165 - ATTACK IN VOLLEYBALL: THE TECHNICAL - TACTICAL ACTIONS AND GAME READING

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Attack in volleyball terms consists in the game's action that aims the ending of a rally whereas it results in one point to one of the teams no matter if it's the one that attacked or defended. This fundament is extremely important considering that we can have a team that makes the service, cross the ball, bock up and defends very well, however if its attack doesn't work, hardly this team will succeed whereas it is through this fundament, in most part of the game, that the points are made making it the big responsible of the good performance of one team. Even in incitation or high performance it's necessary that the player make this action with conscience and after a critical reading and analysis of game's situation. Contemporary literacy have been facing these issues in a separately and unconnected way from he game, without showing the reading elements of the game and much less the opposition interactions that are established. These new reflections are emerging from a praxiologic knowledge by Pierre Parlebas who, since more than 30 years, has been building analysis instruments for the internal logic of games and sports. The named author, who owns several books published about the subject, in 1999 published the games and spots' lexicon ("Jeux, sports et sociétés") where are involved the main ideas on this field, just as it describes the analysis instruments (PARLEBAS, 1999).

This knowledge has been orientating discussions and supports the authors that produce the knowledge about collective sports in he last years in Europe and Brazil. Authors such Claude Bayer (1994)in France, Graça e Oliveira (1995) who coordinated a important work in Portugal, Hernández Moreno (1994) and Riera in Spain have systemized this knowledge in books, where important contributions for the teaching - learning process of collective sports have been shown. In Brazil, Professor Pablo Juan Greco, from Universidade Federal de Minas Gerais, with a strong influence from these authors and German production, mostly from Professor Klaus Roth, wrote, together with collaborators, the piece Universal sportive initiation in 1998 (GRECO, 1998). All authors above, directly or not, are influenced by the praxiologic knowledge.

The present article comes from a teaching project named "Princípios orientadores para o ensino de voleibol", coordinated by Professors João Francisco Magnas Ribas and Mauro Cesar Ribeiro Baldicera that occurred in the first semester/2005 ad counted with the participation of the following students from he physical education course at Universidade Federal de Santa Maria: Marcelo Tiecher Zimmermann, Evandro Togni, Everson Mateus Kayser Camargo and Pablo Aires Araújo. The aim of this project was to propose a vision of the teaching - learning process that allude to the closest reality of the game based on game's characteristics (cooperation/opposition), and that support the game readings as a way to anticipate the actions. The adopted parameter to this analysis is supported on the game analysis elements from the motor praxiology from the classification system (PARLEBAS, 1999), and also on the Universal Sportive Initiation proposal by Greco (1998), more precisely in what concerns opposition: service, reception/crossing, lifting, attack, blocking and defense.

In this article, we'll show this group's reflection about the attack's action. At the first moment we'll show the structure used in this study. After that, we'll describe the opposition actions and the cooperation at the moment of attack. In third place, we'll show the main attack techniques. The possibilities and the development of decision processes appear on the last part of this article. We finish the material exposing some considerations concerning the study and development possibilities.

SHOWING THE STRUCTURE

After identifying the main characteristics from cooperation/opposition sports (classification system and universals of collective spots games) and the descriptive study of Universal Sportive Initiation by Greco, we reach the following structure to describe the service, reception - crossing, lifting, attack, blocking and defense moments: actions of opposition and cooperation, main techniques, technical - tactical possibilities of the decision process and its development. In the following chart we'll characterize each aspect.

TECHNICAL-TACTICAL ELEMENTS	CHARACTERIZATION
1. Opposition and cooperation actions	In this item the opposition and cooperation relation that happens in every fundament is pointed, and a critic analysis from the Severine, Noce and Freire's (1998, p. 254) from the piece Universal Sportive Initiation chart is made, in first place, in relation to opposition and after considering the cooperation.
1.1 Elements related to opposition	The focus, at this moment, is directed to the other side of the court, in other words, we describe game readings considering the adversary (anticipated and situational analysis) necessary to game's technical - tactical action, such as the previous knowledge on the adversary team.
1.1.1 Game reading on opposition **Previous analysis** refers to adversary perceptions that happen a little before the technical - tactical action, in other words, it's the first analysis level about the placement of opposite team and the respective functions of each adversary player. **Situational analysis** it's an almost simultaneous reading about the final adversary placement and/or the technical - tactical action reading about adversary players. It differs from the other analysis for being almost concrete orientation of the adversary action or disposition, in other words, the last reading of the opponents before some game action is executed.	Game readings, which happen a little before the action, are who indicate the best option of technical - tactical action on the game. For example, at the attack moment the player may observe the blockers, defenders positions, among other adversary's elements.
1.1.2 Previous technical-tactical knowledge on the adversary	It refers to the knowledge about technical and tactical actions of the opposition team that may be obtained from direct observation or videos. These informations may need even more the reading process of the opposite team, in other words, knowing about the qualities and limitations of one player will focus even more the game reading process.
1.2 Cooperation elements: technical-tactical characteristics and previously dealed actions	At this moment we're going to indicate and describe the communication that may be established in each moment of the game. With this we'll show the references for building a group interaction, whether in defense or attack situations.
2. Principal techniques	At this moment we'll describe some of the most used techniques by the athletes, taking for theoretical reference some actualized literacy, proportioning with this an orientation to the main ways of acting.
3. Technical-tactical possibilities from the process of decision	At this moment we made an exercise of showing, in a first analysis level, the alternatives that the player is going to have in each moment of the game considering the coming game situations. We won't show all of them, and much less will deep it, we'll only show the necessity to develop this way on the teaching/learning process of volleyball.
4. Developing the process of decision	We develop the elements of decision since the ideas of Serenine, Noce and Freire (1998, p. 254), as well as from elements that the work group considered to be relevant. This development and evolution on the process of decision were elaborated also, since game situations, where we work since concrete goals.

1) CHARACTERIZING OPOSITION AND COOPERATION ACTIONS AT THE MOMENT OF ATTACK

Based on the highlighted aspects by Serenine, Noce and Freire (1998) in their piece, the perceptions that occur on this game element related to the opposition team (opposition) are: blockers to face (position, high and characteristic) and defense's position (empty spaces, position and defenses characteristics). Concerning the own team (cooperation), the authors also highlight, that the following perception may be observed: type of effectuated and type of lifting effectuated.

1.1) ELEMENTS RELATED TO OPOSITION

The main source of opposition or first line is the blockade that is organized with the aim to intercept the attack. Going through this phase, the attacker still has to face the opposite's defense that uses blocking and reading of the attacker to avoid the ball to fall in its court.

1.1.1) GAME READING ON OPOSITION

Previous analysis

Blockers to be faced: at this point what our learner may observe is the high of the blockade that is going to try to intercept the attack. Considering the possibility of there to be a double blockade, before the ball get into the game the attacker may realize what player is going to block on the diagonal line and who is going to block on the parallel line.

Blockers high may be taken in account by the attacker due to its importance on the time to decide where he/she is going to attack, usually the shorter blocker is chosen in case there is no possibility of attack with no blockade.

Situational analysis

Defense position: at the moment when the player/attacker finds him/herself on a proper attack action, he/she may observe possible empty spaces done by defense, mostly behind the blockade and on the middle of the court. When we observe these spaces, the attacker may execute the action using other strategies beyond interceptation, a shove, touch or even a very well placed interceptation.

Blockade: the extremes attackers have, at least, to blockers to face. The middle one almost always has only one, however many times the attacker face a triple blockade almost impossible to be passed through. In this case, the only possibility, almost always, is to explore the blockade making the ball to touch it and goes out the court, or to place the ball on vacant spaces. Blockade types are, many times, associated to moves' speed, because in fast moves the blockade hardly get positioned as a whole, with two blockers, in slower moves that usually happen due to a bad crossing the move become more predictable making blockers' job easier and forcing the attacker to use other attack options to pass through the blockade. In case of a well structured blockade the attacker still has the option to make a "largadinha" that happens when the player can't win the blockade using force so he simply places the ball with an extreme subtlety mostly above the blockade.

1.1.2) PREVIOUS TECHNICAL - TACTICAL KNOWLEDGE ON THE ADVERSARY

The main factor that may contribute to the attack's success is the knowledge on adversary blockers and defenders. Knowing the way how an athlete blocks or how a defender position him/herself is extremely important, that's why each time more teams search to know their adversaries in a way to take advantage of these informations.

1.2) COOPERATION ELEMENTS: TECHNICAL - TACTICAL CHARACTERISTICS AND PREVIOUSLY DEALED ACTIONS

Type of reception made: crossing is a decisive factor to a good attack, because a badly done crossing compromises the whole team work, whereas the lifter usually won't have the option of a fast ball, making a lift in one of the extremities of the court (security ball), and the characteristic of this attack is to be slow, what facilitates blockade work. That's why the attacker must be attentive to the crossing, if it was well done, because many times the move that was dealed can't be done due to the fact of the crossing to the lifter have been imprecise.

Type of lifting: not always the ball is lifted according to the attacker's expectation. It's on the attacker the responsibility to realize, in the moment of the lifting, if the ball is coming perfectly or if it's mistaken, for example: far from the net, low, slower; and after ball is lifted, the only one capable to correct something is the attacker, changing the displacement trajectory, accelerating or retarding the displacement.

2) DESCRIBING THE PRICIPAL TECHNIQUES

As already mentioned in initiation we have a big variety of possibilities to attack whereas the learners try only, in most of the times, to pass the ball to the other side, but in high performance interceptation is the widely used element, much more than other alternatives as the "largadinha" for example.

Interceptation: being the main team's source of points in a game, it becomes the moment of most expectation on the rally since in its variations may be executed with power or precision depending on the situation in which the attacker is, with a bigger or smaller number of blockers. We could define the main moments of interceptation in five: displacement, preparation, jumping, air phase and fall down.

Displacement: can be done in 1, 2, 3 or more running steps, with the arms semi flexed beside the body. As bigger as the acceleration is, bigger are the possibilities of good propulsion.

Preparation: at this moment feet are positioned in a way their distance make it easier propulsion, body incline a little to the front and the arms are thrown back and the legs are flexed close to 90º.

Jumping: feet may touch the floor first with the ankles making with this a fast move, being the toes the last part to lose contact with the floor. Its aim is a total extension of the legs and arms throwing to the front and above the body.

Air phase: after throwing arms up, the one that is going to hit the ball makes a movement passing the shoulder line, positioning, semi flexed, in its bigger wide, the other arm stops its trajectory a little above the shoulder line, stretched out in the front of the body; a hyperextension of the body happens. The arm of attack may find the ball in the biggest high possible, being the hit on the ball enclosed with a wrist flexion aiming to raise chances of the ball falls inside adversary court.

Fall down: at the moment of touch in the ground again the attacker may slow down the fall down avoiding falling on the net as well as avoiding injuries. For not falling on the net the importance of jumping being the most vertical as possible may be highlighted, with that the chance of this mistake to occur, very common among beginners, is reduced.

3) TECHNICAL - TACTICAL POSSIBILITIES FROM THE PROCESS OF DECISION

At the moment of the action, the attacker may decide quickly which kind of attack he/she will use, because he/she will have only a fraction of second to define what the best option to make him/her broke the blockade and adversary defense. Through a powerful attack, he can break the blockade or make the ball touch it and gets out game court; there also is the option of a most

technical attack where the same doesn't use strength but precision to point, and, with that, he/she can also make a "largadinha" in case blockade is structured and he/she realize that's too hard to break it. The direction/precision of attack is also fundamental since the attacker has options to attack on a parallel line (short or long) or on a diagonal line (short or long) depending on the situation and the kind of adversary blockade. In case of not participating effectively on the attack, the attacker develops the important function of covering the other attacker.

4) DEVELOPING THE PROCESS OF DECISION

At the moment of attack, the attacker has few seconds to decide how he's going to break the blockade and the defense by this reason the biggest number of possibilities may be worked in relation to the moves variation with the attackers, making that their options multiply and don't be reduced to a simple interceptation only on the diagonal line, for example, because adversary will read it very easily.

Attacking with and without blockade: the teacher must to stimulate the learner to attack in a powerful way, however the learner may realize that the power is not always the best solution, because in case of a ball too close to the net, power may not be the best option. In this case, he/she may opt by the "largadinha" or trying to explore the blockade with a directed and less potent attack, but more efficient to this occasion.

Searching empty spaces: the teacher must orientate the learner to realize where he must place the ball, in this case the defense and the blockade may be very well structured.

FINAL CONSIDERATIONS

The volleyball game happens in all moments and spaces, the athlete who theoretically isn't actually participating on a move must be always attentive, because in a matter of seconds he/she can be needed for defense, for example. Based on this attention is that we may consider that the opposition and cooperation relations are unpredictable since we can't separate them. Since the moment ball is in game our mates' actions may be associated to our adversary's actions, which has the aim to interrupt our move, whether with defense's position or how many defenders we have to face, for example. While these analysis are developed and improved we can link in a most clear and objective way the importance of this knowledge to the Process of decision, since it combined with technique may give us many more possibilities of success on game moves.

During the elaboration of this work our goal was never the creation of a methodology to volleyball teaching. Our main goal was to make a deep description of the technical - tactical elements of volleyball game action, in a way to facilitate the comprehension of physical education students and teachers, and also of who is interested, about the essence of the game, what hasn't been contemplated by international literacy. In the other hand these elements may guide teachers' and coach's' pedagogic actions, such as to facilitate the comprehension about game moves.

However, if we deep even more in these elements and relate them with a teaching pedagogy, maybe we can develop a methodology that contributes even more to the volleyball teaching/learning process so it can improve each time more and we can have bigger alternatives, with the aim to diversify our way of action as teachers, coaches, etc. in our case, the start is in the comprehension of the essence of game dynamic, according to the praxiologic knowledge principles about games and sports study.

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ATTACK IN VOLLEYBALL: THE TECHNICAL - TACTICAL ACTIONS AND GAME READING

ABSTRACT

On volleyball's several manifestations it's necessary the participant make the attack move with conscience and after a critic reading and analysis of game's situation. Recent literacy has been talking about this issue in an isolated and unlinked from the game way, without showing game reading elements and much less the opposition interactions that are established. These new elements of volleyball teaching and learning emerge from the praxiologic knowledge by Pierre Parlebas, who for more than 30 years builds analysis instruments of the internal logic of games and sports. This article comes from a teaching project named "PRINCÍPIOS ORIENTADORES PARA O ENSINO DO VOLEIBOL", coordinated by professors João Francisco Magno Ribas and Mauro Cesar Ribeiro Baldicera that happened on the first semester/2005 and counted with the participation of physical education students. The aim of this project was to propose a glance on the teaching/learning process that builds a closest reality to the game and that considers game characteristics (cooperation/opposition), and that supports game readings in a way to anticipate game moves. The parameter used to this analysis is based on the game analysis elements from the motor praxiology, more precisely on the classification system and on the universals. In this article we will show this group reflection relating to attack moves. At the first moment we will show the structure used. Following this, we will describe the attack move opposition and cooperation actions. After that, we will highlight the main attach techniques. The possibilities and the development of the process of decision are on the last part of this article. We finish it making some considerations about the study and development possibilities.

Key - words: Volleyball, Technical-Tactical Elements and Motor Praxiology

ATTAQUE DANS LE VOLLEYBALL : LE TECHNIQUE - ACTIONS ET LECTURE TACTIQUES DE JEU
ABSTRAIT

Sur plusieurs manifestations du volleyball qu'il est nécessaire le participant entreprendre la démarche d'attaque avec la conscience et après une lecture de critique et une analyse de la situation du jeu. L'instruction récente avait parlé de cette question dans isolé et détaché de la manière de jeu, sans montrer des éléments de lecture de jeu et beaucoup moins les interactions d'opposition qui sont établies. Ces nouveaux éléments de l'enseignement et de l'étude de volleyball émergent de la connaissance praxeologic par Pierre Parlebas, qui pendant plus de 30 années de constructions d'instruments d'analyse de la logique interne des jeux et des sports. Cet article vient d'un projet de enseignement appelé « PRINCÍPIOS ORIENTADORES PARA. O ENSINO FONT VOLEIBOL », coordonné par professeurs João Francisco Magno Ribas et Mauro Cesar Ribeiro Baldicera qui se sont produits sur le premier semester/2005 et compté avec la participation des étudiants d'éducation physique. Le but de ce projet était de proposer un regard sur l'enseignement/apprentissage qui établit une réalité la plus étroite au jeu et qui considère des caractéristiques de jeu (coopération/opposition), et qui soutient des lectures de jeu d'une manière de prévoir des mouvements de jeu. Le paramètre utilisé à cette analyse est basé sur les éléments d'analyse de jeu du praxeologie motrice, plus avec précision sur le système de classification et sur les universels. En cet article nous montrerons cette réflexion de groupe concernant des mouvements d'attaque. Au premier moment nous montrerons la structure utilisée. Après ceci, nous décrirons les actions d'opposition et de coopération de mouvement d'attaque. Après celle, nous accentuerons les techniques principales d'attache. Les possibilités et le développement du processus de la décision sont sur la dernière partie de cet article. Nous le finissons faisant quelques considérations au sujet des possibilités d'étude et de développement.

Mots clés : volleyball, le technique - actions tactiques praxeologie motrice

EL ATAQUE EN EL VOLEIBOL: LAS ACCIONES TÉCNICO-TÁTICAS Y LA LECTURA DEL JUEGO
RESUMEN

En las diferentes manifestaciones del voleibol es necesario que el participante realice la acción del ataque con consciencia y después de una criteriosa lectura y analisis de la situación del juego. La literatura actual trata este tema de forma aislada y sin conexión con el juego, sin mostrar los elementos de lectura de juego y mucho menos las interacciones de oposición que se estabelecen. Gran parte de estos nuevos elementos de la enseñanza y del aprendizaje del voleibol han surgido a partir del conocimiento praxiológico del frances Pierre Parlebas que hace más de treinta años construye instrumentos de analisis de la lógica interna de juegos y deportes. Este artículo ha surgido de un proyecto de enseñanza denominado " Principios orientadores para la enseñanza del voleibol", coordinado por los profesores João Francisco Magno Ribas Y Mauro Cesar Ribeiro Baldiceira que ha sido realizado en el primero semestre de 2005 y ha sido desarrollado con la participación de académicos del curso de Educación Física. El objetctivo de este proyecto ha sido proponer una mirada del proceso de enseñanza-aprendizaje que se acerque de una realidad más cerca del juego y que considere las características del juego (cooperación y oposición), y que proporcione fundamentos para lecturas del juego como forma de antecipación de acciones. El parámetro utilizado para el analisis del juego ha sido de la praxiologia motriz, más precisamente del sistema de clasificación y de los universales. En este artículo presentamos la refirida reflexión del grupo en relación a la acción del ataque. En un primero momento presentaremos la estrctura que ha sido utilizada en este estudio. En seguida, descreveremos las acciones de oposición y cooperación que pasan en el momento de ataque. En seguida, pontuaremos las principales técnicas de ataque. Las posibilidades y el desarrollo de los procesos de toma de decisón aparecen el la última parte de este artículo. Finalizamos el material realizando algunas consideraciones referentes al estudio y posibilidades de desarrollo del tema.

Palabras-llaves: Voleibol, Elementos Técnico-Táticos y Praxiología Motriz

O ATAQUE NO VOLEIBOL: AS AçõES TéCNICO-TáTICAS E A LEITURA DE JOGO
RESUMO

Nas diversas manifestações do voleibol é necessário que o participante realize a ação de ataque com consciência e após uma criteriosa leitura e análise da situação de jogo. A literatura atual vem tratando este tema de forma isolada e desconexa do jogo, sem mostrar os elementos de leitura do jogo e muito menos as interações de oposição que se estabelecem. Grande parte destes novos elementos de ensino e aprendizagem do voleibol vêm surgindo a partir do conhecimento praxiológico do francês Pierre Parlebas que há mais de 30 anos vem construindo instrumentos de análise da lógica interna de jogos e esportes. O presente artigo surgiu de um projeto de ensino denominado "PRINCÍPIOS ORIENTADORES PARA O ENSINO DO VOLEIBOL", coordenado pelos professores João Francisco Magno Ribas *e* Mauro Cesar Ribeiro Baldicera que aconteceu no primeiro semestre de 2005 e contou com a participação de acadêmicos do curso de Educação Física. O objetivo deste projeto foi propor um olhar do processo de ensino-aprendizagem que remonte uma realidade mais próxima do jogo e que considere as características do jogo (cooperação/oposição), e que subsidie leituras do jogo como forma de antecipação das ações. O parâmetro utilizado para esta análise está calcado no nos elementos de análise de jogo da praxiologia motriz, mais precisamente do sistema de classificação e nos universais. Neste artigo apresentaremos esta reflexão do grupo em relação a ação de ataque. Em um primeiro momento apresentaremos a estrutura que foi utilizada neste estudo. Em seguida, descreveremos as ações de oposição e cooperação que se dão no momento do ataque. Em seguida, pontuaremos as principais técnicas de ataque. As possibilidades e o desenvolvimento dos processos de tomada de decisão aparecem na última etapa deste artigo. Finalizamos o material tecendo algumas considerações referentes ao estudo e possibilidades de desdobramentos.

Palavras-chave: Voleibol, Elementos Técnico-Táticos e Praxiologia Motriz.