STUDY ON THE METHODOLOGICAL DIFFERENCES IN TRAINING YOUNG TENNIS PLAYERS

Abstract. It has often been said that tennis is very good in attracting new players, but less effective in helping them continue their sports activity, as there are many reasons why those who practise tennis abandon it. In classical tennis, the learning process takes place over several years, being a long-lasting activity (6-8 years). Tennis 10 is a program that was created and implemented by the International Tennis Federation (ITF) in the early 2000s as part of a campaign called "Tennis Play And Stay". It was officially released in February 2007 and its purpose was to increase the practice of tennis throughout the world. The Tennis Play and Stay campaign aimed at promoting tennis as a sports game easy to play, good to have fun and keep people healthy and making sure that all beginner players could serve and hit the ball from the first lesson. Through this work we have discovered that the means used in Tennis 10 are perceived as superior by the specialists in Romania, compared to the standard methodology in developing physical, technical, tactical training and in the initiation of athletes in the competitive environment.

Keywords: Tennis 10, tennis methodology, physical training, motion games, adapted rackets, adapted court, adapted net

Introduction From the first contact with the little ones there is a concern in selecting the elements that meet the requirements of the tennis game, using to this effect tests and rules, subsequently becoming a continuous process with assessment criteria for learning, and increasing interest in certain strikes. The children's guidance towards a particular structure of the game is achieved through the rhythm of teaching strikes, through the way they are thought and how the interest in certain
strikes is emphasized. Over the years, the experience gained through research has come to the conclusion that the tennis game calls for a specific series of qualities and skills well divided according to sports training factors, and that the training methodology must be based on an extremely profound view of general aspects of this sport, regarding particularly the age under 10.

Our hypothesis started from the idea that in Romania, the Tennis10 concept is not very popular or used in many clubs, although it has incredible advantages.

We used the investigation method in order to identify the existing differences concerning the tennis teaching methodology. In the investigation, we used as a working instrument, the questionnaire entitled "Differentiated Perceptions on Tennis Teaching Methodology", which included questions that explored how familiar coaches were with the classical and modern training methods.

The questionnaire was designed to provide collection of data data on how to apply the means for teaching tennis. It was applied to respond to some questions about the Tennis 10 method as well as to test the views of specialists in the field. Its reference was the Tennis 10 Concept and it was applied between 10th August and 30th November 2018 on a sample of 40 coaches, online.

We have taken into account the fact that the questionnaire responses can be considered as"objective", based on the fact that the subjective data of human consciousness should not lead to false conclusions regarding the introspections of experiences and life events, the perception and response facts of individual as reactions to the "objective" stimuli of the material world. Not many topics have been included so as to avoid overloading the questionnaire and the difficulty in applying and interpreting it.

The questionnaire could not be completely designed from the first attempt and, in order to reach the final form, it has been through several changes. In order to design the questionnaire we needed to clearly mention the research objectives and then their translation into well formulated indicators.

The actual investigation was carried out by applying the questionnaire, which was preceded by a short presentation (Introduction) of the research objectives, the necessary response manner.
For illustration purposes, we ranked and interpreted answers to five questions (two on the learning technique, one on tactics learning, one on developing physical training and one on the initiation in the competition environment).

The answers to the question "Do you think that by using Tenis 10, the technique of the game is acquired faster than by standard means?" were the following: 32 experts (80%) replied affirmatively, namely that Tenis 10 methods are more effective, practically and methodically speaking, 5 experts (12.50%) replied negatively, i.e. agreeing to the use of standard means in this purpose, and three experts (7.50%) considered that the Tenis 10 technique could be partly acquired more quickly.

![Fig. 1. Assessment the percentage of various methods to acquire the technique](image)

The answers to the question "Which of the means used (Tennis 10 and standard) positively favors the physical training factor in children at this age?" were the following: for the idea that Tennis 10 positively favors the physical training factor in children at this age, 33 experts (82.50%), 4 experts (10.00%), considered that standard means are better in influencing the physical training factor, and 3 experts (7.50%) considered that the use of both categories of means are as good in favoring physical training.

![Fig. 2. Assessment the percentage of various methods for the physical training of children](image)
For the question "How do you think the volley strike can be more easily learned by Tennis 10 or by standard means?" It was answered as follows: 28 experts (70.00%) believe that the easier learning of the volley can be carried out by using tennis 10, 7 experts (17.50%) consider that standard means are more useful to learn the volley strike, and 5 experts (12.50%) agree with the idea that both categories of means are useful for acquiring the volley strike more easily.

Fig. 3. Expert options on the use of various methods for the efficient use of certain technical elements

The question "By which of the two categories of means (Tennis 10 and standard tennis) is the score game better taught (the tactical aspect of the game)?", was answered as follows: 32 experts (80.00%) considered that Tennis 10 can be decisive in the faster learning of the score game at points, 6 experts (15.00%) opted for the idea that the score game is taught more easily by using standard means and 2 (5.00%) considered that both categories of means can influence to the same extent the learning of the game (the tactical aspect of the game)?

Fig. 4. Expert opinionson the learning of score games (tactical aspect)
The question "Is the simplified regulation (shorter matches) of Tennis 10 Methodology an advantage in getting children used to the competition system?" generated the following categories of responses, 32 experts (80.00%) responded affirmatively, namely that the simplified Tennis 10 regulation could lead to the adaptation of children to the general aspects of the competition itself, 7 experts (17.50% ) responded negatively, namely that this regulation does not positively influence the adaptation of children to competition matches, and 1 expert (2.50%) appreciated that Tennis 10 regulation is not necessarily an advantage in this respect.

![Fig. 5. Expert opinionson on the advantage of simplified regulation of Tennis 10 to get children used to the competition system](image)

**Conclusions**

After centralizing the answers received from the experts, we can say that there is no consensus on the tennis methodology. The majority of tennis coaches use their own experience.

Modern tennis learning methods in beginners are known in Romania by most tennis coaches. The benefits of these methods exist and most experts are convinced of this. Lately, the Tennis 10 methodology has begun to take shape in Romania. Experts who are still not using modern training methods, do it due to the lack of trust, lack of knowledge in the field, and last but not least due to the additional costs for the purchase of additional materials such as adapted rackets, adapted nets and other materials. There are coaches who mix the two methods, or borrow elements belonging to "Tennis 10" that they use in traditional tennis.
References: