

BASICS OF TEACHING BASKETBALL IN HIGHER EDUCATIONAL INSTITUTIONS: WORLD EXPERIENCE AND UZBEKISTAN*Sabirova Nasiba Rasulovna**Bukhara State Pedagogical Institute of Uzbekistan, Bukhara city**sabirova.nasiba87@mail.ru*

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Annotation. This article analyzes the methodology, approaches, advantages, and disadvantages of teaching basketball in higher educational institutions in foreign countries (USA, Europe, and Asia). It is also compared with the experience of Uzbekistan, and proposals are made to improve the effectiveness of education.

Introduction. In today's era of globalization and innovation, the field of sports, in particular basketball, is acquiring special significance not only as a means of physical development, but also as a means of forming social adaptation, psychological stability, and leadership qualities. At the international level, basketball is one of the most popular sports in the world, and according to the FIBA, by 2024, more than 450 million people in the world are regularly engaged in basketball. Basketball is one of the most popular sports in the world, and the system of its training and development has a deep methodological basis in many countries.

Teaching sports, in particular basketball, in higher educational institutions is considered an important factor in the training of not only professional athletes, but also qualified coaches, the formation of a healthy lifestyle, and the upbringing of young people. Leading universities of the world have achieved a harmonization of pedagogical, psychological, and technological approaches in this area. In particular, in the USA, Lithuania, Serbia, China, and Japan, basketball education is conducted on an innovative and scientific basis.

In the higher education system of Uzbekistan, attention to sports, including basketball, is growing year by year. However, there are still incompletely systematized aspects in the methodology of teaching basketball, shortcomings in the application of modern technologies. From this point of view, the study of foreign experience and its adaptation to the national education system is one of the pressing issues.

International experience shows that basketball education in the USA, European countries, and Asian countries is carried out on the basis of innovative pedagogical methods, advanced technologies, and multidisciplinary approaches. For example, in the USA, more than 18,000 students are involved in basketball within the NCAA system, and their training system focuses on numerous video analytics, sports psychology, and individual training. In European countries, great attention is paid to the harmonization of theoretical and practical knowledge in basketball education.

The Resolution of the President of the Republic of Uzbekistan No. PP-230 "On Improving the System of Sports Education," adopted in 2023, defines the tasks of developing sports education and introducing modern methods in higher educational institutions.

Therefore, this article analyzes advanced approaches and shortcomings in the methodology of basketball education in foreign countries and examines the prospects for their implementation in the higher education system of Uzbekistan.

Of course, to deepen the article, I will provide a detailed analysis of basketball teaching methodology in higher education institutions of various countries. In the following section, the experience of the USA, Europe (Lithuania, Germany), Asia (China, Japan), and Uzbekistan is analyzed based on the main methodological principles.

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In the United States, basketball is inextricably linked to professional sports at the higher education level. Through the NCAA (National Collegiate Athletic Association) system, students not only receive education but also actively participate in sports. Classes are conducted on the basis of training sessions, analytical analysis, tactical models, and game psychology. In each university, sports research centers operate.

In European universities, basketball education emphasizes theoretical and pedagogical training. For example, Lithuanian physical education institutes have special basketball courses that teach sports pedagogy, biomechanics, and analytical game analysis.

In China, sports universities have implemented research and technological approaches to basketball. Through digital technologies, VR simulators, and video analytics, players' techniques and tactics are thoroughly analyzed.

In recent years, the Republic of Uzbekistan has been paying special attention to sports, including basketball education. In particular, state programs and strategies aimed at developing sports in higher educational institutions are yielding effective results. In 2023, a Presidential Decree outlined comprehensive measures for the development of sports education. This document serves to ensure the accelerated development of sports and sports pedagogy in higher educational institutions. New curricula for basketball and other sports have been developed and implemented at the Tashkent State Institute of Physical Culture, Samarkand and Bukhara State Universities.

Master's and doctoral programs in the field of sports pedagogy have been established in higher education in Uzbekistan, and curricula are being developed in accordance with international standards. Constant cooperation has been established between the Basketball Federation of Uzbekistan and higher educational institutions, competitions are organized among students, and integration with youth sports schools is strengthening. Modern gyms and training grounds are being built on university campuses, which contributes to improving the quality of basketball training.

Analysis in the field of education also showed the following.

№	Indicator	USA	Europe	Uzbekistan
1.	Methodology for organizing and conducting classes	Innovative, analytical	Pedagogical-theoretical,	Practical, traditional
2.	Technology	AI, VR, analytics platforms	Video analysis	Primarily practical
3.	Integration of education and	At a high level	Medium level	Medium level

	sports			
4	Training a trainer	Master's degree, license	Pedagogical institutes	Mainly at the bachelor's level
5.	Sports infrastructure	Competitive	Modern	Modern inadequately equipped

U.S. (NCAA and University System)

Methodological approach:

- Individual approach: Training sessions are structured based on each athlete's psychophysical state, technical level, and role (position).
- Video analysis: After each game and training session, the coaches, together with the students, analyze mistakes, achievements, and tactical actions through video recordings.
- Sports psychology: Special attention is paid to aspects such as stress, motivation, and team spirit.
- Visual Learning: Explaining through tactical whiteboards, interactive simulators, game scenarios.
- Multidisciplinary approach: integrated with such disciplines as sports medicine, biomechanics, dietetics, sports management.

Types of training:

- Weekly training based on microcycles (3-5 days);
- "Scrimmage" (simulated games);
- Exercises for developing decision-making in a game situation;
- Specific training based on playing position (e.g., speed and passing for the opponents, blocking and defensive movements for the center). However, basketball is often viewed as a sporting business. Students are spent on sports achievements, while scientific and pedagogical training is neglected. Trainings are more designed for professional training, but less attention is paid to fundamental theoretical training focused on coaching. Athletes lag behind the learning process or study superficially due to excessive training.

High pressure and competition in the NCAA system sometimes lead to mental strain and loss of motivation in students.

Basketball instruction in higher education in Europe (Lithuania, Germany, Serbia):

Methodological approach:

Pedagogically based approach: In each lesson, theoretical knowledge (game rules, tactical schemes) is combined with practical training.

Developing thinking within the game: Students are taught to make independent decisions during the game process.

Differentiated approach, taking into account age and level of training.

Multi-stage technical and tactical training: Initial learning → automation → complication → game model.

Special methods:

Situational training: Tactics are taught through real game situations.

Learning multipoint game combinations: 1x1, 2x2, 3x3, and 5x5 formats

Quick Assessment and Feedback: Immediate analysis in each session.

Also, in European universities, theoretical and pedagogical education is strong, but the level of practical, competitive training is sometimes low. Video analytics, simulators, and AI technologies were introduced later than in the USA. Segmentation of students by level is

implemented slowly, with general training applied to most. Individual communication with students and psychological preparation are used less frequently compared to US or Japanese systems.

Teaching basketball in higher education in Asia (China and Japan):

Methodological approach:

Technological training: Sensory technologies, motion analyzers, and digital tracking systems are used in the training process.

Physical training - the basis of technique: First, strengthening general physical preparedness, then deepening technique.

Discipline and rehearsal: Thousands of rehearsal exercises for movement perfection (repetition-based mastery).

Methodological protocols: Video and written methodological instructions for each technical action are mandatory.

Training Features:

Initially, gradually teach the movement → increase speed → perform under pressure;

Measuring movement accuracy using artificial intelligence (e.g., running angle, passing power).

The shortcomings of higher education in Asia (China and Japan) are the strict order, the methodology based on constant repetition does not develop a creative approach, independent decision-making. Teachers and mentors work in a centralized, command style; students are viewed as performers rather than active participants. The pursuit of technical excellence limits tactical thinking and flexibility in the game. Athletes are well-prepared, but scientific and pedagogical training is weak.

Conclusion. International experience in teaching basketball in higher educational institutions shows that in each region, unique approaches have been formed: in the USA, emphasis is placed on professional training, in Europe, pedagogical and theoretical knowledge is leading, and in Asia, it is based on technical accuracy and discipline. In each model, along with achievements, there are certain shortcomings.

The higher education system of Uzbekistan at the present stage relies more on traditional and practical teaching, but modern approaches - individual learning, digital technologies, video analysis, psychological training, and strengthening the scientific and methodological base are necessary.

It is advisable to improve the educational process based on the following recommendations:

1. Creation of special pedagogical master's programs in basketball;
2. Implementation of the use of video analytical and simulation tools in training and classes;
3. Establishing a differentiated training system corresponding to the level of each student;
4. Balancing academic and sports training;
5. Establishing mutual exchange of experience with foreign universities.
6. Thus, in the higher education system of Uzbekistan, the quality of training of sports specialists will significantly increase based on the enrichment of basketball teaching methodology with international best practices and adaptation to national conditions.

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