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Original article

School sports initiation of basketball from *Sport for All* in Physical Education

Iniciación deportiva escolar del baloncesto desde el *Deporte para Todos* en Educación Física

Iniciação desportiva escolar de basquetebol do *Desporto para Todos* em Educação Física

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ABSTRACT

One of the most remarkable difficulties that Cuban sport faces is the appropriate conduction of the process of school sports initiation, process that when it is positive under scientific foundations opens the doors to the development of potentialities in future athletes. The objective of this research was to determine the irregularities derived from the conduction of the process of school sports initiation from *Sport for All* in the dimension of Physical Education in the ages of 8-9 years old. In order to achieve the proposed goals, the authors relied on theoretical, empirical and statistical-mathematical methods for data processing, taking as a sample directors who work in the provincial and municipal direction of the National Institute of Sports, Physical Education and Recreation in the province of Cienfuegos, as well as Physical Education teachers who are linked to the teaching-learning process in primary education, to whom surveys, interviews and their performance during the conduction of the process were applied. The result was that the preparation of the professionals working in Physical Education to lead the process of school sports initiation of basketball from *Sport for All* is insufficient, besides, they do not have a solid foundation in the pedagogical components related to methods, procedures, contents and methodologies, from the methodological insufficiencies with contemporary productive approaches for the ages of 8-9 years.

Keywords: Basketball; *Sport for All*; Physical Education; Sport initiation.

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RESUMEN

Una de las dificultades más notables que enfrenta el deporte cubano lo constituye la adecuada conducción del proceso de iniciación deportiva escolar, proceso que cuando resulta positivo bajo fundamentos científicos abre las puertas al desarrollo de potencialidades en futuros atletas. La presente investigación tuvo como objetivo determinar las irregularidades que se derivan de la conducción del proceso de iniciación deportiva escolar del baloncesto desde el *Deporte para Todos* en la dimensión de Educación Física en las edades de 8-9 años. Para lograr las metas propuestas, los autores se apoyaron en métodos teóricos, empíricos y estadísticos-matemáticos para el procesamiento de datos, tomando como muestra a directivos que laboran en la dirección provincial y municipal del Instituto Nacional de Deporte, Educación Física y Recreación en la provincia de Cienfuegos, así como a profesores de Educación Física que están vinculados al proceso de enseñanza-aprendizaje en la enseñanza primaria, a los que se les aplicaron encuestas, entrevistas y se observó su desempeño durante la conducción del proceso. El resultado arrojado fue que la preparación de los profesionales que laboran en la Educación Física para conducir el proceso de iniciación deportiva escolar del baloncesto desde el *Deporte para Todos* es insuficiente, además, no tienen un sólido fundamento en los componentes pedagógicos relacionados con métodos, procedimientos, contenidos y metodologías, a partir de las insuficiencias metodológicas con enfoques productivos contemporáneos para las edades de 8-9 años.

Palabras clave: Baloncesto; Deporte para Todos; Educación Física; Iniciación Deportiva.

RESUMO

Uma das dificuldades mais notáveis enfrentadas pelo desporto cubano é a correta condução do processo de iniciação desportiva escolar, um processo que quando é positivo sob fundamentos científicos abre as portas para o desenvolvimento de potencialidades em futuros atletas. O presente inquérito teve como objetivo determinar as irregularidades que derivam da condução do processo de iniciação desportiva escolar a partir do Desporto para Todos na dimensão da Educação Física com a idade de 8-9 anos. Para atingir os objetivos propostos, os autores apoiaram-se em métodos teóricos, empíricos e estatísticos-matemáticos para o processamento de dados, tomando como amostra diretores que trabalham na gestão provincial e municipal do Instituto Nacional do Desporto, Educação Física e Recreio na província de Cienfuegos, bem como professores de Educação Física que estão ligados ao processo ensino-aprendizagem no ensino primário, aos quais foram aplicados inquéritos, entrevistas e observações de desempenho durante a condução do processo. O resultado foi que a preparação dos profissionais que trabalham em Educação Física para liderar o processo de iniciação desportiva escolar do basquetebol do Desporto para Todos é insuficiente. Além disso, não têm uma base sólida nas componentes pedagógicas relacionadas com métodos, procedimentos, conteúdos e metodologias, baseadas nas insuficiências metodológicas com abordagens produtivas contemporâneas para as idades de 8-9 anos.

Palavras-chave: Basquetebol; Desporto para Todos; Educação Física; Iniciação ao Desporto.



INTRODUCTION

Physical Education is a process inherent to the life of man as a social being, given by the great contributions it offers in terms of aptitudes, values, capacities, motor skills, improvement of the body's complexion, self-esteem, possibility of analyzing situations, generalizing knowledge and skills to new situations that prepare him for his development in the main social activities he must undertake in life (Deler, 2003).

The existing relationship between *Physical Education and School Sport in Cuba* has as one of its purposes to contribute to the multifaceted development of children and young people's personality, and their preparation for life, where for this purpose it is not only necessary the reproduction of knowledge based on the impeccable repetition of movement, but also, it is necessary to contribute to the integral formation of the participants from the exercise, to inculcate the conscious practice of sport, to propitiate in them tasks that allow them to produce and develop independence and creativity in the acquisition of a new knowledge; to achieve this purpose it is necessary the correct conduction of the teaching-learning process in the initiation stage of school sports by professionals, working in Physical Education from a correct approach and theoretical-methodological action.

In correspondence with what was expressed previously, it is that it is in the school where the first massive approach to the teaching-learning process is produced in the stage of initiation of school sports through *Sport for All* by the teachers in Physical Education, this approach produces the increase of the student's possibilities in sports, prepares him/her to lead an active and sportive life and to acquire a critical and participative conscience regarding what the initial practice of sports means in the current society. Therefore, this action must be characterized by adequate learning strategies, methods and productive procedures that guarantee quality in teaching.

By the assessments made is assumed as school sports initiation, in correspondence with the coincidences in its conceptualization by Hernández (1998); Contreras, De la Torre and Velázquez (2001); Olivera, Briñonez and Estrada (2013); Sánchez (2016) and Olivera, Núñez and Falconi (2017), when considering the school and the pedagogical action of direct intervention by the Physical Education teacher, the beginning of the teaching-learning process in sports, which is promoted from *Sport for All*; for this reason it is considered that these contributions synthesize the essential idea of what is understood by school sports initiation and it is adjusted to the purposes of this research. However, it is necessary to continue to deepen the theoretical and methodological preparation of these to achieve a process that ensures greater independence and creativity in those who start.

That is why directing attention to the correct conduct of the sports initiation process allows optimizing the teaching-learning process in the initiation stage of boys and girls in sports disciplines in which they can develop their talent and obtain the maximum reward for their efforts, avoiding the frustrations caused by the lack of success. This process should lead to the initiation of those who present potentially positive conditions to reach in later learning the achievement of superior sports results. This is something that, without a doubt, can be consolidated from *Sport for All* in the Physical Education dimension.



Within the activities of *Sport for All*, in Physical Education for primary education, there are the projects approved by the National Sports Federations in the traditional collective sports of baseball, basketball and soccer, among others. For basketball, a sport that belongs to the group of collective sports with ball where the practitioners interact in the same field, in the same space and it is of cooperation-opposition, it is characterized by its versatility, dynamism and creativity, besides being considered of early education, however, the lack of theoretical-methodological orientations for the conduction of the initiation process in the sport of basketball from *Sport for All* propitiates insufficiencies in the actions of the Physical Education teachers that promote independence and creativity in those who learn.

At the same time, the Cuban basketball Federation, in its approach to this process in Physical Education from *Sport for All*, in its Integral Program for the Preparation of the Sportsman (Pipd in Spanish) for the 2017-2020 stage, according to **Monteagudo, Charchabal, Pedroso, Araujo, Navarro and Martínez (2016)**, establishes the indications to achieve the fulfillment of the objectives, lists and distributes the learning contents, methods, means and work indications by categories or ages in all the performance levels of the Cuban sports system. However, it does not provide indications for its conduction to the professionals who work in this context, what makes difficult its theoretical-methodological action in the initiation stage.

Within these activities and together with the methodological details for the work in Physical Education is the school project for primary education "*3 against 3 in my School*", which aims to lay the foundations of basketball from *Sport for All* and its preparation for further learning; However, for the conduction of the teaching-learning process, it is not taken into account how these professionals can conduct such process. No indications or theoretical-methodological tools are proposed to guide the conduction of such process and, at the same time, to promote the creative and independent thinking of the students in suitable ages for the initiation in this sport.

Besides, the **Colectivo de autores (2001)** and **Colectivo de autores (2017)** in the Physical Education programs for Primary Education and the Provisional Programs for the III Cuban Educational Improvement, establish indications related to objectives, contents, procedures, evaluation, general and specific orientations that guide the teacher about what he must do and which objectives he must overcome; However, they do not provide guidance on how to conduct the process of initiating the sport of basketball through the application of productive teaching approaches, which guarantee its development with quality from *Sport for All* and thus comply with the methodological specifications for each school year, promoting a creative, dynamic and independent teaching process, mainly at this stage where the optimal ages for initiating this sport are found.

When considering the different stages of psychomotor and social development that individuals experience throughout their lives, authors such as **Durand (1988); Le Boulch (1991); Zurlo and Casasnovas (2003 and 2012) and Giménez, Abad and Robles (2009)** agree that the best age for starting to play basketball is between 7 and 11 years old, due to its impact on the child's educational process. Furthermore, these ages correspond to the Pipd (2017-2020) for the sport of basketball in Cuba and to what is established in the Physical Education Programs in Cuba (2001) and those in the III improvement.



However, it is necessary to admit that there is a lack of research that addresses the process of sport initiation of basketball from *Sport for All* in Physical Education at these ages. Some contributions such as those made by Giménez (2000); Piñar (2005); Martínez (2007); Ruiz (2009); Díaz (2010); Pensado (2010); Serna, Lavega, Muños & Aires (2014); Vizcaíno (2014) and Valero (2016), among others, are aimed at designing physical preparation programs, models to evaluate game performance, test sets to evaluate effectiveness, tests for the selection and detection of talents in sports, tests for the control of tactical preparation from sports training with adolescents, youths and adults, models for the control of motor intelligence and emotional intelligence and the evaluation of the performance of professionals in the initiation stage.

These studies do not address how to contribute to the conduction of the teaching-learning process of basketball by the Physical Education teacher, during the ages understood as initiation in this sport; they do not propose ways, tools or contemporary theoretical-methodological procedures that propitiate, in the student, to participate actively and independently in his/her own learning, and the theoretical-methodological procedures of these teachers from a perspective based on a productive approach have not been taken into account in their studies.

However, in research carried out in the province of Cienfuegos by Eduarte, Hernández and Pérez (2012); Eduarte, Terry and Giraud (2012) and Cordoví and Eduarte (2017), when studying the process of school sports initiation in Physical Education it was possible to determine that the preparation of the professionals who work in Physical Education in the province of Cienfuegos, present theoretical-methodological insufficiencies in what is related to the conduction of the process in the school stage in the sport of basketball and the application of productive approaches in the classes of the *Sport for All* from this dimension that provoke the creativity, independence and protagonism of the student in his own learning.

Therefore, based on the author's practical experience, the results of research carried out on the subject, the theoretical reflections, as well as the empirical study developed in the exploratory stage of this research in Cienfuegos, it was confirmed that:

- From the lack of studies in the professionals who work in Physical Education to conduct the process of initiation in sports at the school stage, it is identified that they do not possess the basic theoretical-methodological knowledge necessary to allow them to conduct the process in the sport of basketball at the ages of 8-9 years.
- The Physical Education teachers show insufficient mastery of methods, procedures, contents and methodologies in the conduction of the school sport initiation process of basketball, from the application of productive approaches that promote the creativity, independence and protagonism of the one who learns.

For the following reasons, it is defined as a problematic situation the theoretical-methodological insufficiencies in the conduction of the school sports initiation process of basketball in Physical Education for the ages of 8-9 years. Therefore, the situation posed leads to the following scientific problem: What theoretical-methodological insufficiencies do the professionals working in Physical Education have in conducting



the process of school sports initiation of basketball in Physical Education for the ages of 8-9 years in Cienfuegos?

To answer the problem, the objective is to determine the theoretical-methodological insufficiencies presented by the professionals who work in Physical Education for the conduction of the school sports initiation process of basketball in Physical Education from *Sport for All* for the ages of 8-9 years in Cienfuegos.

MATERIAL AND METHODS

In the research, different methods and techniques were used, which allow to support and to direct the used methodology, between which they are: the theoretical methods: the analytical-synthetic one in synthesizing and interpreting the results, conclusions and recommendations of the same one, inductive-deductive was demonstrated in the development of the investigation during the study of the particularities of the process to later give a general conclusion.

The empirical methods used were: the review of documents, such as pipd (2017-2020), Physical Education Programs for primary education, Methodological Work Plan, reports of visits by the National Department to the province of Cienfuegos and reports of visits to municipalities by the provincial department, structured survey with open and closed questions to physical education teachers, to learn how the teaching process is developed in the initiation stage, methodological treatment and preparation of professionals working in this area, structured observation based on the following indicators methods, organizational procedures, organization of the activity and fulfillment of the objectives to identify how this process is developed in practice and what difficulties are revealed during the teaching process and the interview with directors of Physical Education and of the sport of basketball to identify how they organize the work for school initiation from Physical Education, what methodological issues have been dealt with, as well as knowing their main difficulties.

Within the statistical and mathematical methods: the empirical frequency distribution was used.

Population and sample

Twenty-nine directors were interviewed, representing 74 % of the total population working in Physical Education. Of these, five are provincial methodologists from Inder, one is a provincial methodologist from Mined, eight are education methodologists, and 15 are methodologists or heads of department belonging to Inder in the municipalities.

A survey was conducted of 72 physical education teachers in the province, representing 48% of the professionals working in primary education, with higher education degrees and more than five years' experience working with children in that field.



RESULTS AND DISCUSSION

Results of the document review

In the revision of the governing documents, the indications of the *National Department of Physical Education in Cuba*, the *Integral program of Preparation of the basketball athlete (Pipd) (2017-2020)*, *Physical Education Programs (2001 and 2017)* and the indications for *Sport for All*, the provincial reports on the behavior of the visits to the different municipalities, the plans of improvement of the Physical Education teachers were consulted.

With respect to the revision of the *Integral Program for the preparation of the sportsman*, it was determined that:

- The existing orientations cover what the basketball teacher should do from early ages to older ages (objectives, contents, selection criteria, evaluation). But they are not adjusted to the work of the professionals who work in Physical Education in the initiation stage.
- All the parameters and indicators are established for the sports selection from early ages. However, it does not contemplate how to develop the process of sports initiation from *Sport for All* in the Physical Education dimension.
- It does not conceive how to develop the process of school sports initiation from the indications of work from *Sport for All* in the Physical Education dimension (Project 3 against 3 in my school for primary education and 5 against 5 in basic secondary).
- It does not provide methodological indications for the development of the teaching-learning process of basketball from *Sport for All* in the Physical Education dimension.
- It does not contemplate the work of the Physical Education teacher as the basis of sport from its work in *Sport for All*.

In relation to the methodological activities, the following was found:

- Aspects related to the methodology for the teaching-learning of basketball in the stage of initiation in the sport from *Sport for All* in the ages of 8-9 years are not contemplated, as well as, with the theoretical-methodological treatment to the basic foundations of the sport and aspects related to the didactic components in the teaching-learning process from *Sport for All* in the dimension of Physical Education are not worked.
- In the review carried out to the minutes of the last five years, the topic treated in the municipal and provincial methodological preparations in relation to the work from *Sport for All* was "*Sport for All* , its dosage and planning", which leads to insufficiencies in the domain of the organizational methods and procedures for the conduction of the educational teaching process and the poor use of the results of the scientific sport activity as a way to solve the problems.



In the reports of the visits made by the *National Department of Physical Education* to the province of Cienfuegos in the last three years, it was found that the methodological deficiencies detected in the process of teaching basketball were:

- Little variability of exercises in correspondence with the skills to work.
- Poor use of available space for the development of practical activities.
- Excessive use of direct control and activities with a reproductive character.
- Insufficient follow-up to the deficiencies shown in the diagnosis of basic skills, sports and physical abilities.
- Incorrect treatment of the basic fundamentals of sport by committing violations of the rules of the game.
- Poor use of productive teaching models for the development of sport skills.
- Teaching models are not participatory, but have a high reproductive component.
- Insufficient attention to individual differences in the classroom.

Analysis of the observations made

The preparation of the observers was carried out in two moments, in the first moment everything related to the theoretical preparation was observed, and in a second moment everything related to the practical preparation, following the steps that **Terry (2008)** used in his doctoral thesis.

In the initial stage, there were observed eight classes of Physical Education and 21 activities of *Sport for All*, for this purpose, it was used the observation guide of the provincial department of Physical Education for the third Cuban educational improvement.

The results obtained in the activities were the following:

Regarding the methodological procedures used for the development of the teaching-learning process of basketball, it was found that:

- Development of the activity: the organizational procedures of the participants in the activities are chosen through the criteria of the teacher, based on affinity or physical characteristics, without taking into account the results of the initial diagnosis. In addition, the loss of time characterizes the class by the inadequate and excessive use of organizational procedures.
- Used methods: the methods used are not very effective since they do not guarantee the correct development of the activities of the class, in addition, there is a predominance of the reproduction from the guided by the teacher. The activities are not worked from the creation of situations close to the game or in the form of play as an essential form of teaching at this stage for the solution of problems when introducing new knowledge.
- Organizational procedures used for the class: the frontal procedure in line is the most used, incurring in the decrease of the repetitions, little use of the time of classes and the exercise of the technical-tactical foundations worked in the class, it lacks the accomplishment of combined exercises, complex of exercises or games for the teaching of the sport.
- Innovative aspects used: The current demands of sport from a scientific and methodological point of view are not satisfied, since traditional models



continue to be used, far from the advances experienced in the teaching-learning process in sport through alternative teaching models.

The behavior of 21 students divided into two groups was observed, of which eight were female and 13 were male, the group average was eight years and four months, the average height was 1.21 cm, the main deficiencies detected in the activities observed were the following (the frequency is the coincidences in the students with the same difficulty, the valid percentage is the percentage that represents the total number of students and the accumulated percentage is the percentage that accumulates from the valid percentages) (Table 1 and Table 2).

Table 1. - Results of observation to the practical activities of basketball

Offensive Displacements			
Difficulties detected	Frequency	Valid percentage	Accumulated Percentage
Run with difficulties in support	6	28,6	28,6
Arm and Leg Work	8	38,1	66,7
Loss of Balance	5	23,8	90,5
Maintain a high position when moving	2	9,5	100,0
Ball grip with 2 hands			
Placement of hands	5	23,8	23,8
Holding the ball with the palms of your hands	7	33,3	57,1
Separation of the elbows from the body	4	19,0	76,2
Protecting the ball	5	23,8	100,0
Pass with 2 hands			
Do not extend arms	6	28,6	28,6
Working with the legs	3	14,3	42,9
Coordination of legs and arms	11	52,4	95,2
Address of the pass	1	4,8	100,0
Reception with 2 hands			
Do not extend hands to receive	9	42,9	42,9
Coordination of legs and arms	1	4,8	47,6
2-handed grip and ball protection	5	23,8	71,4
Take your eyes off the ball trajectory	6	28,6	100,0
Dribble with one hand			
Ball Control	9	42,9	42,9
Mastering the Ball Boat	4	19,0	61,9
Hitting the ball	4	19,0	81,0
Keep the eye on the ball	4	19,0	100,0
Hoop shooting with 2 hands			
Placement of legs and arms	4	19,0	19,0
Ball Grip	9	42,9	61,9
Coordination of legs and arms	4	19,0	81,0
Extension of arms during the shot	4	19,0	100,0
Self-defense in a small area			
Do not bend the legs	4	19,0	19,0
Keep your eyes down	4	19,0	38,1
Crossing your legs when moving	6	28,6	66,7
Moving around by lifting your feet	7	33,3	100,0
Game 3 against 3			
Teamwork	4	19,0	19,0
Application of the fundamentals of the game	10	47,6	66,7
Application of the rules of the game	5	23,8	90,5
Collective effort to achieve success	2	9,5	100,0



In the main deficiencies detected in the observations made to the students' performance, it could be observed that:

- The support during the run and the coordination of legs and arms during the offensive movements without ball are the most relevant aspects where 14 students coincide for 66.7 %.
- In the grip of the ball, the placement of the hands when receiving the ball from a partner was the greatest difficulty, with 12 students agreeing on this, representing 57.1 %.
- During the pass with two hands from the chest, the greatest incidence was in the coordination between arms and legs, which leads to low effectiveness during the pass where 11 students coincide for 52.4 %.
- At the reception, an element that allows the continuity of the offensive actions, the greatest difficulty was in the extension of the arms to receive the ball, with nine students coinciding for 42.9 %.
- In the dribble with both hands alternately, it could be observed that the greatest difficulty was in the control of the bounces of the ball fundamentally when working with the less skillful hand, coinciding nine students for 42.9 %.
- The grip of the ball during the two-handed dribble was the most significant incidence where nine students coincided for 42.9 %.
- During the defensive movements, it was observed that 13 students agreed that the greatest difficulty was moving around the field in a defensive position and not crossing their legs during the movement, which represents 61.9 %.
- When applying the fundamentals of basketball in a "3-on-3 game", it was found that 10 students, representing 47.6 %, did not correctly apply the fundamentals of the game.

Table 2. - Physical Education teacher survey results

Question # 1. Preparation for the conduction of the teaching-learning process in the sport initiation of basketball in the ages of 8-9 years, from <i>Sport for All</i>			
	Frequency	Valid percentage	Accumulated Percentage
Bad	17	23,6	23,6
Regular	38	52,8	76,4
Good	17	23,6	100,0
Question 2. Methodological preparation to face the teaching-learning process of basketball in sports initiation from <i>Sport for All</i> in Physical Education			
Bad	25	34,7	34,7
Regular	38	52,8	87,5
Good	9	12,5	100,0
Question # 3. Methodological orientations that you receive for the conduction of the teaching-learning process of basketball from the <i>Sport for All</i> in Physical Education			
No	53	73,6	73,6
Yes	19	26,4	100,0
Question # 4. Operation of the joint work between Physical Education teachers and sports coaches, to teach basketball from <i>Sport for All</i> in Physical Education			
Bad	37	51,4	51,4
Regular	31	43,1	94,4
Good	4	5,6	100,0
Question # 5. Knowledge about some official document that guides how to conduct the initiation to basketball from <i>Sport for All</i> in Physical Education			
No	62	86,1	86,1
Yes	10	13,9	100,0
Question # 6. Point out in your opinion the 3 main weaknesses of sports initiation in basketball at the age of 8-9 years, from <i>Sport for All</i> in Physical Education			
Preparation and Self-Preparation	33	45,8	45,8
Improvement or training received	14	19,4	65,3
Mastering the basics of the game	9	12,5	77,8
Methodological preparation on the subject	7	9,7	87,5
Working with the ages of initiation	6	8,3	95,8
Theoretical and methodological documentation	3	4,2	100,0



In the survey applied to physical education teachers in primary education and who are linked to the first cycle of this teaching, it could be determined that:

- The 76.4 % agree that the preparation for the conduction of the teaching-learning process in the school sport initiation of basketball from *Sport for All* is regular or bad.
- The 87.5 % agree that the methodological preparation to face the conduction of the teaching-learning process of basketball from *Sport for All* in Physical Education is regular or bad.
- The 76.3 % agree that they do not receive methodological guidelines for the conduction of the teaching-learning process of basketball from *Sport for All* in Physical Education.
- From the methodological precisions issued for each school year, it could be determined that 94.4 % state that the joint work between the Physical Education teacher and the basic sports coach is bad or regular.
- On the knowledge of official documents that guide how to conduct the process of sports initiation of basketball from Sport for All in Physical Education, 86.1% say no.
- The 65.3 % agree that self-preparation, methodological preparation and overcoming are the most necessary aspects to work on for the correct conduction of this process.

Results of the interview with the directors of Physical Education and the sport of basketball (Table 3); (Table 4); (Table 5); (Table 6) y (Table 7).

Table 3. - Question #1

Criteria on conducting the process of sports initiation in basketball at the age of 8-9			
	Frequency	Valid percentage	Accumulated percentage
Bad	21	72,4	72,4
Regular	4	13,8	86,2
Good	4	13,8	100,0

Table 4. - Question # 2

What are the 5 main weaknesses that originate from the methodological point of view in conducting the process of sports initiation in Basketball at the age of 8-9 years?

Preparation and self-preparation	13	44,8	44,8
Methodological treatment	7	24,1	69,0
Motivation for work	1	3,4	72,4
Mastery of sport	1	3,4	75,9
Lack of documentation	4	13,8	89,7
I work with the ages of 8-9 years	2	6,9	96,6
Working conditions	1	3,4	100,0



Total **29** **100,0**

Table 5. - Question #3

Methodological indications for the conduction of the sport initiation process of basketball from "Sport for All" in Physical Education

		Frequency	Valid percentage	Accumulated percentage
Valid	None	20	69,0	69,0
	Few	8	27,6	96,6
	Many	1	3,4	100,0
	Total	29	100,0	

Table 6. - Question #4

Considerations about the joint work between the Physical Education teacher and the Sports Coach, for the development of the sport initiation process in Basketball from the "Sport for All " in Physical Education

		Frecuencia	Valid percentage	Accumulated percentage
Valid	Bad Work	21	72,4	72,4
	Regular Work	5	17,2	89,7
	Good work	3	10,3	100,0
	Total	29	100,0	

Table 7. - Question #5

What basketball theme do you suggest to work from "Sport for All" in Physical Education that contributes to the successful conduct of the sports initiation process in the ages of 8-9 years?

		Frequency	Valid percentage	Accumulated percentage
Valid	Technical Fundamentals	2	6,9	6,9
	Tactical Fundamentals	1	3,4	10,3
	Technical-Tactical Fundamentals through Play	3	10,3	20,7
	Theoretical Foundations - Methodology of Sport	9	31,0	51,7
	Working with contemporary didactic components	11	37,9	89,7
	Attention to individual differences and correction of errors	3	10,3	100,0
	Total	29	100,0	



In the interview with managers who are linked to the object of study of this research and the sport of basketball, it was determined that:

- They agree that the conduction of the process of sports initiation in the Physical Education is bad, where 21 of the interviewed agree in it for 72.4 %.
- In 13 of the interviewees, which represents 44.8 %, one of the weaknesses is in the preparation and self-preparation of Physical Education teachers, based on the poor literature available to conduct this process from *Sport for All* in this context.
- Coinciding with the previous question, 69 % expressed that there are no indications of a methodological nature to guide the professionals who work in Physical Education on how to carry out the process of sports initiation in the sport of basketball.
- They consider that the joint work between Physical Education teachers and basic sport coaches, fulfilling the methodological precisions for each course, is bad.
- Regarding the suggestions for the conduction of the process of sport initiation of the basketball from the Physical Education, they propose the work with the theoretical-methodological foundations of the basic elements for 31 % and the implementation of the contemporary didactic components in this process for 37.9 %.

From the theoretical and practical analysis carried out, it can be determined that the professionals who work in Physical Education to conduct the teaching-learning process in the initiation stage of the sport of basketball from *Sport for All* at the ages of 8-9 years have a low behavior.

The main causes that provoke the low level are the lack of documentation that guides the teacher on how to conduct this process, deficient theoretical-methodological work carried out by the directors of the province for basketball in the primary education and insufficient link between the Physical Education teacher and the coach in the base for the advice in the school.

The main practical deficiencies detected at the age of 8-9 years old are aimed at: inadequate movement on the field when playing without the ball, incorrect ball grip that provides later difficulties in passing, reception, shooting with two hands and the application of the basic fundamentals of basketball in actions of the "3 vs 3 game".

The professionals who work in *Sport for All* from Physical Education do not have a solid foundation in the pedagogical components related to methods, procedures, contents and methodologies, based on the methodological insufficiencies with contemporary productive approaches for the conduction of the teaching-learning process of basketball in the initiation stage for the ages of 8-9.



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