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Basketball as a Sport Activity in the Primary School from the Point of View of Physical Education Teachers

Extended summary

After school, activities of students contribute to easier achievements of educational standards in Physical Education, first in checking particular educational outcomes, i.e. mastering skills (Radojević, 2011). Each school is obliged to enable permanent participation of students in different sport or other activities, students have chosen based on their interests and the Physical education teacher has noticed that. Nevertheless, at schools, these activities are insufficiently present (Popović, and Radovanović, 2009), although they have positive effects on motor and morphological status of students (Marković, and Bogdanović, 2009). These points at the need of intensive sport activities, primarily through sport activities organized at school. Physical education curriculum requires additional sport activities once a week. This is approximately 30-35 hours. If additional sport activities are considered addition to school classes of physical education, then those classes contribute to bigger number of classes a week and that is 3-4 classes. Based on this, it can be said that there is a satisfactory criterion of a weekly exercise programme for children. On the other hand, if sport activities are directed to work with talented students, who are specially chosen, selected for sport activities, for doing sport activities for participating at school competitions, then only one lesson is insufficient for achieving good technique, tactical and physical ability. It is necessary to work with children 2-3 times a week, and sometimes every day (Višnjić et al., 2004). Children who are in for sports, particularly basketball and other sport games can have positive influence on their entire physical and mental development (Jakovljević, 2011; Malina, 2009; Hedstrom, R., & Gould, D., 2004).

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Both female and male students have very positive and affirmative attitudes towards activities of sport games, particularly basketball (Madić et al., 1995; Krsmanović, 1995; Krsmanović, and Berković, 1995). On the other hand, there is not much research, which shows relationship, and attitudes of Physical Education teachers towards after school sport activities.

The aim of this study was to examine attitudes of physical education teachers (N=42) concerning basketball team as sports activities in primary schools. This is why the questionnaire was done by applying the questionnaire list containing 14 questions referring to: the frequency of sport activities, conditions in which they were done, ways of forming it, contents of work and contents of students based on the age and basketball experience.

Most of the teachers from this sample is in charge or has been in charge of the basketball school team and think that they have enough knowledge for this type of afterschool activities. When introducing students into the basketball activities, teachers are led by students' wishes. Conditions for holding those activities are various. Teachers are devoted to basketball, because in a great number of cases there are inter-class competitions, and the structure of work in the classes is right, in accordance with recommendations. Teachers "feel" the problem referring to inability of all students to participate in the competing teams, so in great percent, they have stated that there should be competitions for those students who are not registered basketball players.

It can be concluded that this work of physical education teachers in basketball sport activities has the potential to fulfil most of pedagogical and health functions of afterschool teaching activities, with additional corrections, such as: improving working conditions, possibilities of enlarging the number of groups and including more students who are not registered basketball players into the competing teams.

Key words: competitions, pleasure, knowledge of basketball.

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