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STUDY ON THE IMPORTANCE OF CREATING A BADMINTON
TEACHING METHOD

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Abstract

In Romania, badminton has gained great popularity and attracted more and more adepts and practitioners since 1975, after being introduced in the "Daciada" programme, the famous national sports competition. At present, even if there are important performances recorded at the international level by the Romanian badminton players (especially at junior level), the number of the bibliographic resources existing in the specialised national literature is small, so it can be said that, in Romania, practice preceded theory. Worldwide, teaching badminton is performed according to different methodologies, existing also, as in other sports, a lot of contradictory opinions. The discrepancies occur especially when it comes to teaching high clears, the order of teaching specific shots, or teaching the specific footwork. The aim of the study is to highlight the importance of implementing a methodology for teaching badminton games at the national level. The research methods used were: the bibliographic study, the survey method, the statistical-mathematical method and the graphical method. The study was conducted with the participation of 40 badminton coaches who agreed to complete a 10-item questionnaire. The hypothesis that, at the national level, the implementation of a methodology for teaching badminton play is a requirement/necessity of the coaches has been confirmed.

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1. Introduction

Worldwide, badminton is one of the most practiced sports games, and this is mainly due to the Asian continent, but also to the European countries such as Denmark, Sweden, Germany or the UK. As for its origins, badminton has been practiced in various forms since ancient times, but its sporty side has gradually risen, climaxing in 1887 when the world's first badminton club was established, when the rules of the game were established (Ochiană, 2006).

In Romania, the first badminton contests were organized by the Children's House in Târgu-Mureș in 1975. A year later, the CYU County Committee Mureș organized the first inter-county badminton contest, attended by more than 100 players, out of 12 counties (Demeter-Erdei, 1983).

Nowadays, there is a modest number of active clubs in our country (about 30), but the actions of the specialised federation trying to introduce this sport in as many schools, as well as the training of new specialists, give us hope that this number will be increasing considerably in the coming years.

Milon (2013) considers that "even if there are important performances recorded internationally by the Romanian badminton players, the number of the bibliographic resources existing in the national literature is small, so it can be said that in Romania the practice came before the theory" (p. 47).

Given the existence of a small number of scientific and methodical works written by Romanian authors providing information on the teaching of badminton, the approach of the teaching methodology to ensure the learning of this game is an initiative that can help overcome the current boundaries of the training process.

2. Problem Statement

Worldwide, teaching badminton is performed according to different methodologies, and there are quite a lot of contradictory opinions as with other sports. Discrepancies generally arise when it comes to teaching high clear/lobs, the order of teaching specific shots, or teaching field moves. Regarding the high clear/lobs, the conversations revolve around the torsion of the trunk in the backward balance phase. Concerning the order of handing over specific blows, in most British centres, coaches start low-shots training, as recommended by the Badminton World Federation (Woodward, 2011), while in most Asian schools recognized for pragmatism and their effectiveness, coaches first teach the high shot ("clear"). Moving on the field raises issues about the number and nature of the steps you take so that players can cover the entire surface of the field as efficiently as possible. We can say that no unanimously accepted teaching methodology has yet emerged as the most efficient, however the shortest way to the much desirable technical mastery has not been trodden yet.

At the national level, the methodology of teaching this sports game is a subject approached by very few specialists, whose work includes rather fragments of "how to teach badminton" (Lăzărescu, 1974; Demeter-Erdei, 1983; Marcu, 1989; Ochiană, 2006; Rus, 2008; Pițu & Stănescu, 2016). Actually, if you enter into several badminton halls in the country, you can see different ways of teaching the technical procedures specific to this game.

By carrying out this study, we propose to verify the hypothesis according to which, at the national level, the implementation of a methodology for teaching badminton play is a requirement/necessity of the coaches.

3. Research Questions

Analysing the current situation of the Romanian badminton, there are important differences between the level of its development from a theoretical point of view and the level of sports performances registered by the Romanian players, especially in the lower age categories. Thus, the following research questions are outlined:

- a. Is it important to develop a methodology for teaching badminton at the national level?
- b. Is there any interest from coaches for the use of specialised work in the training process?
- c. What is the current level of the development of the Romanian badminton theoretical?
- d. Does the development of the Romanian badminton theoretically, positively influence the practical activity?

4. Purpose of the Study

This research aims to highlight the importance of implementing a methodology for teaching badminton games at the national level.

5. Research Methods

In order to accomplish this research, we applied the following methods: bibliographic study, survey, statistical-mathematical method and graphical method.

Our scientific approach was carried out between December 2017 and January 2018, the subjects of the study being 40 Romanian coaches, with a minimum of one year experience in teaching badminton. One aspect that we want to highlight is that, according to the data provided by the Romanian Badminton Federation there are 47 coaches working in our country. After a simple calculation, it appears that the 40 coaches who participated in our study represent 85% of the coaches currently active in Romania. Therefore, we can assume that the results of our investigation represent the voice / opinion of badminton coaches in Romania.

The research tool used was the direct questionnaire developed in accordance with the purpose of the study, following the bibliographic materials and the discussions held with the specialists in the field. It was applied in the training rooms of several badminton clubs in the country and was made up of 10 items.

6. Findings

The analysis of the results of the 40 coaches is based on the answers to the 10 items of the questionnaire.

According to the results obtained in item 1: "What is the most important performance obtained as a coach?", the answers (Figure 01) highlight that: 11 coaches (27%) achieved notable performances (materialised by at least one podium), 10 international coaches (25%) achieved remarkable performances in the national competitions, 10 coaches (25%) achieved notable performances only in the local competitions and 9 coaches (23%) did not achieve any notable performance.

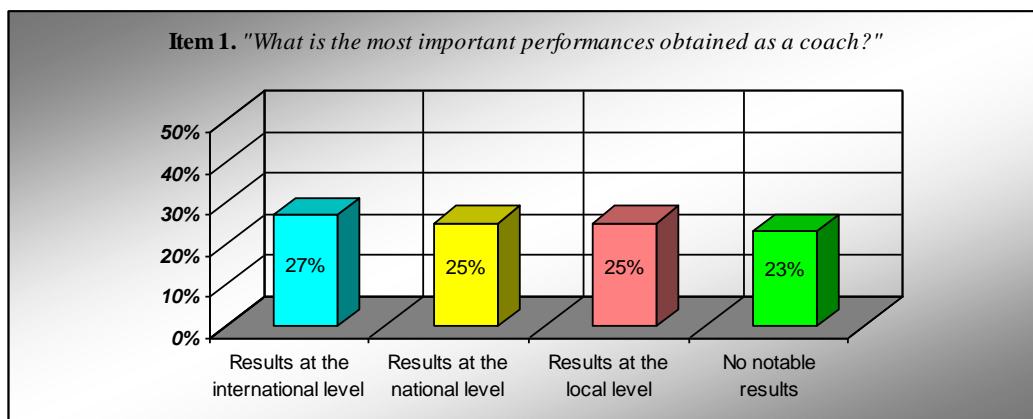


Figure 01. Graphical representation of the results recorded for item 1

There is a balance between the number of coaches working in the performance or high performance area and the number of coaches who started or failed to achieve significant national results.

It is worth mentioning that the most performances in the international competitions were obtained at the junior level (73%), with the seniors being only 27%.

At item 2: “Are you accustomed to using books/specialised papers to plan the training process?”, 31 coaches (77%) answered “Yes” and 9 coaches (23%) answered “No”. (Figure 02)

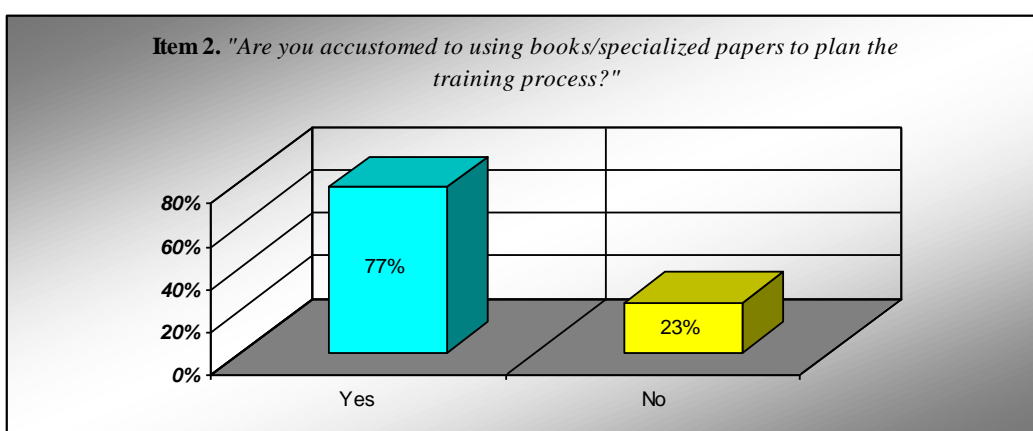


Figure 02. Graphical representation of the results recorded for item 2

We can notice an increased interest in the use of specialised work to plan the training process. In our opinion, planning is an indispensable component to sports training, the failure of planning being equivalent to “the plan to fail”.

At item 3: “Do you think it is important to guide your training process according to specialised work that specifically addresses the methodology of teaching badminton?” according to the results (Figure 03), 35 coaches (87%) answered “Yes” and 5 coaches (13%) answered “No”. The percentage of 87% shows the desire of specialists to study, which is particularly important for achieving the sports results.

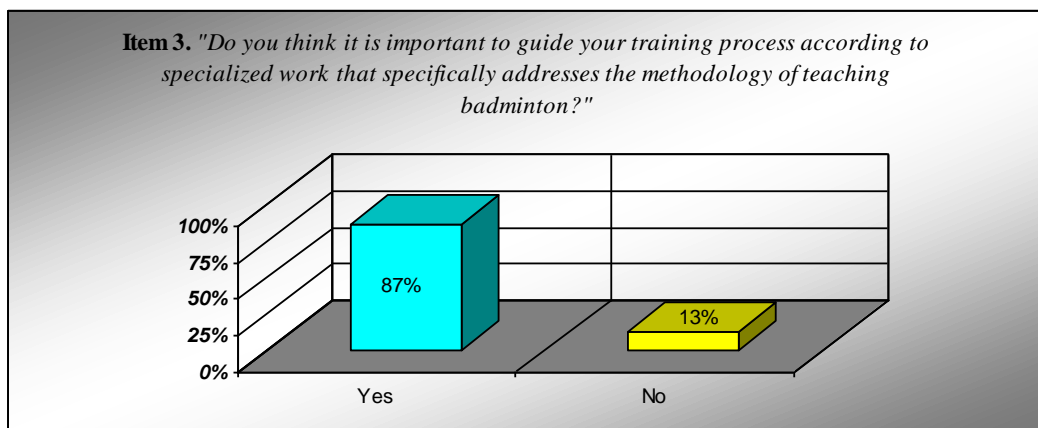


Figure 03. Graphical representation of the results recorded for item 3

At item 4: "Can you name 1-2 papers written in Romanian or in an international language that expressly deal with the methodology of teaching badminton? (If yes, write the title of the work and its author)", the answers (Figure 04) show that 21 coaches (42%) named Demeter-Erdei Zoltan with his work *Badminton*, 14 coaches (28%) mentioned the Badminton World Federation (BWF) with the work *Badminton Coach Education – Coaches' Manual*, 9 coaches (18%) did not name any author, 4 coaches (8%) named Pițu Nicolae with the work *Badminton – A Complete Sports Discipline*, and 2 coaches (4%) named Rus Cristian with *Badminton – For the Physical Education and Sports Teacher*.

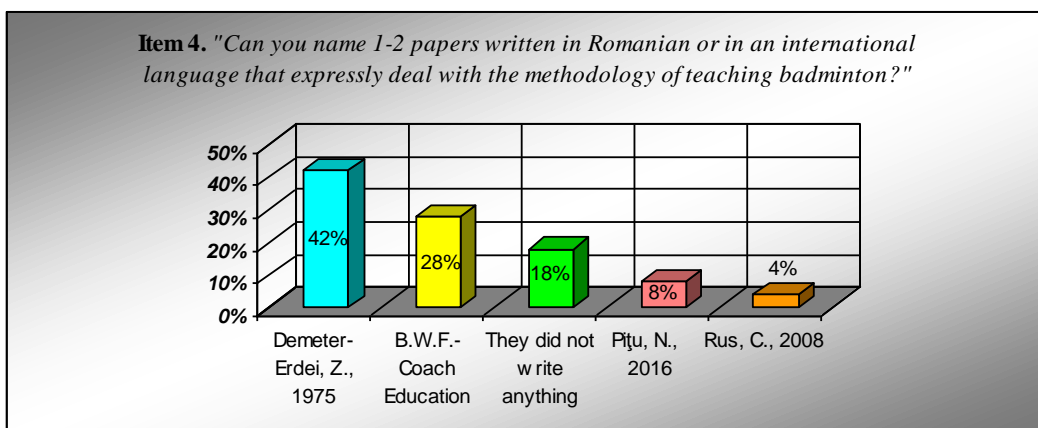


Figure 04. Graphical representation of the results recorded for item 4

Badminton, written by Zoltan Demeter-Erdei in 1975, is recalled by nearly half of the coaches (42%), but, in our opinion, it is not a work on the methodology of badminton teaching, but it rather approaches badminton as a whole (among others, history, game rules, technique, tactics), giving examples of exercises used to learn the specific shots.

Badminton Coach Education – Coaches' Manual, written in English by the Badminton World Federation specialists, has two parts (one published in 2010, another in 2011) and, in our opinion, tackles the teaching of badminton in all its complexity, being accompanied by videos made available for free to badminton coaches around the world.

The work entitled *Badminton – disciplină sportivă completă (Badminton – A Complete Sports Discipline)*, published in 2016 and written by Pițu Nicolae and Stănescu Rareș, contains a series of elements of teaching methodology, being, in our opinion, the first work focused on this topic written by Romanian authors.

The work *Badmintonul pentru profesorul de educație fizică și sport (Badminton for the Physical Education and Sports Teacher)*, written in 2008 by Rus Cristian, as the title suggests, approaches badminton in the context of physical education rather than sports training.

At item 5: “What method do you use the most often to choose your exercises during training? (choose one option)”, according to the results (Figure 05), 26 coaches (64%) answered “I use creativity and make up exercises on my own”, 8 coaches (20%) answered “I use exercises taken from the online environment”, 5 coaches (13%) replied “I use specialised books/works to find exercises”, and one coach (3%) replied “I ask other badminton coaches”.

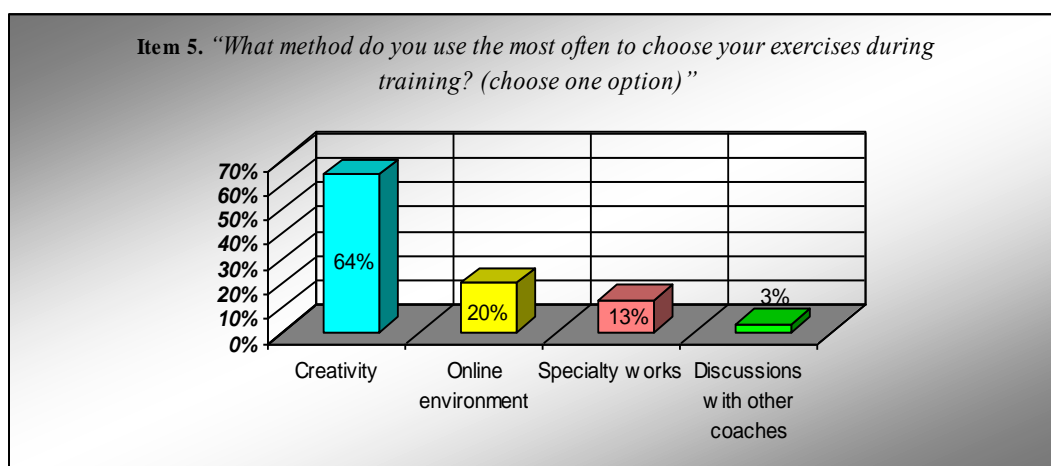


Figure 05. Graphical representation of the results recorded for item 5

According to the results of item 5, most coaches (64%) build their own training exercises, 20% of them use the internet to find exercises, while the specialised works occupy one of the places where they are used by only 13% of those investigated.

At item 6: “On a scale from 1 to 10 (1-very poor, 5-medium, 10-excellent), which do you think is the level of development of the Romanian badminton from a theoretical point of view?” (materialised through the existence of specialised papers/documents), the results (Figure 06) show that: 18 coaches (45%) answered with “level 2”, 10 coaches (25%) answered with “level 4”, 5 coaches (13%) answered with “level 3”, 5 coaches (13%) answered with “level 5”, and 2 coaches (5%) answered with “level 6”

Making the arithmetic mean of the results obtained on this item, it results that on average, in the opinion of the coaches, the level of development of the Romanian badminton from a theoretical point of view is 3.2 on a scale from 1 to 10, i.e. way below the average level of 5.

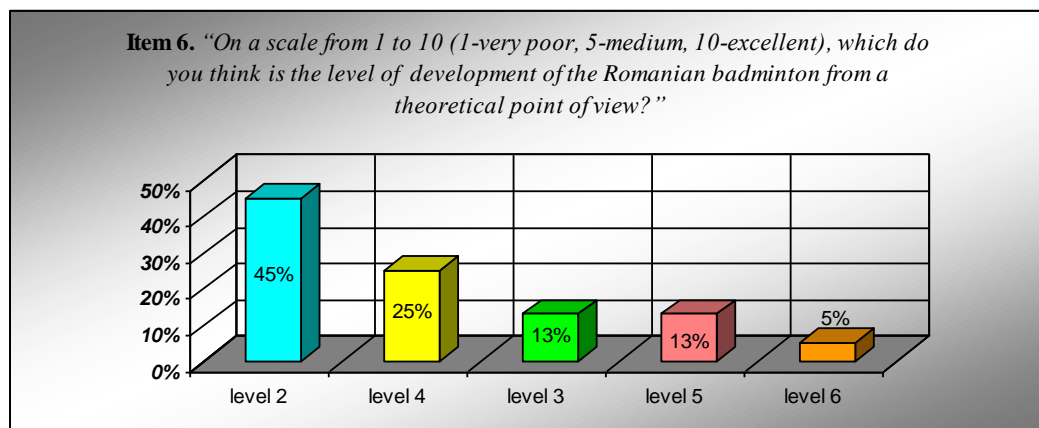


Figure 06. Graphical representation of the results recorded for item 6

At item 7: "Do you think that it is important to nationally have as many works as possible on the methodology of teaching badminton games to be made available to all the Romanian coaches?", all 40 coaches answered "Yes" (Figure 07).

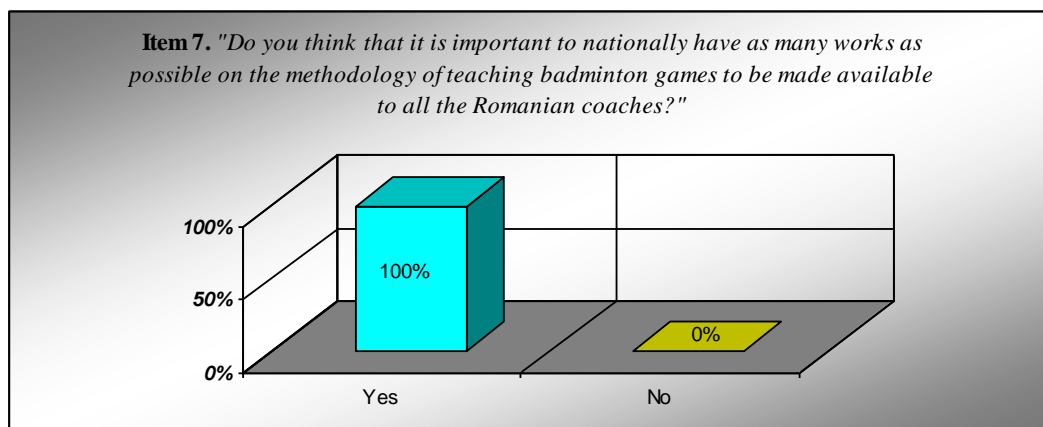


Figure 07. Graphical representation of the results recorded for item 7

The results recorded for item 7 highlight the importance of the existence at national level of as many works as possible for badminton teaching methodology, with all the coaches saying "yes" to this desideratum.

At item 8: "In your opinion, which of the following factors influence sports performance the most?", according to the answers (Figure 08), 21 coaches (52%) placed the "Initial selection of athletes" on the first place, 12 coaches (30%) ranked "Teaching using a strongest scientific foundation" the first and 7 coaches (18%) placed "Training Planning" first.

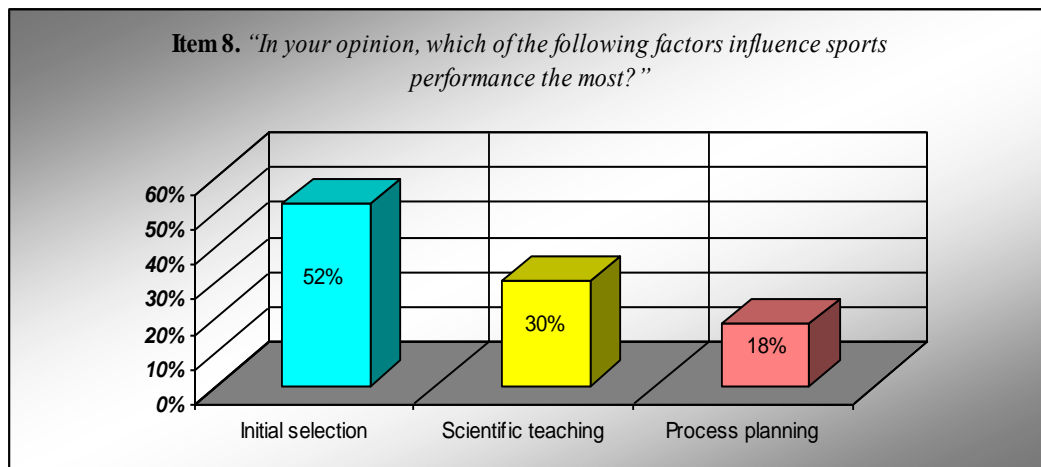


Figure 08. Graphical representation of the results recorded for item 8

According to Figure 08, half of the coaches consider that the factor that most influences the sport performance is the initial selection of the athletes, and one third of the coaches consider that the most important is teaching using a stronger scientific basis. Only 18% of coaches consider that planning the training process is the factor that most influences sports performance.

At item 9: "Do you think that there is a need for a methodology to present the new ideas for badminton learning?", 39 coaches (97%) responded "Yes" and a coach (3%), "No" (Figure 09).

The results recorded in item 9 reveal the importance of developing a methodology to present the new ideas for learning badminton, which is a necessity/requirement of the investigated coaches.

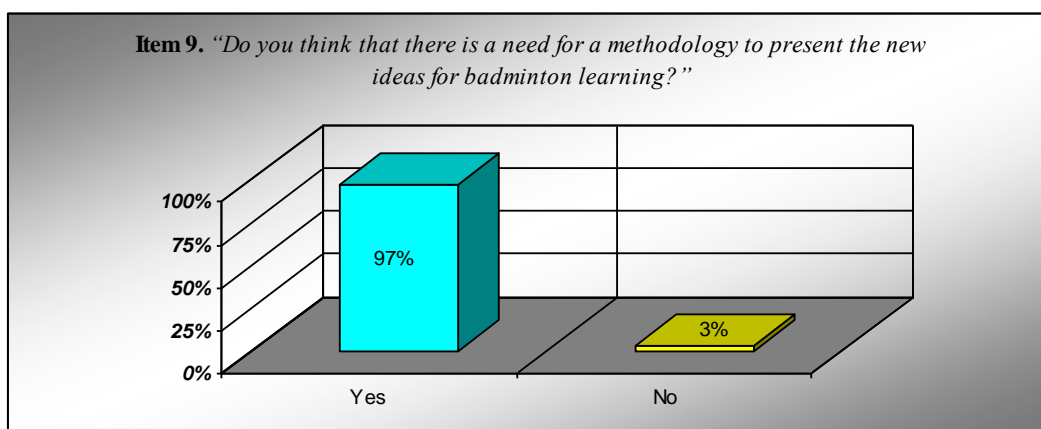


Figure 09. Graphical representation of the results recorded for item 9

At item 10: "Do you consider that the development of the Romanian badminton from a theoretic point of view will positively influence the practical activity?", 35 coaches (87%) answered "Yes" and 5 coaches (13%) answered "No" (Figure 10).

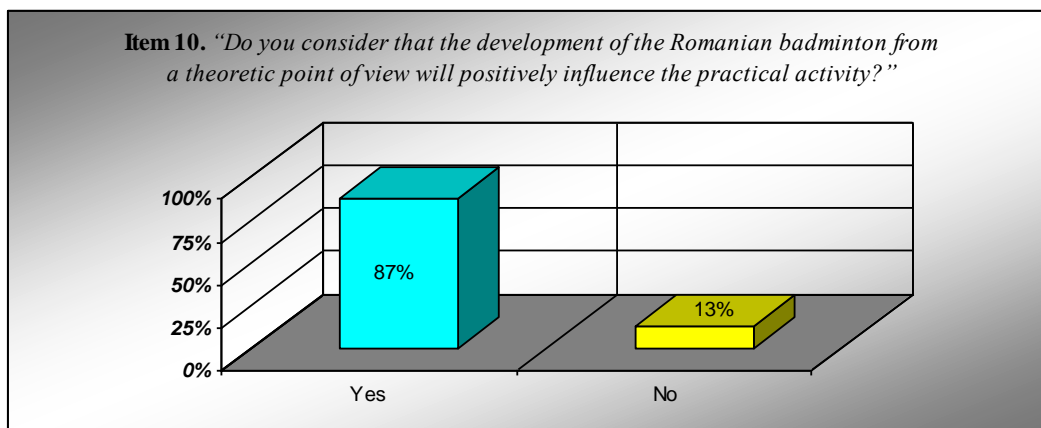


Figure 10. Graphical representation of the results recorded for item 10

As shown in Figure 10, most coaches (87%) believe that the development of the Romanian badminton, from a theoretical point of view, will positively influence the badminton practice.

7. Conclusions

Based on the answers given by the badminton coaches participating in the preliminary study, we can formulate the following statements:

- the majority of coaches (87%) consider that it is important to use teaching methodology in the training process;
- at the national level, the method of teaching badminton was approached by very few specialists. When asked if they can name works that deal with this topic, most coaches (88%) were in one of the three situations:
 - they have not written anything;
 - they recalled a paper written in English;
 - they recalled a work written in 1975, which deals with badminton in general (history, regulation, technique, tactics, exercises);
- the majority of coaches (82%) consider that the Romanian badminton is theoretically at a low level (item 6) and that a positive development in this respect will have a positive influence on the practical activity (item 10);
- for most subjects (97%), it is necessary to have a methodology to present the new ideas for badminton learning (item 9) and as many such papers should be made available to the Romanian coaches (item 7).

In conclusion, having as arguments the above-mentioned assumptions, the hypothesis according to which the implementation of a badminton teaching methodology at the national level is a requirement/ necessity of the coaches has been confirmed.

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