

72 - DEVELOPMENTAL EDUCATIONAL THEORY AND THE TEACHING OF TEAM SPORTS – VOLLEYBALL

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The functions of education in the world have revealed certain provisions of the time. Ancient society long limited the educational processes of children playing knowledge acquired. Today, as we realize that teaching requires a compatibility with the world of science, technology, media and a broad commitment to the theoretical and scientific knowledge. Thus, it is legitimate to think of a teaching methodology that helps students to think theoretically, ie, the content taught to think scientifically, developing their skills and thinking skills independently. Therefore, how to teach any content to promote and expand the development capabilities of their own thinking and personality development, leading students to dominate the process of origin of the theoretical thinking things through?

The answer to this question requires an understanding of what is to be the 'learning theory' or what it means to 'train of thought and scientific theory.' "When the student can grasp or abstract the basic relationships that structure a particular content, it is realizing the key concept that will serve as a starting point to make generalizations on other problems specific to the same conceptual basis. By harnessing the general when the object of study is built, the student recognizes the path of the scientific thought and internalize the ways of thinking, reasoning, and acting to investigate the science taught. So by this line of reasoning we can say that education should facilitate the formation of concepts in the minds of students so that they are used as tools to operate with virtually everything with which he relates a daily basis.

Um critério para se chegar à formação de um conceito autenticamente científico é quando seu conteúdo, mediante certas ações intelectivas, em particular a reflexão, fixa certas relações genéticas iniciais, ou a "célula" de um determinado sistema de objetos em desenvolvimento. (DAVÍDOV, 1992)

This question probably has permeated the teaching practices of many of the teachers who believe that the learning of specific content should be a facilitator for the learning of other content which is the same general relationship. Thus, how the student appropriates certain knowledge can serve as a conceptual basis can lead you to deduce the phenomena of private universal basis. Therefore, the teaching of learning to think theoretically should provide conditions so that the student will internalize the modes of thinking, reasoning and science taught investigate themselves, capturing the way of scientific thinking and research processes that were developed by scientist. Depart from the understanding that teaching sports may be considered a component of school education of children / youth and the teaching-learning environments include both the formal and informal spaces, which can be developed in schools, clubs, associations etc..

In the field of sports education for many works produced in order to find the way teaching more sensible to introduce the sport in the lives of children. They are different perspectives of teaching sports, sometimes with the technician focus, sometimes with a humanist approach, sometimes with the idea of generalization of concepts and also the fragmented knowledge as a tool for problem solving, etc. ... Do not be surprised at finding common ground among the various perspectives of education, since you usually think about the payment of the dimensions of human development, whether social, psychological, cultural, physiological, etc. ... However, strategies are varied and not always include the same purpose when they are developed. However, we realize that the form of knowledge organization and development of students' thinking is still one aspect that needs further theoretical and scientific attention as a means of giving greater significance to the content of teaching sportsmanship. So whereas the sporting activities require body movements absolutely technical, coordinated and synchronized, as providing the best conditions for the internalization of knowledge and its consequent outsourcing do in sports or in one's life?

In this investigation, we seek contributions for learning the sport in the pedagogical thinking cultural-historical theory of activity from the production of Vasili Vasilievich Davydov. Author of several books, university professor and doctor of psychology, Davidov is a third generation of Russian psychologists, having been born in 1930 and died in 1998. His work highlights the peculiarity of the activity of learning with the goal of the theoretical knowledge obtained by learning of knowledge common to several areas of knowledge. He was influenced by studies of Lev Vygotsky (1896-1934), especially the relevance of schooling to the appropriation of scientific concepts and development of thinking skills from the assimilation of the cultural production of humanity.

So the theory of developmental education Davidov is structured with the following thoughts:

A cultura permite ao ser humano a interiorização dos modos historicamente determinados e culturalmente organizados de operar mentalmente.

Apropriar-se dos conteúdos culturais é apropriar-se das formas de desenvolvimento do pensamento.

O sujeito individual, por meio da apropriação, reproduz em si mesmo as formas histórico-sociais da atividade.

O ensino de todas as matérias na escola deve ser estruturado de modo que seja reproduzido, de forma condensada e abreviada, o processo histórico real da gênese e desenvolvimento do conhecimento. (LIBÂNEO, 2008)

The term developmental education, as Chaiklin (2002), means creating opportunities for students to investigate problems that allow them to develop a theoretical relationship with the specific matter.

The process of human knowledge requires concomitant theory and practice that is also private, individual and social at the same time. Therefore, the practice of the activity of human learning is not done spontaneously. It is systematic and formalized. The practical activity of thinking leads to ownership, where our consciousness captures and reproduces the movement of things in the real situation. Thus, for consciousness is formed, the real must be rebuilt, converted to the human mind. The appropriation or field of practice is through internalization, where the outside is converted to internal mediation. (Davidov, 1998)

Thus, we can assume that in the case of teaching sports volleyball development of teaching in developmental

perspective should provide conditions for the student to mentally internalize and incorporate in their motor repertoire the most effective ways to implement the technical movements of the game of volleyball, and that, even before the unexpected and apparently new to happen during a match, may have developed the ability to mentally organize concepts, information and knowledge necessary to discern situations and make decisions and moves more correct in concrete situations. This character of generalizing concepts will give students the status of autonomy to act intelligently in any situation within the game of volleyball, including creating new solutions to new problems from the basic concept already understood and effective.

Therefore, the active parts in learning, and especially the need of individuals to develop thinking skills and cognitive skills that are guiding premises of educational practices from the perspective of developmental education.

Scientific research on bias in the historical-cultural theory can be developed through a formative teaching experiment. This mode of research was adopted by Russian psychologists Vygotsky, Leontiev, Luria, Galperin and Davydov. In this model of research seeks to understand the development of the student's mind as an event conditioned on your culture. It is considered therefore that the researcher who developed the experiment will have an active influence on the psychological processes that will be investigated as a function of the actions / activities that will propose to the students. The basis of this experiment stems from the idea of "zone of proximal development" proposed by Vygotsky (2007), where the student already has a certain real development can with the help of others to go further in their state of maturation and reach their development potential so far not achieved alone. So the 'training' of the experiment represents the procedures that the researcher will develop and your ability to change the initial state of the participating students.

The teaching experiment formative aims to systematically build on the student certain provisions important to the mental domain of the central concepts of a particular object of study with the possibility of generalization to other situations.

O método do experimento formativo caracteriza-se pela intervenção ativa do pesquisador nos processos mentais que ele estuda. (DAVÍDOV, 1998, p. 196).

The development of the teaching experiment formative aims mainly to investigate how the new mental formations arise in students, in view of the actions aimed at achieving the objectives of the syllabus. Thus, we think the development of a teaching experiment training for young players of volleyball:

What is the core concept or main attribute relevant to ownership of a beginner volleyball player and it will guide the development of all other actions arising out of the game?

- 'Concept nuclear' or 'main attribute' play volleyball:

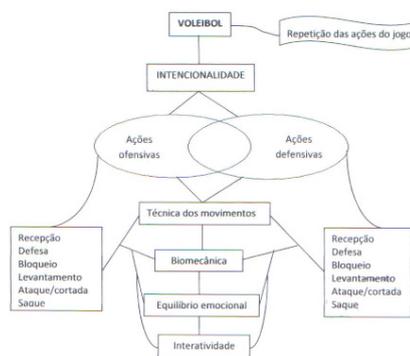
Volleyball is a sports game subject to international rules, where players from the same team shall participate in a rally, look for the easiest possible subsequent actions of his fellows, so that they can finish the moves (attack) in a position to hinder the possible actions of fellow opponents (defense / reception) and vice versa - let's call it intentionality. (MIRANDA, 2010)

Explaining the terms of this concept we must understand this concept "part of a move" as the set of actions for a player to volley the ball in his field of action (area of responsibility) or the set of actions a player that does not hinder the teammate volleyball or moves in the field of his action. By "facilitating the actions of teammates" means that the player must use an appropriate technique at the right time, so that the ball was volleyed by him and for the same team-mate, promotes the best conditions to follow up the play. Therefore, the concept understood as nuclear game of volleyball will be influencing the actions necessary to form a volleyball player with certain personality characteristics of offensive and defensive, and therefore the formation of a team. Basically it is a concept that underlies the actions of attack and defense. That is, the same reasoning that a player or team use to be offensive should be used as a starting point to establish their defensive actions.

- Attributes side 'to develop the game of volleyball

Secondary attributes - field of historical techniques, culturally and socially constructed (draw, touch, headline, cut, blocking and defense), concepts of biomechanical principles (center of mass, free fall, laws of motion, musculoskeletal action etc.), notions of social interaction (interactivity), Psychological bases (motivation, attention / concentration, perception, desire, etc..)

CONCEPTUAL MAP FOR VOLLEYBALL



Source: Track by Made Junior Miranda

The idea of establishing the conceptual core of a particular object of teaching, in fact constitutes a priority action for the development of students' thinking, for as will the formation of the reasoning of a beginner volleyball that only reproduces the game without really primarily seek to understand what is involved in the success or failure of their actions?

Essentially what is at issue in education and teaching of any subject of study is the development of conceptual thinking as opposed to general representations and empirical routinely established. We can consider a noble school assignment a role in helping students learn to solve problems based on theoretical and conceptual bases of scientific and autonomously. This requires that the activity of thinking they have been requested, also with theoretical and methodological foundations of science. So what really matter to teachers, is to master the processes involved in learning, such as the representativeness of the individual in context, their ability to interact with the prior knowledge with new information, especially as the individual deals with organizing

and information received.

A sistematização didática proposta por Davydov visa que a atividade de ensino do professor, conectada à atividade de aprendizagem do aluno, propicie a aquisição do pensamento teórico-científico e, por conseqüência, a ampliação do desenvolvimento mental dos alunos. (LIBÂNEO & FREITAS, 2009, p.9)

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DEVELOPMENTAL EDUCATIONAL THEORY AND THE TEACHING OF TEAM SPORTS - VOLLEYBALL

ABSTRACT: This paper aimed to relate the theory of teaching with the developmental process of teaching and learning team sports - volleyball. For this teaching perspective it is expected that learners are appropriating the core concepts of the sport, to make generalizations for the learning of secondary attributes of the game, demonstrating autonomy and development capabilities of their own reasoning.

DÉVELOPPEMENT THÉORIE DE L'ÉDUCATION ET L'ENSEIGNEMENT DE SPORTS COLLECTIFS - VOLLEY-BALL

RÉSUMÉ: Cet article vise à relier la théorie de l'enseignement avec le processus de développement de l'enseignement et l'apprentissage des sports d'équipe - volley-ball. Pour ce point de vue pédagogique, il est prévu que les apprenants s'approprient les concepts de base du sport, de faire des généralisations pour l'apprentissage des attributs secondaires du jeu, l'autonomie et la démonstration des capacités de développement de leur propre raisonnement.

DESARROLLO EDUCACIÓN TEORÍA Y LA ENSEÑANZA DE DEPORTES DE EQUIPO - VOLEIBOL

RESUMEN: En este trabajo se buscó relacionar la teoría de la enseñanza con el proceso de desarrollo de la enseñanza y el aprendizaje de los deportes de equipo - voleibol. Para esta perspectiva la enseñanza se espera que los estudiantes se apropien de los conceptos básicos de este deporte, hacer generalizaciones para el aprendizaje de los atributos secundarios del juego, demostrando la autonomía y las capacidades de desarrollo de su propio razonamiento.

A TEORIA DO ENSINO DESENVOLVIMENTAL E O ENSINO DE ESPORTES COLETIVOS – VOLEIBOL

RESUMO: Este texto objetivou relacionar a teoria do ensino desenvolvimental com o processo de ensino e aprendizagem dos esportes coletivos - voleibol. Por esta perspectiva de ensino espera-se que os aprendizes apropriem-se dos conceitos nucleares da modalidade esportiva, de forma a fazer generalizações durante o aprendizado dos atributos secundários do jogo, demonstrando autonomia e desenvolvimento das capacidades próprias de raciocínio.