

1 - THEORETICAL ASSUMPTIONS ABOUT THE FORMATION, CHARACTERIZATION, MISSION AND INTERVENTION OF BASE BASKETBALL COACH IN BRAZIL

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Introduction

This work is part of an initial desk research, which uses scientific materials such as books, articles, dissertations and theses, as well as widespread material such as biographies, reports, newspaper articles, films, among others.

The theme, identifying the nuances that surround the work of professional, called here, "coach", which is dedicated to working with basketball and team sports in general, with regard to the categories of base categories or sport training.

Thus, this study aims to identify who is the base basketball coach, which their mission, what and why this should teach, and what its social relevance.

Scenario Identification

First, a brief scenario analysis in which this professional acts to be performed. It is understood by base sport or training sport, one in which the sports practice is performed by a juvenile under the supervision/teaching of a properly trained professional, with training sports objectives or through sport.

As stated by Oliveira (2004), the landscape of basketball in Brazil, it lagged behind the world stage and even compared to other sports in Brazil in terms of results and representative. These are due to continuous neglect and abandon the guiding principles of understanding, interventions and policies on democratization and/or mass of basketball, especially with regard to their base categories.

This scenario characterizes a specific social field, with rules and peculiarities of a relationship between supply and demand for products and services and sports chains with well-defined interrelationships among institutions and actors somehow related to base basketball. These interrelationships that characterize a subfield of Bourdieu (1983) calls "the sporting field."

Within this, there is a series of contradictions about what the real role of coach for the process of teaching and learning. These contradictions relate to the belief that society and the class itself has the academic and professional athletic training work, which can be understood as a character sportsmanship, pedagogic, or reproducing a capitalist system and therefore harmful to society, in order the need for specialization, competition and search for yield (BRACHT, 2002; LINHALES, 2001). On these statements, it is important to consider that the character more sportsmanship, believes the sport as an end, but it still can, through sport, work more general aspects of the social formation of the practitioners; the pedagogic character understands the sport as a means for training encompassing social, but it does reveal and work sporting goals.

Moreover, as formalized concepts, specialization, competition, are common to society as a whole, not unique to the sport and do not necessarily bad. Rather, they are relevant to human development.

Thus it is clear that sport is a historically constituted social field and social relevance of base sport often called into question, not alone, but by the actions of professionals.

Drawing on concepts such as worked by Adelino (2002), Bernardino (2007), Böhme (2002), Campos (2004), Daiuto (1981), Oliveira (2004), Paes (2009), among other, means this work, that sport training is also extremely important to the society, as the sports preparation and effectively generate high-level athletes, as for social formation, since the sport can be used as a tool of unparalleled education and human socialization. Therefore, the discussion is not whether the work of sports training is right or not, but yes, why and what should be done effectively.

As stated by Campos (2004, p. 97), referring to the competition, but illustrating the base sports scene in general, "(...) it is not the competition itself that is harmful to the child's emotional state, but the importance that parents, teachers and technicians put into every event".

Vocational training

"Most countries that practice sports have organized programs for the education of coaches, sponsored by the ministries of sport, either by governmental (...)" (JEFFRIES, 1987, p. 3).

However, in Brazil, in relation to basketball, there isn't a specific system or program for the training of these professionals. The maximum systematization for citizen can serve in this profession is the requirement of the Federal Council of Physical Education (CONFEF) and the Regional Council of Physical Education (CREF's), the professional be graduated in Physical Education or provisioned to work with basketball (CONFEF, 2010).

How will training is in practice depends on the academic curriculum and the requirement for them and/or teachers who will teach courses related to sports training, general or specific to each sport.

Moreover, the Brazilian Confederation of Basketball, in 2010, created the National School of Basketball Coaches, with the aim of training professionals to develop projects about basketball in different age groups. However, this program is still starting, and there is no requirement for participation in activities with the basketball. It is still more an ideal than a reality (CBB, 2010).

Even if stocks are quoted on walking function and improved recognition of this specific professional, his training is still very widespread, does not follow a common line and allows the performance of professionals more or less ready. It is also noticed, a very amateurish in character formation, activities and social recognition of this professional.

Profile and characteristics of and/or for the coach

While it requires a higher education to the citizens working with the basketball and base sport in general, be a coach in Brazil means being a selfless, committed all the time and really interested in liabilities generated by and for the process, giving more value to experiencing social day-to-day and less on victories, defeats, medals and success (BERNARDINHO, 2007; DAIUTO, 1981; GALEGO, 2009).

So, being a coach in Brazil is to develop an absolute passion for work, without a real social recognition, and without an appropriate financial reward with their dedication, function and action for social and educational training.

The problem under discussion isn't the fact that the coach be a selfless or give up other things - because if it does, it's because he can find in his actions, some kind of reward that pleases him and makes him continue in this area - but precisely the fact that little recognition, both socially and financially able to devote to their role.

Also because, along with this denial and delivery, it is clear that for a proper process of forming a base sports coach, it must have a body of theoretical knowledge, and constant updating, both in technical and tactical aspects, as in issues of human

growth and development (PACHECO, 2010).

Moreover, even if the coach needs to present theoretical and practical engagement, it should consider that when it comes to coaching youth teams in Brazil, not only the factors directly involved in the teaching-learning process that interfere with the performance professional because they are the exception, the institutions that offer material or professional support for the coach.

Commonly, the coach ends up being a "handyman" on the team, being responsible not only for training and sport-education work itself, but, for all matters involving the team, both at present and in planning future situations (DAIUTO, 1981).

These situations may be provoking a greater stress on the coach, which can be passed on to the practitioners, hampering the process of teaching and learning. The professional, therefore, should to the fullest, try to understand the situation in which it is inserted, learn to control emotions and problems, as well, understand that the execution of its function/profession, rightly or wrongly, passes through the issues mentioned above (KEMP, 2000).

After all, short of external situations, the coach, the specific job of teaching and learning and competition itself, already faced with problems or emotional reactions, triggering of stress situations (DAIUTO, 1981).

Even in the basketball and bas sport in general, the competition should not be interpreted and/or seen as the main purpose of the process, is an inherent factor to sport. For the coach, in this respect, the specific objective should not necessarily be victory, but the overcoming of past levels of learning ownership.

Considering that was said, Pacheco (2009) cites some models of behavior of coaches, able to be found: coaches more passionate than rational; coaches who take the wins, the over valued and disclaim defeats; authoritarian and extremely competitive coaches; educators coaches, among others.

In accordance with this or not identifiable set of behaviors, being that right or wrong, whether alone or jointly, according to John Wooden, renowned American basketball coach, cited by Daiuto (1981), some skills should be relevant to the coach: work, enthusiasm, sense of justice, self-control, honesty and sincerity, patience, attention to detail, and moral integrity.

Summing up, some features, functions and/or actions, beyond those already mentioned and/or commented previously, should be incorporated into the work of the coach. It is found mainly in Daiuto (1981), a strong advocate not only of professional training, but also their sensitivity to develop an activity with children and young people and practitioners to lead individuals and teams toward a common good and a believes that learning and concerns, but also goes beyond sports.

Last but not least of course, Adelino et al (2002, p. 23), bring a few features it want in coaches for children and young practitioners. The authors thus identified that young people want their coaches

"Be organized and show clearly that quality in the structuring of training sessions; able to explain and demonstrate, to see the errors and correct them know; be courteous, but firm; be fair and impartial; distribute their attention by all, including the weakest; clearly define the operating rules of the group and are persistent in their application; be patient; inspire confidence; be calm and evince self-control; establishing relations individualized/personalized".

Considered such features could be identified on the basis of the basketball coaches, it is up to each one, identify the different scenarios for action, and make labor necessary distinctions and adjustments, establishing the right objectives, priorities and methodologies more relevant (OLIVEIRA, 2004).

What is the mission of the coach?

Bernardino (2007, p. 166), provides that the primary purpose of a coach is to be "(...) awaken and nurture the passion in the young athlete for the activity, the modality he chose".

That is, the base sport coach work, above all, with passion, desire, joy of participation that the practitioner puts search in practice. Thus, before selecting, demand, competing and even teaching, the coach primarily have to stimulate and encourage the practice of each one, being routed to the same levels, not by professionals but by the conditions presented by the practitioners themselves.

Second, even considering the coach as a professional who deals primarily with the teaching of sports, its relevance to society goes beyond it because, unlike other professionals, have the opportunity to develop work with young people in an environment they are inserted by spontaneous, with desires, goals and dreams to fulfill.

While the social role of the coach may be underestimated by parents, practitioners, trainers themselves and society in general, this training is as an important member in the social formation of youth, providing a healthy and educational practice, to the more and less able, and can leave lasting marks, with great significance in practitioners (COSTA, 2010; SMOLL, 2000).

In other words, sport can indeed be used as means to other ends, but it should be clear that his understanding as an end in itself is not wrong, since the practice is, above all, a sportive thing. The view of income by the sport practices is wrong, even in children and adolescents ages. After all, practitioners in these age groups have not the proper development to income practices.

As stated by Adelino et al (2002, p. 13), coaches should have the goals in sports training, to help train youth in all its facets, developing the taste and the habit of regular sports practice; guide the expectations of youth a realistic sense; promote the general physical development of a balanced and harmonious form, secure learning and perfecting the basic techniques.

Thus, it is clear that the mission of the coach goes beyond the training of athletes, even though it is subsumed in the process. The formation in this case should be generalized, allowing the construction of a citizen with a great social experience, and self-criticism, as well as the construction of a trained athlete to reach income levels or high-performance sports.

"(...) this is the great coach's medal, his grand prize: to lead young athletes to develop their full potential. That is the mission of the coach, often difficult, hard and painful understanding by the young athlete" (BERNARDINHO, 2007, p. 104).

Thinking this way, the coach will always seek to develop the full potential, sporting or otherwise, of each practitioner, whether it's a great talent, or even a practitioner with low sport fitness.

It is not up to the coach judge or select your favorites, but rather, develop to the maximum, the maximum capacity possible in each practitioner, and encourage them to adopt the practice of sports, formal or informal, throughout his life (BÖHME, 2002; CAMPOS, 2004; DAIUTO, 1981; OLIVEIRA, 2004; PAES, 2009).

More than that, it is also the coach get this young man as soon as possible to democratize the modality supply and providing the opportunity for beginning the process of preparation as soon as possible, respecting both the time to start, as the characteristics of each age and maturational one during the process.

Final Considerations

Since the basketball and bas sport en general coaches do not possess basic training and even a specific standardization of knowledge and practices, but still operate in the midst of society, need rather to know what their social background.

Making it, could shape his action in order to effectively build a social image and even a self-image of professionals with social relevance, showing that, through the sport and more specifically, through the sports training can enhance the construction of a social education more widely to practitioners, placing it well above the mistaken quest for competitive results.

To treat more as an individual practitioner in education and less income as an athlete, the coach will not be leaving to

train this athlete and/or a better team, but yes, he is giving conditions for both athletes and teams, evolving from a global, which may reflect even better results in sports.

So, obviously this study does not intend to put an end to discussion about the intervention of the basketball and base sport in general coach, but at least start a discussion on the topic, which has an almost scientific approach nonexistent.

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ABSTRACT

This paper presents a documentary research that have for an objective, to establish a line of thought about the theory and intervention of professional basketball and base sports in general. This line of thought with respect to matters relevant to the different scenarios in which the base basketball is part, and vocational training, characteristics, objectives and conduct of each coach in each scenario. Once proposed such a discussion, a question arises concerning the goals of the professionals, which now can be more focused to the sport itself, now to a more comprehensive training of practitioners, and in fact, the two possibilities, run together with appropriate to the developmental stages of each. As the coach taking, theoretical preparation, practical experience, commitment to training before the results and the sensitivity to identify the needs of each, their work will make a considerable social importance.

KEYWORDS: coach, basketball, professional intervention.

HYPOTHESES THEORIQUEES SUR LA FORMATION, LA CARACTERISATION, LA MISSION ET D'INTERVENTION DE L'ENTRAINEUR DE BASKET DES BASE AU BRÉSIL

RÉSUMÉ

Cet article présente une recherche documentaire qui vise à établir une ligne de pensée et des théories sur l'intervention de basket-ball et le sport des base en général en. Cette ligne de pensée en ce qui concerne les questions relatives à différents scénarios dans lesquels est une partie de basket-ball des base, et la formation professionnelle, les caractéristiques, les objectifs et la conduite de chaque voiture dans chaque scénario. Une fois proposé une telle discussion, une question se pose concernant les objectifs des professionnels, qui peuvent désormais être plus ciblée pour le sport lui-même, maintenant à une formation plus complète des praticiens, et en fait, les deux possibilités, menée en coopération avec appropriés aux stades de développement de chacun. En tant qu'entraîneur, préparation théorique, l'expérience pratique, l'engagement à la formation avant que les résultats et la sensibilité pour identifier les besoins de chacun, leur travail fera une importance sociale considérable.

MOTS-CLÉS: autocar, de basket-ball, une intervention professionnelle.

SUPUESTOS TEÓRICOS SOBRE LA FORMACIÓN, CARACTERIZACIÓN, MISIÓN Y INTERVENCIÓN DE LO ENTRENADOR DE BALONCESTO DE BASE EN BRASIL**RESUMEN**

Este trabajo presenta una investigación documental que tiene como objetivo establecer una línea de pensamiento sobre la teoría y la intervención del baloncesto profesional y el deporte de base en general. Esta línea de pensamiento con respecto a las cuestiones pertinentes a los diferentes escenarios en los que es parte del baloncesto de base, y la formación profesional, las características, objetivos y la realización de cada entrenador en cada escenario. Una vez propuesto este debate, se plantea la cuestión relativa a los objetivos de los profesionales, que ahora puede ser más enfocado al deporte en sí, ahora a una formación más integral de los practicantes, y de hecho, las dos posibilidades, ejecutar, junto con apropiadas para las etapas de desarrollo de cada uno. Teniendo el entrenador, la preparación teórica, la experiencia práctica, el compromiso con la formación antes de los resultados y la sensibilidad para identificar las necesidades de cada uno, su trabajo será hacer una importancia social considerable.

PALABRAS CLAVE: el entrenador, el baloncesto, la intervención profesional.

PRESSUPOSTOS TEÓRICOS ACERCA DA FORMAÇÃO, CARACTERÍSTICAS, MISSÃO E INTERVENÇÃO DO TREINADOR DE BASQUETEBOL DE BASE NO BRASIL**RESUMO**

Este trabalho parte de uma pesquisa documental que tem por objetivo, estabelecer uma linha de pensamento acerca da teorização e intervenção do profissional de basquetebol e esporte de base em geral. Esta linha de pensamento diz respeito às questões pertinentes aos diferentes cenários em que o basquetebol de base está inserido, e à formação profissional, características, objetivos e condutas de cada treinador, em cada cenário. Uma vez proposta tal discussão, levanta-se uma questão relativa aos objetivos dos profissionais, que ora podem ser mais voltados ao esporte em si, ora à uma formação mais abrangente dos praticantes, devendo, na realidade, as duas possibilidades, caminharem juntas, sendo adequadas às fases de desenvolvimento de cada um. Tendo o treinador, o preparo teórico, a experiência prática, o compromisso com a formação antes dos resultados e a sensibilidade para identificar as necessidades de cada um, seu trabalho apresentará uma considerável relevância social.

PALAVRAS-CHAVES: treinador; basquetebol; intervenção profissional.