MEJORA DE LA HABILIDAD TÁCTICA EN DEPORTES DE INVASIÓN EN ESCOLARES: INFLUENCIA DEL NIVEL INICIAL

IMPROVEMENT OF THE TACTICAL SKILL IN INVASION SPORTS IN SCHOOLCHILDREN: INFLUENCE OF THE BASELINE LEVEL

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RESUMEN
El objetivo del estudio fue examinar la influencia del nivel inicial sobre la mejora de la habilidad táctica en deportes de invasión mediante un programa de educación física de dos unidades didácticas alternadas de fútbol sala y baloncesto en escolares. Una muestra de 85 escolares, 39 varones y 46 mujeres, de 5º-6º curso de educación primaria realizaron dos unidades didácticas de fútbol sala y baloncesto (5 sesiones cada una) durante las clases de educación física. Dos clases realizaron las unidades didácticas de forma tradicional (n = 43) y otras dos de forma alternada (n = 42). Los escolares de unidades didácticas alternadas se dividieron en función de su habilidad táctica inicial en baja (< P50, n = 23) y alta (≥ P50, n = 20). Los resultados mostraron que los escolares con bajo nivel inicial obtuvieron mejoras estadísticamente significativas en la habilidad de ajuste, marcaje, toma de decisiones y rendimiento en el juego con respecto al grupo tradicional (p < 0,05; d = 0,66-1,26). En cambio, los escolares con alto nivel inicial solo mejoraron su habilidad de ajuste con respecto al grupo tradicional (p < 0,05; d = 1,18).

PALABRAS CLAVE: Intervención educativa, enseñanza deportiva, habilidad táctica deportiva, deportes de invasión, estudiantes de educación primaria, educación física.

ABSTRACT
The purpose of the study was to examine the influence of the baseline level on the improvement of the tactical skill in invasion sports through a physical education-based program consisting in two alternated teaching units of futsal and basketball in schoolchildren. A sample of 85 schoolchildren, 39 males and 46 females, from 5º-6º grade of primary education carried out two alternated teaching units of futsal and basketball (5 sessions each one) during the physical education sessions. Two classes performed the teaching units in a traditional way (n = 42) and two alternately (n = 43). The schoolchildren’s from alternated teaching units was divided according to their baseline tactical skill in low (< P50, n = 23) and high (≥ P50, n = 20). The results showed that the schoolchildren with low baseline level obtained statistically significant improvements in the skill of adjustment, marking, decision making and game performance compared to the traditional group (p < 0.05, d = 0.66-1.26). However, the schoolchildren with a high baseline level only improved their adjustment skill compared to the traditional group (p < 0.05, d = 1.18).

KEYWORDS: educational intervention, sports teaching, sports tactical skill, invasion sports, primary education students, physical education.
1. INTRODUCTION

The purpose of the study was to examine the influence of the baseline level on the improvement of the tactical skill in invasion sports through a physical education-based program consisting in two alternated teaching units of futsal and basketball in schoolchildren.

2. MATERIAL AND METHODS

A sample of 85 schoolchildren, 39 males and 46 females, from 5º-6º grade of primary education carried out two alternated teaching units of futsal and basketball (5 sessions each one) during the physical education sessions. Two classes performed the teaching units in a traditional way (n = 42) and two alternately (n = 43). The schoolchildren’s from alternated teaching units was divided according to their baseline tactical skill in low (< P50, n = 23) and high (≥ P50, n = 20). Before and after the intervention the objective tactical skill in invasion sports was assessed (3 x 3 matches of basketball and futsal of 5 minutes each one) through the GPAI: skill execution, support, base, adjustment, marking, decision making, game involvement and game performance.

3. RESULTS

The results of the ANOVA (p < 0.05), followed by the pairwise comparisons with the Bonferroni adjustment, showed that the schoolchildren with low baseline level obtained statistically significant improvements in the skill of adjustment, marking, decision making and game performance compared to the traditional group (p < 0.05, d = 0.66-1.26). However, the schoolchildren with a high baseline level only improved their adjustment skill compared to the traditional group (p < 0.05, d = 1.18).

4. DISCUSSION AND CONCLUSIONS

During physical education sessions, only the schoolchildren with low baseline level considerably improve their tactical skill in invasion sports.

REFERENCES
