

Method in the teaching of tennis coach

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ABSTRACT

This research aims to guide coaches in determining the preferences of coaches regarding teaching methods by demonstrating the effects of different teaching methods in tennis in teaching. Working groups were created, and the subjects who participated in these groups were composed of female students who had never played tennis before and studied in different departments of the university. As a data collection tool, the measurements were done three times and the difference between them was detected by administering a test (ITN) that determines the regulated tennis levels for sedentary. The only sample t-test was used at 0.05 severity as to whether the sample mass represented the main mass equally and homogeneously. Accordingly, it was determined that the sample mass represents the main mass equally and homogeneously. A 0.05 severity associated sample t-test was used to test differences within groups. An independent sample t-test was used because the data showed normal distribution to test the difference between groups. As a result, although there has been an improvement in both teaching methods according to the initial levels, it has been determined that the modern tennis teaching method is faster and more effective under the results in teaching. Coaches used both the modern tennis teaching method and classical tennis teaching method, while the teaching method should be reviewed in terms of what method to use in teaching. Following these results, coaches are advised to do their work in this direction by adopting game-based tennis teachings.

Keywords: Sports, tennis, modern tennis, classic tennis, teaching.

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INTRODUCTION

Interest in the tennis sports industry is increasing day by day both in Turkey and in developed countries. The increase in interest has led tennis coaches to develop tennis training theories and have begun to prepare their work accordingly. The growing sport of tennis is also important for coaches to generate significant income (Unierzyski, 1995). Both the development of sports technology and the development of application studies have enabled it to offer easier and more effective teaching in tennis teaching. In previous years, the age of starting the tennis branch was 6-8 years old, and today the age of starting tennis has been reduced to 3-5 years of age (TTF, 2008). So much so that England, Switzerland, Spain, the USA are preparing nursery tennis programs to reduce the tennis age much lower. While the studies conducted for these age groups used to use a single type of racket and one type of ball in teaching, today plastic racket, 15 inches, 17 inches, 19 inches, 21

inches, 23 inches, 25 inches, and 27-inch rackets are chosen according to the anthropometric condition of the child's bone and muscle structure (TTF, 2010). Nowadays, the weight and pressure of the balls have been reduced, making trainers easier and more comfortable training. The fact that the sponge balls are very light and large and the medium-hard and softball types with reduced pressure both minimize the damage to the bone muscle tissue of the child and the slow delivery of the balls allows the teaching to be more effective. Some coaches advocate that modern teaching method (game-based teaching) is more effective in tennis training, while some coaches argue that classical teaching (movement-based teaching) is more effective in tennis training (TTF, 2010). Another important individual difference that affects success in the learning process, such as learning styles, is learning strategies (Senemoğlu, 2013).

Training is the process of changing or creating the requested behavior. Learning is called learning the change in the behavior of the individual through his own life (materyaltasarimi.weebly.com). In order to reach the highest efficiency of the exercise person, all of his planned physical and spiritual work is called training (Abas, 2013).

It is expected that a behavior will have the following characteristics to be considered learning:

- Behavior is observable
- Showing continuity of learned behavior
- Achieving behavior through life and experiences
- Failure to temporarily occur in the change in behavior with fatigue, disease, medication, etc.
- Behavior does not occur only on growth (Senemoğlu, 2013).

On the basis of the permanence understanding in classical teaching method, there is a belief that absolute-constant reality and man in the universe are always and everywhere the same (Sonmez, 2014). The teacher's goal is to teach the student absolute and unwavering truths (Yilmaz and Tosun, 2013). The student's mind should be educated, discipline provided, if necessary, a method of punishment should be applied, real-life examples should be selected and applied. In this method, the universal teaching method should be done according to corrects. Accordingly, the questions of the students should not be directed at real life but should be shaped according to universal truths (Sonmez, 2014). Since the student does not have any knowledge first, universal facts must be provided by the instructor or expert.

In modern teaching systems, the student is active. Visual applications should be used instead of verbal symbols in teaching. It is more about learning by experience. The teacher's duties are obligated to facilitate the student's learning, to guide the student and to motivate the student. Instead of being interested in what is offered to the student, the student's actions have become more important. Student performance creativity and productivity have gained importance.

Contemporary/progressive education understanding (modern/built-in education understanding)

The child has many abilities innate. The job of the educator is to develop their innate abilities in a natural function instead of putting pressure on the child (Rousseau, 2014; Bayansalduz, 2012). Kant (1990) stated that education has formed the basis of contemporary education, which puts the individual at the center, considering the multiple intelligence factors, taking into account the steps of development of the individual due to emotion, thinking and cognitive factors that highlight the individual's abilities and skills (Magill,

2004; Bayansalduz, 2014; Acar et al., 2016). When we take into account the characteristics of contemporary education; more on creativity rather than the subject and the emphasis on creativity rather than the subject (Sánchez, 2009). One of the distinguishing features of contemporary and progressive education is that it has a spirit of criticalness. At the heart of teaching methods, the individual should include elements such as his ability, capacity, and skills, development steps, social, cognitive, and emotional characteristics, as well as the nature of education, educational methods and strategies (Oguz et al., 2004). There are no absolute truths at the heart of contemporary education. In this method, you should have the understanding that the truths can change constantly. The teacher's job is to be a guide. Education aims to overcome the cultural crisis of the age and to rebuild society (Yilmaz and Tosun, 2013). New training and training strategies, methods, and techniques should be constantly developed, never applied for punishment in the educational environment (Sonmez, 2014). Liberating people at the core of modern education is an important act of awareness of its existence and is at its core (Thompson et al., 2008).

In the classical teaching technique, the athlete tries to copy the right technique, which is important again when he adopts good technical good movements. There is no expectation from the athlete about the function of the game in the game. In this teaching method, the tennis game is determined by the player. There is no expectation for the game for the athlete. The athlete unwittingly develops according to the model. The player's creativity in the game doesn't show much improvement (Turkey Tennis Federation, TTF, 2014).

Players need to learn and develop the skills needed in the skin before learning the technique. For example, to serve the athlete, the athlete's throwing and over-the-shoulder throwing skills should be developed, especially in 6 to 10 years old females, these studies should be included. This and many studies should be done by preparing the competition environment. Because there is competition in the structure of man. If we give an example to the study, athletes are divided into two equal groups, and 10 pieces are placed at the bottom line of one side and 10 others to the bottom line. Athletes throw one ball over the shoulder, provided they get one ball at a time with the mark and try to throw a wire behind the bottom line of the other field. The goal here is to give you the ability to throw over the shoulder and the ability to serve. To prepare the competition environment, athletes are given the right to throw one ball at a time, which side the ball is not left on, the group becomes the champion. Of course, the balls will never end because the ball will come across. Athletes both enjoy and develop throwing skills, running skills. Athletes should know the rules of the game at 6 to 10 years old, respecting players and winning in the competition, but they adopt that losing is a natural result, their skill unwittingly develops according to

the model. The player's creativity in the game does not show much improvement (TTF, 2014). Players need to learn and develop the skills needed in the skin before learning the technique (TTF, 2013). (Table 1)

In classical tennis teaching, it is to apply the movement shown continuously by repetition, as much as possible, by reinforcing without variability or deviation:

- Progressive, digit digit progress
- Too much repetition, reinforce

- Review by correcting errors
- Ability to apply the movement as learned in changing conditions (Erdil, 2016).

In order to train effectively in modern tennis teaching, it is necessary to understand and know the status of five games in tennis. Because there is no other approach in tennis competitions other than five-game situations. The players' shortcomings in tennis are improved in training, depending on the status of five games.

Table 1. Tennis teaching methods.

Classical learning features	Active learning features
Teacher-centric teaching. The teacher is active, the student is passive. The teacher applies a straight narration method. This technique is supported by memorization. The student has trouble interpreting events and problems. Persistence of information is limited. Learning becomes difficult as the students' interest and attention are not drawn.	Student-centric education. Since learning is effective, the student is active. The students learn by solving the problems. Thinking and questioning skills develop. Learning becomes more permanent by hearing, seeing and touching. Student achieves the goal her/himself. While student behavior improves positively, s/he enjoys her/his work, becomes happy and increases self-confidence. The student solves the problems and looks at the events from different perspectives. The student gets to know his teacher and schoolmates well during education. Sharing and solidarity skills develop. (Yilmaz and Tosun, 2013).

Five game statuses

- Service Throw
- Service Meet
- Both Players Kick the Ground Coming From the Bottom Line
- Your Player in the Rival Net is at the Bottom Line
- Your Player in the Opponent Bottom Line in the File

The coach needs to plan for five games while planning training (Kermen, 1991).

The simplest tactic in tennis is that the ball stays in the game. It is about running the opponent once he's setting up the game again. It should be noted that fatigue and performance are proportionate correctly. As fatigue increases, the more mistakes in the stroke. Knowing the weaknesses and strengths of the opponent and the weaknesses of your player, the game must be established in this direction. In order to do these things, you must have the knowledge and skills to make all the hits in five-game states (TTF, 2014).

In modern tennis teaching, the training character must be as follows:

- Training should be based on the game, players develop

skills faster in the game. The most important thing to consider in this method is that the target is at the forefront instead of the result. Again, when this game is characteristic, it is necessary to develop coordination skills that form the basis of the technique, which is a good shot.

- Players' welcome skills should also be improved in the best way. Players should be more independent by adding their own creativity.

- As a training method, complex training should be applied; tactics, techniques and other skills should be developed together.

In summary, in modern tennis teaching, players should be allowed to develop their creative qualities. Coaches should only be guiding instead of giving orders (TTF, 2014).

METHODOLOGY

The purpose of this research is to ensure that tennis coaches are informed in determining their preferences regarding teaching methods. While some of the coaches using tennis teaching methods highlight and use classical teaching, that is, movement-oriented teaching; some

coaches use modern tennis teaching with game-oriented teaching methods. For this reason, working groups for two methods were created, and subjects who participated in these groups were composed of female students who had never played tennis before and studied in different departments of the university. As a data collection tool, the measurements were measured three times from the students by applying the regulated test for the sedentary individuals, determining the tennis levels (ITN), and the difference between them was detected. Percentage values of data, arithmetic averages, standard deviations, maximum and minimum values are shown as descriptive statistics. The only sample T-test was used at 0.05 (p.05) and the sample mass was found to represent the main mass equally and homogeneously. The Kolmogorov-Smirnov test, which is used for sample masses under 30, was administered to determine whether the data was dispersed normally ($p > 0.05$), the data showed normal distribution. A 0.05 severity associated sample T-test (related samples t-test) was used to test differences within groups. An independent sample t-test was used because data shows normal distribution to test the difference between groups.

Universe and sampling

The subjects who participated in the study were composed of female students (N = 47), who had never played tennis before, who studied in different departments of Muğla Sıtkı Kocman University. The experimental group used was randomly created and a simple experimental method was applied to get the results of the research quickly and easily. The sample of the study (n = 32) is composed of female students. The participants were informed and the studies were carried out voluntarily. Evaluation (n = 16), (n=16).

Data collection tools

The study was randomly divided into a total (n = 32) the female student (n = 16), (n = 16) by the researcher, and the differences were made by taking measurements from both groups, in the middle and at the end of the study. Participants were given eight weeks, three days a week, a play-oriented teaching method was applied to a group of 50 min, and the other group was given a movement-oriented teaching method. At the start of the study, a measurement was taken again at the end of the fourth week, and the final measurement was made at the end of the eighth week. For measurements, the line was drawn from the bottom line to two meters inwards, the line was drawn four meters from the bottom line, and the last service boxes were used to score six meters from the bottom line. If the ball falls into the farthest area in the scoring, front of the hand and back-to-hand strokes, the

player is considered very good by taking four points when the ball falls into the area between the bottom line and the two-meter line. When the player drops into the previous short field, the player gets three points and is evaluated as good. When the third region falls into the bottom line six yards away, the player gets two points and is evaluated as the middle. Finally, when the service falls into the boxes, the player is considered weak by taking a point. (Figure 1)

Hypothesis of research

Two hypotheses were developed in the study. These hypotheses include:

1. Hypothesis:

H₁: Students improve their strokes in the method of instruction based on movement and play.

H₀: Students cannot improve their strokes in the method of instruction and game-based instruction.

2. Hypothesis:

H₁: Students' strokes are different in the method of instruction based on movement and play.

H₀: Students' strokes are different in the method of instruction based on movement and play.

When the ball is inserted into the net or falls off the specified area, it is not evaluated.

FINDINGS

The explanation about Table 2 is given below under the headings.

Subjects in action-based teaching method.

The average scores of the first measurement hit in forehand are 13.6875, standard deviations are 2.05649, the minimum score is 10, the maximum scores are 18. The average scores of the second measurement hit in forehand are 15.5000, standard deviations are 2.58763, the minimum score is 14, the maximum scores are 19. The average scores that hit the third measurement stroke in front of the hand are 16.3125, standard deviations are 1.57982, minimum points are 14, maximum scores are 19. The average scores of the first measurement hit at the backhand are 9.7500, standard deviations are 1.57056, the minimum score is 7, the maximum scores are 13. The average scores of the second measurement hit at the backhand are 14.8750, standard deviations are

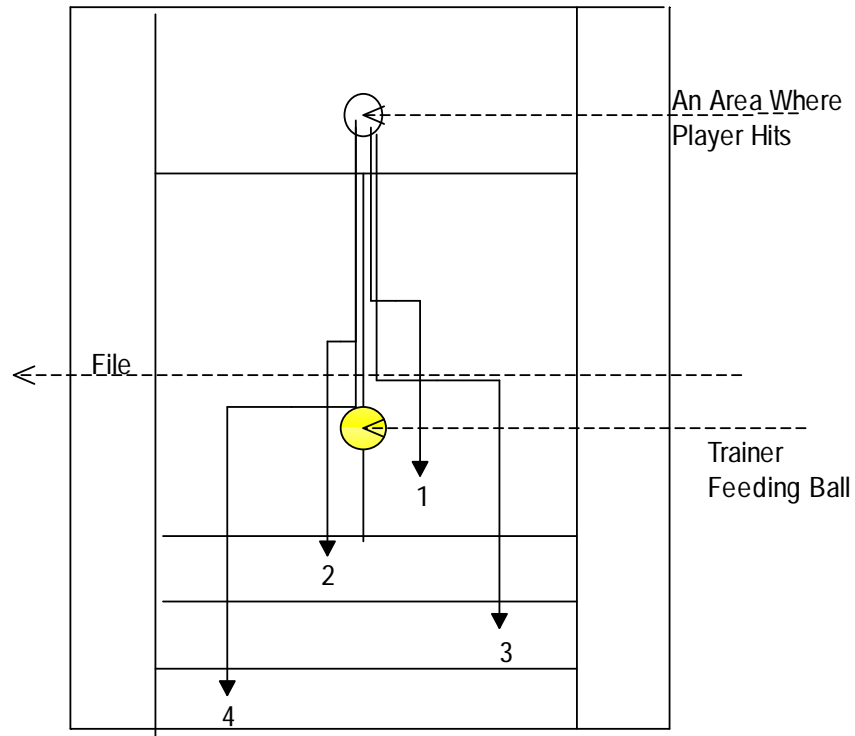


Figure 1. Scoring areas for forehand and backhand strokes.

Table 2. Scores of subjects' points in action-based and game-based teaching method arithmetic averages, standard deviations, minimum and maximum score hit values.

Methods	Work group	N	Minimum	Maximum	\bar{x}	ss
Action-based teaching methods	Forehand 1. Measurement	16	10	18	13.69	2.06
	Forehand 2. Measurement	16	14	19	15.5	1.51
	Forehand 3. Measurement	16	14	19	16.31	1.58
	Backhand 1. Measurement	16	7	13	9.75	1.57
	Backhand 2. Measurement	16	9	16	12.5	1.71
	Backhand 3. Measurement	16	10	17	13.31	1.7
Game-based teaching methods	Forehand 1. Measurement	16	8	18	13.56	3.46
	Forehand 2. Measurement	16	15	23	18.81	2.59
	Forehand 3. Measurement	16	18	25	22.19	2.01
	Backhand 1. Measurement	16	5	15	9.88	2.66
	Backhand 2. Measurement	16	11	19	14.88	2.36
	Backhand 3. Measurement	16	15	22	18.38	2.06

1.71270, minimum score 9, maximum scores 16. The average scores of third measurement stroke hits at the backhand are 13.3125, standard deviations are 1.70171, minimum points are 10, maximum scores are 17.

Subjects in the method of instruction based on the game

The average scores of the first measurement hit in

forehand are 13.5625, standard deviations are 3.46350, minimum score 8, maximum scores are 18. The average scores of the second measurement hit in forehand are 18.8125, standard deviations are 1.50555, minimum score is 15, maximum scores are 23. The average scores that hit the third measurement stroke in forehand are 22.1875, standard deviations are 2.00728, minimum points are 18, maximum scores are 25. The average scores of the first measurement hit at the backhand are 9.8750, standard deviations are 2.65518 minimum points

5 and maximum scores are 15. The average scores of the second measurement hit at the backhand are 14.8750, standard deviations are 2.3691, minimum points 9, maximum scores 16. The average scores of third measurement stroke hits at the backhand are 18.3750, standard deviations are 2.06155, minimum points are 15 and maximum scores are 22.

When Table 3 is evaluated, you can use the subjects' 1, 2. and 3. There is a significant difference between measurement averages ($p < 0.05$). H_1 hypothesis accepted. In the method of teaching based on the game, students' strokes have improved.

Subjects have significant differences between the first, second, and third measurement averages ($p < 0.05$). H_1 hypothesis accepted. In the method of action-based

teaching, the students' strokes have been improved.

When Table 6 is examined, there is no significant difference between the first measurement averages in forehand ($p > 0.05$). There is a significant difference between the second measurement averages in forehand ($p < 0.05$). There is a significant difference between the third measurement averages in forehand ($p < 0.05$). There is no significant difference between the first measurement averages of backhand ($p > 0.05$) There is a significant difference between the second measurement averages of backhand ($p < 0.05$). There is a significant difference between the third measurement averages of backhand ($p < 0.05$). H_1 hypothesis accepted. In the method of teaching based on movement and play, the development of student strokes is different from each other.

Table 3. Normality analysis of data.

Methods	Kolmogorov-Smirnova		
	Statistic	df	p
Game-Based Teaching Method 1. Measurement Forehand	0.15	16	.200*
Game-Based Teaching Method 1. Measurement Backhand	0.18	16	0.154
Game-Based Teaching Method 2. Measurement Forehand	0.18	16	0.20
Game-Based Teaching Method 2. Measurement Backhand	0.17	16	.200*
Game-Based Teaching Method 3. Measurement Forehand	0.15	16	.200*
Game-Based Teaching Method 3. Measurement Backhand	0.15	16	.200*
Action-Based Teaching Method 1. Measurement Forehand	0.25	16	0.108
Action-Based Teaching Method 1.Measurement Backhand	0.18	16	0.153
Action-Based Teaching Method 2. Measurement Forehand	0.19	16	0.115
Action-Based Teaching Method 2. Measurement Backhand	0.18	16	0.192
Action-Based Teaching Method 3. Measurement Forehand	0.17	16	.200*
Action-Based Teaching Method 3. Measurement Backhand	0.20	16	0.094

Data showed normal distribution ($p > 0.05$).

Table 4. Game-based teaching method related sample test for first, second, and third measurement values (related samples test).

Methods	N	\bar{x}	ss	X^2	df	P
Game-Based Teaching Method 1. Measurement Forehand	16	13.56	3.46			
Game-Based Teaching Method 2. Measurement Forehand	16	18.81	2.59	31.524	2	0.000
Game-Based Teaching Method 3. Measurement Forehand	16	22.19	2.01			

Table 5. Action-based teaching method related sample test for first, second, and third measurement values (related samples test).

Methods	N	\bar{x}	ss	X^2	df	P
Action-Based Teaching Method 1. Measurement Forehand	16	13.69	2.06			
Action-Based Teaching Method 2. Measurement Forehand	16	15.5	1.51	21.036	2	0.000*
Action-Based Teaching Method 3. Measurement Forehand	16	16.31	1.58			

Table 6. Method of action and game-based teaching method t-test for first, second and third measurement values differential.

Method	Work group	N	\bar{x}	ss	t	df	P
Forehand 1. Measurement	Action-Based	16	13.69	2.06	0.124	30	0.902
	Game-Based	16	13.56	3.46			
Forehand 2. Measurement	Action-Based	16	15.5	1.51	-4.426	30	0.000**
	Game-Based	16	18.81	2.59			
Forehand 3. Measurement	Action-Based	16	16.31	1.58	-9.20	30	0.000**
	Game-Based	16	22.19	2.01			
Backhand 1. Measurement	Action-Based	16	9.75	1.57	-0.162	30	0.872
	Game-Based	16	9.88	2.66			
Backhand 2. Measurement	Action-Based	16	12.5	1.71	-3.255	30	0.003**
	Game-Based	16	14.88	2.36			
Backhand 3. Measurement	Action-Based	16	13.31	1.7	-7.575	30	0.000**
	Game-Based	16	18.38	2.06			

**P < 0.001.

DISCUSSION AND CONCLUSION

With the increasing interest in tennis today, coaches have also begun to review their teaching methods. Two methods are applied by coaches in tennis teaching. The first method (modern tennis) is the second method of teaching based on the game (classical tennis) method based on movement. Some coaches adopt the method based on the game, while some coaches adopt the method based on action. This study was prepared with the aim of guiding coaches in teaching. The study aims to demonstrate that the teaching method they advocate is faster and more effective in teaching. In this study, the first measurement was taken before the start of education by applying the experimental teaching method, four weeks after the start of the training, and finally, the scores were taken at the end of the eighth weekend after the training was finished. Thirty-two experimental groups studying at Muğla Sıtkı Kocman University, which is not played tennis, were randomly divided into two equal groups, and three days a week in eight weeks, a group based on the game-based teaching method was applied to the other group. The assessment (ITN) was conducted as an internationally recognized tennis level measurement test. As a result of the measurements, no difference was detected in the first scores, which was the expected result, because they had not played tennis in both groups before. However, when the second scores were taken, it was determined that tennis levels increased compared to the levels at the beginning in both groups. When we looked at level development between the two groups, it was determined that the score of game-

based tennis was higher.

The assessment at the end of the eighth weekend found that the scores of both groups' forehand and backhand strokes improved. On the other hand, it has been determined that the score values of the game-based teaching method are higher than the score values based on movement.

Ertem et al. (2012) applied coordination-enhancing exercises to 12-14 female tennis players, examining the impact of forehand and backhand groundstrokes on skill. (ITN) evaluated precision and power test stroke scores and determined that there was a difference.

Genevois et al. (2013) had applied two different tennis training sessions over 44 tennis players, compared two training models, tennis skills reported improvement in two training models.

Yanar's study also found similarities, examined modern learning and classical learning method, found that there was an improvement in two teaching methods, but the effect of the modern teaching method was higher.

Williams et al. (2000) examined whether tennis players' skills improved with training, and in his research, he found that skills developed for the two training groups, according to comparison results between the two groups.

In their research, Kalem and Fer (2003) found that the modern learning method had a positive effect on students in terms of teaching and communication process dimensions.

Loomis et al. (1999) examined the advantages of video technology in learning and found that video and education would be among the most preferred teaching

techniques in the future. In line with this result, it would not be wrong to say that visual education will support the modern teaching method of video techniques used in technology.

As a result, coaches apply both (modern tennis) game-based teaching method and (classical tennis) method of action-based training. They need to review the training they will use in the tennis-teaching method. Although there has been an improvement in both teaching methods according to the initial levels (modern tennis) teaching method was found to be faster and more effective by the results in teaching. Under these results, coaches are advised to do their work in this direction by adopting game-based tennis teachings. Coaches should also remember to contribute to teaching using sports technologies. Because it is thought that the proper use of sports technologies as well as the importance of the teaching method in the teaching method contributes significantly to tennis learning. The racquet number, which is not suitable for its hand, is similar to the shoe number. If the shoe number is large or small, it will negatively affect the performance of the athlete, as well as if the right racquet selection is not made, the performance of the athlete will be negatively affected in the same direction. Tennis balls used must be determined according to the level of the person's game in teaching. Players at the starting level should not be recommended as the hard ball will go fast. Instead sponge soft or medium soft balls should be recommended. These balls will not damage the bone muscle and connective tissue when the movement is made incorrectly, but also allows the player to make the movement easier due to the slow movement of the ball.

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