

THE FORMATION AND PEDAGOGICAL PRACTICES OF RIO DE JANEIRO'S MALE BASKETBALL COACHES: DEFENSIVE SYSTEMS LEARNING AND TRAINING

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ABSTRACT

Introduction: This research aimed at establishing a diagnosis on the professional education and on the pedagogical practice applied by the trainers who are responsible for the preparation of male beginner basketball teams in Rio de Janeiro, concerning the development of defensive systems. **Materials and Methods:** This research was accomplished through a field investigation with a survey approach, in which a documentation process, with the application of an extensive direct observation technique, was carried out. **Results:** The results of the data gathering characterized these coaches as: adults, graduated, mainly in Physical Education, who use the internet and games to acquire knowledge through tactical analyses. Planning, methods and evaluation appeared in the work as difficulties. **Discussion:** Concluded that the interviewees have knowledge about what has to be trained, although there was an excessive focus on collective tactics. However, the greatest problem, in these coaches' professional practice is the limitation of their didactical-pedagogical knowledge.

KEYWORDS

Basketball, Physical Education and Training, Sports.

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A FORMAÇÃO E A PRÁTICA PEDAGÓGICA DOS TREINADORES DE BASQUETEBOL MASCULINO DO RIO DE JANEIRO: APRENDIZAGEM E TREINAMENTO DOS SISTEMAS DEFENSIVOS

RESUMO

Introdução: Esta pesquisa procurou estabelecer um diagnóstico acerca da formação profissional e da prática pedagógica utilizada pelos profissionais responsáveis pelo treinamento das equipes de categorias de base do basquetebol masculino no Rio de Janeiro, no que diz respeito ao desenvolvimento dos sistemas defensivos. **Materiais e Métodos:** Esta pesquisa foi realizada através de uma investigação de campo com abordagem do tipo levantamento de dados através de um processo de documentação direta utilizando técnica de observação direta extensiva. **Resultados:** Os dados encontrados caracterizaram estes treinadores como adultos, graduados (principalmente em Educação Física), que utilizam a internet e a presença em jogos para obter conhecimento através de análises táticas. Planejamento, métodos e avaliação representaram fatores de dificuldade no trabalho. **Discussão:** Os entrevistados possuem conhecimento acerca do que deve ser treinado, apesar do excesso de enfoque na tática coletiva. Porém, o grande problema no exercício da profissão destes treinadores trata-se da debilidade acerca dos conhecimentos didático-pedagógicos.

PALAVRAS-CHAVE

Basquetebol, Educação Física e Treinamento, Esportes.

LA FORMACIÓN Y LAS PRÁCTICAS PEDAGÓGICAS DE LOS ENTRENADORES DE BALONCESTO MASCULINOS DE RIO DE JANEIRO: APRENDIZAJE Y ENTRENAMIENTO DE SISTEMAS DEFENSIVOS

RESUMEN

Introducción: Esta investigación buscó establecer un diagnóstico acerca de la formación profesional y de la práctica pedagógica utilizada por los profesionales responsables por el entrenamiento de los equipos de categorías de base del baloncesto masculino en Rio de Janeiro, por lo que respecta al desarrollo de los sistemas defensivos. **Materiales y Métodos:** Esta investigación fue realizada a través de una investigación de campo con abordaje del tipo levantamiento por un proceso de documentación directa utilizando técnica de observación directa extensiva. **Resultados:** Los datos encontrados caracterizaron estos entrenadores como: adultos, graduados, principalmente en Educación Física, que utilizan el internet y la presencia en juegos para obtener conocimiento a través de análisis táticas. Planificación, métodos y la evaluación representaron factores de dificultad en el trabajo. **Discusión:** Se concluyó que los entrevistados poseen conocimiento acerca de lo que debe ser entrenado, a pesar del exceso de enfoque en la tática colectiva. Sin embargo, el gran problema, en el ejercicio de la profesión de estos entrenadores, trata de la debilidad acerca de los conocimientos didáctico-pedagógico.

PALABRAS CLAVE

Baloncesto, Educación y Entrenamiento Físico, Deportes.

INTRODUCTION

Since the early 90s, a new context began to characterize the basketball world of high performance. The breakdown of the Soviet Union and Yugoslavia, in addition to permission to professional athletes to participate in the FIBA competitions, were factors that contributed to the United States to lost its hegemony^{1, 2}, so that the level of basketball played were more homogeneous and to raise new potencies.

In this new paradigm, the Brazilian male basketball failed classification for some of the major world competitions, including losing ground in South America to Argentina.

In the process of videos analysis and games statistics in which the Brazilian selections were involved, one factor

assumes prominent role: the fragility and inconsistency of the Brazilian defense.

Brazilian athletes achieved positions of prominence at international level; work approaches and strategies are democratized through the Internet, events and scientific publications. So why a defensive system so fragile and weak?

In the specific context of this study was carried out an investigation about the coaches responsible for guiding the process. Brazil covers continental dimensions and does not have a national school of coaches, so this research had to chose, in order to achieve its objectives, strategic benchmarks that could serve as a mirror for the national level.

The main objective of this study was to establish a diagnosis over the formation and pedagogical practices used by professionals responsible for training of teams of the basic categories of male basketball in Rio de Janeiro, with regard to the development of defensive systems.

Theoretical basis

Moreno³ characterized basketball as the sport of opposition and cooperation, involving simultaneous actions between two teams (attacker and defender) that occupy the same space, causing direct contact between participants.

Daiuto⁴ considered this sport as complete, a game of movements coordination, of high-intensity mobility, which allows the development of all qualities that modern life demands of each individual.

Ferreira & De Rose Jr⁵ addressed the sum of different skills that can be called: fundamentals of the game. These fundamentals of the game are the representation of the art of movement. Barbanti⁶ considered them as the rational structure of a motor act to achieve a goal or a sequence of movements of a particular sporting gesture.

Daiuto⁴, Ferreira & De Rose Jr⁵, Salles & Salles⁷, Tricoli & De Rose Jr⁸, Coutinho⁹, Carvalho¹⁰, Guerrinha¹¹, American Sport Education Program¹², Almeida¹³, Williams & Wilson¹⁴, Wootten¹⁵, rated the overall fundamentals of basketball in two large groups: defense fundamentals, characterized by actions without the possession of the ball, and attack, executed with the possession of the ball.

The fundamentals of defense could be identified through the implementation of moves to try to regain possession of the ball, where the most common types are the body control and rebound (offensive and defensive). The fundamentals of attack are numerous, have different functions, and the main types are: body control, ball handling, dribble and pass, the shot, and the rebound⁹.

Barbanti⁶ considered as tactics the planning procedures to achieve a goal under certain circumstances, referring to a system of planned actions. Tricoli & De Rose Jr⁸ identified three types of tactical actions: individual, group, and collective actions. The organization and the combination of these actions should be proposed for four moments of the game: defense; counterattack, organized attack, and attack-defense transition¹⁶.

Wootten¹⁵ exalt that in basketball should be providing emphasis on defense and rebound, developing certain defensive principles: pressure on the man who is with the ball; pressure in the first options of pass, help to side without ball, rebound blocking, and exit to counter-attack. These principles were also highlighted by Calatayud¹⁷, Carvalho^{10,18}, Silva¹⁹ and Knight²⁰.

Guerrinha¹¹ and Ferreira & De Rose Jr⁵ differentiated systems for the defense: individual; by zone; combined,

and mixed. Guerrinha¹¹ also emphasized that the individual marking may be in pressure, with fluctuation, with help or doubling (two in one).

Tsiotras *et al.*²¹ found that the individual defense was the most used in 91% of the time in high-level basketball. Almeida¹³ reported that the individual defense has always been the right one to the initiation to basketball.

Daiuto⁴, Ferreira & De Rose Jr⁵, Carvalho¹⁰, Williams & Wilson¹⁴, Boccardo¹⁶ and Marques²² characterized the counter-attack as an offensive strategy in which a team tries to make rapid progress with the ball, from defense to attack, to score points before the opponent team was organized. Gerani *et al.*²³ highlighted the effectiveness of counter-attacks on high-level basketball when identified that 63% of them offer points. Boccardo¹⁶ showed that when it is not possible to finalize the counter-attack, was used the organized attack.

Boccardo¹⁶ emphasized that after the conclusion of a successful attack or not, should return to the defense. Xiqués²⁴ supported this idea, highlighting the need to delay the arrival of the ball to the defense court to prevent a counter-attack and force the opponent to adopt a dynamic of lower speed.

The professional responsible for the approach of those contents assumes key role, and their training is one of the foundations of its educational activities. Rodrigues²⁵ emphasized that the training of coaches is still far from a comprehensive and thorough process. Menoncin Jr²⁶ addressed to the career of sport coaches in Brazil can be regarded as the most difficult because of problems as professional formation, financial remuneration and constant demand for victories.

Becker Jr²⁷ identified the presence of three profile types of coaches in the sport initiation: ex-athletes, academic students of Physical Education, and teachers of Physical Education. Moraes²⁸ detected a different profile: the "layman professional."

In the exercise of professional activity the coach plays a central role in the formation and development of the athlete, from the physical, technical, psychological, emotional and social points of view. Galdo *et al.*²⁹ detected in the coach a major source of stress for young athletes of basketball and tennis. Gauderer³⁰ reported that the worst self-image of an athlete, most important the role of the coach to encourage him to increase self-confidence.

Paes & Balbino³¹ understood that today we must seek new opportunities to "pedagogize" the phenomenon sport and thus give continuity to the advances of physical education as an area of expertise. Ferreira & De Rose Jr⁵ identified three stages in the learning process of basketball: the learning stage, setting stage, and the revision process. Oliveira & Graça³² understood the teaching of basketball focused on three areas: social, in which students should

enjoy the game, strategy, in which the student must develop the capacity of decision-making, and technical where the technique should be used in context of the game with progressive degree of difficulty.

Rose Jr³³ reported that every coach wants in his team tactically intelligent players, who make correct decisions in situations of the game. But so far, it is necessary to be adopted training methods to enable athletes to develop their cognitive capacity and thus tactical maturity.

The teaching and training methods were approached by Coutinho⁹, Oliveira & Paes³⁴, Greco³⁵, Dietrich *et al.*³⁶, Bompa³⁷, Abernethy *et al.*³⁸ and Garganta³⁹, which synthesized information available in the literature in Table 1.

Greco³⁵ highlighted the work of Raab^{40,41} and Roth^{42,43,44}, among others, to show that there is a tendency to get better results in sports initiation adopting the situational method, in addition to development of different cognitive processes involved in the tactical ability (perception, anticipation, motivation, decision-making, game reading) of incidental way.

Thus, Greco³⁵ developed the cognitive situational method, functional structures sustained through the game. Thus, let it inter-relate the level of motive experience (game experience) with the development of the students' tactical capacity.

MATERIALS AND METHODS

This research was approved by the Ethics in Research Committee of the University Castelo Branco number 0065/2007, to fulfill the provisions prescribed in resolution 196/96 of the National Health Council. All the

study participants agreed to sign the Informed and Free Consent Term.

This present study took descriptive shape in which it was conducted a field research with approach to the type of data survey, through a process of direct documentation using technique of extensive direct observation⁴⁵. The subjects of this study were 52 coaches who occupied the main function of main coach of a team that disputed state championships of men's basic categories of Rio de Janeiro in 2007.

The instrument used for data collection was a questionnaire consisting of twenty questions, which was previously assessed by a "panel of experts". Data collection was performed without any interference from the researcher, on the answers. Data collected received statistical treatment in descriptive way, being interpreted and analyzed according to the literature and the objectives of the study.

RESULTS

This research found that the age of the respondents had a mean of 34.00 ± 10.13 years, with the age ranging from 22 to 53 years. Was not detected a predominant age group to professionally perform this function. Was found that the lower the age category, lower, on mean, the age of the coach and lower than the overall mean. The mean time of operation in this function was found 13.12 ± 10.76 years.

About pedagogical training, 36.56% of the coaches said that they have completed courses of post-graduation. As part of graduation, 61.53% gra-

Table 1 - Methods of approach of the sports collective games

Analytical or Partial Method (focusing on imposed techniques and solutions)	Global or Confrontation Method (focused on the formal game - trial and error)	Situational Method (focusing on conditioned games - led demand)
characteristics		
the analytical technique for the formal game	exclusive use of the formal game	the game for particular situations
the game is decomposed into technical elements (passing, receiving, dribble, ...)	the game is not conditioned or decomposed	the game is decomposed into functional units; systematic game of increasing complexity
hierarchy of techniques (1 st technique "a", then the technique "b", etc.)	the technique appears to respond non-oriented global situations	the principles of the game governing the learning
consequences		
Mechanized game actions, little creative; stereotyped behavior	creative play, but based on individualism; technical virtuosity contrasted with tactical anarchy	The techniques arise depending on the tactics, directed and oriented
problems in understanding the game (poor reading, poor solutions)	varied motor solutions, but with many tactical gaps and lack of collective actions	tactical intelligence: correct interpretation and application of the game principles; development of technology and creativity in the actions of the game

source: De Rose Jr, 2006 - adapted³³

duated in Physical Education, 17.30% are academics in Physical Education and 7.71% graduated in other areas. 13.46% of the coaches have not received any university education. It was observed that between the coaches who did not have university education, 93.48% are in the labor market for over 20 years. Between the professionals under 15 years of practice, 89.72% are graduated or students in search of the diploma. Between those coaches, were athletes 17.65% of the adult category, 52.94% were athletes of the basic categories, and 29.41% were not basketball athletes.

Investigating the professional training, 48.07% of the coaches involved in any event in the second half of 2007; 23.07% identified their last participation in the first half of 2007; 15.39% of them between the years 2005 and 2006, and 13.47% held this participation before 2005. Among the 71.14% of professional participants in 2007, about 70.27% are coaches who run teams of younger categories.

The habit of reading publications was recorded in 46.15% of the interviewees. Among them, 79.16% could not cite the name of one article, book or journal that was read. The worldwide network of computers was regularly used by 86.54% of the interviewees. References were made to 26 different pages dealing with basketball as theme. However, only 10 brought information to the role of coach. Considering these, the number of citations on the sites that deal with the tactics and strategy of the game is superior to the sites that deal with pedagogical practice and teaching methodology.

The habit of watching games of professional basketball was approached by 80.76% of respondents who say that watch, on average, one match per week. The reasons that lead the coaches to attend these parties cover three trends: an attempt to improve the performance of their team through the tactical analysis of opponents, strengthening of social ties, and professional improvement.

As for the defensive systems, the found results explained that 84.62% of the coaches take the individual defense as the most used system in their teams. References were made about the systems changes as in systems under pressure, the doubling application and use of flotation. The factors that justified this option portray two separate outbreaks: learning aspects (pedagogical); and performance (efficiency) of the defensive system. Highlighted, in this justification, the prevalence of two factors without any scientific stamp: being the most used system and most efficient system.

Only 30.77% of the interviewees made reference to the defensive principles discussed in the literature. Between these, only 11.54% considered the use of all defensive principles highlighted in the literature.

Among these coaches, 11.53% of the professionals said they did not hold any kind of planning, 42.31% said holding this type of planning, but could not explain it. Addressing the methods of education and training, 80.77% of the trainers were able to cite a method found in the literature. Among the quotes of coaches, the partial or analytical synthetic method was the most cited, followed by the overall method or confrontation. The situational approach was remembered 12 times and cognitive situational method three times.

The answers about the reasons which justify the methodological options were based on empiricism and the obligation or necessity to justify to the researcher. In response, only 15.38% of the respondents revealed care with the pedagogy of learning, the concern with the establishment of an educational process to train the players. The completion of a process of evaluation of training systems for defense was denied by 82.69% of the interviewees.

DISCUSSION

The data found in the research characterized these coaches with a profile that can not be considered as rookie. Was found that the coaches who develop activities with the children are younger, less experienced and with less time to work. Important to emphasize that for this procedure, the framework should be reversed, with more experienced professionals and confident to conduct the process of learning and training.

It was identified that about 80% of coaches had or were in search of specific training in the area of Physical Education, remaining only 20% of professionals who did not belong to this context. This brought to light a new display in which the space e practitioners tended to be decreasing, because the retirement of these professionals, possibly replace the new ones from the area of Physical Education.

The experience was a relevant factor. However, it was observed that the fact of being athlete in the past was factor aggregator of value, but not essential. Former athletes of the adult category was minority and approximately 30% of coaches were not even athletes.

In the improving process was portrayed low participation of professionals, who were more concerned to focus their actions in carrying out their work, not allocating sufficient time to participate in courses, lectures and researches. Some data that represented this table were: 54% did not have the habit of reading; only 17% participated in two or more events in 2007; less than half of the sites visited on the Internet provided specific information to the role of coach.

In defense systems, the preferential use of individual defense supports the literature. However, there was limited reference to the defensive principles discussed in the literature, and predominance of answers without scientific base to justify the options taken. Was portrayed a picture of probably limited knowledge.

Planning, methods and evaluation were factors that strengthened the limited knowledge of the interviewees. Was observed an empirical or disorganized work. Such picture is repeated in the factors that explain the work methods, even with limited reference to specific methods for the development of tactical organizations.

The table brought by this study showed positive and negative aspects considering important requirements for the exercise of the role of the basketball coach.

Was diagnosed as positive the experience level and time that exercises the profession, the use of technology information, the availability of time to watch basketball games, as well as the index of professionals concerned with their specific pedagogical formation.

However, the adverse effects showed up more numerous. Important to emphasize that, despite the representativeness, the experience proved to be inconsistent, there was little demand for courses and expertise events and professional improvement, the reading was not considered upgrade factor and in the use of the Internet was delivered little focus for the professional improvement.

However, the highlighted factor of concern was the fact that the collective tactical aspect has been identified as the main focus of the training guide, the search for information and training of staff. The work is carried out with limited theoretical or critical basis and is characterized by evidence, as a reproduction of knowledge of a majority of coaches.

The focus of the work was centered on the development of the contents, seeking efficiency of the defensive systems during the games. But how to achieve these goals with poor knowledge about the planning, methodology and evaluation?

It became clear that, although most of the coaches dominate part of the content (types of defense and its variations and the defensive principles) that need to be educated and trained in the basic categories, the detected problem is related to didactic-pedagogical knowledge of the professional, despite 69.24% were graduates.

It appeared to be necessary a reflection on the guiding focus of work in the basic categories. The tactics is one of the last collective steps to be achieved in the preparation of an athlete or team. The center of the concerns must face to seek new knowledge, especially didactic-pedagogical, in order to increase consistency and strengthen the process of formation and professional updating.

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