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(Article begins on next page)

The jump float serve: how to teach it starting from the rhythmic component.

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Aim The proposal for this study was to identify specific exercises in order to let the athletes of an under-18 volleyball team learn the extremely important basics of the jump float starting from the rhythmic component. The study allows us to deduce an effective protocol to learn a typology of serve important to contribute to the success of the game.

Methods 14 girls from 16 to 18 years old, subdivided in working team (EG) and controlling group (CG) have taken part in the task. Both groups have carried out three physical tests, at the beginning and at the end of the work (the Sergeant test, a test on the jump serve and one on the precision). The task has been divided in three steps equally distributed in the space of 4 months (2 weekly training of two hours each): the first was based on exercises intentionally studied for the execution variable and with different rhythmic and coordination applications, the second on the analytical progression and the third on the synthetic progression of exercises (3 series of 15/20 per exercise, for about 30')

Results The results of the physical tests show EG improvements in comparison with the controlling group. From the elevation test, we deduce that a direct correlation between good elevation and precision in the execution of the Jump Float serve is not always present. In the test on the jump serve, the evaluation is based on a range of values from 0 to 5. In the working team, a 14,85% has shown slight improvements. Even in the precision test the evaluation has been carried out on a range from 0 to 5. In the working team a 14,28 % has not improved, but the remaining 85.7 % has highlighted progress even though modest; in the controlling team a 71.42 % has levelled off and just a 28.57 % has increased.

Conclusion The girls have worked hard during the trainings, even in case of new and more difficult exercises. At the end of the 4-month programme, they have been satisfied with the work done and, in particular, with the results obtained. All the team already had a fairly good level and was already able to perform a float serve correctly. The fact of proceeding gradually through more and more difficult phases, has been fundamental to arrive, quite rapidly, at the final technical gesture. The rhythmic component has been very useful to reach this goal. It has helped the girls to better understand the timing and the right speed to perform a Jump Float (taking into consideration that in volleyball the serve must be performed by the server by and without exceeding eight seconds). The study keeps going on with other two teams.

References

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