



# Topic 10. MODERN METHODOLOGY IN TENNIS AND TEACHING STYLES

*Module I. Training in sport tactics and physical condition of athletes*



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## Classical learning feature

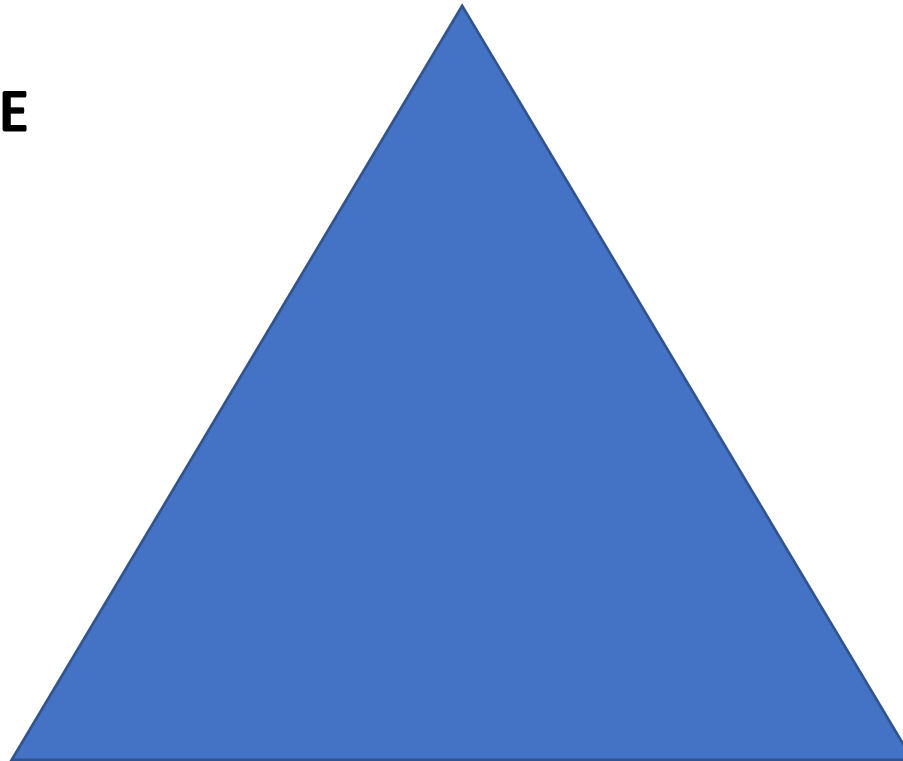


- Technique was the priority
- Tactics were taught when the player was able to master the technique
- Matches were played when players were able to rally consistently

**ANALYTIC**



**CLOSE**



**OPEN**



## Modern Teaching Methodology

- The priority is UNDERSTANDING THE GAME
- Technique and tactics should be taught at the same time
- Matches should be played as soon as possible



# OPEN CLOSE OPEN STRATEGY





# Types of teaching

Self – teaching ( Vicarious learning)	Formal teaching
<ul style="list-style-type: none"> <li>➤ Pupil and teacher are the same person</li> <li>➤ It can be productive if the pupil is systematic and a good observer.</li> <li>➤ If not it may produce mistakes in the stroke production and a consequent delay in the learning process</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two sides: teacher and pupil.</li> <li>➤ It is most useful when a pupil wants to learn sound technique in a short period of time, through appropriate progressions.</li> </ul>



## Stages of learning

STAGE	GENERAL GOALS AND DURATION
<p style="text-align: center;"><b>1</b> <b>Verbal/ cognitive</b></p>	<ul style="list-style-type: none"> <li>➤ The player is not aware of what to do or is aware and can't do it or can only do it in a basic form</li> <li>➤ This stage accounts for 30% approx. of full skill acquisition</li> </ul>
<p style="text-align: center;"><b>2</b> <b>Practice/ Repetition (Associative)</b></p>	<ul style="list-style-type: none"> <li>➤ The player can execute the skill in a closed situation (e.g. practice situation, drills, etc) when little decision making is required</li> <li>➤ After this stage, the skill should be 75% fully acquired</li> </ul>
<p style="text-align: center;"><b>3</b> <b>Automatic differentiation</b></p>	<ul style="list-style-type: none"> <li>➤ The player can apply the skill in competitive situation as the proper response to a problem.</li> <li>➤ The skill is fully acquired, requiring little or no thought ( auto-pilot)</li> </ul>







## How do we learn ?

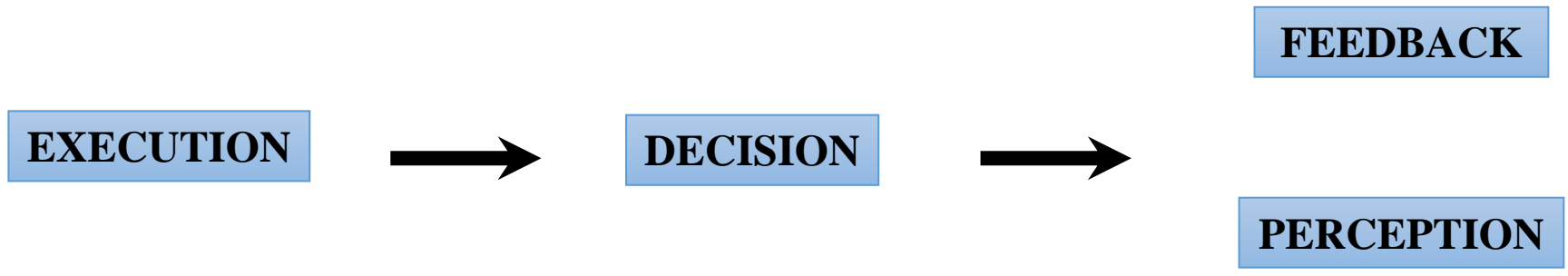
- There are various types of learners
- Not everybody learns the same way
- Everyone has a preference for how to learn
- Many ways to processing information
- It depends on the three types of sensations: visual, auditory and kinesthetic
- A combination of these channels is used to understand what has been said



## 9 effective teaching methods for coaches

- 1) Understanding your passion for the sport first
- 2) Setting the stage for teaching
- 3) The importance of the *why*
- 4) Fundamentals first, then complexities
- 5) Use of the whole-part method
- 6) Effective motivation
- 7) The hoopla of success
- 8) Be a model of what you preach
- 9) Encourage crossover athletes

# Traditional approach





## Modern teaching methodology

- Game based
- Player centred
- Based on relevant scientific facts





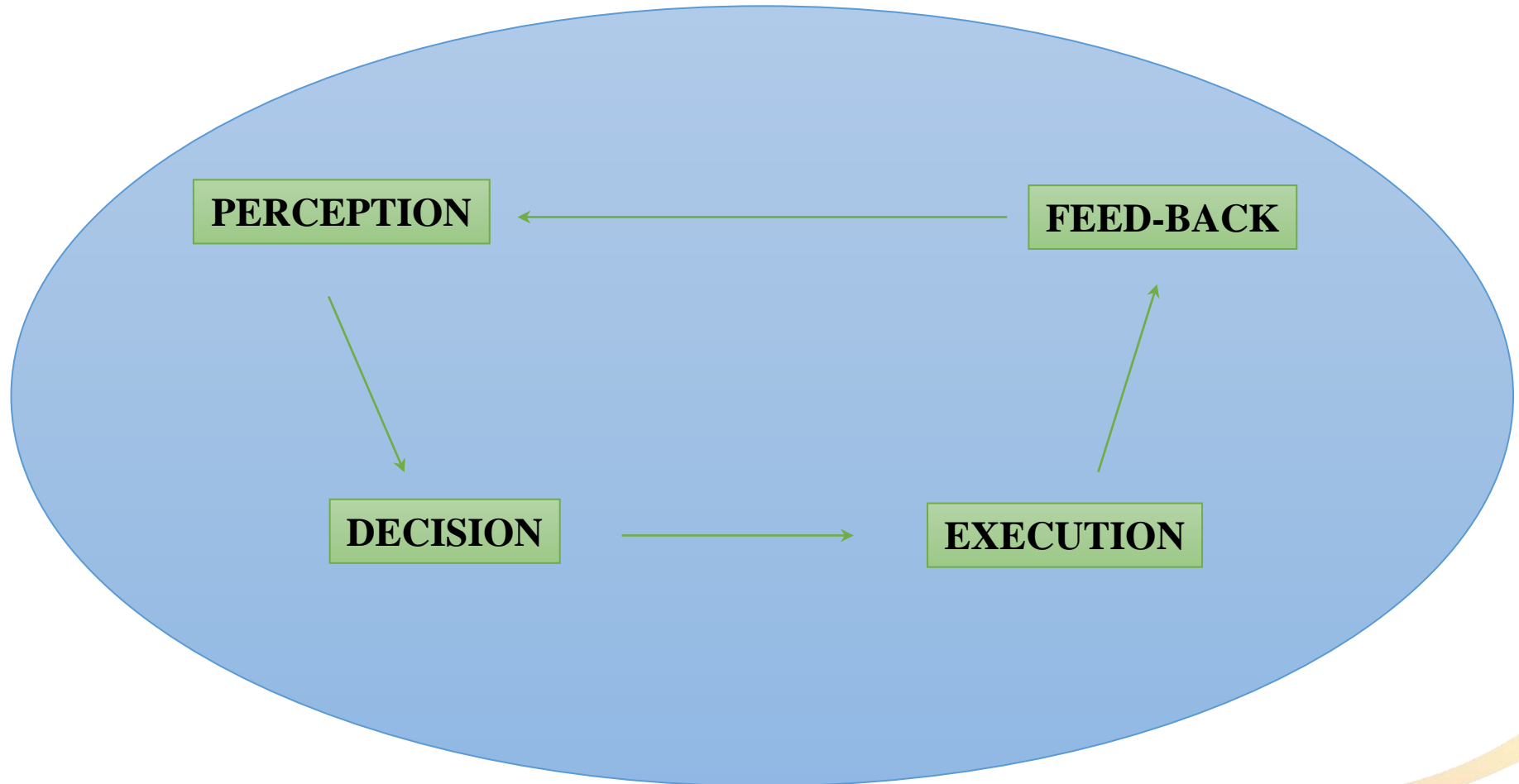
## In order to facilitate learning the coach should:

- Guide the intentions
- Create appropriate situations
- Ensure (tactical) understanding
- Develop a sense for the movement





# Modern approach





# 3 Skills Blocks

(To build a foundation for a rally)

## Throw/Track/Catch Skills



Racquet Skills

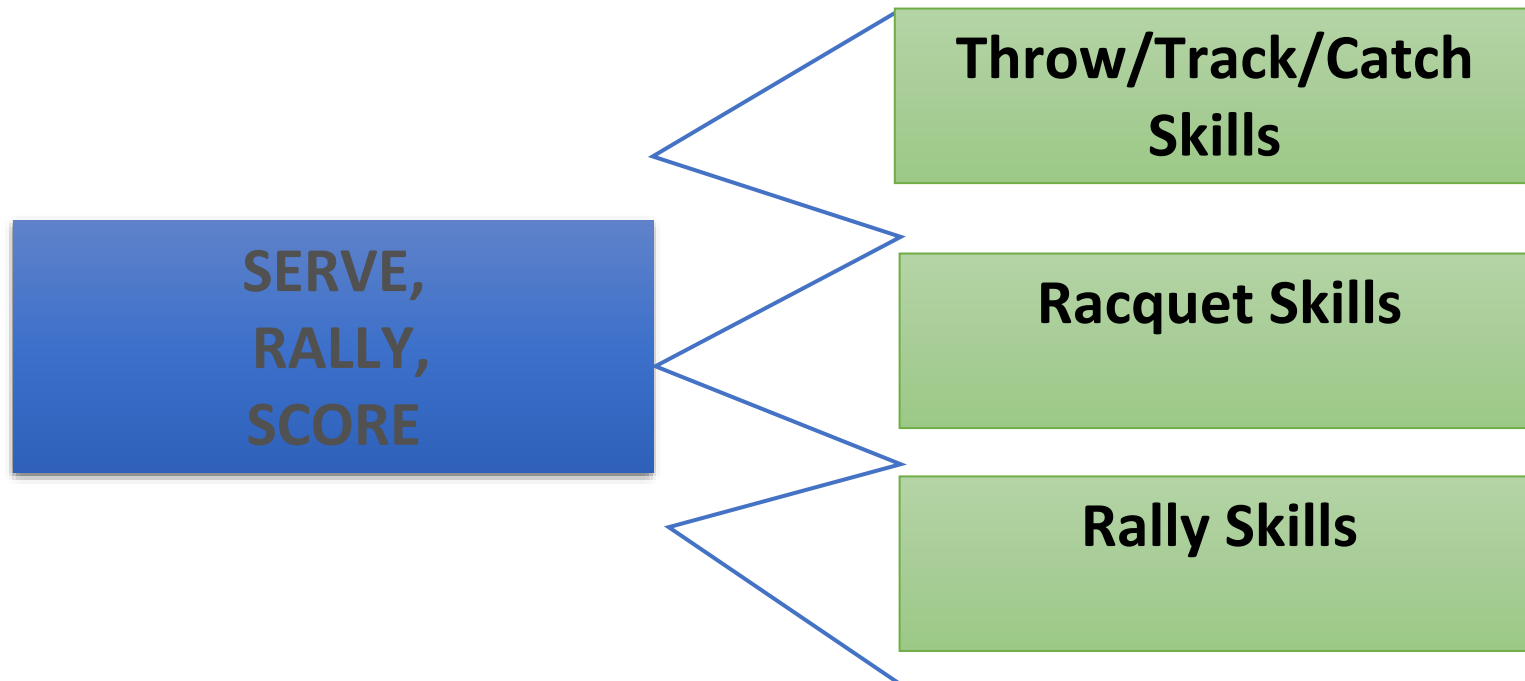
Rally Skills





## Accordion Process

- Switch back and forth between skill development exercises and rallying/play







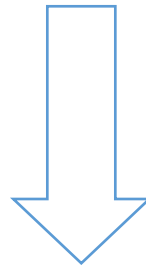
## COACHING STYLES - TEACHING METHODS

**DIRECTIVE**



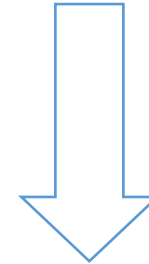
**AUTHORITARIAN**

**DISCOVERY**



**DEMOCRATIC**

**INCIDENTAL**



**CASUAL**



## CHOOSING A STYLE

### Candidates' task

Match each letter with its correspondent number, ie. A - 9

Goal of the teaching process	Style more likely to choose
A. Establish a good skill foundation (precision and control)	1. Self-check
B. Make players think and find a new skill or ability	2. Practice/task
C. Adapt the drill/skill to different players' abilities	3. Individual programme
D. Make players decide on some aspects of practice	4. Self-teaching
E. Player makes all decisions, coach observes the process	5. Guided discovery
F. Make players work at same time (high number of reps)	6. Inclusion
G. Make players find solutions to a given challenge	7. Reciprocal/Buddy teaching
H. Emphasise relationships between peers (socialisation)	8. Problem solving (divergent)
I. Make the players recognise own errors	9. Command
J. Player doesn't need a coach	10. Learner initiatives



# THANK YOU!

*For more information follow the presentations of **TC4DC** program*

