



Training Program for Evaluation of The Technical Fundamentals of Basketball in Ninth and Tenth Grade

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Abstract

Introduction: Basketball, being an acyclic sport, involves different game rhythms as well as a great variety of technical gestures, the projection of the Alfredo Vásquez Cobo Departmental Educational Institution consists in the creation of a team, it is determined that the most important thing to restart the process is the development of the technical foundations of basketball in search of generating the bases and standardization of the students' levels of play. The intervention will be carried out through diagnostic tests, control tests and final tests, in addition to the training program specified in the main technical fundamentals of the game (double rhythm, dribbling, passing and shooting).

Objective: Develop and evaluate a training program based on the assessment of the technical fundamentals of basketball for ninth and tenth grade students of the AlVasCo school in the municipality of Quebradanegra.

Methodology: One of the key aspects in this work was the support of the bases of data that we accessed, performing different search equations, introducing the keywords, 2209 articles were found, taken from the Scielo and Sport Discus database, of which none were at the local level, (13) at the national level, (27) at an international level, taking (23) articles as functional to carry out the project that its research focus is quantitative and qualitative, because the tests to be developed have both numerical components and the characteristics or aspects of the technical gesture.

Results: The expected results of the intervention will be the correct development of the technical foundations, specifying the ability to perform the technical gesture of double rhythm in both hemispheres.

Conclusions: In addition to the management of the 4 hand changes in both hemispheres and a consistent technical throwing gesture (all these fundamentals effectively).

Keywords: Program; Training; Evaluation; Development; Technical foundations.

Introduction

The present work refers to the subject of sports training, specifically basketball, which is identified as a team game that requires the disinterested unification of the competence of each individual that forms it, "requires a good realization of the fundamental techniques, which after Once learned, they practice in the game and put into practice different situations that can occur during a match" [1]. The characteristics of basketball exposed reveal

that the technical development of the sport is one of the most important aspects to intervene in a training process, the need to teach technique arises for different reasons, as in the case of the regulations that, being a sport with different rules prevent it from being possible to play properly, without knowing the technical foundations, the technical difficulty requires a broad base of training and repetitions of these gestures. In addition to this, to work on complementary aspects such as tactics, physical preparation,

psychological preparation and others. Also, it is important to have the training bases of the technical fundamentals. The training program was carried out in the interest of the IED AlVasCo. to once again create a space for the development of a representative team of the school, having completed a previous process and having students who dropped out, the priority is to improve and maintain technical skills, generating a standardization of game levels and laying a foundation of equipment for the next periods where the start of competition at the institutional level can be projected. In addition to the academic interest of the coach for the application of the concepts studied throughout her undergraduate career, in addition to strengthening her weaknesses and improving her qualities as proposed in the objectives of professional training practice [2]. In the methodology of the work, the realization of control tests carried out in the first week of training is proposed, later, in the and ending the training intervention, the items to be evaluated within the control tests are the technical fundamentals such as the double rhythm, the launch and the bounce of the ball. Control tests are applied to students enrolled in the basketball program. The purpose of this sports training program is to generate technical capacity in the students who will be enrolled in the program, in this case these technical capacities refer to the ease of handling the technical element of double rhythm, the two hemispheres, the 4 changes of hand in both hemispheres, in addition to an effective and correct technical throwing gesture.

Description of the Problem

In the project to create sports teams at the school: Alfredo Vásquez Cobo, basketball was chosen as the sport to start the program, for which the Institution requested practitioners of careers alluding to the sport to direct the initiation of the project, and also carried out the promotion. and invitation to the student community to be part of the training. Taking into account that the project initiative is new and although there were base groups and background with which to start, it was decided to start without taking into account past processes. The basic component for basketball training is the technical fundamentals, specifically, shooting, double rhythm and bouncing the ball. The problem is that in recent times the institution has not carried out a project for the reactivation of a basketball team, in addition to the fact that in a diagnosis made those interested in the sport of basketball have had little or no previous competitive experience. The need to work on the aforementioned technical capacities is to consolidate a standardization and a base for the game of all those registered so that after carrying out this program other training components can be applied, such as tactics, physical preparation or psychological preparation. The time established to work will consist of an 8-week training program starting on September 27 of this year, initially counting, with a space of 6 hours of training per week with the possibility of increasing it in case of expansion of the groups. During the application of the work there will be different phases and programmed activities, in the first week of training some specific tests of the sport will be developed, this training control will be repeated in week 8 and for the respective feedback.

The completion of this project will consist of the training

plan and control tests. The control tests will be carried out in the weeks already described and will include aspects that will evaluate the technical fundamentals of throwing, double rhythm and the bounce of the ball, qualifying in 2 aspects, a qualitative one that will evaluate the good development of the technical gesture and a quantitative one that will measure the effectiveness of carrying out this technical gesture. The training plan will have a specific preparation for the training of each technical gesture of the sport, focusing a weekly training session on the development of the technical fundamentals to be evaluated, during these sessions the other technical gestures may be included to perform a coupling, However, training in these qualities will be specified. The creation of the team and the implementation of the intervention program will generate a positive impact as the initiation of the training program, with future projection for the following teams that are created, a certain structure, and with these factors, having the possibility of accessing institutional tournaments as Intercollegiate Get over yourself.

The founder of the institution was the Priest: LUIS EDUARDO ORJUELA BARACALDO, in 1972 as parish priest of Quebradanegra. At that time, he managed to get the representative of the Chamber ALFREDO VÁSQUEZ CARRIZOSA, son of the General of the Republic ALFREDO VÁSQUEZ COBO, to give significant help, to start the work of the institution, with the help of the community: parents and students, who They provided the labor; they began the construction work while classes began in the rooms that had previously been the General Santander School, for boys, today the National Police Post. For this reason, Priest Luis Eduardo Orjuela gave the Institution the name: "Alfredo Vásquez Cobo". Economic sector: The economy of the EI is made up of income from state funds such as: free resources (CONPES), funds from the Ministry of Education for payments of public services and collections of own resources for renting a school store.

Organic Structure, Mission, Vision, Objectives and Strategic Axes of the Practice Center

Mission

The Alfredo Vásquez Cobo de Quebradanegra Educational Institution's mission is: "To educate children and young people, competent in the academic field, work and as members of a society with values such as: self-esteem, sense of belonging, affection, respect, tolerance and others that allow a harmonious integral development, with healthy coexistence and an improvement in the quality of life, forming an individual capable of facing the challenges of the 21st century with maturity and responsibility under the rules and guidelines of the MEN and the Secretariat. of Ed. of the Department, in administrative assistance in response to the curricular integration that is developed with SENA for grades 10 and 11 (ADMINISTRATIVE ASSISTANT TECHNICIAN).

Vision

By 2025, the Departmental Educational Institution "Alfredo Vásquez Cobo" will have at least a high level in state tests, and the Service offered will have high quality and credibility in the

community and its environment; Academic high school graduates graduated by the IE will maintain articulation with a higher education institution (SENA and/or another entity) and will therefore receive titles such as “Technicians” initially in Administrative Assistance, which will allow them to continue in the training chain or be linked to the productive/labor field.

Philosophy

Under the motto “Let’s sow values to reap a better world”, the Departmental Educational Institution Alfredo Vásquez Cobo de Quebradanegra assumes that its responsibility is to: “EDUCATE IN VALUES FOR LIFE” and this approach makes it see how to grow in values developing in children and young people intelligence and spirit, respect and dignity, in a word, it is what Piaget wisely points out as self-improvement or self-development. This consists of confronting oneself, in striving to give the maximum of oneself and, may each one produce, one hundredfold, and harmoniously develop their integral being.

Every individual is born with a potential for biological and psychological possibilities that education must reinforce, in order to externalize them and take advantage of them in society for a human coexistence so generous that each member contributes with the best they have, generating well-being and happiness personally and in their community around. Educational action must be carried out in parallel in two senses: Individualization and Socialization; that tends to capture duality and unity. The first is so that each person can realize themselves in the fullness of their powers and the second so that such personal improvement has a sense of community. Education is a perennial fight against selfishness, especially in any era in which no one wants to subordinate their personal interests to the common good; in which pressure groups want to sacrifice their neighbor and the state for the sake of their profit and well-being. For this reason, it is imperative to encourage in each member of the community concern for the common good and create the spirit of solidarity through youth and children’s associations, homework, group study, games, sports, and especially, making classes an area of meeting and solidarity effort.

For a man to be educated, the possession of mere technical skill or ability is not enough; he must also have some knowledge and some kind of conceptual scheme, to raise the intellect above the level of a collection of unconnected facts; This implies apprehending the principles that govern the organization of events, which is called the cognitive body, associated with the criteria that should be implemented. The campus welcomes the following philosophical foundations, which will be described in the coexistence manual: “Contemporary man awakens in the cosmic amazement of language and the speed of communication. This amazing development involves all of humanity, reaching even the smallest places of geography. This emergence makes the created person, introverted, simple, eager to be someone in existence, look for mechanisms, values such as: respect, honesty, solidarity that help him give importance to subtle things. that he does daily; that he gives himself the necessary ideals to give his best, to improve himself, to be critical.

Principles and values

With the philosophical principles described above, the Departmental Educational Institution “Alfredo Vásquez Cobo” of Quebradanegra, decide to focus education as growing in values for life promoting and strengthening the development of intelligence and spirit; respect and dignity, harmony and peaceful living as a support for the happiness and well-being of those around us.

Therefore, the education provided in the Educational Institution is based on the following principles and values:

1. Self-esteem: Appreciation for oneself and positive assessment of being oneself.
2. Tolerance: Respect for the ideas and beliefs of others, even if they are different from our own.
3. Spirit of improvement: Desire to be better every day.
4. Responsibility: Conscientiously assume facts and actions typical of student life.
5. Cultural identity of the municipality: Respect for traditions, customs and municipal symbols, expressions of appreciation for Quebradanegra.
6. Humanization: Achieve a kind, cordial, sensitive, understanding, more “human” fact of daily chores that facilitates harmony, happiness and well-being for oneself and those with whom one interacts.
7. Transcendence: Security of an afterlife based on our religious principles.

Type of Plan Developed by the Institution and Specify the Most

Relevant focused on the exercise of Professional Practice

At the Alfredo Vásquez Cobo departmental Educational Institution, the plan to be developed is to start a project to create a basketball team, starting with the promotion and call to join the teams, the planning of training sessions, in addition, generating spaces where Trainees can put what they have been trained to the test through tests or internal competitions.

Particular situation to intervene:

According to the results of the diagnosis: Within the framework of the training practices to be carried out in the Educational Institution, the main intervention that will be carried out will refer to the specific technical fundamentals of basketball starting with the most basic, this in search of creating a base, for the institution’s team, of players with similar skills and technical level in their process of creating the school’s basketball team. Specifying the technical fundamentals to be intervened mainly, the basic components will be considered, mainly double rhythm, hand changes, launches from different zones and defensive fundamentals. The form of intervention will be carried out through a diagnosis, a training process and different monitoring tools and ends with a review to determine if the intervention was positive for the players

who developed it. The intervention will consist of diagnostic tests, which will measure your effectiveness in performing technical gestures, in addition to evaluating your technical gesture through the biomechanics of technical movements.

Double rhythms: Students will perform a test that consists of performing the double rhythm technical gesture where the baskets of 10 attempts will be counted, both from the right and from the left. Additionally evaluating the technical gesture.

Results: The results of this test will have two parts. The first is the quantification of the double rhythms made and the baskets made. The second measure will be if you perform the technical gesture correctly (the evaluation of the technical gesture will be carried out using the biomechanical parameters given by authors of the subject).

Biomechanical parameters

The player must meet these parameters for the throw to be correct.

- Start of the double rhythm with the right or left foot depending on the side.
- Two steps and launch in sequence, by right (right, left and launch) and by left (left, right and launch).
- Launch with the hand depending on the foot with which the double rhythm is started.
- In the second, the opposite leg ends up bent and forward.
- Del Río, 2003 [3].

Free throw: Those trained must carry out a test consisting of 5 throw attempts from the free throw line, the converted throws will be counted.

Results: The results of this test will have two parts. The first is the quantification of free throws made and baskets. The second measurement will be if the technical gesture is performed correctly (the evaluation of the technical gesture will be carried out using the biomechanical parameters given by the authors of the subject).

Biomechanical parameters

The player must meet these parameters for the launch to be correct.

- Simultaneous leg and arm extension movement.
- Keep your feet approximately shoulder width apart and your dominant slightly more.
- The ball rests on the dominant hand, with the fingers extended, open and back.
- Non-dominant hand contacts the ball in a slightly forward position.
- The ball completes its trajectory in constant rotation.
- The Dominant arm ends up extended until the ball touches the rim.

- Del Río, 2003 [3]. Basketball Methodology, Sixth Edition.

3-point shot: 5 shooting points will be located around the area of the 3-point line in which those trained will have two shots for each of the points, the shots made will be added to have a final result.

Results: The results of this test will have two parts. The first is the quantification of the pitches of 3 made and the baskets. The second measure will be whether they perform the technical gesture correctly (the evaluation of the technical gesture will be carried out using the biomechanical parameters given by the authors of the subject).

Biomechanical parameters

The player must meet these parameters for the launch to be correct.

- Keep feet approximately shoulder-width apart, lead foot slightly forward.
- The ball rests on the dominant hand, with the fingers extended, open and back.
- Non-dominant hand contacts the ball in a slightly forward position.
- The ball completes its trajectory in constant rotation.
- Dominant arm ends extended until the ball touches the ring.
- Del Río, 2003 [3] Basketball Methodology, Sixth Edition.

Circuit: Cones will be located at different points of the field, where the students to overcome the obstacle must change hands and at the ends of the field perform the technical gesture of double rhythm, the test will be measured by the time that the coach will be taken using a stopwatch.

Results: The results of this test will have two parts. The first is the quantification of the times performed. The second measure will be if he performs the technical gesture correctly, in this case, hand changes from the front (the evaluation of the technical gesture will be carried out using the biomechanical parameters given by the authors of the subject).

Biomechanical parameters

The player must comply with these parameters for the technical gesture to be correct.

- The dribbling change in direction is simultaneous with the retreat of the forward leg by means of a pivot on the foot that is further back.
- Complete the phases of the boat (cushion, control, impulse and aerial)
- Make the boat with your fingertips.
- Del Río, 2003 [3]: Basketball Methodology, Sixth Edition.

30 meters: A test will be carried out where each student must

run at their maximum speed for a distance of 30 meters, which is equivalent to an approximate measurement of the length of the basketball court, while the coach counts the times with a stopwatch.

Results: The results of this test are the quantification of the times performed. After carrying out the tests, a training plan will be generated to improve these technical gestures. At the end of the training plan, the tests will be carried out again to determine if the intervention was positive within the study group.

Theoretical Framework

Basketball

Basketball, due to its characteristics, has a great technical variety in addition to being complemented by the rhythms that the game demands according to different situations, in addition to being complemented by various energy pathways due to all the rhythms that can be managed during a game. "Basketball is a sport with intermittent performance, where the sporting gestures, motor actions, are sub maximum - maximum intensity, with aerobic pauses as a transition between each of them" [4].

Technique

Ozolín [5] defines technique as the "most rational and effective way of performing exercises." That is, each exercise, each movement, has its technique that transforms a practice into an effective and rational one, at the moment of its execution [6]. Defines the sports technique as "the ideal model of a movement relative to the sports discipline". It induces the transformation of a natural, spontaneous movement, in a determined pre-established model, created due to the pertinent studies under the incidence of various sciences, which, in this way, guarantee reliability as an ideal valid model, therefore, very difficult to achieve. It implies the continuous practice of certain movements to achieve an execution similar to the ideal model, to which one tends. collective sports Mechling (1983) defines technique as "those movements or parts of movement that allow attack and defense actions to be carried out based on a certain game intention, and with a more or less good quality of execution". "Biomechanical model, through which the individual operationally resolves the practical action posed by a specific motor action" [7]. "The realization of the ideal movement that is aspired to is the method to carry out the optimal motor action by the athlete" [6].

The technique is those basic movements that a certain sport requires, carried out in the most biomechanically efficient way, in addition to being technical movements that have been reached through various studies and antecedents that describe these movements as the most operative and effective at the time to practice each sport. "Those movements or parts of movements that allow attack and defense actions to be carried out based on a certain game intention and with a more or less good quality of execution" [8].

Technique training

Technique training allows trainees to provide the bases of each sport to start a process of initiation and specialization in said discipline, technique training consists of teaching and improvement.

"Training is aimed at both teaching and improving technical actions (motor skills), the object of the sports specialty or that give it a direct or indirect basis for it" [9,10].

Technical concept of the free throw

The free throw is the basis of the general shot, it is the only offensive action in basketball where there is no opposition from the opponent, which allows it to be a shot that, if executed correctly, should always end in a basket, it has biomechanical aspects certain specified by different authors.

- The ball should be placed at temple height.
- The elbow of the throwing arm will be in the direction of the rim and the segments that make up the arm must be located in a completely vertical plane.
- The hand will be placed under the ball and only the fingers touch it.
- The opposite arm rests its hand at mid-height of the ball on its side.
- The thumbs form a T between them.
- The movement must be continuous, coordinating the extension movement of the legs and arms to throw the ball towards the hoop with a flexion of the wrist at the moment of final extension of the arm.
- The feet should be approximately shoulder-width apart and with the foot of the pulling hand slightly forward.
- both feet must be directed towards the hoop.
- The legs are bent at the knees.
- The trunk will be straight, but slightly inclined forward.

Double rhythm technical concept

"It is a throw that is made while moving, after dribbling or having received a moving pass. You must always shoot with the hand furthest from the defender, which corresponds to the hand on the side where the movement starts" [11].

- The ball is caught in the aerial phase between the last approach support and the first legal advance.
- The first and second support is performed by driving the body upwards.
- The ball is released before falling back to the ground.
- The first step will be in length and the second vertical.
- The leg opposite to that of the second support will drive up through the knee.
- The ball should not be carried from one part to another.
- At the same time as the body is raised, the ball is raised to throw at the moment of greatest height.
- The opposite hand to the throwing one must protect the ball from being defended.

Throwing

“It is the action by which the ball is thrown into the opposing ring. Furthermore, it is the most important technical-tactical means of attacking basketball and constitutes the final link in a series of motor, individual and/or collective acts almost always aimed at achieving said shot with the best possible conditions” (Salmeron, 2012). The shot is the most important offensive action in basketball, being a complement to many other actions, in addition to being the only way to complete the objective of the game by scoring the most points.

Technical concept of the ball bounce

“Jump that the ball makes when it hits a hard surface and bounces to progress or maintain possession of the ball” Royal Academy of the Spanish Language.

- The fingers should be open, with the hand, wrist and forearm in a relaxed state of readiness.
- Keep the elbow flexed near the hip, the forearm separated from the body and parallel to the ground.
- The knees should be bent to assume a slightly inclined position.
- The back should be kept relatively straight with the head raised.
- The ball is pushed against the ground with the tips of the fingers, by flexing the wrist, at a comfortable distance from the body.
- The ball is controlled with the fingers and the ball will never be hit or propelled with the palms of the hands.

Materials And Methods

Methodology

This intervention program seeks to learn, generate and evaluate the technical foundations of basketball, taking into account the need of the educational institution to convene a basketball team from scratch, for which it is necessary to start training programs with the basic concepts. of basketball [12], in this case the launch, the double rhythm, the pass and the bouncing of the ball, for which a systematic development of the activities is necessary in which how it will be achieved is explained. carry out, how many sessions and weeks will be necessary, in addition to the concepts to be worked on throughout the program. The intervention will consist of 3 phases.

Phase 1

As a first measure, diagnostic tests will be carried out. In this training program, preliminary tests must be carried out to determine the physical and technical condition of the players, with the purpose of making it possible to show if there is any change after it has been carried out. the program and also for ease of the trainer of which are the capacities that must be worked with greater rigor.

Methodology: Global.

- Diagnostic tests will be used for the first week.

- And they will be repeated as evaluation tests at the end of the course.

The tests to be evaluated will be:

30 meters: A test will be carried out where each student must run at their maximum speed for a distance of 30 meters, which is equivalent to an approximate measurement of the length of the basketball court, while the coach counts the times with a stopwatch.

- Materials: 4 cones or saucers.
- 5 courts: It consists of an endurance test where the trainees must move 5 courts from end to end of the court, while the coach counts the time with a stopwatch.

3-point shot: 5 shooting points will be located around the area of the 3-point line in which those trained will have two shots for each of the points, the shots made will be added to have a final result.

- Materials: 5 Cones or saucers and 2 Basketballs number 6 and 7.

Double rhythms: Students will perform a test that consists of performing the double rhythm technical gesture where the baskets of 10 attempts will be counted, both from the right and from the left. Additionally evaluating the technical gesture.

- Materials: 2 Basketballs number 6 and 7.

Courts: It consists of an endurance test where the trainees must move 5 courts from end to end of the court, while the coach counts the time with a stopwatch.

- Materials: 4 cones or saucers.

Double rhythms: The students will carry out a test that consists of performing the technical gesture of the double rhythm where the baskets of 10 attempts will be counted, both from the right and from the left. Evaluating additionally, the technical gesture.

- Materials: 2 basketballs, number 6 and 7.

Free throw: Those trained must carry out a test consisting of 5 throw attempts from the free throw line, the converted throws will be counted.

- Materials: 2 Basketballs number 6 and 7.

Circuit: cones will be located at different points of the field where the students must change hands to overcome the obstacle and at the ends of the field perform the technical gesture of double rhythm, the test will be measured by the time that the coach will take by means of a stopwatch.

- Materials: 8 Cones or saucers and 2 Basketballs number 6 and 7.

Phase 2: Teaching, in this intervention it will be necessary to generate learning of the technical fundamentals, for which the trainer must follow the training scheme, in which the order that must be followed to carry out the training, the process will be evident. Teaching will take place from week 2 to 7, the training scheme for the sessions will consist of:

- Sessions between 90-120 minutes.
- Coordination skills work once every two weeks.
- Pre-sports games will be played once a week.
- Training in 2 of the 4 technical fundamentals during each session.
- 4 weekly training sessions.
- The sessions will end with matches with conditions that allow the players to practice the knowledge learned in real actions.
- Complementary physical conditioning in the sessions.

Methodology: Global

Phase 3: Improvement, during phase 3 the technical fundamentals already learned will be perfected in addition to complementing them with other actions of the game such as tactical fundamentals and defensive fundamentals, likewise in this stage the coach must follow certain conditions for each of her training sessions. training to complete the program successfully. Starts in week 3 and ends in week 8.

- Perfecting 2 of the 4 technical fundamentals during each session.
- 4 weekly training sessions.
- Sessions between 90 and 120 minutes.
- The rhythms of the game will be worked on once every 2 weeks.
- Movements without the ball on the court will be trained once a week.
- Defensive fundamentals will be trained once every 2 weeks.
- They will have real game situations every training session.
- They will train tactical fundamentals once a week.
- They will play a match at the end of each training session.
- Complementary physical conditioning in the sessions.

Methodology: Global

Weeks: The program consists of 8 weeks of training. **Training sessions:** Monday, Tuesday, Thursday and Friday. **Hours:** 3:00 pm - 5:00 pm **Place:** Alfredo Vásquez Cobo Departmental Educational Institution.

8.4.1. Resources:

- Sports Center Departmental Educational Institution Alfredo Vásquez Cobo.
- 10 Goly outdoor basketballs.
- 15 yellow saucers.
- 2 coordinating ladders.
- 10 hoops.

Results And Discussion

For the evaluation system, the results obtained in the diagnostic tests and the final evaluation tests were taken into account, taking into account that the tests were the same, with the same conditions and through the same structure. The test results were completed in a specific format created by the coach, and which was partly completed by the player.

Analysis of results

In this training program, as an evaluation measure, a total of 6 tests were carried out, which had a quantitative component that would correspond to the number of correct answers or the time in which the test was performed, and its qualitative component that would correspond to whether the gesture was performed correctly or correctly. No. After collecting the data in its entirety, it is possible to perform a somewhat general analysis on the group, in each test and individually, of each participant in each test. In the 30-meter test, a test dedicated to evaluating speed over a distance similar to the length of the basketball court. For this test, only the time component was analyzed. For the diagnostic test, there were 5 students who were the first to enroll in the program and for the last evaluation, 8 students were carried out, three of whom were enrolled after the first test. It was observed that most of the students achieved an improvement in their times in the final evaluation.

double rhythm test evaluated one of the most important components of the technical foundations of basketball, the test had both a quantitative and qualitative result, in the last test it was evaluated whether they performed the gesture correctly according to the components of the technique, in the case in the diagnostic test, only 2 students managed to perform the gesture correctly. In the final test there was a notable improvement in the results, since all of them executed the movement with the correct technique. Regarding the quantitative results, the results in the diagnosis remained above 50% of the attempts and for the final test all the students were around 90 and 100%. These results demonstrate that the intervention program was successful regarding the double rhythm.

The training plan also specified the technical capacity of the throw, for which two tests were carried out, one for a free throw and another for a 3-point throw. In the two tests, the two components already mentioned in the previous test were evaluated, for the free throw, the students were around 20% regarding the number of attempts in the first test; in the final test, the results regarding the number of attempts were above 80%. Regarding the qualitative component, no student made the throw correctly in the diagnostic test. Each player corrected himself individually, which was reflected in the final test where the 8 students threw correctly. In the throwing test, 3 students threw with an incorrect technique in the diagnostic test, while in the final test, 7 of 8 players achieved the effective technique. Regarding the number of throws, the distance generated results below 30% in the diagnosis and for the final test it increased, with the exception of one player with 60% of the throws. physical component test carried out was the 5-court test, which had results in which the players maintained very similar results around the 2 tests with small improvements in time, the results did

not very much, taking into account that they were not focused the program on the resistance component. The bounce of the ball or dribble was assessed through a circuit test where the players were evaluated in two components, in the first it was evident that only 1 participant made the corresponding changes, which was corrected for the final test in which all players did it correctly. Regarding the times in which the test is performed, there were considerable improvements in relation to the diagnostic results.

Player 1

Daniela Álvarez, was a participant in the program from the beginning and was constant in training, she is the player who completed the 30-meter and 5-court test in the shortest time in the final evaluation, she had the largest increase of effectiveness in the double rhythm test, in the circuit test it did not have good numbers, being the technical foundation that it developed the least. She obtained constant results in the free kick and the 3-pointer. Regarding player 2 Angie Bermúdez, she obtained favorable and stable results in the double rhythm test. In addition to having the best numbers in the 3 throwing tests, both in free throw and 3, mentioning the 30-meter test and the 5 courts, he was in the middle range of the group, of all the athletes, in the circuit test he obtained the best result.

The number 3 of the students Lina Camelo obtained good results in the tests that correspond to the technical fundamentals of the dribble, launch. In the 3 tests in relation to speed and resistance he obtained results slightly below the group average. Player 4 Manuela Estrada obtained high results in the double rhythm and throwing tests. Player 5 Ximena Moreno was there from the beginning of the program, but her attendance at training sessions was not constant, which meant that she did not achieve a significant improvement in the results with respect to the pre and post intervention. Even so, she maintained one of the best records in the 30-meter and 5-court test, but in the fundamentals tests the best results were not obtained. Player number 6 Yadira Valencia was not in the program from the beginning, but having some experience in the sport, she had high results in the tests that corresponded to the technical fundamentals. Player 7 Santiago Vargas was not there from the beginning of the program either, but having skill and experience in basketball, he obtained high results in both physical and technical tests. Number 8: Juan Diego Zambrano, like number 7, had previous skills and experience in basketball, obtained the best physical results and good technical results.

Reflection Questions

What was the learning obtained as a result of preparing the diagnosis?

During the process of elaboration of the diagnosis, it was possible to demonstrate which are the methodological protocols that the entity where the practices were carried out have. In this way, it was decided which were the shortcomings and successes that each player had with respect to the technical fundamentals of basketball applied to ninth and tenth grade students of the Alfredo Vásquez Cobo school. Likewise, a structured planning of the sessions was carried out, to achieve a comprehensive progression of each of

the players in relation to the technical fundamentals of basketball. Through the development of the training program for the evaluation and development of the technical foundations of basketball, the importance of making use of the existing literature about: 1.- The theme, 2.- The context and 3. - From the population to intervene, in order to achieve more support and credibility when carrying out the sessions, with respect to the component that is to be trained, in addition to keeping in mind the possibilities and limitations to execute a proposal. With the application of the intervention program for the development and evaluation of the technical foundations of basketball, it was evident that it is important to have contact or generate a healthy and close environment with the administrative, training area and with the parents, due to who are responsible for giving a positive or negative response to the implementation of the program.

Recommendations

1. Arrive 30 minutes before each session to properly carry out the sanitization process and fully comply with the biosafety protocol.
2. Ensure that the planned structure is maintained in each session, monitoring the respective process of each player.
3. Maintain attention to all practitioners, verify that they comply with the provisions of the program and with distancing and biosafety standards.
4. Make sure that the players have the appropriate equipment to be able to practice.

Conclusions

The intervention program obtained good results, both in the players who participated from the beginning of the program, and with those who entered later, especially in those that had to do with the tests of the technical fundamentals of the ball dribble, throwing and double rhythm. In addition, in the other aspect of evaluation of the effectiveness of the technique, the students managed to perform the 4 tests correctly. The physical tests had a short range of improvement and in the majority, it was only maintained, this due to the fact that the program did not specify the training of the physical part among its priorities. It was possible to comply with the program despite inconveniences related to the place, the weather and different problems that on certain occasions hindered the completion of the training sessions. The results of the program demonstrate that it was possible to obtain a successful intervention with respect to the objectives set at the beginning. It is highlighted that the attendance at the end of the program was greater than the attendance that existed initially. After the intervention has been carried out, the steps to follow within the basketball development of the attending players would be the improvement of the techniques already developed and the inclusion of tactical fundamentals. More specifically, we would have to work at the technical level, the work of the opposing laterality in the double rhythm, in addition to the inclusion of complementary finishing movements, in the case of bouncing the ball we would continue with the learning of the other 3 changes hand (on the back, on the

leg and on the back). The program obtained the expected results within the general framework of what was proposed. As aspects to improve within the training sessions, this includes a component of physical conditioning and primary tactical actions. Within what was expected by the institution, we can conclude that the initiation of a base program was fulfilled and with these results it could be considered participating in a competition between Institutions or in friendly matches, which allow continuing with the learning process of the players.

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Conflict of Interest

No Conflict of Interest.

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