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MODULE ONE: SPORTS TRAINIG

UNIT I- Definition, Aims and Function of Training

1.0 INTRODUCTION

In general the word training is commonly used term in human language but in broad sense training may be define as an organized and systematic instructional process which aim is to improve the individual's physical, psychological and intellectual performance capacity. In sports the term training is often used by the players, coaches and scientists but there are some disagreement among the coaches and scientists regarding the exact meaning of this term, because the experts those who belong to sports medicine are in the opinion that sports training is simply a doing of physical exercise, Where as some other experts understood the meaning of the word in the form of interval training, strength training, technical training and tactical training.

2.0 OBJECTIVES:

By the end of this unit the learners should be able to:-

i. Define the Sports Training

ii. Mention the Aims Sports Training

iii. Explain the Functions of Sports Training.

0.3 MAIN CONTENTS

3.1 Definition of sports training

3.2 Objectives of sports training

3.3 Functions of sports training.

3.1 Definitions of Sports Training

i. Sport training is the basic forms of preparation of sportsmen.

ii. Sport training, based on scientific knowledge, is a pedagogical process of sports perfection through which systematic effect on psycho-physical performance ability and performance readiness aims at leading the sportsman to high and the highest performance. Gamble, (2010).

iii. Sports' training is the process of preparation of sportsman based on scientific and pedagogical principles aims at improving and maintenance of higher performance capacity. Reilly, (2017).

3.2 Objectives of Sports Training

The objective of sports training is to prepare a sportsman for a highest possible performance in a main competition in a particular sport / event. Besides this following should be considered as the aims of sports training:-

i. Improvement of physical fitness.

ii. Acquisition of motor skills.

iii. Improvement of tactical efficiency.

iv. Education and improvement of mental capabilities.

i. **Improvement of physical fitness:-** The performance in sports generally depends upon the physical fitness of a sportsman, hence the improvement of various components of physical fitness or motor abilities is the prime aim of sports Tanning. Every sports activity needs specific types of physical fitness but in this view the development of physical fitness should not be ignore because specific fitness is depends on the general fitness.

ii. **Acquisition of motor skills**: - Every sports activity needs certain movement procedure to tackle a particular task which refers to the technique when this technique is learn and perfect it is called as skill. When, ever sportsmen indulge in technical training aim of this is to acquire skills of particular sports. Technique training is differ from sports to sports if we take the example of Gymnastic & Diving which requires greater amount of technical training where as track events needs very less amount of technique to be learnt.

iii. **Improvement of tactical efficiency:** - Tactical training in sports competition helps the sportsmen in such a way where he/she makes the best use of his abilities, skills and all external factors which are beneficial to attain high level of performance and hinder the opponent to do so. Tactical training includes knowledge of rules, tactical abilities and technical training, therefore improvement of tactical efficiency is considered to be the important aim of sports training.

iv. **Education and improvement of mental capabilities**: - Performance in any sport/event up to some extent depend on the personality of a sportsmen, therefore education and improvement of mental capabilities is also considered as one of the aim of sports training. Education in sports includes: -Development of positive attitude towards competition. -Dedication and devotion towards particular sports/ event. -Sincerity and honesty. -Self

confidence and optimum level of aspiration and Formation of good habits. Keeping all these things in mind it is the moral duty of every physical education teacher, instructor and coach to educate the sportsmen through sports training.

3.3 Functions of Sports Training

The performance of an individual depends upon the performance capacity of a sportsperson; this capacity is complex in nature and depends upon certain factors like speed, strength, flexibility, endurance and coordinative abilities. If we take the physique into an account which is moreover genetic and it cannot be trained by means of training but other factors are trainable to some extent. To achieve these following tasks of the sports training should be considered:

a) **Development of Sports Personality**:-Personality of sportsman is observed in the form of habit, behavior and attitude towards the requirement of training of competitive sports/events. It is quite clear that the personality is influenced in the process of tackling the task involved. Hence the personality of the sportsman can be develops through systematic & logical guidance during regular participation in sports activity. To ensure the improvement and achieve high level of performance it is worthwhile to develop the

physical, mental, and social aspect of a sportsman. The sportsmen are required to develop the specific personality characteristics. The specific personality characteristics which are more suitable to attain high level of sports performance in particular sports.

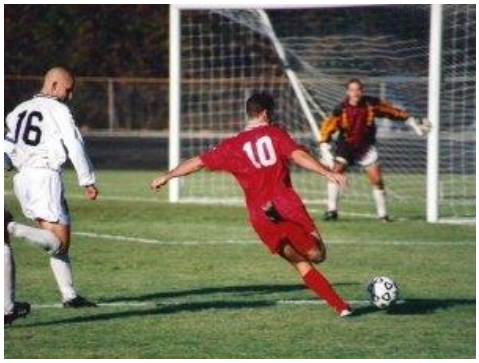
b) **Performance Efficiency**:- The rate at which performance efficiency is develops during the sports training is largely depend upon the amount of training and competition. It has the decisive bearing on the improvement of performance efficiency and performance ability. The performance efficiency is also depend on the amount of training load is given during sports training. But the quality of the way of training is organized will also be crucial for changing high load into higher performance capacity.

c) **Physical Training:**- Physical training of sportsman is refers to the speed, strength, endurance, flexibility and coordinative ability. These qualities are performance prerequisites of any sports. Requirement of these qualities vary from sports to sports because some sports require single ability whereas other requires combination of two. To improve these abilities sportsman should regular participate in general, specific and competitive sports activity demanded for a particular sports.

d) **Technical Training:**-Technical training enables the sportsman to make the optimum and best use of the physical abilities during the sports competition. The technical training helps to achieve the skill of particular sport which is directly related to the sports performance because higher the level of technical skill higher will be the performance. In order to acquire mastery over the skill one should regular participate in technical training because it ensures the perfection of skill which helps to attain high performance in sports competition. Technical mastery over the skill also ensures the proper application of motor abilities which reduce the efforts energy consumption during the competition.

e) **Tactical Training**:- The use of correct tactics enables the sportsman to make the best possible use of physical and psychological capacity of sportsman. The tactical training helps in understanding the strength and weakness of the opponent's and also develops the ability to overcome these types of situations during competition. Gradually increasing of tactical efficiency helps the athlete to win the top level events in national and international competition. Keeping all these facts in mind all sort of skills and abilities should acquire during training which are normally put into practice to win any sports/events. Hence tactical training must be considered as the important part of sports training.

f) **Mental Training/Intellectual Training:**- Intellectual training refers to the higher demand put on the mental faculty of a sportsman. When sportsmen engage in training of competitive sports he should encouraged understanding the latest technical and tactical aspects of a game and how to develop these by modern means and methods of training. It is also desirous to develop good habits, positive attitude and tactical ideas with good imagination which helps to develop the new technique and help in planning and analyzing the daily schedule. By doing so sportsman systematically develops the mental faculty which continuously, helps to improve the theoretical knowledge of sports training. Thus mental training is considered to be the important part of sports training.



4.0 CONCLUSION

In Conclusion, Sports training is a scientifically based and pedagogically organized process through planned and systematic, effect on the performance ability and performance readiness aims at sports perfection and performance improvement as well as at the contest in sports competition.

5.0 SUMMARY

In this unit, you have learnt the definition of training from different point of view. Improvement of physical fitness, Acquisition of motor skills and Improvement of tactical efficiency among other things were discussed as the aims of sports training. Also discussed in this unit were the functions of sport training.

6.0 TUTOR-MARK ASSIGNMENT

i. What do you understand by sports training?

ii. Mention and discuss the aims of sports training.

iii. Explain three functions of sports training.

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MODULE ONE: SPORTS TRAINIG

UNIT II- Principles of Sports Training

1.0 INTRODUCTION

Training is a systematic and scientifically designed work out of physical exercises and mental preparedness for the attainment of optimum level of performance. Training is a process designed for the development of various motor and psychological qualities need specifically by individual who is under straining to perform at best possible level in competition. Training is a programme organized to achieve all needed aspects of physical fitness, technical and tactical demands and psychological preparedness, which increases the capabilities of performer.

2.0 OBJECTIVES

At the end of this study unit, the students should be able to:-

i. Mention at least five Principles of Sports Training

ii. Explain the Principles of Sports Training mentioned above.

3.0 **MAIN CONTENT**

PRINCIPLES OF SPORTS TRAINING

1. **Principle of Continuity of Training**: - The principle of continuity of training state that training of the sportsman should be continuous and regular process. It is the establish fact that regular Training of a sportsman always leads to the better result. Hence too long break / interval in the training should be avoided. To ensure this principle of training following points should be taken into an account.

i. Sportsman should be educated regarding the importance of continuity by highlighting the positive and negative effect of training.

ii. The knowledge of the sportsman should be extended by convincing them that all the performance factors are developed through the long process of training.

iii. .Condition of optimum load should be created because too long and too short volume of regular training does not effect positively on the performance.

iv. .In case of sick injured person the physician should always be consulted because in case of injury some part of the body can be given exercise or low intensity training load may be given.

Agility ladders come **individually** or **paired**.

2. **Principle of Increasing of Training Load**:- This principle of training load derived from the well established fact which exhibit the clear cut relationship between the load and adaptation process. In this principle coach or physical Education teacher must continuously plan for new and higher demand among the sportsperson so that training load can be increase to get the maximum possible benefit of the sports training. Generally two methods: linear and step methods are used to increase the load but in special situation combination of both linear and step method may also be used to progress the load during training.

3. **Principle of Individual Matter**: - It is established facts that two like are not alike. In sports training all the sportsman taking part in the training are differ in the training age, health condition, individual capacity to bear load, recovery pace, body constitutions and so many other factors. Keeping all these factors in mind training must be formulated as per the need of an individual consideration.

4. **Principle of Active Participation:** - It is the fact principle of psychology that you can bring the horse into the water but you can not compel the horse to drink water. On the basis of similar principle a player who is passively engage in training does not analyze and evaluate thoroughly always remain looser because such prayer totally depend upon the coach who never develop confidence and does not improve the capacity to improve the performance. Therefore the coach must educate their player to activity and consciously participate in sports activity during training.

5. **Principle of Planned & Systematic Training**: - It is the establish fact that sports training is a scientific and pedagogical process. Therefore to achieve the high level of sports performance in a competition, the training must be plan in a proper system. These two principles are interrelated with each other because a correct planning is only made if we know the proper system of Sports training. In other word training is the goal oriented process hence training should be arrange in such a way so that the main aim of sports Training is achieved and performance can be improve and maintain for the long period of time. The important aspect of systematic training refers to the correct and sequential arrangements of all training components. This will not only improve the performance but also stabilize the previous performance and create the base for future performance. For the proper planning and systematic training following points should be kept in mind for the sequential arrangements:-

i. General preparation.
ii. Specific preparation
iii. Effective competitive exercises.
iv. Tactical training.
v. Technical training

6. **Principle of General and Specific Training: -** General and specific training of a sportsman is equally important because general training create the base and specific training help to improve the performance. As we all know that better is the base, the better will be the performance. General and specific training cannot be separated but it is always advisable that both general and specific training should be given to a sportsman.

7. **Principle of Competitive & Specialized Training:** - The specialized training refers to the use of specific means and methods for the improvement of particular sports performance in a competition. It is scientific fact that specialize training with the help of specific means and methods lead to better performance but in true sense when the training starts in the childhood and continue up to the age of 25 years or even more then the specialized training does not affect much towards positive side but some time it also effect the negatively because of the following:-

i. Specialized training is not suitable for children.
ii. High performance is achieved early and it is difficult to maintain for long time.
iii. High performance is achieved before the start of high performance age.
iv. High performance depends upon the total personality of sportsman.
v. Specialized training always leads to the improvement of selected systems & organs of the body which some time result the inadequate of other systems.

8. **Principle of Clarity**:- To provide the maximum possible benefit of sports training to a sportsman for the effective training the clear picture of technique and tactics and other aspects of performance enhancement should be given. For the implementation of this fact following points should be kept in mind:

i. Language must be clear & correct.
ii. Teaching aids like black board, photo, illustration, video film graph, etc should be used.
iii. Various sense organs should be stressed e.g. (drum beating)
iv. Constantly informed the quality of movement.
v. Information should be given as per age, sex and experience.

9. **Principle of Cyclicity:** - The training plan is formulated as per the availability of time for training. The training can be plan in three different forms of cycles:

i. Macro Cycle: duration 3 - 12 months.

ii. Meso cycle : duration 3 - 6 week or it is called as monthly cycle.

iii. Micro cycle: duration 5 - 10 days also called as weekly plan.

10. **Principle of Ensuring Results**: - The main aim of sports training is to achieve the highest possible performance in a competition. In this regard training should be formulated in such a way so that ultimate aim of sport s training is ensured by attaining the result in a competition.

11. **Principle of Critical Training Load**:- To meet the higher demand of competition in unforeseen situation the training load should be administered more then the general load. This administered of critical load should b e given 4-5 times in a year.

12. **Principle of Adaptability**:- For the effective use of training the adaptation process should take place. To ensure the adaptability the training load should be followed by a measured period of the recovery. The optimum adaptation is possible when there is proper proportion between the load and recovery.

13**. Principle of Uniformity & Differentiation:**- To achieve the best possible result the training should be formulated uniformly but allowing the individual difference. The uniformly also mean

the similar principle of training like time and duration of the activity. Similarly the load may vary as per the capacity of an individual.

14. Principle of Awareness:- The sportsman should educate in such a way so that they can aware about the importance of training and competition demand from time to time. The sportsman should also aware by creativity so that they can actively participate in the training.

15. **Principle of Visual Presentation**:- Visual presentation in the training mean that one should present the total task in brief so that every player become familiar / aware about the demand made on them. In this principle of sports training, Sportsmen are taught to observe/watch carefully so that they can make maximum use of their sense organs. The main aim of visual presentation/ demonstration is to improve the observation power of the sportsman which helps in skill learning. Following points are to be considered in visual presentation:

i. Correct mental picture of movement sequence is to be given.
ii. Information should be provided through visual aids.
iii. Different kinds of aids should be used.
iv. Selection of aids should be done on the basis of functions, aims and features of training
v. Visual aids may also be used for teaching purpose.

16. **Principle of Feasibility:-** This principle is based on the fact that man develops from being active and that development is released by performance. According to this principle training of the sportsman should be done in optimum form so that maximum benefit of training can be

taken. Too little and too much training should be avoided. For the effective use of this principle following points should be kept in mind:

i. Observe the needs of sportsman.

ii. Create the demand among sportsman individually and develop the bearing capacity.

iii. Consider the age and sex of sports man.

17. **Principle of Regulation of Training: -** Sports training is a goal oriented process by preparing sportsman for the higher performance as per the need and requirement of the competition. The regulatory process of training helps the coaches to assess the performance of the player at any moment. For effective regulation of training few points should be kept in mind.

i. Training plan should include aim, sub aim, load, means and methods etc.

ii. Training document should maintain.

iii. Information regarding level of competition and rate of improvement.

4.0 CONCLUSION

These are various forms of training guiding principles that are of great importance to both the sports coaches and the athletes. Principles of training enable the sport coach to train the athletes in the way and to achieve maximum success in skill acquisition and competition.

5.0 SUMMARY

The unit discussed various principles of training in sport few among them include; principles of continuity, principles of increasing of training loads, principles of individual matters, principles of active participation, principles of planning and systematic training, principles of general and

specific, principles of competition and specialized training among others that when considered and adhered to will greatly improve performance in sports.

6.0 TUTOR-MARK ASSIGNMENT

i. Briefly explain the term principles of sports training.

ii. List ten (10) principles of sports training you learnt in this unit.

iii. Explain any five (5) listed above.

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MODULE ONE: SPORTS TRAINIG

UNIT III- Sport Training Planning

1.0 INTRODUCTION

In sports attainment of the high performance is largely depend upon the systematic and scientific approach of training therefore planning finds its important place in sports training. Before organizing any activity one has to plan well in advance. The process of sports training helps to develop personality and performance of a sportsman. Planning ensure development in the sports performance therefore it continues for so many years, months, days and even training session too. Planning of any event largely depend upon the nature of the competition in which sportsman has to participate.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Define Sport Training Planning.
ii. Mention and Explain the Principles of Sport Training Plans.
iii. Discuss the Types of Sports Training planning

3.0 MAIN CONTENT

3.1 Definition:- Planning is an important method to ensure continuous development of personality and sports performance which enable the sportsman to achieve best performance in the training age of high performance.

3.2 Principles of Planning

Planning is the complex scientific process. The effect of the planning depends upon the so many factors. The principles of planning are discussed in detail for the better understanding of coach, trainer and physical education teacher.

1**. Planning should be based on the progressed sports performance**:- Basically training is planned in such a way so that best performance can be achieved in future. In other words all kinds of training plan directly or indirectly based on the structure of future performance.

2. **Planning should be aimed at personality & performance development:** - Training is an educational process as it aims at personality and performance development of the sportsman. So it is essential to plan because without the required attitude, interest, mental capabilities, personality traits, proper habits etc. sportsman cannot be trained effectively for a long period.

3. **Planning should be based on the scientific knowledge & experience:** - Training is highly scientific procedure as it is a competition oriented process. The scientific method helps the sportsman in much quicker and effective improvement. For the qualitative and quantitative improvement coach should know the means and methods which are used by the successful sportsman and latest knowledge about the following:

i- Training methodology

ii- Growth and development

Iii- Principles and laws of systematic development

4. **Planning must ensure harmony among various training plans** :- In specific training various types of plans are needed for e.g. Short term & long term plan, individual & group plan.

The aim of this plan is in harmony with each other. The short term & long term plan must fit into the long term plan. Individual & groups plans must supplement each other to ensure proper development of an individual & a group.

5. **Planning is a continuous process: -** Planning is not static it is dynamic process. It can be modified according to the effects & changes in the personality & performance caused by training & other factor. Time to time the planning process may be evaluated.

6. **Planning should be based on factors determining performance**: - The aim & content of planning must be determined after a careful observation. Plan must include all the factor i.e. time, status, diet, family routine etc. During plan all important factors which have a direct or indirect effect should be carefully considered.

7. **Planning must be pragmatic & concrete**: - It should be based on verifying fact, scientific knowledge & should not take the form of wild imagination. Whatever is planned must be based on the load tolerance ability otherwise it leads to accumulation of fatigue and overloads.

3.3 **Types of Training Plans**

Training plan can be classified according to the duration and according to the number of person involved in the training. According to the duration the training plan of following types:

1. **Training conception**
2. **Yearly plan**
3. **Meso-cycle plan**
4. **Micro - cycle plan**
5. **Training session plan.**

1. **Training Conception**: As it is clear by the name itself in real sense it is not a plan but a concept for planning and carrying out of training process for a long period. It involves principles and fundamental rules for the formulation of training.

- ✓ Training plan normally prepared by concerned federation.
- ✓ It is prepared for different level and class of sportsmen.
- ✓ It is prepared on the basis of analysis.
- ✓ It is also prepared on the basis of international trend..
- ✓ It form the basis of all kinds of training plans which can be further classified into three:
- ✓ Training conception for complete duration.
- ✓ Training conception for different stages.
- ✓ Training conception for a training cycle longer than a year i.e. Olympic plan.

2. **Yearly Plan**: These plans are made for the effective formulation and proper implementation of training for the period of one year. The yearly plan is a kind of document in which training details are laid down clearly and precisely. The yearly training document generally contains the following:

- Time available for training.
- Level of sportsmen.
- Analysis of present state of sportsmen.
- Goal and Sub goal.
- Performance factor to be achieved.
- Information about the training contents.

- Sequence of training.
- Arrangement of Meso cycles.
- Date of competition.
- Other relevant information.

3. **Meso-cycle plan**: These plans are perhaps the important plan because in these plans are formulated for the sufficient duration i.e. 3-6 week duration, hence it helps to check the adaptation process caused by training. Meso plan is the important tool for the control and regulation of sports training. Each Meso cycle has its set aims and objectives which are to be achieved by proper formulation and arrangement of micro cycles. These plans are more specific and detailed in comparison to yearly plan. Meso plan is also called as operative plan. After each Meso cycle some sort of test or competition are to be conducted so as to check whether the desire objectives have been achieved or not. If the aims and objectives are not achieved then the training plan for subsequent Meso cycle has to be changed or readjusted.

4. **Micro - cycle plan**: Micro cycle is the short term plan which forms the basis for Meso cycle. Due to short duration of micro cycle desired objectives can be achieved by systematic arranging the load of a sportsman in number of micro cycles and as a result of which adaptation can be achieved in Meso cycle. In micro cycle plan number of training session are planed with contents in detail. On the basis of this training is carried out in each training session. The planning of micro cycle depends upon several factors such as training state, Meso cycle, nature of sports etc.

In planning for micro cycle normally following rules are followed:

- ✓ The degree of load should vary within the micro cycle.
- ✓ The aim and contents of load should vary within the micro cycle but it should ensure optimum load for the development of one or two factors.
- ✓ The aim contents and load in a micro cycle must correspond to the aims and contents of Meso cycle in which it falls.
- ✓ In micro cycle having very high load should provide one or two training sessions for active recovery.
- ✓ In competition period the micro cycle are generally formulated in such a manner that there is no carryover of fatigue from one micro cycle to the next micro cycle.
- ✓ The micro cycle immediately before start of important competition should be formulated in such a manner that the sportsman is able to participate in the competition in a state of super compensation.

5. Training Session plan: Training session plan is the basic unit of training process. The actual process of training is realized in a training session. Keeping in mind the importance of training session it will be discussed separately.

Training plan is also divided into individual and group plan:

* Individual Plan: - Individual plan are more common in individual sports. These plans are necessary to ensure optimum development of sportsman as in individual plan the individual factors form the basis of planning.

* Group Plan: - The group plans are most often used in team games. In the initial stage of training group training plans are generally used to ensure uniform type of training facilitating training of large number of sportsman.

0.4 CONCLUSION

Planning is the first stage a sports coach will have in place in order to make his or her training programmes successful. Failure for a coach to make adequate planning preparation the coach has planned to failed the whole training programmes.

5.0 SUMMARY

In this unit you have learnt that training is highly scientific procedure as it is a competition oriented process. The scientific method helps the sportsman in much quicker and effective improvement. The aim of training plan is in harmony with each other. The short term and long term plan must fit into the long term plan. Individual and groups plans must supplement each other to ensure proper development of an individual and group.

6.0 TUTOR-MARK ASSIGNMENT

i. Define training plan in sports
ii. What are the principles of sports training plans/
iii. Write and explain five (5) types of training plans you learnt in this unit.

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MODULE ONE: SPORTS TRAINIG

UNIT IV- Sports Training Loads

1.0 INTRODUCTION

In sports training load is a central concern / phase through which performance of a sportsman is improved. Every sports training consist of physical exercises / movements which causes fatigue. Fatigue is directly a product of training load which helps in the process of adaptation. Therefore training load and fatigue are important for any kind of sports performance. If load remain constant then there will be stagnation in the performance. Training load helps to stimulate the various organs of a body which helps to adapt these by giving proper shape to the body parts so that the maximum possible work can be done in a minimum effort.

2.0 OBJECTIVES

By the end of studying this unit, the learner is expected to: -

i. Define the Training load in Sports

ii. Mention the Types of Sports Training Load.

iii. Explain the Factors of Sports Training Load.

iv. Discuss the Principles Sports Training Load.

3.0 MAIN CONTENTS

3.1 Definitions of Training Load

1. Amount of work done by an individual body is called as load.

2. Load is the psychological and physiological demand put on the organism through motor stimuli resulting in improvement and maintenance of higher performance capacity.

* What is Demand: In sports training and competition demand may be represent as the act of doing physical exercise / movement. The amount of work required for these demands is the product of load factor or components such as quality of movements, types of exercise, load volume and load intensity.

3.2 **Types of Training Load**

As per the demand of training and competition and as a result of it the rate at which disturbance take place in physiological functions of the body, the load is mainly divided into two parts:

1. External load

2. Internal load.

3.3 Factors of Training Load

Load factors also called as features of load or in other words the component of load which all together are included in training load are called as factors of load. The important factors of load are:

a) **Movement Quality:**-The quality of movement is the subjective factor which cannot be measure properly and precisely. When the correct movements are performed by a sportsman it directly affects the training load. For any kind of technical and tactical process of perfection movement quality become important aspect of training load. By increasing the degree of difficulty of movement training load may be increase gradually.

b) **Types of Exercise:**-Each and every training load consists of physical exercises/ movements. These exercises have different effect on the performance of an individual as per the nature and demand required by a particular game/ sport. According to the effect, the exercises are classified into three parts :

(i) General exercises

(ii) (ii) Specific exercises

(iii) (iii)Competitive exercises

These exercises are important means of the training. Every exercise depends upon the body part which involve in a particular movement. Similarly the type of coordination required and the way in which load is given so that it may have different effect on the performance ability of a sportsman.

c) **Load Intensity:** - The intensity is represented in degree or rate at which work is done in relation to the time. Load intensity is further divided into two parts: A. Intensity of Stimulus- intensity of stimulus refers to the pace of doing work or pace of doing one single movement. For example: Speed of 100 meter sprint in mt./ sec. B. Density of Stimulus- Density of the stimulus may be define as the ratio between the load and recovery or it may be understood as

the pause / rest between the two motor movement or set of movement. For example: Rest period between the two sprint of 100 meter.

d) **Load Volume**: - The load volume may be defined as total work done in one training session. The load volume is also divided into two parts :

i. Duration of Stimulus- It may be expressed in time/ distance in a single stimulus and set of stimuli. For example: total time take in 100 mt. sprint/ distance of one repetition.

ii. Frequency of Stimulus- frequency of stimulus may be define as the number of repetitions in one set of exercises. For example: In practice of 100 meter sprint 10 times in which 10 will be the frequency of stimulus / movement.

3.4 Principles of Training Load

1. **Principle of continuity and long term:** The load should be continuously means there should not be any break in the training. The load given to a sportsman should be followed for a long period of time which keeps the body to maximum adaptation.

2. **Principle of progression of load:** Same kind of load for a long period does not effect much hence the progression of load is necessary load may be progress in linear / step form method. Frequency first improve volume Duration Density and secondly Intensity proper.

3. **Principle of Variation increase load** -Linear increase of load may be assess/ measure in every training session which is applicable to beginners. -Step method is maintain for long period

after proper adaptation process it increased further which is applicable to advance athlete/ sportsman.

4. Principle of load and adaptation: Load should be increase after attainment of phase of super compensation.

5. Load should be optimum as per the individual capacity: Optimum load should be given as per the individual capacity of a sportsman.

6. Proper and sufficient rest between two training session: Proper proportion between load and recovery should be maintain so as to get the maximum benefit of adaptation process.

7. Principle of general and specific load: Among beginners one kind of load improves so many factors where as in case of advance athlete same kind of load develops only one factor. Hence specific load should be given to improve the performance of desired event. For example, 100 meters sprint dash.

8. Principle of proper ratio between intensity and volume: If intensity is high volume should be low and vice versa.

9. Load should be administered by training cycles: The administration of load should be done according to the training cycles so as to get the maximum benefit of adaptation in main competition.

4.0 CONCLUSION

Training is the indispensable means of performance improvement. The quantum of load has to be optimum to get the best possible results therefore the training should be plan regulated and evaluated from time to time. This is possible only when we can measure the load. Unfortunately there is no such precise/accurate/ reliable method to measure the load. The administration of training load is also varying from according to the training age of a sportsman. In this regard for beginners training load may be given once in a day where as in case of advance players load should be given twice a day.

5.0 SUMMARY

In this unit you have learnt the definition, types, factors and principles of training loads. It is therefore, expected of you to put into considerations what you have learn when training your athlete in advanced training skills and coaching process.

6.0 TUTOR-MARK ASSIGNMENT

i. Mention the types of training loads you learned in this unit.

ii. Discuss how the principles of training affects sports performance

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MODULE ONE: SPORTS TRAINIG

UNIT V- Sports Training Methods

1.0 INTRODUCTION

Methods of training in sports show the correct and different ways to develop the fitness components. Each method aims to develop one or the other component. The selection of method depends upon period of training level of athlete, age and sex of athlete etc and the selection of correct method for needed type of training is very important. Therefore, Physical education teachers, Coaches should note and select the appropriate method for their training needs.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Explain the meaning of Sport Training Method.

ii. Mention the Types Sports Training Methods.

iii. Outline the Advantages and Disadvantages of Each Method mention above.

3.0 MAIN CONTENT

i. Meaning of Training Method

ii. Types of Sports Training Methods

iii. Advantages and Disadvantages of Training Methods

3.1 Meaning of Training Methods

Training methods is highly a specialized field, which aims for high performance level. Training to improve fitness components and other required aspects. This methodology cover wide area of physiological, Psychological and social aspects, apart from these the individual also, works on technique tactics, skill and strategy of related activity. It is physiological, psychological, intellectual preparation of an individual in a systematic instructional process to assist the athlete for achieving highest possible performance.

3.2 Types of Sports Training Methods

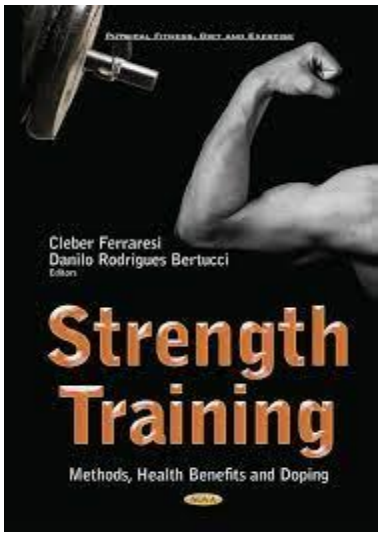
Below some training methods are presented which aims for the development of three basic components of physical fitness and wellness i.e.

3.2.1 Strength Training Method

3.2.2 Endurance Training Method

3.2.3 Speed Training Method.

3.2.1 Strength Training Method



Three common effective methods of muscular strength development are :-

i. Isotonic Exercises
ii. Isometric Exercises
iii. Isokinetic Exercises

ISOTONIC EXERCISES 'Iso' means 'same' 'Tonic' means 'tension'/'resistance'. Isotonic exercises are those contracting exercises where the load taken by related muscles remains constant throughout the complete range of joint. As movement of muscles involved this contraction is rhythmic in nature. It is characterized by constant resistance on muscles involved

in complete motion. In Isotonic contraction length of related muscles keeps on changing with no variation in load. Example Bicep curls with constant weight. It involves

i. Concentric and
ii. Eccentric contractions.

Concentric contraction: Any movement characterized by shortening (Principle action of muscles) of flexor muscle and lengthening of extensor muscle. Concentric contraction is commonly known as Shortening Contraction (the prime muscle actually shortens).

Eccentric contraction: Any movement characterized by shortening of extensor muscle and lengthening of flexor muscle. Eccentric contraction is commonly known as Lengthening Contraction.

Advantages of Isotonic Contraction

i. It involves basic movements (flexion and extension etc) of joints,. Basic fundamental movements are easy to perform.
ii. Muscle endurance is the assistant component developed.
iii. Fast gain of muscle hypertrophy (increased thickness).
iv. Somebody weight can be used to perform exercises (sit-ups etc)
v. Helpful in development of some specific skills. For example, skills needed for fundamental movements in javelin throwing, basketball shooting etc.
vi. It is an effective method to develop dynamic strength.

Disadvantages of Isotonic Contraction

i. Chances to have soft tissue injuries as it is dynamic in nature.

ii. For effective results, sometimes good equipments are required.

iii. These exercises cannot be performed anywhere (e.g. squat etc).

Isometric Exercises 'Iso' means 'same' 'Metric' means 'length'. Isometric exercises are those contracting exercises where the length of related muscles remains constant throughout the workout. It is characterized by not any kind of change in the length of muscle involved. As no movement can be performed no change in length of related muscle this contraction is static in nature. These exercises involve the tension (tension is developed) but there cannot be any change in length of related muscle holding weight in static position. Pushing against any object without overcoming resistance are the common examples of isometric exercises.

Advantages of Isometric Contraction

i. Essential activity of Rehabilitative programme. In the recovery phase injured athlete goes for this type of contraction. (Intensity of workout depends upon stage of recovery)

ii. Iso metric contraction can be performed without any equipment. (Using body weight).

iii. Isometric exercises can be performed anywhere.

iv. As there is no rest phase in isometric contraction, involved muscles working efficiency improves.

v. It is helpful in development of specific skills, which need static movements of - shooting, archery etc.

vi. It is an effective method to develop static strength, (Maximum strength). g) Muscle endurance, is an assistant component developed.

Disadvantages of Isometric

i. Isometric exercises cannot be the part of daily training programme. It can cause lose of interest.
ii. Quick release of tension may cause injuries.
iii. During Isometric contraction blood pressure raises, this may lead to serious consequences.
iv. Athletes of major games do not prefer to put much concentration on isometric exercises.

Isokinetic Exercises: 'Iso' means 'same' "Kinetic' means 'motion'. Isokinetic exercises are that contractual exercises the tension in flexor throughout the movement. Isokinetic exercises are characterized with constant speed. In these exercises maximal contraction occurs throughout the full range of motion. As Isokinetic involves movement of joints, these are dynamic in nature but require advanced and special machines/equipments to perform.

Advantages of Isokinetic

i. Fast development of involved muscles.
ii. Isokinetic exercises develop flexor muscle and extensor muscle simultaneously.
iii. It requires less effort in compared with Isometric or Isotonic.
iv. It is helpful in development of specific skills like swimming, cycling etc.
v. Muscle endurance and speed are assistant components developed.

Disadvantages of Isokinetics

i. Controlled Isokinetics contraction can be performed with equipments only.
ii. Isokinetic equipments are advanced therefore need good maintenance

iii. It is a advanced method therefore require special supervision on performer.

iv. It cannot be performed anywhere.

3.2.2 Endurance Training Method

Three effective methods of endurance development are:

1. Continuous Training Method

2. Interval Training Method

1. Continuous Training Method is effective method for endurance development. The rest intervals in the training programme are missing. It is a continuous workout without any break. This method is generally used once in a week in advanced training programme. This method is also used for beginners with low intensity. There are three type of continuous training method:

a. Slow Continuous Method

b. Fast continuous Method

c. Slow fast (alternate) continuous method.

Slow continuous method- In this method athlete runs slower from his racing pace but on the other paint he runs more distance than the actual race. This is mainly used by 'Marathon' runners or even very effective for long distance track events. General athlete also adopts this method with approximately covering 25-30 kms. It took 30 to 40 minute extra than the completion timing. Heartbeat goes about 160 per minute.

Fast continuous method- In this method athlete runs faster from his racing pace but the distance covered is decreased if compaired to actual race distance. This method is mainly used by medium distance runners. General athletes also adopt this method with approximately covering 5 to 10 Kms. It took about 5 to 8 minutes less time, depends upon distance reduced and intensity increased. Heartbeat goes about 190 per minute.

Slow fast continuous method- In this method the athlete running pace varies or the running pace is not fixed in this method. It is a combination of slow and fast running. This method is very general in nature and can be used by beginners. This method is adopted by almost in every game and sport-conditioning programme. The time variation of slow running and fast running decides the intensity here. This method covers approximate 10 - 15 Km of distance and the heartbeat goes about 200 per minute. (This method ends up in fast running pace.)

Advantages of continuous method

i. This method does not require any special guidance lean be performed easily by beginners.

ii. This method gives out good experience about actual competition. For example - Marathon

iii. It is effective method during off season for maintaining endurance

iv. As variation in pace can be made, this method is well adjustable from athlete's points of view.

v. This method does not require any specific ground. (Roads are the best & easiest way, but safety must be there)

vi. Develop both Aerobic and Anaerobic endurance.

Disadvantages of continuous method

i. This method sometimes requires good knowledge of time and pace managements.

ii. It is difficult to apply this method on a group at a time. This is mainly a individuals training programme.

2. Interval Training Method The rest period during workout is the main part in this method. The load of work in this method is mainly decided by taking the period pf rest in consideration. In this method the heart rate in intervals between the runs is controlling factor. After workout the heart rate in the rest period when comes around 120 beats per minute, the athlete is allowed to restart the work out in same manner as was in previous. The duration of rest period when comes around 120 beats per minute, the athlete is allowed to restart the workout in some manner as was in previous. The duration of rest period must be of 80-90 seconds (if target is to get 120 beats per minute in resting heart rate).The duration here also decided the work load. Interval training method is mainly used by advanced coaches and athletes. Interval training in general is short breaks alternating with intensive short workout.

Three type of Interval training are-

a. Target Running- In this type of interval method runner fixed "Distance or Time as a target and start with a slow pace running to racing pace upto the target. After getting the target (Distance or time) athlete again shows down his/her running pace. This work outs is followed by Intervals. The duration of intervals depend upon the difficulty level of

target and athletes potential. In short it is a continuous running with increasing speed. This is mainly adopted by short and medium distance runners. This method consists of 5-6 intervals and to duration is 60-120 minutes.

b. Repeat Running-In this method runner keeps on repeating the work out of running at or above the race pace after each rest period. Here also runner runs for a given distance or time this is also applied mainly by short and medium distance runners. It is also practiced by players of major games like foot ball players, basket ball players etc. the integral duration differ individual to individual. This method consists of 3-A intervals and its duration is 60-90 minutes.

c. Formal Running- In this runner covers the racing distance (competition distance)..Within a well-decided time as good Athlete go for formal running distance and try to achieve that given distance within specified distance. This method is mainly used by short distance runners. This method consists of 4-5 intervals and its duration is 60-120 minutes.

Advantages of Interval Training Method

It improves both energy producing system that is AEROBIC and ANAERIOBIC Speed is the assistant component developed by this method.

i. This method requires less time period if compared to continuous method.

ii. This method having less strain if compared to other method of endurance development.

iii. It gives good competitive experience, mainly by Formal running method.

iv. iv. Preferred to every athlete of any games or sport for endurance development.

v. v. Components of load (intensity, volume etc) can be managed easily in this method.

Disadvantages of Interval Training Methods.

i. This method requires well-trained coaches or good knowledge of training methodology
ii. It requires well-marked track, indicators for distance covered and timers etc.

3. **Fartlek Training Method**

Fartlek is a modified cross-country running. This method is characterized by variable running paces, no active rest is provided. Rather the slow running (jogging) is the rest period in this method and athlete runs on the road, terrain path, park land, small mills etc. The fast running period with the recovery (slow running) periods works alternately and depends upon the athlete's adoption of load. Fertlek is an advanced training method and mainly used by distance runners. It is performed by well experiences and advanced athletes because it has no predetermined schedule to follow. The length of both periods (fast running pace and recovery interval) can be changed during workout. Self-awareness and highly pace judgment skills are required to experience different running paces and long short recovery intervals as demanded. Fartlek is also very effective for athlete of every games and sports. Number of intervals depends upon athlete's workout level and immediate fitness level. There is no preplanned duration or distance or number of intervals in this method. An average athlete may cover 20-40 kms. (or more).

Advantages of Fartlek training Method

i. It develops self-awareness and pace judgment skills in an athlete.
ii. It gives opportunity to athlete to experiment his fitness level by increasing racing pace and checking fitness of recovery period.

iii. It is an adventurous and creative effort (This create interest in athlete).

iv. It is effectively applicable to all athletes (athlete any game or sport)

v. Fartlek method athlete is independent to perform in the way he/she likes.

vi. It can also be practiced off season.

Disadvantages of Fartlek Method.

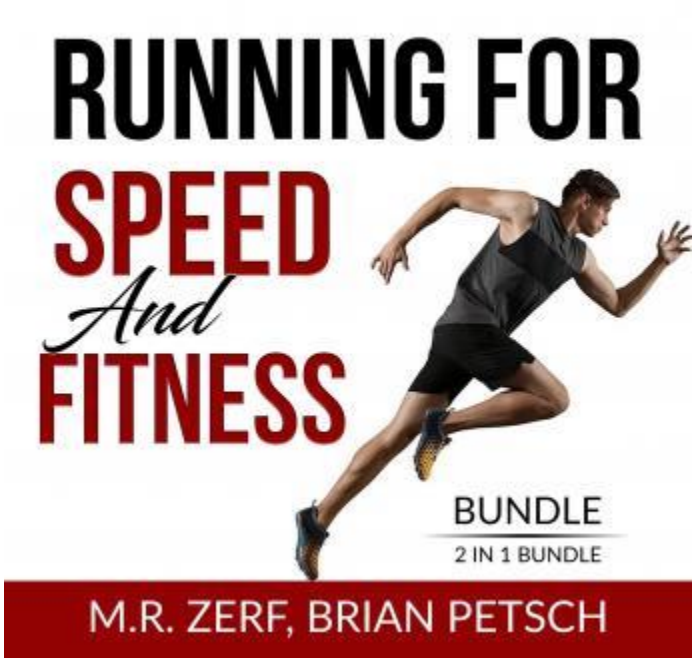
i. Fartlek method requires well-trained coaches and good knowledge of training Methodology.

ii. As nothing is very specifically perished led, this method is mainly for advanced athletes.

iii. Path followed/Track selection may cause harms. If unknowlgly it involves slippery runway, thorns etc. Athlete sometime last actual path also.

iv. It is hard to measure actual distanced covered by athlete.

3.2.3 Speed Training Method.



Two effective methods of speed developments-

i. Acceleration Runs. ii. Pace runs.

ii. In every speed workout three phases arrives that is.

a) Acceleration phase-This includes starting to achieve the race pace by an athlete. This is a process of speeding up of athlete.

b) Racing phase-This includes the racing pace. This is a process where athlete runs allot and at the maximum speed possible.

c) Deceleration Phase- This includes the showing down from racing phase. Athlete cannot stop himself abruptly. Therefore the deceleration phase is adopted properly.

Acceleration Run Method

In this method the more emphasis is given on first phase of speed workout (Acceleration Phase). In this method athlete concentrates on starting and then gaining the maximum speed as fast as possible, but he/she does not maintain the maximum speed. Athlete tries to slow down easily just after gaining maximum speed. Therefore acceleration on run method has always I phase longer compared to II and II Phase of speed workout, with II phase as of shortest duration. In this method athlete may not prefer formal start initially (starting slowly and the trying to touch the II phase as fast as possible). Number of repetitions and intervals depend upon athletes' ability. An average athlete may go for 8 to 12 repetitions with 60-120 sec of rest intervals.

Advantages of Acceleration Run Method

i. It is highly effective for sprinters.

ii. It assists in skill developments like better start, etc.

iii. Acceleration run method helps athlete in understanding his/her own running approach of understanding the changes in length of strides needed at different phases body balance etc.

Disadvantages of Acceleration Run Method

i. Changes of injuries are more because quick changes of phases are required e.g. muscle pull, over stretching of ligaments, ankle strain, back pain etc.

ii. Well prepared and maintained track is required.

iii. It is harmful if performed on hard surface and without proper general and very specific warming up.

Pace Run Method Pace run method is of two types:

a. **Racing Pace Run Method** In this method the more emphasis is given on record phase of speed workout (Racing Phase). In this method athlete concentrates on Racing Pace (Pace require in competition) and try to maintain that pace. The duration or distance of II Phase (racing phase) in this method is always longer than the actual. This method is highly beneficial for sprinters or short distance runners. Number of repetitions and intervals depend upon athletes load taking ability (anaerobic capacity). An average athlete may go for 6-8 repetitions with 90-120 secs of rest intervals.

b. **Varied Pace Run Method**: In this method athlete runs with variation in running pace. This method is very effective for speed controlling. Athletes runs in various paces and try to maintain every changed pace for short duration. This method is therefore very taxy and mainly adopted by advanced athletes. The athlete makes changes in the running pace by their own or by the indication given through coach. Speeding up or slowing down from running pace can also be settled by ground distance or time elapsed.

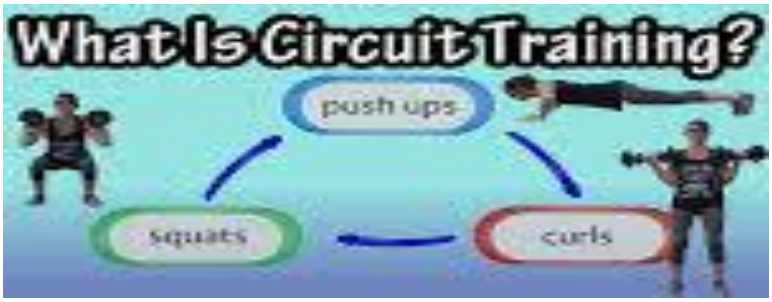
Advantages of Pace Run Method

i. By practicing this method athlete gets good hold on pace controlling.
ii. Athlete of any game and sports can adopt it.
iii. It helps athlete in understanding his/her own running approach.
iv. This method helps athlete to manage pace as demanded in competition.

Disadvantages of Pace Run Method

i. Well-prepared and maintained track is required.
ii. This method needs good coaching and planning; otherwise athlete may go under overload.

Circuit Training



R.E. Morgan and G.T. Adamson introduced circuit training in 1953. This training programme involves almost every component of fitness and is very scientific and effective. In circuit training different specific exercises are performed in a sequence. In this programme selected exercises are to be performed at different stations. There can be 5 to 10 stations in a single training programme with 2 to 4 sets. Athlete performs specific exercise of each station and as soon as he/she finishes the exercise will rush other station for next specified exercise. Duration of performing exercise in

each station is also specified; degree of difficulty can be increased or decreased, depending upon the objective of training. Distance between each station also plays its role in adjusting the load. Circuit training can be formed to develop one or two fitness components, depends upon the type of nature of game and requirement of fitness components. It can also be designed by putting main concentration on same muscle group. Circuit training is very interesting and creative activity proper instructions and clear objective and good deconstruction is very essential before undergoing circuit training. Circuit training is preferably for advanced athletes.

4.0 CONCLUSION

The purpose of sports training is to improve performance and achieve proficiency in training and competition season, such could not be realistic without proper planning including the methodology used to implement the training programme. Training methodology cover wide area of physiological, Psychological and social aspects, apart from these the individual also, works on technique tactics, skill and strategy of related activity physical education and sports.

5.0 SUMMARY

This unit discussed the various training methods that include strength training methods, endurance training methods and speed training methods as the basis of sports training methods. Also discussed in this unit, include merits and demerits of each of the training methods discussed above.

6.0 TUTOR-MARK ASSIGNMENT

i. What do you understand by training method?

ii. Name the three (3) types of training methods.

iii. Differentiate with good examples between Continuous and Interval training methods.

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MODULE ONE: SPORTS TRAINIG

UNIT VI: - TECHNIQUE, SKILL AND STYLE IN SPORTS TRAINING

1.0 INTRODUCTION

The motor procedure or technique is always task or goal oriented. In different sports sportsmen have to tackle different types of motor tasks. Therefore, different motor procedures or techniques are required in different sports. In shot put, for example, the motor task is to put the shot as far as possible; whereas in weightlifting, in clean and jerk, the motor task is to lift as much weight as possible. In team games, the sportsmen are required to tackle a variety of tasks under different conditions. Therefore, in these sports the sportsman has to learn a number of techniques with possible variations.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Explain the concept of Technique, Skill and Style in sports training

ii. Mention the roles of Technique, Skill and Style in sports training

iii. Differentiate between Technique, Skill and Style in sports training.

3.0 MAIN CONTENT

i. Technique in Sports Training.

ii. Skill in Sports Training.

iii. Style in Sports Training.

i. **Technique is defined** as the motor procedure for tackling a motor task. Motor procedure should be understood as a system of movements of body parts in a definite sequence. Many of these movements, however, may take place simultaneously. The motor procedure or technique is always task or goal oriented. In different sports sportsmen have to tackle different types of motor tasks. Therefore, different motor

procedures or techniques are required in different sports. In shot put, for example, the motor task is to put the shot as far as possible; whereas in weightlifting, in clean and jerk, the motor task is to lift as much weight as possible. In team games, the sportsmen are required to tackle a variety of tasks under different conditions. Therefore, in these sports the sportsman has to learn a number of techniques with possible variations.

ii. **SKILL: - A motor skill** is acquired through a long process of motor learning. Skill denotes the level of effectiveness with which a movement or motor action can be done. Skill is defined as automatisation of motor procedures. A sportsman tries to learn a technique or motor procedure and through continuous and systematic process he is able to acquire the skill i.e., automatisation of the motor procedure. In other words, one can say that skill is the capacity of the sportsman to realize technique in actual motor action. Technique training aims at the development of technical skills and not at the development of technique. As the process of skill acquisition is the process of motor learning, therefore, technique training is essentially purposeful manipulation or exploitation of motor learning for best results through organization of training means and methods. In sports, we come across sportsmen with varying degree or level of skill who are attempting to follow the same motor procedure or technique. Their skill or lack of skill does not convey much about the effectiveness or correctness of the technique. Skill can be assessed and evaluated by the use of different procedures e.g., bio- mechanical procedures of skill assessment. Skilful movement are made possible by highly advanced control and regulation processes of motor co- ordination. To understand skill and to derive guidelines for its

improvement, therefore, motor co-ordination has to be first understood in all its relevant details.

iii. **STYLE: - Style** is individual expression of technique in motor action. No two sportsmen are alike in different factors which determine motor action. Therefore, each sportsman, because of his peculiar psychic, physical and biological capacities realizes the technique in a different manner. This is his style. Several sportsmen may follow the same technique in order to tackle a definite task, but the motor action of each will be different from that of the others. Technique model, therefore, should be flexible enough to allow for individual difference. It is wrong and unproductive to try to copy each and every minute detail of technique model or the technique of outstanding sportsmen. In actual practice, we come across individual styles of technique. The analysis of individual styles of top level sportsmen is the basis for preparing a model of technique. This model may not tally cent percent with the style of any sportsman. Sportsman tries to do the movements according to the technique model; but at the same time the individual style, of top sportsmen, of doing the movements forms the basis of technique model. In the end, it is important to understand that the model of technique is a generalized model of successful motor procedures of tackling motor tasks. These models are to be followed by sportsmen of all levels. But the children and sportsmen of lower qualification are normally not in a position to effectively adopt this technique model in all the required details. Therefore, it is essential to prepare separate models of technique or technical demand profile for lower stages of training. Needless to say these profile must be based on the

technical model high performance training stage with due modification in consideration of possible changes in the model in the near future.

1.0 CONCLUTION

It has been stressed that skill is the product of motor co-ordination automatised to a great extent. An understanding of the basic mechanism of how motor actions are controlled and regulated is essential for effective formulation of motor learning process. For this purpose motor co-ordination is described briefly in the following paragraphs. The control and regulation processes involved in motor co-ordination takes place at different levels of CNS. Some of these processes are conscious bound and some are not conscious bound. Hacker states that there are basically three levels with definite tasks of co-ordination:

i. Intellectual level which is responsible for the general plan of action

ii. Perceptive-cognitive level responsible for the motor action programme.

iii. Senso-motor level responsible for fine programming of the musculo-skeletal system.

5.0SUMMARY

In this unit discussed the technique as the motor procedure for tackling a motor task, motor procedure or technique is always task or goal oriented. Skill denotes the level of effectiveness with which a movement or motor action can be done. Skill is defined as automatisation of motor procedures. We also learnt that Style in Sports is individual expression of technique in motor action. No two sportsmen are alike in different factors which determine motor action. Therefore, each sportsman, because of his peculiar psychic, physical and biological capacities realizes the technique in a different manner.

6.0 TUTOR-MARK ASSIGNMENT

Write short notes on the following in relation to sports training:-

i. Technique

ii. Skill

iii. Style.

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MODULE TWO: SPORTS SKILLS

UNIT I: Definitions of terms and Objectives of Sports Skills

1.0 INTRODUCTION

Every sports activity needs certain movement procedure to tackle a particular task which refers to the technique when this technique is learn and perfect it is called as skill. When, ever sportsmen indulge in technical training aim of which is to acquire skills of particular sports. Every coach, every athlete, every media commentator and every fan will tell you that the fundamental element of all sports is skill - kicking and passing in football, throwing and catching in cricket and baseball, diving, turning and finishing in swimming, tackling and passing in rugby and rugby league, passing and shooting in basketball and netball. Learning, practicing and mastering the basic skills of sport is one of the foundations of coaching, sports performance and athletic training.

Learning different types of sports skills.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

Explain the following:

a. Sports Skills
b. Ability to Perform Sports skills
c. Perceptual ability to perform sports skills
d. Motor Ability and
e. Psychological Ability to Perform Sports Skills

3.0 MAIN CONTENT

3.1 Sport skills are voluntary, coordinated tasks with **sport**-specific goals, the field of motor (movement) learning classifies **sport skills** into different categories so that they can be more easily studied and applied to coaching.

3.2 Learning basic movement skills: is the first step toward learning sport-specific skills for athletic performance. Understanding these basic movements helps coaches make good training decisions for proficiency as well as for fitness, strength and conditioning.

3.3 Ability: refers to a general train or capacity of the individual that is related to the performance and performance potential of a variety of skills or tasks

3.4 Perceptual Abilities: is way in which we notice significant things that are happening around us and how quickly and effectively we make decisions about how to deal with them.

For example it is the way in which:

1. You make sense of the information you receive from the environment i.e. to perceive it, interpret it and identify elements in it which are important, for e.g. Whether the ball is spinning or not, what the flight path of the shuttle is, whether there is a gap in the defense which can be exploited.
2. Recognition and interpretation relies on previous experience and memory of that experience.
3. Decision making decide what to do - muscles then need to carry out the required movement.

3.5 Motor ability (movement and performance)

Personal characteristics or enduring traits which, affect an individual's output

3.6 Psychomotor abilities - a combination of perceptual and motor abilities Capability to process interpret and use sensory stimuli for performing a task.

3.7 Objectives of Sports Skills include:

- Develop physical talents to their maximum potential.
- Engage in competitive activities, while promoting sound health, safety, and physical fitness.
- Exemplify good conduct as a means for learning good citizenship.
- Learn to appropriately experience both success and failure in an educational environment.
- Learn from experience that consequences follow the violation of a rule.
- Experience working as a team member, exercising self-discipline and self-sacrifice in order to achieve team goals.
- Learn how to be a good teammate, making positive contributions, regardless of the role on the team or activity.
- Experience a feeling of self-worth and to develop self-confidence.
- Experience in problem-solving and decision-making.
- Engage in organized activities with other students whose backgrounds may be dissimilar from their own.
- Learn to develop trust and accept the responsibility that comes with earning trust from others.
- Create a positive rallying point for the school in order to help them develop school spirit and loyalty.

4.0 CONCLUSION

To conclude, the journey a performer passes through in order to achieve the level of skill acquisition required for expert performance is an arduous one influenced by an abundance of

factors. Those factors however, must be purposefully planned for in order to generate the foundation upon which skilled performance can be displayed.

5.0 SUMMARY

Activities should begin simple with a high degree of success and proficiency and build to ones more complex in nature. Instruction and feedback should be detailed and informative and facilitate an understanding of the intricacies required for the successful performance of a skill.

6.0 TUTOR-MARK ASSIGNMENT

Define the following:-

i. Sport skill

ii. Basic movement ability

iii. Conceptual ability. And

iv. List five objectives of sports skills.

7.0 REFERENCES/FURTHER STUDIES

Beashel, p. and Taylor, J. (1996) ***Advanced Studies in Physical Education And Sport***. UK: Thomas Nelson and Sons Publishers Ltd.

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MODULE TWO: SPORTS SKILLS

UNIT II: Sports Skills Acquisition

1.0 INTRODUCTION

This unit attempts to provide simplistic insight into the concept of Skill Acquisition in sport, and specifically what actions coaches and teachers need to be conscious of to help and ensure their athletes are presented with the best possible chance of achieving excellence. In an effort to effectively develop talent and impart learning, coaches need to be aware of the proposition offered by Sports scientists that denotes the journey any young performer passes through on their route to expertise, consists of three distinct stages. Simplistically, these are referred to as the Cognitive Stage, Associative Stage and Autonomous Stage of Skill Acquisition.

2.0 OBJECTIVES

By the end of studying this unit, the learner is expected to: -

i. Define Skills Acquisition in Sports

ii. Mention the three Stages of Skills Acquisition in Sports.

iii. Explain the three Stages of Skills Acquisition in Sports.

3.0 MAIN CONTENT

3.1 Definition of Skill Acquisition:

Skill Acquisition is a type of learning in which repetition results in enduring changes in an individual's capability to perform a specific task. With enough repetition, performance of the task eventually may become automatic, with little need for conscious oversight.

Sports Skill Acquisition is the science that underpins movement learning and execution and is more commonly termed motor learning and control (Wikipedia, 2021).

3.2 Three Stages of Skills Acquisition in Sports

i. Cognitive Stage,

ii. Associative Stage and

iii. Autonomous Stage of Skill Acquisition.

Each stage embodies unique characteristics relative to an athlete's level of performance of a skill or activity. All of which, are affected by a range of environmental constraints that can include factors such as: level of instruction, quality and frequency of feedback and opportunity to make decisions.

i. Stage One- Cognitive Stage

The Cognitive stage is affiliated with a performer's introduction to a skill set or activity and as such; discomfort, errors and confusion/disorientation are to be expected. Beyond this, however, it is important for practitioners to recognize what types of exercises and coaching behaviors are most conducive to providing athletes' with the best possible foundation for growth whilst embedded in this stage. Continuous feedback that is both informative and positive in nature is essential in facilitating both confidence in and an understanding of, a task. Furthermore, tasks should be structured to ensure that a high degree of early success is witnessed ensuring a performer's feelings of their own inherent competence grows (Mitchell, 1996). To supplement this, coaches must be cognizant of the benefit that appropriate demonstrations can bring within this stage of development. Painting the correct picture of how a skill or task is to be completed, whilst not overwhelming the child is an integral coaching/teaching tool within this phase (Retirieved,2021).

The duration for which a performer stays embedded within the Cognitive Stage is dependent upon a multitude of factors. Some may simply never graduate from it. What is acknowledged however that is when a performer seems to be displaying an understanding and execution of a skill void from conscious mechanical thought their journey to the Associative Stage of learning has begun.

ii. Stage Two- Associative Stage

Embodied by an emphasis on practice, the Associative Stage of Skill Acquisition is the second step on the journey to expertise. The learner having acquired an understanding of what the skill is needs to repeat the movement to enhance the synchronization of their mind and muscles. This concept of Myelination is fast becoming the most commonly associated difference between those that excel and those that do not.

Each time the brain completes a skill an impulse/message is sent between the brain and the functioning body part. The more purposeful this action and the more times it is repeated the thicker the layer of insulation (Myelin Sheath) surrounding the message is. The thicker the Myelin Sheath is – the faster an impulse travels from the brain to the moving muscle thus increasing the efficiency and accuracy of the action and reducing the time taken for the skill to be completed (Coyle, 2009 in Lyle, 2012)).

This phase can still embody some of the error strewn characteristics of the Cognitive stage however, these instances are now less frequent and importantly the value of feedback, reflection and adjustment should now be inherently apparent. The constant attention to detail and correction required to complete the skill efficiently and effectively is being learned and as such, the value of such specificity cannot be overlooked. In his research into the Development of Expertise, researcher Anders Ericsson offered the contention that it would take an athlete 10,000 hours of Deliberate Practice to achieve Excellence.

iii. Stage Three- Autonomous Stage

In order for a skill to be autonomous the performer must have correctly refined all of the inherent sub routines and building blocks required for efficient execution. From a physical literacy perspective, athletes must be able to now combine the simple movements learned in the Cognitive stage into sport specific, complex sequences in aesthetically pleasing fluency. The highly specific technical points within a skill such as striking a soccer ball now must be unconsciously attended too. The transition to automaticity means that the performer is now able to effectively and efficiently execute the type of skill or action in a context and environment that now demands decisions to be proactively made (e.g. a game). As a result, one's focus and attention is now on a range of visual cues that will influence said decision. Here is where the transition to Expert and Elite is found.

Naturally, the types of activities an athlete is engaged in, and exposed to at this level differ significantly from those offered at the introductory levels. It is expected that an athlete's investment in their chosen sport is now significant and as such the specificity of practice is essential.

4.0 CONCLUSION

To conclude, the journey a performer passes through in order to achieve the level of skill acquisition required for expert performance is an arduous one influenced by an abundance of factors. Those factors however, must be purposefully planned for in order to generate the foundation upon which skilled performance can be displayed. Coaches must attend to the need for athletes to develop the physical literacy required for multiple sport specific actions. Subsequently, exposure to a range of games, sports and activities is suggested in their early years.

5.0 SUMMARY

This unit discussed you have learnt the three stages of sports skills acquisition. Each stage embodies unique characteristics relative to an athlete's level of performance of a skill or activity. All of which, are affected by a range of environmental constraints that can include factors such as: level of instruction, quality and frequency of feedback and opportunity to make decisions.

6.0 TUTOR-MARK ASSIGNMENT

i. Define skill acquisition in sports.

ii. Mention and explain the three stages in sports skill acquisition.

7.0 REFERENCES/FURTHER STUDIES

Gilbert, W. and Trudel, P. (2004) Role of the coach: ***How model youth team sport coaches***

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MODULE TWO: SPORTS SKILLS

UNIT III: Classification of Sports Skills

1.0 INTRODUCTION

The field of motor (movement) learning classifies sport skills into different categories so that they can be more easily studied and applied to coaching. Coaches who understand such groupings have an advantage for developing appropriate instructional (how to teach) and training activities (what athletes do). These classifications are also used in the fields of childhood development, special education, and physical therapy.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Mention and Explain the Classification of Sports Skills.

ii. Identify the kind of movement for each classification of Sports Skill mention above.

0.3 **MAIN CONTENT**

Classifications of Sport Skills

1. Gross - Fine
2. Open - Closed
3. Discrete - Serial - Continuous
4. Externally paced - Internally paced
5. Individual - Coactive - Interactive

1. Gross and Fine Movement Skills

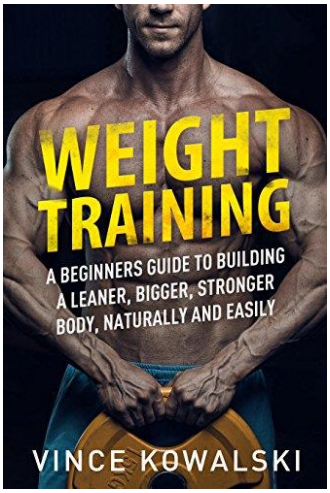
a. **Gross movements** are those that involve large muscle coordination. Running, jumping, and sliding are examples. These movements can be reinforced through fitness training. Transfer of learning among activities with common gross movements is greater due to the similarities between them.

b. **Fine movements** involve precise control of small muscles. Tasks such as writing or piano playing are examples. While most tasks fall on the gross motor end of the continuum, finger dexterity for controlling a ball arguably requires some level of fine, specific coordination.

2. Open and Close Movement Skills

a. Open tasks are performed when the athlete has to react to activities in the environment. For example, tennis players respond to the movements of an opponent, the speed, and direction of an oncoming ball. Attention, focus, reactions, and decision-making are keys to success for these tasks.

b. Closed tasks do not require athletes to focus on outside forces. The environment is stable, so the athlete can concentrate on executing the movement rather than opponents. In basketball, the free throw is a closed task. Weight training exercises are closed.



a. Discrete - Serial – Continuous

a. **Discrete tasks** have distinct beginning and ending points. Batting a baseball, throwing a javelin, and kicking a soccer ball are examples.

b. **Serial tasks** consist of a string of discrete skills performed in sequence. Floor exercise routines in gymnastics are serial tasks.

c. **Continuous tasks** have arbitrary beginning and end points. Swimming and running are examples. In this case, endurance fitness and a high aerobic capacity are usually important.

b. Externally paced - Internally paced

a. **Externally paced:** the environment (including opponents) control the pace at which the skill is executed, these factors will affect the performance and must be taken into account by the performer. Typically open skills.

b. **Internally paced**: performer dictates the rate of speed that the skills are performed, often comprise of closed skills (javelin throw)

c. **Individual Coactive and Interactive**

a. **Individual skills** performed in isolation, like a high jump
b. **Coactive skills** that may be performed in unison with other competitors, but do not involve direct confrontation or contact, eg. Swimming
c. **Interactive skills** performed where others are directly involved, such as game sports like football.

4.0 CONCLUTION

In conclusion, accomplishing a task in physical education and sports are based on one of these classes of skills and movements. Physical education teachers and Coaches should take note of these kinds of movement during the Physical education classes.

5.0 SUMMARY

This unit discussed the four classifications of sports skills that include, Gross – Fine, Open – Closed, Discrete - Serial – Continuous, Externally paced - Internally paced, and Individual - Coactive – Interactive.

6.0 TUTOR-MARK ASSIGNMENT

i. Mention the four classifications of sports skills you learnt in this unit
ii. Explain each skill mentioned above.

7.0 REFERENCES/FURTHER STUDIES

Mackenzie, B. (2005) Coaching Roles and Skills [WWW] Available from:

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MODULE TWO: SPORTS SKILLS

UNIT IV: Seven Steps of Sports performance practice

1.0 INTRODUCTION

An ability to achieve a given performance repeatedly is referred to as efficiency. The aim of sports training is to achieve maximum individual or team efficiency in a selected sports discipline limited by rules. Reaching maximum efficiency in any activity is not possible over a day. Efficiency is conditioned by several interrelated areas. Sports training focuses on reaching maximum efficiency in motor abilities connected to a certain sports discipline. Supposed performance depends on motor ability and motor skill which are closely related to the sports discipline. Motor abilities can be described as relatively stable sets of inner genetic presuppositions needed to carry out locomotive activities. They include force, speed, endurance, coordination and flexibility.

2.0 **OBJECTIVES**

At the end of studying this unit, the Students should be able to:-

i. List the Steps of Sports Performance

ii. Describe the Expected Performance at each step Mentioned above.

3.0 MAIN CONTENT

Sports Skills Step 1: Perform the Skill

This is the first, and unfortunately for most athletes, the last step in their skills learning program. Coaches come up with a drill; athletes copy it, try it, and learn it.

Sports Skills Step 2: Perform the Skill very well

Skills mastery comes from regular practice combined with quality feedback from coaches and may incorporate the use of video and other performance analysis technologies – including the best one of all…the coach's eye!

It is about here that most coaches stop coaching the skill, believing that if the athlete can perform the skill really well, and it looks like it does in the coaching textbooks then they have done their job.

Sports Skills Step 3: Perform the Skill very well and at speed

Name one sport where the ability to perform sports skills really slow is a winning strategy! Technical perfection at slow speed may look great for the text books, but unless the skill can

withstand competition level speed (and included in that is competition accelerations, competition agility requirements and competition explosiveness) then it is not competition ready.

Looking technically perfect at slow speed is great for the cameras but it is even better for your opposition who will have run around you and scored while you are receiving accolades for winning the "best-skills execution" competition.

Sports Skills Step 4: Perform the Skill very well, at speed and under fatigue

Think of the "danger zones" in all competition sport. The last 20 meters of a100 meters freestyle. The last 5 minutes before half time in football. The last play in the game. Many, many competitions come down to the quality of skills execution during the last 5% of time and being able to perform fundamental skills when tired, dehydrated, glycogen depleted and suffering from neuro-muscular fatigue is a winning edge in all sports.

Sports Skills Step 5:

Perform the Skill very well, at speed, under fatigue and under pressure

How many times do you see athletes miss simple targets or drop balls or make errors at critical moments – "danger-zones" in competitions? There is no doubt that emotional stress and mental pressure impact on the ability of athletes to perform skills with quality and accuracy (read more about the emerging field of "psycho-physiology"). But….this is a coaching issue. Incorporate the element of pressure in skills practices in training and ensure that training is more challenging and more demanding than the competition environment you are preparing for.

Sports Skills Step 6:

Perform the Skill very well, at speed, under fatigue and under pressure consistently

Being able to perform the skill under competition conditions ***once*** could be luck, but being able to do it consistently under competition conditions is the sign of a real champion. Consistency in skills execution in competition comes from **consistency of training standards**. Adopting a "no-compromise" approach to the quality of skills execution at training is a sure way to develop a consistent quality of skills execution in competition conditions. Unfortunately many athletes have two brains:

Sports Skills Step 7:

Perform the Skill very well, at speed, under fatigue and under pressure consistently in competition conditions

This is what it is all about, the final Sports Skill. The real factor in what makes a champion athlete is their capacity to perform consistently in competition conditions.

4.0 CONCLUSION

Performing a basic skill well is not difficult. But add the fatigue of 75 minutes of competition, the pressure of knowing the whole season is on the line with one kick, the expectations of the Board, the coach, the management, team-mates and tens of thousands of fans and all of sudden that basic skill is not so basic: it becomes the equivalent of juggling six sticks of dynamite.

5.0 SUMMARY

Coaches and athletes must spend as much time, energy and effort learning to perform the fundamental skills of their sport in competition conditions as they do to learning and mastering the basic skill. Coaches should progress athletes systematically through the 7 sport skills steps to ensure they can perform fundamental sports skills in competition conditions.

6.0 TUTOR-MARK ASSIGNMENT

i. How many sports skills steps do you learnt in this unit

ii. Mention the sports skill steps you learnt in this unit.

iii. Explain each step mentioned above.

7.0 REFERENCES/FURTHER STUDIES

Crisfield, P. et al. (1999) ***The Successful Coach.*** 2nd ed. United Kingdom; The National Coac Foundation

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MODULE TWO: SPORTS SKILLS

UNIT V: Principles of Skilled Movement

1.0 INTRODUCTION

Each time a skill is practiced, it is known as performance. Before the skill is performed, it has to be learned. Learning involves understanding and then being able to perform the skill over and over again. Basic movement principles apply to all physical activity, understanding and identifying them is an important part of observing, analyzing and improving performance. Let's take a look at some of these principles. A physical skill requires the muscles and joints of the body to be used in specific ways. The skills in a particular activity need to be known, as well as how they are to be observed, analyzed and improved.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Explain the Principles of Skilled Movement in Sports.

ii. Mention the Principles of Skilled Movement.

iii. Analyzed Skilled Movement base on Each Principle.

3.0 MAIN CONTENT

The laws of motion are the basis for the principles of movement. It is important to observe and analyzed the change in direction and/or speed of any movement in terms of Newton's Laws:

1. The law of inertia
2. The law of acceleration
3. The law of opposition
4. Stability

2. **The law of inertia**

An object will stay put until a force moves it, and an object will keep on moving until a force acts upon it. No movement occurs until a force is applied to it. For example, a golf ball does not move until muscles apply a force to the club, then the club applies a force to the ball. The ball will move in a set direction, until an outside force (wind, gravity or a tree), changes its direction and then the surface of the course will stop it from rolling.

3. **The law of acceleration**

The speed of an object is directly proportional to the force applied and the direction in which it is applied. For example, in golf, a lot of force is applied in the execution of the 'drive' so that the ball accelerates quickly and travels a long way. Less force is applied to 'putt', so the ball travels slowly. If the force is applied to the side of the ball, it will 'hook' or 'slice'. This law can be applied to any game requiring the throwing or kicking of a ball.

4. **The law of opposition**

As mentioned earlier, when an athlete pushes backwards into the blocks, the blocks push back at him and he is propelled outwards and forwards.

5. **Stability**

The stability of your body affects your movements. Stability can be improved as follows.

1. Base of support: The base of support involves the relationship between the athlete and the surface they are performing on. Increasing the area of the base of support will create more stability. For example, if you stand with your feet shoulder width apart; you are more stable in relation to any force applied from the side, than if your feet were close together.

2. **Centre of Gravity:** This is a point at which the body weight is evenly distributed in any position. When your centre of gravity is above your base of support, you are stable. When it is outside your base of support, you are in an unstable position - a position of imbalance. If the centre of gravity is lowered, e.g., lowering the body weight by bending the knees; or if your centre of gravity is brought nearer to the middle of your base, more stability will be created. It is important that the position of the centre of gravity is considered in the observation and analysis of movement.

4.0 CONCLUSION

The laws of motion are the basis for the principles of movement. Knowing them can help fine-tune performance. Motion is about movement, that is, the change of position of an object. Newton's Third Law states that "when one object exerts a force on a second object, there is a force equal in magnitude, but opposite in direction exerted by the second object on the first". This reaction force determines the change in speed and direction of the movement.

5.0 SUMMARY

This unit discussed the scientific basis of the principles of skilled movement; these principles are applied in any sport skilled movement. The principles discussed include, the principle law of inertia, the principle law of acceleration, the law of opposition (direction) and the principle law of Stability.

6.0 TUTOR-MARK ASSIGNMENT

i. What do you understand by principles law of movement?

ii. Mention the principles laws of skilled movement you study in this unit.

iii. Explain how each law affect sports skill.

7.0 REFERENCES/FURTHER STUDIES

Galligan, F. et al. (2000) ***Advanced Physical Education for Excel.*** Oxford; Heinemann Educational Publishers

Mcardle, W. et al. (2000) ***Essentials of Exercise Physiology***. 2nd ed. Philadelphia: Lippincott Williams and Wilkins Publishers

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MODULE TWO: SPORTS SKILLS

UNIT VI: - FUNDAMENTAL PRINCIPLES IN TEACHING SKILLS IN PHYSICAL EDUCATION

1.0 INTRODUCTION

Learning activity is basically of two types: mental learning and motor learning. Both are interrelated and interdependent. In sports, both the types of learning are common though a motor learning takes precedence over mental learning. The process of skill acquisition is essentially a process of refinement and stabilization of motor co-ordination. This process, however, is influenced by a number of factors which if properly managed can make motor learning more effective and faster.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Explain the fundamental Principles in Teaching Skills in Physical Education.

ii. Mention the Phases/Steps in Skills in Physical Education.

iii. Demonstrate (Practical) the Stapes in Teaching Skills in Physical Education.

3.0 MAIN CONTENT

The following are considered as fundamental principles in teaching skills in physical education practical classes. In this unit, these principles are presented in phases.

Phase 1: Introductory Phase

This comprises:

(a) Introducing the students to the field of play and the equipment and approaches to use. This is particularly done when you meet your students for the first time in a practice class. For example, a tennis class

(b) Warning exercises: the students are engaged in warm up exercises before the commencement of the class proper. Activities such as running, jogging, stretches of body joints related to the skill to be taught for the day are examples here.

Phase II: Explanation Phase

Here, the teacher explains to the students important phases of the students important phases of the activity to be performed. The explanation must be very brief and straight to the point not that explanation should be complementary to the actual demonstration of the skills to the students.

Phase III: Demonstration Phase

This is considered a very important phase in teaching skill as such the following should be paid attention to:

a) Demonstrate correct skill

b) Every phase of the skill must be emphasized

c) Go from simple to complex

d) If you as a teacher is not very skillful in that sport, invite expert to come and assist you in teaching the skill

Phase IV: Class Organization

Class organization means dividing your class into meaningful and manageable groups for the purpose of practicing the skill you have just demonstrated as a teacher.

Factors to consider when you divide the class are:

i. The number of students in the class in relationship with number of equipment and facilities available for practice.

ii. Depending on the nature of the skills and the culture of the people, you may wish to divide the class based on gender.

Phase V: Practice Phase

In their various groups, the students are directed to practice the skill that has just been demonstrated to them. The physical education teacher will demand that the students pay attention to progressions involved in executing the skills.

Phase VI: Correction Phase

Here the teacher goes round the group to see what the students are doing. Where necessary he gives individual or group corrections.

Phase VII: Games Situation Phase

After the correction phase, the teacher introduces game situation. He calls students from the various groups to play game. However, emphasis should be placed on putting into practice the recent skill taught.

Phase VIII: Health Phase

This involves:

1. Breaking in and out exercise to bring the heart rate back to normal after physical exertion.
2. Students are also instructed to and wash and clean up and get ready for the next class. As any as these phases might look, they are expected to be observed in every physical education practical class contact.

4.0 CONCLUTION

In teaching Physical education practical classes demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Explanations, on the other hand, are often geared more towards factual presentation than connective learning.

5.0 SUMMARY

In this unit, we have discussed the fundamentals principles and techniques of teaching skills in physical education. As the process of skill acquisition is the process of motor learning, therefore, technique training is essentially purposeful manipulation or exploitation of motor learning for best results through organization of training means and methods.

6.0 TUTOR-MARK ASSIGNMENT

1. Discuss in details the phases involve in fundamental principles of teaching Physical Education.

2. What do you understand by demonstration method?

3. What are the advantages of demonstration method of teaching in Physical Education?

7.0 REFERENCES/FURTHER STUDIES

Galligan, F. et al. (2000) ***Advanced Physical Education for Excel.*** Oxford; Heinemann Educational Publishers

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MODULE THREE: COACHING TECNIQUES

UNIT I: Definitions of Teaching and Coaching

1.0 INTRODUCTION

In sports, a coach is a person involved in the direction, instruction and training of the operations of a **sports** team or of individual sports people. A coach may also be a teacher. Behind every great team is a capable coach who can overcome the challenges presented by managing different personalities and circumstances. Coaches push players to produce results by nurturing their self-esteem and showing genuine concern for their off-court lives. To build a real connection with your team, you must empathize with all the influences that combine to affect the players and invest time and commitment to building trust.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Define Coaching.
ii. Define Teaching.
iii. Differentiate between Coaching and Teaching.

7.0 MAIN CONTENT

3.1 What is teaching?

Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. It is watching systematically. Dewey: - considers it as a manipulation of the situation, where the learner will acquire skills and insight with his own initiation.

Teaching is a highly complex activity. This is partially because teaching is a social practice, that takes place in a specific context (time, place, culture, socio-political-economic situation etc.) and therefore is shaped by the values of that specific context. Factors that influence what is expected (or required) of teachers include history and tradition, social views about the purpose of education, accepted theories about learning,

3.2 What is coaching?

Coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. **Coaching** is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Coaching is a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring by focusing on specific tasks or objectives, as opposed to more general goals or overall development.

COACHING: - Coaching may be defined as the technical skill which involve coordination of factors like time, sequence, action, movement and speed.

3.3 Difference between Teaching and Coaching

Teaching As we already know, teaching is the imparting of new knowledge or instructions to someone else. As a profession you probably imagine a teacher as someone who educates students in a school, but that's not necessarily true. A teacher is a subject expert who imparts knowledge; an experienced professional. However, the line between a teacher and a coach is drawn at their relationship with the student. Teachers help students learn and that's the end of it. Teaching is focused on imparting knowledge and learning, where the teacher is in charge of the interaction. It has little to do with the student as an individual.

Coaching is centered on the student. Coaches focus on the development and guidance of students. In a way, coaches' help students grow as individuals, enabling students to refine their skills and find direction. Coaches, just like teachers, guide a change in students, be it through education, knowledge or advice. However, here's where the key difference lies, a coach's guidance is entirely dictated by the student. Coaching is about helping the student bring out what they already have or know. And that's how coaches help students change without dictating the change themselves. Teaching guides with knowledge and advice acquired by the teacher, coaching guides with knowledge and advice, this is based on the individual.

Coaches can help bring out the best in students and coaching is not just restricted to academics; coaches can be related to sports, talents and even life itself. Coaching is a cycle; the job doesn't end after instruction. Coaches begin by teaching students, they then observe how and what the students learn and then re-evaluate the teaching approach to provide a better understanding.

4.0 CONCLUSION

A teacher is a subject expert who imparts knowledge and experienced professional, the guides and helps students learn. Teaching is focused on imparting knowledge and learning, where the teacher is in charge of the interaction. Coaches focus on the development and guidance of students. In a way, coaches' help students grow as individuals, enabling students to refine their skills and find direction. Coaches, just like teachers, guide a change in students, be it through education, knowledge or advice. As a coach, in addition to leading your team to victory, you should also provide lessons that will help the players excel in life. The job is a delicate balance between pushing athletes to perform beyond their expectations and building their self-esteem, which requires an atmosphere of trust and mutual understanding.

5.0 SUMMARY

In this unit, you have learnt the definition of Coaching as well as definition of teaching. You also learnt more about the differences between the teaching and coaching.

4.0 TUTOR-MARK ASSIGNMENT

i. Define teaching

ii. Define coaching

iii. Write three areas of similarities three areas of differences between teaching and coaching.

7.0 REFERENCES/FURTHER STUDIES

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MODULE THREE: COACHING TECNIQUES

UNIT II: Qualities of a good Coach

1.0 INTRODUCTION

Coaching involves managing many player characteristics. Even though the fans cannot possess the intimate knowledge of a coach, they often feel that their love for the game or the team validates their opinions. These circumstances are part of coaching, but great sports leaders possess several qualities that go beyond overall team performance.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. List the qualities of a good Coach.

ii. Describe how these qualities affects athletes' performance

iii. Uses these qualities during the practical classes.

3.0 MAIN CONTENT

The following are considered as qualities of a good sport Coach:

1. Inspires self realization

2. Teaches transferable skills
3. Envision the big picture
4. View player as individual
5. Provide personal guidance
6. Ability to adapt
7. Ability to relate with players.

Quality 1: Inspires Self Realization

As a coach, your job is to help the team members believe in themselves and consistently perform beyond their own expectations. To help them reach their full potential, you must motivate the players to think outside of their mental comfort zones. A good coach knows how to motivate athletes without using negative reinforcement, which can achieve short-term results but eventually does more harm than good.

Quality 2: Teaches Transferable Skills

To coach effectively, your lessons should apply to life as well as the game. This means teaching more than game-related skills. Every challenge presents opportunities to provide life lessons. This requires careful consideration of the messages that you relay. By providing relevant and nonjudgmental critiques, you can build the players' self-esteem while providing valuable guidance. You can accomplish this by paying close attention to their statements and actions, verbally clarifying the responses and providing affirmative feedback.

Quality 3: Envisions the Big Picture

Exceptional coaches understand that player development is more important than personal career growth. As such, you should view your particular arena as a classroom. In the classroom, you are teaching your students skills that will help them achieve excellence by competing and winning in challenging environments. It is your job to instill your passion and commitment into the players, who expect this from you to motivate them towards victory.

Quality 4: Views Players as Individuals

A competent coach understands that the players possess individual characteristics. Understanding them takes time and dedication, which will show with your ability to relate to each teammate and maximize their performance, especially during difficult times. Great coaching requires a deep connection that only comes with trust and the team members accepting you as their leader.

Quality 5: Provides Personal Guidance

Excellent coaching requires the ability to treat athletes as more than sports figures. You must have a genuine concern for the players' personal lives, rather than viewing outside influences as distractions. These occurrences present additional opportunities to reinforce learning. During these challenges, your actions may not align with moving the team toward victory, but you must place the players' well-being before the game.

Quality 6: Able to Adapt

To coach effectively, you must adapt to changes quickly and understand that your team members will sometimes struggle to comprehend lessons. When this happens, it is important to understand the underlying reasons that the players did not recognize what you want to relate. Trying to force an individual to grasp a concept is counterproductive. Instead, you must open up a two-way dialogue to discover what the player is misinterpreting. With enough inquiry, they will eventually realize the insight that you seek to impart.

Quality 7: Can Relate with Players

Coaching requires excellent communication skills, which begins with mutual respect. If you have true concern for your team, you can often understand what the players are expressing, despite what they may actually say or do. However, occasions do arise where the team members have difficulty expressing an idea. When this occurs, you should listen carefully, then repeat – in your own words – what you believe they are attempting to express. By initiating a reciprocal dialogue, you can help your players overcome learning obstacles.

4.0CONCLUSION

In conclusion, coaches and teams want to win games. To this end, a good coach must create a learning environment where the team members are not afraid to take risks. They need to

understand that they will not penalize them for mistakes if the coach wants them to perform at their best. The coach must remain calm and patient to create this atmosphere, while portraying the characteristics that you want to teach the players, even during disagreements.

5.0 SUMMARY

This unit discussed the qualities of a good sports coach. You also learnt that amount of effort put in by any sport coach depends on the qualities and skills possessed by the coach. A skilled and more experience coach perform more and better than unskilled and inexperienced coach.

6.0 TUTOR-MARK ASSIGNMENT

i. Mention any three qualities of a good sports coach you learnt in this unit.

ii. Explain three qualities of a good sport coach mentioned above.

iii. Discuss how these qualities affect skill performance.

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MODULE THREE: COACHING TECNIQUES

UNIT III: Coaching Styles

1.0 INTRODUCTION

Like counselors, coaches are made up of a range of backgrounds, such as psychology, management, education, sports, and health. And of course, how coaches work with clients is related to this background, as well as to the coach's personality, experiences, and history. Coaching-related research identifies styles similar to those in classic parenting style literature.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Mention at least five (5) types of coaching styles.

ii. Explain each type of style mentioned above.

iii. Describe how each style affects athletes' performance.

3.0 MAIN CONTENT

3.1 Democratic Coaching Style

3.2 Autocratic Coaching Style

3.3 Laissez-Faire Coaching Style

3.4 Holistic Coaching Style

3.1 Democratic Coaching Style

A democratic (i.e., participative) coaching style follows the same general principles of democracy itself, as it takes into account the interests, concerns, and choices of the people involved. With democratic coaching, the client takes an active role in determining coaching goals and the methods used to achieve them. While client input is an essential element of democratic coaching, coaches have the last word when it comes to decision making. This coaching style encourages the following client skills and qualities:

- Motivation
- Collaborative competency
- Self-efficacy
- Creativity
- Commitment to objectives
- Inspiration
- Productivity
- Empowerment.

3.2 Autocratic Coaching Style

An autocratic (i.e., authoritarian) coaching style is very different from a democratic approach, as autocratic coaches take a firmer or even dictatorial leadership role, and the sessions commonly lack client input. In this case, there is a definite division between the client and coach, with autocratic coaches taking it upon themselves to make decisions. Sometimes described as a more extreme version of a transactional leadership style (see description below; an autocratic coach will often dictate all coaching methods and processes.

Although this coaching style may be negatively construed, there are situations (e.g., those involving high stress or urgency) in which a more collaborative approach is not optimal. Autocratic coaching also may become necessary when only the coach has sufficient expertise to make key decisions.

This coaching style encourages the following outcomes and client qualities:

- Productivity
- Efficiency
- Trust in the coach
- Stress reduction
- Realistic goal attainment
- Reduced ambiguity

3.3 **Laissez-Faire Coaching Style**

This mostly hands-off approach is grounded in the idea that clients possess the self-efficacy to achieve their own goals and priorities with minimal leadership. Using the example of a coach

hired as an external consultant, a laissez-faire coach holds the client responsible as the ‘primary process owner. This coaching style is so hands-off that it is often regarded as an ineffective ‘zero leadership’ approach. However, research also has suggested that a laissez-faire approach is only as negative as the particular context in which it occurs. Laissez-faire coaching during all situations may be regarded as a general lack of taking responsibility, as coaching does require some level of guidance and leadership. Instead, a flexible, open-minded coaching approach can recognize the fluidity of behavior as related to context and adapt the coaching style as needed. Additionally, positive laissez-faire coaching outcomes also are far more likely when the coach provides regular performance monitoring and feedback. This coaching style encourages the following client skills and qualities:

- Self-empowerment
- Self-efficacy
- Self-confidence
- Self-management
- Decision-making ability
- Freedom
- Autonomy

3.4 **Holistic Coaching Style**

A holistic coaching style takes into account the whole person. Recognizing the connectedness of multiple domains, this approach is concerned with all aspects of a client’s life. Holistic coaching has been used in a variety of contexts, such as for the promotion of positive development among

South African youth. In this qualitative study, coaches described the importance of taking a holistic perspective with students. Or, in the words of one coach, “You can never be a coach if you don’t develop a player holistically.

Whether discussing sports or life coaching, the concept is the same: to impact a client’s life, the coach must recognize and address the whole client during the coaching process. This coaching style encourages the following client benefits and qualities:

- Feeling understood
- Trust in the coach–client relationship
- Uncovering of deeply held feelings and drives
- Identification of solutions
- Enhanced wellbeing/functioning across the whole person (e.g., mind, body, feelings, and spirit)
- Enhanced wellbeing/functioning across multiple domains (e.g., family, work, home, health, etc.)

3.5 Mindfulness coaching

Mindfulness coaching draws from mindfulness philosophy by promoting a type of awareness in which a person pays attention to their feelings and thoughts in the moment, without judgment. It is an open-minded and accepting way of responding to thoughts.

Coaches following this approach work toward creating a calmer way for clients to respond to stress and anxious cognitions. A mindfulness-focused coach may be especially useful for anxious clients, given the significant relationship between mindfulness activities and reduced anxiety.

This coaching style encourages the following client qualities:

- Acceptance
- Peace of mind
- Reduced anxiety
- Clarity
- Harmony
- Awareness

3.6 Developmental coaching

This coaching style involves a type of helping relationship in which the coach identifies a client's learning opportunities and supports their growth. A developmental coach acts as a client's thought partner as they work toward promoting capabilities and attaining goals. This holistic approach addresses longstanding issues, varies based on developmental stage, and is useful for those who have reached a growth plateau

This coaching style encourages the following outcomes and client qualities:

- Long-term development
- Greater learning opportunities
- Broad human capabilities

- Self-actualization
- Enhanced growth

3.7 Intuitive coaching

This approach takes a relatively spiritual tack by supporting clients in developing and trusting their inner perspectives. Intuitive describes the achievement of personal fulfillment as the process of "using intuition to truly clarify musts and make them essential. Musts need to become critical for survival, success, wellbeing, and sense of purpose."

Along these lines, intuitive coaches will help a client to identify the essential ingredients needed for fulfillment and success by listening to their inner voice. This coaching style encourages the following client qualities:

- Self-efficacy
- Self-trust
- Uncovering deeply held drives
- Creativity
- Clarity
- Introspection
- Discovery of true passions

3.8 Transactional coaching

With transactional coaching, the coach is interested in an exchange-focused relationship. This task-driven and time-limited style is aimed at promoting performance and avoiding stumbling blocks.

Subcategories of transactional coaching include contingent reward coaching (i.e., the provision of rewards based on performance), active management by exception (i.e., attending to client challenges and mistakes), and passive management by exception (i.e., only intervening once problems become more advanced. Clearly, the difference between active versus passive transactional coaching lies in timing, since the former approach involves constant performance monitoring and proactive intervention.

A transactional coaching style encourages the following outcomes and client qualities:

- Performance enhancement
- Problem-solving skills
- Competency building
- Short-term changes
- Goal clarity

3.9 Transformational coaching

This one-on-one approach involves building a trusting coach–client alliance in which both parties agree on coaching goals and processes.

Rather than establishing hierarchical control, the transformational coach acts collaboratively with the client while offering authentic support and candid feedback. Transformational coaching is made up of the following dimensions: inspirational motivation, idealized influence, intellectual stimulation, and individual consideration. This coaching style encourages the following client skills and qualities:

- Cognitive development
- Collaborative skills
- Intrinsic motivation
- Self-discovery
- Purpose
- Accountability
- Ability to problem solve

3.10 Bureaucratic coaching

This style of coaching is rigid, adhering to specific rules and following a clear model outlining decision-making hierarchies. As such, it is most applicable to highly regulated situations or environments where it is essential to follow safety and other procedural regulations.

Bureaucratic coaching is less applicable to individual coaching than to coaching within public sector organizations or military settings.

This coaching style encourages the following outcomes:

- Consistency

- Efficiency
- Safety
- Accountability
- Reduced potential for favoritism
- Lack of job or task ambiguity
- Adherence to best practice standards

4.0 CONCLUSION

Style is defined as the way a coach behaves towards his or her coachees. A well known coach is often easy to predict how he or she will act and react in a given situation. When you think of significant people in your life, you can probably distinguish between the different ways in which each individual interacted with you. In other words, you are able to recognize his or her individual coaching style. If you put coaching and style together you get a definition of coaching style: a person's unique way of working with another individual to help him or her improve performance and reach his or her potential.

5.0 SUMMARY

In this unit, you have learnt different styles of coaching. Each coaching style discussed, a unique features and characteristics were pointed out in order to cater for individual differences of the learners.

6.0 **TUTOR-MARK ASSIGNMENT**

i. What is Coaching Style?

ii. Mention at least eight (8) coaching styles you learnt in this unit.

iii. Outline the feature of any four (4) mentioned above.

7.0 **REFERENCES/FURTHER STUDIES**

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MODULE 3 COACHING TECNIQUES

UNIT THREE: Coaching Skills in PE and Sports

1.0 INTRODUCTION

As a coach, in Physical education and sports you will initially need to develop certain skills that will make your job simple and more understanding to your athletes. These coaching skills include organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and giving feedback.

2.0 **OBJECTIVES**

At the end of studying this unit, the Students should be able to:-

i. List all the Coaching Skills mentioned in this unit.

ii. Explain each skill mentioned above

iii. Describe how these skills affects athletes' performance

iv. Uses these qualities during the practical classes.

3.0 MAIN CONTENT

a. Organizing
b. Safety
c. Building Rapport
d. Providing Instruction
e. Explanation and Demonstrating
f. Observing and Analyzing
g. Giving Feedback.

a. Organizing: In organizing the training session, you need to plan how you will manage the athletes, equipment and area - group athletes accordingly to numbers, ability and the activity - continually check the plan is safe during the session.

b. Safety: In providing a safe environment for the athletes you must assess the risk of the area, equipment and athletes - continue to assess risk throughout the session - keep athletes on the set task and follow correct practice and progressions.

c. Building Rapport: In building rapport with the athletes learn and use their names, smile and make eye contact, coach the athlete rather than the sport, show interest in and respect for the athletes.

d. Instruction and explanation: In providing Instruction and Explanation, you should think about and plan what you are going to say, gain the athlete's attention, ensure they can all hear you, keep it simple and to the point and check they understand by asking open questions.

e. Demonstration: In providing demonstration make sure you are in a position where the athletes can clearly see and hear you, identify 1 or 2 key points for the athletes to focus on, repeat the demonstration in silence 2 or 3 times (side, back and front view), ask if they have any questions and check they understand by asking open questions. There are times when it might be more appropriate to use someone else to provide the demonstration.

f. Observation and Analysis: In observing and analyzing break the action down into phases, focus on one phase at a time, observe the action several times from various angles & distances, compare the action with your technical model and if appropriate determine what corrective action is required. Remember your ears can also be used to observe - e.g. listen to the rhythm of the feet of the hurdler.

g. Feedback: In providing feedback encourage the athlete to self analyzes by asking appropriate open questions, provide specific and straightforward advice, limit the information to 1 or 2 points, check they understand what they will do next and make the whole process a positive experience for the athlete.

7.0 CONCLUSION

In conclusion, coaching skills are techniques and strategies applied by a coach to enable the athletes learn easily. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular coaching skill to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about.

5.0 SUMMARY

This unit, you have learnt that organizing, safety, building rapport, providing good instruction, clear explanation and good demonstration, accurate observation and analysis well as correct feedback are considered as skills of good coach. For every coach to be considered as qualified, must excel in these skills.

6.0 TUTOR-MARKED ASSIGNMENT

i. How many coaching skills did we discuss in this unit?
ii. Mention any five (5) coaching skills you know.
iii. Explain each one mentioned above.

7.0 REFERENCES/FURTHER STUDIES

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MODULE THREE: COACHING TECNIQUES

UNIT FIVE: Roles of a Coach

1.0 INTRODUCTION

One of the key reasons behind utilizing a sports coach is to improve sporting performance. However, sports coaches bring so much more to the role than just achieving results on a scoreboard. Sports coach needs to be among other things a mentor, teacher, psychologist, physiologist, and confidante. They also need to bring skills such as diplomacy, negotiation, facilitation, organization, problem solving and motivation.

2.0 OBJECTIVES

At the end of studying this unit, the Students should be able to:-

i. Mention at least four roles of a sports coach.

ii. Explain the roles of a sport coach.

3.0 MAIN CONTENT

3.1 Assessor and Advisor

3.2 Role Moral

3.3 Mentorship

3.4 Cheerleader

3.5 Consistency

3.6 Communicate of plans clearly.

3.7 Learn from your athletes.

3.8 Learn from Other Coaches

3.9 Modify as Needed.

3.1 Assessor and Advisor

Coaches need to be able to assess an athlete's performance and advise on which areas need to be improved. The advice given by a sports coach may also cover training recovery, working with injuries, nutrition, and developing a positive mental attitude.

softball coach

3.2 **Role Model**

Coaches must understand that their athletes look up to them, so it is important that they 'practice what they preach', have integrity and behave in a way that is respectful to their sport and those around them.

3.3 Mentorship

Many sports coaches will also find themselves working as guides. The role of a mentor is to guide a less experienced person by building trust and modeling positive behavior. While coaches need to look after their athletes' health (physical and mental) and their safety, they will also need to get 'tough' with their mentee from time to time. At practices and competitions, student-athletes are paying attention to their coach's behavior, tone, and interaction with the team. Emotional stability from a coach frees athletes to push outside of their comfort zone in practice and competitions.

3.4 Cheerleader

One of the most enjoyable aspects of coaching is celebrating success. Whether it be winning a medal, a final, or simply celebrating a new personal best, it's important for the coach to celebrate alongside their star athletes.

3.5 Consistency

As a coach, I create a training plan that is challenging but predictable to keep athletes happy and healthy. This, in turn, breeds consistency and plays to the athlete's natural weekly rhythm. The same holds true in the classroom. Students thrive in a predictable environment. When consistency is built into course structure, the class knows what to expect.

3.6 Communicate Your Plan Clearly

Coaches communicate the training plan to their team and articulate the purpose of each session in plain words. Whatever the goals may be, I am purposeful in designing an achievable plan and I always communicate my goals and my plan to my students. Understanding the plan provides my students with a deeper awareness of why I do certain things in the classroom and leads them toward higher levels of independence.

3.7 Learn from Your Athletes

A coach can learn from every athlete on the team. Both the most and least talented athlete in the group will help improve the coach's skill set. As a coach you may discovered that recognizing and learning the strengths and weaknesses of my students is worth its weight in gold. Some students learn best independently, while others learn most effectively from collaborative efforts. Each student in the classroom is unique, and each adapts differently. Discussions, demonstrations, lectures, and presentations all have a time and a place, and the art of teaching is learning how to appropriately leverage techniques to fit student needs.

3.8 Learn from Other Coaches

A coach should seek out mentors they trust and respect, model the positive aspects of their leadership, and ask for advice on matters. I utilize mentors/influences to help me avoid the pitfalls of teaching. Sometimes, I observe educators I respect in their classrooms, and then incorporate their positive attributes into my teaching and coaching. Other times, I meet a mentor for coffee or lunch and pick their brain to find out what they know and what I can learn. Your relationship with a mentor or influencer doesn't need to be formalized. I've watched videos of educators and coaches and come away feeling empowered to take my teaching to the next level.

3.9 Modify as Needed

There is a science, but also an art to coaching. A wise coach uses his or her experience to modify training based on the current situation. “Reading your athletes,” is an important skill within the art of coaching.

4.0 CONCLUTION

Good coaches are not only called upon to improve their athlete’s performance but to also encourage positive thinking, teamwork, resilience, a good work ethic, and respect and love for

the game. As such, sports coaches play an integral part in human development, and the influence a good coach can have on their athlete's life can go way beyond the sporting field.

5.0 SUMMARY

Sports coaches assist athletes in developing to their full potential. They are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement. The coach also is responsible for the guidance of the athlete in his or her choosing sports career.

6.0 TUTOR-MARKED ASSIGNMENT

i. What do you understand by the roles of a sports coach?

ii. Mention any six roles of a sports coach.

iii. Explain five (5) of six roles mentioned above.

7.0 REFERENCES/FURTHER STUDIES

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