131 - BASKETBALL DEFENSE: A TECHNICAL, TACTICAL, AND TEACHING - LEARNING APPROACH.

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Introduction

Basketball was originally created in the United States of America, in the end of the 19th century, by the teacher James Naismith. The english word basketball comes from "ball to the basket", since the first objective of this game was a peach basket.

De Rosil and Tricolli (2005) classify it as an opposition (one plays against an adversary) and cooperation (community among the integrants of the team) sport, with simultaneous space occupation by the participants. Being so, this sport promotes very dynamic actions, with a complex communication net that involves the players of the same team and adversaries.

The sport can be classified as of open environment ability, meaning that it is subjected to varied interferences, like the movement of the athletes, types of guarding, between others. The only exception is the free throw. In this case the environment is closed, because the shooter is not under influence of those factors.

According to Daiuto (1983), this sport demands a high degree of training from the athletes. They must be well conditioned in the physical, tactical, technical and psychological aspects, so that the best performance is reached.

Similarly to the way offense can be learned, through practice of technical gestures and validated forms of teaching, it is also possible to learn how to defend in basketball. The defensive techniques of this sport can be taught to the athletes from the initiation, taking into consideration the limitations imposed by the age and ability level. Being so, and considering the many aspects by witch Basketball can be studied, this study aims to describe the main defensive structures, and discuss the teaching-learning context in the sport.

Method

Based on a literature review, this article describes the main defenses of basketball, and discusses the context of teaching-learning of basketball defense.

Literature review

Group defenses

The worth of a group defensive system is in the correct application of the actions and individual defensive bases. So being, whichever the system adopted by the team is, the biggest and the least efficiency of the set will be related to the individual behavior of the players in court.

It is possible to consider the existence of two basic group defensive systems:

Individual or "man-to-man" defense.

Zone defense.

Other defensive strategies can be adopted by a team, but, in final analysis, they are variations or adaptations done to one of the systems above mentioned, or combinations of elements of one and other (DAIUTO 1983).

Derived from the individual and zone defense, there are some other kinds of defense, like: hybrid, combined and pressure.

Individual defense

This defensive structure has been used since the creation of basketball. Bee (1942) reports that Naismith planned the defense of basketball based on individual defense, following the motto: "Stick-on to your player and follow his movements, being always between him and the basket."

Zone defense

In this defense, each player is assigned to guard a determined area in the defensive territory. The defender must guard the opponent who is either with or without the ball, inside the limits of the area under his responsibility. The players are lined up following horizontal lines in the court, relative to the base line. The defensive areas include from the proximities of the basket (last line of defense) until the first line of defense that vary according to the distribution of defense employed: whole court, half court, a third or a fourth of the court (MURPHY, 1939).

Defensive techniques and tactics in basketball

Basketball demands several skills. Each one of them, separately, constitutes a significant and total unity itself (Ferreira and De Rose, 1987). These skills are called fundamentals, or technical gestures, and can be either offensive or defensive (dribble, pass, layup, rebound, between others). Put together, they are the set of tools necessary for the game.

Schmidt (1993) quoted by Greco and Benda (1998), states that the correct execution of the technical gesture, like any other motor skill, has the purpose of: a- maximizing precision, b- minimizing energetic, physical, and mental cost of the performance, and c-minimizing the time spent in the action.

By sporting technique, one can understand as the proceedings involved in the practice that allow the execution of a task in the most objective and economical possible way (WEINECK, 1999). The execution of a technique or motor skill is achieved because of a complex set of mechanisms and mental/ motor processes. According to Greco and Benda (1998), the technique and/or technical fundamental is the understanding of the operating instrumental mean necessary to solve the task /problem in the time-space-situation in the sporting kinds.

The improvement of the technique is of major importance for the achievement of a good defense. For example, the defensive movement and the basic position of defense demand the best quality of movement from the players. The basic position of defense must allow a player to perform several functions, such as: to move quickly in several directions (side, front and backwards); to prevent opponent dribbles, passes or throws; to intercept a pass, to block a throw; and to be in position for rebounds. This position can be modified in the different situations above mentioned, varying if the opponent is dribbling (presence of displacement) or in position of throw (one of the hands raised to prevent the action).

Ferreira e Rose (2003) state that the movement in the defensive position turns possible for the defensive player to

follow the opponent, with or without the ball, during the offensive play. Quick leg movements, developed along years of training, are the basis of the defensive displacement. When the player stands in the basic position of defense, he or she must be ready to guard the offensive player in movement. The dislocations in this position can be lateral, forward or backward.

Rebounds are also influenced by the technical capacity of the defensive players. Vecchi (1999) quoted by Ranchotte and Mercadante (2001), wrote that rebounds come very often from the individual quality of the players, since the technique can surpass the lack of stature of some player. The function of gaining rebounds in the team it is not only the centers', stronger and taller players. Guards and forwards, in modern basketball, participate actively of rebounds, hindering adversaries from taking action.

About tactics, are the complex psychological-cognitive-motor processes that direct the best decision making to develop the task-problem of the game, allowing an appropriate behavior in the game or activity situations (Greco and Benda,1998). The task or problem presented during the activity can be solved according to the quality of the decision making of the athlete.

The choice of the adversary to be guarded is of great importance. Generally, it is done in order to balance possibilities: the best guard player will be assigned to guard the best offensive opponent. For such, the technical, physical, psychological and tactical aspects of this player on offense must be observed, as: quality of dribbles, passes, throws, speed, agility, resistance, decision making, and game situation, among others. Murphy (1939) points out that when the defender realizes that he is slower than the adversary he is guarding, he must not pressure, since he can be more easily eluded.

Still according to this author, the defensive system is always in a stage of disadvantage, because it does not control the game actions, since the possession and the direction of the ball are conducted, basically, by the offensive actions. Therefore, offense would act around the decisions, and the defense would react upon them. On the contrary, Wissel (1998) states that the defense must lead the offense play into mistake, acting coordinately and aggressively. An aggressive defense difficult the pre-planned actions of the offense, and increases it's reaction time. Knight (19_ _) reported that through the aggressiveness of his players, the opponent team was induced to increase significantly the rates of mistake. Being so, when a defense structure is solid and well coordinated, it can, in some situations, coordinate the actions, taking the offense to react upon them.

Teaching-learning of the defense in basketball

It suits to the teacher to find out the appropriate method of teaching so that the beginner reaches the full acquisition of the technical gestures of basketball. As for Tosi (1989) in Shon (1992), "*The best teacher will be the one that will have an answer for the question that disturbs the learner*". When the beginner presents an increased interest by some sport, he shows a great will of constantly improving his technical skill abilities. This fact aids for a significant performance improvement by the player.

Daiuto (1983) wrote that the basketball teaching should, necessarily, follow principles, pedagogic directives and learning rules resulting of a theoretical approach of the issue by the teacher, as well as the influence of parameters related to the efficiency of human movements, with previously investigated applications.

When the learner can not elicit the motor task for himself, it is necessary the application, by the physical educator, of a methodology that permits the overcoming of eventual limits (GRECO and BENDA 1998).

In the apprentice-teacher pedagogic relationship, the feedback can be a mighty element. The teacher must provide information, motivation and reinforcements, making it possible for the apprentice to develop a deeper knowledge about the task, and establish a standard of movement. When the basketball player performs the guard well or misses some aspect in his displacement, the teacher should provide such information.

Mertens and Musch (1990) quoted by Oliveira (2002) propose the learning of the team sports in a context in where the technique appears clearly in tactic situations, simplifying the formal game to reduced forms, and connecting situations of the play with the game itself. The main formal idea of each game should be kept. The defensive position is general and points out to disrupt the offensive structure of the opponent team, mainly through pass interception, establishing the dynamic between the defense-transition-offense.

Greco (1998) in Oliveira (2002) suggests the teaching through the situational method, with reduced and isolated situations of the game. This author also considers that the sport technique is the initiation of the tactics concepts, connecting the action and the reason for it.

The use of reduced games is also proposed for the teaching-learning of the defensive aspects, because it allows a reduced number of players in a bigger area. The player, in this context, will be constantly involved with the game. In these small games, the defender can evaluate the movement of the offensive player in a more reduced context, which makes guard exchanging, helping, communication and defensive movement, as a whole, easier.

Conclusion

Finally, it can not be learned how to defend in basketball without a planned, intentional practice. The athlete must dedicate himself to the defensive techniques as part of the training sessions, and also, must be tactically prepared to make the best decision about the defensive aspects, during a match.

The defense is intimately inserted in the process of teaching-learning of basketball. It suits to each teacher to find out the best method that will provide the learner the development of the technical and tactical skills of the sport. However, it is seen that the situational method and reduced games can be a good alternative for the improvement of the defense in basketball.

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BASKETBALL DEFENSE: A TECHNICAL, TACTICAL, AND TEACHING - LEARNING APPROACH.

ABSTRACT

Defense training in basketball involves aspects that must be observed during a player's career. Similarly to the way offense can be learned, through practice of technical gestures and validated forms of teaching, it is also possible to learn how to defend in basketball. The individual and zone defense are the main used in this sport. The defense techniques can be taught to the athletes from the initiation, taking into consideration the limitations imposed by age and ability level. It is notable that the defense techniques also play a crucial role in the learning of basketball. To become a great athlete, consistent defensive and offensive abilities are necessary. Tactically, the athlete must be able to make correct decisions during a match, given the short time for decision making. The teaching-learning of the defense in basketball should follow pedagogic principles that allow the development, for each age group, of the technical and tactic capacities. The teaching of the defensive bases through the situational method and reduced games can be an alternative for the initiation.

Key-words: Basketball , defense basketball , teaching-learning

DÉFENSE DU BASKET-BALL : UNE APPROCHE TECHNIQUE, TACTIQUE ET DE L'ENSEIGNEMENT-APPRENTISSAGE.

RÉSUMÉ

L'entraînent de la défense dans le basket-ball entoure des aspects qui doivent être observés pendant la carrière d'un joueur. De la même façon que l'on apprend, à travers des gestes techniques avalisées dans l'enseignement, attaquer, il est possible aussi d'apprendre à défendre dans le basket-ball. La défense individuelle et celle faite par zone sont les principales de ce sport.Les techniques de défense de ce sport peuvent être enseignées aux athlètes depuis leur initiation tout en respectant les limitations imposées par l'âge et par le niveau de jeu. Il faut se rappeler que les techniques de défense jouent un rôle crucial dans l'apprentissage du basket-ball. Pour devenir un grand athlète il faut savoir défendre et attaquer avec consistance. Tactiquement, l'athlète doit être capable de prendre des décisions correctes pendant un match étant donné le temps réduit pour en prendre une. L'enseignement-apprentissage de la défense dans le basket-ball doivent obéir à des principes pédagogiques qui permettent le développement, à chaque âge, des capacités techniques et tactiques. L'enseignement des fondements défensifs par la méthode situationniste et par des petits jeux peuvent représenter une alternative pour l'initiation des nouveaux athlètes.

Basket-ball , défense basket-ball , L'enseigment-apprentissage

LA DEFENSA EN EL BALONCESTO: UN ABORDAJE, TÁCTICO Y DE ENSEÑANZA APRENDIZAJE.

RESUMEN

El entrenamiento de la defensa en el baloncesto envuelve aspectos que deben ser observados durante la carrera del jugador. De la misma forma que se aprende, a través de gestos técnicos y formas evaluadas de enseñanza, al atacar, es posible también aprender a defender en el basketball. La defensa individual y por zona son las principales de este deporte. Las técnicas de defensa de este deporte pueden ser enseñadas a los atletas desde la iniciación, respetando las limitaciones impuestas por la edad y nivel del juego. Vale recordar que las técnicas de defensa tienen también un papel crucial en el aprendizaje del baloncesto. Es necesario para transformarse en un gran atleta, saber defender y atacar con consistencia. Tácticamente, el atleta debe ser capaz de tomar las decisiones correctas durante un juego, debido al poco tiempo que se tiene para tomar decisiones. La enseñanza-aprendizaje de la defensa en el basketball debe seguir principios pedagógicos, que permitan el desarrollo, para cada nivel etáreo, de las capacidades técnicas e tácticas. La enseñanza de los fundamentos defensivos por medio del método situacional y de pequeños juegos, puede representar una alternativa para la iniciación en este deporte.

Baloncesto , defensa del baloncesto , enseñanza-aprendizaje

DEFESA DO BASQUETEBOL: UMA ABORDAGEM TÉCNICA, TÁCTICA E DE ENSINO-APRENDIZAGEM.

RESUMO

O treinamento da defesa no basquetebol envolve aspectos que devem ser observados durante a carreira do jogador. Da mesma forma que se aprende, através de gestos técnicos e formas avalizadas de ensino, a atacar, é possível também aprender a defender no basquete. A defesa individual e por zona são as principais deste esporte. As técnicas de defesa deste esporte podem ser ensinadas aos atletas desde a iniciação, respeitado as limitações impostas pela idade e nível de jogo. Vale lembrar que as técnicas de defesa têm também um papel crucial no aprendizado do basquetebol. É necessário para se tornar um grande atleta saber defender e atacar, com consistência. Taticamente, o atleta deve ser capaz de tomar as decisões corretas durante uma partida, dado o tempo diminuto para as tomadas de decisões. O ensino-aprendizado da defesa do basquetebol deve seguir princípios pedagógicos, que permitam o desenvolvimento, para cada faixa etária, das capacidades técnicas e táticas. O ensino dos fundamentos defensivos por meio do método situacional e de pequenos jogos pode representar uma alternativa para a iniciação.

Palavra-chave: Basquetebol, defesa basquetebol, ensino-aprendizado.