PROCESS OF TEACHING-LEARNING-TRAINING IN MINIBASKETBALL

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ABSTRACT

Introduction: The purpose of this study was to analyze and describe the methodologies employed in the technical and tactical teaching-learning-training (EAT) in mini-basketball. Materials and Methods: The sample consisted of 22 male students who practiced the mini-basketball category (10 to 12 years-old) and belonged to two groups (A and B) that were trained in different methods of EAT. The protocol developed by Stefanello was used to categorize and classify the training sessions. Results: In Group A, the use of situational and mixed method (named analytical-global) was predominant. In Group B, there was an emphasis on analytical method using. The calculation of χ² confirmed significant differences between groups for conditions of tasks parameter. This parameter consists of individual foundation (χ²=14.48, p<0.05), combination of foundations (χ²=56.51, p<0.05), game complex 1 (χ²=45.75, p<0.05) and game complex 2 (χ²=45.8, p<0.05) categories. In tasks parameter there were also significant differences in the technical acquisition (χ²=23.45, p<0.05), in the technique diversification and fixation (χ²=22.5, p<0.05), in the technique application (χ²=10, p<0.05) and in the competition (χ²=46.21, p<0.05) category. Discussion: Therefore, it was observed that the use of alternative EAT methods focused on tactic improves the technical and tactical performance of basketball practitioners.

KEYWORDS

Basketball; Teaching; Methods.

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Resumo

Introdução: O objetivo do presente estudo consistiu em analisar e caracterizar as metodologias empregadas no processo de ensino-aprendizagem-treinamento (EAT) técnico-tático no minibasquetebol. Materiais e Métodos: A amostra foi constituída de 22 alunos praticantes da categoria minibasquetebol do sexo masculino (10 a 12 anos), pertencentes a dois grupos (A e B) que foram treinados nos diferentes métodos de EAT. Para o processo de categorização e classificação das sessões de treinamento foi utilizado o protocolo desenvolvido por Stefanello. Resultados: Verificou-se que no Grupo A predominou a utilização do método situacional e do método misto (denominado analítico-global). No Grupo B verificou-se uma ênfase na utilização do método analítico. O cálculo do $\chi^2$ confirmou diferenças significativas entre os dois grupos no parâmetro condições das tarefas. Esse parâmetro é composto pelas categorias fundamento individual ($\chi^2=14,48; p<0,05$), combinação de fundamentos ($\chi^2=56,51; p<0,05$), complexo de jogo 1 ($\chi^2=45,75; p<0,05$) e complexo de jogo 2 ($\chi^2=45,8; p<0,05$). No parâmetro tarefas houve também diferenças significativas nas categorias aquisição da técnica ($\chi^2=23,45; p<0,05$), fixação e diversificação da técnica ($\chi^2=22,5; p<0,05$), aplicação da técnica ($\chi^2=10; p<0,05$) e competição ($\chi^2=46,21; p<0,05$). Discussão: Pelo exposto, observou-se que a utilização de métodos EAT alternativos centrados na tática oportunizam uma melhora da performance técnico-tática dos praticantes de basquetebol.

Palavras-chave

Basquetebol; Ensino; Métodos.

Resumen

Introducción: El objetivo del presente estudio fue analizar y caracterizar las metodologías utilizadas en el proceso de enseñanza-aprendizaje-treinamiento (EAE) técnico-táctico en el minibaloncesto. Materiales y Métodos: La muestra fue integrada por 22 alumnos practicantes de la categoría minibaloncesto del sexo masculino (10 a 12 anos), pertenecientes a dos grupos (A e B) que utilizaron diferentes métodos de EAE. Para el proceso de categorización y clasificación de las sesiones de entrenamiento fue utilizado el protocolo desarrollado por Stefanello. Resultados: Se verifico que en el Grupo A predomino la utilización del método situacional e del método mixto (denominado analítico-global). En el Grupo B se verifico un énfasis en la utilización del método analítico. El cálculo del $\chi^2$ confirmó diferencias significativas entre los dos grupos en el parámetro condiciones de las tareas. Ese parámetro esta compuesto por las categorías fundamento individual ($\chi^2=14,48; p<0,05$), combinación de fundamentos ($\chi^2=56,51; p<0,05$), complejo de juego 1 ($\chi^2=45,75; p<0,05$) y complejo de juego 2 ($\chi^2=45,8; p<0,05$). En el parámetro tareas hubo también diferencias significativas en las categorías adquisición de la técnica ($\chi^2=23,45; p<0,05$), fijación y diversificación de la técnica ($\chi^2=22,5; p<0,05$), aplicación de la técnica ($\chi^2=10; p<0,05$) y competición ($\chi^2=46,21; p<0,05$). Discusión: Se observó que la utilización de métodos de EAE alternativos centrados en la tática, permite un adecuado desempeño técnico-táctico de los practicantes de baloncesto.

Palabras clave

Baloncesto; Enseñanza; Métodos.

Introduction

In the collective sports games (CSG) and, specially, in basketball, the suitable methodological planning of the process of teaching-learning-training (TLT) is possible from the interpretation of the parameters that stipulate the sporting return and its manifestation in the modalities’ structure.

Moreno classifies the CSG adding two new elements: one related to the way the participants use the space, and other related to the players’ participation. Thus, it is possible to distinguish the group of the modalities played in a standardized place, which can be apart or common with simultaneous or alternate participation. Therefore, basketball is classified as a CSG of cooperation – opposition in which the subjects use a common space with simultaneous participation.

In this context, classifying basketball helps understanding the technical-tactical behaviour of the athletes and stipulates the choice of TLT’s methods, which can adequately structuralize the activities and tasks of the session or basketball class.

The TLT models’ in the CSG, centered in the development of tactical comprehension, gives opportunity to the student in the construction of the own technical-tactical knowledge and, in the same time, avoid that practitioners be conditioned to a consuming precocious specialization process.
Giménez affirms that the alternative methods of TLT recognize that the child still cannot reproduce the correct technical gesture immediately, and before the proposed motor problem, the student does not respond with changes. These adaptations are solution strategies of different problems that are faced both in learning and in competition.

Greco ratifies that the methods centered in tactics make it opportunistize positively the development of cognitive capacities of perception, attention, anticipation and to decide something. These components inherent to the tactical-cognitive capacities interact with the other necessary capacities to the sporting return, so that it can enable a suitable performance. The use of these models consents the practitioner to reach high motivation levels and its learning consolidates by situations, real problems of the game.

The activities structure and distribution of contents assume a special importance in the planning and conduction chart of the TLT process. The activities unrolled in classes or training sessions constitute, therefore, one of the most important mean for improvement of the level of return, integration and cooperation of techniques of the practitioner of a modality in the different levels of sport’s expression.

Hence, the objective of the present study was to analyze and characterize the methodologies used in the TLT technical-tactical process of basketball, of two teams of the minibasketball category (10 to 12 years old).

**MATERIALS AND METHODS**

**Sample**

This study was approved by the Ethics Committee, by means of the semblance number ETIC499/O5.

After signing the Informed Consent for parents and athletes, 22 practitioners students of the sporting modality basketball, male sex, category minibasketball, which, according to Federação Mineira de Basketball, comprises participants aging from 10 to 12 years old, took part in this study, divided into two groups: Group A (SM, n=11) with the didactic-methodological proposal of TLT, because of the situational and mixed method (analytical-global); and Group B (MA, n=11) with the didactic-methodological proposal of TLT, through analytical method. The mean age of the groups was 11.14±0.8 years old.

Considering that this study has characteristics of a descriptive research, the criterion for the selection of sample pondered participants of the basketball modality that were in the approximation or initiation process in it.

**Instrument and task**

The data collection instrument used was the systematic and direct observation of the technical-tactical training sessions, using a video camera and posterior data transcription in observation cards. The shooting must offer a general vision (ample) of the activities that are proportioned in the training sessions. The categorization and classification process of the training sessions was the protocol developed by Stefanello, adapted by Saad for futsal and modified by Morales and Greco, for basketball. So, the training sessions were filmed with a video camera in tapes in the VHS system. The analysis of the training sessions was basically done in three general spheres: activities complexity, tasks complexity and complexity of the ecological field.

The analysis and consequent categorization of the proposed activities are accomplished by the teacher after the shooting during the sessions.

As mentioned, for this study it was necessary to carry out some adaptations of the proposed protocol in the Saad. Hence, the following parameters respect the original structure of the proposed protocol. Notwithstanding, some specific subcategories for the trainings in basketball that were adapted from the original protocol are presented.

**Training segment**

- Conversation with the coach, heating without the ball, technical and tactical training, interval in the class/session, among others.

**Activities identification**

- Descriptive content of the training segment. Example: the coach talks with all the athletes in the mill of the court, slow run in circles with movements of the superior members, heating, among others.

**Duration**

- It comprises the period of temporal persistence. Example: 7 and 16 minutes, in the realization of the same type of activity or proposed game.

**Spatial delimitation**

- It comprehends the required space for the execution of the activity. Example: court and half court of basketball.

**Tasks**

- The tasks analysis that allow the comprehension of how the coach transforms the objectives and contents of the training in activities for the athletes:
  - Technique acquisition – focus on particular aspects of the technique learning;
  - Fixation-diversification of the technique – focus on particular aspects of execution of the technique;
  - Technique application – to apply the technical abilities in situations that have the game ingredients, but that facilitate the outcome occurrence;
• Competition – execution of the technical abilities in competitive situations. The task conditions are classified in: individual fundament (with or without opposition), learning exercises isolate slow, methodic and not necessarily related to the game; combination of fundamentals (with or without opposition), pass and reception, reception and throw; game I complex, game II complex and game; and ‘tasks’ (technique acquisition, fixation and technique diversification, technique application and competition).

The intra-evaluator (sig=0.000) and inter-evaluators (sig=0.014) Kappa established a statistically significant concordance (dependability) in the trainings observations.

RESULTS

Categorization and trainings structuring
Concerning the quantity of structured and categorized training sessions, 18 training sessions were described in the teams A and B. Hence, 36 training sessions were structured and categorized. Group A applied to a total time of 1,261.15 minutes distributed in 18 training sessions. So, Group B applied to a total time of 1,315.59 minutes distributed in 18 training sessions (Table 1).

In Table 1, seven types or different segments of the corresponding trainings to the parameters were identified: talk with the teacher-coach, stretching, physical-technical training, technical training, tactical-technical training and game. It must be emphasized that the time of intervals destined for the students’ hydration and transition between activities were identified. The time in minutes used by the teacher-coach for each of the segments was checked. In the ‘trainings structuration’ (activities, tasks, tasks conditions and exercises) and ‘teacher-coach conduct’ parameters, it was opted to present data only in the formulation of its percentage frequency.

The distribution of the segment of the teams A and B trainings can be observed in Graphic 1.

Graphic 1 shows that team A (SM), in 18 training sessions, emphasized the tactical-technical segment destining 50.74%. In team B (MA), the emphasis in the 18 training sessions was given to the technical segment destining 36.80%. The two teams applied time in the training sessions to the ‘talking’ segment with the teacher-coach and game: team A – talk with the teacher (16.81%) and game (11.49%) and; in team B - talk with the teacher (16.85%) and game.

The emphasis given by each team in a determined segment of the training is related to the TLT’s method used. In team I, with a training proposal based on the mixed situational method (global-analytical-global) (SM), 50.74% of the time was destined to the tactical-technical training and 18.10% of the technical training. But in team B, with a proposal of training with predominance descriptive and inferential statistics (t test for two independent groups and $\chi^2$), to identify the possible differences in the time destined for each training segment and in the parameters ‘task conditions’ (individual fundament, fundamentals combination, game I complex, game II complex and game) and ‘tasks’ (technique acquisition, fixation and technique diversification, technique application and competition).

Table 1 - Distribution of time and percentage in the different segments of the training in groups A and B

<table>
<thead>
<tr>
<th>Training segment</th>
<th>Group A (SM)</th>
<th>Group B (MA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minutes</td>
<td>%</td>
</tr>
<tr>
<td>Talk</td>
<td>212.06</td>
<td>16.81</td>
</tr>
<tr>
<td>Stretching</td>
<td>94.3</td>
<td>7.16</td>
</tr>
<tr>
<td>Physical-technical</td>
<td>21.51</td>
<td>1.70</td>
</tr>
<tr>
<td>Technical</td>
<td>228.31</td>
<td>18.1</td>
</tr>
<tr>
<td>Tactical-technical</td>
<td>639.93</td>
<td>50.74</td>
</tr>
<tr>
<td>Game</td>
<td>144.91</td>
<td>11.49</td>
</tr>
<tr>
<td>Intervals</td>
<td>14.43</td>
<td>1.14</td>
</tr>
<tr>
<td>Total of minutes</td>
<td>1,261.15</td>
<td>100</td>
</tr>
</tbody>
</table>
in the analytical method (MA), a considerable part of time was destined to the technical training (36.80%) in comparison to other training segments: tactical-technical (20.68%) and game (13.56%).

Graphic 2 complies with the distribution of tasks conditions carried out in the trainings of teams A and B.

Graphic 2 shows that team A (SM) presented a higher frequency in the use of CJ2 parameter (39.31%), followed by the CJ1 parameter (26.49%), as well as the combination (13.67%) and individual fundamentals (13.67%). On the other hand, team B (MA) presented a higher frequency only in the use of the parameter ‘combination of fundamentals’ (55.55%) and ‘individual fundament’ (26.66%).

The predominance in the application of a determined TLT’s method in the teams can be seen by the difference in the frequency and use percentage of the constitutive categories of the parameter ‘tasks conditions’, by the \( \chi^2 \) calculus. Therefore, in the categories ‘individual fundament’ \( \chi^2 = 14.48; p<0.05 \), ‘combination of fundament’ \( \chi^2 = 56.51; p<0.05 \), ‘game 1 complex (CJ1) \( \chi^2 = 45.75; p<0.05 \) and ‘game 2 complex (CJ2) \( \chi^2 = 45.8; p<0.05 \) there were significant differences among Groups A (SM) and B (MA).

Graphic 3 presents the data concerning the exercises classification used in the training sessions of teams A and B.

In Graphic 3, it is possible to note that in team A (SM) a considerable use of exercise was evidenced in similar situation to the game (61.53%), which emphasizes the development of technical abilities in a tactical context. Nevertheless, in this team, in the training sessions, combination exercises of fundamentals without opposition (12.82%), presenting a determined orientation

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**Graphic 1 - Comparison of the segments distribution of teams A and B training.**

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**Graphic 2 - Comparison of tasks conditions distribution carried out in the trainings of teams A and B.**
for the development of technical abilities isolated and without opposition were applied. So, the TLT’s proposal is considered a mixed situational methodology (analytical-global).

With regard to the team B (MA), by the TLT’s proposition in which the analytical method prevails, the frequent use of the activities composed by the exercises of individual fundamentals of game (dribbling, throw) is evident without opposition (26.37%) and of the exercise ‘fundaments combination without opposition’ (37.36%), representing more than half of the total frequency of the proposed exercises in the training sessions. These data allow us to consider the guiding of the teacher-coach in the technique development, by the repetition and mechanization of the technical gesture isolated and out of the game context, characteristics that are present when the analytical method of teaching is preferred.

Considering the obtained results concerning the training segments and the exercises, as well as the $\chi^2$ values in the parameter ‘tasks conditions’: individual fundament ($\chi^2=14.48; p<0.05$), fundaments combination ($\chi^2=56.51; p<0.05$), CJ1 ($\chi^2=45.75; p<0.05$) and CJ2 ($\chi^2=45.8; p<0.05$), the differences between Groups A (SM) and B (MA) concerning the TLT’s methods used by the teachers-coaches are confirmed.

In Graphic 4 the different types of exercises most used in the interior of the parameter ‘individual fundaments by the teams’ are shown. The frequencies in the use of exercises that employ the individual fundaments in the basketball are also notable. In team A (SM) a higher frequency in the fundament ‘management of the body’ (20.83%), throw (66.66%) and dribble (12.50%) is detached. The execution of the individual fundaments isolated and contextualized of the game (analytical method), as well as with the aim of developing the coordination under the parameters of the proposal of Kröger and Roth\(^{11}\), named Escola da Bola.

Concerning team B (MA), there is a remaining worry by the development of the main individual fundaments of basketball. A higher frequency in the use of a throw can be detached (50.00%); next, there is the pass fundament (25%), the dribble (18.75%) and finally, the body handling (6.25%).

In Graphic 5 the exercises of combination of fundaments executed in the teams A and B are shown.

In team B (MA), the most frequent combinations in the training sessions were throw and pass (42.85%), dribble and throw (32.14%), dribble and pass (14.28%), pass, throw and dribble (10.71%).

Concerning team A (SM), the fundaments: throw and pass (42.85%), dribble and throw (28.57%), throw and second rebound (14.28%), as well as pass, throw and dribble (14.28%) were more frequently used.

Regarding the technical-tactical formation of the two teams, Graphic 6 presents the distribution of tasks in the parameter CJ1. This parameter represents or considers the attack and defense activities in situations of numerical equality (1x1, 2x2, 3x3), numerical inferiority (1x2, 2x3, 3x4) and numerical superiority (2x1, 3x2, 4x3) that happen in the formal game.

These activities receive the name of functional structures\(^{10}\). One functional structure consists of positioning the athletes in a numerical constellation determined before real game situation. Therefore, one or more players develop tactical tasks that imply taking a decision both in the attack and in the defense, according to the posses-

**Graphic 3** - Comparison of the performed exercises in the training sessions of teams A and B.
In the situation of the game it is requested that the athlete performs suitable techniques of the sports modality, in order to resolve the problems that are proposed according to situations.

In the interaction of cooperation elements versus opposition present in the game, the apprentice improves the tactical knowledge specific of the modality. Hence, due to the TLT's offer used in the teams A and B, in which the situational method prevails, it must be added the didactic option in which activities with tactical situations are employed using the joker’s function (+1).

For Greco and Benda, the joker is a forward that supports the actions of players with ball possession, but who has a regularly limited participation, because it cannot finish the action, i.e., to score. The player is one support point for the ones that participate in the functional structure. So, the most frequent situations with joker in the basketball would be: 1+1x0, 1x1+1, 2x2+1, 3x3+1, 4x4+1.

A remarkable divergence between the teams A (SM) and B (MA), related to the frequency in the use of the CJ1 parameter, is observed.

From the ten identified situations in the teams trainings, team B presented only two activities with the use of functional structures (CJ1), confirming the low frequency in the use of this parameter (3.33%), related to Group A (SM) with one percentage frequency of 26.49%.

From the 18 training sessions, team B showed a 66.66% frequency in the use of the situation in numerical superiority 2x1, and 33.33% in the 1x1 situation. The use of this situation (1x1) allows that the individual differences (physical, technical and tactical) have preponderance during the confrontation. Hence, the most skilful player will always overcome the less, creating an environ-
ment of little motivation and division in the group. This is characteristic of the analytical method that detaches the individual differences, determining and “classifying or labeling” the participants.

Regarding team A (SM), among the ten identified, the use of eight situations of application of functional structures is noted. The numerical equality situation of 3x3 presented a higher use frequency in the 18 training sessions (27.77%), followed by the numerical superiority situation of 3x2 with a 16.66% frequency.

The other six situations presented a relatively low frequency, 2x2 (13.88%), 4x4 (13.88%), 1x1+1 (8.33%), 1x1 (8.33%) and 4x3 (5.55%).

The cases of employment of the functional structures that presented higher use frequency are: 1x1 with a 26.98% use frequency, 3x3 with a 15.87% frequency, 4x4 with a 14.28% frequency and 2x2 with 12.69% frequency.

The assumed conduct by the teachers-coaches during the training sessions of the teams is in Graphic 7. In it, the conduct of observation and feedback is the most utilized by the teachers-coaches in the two teams. Team B presented a 68.14% frequency and team A, 81.19%.

In Graphic 8 the tasks distribution in the trainings of teams A and B is showed. It is verified that team B (MA) has a percentage frequency of 39.56% in the use of the techniques of fixation and diversification, followed by the competition tasks (24.17%) and the technique application (21.97%).

The emphasis reported in the tasks of technique fixation would be related to the frequency of use of the individual fundamentals and the combination of fundamentals, which compared to other teams present higher percentage, evidencing the execution of exercises, whose objective is the improvement of the technique unrelated of the real situation of the game.

These exercises are called analytical and synchronized and aim at employing the analytical method in teaching basketball. The use of these types of activities or exercises must be part of the training contents in CSG and opportunized from 12 to 14 years old, when the kid presents the best conditions for training and improvement of the technique in the modality.

In team A (SM), an emphasis in the competition tasks with use percentage of 48.57%, followed by the fixation tasks’ and diversification (20.00%), acquisition (17.14%) and application (14.28%) is observed.

The use of the acquisition, fixation, application and competition tasks’ in this team would be related to the emphasis that the teacher-coach puts in the activities for the development of the technical fundamentals, and its application in similar situations to the game. That is, besides presenting activities in which there are competition characteristics’ proper of the functional structures and of the games for the tactical intelligence development in the training sessions, there was also a use of acquisition tasks and technique fixation. This situation would be related to the coordination development by individual fundamentals and their combination. The differences between the groups in the frequency use of tasks, as a TLT’s method consequence used by the teacher-coach, are confirmed once more by the obtained values in the χ² in the technique acquisition ($\chi^2=23.45; \ p<0.05$), fixation and technique diversification ($\chi^2=22.5; \ p<0.05$), technique application ($\chi^2=10; \ p<0.05$) and competition ($\chi^2=46.21; \ p<0.05$).

These differences found in the parameters ‘tasks conditions’ and ‘tasks’, by the χ² calculus, indicate the employment of TLT’s different methods for each group. The time quantity used in the tactical-technical segment and the percentage frequency of use of each one of the ob-
served parameters confirm different manners of planning the activities and contents in each group.

The evidences found in the study affirm the employed methodologies by the investigated teams. In team A, the time percentage destined to the tactical-technical segment (50.74%), the frequency in the use of fundamentals combination (13.67%) of CJ1 (26.49%) and CJ2 (39.31%), of the fundamentals combination exercise without opposition (12.82%), of the exercise in similar situation to the game (61.53%) and of the fixation tasks of the technique (20.00%) and of competition (48.57%) reveal a TLT’s process centered in the tactical and in the technique, emphasizing the use of situational and mixed method (analytical-global) (SM).

On the other hand, in team B the time results destined to the tactical-technical segment (20.68%), the percentage frequency of use of the individual fundamentals (26.66%), the fundamentals combination (55.55%) of the individual fundamentals exercise without opposition (26.37%), of the combination exercise of fundamentals without opposition (37.36%) and of the tasks of fixation of the technique (39.56%) and of technical application (21.97%) allow to consider a TLT’s process centered in the technique, emphasizing the use of the analytical method (MA).

**DISCUSSION**

According to the results of the present study, in team A, a methodological process, in which the use of a situational and mixed method predominated called analytical-global, was verified. This affirmative stands out in the time destined to the activities in the segments tactical-technical (50.74%) and technical (18.10%). These inquiries occupied most of the time over the 18 training sessions. At the same time, the percentage frequency in the tasks conditions concerning individual fundamentals (13.67%), combination of fundamentals (13.67%), CJ1 (26.49%) and CJ2 (39.31%). However, it is important to mention that the situational method determines as main constitutive elements of its didactic the application of activities for the development of coordination,
the technical abilities and tactical capacities, as well as the use of games from the functional structures and of the games for the development of tactical intelligence. Oportunizing the development of the cognitive capacities of perception, attention, anticipation and decision \(^\text{13}\) in integration inside a process, called motor learning to the technical training and of the development of game capacity to the tactical training.

In team B, an emphasis in the use of the analytical method was verified, which was confirmed by the quantity of time destined to the technical segment (36.80\%) in the 18 training sessions, as well as by the percentage frequency presented in the tasks conditions inherent to the individual fundaments (26.37\%) and the fundaments combination (36.26\%).

Regarding the different TLT’s methods developed in the researched groups, it is possible to confirm the existent relation between the suggested objectives by the teacher and the way the contents in the training sessions are presented, a relation which was found in similar studies \(^{6,8,14,15,16}\).

In the results related to “tasks conditions”, a remarkable divergence between the teams A (SM) and B (MA) concerning the frequency in the employment of the CJ1’s parameter was noticed. It is noticed that these divergences were related to the TLT’s proposals predominant in these teams, affirming that team B (MA) had predominance in the employment of the analytical method, since it reveals a low content of technical-tactical situations in the trainings, which characterize the TLT’s process in the CSG and, specially, in basketball, thus oportunizing the intelligent appropriation of the technical abilities of the modality in a proper context of the real situation of the game \(^{10,17}\).

This kind of activity enables the student to incidentally acquire the necessary technical-tactical knowledge in the modality and adequately resolve different situations and competition problems \(^{16}\). On the other hand, concerning the progression of activities in team A, the teacher-coaches present higher emphasis in the use of situations in numerical equality as 1x1 and 3x3. The use of these two situations in the start process in basketball stipulates positively the acquisition of technical-tactical knowledge in the student \(^{17}\).

Other justification for the emphasis in the use of the 1x1 and 3x3 situations is that they are more frequent during an official set of basketball \(^{3,18}\). Hence, it is believed that the student would be closer to a real situation of the game with the possibility of developing all his technical repertory in a tactical context. By the use of the joker, it is evident that in team A there is a big concern by the teacher in the use of the 1x1+1 situation, for it simplifies the task complexity and make the technique acquisition under tactical conditions \(^{13}\) easy.

Other important result was found in the study because of the parameter “conduct assumed by teachers”, as the observation and feedback conducts are the most widely used by the teacher-coaches of the two teams. Thereby, the use of this conduct in the teacher of team B is an answer to the technical gestures execution of the students, transmitting information regarding the ideal execution of the technique. This would be related to the predominant analytical method in the TLT’s model of this team. But in team A, such conduct would be guided in the mistakes correction, in the execution of the sportive gesture and in the concern of offering relevant information to students of how and when act in the different situations presented in technical-tactical activities \(^{3}\).

The accomplishment of this study enabled to analyze and describe at length the way how the TLT’s process is concretized, in the two distinct teams of basketball of the minibasketball category (10 to 12 years old).

The way the teacher-coach structuralizes the activities in the training sessions was considered, aiming at reaching the proposed goals.

The structure and categorization of the trainings enabled the determination and verification of the differences of ideas and ways of working among the teams according to the teacher’s planning concerning the didactic-methodological model employed. Therefore, team A presented a balanced model in the development of both technical and tactical capacities, the latter according to the situational and functional global method and the team B, a model specially centered in the development in first moment of the technical capacity.

It is believed that the models centered in the tactics, known as integrative or active methods, are the most adequate in the sports initiation processes in the CSG and especially in basketball, for presenting an ample set of activities similar to the situations in which the athlete finds himself in a competitive and formal game.

These activities are highly motivating and opportunize the practitioner student to make decisions assembled to the application of the technical abilities of the modality, in the context of a real situation of the game. The essential inherent characteristic to the models centered in tactics enables the comprehension of the game, as well as the acquisition of an adequate level of technical-tactical knowledge (declarative and process) important for the success in the solution of different typical situations-problems from those that are present in the competition.

REFERENCES


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