

104 - EXPERIENCE REPORT: AWAKENING CONCENTRATION AND ATTENTION FROM GAMES AND PLAYSHIPS FOR THE LEARNING OF CONNECTION ELEMENTS OF ARTISTIC GYMNASTICS

KARINA PAULA DA CONCEIÇÃO
IDA CARNEIRO MARTINS
LARISSA AUREA TEREZANI
UNIVERSIDADE NOVE DE JULHO – UNINOVE – SP
karina_renascer15@hotmail.com

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INTRODUCTION

The objective of this work is to report activities used in artistic gymnastics classes for children of Elementary and Secondary Education I, in which pedagogical forms of games and specific games were used to learn the elements of Artistic Gymnastics in order to develop psychological aspects, so that, improved and optimized attention and concentration.

As a result of this work, it is hoped that this learning will not only be in the classroom, but also improve their levels of attention and concentration in the everyday, transcending autonomy in their attitudes.

Physical Education is a science that studies the human being in many ways and aspects, and one of these aspects is the psychological. The discipline that specifically studies this psychological aspect within Physical Education is the Psychology of Sport. Thus, we can define the Psychology of Sport as one of the disciplines that constitutes the Sports Sciences, and a field of Applied Psychology.

However, Sport Psychology does not only work on self-performance, physical activity, recreation, social and income. The Psychology of Sport travels in the world of the human being and the athlete, and both have their external and internal environment (different from each other), that is, it is necessary to look at everything that surrounds an individual, their social, family relationships, institutional, among others.

Having said that, we will focus on the contents studied within the Psychology of Sport: Attention and Concentration. Whereas, when asked what is meant by attention and concentration; the definitions are confused with each other. But according to Samulski (2009) it is necessary a state of directed, intensive and selective perception to obtain attention. Nevertheless, I defined concentration, pointing out three possibilities: focusing of relevant stimuli; maintenance of the level of attention during a certain time; and awareness of the situation.

The function of attention is the primary identification of information, and the selection of this information. We can affirm that concentration is the capacity to maintain the focus of attention on the relevant stimuli to the environment; is the change of the environment, changing the focus of attention. That is, we can say that the attention is specific aspect, punctual, and the concentration of global aspect, environment. Example: A gymnast in a competition is focused on the test in which he will perform, and his attention is focused on the execution of the movement correctly.

METHODOLOGY

A group of 24 children aged between 6 and 8 years old were assembled and divided into two groups, each class with a 50-minute class - Class 1: group of 13 children who are 1st and 2nd year of Elementary School; Class 2: group of 11 children who are in the 2nd and 3rd year of Elementary School. Three activities were applied to the learning of attachment elements, so that the children's perceptive capacity could be worked out, so that their attention and concentration could be trained.

It is important to note that for execution of the following connection elements it is necessary to do so according to the following important technical aspects: Attitude (body aligned, head up, look forward ...), which should be according to the element of connection to be executed; Continuity and fluency of the movement (dynamics in the execution and rhythm); Definition of initial and final positions; and Amplitude of each movement, safety and precision in the small movements.

Given the technical aspects important for the execution of the connection elements, the activities applied were:

ACTIVITY 1: Learning of the connecting elements (front bottom, side bottom and pivot).

After being familiar with the movements and the dynamics of change of movement according to the direction of the teacher, the proposal was given to perform the movements according to the music.

The teacher indicated some signs in the song, made some children identify each signal separately, and after identified, made them perform the 3 connecting elements at each indication in the song that he did randomly.

In addition to being focused on performing the movements, they had to be attentive to every indication proposed in the music, causing their attention and concentration levels to increase.

ACTIVITY 2: Execution of the connection elements using music.

After being familiar with the movements and the dynamics of change of movement according to the direction of the teacher, the proposal was given to perform the movements according to the music.

The teacher indicated some signs in the song, made some children identify each signal separately, and after identified, made them perform the 3 connecting elements at each indication in the song that he did randomly.

In addition to being focused on performing the movements, they had to be attentive to every indication proposed in the music, causing their attention and concentration levels to increase.

ACTIVITY 3: Execution of the front bottom element on the balancing platform (beam).

With the aid of the teacher, one by one climbed on the balance beam (one of the Artistic Gymnast's hands), and executed the front end until the end of the beam. However, the level of attention and concentration in the activity was increased due to the fear of falling, because any false move would cause it to lose balance and eventually fall.

RESULTS

After applying all the activities we can notice the following aspects for each class:

Class 1:

Activity 1 - All students were able to perform the movement correctly, and they were able to respond quickly to changes in concentration.

Activity 2 - When putting music during the exercise there was an initial dispersion, but when the activity was presented

the students had to keep the focus of attention in the music, causing the concentration of the activity to return.

Activity 3 - When faced with an element of risk, the balance beam, had to keep the focus on the execution of the movement, and the fear of falling individually caused each child to keep their concentration on the activity.

Class 2:

Activity 1 - They quickly learned and executed the movements correctly, dynamically and interactively.

Activity 2 - The concentration was maintained during the music, but attention was diverted when some colleague did the wrong move, or at the wrong time.

Activity 3 - As in Class 1, children kept their attention on the movement, and there was "the fear of making mistakes" rather than the fear of falling. Due to this feeling of fear the level of concentration increased during this activity.

FINAL CONSIDERATIONS

With the results presented, we can observe that the levels of attention and concentration differ between classes and between the activities applied to the children.

The levels of attention and concentration differed according to age, since in class 1 it consists of an age between 6 and 7 years, and in group 2 it consists of an age between 7 and 8 years. Thus, we note that age interferes with the level of attention and concentration of the individual.

In activity 1, both groups reacted positively to the learning of movement, execution of movement, and response in the sudden change of movement. By showing that in learning a new activity, children tend to have their attention and concentration levels increased.

Activity 2 was "dispersed" in both classes due to the addition of the music, but each group reacted differently. In class 1, they lost focus on the activity because they "liked the music and wanted to dance, but soon resumed when they realized that it was necessary to keep the focus of attention to identify the signs of the music. Already in class 2 they lost attention because they noticed the error of the next colleague, and to help they tried to correct each other (we can see that there was a lack of cooperation among the children in class 2).

When adding, we could notice a greater interest of both classes to carry out the activity, showing that the presentation of new challenges this age group awakens the will to learn, knowing the unknown.

The playfulness of the activity with music provided the children with the technical improvement of the connecting elements of the Artistic Gymnastics, together with the work of musicality, causing the children to have fun acquiring knowledge in the modality in question.

The levels of attention and concentration increased more in activity 3 in relation to the other activities, because it has a considerably risk element, the balance beam.

In doing activity 3 both classes improved the realization of the movement, doing it technically more correct, for being aware of the execution of the technical gesture.

In activity 3 the children did not show concern with the external environment (noises, parallel conversations, movements in their field of vision, among others), because they were really concentrated in the activity.

There was variation in this activity between the fear of falling and the fear of failing, and fear of falling prevailed in Class 1, and the fear of failing in Class 2, thus observing that the reactions of fears differed according to age group.

Finally, based on Cordazzo and Vieira (2007) the act of playing is an activity that helps the process of childhood growth facilitating the school walk in which they experience different forms of learning and teaching.

By employing this playful resource, we developed cognitive and psychological aspects, such as the attention and concentration, cited in this study, to technically improve elements of Artistic Gymnastics, making the child to cultivate their growth phases bodily.

Clearly, there was an interest in overcoming new challenges when presenting unknown activities for children, and the results of this psychological interest to be researched (attention and concentration) were positive, mainly in the accomplishment of the movement technically that need precision and improvement, revealing that besides the taste for the challenges, motivation appeared to execute it with more adequate content.

This research gathers positive data with correlation to the game, the infantile toy built in the world of the account, the memory by means of attitudes of attention and concentration during the experiences of the gymnastic activities, until then, little valued and stimulated by the Physical Education; and advances as a technical sporting principle of the Gymnastic Artistic modality and its respective elements of connection: front, side and pivot bottom. Therefore, it is desired with this study to open the doors to new researches that embrace this theme.

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ADDRESS:

Karina Paula de Conceição.
 Rua Doutor Paulino Augusto, 340.
 Vila Continental.
 São Paulo – SP
 Cep: 02616 – 030

EXPERIENCE REPORT: AWAKENING CONCENTRATION AND ATTENTION FROM GAMES AND PLAYSHIPS FOR THE LEARNING OF CONNECTION ELEMENTS OF ARTISTIC GYMNASTICS.

The present work is an experience report made during the Gymnastics Art class with children aged between 6 and 8 years. This work aims to show, in a playful way, how the attention and concentration of children can be taught for the improvement of the technical gesture, in this case the connecting elements: Afundo Frontal, Afundo Lateral and Pivot. A group of 24 children with ages ranging from 6 to 8 years old were assembled, divided into two groups, and 3 activities were applied: Activity 1 - Learning of the attachment elements (frontal, lateral and pivotal fundus); Activity 2: Execution of the connection elements with the use of music; Activity 3: Execution of the front bottom element on a balancing platform (beam). The results showed that all of them were able to learn the movements proposed, and that even with the dispersion when some surprise element was presented,

there was attention to perform the activity, and that when adding an element of risk, the fear was differentiated between the classes. Thus, it was observed that the attention and concentration were different between the classes, considering that the subjects are more or less attentive according to the phase of their development. Therefore, the children became more attentive after the application of songs and elements of risk and it was noticed that the attention and the concentration can be stimulated even in childhood, causing them to grow having more interest in performing activities that challenge them.

KEYWORDS: Artistic Gymnastics; Concentration; Attention; Ludicidade; Physical Education.

RAPPORT D'EXPÉRIENCE: ÉVEIL DE LA CONCENTRATION ET DE L'ATTENTION DES JEUX ET DES JEUX POUR L'APPRENTISSAGE DES ÉLÉMENTS DE CONNEXION GYMNASTIQUE ARTISTIQUE.

Le présent travail est un rapport d'expérience réalisé au cours de la classe Gymnastique avec des enfants âgés de 6 à 8 ans. Ce travail vise à montrer, de manière ludique, comment l'attention et la concentration des enfants peuvent être enseignées pour l'amélioration du geste technique, en l'occurrence les éléments de connexion: Afundo Frontale, Afundo Lateral et Pivot. Un groupe de 24 enfants âgés de 6 à 8 ans a été assemblé, divisé en deux groupes, et 3 activités ont été appliquées: Activité 1 - Apprentissage des éléments d'attachement (fundus frontal, latéral et pivot); Activité 2: Exécution des éléments de connexion avec l'utilisation de la musique; Activité 3: Exécution de l'élément de fond avant sur une plateforme d'équilibrage (poutre). Les résultats ont montré que tous étaient capables d'apprendre les mouvements proposés, et que même avec la dispersion quand un élément de surprise était présenté, il y avait une attention pour effectuer l'activité, et qu'en ajoutant un élément de risque, la peur était différenciée entre les classes. Ainsi, il a été observé que l'attention et la concentration étaient différentes entre les classes, considérant que les sujets sont plus ou moins attentifs selon la phase de leur développement. Par conséquent, les enfants sont devenus plus attentifs après l'application de chansons et d'éléments de risque et il a été remarqué que l'attention et la concentration peuvent être stimulées même dans l'enfance, les amenant à s'intéresser davantage aux activités qui les défient.

SOMMAIRE MOTS-CLÉS: Gymnastique artistique; Concentration Attention Ludicidade; Éducation physique.

RELATO DE EXPERIENCIA: DESPERTANDO CONCENTRACIÓN Y ATENCIÓN A PARTIR DE JUEGOS Y BRINCADERAS PARA EL APRENDIZAJE DE ELEMENTOS DE CONEXIÓN DE LA GIMNASTICA ARTÍSTICA.

El presente trabajo se trata de un relato de experiencia realizado durante las clases de Gimnasia Artística con niños que tienen franja etaria comprendidas entre 6 a 8 años. Este trabajo pretende mostrar, de forma lúdica, cómo se puede enseñar la atención y concentración de los niños para el perfeccionamiento del gesto técnico, en el caso de los elementos de conexión: Afondo Frontal, Afondo Lateral y Pivot. Se reunieron un grupo de 24 niños con edades entre 6 a 8 años, siendo que las mismas fueron divididas en dos grupos, y se aplicaron 3 actividades: Actividad 1 - Aprendizaje de los elementos de conexión (afondo frontal, fondo lateral y pivot); Actividad 2: Ejecución de los elementos de conexión con la utilización de música; Actividad 3: Ejecución del elemento afondo frontal sobre una plataforma de equilibrio (traba). Los resultados mostraron que todos (as) lograron aprender los movimientos propuestos, y que incluso con la dispersión al ser presentado algún elemento sorpresa había atención para realizar la actividad, y que al añadir un elemento de riesgo, el miedo se diferenció entre las clases. De este modo, se observó que la atención y la concentración fueron diferentes entre las clases, considerando que los (as) sujetos (as) quedan más o menos atentos de acuerdo con la fase de su desarrollo. Por lo tanto, los niños se quedaron más atentos después de la aplicación de canciones y elementos de riesgo y se notó que la atención y la concentración pueden ser estimuladas incluso en la infancia, haciendo que crezcan teniendo mayor interés en realizar actividades que las desafían.

PALABRAS CLAVE: Gimnasia Artística; Concentración; Atención; Ludicidad; Educación Física.

RELATO DE EXPERIÊNCIA: DESPERTANDO CONCENTRAÇÃO E ATENÇÃO A PARTIR DE JOGOS E BRINCADEIRAS PARA O APRENDIZAGEM DE ELEMENTOS DE LIGAÇÃO DA GINÁSTICA ARTÍSTICA.

O presente trabalho trata-se de um relato de experiência realizado durante as aulas de Ginástica Artística com crianças que têm faixa etária compreendidas entre 6 a 8 anos. Este trabalho visa mostrar, de forma lúdica, como pode ser ensinada a atenção e concentração das crianças para o aperfeiçoamento do gesto técnico, no caso os elementos de ligação: Afundo Frontal, Afundo Lateral e Pivot. Foram reunidos um grupo de 24 crianças com faixa etária entre 6 a 8 anos, sendo que as mesmas foram divididas em duas turmas, e foram aplicadas 3 atividades: Atividade 1 - Aprendizagem dos elementos de ligação (afundo frontal, fundo lateral e pivot); Atividade 2: Execução dos elementos de ligação com a utilização de música; Atividade 3: Execução do elemento afundo frontal sobre uma plataforma de equilíbrio (trave). Os resultados mostraram que todos (as) conseguiram aprender os movimentos propostos, e que mesmo com a dispersão ao ser apresentado algum elemento surpresa havia atenção para realizar a atividade, e que ao acrescentar um elemento de risco, o medo se diferenciou entre as turmas. Deste modo, observou-se que a atenção e a concentração foram diferentes entre as turmas, considerando que os (as) sujeitos (as) ficam mais ou menos atentos de acordo com a fase do seu desenvolvimento. Portanto, as crianças ficaram mais atentas após a aplicação de músicas e elementos de risco e notou-se que a atenção e a concentração podem ser estimuladas mesmo na infância, fazendo com que cresçam tendo maior interesse em realizar atividades que as desafiam.

PALAVRAS-CHAVE: Ginástica Artística; Concentração; Atenção; Ludicidade; Educação Física.