

# **LEVEL-O CERTIFICATE COURSE IN CRICKET COACHING**

**Prof. Abhijit Thander**

**Sports (Cricket Specialization)**

**IIT Kharagpur**

**Week 02**

**Lecture 09: Skill Acquisition**

Hello everyone. Today's topic is skill acquisition in cricket. When we conduct a coaching session, we must keep in mind how easily, without complexity and rigidity, we can teach the children. Acquisition. We need to keep one thing in mind.

If children are not learning, the way we teach, we need to teach the way they learn. Means, Children want to learn in their own way. Like them, they want to learn.

If something is forced on them to teach more, for that reason, in coaching, we must teach like children. That is what we call children-centric coaching. In the next slide, we will learn about skills. What is skill?

What is skill? It means to execute the techniques required at the right time and place. Right, to perform and execute the technique at the right time and place, which we apply, is called skill. So, this is a technique. Through technique, at the right time and place, it can be executed.

Why? To achieve something. So, what can we say? Technique and pressure, when combined, then we get our skill. Technique and pressure.

What is the pressure? I must get this thing. So that is an external pressure, internal pressure. What technique will I take? If I speak beautifully, then I will not take anything from him.

So that is the technique. That is the technique. It is the act of being highly skilled or specialized in a particular activity. So, in any kind of activity, with beautiful expertise, when something is performed, we can say that is a technique.

If we go to the sports line, we can divide the skill into two parts. What is that? One is called technical skill, and the other is called tactical skill. Both are important in sports. So, basically, we need to know what kind of approach we should use in cricket coaching.

It is a game approach. So, game approach to coaching cricket. Here too, we have two types of approaches. One is the traditional approach, and the other is the games approach. So, the traditional approach, the way coaching is being done, versus the game approach.

So, the game approach, the way coaching is being done. In the traditional approach, cricket is taught. So, what does the player do? First, he learns the skill. Then, he learns the tactics.

Then, he plays the game. Or, he plays a cricket match. Or, he plays cricket. But in the game's approach, if we say, here, before the children learn the game, they learn tactics, then they learn skills. And that is very important.

So, before you learn the game. So, in our Cricket Coaching Academy or Cricket Coaching Centre, when we do coaching, if we concentrate only on skills, Then I teach him the tactics and then I take him to the match. In this case, the match performance is much less. Because the game must be played.

To play the game, you need some intelligence. What skills do I apply to perform in the match? That is what the children could not learn. But if we teach the children the game approach, then what we do is that we give the children a small space I set up a field and let them play bat-ball.

They are bowling and batting. Maybe they are doing throw-ball. The fielders are going to play with them. They are going to catch and take the ball. They are trying to run out.

The batters are trying to score six. You can see that. The kids are playing and playing. The rules of the game. How will we perform in the game?

And when the game is going on, the kind of strategies that should be applied or the tactics that should be used to outwit or disturb the bowler, automatically the children learn about the game. That is why in the approach of games, play the game, learn the tactics, and learn the skills. So, we will discuss the game method a little more. So, what is the game method? So, the game method is G-A-M-E.

These words, if we write them, then G for the game, A for access, M for modify, and E for encourage. So, when we broke the words of the game, we got to see four different rules. G for Game, A for Assess, M for Modify, and E for Encourage. And these four rules play a very important role in the game. We can say that the game approach is a guided discovery method of teaching.

It empowers the kids to solve the problems, that arise in the game, and that is a big part of the fun in learning a game. Through the game method or the game approach, if we learn, then the children will learn a lot while playing. This helps the child to solve the problem in their head. Because they are not walking, but they are feeling it.

They are experiencing the food. So that in the future, in their field, it will be a very environmental place. Why? To teach the game. Next, if we discuss the slide.

So, a very important part. That is teaching technical skills. As a coach, when we do coaching, then the time, the schedule, the routine, how we perform, or we are learning a technical skill, for example, a front foot defensive stroke, or front foot drive, when I learn this technique, then What will I use as a teaching technique so that the students can easily learn without any boredom? And I, too, as a coach, will be able to present beautifully in front of the players to perform a skill and to teach them.

Here we are following ideas. I-D-E-A-S. Ideas. What is that? So, if we teach a skill, then we must introduce that skill.

That introduction does not have to be very long. Why? Because the children have come to play with me. They have not come to listen to a lecture. So, the children...

When they come to school, they leave their math class, English class, science class, and history class. They come to us in the middle of the school to learn. Why? Because in the game, they have fun. So, they come for fun.

And there we are teaching a particular technique. If we teach that in the way of education, then the children will not want to be involved. I will teach a particular skill for learning, but the introduction will be concise. So, I for the introduction. For the introduction of the skill, that must be one minute or one and a half minutes.

What is the name of this skill? What ball is played and what height should the ball be? That is all. Then D, D for demonstrating this skill. It is very important.

Because a picture says a thousand words. So, if as a coach I perform well, and demonstrate well, it will be very easy for the children to learn from the first skill. When you give a demonstration, then you must keep one very important thing in mind. When I do the demonstration, I must demonstrate in the actual place. So, the first demonstration that the children must see, must be seen in full place.

Not broken. The whole part must be seen. And both must be seen from the plane. For example, I am in front view. So, if I show any shot, this is my front view.

I must show a position from here. And I will show a position from the side view. Why? Because the player will see me from this view, where there are some changes in my body position to perform the skill. As well as, when I show it from the side view, the children will be able to see how I am showing my body parts from the side view.

They will be able to play a mental picture of this skill to easily perform it. They will be able to play a mental picture of this skill to easily perform it. We have an E for explaining the skill. So, I begin with E. E to explain the skill. Explain the skill.

What does it mean? The skill that I have demonstrated, part by part, I must explain that skill. So, first, what is the position of the feet? What is the position of the knees? What is the position of the shoulders?

What is the position of the bat? Now I have demonstrated the whole part. Here part by part. I am explaining the skill. After that A. So, IDEA.

A for. Attending. So, attending the players. Practicing the skill. Of supervising.

And correct errors. What does it mean? So, I am explaining it. I am not telling the children. Now, you practice currently.

Whatever they are waiting for. So, for introduction, what did I say? 1-1.5 minutes. Demonstrate a little more. 2-2.5 minutes.

Demonstration. Watch it repeatedly. E for explanation. Maximum 1 minute to 1.5 minutes. Do not say too much.

Get to the point, key points. Then, take the maximum time. If I am in a coaching session, I take the time. Today, in the coaching session, I will focus on skill acquisition for half an hour.

For example, I will practice skill acquisition for half an hour. There, I will learn front-foot defensive strokes. Today. So, for the introduction of the skill, I have allocated one and a half minutes. For the demonstration, I have allocated another minute.

For the explanation, I have allocated one and a half minutes. So, if I look at the calculation, it hardly takes six minutes. More or less. So, when I have six minutes, the rest of the time, 24 minutes, is left. So, within 24 minutes, and 20 minutes, I must attend to the players.

Where the players will practice the skill. And as a coach, I must check their skills. Correct their errors. I must supervise. Here.

Because the self is very important in coaching. Here, we must give full time to the child. Every child must be approached, and we must see their skills, whether they are performing correctly or not. There will be corrections in the with-ball drills. Those who want to improve will have to improve.

Those who can improve will stay in that area. So, I must do this attending very well. So, A for Attending or Attend. And finally, S for Summarize. So, reinforce the key points and encourage future practice.

In the remaining 4 minutes, I must take 3 minutes to summarize the whole lesson. I must summarize the whole teaching of technical skills. What did I do in front foot defense today? What were the points? What did I do?

How did I practice? What will we do in the last 1 minute? I will leave it with a lot of fun. So, in this way, we follow ideas when we want to teach a particular skill. But the most important thing is, we talked about in-progression, that when we teach children, we must see some learning progression.

Which is very important. Learning progression means when a child is completely shadowed. When I take that with ball practice, it means that it is developed. So, from the shadow, he goes to with the ball. Then, the drills that I will play, the drills that I will do with them, and in which sequence I will do the drills with them.

So, first, I will give them a mental rehearsal. They think about the skill, and how to perform it. So, I will give them a rehearsal. Without a ball, Without the ball, I will tell them to do the front-foot defense.

So, they will do it with the bat in the shadow. Then, after the game is over, I will tell them to perform with a stationary ball. I will give them the ball, and we will practice with the ball. After that, With the moving ball, you must practice with them.

Then, you must involve the kinesthetic sense. As if, you must tell the children, close your eyes, and think the ball is coming to you and drive. So, close your eyes, you must teach them about the skill, and you must tell them to perform according to your skill. By closing your eyes, as a kinesthetic sense, it will develop a lot. The child's perfection, the child's skill.

Then, rapid repetition of these techniques will be done. Rapid. Rapid repetition. Continuous repetition is done. Skills.

Then, a reaction will be given. In such a situation, where a reaction is obtained, the reaction I get after performing the skill, after performing the skill, here, the children will get a sense. Then, decision-making will come. When we do decision-making, yes, this skill must be played in this position.

Then, match simulation. Now, the lead-up game. The team must be made among the children. And the match must be conducted in a small space. If I learn front-foot defense, then front-foot defense will also be applied.

So why don't I play? Why don't I perform? But as I have said, I must practice front-foot defense in the match. That is for match simulation in a particular skill. This is very important.

When we practice technical skills, we must keep certain things in mind. Skill acquisition plays a very important role. The principle of technical skill practice. The primarily important point is to make sure the players practice the right technique. It means

If I practice the right technique and the right practice, then only the skill will be developed correctly. Perfect practice makes a man perfect. Practice makes a man perfect. This may be wrong. Wrong practice makes a man wrong.

So, perfect practice makes a man perfect. From this point of view, the first point I made is to make sure the players practice the right technique. With the right technique, I must hit the ball. Otherwise, it will hinder the performance during the match. On the other hand, if we go to the next point, move the practice to game-like conditions as soon as possible.

The skill that I have taught, after that, we must create a game-like situation and tell the child to try to play that shot. So, I set the fielding position on the leg stump I was playing with my arm rotation like a pull shot. I was trying to score a shot-pitch ball. So, when the player is scoring a shot-pitch ball, he wants to hit the ball like a pull shot.

So, it is a game-like condition. We must be in practice mode. So that they will perform the skill perfectly. Now, on the other hand, if we say two practices, short and frequent when learning new skills.

So, short practice, when I learn a new skill, then, short practice, short practice, short practice means short practice. I must practice a lot. Distributed practice. Not in the long term. Frequent practice.

For example, I am If I teach a child the front foot drive, it will take half an hour. What will happen? The student will feel bored. There will not be anything new to hear.

To learn that skill, it will take a lot of time to develop. But if I divide this skill, if I make it frequent, then he will learn it. What is that? I learned it in the morning, and I learned it in the evening. So distributed practice sessions are very important to learn new skills.

Ensure that players experience a reasonable amount of success in each session. The coach must ensure That every session is an experience for the children, and they are succeeding reasonably. They are succeeding in the way they need to succeed. Some must ensure this.

And there must be fun in the practice. So, make practice fun. There must be fun in the practice. Then only the children will be involved without any formal motivation. We know, in psychology, if we measure the performance of a child by a line graph and if we put it in a graph, if we explain it through a curve, we call it a learning curve.

How the progression of the skill is going on. Seriously, initially, it will increase a little. Then it will become a plateau, i.e. a parallel zone. Then it will increase again.

From there, it can go down again. It will increase again. It will become a plateau again. It will increase again. There will be a downfall again.

But the learning curve will be like this. If a child gets a very good improvement, it will go down in one way or another. There, I will... The way he was practicing, he will change and bring a new type of practice so that he can see the performance from above again. It will be seen again that the learning is very good, there is no plunge or improvement.

He will have to give motivation to that. He will have to encourage him. He will have to play the match. He will have to apply other tricks and techniques in coaching to that in his head. So that the learning curve has a beautiful value.

At all times, there will be a progression in the learning phase. Yes, there will be a progression sequentially. If you want to know more details, then there is a straight progression of the learning curve. If we show the curve, then What can we say about this?

Typically, the learning curve shows it does not proceed smoothly. The learning curve will never go smoothly. It will never go up straight. I said this a little earlier. It will always have a plateau in it, which is very, you know, in normal features, in some characteristic systems, and it is also in this processor.

Again, another Chinese proverb is very important. And the last one is very important in skill acquisition. This needs to be known by coaches. If I use too many words in coaching without any demonstration or practice, then the children will forget what I am saying.

So, if I hear, I forget. You must keep that in mind. If the children do not listen too much, they will forget it. If I see, I remember. Show them a very good demonstration.

If I see, I remember. Again, and again. Show photos and videos of good players, but the whole skill is performed by them. If I do, I understand. This is all from a Chinese proverb. Which is used in coaching.

And we use it in skill acquisition. Without talking much, we show and practice it during the coaching sessions. So that is all about skill acquisition. After this, the session is about the fundamental rules of cricket. That is all.

To know these fundamental rules, to know these fundamental rules, to play cricket, you do not need to know all the rules. There are 42 rules in cricket. Test cricket is different, rugby cricket is different, and T20 is different. But formally, if a cricketer plays cricket, if a child plays cricket, or if I am a coach, Thank you, everyone.