

SPORT PEDAGOGY AND LATER SPORT INITIATION: PERSPECTIVES FROM BASKETBALL MODALITY

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Abstract

This study highlights pedagogical treatment of an adult age sport initiation, this process is named as later sport initiation having its axis in the basketball modality. For such, from the bibliographic revision, we structured a theoretical basis over the subject that still is few addressed on the Physical education and sport context in order to delimitate in different approaches: (1) Sports pedagogy, (2) collective sports games theory, (3) motor development, and (4) basketball teaching process, experience, learning, and training. The objective with these approaches is to contribute to the research growth related to the later sport initiation and having its practice with the basketball modality.

Keywords: Sport pedagogy – Later Sport Initiation – Collective Sport Games – Basketball.

Introduction

Nowadays, this sport assumes the status of a globalized phenomenon. It motivates some of the biggest international sport events; it is responsible for a significant parcel of the money transactions world wide where take place political and power manifestations. At the same time, it is a local occasion that involves specific groups. They get together for its practice with different objectives and give new means to the sport. By this mean, it is possible to name it today as a social-cultural phenomenon of several manifestations, and it is increasingly more integrated to the demands of who lives together with it (CAGIGAL, 1983; GOELLNER, 2005; PAES, 2002; GALATTI, 2006.)

As an example, in Brazil, we indicate the basketball modality, which is historically related to international achievements and delivers

some media exposition, to the modality: The basketball men's national team was the world champion 1959 and earned Bronze medal in 1963 at the Rome Olympic Games, in 1960 at Tokio, in 1964; the women's team became the world champion in 1994 and second at championship in 1996 Olympic games (Atlanta) and earned Bronze medal in Sidney Olympic games (2000) (GALATTI; PAES, 2007.) In 2009, nationally, we observed a new phenomenon in the men's basketball category, the new national league success of public, the New Brazil's Basketball. Also in this year, the men's and women's team won the basketball Americas Cup; they have been classified for the World Cup of each category, which will be held 2010.

This perspective meets the greatest sport phenomenon evidence with the adult population, having the practice of physical exercise and sport as one the habits related to the contemporaneous quality of life. Meanwhile, until now, the researches has contributed few to the joining of adults to a new sport modality practice, which process we named as later sport specialization, that means, youngsters, adults or elderly access to a teaching, experiencing and learning process of a sport modality in a institutionalized and guided context by a competent guide.

The literature about sport initiation for children is wide, as well in general as in the dealing with a specific modality, as in basketball. However, there are many youngsters and adults all over the country inserted in another development period, presenting difficulties in starting a sport practice, generally for the lack of the offering of later age sport initiation groups related to, among other factors, the lack of publications that guide the promoting and professional organizations in dealing with the tyro youngsters and adults in the sport (SILVA, 2008.)

The present work has its origin in the context observation of the university sport, from the authors' experience, that motivated this study of the later sport initiation – namely, when the access to a systematized practice of a new sport modality happens in the adult age – once the bibliographic research indicated it as a few studied phenomenon and, for several times, neglected (FERREIRA, GALATTI; PAES, 2005; GALATTI et. al. 2008; SILVA, 2008). When it is offered to the youngsters attending college courses, as a curricular content as well as non-formal activity, by means of a training team and, generally, representatives of their courses or learning centers, the university

sport contemplates young adults with significant sports experience, as well as other adults that initiate the practice at this moment of their lives. The prepositions here developed certainly broad to other possible contexts of later sport initiation, as clubs, private centers of sport offering, city halls, among others.

Methods

This study was constituted from a bibliographic revision that, according to Lakatos and Marconi (1985), offers means to define and solve not only known problems, but also explore new areas where problems still not enough crystallized. By this mean, the bibliographic research enabled to build a group of references that enabled us to conceptualize the later sport initiation and, afterwards, propose pedagogical possibilities for the dealing with it from the basketball modality. Among the studied thematic axes we highlight: Desenvolvimento motor humano (TANI et al, 1988; GALLAHUE; OZMAN, 2003); teoria dos jogos esportivos coletivos (JECs) (BAYER, 1994; GARGANTA, 1995; GRAÇA; OLIVEIRA, 1995; GRECO; BENDA, 1998; TANI et al, 2006); e iniciação esportiva no basquetebol (PAES, 2002; FERREIRA; ROSE JR, 2003; OLIVEIRA; PAES, 2004; ROSE JR ; TRICOLI, 2005; GALATTI; PAES, 2007; PAES; MONTAGNER; FERREIRA, 2009).

By this mean, the path through literature initiates in more general themes, as motor development and theories about JECs, culminating with the specific theme, and related to the basketball later initiation, having its study axis in the production study related to the modality, mainly the ones developed by the Physical Education College of Campinas State University (UNICAMP), due to the production around the basketball modality from the Sport Pedagogy reference, the orientation for this research. After surveying the bibliographic basis and the authors' interpretation, we drove the study for contextualization of the later sport initiation, searching for diverging issues for critical analysis, but mainly converging among the authors, in order to drive to pedagogical contributions in the later sport initiation process. By having fomented the entire theoretical structuring, we signaled evidences of a teaching pedagogical proposal, experiencing and teaching basketball for adults, considering the process as a later sport initiation in this modality.

Development

Sport Practice and motor development: Considerations about adult age

The Sports practice involves motor abilities of all levels, general or specific abilities of certain sport modality that constitutes its fundamentals (TANI et al., 2006.) We hope, during childhood and adolescence, in the education context, formally or not, that sports experiencing and practicing will allow people to develop general and specific abilities and capacities that allow them be autonomous in the sports practice in their adult age. However, this perspective is not always accomplished, for insufficient dealing with the sport in the school environment or for the difficult access to the sport practice in other environments, as clubs and private centers.

The literature signalizes that a wide motor repertory contributes to learn new abilities, as a sport modality practice, as basketball, as the opposite can difficult the development of new activities that requires, among others, a specialized corporal-kinesthetic competence. Para Gallahue e Ozman (2003, p. 434): “A technique that is correctly learned is hardly changeable and has to is spend a lot of time to obtain such alteration, because any new lesson requires taking an determined unconscious advanced ability and turn it back to the conscious level. According the same authors, the fundamental motor patterns of each person are slightly changed after reach a motor development mature state. Barbanti (1994) discuss about motor abilities learning stating that training leads to the collateral movement suppression, named by him as unnecessary to the activity. The repetition of the movement leads to automatization and creation of the motive dynamic esteriotype.

In face of the exposed, for an individual that has had a wide motor repertory, that has practiced several activities and basic motor abilities by games and several motor situations, tends to be easier to learn a new game or a new sport modality (BARBANTI, 1994.)

However, the interactions among several demands during life bring continuous changing of motor behavior of the individual in its development. Guedes e Guedes (1997) define the development as an modification evolutionary sequence in the organic function that occur on the working level of a person as the flow of time and during the entire lifetime. Tani et al. (1988) state that the motor development is a con-

tinuous and slow process and happens during the entire life. Due to the fact that markedly changes happens in the first years of life, there is a tendency to consider the motor development studies as only applicable during childhood and, as a consequence, to learn a new sport modality can not be accomplished in adult age, when the motor development mature state was already reached.

For Caetano, Silveira and Gobbi (2005), the motor development is an alteration process in the working level of an individual the will provide more movement control capacity as the pace of time, he still states that this continuous changing of behavior is processed by the interaction among the tasks (physical and mechanical), individual biology (heredity, character and intrinsic factors, structural functional restrictions), environment (physical and social-cultural, factors related to the apprenticeship or experience) demands, characterizing a highly dynamic process for the entire life.

Certainly, there are critical periods that are more susceptible to apprenticeship, which consists in maturing stages in which certain lessons are easier and inept or insufficient stimulations in critical periods can harm the motor development performance in later periods (GALLAHUE; OZMAN, 2003.) However, Gallahue and Ozman (2003) states that it does not restrain the motor learning in other life periods. By this mean, suitable stimuli in critical period are fundamental, but it does not present solely established only in these moments, since the well succeed motor development in a diverse and wide number of motor tasks do not relay on untimely motor experiences, but in their learning possibility.

These critical periods can be fomented by problem situation stimulation that lead to a changing in motor behavior, independently of the age and the individual motor and mature stage. According to Tani et al. (1998), the critical period is not only determined by the chronological age, it is also based on the mature stage of the nervous system. Therefore, there is no an only critical period or chronological age for the acquisition of all abilities: Even if we determine the moments that are more suitable for a certain lesson, to buildup competences can make easier to learn former stage ability later. Soon, learning the modality in a later stage can be achieved; especially through teaching methods, experiencing, learning and suitable pedagogical processes, taking advantage of concluding adult age mature stages and better understanding of the technique needs that arise from them.

Finally, even if highlighted in this research, the motor aspect, the contributions to the sport practice go beyond them. It should contribute – also in the later initiation – to the integral formation of the individual, which for Gallahue and Ozman (2003), contemplate the cognitive, affective, socially and spiritual yet.

Sport Pedagogy and Later Sport Initiation: From the understanding of JEC's to the pedagogical procedures proposition

According to Bayer (1994), the JEC's (Jogos Esportivos Coletivos – Collective Sport Games), compose a modalities category that presents six constants: A ball, space for the game, partners whom to play, adversaries, a target to defend or attack, and specific rules. For the author, the constants generate a common game structure, tuning them susceptible to the same pedagogical treatment to the different JEC's.

Considering that the young adults, even though they had no systematized experiences with basketball, can have had a deeper contact with other collective sport modalities, we will treat the idea of moving knowledge from a game to another as an assumption for our proposal of later initiation. In addition to the ability to solve tactical complex problems, a adult age characteristic, in which the motor and cognitive development is already mature in the biophysiological structure – even if in a constant development process as regards to their solving problem capacity, as the ones that are inherent to the sport context – we highlight the game situations and the game itself as main strategies in this process.

Besides the common characteristics, Bayer (1994) defines six operational common principles to the allocated JECs at the offensive and defensive moments. These operational principles are “operation strategies” for attacking (individual and collective conservation of the ball, progression and ending of the move) and for defense (recovering, blocking and target protection.) From these proposed operational principles, the author defines action rules that consists in the necessary means for the operating of these principles get well succeed.

The understanding of technical-tactical logic of these games can be an important foothold in establishing the pedagogical assumption for the later initiation in a specific modality as basketball. This is because, if in the adult age is possible that the specific motor abilities learning

can be slower, on the other hand, the students' cognitive conditions for understanding the game are larger, as well as the information assembling related to the activities. Then, on the defensive and offensive tactical distribution, the player can use the know strategies and knowledge from the practice of other JECs, as the football in the Brazilian case, for learning and developing in basketball.

Claude Bayer, a Frenchman, was one of the pioneers in global proposals for the JECs teaching, from understanding perspective of the game, dialogue and strategy establishing with the game's tactic, which Garganta (1995) named as reasons of doing, in detriment of the technique, would be the way of doing it. This process can be considered in the later sport initiation, once the cognitive maturity can lead the students to a easier understanding the reasons of doing, leveraging the game reading and though turning the teaching process, experiencing and learning, they are emphasized two basic competences for the well succeed involvement with the JECs: The intelligence – that is to adapt oneself to the game dynamic situations – and the cooperation – to combine ones actions with the group objectives (GARGANTA, 1995.)

The proposal of Garganta (1995) reinforce our perspective, since the author, in his teaching and learning proposal, he does not draw heavily on the individuals' age group, but highlights the understanding levels of the players, which can be applied to the later initiation. Then as the aforesaid authors, Greco and Benda (1998) also support that the JECs are rich in unpredictable situations, which requires from who is practicing several, fast, precise, and complex responses and many times, requires to be made under high time pressure. Grego and Brenda (1998) consider that there are insufficient works dedicated to the methodological progression that include, in the teaching-learning-training proposal, a suitable interaction between the technical and tactical elements, which means, they are from the game's functional structures and warn for the need of miscellaneous methodological proposals that assume the necessity of varied experience acquisition in the game. We support the authors, while we praise the technique and tactic integrated conception, turning consistent the methodological freedom in the search for this objective.

In addition, considering that the tyros in a collective sport modality in later age tends to present the knowledge of other modalities, we highlight the relevance of strategy diversification, such as analytical and synchronized exercises, circuits, game situations, reduced games

and pre sport games , besides, of course the formal game. (FERREIRA; GALATTI; PAES, 2005; GALATTI; PAES, 2007; PAES; MONTAGNER; FERREIRA, 2009).

We observed that the motor development happens during the entire life, even if the motor patterns are established over the years. Additionally, the young adult present a determined movement patterns that may make difficult the learning of sport technical patterns, but it does not impede learning. On the other hand, in the adult age, there is a tendency of having a larger sport experience in more modalities, in practice or as a spectator. It is especially favorable in collective sport games, since the possibility of transferring technical and tactical knowledge among these modalities, signalized by Bayer (1994). Having it mentioned, we support relevance of the later spots initiation and we will further the theme with perspectives for the basketball modality practice.

Sport Pedagogy and Later Sport Initiation: Perspectives from basketball modality

According to Graça and Oliveira (1995), teaching basketball game aims at developing skills in domains such as: social (learn to appreciate group game with cooperation, respect for colleagues, opponents and rules), strategic and tactical cognitive (involving problem resolution efficiency and decision-making abilities in the most appropriate game situations), and technical domains. By aiming the full individual development of the player, Ferreira, Galatti and Paes (2005) highlight the game functions as a pedagogical resource in the sport initiation modality. The game is versatile and stimulates the important aspects in the students' education as cooperation, intelligence, and participation often used in conflict resolution. Paes (2002) states that if you want to learn you have got to play and not the contrary, all this with positive interventions of the teacher in a favorable environment to the student's full development.

The authors' conception, in the specific basketball background, converges with the presented theories related to the JECs that support our study and expecting subject integral development. Having established a focus line in global strategies, focused on its situation and the game (without eliminating the other strategies) in the process of the basketball later initiation.

For Ferreira and Rose Jr. (2003), Oliveira and Paes (2004), Ferreira, Galatti and Paes (2005), Galatti and Paes (2007) and Paes, Montagner and Ferreira (2009), the basketball has six basic fundamentals which should be worked on the sport initiation: Body control (having inserted in the following all the defensive moves), ball manipulation, deceits, handof, throwing and rebound. Moving to the tactical technique interaction and stablishing connection with the operational principles and action rules defined by Bayer (1994), in the basketball the offensive principles can have the following examples: Offensive system organization for ending opportunities appearing, adversary target progression, and handof lines creation, among others. On the other hand, the defensive principles are actions like: The defender positions himself between the striker and the basket, dfficults the adversary progression, regain the ball possession, among other actions that aims to the adversary unsucces. Finally, Ferreira, Galatti and Paes (2005) highlight the need of understanding the transitions pricinples, in defence as well as in offense. The understanding of these principles will be the intial element in the later initiation basketball proposal, narrowing that to the tactical technical content treated in the basket-aball later initiation.

For developing this tactical tecnicl content in the modality, Graça and Oliveira (1995) suggest a sequence of constituted didactic units towards the basketball games progressively more complex. For them, the game evolues from 3X3, half court, to 5X5, full court. In each game, the problem resolution changes focus: In 3X3, full court, for example, we look for transition. In the 5X5 full court, we intially seek for solving the transition (4th and 5th players) and, afterwards, positional attack issues. We highlight that we agree with the authors when their explain that in teaching, experiencing and learning process is fundamental to isolate the success disturbing factors in tasks, enabling the to identify in a clearer way the game situations, thus having the conditions to propose solutions increasingly elaborated. With this perspective, Ferreira, Galatti and Paes (2005) and Galatti et al. (2008) suggest the emphasis in basketball formal game modifications related to the game space, opposition with small contact, material alteration, among other modifications.

Graça and Oliveira (1998) highlight the use of 3X3 game for its richness in tactical problems and the development of a higher autonomy of the player. This autonomy is because of the larger possib-

ility of been involved directly in the game and actions with the ball. We verified that this “game style” is highly practiced in free times nowadays, which lead us to the later initiation and to a possible sport practice in leisure moments in the studied context, additionally to in possible Basketball 3X3 tournaments, popularly known as “streetball” generally with easy access.

This situation widely stimulates the player, which furthers the game development, its techniques and tactics, besides furthering the knowledge and understanding, which are fundamental for the modality practices pertain to the JECs. With the student’s cognitive maturity, the creation of problem situations by teacher that leads to games understanding is an interesting option to be explored in the later initiation. Ferreira, Galatti and Paes (2005) believe that the sport initiation may be not only for children or for youngsters, but also to adults and elderly. This reaffirms the research idea in its final objective, turning possible a pedagogical treatment for the basketball later initiation.

Finally, we corroborate with Ferreira, Galatti e Paes (2005) whose states that the teacher is in charge of elaborating the pedagogical procedures that lead his student to the concept and competences acquisition associated to operate the idea of a good game. Garganta (1995) suggests some directives for teaching JECs, among them we highlight: A favorable environment, to privilege situations that are near the game characteristics and its objectives, hability and fundamentals practice in several contexts and, finally, you should worry about teaching progression issues, namely, a permanence on working to reach a game understanding mature stage and fundamentals practice.

Final Considerations

The present study highlights the sport intiation as process suscetible to extension for the entire life, once the human development longs for the entire existence. In face this context, we highlight some aspects for the teaching, experiencing and learning process become successful, as such the playful aspect and training problematization from problem situations. We still highlights the importance of providing coordenative activities, exercises and games, that has as objective to manage a possible difficulty from a pre-established misunderstood idea of technique, absesce of a prior systematized practice of the modality and the

own developing process of the technique automatization be complex enough and it requires time until be refined. By contrast, we note a greater capacity to tactical understanding of young adult when compared to beginners in basketball, which allows a larger emphasis in works considering the tactical understanding of the modality since the beginning. .

For a pedagogical treatment in face of the problematic of the later initiation in basketball modality, we suggest exploring activities that make understanding easier for students, as pre-game sports and game situations (1X1, 2X2, 3X3 etc.), insofar they come from the JECs tactical technical context that interacts with the basketball technical demand, making adult full development easier in basketball and for basketball.

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