16 - ANALYSIS OF SPORT INITIATION TO BASKETBALL WITHIN A SPORTS CLUB AND TWO PRIVATE SCHOOLS

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INTRODUCTION

In the sports field, especially concerning team sports, one can observe an intense focus on the methodologies used in the process of teaching-learning-training. Authors like Greco (1998), Kröger & Roth (2006), and Dietrich, Durrwarchter & Shaller (1984), show the different theories and the pedagogical and psychological objectives in the process of sport initiation.

By studying the practices of teachers in sport initiation, and reading authors like Paes & Balbino (2005), Pinto & Santana (2005), Nascimento *et al.* (2008), and Reis (2008), one can find a lot of criticism, since they state that the methodological system of references used in the process of education is very close to the analytical-synthetic approach, not considering the global-functional methodology.

Within this context, this study intends to analyze which methodologies and methods for teaching-learning-training are being used by teachers in the process of basketball initiation, in the age range of 8-12 years old. This research occurred in initiation schools of such sport, which were part of two private schools and a sports club in Vila Velha, ES.

This is a qualitative study, including an exploratory research. According to Lakatos & Marconi (1991, p.188) "[…] they are exploratory studies with the objective of entirely describing certain phenomena". Thus, filming was used for data collection, along with a field diary.

We consider that this research has great social relevance, since the choice of a methodology for teaching-learning is very important in the process of physical, psychological and cognitive education. Besides, in the scientific field, it is important for the systematization of ideas related to methodology and methods used in the process of teaching-learning within sport initiation schools.

ANALYZING THE LITERATURE

When one speaks of basketball initiation with 8-12 year-old children, it is very important to discuss which educational system is suitable for each stage of motor, emotional-volitional and cognitive development of such children. Thus, in order to understand the process of teaching-learning related to this age range, we used the principles adopted by Greco (1998). From 6 to 12 years old, one tries to develop all the coordination and motor abilities in a general manner, so that it is possible to create a good range of movements for developing the playful behavior. Therefore, the teaching of basketball should not focus on the development of techniques. Instead, one should try to transfer and adapt the basic abilities to gestures of different sports, since the children in this age range have not yet developed a good number of movements for the refinement of specific technical abilities related to basketball.

When dealing with the process of sport education, Greco & Silva (2008) and Greco (1998) try to systematize a theoretical-methodological approach for the teaching of ball team sports. These authors consider the development of coordination, tactical and technical abilities along with the analysis of real games. According to Greco & Silva (2008), the coordination abilities are defined as the principle for learning and for the control of technical abilities, which are the following: join connect different body movements; differentiation total control of the movement, with little effort, allowing the performer to differentiate a certain motor activity from another one; orientation define the space available and play within it, relating to the external context (teammates, opponents and the most important object of the game the ball); reaction the speed in which a sign is noticed, with a response to such stimulus; balance to keep or regain stability; rhythm adaptation of the internal movement according to the external context; and change adaptation to new situations, positions and directions without interrupting the gesture.

The coordination abilities are determined by different stresses, which occur in team sports. According to Kröger & Roth (2006) these stresses should be included in the training of ball coordination and should be defined as: time stress reduction of time or increase in speed; precision stress search for accuracy; complexity stress a series of consecutive demands; organization stress overcoming simultaneous demands; variability stress overcoming demands in several environments; and hardship stress physical and psychological demands.

Concerning the technical abilities, Greco (1998, p.55) defines them as "[…] the understanding (within time, space and situation) of the operating environment, necessary for finding the solution for motor tasks and problems". His classification is the following: angle organization to precisely carry the ball; strength control to control the strength when holding the ball; determining the time and ball passing to understand the space in the moment of passing the ball; determining the course and ball timing to notice ball direction and speed; being available and orienting oneself to be available at the right moment, considering the teammates and opponents; predicting pass direction and distance to determine the direction and direction of the ball when passing it; predicting defensive position to analyze the position of the opponents; observing movements to notice the changes in the position of opponents (GRECO; SILVA, 2008).

On the other hand, the tactical abilities are defined by Greco (1998, p.59) as "[…] a group of psychological, cognitive and motor processes which leads to decision making for solving the tasks and problems in the game". We divide these abilities into: reaching the target to precisely carry the ball to a certain place; carrying the ball to the goal to carry the ball to a predetermined objective; obtaining tactical advantage to increase the score by involving the teammates; team game to catch or pass the ball to a teammate; noticing the space to notice the possibilities for reaching the goal; overcoming the opponent to overcome the disputes during the game; being available and orienting oneself to reach a favorable position in the game.

When discussing basketball, authors like Paes & Balbino (2005), speak of the importance of such sport for the development of psychological abilities in children. For them, it is possible to develop the techniques of the game (principles) and integrate the tactical logics (defensive, offensive and transitional logic) for creating and educational environment in which several unpredictable problem-situations should be overcome by the people who play basketball.

PRESENTATION AND ANALYSIS OF DATA

The two analyzed private schools are very much known for their sport performance in the state where they are located. They also offer good sport facilities and gear, as well as teachers who develop works specifically for basketball. The club, in which the research was carried, was created exclusively for the development of basketball, and it has an excellent structure, a great number of students and many professionals from the Physical Education field.

We consider that these three contexts have similar features, an appropriate place for the accomplishment of activities, renowned teachers and important results in basketball championships. Concerning the characteristics of the classes, we noticed that, despite the different contexts, they kept the same organizational structure and educational concept. This led us to produce a general analysis of the collected data.

We tried to identify and discuss the methodologies and methods used in sport initiation schools in Vila Velha, ES. This analysis was focused on basketball, among 8-12 year-old children. In order to accomplish the research, two sessions were shot in each institution, in the first semester of 2008. They totaled 9 hours of filming. In the first school, 10 activities were analyzed for 2 days. In the second one, 12 activities were observed for 2 days. At the club, 7 activities were analyzed for 2 days. At the end, 29 activities were observed during 6 days.

A chart was developed, based on the studies of Greco (1998) and Kröger & Roth (2006), for analyzing the results. In this chart, we tried to establish connections between technical and tactical abilities, as well as to analyze the coordination abilities and their requirements.

REQUIREMENTS

REQUIREMENTS / COORDINATION ABILITY	Time Stress	Precision Stress	Complexity stress	Organization Stress	Variability stress	Hardship stress
Join ability	23.3%	76.6%	43.3%	80.0%	33.3%	36.6%
Diferentiation ability	23.3%	76.6%	43.3%	76.6%	30.0%	36.6%
Balance ability	20.0%	46.6%	33.3%	43.3%	23.3%	30.0%
Orientation ability	20.0%	66.6%	43.3%	76.6%	26.6%	33.3%
Rythm ability	20.0%	26.6%	30.0%	26.6%	23.3%	30.0%
Reaction ability	20.0%	23.3%	30.0%	33.3%	23.3%	26.6%
Exchange ability	20.0%	26.6%	23.3%	23.3%	23.3%	26.6%

Chart 1 The relationship between Coordination Abilities and their Requirements.

The analysis of the chart indicates that the analytical-synthetic method was predominant in the schools, as well as in the club. However, in one of the schools, there was a focus on the particular techniques of the game. The other ones were focused on the basic activities like lay-up, shooting, passing and dribbling, without refining such abilities.

The perspective of an education focused only on the analytical-synthetic method does not fit in a wide range of studies which deal with the subject of this work. In this case, there is a preference for the global-functional methodology, starting from less complex games, where students experience many problem-situations similar to the game itself, along with the technical and tactical principles of team sports. Authors like Pinto & Santana (2005) state that "the global methodology is focused on the tactic, on the game, whose environment is more pleasant, where the early specialization of some abilities is ignored and the objective is to develop the intelligence of the student". Such intelligence can be described as:

A neural potential, which can or cannot be activated, depending on the cultural values of the environment in which the individual lives and on the stimuli he/she receives from parents, relatives, teachers, coaches and other people (PAES; BALBINO; 2005, p.143).

Greco (1998) states that, according to this methodology, "in each game, one tries to identify the main idea of the game, so that its basic structures become part of the methodology". One can notice that the division of the game should not encompass many parts, so that the student is able to understand the objective of the game. However, one should be careful not to present the parts of the game as being more difficult than the game itself.

By analyzing the development of the coordination abilities when considering the time stress, we noticed a result around 20%. Considering that basketball is a time-based activity, 24 seconds for attacking, 8 seconds for entering the defense zone and 5 seconds for putting the ball back into the game, this percentage is not relevant, due to the characteristics of the sport.

Concerning the join and differentiation abilities, conditioned by the precision stress, we found a result of 76%, which was obtained in activities like shooting, lay-ups and passing. Such movements are very important for the age range (8-12 years old) observed, since children of this age tend to develop the combination of sport abilities, and become able to reach the structural and functional levels required by the basic abilities used by adults. From 10 to 12 years old, the child starts to learn the technical and tactical schemes from the game and the teacher uses repetitive exercises in order to develop the basic abilities according to the age group (GRECO, 1998).

By comparing the development of join, differentiation and orientation abilities, along with organization pressure, we noticed a result around 80%, which was related to the focus on activities for technique development. On the other hand, we noticed a small percentage (around 30%) for the activities which focused on rhythm, reaction and exchange. In the activities which covered coordination abilities, related to variability stress, we found a result from 23.3% to 33.3%. These data shows that, concerning the context, basketball is a highly variable sport, since the student has to adapt him/herself to the new situations continuously presented by the environment.

According to Nascimento *et al* (2008), basketball is built upon open motor abilities within an instable environment, continuously changed by the context. In this sense, the performer has to adapt him/herself to the environment changes (context of action or object of action) for successfully accomplishing his/her tasks.

We noticed that the coordination abilities conditioned by hardship stress were around 30% - a small percentage, when one considers the dynamics, and the technical and tactical features of basketball. Finally, we noticed that the highest values come from the join, differentiation and orientation abilities and the most important requirements were precision and organization stress. Thus, it was possible for the students to understand the specific motor parameters of abilities through their principles,

without considering in-game situations, and observing the tactical abilities and the development of intelligence and creativity.

Concerning the connection between technical abilities and tactical ones, we noticed the following results:

TECHNICAL

TACTICAL \ TECHNICAL		Organize angles	Control Strenght	Determine the time and ball passing	Determine the race line and ball timing	Be available and orient oneself	Previously determine the direction and distance for passing	Predict the defenders position	Observe race lines
Related to objective	Reach the target	53.3 %	53.3 %	26.6 %	33.3 %	20.0%	20.0%	20.0%	40.0%
	Carry the ball to the objective	80.0%	83.3 %	26.6 %	53.3%	26.6%	20.0%	20.0%	70.0%
Related to teammate	Have tactical advantage	23.3%	23.3%	20.0%	20.0%	20.0%	20.0%	20.0%	26.6%
	Team game	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%
Related to opponent	Notice space	56.6%	53.3%	23.3%	36.6%	20.0%	20.0%	20.0%	40.0%
	Overcome opponent	23.3%	23.3%	20.0%	20.0%	23.3%	20.0%	20.0%	23.3%
Related to environment	Be available, Orient oneself	30.0%	23.3%	20.0%	20.0%	26.6%	20.0%	20.0%	40.0%

Chart 2 Connection between Tactical and Technical Abilities.

By analyzing the observed activities, we would like to focus on the results related to the development of technical abilities in relation to the tactical abilities. In this case, only 20% of the activities considered this relationship, that is, the technical and tactical activities were required apart from the principles of the sport. The focus on the technical aspects limits the student experience regarding perception, prediction and decision making, which are some of the principles used in ball team sports.

Thus, in order to work with sport initiation, it is necessary to use the global-functional methodology, since it encompasses the development of coordination, technical and tactical abilities. The motor activities for this age range (8-12 years old) should be focused on the relationships between technical and tactical activities.

These data confirm the findings from the previous chart and indicate an emphasis of the teacher's pedagogical practices on the analytical-synthetic concept, based on the partial method. According to Dietrich, Durrwarchter & Shaller (1984), the partial method uses a “series of exercises”, that is, repetition for acquiring techniques, which are considered the basic elements for the practice and for being successful in the game.

This perspective shows the need for a sport initiation process which is focused on the abilities related to the development of intelligence and creativity. For accomplishing this objective, it is necessary to create a favorable environment a fact that apparently did not happen in the observed classes, since there is centralization on the technical abilities and disdain for tactical abilities.

It is important to notice that only 20% of the activities intended to develop tactical abilities (such as overcoming the opponent and getting tactical advantage) and link them to technical abilities. If the tactical abilities are the synthesis of the perceptive, intellectual and psycho-motor abilities (GRECO, 1995), how could one establish an education process which disregards such issues? This question shows the need for acquiring new references for the sport initiation process, which go beyond the analytical-synthetic perspectives.

FINAL CONSIDERANTIONS

This research showed, through data analysis and concept acquisition from the authors quoted in this work, a small amount of activities focused, concomitantly, on the technical, tactical and coordination abilities. Moreover, the activities did not match the stages of development of the analyzed age range in the teaching-learning process. The findings showed that, in the studied institutions, technical activities were predominant, with the use of analytical-synthetic methodology. We could not identify a systematized planning which fits the needs of the observed age range.

The educational process which uses situational games, the development of coordination, and technical and tactical abilities with their respective requirements, allows the global development of children, because “[…] in this stage, the basic abilities for locomotion, manipulation and stabilization of a child are going through a refining process, so that he/she is able to participate in many and more complex motor activities” (GRECO, 1998; p.67).

In this case, the teacher should not focus on the specialization of motor tasks for basketball. Instead, he/she should allow movement variability, in order to expand the motor abilities of children. We believe that the solution for this problem is to establish an educational system which is based on the abilities and needs of the students, along with planning which includes the global-functional methodology, in order to cover the process, concept and attitude aspects of the teaching-learning process.

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ANALYSIS OF SPORT INITIATION TO BASKETBALL WITHIN A SPORTS CLUB AND TWO PRIVATE SCHOOLS

ABSTRACT

The objective of the research was identifying and analyzing the predominant methodology and practices used in the process of sport education, specifically in the teaching of basketball. The methodology used had a qualitative, descriptive and explanatory character. The instrument for data collection was in-class filming. The subjects of research were students and teachers from sport initiation schools (specifically basketball lessons) within two private elementary and high schools, and a sports club in the cities of Vitoria and Vila Velha. The study results showed that the teachers from these institutions tend to prefer the analytical-synthetic methodology and not consider the education requirements which include technical, tactical and coordination abilities.

Key Words: Methodology. Basketball. Sport initiation.

ANALYZE DE L'INITIATION AU BASKET EN CLUB DE SPORT DANS DEUX ÉCOLES A ET LE RÉSEAU DE L'ÉDUCATION SPÉCIALE

RESUMEE

L'objectif de la recherche était d'identifier et analysent la pratique de la méthode en cours de formation dans le sport mode de basket-ball. La méthodologie a été de nature qualitative, descriptive et exploratoire, dont l'instrument de collecte de données a été l'école de tir. Les sujets ont participé des étudiants et des professionnels de Escolinha ouverture de sports, basket-ball sous la forme de deux écoles de l'école primaire et moyen du réseau et un club privé des villes de Victoria et de Vila Velha-ES. Les résultats de l'étude a montré une préférence pour les professionnels de ces institutions par la synthèse des méthodes analytiques et de ne pas en conformité avec les exigences de formation qui prend en compte les compétences techniques, tactiques et coordonnée.

Mots-Clés: Méthodologie. Basket-ball. Sports ouverture.

ANÁLISIS DE LA INICIACIÓN EN EL CLUB DEPORTIVO DE BALONCESTO EN UN DOS ESCUELAS Y LA RED DE EDUCACIÓN ESPECIAL

RESUMEN

El objetivo de la investigación fue identificar y analizar la metodología de la práctica que prevalece en formación en el modo de deporte de baloncesto. La metodología fue de carácter cualitativo, descriptivo y exploratorio, cuyo instrumento de recolección de datos fue la escuela de tiro. Los sujetos participantes fueron estudiantes y profesionales de Escolinha iniciación de los deportes, el baloncesto en forma de dos escuelas de enseñanza elemental y medio de la red y un club privado de las ciudades de Victoria y Vila Velha-ES. Los resultados del estudio mostraron una preferencia por los profesionales de esas instituciones por el sintético-analítico y la metodología no está en consonancia con las demandas de formación que tenga en cuenta las capacidades técnicas, tácticas y coordinada.

Palabras Clave: Metodología. Baloncesto. Deportes de inicio.

ANÁLISE DA INICIAÇÃO ESPORTIVA NO BASQUETEBOL EM UM CLUBE E DUAS ESCOLAS DA REDE PARTICULAR DE ENSINO

RESUMO

O objetivo da pesquisa foi identificar e analisar as práticas metodológicas predominantes em processos de formação esportiva na modalidade basquetebol. A metodologia utilizada foi de caráter qualitativo, descritivo-exploratório, cujo instrumento de coleta de dados foi a filmagem das aulas. Os sujeitos participantes foram alunos e profissionais de escolinhas de iniciação esportiva, na modalidade basquetebol, de duas escolas de ensino fundamental e médio da rede privada e um clube das cidades de Vitória e Vila Velha-ES. Os resultados do estudo demonstraram certa preferência dos profissionais dessas instituições pela metodologia analítico-sintética, não correspondendo às exigências da formação que levem em consideração as capacidades técnicas, táticas e coordenativas.

Palavras-chave: Metodologia, Basquetebol e Iniciação Esportiva.