the software but were otherwise motivated and occasionally grew weary due to the novel training methods.

As with the PE program, training only took place once a week, but the intensity was not overly high during each session. Participants

were given adequate time to rest and were spared the same strenuous training regimens found in other training programs.

Basketball players need strong trunk muscles, which are a component of core strength. After 15 weeks of vibration training, Fort et al. (2012) demonstrated an improvement in explosive strength. According to Kumar (2019), speed may be increased with core strength training. After utilizing the 6-week in-season training for Division I basketball players, Asadi (2013) shown an improvement in both agility (Illinois Agility Test (IAT)) and power (standing long jump test). However, our findings revealed no difference between the experimental and control groups in terms of core strength and leg explosive power. This can be explained by the individuals' poor physical condition (all of them were students).

According to research by Lehnert et al. (2013), elite basketball players' explosive strength and agility did not increase as a result of a 6-week plyometric training regimen. In terms of acceleration, agility, explosive strength, and take-off power, athletes with lower training statuses or levels perform less well, according to Erculj et al. (2010). Additionally, it's possible that the similarity between the activities in the present PE course program and the strength training in the BPr, which focuses on weight lifting and leaping on the court with weight, is what prevented the core strength and explosive power of the legs from changing.

The research has identified general and specific goals in all 3 modules of the Basketball program (basic and advanced courses 1 and 2) with a very satisfied and satisfied rate accounting for a high percentage (32.14). % -82.14%. At the same time, the study also selected the content and structure of the Basketball program, with a fairly high agreement rate from experts (75.00% - 96.43%). Since then, the research has built a new basketball program according to the club model

at UMDV with a duration of 90 hours, divided into 3 modules at each level from basic to advanced, in which the actual number of periods is. Practice accounts for a high rate of 86.67% and the number of theoretical periods accounts for 13.33% in each module.

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