

Some Teaching Method Elements of the Basketball

Dribble

Gaetano Altavilla¹, Alfredo Pio Di Tore¹, Tiziana D'Isanto¹ and Gaetano Raiola²

1. MIUR, USR Campania, Napoli 80100, Italy

2. Department of Human, Philosophical and Educational Sciences, University of Salerno, Fisciano, Salerno 84084, Italy

Abstract: The dribble is a individual offensive fundamental in basketball, which offers many points of reflection, from technical point of view, from tactical point of view and biomechanical. This paper tries to clarify from various points of view technical, tactical and biomechanical, those that are the fundamental elements of the dribble, in order to optimize the setting and specific preparation in different game situations. Furthermore, we hope to take it as an example to apply some technical elements in the practice of sport, and abandon generic training methods unsustainable in the modern agonistic sport activity.

Key words: Technical, tactical, biomechanical, motor learning, practical exercises.

1. Introduction

In all team sports, good players need to know the basics and use them according to the different game situations. The fundamental term means one of the basic techniques of a given discipline, in particular sportive or artistic. The fundamentals are therefore the first techniques that, at didactic and training level, must be acquired by a practitioner, along at the rules of conduct and to the regulations. The qualities required of a good dribbler are: the balance of the body in situation static and dynamic, concentration and attention to details, coordination, sensitivity, execution and precision of effective trajectories. The knowledge, sometimes it considered superficial, of the physical systems, the muscles and related items, certainly allows to qualify the intervention on the field in a more targeted as well as scientific. In basketball the individual offensive fundamentals with the ball are: dribbling, passing and shooting [1]; including the dribble may not seem as spectacular as a three point shot or a dunk in the basket, a “no look” pass, but in fact is very important for the construction and

management of the game. In the past, the ability to dribble it was considered an art reserved only for players low of stature, but today is a necessary requirement to all players and in each team, there was only one player that musted to know how to dribble: the point guard. Today even the “pivot” (the tallest player of the team is required to take advantage of its large mass near the basket) must be able to dribble in certain situations. Even the muscularly gifted athlete, will never excel if he will not learn to use this fundamental well. In basketball, there is the obligation of having dribble for move in the pitch, so a player who has not developed a good property of dribble can never take full advantage of his speed although potentially high. In basketball, the dribble is the fundamental for excellence: no player with ball can move for the field if he do not dribbling.

2. Objective

To suggest some elements technical and tactical to whom refer and the description of the biomechanical elements characterizing the execution of the dribble, and to improve the whole process of teaching and learning.

Corresponding author: Gaetano Altavilla, M.D., Ph.D. candidate, research field: sports pedagogy.

3. Methodology

The dribble includes giving a series of push at the ball with one hand, in order to make it bouncing on the pitch in the desired direction. It is a cyclical movement without interruption. From regulation, the player must necessarily dribble for move it on the field. A dribble starts when a player, having gained possession of the ball, spear, beats, dribbles the ball on the ground or the spear deliberately against the backboard and the reconquer before it is touched by another player [2]. A dribble ends when the player touches the ball simultaneously with both hands and holds it with one or both hands. During the first phase of training, it is essential to establish that push at the ball with fingers directly rather than the palm of the hand. The palm must never be "dirtied" from the ball, because it would limit the control over it, the sensitivity is present in the finger pads and not in the handheld zone. The movement after pushing ball depends on whether the player is at a standstill or on the move: in the dribble from standstill, the hand position is higher than the ball, and imparts a thrust along a trajectory perpendicular to the ground making it bounce at about the same starting point, that is (almost always) laterally to the player. In the dribble in motion however to give a practical push to the desired action, the hand is moved posterior to ball, which will have a direction slightly forward in the phase of advancement; the same way it will be rearward in a retraction phase, adapting the position of the hand. In lateral movements and when changes hands in dribble, the ball will come bounced to the right or left of the player. The position of the dribbler, compared to the opponent, is different in various game situations. If the defender is far, we will have a dribble high (the ball reaches the height of the hips); while it will be low when the opponent's defense is active and very close, in this latter case the dribble must not exceed the height of the knee, in this way the distance between the ball and the ground will be smaller and contact is more frequent, therefore, the ball will be more protected and controlled, less exposed to the

opponent's attacks. In the actions, however, counterattacking the dribble is pushed forward quickly, while in the phases of the game in which you have to manage the time or to avoid chaotic situations can be used the dribble in retreat. The teaching methodology is the foundation for technique proper growth, tactics and psychology of the players [3]. 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 [4]. The explanation must be clear, precise and concise, often even simultaneously with the demonstration. It is important to let the player follow the technical movement, suggest corrections after the execution, and make 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 is 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 [5]. Analyzing the development needs of coordination skills in the game of basketball is essential to acquire a variety of information, which are used to determine the lines of trajectory of the ball, traveling companions and opponents, the tactical experience gained over time, knowledge of the tasks defensive and offensive, the fundamentals technical individual [6]. The construction and choice of exercises (Figs. 1-5) must have as its purpose is to facilitate the learning, 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 [7]. The purpose on construction and choice of exercises is to facilitate the learning, and provide references from which players learn to

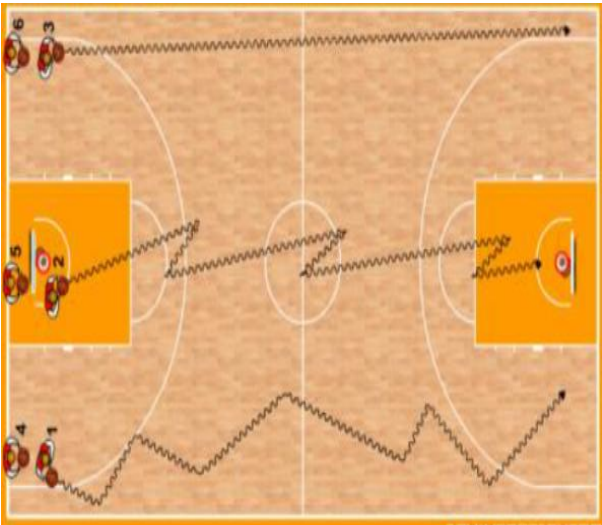


Fig. 1 Dribble all over the field.

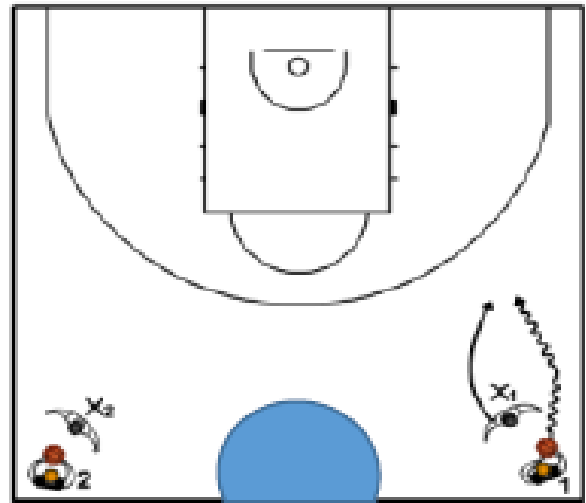


Fig. 4 1vs1 with dribble.

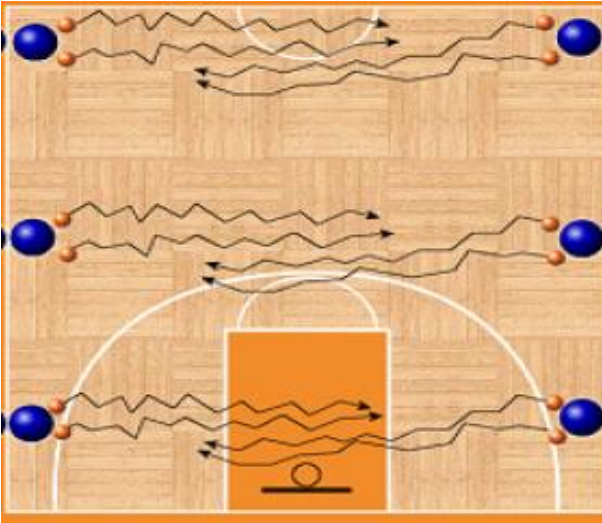


Fig. 2 Dribble with two balls.

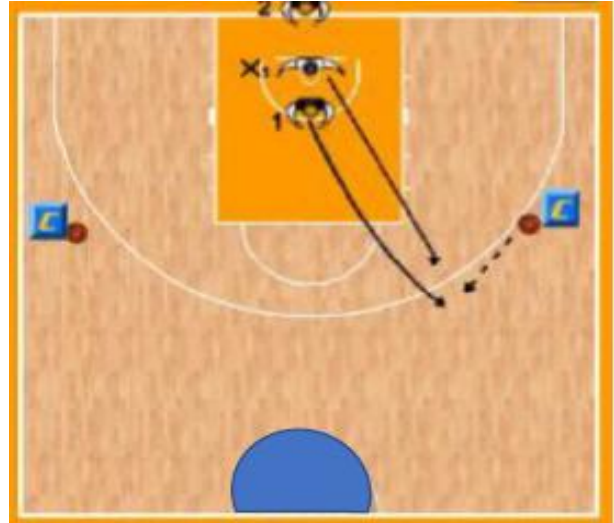


Fig. 5 1vs1 with pass.

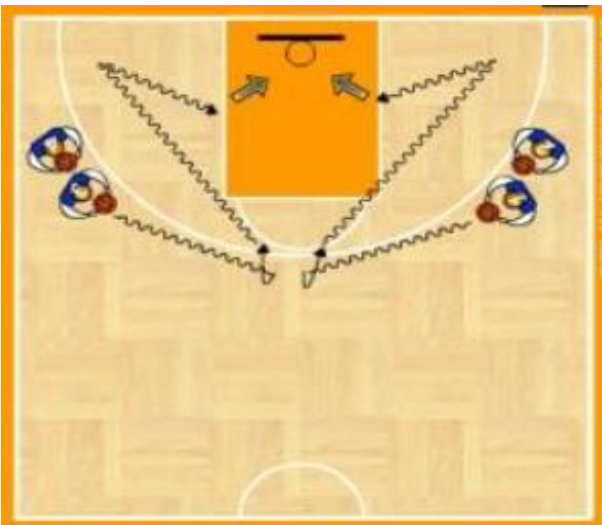


Fig. 3 Dribble with various changes of direction.



Fig. 6 Angle of pass.

understand the different game situations. At follow a series of exercises (Figs. 1-6) in didactic progression is presented, in order to improve the skill of the dribble and to finalize a specific training for the match.

With this exercise, you can train all the fundamentals offensive with the ball: (1) dribble forward with the right hand and return with the left hand; (2) dribble in retreat (2 dribbles forwards + 2 dribbles in retreat); (3) dribble with change of hand and direction: frontal-between the legs-lap-behind his back.

4. Discussion and Conclusions

According to regulation, there is no limit to the number of dribbles, therefore the player in possession of the ball could maintain it until the end of the action; however there are at least three situations where it is advantageous to use the dribble: (1) Move to and move forward into the opposing half. (2) Order to create or improve the angle of the pass line (Fig. 6). (3) Order to play the 1vs1 is necessary to use a series of fundamentals individual as departures, fake, change of hand. In the case of 1vs1, with penetration to the basket, the dribble will have to be low and strong. The knowledge, sometimes superficial, of physical system, the musculature and related elements, certainly allows to qualify the intervention of the proposition of the field work in a more targeted as well as scientific [8]. The basketball includes gestures relative to dribbling, pass, receiving, jump etc., complex movements, which are analyzed from the biomechanical point of view and technical, on the basis of the an improvement of the specialistic work in this area [9]. In this paper, from scientific and theoretical point of view, this paper studies how to apply some technical factors to sports practice, and how to perform dribbling in the case of various game situations from the perspective of biomechanical elements. And then, link its own system

of work to specific elements which directly correlated with the fundamental of the dribble, and abandon a generic training methods unsustainable in the modern agonistic sport activity. Moreover, it is a good rule to remember that the highest level of coordination is that in which the player, along with a correctly executing the movement, active maintains the possibility to modify and adapt it to the “real situation” maintaining the effectiveness. A learning achieved only on the cognitive level abstract stays away from the real context and from direct experience [10]. Finally, this work is only an example of how you can work overall on the technical fundamentals and so, it rappresents only a starting point from which to set research work on certain elements physical, technical and tactical.

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