

## CHAPTER 3

# THEORETICAL AND PRACTICAL ASPECTS OF MODERN PSYCHOLOGY

## FORMATION OF THE MOTIVATIONAL COMPONENT OF VALUE ORIENTATIONS IN CHILDREN 6-7 YEARS OLD DURING MINI-BASKETBALL CLASSES

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**Abstract.** In the case of the first year of mini-basketball lessons for children, the emphasis is not on the nature and specificity of training actions using physical qualities, as is the case in the practice of professional physical training, but on other approaches. The purpose of the study is to actualize the need and reveal the essence of such an aspect of physical education as a motivational component of value orientations. The methods of theoretical research, study and generalization of data from literary sources, abstraction, analysis and synthesis, induction and deduction, empirical research are used. An innovative approach to strengthening the motivational component of the educational discipline of value orientations in mini-basketball classes has gained scientific and practical application in a number of countries. Mini-basketball is a high level of dynamic physical education and sport. The main feature of education is the inclusion of the child in motor activity. In sports facilities, this is a pedagogical process that should "close" a child's long-term withdrawal from physical education. The results of the formation of the value-based thinking of the projective type necessary for the child are foreseen. In the course of such conscious physical education, which is not the same as physical activity, the values and goals of using physical education in various game situations are formed, which are constantly changing. These are also the abilities necessary to create a motivational image of "myself in the future", design and implement systems of own mini-basketball lessons. Systematic physical education of children should contribute to the formation of a motivated personality. Playing mini-basketball stands out as an independent direction, which is determined by the characteristics of the child's personality: the complexity of organizing reflection, communication, understanding, self-determination and goal setting. The results of the research can be useful and applied in practice by physical culture and sports specialists.

**Keywords:** motivation; sports worlds; value orientations; mini-basketball, children

**JEL Classification:** I20, Y8

**Formulas:** 0; fig.0; tabl.2; bibl. 4

**Introduction.** The formation of value orientations to sports in the first year of study and the improvement of the effectiveness of the management of the educational and training process at the stage of initial training is one of the most important tasks, the solution of which depends on further multi-year training. Current global trends in the development of basketball indicate a decrease in the age of starting to play this sport from 11 years to 5-6 years. Many countries of the world introduce elements of this game into the system of preschool physical education.

The first year of sports is very important. It plays a big role in the formation of interest, the feeling of the manifestation of the necessary motor activity aimed at a certain sport, the feeling of a constant need to communicate with peers, as well as whether the child will stay in a certain specific sport for development and improvement in the further stages of sports training.

The task of the first year of study is to interest children in basketball and their personality as a coach. This task is quite difficult for specialists, especially for those who are just at the beginning of their coaching career. It is also difficult to motivate children to systematically attend training classes throughout the year and involve parents in all activities of the educational and training process, as the main guides between the child and the coach. The specificity of working with children of preschool and primary school age in sports sections involves the development and search of interesting options and forms of presentation of theoretical and motivational material. Lack of understanding of this by coaches during the organization and management of the educational and training process leads to children's passivity, mechanical performance of exercises, decreased interest in training sessions, increase in senseless mistakes at competitions, and cessation of attendance at training sessions.

Playing sports hardens the character, educates such qualities as purposefulness, psychological stability, stress resistance, team spirit and the will to win. And these qualities are especially significant in today's world, which requires maximum concentration and dedication.

**Literature review.** Psychologists have identified four main motivating motives for sports in children: communication in the team, attitude towards the coach, actual sports, and extracurricular activities. For children of any age, communication and a positive attitude of the team towards him are extremely important. If in the sports section the child quickly makes friends with his peers, finds boys or girls who are close to him in spirit, then with a high probability it can be predicted that the child will stay in the sports section for a long time.

An important factor in maintaining interest in classes is the formation of a microclimate in the team. Children achieve great results in a group where there is respect, support, and no mocking of the weak. Therefore, the main requirement when planning the educational and training process is to create conditions that would contribute to the formation of a comfort zone so that the child becomes interested in a specific sport, acquires the necessary important skills and abilities for further development and improvement at the next stages of a sports career, is able to find new friends, as well as to establish a "child-parent-coach" relationship, which would further

improve the result from the influence of the educational and training process, as well as motivate more to engage in the chosen sport.

The results of the practical experience of modern children's trainers indicate that, on average, in the first two years of sports training, of their own volition ("got bored", "stopped liking it", etc.), more than 40% of pupils stop their training, regardless of their level preparedness and suitability for a specific type of sport (Doroshenko, 2023). The main reasons for dropping out are the lack of sustained interest in the chosen sport and shortcomings in the teaching and training methods (for example, participation in competitions of untrained athletes) (Dolbysheva, Cherednichenko, 2023).

In order to form a stable motivation for sports in children at the stage of initial sports training and reduce the "dropout" of participating children, the coach must:

- to increase the emotional intensity of educational and training classes;
- to activate joint leisure time: hikes, excursions, conversations, holidays. Take care of the creation of a favorable microclimate in the team by creating an atmosphere of mutual respect, trust, care, education of tolerance;
- meet the expectations of children as individuals.

Thus, the coach's behavior and activities are the most important factor in the formation of children's sustainable motivation to play sports (Sizov, Sheviakov, Slavskaya, Alforov, Kornienko, 2022).

Value orientations are elements of the motivational structure of an individual, on the basis of which the choice of certain social attitudes as goals or motives for specific activity takes place. The formation of value orientations in physical education and sports is devoted to many works of scientists (Krasilshikov, 2021), who in their research proved the positive influence of various means of encouragement, the cognitive sphere, the promotion of a healthy lifestyle on children's interest in motor activities or certain types of sports.

**Aim.** The purpose of the research is to scientifically substantiate the content and direction of sports holidays, which will contribute to the formation of value orientations in sports and the motivation of children aged 6-7 to engage in mini-basketball in the first year of schooling.

**Methods.** During the research, the following methods were used: analysis of special, scientific and methodological literature, analysis of documentary materials, pedagogical observation, pedagogical testing, pedagogical experiment, methods of mathematical statistics.

The analysis of special, scientific and methodical literature was used to find out the current trends in the development of mini-basketball, a problem area regarding the formation of value orientations in physical education, sports and, in particular, in team sports games.

Pedagogical observations were aimed at obtaining information about: the organization of the educational and training process; interest of children and coaches in the educational and training process; effectiveness of the used technique; its positive and negative sides. Pedagogical testing was conducted to study the level of physical fitness of children 6-7 years old who play mini-basketball in groups of primary training. The pedagogical experiment consisted in implementing and determining the

effectiveness of the developed structure and content of the educational and training process at the stage of initial training for children 6-7 years old.

Statistical processing of the research results was carried out by the methods of variational statistics implemented by the standard package of application programs STATISTICA 7.0.

Descriptive statistics were used for statistical data analysis; the comparison of the average values of the variables was carried out using parametric methods (Student's t-test) under the normal distribution of these characteristics, expressed in an interval scale. Compliance of the type of distribution of features with the law of normal distribution was checked using the Shapiro-Wilk method.

**Results.** The study involved 32 boys aged 6-7 years who are engaged in mini-basketball in the sports section for the first year (the control group is 16 people - children who practiced 108 hours in 9 months, but the percentage ratio of the workload for different types of training was formed according to the traditional program and the main group - 16 people who studied for 108 hours according to the author's training program).

The level of physical fitness during training was assessed according to two criteria: the level of development of general physical abilities and special abilities (according to the specifics of the sport - speed and coordination).

To assess physical fitness, attention is focused on the control of coordination abilities, which are one of the leading qualities in basketball and are intensively developed in children of this age. Tests were used, which in their structure correspond to the specifics of basketball and are informative for team sports games.

The substantiation of the structure and content of the educational and training process of children 6-7 years old during the first year of mini-basketball classes was determined by the global trend to reduce the age of starting team sports games, modern recommendations of leading sports theory scientists and innovative training methods in the leading countries of the world.

The structure and content of the training of children 6-7 years old in our study is a system of interrelated components aimed at increasing the effectiveness of the educational and training organization, a comprehensive approach to building the structure and content of the educational and training process in mini-basketball for children 6-7 years old, which includes four blocks during the first year of classes, which in terms of duration corresponded to the terms of four quarters in a general educational institution. It is necessary to pay attention to the fact that children are at a rather difficult stage of their lives - simultaneous adaptation to new conditions of educational and sports activities. Each of the blocks included the distribution of educational material into theoretical, practical, motivational and control sections of training and was aimed at increasing the effectiveness of learning the basics of game technique, developing physical qualities, preserving and strengthening physical health, mastering theoretical knowledge, forming interest and motivating children to sports activities

The blocks had their main tasks depending on the set tasks of the educational and training process in the first year of study. The content of each block provided for the presence of each of the 4 sections, but the ratio of hours of sections in each block was

different. The first block "Getting to know each other" (September-October) was aimed at solving the task of getting to know mini-basketball. In the first block, the theoretical section was 3 hours, the practical section was 14 hours, the motivational section was 5 hours, and the control section was 2 hours.

The main tasks of this block were: a) to introduce the game, how to play it; to prove the advantages of the game over other sports, to create favorable psycho-emotional conditions for the development of the child's interest in activities; b) promote health improvement, development of physical qualities, orientation in space; c) education of discipline, sense of collectivism, respect. During theoretical training, topics were studied: history of basketball development, basketball ball, basketball uniform; the survey was conducted according to the control tasks in the notebook. The practical section in September-October was mostly aimed at strengthening physical health (5 hours) - exercises for posture prevention and prevention of flat feet were used. 6 hours were allocated for the development of physical qualities. Coordination abilities were developed by means and mobile games, such as: orientation of the body in space with the mobile games "Molecules", "Treasure Island", "Numbers"; spatio-temporal perception - movement in the specified direction, throwing a ball or objects at a certain goal, the game "Upside Down"), flexibility - inclines, exercises for the development of increased mobility in the joints; speed - relay races with various objects and a ball.

In the first block, 3 hours were allocated for the training of skills and abilities. Moving games were used, more aimed at the correctness of walking, running, jumping, moving, turning, flipping, maintaining balance, holding the ball in the hands in place, while walking, rolling the ball on the floor, juggling, dribbling, education of sports discipline, following the rules of the game.

The motivational section of the first block (5 hours) included such events as: sports holidays; contests; visiting basketball competitions; work at home on tasks with parents (preparation of drawings). Formation of motivation was carried out using verbal, visual and game methods. Means - types of logical (arithmetic) tasks, encouragement with basketball paraphernalia for those who do not miss training; basketball-themed games on smartphones and gadgets as homework; invitations to basketball matches for children and their parents. It is mandatory to hold a specially organized event with the aim of generating interest in mini-basketball among children and their parents. We were offered the "Orange Ball" holiday, the purpose of which was to instill love for the ball as the main equipment.

The second block within the framework of training in the first year of classes was called "Interest" and lasted from November to December. It differed somewhat in the setting of tasks and content of training. The main tasks of this block were to promote stable attendance at classes, strengthening physical health, and developing general physical qualities. The mini-basketball section is not an obligatory activity on the school schedule, which a large number of children will attend without objection.

Therefore, in order for the stability of attending classes to be preserved in the future, children need to be interested, involved and encouraged until they have a desire to attend the mini-basketball section on their own. The task of this block was not to turn the stage of initial preparation into a course of lectures, but thanks to the theoretical

section to enrich the mass of knowledge with generally known facts about basketball. Therefore, in the second block, the redistribution of hours took place in such a way that 2 hours were allocated to theoretical training, attention was paid to such topics as: the duration of the game, the referees' gestures, the number of players in the team.

The number of hours of the practical section in the second block was 15 hours. Despite the fact that the main task of the stage of initial training is to strengthen and preserve the health of children, the duration of the direction of strengthening physical health has decreased to 3 hours. Children need to be nourished and encouraged more by those activities that are more interesting to them at this age - that is, playing games, causing excitement in them when performing the proposed activity. Therefore, 4 hours were allocated to the development of skills and abilities, the list of exercises was somewhat complicated, both in terms of the complexity of individual exercises and several interconnected actions.

To the motivational section (5 hours - the duration remained unchanged, because a stable interest in the independent vocation of attending classes has not yet been formed), activities with work in a notebook and homework are added and diversified, attention is focused on holding a specially organized event called "Day the birth of basketball" (in connection with the fact that in December 1891 the game of basketball was created), the purpose of which was to create an idea about the development of basketball; check the initial level of theoretical knowledge of the history of this sport in combination with the degree of mastery of basic skills and skills during relays.

The third block "Adaptation" lasted three months (January-February-March). The total duration of the block was 36 hours. The task of this block was to adapt the body to the load, development of general physical qualities, mastery of basketball skills and abilities. The theoretical section in the third block was 3 hours. The topics of theoretical training were: dribbling, stops, numbers in basketball, shooting, passing, triple threat stance, the 5- and 24-second rule. A control survey was conducted according to the topics covered, attentiveness tasks were given - to find and count objects, check whether children know court gestures.

The practical section consisted of 26 hours, the direction of strengthening physical health, the total duration of which was 6 hours, involved the performance of exercises to a greater extent aimed at forming the correct posture, because in basketball, to a greater extent, they try to perform exercises with the stronger side (arm), which can cause a greater increase in the load on one side of the child's body, as well as breathing exercises - blowing on a balloon and a table tennis ball lying on the floor to reach a certain limit. The number of hours for increasing the level of physical fitness decreased - 8 hours were allocated. A combination of several orientations was used, i.e. to run a certain distance with obstacles, perform coordination of movements and finish with a technical element. In the practical section of the third block, exercises were performed on reaction speed - to catch a falling tennis ball; the game "On the contrary" with the use of additional items; complicated types of juggling with a basketball ball. Passing the distance with a set of exercises (driving, climbing, jumping, passing, throwing).

The total volume of the motivational section, which is related to the formation of interest in classes, lasted 4 hours. Tasks in the notebook were carried out - to find

differences between cards, to find certain words from a variety of letters, to count the number of objects with a certain image, to attend competitions. The control of the passed material was carried out as a survey in class, when checking the completion of homework, during holidays.

The fourth unit "Habit" lasted for the last two academic months, April-May. The total number of hours was 24 hours. The main task of this block was the development of general physical qualities, sustainable mastery of motor skills. The purpose of the theoretical section was to highlight topics related to violations in basketball such as: running, double dribbling, fouls, time-out. The results were summed up regarding the material learned during the year in the form of independent solving of 2 crosswords. The direction of physical development and health promotion was 2 hours. Had a supportive character. 7 hours were allocated for the development of skills and abilities. Various types of connections of technical elements were performed - rolling with juggling the ball between the legs for a certain distance and throwing into the basket, performing flips and passes with subsequent dribbling. Control of the studied material was checked during holidays and homework.

This contributes to increasing efficiency: teaching the basics of game technique, developing physical qualities, preserving and strengthening physical health, mastering theoretical knowledge, and forming children's motivation to play sports. The content of the educational material for mini-basketball sports training is built in accordance with the age characteristics of children 6-7 years old, which creates the most favorable conditions for: revealing cognitive abilities, development of physical and specific ("feeling of the ball", "feeling of time") qualities, harmonious physical development, increasing the body's functional capabilities, formation of motivation for sports taking into account the interests of the individual in terms of self-expression and revealing his potential in team activities.

Educational material from four sections was included in the content of each block. The content and ratio of hours in each block was different, which is due to the tasks of the educational and training process during the first year of study at the stage of initial training (tables 1, 2).

Increasing the effectiveness of theoretical training of children depends on the methodical education of trainers regarding innovative forms, means and methods of presenting theoretical material during the educational and training process.

New forms of presentation of theoretical material were proposed for quality acquisition of mini-basketball knowledge: presentations, creative tasks, mini-lectures, etc. Mastery of theoretical knowledge was carried out mainly at the beginning of the class, from 2 to 5 minutes were allocated for this. The practical workbook "Theoretical mini-basketball workshop for children 6-7 years old" was developed especially for children. The notebook presents the content of theoretical material and tasks for independent work (making drawings of basketball equipment, ball, court; solving crosswords; solving tasks and examples, regarding the score during a basketball match, etc.).

The practical section was aimed at solving the following tasks:

- training of skills and abilities - performance of various exercises and mobile games without a ball, with a ball, as well as with the use of other equipment (tennis ball, gymnastic hoop, inflatable balls, etc.) for training the simplest technical elements (moving around the court without ball - walking, running, jumping, stopping, standing; holding and rolling the ball; catching and passing with two hands; handling the ball in place and in motion, juggling; throwing the ball into the wall, to a partner, into the basket );

- increasing the level of physical fitness - development of physical qualities: coordination abilities (orientation of the body in space; space-time perception), flexibility, strength, speed, speed-power qualities;

- increasing the level of physical health - using exercises to increase the level of functioning of the main body systems, promoting the harmonious formation of the musculoskeletal system, etc.

Verbal, repetitive and game teaching methods were used during educational and training sessions. The main attention was paid to the rational distribution of physical load during the training session, taking into account the peculiarities of the adaptation of the body of children 6-7 years old. Balls of the 5th (weight 470-500 g) and 3rd sizes (weight 300-330 g) and additional equipment were used in the course of the classes. The task of training was to create a motor representation of technical techniques, but special attention was paid to the formation of motor abilities and skills in children, since further detailed training will take place during the following years of training.

The main tasks of the motivational section were to increase children's interest in mini-basketball classes and to form motivation to involve children in various forms of physical culture and sports work and to popularize this type of sport. The tasks of the motivational section were implemented during the participation of athletes in competitions, specially organized events - basketball holidays. The main attention was paid to attending sports competitions of teams of the higher and Super League. We developed scenarios for four holidays, which were held in each of the 4 blocks during the year. The orientation of the holiday corresponded to the theme and events that took place in this block: "Dedication to young basketball players", "Orange ball" (October), "Basketball birthday" (December), "Player" (March), "Team" ( May). To encourage 6-7-year-old children to play mini-basketball, we used computer games that are freely available in the Playmarket program on the Internet (Basketball Horse, Mini-Basketball Arcade, Shootin Hoops, Groovy Hoops, etc.), with visual segments of basketball game, players, cartoon characters performing basketball tricks and more.

The task of the motivational section was to arouse interest in mini-basketball classes with the help of interestingly organized training sessions, physical forms of encouragement, games of various orientations, working with a special notebook, and obtaining elementary knowledge of basketball. The goal of mini-basketball around the world is to attract as many children as possible to mass basketball classes in the future. At the same time, mini-basketball festivals and celebrations are an integral part of the development. Mini-basketball festivals are held mostly in the summer. They are held with the idea that every child who participated (engaged) was satisfied with the process



and at the end of the festival or holiday received an incentive prize (perhaps with a basketball focus).

Activities for the formation of motivation during training included basketball holidays, awards after training (the most obedient or those who were the most productive at the end of training were given a basketball attribute or some other prize).

According to the results of the competitions, the children were awarded with incentive prizes. All children received a mandatory prize for participation (basketball keychains, posters with basketball stars, souvenirs, etc.), which corresponds to the main principle of mini-basketball - "every child is a winner!".

The physical fitness of young basketball players, as well as physical development, is subject to the general biological laws of age, sex, and largely depends on natural data and health. Indicators of physical fitness of basketball players to a greater extent reflect the influence of the educational and training process in comparison with indicators of physical development. Thus, it is important to constantly record and study the results of the physical fitness of basketball players, on the basis of which it is possible to judge the effectiveness of the educational and training process, as well as the level of motivation of children to practice mini-basketball.

During the control, it was determined that the application of the structure and content of the educational and training process of children 6-7 years old in the first year of mini-basketball classes (something to add about author's developments, about holidays, motivation) is effective due to the fact that in the experimental the group of boys, compared to the control group, showed a significant increase ( $p < 0.05$ - $0.001$ ) in physical fitness indicators in 8 out of 10 tests: "long jump from a standing position" by 5.6%; "high jump from a standing position" - by 11.2%; "Romberg test" - by 35.4%; "shuttle run 3x10 m with running around stuffed balls" - by 12.4%, "shuttle run 4x9 m" - by 11.2%, "run to numbered stuffed balls" - by 13.06%; "time perception assessment, 5 s, 10 s" - by 16.9% and 13.7%. In the control group, a significant increase ( $p < 0.05$ ) was determined only in the indicators of five tests: "shuttle run 3x10 m with running around stuffed balls", "shuttle run 4x9 m", "running to numbered stuffed balls" "long jump from a standing position" ( $p < 0.01$ ), "high jump from a standing position" ( $p < 0.001$ ) (table 1.).

Summarizing the scientific substantiation of the structure and content of the educational and training process of children 6-7 years old in the first year of mini-basketball classes, we highlighted their efficiency criteria, according to each section. The effectiveness of the motivational section is a high level of systematic attendance of training classes by children, a desire to participate in sports holidays, attend matches of professionals, a desire to perform independent tasks.

Control of the theoretical readiness of children 6-7 years old in the first year of mini-basketball lessons.

**Table 1. Indicators of physical fitness of 6-7-year-old boys who play mini-basketball, before and after the formative experiment**

Control tests	The stage of the experiment	Indicators			Increase, %	
		$\bar{x} \pm m$		t		
		EG (n=16)	KG (n=16)	with EG i KG	EG	KG
Shuttle run 3x10 m. with running around the pads balls, s	before	11,35±0,12	11,47±0,12	0,72	12,4	3,7
	after	9,94±0,35***	11,00±0,04***	9,63		
Shuttle run 4x9 m, s	before	14,21±0,06	14,15±0,15	0,35	11,2	3,5
	after	12,62±0,09***	13,66±0,13*	6,85		
Run to the numbered stuffed balls, s	before	13,55±0,06	13,61±0,13	0,43	13,1	3,9
	after	11,78±0,07***	13,07±0,15*	8,04		
Evaluation of the sense of time, 5 s	before	6,97±0,44	7,14±0,44	0,28	16,9	7,8
	after	5,79±0,21*	6,58±0,33	2,08		
Evaluation of the sense of time, 10 s	before	12,19±0,57	12,23±0,55	0,05	13,7	2,2
	after	10,52±0,47*	11,96±0,42	2,36		
Long jump from a standing position, sm	before	105,69±0,87	105,75±0,95	0,05	5,6	4,0
	after	111,56±0,81***	110,00±0,88**	1,34		
Jump up from a place, sm	before	21,13±0,50	21,31±0,40	0,03	13,0	11,1
	after	23,88±0,42***	23,69±0,43***	0,31		
10 m run, s	before	3,04±0,05	3,09±0,05	0,70	3,9	3,5
	after	2,91±0,03	2,98±0,03	1,42		
Leaning the body forward from a sitting position, sm	before	3,69±1,09	3,31±0,90	0,27	81,4	64,2
	after	6,50±1,05	5,44±0,78	0,84		
Romberg's test, sm	before	13,10±0,74	12,95±0,77	0,14	35,4	19,5
	after	17,73±0,87***	15,47±0,98	1,79		

Notes: at  $p < 0,05$  - \*;  $p < 0,01$  - \*\*;  $p < 0,001$  - \*\*\*.

Source: developed by authors

After the implementation of the theoretical training content developed by us, we conducted control testing. The average indicators of theoretical readiness by groups of children 6-7 years old in the first year of mini-basketball classes before and after the experiment are presented in table 2.

**Table 2. Indicators of theoretical readiness of children 6-7 years old in the first year of mini-basketball lessons before and after the experiment, %**

Indicators	Boys			
	EG (n=16)		KG (n=16)	
	before	after	before	after
$\bar{x}$	14,4	66,3	20,0	33,8
S	2,3	2,5	2,1	3,1
V%	62,1	14,5	40,8	35,7
p	<0,001		<0,001	

Source: developed by authors

**Conclusions.** The analysis of the results of testing the theoretical readiness of 6-7-year-old boys for the experiment showed that the children had the same level of theoretical knowledge, as evidenced by the calculated Student's t-test (at  $p > 0.05$ ). However, after a year of mini-basketball classes according to the content of the

theoretical and motivational sections of the educational and training process proposed by us, the level of theoretical education of the boys of the experimental group probably (with  $p < 0.001$ ) increased by 51.9% and is  $66.3 \pm 9.6\%$ . In the control group of boys, after the experiment, there was also a probable increase in indicators, from  $20.0 \pm 8.2\%$  to  $33.8 \pm 12.0\%$ , but the increase in indicators is not so significant and is less than in the experimental group by 32.5%.

It should be noted that in the experimental group of boys, the coefficient of variation after the experiment significantly decreases from 62.1 to 14.5%, which indicates more uniform indicators of correct answers to control questions from theoretical training than before the start of the experiment. In the control group of boys, both before the experiment (40.8%) and after, the coefficient of variation had a wide range (35.7%). Also, the analysis of the results revealed the presence of insufficiently studied topics from the theoretical section, such as: rules of the game, the history of basketball, terminology. In our opinion, this is to a greater extent connected with the lack of competitions in this age category and the slow awareness of these issues directly in competitive practice.

Therefore, the control of the level of theoretical preparation shows better indicators of mastering theoretical knowledge of the children of the experimental group compared to the control group, which indicates the effectiveness of our chosen approach in planning the content of theoretical training and the application of the theoretical workbook developed by us for children of the first year of mini-basketball training.

**Author contributions.** The authors contributed equally.

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