

## Global vision to understand the game situations in modern basketball

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### Abstract:

In basketball, as in all team sports, collaboration systems offensive and defensive demand for an effective communication among the players, a fast and correct comprehension of game situations. The task of the coach will be to train the players thinking, using a method of teaching-learning useful for their proper growth technique, tactics and psychological, accustoming them through targeted exercises to observe the evolution of the game, to understand the various technical and tactical aspects, to know how to choose which skills and how to play each fundamental in various situations and know how to perform. The workout structured in such a way greatly increases the degree of adaptation from the players to the different forms of unpredictability that basketball reserve, as well as to stabilize the provision of a level of quality. This study should aim to describe the method teaching, to analyze some aspects of planning and specific strategies to train in a modern vision of basketball. Method is theoretical and argumentative with deductive approach. It is collected the main technical-tactical paradigm to apply at a new vision of the basketball. Results show situations is the aim for a correct analysis of the question and so the planning and each training session has to be structured according to algorithm in which there is the pathway to give a good response to the problem.

**Key words:** teaching-learning process, sport skills, training, performance.

### Introduction

In basketball, as in all team sports with contact between players, collaboration systems offensive and defensive demand for an effective communication among the players, a fast and correct recognition of game situations because of the extreme velocity of the changing of phenomenon (Messina, 2005). Basketball is a sport of the situation, for sports situation means all those sports in which it is not possible to predetermine the actions that will occur in the development of the game. In fact, in the basketball game situations change quickly and continuously as a function of the following factors:

- the position of the opponents on the field and their tactical behavior (choices defensive and offensive)
- the position on the ground of the companions and their movements (chosen defensive and offensive)
- in relation to the position of the ball and the time to do the movements (chosen defensive and offensive)

In any action of the game of basketball, both the attacker and the defender will never have certainty as to the mode of action of the opponent, the choices are always defensive and offensive will always be determined by the behavior of the opponent. Basketball, according to the analysis given by Professor Dal Monte (1969), is classified as a sport in which they are considered, in addition to matters bioenergy (commitment cardiovascular and type of mainly energy system), also aspects of the biomechanics of muscle under both aerobic and anaerobic energy and in different proportions depending on the intensity, of the density, of the volume of the charge, of the frequency (Bompa & Gregory, 2009). Therefore, basketball, among other sports, such as football, also for the intermitting expenditure (Raiola, Rago 2014), rugby, boxing and volleyball, also for the effects of bodily communication on score (Raiola, Di Tore 2012) are considered to commitment mixture alternating aerobic-anaerobic for the alternate phases more or less intense and dense in which they develop the phases of the game (Dal Monte, 1969). Furthermore, it is important the physiological responses and time-motion characteristics of various small-sided in games phases (Hill-Hass et al. 2009)

Basketball is a game of action and reaction, this is the last time that elapses between the perception of a visual or auditory stimulus and the beginning of motor response (choice defensive and offensive). Motor control system is also the main variable to the implement of the good process teaching-learning in the same way to teach in school (Raiola, 2011ab) for physical education and is the natural context to apply cognitive and ecological-dynamic approach for the skills (Raiola, 2014)

## Method

The methodological approach is complex. Integration of different types of research into a single model with an ecological model. In one way it is the historical documentary research that analyzes the methodological and teaching contents of physical sport and motor activities, according to the main theories in basketball and team sport about sport skills. In the other way it is the theoretical and argumentative research that analyzes methodological and didactic patterns of physical motor and sport activities according to the main pedagogical, psychological and physiological theories. Finally, to analyze results and to argue with deductive approach.

## Results

In practical terms, in order to comply with the above principles, it is good practice to propose or phases of the game where you go to:

Re-create situations that then the players find themselves in the game.

Choose exercises where you go to create problem situations that the player must solve by yourself by finding the most appropriate solution.

-Stimulate creativity, responsibility and independent choice.

-Players must be put in the condition to be creative, take responsibility, make mistakes;

-The goal is to solve the problem is not a reference to an ideal model of movement. For this reason it will always be advisable that the player must perform the exercises taking into account their purpose.

The construction and choice of exercises must have as its purpose is to facilitate the learning of reading the play (diagram n°1, 2, 3,4,5,6) providing references which help players learn to understand the different game situations, process information by comparing them with past experiences already acquired and to choose and execute a proper motor action (response).

Every coach in conceiving their training should have very clear the ultimate goal, that is, for example, create players thinking, independent and creative. The coach should always take an critical and constructive relation to its own exercises so that you can verify the effectiveness and, in time, be able to use certain exercises to highlight aimed aspects and correct any bad habits.

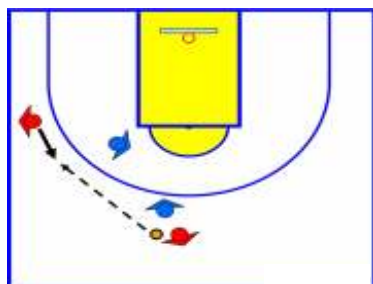


Fig. 1 - Catch the ball

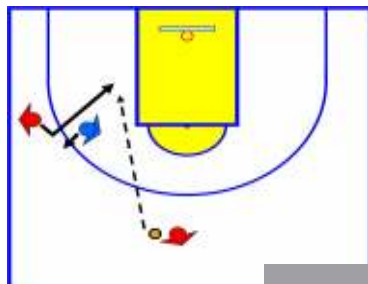


Fig. 2 - Catch in back door



Fig. 3 - Catch and shoot



Fig. 4 - Catch and penetration

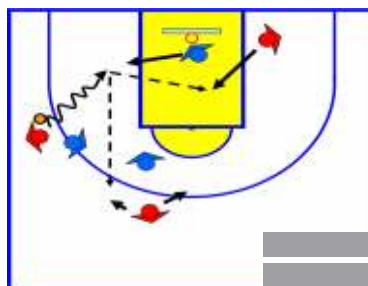


Fig. 5 - Take and keep an advantage



Fig. 6 - Take and keep an advantage

The primary objective of the teaching of basketball is undoubtedly teach how to play, starting by the game, study it to be able after to extrapolate the different situations that make it up, fostering a better understanding of the game (what to do, when to do it and why to do it) through a variety of game situations always different. This contents have to study in didactics of team sport and in educate program of the International Federation (Gaetano, 2012).

The teaching methodology is the foundation for proper growth technique, tactics and psychology of our players, we intend to methodology of teaching strategies, techniques, and procedures used to facilitate this growth. In the process of teaching-learning we can propose any fundamental either technical or tactical, using a

series of steps between them and the next round, and that is the explanation, demonstration, observation, correction and repetition of the exercise (Fig. 7)



Fig. 7 - Stages of the process of teaching-learning

The explanation must be clear, precise and concise, often even simultaneously with the demonstration. It is important to offer the player a visual model of optimal (use a good performer to create a model of the correct motor-idea action to be executed). Let him run the technical movement, suggest corrections after the execution, making him even compare with the performance of others. Finally, let him perform several movements, first slowly and then at full speed control, making sure to always start with a simple proposition on its way to the more complex.

It's a good idea to remember that the highest level of coordination is one in which the student, in addition to successfully perform the gesture, keeps the possibility to modify and adapt to the "real situation" while maintaining the effectiveness (Altavilla et al. 2013). Learning, however, only reached a level cognitive abstract stays away from the real context and direct experience (Altavilla et al. 2014).

### Conclusions and discussions

The success of our teaching is based on our ability to convey to children the right information techniques, tactics and mentality of working for improvements in individual, team and personal growth. In a situation of sports such as basketball, the capable basketball player is the one who in any situations of the game knows how to find the appropriate solution to a given problem, which in any case is unlikely to be encoded in an absolute manner, because situations which arise in the game of basketball are never exactly alike. In basketball, therefore, the crucial aspect for those who practice at any level is given by the technical and tactical ability to adapt to situations that the game presents itself. In other words, coaching is an activity in which, laid the technical foundations of gestures, is by far the most important and effective use of the natural qualities of the players and stimulate their creativity, rather than imposing their behaviors mnemonics and dry. Seen in this perspective, the basketball takes on the character of an activity-based intelligent interpretation of the technical and tactical knowledge of the game (Taurisano, 1993). The coaches have the necessity to have players capable of minimizing the reaction time, and to get what is no need to train the anticipation motor. Basketball is not just a game of action and reaction is also a sport of anticipation, so is the ability to correctly predict the development of a specific action of the opponents and to program their own, in order to choose technique movements that achieve the optimal result.

Specifically, each player must know what the opponent is going to do and consequently take advantage, that advantage should be maintained and then materialized in a result (scoring a goal, recuperate the ball, etc...); this kind of capability is affected by the wealth of motor experience that the player acquired during his training (youth activities).

Any player is able to see the game, but not everyone understands the various game situations, because knowing how to recognize the technical and tactical elements that develop during the phases of the game is a complex process that involves a series of actions cognitive and technical tactics interdependent among them. A player capable of recognizing what is happening technically and tactically on the ground, it is certainly more capable than others to understand in advance the intentions of the opponents; this puts him in a position to choose which key to play effectively perform in a given game situation.

The elements, therefore, able to put players in a position to play well and be able to express an optimal sports performance are represented by the understanding of game situations, from being able to choose which fundamental and know how to perform well.

Basketball, which sport situation, needs of the players thinking, that know how to choose independently within a system of play (defensive and offensive) based on a few shared rules. Definitely, basketball is a physical activity and sport skills where the relation to mind theory on motor control and performance has the strictly connection (Raiola et al. 2014)

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