

**04 - THE DEVELOPMENTAL MODE OF LEADING LEADING IN VOLLEYBALL**

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**1. INTRODUCTION**

In the daily practice of sports we can commonly observe people helping each other in the teaching of a particular sporting modality or gesture. Whether in a club, in a square, in times of leisure this mutual help happens when people with more sports experience propose / set to help the less experienced so that they can develop a certain practical or technical field of play. It is a historical and social process of accumulation and transmission of knowledge that is being 'passed' from practitioner to practitioner or from teacher to student. So roughly can we conceptualize sports as being a social, cultural and historical practice developed by humanity to be able to enjoy moments of interactivity, attempts at performance, overcoming individual and / or collective goals, and by so many [im] constituent predictions of the human psychological dimensions.

In this context of sports education, this work is close to an essay, and has as its contribution the assumptions of Vasili V. Davidov's Developmental Theory of Follower of Historical-Cultural Theory from the perspective of the Russian education psychologist Lev S. Vigotski, among others authors. The aim was to provide an appropriate basis for sports learning and therefore for sports education. Therefore, we delimit as an object of analysis the sport volleyball and as content the teaching-learning process of the headline.

We have routinely observed a few times that people, in general, when teaching the headline, usually teach the following steps: a) the positions of the hands, forearms and arms (hilt), b) the position of the trunk (column), c) a position of legs (lower limbs) / position of expectation and d) coordination of movements when approaching the ball in a training or game situation. These stages developed in the sequence described seem to be coherent in the face of the action of this sporting gesture. However, some questions are possible in this way of teaching the headline: Is this sequence of pedagogical events logical, rational and favors the development of the learner in the modality? Teaching the headline would be to explain and demonstrate this sequence of moves and to learn how to reproduce it in a game situation? In this way, this study set out to answer the following question: how can we organize the learning process of the headline learning in volleyball from the assumptions of Developmental Theory?

The relevance of this study stems from the

[...] O saber contemporâneo pressupõe que o homem domine o processo de origem e desenvolvimento das coisas mediante o pensamento teórico, que estuda e descreve a lógica dialética. O pensamento teórico tem seus tipos específicos de generalização e abstração, seus procedimentos de formação dos conceitos e operações com eles. Justamente, a formação de tais conceitos abre aos escolares o caminho para dominar os fundamentos da cultura teórica atual. (...) A escola, a nosso juízo, deve ensinar às crianças a pensar teoricamente. (DAVÍDOV apud GOLDBERGER, 2000, p. 49).

We are now assuming our concern with the organization of sports education methods more in keeping with the desire for the development of the mental abilities of beginner volleyball students or those who are in the process of learning any other object of knowledge. The general objective of this theoretical research was to theorize the teaching of the headline. More specifically we propose to present a synthesis of the teaching of the headline demarcated by the fundamentals of Davidov's study activity.

The development of this text presents the following structure: the theoretical basis of Historical-Cultural Theory and Developmental Theory; the theorizing and the developmental mode of teaching-learning of the volleyball headline.

**2. DEVELOPMENT**

The Historical-Cultural Theory and the Theory of Developmental Teaching

The Vygotskian idea of learning stems from the fact that there are external and internal factors to the individual that need to be articulated so that the cultural signs are internalized by stimulating the students' research capacities and the help of others to enhance their mental abilities (LIBÂNEO, 2004). This thinking suggests a new way of thinking schools, as it is no longer about 'passing' pedagogical exercises for students to perform. This teaching procedure of the traditionalist school where the "teacher conveys the content in the form of truth to be absorbed and distant from the student's experience" (Libâneo, 1992, p. 23), is no longer in the schools and, in our opinion, the schools of sports education. Davidov wrote:

Educators begin to understand that the task of contemporary school is not to give children a sum of facts known but to teach them to orient themselves independently in scientific information and in any other. This means that the school should teach students to think, that is to say, to actively develop in them the foundations of contemporary thought for which it is necessary to organize a teaching that drives development. Let's call this teaching "developmental". (DAVÍDOV, 1988, p.3)

The theory of developmental teaching in the context of contemporary education can make a significant contribution to the demands placed on the school, especially raising the level of thinking of students and the internalization of cultural mediations that enable students to self-regulate their own activity.

The emergence of the theory of developmental teaching is associated with the reforms at the base of Russian education in the years 1920-30 when Soviet psychologists and pedagogues, among them Vygotsky (1896-1934), Luria (1902-1977) and Leontiev (1903-1979) and his followers began to investigate the problem of linking education systems with the development of the mind of the child from the principles of dialectical and historical materialism. The results were providential and helped public education managers to raise student levels in the field of intellectual development and professional preparation.

The theory of developmental teaching emerges on a solid and scientific basis from Davidov's investigations of student learning activity. Davidov is part of the third generation of Russian psychologists who are followers of Vygotsky. In his work, Davidov emphasized the characterization of learning activity whose objective is the mastery of theoretical knowledge obtained through the learning of knowledge common to several areas of knowledge. This theory sought its foundations in the historical-cultural theory of L. S. Vygotsky and theory of the activity of A. N. Leontiev. Of a dialectical nature, these theories justify the

historical-social nature and the mediating character of human activity in general and, in particular, of the students' mental activity and cognitive process. Therefore, the core element of Davidov's thesis is the understanding that teaching and education determine the processes of mental development of the subjects, their capacities and mental qualities. Thus, through the appropriation of socially constructed knowledge, the individual reproduces in himself the social-historical forms of the learned activity. As the author wrote:

[...] to create in the children strong materialist representations to produce independent thinking in them and to significantly improve artistic and aesthetic training, raise the ideological and theoretical level of the teaching and education process, clearly expose the basic concepts and main ideas of the school subjects, eradicate any manifestations of formalism in content and teaching methods and in training work and widely apply the active forms and methods of teaching, etc. (DAVIDOV, 1988, p. 44).

The theoretical assumptions of developmental teaching bring as attributes several concepts and understandings proper to Soviet dialectical psychology that were elaborated by Davidov, his contemporaries and his masters. The study of these terms becomes a necessary condition for the understanding and application in the practical experimental field of this teaching perspective that has dealt with the problem of the relationship between the social and cultural processes and the development of the psychic functions of the child, concretized in the process of teaching and learning, since the basic assumption of this theory is the idea that teaching is the essential form of development of the mind of the child, of his thought and of his personality.

In a schematic form, Figure 1 demonstrates how developmental teaching promotes student development.

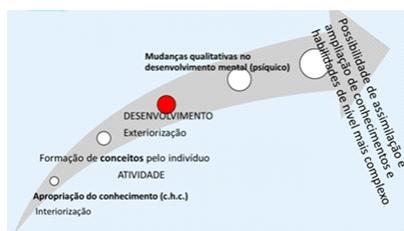


Figure 1 - Student's mental development process

Source: Author

The student's development process begins with the internalization / internalization of contents by the appropriation of scientific, historical and cultural knowledge through purposive and intentional activity. The activity should help the student in the formation of concepts and in the externalization / externalization of the knowledge related to the object of study. This stage of the developmental process characterizes student development. Once it developed we can say that there were qualitative and substantial changes in its psychic development, ie its 'mind' developed. This enables him to advance further in his development and consequently to further expand his knowledge and skills to solve increasingly complex problems (LEONTIEV, 1978; DAVIDOV, 1988; VIGOTSKI, 2007).

The learning of the headline and the developmental mode of teaching

The complexity of pedagogical praxis, so far exposed, shows the true dimension of teaching activity. In this, the learning content, the subject that learns, the teacher that teaches and, most importantly, the constitution of a general mode of appropriation of the culture and development of the generic human are present. Davidov (1981) argues that it is necessary to start from the general theses of the area of knowledge and not from the particular cases, searching for the cell of concepts, its genesis and essence, which is achieved through the operation to construct and transform an object mentally.

In this case, in order to teach a headline, we must first identify the nuclear concept of volleyball, since it is precisely this main concept of the volleyball game that triggers the secondary concepts of all other attributes of volleyball, such as sacking, lifting, the lock, the headline, etc. However, the main concept of volleyball arises from an intentionality of the game created historically, culturally and socially by humanity over time. Thus, the student will only understand well a headline in the structure of the game of volleyball, if he has formed a real concept of the game.

As for the dynamics of volleyball we realize that the intentionality of the game guides the offensive and defensive actions that accompany the modality since its origin. As Miranda (2011) wrote:

"[...] players on the same team must participate in a play, try to facilitate the subsequent actions of their teammates as much as possible, so that they can finalize the plays (attack) in conditions that make it difficult for the actions of their teammates opponents (defense / reception) and contrary- let's call this intentionality [...]" (301).

But, the way you think attacking action depends on the way you think it's set for defense action. In this case, the reverse also happens. Therefore, the student who is going to learn volleyball must develop their perception of the intentions of all who play and this must happen all the time. The behavior of one partner provides cues for how the other acts. The individual and collective mental actions should be as early as possible, however, the good player can get ahead of what will happen, but without denouncing in advance what he is thinking and will actually do, that is the game.

Thus the headline was developed within the dynamics of the game to be the most appropriate technical gesture to volley low balls and / or balls with greater speed, in this case to receive the looting and the actions of defense of the opponents attacks. Figure 2 demonstrates the development of the headline within the structure of the volleyball game.



Figure 2 - Organization of the headline in the structure of volleyball  
Source: Author

We observed that the execution of the headline in the game of volleyball initially involves a decision depending on the characteristics of behavior of the ball. This execution is conditional on the execution of the official rules of the modality that valid or not the gesture as regular or defaulting. The behavior of the ball and the position of the player will also influence the decision to opt for a certain variation of the headline. The proper technical gesture involves a specific pattern of posture and displacement during action. The action is performed based on a tactical intentionality that will define whether the headline has reached its goal in the face of the intended intentionality of the game.

Thus for the student to learn a headline in an approach based on the assumptions of Developmental Theory of Teaching we can propose the following way:

- To know the main intentionality of the game before the rules formulated for the modality. The intentionality brings in itself the perspective of the collective, individual performance and the dynamics of the game.

- Because it is a volleyball sport the behavior of the ball must be analyzed considering the laws of gravity and the point of falling of the ball. Therefore, the prospect of early displacement to the point of volley becomes the priority place to achieve the necessary body balance to play volleyball well.

- In this context of rationalization of volleyball actions we can deduce that it is a game of anticipated movement. From this point of view, in a game situation, the beginner must be led to understand that individual actions begin with the observation of the trajectory described by the ball before the collective objectivity of the play.

- The decision-making process on the need for displacement will require an anticipated positioning of the estimated location for the headline volley.

- That is, in a generic way we can say that volleyball is played first with the "legs" (displacements with dynamic action of the lower limbs). This idea can make a lot of difference in learning, because it will define the pedagogical procedures and tasks of the teaching and learning process.

- In this perspective, for the learning of the headline we should initially focus on the commitment of the learners in the following procedures: a) in the trajectory and behavior of the ball; b) in the delimitation of the spaces within the playing area and according to the game system; c) in the anticipated displacements; and then the headline volley would be carried out in an integrated action with the grip of the hands (wrists) and with the propulsion of the other movements of arms and forearms, trunk and lower limbs.

- The important thing about the headline is to be in the right place at the right time and to scale action by and for objectivity. All this according to the own conditions of the player and with the needs of the team in front of the situation that is put in the move.

All this process of analysis and reflection on the headline should be object of the student's awareness. In the practical field the teacher should seek to create opportunities for students to investigate technical gestures in the form of problems that allow them to develop a theoretical relationship with the specific object.

### 3 - FINAL CONSIDERATIONS

In developmental teaching, the headline teaching activity should provide the conditions for the student to mentally internalize and incorporate into his or her doing the essential concepts of the volleyball game. Theoretical thinking developed about learning contents (volleyball / headline) will give him the ability to solve problems of all kinds, and especially concerning the game, even in the face of unforeseen and apparently new situations that occur during a game under the principle of generalization. This generalizing character of the concepts should give students the ability to intelligently act with autonomy in any situation within the framework of the game and life, including creating new solutions to new problems from the conceptual basis already understood and effective. As Libâneo writes (2004):

But it is not "learning by doing." If only the concrete character of the child's experience is emphasized, little will be achieved in terms of mental development. According to Davidov, "empirical knowledge (concepts) correspond to empirical (or formal) actions and to theoretical knowledge (concepts), theoretical (or substantial) actions", that is, empirical actions, it can only carry out empirical actions, without substantially influencing the students' intellectual development (LIBÂNEO, 2004, p. 10).

Finally, the active role of the subjects in learning in interaction with others, and especially the subjects' need to develop thinking skills and cognitive competences, constitute the guiding premises of educational / sports practices in the perspective of developmental teaching.

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#### THE DEVELOPMENTAL MODE OF LEADING LEADING IN VOLLEYBALL

Abstract: This work of literature review is close to an essay. He investigated how we can organize the learning process of the volleyball headline from the assumptions of Vasili V. Davidov's Developmental Theory. Its general objective was to theorize the teaching of the headline making a synthesis demarcated by the fundamentals of Davidov's study activity. It was concluded, above all, that the important thing about the headline is to be in the right place, at the right moment, and to scale action by and for objectivity. All this according to the own conditions of the player and with the needs of the team in front of the situation that is put in the move. For this, the teaching activity of the headline in the developmental perspective should provide the conditions for the student to mentally internalize and incorporate into his / her make the essential concepts of the game of volleyball.

Key - words: Volleyball; Learning; Developmental.

#### LE MODE DE DÉVELOPPEMENT DES PRINCIPAUX CHEFS DE VOLLEYBALL

Résumé: Ce travail de revue de la littérature est proche d'un essai. Il a étudié comment nous pouvons organiser le processus d'apprentissage du titre de volleyball à partir des hypothèses de la théorie du développement de Vasili V. Davidov. Son objectif général était de théoriser l'enseignement du titre en faisant une synthèse délimitée par les fondamentaux de l'activité d'étude de Davidov. Il a été conclu, avant tout, que la chose importante à propos du titre est d'être au bon endroit, au bon moment, et d'étendre l'action par et pour l'objectivité. Tout cela selon les propres conditions du joueur et avec les besoins de l'équipe face à la situation qui est mise en mouvement. Pour cela, l'activité d'enseignement du titre dans la perspective du développement doit fournir les conditions pour que l'étudiant intériorise mentalement et incorpore dans son jeu les concepts essentiels du jeu de volleyball.

Mots - clés: Volleyball; Apprentissage Développementale.

#### EL MODO DESARROLLO DEL APRENDIZAJE DE LA MAQUILLA EN EL VOLEIBOL

Resumen: Este trabajo de revisión bibliográfica se acerca a un ensayo. Investigó de qué modo podemos organizar el proceso de enseñanza aprendizaje del titular del voleibol a partir de los presupuestos de la Teoría de la Enseñanza Desarrollada de Vasili V. Davidov. Su objetivo general fue teorizar la enseñanza del titular haciendo una síntesis demarcada por los fundamentos de la actividad de estudio de Davidov. Se concluyó, sobre todo, que lo importante del titular es estar en el lugar correcto, en el momento oportuno y dimensionar la acción por la y para la objetividad. Todo esto de acuerdo con las condiciones propias del jugador y con las necesidades del equipo ante la situación que está puesta en la jugada. Para ello, la actividad de enseñanza del titular en la perspectiva desarrollista debe dar las condiciones para que el alumno internalice mentalmente e incorpore en su hacer los conceptos esenciales del juego de voleibol.

Palabras clave: Voleibol; Aprendizaje; Desarrollos.

#### O MODO DESENVOLVIMENTAL DA APRENDIZAGEM DA MANHETE NO VOLEIBOL

Resumo: Este trabalho de revisão bibliográfica se aproxima de um ensaio. Investigou de que modo podemos organizar o processo de ensino aprendizagem da manchete do voleibol a partir dos pressupostos da Teoria do Ensino Desenvolvidor de Vasili V. Davidov. Seu objetivo geral foi teorizar o ensino da manchete fazendo uma síntese demarcada pelos fundamentos da atividade de estudo de Davidov. Concluiu-se, sobretudo, que o importante da manchete é estar no lugar certo, no momento certo e dimensionar a ação pela e para a objetividade. Tudo isso de acordo com as condições próprias do jogador e com as necessidades da equipe diante da situação que está posta na jogada. Para isso, a atividade de ensino da manchete na perspectiva desenvolvimental deve dar as condições para que o aluno internalize mentalmente e incorpore no seu fazer os conceitos essenciais do jogo de voleibol.

Palavras – chave: Voleibol; Aprendizagem; Desenvolvidor.