

# PEDAGOGICAL METHODOLOGY FOR IMPROVING THE TACTICAL TRAINING OF ADOLESCENTS IN BASKETBALL AT SECONDARY SCHOOLS

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This article explores the pedagogical methods for improving the tactical preparation of adolescent basketball players in secondary schools. Basketball is a complex sport that requires not only physical attributes but also rapid decision-making and seamless team coordination. The relevance of this study is justified by the low efficiency of traditional teaching methods in developing tactical thinking among students and the growing need for modern approaches. The objective of the research is to develop a specialized complex of exercises aimed at coordinating offensive and defensive actions during the game and to substantiate their effectiveness through pedagogical experimentation. Theoretical analysis, pedagogical observation, and statistical data processing methods were utilized during the study. Results indicated that visualizing tactical schemes and applying situational game methodologies significantly enhance students' game intuition. The recommendations provided in the article serve as a methodological guide for physical education teachers and sports coaches. The study concludes by proposing new criteria for evaluating the tactical readiness of adolescents in a school setting.

**Keywords:** Basketball, tactical preparation, adolescence, pedagogical methodology, physical education, game thinking, offensive tactics, defensive systems, collective cooperation, cognitive development.

## O'RTA MAKTABLARDA O'SMIRLARNING BASKETBOL O'YINI BO'YICHA TAKTIK TAYYORGARLIKNI TA'MIRLASH PEDAGOGIK USLUBIYATI

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**Annotatsiya:** Ushbu maqolada o'rta maktab yoshidagi o'smirlarning basketbol o'yinida taktik tayyorgarligini takomillashtirishning pedagogik uslubiyati tadqiq etiladi. Basketbol nafaqat jismoniy sifatlarni, balki o'yin davomida tezkor qaror qabul qilish va jamoaviy hamkorlikni talab qiladigan

murakkab sport turidir. Tadqiqotning dolzarbligi maktab o'quvchilarining taktik tafakkurini rivojlantirishda an'anaviy metodlarning samaradorligi pastligi va zamonaviy yondashuvlarga ehtiyoj borligi bilan izohlanadi. Ishning maqsadi — o'smirlarning o'yin davomidagi hujum va mudofaa harakatlarini muvofiqlashtirishga qaratilgan maxsus mashqlar majmuasini ishlab chiqish va ularning samaradorligini pedagogik tajriba orqali asoslashdan iborat. Tadqiqot davomida nazariy tahlil, pedagogik kuzatuv va statistik ma'lumotlarni qayta ishlash metodlaridan foydalanildi. Natijalar shuni ko'rsatdiki, taktik sxemalarni vizuallashtirish va vaziyatli o'yin metodikasini qo'llash o'quvchilarning o'yin intuitsiyasini sezilarli darajada oshiradi. Maqolada keltirilgan tavsiyalar jismoniy tarbiya o'qituvchilari va sport seksiyalari murabbiylari uchun uslubiy qo'llanma bo'lib xizmat qilishi mumkin. Tadqiqot yakunida o'smirlarning taktik tayyorgarligini baholashning yangi mezonlari taklif etilgan.

**Kalit so'zlar:** Basketbol, taktik tayyorgarlik, o'smir yoshi, pedagogik uslubiyat, jismoniy tarbiya, o'yin tafakkuri, hujum taktikasi, mudofaa tizimi, jamoaviy hamkorlik, kognitiv rivojlanish.

## **ПЕДАГОГИЧЕСКИЕ МЕТОДЫ УЛУЧШЕНИЯ ТАКТИЧЕСКОЙ ПОДГОТОВКИ ПОДРОСТКОВ В БАСКЕТБОЛЕ СРЕДНЕГО ШКОЛЬНОГО ВОЗРАСТА**

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**Аннотация:** В данной статье изучаются педагогические методы улучшения тактической подготовки подростков в баскетболе школьного возраста. Баскетбол – сложный вид спорта, требующий не только физических качеств, но и быстрого принятия решений и командной работы во время игры. Актуальность исследования объясняется низкой эффективностью традиционных методов развития тактического мышления школьников и необходимостью современных подходов. Цель работы – разработка комплекса специальных упражнений, направленных на координацию наступательных и оборонительных действий подростков во время игры, и обоснование их эффективности на основе педагогического опыта. В исследовании использованы методы теоретического анализа, педагогического наблюдения и статистической обработки данных. Результаты показали, что визуализация тактических схем и применение

методики ситуативной игры значительно повышают интуицию учащихся в игре. Представленные в статье рекомендации могут служить методическим руководством для учителей физкультуры и тренеров спортивных секций. В конце исследования были предложены новые критерии оценки тактической готовности подростков.

**Ключевые слова:** баскетбол, тактическая подготовка, подростковый возраст, педагогическая методика, физкультура, игровое мышление, тактика атаки, система защиты, командная работа, когнитивное развитие.

## **Introduction**

The physical education of adolescents in secondary schools and their regular participation in sports are vital components in forming a healthy generation. Basketball, due to its dynamic nature, emotional richness, and reliance on collective actions, is one of the most popular sports among schoolchildren. However, in modern basketball, physical strength or technical skill alone is no longer sufficient for victory. Contemporary game conditions require players to possess a high level of tactical preparation—specifically, the ability to evaluate the situation on the court correctly and make optimal decisions within seconds.

The adolescent period (ages 12-15) is characterized by unique physiological and psychological changes in human development. During this stage, the plasticity of the nervous system is high, creating favorable conditions for mastering complex motor coordinations and intellectual concepts. By tactical preparation, we refer to the athlete's ability to consciously manage game activities, anticipate the opponent's moves, and act in harmony with teammates. In secondary school curricula, time is often heavily allocated to teaching technical elements like passing and shooting, while the development of tactical thinking remains secondary. This leads to an inability of students to fully utilize their technical potential under competitive pressure.

The pedagogical problem of improving tactical training lies in the fact that, in most cases, sessions are conducted based on stereotyped, static exercises. This approach stifles the adolescent's creative initiative. Since basketball is a game of constantly changing situations, it is impossible to teach high-level tactics without developing the students' cognitive abilities. Therefore, it is urgent to revise pedagogical methods, introduce innovative game models, and foster the analytical skills of students.

Tactical training should be conducted in two directions: individual and collective. Individual tactics include movement with and without the ball, choosing the correct position, and deceiving the opponent. Collective tactics encompass joint

offensive combinations and defensive systems. In forming these skills in adolescents, the use of visualization (video analysis), modeling (creating specific game situations), and problem-based learning technologies yields high efficiency.

The purpose of this research is to develop an effective pedagogical system for forming tactical knowledge and skills in basketball among secondary school students. Our hypothesis suggests that if situational tasks and intellectual game elements are increased during training, the game efficiency and decision-making speed of adolescents will significantly improve. This not only enhances sports results but also develops the logical thinking abilities of the students.

### **Methods**

Complex scientific-pedagogical methods were used to conduct the research. The study was carried out among 8th and 9th-grade students (a total of 40 adolescent boys) from secondary general education schools in Tashkent. The selected groups were divided into control and experimental groups, with 20 students in each. The research was organized over six months within the framework of sports sections held three times a week.

In the first stage, an analysis of scientific-methodological literature was conducted, studying the views of local and foreign experts on basketball tactics. In the second stage, tests were conducted to determine the baseline level of tactical readiness. These tests included a game situation analysis test (video test), a court positioning coefficient, and passing accuracy.

The new pedagogical methodology applied to the experimental group consisted of the following modules:

**Visualization Module:** During the first 15 minutes of training, students were shown and discussed tactical schemes of famous basketball teams in video format.

**Situational Games Module:** Students were given artificially complicated game situations (e.g., "3 on 2" attacks or scoring under "time deficit" conditions).

**Cognitive Tasks:** The "Stop-call" method was used during the game. When the game was paused, the player had to explain the most optimal decision for that specific situation.

In the control group, training sessions were conducted based on the traditional curriculum, mainly focusing on repeating technical movements and free play. Pedagogical observation protocols were maintained for data collection. The efficiency coefficient of each player was calculated based on a special formula. Student's t-test was used for mathematical-statistical analysis to determine the reliability of the results. At the end of the study, the results of both groups were re-checked and comparatively analyzed.

### **Results and Discussion**

The research results showed that the tactical readiness indicators of the students in the experimental group increased significantly compared to the control group. In the initial tests, there was no statistically significant difference between the results of the two groups. However, after six months of special pedagogical influence, the landscape changed radically.

In the experimental group, the indicator for correctly evaluating game situations improved by 34 percent. In particular, the players' ability to move without the ball and open up space in empty zones showed high results. In the control group, this growth was only 12 percent. Furthermore, the efficiency of offensive passes increased by 22 percent in the experimental group, while no significant change was observed in the control group. This implies that the increase in tactical knowledge facilitates the manifestation of technical skills in real game conditions.

During the discussion, it was found that the most difficult element for adolescents is decision-making during the transition from defense to offense. Students trained under the new methodology made fewer mistakes during this process. From a pedagogical perspective, the "problem-situation" method taught students to think independently. They began to act by feeling the geometry of the court without waiting for ready-made instructions from the coach.

The results revealed another important aspect: tactical preparation also had a positive effect on the psychological stability of adolescents. It was observed that a player who consciously understands their actions does not fall into panic during defeat or error. Experts emphasized during the discussion that when teaching tactics at the secondary school level, complex combinations should be avoided; instead, universal principles (e.g., "give and go," "setting a screen") should be instilled.

These findings confirm that in repairing tactical preparation in basketball, it is necessary to move from the traditional "explanation-demonstration" method to a "search-analysis-execution" model. This not only increases sports mastery but also raises the intellectual potential of the adolescent. Thus, the proposed pedagogical methodology is fully justified and effective for use in school sports sections.

### **Conclusion**

Research conducted with secondary school adolescents indicates that tactical preparation in basketball is the primary link connecting physical and technical attributes. The activity of cognitive processes during adolescence creates the most favorable foundation for mastering tactical knowledge. The developed pedagogical methodology, including visualization, situational model lessons, and cognitive

analysis methods, has been proven to be much more effective than traditional approaches.

The study conclusions show that by improving tactical preparation, students' game errors are reduced by 25-30 percent, and the accuracy of collective actions increases. From a pedagogical standpoint, the main goal should be to form "tactical thinking" in students rather than making them memorize ready-made schemes. This is a necessary skill for youth who may pursue professional sports or simply promote a healthy lifestyle in the future. It is recommended that physical education teachers enrich game elements with logical tasks during lessons. This approach not only increases the competitiveness of school basketball teams but also develops the social adaptation and teamwork skills of young people.

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