

## 2 - THE TRAINING OF OFFENSIVE SYSTEMS IN BRAZILIAN BASKETBALL: A STUDY SUPERVISED BY SPECIALISTS FROM THE HIGH PERFORMANCE SPORT

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### INTRODUCTION

Several works have been developed here in Brazil as well as abroad on matters involving the preparation systems of athletes in team sports – specifically in offensive tactics, studying and transferring general theories to specific modalities, such as basketball, out of which we can highlight Paes (2001), Greco (1998), Oliveira and Paes (2002, 2003, 2004, 2005, 2007) and Balbino (2001 and 2005). Abroad, Garganta (1995 and 1998), Barreto (2001), Cardenas (2003), Calatayud (2003) and Delgado (2003). All these authors agree that there has been a significant increase in the discussions on the process of training offensive tactics in team sports. There are several subjects to be debated, such as which contents and which training strategies should be prioritized in different moments of sports specialization, especially in the long term trainings.

The main objective is to study the theoretical views on the preparation process of offensive tactics for basketball athletes in Brazil and abroad. These studies still haven't sufficed the needs of coaches in their work with basketball. Thus, we have made use of what has been published on team sports, on sports training, sports pedagogy, motor learning and motor development, on growth, maturation and physical development, as well as on studies on the teaching-learning process of basketball. These studies range from the initiation in the Sport to the specialization in it. In basketball, this conception reflects the dispute categories in state and national championships children, youth and cadet.

In this article, we aim at exploring the accumulated knowledge of Brazilian coaches and university professors regarding the process of training of offensive tactics in basketball in Brazil. We have tried to contextualize the methodological strategies used by them for training in the different categories of specialization in basketball: infant, child, cadet, junior and sub-21.

We have also presented pedagogical indications for training tactics for all the different categories considering the contents and the teaching-learning methods. However, in order to discuss the application of specific contents of the fundamental aspects of offensive tactical preparation of basketball athletes in the specialization phase, it was necessary to search for the points of view of authors in several areas in sport development, such as Krebs (1992), Zakharov and Gomes (1992), Bompa (2002), Filin (1996), Matveev (1997), Paes (2001) and Platonov, (2004). For basketball, specifically, we can mention the studies of Daiuto (1974), Luz (1984), Ferreira and Rose (1987), Almeida (1998), Oliveira and Paes (2004), among others.

According to Matveev (1997), the specialization of tactical moves is inevitable when thinking of the athletic formation of an individual, and in order to reach high performance, the proper and specifically offensive gestures of basketball in the sport specialization is inevitable. Consequently, the general preparation of offensive tactics for basketball begins.

The initial age of exclusive dedication should be between 14 and 15 years old, age for the choice for basketball, in average. Motivation and dedication can be developed in the athletes, which are fundamental factors in the exclusive dedication phase in basketball training, followed by physical characteristics. Reinforcing the subject, authors such as Krebs (1992) and Paes (2001) claim that this is the right moment to start the specialization in a specific team sport, in this case basketball.

### MATERIALS AND METHODS

#### Characterizing the research

This study is said to be descriptive and exploratory, and according to Thomas and Nelson (2002), is primordially aimed at describing the characteristics of a certain population or phenomenon, or establishing the relationships between variables through the use of standard techniques for gathering data that will be analyzed quantitatively and mainly qualitatively. In this study, quantitative data was used to highlight some response patterns, adding to the process of qualitative analyses. From this perspective, the goal is to analyze and quantify the elements featured in each one of the environments.

#### Study subjects

The subjects were eleven teachers with titles of Masters and Doctors who work with the teaching of the discipline that involves the sport basketball in Brazilian universities and 11 technical basketball, they were seven technicians who have passed or are in national teams, and four technical belonging to teams of national relevance today.

Therefore, the objective is to explore the technical knowledge was renowned Brazilian basketball, as well as Masters and Doctors academics, seeking to contextualize the teaching of defensive systems for basketball both on campus and by national teams of elite

#### Defining the participants and ethical aspects of the study

The research project was approved by the Ethics Committee of Researches Involving Human Beings of the State University of Campinas, substantiated by the Term of Free and Informed Consent with number (nº 0193/0). The interviews, once recorded, were fully transcribed for further analysis. Triviños (1987) ensures that information is highlights, and the improvement of the ideas set out by them, in their own word, is allowed. The interviews were conducted in accordance with the availability of the subject, in places and dates suggested by them between 2006 and 2007.

#### Measuring Instrument

The measuring instrument used was a semi-structured interview. Files were used with personal settings, and a questionnaire with semi-structured pre-prepared. To record the interviews, we used a mini-gravador and cassette tapes of 60 minutes, a coach and teacher for each interviewee. The interviews were recorded mostly at the residence of teachers and other technical and other places of training and classes. Later the technical explanations about the method, we proceeded to the collection. The duration of interviews varied between one hour and a half to two hours.

#### Procedures to analyze the survey data

##### Qualitative Content analysis: Content analysis

To analyze the data, content analysis was used. according to Bardin (1977), this can be defined as a set of techniques for communication analysis aimed at obtaining, by systematic and objective procedures of describing the content of messages, indicators (quantitative or not) that allow for the inference of knowledge relating to production / reception conditions (inferred

variables) of these messages.

Quantitative content analysis: Frequency and percentage

In order to understand the quantitative results, we often used frequency and percentage of data, with regard to information of a qualitative nature. We extracted from the testimonies of the interviewees a quantity of ideas that are converging to and diverging from each other; in this case are the experts and teachers, supported by the current literature and the experience of the researcher, Thomas and Nelson (2002).

**DESCRIPTION, REVIEW AND DISCUSSION OF THE RESULTS OF RESEARCH**

In order to organize the description, analysis and discussion of the research results, the data were described and analyzed in a qualitative way and then showed the results in a quantitative way, followed by the discussion aimed at a better understanding. The first part presents the results of content and the methodological strategies indicated by the coaches and teachers in sport specialization - basketball, according to Oliveira and Paes (2004). The collected data were presented in the form of full sentences from the speech of the interviewees and in some cases organized in tables and graphs, providing a better visualization, and based on these, in a second moment, the analysis of collective data.

Contents - offense systems (tactics)

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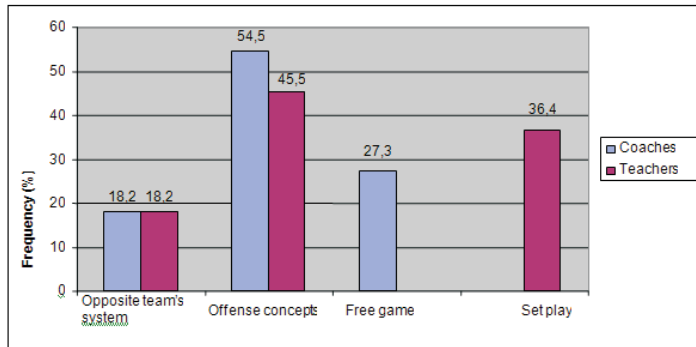


Chart 1 - Distribution of collective responses regarding the training of content - offense systems

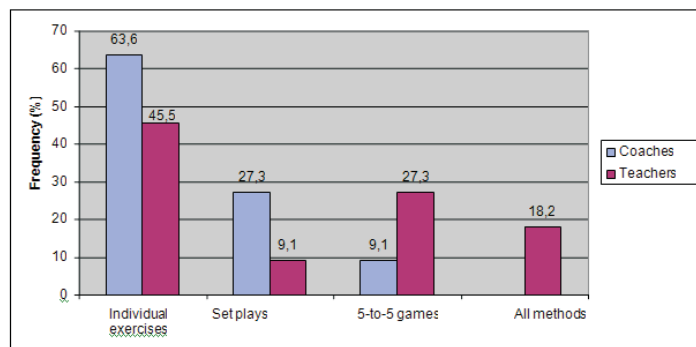
According to the results; one can see that 18.2% of coaches prepare their teams to compete in the offensive aspects. Depending on how the opposing teams behave, 54.5% of coaches believe that the priority in offense systems should be given to the concepts of the offense itself. On the other hand, 27.3% of coaches support free games for the offensive formation phase. Coaches did not entertain opinions for set plays. Teachers were different from coaches in the way that 18.2% talked about training based on playing schemes of opponent teams. However, 46.6% believe that the offensive concepts are priority during training. Teachers did not entertain opinions on free games. On the other hand, 36.4% highlighted set plays as great opportunities to train for juvenile competitions. Others teachers believe that all training possibilities should be used, but in different phases of preparation. This happens as much as players understand better offense concepts. But, some coaches' and some teachers' points of view about the offensive concepts can confirm whether there are many differences in the responses:

"... I believe that we should not copy tactics or strategies ... We must teach the fundamentals individually and collectively ... because we must envision the system based on the abilities of each player... and that means we should start at the beginning of specialization of athletes in basketball, but there is no certain system for success ... "(C3)

It seems that with younger teams, coaches and teachers are still not currently satisfied with the athletes' skills, and call attention to a good preparation for multilateral offense concepts, also being concerned with stereotyped procedures that favor only individual training. This becomes clear when most support the importance of dealing with interpersonal relation concepts in basketball.

**Methodology for training offense systems (tactics)**

Profile of the methods coaches emphasize during training offense systems in the phase of specialization.



**Chart 1 - Distribution of collective responses regarding the methodology of training contents - offense systems**

According to the results of the study, one can see that 63.6% of the coaches support individual exercises as the main method of teaching offense systems, while 27.3% believe it best to use set plays, and 9.1% prefer 5-to-5 games. Among teachers, 45.5% believe that the priority is to use analytical individual exercises, while 9.1% support set plays. On the other hand, 27.3% support 5-to-5 games as a means for the improvement of offensive systems. Also, 18.2% said that all methods should be used during training.

Regarding methods of training offensive systems in the specialization phase, coaches and teachers are not

homogeneous as to what could be called ideal. What we have seen is that many believe in the game, others believe in exercises, or set plays. As shown above, game as a methods in the early phases of teaching basketball, at around 11-12 years, appears to be the main choice, however, as for specialized training, it really depends on the competitions and the planning, and training periods, according to Paes (2001), Greco (1998), Zakharov and Gomes (1992).

This matter will be discussed using the words of some of coaches and teachers: "... the methods are individual and collective group offense concepts so they play freely and when train them starting with children ... everything improves in the adult teams..."(C4)

"... I don't particularly like analytical systems; I support the global aspect... In some moments the analysis is important to improve the training. But in general things should be done globally, because repeating is not worth repeating in itself ... for example, shooting 500 shots per training session, it's cool but it's not useful if you are doing it wrong, the important thing is to fix what's wrong to make it right, there the analysis is important ... then I even think that 500 shots should be made from various positions, with levels of difficulty, because shooting 500 shots non-stop leads to nothing, because this does not happen in the game, you will hardly have a free shot in the game..."(T1)

It seems that there are differences in the interviewees' responses, indicating either a higher priority for analytical methods or the game methods. Therefore, we turned to the literature that deals with this issue for further clarifications. According to Graça et al. (1991), training young athletes for the understanding of offense systems in basketball involves planning and a timeline of means and methods along many years of practice. The offense must be done making use, properly and rationally, of basic individual fundamentals in group and collectively, learned by athletes in the preliminary phases, in a joint action of the team, through movements in search of free spaces for penetrations and shoots.

### FINAL CONSIDERATIONS

The general objective of this study was to explore the technical knowledge accumulated by coaches and professors on the training process of offensive systems in basketball in Brazil, and, more specifically, to contextualize the methodological strategies indicated by them in the training of offensive systems (tactics) in the different categories of basketball in Brazil, such as infant, child, cadet, junior and sub-21.

For the categories infant and cadet, it is recommended all the techniques of individual, group and half and full court team attack. When it is half-court, the coach should avoid very long moves and value all functions. Few moves and counter-attacks should be used. The main methods are the game-like situations, followed by the analytical and synchronized exercises and, finally, by 5X5. The competitions should be used from city to international levels as a result of the sport in the phase of sport specialization.

For the categories juvenile and sub-21, it is recommended all the - recomenda-se todos os techniques of individual, group and half and full court team attack. When it is half-court, one should value the individual potentials in the context of the tactics and, particularly, the counter-attack. The main methods are the analytical and synchronized exercises, followed by game-like situations and, finally, by 5X5. The competitions should be used from city to international levels as a result of the sport aiming at superior results.

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#### THE TRAINING OF OFFENSIVE SYSTEMS IN BRAZILIAN BASKETBALL: A STUDY SUPERVISED BY SPECIALISTS FROM THE HIGH PERFORMANCE SPORT

##### ABSTRACT

The objective of this study was to explore the acquired knowledge of Brazilian coaches and college professors in relation to the teaching-training process of tactics offensive in the Brazilian basketball. The sample group was constituted of 11 basketball coaches and 11 university basketball professors of Brazilian universities. The measuring instrument was an interview based in an open questionnaire. The data were analyzed qualitatively - through the analysis of the content; and quantitatively, by means of the frequency and percentage of similar answers. Results showed that, in regard to basketball teaching-training, in all stages of the process, considering the fundamentals of basketball and the offensive systems, there are convergences and divergences when it comes to teaching contents as well as methodological strategies, according to the interviewed participants' point of view. Regarding the offensive systems, it can be observed that in the initial stage, complex games should be avoided, privileging exercises based on game situations and individual conditions. Nevertheless, in the specialization stage, exercises should focus teamwork and more complex strategies. Based in the results of the study it is important to consider that basketball teaching must be conceived in a long term process whose contents and methods may vary according to athletes' fundamentals and tactics, with a model of initial stage for the Brazilian basketball that still needs further longitudinal studies. With reference to the specialization stage, it is mandatory that contents and training methods be planned in a long term basis, mainly after the age of 15, targeting national and international levels. Thus, it is possible to signal some pedagogical possibilities for the different phases from the two stages of the basketball learning process in Brazil, taking in consideration the contents and pedagogical strategies of the teaching-training process, in a long-term basis.

**KEYWORDS:** Pedagogy. Basketball. Teaching-Training

#### SYSTÈMES DE FORMATION AU BRÉSIL BASKETBALL OFFENSIVE: RENDEMENT D'UNE ÉTUDE DE L'EXPERT ORIENTÉS VERS LES SPORTS HAUTE

##### RÉSUMÉ

Le but de cette étude était d'explorer les connaissances accumulées par les techniciens brésiliens et des enseignants de l'enseignement supérieur en ce qui concerne le processus de formation des systèmes offensifs à une spécialisation en basket-ball au Brésil. L'échantillon se composait de 11 de basket-ball avec des techniques de représentation au niveau national et international et de 11 professeurs d'université qui travaillent avec de basket-ball dans les universités brésiliennes. La mesure utilisée a été l'entrevue basée sur un questionnaire semi-structuré avec des questions ouvertes. Les données ont été analysées qualitativement par l'analyse de contenu et décrit dans un plan quantitatif, la fréquence et le pourcentage. Les résultats montrent qu'il existe des différences d'opinions concernant la formation des systèmes offensifs, mais nous pourrions dire il faut éviter de se concentrer sur l'enseignement de mouvements complexes sur la base des exercices dans des situations de jeu et des situations de lecture. Toutefois, au stade de la spécialisation, il est un signe des qualités combinées à l'utilisation de stratégies plus complexes. Sur la base des résultats de l'étude, on peut faire quelques observations: la formation des systèmes offensifs de basket-ball doit être conçue dans un long processus dans lequel leur contenu et les méthodes varient au long du processus de l'enseignement jeu offensif des athlètes, et compte tenu de la besoin d'un modèle d'expertise pour le basket brésilien qui doit encore beaucoup d'études, principalement longitudinales. En ce qui concerne l'expertise, stade de la formation, l'entreprise est l'idée qu'il est essentiel à une planification de la périodisation en fonction des contenus et des méthodes de formation à long terme, surtout après 15 ans d'âge, les enfants et la catégorie des cadets, avec la pensée de national et international. Même ainsi, il est devenu possible d'identifier certaines possibilités pédagogiques pour les différentes étapes des phases du procédé de la formation tactique de l'offensive de basket-ball brésilien, compte tenu de la périodicité à long terme des stratégies de contenu et de l'enseignement.

**MOTS-CLÉS:** pédagogie, de basket-ball, de la Formation.

**FORMACIÓN EN BRASIL OFENSIVA DE BALONCESTO: RENDIMIENTO DE UN ESTUDIO DE EXPERTOS DE DEPORTE ORIENTACIÓN DE ALTA****RESUMEN**

El objetivo de este trabajo fue explorar el conocimiento acumulado por técnicos brasileños y los profesores de la educación superior en relación con el proceso de formación de los sistemas ofensivos en una especialización en el baloncesto en Brasil. La muestra consistió de 11 técnicos de baloncesto con representación en el ámbito nacional e internacional y 11 profesores universitarios que trabajan con el baloncesto en las universidades brasileñas. La medida utilizada fue la entrevista sobre la base de un cuestionario semi-estructurado con preguntas abiertas. Los datos fueron analizados cualitativamente a través de análisis de contenido y descrito en un nivel cuantitativo de la frecuencia y porcentaje. Los resultados muestran que existen diferencias de opiniones respecto a la formación de los sistemas ofensivos, pero se puede decir que uno debe evitar centrarse en la enseñanza de movimientos complejos basados en los ejercicios en situaciones de juego y las situaciones de lectura. Sin embargo, en la etapa de especialización, no es un signo de las cualidades combinadas con el uso de estrategias más complejas. Basándose en los resultados del estudio, se puede hacer algunas observaciones: la formación de sistemas ofensivos de baloncesto debe ser diseñado en un largo proceso en el que su contenido y los métodos varían a lo largo del proceso de enseñanza juego ofensivo de los atletas, y dada la necesidad de un modelo de especialización para el baloncesto brasileño, que todavía necesita un montón de estudios, principalmente longitudinal. En cuanto a la experiencia, la etapa de formación, la empresa es la idea de que es esencial para una planificación basada en la periodización de contenido y los métodos de formación en el largo plazo, especialmente después de 15 años de edad, los niños y la categoría cadete, con la idea de nacional e internacional. A pesar de ello, fue posible identificar algunas posibilidades pedagógicas de las diferentes etapas de las etapas del proceso de entrenamiento táctico en la ofensiva del baloncesto brasileño, considerando una periodicidad a largo plazo de las estrategias de contenido y la enseñanza.

**PALABRAS CLAVE:** Pedagogía, Básquetbol, Entrenamiento.

**O TREINAMENTO DOS SISTEMAS OFENSIVOS NO BASQUETEBOL BRASILEIRO: UM ESTUDO ORIENTADO POR ESPECIALISTAS DO DESPORTO DE ALTO RENDIMENTO****RESUMO**

O objetivo artigo foi explorar o conhecimento acumulado de técnicos brasileiros e professores do ensino superior em relação ao processo treinamento dos sistemas ofensivos na etapa de especialização no basquetebol do Brasil. A amostra foi constituída por 11 técnicos de basquetebol com representação em nível nacional e internacional e 11 professores universitários que atuam com basquetebol em universidades brasileiras. O instrumento de medida utilizado foi a entrevista embasada num questionário semi-estruturado com perguntas abertas. Os dados foram analisados de forma qualitativa, através da análise de conteúdo e descrito de forma quantitativa em nível de frequência e percentual. Os resultados mostram que houve diferenças de opiniões com relação ao treinamento dos sistemas ofensivos, mas pode-se dizer deve-se evitar jogadas complexas privilegiando o ensino baseando-se nos exercícios em situações de jogo e leitura das situações. Contudo, na etapa de especialização, há de se firmar as qualidades de conjunto com a utilização de estratégias mais complexas. Com base nos resultados do estudo, podem-se tecer algumas considerações: o treinamento dos sistemas ofensivos do basquetebol deve ser concebido num processo longo, no qual seus conteúdos e métodos variem no transcorrer do processo de ensino tática ofensiva dos atletas, e haja vista a necessidade de um modelo de especialização para o basquetebol brasileiro que ainda precisa de muitos estudos, principalmente longitudinais. No que tange à especialização, etapa de treinamento, firma-se a idéia de que é imprescindível a periodização embasada num planejamento dos conteúdos e métodos de treinamento em longo prazo, principalmente após 15 anos de idade, categoria infante e cadete, com o pensamento em nível nacional e internacional. Mesmo assim, tornou-se possível sinalizar algumas possibilidades pedagógicas para as diferentes fases das etapas do processo de treinamento táctico ofensivo no basquetebol brasileiro, considerando uma periodização em longo prazo dos conteúdos e estratégias pedagógicas.

**PALAVRAS-CHAVE:** Pedagogia; Basquetebol; Treinamento.