

Pedagogic Entail in Table Tennis Training

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Abstract

The several ways of coach/athlete relationship shows an interplay complex between personalities and behaviours, as a function of some goals, based in some structures, within a stablished period of time and following a kind of methodology. Entail is a term which means a subordination condition, or impose an obligation to. The pedagogic entail is stablished between someone who teaches and someone who learns, aiming to modify, under some parameters, the attitudes, capacities and ideas of those who learn (3). There is an entailing of the athlete to the coach in table tennis training, while it happens this pedagogical relationship process mentioned, where one teaches and the other learns. The purpose of this study is to show the importance of break, partially or totally, this pedagogic entail, aiming to form a good table tennis player, as well to suggest some relevant aspects to be considered for the consecution of this process, looking for an athlete with sufficient autonomy during the training program guiding, being an active and independent subject in his own player construction; he will stablish a cooperation (not entailing) relationship together his coach. The contents in leadership, reinforcement, motivation teaching methodologies and styles, as well the years of practice in table tennis coaching, will be used for the aiming of this study.

Key Words: sports, table tennis, pedagogy, training, coach.

Introduction

The several sports can be divided based on some parameters, such as individuals or not. It is a general division, and there are many others. Table tennis has some characteristics as an individual sport which allows a particular study.

Table tennis has an individual training environment, caused by many reasons, such as the impossibility for a large group take part in it, or by the tactical and technical aspects involved with the different styles of games. It allows the coach to work with a group where there may not be two athletes with the same technical characteristics, which is not a rule, but shows that individual training environment.

The competition situation shows up a condition in which the coach can not interfere in the athletes performance; it is possible only during an interval of 2 minutes between sets.

The Individualization

During a training session, it may be important in many situations, an individual work. Many aspects will limit these situations, such as the number of athletes, the

content in question, the material structure, the goals, the personalities, level of performance, etc. An activity can be individual when "the same task can be done by every one, but each one follows his own way, or when it is suggested individual tasks, adapted to the possibilities and limits of each one" (4). The group composed by the coach and the athlete will determine when and how to use such ways in function of the mentioned aspects. The individualization will involve the planning, guiding and evaluation of the training and competition, when each athlete will take an active part in these procedures, for he is the central figure of the whole process. For table tennis, it is important that the athlete takes part in planning his training and competition work, since sometimes he is able to perceive his own necessities, to discuss and determine what to do or not; when the athlete does not show this feeling it must be developed based on table tennis specific characteristics.

There is an important and complex aspect related to the use of models or rigid standards as central targets within the planning in table tennis; it is necessary to take care for not to limit the athlete's creativity, because table tennis allows, due to the complexity and variety of its techniques, as a function of the materials and game styles, an exploration of the athlete's creativity based on his own characteristics of body movement. "It is necessary to avoid that the model may confuse the athlete, exempting him from the effort of discovery" (4). The coach must search some planning in which the athlete will be able to interfere, based on the kind of knowledge of himself, related to some sensations which cannot be perceived externally.

Seybold, A. (4) said: "the one who learns must have his interest oriented to his own performance", and it is necessary to give some parameters which allows him to record his performance by himself". Aiming at the proposed individualization, the athlete needs to take part in the accompanying of the training process, since the work is done for each person, in a specific way, and "they need to know all the time, to what logical totality, this or that task belongs to" (4). Hillal(2) said: "it is not enough to acquire knowledge, it is necessary to know how they have been acquired and how they can be used according to their own necessities, interests and purposes". The athlete who is able to participate and influence the training accompanying process can, sometimes, modify the planning, based on his perception of his own performance. These changes could happen in any part of the training periodization, and even in an individual training session.

The evaluation of each learning process may be something which needs a wide discussion, based on many factors. In a general way, in table tennis training, one can evaluate the process by using the results in competitions, or by the scouts; the athlete can also evaluate his own improvements feeling the changings in the technical, tactical and physical aspects as well as his own involvement with the entire process, evaluating if he is improving his participation as an active agent, because this process exists specially for his own improvement as an athlete. He will be able to evaluate if his psychological condition is being improved with his athletic condition; Seybold (4) said that "almost not is taught to the pupils on how to judge their own performance".

It is important to emphasize, as well as thinking about what O'Brien said (cited by Hillal) (2) that the students are very interested in judging their teachers, and "it is obvious that the pupils know the difference between a good and a bad teacher". It may be the same case of sport.

Flanders (cited by Hillal) (2) based on researches, explains that the direct influence of the teacher, like when he chooses, makes a lecture or presents critics, increases the dependence of his pupils;

"however, when there are explicit goals it is possible to obtain positive results under the direct influence because the pupil knows if he ought to accept or refuse the teacher's influence, deciding by himself. If there are vague goals, the pupils will depend on the teacher concerning the unclear orientation".

It is an important point of view for table tennis because it takes place not only when there are explicit goals, but also when the athlete takes part in its elaboration, guiding and evaluation, cited above. Mme. Mosse Bastide (cited by Hillal) (2) emphasizes that "it is important for the teacher to perceive the purpose of his pupils interpreting their attitudes, previewing their reactions aiming at adapting the teaching rhythm to the momentary possibilities". It adaptation will happen in many moments from the athlete's help, who will perceive what possibilities he can feel at the specific moment of training and competition.

The athlete will always have something in himself which the coach will not be perceiving, and the individualization of his training will avoid that the athlete loses his own capacity of perception on how and when to take advantage of his self-knowledgement, aiming to improve his training and competition situation, as well as the coach.

The Pedagogic Entail

The expression entail means "moral connection", subordination, it imposes an obligation to (1), being useful for the purpose of this study, which is to discuss an important phenomenon in sports training, called coach/athlete pedagogic entail.

Garcia, (cited by Patto) (3) said:

"the pedagogic relationship is an established implicit entail in all education practices, between someone who teaches and someone who learns, aiming to modify, under some parameters, the attitudes, capacities and ideas of those one who learns".

The existence of the entail could mean something more than its intention in modify the other, resulting until in dependence, because its an entail. Based on how the pedagogic relationship occurs, the content is much more important than the entail, because the content is , in many moments, the most important component for the process of training.

At sport training there is an entailing between the athlete and the coach, because there is the pedagogic relationship process cited above, where one teaches and the other learns.

An important aspect is the dependence which there is in the pedagogic entail, because, according to Garcia (3) "the one who does not knows depend on the one who knows", however, someone's improvement of an individual means also the capacity of stablishing other kinds of relationship, like competition ones, and not dependence only. The coach/athlete pedagogic relationship must happen in these other ways, aiming at an independence of the athlete in training and competition.

One of the important step to be followed at the beginning of an athlete's career is the pedagogic entail breakdown. In conformity with that explained before, the coach has a reduced participation beside the athlete at the competition, what justifies the anterior preparation for a partial, not total, independent performance of the athlete from his coach.

This condition will be created during the entire process of training, since the athlete starts his career, when he will be educated to think by himself about the best solutions for technical, tactical and other situations in general. The coach must have the feeling to perceive the athlete's behavior, when he will create, together with him, the necessary conditions for planing, following and evaluation of the training session. Initially, the coach should have the basic knowledgement in biomechanics, motor learning, training techniques, etc., which will allow him to show the athletes the training possibilities and alternatives, paying attention to not totally determine the athlete's attitudes. It is important to see that in each stage of training, these procedures will present their own characteristics and, maybe, remarkable differences.

Based on the complexity of the techniques and equipments, it is difficult to standardize the table tennis player. Players who are trained only under the models oriented by the coach, run the risk of their standardization when their opponents will be able to preview the actions at the competition, and being until totally dependent on the coach's orientation, which they will not be able to compete without. The table tennis athlete who has more independence from his coach will show much more self confidence when winning or losing a point, once he was prepared in this way, taking part in planning, following and evaluation its process.

The people, based on the biological individuality principle, have different characteristics, which make them different from each other, and each athlete comes to his coach with his own characteristics, such as the motor, physical, physiological and many others aspects, as well as his previous sports experiences. The coach must know how to observe these characteristics and use them aiming at the preparation of the athlete; it is a mistake if he judges his characteristics like them are not related to the table tennis practice, and is important to understand that no one athlete is totally a beginner.

The efficiency in this process needs that the coach does not think of himself as the only one in condition to teach and correct, giving the athlete a participation chance, to choose and discuss his own performance and also his partner's. It will take time, patience and humility, specially for the coach, who must accept that his concepts and orientations sometimes will be questioned and discussed. It does not mean that the coach will not have some authority to orientate the process, suggesting perhaps that the athlete will always be in conflict with him; as a guideline, the physiological and methodological training principles will be respected, and related to Tani (5):

"at the initial stages of learning, although the pupils perceive that they are performing something wrong, many times they cannot perceive the origin and characteristics of that error. In this situation, the teacher must give specific information aiming at helping them in detecting and correcting their error. When the learning process continues, the pupils develop in themselves an inference to compare their performances. The ideal thing in motor learning is that the pupils develop their own errors detection and correction mechanisms, and be able to self-evaluation".

The coach will behave as an observer, paying attention to the moments that by several reasons (technical, tactical, structural, etc.), when it is necessary his intervention- according with Tani, cited above- to assist the athlete, and some times guide him. However, this assistance and guidance must allow the athlete to understand what the coach's reasoning for his effective interference was. Every time the coach adopts these procedures, he needs to give the athlete a chance to choose, at the same extent of his preparation to perceive the moment (accordingly cited above). This exchange of ideas must be objective only about what is of specific interest that moment. This behavior can result in several situations, which will be not commented here because of their complexity, which requires a specific study; but as a rule, it is important to adopt a flexibility in action aiming at a correct behavior when facing these situations and their modifications.

Following this way, the coach will be avoiding the arising of a strong pedagogic entail between him and the athlete because he is giving an autonomy to the athlete for a self-conduction in the training process, being an active and independent person in his own preparation as an athlete. The search for this autonomy aims at the competition, where the athlete, accordingly to what was exposed before, will be able to act nearly always by himself, with the coach taking part in some situations in a cooperative manner. In this context, the coach will pass through successive and important experience of behaviors, relationships, communication, authorities, etc., when it is necessary to have conscience to make good use of it, being always submitted to changes in his behavior, which is needed to a self development.

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