

TRAINING IN TEAM SPORTS, BASKETBALL. THEORY, TECHNIQUE AND DIDACTICS RIMODULATION IN SPORT TRAINING.

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Abstract

In this work after years of study we examine the current situation of the training methodology in sport, most of all for youth, with an investigation on basketball with youth.

In particular, we focus on structure, suggesting a review of the way of operating, more linked to the scientific aspect of the proposition and planning of the training, to become more adapted to the individual and to the group than is currently conceived.

The focus is derived from the situation, today recognized by everyone in the field, of a preparation of a senior athlete linked to a more and more experiential activity, though with its indisputable importance, but limiting the basic work under the minimum level.

The further revelation which is indicated is the opportunity for scientific, physiologic, and also psychopedagogic parameters linked to the age of the individuals, by referring to their growth phases to their sensitive phases and other issues.

The aim is to bring all the scientific synergies derived from the collaboration of all the fundamental issues of science in the theory of sport, above all in youth, in order to achieve the best preparation. This alone merits a very delicate and specific reasoning, in that it is dedicated to individuals who are rapidly changing in their psycho-physical being which is substantially important for their future.

Keywords: Training, quality of learning, quantity of learning, optimal preparation

Introduction

Training as a concept has been taken in serious consideration in all fields as the base and structure of the future of things, and perfectionism of one's quadri.

Training, as we believe should be continuous, and not once in a while.

It should be an instrument of enhanced cultural and technical value for those teaching and preparing people at various levels.

In sports, for example, our field of discussion, and in particular youths, therefore individuals in progressive and continuous growth, we intend training as a taxonomic and programmed work proposition, aimed at the hypothetical optimization of specific learning; what we like to define as 'optimal preparation' (J.W. Bunn, 1955).

On the contrary, what the panorama for youth in Italy proposes today with disarming continuity is, in the best of cases, athletes with their training designed on a mere repetition of gestures and elements of the game, training based on gestural automatisms

which lack flexibility and adaptability for playing team sports, in our case, basketball.

Discussion

Substantially, robotic players are produced, moreover with an insufficient basic level of individual technique.

Players, or rather "automatons", in the incomplete acceptance of the concept, without their own knowledge and sufficient know how, and therefore with the technical-tactical programming received, only know how to reproduce the technique by memory.

They lack their own critical interpretation of the real situation of the game, not being players who can often choose the right solution, moment by moment based on what the field requires.

Perhaps it is useful to remember however, that, except for very few talents who are probably able to find good solutions by themselves, most athletes we have worked with are normal individuals who are trained, obviously also thanks to their genetic patrimony, in function of the "food" which is

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offered to them by the trainers.

We can therefore say, and we are convinced, that each player is substantially the product of the training that he receives (A. Kruger, 1997).

What we want to underline is that it is time to review the concept of teaching, or rather training, which currently is too rigid and too linked to the search for results in the short term or very short term period, probably due to the over-structured and very dry "method" which lacks a projective logic for an age which is often considerably premature, that produces insufficient positive feedback, for a type of training which must be qualitatively and quantitatively projected over the years and not days or weeks.

The training must give results with the future in mind, strictly correlated to the various age groups, remembering that a thirteen year old will stop growing around seventeen or eighteen, and not before.

Of course this work foresees feedback along the way to evaluate and monitor the effectiveness of the work proposed.

Therefore, the multi-year program for youths, starting for example at thirteen, must absolutely have a multi-year connotation, from three to four, if not five years.

Let's remember, moreover, that basketball, as a team sport, increases the difficulties of a team sport played in very close contact with the adversaries and is not divided by a net, for example, with a set of a multitude of abilities of at least sixty or more technical elements between attack and defense that are acquired very meticulously in order to be used effectively at the right times, other than on a court which has become too small and therefore does not offer the right space for those who are not able to control their technique.

Let's return, therefore, to our personal conviction which is: it is **the type of training proposal** which determines **the quality and the quantity of the learning**, and the more it is qualified, the greater benefits the athletes will obtain (D.L. Gill, 1995)

The figure which we believe and always seen fundamental in this process is obviously the instructor, with a different and more attentive preparation to verify if his athletes are effectively learning what he is teaching them (cognitive and technical-

mechanical feedback), more than expecting from them things which they can and must do, that is to find solutions which cognitively are not yet part of their intellectual or motor makeup.

An instructor, therefore, with a broad cultural preparation, other than techniques and tactics of pedagogy, auxology, and other elements of learning, which help him not to underestimate elements like the sensitive phases of the various ages in question, the chronological and biological age of the youths, the individual and group level of preparation and other factors, which will lead to requests that are more adequate for the individual player and the group. (R. Martens, 1990).

The juvenile sport instructor

In our opinion sometimes the sport instructor is dismissed from the real and fundamental role of educator and trainer of techniques and overall of moral and ethic qualities, as well as useful sport rules, that can be easily translate in every day life rules.

From this point of view the sport instructor is very often a decisive figure by the psychological, physical and technical education and the relative influence on kid's initial pedagogic phase, specially nowadays because the absence of family in the kid's life. (T. Bober, 1981).

Because of this crucial role, the sport instructor must has got a great flexible mind (to be self-critical, humble, helpfully and to get sacrifice spirit both in and out of court), he must to be really prepared both on psycho-pedagogic and technical aspects, he must to know the learning rhythms of every age group, he never must to pursue any personal scope or to follow the glory of success (specially the short term one), moreover he must to be far-sighted. (V.P. Filin, 1983)

Let us to review the essential requirements characterizing the sport coach figure:

a) PRESENCE ON COURT:

- to be unimpeachable and to be a point of reference;
- Structuring the rules to respect;
- positioning properly in the court;

b) LANGUAGE:

- clear and easy;
- use and modulation of voice;

- avoid long and complicated speech;

c) **COSTANT TECHNICAL RETRAINING:**

- to know the new methodologies and techniques;

- to adapt the contents and the work to the group.

The sport instructor usually must be able to cover several different roles as well as:

- * technician
- * teacher
- * organizer-entertainer
- * trusted individual
- * leader
- * psychologist
- * he must be able to make first aid in case of injuries
- * dynamic recovery of injured players.

The instructor has to move on **several fields of activity:**

- ↪ Creation and management of a group
- ↪ Relationship instructor-learner
- ↪ Relationship instructor-parents
- ↪ Training psycho-pedagogy
- ↪ Psychology of the learner in its various aspects
- ↪ Physical conditioning (in case of absence of specialists)
- ↪ Technical conditioning

The **personality** of a coach can be defined:

NOMINATIVE: when the player does not have freedom of expression, but a unique work proposal.

BUREAUCRATIC: when the sending of human contents is very poor.

PERMISSIVE: when the instructor loses the control trying to get the sympathy of the players.

PARTICIPANT: when, maintaining his rigid plans, he is able to involve the kids in the activity (**preferred**) (R. Mager, 2001).

The instructor could face the sportive drop out problem due to several causes:

A) **PSYCHOLOGICAL SATURATION** of the young player: the role of instructor is very important, he always has to be able to offer motivational incentives; at the same time he does not have to be obsessive in the requests to the kid, but he has to know the individual and team limit of stress; he has to know "what" and "how much" he can ask to every player.

B) **LACK OF CLARITY OF GOALS:** to pay attention in acting in an incomprehensible way poor of significance for the players, not pursuing rationally a well determined goal.

C) **INJURIES:**
 - accidental
 - consequences of previous causes: poor psychical or physical training; tiredness; lack of concentration; etc...;

D) **INADEQUACY OF PLANNING:** when the planning of work does not fit with the age of learner both quantitatively and qualitatively or the stimulus is inadequate.

E) **LACK OF MOTIVATION** of the learner. It is a tricky point and it is very common with very young groups. This situation is due principally to the lack of enthusiasm with regards to the training process or to the instructor-coach. In this case the instructor must try to follow in an equal and fair manner all the components of the team and to try to make them feel important and to be the centre of the attention.

The learners are not expert on specific focus of training effects, but they are very careful in their physical and technical improvement because it is the main theme of

each training session and it is the real push of the learning process together with the personal appeal of the instructor.

The issues of coaching process and its relationship with learning of young players are very interesting fields.

It is our intention, in future, to handle this argument in a more exhaustive and complete way, if there is the necessity, analyzing separately different sports with the aim to describe specifically the differences that can characterize each discipline.

It is important to give the youths the necessary time they need to interiorize the learning in an aware manner, to acquire learning (E.D. Mc Kinney, 1991)

An element which is particularly interesting for instructors of youth, in our case basketball, is to not take for granted the acquisition of the technique by the athlete, other than the technique in itself, of the concept which is behind it, which is to say that something that lets the athlete know when and if that technique should be used or not (D.I. Anderson, B. Sidaway, 1994).

This is defined as “reading the situations” and is the consequent solution to the problem which at the level of structured athletes is substantially the effective qualitative difference among them.

This concept, which is very important on the field, is not always easy to define in applicative terms in training.

That is to say that it should be inserted in the didactic-methodological planning, to enact when proposing training exercises.

According to us, the reading of the situations constitutes the knowledge of the subject under study, knowing how to play, again related to the age and objectives of the individuals, ability in the specific technical gestures for a particular sport, conditional abilities, and above all, regarding problem solving, coordinative abilities, and motor combination, from the ability of differentiation to the ability of equilibrium and other abilities. (M. Metzler, 1983)

These are the elements that in the choice of the exercises to propose to the athletes should be taken into consideration.

When working with young athletes it is always important to verify the starting point of everyone, from that point plan and realize a

well defined work plan for future training, both for the individual and for the group-team in the specific team sport. (S. Arend, J. Higgins, 1976).

Doing this, the work is optimized, starting from the real data and not the hoped or imaginary ones, obtaining moreover greater homogeneity of the individuals of the group and therefore giving the group a better overall quality. (J.W. Bunn, 1972)

It will be the better player, a player able to think autonomously, to solve the problems which are proposed with an adequate technique and not invented, well prepared physically, obviously based on the athlete’s abilities and linked to the age of each one, to the various levels achieved, which can be more and more competitive and perhaps limit the foreign excess of power.

Everyone talks about the youth sector and its importance, at time because it seems “politically correct”, as though the youth should be the natural exchange for the athletes of the first team, but in fact, it has been said and is continued to be said that evaluating attentively what happens in the more important teams, and not only, today there is a stable predominance of presences, both form UE or extra UE community athletes, not always as a good choice in technical and economic terms. (K. Davids, A. Lees, L. Burwitz, 2000).

To achieve a conclusion of this dissertation, it is necessary to think to the ethical and moral aspect of the individual education, both for instructors and players. (M.R. Weiss, 1992)

Form an anthropological point of view we can say that the idea of “individual”, instructor or player, which made own this idea of educational model, has got inside an awareness of the humanistic and personal perspective, that is an “individual” able to be deeply free, with reference to the biological, cultural and psychological influences (self idea and self perception in the living environment). (M.E. Tubbs, 1986).

The individual, as the sport-individual (child, teenage, adult), has got a dignity of human person when he can act with his own will, making decisions, taking responsibility, having inter-subjectivity (existing with others around) and focusing on a goal.

It does not exist a division between individuals and players; during the match on the court there is the individual, and the ideal player is the independent individual, knowing his limits and qualities, able to get responsibility and focusing with tenacity on a target, avoiding to give to others the own responsibility or to find support for the errors as often it happens in families too much condescending and where a verbal sanction would be effective and educative in our opinion. Sometimes the parent tends to justify acts very bad made by the own guys.

The theoretical models (B. Amblard, 1994) which also inspired our Federation for great courses for instructors and coaches, were taken from the integrated psychological model of G. Ariano and were based on cognitivism applied to training for adults and C. Rogers' pedagogic model.

Conclusions

Contents which should help in **continuous training** discussed with our instructors and linked to theoretical knowledge could be the following:

- Theoretical knowledge (technical, tactile, biological, methodological and psychological knowledge);
- Professional maturity (discussion of theory with colleagues, lesson planning of a typical lesson or teaching cycles, practice teaching, discussions with the coach, psychological or methodological counseling);
- Personal maturity (use of practical exercises in small groups to increase understanding of one's own relational style respect to colleagues, staff and athletes, with them the need to focalize on the teaching style);
- Individual and group counseling by a psychologist on the difficulties met in the management of the activity);
- Humility regarding continuous training

In the end the basic concept to start from is that they are instructors and athletes and we need to offer them a proposition to do a good job, well planned and in every didactic situation it is important to refer to the degree of preparation of each person in order to avoid excessive or lack of information.

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