



Structures of Basketball Coaching Techniques

S. Senthil Kumaran¹, Dr. V. Vallimurugan² and T. A. Manivannan³

^{1 & 3} PhD Research Scholar, Department of Physical Education, Bharathiar University, Coimbatore, Tamilnadu, India.

² Assistant Professor, Department of Physical Education, Bharathiar University, Coimbatore, Tamilnadu, India.

ABSTRACT

The development of basketball game method, the process of learning game tactics is arranged towards a specific tactical purpose. As a result, the phases, techniques, means, and concepts of teaching game technique remain valuable in the process of teaching game tactics. The method of beginning training in basketball practice is a vital step of many years of sports training, during which the construction of the method's technique is arranged toward a specific tactical goal. As a result, throughout the process of teaching game tactics, the phases, methods, tools, and concepts of teaching game strategies remain useful. Of course, it's best to begin game tactics training once mastered the method and are working on improving it. The use of explanation, imagination, and demonstration (templates, photos, films, slides, movies) in teaching and molding basketball game tactics is especially important. The correct use of teaching methods and materials will help to improve sports skills in the next stages, allowing for effective formation.

Keywords: Educational Process, Methodology, Basketball, Physical Education, Training.

1. Introduction

The planning and structuring is the earliest learning process, the child's ontogenetic and bio psychological traits should be considered. To put it another way, the workloads for the first learning process should be standardized and applied according on the physical and functional abilities of the children involved. The volume and intensity of movement (load) are known to be significant for human health, physical and functional development. The volume and intensity of all types of movement, including physical and technical-tactical exercises done in sports clubs should nevertheless be comparable to or slightly higher than the athlete's functional capability. This means that pedagogical and medical supervision in the organization of children's sports is an integral part of the process of raising a healthy, harmoniously developed generation. Therefore, targeted planning and management of the content of physical education and sports (physical education classes, classes, sports competitions) should be carried out by each specialist (teacher, coach, organizer, stylist, instructor) and reassignment of responsibilities to the leader, which does not require proof of the need for them to master the knowledge of physical culture, physical education, physical development, physical training and sports, to acquire appropriate professional and pedagogical skills and abilities. Basketball is commonly separated into two sorts in sports practice (as well as

professional practice) general and particular physical training. The content and degree of these two types of training determine long-term health, mental and physical activity, and the development of sports skills throughout many years of sports training.

2. Responsibilities of Coach

(a) Contribute to overall development

1. Physical
2. Social
3. Mental

(b) Treat the players with respect and dignity

(c) Improve them not only as players but good people

(d) Help them have better self confidence

(e) At young age, to focus on development of the individual, not winning

(f) Be a positive influence on the child, Coach is an overall mentor to a player

(g) → Explain the responsibilities of a coach.

→ Explain the educational role of basketball.

3. Organizing Teams

(a) Obligations - Days of practice, Hours of practice, will there be traveling around, how long and when will be the season -To be discussed in advance with parents & players.

- Are players (and parents) able to commit to the obligations?
- If they are not able to commit, then they should not be part of the team
- Minimum of 3 days of practice

(b) Internal Working Skills - standard rules followed by all players

- Requirements:
 - Few
 - Precise
 - Well Defined.
- Examples:
 - Practice is at 6 am not 6:05 am
 - Where does the team meet?

- Who is responsible for balls, cones, etc.
- Always have a whistle - blow it once it means quiet, twice means run to the Coach
- Standard protocol for injuries

(c) Resources - No. of balls, Players, Cones etc.

(d) Want to try to develop as many players, so accommodate as many as possible at mini basketball level

(e) Need enough players to carry out the activities / plan (usually minimum should be 10)

(f) At this age, all should be allowed to participate and play

(8) Commitments must be age appropriate and reasonable in nature

4. Organizing Training Sessions (3 Stages)

The structure of your practice is the most determining reason for your success or lack of success as a coach

1) After you have done the cycles - macro (full year), meso (3 months) and micro (1-2 weeks)

2) There are three stages of training sessions:

3) Stage 1 - Progressive preparation of players (warm up)

a. Why - To raise the body temperature

b. Introduce different fundamental movements

✓ Exercises without ball

✓ Running

✓ Stretching

✓ Incorporate skill development in the warm up (ball confidence)

✓ Defensive stance and footwork can be incorporated

4) Stage 2 - Incorporation of Major content - working on offense, defense, out of bounds play, special situations, correction from last game, strategy, Time & Score, Scenarios (Last few seconds play)

a. Should take 75-80% of the time of practice

b. Defense/offence strategy

c. Exercises of maximum and minimum intensity

d. This is where you are TEACHING the game

5) Stage 3 - Progressive reduction of the players (Cool Down) Psychological Load

a. Foul shooting

- b. Stretch walking
- c. Ice bath, physiotherapy, etc.

5. Objectives of Training Sessions

- 1) Learning-Skills, Fundamentals etc
- 2) Repetition is the key to success, major part of practice, do not repeat mistakes repetition helps to correct mistakes.
- 3) Exposure- to real game situations, drills should be competitive and stressful
- 4) Specific preparation - focus on what the other team is doing and how your team will respond.
- 5) Age category specific:
 - a. Mini-Learning & Repetition
 - b. 13-14-learning, repetition, exposure to real game conditions
 - c. 15+ - all four goals (1-4) have to be incorporated → base game - understand situations, read defenses, and use appropriate skill

6. Methodology of Exercise

- 1) Explanation - How, Why & When
 - How to do. Why to do & why will take care of when
 - Coach is responsible for how and why, when is left up to players to understand and implement
 - E.g. Why to dribble
 - To advance the ball to front court
 - To create a better passing angle
 - To penetrate to shoot or pass
- 2) Control of stimuli- e.g. players, balls etc
 - a. Position of the court that you decide to do the drill - full court / half court, etc.
 - b. Number of players involved
 - c. Number of basketballs
 - d. Fewer the stimuli the more concentration should be present
 - Small area of the court with 3 players and 1 ball the stimulus requires more concentration
 - Larger the area of the court, more players and more balls, chaos could ensue
- 3) Drills in simple form - limit the number of actions to start and slowly build - emphasize basic fundamentals in all drills (i.e. passing)

- 4) Specific rules of work- e.g. 2 pass before a shoot no dribble
- 5) Variety - use variation, be creative
- 6) Progressive of drills / Transaction drills e.g. - 2 men pass, 3 men pass, 4 men pass, etc
- 7) Competitive drills →
 - a. This is very important, teaches how to compete
 - b. Use a lot of transition drills / basketball is a constant action-reaction event
- 8) Fun drill-practice should be fun no stress
- 9) Drill time or duration
 - a. 6-8 mins for a good drill
 - b. 3-5 drills for a mediocre drill
- 10) Rest periods
- 11) Participation in drills
 - a. Everyone needs to be involved as much as possible
 - b. Participation should be frequent
 - c. More basketballs, less lines
- 12) Test drills
 - a. Good for motivation
 - b. Gives players an idea of where they are, progress of players

7. Major Points to Construct the Approach of Coaching Strategies for Training

- 1) Constructive attitude - the philosophy of a team and the way it is expressed on the court comes first & foremost from the coach who should become a role model which can determine the level of achievement.
 - a. Patience-learning capacity of each player varies
 - b. Comfortable environment to play
 - c. Positive comments - accept that errors will be made
 - d. Realistic perspective - not all will be great players
 - e. Constructive criticism
 - f. Reinforcement attitude
 - g. Respect - must show it to get it a. If players thinks you are doing a good job and working as hard as you can to get them better, automatically you will have their respect
 - h. Emphasis more on efforts than results for mini basketball
- 2) Direction of exercise.
 - Explanation - How, Why & When

- Demonstration
 - Establish rules & work
 - Assessment - if done correctly
 - Incorporate - More than one skill into each exercise or drill
 - Get more drills out of the drills
 - More practice out of the practice
- 3) Model - Two types of model
- a. Expert Models → Creating interest by showing expertise e.g. famous players
 - Help with motivation
 - b. Mastery models → closer to technical levels of players e.g. coach herself or the best players
 - Builds confidence in their ability to achieve the goal
 - Players have a more realistic perception of achieving the goal
 - c. Mini coaches will need to demonstrate the basic fundamentals of basketball
 - d. Dress like a Coach!!
- 4) Instructions & commentaries
- Short, Clear, Precise
 - Speaking only on the objective of the topic (i.e. if the drill is about passing, focus on passing not shooting or dribbling)
 - Coach should be more concerned about what players are doing versus the end result
- 5) Questions & Remembrance
- Questions after action - ask what they did wrong, see if they understand completely
 - Remind before action
- 6) Recording players performances
- 7) Feedback - exchange of information between players & coaches
- Involves information to respect of what is going on and what players are doing –
 - Can help in maintaining the motivation of a player & helping them learn → allows them to control their own progress towards established goals
 - Can come from different areas:
 - Results obtained
 - Videos
 - Coach & the players herself
 - Performance & statistics
 - Can be good (rewarding when action is good and should be repeated) or bad (let players know actions need to improve and show them how)

8. Conclusion

The foregoing information, as well as the aspects to consider throughout the teaching process, should be incorporated in the planning documents in a methodologically organized manner. Additionally, a selection programme and exercises should be used to identify the child's inner "mystery" and existing variables. The findings should be used to guide the use of educational methods, procedures, and technology. The first training process is divided into various stages, each with its own set of approaches and features. General developmental activities are utilized to improve the player's physical fitness as well as the necessary movement abilities and competences. All exercises are merged into the primary components of special basketball training, which include general physical, special physical, technical, tactical, and gaming training. Each style of planning has its own set of variables that can be employed to attain the intended outcome. All sorts of training, however, are linked. For example, if a pupil is not physically prepared, he or she will be unable to successfully execute the assaulting technique. In this scenario, it is preferable to physically train the learner rather than to repeatedly deliver the blow. Each method is studied, improved, and refined in preparation and instructional games (skill). Competing is the most effective way to improve a skill. Active learning techniques offer a lot of potential. Problem-based learning (problem-solving) and self-assessment are particularly important. Setting problem-solving assignments generates a circumstance, which leads to more active motor activity, which raises the student's interest and fosters creative thinking. Applying the above to basketball is critical, and the key is to see the outcomes, comprehend what you're doing, and feel confident that you're moving closer to reach the goal.

References

1. Pulatov AA, Ganiyeva FV, Miradilov BM, Khusanova DT, FAPulatov Basketball theory and methodology. Textbook T. :. IlmZiyo, 2017.
2. Nigmanov B. Khojayev F. Rahimkulov K. Sports games and methods of teaching. Textbook for Vocational Colleges T. IlmZiyo. 2011.
3. Ganieva FV, Basketball. // Textbook for general students of higher educational institutions. T: 2009.
4. Usmonhojayev T, Meliyev H. National action games // Textbook T., Teacher's Publishing House, 2000.
5. www.google.com
6. www.nba.com